

Gender Representation on a Correlational Study of EFL Teachers' Pedagogical Beliefs and Students' class Participation

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Abstract

The purpose of the study was the pivotal role of teachers' beliefs about teaching across gender, students' perceptions about class participation across gender, and the relationship between teachers' beliefs and learners' class participation. The population of this study was ۴۸ language teachers and ۴۰۸ language learners from ۱۵ language institutes. Three instruments were utilized: self-assessment of class participation checklist (SACPC); open-ended teaching beliefs questionnaire (OTBQ); and observation. A mixed method was used. The findings indicated that male and female's beliefs inclined to art and among ۲۷ factors of students' class participation, ۷ factors of class participation in males and females showed differently.

Key words: Gender's Beliefs, Pedagogical Beliefs, Class Participation



۱. Introduction

Engaging students in a classroom is an important method of teaching and beneficial for researchers and lecturers to understand and identify the behavior of students in the class. It provides students with the opportunity to receive input from fellow students, to notice their knowledge gaps, to self-assess their language achievement, and to enhance public speaking skills (Maznevski, ۱۹۹۶). In accordance with the importance of both teachers and students' roles in language learning and teaching and the impact that both have on each other in the class, the present study will show the possible relationship between teachers' beliefs and students' participation.

Beliefs can play an influential role in any learning and teaching experiences. It is widely acknowledged that beliefs are a vast and complex area for conducting a research (e.g., Fives & Buehl, ۲۰۱۲; Pajares, ۱۹۹۲; Pintrich, ۱۹۹۰). Teachers are not only considered as an aid to language learning but also can provide some obstacles towards it. Teachers' beliefs are personal theories about language, educational process, learning, and teaching a language, which are deeply context in dependent (Breen, Hird, Milton, Oliver & Thwaite, ۲۰۰۱).

They can powerfully shape both their own practices and the learning opportunities and obstacles learners receive. Indeed many teachers are not aware of what their beliefs are or how they impact their instructional decisions (Farrell, ۲۰۱۶). Thus metaphors can serve to make implicit beliefs explicit and bridge the gap between theory and practice.

The key integral part of learning and teaching system is the environment where both play own roles, classroom. Class participation does not conflict with teacher's practices; the more impact teachers put on practice, the more class participation we may have. This can be understood from the linear relation between these two. Calderhead (۱۹۹۶) also accepted the importance of teachers' beliefs and differentiated among five interrelated areas of teachers' beliefs: beliefs about learners and learning, beliefs about teaching, beliefs about subject matter, beliefs about learning to teach, and beliefs about ones' self and ones' role.

Fives and Buehl (۲۰۱۲) have made much effort to explain the significance of teachers' beliefs which rest in their relation to practice and ultimately to students outcomes (p. ۴۷۱). Numerous studies have examined the relations between teachers' beliefs and practices in different content areas (e.g., science [Endedy, Goldberg, & Welsh, ۲۰۰۶]; literacy [Power, Zippay, & Butler, ۲۰۰۶]; technology integration [Chen, ۲۰۰۸]) with varying level of specificity (Fives & Buehl, ۲۰۱۲). However, few studies have claimed about the role of teachers' beliefs on students' outcomes using data from both teacher and student, teachers' beliefs about teaching across gender and students' perceptions about class participation across gender.

The purpose of the current study is to find out language teachers' beliefs about teaching across gender, to find out language students' perception about class participation across gender and finally to find out whether there is any significant relationship between language teachers' beliefs and language students' class participation.

۱.۲. Teaching Metaphor

"Teaching is like skipping stones. Students are the stones and the ripples of water created are the infinite effects of teaching, whether you see the final product or not" (Cole, ۲۰۰۸). Metaphors are one of the strongest cognitive structures which restructure, direct and control our thoughts about the formation and process of the events or happenings (Güler, Öçal, & Akgün, ۲۰۱۱). In fact, "if a picture is worth ۱۰۰۰ words, a metaphor is worth ۱۰۰۰ pictures; because although a picture provides only a static image, a metaphor provides a cognitive framework in order to think about a phenomenon". (Shuell, ۱۹۹۰ as cited in Saban, ۴۰۰۴) This statement introduces metaphor's importance in humans' lives in general and especially its power on understanding educators' own applications and explanations effectively (Saban, ۴۰۰۴).

According to previous research, metaphors reflect teachers' beliefs regarding teaching and the teacher's role, i.e. they illustrate teachers' professional identity (Bullough ۱۹۹۱; Martinez, Sauleda, & Huber, ۲۰۰۱). Metaphors tend to exhibit

coherent and internal consistency, providing insights into ideas that are not explicit or consciously held (Saban, ۲۰۰۴) and thus can serve as a tool, making implicit beliefs explicit (Leavy et al., ۲۰۰۷).

Metaphors also play a central role in conceptualizing and reflecting upon the nature of teaching and learning, and are used as a way to make connections between personal beliefs and educational theories (e.g. Martinez et al, ۲۰۰۱; Alger, ۲۰۰۹; Beauchamp & Thomas, ۲۰۰۹ as cited in Poom, Oder & Lepik, ۲۰۱۲).

Akçay (۲۰۱۶) in his paper identified ۵۸ teachers' metaphors. His participants were ۳۴۳ Turkish teachers of science, math and social science in secondary education who answered to two open-ended questions within metaphoric structure. As a result, according to classification developed by Martinez et al. (۲۰۰۱), metaphors within the transmissive class were observed predominantly.

In an analysis of literature on metaphors of learning and teaching, three categorization were proposed by Martinez et al. (۲۰۰۷): behaviorist/ empiricist perspective (teachers as transmitters of information and learners as passive recipients), cognitivist/constructivist perspective (teachers as facilitators and learners as active agent in learning), and situative/ socio historical perspective (based on context). The finding displayed that the minority of metaphors were situative while empiricist metaphors were most common in learning and teaching.

۱.۳. Research hypotheses

On the basis of research questions, the following null hypotheses are formulated:

۱. Teachers have no idea about teaching.
۲. Students have no perception about class participation.
۳. There is not any significant relationship between teachers' beliefs and students' participation.

۲. Methodology

۲.۱. Participants

BY using stratified sampling method, among all language institutes in Bandar Abbas ۱۵ institutes were chosen. Among ۱۵ institutes, ۴۸ teachers (۵۵ males and ۲۳ females) mostly between ۳ to ۱۴ years of experience and ۴۰۸ Male and female students were of equal number (۴۰۴ males and ۴۰۴ females).

۲.۲. Instruments

۲.۲.۱ *Self-assessment of Class Participation Checklist (Phillips, ۲۰۰۰)*

The *Self-assessment of Class Participation checklist (SACPC)* (Phillips, ۲۰۰۰) was used to investigate the students' perceptions about class participation and whether they are active or passive participants in the class. It consists of ۸ parts: Part ۱ (class attendance), Part ۲ (asking questions), Part ۳ (answering questions), Part ۴ (group work), Part ۵ (pair work), Part ۶ (participating in whole-class discussions), Part ۷ (listening actively in the class), and Part ۸ (completing peer reviews), totally ۲۷ statements. In each part, there are at least ۲ response options, ranging from *yes, definitely* (۳) to *not yet* (۱) and *sometimes* (۲). Any instruction needed for completing this questionnaire was offered by the researcher.

۲.۲.۲. *Open-ended Teaching Beliefs questionnaire (Five & Buehl, ۲۰۰۴)*

The *Open-ended Teaching Belief Questionnaire (OTBQ)* was employed to make the implicit beliefs explicit through metaphors. It is a ۱۲-item open-ended questionnaire that allows teachers to freely voice their beliefs about the nature of teaching (Fives & Buehl, ۲۰۰۴). For the current study, we examine metaphors that represent beliefs about teaching (i.e., item ۱ and ۱۱) whereas other items assess the teaching knowledge and ability.

۲.۲.۳. Observation

The purpose of the observation is to identify the actual behavior of teachers and students in the class and to find out the underlying relationships between teachers' beliefs and students' class participation. The observations were recorded based on

the two questionnaires used to obtain the information about perceived behavior of teachers and students.

۳. Results

۳.۱. Gender

Overall, ۴۸ teachers and ۴۰۸ students participated in this study. The number of each male and female group membership is presented below.

۳.۱.۱. Teachers

Among the ۴۸ teachers in this study, ۵۵ (۵۲,۱ %) were male and the remaining

۲۳ (۴۷,۹ %) were female (Table ۳,۱ and Figure ۳,۱).

Table ۳,۱. Gender (Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	۵۵	۵۲,۱	۵۲,۱	۵۲,۱
	Female	۲۳	۴۷,۹	۴۷,۹	۱۰۰,۰
	Total	۴۸	۱۰۰,۰	۱۰۰,۰	



Figure ۳,۱. Gender (Teachers)

۳,۱,۲. Students

Among the ۴۰۸ students participating in this study, males and females had the same proportion: ۴۰۴ (۵۰ %) males and ۴۰۴ (۵۰ %) females (Table ۳,۲ and Figure ۳,۲)

Table ۳,۲. Gender (Students)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	۴۰۴	۵۰,۰	۵۰,۰	۵۰,۰
	Female	۴۰۴	۵۰,۰	۵۰,۰	۱۰۰,۰
	Total	۴۰۸	۱۰۰,۰	۱۰۰,۰	

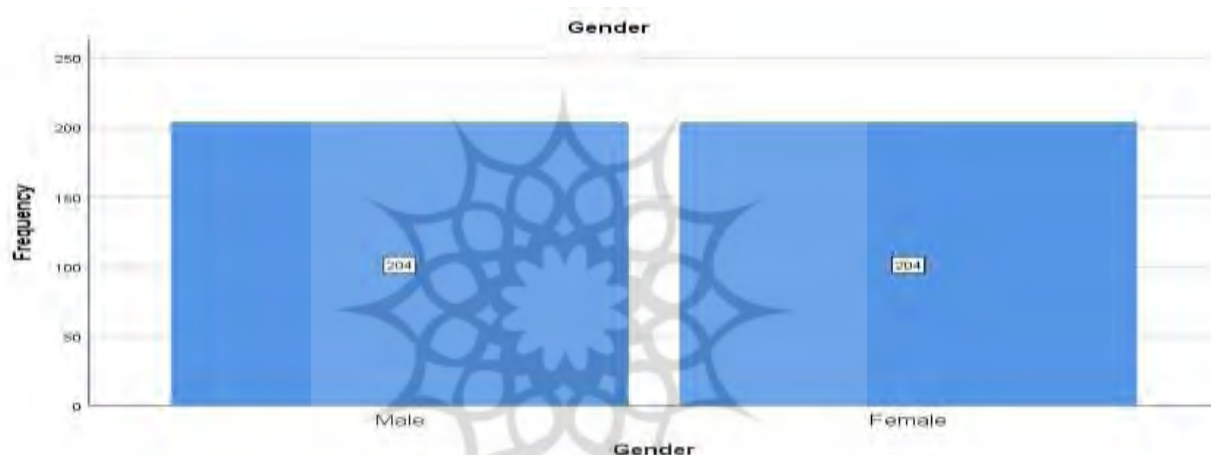


Figure ۳,۲. Gender (Students)

۳,۲ Teachers and the Frequency of their Students

The number of students each teacher varied from ۳ to ۱۰ ones. The student number of each teacher has been shown in Table ۳,۳ and Figure ۳,۳

Table ۳,۳ Teachers and the Frequency of their Students

	Frequency	Percent	Valid Percent	Cumulative Percent	Valid Frequency	Percent	Valid Percent	Cumulative Percent
Valid	۱,۰۰	۱۰	۲,۵	۲,۵	۲,۵	۲۵,۰۰	۱۰	۲,۵
	۲,۰۰	۴	۱,۰	۱,۰	۳,۶	۲۶,۰۰	۷	۱,۷
	۳,۰۰	۱۰	۲,۵	۲,۵	۶,۱	۲۷,۰۰	۱۰	۲,۵
	۴,۰۰	۶	۱,۵	۱,۲	۷,۶	۲۸,۰۰	۱۰	۲,۵

۵,۰۰	۷	۱,۷	۱,۸	۹,۴	۲۹,۰۰	۱۰	۲,۵	۲,۵	۵۹,۶
۶,۰۰	۱۰	۲,۵	۲,۵	۱۱,۹	۳۰,۰۰	۵	۱,۲	۱,۳	۶۰,۹
۷,۰۰	۴	۱,۰	۱,۰	۱۲,۹	۳۱,۰۰	۱۰	۲,۵	۲,۵	۶۳,۵
۸,۰۰	۱۰	۲,۵	۲,۵	۱۵,۵	۳۲,۰۰	۴	۱,۰	۱,۰	۶۴,۵
۹,۰۰	۱۰	۲,۵	۲,۵	۱۸,۰	۳۳,۰۰	۱۰	۲,۵	۲,۵	۶۷,۰
۱۰,۰۰	۳	.۷	.۸	۱۸,۸	۳۴,۰۰	۶	۱,۵	۱,۵	۶۸,۵
۱۱,۰۰	۳	.۷	.۸	۱۹,۵	۳۵,۰۰	۸	۲,۰	۲,۰	۷۰,۶
۱۲,۰۰	۱۰	۲,۵	۲,۵	۲۲,۱	۳۶,۰۰	۱۰	۲,۵	۲,۵	۷۳,۱
۱۳,۰۰	۱۰	۲,۵	۲,۵	۲۴,۶	۳۷,۰۰	۱۰	۲,۵	۲,۵	۷۵,۶
۱۴,۰۰	۱۰	۲,۵	۲,۵	۲۷,۲	۳۸,۰۰	۱۰	۲,۵	۲,۵	۷۸,۲
۱۵,۰۰	۱۰	۲,۵	۲,۵	۲۹,۷	۳۹,۰۰	۱۰	۲,۵	۲,۵	۸۰,۷
۱۶,۰۰	۳	.۷	.۸	۳۰,۵	۴۰,۰۰	۳	.۷	.۸	۸۱,۵
۱۷,۰۰	۶	۱,۵	۱,۵	۳۲,۰	۴۱,۰۰	۳	.۷	.۸	۸۲,۲
۱۸,۰۰	۱۰	۲,۵	۲,۵	۳۴,۵	۴۲,۰۰	۱۰	۲,۵	۲,۵	۸۴,۸
۱۹,۰۰	۷	۱,۷	۱,۸	۳۶,۳	۴۳,۰۰	۱۰	۲,۵	۲,۵	۸۷,۳
۲۰,۰۰	۱۰	۲,۵	۲,۵	۳۸,۸	۴۴,۰۰	۱۰	۲,۵	۲,۵	۸۹,۸
۲۱,۰۰	۹	۲,۲	۲,۳	۴۱,۱	۴۵,۰۰	۱۰	۲,۵	۲,۵	۹۲,۴
۲۲,۰۰	۸	۲,۰	۲,۰	۴۳,۱	۴۶,۰۰	۱۰	۲,۵	۲,۵	۹۴,۹
۲۳,۰۰	۸	۲,۰	۲,۰	۴۵,۲	۴۷,۰۰	۱۰	۲,۵	۲,۵	۹۷,۵
۲۴,۰۰	۱۰	۲,۵	۲,۵	۴۷,۷	۴۸,۰۰	۱۰	۲,۵	۲,۵	۱۰۰,۰
Total	۳۹۴	۹۶,۶	۱۰۰,۰						
Missing System	۱۴	۳,۴							
Total	۴۰۸	۱۰۰,۰							

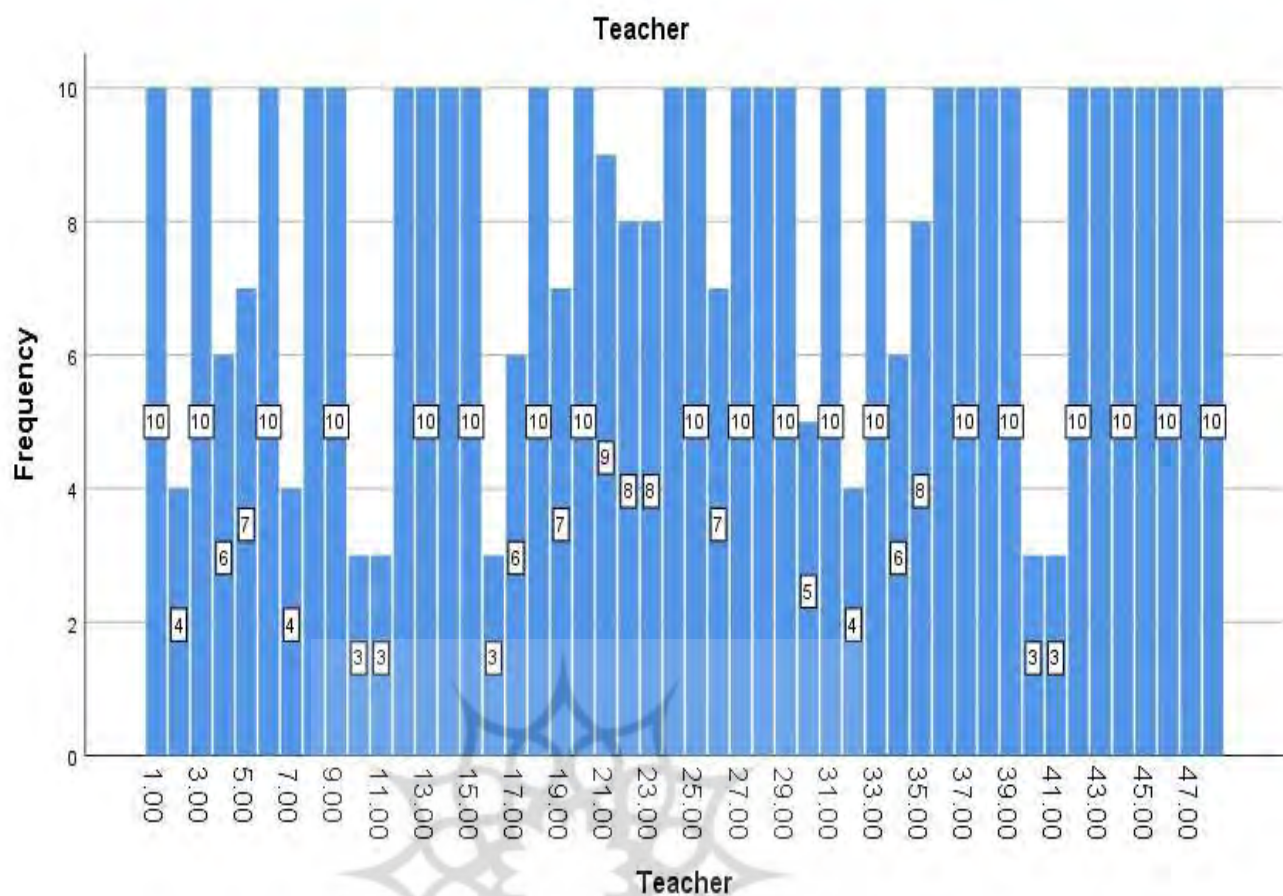


Figure ۳,۳. Teachers and the Frequency of their Students

۳,۳ Analysis of Research Questions

۳,۳,۱ Language Teachers' Beliefs about Teaching across Gender

In order to answer the first research question of the study, language teachers' beliefs about teaching across gender in terms of first, second, and third metaphor preferences are discussed below:

۳,۳,۱,۱. First Metaphor

Language teachers' beliefs about teaching concerning the first metaphor preferences across gender are shown in Table ۳,۴ and Figure ۳,۴

Table ۳.۴. Language Teachers' Beliefs (First Metaphor) about Teaching Across Gender

Gender (Teachers)	metaphor				Total
	Art	Transmission	Transformation	Persuasion	
Male	۱۹	۰	۴	۲	۵۵
Female	۲۱	۲	۰	۰	۲۳
Total	۴۰	۲	۴	۲	۴۸

Among ۴۸ teachers, ۴۰ participants (۱۹ males and ۲۱ females) preferred art, ۴

participants (all males) chose transformation, ۲ decided on transmission (both were

females) and ۲ males selected persuasion as the first metaphor preference. Overall,

the participants (males and females) had an inclination towards choosing art.

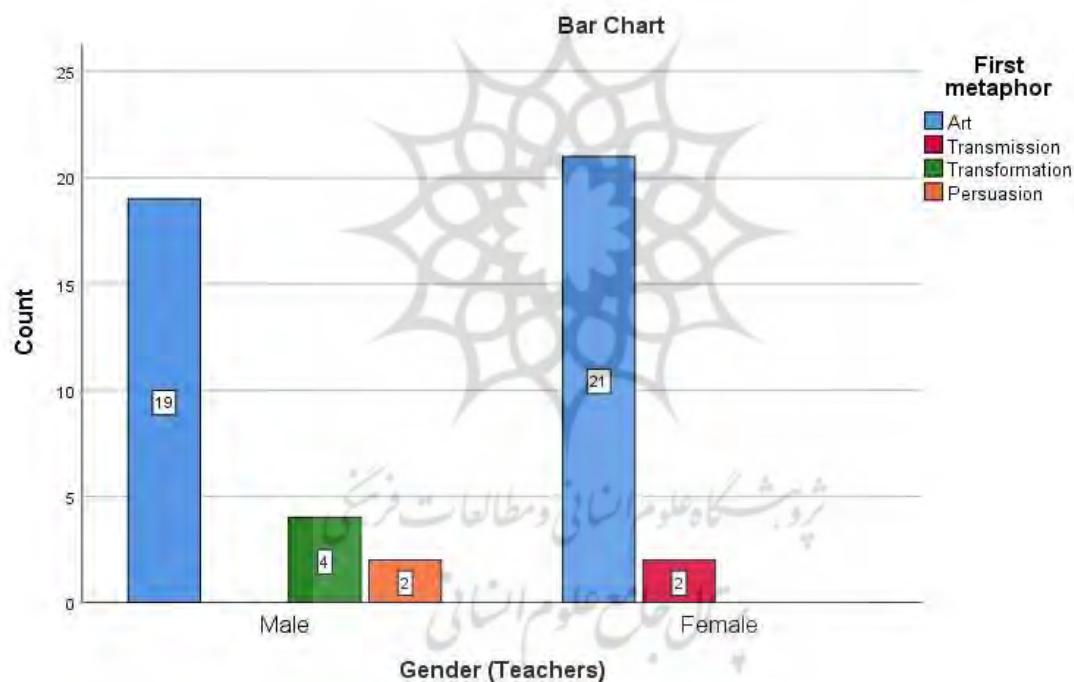


Figure ۳.۴ Language Teachers' Beliefs (First Metaphor) about Teaching Across Gender

۳,۳,۱,۲. Second Metaphor

Language teachers' beliefs about teaching concerning the second metaphor

preferences across gender are shown in Table ۳,۵ and Figure ۳,۵.

Table ۳,۵. Language Teachers' Beliefs (Second Metaphor) about Teaching Across Gender

Gender (Teachers)		Second m				Total
		No Metaphor	Transmission	Transformation	Persuasion	
Male		۱۲	۳	۱۰	۰	۵۵
	Female	۳۳	۲	۴	۴	۲۳
Total		۵۵	۵	۱۴	۴	۴۸

Among ۴۸ teachers, ۵۵ participants (۱۲ males and ۳۳ females) did not choose any preferences as the second metaphor, ۱۴ participants (۱۰ males and ۴ females) chose transformation, ۵ decided on transmission (۳ males and ۲ females) and ۴ females selected persuasion as the second metaphor preference. Overall, most of the participants (males and females) did not tend to choose a second metaphor preference. Males preferred transformation more than females did, however, females preferred persuasion as the second preference; males did not.

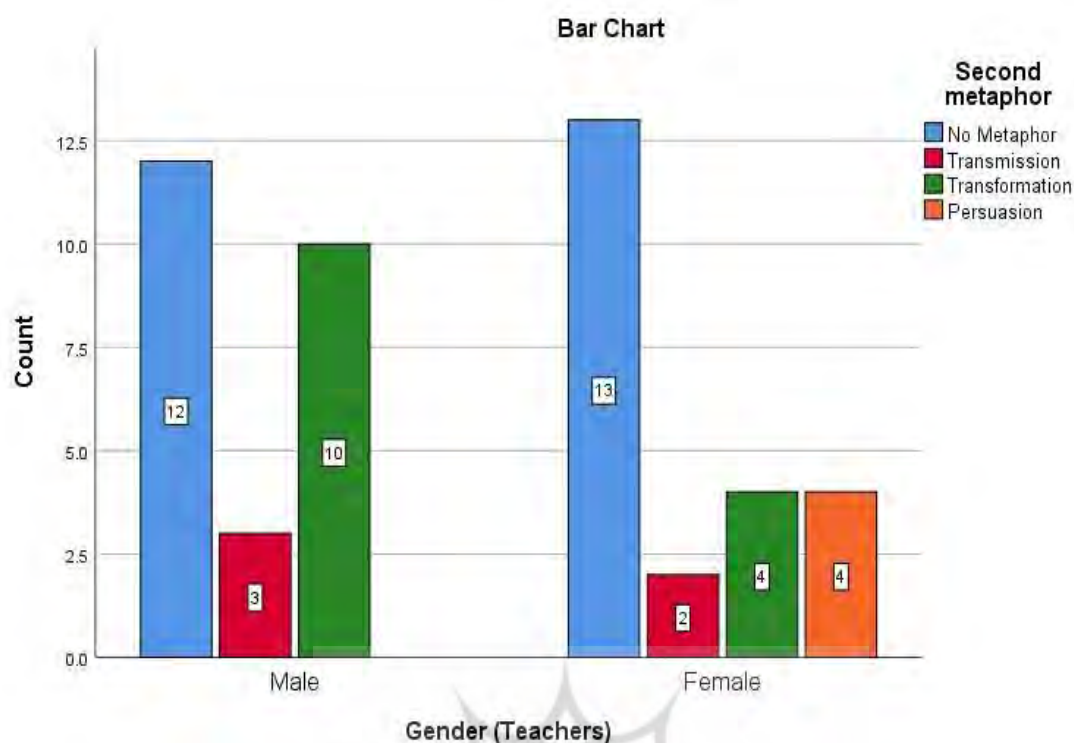


Figure ۳,۵. Language Teachers' Beliefs (Second Metaphor) about Teaching across Gender

۳,۳,۱,۳. *Third Metaphor*

Language teachers' beliefs about teaching concerning the third metaphor preferences across gender are shown in Table ۳,۶ and Figure ۳,۶

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Table ۳,۶. Language Teachers' Beliefs (Third Metaphor) about Teaching Across Gender

		No Metaphor	Transmission	Third metaphor Transformation	Persuasion	Modelling	Total
Gender (Teachers)	Male	۱۴	۳	۱	۱	۶	۵۵
	Female	۱۴	۳	۲	۳	۱	۲۳
Total		۲۸	۶	۳	۴	۷	۴۸

Among ۴۸ teachers, ۲۸ participants (۱۴ males and ۱۴ females) did not choose any preferences as the third metaphor, ۳ participants (۱ male and ۲ females) chose transformation, ۶ decided on transmission (۳ males and ۳ females), ۴ (۱ male and ۳ females) selected persuasion, and ۷ chose modelling (۶ males and ۱ female) as the third metaphor preference. Overall, most of the participants (males and females) did not tend to choose a third metaphor preference. Males preferred modelling more than females did, however, females preferred persuasion as the third preference than males did.

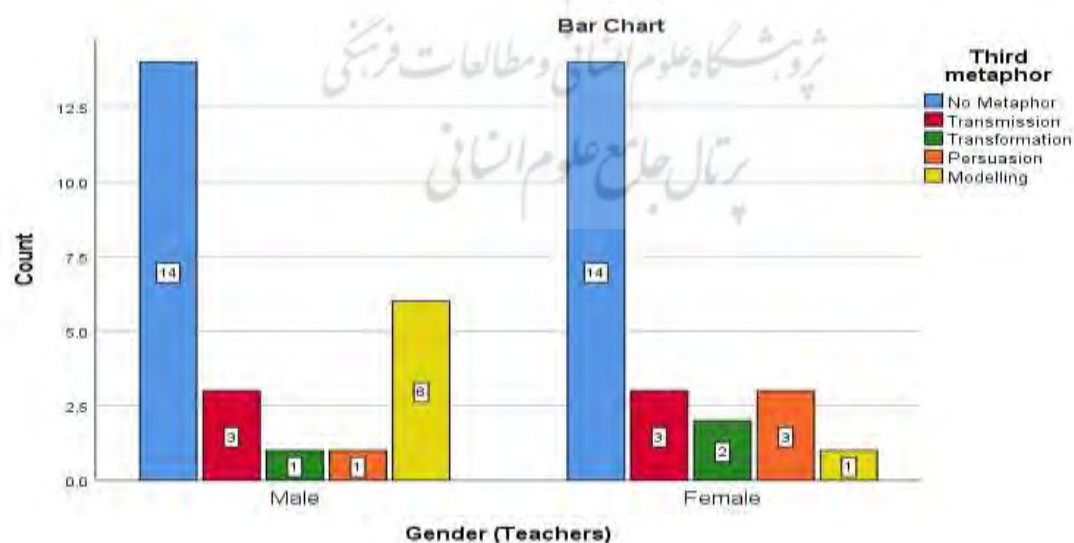


Figure ۳,۶. Language Teachers' Beliefs (Third Metaphor) about Teaching across Gender

۳.۳.۵. Language Learners' Perceptions about Class Participation across Gender

In order to answer the second research question of the study regarding language

learners' perceptions about class participation across gender, ^{۲۷} Independent-

Samples *t*-test analyses were run (Table ۳.۷).

Table ۳.۷. T-test Analyses for Language Learners' Perceptions about Class Participation Across Gender

	Gender	N	Mean	SD	t	df	Sig.
A ^۱	Male	۴۰۴	۲,۹۳۱۴	.۳۰۶۵۵	۳,۱۳۵	۴۰۶	.۵۵۷
	Female	۴۰۴	۲,۸۹۷۱	.۳۰۴۶۳	۳,۱۳۵	۴۰۵,۹۸۹	.۵۵۷
A ^۲	Male	۴۰۴	۲,۵۱۹۶	.۴۴۶۷۴	-۳,۳۴۶	۴۰۶	.۰۰۱
	Female	۴۰۴	۲,۷۰۱۰	.۵۱۸۰۱	-۱,۳۴۶	۴۰۵,۵۲۶	.۰۰۱
B ^۱	Male	۲۰۳	۲,۵۹۶۱	.۴۴۸۷۷	۴,۷۸۹	۴۰۴	.۰۰۶
	Female	۲۰۳	۲,۴۴۳۳	.۵۵۵۵۵	۵,۷۸۹	۴۰۳,۹۶۰	.۰۰۶
B ^۲	Male	۲۰۲	۲,۲۴۷۵	.۶۰۲۲۲	.۲۶۲	۴۰۴	.۲۷۲
	Female	۴۰۴	۲,۲۱۵۷	.۲۲۷۶۱	.۲۶۲	۳۹۵,۵۵۰	.۲۷۳
C ^۱	Male	۴۰۴	۲,۶۵۲۰	.۴۸۷۷۳	۳,۸۷۱	۴۰۶	.۰۶۲
	Female	۴۰۴	۲,۵۵۸۸	.۵۱۷۱۶	۱,۸۷۱	۴۰۴,۶۱۴	.۰۶۲
C ^۲	Male	۴۰۴	۲,۴۶۵۷	.۴۴۹۰۹	۳,۶۲۸	۴۰۶	.۰۰۰
	Female	۴۰۴	۲,۲۶۹۶	.۴۴۴۴۴	۳,۶۲۸	۴۰۵,۹۹۰	.۰۰۰
D ^۱	Male	۲۰۰	۲,۵۶۰۰	.۴۹۸۴۹	۴,۴۰۲	۴۰۰	.۰۰۰
	Female	۲۰۲	۲,۲۹۷۰	.۵۹۹۵۵	۵,۴۰۲	۳۹۹,۹۷۰	.۰۰۰
D ^۲	Male	۲۰۲	۲,۴۴۰۶	.۶۹۰۳۳	۳,۱۴۵	۲۰۲	.۰۵۳
	Female	۲۰۲	۲,۳۶۶۳	.۶۱۰۴۰	۱,۱۴۵	۳۹۶,۰۶۳	.۰۵۳
D ^۳	Male	۴۰۴	۲,۶۷۱۶	.۵۵۷۰۶	۳,۲۳۸	۴۰۶	.۰۰۱
	Female	۴۰۴	۲,۴۷۵۵	.۶۶۱۶۸	۱,۲۳۸	۳۹۴,۵۴۱	.۰۰۱
D ^۴	Male	۲۰۲	۲,۴۹۵۰	.۶۲۲۹۲	-.۹۸۲	۴۰۴	.۳۲۶
	Female	۴۰۴	۲,۵۵۳۹	.۵۸۰۵۰	-.۹۸۳	۴۰۱,۲۰۶	.۳۲۶
E ^۱	Male	۴۰۴	۲,۵۶۳۷	.۴۹۰۹۴	.۹۴۱	۴۰۶	.۳۲۲
	Female	۴۰۴	۲,۵۰۹۸	.۲۷۲۲۲	.۷۲۱	۴۰۵,۹۸۵	.۳۲۲
E ^۲	Male	۴۰۴	۲,۷۳۰۴	.۵۰۶۹۵	۵,۰۰۳	۴۰۶	.۰۰۰

	Female	۴۰۴	۲,۵۰۰۰	.۶۴۹۰۹	۴,۰۰۳	۳۸۴,۰۰۶	.۰۰۰
E۳	Male	۲۰۲	۲,۵۲۴۸	.۵۶۵۹۳	۳,۱۳۱	۴۰۴	.۲۵۹
	Female	۴۰۴	۲,۴۶۰۸	.۵۷۱۱۵	۱,۱۳۲	۴۰۳,۹۹۷	.۵۵۸
F۱	Male	۴۰۴	۲,۴۲۱۶	.۵۶۹۰۹	۱,۳۶۰	۴۰۶	.۱۷۵
	Female	۴۰۴	۲,۳۴۳۱	.۴۷۴۴۷	۱,۳۶۰	۴۰۵,۱۷۰	.۱۷۵
F۲	Male	۴۰۴	۲,۴۷۵۵	.۵۷۳۷۷	.۸۵۷	۴۰۶	.۳۹۸
	Female	۴۰۴	۲,۴۲۶۵	.۲۹۲۱۲	.۸۲۹	۴۰۵,۴۷۰	.۳۹۸
F۳	Male	۴۰۴	۲,۵۳۹۲	.۵۳۷۶۸	۳,۰۹۵	۴۰۶	.۴۷۴
	Female	۴۰۴	۲,۴۸۰۴	.۲۲۷۸۲	۱,۰۹۵	۴۰۵,۸۵۸	.۴۷۴
F۴	Male	۴۰۴	۲,۲۲۰۶	.۶۱۷۷۱	.۱۵۵	۴۰۶	.۸۷۷
	Female	۴۰۴	۲,۲۱۰۸	.۶۳۲۳۲	.۳۲۲	۴۰۵,۹۸۱	.۸۷۷
F۵	Male	۴۰۴	۲,۱۳۷۳	.۶۱۶۱۷	-۲,۲۷۹	۴۰۴	.۰۲۳
	Female	۲۰۲	۲,۲۷۷۲	.۶۰۰۴۸	-۴,۲۸۰	۴۰۳,۰۷۸	.۰۲۳
F۶	Male	۴۰۴	۲,۳۷۲۵	.۴۶۸۸۴	۱,۳۳۱	۴۰۶	.۱۸۴
	Female	۴۰۴	۲,۲۹۹۰	.۴۴۹۰۹	۱,۳۳۱	۴۰۵,۳۸۵	.۱۸۴
G۱	Male	۴۰۴	۲,۸۵۷۸	.۱۷۷۱۷	-.۲۲۷	۴۰۶	.۵۷۷
	Female	۴۰۴	۲,۸۷۷۵	.۳۷۰۷۷	-.۲۲۷	۴۰۵,۸۸۹	.۵۷۷
G۲	Male	۲۰۳	۲,۵۹۶۱	.۵۳۰۶۳	۵,۲۰۳	۵۰۵	.۰۲۸
	Female	۴۰۴	۵,۴۷۰۶	.۶۱۵۱۸	۵,۲۰۴	۳۹۷,۰۰۶	.۰۲۸
H۱	Male	۴۰۴	۲,۴۰۶۹	.۶۷۰۳۸	۳,۳۷۹	۴۰۶	.۱۶۹
	Female	۴۰۴	۲,۳۱۸۶	.۶۲۱۰۲	۳,۳۷۹	۴۰۳,۶۴۸	.۱۶۹
H۲	Male	۴۰۴	۲,۳۲۸۴	.۵۳۹۰۹	.۶۰۹	۴۰۶	.۴۴۳
	Female	۴۰۴	۲,۲۹۴۱	.۵۷۷۰۱	.۶۰۷	۴۰۱,۸۴۴	.۴۴۳
H۳	Male	۴۰۴	۲,۲۰۱۰	.۵۵۹	.۵۵۵	۴۰۶	.۵۹۹
	Female	۴۰۴	۲,۱۶۱۸	.۸۴۷۰۸	.۴۴۴	۳۴۷,۲۵۵	.۵۹۹
H۴	Male	۴۰۴	۲,۲۵۴۹	.۵۶۵۷۵	.۳۳۸	۴۰۶	.۷۳۶
	Female	۴۰۴	۲,۲۳۵۳	.۶۰۶۶۴	.۳۳۸	۴۰۳,۹۳۹	.۷۳۶
H۵	Male	۴۰۴	۲,۴۲۶۵	.۵۶۷۷۵	.۷۰۷	۴۰۶	.۳۶۴
	Female	۴۰۴	۲,۳۷۲۵	.۶۵۶۵۳	.۹۰۹	۴۰۲,۳۹۰	.۳۶۴
Total	Male	۴۰۴	۶۳,۸۶۷	۷,۷۲۰۹۴	۱,۵۸۰	۴۰۶	.۱۱۵
	Female	۴۰۴	۶۲,۷۳۵	۶,۷۱۸۷۴	۱,۵۸۰	۳۹۸,۳۹۷	.۱۱۵

According to the results (Table ۳,۷), among the ۲۷ variables, there were statistically significant differences between males and females in ۸ cases:

۱. A۲ (M males = ۲,۵۱۹۶, M females = ۲,۷۰۱۰, $p < .۰۵$)
۲. B۱ (M males = ۲,۵۹۶۱, M females = ۲,۴۴۳۳, $p < .۰۵$)
۳. C۲ (M males = ۲,۴۶۵۷, M females = ۲,۲۶۹۶, $p < .۰۵$)
۴. D۱ (M males = ۲,۵۶۰۰, M females = ۲,۲۹۷۰, $p < .۰۵$)
۵. D۳ (M males = ۲,۶۷۱۶, M females = ۲,۴۷۵۵, $p < .۰۵$)
۶. E۲ (M males = ۲,۷۳۰۴, M females = ۲,۵۰۰۰, $p < .۰۵$)
۷. F۵ (M males = ۲,۱۳۷۳, M females = ۲,۲۷۷۲, $p < .۰۵$)
۸. G۲ (M males = ۲,۵۹۶۱, M females = ۲,۴۷۰۶, $p < .۰۵$)

The analyses of the means indicate that in A۲ and F۵ cases, females outperformed males, but in other cases (B۱, C۲, D۱, D۳, E۲, and G۲) males obtained higher scores than females did. The boxplot (Figure ۳,۷) is presented below:

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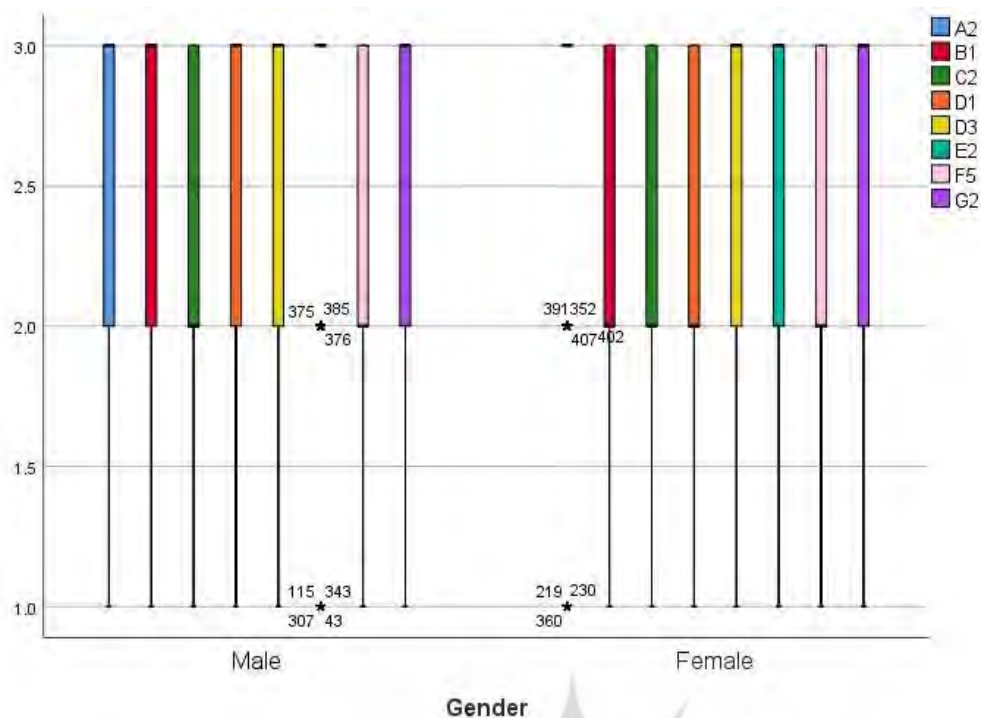


Figure ۳.۷. Language Learners' Perceptions about Class Participation Across Gender

۴. Discussion

As mentioned earlier, the study was carried out in Bandar-Abbas institutes with ۴۸ language teachers and ۴۰۸ language learners. It attempted to find out language teachers' pedagogical beliefs across gender, language learners' perceptions about class participation across gender, and the relationship between teachers' pedagogical beliefs and students' class participation.

RQ^۱: What are language teachers' beliefs about teaching across gender? Regarding frequency analysis, both males and females had an inclination towards choosing art for their first metaphor. For their second metaphor, males preferred transformation more than females did, however, females preferred persuasion as the second preference; males did not. Males preferred modeling more than females did, however, females preferred persuasion as the third preference than males did.

RQ^۲: What are language learners' perceptions about class participation across gender? Based on Independent Samples *t*-test analysis, in the cases of coming to the class on time (A^۲) and clarifying someone else says (F^۵), females outperformed males but in other cases, asking the teacher questions (B^۱), answering questions my classmate asks (C^۲), taking equal turns in all three roles (D^۱), cooperating with group members (D^۳), cooperating with my partner (E^۲), and listening actively to my classmate, males obtained higher scores than females did.

RQ^۳: Is there any significant relationship between language teachers' beliefs about teaching and language learners' class participation? A Pearson Correlation analysis revealed that there are not any significant relationship between first, second, and third teachers' beliefs about teaching and language learners' class participation. According to class observations, the actual behaviors of the teachers' beliefs were near to what they claimed. But students performed differently when they faced a teacher with different beliefs and actually method of teaching. They showed less participation in the class of teacher who believe in persuasion.

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