

Gender Based Learning Style Preferences in English at Intermediate Level in District Poonch AJK, Pakistan

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Abstract

Educational research has postulated the learning styles variation from individual to individual. All the students do not have same learning style. Present study highlights the extent to which students' learning style preferences differ on the basis of gender. The study investigates students' learning style preferences in English at Intermediate level in district Poonch AJK, Pakistan. The study employs qualitative method. Data are collected through five point likert scale questionnaire. Data are analyzed by using SPSS software to see students' learning style preferences with respect to gender. The study arrives at the conclusion that 66.6% learning style preferences of the students of both genders are similar and 33.4% are dissimilar. The analysis reveals that students of both genders prefer to learn in friendly environment, by different techniques, by relating lesson with real life, when cultural knowledge is shared, learn the structure better by solving exercises, by discussion in pairs and groups, by doing or solving, when teachers respond politely, clarify concepts confidently when teachers encourage them and they cannot respond properly when teachers behave rude. Moreover, the study concludes that male students feel comfortable when lecture method is used, do not use cramming technique to score, do not feel fear of being scolded and prefer working with others in assignments and projects, while female students use cramming technique to score, feel fear of being scolded, do not prefer assignments or projects and prefer working alone.

Keywords: Learning Preferences, Gender, Similarities and differences

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1. Introduction

Education is an important factor and a necessity of human life to behave and adjust well in the environment. The main purpose of education is to equip the society and eliminate the flaws to shape its environment (Kipsoi et.al, 2012). It is the right of every nation to be educated and every nation wants its youth be educated by providing excellent learning environment (Uzair-ul-Hassan et.al, 2017). Educators introduce modern and appropriate ways to educate the students, search and introduce the programs that significantly make students' learning, performance and behavior better to make them successful. To achieve these goals, education policies are made and these policies require students to meet the aims and objectives of education (Miller, 2008). Educators in every field are becoming aware of significance of understanding that how individuals learn because this affects the strategies of teaching, performance of students and outcomes of learning (Tulbure, 2012; Fayombo, 2014). Quality of citizens of any country reflects the quality of education, and quality of education depends on quality of citizens, so both are interlinked and dependent on each other so, the factors affecting teaching learning process are needed to be identified (Kochnar, 2000).

Learning is a change, usually brought about intentionally. When a course is attended, a book is gone through or a discussion paper is read, learning is experienced (Sequeira, 2012). Learning has been described in different ways by investigators as distinctive behaviors which serve as indicators of how a person learns from his/her environment and adopts it, and provides clues that how a person's mind operates (Gregorc, 1979). It is an individual's preferred approach to shape and present information with the application of cognitive style in a learning situation (Riding & Cheema, 1991, Sequeira, 2012). Styles of learning reflect how learners concentrate, process and make the information meaningful and obtain new information to use it in forming and developing new skills (Dunn & Griggs, 2000). Fardon (2013) expressed learning style as a stable preference used by individuals to organize, proceed and progress their comprehension of some learning trials. Maximum students learn in better way when the teachers' style of teaching matches with their preferred learning style. Awareness of individual learning styles may help educators deliver new knowledge and information in authentic and impressive way. The effect of classroom is more significant than the

effect of school in explaining differences in students' achievements in both cognitive and effective outcome. Well-equipped learning environment, including guides and resources are needed for learning. Encouragement, reinforcement and motivation are important factors involved in learning process (Raju & Joshith, 2017).

Crystal (2012) stated that English is lauded as the most successful language ever, with 1,500 million speakers all around the world. The advent of English with a candid global presence has a significance which goes afar this particular language. Richards & Renandya (2002) opined that English is foreign or second language in the societies where it is not native language. Where it is used as second language, it is widely used in society and learners need to learn it to survive in the society successfully. In later case it is taught as school subject. Jain & Patel (2008) added that English plays an important role in educational system. It is a link language and also contributes in advancement of learning.

Many languages are spoken in Pakistan but most broadly spoken and comprehended language is Urdu, yet officially used language in Pakistan is English along with Urdu (Bukhari & Awan, 2018). Teaching and learning of English as second language is a challenging task in developing countries in general and particular in the context of Pakistan. English has been included in our curriculum and considerable attention has been paid to this language in our society for many reasons. In our context English is taught as a subject in which teaching of text is something obvious. In spite of studying English for a longer period of time, most of the students are not able to communicate in English in the real context and reproduce what they are taught and consequently not able to produce fruitful results.

1.1 Research objectives

Objectives of the study are following:

1. To determine learning preferences of male students in English at Intermediate level.

2. To determine learning preferences of female students in English at Intermediate level.

1.2 Significance of the Study

The primary aim of teaching is to facilitate the learning process. The concept of learning styles is an important dimension of system of education. It is important for teachers to recognize dynamic learning styles so that students are not greatly underprivileged in the classroom. The study exposed number of information about students' learning style preferences in the subject of English which is helpful to formulate and develop different approaches and tactics to overcome the problems of students. Moreover, the study is much helpful to know the learning style preferences of the students of intermediate level. Furthermore, the study is also helpful to improve teaching styles associated with and directly affecting learning styles of students.

2. Methodology

Present study was descriptive qualitative in nature. All the students of district Poonch were the population of the study. For the sake of sampling eight Inter Colleges (four Girls and four Boys Inter colleges) and 200 students (100 male and 100 female) of grade twelve were selected by using stratified random sampling. Number of participants (sample size) was different in different colleges depending upon their strength. In order to know learning style preferences of students, the researcher developed likert scale questionnaire consisting of various components about learning style preferences of students. According to Wallen and Franklen (2000), in educational research likert scale is commonly accepted and used one. The participants of the study were students of English, so the content was restricted to experiences in the subject, also the questionnaire was written in English. Arrangement of the questions was general to specific. Counter questions were also added in order to check authenticity of respondent's views. Total 15 close ended items about learning style preferences of students were included. All of the questions were interrelated.

The reliability of the instrument of study was judged through pilot testing. For the pilot testing local three colleges were selected. The researcher personally visited and administered the questionnaires among the student.

Questionnaire was improved after piloting; the items which were not clear to students were simplified or replaced. At the end 15 close ended items were retained on questionnaire.

The researcher collected data herself from sampled institutes. The researcher distributed questionnaires among male and female students of sampled colleges for data collection. The collected data were computed by using the statistical package of social sciences (SPSS) version 22. Then the data were organized, analyzed and interpreted.

3. Review of Literature

Students' learning also has variations in it. All the students are not of equal level. Students should be addressed according to their learning styles, which is objective of the balanced teaching style. Students must also be urged to spring their learning preferences (Fardon, 2013). Student centered approaches are more helpful to make the students learn better. The information becomes more clear and meaningful to them and they remember it comparatively for longer period of time in student centered approaches. Brain research demonstrates that the brain searches for connections and patterns for building meaning. So, if students do not engage actively in the learning, they cannot make the connections necessary to make learning meaningful (Cuthrell and Yates, 2007). Beglar & Hunt (2002) concluded and suggested that learners should be stimulated to consciously evaluate what they have studied. To keep track of what is being learned, it is necessary to mobilize the meta cognitive resources of the learners and focus what is left to learn. To consciously understand own weakness, it is crucial to engage in self-assessment. Conscious understanding of weakness must be followed by the devising of a plan to address the weaknesses, then that plan must be put into action, which must be followed by another round of evaluation.

Mehdipour (2013) explored the academic achievement of university student influenced by teacher's behavior. He exposed that there is highly positive correlation between academic achievements of students and teacher's behavior. The more positive behavior of teachers with their students leads to

the higher academic achievements. Similarly, negative behavior of the teachers leads to students' suffering in terms of learning. Baumeister et al., (2003) concluded that developing the concept of self-esteem increases the academic performance of students. Different factors such as negative emotional responses; penalty, criticism, violence and joking badly affect self-esteem. Failure in school and poor economic status also affect self-esteem. Even religion, race, sex and culture have effect on students' feelings of self-conscious. Besides this type of the school influences students' performance as well. Mayhew et al., (2008) demonstrated that for durable learning and the ability to participate in society responsibly and prolifically, motivation is an important factor. Motivation is also a key factor in achieving success and personal fulfillment. Boland and Potter (1995) asserted that students' belief about their abilities or disabilities and potentials is strongly affected by teacher's belief about them, which strongly and consequently affects their struggle and efforts for achievements in schools. Whatever the teachers believe about their students has a significant impact on students learning as well as success in terms of academic achievements and life. Loes et al; (2012) estimated the effects of teacher organization, clarity, classroom challenge and faculty expectations, support, and prompt feedback on students' inclination to inquire and lifelong learning during the first year of college that desire of the students to engage in effortful and literary cognitive activities is strongly influenced by techniques used by an instructor. Some experiences of past institutions also do affect inclination of the students to inquire and lifelong learning. Students are oriented towards achievement by effective teaching behavior and it also brings students' liking to inquire and lifelong learning. In teaching using techniques, students remain active and learn better as well as gain durable learning especially when learn by doing. Ferguson & Howton (1992) examined the effectiveness of contingent teacher praise as specified by Canter's Assertive discipline Programme and gave the view point that in teaching learning process, if teacher is more controlling students feel less autonomous and consequently, students' level of intrinsic motivation decreases. If the teacher is less controlling students feel comfortable and easy and feel autonomous. Besides controlling, if the teacher is clear and expressive in his communication students feel confident in his/her class and if he is strict and less expressive, students become victim of boredom and they do not learn properly. Vijayan et al, (2016) examined two classrooms in an International school in Malaysia by using case study methodology. He concluded that teachers' positive behavior

imprints positive impact while negative, aggressive and impolite behavior by teachers imparts negative impact on students' learning. If a teacher gives preference to some students over others, then the students may feel and act differently. It reflects that the way which teacher adopts and acts towards the students will definitely have a significant impact upon their behavior, their learning and their overall academic achievement.

Fitzgerald (2010) explored the current state of inclusion in secondary schools throughout the country and opined that students who have significant academic difficulties can be assisted with specialized facilities like extra support, professional practices, sensory impairments, good communication, academic, intellectual, behavioral, social, emotional and physical learning difficulties. Collaboration and close co-operation between relevant government and community agencies is required to allocate responsibilities and complementary approaches and to ensure the rights of the students be respected and addressed.

Shahmohammadi (2013) attempted to explain the importance of teachers' role in creating self-regulative behaviors in students and claimed that lack of interest for obeying rules and discipline in schools may cause many different problems for students in field of education, society, and family. Teachers who know and recognize problems and create positive rapport with students are important source in structuring students' personality development. In order to test the research hypothesis, students were selected randomly from guidance schools of 6th district of Tehran and data were collected by researcher -made questionnaire. The research result displayed that amenable and honest relationship, the dominance of teachers' self-regulative model for students, satisfactory effort of teachers in order to clarify educational materials, respect and acceptance toward students enhance students' self-regulative behavior.

Hattie (2008) came up with the view that teachers play a vital role in shaping actual and effective education. Teaching regards teachers as deliberate change agents, activators and as directors of learning. They are not didactic, spend a

lot of the day in talking and aim to get complete the curriculum or lesson. Effective teaching is not the trilling and drilling to less than willing. The most important is that learning is visible to the teacher and teaching is visible to the student then the more successful outcomes are met. Poulou and Norwich (2000) examined Greek teachers' causal attributions, emotional and cognitive responses, coping strategies and suggestions for effective coping strategies with students with emotional and behavioral difficulties. Sample comprised 391 elementary teachers teaching in 60 public schools in the area of Athens. The research found that although Greek teachers report favoring and liking positive reinforcement but when their behavior was observed, they actually use threats, rebukes and punishments. Threats and punishments have negative influence on students' learning. It also affects their regularity and development of social skills. Bernaus & Gardner, (2008) investigated language teaching strategies, as reported by teachers and students and the effects of these strategies on students' motivation and English achievement. They added that promising and positive attitude towards learning situation contributes positively to achievements when they influence motivation, otherwise it may have negative effect. Students' motivation for English language learning and achievements are influenced not only by what is experienced in the classroom but also by other factors such as attitude towards other languages and the evaluation of the learning situation. Attitude and language anxiety towards the learning situation have negative contribution to English achievement. According to Wharton (1993) the factors affecting student's choice of L2 learning strategies include motivation, academic specialization, cultural background, sex and age, nature of task and stage of language learning. More strategies are used by more motivated students while less motivated students use less strategies, whether in regular classrooms, intensive classrooms or even satellite language programs. Farrel (2009) identified that in spite of eliciting errors, teachers correct them directly. They take elicitation as not practical and time consuming, so the contextual factors tend to be constraints in teacher's practicality and beliefs.

Influence, dominance and teachers' proximity (cooperation) on four aspects of student motivation (effort, pleasure, relevance and confidence) in English as foreign language (EFL) play a major role in classroom. Proximity and influence both have an effect on pleasure, relevance, confidence and effort. The effects of proximity are greater than those of influence and proximity has positive effect

on confidence, pleasure and relevance whereas influence does not (Den Brok et al, 2005). Ohta (2001) claimed that in studying second language processes, one of the biggest methodological problems is to know what actually is going on in the learners' mind while learning second language. The learners of second language have different perceptions about learning second language and that perception affects their learning. If they have positive attitude towards learning second language, they learn with dedication and motivation otherwise they face difficulty and that difficulties demote them. Goldhaber and Brewer (1997) concluded that achievements of the students in English are positively associated with teachers' advanced degree. The general measures of teachers' degree level are not related to high school student achievement in math, science, or history. However, in English subject-specific degrees earned are found to have a positive impact on students' test scores in those subjects. Moreover, teachers holding both bachelor and master degree in the subject area are the most effective.

Previous studies have highlighted many problems related to teachers' behavior and students' learning in general. To researcher's knowledge no such study have been conducted in the area on students learning style preferences in English at intermediate level.

4. Data Analysis

In this section of results and analysis of the data, learning style preferences of students are given with respect to gender. Analysis and results of the statements are given one by one:

Table.1

I learn better when my teacher is friendly in class.					
Gender	Strongly Agree	Percent	Agree	Percent	Total
Male	93	93%	7	7%	100
Female	84	84%	16	16%	S100

The results indicated that in response to statement 1 with respect to gender, 93 (93 percent) male students strongly agreed and 7 (7 percent) agreed with

the statement. On the other hand, from female respondents, 84 (84 percent) strongly agreed and 16 (16 percent) agreed with the statement. No respondent disagreed or remained undecided in response to statement. The results showed that both male and female respondents like teachers' friendliness and learn better when their teachers behave friendly with them.

Table.2

I learn better when teacher teaches with different techniques.					
Gender	Strongly Agree	Percent	Agree	Percent	Total
Male	65	65%	35	35%	100
Female	80	80%	20	20%	100

The table displayed that in response to the statement, from male respondents, 65 (65 percent) strongly agreed and 35 (35 percent) agreed. On the other hand, from female respondents 80 (80 percent) strongly agreed and 20 (20 percent) agreed with the statement. In the light of displayed results, it is clear that the students of both male and female gender agreed that they like to be taught with techniques instead of simple lecture method. There is no gender based difference in students' learning experience regarding method of teaching having different techniques.

Table.3

I learn better when teacher relates the lesson with real life.					
Gender	Strongly Agree	Percent	Agree	Percent	Total
Male	75	75%	25	25%	100
Female	77	77%	23	23%	100

In response to the statement, the results displayed in table showed that 75 (75 percent) male respondents strongly agreed and 25 (25 percent) agreed. On the other hand, from female respondents 77 (77 percent) strongly agreed and 23 (23 percent) agreed with the statement.

The results indicated that there is no gender based difference in respondents' learning preference regarding relating things with real life situation. Both male and female respondents experience better learning and they prefer to be taught by relating things and lessons to real life.

Table. 4

I learn the structure better when teacher makes me solve grammar exercises.							
Gender	Strongly agree	Percent	Agree	Percent	Neutral	Per	Total
Male	58	58%	33	33%	9	9%	100
Female	64	64%	27	27%	9	9%	100

In response to the statement above, the table indicated that from male respondents, 58 (58 percent) strongly agreed and 33 (33 percent) agreed with the statement, while 9 were neutral. On the other hand, from female respondents 64 (64 percent) strongly agreed and 27 (27 percent) agreed with the statement, while 9 were neutral. From the results collected, it is clear that there is no gender based difference in respondents' learning preference regarding structure as both male and female students prefer learning structure through grammar exercises.

Table.5

I feel comfortable when teacher uses lecture method of teaching.							
Gender	Agree	Percent	Dis.Ag	Percent	St.Disag	Per cent	Total
Male	80	80%	4	4%	16	16%	100
Female	5	5%	62	62%	33	33%	100

The displayed results indicated that from males 80 (80 percent) respondents agreed, 4 (4 percent) disagreed and 16 strongly disagreed with the statement. On the other hand, 62 (62 percent) respondents disagreed and 33 (33 percent) strongly disagreed with statement from female respondents and 5 agreed with the statement. No respondents was undecided about statement. The results make it clear that there is gender based difference in

learning preferences of students regarding lecture method of teaching. Majority of male students like lecture method of teaching while majority female students do not like it.

Table.6

Cramming technique helps me to score well in examination.							
Gender	Agree	percent	Neutral	Percent	Dis. Agree	Percent	Total
Male	27	27%	9	9%	82	82%	100
Female	63	63%	16	16%	21	21%	100

The results in the table demonstrated that in response to the statement, from male respondents, 27 (27%) agreed, 82 (82 percent) disagreed and 9 (9 percent) were neutral. From female respondents 63 (63 percent) agreed, 21 (21 percent) disagreed, and 16 neutrals in response to statement. The results indicated that cramming technique is not preferred by majority of male students while it is common in majority of female students. Female students take cramming a better way of scoring better marks while male students do not. So, there is gender based difference in the use of cramming technique as a tool to score better marks.

Table. 7

Pair and group discussion helps me to grasp the lesson better.					
Gender	Strongly Agree	Percent	Agree	Percent	Total
Male	75	75%	25	25%	100
Female	80	80%	20	20%	100

The results in response to the statement displayed demonstrated that from male respondents, 75 (75 percent) strongly agreed and 25 (25 percent) agreed with the statement. On other hand, 80 (80 percent) strongly agreed and 20 (20 percent) agreed from female respondents. From the results it is clear that there is no gender based difference in learning preference of students regarding pair and group discussion; both male and female students like and prefer pair and group discussion for better learning.

Table. 8

My learning enhances by doing thing.					
Gender	Strongly Agree	Percent	Agree	Percent	Total
Male	66	66%	34	34%	100
Female	67	67%	33	33%	100

Table displayed that in response to statement, 66 (66 percent) male respondents strongly agreed and 34 (34 percent) agreed. On the other hand, from female respondents, 67 (67 percent) strongly agreed and 33 (33 percent) agreed. The students of both genders agreed that they prefer creativity. There is no gender based difference in students' learning preference regarding creativity or learning by doing. Learning by doing or practical learning is preferred by the students of both genders equally.

Table. 9

I learn better when my teacher answers the questions politely.					
Gender	St.Agree	Percent	Agree	Percent	Total
Male	79	79%	21	21%	100
Female	87	87%	13	13%	100

The results displayed in response to statement showed that from male respondents 79 (79 percent) strongly agreed and 21 (21 percent) agreed. on the other hand, from female students, 87 (87 percent) strongly agreed and 13 (13 percent) agreed with the statement. No respondent disagreed or was neutral in response to the statement. The results indicated that there is no gender based difference in respondents' learning preference associated with teachers' politeness, they equally like and preferred to learn from polite teachers.

Table. 10

I feel Fear of being scolded while asking questions.

Gender	Agree	Percent	Neutral	Percent	Disagree	Percent	Total
Male	10	10%	6	6%	84	84%	100
Female	68	68%	7	7%	25	25%	100

The results in the table indicated that in response to statement from male respondents, 10 strongly agreed, 84 (84 percent) disagreed while 6 were neutral. On the other hand, from female respondents, 68 (68 percent) agreed, 25 (25 percent) disagreed and 7 (7 percent) were neutral. On the basis of results, it is clear that majority of male respondents disagreed with the statement and majority of female respondents agreed that they feel fear of being scolded while asking questions. There is gender based difference in respondents' fear of being scolded on asking questions.

Table. 11

I cannot respond properly if the teacher is rude.					
Gender	Strongly agree	Percent	Agree	Percent	Total
Male	70	70%	30	30%	100
Female	67	67%	33	33%	100

In response to the statement, the table indicated that 70 (70 percent) male respondents strongly agreed and 30 (30 percent) agreed with the statement. On the other hand, from female respondents, 67 (67 percent) strongly agreed and 33 (33 percent) agreed with the statement. From the results displayed it is explicit that there is no gender based difference in respondents' experience in rude teachers' classroom regarding response. The learning of both male and female students is equally affected when teachers behave rudely in classroom.

In response to statement 18, the table indicated that 53 (53 percent) male respondents strongly agreed and 47 (47 percent) agreed with the statement. On the other hand, from female respondents, 66 (66 percent) strongly agreed and 34 (34 percent) agreed.

Table.12

My comprehension gets better when my teacher shares cultural knowledge of English relevant to lesson.					
Gender	Strongly agree	Percent	Agree	Percent	Total
Male	53	53%	47	47%	100
Female	66	66%	34	34%	100

No respondent disagreed with statement. Both male and female respondents agreed that their comprehension gets better when cultural knowledge of English relevant to lesson is shared to them. There is no gender based difference in learning preference of students regarding better comprehension on sharing cultural knowledge of English. Cultural knowledge enhances students' understanding regardless of their gender.

Table.13

I clarify concepts confidently when teacher encourage me.					
Gender	Strongly agree	Percent	Agree	Percent	Total
Male	79	79%	21	21%	100
Female	86	86%	14	14%	100

The table displayed that in response to statement that from male respondents 79 strongly agreed (79 percent) and 21 (21 percent) agreed with the statement. On the other hand, from female respondents 86 (86 percent) strongly agreed and 14 (14 percent) agreed with statement. No respondent disagreed or left neutral. Both male as well as female respondents agreed that they confidently clarify the concepts if their teachers encourage them and give positive reinforcement. So, there is no gender based difference regarding getting confident to clarify the concepts when teachers encourage.

Table.14

When I work alone, I remember things better.					
Gender	Agree	Percent	Disagree	Percent	Total
Male	8	8%	92	92%	100
Female	87	87%	13	13%	100

The results in the table showed that 8 (8%) of male respondents like to learn alone and 92 do not like it, while from female respondents, 87 (87%) like and learn more when they work alone and 13 (13%) do not learn better alone. Male students like and remember things when they work with other classmates and female students like individual learning and can remember things when they work alone. So, there is gender based difference in students learning preference about memorization while working alone and doing activities with others.

Table.15

I enjoy and learn more when I make something for class project or as assignment.							
Gender	Agree	Percent	Neutral	Percent	disagree	Percent	Total
Male	90	90%	00	0%	10	10%	100
Female	30	30%	20	20%	50	50%	100

The results indicated that 90 male respondents agreed with the statement and 10 disagreed, while no respondent was undecided about it. On the other hand, from 100 female respondents 30 agreed, 50 disagreed and 20 respondents were undecided about the statement. Male students prefer projects or assignments formation and they enjoy it while less number of female students enjoy and like projects. Most of them do not enjoy such activities and some of them are undecided about the activity. So, there is gender based difference in students' learning preference regarding projects and assignments formation.

5. Data Discussion

According to cross tabulation results of fifteen learning style preferences of the students on the basis of gender, 10 (66.6 percent) learning preferences of the students were found to be completely similar and only 5 (33.4 percent) different (Shown in table below).

Category	Preferences	Percentage
Similar learning preferences	10	66.6%
Dissimilar learning preferences	05	33.4%

Maximum learning style preferences of the students on the basis of gender are similar; 66.6 percent. Only 33.4 percent are dissimilar. Similar learning style preferences are; learning better in friendly environment, learning by different techniques, getting better comprehension by relating lesson with real life, learning structure better by grammar exercise, learning better by discussion in pairs and groups, learning by doing, asking questions when teachers respond politely, cannot respond properly when teachers behave rude, learning when cultural knowledge is shared, asking questions and clarifying concepts confidently when teachers encourage and reinforce positively. When teachers motivate their students, the students feel comfortable and confident and they ask questions.

Students of both genders like to be taught in friendly environment and with different techniques which make their comprehension better and durable. Friendly environment and use of different technique make the classroom receptive as well as comfortable. Loes et al (2012) also added that teaching through techniques enhances the liking to enquire and makes the learning durable.

Both male and female students learn better in Pair and group work, learn more by doing something and learn structure better by solving exercises. Working with others and solving exercises and worksheets makes the learning better and durable. It also enhances taste of the students towards practical and dynamic learning. Barnaus & Gardner (2008) also concluded that English language learning is influenced not only by experiencing class work but attitude developed towards it.

Moreover, students of both genders learn more and feel comfortable in polite teachers' classroom also they cannot respond properly when their teachers

behave rudely. When teachers behave politely students feel no hesitation and behave and respond openly and frankly. They answer questions confidently and also ask questions and inquire things when needed. Baumeister (2003) asserted that fear of penalty, negative emotional response and violence badly affect self-esteem and minimize the response. When students do not respond and express their views, they have minimum chances and opportunities of clarifying concepts and better learning.

Furthermore, the students of both genders understand the lesson better when cultural knowledge of English related to lesson is shared to them and they are made to relate things with real life. They also clarify concepts when their teachers make them to ask questions and give them maximum opportunities to participate in class work. Cultural knowledge and relating lesson with real life situation makes the comprehension better, quick and long lasting. Also when teachers reinforce positively and appreciate students on answering and asking questions, students feel confident and become bold enough to do so. As Cain (1986) and Arbor (1990) also claimed that students who are made to think can perform and achieve more than those who are not made to think. Jones & Jones (2001) also concluded that use of praise and appreciation is effective to get fruitful results.

On the other hand, the learning style preferences which differ on the basis of gender are feeling comfortable with lecture method of teaching, cramming technique, fear of being scolded in asking questions, working alone and learning through project formation; Male students feel comfortable when lecture method of teaching is used and female students do not. Cramming technique is used by female students to secure better marks in exams while males do not use the technique to score marks. Female students feel fear of being scolded on asking questions while males do not feel so. Female students like and prefer working alone and male students do not like working alone. Males like project formation helpful for better understanding while female students do not like projects formation or assignments.

6. Conclusion

The study arrived at the conclusion that that 66.6 % learning preferences of the students of both genders are similar and only 33.4% are dissimilar. Students of both genders learn better and prefer to learn in friendly

environment, by different techniques, comprehend lesson better by relating lesson with real life, learn the structure better when they are made to solve exercise, learn better by discussion in pairs and groups, learn by doing, ask questions when teachers respond politely, cannot respond properly when teachers behave rude, learn the lesson in more and better when cultural knowledge related to lesson is shared, ask questions and clarify concepts confidently when teachers encourage and motivate them. On the other side, some preferences of students differ on the bases of gender; when lecture method of teaching is used, male students feel comfortable and female students do not. Cramming technique is used by female students to secure better marks in exams while the technique is not used by males to score marks. Male students do not feel fear of being scolded in asking questions while female students feel so. Female students like and prefer working alone and do not prefer project formation, while male students do not like working alone and they like to work with classmates in projects and other tasks.

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Appendix-I Students' Questionnaire

Please respond to the statements as they apply to your study of English. Show your level of agreement or disagreement according to the scale given

s. no	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	I learn better when my teacher is friendly in class.					
2	I learn better when teacher teaches with different techniques.					
3	I learn better when teacher relates lesson with real life.					
4	I learn the structure better when teacher makes me solve grammar exercises.					
5	I feel comfortable when teacher uses lecture method of teaching.					
6	Cramming technique helps to score in examinations.					
7	Pair and group discussion helps me to grasp the lesson better.					

8	I learn more by doing something.					
9	I learn better when my teacher answers the questions politely.					
10	I feel Fear of being scolded while asking questions.					
11	I cannot respond properly if the teacher is rude.					
12	My comprehension gets better when my teacher shares cultural knowledge of English relevant to lesson.					
13	I clarify concepts confidently when teacher encourage me.					
14	When I work alone, I remember things better.					
15	I enjoy and learn more when I make something for class project.					