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Gender Interaction in Classroom Discourse

Case Study of First Year English Students at Ibn Khaldoun University of Tiaret

A Dissertation Submitted in Partial fulfillment of the Requirements for the Master Degree in Linguistics

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Dedication

This work is dedicated to my parents, who are a constant source of strength and inspiration for me:

“AHMED & FATIMA”

To my beloved sisters:

“AHLEM, LINDA, AYA, RAOUAN, NABILA”

My true love, to the one who taught me to trust in Allah and believe in myself:

“OUCHEMANE MOHAMMED NADJIB”

&

To his family

Ms. SEBAGH AMEL AFRAH



Dedication

Every work needs self-effort as well as the guidance of elders especially those who were close to our soul.

I dedicate this humble effort to my family, in particular my dear Father and Mother

“ALI& NOURA”

Who have given me invaluable educational opportunities, whose prayers enable me to achieve such success.

Ms. BAAZI IBTISSEM.

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Abstract

The purpose of this study is to investigate the role of gender in Algerian EFL classroom interaction. It is motivated by three research questions. First, is there a significant difference between male's and female's discourse in the classroom? Second, how does a female and male student interact with their teachers? And third, is gender regarded differently by the teachers in the classroom? The study seeks to answer the research questions by investigating gender patterns in both teachers' and students' discourse in order to investigate the potential impact of gender differences in classroom language interaction. The dissertation is divided into two sections: the first is a theoretical section that addresses the concept of classroom discourse, and the second is about the role of gender in the classroom. The data was gathered using a mixed method, including classroom observation, a questionnaire sent to both students and teachers, and an interview with students. The purpose of the classroom observation is to investigate the process of classroom interaction in action. Furthermore, the student questionnaire was designed to elicit information about the student's attitude toward classroom interaction, whereas the teacher questionnaire was designed to elicit information about the teacher's attitude toward gender. The study's main finding is that female students interact more with female teachers than male teachers, whereas male students interact with both. The findings revealed that when it comes to the gender of the teacher, both teachers and students interact differently.

Key words: EFL, Classroom interaction, Discourse, Gender.

List of Abbreviation and Acronyms

CA: Conversation Analysis.

CDA: Classroom Discourse Analysis.

EFL: English as a Foreign Language.

FL: Foreign Language.

FS: Female Student.

FIAC: Flanders Interaction Analysis Categories

IA: Interaction Analysis.

IRF: Initiated, Respond, Feedback.

IRE: Initiated, Respond, Evaluation.

MS: Male Student.

OISR: Other- Initiated Self-Repair.

OIOR: Other-Initiated Other-Repair.

SISR: Self-Initiated Self-Repair.

SIOR: Self-Initiated Other-Repair.

TCUs: Turn Constructional Units.

TRP: Transition Relevance Point.

TL: Target Language.

US: United States.

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General Introduction

General Introduction

Since language is used as a tool for human communication, it is necessarily featured by gender. Language and gender study has been a heated issue in sociolinguistics. Yet, they have focused on diversity amongst female and male in the amount of talk in classroom, these differences could be caused by variances in structure, form, vocabulary, syntax. For instance, In terms of voice, Wardhaugh (2006) believes that men and women have different voices due to differences in characteristics such as how they use linguistic talents.

Gender is still a key issue in all parts of education, which is equally vital. Various studies have looked into the role of gender in the classroom environment is crucial to comprehending the larger concerns. Consequently, this research investigates how classroom discourse can be both constructing and constitutive of gender relation and ideologies in the wider context. Schools are not only sites for the transmission of knowledge and learning, but they represent significant socializing structures. As a result, this study analyzes how gender relations and ideologies in the larger context might be both constructed and constitutive of classroom discourse.

The motivation of this academic research is to investigate a new field of study in education. The reasons behind choosing this topic are many, but the main reason is that to study and discuss all the details that has relation to gender interaction in classroom. As a result, this study investigated the occurrence by observing communication in the classroom between students and between students and teachers. Moreover, this research framework is conducted with the main aim to elicit information and gather data about gender interaction in classroom. The current study is mainly an attempt to reveal the difference in gender's interaction inside the classroom.

The core of this study, in particular, tries to answer the following research questions:

- 1- Is there a significant difference between male's and female's discourse in the classroom?
- 2- How does a female and male student interact with their teachers?
- 3- Is gender regarded differently by the teachers in the classroom?

To answer the above research questions, the following hypotheses are proposed:

- 1.1 Girls and boys use language differently inside the classroom.
- 1.2 Girls are formal than boys.
- 1.3 Boys are loud and spontaneous than girls.
- 2-1 Students interact with female teacher more than male teacher.
- 2-2 Students interact with male teacher rather than female teacher.
- 3-1 Gender bias may exist in classroom.

General Introduction

To test the above hypotheses, this work adopts a mixed–methods approach of both quantitative and qualitative methods of investigation. This study examines the inequalities in school environment. The quantitative research is subsisted within questionnaire addressed to a sample of one hundred participants from first year students at the university of Ibn khaldoun of Tiaret, and in the qualitative research the study applies classroom observation in Oral expression to investigate gendered talk and semi structure interview is directed to two students, female and male.

There are three chapters in this dissertation. The first is a review of the literature in which the main theories related to the concept of classroom discourse are discussed. The second chapter contains the scope of the studies that will be examined from the Algerian context, beginning with gender and discourse, and studying several points such as classroom interaction and gender interaction. The third chapter, in order to reach the aim of this study, a questionnaire is held to collect needful information where participants give answers to questions. Moreover, a brief interview is held with students to investigate gendered classroom discourse in the classroom. This chapter is also devoted to the analysis of data obtained.

Chapter One

Classroom Discourse Analysis

1.1 Introduction

Many researchers in the field of gender and language have been interested in investigating the role of discourse in the production of dominant ideologies and the distinction of power relations in discourse. Discourse is a concept that has been widely used in social science and is constantly evolving. In a broader sense according to Bloor and Bloor (2007.p.6) discourse can be defined as follows: “All the phenomena of symbolic interaction and communication between people usually through spoken or written language or visual representation” Discourse is viewed as language in-use whether written, spoken or any other forms of visual representation as images.

The first chapter will provide an introduction to classroom discourse analysis (CDA). Classroom discourse analysis is a study of how a language-in-use is affected by the context or meaning that it carries within. When teachers do classroom discourse analysis, they see the patterns of the student’s conversation, and the context behind it. Teachers will not consider the classroom context, but also the context beyond it. It could influence however the talk they had in class social interaction, language at home and their life background. Classroom Discourse Analysis (CDA) is beneficial for teachers can identify the patterns in the classroom interactions such as group work or individual work so that teachers can come up with suitable approaches in class to engage the interaction among students. Teachers need to understand context and talk by influencing students and use this purpose for improving future classroom. According to Walsh (2011.p.25) “Detailed examination of classroom discourse reveal how interaction collectively co-constructed meanings, how errors arise and are repaired, how turns begin, end and are passed or seized” Investigating classroom discourse is an essential step towards enhancing the learning experience and developing teacher practice. It can be argued that analyzing teacher’s and learner’s talk and the way they interact in the classroom can reveal a significant amount of information.

This section will specifically discuss the concept of classroom discourse, what types of questions are used in it, and what role knowledge plays inside the classroom, how teachers transmit their talk, and how students respond. The goal has been to gain a better understanding of classroom discourse as a form of educational practice.

1.2. Classroom Discourse

Classroom discourse is traditionally defined as the language (both oral and written) used in the classroom by teachers and students to communicate. While discourse is not unique to education, the classroom format has evolved over time.

1.2.1 Definition of Classroom Discourse

The concept of language classroom discourse has been interpreted in a variety of ways. Nunan (1993) views classroom discourse as “the distinction type of discourse that occurs in classroom”. Discourse in the language classroom refers to the use of language orally in the classroom. The term classroom discourse refers to the language that teachers and students use to communicate with one another in the classroom. Because talking, or conversation, is the medium through which most teaching occurs, the study of classroom discourse is the study of face-to-face classroom teaching. In addition, when we use the term “*classroom discourse*”, we are generally referring to the various types of written and spoken communication and discussions that happen in the classroom. Accordingly, classroom discourse can be central element of acquiring knowledge.

Classroom discourse is an interaction between teachers and learners and between learners and learners. It is commonly claimed to form a distinct discourse domain. Teachers and students develop an understanding of their roles and relationships, as well as the expectations for their participation in the classroom. To be successful, students must develop the communicative competence. Classroom discourse differs in functions and forms from language used in other context, as teacher and students have specific goals and engage a different set of activities in the classroom. Investigating classroom discourse is an essential step toward enhancing the learning experience and developing teacher practices. It can be argued that analyzing teacher’s and learner’s talk and the way they interact in the classroom can reveal a significant amount of information. Walsh (2013.p.25) states “Detailed examination of classroom discourse reveal how interaction collectively co-construct meanings, how errors arise and are repaired, how turns begin, end and are passed on seized.”

Classroom discourse is a type of conversation that takes place in a classroom setting. Classroom discourse frequently differs in form and function from language used in other contexts, as a result of the specific social roles that learners and teachers play in the classroom and the types of activities that they typically engage in there. Researchers and language teachers concentrate on classroom discourse in order to understand what happens in the classroom, and makes a difference in the learner's progress in language learning. The types of questions asked by teachers are one of the influential factors in creating classroom interaction. Display and referential questions are the two most common types of questions.

First, Display question are question you ask in order to see if the person you are speaking to knows the answer. In the classroom, this normally means questions teacher ask learners to see if they understand or remember something. For example the teacher asks a learner 'what is the past simple of the verb 'go'. In the classroom, Display question clearly lack the communicative quality and authenticity of referential questions, but they are an important tool in the classroom, not only for the teacher to be able to check and test their learners. However, also as a source of listening practice. Apart from display questions, teachers also ask genuine, more open ended questions designed to promote discussion and debate, engage learners and produce longer and more complex responses. One of the first things a beginner learns in English is how to understand and answer display questions.

Second, you ask referential questions when you don't know the answer. This can imply that teachers ask learners and learners ask each other questions in the classroom. Referential questions are similar to Display questions in that the answer is obvious and the teacher only asks to see if the students know the answer or to manipulate the language. For example, a teacher might ask a student, "What did you do over the weekend?" Or a student may inquire of another in the classroom, "Why are you so calm?" Quizzes, interviews, class discussion of work, and posing general knowledge questions are examples of extended activities in the classroom where students can practice producing referential questions.

Both types of questions are widely used in language education to elicit language practice, but in communicative language teaching, the use of Referential questions is generally preferred over the use of Display questions. Classroom discourse looks at the relationship between language, interaction and learning. It is dominated by question and answer routines with teacher asking most of the questions, which learners ask correspondingly few questions. It is by asking questions that teachers are able to control the discourse.

Sinclair and Coulthard's (1975, p.21) model of classroom discourse integrates hierarchical layers of discourse elements, with each layer consisting of unite from the previous layer: "Lesson-transaction, Exchange, Move, and Act." The main discourse element is the lesson, while the act is the smallest. Act discourse functions include evaluation, cueing, and elicitation. Sinclair and Coulthard observe the following interactional features within the exchange layer: the sequence of question and answer, students responding to tutor instruction, and students listening to tutor instruction. The question-and-answer format suggests Initiation, Response, and Feedback (IRF). "A typical exchange in the classroom consists of an *initiation* by the teacher, followed by *response* from the pupil, followed by *feedback*, to the pupil's response from the teacher." (Sinclair &Coulthard, 1992.p.3)

A teacher initiation, a student response, a teacher feedback, commonly known as IRF, is a pattern of discussion between a teacher and learner, this discussion is also known as IRE, initiation, response, and evaluation. IRF is preferred by some writers and practitioners to reflect the fact that, most of the time; teachers' feedback is an evaluation of a student contribution. This three-part structure, known as the IRF exchange structure, was proposed by Sinclair and Coulthard in 1975 and has had a significant impact on understanding teacher and learner communications.

_ Teacher initiate: "what is the furthest planet from the sun in the solar system?"

_ Student respond: (Member of the class raise their hands and one responds on behalf for all the other) "Pluto"

_ Teacher evaluate: "yes, that is correct"

Sinclair and Coulthard's (1975) model is associated with the field of discourse analysis, which refers to attempts to provide analysis of natural and extended samples of both spoken and written language. Although this method has been criticized, it can provide a useful framework for developing meaningful communication in a controlled environment.

Classroom discourse encompasses more than just oral conversation or communication, and it refers to the language used by teachers and students to communicate with one another in social settings or in the classroom. Teachers play an important role in the classroom because they have the ability to control the environment and change the course of the lesson by teaching and communicating with the students in various ways.

1.2.2. Features of Classroom Discourse

English classroom discourse is an important part of English teaching and learning. The teacher's ability to manage learner contributions will determine whether or not the lesson is successful. As aspects of classroom discourse, control of interaction, speech modification, elicitation techniques, and repair were all investigated.

1.2.3. Control of the Interaction

The teacher's control over the interaction is a distinguishing feature of classroom discourse. A large body of research demonstrates that participants in classroom communication play unequal roles. Teachers make decisions about who speaks, when, to whom, and for how long. Classroom discourse leads to limited learning as there is no place for meaningful spontaneous and natural interaction, so learners do not enjoy the same level of control of the patterns of communication. Students can only acquire the language through involvement in interactions and relationship formed when they take part in communication. Another feature of classroom discourse that exemplifies how

teachers control the interaction is the combination of a teacher question, learner response, and teacher feedback. Teachers play an important role in the classroom; they direct students' learning activities both inside and outside of the classroom. Teachers have the ability to influence their students' behavior and mood.

1.2.4. Speech Modification

Characteristics of all classroom discourse are teacher's modification of their spoken language. The modification strategies used by teacher are not accidental, in many cases and in many parts of the world, a teacher's articulation of second language maybe the only exposure to the language that learners actually receive. According to Walsh (2013) "Teachers' talk modification is considered one of the characteristic of all classroom discourse". There are three reasons why teachers modify their language when speaking to language learners. To begin, there is a connection between comprehension and second language progress. Second, learner language is heavily influenced by teacher's language, and third, students frequently struggle to understand their teachers (Lynch.1996). "An understanding of the ways in which second language teachers modify their speech to learners is clearly important to gain greater insights into the interactional organization of the second language classroom and help teachers make better use of the strategies open to them" (Walsh.2013.p.31) there are various ways through which teachers can modify their talk, these modification include the use of simplified vocabulary avoiding idiomatic phrases and the use of simplified grammar.

1.3. Elicitation Techniques

Walsh (2013) defines elicitation techniques as "strategies used by teachers to get learners to respond." In other words, they are strategies used by teachers during the lesson to get information about what students already know and need to know. At the start of a skills lesson, elicitation techniques are commonly used to ask students to come up with vocabulary, language forms, and rules, as well as to brainstorm a topic.

Elicitation techniques aid in the development of a learner-centered classroom and a stimulating environment, as well as in making learning memorable by connecting new and old information. Eliciting is not limited to language and global knowledge. In the classroom teacher can elicit ideas, feelings, meanings, association and memories. For the teacher, eliciting is information about what the learners know or do not know, and therefore a starting point for lesson planning.

Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known. Language and ideas cannot be elicited without some input from the teacher, and eliciting is certainly not an excuse for not presenting language in a clear context. A situational dialogue, example sentences or listening/reading text may provide the context from which the target language is

elicited. In this case, the teacher is asking the learners to notice how a particular function is expressed, and eliciting is combined with concept questions. Elicitation techniques and background information also requires input. This may come from a teacher's stories, a text, pictures or a video and involves the sharing of knowledge between teacher and learner.

1.4. Repair of Errors

A successful conversation implies that the speaker possesses useful communicative skills. Repair is a common feature of spoken discourse. The term repair is used as a generic concept to cover a wide range of phenomena, only a few of which involve the actual correction of factual errors or flaws in the contents. Repair refers to the ways in which teachers deal with errors. Levinson (1983, p.341) suggests the phenomena under the notion of repair, they are word recovery problems, self editing where no discernible (able to be seen) errors occurs, and correction problems. Four types of error correction in naturally occurring conversation: self-initiation self-repair, self-initiated other-repair, other-initiated other repair, other-initiated self-repair.

1.5. Knowledge and Discourse

The majority of our knowledge is acquired through discourse, and our ability to produce and understand discourse is impossible without the activation of vast amounts of world knowledge. Although "discourse" and "knowledge" are fundamental concepts in the humanities and social sciences, they are frequently treated separately. Furthermore, both are extremely complex phenomena that are studied in virtually all disciplines. People in interaction, as well as groups, institutions, and organizations, acquire, share, and apply knowledge. Indeed, knowledge would be nothing more than a personal belief in the absence of such a social bias.

Linguistic and discourse studies have traditionally dealt only tangentially with knowledge, focusing on grammar and the structure of discourse and conversation. Foucault argued that "Discourse means you have a range of statement that provides a language with a way of representing knowledge about a particular subject matter at a particular given historical juncture" discourse is about the production of knowledge through language.

Knowledge serves as a bridge between information and learning. We understand a topic better when we have prior knowledge of it. It is very important in the lives of students, especially in the classroom. Knowledge provides students with something to think about, but a review of the cognitive science research literature reveals that knowledge does much more than just help students hone their thinking skills; it actually makes learning easier. Knowledge is not only cumulative, but it also grows at an exponential rate. Those who have a solid foundation of factual knowledge find it easier to learn more. As a result, the more knowledge students acquire the smarter they

become. The more students know, the easier it will be for them to learn new things. Learning a new thing is a seamless process, but in order to study it and understand it better. When we connect new information to what we already know, we learn.

1.6. Approaches to Classroom Discourse

Discourse analysis is a very ambiguous term. It roughly refers to attempts to study the organization of language above the level of the sentence or clause, and thus to study larger linguistic units, such as conversational exchanges or written texts. As a result, discourse analysis is concerned with language use in social contexts, specifically interaction or dialogue between speakers. Learning how to engage in discourse is one of the most important goals in language learning and teaching because it has occupied many aspects of daily life. It focuses on context and linguistic strategies that are most relevant, as well as different patterns in discourse. Above and beyond clauses and sentences, discourse is concerned with context; the use of language in and out of context. Discourse analysis is not a self-contained discipline; it is influenced by and influences other disciplines. There are numerous approaches to discourse analysis, including conversation analysis and interaction analysis. Conducting discourse analysis means examining how language functions and how meaning is created in different social contexts. It can be applied to any instance of written or oral language, as well as non-verbal aspects of communication such as tone and gesture.

Discourse analysis examines patterns of language across texts and considers the relationship between language and the social and cultural contexts in which it is used. Discourse analysis also considers the ways that the use of language presents different views of the world and different understandings. It examines how the use of language is influenced by relationships between participants as well as the effects the use of language has upon social identities and relations. It also considers how views of the world, and identities, are constructed through the use of discourse.

Zellig Harris (1952) coined the term discourse analysis to describe a method of analyzing linked speech and writing. Harris was interested in two things: first, the study of language beyond the level of the sentence, and second, the relationship between linguistic and non-linguistic behavior. He focused on the first of these in depth, hoping to provide a method for describing how language features are distributed within texts and how they are combined in different types and styles of texts. He made an early and significant observation, which is represented in: “Connected discourse occurs within a specific situation – whether of a person speaking, or of a conversation, or of someone sitting down occasionally over the course of months to write a particular type of book in a specific literary or scientific tradition.” As a result, there are typical ways of using language in specific situations. He contended that these discourses not only share specific meanings, but also have distinct linguistic characteristics. The nature of these meanings and how they manifest themselves in language is central to discourse analysis.

1.7. Interaction Analysis (IA)

Interaction analysis is regarded as a scientific method for studying classroom interaction. It is based on a systematic observation of classroom interaction with primarily real students. It focuses on observing aspects and categories that are being inside the classroom. Interaction analysis or (IA) is a system for describing and analyzing Teacher-pupil verbal interaction. It is a technique for capturing quantitative and qualitative dimension of teacher verbal behavior in the classroom. It captures the verbal behavior of teacher and students that is directly related to the social-emotional climate on student's attitudes and learning. As an area of classroom research, interaction analysis developed from the need and desire to investigate the process of classroom teaching and learning in term of action- reaction between individuals and their socio-cultural context (Biddle.1967). According to Thapa and Lin (2013) "interaction in the classroom becomes the central factors which is able to enhance the student's linguistics recourses as well as equipping them with appropriate skills for communication."

The following are the various theoretical assumptions that underpin every concept of interaction analysis:

- Predominance of verbal communication; in a classroom setting, verbal communication is the most common mode of communication.
- Higher reliability of verbal behavior; even though the use of spoken language in the classroom may rely on nonverbal gestures, verbal behavior can be observed with greater reliability than most nonverbal behavior.
- Consistency of verbal statements; we can normally assume that a teacher's verbal statements are consistent with his nonverbal gestures and, indeed, his overall behavior.
- Teacher's influence; the teacher has a lot of power over the students. This type of teacher behavior has a significant impact on pupil behavior.
- Relation between students and teachers; the relationship between students and teachers is a critical factor in the teaching process and should be regarded as an important aspect of methodology.
- Relation between classroom climate and learning; It has been established that social climate is linked to productivity and the quality of interpersonal relationships. Even in the absence of the teacher, it has been demonstrated that a democratic environment tends to be on a higher level.
- Use of observational techniques; observational techniques can be used to objectively observe the teacher-classroom verbal behavior, which is designed to capture the natural modes of behavior.
- Role of feedback; Modification of teacher classroom behavior through feedback is possible; however, how much change can occur and more knowledge about the permanence of these changes will necessitate additional research.

- Expression through verbal statements; Teacher influence is primarily manifested through verbal statements.

The theoretical assumptions of Interaction Analysis (IA) are that in a normal classroom situation, verbal communication is dominant; the teacher has a great deal of influence over the student, and the student's behavior is greatly influenced by this type of teacher behavior.

1.8. Flanders Interaction Analysis Categories (FIAC)

The interaction analysis system developed by Flanders is an observational tool that classifies only the verbal behavior of teachers and students as they interact in the classroom. Flanders' instrument was designed to observe only verbal communication in the classroom, with nonverbal gestures being ignored. Flanders interaction analysis categories (FIAC) are a ten-category communication system that is said to encompass all communication possibilities. There are seven categories used when the teacher is speaking (teacher talk), two when the student is speaking (pupil talk), and a tenth category for silence or confusion.

Interaction means participation of teacher and students in the process of teaching. In this process, teacher influences the students; students also interact with the teacher. Interaction takes place among the students themselves. Also it means, in the process of teaching, everybody interacts with every other person involved in the process. Flanders' system of interaction is known as the most popular technique used for the analysis of the teacher behavior and interaction going on in the classroom at a particular teaching-learning situation.

Category areas	Influence	Category type	Category N°	Activity
Teacher talk	Indirect influence	Response	1	Accepts feeling: accepts and clarifies a pupil's attitude on tone in a non-threatening manner Emotions can be both positive and negative. Predicting and recalling are both covered.
			2	Praises or encourages: praises or encourages a student's action or behavior Jokes that relieve stress, but not at the expense of another person.

			3	Accepts pr uses ideas of pupils: Clarifying, constructing, or developing ideas proposed by student. Teacher extensions of pupil ideas are included, but as the teacher incorporate more of his own ideas, the category shifts to five.
			4	Asks questions: Inquiring about topics ranging from content to procedures; expressing his own ideas, providing his own explanation, or citing a source other than a pupil.
	Direct	Initiation	5	Lecturing: Giving facts or opinions about content or procedures; expressing his own ideas, explaining himself, or citing a source other than a pupil.
			6	Giving direction: The commands or orders to which a student is expected to comply.
			7	Criticizing or justifying authority: Statements intended to change a student's behavior from a non-acceptable pattern to an acceptable pattern; crying out; explaining why the teacher is doing what he is doing; extreme self-reliance
Pupil talk	Direct		8	Pupil-talk response: Pupil talk is a response to the teacher. The freedom to express one's own ideas is limited when the teacher initiates contact, solicits pupil statements, or structures the situation.
			9	Pupil-talk initiation: Students initiate conversation. expressing one's own ideas; starting a new topic; freedom to develop opinions and a line of thought, such as by asking thoughtful questions;

				going beyond existing structures
Silence			10	Silence or confusion: Pauses are brief periods of confusion during which the observer is unable to understand what is being said.

Table 1.1: Flanders interaction analysis categories

1.9. Conversation Analysis

Conversational analysis (CA) and gender differences are fundamental areas of research in sociolinguistics that deal with gendered language differences. Conversation is one of the most important applications of language in human life. There are various definitions regarding the notion of conversation composed by linguists. According to Seedhouse (2004) conversation analysis is the investigation of “how participants analyse and interpret each other’s actions and develop a shared understanding.” Levinson (1983:284) states that conversation is a familiar predominant talk in which all participants freely alternate in speaking. Mey (1994: 214) in his book writes that conversation is employing language as social purpose. He portrays conversation as "doing things" with other people through words. Describe, question, agree, offer, and so on are all examples of social actions that we use words to perform. On the other hand, Liddicoat (2007:1) believes that there is much more going on in conversation than just the use of linguists code. Therefore, he notes that just the use is considered a set of practices which speaker can organize in order to commence a suitable action in a certain context. Obviously, conversation analysis is an approach to the study of social interaction, embracing both verbal and non-verbal conduct, in situations of life.

According to Tsui (1994:p.7), conversation analysts used the following descriptive units to describe conversation:

- Turn: is defined as all what a speaker says before another speaker takes the floor.
- Pair: it is basically made up of two as “adjacency pair”
- Sequence: it is composed of more than one turn.

The study of recorded, naturally occurring talk-in-interaction is known as conversation analysis. The primary goal of conversation analysis is to learn how participants understand and respond to one another during their turns at talking. The focus is on how these sequences of action are generated. It does not study the structure of language that is used, however rather focuses on how language is used in the form of requests, complaints, proposals or accusations. When compared to other analytical approaches, conversational analysis takes as much detailed approach. It does not use

summarized or coded representations, however analyses detailed recordings of interactional activities and detailed transcripts.

Conversational analysis has had a great influence on sociological and linguistics studies of language. Levinson (1983.p.287) claims that “the strength of the CA position is that the procedures employed have already proved themselves capable of yielding by far the most substantial insights that have been gained into the organization of conversation”

1.9.1. The Scopes of Conversation Analysis

The goal of conversation analysis is to describe people's methods for producing orderly social interaction. Turn-taking, adjacency pairs, preference organization, sequence organization, and repair are some of the characteristics of the investigated interaction through conversation analysis.

1.9.1.1. Turn- Taking

Any conversation is argued to be organized into turns, which are the basic analytical unit in conversation analysis. A turn is a conversational feature that refers to a change in the direction of the speaking flow. The cooperation in conversation is managed by all participants through turn-taking. Furthermore, in a normal and civilized conversation, only a participant speaks at time the rest are waiting for their turn (Cutting, 2002:29). According to Levinson (1983.296) the scheme of turn taking as depicted is: one participant (X) talks and then stop; another participant (Y) talks and then stop; return to (X) and so on. Therefore a pattern of talk between two participants is obtained: X-Y-X-Y-X-Y.

In *pragmatics* there is an element in the organization of turn-taking called the *floor* (Yule, 1996:72). He explains that floor can be defined as the right to speak; clearly in conversation any participant has the right to speak and reflect. There is a preference on how long one speaker of a conversation should hold the floor, and it depends on which culture he belongs to. Sacks et al (1974) proposed a model composed universal rules of conversational turn-taking, in which a turn is composed of linguistics unit called “turn constructional units” (TCUs). “The basic shapes that TCUs take are sentences or clauses more generally, phrases, and lexical items” (Schegloff, 2007, p.3). According to Schegloff (2007) there are fundamentally three features of TCU: the first one is grammar, the second one is “the phonetic realization of talk”, and the third feature “constitutes a recognizable action in context”; that is to say, any TCU is context dependent. Whenever the TCU is “completed, transition relevance point” (TRP) isreached in which a change of speaker may occur, depending on the three ways that organize turn-taking in any conversation as proposed in model of Schegloff et al (1974):

- The current speaker gives the floor to another person.

- Another person takes the floor after the first speaker reaching TRP.
- If none of the above occurs. .i.e. if neither the current speaker chooses a next speaker nor the other speaker select them, then the current speaker may start another TCU or they may choose to remain silent.

1.9.1.2. Adjacency Pairs

Adjacency pairs are most commonly found in what Schegloff and Sacks described as a “single conversation”, a unit of conversation in which a single person speaks replies to the first speaker’s utterance. While turn-taking mechanism of single conversation uses silence to indicate that the next speaker’s turn may begin, adjacency pairs are used to show that both speakers are finished with conversation and that the ensuing silence does not require either of the speakers to take another turn. In conversational analysis, adjacency pairs are observed to characterize most of the talk. For example: question /answer, invitation /accept-decline, greeting /greeting, and so on. The following is the example of question- answer pair adapted by Liddicoat (2007, p.107):

- John: what time is it?
- Betty: three o’clock.

It is clear from the example that John asks Betty a question. Then, when it was Betty's turn, she immediately responded to John's question. As a result, an utterance pair is formed.

An adjacency pair is a pair of related utterances made by two different speakers. The second statement is a reaction to the first. Adjacency pairs typically have three characteristics: first, they consist of two utterances, second, the utterances are adjacent, that is, the first immediately follows the second, and third, each utterance is produced by a different speaker. Cutting (2002, p.28) states that the utterance of one speaker very likely. He adds that the acts are organization with a first part and a second part and categorized as question-answer, offer-accept, blame-deny, etc. There is certain functions of adjacency pairs like helping in opening and closing a conversation, negotiate deals, changing topics and also adjacency pairs are used to coordinate turns.

1.9.1.3. Preference Organization

In accordance with the discussion of adjacency pairs in which there are always first and second speaker involve in a specific purpose conversation, the term preference refers to a possible answer uttered by second speaker as a response of the first speaker’s utterance (Yule, 1996.p.79) preference is treated as a single concept in conversation analysis, but it has in fact developed into an assemblage of loosely related concepts. According to Coulthard (1985.p.71) “preference is a very powerful concept and once it has been established, it can be used to explain the occurrence of a quite number of other conversational phenomena as the result of speakers trying to avoid having to perform

dispreferred seconds. Understanding preference organization requires first understanding that conversation analysis (CA) is primarily focused upon action sequences: CA examines the ways in which participant's audible utterances (including the prosodic design of talk) and visible body behaviors (including gestures) accomplish particular social actions due to their positioning within sequence of interaction (Heritage, 1984, p.245)

A. Sequence Organization

The central tenet of conversation analysis is that conversation is sequentially organized. According to Liddicoat (2007:105), the notion of sequence organization originate from a consideration says that talk is a form of social action. Turns in conversation are places for the participants to perform action through words. The term sequence itself, as defined by Cutting (2002, 29) is a stretch of utterances of turns. The discussion regarding sequence organization will be divided into four sub discussion namely pre-sequence, insertion sequences, opening and closing sequences. First, there is a pre-sequence. Certain utterances are frequently used as precursors to other utterances. Cutting (2002: 29) states that pre-sequences are the ground of another sequence and signal of the type of utterance. Second, Typically, in the middle of conversation, a participant urges to greet, order, ask a question, request for information, which practically having anything to do with the topic of the exchange (Mey, 1994: 223-224). These urges, then, initiate the emergence of insertion sequence. Third, opening and closing sequence, a conversation, according to Liddicoat (2007: 213), does not just happen and then stop. As other things in conversation, the beginning and ending of a conversation have structures. Cutting (2002: 30) writes that openings tend to contain a greeting, an enquiry after health, and a past reference.

B. Repair

The term repair is relevant to all levels of talk from the turn-taking system to sequence organization and preference. Repair, refers to the processes available to speakers through which they can deal with the problems which arise in talk (Liddicoat, 2007:171).He adds that repair is a set of practices designed for dealing with difficulties which emerge in talk. Repair mechanisms are designed to deal with turn-taking errors and violations. Levinson (1983: 341) suggests the phenomena under the notion of repair. They are word recovery problems, self-editing where no discernible (able to be seen) error occurs, and correction problem.

Schegloff, Jefferson, and Sacks in Liddicoat (2007: 173) propose a mechanism for repair in a conversation. They create the types of repair that are formulated from two primary components. Firstly, they make distinction between self and other, which are the speaker and other parties in a conversation. Secondly, a distinction is also made between repair-initiation and repair completion. The sequence of one repair operation always involves firstly by an initiation and then followed by a solution. Since repair

initiation is distinct from repair completion, these two components can also be used as parameters to define types of repair. Therefore, the basic acts in a conversation repair are self-initiation, other-initiation, self-repair and other-repair. Combinations of the two essential components will result in four basic types of repair as highlighted by Levinson (1983: 340): self-initiated self repair, other-initiated self-repair, other-initiated other-repair, and self-initiated other-repair.

➤ **Self -Initiated Self-Repair(SISR)**

In most of the time, repair is initiated by the speaker of the trouble source. Generally the speaker who self - initiates repair also completes the repair by producing a repair solution (Chaika, 1982: 86); and this is referred to as self-initiated self-repair. In self-initiated self-repair, current speaker stops what she or he is saying to deal with something which is being treated as a problem in what she or he has said, or started to say, or may be about to say .According to van Hest (1998b): “If the speakers' monitoring device meets with a troublesome item, speakers can decide to correct this item on their own initiative, without intervention from their interlocutors” (Cited in Wang, 2003, p. 37). This type of repair is called self-initiated self-repair. For example:

Anna: Oh so then he is coming back on **Thur**[pause] on **Tuesday** (Liddicoat, 2007: 175).

The speaker of the preceding utterance appears to make no mistakes. Even though the sentence ends with the word "Thursday," it is still grammatically correct. However, it is discovered that the information she provides to her interlocutor is false. Then she cuts herself off. A pause in her turn indicates the start of a repair. Next, she proposes a solution and immediately completes the repair by replacing the problematic word "Thur" with the correct word "Tuesday." It is typical of self-initiated self-repair; the speaker repairs his/her own utterance, which appears to be error-free.

➤ **Self-Initiated Other-Repair (SIOR)**

Sometimes when people are in the middle of an explanation, they forget something essential that needs to be mentioned. It can be a name of people, place, or time. In fact, people often get lost of word; so they ask for help to their speaking partner to find a suitable or correct word that they need (Chaika, 1982: 87). People frequently employ question words what, where, when to get an answer from their partner, such as ‘What is that?’, ‘Who discovers the...’, or ‘When will...’ (Schegloff, Jefferson, and Sacks, 1977: 367). In other word, the error maker in self-initiated other-repair indicates the error in the talk, but the partner (the interlocutor) is the one who resolves the problem. For example:

A: He had this uh Mistuh w- whatever k- I can't think of his name, Watts on, the one that wrote[that]piece. B: [Dan Watts] (Schegloff via Liddicoat, 2007: 180)

In the preceding conversation, there are two people involved. The first speaker demonstrates that he is at a loss for words by saying, "I can't think of his name." This question serves as an indirect cue for the correct reference to what he is referring to. In this case, the speaker expects his partner to say the correct name of someone they both know.

➤ **Other-Initiated Self-Repair (OISR)**

The most common way in which the interlocutors deal with trouble in speaking, hearing or understanding is by initiating a repair. Bolden via Kitzinger (2013: 249) states that they will initiate a repair and leave the opportunity to provide the repair solution to the speaker of the trouble source. This means that other-initiated repair usually involves a short sequence which then interrupts the ongoing action in which the participants are engaged. In the conversation below the acknowledgment about the information required is delayed by the inserted repair sequences. For example:

A: Have you ever tried a clinic?

B: What?

A: Have you ever tried a clinic?

B:No, I don't want to go to clinic. (Schegloff, Jefferson, and Sacks via Levinson, 1983:341)

The first speaker in the preceding conversation needs to know whether the interlocutor has ever tried a clinic. The inserted repair sequence, however, delays the answer to the question due to mishearing. The first speaker then receives an answer after uttering the repair solution. In short, in other-initiated self-repair, the interlocutor indicates the problematic item in conversation. However, the error maker corrects the error himself.

➤ **Other-Initiated Other-Repair (OIOR)**

Other-initiated other-repair usually shows interactional modifications which affect the turn shape of the conversation in which other-repair is found (Liddicoat, 2007. 211). Moreover, Liddicoat states that other-repairs are often done in a moderated way. Though called as other-initiated other-repair, there are several cases in this repair sequence in which the initiation is absent. Alike the phenomena occur in self-initiated self-repair where the initiation is sometimes seen in the form of pause or gasp instead of an utterance, in other-initiated other-repair, on the other hand, the act of interruption to state a new understanding that disguise as a repair solution is often employed. For example:

Joy: Kerry is no good. She is having a fight with Sally.

Harry: You mean Sarah, don't you? Those two are always fighting. (Liddicoat, 2007:190)

Joy causes havoc in this repair when he mentions the name of a girl, Sally. The name he mentioned is incorrect because the actual girl who always fought with Kerry's name is Sarah. The second speaker notices the error and attempts to correct it by taking advantage of his turn wisely.

1.10. Language classroom

The teacher's goal when teaching a second language is to use as much of the target language as possible. When looking back on a day in the classroom, one of the most common ways that language is used is in daily routines; these are referred to as classroom language. Teachers can use these daily routines to maximize their target language use and promote its use by students. This section will describe how classroom language can be used and what some tips are for teachers when employing classroom language.

Mastery of communication and reception skills is required for effective communication. Communication abilities come in a variety of shapes and sizes. When the teacher carries out the teaching process, when he provides feedback to his students, and when he directs his students to behaviors that need to be modified, he sends messages.

Good listening to students is one of the reception skills. This type of listening makes students feel important, as well as accepted and respected. It enables the teacher to assist students in expressing their feelings and resolving disputes, and it enables the teacher to use expressions of acknowledgment (well done, continue) without interrupting the student, and it enables the teacher to use visual communicative expressions (well done, continue) without interrupting the student. When listening to a student, the teacher can use the explanatory explanation method, which means that the teacher reformulates the student's ideas, expresses opinions, and summarizes them.

Even with the most communicative approaches, the second language classroom's ability to develop learners' communicative competence in the target language is limited. This is due to a limited number of contact hours with the language, few opportunities to interact with native speakers, and limited exposure to a wide range of functions, genres, speech events, and discourse types that occur outside the classroom. Teachers should maximize opportunities for student participation given the limited time available for students to practice the target language. Classroom research is one method that teachers can use to monitor both the quantity and quality of their students' output. Second language teachers can use discourse analytic techniques to investigate interaction patterns in their classrooms and see how these patterns promote or hinder opportunities for learners to practice the target language by following a four-part process of Record-

View-Transcribe-Analyze. This procedure enables language teachers to examine their own teaching behavior, specifically the frequency, distribution, and types of questions they use, as well as their impact on students' responses.

1.10.1 Definition of language classroom

Classroom language refers to the everyday language used in a classroom, such as offering praise order such as “take out your books” or “please sit down”. This is the language that teachers and students are used to using, however when teaching a language, it takes time to master this aspect of the language. Knowing the fundamentals of a language reduce the amount of time students are required to use their mother tongue and increases the amount of time they spend using the target language; it creates a more authentic language classroom atmosphere. The vocabulary used by teachers and students dictates what is learned and how learning occurs to a large degree. The classroom provides a unique learning environment that has a significant impact on student’s language and literacy growth. Some have suggested that students should be given enough opportunities in the classroom combine oral and written language because these experiences support and encourage the development of literacy.

1.10.2. The origins of classroom Language

Early classroom language research shred a set of assumption derived from sociolinguistics research. Sociolinguistics, for example, holds that oral communication disparities represent social variables such as gender, race, social status, and age. According to Scott (1995) when children enter school, their mood of oral communication has been influenced by these factors; they also already work within a communication system, which consists of language structure (sound structure, inflection, syntax), content (meaning) and use (purpose of communication, appropriate forms of communications). Knowledge about meaning, language functions (pragmatics), discourse genres, and more complex syntax continue to develop during schooling and into adulthood. The vocabulary used by teachers and students in the classroom influences what is learned and how learning occurs to a large degree.

1.10.3. Types of classroom communication

Communication within the classroom is essential for students to learn effectively and should be implemented at an early stage of learning. Classroom communication is classifieds into three types: verbal, non-verbal and written. Anything that teacher or student says aloud is considered as verbal communication. Non-verbal communication refers to how people express themselves through their body language. Written communication is defined as writing that is directed at a specific audience, such as report card comments or student assignments. Teachers and students interact in a variety of context and employ all three modes of communication.

First, sending or receiving a message via sounds and languages is referred to as verbal communication. Teachers can use verbal communication to address one student or the entire class. A teacher, for example, may ask a student to stand up, which is an example of verbal communication. Language, both written and spoken, is central to verbal communication. Verbal communication, in general, refers to our use of words. It is defined as communication in which we express our thoughts, information, and ideas through sounds and words. The spoken part usually involves face-to-face communication. The series of words and grammar rules define the language. Two or more persons can quickly communicate if they are aware of their languages. It might be difficult for people to communicate without a common known language. For effective communication, there must be a common language, which everyone present can understand.

Second, non-verbal communication refers to talking without using words by using body language, gestures, facial expressions, voice tone and pitch, and postures. For instance, if a teacher nods their head as a student speaks; this may be motivating or indicate that they agree with the students. Non-verbal communication is important because it gives us valuable information about a situation including how a person might be feeling, how someone receive information and how to approach a person or group of people.

Third, written communication is the act of transmitting or receiving information in writing. In other words, written correspondence is when you communicate with someone else by writing on papers or using some other writing-related elements, for example, a teacher may assign a written assignment to students to assess their awareness; she or he may provide lecture slides or notes for more complex information.

Since teaching necessitates communication skills, they are the most important for interactions with students. Teachers are responsible for understanding and breaking down complicated knowledge, communicating it clearly to their students (both orally and in writing) presenting in a way that keeps their attention, and listening to and answering their questions or problems.

1.11.Conclusion

To conclude with, this chapter has been to attempt to overview on what is happened inside the classroom. Then, we include a brief explanation of the term “classroom discourse” as used in this review, refers to all forms of discourse that take place in the classroom, that was between teachers and students and student and student as well by including different questions as display and referential question and both types of questions are commonly used to elicit language practice in language education. And also discourse approaches that help teachers and student to communicate with each other as conversation analysis and interactional analysis. After that, we finished by concluding the meaning of the term classroom language which is an everyday language that is used inside the classroom.

Chapter Two

Gender and Discourse

2.1. Introduction

This chapter examines the relationship between gender and language through the analysis of discourse in interaction. It compares the discourse of females and males; and analyzes the interaction among them. However, the current chapter provides context-sensitive microanalysis based on observation and transcription of language as it is used in interaction.

The study of discourse and gender is an interdisciplinary shared by scholars in linguistics, anthropology, speech communication, social psychology, education, and others. Many researchers have been interested foremost with documenting gender-related stereotypes of language use, but the field has also included many for whom the study of language is a lens through which to observe social and political aspects of gender relations. Tensions between these two perspectives emerge in early research and continue today. In spite of the good point from which research emerges, the study of gender and discourse not only comes up with a descriptive account of male/ female discourse but also detects how language functions as a symbolic recourse to create and manage personal, social, cultural meanings and identities.

2.2. Classroom Interaction

Classroom interaction is a term that refers to the behavior and speech that occurs in the classroom. Research has mainly focused on the study of whether gender, class and race have any effect on the relationship between teachers and students in the classroom.

2.2.1. Definition of Classroom Interaction

Many researchers have tried to describe the word interaction from both perspectives of both the learning and the teaching viewpoints. Connect in its broadest sense refers to the act of interacting with the other students in the class, this behavior can be split into two parts; communicating with and responding to the other. According to the New Oxford Dictionary of English interaction is described as a ‘reciprocal action or influence’ that occurs between two people. As a result, it is much more than a simple reaction followed by an action, and this mechanism is dependent on reciprocal action.

Classroom interaction is an important part of the teaching process. Interaction, also known as human interaction, is a mechanism in which two or more individuals participate in mutual acts. This behavior may be spoken or unspoken. (Celce – Murcia, 1987). Interactions in the immersion classes are encouraged me to differ from that in general classes. The teacher can use English in the interaction programme in order that learners can progress their command of the language. One of the reasons is that when

English is used as a scaffolding talk, the learners are getting used using the language while they are doing their activities (Diknes2004:63).

The pattern of verbal exchange, questioning, answering, and reacting between the teacher and students creates the classroom environment. The interactions and exchanges initiated by the teacher and students are the most important factors in a classroom situation.

Additionally, if the teaching and learning processes include contact between teacher and students as channels for achieving their goals, in education correlative practices are involved. In the teaching and learning process, interaction occurs on a daily basis. It is handled by everyone, including the students as well as the teacher in the classroom. This contact is typically used to communicate their shared ideas.

In foreign language teaching and learning, classroom interaction can take several different forms. However, only a few activities are primarily collaborative, such as pair and group work. These forms were discovered to bridge the cultural and social distance between students, resulting in more controlled classroom activity. Sullivan (2000) explains the theory behind pair and group work, explaining that all patterns are linked to the concept of preference, allowing them to choose who they want to work with. They also have the option of addressing issues with their colleagues without interference from their boss. At the end, all students are equal, no one is better than the other. These were the three main characteristics that classroom interaction should be based on stated by Allwright and Breen as quoted by Chaudron (1988:10):

- a. The learner can only decompose the target language (TL) structures and extract significant from classroom events through interaction.
- b. Learners may incorporate TL structures into their own speech through interaction (the scaffolding principles).
- c. The value of any classroom experience, whether interactive or not, for students will be determined by the degree to which contact has been initiated jointly by the teacher and the students.

Moreover, Allwright and Bailey (1991:25) stated that through classroom interaction, the plan produces outcomes (input, practice opportunities, and receptivity). The teacher has to plan what he decides to teach(syllabus, method, and atmosphere). As a result, classroom engagement plays an important role in teaching-learning process. It can be seen in Figure 2.1. :

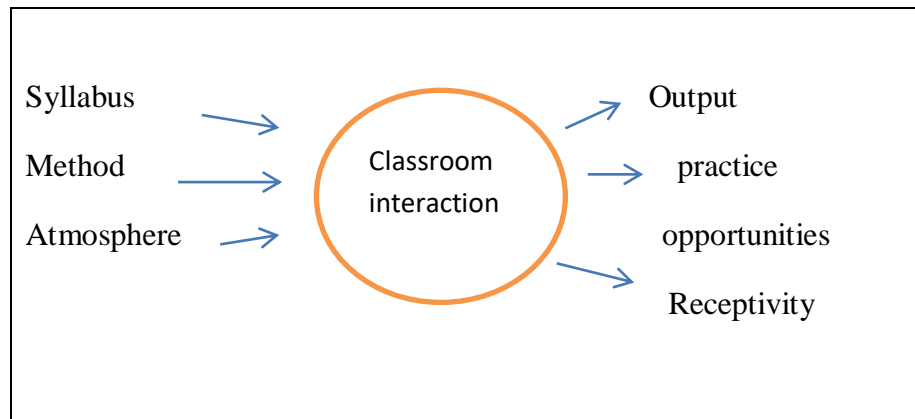


Figure 2.1: Classroom Interaction Plans and Outcomes

The diagram explains that the teacher must be flexible. However, he / she should focus on the most appropriate approach, design of materials, or set of processes in having interaction in the teaching learning process, rather than on the best method. Besides, the teacher should not be dominated, and let the students become more active in their learning.

2.2.2. Types of classroom interaction

Depending on the situation and the assignments and activities that students must complete, classroom interaction can take on a variety of forms and styles. The main types of interaction that may occur in the classroom are listed below.

2.2.2.1. Collaborative Learning

The word cooperative is also often used to refer to the term collaborative. Anne Goodsel, Michelle Maher, Vincent Tinto, Barbara Leigh Smith and Jean Mac Gregor collaborated on a sourcebook for Higher Education. It was published in 1992 by the National Center on Post-secondary Teaching, Learning, and Assessment at Pennsylvania State University. In this book they defined collaborative learning as an umbrella term that refers to a variety of learning methods that are focused on students' intellectual efforts as a result of working together. It can be found among students or between teacher and students. Students in this approach are actively working in pairs or groups that consists of more than two people, they are required to work together to deal with the activity at hand, which is normally seen in problem-solving tasks. The teacher's presentation of the lecture is often insufficient, and subsequent work is based on the students' application of the rules learned earlier in the course.

2.2.2.2. Group Discussion and Seminars

They are hired to facilitate students' formal and informal interactions with their peers. Students are granted the freedom to ask questions relevant to the subject matter while also building a dialogue, all within the framework of an instructional system

overseen by the teacher, the person in charge of the classroom. In order to regulate classroom discussion, five general steps have been created, as described in the rubric below:

1. Students must be ready for the discussion.
2. The teacher needs to select the aim of the discussion.
3. Determine the ground or the basic rules for the discussion.
4. To work collaboratively with each other's. He must split the class into small groups.
5. The last point is to ask your students to share their ideas with their peers.

2.2.2.3. Debates

Students should participate in debates to help them improve their critical thinking skills. They also assist students in developing their social skills, as they will be working in groups to win this competition. The goal is not to find the strongest evidence, but rather for the teacher to reach the best idea and see how each team defends its argument by examining the advantages and disadvantages of a given problem. The team is made up of two groups: one that is positive and the other one is negative. The language instructor has to go through the next steps:

1. Divide the class into small groups.
2. Assign each group to one of the two sides of the debating topic: the positive or negative.
3. When debating students should take notes whenever possible and whenever the situation allows ; by doing that, they will be able to update their notes and have a good material assault, as well as improve and validate their argument .

2.2.2.4. Reading Aloud

One student can be assigned by the teacher to read a passage or his notes in a loud voice so that the whole class can hear him. Students may interact with each other, and the subject of the students' attention will be focused on pronunciation.

2.2.2.5. Classroom Conversation

Such types of conversation encourage students to participate in the lecture. It can be done in small groups or in front of the whole class. Students can improve their language skills by participating in this discussion.

2.2.2.6. Role Play

The teacher will change the classroom's shape to make it look like a theater. This type of activity requires the student to choose a role and then perform it in accordance with the other characters. It should be noted that the only disadvantage in this situation is the student's horizon and imagination. Role players are one of the most effective ways to assess a student's creativity; students must think beyond the box and demonstrate how they apply pre-learned rules in their performance.

2.3. Gender Interaction

Gender –based research linked to teacher-student and student-teacher interactions in mixed-sex classrooms has an inclusive literature. However, gender disparities in teacher-student and student-teacher interactions that is the discourse of male and female teachers, and their students in the classroom, was given comparatively more importance.

2.3.1. Male's Interaction

More efforts may appear to be required to improve educators' comprehension of male language use in the classroom, as classroom language is a unique and frequent mode that students employ during their schooling years.

2.3.1.1. Male Student's Interaction

Differences in men's and women's language use can be tracked in such fields as grammar, vocabulary, and pronunciation. Eckert and McConnell-Ginet(1995) emphasized that language is a fundamental tool that people use to form themselves, and that how they use language including word speech, grammar, and pronunciation is a key factor in self-constitution. Sociolinguistics analysis is the best source that can help us to know about male and female speaking styles which include differences in pronunciation, use of prosodic cues (such as intonation, velocity, and volume), grammatical forms, and choices of vocabulary (Bonvillain, 2000).

When it comes to speech style, male and female speech style are often structured around a set of global oppositions, such as men's talk is competitive, men talk to gain status, and they frequently do report speech(Johnson and Meinhof ,1996). Similarly, Wardhaugh (2010) observed that in conversations that involve both men and women, many researchers agree that men speak more than women do. On the other hand, Wardhaugh noted that men enjoy being experts on a variety of topics and issues and that they are able to engage in verbal sparring, and that they are not afraid to show disagreement with others. Additionally, Zimmerman and West (1975) claimed that interruptions by men are common among women, whereas women much less frequently interrupt men (cited in Wardhaugh, 2010). Nonetheless, having reviewed a large number of studies, James and Clarke (1993) failed to find significant differences

between males and females in terms of interruption. Wardhaugh (2010) presented five testable claims from Holmes (1998).

1. Men and women develop different patterns of language use.
2. Men are less likely than women to use linguistic instruments that emphasize unity.
3. Men are more likely to engage in ways that preserve and increase their power and prestige, while women are more likely to interact in ways that maintain and increase solidarity.
4. Men are less concerned with the affective aspects of an interaction than women do.
5. Men are stylistically less flexible than women.

Regarding grammatical variants used by males and females Cheshire (1982) found that boys consistently used nonstandard grammatical constructions more frequently than girls.

One of the most noticeable distinctions in male and female speech is worduse, this issue has been discussed by many authors such as Bailey and Timm(1976), Jay (1980),Deklerk(1992),and Hughes (1997). Bonvillain (2000) pointed out some areas of vocabulary differences between men and women. First, men are thought to use swear words more often and with greater profanity than women, while women are more likely to use milder expletives. Second, men are supposed to control their emotions and refrain from using words with strong emotional expressions, while, women prefer to use more intensifiers and modifiers, such as adjectives and adverbs than men.

Besides, physically boys tend to be more active than girls, and by the same token more restless if they have to sit for long periods. They are also more prone than girls to rely on physical aggression if they are frustrated (Espelage and Swearer, 2004). Moreover, differences in social interaction styles happen in the classroom as well. Boys, onaverage, are more likely to speak up during a class discussion even if not called on, or even if they do not know as much about the topic as others in the class (sadker, 2002).

Swann (1992) presented some essential findings in research on gender differentiation in the classroom.

- Although there are quiet students of both sexes, the more outspoken students are usually boys.
- Boys also have a greater tendency to "stick out" than girls. Teachers in Michelle Stanworth's study first found some girls "hard to place," according to her. A 'faceless' group of girls was also referred to by boys.

Boys generally tend to be more assertive than girls. For instance, a US study of whole class talk (Sadker and Sadker, 1985) found boys were eight times more likely than girls to call out.

- Boys are often make sexist remarks about girls.
- Teachers often make distinctions between boys and girls for disciplinary or administrative reasons or to motivate pupils to do things.
- Teachers give more attention to boys than girls.
- Topics and materials for discussion are often chosen to maintain boys' interests.
- Teachers tend not to perceive disparities between the numbers of contributions from girls and boys. Sadker and Sadker (1985) showed US teachers a video of a classroom talk in which boys made three times as many contributions as girls, but teachers believed the girls had talked more.
- Teachers accept certain behavior (such as calling out) from boys, but not from girls.

2.3.1.2. Male Teacher's Interaction

For a successful teaching and learning process, it is prescribed that teachers combine the socio-affective skills, personnel characteristics, pedagogical and subject matter knowledge (A.TaquiHanane, 2015). Moreover, Aydin (2009) studies suggest that both male and female teachers have these characteristics but it is claimed that both of them have different teaching styles (F. Thomas. Laird Nelson, 2007).

Gender of the teacher also affects the classroom environment (Canada and Pringle, 1995, Hopf and Hatzichristoo, 1999, Duffy, et al.2002).Based on research in this field, teachers of different gender have classes with different characteristics. For example, the general characteristics of a class taught by a man teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent students turns.

2.3.2. Female's Interaction

Female and male discourse usage differ significantly, as do their interaction patterns. Therefore, many linguists agree that female's language is insignificant and super polite.

2.3.2.1. Female Student's Interaction

There are differences, men and women do not develop distinct speech styles, as the boundaries are not clearly identified, and both men and women can use the same features. Females tend to speak in one way and males in another, but there are no forms which are exclusively female or male, and there is always an overlap between the sexes (Swann, 1992).

This author further provided some conversational features employed by male and female speakers that researchers have identified.

1. Females tend to be more supportive using these words 'Mnh', 'Yeah', and 'Right' than males.
2. Females are more likely to use tag questions (e.g., "The weather is really nice today, isn't it?") (Cameron, McAlinden, and O'Leary, 1988; Dubois and Crouch, 1975; Homes, 1986), hedges, and expressions that make them sound more hesitant and uncertain.
3. Female utilize indirect request forms while giving orders.

Freeman and McElhinny (1996, p, 232) presented the list of Lakof's (1975) claims about women's use of language and pointed out some studies that critically investigated the claims.

1. Women's speech is more polite than men's.
2. Topics that are considered unimportant are women's domain (e.g., women discriminate among colors more than men do).
3. Women tend to use adjectives to express their feeling (adorable, charming, divine, and nice).
4. Women use raising intonation on declaratives or in statements to express uncertainty ("My name is Tammy?" (Guy, et al., McLemore, 1991).
5. Women speak in "italics" (use intensifiers more than men ; (e.g., 'i feel so happy ').
6. Women use hedges more than men do ("it's kinda nice") (Holmes, 1984; O'Barr and Atkins, 1980).
7. Women don't telljokes (Jenkins, 1986; Painter, 1980).

Like Lakoff(1975), Romaine (1999) also noted that women are often perceived to be more polite than men. Brown (1980) even highlighted why women's language is more polite and formal than men's. He remarked that on the whole we can foretell that women will mostly speak more formally and politely, because women are culturally downgraded to a secondary status relative to men and because a higher level of politeness is expected from inferiors to superiors. Furthermore, when discrete language items are examined, women are shown to use prestige variations more frequently than men, and their utilization of speech acts and discorsal features comes closer to reflecting the overt prestige forms of their communities (McGroarty, 1996). Additionally, directives, are verbal acts that attempt to persuade someone to act in a particular way (Coates, 1993) or statements used to persuade someone to do something (Goodwin, 1990), can be used differently by males and females. Reviewing studies by Goodwin (1980, 1988, 1990), Coates indicated that boys were found to use explicit commands, whereas girls were observed to use more moderated instructions.

Female students were more likely than male students to employ humor, according to Chaves (2000), and they were more concerned with pleasing the teacher or meeting the

teacher's requirements. Furthermore, female students reported having shorter (fragmentary) turns while being more likely to be addressed by the teacher in full sentences.

2.3.2.2. Female Teachers Interaction

Once we start to deal with the issue of the teacher's gender interference with the learning process, in general, and the classroom dynamics, in particular, controversies begin to come out. Even the teachers themselves are unaware of how much they convey about their identity and especially about their gender during classroom interaction. Pakula, Pawelczyk, and Sunderland(2015,15) state that " comments such as ' I only teach English 'aptly summarize EFL teachers' lack of awareness of the various ways in which gender (and other social categories) is often unconsciously drawn on in the acts of teaching and learning", similarly, Freeman and McElhinny(1996) , claim that EFL teachers are , in a way or another, teaching about society which to a great extent, entails teaching about gender , Thus this may reveal a lot about the significant importance of the gender of the teacher as a variable in our study.

In terms of classroom debates, male and female teachers have some parallels. They do, however, have a number of variations that several studies have shown occur as they communicate with their students. Female teachers, according to Hopf and Hatzichristou (1999), were more "sympathetic" to the students who had a bad performance and took into account the interpersonal problems of students than the male teachers. At the same time, it is possible that male teachers may be able to manage offensive movements, such as "rebellion and indiscipline" more easily than the female teachers. Although the female teachers were shown to be more affective at the primary level (Madrid and Hghes, 2010, p.3). When it comes to the teachers' style of teaching, Sikes and Brophy (1973) have claimed that "teachers showed a more authoritarian and academically task-focused teaching style, while the female teachers showed a more expressive style, lent a greater degree of support towards the students and placed less emphasis on tasks, as seen in the work of Good. (Madrid and Hughes, 2010, p.3).

Female teachers have been identified as communicative facilitators who are perhaps more respectful of students 'use of their first language. They were also identified as being too forceful in their topic selection and questioning, primarily with the goal of smoothing and maintaining the conversational flow (Chaves, 2000).

2.3.3. Student-Teacher and Teacher-Student Interaction

In the classroom contexts, there are numerous gender issues which may create obstacles to students' learning if they are not well considered. These issues or aspects can be related to teachers, students or specific to the physical environments within the classrooms. Literature on classroom interaction indicates that teacher-student interaction

is characterized by the teacher's attempt to influence learning mainly by controlling the learners' exposure to learning and providing them opportunities to practice (Verplaetse, 1998). Further, teachers control the learning content and direction of the discourse by asking questions and reformulating the answers given by learners. Also, research findings indicate gender and sex differences in conversations. For instance, it is said that men do not give verbal recognition of contributions made by women, women are more communicative, women talk more with one another than men, and women speak more comfortably than men in public (Lakoff, 1975; Spender, 1980). With respect to the classroom arrangement, traditional models of classroom setting has in most cases been affecting students' participation in the classroom discourses, especially girls (Mlama et al., 2005) making them being excluded from the teaching and learning processes.

Additionally, because offering opportunities for learners to communicate in their target language is one of the components of FL classroom that can help them acquire the language, and less of them learning the target language through meaningful usage of it; and considering that classroom interaction is primarily achieved through the IRF (Teacher initiates-students, Responds-teachers, Feedback) framework, where teachers often initiate interaction by asking questions, teachers' questions cannot only create more interaction activities, but also can summon students to participate in all kinds of negotiation of meaning (Xiao-Yan, 2006). Hence, many academics who were driven to explore how teachers interact with students in the classroom have taken an initial interest in how teachers connect with students. Similarly, the role of teachers in providing equal interaction opportunities for all students regardless of their gender, race, and social status is understood to be of vital importance because they not only offer language practice and learning opportunities but also help the process of language development itself (Xiao-Yan, 2006).

According to J.Barbara (2007:83), in the past, schools and teachers provide an environment which enhances behaviors and attitudes that are gender stereotypic. Thus, the socialization of gender within schools confirms that girls are made aware that they are unequal to boys, teachers are affirming that girls and boys should be treated differently (Chapman Amanda, 2015). They socialize girls towards a feminine role model who are praised to be refined, elegant, quiet, and calm, and they learnt that being popular is more important than being competent. However, boys are encouraged to be active, independent thinkers and confident speakers and girls are encouraged to be popular and well liked (Bailey, 1993).

It is also worth noting that several studies have shown that teachers treat boys and girls differently in classroom. Teachers, for instance, are more likely to praise and correct comments made by boys, but they pay less attention to comments made by girls. Dee (2006:3). Meyer's work shared the same viewpoint and given Thompson (1956) about "Teacher interactions with boys, as contrasted with girls and L. Spaulding

Robert's report on teacher-pupil interactions (1963) in which they claim that teachers pay more attention and make eye contact to boys than to girls, they call on male students more frequently using their names (Bailey, 1993), they tend to listen to them longer, give them more time to answer questions, and provided them with more positive and negative feedback (cited in Decker – Cornill Helene, 2007 :77).

Since male and female teachers communicate with their students differently, the gender of the teacher has an impact on the classroom interaction. According to Monsefi and Yaser (2015:1), gender plays a role in the relationship between teacher and students in the classroom. In other words, the gender of the teachers influences the quality and the quantity of classroom interactions. These teachers will create their classroom interactions based on gender identities that will impact their interaction with the students. Based on initial observation, male English teachers tended to make jokes when interacting with students while female English teachers tended to ask more questions to the students. Besides, studies of Chavez (2000:32) claimed that, male teachers communicate quickly and provide more opportunities for the students to have turns while female teachers ask more questions during classroom interaction. Based on explanation, it is necessary to conduct a research about the verbal interaction between male and female teachers and their students because they have a different way of interacting with their students.

Since the 1970's there was a great concern in educational literature investigating whether there are differences in the "experiences" of boys and girls in classroom (Toohey, 1994). Sadker and others (1985) claimed that male students tend to talk more to teachers than female students do that is why teachers talk far more to them than female students. Furthermore, boys are also seen to receive more attention, praise, encouragement and criticism from their teachers in a wide range of classroom contexts including both EFL and ESL learners (Toohey, 1994).

Furthermore, gender variations in classroom communication styles have been proven in studies (Hall and Sandler, 1982; cited in Kimberley Emanuel, 2008). Male students are confident, aggressive and quick when responding to questions, they have the tendency to speak openly and spontaneously and they interrupt even their female teachers as Howe Christine (1997 :7) claims by saying : " All in all then, the research suggests 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 ". By contrast, female students take more time to respond because they carefully select their words in order to condense their responses, also most of time they are interrupted by their male classmates or teacher. Consequently, this makes them feel as if their participation is insignificant, and they may be unable to participate in future discussions. (Kimberly Emanuel, 2008:19).

Academic (i.e. related to the contents of the lesson) and non-academic (i.e. concerning the lesson's procedure) solicitation addressed to boys and girls are included to the teacher's discourse, as well as the teacher's input on the students' reactions to their solicitations and their comments and responses to their students. Likewise, students' conversations were dominated by questions aimed at the teachers, feedback on the teachers' responses to their questions, their comments, and their responses to the teachers' solicits, and their language in dialogues.

Girls view the psychological atmosphere of the class to be more favorable when they have a man teacher, whereas boys are more comfortable with a female teacher, according to Lawrenz (1987).

2.4. Conclusion

To sum up, it can be concluded that gender is a dynamic category that is negotiated according to the event, activity and context. As a result, males and females negotiate a continuum of femininity and masculinity that is determined by its language labeling, and the role they play in a given activity. How the male and female teachers operate on this continuum of femininity and masculinity is investigated through their discourse in three key aspects of the teaching activity that of giving explicit instructions, questioning and providing feedback based on studies on gender differences indicating that differences exist in both male/female teachers and students discourse.

Chapter Three

Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

3.1. Introduction

The present chapter deals with the methodology used to conduct of the current research. It is the research design of the study that aims at enhancing gender interaction in classroom discourse. This chapter is composed of two sections. The first section is about data collection methods that take into account the participants, the context in which the study occurred, the method used in order to collect data (the mixed method) this data used to gather both qualitative and quantitative results (questionnaire, classroom observation and interview) . The second part is about data analysis that contains the various methods of analysis used in this research.

3.2. Population and Sampling

The sample of this study was collected at Ibn Khaldoun University of Tiaret, English department; our target population was first year English students. For the student's questionnaire, our sample consists of 100 first year English students, fifty male students and fifty female students, which they were selected randomly. As well, for the teacher's questionnaire, four teachers were chosen, two male and two female teachers, besides, the interview, the selected sample consist of male and female students at Ibn Khaldoun University

3.3. Data Collection Methods

This study has opted for a combination of quantitative and qualitative methods, based on the research questions we posed and the objectives we sought to achieve. The following methodological instruments are employed as a result of this foundation.

3.3.1. Classroom Observation

In the classroom, observation can be used to find out distinct aspects such as classroom interaction, teacher talk, students' behavior, and many other aspects. The entire observation was carried out with first year students in order to collect the result and validate them. The observation was carried out one hour in order to assess the learning environment in terms of gender. It was also completed during the academic year 2020/2021. The observer took notes on what he saw during the observation; therefore it was done in a controlled setting. It also relies on a checklist that is separated into three sections: basic information, classroom observation, and detailed information.

3.3.2. Questionnaire

A questionnaire is a type of research instrument that consists of a series of questions or other types of prompts designed to elicit information from a respondent. A research questionnaire is typically composed of both closed-ended and open-ended questions. Long-form, open-ended questions allow respondents to elaborate on their

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ideas. In order to reach the aim of the study, a two questionnaires administrated in the English department; the first one was for 100 EFL students and the second one was for 10 EFL teachers there was chosen for their gender five male teachers and five female teachers.

The questionnaire is divided into three sections in terms of structure. For the investigation, a structured questionnaire is used; mixed methods are used with both open-ended and closed-ended questions.

3.3.3. Interview

Interviews are used to gather information from a small group of subjects on a wide range of topics. Structured or unstructured interviews can be used. Structured interviews are similar to questionnaires in that they ask the same questions in the same order for each subject and allow for multiple choice answers. In qualitative research, interviews are conducted when researchers ask one or more participants general, open-ended questions and record their responses. The indirect interview, as one of the qualitative research instruments, is based on the research questions at hand.

The interview is conducted with one female and one male student from first year English student to find out their attitude, and their opinions about gender interaction inside the classroom.

3.4. Data Analysis

Various methodologies have been employed to analyze the data quantitatively and qualitatively in order to answer the research questions at this stage.

3.4.1. Classroom Observation Analysis

In order to analyze classroom observation transcription the Sinclair and Coulthard (IRF) model and Flander interaction analysis is adopted. Throughout the experiment, the entire class was observed by using the checklist that was used as a tool to assess classroom interaction.

The teacher takes on a variety of roles, including lecturing, directing and instructing students, asking questions, and providing feedback. These were the main roles that the teacher displayed during the class, while the students also had some roles to display within the class, such as responding to questions, asking questions, giving opinions, discussing related topics, taking initiation, talking to each other, listening to their lecture and taking notes.

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There have been the main roles that students play in class, and now we come to the final feature, which is about "Silence." In this context, silence can be interpreted in two ways: as a lack of understanding or as a relaxing and pausing gesture.

As previously stated, the observation was done with group of first year students, who were being taught by female teacher during a session on "child labor". In the observation, both female and male students were involved in the encounter. The teacher started her session by asking about the topic, and then the majority of students start raising their hands to respond. She calls out more on female students and she tends to focus on those who participate more, she start to encourage male students especially those who sit at the back to share their ideas and opinion. Similarly, due to their timidity, we saw that female students wait quietly for their names to be called. Furthermore, the teacher focuses all of their attention on the entire class while proving positive feedback to both genders for correcting answerers. The teacher role here was divided between asking questions and lecturing, whereas the kind of feedbacks she showed was acceptance and correction. When students misbehave, she instructs both of them to be quiet and follow the lesson so as not to disturb their classmate.

To conclude, the teacher in this class motivates, inspires, and leads their students in a positive learning atmosphere by providing them with the same learning opportunities to engage in the lesson so that they all feel equal.

3.4.2. Questionnaire Analysis

The data obtained by this research tool helps us achieve our main goal of highlighting gender interaction in the classroom. Here is an analysis of each section of the questionnaire separately.

3.4.2.1. Analysis of Student's Questionnaire

This part aims at investigating student's perception regarding the concept of gender interaction in classroom discourse.

The first element that will be discussed is the distribution of gender: males and females.

- Section One: Personal information

Gender is the variables that are suggested in the first section.

Gender	Female	Male
Percentage	50%	50%
Total	100%	100%

Table 3.1: The Participant's Gender

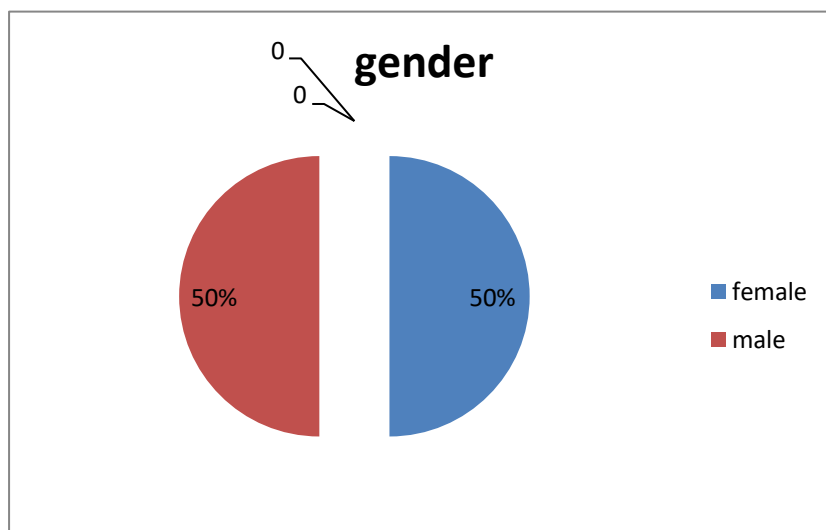


Figure 3.1: The Participant's Gender.

As shown in figure one, female characters represent 50% of the whole population, whereas male represent the other 50%. Therefore the sample is selected equally.

- **Section two: Classroom interaction**
- **Q1:** How do you consider your level in English?

level \ Gender	Beginner	Advanced	Intermediate	Excellent	Total
Female	20%	30%	36%	14%	100%
Male	14%	30%	40%	16%	100%

Table 3.2: Student's Level in English

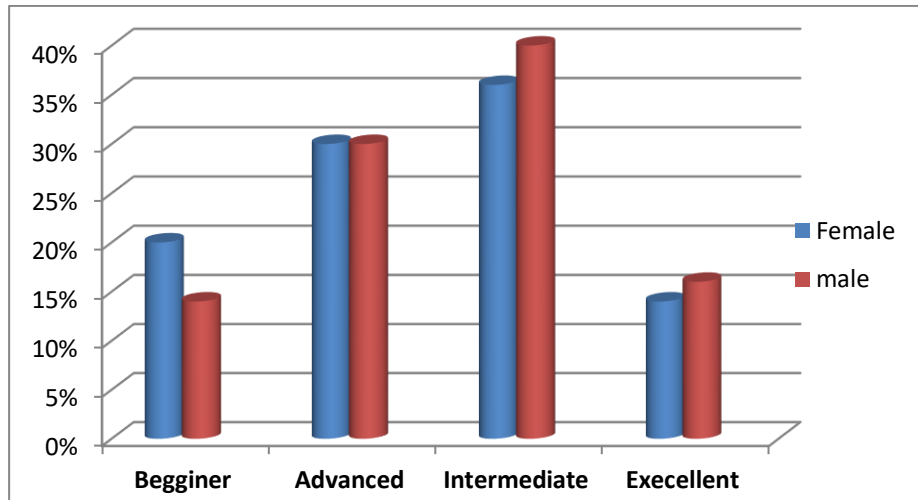


Figure 3.2: Student's Level in English.

As it is observed it seems that 20% of female students tend to classify themselves as beginner learners of English ,while 14% for male students, whereas both of them identified themselves as advanced with a 30% .As for intermediate level, 36% for female and 40% for male students. 14% of female considered themselves excellent in English while 16% for male students.

Q2: Are you satisfied with the way you use English in your class?

Gender	Satisfied	Strongly satisfied	Not satisfied	Total
Female	56%	24%	20%	100%
Male	50%	20%	30%	100%

Table 3.3: Satisfaction of Using English in the Classroom.

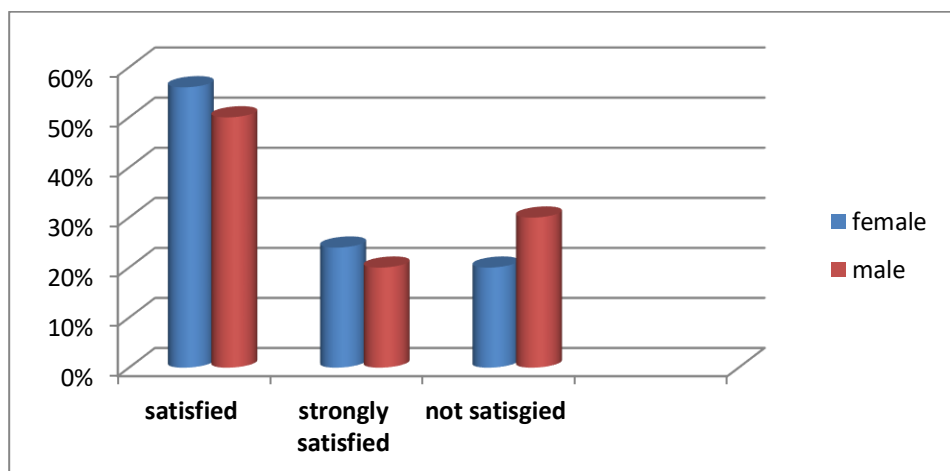


Figure3.3: Satisfaction of Using English in the Classroom.

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The figure below represents the satisfaction of using English by students inside classroom, as it is observed for female students 56% said that they are satisfied, 24% strongly satisfied, 20% not satisfied, while male students 50% said that they are satisfied, 20% strongly satisfied and 30% not satisfied.

Q3: Do you participate inside the classroom?

Gender	Female	Male
Times		
Always	18%	10%
Sometimes	50%	66%
Often	14%	10%
Never	18%	14%

Table 3.4: Student's Participation inside the Classroom

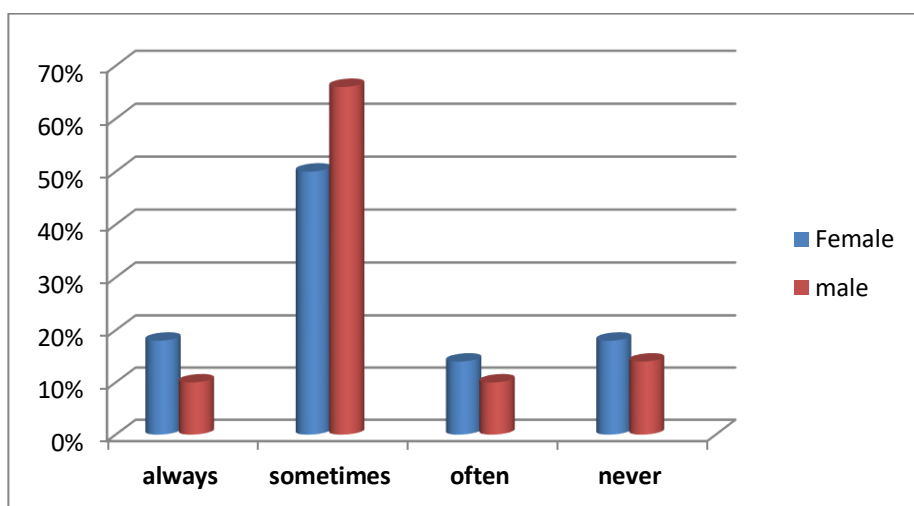


Figure 3.4: Student's Participation inside the Classroom.

The responses vary from one person to another. Most of female students opt for the second option "Sometimes" with a rate of 50%; while, 14% of female students have chosen "often" as a suitable answer, 18% of female students selected "never" and they justify their answer; some mentioned that they feel shy when it comes to classroom participation. In addition to the anxiety of making mistakes when they participate, students also lack confidence even though they have the right answer. Then, 18% only have chosen the first choice "Always"; whereas, for male students 66% answered by "sometimes", 10% said "often" and only 10% for "always", for the fourth choice 14% have chosen never.

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Q4: With whom do you prefer to participate more?

Gender	Female students	Male students	Percentage
Female teacher	30	24	54%
Male teacher	12	20	32%
Both	8	6	14%
Total	50	50	100%

Table 3.5: Students' Participation with Male and Female Teachers

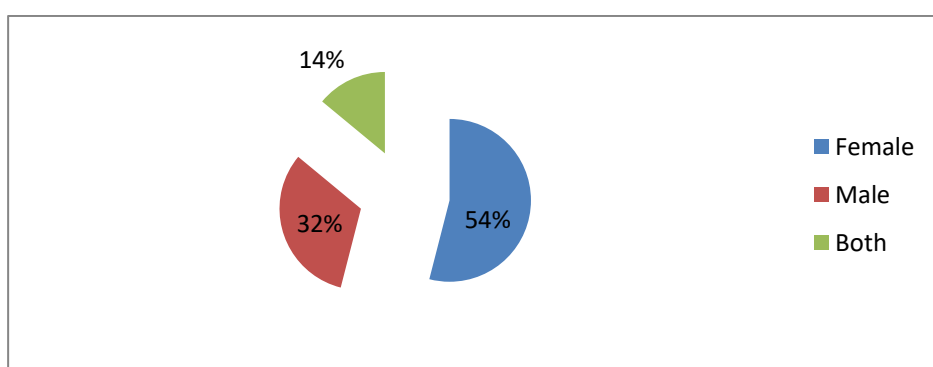


Figure 3.5: Student's Participation with Male and Female Teachers.

The aim of this question was to see if students prefer to deal with male teachers or female teachers or both of them. Statistics indicate that students prefer to participate more with female teachers with a rate of 54%, and some have selected male teachers with the rate of 32%, while other students have selected both of them with the rate of 14%.

Students justify their answers in different ways: some students claimed that they prefer to participate with male and female teachers because it doesn't depend on the gender, but on how they treat them. Otherwise, some students said that they like to participate with female teachers because they feel more comfortable; students understand them more than male teachers, and they have a strong capacity to motivate them, therefore, they effectively communicate the lessons. Besides, other female students commented that they feel shy when participate in the presence of male teachers, so they preferred female teachers to work with. While, some students think that male teachers are honest and more active in the class than female teachers. However, some felt that they are free to express their thoughts when they participate with male teachers. Most of female students felt that female teachers treat them differently because they worked more with boys. The rest of students skipped the justification of their answers.

Q5: In your class, who participate more?

Gender	Percentage	Percentage
Boys	20%	18%
Girls	24%	34%
Both of them	56%	48%
Total	100%	100%

Table3.6: Participation of Female and Male Students

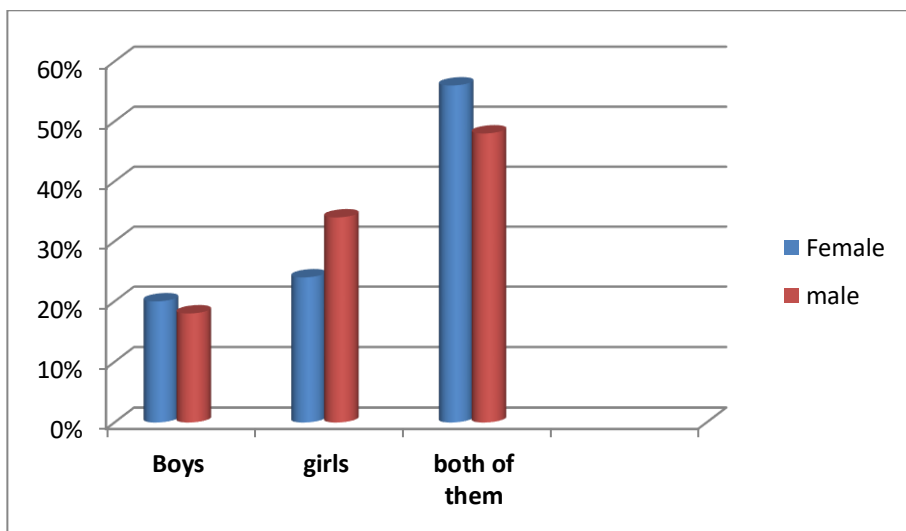


Figure 3.6: Participation of Female and Male Students

For female students, 20% stated boys as an answer and 24% said girls , while the majority have chosen both with the rate of 56%, however the male students, 48% said both, 34% answered by girls and only 18% for boys.

Q6: Which one of the following is likely to be shyer when it comes to interacting with teachers?

Gender	Percentage	Percentage
Boys	14%	20%
Girls	50%	60%
Both of them	36%	20%
Total	100%	100%

Table 3.7: Student’s Attitude toward Interaction with Teachers

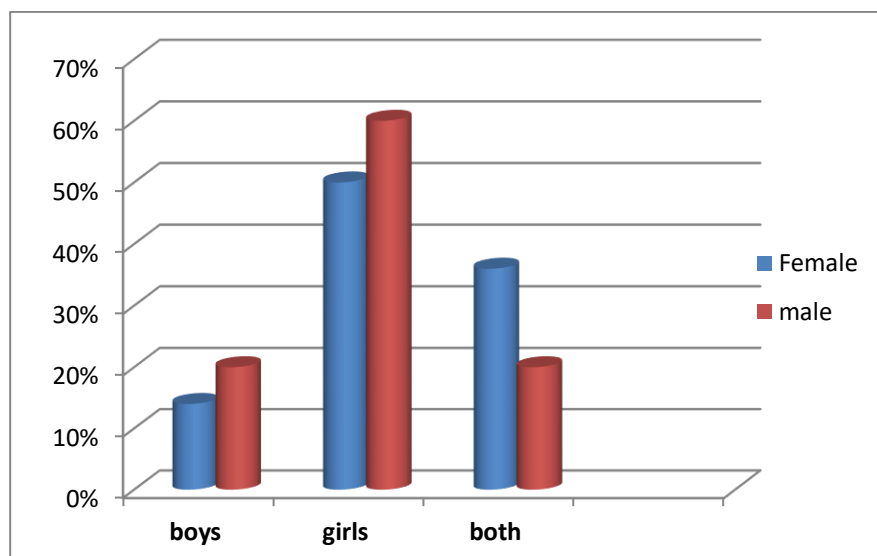


Figure 3.7: Student's Attitude toward Interaction with Teachers.

Most responses were girls are shyer than boys, for female students 50% have chosen girls, 36% have selected both and only 14% have chosen boys. However for male students the majority answered by girls with a rate of 60%, 20% for both and 20% for boys.

Q7: Whom do you prefer to work with?

Gender	Percentage	Percentage
Female teacher	32%	34%
Male teacher	16%	22%
Both	52%	44%
Total	100%	100%

Table 3.8: Preference of Students Interaction with Female and Male Teachers

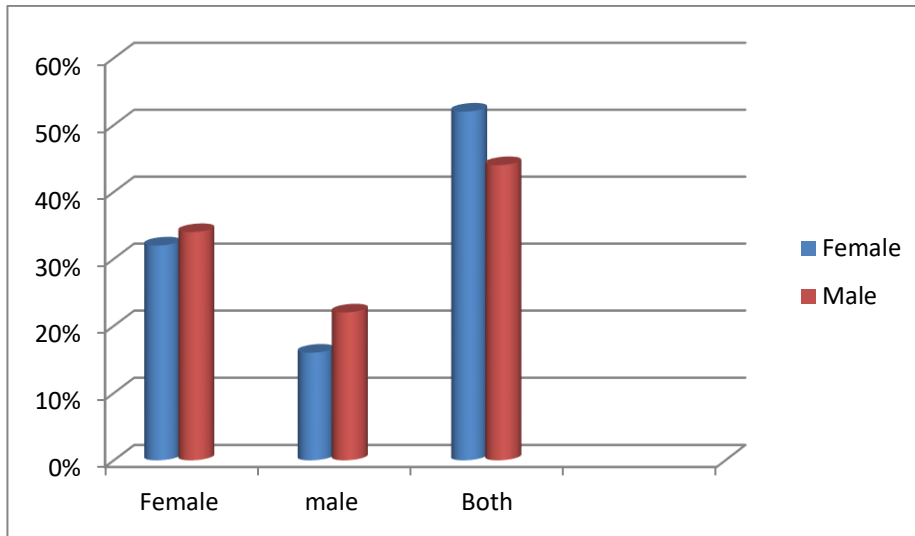


Figure 3.8: Preference of Students Interaction with Female and Male Teachers

The majority of students has chosen both male and female teachers, with a rate of 52% for female students and 44% for male students; whereas, 32% of female students and 34% of male students have selected female teachers; while, 16% of female and 22% of male favor male teachers.

Q8: Do you agree that gender are treated differently inside the classroom?

Opinion	Percentage	Percentage
Agree	34%	38%
Strongly agree	12%	10%
Disagree	40%	44%
Strongly disagree	14%	8%
Total	100%	100%

Table 3.9: Students’ Opinion about Gender Equality

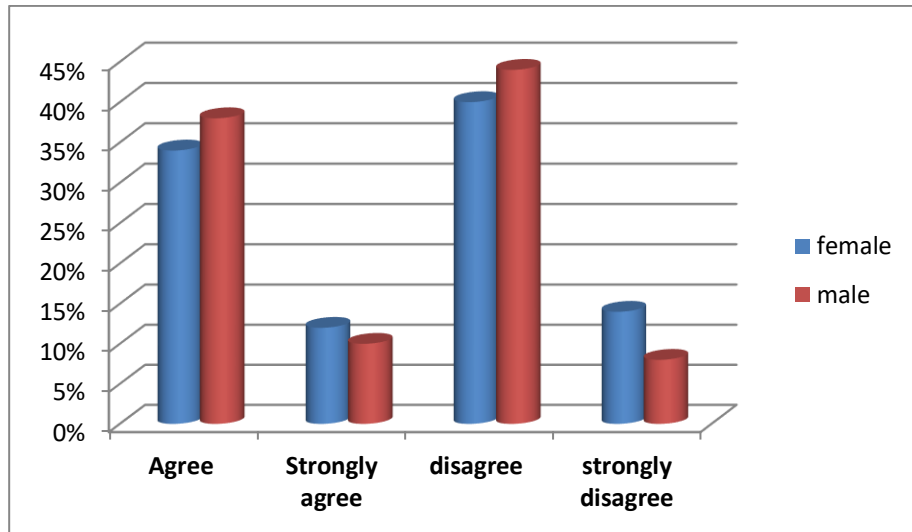


Figure 3.9: Students’ Opinion about Gender Equality

As it is mentioned in the figure below the majority of students have chosen the answer to “disagree” with a rate of 40% for female students and 44% for male students; while, 34% of female students and 38% of male students have selected “agree”; 12% for female students and 10% for male students answered by “strongly agree”, whereas the last choice was: “strongly disagree” with a 14% for female students and 8% for male students.

Q9: Do you think that boys and girls use language differently?

Opinion	Yes	No	Somehow	Total
Female	48%	16%	36%	100%

Table3. 10: Female Student’s Opinion about the Use of Language

Opinion	Yes	No	Somehow	Total
Male	52%	20%	28%	100%

Table 3.11: Male Student’s Opinion about the Use of Language

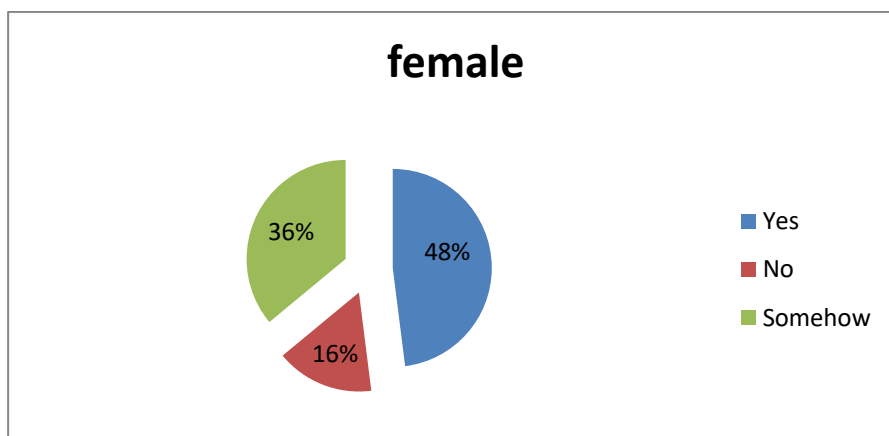


Figure3. 10: Female Student’s Opinion about the Use of Language

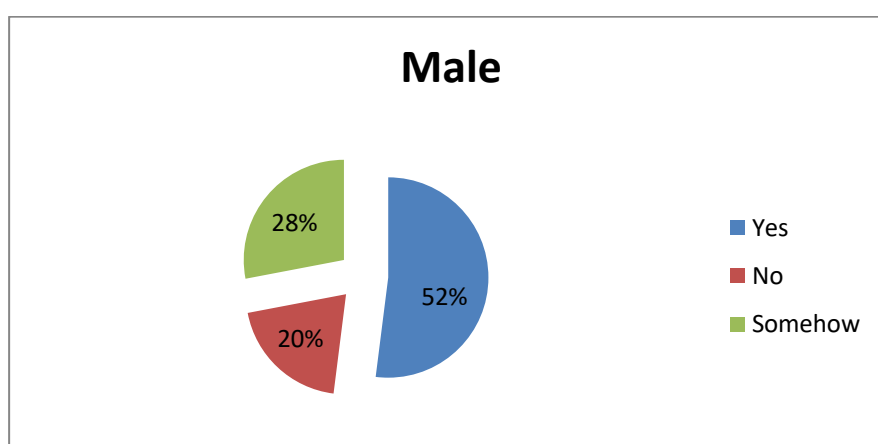


Figure 3.11: Male Student’s Opinion about the Use of Language

The aim of this question is to find out if the boys and girls use the language differently inside the classroom or not. For female students 48% have selected “yes”, while 16% answered by “no” and 36% stated “somehow” as a response. For male students 52% have chosen “yes”, while 20% said “no” and 28% said “somehow”, therefore the majority of student agrees that boys and girls use the language differently inside the classroom.

Q10: How is the language used by boys?

Gender	Formal	Informal
Female	44%	56%
Male	30%	70%
Total	100%	100%

Table 3.12: Students’ Opinion about the Boy’s Use of Language

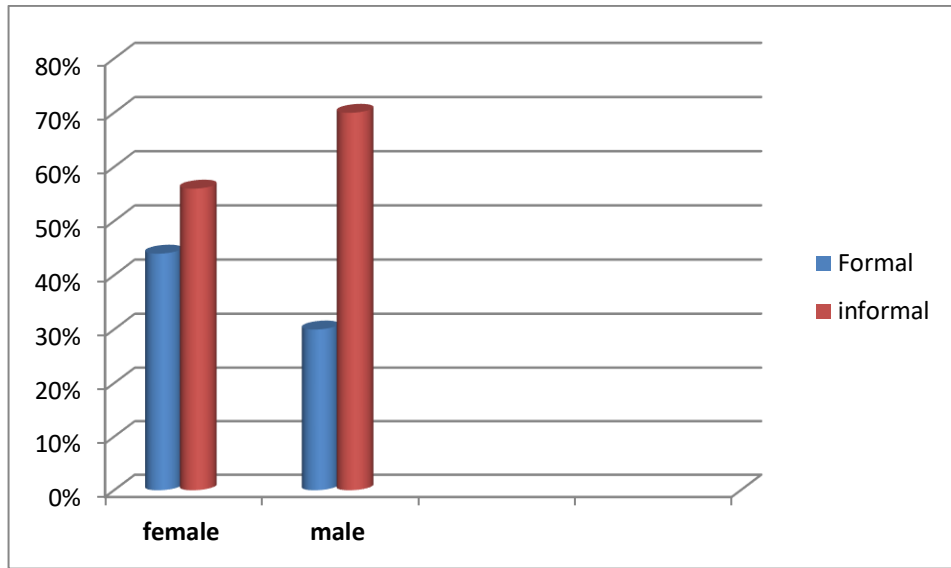


Figure3. 12: Students’ Opinion about the Boy’s Use of Language

The majority of students agree that boys use “informal” language. 56% of female students and 70% of male students have chosen “informal”, while 44% of female and 30% of male students stated that “formal” as an answer.

Q11: How the language is used by girls?

Gender	Formal	Informal
Female	72%	28%
Male	60%	40%
Total	100%	100%

Table 3.13: Students’ Opinion about the Girl’s Use of Language

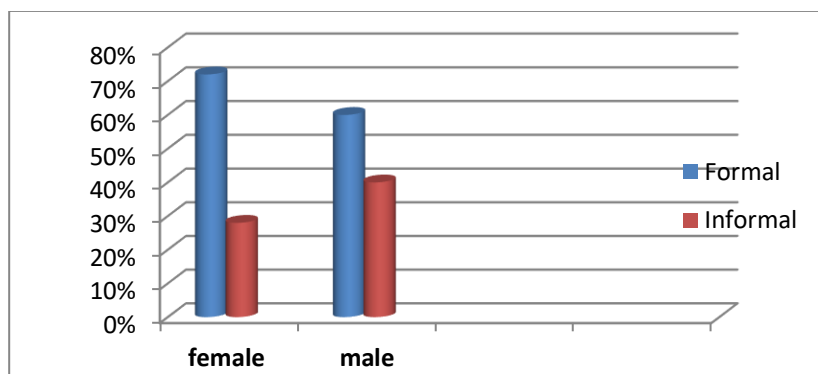


Figure 3.13: Students’ Opinion about the Girl’s Use of Language

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Although the majority of students agree that girls use formal language. 72% of female students and 60% of male students have chosen formal language, while 28% of female students and 40% of male students answered informal language.

Section Three: Students Opinions about Classroom Interaction

Q1: How do you think that gender affect the classroom environment?

Most students respond to the first question about how gender affects the classroom environment by saying that gender has a huge influence on classroom environment. Some believed that classes taught by female teachers have more interaction than classes taught by male teachers. Other students have stated that if all students, both male and female work in groups the learning process will increase.

Q2: How can interaction with teachers influence students?

In response to the second question, which asked how interaction with teachers influences students, some students stated that teachers who interact well with their students create classroom environments that are more conducive to learning and meet their students' developmental, emotional, and educational needs. While, other students thinks that emotional support is created through effective teacher- student interaction. Emotional support has the potential to improve the positive interaction between teachers and students. As a result, students will like the teacher, and the subject. Furthermore, other students commented that as the teacher is able to interact well with the students in the classroom, the students will not be scared to participate in a variety of learning activities. Moreover, they do not fear to provide opinions and answer questions during lessons. The rest of the students said that the teacher's instructional support is also crucial in classroom interaction. It is a sort of interaction that encourages students to think, provide feedback, and help them develop their language skills.

Q3:Do you think that classroom conversation reflects students understanding? Justify

The third question asked students if they thought classroom discussions reflected their understanding; those who said "Yes" justified their answers as: if you have to be a part of the conversation, you will need to come up with new ideas to draw people's attention. Another opinion is that student's discussions with classmates and teachers are an indicator of his comprehension. Other responses indicated that student's comprehension might be tested through conversation and explanation. A few students said that classroom discussion reflects students' understanding of any subject. Some students stated that if they do not grasp what is being taught or what is been spoken, they cannot say anything. According to those who said No, they think that many of the brightest minds hide in the shadows without raising their hands, simply because they are afraid. The rest participants did not provide any justification for their answers.

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Q4: Do you think that your interaction in the classroom helps you improve your learning?

The last question showed if the interaction inside the classroom helped them improve their learning. Most of the students were in agreement with their answers that interaction with teachers helps them a lot in focusing and understanding the lesson and can improve learner's communicative abilities. Even there are uncomfortable and shy students but they have the same answer and they often participate.

3.4.3. The Analysis of Teacher's Questionnaire

Section One: Personal Information.

The first section is about gender.

Gender	Female	Male
Percentage	50%	50%
Total	100%	

Table 3.14: Participant's Gender

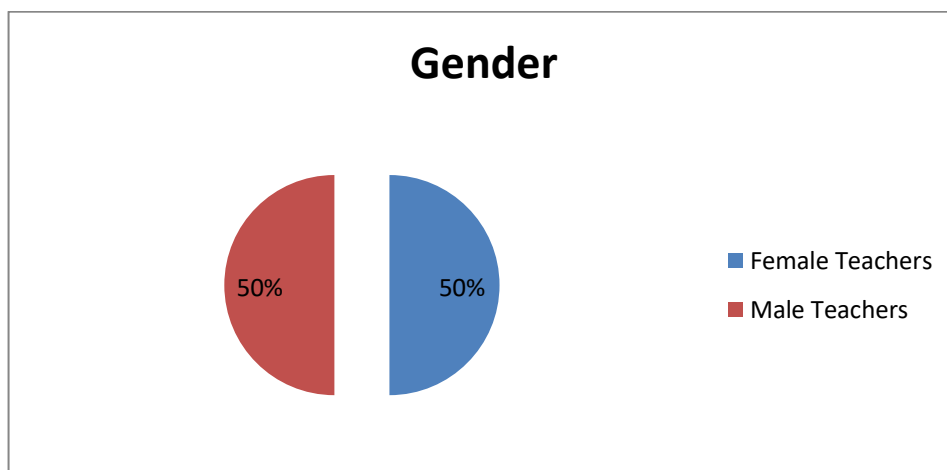


Figure3.14: Participant's Gender

The goal of this pie chart is to inform the readers about participant's gender.

Section Two: Teacher- Student Interaction

The second part of this questionnaire was supplied with other relevant questions.

Q1: Do you think that students like studying English?

Gender	Students who likes studying English	Students who do not like studying English	Total
Female Teachers	60%	40%	100%
Male Teachers	80%	20%	100%

Table 3.15: Teacher's Perception toward Student's Learning English

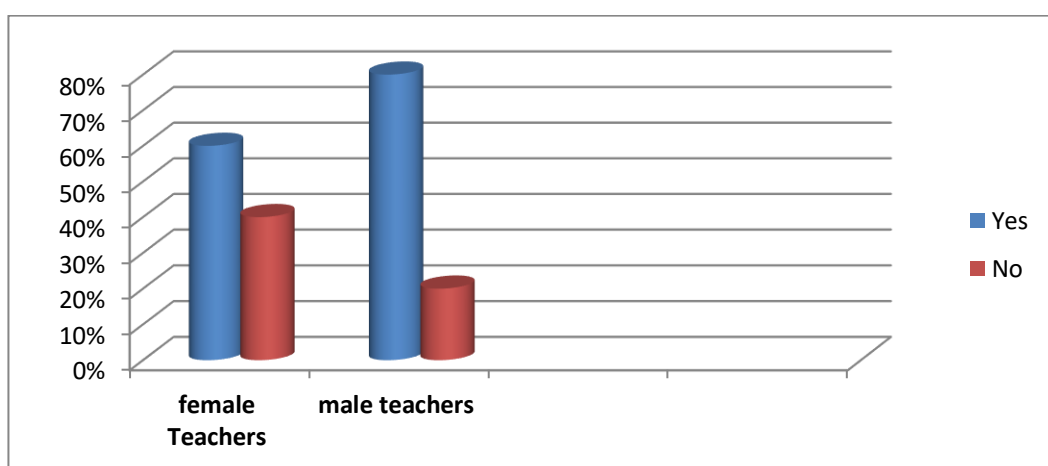


Figure 3.15: Teacher's Perception toward Student's Learning English

The purpose of this question is to find out how teachers feel about students and their acquisition of English, that is to say, whether students like studying English or not. In terms of this question, the result showed that teacher's perception of their students is that 60% like studying English and 40% do not, for female teacher, while male teachers, they regarded that 80% like to study English and 20% do not.

Q2: Do you think that your students are motivated to learn English?

- If yes, who are motivated more?

Gender	Motivated students	Unmotivated Students	Total
Female Teachers	80%	20%	100%
Male Teachers	100%	00%	100%

Table 3.16: Teacher's Feeling about Students' Gender Motivation.

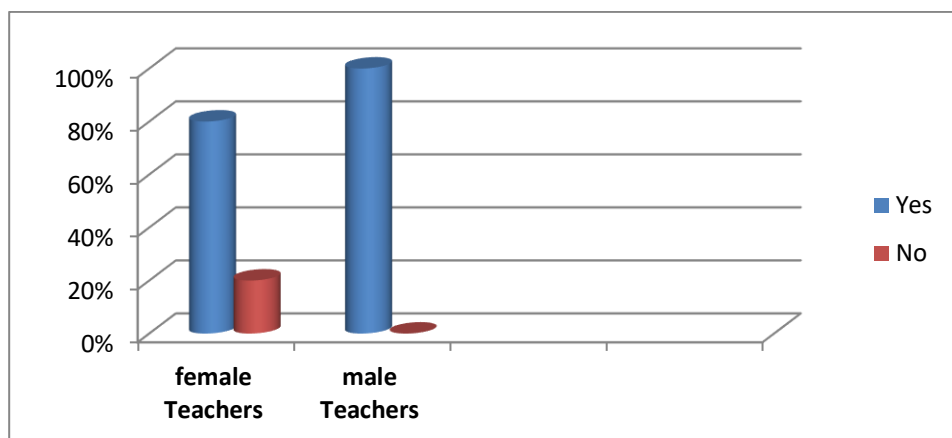


Figure 3.16: Teacher's Feeling about Students' Gender Motivation.

The aim of this question is to find out how teachers feel about their student's desire to study English considering the concept of gender. The result that are displayed in the two figures below from teacher's feeling regarding student's gender motivation showed that 100% of male teachers who respond with the answer yes and 00% said No. and for female teachers 80% said yes and 20% said no.

Q03: Have you ever noticed that you, as a teacher, treat your students differently?

Gender	Yes	Maybe	Never	Total
Female Teachers	20%	00%	80%	100%
Male Teachers	00%	00%	100%	100%

Table 3.17: The Viewpoint of Teachers on how They Treat Students

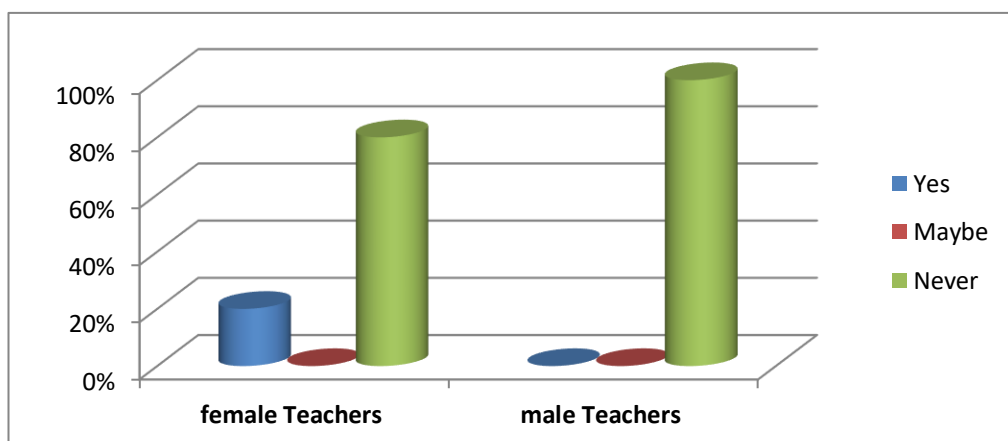


Figure 3.17: The Viewpoint of Teachers on how They Treat Students

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The purpose of the question is to see if teachers notice that they treat male and female students differently. In response to this question, the result revealed that 20% of female responded with “Yes”, 00% who respond “Maybe” and 80% who respond “Never”, for female. For male, the result revealed that 00% said “Yes” and “Maybe”, while 100% said “Never”.

Q4: Whom do you call more when hands are raised in class?

Gender	Girls	Boys	Both	Total
Female Teachers	00%	00%	100%	100%
Male Teachers	00%	00%	100%	100%

Table 3.18: Teachers’ Calling Names.

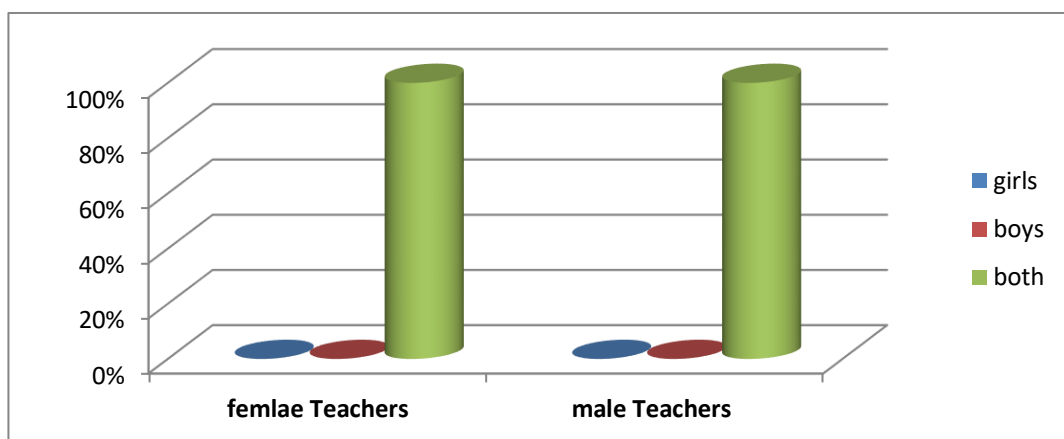


Figure 3.18: Teachers’ Calling Names

This is an interesting question because it concentrates on the teacher is calling name, i.e. if they prefer to call on boys rather than girls, or vice versa. The figures below shows that 00% for boys and girls, while 100% for female and male teachers in calling students name. This answer was the same for female and male teachers.

Q5: Do you provide equal amounts of help, feedback, and acknowledgment to both girls and boys?

Gender	Percentage(No)	Percentage (Yes)	Total
Female Teachers	00%	100%	100%
Male Teachers	00%	100%	100%

Table 3.19: Teacher’s Feedback, Praise and Acknowledgment

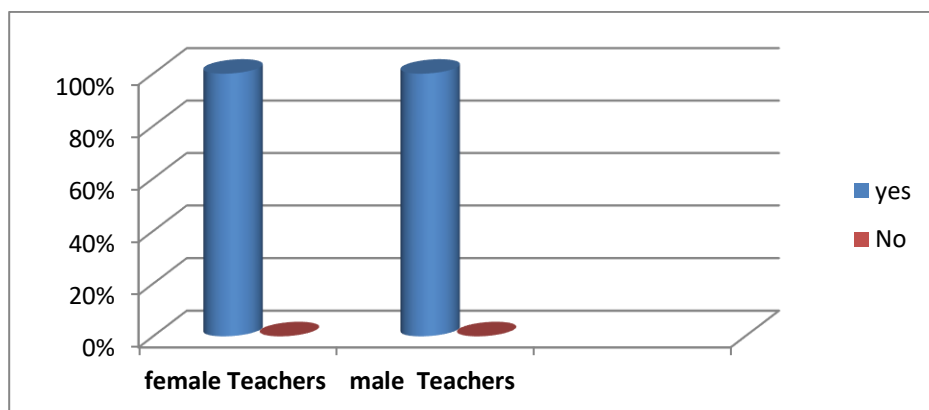


Figure 3.19: Teacher's Feedback, Praise and Acknowledgment

This question was posted to see how EFL teachers deliver gender related criticism, praise, and encouragement to their students. Concerning this question, it indicates that all the teachers answered with Yes for both gender.

Q6: In your opinion, who consume more interactional attention in your classroom?

Students Gender	Female Teachers	Male Teachers
Boys	00%	20%
Girls	60%	20%
Both	40%	60%
Total	100%	100%

Table 3.20: Teacher's Opinion about Student's Attention

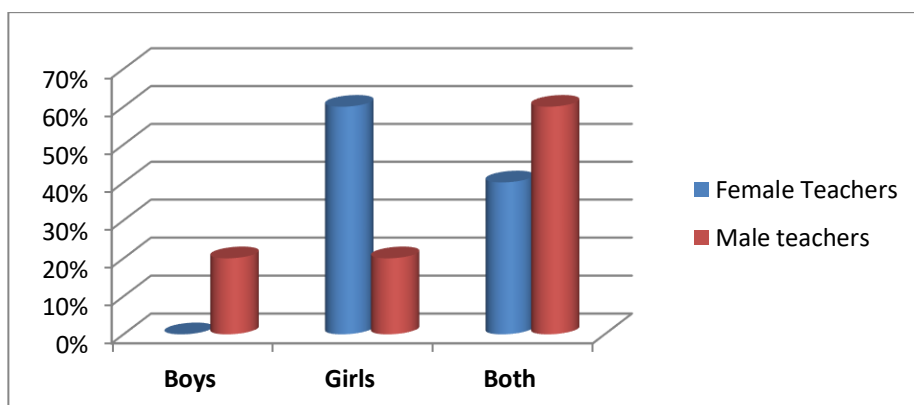


Figure 3.20: Teacher's Opinion about Student's Attention

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The purpose of this question was to find out what teachers thought about student's attention. As far as this question is concerned, according to the data gathered for female teachers 00% percent for boys, 60% for girls and 40% for both gender , whereas for male teachers, 20% boys, 20% girls and 60% for both gender.

Q7: In your professional training, have you received any training about gender equality?

Gender	Percentage (Yes)	Percentage (No)	Total
Female Teachers	60%	40%	100%
Male Teachers	40%	60%	100%

Table 3.21: Teachers' Training about Gender Equality

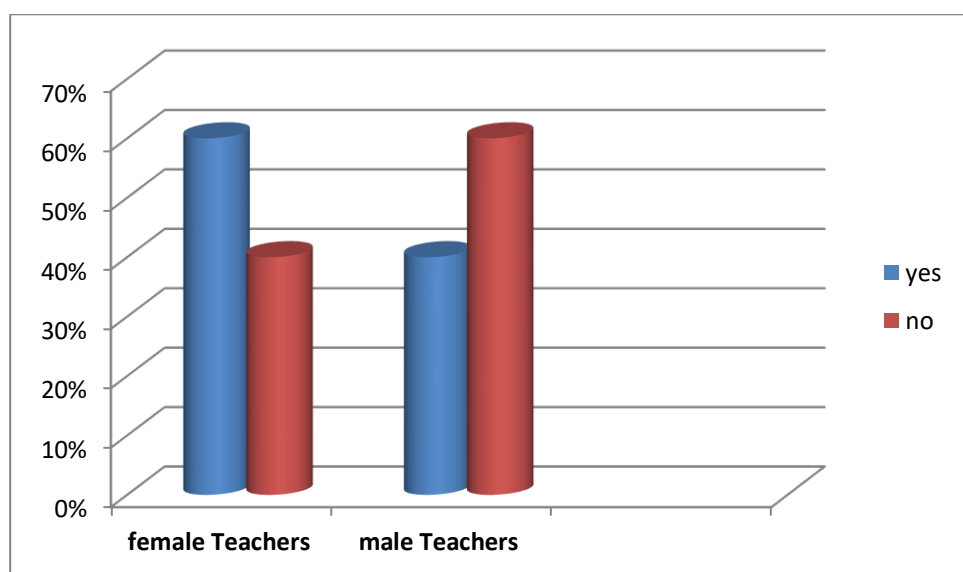


Figure 3.21: Teachers' Training about Gender Equality

The seventh question posed if EFL teachers are familiar with the concept of gender and if they have ever received any training on it. According to the data collected in response to this question, 40% of teachers who are not taught about the concept of gender in their EFL classes, and 60% of them who are recognize the term; that is for female, while male, 40% for yes and 60% for no.

Section three: Teachers Opinions about Classroom Interaction

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Q1: How do the teachers influence class interaction?

According to the first question about the impact do teachers have on classroom interaction. Two female teachers and one male teacher said that “It depends on the amount of their speech” while another female teacher commented that “the teachers’ identity is necessary in the classroom, if he or she shows interest in class, she would attract the attention of his or her students in class and vice versa”. Then, four male teachers answered that encouraging students to raise their own questions about the content being discussed. The rest of teachers said that by asking questions, making jokes, and giving examples.

Q2: How would you apply gender fair teaching in your classroom?

Concerning the second question that was about how teachers apply gender fair teaching inside the class: three female teachers and two male teachers commented that teachers need to include them both gender in class through giving chances of participation and task correction and so forth. While the other ones, female and one male teacher said that they should interact with both male and female students. The response of the last three teachers was making them work in mixed groups.

Q3: How can you, as a teacher, solve the gender problems in classroom?

This question about how teachers deal with gender problems in the classroom. A female teacher said that you have to read about experiences in other areas of the world. While the other teachers indicated that they do not have gender problems in class because they treat them equally, if you show interest in both gender they would never feel that they are discriminate.

Q4: In your opinion, how do gender affect classroom interaction?

The last question shows the opinion of the teachers about the role of gender play in classroom interaction. Four female teachers and four male teachers said that gender, as a variable, could influence the learning process if they feel bored, uninteresting, indifferent, unequal, or weak in the classroom. The rest two teachers commented that female participate more to show their high level in mastering the language.

3.4.2. Interview Analysis

Comment 01: Asking students the first question “what made you choose English?” Is to know the reason behind to study English language at university, the answer of both female and male student is almost the same, they both answered that English is their choice from the beginning.

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Comment 02: The purpose behind asking the question “Do you enjoy your classes?” Is to find out if the students enjoy their classes or not. The female student answer with “Yes, I often enjoy my classes”; while, the male student answer “Not really.”

Comment 03: The third question “What modules do you like most?” was asked to know what modules that female and male student like. The female student answer with grammar and linguistics while male student answer with civilization.

Comment 04: The purposes behind this question “What about oral expression?” Is to know if the students like oral expression session or not. The male student find this module very interesting by saying that the module is very important for them to practise the language orally while the female student feel uncomfortable by saying she felt so shy.

Comment 05: The intention behind the question “Do you participate inside the classroom in oral expression session?” was to check the interaction of student in oral expression session. The female student said “No” because she felt uncomfortable and shy while the male student said “yes sometimes.”

Comment 06: The purpose of the question “What about other students?” is to find out the interaction of their classmates inside the classroom. The female student said that there are some do and other does not while the male student was so specific by saying girls participate more than boys in his class.

Comment 07: The aim of the question “Do you prefer male teacher or female teacher? And why?” is to find out which one they prefer male teacher or female teacher. The female student said that she preferred female teachers by adding that female teachers are close to her, they like her mother, and she did not feel shy when she participated and spoke to them. Female teachers treat girls differently they are kind to them, while the male student prefer both.

Comment 08: The intention behind the question “What about your relationship with teachers?” was to find out the relationship of the students with their teachers. Male students said that it was a normal relationship while the female student said that her relationship with teachers was good. She did not have any problems with them whether female or male teachers.

Comment 09: Asking the question “What about your relationship with your classmates?” is to know the relationship of the students with their classmates. The female student answers with “There are some students that my relationship with them is good and others they are not, it depends on how the students interact with you” while the male student chose boys and said all of them are my friends.

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Comment 10: The aim of the question “What is your opinion about interaction in the classroom?” Is to discover students’ opinion about the interaction inside the classroom. Both female and male students answered that the interaction inside the classroom because it is important for them to learn more.

Comment 11: The purpose behind asking the question of “Is gender treated in the same way in your class?” Is to find out if gender treated the same way inside the classroom or not. The answer was totally different the female student answered with “No all the students are treated equally, while the male student answer, “It is impossible to treat all students in the same way.”

Comment 12: The intention of the question “Do you take a part in classroom interaction?” Is to find out if the student takes part in classroom interaction or not. The male student answered “Not always and this is because girls who take all the intention while the female student answer that her interaction depends on the session and the teacher also.”

Comment 13: The last question “What is your expectation about good classroom interaction?” attempts to find the attitude of the interviewees toward good classroom interaction. The answer of the male student was “The good classroom interaction made the students active, and when they feel themselves active we automatically like the module and also the teacher” also the female student had the same opinion by saying “I think a good classroom interaction must contain a good relationship between teachers and students and gender equality.”

3.4.2.1. Interview with Female Student (FS)

Q1: I have a couple of questions to ask you about the classroom interaction: what made you choose English?

FS: It was my choice from high school; I decided to learn English because I love this language, and I want to be a future teacher.

Q2: Do you enjoy your classes?

FS: Yes, I often enjoy all of my classes because what I expect I found it.

Q3: What modules do you like most?

FS: I like grammar and linguistics.

Q4: What about oral expression?

FS: I also like oral expression, but it is a little bit difficult to me to speak in front of my classmates.

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Q5: Do you participate inside the classroom in oral expression sessions?

FS:No, I do not, I feel uncomfortable to speak up.

Q6: What about your classmates ?

FS: There are those who participate in class, but the majorities do not.

Q7: Do you prefer male teacher or female teacher? And why?

FS:I prefer female teachers. Actually, I feel that female teachers are close to me, they are like my mother, and I do not feel shy when I participate and speak to them. Female teachers treat girls differently, they are kind to us.

Q8: What about your relationship with teachers?

FS: My relationship with teachers is good. I do not have any problems with them whether female or male teachers.

Q9: What about your relationship with your classmates?

FS: There are some students with whom I have good relationship, while it is bad with others on how they interact with me.

Q10: What is your opinion about interaction in the classroom?

FS: I think this is a very important thing, and every student must interact because this interaction will help students understand the lesson very well. Moreover, interaction creates a good atmosphere inside the classroom.

Q11: Is gender treated in the same way in your class?

FS: Yes it is, in my class both gender are equal because our teachers treats us in the same way.

Q12: Do you take a part in classroom interaction?

FS: It depends on the session and also the teacher, when I feel comfortable I take a part in interaction and discussion with the teachers.

Q13: What is your expectation about good classroom interaction?

FS: I think a good classroom interaction must contain a good relationship between teachers and students and gender equality.

Q14: Do you have anything to add?

FS: University students must focus on their studies, and they must take part in classroom because it will help them understand and reach their learning goals.

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Thank you so much for your time, I appreciate it, and wish you good luck with your studies.

3.4.2.2. Interview with Male Student (MS)

Q1: I have a couple of question to ask you about the classroom interaction: what made you choose English?

MS: Since I was a child, I loved this language, so I decided to use it more and more by studying it at university.

Q2: Do you enjoy your classes?

MS: Not really, you can say up to 40%.

Q3: What modules do you like most?

MS: I like civilization most.

Q4: What about oral expression? (In case he did not mention it)

MS: Oral expression is very important to us to practice the language orally, so I think it is an interesting module.

Q5: Do you participate inside the classroom in oral expression sessions?

MS: Sometime yes, sometimes No.

Q6: What about your classmates?

MS: In my class, I think girls participate more than boys

Q7: Do you prefer male teacher or female teacher? And why?

MS: Actually it is the same for me

Q8: What about your relationship with teachers?

MS: I can say that I have a normal relationship with all my teachers.

Q9: What about your relationship with your classmates?

MS: I do not talk to girls much, but all the boys are my friends.

Q10: What is your opinion about interaction in the classroom?

MS: It is very important for us.

Q11: Is gender treated in the same way in your class?

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MS: No, and we all know that. It is impossible to treat all students equally.

Q12: Do you take a part in classroom interaction?

MS: Not always because girls say the answer directly, but also because they sit in front, and we sit at the back of the classroom. It is difficult for us to participate and interact all the time.

Q13: What is your expectation about good classroom interaction?

MS: Good classroom interaction made the students active, and when they feel so, they automatically like the module and the teacher.

Q14: Do you have anything to add?

MS: No, that's all

Thank you so much for your time, I appreciate it, and I wish you a good luck with your studies.

3.5. Discussion of The Findings

From this section, we conclude that students in general held positive attitudes toward the amount of criticism and praise that both male and female teachers provide them with.

Both male and female students participate inside the classroom with both female and male teachers. Concerning teachers' distribution of turns or chances for students to participate in the classroom, male students, on the one hand, believe that teachers take gender differences into account when calling out students for classroom participation. They went on to say that male teachers tend to give male students more opportunities for participation, whereas female teachers tend to give female students more opportunities for participation. Female students, on the other hand, do not agree with the teacher's distribution of opportunities for classroom participation as they think that is nothing to do with student's gender.

Both male and female students identify criticism and fear of making mistakes as the main obstacles to their interaction in the classroom, as well as feeling shy to practise in an opposite gender teacher class.

3.6. Conclusion

In this chapter we discussed fieldwork, as well as study design and methodology, including population and settings, explanations of method selection, data collection tools, analytical methods, and eventually data analysis and outcomes that helped us to answer our research questions. As a result, we can say that gender relation may be both produced and constitutive of classroom discourse

General Conclusion

General Conclusion

General Conclusion

In sociolinguistics, the study of language and gender has been a contentious topic. However, linguists have concentrated on language use by both male and female students and teachers.

This current research framework is carried out with the primary goal of collecting data about gender interaction in classroom and comparing the communication or in other words the language use among students and teachers. After formulating the research question, sub-questions and hypotheses, a basic summary of the research context is offered. The most important core concepts and reviews of the topic are presented first, followed by a clear image of gender language use in the classroom. After that, the research methodology is determined. It is based on a questionnaire sent to EFL teachers and students, an interview and classroom observation with first year students at IbnKhalidoun University of Tiaret.

Necessarily, our findings showed some of the underlying questions about gender interaction in EFL classroom after analyzing and interpreting the questionnaires and interviews and the classroom observation. We concluded that boys and girls use language differently; however, females' speech is more polite than males' speech; while boys speak more spontaneously than girls. Students tend to interact with both male and female teachers; otherwise, some female students like interacting with male teachers and vice versa for male students. Moreover, gender bias does exist in EFL classroom. As a result, teachers frequently differentiate between male and female for disciplinary or administrative reasons, as well as to inspire students to complete tasks.

Gender equality is a fascinating topic for inquiry and study that has to be addressed and explored. It is recommended that EFL teachers at all levels acquire gender training in order to have successful classroom management. Furthermore, the concept of gender should be given significant consideration in educational curriculum.

Recommendations and Limitations

Implications and Recommendations:

The findings of our study suggested that teachers should be aware of the impact of gender inequalities on their classroom interactional behaviors. They, then, should try to limit this effect as much as possible. Second, teachers are recommended to move out of teacher-dominated and help students get engaged in classroom discussion. Moreover, there are many other impediments to improve and increase students interaction in the classroom is provided. Accordingly, teachers are recommended to focus more on student's interaction. They should create an environment that stimulates and assists students in overcoming their negative attitudes towards participation. This can be accomplished by appreciating and encouraging students' contributions to the classroom. Asking students to prepare for future sessions, informing students from the beginning that they will be graded for their participation, providing students with positive feedback as much as possible and avoid criticism. The last but not the least, they end up with a healthier classroom management.

Limitations of the Study:

Because the current study has some limitations, the findings should not be applied to other situations. First, only two data collection methods were used. Second, a questionnaire is administered to gather necessary data, in which participants respond to questions. Additionally, during the Oral Expression module, a classroom observation was conducted. Then, in order to analyze gendered classroom discourse, an interview with students is conducted.

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Appendices

Appendix 1
Teachers' Questionnaire

Dear teachers:

We honorably ask you to answer the questions below. This questionnaire is a part of a research study at Ibn Khaldoun University of Tiaret, which aims to examine gender's interaction in classroom discourse.

Section One: Personal Information

1. Gender:

- Male teacher Female teacher

Section Two: Teacher- Student Interaction

1. Do you think that students like studying English?

- Yes No

2. Do you feel that your students are motivated to learn English?

- Yes No

- If yes, who are motivated more?

- Boys Girls Both

3. Have you ever noticed that you, as a teacher, treat your students differently?

- Yes Maybe Never

If yes, please, justify your answer

.....
.....
.....

Appendices

4. Whom do you call more when hands are raised in class?

Boys Girls Both

5. Do you provide equal amounts of help, feedback, and acknowledgment to both girls and boys?

Yes No

6. In your opinion, who consume more instructional attention in you classroom?

Boys Girls Both

7. In your professional training, have you received any training about gender equality?

Yes No

Section Three: Teachers Opinions about Classroom Interaction

1. How do teachers influence class interaction?

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2. How would you apply gender fair teaching in your classroom?

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3. How can you, as a teacher, solve the gender problems in classroom?

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4. In your opinion, how do gender affect classroom interaction?

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Appendix 2

Students' Questionnaire

Dear first year students:

You are kindly asked to answer the current questionnaire that aims at investigating gender interaction in classroom discourse at the University of Tiaret.

N.B: Your answers will be kept anonymous.

Section One: Personal Information

1. Gender:

- Female Male

Section Two: Classroom Interaction

1. How do you consider your level in English?

- Beginner Advanced Intermediate Excellent

2. Are you satisfied with the way you use English in your class?

- Not satisfied Strongly satisfied Satisfied

3. Do you participate inside the classroom?

- Always Sometimes Often Never

* If never, cite the reasons that prevent you from participating.

.....
.....

4. With whom do you prefer to participate more?

- Male teachers Female teachers

*Justify your answer?

.....
.....
.....

Appendices

5. In your class, who participate more?

- Girls Boys Both of them

6. Which one of the following is likely to be shy when it comes to interacting with teachers?

- Girls Boys Both of them

7. Whom do you prefer to work with?

- Male teacher Female teacher Both of them

8. Do you agree that gender are treated differently inside the classroom?

- Agree Strongly agree Disagree Strongly disagree

9. Do you think that boys and girls use language differently in the classroom?

- Yes No Somehow

10. How is the languages used by boys?

- Formal Informal

11. How is the language used by girls?

- Formal Informal

Section Three: Students Opinion about Classroom Interaction

1. How do you think that gender affect the classroom environment?

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2. How can interaction with teachers influence students?

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3. Do you think that classroom conversation reflects students understanding? Justify your answer

Appendices

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4. Do you think that your interaction in the classroom helps you improve your learning?

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Appendix 3

Interview with female student

Q1: I have a couple of questions to ask you about the classroom interaction: what made you choose English?

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Q2: Do you enjoy your classes?

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Q3: What modules do you like most?

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Q4: What about oral expression?

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Q5: Do you participate inside the classroom in oral expression session?

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Q6: What about your classmates?

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Q7:Do you prefer male teacher or female teacher? And why?

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Q8: What about your relationship with teachers?

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Q9: What about your relationship with your classmates?

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Appendices

Q10: What is your opinion about interaction in the classroom?

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Q11: Is gender treated in the same way in your class?

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Q12: Do you take a part in classroom interaction?

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Q13: What is your expectation about good classroom interaction?

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Q14: Do you have anything to add?

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Thank you so much for your time I appreciate it and wish you a good luck with your studies.

Appendix 4

Interview with male student

Q1: I have a couple of questions to ask you about the classroom interaction: what made you choose English?

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Q2: Do you enjoy your classes?

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Q3: What modules do you like most?

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Q4: What about oral expression? (In case he did not mention it)

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Q5: Do you participate inside the classroom in oral expression session?

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Q6: What about your classmates?

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Q7: Do you prefer male teacher or female teacher? And why?

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Q8: What about your relationship with teachers?

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Q9: What about your relationship with your classmates?

Appendices

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Q10: What is your opinion about interaction in the classroom?

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Q11: Is gender treated in the same way in your class?

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Q12: Do you take a part in classroom interaction?

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Q13: What is your expectation about good classroom interaction?

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Q14: Do you have anything to add?

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.....

Thank you so much for your time I appreciate it and wish you a good luck with your studies

ملخص

الغرض من هذه الدراسة هو التحقيق في دور الجنس في القسم الدراسي الجزائري لتعليم اللغة الإنجليزية كلغة أجنبية. مدفوع بثلاثة أسئلة بحثية. أولها، هل هناك فرق كبير بين خطاب الذكور والإناث في القسم؟ ثانيًا، كيف يتفاعل الجنسين مع الأستاذ؟ وثالثًا، هل ينظر الأساتذة إلى الجنس بشكل مختلف في القسم؟ تسعى الدراسة إلى الإجابة على أسئلة البحث من خلال التحقيق في أنماط الجنس في خطاب كل من الأساتذة والطلاب من أجل التحقيق في التأثير المحتمل للاختلافات بين الجنسين في التفاعل اللغوي في القسم الدراسي. حيث تنقسم الدراسة إلى قسمين: الأول قسم نظري يتناول مفهوم الخطاب الصفي، والثاني حول دور الجنس في القسم. تم جمع البيانات باستخدام طريقة مختلطة، بما في ذلك الملاحظة الصفية، واستبيان أرسل إلى كل من الطلاب والأساتذة، ومقابلة مع الطلاب. الغرض من الملاحظة الصفية هو التحقيق في عملية تفاعل القسم الدراسي أثناء العمل. علاوة على ذلك، تم تصميم استبيان الطالب لاستنباط معلومات حول موقف الطالب تجاه التفاعل في القسم، في حين تم تصميم استبيان المعلم لاستنباط معلومات حول موقف المعلم تجاه الجنس. النتيجة الرئيسية للدراسة هي أن الطالبات يتفاعلن مع الأساتذة الإناث أكثر من الذكور، بينما يتفاعل الطلاب الذكور مع كليهما. كشفت النتائج أنه عندما يتعلق الأمر بجنس الأستاذ، يتفاعل كل من الأساتذة والطلاب بشكل مختلف.

الكلمات المفتاحية: اللغة الانجليزية كلغة أجنبية, التفاعل في القسم الدراسي, الحوار, الجنس

Résumé

Résumé

Le but de cette étude est d'étudier le rôle du sexe dans l'interaction en classe EFL algérienne. Il est motivé par trois questions de recherche. Premièrement, y a-t-il une différence significative entre le discours des males et celui des femelles en classe ? Deuxièmement, comment les deux sexes interagissent-ils avec leurs enseignants ? Et troisièmement, le sexe est-il considéré différemment par les enseignants en classe ? L'étude cherche à répondre aux questions de recherche en examinant les modèles de sexe dans le discours des enseignants et des étudiants afin d'étudier l'impact potentiel des différences de sexe dans l'interaction linguistique en classe. La thèse est divisée en deux sections : la première est une section théorique qui aborde le concept de discours en classe, et la deuxième porte sur le rôle du sexe dans la classe. Les données ont été recueillies à l'aide d'une méthode mixte, comprenant l'observation en classe, un questionnaire envoyé aux étudiants et aux enseignants et un entretien avec les étudiants. Le but de l'observation en classe est d'étudier le processus d'interaction en classe en action. De plus, le questionnaire de l'étudiant a été conçu pour obtenir des informations sur l'attitude de l'élève envers l'interaction en classe, tandis que le questionnaire de l'enseignant a été conçu pour obtenir des informations sur l'attitude de l'enseignant envers le sexe. La principale conclusion de l'étude est que les étudiantes interagissent davantage avec les femelles enseignantes que les males, alors que les males étudiants interagissent avec les deux. Les résultats ont révélé qu'en ce qui concerne le sexe de l'enseignant, les enseignants et les étudiants interagissent différemment.

Mots clés : EFL, Interaction en classe, Discours, Sexe.