People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages

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Gender Gap in Learning Foreign Languages: The case of Mohamed Bachir Bommaza secondary school in Lardjam -Tissemsilt'

Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Linguistics

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Academic Year: 2019/2020

Dedication

To my dearest grandfather who passed away recently I dedicate this work, for his invaluable prayers throughout this whole journey; May ALLAH has mercy on him and placed him into his havens.

A special feeling of graduation goes to my loveliest parents; Ahmed and Meriem Redjala; thank you for the limitless encouragement and support.

Special Thanks goes to my beloved brothers and sisters: Nourddine, Khaled, Nadia and Manel Redjala for being always there.

To all my cousins and all my friends specially Redjala Djawida, Malki Yassmine, Mazari Ilham, Bentamra Dina & Pakina, Bensoltane Meriam, Djalale Chorouk & Chahinaz. Thank you so much.

My sincere thanks and respect goes to our supervisor Amina ABDELHADI.

………..Mokhtaria REDJALA

Dedication

This humble research work is dedicated to my dearest parents who have always

supported me to move on in my academic career.

I would also dedicate this work to my lovely friends Zohra,Hasnaa, khadidja and Ikram for their endless support and for being best sisters.

To my teachers whom always have been my source of inspiration.

.... Dhaiba REBBAH

Acknowledgements

Abstract

Gender gap in education context has always been worthy of study. Studies provide conflicting views about gender gap in educational achievement. While some suggest that female learners outperform males, others develop evidence for females' underperformance. Given this, this research aims at re-examining gender gap in secondary school EFL classrooms and exploring the factors contributing to this issue. To this end, this study opts for a mixed quantitative and qualitative method. This method combines two main methodological instruments; an online questionnaire distributed to eighty third year secondary school pupils and an indirect interview directed to ten EFL teachers of English language. The findings of this study reveal that there are gender differences in EFL classrooms, the majority of female students show their interests in learning English language. These differences are mainly due to gender stereotypes that reinforce the view that learning foreign language is a feminine activity. The issue of gender differences in the education achievement still exists in the EFL classrooms; however, further research needs to be carried out.

Key words: Gender gap, Gender differences, Gender stereotypes, Educational achievement, Foreign languages, EFL classrooms

List of Abbreviations and Acronyms

APA: The American Psychological Association

COVID 19: Coronavirus Disease 2019

DOE: Department of Education

DSD: Difference of Sexual Development

EFL: English as a Foreign Language.

OECD: The Organisation for Economic Co-operation and Development

PISA: Program for International Student Assessment

TOEIC: Test of English for International Companies

UK: United Kingdom

USA: United State American

WHO: World Health Organization

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General Introduction

Recent international educational research has reported a gender gap in educational outcomes (Oakley & Adams, 2006). Learners are having more academic difficulties, achieving lower levels across most school subjects as shown by test scores, grades and dropout rates (U. S. Department of Education [D.O.E.], 2004). Research also shows that learners are having more academic difficulties in learning foreign languages. They face obstacle in learning foreign languages, yet it is assumed that females are better than males in learning foreign language. Most females tend to learn more than one foreign language to be prestigious and have advantages in society. Females too are known for their curiosity to discover new cultures. In contrast, there is evidence that boys are falling behind girls in regard to grades. That is the reason why educational achievement in public education has become an international issue over the past decade with gender being as an essential factor in this issue. We notice that females engage more skills and language elements than males, thus following these claims; the present work aims to examine the rapid increase of female achievement and male under achievement in learning English as a foreign language. Therefore, these three main research questions are raised:

1. **Research Questions**

    a. Is there a gender gap in English language learning?
    b. Do female students excel at learning English than males?
    c. What factors seem to be contributing to gender gap in English language learning?

2. **Research Hypotheses**

With regard to level, grade and participation in EFL classroom, we assume that there is a gender gap in English language learning in Mohamed Bachir Bommaza. Furthermore, females may learn English language differently from males. Males are passive learners while females are active, they ask a lot of questions and interact with teachers. Finally, there are some factors that affect males and females' learning results such as their attitude towards English language and motivation in the academic setting.

3. **Research Objectives**

This work tends to investigate gender gap in learning foreign languages and English language in particular. Additionally, this research aims at finding the factors behind this issue.

4.   Research Significance

The current study can be beneficial in the field of education. It makes an important contribution to the debate about female and male educational achievement in learning foreign languages and English language in particular. It also points to useful policies to raise learners' achievement levels.

5. Research Methodology

To answer the research questions about gender differences in educational attainment and learning foreign language in particular, the present study employed a mixed quantitative and qualitative method. Besides to the online questionnaires which are distributed to eighty third year students studying at Mohamed Bachir Bommaza high school, ten EFL teachers from different schools and with different experiences are interviewed indirectly.

6. Research Process

This research is divided into three chapters. The first chapter is devoted to the previous and recent theories related to the research problem. It reviews mainly the discussions of the status of English in Algeria, questions of gender and sex and research on gender in EFL classrooms. The second chapter is about the research methodology, the description of the research setting, the selection of the sample and the choice of methodological instruments. Finally, the third chapter is dedicated to the data analysis and the discussion of the findings.

7. Research Limitations

We have to mention that we faced a lot of obstacles to accomplish our research, among these obstacles, the quarantine our region has been under prevents us to be in touch with our supervisor and this issue costs us a lot of time. As a result, the questionnaire and the interview are conducted online, mainly via social media platforms.

I.   Chapter One: Literature Review

I.1. Introduction

To explore gender gap in EFL classroom, this chapter brings out the literature review of gender in general and its relation to learning achievements in EFL classroom in particular. It also attempts to represent the status of English and its importance as a foreign language in Algeria. Furthermore, it sheds an important light on some notions which are related to gender such as gender socialization, gender roles, stereotypes, inequality and identity. Then, this chapter tends to discuss the existence of gender gap in ELF classroom; and review previous research on gender bias and differences in educational achievements.

I.2. The Status of English in Algeria

Baugh (2002) stated that the English language gains powerful status in the world thanks to the economical, political development, as a result it becomes a global language. That is to say, it is recently noticed that the English language is widespread among people of different countries in the world due to the power of the United States of America and the United Kingdom at the political, economical level and in all different domains. English as an international language is known for its largest number of speakers around the world, because of the influence of British Empire and United States of America (USA) English gained privilege position in the world (world population review 2019).(Aicha Sekrane,2017, p06)

Braj Kachru (2006) classified the globality of English language into three circles. Firstly, the first circle is called the inner circle contains the native English speaker communities such USA, UK, and Canada. Secondly, the second circle is the outer circle by which English is used as second language like India and Pakistan (the past English colonies). Finally, the third circle is the expanding circle in which English is used as foreign language, the case of Algeria (p07).

According to Belmihoub (2018), to promote the English language in the Algerian education system, the US embassy in Algeria and Berlitz center developed a new language program in the summer 2013. The oil company Anadarko sponsored British council led program with help of Algerian ministry of education to form or train 69 English teachers, this program is called "*English for the future*"(liberté 2012).

The Algerian government is aware of the importance of the English language, since English was recognized as the language of science and technology, and it is believed that English as first foreign language can help raising the quality of education in Algeria and promote social progress. This is clearly expressed in Belmihoub's words:

"English, considered as the second foreign language after French, is not widely spoken in Algeria today, despite recent growing interest in it. It is however the most likely to replace French as the latter language is in an insecure position, partly because of government efforts to drop it in favour of English" (2012: 7)

Despite the efforts spent by the government to enhance English language teaching, it is noticed that the English language fails in getting a position in Algeria, according to many research works this failure in due to some factors which stand as barriers against the English language. The first factors, age which is regarded as the most significant factors, the case in Algeria, English language starts to be learned at the age 11, the learner, in turn, is already influenced by the first foreign language French in primary school. Here, the learner is influence phonologically, phonetically and grammar; that is to say, the student may pronounce English words with a French accent. For example, the English short vowel / ə / is replaced by the French open vowel / ɒ/ in words like addition, according, method…etc. in order words, age is very important in learning FL process.

Second, motivation is believed as an important factor here. Motivation is influenced by attitudes toward the target language and its culture. The learner holds attitudes toward the target language affected by the addressed agencies, parents, peers, and teachers. Parents are the source of positive and negative attitudes; the positive attitudes toward the foreign language can praise and motivate their children, unlike the negative one which cannot do so; that is say, there are some parents and grand-parents consider foreign languages to be enemies' language. Moreover, teacher can play an essential role on students' attitudes toward target language. For example, the learner maintain positive attitudes toward the teacher who integrate the first language (mother tongue) from time to time to explain ambiguous words, the learned at ease and get self-confidence, unlike those teachers who use only the target language.

Third main point is that, in 1993, English language was asserted in primary school in the fourth year, such reform was presented by the ministry of education trying to get rid of the French language. Millian (2000) claimed that English in primary schools was not successful "*1995_96, there were 3197 pupils in 1997_98. Three year after over 60.000 registered for English classes against 2 millions pupils*". In other word, the reform of teaching English as a first foreign language in primary school failed due to some political reasons, and the privilege position of French in the Algerians' repertoire. However; one year ago, Algeria in 2019 have witnessed popular manifestations that lead the protests against the political system; therefore, people want to get freedom and eradicate the co-existence of French by which they recommend to replace the French language by international languages, which is English, as mentioned in Naziha Benosmane' dissertation (2006, p21).

1.1.   The importance of English Language in Algeria

Undoubtedly, the English language becomes one of the most important and dominant languages due to its prominent position in the international business and globalization. The Algerians consider it as a window to the outside world by which it facilitates the communication process between people from different communities. Despite the fact that the English learning process takes time, but it is very appreciated to be learned because it provides priceless opportunities overseas.

Many Algerians nowadays are giving so much value and appreciation to English language in their life, and for their works; however, the spread of oil companies such as SONATRACH, and other companies like SONELGAZ and UNILEVER pushes many employees to learn English to apply for a job, having an enough knowledge of English for business or trade becomes vital for the successful career of any employee (English club TV, 2020, para 01). That is to say, English is important at level of individual needs; therefore, such companies use a TOEIC (Test of English for International Companies) to evaluate the English's competence of their employee. (benosmane, p19)

In the light of modern technologies when English language becomes as an important language, so many people begin to focus more on learning foreign language; especially English language, the international language of this planet where it becomes as

challenge point to other languages like French; moreover, it is consider as language of science and sciences, so learning English allows improving life quality, 400 millions of people around the world are English native speakers; that is to say, English is easily help out to access to various jobs opportunities such developed countries where you evaluate an international career; add to this, it opens up a door for different people to communicate while it knocks down a lot of barriers such cultural ones.

English in recent days becomes a measure of international communication in speed, it is the language of globalization since it is unavoidable language that comprises 75% of the world flow of scientific knowledge (as cited in Lamine Ghanmi's article(2019) to demonstrate this, the Algerian higher education minister Tayeb Bouzid is strongly encouraged the decision of using English to increase the progress of Algerian higher and education and the scientific research since there are certain specialties in universities, its teaching source is English but French is still used today, likewise; informatics and aviation specialty, however; the latter is already require English's diploma which is very important in aviation industry; thereby, Algerian pilots and air traffic controller are concerning for improving their English capacities and proficiency in both speaking and listening, even writing by taking courses from professional ESP teachers because a good mastery of English keep aviation safety; In other word, it becomes a must to learn English in the actual world since it becomes a small village thanks to the technological progress.

Finally, the English language is neither an official nor a national language; however, it has a great impact in the Algerian communication (as mentioned in Missoui Benyounes' dissertation, 2017, p13). Due to the investment and the existence of the American companies in Algeria; thereby, the government spent more efforts to enhance the educational system.

1.2. The English Language in Secondary Schools

Teaching English as a foreign language in secondary school does not concern only teaching but also universal and national values because the learner is expected to express his/herself and speaks about its country and culture in English, and allows the

learner to be open to others' cultures (cited in "*teaching English as a foreign language in the Algerian secondary school",* chapter 03).

English language takes a position to be learned for three years in the secondary school by specialized teachers of EFL, and the learners are supposed to take two tests and one exam each trimester (Lamia Benadala, 2012: 146, as mentioned in Sekrane; p18). However; English language considered as an important matter only for specialized streams because of its high coefficient; concerning the most other classes believe that English as second foreign language is not much valuable, compared to specialized classes, it has low coefficient.

EFL is an important subject matter, so it is taught to all classes in the secondary schools; likewise, language and social studies (philosophy and literature, literature and foreign languages),and sciences and technology (sciences, mathematics, economy and management, chemistry…). Students are streamed according to their performance through the year (Clark, 2013,).

Most EFL teachers in secondary school are taking into account only the linguistics competence, since exams do only test what teacher present the whole trimester; while putting aside the cultural knowledge; thus, students lack the basic knowledge of English speaking countries, such as names, the location on the map, habits and customs or forms of greeting and farewells, the case of Algerian EFL classrooms, teachers are indeed teaching English according to the curriculum forgetting about the cultural knowledge.

In spite of, the effort spent by the educational system to enhance the EFL learning , English language did not take its position in the Algerian community, and face obstacles in 1980s because of the methods adopted in teaching process (Bouhadiba, 2006). In other hand Benadala (2012) stated that learners respond to the teachers' stimuli to learn the language, it is known as grammar translation method, it emphasizes only on the writing and reading skills putting aside the oral skill. Then, the method suggested to be changed with the communicative approach; however, it cannot be applied in the Algerian secondary schools because of classrooms density and the lack in teaching materials (as mentiond sekerane thesis, p17). To illustrate, teachers do most often refer to their mother tongue to explain when students did not grasp the lesson by the first

time; add to this, lot of teachers include literally translation during their teaching process; so that it could impact students' English competence.

1.3. Gender and Learning Foreign Language

As far as gender is concerned within learning English as a foreign language, it seems that most who learn English language and literature are women. Pekkarinen (2012; p4) outlined that the increase of female educational attainment is keeping widening from the 1950s onwards, women super passed men in educational attainment. In the last two decades, women took higher positions in the educational fields, especially in teaching and learning foreign languages. From the biological side, there are slight distinctions between females and males brains; that is to say, the language center on the male brain occurs at the level of the left hemisphere; whereas, women use both brain's hemispheres to process the language, so they are expected to learn and speak the language at an early age.

Kaiser (2006) outlines that males do better in particular subjects such mathematical and sciences, and other research works point out that females are excellent in other subject like foreign languages, literature, but this does not mean that females are inferior than males or they have less intelligence rates; additionally, females have the capacities to understand texts and speeches full of various emotions such as happiness, unlike males who can comprehend texts and speeches written with an aggressive language (Gelenbery, 2009).

Though this claims cannot be taken for granted because there are some studies denied the idea that males dominate the scientific subject claiming that even girls reach the equality with males in mathematical disciplines in the US and other developed countries (Woolfolk, 2014):

"*Girls completing linguistic abilities tasks showed a greater activity in brain areas implicated specifically in language encoding; whereas, boys showed a lot of activity in the visual and auditory functions* (Cited in swaminathan's article. Girl Talk: Are Women Really Better at Language? 2008).

Put simply, this quote reveals that girls are born with linguistic abilities that help them to learn any language easily and quickly.

1.3.1. Gender Vs .Sex

Widely speaking, there are different ideas about the two concepts 'sex vs. gender', which is important for people to understand the difference between them.

Most of us have been raised with simple ideas and thoughts about sex and gender and that they have the equal significance; up to a point, historically the two concepts have been used interchangeably as synonyms, but they are becoming increasingly distinct, and it is so important to notice the differences between the two.

The World Health Organization (WHO, n.d.Para.1) stated that:

"Gender refers to the socially constructed characteristics of women and men-such as norms, roles and relationships that exist between them. Gender expectations vary between cultures and can change over time"

Gender tends to point out the social and cultural distinction between males and females. According to west and Zimmerman (1987), "gender is not something we are born with, not something we have, but something we do''. In other words, it is the society that dictates behaviours, norms and attitudes on male and females. That is to say, people do not born with gender but they get affected and acquired such attitudes by others and society, add to this, gender is considered as a natural concept, since it is exists in our daily life. According to Graddol and Swann (1989 :08) :

"Whether one is male or female is not just a biological fact, it assigns one to membership of one of two social group-a great many consequences-social, economic and political-flow from this membership. Women and men, girls and boys, are treated in systematically different ways (by both men and women); they have different experience at school, at work and at home, women and men have different life experiences to an extend that cannot be satisfactorily explained by simple biological differences between the sexes".

They agree that gender is socially constructed rather than biologically in the sense that people learn gender-appropriate behaviors and attitudes; despite this definition society is often confirm that gender promote only to women, but in fact it focuses on the relationship between men and women, their roles, interest and needs, Bravo Baumann, 2000 stated that this relations affects also on many aspects of life (FAO, What is Gender).Whereas, scientifically speaking, sex generally refers to the physical features between men and women and the distinctive biological such as sex organs and genetic differences (chromosomes and hormones).

The American Psychological Association (APA) published a pamphlet claiming that *"sex is assigned at birth, refers to one's biological status as either male or female, and is associated primarily with physical attributes such as chromosomes, hormones hormone prevalence, and external and internal anatomy "* (Lawrence S. Mayer, Paul R. McHugh, nd, para3) To demonstrate, men and women both have 46 chromosomes; that is to say, two X chromosomes for women, while one X and one Y chromosomes for men, such differences are also affect on male and female body. For example, hormones variation, higher level of estrogen could play essential role in woman body development; however, the increasing of testosterone hormone over man body can help to develop male sexual characteristics such as (deep voice, muscles).

Adding to that, there are people classified as intersex or having a difference of sexual development (DSD) that is used to describe people with ambiguous genitals, or chromosomal patterns that are neither XX (female) nor XY (male) Clements KC, 2019, para2). That is to say, there are some women are born with a Y chromosomes, while men can have two chromosomes in which they can also have both men and women characteristics due to different reasons. In this case there are 0.1% of people that are born as an intersex individual among 7.5 millions around the world (John staughton, 2017).

It is agreed that the biological differences between both sexes can determine gender by causing certain differences in abilities. For instance, the increasing of testosterone tends to lead men to be more aggressive than women; however, the relative lack of brain lateralization may lead women to be more emotional. That is to say, such various patterns in human body are strongly the cause of different behaviours between the two

genders. Thereby; the biological differences between men and women at level of vocal chords are obviously reinforce the difference between both genders, that is to say; thick voice is often attaching with men, while women are most of the time having softer and lower voice pitch. To sum up, even a very small child is male and female based on their voice pitch (Eckert and Connell-Ginet, 2003).

Gender and sex cannot be separated simply for the reasons that gender is not only about the appropriate dress colour, but it concerning the learning process of being either male or female; however, sex is more than simple variation in a physical appearance, since the maturity can help out the baby to realize his sex; unconsciously whether being a male or female. Referring to Eckert and Connell-Ginet (2003). The distinctive between gender and sex not clear as people believe that gender acquired from society, and sex is a biological result. That is to say, sex is based on the combination of chromosomal features, and the selection for sex assignment is based on cultural beliefs to distinct between male and female. In contrast, gender have no relation with science, despite the fact it obviously influenced by biological features. Gender is assigned with social constructions that determine male and female characteristics.

To conclude, it is believed that both sex and gender are determined by nature; however, the two concepts clear out who a person is, not what they are. Gender is socially and culturally constructed, the society assigns sex and gender to people based the social norms, behaviours and perspectives; whereas, sex is biologically determined by the physical appearance.

1.3.2. Gender Identity

Gender identity is a fuzzy notion, it does not have a particular definition. According to Fagot and Leinbach (1985: 684): "*gender identity implies self a designation as a member of one sex or the other* ". It means, here, that a one's gender identity is socially constructed and takes its norms and attitudes from the context and the surrounding environment. From a psychological perspective, Kohlberg (1966) saw that gender identity is the cognitive self- categorization as a boy or a girl , and he continued, gender stability occurs when the child knows that boys become men and girls become women and he can understand the fact that being male or female cannot be changeable. So how this gender identity is acquired? Most researchers and investigators

agree that gender identity is acquired throughout the interaction with the environment by which the society is included. Additionally, children imitate and learn from members of their own sex and can recognize the sex to which they belong (Fagot& Leinbach;1985).

Gender identity can be defined in terms of sex-typical traits and behaviours (Lawrence & McHugh; 2016), being a boy means behaving as boys. For example, interesting in sports and liking guns toys more than dolls, the case of girls who express their interests in dolls, clothing, hairstyles and feminine activities. Most parents ignore these small details about their children which can influence on the child's gender identification to his/her belonging sex .The child here misunderstand what is maleness or femaleness ,besides that it can affects his/her sexual orientation or gender identity disorder which may manifest between the age of two or four years old in which a boy shows an interest in feminine toys like dolls and clothing and make up ;whereas ,a girl expresses interests in masculine toys and mostly are founded with a short hair cut, this group of children may suffer from low self-esteem, social isolation and depression. Here, it is preferable for parents to consult a therapist specialized in gender identity disorder, and this consultation should be in a very early age.

When it comes to education, gender identity should be taught in schools to make children recognize their gender identities and learn gender appropriate- behaviours to each sex ,and this process should take place in a very early age .Many research works show that schools play an important role in constructing gendered identities. It can be also taught through the curriculum and textbooks that are written and designed on gender equality principles between boys and girls, not mention the role of the teachers who are the second source of information after the parents in gender identity construction ,they have an important role in which they teach what is appropriate behaviours for girls and what is appropriate behaviours for boys. These gender appropriate behaviours should be revealed in textbooks and courses avoiding falling in gender bias. So the teacher here is a guide to ensure that the learners do not maintain stereotypical ideas about the other gender.

To cut it short, gender identities can be considered as socially constructed in which society imposes particular gendered activities and practices relating to" being a

man" or "being a woman". These gendered practices, in turn, discriminate certain group and prevent them to access education and employment (Irfan; 2015).

1.3.3. Gender Socialization

In early stage of life, when new born babies come to the world, they start to understand gender categories; that is to say, they can differentiate male voices from female ones at six months old. As well as, the child starts to learn and develop his / her culture's gender norms, including which activities, behaviours and attitudes are associated with each gender.

This process is called gender socialization which is a lifelong process of learning attitudes and behaviours expected from men and women who help people learn to function successfully in their social worlds. According to Nicola Balvin (2017: 6) the UNINCEF Office of Research stated:

"G*ender socialization as a process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions"*.

To illustrate, boys are raised to conform to the male gender, and girls are raised to conform to the female gender role. For example, it is agreed that pink colour belongs to girls, while blue colour is associated for boys, and car toys are devoted to boys, but dolls for girls. Add to this, gender socialization determine the instructing and guiding process of males and females as to the values, bahaviours, and beliefs of group members, this process starts even before child's birth, by which parents are carefully take baby' sex into account like preparing a girlish dress for baby girl and boyish costume for a boy.

Society expects different attitudes and behaviours from boys and girls, because of the depended socialization upon both genders to conform their gender role. In other word, it this process does not happen only through early acquisition of the appropriate gender beahviour from both parents, but it also generated from regarding adults in

household, since they are considered as their role models and caregivers from childhood till rest of their life. However, when children grow up in shaky atmosphere before their householders, they will relatively be faced by another form of gender socialization process, that is, boys or girls who have witnessed any kind of oppressed or violent conflicts between their parents might affect their future relationships while become a victim to recognize violence during interactions with other. Hence, adults' earlier impetuous manners are ostensibly reflects on children's future interactions.

Scientists argue about the difference nature between male and female, whether is back to biological differences or socialization of both genders; that is to say, is the difference between them generated from nurture or some combination of the two?

Gender socialization can also affect the physical health of men and women; that is , men are supposed to be brave, strong and pain resister, by which men may often try to prove their gender role; thereby, this would cause a harm in physical health. Men also are socialized from their early age to hide their emotions, and this can lead to a disorder in immune system, such as sleeping disorder, asthma, eczema, heart attacks…. As for women are taught to be caretakers who affect their physical health, because it can lead to depression, sleep deprivation; furthermore, hard work of women can also lead to self-careless that impacts women physical and psychological sides (Medison Day, 2016).

Ultimately, it clear that both boys and girls acquire their behaviours throughout imitation and observation their socialization agents while following their steps, the traditional norms that emerge young people to act in oriented way are impact negatively on their psychological and physical health, likewise, girls must act too pretty and quiet wile boys should be tough to confirm their gender roles, but it believed that parents who are the most dominated in this process when it comes to being modeling to their children.

1.3.3.1. Social Agencies

The success of gender socialization depends on its agencies. Society could be a total agency; however, an agent is any person plays a role in the childhood gender socialization process or each one come into contact and interact is in some way an agent

of socialization. Thus we can distinguish two main types of socialization (primary and secondary socialization).

Primary socialization includes the most influential agent of socialization, mainly parents and others member of family who make children internalize attitudes, behaviours, perspectives and norms of gender culture.

Undoubtedly, it is noticed that the common shared similarities among parents and children like attitudes and behaviors are most often it assumed that it is refer to generic factors, which could be acquired or generated from parent's impact throughout socialization. However, they are considered as children's first source of knowledge about gender; it is clearly that parents are primary agents of childhood socialization, so they keep teaching children gender role behaviours and norms, whether consciously or unconsciously throughout childhood, however, family is child's first world belonging, throughout lifetime, children learn from their families, language, authority, cooperation and life value. According to Neifert Marianne.E (1991:1) , *"family is the first setting in which socialization takes place and where children learn to live with mutual respect for one another. A family is where a child learns to display affection, control his temper, and pick up his toys"* as mentioned in Sekeran(2017, p23). Parents who are the first agent to teach their children attitudes and values expected from them perform and other family member, may play essential role in the children gender socialization because they helps parents to support the forming process of their children. For example, giving a doll to a girl attempts to teach her to take care for it and realize the value of caring for others so she can be socialized into role of mother in future, since women are women are more nurturing then the opposite sex.

Recently the increasing gender egalitarian or equality influences the gender socialization process. That is to say, most women work outside home; as a result, men are involved in taking care of children and housework; thereby, children who are raised by same-gender parents are more likely supporting gender stereotypes.

Family and parents are the first central agencies that enhance or formulate the children gender culture also they provide the child with first system of value and beliefs, which are usually, reflect their own social status, religion, and ethnicity.

Secondary socialization is another important way for children to learn more about gender is through the interaction with their peers, school, and mass media, the other agents who help children through their socialization process.

During early childhood, children play with peers, who are social group and members have interest, social status and age in common. In fact young people are somehow interact with a peer group who share similar gender more frequently, so boys and girls are socialized by their same gender peers, and they learn the appropriate value of each gender; however, the child can learn peers' lessons in a direct way. For example, when a peer tells a child that some attitude is not appropriate or suitable for his/her gender, it can be indirect through child's observation. Unlike other agents, parent and school peers allows children during their adolescence to form relationship with others, and give them the opportunity to learn new things, and set the children free while offering a chance to discuss new interests such music, drugs…since they highly impact socialization process and engaged easily with their children and adolescents in various activities more than their families do indeed, to demonstrate, peers group permit young children to appreciate the fact that social life is based on rules. However, this relationship does not stand long where affects short term interest, unlike other influential agent which has long term impact.

Negative socialization of peers have been clearly shown when they contribute to the socialization of gender differences via various pathways, like teaching them stereotypes (e.g. "cosmetics is for women not for men), by which it could be clarified in tough way; either verbally or physically, so it affect their gender stereotype process.

Beside the academic curriculum that students learn by their teacher in school, they also can acquire social skills throughout their interaction with other students and instructors. School is another important pillar that the gender socialization process stands on, it does not teach only the learning skills but also it provide them with development, discipline, cooperation, and values which achieved through a hidden curriculum; by time, student will accept and learn such values because their behaviours is regulated until they gradually internalize at school. It is the second place that the child develops his gender culture and other gender through the different treatment of pupils

by their teachers. For example, the organization of the classroom; girl next to girl, and boy next to boy; moreover, separating students depending on their sex for different tasks may lead to the development of gender stereotypes by pupils, or providing them with different learning feedback and opportunities such presenting a curricular materials that involve stereotypical conception. So teachers or administrators should control their reactions towards children.

Media is also an important agent of socialization. The widespread of media including movies, TV and social media in the world, it obviously allows children to learn more about objects of material culture such as, new technology; add to this, it contribute to develop gender culture, and what it does mean to be a boy or a girl, because it delivers some of information about gender role but it can also reinforce gender stereotype, particularly television, which is a critical force that help in child's socialization since most children spend more time watching movies and cartoon, while in the movie we usually have two characters; a poor beautiful woman with a rich villain man (Cynthia Vinney, 2019). So TV helps child through imitation but it does not focus more on complex form of learning.

To sum up, our thoughts and ideas about a gender role grow with us, and it might be flexible, but gender socialization can still influence our behaviours and attitudes.

1.3.3.2. Theoretical Approaches to Gender Socialization

There are several theories that attempts to explain gender socialization, these theories explain how children learn and acquire their gender culture and behaviours appropriately, and avoid gender inappropriate behaviours. There are three main theories suggested by sociologists; social learning theory, cognitive development theory and gender schema theory (Kretchmar, 2009, p02).

a.   *Social learning theory*

Sociologists define learning process in terms of stimulus and response. Here, children are rewarded both positively and negatively for gender appropriate and

inappropriate behaviours (Burn, 1996, Wharton, 2005 cited in Kretchmar, 2009). The infancy process is regarded as the most sensitive period in human's lives; that to say, a new born baby comes to the world knowing nothing except crying which is the only mean to communicate with his mother. Parents are the first source of their children. For example, boys learn that playing with dolls is inappropriate behaviours, while girls recognize that cars are not feminine toys. Social learning theory point out that child learns his/her gender culture through observing his/her same-sex adults like their parents and families (Kretchmar, 2009).

According to Wharton (2005), social learning theory tends to view children (and other targets of socialization) as lumps of clay that are molded by their environment.

b. *Cognitive Development Theory*

Unlike the social learning theory, the cognitive development theory focuses on how children construct their gender identity (Stockard, 1999). Thus, children at the age of five to eight years old are able to recognize the definition of gender (Martin and Ruble, 2004). The outside world is one of the factors that help people, specifically children, to internalize gender meanings, these meaning, in term, are supposed to help explain individual behaviours (Wharton, 2005, p33). This theory, in turn, seeks or study how children understand themselves and their environment to construct a gender identity consists with them (Wharton, 2005)

Kohlberg (1966) is known for his moral theory which is based on the idea that gender learning can be explained and understood better by using perspectives of the cognitive development (See Piaget, 1932) (Wharton, 2005). Kohlberg was strongly criticized for his claims by (Martin and Ruble, 2004) arguing that Kohlberg theory failed explains how children use gender (quoted in Kretchmar, 2009)

c. *Gender Schema Theory*

Gender schema theory is presented by Sandra Bem, who is American psychologists known for her works in gender studies, claiming that children learn to use gender to gather information about the world, and she believe that gender schemas are androcentric and plolarized. First, androcentric; that is to say, males and masculinity are superior and have a higher value than females and femininity. Second, polarized when

children recognize that what is appropriate for males is not appropriate for girls (and vice versa) (Wharton, 2005 quoted in Kretchmar, 2009).

According to Maccoby (1992) "*Social learning and theory cognitive approaches are very different; in the sense that, social learning theory tends to explore the ways that parents and others respond to children; whereas, cognitive theories study how the outside world is interpreted and internalized by children; moreover, it is better for gender socialization understanding to examine the parent-child relationship*" (cited in Wharton, 2005: 35).

d. *The psychoanalytic perspective*

Psychoanalytic perspective or-identification theory-founded by Freud focusing on the unconscious psychological processes (Wharton, 2005, p36) the psychoanalytic perspective is concerned with gender, gender identity and sexuality. In the late 1970s, Nancy Chodorow have developed influential version of psychoanalytic theory in the field of gender socialization. In her perspective, she believed that man and woman develop personal sense of what is meant to be male or female during early childhood explaining that the first gender identification is the mother. According to Chodorow (1978) gender identity is formed during early childhood as children develop emotional attachments to a same-sex parent or adult, children of both sexes typically form their earliest emotional attachments to their mother-a women (Wharton, 2005).

As stated earlier, parents or adults are the primary sources of information for their children especially the mother whom her relation with her child is base on emotions and feelings that maybe inserted in the child's unconsciousness. For psychoanalytic theories, this attachment is very important to the gender formation (Wharton, 2005).

It is right that mother are the first caregivers, and they help their children develop a sense of themselves as entities in the world, but children are growing up, and they cannot stay along and stack to their mothers, they need to establish their gender identity as. This separation must happen -sooner or later-, and it might be difficult and tough.

According to theorists, the process of separation- for girls might be easier because she already has learned how to be female from her mother, and does not need to separate from her first gender identification, unlike boys who find it crucial because they need to develop a sense of their masculinity far from their mother. In fact, they must learn masculinity rules from their father *"which is emotionally painful and difficult"* (Wharton, 2005: 37).

Like the case of the early theories, identification theory or psychoanalytic perspective has not escaped from criticism, the latter raised gender stereotype that girls seek connection; whereas, boy prefer separation and independence, and the theory focuses mainly on the unconscious psychological processes (Wharton, 2005 stated in Kretchmar, 2009)

The above mentioned theories and approaches which are presented by psychologists such (Bem, 1983; Stockard and Johnson, 1992) Kohberg (1996), these theories aim to explain gender socialization and gender identity; additionally, to how women and men acquire gender-appropriate behaviours and attitudes since they address how people become gendered; however, these theories have been strongly criticized for their claims, some suggest that their studies raised stereotypes, the case of Chodorow's perspective that stereotyped women as dependent, and they seek connection; whereas, men prefer independence and separation. Despite the fact that these theories did not escaped from criticism, they brought valuable ideas and thoughts (Wharton, 2005).

1.3.4. Gender Stereotypes

So many differences between male and female have been shown in stereotypical images. Stereotype about man and women beliefs and attitudes, are the most commonly shared.

"Men are from Mars, women are from Venus"; (Jhon Gray, 1992), this statement often implies the general meaning of the observed differences in behaving, thinking and acting between men and women, such differences explains that men and women are from different world, undoubtedly there are certain differences which reflect the way men and women think and behave because of gender stereotypes, by which it

determines not only the typical differences, but also indicates how they should behave in different life domains (Naomi Ellemers, 2018).

Gender stereotypes are that beliefs people have about men and women's features and characteristics which varies throughout time and over cultures. Women for kitchen and men for work, such expression can identify gender stereotypes, which are over-generalized about their characteristics. In Algeria most women in the last decades were belonging only to house and children's caretaking, while men were determined to work; however, in the recent time, certain women are having the chance to work even they could serve various works, such as architecture, taxi driver…, while men are nowadays are attending feminine activities such make-up artists and fashion designer, but not all men would necessarily do so.

The prejudgment on men and women may also reflect negative connotation like those above, but it can also has a positive notion; namely, the connotation that women are good cook than men although they are often over-generalized, but it is not necessarily true in all cases. This is somehow similar to the notion that men are better athletes than women, which is positive but it can be defaulted since there are lot of women are now a good athletes (Ross David, n.d, para1).

Gender stereotypes can impact men and women behaviours in various ways, from early ages most parents in the Algerian society have raised their children on common shared beliefs; men do not cry and women are quiet and passive, such assumptions are strongly reinforce stereotypes. Despite the fact that real men should not cry like women do; therefore, there is no denying that crying does not need to be associated with a weakness since it is normal human emotions. Furthermore, it is agreed that children should be raised confident and calm; however, so many parents insist quietness only for girls, assuming that is more appropriate to their gender, even though quietness is in a way related to femininity, but in another way might lead to low self-esteem and lack of self-confidence.

Swann (1992) outlined that schools are responsible for reinforcing gender differences in classroom; she continues that school also contribute increasingly to gender inequalities. Add to this, there are certain genders stereotypes are raised in classrooms. For girls, on one hand, are stereotyped as good learners in literature and

foreign languages, while boys do better in scientific subjects. However, these assumptions are not necessarily true and cannot be over-generalized. In Graddol and Swann's study (1987) about attitudes towards female and male's speech, this study have shown that boys talk more than girls, although girls are stereotyped as the over talkative sex, boys dominate the classroom talk. (Sekrane A, 2017,).

Johannes Keller (2010:1) stated that "*stereotype threat research revealed that negative stereotype can disrupt the performance of persons targeted by such stereotype*". That is to say, the under-achievement in education of both males and females is largely affected by stereotype threat, beside to reduce subjects choices of specialty in university, gender stereotypic view can affect negatively on individual's academic achievements (Francis and Skelton, 2005) in which scientific subjects' opportunities of female are less, comparing to male.

A gender stereotype is harmful because it limits man and woman capacities to develop their professional skills and to put a plan for their lives. To avoid stereotypes threat, teacher should be aware of negative impact of stereotypic views and judgment; moreover, he/she should be praise and encourage student through holding positive expectation and feedback. As a result, student will score well and get more opportunities.

1.3.5. Gender Roles

Gender roles are the roles expected from men and women to occupy in societies based on their sex and based on each society's values and perspectives about gender, moreover, gender roles are produced of the interactions between individuals and their environment (Blackstone, 2003). It is believed that women are more nurturing than men; that is to say, she is the one who is expected to take care of her children, husband and her house, this belief is nearly worldwide while men are supposed to be the leaders, and the masculine gender role suggests that men should provide a better secure life for his family and he is assumed to be the decision maker (Blackstone, 2003: 337).

According to the biological perspectives on gender role outline that women have a natural affinity towards the femininity gender role, and that men have a natural affinity

towards the masculine gender role (Blackstone, 2003). However, she emphasizes that is no superiority of one gender role upon the other. Another perspectives; the femininity perspectives, suggests that gender roles does not rely on just the appropriate behaviours of each gender, but also has a relation with the female's and male's power and position in the society.

Individuals sometimes interpret gender roles on the basis of gender stereotyped; this latter tends to create a pejorative idea or an image about female and males based on their sex. For example, women in general are stereotyped as overly emotional and irrational. Males, on the other hand, are commonly stereotyped as not emotional and very harsh in relationship. Furthermore, deconstruct these stereotypes, feminist movements keep revolting against these assumptions, and try to provide alternative vision of gender roles to gain equality between males and females (Blackstone, 2003). Gender roles aim at establishing boundaries between what is appropriate for women and for men in the society.

Gender roles orientation is described either traditional or non-traditional. Firstly, a traditional gender role orientation is based on the rules and perspectives of the past generation parents and grand-parents also it emphasizes the differences between men and women it suppose that each sex has a natural affinity to certain attitudes and affected by rules of next generation. Secondly, those who maintain non-traditional gender role orientation believe that individual's behaviours should not be determined by sex. They believe in egalitarian relationship between men and women that is logically determined based on the physical and biological appearance (Blackstone, 2003).

The impact of gender role beliefs is considered to be more complex; however, women are overrepresented in life science which concerns caring and helping others, such values are strongly associated with women with traditional work or family related gender role beliefs, in contrast, there are other fields like engineering and military service which are typically endorsed by men describing male dominance position in society.

Generally gender roles determine the expected behaviours from both male and female; namely, how they should speak and interact with others in society, these attitudes have been acquired from childhood, and still rising into adulthood. Roles of

gender affect men and women in various life domains; that is to say, the difference between them is used to prove their existence by which gender inequality is reinforced, which left a negative impact in society. Where there are privilege image about boys, whereas raise a passive image on girls, as it claimed by some research that if we teach our boys the opposite, which means to be passive; however, if we teach the girls to be seen and not heard it would create really hard situations in both sides.

During childhood, every single child of 4 age get raised with fully understanding of his/her role in society, because of so many factors who are strongly influence gender role such parents, family, peers and environment. That is to say, the early perception of these roles play essential role for way children socialized and form relationship with their peers and friends since it is important for social development. However; from a very young age, parents and family set their children for preference toys which are significantly related to parental sex-typing. For example, boys participating sports and girls watch drama series. Thus, these influential factors encourage traditional gender roles in children. Apparently, parents are the most influencer gender role by socializing their children in direct way like choosing different activities that children may enjoy. Moreover, peers and friends are also ones of major elements who can be seen in gender role since it shown that children are completely follow and interact with same sex- peers more than the opposite one. In point of fact, even school and social environment involves in gender role of girls and boys, by the time that they entering schools, where they would hang out with individuals outside family and learn limited social interaction.

Modern society still stuck to traditional norms that female and male should behave in specific way, that fall into practical categories that determine only their gender. Widely speaking; that traditional gender should not be change because it contributes in human progress and social development for so long. However, nowadays; and thank to technological all different missions are shared between both genders. In other word, in today society there is no need for traditional gender roles because male and female are able to do the same possible tasks. Therefore, men should not be too aggressive while women should not be passive and quiet because of these stereotypes, the gender role conception in society. So this pejorative prejudgment also stimulates people to abuse who do not represent and fit the traditional gender roles.

1.4.   Gender Inequalities

From last decades until nowadays, men and women have been most of time treated unequally in different life domains. Generally the traditional gender norms which determine gender social roles are a reason behind the unequally treatment between both males and females, as known to be a results of the expected behaviours of how men and women should think and act. In other word, there is no doubt that women got a weaker biology system compared to men, which make them mostly face various discriminations and inequalities where they supposed to handle different domestic positions and housekeeping; meanwhile, men are expected to be a provider for the family. Not only the domestic matter, but also the social roles which control over women work abilities; however, gender inequalities manifest in different social such a work place and education by affecting women's health in negative way whether directly or indirectly which still exist in almost every country in today's world.

Throughout history gender inequality have been increased in the workforce, women have been definitely shown asserting traditional roles as they were the ones who handled all the household motherly duties since they have no chance to hold a jobs; whereas, men instead seen as pro-creator, protector and providers however, according to Claudia.G (2006) women's participation in workforce have changed over the years; that is, three evolutionary phases have been addressed, first stage known as "*Independent Female Worker Stage*" extended from late of 19th century to 1920s, where they often have been seen in labored in service sectors holding the daily homework like laundry because of men's participation in first world war. Young and single women had to work in many manufacturing and domestic positions; however, the second phase extended from 1930s to 1950; known as easing the constraints on married women's work that comprised briefly the increasing percentage by 15.5 points of labour productivity from married women resulting the revolution of this stage, however; in the final stage, roots of revolution, women have seen in different feminine position such secretaries, teachers, nurses, social works, and librarians; add to this, over this stage, even the pedagogical opportunities were available for women; however, many of them used college seeking for spouses rather than getting involved in educational purposes.

Apparently, there were changes in various factors that have affected a development in women's labour force participation such female horizons, identities that Claudia.G pointed it out during the quiet revolution phase which lasted for 70s to present "*by expanded horizons, I mean that women more accurately anticipate their future work lives*" (2006: 8). In other word, women could assume a developed positions and work for a better career.

This revolution is pretty distinctive from the other previous stages because it based on effective decision making more than relative states. No doubt, women had more educational opportunities thanks to technology impact, such birth control which permits women to hold various and suitable positions (Claudia.G, 2006)

In spite of improved conditions in workplace over the 40 years ago, and due to the gender differences in race, ethnicity and even in gender itself , women in western world and so many different countries over the world still suffering from gender pay gap, for numerous causes women got a lower average earning than men. Sometimes the low paid is not necessarily due to direct reasons, that is women in most often time choose to work in low paid sectors such teachers, nurses, and secretary. Meanwhile, men have mostly choose to be engineers, businessmen and so many rated works; furthermore, women generally choose such positions for being more flexible, to hang out with their friend and provide enough time for children socialization and house holding. Despite these facts, it cannot be denied that there are no obvious reasons behind gender wage gap since women are paid less than men for same role, to confirm that this discrimination issue is still exist for no obvious reason, tends to reduce this shared gap.

Generally both men and women seem to be affected by gender discrimination or gender inequality during their educational phase, which precisely has been shown to affect the growth of economy, recent studies have manifest that gender inequalities in education influence education indirect way and negatively affects the educational outcomes which have shown in growth of economy. To illustrate, the existence of gender inequality in schools decrease the opportunities of success in life domains for girls who assume that there will also be the same inequality treatment from the whole society as well (Kevin Sheehan, 2012, Abstract). In other word, the educational attainments might be a real reason behind an economic growth and any given

inequalities witnessed against one gender could emphasize the decrease on level of economical growth.

Euro Health Net (2018) has examined the impact of gender inequality on health due to the socially constructed roles of men and women and the shared relationship between them, which affect concisely the health issues that individuals face during entire life, thus the Euro Health Net claimed that women spent longer life with fewer years in good health than men; back to the gender wage gap and due gender discrimination itself women were unable to enjoy the different human rights and could never live a comfort and healthy life same as men, where they still suffering from poverty, social exclusion and different mental illnesses which is considered as unavoidable gender inequality resulting from men dominancy in patriarchy system.

Another powerful pillar that affects women's health so bad is violence. Women around the world still encounter various kind of violence including behaviours that may cause certain physical, sexual and psychological damages which might comprise whether serious or minor injuries or even chronic pain that lead women goes through this different issues which result health problems on long term. This is. This violence, an obvious sample of gender-based discrimination is main reason, that remains women less healthy over time, therefore, this serious problem have been out of box witch extended now to their children, families and even social context.

Many factors tend to determine gender inequality in direct way that affects the opportunities of men and women in society. This discrimination manifested in pathways as it mentioned above; however, due to the effects of patriarchal control of men over women in social sectors where they used to dominate their wives, sisters and daughters to highlighted their expected role in society as being the head of the family. According to Zarar.R (2017) that rigid culture and traditions are plying an essential role in gender inequalities; that is, certain cultures consider birth of male is grace, while female consider as symbol of the bad luck. Add to this, beating women always considered as way of proving power for men. Thus, women were clearly not allowed to enjoy the same men's right equality, otherwise; women are also contribute in this discrimination against them since they already know that Islam provide them with equal rights because

they used to accept this discrimination as part of their lives and never got up on their unfair rights.

1.4.1 Gender Inequality in Education in Algeria

Education in Algeria after the independence becomes available for both genders regardless of sex, on the contrary to the past when men were the one who enjoy education enrollment who had a higher position and opportunities. Until1990s, there was a low to state on the enrollment of all children regardless of sex which results well beyond the expected effect; however, due to the social inequality situation in Algeria and spread of schooling might lead gender inequality in education, significantly it must be taken into consideration, the evolution of gender ratio in each   phase of education: primary, secondary, university.

One of the main purposes in Algeria in the independence period was when the government decided to eradicate illiteracy and provide a free education for all children; from that time, inequality started to decrease between male and female in this sector but this phenomenon's outcomes reverses in favour of girls. However, due to disappearance of illiteracy women had a higher position in education when it was a real challenge for the government to raise the number of enrollments which involve children between 6 and 16 age.

According to census (2011) illiteracy rate in 1966 of women have reached more than 85% compared to 62% for men; that is, about 74.6% of population could neither read nor write, though men were the ones who get benefit from spread of fundamental education more than women over the years. In 2011 in particular, a total rate had been significantly decreased to access 17% between men and women but the massive ratio back to elderly illiterate women. Furthermore, the situation had greatly improved in favour of girls back to 2008 when it was still there a gender gap when it comes to enrollment, since girls have witnessed 82% as a higher increase ratio which almost access 85% of boys eventually, the gap between two genders were flexible as it been said in mid of 1970's the proportion rapidly plateau for boys but highly went on increased as for girls, which roughly led to close the gap in next years.

Inequality between genders in Algerians education was not limited to primary and middle phase only. Rather, it continued to appear at various secondary and even university levels. Since the independence period, it witnessed a remarkable progress at enrollment rate in secondary school for children aged 15 to 19 and university' students aged 20 to 24 in favour of males from 1966 to 1987. However, in contrary, in last decades; in 2002 particular there was a massive drop in attendance after the age of 16 for male. In other hand, females' rate in enrollment was highly increased whether in secondary school or in university as well. (Ouadah- Bedadi.Z dissertation, 2018 p.p 84-88).

1.5. Gender Bias in EFL Classroom

Since there are biological and social differences between men and women, obviously they receive different treatment based on their sex. Mostly, it the female who is the victim of this mistreatment, and this phenomenon is noticed everywhere such work place, and educational, political institutions. Therefore, gender bias can be defined as discriminated and predisposed behaviours and attitudes based one sex, it is preference and prejudice toward one gender over the other which can happen consciously or unconsciously. Herbert (Unconscious Bias in Higher Education ECU, 2013:1) claims that:

" *unconscious bias is a term used to describe the association that we hold which influence on our attitude and behaviours ; regardless of how far minded we believe ourselves to be, most people have some degree of unconscious bias.*"

In other words, people often produce positive or negative responses to other unwillingly. However, the explicit or conscious bias, the individual is very aware and clears about his/her attitudes and feelings, this type of bias may lead to physical and verbal harassment.

The educational and institutions are the most place that gender bias exists, research findings point out that the teacher treat students of both gender differently. That is to

say, teacher's preference toward active gender in classroom can maintain gender bias, consciously or unconsciously. Thus, sociologists provide information that students of both genders receive unfair educational treatment (Sckrane, p22). This means that the unawareness treatment of teacher to both girls and boys is apparently lead them to participate in gender bias in the classroom.

Many teachers ignore that gender bias can influence Student's educational choices and produce stereotypical assumption and expectations. Early studies as over the final student and this occurs in giving feedback and punishment in EFL classroom, but these claims cannot be over-genralised, not only teachers are blamed for reinforcing gender bias, but also it can be found in text books. The EFL text book presents male and female differently that is to, we find that text book give superiority to masculinity over femininity. For example, figures and texts give higher roles to males; whereas, females are often given the secondary roles; such as male doctor and female nurse, male boss and female secretary. Male are most of times presented as heroes, which females are shown in bad image like witches and sorceress, it rarely found male sorcerer. This type of gender bias is stuck from a hidden curriculum of lessons which taught to students in everyday classroom.

Teachers and even instructors should take gender differences into consideration, so that to over rid gender bias, and treat both genders equally to avoid stereotypical assumptions and expectations. To illustrate, Swann (1992) points out that the diversity and the contradictions in EFL classrooms are so important to increase both gender's learning opportunities.

1.6. Gender in EFL Classroom

Gender differences are reinforced every day, as long as EFL classroom is concerned. According to Swann (1992), schools are not responsible for the existing of gender inequalities, but still they will contribute to them.

As stated earlier, many research works were conducted and focused mainly on gender differences; nevertheless, not much importance is given to gender and interaction inside the language classroom. Sunderland (1992:81) states "*Gender in EFL*

classroom is a phrase may conjure up in teachers minds no more than complaints about the use of ''he'', or about textbooks beings sexist''. When we hear gender in EFL classroom, many questions are raised in our minds; do teachers treat female students and male students equally? What kind of interactions occurs in the language classroom?

Sunderland's study "Gender *in EFL Classroom''* focused mainly on boys' and girls' talk and interaction to the teacher in foreign language classroom, and she believed that in EFL classroom there are two languages are usually used, the target language (the learned language) and the learner's first language (Sunderland, 1998).

It is very important for teachers to know that there are gender differences in the language classroom, according to Swann again (1992); teachers, often unconsciously, support discrimination based on gender in a mixed-sex classrooms, and Sunderland (1998) makes an interesting point that girls, often are consider as victims.

Julia Batters (1998) found that most female students spent more time on attentive tasks. For instance, listening to the teacher, observing and reading; whereas, male students were dominant in oral activities (quoted in Sunderland, 1998, p13).

The EFL classroom had a specific socio-educational environment rather than other classrooms, because the student is expected to talk and express him/herself with teacher and classroom more than other subjects (Nickitina and Furuoka, 2007).

As a result, there are many studies concerning gender in EFL classroom. On one hand, some studies claim that boys are dominant and receive more positive attention than girls. On the other hand, some research works see girls as most dominant outperform boys in the language classroom; however, these results are relative and cannot be generalized everywhere because every context is tied by social and cultural behaviours and attitudes.

1.7. Gender Gap in Educational Achievement

It is agreed that there is gender differences in educational outcomes, Maccoby and Jackline pointed out that each gender out performance the other in particular disciplines due to the biological cognitive and psychological differences between them (as cited in Riadh Boukhetala's article, 2019, the gender gap in the Algerian learners' academic

achievement). This phenomenon does not concern only the Algerian learners but mostly all parts of the world. In the past woman could not carry on their studies, and they were supposed to be housewives at early ages; especially, the poor families who could not cover their daughters' educational fines; unfortunately, this phenomenon still exists specifically in the Algerian country sides as it is noticed the gender gap in education was in favour of males due to the up mentioned reasons; however, the situation changes, in other words, since 1960's many investigations show that women nowadays have surpassed men in educational achievement (Buchmann & Diperte, 2006).

According to the Algerian radio (2018), the national education ministry stated that, the percentage of succeeded candidates reached 55,88% by which the percentage of female was around 65,29% , while male's percentage reached 34,71% , these results confirm that females dominate mostly every year the baccalaureate exams.

The reversal of the educational gender gap appeared as a consequence of several reasons. The outnumber of females in schools, in on classroom, we find ten boys among twenty girls, and this may increasingly lead to boys' demotivation towards education, and drop out from schools. As it mentioned in Ouadah- Bedadi Z dissertation (2018), one of the main reasons of gap widening between genders is that there were a several reasons of dropping out school for both males and female at age of 14. In one hand, one question in survey have explained this latter; that is, about 3126 14-year-old child surveyed, distance from school have took a place to be one of main reasons add to the failure in school was cited the most often, a highest rate cited 32% for boys and about 20% for girls in 2002; however, others reasons have influenced boys more frequently than girls such health problems and parents help. In other hand, another question surveyed young unmarried people aged 15-29 year-old and due to some reasons that have reinforced gender bias such the expulsion of married students in particular male ones; therefore, for reliable study, the analysis have only focused on 15-19 young people since they probably still singles; that is, the outnumber girls' schooling compared to boys referred to certain causes among them, learning difficulties, parental help and financial difficulties have been cited as a significant impact behind dropping out of school in both middle and secondary school, but in reality girls are extremely dropping out of school for domestic duties, whereas boys get out in order to provider for their families.

The Algerian league for the defense of human rights (LADDH) announced that 400,000 Children drop out of educational institution in Algeria every year, despite the huge sums of many allocated to these sectors, and only 250,000 go on to professional training. That is, the latter, highly used to widen the gap between the two genders.

The existence of gender gap in the educational achievement is somehow difficult to be minimized, since this gap is still widening until now; however, measures and procedures should be taken into consideration to preserve the balance between both genders in the educational disciplines. Therefore, the ministry of national education (2008) reports that the objectives set to ensure equal school attendance rates among males and female are not achievable unless they take practical measures to reach at a balance in both gender educational achievement.

1.8.Gender Differences in Educational Achievement

As far as gender studies is concerned in which men and women are presents differently, gender and educational encompasses gender differences in educational achievement, this field in turn, studies how gender influence educational outcomes. The early research works focused mainly on whether differences in the educational outcomes of both males and females were due to biological differences (Buchmann, Edmunds, 2018).

In the last three decades, it has been notices that females super passed males and they proved themselves and their capacities in education, work and every domains, as an evidence, we find nowadays women occupy a large number of jobs to reach gender parity with males. Unlike the early ages where women were supposed to be housewives and take care of their children and husband only. In the past the positive educational outcomes were in favour of males; however, recent evidence suggests that the traditional female educational disadvantage has been substitute by emerging male educational disadvantages (Fergusson and Horwood, 1997, p3-4). Earlier, female were expected to leave the school and they could not carry on their educational careers due to social, cultural and economical reasons. For instance, a poor girl or a poor boy, in most

cases, cannot get better scores in academic setting because of the high cost of schooling which it; in turn, may lead to unequal learning environment in addition to the other social reasons such; lack of a nearby school, the case of Algeria, and this factors affect males and female differently. For example, when poverty obliged children drop out of school.

Boys often sent to work; whereas, girls are kept at home. These differences between both genders in educational achievement attainment have been explained biologically by researchers. According to Halpern (1992) language acquisition may be influenced by biological processes, that is, girls are observed to acquire some language concepts earlier than boys thanks to female advantage in maturation.   .

Additionally, girls spent a long period talking to advisers, mentioning the difficulties of comprehension and worrying about whether they are coping with the courses, this evidence may present girls a good learners rather than boys (Arnot et al, 2001, p.p57-59). Moreover, Show (1995) comes out with a new approach to the study of motivation and its relationship to gender focusing on emotion as the central theme in children learning process, she claimed that is very essential to look at the emotional (psychological) development of both boys and girls, she refers to the boys separation from their mother and distance themselves from feminine activities; therefore, they are able to distinguish between male science, abstract and intellectual knowledge and female art, emotional knowledge; according to her, these experiences may account for boys' lower achievement in learning language or other feminine subjects.

It is agreed that boys in general do not like school as girls do, and do not accept schooling authority. For example, if they are not interested in learning, they are disruptive in class (Myenn and Parker, 2001. Lyons et all, 2003).

Another evidence of gender differences in educational achievement, according to PISA and OECD there is a clear gap in school marks girls surpassed boys. Moreover, Becker and Miller (2011) argue that the main reasons of the increase in educational success of girls can be due to the change in the educational aspirations of girls and the anticipate great opportunities for women in the labour market, particularly public service; Hadjer et al (2014) declare that boys lack intrinsic motivation, they do not have a less interest and can feel alienated at school. Boys also get lower scores with regard to

their subjective well-being at school, beside there are gender differences in behaviours that have a relation to educational success.

It is not only the school which influences girls' and boys' educational outcomes but also parents and peers who are considered are the first source from which children maintain attitudes towards education and schools.

Kathleen Lynch and Maggie Feeley (2009, p37) agree that parents are powerful players in the gender game because they reinforced gender stereotypical expectations, a large number of studies have shown that parents stereotypical behaviours and attitudes can undermine girls' and boys' confidence in their abilities and eventually can discourage them in choosing appropriate subjects.

1.9. Conclusion

In fact, the bulk of this chapter provides a brief account of previous research on gender and educational achievement in learning foreign languages. Worthy of notice is that gender studies and educational achievements require many important remarks about some key slippery and elusive concepts.

Having now described broad issues around the topic being studied, we then, in the next chapter, extends this discussion by drawing attention to how such issues frame particular methodological choices made in this work.

II.2. Research Methodology

II.1. Introduction

After critically viewing previous and recent research about gender differences in EFL classroom and their educational achievement through their learning process, the methodological framework of the present study needs to be introduced. This chapter provides a clear description of the methodology used to conduct this research, including a description of the setting, sample, how it is selected, how data are collected, what questions are asked and how they are analysed. This chapter also gives considerable importance to the code of ethics respected in all the steps of this study.

II.2. Research Setting

The study is conducted in Mohamed Bachir Bommaza secondary school in Lardjam Tissemsilt, it addresses 3rd– year pupils and some teachers are from the same school. This target school, which was established in 2009, has been one of the most important secondary school among others in the city because of its largest surface and the good conditions that allow students from different schools and rural areas select to study in it.

Recently, the secondary school has extended in the pedagogic sector to join three different streams: engineering, mathematical technique and foreign languages classes. Whereas, it comprise about 18 classes divided into 4 first year scientific stream classes and 2 literary and philosophy stream classes. One scientific stream class, 2 literary and philosophy stream classes, one management and economic class, one foreign languages class and one class comprise both mathematical technique streams due to the fewer number of selected students of the streams, for the third all the streams have only one class for each stream except literary and philosophy involves 2 classes.

Moreover, the school includes 4 laboratory rooms for practical work such physics and science sessions, another laboratory room comprises protocol tools that help teachers to doing practical experiments. It also involves one separated class for informatics session; one stadium next to the running yard, an amphitheater consists of 50 seats.

With 40 fulltime teachers and 10 trainees' teachers, the school includes about 421 students with 60% students use to live near the same secondary school area and 40% students from other far regions.

This school known for its good reputation of teaching; that is, it provides third year students with a large isolated class for memorizing, reading and doing homework, in order to motivate the students to pass their baccalaureate exams.

II.3. Description of the sample

The present research chooses eighty third year pupils studying at Mohammed Bachir Boumaaza secondary school in Tissemssilt. Third year students distributed in six classrooms, one classroom of scientific stream and two classrooms of literature and philosophy, one is classroom of literature and foreign languages, one class of management and economic and the last one is one mathematical technique's class, who had studied English for 7 years. This is to say that the target sample has already had a sufficient knowledge in English which may help us during this phase.

These eighty students are asked for their consent to complete a questionnaire so that their answers and opinions about the gap that might produce a bias between genders in EFL classrooms are analysed.

Furthermore, for the ten teachers' interview, four EFL teachers are selected from the same school to be interviewed, while other six teachers are from different high schools. Some teachers have been teaching the English language more than three years while other experience that more than 22 years. Their experiences are useful for better and valid data about the presence of gender gap in educational achievement.

In brief, the two following tables show the number and the percentage of the sample we choose for both questionnaire and interview techniques:

Gender	Number	Percentage
Male	30	37.5 %
Female	50	62.5 %

	Number	Percentage
Total	80	100%

Table 1: Third year students at Bachir Boumaaza secondary school in Tissemssilt

	Number	Percentage
Teachers from the same school	4	40%
Teachers from different school	6	60%
Total	10	100%

Table 2: Teachers (interviewees)

II.4. Data Collection Methods

Data collection is a process in which the researcher gathers and measures information and findings from relevant sources that enables to answer the research questions and evaluate results, it is a process followed in almost all the fields of study including science and social sciences. Data collection needs more efforts and planning so the research to be completed, it begins with choosing a target population, selecting the sample from the same target population, then choosing appropriate methodological approaches and instruments.

II.4.1. Quantitative and Qualitative Data

This Study opts for a mixed method which combines both qualitative and quantitative data collection and analysis. This method appears to be appropriate for our study because of many reasons. One important reason is that the variation of methods helps gathering valid and reliable data.

Both quantitative and qualitative approaches used in this study help explore ideas and confirm hypotheses. On the one hand, quantitative approach is used to emphasize objectives measurement by using experimental strategy in order gather numerical data. Thus, the instrument used in this method is a questionnaire. On the other hand, qualitative

approach is designed to help reveal the attitudes of target participants with reference to our research problem. This is done using the interview techniques. The data gathered is analyzed by categorising and interpreting.

To fully elaborate this, the quantitative aspect for the present work involves a statistical analysis of third year EFL students' addressed questionnaire, whereas the qualitative aspect involves the analysis of the interview done with teachers.

II.4.1.1. Student's Questionnaire

The main aim of using questionnaire technique in this study can be summarized in these points:

a. Questionnaires are quick to answer and easy to analyze and code.
b. They allow respondents to express their ideas spontaneously.
c. They are so practical compared to other tools at basis of efforts, time and money.

Being convinced of this, we designed a questionnaire for 80 third year EFL students at Mohamed Bachir Bomazza secondary school of Tissemsilt. The questions which are entailed in this questionnaire are aimed to gather students' answers and views toward learning English language.

The questionnaire, divided into two sections, is first written in English language and then translated to Arabic language to make it easier for some respondents to understand the items and feel free to specify their choices.

These up mentioned items required participants to specify the extent of their agreement to a specific statement; in order to facilitate analyzing findings. That is, this research tends to use only closed questions in different phases. For the first part, only one closed question about learners 'gender. For the second section, the participants are asked to indicate their levels of agreements in 10 statements that limited their answers by picking an appropriate suggestion while they can be free to specify other choices in brief. About 7 closed questions have a dichotomous response format, which means only two mutually exclusive responses are provided that make respondents answer with a simple "yes" or "no" choices. And some questions are asking the participants to provide a rating on specific matter on scale of easy and difficult...

Indeed, this type of format should not be overused in a survey because it elicits much less information than multiple choice formats; however, our aim behind using this type is explained in what follows:

a. The respondent is restricted to a finite (and therefore more manageable) set of responses,

b. They have response categories that are easy to code.

c. They permit the inclusion of more variables in a research study because the format enables the respondent to answer more questions in the same time required to answer fewer open-ended questions.

d. The answers of different respondents are easier to compare.

e. In compare with open-ended questions, it facilitate for students to pick appropriate answer.

It is worthy of notice that he anonymity that today's technology brings via internet allows any researcher to conduct his/ her study through ideal environment. As for our work, we find it easier and suitable to distribute the questionnaire online. An online questionnaire can reveal respondents' true opinions and enable them to express their ideas in safe and private environment.

II.4.1.2.1. Pilot Study

After the initial design of the questionnaire, it was reviewed by our supervisor to check out the content, language and the format. Following this step, to examine its feasibility and efficiency, the questionnaire is distributed first on facebook platform so that students can give their feedback. After required refinement, it becomes ready to be distributed to secondary school 3rd year students.

II.4.1.3. Teacher's Interview

The interview method is used to collect qualitative data; it is specifically helpful for getting respondents' backgrounds and experiences. Our research study employs such instrument for these addressed reasons:

a. It is direct and deeper for it collects quality answers.

b. It helps us out to gather both written and oral data for analysis.

c. Sincerity and truthfulness is easy to check in an interview setting.

d. An interview is beneficial for the interviewer and the interviewee as individuals, because both of them gain experience, both professionally and personally.

e. It allows more detailed questions to be asked.

f.   It achieves a high response rate.

Interviews can be designed according to researchers' intention and the present data being collected. It can be conducted upon three distinctive types: structured, semi-structured and unstructured.

This study adopted a structured interview guide, which is the traditional standard format of interview as it provides different predetermined questions to be explored during the interview process. Additionally, due to current pandemic 'corona virus', an indirect interview has taken place throughout this research, mainly via email and online chat. It attempts to ask the 10 teachers interviewees 5 formal questions.

II.5. Research Ethical consideration

In the research process, the ethical issues must be taken into consideration by the researcher at different levels and steps of this research. Therefore, we as researchers ensured that our study is done with honesty, responsibility and objectivity. Objectivity requires for us to be neuter not biased to a specific item or idea. We did our best to respect the participants, their cultures, values, religions and so on and so forth. Moreover, the participants have been asked for their consent to be a part of this study. They have the exclusive rights, in the case they accepted to participate, the researcher has to ensure and guarantee anonymity, safety and security for their personal information from publishing.

The most common issue that most of the beginner researchers commit is plagiarism which is copying another person's ideas or work and inserting it as one's own, so in order to avoid it, we tried to correctly and properly cite the original sources.

II.6. Conclusion

This chapter tends to outline the methodological framework of the research, introducing, first, the research settings where the study takes place, and describing the sample and the participants of this research. Moreover, for the collection of data, it presents the mixed method employed in this study and the techniques that appear to be suitable. Additionally, the ethics taken into account throughout all the steps of this research are mentioned.

After presenting the methodology of the research 'gender differences in educational achievement', the analysis of the data obtained and discussion of the findings are fully described in the next chapter.

III.   **Chapter Three: Data Analysis and Discussion of the Findings**

III.1. Introduction

The present chapter is devoted to display and analyze the findings obtained using questionnaire and interview techniques. To do so, it first recaps how the study is conducted; detailing what is already alluded to in the second chapter.

III.2. Research design

This research aims re-examining gender gap in secondary school EFL classrooms and exploring the factors contributing to this issue. To achieve these aims, a mixed method is the suitable methodology. We opt to have both quantitative and qualitative methods using a questionnaire distributed to a sample consisting of eighty third year female and male students studying at Bachir Boumaaza secondary school in Tissemssilt. In addition to this quantitative tool, one qualitative method is employed an indirect interview directed to ten EFL teachers of English language.

3.3. Data Analysis

As it is already stated, the process of collecting data is based on two methodological instruments: online questionnaire addressed to students and analysis of indirect interview with teachers:

3.3.1. Students' Questionnaire Analysis

The questionnaire represents the quantitative data by which we attempt to gather students' answers about their educational achievement and shed light on the reasons behind gender gap in EFL classrooms.

1. **Section one:** Personal information

   The only question in this section is about students' gender, according to the collected results, the sample consists of two genders, but female students were numerous than male students in which they constitute 62.5 % while males represent 37.5%.

   Table 01: Students' gender

Gender	Numbers	Percentage
Males	30	37.5%

Females	50	62.5%
Total	80	100%
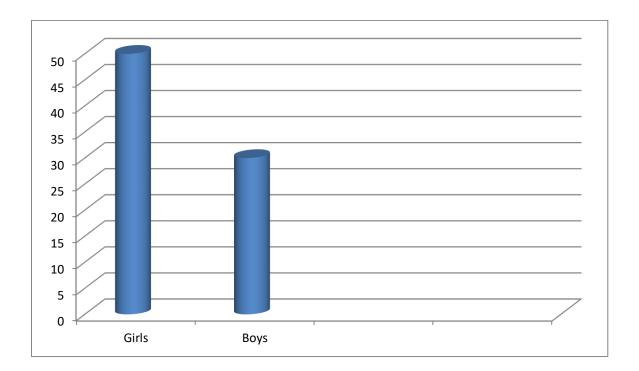
Table 01: Students' gender

The data presented in table 01 shows that the majority of the respondents are female teenagers, whereas, the minority are male students. As it has been mentioned before the questionnaire is conducted online that is why it is difficult to find respondents especially boys who are not very interested, however, there are few boys who respond.

2. **Section two:** The second part is provided with the general questions of the issue.
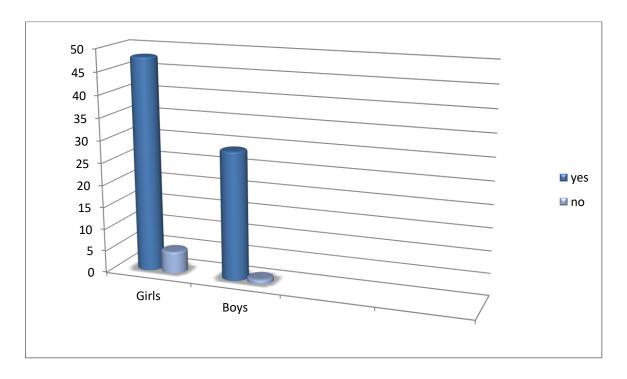
Question 02: Do you like studying the English language?

The aim of this question is to seek if students like to learn English or not.

Table 02: Students and learning English language

Students' answer	Yes	Percentage	No	Percentage
Males	29	36%	1	1%

| **Females** | 48 | 60% | 2 | 3% |

Table2: Students and learning the English language.

The results indicate that female students have a big interest in the English language in which 60 % of them declare that they like studying English; though boys also show their interests in the English language. Here, we notice that both genders are interesting in the English language and have strong desire to learn it. It seems that the English language is no more considered as a feminine activity as the results show.

Question 02: If yes, why then?

This question, in turn, seeks to find out the objectives behind learning the English language; the responses differ from one learner to another as it is shown in the table.

Table 2.1.: The objective behind learning the English language

Objectives	Females	Percentage	Males	Percentage
Academic success	25	31%	16	20%
Social communication	21	26%	08	10%

Getting job	04	05%	06	08%
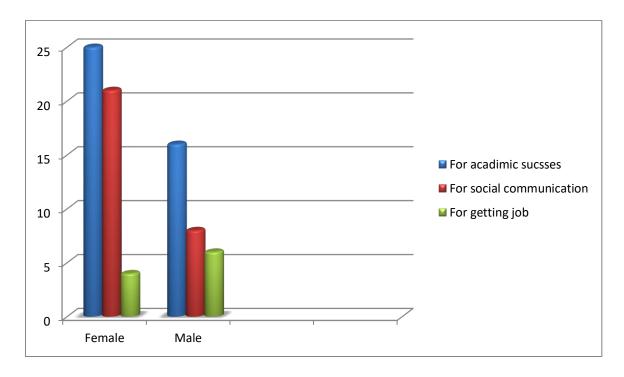
Table 2.1: The objective behind learning English**.**
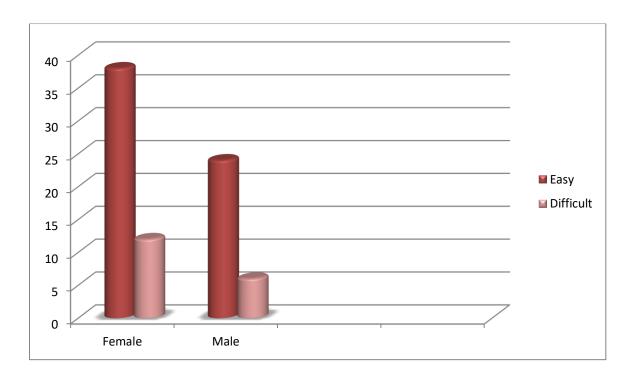
Concerning the objectives behind learning English, the data obtained show that the majority of students learn the English language for academic success purpose in which female students take 31% and 20% of boys choose to learn the English language for academic purposes. Furthermore, 26% of girls said that they like to learn English language to be competent and fluent to enhance their cross- cultural communication while just 10 % of male students are interested in cultural communication purposes. On the other hand, we ask the students if they are planning to learn English language to apply for a job in the future, 5% of female respondents say "yes", and 8% of male students learn English for getting a job.

Question 03: How do you find the English language?

This question asks to detect the students' attitudes towards the English language, if it is easy to learn or they have difficulties. As it is known that there are some students who find obstacles to learn a new foreign language, and they might have negative attitudes towards it, these negative attitudes, in turn, reinforce psychological issues that stand as a wall between the learners and the language, the answers of this question is presented in the table below.

Table 03: Students' attitudes towards the English language

Students' answer	Females	Percentage	Males	Percentage
Easy	38	48%	24	30%
difficult	12	15%	06	08%

Table3: Students' attitudes towards English.
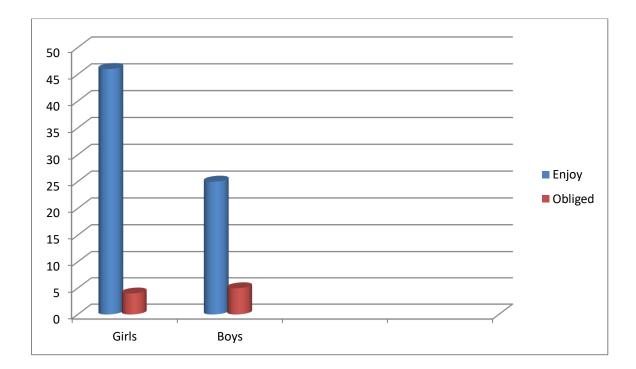
The previous obtained results indicate that the majority of students have attitudes towards the English language whether negative or positive. 48% of female students consider learning the English language as an easy task; on the other hand, 15% of them see it difficult. Concerning boys' attitudes towards the English language, 30% of them say that it is easy, but only 8% of boys see English as a difficult subject matter. Overall, it seems that among all students, there are distinct attitudes towards the English language. Obviously, these negative attitudes can affect the learner's academic achievement and his/ her choices in the future.

Question 04: How do you feel when you are learning English?

This question asks for the purpose to know the feelings of the learners when they study English, if they are amused and enjoyed in learning English or they are just obliged for academic purposes, so the results are distributed as follow.

Table 04: Students' feelings when learning English

Students' answer	Females	Percentage	Males	Percentage
Enjoy	46	58%	25	31%
Obliged	04	05%	05	06%
Total	50	100%	30	100%

Table 04: Students' feelings when learning English
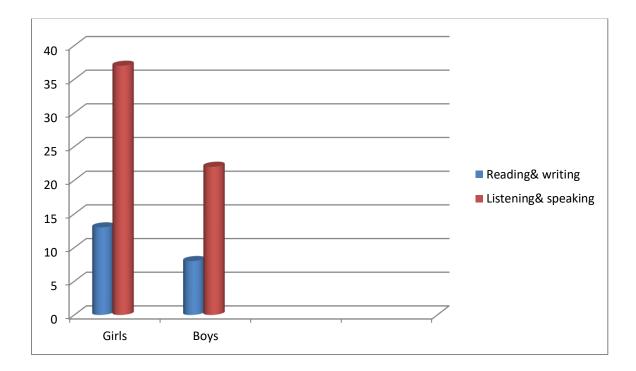
Concern the feeling of female students in learning the English language. The large majority of females say that they feel amused when they learn English, they take 58%, whereas, 5% of them feel obliged because it is imposed by the educational system otherwise they will not be interested. Concerning boys, 31% of them declare that they are enjoyed when learning English and 6% of them feel obliged. It is notice that both genders students enjoy learning English- unlike some others- which is related to the psychology of the learner because there are some students who are not interested in learning foreign languages.

Question 05: Which English language skills are you interested in?

The question is search to figure out which English language skills that students are interested in, these skills include reading and writing, listening and speaking. The four mentioned skills are very important in learning any foreign language.

Table 05: Students' interest in language skills

Students' answer	Reading &writing	Percentage	Listening &speaking	Percentage
Females	13	16%	37	46%
Males	08	10%	22	28%

Table 05: Students' interest in language skills
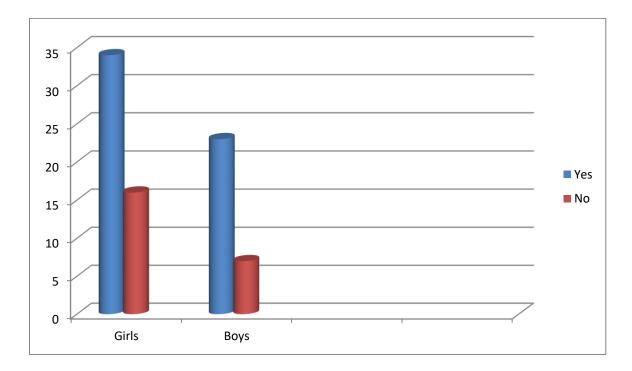
The obtained results show that both male and female students are interesting in listening and speaking skills and they show less interest in Reading and writing. Concerning female students 46% of them are interested in listening and speaking, and 16% are interested in reading and writing, the case of male students in which 28% of boys are interesting in listening and speaking skills, and 10% are interested in reading and writing. It notices that both females and males students are interesting in listening and speaking.

Question 06: Do you use other sources except school to learn English language?

This question asks to know if students use back up courses or other sources to develop their English language, away from the school because some students find themselves weak in learning a new language, so they use extra courses to enhance their English.

Table 06: The other sources that student use for learning English language.

Students	Yes	Percentage	No	Percentage
Females	34	43%	16	20%
Males	23	29%	07	09%

Table 06: The other sources that student use for learning English language.
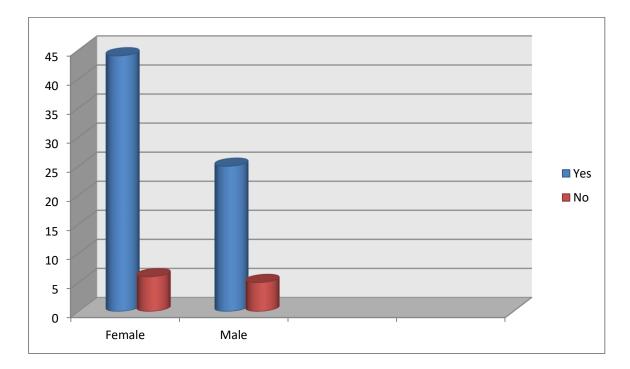
The results show that the majority of male and female students use other sources to learn English language. Female students take 43%, and boys take 29%. It notices here that there is a strong desire to learn the English language from both girls and boys except 20% of girls and 9% of boys who say that they do not use any other sources to learn the English language unless they do not have or face difficulties in English or they cannot cover the courses' funds.

Question 07: Do you think that the special treatment from your EFL teacher affects your performance?

The seventh question is about the student and the teacher, this question seeks to find out if the way teachers treat their students affects the students' performance especially when they receive a special treatment from their EFL teachers.

Table 07: Students and the teachers' treatment

Students	Yes	percentage	No	Percentage
Females	44	55%	06	08%
Males	25	31%	05	06%

Table7: Students and the teachers' treatment.

The large majority of female and male students are affected by the teacher' special treatment in the EFL classroom in which 55% of females say that they are influenced by the special treatment of the teacher; whereas, 8% of them are less influenced. Concerning boys, 31% of them are affected by their EFL teacher treatment, and 6% of boys say that they are not or they cannot be influenced by such treatment. One thing is obvious here, in one way or another the students are affected by the special treatment of the EFL teachers.

Question 08: Do you think that learning English has to do with the motivation factor?

This question particularly seeks to explore if the motivation has a relationship with learning the English language, and to what extent it affects the learners' performance in the English language. The answers of students were as follow:

Table 08: Students and motivation in learning English

Students	Yes	Percentage	No	Percentage
Females	47	59%	3	04%
Males	29	36%	1	01%

Table 08: Students and motivation in learning English
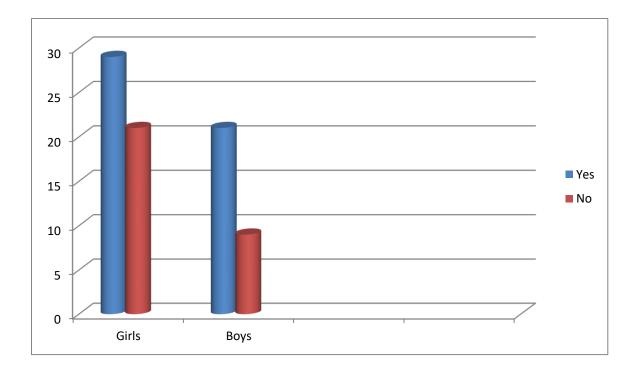
The obtained results point out that female students are highly affected by the motivation factor to learn the English language which is also the case of boys in which 59% of girls and 36% of boys declare that they learn English language through motivation, but only 04% of girls and 1% of boys do not consider motivation as an important factor to learn the English language. Furthermore, there are some learners who need to be motivated to learn a new foreign language, and there are some learners who do not need it. It differs from one learner to another and each learner has his/ her psychology.

Question 09: Do you think that studying English has to do with the intelligence factor?

The aim of this question is to figure out if students assume that being good at English has a relation with being intelligent. It is agreed that intelligence is one of the most important factors in learning English or any other foreign language, the students provide us with different answers and they are as follow:

Table 09: The relation between intelligence and learning the English language

Students	Yes	Percentage	No	Percentage
Females	29	36%	21	26%
Males	21	26%	09	11%

Table 09: The relation between intelligence and learning the English language

The general results show that 36% of girls and 29 % of boys consider the intelligence as an important factor to learn English; whereas, 26% of females and 11% of males do not give much importance to the intelligence factor.
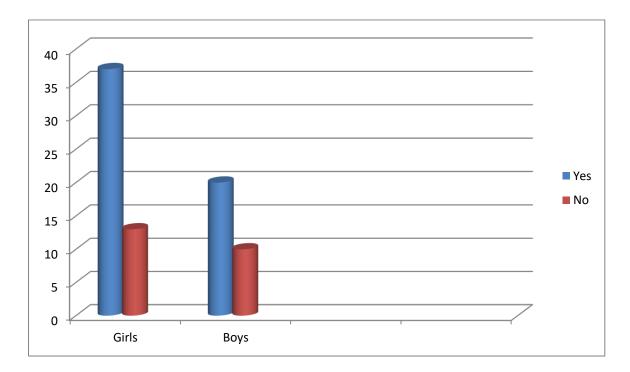
Question10: Do you think that studying English has to do with the memorization factor?

The outcomes of this question reveal if there any relation between English and memorization in accordance to students' opinion, however, some studies are shown that

memorizing of words could impact learners to learn new languages namely; English, the answer of students were as follow:

Table10: The relation with memorization and learning English

Students	Yes	Percentage	No	Percentage
Females	37	46%	13	16%
Males	20	25%	10	13%

Table10: The relation with memorization and learning English
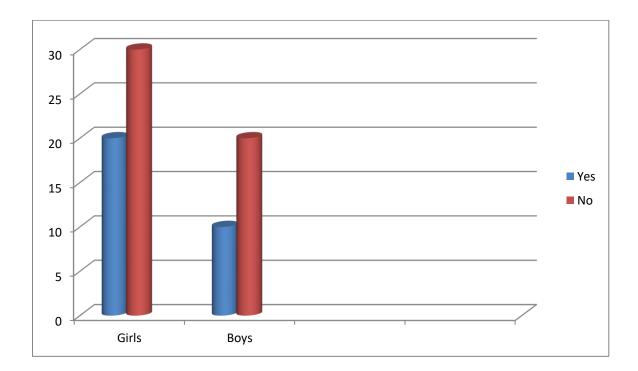
Large majority of both genders considere memorization as an important elements to learn English, about46% of female and 25% of males agree about the relation between English and memorization; on the other side, 16% of females and 13% of males have other views about memorization and its relation to English.

Question11: Do you think feel bad if your opposite gender outperform in English more than you?

This question asks to know if there any kind of competition when it comes to outperformance between the genders in EFL classroom, general speaking said to be there

always a vulnerability between them during their classes, sometimes it shown when one gender outperform the opposite one, but students answers were as follow:

Table11: Boys and girls competition in EFL classroom.

Students	Yes	Percentage	No	Percentage
Females	20	25%	30	38%
Males	10	13%	20	25%

Table11: Boys and girls competition in EFL classroom.

The results show the opposite of common facts since both 38% of females and 25% of males disagree about any existence competition between them, whereas, about 25% females, 13% males claim that they get a bad feeling when their other opposite sex do better in EFL classes, some learners even confirm that jealousy could be the reason behind this feeling.

3.3.2. Teachers 'Interview Analysis

The interview is the second data collection that we adopted in the current study, it addresses to four teachers who are in charge of teaching English as foreign language in

Mohamed Bachir Bommaza' secondary school and 6 teachers from other schools, the content composed 05 questions that will be analysed as bellow:

Teacher' interview1.   Attempting to create a balance between both genders in EFL classroom.

A.   **Who participate more in your EFL classroom, boys or girls**?

B.   Usually are the girls, they seem more interested and have time to follow up on what they are asked to do. However, in each classroom there are good male individuals who take things very seriously and are better in skills than girls. But generally girls always first.

A.   **Who has a better language ability, boys or girls?**

B.   I have to say generally girls with a lot of exceptions from the boys but girls are better.

A.   **Do girls outperform boys in EFL exams? If yes, why then?**

B.   I believe so for they invest more time as I said earlier. Girls work on themselves more and try harder.

A.   **Do you treat boys and girls based on their outperformance in learning English?**

B.   It will be unethical, they both have capacities but the turning point is the practice and the time they invest in becoming better. I have great male individuals in all my classes; my treatment is based on respect to their teacher and their hard work.

A.   **What are the reasons behind gender gap in learning English language?**

B.   Unfortunately in my classes I do not see a gap, everyone has an equal opportunity to speak and perform. It all depends on them and how willing they are to prove themselves. However, I do listen to students' complaints about this issue and it is due to stereotypes set by students themselves (the teacher likes girls more than boys and helps them more). In some other cases, we will not deny that some teachers are unfortunately biased and do things unethically -for whatever reasons- which makes students generalize the fact.

Analysis

The outcomes of the questions, expound the show off of majority of female in participation, without generalization it says to be there are in each class male individuals who has even a better skills more than girls; general speaking, girls are the most attention's payer and participants during the class. It shows that the teacher do not meant to be biased but also mention boys; it is like she wants to create balance between genders. It reveals that girls are highly expected outperform male in language ability, the teacher says that she has a lot of expectation about boys' language ability but she over generalizes females as ones who have skillful language abilities. Furthermore, she represents girls as the ones who do

their best at exams unlike boys; that is, they can outperform boys when it comes to exams. Concerning the equal treatment, the teacher demonstrates that she is equal with both genders, adding to this she bases on hard work and respect regardless gender issues, so she can feed-back both of them with same treatment during her classes. The teacher states that each gender has freedom to speak and perform; accordingly, she claims that gender gap do not exist in her classes; however, it seems that many teacher are the reason behind this issue since they bias into one gender over another which make students over-generalized it.

Teacher' interview2: Seeing the Difference in Learning Abilities between Genders in EFL Classroom

C. **Who participate more in your EFL classroom, boys or girls?**

D. Girls participate more than boys.

C. **Who has a better language ability, boys or girls?**

D. According to my experience, I can say that girls have better language abilities.

C. **Do girls outperform boys in EFL exams? If yes, why then?**

D. Absolutely, girls outperform boys in EFL exams because girls apply rules and pay attention more in the classroom and during the lessons, and they are more disciplined than boys.

C. **Do you treat boys and girls based on their outperformance in learning English?**

D. No, I do not; I try always to create a balance and to motivate both genders to learn.

C. **What are the reasons behind gender gap in learning English language?**

D. It always depends on the aim behind learning English, the motivation and the environment, and of course the self-confidence because sometimes I have boys who perform better than girls due to one of the previous reasons.

Analysis

According to the interviewee, in his class, girls participate more than boys and they have better language abilities, he considers girls as better learners of the English language. As it is known, the majority of female students are straight and disciplined inside the class. Concerning the equal treatment, the teacher tries to create a balance between boys and girls to not being biased to a specific gender. He also claims that the reasons behind the coexistence of gender gap in the EFL classroom are motivation, self-confidence of the learner and his/her surrounding environment of learning. Throughout this conversation, we notice that girls are better than boys in this class as far as they are motivated and self-confident.

Teacher' Interview3: The Role of Willingness on the Academic Achievement

E.   **Who participate more in your EFL classroom, boys or girls?**

F.   Generally, girls participate a lot; boys usually keep observing the discussion and throw short comments from time to time.

E.   **Who has a better language ability, boys or girls?**

F.   Boys are better than girls in the matter of language mastery as they demonstrate good pronunciation, spelling and accent.

E.   **Do girls outperform boys in EFL exams? If yes, why then?**

F.   Girls take good marks more than boys do.

E.   **Do you treat boys and girls based on their outperformance in learning English?**

F.   I never do this; I always treat them equally based on their willing and readiness to learn.

E.   **What are the reasons behind gender gap in learning English language?**

F.   Personally, I think that gender gap is related to learners' willingness to learn and achieve academic success in EFL learning, in other words, girls are more inclined to demonstrate readiness to learn English more than boys do .Also, I think this gap is influenced by the psychology of both genders as girls are more overt and boys are covert.

Analysis:

   In this interview, the teacher claims that boys are better in learning English language though they do not participate as girls do, they keep observing the discussion, in addition to that they are good in pronunciation and spelling; in spite the fact that they do not score better in EFL exams. Concerning the treatment of students in the class, he declares that he treats his students according to their willingness and readiness to learn. The teacher asks about the reasons behind gender gap in EFL classroom, he says that the willing of learners demonstrates their achievement in EFL exams, the second reason in his opinion, is related to the psychology of learners in which boys are considered as covert learners that can stand as a barrier to get a good marks; whereas, girls are overt learners that explains their out performance in EFL classroom.

Teacher' Interview4:

G.   **Who participate more in your EFL classroom, boys or girls?**

H.   It depends, this year I have boys.

G.   **Who has a better language ability, boys or girls?**

H. Girls.

G. **Do girls outperform boys in EFL exams? If yes, why then?**

H. Yes, because girls are more interested than boys.

G. **Do you treat boys and girls based on their outperformance in learning English?**

H. No, I do not.

G. **What are the reasons behind gender gap in learning English language?**

H. When I asked a boy about this, he answered that he was interested in English in order to finish his studies in US and for girls most of the time for fashion.

Analysis

This interview determines teacher's view in her class, according to her participation is dependable; that is to say, every year has its results, as she claims this year boys have participate more than girls, but briefly says she girls have a better language, add to this point, she agrees about their outperformance boys in exams because they are interested unlike them, another point states the teacher equality treatment, her answer about the treatment of genders if it is bases on their outperformance, she absolutely disagrees the statement. No clear answer provided about the reasons behind gender gap in learning English; she seems out of topic since her answer has no relation with given question.

Teachers' Interview5: The Most Active Gender in EFL Classroom

I. Who participate more in your EFL classroom, boys or girls?

J. Boys participate more than girls.

I. Who has a better language ability, boys or girls?

J. Boys are better in learning English language.

I. Do girls outperform boys in EFL exams? If yes, why then?

J. According to my experience, I found that in most of my classes boys outperform girls.

I. Do you treat boys and girls based on their outperformance in learning English?

J. No, I don't do that.

I. What are the reasons behind gender gap in learning English language?

J. Maybe it is just because they have different ways of learning.

Analysis

The outcomes of this interview reveal that teacher precisely chooses boys as the one who participate and better in learning the language in comparison to girls; adding to this, she outlines that boys in most of her classes outperform girls, it could be boys outnumber girls but she did not state that, so here teacher confirms boys power in EFL classroom which decreases the general fact about girls outperformance boys. Another question demonstrates teacher' equality between genders as it is shown on her disagreement about the unequal treatment, at the end, she seems not too sure about the reason behind gender gap in learning English language, the result of the question claims that these reasons can be their different ways of learning.

Teachers' Interview6: The Role of Teacher in the Academic achievement.

K. Who participate more in your EFL classroom, boys or girls?

L. Girls.

K. Who has a better language ability, boys or girls?

L. Girls.

K. Do girls outperform boys in EFL exams? If yes, why then?

L. Yes, I cannot say why exactly because it differs from one class another, but I noticed that good pupils in other subjects are always good in English.

K. Do you treat boys and girls based on their outperformance in learning English?

L. I did not understand your question, all pupils are equally treated; however, pupils are taught in different ways, as teachers it is our duty to help pupils achieve better.

K. What are the reasons behind gender gap in learning English language?

L. It can be anything; I noticed that outperforming in English is associated with the outperformance in other disciplines. In Algerian classes boys are outnumbered, and the performance of both is highly related to their social background.

Analysis:

The up mentioned interview is carried by a male teacher, according to him girls participate and have a better language abilities more than boys in his classes, as he agrees about their outperformance boys in EFL exams without mentioning the exact reason, because they are different from one class another, concerning the equal treatment of pupils, the teacher did not give the right answer of question but also he claims that they are all equal treated; in other hand, the social background of learners may influence students' performance which can be the reason that widens gender gap.

Teacher' Interview7: Realization How Focusing Have an Impact in Academic Success.

M. **Who participate more in your EFL classroom, boys or girls?**

N. Girls participate more than boys do in classroom, but in all groups that I teach, girls are more than boys. But this fact is not the reason why boys participate less. This is due to the girls' love of learning English, using it and satisfying their teacher.

M. **Who has a better language ability, boys or girls?**

N. Girls have better language ability: they have a strong tendency towards learning new vocabulary; they have a better pronunciation; they are able to perform a more accurate conversation; they focus on tasks more than boys do; they write fewer mistakes.

M. **Do girls outperform boys in EFL exams? If yes, why then?**

N. Yes, girls outperform boys in exams in the most of cases. I believe that most of the girls I teach see success in good grades, and this could be a positive reason though good grades should not be the only reason. On the other side, many boys (especially teenagers) see low grades as a sign of virility. That is why some of them neglect learning in purpose. In addition to that, girls are known to be good preparators.

M. **Do you treat boys and girls based on their outperformance in learning English?**

N. Yes, I do but the way I treat learners based on their outperformance has nothing to do with gender. The way I treat learners is based on many basis: age, level in addition to outperformance. This latter paves the way to how to deal with each individual learner the next course. The way learner outperforms shows me who is weak and who is not; who need more attention or care and what part of previous lessons should be repeated.

M. **What are the reasons behind gender gap in learning English language?**

N. It is clear that there is a gender gap in learning English, and the reasons are various like in most of the cases, girls learnt how to focus on each small detail, and this what makes successful English language learner, women created with ability to acquire the language, boys are known to be careless in comparison with girls. Few of them find a good

reason to learn English; girls can be easily motivated, but boys need more time and effort to encourage and motivate them.

Analysis:

The interview carries out the ideas of interviewee about girls participation in classroom due to their interest of learning, accordingly, they have a better language ability compared to boys because they focus a lot to their tasks, adding to this, the teacher also demonstrates why girls outperform boys in most cases, as he says their success reflects on their grades, he straightly agrees about his treatment that bases on gender outperformance in EFL classroom which shows that he is do not bias into one gender, just treats them according to their level and age, which helps to know how to treat each individual, the final question outlines the reasons behind gender gap; girls born with ability of learning and easy to motivate contrary to boys who find it difficult, indeed this arguments could be helpful to investigate what is behind gender gap.

Interview Teacher 8: The Impact of background on Genders in Learning English.

O. Who participate more in your EFL classroom, boys or girls?

P. Girls

O. Who has a better language ability, boys or girls?

P. Girls

O. Do girls outperform boys in EFL exams? If yes, why then?

P. Yes

O. Do you treat boys and girls based on their outperformance in learning English?

P. Yes**,** because the number of students in the classroom is a little.

O. What are the reasons behind gender gap in learning English language?

P. The reason behind gender gap in learning English stems in the background of both genders, more precisely their level before entering secondary school. Girls are better than boys in EFL classroom because their acquired knowledge in that module is better than the one that boys have acquired. In one word, girls show more interest towards learning English than boys.

Analysis

In this interview, the teacher briefly and without mentioned reasons states that girls do practice and have a better language ability over boys, moreover, he agrees about the girls' outperformance which is insufficient answer that does not involve any reason ; however, he shows that he treats both genders according to their performance since they are just fewer in his class, as for the gender gap, the interviewee declares what is behind this

common issue; girls have a background about English and show their interest in learning unlike boys; so here, the interest in learning extremely plays an essential role to widen the gap in learning English.

Interview Teacher 9. Reacting as a Responsible Teacher inside Classroom

Q. **Who participate more in your EFL classroom, boys or girls?**

R. Girls practicing more in my EFL classroom then boys. Majority of boys prefer to be silent rather than girls who like to show that they have understood the lesson.

Q.   **Who has a better language ability, boys or girls?**

R. In my class, boys have better ability rather than girls despite the fact that they nonchalant. They play lot of games and watch cartoons in English, when they come into the classroom they wonder about the meaning of some words and I give them synonyms which motivate them to learn, whereas girls get jealous they start imitating boys in this period of tile then they give up. This kind of activities helps boys enrich their vocabulary rather than girls.

Q. **Do girls outperform boys in EFL exams? If yes, why then?**

R. Yes, they do. Girls do outperform better than boys, because they like to get high grades and prove themselves in the language, you can say 70 percent girls are motivated then boys.

Q. **Do you treat boys and girls based on their outperformance in learning English?**

R. Yes I do if you are talking about equality, but if it is about teaching no, I do not I try to push boys and motivate them by asking questions even if I know that they do not have the answer, otherwise, I give hardest questions but in clever way so no one notice in order to hurt no one.

Q. **What are the reasons behind gender gap in learning English language?**

R. The reason behind gender gap in learning English is mentalities and dreams. Girls like to be bound to what they have learnt at school, unlike boys who like to be free and to learn from other sources a more practicable English at random with bad grammar and somehow a good pronunciation because they would like to speak with natives and traveling.

Analysis

The outcomes of the interview demonstrate the most participated gender inside EFL classroom; girls take the shot in accordance to the interviewee to be most participated ones; whereas, boys claim to have a better ability in English even they are considered nonchalant, they are easily motivated to learn in compare to girls, adding to this, the teacher do agrees about the girls' outperformance boys in exams because they like to score

well, on the other hand, apparently the teacher shows indirect equality toward her students; she get a method to satisfy both of them, at another point, the teacher declares that girls like to be involved to what they learn but boys like to practice their English outside academic source which make them feel free because they have other ways for their English' learning.

Interview Teacher 10: Understanding the Reasons behind Gender Gap in EFL Classroom.

S. **Who participate more in your EFL classroom, boys or girls?**

T. Usually, girls participate more than boys do, unless it is a topic that likely drops into boys field of interest.

S. **Who has a better language ability, boys or girls?**

T. Girls have it.

S. **Do girls outperform boys in EFL exams? If yes, why then?**

T. Yes, they do because they are more attentive and highly motivated. Besides, constant revision which is girls best approach to score high.

S. **Do you treat boys and girls based on their outperformance in learning English?**

T. No, I don't. I rather provide learners with interesting topics for both. Even though, girls' performance frequently unbalances classroom work into their favour, I try to engage boys using several techniques.

S. **What are the reasons behind gender gap in learning English language?**

I can just list some reasons which are surely exclusive to my learners (and could be found elsewhere, too):

_Low proficiency in writing Latin letters (language ABCs learned in French class at the primary school) which leaves the learners little behind in the English class at the middle school. This likely happens to boys rather girls.

_Home work is typically enlarges the gap between girls and boys. For most girls study and hard work is the key for constant auto-development.

_Less boys rather than the average are interested in home preparation and revision.

_Classroom work is dominated by the most attentive and the hard working ones, who are girls mostly.

_Girls are more interested in learning English more than boys do.

Analysis

According to the interviewees, girls are usually the learners who have a better ability of language and participate among boys, but this later only do better when it comes to their interested field of study, also he agrees about the fact that girls outperform boys in EFL exams due to highly motivation, however, he straightly disagrees about the treatment based on genders' outperformance, the interviewee prefers to provide his students with interested topics to get both of their' attention to learn. The gender gap' answer demonstrates so many different reasons that reflects his experience during this journey as he says; girls are more interested in learning English and work hard more than boys.

3.4. Data Interpretation

The obtained results show that female students are more interested in learning English as a foreign language more than boys do. As evidence, we find difficulties to reach male students to answer the questionnaire, there is no interest in the English language; however, we find some boys who are interested and they fortunately provide us with their thoughts and ideas.

According to the students' answers, the large majority of female students like to study English and they find it easy. The aim behind learning English, for girls, is to succeed and get good marks in the exams and to communicate effectively because the English language recently is becoming the international language. It is also the case of boys who show their interests in English, and some of them find it easy to learn but not as much as girls.

In addition, the teachers' perceptions towards their students confirm that female students are considered as better learners of the English language, they indicate their out performance in the EFL classroom and through the scores they get in the exams of English, furthermore, girls are more active than boys in the English session; whereas, some boys ,according to some teachers, show their abilities to learn English in a good manner, however, when it comes to exams, they do not get good marks because of the bad preparation for the exams.

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3.6. Conclusion

This chapter is about the discussions of the findings. It offers an interpretation of the data collected from both the questionnaire and the interview. We hope therefore that the data obtained can beneficial for both teachers and students.

General conclusion

Gender gap in learning foreign languages is an important study to be investigated, that is the reason why the present study tries to focus on. This study arises primary from gender studies which are an important field of study that differentiate between men and women throughout various lives' domains.

The descriptive and interpretive framework of our study aims to investigate the gender gap that is noticed in EFL classrooms precisely in third year pupils of Mohamed Bachir Bommaza secondary school. Indeed, the present work is done to provide a clear sight about educational achievement in learning English regarding the difference between males and females. It also attempts to shed light on English in Algeria and in secondary school in particular, and explores the factors that contribute to gender differences in English language learning.

After formulating the research questions and hypotheses, a general overview about the current study is done. First, a clear image about the status and the importance of English in Algeria and in Secondary school more precisely introduced, followed by the most important concepts that has a relation with gender. Then, the research methodology relies on a questionnaire conducts with the third year student of Mohammed Bachir Bommaza secondary school via online contact and interviews carry out with teachers of English language from different schools.

Basically, the results of the research problems are summarized over the current work. After analyzing the main finding and interpreting the questionnaire and the interview, our findings reveal problems concerning gender in EFL classroom. Firstly, gender gap still exists inside EFL classrooms which reveals by many teachers' interviews, both genders have different ways of learning English which show the most gender is interest and have a better ability in learning this language, that is to say, the reasons behind the widening of the gap between both females and males is depend on their interest, background and more precisely their level in the language, adding to this, gender role, bias and stereotypes shows affects on the academic achievement of both genders, in which the gap between them get widen during the classes.

Secondly, the questionnaire indicates large majority of female over males learners have a positive attitude about learning English; since they enjoy learning this language because they

find it easy to use it in social contact, academic achievement and to get a job in future. However, both genders reveal that they are interested in listening and speaking skills in learning English more than reading and writing skills; add to this, they agree the elements that contribute and affect learning English like intelligence, motivation, memorization and the special treatment before the teacher. Overall, the results of this investigation show that female have more interest towards learning English even if the results are quite similar to boys concerning the number differences but it cannot be denied that so many male students did not like to fill in questionnaire which shows their nonchalant and uninterested towards learning English particularly .

The findings of this study reveal that the connection and the relation between males and females carry a positive vibe in learning English and achievements in education. This approves our hypothesis about the factors that may affect in learning English and the existed gender gap in EFL classroom because of the different ways of learning the language.

APPENDICES

APPENDIX A

الجزء الاول : معلومات شخصية

❖ **الجنس** انثى ☐   ذكر ☐

الجزء الثاني :التحصيل الدراسي للتلاميذ في قسم اللغة الانجليزية

1. **هل تحب تعلم اللغة الانجليزية؟**

☐ نعم

☐ لا

2. **اذا كانت اجابتك بنعم لماذا؟**

☐ من اجل التواصل الاجتماعي

☐ من اجل التحصيل العلمي

☐ من اجل الحصول على وظيفة

اجابات اخرى [_____]

3. **كيف تجد اللغة الانجليزية؟**

☐ سهلة

☐ صعبة

اجابات اخرى [_____]

4. **ما هو احساسك/شعورك عندما تدرس اللغة الانجليزية؟**

☐ مستمتع

☐ مجبر

5. **اي من المهارات تشد اهتمامك في اللغة الانجليزية؟**

☐ القراءة والكتابة

☐ الاستماع والنطق

اجابات اخرى ☐_____

6. **هل تستعين بمصادر اخرى لتعلم اللغة الإنجليزية؟**

نعم ☐

لا ☐

7. **هل تعتقد ان اسلوب المعاملة الخاصة من قبل استاذك تؤثر على ادائك في اللغة الانجليزية؟**

نعم ☐

لا ☐

8. **هل تعتقد ان الحافز لديه علاقة بتعلم اللغة الانجليزية؟**

نعم ☐

لا ☐

9. **هل تعتقد ان عامل الذكاء له دخل في تعلم اللغة الانجليزية؟**

نعم ☐

لا ☐

10. **في رأيك ،هل يرتكز تعلم اللغة الانجليزية على المذاكرة؟**

نعم ☐

لا ☐

اذا كانت هناك عوامل اخرى صفنها ☐_____

11. **هل تشعر بالسوء عندما يتفوق عليك زميل لك من الجنس الآخر في اللغة الانجليزية؟**

نعم ☐

لا ☐

برر لماذا ؟ ☐_____

APPENDIX B

Questionnaire

"This present survey is representing the main guide for an MA dissertation *"Gender differences and educational achievement"*. So much appreciation if you answer the following questions by ticking (X) in the relative boxes. Thank you so much for your cooperation.

Section one: *background information*

❖ **Gender:**   Female ☐   Male ☐

Section two: pupils *and educational achievements in EFL classroom*

1. Do you like learning English language?

☐ Yes

☐ No

2. If yes, say why please?

☐

      For cross-cultural communication

☐   For educational purposes

☐   To have a good job

Others (Please specify) ☐

3. How do you find the English language??

☐ Easy

☐ Difficult

Other (please specify) ☐

4. How do you feel when you are learning English?

☐ Amused

☐ Obliged

5. Which English language skills are you interested in?

☐

☐ Reading and writing

☐ Speaking and writing

Others? (please specify) [   ]

6. Do you use other sources except school to learn English language?

☐ Yes

☐ No

7. Do you think that the special treatment from your EFL teachers affect your performance?

☐ Yes

☐ No

8. Do you think that learning English has to do with the motivation factor?

☐ Males

☐ Females

9. Do you think that studying English has to do with the intelligence factor?

☐ Yes

☐ No

10. Do you think that studying English has to do with the memorization factor?

☐ Yes

☐ No

If there are other factors, list them please? [   ]

10. Do you think feel bad if your opposite gender outperform in English more than you?

☐ Yes

☐

No

Say why please?

APPENDIX C

Teachers' interview

1: Who participate more in your EFL classroom, boys or girls?

2: Who has a better language ability, boys or girls?

3: Do girls outperform boys in EFL exams? If yes, why then?

4: Do you treat boys and girls based on their outperformance in learning English?

5: What are the reasons behind gender gap in learning English language?

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الملخص

لطالما أسالت قضية الاختلافات بين الذكور والإناث في التحصيل العلمي الكثير من الحبر كما شهدت عدة دراسات بوجود آراء تضارب حول هذه القضية وخاصة في قطاع التعليم حيث ان هناك رأي مفاده أن الإناث متفوقات على الذكور هناك ايضا رأي معاكس يفند مسألة تفوق الإناث على الذكور. ولهذا جاء هذا البحث ليعيد دراسة ما إذا كان هناك فعلا اختلافات بين الطلبة الذكور والإناث في الثانوية وتحديدا في قسم اللغة الانجليزية وليحقق ايضا في الأسباب الحقيقة وراء هذا التباعد والاختلاف بين الجنسين في تعلم الانجليزية ، بحيث اعتمد الباحثون تقنيتين خلال البحث وجمع المعلومات استبيان وزع على مواقع التواصل الاجتماعي نظرا للظروف الصحية الحالية وإجراء مقابلات غير مباشرة مع عشرة من اساتذة اللغة الانجليزية. وأفادت النتائج المتحصل عليها ان هناك اختلاف بين الذكور والإناث في قسم اللغة الانجليزية وهذا راجع الى المعتقدات الخاطئة المكونة من طرف المجتمع بأن تعلم اللغة الانجليزية مقتصر على الفتيات دون الفتيان

الكلمات المفتاحية: الفجوة الجنسية, الصورة النمطية بين الجنسين, التحصيل الدراسي, لغات اجنبية, اقسام اللغة الانجليزية.

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Résumé

 L'écart entre les sexes dans le contexte de l'éducation a toujours mérité d'être étudié. Les études fournissent des opinions contradictoires sur l'écart entre les sexes dans les résultats scolaires. Alors que certains suggèrent que les apprenantes surpassent les hommes, d'autres développent des preuves de la sous-performance des femmes. Compte tenu de cela, cette recherche vise à réexaminer l'écart entre les sexes dans les salles de classe EFL du secondaire et à explorer les facteurs contribuant à ce problème. À cette fin, cette étude opte pour une méthode mixte quantitative et qualitative. Cette méthode combine deux principaux instruments méthodologiques; un questionnaire en ligne distribué à quatre-vingt-trois élèves du secondaire et une interview indirecte à dix professeurs EFL de langue anglaise. Les résultats de cette étude révèlent qu'il existe des différences entre les sexes dans les classes EFL, la majorité des étudiantes montrent leur intérêt pour l'apprentissage de l'anglais. Ces différences sont principalement dues à des stéréotypes de genre qui renforcent l'opinion selon laquelle l'apprentissage d'une langue étrangère est une activité féminine. Le problème des différences entre les sexes dans la réussite scolaire persiste dans les classes de l'EFL; cependant, des recherches supplémentaires doivent être menées.

Mots clés: écart de genre, différences de genre, stéréotypes de genre, réussite scolaire, langues étrangères, salles de classe EFL