People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

Department of Foreign Languages

Section of English

Teachers' Gender Awareness on Students'

Classroom Interaction

The Case of Third Year Secondary School- Tiaret

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Degree of

Master in Didactics

Submitted by: Supervised by:

Ms. Chaa Fatima   Dr. Oussama Founes

Ms. Moulayat Malika

Board of Examiners

|		
Chairwoman	Dr. Amina Abdelhadi	Ibn Khaldoun university-Tiaret
Supervisor	Dr. Oussama Founes	Ibn Khaldoun university-Tiaret
Examiner	Dr. Boukhelif Naima	Ibn Khaldoun university-Tiaret

Academic Year: 2020/2021

Fatima's dedications

To the sustainer of the world 'Allah' for endowing me the fortitude when things looked bleak.

Of far abiding significance, this work is lovingly dedicated to the two wells of my life for their unconditional cordiality. Particularly, my mother Kheira.

Ultimately and most significantly, my infinite hearted dedication immensely goes to my striking friend Malika for bestowing me with insatiable appetite towards the betterment.

To all whom I know and who know me
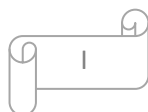
Mailka's Dedication

Idedicate this work to:

My beloved family, my dear parent 'the most precious persons in my life' who

drive me to success.

My brothers and my sister.

My husband and my lovely son Anes abdelmoula.

All friends specially the dearest one Fatima whom I shared unforgettable

memories.

My teachers and all people who have meaningful existence in my life and who help
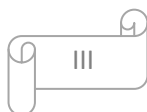
to achieve this work.

Abstract

The past two decades have witnessed the reversal of a remarkable gender gap in education. Even though a growing number of studies have attempted to document an improvement in the treatment of females in classroom methods and curricular materials, it would be premature to declare victory and dismiss issues of gender bias. Today, our girls and boys remain the victims of gender stereotypes in text and resource materials. They are also victims of unintended or sexist behaviors by educators. The study's focal point lies in the close investigation that teacher-gender awareness could have a steering effect on refining third year students' interactive abilities at different high schools in Tiaret. To see clearly into the efficiency of the so-called teacher gender, the researchers advanced the research hypothesis; Teacher' gender perceptions have a significant influence on classroom interaction. For such surge of interest, we opted for a mixed approach as one of the important processes to ensure validity and reliability: classroom observation in which data was analyzed according to the researcher's conversation analytical tool. Furthermore, a questionnaire was distributed for the sake of obtaining a deeper understanding of their schemata and attitudes regarding classroom interactional competence. The Results indicate no extreme egalitarian or chauvinistic responses between teachers' professed attitudes and actual practices. Henceforth, we can safely bear out the null research hypothesis (H0). Interestingly enough, these negative findings pointed to propound a plethora of pedagogical implications to further extend the area of research for those concerned in language teaching and learning such as teachers and instructional materials developers to help language learners enhance their oral performances.

*Keywords***:** classroom interactional competence, teacher- gender awareness, third year students of high school, stereotypes.

List of acronyms and coding conventions

CBA: Competency-Based Approach

CD: Classroom Discourse

CI: Classroom Interaction

E.S.L: English as a Second Language

EFL: English Foreign Language

FL: Foreign Language

FLA: Foreign Language Acquisition

GTM: Grammar Translation Method

I.R.F: Initiation, Response and feedback.

ICT: Information Communication Technology

IH: Interaction Hypothesis

L1: First Language

L2: Second Language

MKO: More Knowlegeable than Others

MT: Mother Tongue

NNS: Non-Native Speaker

NS: Native Speaker

OE: Oral Expression
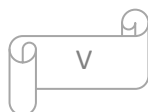
OG: Observation Grid

SG: Student Gender

SL: Second Language

SLA: Second Language Acquisition

SLL: Second Language Learning

TEFL: Teaching English as Foreign Language

TG: Teacher Gender

TL: Target Language

TLP: Teaching/Learning Process

UK: United Kingdom

USA: United State of America

ZPD: Zone of Proximal Development

%: Percentage

List of tables

List of Figures

Table of contents

Chapter One: Gender in the EFL Context

Chapter two: the Impact of Teachers' Gender on Classroom Interaction

Field Work: Investigating Teacher- Gender Awareness on Classroom Interaction

Appendices

Appendix 1: Student'Questionnaire

Appendix 2: Teachers' Questionnaire

Appendix 3: EFL Classroom Observation

Résumé

الملخص

General Introduction

In many societies gender, or more accurately sex, is an organizing principal for social structures. These anatomical disparities between men and women have been used to justify the social inequalities and divisions in different societies and cultures. Even though the type and degrees of gender bias differ from one society to another and via various spells of time, women have generally acquired the subordinate position in the social structure. Though language has been used as an important means of communication for decades, man still faces many issues to communicate effectively. These issues appear with EFL students at the level of conversational interaction inside the classroom. Thus, we raise the following question: What are the factors leading to communication breakdown in classroom? Consequently, this research investigates how classroom discourse can be both constructing and constitutive of gender relations and ideologies in oral Expression classroom (OE) to be touched upon to the best of our knowledge.

1. Statement of the Problem

Numerous studies have tackled topics on the role of gender in schools, since understanding the classroom environment is important in understanding the wider issues. Broadly speaking, in language teaching context, undeniably, teacher gender awareness plays a primary role in nurturing academic growth and excellence. The argument here might be that classrooms are microcosms of society where students'and teachers gender and power relations are not onlya reflection of gender relations in the society, but also are a construction of them. Schools are not only sites for the impartment of knowledge and learning, but they represent significant socializing structures. In the same line of thought, Teaching English as a Foreign Language (TEFL) in Algeria has witnessed a crucial debate on what enhances EFL classroom interaction and what makes a good EFL Algerian student. However, the overwhelming majority of students currently failed to meet criteria of acceptability. This orality's failure can be disconcerting for many students, By and large, students' anguish and agonies of achieving ideal oral proficiency were triggered by several critical factors.

First and foremost, the role of lecturers is to providing equal interaction chances for students regardless of their social backgrounds, race, ethnicity, and most importantly gender. Yet, acting in such a biased freeway, can destruct their academic achievement. When in the teaching/learning process, men feel more at ease in a lecturing role while women find it much more comfortable

being in a listening one. In such a sense, males demonstrate expertise and status, while the listening role of females reveals readiness for cooperation, sharing expertise, and confrontation rejection with others. Such contradictory qualities demonstrated by female and male teachers may pave the way to inharmonious teaching styles that may have an impact on learners' oral proficiency development. Mc Donald (2007) found that the instructor's gender is a driving factor when it comes to in class interruptions, questions, and interaction duration of the student. Female and male teachers interact differently with students sharing the same gender than they do with the opposite gender, and this discrepancy influences students'oral skill improvement. Instructors'gender could either obstruct and even harm knowledge acquisition or enhance and nurture it (Yepez, 1994). From this perspective, learners'communicative skills can be altered vastly by the teachers'gender. From what has already been stated, the effect of teacher gender on classroom interaction is really worth investigating. There is need to answer the frequent question of which gender is the most adequate one for a teaching profession. This is important, especially that the teaching profession, in Algeria, becomes feminized.

2. Focus of the Study

Regarding the elaboration above, the current study aspires to offer a rationale about the frequency and type of interaction women students produce during classroom interaction compared to that produced by man students. Secondly, this research aims to understand how classrooms are sites to produce, reproduce and/ or reinforce gendered discourses through classroom interaction and how they shape the gender identities, roles and relations of the participants. In addition to that, this research aims to present how linguistic structures could reveal much on social structures.

3. Research Questions and Hypotheses
3.1 Research Questions

As discussed earlier, the Algerian educational system is a blend of male and female teachers and students. With regard to the focus of the overarching aim of the research work, the present study specifically intends to answer an array of essential inquiry question.

Taking our research aim collaboratively we, will frame the following pertinent question marks that are supposed to guide the current dissertation which revolves around what can affect the smoothness of teaching –learning processes in general and the oral skill in particular.

1. Are classroom interactions influenced by teachers'gender?

2. How do classroom discourses construct gender identities, roles and relations in a classroom setting?

3. Are gender mainstreaming policies implemented in Algerian high schools?

3.2 Research Hypotheses

Thus, in the pursuit of tracking the afore-stated fundamental questions and getting them covered, we speculate the upcoming hypotheses that hinge on our major aim and would be supported by our data:

*Alternative hypothesis***:** Teacher' gender perceptions have a significant influence on classroom interaction.

*The null hypothesis***:** Teacher's gender awareness has no differential effects on the learners' oral ability.

4. Methodology of Research

For the requirement of the research, and in an endeavor to verify the validity of the research hypothesis, two tools of investigation have been used. First, a questionnaire has been administered to a sample of 100 Secondary School learners hand in hand with a questionnaire to a sample of twenty high school teachers (ten males and ten females) from different high schools in Tiaret.

We have opted for the questionnaire because it is one of the most practical methods that enable us to gather a large amount of data from a large number of people. Also, the data gathered from the questionnaires can easily and quickly be quantified. In addition to the questionnaire, an observation grid was used as a tool to observe objectively teachers as they interact with their learners in a real EFL classroom setting, conducted in Colonel Lotfi, Khaled Bekhaled, and Belhouari Mohamed high schools in Tiaret.

5. Structure of the Dissertation

The Dissertation is a full account of three distinctive chapters. The first two ones are representative of the theoretical surveys which review the literature related to our investigated variables. The sole remaining one is devoted to the empirical work of the study. As starter, the first chapter is under the heading of teacher gender awareness, is dedicated to providing an overview of the variable gender in the status of EFL in Algeria in workplace and teaching. This chapter shed a considerable light on a glance about the perplexing concept of gender along with gender equity in education inside classroom and out. Most important, the chapter finalized with proposing some strategies for reducing gender bias in education When it comes to the second chapter of this dissertation which is entitled 'classroom interaction, it starts off shedding light on reviewing its definition, theories, Aspects and finalizing with its hindrances that create the communication problem. The last part of chapter is crucible which tries to discuss gender in relation to the conversational interaction in oral expression. The last chapter presents the research methodology. It is an in-depth practical exploration of the above mentioned variables; teacher's gender and classroom interaction. The final segmentation is devoted to suggest some pedagogical recommendations for EFL orality in language education that is supposed to raise their awareness about gender in EFL classroom settings. Likewise, limitations of the methodology are also considered in this present research work. Eventually, the material used during conducting this given action research can be founded in the appendices.

CHAPTER ONE

GENDER IN T H E EFL CONTEXT

Introduction

Being and becoming is the utmost asset of any educational enterprise, including language teaching. As a good example, the Algerian school is a crucible of intricate variables and a complex environment that consists mainly of learners and teachers who interact actively for a desirable proficiency to be attained. However, "Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different education." As one of the central social categories, gender is a prominent and relevant criterion to the perception and the assessment of other people. Many studies have spotlighted connections between teacher gender biases and perceptions of specific subject ability (literature, arts, math, and science), or differential treatment based on gender. On a similar vein, some researchers suggest that the EFL classroom, in particular, is an important place for the regulation and production of gender. Thus, Re-addressing the gender issue and seeking ways to understand the phenomenon better is a crucial step toward educational equity. As a result, the current chapter aims to clarify some key aspects related to our research work's key concepts, which is gender. Thereby, this is very important because it helps us see if one's gender affects his/her teaching method and his/her students' level of achievement. Further, the chapter tackles the concept of gender in relation to education and brings together the different elements of literature relating to the role of gender in language and non-language classroom interaction. Finally, the chapter scrutinises the notions of masculinity and femininity in general and their role in education, more particularly, to provide some indigenous solutions to overcome gender bias in EFL classrooms.

1. Constructing, deconstructing and reconstructing gender

1.2 Gender and Sex: The Use of the Terminology

It is commonly held that the two concepts of gender and sex are used interchangeably; however, modern sociologists perceive them as being increasingly distinctive; Gender and sex are two different terms with too different connotations, the thing that may lead to some inbuilt semiotic understanding between interlocutors. So, as to comprehensibly define it, various standpoints need to be tackled since every researcher perceives it in consonance with his or her field of interest.

Historically, there have been multiple and varied attempts to discern explanations for the so-called differences between the sexes, and these debates are ongoing today in the form of polemics regarding gender identity, attitudes, and stereotypes. The explanations for these

phenomena have fallen under three categories: biological, psychological, and sociological, and have generally shared the limelight. How gender is accepted to be understood by the media, the scientific community, and society play an important role in its manifestations within education.

The basic reason behind adopting these views is that they recognize that gender roles in society can be altered, and women's position in society could be ameliorated. Originally, the term gender did not have the same meaning as it is now. Richardson (2001) stated that "prior to the 1960, it (gender) was restricted primarily to what is coded in language as masculine or feminine" (cited in Beasley, 2005, p. 12).

It was not until the 1970s, when a British feminist, Ann Oakley, introduced the term Sex, Gender and Society in 1972, that the terms gender and sex represent separate entities. According to Oakley (1985):

'Sex' is a word that refers to the biological differences between male and   female: the visible differences in genitalia, the related difference in procreative function. 'Gender', however, is a matter of culture: it refers to the social classification into 'masculine' and 'feminine ' (cited in Colebrook, 2004, p. 9)

In this quotation, Oakley distinguishes sex, which she identifies in relation to the anatomical and biological asymmetries between male and female, and gender as the social categorisation into masculine or feminine. That is, 'sex' is believed to be unalterable and fixed; as Miller (1993) stated ", genitals and chromosomes, as sex determinants, do not vary from culture to culture or group to group" (p. 5). To put it simply, the status of being a male or a female is what you are born with, and it does not change across cultures. As a rampant example, being determined as male or female in England or China is the same in Algeria or the USA.

On a similar vein, Jule (2008) clarifies, "except in unusual circumstances, sex is essentially binary: one is either male or female" (p. 5). Consequently, sex is argued to be binary, unalterable, and fixed category; it results from divine natural divisions.
This view has been traditionally used to explain the differences between men and women in the various domains. For instance, early research on the differences between girls and boys in schools or subject choices attributes the results to 'sex differences', implying that it is an unchangeable situation that men or women should accept and adapt to.

As far as gender is concerned, it is viewed as a social construct; according to Talbot (2010) "gender is socially constructed, it is learned. People acquire characteristics which are

perceived as masculine and feminine, unlike sex, gender is not binary" (p. 7). This statement indicates that gender is a learned behaviour that should not be understood in binaristic classification. We are not masculine or feminine but both. For example, we may say that a person is more feminine or masculine than the other, but we cannot say that a person is 'maler' or 'femaler' than the other; this indicates that gender is changeable over time and situation. Bradley (2013) explains that "being a social construct, gender is not something fixed, but something that varies according to time, place, and culture" (p. 4).

The social-psychological explanation of sex roles was supplanted with sociological theories, which posit "gender differentiation as the result of a social construction process, and argue that peoples' conceptions about gender are derived from internalized sex roles and stereotypes, often perpetuated to justify gender inequalities, occupational stratification or discrimination" (Todor, 2010, p. 45). Gender differences as they pertain to inequalities are extremely important in sociological theories, as they highlight social and institutional power structures; as Kimmel (2004) states, "it is impossible to explain gender without adequately understanding power—not because power is the consequence of gender difference, but because power is what produces those gender differences in the first place" (p. 99). These Sociological explanations for gender differences are still widely used today, often coinciding with biological and psychological theories as well.

Therefore, sex is traditionally understood as the biological classification of individuals into 'females' and 'males'; whereas gender is defined as the social construction of individuals' behaviours into 'feminine' and 'masculine'. However, as Sauntson (2012) explains, "Sex and gender are ideologically linked so that masculine behaviour is expected of biological males and feminine behaviour is expected of biological females. In reality, though, there is no logical relationship between sex and gender – the relationship is purely ideological" (p. 5). The mapping of gender on sex may lead to seeing the social differences between men and women as natural and, therefore, unchangeable or inevitable (Talbot, 2010, p. 9).

Critics of this view argue that if gender were a matter of biological sex, then gender would be fixed across all cultures and time; that is, we would see "the same displays of gender roles and behaviours across all cultures, across all time periods and across all age groups, but we don't" (Jule, 2008, p. 6).

It should be noted that not all scholars agree with the sex/ gender distinction (see Butler, 1990; Francis, 2000). Influenced by the French philosopher Jacque Derrida, many feminists called for the deconstruction of all categories, as they are oppressive (Bradley, 2013, p. 21). Judith Butler, a post-structuralist feminist, believes that the sex/gender distinction should be collapsed as they are linked to each other and are created through our daily acts of playing male or female roles or what she names 'performativity'; therefore, both sex and gender are constructed.

According to Butler "gender is the repeated stylization of the body, a set of repeated acts within a highly regulatory frame that congeal over time to produce the appearance of substance, of a natural sort of being" (1990, p. 33). Our repeated act of doing gender makes it look like a natural thing part of our identities. In order to liberate from this gender performativity, Butler argues that we have to challenge the rules through 'transgressive' gender activities (Bradley, 2013, p. 21). The focal point of this view is summarised by Hood-Williams (1999), who asserts that "if sex does not determine gender; gender is a social construction […But…] what would gender be "about" if it flew off and left sex behind? Where would be the maleness of masculinity? The paradox is that gender must be, and cannot be, determined by sex. Neither makes sense" (cited in Francis, 2006, p. 13).

The male-female continuum of the sex role theory, dependent largely on each gender's "internal psychological organization" matching the "external behavioral manifestation" fell out of favor in the 1970s due to its binary construction of gender roles, positioning of "natural" gender behaviors, and its incomplete theoretical structuring of roles: gender was not perceived as being constructed in relation to another gender, but as a separate entity in and of itself (Kimmel, 2004). However, the term "gender role" is still widely used in discussions regarding the effects of gender stereotypes today.

As far as this research is concerned, gender is viewed as fluid and dynamic, it is something we 'become' based on the powerful social structures that shape what femininity is and what masculinity is. Consequently, it is "a potential site of struggle" (Sauntson, 2012, p. 5).

1.2.2 Gender and Language

As this research is about investigating gender in Algerian EFL classroom, it is important to tackle the concept of language and how it relates to gender. Early feminist linguists suggest that there are significant relations between language and gender; understanding theses

relations would help in challenging patriarchy and sexism (Weatherall, 2002, p. 2). Considering the question of how language, gender, and identity are related, Cameron states that the term language is used distinctively. For sociolinguists, it is "a set of learned surface features" (Weatherall. p. 217) and in terms of gender language is a set of learned surface features that convey the meaning of 'I am a woman' and 'I am a man'. As a result gender identity constituted by language is usually in accordance with the anatomical sex due to sociolinguistic emphasis on cultural norms that lead people to behave in a specific way. In response to the second important feminist debate or question of whether the identity constituted in language is a matter of dominance or difference, Cameron explains how different sociolinguist have different views on this matter. For some, 'women's language' is a matter of status rather than gender or in other words, low status men may use the so called 'women's language' whereas high status women might avoid using it. Others believe that women's and men's differences in language are a matter of cultural differences rather than power differences.

Coming back to the notion of feminism, Cameron (1992) acknowledges the multiplicity of feminism and states that there is no clear meaning of what its meaning is or what it means to describe an area of study as a feminist. However, despite its multiplicity, they do share certain concerns. Their ultimate goal is to transfer the world into one in which one gender does not set the standards of the whole world, they are concerned with a radical change of the current world, which is predominantly constructed and set by and according to the interests of the dominant elite. Politically, feminism is seen as a 'movement for the full humanity of women' (p. 4).

As an approach, feminism is concerned with understanding the relations between women and men and arguing against its naturalness; these relations are constructed, understanding how they are constructed would help in understanding how they could be changed. One way to do this is to represent women's conditions both at the present and in the past. The second way is to 'theorise those traditions' (p. 4). In other words, not only describe those conditions but also to give explanations to them, usually, they have done this through the difference approach therefore, paying more attention to the difference between women and men. One example of this could be one of the major themes, basically in sociolinguistics, related to the assumption that men's language is the norm and that of women's is the one that needs explanation or what is known as the 'norm' and 'deviation' approach.

One reason of this is the fact that sex differences are naturalised, therefore, a close explanation of these sex differences in linguistic behaviour is required. As a result, various approaches have been founded by feminists in attempt to explain this behaviour; the most know ones are: Deficit, Dominance, and Difference approaches; each one reflecting the social milieu of the time. The common point between all feminist approaches to gender and language is the assumption that language reflects men's power and social advantage on one hand and women's inferiority and disadvantage on the other hand. More contemporary, language and gender relationship is understood in the sense that language is both effecting and reflecting gender (Sauntson, 2012, p. 5).

Much of the 1990s research on language and gender has been influenced by Judith Butler's approach of 'performativity' in which she argues that gender is an 'act' that could be 'performed' through different media including language. Therefore, language is a social activity through which identities, including gender identities, are constructed and reflected. She further argues that it is through gender performance that ideologies or dominant discourses are constructed. Nevertheless, the notion of performativity also holds a degree of individuals' agency in choosing their performance or even creating a new one. Consequently, viewing gender from the perspective of the theory of performativity is empowering, particularly for women, as gender is changeable. Furthermore, Butler (1993, p. 7) highlights that:

If gender is constructed, it is not necessarily constructed by an 'I' or a 'we' who stands before that construction in any spatial or temporal sense of 'before.' Indeed, it is unclear that there can be an 'I' or a "we" who had not been submitted, subjected to gender, where gendering is, among other things, the differentiating relations by which speaking subjects come into being . . . the 'I' neither precedes nor follows the process of this gendering, but emerges only within the matrix of gender relations themselves.

In this statement, Butler explains that gender is the effect of gender performance rather than the cause; there is no doer of the action but the doer emerges only within and through the performance of the action.

Overall, these concerns about language and gender, traced to both linguistics and feminism, have two distinct messages about the relationship between language and gender. The linguistic message "has been that there are important relationships between gender and language"

(Weatherall, 2002, p. 2); while the feminist message was that "those relationships are significant for understanding and challenging sexism and patriarchy" (Weatherall, 2002, p. 2).

Therefore, the early feminist concerns about language and gender was related to the significance of sexist language and how not only it reflects men's power, but also perpetuates it. This led many feminists (basically, radical feminists) to call for creating a new language arguing that the entire system belongs to and is constructed by men, as a result, sexism is part of it. Others believed that making minor changes in the surface form of language is the right way to solve the problem of sexism or what is known as 'theoretical reformism' based on the assumption that it is words that are problematic rather than meaning.

A more contemporary understanding of gender and language relationship views it as complex and highly contested. In order to challenge the existing dominant discourses about gender, "intervention needs to happen at the level of social interaction". (Sauntson, 2000, p. 98).

1.2.3 Gender and Ideology

Ideology is a key concept in critical discourse analysis. It is understood as a representation of social practices constructed by particular group to maintain their interests and power inequality. The question to be raised is how does gender relate to ideology?

From a feminist point of view, the conception of gender is understood as an ideological structure that divides individuals into men and women and ascribes roles and relations that perpetuate unequal power and dominance. Gender ideology, as Lazar (2007) asserts, is hegemonic in the sense that it spread among people as taken for granted common sense accepted largely by community. As Connell (1987, 1995) argues, the different social institutions are structured in terms of gender ideology even though it is not always tacit. I personally agree with this point and believe that schools as both social and socializing institutions are structured on gender ideologies that are widely spread in society and it is the role of critical discourse "to demystify discourses by deciphering ideologies" (Wodak and Meyer, 2001, p. 10).

1.2.4 Definition of Gender Biased

Gender biased, by definition, in common parlance means an insidious problem that causes very few people to stand up and take notice. Biased is "a predisposition or a preconceived opinion that prevents a person from impartially evaluating facts that have been presented for determination a prejudice" (Chaturvedi, 2010: 1).

2. Gender Equity in Education: Meanings and Practices

The second wave feminist movement in the early 1970s influenced research on gender in education (Hillary, 2004; Sunderland, 2004, 1998). Research on language and gender in education has mainly investigated two aspects: the spoken discourse of classroom interaction and the written discourse of textbooks. Johnson & Johnson (1998) concluded that classroom studies can be viewed from the following three perspectives: From the perspective of interaction (teacher/ learner, learner/ learner).From the perspective of the effects of instruction on language development. And from the perspective of whether different methods of instruction have different effects on language development. For this research, the first perspective of investigating the classroom interaction mainly teacher/ learner and learner/ teacher are the core of the study.

As far as the written discourse of the textbook is concerned, the studies conducted during the 1970s to the 1990s as a content analysis revealed that there were some gendered aspect in the form of lack of female representation in the textbooks and the reinforcement of the stereotypes related to gender roles (Mineshima, 2008; Sunderland, 2004, Abraham, 1989). In this regard, an early study by Weitzman et al. (1972) who examined prize- winning picture books for preschool children found that

An examination of prize-winning picture books reveals that women are greatly underrepresented in the titles, central roles, and illustrations. Where women do appear their characterization reinforces traditional sex-role stereotypes: boys are active while girls are passive; boys guide and rescue others while girls follow to the letter and get ready for being at quite at the service of others. Adult men and women are equally sex stereotyped: men en- gage in a wide variety of occupations while women are presented only as housewives and mother. *(Weitzman et al., 1972 p. 1125)*

Similar findings have been reported by Abraham's (1989) study that investigated sex stereotyping in three school texts related to the subjects of English, French, and mathematics at the secondary level. He further suggested that teachers' ideology could be a factor that influences the development of anti-sexist pedagogy, "only the teachers who feel committed to challenging traditional sex roles seem likely to implement changes in their own curriculum materials" (1989, p. 48). This particular point is important as it highlights how gender ideologies are embedded in the classroom environment be it the classroom material or the interaction; it also emphasises the

point that rising awareness of teachers as well as students about gender ideologies in school context could help in challenging them. On a similar vein, a more recent study conducted by MohdYasin et al. (2012) in Malaysia has focused on a visual analysis of English textbooks; the results revealed that there was gender imbalance in favour of males:

> The analysis reveals that the domain relegated to female participants is still the private sphere while male participants are predominately represented in the public sphere usually outdoors. In the textbook analysed, stereotypical gender roles of wives, mothers and nurturers are allotted to women and they are largely confined to the private world of the home, represented by equally private spaces such as the garden and the back yard (2012, p. 1879)

These results could demonstrate how gender imbalances in textbooks are still pervasive and mirror those found in studies conducted a long time ago. Having introduced studies on gender from the perspective of classroom material, I will now review studies on gender and classroom interaction which is the focus of this research. Although the study of gender and classroom interaction "has been the topic of numerous articles" (Sunderland, 2004, p. 222), it is still a field that needs further studies from different contexts. According to the various literature in this field, gender has been studied not only in relation to different subjects varying from science, mathematics, second and foreign languages, technology (Brandell and Staberg, 2008; Jones and Dindia, 2004; Sauntson, 2000; Sunderland, 1996); but also at different levels for example primary, secondary, and higher education (French and French, 1984; Sadker, Sadker and Klein, 1991; Kim and Sax, 2009) which may reflect the importance this domain has gained in education. Basically, there have been two distinct perspectives or approaches to the study of classroom interaction in education, the first one is concerned with the difference in the quantity and quality of interaction between girls and boys or women and men; while the second is concerned more with who dominates the classroom interaction and "which particular men and women have the right to speak and to define meaning which remains invisible" (Pavlenko, 2004, p. 58). In other words, the studies of gender in education were based on the two approaches to language and gender: the difference approach and the dominance approach, which were the dominant paradigms during which these studies occurred. For this research, both perspectives are taken into consideration in which the quantity and quality of interaction in teacher- students and students- teacher are investigated based on the linguistic analysis while the second perspective of classroom dominance is investigated through critical discourse analysis.The major concern of

research in classroom interaction was to investigate what is called 'differential teacher treatment' to male and female students both in the language classroom and the non-language classroom, their main assumption was that classroom dominance by one gender (boys in all the cases) would disadvantage the other gender (girls) in terms of learning opportunities.

2.1 Gender in Language Classrooms

As far as the language classroom is concerned, studies related to gender are relatively few. Many attribute this to females' achievement in language subjects and the belief that girls learn better the languages as it is stated in the following quote by Sunderland "it is the relative success of female language learners that has made language classroom less interesting for gender research" (2004, p. 236). However, some studies do exist, and as Sunderland (2004) reported "regarding student talk to the teacher, findings mirror those of studies of non-language classroom" (p. 226).

In a study by Batters (1986) on secondary school students of modern foreign language, the results revealed that male students dominated the interaction in terms of oral participation and speaking to the teacher in the target language. Another study that examined the effect of gender in the language classroom is Sunderland's 1996 study of Year 7 German as a Foreign Language classroom in a secondary school. The participants of her study were 14 boys and 13 girls in which she observed the questions the teacher ask, the type of feedback given (positive or negative), students' answers to teachers' questions and teachers' answers to learners' questions. The result indicated that, unlike the previous studies, there was no significant differential teacher treatment in the sense that only two boys out of 14 were responsible of the above average of teacher's attention to male students, and the great amount of this attention was disciplinary. Besides, the girls in this study were asked questions that require longer answers in German mainly because they were perceived as being 'more academic' (Sunderland, 1996 p. 162). These results raised the importance of considering not only the amount of talk but also the type of attention teachers give to students; that is to say, in a classroom interaction one particular group may receive more attention from the teacher but the type of this attention may reveal that it was more disciplinary than academic. This also highlights an important point related to the notions of equity and equality; I should point out here that equity in classroom context does not mean equality, it is not necessary that teachers treat students the same in order to ensure equality. A

more recent study was conducted by Shomoossi, Amouzadeh, and Ketabi (2008) in an Iranian University.

Based on a qualitative method, they focused on the effects of gender on the interaction patterns of both teachers and students in language laboratory classrooms. The results showed that even though the majority of the two classes observed were female students, the male students dominated the classroom interaction in terms of responses to teachers' questions , according to them "through observation, it was found that male and female university students behaved differently in participating in discussions and responding to teachers' questions" (2008, p. 179). The study also revealed that male student volunteered more than females which led them to conclude that:

pupils play an active part in bringing the gender differences in classroom interaction into being: boys are more likely than girls to create conditions where their contributions will be sought by teachers, and they are more likely than girls to push themselves forward when contributors are not explicitly selected. However, this is not to say that teachers are entirely passive in the process" (2008, p. 180)

Thus, according to this view, both teachers and students are responsible for the gendered patterns of the classroom interaction. A similar pattern of results are reported in my study concerning the point that students play an active role in bringing gender differences in the classroom interaction although in my study it was the female students who were more likely to contribute or to push themselves forward basically through interacting collaboratively. In a similar context, the study of Rashidi and Rafieerad (2010) in an Iranian university revealed similar findings in which the male students were more interactive in language classroom than the female students.

In a Norwegian context, Aukrust (2008) analysed the participation of girls and boys in teacher-led classroom co nversations across four grade levels. The findings are summarised as following:

1. Boys participated more across all grades**.** The difference between girls' and boys' participation was least in first grade and relatively greatest in the ninth grade.

2. A greater proportion of the girls' utterances were initiated by the teacher allocating turns.

3. The boys had more overlapping utterances with the teacher than the girls; resulting from the fact that the boys more often overlapped the teachers.

4.   With the exception of the first grade, the boys contributed more comments that were not invited by the teacher. (2008, p. 247).Thus, these results are similar to the other studies; yet what is interesting is that the boys in this study seemed to enact power through their classroom participation mainly when they provide comments without being allocated the turn by the teacher and even their frequent overlap with the teacher.

Concerning gender discourses in the classroom, there are a number of qualitative studies that have been conducted in language classroom. For example the study of Peterson (2002) examined the way in which gender impacts grade eight students' choices in their writing; the results revealed that through their writing choice the boys positioned themselves within the powerful hegemonic masculinity discourses and avoided in their writing choices that could construct them as feminine. In the case of the girls, the performance of their femininity was exemplified in their writing about topics related to relationships and romance.Interestingly, Sunderland (2004) documented a diverse selection of gendered discourses in language classrooms; I will briefly refer to them below:

 'Gender differences discourse': this discourse is mainly related to the early feminist studies that focused on analysing the classroom talk for gender differences between male and female students in the classroom which relates to the discussed studies where differences in teacher talk to students are identified and the male students domination of the classroom interaction through producing more interaction and receiving more attention from the teachers.

 'Privileged femininity discourse': Sunderland suggests that this discourse is related to gender equality discourse, it "can be seen as a pro- female discourse, a form of positive discrimination" (2004, p. 83) in the sense teachers for example may provide the female students with a special treatment in an attempt to help them. However, although this might be seen as an opportunity for creating equality it position girls as powerless who need help of others in order to enjoy equality.

 'The Neat girls discourse': it is related to the idea that girls are expected to write both better than boys and in high standard of neatness (Sunderland, 2004, p. 93)

 'Boys will be boys discourse': it is closely related to the above discourse as it presents boys as being expected to be untidy, messy, and do childish things in their daily life as well as in the schools.

 'The Girls as good language learners discourse': this discourse concerns the assumptions that girls do better in languages as they are 'naturally' good language learners. Sunderland (2004)

explained how this discourse is non-emancipatory as it encourages the girls to choose language classes that lead them to 'low- paid' jobs (p. 93).

'The poor boys discourse': this discourse is a result of boys' underachievement at school and the difficulties they face in the communications skills which the girls don't. Consequently, it constructs boys and girls as two opposites and the gain of one is the loose of the other (see Sunderland 2004; Foster, Kimmel, and Skelton, 2001; Warrington and Younger, 2000).

Sunderland (2004) raises the point that the gendered discourses in the classroom are not necessarily specifically about Education, they could be more social which reflects their fluidity (p. 100); as well as how society and classrooms are mediated through discourse. In summary, the previously mentioned studies indicated in a way or another that issues of gender do exist in classroom interaction. Kelly (1988) argued that girls received less attention than boys by both male and female teachers regardless of the age of students, the country, the social class or the subject matter being taught. Yet, as Sunderland believes, it is not the amount of interaction in the classroom that matters; rather, it is the kind of interaction that may really affect the learning process. As far as gendered discourses are concerned, classrooms are viewed as sites for the construction and perpetuation of gender.

Ultimately, the above studies suggest that gender is an influential factor in classroom, as Pakuła, Pawelczyk, and Sunderland comment "many studies of teacher talk in all sorts of classrooms found that both male and female teachers talked far more to the male than to the female students" (2015, p. 16). Consequently, it is both necessary and important to conduct more studies, quantitative, qualitative, or both in the field of gender and education in order to better understand the complex picture from different contexts, at different levels, and at different subjects. This is one of the reasons that motivate the researcher to conduct this study.

2.3 Masculinity in Education

Masculinity in education has become an important subject to be discussed during the recent years due to the widely noticed phenomenon of boys' underachievement in schools (Weaver-Hightower 2009, p. 163), an issue that becomes widely spread in different contexts (UK, Australia, USA, Japan, ...). In the UK, for example, the debates over boys' underachievement are believed to be started in 1995 according to the articles of the national newspapers including the *Times Educational Supplement* (Foster, Kimmel, and Skelton, 2001, p.

2). Connell (1996) argues that this issue is the result of the feminist movement which benefited girls' education, she further stated that:

> Discrimination against girls has ended, the argument runs. Indeed, thanks to feminism, girls have special treatment and special programs. Now, what about the boys? It is the boys who are slower to learn to read, more likely, to drop out of school, more likely to be disciplined, more likely to be in programs for children with special needs. In schools, it is girls who are doing better, boys who are in trouble and – and special programs for boys that are needed. (p. 207)

Thus, according to Connell, boys are disadvantaged because of the feminist movement. They are the ones who are facing schooling problems and he called for special programs to overcome the issue. N Foster, Kimmel, and Skelton (2001) explained the three dominant discourses about boys and achievement: 'poor boys'; 'failing schools, failing boys' and 'boys will be boys'. The 'poor boys' discourse is about the positioning of boys as victims of other factors mainly "single families, female-dominated primary schooling, and feminism which has enabled girls success" (p. 4). The 'failing school, failing boys' discourse proponents believe that the failing schools are responsible for failing boys (and girls) and they are unlikely or rarely to direct blame on feminism, the failing school is defined as the one that does not "produce pupils with high level of literacy and numeracy and above average passes in public examinations and or does not achieve set standards laid down in external inspection procedures" (N Foster, Kimmel, and Skelton (2001., p. 4).

The last one is 'boys will be boys' discourse which describes boys in a prevailing stereotypical determined way. In other words, they argue that this stereotypical presentation of boys is the result of the 'natural differences' that are explained by biology and psychology. Like the 'poor boy' discourse, the 'boys will be boys' discourse attributes the problems encountering boys to feminism and their influence in changing the traditional roles of men and women (p. 5). In order to overcome the problem of boys' underachievement, Lingard and Douglas (1999) have introduced what is known as "recuperative masculinity" strategies which meant that boys need to retrieve the traditional roles that they had to change because of the feminist movement. To sum up, the main attempts to challenge the problems encountered in education which are related to boys can be explained in Gilbert and Gilbert's (1998, p. 31) words:

> A fascinating aspect of the boys and education issue is its connection with debates about masculinity and in particular with proposals for the reform of masculinity among contemporary

men. These proposals range from a rejection of negative aspects of dominant masculinity to a revival of what some believe is a lost tradition of masculine virtues

Raphael Reed (1998) explained, focusing on male students 'underachievement' is not just a matter of debating whether this 'underachievement' exists or not. This is because 'its reality is a measure of its productivity in shaping educational policies and practices' (p. 60). Boys' underachievement has many logical and rational explanations. Some of them can be summarized in the following points:

2.3 The Changing Masculinities

Natural differences between males and females are felt to be natural. It is known that boys have poorer verbal reasoning skills; they mature later than girls, and their parents do not talk to them as much as they talk to their sisters (Arnold, 1997; Cohen, 1998). Raphael Reed (1998, p. 61) opined that these claims are attributed to some crude versions of cognitive psychology and have little basis in published research. The problem of boys' underachievement, or as it is called 'public burden number one', has resulted in an intense fear among male elites that males will lose more ground to women in the workforce (Mahony, 1998, p. 42).

Due to some historical changes and the effects of globalization, there have been some changes in gender roles and gender identities in all the communities around the globe. Another explanation for our boys' failure in schools is the interplay between the demands of the academic curriculum and the boys' need to manifest their masculinity in the context of schools Boys, generally, refuse to work hard, to seek for better marks, and they resist learning in order to avoid being seen or described as girl. The common stereotype is that learning, working hard, and looking for success are feminine qualities that a real man should avoid in order to prove his manhood and assert his masculinity. As Epstein (1998) pointed out, 'the rejection of the perceived "femininity" of academic work is simultaneously a defence against the charge of being gay' (p. 97).

3. Studies of Gender in Education: The Non- Language Classroom

This section reviews studies that focused on gender on the classroom interaction in different subjects. The major conclusions of earlier studies in a non-language classroom are that the teachers tend to interact much more with male students compared to their interactions with the female learners, along with the fact that teachers talk more than the students. Among the early findings of the 1950s research was that of the two studies about teachers' interaction with boys as

opposed to girls conducted by Meyer & Thompson (1956) and Robert L. Spanlding (1963). In both studies, they found that boys get more attention than girls, had more time to answer questions and provided with feedback and praise both from male and female teachers. These findings have been corroborated years later by Carol Dweck et al. (1978) who looked at the kind of the feedback teachers gave for boys vs. girls, they concluded that the feedback given to girls reflected doubts about their intellectual capabilities (cited in Decke- Cornill 2007, p. 77).

One of the most influential pieces of research in this domain, even though it has been criticized for not being explicit about her methodology (Sunderland, 2004, p. 224), is conducted by Dale Spender (1980) who studied her own class (secondary level) based on the assumption that girls talk less than boys in a mixed class. She audio recorded her lessons and she tried to divide her attention to girls and boys equally. Unexpectedly, she found that: Sometimes I have . . . thought I have gone too far and have spent more time with the girls than the boys. But the tapes have proved otherwise. Out of ten taped lessons . . . the maximum time spent interacting with girls was 42% and on average 38%, and the minimum time with boys 58%. . . . It is nothing short of a substantial shock to appreciate the discrepancy between what I thought I was doing and what I actually was doing. (Spender, 1982, p. 56)

What can be concluded from Spender's study is that usually teachers are unaware of their differential treatment to male and female students. As Myra and Sadker (1992, p. 123) stated, teachers are generally unaware of the biases in their behaviour which means that differential treatment of gender is often unintentional. What the teachers think they do in the classroom and what actually happens may not be the same.

Interestingly, Sunderland (2000, p. 159) argued that if a teacher has been asked 'Do you treat your students differently?' the expected answer, particularly if they are unfamiliar with gender in classroom interaction, would be: 'No**,** I am a professional teacher, I treat my students equally'. This, therefore, demonstrates the importance of raising teachers' awareness about the role of gender in the classroom and how it could be embedded in every aspect of the schools in general and the classrooms in particular.

Another study conducted by Good, Sykes and Brophy (1973) revealed that boys received various types of questions which provided them with more opportunities to respond. The same results have been found by Gore and Roumagoux (1983) who based their research on classes of

Mathematics; the results showed that the boys were given more time to answer the questions, and that there were noticeable differences in the wait time given for answering the questions.

Furthermore, Swann and Graddol (1988) in a study conducted in a primary school found that there was difference in the type of questions teachers direct to the students in the sense that the open and challenging questions were more often directed to girls than boys. In addition, the teachers' gaze was found to be directed more towards boys mainly when a question was to be answered. Interestingly, in her meta-analysis study (1988) of eighty-one studies on this issue, Kelly found that boys "get more instructional contacts, more high-level questions, more academic criticism and slightly more praise than girls (p. 29), the analysis indicated that girls received 44% of the classroom interaction while boys received 56%, in statistical words, girls received 32% of criticism related to behaviour, 44% of questions directed to them, 44% of responding opportunities and 48% of praise. She also found that even though the girls volunteered more to answer the question, the boys were more likely to call out the answers.

On a similar vein, Jones and Dindia (2004) in studying the role of students' gender in teacher-initiated interactions found that via 127 empirical studies, argued that female and male teachers tend to have more interactions of all types with male students than do female students. Similarly, Chen and Rao (2010) conducted a research study on the role of gender in Chinese Kindergarten based on observations of four Chinese kindergartens. The results show that the female teachers paid more attention to the boys than to the girls "Teachers inadvertently granted boys more attention than girls and interacted with boys twice as much as they interacted with girls" (p. 113).

The study also revealed interesting findings concerning how the teachers perpetuated gender stereotypes which, according to Chen and Rao, are related to traditional Chinese culture and practices. Overall, the above-discussed studies of the impact of gender on classroom interaction in different subjects of study, and at different levels indicated that there are differences between boys and girls in terms of interaction in the classroom in favor of male students; they received more attention from both male and female teacher and they have also interacted more frequently in the classroom. In the following section, the concern will be with studies that focused on gender in the language classroom interaction.

4. Strategies for Reducing Gender Bias in Education

Many researchers, critics, writers, and psychologists have suggested some strategies in order to reduce gender bias in education so that teachers can challenge gender bias in their classrooms through Teachers should examine their pedagogical practices.

4.1 Complementing Traditional Teaching Materials

When it comes to strategies for avoiding gender bias in the classroom, students need to be exposed to diverse information and "not only what is shown in media" one should look for information from different sources. So, it is preferable that one should use information found on for example, the internet to complement what is written in the teaching materials since these materials often only offers a "basic summary of the information" while there are so much more to be found through other sources. Furthermore, this information found on the internet does not have to be strictly text based it also makes use of web series about current issues aimed at younger audiences. Topics brought up can also result in "further discussion" and "student participation".

4.2 Taking a Critical Stance

As seen, information provided by the internet can be crucial for showing different perspectives, according to both teachers. However, this does not mean that one should not take a critical stance to the information found here and elsewhere for that matter. Additionally, we emphasizes that teachers should "lead by example" when it comes to gender equality in the classroom. This is especially important to do around younger children who are still in an early stage and have "not yet formed their perception of the world". This critical approach is another strategy that it is important to bring up and discuss unequal treatment based on gender with his students. Similar views were expressed by both Sunderland (2000) and O'Loughlin (2001) who both claim that as long as long as the teacher understands why gender bias is problematic and is able to convey it to students, a gender biased textbook should not be a problem in itself.

4.3 The Effectiveness of Distributing Talk

Another possible source of gender bias in the classroom lies within the teacher's distribution of turns when it comes to answering questions or sharing standpoints. Since the boys are usually the loudest and therefore automatically "gets the most attention". Nevertheless, it can still be helpful to have a system ensuring that no one is left out of discussions. When girls are

particularly quiet, instead centering attention on them to make them more involved. Therefore, boys and girls may still receive the same amount of attention in the end.

4.4 Placement of students' Desks

Another seemingly important component for equality in the classroom was how the teacher decides to arrange the students' desks. By making a few small adjustments. Changing students' seats can increase equitable student participation. (Scantlebury, 2009) This immediately decreased the number of interruptions made by disruptive students. It also improved the environment overall so that less talkative students felt more comfortable and "opened up" in terms of speaking.

4.5 New Curriculum Design and New Academic Orientations

One of the causes of boys' failure in schools is the curriculum. Murphy (1988) found that in several ways, gender bias is one important feature of the national curriculums. Lessons and activities included in nowadays curriculums are one-way oriented and suit, in most cases, the majority of girls. They ignore boys who might have different needs and orientation in learning. There is a very urgent need for a new curriculum that satisfies all students and does not favor a portion and neglects another. Teaching styles are believed to cause gender inequity in the classroom, because they favor female students. Thus, they result boys' underachievement.

The implication of a particular teaching style which suits girls is that girls as individuals or in groups have predictable reactions to particular teaching methods. To avoid this gender discrimination against boys in school settings, teachers are asked to modify their ways of teaching, and take into account all the needs and requirements of their male students. The implication is that educators who fail to adapt their strategies can also be held accountable for the underachievement of male students in schools.

Conclusion

Gender differences in educational outcomes are witnessed to be of a shallow investigation and concern by researchers and experts in the field since gender studies is something of novelty. Throughout the foregoing chapter, gender was introduced as key concept to provide a review of studies surrounding gender and education in general and gender and classroom interaction in particular. Thus, we reviewed the literature related to gender, language, and education. Firstly, in order to provide an orientation to the focus of the study, it is crucial to understand what is meant by gender as well as its relation to the concept 'sex'. Similarly significant, I have broadly

explained that gender is a social construct perpetuated and constructed through discourses and ideologies and that discourses are both constitutive and constituted by society. In addition, I have also discussed the notion of masculinities and feminities in education which compose the gender identity and how they are socially constructed through our discourses and how they relate to our research, are debatable to confirm this hypothesis.

CHAPTER TWO

Chapter two: the Impact of Teachers' Gender on Classroom Interaction

Introduction

The importance of English in the academic and professional domains as well as the dire need for communication among people of different cultures and languages was triggered by globalisation and ICT which brought about the notion of Self - Reliance. What is more, the need of English for communicative purposes will continually grow in the next years as it is a lingua franca all around. However, learning a foreign language is a challenging endeavor for those whose goal is fluid communication. Subject in which most confident students dominate the discussion and most reticent students quickly withdraw is not a healthy environment for SL/ FL learning. Hence, the best environment in language learning classroom is the one in which every student does not only have the opportunity to speak and interact but also feels a real need to do so. In any language lesson classroom, interaction is of crucial value for language learning and teaching as well, provided that the teacher understands how the process of interaction takes place in classroom, learning opportunities will be facilitated to learners and that is why teachers should be knowledgeable and well-informed about the significance of teacher talk and the process of interaction and their relationship with learning. Actually, the nexus between SLA/FLA and interaction is so strong as it was supported by many scholars working in this research literature among whom is Ellis who considers that interaction is at the core of SLA. In the field of second language learning, interactional skill in the oral classes is one of the productive skills to be developed by the FL learners so as to become good interlocutors. Therefore, this chapter is divided into two sections; the first section encompasses the principle of classroom interaction which is described through defining it properly, highlighting the teacher talk, its main theories in congruence with tackling some problems that might hinder oral proficiency. More significantly, in the second section we have dealt with how the effect of gender exerts on the interaction.

Section One: EFL Classroom Interaction

1. Classroom Interaction Defined

The classroom setting is highly complex and exceptional, and interaction is a key component in language learning in the sense that it fosters and promotes learning. Krashen

(1981), in his 'Input Theory' argues that interaction helps learners to obtain "optimal input". Moreover, interaction is a topic which was and is still highly dealt with by researchers on SLA area in the two last decades. Fathoming the core and pedagogical essentials of CI is certainly a matter of huge and urgent necessity. By and large, some scholars try to define CI from a pedagogical perspective. For instance, (Ellis, 1997, p. 173) defines it as "the fundamental fact of pedagogy' and that "successful pedagogy involves the successful management of classroom interaction".

In the same line of thought, Hall and Walsh (2002) argued "classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention". The focal target of this operational definition is to come closer to classroom interaction, to unveil phenomena that might not be seen at first sight and have strong impact on the direction of oral communication. In this light, Nunan (1991) stated that "learning to speak in a second or foreign language will be facilitated when learners actively engaged in attempting to communicate" (p. 51).

In simpler words, classroom interaction primarily consists of communication practices that take place between members of the classroom (teacher and students).This is the reason why, teachers are required to have unique characteristics in order to be able to manage the whole context and especially those incidents which are related to learners' misbehaviors, paying attention, and hearing the teacher's instructors. In this context, Brown (2001,p.156) relates interaction to communication saying " ... interaction is, in fact, the heart of communication". To put it simply, What is meant by interaction is that communication which takes place between individuals involved in a process of negotiation of meaning in a classroom context so as to skip failures in communication (Ellis,1999) (cited in Moss& Ross-Feldman, 2003).

However, Action and reaction are not interaction. The teacher follows his plan of action and acts according to plan, he gets students to repeat, makes them do exercises, organizes them for a game-type activity. The class reacts to the teacher's actions in different ways. They may do things well, or may be badly. The teacher, in turn, may succeed or fail to respond to these reactions. Thus, interaction is more than action followed by reaction. Interaction means acting reciprocally, acting upon each other. The teacher acts upon the class, but the class reaction modifies his next action and so on. The class reaction becomes in itself an action, evoking a

reaction in the teacher, which influences his subsequent action. There is a constant pattern of mutual influence and adjustment. Interaction is a two-way process. It can be a positive state or a negative one. Every interaction situation has the potential for cooperation or conflict. What is more, every interaction situation has the potential for cooperation or conflict. It consists of "sharing ideas and opinions, collaborating toward signal goal, or competing to achieve individual goals". (Pica et al, 1993, as cited in Nassaji, 2000, p. 245).

In a similar vein, Brown (2000: 165) discussed that interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, leading to a mutual effect on each other.it is all about acting alternately.Relationships amongst learners and teachers are more formal and remote in some instructive parts than others. Thus, from the different readings about interaction, we synthesize that interaction has two main forms. These two forms of interactions are considered the most effective principle in teaching (Angelo, 1993).However, these two models present more opportunities for discussion (Van Lier, 1996) which can be summarized as follow:

Teacher ⟷ learner
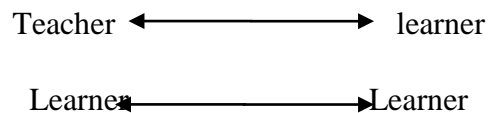
Learner ⟷ Learner

Figure 01: Forms of Interaction

From his part, Ellis (1990) assumes that the interaction that comes about between teachers and learners is significantly worthy. Ellis (1980) (cited in Chaudron, 1988). This type of interaction as Coulthard (1977) notices has got an extraordinary arrangement from teachers in an extensive variety of controls.

Added to that, peer interaction is the best among them to develop learner language, because of the upcoming reasons; it teaches learners social competences, it helps them to work cooperatively, it helps them to accept the perspectives of the other, all of this would increase educational success and achievement. Interestingly enough, a special type of interaction is pedagogic interaction, the interaction of teaching and learning. This is a continuous, ever changing process and the factors of context shift from minute to minute. The teacher acts upon the learners to cause a reaction. This reaction informs some action performed by the learners: a response to a question, an item in a drill, a word pronounced or spelt, a sentence written. The

teacher studies this action and perceives in it the reaction to his original action. He in turn reacts and builds this into the subsequent action on the class and so on. This is illustrated in the figure below:

```
┌─────────────┐   Methodological device   ┌─────────────┐
│   Teacher   │ ────────────────────────> │    Class    │
│   Action    │                           │   Reaction  │
└─────────────┘                           └─────────────┘
                                                 │
                      Feedback                   ▼
┌─────────────┐                           ┌─────────────┐
│   Reaction  │ <──────────────────────── │    Action   │
└─────────────┘                           └─────────────┘
      │
      ▼
┌─────────────┐                           ┌─────────────┐
│   Reaction  │ ────────────────────────> │    Class    │
└─────────────┘                           │  Reaction…  │
         Methodological device            └─────────────┘
```
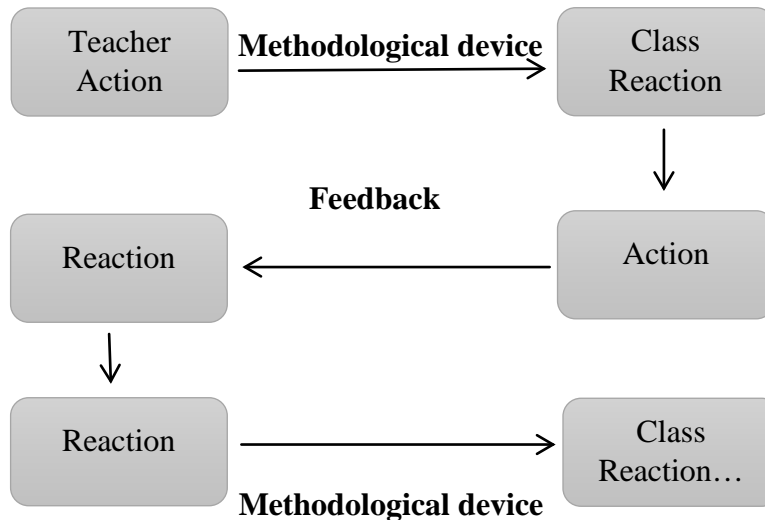
Figure 02: A.Malamah-Thomas: Classroom Interaction (1991, 39)

The teacher should constantly monitor students' reactions and take account of these reactions at every stage of the lesson. Subsequently, in a review revealing the ultimate significance of interaction in SL development, Hall&Verplaetse (2000) conclude that classroom interaction is dealt with in four ways. Firstly, learners are acknowledged to develop social, communicative and academic skills via classroom language interaction. Secondly, while interacting with their peers; their teacher, language learners are assumed to have the opportunity to co-construct their own knowledge about the TL. Put it simply, learners are allowed to notice their progress and achievement in learning that language and they are admitted to play a vital role instead of being passive consumers and recipient in the learning process. Thirdly, being involved in an interactional process with their peers, language learners are, indeed, acquiring and developing the sense of membership with the group. This fact facilitates, to a great extent, the process of SL/ FL learning and acquisition for what is known as language anxiety would certainly decrease provided learners feel that their contribution is valuable and significant, especially in group interaction.

Moreover; it would also help them to be socialized in the context of classroom community. Hitherto, interaction; as commonly associated with SL/FL learning development, enables learners to make a considerable progress in terms of verbal communicative competence via being exposed to TL. Richards and Schmidt (2010, p. 80) indicate that CI can be related to other fields of investigation, for instance, discourse analysis, teacher talk, and second language acquisition. Consisted with these views, it is highly needed to make a comparison between Classroom Interaction and Classroom Discourse; It is of great magnitude to point out that Classroom Discourse differs from classroom interaction in terms of their theoretical roots and methodological frameworks. On the one hand, CD investigation seeks to demonstrate how everyday life is constituted in and through the linguistic and discourse choices of participants in a classroom context. CD undertakes also the task of shedding light on how language use shapes and is shaped by processes, practices and content demands of the curriculum. On the other hand, interaction analysis seeks to examine the strategies and behaviours adopted by students and teachers as well. Furthermore, "Classroom discourse is an institutional discourse similar to institutional goals" Seedhouse (1996). "The first step to understand institutional discourse in L2 classroom is through understanding institutional core goal" Seedhouse (2009). Institutional core goal has three properties that shape classroom interaction:

1. **Language functions on two levels:**
   a. Language is the means of instruction
   b. Language is the target
2. **There is a reflexive relationship between pedagogy and language**

3. **A learner's output is subject to the teacher's feedback**

2. The Interactionist Hypotheses:

2.1 Oral Interaction and Its Development

Researchers found that L2 comprehension is facilitated by both comprehensible input and interactional modifications. This is the core tenet of The Interaction Hypothesis. Interactional modifications are also called conversational adjustments or discourse repair strategies. The interaction hypothesis posited many claims about SLA and SLL and the role of interaction in ensuring its success. The interaction hypothesis promotes conversation modifications such as

comprehension checks and clarification requests that are made by students when interacting and communicating in the classroom. According to Long (1983) and Vygotsky (1987), the second language learning can happen in class interaction and oral communication. They put that oral interaction is developed under three main theories of language teaching: Long's theory of interaction hypothesis, Vygotsky's theory of socio-cultural, and Krashen's theory of input hypothesis. These theories are going to be discussed in a particular way below.

2.2 Krashen's Comprehensible Input Hypothesis (1981)

So far, we have exposed the first 'reception-based theory' of classroom interaction; Krashen Input Hypothesis. As stated beforehand, Krashen's theory is probably the most eminent and well- known, 'reception-based' theory. The origin of the interaction hypothesis' claims goes back to the work of Krashen (1982) who claimed that the active use of the language is what ensures its acquisition. Krashen tries to put in plain words that language acquisition can take place when learners comprehend the input they are exposed to either by linking it to the immediate context surrounding it, or as an outcome of simplifying it (Johnson; 1995). That is to say, He considered language as a result of the learners' participations in different face to face interactions where they construct the meaning and the language knowledge. He went further to emphasize the importance of the interaction among students and teachers for language learning and teaching.

Krashen (1985) in his theory of input hypothesis stated that, acquisition is considered as an explicit and implicit process in the second language learning. The explicit process involves learners' attending consciously to language in order to understand and memorize the rules. By contrast, implicit one takes place when the learner is used for communication. He added that acquisition takes place when the learners focus on the expression of meaning. In addition to this, language acquisition refers to the process of both communicative and linguistic competence that is acquired by the learners. Two-way interaction is a particular way for providing the learners the comprehensible input which plays an important role in language learning, he adds that the language used by the teacher affects the one produced by the learners (Krashen, 1985).Learning only takes place when the learner's acquire a comprehensible input and will take place when unknown items are only just beyond the learner's level (Krashen, 1982). This view is explained in detail in the figure below:

Learned Competence (the Monitor)

Acquired competence—————————————————⊲ Output
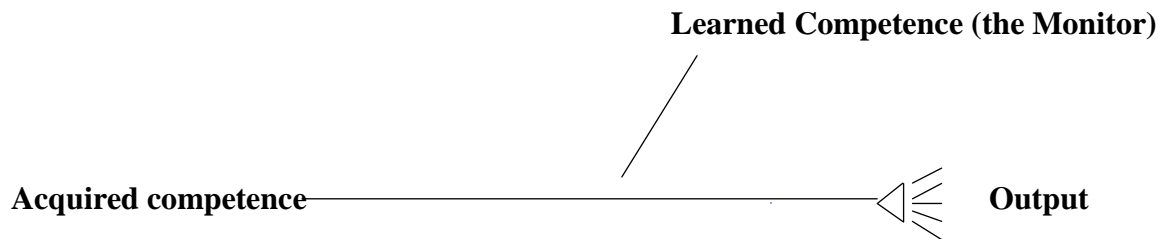
Figure 03: Acquisition and learning in second language production **(Krashen, 1982)**

Krashen maintains that language acquisition can be achieved when learners are exposed to language input whose structure is beyond their current level of language competence. This is recognized as; i+ 1 hypothesis", while the I stands for the actual level of learners' language expertise, the 1 symbolizes language function and linguistic forms which are beyond their level. What is actually meant by Krashen" theory is that teachers speech might be a source of the input provided for students, must be acquainted with his learners" level in language proficiency. And then they try to provide a more slightly complex input so that the latter can be understood and comprehensible to them.

In doing so, teachers are, in reality, creating opportunities for their learners to interact verbally and communicate more to understand and assimilate the input they are exposed to and this is how Krashen explains the link between input and classroom interaction. He considers that the more students interact, the more input becomes graspable .If the latter is assimilated, SLA will be achieved owing to the fact that learners are given the chance to practice and use the TL. Hence, Krashen gives a prime value to social interaction in the processes of language acquisition; especially in SL/FL classroom for the latter is a rich source of comprehensible input. That is to say, Krashen argues that the exposure to comprehensible TL input is in itself sufficient to trigger acquisition (Richards &Renandya, 2002). Additionally, Krashen accentuates that input that is not comprehensible to learners is not expected to cause learning to take place.

In a nutshell, the comprehensible input created by the modified classroom conversations enhances the learners' second language acquisition through negotiation of meaning. Classroom interaction, then, provides comprehensible input and feedback, and fosters the learners' linguistic

output. This process of classroom interaction may allow students to discover their communicative weaknesses and gaps which they can, generally, correct during the communicative process.

2.3Long's Interaction Hypothesis Theory (1981 and updated 1996)

The second theory that is considered worth mentioning is 'Long Interaction Hypothesis. One should keep in mind that 'Interaction Hypothesis' is closely related to Krashen 'Input Hypothesis' in the sense that Long has taken up the concept of Krashen about the value of input comprehension in enhancing SLA. Saying it other words, likewise Krashen, Long believes that SLA/FLA is to occur when learners can access to comprehensible input. Long as well concur with Krashen's idea about the necessity of lowering the affective filter in the midst of the process of learning the new language. Both scholars are in accord on the point that provided the   offered input is comprehended and learners' motivation is available, the newly targeted language will be acquired and processed as an internal mechanism. Long, from his part, puts the accent on the significance of interaction in making the input comprehended. Yet, one of the major points distinguishing Krashen's theory from Long's one is that the   latter believes that intentionally modified input is more beneficial for acquisition than the pre-modified input as suggested by Krashen.

In the Interaction Hypothesis, with its different versions(1981, 1983a, 1983b, 1996), he tried to expose the way in which the structure of interaction itself could be modified to make input more comprehensible for NNS, giving more prominence to negotiation of meaning in the SL development and comprehension. Long (1985) believed that what makes an input comprehensible is modified interaction, and negotiation of meaning. Some scholars as Pica, Young& Doughty (1987) (cited in Ellis&Barkhuizen, 2005) put into question the central role of negotiation of meaning as claimed by Long in the process of SLA. Accordingly, Long updated his Interaction Hypothesis (IH) in 1996 to elucidate that the negotiation of meaning is to facilitate SLA. Hence, some other factors are, indeed, of empirical value to achieve this acquisition such as noticing and selective attention. In including other factors than negotiation of meaning, Long concurs with Schmidt who considers these factors worthy to process the provided input into intake.

Long also confirms that interaction is of crucial value for SLA. It is the basic element which proves the development of the process as well as the product of learners" interlanguage. He considers the amount and kind of verbal interaction are, certainly, important factors in SLA. Long claims that this verbal interaction results in interactional features which are said to promote SLA. According to Long, to optimize interaction, it is necessary to develop, on the one hand, the quality as well as the quantity of input offered to language learners. On the other hand, it is also important to develop production; known as output, which is the language produced by learners. Conversational interaction also develops feedback that is the conversational reaction generated out of the production of other language learners. Long considers conversational interaction in SLA as the core for the development of language and not merely a medium to practise the TL.

Moreover, long (1981) claims that in modifying speech, the NS in classroom or the competent interlocutors as teachers, do facilitate the route of TL acquisition for their learners. This is clearly stated in Long's own words (1981):" current knowledge suggests they [the interactive modifications] are found in all cases of the successful acquisition of a full version of SL" (cited in Hall &Verplaetse, 2000). In his research, Long confirms that NNS conversations are characterized by the dominance of some forms as confirmation checks, comprehension checks and clarification requests that we would clarify briefly in the coming sections.

Considering these conversational modifications crucial to make the input exposed to learners comprehensible (Swain& Suzuki, 2008). That is, SLA is facilitated as long as the interactional adjustments are present. Hence, if these interactional features manifest in classroom discourse, this means that negotiation of meaning is taking place. He also points out that in the process of negotiating meaning, the NS or the competent interlocutor; as teacher, asks different types of questions. But the most predominant ones are those questions whose answers are already known or suggested by the teacher. As maintained by Long, there exist two types of negotiation of meaning: negotiation that is aiming at escaping conversation ambiguities and negotiation targeted to repair discourse when trouble occurs.

One of the keystone perspective defended by Long in his IH is that in the process of negotiation of meaning, learners need to pay attention and to be involved in this procedure so as to make communication between interlocutors successful. That is, he reckons that along with selective attention, the good processing of the TL, besides the fact of receiving corrective

feedback, SL/FL would be facilitated for they are all crucial elements that smooth the progress of TL acquisition. Especially when speaking about that language vocabulary, morphology, syntax. He credits that TL learning takes place during the process of interaction, more precisely in the negotiation of meaning which he regards to be as the preliminary step in the process of the TL learning. (Gass, 1997). Gass is of the same mind as Long on the fact that language learning is likely to occur during the process of interaction. Gass clearly states her view in saying: "Attention, accomplished in part through negotiation is one of the crucial mechanisms in this process."(Gass, 1997, p.132).

2.4 The Socio-Cultural Theory (Vygotsky in 1963-1978)

Vygotsky; the Russian semiotician and psychologist, is the one who formulated the basic concepts of sociocultural theory. One of the foremost concepts of Vygotsky is that human beings are social by nature and their cognitive development takes place in the process of social interaction. Vygotsky (1987) presented this theory of socio-cultural. He stated that language is considered not only a tool of communication but also as a psychological one that mediates meaning between individuals and their linguistic competences and the development of their cognitive process.

In considering the basic concept of the sociocultural theory, Firstly, any new function (term) appears twice: in a social (inter-psychological) level and in an individual (intra-psychological) level. Broadly speaking, Vygotsky claims that any individual's development appears on two planes; the social plane which is the inter-psychological and the psychological one; that is the intra-psychological. Vygotsky tries to explain the process of development by highlighting that the latter goes on throughout an inter-psychological phase. Secondly, Meaning is constructed through social interaction with competent speakers and within the learner. In the midst of inter-psychological process that learning occurs between a child or a novice and a more capable peer(s) and then this development transforms to be more independent i.e., intra-psychological phase. The cognitive aspect of every individual starts to work on in the second phase of learning. Thirdly, Social interaction includes the learner's participation under the guidance of competent speakers (MKO) who must produce a language within the ZPD (zone of proximal development).

The ZPD is the zone between the learner's current level of knowledge and his future level which is bridged with the help of others. Thus, it is clearly understood that language learners are viewed as active proponent in the process of language learning. They construct their own knowledge and meaning throughout collectively interacting verbally with one other. Indeed, Vygotsky accentuates that language is the tool through which the novice interprets and regulates the world he lives in; as such the individual mind is mediated. To put it more simply, language is considered to be the tool that the individual uses to engage in social and cognitive activity. As concerns SL/FL development, Vygotsky's theory maintains that classroom interaction increases the learning opportunities in Second Language Learning (SLL) environment. He also argued that humans invented tools that allow them communicate in order to achieve their social goal, those tools serve to mediate between human social and cognitive activity and therefore reflect the social and cultural background of the learners. (Vygotsky, 1987)

3. Challenges in Classroom Practice: Factors Affecting Speaking Performance in Foreign Language Learning

Nobody can deny that Speaking skill is one of the most essential skills to be acquired as it is the means of communication around the globe. This is very rationale since one of the indicators to measure one's ability of a particular language is his/her ability to speak the language, rather than the other language skills like reading or listening. Students' speaking performance is a very sensitive process that can be affected by the performance conditions in which the learning of the language is taking place. Practicing the speaking skill of the foreign language is not as knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. However, speaking is still the most challenging skill faced by most English language learners. During their learning of speaking, students are targets to several problems that hinder their proficiency achievement. In this context, Ur (1996) contends that EFL learners are desperate to improve their interactional skill in oral production in learning a new language. These are: inhibition, lack of topical knowledge, low or uneven participation and mother-tongue use.

3.1 Inhibition

Language anxiety is an affective variable which has been studied and investigated by researchers due to its importance in the process of language learning. This latter is found to have a detrimental effect on students' performance in FL/SL setting. Hashemi and Abbasi (2013) defined FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning." Thus, inhibitive learners will suffer from mental block during spontaneous speaking activities. Because when students try to express themselves in EFL classroom they found themselves repressed. This is due to the fear of committing errors and being subject to criticism along with the dauntlessness of being inattentive. (Ur, 1996). This view is backed up by Dr Stephen krashen (1981) stating that the learner's emotional state, is just like an adjustable filter which freely passes or hinders input necessary to acquisition. In other words, input must be achieved in low-anxiety contexts since acquirers with a low affective filter receive more input and interact with confidence.

Ellis (2003) conducted a study about FL anxiety and its effects on the learners' oral skills and their performance as well as their achievements. Targeting at arriving a full grasp of language anxiety, he shedded light on the importance of knowing how does foreign language anxiety affects learners and interferes in their learning stages namely, input, processing, and output. This interference of FL anxiety causes the learners' oral weakness and communicating difficulties when using the target language. For a healthy learning environment, teachers are prone to play a key role in alleviating their learners' speaking anxiety. Interventions are necessary to help student getting rid of their anxious state along with having the same opportunities and chances for the sake of the betterment of learning.

3.2 Nothing to Say

Foreign language anxiety affects student's confidence and self-esteem in the sense that it can make learners get discouraged. They are likely to employ avoidance strategies escaping from participation in classroom activities or even skipping class. Babu (2010) argued that students' reluctance and hesitation to speak English can be caused by their lack of motivation. He announced that students' motivation have a direct impact on their learning, especially if they are not motivated and encouraged by their teachers to get involved and take risks. The teachers' role

in motivating the students is of a significant importance as motivation itself. Teachers are asked to have passion, creativity and interest in their students. So, it is worthy to consider the significance of learners' beliefs and attitudes towards themselves and their abilities. Recent theories of learning try to delve into the inner side of the learners, because ignoring their affective side is likely to result in their failure. Oxford (1990) claimed that the affective side of the learner is one of the most crucial factors determining the language learning success or failure.

Krashen (1982) stated that the three variables (motivation, self-esteem, and anxiety) are deeply related to the learners' second language acquisition success. Not only this, but also For some learners who are not anxious or shy, they may not participate, ask and/or answer due to the fact that they have nothing to say .The common expressions SL Learners use when they are imposed to participate in a given topic is "I have nothing to talk about", "I don't know", "no comment" or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Rivers (1968: 192) says that "The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language."

Moreover, the poor practice of the SL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say anything in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical accuracy. Also, students could not carry out the discussion on topics that are not interesting for them. In similar vein, As pointed by Ur (2012, p.118), "students need to feel that they have something relevant and original to contribute to the discussion so that it is worth making the effort to speak." This statement means that for some learners, making an effort to speak should only occur if the contribution is pertinent to the subject. Besides, teachers need to motivate them to find what to say.

3.3 Low Chances of Participation

Another problem in speaking class is that participation is low or uneven. Conversational analysis is the study of talks in interaction both verbal and non- verbal in situations of everyday

life. Conversation is an enterprise done in and through turns. "This phenomenon refers to both the construction and distribution of turns." (Ellis and Barkhuizen, 2005: 201). Put it simply, turn – taking is one of the fundamental organizations of conversation. In which one person speaks and another listens. This problem refers to the amount of each student's time of talking. Some personality factors can affect participation in a FL and teachers then should recognize them. The disadvantage of big groups is the low chances to hold the flour, because it allows only one person to dominate the situation while others keeps listening. Some learners prefer to shine when having conversation while others make small participation if not any (Ur.1996).

In this context, Harmer (2001) suggests streaming weak participators in groups and letting them work together. In such cases they will not lag behind the strong participators, and the teacher can guarantee a high level of participation. Another factor that can create problem of participation is the classroom arrangement that may not help students to perform some speaking activities. Bowman et al. (1989: 40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching." Low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, sustaining student motivation is one of the teacher's responsibilities.

3.4 Mother Tongue Use

SL students of the same mother tongue tend to use it outside and even inside the classroom because they feel more at ease. According to Baker and Westrup (2003: 12) "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language." Therefore, the learners will not be able to use the foreign language correctly if they stick to their mother tongue. Lack of wordiness of the target language usually leads learners to borrow words from their native language. When a group of participants have the same native language they usually fall back on it as it make things run smoothly (Ur, 1996).

Harmer (1991) proposes an array of reasons for the preference of the mother-tongue while in classroom settings. Firstly, lack of the appropriate background make them unable to hold conversation about a given topic. Another reason is human nature; everyone tend to speak his

native language. In addition, it is the perfect choice for making things clear especially when it is unfavored by the teacher. Finally, the use of mother tongue in EFL classroom make students feels more comfortable. First language use or interference is a common phenomenon in the FL classrooms. Students tend to use their mother tongue (MT) because they find that using the MT is much easier that using the target language. Besides, the native language use by the FL learners is a very natural thing to do. In addition, if the teachers are frequently using the native language this may encourage the learners to use it too (Harmer, 1991). Fortunately enough, some teachers still rely on very traditional methods of teaching. They think that the GTM is the most effective one to teach English. Recent studies demonstrate that the appropriate use of L1 has a facilitating role inside the EFL class.

Stern (1992) contends that it is impossible to keep L1 and L2 apart. L1-L2 interaction is an indisputable fact of life. Whether we like it or not the new language is learnt on the basis of the previously acquired languages. A total ban of the L1 will lead to the miscomprehension of L2 from the learner's part which will prevent him from achievement. Thus, L1 should be used when needed. Schweers (1999): Teachers should integrate L1 in their classes because it will give students: a sense of security, a possibility to validate their life experiences, and a chance to express themselves. Connick-Hirtz (2001): Before using L1 you have to ask: What is this L1? What is the learner's age? What is the learner's proficiency level? What is the ration of teaching time? How long the learner is going to learn L2? What are the learner's purposes? E.g. Studying for the sake of learning the language (learner would read and search by himself) is different from studying for a job. However, the excessive use of L1 is not permitted at all and L1 should not be a direct option in explaining L2. In this vein, Harmer (2001) argues that the overuse of L1 hinders L2 achievement in the sense that it leads learners not to realize the importance of L2. It leads to oversimplification and inaccurate translations. Atkinson (1989)

In a nutshell, Teachers are obliged to figure out those factors that influence their students' oral proficiency. Parrott (1993) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantages of the classroom opportunities in order to speak English effectively. In this light, Carol Ames(1990, 1992) identifies six areas where teachers make decisions that can influence learners' motivation to learn : the nature of the task learners are asked to do, the autonomy they are allowed in working, how

they are recognized for their accomplishments, grouping practices, evaluation procedures and the scheduling of time in the classroom.

4. Teacher Talk and Classroom Interaction

Classroom management and teacher-student interaction are related to the language which teachers use. Teacher talk is the main input in classroom. It is simplified input similar in its characteristics to foreigner talk and caretaker talk such as Slow rate of delivery, Clear articulation, Replacement of syntactic structures (simple sentences), Use of synonyms and substitution of lexical items, Pauses., Repetitions....etc. Teacher talk is of crucial importance, not only for the organization of the classroom, but also for the processes of acquisition. It is important for the organization and management of the classroom because it is through language that teachers either succeed or fail to implement their teaching plan. In terms of acquisition, teacher talk is important because it is probably the major source of the foreign language the learner is likely to receive.

Teacher talk is a major way to:

- convey information to learners
- control learners' behaviour

4.1 Amount and type of teacher talk

In all sorts of classrooms, it is the teacher who does most of the talking. Whether or not it is considered a good thing for teachers to spend 70 or 80% of class time talking will depend on the objectives of a lesson. Moreover, in many foreign language classrooms, teacher talk is important in providing learners with the only live target language input they are likely to receive.

One of the important issues related to teacher talk is code switching between the first and target language by the teacher and the effect of this on teacher talk. Code switching is affected by the following factors:

1- The teacher perception of how students learn.
2- Teacher perceptions of the role and functions of the native and target language (for example, some teachers may believe that the mother tongue should be used exclusively to discipline pupils).

3- Student perception of the role of the target and native language (i.e. whether they regard the TL as the 'end' rather than the means of learning.

4- The use of the native language by the teacher

In addition to that, it has been discovered that when the teacher increased his own use of the target language, the students' use of that language rose proportionally.

Another issue of importance related to teacher talk is speech modifications made by teachers, including modifications related to phonology, lexis, syntax and discourse. It is hypothesize that these modifications make language more comprehensible, and therefore more valuable for acquisition. Research on teacher talk has shown that teachers make specific modifications namely their use of a slower speech rate, more frequent and longer pauses, an exaggerate and simplified pronunciation, a more basic vocabulary, a lower degree of subordination and more repetition.

A number of studies were carried out to test the effect of simplified input and elaborated input (elaborated input is delivered through repetition, paraphrase, slower speech…) in order to find out which one of them was more effective. The results showed, however, that linguistic simplifications do not have as significant an effect on L2 comprehension as elaborative modifications. Therefore teachers are advised to use elaborated rather simplified language.

4.1.1 Three major issues related to teacher questions which need to be considered:

4.1.2 Wait time

It is important for students to have sufficient time to think about questions after they have been asked before attempting to answer them. Research in the field has shown that when teachers give enough time for their students to think about the answer before they intervene either supplying the required response themselves, rephrasing the question or calling on some other student to respond, there was more participation by more students. In addition, other effects were observed such as an increase in the average length of student responses and an increase in the appropriateness of the responses.

4.1.3 Distributions of questions

It is generally considered desirable to distribute questions among all the students rather than restricting them to a select few. It is believed that students improve more rapidly if they are actively engaged in interaction than if they are passive. If teachers distribute response opportunities widely, all learners are kept alert and given an opportunity to respond. However, generally speaking, it is the more bale students who get called upon. If we accept that one learns to speak by speaking, this means that those most in need of the opportunity to speak are probably given the least amount of classroom talking time.

4.1.4 Display and referential questions

Display questions are knowledge-checking questions. That is to say, display questions are those to which we know the answer. Conversely, Referential questions are questions to which even the teacher or the asker does not have an answer. In an authentic communication, it is them which are more likely to occur because they serve meaningful communication.

Therefore, the focus should be on referential questions because they may increase the amount of speaking learners do in the classroom Complying with his view point, Nunan and Cullen who claimed that classroom interaction is characterised by exclusive and excessive use of display questions along with most total exclusion of referential questions. Contrary to life outside the classroom, in classroom display questions are more common than referential questions. However, if teachers are trained to ask more referential questions, students will be encouraged to produce significantly longer and syntactically more complex responses. Student interaction also will be more like natural discourse. However, some believe that the distinction between display problems and referential questions is irrelevant. As the function of the teacher is to illicit learner language, whether or not teachers already know the answer to the question is unimportant.

4.1.5 Open-ended vs. Closed-ended Questions

Open-ended questions are reasoning questions: how-why. On the contrary, closed-ended questions are factual questions: what – when – who – where.

4.2 Learners Performance and Teachers' Feedback

Instructing learners and providing feedback on their performance are probably the two most commonly conceived classroom functions of teachers. Feedback can be classified into positive and negative feedback. Behaviourist-inspired research has found that positive feedback is much more effective than negative feedback in changing pupil behaviour. Positive feedback has two major functions: to let students know that they have performed correctly, and to increase motivation through praise. In addition, there is evidence that learners expect feedback. In an investigation of adult E.S.L. learnofers, error correction by the teacher was one of the most highly valued and desired classroom activities.

Section Two: The Heterogeneous Effect of Gender in the EFL Classroom:

1. The Intersection between Class and Gender and its Impact on Student's Achievement

Over the past three decades, the topic of gender bias in education has become increasingly prevalent in the research, gender differences are reinforced every day in schools and classrooms. As a matter of fact, schools cannot be held responsible for producing gender inequalities but they will contribute to them. Thus, The effects of underlying gender bias can be seen in the upcoming.

1.1 Teachers-Students Punishment

One of the important issues about gender bias within classroom is student's punishment; teachers reprove their students based on their gender differences, male or female, in the case of bad behaviour in the classroom, students will line up by their gender: girl-boy, girl-boy (Hatch, J. K. and Writer. S, 1994, p 9). More clearly, bad behaviors are expected more from boys than girls; teachers may reinforce gender biases by applying the gender stereotypes when they forgive boys' bad behavior. Yet, although teachers expect bad behaviors from boys, they achieve in their academic skills with more attention than girls do. Thus, although teachers do not think that they give equal attention to both genders; girls actually receive the less attention. Therefore, many researchers agree with the point that the findings are not overgeneralized (Durán, N. C, 2006, p. 126).

1.2 Gender bias in EFL Materials

As a teacher, one may sometimes take for granted that the teaching materials provided by the school promote equality instead of gender bias and feelings of inferiority. However, research suggests that this may not always be the case. It is therefore important that all teachers are aware that the teaching materials they use may contain gender bias. Beginning with some older studies, it was observed that "he" was frequently used as a generic pronoun. Furthermore, looking at the sheer number of appearances in texts, men outnumber women by a staggering amount. Continuing with a number of more recent studies, the EFL materials were obsessed with displaying male superiority.

1.3 Gender Bias in Distribution of Talk

It is important to note that gender bias is not only confined to EFL materials. Instead, studies have shown that gender bias in the form of dialogue, writing practices and distribution of talk often can be observed between teachers and students. For example, researching girls and boys behavior in the classroom during EFL lessons. Doing this, we noticed that girls were more likely to feel self-conscious and anxious as well as being more critical of their own performance. Henceforth, we came to the conclusion that boys were more dominant and commanded most of the public speaking while the girls was considered submissive and not receiving enough space. The same result was achieved two years later in a study by Julé (2002) in Canada. Julé (2002) used the term "linguistic space" when describing the amount of talk produced and reported that boys commanded as much as 88% of the public talking time available for students (p. 45). She also stated that boys received more questions from the teacher and gave longer, more elaborated answers (Julé, 2002, p. 47). Lastly, besides agreeing with boys being more dominant in the classroom.

Conclusion

The focal target behind this chapter was interaction, as an important aspect of the EFL teaching and learning process that drew the attention of many language researchers and scholars. This chapter starts off understanding classroom events and the construction of discourse that requires knowing what is meant by classroom interaction beforehand; the operational definition of the term which were provided by famous scholars which in turn is classified into three main

forms; classroom interaction, classroom discourse and lately institutional core. Then, it highlights Interaction at the heart of the current theories to put in the picture some of the basic theories that studied classroom interaction and its affiliation with SL/FL classroom learning process. Every theory provided on the issue explained classroom interaction from different angles. Some suggested that input is very imperative in the course of oral communication, while others maintain that output is at the heart of the TL acquisition. Others have a different standpoint in the sense that they view language acquisition taking place amidst the course of social interaction with other advanced participants as teachers and peers as well. Additionally, throughout the present chapter, gender differences in educational outcomes are witnessed to be of a careful investigation and concern by researchers and experts in the field. Most researchers adhere to the view that male and female teachers use different teaching styles when dealing with learners, whether boys or girls. Learners also, adapt and adopt learning styles differently and variously each according to his own needs and his/her gender. As far as the English speaking class is concerned, the teachers' gender and its uniqueness, when it comes to the employment of strategies and techniques, may not fit mixed classes of the two genders equally and satisfactorily. This, in fact, may result in an impaired oral proficiency development in one gender and be an advantageous factor for the other. It is beneficial for a classroom teacher to seize wisely awareness of his gender distinct characteristics so as to balance his ways aptly to the addressed audience apart of any subjectiveness and disparagement. It is clear that the topic under investigation, teacher gender effect on learners' oral proficiency development, is of a huge importance among researchers. The practical part would serve as a phase of clarifying and investigating the former issue in a much more realistic and clear way.

Chapter Three

Investigating Teacher- Gender Awareness on Classroom Interaction

Introduction

Having an impetus to solve many encountered problems in SL/FL learning classroom, a mixed research approach is highly recommended. It helps researchers to come closer to the focus of this thesis which aspires to present an argument in favor of investigating the relationship between gender and language classroom discourse, in terms of how teacher-student talk and student-teacher talk are related to gender, and how gender may itself be (re)constructed by language classroom discourse perpetuated and embedded overtly or covertly in students' interactive experience in high school education. This chapter is concerned with the methodological framework supporting the literature review presented in the first two chapters. Hence, in what follows, this pilot study is consecrated to a detailed depiction and analysis of both the questionnaire and observation. This chapter, accordingly, outlines the research approach and design, data collection procedures, and the data analysis. The results of the obtained data are shown in simple graphs which are numbered, entitled and followed by the corresponding analysis. If the positive effect is established, the study would recommend a cluster of pedagogical implications for introducing teacher-gender in OE classes in the curriculum of Algerian high school.

Part One: The Research Design and Methodology

1. Research Design

A research design is a strategy to arrange the research setting to get relevant data to all variable characteristics and the study's objectives. According to Akhtar (2016), the research design is the conceptual blueprint, constituting the outline of collection, measurement, and analysis of data; therefore, the research design is a plan for research work in which it describes all the elements of the research to answer the research questions and aims to provide an appropriate framework for the study.

The Independent Variable:

Teacher Gender

The Dependent Variable:

Interactional skill

The sample size: **100** Secondary school students

Research Questions

1.Are classroom interactions influenced by teachers' gender?

2. How teachers' gender affects students' achievement and fluency?

3.Are gender mainstreaming policies implementing in Algerian schools?

4. How do classroom discourses construct 'genderidentities' in a classroom setting?

Research Hypotheses

(H1): Teachers' gender perceptions influence students' classroom interactions

(H0): It is hypothesized that teachers' gender awareness has no differential effects on English

speaking skills

Observation

Questionnaire

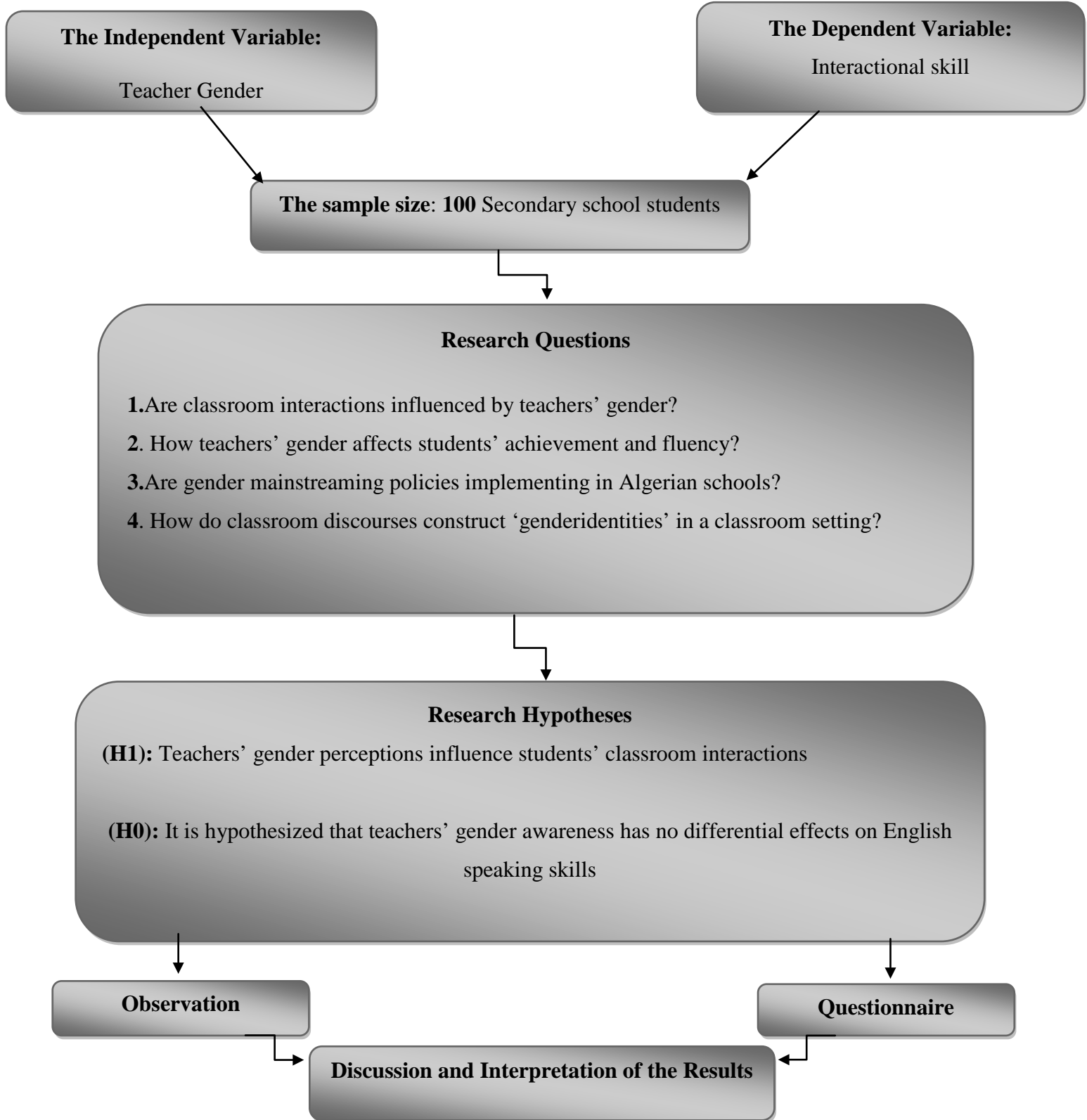**Discussion and Interpretation of the Results**

Figure 04: Graphic Representation of the Research Design during teacher gender Training Process (the Researchers)

2. Population and Sampling

The study was designed for secondary school students from different regions in Tiaret. Both male and female learners participated. They are all teenaged students with varied backgrounds and varied English proficiency. They are novice and inexperienced learners. The participants were organized into two groups with an average of fifty to twenty three during the academic year 2020 – 2021. With regard to their school timing, Students of the present study are part-time bachelors "All the items under consideration in any field of inquiry constitute a 'universe' or 'population'" (Kothari, 2004). In this context, the population of the current research is the Algerian high school EFL teachers. Since it is difficult to study the entire population, we have employed a random sampling method to have a convenient proportion sample that constituted the study Focus Group. In this light, Swetnam (2007) defines sampling as "the obtaining of a manageable part of an object or population that supposedly possesses the same qualities as the whole" (p.42). In fact, it is an "indispensable technique of behavioral research" (Singh, 206, p. 81). Moreover, "the research work cannot be undertaken without use of sampling" (Singh, 206, p. 81). Hence, the study involved a total subject of 100 third–year EFL student from a population of 280. This latter is supposed to be a fairly good representative sample.

3. The Research approach

The research method is selected based on the study's aims, populations, and research questions. Therefore, the research has to adopt the most appropriate, feasible ways to understand a research problem better. The proper methods for the current study tend to be mixed-method.

3.1 Mixed Method Research to Collect Data:

The current research applies a mixed-method approach to data collection and analysis. The qualitative and quantitative methods were used to comprehend the research problem and questions stated previously. In this context, Creswell (2012) claimed that a mixed-method approach integrates qualitative and quantitative research methods in a single study to detect a particular research problem. Thus, Data are organized into two broad categories: qualitative and quantitative; the observation was used to gather data along with a questionnaire for 20 English foreign language teachers to ensure better validity and reliability of the findings.

Part two: Data analyses and overall proceeding

1. Questionnaire Defined

Questionnaire is a device of collecting data about a given topic. It consists of a number of questions and statements, in order to provide information for the sake of investigation. According to Singh (2006, p.191), "a questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally these questions are factual and designed securing information about certain conditions or practices, of which recipient is presumed to have knowledge". Questionnaires are considered as flexible and it is easy for any researcher to use them, however researchers must be careful while designing and analyzing them, in order to avoid mistakes and deviations from the topics. Furthermore, questionnaires are effective because they do not cost financially, and they do not demand too much time and effort by researchers, so they can be easily designed and analyzed, i.e., when researchers administer questionnaires, they can collect a large amount of information in a short time, and if they constructed them in an effective way, then they will proceed data speedily especially when using modern computer software (Gillham, as cited in Dornyei, 2003).

2. Learners' Questionnaire

2.1 Description of the Questionnaire

The selection of questionnaire as a tool of the research in question is for the sake of having some preliminary information from the population targeted in this study. Then their answers are later on put into question and verification. That is to say, before starting the observational phase, it was attempted to address some questions to both teachers and students related to the topic of interaction in OE classes. Henceforth, a questionnaire was administered to a total number of 100 students from different high schools in Tiaret. (See appendix A). It begins with a very brief introduction that explains the aim of the questionnaire and the procedure of answering the questions. It is divided into two sections made of eight questions. The questions are of three types: (01) yes/no questions, (5) multiple choices questions, and (02) questions that require a detailed answer (open-ended questions). The questionnaire was delivered when the learners are in their classrooms. They were also assured to be strictly anonymous. To have a good description of the results of this study, the researcher will analyze questions respectively. Hence,

it gives more details of the present findings as pie charts support them to illustrate the results clearly.

2.2 Analysis of the Pupils' Questionnaire

Section One: Background Knowledge

The answers in this section provide general statistics; it is composed of four (4) questions related to the students' personal information. It asks about the pupils' genders, stream, English sessions, and English (English subject) importance.

Question 01: student's Gender:
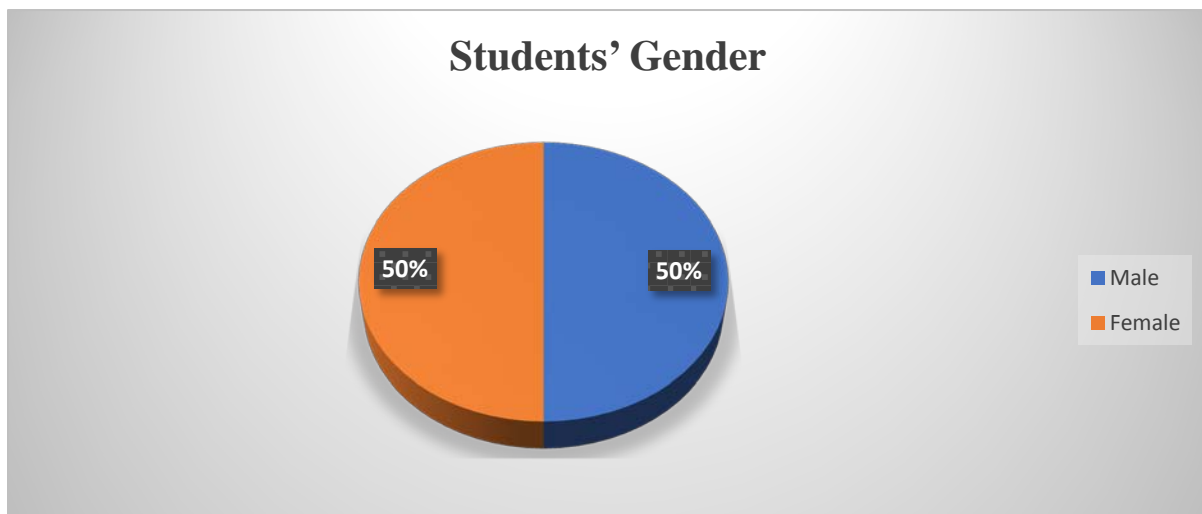

Figure 05: Students' Gender

This question is raised to identify the students' gender. This distinction between the respondents according to their gender will help us investigate the subject-matter more deeply. The figure 05 shows that the target population is divided evenly between male and female; the first half represent female and the second one is meant for male subjects.

Question 02: student's stream?
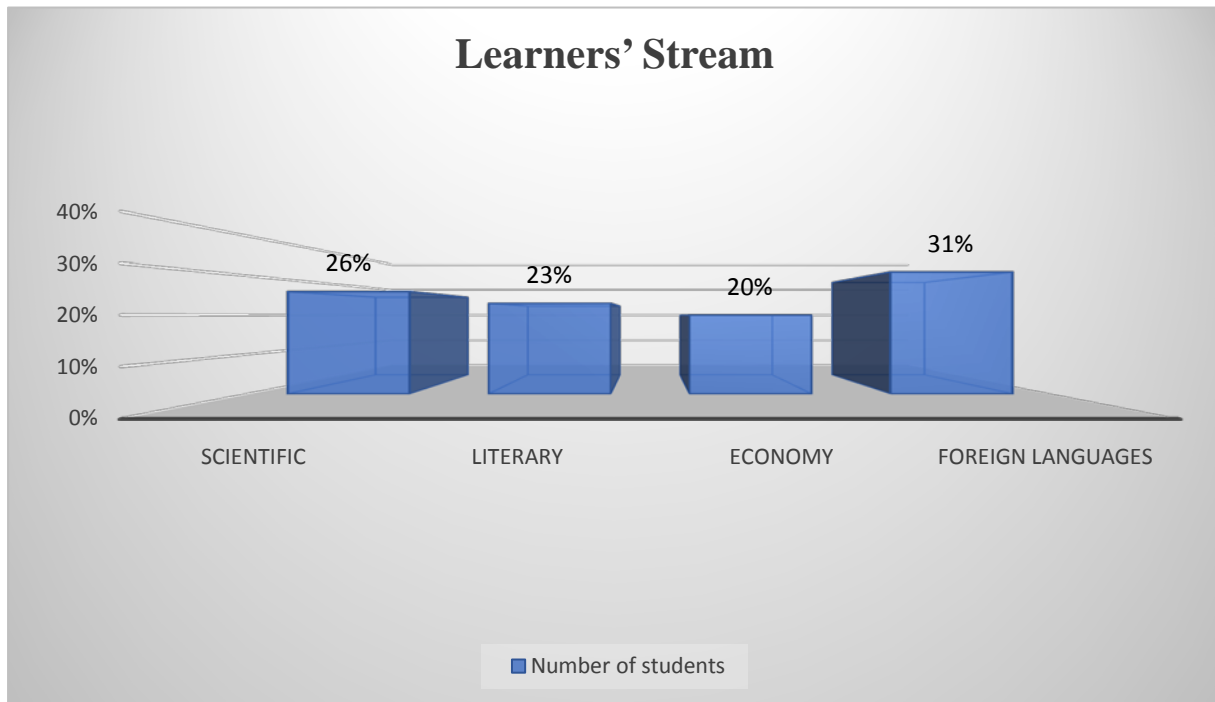
Figure 06: Learners' Stream

The overall aim of the second questions is to know which stream these subjects are following (scientific, literary, economy or foreign languages). Figure 06 shows that in these schools, the ration of students in foreign languages is the largest one in comparison with others. Then comes the scientific stream in the second place. With the rest which represent the literary and economy streams. This means that the majority of students tended to prefer studying languages and scientific orientations.

Question 03: Your current teacher of English is a:

    a. Male teacher

    b. Female teacher

Figure 07: Teachers' Gender

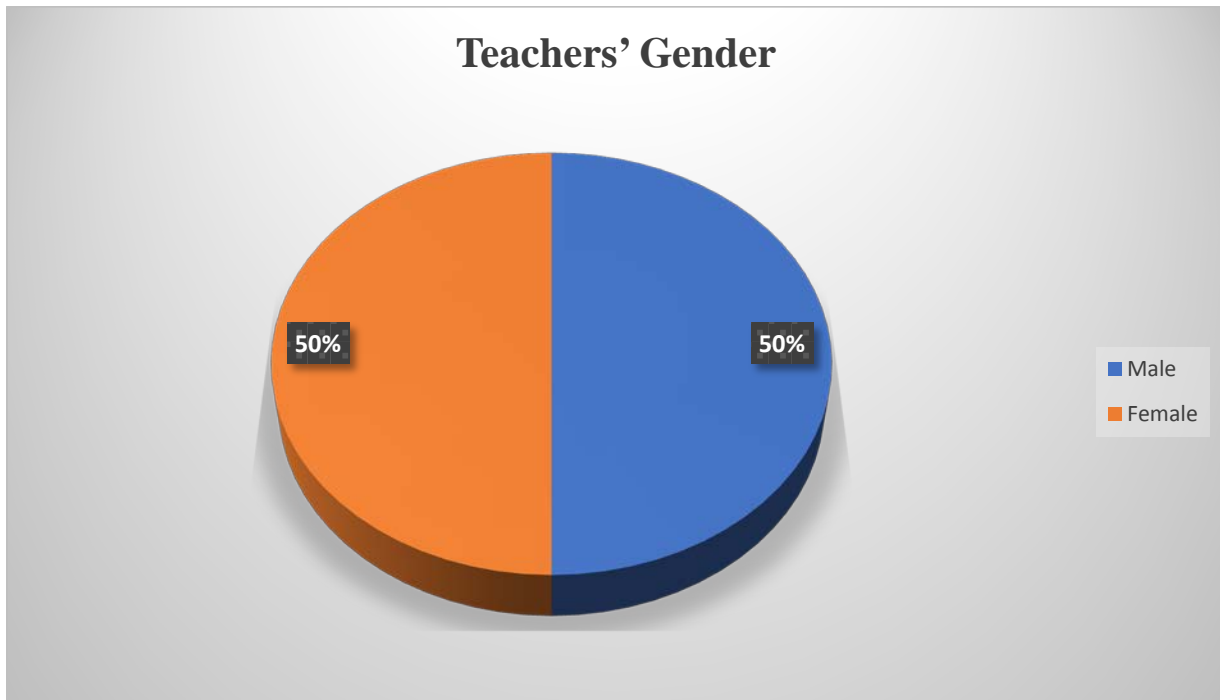   This question was posed to know the gender of teachers who are teaching the sample of our research work. Figure 07 above shows that the respondents are divided evenly, 50% of our respondents are taught by male teachers, and female teachers lead the other 50%. This division helps us avoid any subjective analysis.

Question04: How many English sessions do you have per week during the pandemic?
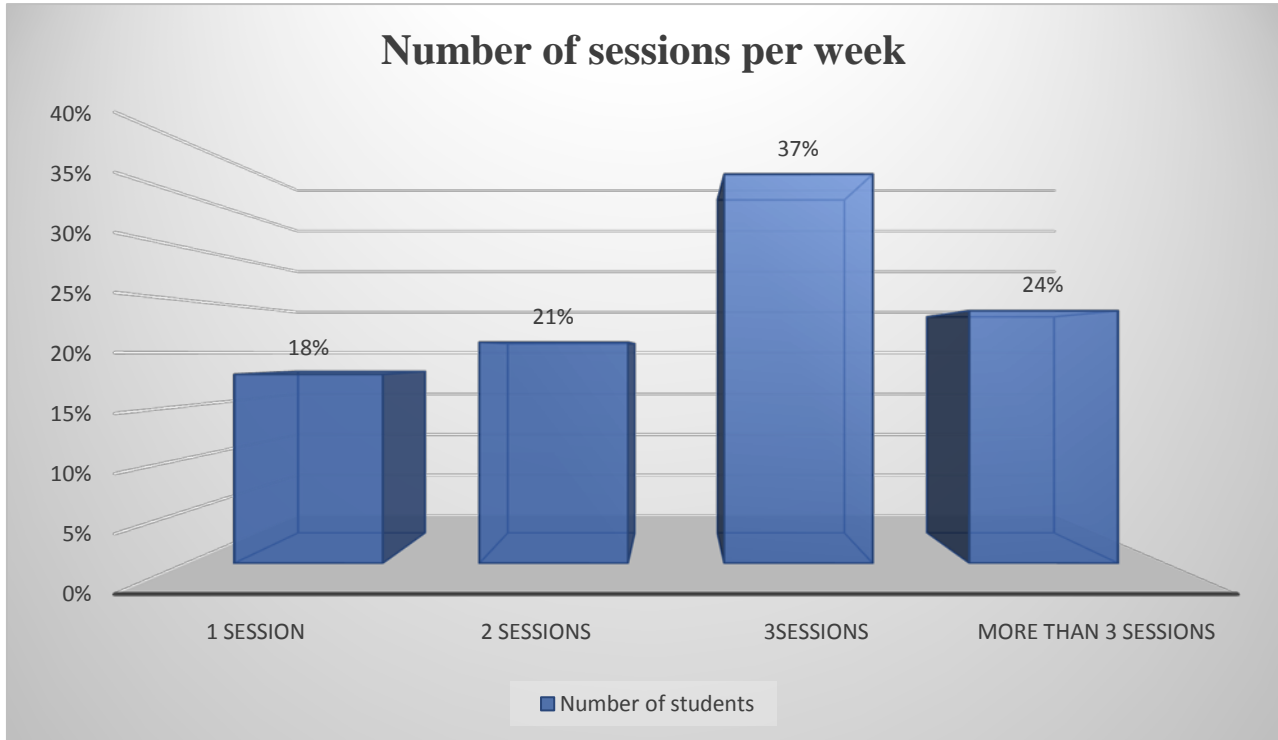
Figure 08: Number of sessions per week

The aim of this question is to know the frequency of students' exposure to the English language per week during the pandemic. The figure above shows that the students' exposure frequencies are different. This difference in the frequency of exposure is mainly due to the difference in the stream and the current situation of the pandemic that alters the schedules to a minimum.

Question 05: Do you consider studying English to be:
- Important
-Not important
-Highly important.

Figure 09: The importance of English

This question aims at knowing whether students see studying English as an important subject or not which reveals much about their aptitude to learn such an important language.

According to this figure, we safely deduced that the overwhelming majority tended to like the language; accordingly, they have a great aptitude to take their oral skills to higher levels. We also noticed that students who are taught by male teachers are more interested in studying English then those with female teac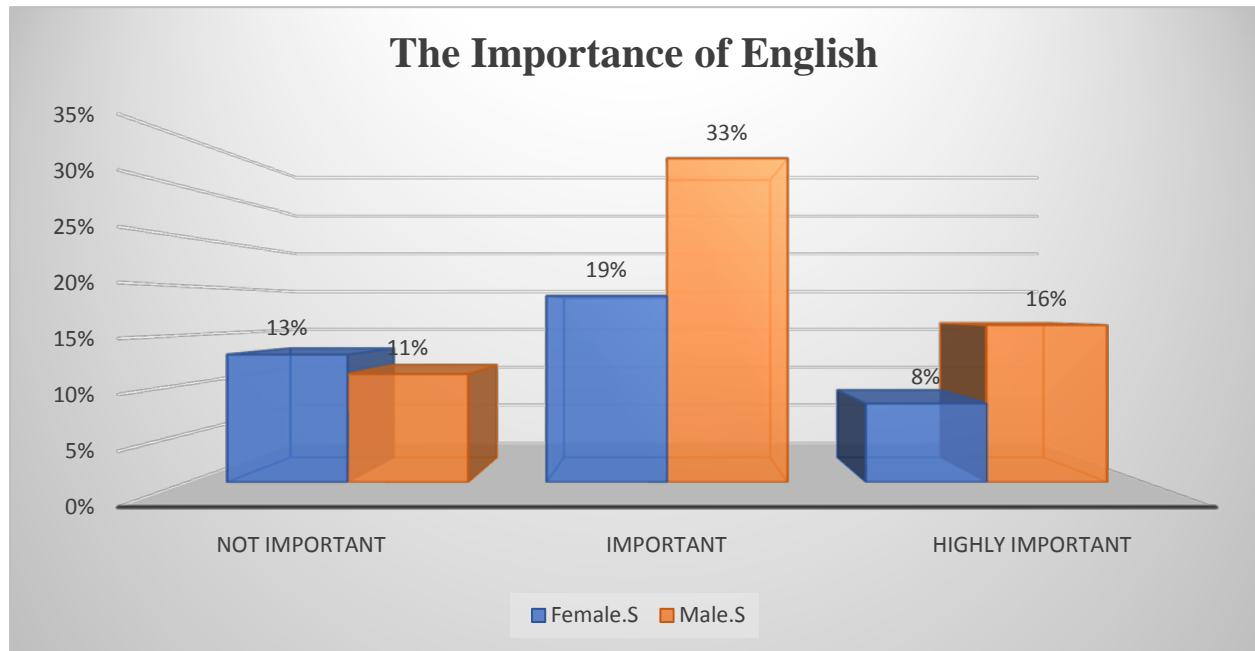hers. This makes us hypothesize that this is mainly because male teachers use varied teaching styles more captivating than the ones used by female teachers which leads us to say, their internal motivation and desire to study EFL is higher. In fact, during the classroom observation, we noticed those male teachers were approachable to their students than female ones. Thus, the common saying that men are abrasive and harsh while women are the soft gender and the repository of emotions and feelings cannot always be taken for granted.

Section Two: Teachers' Gender and Classroom Interaction

Question 01: During the session do you feel motivated to participate using English?
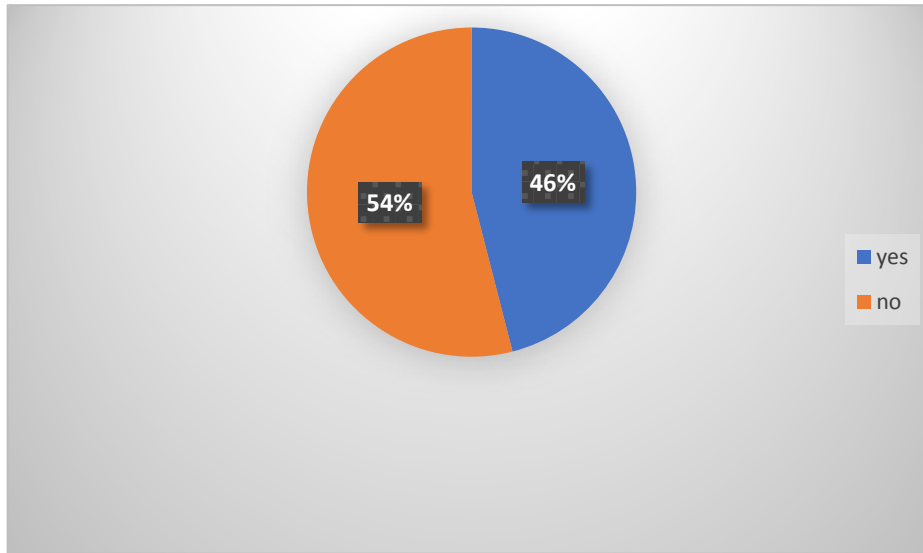
Figure 10: Learners' motivation to speak English "Male Teachers"
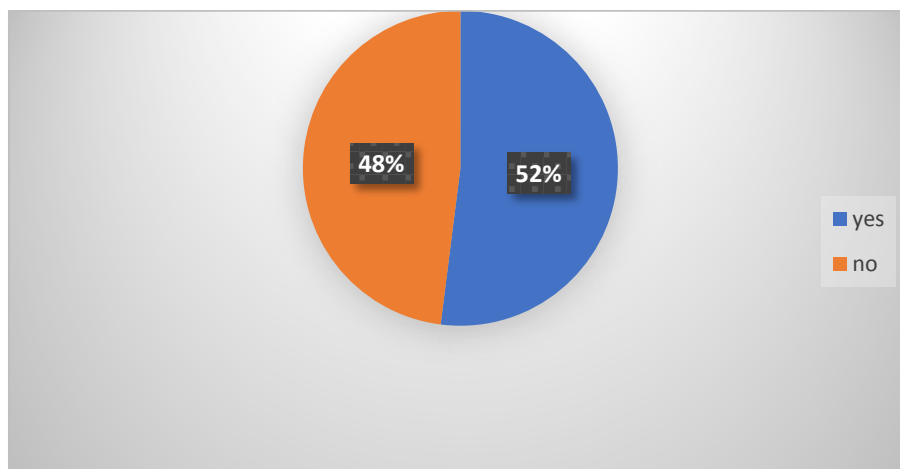
Figure 11: Learners' motivation to speak English "Female Teachers"

The question targeted at knowing if the students are motivated to use the English and to know the frequency of their use of it; how often students voluntarily answer questions or contribute to class discussion. Figures 10 and 11 reveal that students' motivation to use English is not very high in both male and female teachers' classes. The results support Martin and Marsh's study, which found that "motivation and engagement did not vary substantially for boys and girls as a function of the teachers' gender." (2005, P. 332).

-If yes, how often do you use it?
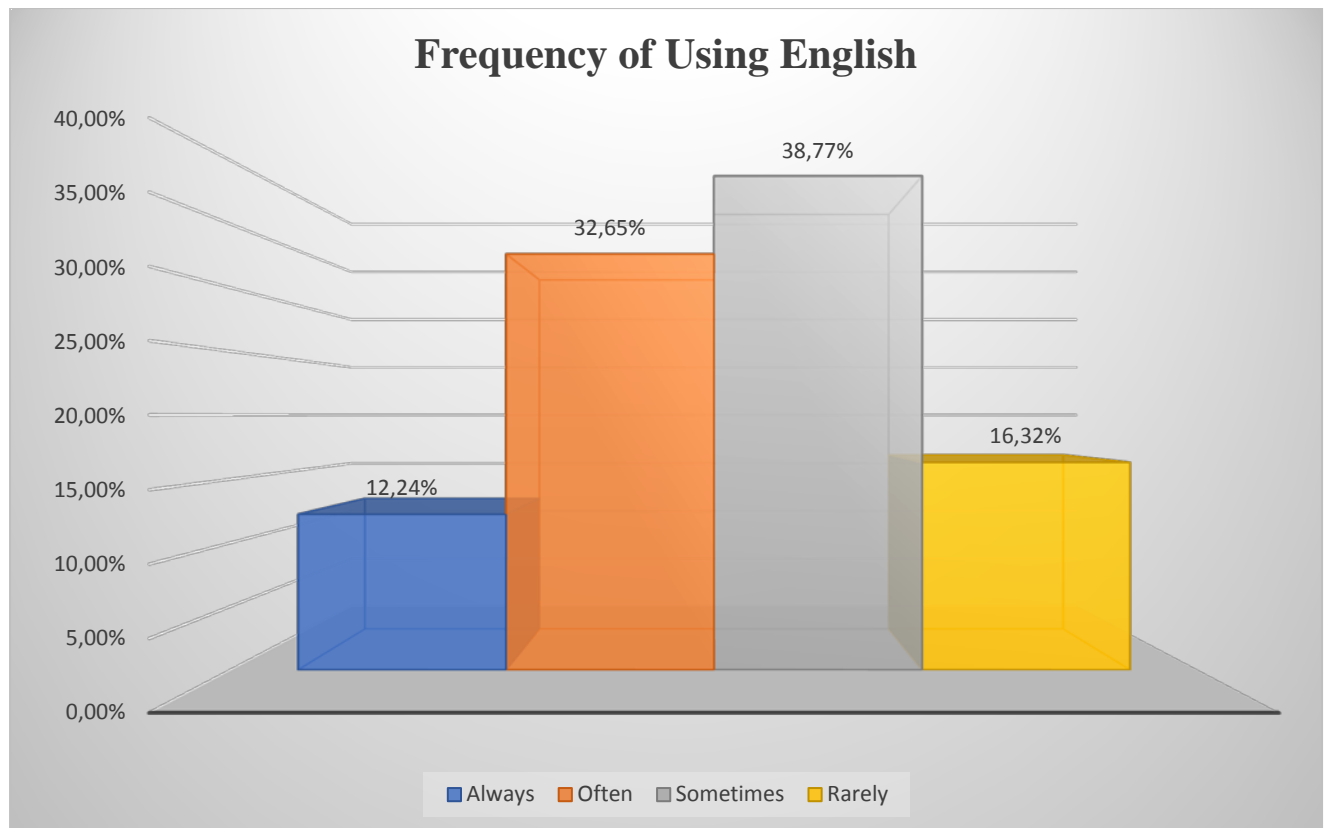
Figure 12: Frequency of using English

From figure 12, we can say that the frequency of students' participation using English differs.

If no, what are the reasons?
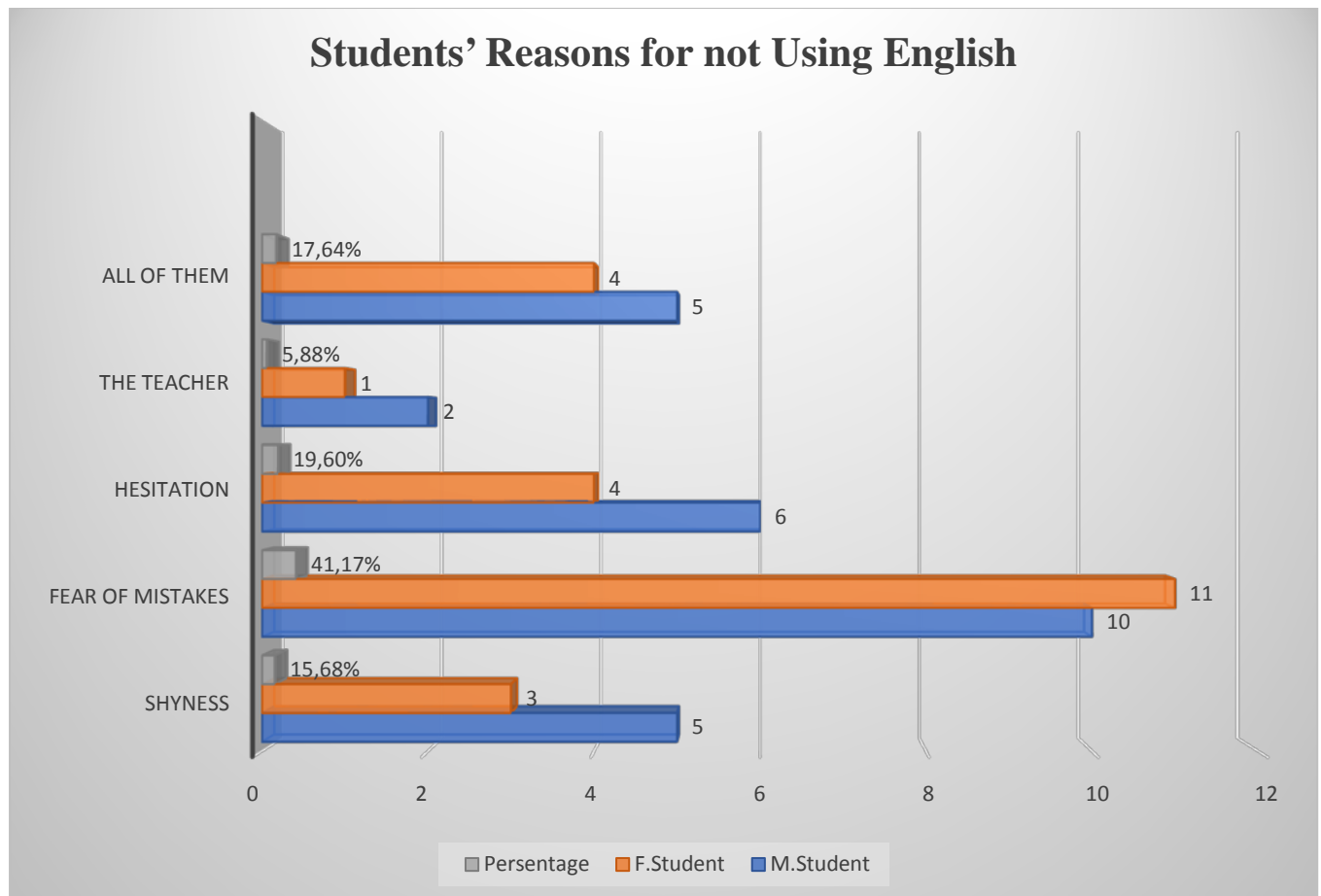
Figure 13: Students' Reasons for not Using English

The students who have shown a lack of motivation were asked about giving reasons. The results clearly show that students' hesitation is higher with female teachers than with male ones. If the results are the same in all the Algerian schools, this will probably have adverse effects on students' oral performance because the teaching profession in Algeria is feminized.

We noticed that the students' fear of making mistakes is considered the first reason behind learners' demotivation. It is possible to think that these students who are afraid of making mistakes already had a bad experience with their teachers who might respond negatively to their answers, making them fearful of being disappointed repeatedly. So, it is essential to consider the students' sensitivity because they are adolescents at this age, they need to be filled out with positive emotions. We also noticed that those female teachers face reluctance from their students to be involved in classroom activities.

Question 02: How does your teacher correct mistakes?
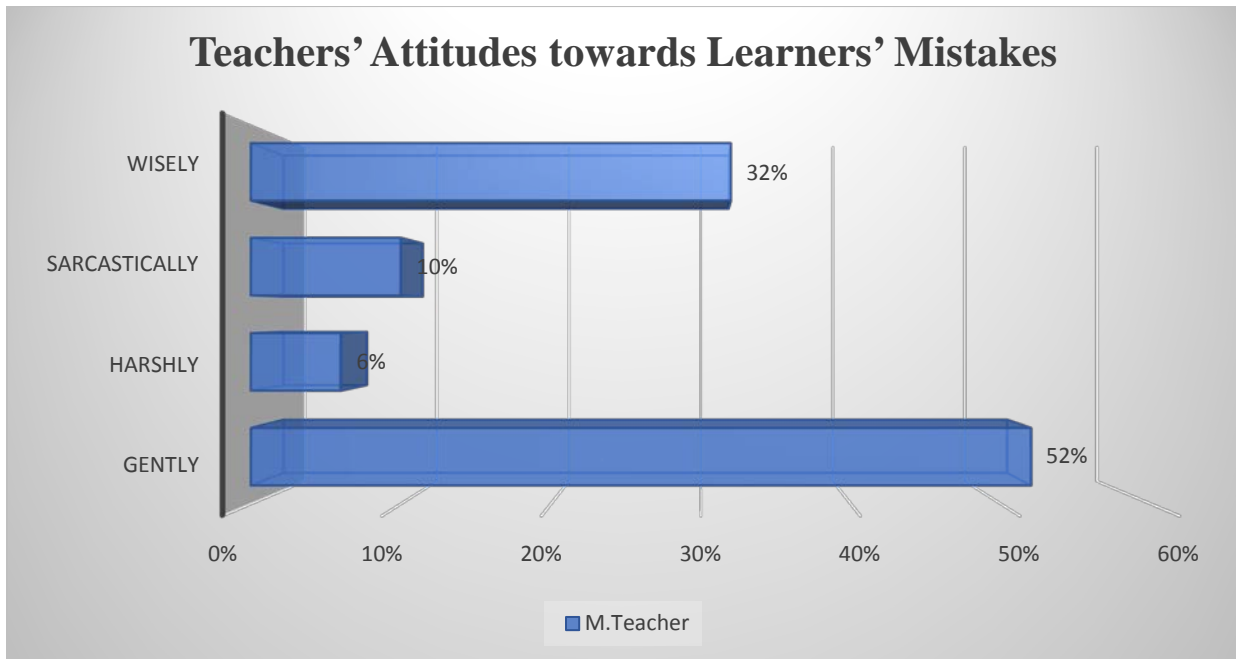
Figure 14: Male Teachers' Attitudes towards Learners' Mistakes
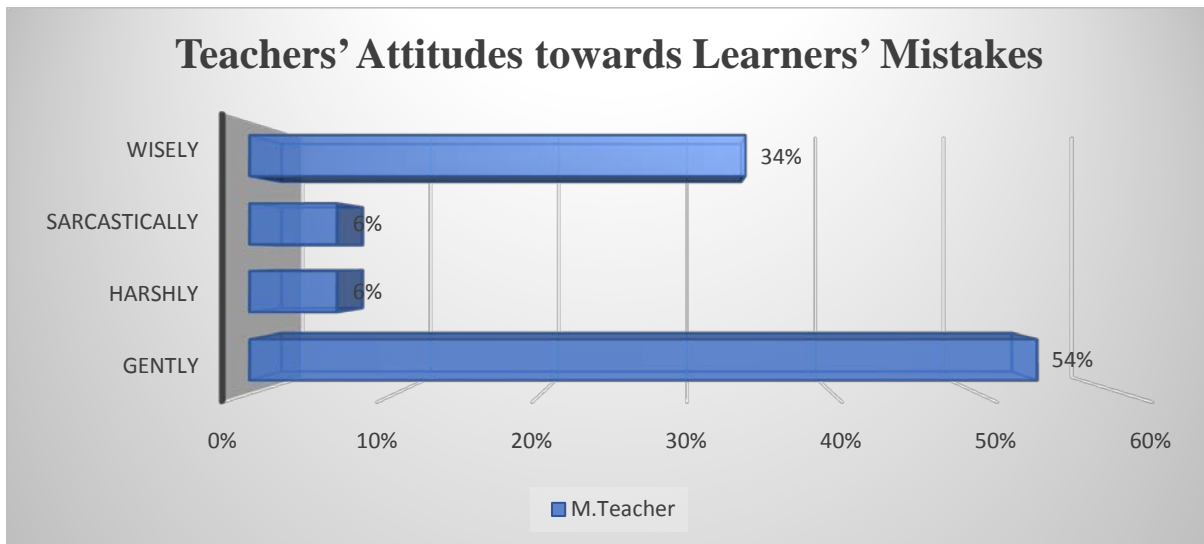
Figure 15: Female Teachers' attitudes towards learners' mistakes

The aim of this question is to know if there are any differences in the way male and female teachers correct their students' mistakes. Figure 14 evinces that most students are delighted with their male teachers' attitudes towards their mistakes. Figure 15 reveals that the majority of the students display content with their female teachers' attitudes towards their mistakes; we can presume that both teachers (males and females) correct their students' mistakes; they accord cardinal importance to fixing students' output as well as on the way they respond to their mistakes.

Question 03: When corrected, do you…..?

a- Feel motivated to speak

b- Stop speaking
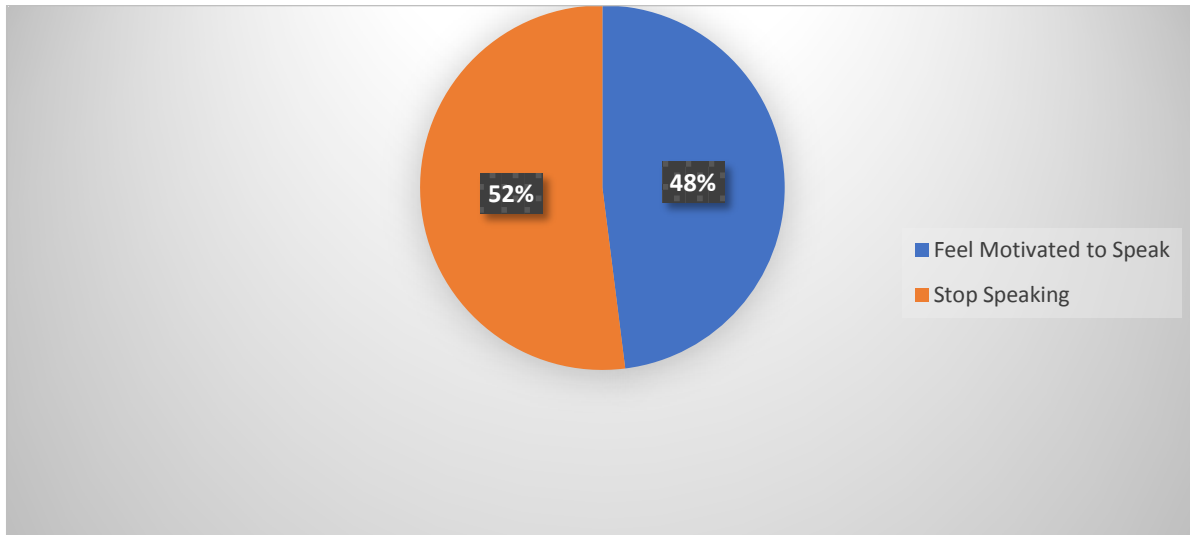
Figure 16: Learners' Reaction to Male Teachers' Feedback
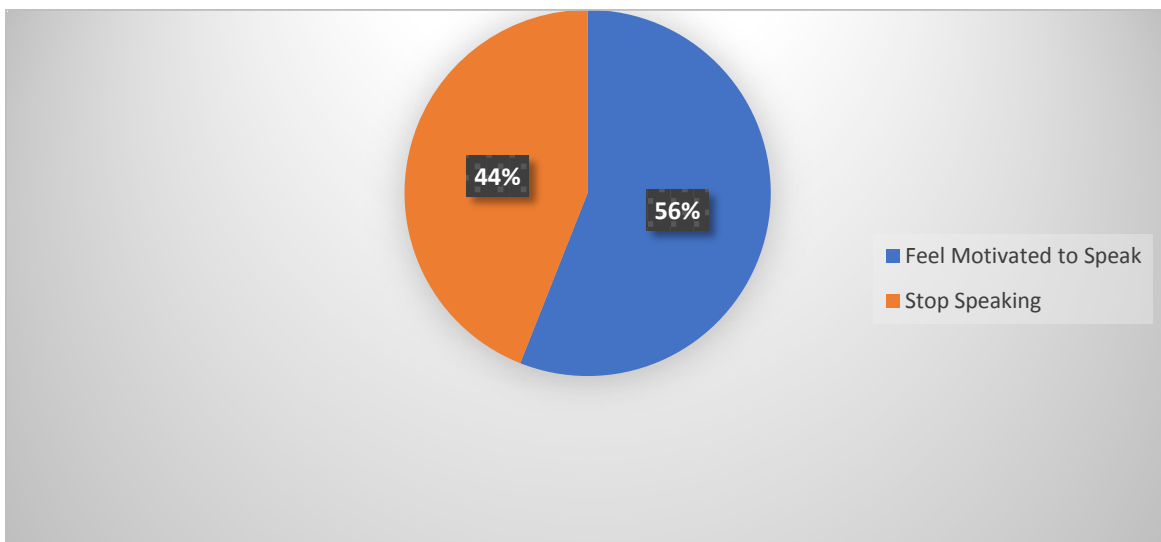
Figure 17: Learners' Reaction to Female Teachers' Feedback

The aim of this question is to know learners' attitudes after being evaluated by their teachers. Feedback is by all means an essential aspect of TLP on the basis that it enhances the learners' academic level through helping them in recognizing their mistakes and knowing their corrections. This is the reason why there is no way for ignoring feedback and its benefits. Research (e.g. Harmer, 2005) proves that if feedback is used in the correct way, it can lead to positive learning outcomes. Therefore, teachers should deeply understand the true nature of feedback; it's most convenient ways of implementation, its various forms and steps, learners' possible reactions to it and the right way of dealing with them and of course its benefits and drawbacks. However, things are not always as easy and simple as teachers might think. Pupils are human beings and the latter's reaction is not always predictable.

Figures 16 and 17 show that 48% of our respondents, which male teachers teach, and 56% are led by female teachers, cease to speak after being corrected by their teachers. It is rationale to attribute to their teachers' unproper way of correcting mistakes. Thus, adopting a positive way to correct errors may be helpful and encouraging students to speak. We can also assume that these learners feel embarrassed, making them reluctant to talk even if they are corrected gently and wisely. In a nutshell, teachers' awareness of the complexity of feedback concerning both its anatomy and outcomes can undoubtedly help both him and his pupils to achieve the predetermined objectives.

Question 04: How often does your teacher call on you?
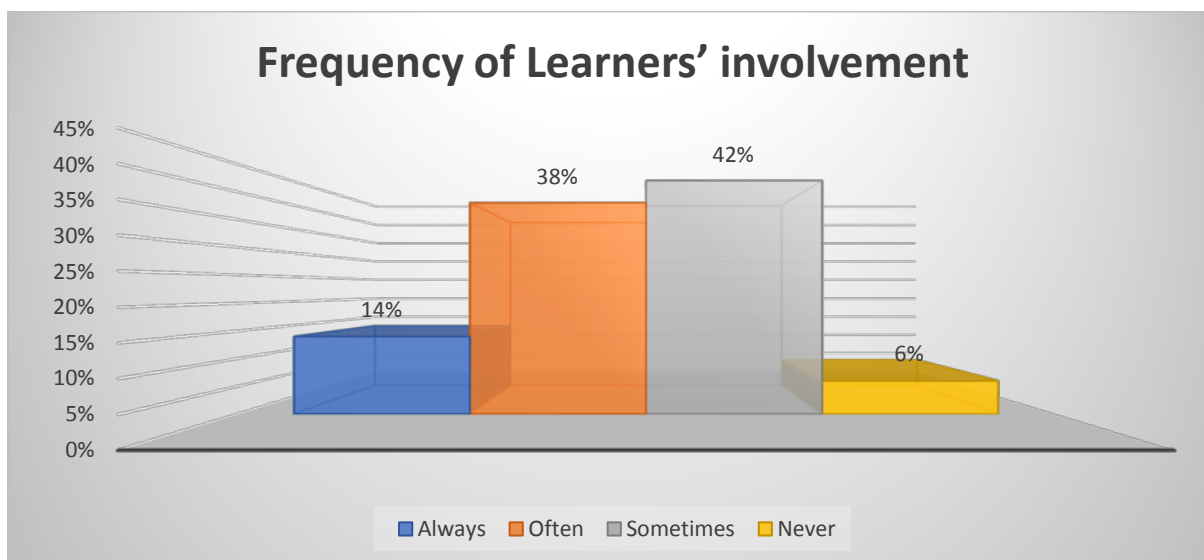
Figure 18: Frequency of Learners' involvement "Male Teachers"
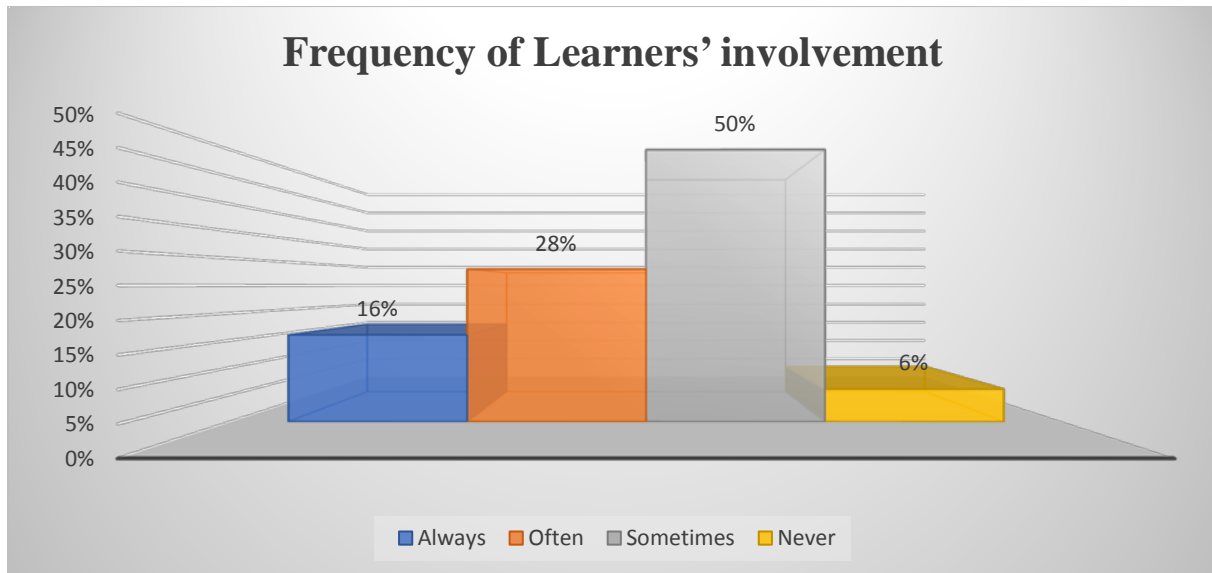
Figure 19: Frequency of Learners' Involvement "Female Teachers"

The aim of this question is to know which gender tries to make his/her students more involved in CD. Interaction is reported by research to be an essential aspect of TLP. This is the reason why, teachers are advised to try to incorporate it into the whole process of instruction hoping that there would be some improvement in the quality of both teaching and learning outcomes. Put it another way, knowing the importance of interaction is just one part of the whole issue. What is equally important is conducting it in a successful way.

Unsurprisingly, figure 18 results reveal that 14% of their students are always called to participate in CI during the session. 38% of those students responded that their teachers often call them. These male teachers, according to 42% of their students, sometimes call on them. However, few students, 6%, denied that their male teachers call on them to discuss with the teacher. Figure 19 evinces that the respondents' female teachers always involve and call always on 16% of their students; on 28% of these students said that their female teachers often call on them, while a considerable number of these students (50%) avow that they sometimes call on them. As the results indicate, both male and female teachers try to involve all the students and make them participate.

Question 05: If your teacher does call on you, does it happen:
a) Only when you raise your hand
b)   Even if you do not raise your hand
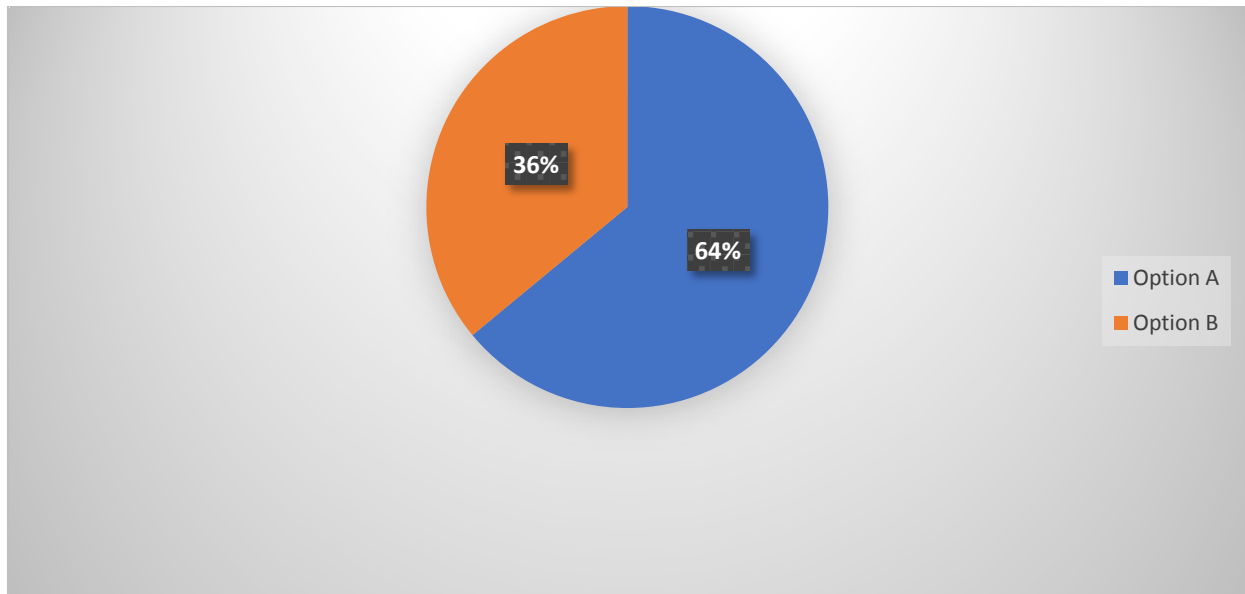
Figure 20: Male Teachers' Calls on Students
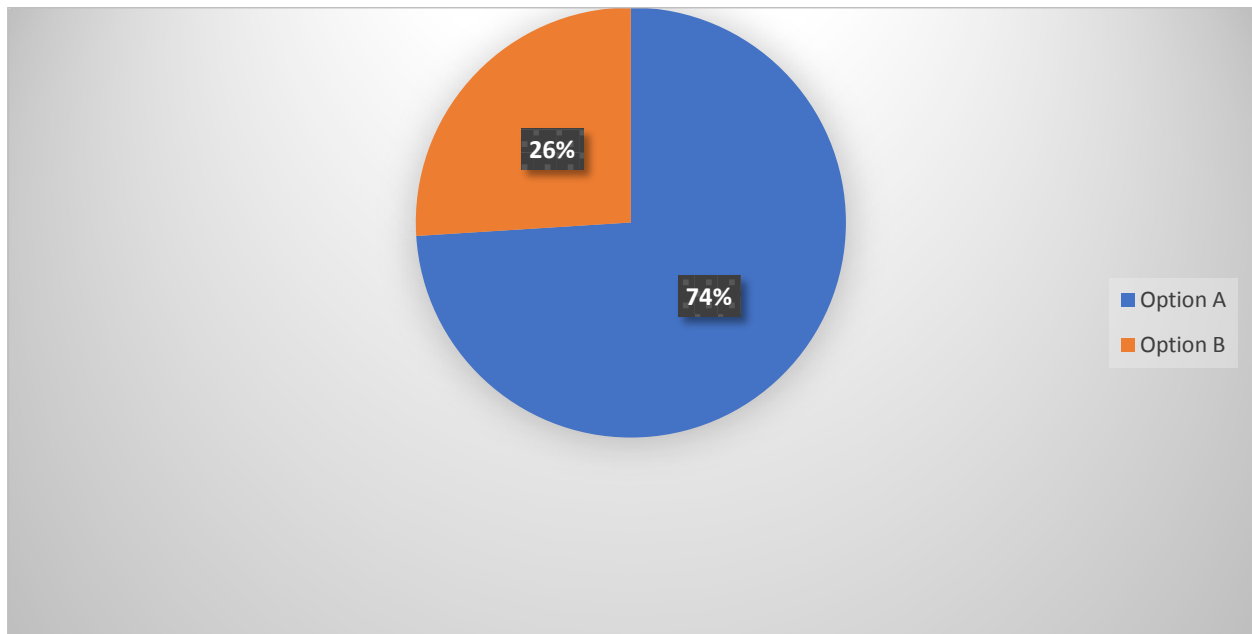
Figure 21: Female Teachers' Calls on Students

The aim of this question is to know which of the two genders tries to involve more students in the classroom discourse. Figure 20 reveals that 64% of the male teachers' calls on their students only if the student him/herself waves with his/her hand, whereas 36% of the teachers' calls happen without the students' initiatives. Figure 21 shows that the female teachers,

compared to male teachers, make fewer attempts to involve all students equally in the classroom discussion.

Question 06: Does your teacher interact more with …?

a) Male students

b) Female students
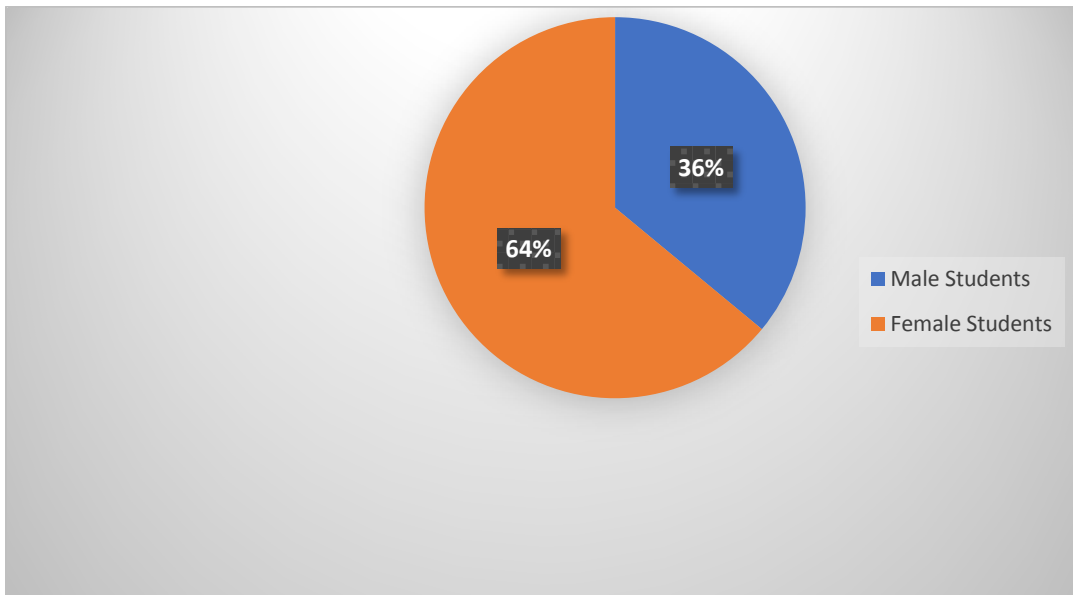
Figure 22: Male Teachers' Interactions with Students
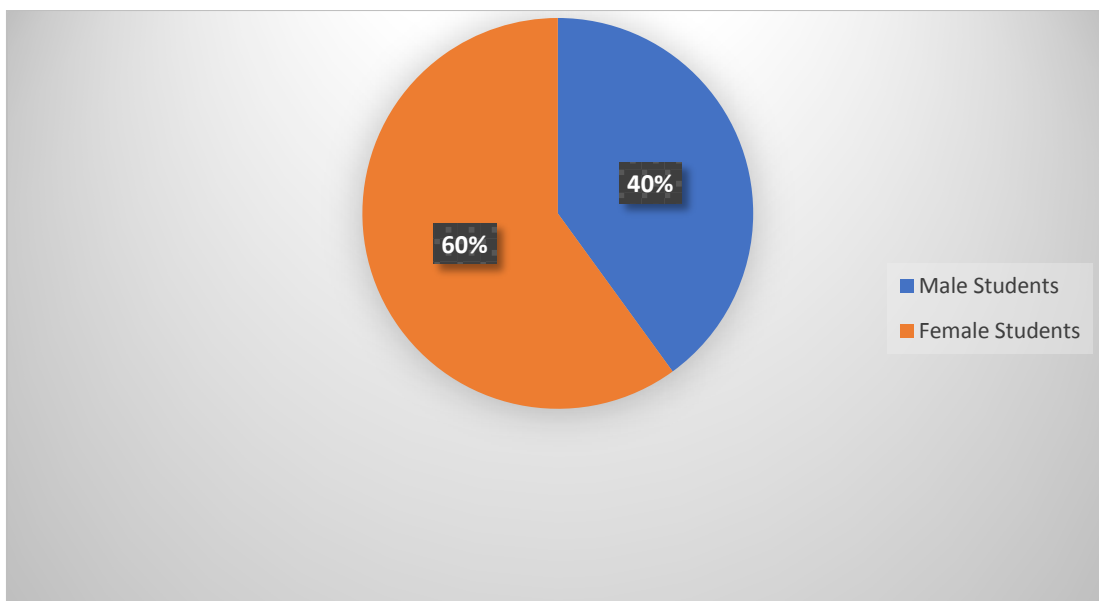
Figure 23: Female Teachers' Interactions with Students

This question aims to know if there is any gender bias among teachers when distributing talks. Figure 22 shows that male teachers interact more with female students. Only 36% of these male teachers' interactions were held with male students. Figure 23 evinces that female teachers also interact more with female students. Regardless of the gender of the teachers, we can say that both genders interact more with female students, which may give the female students more opportunities to outperform their oral proficiency over boys. This also might explain the academic phenomenon of boys' underachievement.

Question 07: Does your teacher treat girls and boys properly and fairly when they misbehave?
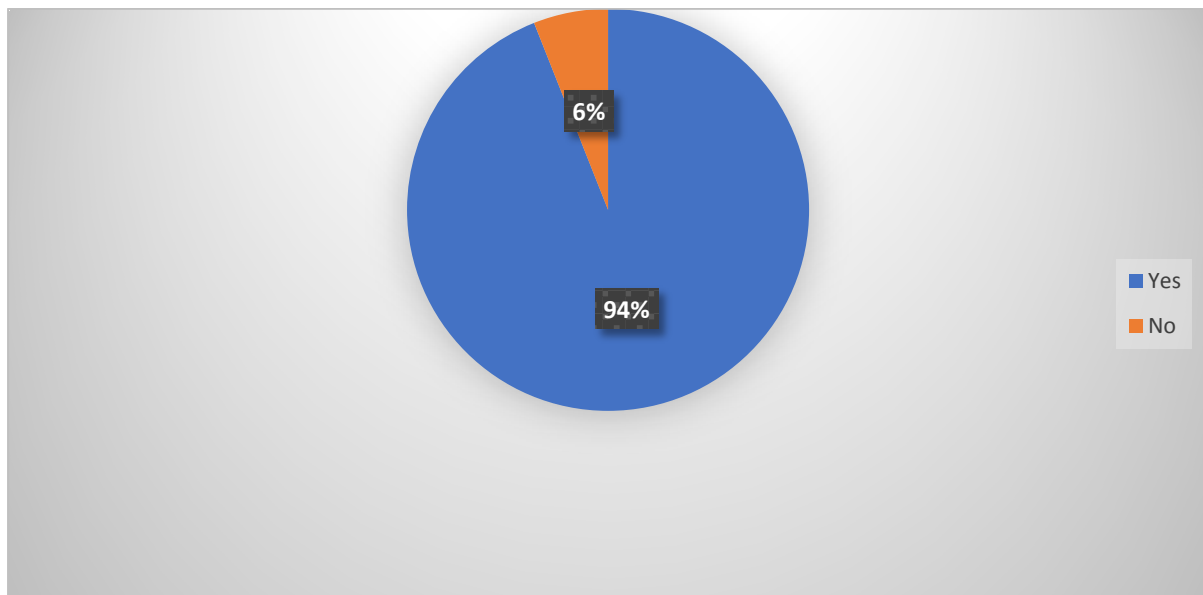
Figure 24: Male Teachers' Treatment of their Students' Misbehavior
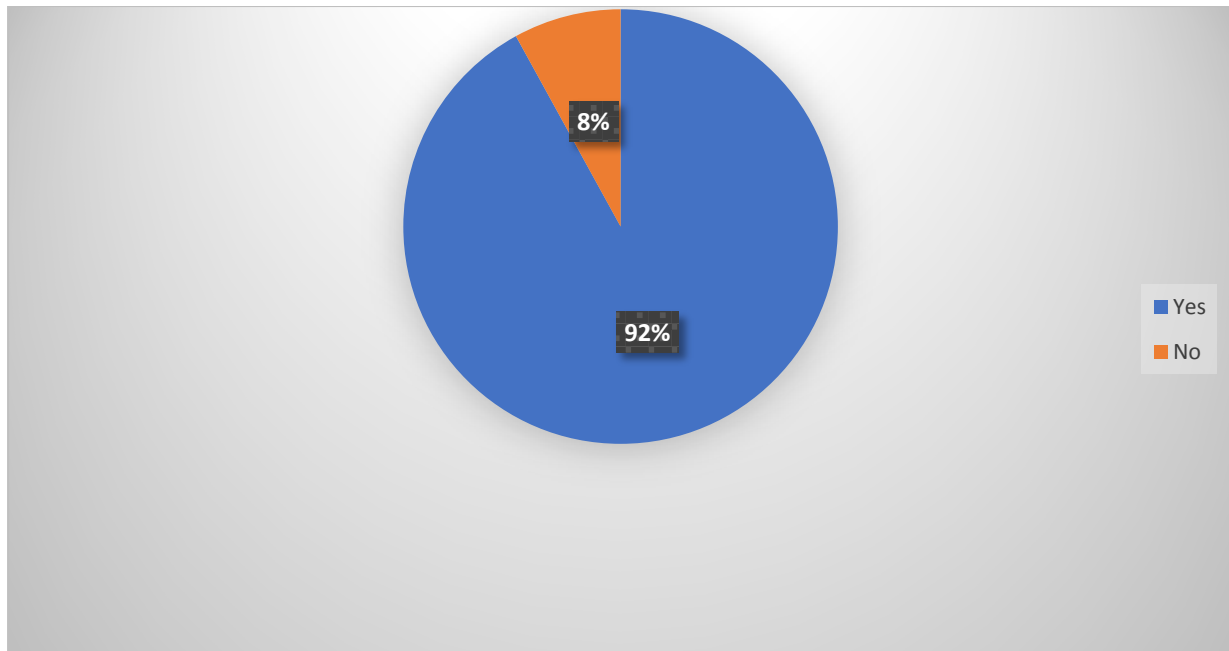
Figure 25: Female Teachers' Treatment of their Students' Misbehavior

This question aims at knowing whether teachers (males and females) react the same way to male and female students' misbehavior. This may help us identify any gender bias in the classroom. From figures 24 and 25, we can say that in both cases, whether the teacher is a male or a female; most students responded that they are treated equally when they misbehave. Except for a few subjects which female teachers teach claimed that their teachers are unfair.

Question 08: In your case, do you prefer to be taught by a…..?
- a- Male teacher
- b- Female teachers
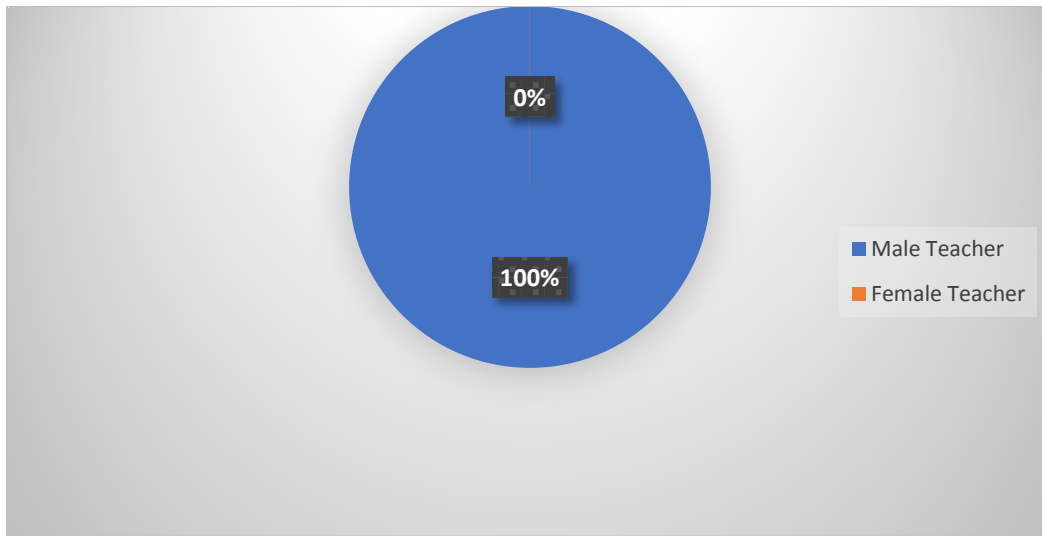
Figure 26: Learners' choice of their teachers' gender "Male Teachers"
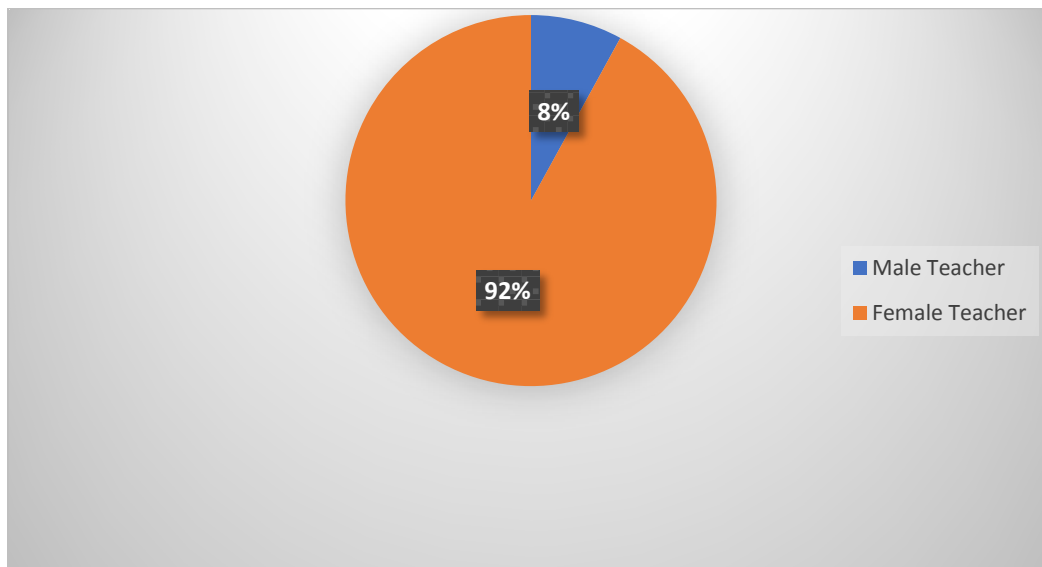
Figure 27: Learners' Choice of their Teachers' Gender "Female Teachers"

This question aims at knowing whether the students prefer to be taught by a teacher of the same gender or the opposite one. Figure 26 shows that all students (100%) taught by male teachers are fully satisfied, and they have no problem with their TG. They prefer to be led by a male teacher. Figure 27 reveals that 92% of the students taught by female teachers are satisfied, and they appreciate being led by female teachers (they prefer female teachers). However, a minority of those students (8% of the respondents) like to be taught by a male teacher. When we asked students about the reasons behind their choice of their TG, students prefer being taught by

a male teacher because he has perfect control over the classroom in the sense that he provides a healthy learning environment. Students justified their preference of being taught by a female teacher by saying that they are kind and understanding. They added that female teachers provide cozy learning.

2.3 General interpretation of findings

The learners' questionnaire aims at investigating the similarities and differences in the discourse of male and female teachers in the EFL classroom. The pupils' questionnaire was an important tool to prove whether the teacher's gender influences EFL Algerian high school. The participants of the study are in contact with their teachers for three to four hours a week. Thus, the pupils' views can work as a clarification and support the analysis. The focus of the study has been on three elements: the gender of the teacher, classroom interaction, and the academic achievement of the pupils. In the light of the results obtained from the questionnaire assigned to pupils, we can affirm that:

First, it seems that teachers' gender does not affect the learners' interactive proficiency. Both male and female teachers try their best to encourage learners to speak through varied classroom activities and discussions and give them even opportunities to hold the floor during classroom discussions. Another critical point is that both male and female teachers adopt a positive attitude when dealing with students' mistakes, which is likely to alleviate their anxiety and motivate them for more classroom engagement. Besides, when we asked the respondents about their favorite TG, we noticed relative favoritism towards male teachers. However, another critical point we cannot ignore is that both genders are prone to interact more with female learners. This might be so because females are more willing to sustain their educational performance, the core reason for boys' lagging.

3. Teachers' Questionnaire

3.1 Description of the Questionnaire

The questionnaire aims to get an insight into the teachers' perceptions of the contribution of their gender, and its role in increasing learners' interactive competence.

The teachers' questionnaire was administered to 20 teachers. Among them, there are ten male teachers and ten female teachers. The questionnaire begins with a very brief introduction that

explains the aim of our questionnaire and the procedure of answering the various questions. It is divided into two sections made of nine questions. These questions are of three types: yes/no questions, multiple-choice questions, and open-ended questions requiring a resounding answer. Teachers were asked to answer the different questions by ticking the appropriate response and stating their views when necessary.

3.2 Analysis of the Teachers' Questionnaire

Section One: Background Knowledge

Question 01: Your degree
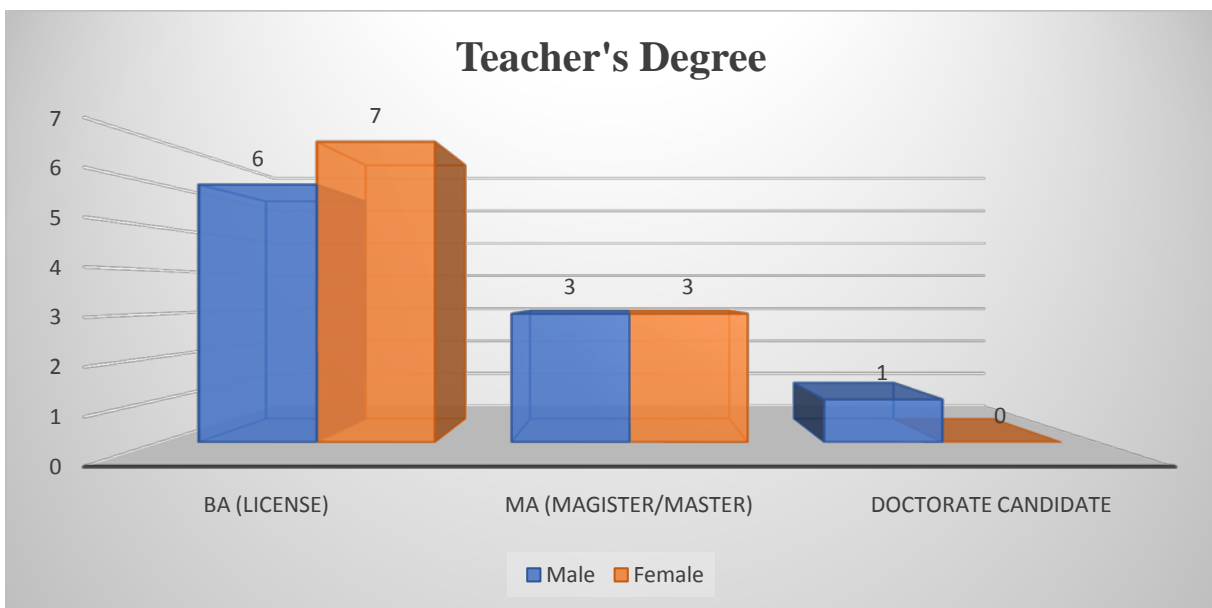
Figure 28: Teachers' Degree

This question aims at identifying teachers' educational level since teachers' degrees, somehow, gave as a closer glance about their teaching style. The data above implies that the majority of teachers who constitute the sample of our study have an educational background that does mainly fit the academic profession are meant to build students' language competency and to reach some mastery of the four skills, but not to prepare them to meet up learners' different learning styles.

Question 02: Gender
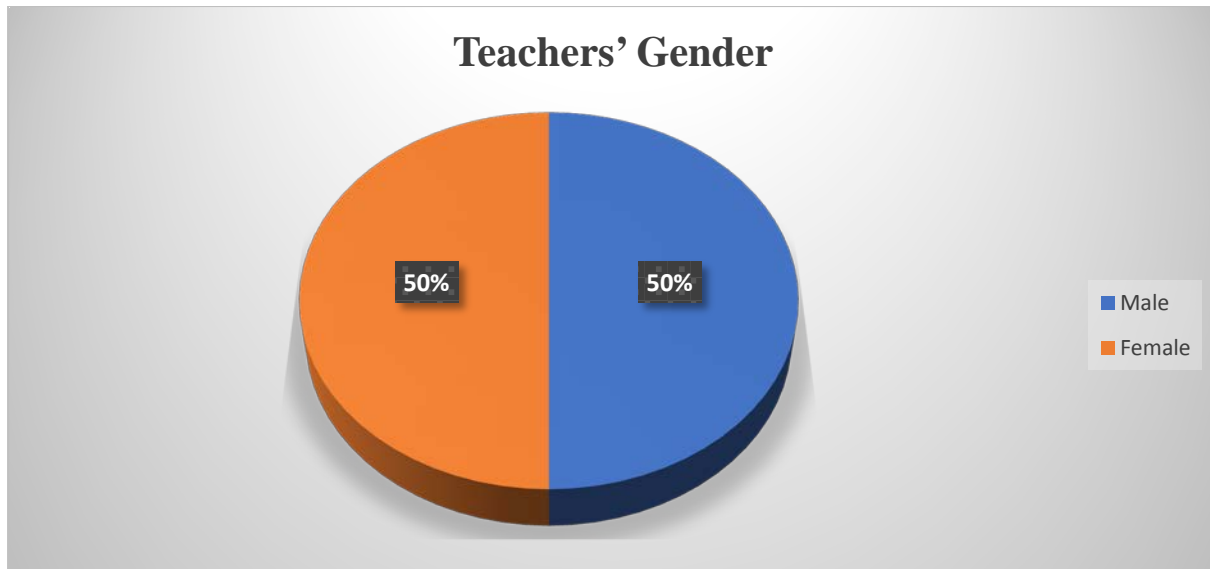
Figure 29: Teachers' Gender

This research investigates teachers' gender and its effect on learners' classroom interactivity, which is necessary because gender is crucial in our research work. Purposefully, we administered our questionnaire in two equal shares to wear the shoes of objectivity to the investigated issue through examining an equal number of teachers from both genders. Nevertheless, we have noticed that the number of female teachers exceeds that of male teachers in a screaming level, the thing that urged us to examine ten random high schools to see the in-field overpowering gender. We investigated the matter in six primary regions of Tiaret, and we found the following results:

High School	Number of English teachers	Female teachers	Male Teachers
Colonel Lotfi_Souguer	4	3	1
Khaled Bekhaled_Souguer	4	3	1
Zagloul Youcef_Ouedlili	4	4	0
Mahboubi Mohamed Lhadj Lazhari_Hamadia	6	4	2
Al-Arbi Belkhir_Frenda	6	5	1

Ibn-Rostom_Tiaret	4	3	1
Aflah Ben-Abdelwahab_Tiaret	4	3	1
Tabouch Mohamed_Melako	4	4	0
Belhouari Mohamed_Tiaret	4	3	1
Bouchareb Naceur_Sougeur	4	4	0
Total	44	36	8
Parentage	100%	81,81	18,18

Table 01: Percentage of male and female teachers

The table shows the inharmonious number of teachers' gender distribution in these schools could result from the social perspectives and males' view concerning teaching, which is mainly seen as a female task and an unrewarding job financially and morally.

Question 03: Length of Experience…..Year(s)
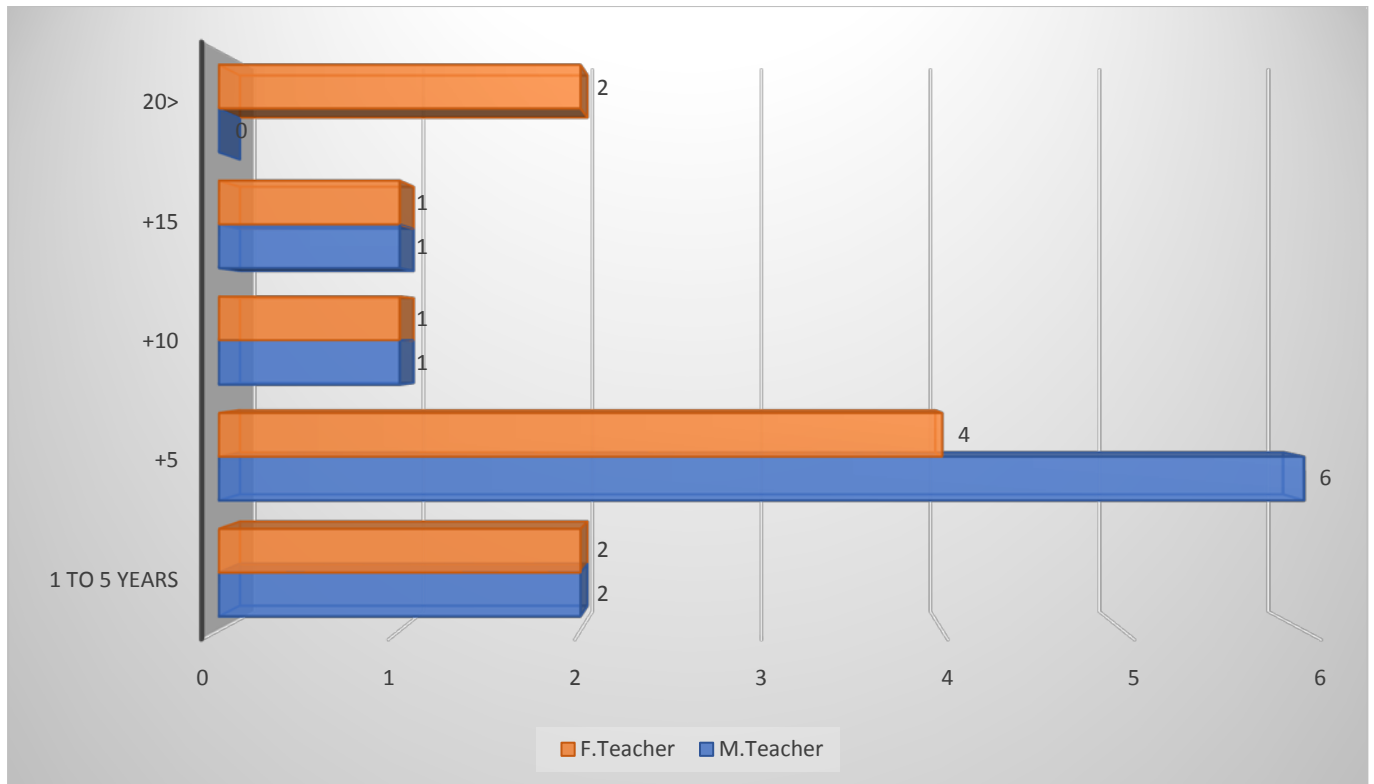
Figure 30: Teachers' Experience in Teaching

Experience is one of the important qualities of a good teacher. This question seeks to investigate if the teachers' teaching experience in EFL classes can affect their teaching and the way they see the teachers' gender role in developing learners' communicative skills.

The figure above shows that it is noticeable that female teachers are much more experienced than male ones in general, which could be justified by the nature of this profession, at least in the Algerian context. It would not be a secret that teaching and teachers are not that much liked by their staff nor by society itself. Being a teacher is a topic of mockery everywhere, owing to the marginalization the field is subject to. Moreover, as a teacher in Algeria, as was seen in the sample question, it is the last thing for those who can find no other solution else but teaching. Thus, we concluded that most teachers are more experienced since they have been teaching EFL for an extended period. However, some teachers are less experienced than others.

Question 04: Is it your own desire to teach English?
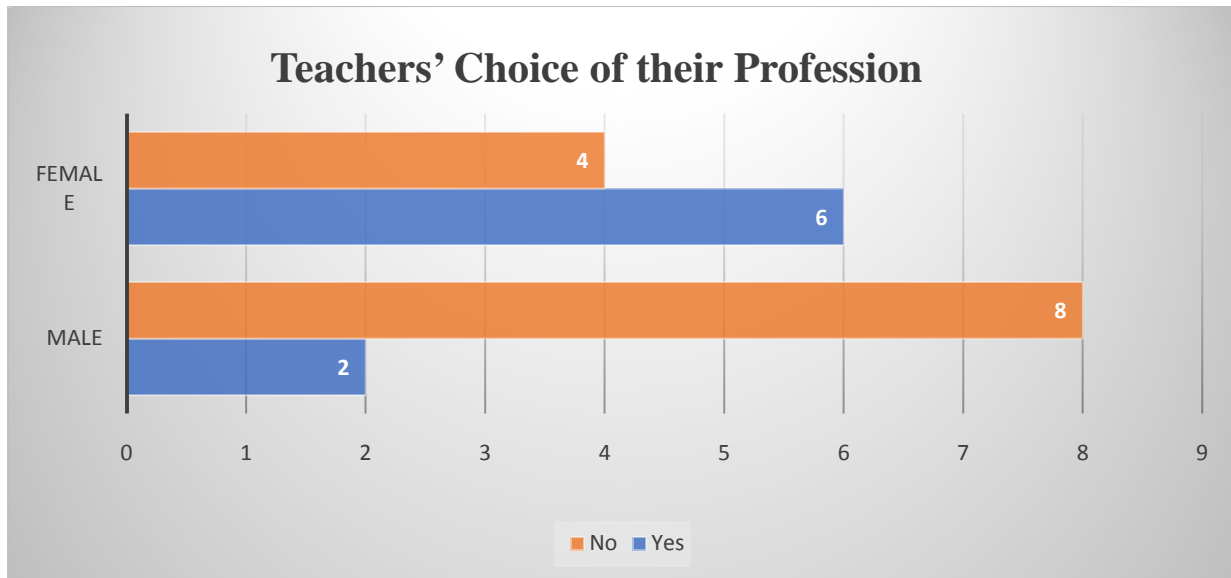
Figure 31: Teachers' choice of their profession

The figure above shows that most questioned teachers are responsible for an essential and noble profession they have no desire for. Lack of interest means lack of intrinsic and extrinsic motivation, which can have devastating effects on both sides of the teaching process, teachers and learners (Paul,2013, para.3). When asked to justify why they chose a profession they do not even like, most of them replied that they ain urge was "Money." Teaching, according to them, is the only option in a country that is impoverished in terms of opportunities. Some female teachers noted that they were obliged to choose this job because it is the only option in a country whose customs and traditions still perpetuate gender discrimination and stereotypes. As for male teachers, only two avowed that teaching English was their dream. However, one of them wrote a note saying that the daily regrets choosing such a field, and if the chance popped back, undoubtedly, he would select whatever except teaching.

Section Two: The Effect of Teachers' Gender in oral Classes

Question 01: Do you evaluate your students' oral production?
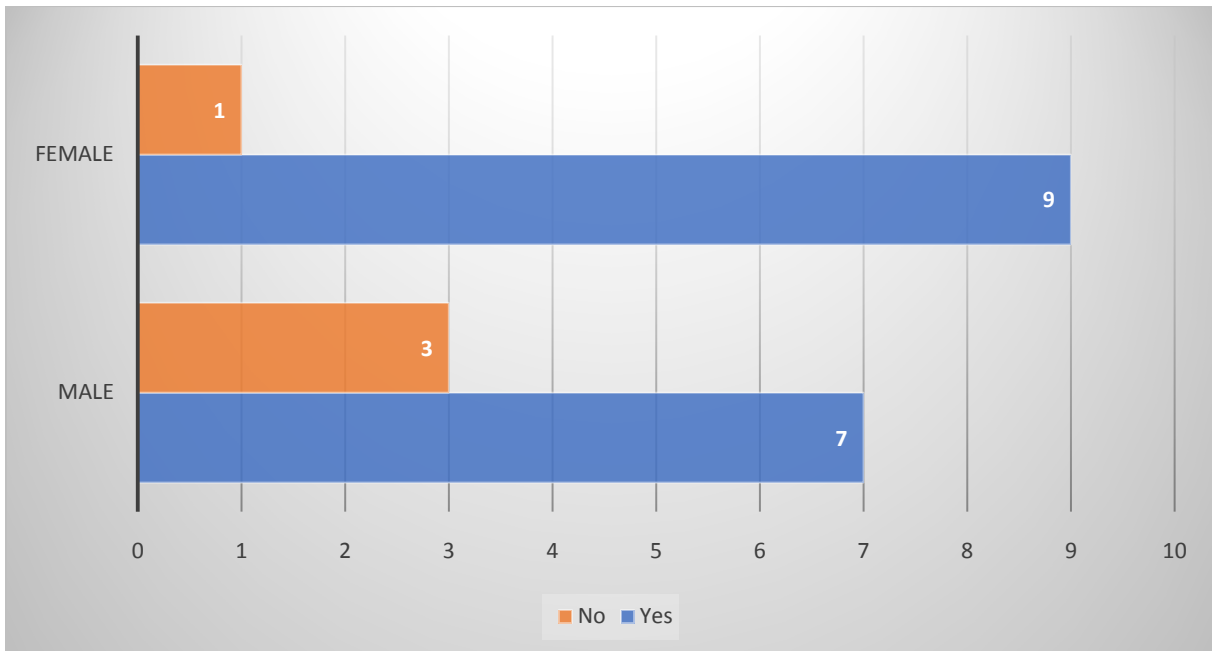
Figure 32/A: Teachers' evaluation of students' oral production

Evaluation is a kernel part in judging student understanding. The main aim of this question is to see whether learners are evaluated so as to be aware of their strength and weaknesses and to tailor the best remedy. The above figure shows that the majority of our respondents evaluate their learners' oral production. While most of those who said that they do not assess students' oral performance were males. However, the absence of oral evaluation could lay its weight on the syllabus that cares much about writing and reading than speaking and listening. It is also possible to think that this is because teaching was not the first choice of most teachers. Thus, some of them are unlikely to do their work perfectly well.

We asked our teachers to mention the preferred way of evaluation which they use in classes, and the figure below summarizes their answers:

Methods of evaluating learners' oral proficiency
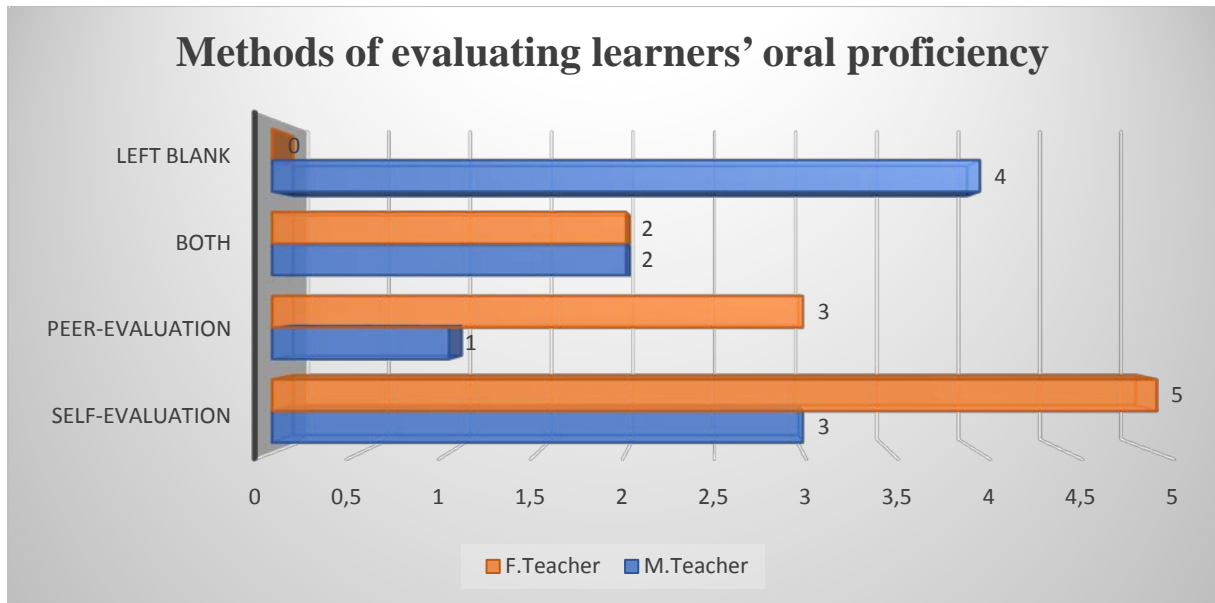
Figure 32/B: Methods of evaluating learners' oral production

Four male respondents left the choices unmarked, which could mean their use of other unmentioned techniques. It is also possible to think that teachers use teacher evaluation exclusively because, at this level, students are not competent enough to evaluate themselves or to be evaluated by other colleagues. Of those who chose Self-evaluation, we noticed that females ticked it more than males did. Females' reliance on self-evaluation might not be beneficial for students to improve their level because, as we said before, students require teachers 'evaluation at this stage.

Question 02: Which gender performs better orally?
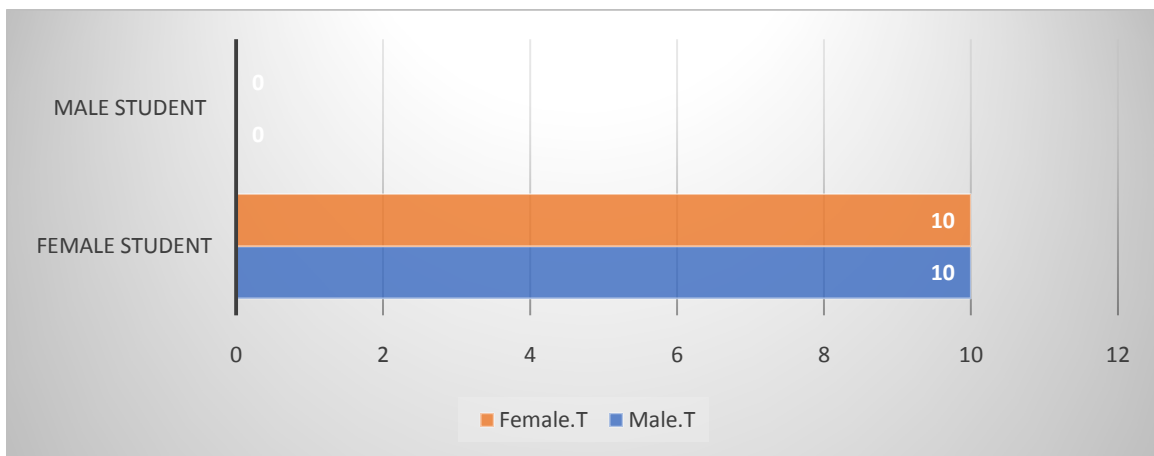
Figure 33/A: Male and female students' oral performance

This question is in line with the overall aim of the present work to reveal if the learner's gender is of a different achievement level in the EFL classes. It is crystal clear that our respondents have a clear-cut answer regarding the oral performance of both genders. Females are better oral performers. They express themselves orally better than males do, and that was noticed in the observational phase.

To uncover the reason behind males' negativity, we asked our respondents to tick the reasons they think are behind students 'underachievement.
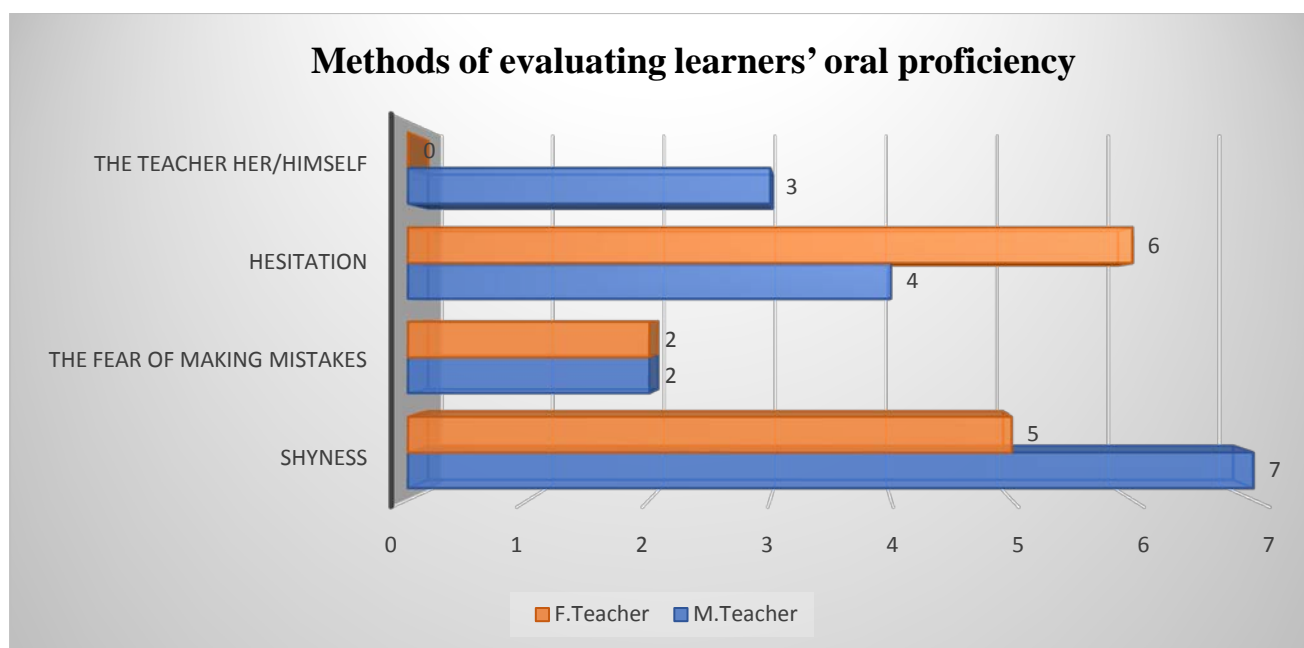
Figure 33/B: Reasons behind boys' underachievement

According to 12 teachers of our sample who replied that the core reason behind male students' low performance is shyness. Hesitation was ticked 10 times, which rank it the second principal reason behind learners' passivity. Fear of making mistakes and the teacher him/herself come both as the third reason. The teacher can negatively affect learners' (mainly males') performance because of his/ her level, gender, strategies, and many other factors. For that, we asked our respondents to cite other reasons. They claimed that male learners lack courage, lack language competency, and are not interested in studies in general.

Question 03: What do you suggest to raise the performance of the gender that achieves less?

Most of our respondents suggested sessions that are meant for none but practice as an objective; others opined that motivation must be planted in these learners, which cannot be done

because of the current situation of the educational field. A respondent did stress that nepotism did make its way deep in our Algerian classes and the professional area. Thus, it will not take a long time that the other gender will join males in their passivity. Some male respondents mentioned that what pushes females to be studious is the Algerian customs. He explained that if a female fails in her studies, the house will be her lifelong abode. This interpretation does not seem reasonable. It reflects the male teachers' stereotypes which view women as objects who are devoid of intellectual abilities. It is worth mentioning here that of those wholes of this questionnaire were males take the lion share.

Question 04: Do you interact with male and female students equally?
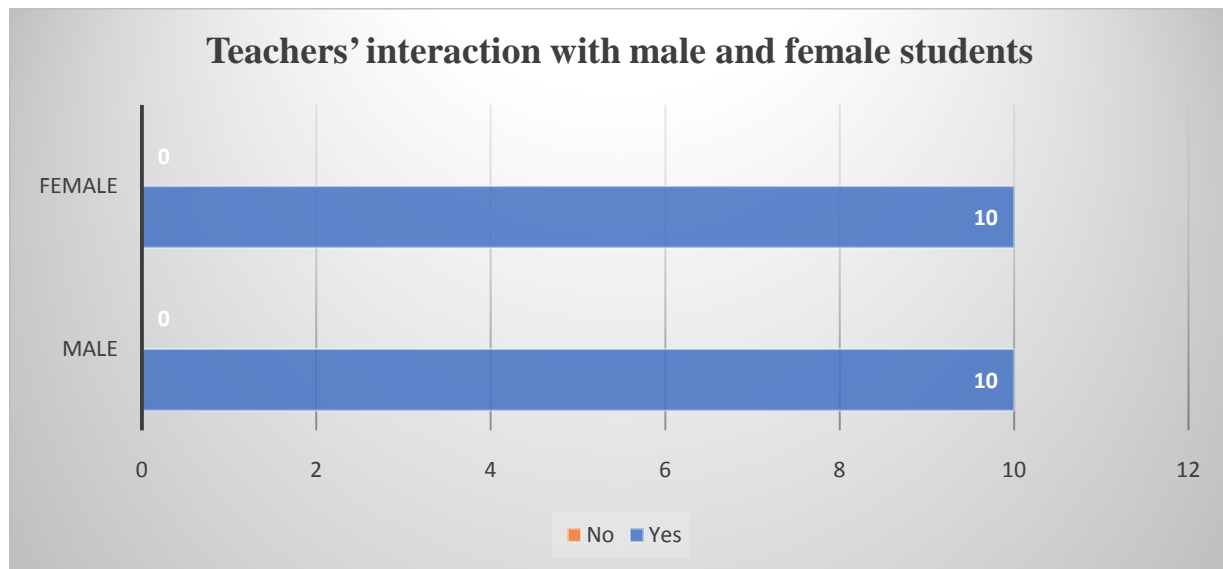
Figure 34: Teachers' interaction with male and female students

We asked our respondents if they interact in a harmonious way with both genders aiming to see if there is any discrimination or marginalization in their practices. It seems that both female and male teachers respond in a fair way to their students regardless of their gender. Gender equity is achieved in these teachers' classes. Irrespective of the learners' level, and whether he/she is active or passive, teachers should deal with their learners equally to evade any gender discrimination in their classes and create a healthy learning atmosphere for both male and female students.

Question 05: Do you respond to male and female students' answers the same way?
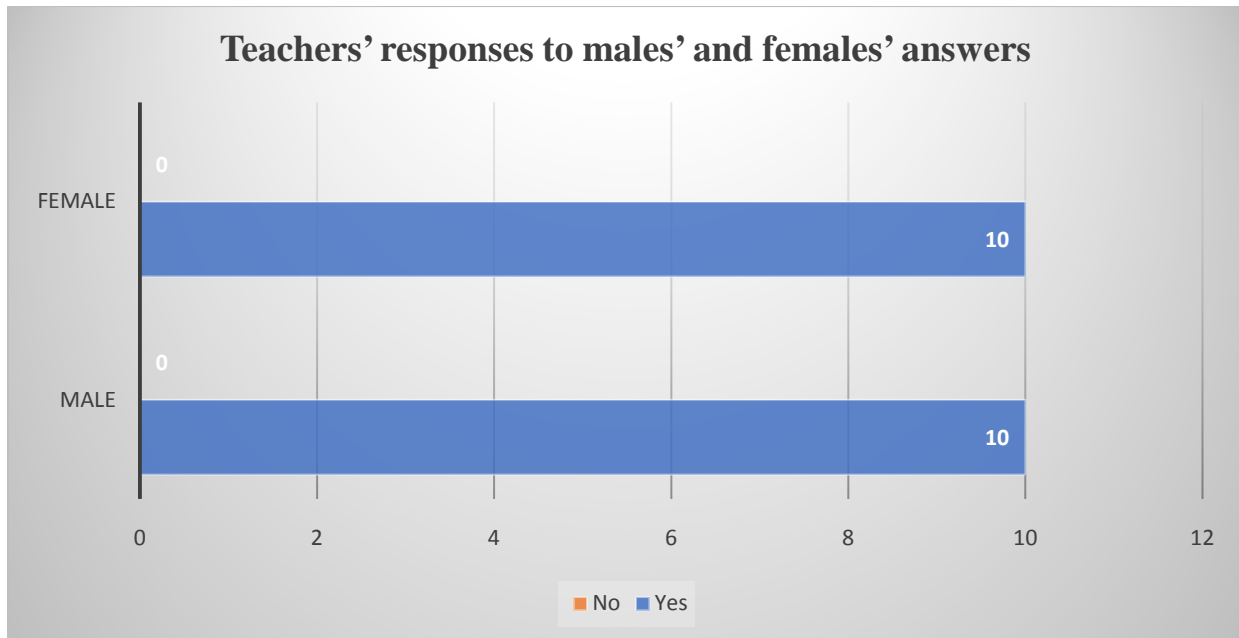
Figure 35: Teachers' responses to males' and females' answers

This question is mean to see if male and female teachers react to their learners' answers in the same way, giving them both a fair concern. In addressing both genders, even though all beat the "yes" square, a male teacher added a note below saying that he sometimes does not respond equally. He justified: "I am interested in females more than I am in males since they show much more interest in the subject matter and show much respect through their hard work and keen character to study and excel." Though our sample is small, it is possible to think that this male teacher is not an odd case; what is remarkable in real classroom settings is that some male and female teachers give more attention and value to female students 'answers because they are more active than boys.

Question 06: When planning your own tests, exams, worksheets etc., how much do you take gender equality into consideration?
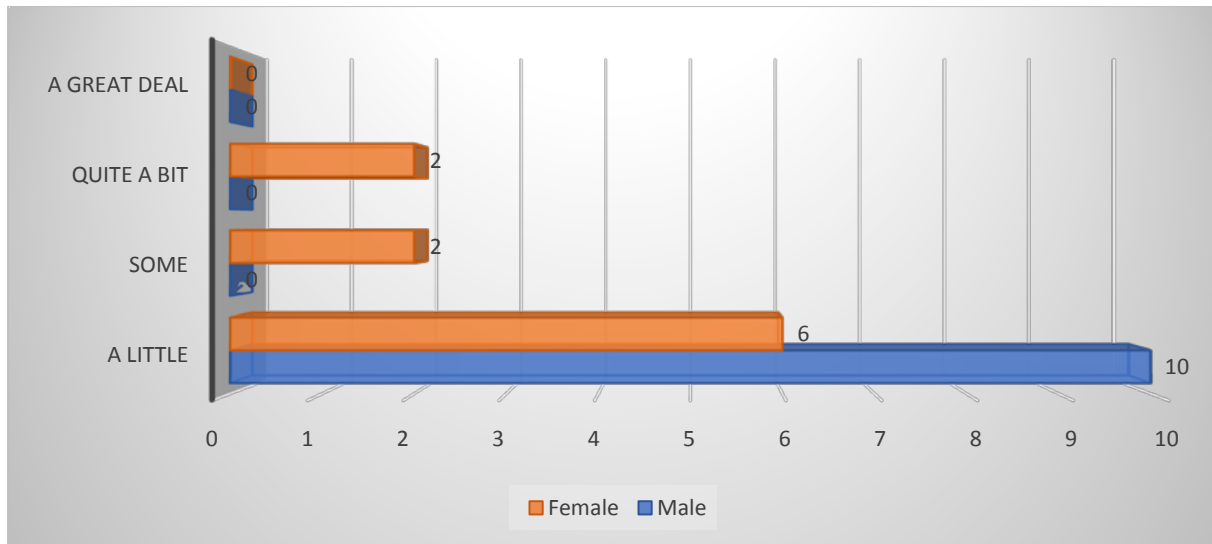
Figure 36: Gender Equality in Tests, Exams and Tasks

It is worthy of mentioning that most informants do not take seriously gender equality into account when designing tests or tasks (10 males and 6 females). Yet, two female teachers showed 'some' concerns in considering the equality between pupils' genders, and another two levelled their situation as ' quite a bit.' Thus, the female teachers have much more attention to gender inequality in their classes.

Question 07: Do you believe that the teacher's gender may affect learners' oral proficiency?
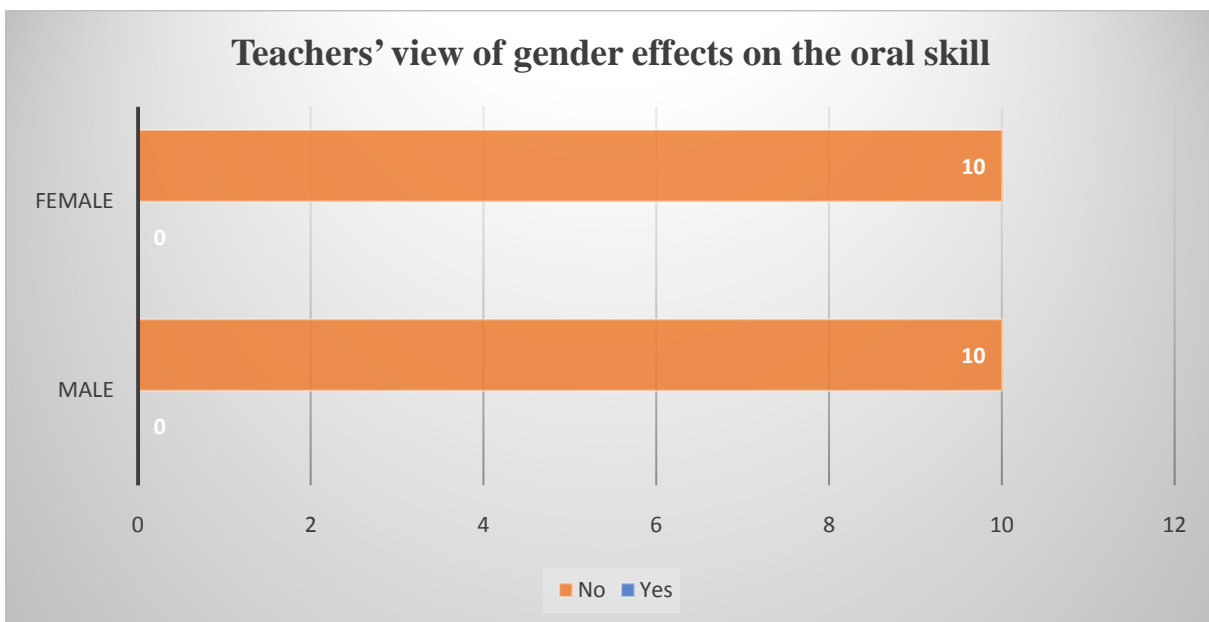
Figure 37: Teachers' view of gender effects on the oral skill

A teacher's attitude can weigh a lot in his career success and his learners' learnability. We asked this question to find out if teachers believe that gender has an effect on the development of students' oral skill.

All of our respondents answered "No." They believe that teachers' gender is ineffective when it comes to oral proficiency development. None of our subjects ticked the "Yes" option. In their justification, most of them related oral proficiency development to teachers' professional skills and the learners' readiness to learn. Other teachers explained that oral proficiency development is influenced by other factors that have nothing to do with the teacher/ learner binary. These factors include society's expectations, the schools' inadequate equipment, and involving politics in students' scores. Though all the justification offered is rationale, one cannot be assured that teachers' gender does not play any role in students' oral proficiency. Even if teachers' gender influences their teaching practices, most of them cannot be self-critical.

Question 08: What gender do you prefer to teach?
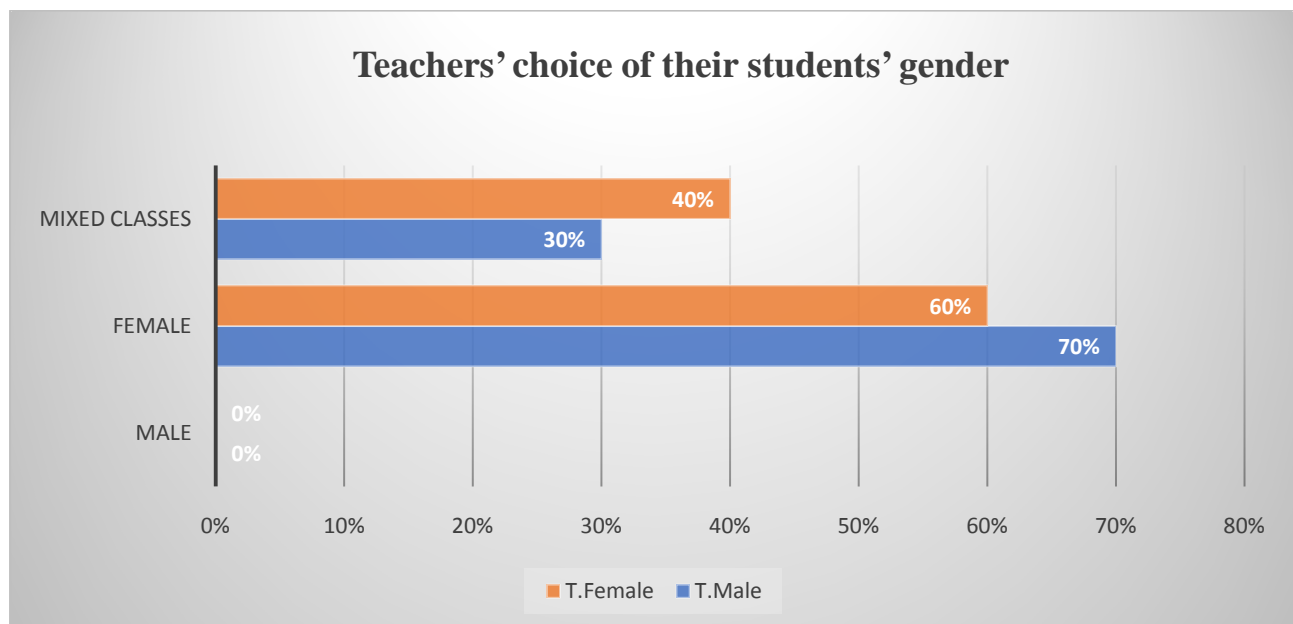
Figure38: Teachers' choice of their students' gender

This question was asked to assess teachers' preferences in terms of SG and which gender is the most preferred by them. It is worthy of attention that our selected sample of teachers consist of 10 male teachers and10 female teachers.

None of our respondents chose males as a preferred gender to teach. 70% of the male respondents and 60% of the female ones decided female students as the preferred students to teach. This is probably due to female students' readiness, hard work, and seriousness, as observed during the observation phase we had conducted. It is also logical then to think that most female teachers prefer working with female students because they feel at ease when dealing with students of the same gender. Another possible reason is that these boys are generally troublemakers, and some female teachers may not be successful in classroom management. Whatever the reason, teachers' preference for female students may affect their teaching practices negatively because attitudes determine one's behaviour. Teachers might interact more with female students and marginalize boys, and this will result the latter's underachievement. Mixed classes come second in teachers' preference (30% of male teachers and 40% of female ones chose it). Mixed classes' atmosphere would challenge and establish a healthier atmosphere for both genders, such as real-life ones. Seemingly, these teachers who opt for mixed classes do not imbibe any gender stereotypes.

Question 09: What do you think of the difference made by the teacher's gender while in classroom setting?

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

3.3 General interpretation of findings

It seems clear from the questionnaire results that teachers' gender does not really affect learners' interactive skills because both male and female teachers promote learners to speak through varied classroom activities. Teachers tend to give learners equal opportunities to develop and build their oral skills as they vary strategies and techniques to fit their learning styles. In terms of teachers' attitudes toward learners' mistakes, it is apparent that both female and male teachers are positive and supportive too. Moreover, though teachers' gender sounds play almost

no role in learners' interactive proficiency development, there are differences between male and female teachers, as this questionnaire uncovers. From the part of female teachers, they are the most to express facing problems with the opposite gender compared to male teachers. The finding is important because having problems with boys is likely to hinder the learning process. Male teachers do not seem to care about evaluating their learners' oral mistakes, which may cause fossilization and hinders learners' development in terms of speaking.

EFL classroom Observation

1. Observation

Observation is one of the data collecting methods defined as "the systematic description of events, behaviours, and artefacts in the social setting chosen for study" (Marchall and Rossman, 1989, p. 79). It is an essential tool for data collection in social science because sometimes, what participants think they do and what they say may differ. Consequently, observation can check what participants say, do, and what 'really happens.' In the classroom, observation can be used to explore different aspects such as classroom interaction, teacher talk, students' behaviour, and many other elements. As a result, it might be difficult for researchers to decide what should be the focus of observation. Wragg (1994, p. 4) argues that "one of the problems faced by both experienced and inexperienced classroom observers is the matter of deciding what should be the focus of attention". To address this problem, we planned to conduct a structured observation or what is also known as systematic observation. Specific events and behaviours are set in categories before starting the observation. However, after thinking about the classes to implement for the observation sheet, we realized that this type of observation might 'restrict' data and reduce the opportunity to let the data 'emerge' by not allowing some unexpected behaviours to be noticed. It also requires a well-trained researcher, which was not possible due to the time constraint (further discussion on this point will be discussed later in the data analysis section). Therefore, we decided to implement unstructured observation based on some principles of an ethnographic approach.

In social research, observation is broadly divided into two categories: participant observation and non-participant observation. As the name indicates, participant observation is characterized by the researcher taking part in the observed setting and s/he gets involved with the participants. Newman and Benz (1998) state that in participant observation, "the researcher is a regular participant in the activities being observed" (p. 59). A non-participant statement, on the other hand, is characterized by the researcher not taking part in the observed activity. They observe without interacting or interfering in the actions observed.

As far as this research is concerned, a non-participant observation was implemented. We avoided contact with the participants during the classroom observation to reduce any potential

impact of our role as a researcher on the participants and the patterns of interaction in the classroom. A point to mention here is that the participants were aware that they were being observed (overt and not covert observation).

2. Aim of the Observation Grid

To have a concrete idea of the effects of teachers' gender on the students' interaction in EFL classrooms and test the theoretical information stated in the previous chapters, it was necessary to observe in a natural classroom setting by dinting an observation grid. In their discussion of the advantages of classroom observation, Waxman, Tharp, and Hilberg (2004, P, 3) stated that they "permit researchers to study the process of education in naturalistic settings, provide more detailed and precise evidence than other data sources." An observation grid guided our observation to specify both the effects and the behaviours that were to be observed. We tried to focus on teachers' behaviours, students' oral performance, and the latter's interaction with teachers of different genders. The observation grid also aims at verifying the data gathered using teachers' and students' questionnaires.

3. Description of the Observation

The observation has been carried out in three different secondary schools: Colonel Lotfi, Khaled Bekhald, and Belhouari Mohamed in Tiaret; the target population of this study consists of approximately 120 students. Three male and three female teachers teach them. Each classroom was visited one time, and the teachers were unaware of the purpose of the observation, which adds more authenticity to the data collected. The grid consists of two sections. The first, entitled background information contains five questions that try to give an overall classroom picture. The second one, entitled during the lesson, has twelve questions. It attempts to reveal if TG may affect students' interactive skills. It also shows how teachers of different genders present their classes and how they manage their classrooms.

4. Analysis of the Observation

4.1 Background Information

The first part of this observation is designed to get some background information about the observed classes and their learning environments. The results gathered from our visits to six classes, three classes with male teachers and three with female teachers show that all the classes together contain only 44 male students. The remaining 76 students are all females. The visited classes contain absolutely no equipment to be mentioned. During all the visiting sessions (6

sessions), students were arranged in rows; generally, females sit in the front, whereas boys in the back of the class. The way the students were seated can be attributed to the psychological differences between boys and girls. Girls sit in the front of the classroom because they like to be closer to the teacher, to get more attention, or to avoid the noisy students at the back. Boys sit in the back because they generally avoid being at the center of interest, they like to be independent, or simply because some are not interested in studying.

4.2 During the Lessons

4.2.1 Teachers' Initiation of the Interaction

The results gathered from the observation of the six targeted classes show that both male and female teachers ask girls to answer the questions, and they interact with them more than with boys. This may be so because of the lack of the number of male students in schools.

Logically speaking, this means that, unlike male students, female students have more opportunities to use the language and develop their oral skill. The teachers claimed that the only cause of this differentiation is that girls are more interested in learning than boys. Thus, the best ones in speaking (communication) are usually girls.

Another point concerning classroom interaction noticed in all the visited classes is that classroom talk is neither equally shared between students (boys and girls) nor between teachers and their students. Although teachers manipulate classroom discussion, they tend to involve their students from time to time. One might say that the pedagogy of the so-called learner-centered approach is only preached on the theoretical altar, but it is not put into practice.

Teacher-centeredness is likely to hinder the students' oral proficiency because the most recent approaches to teaching are based on John Dewey's theory of learning by doing.

4.2.2 Learners' Responses to the Teachers' Questions

The second investigated aspect of our OG is concerned with learner's responses. During our observation of the six classes, we have noticed that in the cases of both male and female teachers, girls speak more than boys do. Girls, generally, are more responsive to teachers' questions and more active when it comes to classroom interaction and discussions. However, boys were active and responsive to their teacher's questions in one male-teacher classroom, although girls outnumbered them. In that classroom, the teacher was circulating between the rows and getting closer to male students. We noticed that boys were attracted to the subject discussed more than girls.

4.2.3 Teachers' Calls on their Male/ Female Students

The third investigated aspect in our observation is the teachers' calls on their students, and if there is any difference between male and female teachers in treating boys and girls. During our observation, we noticed that among the three visited male teachers, there was one who was calling on boys and girls equally; that is to say, both male and female students were involved and called on by the teacher either to answer question or to give an opinion. During the other two sessions, we noticed that both male teachers call on girls more often than boys, and this is an evidence of classroom inequity. Almost all their calls were on female students. However, the case of female teachers was not different. Two of the female teachers were calling almost only on girls. Boys were sitting in the back totally unaware of what is taking place in the classroom (as observers, we were sitting in the back near the male students). However, during the sessions attended with the third female teacher, things were a bit different. Boys were called upon; questions were divided between boys and girls equally.

In this case, boys were talkative and active. In a female-dominated classroom, one might imagine how a boy feels, especially when taught by a female teacher. It might be a feeling of disempowerment and otherness which might amount to a sense of objectification if the boy is never called by the teacher. Boys are likely to get involved in classroom interactions if they feel important and get the impression that they are cynosures of their teachers' eyes.

4.2.4 Frequency of Asking Questions

During the observation, we noticed that both male and female teachers were following the CBA method (competency-based approach) which requires them to ask lot of questions. In all the attended sessions, all teachers ask females to answer the asked questions.

Male students were almost totally ignored unless they raise their hands. Another noticed phenomenon is those male teachers, when interacting or asking questions tend to walk between the rows and approach the students while female teachers do not. This can be attributed to the psychology of male teachers. Males, generally, prefer to take lead and take control of the surrounding environment, and this what enables to outperform females in classroom management.

4.2.5 Students' Participation and Teachers' Feedback

During the observation, we noticed that classroom participation was dominated by female students. In both cases, whether the teacher is a male or a female, girls participate more than boys do. Generally, female students raise their hands voluntarily, while it was rare to see a male student raising his hand. This difference in the ratio of students in classroom participation gives more opportunities to girls to speak and enhance their speaking skill and; thus, they outperform boys.

During the observation, also, we noticed that all teachers give feedback to their students. In the case of male teachers, one of them encourages the students (males or females) who answered in cases, and he made jokes in others. Another male teacher gave his male students a kind of positive feedback, while he encouraged his female students. However, in the case of female teachers, one of them gave all her students, who participated during the session, positive feedback. During another session with another female teacher, we noticed that only girls received feedback. Boys were sitting in the back solving some math exercises.

This behavior indicates boys' utter lack of interest in English as a subject-matter. Teachers' favoritism of girls makes them encumbered by a profound feeling of exclusion. Thus, they engage in math activities to overstep their bitter feeling of being intellectually disadvantaged and neglected. Despite their poor level in speaking proficiency, boys are more likely to make huge efforts to advance their level if their teacher fosters their motivation and shows them her interest in hearing their responses and views because, from a psychological perspective, speaking is a mean of self-assertion, a universal symbol of presence. Men, generally, assume an authoritative role in the public sphere, and like to perform the same role in the classroom setting. Hence, when they are deprived of the opportunity to speak and assert their intellectual existence in a classroom that is females-dominated, they will develop negative attitudes towards the subject matter, and this makes it impossible for them to bump up their oral skill level. The difference in the amount and quality of feedback given to students may have some huge effects on their learning in general and their orality level in particular. Boys' readiness and willingness to learn and to participate will, eventually, be lowered which means that the process of learning will be interrupted for boys.

4.2.6 Classroom Management

Another crucial aspect in our work that was worth- investigating is teachers' classroom management. During the observation, we noticed that all of the three male teachers were successful, with varying degrees, in managing their classrooms. Whereas, in the case of female teachers, two were successful in classroom management, while we noticed that the classroom of the third female teacher was chaotic and not successfully managed. Some students were having collateral conversations; others were solving some math exercises.

Classroom management is highly important for classroom learning in general, and for improving the interactive skill in particular. Successful classroom management will help voluntary students, who are willing and ready to learn, to develop themselves and flourish.

The findings concerning teachers' classroom management lack authenticity. We noticed that both teachers and students were not acting in ordinary way. Students were acting in weird way and gave a picture that is totally different from the one we all know about the Algerian classes in general, and the English language classes in particular. It was like the whole class was performing and pretending to be something they are not, and hiding the truth that might be seen clearly in our absence.

4.3 General Interpretation of Findings

The classroom observation we have conducted tried to investigate the impact of teachers' gender on students' level of performance, particularly their speaking skill. One important finding is that both male and female teachers interact more with girls, which may be one reason for boys' underachievement in oral skills. Though teachers of both genders try to involve their students in the classroom talk, teachers' talk is more than students'. In the classes of all the teachers, girls take more turns to talk than boys. One result of this gender inequity is boys' withdrawal from classroom interaction, which negatively affects their oral ability. This is evident in one male teacher who shows that when boys are called upon, they become more talkative, active, and interactive. From the difference between male and female teachers in their teaching styles, their ways of managing the classroom, and how they interact with their students, we can deduce that TG affects their students' oral performance. However, we discovered that the OG environments lacked authenticity; thus, not all the findings could be trusted. Our presence as observers had a

considerable impact on both teachers and students; we felt like the way lessons were given and explained did not reflect what is happening in the other ordinary sessions.

Conclusion

In brief, this study aims to see whether teachers have succeeded in providing and distributing equal interaction opportunities for both male and female students in mixed-gender EFL classrooms. So, most students and teachers, who have been chosen for this study, claimed that both male and female learners have equal chances for interactions. These opportunities include questions, participation, evaluation, and treatment in general. Consequently, these results, which are deducted from the questionnaire as a tool of investigation, indicate that high school teachers do not hold stereotypical perceptions towards their students based on their gender. There is no influence of such gender differences on teacher-student interaction.

5. The limitation in the methodology

This study contributes in explaining what a stereotypic behavior by teachers toward male and female students is, and in examining its effects on teachers-students interaction in EFL classrooms. Although the obtained results were in line with the research hypothesis, it must be recognized that the methodology outlined above has its inherent limitations. Thereby, while carrying out this current study, we have encountered many impediments that decreased the significance of the results to a considerable extent. They are summarized in the following points:

1. The first problem ever is that the data analysis was daunting process; there were many pages of bad handwritten text. That is to say, their written works contains many scribbles and writing in the margins.

2. The chosen sample of a total subject of 100 third year students which is not sizeable enough to be representative of the whole population.

3. Another limitation of our study is Time constraints, the objectives are limited by the short time provided, which did not give the chance for deep observation, examination, and analysis.

4. The tools used for data collection are not enough. Using the questionnaire as a tool of data collection cannot ensure the truthfulness of the respondents' answers.

5. Given that female students dominate the high school we cannot notice if teachers behave in a stereotypic way in terms of classroom interaction. However, the study cannot provide readers with the real meaning of discriminated actions of teachers in their classes.

6. Students' reluctance. At the very beginning, they were unwilled to scroll their pen on papers for taking part in this questionnaire because of many reasons. Such as the unfamiliarity of the experience to them, the overload of the program and the obligations in conducting project almost in each subject- matter.

7. At the beginning of when delivering questionnaire, we think to leave the floor to the students to choose answers without explaining some key concepts that could deem ambiguous, but we have been mistaken, because when gave them the drafts they were uninformative about it. So we were obliged to display some demonstrations to facilitate the process.

8. When a researcher designs a questionnaire, we might ask about things that he thinks are important and worth asking, and he may ignore some items which are really relevant and important to the subject being investigated.

9. Also, during our observation, we felt that the way the classrooms were managed and lessons were given and explained was not a reflection of what is really taking place in the other ordinary sessions away from our observing eye. Our presence as observers had a huge impact on the behaviour of both students and teachers.

6. Recommendations

Our research work aspires to serve as an opening salvo for others' consideration of the issue of teacher gender and its effects on the oral skill in the Algerian context. Thus, the present work was embarked upon extending the area of research in order to fill out the gap of the interactive skill for EFL students. In the light of what has been found, this part attempts to put at hand a myriad of pedagogical recommendations in order to generate more substantial data for theory and practice-based implications to be determined.

For Teachers

- One issue that should be seriously considered is the problem of gender inequity in classroom interactions. Teacher should break all cultural and social barriers between students.

- Use inclusive language. Never use gender to group students. "You guys" may be a popular way of addressing groups, but it's an example of gender bias. Language and word use can influence students greatly. It could therefore be useful to do more research about the implementation of gender neutral language.

- Make sure expectations are the same for all of your students in the sense that both genders can succeed in OE classes.

- The dialogical aspect of teaching is highly favored in student- centered gendered classroom. It is quite advisable that instructors should rely less on lecturing and emphasize classroom discussion because students are more likely to comprehend and retain ideas when they participate in a discussion.

- Concerning interaction, teachers must use from time to time praise in order to encourage students' participation because too much refusal will make students think that teachers are not interested in their answers and opinions, which will stop their creativity and ability to learn.

For students

- Developing the students' speaking skill can be said to be a fundamental aspect in foreign language teaching. Acquiring an oral competence, in whatever language, is compulsory for any language learner. Thus, Students need to be more engaged in activities which are selected by them

- To build strong international abilities, consistently expand your vocabulary items in order to get rid of having nothing to say.

For Syllabi Designers

- We would like to suggest the design and implementation of a curriculum to be conducted intensively and thoroughly to investigate the role teachers' and learners' gender. Thus, schools are in dire need of course books and materials that devoid of gender issues.

- It is necessary to check the factor of gender in relation to other factors; several factors may shape teacher-initiated behavior toward students, from among which individual student factors (such as student gender, student classroom behavior, student achievement, and student race) and teacher factors (such as teacher gender and teacher's gender role orientation) have the most outstanding influence.

- Providing diversity workshops and training can raise awareness of existing gender biases.

- Boys' underachievement is a really a subject that is worth investigating in the future.

- The ultimate purpose of higher education should be to improve students' learning not prove it. Thus, materials developers need to make an effort to create lessons that promote classroom interaction and encourage students to reflect on their progress and take charge of their educational issues. One remdiational solution could be for encouraging collaborative work they should talk about motivation that enhances classroom interaction, and they should evaluate and provide feedback on their students' oral outcome.

- . Furthermore, it is better that test developers construct tests that integrate gender- free to improve students' ability to interact effectively.

General Conclusion

The aim lying behind the exploratory study of our research framework is to spot the unveiled learning situation underlying gender in the EFL high school classrooms via casting a considerable light on establishing the inextricable link between interactive skill and teacher-gender; the present study investigates if EFL teachers practice gender bias while interacting with their students and if these biased behaviours have an influence on teacher-student interaction. For such interest, we hypothesized that if students are practicing conversational patterns without the existence of any teacher gender bias, presumably, their oral skill would be promoted to a large extent.

The theoretical background and the literature related to the study were elaborated upon in the subsequent chapters (1 and 2). The review of literature attempted to cover each tenet in detail. A general overview of the research context has been provided in the stage of the research proposal. As far as chapter one is concerned, it highlighted the significant glance on gender throughout diverse angles. It also profoundly explores previous studies of gender in language and non-language classrooms and its effect on academic achievement. Lastly, the chapter closes by suggesting solutions to contrive the gender bias in the educational context. In chapter two, implementing teacher gender on classroom interaction was described as a step forward to make students autonomous, responsible, and knowledge seeker. This latter leads us to provide a complete definition of the classroom interaction concept as a reliable technique. Moreover, the chapter thoroughly discussed the significant approaches to the input hypothesis and the significant challenges to classroom talk. Eventually, the chapter ends up shedding light on the influence of teacher gender on classroom interaction.

Chapter three was consecrated to the pilot study; we have designed and implemented the present research to answer the previous statement of the hypothesis. To further spice it objectively, it is worth mentioning that to ensure that the results were not haphazardly found, two research tools, namely; observation and questionnaire, were run to yield statistically significant improvement. Observations are conducted to check whether teachers provide interaction opportunities in their classrooms and distribute them evenly for male and female students.

Besides, questionnaires for investigating students' and teachers' attitudes and perceptions about the central topic of this study.

Consequently, the data analysis revealed that the observed sample is considered representative and answered our research question; while observing, anyone will think that teachers are unfair in distributing interaction opportunities. But in fact, they are not because the number of female students is larger than the number of male students, which make teachers unable to balance them in terms of interaction. However, both male and female teachers have slight differences in constructing the interaction in classrooms. In addition, results from the questionnaires have revealed no significant impacts of the teacher's gender on classroom interaction, because both male and female teachers shared almost similar opinions. The influence made by the teacher's gender has been noticed in teachers' questionnaire with their preference of female students rather than male ones. Female teachers prefer dealing with girls, and they face more problems than males of the opposite gender. Thus, the questionnaire and observation findings point to one clear conclusion; they revealed insightful information on the null effect of TG on learners' oral skill development. Seemingly, Along with this study, one can conclude that the difference in teacher gender creates a lack of interaction between students in OE class. Thus, the research hypothesis is strongly disconfirmed without the least doubt.

The present study has linked the genders of the teachers to the ones of pupils in some questions; nonetheless, the study was not concerned in dealing with both pupils and teachers' genders at once. However, researchers need to spot some light on the effect of teachers' gender on students' attitudes towards learning English in the first place.

Works cited

Abraham, J., (1989) 'Teacher ideology and sex roles in curriculum texts'.*British Journal of Sociology of Education*, *10*(1), pp.33-51.*Acquisition* TESOL Quaterly 19(2), 207-226.

Akhtar, I. (2016, October). Research design. Research in Social Science: Interdisciplinary

Angelo, T.A. (1993).A teachers' Dozen. *Fourteen General Research Based Principles for Applied Linguistics Journal*. (8), 123-136. Retrieved January 22, 2017, from

Aukrust, V., (2008) 'Boys' and girls' conversational participation across four grade levels in Norwegian classrooms: taking the floor or being given the floor? '.*Gender and Education*, *20*(3), pp. 237-252.*authenticity*. London: Longman.

Baker, J., &Westrup, H. (2003).*Essential speaking skills: A handbook for English*

Batters, J., (1986) 'Do boys really think languages are just girl-talk'. *Modern Languages*, 67 (2), pp.75-79.

Beasley, C. (2005) *Gender & Sexuality: Critical Theories, Critical Thinkers.* London: SAGE.

Bowman, B., Burkart, G., & Robson, B. (1989).*TEFL/ TESL: Teaching English as a Second*

Bradley, H. (2013) *Gender*. 2nd ed. Cambridge: Polity Press.

Brandell, G. and Staberg, E.M., (2008) 'Mathematics: A female, male or gender-neutral domain? A study of attitudes among students at secondary level'.*Gender and Education*, *20*(5), pp. 495-509.

Brown (2001).*Teaching by principles: An interactive approach to language pedagogy*.

Brown, H.D. (2000). *Principles of language learning and teaching*.Longman.

Butler, J., 1990. Gender trouble, feminist theory, and psychoanalytic discourse.*Feminism/postmodernism*, *327*, p.x

Cameron, D. (1992). *Feminism and linguistic theory*.Springer.

Chaudron, G. (1988).*Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.

Chen, E.S.L. and Rao, N., (2011) 'Gender socialization in Chinese kindergartens: Teachers' contributions'. *Sex roles*, *64*(1-2), pp.103-116. *Comprehensible Input*.Applied linguistics 4, 126-141.

Connell, R. W., (1987). *Gender and power*, Cambridge: Polity Press.

Connell, R.W (1996) 'Teaching the boys: new research on masculinity, and gender strategies for schools'. *Teachers College Record*, 98(2), pp. 206-35.

Coulthard, M. (1977*). An Introduction to Discourse Analysis*. London: Longman

Creswell, J. W. (2012). Educational research: Planning, conducting and evaluating

Decke- Cornill, H., (2007) 'The Issue of gender studies & interaction in the L2 classroom.

Decke & L. Volkman (eds). *Gender Studies and Foreign Language Teaching*. (pp. 77-99). Tubingen: Gunter Narr.

Dornyei, Z. (2003). Questionnaires in second language research: Construction, administration, and processing. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.

Durán, N. C. (2006). Exploring Gender Differences in the EFL Classroom. *Colombian*

Dweck, C.S., Davidson, W., Nelson, S. and Enna, B., (1978) 'Sex differences in learned helplessness: II. The contingencies of evaluative feedback in the classroom and III.An experimental analysis'.*Developmental psychology*, *14*(3), p.268.

Echevarria, J.,Vogt, M.E. & Short, D.J. (2008). Making Content Comprehensible for English Education. New York: McGrawn-Hill Companies.

Ellis & Barkhuizen, G. (2005). *Analyzing Learner Language*. Oxford: Oxford University Press.

Ellis (1990).*Instructed Second Language Acquisition*, Oxford: Blackwell.

Ellis (1997).*The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Ellis (2003).*Task-based Language Learning and Teaching*. . Oxford: Oxford University Press.

Ellis, R. & Barkhuizen, G. (2005*). Analyzing Learner Language*. Oxford: Oxford University Press

Foster, V., Kimmel, M. And Skelton, C. (2001) 'What about the boys?An Overview of the Debates'. In W. Martino and B. Meyenn (Eds.), *What About the Boys* (1-18). Buckingham: Open University Press.

Francis, B. (2005) '*Classroom Interaction and Access*: *whose space is it*?', in H. Claire (ed.) *Gender in Education 3–19: A Fresh Approach*, London: Association of Teachers and Lectures.

French, J. and French, P., (1984) 'Gender imbalances in the primary classroom: an interactional account'. *Educational research*, *26*(2), pp.127-136.

Gass, S. (1997). *Input, Interaction and the Second Language Learner*. Mahwah, NJ: Lawrence Erlbaum Associates, INC.

Gilbert, R. & Gilbert, P. (1998a) 'Masculinity crises and the education of boys'.*Change: Transformations in Education*, 1(2), pp. 31-40.

Gilbert, R., Gilbert, P. (1998). *Masculinity Goes to School*. London: Routledge

Good, T., Sykes, N., &Brophy, J. (1973). 'Effects of teacher sex and student sex on classroom interaction'. *Journal of Educational Psychology*, 65, 74-87.

Gore, D., &Roumagoux, D. (1983) 'Wait time as a variable in sex- related differences during fourth grade mathematics instruction'. *Journal of Educational Research*, 76 (5), 273-5

Hall, J &Verplaetse, L. (2000).*Second and Foreign Language Learning Through Classroom Interaction,* Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Harmer, J. (1991).*The Practice of English Language Teaching.*London:

Harmer, J. (2001).*The Practice of English Language Teaching*: Longman.

Harmer (2005). The practice of English language teaching (3rd ed.). Pearson Education Limited.

Hatch, J. K. & Writer. S. (July 31, 1994). Subtle Lessons: Boys and Girls Treated Differently in Classrooms. *Desert News*. Retrieved from newspaper homepage:

Hood-Williams, J., (1999) Book review: 'the end of masculinity'. *Sociological Review*, 46:860-3. https://www.researchgate.net/publication/308915548_Research_Design

.**Johnson, K. and Johnson, H.** (1998).*Encyclopedic Dictionary of Applied Linguistics.*UK: Blackwell.

Johnson, K.E. (1995) *Understanding Communication in Second Language Classrooms*. Cambridge: Cambridge University Press.

Jones, S. M., &Dindia, K. (2004) 'A meta-analytic perspective of gender equity in the classroom'.*Review of Educational Research*, 74, 443-471.

Julé, A. (2002). Speaking their sex: a study of gender and linguistic space in an ESL classroom. *TESL Canada Review*, 19(2), 37-51.

Jule, A. (2008) *A Beginner's Guide to Language and Gender*. Clevedon: Cromwell Press.

Kelly, A. (1988) 'Gender differences in teacher-pupil interactions: A meta-analytic review'. Research in Education, 39, 1-23.

Kim, Y.K. and Sax, L.J., (2009) 'Student–faculty interaction in research universities: Differences by student gender, race, social class, and first-generation status'. *Research in Higher Education*, *50*(5), pp.437-459.

Kothari. C. R. (2004). Research Methodology Method and Technique. Second

Krashen, S. (1981).*Second language acquisition and second language learning.*Pergamon Press Inc.

Krashen, S.D. (1982) *principles and Practice in second language acquisition*. Oxford: *language teachers*. London: Continuum. *Language*. USA: Centre of Applied Linguistics. Learners:TheSiopModel.NewYork:Pearson Education.

Krashen, S.D. (1985). *The input hypothesis: Issues and implications.* New York: Longman.

Long, M.H. (1983*). Native Speaker/ Non-native Speaker Conversation and the Negotiation of* Comprehensible Input. Applied linguistics 4,126-141

Long, M.H. & Porter, P.A. (1985) Group Work, *Interlanguage talk and second Languag*Longman. Longman: San Francisco State University Ltd.

Malamah – Thomas, A. (1991). Classroom Interaction. Oxford: oxford University press.

Mackay, A. (2007). Interaction as a Practice. In DeKeyser, R. (2007). Practice in a Second Language: Perspectives from Applied Linguistics and Cognitive Psychology: (pp. 85-100). Cambridge: Cambridge University Press.

Männynsalo, A. (2008). Gender in the EFL Classroom: Differences in the Teacher's

Meyer, William J., George G. Thompson. (1956) 'Teacher interactions with boys, as contrasted with girls'. Journal of Educational Psychology, 47, 385-396.

Miller, D. B. (1993) *Sex and Gender Hierarchies.*Cambridge: Cambridge University Press.

Mineshima, M., (2008).'Gender representations in an EFL textbook'.*Bulletin of Niigata Institute of Technology*, *13*, pp. 121-140.

Moss, D& Ross-Feldman, L. (2003).*Second Language Acquisition in Adults: From Research to Practice*. Washington , DC: Center for Applied Linguistics. Retrieved, January, 6, 2007, Retrieved from www.cal.org/calea/esl_resources/digests/SLA.html.

Oakley, A. (1985) *Sex, gender and society*. London: Temple Smith (revised edition, 1985, Gower).

Oxford, R.L. (1990).*Language Learning Strategies: What Every Teacher Should Know*. Englewood Cliffs, NJ: Newbury House.

Pakuła, Ł., Pawelczyk, J. and Sunderland, J., (2015) *Gender and sexuality in English language education: Focus on Poland*. British Council Paltridge, B.

Parrott, M. (1993).*Tasks for Language Teachers*. New York: Cambridge University Press.

Pavlenko, A. (2004) 'Gender and Sexuality in Foreign and Second Language Education: Critical and Feminist Approaches'. In B. Norton and K. Toohey (Eds.), *Critical Pedagogie and Language Learning* (pp. 53- 71) Cambridge: Cambridge University Press.Pergamon Press. Perspectives, 68-74.

Peterson, S., (2002) 'Gender meanings in grade eight students' talk about classroom writing'. *Gender and Education*, *14*(4), pp.351-366.Press. quantitative and qualitative research (4th ed.). Pearson.

Rashidi, N. and Rafieerad, M., (2010) 'Analyzing patterns of classroom interaction in EFL classrooms in Iran'.*The Journal of Asia TEFL*, *7*(3), pp.93-120.

Reactions to Boys' and Girls' Responses. (Master's thesis). P. 10. Retrieved from/ Revised Edition. New Delhi: New Age International

Richards&Renandya,W.A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richardson, D. (2001) 'Sexuality and gender', *International Encyclopedia of the Social &Behavioural Sciences*, N. Smelser and P. Baltes editors-in-chief, Elsevier, New York and Oxford.

Rivers, W. (1968).*Teaching foreign language skills*. Chicago: University of Chicago

Sadker, M., Sadker, D. and Klein, S., (1991) 'The issue of gender in elementary and secondary education'.*Review of research in education*, *17*(1), pp.269-334

Sauntson, H., (2012) *Approaches to gender and spoken classroom discourse*. New York, NY: Palgrave Macmillan.

Sauntson, H.V., (2000) *Girls, boys and discourse performances: pupil interaction and constructions of gender in the key stage 3 technology classroom* (Doctoral dissertation, University of Birmingham).

Scantlebury, K. (Dec 23, 2009). Gender Bias in Teaching. Retrieved from:

Seedhouse, P., (1996) 'Classroom interaction: possibilities and impossibilities'. *ELT Journal*, *50*(1), pp.16-24.

Shomoossi, N., Amouzadeh, M. and Ketabi, S., (2008) 'Classroom interaction mediated by gender and technology: the language laboratory course', *Novitas-ROYAL*, vol. 2 (2), pp 176-184.

Singh, Y.K. (2006). Fundamental of research methodology and statistics. Daryaganj, New Delhi :New Age International (P) Ltd., Publishers

Spender, D., (1980) 'Talking in class'. In D. Spender & E. Sarah (Eds.), *Learning to Lose* (pp. 148-54). London: The Women's Press.

Sunderland, J., (1996) *Gendered discourse in the foreign language classroom: teacher-student and student-teacher talk, and the social construction of children's femininities and masculinities* (Doctoral dissertation, University of Lancaster).

Sunderland, J., (2000a) 'Issues of language and gender in second and foreign language education'*, Language Teaching*, 33 (04), 203-23.

Sunderland, J., (2000b) 'New understandings of gender and language classroom research: texts, teacher talk and student talk. *Language Teaching Research*, 4 (2), 149-73.

Sunderland, J., (2004) 'Classroom interaction, gender, and foreign language learning'.*Critical pedagogies and language learning*, pp.222-241.

Swain, M.& Suzuki, W.(2008). 'Interaction, Output, and Communicative Language Learning'.*In The Handbook of Educational Linguistics* (pp. 557-569).Oxford: Blackwell Publishing Ltd.

Swann, J. and Graddol, D., (1988) 'Gender inequalities in classroom talk'.*English in Education*, 22(1), 48-65.

Swetnam, D. (2007). Writing your dissertation: How to plan, prepare and present successful work (3rd ed.). http://www.howtobooks.co.uk

Talbot, M., (2010) *Language and Gender.*2nd Ed. Cambridge: Polity Press. Ten Have, P., (2007) *Doing conversation analysis*. Sage.TREATED-DIFFERENTLY-IN-CLASSROOMS.html?pg=all.

Tsui, A.B.M. (1995). *Introducing classroom interaction*. London: Penguin Books University Press.

Ur, P. (1996). *A course in language teaching: Practice and theory*. London: Cambridge

Ur, P. (2012) *A Course in English Language Teaching*. (2nd ed). Cambridge: CUP.

Van Lier, L. (1996). *Interaction in the language curriculum: awareness, autonomy, and*

Vygotsky, L.S. (1987). *Thinking and speech*.(N.Minick.Trans.)?new York: Plenum Press.

Walsh (2006).*Investigating Classroom Discourse.*New York: Routledge.

Walsh, S. (2002). 'Construction or Obstruction: Teacher Talk and Learner Involvement in theEFLclassroom'.*LanguageTeachingResearch,*6/1,3-23.http://ltr.sagepub.com/cgi/content /abstract/6/1/3

Warrington, M. and Younger, M., (2000) 'The other side of the gender gap'.*Gender and education*, *12*(4), pp.493-508.

Weatherall, A., (2005) *Gender, language and discourse*.Routledge.

Weaver- Hightower, M., (2009) 'Masculinity and Education'. In M. W. Apple, W. Au, and L. **A. Gandin** (Eds.), *The Routledge International Handbook of Critical Education* (163-176). New York: Routledge.

Weitzman, L.J., Eifler, D., Hokada, E. and Ross, C., (1972) 'Sex-role socialization in picture books for preschool children'. *American journal of Sociology*, *77*(6), pp.1125-1150.

Wodak, R., & Meyer, M. (Eds.). (2001)*Methods of Critical Discourse Analysis*. London; Thousand Oaks; New Delhi: Sage

Yepez, M. (1994). An observation of gender-specific teacher behavior in the ESL classroom. *Gender Roles*, *1*, 121-133.

Thumbnails of APPENDICES

APPENDICES Outline

Appendix 1: Teachers' Preliminary Questionnaire

Appendix 2: student' Questionnaire

Appendix 3: EFL classroom observation

Appendix 4: Pupils' Questionnaire

Résumé

الملخص

Students' Questionnaire

Dear students,

This questionnaire serves as a data collection tool for a research work that aims to investigate the effect of teacher gender on classroom interaction. We would be thankful if you could collaborate with us by answering the questions below. Your answers are very important, because they will help understand the investigated subject better. Please, be assured that your identity as well as your answers will be kept strictly confidential, and they will be used only for the purpose of this study. So, you are kindly requested to answer the following questions, tick to choose your answer as the appropriate option.

Section One: Background knowledge

School Name: …………………………………………………………….

1. Gender: Male Student   ☐   Female Student   ☐

2. Your stream?

    Scientific   ☐   Literary   ☐

    Foreign Languages   ☐   Economy   ☐

3. Your current teacher of English is a…

    Male teacher   ☐   Female teacher   ☐

4. How many English sessions do you have per week?(during the pandemic) or (before the pandemic)

    1   ☐   2   ☐   3   ☐   More than 3   ☐

5. Do you consider studying English to be:

Not important ☐

Important ☐

Highly important ☐

Section Two: Teachers' Gender and Classroom Interaction

1. During the session, do you feel motivated to participate using English?

Yes ☐   No ☐

If yes, how often do you use it?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐

If no, what are the reasons?

a. Shyness ☐

b. Fear of Making Mistakes ☐

c. Hesitation ☐

d. The Teacher him/herself ☐

e. All of them ☐

2. How does your teacher correct mistakes?

a. Gently ☐   b. Harshly ☐   c. Sarcastically ☐   d. Wisely ☐

3. When corrected, do you …?

a. feel motivated to speak ☐   b. Stop speaking ☐

4. How often does your teacher call on you?

Always ☐   Often ☐   Sometimes ☐   Never ☐

5. If your teacher does call on you, does it happen:

a. Only when you raise your hand ☐

b. Even if you do not raise your hand ☐

6. Does your teacher interact more with …?

a. Male Learners ☐   b. Female Learners ☐

7. Does your teacher treat girls and boys properly and fairly when theymisbehave?

Yes ☐   No ☐

If no, could you, please, explain?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………..

8. In your case, do you prefer to be taught by a...?

a. Female teacher ☐   b- Male teacher ☐

Why is that?
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

Massive Thanks for your Collaboration, Time and Efforts.

Teachers' Questionnaire

Dear teachers,

This questionnaire serves as a data collection tool for a research work on the influence of teacher gender awareness on classroom interaction. We would be thankful if you could share your experience with us by answering the questions below. Your answers are of utmost importance as they will help understand the investigated subject better. We assure you that your answers will be kept strictly confidential and that no one will have access to them. You are kindly requested to answer the questions below for the fulfilment of a Master dissertation at IbnKhaldoun University–tiaret.

Section one: Background Knowledge

Tick the appropriate answer

1. Your degree:

   a. BA (License) ☐

   b. MA (Magister/Master) ☐

   c. Doctoral candidate ☐

2. Gender:

   Male teacher ☐   Female teacher ☐

3. Length of Experience: ………. Year(s)

4. Was teaching English your own choice?

   Yes ☐   No ☐

If no, why have you chosen a profession that is none of your ambitions?

………………………………………………………………………………..…………………

………………………………………………………………………………………..…….

……………………………………………………………………………………………..

………………………………………………………………………………..……………….

Section Two: The Effect of Teachers' Gender in Oral Classes

1. .Do you evaluate your students' oral production?

Yes ☐   N ☐

If yes, do you prefer?

a. Self-evaluation ☐

b. Peer-evaluation ☐

c. Both ☐

2. Which gender performs better orally?

    Females ☐   Males ☐

In either case, what are the reasons?

a. Shyness ☐

b. The fear of making mistakes ☐

c. Hesitation ☐

d. The teacher her/himself ☐

e. Other reasons

……………………………………………………………………………………………............

....

....

....

3. What do you suggest to raise the performance level of the gender that achieves less?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………….....................

………………………………………………………………………………….......

4. Do you interact with male and female students equally?

        Yes ☐   No ☐

5. Do you respond to male and female students' answers in the same way?

        Yes ☐   No ☐

If no, could you, please, explain?

…………………………………………………………………………………………………..

…………………………………………………………………………………………….…

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6. When planning your own tests, exams, worksheets etc., how much do you take gender

   equality into consideration?

A Little   Some ☐   Quite a Bit ☐   A Great Deal ☐   ☐

7. Do you believe that the teacher's gender may affect learners' oral proficiency?

        Yes ☐   No ☐

Would you justify any way

………………………………………………………….....................………….…

…………………………………………………………………………………...……

…………………………………………………………………………………………

……………………………………………………………………………………..

8. What gender do you prefer to teach?

Males ☐ Females ☐ Mixed gender class ☐

9. What do you think of the difference made by the teacher's gender while in classroom setting?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………..

…………………………………………………………………………………………

We are honored to have you as a participant in our research questionnaire.

Appendix III: The EFL Observation Grid

Date: **Hour:**   **Level:**
Teacher'sgender   **Stream**   **School:**

Background Info				
How many students aretherein the class?	**Males**		**Females**	
Student arrangement	**Ushape:**	**Rows:**	**Groups:**	**Randomly:**
Front/Backseats				
Class equipments				
Are there any learning unhealthy conditions?				
During the lesson				
The teacher initiates interaction with	**Male student(s)**	**Female student(s)**		**The whole group**
Who dominates the classroom talk	**Students**		**The teachers**	
	Males	**Females**		
Which gender is more responsive to the teachers'questions?	**Males**	**Females**		**Both**

Thumbnails of Appendices

How many times does the teacher call on male and female students?	**Males**		**Females**
How many questions does the teacher ask?			
How many learners raise hands their hands?	**Number:**	**Males**	**Females**
Who receives more feedback?	**Male students**	**Female students**	**No feedback for both**
Nature of feedback	**Male students**	**Female students**	
Are the learners participating voluntarily?	**Males**	**Females**	**Both**
Which gender does the teacher interrupt?	**Males**	**Females**	**None**
Classroom management	**Successful**		**Unsuccessful**
Teacher's response to students'misbehaviors	**Males**		**Females**

Résumé

Les deux derniers siècles ont vu le renversement d'un écart remarquable entre les deux sexes concernés dans l'éducation. Même si un nombre croissant d'études ont tenté de documenter une amélioration du traitement des femmes dans les méthodes de classe et les matériels pédagogiques, il serait prématuré de crier victoire et d'écarter les problèmes de préjugés sexistes. Aujourd'hui, nos filles et nos garçons restent les victimes de stéréotypes de genre dans les textes et les ressources documentaires. Ils sont également victimes de comportements involontaires ou sexistes de la part des éducateurs. Le point central de l'étude réside dans l'étude approfondie du fait que la sensibilisation au genre des enseignants pourrait avoir un effet directeur sur le raffinement des capacités interactives des élèves de troisième année dans lycées de Tiaret. Pour voir clairement dans l'efficacité de ce qu'on appelle enseignant - genre, les chercheurs ont avancé les hypothèses de recherche; Les perceptions de genre des enseignants ont une influence significative sur les interactions en classe. Pour un tel regain d'intérêt, nous avons opté pour une approche mixte comme l'un des processus importants pour assurer la validité et la fiabilité : l'observation en classe dans laquelle les données ont été analysées selon l'outil analytique de conversation du chercheur. De plus, un questionnaire a été distribué dans le but d'obtenir une meilleure compréhension de leurs schémas et attitudes concernant la compétence interactionnelle en classe. La récolte de données n'indique aucune réponse égalitaire ou chauvine extrême entre les attitudes professées par les enseignants et les pratiques réelles. Désormais, nous pouvons conforter relativement l'hypothèse nulle de recherche (H0). Il est intéressant de noter que ces résultats négatifs ont mis en évidence des pistes pour des études futures par rapport à l'étude du l'interaction en classe et le genre du professeur; une série des recommandations pédagogiques proposées pour les enseignants et les développeurs de matériel pédagogique, pour aider les apprenants en langues à améliorer leurs performances orales.

Mots-clés **:** compétence interactionnelle en classe, sensibilisation des enseignants au genre, élèves de troisième année du secondaire, stéréotypes.

الملخص

شهد العقدان الماضيان انعكاس الفجوة الملحوظة بين الجنسين في التعليم، على الرغم من أن عددًا متزايدًا من الدراسات حاول توثيق التحسن في معاملة الإناث في أساليب الفصل والمواد الدراسية ، إلا أنه سيكون من السابق لأوانه إعلان النصر ورفض قضايا التحيز الجنساني. اليوم ، لا يزال الفتيان والفتيات لدينا ضحايا للصور النمطية الجنسانية في النصوص و المواد المرجعية كما أنهم ضحايا للسلوك غير المقصود أو السلوكيات الجنسية من قبل التربويين . تكمن النقطة المحورية للدراسة في التحقيق الدقيق في أن وعي المعلم بالنوع الاجتماعي يمكن أن يكون له تأثير توجيهي على صقل القدرات التفاعلية لطلاب السنة الثالثة في مدارس ثانوية في تيارت . لكي نرى بوضوح في كفاءة ما يسمى بجنس المعلم ، قدم الباحثون فرضية البحث ؛ تصورات المعلم تجاه النوع الاجتماعي لها تأثير كبير على التفاعل في الفصل الدراسي . . لمثل هذه الزيادة في الاهتمام ، اخترنا نهجًا مختلطًا كواحد من العمليات المهمة لضمان الصلاحية والموثوقية : ملاحظة الفصل الدراسي التي تم فيها تحليل البيانات وفقًا لأداة تحليل المحادثة للباحث . علاوة على ذلك، تم توزيع استبيان من أجل الحصول على فهم أعمق لمخططاتهم ومواقفهم فيما يتعلق بالكفاءة التفاعلية في الفصل الدراسي . تشير النتائج إلى عدم وجود استجابات مساواة أو متطرفة بين مواقف المعلمين المعلنة والممارسات الفعلية . من الآن فصاعدًا، يمكننا أن نتحمل بأم ان فرضية البحث الفارغة . ومن المثير للاهتمام أن هذه النتائج السلبية أشارت إلى وجود عدد كبير من الآثار التربوية لتوسيع مجال البحث لأولئك المعنيين بتعليم اللغة وتعلمها مثل المعلمين ومطوري المواد التعليمية لمساعدة متعلمي اللغة على تحسين أدائهم الشفهي.

الكلمات المفتاحية: الكفاءة التفاعلية الصفيّة ، وعي المدرس بالنوع الاجتماعي ، طلاب السنة الثالثة بالمدرسة الثانوية ، الصور النمطية.