

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is presented as an eventual summary of the research which include conclusion and recommendations. Presented in two sections: the first section provides conclusion derived from the findings and discussions on the data analysis and how it satisfies the research questions; secondly, it will serve future research discursive suggestions, expected to help extend some ideas to be considered when researching similar and/or further field of the research.

5.1 Conclusions

As what has been informed in the previous chapters, the research is intended to study how gendered texts as learning materials receive treatments from the pre-service teacher. The ways in which the teacher treats gender issues presented in listening and reading classroom of narrative texts as learning materials is traced from the analysis of gender discursive practice adopting analytical framework for teacher's treatment of gendered textbook texts and the notions of Gender Critical Points and Gender Triggered Points. Another point of analysis is the teacher talks in the classroom which were categorized into FLINT System of Teacher Talk and Teachers' questions. Gender ideology of pre-service teacher in EFL classroom were traced from the collected and categorized data in pre-service teacher's transcriptions of classroom observations, interviews and field notes of the observer. From the obtained research data, it was found that the manifestation of the pre-service teacher's gender ideologies were presented in a form of gendered discursive practice as in pre-service teacher's consumption or mediation of the text, which play role in shaping student response and, by extension, gender ideologies.

The findings of this study are, predictably, patchy. Gender stereotyping appears to be still alive and (fairly) well. Though, there is progress, there are also sticking points. This extends to all the findings: those as regards narrative texts representation, and classroom talk, including classroom 'talk around the text'. Encouragingly, though, gender stereotyping, and traditional, disadvantaging

representations of women and girls are sometimes contested by students and teachers, who act as critical moderators of classroom discussions.

In the field of gender, language and education Sunderland et al.'s (2002) build a notion of a 'gender critical point' and Pakuła et al (2015) add another theoretical notions of gender triggered point i.e. teacher or student talk about gender triggered by a text; gender emerging point i.e. teacher and/or student talk about the category of gender which may come out of the blue in class, assumed by teachers to facilitate the process of teaching and learning a particular language structure and; educational chit-chat.

Gender bias in a text may adversely affect language learning, but this is very hard to prove. Similarly, claims about the relationship between bias in a textbook and a learner's gender ideology, or 'gender role'. Effects on learning of any text are impossible to predict because the researcher cannot predict a given reader's response to that text, including what that reader will 'take' from it (see Allwright (1984) and Kebede (1998) for the related notion of 'uptake' in language education).

The research have shown how, having identified gendered texts, looking at teacher talk around the texts produce interesting, non-predictable findings. Despite these interesting findings, the researcher would not claim to be able to predict and generalize from these –the research is based on only one pre-service teacher, too few lessons, too few hours of data, and in any case, this research intention was to present 'telling' rather than 'typical' cases, and was certainly not to carry out a survey of representatives pre-service teacher practices. However, the current research has implications for teacher education. In this case, programs for trainee teachers can be shown that gender-biased text does not have to mean gender-biased teaching. When foreign language teachers encounter 'gender bias' in their teaching materials, they can or even should raise a gender awareness through discussion, subversion, and careful selection of texts and indeed textbooks in the first place (Sunderland et al., 2002); gender roles in a text can be challenged.

Although it seems that teachers can encourage language learners and provide them with comprehensible input through using display questions, it was

observed that referential questions made more classroom interactions. Display questions attempt to elicit information or knowledge already known by the teacher whereas referential questions request information not known by the teacher and are likely to elicit long answers through higher-level thinking (Ellis, 1994).

Gender in relation to discursive practice, the pedagogical implication is teachers' appropriate intervention in classroom discourse. The researcher hopes that rather than looking 'in the text' for bias or stereotype, or even looking diachronically for improvement in textual representation of gender, teachers would take a look at a more relevant and fruitful focus in terms of both language learning and gender ideologies may be the mediation of gender representation in texts used by the teachers, through their discourse on those texts. The consumption of gendered texts in the shape of teacher discourse around texts is still amenable to further empirical observation.

5.2 Suggestions

For further contribution and significance of future research, there are several points of suggestions for a better contribution and significance of future research in the same fields of study. The suggestions are presented below.

First, the current research is conducted by aiming at the ways pre-service teacher's gender ideology manifested in the talks around gendered texts. Based on the findings, it can be said that awareness of an underlying ideology is important to build a more balanced attitude in all aspects of life, such as gender. Reconstruction of meaning through discursive practice is proven to be a useful strategy to explore ideologies behind the texts. In reconstruction of meaning, referential questions make for more interaction and meaningful negotiation since referential questions demand more thought and generate longer responses. While display questions demand a single or short response. Referential questions are likely to elicit more authentic responses than display questions. Therefore, teachers need to apply more referential questions. The result of the investigation is expected to provide more insights for more similar research to be conducted. The future research is suggested to have a focus of a specific area i.e. the future research can be concerned in a texts

which goes beyond traditional representation since these may not done justice to. In order to be able to create significance, the future research may want to raise an issue of on how the same text(s) is used by different teacher, preferably male and female teacher. In terms of data collection, further research should include interview with the students to give more balanced analysis to the study of classroom interaction related to gender.

Second, in awareness-raising through discussion, subversion and careful selection of texts and textbooks, given the central role of the teacher in how texts (and exercises) are consumed and that teaching of any subject is always social, we call for EFL teachers to be more critical reflexivity about what kind of realities and identities they construct in the EFL classroom. It is suggested that EFL teacher educators should include considerations of social inclusion, in trainee teachers' talk and practices, in observed teaching practice. This may help generate steps to mainstream gender in behavior and interactions in the learning environment and developing activities that will reflect good practice when focusing on gender equality issues.