

GENDER STEREOTYPES IN ELT AT GENDER-SEGREGATED KAZAKH- TURKISH HIGH SCHOOLS

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This study explores the gender stereotypes in English Language Teaching at gender -segregated Kazakh -Turkish High schools on the point of interactions of teachers and students outside and inside of the classroom. Moreover, it also investigates the response of students to female and male teachers in ELT Classroom Management at 10th-11th grades. This study is significant for ELT teachers, because it provides types of interactions of female/ male students with female/male teacher, also the classroom instructions, verbal and non-verbal communication style in ELT between teacher and student.

The data for this research work was collected at Kazakh- Turkish High School for girls and boys in Almaty.

A total of 10 ELT teachers of KTHS participated in this study.

4 English Language classes were observed according to the aims and questions of this study. A self-administered survey and observation was used to generate responses from teachers on how gender-stereotypes are played out in their classroom practices. From these findings teacher must be permeated with opportunities to acquire gender sensitivity knowledge, skills and develop attitudes in classroom layout, use of resources, responsibilities for activities, discipline, classroom language and teacher-students' interaction.

Keywords: Gender-stereotypes, gender segregated schools, Kazakh- Turkish High School, female/ male students, female/male teacher, classroom management

THE IMPACT OF BEHAVIORAL INHIBITION SYSTEM (BIS) AND BEHAVIORAL ACTIVATION SYSTEM (BAS) ON PERSONALITY TYPE , MOTIVATION , AND LANGUAGE ACQUISITION.

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Abstract

Improving education is a national priority for Kazakhstan. In this respect, we explore the scope of physiological aspects of brain systems to contribute to better educational outcomes.

Credit system of education, established in Kazakhstan in 2002, strengthens the role of individual differences of students and focuses on effective methodology accordingly. This fact led us to make a research on students' Behavioral Inhibition and Behavioral Activation systems and their correlation with students' personality type , motivation , fluency and accuracy in foreign language learning. Psychologists have related specific brain activity in humans to differential BIS vs. BAS sensitivities. Individuals with high BAS are described as more subject to reward ; whereas those with high BIS are more subject to punishment. So, we decided to measure this person-based distinction because it has significant implications for the classroom. We believe that educators' training should include a basic understanding of these neural systems as well as methods for their assessment and improvement of self-regulation in learning.

Research aims and participants

The aim of this study is to explore the issue of a student with Behavioral Inhibition and Behavioral Activation systems, then to find out the links of these neural systems with the development of specific personality type and achievement motivation ; finally, correlate this with such language abilities as fluency and accuracy. To investigate this issue practically in Kazakhstani educational environment we surveyed 80 students of 1 and 2 year of study from Suleyman Demirel University.

Зерттеу жұмысының мақсаты және қатысушылар

Бұл зерттеудің мақсаты - студенттің тыйым салынған іс - әрекеттегі және ізін -өзі ұстауы мен басқару жүйесіндегі мәселелері, сонан соң осы жүйке жүйелерінің белгілі бір темпераменттегі тұлғаның дамуы мен мақсатқа жетуге деген құлшынысына әсерін анықтау; сонымен қатар аталмыш құбылыстың жылдам және нақты сөйлеу мүмкіндіктеріне әсерін айқындау. Бұл мәселені іс жүзінде қазақстандық білім алушылар арасында зерттеу мақсатында біз алғашқы және екінші жыл білім алып жүрген Сүлеймен Демирель университетінің 80 студенті арасында сауалнама жүргіздік.

Research Tools:

1. The BIS/BAS scales by Carver,C and White,T.
2. Questionnaires on “Achieve-success and avoid-failure motivation’ by Elers ,T.
3. A,B,C personality type test
4. Self-designed ‘Accuracy and Fluency self-report questionnaire’

Research hypotheses

1. There should be more students with high BAS than with high BIS.
2. High BAS students should demonstrate higher level of achieve-success motivation, take attributes of type A or B personality, and develop more fluency than accuracy in language acquisition.
3. High BIS students should demonstrate higher level of avoid-failure motivation, take attributes of type C personality, and develop more accuracy than fluency in language acquisition.

Theoretical findings

Definition: The first system is called Behavioral Approach system (BAS) and is associated with optimism , reward orientation , and impulsiveness. The second is called Behavioural Inhibition System (BIS) and is responsive to cues for punishment, frustration, and uncertainty. A rough analogy is that the BAS is like an accelerator that motivates approach behavior, whereas the BIS is like brakes that inhibit behavior or help a person stop what he or she is doing. There have been many theorists who have examined how brain functioning may be related to our personality. Jeffrey Gray is one of the most commonly discussed theories in this area. (1)

Correlation of BAS and BIS with sensitivity to reward and punishment. Gray developed his theory focusing on the biological roots of individual sensitivity to reward and punishment. The initial form of Gray’s Reinforcement Sensitivity Theory (RST) outlined two neurophysiological systems: The Behavioral Activation System (BAS- sensitivity to reward) , The Behavioral Inhibition System (BIS- sensitivity to punishment). On the psychological level BAS is associated with impulsivity , BIS is the basis for anxiety. (2) Gray suggested that individual differences in BAS and BIS reactivity give rise to the personality dimensions of impulsivity and anxiety respectively. Individuals with high BAS demonstrate high levels of impulsivity and more likely to engage in risk-taking behaviours , while persons with high BIS show greater levels of fear of punishment and more likely to engage in avoidance behavior. If we ask why some people are more susceptible than others to anxiety attacks, fears, worry, depressions, phobias, obsessions, or compulsions, Gray would argue that their susceptibility is due to an overly sensitive behavioral inhibition system. Such people tend to notice and are sensitive to punishment and other frustrations. Moreover, they are distressed by uncertainty and novelty. Then, if we ask why some people are more susceptible than others to positive emotions, to approach behaviors, to seeking out and interacting with others, Gray would argue that this is due to an overly sensitive behavioral activation system.(1)

Correlation of BAS and BIS with extraversion and introversion. Gray framed his model of impulsivity and anxiety as an alternative to Eysenck’s dimensions of extraversion and neuroticism. Those who are highly extraverted and a bit neurotic are seen as the most impulsive. At the other end of the impulsivity dimension are persons who are introverted and emotionally stable. Persons who are a bit introverted and highly neurotic are seen as the most prone to anxiety. At the other end of the anxiety

dimension are persons who are extraverted and emotionally stable. Persons with stronger BAS tendencies will then be more likely to act in a given situation and be seen as extraverted; those with stronger BIS are more likely to become shy, inhibited or introverted. Extraverts require strong stimulation to perceive a stimulus and tend to seek out environment that provide relatively large amounts of stimulation. Introverts are more influenced by punishment than by rewards, and they are more sensitive than extraverts to pain, more prone to fatigue, and their performance suffers more when they're excited.(3)

Correlation of BAS and BIS with personality type (A,B,C). With the advances in the field of psychology and the deeper understanding of the psyche , psychologists have come up with personality types A, B, and C. Type A individuals are of a highly independent nature. They are self-driven and know the importance of goal setting, positive thinking and motivation , competitive , and high risk-takers. Individuals that fall under Type B category are extraverts and human magnets that can attract attention of everyone in a gathering without so much of an effort. These people have a very engaging personality, others find them to be a fountain of entertainment and charisma. Type C are the introverts interested in details which separates them from the rest of the types. Arranging facts around them, in a logical order is what drives these people to no end. Reserved nature is the mark of type C, and they are cautious, too. Risk taking is not a very attractive option for these people. Personality types compatibility with BAS and BIS have not yet been proven by scientists that can be called a small opening which we decided to use in our study as types personality currently three A, B, and C, they are perfectly aligned with our systems. BAS includes types A and B, respectively, while BIS develop more type C. But you will notice that not in all cases it is justified because students during the study can meet different options.

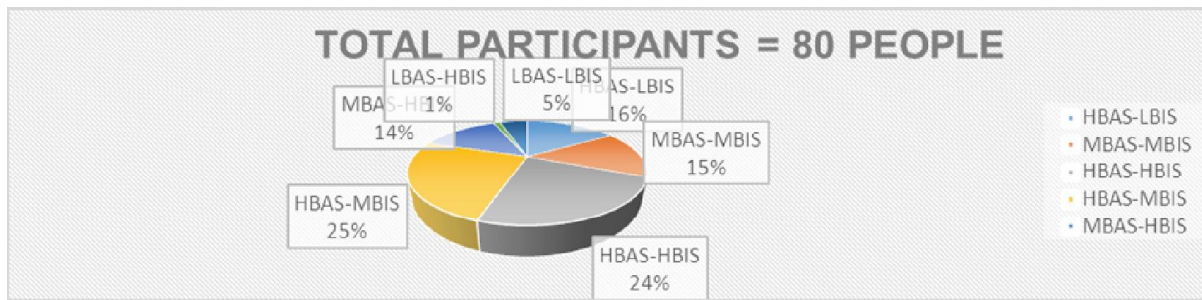
№	BAS	BIS
	Characteristics	Characteristics
1	impulsive	Anxious
2	A success – seeker	A failure avoider
3	Typical for young people	Typical for old age people
4	Signals of reward	Fear or anxiety reactions
5	Active and high risk takers	Passive and low risk takers
6	Optimistic	Pessimistic
7	Have a greater self-esteem	Have low level of self-esteem
8	Motivated and inspired extrinsically	Motivated and inspired internally

Results and findings

The purpose of the first stage was to survey 80 students of a TFL and TR faculties' in order to identify the most common combinations of BAS and BIS. As a result of our research during this stage we found out that the majority of the respondents have higher BAS (65%) than BIS type of personality/behavior. The most common combinations of BAS and BIS are the following : High BAS /High BIS and High BAS/Mod BIS, with 24 % and 25 % accordingly. The lowest rate was taken by combination Low BAS /High BIS (only 1%). According to the research findings in Spain ,2010 by Juan Garcia such combination describes clinical patients. As a result, we have chosen 5 popular combinations such as-HighBAS/ModBIS,-HighBAS/HighBIS,-HighBAS/LowBIS,-ModBAS/ModBIS,-ModBAS/HighBIS in order to process to the next stage of our study.

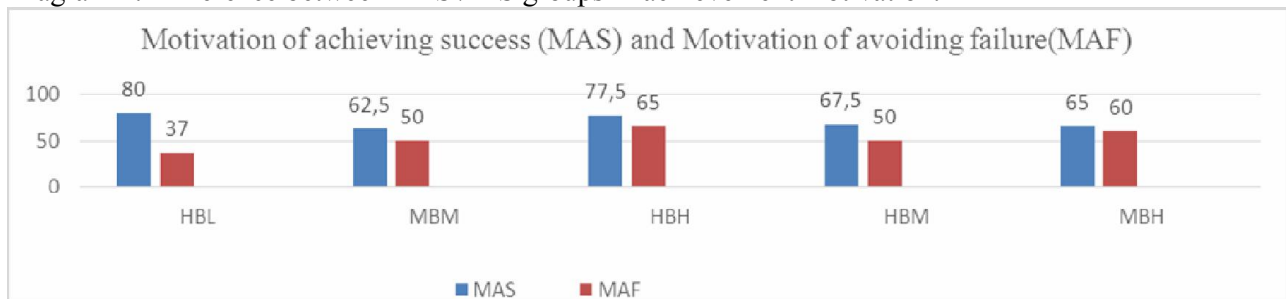
Here are results obtained from collected data:

Diagram 1. Most common combinations of BAS and BIS



The purpose of the second stage was to test participants' achievement motivation. Generally, high BAS produces the highest level of achieve-success motivation, with 80% in High BAS/Low BIS, 77.5% in High BAS/High BIS, and 67.5% in High BAS/Mod BIS. Low BIS makes up 37%. In the only group-High BAS/Low BIS. Surprisingly, Mod BIS in two groups Mod BAS/Mod BIS and High BAS/Mod BIS accounts for 50%. It appears that the lower BIS the higher BAS is. Moreover, the smallest difference between BAS and BIS is observed when both BAS and BIS are either high or moderate. The owners of Higher BAS have high level of achieve-success motivation (MAS), v.s. the owners of Higher BIS have high level of avoid-failure motivation (MAF).

Diagram 2. Difference between BAS /BIS groups in achievement motivation.



The third stage was devoted to finding personality type corresponding to each of the researched combinations. For this we identified types A, B, and C. The data demonstrate the absolute majority of AB type in BAS and C type in BIS. People who have type AB love having a good time, being the center of attention, competitive and aggressive, impatient and are not good listeners, need to be liked by others. People who have Type C take everything seriously, thrive on details and accuracy, loyal and patient, thoughtful and sensitive.

Table1. Correlation of BAS/BIS with personality type and language strengths

BAS/BIS personality type		HBL(m)	MBM (m)	HBH (m)	HBM (m)	MBH (m)	Total
BAS	A	20	-	-	-	-	20
	AB	60	100	80	90	90	420
	B	20	-	20	10	10	60
BIS	B	20	20	40	70	50	220
	BC	30	10	20	-	-	60
	C	50	70	40	30	50	240
Language Strengths: Fluency(Fl) Accuracy(Ac) Both(FA)	Fl	80	20	-	70	50	220
	Ac	-	80	40	30	50	200
	FA	20	-	60	-	-	80

Conclusion

According to the data we gained in our research we came to the following conclusions:

1. The majority of the sampled students have high level of BAS
2. High BAS students exhibit higher level of achieve-success motivation , whereas High BIS students demonstrate higher level of avoid-failure motivation.
3. High BAS learners are owners of A or B personality, which makes them more impulsive , impatient, risk-taking, optimistic, seeking rewards, and motivated extrinsically. As a result they develop more fluency than accuracy in language acquisition.
4. High BIS students take attributes of type C personality , which illustrates them as more anxious , pessimistic , low risk-taking, and motivated intrinsically. Such learners tend to be more accurate in language acquisition.

All our hypotheses are proved.

Novelty

The novelty of this research lies in its finding out complex relationship and correlation between BAS and BIS in Kazakhstani environment with students' motivation of achieving a success , motivation of avoiding a failure, ABC personality types of it can lead to individuals' foreign language learning. The study stresses the need for fostering regulation of BAS and BIS in students in order to help them achieve success in academic life and career.

Implications

Recognize students' level of BAS and BIS and find out individual approach, give them right assignments , to interest them in the subject.

- 1.To encourage risk-taking in high BIS students:
 - a) Praise your students for making sincere efforts to try out language.
 - b) Use more fluency exercises where errors are not corrected.
 - c) Give home tasks where students may have a chance to experiment with language
- 2.To promote facilitating and cut down debilitating anxiety strategic techniques:
 - a) Promote supportive and cooperative learning
 - b) Direct students to share their knowledge
 - c) Play down competition among students
 - d) Get the class to think of themselves as a team
3. To learn fair attitude :
 - a) Be sensitive to a student's willingness to speak out in class.
 - b) Remember that high BIS learners are more introverts who tend to learn analytically in planned and organized way, they are analytical thinkers
 - c) Remember that extraverts- more high BAS- people- oriented and learn though intuition and interaction with others, they are global thinkers.

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