CHAPTER ONE

INTRODUCTION

This study is about "Female Participation in question answer sessions in the classroom". The topic includes question, Answer, Classroom performance of girls, co- education and gender issues. All these factors come under classroom activities. What is the thinking ideologies towards girls by boys student, by teachers and types of educational atmospheres? Are they taking part in question answer? Do female students ask question? Do female give answer to the teacher-questions in comparison with male students? From the research I have found that the male students and female students collaborated in classroom activities. Female were not victim of any domination or gender biasness.

I found that girls of Tanahun district were shy from my research. Though they are intelligent they speak less than boys. In Nepal, also girls are shy that is why they speak less than boy students. Girls enrollment have increased now a days. They take part actively in comparison to boys. From the research female participated actively in giving answers to the teachers question in comparison to male students. The active participation leads them to achieve desirable goals of education. Enthusiastic female participation in asking questions and giving answers in classroom gives rise to an impetus to accomplish national goals of quality education helps change their future for betterment. Thus the difficulties faced by them must be taken into consideration and alternative solution must be described in this paper hence, the purpose of the present study is to examine the ways female participate in question-answers in comparison to the boys students, types of question asked mostly in the classroom and the difficulties faced by them in the active participation in

the classroom. From the research studies, closed questions, wh-questions and yes/no questions were mostly used in the classroom. e.g. what is our today's lesson?, Did you heard the name of California?, How do you know who the gardener really is? Inadequacy of school library, lack of gender sensitive facilities lack of female teacher, question pattern presented by teacher, lack of separate priority to female students were the difficulties faced by them in active participation in ELT classroom.

1.1 General Background

There are many languages in the world among them English language is the most important for us because it has gained the status of international language. It is widely used for communication between people who do not share the same first language. English is also, of course, a mother tongue for many people in the world, though native speakers are out numbered by non native speakers. When we think of teaching English as a foreign language and also for academic purposes. It means teaching with interaction inside the classroom, question answer process is the central part of teaching.

Feminist raises voices for the equal right of women. The major problem that feminist see in the society is patriarchal system which dominates female in education, political, social, and economic aspects. We are born and we also die with a given sex but the concept of gender changes according to time and place. Traditionally male are regarded as strong, rational, brave, out going and women should be soft, emotional, loving and home sitting. The same lesson has past over the generation to generation by our mother and grandmother as Simone de Behavior (1949) has said that women was not born but made.

Gender issue currently is perhaps something most written, talked and heard about, women have subject and the center of development because historically and even today women have triple role of reproductive, productive and community managing activities. While men are involved in active and community politics activities. The reproductive role refers to child bearing and rearing responsibility and domestic tasks within the home. The productive role refers to work payment in cash or kind. It includes anything with a potential exchange value, whether for market or at home. Gender bias is worldwide phenomenon. In Nepal gender variation is found in excess, they put men in higher position than women. It is necessary that men as well women need to be educated on social issues.

After 1970 women issues had been considered in terms of development and UN had declared 1975 as women year and since 1976- 1985 as 'UN' 'women decade'. Different conventions were held under the auspices of UN. The first conference was held in Mexico (1975) second in Copenhagen (1980) third in Nairobi (1985) and fourth in Beijing (1995). The issues of gender in development activities were widely emerged after the ICPD 94 Cairo and Beijing conference 1995. The International conference on population and development, 1994 Cairo (Egypt) has emphasized on gender issues and empowerment of women. Beijing conference on women has also emphasized on different aspects related to women. It has passed platform of action [POA] considering 12 different critical areas of concerns as: (a) Poverty (b) Education and training (c) Health (d) Decision and making power (e)Armed conflict (f) The girl child (g) Economy (h) Environment (i) Violence (j) Human rights (k) Media (l) Advancement of women

Yet, in spite of this significant international mobilization in favour of women and their rights for education, much remains to be done. According to Wyn and Wilson, (1993, p. 79) Girl enrolment has certainly increased but gender inequalities persist at all level of education, they even become more pronounced at higher levels. Gender becomes a factor in classroom instruction when the teacher creates a learning environment that favours the success of either boys or girls. It is more important that teachers become aware of gender issues and work to make opportunities available for both girls and boys to learn in classroom. Without a conscious effort, discrimination in classroom can hurt girls. It can impair their self confidence and achievement. Culturally girls are shy. The teachers must encourage them to participate actively in classroom activities. The teacher must support them to express themselves, take time help them understanding things and recognize them when they succeed.

"School and policy makers emphasize cognitive outcomes (e.g. ability to read, write and do computation) yet school also has important 'cultural' outcomes to promote, such as developing personal dignity, self esteem and confidence; and teaching how to express oneself in thought and 'unthreatened' ways with in a group" (Wyn and Wilson, 1993, p 79). Teachers must treat all students equally whether they are male or female in the classroom. Girls and boys may have different interest and priorities. In order to enable the students to do their best in classroom these differences also need to be taken into account.

Learning environment is also important factor for enhancing learning process."Unsafe and insecure learning environment negatively impact the participation of girls in schools and classrooms. Physical facilities of the school such as separate toilet, availability of water female caretakers which should also be taken into consideration to reduce psychological

effect of girls. Education system itself should ensure positive and female friendly learning environment in ELT classroom.

There are other factors rather than gender issue and teaching learning environment that influence participation of female students while teaching in the classroom. Lack of research, curriculum development, teacher training and supporting agencies are the major factors. "Innovations in poor countries face problems specific to their context of limited resources. Developing countries often lack curriculum development facilities, teacher training facilities, control and support agencies and mechanism for the collection, analysis and reporting of basic statistical information on their education system." (Vedder, 1994, p.5) In our context government seems unable to afford required expenses because of squat resources available to spend on such fields, Thus issue like female participation in the classroom are doomed to face such condition.

The political atmosphere is now much more open to speeding up to the task of achieving gender equality in education. With the election of a new constituent assembly, the nation expects to establish a more engendered, inclusive and equitable governance and public management system that in turn will intensify demands for promoting girl's education. Despite the existing socio - cultural environment much more effort seems to be taken place to motivate the female participation inside the classroom that will enable to reduce gender based discrimination in respective areas and help to promote establishing equity based democratic learning environment.

In education sector the ministry of education and support has made serious efforts, at least in principle, to address the gender issues in the administration and management of education sector development

program. In December 2006, the ministry made public its document on gender mainstreaming [MOES, 2006]

1.1.1 Factors affecting on active participation of girls

Under this headings I have included poverty, cultural context, state policies, strategies and barriers, School Atmosphere, curricular form and content, classroom management and shyness nature of girls.

i) Poverty

Poverty is one of the problems in female participation. They have to spend their time in housework and labour for their shelter, food and clothing. They spend their time in farming. Children in poor families are required to supplement household income by being engaged in child labor. Girls contributed at least 50% more labor than boys, and this contribution increases with age (Bista 2004 p.7). From the research female spend more time in housework in comparison to male. They are hardly paying monthly fee in getting education. They have no money to buy enough materials. Moreover, in school also because of low amount of fund they could not establish good library which is essential for language students.

ii) Cultural Context

The poorer the parents are, the more fatalistic and conformist they tend to be and their daughters highly prone to becoming victims of the established system of patriarchy and discrimination. From the research female showed greater participation in written skills i.e. our mother and grandmother passed the message to daughter and granddaughter that speaking more by female is not good in our culture. Moreover female spend more time in housework helping to their mother and father they do

not do listening speaking practice that is why they are weak in spoken skills than in written skills.

iii) State Policies, Strategies and Barriers.

Every citizens rights to basic education has not been firmly ensured by 1990 constitution nor by the interim constitution currently in place. According to the 1990 constitution: Basic education will be right of every citizen as allowed by the legal provisions, Primary education is not completely free nor is it compulsory in Nepal in practice.

The constitution assurance of equal rights for girls and women in all aspects of socio - economic and political life necessitates education sector programmes to be concomitantly gender sensitive. In 2006 the ministry of education and sports made public its gender mainstreaming strategy following the recommendation of the 2002 gender adult [MOES, 2006]. Similarly in 2007 the department of Education also made its strategic implementation plan for gender equality formally available [DOE, 2007]. Certainly, the documents of both the ministry and the department demonstrate the states commitment to gender equality both at structural and pedagogical level.

iv) School Atmosphere

Although there is a lack of a sound empirical base, public primary school in general are perceived to be often girl unfriendly. They do not protect girls privacy and safety and do not greet cultural expectations. [Bista, 2004 p.7]. In his review of research literature on girls education. Bista (2004) has found that most public primary schools lack basic and critically sensitive infrastructure such as separate toilet for girls. Consequently participation of girls, attendance and learning achievement

is negatively affected. The majority of girls especially at the secondary level, do not attend school during menstruation (Bista 2004, p.7)

Bista (2004) analysis about school context suggest that girls are continuously subjected to psychological abuse through direct and indirect sexual harassment, which is caused mainly due to the lack of presence of female teachers. They are doubly victimized as, for one, school authorities remain insensitive to their basic biological needs(e.g. toilets and female caretakers and other feminine reasons and secondly, they are often ridiculed by boys and sometimes vary subtly, even by teachers precisely when they are in agony and frantically looking for help and places to have their needs fulfilled. There is absolute lack of gender education, which perpetuates such insensitive behavior in school. From observation and students interview I found that lack of female teacher is a factor which hinder positive school atmosphere, lack of toilets and library is also factor which hinder positive atmosphere of the school.

v) Curricular Form and Content

Besides other factor curricular form and content is one of the factor which creates problem to girls education. The curriculum has not bring the explicit message of practicing gender responsive pedagogy in the school classrooms. Most school simply impart subject knowledge to students which they will have to reproduce in examination paper to demonstrate their proficiency.

> Sibbons (1999) has picked on how girls in Nepali schools are subjected to ridicule in terms of their ability to learn subject like mathematics, science and English this according to her, is not the case in many industrialized countries. She has argued that girls are made to believe that these subjects are not for them. They

cannot study therefore should not succeed (p. 196) in these subjects.

Our English curriculum have not given importance to gender consideration and In inservice training also trainers and educators do not give importance to gender consideration. From the research I found that though the English curriculum allotted time to four skills equally, teachers do not give time to listening and speaking skills as it is in reading and writing skills.

vi) Classroom Management

"Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur" (Martin and Sugarman, P. 9, 1993). Teachers who have problems with behavior management and classroom discipline are frequently ineffective in the classroom. In addition to inappropriate assignment, inadequate professional development are other major contributing factor to classroom management problems faced by teachers. From the research I found that teachers do not create positive climate for effective learning. They simply know classroom management means physical management of the classroom.

In learning centered classroom, the emphasis of classroom management shifts from maintaining behavioural control to fostering student engagement and self - regulation as well as community responsibility. Instruction and management blend seamlessly to support challenging academic, moral and social goals for the learning and achievement have changed dramatically in recent years. Much attention has been given to raising academic standards. When academic goals change, goals for moral and social development also must be reconsidered to avoid

incongruity. Intended or not, teachers classroom management approach inevitably influences all aspects of their students' development. Thus every lesson is multifaceted and includes academic moral and social aspects.

Classroom management refers to the combined attributes of discipline, teaching strategies and organizational skills. It involves manipulating practice domains to create a safe, secure and supportive learning environment that reflects legislative, departmental and school wide policy, classroom management is not an isolated component of effective teaching practice. Effective teaching practice is a blend of appropriate teaching methodologies and classroom management practice that together sets the environment for quality teaching learning classroom and impact positively on student achievement.

According to white and Coleman (2000, p. 331) "Effective behavior management is one of the most challenging aspects of teaching in an elementary classroom." Improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development. Ongoing professional development in classroom management is essential for all teachers. In teacher preparation programs, greater emphasis needs to be placed on preparing both general and special educators to be competent and efficient at managing todays classrooms with their diverse range of learners.

vii) Shyness Nature of Girls

Shyness is another important factor in asking and answering question in the classroom. Mostly girls have shyness nature in comparison to boys. Though they have enough knowledge on subject matter they speak less

than boys. From the research I found that female showed greater participation in written skill than in spoken skill because of shy feeling.

1.1.2 Importance of Question Answer in ELT Classroom

Teachers ask question for checking or testing learners knowledge about the topic when teacher raises question every student have responses in their mind related to the topic which make classroom interactive and effective when they speaks it out. In question answer technique not only teacher ask question but also student ask question for getting information, asking for clarification. Question answer is two way process which help both teacher and learner to fulfill their objectives.

In the context of our country mostly teacher ask question to get information, to perform task. During the lesson teacher talk for many reason, explaining, controlling, modeling, solving problem, asking question, giving feedback etc. The focus of this study is teachers question. Teachers question plays a central role in classroom interaction and they have an impact on the language learning process. Ellis (1994 p. 586) said 'teachers' whether in content classroom or in language classroom typically ask lot of questions for example, in three hours language content teaching, Johnston (1990) observed a total '522' questions of various types" long and sato (1983) observed a total number of 938 questions in six elementary level ESL lesson".

From the above discussion we can say that in every lesson teachers ask many questions of different types for different purposes as stated in, Wilson (1997) "Through the art of thoughtful questioning teacher can extract not only factual information but aid learners in connecting concepts, making inferences, increasing awareness, encouraging creativity and imaginative thought aiding critical thinking process and

generally helping learners explore deeper level of knowing thinking and understanding." From the research study I found that question answer was the main part while teaching in the classroom without which no class or lesson was ended.

1.1.3 Types of Questions

In the language classroom teacher do not ask only single types of question. Different scholars divided question in different way. The common way of classifying question is whether the question is open or closed.

a) Open questions

Ellis (1994, p. 716) defines open question as "an open question is one that has been formed with no particular answer in mind - a number of different answer are possible." In the same way Al - Ismaily (2006) said open questions are question which "allow for opinion, speculation, the generation of hypothesis, the putting of an argument." Open question mainly seek the views and opinion of the respondents. They may have more than one acceptable answer and usually begin with words such as 'why' and 'How' or phrase tell me about..... They may not be questions but implicitly ask for response. When I observed the class such type of questions were also used e.g. How do you know who the gardener really is?

b) Closed questions

Ellis (1994p. 695) defines "a closed question is one that is framed with only one acceptable answer in mind". Closed question requires a single word or brief response and for which there is a single correct answer for

example what is the day after Sunday? I found closed questions were also used in the classroom e.g. what is ironical about the poem?

Cowan, R (2008, P. 61) classified question in terms of four basic types. They are: yes/no question, tag question, wh questions and other types of question.

a) Yes/ no questions

Yes no question may be answered with a simple 'Yes' or 'No' . They are normally begin with an auxiliary verb or a model verb. For example Do you want to go? Can they come?

Yes/No question is further classified into three types:

i) Positive yes/no questions

Positive yes/no question does not imply any expectation regarding whether the answer will be yes or no.

e.g. Do you like music?

During the classroom observation I have found that the teacher and students used positive yes/no questions for example Did you complete the exercise?

ii) Negative yes/no questions

Negative yes/no questions are generally asked to confirm an assumption or expectation.

e.g. Didn't he tell you about it?

From the classroom observation I found that negative yes/no questions were also used. e.g. Didn't you finish writing?

iii) Reduced yes/no questions

Reduced yes no questions are shortened question forms sometimes used in informal conversation.

e.g. They here yet?

   You lost your purse?

Reduced yes/no questions were used by the teacher and students when I observed the classroom e.g. you finish this?

b)   Tag questions

Tag question are made up of a stem and a tag. They are of two main types.

(i)   Opposite polarity tag questions

In opposite polarity tag question, the verb in the tag and the verb in the stem have opposite values.

e.g. They have done it, haven't they?

I have found that this type of tag questions were also used by the teacher and students during classroom observation e.g. It is a story, Isn't it?

(ii) Same polarity tag questions

In the same polarity tag question, both the stem and the tag are positive

e.g Let's stop talking, shall we?

During observation I've found such type of questions were used mostly by the teacher e.g. let's finish this story, ok?

c) Wh questions

Wh question are formed with an interrogative word (who, whom, whose, what, which, when, where, why, How)

They are of four types

(i)   Embedded wh questions

Embedded wh questions are embedded inside a larger sentence and do not undergo subject - auxiliary inversion or do insertion.

e.g I want to know where she lives.

(ii) Wh - information questions

Wh information question are used to request information that has not been previously mentioned.

e.g. Excuse me, where is the Nepali depart here?

(iii) Repeat please questions

This type of question are usually uttered when the speaker wants someone to repeat part of something he or she said.

e.g A: She went to Pokhara

B: She went to where?

(iv) Elaborate please questions

Elaborate please question are asked to get someone to elaborate an answer that has been given

e. g A: Hey ! That guy just picked my pocket!

B: Which guy?

From the classroom observation I have found that Wh-questions were the main part of questioning by the teacher and students. e.g. Why was Galileo put in prison?

d) Other types of yes/no and Wh questions

(i) Alternative questions

This types of questions offer at least two alternative answers.

e.g Would you prefer tea or coffee?

(ii) Echo questions

Eco question repeat all or part of what has been said.

e.g. A: Prem will be leaving for USA.

B: He'll be leaving for where?

(iii) Exclamatory questions

This types of question are exclamations asserting the belief of the speaker.

e.g. Don't you look great!

(iv) Rhetorical questions

Rhetorical question are not intended to be answered but instead serve to state the opinion of the asker.

e.g A: Have you heard the news about prime minister?

B: Who hasn't?

(Implication: Everyone has heard)

v) Display Questions

Display questions do not begin with a wh word and are often used by teachers to request that students display their knowledge about something.

e.g.   So, this story is about what?

I found that in the English teaching context this type of questions were also used mostly by the teacher. e.g. So, the real relation between Helen and Michael is what?

1.2 Review of the Related Literature

Several studies have been carried out on girls and women education in Nepal. Some of them are as follows:

Long and Sato (1983) observed a total number of 938 questions in six elementary levels ESL lesson."

Bhattari (1991), carried out a research entitled schools and preparation of Gender Stereotypes. The findings show the influence of patriarchal norms and values with the perpetuation of stereotypical gender images in both private and public schools. However, there is changing perception of girls about gender images and roles. Findings also reveal that the schools have no arrangement to provide girls emergency accessories during menstruation and there is ongoing trend of sexual harassment of girls.

Ellis (1994. p. 586) said 'Teachers' whether in content classroom or in language classroom typically ask lot of questions for example in three hours language content teaching Johnston (1990) observed a total of 522 questions of various types."

Ministry of Education (1998) studies the section criteria and appointment of female teachers by assessing the effect of their presence in primary schools. Regarding girls enrollment in school positive change has been seen due to female teachers' presence.

The UNESCO report (1998) analyses national policies and implementation mechanism with reference to girls and women's education in Nepal. The findings show that the goal of educational policy is to increase women's literacy to 60 percent and men's to 80 percent by the end of Ninth plan (1997-2002) and reduce the dropout rate to below 25 percent. MOE is the paramount line ministries responsible for policy, planning and implementation of basic and primary education, guided by Basic primary Education programme (BPEP) master plan (1991-2000). Regarding policy and planning issues, holistic policy and planning for girls/women's education requires cooperation between ministries, within MOE, between formal education and non formal education (NFE), and between government and non-government stakeholders.

Kathmandu Education Foundation (2000) found that despite the government's declaration of free education, a household spends Rs. 680.00 in average for a child studying in primary school. However, expenditure on girl's education is significantly lower as a whole. Major items of education cost are spending on text books, papers, pen/pencils and other supportive materials such as school dress, school bag, foot wear and Tiffin money. The households falling poverty have to make different sacrifices such as taking excessive workload, cutting down the cost of food, clothing, sell of livestock and borrowing loan. If increasing educational cost could not meet girls used to withdraw from schools. In case of illness of guardians, the cost of education becomes harder to bear and gender bias behaiour exists with socio-cultural taboos.

Mitra (2001) found that presence of female teachers contributing in increasing girls enrollment and retention with motivating parents and other females to teach in schools. Female teachers are feeling proud of being perceived as social mobilizers by male teachers, community members and community service providers. There is a need of teacher training for female teachers.

Bista (2001) analyzes the representation of women across the Ministry of education and sports (MOES) and the way in which status of women in Nepal affects their involvement in educational administration and their opportunities for career development. He found that socio-economic and cultural factors and responsible for the low status of women in the society, which can be reviewed through their participation in the civil services (4.58%) and in the educational management (5%) especially in the gazette category. The ninth plan aims to mainstream women in development by promoting gender equality and women's empowerment without addressing socio-cultural structure of the country. As a result, social perception towards women has not been changed. Their thinking, behaviour, attitudes and practices towards women often make the women feel inferior and unable to take opportunity of career development.

Harmer (2007. p. 416) said questionnaire, which are more effective than other activities in ELT classroom from which we can get respondents to answer open questions such as Did you find activity X easy?

Although many studies have been done in the field of Girls and women's education in Nepal but 'Female participation in question answer sessions' is new in our department.

1.3 Objectives of the Study

The objectives of this study were as follows:

1. To examine the ways girls participate in question answer.

2. To explore difficulties faced by girls' participation in questions answer.

3. To suggest some pedagogical implications of the findings.

1.4. Significance of the Study

The study attempts to find out the female participation in question answer sessions in the English teaching context of four higher secondary schools of Tanahun district. So, the findings of the study will be significant in the field of language teaching. It will be significant to language students, teachers, methodologies and those who are involved in the field of English language teaching as well. This study will be guide for those who are interested in finding out the female participation in classroom activities. Moreover, it will be guide for further study of classroom activities and proper management.

CHAPTER TWO

METHODOLOGY

I adopted the survey method in this study. This method enabled me to find out the related facts regarding the objectives of this study. The source of data, sample population and sampling procedure tools for data collection, process of data collection and limitation of the study were specified as follows:

2.1   Sources of Data

The researcher used both primary and secondary sources of data for this study.

2.1.1 Primary Source of Data

This study was primarily based on primary sources of data. The data were mainly collected from grade XI students and English language teachers of four higher secondary schools of Tanahun district. I also used classroom teaching learning observation guide and check list during the field study.

2.1.2 Secondary Source of Data

The secondary sources of data were different books, articles, journals and reports. Some of them were Harmer (2007), Brown (1994), Kumar (2005), Cowan (2008), Nunan (1989).

2.2   Sample Population and Sampling Procedure

The sample populations of this study were altogether forty students studying in grade XI in four higher secondary school of Tanahun district and four English language teachers of those schools. I used non random

purposive sampling to select 10 students (5 male and 5 female) from each of the school. The sample populations of this study were as follow:

Population

Grade XI students

Source	Numbers
Jal Devi H.S.S	10
Damanli College	10
Parashar College	10
Satyawati H.S.S	10
Total	40

And four teachers of those schools were taken as sample of the study.

2.3   Tools for Data Collection

The tools in this study were:

    i.   Questionnaires

    ii.   Classroom Teaching/ learning observation Guide

    iii.   Check - list

Two types of questionnaires were constructed, one for the grade XI students and the other for the English language teachers. The questions were asked orally and diary note was used to collect responses. Classroom teaching/ learning observation guide and check list were used by me during the classroom teaching.

2.4 Process of Data Collection

I myself visited the selected schools of Tanahun district. I requested the concerned authority to permit me to collect the data. After building rapport with the concerned English language teacher, I observed the classroom teaching by using the classroom teaching/ learning observation guide and check-list. After that I gathered the selected students among them 5 were male and 5 were female from each school. I explained them about the purpose and terms of the questionnaire. I asked them question one by one. Similarly I requested English language teacher for their responses against questionnaire. Then I thanked all my respondents.

2.5 Limitations of the Study

The limitations of this study were as follows:

i.   The study was limited to higher Secondary level students (Class XI).

ii.   It was limited to compulsory English classroom Teaching.

iii.   It was limited within the girls' participation in English classroom Teaching.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is mainly concerned with the analysis and interpretation of the data. the analysis and interpretation of the data was carried out under the following headings:

3.1   Analysis of the questionnaire addressed to the students

The questionnaire in this group is analyzed in three areas which are as follows:

a.   Analysis of students Response Towards the knowledge level of girls in English language.

b.   Analysis of students response towards girls' participation in questioning and answering.

c.   Analysis of students response towards the factors which influence in active participation of girls in question answer.

3.1.1 Analysis of students Response Towards the Knowledge level of girls in English language

In this section there was a question which was about the knowledge level of girls in English language.

Table No. 1

Response of students Towards knowledge level of female in English language (in percent)

Q.No. / Responses	Name of Schools				
	Jal Devi H.S.S.	Damauli College	Parashar College	Satyawati H.S.S.	Total
Similar to boys	70%	20%	100%	100%	70%
Better than Boys	20%	80%	-	-	25%
Lower than boys	10%	-	-	-	5%

The fifth question was "what is the knowledge level of girls in English language in your school?" Data collect from four schools shows that out of the total students 70% said that the knowledge level is similar to boys, 25% said that the knowledge level is better than boys only 5% said the knowledge level is lower than boys.

3.1.2 Analysis of students response towards girls' participation in questioning and answering

In this section there were two question which were about do girls ask question ?, Do girls give answer to the teacher questions?

Table No. 2

Response of students Towards questioning and answering (6, 7)

Q.No. / Responses	6 Questioning	7 Answering
always	25%	45%
sometimes	75%	52.50%
never	–	2.50%

From the above table 25% of the total students i.e. selected students from four schools said girls always raises question, 75% said girls sometimes

raises question while teaching and learning into the classroom but nobody response girls never ask question. Similarly, in the response of answering 45% of the total population said girls always give answer to the teachers question, 52.50% said girls sometimes give answer to the teachers' question and 2.50% said girls never give answer to the teachers questions.

3.1.3 Analysis of students response towards the factors which influence in active participation of girls in question answer

In this area, there were altogether eight factors mentioned in question number eight. Students were asked to categorize all the factors on the basis of high, average and low.

Table No: 3

Factors influencing female participation in question answer in ELT classroom (in percent)

Factors	Responses in percent (%)		
	High	Average	Low
Lack of text book	20%	40%	40%
Lack of female teacher	50%	22.50%	27.50%
Inadequacy of school library	37.50%	30%	32.50%
Teacher absenteeism	17.50%	20%	62.50%
Lack of gender sensitive	65%	17.50%	17.50%
Question pattern presented by teacher	52.50%	27.50%	20%
Question not related to the text topic	70%	15%	15%
Question not according to the SS level	80%	10%	10%

The data collected from four schools showed that questions which are not according to the students level have high influence to an active participation of female in question answer. It means 80% students said it has high influence, 10% said it as neutral and 10 rated it as low level.

Similarly 70% students of the total population said question which are not related to the text topic have high influence in participating in question answer. 15% rated in average and 15% in low.

Question pattern presented by teacher also have high influence in active participation of female in question and answer i.e. 52.50% said it has high influence, 27.50% said average influence and 20% said low influence.

Forty percent students rated lack of textbooks at a low level, 40% thought it as neutral and 20% said it has high influence.

Half of the total students (50%) said that lack of female teacher is at high level, 22.50% as neutral and 27.50 at low level.

Out of total students 32.50% thought that inadequacy of school library has low influence, 30% viewed it as neutral and 37.5% said it has high influence.

Regarding teacher absenteeism 62.50% rated it as low influence, 20% at neutral level and 17.50% at high level.

Sixty five percent students viewed lack of gender sensitive facilities have high influence, 17.50% viewed as average and 17.50% at low level.

3.2   Analysis of the questionnaire addressed to the English language teachers

There were fourteen questions (1-14) in this questionnaire among them one to four were background information questions i.e. Name, age, sex and highest level of qualification attained. All the teachers were at the age of between thirty and forty. No female teacher was there at higher secondary level and all the teachers have attained master degree.

Table No: 4

Percentage distribution of English language teachers by years of teaching

Years of teaching						Total	
0-2 years		3-5 years		more than 5 years		No.	%
No.	%	No.	%	No.	%		
1	25%			3	75%	4	100

Data collected from four schools showed maximum number of teacher i.e. 75% have more than 5 years teaching experience and 25% have below 3 years teaching experience.

Table No. 5

Analysis of teachers' responses towards asking question by teacher to the students and students to the teacher in percent (%) (Q. No. 6, 9, 10, 11)

Questions	Responses given by teacher	
	Yes	No
Do you ask question in the classroom?	100%	
Do you think that there is difference between boys and girls in asking question?	-	100%
Do students ask question?	100%	
Do female students ask question?	100%	

From the above table all the teachers i.e. four higher secondary English language teacher ask questions in the classroom, they make no difference between the opposite sexes. While teaching in the language classroom students raises questions. Similarly all the teacher i.e. 100% response that female students also raises question in the language classrooms.

Table No. 6

Response of the teachers to question no. 7 (in percent)

Q.No. Responses	7
Girls	–
Boys	–
make no differences	100%

The seventh question was "If you ask question whom do you think you will prefer?" Total number of English language teachers i.e. 100% replied they make no differences between the opposite sexes.

Table No. 7

Responses of the teachers to question No. 8 (in percent)

Q.No. Responses	8
Wh–question	75%
Yes/No question	–
Closed question	–
Open question	25%

The eighth question was "which type of question do you prefer to ask more?" Out of four higher secondary English language teachers 75% teachers said wh-question and 25% said open question while teaching in the ELT classroom.

Table No. 8

Analysis of the teachers question and student participation (in percent)

Q.No. / Responses	12
Male	25%
Female	–
Both	75%

The question was while giving answer to your question mostly, who answers?" Out of four English language teachers 75% of the total teacher said both male and female tell the answer and 25% of them said male give answers to the teachers question.

In the response of question no. thirteen i.e. "How many female teachers are there in your school to teach ELT in higher secondary level?" 100% of the teachers said none of them were female teacher to teach ELT.

Table No. 9

Analysis of teachers response towards the relations of learning environment and female participation (in percent)

Responses / Learning Environment	High	Average	Low
Textbook	75%	–	25%
Female Teacher	50%	50%	–
Male Teacher	–	50%	50%
Manageable Classroom	75%	–	25%
Separate facilities	75%	25%	–
Learning time	75%	25%	–
Library	75%	–	25%
Teacher absenteeism	25%	50%	25%

There were eight learning environments set in this question. The data collected from four teachers we can say that text book, manageable

classroom, separate facilities, learning time library are the most influencing factors in active participation of female in question answer.

3.3 Analysis of classroom teaching/learning observation guide

I went to four higher secondary school to observe the participation of female in one week. I found out of total students majority number of students were female which is given below.

Table No. 10

School \ Students	Male	Female	Total
Jal Devi H.S.S.	12	20	32
Damauli College	13	19	32
Parashar College	25	22	47
Satyawati H.S.S.	9	10	19

I observed six compulsory English classes of each school of grade XI. There were altogether 59 male students and 71 female students. I used observation guide to gather information about question answer and frequency of participation.

Table No. 11

Types of Teachers' question and frequency of participation

Types \ Schools	Jal Devi H.S.S		Damauli College		Parashar College		Satyawati H.S.S.	
	Male	Female	Male	Female	Male	Female	Male	Female
Open question	9	6	6	7	7	6	4	4
Closed question	19	21	27	32	31	32	21	21
Yes/No question	10	12	12	17	20	21	7	7
Wh question	21	21	33	40	42	42	27	31
Tag question	9	10	8	8	9	9	7	7
Other Types	-	-	-	-	1	1	-	-
Total	68	70	86	104	110	111	66	70

From the above Table female students showed greater participation in answering to the teacher's question. In JalDevi Higher Secondary School out of total question 68 male students tried to give answer and 70 female students participated in giving answers. In Damauli College 86 male students tried to given answer and 104 female tried in answering. In Parashar College 110 male and 111 female students participated in giving answer. Similarly, In Satyawati Higher Secondary School 66 male and 70 female students tried in giving answer.

Table No. 12

Teacher's question and frequency of participation in answering by students (In total)

Types of teachers question	Types			Frequency of Participation		
		Oral Question	Written Question	No. of Question	Male	Female
Open question		17	14	16	23	21
Closed question		96	70	154	90	94
Yes/No question	Positive	28	12	40	30	30
	Negative	6	–	8	8	8
	Reduced	2	–	2	2	2
Wh- question	Information Wh–Q.	66	58	122	80	88
	Repeat Please	18	–	18	18	18
	Elaborate Please Q.	11	6	15	10	12
Tag question		18	–	18	18	18
Other types		2	–	2	1	1
			Total	395	280	292

From the above table in open question, male students showed frequency of participation more than female students.

In closed question 94 female gave answer and 90 male students gave answer.

In Yes/No question both male and female students participated equally.

Similarly female participation rate is more in wh- questions than male students.

In tag question they showed equal participation.

Table No. 13

Frequency of asking question by students and teacher response

Students question			Teacher's activity		
	Asked by male	Asked by female	Listen and answer	do not listen	listen and left it
Open question	9	4	√	-	-
Closed question	54	48	√	-	-
Wh-question	37	47	√	-	-
Yes/No question	17	17	√	3	-
Tag question	8	2	√	-	-
Other types	2	–	√	-	-
Total	127	118	-	-	-

Male students showed greater participation in open question. Out of total class 9 male students ask open question and 4 female student ask open question.

Female raised Wh-question more than male students i.e. out of total class 47 female raised Wh-question but 37 boys raised Wh–questions.

Out of total questions male students asked 127 questions during observed classes and 118 questions were raised by female students. Teacher listened to the students and given answers in most of the questions only 3 questions were not listening by the teacher.

3.4   Analysis of check list

In this area, there were three sections (A–C). They were about instructional planning and delivery, physical setting and scheduling which are given below:

a.   Instructional planning and delivery

b.   Physical setting

c.   Scheduling

3.4.1 Instructional Planning and Delivery

In this area there were eleven question they were about lesson objectives, questions raised by teacher, question raised by female students, answer given by female students, female participation in peer work, homework, class work, questioning and answering.

Table No. 14

Analysis of instructional planning and delivery (in percent)

Q.No. Findings	1	2	3	4	5	6	7	8	9	10	11
Yes	33.33%	91.66%	95.83%	79.16%	79.16%	8.33%	91.66%	91.66%	75%	–	33.33%
No	45.83%	8.33%	4.16%	20.83%	8.33%	75%	–	–	25%	95.83%	50%
Unclear	20.83%	–	–	–	12.50%	16.66%	8.33%	8.33%	–	4.16%	16.66%

The first question was "Are lesson objectives related to female students functioning level?" In maximum number of classroom, 45.83%, the objectives were not related to female students functioning level.

The second question was "Is there questioning by the teacher to the female students?" It was found that 91.66% teachers asked questions to the female students.

The third question was "Do female student give answer to teachers question?" the table shows that in maximum number of observed classrooms, 95.83% participated in answering. Only 4.16% female student do not give answer to the teachers question.

The fourth question was "Do female students ask questions to the teacher?" 79.16% asked question and 20.83% didnot raise question. The observed classroom showed that female student participate more in answering than raising question to the teacher.

The fifth question was "Does teacher listen to the female student's question and give answer?" 79.16% teacher listen to the female students question and give answer, 8.33% do not listen to the female students question and 12.50% was unclear.

The sixth questions was "Are questioning relevant and meaningful to female students?" It was found that out of total observed classroom. i.e. 75% the questions were not relevant and meaningful only 8.33% of the questions were meaningful and 16.66% were unclear.

The seventh question was "Are task directions clear and brief?" 91.66% was clear and 8.33% was unclear during observed classroom.

The eighth question was "Is corrective feedback provided positively during guided practice?" 91.66% of the observed classroom feedback was provided positively and 8.33% was unclear.

The Ninth question was "Do female students do their homework?" 75% did their homework and 25% did not do their homework during observed classroom.

The tenth question was "Is there any different in doing homework and classwork?" The observed classroom showed that there was not any different in doing homework and classwork but 4.16% was unclear.

The eleventh questions was "Do female students involved in their peer work with boys?" During observed classroom I found that the teacher in ELT classroom rarely divide students into group work and peer work i.e. 50% was not involved in peer work 33.33% involved in peer work and 16.66 was unclear.

3.4.2 Physical setting

In this area, there were three questions (1-3) They were 1 Rules, routines and procedures that is inspiring for girls, 2 adequate and secure spaces for personal development in school and 3 placement of furniture.

Table No. 15

Analysis of Physical setting (in percent)

Q.No / Findings	1	2	3
Yes	-	4.16%	87.50%
No	91.66%	19.16%	8.33%
Unclear	8.33%	16.66%	4.16%

The first question was "Are rules routines and procedures that is inspiring for girls?" The researcher did not find any separate rules and routines which is inspiring for girls.

The second question was "Do female have adequate and secure spaces for personal development in school?" The table shows that out of the total observed classroom 79.16% classroom had no adequate and secure spaces for personal development in school 16.66% was unclear and only 4.16% of the classroom had secure and adequate spaces for personal development.

The third question was "Has furniture been arranged in proper way to ease female students?" It was found that out of the total observed classroom, 87.5% had placed furniture in proper way in the classroom.

3.4.3 Analysis of Scheduling

In this section there were three questions (1-3). They were about 1. Daily schedule, 2. Time duration in question answer and 3. Time duration given by teacher in asking and answering questions.

Table No 16

Analysis of Scheduling (in percent)

Q.No / findings	1	2	3
Yes	-	-	4.16%
No	83.33%	100%	87.50
unclear	16.66%	-	8.33%

The first question was "Does the daily schedule provide each girls students with regular time periods for independent work? One to one instructions, small and large group activities, socialization and free time?

The table shows that out of the total observed classroom. i.e., 83.33% the teacher did not provide each girls students with regular time periods for independent work, did not involve female students in small and large group activities.

The second question was "Does each girl student spend most of her time in question answer? 100% of the female students did not spend most of their time in question answer.

The third question was "Are girls students given time to ask questions and give answers?" 80.50% teacher did not give time to ask question and giving answer only 4.16% teacher gave time duration for asking question and answering to the female students.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

This chapter deals with the major findings of the research. It also deals with some recommendations and pedagogical implication which are made on the basis of analysis and interpretation of the data.

4.1 Findings

After the analysis and interpretation of the data, the findings of the study are derived as follows.

4.1.1 Findings derived from teachers perspective.

1. They make no difference between the opposite sexes while raising question in the classroom.

2. All the teacher ask question in the classroom and female students also raise question in ELT classroom.

3. It was found that most of the teachers and students i.e. 75% of the teacher use wh-question and 25% of them use open question in ELT classroom.

4. 75% teacher said both male and female participate equally in answering teachers question and 25% said only male participate in giving answer.

5. Learning environment play vital role in active participation of female students in question answer.

6.   Learning time, text book, separate facilities, manageable classroom, library are the most influencing factors for female participation in question answer in ELT classroom.

7.   It was found that there were not any female teacher to teach ELT in higher secondary level.

8.   Learning time is not sufficient for ELT subject.

4.1.2 Findings derived from students perspective.

1.   It was found that 70% students said girls knowledge level is similar to boys in English language, 25% said girls knowledge level is better than boys and 5% said lower than boys.

2.   Female students participated more in answering than raising question.

3.   It was found that questions not related to the topic, question not according to the students level, gender sensitive facilities, question pattern presented by teachers, school library, text book, lack of female teacher are the factors which create problem in active participation of girls in question answer.

4.1.3 Findings derived from classroom Teaching/Learning Observation Guide/Check-list

1.   It was found that the out of total students the majority students i.e. 71 were female and 59 were male students.

2.   Mostly closed question were used in ELT classroom.

3.   Within closed question wh-questions were mostly used by teachers and students in the classroom.

4.   Out of total number of question raised by teacher female participated more than male students i.e. out of 395 questions female gave 280 questions answer.

5.   The frequency of participation in raising question is more by male students than female students.

6.   In open question female showed low participation than male students.

7.   In wh-question female students showed more participation than male ones.

8.   In maximum number of classroom the objectives were not related to female students functioning level i.e. teachers did not make separate planning which inspired the girls to ask or answer question at the most.

9.   Teacher treated boys and girls equally.

10.   Task directions were clear and brief in most of the observed classroom.

11.   Out of total number of female student 95.83% tried to give answer and 4.16 did not speak while giving answer.

12.   The observed classroom showed that 75% female students did their homework and 25% did not do their homework.

13.   There was not any different in doing homework and class work by female students.

14. Teachers rarely divide students into group work and peer work . Only 33.33% female students involved in peer work when teachers asked them to work in peer.

15. In majority of the observed classes, 87.50% furniture had been placed in proper way.

16. There were not any rules, routines and procedures that is inspiring for girls.

17. Female students did not have adequate and secure spaces for personal development in school.

18. Female students did not spend much of their time in question answer.

19. Teachers did not give time to ask question and give answer. More over they first make students to stand and raised question in the classroom.

4.2   RECOMMENDATIONS

The researcher, on the basis of the findings of the study, recommends the following suggestions.

1. Teacher should avoid the lecture method. The method should be student centered.

2. Female students should be motivated during the classroom by making the lesson interesting and using technique like role play, peer work and dramatization.

3. Female graduates should be given priority in higher secondary level ELT teacher.

4.   Teacher should give priority to female students to raise question and give answer

5.   Teacher should raise the question in the whole classroom first and ask them individually.

6.   Teachers must raise the question first and make them to stand to tell the answer.

7.   Teacher should give time duration while asking question and giving answers by the students.

8.   There should be a system of supervision and monitoring of higher secondary teachers by DEO.

9.   Teacher should use visuals, games and pictures to support weak female students in ELT classroom.

10. Teacher should prepare teaching learning schedule and calendar based on female students functioning level. Teacher should make plan and prepare lessons well keeping in mind that female students have different learning styles and their needs.

11. Teacher should use information check, clarification request and negotiation to check whether they understand the taught lesson or not.

12. Teacher should be familiar, responsible and helpful with all the female students. He/She should identify the female students needs to encourage them to participate in question answer.

13. Some female students who are shy should be given support by teachers and their peer groups.

14. Teaching and learning materials should be available to enhance learning for female students.

15. Teachers should encourage female students to study, use library and to give answer of the questions in better way.

16. There should be enough reference books, dictionaries books on essays, literature, grammar and teaching materials in the library.

17. The teacher should know how to manage classroom and create positive learning environment.

18. Text book should be available in time.

19. The teacher should be professionally developed. i.e. he/she should keep up with the new developments of ELT by participating in the workshops and seminars.

20. There should be in-service teacher training to make them familiar with new technique method and modern technologies.

21. The teacher should not always ask questions to talented and extroverted students instead they should ask questions to all the students randomly.

22. The teacher should minimize asking similar types of questions frequently.

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