Evolving Pedagogies

Meeting the Global Challenges of Diversity and Interdependence

Editors
David Boorer
J. S. H. Quintus Perera
Keith Wood
Loo Seng Piew
Saratha Sithamparam

Assistant Editor
Hjh Masriatol Zuraifah

Selected Papers from The 13th International Conference on Education Brunei Darussalam
Evolving Pedagogies: Meeting the Global Challenges of Diversity and Interdependence

Selected Papers from the Thirteenth International Conference on Education (ICE) 2008

Editors
David Boorer
J. S. H. Quintus Perera
Keith Wood
Loo Seng Piew
Saratha Sithamparam

Assistant Editor
Hjh Masriatol Zuraifah Hj Sajali

Sultan Hassanal Bolkiah Institute of Education
Universiti Brunei Darussalam

20 – 24 May 2008
First Published 2009 by
Universiti Brunei Darussalam
Jalan Tungku Link,
Bandar Seri Begawan BE1410,
Brunei Darussalam.

Cover design by
Hjh Masriatol Zuraifah Hj Sajali

©2009 Universiti Brunei Darussalam

All rights reserved. No part of this publication may be reproduced, stored in a
retrieval system, or transmitted in any form or any means, electronic, mechanical,
photocopying, recording or otherwise, without the prior permission, in writing,
from the publisher.

The views expressed in the papers within this volume are those of the authors
and do not necessarily reflect those of the editors or the Universiti Brunei
Darussalam.

Cataloguing in Publication Data

International Conference on Education ICE (13th : 2008 : Bandar Seri Begawan)
Evolving pedagogies : meeting the global challenges of diversity and
interdependence / editors David Boorer ... [et al.] ; assistant editor, Hjh Masriatol
Zuraifah Hj Sajali

v, 233 p. : ill. ; 30 cm.

Selected papers from the Thirteenth International Conference on Education ICE
2008, Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei


1. Education -- Congresses. 2. Teaching -- Congresses. 3. Teaching -- Training of.
I. Boorer, David. II. Masriatol Zuraifah Hj Sajali, Hajah.

L107 E96 2009

Printed in Brunei Darussalam by
Education Technology Centre
Universiti Brunei Darussalam
CONTENTS

Foreword

1 TEACHERS

Partnership in Initial Teacher Education – Past, Present and Future
JOHN FURLONG

Effect of CoRT Training in The Organization of Science Teachers’ Cognitive Structures
MARZIDAH-MAJID and HARKIRAT S. DHINDSA

Coping Strategies for Stressful Situations in Brunei University Students: Case Study of Trainee Teachers
LAWRENCE MUNDIA

Discourse of Gender: Investigation of Teachers Awareness of Gender Bias in Malaysian English Language Textbooks
JARIAH MOHD. JAN and SANDA KUMARI
D/O CHANDRAN

Collaborative Work Place Development: An Approach for Achieving Excellence in Teaching
MELISSA C. TAWIN, JOTHY NARAYANASAMI, BOBY S. KAPPEN and YAZID IDRIS

The Beliefs and Practices of Secondary School Mathematics Teachers in Brunei Darussalam
HAJAH ROSNEY and JOHN SUFOLK

2 STUDENTS

Talk About It! Participatory Talk for Learning Classrooms
DEBRA MYHILL

Accounting for Student Voice within Curriculum and Pedagogy: A Qualitative Exploration of Student Perceptions and Experiences
MOHD HASANI DALI
Pengaruh Rangsangan dan Stail Pembelajaran ke atas Prestasi Akademik Pelajar: Kajian Kes Kolej Universiti Insaniah (Kuin)  
SHARIFAH AZIZAH SYED SAHIL JAMALULLAIL and MUHAMMAD SAFIZAL BIN ABDULLAH

The Look of The Teacher: Weight and Value in The Classroom  
CARINA HENRIKSSON

The Roles of Teacher and Peer Support on a Secondary School Students’ Cognitive and Behavioral Engagement  
SHARIFAH AZIZAH SYED SAHIL JAMALULLAIL and MUHAMMAD SAFIZAL BIN ABDULLAH

3 LESSONS

The Learning Study - A Framework For Enhancing School -University Collaboration that Focuses Upon Individual Lessons  
LO MUN LING

How Can Reliable Knowledge About the Design of Teaching Be Established?  
KEITH WOOD

Indigenizing The Philippine Basic Education Curriculum  
GREG TABIOS PAWILEN

The Influence Of Science Process Skills, Logical Thinking Abilities, Attitudes Towards Science, and Locus of Control on Science Achievement  
LAY YOON FAH

Assisting University Teknologi Mara Perlis Students Dealing with Vocabulary Problems  
AHMAD AZMAN MOKHTAR and RAFIZAH MOHD RAWIAN

Investigating Students’ Common Errors in Integers  
BNY ROSMAH HJ BADARUDIN and HJ. MADIHAH KHALID
Discourse of Gender: Investigation of Teachers Awareness of Gender Bias in Malaysian English Language Textbooks

Jariah Mohd. Jan
University of Malaya

Sandu Kumari d/o Chandran
University Technology of MARA

Abstract

In the majority of societies the world over, males have generally been privileged enjoying a higher social status and more rapid upward mobility compared to females. Conversely, females who are considered as the weaker sex have been socially associated with subordinate occupational roles, domestic activity, and character traits such as dependency and passivity. A reflection of this kind of gender bias may be found in Malaysian English language textbooks. Writers, textbook selection committees and teachers need to be aware of the element of gender in textbook content. The Malaysian English language curriculum does not specifically and explicitly address the issue of gender inequality. Consequently, teachers pay little attention to this issue, and may understandably be oblivious to elements of gender bias in textbooks; hence, there is a need to find out to what extent, if at all, teachers are aware of the issue at hand. This paper intends to look at whether English language teachers are aware of gender bias in the textbooks they use, and if so, how do they deal with the issue?

Introduction

Gender bias in education refers to the differential treatment of boys and girls in school. This includes differences in teachers’ responses to male and female students, differences in the choice of subjects the students are encouraged to follow, and differences in the representation of gender in textbooks.

It is important to examine teaching style as it also perpetuates gender difference. A study conducted by American Association of University Women 1991 (Saedah Siraj, 1999) revealed that teachers tend to focus more attention on boys, directing more encouragement to them, while girls are often overlooked in class. In the light of this result, teachers are apparently unaware of their bias actions. Traditional teachers training tends to cater to boys’ interests and behaviours as a means of keeping classroom order. Boys generally act out their frustrations in a manner often disruptive to the classroom. In contrast, girls predominantly repress their frustrations by withdrawing. Teachers’ methods of controlling boys included making them...
contribute often in the classroom (Sadker & Sadker, 1995). Thus, teachers have favoured boys to girls in the traditional classroom setting.

**Purpose of the study**

The Malaysian English language curriculum does not specifically and explicitly address the issue of gender inequality. Consequently, teachers pay little or no attention to such issue, and may understandably be oblivious to elements of gender bias in textbooks; hence, there is a need to find out to what extent, if at all, teachers are aware of gender bias in the textbooks they use, and if so, how do they deal with the issue?

**Literature review**

Gender bias refers to the systematic oppression and exploitation of human beings on the basis of their belongings to the female sex, which is tightly linked with language (Banfield, 1976). He further notes that words such as he, man and male are often used to represent all human beings. Whenever generic term is needed, we often use the masculine as the proper noun and to a lesser extent he or she. This illustrates that inequality between men and women in language use.

Language has the power to influence the thoughts of its user. According to Mariana cited in Poynton, 1985:15) “the structure of a language predisposes certain ways of seeing the world or certain ways of acting on it.” In this, language, which has a predisposition towards a bias to the male gender, can influence and minimize the rights of women in society. This bias can even lead to psychological damage to female students (Callahan 1980; Garrison & Silverman, 1986). They found that boys and girls differ greatly in their psychological requirements in life. If this is not attended to, it may result in girls having problems such as poor self-image, ambiguous career goals, poor or non-existing career planning and failure to achieve their higher potential once they graduate from college. On the surface, girls and boys are supposedly subject to equivalent educational processes. However, in reality, issues of gender impinge on that process in several ways.

School readers and textbooks are powerful shapers of children’s understanding of who they are in the world and who they want to become. This study addresses the issue of gender bias that exists in the pages of textbooks used by students.

**Research in classroom gender bias**

Education researchers have studied gender bias in school a considerable period before attention did not receive until the early 1990's with the publication of several landmark studies. Jett-Simpson and Masland (1993) observed that gender bias existed in the content, language and illustrations of a large number of children's textbooks. For example, Ernst (1995) did an analysis in children's books and found that male names represented nearly twice as often as female names.
Ashby and Wittmaier (1978) found that in the study who heard stories with women in traditional roles, showed a clear tendency to make more traditional stereotypical responses. They concluded that those students’ attitudes towards sex-typed career could be changed by exposure to career information containing non-traditional role models.

Gender affects teacher expectations in many ways. One study of the expectations of 6th-grade Math’s teachers revealed that they believed that boys had more talent for mathematics but that girls tried harder. Compared to girls, elementary school boys expressed greater feelings of competence in Mathematics and sports even though their actual test-score differences were minimal. Such gender differentials seem to cut across societies.

Sadker and Sadker (1994, 1995) say that the implications of gender bias could be far reaching, affecting the realms of academic, physical, psychological and career. They advocate that children be raised free from the debilitating impact of gender bias.

Methodology

The present study employed quantitative descriptive approach to examine whether English Language teachers are aware of gender bias in Malaysian English Language Textbooks. The instrument used for collecting data for this study were questionnaires (Appendix A), which were distributed to 100 teachers (50 males and 50 females) from different secondary schools in Negeri Sembilan and Selangor, more specifically, in urban and rural upper secondary schools. They were English teachers in the mid forties, who volunteered to help out in this study.

The six questions in the questionnaire were designed to find out if teachers were aware of the existence of gender bias in the textbooks they used and if they were, whether they addressed the issue and how they did it. The questionnaire also sought to obtain teachers opinions on whether it was important for textbook writers to be cautious about the use of gender-biased language. An explanation of key terms related to gender bias was provided on the first page of the questions for the respondent’s reference. The responses obtained through the questionnaire are presented in the next section.
13th International Conference on Education 
Brunei Darussalam

Evolving Pedagogies: Meeting the global challenges of diversity and interdependence

In the rapidly changing, interdependent world of the twenty-first century, learners will be best served by pedagogies designed to help them to learn how to learn throughout their lives and in new contexts, by pedagogies that prepare them to transfer what they learn to novel situations and to learn from the inherent variation present in their lives. This is a collection of papers by researchers, practitioners and policy makers who are working to make a difference through the development of new approaches to teaching and learning for a diverse yet interdependent world.

TEACHERS

Partnership in Initial Teacher Education – Past, Present and Future - John Furlong
Effect of CoRT Training in The Organization of Science Teachers' Cognitive Structures - Mazidah Majid And Harkirat S. Dhindsa
Coping Strategies for Stressful Situations in Brunei University Students: A Case Study of Trainee Teachers - Lawrence Mundia
Discourse of Gender: Investigation of Teachers Awareness of Gender Bias in Malaysian English Language Textbooks - Jasiah Mohd. Jan and Sandra Kurnia D/O Chandran
The Beliefs and Practices of Secondary School Mathematics Teachers in Brunei Darussalam - Hajah Rosney And John Suffolk

STUDENTS

Talk About It! Participatory Talk for Learning Classrooms - Debra Myhill
Accounting for Student Voice within Curriculum and Pedagogy: A Qualitative Exploration of Student Perceptions and Experiences - Mohd Hasani Dali
Pengaruh Rangsangan Dan Stil Pembelajaran Ke atas Prestasi Akademik Pelajar: Kajian Kes Kolej Universiti Insains (Ku) - Shafiah Azzah Syed Sahib Jamalullail and Muhammad Safizal Bin Abdullah
The Look of The Teacher: Weight and Value in The Classroom - Carina Henriksson
The Roles of Teacher and Peer Support on a Secondary School Students' Cognitive and Behavioral Engagement - Shafiah Azzah Syed Sahih Jamalullail And Muhammad Safizal Bin Abdullah

LESSONS

The Learning Study – A Framework for Enhancing School/University Collaboration that Focuses Upon Individual Lessons - Le Min Ling
How Can Reliable Knowledge About the Design of Teaching Be Established? - Keith Wood
Indigenizing The Philippine Basic Education Curriculum - Greg Tabios Pawilon
The Influence of Science Process Skills, Logical Thinking Abilities, Attitudes Towards Science, and Locus of Control on Science Achievement - Lay Yoon Fah
Assisting University Teknologi Mara Perlis Students Dealing with Vocabulary Problems - Ahmad Azman Mohd and Rafizah Mohd Rawian
Investigating Students' Common Errors in Integers - Bny Rosmah Hj Badarudin and Hjh. Madinah Khalid

"A first class international university. A distinctive national identity."