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Male and female academics' perceptions of gender and hierarchy in the TESOL university context.

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Abstract.

This study examines gender and hierarchies in the TESOL university context in Scotland by giving voice to male and female academics who work in this profession. In addition, it explores the distribution of roles in university TESOL departments as well as any career progression limitations for male and female academics working in this environment. Furthermore, it aims to understand the characteristics of a good department leader and any differences between men and female leadership styles. This study has been undertaken by lengthy and in-depth interviews with four academic participants; two male and two females in order to achieve a gender-balanced view on this topic. The researcher has been listening to their perceptions and reaching to conclusions. The study contributes to a growing discussion of TESOL and gender as it seems essential to analyse the situation in order to make changes in the current university system and accelerate the shift into a more gender-balanced, diverse and inclusive profession which has space for the 'outsiders'.

Chapter 1. Introduction.

1.1. Context and Rationale.

Currently, gender issues and the place of women in society are being discussed and explored from a variety of angles. Many scholars such as Cameron (2014) and Tannen (1991) have studied issues of gender from the perspective of language and its implications on interaction as well as the differences between men and women's language, while others have studied the changes in the position of women in academia and career progression opportunities (Brooks, 1997), (Barrett & Barrett, 2010), (Parker, 2008).

Within the TESOL context, gender matters have also been addressed from different points of view in relation to textbooks, topics and materials used in the classroom, and the role of female and male students in English language teaching (hereafter referred to as ELT) (Norton and Pavlenko, 2004) (Lee, JFK, 2016). In fact, some organizations such as The Fair List (2019), GenderEquality ELT (2019) and Gender Equality ELT Japan are aiming to create "more diversity and to correct the imbalance of gender when it comes to ELT speakers at events and meetings" (GenderEquality:ELT in Japan, 2019 n.p.). However, gender equality in the TESOL industry and the distribution of TESOL academic roles among genders is still largely underexplored.

Thornbury (2017 n.p.) states that "the androcentricity of ELT seems to be deeply inscribed in its history", and although women have always been involved in ELT, their names have not been given public recognition. Nowadays, the vast majority of TESOL professionals are, in fact, women, however, most of the management positions in ELT are occupied by men (IATEFL, 2015). This shows that gender can be perceived as a way of discrimination within the ELT profession.

Discrimination in TESOL is a topic that has been largely discussed in research by many scholars mainly from the perspective of the native English speaker / non-native English speaker dichotomy (Basurto-Santos & Sanchez-Menendez, 2018). However, discrimination is a complex concept that involves many other issues such as job-satisfaction, gender, age, identity, race and self-esteem (Basurto-Santos & Sanchez-Menendez, 2018), (Thornbury, 2015), (Kamhi-Stein, 2016). Therefore, it cannot only be understood as a single concept but as the intersection of many factors that affect the whole TESOL industry. For this reason, the researcher considers necessary to explore gender as a possible element of discriminatory practice within the TESOL profession.

In this context, it seems imperative to explore the issues about gender hierarchy, career progression, women in leadership and language in the TESOL university context. Especially, in a period where one quarter of the population is learning English as a second or foreign language and as a consequence the demand for TESOL/TEFL professionals is growing fast (Kuloheri, 2016), (Crystal, 2018).

I find myself immersed in the TESOL context both as a current student and as a professional who is intending to develop her career in this field, and I am also a woman. For this reason,

it is essential for the researcher to analyse the academics' perceptions of gender and hierarchy in the TESOL university context. In consequence, this research will enable me to understand the current opportunities and any limitations to women pursuing a career in academia within the TESOL profession.

In addition, this research attempts to address a gap in the literature by analysing a problem that remains largely unexplored in the field of TESOL, and yet I think it is vital not only for the development of the industry and the society, but for the benefit of the English learners. It is important that the learners understand issues of diversity in the ELT context, and one way of achieving this is to review the representation of a variety of teachers' profiles, as well as with different races, genders and teaching styles.

Ultimately, I believe that by exploring this topic I will be able to contribute to the discussion about the position of women academics in the TESOL profession.

1.2. Purpose.

The purpose of this paper is defined in the research question "What are the male and female academics' perceptions of gender and hierarchy in the university TESOL context?". The data for this research will be collected through lengthy interviews with four academic participants who are working in the Scottish university context.

This research question is divided into a number of different aims that will help to support the research question:

First, it aims to investigate how TESOL academic roles are distributed among genders, in terms of management, teaching and research positions.

Secondly, it aims to analyse career progression opportunities for men and women working in the TESOL university context, the factors that contribute to career progression in TESOL and whether there is any perceived difference among genders in this process.

Lastly, this paper aims to explore whether there are any differences in leadership style among genders, and if so, in what way does this affect TESOL.

1.3. Significance.

According to OECD (2017b p.2) "women make up the majority of appointments to teaching positions, however they are under-represented in leadership positions" and this, also applies to the TESOL education context, as only 40% of women working in ELT are in higher positions (IATEFL, 2015). By analysing this situation, this study aims to identify possible problems, causes and solutions relevant for the industry as well as for the development of equality in academia.

Although the location of this paper is in the UK, some of the matters addressed in this paper can be extrapolated to similar situations in other countries. For this reason, this study will benefit ELT professionals working or willing to work in the academic TESOL context in the UK or internationally helping them to highlight the current situation. It is important to consider

addressing these issues throughout other academic contexts as the idea that this dissertation aims to explore can be applied to any other field within academia.

Ultimately, I believe that this study will also help ESOL/EFL learners to understand the importance of equality and diversity within this profession by raising awareness of the current situation of TESOL and gender-balance. It is important that the learners find representation within their teachers in order to build a stronger and more inclusive relationship between the teachers and the learners.

Chapter 2: Literature review.

2.1. Introduction.

The literature about hierarchy and gender in tertiary education in the TESOL context is limited, which enables this study to fill this gap in the literature. For this reason, in order to have a broad understanding of the current academic context of TESOL and hierarchy, this section aims to summarise and analyse the existing literature on different areas related to gender, language, career progression in academia, women in ELT, the imposter phenomenon, women in higher education and leadership styles. This aims to frame the context of this paper and to locate it within a specific background.

2.2. Gender and language.

Barker and Richards (2015) understand gender as a spectrum between men and women. They explain that society forces a binary division of men and women as two different categories in order to be able to control and oppress one of the groups. For this reason, historically gender has been understood as a binary opposition system of men and women. This division was understood as a self-evident differentiation and any deviation of it was considered pathological. This differentiation of binary genders constitutes the base for patriarchal societies (Annandale & Clark, 1996) which take men as the standard and the norm, leaving women as an inferior category which does not fit into this norm. As a consequence, this system oppresses and controls women in all areas of education, language, health and the workplace (ibid.).

This binary system has encouraged research about the differences of men and women in all areas. In regard to language, Tannen (1991) explores the perceived communication gap between genders arguing that men and women have different communication styles and different purposes to communicate. She asserts that on one hand, men's language is seen as a tool to negotiate power and preserve their independence, while on the other hand, women use language as a social device to maintain or reinforce relationships. Tannen (ibid.) describes women's language as indirect and polite while men's language is described as more direct and clearer. This use of language justifies misunderstandings and power relations and makes women feel ignored and powerless in the workplace. Cameron (2015 p.283), however, states that "representations of language are seldom only representations of language" and that they represent the way the community perceives a group of people or a specific gender; if women are perceived as more refined and modest, their language will be represented in such way and these representations aim to maintain and reinforce gender

distinctions. These representations can influence the individual's linguistic practice, which is closely related with their identity. The way gender is represented in a particular language shapes the individual's "understanding of what is "normal" in different areas of human experience" (ibid. p.294). However, the representation of women and language is not fixed; it varies cross-culturally and through time (ibid. p293), which then, questions the real existence of so-called women's language.

In addition, Wright (2002) challenges the stereotypes of women's language by analysing the traditional myths of different conversational styles between men and women. She confirms that women do talk more than men, however she points out that gender is not the only aspect to take into account when measuring interaction between individuals in a conversation; context, topic and situation are also important factors to consider. Regarding the number of interruptions between men and women, she found out that both genders interrupt the same number of times. However, she states that her study cannot be generalized as there are many other factors to evaluate. All in all, she concludes stating that the traditional representation of gendered language is not evidence based, however, the effort to maintain these beliefs aims to reaffirm gender distinctions, which "have not been, and cannot be, erased" (Cameron, 2014 p.293).

This agrees with Annandale and Clark's (1996) idea of gender as a social construct and the binary system as a tool to control and oppress women. Baker and Richards (2016) explain that men and female are more similar than different. There are more differences between people from different cultures but the same gender, than different gender but the same culture. (Baker & Richards, 2016).

2.3. Women in ELT

"The androcentricity of ELT seems to be deeply inscribed in its history" (Thornbury, 2017 n.p), however, according to the data collected in the talk given in IATEFL (2015), the majority of professionals working in the industry are women. This contradiction is explained by the lack of gender balance in positions of power, which is an issue that has been acknowledged by many professionals in the industry (Florent & Walker, 1989) (Venables, 2017), (Prentis n.d.), (Harmer, n.d.), (Thornbury, ibid.), although is still highly underexplored.

'Women in TEFL' was a group founded in 1986 and based in the United Kingdom which aimed to empower women working in the industry by giving them more confidence and by ensuring equal opportunities for career progression (Florent & Walker, 1989). The events and conferences that they organized were mainly aimed to train women for management positions in ELT, as at the time, there was an enormous lack of women in positions of power in the ELT industry (Venables, 2017). Nowadays, although more women are reaching influential roles, the most visible positions still occupied by men (Prentis, n.d), (Thornbury, ibid).

Thornbury (ibid.) identifies the male dominance in ELT not only in the management positions, but also in the production of material and theories, as more than 30 ELT methods were designed by men. However, he also acknowledges the collaboration and support of

many women who enabled men to be successful in the industry. Thornbury’s (ibid.) statement is reinforced by Prentis’ (n.d) findings; she carried out a questionnaire of more than 500 people involved in ELT asking for “The Big Names in ELT” and 9 out of 10 of the responses given were males names.

IATEFL (2015) considers that the industry has a 60:40 split in favour of women; however, only 45% of 2015 worldwide plenary speakers were women. In the Fair List, Harmer (n.d) also acknowledges in gender imbalance of plenary speakers and the need to change it in order to benefit everyone:

It is about reflecting the world we live in – where so many teachers are women. And when that equality is achieved and demonstrable it is not just the female presenters that feel good, it’s most of the men I know too. For in education men and women should meet on a level playing field. Anything less than that diminishes us all. (Harmer, n.d, n.p.)

The gender imbalance in ELT does not seem to be only a matter of visibility and power, but it also affects the economic side of the industry. ‘Being a man is a bonus when it comes to ELT gender pay gap’ (2018) examines big ELT companies in the United Kingdom in terms of salary, bonuses and positions and it states that, although generally the hourly pay in language schools is “the same as- or even slightly more-”(ibid. n.p.) for women than their male counterparts, when comparing the pay graph in figure 1, which shows the percentage of women in the top 25% of earnings and in the bottom 25% sorted by company , in 3 out of 4 ELT companies there are more women in the bottom 25% than in the top 25%.

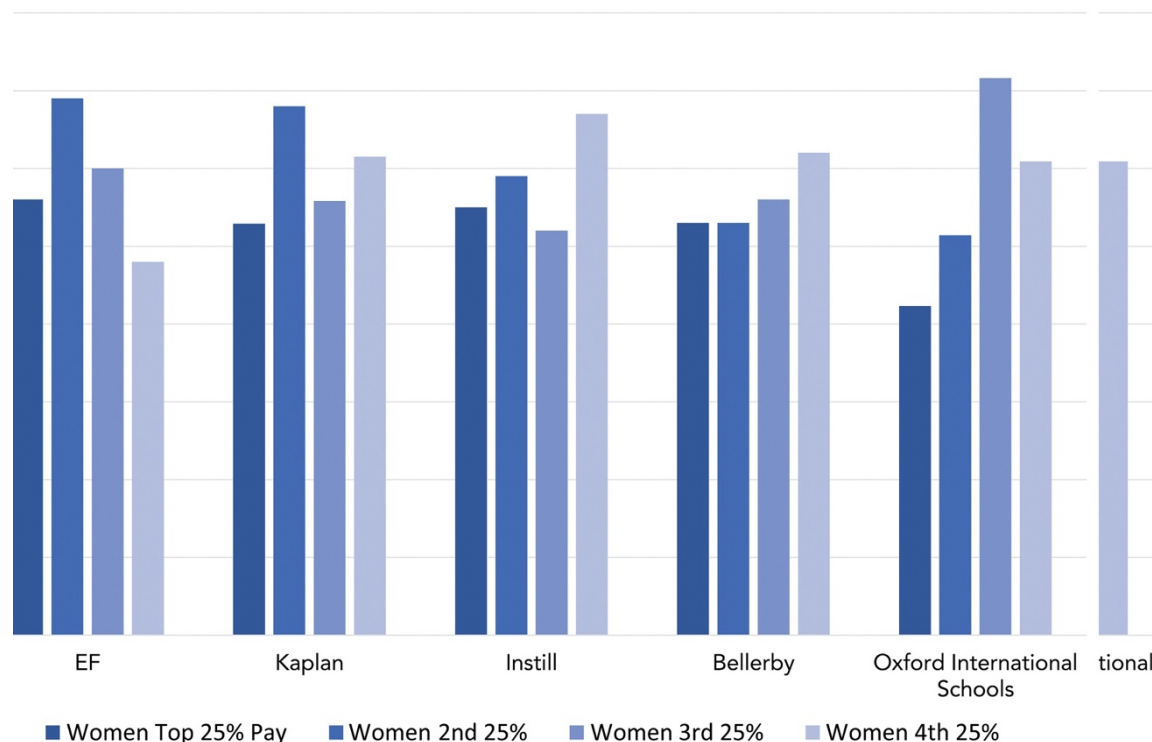


FIGURE 1: (‘Being a man is a bonus when it comes to the ELT gender pay gap’ ,2018)

In terms of bonuses, although some companies such as Education First (EF) benefit women, in most of the big companies like Kaplan and Bellerbuys, men are more likely to

receive a bonus, and the bonus is typically higher than women's. In general, bonuses benefit men as they "are likely to earn up to twice as much as women" (ibid. n.p.). The EFL industry, however, seems to have better career opportunities for women than other education institutions in the United Kingdom (ibid.)

2.4. Women in Higher Education. Career progression opportunities and policies.

The United Kingdom has one of the largest gender pay gaps in the European Union; on average, women earn around 21% less than men. This is also the case in the university sector, where women earn 15% less than males in the top UK universities and 37% less in the rest (Ameen, 2018) and males are twice as likely to be in the highest salary bracket (Barrett and Barrett, 2010). Although it is a legal requirement to pay the same wages to men and women, this pay gap is explained by the positions that both genders occupy in academia (OECD, 2017a) and by the movement of women into higher positions, which "has led to lower pay in those occupations as a result of employers devaluing women's work" (ibid. p 126), that is the higher level job has become devalued.

Women constitute the majority of teaching staff in the UK (OECD, 2017b) however, tertiary education is male dominated (OECD, 2017a). According to the data given in Barrett & Barrett (2010), 42% of UK academic staff are women, of whom only 18.7% are heads of school. This number increased slightly to 44.8% in 2016 (OECD, 2016). This is an example of gender imbalance in the UK academic sector, which Brocks (1997) already noticed; she further expressed her concerns about the lack of awareness of many aspects of sexism and patriarchy in the university sector. More recently, Fitzgerald (2014) also acknowledges the "persistent numerical imbalance of women and men at senior levels in universities" (n.p.) which does not seem to cause concern among academics. Anderson (2003) acknowledges the place of women in academia, however she describes gender relations on campus as problematic, and suggests that will continue until women start to be considered as 'insiders' instead of 'outsiders' in academia.

The reasons for this gender imbalance in academia have been explored by many researchers giving different alternatives to the problem. Parker (2008) explains that there are three main factors that influence the university promotion criteria: teaching, research and administration, and although since 1994, there has been a movement to improve the rewards for teaching, research is most valued for promotion, especially for the highest roles.

Barrett and Barrett (2010) explore some factors that influence career progression in higher education in relation to workload and they point out that most women take teaching positions while men usually research, which implies, that men are most likely to be promoted into the highest positions. Research is usually done by those who hold a full-time position, and this is also a disadvantage for women, as 42% of women are part-time employees in contrast with 27% of men (ibid.).

The interruption to employment is another obstacle when it comes to promotion; women are most likely to interrupt their employment due to maternity leave or other responsibilities (ibid.), which means that their possibilities for promotion decrease.

All these factors influence career promotion in academia. In addition, Ameen (2018) also mentions the lack of digital skills among women, which is an increasing requirement for teaching positions. She states that without these digital skills, women are at a disadvantage when it comes to promotions to higher roles in universities. However, statistics (OECD, 2015) show that women are generally better qualified than men, so it is not the lack of skills which stops women from promotion.

Taking into consideration all these possible factors that influence career progression in higher education, it is also important to highlight Toren's (1993) views; she explained that organizations have different career expectations for men and women, and that women are usually 5 years slower than men in terms of career development.

2.5. Imposter Phenomenon (IP).

Imposter phenomenon is a term used by Clance and Imes (1978 cited in Vaughn, Taasobshirazi, & Johnson, 2019) which refers to the characteristics of highly successful people who do not recognize their accomplishments and do not see themselves as qualified for the job although their qualifications and skills demonstrate the opposite. Those people experience feelings of inauthenticity and fraudulence (Kargozari & Jami, 2013) and attribute their own success to luck or hard work instead of recognizing their own skills and abilities (Vaughn, Taasobshirazi, & Johnson, 2019). This behaviour can also cause anxiety and stress as it stops the person from accepting new challenges and opportunities for career development (Parkman, 2016) as a consequence of the fear of failing in the future or being exposed as an imposter (Vaughn, Taasobshirazi, & Johnson, 2019).

Cokley, et.al (2015) and Kargozari & Jami (2013) found out an important difference between men and women suffering from IP and suggest that women are more likely to be influenced by IP than men; this could be an explanation for the lack of women in higher positions in academia. However, Parkman (2016) argues that IP is common throughout all the academic roles, and gender difference does not seem to be significant; both men and women seem to be affected by IP in a similar way.

Within the TESOL field, IP has been studied from the native/non-native English speaker teachers dichotomy (Kargozari & Jami, 2013), (Baernat, 2008) and the findings suggest that this phenomenon is common among non-native English speaking teachers who view themselves as learners of the language and not skilled enough to undertake higher roles within the profession. In fact, Bernat (2008) terms this type of IP as "non-native English-speaking teacher impostorhood" (p.1) and she explains that these people not only see themselves as impostors but also as inadequate for the job for not being language experts or being considered as inferiors within the profession. Bernat (2008) and Kargozari & Jami's (2013) studies suggest that this phenomenon is more likely to occur among women.

2.6. Gender and Leadership styles.

Academia has been male centric: conducted by men and focused on men, creating standards and leadership models which fit male behaviour and has favoured men to enter these positions (Dunn, Gerlach & Hyle, 2014), (Ibarra, Ely & Kolb, 2013). This has reinforced the idea of men as natural leaders (Fitzgerald, 2014) and has created a socioeconomic context and hierarchical model that not only privileges men to enter higher positions but also excludes and constrains women so that they cannot access management roles in academia (McNae & Vali, 2015), (Dunn, et.al., 2014).

The lack of women in leadership positions does not reflect their qualifications, as women are often more qualified than their male counterparts (Dunn, et.al., 2014). This is explained by the need to legitimize their position and counteract hiring discriminatory practices (McNae & Vali, 2015)

Many scholars (Dunn, et.al. ,2014), (McNae & Vali , 2015) mention the importance of networking in order to create a comfortable work atmosphere, encourage good relationships with the rest of the team and facilitating the leader's success. However, Dunn, et.al (2014) point out that women are often excluded from these networks as are still considered outsiders in academia. In addition, the lack of women in management roles that serve as role models to influence other women is another obstacle for entering these positions (McNae & Vali, 2015). However, it can be considered as an advantage as women have more freedom to develop new roles and leadership styles without the constraints of male-centric standards (Dunn, et.al, 2014).

Passion, self-awareness and confidence are terms often used to describe successful leaders (Dunn, et.al., 2014). However, studies have shown that leadership styles differ between men and women and the expectations for both genders are also different; men are seen as more direct while women are expected to be facilitator leaders who enable other people's success and encourage team work in order to create a strong networking (ibid.). However, some institutions, tend to reward behaviours associated with men's leadership style as it is perceived to be the stereotype for those type of positions and women find it difficult to adapt to these standards (Ibarra et. al, 2013). Dunn, et. al (2014) consider the underrepresentation of women in higher roles as a "waste of administrative talent"(p.9) that is largely undervalued, and argue that the inclusion of women in higher positions can be an opportunity to overcome challenges and bring new skills, models and ideas without the constrains of adapting to the existing values. However, the potential and motivation of women are not sufficient if there is not a context that supports women entering these positions (Ibarra, et.al., 2013). In order to create this context, it is necessary to change the hierarchical structure and the nature of administrative roles that are tailored by men and for men (ibid.).

Anderson (2003) considers that women are increasingly entering high positions in academia. However, the perception of their role is still undervalued and there can be existing conflicts that make the relationships between colleagues problematic. In order to overcome this problem, Fitzgerald (2014) supports the idea of considering the characteristics and skills needed for 21st century leadership in a broader way in order to liberate men and women

from these preconceived ideas of leadership, and to provide both genders with equal opportunities for career development.

Chapter 3. Research design and implementation.

3.1. Research design.

This research is within a feminist research approach as described in Cohen, Manion & Morrison (2011). It explores the asymmetry of gender relations in a specific social context and it aims to raise consciousness of equality among genders. Equality is not only the research topic but also the research method; therefore, the researcher recognises social status between the researcher, and the research participants (ibid.).

Within this perspective, this study is a small-scale qualitative survey (Leedy & Ormrod, 2015) which aims to describe and analyse individual's perceptions about a specific topic (Cohen, Manion & Morrison, 2011) and it is framed within a naturalistic approach which aims to explore the characteristics, causes and consequences of this social issue (ibid.) in a specific context (Newby, 2014). In this type of studies, qualitative research methods are often employed to focus on "real world" (Cohen, Manion & Morrison, 2011 p.269) situations and allows the researcher to explore the subject in a more complex and multifaceted way than quantitative research methods (ibid.) which are claimed to be context-free and will not allow an in-depth evaluation of the participants' views on the topic (Cohen, Manion & Morrison, 2011).

3.2. Research tools.

As is typical for this type of studies, the collection and production of data will be done by the employment of lengthy semi-structured interviews (Leedy & Ormrod, 2015) and open questions which will last approximately 20 – 30 minutes. The interview questions will be structured around the different areas of the literature review; however, there will space for prompt questions which could emerge from the participants' responses, as is common in this type of study, the role of the participants is essential to "arrive to the heart of the matter" (Tesch, 1994 p.147 cited in Leedy and Ormrod, 2015). This will not only give the interviewees the opportunity to develop in depth their perspectives on the topic and provide a multifaceted description of it (Leedy & Ormrod, 2015) but also, it will allow the interviewer to ask more tailored questions to each participant (Cohen, Manion & Morrison, 2011) in order to collect a wider collection of data (Leedy & Ormrod, 2015). In this research, the in-depth exploration of the topic is especially important due to the uniqueness of the study and the lack of previous research in this specific topic. This method will allow the researcher to identify and discover important issues and common topics, as well as to generate possible theories and hypotheses for further research (Denscombe, 2010)

In naturalistic research, the context of the data collection is highly important and there should not be any conditions that could interrupt, distract or interfere with the respondent as this can vary their answers (Newby, 2014). For this reason, the interviews will be conducted face-to-face and within the university context.

The employment of quantitative methods such as questionnaires will not provide enough detailed data for this particular study as the participants would not have the freedom to talk about their own ideas and experience. The use observation methods for data collection (Cohen, Manion & Morrison, 2011) would not be suitable for this study because in order to

understand the participants' thoughts and opinions about the topic, they need to actively engage with the research questions. (Cohen, Manion & Morrison, 2011). In addition, as this study relies on the unique experiences of each participant, the information given in the open questions and the many possible variables are impossible to measure using quantitative methods.

The lack of measured data can interfere with the validity of this study as the analysis of the data and findings of this study rely partly on the researcher's analysis and previous knowledge of the topic; this can be a potential bias based on her previous constructs and ideas (Leedy & Ormrod, 2015). In order to overcome this difficulty and ensure the validity of the study, the researcher will seek for contradictory evidence in the literature and in the data collected from the interviews and will identify in advance possible bias in her own ideas (ibid.), which will be described in the limitations section. In addition, the interview questions will be piloted in two other people involved in the TESOL profession in order to ensure a clear design of the interviews in regard to clarity of constructs, definitions and addressing all the aims of the study (Cohen, Manion & Morrison, 2011)

3.3 Sampling:

This is a human subject research using convenient sample (ibid.), which has been selected in regard to availability and the specific characteristics of the participants (Boudah, 2011). The selected sample consist on 4 academics who have experience working in the TESOL university context in Scotland; in order to pursuit a gender-balanced view of perspectives there are 2 males and 2 females.

In a qualitative research of this kind emphasis is placed in the uniqueness of each participant (Cohen, Manion & Morrison, 2011), as the research matter is the participants' perception of gender and hierarchy in a certain context. Using a small size sample enables the researcher to explore in depth each person's view, which will not be possible with a larger sample. However, as the sample has been chosen conveniently and it represents the participants' own views, opinion and perceptions, this study does not represent the whole population and cannot claim generalisation of any kind. However, it can be used to understand similar cases (ibid.) (Boudah, 2011) and replicate it in other contexts.

3.4 Data Analysis:

The interviews will be audio-recorded, and the data will be stored in an audio file. Qualitative research often generates a large amount of data (Cohen, Manion & Morrison, 2011); therefore, it is important to state the aim of the data before starting the analysis; this is known as 'fitness for purpose' (ibid. p.538). The data collected for this research will fulfil the purpose of describing and understanding the views of academics about gender and hierarchy in TESOL university context. In addition, it will discover similarities and differences in their responses and, lastly, it will aim to raise awareness of issues of gender and hierarchy in this context.

Parlet and Hamilton (1976 cited in ibid.) suggest that in order to manage this amount of data, the analysis should be done by progressive focussing, which means taking a wide-to-narrow perspective. In order to do so, the first stage of the data analysis will consist of the examination of each individual interview searching for emerging themes. Afterwards, by

the process of “sifting, sorting and reviewing” (Cohen, Manion & Morrison, 2011 p.539) she will refine the data in order to work with a smaller and more relevant amount of data which will be compared and contrasted across the 4 interviews in order to identify common answers and differences between the responses given by the participants.

The data will be arranged thematically (Menter, 2011) and the recordings will be partly transcribed in order to illustrate particular points or quotes that are relevant to the research (ibid.), (Denscombe, 2010). However, it is important to ensure the anonymity of the participants (Cohen, Manion & Morrison, 2011); therefore, the researcher will use the names “Participant A & B” for the male participants and “Participant C & D” for the female ones.

This is an inductive approach (Denscombe, 2010) as it develops new concepts and ideas that, at the end, generate statements at a more general level (ibid.). In addition, it also generates unique and specific information from the data collected from each participant which creates new knowledge and brings new insights that inform this study for which there is not precedent.

3.5 Ethical considerations:

Educational research is a sensitive matter (Cohen, Manion & Morrison, 2011) and in this case it involves personal information which, if handled inappropriately, can have a negative impact on the participants (ibid.). Therefore, it is important to take into account some considerations such as the implication of the research on the participants, the questions and topics addressed and the relationship between the researcher and the interviewee (ibid.).

The researcher understands the right of the individuals to give an informed consent of participation in the study (ibid.). She will provide an information sheet explaining the significance and purpose of the study and possible risks that can affect their decision of taking part in the study (Cohen, Manion & Morrison, 2011). In addition, she will be open to answer any possible questions regarding the nature of the study and she will inform the participants about their freedom to withdraw their consent or discontinue their participation at any stage of the interview. Furthermore, there will be signed contracts of participation in order to secure the participants’ understanding of the implications of taking part in the research (Cohen, Manion & Morrison, 2011) which will be available in the appendix of this document.

The researcher will ensure privacy and confidentiality of the data and the participants’ identity. All the data will be digitally stored, and password protected and destroyed at the end of the research as it is stated on the protocol. In addition the identity of the participants will not be partially or fully revealed and, as suggested by Cohen, Manion & Morrison (2011) their names will be replaced by letters.

The researcher is aware about her own “theoretical sensitivity” (Boudah, 2011 p.242) which determines the previous knowledge that she researcher has about the topic in terms of constructs and bias; this can interfere on the data analysis as its subject to her own interpretation and understanding of the data. In addition, the researcher acknowledges her role as a current student and language teacher as well as knowing some of the participants prior to the interviews. This creates an insider/outsider dichotomy (Unluer, 2012) which is necessary to confront in order to achieve validity and reliability. The insider role of the

researcher can be beneficial for the study as it provides a better rapport between participants and researcher, and the information is more accessible (Toy-Cronin, 2018). However, it also implies that there is a potential risk of bias, a possible lack of objectivity and a risk of making wrong assumptions based on the previous knowledge about the participants (ibid). Toy-Cronin (2018 p.459) states that “as the research goes on [the researcher’s] role as an insider disappears and the researcher becomes alienated with the insider role” becoming an outsider researcher.

3.6 Study limitations:

There are a number of limitations for this study. The topic of this study has not been researched by many scholars. For this reason, the availability of literature in the topic is limited. However, there is existent literature in relation to gender and hierarchy in other contexts which the researcher has used to understand the current situation. In addition, the word-limit of the study is subject to the ones required for the master’s dissertation.

The use of non-random sampling as well as the small scale of the study implies that the results of this study are not generalisable. In addition, the researcher understands the imbalance between gender and working hours of the sampling. However, due to availability, it has not been possible to select different participants.

Chapter 4. Research findings and discussion.

4.1. Introduction.

This study aims to investigate how TESOL academic roles are distributed according to genders in terms of management, research and teaching positions. In addition, the researcher aims to find out the factors that influence career progression opportunities and any differences among genders. Lastly this aims to point out the main characteristics of leadership styles within TESOL and identify any differences between men and women. In order to do so, the researcher interviewed 4 participants who are working in the TESOL university context in a Scottish university. The participants’ names have been anonymized and replaced by Participant A, and Participant B who are male and Participant C and Participant D who are female interviewees.

Participant A is a full-time lecturer who teaches undergraduate and postgraduate TESOL students as well as has a position of responsibility in the language unit of the university. He has been working in TESOL for 26 years in the UK and abroad in different contexts and he recently started to work in a Scottish university.

Participant B is a full-time Lecturer who teaches undergraduate and postgraduate students and also has a position of responsibility in the TESOL department. He has been involved in TESOL for 25 years, 10 of them in the university context.

Participant C is currently a freelance professional who works in Scottish universities when she is required for seasonal teaching, she also works as an inspector in different universities. She has been involved in TESOL since 1979 teaching in various contexts; she has taught in universities in abroad and she has previously held a position of responsibility in a Scottish

college. In addition, she has been doing seasonal teaching for Scottish universities for the last 10 years.

Participant D is a part-time associate lecturer who has been working in the profession since 2005. However, she states that although she has been working in the university context for the last 9 years, during the last 2 years she has been working on a 0-hour contract but required to work full-time hours and allow her to have this job as her main role.

After analyzing the data gathered in the different interviews, the researcher has identified different themes which will be explored in the following sections.

4.2. Top ELT professionals

Inspired by an IATEFL talk (2015), in the first question of the participant interviews, the participants were asked to name the top five ELT professionals. Some of the participants mentioned more than 5 names, others two or three people. However, 3 of the 4 participants referred to more male names than female and only Participant C mentioned an equal number of male and female names. It is also interesting to notice that most of the male names mentioned in the interviews were repeated at least by another participant. However, the female names were not repeated by any other participant. This suggests an agreement, by these participants, that men are more well-known in all areas of TESOL and supports Thornbury (2017) and Prentis' (n.d.) research into male dominance in TESOL influential roles and the invisibility of women in the profession (ibid.).

Participant A suggests that gender imbalance at the top of the profession can have a negative impact on the university context as the needs of women working in this profession are not being heard and understood. He also states that it is important to acknowledge some of the issues that can concern women more than men and in order to do that there has to be a gender balanced representation of workers. However, he explains that the profession is becoming more aware of this problem in the profession:

“We are now in a situation where the profession as whole is becoming aware of the gender imbalance at the top of the profession and things are starting to happen with organizations like ‘Equal voiced in ELT’ and ‘The Fair List’.”

This suggests that there has been an emphasis on encouraging gender balance not only in the academic context but in the TESOL profession in general. Interestingly, no other participant has referred to the gender imbalance problem in the profession. However, Participant B acknowledges the gender imbalance is “certainly a problem within the wider university context, but not in TESOL”. This suggest that although there is a concern about gender imbalance within the wider university context there is still a general lack of awareness in regard to TESOL.

4.3. Distribution of academic roles in TESOL in the university context.

According to the data collected in the interviews, the male participants work full-time while the women participants work part-time. In addition, at the moment participants A and B have a position of responsibility while Participant C is working as an associate lecturer and

Participant D is freelancing doing seasonal work at universities. However, participant D has held a position of responsibility in a college in the past.

According to the OECD (2017a) tertiary education, in general, is male dominated. In addition, McNae & Vali (2015) describe academia as a profession shaped for men and by men. Within the TESOL academic context, Participant A acknowledges that in his current department there is only one woman, which “suggests, that somehow we’re working in an environment that favours men” and “it could be the case that academia is, in general, an environment that is suited to men”. Participant C also believes that there is a tendency for director of studies in TESOL departments in universities to be male. In addition, Participant B thinks that “there’s an overall trend for senior managers to be male[...]. Almost exclusively male”, but in lower management positions, there “tends to be a higher number of females” which agrees with Fitzgerald (2014) and her work on the numerical imbalance in senior positions in universities. As a consequence of this, the OECD (2017a) notes that the gender pay gap in academia is explained by the position each gender holds in the universities; women tend to occupy lower positions than men and therefore have a lower income.

On the other hand, Participant B states that the majority of people working and studying in university languages departments are women; however, the number of men and women working in his current department is more or less balanced. In addition, Participant D states that although the higher positions tend to be held by men in most of the professions, the university TESOL context seems to be “quite a level playing field”. Participant C explains that, as someone who works in different universities, she believes that at the moment there is a 50:50 split of men and women leading TESOL departments in universities. She explains that the TESOL profession during the 70s and 80s was completely male dominated and that she is “seeing increasingly more women in positions of responsibility and authority in TESOL”. This could suggest that the profession is moving towards a more balanced distribution of roles in academia as explained by Anderson (2003) and OECD (2016) and according to participant C “the effects of that would be overwhelmingly positive”.

4.4. Full-time / Part-time contract

All participants have had experience of part-time or temporary contracts for a number of years in different institutions, something that seems to be common across the profession, as Participant C explains “there are a lot of younger teachers who are desperately struggling to get a full-time job [...]. It’s quite difficult to get that [full-time job]”. Participant B points out the difficulty of accessing full-time positions in universities in TESOL departments as it is “very, very competitive”. Participant D also believes that it is difficult to get a full-time permanent position in universities in TESOL as “it is such a small area”.

Participant A addresses the difficulty of finding a full-time stable job as a wider problem that not only affects TESOL but its common in all kind of professions:

“Precarity is a problem that faces workers in all fields, in all kind of jobs; and it is indicative of a wider problem where employers have too much power, and they seem to be allowed to ‘pick and choose’ how much work they will give to people”

He also emphasizes that this problem is particularly difficult in ELT although, he points out the recent Workers' Union that has just started in the UK which might help to overcome this problem:

“In ELT traditionally there has been very little representation for workers in terms of union. [However,] [...] there's a new union for English language teachers that has been set up in London and it seems to be starting to happen now.”

The female participants point out that they have chosen to work part-time at some point during their career for childcare and family responsibilities, which is not the case for the male participants. Participant D explains that this can be seen as an obstacle for career progression:

“Female workers [...] often have periods where they are working slightly more part-time for childcare reasons. It just seems to be the way the balance flows, so you have less experience, you are not moving up the ladder (if there is a ladder), you are not progressing at the same rate because you don't have the same time available to build up the same experience as your male counterparts”

Participant C acknowledges that a part-time position suited her when she had family responsibilities because her husband “wasn't around” and she had to “juggle work and family responsibilities” However, she says that she was able to find a full-time position when she was able to work full-time at a later stage.

During the interview, participant A is aware that in order to fulfill some duties of his job he has to delegate some family responsibilities to his wife and “she would say that [he] spend[s] too much time working and not enough time focusing on other responsibilities”. He explains that within the TESOL academic context “there is a construct [...] that automatically favours a person who is either single or able to ‘neglect’ their family responsibilities for a while, occasionally”.

Competition, job stability and family responsibilities are the main factors that the participants acknowledge as barriers for career development. However, Participant A acknowledges that despite these factors, he had not experienced many difficulties in terms of career progression. On the contrary, he explains that there are three factors that have helped him to progress in her career. Firstly, he considers himself lucky to be “in the right place at the right time”, secondly, he believes that he has earned his position as he has worked hard for it, but lastly, he acknowledges his privileged position as a white, male, native speaker which has served him to “look very employable in non-English speaking countries” and he states that in the TESOL profession there is a great emphasis on the identity of the person: being a white native speaker is still a valued characteristic to get a job in TESOL in some contexts, and being a man frees him from some responsibilities that allow him to get more opportunities . In this context he states that, in some cases, getting a job “is not about luck, it's not about skill, it's about identity”. Interestingly, most of the research about identity in TESOL focuses on race and native-speakerism (Aneja, 2016) rather than in gender.

4.5. Allocated research time.

In terms of allocated research time, as explained by Barrett & Barrett (2010) only full-time staff have allocated research time in their contract. Participant D explains that:

“The one key difference between a permanent lecturer and an associate lecturer is that there is no requirement for us [associate lecturers] to build- up a portfolio of published work”.

Participant A states that he has half a day a week allocated for research and Participant B says he has 10% of his working hours allocated to research. However, both agree that balancing research and teaching time can be challenging because of the workload they have.

The female participants do not have research time allocated to their contract as neither of them are full-time permanent staff. However, Participant D states that she uses her own time to research to help her students with their dissertations. Both female participants agree that they would like to have allocated research time in their schedule as “there are certain things that you would like to develop along with your academic colleagues” (Participant C).

Parker (2008) points out that in order to be promoted in academia, research has more value than teaching. Participant B agrees with this statement by saying that “for a lecturing position, specialism in the subject area is much more important than a teaching qualification”.

He also explains that one of the barriers he encountered when applying for lecturing jobs in TESOL is that he does not have a strong research profile in TESOL but in another subject.

This evidences the importance of research for career progression in academia, which shows that if women are less likely to work in a full-time permanent position, they will find it more difficult to develop their research portfolio; therefore, they will not be able to progress at the same speed and to the same level as their male counterparts.

4.6. Qualifications and career progression

Participant C and D mention that in order to get a full-time permanent position in TESOL in academia, having a PhD or being on a PhD track is one of the requirements.

According to Dunn, et.al. (2014) women often tend to be more qualified than men for academic positions. However, this is not the case for the participants of the study. Although both men and female participants have equivalent TESOL-related qualifications, both of the male participants have a doctorate.

Both women studied for their master’s degrees while they were mothers of young children, and both mention the difficulty of combining motherhood with their studies. Participant C explains that “it was difficult to manage studying and family and probably because of that you might stop at a certain level”.

Interestingly, during the interviews both female participants commented on their thoughts about continuing their studies towards a PhD. However, their main reasons not to continue to further study in both cases are childcare responsibilities. Participant D explains her experience as:

“I had thought about going and doing a PhD but I don’t really want the time commitment at the moment because I have a young daughter.”

Toren (1993) points out that career progression for women usually takes around five more years than for men with the same qualifications and position. Participant C, explains her thoughts about this according to her experience in universities:

“Increasingly you need to have a doctorate in order to get into teaching in universities and that could be more difficult for women, simply because if they have chosen to stop to have children [...] it may be that are slightly older women that are able to do that.”

4.7. Mobility.

The participants of this study mention that TESOL university jobs often require people to travel for short periods of time to attend conferences or test students or that they have been required to move for longer periods of time to other countries or cities in order to develop their career.

For participant B, mobility has been a key factor for career progression as he acknowledges that in order to find a full-time lecturing position in such a competitive field he has been required to move away from his family.

However, Participant A points out that although mobility in TESOL is a common requirement, in many cases this is something that does not seem available to everyone, as he explains:

“It seems to be that the job requirements include things like travelling abroad [...], so obviously if you are a single parent and you have childcare responsibilities [...] it makes it much harder for you to do stuff like that in a job.”

A similar scenario is described by Participant D who describes herself as a “single working women” and due to her circumstances, she cannot travel outside the UK. This has had an important impact on her career:

“If you are not willing to travel it limits your options [...] and the fact that I need to stay in the UK is a barrier”

4.8. Career progression policies in universities.

Participant C states that in her opinion British universities have fair policies that prevent discrimination in the hiring process. In addition, Participant B states that when he had interviewed people for a job in the past, he has not made a distinction in regard to gender but has focus on each individual and their skills. This can suggest that university policies do

not have policies that directly benefit one gender or another. However, Participant D has seen her opportunities limited as she has not been the “natural choice” to take certain opportunities in her department. In addition, Participant A points out that due to the job requirements, academia “is an environment that is more suited to men”. In addition, as research is often more valued than teaching for promotion opportunities, workers who do not have allocated research time are at a disadvantage. In conclusion, research findings on this topic suggest that although the British university policies on discrimination do not overtly exclude anyone from certain positions, the requirements and conditions suit men more than women. Barrett and Barrett (2010) already explore this topic in the general academic context, and according to the findings in this study, this also applies to the TESOL academic context.

4.9 Family responsibilities and career development.

The findings regarding family responsibilities and career progression are clearly differentiated by gender.

Participant B states that in order to develop his career he had to move away from his family. Participant A says that his family has barely impacted his career because his wife has been the person who has taken most of the childcare and domestic duties. He also seems very aware of his position as a man in this aspect:

“Having family has had little impact on my career but that’s probably because I am the man”

On the contrary, Participant C acknowledges that has had a negative impact on her career as it has been difficult to balance work and family life. Participant D also states that being a mother impacts her career as all her decisions are made taking into account her role as a mother. She believes that being a female working in education inspires her daughter to learn languages and to have an interest in education. All in all, she thinks that, although she finds difficult to balance her work and motherhood duties, having a family gives her the opportunity to act as a role model for her family.

These findings suggest that women tend to have family responsibilities and put their roles as mothers at the forefront. On the other hand, men may be more flexible in terms of delegating certain responsibilities to their partner in order to focus on their career development. However, these findings are based on the individual experience and situation of a very small sample, therefore are not generalizable.

4.10. Leadership.

Each participant has a different idea of successful leadership. However, none of them differentiate leadership styles in regard to gender. Therefore, the findings of this study do not agree with Dunn et.al, (2014) in the differentiation of leadership style between men and women.

Participant A describes a successful leader as someone who has a clear vision and is able to ensure that everyone has that vision in mind in order to move forward in the same direction. Participant B, on the other hand, values a leader who understand the duties that

each member of staff is required to do. Participant C describes a good department leader as someone able to support everyone, who is well qualified and has good communication skills. Ultimately, Participant D values a kind of leadership that supports each individual's strengths.

Dunn, et.al. (2014) describes a woman's leadership style as someone who encourages team work. However, this is also Participant's A vision of leadership, which suggest that leadership styles are not subjected to gender but to each individual's idea of leadership. According to each participant's definition of effective leadership, a good department leader should be someone who encourages team work, who is communicative and understands each individual's situation, regardless of gender.

Chapter 5. Conclusion, implications and recommendations.

5.1. Summary of key findings.

The purpose of this research was to explore male and female academic's perceptions of gender and hierarchy in the TESOL academic context. In the wider TESOL profession, the findings show that male ELT practitioners' names are more well-known than women, which suggest that the profession is male dominated. However, the limited amount of available literature on this topic and the findings of this study suggest that although this issue has been underexplored, there is starting to be a concern about gender balance and women representation in the TESOL profession.

The first aim of this study was to find out how are TESOL academic roles distributed among genders. Firstly, the findings suggest that men are more likely to work full-time and have a position of responsibility, while women have more periods of part-time employment. Participant C suggested that during the 70s and 80s there were hardly any women in a position of power in TESOL. However, there have been more and more women entering management positions in the last decades, and this seems to be having a positive effect in terms of gender balance and equality in the profession.

In terms of allocated research time, all participants agree that this is only expected for full-time employees. Therefore, only the male participants of this study have allocated research time in their contract.

The second aim of this study was to explore any gender differences in terms of career development in TESOL in universities. This issue has raised awareness of different possibilities and factors that may influence career progression in the profession. However, there are four main aspects that have arisen from the participants' data in this study: qualifications, research time, university policies and family responsibilities.

In order to work as a full-time lecturer in a British university it is a requirement to have a PhD or be working towards it. Both male participants within this study have a PhD. The female participants do not have this qualification; however, both agree that one of the main reasons for not continuing their education is childcare responsibilities and family duties.

Family responsibilities seems to be a common barrier for career progression in TESOL for women more than for men. Firstly because of interruption of employment and part-time employment due to pregnancy and maternity leave; secondly because of the job requirements that seem to be designed to suit men's needs. According to the findings of this study, this often affects more women than men and implies that women cannot accept full-time positions, implying that they cannot build the same experience as their men counterparts.

In addition, as stated in the literature and supported by the participants' data, having a strong research portfolio is key for career development in academia. Therefore, if women are more likely to work part-time, they do not have allocated research time to build a portfolio and their career development opportunities are more limited.

Lastly, although the university hiring policies do not overtly benefit one gender over another, they seem to value attributes that suit men more than women such as the opportunity to develop a research portfolio and availability to travel.

In the literature, IP is discussed as a possible barrier for career progression in academia that is more likely to affect women than men. Interestingly, this topic has not arisen in the data collected from the interviews with the four participants which suggests that IP in terms of gender does not seem to be a main barrier for career development in this particular TESOL academic context. However, it is important to notice that within the TESOL context, non-native English-speaking teacher impostorhood occurs among teachers whose English is not their first language, and all the participants of this study are considered to be first language English speakers and therefore this type of impostorhood does not apply to them.

Lastly, this research aims to explore the main leadership characteristics and any differences between genders in terms of leadership styles. Firstly, the participants of this study agree with literature on the fact that there are more and more women leading departments or in positions of responsibility in TESOL in universities. The literature describes successful leaders as passionate, confident and self-aware people, and makes a distinction between the male style which appears to be more direct and the female style, which is describes as a facilitator (Dunn, et.al, 2014). However, participants do not mention a gender distinction between men and women leadership styles. Participants agree that a good department leader needs to be a good communicator who leads the team towards a clear aim, listening to the team and understanding the implications of each task.

Participant A explains that by accepting women into leadership positions, the profession will develop into a more inclusive environment with a more diverse representation of voices, which will consider women issues and problems into the job requirements. include women's issues and problems into the requirements of the jobs.

5.2. Implications.

These findings suggest that although recently a movement has been set up to work towards gender equality in the TESOL context (the Fair list, Gender in ELT), there is a general lack of

awareness of the different barriers and obstacles that affect career development for both genders. Gender imbalance in the profession in this context should not be understood as the number of men and women working in TESOL departments in universities but should take into account the role they occupy, and the different difficulties each gender faces in order to develop their career. The lack of awareness of this problem implies that there has been little research undertaken on this aspect and that the promotion criteria in universities is perceived as fair and equal although it remains shaped in a way that supports certain characteristics that suit men more than women. This lack of awareness also implies lack of solutions for a problem that not only affects women working in the profession but the TESOL academic profession as a whole as it is important to encourage diversity within the profession in order to acknowledge issues that affect women.

In addition, by encouraging and facilitating a balanced representation of men and women in all positions in the TESOL academic context, there will be greater visibility of women in position of power that will inspire students and younger generations of TESOL professionals to access different roles regardless of their gender. Moreover, the inclusion of different professionals with different problems and backgrounds will shape the profession in a different way, taking into account a variety of perspectives that at the moment are not being acknowledged; this thus shaping the profession in a more inclusive way, listening to different voices and representing a wider range of identities which will help to bring new skills, role models and ideas into the profession.

Inclusivity and diversity are extremely important in a profession that aims to teach learners from a variety of backgrounds, contexts and nationalities. Educators should lead by example, and one way of doing it is by creating a gender-balanced profession that includes a variety of different voices.

5.3. Recommendations.

Based on the findings of this study, the researcher recommends restructuring the university promotion criteria in order to value teaching and research in the same way. This will facilitate the career development of part-time workers as well as those full-time workers who have extensive teaching experience but lack research work. Alternatively, the universities should provide part-time workers with allocated research time in order to allow them to develop a research portfolio that will help them to progress in the profession.

This measure is more likely to affect women as they are the majority of part-time workers; however, it will also help men trying to develop their career in academia. This will ensure that the opportunities for career progression in terms of promotion criteria are equal and fair for everyone regardless of gender.

Secondly, it is imperative to introduce the discussion of gender issues in teacher training courses in order to highlight the lack of awareness across the TESOL profession, explaining the current situation and its potential impact on the individuals and the industry. This can encourage other professionals to look for solutions to this issue in their own particular context. Creating a future generation of teachers who are aware of the importance of reflecting on diversity, equality and balanced representation of genders in the profession,

will result on a more aware and inclusive society in the future. This will have an impact on the hiring process with the result that it will be more visible in TESOL departments. In addition, it will also be helpful to discuss gender and equality in TESOL classrooms, and for teachers to use gender-balanced materials that include a variety of different voices, in order to familiarize students with a topic that affects society as a whole.

By developing and encouraging an awareness of gender balance and preparing professionals for it, there is a possibility that institutions will provide family support in order to overcome career development barriers related to family and work-life balance.

5.4. Further research.

As the topic of gender in TESOL has not been researched in depth, there are many ways of developing this research which can be useful and helpful for the profession.

Firstly, it is important to notice that gender is not an isolated discriminatory factor in TESOL, but it intersects with others such as age, first language, race and LGBT identity. Therefore, it will be convenient to explore how these factors intersect with each other and affect career development and hiring processes. In addition, research on gender and intersectionality in TESOL can focus on impostorhood and how it varies among the different participants.

In addition, gender imbalance in TESOL can be explored in other contexts such as in private schools or with material writers and examiners. This will help to provide a better overview of the different situations within the profession. Lastly, it seems imperative to research gender in TESOL in order of make people aware of the problem and accelerate the shift towards a more gender-balanced profession.

5.5. Conclusion.

In conclusion the TESOL profession in universities has been historically male-dominated. At the moment, although there seems to be a majority of men in positions of power in TESOL departments in universities, during the last decades there has been a perceived shift towards a more gender balanced environment where women are entering higher positions in TESOL in academia.

The views exposed in this study are the thoughts and experiences of four individual participants and cannot be generalizable. However, their experiences seem to agree with the existing literature about the different obstacles that men and women experience in academia. Regarding leadership styles, there does not seem to be a clear difference between men and women. Both men and women participants within this study described good leaders as people who listen to the team and communicate the aims and objectives that are expected from each person.

Perhaps, the last aim of this study is to not only to fill a gap in the literature, but also to open a window to explore gender issues in TESOL departments in different contexts and contribute to a larger discussion of this matter.

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Appendix 1: Interview Schedule.

Male and female academics' perceptions of gender and hierarchy in the TESOL

university context

Introductory Statement for Face-to-Face:

We are now recording. Thank you again for agreeing to participate in this individual interview. Please remember that anything you say will be made anonymous in the transcription process and that you are free to stop participating at any time, and without giving explanation. You can also decline to answer questions. There is no penalty for declining to participate. I've given you a Participation Information and this contains information about who to contact if you have any concerns or comments about today's interview.

Engagement

#	Question:
1	<ul style="list-style-type: none"> Who are, in your opinion, the top 5 ELT professionals at the moment?
2.	<ul style="list-style-type: none"> What is your current role in this university?

Exploration

#	Questions:
3.	<p>As part of this study, I would like to know how long have you been involved in the TESOL profession. (And how many in the university context)</p>
4.	<p>What TESOL-related qualifications do you have?</p>
5.	<p>Are you currently working full-time or part-time? If full-time: have you ever been part-time employed? if so, what were the reasons? If part-time: What are, in your opinion, the reasons for your part-time employment?</p>
6.	<p>Have you experienced any difficulties in terms of career progression?</p>
7.	<p>Do you think that there are any differences in career opportunities for men and women in the TESOL university context? Why? Why not? If yes: What are the consequences of this situation?</p>
8.	<p>How would you define a good department leader? What is those</p>

	characteristics is the most important for you?
9.	At the moment, do you have allocated research time? If yes: what is the balance between teaching and research? If no: Would you like to have some time allocated to research? Why do you think you don't have any time allocated to research?
10.	Does your current academic workload require you to work outside your working hours? If yes: How do you think this impact your work/life balance?
11.	Do you have any children? (family) In any case: how do you consider that this has affected/affects your professional career?

Exit

#	Question
12.	Finally, what do you think about this quote: "Although women make up the majority of teaching positions, they are under-represented in leadership positions" (OECD, 2017 p.2) Do you think this applies to TESOL? Why? What is the impact of this situation in the TESOL university context?

Appendix 2: Letter to participants

Name of department:

School of Education, University of the West of Scotland (UWS)

Title of the study: Male and female academics' perceptions of gender and hierarchy in the TESOL university context

MAY 2019

Re: Masters Research Study

Dear Sir / Madam,

My name is Paula Alcaraz Barrowcliffe and I am Masters student in Education at the University of the West of Scotland. I am currently in the process of completing an Med Teaching English to Speakers of Other Languages (TESOL) course.

I am conducting a research on the academics' perceptions of gender and hierarchy in the TESOL university context in UK. I would like to gain some insight of the current situation of TESOL professionals working in the academic context in terms of career development, education, workload and hiring processes. In addition, I would like to better understand the views and perceptions of the professionals working in this context in order to compare it with existing literature of the topic. Research which examines the perceptions of TESOL professionals working in academia is important in order to achieve equality in the workplace.

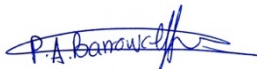
I am writing to ask if you would be willing to participate in my research.

The next page (please see attached) has more information about my Masters research study. It also outlines what I would be asking you to do as part of my study. I will contact you again in about a week to confirm if you would like to take part.

Many thanks for considering my request

Best Regards,

Paula Alcaraz Barrowcliffe.



Appendix 3: Participant's consent form.

Consent Form: Participants (interview)

Name of department:

School of Education, University of the West of Scotland (UWS)

Title of the study: Male and female academics' perceptions of gender and hierarchy in the TESOL university context

- I confirm that I have read and understood the information sheet for the above study and the researcher has answered any questions to my satisfaction.
- I understand that taking part is voluntary and that I am free to withdraw from the study at any time, without having to give a reason and without any consequences.
- I understand that I can withdraw my data from the study up to the point of anonymization.
- I understand that any information recorded during the study will remain confidential and no information that identifies me will be made publicly available.
- I consent to being a participant in this study.
- I consent to being audio recorded as part of the study



I (PRINT NAME)	Hereby agree to take part in the above study
Signature of Participant:	Date