



Faculty of Cognitive Sciences and Human Development

**TEACHING INSTRUCTIONS USED BY MALE TEACHERS IN  
THE ENGLISH AS SECOND LANGUAGE (ESL) CLASSROOMS  
IN FIVE SECONDARY SCHOOLS IN BETONG DIVISION**

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Judul: TEACHING INSTRUCTIONS USED BY MALE TEACHERS IN THE ENGLISH AS SECOND LANGUAGE (ESL) CLASSROOMS IN FIVE SECONDARY SCHOOLS IN BETONG DIVISION

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TEACHING INSTRUCTIONS USED BY MALE TEACHERS IN THE ENGLISH AS  
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by

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A project entitled **Teaching instructions used by male teachers teaching English as Second language (ESL)** was written by Christopher Enpari and submitted to the Faculty of Cognitive Sciences and Development in partial fulfilment of the requirements for the degree of Bachelor of Science with Honours (Teaching English as Second Language).

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Abstract

**Teaching instructions used by male teachers teaching English as Second Language  
(ESL) classrooms in five secondary schools in Betong Division**

by

**Christopher Enpari**

This study wishes the respondents to give the definition of teaching instructions according to their own interpretations and understanding. In addition, respondents are to give reasons for using the teaching instructions and also to be able to describe how they incorporate the teaching instructions in their lessons. Besides that, this study aims whether teaching instructions such as drill and practice, questioning, explaining, experimental teaching, problem solving and lecturing are used to help students to learn in the classrooms. The researcher also interested to look whether male teacher see gender as one of many factors that influences the choice of teaching instructions in the classrooms. To obtain the data for this study, the researcher interviewed a total of nine male teachers from four secondary schools in Betong Division. The results showed that the most popular teaching instructions used by male teachers are drill and practice, questioning and explaining. Only few teachers used problem solving, experimental teaching and lecturing in the classrooms. The result also indicated that they used the teaching instructions not for helping students to learn but for other purposes. The researcher also found out that almost all the respondents claimed that gender does not influence the choice of teaching instructions. Only one male teacher said that gender determines the choice of teaching instructions in the classrooms.

## Abstrak

**“Teaching instructions” yang digunakan oleh guru-guru lelaki dalam kelas Bahasa Inggeris sebagai bahasa kedua di lima buah sekolah menengah di bahagian Betong.**

oleh

**Christopher Enpari.**

Kajian ini memerlukan para responden untuk memberikan definisi “teaching instructions” mengikut interpretasi dan pemahaman mereka sendiri. Di samping itu, pada responden diminta menjelaskan sebab-sebab menggunakan “teaching instructions” dan cara bagaimana ia digunakan dalam pengajaran di dalam kelas. Selain daripada itu, kajian ini bertujuan sama ada “teaching instructions” seperti “drill and practice”, “questioning”, “explaining”, “experimental teaching”, “problem-solving” dan “lecturing” dapat membantu para pelajar dalam pembelajaran mereka dalam kelas. Penyelidik juga berminat untuk membuat kajian sama ada jantina merupakan satu daripada banyak-banyak faktor yang mungkin mempengaruhi pemilihan “teaching instructions” yang digunakan dalam kelas. Penyelidik mendapatkan data untuk kajian ini dengan membuat temu bual dengan sembilan orang guru lelaki daripada empat buah sekolah menengah di bahagian Betong. Daripada data yang diperolehi, jenis-jenis “teaching instructions” yang paling banyak digunakan ialah “drill and practice”, “questioning”, dan “explaining”. Hanya segelintir guru yang menggunakan “problem solving”, “lecturing” dan “experimental teaching” dalam kelas. Dapatan daripada kajian juga menunjukkan bahawa penggunaan “teaching instructions” adalah bukan atas sebab untuk menolong pelajar belajar tetapi atas sebab-sebab yang lain. Penyelidik juga mendapati hampir semua responden bersetuju dengan menyatakan bahawa jantina bukanlah faktor yang mempengaruhi pemilihan “teaching instructions”. Hanya seorang responden yang bersetuju bahawa jantina memainkan peranan dalam hal tersebut.

## CHAPTER 1

### INTRODUCTION

#### 1.0 Background of the study.

Teachers' ability to acquire techniques of managing students in the classrooms is one of the most important skills in the teaching profession. The failure to master the techniques not only causes frustration, stress or fatigue to teachers as a result of students misbehaviour but at the same time causes little learning to take place (Ornstein & Lasley II 2004; and Glanz 2004).

Gilberts & Kraft (2004) pointed out that there are four categories of class management techniques. The two category are the educational environment; arrangement of physical setting of the classroom and teachers, management and behavioural management whilst the other two category are to encourage good behaviour or lessen inappropriate behaviour and finally the technique for assessing the effectiveness of the strategies used.

Gilberts & Lignugaris-Kart (IBID) mentioned that there are five instructional categories: a). Preparation for specific instructional activities. b). presentation of material. c). feedback and praise and, d) effective use of time. In their study, on elementary and special education teachers, found out that instructional skills for the presentation of material like demonstrating of knowledge in the subject matter during the lesson and demonstrating the various ways to impart the knowledge would give students the opportunities to apply new learning, keeping students attention and to expose them to cooperative learning.

## **1.2. Statement of problem.**

Goh (2002) claimed that classroom management is not just maintaining discipline in the classroom but it is also as the requirements and procedures to be set up and control the environment which is suitable for instruction and learning to occur.

Due to the complex nature of the classroom management, and the problem for teacher to master it, therefore it is important to investigate the techniques in classroom management. In this study the specific aspect selected is the class management techniques preferred by male teachers in ESL classroom in relation to the teaching learning instruction that they preferred to use. Through this study, the researcher is trying to show whether gender affects the use different types of teaching instructions as one of many ways in executing the classroom management techniques in the classrooms.

### **1.3. Research objectives.**

This study is to find out the ESL classroom particularly on;

1. The types teaching instructions by the male teachers.
2. The reasons for using such teaching instructions in the classroom.
3. How teachers incorporate teaching instructions in their lessons

### **1.4. Research Hypothesis.**

The hypotheses for this study are as follows:

1. All male ESL teachers in secondary schools in Betong division used teaching instructions in their lessons.
2. All male ESL teachers use teaching instructions in order to help students to learn English language.
3. Being male, gender does influence the choice of teaching instructions.

### **1.5. Significance of the study**

It is important to investigate the types of teaching instructions used by male teachers in ESL classroom as it provides good feedback about the teaching instructions to be used in the classroom.

At the same time, the findings would promote better learning environment in the English language classrooms and also the result of this study would also inform educational leaders to look into the teaching instructions used by male teachers so that the students would learn English language better if the recommended teaching instructions has been found to be effective to be used in the classrooms. However, few or non empirical research pertaining to the used of teaching instructions by male teachers in helping students to learn have been done. Therefore, this researcher has great interest to investigate this topic. It is hoped that this research could explore further how male teachers deliver their lessons in the classrooms.

In almost a similar study, Boggs and Wiemann (1994) as cited in Luo, Bellows & Grady (2000) found out male instructors have the tendency to use direct criticism to their students. They also found out that in the study by Statham, Richardson and Cook (1991) showed a similar result has been obtained where male professors preferred to reprimand and embarrass students as a negative punishment. Both studies are conducted in order to handle the management problems among students specifically to maintain students' attention and to control the classroom discipline. Therefore, based on the result of the

similar study, it is expected that male teachers would have different instructions used in the classrooms.

### **1.6 Limitation of the study.**

A small scale research in this case study, which only involves fifteen male teachers from five schools in Betong division does not represent the whole population of every male teacher. Thus, the findings would not be good enough to represent the whole populations who are also teaching English language throughout Sarawak particularly. Teachers come from different levels of teaching experience and different academic qualifications, some male teachers may choose other types of classroom instructions or strategies which are suitable for their own students. In addition, the data collection through interviews and observations might be not genuine because the respondents are inclined to look good by cooperating with the researcher just during the period of research only.

### **1.7. Definition of terms.**

#### **1.7.1. Teaching learning instructions**

Arends (1997) defines teaching learning instructions or strategies as the implementation of multi means of teaching strategies or instructions used by teachers in order to help students learn. It includes teacher explanation and demonstration of ideas, helping students with their tasks and organizing students to form study groups.

The good choice of instructions could facilitate teacher to manage students' learning to ensure that the objectives of the lessons are achieved.

Glanz (2004) defines teaching learning instructions as teaching strategies used by teachers which include the teaching techniques like forming group discussion, role playing, oral report, cooperative learning and peer tutoring. He further explains the difference in the delivery of instructions help to meet the different learning styles of the students. The effective teaching strategies that the teacher selected should consider the learning style preference; visual preference, auditory preference and kinesthetic preference of the learners.

Ornstein & Lasley II (2004) define instruction as a specific methods and activities implemented in the classroom in order to bring positive effect to learning processes. Some of the important aspects of teaching instructions are material selections, and material presentations. Material selections discuss the suitability of the materials used for teaching and material presentation is the teacher ability to incorporate instructional materials into the unit plan and lesson plan then modify them to suit students' needs, learning styles, age and ability.

## **1.8. Summary**

This chapter discusses on the background of the study a brief explanation on teaching learning instruction in relation to classroom management techniques preferred by male teachers in five secondary schools in Betong division. It further develops the statement of problem, research objective, significant of the study, limitation of the study and the definition of key terms.

## CHAPTER 2

### LITERATURE REVIEW.

#### **2.0. Introduction.**

This chapter introduces on the concept of classroom management techniques, the concept of teaching instructions and the various types of teaching instructions and other related studies that other researchers have found on teaching instructions.

#### **2.1. The classroom management concepts**

Emmer, Everston & Worsham (2003) argue that well planned lessons with suitable activities are the starting point to create good classroom management. Interesting activities and good teaching instructions are important to hold students' attention, avoid confusion and frustration to students and this create opportunities for students not to develop disciplinary problems.

The same view above on teaching instructions in developing good classroom techniques is shared by another researcher. Doyle (1986; cited in Fielstein & Phelps 2001) pointed out that "teachers' skills in classroom management are closely related to their instructional skills". They claimed that when students are involved in learning activities, they are likely not to involve themselves in disciplinary problems.

Jere Brophy (1998) cited in Jones & Jones (2004) defines classroom management as: good classroom implies not only that the teacher has elicited the cooperation of the students in minimizing misconduct occur, but also the worthwhile academic activities are occurring more or less continuously and the classroom management system as a whole which includes, but is not limited to, the teacher's disciplinary intervention is designed to maximized student engagement in those activities, not merely to minimize misconduct.

## **2.2. Teaching instruction**

Davies (1981) has come out with five principal methods of teaching instructions. The five principals are the lecture method, the demonstration method, the discussion method, the independent study method and the personalized system of instruction.

Ornstein and Lasley II (2004) defined instruction as specific methods and activities by which influences learning. They also stated that there are four types of instructional methods which are frequently used by teachers; the practice and drill, asking questions, lecturing and explaining and problem solving and experimental teaching.

In this study, the researcher is interested to find out whether male ESL teachers use the teaching instructions as has been outlined by Ornstein and Lasley II. This study is to examine whether the teaching instructions influence learning and support classroom discipline.

### **i. Practice and drill.**

It is a technique that made learning process a repetition. Students learn through memorization or experienced the teacher's anger. The main aim of this practice and drill is to help students learn discrete skills or processes well. Teacher used this technique on students who are lack of skills or knowledge on certain task before asking students to move to new situation. Continuous repetition of the same skills enables students to master the skill and ensure high rate of success. Lasley II, Matczynski & Rowley (2002) disagree with many researchers that drill and practice techniques as simplistic and reductionistic; it does not problematize disciplinary concepts. They agreed that drill and practice is a powerful teaching instruction when used appropriately.

### **ii. Asking questions.**

Questioning is useful technique to check students understanding of the task given. In addition, good questions increase student's curiosity, expanding the imaginative skills and motivate students to look for new knowledge. It triggers students' power of thinking especially when clarifying new concepts and problems that they learn in their lessons. There are various categories of questioning; the low-level questions and the high-level questions. Low-level questions emphasize on memorization and recalling for information whilst the high-level questions do not require students to memorize factual information but students have to use complex and abstract thinking.

### **iii. Lecturing and explaining.**

This technique is usually a teacher-centered instruction. By giving a lecture, it helps to create opportunities for students to use the knowledge and also to help students to understand the lesson better. Lectures can be divided into two types; formal lecture and informal lecture. Formal lecture is more suitable for mature students who can study on their own. Informal lecture is more of problem-centered lecture. The teacher provides the problem and the students look for the argument and solution to solve the given task.

### **iv. Problem solving and experimental teaching.**

This approach engages exploratory processes which then lead students to find solution to solve problem. Students are to look for ideas and make predictions of the solutions to solve the problem that they are assigned to do.

## **2.3. Past study on teaching instructions.**

Ornstein and Lasley II (2004) pointed out that teachers in Cleveland, Ohio, public schools have adapted the group based drill and practice which is the most popular form of direct instruction (DI). They used DI to teach the vocabulary skills to the students. They found that that the students' mastery of the vocabulary has increased tremendously.

Bloom and Parker's study (as cited in Phye 1997) found out students of Chicago University who had difficulty in answering questions on comprehension exams were

prepared and capable to pass the economics examination after they received a training on problem solving performance. They concluded that students who were trained using problem solving instructions could lead to improvement in their academic performances.

Study done by previous researchers indicated that lecturing as teaching instructions by teachers are good as long as it is the non interactive type. Fairhurst and Fairhurst (1995) found out that as long as lecturing is not widely used, it can be an important teaching instruction for those teachers who love using it. Fairhurst and Fairhurst (ibid) found out those SJ Guardians and NT Rational students often enjoy lecturing when come to learning about the past and when acquiring knowledge.

Capel, Leask and Turner (2001) looked into many reasons for asking questions. They found out that asking questions are necessary in the classroom especially when a teacher try to check whether pupils pay attention, to gain pupils' attention, to check whether students have understood the teacher's instruction or explanation, to reinforce certain topics, to increase students' understanding, to make students think and also to make discussion possible among students.

In conclusion, through a very limited study that has been done, the researcher gets to know the teaching instructions on drill and practice, questioning, and problem solving and the effectiveness of their choice. However, the researcher in this study will expand the scope of the study not only focuses on drill and practice, questioning, problem solving and lecturing among the types of teaching instructions but on many other types of

teaching instructions. These teaching instructions also include experimental teaching and explaining which also are used by male teachers in ESL classrooms to help students to learn in the classrooms.