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### THE DIFFERENCES BETWEEN MALE AND FEMALE TEACHERS IN CHOOSING TEACHING METHOD FOR ENGLISH LANGUAGE LEARNING

**Rauzatul Zannah<sup>1</sup> & Azizah<sup>2</sup>**

<sup>1</sup>Department of English Language Education Student, UIN Ar-Raniry, Indonesia

<sup>2</sup>Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia

e-mail: [azizah@ar-raniry.ac.id](mailto:azizah@ar-raniry.ac.id)

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#### Abstract

*This research aims to explore the differences between male and female teachers in selecting teaching methods and to identify the factors that influence these differences. The study utilized a qualitative approach and was conducted at MAS Dayah Darul Ihsan, with a total sample of seven teachers (four male and three female). Data were collected through interviews. The findings indicate that male teachers tend to favor lecture or discussion methods and interactive approaches, while female teachers often prefer cooperative or problem-based learning methods. Additionally, the research identified several factors influencing male and female teachers in their choice of teaching methods, including the school environment, student interactions, and responses to trends in education.*

**Keywords:** *Differences, Teaching Method, Male Teachers, Female Teachers, English Language Learning.*

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#### A. INTRODUCTION

Becoming a truly accomplished teacher do not happen overnight or with the acquisition of a teaching license. Instead, it requires paying attention to their own learning and it takes purposeful action over a lifetime (Arends & Kilcher, 2010). Teachers also requires paying attention to choose the right teaching method they use in their own learning in order to successfully complete the teaching and learning process' goal in the classroom.

The quality of teachers can be viewed from two aspects, namely in terms of process and in terms of results. Teachers are said to be successful if they are able to involve most students actively both physically, mentally, socially as well as with passion and enthusiasm in teaching (Sutriyanti & Dharmawan, 2020). At the same time, in terms of results if the learning carried out is able to change the behavior of most learners towards mastery of more basic competencies. Therefore, teachers must



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be able to create creative learning, professional, and fun.

Gender can be one factors to teachers to create creative learning, professional and fun. Based on the researcher experience, she has noticed that English teachers, male and female, use distinct teaching method in English language learning. Female teachers prefer cooperative method, while male teachers tend to be more monotonous method. Based on Hyde (2014) theory said that male and female teachers may develop different identities and self-perceptions. These differences can shape their choice of teaching method. Male teachers could use more authoritative teaching techniques like direct instruction and rules-and-consequences-focused behavior management techniques. On the other hand, female teachers might employ instructional strategies like one-on-one conversations, cooperative learning exercises, and tailored feedback that promote empathy, teamwork, and emotional support.

Female teachers use more teaching method that are in accordance with the applicable education provisions than male teachers do, but female teachers are more sensitive to student's feelings/conditions than male teachers. Male teachers tend to base their teaching on their own experiences while learning. Therefore, this study aims to find out the differences of male and female teachers in choosing teaching method for English language teaching.

It has been a number of studies conducted regarding the differences between male and female in learning process. The previous study from Mercader & Duran Bellonch (2021) with the title "Female Higher Education Teachers Use Digital Technologies More and Better Than They Think". The result confirm that the female teacher sees themselves as less digitally competent than their male counterparts. The similarities between this research, the researcher tried to find out the differences between male and female teachers in learning process. In the other hand, the difference of this research is this research want to find out in 3 teaching method context while Cristina's research wants to find out the use of digital technologies between male and female teachers in learning process.

The second previous study from El-Emadi, et al (2019) with the title "Teaching Style Differences Between Male And Female Science Teacher In Qatari Schools;



Possible Impact On Student Achievement". The finding of the research is female teachers provide better delivery during theory classes whereas male teachers demonstrated better performance in laboratory-based classes. The similarities between this research, the researcher tried to find out the differences between male and female teachers in the learning process. The difference of this research is that this research talks about teaching methods while Ahmad's research talks about teaching style.

### B. METHOD

In this study, the researcher analyzed the differences between male and female teachers in choosing teaching methods. Therefore, the researcher uses a descriptive qualitative method. It is consistent with Creswell's (2012) idea that the qualitative technique is appropriate to address a research problem when the variables are unknown and need to be investigated. Additionally, Lambert (2012) noted that the term "descriptive qualitative" is a legitimate and appropriate description of a qualitative research design. It is typically utilized by another researcher, particularly one who is not experienced with qualitative research techniques.

Additionally, in this qualitative study the researcher utilizes An Interview as the one of the qualitative research methods. The interview used to get the finding of the differences between male and female teachers in choosing teaching method for English language learning. All of the result of this research will be explained using a descriptive qualitative research. In the context of teaching methods, the terms "male" and "female" typically refer to gender differences in choosing teaching methods Khaira, W., & Siswanto, I. (2021).

### C. RESULTS AND DISCUSSION

Generally, male and female teachers used same teaching method for English language learning. But, when researcher examined more deeply, male and female teachers used different teaching method for their teaching and learning process. In the other hand, Male and female teachers have the same target to achieving a n effective teaching and learning process even though they used different teaching methods. The results were explained through two findings, which are the teaching methods used by <https://journal.ar-raniry.ac.id/ICELT>

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male and female teachers and the factors that influenced their choices in choosing their teaching methods.

### 1. Teaching Method Used by Male and Female Teachers

There are several teaching methods that are used by male and female teachers which are Problem Based Learning, Lecture Method, Cooperative Learning, Discussion Method, and Contextual Method. When using teaching method, male teachers more often use lecture or discussion methods and contextual method while female teachers more often use cooperative or problem-based learning.

#### a. Teaching method used by male teachers

##### 1) Discussion and lecturer-based methods

Two male teachers tended to use discussion and lecturer method. They chose this method to get more practical teaching and make teaching activities did not take much time. They also chose these methods to keep the class more focused and ensure that all students understood the material without spending much time.

##### 2) Contextual method

Two male teachers tend to used contextual method and holistic approach. They chose this method to keep the students get more understanding about the material connecting to the real-life. Furthermore, male teachers always focused on student development and achievement, therefore male teachers chose those method to make the student more focused in developing themselves without spending much time.

#### b. Teaching method used by female teachers

##### 1) Cooperative method and Problem-based learning

Female teachers tend to choose cooperative method and problem-based learning for English learning with the reason that the method can make students more active and attract students to be more communicative with their peers. The reason female teachers chose this cooperative method and problem-based learning was because students first asked what they did not understand to their friends rather than to the teacher.

### 2. The Factors that Influence the Different of Male and Female Teachers' Teaching Method

#### a. School environment



Regarding the participants answer in the interview process. This research found that female teachers got much influenced from school environment than male teachers. Male teachers also got influenced by school environment but they prefer to build their own environment so that it suits the teaching method they choose compared to female teachers. while female teachers in choosing teaching methods, they see how the facilities and infrastructure at school can support their teaching, so that it affects them in choosing teaching methods.

b. Student interactions

Regarding the participants' answers in the interview process, this research found that male teachers used more directive language and enforced more discipline when interacting with their students and controlling the class to be active. Female teachers, on the other hand, used more supportive language. Male teachers provided clearer instructions to the students.

c. Responses to education trends

The researcher found from all participants' interviews that male and female teachers respond differently to trends in education. Male teachers were more likely to follow trends, such as the use of technology, and they actively explored the latest developments to apply them in the classroom. On the other hand, female teachers were less likely to follow trends and primarily used pictures or printed materials to support classroom teaching.

This research explored the differences between male and female teachers in selecting teaching methods for English language learning, based on interviews with seven teachers from MAS Dayah Darul Ihsan. The study found that male teachers preferred discussion, lecture, and interactive methods, which encouraged critical thinking and engagement. Female teachers, on the other hand, favored cooperative and problem-based learning, focusing on building relationships and creating supportive classroom environments.

Key factors influencing these differences included the school environment, teacher-student interactions, and responses to educational trends. Female teachers were more influenced by the school setting, prioritizing inclusivity and emotional support. Male teachers tended to shape their own environments and used more structured, teacher-centered methods. Additionally, male teachers were quicker to



adopt new educational technologies, while female teachers favored traditional, familiar techniques. In summary, male teachers leaned toward discussion-based and technology-driven methods, while female teachers focused on collaboration and emotional connections, highlighting distinct but complementary teaching approaches.

#### D. CONCLUSION

Teaching methods are crucial for educators as they directly impact the effectiveness of the teaching and learning process. By employing suitable and well-chosen methods, teachers can achieve their educational goals, enhance student interest, and boost motivation. Therefore, it is essential for teachers to select appropriate teaching methods that foster critical thinking and knowledge acquisition among students.

The findings of this research indicate that male teachers tend to favor discussion or lecture methods and interactive approaches, while female teachers often prefer cooperative and problem-based learning methods. Moreover, several factors influence male and female teachers in their choice of teaching methods for English language learning, including the school environment, student interactions, and responses to educational trends. This research also found that male teachers are more inclined to adapt their teaching methods to their environment, while female teachers are more influenced by the available facilities and infrastructure at the school.

Additionally, male teachers tend to adopt a more directive and strict approach when interacting with students or managing the classroom. In contrast, female teachers often use supportive language and maintain a more relaxed demeanor when controlling the class. The study also revealed that male and female teachers respond differently to trends in education. Male teachers are more likely to explore and apply new trends, such as technology in education, whereas female teachers predominantly utilize visual aids like pictures and printed materials to support their teaching and learning process.

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