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**ENGLISH LANGUAGE TEACHERS' ATTITUDES
TOWARDS AND TREATMENT OF
FEMALE STUDENTS**

**A Thesis Presented to the
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of Addis Ababa University**

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ABSTRACT

The study aimed at providing information on English language teachers' attitudes towards and treatment of female students in mixed-sex EFL classrooms in selected government high schools in Addis Ababa. The research procedure followed in the study included administration of a questionnaire to 10 female and 30 male teachers teaching English in grades 9,10, and 11 and Teacher Treatment Inventory Scales to 120 male and 120 female students currently attending the forty teachers' language classes, and observation of 20 teachers in language classrooms.

A trial was made to investigate (i) the attitudes of English language teachers towards female students; (ii) how female students were treated as compared with male students; (iii) similarity and differences of teaching behaviour between male and female teachers, and (iv) the relationship that exists between teachers attitudes towards female students on the one hand and the actual classroom treatment on the other.

The necessary data was collected from (i) the questionnaire; (ii) the Teacher Treatment Inventory Scales and (iii) the classroom observation. The data obtained from these sources were analysed. The results of the analysis may be summarized as follows: Both male and female English language teachers have positive attitudes towards female students and treat male and female students equally. It was observed that there was similarity between teachers' attitudes towards female students and the actual treatment in the classroom interaction. It was also found that there was no difference in the teaching behaviour of male and female teachers especially in their attitudes towards and treatment of female students. The analysis showed that from the three TTI scales significant differences were not obtained between male and female students' perceptions of teacher treatment.

On the basis of the findings, recommendations concerning further researche are stated.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the problem

Though a slight increase of female students has been seen over the past few years, a recent study has made it clear that in Ethiopia the number of female students enrolled in elementary, secondary and higher education is lower than that of males.

Education Statistics (1996) records that in the 1994/95 academic year, the percentage of female students enrolled in pre-primary, primary, junior secondary and senior secondary was 49.6, 36.9, 44.4 and 43.5 of the total number of students respectively. According to the report, in all regions except Addis Ababa the gross enrollment ratio for boys is greater than that of girls.

Various authors and researchers believe that this low enrollment and participation in education in a patriarchal society is characterized by "sexual disparity". In this regard Tsion and Wanna, 1994; Genet, 1991; Haregewoin and Yusuf, 1994; Tsehay, 1993 confirm that in Ethiopia patriarchal thinking dominates the culture and transmits a dominant ideology of masculine superiority. Thus, parents often send their sons to school and encourage them to be independent and successful.

Research studies and reports in Ethiopia show that every year many female students, in addition to their low enrollment, lag behind their male classmates in their academic achievements. And more boys than girls are in the high scoring groups and more girls than boys are in the low scoring groups. Many of them also drop out before they complete their elementary and secondary schools (Genet 1991; Haregewoin & Yusuf, 1994; Education News Letter, 1996). Furthermore, Education Statistics Annual Abstract (1996) has noted:

In all the three levels, primary, Junior secondary and senior secondary grades, percentage of girl repeaters is higher than that of boys. Again percentage of girl repeaters is higher in secondary grades than primary grades, (P5).

Examining the academic records of female students in the high schools of Addis Ababa, in the 1989 academic year, the Office of Addis Ababa Schools reported that 24.48%, 16.9% and 18.8% repeated in grades 9,10 and 11 respectively. And 5.75%, 18%, 16.7% and 22.3% dropped out from grades 9,10,11 and 12 respectively (Genet, 1991). This report indicates that the percentage of female repeaters and school dropouts is high even in the capital city of the country where more conducive conditions for teaching and learning prevail than in any other part of the country.

In Ethiopia female students' poor performance at school and the reason why they drop out can be related to many factors. Researchers who have done studies related to females' education commonly agree that societal attitudes, parental attitudes, attitudes of school administration, attitudes of teachers, the

gender bias in learning materials and curriculum and a combination of biased upbringing as a whole have the most significant implication for female low academic achievement and dropout (Tsehay, 1993; Tsegie, 1991; Tsion, 1993; Genet 1991; Haregewoin & Yusuf 1993; National Policy on Ethiopian women, 1993).

All these scholars have pointed out that traditional Ethiopian society has different strategies and approaches when rearing children. Parents, teachers, school administrations, educational planners expect boys to be assertive, independent, active, bread winners and superior to girls, and girls are expected to be quiet, passive, non-assertive, obedient and prepare them for their special role as good wives and mothers dependent on their husbands. In this connection there are stereotype sayings that show different academic expectations of males and females.

1. Whatever a female learns will never exceed a male.
2. An educated woman does not make a good wife.
3. Education is the sole right of males.
4. Academic success is unfeminine.

Spender (1984) also states that "In a society based on sexual inequality, most members of the society develop attitudes and values which are consistent with that sexual inequality and neither trainee teachers nor teachers, neither educational policy nor decision makers constitute an exception" (p.140).

Thus, it is reasonable to say that the poor performance of girls in the ESLCE (Tsigei, 1991); their small number of 'A' level in class exams (Genet, 1991); the higher rate of female repeaters and drop outs (Education Statistics, 1996) might to a considerable extent be an effect of a combination of biased upbringing as a whole and inequality of school and teacher treatment within co-educational schools.

1.2. Statement of the Problem

In a patriarchal society teachers' attitudes, assumptions or expectations about pupils on the basis of gender affect learners' performance and intellectual growth. (Measor and Sikes, 1992; Spender, 1984). Sunderland (1994) also believe that

In a patriarchal society (and all societies are, arguably, patriarchal in someway), patriarchal values will be brought into the classroom by learners and teachers, through (perhaps unrecognised) gendered practices, and gender roles, relations and identities, (p.6).

Many other researchers have found this to be true. According to them, there are some female and male teachers who promote and reinforce the supposed incompetence of women students by subtle practices such as calling directly on boys not on girls, addressing boys by name more often than they do girls; giving boys more time to answer questions before going on to another student; interrupting girls more frequently or allowing them to be interrupted and

crediting the contribution of boys but not of girls; making more eye contact with boys; nodding and gesturing in response to boys' questions (Clarricoates, 1978; Kelly, 1988; Lindroos, 1995; Irvine, 1985; French & French, 1984; Spender, 1984).

Here, a vicious circle is established; the less frequently girls are addressed, and encouraged to engage in classroom activities, the more will traditional beliefs about gender appear to be vindicated and the more girls are likely to be regarded as having nothing of value to communicate, to learn, or to compete for in the first place.

English language teachers' attitudes towards their female students in Ethiopia may also be a reflection of the broader societal biases that females

- (i) should be quiet, submissive or passive.
- (ii) should be at home mending the affairs of the family and rearing children.
- (iii) are less competent, less intelligent, and less successful.

Thus, they do not give girls chances to ask questions, to discuss issues, to express their ideas openly, and to lead activities. Moreover, since language teaching methodology more likely to be communicative, in the near future, female students may be unlikely to actualize their potential in mixed-sex information gap activities, open dialogues, role plays and simulations, problem solving tasks and other communicative activities.

It is reasonable to assume that all these gradually depress girls' intellectual development, undermine their confidence and leave them at a disadvantage as far as language practice opportunity is concerned. The researcher, therefore, would like to examine the attitudes of English language teachers towards female students and to discover how they treat them in mixed sex EFL classroom interaction.

1.3. Objectives

1.3.1. General

The general objective of the research is to study the attitudes of English language teachers towards and treatment of female students in mixed-sex EFL classroom interaction.

1.3.2. Specifics

Specifically, the research tries to answer the following questions.

- (i) What are the attitudes of English language teachers towards female students in selected Addis Ababa high schools?
- (ii). How do English language teachers treat female students as compared with male students in mixed-sex EFL classroom interaction?

- (iii). Are there similarities between what the teachers think their attitudes are and what they are actually doing in the classroom?
- (iv). Are there similarities between what the teachers think their attitudes are and students' perception of teacher treatment?
- (v). Is there any difference in the teaching behaviour of male and female teachers especially in their attitudes towards and treatment of female students?

1.4. Importance of the Study

In many cultures, teachers are unaware of their differential behaviour towards girls and boys and disbelieve the evidence when it is shown to them. "Time and again, when behaviours were observed in the classroom, the teachers were surprised by their differential treatment" (Sundal-Hansen, 1984:28).

Spender (1982) also found this to be true of herself. She was quoted by French & French (1984:108) as saying:

.....out of 10 taped lessons [in secondary school and college] the maximum time I spent interacting with girls was 42% and on average 38% and the minimum time with boys was 58%. It is nothing short of a substantial shock to appreciate the discrepancy between what I thought I was doing and what I actually was doing (1982:56).

Sundal-Hansen, (1984:28) comments on this point that "this lack of consciousness indicates how deep-rooted the socialization process is and how the level of awareness must be raised before any significant changes will occur"

It is, therefore, hoped that the answers to the basic questions of this research may provide teachers curriculum designers with the following.

1. It makes teachers aware that one factor that affects the academic performance of female students may be their attitudes and treatment of them in classroom interaction. The teachers should also be encouraged to examine their own attitudes in relation to their classroom behaviour.

2. It is perhaps unreasonable to expect teachers to change their attitudes or their classroom practice overnight without some in-service work and advice. Thus, pre-and in-service teacher training programmes or teacher training institutes may benefit from this finding in that they may be able to include the subject 'Gender Issue' in their syllabi.

CHAPTER TWO

Review of Related Literature

2.1. Attitudes of Teachers Towards Students

It has been argued that teachers' attitudes are strongly influenced by the degree to which children perform to teachers' perceptions of acceptable students' attributes (Kedar-Voivodas, 1983).

Thus, though teachers try to be impartial in their daily work, the attitudes and perceptions that they have about their students may affect how they behave towards students. Good and Brophy (1973) state that teachers interact differently with students to whom they feel attached as opposed to those to whom they feel indifferent. This means that some students are sources of teachers' pleasure, others are sources of despair. Still others seem to remain on the periphery of teachers concern, almost as if they were unmindful of their presence in the classroom.

Many writers have noted that teachers' attitudes and perceptions are influenced by a number of factors. Among the factors influencing teachers attitudes, according to them, the sex of the students must be given consideration.

As reported by Coates, 1993; Sundal - Hansen, 1984; Measor and Sikes 1992; Kahle et al., 1993; and Odaga & Heneveld, 1995, recent research studies carried out in the United States, Britain, Sweden, Australia and Africa have arrived at the same results: Students' sex has been found to be related to teachers'

attitudes or perceptions in a manner that suggested attitudinal bias. Thus, several researchers have found evidence of preferential treatment for boys.

In the following sections, the writer of this paper tries to review how sex biases in teachers' attitudes and treatment reflect real differences in academic performance and behaviour.

2.2. Attitudes of Teachers towards Female Students' Intelligence, competence and Language Learning Ability.

Teachers, for varied reasons, perceive the potentialities and abilities of students differently and that these expectations are reflected in their interaction with children to produce differential performance among the learners (Braun, 1976:185).

This means, as mentioned in 2.1, teachers may interact differently with the students whom they feel are intelligent and competent and forget or ignore the students whom they feel are lazy, incompetent and not intelligent.

As studies have indicated, attitudes of teachers towards female students' academic ability and performance seem to be similar in many countries. Both female and male teachers believe that boys are academically superior to girls, and girls are less capable of learning (Spender, 1984; Clarricoates, 1978; Kahle et al., 1993).

Kahle et al., (1993) presents a comparative analysis of the findings of Australian and US. studies that focus on teachers' beliefs and attitudes about

gender and science prior to and after a workshop. The finding states that , before the workshop US teachers rated boys to be more confident and interested than girls in all branches of science. Australian teachers also perceived boys to be more confident and interested than girls in physical science. However, they responded that girls perform better than boys in biological science.

After the workshop, teachers were asked to reflect on boys' and girls' behaviour in terms of their confidence, interest and performance. Many teachers in both countries found that girls' confidence, interest and performance increased after they had 'experimented' and rated boys and girls equally on all items. On the basis of these findings, Kahle et al., suggest that "The implication of these findings is that teachers prior attitudes or expectations were 'unrealistically 'low for girls" (1993:388).

Another comparative picture of sex discrimination within teacher training in Britain has been provided by Spender and Sara, (1982) in their investigation of the implication of courses on sex discrimination in teacher education. The trainee teachers were given report cards to write comments and recommendations in terms of subjects on the report cards of John Smith and Jane Smith. Though these teachers claimed that they were against sex discrimination, their responses indicated stereotyped views about the female students and their abilities. Splender (1984) explains this as follows:

The image of the male students in the mind of trainee teachers appears to be one of a serious student,

capable of considerable achievement and needing only the appropriate facilitation for his 'true ability' to emerge; while the image of the female student is one

of a flighty 'miss', neither suited for nor interested in academic things, and in need of castigation....

John Smith was judged to get along well with his peers made him a management candidate and a suitable appointment for the Civil Service whereas the same qualities when seen to reside in a female suggested that she should be managed - she was suitable for an appointments as receptionist or secretary. While the future was seen to be open to the responsible 'John', it was even suggested that the irresponsible 'Jane' would probably soon leave school! (p,137).

Many teachers prefer to teach boys to girls because they have different expectations from male and female learners. Clarricoates (1978) has found out that teachers expect boys to be brighter and academically more capable even though girls have the highest mark since first grade. One of the teachers is quoted as saying, " On the whole you can say that the boys are far more capable of learning and much nicer to teach. Although the girls tend to be good at most things, in the end you find its' going to be a boy who is your most brilliant pupil" (p.33)

Similarly, Imani (1992), has pointed out that teachers (who participated in the teaching profession) in Tanzania were asked to indicate their preference between teaching in boys' or girls' school. The majority preferred boys¹to girls' schools and cited the following reasons for their preference: "Boys are more hard working, dynamic, sharp, original, creative, intelligent, serious and can work more independently than girls (p, 24).

In this same study, one male teacher has also made the following comment that "Girls are generally not bright, and I don't like teaching dull pupils" (24). Even female teachers didn't like teaching in girls school. Among the reasons commonly cited were, "Girls are lazy, they are not intelligent or serious about their studies and they are dependent on teachers for studying" (p.24).

Some of the reasons given by the respondents who preferred teaching in girls' schools were, "Girls are more disciplined, well behaved, obedient and lenient" (P,24). On the basis of these findings the researcher suggests that, "Teachers who believe girls are not intelligent may well be content to do as little as possible when teaching female students. In addition such teachers may transfer some of their prejudices to the students of both sexes as well as to other teachers" (Imani,1992).

When it comes to language learning, many scholars believe that girls are 'better language learners.' As cited in Coates (1993), in this regard, Clarke - Stewart, 1973; Nelson, 1973; Maccoby and Jaklin, 1974; Perkins, 1983; Shipman; 1971 state that girls are found to be excellent in terms of comprehension, verbal ability, size of vocabulary, reading ability, and handling of complex expressions.

This view is also supported by teachers for they found out that females are both motivated and have positive attitude towards language (Harris, 1993, as discussed in Clark & Trafford, 1995).

Similarly, Murphy (1980), as quoted by Sunderland (1994), remarks, " in many countries languages are seen by teachers and students as girls' subject and are chosen by girls" (p.150).

It is , therefore, reasonable to assume that those teachers who claim that girls are better language learners, may have different attitudes and treatment towards female learners. For example, girls can be asked more challenging questions than the boys, or might be given more chances for discussion or might be given more attention.(Sunderland, 1994; Coates, 1993).

2.3. Attitudes of Teachers towards Female Students' Behaviour.

In many countries, schools and teachers equate quiet behaviour with nice behaviour. An English infant school defines the quiet child as well-behaved. When a teacher from this school was asked to rate pupils according to their conduct, the result showed that good children were girls in the eye of the teacher (Coates, 1993).

Studies of pupil role behaviours in American classrooms have also stressed that the "good" pupils should listen, watch, sit quietly, read, write, and recite on command, spend little time talking with other pupils; be good group members, and are unlikely to challenge teachers. And girls seem to be closer to the definition of what 'good' students should be than boys (Barbara, 1980).

Coates (1993) also agrees that girls achieve this goal by conforming to the schools or teachers demand for quietness. However, he argues that if quietness is a desirable quality, and if quiet means passive and unassertive, girls will be unable to talk among others, to ask questions, to make suggestions, to offer comments and to participate fully in learning (p,197).

On the other hand, many researchers have found that teachers' reaction to disorderly behaviour is based not only on consideration of the behaviour but also on identification of the student involved in the misbehaviour (Abraham, 1995; Kedar-Voivodas, 1983; Measor & Sikes, 1992). As reported by Kedar-Voivodas (1983), many scholars believe that

Teachers attitudes and the two conventional sex roles are clear; the male sex role is conventionally characterized by such attributes as verbal and physical aggressiveness, independence, assertiveness, a high activity level, dominance, impulsivity, defiance, roughness, and competitiveness. The conventional female sex role is associated with such qualities as conformance, passivity, dependence, gentleness, neatness, cooperativeness, submissiveness, receptivity and docility (p,421).

This means, misbehaviour is evaluated differently with different students. The sex of the student seems to be the function of appropriate and inappropriate behaviour. Thus, teachers permit boys to talk more; encourage them to challenge and question more than girls and that their talk is evaluated differently (Measor & Sikes, 1992). Girls by contrast are taught that loudness is unfeminine, thus, they feel that arguing, challenging, and asking questions are inappropriate behaviour

for them (Coates, 1993). Even the brightest and most talented female students tend to remain silent while their male counterparts dominate the classroom. This gradually dampens their aspiration to pursue their education.

Measor and Sikes (1992) quoted Llewellyn, (1980), as describing the way how a teacher dealt with one girl. According to his information, Sandy was seen to be a problem because she initiated contact and conversation with the boys and teachers in her class. Thus she faced a great deal of disapproval from both teachers and other pupils and she was disliked and isolated. One senior teacher said to Sandy, "Just calm down Sandy, with a temper like yours my girl, you will be lucky if you get a husband" (P,83).

This indicates that some teachers treat their female students differently in regard to their future roles. They reinforce girls for dependency behaviour because such a trait is necessary for the stereotyped role of a good housewife and mother.

2.4. Teachers' Attitudes Towards and Treatment of Female Students in Mixed-Sex Classroom Interaction

Teacher-student interaction is not a one-sided relationship between an active initiating teacher and a passive responding student. It is a two-way process. Each participant influences the others' behaviours; learners condition the teacher's behaviour as much as teachers condition the learner's behaviour (Irvine, 1986).

Classroom processes, as Sunderland (1994) states, include,

the interpersonal processes of classroom discourse and non-verbal behaviours; the interaction between the teacher and individual learner, the interaction between the teacher and groups of learners, the teacher and the class as a whole. and between learners (p.137).

Regarding these studies of teacher - student interaction that have included gender as a variable, have focused on the extent to which female students are discriminated against in the classroom. This discrimination, as will be discussed in the subsequent pages, may take the form of biases in eye contact, facial expression, gesture, duration of time given to girls during discussion, subject matter questions, subject matter task and assignment, encouragement or help, frequency of interruption, marking and many other preferential treatments.

In her review of gender difference in teacher-pupil interaction, Kelly (1988) strongly generalizes that female as well as male teachers tend to pay less attention to girls than to boys at all ages, in various socio-economic and ethnic groups, in all subjects and in several countries. She indicates that girls receive less behavioural criticism, fewer instructional contact, fewer high level questions and academic criticism and less praise than boys.

Kelly emphasizes that while girls volunteer to answer questions as often as boys they are less likely to call answers out. This is similar to what Measor and Sikes (1992) report, "teachers in the classroom discourage girls from calling out and talking a lot through a number of verbal and non-verbal means" (p,80).

As one can understand from this discussion, in almost all subjects, girls may be excluded from genuine participation in the kind of intellectual developing activities in schools that are appropriate to their acquired discursive interests, because of interactional use and the classroom techniques that schools traditionally use and which teachers adopt (Corson, 1993).

On the other hand, some studies have not found all these to happen. Kedar-Voivodas' (1983) review of the works of Silberman, 1969; Brophy and Good, 1974; Good and Brophy, 1981; Willis and Brophy, 1974; and Brophy and Evertson, 1981 provides some insight into the students' behaviour and ability that influence teacher-student interaction. According to Kedar - Voivodas review, to study the attitudes of teachers towards students in the classroom, all of these researchers asked teachers to nominate one child from their classes to each of the following categories, 'attached student;' 'rejected student;' 'concerned student;' and 'indifferent student.'

In almost all studies, as Kedar-Voivodas has reported, the sex of the student did not influence or affect the degree of teacher attachment. Teachers expressed significantly greater attachment to the bright, obedient, independent and generally to those who could be regarded as "model" students who confirmed to teachers' expectations for appropriate behaviour in the classroom. Though the sex of the child did not appear to affect teachers' feelings of attachment particularly, they tended to favour girls. That is, relatively more girls than boys were nominated to this group by their teachers.

In 'the rejected category' also, the sex of the student did not affect teachers' rejection score. However larger number of boys were nominated to this group. And sex difference in nomination rates were most pronounced for this attitude category. The students in this group were aggressive, against classroom rules, active and restless, ranked as low achievers.

Although the sex difference was not as pronounced in the 'concerned category' as it was for the 'rejected category', a large number of boys were again nominated to the 'concern group'. The students in this group were compliant and generally confirmed to class rules but lacking in self confidence. They exhibited dependence on the teacher for help or support.

In the 'indifferent category', sex difference was not seen at all. An equal number of boys and girls was nominated. However, teachers were more indifferent to low-ability students than they were to high ability students. The students in this group were passive in terms of classroom participation: teachers saw them as being unhappy, unattractive and introverted.

These studies clearly show that boys and girls are treated differently because they behave differently in their ability, interest and behaviour.

On the basis of arguments reported above, it seems safe to conclude that teachers' attitudes and perceptions are influenced by a number of factors other than sex.

2.5. Language Teachers' Attitudes Towards and Treatment of Female Students in Mixed-Sex Classroom Interaction.

If the practices observed in classrooms where other subjects are used transfer to the language classrooms, they would inhibit female learners from contributing their fair share to enrich class interaction and from learning actively (Sunderland, 1994).

Sunderland (1994) has discussed an interesting issue about teacher and student interaction in EFL mixed - sex classroom. She confirmed that study after study showed boys receiving the greater share of teacher time and attention than girls in a range of subjects taught through the first language. Since language teaching methodology is nowadays communicative, she argues that

If girls get less teacher attention, they may develop feelings of low self-esteem, as pupils can see teacher attention as evidence of interest in them.... If not called on, girls will have fewer opportunities to display their needs or talents to the teacher, and, in the EFL classroom, if their written work is poor, they will have no opportunity to compensate orally. Also in EFL classroom, not answering or being allowed to ask a question may be a missed opportunity for a learner to test a hypothesis by getting feedback: is the utterance correct or not? (P,150).

To obtain empirical evidence which examines claims of this kind, Sunderland herself has explored the parameters of differential teacher treatment in the EFL classroom and has found that girls seem to receive a more just distribution of interaction opportunities and more control over the discourse.

However, examining the differences in teachers' verbal feedback statement to male and female students in language class, Irvine(1986) noted that female learners received less total communication, less praise, less negative behaviour feedback, less neutral procedure feedback, and none academic feedback while male students were socialized to be more active, assertive, independent and demanding of teacher time.

“Some researches on finer aspects of teacher-pupil discourse appearing, looking for example at variations in the type of questions asked by teachers, the allocation of turn in interaction and teachers' explanation and answers” .(Corson, 1993:142). Hodgeon (1988), as discussed in Measor & Sikes (1992), observes some significant difference how boys and girls were treated. He points out that even in a mixed nursery language class, boys gained more attention than girls. Teachers directed more open-ended questions at boys and more yes./no questions at girls. Boys' questions were answered more quickly and frequently by teachers and the answers were longer and more thoughtful. The teachers listened hardly to girls' answers, and sometimes did not hear even right ones, or chose not to attend to them (p.63).

In factual interaction with students, a subtle and silent language prevails. Studies indicate that teachers encourage males as compared to females by making more eye contact with males. Swann and Colleagues (1988) made video recordings of two twenty-minute sequences of small group teaching in two English primary schools and identified the importance of gaze. In their study the teachers'

eye contact was often with groups of boys than girls. Swann pointed out that boys are directly encouraged to contribute more to classroom talk by this gaze. Teachers tend to look at boys at critical points more often, especially when an answer is needed (discussed in Sunderland 1994).

As cited in Measor and Sikes (1992), some scholars indicate that teachers plan the lesson and select topics for discussion primarily to suit the interest of the boys because teachers have learned that boys will object loudly to topics they see as effeminate, while girls accept boys' topics.

Some teachers also appear to dominate girls by interrupting them or allowing them to be interrupted more frequently. Lindroos (1995) concentrated on one English language lesson and her special focus has been on interruption. In this study, the teacher did not interrupt the boys, instead she used a conventional style with them. The girls were interrupted more often both by the teacher and the boys. The teaching went according to the boys needs and wants. They got the floor. They seemed to be valued in that the teacher let them talk more; thanked them and let them take the girls turn at the end of the lesson.

It is clear that findings vary as the participants and contexts of the interaction vary. As other researchers have amply demonstrated, both female and male teachers treat boys and girls equally (Sunderland, 1994; Weinstein, et al, 1989; Brindly, 1994). Other works supporting this idea (as reported by

Sunderland 1994) include those of Sarah and Shirley, 1977; Barry and Clarke, 1988; and Merrett and Wheldall, 1992.

Brindly (1994) has also found this to be true. When she investigated whether teachers of English see gender issue as significant, she interviewed 15 English teachers and found out that the replies and the teaching she saw indicated a positive commitment.

A study by Weinstein et al., (1986) investigated students' perceptions of teacher treatment of female and male students and has reported that students from different classrooms did not describe teacher treatment of boys and girls in different ways.

2.6. *Effects of Teacher Sex on Classroom Interaction*

The question of differences in the teaching behaviour of male and female teachers, especially in their treatment of female and male students has been studied by scholars.

Studies have shown that although female and male teachers do teach differently, they treat male and female students similarly. According to Good et al. (1973), there is little evidence to suggest that male teachers interact with male students differently than their female counterparts; or female teachers are biased against boys or treat them unfairly. The same kind of sex differences that have

been repeatedly demonstrated to exist in classes taught by female teachers also exist in classes taught by male teachers. This indicates that the presence of male teachers does not eliminate or reverse these typically found sex differences.

The literature on teacher attitudes and treatment reviewed in earlier sections indicates that differential student behaviour or personality characteristics are controlling factors of female as well as male teachers behaviour. Teachers of both sexes, therefore, behave similarly towards different types of students because of similar role expectations and similar ideas about how to achieve those expectations. For example, high achieving students receive more favourable contact with male and female teachers than do low achieving students. (Irvine, 1986; Harris, 1985; Kedar-Voivodas, 1983; Prawat, 1980; Good & Colleague 1973).

Not all studies have arrived at similar conclusions. Thus, the promotion and availability of female teachers, particularly through the teachers' position as role model, has been recommended as a strategy to encourage girls' education (Tietjen, 1994; Weiler, 1988).

These scholars have agreed that since teachers are important role models and career counsellors for students, the participation of women in the teaching profession and curriculum designing can be a critical factor in challenging existing stereotypes and in promoting and supporting the expanded aspirations of female students.

Other studies in Africa have also pointed out the importance of role modelling for girls in some subjects and the real need for women teachers specializing in a variety of subjects, especially in those traditionally viewed as male domains, for example, Science, Maths and Technology (Tietjen, 1994; Weiler, 1988).

There is every reason to think that this also applies to non-science subjects such as economics, geography, language and others. "Teaching in general is commonly perceived to be women's work, and this applies with particular force to English teaching" (Protherough and Atkinson, 1991:23).

Apart from providing positive role models to female students, it is felt to be important as tradition values that female teachers may be better suited to counsel girls on some aspects of the biological and social changes related to puberty. Over and above, some parents are put at ease about their daughters safety in the presence of female teachers (see Tietjen, 1994; Odages & Heneveld, 1995).

To sum up, this chapter has tried to deal with the review of only the salient points which are directly related to this study. An attempt has been made to briefly review attitudes and treatment of teachers in general and English language teachers in particular. In the Ethiopian context, no study has yet been conducted on attitudes and treatment of English language teachers in EFL classroom interaction in relation to students' sex. Thus, the present study attempts to investigate the attitudes of English language teachers towards female students

and to discover how they treat them in the mixed-sex EFL classroom interaction. Though this study has a lot in common with works reviewed, in many ways, it is different in some other ways. In the studies reviewed so far, the researchers used only one method (for example, Sunderland, 1994 only questionnaire; Irvine 1986 and Lindroos 1995, only classroom observation, Weinstien 1983 only Teacher Treatment Inventory Scales). The present study, however, uses all the three instruments to investigate not only the attitudes of teachers, but also the similarities and differences between what the teachers think they should do, and what they actually are doing in classroom interaction.

CHAPTER THREE

THE DESIGN OF THE RESEARCH

3.1. Sampling

There were two groups of participants for this study, forty female and male teachers and two hundred and forty female and male students.

Out of twenty-five government high-schools in Addis Ababa, six schools were purposefully selected. These were:

1. Entoto Academic, Technical and Vocational School.
2. Menilik II Comprehensive Secondary School.
3. Misrak Comprehensive Secondary School.
4. Kokebe Tsibha Senior Secondary School.
5. Addis Ketema Senior Secondary School.
6. Yekatit 12 Comprehensive Secondary School.

The rationale behind employing this purposeful sampling technique was to ensure representation of schools with high or considerable number of female staff, particularly female English language teachers in order to investigate differences in the teaching behaviours of male and female teachers, especially in their attitudes towards and treatment of female students.

Thirty male and ten female English language teachers were taken from the six high schools. Five male teachers from each of the six selected schools were taken for the research on the basis of suitability for the researcher with regard to the shift they were assigned to. Since there were only ten female teachers in the selected schools all of them were included in the sample.

In this sample, the proportion of female teachers was considerably lower because in Addis Ababa male English language teachers far outnumber their female counterparts.

Other participants in this study were 120 female and 120 male students currently attending the forty teachers' language classes. Though selection was made randomly, the researcher had checked if the students were willing to take part in the project.

These sampling techniques were felt to facilitate easy access to the required respondents with the limited time available at the researcher's disposal.

3.2. *Instruments and Procedure*

Basically, the major mechanisms the researcher used to collect the data for this study were:

- 1) Teachers' questionnaire
- 2) Teacher Treatment Inventory (TTI) Scales.
- 3) Classroom observation

It should, however, be noted that the chief purpose of the classroom observation was to countercheck or reinforce the data found from the attitudes of English language teachers and students' perception of teacher treatment.

3.2.1. Questionnaire

In order to investigate the attitudes of English language teachers towards female students, the researcher used an attitude questionnaire based on the Lickert Scale (1932)

The questionnaire consisted of 30 items derived from reviews of the literature on attitudes and treatment of teachers from (Spender, 1984; Measor & Sickles, 1992; Clarricoates, 1978; Kedar-voivodas, 1983 and Kelly 1988). Because of the absence of a standard research instrument, this questionnaire was designed and developed by the researcher. The questionnaire was first administered to 12 teachers for a pilot study at Entoto Academic, Technical and Vocational School. After it had been filled in by these teachers each questionnaire was examined item by item to detect ambiguous and unclear statements. Especially to examine the internal consistency of the attitude scale Cronbach alpha was calculated and a moderately high coefficient ($r=0.67$) was

obtained. The questionnaire had also been seen by senior staff from the Psychology Department, at AAU. In preparing this questionnaire, all possible efforts were made to use plain language, and technical terms were deliberately avoided.

This questionnaire had three parts:

- (i) Attitudes of English language teachers towards female students' intelligence, competence and language ability.
- (ii) Attitudes of English language teachers towards female students classroom behaviour.
- (iii) Attitudes of English language teachers towards teacher -student interaction in the English language classroom with reference to the sex of the students.

In order to compare and contrast students' perceptions and teachers' attitudes, the third part of the questionnaire was divided into three parts which are similar to the teacher treatment inventory scales. (i) Supportive help; (ii) Negative feedback and teacher direction and (iii) High expectation and opportunity. There was one open-ended question which gave the respondents a chance to explain their ideas freely about their students' behaviour, academic performance and others.

Data Collection:

In order to examine attitudes of teachers towards female students' behaviour, academic competence and classroom interaction, this questionnaire was given to 10 female and 30 male teachers. Each of the forty teachers had been approached by the researcher, and a brief explanation about the content and objective of the questionnaire was given. Respondents were given enough time to be able to read each item and fill in the necessary information.

Each item was answered on a five-point Lickert scale ranging from strong agreement (5 points) to strong disagreement (1 point) to a positive statement; and from strong agreement (1 point) to strong disagreement (5 point) to a negative statement. High scores on all scales reflect positive attitudes and low scores negative ones.

3.2.2. Teacher Treatment Inventory Scales (TTI)

The Teacher Treatment Inventory Scales of Weinstein et al., (1982) were used to investigate student perception of teacher treatment of female and male, high and low achievers. These inventory scales have sufficient evidence as to their content validity (Weinstein, 1982).

Thus, because TTI scales are one of the best instruments to study students perception of teacher treatment of themselves (Weinstein, 1982), the writer of

this paper borrowed these scales and made some necessary changes. To make ideas clear and to avoid language confusion, a revised and translated Amharic version of these inventory scales was prepared. In each of the forms, foreign names were substituted by the 1st person pronoun for efficient use of the instrument. Above all, adequate briefing was given orally, in the process of filling out forms.

Data Collection

Scale 1. Supportive Help.

Supportive help describes the variety of ways in which the teacher helped the students and provided support.

Scale 2. Negative Feedback and Teacher direction.

Negative feedback reflected negative statements or words from the teacher about class work and effort expended and high degree of control by the teacher over the students' activities.

Scale 3. High expectation, opportunity and choice.

This scale reflects trust by the teacher, positive feelings and feedback, and provision of opportunities to participate and to work in autonomous ways (Wenistein et al., 1982).

In order to examine teacher differential treatment by gender, the inventory scales had been given to 120 female and 120 male students who were currently attending the forty teachers' language classes. Three male and three female students were asked to rate how frequently their English language teacher had worked with them in the ways described. The students were asked to respond to each item by circling one of the five different numbers.

Always = 5
Rarely = 2

Often = 4
and never = 1

Sometimes = 3

3.2.3. Classroom observation

As mentioned in the introduction, in many cultures, teachers were unaware of their differential behaviour in the classroom and they were surprised by their differential treatment. In other words, what they thought they were doing and what they actually were doing appeared different. Thus, in order to study the similarities and differences between what the teachers thought their attitudes were and what they actually did in the class, the researcher adapted a modified version

of the Brophy-Good, 1978 dyadic observation system which was used by Irvine. (1986).

The researcher used only teacher verbal feedback and students' response opportunities in relation to sex of the student because these two systems yielded a variety of measures of the quality and quantity of teacher student interaction. Thus, they were used to examine whether female or male students received equal quantitative (response opportunities) and the same qualitative communication (verbal feedback statements) from the teacher.

Data Collection

1. Teacher verbal feedback statements

Three major teacher feedback categories were used: Positive, Negative and Neutral.

- (i) Positive statements included statements of praise and affirmation of correct responses. Praise statements express strong teacher affect and enhance the student's status in the classroom.
- (ii) Negative statements include statements of criticism and negation of incorrect responses.
- (iii) Neutral statements were not critical, affirming or praising in their delivery or the environmental context. The teachers' routine

repetition of answer given by a student, his or her standard procedural statements and his or her related questions or responses to students, answers were typical of the statements in this category.

Academic communication was related to instruction and subject matter concerns. Non-academic communication was related to a behavioural or a procedural context. A behavioural communication referred to students' conduct or deportment, and a procedural statement was related to giving direction, requesting for supplies and materials, and specifying routine classroom managerial matters.

2. Response Opportunities.

- (i) student initiated interaction: such as, raising one's hand to respond to a teacher question or requesting volunteering to participate in an assignment or calling out an answer.

- (ii) Teacher initiated interaction included the number of chances students had to respond in the classroom as a result of the teacher's calling on a non-volunteering student or calling a student's name before he or she asked question. (Taken from, Irvine, 1986)

In this study nine female and eleven male teachers were observed, each for forty-minutes. This observation scheme in a form of a tally checklist was used during the observation in order for the researcher to record the teacher communication patterns as related to the sex of the students and the response opportunities boys and girls received. This is to investigate whether teachers tended to favour boys or girls in the quality and quantity of interaction that they had with students, and more particularly to study whether female and male teachers tended to favour students of their own sex.

Data was collected and analysed according to the context of the teachers' remark: academic, non-academic and initiations. The full model of description is provided in Appendix-C, together with descriptions about each variable.

3.3. *Statistical analysis*

The procedures that have been used throughout the analysis and interpretation of the findings are as follows:

1. All the data were tallied.
2. The means (\bar{x}) and standard deviations (SD) of the six schools were computed.
3. To find out whether or not there are significant differences, the P-values were computed from a two-tailed t-test.
4. Thus, in this study, the accepted error is 5% (alpha = .05)

3.4. Definitions of Basic Terms

Attitude: Attitude is defined as an enduring organization of motivation, emotional and cognitive processes with respect to some aspects of individual life. In this regard, Papalia et al., (1985) consider the components of attitude as three; cognitive aspect-what one thinks; emotional aspect-how one feels and behavioural aspect-how one tends to act out one's thoughts and emotions.

Thus, according to Papalia et al. an individual attitude can exist at a knowledge level, in an emotional form or can be expressed in a practical and observable behaviour form.

Attitude can be positive or negative. It is related to one's predisposition to act consistently towards some object. And that object can be an idea, a person, a language, political party or a society. On this point, Morgan (1966:594) states, "An attitude is a tendency to respond positively; that is favourably, or negatively; that is, unfavourably to certain objects, persons, or situations." According to Morgan, attitude of an individual implies a positive tendency towards a given idea, person, situation which involves an acceptance and a negative attitude towards a given situation indicates a tendency of rejecting or disliking of the situation.

Feedback:- By feedback here is meant teacher's remarks or expression (verbal) about the adequacy or inadequacy and the correctness or incorrectness of students' statements solicited or mediated in the development of subject matter.

Patriarchy:- There are differences between men and women in society, and it is important to look at the way these differences are ranked and to recognize that these differences make for powerful forms of inequality. This involves an examination of power and politics. In all the societies which have been reliably studied, males have more power and authority than females and specifically they have power over females. The degree and the character of their power vary considerably and there is no universal pattern. Men and women are not just different, but are in a power relationship with each other.

Some men can exercise more power than others, but patriarchy emphasizes the benefits that come to all men from the domestic labour and sexual subordination of women (Measor and Sikes, 1992:19).

Perception:- Students' ratings of their own awareness of their teachers' treatment.

- Sex roles:-** Socially defined set of perceptions for behaviour for people of particular sex group.
- Sex role stereotype:-** The generalized beliefs the society holds that particular behaviours are characteristic of one sex group as opposed to the other.
- Teacher treatment:-** Refers to the magnitude of teachers' expectations and supportive help.

CHAPTER FOUR

Results And Discussion

As pointed out in the introductory chapter, the main purpose of this study is to investigate the attitudes of English language teachers towards and treatment of female students in EFL mixed-sex classrooms. To this end, the following basic questions were raised:

1. What are the attitudes of English language teachers towards female students in the selected Addis Ababa high schools?
2. How do English language teachers treat female students as compared with male students in mixed sex EFL classroom interaction?
3. Are there similarities between what the teachers think their attitudes are and what they actually are doing in the classroom?
4. Are there similarities between what the teachers think their attitudes are and students' perceptions of teacher treatment?
5. Is there any difference in the teaching behaviour of male and female teachers especially in their attitudes towards and treatment of female students?

This chapter intends to answer these research questions. This is done with a discussion and analysis of data gathered from

- (i) the teachers' responses to the questionnaire.
- (ii) the students' responses to a revised and translated Amharic version of Teacher Treatment Inventory Scales (TTI).
- (iii) an observation scheme in the form of a tally check list which was used to crosscheck or reinforce the data found from teachers' and students' responses through the questionnaire.

4.1. Analysis and Discussion of Teacher Questionnaire

The teachers' questionnaire was administered to ten female and thirty male English language teachers who were teaching in grades 9, 10 and 11 in order to investigate their attitudes towards their female students.

The '30' items in the questionnaire were grouped into three parts:-

1. Statements dealing with female students' classroom behaviour.
2. Statements dealing with female students' intelligence, competence and language ability.
3. Statements dealing with teacher-student interaction in mixed -sex EFL classrooms.

The questionnaire can be referred to in full in Appendix -A.

4.1.1. Attitudes of English Language Teachers towards Female Students' Classroom Behaviour.

Table 1. Probability (p), means (\bar{x}) and standard deviations (SD) for all teachers; only male teachers' and only female teachers' attitudes towards female students' classroom behaviour.

Subjects	\bar{x}	SD	P
All Teachers	3.69	.44	.771
Female Teachers	3.65	.60	
Male Teachers	3.71	.37	

The first category of this questionnaire contained eight statements' intended to probe teachers' attitudes towards their students' classroom behaviour.

The first attempt made was to investigate attitudes of all sample teachers towards female students' classroom behaviour. Accordingly, as presented in Table 1, all teachers showed more positive than negative attitudes towards statements in category 1 ($\bar{x} = 3.69$, $SD = .44$). The study was further extended to examine which sex would reveal more positive or negative attitudes. As indicated in the same table, there was no statistically significant difference ($p > .05$) between the two sexes who taught in different grades and in different schools (For female teacher $\bar{x} = 3.65$, $SD = .60$, for male teachers $\bar{x} = 3.71$, $SD = .37$ and $p = .771$)

As discussed in chapters 1 and 2, many social norms with regard to sex roles include stereotypical behaviour patterns which are acceptable to male

members of society (i.e, being aggressive, assertive, challenging, etc.) and a qualitatively different set of behaviours which are accepted as appropriate to female (i.e, being quiet, dependent, docile).

It is also indicated in chapter 2 that previous studies have found teachers' attitudes to be positive towards these traditional sex roles.

The questions raised in the first part of this questionnaire, therefore, were intended to examine the extent to which these same traditional sex role stereotypes affected English language teachers' attitudes. In other words, do English language teachers in Ethiopia have positive attitudes towards these female sex roles

As indicated in Table 1, both male and female teachers agreed that female students would generally be viewed more positively by their teachers if they were gentle, non-aggressive, and orderly. Though these responses seem to be consistent with the conventional stereotypical behaviour patterns the sample teachers showed their conformity to statements like; female students should be assertive, self-confident, challenging and courageous in the classroom. Out of the seven statements, it is interesting to note that the teachers were more in favour of the statement "Female students should not be quiet or shy".

Teachers were also asked to provide any additional opinions they had towards their female students' behaviour . Most of them further reported that

female students are too shy to express their ideas, and are passive in the classroom, and they are brought up in such a way that they should be quiet, submissive and acquiescent. They added that teachers should help their female students to be assertive, challenging and independent in language classrooms.

As will be shown in the following pages, in the classroom observation, teachers were also observed giving equal chances to boys and girls to ask questions and to suggest ideas. Thus, it can be argued, on the basis of this evidence that these English language teachers' attitudes towards female students' classroom behaviour differ from those reported by (Measor & Sikes, 1992 and Coates 1993).

4.1.2. Attitudes of English Language Teachers towards Female Students' Intelligence Competence and Language Learning Ability

Table - 2 *Probability (p), means (\bar{x}), and standard deviation (SD) for all teachers', only female teachers' and only male teachers' attitudes towards female students' intelligence competence and language learning ability*

Subjects	\bar{x}	SD	P
All Teachers	3.89	.71	.495
Female Teachers	3.79	.62	
Male Teachers	3.94	.73	

The second category of the questionnaire contained nine statements intended to examine teachers' attitudes towards their female students' academic performance in general and their language learning ability in particular.

As can be seen in Table 2, the responses indicated that teachers in this study had positive attitudes towards female students intelligence, competence and academic performance (All teachers \bar{x} = 3.89, SD=.71). Results also revealed that the two sexes showed no significant variations ($P>.05$) in their responses to the statements in this category (Female teachers - \bar{x} = 3.79, SD=.62, male teachers - \bar{x} = 3.94, SD=.73 and $P=.495$).

It is realistic to say that students differ in intelligence, achievement, motivation, classroom conduct and in the other cognitive and personality variables relevant to teaching and learning (Brophy, 1983). However, as mentioned earlier, studies have suggested that attitudes and expectations that teachers hold about students' ability and performance are related to the students' subsequent development / level of attainment / progress (e.g. Braun, 1976).

An attempt has been made to discuss thoroughly in the previous chapter the view that teachers attitudes or perceptions are generally consistent with stereotypes of gender differences: boys are far more intelligent than girls (Spender, 1984; Clarricoates, 1987).

Teachers in this study were also asked (for example, in item 2. 1,2, 3,4 and 5) if female students are less capable of learning, less capable of considerable achievement, less competent, less reflective and intelligent, and not the stuff from which successful students are made. The respondents strongly disagreed with these statements. In fact of all the items throughout the questionnaire it was to these items that teachers showed the most unfavourable attitudes.

The results of these data, therefore, do not seem to support the findings of Spender (1984) in Great Britain and Imani (1992) in Tanzania which reported that teachers believe that girls are lazy, not intelligent, not capable of learning (see chapter 2, part 2.2).

On the other hand, according to Clark et al., (1995) when asked about gender differences in pupils attitudes towards performance in language, teachers suggested that girls are better language learners and have positive attitudes towards language learning.

Similarly, teachers in this study were asked to reveal their attitudes towards female students' ability in language learning as compared with males in items 6,7,8 and 9. Both male and female teachers agreed that female students better language learners. They also disagreed with the statement that "male students have more talent in language and that female students may learn to speak, write and read only with excessive effort."

The result of this particular question therefore seems to support the findings of Clark and Trafford, (1995) and Murphy, (1980 in Sunderland), who report that in many countries language courses are seen by teachers as girls' subjects and are chosen by girls.

The sample teachers strongly disagreed with the statement "Home-economics may well be introduced to female students because they are (i) incapable of learning Science, Medicine, Maths, Technology and Literature (ii) expected to get married and take care of their children any way". This result also shows that these teachers did not share the opinion of those who objected to females having the same education as males and those who believed women's role was in the family and the home.

In general, the reactions to the statements under this category indicate that the sample teachers believed that female students were as competent as male students.

With these positive attitudes, the sample teachers were observed by the researcher giving equal attention and opportunities to male and female students in the classrooms. Moreover both male and female students responded that they received equal attention; opportunities and expectations from these teachers (See, 4.3.1 and 4.2.3 in this Chapter).

4.1.3. Attitudes of English Language Teachers towards Supportive Help in Teacher - Student Classroom Interaction as Related to Female students.

Table 3 *Probability (p), means (\bar{x}) and standard deviations (SD) for all teachers', only female teachers' and only male teachers' attitudes towards supportive help.*

Subjects	\bar{x}	SD	P
All Teachers	3.07	.67	.397
Female Teachers	3.25	.79	
Male Teachers	3.01	.62	

As previously stated, the purpose of the third category of this questionnaire was to investigate attitudes of English language teachers towards teacher - student classroom interaction with specific attention to female students.

As can be seen from the table above, teachers attitudes towards statements in this category seem to be neutral, (All teachers - \bar{x} = 3.07, SD=.67, Female teachers- \bar{x} =3.25, SD=.79, Male teachers - \bar{x} =3.01, SD=.62 and P=.397)

It is important to note that though not significant ($P > .05$), more negative attitudes were expressed by male teachers towards statements such as "Teachers need to spend more time working with female students." On the other hand, both male and female teachers indicated more positive attitudes towards only one of the statements in this category, "Female students must be encouraged to work hard".

When we see the attitudes of male teachers, they seemed to contradict themselves because on the one hand, they agreed with the encouragement of female students, and on the other hand, they disagreed that teachers needed to spend more time working with female students.

The researcher feels that male teachers disagreed with this idea thinking that students and the society at large might be suspicious of male teachers if they spent more time with female students. This is also evidenced by the teachers' response to item 8.2 in category 1.

Furthermore, in their responses regarding the provision of support, many of the teachers suggested that male and female students must be treated equally because they came to school to get equal support. Some of them said that they tried to support and encourage hard working girls and boys equally because both were their students. Thus, these data seem to conform with the conclusion that sex bias was not a factor affecting teacher - student interaction in classroom (Prawat, 1980).

On the whole, this finding shows that male and female teachers remained neutral towards supportive help. This is most probably because most of the statements in this category avoided equality and greatly favoured only female students.

4.1.4. Attitudes of English Language Teachers towards Negative Teacher Feedback and Teacher Directions in Teacher-Student Classroom Interaction as Related to Female Students.

Table 4 - Probability (p), means (\bar{x}) and standard deviations (SD) for all teachers', only female teachers' and only male teachers' attitudes towards negative feed backs and teacher direction

Subjects	\bar{x}	SD	P
All Teachers	4.09	.65	.423
Female Teachers	3.85	.95	
Male Teachers	4.15	.55	

The second part of this category accommodated four statements intended to investigate attitudes of teachers towards negative feedback in teacher- student classroom interactions with reference to female students.

As results in Table 4 indicate, teachers in this study disagreed that female students should be discouraged by frequent negative feedback. (All teachers - \bar{x} = 4.09, SD =.65). Results also revealed that the two sexes showed no significant variations ($P>.05$) in their disagreements to the statements in this category. (Female teachers - \bar{x} =3.85, SD =.95, Male teachers - \bar{x} =4.15, SD = .55 and P =423)

Teachers in this study disagreed that female students should be made to feel bad when they did not have the right answer, did not try to answer questions, did not listen to the teacher, did not do their work well, did not finish their work on

or before time or break grammar rules. Here, the sample teachers seem to have the idea that telling female students that they have been working not very well would affect their future performance. For the statement "In the classroom role plays teachers need to direct a range of messages that boys should play the role of managers, policemen, pilot, doctors etc, and girls the role of secretaries, nurses, receptionist and domestic workers," both male and female teachers showed disagreement. And for the statement "Lessons should be designed according to the interest of both sexes", they indicated strong agreement. This particular result is extremely interesting because it goes contrary to the popular opinion that teachers prepare lessons and classroom roles plays according to the interest of only boys (Measor and Sikes, 1992).

It is worth mentioning that a few teachers were observed giving examples using boys' names as engineers and girls names as good cooks during the class observation. This may have been consistent with what Sunderland (1994), Spender, (1984 in French & French, 1984), Hansen (1984), and Acker (1989) reported. According to these writers, when behaviours were observed in the classroom, the teachers were surprised by their differential treatment because they were doing it unconsciously.

Both male and female teachers strongly disagreed with the idea stated in item 10 in this category: " Teachers should interrupt female students while they are answering questions or discussing ideas." As will be noted in the following

pages in the classroom observation, teachers were also observed giving female as well as male students enough time to finish their responses. This result, however, differs from those reported by Lindroos (1995) and French and French (1984) (see Chapter 2 part 2.5).

Moreover, the results obtained from this category were supported by the students' responses to the Teacher Treatment Inventory Scale 2 (See 4.2.2.).

4.1.5. Attitudes of English Language Teachers towards High Expectation Opportunity and Choice in Teacher-student Classroom Interaction as Related to Female Students.

Table 5- *Probability (p), means (\bar{x}) and standard deviations (SD) for all teachers', only female teachers' and only male teachers attitudes towards high expectation, opportunity and choice.*

Subjects	\bar{x}	SD	P
All Teachers	3.82	.99	.897
Female Teachers	3.78	.99	
Male Teachers	3.83	1.01	

The third part of this category had two statements which were used to probe into attitudes of teachers towards high expectation, opportunity and choice in teacher- student classroom interaction as related to female students. According to the findings in Table 5, attitudes of teachers towards female students regarding high expectation and choice appeared to be positive (All teachers - \bar{x} =3.82, SD=.99). As displayed in the same table, there was no significant difference

between the two sexes in favouring statements in this category ($P > .05$) (Females $\bar{x} = 3.78, SD = .99$, males $\bar{x} = 3.83, SD = 1.01$ and $p = .897$).

As mentioned earlier, high expectation, opportunity and choice reflect trust by the teacher, positive feeling and feedback, and the provision of opportunities to participate and to work in an autonomous way (Weintein, 1982).

In their attitudes to the benefit of high expectation, teachers in this study agreed that they needed to have confidence in and show interest towards female students and make them feel better about how hard they try.

Responses given to item 11 show that teachers supported the idea that female students needed to be given more turns or chances to explain their ideas freely, to ask questions, to lead activities and to design their own work.

Item 12.4 in the teacher questionnaire was used to examine the kind of questions teachers used in asking female students. Teachers' reactions to this appeared to be neutral. In other words, both male and female teachers could not decide whether teachers needed to ask female students both easy and challenging questions. From the teachers' point of view, the kind of questions they asked depended on the kind of students they had. Teachers expressed their idea in the space provided as:

Weak students are asked easy questions. Hard working students are asked challenging questions

because I have confidence in them. I did not consider the students' sex here.

If one has to depend on responses which were given by these teachers, it may be concluded that they are in conformity with what has been pointed out by other scholars: teachers' expectations or attitudes have more significant relationship with students performance than their sex (Prawat, 1980; Kedar-Voviodas, 1983).

Generally speaking, as repeatedly mentioned in Chapter 1 and 2, gender bias against females in academic performance prevails among teachers in particular and society at large. In other words, studies have shown that teachers' attitudes and perceptions are generally consistent with stereotypes of gender differences: boys have more talent than girls in many subjects. However, as indicated in their responses, teachers in this study converged on the idea that female students are capable of learning, are intelligent and competent .

It was also evidenced in this study that attitudes of male and female teachers, for the most part were inconsistent with traditional or social norms with regard to sex role stereotypes. Thus, they agreed that female students should be assertive, challenging, independent and courageous.

Furthermore, teachers agreed that during classroom interaction female students should be given equal opportunities to answer questions; they should not be discouraged by negative feedback. In the process of giving encouragement

and opportunities, the results appear to be consistent not only between what the teachers believed and what they actually did in the classrooms but also between what the teachers believed and what students perceived of teacher treatment.

4.2. *Analysis and Discussion of Teacher Treatment Inventory Scales.*

To discover whether English language teachers differ in their classroom treatment towards female and male students, this study attempted to investigate students' perception of teacher treatment towards male and female students using Teacher Treatment Inventory scales (TTI). This inventory was administered to 120 male and 120 female students who were currently attending the 40 teachers' language classes to rate how frequently their teachers had worked with them in the ways described.

The 27 items in the Inventory were grouped into three categories.

- Scale 1-** Statements dealing with ways in which the teacher helped the students and provided support.
- Scale 2-** Statements dealing with negative feedback from the teacher about classwork and effort expended and high degree of control by the teacher over the students' actions.
- Scale 3-** Statements dealing with trust by the teacher, positive feelings and feedback and provision of opportunities to participate.

The inventory can be referred to in full in Appendix B.

4.2.1. Supportive Help (Scale - 1)

Table 6- Probability (p), means (\bar{x}) and standard deviation (SD) of perceived teacher treatment towards male and female students for scale one.

	F.S'S All T'S	M.S'S All.T'S	F.S'S F.T.S	M.S'S F.T'S	F.S'S M.T'S	M.S'S M.T'S	F.S'S M&F.T'S
Means	3.40	3.34	3.54	3.34	3.36	3.34	
SD	.71	.66	.69	.64	.71	.66	
P	.524		.299		.838		.294

F.S'S = Female Students
M.S'S= Male Students

All-T'S = All teachers
F.T'S = Female teachers
M.T'S= Male teachers

This category or (scale one) contained 10 statements intended to investigate students' perceptions of teacher treatment towards male and female students in the area of supportive help.

As can be inferred from Table 6, statistically significant differences were not found in favour of either boys or girls in this teacher treatment inventory scale.

All teachers → female students - \bar{x} = 3.40, SD=.71
P=.524

Male students - \bar{x} =3.34, SD=.66

Female teachers → Female students - \bar{x} =3.54, SD=.69
P=.299

Male students - \bar{x} =3.34, SD=.64

Male teachers → Female student- \bar{x} =3.36, SD=.71
P=.838

Male students - \bar{x} =3.34, SD=.66

As the result portrayed, boys and girls tended to perceive frequent supportive help from their teachers. When asked if their teachers watched them closely while they were working, and if they were given special privileges and got to do special things in class, both sexes responded that they usually got these chances from their teachers.

In their perception of teacher treatment, both sexes seemed to be in agreement with what their teachers believed and responded: i.e. "male and female students need to be treated equally" (See 4.1.3) However, this result does not agree with many research findings (see Chapter 2) which claim that boys receive more supportive help and more intense teacher affect.

4.2.2. *Negative Feedback and Teacher Direction (Scale Two)*

Table 7. *Probability* (p), means (\bar{x}) and Standard Deviation (SD) of perceived teacher treatment towards male and female students for scale two

	F.S'S All T'S	M.S'S All.T'S	F.S'S F.T.S	M.S'S F.T'S	F.S'S M.T'S	M.S'S M.T'S	F.S'S M&F.T'S
Means	2.12	2.12	1.96	1.91	2.17	2.19	
SD	.71	.62	.74	.70	.70	.57	
P	.980		.795		.815		.198

The second scale of this inventory contained seven items intended to investigate students' perceptions of teacher treatment towards male and female

students in the area of negative feedback. As treated statistically, no significant differences were observed between male and female students' perceptions.

All teachers → Female students - \bar{x} = 2.12, SD=.71
P=.980

Male students - \bar{x} =2.12, SD=.62

Female teachers → Female students - \bar{x} =1.96, SD=.74
P=.795

Male students - \bar{x} =1.91, SD=.70

Male teachers → Female student- \bar{x} =2.17, SD=.70
P=.815

Male students - \bar{x} =2.19, SD=.57

Specifically speaking, teachers rarely made both sexes feel bad even when they did not finish their work on time or gave wrong answers.

Though some teachers in this study claimed that girls talked too much in class, showed interest only in clothing and makeup, don't do their home work, the data revealed that girls did not receive frequent discouraging negative feedback or reprobation. Both male and female teachers were more likely to advise them about their behaviour.

It is, therefore, reasonable to conclude that teachers in this study were not consistent with stereotypes of gender differences and did not push girls to stick to traditional sex roles.

4.2.3. High Expectation, Opportunity and Choice

Table 8- Probability (p) means (\bar{x}) and standard deviation (SD) of perceived teacher treatment towards male and female students for scale three.

	F.S'S All T'S	M.S'S All.T'S	F.S'S F.T.S	M.S'S F.T'S	F.S'S M.T'S	M.S'S M.T'S	F.S'S M&F.T'S
Means	2.86	2.72	2.90	2.54	2.85	2.78	
SD	.91	.79	.98	.81	.81	.78	
P	.203		.142		.587		.804

The other important components of teacher treatment were high expectation, opportunity and choice. As could be seen from Table 8, none of the results obtained was found to be statistically significant. (in all cases $P > .05$). In this connection, female students again seemed to be free from gender bias. Overall, teachers tended to place girls on equal footing. According to the collected data, male and female students were provided with equal opportunities to answer open-ended questions, to give comments, to explain ideas, to lead activities, to decide on things and to make up their own work. Both male and female students also got equal chances to respond when they raised their hands.

As one could observe from Table 6,7 and 8 the analyses showed that no significant effect was found for differentiation by sex in any of the three Teacher Treatment Inventory Scales. It can be understood that male and female students did not differ in their perception of teacher treatment towards boys and girls. In

short, both sexes received equal supportive help, equal negative feedback, equal opportunity and high expectation.

These results appear to conform to the finding obtained through the observation made by the researcher on teacher - student interaction; and also by the responses that the sample teachers gave. Above all, it was largely consistent with the findings found based on student perception of teacher treatment towards male and female, high and low achievers by Weinstein (1982).

4.3. Analysis and Discussion of Classroom Observation

As discussed in Chapter 3, this study was designed to investigate whether teachers tended to favour boys or girls in the quality and quantity of interaction that they had with students, and more particularly to study whether female and male teachers differ in their attitudes towards and treatment of female students. The main purpose of this classroom observation was to countercheck or reinforce the data found from teachers' attitudes and students' perceptions.

An observation scheme in the form of a tally check list was used during the observation to record the teacher communication patterns (academic and non-academic teacher feedback) as related to sex of the students, and response opportunities (teacher/student initiation) boys and girls received.

4.3.1. Academic Teacher Feedback

Table 9- Probability (p), means (\bar{x}) and standard deviations (SD) of academic teacher feedbacks for students sex and teachers sex.

Variable/Teacher Sex	Student Sex				
	Female		Male		P
	\bar{x}	SD	\bar{x}	SD	
Praise Academic					
All Teachers	3.25	1.87	3.67	2.31	.564
Female Teachers	2.67	1.03	2.00	1.30	.363
Male Teachers	3.83	2.40	4.33	1.86	.237
Positive Academic					
All Teachers	4.19	2.04	4.31	2.15	.898
Female Teachers	3.38	1.69	3.75	2.61	.598
Male Teachers	5.00	2.13	5.38	3.40	.527
Negative Academic					
All Teachers	2.00	1.00	3.00	4.00	.391
Female Teachers	1.00	0.00	1.50	0.00	-
Male Teachers	3.00	2.00	3.60	5.66	.500
Neutral Academic					
All Teachers	2.73	2.80	3.45	2.30	.403
Female Teachers	3.60	3.36	3.80	2.39	.495
Male Teachers	1.17	0.41	2.17	2.40	.111
Repeat Answers					
All Teachers	4.39	4.10	4.67	4.22	.772
Female Teachers	5.89	5.30	5.00	4.18	.442
Male Teachers	2.89	1.69	4.33	4.47	.361
Total Academic Feedback					
All Teachers	11.80	6.61	14.40	10.43	.304
Female Teachers	13.89	8.31	12.22	7.48	.353
Male Teachers	10.10	4.53	16.18	12.47	.163

4.3.1.1 Praise Academic Teacher Feedback

As can be observed from Table 9, all teachers gave almost equal academic praise to female ($\bar{x} = 3.25$) and male ($\bar{x} = 3.67$) students and a statistically significant difference was not found ($P > .05$). As indicated in the same table, there was no significant difference ($P > .05$) between the two sexes in giving

and receiving praise. Both male and female teachers seemed to praise both male and female students equally.

Female teachers → Female students - \bar{x} = 2.67

Male students - \bar{x} = 2.00 and P.363

Male teachers → Female student - \bar{x} = 3.83

Male students - \bar{x} = 4.33 and P= .237

Praise academic statements were positive statements which expressed teacher affect (delight and warmth). These statements enhance the students' status in the classroom (Irvine, 1985). Examples included statements such as: 'Fine', 'Great', 'Very good', 'excellent', etc.

According to the researcher's observation, teachers used praise academic feedback mostly when students answered questions correctly after repeated failures by other students to give the correct response or when teachers thought the questions were challenging. Surprisingly enough, both male and female teachers gave male and female students almost equal lengthy and intensive praise on those occasions when they responded correctly.

In general, this result complements opinions which were given by the sample teachers. In their response regarding encouragement, both male and female teachers agreed that both male and female students need to be encouraged equally (See, 4.1.3).

4.3.1.2. *Positive Academic Teacher Feedback*

Positive academic statements were affirmations of correct responses such as “Ok”, “Alright,” “Yes” and “Correct”. This teacher feedback was analysed statistically and did not show significant differences.

As indicated in Table 9, teachers gave almost equal positive academic feedback to female students ($\bar{x} = 4.19$) and male students ($\bar{x} = 4.31$) and $P = .898$. It can be observed in the same table that there was no significant difference ($P > .05$) between the two sexes in providing positive academic feedback.

Female teachers → (female students - $\bar{x} = 3.38$, male students - $\bar{x} = 3.75$ and $P = .598$)

Male teachers → (female students - $\bar{x} = 5.00$, male students - $\bar{x} = 5.38$ and $P = .527$)

Amongst the variables in this category, the most frequently used one was positive academic feedback. All of the sample teachers used such kinds of feedback while offering simple praise, confirmation like ok, alright, etc. The results of these two feedback types (Praise and positive) agreed with the other findings in this study. The responses of students to the inventory scales, for example, indicated that both male and female students received equal teacher warmth and affect.

Here one could arrive at a conclusion that teachers in this study tried to prepare both sexes to be equally active, assertive, independent, and demanding of teachers time.

4.3.1.3. Negative Academic Teacher Feedback

Negative academic teacher feedback statements were indications that the students response to the teacher's academic question was incorrect. They included such responses as "No" 'That is wrong', or 'Incorrect', An analysis of this negative academic teacher feedback data in Table 9 yielded no statistically significant difference between female and male students and teachers ($p > .05$).

All teachers → (Female students - \bar{x} = 2.00, male students \bar{x} = 3.00 & $P = .391$)

Female teachers → (Female students - \bar{x} = 1.00, male students - \bar{x} = 1.50 & $p = 0.00$)

Male teachers → (Female students - \bar{x} = 3.00, male students - \bar{x} = 3.60 & $P = .500$)

According to the collected data, male and female teachers tended to give equal negative feedback to female and male students. Though not significant, teachers seemed to care about not giving female students frequent negative feedback. They preferred to remain silent and tended to go to another student or give neutral academic feedback. (may be, not to make female students feel ashamed of their wrong answers). It must be considered that the other two aspects of the study (teachers' attitudes and students' perception) also indicated

the same result: teachers avoided giving frequent discouraging feedback to both male and female students.

4.3.1.4. Neutral Academic Teacher Feedback

Neutral academic feedback statements were neither critical, affirming, nor praising. They were related questions or responses by the teacher to students' answers. The occurrence of such statements depended on the existence of students 'utterances' which are completely incorrect, partly correct or which need improvement by the students. Such statements include, utterance like "Give me another example", "Is that right?"

In all cases, there were no significant differences in the ways that male and female teachers provided neutral academic feedback ($P > .05$).

Both male and female teachers were likely to stay with both sexes by providing an additional response opportunity when she/he gave unsatisfactory responses.

4.3.1.5. Repeats Students' Answers

Repeats students answers was coded when the teacher simply repeated the answer given by a student with no affect, praise, or criticism.

Here again a significant difference was not observed between male and female teachers. Both male and female teachers repeated male as well as female students' answers frequently in order to point locations of errors, though clues or explanations were not given. Teachers were observed repeating or rephrasing the answers of both sexes when they had failed to respond or read loudly.

Furthermore as the researcher observed, both male and female teachers waited for male and female students to finish their responses or discussion before beginning to provide feedbacks. This seems to be an encouraging practice as compared with other findings which indicated that teachers more frequently interrupted female students' responses or explanations than that of male students (French and French, 1984; Lindroos, 1995).

As indicated in Table 9, for total academic feedback, there was no statistically significant difference. Male as well as female students in this study received equal praise, equal positive and negative feedback; equal neutral academic feedback, and their answers were repeated equally by both male and female teachers.

In short, according to the statistical analysis, both male and female teachers gave equal qualitative and quantitative academic feedbacks to their male and female students. This result seems to support Sunderland's (1994) assertion that language teachers gave equal attention to male and female students.

However, these data seem not to agree with other findings which illustrated dominance of boys in classrooms and receiving more negative as well as positive feedback from their teachers (Irvine, 1985; Kelly, 1988).

4.3.2. Non-academic Teacher Feedback

Table 10- Probability (p), means (\bar{x}), and standard deviations (SD) of total non academic feedback for students and teachers

Subjects	Students Sex				P
	Female		Male		
	\bar{x}	SD	\bar{x}	SD	
Total Non Acad. F.B					
All Teachers	2.20	2.04	2.15	2.60	.935
Female Teachers	2.22	1.20	1.97	1.73	.747
Male Teachers	2.18	2.60	2.55	3.17	.738

4.3.2. Total Non-academic Teacher Feedback

According to the collected data, a statistically significant difference was not obtained ($P > .05$). Male as well as female teachers gave equal non-academic feedback to both male and female students.

All teachers → (Female students - \bar{x} = 2.00, male \bar{x} = 2.15 and P = .935)

Female students → (Female students - \bar{x} = 2.22, male \bar{x} = 1.97 and P = .747)

Male teachers → (Female student - \bar{x} = 2.18, male \bar{x} = 2.55 and P = .738)

This category contained the two categories of behavioural and procedural contact. The specific feedback statements were negative behaviour, negative procedure, neutral behaviour and neutral procedure. As discussed in Chapter 3, a behavioural communication referred to a students' conduct or department and procedural statement were related to giving directions, requesting supplies and materials and specifying routine classroom management matters (Irvine, 1986).

When compared to academic feedback, this category was not practised in classrooms. Teachers seemed to give more time and attention to academic feedback. In other words, since most teachers used traditional methods of language teaching, negative or neutral procedures or statements like, "No, do this," " No, use the paper that way", "Go and get that", etc. which served the functions of procedure or direction were rarely used by the teachers during the observation. If the teachers had used communicative language teaching method, more procedural feedback would have been used by both male and female teachers. Feedbacks or statements like 'Are you listening? 'Please don't talk'. " You should be ashamed of yourself" (behavioural feedback) were not used by teachers during the observation.

Teachers did not use these kinds of feedback, because students might have considered what the researcher was trying to do as something of supervision or evaluation. So they became orderly and decided not to create disciplinary problems in the classroom. For further information, see Appendix D.

4.3.3. Initiations and No Response

Table 11- Means = \bar{x} standard deviation (SD) and the probability of the three variables: teacher initiated contact (Public response opportunities), student initiated contact (response opportunities) and no response.

Subjects	Students Sex				P
	Female		Male		
	\bar{x}	SD	\bar{x}	SD	
Teacher Initiated					
All Teachers	4.38	3.20	3.13	2.31	.050
Female Teachers	6.50	3.22	4.25	2.63	.018
Male Teachers	2.25	0.96	2.00	1.41	.718
Student Initiated					
All Teachers	12.10	6.10	13.70	9.45	.174
Female Teachers	12.22	6.04	12.44	8.78	.901
Male Teachers	12.00	6.43	13.36	9.04	.173
No Response					
All Teachers	2.33	1.21	2.00	1.10	.611
Female Teachers	2.33	0.58	2.33	0.53	.423
Male Teachers	2.33	0.58	2.67	0.58	.466

4.3.3.1. Teacher Initiated Contact (Public Response Opportunities)

All teachers → (Female - \bar{x} = 4.38, males - \bar{x} = 3.13 and p = .05)

Female teachers → (Female - \bar{x} = 6.50, males - \bar{x} = 4.25 and p = .018)

Male teachers → (Female - \bar{x} = 2.25, males - \bar{x} = 2.00 and P = .718)

Surprisingly enough, as indicated in Table 11, the statistical analysis revealed a significant effect for sex of the teachers and the students. Female teachers were found initiating many more positive and negative contacts with girls (\bar{x} = 6.50) than with boys \bar{x} = (4.25) and $P < .05$.

Though male teachers showed no tendency to favour boys, this particular finding seemed to disagree with the research finding cited in Good et al., (1973): "Teachers do not favour students of their own sex" (P,83).

4.3.3.2. Student Initiated Contact (Response Opportunity)

All teachers (Female - \bar{x} =12.10, Males- \bar{x} 13.10 and $p=.174$)

Female teachers (Female - \bar{x} =12.22, Males - \bar{x} =12.44and $p= .901$)

Male teachers (Female - \bar{x} =12.00, males - \bar{x} =13.36and $P>.173$)

As discussed in the literature review part of this paper, many research findings have reported that teachers give more chances and attention to boys than to girls. On the contrary, analyses of response opportunity in this study yielded no significant differences between students' and teachers' sex ($P>.05$). Both male and female teachers provided equal opportunities to respond for both male and female students in the classroom when they raised their hands.

4.3.3.3. No Teacher Response

This behaviour in teacher treatment was especially noticeable when students gave answers. After obtaining correct or incorrect answers from boys and girls, both male and female teachers were observed going to another person or matter without giving praise, positive or negative academic feedback, or without

giving reasons why the answers were correct or wrong. In short, teachers in this study seemed to avoid response to both male and female students equally.

Thus, research findings which acknowledged that teachers usually ignored only female students' response and questions seemed to bear variance with the results of this study. Further, the results of these classroom observations seem to support the finding mentioned in 2.6. male and female teachers treated male and female students similarly.

During classroom observation, teachers showed no tendency to favour boys or girls in quality or quantity of interaction. However, students' participation level influenced the quality and quantity of classroom interaction. More active participants received more teacher contact, more positive and negative teacher feedback and generally obtained more intense teacher affect. In contrast, low participants were much less likely to receive teacher feedback. So, girls who were among the active participants were provided with more feedback and girls who were among low participants received less teacher feedback and contacts. Thus, on the basis of this result and results reported previously by Prawat, (1980) and Kedar-Voivodas, (1983), one would have to conclude that teachers' attitudes and treatment were not greatly influenced by the difference in students' gender but by academic performance.

Moreover, this observation result seems to answer Sunderland's (1994) questions,

If girls are believed to be better language learners or actually are, might this not lead to different interaction patterns in language classroom? Girls might, for example be asked more challenging questions than the boys or might be spoken to by the teacher or might get his/her attention-as much as, if not more than boys (150).

Above all, teachers were observed trying to apply in the classroom interaction what they responded to on the questionnaire. In other words, what teachers thought their attitudes were and what they actually did in the classroom interactions showed similarity.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This study has attempted to investigate the attitudes of English language teachers towards and treatment of female students in the EFL Mixed-sex classrooms in six Addis Ababa high schools.

To achieve the purpose of the study, data was obtained through (I) a questionnaire to be completed by 10 female and 30 male English language teachers (ii) a revised and translated Amharic version of Teacher Treatment Inventory Scales (TTI) to be completed by 120 male and 120 female students and (iii) Since the study was mainly aimed at investigating the attitudes of teachers towards female students and differential treatment by gender, an observation scheme in the form of a tally sheet was used to crosscheck or reinforce the data found from teachers' responses to the questionnaire and students' responses to the TTI scales. In all cases, the means (\bar{x}), standard deviation (SD) and t-test for every statement, category and variable were computed. As shown in the analysis and discussion the study has revealed that:

- (i) English language teachers have positive attitudes towards female students.
- (ii) English language teachers treat female and male students equally.
- (iii) there is a similarity between what the teachers believed and what they were actually doing in the classroom.

- (iv) there is similarity between what the teachers believed and what students perceived.
- (v) there is no statistically significant difference in the teaching behaviours of male and female teachers, especially in their attitudes towards and treatment of female students. These being the general findings of the study, in specific terms the following conclusions are made.

5.1. Conclusions

The results obtained regarding attitudes of English language teachers towards and treatment of female students in mixed-sex classroom interaction support the findings reported by many researchers (for example, Sunderland, 1994; Weinstein, 1983; Prawat, 1980; Brindly, 1994; Good, 1973; Kedar - Volvodas, 1983). This study, however, has come up with findings that were not in agreement with the findings or reports of (French and French, 1984; Lindroos, 1995; Irvin 1986 Sundal-Hansen, 1984; Measor and Sickles, 1992, and Coates, 1993) .

Findings vary as the participants and contexts of the interaction vary. The discordance of this study with the second group mentioned above could be accounted for by many reasons, such as: age, social class, ethnicity, level of schooling, subject matter, sex of teacher and level or formality of classroom

activities. All these provide contextual variables that are theoretically of great influence (Corson, 1993).

5.1.1. Since the nature and content of a specific attitude is related to individual personality, it is not proper to generalize that all teachers are the same and share the same set of values and attitudes. Since the early 1970's, when materials on gender began to be published many teachers have changed their practice in the light of what they have read. (Abraham, 1995; Measor and Sikes, 1992). Thus, the hypothesis that in a society based on sexual inequality teachers may develop attitudes and values which are consistent with that sexual inequality, in the language classroom, has not been verified in the present study. Teachers attitudes towards their female students, in this study, didn't reveal a reflection of a broader societal biases about the role of women in a society and academic capacity of girls as it did in Coates' (1993) and Clarricoates' (1978) reports.

Teachers, in this study, agreed that female students should be challenging, assertive, independent and courageous. They did not reinforce their female students for dependency behaviour with regard to their future roles.

- 5.1.2. As opposed to Spender's (1984) and Imani's (1992) research reports, both male and female teachers, in this study, converged on the idea that female students are capable of learning and are competent enough to learn language .
- 5.1.3. Many studies have confirmed that some teachers found it confusing when asked to consider questions concerning differential treatment of boys and girls and made such comments as, "People are individuals; I don't even consciously think of male and female" (Teacher of English). "I teach characters, not sex" (Teacher of maths). Despite these utterances, according to Riddell (1989), classroom observation, and other comments made by the same teachers showed that gender was a significant factor in their interaction with pupils (Spender, 1984; Sundal-Hansen, 1984; Riddell, 1989). However, in this study, there was a match between what the teachers believed what they should do and what they were actually doing in the classroom.
- 5.1.4. Though students in this study had only limited opportunities to answer open-ended questions, to work in groups, to lead activities, and to solve problems, the sample teachers agreed that during classroom interaction female students should be

given equal opportunities to answer open-ended questions, to express their ideas freely and to give suggestions. Moreover, they suggested that teachers need to have confidence in and show interest towards female students and need to encourage them to work hard.

5.1.5. Both male and female teachers strongly agreed that frequent negative feedback should not be given to female students, because negative feedback discourage or embarrass female students. Thus, all teachers but one, were observed creating a comfortable and non-threatening environment for interaction.

5.1.6. The other pretty important components of teachers' treatment were teacher initiated and student initiated contacts. Teacher initiated contact was the only variable which showed significant difference. This study revealed that female teachers initiated significantly more moments of interaction with female students, while male teachers initiated equal moments of interaction with male and female students. Furthermore, male and female students initiated equal interaction with male and female teachers.

- 5.1.7. There is a match not only between what teachers believed and students perceived, but also between what teachers actually were doing in the classroom and what students perceived. As one could observe from the three Teacher Treatment Inventory Scales, significant differences were not obtained between male and female students' perception. The analyses showed that both male and female students received equal supportive help, equal negative feedback and equal opportunities from both male and female teachers.
- 5.1.8. Even the few effects that appeared did not provide enough evidence for the suggestion that teachers favour students of their own sex or, that male and female teachers are biased against female students. Thus, this research agreed with previous studies in that, " Although male and female teachers do teach differently they do not treat male and female students differently. Thus, male and female teachers treat male and female students similarly" (Good, 1973:83).

5.2. Recommendations

Based on the results and conclusions, the following recommendations may be made.

- 5.2.1. The study has focussed primarily on English language classes of government schools which are traditionally teacher-fronted. And the conclusion reached on the basis of the results obtained in this study may not be generalized for all the schools in the country. It would be quite sensible to expect a different result if a similar study were conducted on communicatively oriented language classes. So it is recommended that a similar study be conducted on non-governmental schools and on schools that have relatively more communicative language classes and find out what the situation would look like .
- 5.2.2. This result is obtained in the capital city of the country where more conducive conditions for teaching - learning prevail than in any other parts of the country. Thus, future researchers can explore this topic more fully in schools outside Addis Ababa.
- 5.2.3. The study considered attitudes of English language teachers towards female students in general. However, there is an assumption that many variables can be studied under gender and teacher's attitudes.

Further research can explore the following topics more thoroughly.

1. Effects of female students' attractiveness on male teachers' attitudes and treatment in EFL classroom interaction.
2. Effects of female students' achievement on teachers' attitudes and treatment in EFL classroom interaction.

5.2.4. Though the present study showed that teachers have positive attitudes towards female students and treated male and female students equally, the researcher would like to suggest that English language teachers should always ask themselves the following questions:

- a) Has my behaviour, attitude or teaching method affected my female students' practice opportunities of the target language, either positively or negatively?
- b) Do I accept the idea that improving female learners' motivation is a part of my responsibility? If so, what are some ways that I can employ to enhance female foreign language learners' motivations?

- c) Do I give learners the opportunity to explore new communication roles, to more safely and confidently outside their gender stereotypes?
- d) Should I be concerned about the issue of attention? If so, what can I do to promote equal attention among female and male language learners?

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APPENDIX- A

Questionnaire

To be filled by female and male English language teachers.

Dear Teachers:

This questionnaire is designed for research purpose. The study is being conducted to explore teacher-student interaction in English language classroom as related to sex of the student.

The questionnaire is not looking for right or wrong answers. The whole purpose is to find out about your particular attitudes towards your female students.

Your cooperation in responding to the questionnaire will be a significant contribution towards the success of the study. Thus, the researcher kindly requests you to give frank responses.

Instruction:

1. Please do not write your name
2. Give your responses by putting an 'X' mark in only one of the following alternatives.
3. Each alternative has a specific value:-

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

- A. 1. Name of School _____
2. Sex Female _____
- Male _____

B. Attitudes of English Language Teachers Towards Female Students

Part I. Attitudes of English Language Teachers Towards Female Students' Classroom Behaviour.

No		5	4	3	2	1
1.	Within classroom system, female students are generally viewed more positively by their teachers if they					
	1.1. are gentle and polite					
	1.2. are docile (easily controlled).					
	1.3. are verbally or physically non-aggressive.					
	1.4. are orderly.					
	1.5. generally conform to class rules.					
2.	Female students have more biological, psychological and social problems than boys and are difficult to guide.					
3.	Female students do not display self control. Thus they need to be led, instructed and rescued.					
4.	Female students should be assertive and self confident in the classroom. In other words, they must explain their ideas, beliefs and feeling in a direct and appropriate ways freely.					
5.	Female students should not be quiet or shy in the classroom they					
	5.1. need to ask questions.					
	5.2. have to use maximum response					
	5.3. should interrupt their male classmates and teachers when necessary.					
6.	In the classroom discussion, conformance should not be a conventional female sex role. (Female students don't have to agree to all what is said and should argue when necessary)					
7.	The main way in which female students can learn language is by being talkative.					

No		5	4	3	2	1
8.	There is an assumption that in the classroom					
	8.1. girls don't feel free to discuss anything with male teachers lest they may attract their teachers.					
	8.2. male and female students will be suspicious of male teachers if they give more attention to female students.					
	8.3. if a male teacher punishes a girl, she may tell lies that she is being punished because she resisted his advances.					
	8.4. Once girls start having boy friends, they lose interest in their studies.					
	8.5. 'Boys' lack of discipline is tolerable than that of girls because boys are more hard working and serious.					

Part II. Attitudes of English Language Teachers Towards Female Student' Intelligence Competence and Language Learning Ability

No		5	4	3	2	1
1	Differences and inequalities based on gender are inevitable and unchangeable part of a natural order especially, between males' and females' aptitudes.					
2.	Since academic success is unfeminine, female students are					
	2.1. less capable of learning.					
	2.2. less capable of considerable achievement.					
	2.3. less competent.					
	2.4. less reflective and intelligent.					

	25. not the stuff from which successful students are made.					
		5	4	3	2	1
3.	Even if female students learn well and tend to be good at most things, they will never exceed male students.					
4.	Female students are more concerned only about their appearance and beauty than their future education.					
5.	Home economics may well be introduced to female students because femal students are					
	5.1. incapable of learning Science, Medicine, Maths, Technology and Literature.					
	5.2. expected to get married and take care of their children any way.					
6.	Female students are better language learners.					
7.	Male students have more talent in language and female students may learn to speak, write and read only with excessive effort.					
8.	Female students are gifted at problem solving and feel capable of dealing with any task.					
9.	Female students are more likely than male students to have difficulty expressing themselves fluently.					

Part III. Attitudes of English Language Teachers Towards Supportive help in Teacher student Interaction as related to female students'

No		5	4	3	2	1
1.	Teachers need to spend more time working with female students.					
2.	Female students questions should be explained thoroughly.					
3.	Female students should be given special privileges. They get to do special things in class.					
4.	When female students don't know the answers teachers have to give them hints or clues.					
5.	Teachers need to give female students long time to answer before calling on someone else.					
6.	Female students must be encouraged to work hard.					

Negative Feedback and Teacher Direction

7.	Teachers have to make female students feel bad when they					
	1.1. do not have the right answer					
	1.2. do not try to answer.					
	1.3. do not listen to the teacher					
	1.4. do not do their work well					
	1.5. do not finish their work on or before time					
	1.6. break grammar rules.					
8.	In the classroom plays, teachers need to direct a range of message that					
	8.1. boys should play the role of managers, policemen, pilots, doctors, etc					
	8.2. girls should play the role of secretaries, nurses, receptionists and domestic workers.					
	8.3. lessons should be designed according to the interest of both sexes.					

No		5	4	3	2	1
9.	How female students spend their time in class must not be something they decide; teachers need to decide					
	3.1. the book they will read					
	3.2. who to work with.					
10.	Teachers should always interrupt female students while they are answering questions or discussing ideas.					

High Expectations, Opportunity and Choice.

11	Female students need to be given more turns or chances					
	1.1. to explain their ideas freely					
	1.2. to answer questions					
	1.3. to ask questions					
	1.4. to lead activities					
	1.5. to make up their own work					
12.	Teachers need to					
	2.1. have confidence on female students					
	2.2. show interest towards female students					
	2.3. make female students feel good about how hard they try.					
	2.4. ask female students both easy and difficult questions.					

Could you please provide any additional opinions you have towards your students?

1. Female Students

- 1. Classroom behaviour
- 2. Academic performance
- 3. Supportive help
- 4. Negative feedback
- 5. High expectation and opportunity.

2. Male Students

- 1. Classroom behaviour
- 2. Academic performance
- 3. Supportive help
- 4. Negative feedback
- 5. High expectation & Opportunity

APPENDIX - B

Teacher Treatment Inventory Scales

1. These three inventory scales were used to measure the students' perceptions of differential teacher treatment in English language classrooms.
2. These inventory scales were given to both female and male students.
3. An amharic translation of these inventory scales were also prepared.
4. The students circled only one of the alternatives.
5. Each alternative had a specific value.

Always = 5

Often = 4

Sometimes = 3

Rarely = 2

Never = 1

Teacher Treatment Inventory Scales**Scale 1: Supportive Help**

1. The teacher makes me feel I did very well when I finish reading, class work or give the right answer.
2. The teacher spends time working with me.
3. When I do not know the answer, the teacher gives me a hint or clue.
4. The teacher goes out of his or her way to help me
5. The teacher asks me easy questions.
6. The teacher is excited when working with me.
7. The teacher gives me a long time to answer before calling on someone else.
8. The teacher watches me closely when I am working.
9. I am encouraged to express my ideas openly.
10. I am given special privileges. I get to do special things in class.

Scale 2:

Negative Feedback the Teacher Direction

1. The teacher makes me feel bad when I do not have the right answer.
2. The teacher scolds me for not trying.

3. The teacher scolds me for not listening.
4. The teacher interrupts me while I am answering questions or discussing idea.
5. The teacher makes me feel that I have not done my work well.
6. The teacher collects work before I have a chance to finish.
7. When I give the wrong answer, the teacher calls on some one else immediately.

Scale 3: High expectations, opportunity and choic

1. The teacher calls on me to answer questions.
2. The teacher asks me to lead activities.
3. The teacher makes me feel good about how hard I try.
4. The teacher thinks or expects that I will finish the work on or before time.
5. The teacher lets me decide things.
6. The teacher calls on me to explain things to the class.
7. The teacher trusts me
8. The teacher lets me make up my own work.
9. The teacher is interest in me.
10. The teacher calls on me when my hand is up.

APPENDIX -C

Classroom Observation Sheet

Teacher-Student Interactions: Effects of Student sex.

No		FT- FS	FT-MS	MT-FS	MT- MS
1.	<p>Teacher - initiated questions</p> <p>The teacher asks a question in front of a group of students or gives assignment and calls on the students to respond. (Without a raised hand)</p>				
2.	<p>Student- entailed responses, comments or questions.</p> <p>Includes such acts as raising ones' hand to respond to a teacher question or request; volunteering to participate in an assignment or perform a classroom responsibility, or calling out an answer.</p>				
3.	<p>Praise Academic Statements. "Fine, "Great", "I am so proud of you", "That is a terrific answer" etc.</p>				
4.	<p>Positive Academic Statements. "Ok", "All right", "yes", "correct"</p>				
5.	<p>Negative Academic feedback statements"No", "That's wrong", or "Incorrect".</p>				
6.	<p>Negative Behaviour Statements. "Sit down!", "You should be ashamed of yourself", and "Don't interrupt while I am talking"</p>				

7.	Neutral Academic Statements. “Does $7 \times 5 = 30?$...” “Is that possible?” “Give me another example,” “Is that right?”				
8.	Negative Procedure Statements. “No, turn the paper that way,” “No, write your name on the right side not the left.”				
No		FT- FS	FT-MS	MT-FS	MT- MS
9	Neutral Behaviour Statements. “Please sit up straight,” “Are your listening?” “Let’s get back to work”.				
10	Neutral Procedure Statements. “Be carefully,” “Go get the crayons”, “Read on”, “Louder.”				
11	Positive - Negative Statements. “That is a good answer but next time raise your hand,” “Your work is find, but your penmanship is horrible,” “No that is wrong, but I like the way you raised your hand.”				
12.	No. Response was coded when teachers failed to respond to a student’s response and simply				
13.	Repeats student’s answer was coded when the teacher simply repeated the answer given by a student with no affect, praise, or criticism.				

Table 10B. T-test (p), means (\bar{x}), and Standard Deviations (SD) of non-academic feedback.


APPENDIX - D

	Student Sex						
	Female			Male			P
	\bar{x}	SD	%	\bar{x}	SD	%	
Negative Behaviour							
All Teachers	3.67	3.79	43	2.00	.00	57	.525
Female Teachers	2.00	-		2.00	-		-
Male Teachers	3.50	2.95		2.00	.00		.605
Positive Procedure							
All Teachers	1.00	-	54	3.00	-	46	-
Female Teachers	-	-		-	-		-
Male Teachers	1.00	-		3.00	-		-
Neutral Behaviour							
All Teachers	-	-		-	-		-
Female Teachers	-	-		-	-		-
Male Teachers	-	-		-	-		-
Neutral Procedure							
All Teachers	1.86		51	2.29	.951	49	.200
Female Teachers	1.67		50	2.00	.632	50	.363
Male Teachers	3.00		53	4.00	-	47	-

DECLARATION

I, the undersigned, declare that this thesis is my work and that all sources of material used for this thesis have been duly acknowledged.

Name LEZASHWORK TEKETEL

Signature 

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