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The Influence of the Teacher's Gender on Classroom Interaction

The Case of Mohamed Taher Kadouri Middle School– Biskra

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Dedication

To my dear parents,

to my brothers and sisters,

to the soul of my uncle, Abdelhakim,

and to my best friends.

Acknowledgements

Abstract

There are several factors which have an influence on classroom interaction. Among the factors related to the teacher, it is important to note how the gender factor can contribute to such influence. The present research work aims at investigating the influence of the teacher's gender on EFL classroom interaction in the context of Algerian middle schools. In addition, it attempts to reveal how gender may affect the pupil-pupil or pupil-teacher interaction. To achieve the study objectives, the study has taken place in Mohamed Taher Kadouri Middle School, Biskra. Three data collection instruments have been used in the investigation: the classroom observation, a questionnaire for the pupils, and an interview with the teachers. The results of the study have shown a few differences between male and female EFL Algerian middle school teachers in the teaching process. They have also revealed that there is no significant impact of the teacher's gender on classroom interaction.

Keywords: Teacher's gender, classroom interaction, EFL contexts, Algerian middle schools.

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General Introduction

There are several factors that affect the teaching-learning process. Some factors are related to environment, some others to social and political conditions, and some others to process itself. The latter includes elements like, students, teachers, administrators, inspectors and even parents. Those elements, in turn, have some variable like, age, socio-cultural background, economic status, and gender is no exception. Significantly, the gender of the teacher as a factor that has its influence on the teaching-learning process has become a major concern of scholars and researchers.

1. Statement of the Problem

Particularly, Teaching English as a Foreign Language (TEFL) in Algeria has witnessed a crucial debate on what enhances EFL classroom interaction and what makes a good EFL Algerian student. The different rates and statistics of the academic achievement of students in Algeria have been and are still a source of concern and research interest to inspectors, educators, researchers, government and parents. This is because of the great importance that education has on the national development of the country. In the light of what has been said, Algerian EFL students' academic achievement needs to be checked.

2. Research Aims

Particularly, the present paper sheds light only on the teachers' gender as a variable affecting EFL middle school Algerian pupils. The aim of the present research is to identify the extent to which a male teacher differs from a female one in EFL Algerian middle schools. In addition, it attempts to check what kinds of influence their gender has on classroom interaction.

3. Research Questions and Hypotheses

In order to achieve the objectives of the research, two fundamental research questions have been deployed:

1- To what extent do male EFL Algerian middle school teachers differ from the female ones in the teaching process?

2- What are the impacts of the teacher' gender on classroom interaction?

The researcher hypothesizes that:

1- Male EFL Algerian middle school teachers slightly differ from the female ones in the teaching process in their teaching process.

2- The teacher' gender has a significant influence on classroom interaction.

4. Means of Research

The present study has been conducted in the Algerian middle school of Mohamed Taher Kadouri in the city of Biskra. Three tools of investigation have been chosen. First, three sessions by a male teacher, and three sessions by a female teacher have been attended to observe the similarities and differences between the teachers in terms of acts and guides. Second, a questionnaire for the pupils and, third, an interview with five male and five female teachers have been conducted in order to detect the gender factor's influences on classroom interaction and pupils' academic achievement in EFL Algerian middle schools.

5. Structure of the Study

The study is a three-chapter body. The first chapter is devoted to the status of EFL in Algeria and an overview of the variable of gender in workplace and teaching. The second chapter is devoted to reviewing classroom interaction. The last chapter presents the research methodology, data analysis and interpretations, lists the findings and provides a discussion on the overall results, as it concludes with providing learners and teachers with some suggestions that would raise their awareness about gender in classroom.

CHAPTER ONE

GENDER IN EFL CONTEXT

Introduction

This chapter provides a general clarification of the case of English as a Foreign Language, namely in Algeria. Then some factors and criteria related to EFL teachers are to be mentioned. Further, the chapter provides an overview about the potential relevance of gender differences in EFL classrooms and their influential aspects on EFL learners depending on various previous studies. The present chapter is a supportive theoretical background that prepares for the practical issues of the study.

1. Teaching English as a Foreign Language

English as a Foreign Language (EFL) is usually learned in an environment where the language of the community and the school is not English. Taking a TEFL course as a non-native English speaker was a great experience, with a wild awakening. Life has a way of bringing surprises, not bad or good, they become what you make them to be, and the outcome depends on how you embrace them. The awakening came towards the end of the course, the realization that non-native speakers do not have equal opportunities with the native speakers in terms of job prospects. (Crystal, 2003)

EFL teachers may face some challenges while teaching because the process of learning seems to be hard for the non-native speakers, for although they have the same qualifications as the native speakers, the barrier becomes how the language was acquired, formal teaching as opposed to picking the language up while playing at home. Proficiency, command and all that goes with it come on a golden platter for the native speakers, and no one cares about what the non- native has to offer. This can either break or build you as a non-native speaker.

Teaching English as a Foreign Language (TEFL) simply refers to English language instruction for non-native speakers. As a fast-growing educational field in the world, it offers thousands of excellent professional opportunities for studying and teaching English abroad.

2. TEFL in Algeria

The common term 'English as a Foreign Language' (EFL) is used in non-English speaking world, namely in the field of teaching and learning such language. The use or the study of English in Algeria, for instance, is considered as EFL since Algerians are not native speakers of English and that language is not a medium of communication in such country. That is, English is a foreign language in a country when it has no essential role in national and social life.

Slimani (2016) studied the case of TEFL in Algeria. He stated:

> English in Algeria is not the students' natural communicative environment. Besides, this foreign language is not akin to the students' mother tongue; Arabic. Therefore, apart from the limited amount of English they hear, speak, read or write in the classroom, English is, to a certain extent, absent most of the time in their daily lives. (p.34)

English is compulsorily taught in the Algerian schools, starting from middle to secondary levels and universities (even in some military/security, economic and cultural institutions). English is considered as the second foreign language, besides French, although it does not particularly play an important role in the national and social life of the Algerian community.

Teaching EFL in Algeria is featured as a very female occupation, namely at the

primary levels of education. Education management, however, is featured as a male-dominant domain. Furthermore, there is a lack of national initiatives to encourage a more balanced situation in terms of gender. In case all Algerian EFL teachers would be under the study of teacher gender's impacts on the academic achievement, the findings would have shown invalid results. That can be referred to the imbalance of teachers in terms of gender as well as to the gender composition of Algerian classrooms.

Algeria, like other countries, considers the importance of English language. However, pupils do not have enough opportunities to practice English outside the language. A serious lack of supportive environment to the language may consolidate what is learnt in the EFL classroom. That is due to the fact that TV programmes, books, newspapers and even radios in Algeria are in Arabic and French. (Salmi, 2013, pp.18-19)

There are several factors that affect the discourse of learning and teaching. Particularly, it is necessary to highlight some factors in the EFL classroom. Among the factors related to EFL teachers is gender. Before tackling the issue of teacher's gender in the Algerian EFL classroom, it is of an importance to introduce the gender issue in EFL contexts.

2.1 Historical Background of Educational System in Algeria

Education in Algeria passed through three stages: pre-, during- and post French colonialism. In the first stage, education was widespread. There was a traditional Arabo-Islamic learning process. Arabic was taught through religious studies in addition to some scientific knowledge in schools, zaouias and mosques. The literacy rate was 40%; Harbart (as quoted in Taouti, 1971, p.35) stated that in 1830 Algeria had a hundred of schools including 86 in Constantine, 50 in Tlemcen and 10 universities spread in the Algerian territory.

During the French colonialism, the Algerians were deprived from their right to go to school, only some were privileged. In contrast to French people who had all the

encouragement and facilities for schooling. In an assessment of the country situation the duke of Aumale said:

> What we have done just after the settlement? Unsatisfied with taking the medersas to turn them into shops, accommodations, stables or barracks. We took all the goods of mosques and especially those assigned to public instruction. (As cited in Chaouche, 2006, p.25)

The post-colonialism period knew the use of French as the dominant language of instruction. The Algerian educational system passed through various reforms. In 1970's, the Arabization process was applied in the primary level of education. By 1980's, it was applied throughout the higher levels of education in all fields except for sciences and medicines. Government aimed to restore the national identity by applying the Modern Standard Arabic (MSA) as a means of instruction. Consequently, French had become the first foreign language and English the second foreign language, as Miliani (2000, p.13) says:

> In a situation where the French language has lost much of its ground in the sociocultural and educational environment of the country: the introduction of English is being heralded as the magic solution to all possible ills including economic, technological and education ones (As cited in Saf and Ouahhoud, 2015, p.21).

Education in Algeria is free of any charge, and officially compulsory till the age of 16. Private schools are authorised by the law and also compulsory under the constitution. All Algerian schools are mixed-sex. The academic year begins in September and ends in June for southern states and July for the others, with two 15 days vacations in December and March. The educational system is formed as follows: the pre-school, the primary school, the middle school, the secondary school and at last comes the university level.

At the age of five years old, children go to the pre-schools which are generally near their houses. At the age of 06, they begin their primary education in the same school. At the end of this stage pupils should take a final examination in order to move to the middle school where they complete their four years of study. Also, at the end of this stage, they should sit for another exam called the "BEM" that enable them for admission to secondary education which is based on three years specialized education including literary or scientific streams. It ends when students take the baccalaureate examination which (BAC) acts as a necessary step for the inscriptions in the universities, state technical institutes, or vocational training centres which fall under the responsibility of the Ministry of Higher Education and Scientific Research.

The specific degrees awarded are determined by the field of study, not the institution. However, the Algerian educational system in the universities is based on three steps: Licence, Master and Doctorate (LMD). The Ministry of Higher Education approves the curriculum, which is standardized for each field of study. Algerian institutions also award graduate degrees in most fields in which a Licence or DES (Diplôme d'Etudes Supérieurs) is awarded. Nowadays, the literacy rate in Algeria is 70% higher than Morocco and Egypt. (Federal Research Division-Library of Congress, 2008)

2.2 English Language in Education

English Language Teaching (ELT) in Algeria can be divided into four stages. The first stage (from 1962 to 1970), was based on the use of Grammar Translation Method (GTM) which aimed to improve the learners' ability in translating literary pieces from the target language (TL) to the native language (NL) and vice versa. However, speaking was neglected since priority was given only to reading and writing skills. The second period (from 1970 to 1984) knew the use of Structural Approach (SA) which supported oral teaching at first apart

from translation which was completely banished from any classroom activity. The third period (from 1984 to 2003) introduced Communicative Language Teaching (CLT) to the system focusing on functional and communicative uses of language. Finally, the last phase (from 2003 till now), the system adopted the Competency Based Approach (CBA) which is based on the development of students' competencies, intellectual, linguistic and problem-solving capacities. It also highlights the importance of linking between learning and context.

In middle schools, English is taught from the first year of the middle school till the fourth year. The official courses planned for teaching English are three hours per week. Concerning the speaking-listening skill, pupils usually practice the language by making conversations and dialogues. Also, they are introduced with authentic materials, while in reading-writing skills pupils are instructed to write short paragraphs, filling the gaps, reading passages and extracting information.

In the secondary school, English language is taught in both streams: literary and scientific fields. It differs according to their fields and levels. Concerning the listening-speaking skills, some phonological features are introduced in order to improve the students' pronunciation. Whereas in the reading-writing skills, students are asked to write essays, long paragraphs, completing imaginative and descriptive stories and reports.

English is regarded as a global language; thus, it is taught in all the university branches either in the English departments or as ESP module in the other fields (Mathematics, Mines, etc.). Previously, The English departments at the Algerian Universities used the classical system which was structured as follows: four years for 'License' degree, three years for 'Magister' degree and four years to get the 'Doctoral' degree. However, with the new reforms in 2004/2005 the LMD system (License, Master, Doctorate) has been adopted from the European educational system. The latter is based on three years for 'License' degree, two

years for 'Master' degree and three years to get the 'Doctoral' degree. Its main purpose is to involve both students and teachers in vocational training, and to highlight the quality of higher education (Saf and Ouahhoud, 2015, p. 21-22)

3. Gender in EFL Contexts

As one of the central social categories, and as Fenstermaker and West (2013) assert, gender is a prominent and relevant criterion to the perception and the assessment of other people. In this section, a brief review of language and gender is provided, the main approaches of gender

3.1 Language and Gender

Language is considered as a tool for human communication. It is featured by gender. The latter, with the advent of language and society studies, was not taken as an independent topic until the 1960s with the appearance of the feminist movement; and sociolinguistics advanced in the 1970s thanks to some well-known linguists as Lakoff, Trudgill, Zimmerman, West, Thorne and Henley.

However, when it comes to the relation between language and gender, it can be considered as an interdisciplinary field that deals with the ways of using language by both genders. Mary Talbot (2010) is one of the scholars who linked gender to language claiming that gender affects people's action in the world, and how the world treats them taking in consideration language in use. Before going deeper in the issues related to gender, it is important to shed the light on both language and gender approaches, as several significant studies have been done by sociolinguists, linguists, and philosophers.

Language is something that people use in their daily life, in communication, asking for information, exchanging facts and so on. According to Sapir (1921) language "is a purely

human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols" (p.8). Whereas, Hall (1968) defines Language as "the institution whereby humans communicate and interact with each other by means of habitually used oral- auditory arbitrary symbols" (p.158). Therefore, language is a system of conventional spoken, manual, or written symbols by human beings who construct social groups.

The practice of language is important. Through language, people identify their identities and social role. That is, people are identified and their roles and status are known by virtue of language. Moreover, the term "gender" is derived from the Latin word "genus", which means kind or race. Yet, its general usage began in the late 1960s and 1970s, mainly in the professional literature of the social sciences. The following theories give a clear understanding of the concept of gender: (Fenstermaker and West, 2002, pp.26-30)

- The Biological Theory reduces the term "gender" to sex. That is, individuals are said to be either males or females, depending on their external and internal sex organs; as well as, secondary sexual development at puberty.

- Gender in Linguistics refers to the grammatical classification of nouns and pronouns into feminine, masculine and sometimes neuter.

- The Social Constructionist Theory views gender as doing rather than being. That is, gender is a cultural performance and a recurring accomplishment that varies across contexts.

Gender refers to cultural and social attributes that have been acquired via socialization, as it has been showed earlier. According to Wardhaugh (2010), "gender is also a fact that we cannot avoid and a part of the way in which societies are formed around us" (p. 334). Besides,

Cameron (2007), Coates (1986), Crawford (1995), Eckert (1989), Tannen (1990), Holmes & Meyerhoff (1999), and other scholars have considered gender as a social construct in the study of language and gender.

Moreover, gender is a fundamental aspect of society, which is deeply imbedded in social organization; not only a means of communication as it is constructed and enacted through discourse. Zimmerman and West (1975) clarify that gender is like something that we possess, and Butler (1990) claims that gender is something that we do or something that we perform. In addition, Kendall and Tannen (2001) commented as follows, "gendered identities are internationally achieved" (pp.556-557). This means that gender exists through the individuals' acts, active negotiation. Thus, it is constructed in their identities' performance.

To sum up, gender can be defined as something that is performed, enacted, and accomplished, and is "never static but is produced actively and in interaction with others every day of our lives" (Coates, 2006, p.66). In short, gender does not pre-exist the individuals, but is actively negotiated and constructed in the performance of their gendered identities, which in itself is an on-going process. "It is also clear that we produce certain speech patterns appropriate to the gender we identify with". (Simpson, 2009, p.621) This can be explained by the conventions we make about how women talk, and if a man talks in the same way, he will then be called or described as 'woman'.

3.2 Approaches to Gender and Language Differences

Throughout the second half of the last century, several approaches have reviewed how gender and language are interrelated. The four major approaches are briefly reviewed as follows:

3.2.1 The Deficit Approach

The Deficit Approach is concerned with women characterization. it is founded by the pre-feminist linguist Otto Jespersen who studied gender differences. Jespersen (1922) viewed females as "talking a lot but making no sense" (p.250). In this quote, he relegated females' language to a subservient status considering it as deficient and weak for that quantity of speaking does not correspond with quality.

The main theorists of this approach emphasize the differences between both genders as source of inequality. Lakoff (1975) was also one of the scholars, who argue that women's language style is deficient, powerless and unassertive. In addition, she argued that women in comparison to men use politer forms, more hedges, tags, and indirect requests that show their uncertainty.

However, this approach faced several criticisms from certain scholars, because they do not take local context and social background into consideration. For instance, Freeman & McElhinny (1996) and Lakoff (1975) divide ideas on women's language into three categories: the first refers to the lack of resources that would enable women to express themselves strongly. The second one is the language that encourages women to talk about trivial subjects. Finally, language requires women to speak tentatively. Furthermore, Lakoff (1975) adds a comprehensive list, which is provided below:

- Women use weaker expletives.

- Unimportant topics are associated with women's domain.

- Women use empty adjectives

- Women use tag questions more often than men do.

- Women express uncertainty through the use of the question intonation pattern (Freeman & McElhinny, 1996, p.232)

Her description of the language of women links the existing stereotypes about the speech of women with some results found after empirical studies.

3.2.2 The Dominance Approach

The Dominance Approach, or the Power Approach, is associated with Lakoff's (1975) revolutionary work in the field of sociolinguistics; which is conducted from a feminist perspective. Thus, it has been assumed that it is derived from a traditional patriarchal negative description of females' speech. In fact, Lakoff described females as being passive speakers and even victims, seeing them as "the second sex" in terms of the French theorist, Simone de Beauvoir, in which Lakoff explained the speech differences of both genders from the perspectives of females' subordination to males' power and dominance. Accordingly, men's conversational dominance appears to reflect the domination of men over women (Freeman & McElhinny, 1996).

All in all, in this approach women's language is characterized by powerlessness, as it contains mitigations and inessential qualifiers that effectively disqualify women from positions of authority. The Canadian sociologist Dorothy E Smith claimed that the differences between men and women have their ground in our way of living and our way of organizing society which began to develop in Western Europe 300-500 years ago (Klein and Steinberg, 1989, p.3).

3.2.3 The Difference Approach

The Difference Approach or the Cultural Approach is associated with Tannen (1990). This approach assumes that males and females belong to different sociolinguistic subcultures, which means that both of them experience life differently. Since childhood, they have learnt distinctive linguistic behaviors.

However; this theory is developed as a reaction to Lakoff's (1975) Deficit and Dominance theories. The researchers who support this theory claim that the reason behind the different biological forms of language used either by men or women goes back to their early socialization. Simply put, when changing culture, the language changes and may develop as people live in different societies.

For example; on one hand, women are interested in making connections, seeking involvement, and concentrate on interdependencies between people. On the other hand; men prefer autonomy and seek independence, focusing on hierarchical relationships. Yet, several scholars tend to link such differences to socialization rather than biology (West & Zimmerman, 1987).

Moreover; Deuchar (1988) suggests that the powerless members of society must also be more polite. Therefore, in communities where women are the powerless members, their speech would contain more elements of linguistic politeness. Similar to the previous theories, this one also ignores the interaction of other social variables; such as race, class, age and context. For instance, the world of adults differs from that of children, race and racism and identical regulations affect in different contexts.

3.2.4 The Dynamic Approach

The Social Constructionist or Dynamic Approach, also known as the contextualizing approach, challenged the previous approaches; as it changed the research question from the study of males' and females' speech differences, to understanding when, whether and how language use constructs gender difference as a social category. According to this approach, gender is a social construct that is achieved through someone's speech. That is, speech and gender vary according to the context.

Thus, the main principles of social constructivist gender theory are that gender is a social construct, the construction is performative in nature and these ideas theorised by Goodwin (1998) and Eckert & McConnell-Ginet (2003). The limitation of 'gender' adheres the constraints of the society which makes 'gender' as binary. Yet, the perception links the performance to gender. So, doing gender, in this view, has effects.

Generally, the categorization as male or female is unequivocal (p.6). Hence, the expectations and reactions in a given social environment connected to gender play a significant role with respect to traits and behaviors. (Deaux and Lafrance, 1998, p.793). This study does not give much interest in dealing with gender as a social construct. Rather, it depends on it as a variable in EFL classrooms.

Indeed, many studies showed that there are variables that influence teacher-student interaction and academic achievement. Those variables include environmental factors, teacher attributes such as gender and attitudes toward sex-role stereotypes, and student variables such as gender, race, ability, grade level and perceptions of student and teacher characteristics (Lindow, Marrett and Wilkinson, 1985, pp.3- 4). The question to ask is how do male teachers differ from female ones in the course of teaching? The following section clarifies some gender differences with arguments from some previous studies.

3.4 Teachers' Gender Variations

The gender differences in EFL classrooms have been an interesting line of research in the last few decades. Most of the existing literature suggests that, as Hoque (2013) stated:

> Male and female teachers demonstrate different behaviour in their classroom interactions with the students. In this regard, females are found to be more approachable, easy to communicate and supportive whereas male teachers are

found to be stricter and more authoritative. (p.128)

Recently, gender becomes an interesting topic to discuss in every fields of life, especially in the educational discourse. It is widely believed that gender, in education, is one of the affecting factors that determines the well-established interactions between teachers and students. Moreover, the gender of the teacher is assumed to have an influence on the quality of the teaching-learning processes in the classroom. In this respect, some previous studies that are relevant to this issue need to be mentioned.

Chavez (2000) asserted that teachers of different gender have classes with different characteristics. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns. Similarly, female teachers were described as communicative facilitators and perhaps more tolerant of first language use. Female teachers were also described as too forceful in choosing topics and asking too many questions primarily with the intent to smooth and perpetuate the conversational flow.

In another study, Doray (2005) investigated similarities and differences in the classroom discourse of male and female English teachers in Australian programs. His focus was on three aspects of classroom interaction, namely, instructions, questioning and feedback. He urged that male and female teachers had a lot in common in their patterns of classroom discourse supporting the notion that the choice of discourse feature was dependent firstly on the context and secondly on the role of interaction vis-à-vis each other in the community of practice.

Another study conducted by Good et al., (1973) demonstrates that teachers favoured high-achieving males and females than those with low achievements. Yet, even in high-achieving students the focus was more on males than females. He also explained that one of

the reasons that make females go under the radar and receive less attention is that they do not possess the aggressive confrontations that males have, thus, they are more likely to be noticed than females. In addition, male teachers are supportive in failed situations, whereas female teachers give more praise and support in success situations. Yet, this study does not give a clear distinction whether a male/ female teacher performs his/her duty better than another male/ female teacher in teaching male or female students.

Conclusion

Previous studies have checked various aspects of the teacher gender influences on the classroom in general and EFL context in particular. Yet, significantly, some specific aspects have not –to a far extent- been investigated in the Algerian EFL context. For instance, the classroom interaction as a scope shaped by Algerian EFL teachers in middle schools have not been investigated in relation to the gender of the teacher. The present chapter has just given a base background to the reader. The following chapter will deal with classroom interaction as a variable that can be influenced by the teacher's gender.

CHAPTER TWO

CLASSROOM INTERACTION

Introduction

As the gender of the teacher is crucial when studying the factors that have an influence on the learning/teaching process, there are some criteria that should not be noted as crucial and being affected by several conditions. Academic achievement, for instance, is a target that several factors in the learning process affect. In this regard, and as far as the study is concerned, the classroom interaction is a daily target in foreign language learning environments.

The present chapter briefly introduces the elements of communication in the classroom, speaking as the major skill of classroom practice, the challenges that learners encounter when participating or speaking in foreign language learning environment, and the common activities that teachers may implement to make learners more interactive.

1. Communication in Classroom

Each individual may have different reasons behind learning a foreign language, however, Kormos (2014) views that one of the principle reasons is being able to communicate and speak that language. In his attempt to present an idea about what speaking is, Fulcher (2014, p.23) states that it is "the verbal use of language to communicate with others". Palmer (2014) argues that the general core standards acknowledge that speaking goes beyond talking publicly in a formal presentation, for people speak in multitudinous contexts and to various audiences different in ages, sizes, and backgrounds.

Since communicating in a foreign language is one of the reasons behind learning it, Aquino (2008) states that communication relies on mutual understanding. He argues that the main aim of communications is to understand and reach the objective of establishing a coordination of ideas and feelings, therefore, to constitute as communication; the ideas or

feelings conveyed must connect or coordinate to result in understanding.

Agreeing with Aquino's statement, Butterfield (2009) declares that oral communication is an individual sending a message to another person or group by the use of speech and the success of communication occurs only when there is a mutual understanding between the speaker and the listener. A view that coincides with Barker (2006, p.2) who states that communication is "the process of creating shared understanding", and that communication does not take place until information is distributed and the view of such information for the person giving it and the person receiving is similar.

1.1 Elements of Communication

In order to provide additional understanding of the process of communication, Gutierrez-Ang (2009) explains that it contains five elements. The first element is the speaker, who is the person responsible for transmitting and conveying a message. The second element is the message which represents the content conveyed in a language understood by both the speaker and the listener. The latter is considered the third element in communication which refers to the person receiving the message sent by the speaker. The fourth element is the channel, which is the method or the way through which the speaker conveys the message. The final element is the feedback which is the response given by the listener.

2. Classroom Practice

Foreign language learners need to fully develop their communication and speaking skill through interacting and classroom practice. As practice is crucial for a learner cannot improve the oral delivery of language by simply learning the rules and not putting them into practice. Baker and Westrup (2003) put immense emphasis on this point. They believe that individuals learn a language through interaction, namely in classroom.

Being exposed to the language daily and having to learn how to use it for communication are other ways of learning a language. However; this will take a significant amount of time before they reach a substantial level of oral competence. That is why Baker and Westrup (2003) believe that practice is highly beneficial, for they see that educators must always provide time for learners to practice the new language and they must prepare interesting material in order to increase their learners' motivation.

Pursuing the point further, Bygate (1987, p.4) writes "knowledge itself is not enough: knowledge has to be used in action. This is true not only of using language, but of any other activity". In this statement, the author clearly emphasizes the importance of practicing the language, meaning that knowing a substantial amount of grammar and vocabulary will not be enough for learner to improve their oral proficiency.

Though he does not neglect the importance of acquiring a certain level of grammar and vocabulary, he gives an analogy of driving the car, for a person needs to know the names of the controls but, practicing to use those controls is what will improve his driving. This is why practicing the language in highly important for students in order to interact more and improve their communicative competence.

2.1 Challenges in Classroom Practice

Rodríguez (2012) states that classroom practice and interaction contribute to the enhancement of learning skills. Frustration is frequently remarked through learners who cannot speak English and interact with their peers even if they spend years studying it. In addition, when speaking in class, beginner learners use repetitions, pauses, incomplete sentences, and hesitations.

Any initiative of interacting with learners and teachers needs a response of another

speaker or listener, and this process comes in the form of turns. Interaction requires participants to pay attention to gestures, intonation, stress and pauses that other speakers do because they are the clues behind understanding the meaning of the utterances of others. Kline (1989) reports that studies show that the greatest fear of most people is speaking in a front of group of people. Even though the fear of speaking is a common issue among people, studies show that wanted qualities in speakers is their ability to speak in front of group.

Thus, interacting with new learners and teachers may also be a challenge for foreign language learners. The more successful an interference from a learner in interaction, the clearer the ideas and communication are. Kline (1989) says: "It ranks ahead of the fear of dying, riding in an airplane, or failure in other areas of one's personal life" (p.1).

The major challenge that EFL learners encounter is speaking in classroom. Speaking a foreign language is challenging for the mere fact that it is a foreign language. Interacting with each other or with the teacher is the foreign language is an obstacle that will hinder their oral delivery, For Ur (1996), there are some problems and challenges in classroom practice and interaction that teachers can come across in getting students to talk in the classroom. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use. (as cited in Tuan & Mai, 2015, p.10).

2.1.1 Inhibition

It refers to shyness or reluctance. As the author explains, learners are shy or reluctant to speak in a foreign language in class because they are afraid of making mistakes and being criticized in front of the classmates, or simply because they dislike being the center of attention.

In EFL context, inhibition to speak English creates a sense of fear and is one of the

main reasons that direct students towards hating the speaking English, thus, hating participation and being interactive in class. However, it is a necessity to do a step, speak, initiate and participate in order to decrease inhibition (Varghese, 2015).

Basic (2011) conducted a study to investigate the influence of such challenge and obstacle that prevents learners of a second language from speaking and participating. The purpose of the study was to examine how a teacher can encourage students to communicate orally and increase the frequency of participation, asking and answering. Basic (2011) found that the teacher's behaviors, speaking anxiety and namely foreign language anxiety prevent students from making actions, subsequently, their communicative and oral skills were negatively influenced.

In order to encourage learners to interact in a foreign language, Basic (2011) considered it important to strive for a pleasant atmosphere where every student can feel relaxed and motivated to communicate orally. Inhibition caused mainly by anxiety affects EFL learners' classroom interaction, hence, affects their English learning. The study was concluded with some implications that can be helpful for teachers who have less-interactive classrooms.

2.1.2 Low Chances of Participation

In this point, the author explains that students' time for speaking is significantly reduced if the classroom is crowded. In addition, certain students tend to participate in a dominant manner, minimizing others' chance of speaking.

Thaher (2005) claims that large English classes are often associated with disarrangement, lack of control, lack of concentration, and lack of classroom interaction. These bad conditions lead to the lack in the ability to practice speaking English. According to

Thaher (2005), the little attention of teacher on each learner and the production of real physical discomfort and distraction are results of overcrowded classes.

Thaher (2005) asserts "classroom interactions in large classes are negatively associated with class size" (p.1079). Thus, large classes reduce the opportunities to participate and speak for English language students. Other than crowded classes, timing of courses, teaching styles and social and emotional reasons may prevent learners from -or decrease their- interaction with each other and with the teacher

2.1.3 Nothing to Say

For some learners who are not anxious or shy, they may not participate, ask and/or answer due to the fact that they have nothing to say. As pointed by Ur (2012, p.118), "students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak." This statement means that for some learners, making an effort to speak should only occur if the contribution is pertinent to the subject. Besides, teachers need to motivate them to find what to say.

2.1.4 Using Mother Tongue

Ur (2012) explains that some students have the tendency to rely heavily on their first language because it is more natural. The easiness and comfortability of participating with the mother tongue should be motivating learners not to stop participating and being interactive; rather, teachers can train them on being interactive through shifting smoothly to the target language. However, overusing the first language will result in decreasing their opportunity to enhance the speaking skill in the foreign language.

Harmer (1991) set a number of reasons behind the students' use of mother tongue in classes. First of all, students use mother tongue when the topic under discussion is difficult for

them. In this case, if they want to say anything about the topic, they will use their own language. Second, the use of the mother tongue is a natural thing to do. Third, they use mother tongue to explain to each other if there is no encouragement from the teacher. Finally, student feels more comfortable to use mother tongue if the teacher frequently does so (as cited in Tuan & Mai, 2015, p.10).

Confirming Harmer's view, Dujmović (2014) reported that humanistic views of teaching speculates that while they are still learning a language, it is natural that they will periodically shift into their mother tongue, which is more comfortable for them. In foreign language classroom, negative consequences might emerge if the teacher does not attempt any strategy to shift their language of participation into the target language.

Furthermore, Goh and Burns (2012, p.15) stated that the reason behind avoiding speaking and participating "is that they are influenced by affective factors such as anxiety and a lack of motivation". That is to say, they considered the key factors behind students' lack of interaction in the classroom is being anxious and unmotivated towards the target language.

3. Designing Activities of Interaction

In order to design activities that aim to enhance students' overall speaking skill, certain principles should be taken in considerations. Ur (2012) provides the following principles when designing speaking activities for the learners in order to maximize their chances of speaking:

Group or pair work is considered to be very beneficial as it increases the chances of speaking. In addition, it could also aid the shy students who are not willing to speak in front of the whole class. Therefore, the author encourages designing activities that involve two or more individuals working together.

Using easy language is also something to consider. The author explains that designing activities that include easy language could be helpful in maximizing chances of speaking, due to the fact that students can remember the required grammar and vocabulary easily leading to more participation.

Another important aspect to consider when designing speaking activities is the careful selection of topics and tasks. Ur (2012, p119) clearly emphasizes that point as he states that "the more interesting the topic and the clearer the purpose of the interaction, the more motivated participants will be".

The final principle is creating awareness for the activity. The author explains that it is vital for the teacher to make learners aware of the importance of speaking, giving chances for everyone to participate, and making it the learners responsibility to use the target language at all times.

3.1 Speaking Activities

In order for learners to fully develop and enhance their oral delivery, it is imperative to have speaking activities in the classroom. Ur (2012) suggests that the following activities are very helpful in improving students speaking skill:

Finding things in common is one activity presented by the author. He explains that in this activity, learners sit in pairs, preferably with someone they do not know very well, and they attempt to pinpoint the common things they have with each other and share with the rest of the class.

The second activity suggested by the author is a role play. In this activity, participants are provided with characters and situations, and they attempt to create and act a small scene based on them. It can be done in pairs, or in groups up to four or five individuals.

Solving problems is another activity that the author believes to be beneficial. He explains that in this activity, students work in groups, and the teacher suggests a certain problem, the members of the group must communicate with each other and suggest some solutions for the problem which they will share with the entire class.

The final activity proposed is oral presentations. Ur (2012) argues that it is an advantageous activity for students in advanced classes as it is often followed by questions from the teacher and classmates, or discussion of the topic presented.

In Carlo's (2008) dissertation on enhancing the oral proficiency of Spanish majors, the results found that the following activities were considered helpful for enhancing and improving the speaking skill, these activities were: interviews with native speakers, formal debates, storytelling-sharing, group and pair work, and oral presentations.

4. The Teacher's Gender and Classroom Interaction

Teachers have always been the critical factor determining the academic and social success of students. Classroom interaction is an aspect of the teacher-student relationship. Liddicoat and Scarino (2013) claimed that an interactive classroom requires attention to the nature of language use Also, they point out that an interactive classroom contributes in facilitating successful learning by fostering a positive classroom climate and enhancing the speaking skills. Moreover, it is based on trust and respect. Thus, Classroom interaction is an aspect of the teacher-student relationship.

Furthermore, teachers should create a warm atmosphere and make students feel that they belong to the classroom, help them to handle the stress and trams. Also, they have to allow their students chances to get into discussions, and the most important thing is that the teacher must love his job. Then, classroom management (the ability to control the classroom)

is one of the fundamental skills of teaching. Besides, Teachers find it much easier if their students believe that they are genuinely interested in them and available for them. Also, the teacher's physical approach and personality in class is one aspect of class management to consider.

The EFL classroom interaction between teachers and students includes various types of the give-and-take relations and question-answer interactions. By checking the former, there might be no noticeable impacts of either parts on the other. That is, the student-teacher interaction is instanced as salutations, addressing, calling and pointing (Caram and Davis, 2005). Whereas asking questions is one of the most common activities used by teachers in classrooms. Caram and Davis (2005) stated that when teachers use questions correctly, it can enhance students' learning by developing critical thinking skills, reinforce students' understanding, correct students' misunderstanding, provide feedback for students, and enliven classroom discussions. (pp.20-21)

As a way of creating interaction, questions made by teachers play significant roles in the classroom interaction. Besides, Sunggingwati and Nguyen (2013) urged that questions are important in starting and maintaining interaction within the classroom and it is through teacher questions that students get an opportunity to express their feelings and thoughts, be motivated to learn, participate actively in the lessons, solve problems, learn through interacting with each other, and reflect on certain issues. The interaction is controlled by teachers in the classroom. The role of teachers while interacting with students, as Nunan (2007) argued, consists of three purposes: "to elicit information, to check understanding, and to control behavior." (p.80)

Furthermore, Ozcan (2010) mentioned that the teacher's questions function as a strategy to trigger the students' perspectives and insights after learning certain material. also

explained the most effective classroom is the classroom in which the students are actively involved in teaching and learning activities. In making the ideal classroom, the students need to be stimulated to be more active and critical through provoking teachers' questions. Besides, his finding showed that teacher's questions function as target language input for the students and form an integral part of classroom interaction.

In addition, in knowing whether the teacher is qualified in activating class, gender becomes one of the factors. Antecol, Eren and Ozbeklik (2012) mentioned that the teacher's quality in transferring knowledge to the students might be determined by several factors, one of them is gender. Furthermore, they highlighted the significance of gender when it comes to learning. They found that having a female teacher instead of a male teacher raised the achievement of girls and lowered that of boys in science, social studies and English. To obtain more information about the comprehension of students, teacher-student interaction is one of the parameters to examine their critical thinking abilities.

Furthermore, the research about teacher's gender differences and students" comprehension ability in the classroom have been investigated. Lam, Tse, Lam and Loh (2010) investigated the effects of gender matching between students and teachers in learning sciences. They found that female teachers significantly improve the comprehension of the female students, and the same with male teachers and their male students.

Besides, Dee (2005) examined prevailing beliefs that gender gap in student outcomes is a result of interactions between teachers and students. He concluded that matching gender of the teacher with the student is associated with better student comprehension. Antecol et al (2012) discussed the impact of teacher-gender on primary school students' achievement. They found that female teachers are better in teaching primary grades that lead to the conclusion that teachers' gender really matter in teaching and learning process.

Moreover, the teacher's gender and question variation have been investigated specifically in the area of teacher-student interaction. Rashidi and Naderi (2012) explored the effect of gender on the patterns of classroom interactions between teachers and students in Iranian EFL classrooms. They found that male teachers used many display questions, while female teachers asked more referential questions.

Similar to Rashidi and Naderi's (2012) research, Rashidi and Rafieerad (2010) also investigated the patterns of classroom interaction. However, the results of the study showed a contrast. They found that there is not much difference between male and female teachers. Both groups tended to spend much of class time on directing the students to do something, asking more display questions than genuine questions, and providing immediate feedback to the students.

Moreover, Ho (2005) mentioned that question-asking is the second most frequent strategy after lecturing, and the single most important technique used by EFL instructors in the classroom. Moreover, he highly considered it as the main interaction-maker and the most effective strategy to stimulate students' motivation, help their study process, and help the teacher to measure how well a learning process of the student is. Undeniably, teachers play significant roles in the classroom discourse. However, teachers differ in their practices, applications, teaching styles and, therefore, classroom interaction and students' academic achievement.

5. Other Effects of Teacher's Gender

It is clear that gender variations have their short-term effects represented in teacher-student interaction. Likewise, they have their long-term effects on student's performance in their course of study. Igberadja (2016) defined the latter as:

> Academic achievement or performance is used in the school to refer to students' success in learning specified curriculum content as revealed by continuous assessment and examination […] academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. (p.35)

Not only teachers are concerned with students' academic achievement, parents and all stakeholders in the educational system have the same concern. This concern cuts across all school subjects and all levels in the educational system, including primary, secondary and higher levels. For that, one of the factors that may cause high or low academic achievement for any class of students is the teacher's gender factor.

To mention the latest studies. Diallo and Hermann (2017) conducted a research on the influence of teacher's gender on student's academic achievement in twenty European countries. Their results showed that female teachers tend to increase students' test scores, especially for girls. However, this effect is far from universal; it is present in half of their sample. One possible factor behind girls' increasing success in school, according to them, is the long-term trend of the growing share of female teachers, assuming that students benefit from having a teacher of the same gender. This explanation motivates the literature analyzing the effect of gender match on student achievement.

In case the genders of both teachers and students are taken into account, Lim and Meer (2015) tackled a possible source of gender-based disparities is that gender interactions may affect academic performance through changes in the behavior of both parties, through student- or teacher-centered mechanisms.

Conclusion

Several studies have been conducted on the factors that have an influence on classroom interaction. The present chapter has briefly reviewed the elements of the classroom communication, speaking as the major skill of classroom practice, the challenges that learners encounter when participating or speaking in foreign language learning environment, and the common activities that raise the classroom interaction. However, there is no much research on the fact of the teacher's gender as affecting the classroom interaction. In this respect, the present study attempts to investigate such influence. The following chapter will be practically dealing with the influence of EFL Algerian teachers' genders on middle school classroom interaction.

CHAPTER THREE

THE TEACHER'S GENDER AND CLASSROOM INTERACTION

Introduction

After introducing the theoretical framework of the teachers' gender differences in EFL classrooms and classroom interaction, the section at hand deals with the practical issues. The aim, thus, is identifying the extent to which a male teacher differs from a female one in relation to their influence on classroom interaction. This research hypothesizes that the Algerian middle school teachers vary in their way of interacting with pupils for the fact of their gender, and that male teachers affect the classroom interaction positively whereas female ones affect it negatively. The present chapter is an attempt to answer the aforementioned research questions through a set of steps; starting with providing an overview about the methodology conducted, then moving to the data collection and analysis. The chapter closes with presenting the findings and some recommendations.

1. Research Design

The present study has been basically conducted in Mohamed Taher Kadouri middle school (Drouman, Ras El Karia - Biskra). The need for more EFL teachers as informants urged the researcher to receive collaboration from two other middle schools: Halimi Rachid and Aroussi Mohamed Sadek in the same city.

1.1 Participants

The participants are pupils and teachers. Pupils are from fourteen to sixteen years old; they are of both genders, varied backgrounds and varied English proficiency; but they are all third-year level pupils. The total number of participants is sixty (60); thirty (30) pupils taught by a male teacher, and thirty (30) pupils taught by a female teacher. For the teachers, ten (10) teachers of English subject from three middle schools participated, five male teachers and five females.

1.2 Research Tools

The study tools are: the classes' observations, a questionnaire designed for pupils and a questionnaire designed for teachers. The aim of using those instruments is to investigate the differences of teachers' gender and their influences on classroom interactions and pupils' academic achievement.

1.2.1 Classroom Observation

The observation depends on the framework of Tsui (1994) (see Appendix I). The researcher attended three sessions given by a male teacher and three sessions given by a female teacher in order to observe the differences of classes guided by female and male teachers. The observation was conducted in April 2019 (the third term of the school calendar). Each session takes one hour. All the six sessions were given to third-year pupils. The table of observation was used to note the existence of acts with a plus (+) and note their absence with a minus (-).

1.2.2 The Pupils' Questionnaire

The pupils' questionnaire (see Appendix II) includes a section of general information about the pupils (gender, level, grades of English subject) and a section composed of ten (10) statements where pupils are required to indicate the degree of agreement (agree/ strongly agree/ disagree/ strongly disagree).

1.2.3 The Teachers' Questionnaire

As for the teachers' questionnaire (see Appendix III), it starts with general information section (gender, age, marital status, experience) and moves to a second section that includes five (5) statements, teachers are required to indicate the degree of agreement on these

statements (a little/ some/ quite a bit/ a great deal), then ends by five open-ended questions where teachers are asked to provide adequate information

1.3 Data Collection

The method of data collection is mixed-method approach because two different tools are used. The results of the observed classes of the male teacher were gathered to be compared to the ones gained from the observed classes of the female teacher. For the pupils' questionnaire, the answers of thirty pupils of a male teacher are gathered to be compared in the analysis to the answers of thirty pupils of a female teacher. The same for the teachers' questionnaire, though it includes open-ended questions. The process of analyzing data is both quantitative and qualitative.

2. Data Analysis

In this section, the researcher presents the results of data collected. First, the analysis of classroom observations is provided, followed by the analysis of the pupils' questionnaire then the teachers' questionnaire.

2.1 Analysis of the Observations

Table 1. identifies whether an act exists in the three classes of the male teacher (+) or it does not (-). The same for the three classes of the female teacher. The green-highlighted cells in either of female or male teacher classes represent the most occurring (+) marks, that means the highly-existing acts. The blue-highlighted cells of both categories mean that values are equal in both female and male teachers' classes.

Head Acts	Sub-acts	Male Teacher			Female Teacher		
		Class1	Class2	Class3	Class1	Class2	Class3
Elicitations	Agree	+	-	+	+	+	+
	Repeat	-	-	+	-	+	-
	Confirm	-	+	-	+	+	+
	Commit	+	-	+	+	+	-
	Clarify	+	-	-	-	+	+
	Inform	+	+	+	+	+	+
Requestives	Request for Action	+	+	-	+	-	+
	Request for Permission	-	+	+	+	+	+
	Propose	+	+	+	+	+	-
	Invite	-	-	+	-	+	+
	Offer	+	+	-	+	+	+
Directives	Instruct	-	+	+	-	+	-
	Threat	+	+	+	+	+	-
	Advise	+	-	+	-	+	+
	Warm	-	-	+	+	+	+
Informatives	Assess	+	+	+	+	+	+
	Criticize	+	+	+	+	+	-
	Compliment	+	-	+	-	-	+
	Self-denigration	+	-	-	+	+	+
	Self-commendation	+	-	+	+	-	-
	Report	+	+	-	+	-	-
Positive Response		+	+	-	-	-	+
Negative Response		-	-	-	+	+	-
Temporization		+	+	-	+	-	+
Endorsement		+	+	-	-	+	+
Concession		+	+	-	+	-	+
Turn Passing		+	-	-	+	+	+
Acknowledgment		+	-	-	+	+	+

Table 1. Results of the observations in six classes

As table 1. shows, the classes of the female teacher showed more existent acts than the classes of the male one did. For that, eleven (11) acts are observable in the female teacher classes (Agree /Confirm /Clarify /Request for Permission/ Invite /Offer /Warm /Self-

denigration //Negative Response /Turn Passing /Acknowledgment) whereas only seven (7) acts are observable in the male teacher classes (Propose /Instruct /Threat /Criticize /Compliment /Self-commendation /Report /Positive Response). Besides, both male and female teachers' classes showed equal nine (9) acts' presence frequency (Repeat/ Commit /Inform /Request for Action/ Advise /Assess /Temporization /Endorsement/ Concession)

In the sub-acts of elicitations, the female teacher showed more 'agreement', 'confirmation' and 'clarification' than the male one did. However, both the male and the female teachers showed equal values in the acts of 'inform', 'repeat' and 'commit'. The same for requestives, the female teacher showed higher values. The male teacher showed full existence of the sub-act of 'propose'. In directives and informatives, the major noticed sub-acts were in classes of the male teacher, the observation of classes of the female one showed full values only in self-denigration and warming acts.

The male teacher showed positive response in his classes more than the female one did. The latter was more significant in acknowledging and giving turns than the male teacher was. However, both the male and the female teachers' classes presented equal values in the acts of concession, temporization and endorsement. In all equal observed values, only two cases showed full existence (+++) in the classes of both the male and the female teachers.

Through the results demonstrated in table 1, the classes of the male teacher showed less easiness of teacher-pupil interaction and communication for that inviting and offering are absent from the teacher's part. However, much efforts are seemed to be done from the female teacher's part in order to enhance interaction with and among pupils. The intimacy in her classroom is perhaps the key to effective teacher-pupil communication in spite of the lack informatives.

2.2 Analysis of the Pupils' Questionnaire

The target objective behind this questionnaire is to check pupils' views on classroom interaction and their attitudes towards the gender of their teachers.

Section One: General Information

The answers in this section provide general statistics about the pupils' genders, levels, and grades (English subject)

Pupils gender

	Pupils' Genders		Total
	Male	Female	
Taught by Male Teachers	9 (30%)	21 (70%)	30 (100%)
Taught by Female Teachers	13 (43.33%)	17 (56.66%)	30 (100%)

Table 2. Pupil's gender

Table 2. shows that the majority of participants are females. 70% are female pupils taught by male teachers, and 56.66% taught by females. Clearly, the female pupils outnumber the male ones in all classes.

Pupils' level

	Pupils' Levels		Total
	3rd year	4th year	
Taught by Male Teachers	14 (46.66%)	16 (53.33%)	30 (100%)
Taught by Female Teachers	16 (53.33%)	14 (46.66%)	30 (100%)

Table 3. Pupil's level

It is noteworthy that pupils are randomly chosen from 3rd year and 4th year levels. As table 3 shows, the number of 3rd year pupils is almost equal to the number of 4th year pupils. 53.33% represents 4th year pupils taught by males as it and the same proportion represents 3rd year pupils taught by females.

|	Grades (out of 20)			Total
	10 to 12	12 to 14	14 to 16	
Taught by Male Teachers	19 (63.33%)	7 (23.33%)	4 (13.33%)	30 (100%)
Taught by Female Teachers	18 (60%)	10 (33.33)	2 (6.66%)	30 (100%)

Table 4. Pupils' grades

The majority of the participants have average grades. 63.33% pupils taught by males have 10-12 grades, and 60% pupils taught by females have the same grades. Only four (13.33%) pupils taught by males have got 14-16 grades, and only two (6.66%) pupils taught by females have got the best grades.

Section Two: Pupils' (Dis)Agreements on Statements

In this section, sixty pupils indicated their level of (dis)agreement on ten statements. The results are presented as follows:

Statement 1: I understand the lesson well from my teacher.
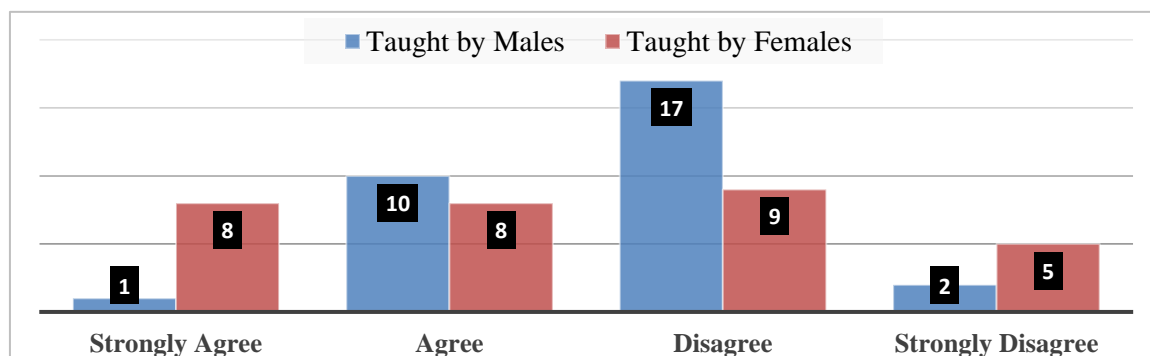
Figure 1. Pupils' Understanding of the Lesson

As figure 1 shows, sixteen pupils (53.33%) agreed that they get a well understanding from their female teachers. Yet, nineteen pupils (63.33%) taught by male teachers disagreed on this statement. This demonstrates that much understanding is confirmed in female teachers' classes more than in male teachers' classes though the difference is relative.

Statement 2: I can communicate freely with my teacher.
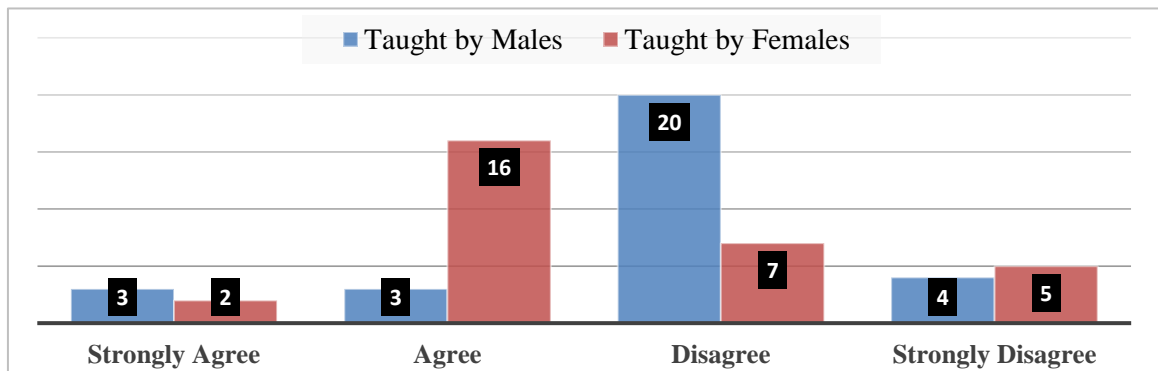
Figure 2. Pupil-Teacher Interaction

As shown in figure 2, when pupils were asked whether they communicate freely with their teachers, twenty (66.66%) of the informants taught by a male teacher disagreed, and four (13.33%) strongly disagreed. Disagreement is also apparent from the part of the pupils taught by a female teacher. Twelve (40%) informants disagreed. Through their answers on this statement, respondents showed much easier communication is done with the female than with the male teacher. That is clear from the number of those who are taught by a female teacher and agreed on the statement (53.33%).

**Statement 3:** My teacher focuses on details while teaching.
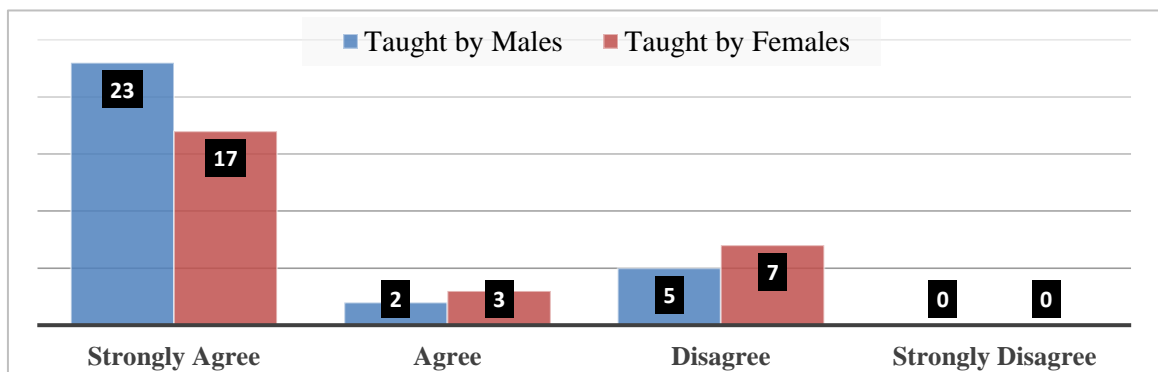
Figure 3. Teacher's Focus on Details

Figure 3. demonstrates that the majority of informants strongly agreed on the statement; twenty-three (76.66%) who are taught by a male, and seventeen (56.66%) who are taught by a female. Hence, both the male and female teachers focus on details while teaching. A slight

difference is noticed if we check the number of informants who disagreed (23.33% from the female teacher's pupils, and 16.66% from the male teacher's pupils). That is, the female teacher seems not to focus more as the male teacher does

Statement 4: My teacher uses holistic views while teaching.
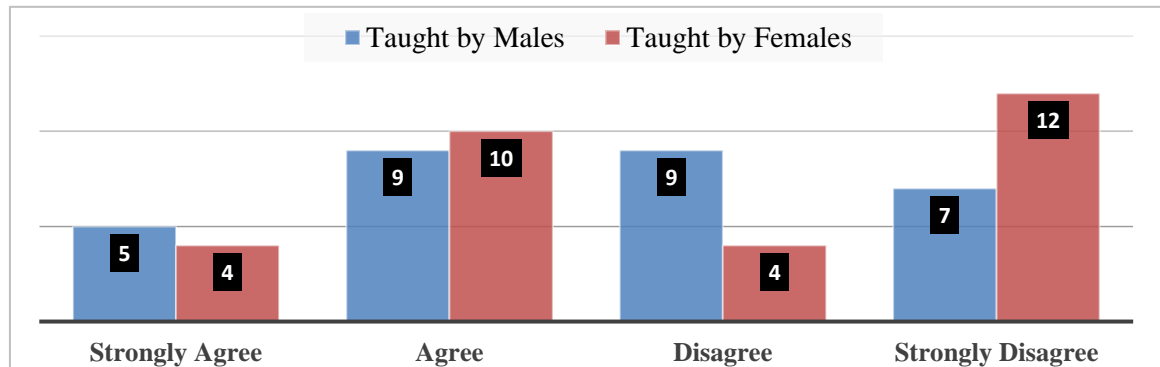
Figure 4. Teacher's Use of Holistic Views

Twelve (40%) informants taught by a female teacher strongly disagreed, and four (13.33%) others disagreed on the fact that their teacher uses holistic views. The number of informants who agreed is almost close to the ones who disagreed. Pupils shared variant views from both sides. However, the difference lies in the level of dis/agreements. For those whose teacher is male, disagreements are approximate to agreements. As figure4 shows, the results are quite similar to each other.

Statement 5: My teacher uses warnings and punishment more than rewards.
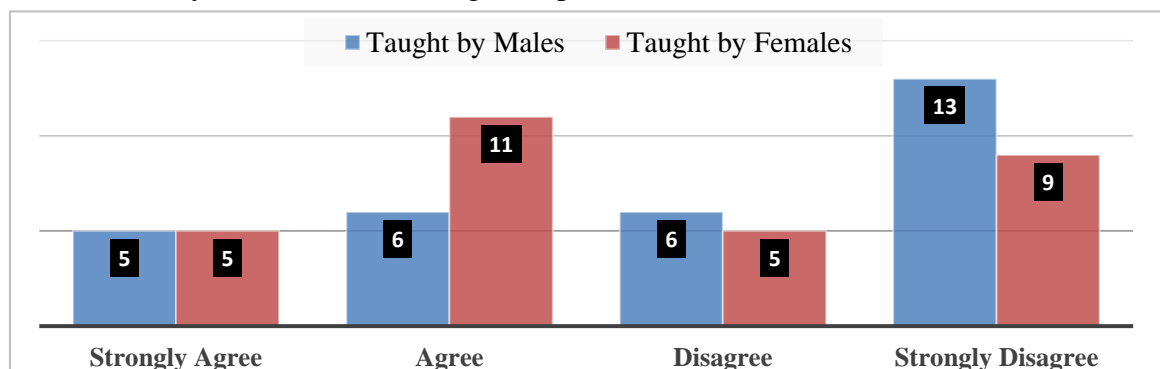
Figure 5. Teachers' Punishment and Rewards

As figure 5. shows, nineteen (63.33%) informants disagreed that their male teacher

uses punishment more than reward. However, fourteen (46.66%) informants taught by a female one disagreed on the statement. This explains than the male teacher uses warnings and punishment less than the female teacher does. It is also illustrated in figure 5 because those who agreed on the statement are mostly taught by a female. Thus, the male teacher seems to be more rewarding than the female teacher does.
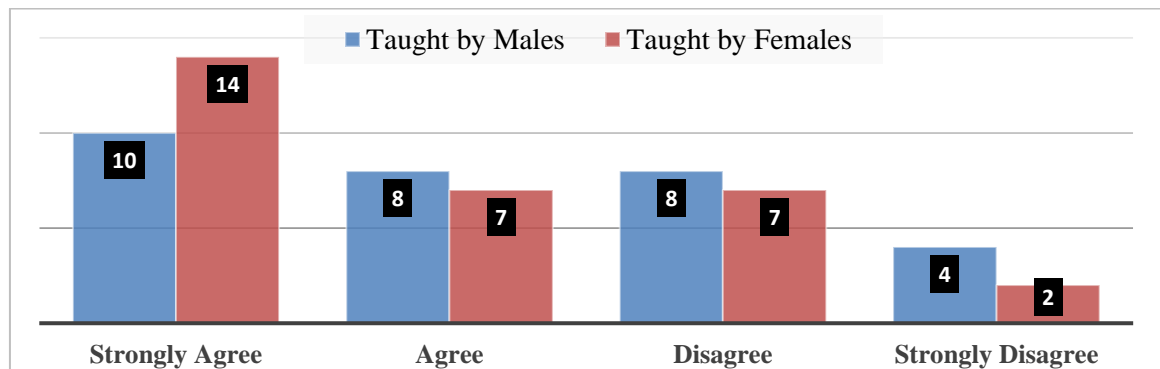
Statement 6: My teacher always evaluates my work.

Figure 6. Teachers and Work Evaluation

Participants have been asked whether their teachers continuously evaluate their work. Agreements from those who are taught by a male are eighteen (ten pupils strongly agreed), whereas agreements from those who are taught by a female are twenty-one (fourteen pupils strongly agreed). However, twelve (12) informants taught by a male and seven (7) taught by a female did not agree. Through figure 6, the female teacher appears to be more often evaluating pupils' work than the male teacher does. Despite being slightly different, much importance to the learning evaluation is given by the female rather than the male

Statement 7: When the pupil's response is wrong, the teacher does not give proper feedbacks.
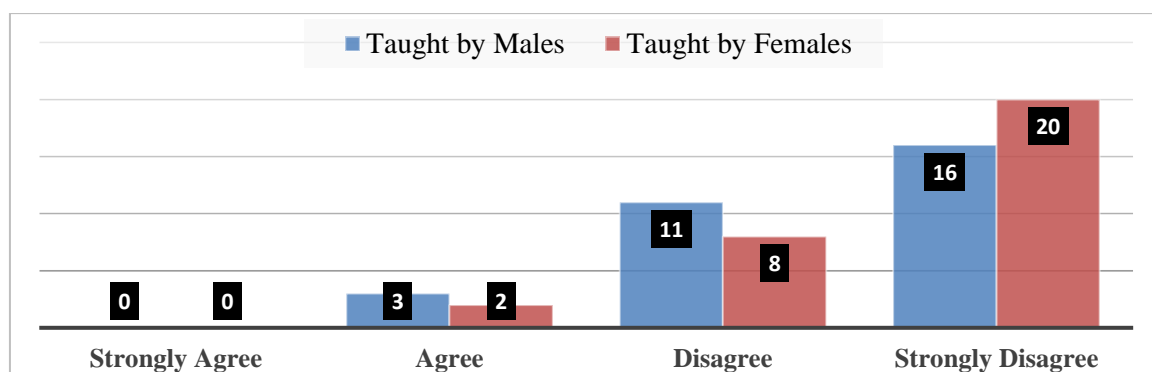
Figure 7. Pupils' Wrong Response and Teacher's Feedback

The majority of respondents have disagreed that their teachers do not give proper feedback. However, disagreement from both sides is approximately equal. Pupils taught by a male teacher reported that their teacher provides proper feedback (because those who are taught by a female showed more disagreement). Besides, three informants taught by a male teacher agreed on the statement. As evaluation proved to be quite more apparent from the female teacher, even proper feedback appears to be less provided from a male teacher.

Statement 8: My teacher responds to girls' / boys' questions.
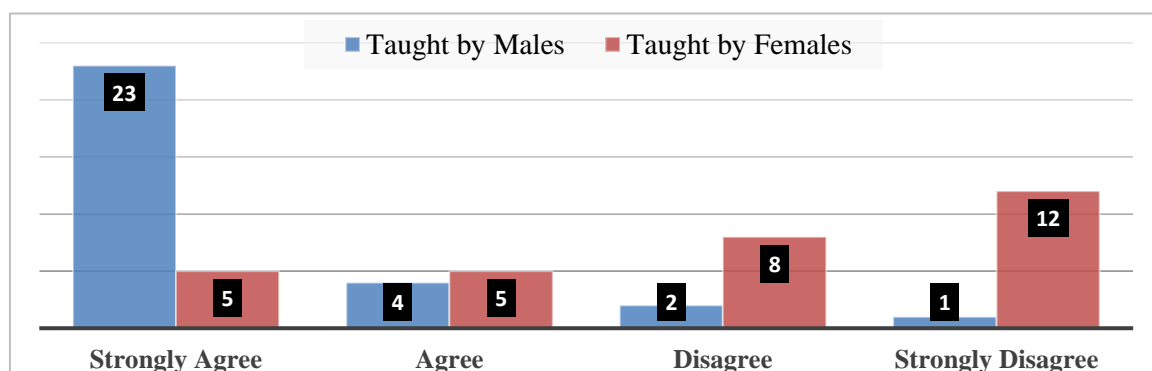
Figure 8. Teachers' Response to Boys/Girls Questions

Pupils who are taught by a male have been asked whether their teacher responds to a girl, and pupils who are taught by a female have been asked whether their teacher responds to a boy. Figure 8. shows that twenty-three (23) pupils taught by a male strongly agreed on the statement, and four (4) others agreed. However, almost the opposite for the pupils who are taught by a female. Twelve (12) informants strongly disagreed, and eight (8) disagreed on the

statement. The results indicate that the female teacher shows less bias towards the opposite gender. That is proved from pupils who agreed that their male teacher responds often to female pupils.

Statement 9: I feel dissatisfaction with my teacher.
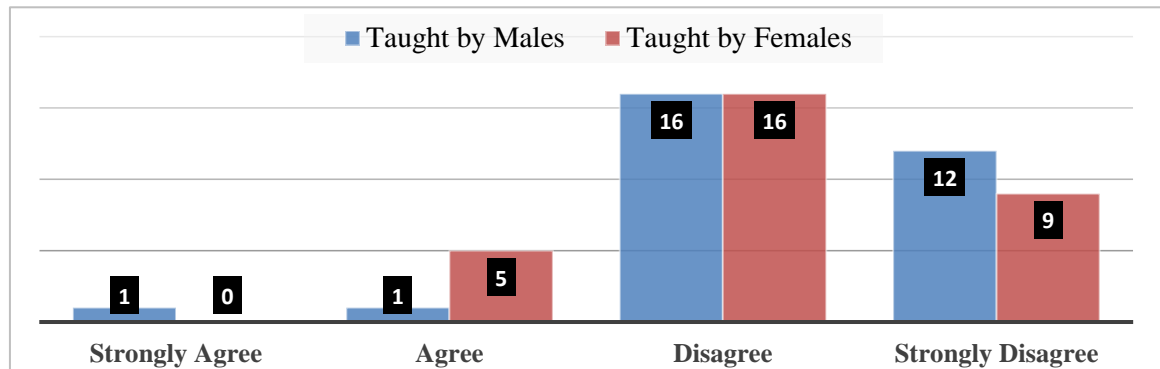
Figure 9. Teachers and Pupils' Dissatisfaction

The majority of informants feel satisfied with their teachers. However, more disagreements appeared from informants taught by a male (28). As five (5) informants taught by a female -compared to two (2)- showed dissatisfaction with their teacher. This, therefore, indicate that pupils of the male teacher are a bit more satisfied with their teacher than the pupils of the female teacher are.

Statement 10: My teacher treats us all properly and fairly.
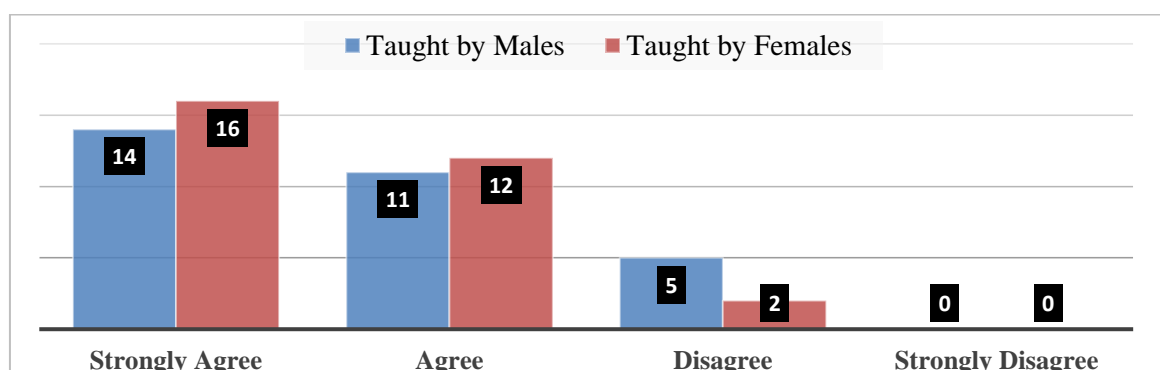
Figure 10. Teachers' Fair Treatment

Figure 10 demonstrates that most of the participants consider their teachers as fair.

Remarkably, agreements from informants taught by a female are more than the ones from informants taught by a male (16 compared to 14 strongly agreed, and 12 compared to 11 agreed). This indicates that the female teacher shows much fairness with pupils than the male teachers does.

2.3 Analysis of the Teachers' Questionnaire

Ten teachers have answered a questionnaire that attempts to check teachers' views on classroom interaction as influence by the teacher's gender.

Section One: Genera Information

This section included questions related to general statistics of age and experience of the teachers. It is necessary to remind that the informants are five male and five female teachers.

Teachers' Age

Teachers	Age	
	Under 30 years	30 to 40 years
Males	1 (10%)	4 (40%)
Females	1 (10%)	4 (40%)

Table 5. Teachers' age

As a sign of seeking validity and reliability. Teachers are all aged between 27 and 40. Table 5 classifies them as under 30 (20%) and over thirty (80%).

Teachers' Experience

Teachers	Years of Experience	
	Under 5	Over 5
Males	1 (10%)	4 (40%)

Females	2 (20%)	3 (30%)

Table 6. Teachers' experience

It is remarkable that the experience criterion is important. Years of experience are almost equal among both genders of teachers.

Section Two: Teachers' (Dis)Agreements on Statements

In this section, teachers indicated the extent to which they agree to five statements. The results are shown as follows:

Statement 1: How much knowledge do you have about gender issues?
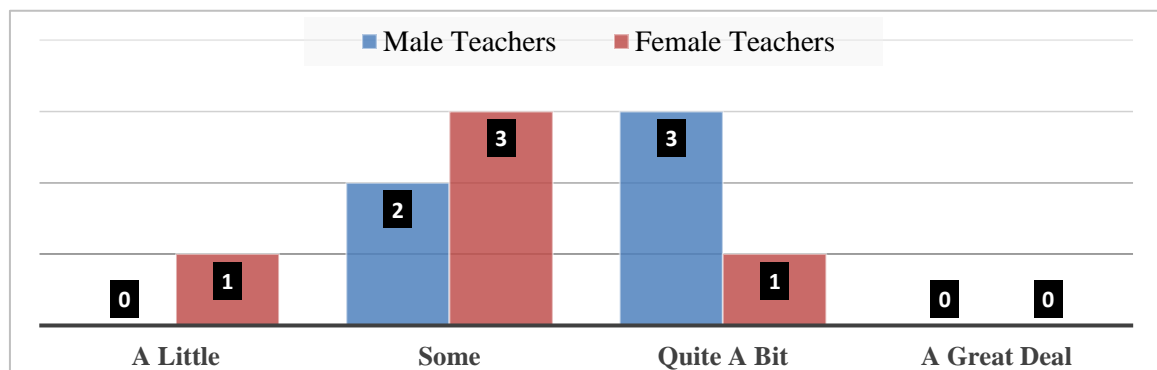
Figure 11. Teacher's Knowledge about Gender Issues

As figure 11. shows, three male teachers answered that they have 'quite a bit' knowledge about gender issues, and the others answered by having 'some' knowledge. As for female teachers, one answered as having 'a little' knowledge, another as 'quite a bit' whereas the other three females claimed that they have 'some' knowledge about gender issues. In sum, the male and female teachers have a humble knowledge about gender issues.

Statement 2: How much do you think gender influences your teaching?
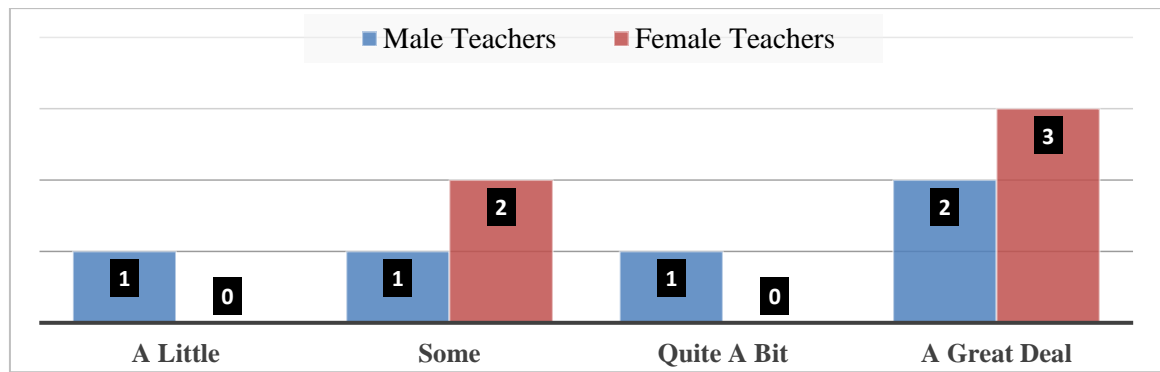
Figure 12. Gender Influence on Teaching

As shown in figure 12. the majority of both male and female teachers agreed that their gender(s) affect(s) their teaching. Three females and two males levelled their agreement as 'a great deal'. The other two females approved by the level of 'some'. However, one male teacher answered as 'a little', another as 'some' and the last as 'quite a bit'. So, all teachers are generally aware of the influence their genders might have on classroom interaction.

Statement 3: When creating your own tests, exams, worksheets etc., how much do you take gender equality into consideration?
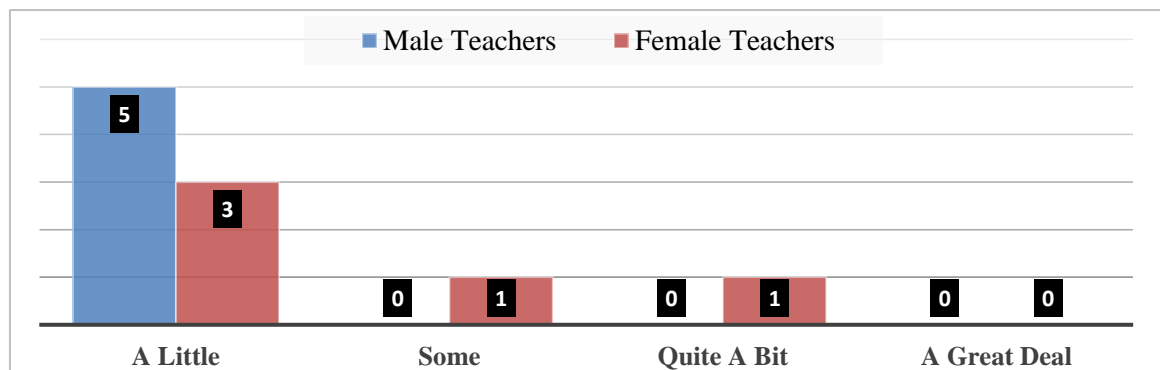
Figure 13. Gender Equality in Tests, Exams and Tasks

Most of the informants do not take seriously the gender equality into account when designing tests or tasks (5 males and 3 females). Yet, one female teacher showed 'some' concerns in considering the equality between pupils' genders, and another one levelled her concern as ' quite a bit'. Thus, the female teachers have much more attention to gender

inequality in their classes.

Statement 4: How much reflect do you have upon issues of gender bias in your language teaching?
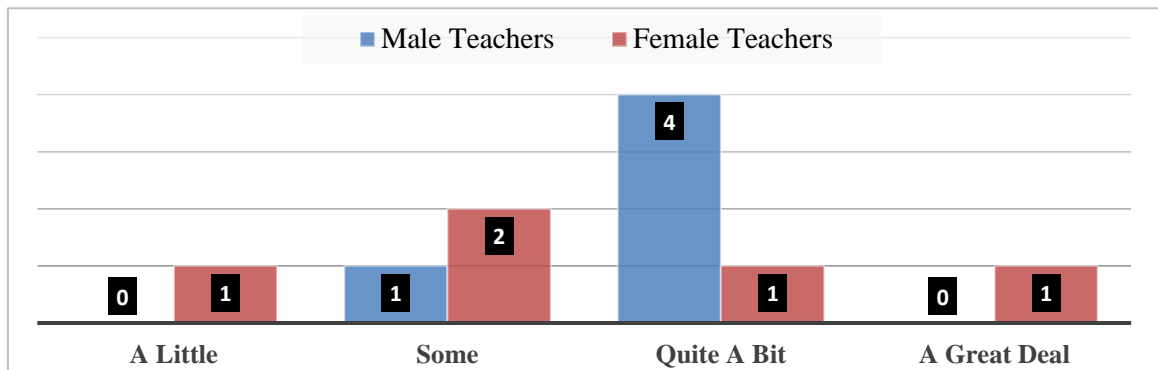
Figure 14. Reflect of Gender Bias in Teaching

Most of the male teachers responded that they have reflects upon gender bias issues, only one responded with 'some'. As for the females, two teachers answered that they have 'some' reflects in their teaching course upon the issue of gender bias; one opted for 'little', another for 'quite' and a third one for 'great deal'. Hence, female teachers do not show stable and fixed reflections when it comes to gender bias, whereas male teachers give some reflect to such issue.

Statement 5: How much effect does gender (teacher) bias have on students, their learning and individual development?
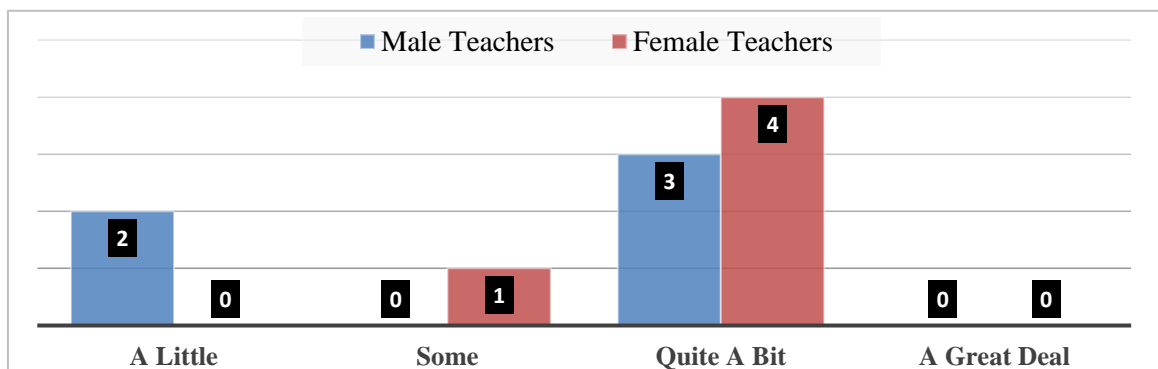
Figure 15. The Influence of Gender Bias on Students' Learning

The majority of both male and female teachers (3 males and 4 females) thought that the influence of gender bias on the process of learning and student's individual development is quite apparent. Only one female teacher said that the degree of such influence is less apparent, and two male teachers claimed that such influence is 'a little'. In sum, female teachers, because of their attention to gender bias and inequality, show much agreement on the gender bias influence

Section Three: Teachers' Views on Gender and Classroom Interaction

In this section, teachers answered five open-ended questions as follows:

Q.1: If your pupils have a low rate of success, will you blame yourself? Explain.

The five male teachers replied by preferring to check the reasons of their pupils' failure rather than blaming themselves. Two of them linked the blame to the failures of good pupils. A teacher, remarkably, mentioned that teachers who do their best are not responsible for the failures of their pupils. By contrast, all female teachers asserted that all pupils have good and medium levels, and since the teacher's mission is to improve them, they are the first responsible for the failure of pupils. One female teacher said that she feels sad and sorry for any failure, yet that motivates her to start again with stronger plans. Another female teacher insisted on the role of teacher of reaching good results.

Q.2: How do you manage the classroom?

Asking teachers about the classroom management was intended for having some ideas about differences between male and female teachers in such mission. Female teachers counted the roles of the teacher, like monitoring and supervising, as they represent how deliberate the management is. One of them emphasized that classroom management cannot be well done if the qualifications of the teacher do not correspond to criteria like the pupils' number and

levels. Another female teacher mentioned that noisy pupils should be sitting in front as a strategic action to avoid noise. However, most of male teachers insisted on telling pupils about some instructions and rules. One of them claimed that the best atmosphere for learning is the result of controlling the class. Another male teacher added that pupils should be treated regularly as they behave. That is, good remarks and compliments to the hardworking ones, and punishment and even beating, if necessary, to the bad-behaving ones.

Q.3: How can you create an appropriate teacher-learner relationship?

All male teachers agreed that such relationship must stand upon respect. One of them mentioned that the teacher must be a father, a brother and a friend to their pupils. The female teachers, similarly, mentioned qualities that teachers have to implement in their relation with pupils like respect, love, kindness, and trust. A female teacher stated that listening to pupils' personal issues creates a special teacher-learner relationship. Another female teacher linked love and fairness when treating pupils to strictness and commitments in order to avoid much openness in the relationship.

Q.4: What do you think of the difference made by the teacher's gender while asking pupils, choosing whom to answer, permitting them to participate and assessing their work?

The male teachers related the differences to the conditions of both teachers and classroom needs. One of them emphasized that pupils may notice the difference throughout the course of learning or even the years of experiencing the teacher's way of treating them. However, the male teachers disregard the existence of the factor of gender in classroom. Female teachers did not neglect such factor; they highlighted the idea that there is always much less or more subjectivity and bias from and to one gender. A female teacher mentioned that acts like asking and assessing could be driven by gender bias and teachers focus on the results rather than reasons for that.

Q.5: Does the teachers' gender influence his/her relationship with the pupils?

Most of female and male teachers replied with 'no'. However, some male ones stated that the teachers' attitudes, level, style, and behaviors construct their personality, and gender is not there to support such construction. One male teacher said that there is a difference that neither teachers nor pupils can ignore. A female teacher, nonetheless, mentioned that sometimes male teachers are closer and more understanding to issues related to male pupils, and the same for the female ones. Another female teacher affirmed that some cases require teachers to be unfair in treating both male and female pupils, meanwhile the result is more important that such bias.

3. Findings of the Study

The study has sought to investigate the similarities and differences in the discourse of male and female teachers in the EFL classroom, as it was stated at the beginning of the research. The focus of the study has been on three elements: the gender of the teacher, classroom interaction and academic achievement of the pupils. However; the investigation revealed that indeed there are variations between male and female teachers, when it comes to teaching, and this was proved by both teachers and pupils.

The main results have proved that female teachers are partly different from male ones in EFL Algerian context, namely in the setting of the study. The teaching process is controlled by both genders effectively. Yet some variations always occur, one gender may do an act effectively that another gender does it less effectively. The study has also revealed various impacts of the gender factor on both classroom interaction and pupils' academic achievement. Throughout the analysis of data collected from the observation and both questionnaires, the following part attempts to give specific insights on the results from all the tools.

3.1 Results of the Observation

This section sheds light on the main strategies the teacher uses when presenting a lesson. Four categories of actions have been identified in the observation: elicitations, directives, informatives and requesitives. Under the elicitation acts, the female teacher presented full agreement and confirmation action. She also showed much more clarification than the male teacher did. The latter had shown various acts, yet they are less communicative. This result can be linked later to the less easiness of communication with the male teacher in the interpretation of the pupils' questionnaire.

Even under the requesitives acts, the female teacher presented much interactive style. Because the male teacher did not show inviting, offering and requesting, the female teacher seemed to be doing much effort for the interaction in her class. However, she showed less directives, that, in turn, proves the intimacy in her classroom. Notwithstanding her use of warnings, the female teacher did not depend on criticism and evaluation as informative acts in her interaction with the pupils. Whereas, the male teacher used them besides reporting.

The major aim to select these activities also was that this aspect of teacher feedback can be seen to be one, which reflects a possible gender difference. The sub-acts give more clarifications and provide more explanations. The last items in the observation included the responses, endorsement and turn passing. The female teacher, despite showing negative responses, gave much concern to passing the turn among pupils. She also acknowledged them. Therefore, the female teacher supported her pupils to feel at ease in the classroom. By contrast, the male teacher, throughout the three sessions of observation, had shown less positive impacts on the classroom interaction.

3.2 Results of the Pupils' Questionnaire

The pupils' questionnaire was an important tool to prove whether the teacher's gender has an influence. EFL Algerian middle school pupils are in contact with their teachers from three to four hours a week. Thus, the views of the pupils can work as a clarification and be o support to the study. Indeed, the pupil's grade can differ from a classroom to another an from grade to another, but the questionnaire was meant to verify whether it differs because o either a male or a female teacher.

The questionnaire started with investigating the pupils understanding. Most of the pupils agreed that they understand their female teacher. If we link this t the observed classes, we might refer this to the easiness a female teacher can make among pupils and the intimate sphere of interaction. Reflecting the pupils' answer to the female teachers, much interest from a female teacher can be a result of listening to pupils' problems being a mother-like to them and depending on elicitations and requisitives.

The answers of statement 2 summarizes that female teachers contribute to the succession of lesson and reaching its objectives. However, the male teachers have received several positive views from the pupils (Figures 3 and 4). The use of warnings was by female teachers more than by male ones. Pupils confirm here that male teachers control well the anxiety and noise in the classroom through rewards. Meanwhile, when pupils said they communicate more easily with the female teacher and then they confirmed that female teachers use more warnings than rewards, that can be a paradox in their views.

However, when it comes to rewards and punishment it is obvious that there is not much difference between the two. Male teachers, perhaps, do not tend to warn pupils due to their masculine thinking, and the fact that they forget about details. According to female teachers, importance is given to the details for that they know how small ideas contribute to

create bigger ones. As for the continuous evaluation, both male and female teachers have been referred to as evaluative to pupils. Some variations, however, occur in both results of male and female teachers.

The teachers mission implies giving feedbacks and correcting the pupils' mistakes. Pupils answered positively for both female and male teachers. Moreover, boys have been asked about their male teachers, and girls have been asked about female ones in order to check the gender bias (see figure 8). Both genders received similar answers from the pupils. The study is not concerned with the pupils' gender, yet it is crucial to include it as a factor that triggers the teacher's involvement in classroom interaction and management.

The tenth statement seems a reformulation of some other statements. Synthetically, it is meant to get overall idea on the pupils' judgements of their teachers. Pupils' opinions and remarks on their teachers are important in order to know the teacher's succession. In relation to the ninth statement, most of the answers has shown that pupils are satisfied. However, a few pupils expressed dissatisfaction with their female teachers which can be due to their use of directives and warnings.

The overall results of the pupils' questionnaire have revealed much similarities between male and female teachers. However, the latter have shown positive attitudes and actions in the classroom. The researcher has reached that female teachers can create better opportunities and more enjoyable classroom interaction than male ones can. However, male teachers contribute to the understanding of pupils and using holistic perspectives more than the female ones.

3.3 Results of the Teachers' Questionnaire

In this study, ten teachers were the concern of our study, five male teachers and five

female ones. After questioning the teachers, some differences between female and male teachers have been noticed.

The first question was about teachers' knowledge about gender, both male and female teachers showed that they have some information about the gender. However, their answers implied that their studies have never been subject to gender issues, nor have their careers. When asking them about the influence of gender in teaching, all teachers confirmed that gender has an impact. That strongly confirm its role and significance in EFL contexts, namely teaching.

It has been found that female teachers consider boys to be more likely as disruptive, while girls are less likely to be considered inattentive. While with male teacher, girls are less likely to look forward to the class or to ask questions. This may be explained by the fact that the different genders impact and attract each other. The same-gender interaction can also be noticed through the answers of teachers.

Those findings are similar to the ones found by Thomas Dee, an associate professor of economics and visiting scholar at Stanford University, California. Dee's hypothesis was based on the findings of a 1988 survey of 25,000 Grade 8 students conducted by the Education Department. Although the survey on which he was basing his findings was conducted 18 years ago, Dee says the Education Department study is the most comprehensive study yet of middle school students. Dee found that girls did better when taught by female teachers and male students did better when taught by male teacher (mentioned in the Albert teachers' association: 2012).

When it comes to the reflection of gender bias on teaching, we see (figure 14) that both genders are relatively close in their results. Gender bias typically happens when a person makes assumptions about another's behavior, preferences and abilities based only on their

gender. Thus, teachers are aware of the gender bias embedded in many educational materials and texts and need to take steps to combat this bias.

Some teachers considered that the academic achievement is not an issue that gender may affect. However, the grades of the pupils reveal that there are excellent ones in both male and female teacher classes. It is necessary to mention the positive impacts that male teachers reported about themselves in terms of yearly results of the pupils. They showed good results of pupils.

Teachers play the role of a model to their pupils. Teachers may affect their pupils consciously through giving them wrong ideas or misjudging their behaviors or attitudes. All in all, Algerian EFL teachers had had a lot to say about their classes. Yet, the sample of the study highlighted the fac that gender is there anyway, we cannot drop it.

4. Recommendations

In the light of what has been found, and in order to suggest some points for future research, this part attempts to put at hand a list of recommendations that are drawn from the findings to be taken into account when dealing with elements like gender, classroom interaction and academic achievement.

- It is recommended for future researchers if they replicate the same elements of concern that the current study conducted. Yet, they are required to disaggregate the data based on the gender of the pupils as an extension of the study.

- Dealing with a restricted level may not bring sufficient results. Expanding the study to include other grade levels, including, primary, middle and high schools, is recommended.

- The number of teachers that such kind of studies deal with should be as considerable as the issue of gender itself. The more teachers are involved in an experiment that checks on

the gender factor, the more valid and reliable findings researchers will find.

- Classroom interaction is hard to be observed, investigated and reviewed. Researchers need to live in the classroom sphere for long periods of time so that both teachers and pupils will feel at ease and behave naturally.

- Single-gender classrooms, that are full of girls for instance, need to be investigated in comparison to other classrooms. Even schools that have single gender EFL teachers need to be under study.

- Urban, suburban, and rural schools have their variations of the teacher's gender. This type of study would expand the body of knowledge to include a more varied group of students.

- It is necessary to check the factor of gender in relation to other factors like age, setting or/and context. The Algerian middle school requires a thorough investigation that effectively shows the influence of being a male or a female teacher or pupil on the learning and teaching processes.

Conclusion

The study has not faced serious problems when conducted. It has led the researcher to many answers. The findings substantiate that gender is a social, performative construct that approaches all areas in EFL contexts. The present chapter has presented the data, analyzed and interpreted them. The analysis has started by the observations in classroom. The second part of analysis has been devoted to pupils' questionnaire, and the third part to the teachers' questionnaire. After discussing the results, the chapter has provided some recommendations for further studies. To conclude, we can say that the gender can have a considerable influence not only on pupils, but even on person's whole life.

General Conclusion

The present dissertation aimed at investigating the influence of the teacher's gender on classroom interaction. After the analysis, and as answering to the research questions, the study concluded that both male and female teachers have slight differences in constructing the interaction in classrooms. Therefore, EFL Algerian male teachers differ to some extent - sometimes positively and sometimes negatively- from the female ones. However, the study has revealed no significant impacts of the teacher's gender on classroom interaction because both male and female teachers shared almost similar opinions. The influence made by the teacher's gender has been noticed in some sub-acts that teachers perform in the classroom.

Both hypotheses of the study have been partially confirmed as expected. That could be due to the restricted number of sessions observed, pupils questioned and teachers interviewed. Even the restricted time of testing the validity of hypotheses has represented a weakness. For that, such studies, especially concerning the academic achievement, should be investigating the results of pupils throughout their course of study. Much more EFL classes controlled by male and female teachers need to be attended in order to remark the differences.

The present study has linked the genders of the teachers to the ones of pupils in some questions; nonetheless, the study was not concerned in dealing with both pupils and teachers' genders at once. However, researchers need to spot some light on the effect of teachers' gender on students' attitudes towards learning English in the first place. Moreover, it is more interesting to shed light on the effect of students' gender on their attitudes towards learning EFL. Also, relating such factor to another variable is less discussed.

It is well acknowledged that gender plays a significant role amongst many factors that affect the teaching /learning process. In teaching, it may affect the attitudes of teachers and students, the teacher-learner interaction, and the students' academic achievement. EFL

classrooms are not mainly created to help students improve their language only, it could also be about trying to establish a rich, supportive, memorable and life-enhancing learning experience.

To conclude, teachers' commitment to teaching can be the best motivator for EFL students regardless of the teacher's age, social status or gender. The latter surely has its influence on the teacher-learner relationship, yet it is indicated that there are other factors influencing such relationship and that researchers should not neglect.

Gender, interestingly, is still attracting researchers in the teaching field. It represents an essential variable in almost all studies that are related to social interaction. The teaching/learning process is a social interaction that inspectors, researchers, scholars and educators are still attempting to swim in for pedagogical and academic purposes. Particularly, much research would rather be conducted in the Algerian case of Teaching English as a Foreign Language in order to provide further insights into the academic field.

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APPENDICES

Appendix I: Observation Table

The table below is adopted from Tsui's (1994) framework. It is chosen to help the researcher investigate the contributions of the teacher in the classroom interaction.

Session number: ….
Teacher's gender: …….

	Head Acts	Sub-acts	Remarks
Initiating Acts	Elicitations	Agree	
		Repeat	
		Confirm	
		Commit	
		Clarify	
		Inform	
	Requestives	Request for Action	
		Request for Permission	
		Propose	
		Invite	
		Offer	
	Directives	Instruct	
		Threat	
		Advise	
		Warm	
	Informatives	Assess	
		Criticize	
		Compliment	
		Self-denigration	
		Self-commendation	
		Report	
Responses	Positive Response		
	Negqtive Response		
	Temporization		
Follow up acts	Endorsement		
	Concession		
	Turn Passing		
	Acknowledgment		

Appendix II: Pupils' Questionnaire

Dear pupil, please answer the following questions:

Section 1: Tick the appropriate option

School :	
Gender : Male ☐	Female ☐
Grade: 3rd year ☐ 4th year ☐	
Your current teacher of English is: Male ☐	Female ☐
Your English averages of First and Second terms: -1) …../20 - 2) …… /20	

Section 2: Please indicate the extent to which you agree or disagree with the following statements by putting a tick in the appropriate box

	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I understand the lesson well from my teacher.				
2	I can communicate freely with my teacher.				
3	My teacher focuses on details while teaching.				
4	My teacher uses holistic views while teaching.				
5	My teacher uses warnings and punishment more than rewards.				
6	My teacher always evaluates my work.				
7	When the pupil's response is wrong, the teacher does not give proper feedbacks.				
8	My teacher responds to girls / boys' questions.				
9	I feel dissatisfaction with my teacher.				
10	My teacher treats us all properly and fairly.				

Thanks for your collaboration.

Appendix III: Teachers' Questionnaire

Dear teacher,

You are kindly requested to answer the questions below for the fulfilment of a Master dissertation at Mohamed Khider University – Biskra. The study attempts to investigate the impact of gender differences of teachers on EFL pupils' responses and academic achievement.

Section 1: Tick the appropriate

answer Gender: ☐ Male ☐

 Female Age:

Marital status: Married ☐ Single ☐

Length of Experience: ….. years

Section 2: Please indicate the extent of your how-much answers by putting a tick in the appropriate box.

	Questions	A Little	Some	Quite A Bit	A Great Deal
1	How much knowledge do you have about gender issues.?				
2	How much do you think gender influences your teaching?				
3	When creating your own tests, exams, worksheets etc., how much do you take gender equality into consideration?				
4	How much reflect do you have upon issues of gender bias in your language teaching?				
5	How much effect does gender (teacher) bias have on students, their learning and individual development?				

Section 3: Answer the following questions briefly:

1- If your pupils have a low rate of success, will you blame yourself? Explain the reasons more.

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2- How do you manage the classroom?

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3- How can you create an appropriate teacher-learner relationship?

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4- What do you think of the difference made by the teacher's gender while asking pupils, choosing whom to answer, permitting them to participate and assessing their work?

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5- Does the teachers' gender influence his/her relationship with the pupils?

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Thanks for your collaboration.

ملخص

هناك العديد من العوامل التي لها تأثير على التفاعل داخل القسم. من بين العوامل المتعلقة بالمعلم، من المهم أن نلاحظ كيف يمكن لعامل الجنس أن يساهم في هذا التأثير. يهدف البحث الحالي إلى دراسة تأثير جنس الأستاذ على تفاعل قسم اللغة الإنجليزية كلغة أجنبية في المتوسطات الجزائرية. بالإضافة إلى ذلك ، تحاول الدراسة الكشف عن كيفية تأثير الجنس على تفاعل التلميذ مع نظيره التلميذ أو التلميذ مع الأستاذ. لتحقيق هذه الأهداف، أجريت الدراسة في متوسطة محمد الطاهر قدوري بسكرة. تم استخدام ثلاث أدوات لجمع البيانات في التحقيق: الملاحظة الصفية، استبيان للتلاميذ، ومقابلة مع الأساتذة. أظهرت نتائج الدراسة وجود بعض الاختلافات بين أساتذة المتوسطات الذكور والإناث في عملية التدريس. كما كشفت أيضًا أنه لا يوجد لتأثير كبير لجنس الأستاذ على التفاعل داخل الفصل.

الكلمات المفتاحية: جنس الأستاذ، تفاعل القسم، سياق الإنجليزية كلغة أجنبية، المتوسطات الجزائرية.