

Teachers and Gender Issue in English Classrooms: A Case Study of a Secondary Public School in Chiang Rai Province

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(Received: 7 June 2023, Revised: 26 December 2023, Accepted: 3 January 2024)

<https://doi.org/10.57260/csdj.2024.265984>

Abstract

This research aimed to study gender issue in English classrooms through teachers' perspective and the classroom activities in a secondary public school in Chiang Rai. The data was collected from classroom observation and interviewing 6 key informants by in – depth and semi – structured interview. The result of the research was presented into 2 main points. First, teachers' perspectives towards gender issue were related to their personal background including class, age, education, teaching experience, and gender. Those perspectives are 1) patriarchy and conservative 2) gender neutral 3) challenging towards gender issue. Second, the reproduction of patriarchy from teachers' attitude or the reconstruction of gender issue could be occurred in classrooms. The context and phenomenon including the growth of freedom, rights, equality, and equity have been affecting and challenging the English classrooms in term of gender issue.

Keywords: Gender issue, English classroom, Teacher's perspective, Secondary public school, English subject

Introduction

Classroom is a space and social ecosystem made up of teachers and students with diverse backgrounds of gender, class, culture, race, belief, and religion. It is also an area which is full of state ideology and society ideology that seeks to establish the power to dominate ideas, belief, student's way of life. Textbooks and classroom activities are materials for teaching and learning that are used to reproduce ideologies and assimilate them into students' identities. It relies on the teacher as an important mechanism for reproduction and actions to reproduce in the classroom through classroom teaching practices. (Webb et al., 2002)

Over the past decade, English language teaching in Thailand has been prioritized and efforts are being made to improve the quality of teaching. Many new ideas and teaching methods have emerged. In addition, various forms of teaching and learning materials are becoming more and more widely used and popular (Office of the National Primary Education Commission, 2005). One of the key elements to promote intercultural communication ability in English is that teachers should play a role in supporting and facilitating learners to search for cultural information, including critical analysis, and self-evaluation through real learning materials. Whether or not a teacher practices depends on whether the teacher believes in teaching and is aware of the importance of intercultural communication abilities. (Larzén-Östermark, 2008; Liddicoat, 2002; Newton et al., 2010)

It is generally believed that beliefs often affect a person's behavior and lifestyle (Borg, 2006) because faith is what is accumulated from a person's learning and life experience (Kennedy, 1997). As a result, personal belief in educational, education background, teaching training of the teachers affect the way lessons in classroom are designed. For example, Wood & Wood (1991) examined the influence of English teachers' beliefs on how English is taught and how teachers teach English. The result of the study showed that teachers' beliefs affect teachers' teaching behavior. In other words, teachers who believe in content-based learning will teach strictly according to the learning plan. Teachers who believe in learner-centered teaching will use a teaching method that adapts the content to the needs of the learners. At present, the education system has reformed teaching and learning by stipulating that the management of education according to the curriculum must be in order to develop Thai people to be complete human beings who are physically, intellectually and knowledgeably perfect and be able to live happily with others. Education has provided opportunities for society to participate in educational management and the learning process continuously. Therefore, if the textbook content and illustrations are systematically designed, placed, and reinforced, it will indicate the values of gender roles that have been adapted to suit modern society. In particular, restrictions on gender roles imposed by society are one of the most important factors that will enable the younger generation to reduce gender bias based on values, attitudes, customs, and social conditions towards women and men (Xuto, 1995).

However, sexual instruction in schools, teachers should teach diversity, not just binary. It is also about teaching to understand the varied sexual lifestyles of human beings. This is not to guide students in the direction we teach so as to understand and accept other people who have different sexual lifestyles. Teachers are considered to be very important in organizing gender learning in educational institutions in all aspects (Krischaroen, 2004). This research article aimed to reveal the practice and gender issue in the English classrooms of ABC School by pointing out the placement of gender issues in the classroom. It also aims to understand teachers' perspectives towards gender ideology.

Objectives

To study and understand teacher's perspectives and gender issue in English classrooms

Literature Review

Feminist Concept

Feminism is a movement to reorganize the world based on gender equality, a movement that rejects gender differences, limits gender privileges, and problems caused by males against females. Feminism also fights for the recognition of equality between females and males as the basis of law and custom. Despite the major obstacles to change, the male-dominated role and centralization of men have long emerged in society. There is no social justice, as society requires one gender to dominate the other (Bergvall & Remlinger, 1996).

Billigto – Grieg (1911) stated that feminism is a movement to create a society where women can live and fully define their own lives, and to achieve such change requires a revolution. Women must take responsibility for the world to stay alive. From the fact that there must be a relationship between living things and the environment. This led feminists to focus on other relevant matters other than the equity and equality of women and men (Dinnerstein, 1989). It is now found that feminists are also interested in other social changes, such as changes that make women be more responsible for themselves, global society, and the environment. Furthermore, feminist accepts and understands the peculiarities and conditions of oppression of the marginalized groups who belongs to the various societies, cultures, and economies (Joseph & Lewis, 1986).

Feminist Pedagogy Concept

Feminist pedagogy is a theoretical concept related to the teaching/learning process that guides classroom practice. The emphasis is on providing an independent classroom atmosphere. Teachers and students learn together through a process of reflection based on their joint experiences. The participation and active learning activities are based on rejection of sexism, racism, class division and other hatred with the purposes of better social changing (Shrewsbury, 1993). Many scholars have suggested that school systems should provide instruction not only to meet the needs of women, but to both women and men who have differences in learnings and interests (Christie & Lingard, 2020). Therefore, classroom instruction shouldn't provide only knowledge. The teachers also need to provide different learning spaces (Maher & Ward, 2001). The concept of feminist pedagogy emphasizes the opening of feminist perspectives to learning in a male-dominated education system. Although the school system was designed from a male perspective, the emergence and adoption of feminist pedagogy challenged those beliefs.

Feminist pedagogy concept will be possible if schools are reformed. Moreover, the classroom, curriculum and textbooks should be taken to be contestant space (Stromquist, 2003, cited in Nawarat, 2016). Feminist pedagogy aims to raise awareness of traditional gender structures and promote new gender social and cultural structures. The purposes are 3 levels of changing 1) gender neutral approach, 2) reduce and eliminate stereotypes of women and men including gender division of labour, and 3) model the challenge and detection of racism and gender bias. The reformation in level 3 focuses on the need to create new spaces in textbooks. The new space will portray alternative images of women and men that will challenge stereotypes. At the same time, it seeks a method in order to create a new social corporate culture.

Similarly, Shrewsbury (1993) proposes to revise classroom approaches that recognize the unique values and qualities of women. In addition, learners and instructors should jointly consider the obstacles encountered in teaching and learning, with the following goals: 1) empowering all participants in the learning process, especially learners and instructors, in

classrooms that lead to independence, 2) creating a sense of community, giving value and importance to communities and equality. and 3) leadership, learners should be encouraged to experience for themselves and realized that they are able to both their own learning and that of their members.

Methodology

This research used a qualitative case study approach which aimed to study specific case. In educational research, there are various issues and according to changing situations, which should be studied deeply to obtain answers to problems that correspond to the situation of each case or event or target group. Therefore, it is necessary to rely on in-depth study methods as case studies in order to obtain comprehensive answers on the status quo, including seeking solutions to problems as well as studying the direct and indirect impacts that occur, which will lead to the search for solutions to further development and solutions.

By this research, the researchers used purposive sampling and chose ABC School. This is a secondary school located in Chiang Rai province. This public school was established in 1961 which has opened for all ethnic students. There are 7 teachers who teach English in Foreign Language Department. Six of them teach compulsory English subjects from grade 7 to grade 12. They are key informants of this research.

The researchers collected data by conducting field data including classroom observation and interviewing. The classroom observation only focused on compulsory English subject not elective subject because all students must enroll in the compulsory subject. For the interviewing, the 6 key informants were interviewed by using semi-structured interviews in which questions were defined as guidelines for data collection, which may not necessarily be asked in order of questions, but the order of questions asked was adjusted according to the situation of the conversation. Moreover, additional information was asked in some cases to gain more insight data. The researchers analyzed the data by separating and categorizing the content according to the Feminist Concept and Feminist pedagogy concept.

Results

It is pointed out that choosing textbooks and organizing classroom activities are based on power and autonomy of teachers. The teacher is therefore an executor whose role is to organize ideas, spread ideas and create a common sense of thought and ideology among students in schools in order to justify the operation of the state. Behaviors, ways of thinking, or others will frame children's lives as cultural inheritors. The selection and placement of textbooks and activities in class is not accidental, but every selection and placement of textbooks and activities is ideologically related. It is the politics of ideology of knowledge that governs teachers' decisions (Naowarat, 2018).

However, if only gender-related issues and replacement imaging practices are taken into account in English classes. It was found that the practice of gender issue of teachers in English classes was related to their cultural background. This is reflected in the choice of textbooks, teaching materials, activities, and teacher-student interactions that occur in the classroom. In this presentation, the researchers present the data obtained from class observations, teacher interviews and study of lesson plans, activity sheets, and books used by teachers.

1. Teachers' Perspective towards Gender Issue in English Classroom

Teachers' views and attitudes towards gender issues as individuals vary from cultural background, gender, age, work experience, education and economic class. Each teacher is culturally refined in the context of society. Different educational institutions and families. It affects different perceptions, perspectives, and attitudes towards gender issues in society. As can be seen from the study of Rungruangkolkit & Kotnara (2018), it is pointed out that the influence of male-dominated society has reproduced gender ideologies that do not equal between females and males through refinement through various institutions in society such as families, communities, cultural traditions, religions, education, media, public health systems, economy, politics, and government. The roles and duties between women and men are clear. It has become the expectation of Thai society to perform and fulfill gender roles set by society.

If you consider the data from Table 1 showing the background of teachers in Sai Nam Khong School (pseudonym), it was found that the majority of teachers in the Foreign Language Department are female, one of them identifies herself as LGBTQ and 1 male teacher, 3 with marital status, 2 single, and 1 divorced, 3 between the ages of 50 years and above, 2 persons aged 40 – 50 years, and 1 person under 30 years old, 3 with more than 20 years of experience in teaching English, 3 persons with experience from 10 years to 20 years, and 1 person under 10 years of experience, 2 persons with at least a master's degree and 4 persons with a bachelor's degree.

Table 1 Personal Background of Teachers in Foreign Language Department at Sai Nam Khong School (pseudonym)

Name	Gender	Status	Age	Teaching Experience (Year)	Education	Teaching in Grade...
F1	Female	Married	57	>20	Bachelor of Arts	G. 12
F2	Female	Married	51	25	Bachelor of Arts	G. 11
M1	Male	Married	45	15	Master of Education Bachelor of Education	G. 8
F3	Female	Single	29	2	Bachelor of Education	G. 9
L1	LGBTQ	Single	42	13	Bachelor of Education Master of Education	G. 10
F4	Female	Divorced	58	30	Bachelor of Arts	G. 7

Note : All names are pseudonym.

Based on background survey, data of teachers of Foreign Language Department, Sai Nam Khong School (pseudonym), the researchers segmented teachers' perspectives and attitudes towards classroom activity design. According to Stromquist (2003) study for the development of feminist pedagogy, the researcher divided teachers' perspectives/ attitudes towards gender issues in relation to their background. Divided into 3 groups as follows:

1) Patriarchal or customary views/ attitudes, i. e., teachers' expressions that reflect the different values between females and males expressed through the gender norms that society defines what women and men should be. Gender roles are the roles that males and females are expected to perform in society, both at home and outside the home. Gender Relations is a social relationship that defines how women and men of different ages should treat and position

themselves towards the opposite sex. Moreover, gender - based division of labor values both formal and informal activities that express men's and women's obligations to communities and families (Department of Women' s Affairs and Family Development, 2 0 0 7) . Such views/attitudes have been a continuation of the era of hunting and collecting food that values males through beliefs and rituals. In addition, it continues in industrial society where gender differences are created by males through the legal system, attitudes, values, and practices in daily life (Santasombat, 2005).

When considering the autobiography of the teacher through interviews and class observation, it was found that the teacher of English subjects in Foreign Language Department, there are very strong views on patriarchal or customary gender issues. There are 3 people who have a clear and intensive patriarchal or customary view, namely: F4, F1 and M1. M1 is a male teacher who grew up in a farming family and belongs to the Yao ethnic community (Lu Mien). He received educational experiences in schools during the 1 9 7 8 National Education Curriculum which aimed at creating a replacement image for male roles in working outside the home, heavy sports and social gathering (M1, 2021; Ministry of Education, 1978) As a result, expressions, perspectives, and attitudes have continued to tend to segregate gender through norms, roles, and social relationships of men and women.

Similarly to F4 and F1, both teachers were born and raised in the early 1950s in families with relatively good economic status in the community. They received junior high school education from district school and high secondary education from provincial secondary school. During the National Education Curriculum B.E. 2503 and continued to the National Education Curriculum B.E. 2521 (1978), which gave importance and value to different male and female roles. In addition, both teachers had the opportunity to pursue higher education at the Faculty of Humanities, majoring in English, Ramkhamhaeng University before choosing to take the exam to serve as a teacher (F1, 2021; F4, 2021). However, Thailand's social, economic, and political context are transitioning from an agricultural society to an industrial society during this period, including the refinement process that arises from the curriculum. They are constantly reproducing textbooks and reproducing them until they lose sight of gender inequality and see it as normal in the context of Thai society.

2) Gender-neutral perspectives/attitudes, i. e. expressing perspectives and attitudes through educational arrangements that focus on modifying students' behavior. The equal opportunities for girls and boys to study inside and outside the classroom without recognizing the gender-based division of labor and recognizing the symbolic system that reinforces the role of women and men in society. It attempts to eliminate gender-biased language or symbols and not giving the importance or focus on masculinity. Any examples raised in classroom should be balanced for both female and male (Stromquist, 2003, cited in Nawarat, 2018). This view and attitude may be the result from the growth of feminist ideology that values gender equality in the 1900s and the introduction of gender concepts in the core curriculum of basic education of the Ministry of Education since 2001. As a result, the new generation of teachers who received basic education from the 2001 curriculum, their perspectives related to gender issues increasingly.

This is the case of F3, a teacher who passed the Basic Education Curriculum B.E. 2544 (2001) and went on to pursue higher education in the Department of Education, English major from a Rajabhat University that has been sexually open, coupled with the growth of gender concept in social media and government policies that place greater emphasis on gender equality. It has shaped teachers' perspectives on gender equality and acceptance of gender diversity (F3, 2021). Similar to L1, even though she had passed the National Education Curriculum B.E. 2523 (1980) revised B.E. 2533 (1990), but with the sexuality of LGBTQ, she

faced the sexually open culture. This tends to form attitude and perspective towards gender equality among women and males, including LGBTQ students in the classroom (L1, 2021). Such views and attitudes of both teachers will influence the positioning of gender, for example, creating an equal dialogue or valuing equal gender.

3) Challenging perspectives/attitudes towards gender issue, i.e., expressing teachers' efforts to reduce and eliminate feminine and masculine issues through gender-based issue and pointing out flexibility, fluidity, and challenging gender-stereotyped biases and role stereotypes through the creation of new spaces in textbooks and teaching arrangements to portray alternative female and masculine images to learners (Nawarat, 2018).

This perspective/attitude of teachers appears in the context of secondary schools in rural communities still in the context of agrarian societies, and in the context of school culture dominated by predominantly male school administrators (Classroom observation, 2021). However, it is somewhat found in the case of teacher F2, who is a teacher in the old and new middle group with a dynamic of thought, beliefs and views on gender issues. She got master's degree in arts. She took responsible for supervising student activities such as To Be Number One, arts and culture club, and Fam School. She supervised the activities along with female, male, and LGBTQ students. In addition, through training activities of various organizations related to women's rights, the promotion of children's abilities, and the personality of leadership in both school and community activities make the idea, beliefs and values are constantly shaped and developed (F2, 2021). Context and interest at the above individual level of teacher F2 has resulted in a challenging view of gender rules and pointing out new options for presenting a changing gender issue.

However, the views and attitudes of each teacher are not fixed, but they are dynamic and constantly evolving in relation to the social context, cultural, economic, and political, views and attitudes. Thaweessit (2004

) said that gender in Thai society is diverse, complex, fluid, inconsistent and dynamic, reflecting a change in the opinion structure of Thai society. However, changes in the structure of gender thought systems do not happen overnight, and traditional discourse has not completely ceased to exist, but rather a bargain between traditional perspectives and attitudes and new perspectives and attitudes.

2. Reproduction/Reconstruction: Gender Issue in English Classroom of Teachers

The views and attitudes of teachers are not fixed or contesting ideologies. Instead, they are characterized by being dynamic and adaptable to the social context, economic and political reflected in education policy. As Nawarat (2018) points out, the role and authority of teachers in learning management is related to power in two dimensions: first, the power of teachers in educational institutions who have knowledge, authority according to position and experience. The second dimension is the power of teachers in educational institutions related to gender, color, race, and ethnicity.

By the way, the researchers aim to reveal the practice of gender issue in teachers' classrooms through observation, interviews, and study of teachers' lesson plans in English subjects. In the presentation, the researchers divided into 2 sub-areas, namely the practice of reproducing gender issues and the practice of reconstruction on gender issues. Anyway, there is a shift back and forth based on the context and circumstances that occurred at the time.

1) The reproduction of gender issue, the classroom can be considered an operational space where teachers have the power and freedom to choose content, select activities, learning materials, and textbooks for using in reproducing ideologies, ideas, beliefs to students in the classroom. However, gender reproduction practices that occur in English classrooms are

closely related to teachers' views and attitudes towards gender issues and the presentation of gender issues in today's English textbooks. The reproduction of gender issues in the classroom of teachers is thus expressed in 2 dimensions: The first dimension is the reproduction of images representing equality. It can be seen that the activity plan in the publisher's learning activity manual has given importance to the content and activities of analyzing gender inequality issues in society together among the learners in the classroom.

However, reproducing images represents equality. Whether or not gender diversity will occur depends on the teachers' choice of activities in that English language book. Observations conducted in classrooms that use English textbooks as the main medium of instruction found that although textbooks and teacher manuals have made progress on issues of gender equality and equality, including identifying issues and activities ready for teachers to use in learning management, during the observations, the researchers found that even though teachers used textbooks as the main medium of instruction, they did not use textbooks. However, in order to interpret the story or story in the book, it is necessary to rely on the teacher's understanding of gender issues. experience, including the teacher's background in interpretation.

The second dimension is a reproduction of patriarchal issues from the perspective and attitude of the teachers. Although the English language textbooks used in the current curriculum are equal and aware of gender issues. However, the placement of textbooks in some classes by some teachers is not provided as the primary teaching material. Instead, teachers choose to design their own teaching activities or use other teaching materials that teachers have gathered themselves. As a result, the teacher's experience and background play a vital role in reproducing perspectives that correspond to the attitudes and beliefs of the teachers. As in the case of one classroom observation of a Grade 12 English class, it was found that the teaching and learning started by using the exam papers compiled by the teacher and emphasized the importance of the university entrance examination. Then, the teacher started showing students the questions and finding answers, and the teacher will tell the correct answer after the students have completed each question. The atmosphere in the study is relatively quiet (Classroom observation, 2020). From the informal discussions of researchers with students studying in such subjects, the students told the researchers that if they enter the room late, they will be scolded quite violently, or if any of their friends are inattentive to study or peek at the clock, they will be scolded verbally and visually (Classroom observation, 2020). It reflects the supervision of teachers focused on academic achievement and university entrance examinations, reflecting the power and patriarchy imposed by the power of teacher and remaining in today's school culture.

The above points to the reproduction of gender issues of teachers. At the same time, gender issues that reflect the values of male-dominated ideology are embedded in school structures and systems. The patriarchy is portrayed in teacher's performance without being aware of the reproduction of such gender disparities. Thus, the classroom can reproduce both gender equality and reproduction, inequality and emphasizes patriarchal issue.

2) The reconstruction of gender issue, as mentioned above, it points to the role of teachers as ideologically attached actors. At the same time, teachers have a duty to prepare students to assert what is right and bring about radical change, among the new factors that have emerged (Freire, 1998). In today's economic, social and political context, freedom, rights, equality and equality have become more realized, especially in the growth period of the student movement, which has grown among the students who have demanded in equality and justice.

Under the circumstances and changes under the current of the new generation, teachers must be careful in their use of language. Words and actions that used in classroom reflect the image of authoritarianism under patriarchal habits. At the same time, teachers' views and values

regarding gender are not stereotyped, but dynamic, negotiable, and controversial all the time. Therefore, the teachers' actions that take place in the classroom are constantly dismantling or realigning gender relations with the social and cultural context. As a phenomenon, the researchers observed a Grade 8 class, where teachers used textbooks as the main medium of instruction. While explaining the content and giving examples of conversations in textbook, he explained that it is connected to the cultural context and situation that is happening in current Thai society. Furthermore, he explained by emphasizing the rights of people regard of gender, race and nationality. Accordingly, Apple (1993) stated that the content in the textbook is the politic of discourse because the textbook represents an attempt to create a new set of cultural realities. Therefore, it is essential to analyze the textbooks at the level of ideology or hidden knowledge. The textbook is not intended for one person to read, but for hundreds and thousands of people to read. Each person will interpret it differently at the operational level.

Moreover, nowadays the classroom is no longer just female or male, but a space where students' sexuality is expressed more openly. Classroom operations are therefore a space to dismantle ideas and beliefs about naturally defined gender or gender beliefs that divide through cultures and shape the social and cultural roles of women and men. As can be seen, the classroom is more diverse. Giving examples, or even grouping to do classwork, is even more flexible. Teachers see an increase in gender diversity beyond two genders.

Based on the above, both gender reproduction and gender reconstruction take place in the classroom. It reflects the influence of feminist ideology that has grown since the 1997s, as well as current social, economic, and political phenomena that focus on gender equity and equality. However, the practices that take place in the classroom are amenable to accepting the ideals of the practitioners as real values. Some negotiate and accept the ideology as a whole, but others argue on some points, and some oppose, argue, oppose, and refuse to conform to the ideology. However, how teachers react to gender ideology depends on the relationship network, experience, class, race, gender, and basic beliefs. These shaped teachers' perspectives and attitudes (Sivarom, 2008).

Discussions

From the study of classroom practices in English language classes, it is evident that the practice of creating visual representations closely relates to the teacher as an operator with authority and freedom to choose and arrange positions of English language textbooks in the classroom. Teachers are respected and trusted individuals in Thai society, and they are the ones who transmit knowledge to students. In addition, textbooks are a form of literature produced for teaching various knowledge to students. The textbooks and teaching management of teachers are literature that those in Thai society accept and believe to be correct and appropriate (Sukwisith, 2013). The process of selecting books by teachers is related to past experiences of using books, the difficulty of content according to the condition of the children, and based on the standards and indicators of the Basic Education Curriculum of 2008. It is a selection of textbooks based on practical reasons and does not consider or have a gender perspective. However, it reflects that textbooks still play an important role in educational management in the school system, which is consistent with the research of Boriboon (2011) who states that the effectiveness of media, books, and textbooks affects the perception of gender inequality in power. This can be seen from the allocation of a large budget by schools for acquiring books from various publishers.

Beyond the process of textbooks selection, the arrangement and positioning of textbooks in the classroom are of great importance. It can be seen that in the ABC School, the positioning and status of textbooks are divided into two main categories. Firstly, textbooks are used as the main teaching materials in the classroom, which include textbooks for content transmission, dialogue examples, and exercises for students. Teachers have the authority to select and use content and examples from textbooks to teach students, as well as using other teaching aids. However, textbooks still hold importance as the main teaching materials in the classroom, as well as supplementary materials. In other words, textbooks are used for reviewing lessons or additional reading for students. As for classroom teaching, teachers adhere to standards and indicators based on the Basic Education Curriculum of 2008. Teachers may create knowledge sheets, internet media, games, or activities for students to learn, with textbooks serving as secondary materials for reviewing lessons.

Conclusion and suggestions

The practice in the classroom requires the interpretation of teachers (Sivarom, 2008). Ethnicity, gender, and basic beliefs on gender issues vary. However, considering the views and attitudes of English teachers, they can be classified into 3 groups: 1) patriarchal or customary views/attitudes, which are values between females and males that vary according to the norms of women and men; expression through gender roles 2) gender neutral perspectives/attitudes are educational arrangements that focus on changing students' behavior. and 3) challenging perspectives/attitudes towards gender issue, an attempt by teachers to reduce and eliminate feminine and masculine issues through gender-based issues and to point out flexibility, fluidity, and challenge to gender role and gender stereotype bias (Nawarat, 2018). However, gender in Thai society is diverse, complex, fluid, inconsistent, and dynamic, reflecting changes in the structure of opinions about femininity in Thai society. (Thaweessit, 2004)

Teachers' knowledge, experiences, perspectives, and gender as individuals influence the practice of reproduction in equity, equality and diversity acceptance. On the other hand, it also influences the reproduction of the patriarchy from teachers' perspective which happen in classrooms. However, the reconstruction of gender issue can be appeared in classroom and in society which may be the result of economic, social, and political changes. Today's society and politics are increasingly aware of freedom, rights, equity, and equality, especially in the recent growth of student movements. It can be said that there is a flow of situation based on the context and circumstances that occur at the time.

New knowledge and the effects on society and communities

This research focuses on class observations and interviewing teachers. It also looks at gender issue, which has been demanding for equality for a long time. It is important to understand how teachers react to gender ideology depends on their experience, class, race, gender and basic beliefs. This helps developing education system in Thailand to be a part of global citizenship education.

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