GENDER DISCRIMINATION IN THE LANGUAGE CLASSROOM

By

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Dedication

To my dearly loved dad, who gave me all the support I need.

To my precious mother, my companion, my nurture, my supporter, and a lot more - you were the one who encouraged me all the way through this research and taught me how to live a happy life.

I love you both.
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Abstract

Teenage students, who are enrolled in the intermediate classes, are mostly alert of the changes of their bodies. They are sexually aware of the differences between boys and girls physically and mentally and the different reactions they receive form English language teachers regarding their achievement and discipline in class. Boys, for instance, believe that they receive more punishments concerning discipline problems while girls are always the models in the class, for they are always silent and follow all the teachers’ roles. On the other hand, teachers consider girls intelligent where it comes to reading, writing, and comprehension while boys are better in grammar, which follows rules; this is why girls get more questions and lower grades in grammar while boys get more inquiries and worse scores in comprehension. The literature has been brought together through looking in library catalogues, computer assisted study exploration, and online investigation. Observations of four teachers in schools were conducted to show how boys and girls are treated differently in the classroom. Then questionnaires were distributed to those teachers and one hundred students to compare the results with what was observed. The results of the study indicated that nearly all lecturers are not alert about the gender bias that is in their classroom, and students, both boys and girls, are facing the problem of uneven treatment from the teachers. The results were compared to the literature review collected and then examined. School administrators should make teachers aware of the problems of gender bias and help overcome the problem for the sake of the students’ success. Recommendations on further study directions are suggested.
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CHAPTER ONE
INTRODUCTION

During my childhood and adolescent years in the school, I was always aware of how girls including me were treated by the English teacher in comparison to the boys in the same class. I noticed that girls always got the teachers’ attention and smile in reading and writing classes, and when answering comprehension questions while a frown was given to them in the grammar classes. The opposite used to happen to boys with few exceptions; if the boy is cute or active, for example, he would directly get the best attention from the teacher in all classes.

Many researchers investigated gender and education (see for example Liu, 2006 & Chapman, 2002), but few studies focused on the teachers’ opinions about students’ gender and their interaction with them (Court, 2001). Past research focused on the high achievement of boys in math and girls in English, and the teachers being unaware of how they treat boys and girls in a class (Fennema, 1990). Although teachers oppose this thought, it is well known among parents and students that girls and boys are treated differently in classes. A lot of studies have been conducted on this topic, but to the researcher’s knowledge, very little research has been conducted on gender discrimination in Lebanese language classrooms.

Significance of the study

According to Treichler and Frank (1989), problems of language and gender are now dealt with in almost each educational instruction and discipline, including
anthropology, biology, communication, education, film theory, history, linguistics, literary studies, medicine, nursing, philosophy, psychology, psychoanalysis, and sociology. Treichler and Frank (1989) state that, during the past years, the word man was used to talk about both sexes; this is why no consideration of stereotyping was taken into account. According to Hering (2008), boys receive more Ds and Fs than girls in academic achievement, have more discipline problems in classes, dropout easily and explain that they hate school. “Teaching in a higher education institution can contribute to the reproduction of gender inequalities in education” (Poole & Isaacs, 1993, p. 276). Poole and Isaacs (1993) explain that schools and colleges have a very important job in changing the manners, principles and values of determined teachers during the phase of pre-service teacher learning. Poole and Isaacs (1993) conclude that how they present gender issues is, therefore, important.

McAuliffe (1994) and Kamler (1993) found out that the kind of writing children do mirrors gender stereotype and their views about the gender issue. Davies (2003) explains that girls and boys reveal in writing what they feel about gender stereotyping related to what they read in books. Davies (2003) found out that students are all aware of the repressive and unfair behaviors between genders, so they try to overcome it in writing.

Houston (1996) differentiates between gender free education such as getting rid of boxing since there is different achievement scores between males and females, gender free education in which gender is ignored, and gender free in which there is freedom in gender bias, gender advantage and disadvantage. Gurian and Henley (2001) believe that students can work with each other, but it is always easier to work in groups of single sex.
In my paper, gender free education is taken into consideration. Houston (1996) found out that both male and female teachers of co-educational classes throughout all grade levels cooperate more with boys and give them more optimistic and harmful notice and consideration. Houston (1996) added that girls get less teacher attention and whenever it is received, it is always normal or depressing. Gurian and Henley (2001) found out, in their observations, that some teachers call on every girl every day to answer their questions so that they don’t fall behind and be active as boys in the classroom. Sarah, Scott, and Spender (1980) found that boys claim more time and attention from teachers even if they encompass only half the class. Mickelson (1989) commented that female students are given more partial awards than males even when they become old women who are still learning to get higher degrees in education.

In this paper, I will explore the problem of how teachers react towards students’ achievement and discipline.

Based on my literature review and my observations in a school, I’ll be able to compare and contrast students’ achievement and discipline and recommend few changes for the future to have a better relation between teachers and different genders in a classroom.

Statement of the Problem

My research problem is the effect of students’ gender on the teachers’ attitudes towards their achievement and discipline in English intermediate classes. The study will help to advance the value of research and schooling regarding gender in education. In my opinion, since girls who usually achieve better grades than boys get less attention from
teachers, this subject is worth investigating; the objective of this paper is to examine how both males and females in class interact with their teachers, thus looking at the teachers’ attitudes toward students in class, and the students’ achievement in the English language. Gurian and Henley (2001) believe that boys and girls learn differently. Acker (1988) explains that teachers play an important role in upsetting girls in direct ways or indirect messages. Ayim and Houston (1996) explain that schools, in all its grades, including all its curriculum, teachers’ and officials’ attitudes, and activities such as academic analysis, achievement tests and extracurricular activities differ between sex and gender.

My research questions are the following:

1. When do boys and girls get more negative treatment from the teachers? Why?

2. How do teachers interact with girls and boys in the language classroom? How do teachers grade the students’ achievement in class?

3. How do teachers deal with disciplinary issues in class with boys and girls?

This research topic is a pioneer and a grounded study. It is important to be examined since males and females are facing problems with the teachers treating them more negatively than their peers.

Operational Definitions

In the research problem, the key terms attitudes, discipline and achievement need to be clarified.

“Attitude is an emotion that all people get when they have other emotions. Attitudes are positive, negative and neutral and change due to an external object” (Wikipedia, 2007). Court (2001) believes that an attitude is the kids’ feelings towards
language learning and their achievement in it. Eagly and Chaiken (1993) define attitudes as ways of thinking or performing and believe that a more precise explanation would be tendencies to appraise an entity with some degree of favor or disfavor usually expressed in cognitive, emotional, and behavioral responses. Jung (1971) adds that an attitude is the willingness of the consciousness to act or react in a certain way.

According to the Wikipedia (2007), achievement is something that is carried out successfully. McClelland, Alkinson, Clark, and Lowell (1953) state that achievement is when a student succeeds in a challenge with some superiority standards. Court (2001) talks about achievement for girls only because he believes that boys or men never succeed, yet the girls’ achievement was not important. This means that whatever girls do to succeed, they won’t be awarded as boys are.

“Discipline may denote any training intended to produce a specific character of behavior, especially training that produces moral, physical, or mental development in a particular direction” (Wikipedia, 2007). Newberger (2000) explains that discipline means training, which corrects, shapes, strengthens, or perfects - in other words, character formation itself, mainly as it is guided from within a close relative or counselor. Keating (1998) adds that discipline is actually all about educating good manners to our kids.

Conclusion

This chapter discussed the importance of conducting such a study and its purpose. It also mentioned the questions that the study dealt with and the definitions of the main terms. The next chapter will present a literature review about gender and prejudice problems, educational accomplishment, manner and regulation of students, and teachers’
personalities and roles in the classroom and their reactions with students. The review of literature will also include the differences between equity and equality and how literature books and stories deal with gender in rank and importance of characters.
CHAPTER TWO

LITERATURE REVIEW

This section will focus on defining and explaining the views of many researchers about different topics related to gender discrimination in the classroom. There will be an analysis of the differences and similarities, if any, between sexism and gender and how students’ achievement and discipline change depending on their gender and how they are treated by their male and female teachers. Finally, equity and equality between genders will be discussed as well as how literature books deal with the issue of gender in stories.

*Gender and sexism problems*

Treichler and Frank (1989) denote that sex and gender are two words used identically for the same meaning in modern writing to indicate organic femininity and masculinity. Treichler and Frank (1989) also signify that other people use sex for natural and life personalities and gender for publicity; males and females are sex, while boys, girls, men and women are gender. Brannon (1996) agrees that there is still a mystification in using both terms identically and interchangeably, and a lot of people don’t succeed to make any difference. Marsh (2003) adds that gender is publicly created, and the classes of masculine and feminine are created in relation to one another.

Skelton and Francis (2003) say that boys and girls are born differently in physical and mental shapes. They have different bodies and brains which affect gender differences more than bodily processes. March (2003) agrees that there is a difference in the cognitive styles and brain development of males and females, and this is why the teachers
can’t follow both brains in class. Gurian and Henley (2001) explain that boys and girls’ brains are different due to human and nature history and to hormones. They explain that from old ages, men used to hunt and fight in wars while women used to take care of children and vegetation. Reah (2003) states that boys with normal brains don’t think of working on subjects they dislike and getting high grades, even if it helps to succeed. Gurian and Henley (2001) point out that every brain is made up of a female pole and a male pole, and children differ in the side they most lean toward; this brain difference leads boys and girls to succeed and be superior in different aspects. Gurian and Henley (2001) claim that the brain, with little culture, affects the learning stereotype between males and females, and the brain of a woman is never at rest giving her the learning advantage. According to Gurian and Henley (2001), the differences in brain that affect males and females’ achievement and discipline are many:

- Males become more aggressive.
- Males fight more.
- Females are less aggressive, competitive, self-assertive, and self-relied.
- Females speak in sentences earlier than males. Females read faster, speak with better grammar, and have larger vocabulary acquisition.
- Females have improved verbal communication skills.
- Females have superior language while males are less intuitive.
- Females can do multi-activities in the class while males only one at the same time.
- Females have better memory storage.
- Females are superior at listening, communicating, all language based learning.
- Males have greater brain mass and this explains their high intelligence.

Gurian and Henley (2001) believe that girls have better memory and respond better to voices; this is why boys respond better when the teachers shout at them. This means that because girls pay attention in the class, they are able to understand better when the teacher explains in a quiet and gentle voice; boys, on the contrary, don’t understand except when the teacher raises her/ his voice to make them concentrate and understand what is being explained.

Marsh (2003) declares that gender is publicly created, and the classes of masculine and feminine are created in relation to one another. Treichler and Frank (1989) explain that boys always believe in girls as helpful people when there is a penalty, while they neglect them if they are sure that a prize is going to reach them. Lloyd and Duveen (1992) believe in differences between gender and sex: it is all related to feminine or masculine behavior. They comment that whenever girls, for example, act as a tomboy, it is normal, but if boys imitate girls; then, it is an unusual behavior. Skelton and Francis (2003) agree that children learn about gender through their teachers who prohibit girls from being energetic and rough while forbidding boys from being caring and gentle.

As Brannon (1996) uses gender to highlight the public nature of distinctions among women and men, Houston (1996) defines gender as an organization of authority, where one gender dominates the other; this concurs with Liu (2006) when he claimed that gender separation is a reality in many classrooms, where invisible but real restrictions exist. With respect to gender, Morgan (1996) defines sexism as a series of attitudes,
beliefs, practices, policies, laws, and behaviors differentiating against women or men on
the basis of their sexual category; Ayim and Houston (1996) explain and add that in
sexism distinction exists between males and females in a condition that one gender
always dominates the other. Relating both sex and gender, Houston (1996) notes that if
gender was a feature of the individual that was linked to sex and could be easily noticed,
then it would be good sense to talk about ignoring gender.

Lloyd and Duveen (1992) say that boys and girls grow diverse subcultures inside
their separated groups, and their restricted interaction construct their social world. After
conducting interviews with students, Du Toit (2004) found out that in general girls and
boys in single sex schools prefer to be alone and don’t share classes, while others find it
boring, and no challenges are found. In addition, Du Toit (2004) concluded in his study
that most girls are happy to study in a class where no boys exist because they won’t be
observed and criticized about their clothes and actions. Students in co-educational
schools feel that it is not challenging to study in a class that is all boys or girls. This was
revealed by Nunan and Milner (2003) who declared that there is always a teachers’
challenge to engage all students in the activities in spite of their gender or background.
Dee (2006) explains that the Department of Education’s Early Childhood Longitudinal
Study found out that girls do better than boys in language especially in reading. This is
why Dee (2006) points out that boys are less likely to attend college and receive a
bachelor’s degree in education. Lee (1980) comments that it was verified that females do
better in reading, but it is a mistake to think that it is a difference between males and
females. Lee (1980) completes that it all depends on the attitudes of each student,
whether males or females, and the attitudes of teachers toward the students.
Academic Achievement

Brannon (1996) states that intermediate school years make a difference in the academic accomplishment of both boys and girls; girls continue to get better grades but become less aggressive and self-confident in classroom activities. "Reading and writing are rudimentary to academic and social excellence. If a student performs well at them, the teacher feels she can teach anything. If a student doesn’t, the road to excellence seems very long indeed" (Gurian & Henley, 2001, p. 176). Sarah (1980) explains that discrimination in sex awareness and understanding in the classroom doesn’t only depend on the teachers’ principles but on a mixture of the employees’ sexual category, the isolation of sexes, the cultures and philosophies of the school and the features of the society followed by both teachers and students living in this particular culture.

In both cases, boys’ achievement is hindered in language learning. Although Sunderland (1998) believes that the interaction between students and teachers in any classroom is unintended and unconscious cooperation between the students and teachers, he and Nunan and Milner (2003) agree that teachers interact more with male students in English classes. Court (2001) agrees that teachers’ interactions with boys is higher because they have less concentration, get easily distracted, and are more demanding and restless in class.

In an English class, Liu (2006) states that boys participate more and get more response from the teachers on their involvement. Liu (2006) adds that the topic of the lesson changes the way the teacher interacts with the students. Feminine topics increase the interaction between teachers and girl students. Court (2001) adds that boys don’t concentrate and don’t succeed when the topic is of no interest to them. In reading,
Sunderland (1998) adds that most dialogues begin and end with a male. This is disappointing for girls who may fall behind their male peers. Teachers should always try to change the reading texts to meet the needs of both genders. After reading, Nunan and Milner (2003) says that teachers pose questions to students and get inconsistent answers from males, because as Court (2001) and Sunderland (1998) declare, boys are not sure of what they want to say in an answer to a question related to what they read while girls answer quickly.

While Sunderland (1998) believes that girls are the jokers of the class, Court (2001) considers boys to be the laughter of a class whenever they are not able to pronounce a certain word. Nunan and Milner (2003) agree that boys have lower self-esteem whenever they are reading in a literature class but they succeed in grammar, vocabulary and writing skills. After observation, Liu (2006) noticed that boys are always asked to think harder and answer challenging questions. Skelton and Francis (2003) note that not all boys face underachievement and not all girls face academic success stories; this view puts the needs of girls in risk of becoming marginalized. Marsh (2003) explains that boys' underachievement is related to the kind of texts used in classes because they exclude boys' interests, the teachers' lower expectations of boys, and society which prefers boys to be involved in technology study. West (2005) comments that the better achievement of girls compared to boys is due to coincidence; sometimes boys achieve better if they paid attention and studied well. Commenting on West (2005), Reah (2003) explains that boys in a classroom will be always bullied from their male peers if they studied well and achieved; if they worked hard to be clever boys, they will be devils according to their peers.
Reah (2003) concludes that males' underachievement will continue "until social processes of male gender socialization move away from the imperative of privileging the masculine and allow boys to stay in touch with their feminine qualities" (Reah, 2003, p. 162). Gurian and Henley (2001) explain that boys are better in deductive reasoning while girls prefer inductive reasoning. Boys do better in multiple choice questions while girls do better in writing and getting more ideas. Girls produce more and better words than males and don’t use slang language while writing or reading. Girls listen to teachers’ explanations and advice well, while boys are less friendly and always ask for more clear proof to support teachers’ argument.

**Attitude and discipline**

Reah (2003) found out that all teachers face occurrences of impoliteness and maltreatment of male students in the classroom. Boys don’t follow teachers’ rules and misbehave just to get the teachers’ attention. Gurian and Henley (2001) believe that all boys, of a certain age, are impolite, rude, or out of control. They always move in a class without hearing what a teacher may ask them to do. Liu (2006) realized that students working in a group in an English class are separated in groups of boys and girls. Gurian and Henley (2001) found out that boys and girls profit more from working in a group, but boys take time to handle themselves in a group and decide who should take each position before they begin working. Since Binks (2005) notes that boys suffer from lack of self-esteem and are shy to admit their low self-esteem, Liu (2006) in addition to Court (2001) consent that boys and girls should work in groups to lessen shame and humiliation in front of the other sex. Gurian and Henley (2001), on the contrary, admit that boys are
tougher than girls, and girls get shy and cry easily. Liu (2006) believes that boys are better at analytical thinking so they should be awarded for their talent and not their hard work as girls. Sanders (1997) comments that many girls point out that their achievement and accomplishment is owed to changeable luck, while boys declare that their achievement is due to their consistent and trustworthy skill and talent. This shows the lower self-confidence of girls although they have high achievement. Du Toit (2004) found out that boys are naughtier in class than girls because they want to get more attention from the teachers. While Court (2001) believes that teachers devote more attention to girls since boys are not interested in foreign language learning, Sunderland (1998) and Liu (2006) state that boys get more attention which lacks quality while girls get less exciting praise. Skelton and Francis (2003) note that although both genders look confident in class, boys get confident when they compete with each other while girls get confidence from their teachers and by helping them. Spender (1980 a) believes that girls’ self esteem and confidence will be low when the boys get more attention than them; this may lead to more withdrawal. Skelton and Francis (2003) note that girls in intermediate class are encouraged by the society and boys in the class to take care of their physical appearance and their behavior; if girls, by mistake, misbehaved, they are directly considered as a bad influence to other girls and even boys in the classroom.

Dee (2006) notes that boys are two or three times more likely than girls to be seen as disruptive, inattentive, and unlikely to complete their homework. Gurian and Henley (2001) pinpoint that boys are always bored in a class and always require more and changeable teaching techniques from the teachers to stay dutiful. As Chapman (2002) explains that different behaviors are tolerated for boys and not for girls because “boys
will be boys”, Court (2001) comments that misbehavior of girls receives harsh criticism from teachers while mischief from boys is considered normal. Liu (2006) adds that although boys have more discipline problems than girls, they are more famous.

Liu (2006) concludes that boys dominate the classroom in positive achievement sense and negative discipline rules. Spender (1980 c) declares that girls don’t speak as much as boys in classrooms and don’t participate much in verbal activities; he adds that girls learn not to participate in class when asked questions from books while boys are always the leaders in contribution and giving their opinions about what is read. Spender (1980 c) remarks that girls always win the rewards for being quiet, careful, and obedient.

As a conclusion, Lloyd and Duveen (1992) comment on the kinds of words used by both males and females in a classroom in contact with their teachers. Male students use rude and aggressive words, but girls use polite words even if they are angry with the teacher they are talking to. Skelton and Francis (2003) add that girls, especially in primary grades, tend to help teachers in their tasks to get more attention, which is not grasped through other activities. Boys, on the other hand, found this silly and never helped.

*Teachers’ personalities*

It is interesting to study the attitudes of teachers and their relation and reaction to different genders in real life before mentioning it in the classroom. “If the individual teacher’s values and behavior are crucial for the development of sex differentiation in the classroom, then one might expect that the teacher who considers the two sexes are of equal value might be able to influence segregation patterns in the direction of decreased
differentiation” (Sarah, 1980, p. 159). “Attitudes of teachers and counselors allow the continuation of gender bias in schools, and several studies have indicated that educators exhibit both gender and ethnic biases” (Brammall, 1996, p. 290). Clarricoates (1980) argues that the gender of the teacher is very important. If the teacher is a female, she will always be thinking, while in the classroom, how she will go home and finish the chores; if the teacher is a male, then he will be concentrating more because there is no other job that he is thinking about. Grant and Sleeter (1987) mention the topic where white teachers find it difficult to deal with students of different origins.

Clarricoates (1980) found out that teaching, as society believes, is a job for females only because they are so sweet and caring towards children; males are only obliged to teach students by either their parents, or lack of other available jobs. Payne (1980) commented that girls are always thought to be wives and mothers in the future, and this is why it is not necessary for them to enter schools and get education. Clarricoates (1980) found out that most male teachers see their teacher job as professional one rather than a domestic one. Buchan (1980) commented that she stopped her teaching career because she wanted to look for a more rewarding job as males and hope that this fable of female teachers ends so that they don’t stay in low key positions. Scott (1980) says that female teachers always get lower salaries than male teachers because they are females, and they should depend on the males’ salaries after they marry to take care of themselves as wives and mothers.

Quartz (2003) explains that if a teacher was born in a place where there is always war and hunger, her relation with the students will be different than the teacher who has always lived in luxury.
Teachers' role

"Teachers are known to enter their profession with gender stereotypes that their training as teachers failed to address, leaving them with a tendency to treat their students in gender – stereotypical ways" (Brannon, 1996; p. 291). Sarah (1980) explains that boys and girls, from the time of their birth, are treated differently from their parents and around society; this continues to school life where teachers unconsciously treat boys and girls differently. Sanders (1997) adds that teachers are unconscious of the unfair behaviors they show and reveal through verbal interactions, eye contact, and body language. When teachers learn how to behave correctly with students, directly at the beginning of their careers, they will be able to decrease the level of gender bias in the classroom.

Sarah (1980) says that most teachers spend time in the classroom shouting on boys who are misbehaving and ignoring girls who are working without even giving them encouragement and praise. While Court (2001) believes that teachers devote more attention to girls since boys are not interested in foreign language learning, Sunderland (1998) and Liu (2006) state that boys get more attention which lacks quality while girls get less exciting praise. Also, Lloyd and Duveen (1992) found out that teachers treat boys and girls differently; most teachers give boys the first choice of what they want to do and after they finish from a certain toy, girls can take it. Lloyd and Duveen (1992) believe that teachers should know how to deal with sexism, since they should not stop boys from trying girls' costumes and vice versa because this is a kind of discovery; by time, children know what suits them. Teachers also stopped all boys who wanted to do a boys' table in the classroom or who didn't want girls to participate with them in a certain activity.
Houston (1996) found out that in intermediate classes, even the brightest girl students remain silent; they are less verbally assertive, are called little by the teachers compared to boys, and their comments, if taken into consideration, are interrupted negatively by both teachers and male students. Skelton and Francis (2003) believe that most teachers see girls achieving through hard work while boys are seen as lazy yet talented. Teachers also undermine girls’ self confidence and always remember boys’ names and forget those of girls.

According to Gurian and Henley (2001), teachers can help boys and girls act in good discipline in class and achieve better through many ways:

- Be strict and give them punishments so they feel they are loved.
- Be strict, giving no two chances for students. Bring fathers into the classroom as volunteers so students feel the strictness.
- Play programs that are against bullying.
- Let students write daily journals to show their feelings.
- Don’t wait for students for a long period of time to accept what you asked them to do. On the contrary, change the topic if they didn’t respond.
- Go over the classroom rules every day.
- Divide girls and boys in separate groups.

Equity versus equality

Singh (1998) wants teachers to differentiate between equity and equality between students. As a basic rule, Chapman (2002) and Sunderland (1998) believe that teachers should be always aware of gender equity: both genders should be treated equally in the
same classroom. Pratt (1985) explains that it will be ethically immoral to interfere to modify discrepancy predilections shown by the sexes. Skelton and Francis (2003) add that teachers and students should not think of equality because it has no value when quality exists.

Singh (1998) says that if equality exists, then all students should be able to access all classroom materials the same way. Spender (1980 b) explains that educational organizations convince people that they are unequal on the basis of class, race, and gender. He adds that sexual inequality is a fraction of political beliefs in schooling and instruction which replicates the class separation in the world. Reah (2003) fights for equality between boys and girls in the classroom to deal with the problem of boys’ unfriendliness and isolation in the classrooms.

McConnell - Ginet (1989) wonders why social inequality results in linguistic inequality: inequality is most seen when boys’ views are considered more than those of girls and when they can easily utter bad words in a class without being punished as girls are. Acker (1988) believes in inequality in the classroom because teachers always give boys more time to answer questions and participate in the classroom. Spender (1980 b) notes that even when teachers want to treat the sexes equally, the difficulty is that our culture and education is so prepared that ‘equality’ and ‘fairness’ means that males get more attention. Luo (2005) admits that the inequality in learning openings might influence the upcoming lives of girls and their families. “Instead of insisting on women’s right to share equally in male defined success, to have an equal education with males and to occupy an equal number of high and low status positions on the hierarchy – a not uncommonly proposed strategy – we can begin to question the efficacy of hierarchies and
the desirability of stratification” (Spender, 1980 a; p. 42). “Although sexism is rampant in education – and there is a long way to go before any credibility can be attached to the slogan ‘equality of opportunity’, I remain optimistic” (Scott, 1980, p. 115).

Brannon (1996) denotes that though gender prejudice is now forbidden by commandment, a study by the American Association of University Women offered a great agreement of proof demonstrating an ongoing lack of gender justness and fairness. Brannon (1996) states that the problems consist of imbalanced interest and admission to learning materials, encouragement of stereotypical gender roles, asymmetrical hopes and beliefs relating to occupations, and increased sexual annoyance in school by classmates and teachers. Singh (1998) explains that if there is equity, only the students who are at risk of achieving will be able to get higher attention and support from the teachers. Poole & Isaacs (1993) realize that students often felt that gender equity is an issue that had been determined and was of no exacting concern to young women and men. Poole & Isaacs (1993) found out in their experiment that the faculty employees, in general, had a general perception of what gender equity means and found it very important, so they gave few family examples from their own experience. They ascertain that although staff said that gender is their priority, they were casual when they were asked to explain about their interaction with different genders. Fennema (1990) defines gender equity as the set of behaviors and knowledge that permits educators to recognize inequality in educational opportunities, to carry out specific interventions that constitute equal educational treatment, and to ensure equal educational outcomes.
Literature books

Sarah (1980) clarifies that syllabus materials are another critical area so far as the learning of sex roles is concerned. Marsh (2003) adds that nowadays, the problem of stereotyping in books is increasing and affecting all learning materials that include or exclude technology such as computers, chatting, comics, magazines, television, etc. Most heroes in films, books and games are men, while females are always the beautiful ladies who need to be secured by men. Treichler and Frank (1989) enlighten that there is no explanation of why there is a use of sexist language in books. Brannon (1996) recognizes that books, for all ages, show men in the place of bravery, creativity, curiosity and achievement, while women are seen as passive, fearful and incompetent. On the other hand, girls are always presented in a positive way because they behave in a way that is consistent with traditional gender roles. Treichler and Frank (1989) notice that dictionaries also differ between men and women since men are mostly heroes in sentences as examples. Gurian and Henley (2001) make it clear that because boys rely more on pictures while reading, the pictures should be free of sex stereotype. Sexism in the syllabus, as Scott (1980) considers, can’t be abolished simply since it is not an external cover, but a result of simple lack of knowledge and misunderstanding; Sexism is vital to our civilization, obligatory to our structure, and helpful for living organisms. Scott (1980) adds that sexism occurs at each stage of knowledge inside schools and provides a purpose. This is why all teachers should be aware of this knowledge. Payne (1980) sees encouraging female descriptions as vital to transforming girls’ personalities and to varying boys’ ideas and beliefs. On the other hand, Payne (1980) is sure that non-sexist texts could be present if we sought a little more. Morgan (1996) notes that most
books deal with girls as a part of beauty and are portrayed as involved in activities such as sewing, cleaning, shopping, and cooking while boys are always represented in activities where money is collected and some heavy sports such as hiking and fishing. Although Spender (1980 b) believes that books are only an example among the whole curriculum that differs between sexes, both Court (2001) and Sunderland (1998) believe that teachers should be able to add masculine and feminine views to textbooks. “The books and materials used within our schools abound in crude and inaccurate images of women and men and are designed to indoctrinate children in sexual inequality” (Spender, 1980 b; p. 25). Spender (1980 b) adds that most English books show boys as bigger, taller, and sometimes more intelligent. Commeyras, Alvermann, DeGroff, Stanulis, & Hankins (1997) found out that most teachers like equal contribution from both genders in the classroom and include books that talk about males and females equally so that not to differentiate between genders, yet teachers hate to discuss a gender issue in their classroom. Liu (2006) declares that teachers should be conscious of the detrimental effects of sexism and be able to commit change. Du Toit (2004) found out that boys and girls choose different kinds of books to read. Davies (2003) conclude that boys and girls should be exposed to all kinds of books that have stereotyping of males and females and learn what is right or wrong in their parts. Students, then, should write their opinion about the topic. Gurian and Henley (2001) agree that students should read and then write or draw about what they read to share their experiences with other students and the teacher in the class.

Gershuny (1989) explains that most literature books hardly ever list either sexism or nonsexist language in their directories; this is why labels of feminists become
invisible. Gershuny (1989) adds that most sexist language is shown through the use of pronouns since “he” is used more than “she”.

Conclusion

Gurian and Henley (2001) conclude that boys and girls should differ in their learning achievement and discipline because of a biological factor. Boys and girls differ because their internal brains develop differently. Gurian and Henley (2001) believe that boys and girls are victims of sex inconvenience in schools, and it is affecting boys more than girls.

“Simply summarized, this means women learn to lose, not just as the students in the classroom but as the teachers on the staff” (Buchan, 1980; p. 87). Payne (1980) believes that teachers should put the point of different genders as a minority and focus on the point of teaching for the sake of serving the needs of the public. Spender (1980 a) agrees and adds that sometimes girls are better educators, and some boys are failures. According to Lee (1980), it all depends on the children and their house experience, what they have learned by their parents before they entered school and what attitudes they have about reading, writing, speaking, and listening during the first months of the school.

Llyod and Duveen (1992) focus on what children learn academically and socially at home from parents before they enter school. They say that most kids enter school arguing that their daddies and mommies do different cores at home, and this is why boys shouldn’t do the same things as girls even if it is a very simple activity. Court (2001) adds that teachers should not assume that boys are bad in language learning just because girls get higher grades. Sarah, Scott & Spender (1980) say that both boys and girls may get the
same grades on the same exams, but they interpret them differently. “Girls were far more likely to underestimate their performance in a given task than boys and interpret failure in different ways. Boys would accord their failings to lack of effort, or blame the apparent inadequacies of external factors such as exams or teachers, while girls tended to blame themselves, attributing failure to lack of ability” (Skelton and Francis, 2003; p. 10).

Orr (1985) believes that most powers offer reasonably small practical help for eliminating sex segregation in schools; the subject is seen as one of a huge quantity of reasons quarrelling for precedence cure in the distribution of resources. Spender (1980 c) believes that people have accomplished something at this time to eradicate prejudice from teaching but had forgotten that in education, more important aspects are given to men. Poole & Isaacs (1993) conclude that many female employees have a full dedication to changes in education which are beneficial to women and men. Skelton and Francis (2003) conclude that boys and girls no longer face gender differentiation problems in school, and teachers should follow what curriculum is without discriminating genders.

Singh (1998) declares that there are many situations that teachers can use to deal with gender problems. According to Morris (2004), ten different traits should be employed in teachers to ensure success of both boys and girls, yet boys are more dependent. Teachers should have clear organization and apply discipline on all students even if with few distractions. The material should be relevant to both girls and boys and competition should be confronted to meet certain targets. Homework and activities should be focused and brief, and awards should be given to both genders. Direct and indirect instruction should be applied to meet the intelligence of both genders. Skelton and Francis (2003) believe that teachers should always involve students in opposite sex
activities using feminine and male games to decrease sex segregation. Children should be involved in imaginative play where they take roles of other genders. Gershuny (1989) adds that authors should pay attention while writing books to be away of stereotyping; they should write everyone or everybody and use “his or her” so that writers don’t distinguish if they are talking about males or females.

Various studies were conducted in Lebanon regarding gender differences. For instance, Mougharbel (2006) points out that gender bias exists in secondary language classrooms in schools in Beirut, yet teachers and students are unaware of the bias. In addition, Akl (2002) found out that although teachers agree that inequality exists in the Lebanese society, they are unaware of gender bias in classrooms. Moreover, Hallab (2006) found out that gender inequity exists, female students’ achievement give hope for the future, and teachers are not aware of their hidden biased beliefs.

**Summing up**

To sum up, boys and girls can never be equal physically and mentally and can never achieve equally in academic and in disciplinary issues. Teachers should be always aware of the differences between the two genders and be able to interact equally without any distinction between them. Teachers should serve students the way they would have liked to be served with when they were students. Teachers should be aware of the kinds of text they present to students. All texts should be free from gender discrimination; if such texts are not found easily, teachers should be able to create their own texts.

Before going on to present the results of the study, the subsequent section is devoted to classifying the methods and units of investigation. In other words, how the
writer examined the level to which gender is being treated by both teachers and students in English intermediate classes.
CHAPTER THREE
METHODOLOGY

This chapter discusses the methodology used to investigate *gender discrimination in the intermediate language classroom of two schools*. It introduces the research used in this study and the different instruments used to collect information and why these specific devices were used and not other instruments. Furthermore, this chapter also discusses various ethical issues taken into consideration.

*Sketch of the study*

English teachers give girls higher grades concerning reading and writing, while boys receive higher grades in grammar activities which are mainly drill and practice exercises. The rationale of the study is to see why boys receive more punishment if they misbehave and a surprise acknowledgement if they get a better grade in reading and writing. This study accomplishes its purposes by doing an examination of accessible studies on gender in education and the relation between teachers and students, and suggesting future study orientations about the topic.

*Research design*

In this study, an exploratory design which can’t be generalizable to the population at large, is used because as Kotler, Adam, Brown and Armstrong (2006) believe it concludes that a superficial problem exists or does not exist. According to Fraenkel & Wallen (2006), exploratory design is a study in which quantitative data is gathered first
and then qualitative data is used to illuminate it. In this study, the questionnaires and
interviews are clarified more with the researcher’s observation to show their clearness.
The research will shed light on how students feel toward their teachers and their relation
with them, and whether they feel any difference in treatment between boys and girls in
the English classroom; this position may benefit other people in similar situations.

Participants

According to Fraenkel and Wallen (2006), random sampling is chosen when the
sample is large and guarantees every one a similar chance of being selected. Convenience
sampling includes only those participants who are vacant. It can not be representative of
any population, and purposive sampling is done by the researcher due to certain prior
information; it may, however, cause errors if the choice was wrong.

The schools were chosen purposely due to their existence near my work. The
teachers chosen were available at certain times, and the students who participated were
chosen randomly. Two schools were used for observation. Because SUN school had no
male English teachers, I observed a male teacher in school MOON. The model of
contributors from SUN and MOON schools consisted of 100 students aged between 11
and 14 years old (57 boys and 43 girls) and 4 English language teachers who differ in age
and gender (3 females and 1 male). The children are divided into 4 classrooms of
different levels (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} intermediate and Brevet classes) and taught by different
teachers. The children’s native language is Arabic; English is their second language. The
students learned English through out all the school years. Since the schools I’m observing
are located in the middle of the city which combines different economic levels, I suspect
that learners and teachers differ in their social class background; some come from a high economic class while others come from middle or poor socioeconomic status. The contact and good or bad behavior that take place in the classroom depend on how communication takes place between students and their parents at home and how parents deal with disciplinary issues with their children. The communication of discipline also depends on how in previous school years teachers dealt with each student. Some students, for example, are accustomed to learn when somebody shouts at them, while others are used to learn anything when their parents speak to them gently. A teacher, in both ways, should be able to communicate with students to manage the class perfectly.

Data Collection Methods

I observed the relation between students and teachers in the classrooms daily for a period of 3 weeks. The observation sessions were distributed among the four teachers; each teacher was observed for few teaching hours. During this period, I was able to conduct interviews with the teachers and distribute questionnaires to students to know if their answers agree with what I was observing or not. The teachers were asked to do special conversations with groups of students (both boys and girls) with different achievement skills to observe whether small groups of students affect the percentage of gender participating in these conversations and influence their attitudes. The topics of special conversations between the teachers and students differ according to the subject which the students are dealing with according to the day I am observing on. The teacher may ask students of different achievement skills to solve one grammar exercise, while I observe how each student communicates with the teacher and responds to the exercise.
The time anticipated for each conversation depends on the age of the students, their achievement level, and their shy or confident attitudes. According to Sedivy (2007), the definite real-time thought of two-way principles by both the hearer and presenter runs up beside strict chronological limitations through language processing.

According to Sridhar (2007), there are many methods and techniques available for data collection. The careful choice of one or more techniques taking into consideration features similar to appropriateness to the problem, accessible resources, kind of information necessary to be produced and the level of accuracy required is necessary (Sridhar, 2007). In this study, I used non-participant observation, collection of students’ writings and students’ disciplinary referrals, and teachers’ interviews. Questionnaires were also distributed to students to measure what teachers and students say and write. The use of three instruments usually helps to triangulate the research results. The fourth instrument adds more accuracy to the results.

*Non-participant Observations*

While observing, three out of the four teachers asked me to grab their chairs near the entrance door and sit to observe, while the fourth teacher just asked me to stand by the window. I was not allowed to take a camera, so I held a paper and pen and jotted down everything that I saw or heard.

According to Fraenkel and Wallen (2006), observations show whether what is collected by the questionnaires and interviews are factual or faked. Christ (2008) believes that observing workers (teachers and students) can be very useful especially that observation takes place in the natural setting of the work. On the other hand, Adler and Adler (1994) think that observers are enforced to rely completely on their own view and
are more inclined to prejudice from their personal analysis of conditions. My role as an investigator was a non-participant viewer. My presence as a researcher in SUN and MOON schools was made possible by taking permission from the school Directors and teachers and by a paper from the Lebanese American University stating that my presence in the school is only to serve this research. In the class, my seat as an observer was either behind all students or in front facing them so I could follow all the conversations that are taking place in front. The first two days were not taken into consideration for observation since time was given for both teachers and students to get used to me and act normally without paying attention to my presence. While observing, I tried as much as possible to write out the discussion between the teachers and students so I can easily evaluate them. I chose narration to report my observations as I needed to include a lot of details. The type of checklists I used included most of the gestures and behaviors of the teachers. They were marked every one minute; every one minute, the teacher was checked on her reaction towards students. For instance, Fraenkel and Wallen (2006) stated that a checklist is used to decide whether or not a human being changes his behavior in a certain time and place.

*Collection of data/ documents*

Before entering classes, I asked teachers whether they can give me some of the students’ writings and exams to check on their mistakes and grades. Although one teacher didn’t accept and asked me to depend only on what is happening in front of me in class, one teacher made it easier by giving me the exam papers and essays to correct in class and return directly to students. The other two teachers just sat with me while overlooking
the grades of students; they didn’t answer any question concerning the grades and writings.

Fraenkel and Wallen (2006) state that collecting documents will either show whether what is collected by the questionnaires and interviews are factual or faked. My collection of students’ writings and referrals will show whether teachers and students are giving their accurate opinions about the topic. Daily journal writing reflects the students’ feeling about gender; for example, do they write more about boys or girls? Are boys always criminals? Are girls always considered as beautiful and work at homes? Spelling and grammar mistakes are always taken into consideration to know whether boys have fewer mistakes in grammar and girls in spelling and fragment writing. On the other hand, the number of attitude referrals given by teachers to boys and girls also show whether both genders are treated equally or differently.

*Teachers’ conferences*

Two of the teachers gave me their free hours in the teachers’ room; I was able to visit, sit with them, and conduct the one to one interview. The atmosphere of the room was very noisy due to other teachers chatting, eating and drinking. One teacher was interviewed in class after all students left; we were alone in the room and he/she was able to communicate better and ask some questions related to the topic. The fourth teacher didn’t have free time for an interview. I was just able to ask him/her few questions while proctoring a class from the corridor, and then asked for the questions so he/she can answer and submit the answers in writing. Well, I did this.

According to Fraenkel and Wallen (2006), the interviews will help to clarify what is answered in the questionnaires using more details. Ritchie and Lewis (2003) have the
same opinion as Fontana and Frey (1994) that listening during open-ended conferences may help the researcher search more and investigate subjects that are of concern. On the other hand, Christ (2008) believes that interviewing, as part of a qualitative research, is time consuming and only a small part of the respondents can participate. In the researcher’s case, no questionnaires are given to teachers, but the interviews helped clarify more what is observed and what teachers believe about certain points concerning the teachers’ relation with students and their effect on the students’ grades and attitudes. All the conferences were short; some were audio-taped while others were hand written because some teachers didn’t like to audio-tape their voices. All conversations were then transcribed for later analysis and evaluation. As Fraenkel and Wallen (2006) believe that the interview questions should be related to the hypothesis of the study and in a clear direct way, the questions of the interviews were taken from the literature review exploration and no interview lasted for more than fifteen minutes, time assigned by teachers. Some of the questions in the interviews were semi structures while others were informal. Both kinds of interviews were used to explore and express the participants’ mode of teaching and their relation with students.

Students’ questionnaires

At the end of the four classes, the teachers just said that they are going to distribute few papers where they have to fill according to what they understand. They made it an explicit point that no questions are allowed and only fifteen minutes should be spent. I was not attending in two of the classes while they were completing the questionnaires because the teachers preferred that they fill it in the teachers’ free time which is not known.
According to Fraenkel and Wallen (2006), the questionnaires help to collect the same data from a large number of people (around hundred students) and clarify what is observed; on the other hand, Zeilani (2008) believes that questionnaires can never enter the minds of the participants to answer in their own words how they feel about the problem. Zeilani (2008) adds that a lot of items will be missing by using questionnaires. In this research paper, the questionnaires shed light on how students feel toward their teachers and their relation with them, and whether they feel any difference in treatment between boys and girls in the English classroom. All students of grades 6, 7, 8, and 9 available in the school answered the questionnaires. Their performance and attitudes were not taken into consideration. The answers were then categorized to simplify future analysis.

*Criteria used for data collection*

Asking students to sit for an exam is not applicable because it will not show how students react toward the issue of gender, yet it shows whether teachers grade boys and girls differently. Thus, the best way to measure students’ accuracy is through journal writing, where students write everything that bothers them or makes them happy. I believe that students, of ages 10 to 14, should not interact directly with the researcher because they might be shy, take time to invent an answer and answer wrong; this is why students’ interviews should not be taken into consideration. Paribakht and Wesche (1996) believe that students learn deliberately as good as they learn occasionally. Some of the instruments (questionnaires, interviews, and journal writing) should be timed by the researcher, so that students and teachers answer directly without thinking of an answer.
Validity and reliability controls

According to Pannell and Pannell (1999) validity means that observations should determine what they aim to measure, while reliability means that someone using the same method should come with the same conclusions as mine. Pannell and Pannell (1999) add that in face to face interviews, the interviewer is in danger of falling in validity since he/she may have problems in choosing words, fail to clarify some unclear words and fail to record the respondents’ answers.

Adler and Adler (1994) consider observation lacking reliability; without numerical investigation to validate the importance of observed models, researchers can’t guarantee that their results are valid. The choice of sample is a non-random convenience sampling. Only the students and the teachers who are available during my observation for the research will answer the questionnaires and be observed. Because the number of English teachers for the intermediate classes is small in every school, I will interview those teachers who are available for the study. According to Fraenkel and Wallen (2006), a convenience sample can’t be representative. Thus, my study should be replicated to increase reliability, and the results shouldn’t be generalized.

Triangulation

In order to enhance reliability and validity, several qualitative tools were used to collect the data needed to answer the different research questions of this study. Along with analyzing the books used in English intermediate classes, the study involved carrying out interviews with seventh, eighth and ninth grade teachers, classroom observations of teachers teaching reading, writing and grammar in these grades, and filling out students’ questionnaires related to the gender issue.


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**Ethical consideration**

Punch (1994) believes that ethical considerations mostly rotate around issues of harm, approval, trickery, confidentiality, and discretion of data. All students and teachers participating in this study were aware of the topic the researcher was conducting. Although Punch (1994) agrees that some fraud is acceptable if it helps for the research, knowledge and no harm is done, all the participants were aware that the research won’t humiliate or harm them because their actual names won’t be known to the public. All the data collected is owned by the researcher alone and all the results are used for the sake of the research only; otherwise, all the participants’ permissions should be taken into consideration. Since the school gave me permission to observe in classroom, no parents’ permission was needed because the students are old enough. A lot of data was collected, whether it supports the research or no, to diminish bias.

**Conclusion**

This chapter introduced the methods used to collect data and how data will be later evaluated. It briefly talked about the participants in the study and processes taken to finish the research. The next chapter will discuss data collection and the results derived
from the study. The conclusion will be drawn after comparing all collected information and referring to literature review.
CHAPTER FOUR

RESULTS and DISCUSSION

The research problem is the effect of students’ gender on the teachers’ approaches towards their accomplishment and discipline in English intermediary classes. The study will help to pave the way for future research and schooling regarding gender in education.

Having reviewed the literature and collected data in two Lebanese schools to investigate how teachers act and interact with different gendered students in English intermediate classes, this chapter shows the end results of the study. In other words, this chapter will show whether data results of my observations, questionnaires and interviews concur with what I found out in the literature review or not.

Reporting Data

Interviews with teachers show that all teachers have a BA and have been working for more than five years in grades seven, eight and nine. Most teachers agree that there is gender bias in their classrooms but are not sure whether they are responsive to it. Although all teachers admit treating boys and girls similarly, all of them believe that boys are more destructive and thus need more attention. All teachers have no evidence that boys are more intelligent than girls in some subjects or vice versa, and they always make sure to divide students in a class into heterogeneous groups. Teachers believe in the same punishment rules for both genders although punishment is rarely used and observation showed the opposite.
Students’ questionnaires and observations showed that all classes have more boys than girls in the classes. Although most boys consider teachers to smile and care for girl students better, girls don’t find any difference in treatment. As teachers said, both boys and girls agree that intelligence and getting high grades do not depend on the students’ gender as much as on how well they study and concentrate on a subject. Most girls admit that boys interrupt them while speaking, and this is clearly shown in observation. Both boys and girls admit that boys are loud in class, but this is not a problem for them in our society. Both genders prefer working in groups together and not in one gendered group.

Observations showed that nearly all teachers had many eye contacts with boys to grab their attention. While explaining, most teachers changed their voice tones while addressing boys and girls. Except for teacher Z, teachers gave more smiles, nods and frowns to boys to show their satisfaction or frustration. Observations for three weeks showed that no girl was punished or called out. Except for teacher Z, who gave neither boys not girls time to answer, girl teachers gave more time to boys in class and male teachers gave girls more time to answer.

Discussion

Gender and sexism problems

Different answers were given by teachers to the question “Do boys and girls differ in intelligence levels?” This shows that there is no evidence to support Gurian and Henley (2001) who believe that girls’ minds are different than those of boys. Observation for few hours reflected that boys are more aggressive and more competitive with the teacher than girls are.
Teacher (shouting): can you put your books away from the floor.

B (in a loud voice): Yii 3laina ya miss. Bade ista3melon in class after.

Teacher (while walking away): ok put them away now and you can remove them later.

In contrast to Gurian and Henley (2001), boys were able to answer the teachers’ educational questions even when the teacher talks with a tiny voice without shouting.

As Houston (1996) believes that gender is authority where one gender dominates the other, most observation showed that boys dominate girls in their attitudes; girls are obliged to do what boys want. The box shows an example; in grade 9 with teacher Y. This conversation took place between a girl who was sitting in the back row and a boy who was sitting in the front row in the class. The conversation was in Arabic and is transcribed here in English:

“Hey Sarah. Open the window. It is too hot.”

“OK”.... She opens the window. In few minutes she is cold, so she closes the window.

The boy becomes aggressive. He stands on the table and says: “Sarah, open the window. It is very hot. You want me to take off my clothes. Open the window.”

Sarah stands up and opens the window without saying any word. Even the teacher did not say a word to the boy. She just stood by the desk and completed her lesson.
The questionnaires showed that 31 out of 57 boys prefer to work in groups of both genders while 21 out of 43 girls don’t mind working in a group of only girls. This concurs with what Du Toit (2004) found out in his observation that most girls prefer to be in class alone while boys find it boring to be in boys’ class.

Nunan and Milner (2003) pointed out that teachers find it a challenge to engage all students in activities that take place in the classroom. Observations showed that most teachers engage a number of students in activities, while other students are left alone just to hear the answer without caring if they got it correct or no. Teacher B, for instance, stated that weak students are usually asked to engage more in activities. Observations showed that boys are asked more to engage in activities to gain their attention on certain problems and decrease their aggressiveness in class.

Finally, the observations contradict Dee’s (2006) results that achievement in grammar, comprehension and writing depends on whether students are boys or girls. Observations and checking students’ grades showed that most boys got As on grammar quizzes while no girls got it. Few boys got high grades in comprehension. Some boys got high grades in writing and some girls got high grades in grammar. This shows that students who study well can get high grades, while those who don’t study are at risk of failing.

Academic achievement

Observations show that Brannon (1996) was correct when he stated that girls in intermediate classes have no self confidence. Observations showed that girls get high
grades, know the information asked, and always complete their assignments correct, but are shy and don’t have the confidence to say the answer or reply to teachers’ questions.

Observations coincide with what Nunan and Milner (2003) and Court (2001) said that teachers interact more with boys because they have less attentiveness, get easily preoccupied, and are restless in class. Observations also concur with Sunderland (1998) that interactions between students and teachers happen in an unconscious way; sometimes teachers ask students who raise their hands, who are near them, or by turn.

Observations in all classes are against Court (2001) and Sunderland (1998) views. The latter said that boys are not sure of what to say while girls answer quickly. On the contrary, observations showed that boys answer quickly without thinking of the answer and most of the times get their answers correct; on the other hand, girls take time to answer and sometimes they prefer not to talk after taking time to think. Observation also showed that whenever girls are answering, they are looking in their books or on the table in front of them; boys, on the other hand, always look at their friends’ faces or the teachers’ faces when answering.

Teacher X is a perfect example of what Liu (2006) stated about teachers’ responses towards both boys and girls. Teacher X was always near the boys whenever they wanted to ask or answer a question. She even taps boys’ heads and backs whenever they answer correctly. She sometimes says “good boy” or “keep it up” to boys who got the right answer. This kind of treatment was not shown with girls and was not well shown with other teachers. Observations contradict with what Liu (2006) and Court (2001) when they said that grammar, reading or comprehension affect the grades of students. Observations showed that topics dealt with, even in books, are mostly general topics that
rarely use he or she. Even if the topic has he or she, students and teachers never commented on whether the hero is a male or female. In their questionnaires, all teachers believe that heroes in texts should not be changed to males or females and a high percentage of students prefer reading stories with male heroes since they rarely read stories with female heroes; this shows that both male and female students don’t care about gender of heroes in texts.

Observations contradict the ideas of West (2005) that girls achieve better than boys due to luck. Both boys and girls achieve good when they study well; if they don’t study, they will not achieve.

Observations harmonize with Gurian and Henley (2001) that girls listen to teachers’ explanations while boys ask for more clear proof. The box shows an example from grade 9 with teacher Y.

| Y: please ladies and gentlemen open to page 36. Find the mistakes in exercise six and correct the mistakes |
| Boy 1: Miss, miss, you mean we have to read it? |
| Y: yes read it find mistakes and correct |
| Boy 2: I didn’t understand |

**Attitude and discipline**

Observations agree with Reah (2003) that teachers have problems with boys regarding impoliteness of male students in class. Reah (2003) and Gurian and Henley (2001) were correct when they said that boys misbehave to get teachers’ attention. After
observations, a grade seven male student was always found to face the same conservation with teacher X regarding misbehavior and neatness.

    X: How many times I told you that your books should be either put over each other on the floor or inside your bag.
    Boy: Ok sorry miss
    He jumps over the table to the floor with a smiling face and begins packing his books while looking at all students and smiling.
    Boy: Oof Miss. Why should we do this? We are going to use these books all the day so daroory be neat on floor.
    The teacher doesn’t answer. She continues explaining the lesson. The boy packs his books and sits back.

After observing students working in groups, the viewer found out that whatever the gender of the group members, the results of the project they are working on doesn’t differ. What differs is the intelligence status of the students in a group. This corresponds with Gurian and Henley (2001) when they said that students profit more when they work in groups because weak ones will take better information from strong ones; clever students will help those weak to succeed. In contrast to Liu (2006) and Sanders (1997), observations showed that students are only graded according to how they do in their exams without taking luck, talent, skill and confidence into consideration. Examinations correspond with Du Toit (2004) that boys are naughtier in class and try to do wrong things to get the teachers attention. They also concur with Sunderland (1998) and Liu (2006) that boys get more attention that lacks quality while girls get less exciting praise.
This table shows an example of how Teacher X dealt with a boy and a girl in grade 9 regarding a reading comprehension question:

<table>
<thead>
<tr>
<th>X: Who can answer number 3 in page 223?</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (shouting): Me me miss</td>
</tr>
<tr>
<td>G (in a soft voice): Can I miss?</td>
</tr>
<tr>
<td>X: Ok G you can do it.</td>
</tr>
<tr>
<td>G answers but doesn’t get a complete answer.</td>
</tr>
<tr>
<td>X (from her desk): ok but this is incomplete. Can you continue B.</td>
</tr>
<tr>
<td>B answers correctly.</td>
</tr>
<tr>
<td>X goes to B’s table, puts her hand on his head and says: good, this is the right answer. Good job.</td>
</tr>
</tbody>
</table>

The example above proves Spender’s (1980 b) idea that girls self-confidence will be low when boys get more praise and challenge; this will stop them from thinking of answering the other time when a teacher asks questions. Observations showed that 90 % of grades 7, 8, and 9 girl students take care of their physical appearance in school. This agrees with Skelton and Francis (2003) who believe in the influence of a girl’s behavior in class on boys and girls in class and on the society in general. Observations showed that most girls leave the playground to the lavatory to brush their hair and wash their face and take care of their physical appearance.
Teachers' personalities

Observations agreed with Clarricoates (1980) that female teachers are always thinking of other house chores while teaching, while male teachers don't think except of what they are doing at the time; this explains why female teachers are always in a hurry to finish class and leave while male teachers give their time at the end of the hour to answer some students' questions. Two examples are shown below:

1. Student: miss please can I say something.
   
   Y: ok bye for now. Time has finished. You can keep it for next time.
   
   Student doesn't speak and teacher goes out quickly.

2. Student: But teacher I didn't understand this point.
   
   B: ok I'll explain it to you but I have to leave when your math teacher arrives.
   
   Student: ok
   
   B explained and was able to finish before the math teacher arrived.

My data contradicts with what Clarricoates (1980) said and found about female teachers who only care about children and teaching them while male teachers are obliged by their parents or lack other jobs; after talking to teacher B, the observer found out that he loved teaching and even if he got a higher salary to work in an office, he won't be able to be away from children and teaching them. Neither male nor female teachers believe that teaching is a low key position as Buchan (1980) considers. In contrast to Scott
(1980), both males and females get the same salary depending on the hours they are teaching; male teachers are not paid more than female teachers.

Teachers' role

Commenting on Sarah's (1980) point that from birth boys and girls are treated differently, the Lebanese society treats different genders differently; boys are always treated as kings who rule the world while girls should follow all what males say. The same example as above is repeated to show how boys and girls treat each other:

Teacher: "Sarah, can u please get me a pen from the office?"

Before even Sarah answered, Samir jumped from his seat and said: "I will go miss, I will go."

Before the teacher speaks any word, Samir was out of sight.

When Samir returned, neither the teacher nor Sarah uttered any word.

When checking appendices 7, 8, 9 and 10, one can note the difference in behavior between the teachers, boys and girls. The appendices show that most teachers react bodily with the boys more than the girls; teachers' interviews prove that teachers are unaware of gender bias in their classrooms. This analysis coincides with Sander (1997) who considers teachers ignorant about gender bias and unable to decrease its effect and consequence in a classroom in specific and in school in general.

In contrast to Court (2001) who believes that girls get more academic attention than boys because they like the subject they are working on, Sarah (1980) was correct when she pointed out on teachers who ask boys some questions when they are
misbehaving ignoring girls who are paying attention to explanation. The following example shows that Sunderland (1998) and Liu (2006) were right in stating that girls get less exciting praise:

In a grammar class with teacher X, a girl was answering a question regarding “run-on sentences”. A boy sitting 4 chairs behind the girl was playing with his fingers and nails.

X (to the girl): Ok thank you I know you know it.

X (to the boy): Can you answer this question please.

Boy: Which number, miss? Which page, miss?

X (in a soft voice): It is page 67, number 3 boy. Come on do it.

Boy answers correctly.

Observations were in agreement with Houston (1996) that even the most intelligent girl students remain silent in classroom; their shyness and low self-esteem stops them from answering even if they know the answer well.

Finally, Gurian and Henley’s (2001) recommendations for teachers to control boys’ and girls’ discipline in classroom don’t work well in reality. Boys get more than one punishment and continue to be rude. Educative programs against harassment and discrimination are not interesting enough to be watched by students. Daily journals are not collected and looked at by most teachers who believe that it is waste of time. Most teachers give students time to answer questions; if they don’t know, they are shouted on and told the answer. Teachers don’t go over the rules daily but take it for granted that students know them; when students do something wrong, it is their responsibility not the
teacher's, Teachers don't divide girls and boys in separate groups; in contrast boys and girls are joined together according to their intelligence.

*Equity versus equality*

In contrast to what Chapman (2002) and Sunderland (1998) believe, teachers are unaware of gender fairness in the classroom. Observations showed that all classroom students have the access to the same classroom materials and this is what Singh (1998) explains as equality. McConnell – Ginett (1989) point of view that inequality is seen when boys misbehave and are not punished is correct and seen through the examples that passed through the preceding chapters. Spender (1980 a) reiterates society's main problem which is males are more important and equality and fairness means that males get better attention and consideration in life in general and class. This is neatly shown in how male students dominate female students in action and behavior; female students should accept everything from male students.

75% of the teachers believe that there is no gender equity in their classrooms; this is against Poole and Isaacs' (1993) views who believe that faculty members have a wide-ranging view of what is gender justness; observations showed that all teachers were relaxed when explaining about their interaction with different genders because they were sure that no mistake was made in this student teacher communication.
Literature books

The syllabus used is common for all teachers of the same grade; yet, each teacher can get with her/his outside material related to what is in the syllabus. The outside material is chosen according to what the students in each class are weak in.

Marsh (2003) was correct when he mentioned the increase in stereotype problems in books. After examining the books used in each class, the observer found out that the majority of the themes discussed in the books used tend to have gender stereotyping. Even the texts that are used in official exams tend to show gender stereotype if they are not general texts. The examples that follow are excerpts from the book Intermediate Testing Strategies, which includes many texts given in previous official Brevet exams and are taught in grade 9 of SUN school.

1. "You are Under Arrest" is a text that was used in Brevet exams. It is about a lady who is arrested because she doesn’t give her place to a man to sit.

2. "Man and Nature” is the title of a text. Man includes both women and men.

3. "Faces from Nowhere” mentions women as house workers who should depend on their husbands.

4. "It Pays to Learn Even When Old” talks about an uneducated lady who wants to get educated when she is old. Why isn’t a man given as an example of uneducated men?

5. "A Dad’s Job” talks about a famous NBA player who managed to work hard to reach his goal; an example that shows that men work harder to reach their ambitions.

6. “Save the Old Dream: Save Lebanon” and “The Mysterious Blue Light” mention Ibrahim Abdul – Al and Bill Destinn as famous males; no other text in the whole books mentions one famous female.
Treichler and Frank (1989) were correct when they said that there is no explanation for such gender stereotype in books. The previous examples (especially example numbers six and three agree with Brannon’s (1996) point that texts show bravery and creativity of men while women are shown as fearful and passive. Commenting on Gurian and Henley’s (2001) point that boys rely more on pictures while reading, most books used in intermediate classes don’t include pictures; the pictures that are found either represent nature, general photos, or the photo of the text’s writer as a part of bibliography. Example number three proves that Morgan (1996) was correct when he mentioned that most women are represented as involved in house work and beauty. Teachers don’t agree with Court (2001) and Sunderland (1998) since they don’t change the masculine views in textbooks to feminine and vice versa. Commeyras et al. (1997) was wrong when he said that teachers choose texts equally between masculine and feminine texts; teachers just get what is available without checking if the heroes are males or females. Teacher Y, for instance, wanted to get a text that includes a lot of prepositions to use as a quiz for students; she chose a text about a famous man just because it included around twenty prepositions in three lines. Du Toit (2004) and Davies (2003) talked about students choosing stories to read; observations showed that most boys read stories related to war, and girls chose general stories with different themes; both are unhappy with the available stories in the library and prefer to be changed. All teachers, as Gurian and Henley (2001) say, ask students to write a short summary or a journal about the stories they finished reading and share what they read with their classmates.
Finally, sexist language, as Gershuny (1989) says, is most seen in literature books through the use of “he” or “she” in texts instead of “they”.

**Conclusion**

It is true what Gurian and Henley (2001) said about boys and girls being victims of sex nuisance in schools, but they were wrong when they said it is affecting boys more than girls; observations showed that if not both are affected equally, girls are affected more since boys are the dominants and the powerful who can get anything they want.

Observations show that failure and success don’t depend on students’ gender as it depends on how intelligent they are, how much time they study at home, how their parents help in studying and how they treated them academically before they entered school. This observation concurs with Lyod and Duveen (1992) and Lee (1980) but contrast Spender’s (1980 a) point of view which is girls are better educators and boys are failures. In contrast to Court (2001), 75% of teachers assume that girls and boys are equal in performance and no evidence shows the difference in language learning; 25 % of teachers believe that boys are better in task oriented work. Observations of students’ grades in writing, comprehension quizzes, and grammar quizzes showed that Sarah, Scott, and Spender (1980) were correct when they said that sometimes both and girls get the same grades but they interpret it differently. In contrast to Skelton and Francis (2003), no students in the classes I observed ever cared to ask other students about their grades or comment about them; teachers were the only ones who interpreted failure in different ways.
Teachers agree with Skelton and Francis (2003) that they should follow what curriculum is without discriminating gender, but the curriculum used with all the books include gender discrimination in texts; teachers can’t just leave some excerpts because they have “he” or “she” which are gender differences.

Finally, Morris (2004) was right when he said teachers should apply the same discipline on both boys and girls without favoritism; observations, on the contrary, of teacher Y showed that she practices rough punishments with boys and quickly asks them to leave the class or stay for detention while girls are not punished. Teachers agree with Skelton and Francis (2003) that students should be involved in different gendered groups; yet, they never choose what role each student takes in groups or decide whether girls or boys should be the group leaders.

**Summing up**

In conclusion, interviews showed that most teachers are not aware of gender differences in classroom and this is clearly shown by observations which show them treating boys and girls differently. Observations also showed male and female students treating each other with a gender bias. Texts always show gender bias, and it will take time for writers to change.
CHAPTER FIVE

CONCLUSION

The study scrutinized the effect of students’ gender on the teachers’ attitudes towards their achievement and discipline in English intermediate classes. The results concurred with the findings of Lee (1980), Du Toit (2004), Nunan and Milner (2003), Poole and Issacs (1993), Lyod and Duveen (1992), Sarah, Scott, and Spender (1980), Houston (1996) and Sunderland (1998). However, the end results don’t match the discoveries of Court (2001), Skelton and Francis (2003), Gurian and Henley (2001), Sanders (1997) and Scott (1980). Most participants pointed out that they know what gender bias is and they are not gender biased. The study showed that teachers and students are unaware of gender bias that is taking place in Intermediate English classes. Classroom examinations, on the contrary, showed that gender prejudice is heavily found in the teachers’ treatment with boys and girls. Literature review shows that gender bias delays students’ accomplishment in class, and this is why more gender bias education should be given to both teachers and students to highlight the negative effects they are facing or causing without attention.

Although contradictions between teachers’ interviews, students’ questionnaires, and observations popped out regarding negative treatment towards students, boys and girls’ interaction with the teacher, and disciplinary issues used, in this paper, I attempted to answer the following research questions.

1. When do boys and girls get more negative treatment from the teachers? why?
Although observation showed boys being treated more strictly than girls, both teachers and students didn’t find any difference in treatment.

2. How do teachers interact with girls and boys in the language classroom? How do teachers grade the students’ achievement in class?

Boys and girls are always working together in a classroom and are being graded according to their achievement in a subject quiz or exam and not their participation.

3. How do teachers deal with disciplinary issues in class with boys and girls?

Even though observation showed that boys are punished more than girls, both teachers and students found out that both boys and girls are getting same discipline rules.

*Gender and sexism problems*

Observations showed a lot of problems related to gender and sexism between teachers and students from one side and male and female students from the other side. There is no equal treatment between genders and teachers. Observations showed that teachers treat boys and girls differently giving more attention and favorable gestures to males; boys are governing the classroom and everything they ask for is accepted from teachers and girl students.

Inspection illustrated that boys are more aggressive in class and like to fight the teacher and girls in class if their inquiries were not answered and accepted directly. On the contrary, examinations proved that girls don’t participate in class a lot, don’t show their superior communication ability and boys just speak out whatever they think about and by chance they may be correct or wrong.
Observations showed that although no gender explanations is not taking place in the classroom, most students don’t care to get such explanations while 75% of teachers believe that they are doing it, but they are not in reality.

Observations showed that no teacher, in contrast to what they said, tried to incorporate both genders in the same exercises; 75% of boys in relation to 15% of girls are asked every hour.

*Academic achievement*

Students’ questionnaires explained that most boys believe that they are sometimes better in grammar while girls are never better in reading. On the contrary, girl students rarely think that boys are better in grammar and girls are better in comprehension; they believe that both can be good in both subjects. Observations and teachers’ interviews agreed with the girls’ opinions that whenever any student study, he/she will succeed whether he/she is a boy or a girl. In other words, no body said that boys work hard to get grades and girls want more self-esteem to get higher grades.

Both boys and girls agree that girls interact more in classroom discussion, and observations showed the contrary. Teachers commented that both genders are given the same quantity of time to interact in a class, but examinations proved the opposite.

Observations didn’t show clearly whether boys or girls are better in inductive or deductive reasoning because only few exercises were given and analyzed. After analysis, both genders show to have similar high or low grades depending on whether they understood the lesson examined or not.
Attitude and discipline

Most girls and boys agree that boys are loud in class. This is also seen in the observations which show that boys are always talking, chatting, playing with their stationery, playing with their books and gathering them. Most girls believe that boys interrupt them while speaking while boys don’t agree; observations proved that they do so since whenever girls are answering the teachers’ questions, boys are standing or sitting over tables with their hands high to answer the question as they are sure that they know better and will answer correct. 75% of teachers agree with observations that boys are actually disruptive in class and more violent to show their presence. Both boys and girls agree that sometimes boys need more attention from teachers regarding their behavior.

Teachers’ personalities and roles

Both observations and interviews were not able to specifically show the teachers’ personalities, but their roles and actions were analyzed through observations.

Although observations showed that teachers attitudes differ between males and females and in relation to both genders, students believe that girls are treated better since they get more smiles from teachers. Observations, on the contrary, showed that boys are treated better with a lot of gestures. In addition, no teacher showed the habit of helping students achieve better self-confidence; no teacher went over class rules daily, played programs against bullying, wrote daily journals about feelings, or waited for students few minutes to answer a question if they were stuck at the beginning.
Equity versus equality

Observations were shocking to know that all classes observed have more boys than girls; this means that boys in the country are getting better education and there is no equity and equality between the two genders. All students have access to the class materials, i.e. the billboard. All students can work together to come up for ideas for certain occasions and do some crafts to decorate the class.

Although all teachers believe that students are treated equally, observations showed high degree of inequality between boys and girls since boys can just stand, shout, and utter good and bad words while girls are not accepted to do that.

Literature books

Although all teachers said that books don’t contain gender biased language, observations showed that books and quizzes’ papers use gender biased words, but it is not being recognized by teachers and students. They just pass through it without commenting.

Conclusion

The study pointed out that neither students nor teachers are aware of gender bias in classrooms although observation disclose the reality of the crisis. No teacher or student is aware of the gender bias that is brought out by the teachers in English classrooms. Students’ accomplishment is blocked by the gender biased attitude of teachers, so some people should be assigned to find the problems, draw attention to them, and help teachers overcome them successfully for the sake of both boys and girls in the classroom.
Limitations

Several parts of the research need more investigation. Many restrictions stopped the research. An effort was made to raise the validity and reliability of the result by triangulating data collected. Results from a variety of methods and statistics collection tools matched each other. Yet, the following limitations should be kept in mind.

The duration of the data collection (only 3 weeks) was too short and this is a drawback to the study. The classes, teachers, and students were selected due to accessibility and not randomly; this is why the sample is not representative. In addition, more than one teacher took part in this study. The diversity in behavior, schooling background, teaching technique and social contact with their students most likely participated in the way students comprehended a lecture and as a result the products of the lessons.

Further research should take into consideration the number of students in a class, whether there is an equal number of boys and girls in a classroom, or the number of boys is more due to stereotype. The gender of the teacher, her/ his age, nationality, and place they grew should be taken into consideration since it all affects the relationship and way of treatment between the teachers and students. In addition to that, the kind of schools, the placement of the schools, and the religious views of the schools should be also taken into consideration.

All questions that were given in exams or paragraphs that were given to read were divided into different themes where some themes do not appeal to some of the students; yet, students have to study everything to finish.
Reliability of the study was affected by the fact that some students were asked to write or read about things they never heard about and thus during the study they had to think and come up with their own ways to write or solve an exercise, whether in grammar or reading classes. For example, a student was absent when the teacher explained the grammar lesson "Prepositions"; he was not able to get a high grade in the grammar quiz and spent time using trial and error to the questions' answer.

**Contribution to the field of education**

This paper has focused on the effect of students’ gender on the teachers’ views about the students’ achievement and discipline in class. It will aid to recognize fairness between males and females in class with respect to their contact with their educators, their manner in class, and their accomplishment in English.

**Suggestions for further studies**

Because only four teachers (3 females and 1 male) and 100 students participated in this research, further research should investigate a larger sample size of teachers and students for a longer period of time. The teachers’ ways of life, marital status, and educational background should be taken into consideration.

Since only two schools with the same economic status were involved in this research, further investigation should include more than two schools that have different socioeconomic status.

More studies are supposed to focus on ways to help teachers treat boys and girls equally and differ between teachers’ gender and age in teaching.
Finally, future research should show why different results were collected from questionnaires, interviews and observations.
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APPENDIX 1

Teachers’ Interviews

I am Hiba Hariz, an LAU student. Since I am conducting a research to check how teachers treat students in English Intermediate classes, I want you please to help in filling this questionnaire with the information you know about this topic.

1. What is the highest degree you have? ________________________________

2. What grades do you teach? ________________________________

3. How many years of experience do you have?
   1  2  3  4  5  more than 5 ______

4. Does gender bias exist in your classroom? ________________________________

5. Are you conscious about gender bias in the classroom? ________________________________

6. Do you believe that boys and girls have different intelligence levels? ________________________________

7. Are boys more violent than girls in class? ________________________________

8. Are boys more destructive than girls in class? ________________________________

9. Do you treat boys and girls differently? ________________________________

10. How are boys and girls given the same opportunities and time to answer questions asked in class? ________________________________
11. In which subjects do girls over succeed boys, and vice versa? ________________

______________________________

Clarify your answer. ________________________________

______________________________

12. Do you talk about gender issues with your students in class? ________________

______________________________

13. Do you delete gender bias texts from your textbooks? ________________

Why? __________________________

______________________________

14. Do you use gender bias language in your classroom? ________________

Do you use a lot of “he, she” or “they”? __________________________

______________________________

15. How can you help to prevent gender bias in classrooms? ________________

______________________________

______________________________

16. Does punishment differ for boys and girls based on gender? ________________

If so, how? __________________________

______________________________

17. How do you divide students in groups? According to:

a. heterogeneous grouping

b. gender

c. friends in class

18. If students are working in groups, will the group contain both genders? _______

Clarify. __________________________
APPENDIX 2

Teachers’ Interview

Teacher Y

I am Hiba Hariz, an LAU student. Since I am conducting a research to check how teachers treat students in English Intermediate classes, I want you please to help in filling this questionnaire with the information you know about this topic.

1. What is the highest degree you have? B.A + Teaching Diploma (Beirut University College) + English Literature (B.A.,) Lebanese university.

2. What grades do you teach? 9

3. How many years of experience do you have?
   
   1  2  3  4  5  more than 5 ✓ (23)

4. Does gender bias exist in your classroom? No

5. Are you conscious about gender bias in the classroom? (No answer)

6. Do you believe that boys and girls have different intelligence levels? (No answer)

7. Are boys more violent than girls in class? Yes

8. Are boys more destructive than girls in class? Yes. It is due to the fact that they act more diligently and they are physically different.

9. Do you treat boys and girls differently? I treat them equally. I give equal consideration to their emotional, moral, psychological and physical development.

10. How are boys and girls given the same opportunities and time to answer questions asked in class? They are asked to carry out the same tasks and to respond to the same questions. Boys and girls are encouraged to participate in class discussions.
alternately (not choosing from the same sex over and over again). I require boys
and girls to perform audio – visual and kinesthetic activities. Stand a chance of
displaying their comprehension in verbal and non-verbal means.

11. In which subjects do girls over succeed boys, and vice versa? In contrast to boys,
girls in responding to reading comprehension questions display higher average
performance. Clarify your answer. Boys display higher performance in project
oriented tasks.

12. Do you talk about gender issues with your students in class? Yes. We have
recently tackled gender discrimination in the worlds of business and politics.

13. Do you delete gender bias texts from your textbooks? No Why? I bring up the
topics with them to draw their attention to such kinds of bias and to shed light on
them to help them acquire different attitudes or concepts.

14. Do you use gender bias language in your classroom? No Do you use a lot of “he,
she” or “they”? (no answer)

15. How can you help to prevent gender bias in classrooms? Boys are more likely to
be better when it comes to competitiveness and instructive taking behavior, so I
try to encourage girls to compete and to take initiatives. On the other hand, I help
boys to be more tolerant and enduring just like girls.

16. Does punishment differ for boys and girls based on gender? No. If so, how? (No
answer)

17. How do you divide students in groups? According to:

a. heterogeneous grouping ✓

b. gender
18. If students are working in groups, will the group contain both genders? **Yes**
   Clarify. **I sort them out according to potentials.**
APPENDIX 3

Teachers’ Interviews

Teacher Z

I am Hiba Hariz, an LAU student. Since I am conducting a research to check how teachers treat students in English Intermediate classes, I want you please to help in filling this questionnaire with the information you know about this topic.

1. What is the highest degree you have? **BA**

2. What grades do you teach? **8**

3. How many years of experience do you have?

    1  2  3  4  5  more than 5 ✓ (9)

4. Does gender bias exist in your classroom? **No**

5. Are you conscious about gender bias in the classroom? **Yes**

6. Do you believe that boys and girls have different intelligence levels? **There is no evidence that they do.**

7. Are boys more violent than girls in class? **No**

8. Are boys more destructive than girls in class? **No**

9. Do you treat boys and girls differently? **No**

10. How are boys and girls given the same opportunities and time to answer questions asked in class? All take the adequate time to answer, comment and express whatever they want.

11. In which subjects do girls over succeed boys, and vice versa? **Not evident** Clarify your answer. **It is said that boys are better in math and sciences.**
12. Do you talk about gender issues with your students in class? Sometimes we discuss gender discrimination.

13. Do you delete gender bias texts from your textbooks? No Why? First, the textbook is carefully published to include male/female characters, etc.

14. Do you use gender bias language in your classroom? Not much. Do you use a lot of “he, she” or “they”? Sometimes he/she or plural they or indefinite pronouns.

15. How can you help to prevent gender bias in classrooms? Be conscious while treating males/females equally.

16. Does punishment differ for boys and girls based on gender? No If so, how? Take similar punishment.

17. How do you divide students in groups? According to:

   a. heterogeneous grouping ✓

   b. gender

   c. friends in class

18. If students are working in groups, will the group contain both genders?

   Sometimes the number of girls is not enough. Clarify. Sometimes girls ask me to quit a group of boys.
APPENDIX 4

Teachers’ Interviews

Teacher B

I am Hiba Hariz, an LAU student. Since I am conducting a research to check how teachers treat students in English Intermediate classes, I want you please to help in filling this questionnaire with the information you know about this topic.

1. What is the highest degree you have? **BA in English literature**

2. What grades do you teach? **7 and 8**

3. How many years of experience do you have?
   
   
   1 2 3 4 5 more than 5 ✓

4. Does gender bias exist in your classroom? **yes**

5. Are you conscious about gender bias in the classroom? **sometimes**

6. Do you believe that boys and girls have different intelligence levels?
   
   Sometimes. Some boys are as intelligent as girls.

7. Are boys more violent than girls in class? **They usually are especially in shouting and playing with things not related to studying.**

8. Are boys more destructive than girls in class? **Well, We can’t say they are destructive but they are more active and hyper to get things quickly.**

9. Do you treat boys and girls differently? **Of course not. They are all my students.**

10. How are boys and girls given the same opportunities and time to answer questions asked in class? **Well, it depends on what we are working on. I make sure that both genders are asked the same number of questions, except if I know that certain students are weaker in a certain subject so I ask those more.**
11. In which subjects do girls over succeed boys, and vice versa? Well, I said before that there is no difference. Clarify your answer. Some boys are smarter in some grammar chapters while some girls are brighter on other chapters.

12. Do you talk about gender issues with your students in class? No, we are not in a biology class. I don’t take into consideration any gender issue that is found in the book. I just keep it to pass as it is.

13. Do you delete gender bias texts from your textbooks? No Why? Students should know that there is gender difference and how it is treated.

14. Do you use gender bias language in your classroom? No Do you use a lot of “he, she” or “they”? Believe me that I don’t know. It happens sometimes that I use all in one session.

15. How can you help to prevent gender bias in classrooms? Well, I can always ask girls to work in groups with boys. I can give names of different boys and girls in class as an example of good attitude and or good achievement.

16. Does punishment differ for boys and girls based on gender? Of course yes If so, how? Punishment of boys is usually harsh because they are boys.

17. How do you divide students in groups? According to:

   a. heterogeneous grouping ✓

   b. gender

   c. friends in class

18. If students are working in groups, will the group contain both genders? Sometimes. Clarify. Again I say it depends on who is attending the class and where they are seated. Usually close students work together.
APPENDIX 5

Teachers’ Interviews

Teacher X

I am Hiba Hariz, an LAU student. Since I am conducting a research to check how teachers treat students in English Intermediate classes, I want you please to help in filling this questionnaire with the information you know about this topic.

1. What is the highest degree you have? **Practicum of masters in education counseling (still pursuing masters)**

2. What grades do you teach? **Grade 7**

3. How many years of experience do you have?

   1  2  3  4  5 more than 5 ✓ (8 years)

4. Does gender bias exist in your classroom? **No**

5. Are you conscious about gender bias in the classroom? **Yes**

6. Do you believe that boys and girls have different intelligence levels? **No. I believe that society might have socialized girls to more socially and emotionally intelligent than boys.**

7. Are boys more violent than girls in class? **Yes**

8. Are boys more destructive than girls in class? **Physically yes, but girls could be psychologically very destructive.**

9. Do you treat boys and girls differently? **No.**

10. How are boys and girls given the same opportunities and time to answer questions asked in class? **I try to re-explain material to boys as patiently as I do to girls and I give boys and girls the same time to answer questions (I hope).**
11. In which subjects do girls over succeed boys, and vice versa? I don’t think I have ever thought of gender as a base of success. Clarify your answer. Both boys and girls can be high achievers in my subject as well as in other.

12. Do you talk about gender issues with your students in class? Yes.

13. Do you delete gender bias texts from your textbooks? The textbook is American so there are no gender biased texts. Why? I think texts are thoughtfully selected. If there were gender biased texts, I would leave them as discussion points.

14. Do you use gender bias language in your classroom? No. Do you use a lot of “he, she” or “they”? These are the only “human” pronouns in the language. I think I tend to use “he” as a generic pronoun.

15. How can you help to prevent gender bias in classrooms? First to be aware of things that might be considered gender bias in our behavior as teachers and to try and stop ourselves from continuing in those behaviors.

16. Does punishment differ for boys and girls based on gender? No If so, how? ___

17. How do you divide students in groups? According to:
   a. heterogeneous grouping ✓
   b. gender
   c. friends in class

18. If students are working in groups, will the group contain both genders? Yes

   Clarify. My groups have to reflect society. Group work aims at education both academically and socially. Students will be integrated in a mixed society when they go out in the real world. That is how the class should be.
APPENDIX 6

Students’ Questionnaires

A = always    O = often    S = sometimes    R = rarely    N = never

1. Gender:    Boy    Girl
2. Grade:    7    8    9
3. I know what gender bias is.    Yes    No
4. Teachers smile to boys more than girls.
5. Boys are more intelligent than girls.
6. Girls are more intelligent than boys.
7. Both boys and girls are intelligent.
8. I like to read books where boys are heroes.
9. I like to read books where girls are heroes.
10. I like the teacher to explain the differences between boys and girls.
11. I believe that girls are better than boys in Reading.
12. I believe that boys are better in grammar.
13. Boys interrupt girls when they speak.
14. Boys are loud in class.
15. Girls interact more in classrooms.
16. I’m a girl and I like to work with girls in a group;
I’m a boy and I like to work with a group of boys.
17. I don't care if I work in a group of boys and girls.

18. I believe that girls are better in solving comprehension questions.

### APPENDIX 7

**RESULTS OF STUDENTS’ QUESTIONNAIRES**

**BOYS (57)**

<table>
<thead>
<tr>
<th></th>
<th>Boy</th>
<th>57</th>
<th>Girl</th>
<th>43</th>
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<td>1. Gender</td>
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<td>7</td>
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<td>2. Number of students in each grade</td>
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<td>No</td>
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<td>3. I know what gender bias is.</td>
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<td>S</td>
<td>R</td>
</tr>
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<td>4. Teachers smile to girls more than boys.</td>
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<td>21</td>
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<td>5. Boys are more intelligent than girls.</td>
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<td>4</td>
<td>31</td>
<td>12</td>
</tr>
<tr>
<td>6. Girls are more intelligent than boys.</td>
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<td>11</td>
<td>24</td>
<td>12</td>
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<td>7. Both boys and girls are intelligent.</td>
<td>20</td>
<td>17</td>
<td>8</td>
<td>12</td>
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<tr>
<td>8. I like to read books where boys are heroes.</td>
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<tr>
<td>9. I like to read books where girls are heroes.</td>
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<td>10. I like the teacher to explain the differences between boys and girls.</td>
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<td>11. I believe that girls are better than boys in reading.</td>
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<td>12. I believe that boys are better in grammar.</td>
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<td>7</td>
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<td>13. Boys interrupt girls when they speak.</td>
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<td>23</td>
<td>12</td>
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<td>14. Boys are loud in class.</td>
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<tr>
<td>15. Girls interact more in classrooms.</td>
<td>7</td>
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<td>19</td>
<td>17</td>
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<td>16. I’m a girl and like to work with girls in a group; I’m a boy and like to work with boys in a group.</td>
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<td>17. I don’t care if I work in a group of boys and girls.</td>
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<td>18. I believe that girls are better in solving comprehension questions.</td>
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<td>19. Boys need more attention from teachers.</td>
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APPENDIX 8

RESULTS OF STUDENTS’ QUESTIONNAIRES

GIRLS (43)

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<tr>
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<th>Boy</th>
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<td></td>
</tr>
<tr>
<td>2. Number of students in each grade</td>
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<td>8 19</td>
<td>9 13</td>
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<td>3. I know what gender bias is.</td>
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<td>19</td>
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<td>4. Teachers smile to girls more than boys.</td>
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<td>13 8</td>
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<tr>
<td>5. Boys are more intelligent than girls.</td>
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<td>10 21</td>
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<tr>
<td>6. Girls are more intelligent than boys.</td>
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<td>7. Both boys and girls are intelligent.</td>
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<td>12 4</td>
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<td>8. I like to read books where boys are heroes.</td>
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<td>11 11</td>
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<td>9. I like to read books where girls are heroes.</td>
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<td>17 9</td>
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<td>10. I like the teacher to explain the differences between boys and girls.</td>
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<td>11. I believe that girls are better than boys in reading.</td>
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<td>13 17</td>
<td>5</td>
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<td>12. I believe that boys are better in grammar.</td>
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<td>8 15</td>
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<td>13. Boys interrupt girls when they speak.</td>
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<td>14 2</td>
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<tr>
<td>15. Girls interact more in classrooms.</td>
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<td>16. I’m a girl and like to work with girls in a group; I’m a boy and</td>
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<td>like to work with boys in a group.</td>
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<td>17. I don’t care if I work in a group of boys and girls.</td>
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<td>18. I believe that girls are better in solving comprehension questions.</td>
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</tr>
<tr>
<td>19. Boys need more attention from teachers.</td>
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APPENDIX 9
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<td>🟢🟢</td>
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**APPENDIX 10**
### OBSERVATION CHART

**REACTION OF TEACHERS TOWARD STUDENTS**

**TEACHER Z**

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<th>GIRLS</th>
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<tr>
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<td>⬤⬤⬤⬤⬤</td>
</tr>
<tr>
<td>SMILE</td>
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</tr>
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## Observation Chart

**Reaction of Teachers Toward Students**

**Teacher X**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Boys</th>
<th>Girls</th>
</tr>
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<tbody>
<tr>
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<td>✔️ ✔️ ✔️ ✔️ ✔️ ✔️</td>
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<td>Never</td>
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<td>Punishment</td>
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<td>Question</td>
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**Appendix 12**
# OBSERVATION CHART

**REACTION OF TEACHERS TOWARD STUDENTS**

**TEACHER B**

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<td>EYE CONTACT</td>
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