



Gender Differences in English Language Teachers' Professional Development in Pakistan

Arshad Mehmood Raja

Assistant Professor, Department of English
International Islamic University, Islamabad, Pakistan
arshad.mehmood@iiu.edu.pk

ABSTRACT

This research article is a sequel to my paper published in Volume 15 Issue 1 of *The Dialogue* and aims at exploring variations in the professional development (henceforth PD) practices of male and female English language teachers of universities in the federal capital of Pakistan. Data for the study come from a total of 109 teachers of 8 universities. The research tools used for the collection of this data were a combination of survey questionnaire and interviews. The data thus acquired lends itself to two primary conclusions: firstly, there are clearly identifiable patterns in the PD choices made by male and female teachers; and secondly, while there are teachers in the selected universities who often engage in PD related activities, the number that does not do so is large enough to be a cause for some concern. Three issues, however, further complicate this and should be kept in mind before engaging in any form of remedial action: firstly, the data collected does not reveal anything about the causes behind these differences, and the only hints one may gather are from the questions related to the environment and support provided by the university; secondly, the fact that different people are interested in different things and as such would be interested in a different set of PD activities makes intervention a somewhat risky process. Finally, one must remember that even after studying the PD activities of teachers and the potential causes behind the patterns revealed, one needs to work separately on the issue of motivating and encouraging change, something which, one might note, is a different issue altogether.

Keywords: English Language Teaching, Gender, Teacher/Professional Development, Professional development practices/approaches

Introduction

Teachers need to ensure that they are not only aware of the latest developments in the sciences of education but are also continually refreshing and adding to the skillset that they bring to the classroom. And this, of course, is important regardless of any difference of class, gender, or experience. In Pakistan, however, the problem is not as encouraging. The development (henceforth PD) of teachers is characterized by malpractices and as such is not yielding the result that it actually should among teachers. Researchers such as Lynn Davies, Zafar Iqbal Khattak, Ruba Dayoub, Ayesha Bashiruddin, John Rellatick and Shahzad Mithani have conducted studies on PD in the context of Pakistan. Studies by Davies & Iqbal and Dayoub & Bashiruddin are about the issues faced by teachers who are interested in PD, while those of Jane Rarieya and others are case studies of specific methods and practices. Most of these studies are either based in Karachi or in Khyber Pakhtunkhwa (earlier, NWFP) and are more interested in specific techniques or cases.

My study aims to add to this literature in three ways. Firstly, it is based in the universities of the federal capital. Secondly, it specifically deals with the PD activities of English language teachers, and even there, it is focused on a general overview of their PD practices and not on a specific activity. Finally, it compares PD activities done by both male and female teachers of the federal capital universities of Pakistan and supplements this analysis by giving specific suggestions at the end.

Previous Studies on PD

The second half of the twentieth century witnessed a burgeoning of new trends in the field of English Language Teaching (ELT). In the 60s and 70s, for example, great stress was laid on the importance of teaching methodologies, and the 80s saw an explosion of activity in materials development. In the 1990s, however, there was a shift away from methodologies and materials development to teacher development. The most notable signs of the shift, according to Alan Waters, were Michael J. Wallace's major conceptual model of teacher learning—the 'reflective practitioner'—and a number of publications on a wide range of aspects of teacher development by Jack C. Richards and David Nunan, Donald Freeman and Jack C. Richards and David Hayes.

PD is a very important part of a teacher's life. According to Jack C. Richards and Thomas S. C. Farrell, it might just be one of the most important things that a teacher must do. As per Kathleen M. Bailey, Andy Curtis and David

Nunan, teachers are required to be actively involved not just in the practice of teaching but also to be constantly mindful of the latest developments and research being conducted in the field. They must constantly find ways to improve themselves, and thus to live a life of continuous self-improvement. A teacher, according to Jeremy Harmer, Bailey, Curtis and Nunan, must be creative and also open to trying out new and innovative activities. Richards, Farrell, Bailey, Curtis and Nunan hoped that in doing so, the teacher will be able to live up to a high standard and also that he or she will be able to enjoy their career and become a dynamic person who changes with time and is constantly growing.

In Pakistan, a number of studies have been conducted in relation to PD. This study also highlights that PD programs are held in many places, with some of them showing positive results while others replicate older material. Davies and Zafar Iqbal conducted a study which showed that many PD programs, for example Computer Assisted Language Learning (CALL), Testing and Evaluation, Open and customized programs in ELT areas (EAP, ESP, ESL, ELT), etc., are stuck in the past and do not seem to be incorporating new practices and ideas in their training. Ruba Dayoub and Ayesha Bashiruddin have come up with a similar analysis which suggests that the community element is missing from PD programs in Pakistan and that most of what occurs is simply personalized unstructured work. Rellatick and Mithani have studied the Agha Khan University's (AKU's) initiative for improving teacher performance. Their study, alongside the work of Anjum Halai, Anil Khamis and Pam Sammons, suggests that the AKU's initiative is bearing positive results. One possible reason for this might be that they have targeted teachers as well as schools, as can be inferred from these studies.

In an empirical investigation into the Continuous Professional Development (CPD) of English language teachers of Pakistan, Naziha Ali Raza and Christine Coombe highlighted the need for effective collaboration among teachers, resourceful trainers and the lawfulness of outreach CPD. Shazia Humayun added to the extant literature by providing the history of foreign PD programs/ approaches available to the teachers and educational institutions in Pakistan. In her study, she found that the content used in those programs did not help for it was developed in isolation without taking all stakeholders on board. Based on her findings, she suggested ways for improvement and better planning ahead. Another study conducted by Jane Rarieya looks at the application of a specific PD technique, showing also how guided and personalized teaching, when paired with a supportive community, can have a very strong impact on the performance of a teacher. In all of these studies, however, the focus is either on teaching in

general or else on teaching in a school context. They also do not look at gender. A few studies, such as those of Zafar Iqbal Khattak & Gulzar Abbasi ; Khattak, Abbasi & Ayaz Ahmad, do focus on language teachers but are mostly not looking at a university population (and definitely not the one in the Federal Capital). Virginia Sales talks about gender in her study and highlights many problems such as lack of training, inaccessible training centres at the local levels and insufficient suitable training staff, etc., that exist in current PD practices. Her study, however, is focused on a specific case and a specific area.

The present study intends to help fill this gap by addressing some issues in PD practices that relate to but are still missing in prior studies. Firstly, it focuses on English Language Teachers from the major universities of the Federal Capital in Pakistan. Secondly, it focuses on general overall practices and not on specific cases or programs. Lastly, it compares activities done by both male and female teachers while foregrounding different biases that may exist, and in this way it allows us to address these issues in the future.

My study employs the mixed method approach for the collection and analysis of data. This approach has helped me obtain data from a large number of participants and elicit their points of view, beliefs and attitudes vis-à-vis PD. While the quantitative data for the study comes from a survey questionnaire, the qualitative data has been gathered through interviews conducted alongside the survey. The survey questionnaire used in the study consisted of two sections. Section 1 of the questionnaire provided me with the personal information about the participants which helped me carry out a cross tabulation analysis to determine if the gender and teaching experience of the teachers had any relationship with their PD practices. Section 2 of the questionnaire was designed to elicit responses that would provide information about the current PD practices of ELTs working in federal capital universities. The validity for the content of this research instrument was established through a review by experts (5 senior teachers of International Islamic University Islamabad and National University of Modern Languages Islamabad) and a pilot test. Another method used for the collection of data was one-to-one interviewing. This method was chosen for two reasons. Firstly, as stated earlier, interviewing is envisaged as a powerful tool to explore people's beliefs and practices. By asking clarification questions to probe the responses to the questions in the questionnaire, it is anticipated that some different responses would be elicited. Secondly, interviewing enabled me to develop a rapport with the teachers. Such a rapport helped me to explore in detail respondents' PD practices—details that might not have been accessible

simply through the questionnaire. The justification for using these two different research tools for collecting the data was to get an in-depth understanding of the entire phenomenon of PD practices in the federal capital universities of Pakistan. The population and sample for both data types were male and female English language teachers of several federal capital universities, for it was convenient for me to collect data from the teachers of these universities. The universities from where the data were collected include: National University of Modern Languages, International Islamic University, Air University, National University of Computer and Emerging Sciences, Shaheed Zulfiqar Ali Bhutto Institute of Science and Technology, COMSATS, Bahria University and Quaid-e-Azam University. The reason for including the entire population of English language teachers from the selected universities was to make sure that the results obtained were as generalizable as possible in this study. As far as the quantitative data is concerned, out of all distributed questionnaires (about 250), around 109 were completed and returned to the researcher. The ratio between male and female participants remained 67:33. At the time of data collection, the designations of these participants ranged from Professor to Lecturer and they had a teaching experience of 1 to 16 years. This quantitative data was next complemented and triangulated by the qualitative data: responses to 10 interviews (8 males and 2 females) that were conducted alongside the survey. The reason for this imbalance between the two genders is the unavailability of female teachers for the interviews. Finally, a data file was created to enter and analyze the responses from the survey using the computer software program Statistical Package for Social Sciences, v.20 (SPSS). The statistical analysis carried out on the data consisted of the calculation of descriptive statistics in terms of gender cross tabulation.

This study is timely because it would provide English language teachers (both males and females), educational institutions, policy makers, and funding agencies, especially in Pakistan, with information that is appropriate, sound and sufficiently reliable to use in making thoughtful and responsible decisions about future professional development endeavours.

Analysis, Findings and Discussion

This section, apart from the analysis of the collected data, includes the findings of the survey questionnaire and interviews. These results are then discussed and commented on, alongside specific recommendations that the researcher believes ought to be considered.

Question 1 of the second section (as the first section of the questionnaire

contains all demographic information of the participants) focused on the activities which could be undertaken by teachers for their PD. In this question, the teachers were presented with a list of fourteen common PD activities and were asked to choose from it the activities they took part in. Questions with regards to activities for developing teachers professionally were also asked in the interviews.

The gender cross tabulation of question one (Table 1 below) and responses to the questions in the interviews reveal that while female teachers took part in varied and diverse activities for their PD, male teachers mostly relied on more traditional activities. This is also evident in the response of a female interviewee, FR (initials of the real name), who mentioned that besides attending workshops, conferences and seminars, the teachers in her institution have made a Whatsapp group and are actively working together as a support group, while the majority of male teachers took part in conferences and seminars. The reasons for this difference are not exactly clear and would require follow-up questionnaires and discussions to explore; despite that, a clear causal link may not be easy to establish. It might be that institutions expect different kinds of professional engagement from male and female teachers which accounts for why male teachers do not have a positive attitude towards certain PD activities. This is clearly obvious in the response of a male interviewee, AS, who complained that many teachers themselves are not interested in benefitting from these activities. He further claimed that even male and female teachers find some methods of PD more appealing than others, for instance, Analyses of Critical Incidents and Peer Observation seem to be more popular among men, as compared to other activities like Team Teaching and Teaching Journals, which have gained more traction among women. Whatever the cause, there seems to be a clear difference in the kinds of PD activities opted for by teachers.

Table 1: Gender Crosstab, Question 1

Level	PD Activity	Male	Female	Male	Female
		No	Yes	Yes	Yes
Individual	Self-Monitoring	51(73.9%)	18(26.1%)	22(55%)	18(45%)
	Teaching Journal	71(71.7%)	28(28.3%)	2(20%)	8(80%)
	Teaching Portfolio	69(71.1%)	28(28.9%)	4(33.3%)	8(66.7%)
	Ana. Critical Incidents	67(67.7%)	32(32.3%)	6(60%)	4(40%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
One-to-one	Peer Coaching	60(71.4%)	24(28.6%)	13(52%)	12(48%)
	Peer Observation	42(61.8%)	26(38.2%)	31(75.6%)	10(24.4%)
	Action Research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Team Teaching	69(79.3%)	18(20.7%)	4(18.2%)	18(81.8%)
Group-based	Case Analysis	65(73%)	24(27%)	8(40%)	12(60%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Teaching journal	71(71.7%)	28(28.3%)	2(20%)	8(80%)
	T. support group	61(70.1%)	26(29.9%)	12(54.5%)	10(45.5%)
Institutional	Workshops	10(71.4%)	4(28.6%)	63(66.3%)	32(33.7%)
	Action research	65(74.7%)	22(25.3%)	8(36.4%)	14(63.6%)
	Teacher support group	61(70.1%)	26(29.9%)	12(54.5%)	10(45.5%)
	Conferences	19(57.6%)	14(42.4%)	54(71.1%)	22(28.9%)
	Seminars	26(68.4%)	12(31.6%)	47(66.25%)	24(33.8%)
	Webinars	73(68.2%)	34(31.8%)	0(0%)	2(100%)

Note. Ana. Critical Incidents = Analysing Critical Incident; T. Support Group = Teacher Support Group

Question 2 in section two of the questionnaire asked teachers if it was mandatory for them, in their departments, to participate in certain PD programs and activities. A similar question was also asked in the interviews. According to the gender cross tabulation (Table 2) below, 66 per cent of the female respondents and 46 per cent of the male respondents said that participation in PD programs/activities was mandatory in their departments. This again indicates a need to investigate the causal factors behind this mismatch in responses by the two genders, though one may speculate that female teachers are considered by departments to be more in need of PD or perhaps they themselves show more interest. This latter fact is evident from the response of a female interviewee, AI, who said that she does not mind if she is nominated without her consent since she is a new teacher and feels that the workshops are of benefit. Another complicating factor, however, might also be the institutions to which these teachers belong. For instance, if the female teachers are in a higher number in those institutions that pay more attention to such activities, we might also be able to cite that as an additional, parallel explanation for this difference in the responses by two genders.

Table 2: Gender Crosstab, Question 2

		Is participation in the PD programs/activities mentioned above mandatory in your department?		Total
		No	Yes	
Gender	Male	39(76.4%)	34(58.6%)	73 (66.9%)
	female	12(23.6%)	24(41.4%)	36 (33.02%)
Total		51	58	109

Question 3 asked respondents about the frequency of the PD programs/activities they or their departments conducted/arranged. The gender cross tabulation (Table 3) below indicates that it is the male teachers and their departments (58%) that conducted/arranged PD programs/activities more often than their female counterparts, though the number that chose 'always', 'usually' and 'often' is not small either (around 44%). AS, an interviewee, had also complained about this in his interview, saying that the departments unfortunately do not invest much in the development of their teachers, and that even if they do, the teachers themselves do not show interest. In the case of male teachers, the percentage that answered with 'sometimes' and 'seldom' is about 41%, which,

despite being an indicator that male teachers seem to be more disinterested in this matter, also indicates that the number of men and women who do not regularly engage in such activities are above the 40% mark, almost half in each case.

Table 3: Gender Crosstab, Question 3

		How frequently are these PD programs or activities conducted/arranged by you and your department?					Total
		Always	Usually	Often	Sometimes	Seldom	
Gender	Male	8(80%)	17(73.9%)	18(69.2%)	15(48.3%)	15(78.9%)	73(66.9%)
	female	2(20%)	6(27.1%)	8(31.8%)	16(52.7%)	4(22.1%)	36(33.0%)
Total		10	23	26	31	19	109

Question 4 asked teachers about the reasons for which they pursue PD. The gender cross tabulation (Table 4) given below shows that a greater number of female (89.4% as opposed to 10.6% respectively) pursued PD for variables 1 and 2. With regards to females, variable 1 (for acquiring new knowledge and skills) rated the highest, while variable 4 (for helping yourself combat negativity) rated the lowest. As for male participants, variable 2 (for keeping up with change in ELT) rated the highest, while variable 5 (for helping yourself overcome the sense of isolation/being left out) rated the lowest. The females, thus, seemed to have a more personal reason, while the males acted on more of a professional interest. It is pertinent to mention here that in response to this question, the teachers did have the option to choose more than one reason. Hence, the observation made above is an oversimplification, for the same teachers who opted for, say, option 2, could also have opted for options 1, 3, and so on. Had this been the case, the result of at least this question would have been different. Furthermore, since the measure of motivation is primarily based on self-reporting, one must also remember that it reports not the teachers' actual motivations, but their perceived motivation. Taking into consideration the possibility of false perception or even outright dishonesty in the responses, one can only treat the observations acquired as the starting point for further investigation, and must draw conclusions with a healthy amount of skepticism, and an acknowledgment of the fact that the answers, due to their internal overlap, are more complicated and complex.

Table 4: Gender Crosstab, Question 4

Table 4: Gender Crosstab, Question 4

	Anks		Kcelt		Psalary		Cnegativity		Oisolation		Slearning	
	no	Yes	no	Yes	no	yes	no	yes	no	yes	No	Yes
Male	34(89.4%)	39(54.9%)	30(75.0%)	43(62.3%)	60(71.4%)	13(52%)	37(64.0%)	16(80%)	64(68.0%)	9(60%)	47(77.0%)	26(54.1%)
Female	4(10.6%)	2(45.0%)	10(25.0%)	26(37.6%)	24(28.5%)	12(48%)	32(35.9%)	4(20%)	30(31.9%)	6(40%)	14(23%)	22(55.9%)
Total	38	71	40	69	84	25	89	20	94	15	61	48

Note. Anks = Acquiring new knowledge and skills; Kcelt = Keeping up with changes in ELT; Psalary = Promotion and salary; Cnegativity = Combating negativity; Oisolation = Overcoming the sense of isolation; Slearning = Improving Student Learning

Question 5 asked teachers about the area(s) they mainly focus on during PD programs/activities. The gender cross tabulation (Table 5) below reveals that although all areas of ELT in the list remained the focus of female teachers, they rated 'subject matter knowledge' and 'understanding curriculum and materials' the highest, at 66.6% and 61.1% respectively. The male teachers, on the other hand, focused mainly on the areas of 'subject matter knowledge', at 58.9%, and 'pedagogical expertise', at 67.1%. Here again, we should note the possibility of opting for multiple options and the self-reporting nature of these answers. That is why these preliminary observations must be taken as the starting point for further inquiry. What is interesting here is that not many people chose "career advancement" as their reason.

Table 5: Gender Crosstab, Question 5

	Smk		Pe		Sa		Upl		Ucm		Cad	
	No	Yes	No	Yes	no	Yes	no	yes	no	yes	No	Yes
Male	30(71.4%)	43(64.1%)	24(60%)	49(71.0%)	48(72.7%)	23(38.1%)	49(73.1%)	24(37.1%)	33(79.1%)	20(47.6%)	61(79.2%)	12(37.3%)
Female	12(28.3%)	24(35.8%)	16(40%)	20(29.0%)	18(27.3%)	18(41.8%)	18(26.8%)	18(42.9%)	14(21.9%)	22(52.4%)	16(20.8%)	20(62.5%)
Total	42	67	40	69	66	43	67	42	67	42	77	32

Note. Smk = Subject matter knowledge; Pe = Pedagogical expertise; Sa = Self awareness; Upl = Understanding the psychology of learners; Ucm = Understanding curriculum and materials; Cad = Career advancement

Question 6 asked teachers to choose from the list on the questionnaire the associations for English language teachers that they were members of. The gender cross tabulation (Table 6) below reveals that a greater number of male teachers (57.5%) than females had membership of associations for teachers of English language. Only 38.8% female teachers were members of any such associations. This again indicates the need for further inquiry into this specific pattern. Why do more female teachers not have a membership in an association? Is it that female teachers have not been encouraged or invited or is it that they have stronger companionships in their own institutions and among themselves, and hence do not feel the need to join an association? Or is it that male teachers find formal associations more attractive than female teachers? Further investigation into these questions can lead to insights both in the structure and working of teacher

associations as well as problems of gender interaction. This, in turn, could help draft some solutions, ranging from simple encouragement to even the formation of new associations and groups by female teachers, and a whole range of in-betweens.

It should also be pointed out here that of those who do participate, the majority (90%) said that they are part of SPELT (Society for Pakistani English Language Teachers) which, though a major and important ELT association, is highly commercialized in nature. Smaller, localized, and perhaps even in-university associations that are voluntarily managed by interested teacher would have a higher possibility of trying out new ideas and moving ahead as a team.

Table 6: Gender Crosstab, Question 6

		Which of the following associations for teachers of English language are you a member of?		Total
		No	Yes	
Gender	Male	31(58.5%)	42(75%)	73(66.9%)
	Female	22(41.5%)	14(25%)	36(33.1%)
Total		53	56	109

Question 7 asked the respondents about the roles they had had in these associations for English language teachers. According to the gender cross tabulation (Table 7) below, almost a half of the male teachers (52.1%) had a role as a participant in these associations. While there are only 8.6% males who had been organizers in these associations, 33.3% and 5.5% of the female teachers had checked the participant and presenter roles respectively in these associations. What is striking is that none of the female teachers had been an organizer, and none of the male teachers had been a presenter, in any of these associations. The causes for this, again, are not immediately clear and would require further investigation. The primary questions needed to be addressed here are: firstly, why do the vast majority of male teachers choose only to participate; and secondly; secondly, why are male teachers more interested in being organizers in such associations while the female teachers more interested in presenting? These questions could, again, lead to a wide variety of suggestions depending on the results they elicit. One may note, however, that teachers can be encouraged to increasingly take on organizing and presenting roles through nomination and encouragement, though at the same time it must be remembered that such efforts may not always bear fruit.

Table 7: Gender Crosstab, Question 7

	Participant		Organizer		Presenter	
	No	Yes	No	Yes	no	yes
Male	33(57.8%)	36(75%)	63(63.6%)	6(100%)	69(66.9%)	0(0%)
Female	24(42.2%)	12(25%)	36(36.4%)	0(0%)	34(33.1%)	2(100%)
Total	57	48	99	6	103	2

Question 8 asked teachers to choose from a list in the questionnaire the journal or journals they or their institutions were subscribed to.

Table 8: Gender Crosstab, Question 8

		Which of the following journals for teachers of English language are you or your institution subscribed to?		Total
		No	Yes	
Gender	male	24(54.4%)	49(77.7%)	73(68.2%)
	female	20(44.6%)	14(22.3%)	34(31.8%)
Total		44	63	107

The gender cross tabulation (Table 8) above shows that a high percentage of male teachers (67.1%) had subscriptions to the journals for teachers of English language. In contrast, only 41.1% females were subscribed to such journals. This again provides us with an interesting contrast, though it is not as large as some of the other contrasts between the habits of male and female teachers as was seen in the responses to Question 1. One cannot, simply on the basis of this difference, speculate on reasons behind this trend nor can we trace an actual reason underlining why male teachers opt for PD activities more often than women. We can also not account for the higher number of journal subscriptions on their part. One must also remember, however, that this question is not just about personal subscription; it also refers to subscription at an institutional level—which further complicates the matter, as it is the responsibility of an institution to provide teachers with such facilities. Unlike the survey, in this case the interviews were quite revelatory. Interviewees AS and RA said that they were not subscribed to any journal, whereas RM, FR, and RA were subscribed to English Teaching Forum; yet RM and RA also said that their copy often does not reach them. AI, FR, KS, and JA said that their institutions were subscribed to the relevant journals, though none of their answers indicated they were actively reading them for information. For example, the following is JA's response:

[The] department itself, but our library has subscribed to various ELT journals which are quite, you know, quite prestigious, like [English Teaching] Forum is [a] very famous journal for ELT, and there are [a] couple of other journals also.... Whenever I visit [the] library, I do have a quick look on

those journals, like for example, one is TESOL journal and other is Second Language Teaching. I think these are very established journals.

Furthermore, in some cases, respondents from some institutions that were subscribed to these journals claimed that their institutions had not subscribed at all, which might indicate, when seen in light of the above-mentioned answers, that most teachers just wait for the journals to come their way, and are not interested in actively seeking out information.

Question 9 asked teachers about their qualification at the time of their appointment as English language teachers. According to the gender cross tabulation (Table 9) below, there were more females (66.6%) than males who had 'English language and literature' as nomenclature on their Masters degrees. Male teachers with the same nomenclature on their degrees were about 58.9%. Moreover, there were a few male and female teachers who had more than one degree at the time of their appointment as teachers. However, this difference is not that large, and overall, it would seem that, in both cases (male and female), somewhere around an average of 60% of teachers have English language degrees, while the rest did not.

Table 9: Gender Crosstab, Question 9

	Dll		Dlit		Dling		Dtef/sl	
	No	Yes	No	Yes	No	Yes	No	Yes
Male	30(71.4%)	43(64.1%)	55(67.9%)	18(64.2%)	57(64%)	16(80%)	67(70.5%)	6(42.8%)
Female	12(28.6%)	24(35.9%)	26(32.1%)	10(35.8%)	32(66%)	4(20%)	28(29.5%)	8(57.2%)
Total	42	67	81	28	89	20	95	14

Note. Dll = Degree in language & literature; Dlit = Degree in literature; Dling = Degree in linguistics; Dtef/sl = Degree in teaching English as a foreign / second language

Question 10 asked teachers about their subscription to any virtual teacher community. The gender cross tabulation (Table 10) below reveals that a higher percentage of male teachers (21.1%) were subscribed to the virtual teacher community than females (11.1%). However, in both cases the number is substantially low, and future investigation might have to ask questions relating to the teachers' general online presence and their interest in online communities. This is also in line with what was reported earlier of the interviews, where female interviewee FR said that the teachers in her institution have made a WhatsApp group and are actively working together as some kind of a support group.

Table 10: Gender Crosstab, Question 10

		Are you subscribed to any virtual teaching community?		Total
		No	Yes	
Gender	Male	56(63.6%)	15(78.9%)	71(66.3%)
	Female	32(36.4%)	4(21.1%)	36(33.7%)
Total		88	19	107

Question 11 asked teachers to choose from the list on the questionnaire the co-curricular activities they participated in for the purpose of maintaining their interest in teaching. The gender cross tabulation (Table 11) below indicates that to maintain their interest in teaching, male teachers engaged more in activities such as material writing and running literary societies, sports teams, or conversation get-togethers, while female teachers participated in simply organizing entertainment for students and teachers. This need not be taken as a problem as different people have different choices, though it might be worthwhile to inquire into why this is so. Both male and female teachers may also be encouraged to engage more in activities they do not usually opt for—especially given how each activity benefits the person in a different way.

Table 11: Gender Crosstab, Question 11

	Mw		Wipe		Oest		Rlsetc	
	No	Yes	No	Yes	No	yes	No	Yes
Male	38(57.5%)	31(79.4%)	50(60.9%)	19(82.6%)	59(83%)	10(29.4%)	42(65.6%)	27(65.8%)
Female	28(42.5%)	8(20.6%)	32(39.1%)	4(17.4%)	12(17%)	24(70.6%)	22(34.4%)	14(34.2%)
Total	66	39	82	23	71	34	64	41

Note. Mw = Material writing; Wipe = Writing items for public exams; Oest = Organizing entertainment for students and teachers; Rlsetc = Running literary societies, sports teams, etc.

Question 12 asked teachers if some kind of certification in ELT is mandatory in their institutions to teach English as a language. A very low percentage of male and female teachers were of the view that some kind of certification in ELT was necessary in their institutions to teach English as a language, a fact that could, but need not, be problematic. A lack of certification could suggest that the teachers might be taking their job lightly and thus missing out on the possible benefits of learning from ELT research and trainings. However, what nullifies the problematic aspect is also the fact that people who do have ELT certifications are not always very good at the practical job of teaching since some who do not have such a training may be more adept in teaching. This possibility needs to be explored further, and teachers must be encouraged to take part in ELT trainings

in order to gain some insight from other people's experiences while also making new acquaintances (or as RA, in his interview, jokingly put it, "the lunch!").

Table 12: Gender Crosstab, Question 12

		Is some kind of certification in ELT (e.g., TEFL, CELTA, etc.) mandatory in your institution to teach English as a language?		Total
		No	Yes	
Gender	male	53(62.3%)	12(75%)	65(64.3%)
	female	32(37.7%)	4(25%)	36(35.7%)
Total		85	16	101

Table 13: Gender Crosstab, Question 13

		Were you made to observe the class of your seniors in the beginning of your teaching career?		Total
		No	Yes	
Gender	male	50(67.5%)	19(61.2%)	69(65.7%)
	female	24(32.5%)	12(38.2%)	36(34.3%)
Total		74	31	105

Question 13 asked respondents about the practice of peer observation in their departments/institutions. The gender cross tabulation (Table 13) above shows that a very low percentage of teachers replied in the affirmative, though data indicate a higher percentage of females than males. Perhaps this implies that teachers do not want others to sit in their classes and observe them as they teach. However, by doing so, they are depriving themselves of the opportunity of learning from their peers.

Question 14 asked teachers about the number of PD courses/workshops, arranged by HEC or any other organizations, they had attended.

Table 14: Gender Crosstab, Question 14

		How many professional development courses/workshops arranged by HEC and/or other organizations have you attended?				Total
		1-5	6-10	11+	None	
Gender	Male	40(57.1%)	18(90%)	5(100%)	10(71.4%)	73(66.9%)
	female	30(42.9%)	2(10%)	0(0%)	4(28.6%)	36(33.1%)
Total		70	20	5	14	109

Note. 1-5 = 1 to 5 courses/workshops; 6-10 = 6 to 10 courses/workshops; 11+ = 11+ courses/workshops

The gender cross tabulation (Table 14) above shows that it is mostly the female teachers who have attended more PD workshops and courses. This, however, might be a much more complicated division than what it appears on the surface.

The male interviewee, AS, and the female interviewee, KS, both said that they regularly look for available conferences and workshops, and both of them also complained of the arbitrary and imbalanced way in which people would get nominated for such events. It would seem, then, that the imbalance could be because of a mix of gender, teacher interest, and departmental policies and procedures. The extent to which these factors contribute to such an imbalance can be explored through further research.

Conclusion

On the basis of all of these differences and similarities, we can draw two primary conclusions: that there is a clear distinction in the types of PD activities engaged in by male and female teachers in this study; and that while some teachers do engage in such activities often, the number that does not do so is large enough to require attention. With regards to these conclusion, three things should be kept in mind. Firstly, the causes of these differences and the low interest are not very clear, though some indication might be seen in the questions related to the issue of institutional support and encouragement. Secondly, while the differences in the choice of activities is not too alarming because different things appeal to different people, it would be best to occasionally, if not regularly, engage in activities that lie outside their comfort zone. Finally, one must remember how most people who participated in associations did so just as onlookers, and not as presenters and organizers. And while the discrepancies noticed there need to be more thoroughly investigated, it would seem that not everyone carries with them the drive to do something. Perhaps, beyond the age-old demand for institutional support and encouragement is the inevitable reality that everyone does not have the same level of motivation, and perhaps the best way around this obstacle would be for teachers who want to do something to actually do it, instead of waiting for their institutions to fix their lives.

From the data that has been analyzed here, it can be seen that female teachers are more interested in a variety of group and individual activities whereas a greater number of male teachers were more interested in seminars, workshops, and peer observation. It was also seen that a greater percentage of female respondents said that their institutions have made PD activities mandatory and that they took part in such activities often. The percentage of male respondents who said something similar, though sizable itself (46%), was considerably lower. There were also certain activities in which the female respondents fared better and patterns of difference were observed in the questions related to motivation.

The exact causes behind these differences, however, are not known and need to be investigated further. Some of them (or indeed, all) might have to do with gender, but one would also have to look at the organizational structure of the institutions, the ways in which the faculty interacts, and other factors such as culture and finance, that might play a role. Research, then, in this area is necessary, and teachers from the federal capital ought to contribute in this domain through their observations, case studies, and other material that might help consolidate the literature on ELT in Pakistan and thus produce a resource that could be of benefit to other teachers in future.

On the more institutional side, there is a need for cooperation among the administrative and teaching staff. Disharmony here could easily offset any planned PD activities. The administration, for their part, need to both be concerned with quality and quantity of PD activities for obvious financial reasons while giving greater margin to the faculty to arrange PD activities customized to their professional requirements. The faculty, in the meantime, needs to be more active in arranging such activities, whether it is by forming teacher groups, pairing teachers for peer observation, setting a requirement for individual activities, or planning joint events both inside and outside the university. One method, for example, could be to have teachers share lesson plans once or twice in a semester, especially if a group of teachers is teaching English to the same class. Such plans, of course, may not always succeed, but are nevertheless important for any healthy leadership to develop enthusiasm in its team. Of course, not all team members would progress equally, but it is also the leadership's responsibility to deal with this and walk alongside the team members.

At an individual level, it must be acknowledged that no PD activity can be forced upon a teacher, and that no PD activity can be successful without the willing participation of the individual involved. Regarding subscription to journals, we observed that the institutions these interviewees were working for do have subscription of certain journals, however, they do not read them regularly. Some of the interviewees also talked about how teachers, and not just the department, are interested, and that any and all real PD happens only at an individual level. In addition to this personal effort, whether in the form of journaling, workshops, networking, etc., one might also want to reach out to faculty members and even to other teachers from outside the institution. Virtual groups, a teacher's club, and even membership of a teacher association can be very beneficial, and might even bring a hesitant teacher into the world of PD. Finally, one must remember that it is only in these smaller, more intimate and

friendly environments made by enthusiasts and explorers that any real discovery can happen and ideas can be tested, rejected, or developed further.

Works Cited

- Bailey, Kathleen M, et.al. *Pursuing Professional Development: The Self as Source*. Heinle & Heinle, 2001.
- Davies, Lynn, and Zafar Iqbal. "Tensions in Teacher Training for School Effectiveness: The Case of Pakistan". *School Effectiveness and School Improvement*, vol. 8, no. 2, 1997, pp. 254-266.
- Dayoub, Ruba, and Ayesha Bashiruddin. "Exploring English-language teachers' professional development in developing countries: cases from Syria and Pakistan". *Professional Development in Education*, vol. 38, no. 4, 2012, pp. 589-611.
- Freeman, Donald and Jack C. Richards (Eds.). *Teacher Learning in Language Teaching*. Cambridge University Press, 1996.
- Harmer, Jeremy. *The Practice of English Language Teaching*. 3rd Ed. Pearson Education Limited, 2001.
- Halai, Anjum. "On Becoming a Professional Development Teacher: A Case from Pakistan". *Mathematics Education Review*, vol. 14, 2001, pp. 31-43.
- Hayes, David (Ed.). *In-service Teacher Development: International Perspectives*. Prentice Hall, 1997.
- Humayun, Shazia. "Past, Present, and Future of Foreign Professional Development Programs in Pakistan." *LSU Doctoral Dissertations*, 2020. https://digitalcommons.lsu.edu/gradschool_dissertations/5280
- Khamis, Anil and Pam Sammons. "Development of a Cadre of Teacher Educators: Some Lessons from Pakistan". *International Journal of Educational Development*, vol. 24, no. 3, 2004, pp. 255-268.
- Khattak, Zafar Iqbal, et.al. "Impact Analysis of the In-service Teacher Training Programmes of the Testing and Evaluation Sub-committee of the ELTR Project in Pakistan". *Procedia-Social and Behavioral Sciences*, vol. 15, 2011, pp. 1479-1483.
- Khattak, Zafar Iqbal & Gulfranz Abbasi. "Evaluation of the Effectiveness of In-service teacher Training Courses of the CALL Sub-committee of the ELTR Project in Pakistan". *Procedia-Social and Behavioral Sciences*, vol. 2, no. 2, 2010, pp. 4911-4917.
- Rarieya, Jane. "Reflective dialogue: What's in it for Teachers? A Pakistan Case". *Journal of In-Service Education*, vol. 31, no. 2, 2005, pp. 313-336.

- Raja, Arshad M and Munawar Iqbal Ahmed. "Exploring PD Practices of ELTs Working in Federal-Capital Universities of Pakistan". *The Dialogue*, vol. 15, no. 1, 2020, pp. 164-175.
- Raza, Naziha Ali, et.al. "Teacher Development through Outreach Programs." *English Language Teaching in Pakistan (English Language Teaching: Theory, Research and Pedagogy* edited by Naziha Ali Raza & Christine Coombe, Springer, 2022.
- Retallick, John & Shahzad Mithani. The Impact of a Professional Development Program: A Study from Pakistan. *Journal of In-Service Education*, vol. 29, no. 3, 2003, pp. 405-422.
- Richards, Jack C. & David Nunan (Eds.). *Second Language Teacher Education*. Cambridge University Press, 1990.
- Richards, Jack C & Thomas S. C. Farrell. *Professional Development for Language Teachers: Strategies for Teacher Learning*. Cambridge University Press, 2005.
- Sales, Virginia. Women Teachers and Professional Development: Gender Issues in the Training Programmes of the Aga Khan Education Service Northern Areas Pakistan. *International Journal of Educational Development*, vol. 19, no. 6, 1999, pp. 409-426.
- Wallace, Michael J. *Training Foreign Language Teachers: A Reflective Approach*. Cambridge University Press, 1991.
- Waters, Alan. (2006). The Nineteen-Nineties. In Forty Years of Language Teaching. *Language Teaching*, vol. 40, 2006, pp. 1-15. <https://doi.org/10.1017/S0261444806003934>.