People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

University of Ibn Khaldoun, Tiaret

Faculty of Letters and Languages

Department of Foreign Languages

English Section

The Dominance of Gender in Classroom Discussion

A Case Study of Third Year Pupils at Aflah Ibn Abdelouahab Secondary School in Tiaret.

A Dissertation Submitted to the Faculty of Letters and Languages, in Partial Fulfillment of the Requirements for Master's Degree in Linguistics.

Submitted by: **Supervised by:**

-Ms. Hayat Bouchra DERRAR   -Mr. Mohammed Zahir TOUAIBIA

-Ms. Zohra CHAALAL

President: Mr. Mohammed Larbi SIMIRABET

Supervisor: Mr. Mohammed Zahir TOUAIBIA

Examiner: Dr. Djilali BELAIDOUNI

Academic year: 2021 – 2022

Dedication

I dedicate my dissertation work to my family. A special feeling of gratitude to my loving parents, who have supported me, I will always appreciate all what they have done. They are a constant source of strength and inspiration for me:

"Adda & Fatima"

I dedicate this work and give special thanks to my brothers:

"Sofiane & Hichem"

Ms. DERRAR HAYAT BOUCHRA

Dedication

Every work necessitates both self-effort and the wisdom of seniors, particularly those who were near to our hearts. This work is dedicated to my family, my dear Father and Mother:

"Belkacem & Zana"

My beloved sisters:

"Bouchra, Nerjdess, Zahra"

Who have provided me with excellent educational opportunities and whose prayers have made it possible for me to achieve my dreams.

Ms. CHAALAL ZOHRA

Acknowledgments

We are grateful to Allah for assisting us in completing this work. We would like to convey our heartfelt gratitude to our supervisor, Mr. TOUAIBIA Mohammed Zahir, for his professionalism in guiding us.

We would also like to express our great and sincere thanks to the broad of examiners: Mr. SIMIRABET Mohammed Larbi and Dr. BELAIDOUNI Djilali.

We would like to express our gratitude to all of the English department teachers at IBN KHALDOUN, University of TIARET.

Abstract

This work deals with gender dominance in classroom discussion, in the way male and female students take turns and participate in a mixed-gender classroom. The main aim of this study is to find the role of gender in Algerian scientific classroom participation. The present study was conducted in the second semester 2021/2022 academic year at Aflah Ibn Abdelwahab secondary school in Tiaret. This study is done with four teachers and one-hundred students. This work adopts a mixed method including classroom observation and questionnaire sent to both students and teachers, there is a scientific questions have prompted this study which are: there is a dominant party in classroom discussion, who are the most dominant in classroom, boys or girls, what are the reasons behind each dominance party to answer the above research questions, the following hypothesis are proposed: there is a controlling part in classroom discussion, the most dominant participant in the classroom are girls, the reasons are related to the family, society and motivation. The result revealed that female students interact more than boys during the foreign language section, while male students participate less.

Keywords: Gender, Communication, Participation, Interaction, Foreign Language.

List of Abbreviations and Acronyms

SLA: Second Language Acquisition.

L2: Second Language.

UK: United Kingdom.

US: United states of America.

EFL: English as a Foreign Language.

ESL: English as a Second Language.

List of Tables

List of Figures

Table of Contents

Table of Contents

Table of Contents

Table of Contents

Table of Contents

General Introduction

General Introduction

The word "Classroom Involvement" is vague and difficult to quantify. It is widely used to characterize students' tendency to participate in everyday class activities such as regularity, timely submission of homework, and following professor's instructions in class, and it is considered a component of engagement in literature. Peterss, (2006), provide compelling evidence that classroom engagement is important. According to Cohen, (1991), students can be actively involved in the teaching-learning process. Classroom discussions are an important aspect of participation, which are "spontaneous", and not easily created, as elucidated by Howard, (1998). The elaborates that elicited discussions may yield blank faces, but at times a healthy discussion can also break out without any conscious prompt. Facilitating effective class participation and discussion requires "forethought, planning and structure".

Classroom discussion between male and female involves a variety of activities and has different forms, like students' simple questions and explanations. Constantinople, (1998). Duration of participation is also varies from individual to individual, it can take a few moment or a long time. Fassinger, (1995). Discussion, dialogue, presentations are most common and effective ways of classroom participation at secondary level. Wade, (1994), opined that ideal class discussion requires participation, interest, learning of male and female and absorbing others' explanations and information. Fawzia Al-Seyabi, (2002), found that pedagogical factors like the course, topic, lecturer and teaching style could influence student participation. Lee, (2007), small group activities are another type of participation where there is collaboration amongst the participations, which is then reported in plenary discussion. Some instructors also tend to include email discussions, blogs, journals and online activity as a form of collaborative participation.

The motives behind choosing this topic are many, but the main reason is to study and discuss the relationship between language and gender dominance in classroom discussion. The purpose of this academic research is to identify the dominate party in classroom and this was achieved by using different tools

like questionnaire and observation. The focus in the current study is on classroom talk participation and communication between students and their teacher and focuses also about who is dominates the classroom discussion boys or girls, this work adopts two methods approach which are questionnaire and observation to find a correct result.

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

1 - Is there a dominant party in classroom discussion?

2 - Who are the most dominant in classroom, boys or girls?

3 - What are the reasons behind each dominance party?

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

1.1. There is a controlling party in classroom discussion.

2.2. The most dominant participant in the classroom are girls.

3.3 The reasons are related to the family, society and motivation.

There are three chapters in this dissertation, the first is a review for all what is related to gender and language, the study of different elements related to them, especially on the educational side. The second chapter contains a discussion about the importance of English as a foreign language, in addition to the study of several points such as classroom participation and gender interaction in discussions, it covers the difficulties and the obstacles surrounded by Arab students with English language, without forgetting to give an idea about the educational system of English in Algeria. The third chapter, contains the practical side in this research and it includes samples collection, the tools used to conduct the current study and the findings are questionnaire and observation. Were students give answers to questions by adopting quantitive method of investigation. Which addressed to a sample of one-hundred participants from third year scientific students at the secondary school of Aflah Ibn Abdelwahab of Tiaret.

Chapter One
Gender and Language

1.1. Introduction

Since Roben Lakoff's study of women's language in (1970), when the gender category of linguistics was adequately catapulted into linguistic view, language and gender have been a particularly exciting path of research and exploration. In fact, it was still widespread known that there are linguistic and other distinctions between men and women. Gender identity refers to how closely a person identifies with the gender assigned to them at birth. It is the range of features that define femininity and masculinity, as well as how they differ. Madison Bautley described gender as the socialized concept of sex in (1945). Although, John Money is credited as being the first to make a terminological distinction between biological sex and gender role in (1955).

This chapter therefore seeks to show an introduction about the mean of the concepts of gender, sex and language, how gender influences learning, the relationship between gender and language, gender inequality, causes of gender inequality and reasons of gender equality. The goal has been set to gain a better understanding of gender dominance as a form of educational practices.

1.2. Gender Definition

Gender refers to the status of being male or female in relation to the social and cultural roles, that men and women are expected to play. Discrimination on the basis of race, gender, or sexual orientation is prohibited. Gender stereotypes can be harmful to both men and women. Some people have a misalignment between their gender identification and biological sex.

Gender can refer to a multitude of identities, including female, male, and people of all genders are welcome to join. Under the new law, people will be able to change their gender by filling out a form that they were not born with. Because of their gender, women are sometimes denied chances.

People sometimes use the terms "sex" and "gender" interchangeably, however the two terms are not interchangeable. The genitals of a newborn are used to determine whether the baby is male or female. Once a sex is assigned, it presumes the child's gender. For other people, this is of little concern or

additional consideration because their gender corresponds to gender-related thoughts and assumptions about their sex.

According to the American academy of pediatrics, by age four most children have a stable sense of their gender identity. This core aspect of one's identity comes from within each other. Gender's identity is an inherent aspect of a person's make up. Individuals do not choose their gender, nor can they be made to change it. However, the words someone uses to communicate their gender identity may change over time, naming one's gender can be a complex and evolving matter. Because given limited gender language, it may take a long time for a person to identify, or invent, the language that best expresses their internal experience.

Gender involves how a person identifies. Unlike natal sex, gander is not made up of binary forms. Instead, gender is a broad spectrum. A person may identify at any point within this spectrum or outside of it entirely. Gender also exist as social constructs as gender roles or norms. These are defined as the socially constructed roles, behaviors and attributes that a society considers appropriate for men and women. Gender identity is how a person feels internally, while their expression is how they present themselves to the outside world, (Collins Dictionary).

1.3. Sex Definition

The physical differences between male and female persons are referred to as sex. At birth, a person's sex is usually assigned based on physiological traits such as genitalia and chromosomal composition. A person's natal sex is the sex ascribed to them at birth. Anatomical and physiological markers are used to determine a person's gender at birth. Male and female genitalia, both internal and external, are distinct, as are the hormonal and chromosomal makeups of male and female bodies. These characteristics are used by doctors to determine natal sex, (Open Library).
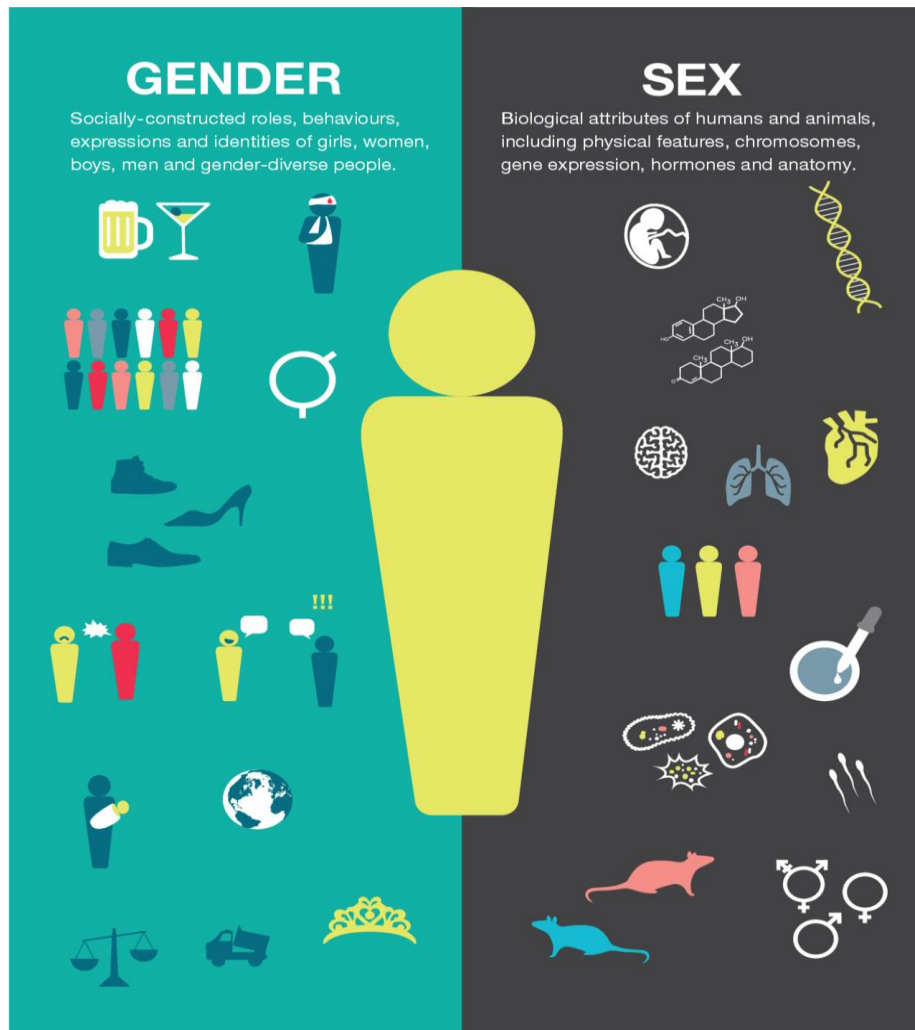
Figure 1.1: The Differences between the Terms "Gender" and "Sex"

1.4. Language Definition

A language is a system of communication that consists of a set of sounds and written symbols, that people in a specific country or region use to communicate while speaking or writing. Language is a wide term that refers to the total linguistic patterns that allow individuals to communicate with one another. The general pattern of a people or a nation is referred to language. Dialect refers to regionally or socially diverse forms or verities of a language, which are frequently variants spoken by provincial populations that diverge from the standard variety.

The connection between language and meaning is not always clear. The limitlessness of language systems like English Crystal, (2005), is one

explanation for this difficult interaction. Language is productive in the sense that it can create an unlimited number of new utterances by rearranging existing words. Furthermore, the vocabulary of a language has no bounds, as new terms are invented on a daily basis. Of course, words are not the only means of communication, and while verbal and nonverbal communication are similar in terms of how meaning is conveyed, nonverbal communication is not always effective or infinite. Although it can only make a few hundred physical signs, the English language contains over a million words. Language is the ability to communicate. It is the ability to produce and comprehend both spoken and written words. Understanding how language works means reaching across many branches of psychology from basic neurological functioning to high level cognitive processing. Language shapes social interactions and brings order to lives, (Oxford Dictionary).

1.5. Gender and Language

Written by two of the field's best experts, language and gender are a new introduction to the study of the relationship between gender and language use. It covers the major subjects, beginning with a clear overview of gender and the resources available to generate social meaning through the linguistic system. (Open Library).

Gender and language introduces an approach to the study of language use that explores the relationship between meaning generation and gender. Gender and language demonstrates how the application of pragmatic concepts such as entailment, presupposition implicative and textual coherence provides insights into the way that gender is implicated in meaning generation, and way that language functions generally in relation to its sociocultural situated users, (Oxford Dictionary).

Language and gender are an interdisciplinary field of research that studies varieties of speech in terms of gender, gender relations, gendered practices and sexuality. In the Handbook of Language and Gender Janet Holmes and Miriam Meyerhoff, (2003) discuss the shift that has occurred in the field since the early (1970) century a movement away from essentialist and

dichotomous, conceptions of gender to a differentiated, contextualized and performative model which questions generalized claims about gender. Understanding language gender interactions solely in terms of sexual differences yields a static and polarized picture. Men insult and swear, women flatter and wheedle, women draw others out while men monopolize conversations, men are direct and women beat around the brush, women gossip whereas men lecture. Men are linguistically represented as actors, and women acted upon, passive. Men control the institutions controlling language, such as schools, churches, publications, legislatures. Children of both sexes, however, learn a mother tongue at a mother's knee, (Public Library).

1.5.1. Gender and its Influence on Language Learning

The male and female brains work differently, men and women process language in different ways. Girls are better at processing abstract concepts and do not always need to mix visual and auditory learning approaches to adequately cement information when they use visual cues like written words and images, as well as audio cues like listening and reputation.

Masculinity and feminity are represented in a number of different ways. From the way people dress, to how they wear and their hair, all of these choices are sending a message about their own relationship to the social construct of gender, or how persons identifies themselves in relation to the categories of man and women. Gender is so tried to how people express themselves that it can even impact the words that they use every day.

This may come as a surprise. At first, gender might seem irrelevant to language. However, researchers have repeatedly demonstrated a strong relationship between gender and how language is acquired, developed and used. Gender seems to have an impact on language development even in very different historical and cultural contexts.

1.5.2. The Relationship between Gender and Language

The link between male and female language is referred to as language and gender, and gender are shown not only in male and female talks, but also in their diverse life

Style because men and women adopt different interactional patterns, language and gender are linked. Distant male and female interaction patterns have gained widespread acceptance to the point where they have become "common sense."

Gender is not the only predictor of language use. Instead, language use may be more closely aligned with contextual factors such as the communicator audience relationship. In different relationships and contexts, communicators are required to play different roles. Mulac, Seibold and Farris, 200 studied the communication styles of people performing high status professional roles in a professional environment.

1.5.3. Men and Women Differences in Using Language

Male and female forms have revealed variances in content and application. Men are more directive than women. They also utilized more straightforward language. Women, on the other hand, were more expressive and courteous in their use of words.

Conversation is an interactional act which is determined by a variety of sociolinguistic variables such as the topic of conversation and the relationship between the participants. Over the last few years, researchers in sociolinguistics have begun to devote a considerable attention to the linguistic variation associated with a speaker's gender. Coates, (2014), suggests two main reasons behind this interest. First, informants in traditional dialectology were mainly non mobile, old rural and male. Sociolinguistic, however, have focused on urban, rural, and younger informants. Second, with the shift in interest in sociolinguistic research, women were also introduced in sociolinguistics studies but not as a social group that deserves a women focused research on its own, while they are usually associated with men.

With the growing perception of gender as a crucial variable in discourse studies, gender theory has emerged to investigate gender related linguistic variations. In theorizing about language and gender, there have been mainly two influential schools of thoughts: The Essentialist and the Constructions views. Within the Essentialist view, gender is based on biological sex and was

thus regarded as essentially dichotomous. Gender within the essentialist school also defined by three major characteristics: innateness, strict binary and bipolarization. Gender is innate because biological endowments are innate. Because it is given a strict binary opposition between men and women as two different groups. Gender is bipolar because human beings belong to one of the two bipolar categories: male or female. From the essentialism "gender differences in behavior are based on biological differences between men and women". Bryn and Lie, (2009).

The Constructionist view, on the other hand, postulates that gender is not innate or given. It is rather constructed as it interacts with class, ethnicity, age and other socioeconomic and political variables. In other words, gender is created through social and linguistic behaviors, Holstein and Gubrium (2008).

On the basis of an Essentialist, a Constructionist, or a combination of both views, a number of approaches were advanced to explain the differences between male and female discourse. These differences were explained as primarily effects of sub cultural variation withe difference approach. More recently, a model labeled "Community of Practice" has been introduced to account for these linguistic differences.

In (1882), Francis Gatton, the first researcher ever to study male and female brain differences, found an interesting fact: "women quickly develop the part of the brain that is responsible for speech, intuition and imagination, while men develop the part of the brain that is responsible for spatial orientation and logical thinking". What a difference a brain makes small changes in the brain can affect how genders communicate in life. Noticeable differences between the way men and women speak still persist.

Women's speech is usually considered to be emotional and conflict free. They are characterized by the inclusion in conversation topics about family, human qualities and details of action description. Women cite personal experiences and provide examples of specific cases from their own environment. Men's speech is aimed to achieve and maintain an independence, as well as high status. Men are less likely to criticize, but often tempted to

resort to irony and authority. The representatives of the stronger sex use language that expresses less uncertainty and doubt, the result is the impression of a more self-confident person. A men's language includes an abundance of terms because of their desire to be accurate through the use of professional vocabulary.

The differences between men and women are created to complement each other and to grow spiritually together. Male speech and female speech have been observed to differ in their forms, topic, content and use. Early linguists were largely introspective in their analyses; more recent work has begun to provide empirical evidence. Men may be more loquacious and directive, they use more nonstandard forms, talk more about sports, money and business and more frequently refer to time, space, quantity, destructive action, perceptual attributes, physical movements and objects. Women are often more supportive, polite and expressive talk more about home and family and use more words that implies feeling, evaluation, interpretation and psychological state. It is concluded that comprehensive theory of gender must include information about linguistic features under a multiplicity of conditions. Haas, (1979).

Robin Lakoff, asserts that gender is for all the bottom line of sense of identity: from a very early age, the question of who we are and what we can and should do depends on whether we have learned in early childhood that we are a girl or a boy.

According to Wenjing, (2012), women always use a word with exaggerated significance, such as gorgeous, lovely, cute, divine, adorable, darling, precious, sweet, charming and so on. While men use the plain words to enhance the effect, like good, very, really and so on. Jerperson, (1992), found that women use "So" to enhance tone and express attitude more than men. Labov, Levine and Crockett, (1966) and Trudgil, (1972) have speculated that men use more slang expressions than women. According to Lakoff, (1975), women use more tag questions and hedges than men do. According to Wenjing, (2012), in pronunciation women speak more standard than men.

That means standard form and elegant accent come from women's mouths instead of men's, Lakoff, (1975).

1.6.Public Talk versus Private Talk

Teachers have a tendency to talk to boys from a greater physical distance than when they talk to girls Wilkinson, and Marrett, (1985). The differences may be both cause and effect of general gender expectations, is expected more often of girls and women, and businesslike task orientation is expected more often of boys and men, particularly in mixed-sex groups, Basow and Rubenfeld, (2003), Myaskovsky, Unike and Drew, (2005).

Whatever the reason, the effect is to give interactions with boys more "publicity". When two people converse with each other from across the classroom, many others can overhear them, when they are at each other's elbows, though, few others can overhear.

1.7.Gender Roles

Gender roles are the patterns of behaviors, attitudes, and expectations that are linked with either being male or female. Gender differences, which are related to social roles, are occasionally distinguished from sex differences, which are only related to physiology and anatomy, by psychologists for clarity. Gender matters in teaching more than sex, to use this word.

Despite the numerous exceptions, boys and girls differ on average in ways that correspond to traditional gender stereotypes and have an impact on how they behave at school and in class. Physical habits, social interaction styles, academic motivation, activities, and choices are among the variations. They get information from a multitude of sources, including parents, peers, and the media. Although instructors are not the major cause of gender role disparities, their responses and decisions on behalf of pupils can have an impact.

Gender roles are the behaviors of men and women exhibit in the private and public realm. They are the sociocultural expectations that apply to

individuals on the basis of their assignment to a sex category. Usually an individual's sex is determined by how their generation look at birth. Gender roles can be conceptualized as behavioral expectations based on biological sex. Traditionally, for men to be masculine, they are expected to display attributes such as strength, power and competitiveness and less openly display emotion and affection. Gender role stress arises when individuals feel that they are deviating from their prescribed gender role. Both gender roles and gender role stress have been associated with body image attitudes in men. Generally speaking, men who espouse a more traditional ideology about men's roles report a higher desire for muscularity and may feel that achieving the mesomorph ideal is a mechanism through which they can meet the gender role expectations of power and control.

1.7.1. Physical Differences in Gender Roles

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). Both tendencies are inconsistent with the usual demands of classroom life, and make it a little more likely that school will be a difficult experience for boys, even for boys who never actually get in trouble for being restless or aggressive.

1.7.2. Social Differences in Gender Roles

Speaking socially, boys more often gravitate to large groups. Whether on the playground, in school hall way, or on the street, boy's social groups tend literally to fill up a lot of space and often include significant amounts of roughhousing as well as "organized" and "semi-organized" competitive games or sports Maccoby, (2002). Girls for their part are more likely to seek and maintain one or two close friends and to share more intimate information and feelings with these individuals to the extent that these gender differences occur, and can make girls less visible or noticeable than boys, at least in leisure play situations where children or youth choose their companions freely.

As with physical differences in social interactions do not occur uniformly for all boys and girls. There are boys with close friends, contradicting the general trend and girls who play primarily in large groups.

1.8.Gender Inequality

Gender inequality is discrimination based on sex or gender, in which one sex or gender is consistently favored or prioritized over the other. Gender equality is a fundamental human right, yet it is broken by discrimination based on gender.

Gender inequality in the ownership and control of property, and its implications have been among the most neglected issues in social science analysis and policy. In large parts of the developing world, the most important form of property and livelihood sustaining asset is arable land.

Noted by Melander, (2005), succeeding in developing the complex gender inequality concepts and thereby move the theoretical explanation forward, the contribution to the understanding of civil war is substantial. That this theoretical development, Cohen and Karim, (2021) argue, has to consider the concept's complexity and critique from feminist researchers, particularly related to carefully differentiating between gender and sex inequality that is gender as social constructions with other identities.

1.8.1. The Dominance Approach

The dominance approach, was popularized by Lakkof's publication of "Language and Women's Place" in (1975). This work showed that language provided evidence of social inequality in society between the roles of men and women Weathrexall, (2005). This approach "interprets language behaviors as effects of male dominance" Penhallurick (2010). Proponents of this view point argue that there is a women's language made up of certain linguistic teachers who are incapable of ambiguity, difference and lack of authority. The reason, according to Cameron, (1998), is the women are socialized into using this style of speech as a part of their subordinate social position. On the other hand, men's dominance in conversations parallels their dominance, power and

authority in society. Men's "linguistic patterns are regarded in which they display power, that is based on larger social order, but reinforced and expressed in face to face interaction with women", Henley and Kramarae, (1991).

1.8.2. The Difference Approach

The Difference Approach gained ground through the work of Gumperz, Maltz and Borker, (1982) and Tannen (1990). The Difference theory is also called "The Two-Cultures Model" due to its emphasis on the notion of sociolinguistic subcultures. This notion is based on the belief that because boys and girls are not socialized in the same way they end up by acquiring two different sociolinguistic subcultures: the male subculture and the female one. This approach does not consider the behavior of women as a mark of their subordinate status but rather a manifestation of distinctive female sub-cultural norms and values. Horan, (2003), explains that women define themselves according to their specific group criteria and adopt a framework of language accordingly.

Tannen, (1994) argues that these differences arise because in most cultures there is still considerable social segregation of the two sexes, and children learn their conversational strategies for the most part in single-peer groups. Research suggests that these approaches are organized differently for the two sexes: boys play in larger, hierarchically structured groups, while girls group themselves more loosely around clusters of best friends. There are obviously linguistic correlates of this peer-group structure. While boys' speech tends to be authoritative especially if they occupy a prominent position in their hierarchy. Girls are more cooperative, observing a norm of concern for others. This seems the reason why they act as supportive hearers, use hedging strategies to preserve the face of interlocutors and respect speaking rights. The Difference Approach would interpret women's behavior in mixed–sex conversation as a normal female pattern problematic only in so far as men. Who are socialized in a different sub culture, fail to understand it or respond to it in the same way.

1.9. Gender Inequalities and Stereotypes Damaging

The Children's Society published a report on conventional happiness in childhood. In a study of stereotypes, it was observed that youngsters who chose 'toughness' as the most important trait for guys and 'having nice clothes' as the most important trait for girls had the lowest overall well-being. Children who chose 'working hard at school' as the most important attribute, on the other hand, scored the highest in terms of happiness.

1.9.1. Causes of Gender Inequality

The globe has come closer to achieving gender equality over time. In many parts of the world, women have better representation in politics, more economic possibilities, and better healthcare, and some of the causes of gender inequality include:

1.9.1.1. Uneven Access to Education Around the World

Around the world, women still have less access to education than man, when girls are not educated on the same level as boys, this may have huge effect on their future and the kinds of opportunities they will get.

1.9.1.2. Lack of Employment Equality

Give women the same legal work rights as men. In fact, most economies give women only ¾ the rights of men.

1.9.1.3. Job Segregation

One of the causes for gender inequality within employment is the division of jobs. In most societies, there is an inherent belief that men are simply better equipped to handle certain jobs. Most of time, those are jobs that pay the best. Women, also take on the primary responsibility for unpaid labor, so even as they participate in the paid workforce, they have extra work that never gets recognized financially.

1.9.1.4. Lack of Legal Protections

According to research from The World Bank over one billion women do not have legal protection against domestic sexual violence or domestic economic violence. Both have a significant impact on women's ability to thrive and live in freedom.

In many countries, there is also a lack of legal protections against harassment in the work place, at school and in public places. These places become unsafe and without protection, women frequently have to make decisions that compromise and limit their goals.

1.9.1.5. Lack of Bodily Autonomy

Many women around the world do not have authority over their own bodies or when they become parents. Accessing birth control is frequently very difficult. According to the World Health Organization, over 200 million women who do not use contraception. There are various reasons for this such as a lack of options, limited access and cultural religious opposition. On a global scale about 40% of pregnancies are not planned and while 50% of them do end in abortion, 38% result in births. These mothers often become financially dependent on another person or the state and consequently losing their freedom.

1.9.1.6. Poor Medical Care

In addition to limited access to contraception, women overall receive lower-quality medical care than men. This is limited to other gender inequality reasons such as a luck of education and job opportunities, which results in more women being in poverty. They are less likely to be able to afford good healthcare. There is also been less research into diseases that affect women more than men, such as autoimmune disorders and chronic pain conditions. Many women also experience discrimination and dismissal from their doctors, broadening the gender gap in healthcare quality.

1.9.1.7.Lack of Political Representation

Of all national parliaments at the beginning of 2019, only 24,3% of seats were filled by women. Despite progress in this area over the years, women are still grossly underrepresented in government and the political process. This means that certain issues that female politicians tend to bring up such as parental leave and childcare, pensions, gender equality laws and gender based violence are often neglected.

1.9.1.8. Racism

It would be impossible to talk about gender inequality without talking about racism. It affects kind of what jobs women of color are able to get and how much they are paid, as well as how they are viewed by legal and healthcare systems. Gender inequality and racism have been closely-linked for a long time. According to Sally Kitch, a professor in the Institute of Humanities Research, European settlers in Virginia decided that work could be taxed based on the race of women performing the work. African women's work was "labor", so it was taxable, while work performed by English women was "domestic" and not taxable. The pay gaps between white women and women of color continues that legacy of discrimination and contributes to gender inequality.

1.9.1.9. Societal Mindsets

It is less tangible than some of the other causes on this list, but the overall mindset of a society has a significant impact on gender inequality. How society determines the differences and value of men versus women plays a starring role in every arena, where it is employment or the legal system or healthcare. Beliefs about gender run deep and even though progress can be made through laws and structural changes, there is often pushback following times of major change. It is also common for everyone (men and women) to ignore other areas of gender inequality when there is progress such as better representation for women in leadership. These types of mindsets prop up gender inequality and delay significant change.

1.10.Gender Equality

Gender equality means that everyone is treated equally, regardless of gender. This entails assuring equal rights for men and women, offering equal opportunities and duties, and applying the same rules to all.

A gender-equal society is one in which men and women are treated equally and have equal access to all types of social activities, as well as equal political, economic, and cultural rewards and responsibilities. Men and women's human rights are equally valued in such a society.

Women who want to play an active role in society can do so through their own interests, while men can have a meaningful home and community life. A gender-equal society is one in which men and women work together as equal partners.

Gender equality is the principle that all men and women need to be treated equally and to have the same rights and the same opportunities to succeed in school and life. There have been many advances for girls and women in different fields in recent years, including more girls going to school and more female leaders representing countries as diverse as Ethiopia, New Zealand and Georgia in national parliaments. Gender bias is undermining social fabricant devalues all of us. It is human rights issue; it is a tremendous waste of the world's human potential.

By denying equal rights, we deny half the population a chance to live life at its fullest. Political, economic and social equality for women will benefit all the world's citizens. It can eradicate prejudice and work for equal rights and respect for all. Gender equality is the absence of discrimination on the basis of person's sex in opportunities, the allocation of resources and benefits or access to services.

1.11. The Reason of Addressing Gender Equality in Education

Historically, girls and boys have not always been given equal access to resources and opportunities relating to education, and this is still true in some

parts of the world. The education 2030 agenda in the United State recognised that gender equality requires an approach that ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.

1.12. Women's Language

The use of language embodies the attitude as well as referential meanings. Women's language has as its foundation in the attitude that women are marginal to the serious concerns of life, which are pre-empted by men. The marginality and powerlessness of women is reflected in both the ways women are expected to speak, and the ways in which women are spoken of. Strong expressions of emotion are avoided in suitable women's speech, expressions of uncertainty are favored, and means of expression with reference to subject-matter regarded "trivial" to the real world are elaborated. Women's speech implies an object whose sexual nature necessitates euphemism and whose social functions are dependent on their relationship with males. Women's personal identities are linguistically masked.

Lakoff's study of gendered language, as presented in Language and women's place, focuses particularly on the Linguistic discrimination experienced by women in society (1975). Lakoff divides this discrimination into two overall types: 'The way they (women) are taught to use language' and 'The way general language use treats them', both of which function to degrade the women to a submissive position in society. Thus, Lakoff perceives gendered language as an expression of the unequal roles of men and women in society.

A female-typical language style promotes the popularity of talks in the digital context and turns out to be an underappreciated, but highly effective tool for social influence. This was shown by psychologists in an international study in which they analyzed a lot of talks. A large part of social interaction nowadays takes place digitally, and the digital age has brought new opportunities to interact and communicate with increasingly large audiences. The huge power for social influence of digital media may come with the risk of

intensifying common societal biases, such as gender stereotypes. One behavioral manifestation that plays a major role in such social evaluations is language use. In past research of gendered language that focused on offline contexts, male characteristics were associated with more influence, while female characteristics tended to be associated with less competence.

Many notions regarding women's language that are now popular were introduced to the field of sociolinguistics by Lakoff's seminal work on language and women's place. ("Language and Women's Place Citations"). It has sparked a variety of approaches to researching language and gender across national borders, as well as between classes and races. (Women's Language: A Struggle to Overcome Inequality). In addition to gender, her work is known for its focus on class, power, and social justice. The politeness principle was invented by Lakoff, who devised three maxims that are frequently followed in interactions. These are not intimidating (give the receiver options, and make the receiver feel good). He believes that these are essential for effective communication. Editor's Note, Mary Bucholz Oxford University Prees, (2004). Sex differences in linguistic behavior in same-sex and mixed-sex problem-solving groups were explored. Small groups of all women, all men and women were run and videotaped. Linguistic behavior was assessed through a content analysis of four syntactic categories: intensifiers, modal constrictions in question form. The notion proposed by Key and Lakoff in (1975) that women utilize more language categories that cannot be ambiguous than men received support. These authors' assumptions that women employ more linguistic forms that cannot be ambiguous while males are present were also supported, as were their findings that men are more likely to interrupt women than men. The results are discussed from the perspectives of women's role and women's culture. Adams, (1971).

The importance of women in the development of language is undeniable through biological or social concession, mothers are responsible for transmitting languages to their children. This process strengthens a child's identity and their sense of belonging to a specific geographic and social community. But linguistically speaking, there is no "Women's Language".

While this may seem like a small point, the fact is that language reflects to social biases, including misogyny.

1.13. Men's Language

In the last three decades of the twentieth century, linguistics began to study how language is used by speakers to perform social acts like expressing power, solidarity and identity.

One of the most obvious stereotypes about men and masculinities is the assumption of categorical dichotomy that underlies the entire gender system. There are just two categories of humans (men and women, masculinity and femininity) in this basic stereotype, and they are stereotypically opposed and homogeneous.

Connell, (1987), argues that in every society there is a conception of masculinity that is dominant. In other words, this is the kind of masculinity that is most valorized and that most men would strive to emulate.

Men's speech is aimed to achieve and maintain an independence, as well as a high status. Men are less likely to criticize, but often tempted to resort to irony and authority. The representatives of the stronger sex use language that expresses less uncertainty and doubt, and the result is the impression of a more self-confident person. A man's language includes an abundance of terms because of their desire to be accurate through the use of professional vocabulary. Also a man's speech includes an abundant use of introductory words, especially relevant detections such as 'it is obvious' and 'of course'. Furthermore, newspaper and journalistic cliché, as well as swear words as input are dominant.

Large gender disparities in participation still exist across many university subjects and career fields, but few studies have examined factors that account for gender gaps in female-dominated disciplines. One likely factor is the challenge to masculinity among males who adhere to traditional gender ideals. Traditional gender ideas have been related to gender-stereotypical employment choices in the past, and threats to masculinity might cause men to distance

themselves from feminity. Men with traditional masculinity ideologies reported less interest in foreign language study and less positive attitudes towards foreign languages following masculinity threat compared to men whose masculinity was affirmed or who held less traditional masculinity beliefs. Traditional masculine gender roles may lead some men to avoid feminine-typed domains, such as foreign language learning.

There is a well-documented male bias in language comprehension where supposedly gender-neutral words automatically and unconsciously are associated with men Hellinger, (2002), Stahlberg (2007), which is one of the several examples of how men constitute the norm for humanity Baivley and La France, (2017) Hegarty and Buechel, (2006).

It has been suggested that gender fair language reforms, which are linguistic reforms to make language more inclusive, may eliminate this male bias Douglas and Sutton, (2014) Sczensy, (2016), however, gender language includes different strategies. To date, few researchers have tested the efficiency of these different strategies in relation to each other regarding the male bias.

A male bias is best described as an implicit assumption that an undefined person is a man. Merritt, Harrison, (2006). This association can occur either by words or inflections with explicit grammatical and/or semantical references to men or masculinity. The association could also occur without any linguistic cues, these by representing an overall androcentric world view. The term androcentric recognizes men as more typically representative for human beings, and it describes the tendency to treat men and masculinity as the norm Eagly and Kite, (1987).

1.14. Conclusion

To conclude, this chapter introduces gender. Then, include a brief explanation of the terms (gender and language) as used in the review, plus all what have a relation with gender such as gender and its influence on gender learning, the relationship between gender and language gender roles, and also gender inequality with their causes that explains why men and women are

separated. It ends up with the differences between men's and women's language.

Chapter Two

Foreign Language in Classroom Interaction

2.1. Introduction

A foreign language is a language not commonly spoken in the country of the speaker. However, there must be a defined distinction between foreign language and a second language. It is also a language that the person refers to as been spoken with high professionalism in their original nation.

Foreign language has interaction inside the classroom which means, the central factors is able to enhance student's understanding as well as equipping them with appropriate skills of communication. Interaction between the teacher and learners commonly takes place during the teaching learning process. The interaction, which involves both the teacher and learners, can be considered as reciprocal actions and reactions. The actions and reactions between the teacher and learners can be also described in the form of thoughts, ideas and feelings. Tannen, (1991), (Foreign Language Dictionary).

2.2. Foreign Language's Definition

Foreign Language Learning is the process by which people learn languages in addition to their native language. The term second language is used to describe any language whose learning starts after early childhood. The language to be learned is often referred to as the target language or L2. The term language acquisition becomes commonly used after Stephen Krashen contrasted it with formal and non-constructive learning. Today, most scholars use language learning and language acquisition interchangeably, unless they are directly addressing Krashen's work. However, second language acquisition or SLA has become established as the preferred term for this academic discipline.

Though SL is often viewed as part of applied linguistics, it is typically concerned with the language system and learning processes themselves, whereas applied linguistics may focus more on the experiences of the learner, particularly in the classroom. Additionally, SLA has mostly examined naturalistic acquisition, where learners acquire a language with little formal training or teaching.

Second Language Learning SLL is concerned with the process and study of how people acquire a second language, which is often referred to as L2 or target language, as opposed to the L1 (the native language). Generally, the term second language in this context can refer to any language learned in addition to the native language.

On the other hand, second language acquisition, is distinguished from bilingual learning, in which a child learns two languages at the same time example (when the parents speak two different languages). When a second language is learned after the first, it is referred to as second language acquisition, (Free Dictionary).

2.3. The Benefits of Foreign Language Education

Learning a new language can be advantageous in a variety of ways; but, in today's more interdependent and hyper-connected world, it has become necessary for everyone to master a foreign language. It has the potential to provide us with a number of benefits in the long run.

2.3.1. Meet new People and Quickly get Connected to The World

Language is a means of communication, that is why most people learn a second language. Being able to communicate with someone in their native language is a fantastic gift. It can be considered as one of the best benefits associated with learning a foreign language.

2.3.2. Boosting Brain's Power

Learning a new language can stimulate the brain, which in turn makes the brain grow. The scary cause behind AL ZHEIMER'S disease is that the brain starts to shrink. Learning and studying a new language can combat that effect. Learning a new language can also help to improve short term and long term memory, which is highly beneficial in everyday life and in a work related matters.

2.3.3. Becoming better at Multitasking

Multitasking is one of the most important abilities to possess. This ability allows to complete more tasks in less time. On the other side, it has the potential to greatly increase production.

2.3.4. Making Self Available to new Job Chances

A career in foreign languages is probably the main reason for which one would learn a new language. Studying a second language helps to find long term benefits.

2.3.5. Self-Confident

People can give their brains a fantastic workout by learning a foreign language. It will also strengthen problem-solving abilities. As a result, of the long-term challenges, it can also have a significant impact on production levels.

2.3.6. Traveling around The World

Before traveling the world, speakers of foreign language must make sure of speaking at least the elementary level of the language of the target country.

2.3.7. Helps Learners to Study Abroad

Learning a second language is the key to unlocking a completely new universe of possibilities. A foreign language will be incredibly useful in both personal and professional situations. After completing the course, it will improve the resume for a variety of employers.

2.4. English as a Foreign Language (EFL) English as a Second Language (ESL)

EFL, English as a foreign language is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. For instance, in Algeria, English is not considered an official language or a dominant language. Therefore, Algerian students who

learn English are referred to as EFL students. However, if the same group of Algerian students was in the United States of America and if they were taking English courses there, they would not be called EFL students. Instead, they would be called ESL students.

The term ESL refers to learning English as a second language, residing in a country where the English is widely spoken. When learning English in a country like Australia, the UK or the USA, it means learning ESL. For instance, students from non-English speaking countries who migrate to the USA or the UK for a long period of time have to learn English as a second language.

2.5. The Development of English Language

According to The Linguistic book of Women, Men and Language, English language itself really took off with the invasion of Britain during the 5th century invasion of Britain by three Germanic tribes, the Jutes, Saxons and Angles that seeking new lands to conquer, and crossed over from the North Sea. It must be noted that the English language that is known and study through various English language courses today had been created by the inhabitants of Britain spoke various dialect of the Celtic language. During the invasion, the native Britons were driven north and west into lands. The word England and English originated from the old English word England, literally meaning "The Land of Angles" where they spoke English.

2.5.1. The Old English

Old English, or Anglo Saxon, is the earliest recorded form of the English language, spoken in England and Southern and Eastern Scotland in the early middle Ages. It was brought to Great Britain by Anglo Saxon settlers in the mid-5th century, and the first old English literally works date from the mid-7th century. After the Norman conquest, English was replaced for a time, by Anglo Norman as the language of the Upper classes. This is regarded as marking the end of the old English era, since during this period the English

language was heavily influenced by Anglo Norman, developing into a phase known as middle English in England and early scots in Scotland.

2.5.2. Early Middle English

The period of the early middle English, was a form of the English language spoken after the Norman conquest until the late 15th century. The English language underwent distinct variations and development following the old English period. Scholarly opinion varies, but the oxford English dictionary specifies the period when middle English was spoken has been from 1150 to 1500. This stage of the development of the English language roughly followed the high to late middle ages.

2.5.3. Late Middle English

Late Middle English, it was during the 14th century that a different dialect began to develop around the London area. Geoffrey Chaucer, a writer has been identified as the Father of English literature and author of the widely renowned Canterbury Tales, was often heralded as the greatest poet of that particular time. It was through his various works that the English language was more or less approved alongside those of French and Latin, though he continued to write up some of his characters in the northern dialects.

2.5.4. Early Modern English

Early modern English or early new English, is the stage of the English language from the beginning of the Tudor period to the English Interregnun and Restoration, or from the transition of middle English, in the late 15th century to the transition to modern English, in the middle to late 17th century.

2.5.5. Late Modern English

Late Modern English, the industrial revolution and the rice of the British Empire during the 18th ,19th and early 20th century saw the expansion of the English language. The advances and discoveries in science and technology during the industrial revolution saw a needed for new words, phrases and

concepts to describe these ideas and inventions. Due to the nature of these works, scientists and scholars created words using Greek and Latin roots.

2.5.6. English in the 21st Century

Today, American English is particularly influential, due to the USA's dominance of cinema, television, popular music, trade and technology including the internet. There are many other varieties of English around the world, including Australian English, New Zealand English, Canadian English, South African English, Indian English and Caribbean English.

2.6. Gender and Foreign Languages

Boys and girls often interact with their foreign language studies in different ways. In general, when learning a foreign language in school students may engage with their studies for a variety of reasons. They may feel motivated to study by external factors, such as the desire to follow rules or please teachers, primarily controlled by the people and events in their environment. Students may also experience internal motives for their actions, choosing to learn because it is interesting or personally beneficial, (Oxford learner's dictionaries).

According to Rayan and Deci's, (2017), Self-Determination Theory, autonomous motives are acts that originate from a sense of purpose, personal interest, or delight. These motives are regarded high-quality since they are likely to motivate students to persevere. The opposite, controlled motives, come from more negative stimuli, such as fear of punishment or avoidance of shame. These stimuli have the power to motivate for shorter periods and thus require constant attention to maintain them. Within this dialectic between the external and internal loci of causality, motivational quality is defined by the degree to which students perceive their actions are autonomous relative to the degree to which they are controlled Rayan and Deci, (2017). The combination of these motives can be used to derive motivational profiles.

Student's gender also has important effects on their learning Meece, (2006), Voyer and Voyer, (2014). In language learning settings, girls generally

show a higher motivation for the language and interest in foreign countries Carreira, (2011). Boys likewise show less persistence recognizing the importance of both gender and domain specific motivation for language learning.

Gender and language motivation, worldwide, female students tend to outperform males in their realm of languages, especially in English as a foreign language. More generally, student's gender is related to their achievement and believes in different domains of study, Essles, (1993). Girls show a greater tendency towards engagement in language oriented pursuits, including foreign language, while boys tend to engage less in these domains, Oga-Baldwin and Nakata, (2017).

Research in the domain of foreign language learning has consistently shown an advantage for female students Hensy, (2009); Oga-Baldwin and Nakata, (2017). Even as early as elementary school, boys show lower interest in learning foreign languages Carreira, (2011), a trend which appears to continue into secondary school and beyond Baker and Mac Intryre, (2000); Fryer and Oga-Baldwin (2019); Henry and Cliffordson, (2013).

2.7. Classroom Participation Definition

Dr. Ken Shore in (2010) defined classroom participation as an important aspect of student learning. When students speak up in class, they learn to express their ideas in a way that others can understand. When they ask questions, they learn how to obtain information to enhance their own understanding of a topic.

Classroom participation is a valuable learning tool for teachers. Through student's questions, you learn what they do not understand and can adjust instruction accordingly. Just as speaking in front of a group does not come easily to many adults, however, speaking up in class is a struggle for many students. That struggle might manifest itself in the classroom in a variety of ways not volunteering to answer questions, not asking for help, not speaking up in small-group activities, even not talking in class at all.

Active classroom participation also improves critical and higher level thinking skills, students who participate in class have studied the material well enough to introduce new concepts to their peers. This level of thinking goes beyond simple comprehension of text, and can also improve memory.

Active participation is the consistent and simultaneous engagement of the minds of all the learners with the content of the lesson. Such participation increases the rate and degree of learning.

Participation has an intrinsic value for participants; is a catalyst for further development; encourages a sense of responsibility, guarantees that felt need is involved; ensures things are done in the right way also uses valuable indigenous knowledge. It frees people from dependence on other's skills.

Broadly speaking, there are three types of participation: conversational participation; activities that expect of good citizens. Conversational participation; activities that are legal but often considered in appropriate context. Illegal participation; activities that break the law.

2.8. Classroom Interaction's Definition

Classroom interaction is a practice that enhances the development of the two very important language skills which are speaking and listening among learners. Classroom interaction stimulates the student involvement in the classroom. If fuels student motivation and help the students see the relevance of teacher's topic, it increases participation as all students are involved. The interaction teacher forces the students to respect their superiors. They are given a chance to air their opinion in the class. The other form of students to learn and understand how to work with partners. Classroom interaction also includes other methods such as role playing. Classroom interaction is between students and allows for reading and question and response.

According to Allwright (1984), it is important to keep learners active in the classroom which means that to give the opportunity to learners to speak and increase the learner's talk time; therefore, reducing the amount of teacher's talk in the classroom. The interaction is regarded as essential factor for the teacher

to manage who should talk to whom, on which topic and which language and so on. On other hand none of this can change the reality that classroom interaction focuses deeply on the learner's cooperation. In addition, the previous definition of interaction, Nunan say that learning to speak in second foreign language will be facilitated when learners actively engaged in attempting to communicate, it means that in order to facilitate communication they should take terms in conversation, responding to what others said expressing interests, motivating each other's, to speak by exchanging data and ideas and asking people for more explanation and clarifications about what they say. Allwright suggested that the interaction is one of the primary ways in which learners can obtain data, as well as it has a great importance can be seen as a form of developing skills (speaking) and building knowledge.

2.8.1. Second and Foreign Language Learning through Classroom Interaction

Joan Kelly Hall edited in his book (Second and Foreign Language through Classroom Interaction), current theoretical interest in conceptualizing second and foreign language learning from a sociocultural perspective on language and learning, in conjunction with practical concerns concerning second and foreign language education. It includes a collection of studies that focus on the empirical description of specific classroom interaction strategies that help students learn a second or foreign language. The writers deconstruct the processes through which students learn extra languages in the context of a range of classes and languages. Not only the findings from the studies reported in this book help to lay a foundation for the development of a more expansive, sociocultural model of second and foreign language learning, but on a more practical level they will help language educators in creating a set of principles for identifying and sustaining classroom interactional practices that foster additional language development.

2.8.2. Gender Differences in Classroom Interaction

Classroom interaction is a term that refers to the behavior and speech that occurs in the classroom; it can also be viewed as social contact Interactions in the classroom are influenced by the gender of both the teacher and the students. From the 1960 century to the 1990 century, studies on this topic indicated that at the pre-college and college levels, professors treated male and female students differently, Mr. Tannen (1991).

according to Hall (1982). Teachers respond to male students with attention and female students with difference, Sadker & Sadker (1992). Address that male students are given more time for interaction, whilst female students are given less time for interaction by male and female lecturers, Throne (1979) accuses teachers of being biased because they make more eye contact with male pupils and call one male student more than a female student. As a result, unfair treatment of male students puts them in the forefront, while female students are placed on the sidelines.

Kelly, (1988), concluded that teachers paying more attention to male students in class is a fact and this phenomenon is existent in wide range of classroom learning along with EFL students. From the past till now studies have proved that male and female students are treated differently due to their manner of interaction with teachers in the classoom. Meece, (1987), believes that male students respond to as initiate conversation in class. This causes teachers to respond more to male students than female students Duffy, (2002).

Through different research it has been found that gender of the teacher also affects classroom activities. Hopf and Hatzichristoo (1999), support saying teacher gender is affective in classroom. In this case classroom activities of teachers of different gender are characterized with different activities. Male teacher dominated classroom terms out to be faster-paced with teacher using more time on the floor and giving students shorter time and having frequent change of topics. On the other hand, female teachers are seen as more keen on topic selection along with asking relevant questions to keep the flow of the conversation running Chavez, (2000).

2.9. Student's Satisfaction of Using English in Classroom

Satisfaction is a feeling of happiness that is obtained when a person fulfilled her or his needs and desires Saif, (2014). It is a state felt by a person who has experienced performance or an outcome that fulfilled his or her expectations. Ilyas, (2013). Accordingly, satisfaction can be defined as an experience of fulfillments of an expected outcome Hon, (2002). A person will be satisfied when he/she achieves the expectations. Satisfaction refers to the feeling of pleasure, disappoint resulting from comparing perceived performance in relation to the expectation Kolter & Keller, (2012).

Student's satisfaction as a short term attitude, resulting from an evaluation of a student's educational experiences Ellot, (2001). It is a positive antecedent of student's loyalty and is the result and outcome of an educational system Zeithaml, (1988). Again Ellot and Shin define students' satisfaction as students' disposition by subjective evaluation of educational outcomes and experience. Therefore, student satisfaction can be defined as a function of relative level of experiences and perceived performance about educational service Mukhtar, (2015).

2.10. Auxiliary Conditions for Studying English in the Classroom

Teaching beginners can be challenging, whether you are working with a monolingual group who have no prior knowledge of the language or a multicultural group whose only common language is English. Nonetheless, teaching beginners completely in English is not only possible, but also one of the most rewarding levels to teach. Here are seven strategies for teaching English to students that will help you get your students on the road to greater competency., The Hand Book of Gender, (2003).

2.10.1. Keeping Instructions Clear and Simple

When speaking to a group of students, especially those you have just met, it can be tempting to use the most courteous language possible. After all,

nobody enjoys being nasty. The courtesy example, on the other hand, will not be appreciated by a student who knows only a few words of English, if any at all for example (OK, so now what I would want you all to do, if you do not mind, is just stand up for a moment and come to the front of the class. OH, and do not forget to bring your book. Could not we all do it?) Instead, keep instructions as simple as possible by using as few words as feasible and breaking down sequence of instructions into smaller components. Being polite like "please" and "Thank you". Example: "Everybody, take your book, please. Stand up. Now come here, please. Thank you".

2.10.2. Listening at First

Your students will almost certainly want to begin practicing their speaking skills. However, it takes time for one's ear to adjust to the sounds of a new language, and not everyone will be as enthusiastic; do not urge students to talk before they have had ample opportunity to listen and use the language.

2.10.3. Drilling and Repeating

Beginners need lots of reputation and drilling, especially as they get to grips with the sounds of their new language. It seems boring to go over the same sentences again but it is necessary. When practicing a new sentence, try back-drilling, breaking the sentence down into manageable units and then building it back up, working back words from the end of the sentence to the beginning, this helps to ensure that the intonation is natural and get elements of connected speech right. For example, break down would you like a cup of tea? as follows; tea/cup of tea/like a cup of tea/would you/ would you like a cup of tea?

2.10.4. Establishing Classroom Language

Although it is most usually associated with teaching children, it is equally excellent for adult starters. Learning a new language may be scary, regardless of how pleasant and casual the classroom environment is, especially when you are unsure of what is going on or what to say. It is far better to

familiarize students with classroom language early on so that they can navigate the lesson with ease.

2.10.5. Avoiding Meta Language

There is no point in students knowing the terms past simple, irregular verb or adverb of frequency if they cannot use the actual structures or words they refer to. Do not tell them how to say something, show them. Give as much context as you can (visual prompts work well).

Furthermore, make sure to check if they have understood by asking questions that test their comprehension, never ask "Do you understand"? as a many people are reluctant to let on that they have not understood and will pretend instead that they have, a teacher may think they have understood when in fact they have not.

2.10.6. Students Fluency in their Own Language

This seems not important point, but it is all too easy when listening to somebody speaking broken English to forget that behind the errors and the mispronunciation is a person with cogent thoughts, no doubt articulates in their first language, attempting to communicate his or her opinions or ideas.

Teachers must not only be patient and proactive listeners, but also be aware of the reasons for some errors and feel in the gaps in less than perfect communication, it must to steer clear of adopting the approach of teaching and bastardizing the very language that aiming to teach.

2.10.7. Preparing well and Keep Students Talking

Even while teaching beginners includes moving slowly and recycling and repeating words many times, this does not imply that the same activities should be repeated, especially not during the same class. Make sure you have a variety of exercises to choose from, and teachers make sure went to class without thinking about how to introduce new language, ensure that the kids grasp it, and deal with any potential misconceptions. Confusion is far more likely at this level than at other levels, and it can be significantly more difficult to decipher.

Unlike with higher levels, teachers cannot rely on conversations developing simply because students do not yet have the linguistic resources to engage in anything other than simple exchanges (though in time they will).

Getting students to use English in the classroom is one of the biggest challenges of teaching, always present yourself as an English speaker, right from the start, do not be tempted to lapse into the student's language to explain, regain control or reply to a question. Patiently reply in English. Do not be tempted to slow down. Use pictures, gesture, facial expression and rephrasing to get your message across. Lapsing into quick explanations in their language will undermine your role. Tuning in will take time! keep at it!

To create opportunities for simple communication in English lessons, start each lesson by asking students about their week, weekend or previous evening. Talk about yours in a natural way: "Did anyone see that funny film on TV last night?"

Ask students about their area or information which may need to know. Simple requests for help, such as: "Does anyone know if there is a bank open on Saturday here?". Ask for suggestions for places to visit. Even with beginners, opportunities can arise: ask for the time, the date, how to get to places nearly etc. Ask for explanations in English whenever students are able. This stretches students.

Involve students in board work, asking them to spell aloud a word in the same time of writing, inviting younger learners to complete a summary, write a question or correct a mistake on the board. Avoid asking "Do you understand?" try to get more comments with questions to check understanding: "why is there an S on this verb?" or "can you pronounce this word?".

Get students to refer to an English-English dictionary, play games involving definitions, do simple crosswords with clues. Play games where use of mother tongue loses points for the team. Practice and encourage all common requests: "can I have another piece of paper?" or "may I go to the toilet, please?". Students may not use English requests amongst themselves but insist

they do with the teacher. Encouraging students can eventually pay-off. If they enjoy your lessons, their attitude to speaking English will improve over time.

2.11. Students Lack of Participation in Classroom

In each classroom, there are students who refused to participate and get involved in their learning process. Focusing only on active students is not the proper way to react in such situation. Here are the reasons why students do not participate.

2.11.1. Introversion

These people prefer to do things alone or with a small group of people they know well. They also prefer to think things out before expressing an opinion or making a decision. These people frequently engage well with others, yet doing so can be exhausting. Others may misidentify them as extroverts due to the ease with which they interact in certain contexts. The idea is that introverts can interact socially, but it is exhausting for them.

2.11.2. Shyness

Shy individuals feel apprehensive and get a sense of awkwardness and lack of comfort around others. A shy student may start the day hoping he will not have to speak to any one at school.

2.11.3. English as a Second Language

These individuals may be self-conscious about their accent or fearful that others will not be able to understand what is being said.

2.11.4. Cultural Differences

Social norms of communication differ due to cultural factors. Interrupting, speaking over, or opposing someone else in public is frowned upon in many cultures. Furthermore, cultural norms may limit or prevent an individual from making the nonverbal signals that allow a westernized person to actively participate in a dialogue. Some people from different cultures may

perceive the classroom as a place where you respect the lecturer and would never dispute her or his authority.

2.11.5. Previous bad and Embarrassing Experience

A student who is resistant to speak in class may have been embarrassed previously by faculty members or other students. It is often risky to offer a comment or answer a question in front of a large group of peers and if embarrassed or shamed after speaking out in class, it may be a long time before that person feels comfortable speaking out in class or even within a group.

2.11.6. Lack of Knowledge for Response

One reason students will not speak in the classroom is that they have nothing of value to contribute. This may occur due to a failure to complete the homework assignment, finding the text book difficult to read or having no context to relate the material to their own experience. Balau, Barak, (2010).

2.12. Obstacles in Learning English in the Classroom

The English language is one of the most popular languages to study, and it is possibly the most spoken language on the planet. Many individuals learn the language to improve their job prospects or to communicate more effectively with people from all over the world. The following are the most significant obstacles that people must overcome when learning to speak and write English:

2.12.1. Grammar

The complexity of English syntax makes it difficult to retain, master, and apply logically. It might be difficult to remember to use proper grammar, especially when speaking with someone. Learning language is similar to learning to drive: you can understand all of the basic rules and laws, but you will not be able to apply them unless you practice them until they become second nature. Language is incredibly important; wrong use of grammar can confuse the person you are speaking with and even affect the meaning of what you are saying. What is more, native English speakers are hyper-aware of

grammar and will catch grammatical problems almost instantly, even if they are minor, Speakers of English.

2.12.2. Vocabulary

Is often a challenge, particularly when it comes to verb variations and understanding, which tense should be used in various situations English has one of the biggest vocabularies of all languages, and it can be very confusing for non-English speakers to master. Using vocabulary inaccurately is incredibly noticeable to anyone whose first language is English, though it does not often change the meaning of your text, it does weaken it.

2.12.3. Slang and Colloquialism

With the English language having such an extensive vocabulary and complicated grammar, there is enough to teach students wanting to learn English, rarely are students exposed to the slang words used by English speakers in every day conversation. Sentences can be predominantly filled with slang words, so maintaining a conversation can be difficult for anyone who does not understand what they mean.

2.12.4. Pronunciation

Knowing how to pronounce words in English is very difficult as it is not always obvious. English speakers have been taught these from an early age, for instance they know that the 'K' in "knight" is not pronounced. They are taught the subtleties, that how to pronounce something in order to communicate the right message. Furthermore, depending on the first language of the English student, it can often be difficult to pronounce certain words properly, having not ever had to create that phonetic sound before.

2.12.5. Variations in English

Variations is a characteristic of language there is more than on way of saying the same thing. Speakers may vary pronunciation, word choice, or morphology and syntax. But while the diversity of variation is great, there seem to be boundaries on variation, speakers do not generally make drastic

alterations in sentence word order or use novel sounds that are completely foreign to the language being spoken.

Learning a new language can be a fun challenge. Whether you find yourself with extra time or you are dreaming of traveling to an exotic non-English speaking place, there are a lot of good reasons to take the plunge. While every new language learner struggles at some point in their journey to fluency. Today's technology does make learning a language easier than ever. As the internet and digitization makes the world smaller, the opportunities to communicate with anyone around the world are expanding. Why not take advantage of this chance to learn something new? There are some obstacles to consider:

2.12.5.1. Doubt about Abilities

Perhaps student's only experience is trying to learn a language was in his high school Spanish class or his college German class. May be one-on- one tutor could customize student's learning experience and help him to reach his goal. Also many language-learning apps employ features that align with the latest research about how our brains best latest learn new languages, for example: it is possible that techniques such as asking him to write, read and listen during the same lesson will help him to learn vocabulary more quickly.

2.12.5.2. Lack of Practice Opportunities

Hearing the language all day and having to communicate in the language to do every day activities trains your brain more quickly. However, unless you have the chance to immerse yourself among fluent speakers, you may find yourself without many opportunities to practice conversations with others.

2.12.5.3. Fear of Speaking with Strangers

Because nothing beats conversing with someone else to practice your new language. When you are practicing and are not surrounded by friends and family, it is difficult to resist conversing with strangers. Thus, for novice language learners, a fear of conversing with strangers might be a significant

barrier. If your fear of speaking to strangers is preventing you from learning this new ability, it will be better to find a friend with whom to practice speaking.

2.12.5.4. Loss of Motivation

When student feel his motivation is sliding, it is always a good idea to go back to the purpose of undertaking the target. May be student have promised himself once he is fluent in German, he is going to book that trip to Germany to meet his distant relatives. This may be good for motivation. Learners may learn new language, because they believe in it, it will help them scale their business, that may be the purpose behind the effort. In this case, reminding themselves of all the ways the effort could pay off (literally) may be enough to bring your motivation back.

2.13. The Foreign Language Classroom Anxiety

Foreign language anxiety, also known as xenoglossophobia is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second or a foreign language. The feeling may stem from any second language context whether it is associated with the productive skills of speaking and writing or the receptive skills of reading and listening. A foreign language anxiety is a significant problem in language classrooms throughout the world especially in terms of its strong relationship to the skill of speaking in a foreign language or second language. Gardner, (1994).

Foreign language anxiety is a form of what psychologists describe as a specific anxiety reaction. Some individuals are more predisposed to anxiety than others and may feel anxious in a wide variety of situations. FLA, however, is situation-specific and so it also affects individuals who are not characteristically anxious in other situations Horwitz, (1986).

Anxiety in the context of the foreign language classroom is a form of anxiety that is usually aroused by a certain type of situation. In a broader research context, Macintyre, (1998), observed that language anxiety is a form of situational anxiety, and he emphasized that research on the topic should

employ measures of anxiety experienced in specific second language L2 contexts. He conceived of language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language". Horwitz, (1986) also recognized that situation specific anxiety triggered by learning or using a foreign language was largely independent of other situation specific anxieties they developed a self-report instrument called the Foreign Language Classroom Anxiety Scale (FLCAS), aiming to assess communication apprehension, test anxiety and fear of negative evaluation associated with language anxiety. This instrument, eliciting responses of anxiety specific to foreign language classroom settings, triggered an avalanche of similar studies, demonstrating firmly that language anxiety has a debilitating role in the L2 classroom in different contexts.

Foreign language classroom anxiety is attributable to a variety of causes. Price, (1991), maintained that levels of difficulty in some foreign language classes, student's personal perceptions of their own language aptitude, certain personality variables, and stressful classroom experiences were all possible causes of anxiety. Learner's individual personality traits, such as introversion or extraversion, are associated with anxiety arousal Brown, (2001).

2.13.1. Causes of Foreign Language Anxiety

The main causes of foreign language anxiety are communication-apprehension, test anxiety and fear of negative evaluation. There is also a psychological component to foreign language anxiety. Molinsky, (2007). Although all aspects of using and learning a foreign language cause anxiety, both listening and speaking are regularly cited as the most anxiety provoking of foreign language activities. Gardner, (1994). Foreign language anxiety is usually studied and seen in a language classroom environment, as this is where many students start learning a new language they feel afraid and embarrassment

2.13.2. Effects of Foreign Language Anxiety

The effects of foreign language anxiety are particularly evident in the foreign language classroom, and anxiety is a strong indicator of academic performance. Anxiety is found to have a detrimental effect on student's confidence, self-esteem and level of participation. They may lack confidence and be less able to self-edit, identify language errors and more likely to employ avoidance strategies such as skipping class. Gregerson, (2003). Also, causing individuals to be quitter and less willing to communicate. People who exhibit this kind of communication reticence can also sometimes be perceived as less trust worthy, less competent, less socially and physically attractive, tenser, less composed and less dominant. Jackson, (2008).

2.14. Difficulties faced by Arab Students with Learning English as a Foreign Language in Classroom

Arabic is one of the central Semitic languages, along with Hebrew, Aramaic and Phoenician, while English is an Indo-European language. Here are the problems of Arabic students in learning English.

2.14.1. The Alphabet

First of all, the English alphabet uses the Latin Alphabet and is written from left to right. Arabic uses Arabic script and is written from right to left. In terms of spelling, Arabic spelling is directly linked to its pronunciations. In other words, if someone can read Arabic he should know how to pronounce the words. English on the other hand, is not phonetic at all, as can be seen from the different pronunciations of the letter "O" in hot and month. For Arabic speakers, then learning English is not just learning new words but learning to read and to write all over again.

2.14.2. Grammar

In terms of grammar, there are numerous constructions in English which do not exist in Arabic. The most important of these is the verb "to be". It exists in Arabic, but it is used far less frequently than in English, with the result that

many Arabic speakers will often leave it out in their language production. This is the same with the auxiliary "do", as well as modal verbs and the indefinite article, the infinite article "a" or "an" this can result in sentences like: I going home, he happy. And you like pizza?

Similarly, Arabic students will have problems with the present perfect tense in English because there is no distinction with the present, which is what the present perfect does. Because of this, Arabic learners will use the past simple tense in place of the present perfect, for example: I finished. Can you check?

2.14.3. Intonation

Intonation patterns in Arabic are similar to English in contour and meaning. However, Arabic speakers use rising tones rather than structural markers to denote questions, suggestions and offers far more frequently than English-speakers, and this practice is often carried over into the spoken English of Arabic speakers. When reading aloud however, as opposed to talking, the Arabic speaker tends to intone or chant, reducing intonation to a low fall at the ends of phrases and sentences. Speech making, news reading and religious recitation are all quite different in rhythm and intonation from normal speech. Consequently, Arabic speakers called on to read aloud in front of a group may produce a very unnatural recitation because they see the process of formal reading as distinct from everyday speech. Sulaiman Mohamed, (2009).

2.15. The Psychological Factors affecting Language Learning in Classroom

Different psychological factors can influence the success of English language learners. Age, cognition, intelligence, personality, attention, interest, self-confidence, and motivation are some of these elements. In order to maximize English language learning, these aspects must be addressed or some of the negative factors must be minimized.

Age may be considered as a natural biological factor that may affect learners in terms of their level of cognition and conceptual understanding. Beliefs differ on whether older learners or younger learners grasp the English language faster. According to Clyne, (2013), "there are enormous cognitive differences between young, adults and developing children. Clyne further stated that linguists and educators subscribe to the view that is a biological timetable for optimal language learning which stymies the efforts of adolescents and young adults to acquire the language".

Frankfurt International School (2016) agreed and stated "Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently whereas whilst motivated, older learners can be very successful too, they usually struggle to achieve native speaker equivalent pronunciation and intonation". Clyne, (2013), stated that other theorist applied this line of reasoning due to the fact of the different brain plasticity at different ages and others believe that the older learner will grasp the language faster as they can achieve an analytical understanding of the new language whereas, children can only understand in concrete terms.

In a contrary view that adolescents learn another language quicker, Clyne, (2013), stated that "adolescents can add a child-like willingness to experiment and play with language to this capacity for metalinguistic awareness so they become quick learners. Considering cognition as a factor, it is possible to see that a child's intelligence can also be considered as another psychological factor where it determines the child's cognitive ability to understand and learn the new language.

There are affective factors such as anxiety, motivation and self confidence that can influence English-learners. Learning a new language can be stressful because it is new. It may also cause identity conflict, language shock and culture shock. Clyne, (2013), stated that in order for students to fully engage their innate capacity to acquire language within an input-rich environment, they should be ideally relaxed, motivated of self-confident. Clyne, (2013), stated that since one's identity is developed within a context of

communication and interaction and language plays a salient role in interpersonal relations, language is central to sense of self. As a result, language learners are in a sense taking on a new identity when learning a new language. Making this alternation can be difficult and may even affect one's self esteem as it is tied with one's competence in communication. Feeling less confident in language competence can lead to the affective factors afore mentioned particularly anxiety, loss of self-confidence and identity conflict.

Culture shock is another influential factor that can cause stress on learner as he is reintroduced to the new culture as each language has its origin and background and new rules of the target language. Clyne stated that the anxiety and disorientation faced by language learners entering a new culture and further complicate the learning process for these students.

Learning requires a high level of concentration. There will be no learning or focusing sufficiently to grasp the idea if the students are not paying attention. Attention is crucial among language learners, especially because the English language has so many rules and exceptions. It is critical that learners pay great attention in order to prevent common and repeated errors that might stymie language development. (To earn a good mark in the subject, the student must pay attention in the session), Nariswariatmojo stated that " to get the good mark in the subject, the student must pay attention at the lesson because if he or she is bored he probably will fail in that lesson".

2.16. Roles of a Teacher in a Language Teaching Classroom

In a language teaching classroom, the teacher serves as both a guide and an observer, guiding both the class and the pupils through the language acquisition process. In a language education classroom, an instructor promotes tasks and activities.

The teacher directs the kids in the appropriate direction. If pupils have problems with pair or group work, the teacher works with them to help them solve the problem. Teachers also keep track of their student's progress in the

language learning process and evaluate them. The following are some of the most important roles of a teacher:

2.16.1. Teacher as Organizer

Teacher's role is to manage and organize tasks activities of the language teaching classroom. He also has to manage classroom environment. Student's participation in the classroom somehow rely on teacher's skills in managing classroom environment. Teacher's role is to make sure that the students are engaged in learning.

2.16.2. Teacher as a Resource

Learners judge the teachers as resources. Teachers try to make the class most interactive and learner-centered. But to the students, teachers are the prime resources. When learners cannot manage to solve problems, they ask teachers for help. Teachers will help them as a resource person. For example, a teacher tells students to read a passage and discuss it in groups. They will do as directed and after group discussion, there will be a class discussion. Teacher will ask the questions and will give clues to the answer as a resource.

2.16.3. Teacher as Participant

In language teaching classroom, teachers play the role of a participant. They take part in activities with the students. They motivate learners by participating in their discussion. When teachers participate with the students, they cannot find way to get away from their tasks. In Bangladesh context, for instance, most of the students do not want to take part in the language classes. They feel less interested in it. If teachers take part with students as active participants, students will be motivated to be attentive in class.

2.16.4. Teacher as a Model

In language teaching classroom, a teacher should show himself as a model for the students. He will manifest the most probable ways of learning a language. Before urging students to do their tasks, teacher presents a demo/model of the tasks. Learners observe their teacher attentively, find favors

and challenges of the task and then do it properly. A teacher will be a language model.

2.17. General Statistics on Gender Participation in Classroom

Researchers have continued to focus on gender and patterns of interaction and engagement of male and female students in the classroom in order to achieve equality and parity in education at all levels. Some academics believe that one of the reasons for student's disparate classroom involvement is gender-specific classroom composition. Krunpic, (1985), cited by Gail, (2003), found that male students dominated classroom discussion, particularly in classes with male instructors and a majority of male student's population. Cornelus, (1990), came up with and supported similar findings. Student's gender has also been one of the factors that affect female student's classroom participation. For example, Coates, (2004), asserts that female student's and male students, classroom participation is not equal. Especially the male students are more likely to dominate.

Similarly, Graddol and Swann, (1989), found that boys contribute double of the classroom talk than girls. In the context of language classroom, Holmes, (1996), noted that female language learners are not getting their fair share of the talking time and the equal opportunities for monitored practice to male learners. Female students may feel depressed and scared in presence of male students and their confidence level is affected by their macho behaviors.

2.18. The Educational System of Teaching English as a Foreign Language in Algeria

The English language has established itself as a vital conduit for information from all over the world and in all fields. Algeria, like the rest of the globe, has had to deal with this issue and incorporate it into its educational system. Algeria views English as a tool for gaining information and scientific advancement, as well as a gateway to the people and culture that this language symbolizes, by Allwright and Bailey, (1991), page 30. Language, without a doubt, facilitates communication and encourages mutual understanding,

tolerance, and respect for others cultural identities and values, by Lyons, (1981), page.230

It also has a significant impact on people's education (The World Book Encyclopedia). As a result, English is now part of the curriculum in all public schools across the country. The teaching of English as a second foreign language after French has been officially defined as a part of the Algerian Educational system's overall goals for foreign language teaching. It tries to achieve two main goals: sociocultural and educational goals, both of which encourage communication in many forms and keep people informed about technological and scientific advancements.

This necessitates the acquisition of fundamental language abilities such as listening, speaking, reading and writing. English is primarily taught and learned via interaction and dialogue. Because communication is based on interaction, by Hudson, (1980), page.81. Learning a language entails the acquisition of knowledge and abilities that enable learners to engage and communicate by providing a natural environment for language use, by Larsen Freeman, (2000), page. 144.

As a result, language features are tightly linked to interaction and communication. Language is defined as the Institution through which individuals communicate and engage one another using commonly utilized oral-auditory arbitrary symbols, by Hall, (1968). However, effective teaching practices are required for a successful and efficient classroom interaction. As a result, choosing proper teaching methods and techniques is critical in the teaching process because they are vehicles through which teaching and learning take place. Each pedagogical innovation's proponents claim to be more attentive to student's talents and needs, by Pica, (2000), page.3.

2.19. Conclusion

To sum up, it can be concluded that student's gender also has an important effect on their learning. As a result, male students around the world participate with a good level on language proficiency measures according to what scholars said. How the development of English language took place in all the centuries, providing and helping students with roles of teachers in a language teaching in classroom.

Chapter Three
Data Analysis and Results

3.1. Introduction

In the third chapter we will discuss the statistics of our research where it investigates the dominance of gender in classroom conversation. As a result, students were asked to complete a questionnaire in order to determine which gender had the most participants. This chapter is about data collecting and the strategies used to test the hypothesis of the study. This data was used to compile questionnaire results.

3.2. Population and Sampling

The sample for this study was taken at Aflah Ibn Abdelwahab Secondary School of Tiaret, with Third year scientific stream as a demographic target. The sample consists of one-hundred students, fifty male students and fifty female students. As well, for teacher's questionnaire, four teachers were chosen, two males and two females.

3.3. Data Collection Methods

Questionnaire and direct observation are the methods used in this study in order to collect data. Where, the students were asked to answer twenty-four questions.

3.3.1. Classroom Observation

Observation can be utilized in the classroom to learn about several factors such as classroom interaction, teacher speaking, student's behavior, and many other elements. The entire observation was carried out with third year students in order to collect the results and validate them. The observation was completed during the academic year 2021/2022. It was conducted in a controlled environment, because the observer recorded what he saw during the observation

3.3.2. Questionnaire

A questionnaire is a research tool that consists of a set of questions or other forms prompts designed to gather data from a respondent. A research

questionnaire usually consists of a combination of closed-ended and open-ended questions. While, Long form questions with open ends allow the respondent to build on their thoughts. To achieve the study's goal, two questionnaires were administrated to scientific stream, the first of which was for 100 students and the second one was submitted to a group of teachers that is composed of two males and females.

3.4. Data Analysis

At this step, a variety of approaches have been used to quantitatively and qualitatively analyze the data in order to answer the research objectives.

3.4.1. Classroom Observation Analysis

On 10/04/2022, we attended three lectures with third year scientific stream classes, at the secondary school "Aflah Ibn Abdelwahab" in Tiaret. The three courses with three scientific classes, which totaled one-hundred students, dealt with "Astronomy and Solar System" section, a sequence of "Reading and writing".

First, the teacher asked questions about the previous lecture as a revision, and as an introduction to the reading phase, since the information was interrelated. Then, she asked students to watch a Share video about the solar system and asked them which science studies space to introduce the topic of the reading passage which dealt with the importance of the study of space.

We noticed that girls were the dominant part in answering the first questions, during the revision of the previous lecture. This shows that girls revise their lessons more than boys do. However, while the teacher was explaining the video, females were more interested than boys and could answer most of the teacher's questions, although, some of the boy's answers were in Arabic, or words out of the lesson, they speak in vain by shouting out answers without raising their hands and just to make noise they were participating in chaotic way. This can be connected to what Lakoff (2004) said about men saying things without thinking. The teacher discussed the importance of studying Astronomy and whether this science interested them or not as a future

career. Some boys were attracted to discover the mysterious universe while girls showed a kind of hesitation and fear.

We concluded that the topic of the lecture is important in classroom communication and it has a relationship with boy's and girl's interests. Therefore, the choice of the topic affects the classroom communication. We also noticed that the warming up phase is very essential in teaching any lecture and it should be well prepared as it attracts student's attention and helps in the progress of a successful lecture. What can be noticed is that even if girls were less interested in Astronomy as a career, they were interested in the lecture at it was well introduced, and they participated in English instead of Arabic more than boys did. We also remarked that the feminine element was dominant in responding to other questions or doing the other tasks. Females' English was more fluent than that of the majority of boys who were participating.

Observation had also revealed that other students who did not talk at all, they seemed to be shy or had difficulties to express themselves in English, though some responded in Arabic.

We concluded that girls are more interested in learning English than boys, they participate more in the classroom as they speak English more fluently than boys. Though they make mistakes, the teacher tries to help them by encouraging them with motivational words like "very good", "well said", "excellent". She corrects their mistakes nicely. We liked the interaction between the teacher and her students, she was helpful, dynamic and positive. She did not criticize or scold them for doing mistakes or using the mother language, and helping them speaking accurate English.

3.4.2. Questionnaire Analysis

This study tools assists us in achieving our main goal of highlighting gender domination in the classroom. The following is a breakdown of each portion of the questionnaire:

3.4.2.1. The Analysis of Student's Questionnaire

This section tries to find out what students think about the concept of gender dominance in the classroom talk.

Section One: Personal Information

The first element that will be discussed is the distribution of gender: Males and Females.

Gender	Female	Male
Percentage	50%	50%
Total	100%	

Table 3.1: The Participant's Gender.
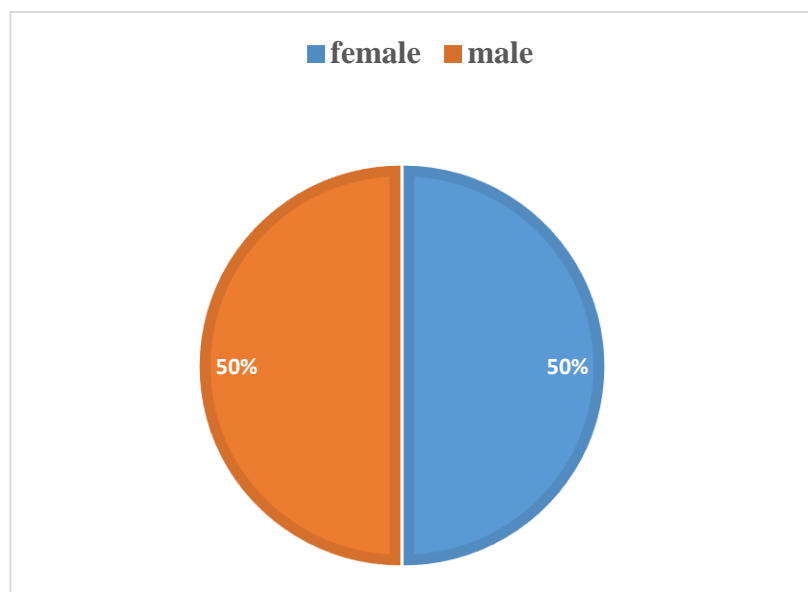
Figure 3.1: The Participant's Gender.

As shown in figure one, female characters characterize with 50% of the total population, whereas male students symbolize to 50%.

Q 1: How many brothers and sisters do you have?

Gender	Brother (s)	Sister (s)	Lonely child
Female	24%	30 %	46%
Male	44%	36%	20%

Table 3.2: Student's Sisters and Brothers.
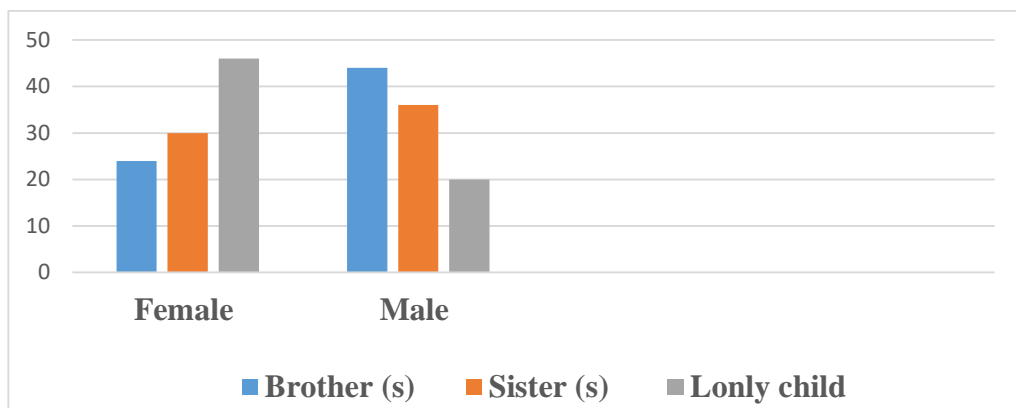
Figure 3.2: Student's Sisters and Brothers.

The figure below shows that female students have 24% of brothers, 30% of sisters, and 46% are the only children. As for male students, scored 44% of brothers, 36% of sisters, and 20% were considered as only children.

Q 2: Who have/has more influence on you at home, your Sister(s), Brother(s)? and why?

Gender	Brother (s)	Sister (s)
Female	20%	80 %
Male	94%	6%

Table 3.3: Student's Influencer (s).
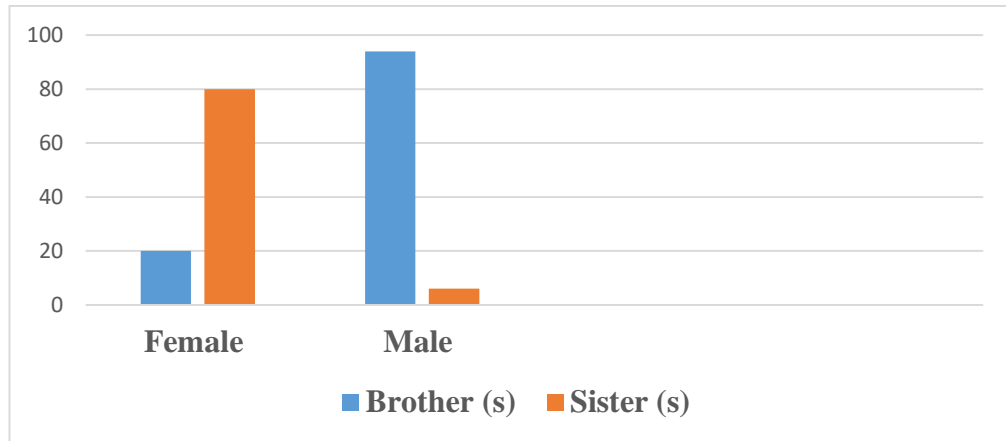
Figure 3.3: Student's Influencer (s).

As it observed it seems that 20% of female students are influenced by their brothers, while 80% of them were influenced by their sisters, they justified their answers by the support they receive by them; while, others they regard their sisters as models. For male students 94% were influenced by their brothers, and only 6% by sisters. Because the majority said that they adapt with their brother's mentality.

Q 3: Do you feel shy or afraid when speaking to your brother (s)?

Gender	Shy	Afraid	Neither shy nor Afraid
Female	20 %	30 %	50%
Male	24%	00%	76%

Table 3.4.: **Student's Feelings toward Brothers.**
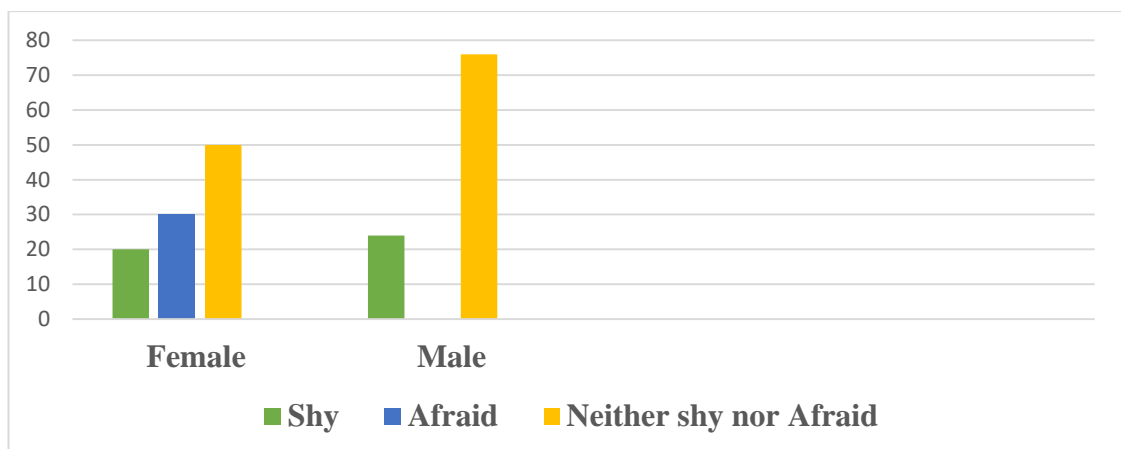
Figure 3.4.: Student's Feelings toward Brothers.

As mentioned in figure below, 20% of female students were shy toward their brothers, 30% were afraid, and 50% of them were neither afraid nor shy. Whilst, male students registered 24% of shyness,76% were neither afraid nor shy, and none of them were afraid.

Q 4: Do you feel shy or afraid when speaking to your sister(s)?

Gender	Shy	Afraid	Neither shy nor Afraid
Female	10 %	20 %	70%
Male	20%	00%	80%

Table 3.5: Student's Feelings toward Sisters.
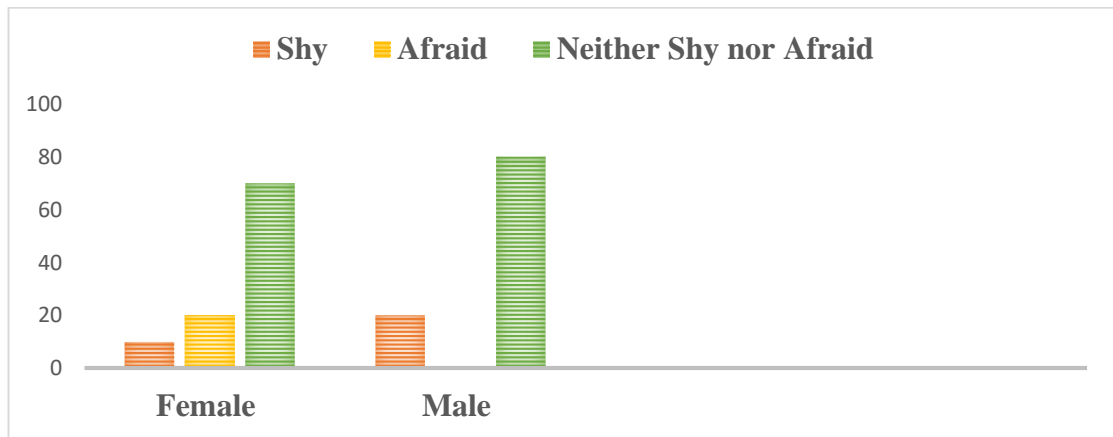
Figure 3.5: Students Feelings toward Sisters.

Concerning student's feelings toward sisters, female students do not feel shy of their sisters as they scored only 10%, while 20% of students are afraid, and 70% neither afraid nor shy. For male students, 20% were shy, 80% were neither afraid nor shy, and none of them was afraid.

Section two: Student's Interaction.

Q 5: Which skill are you most good at?

Gender	Writing	Speaking	Reading
Female	20 %	60 %	20%
Male	70%	14%	16%

Table 3.6: Student's Skills.
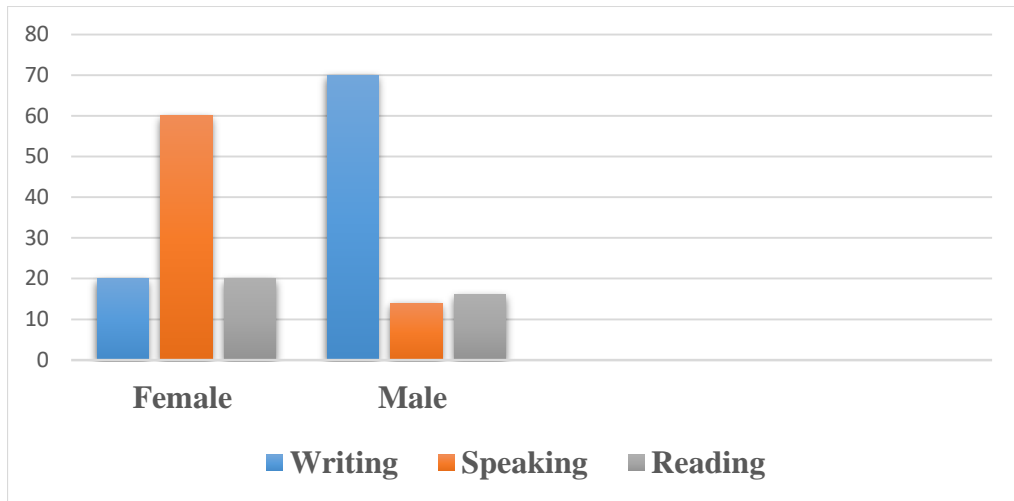
Figure 3.6.: Student's Skills.

According to the student's answers, the figure below shows that 20% of female students have chosen the answer "Writing",60% of them choose "Speaking", and only 20% of them "Reading". The majority of male students have chosen the answer "Writing" with a rate of 70%, while only 14% of them answered by "Speaking", and 16% for "Reading".

Q 7: What was the last book you have read? What was it about?

The seventh question indicate the student's last book they have read. The girls' answers were as follows: "The Old Men and the See", "Les Miserables", "The last Cup", "In my Heart is a Hebrew Woman", small category of boys' answers were in Arabic, "عاصـفة العاطفـة"، "ريـاض الصــالحين"، "معــاني الفــرج"،"سـلوك المرأة المسلمة".

Q 8: What type of novels or books do you prefer?

Gender	Horror	Romantic	Detective	Scientific
Female	6%	60%	14%	20%
Male	40%	16%	24%	20%

Table 3.8: Student's Favorite Type.
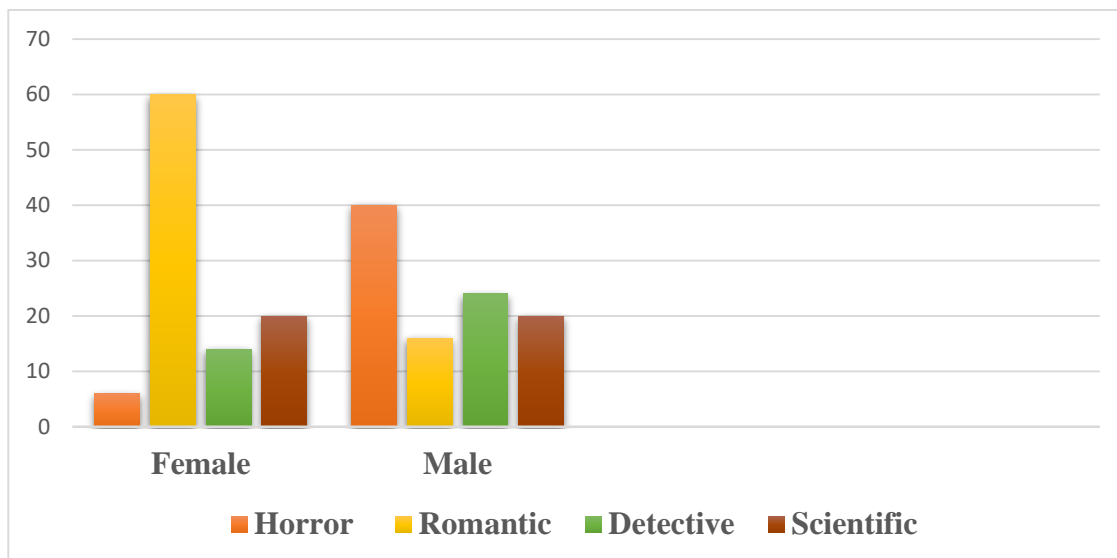
Figure 3.8: Student's Favorite type.

The majority of female students choose "Romantic" books with the rate of 60%, while, 20% of them read "Scientific" one, while 14% of girls read "Detective" category, and only 06% choose "Horror" books, concerning male students 40% choose "Horror" type, 16% f of them declared that they prefer "Romantic" books and 24% said that the read "Detective" type, for "Scientific" category it scored 20%.

Q 9: Why are you learning English?

Gender	You like it	You are interested in it	Just to get the average	You want to be a teacher
Female	30%	30%	20%	20%
Male	10%	16%	54%	20%

Table 3.9: The Reason behind Learning English.
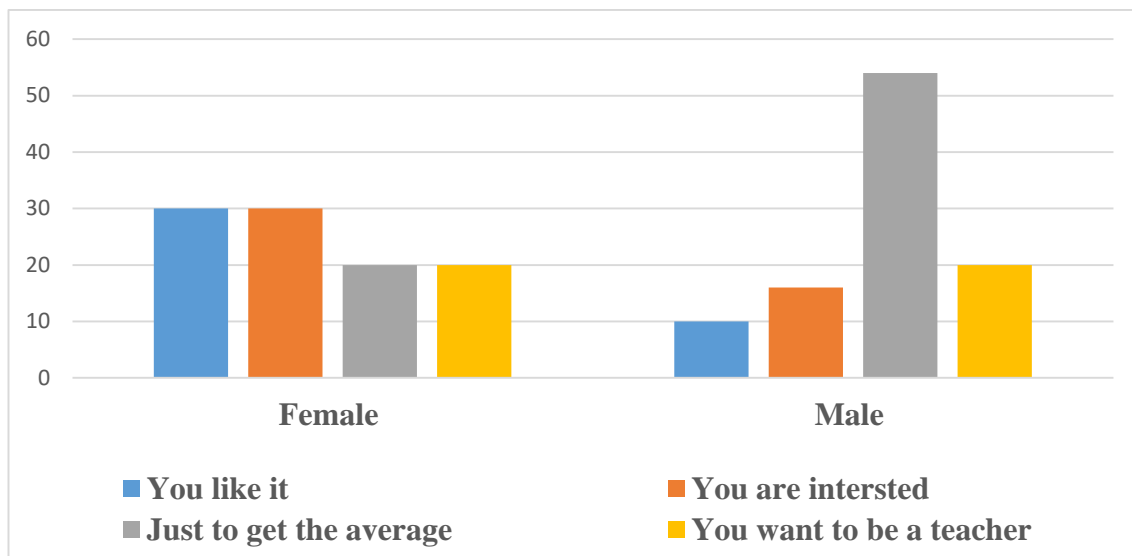
Figure 3.9: The Reason behind Learning English.

The responses of question nine were as follows: 30% of female students are learning English because they like it, 30% are interested in it, 20% are interested in getting the average, and 20% of them want to become an English teacher. While male students are learning English just to get the average with the rate of 54%, only 10% like it, while 16% are interested in it, and 20% want to be an English teacher.

Q 10: What are the difficulties you are facing in learning English?

Gender	You cannot form sentences	Poor vocabulary	Feel shy to speak in classroom	Do not have any difficulties
Female	10 %	12 %	30%	48%
Male	40%	50%	10%	00%

Table 3.10: Student's Difficulties Facing in Learning English.
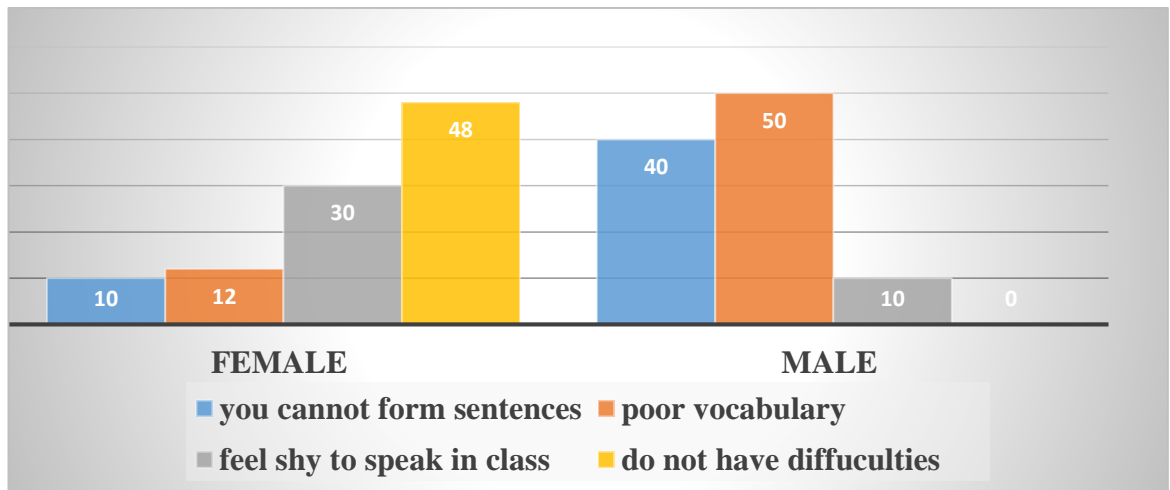
Figure 3.10: Student's Difficulties Facing in Learning English.

The aim of this question is to find out the difficulties that face students in learning English, the results shows that female students have less difficulties in "forming sentences" with the rate of 10% and 12% have "poor vocabulary", while 30% of them were "shy" to speak in the classroom, the rest of them they do not have difficulties at all with a rate of 48%. On the other hand, male students faced problem in "forming sentences" with 40%, and have "poor vocabulary" with 50%, while 10% do not feel "shy" when they speak English in the classroom.

Q 11: What type of mistakes do you generally make less?

Gender	Grammar	Pronunciation	Structure	No mistakes
Female	20 %	16 %	16%	48%
Male	40%	30%	30%	00%

Table 3.11: Student's less Mistakes.
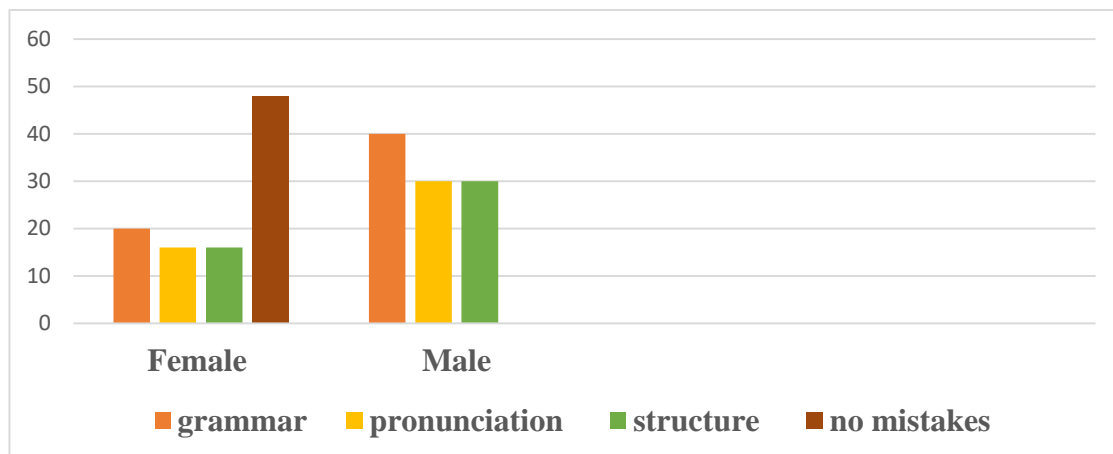
Figure 3.11: Student's less Mistakes.

As is observed, female students have less mistakes in both "Pronunciation"16% and "Structure" 16%, and 20% in "Grammar", while the rest of them do not make mistakes with the rate of 48%, while Male students make less mistakes in "Grammar" with 40%, 30% in "Pronunciation" and 30%. Concerning "Structure".

Q 12: Which place you cannot speak English at/ in?

Gender	All places	Classroom	Home	Public places
Female	40 %	16 %	14%	30%
Male	00%	60%	16%	24%

Table 3.12: Places where Students cannot speak English in.
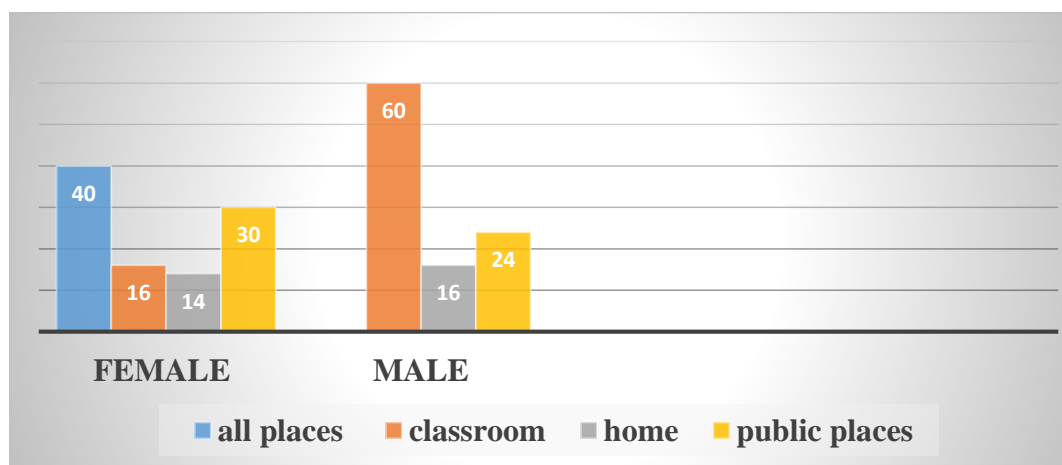
Figure 3.12: Places where Students cannot speak English in.

Concerning this question of where do students cannot speak English in, female students scored 30% of less speaking in "Public places",16 % in "Classroom", 14% at "Home", and 40% in "All places". Male student's side, scored 24% of less speaking in "Public places", 60% in "Classroom", 16% at "Home", while none of them is less speaking in all places.

Q 13: Do you watch English movies without Subtitles?

Gender	With Subtitles	Without Subtitles
Female	10 %	90 %
Male	62%	38 %

Table 3.13: Watching Movies without Subtitles.
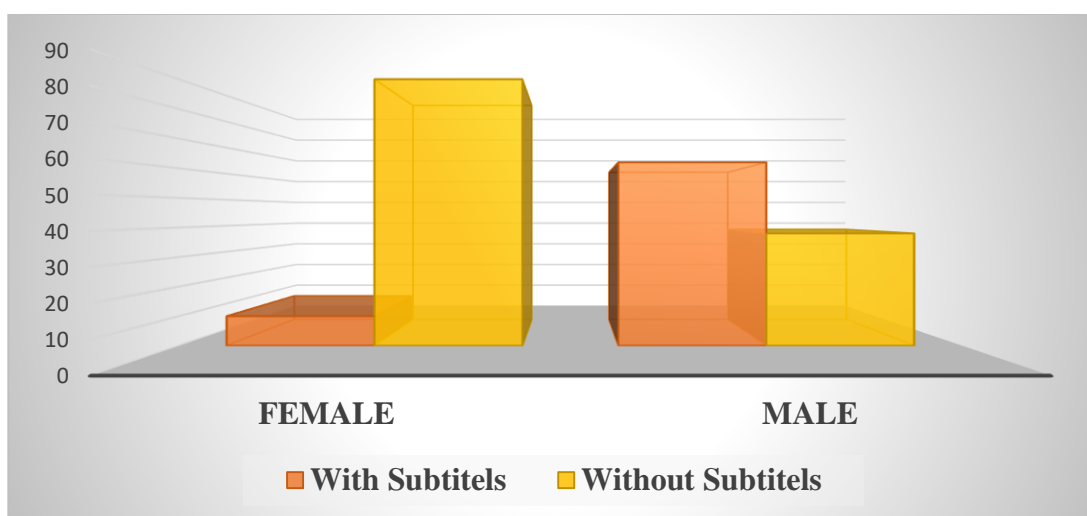
Figure 3.13: Watching Movies without Subtitles.

The aim of this question, is to find out if students watch movies with subtitles (translation) or they understand it without translation. 90% of female students said "yes", the rest said "No" with a rate of 10%, while only 38% of male students watch movies without subtitles and the rest of them watch movies with translation with a rate 62%.

Q 14: What is your favorite subject at school? If it is English, Explain why?

Question fourteen was about, what do students prefer in subjects, their replays were 60% of girls likes English subject, due to the fact that they love the language, whilst 35% of boys stated that they decide upon math, the rest of them stated that they like French without justification with a rate of 15%.

Q 15: Do you have a good understanding of English vocabulary?

Gender	Understanding English vocabulary	Do not understand English vocabulary
Female	84 %	16 %
Male	22%	78 %

Table 3.14: Students good Understanding in English vocabulary.
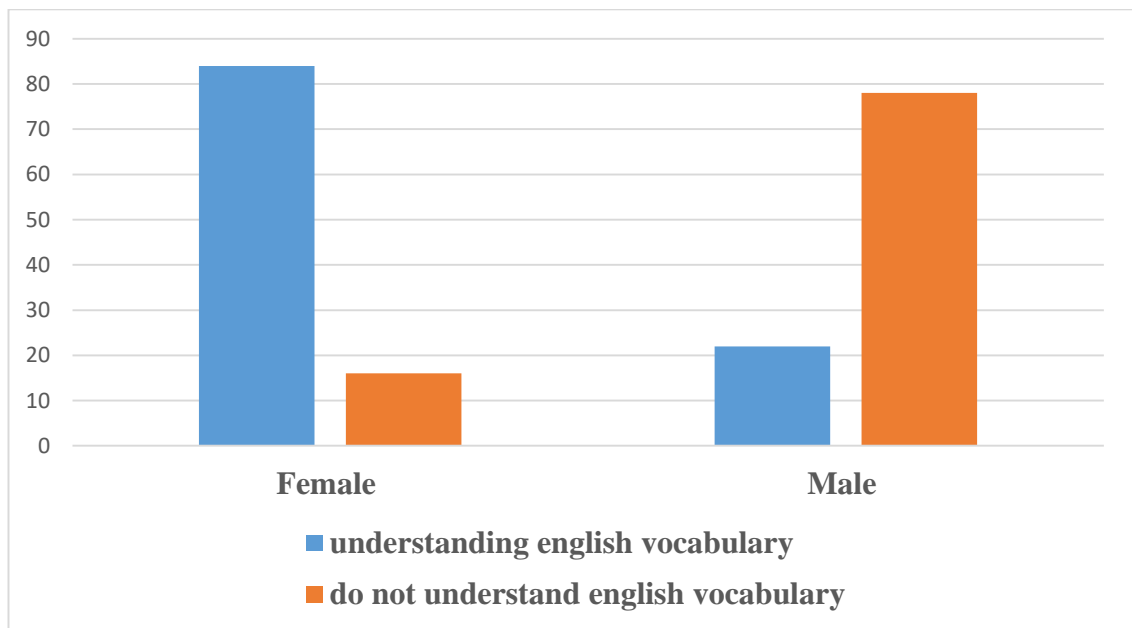
Figure 3.15: Students good Understanding in English vocabulary.

84% of female students have a good understanding of English vocabulary, the rest of them do not have an English vocabulary with a range of 16%, while 78% of male students do not understand English vocabulary. Were as 22% do understand.

Q 16: Do you feel jealous when your friends speak English well?

Gender	Jealous	Not jealous
Female	60 %	40 %
Male	20%	80 %

Table 3.15: Student's Jalousie.
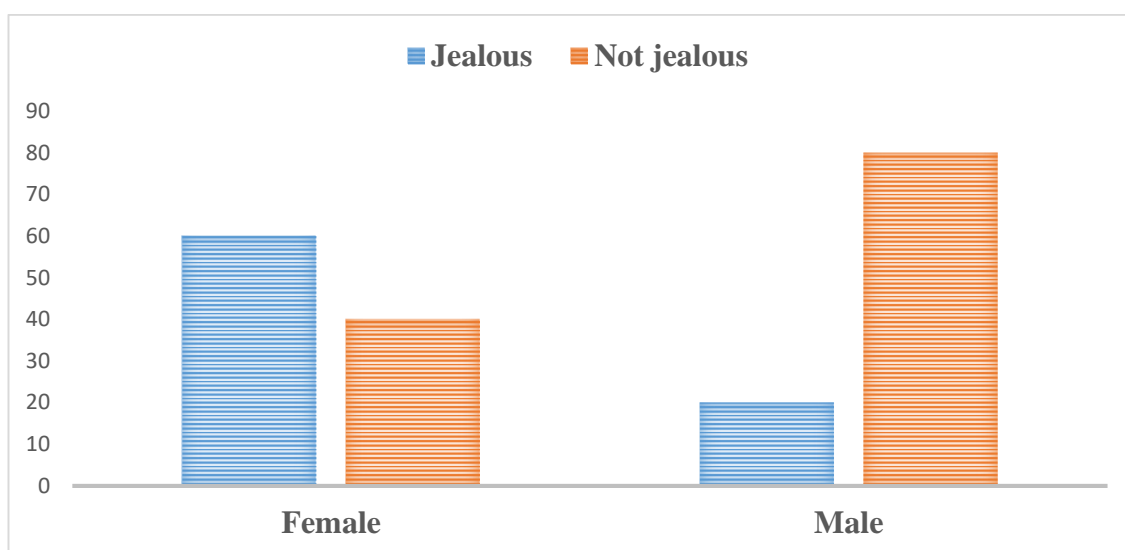
Figure 3.16: Student's Jalousie.

The figure below shows, 60% of female students feel jealous when their friends speak English, while the others do not feel jealous with a rate of 40%. On the other hand, male students scored 80% of students who do not feel jealous when their friends speak English and only 20% are jealous.

Q 17: As a foreign language, which language do you like to speak the most?

Gender	English	French	Spanish
Female	56 %	40 %	04 %
Male	40 %	60%	00 %

Table 3.16: Student's Favorite Foreign Language.
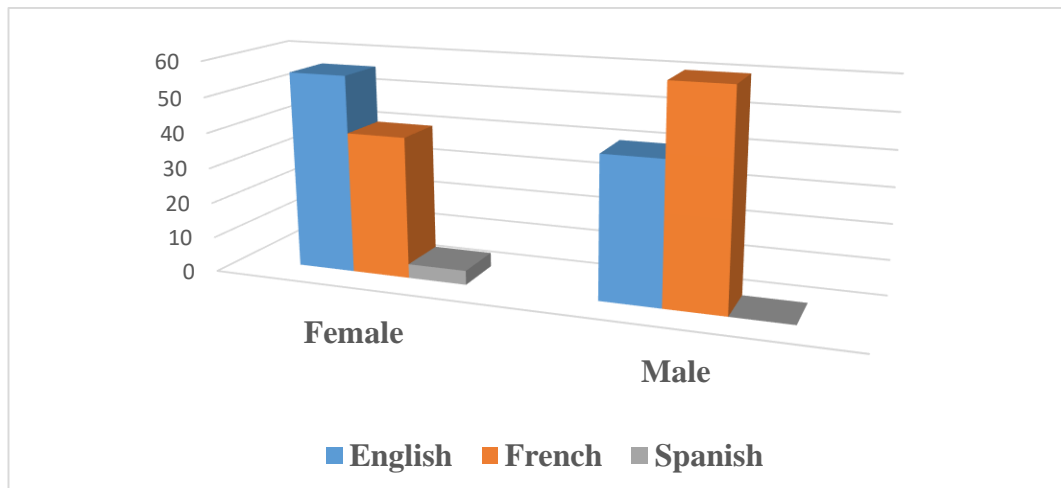
Figure 3.17: Student's Favorite Foreign Language.

For female students 56% have chosen "English", 40% "French", and only 04% "Spanish". While male students only 40% have chosen "English" and 60% study "French", while none of them likes "Spanish".

Q 18: Do you think English is easy to pronounce than other languages?

Gender	Easy to pronounce	Not easy to pronounce
Female	70 %	30 %
Male	34%	66 %

Table 3.17: Student's Opinion on English Pronunciation.
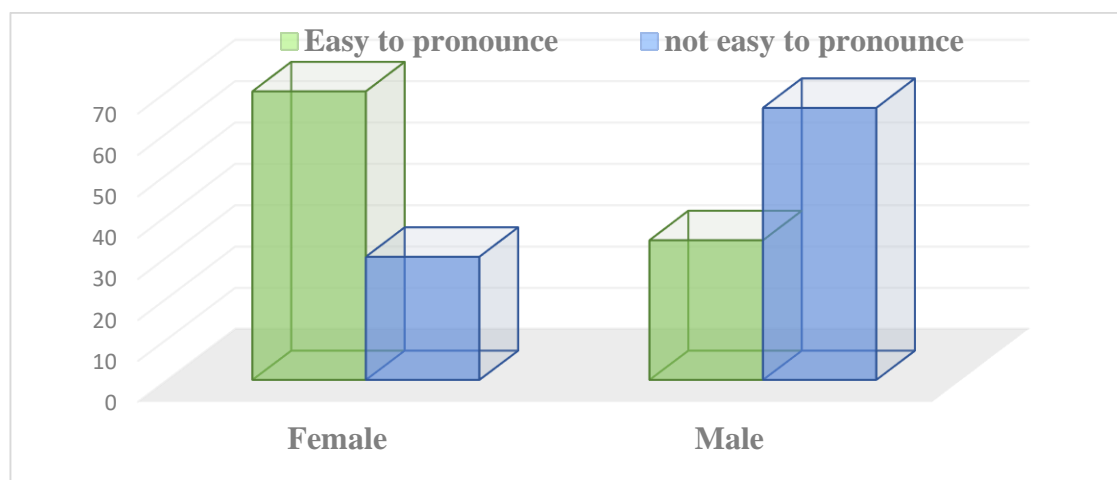
Figure 3.18: Student's Opinion on English Pronunciation.

Students thinking on English as an easy language to pronounce was unequal, on one hand, female students said "Yes" with a rate of 70%, while 30% said "No", on the other hand, male students said that English is difficult with a rate of 66%, while 34% think on English as an easy language to pronounce.

Q 19: In English subject, how often do you participate in the classroom?

Gender	All times	Sometimes	Rarely
Female	50 %	40 %	10 %
Male	06 %	30 %	64 %

Table 3.19: Student's Participation.
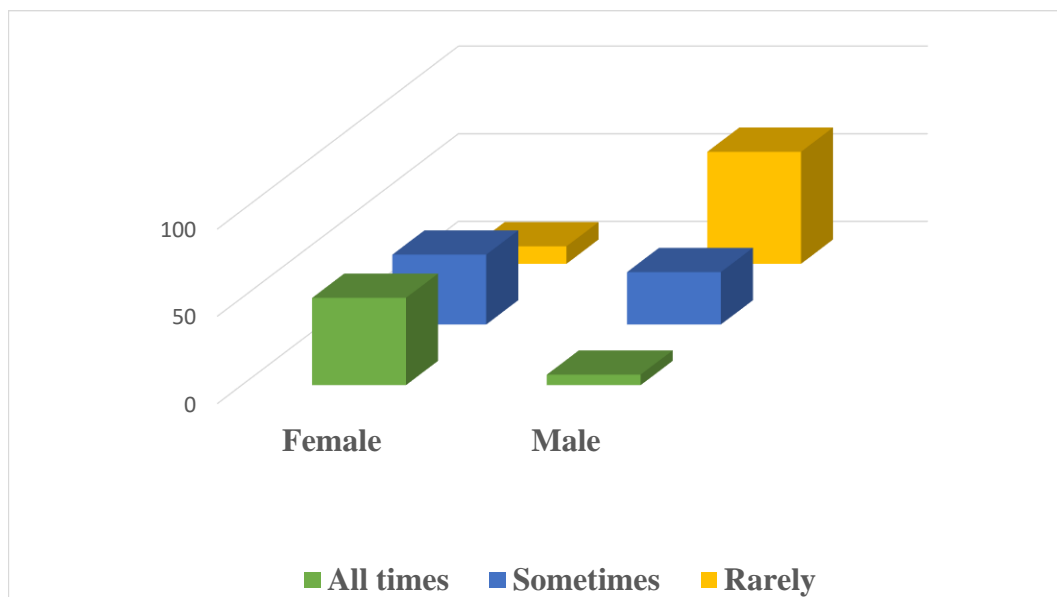
Figure 3.19: Student's Participation.

The responses vary from one person to another, most of female students opt for the first option "All times" with a rate of 50%, while 40% of them "Sometimes" participate, and only 10% they "Rarely" participate. For male students, scored the lowest average in "All times" with rate of 06%, and 30%

participate "Sometimes", while 64% "Rarely" dominate classroom's participation.

Q 20: Do you feel afraid when you give presentations in classroom? if yes, why?

The question below, shows if students have fearness against presentations in the classroom, some of the female students answered with "Yes", with the reason of being shy and embarrassing. The rest of them answered with "No". On the other hand, the majority of male students said "No", the rest of them said "Yes" with no justification.

Q 21: How often do you use English in other subjects with your friends?

Gender	Sometimes	Always	Never
Female	64 %	16 %	20 %
Male	32 %	08 %	60 %

Table 3.21: Student's Use of English in other Subjects.
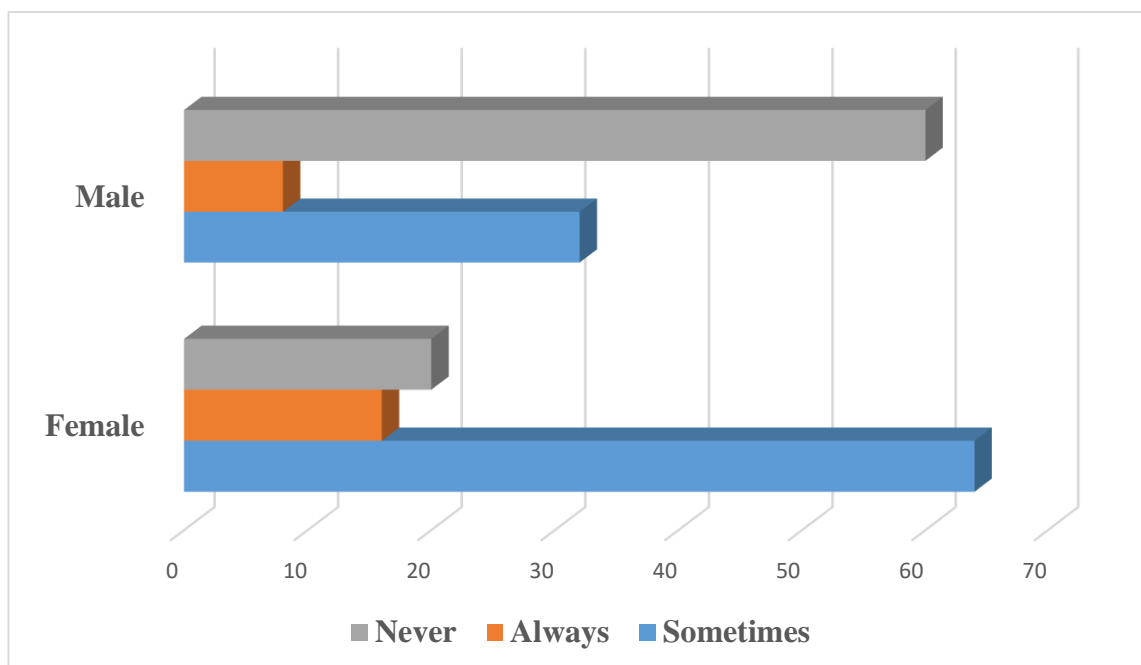
Figure 3.21: Student's Use of English in other Subjects.

From the figure below, we observe that female students "Sometimes" use English in other subjects with a rate of 64%, while 16% of them use it "Always", and 20% "Never" communicate in English. Whereas, male students "Never" use English in other subjects with a rate of 60%, while 32% of them use it "Sometimes", and only 08% use English "Always" in other subjects.

Q 22: Do you notice and correct mistakes of your friends when they speak English?
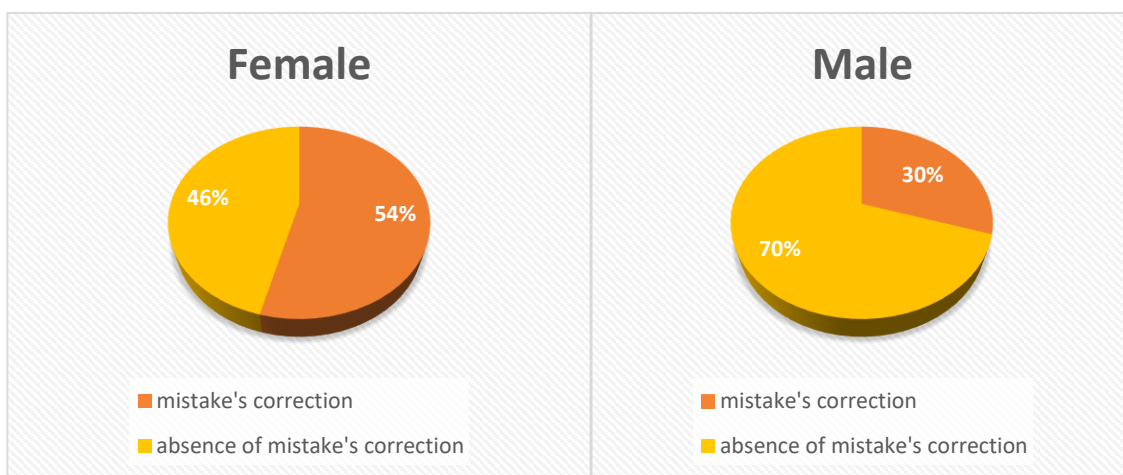
Figure 3.22 Student's Correction of Mistakes.

The figure below represents; how many students corrects their friend's mistakes. 54% of girls care to correct their friend's mistakes, 46% they said "No", while 70% of male students do not correct their friend's mistakes, whilst 30% said "Yes" they correct their friend's mistakes.

Q 23: Do you need extra sections to speak English?
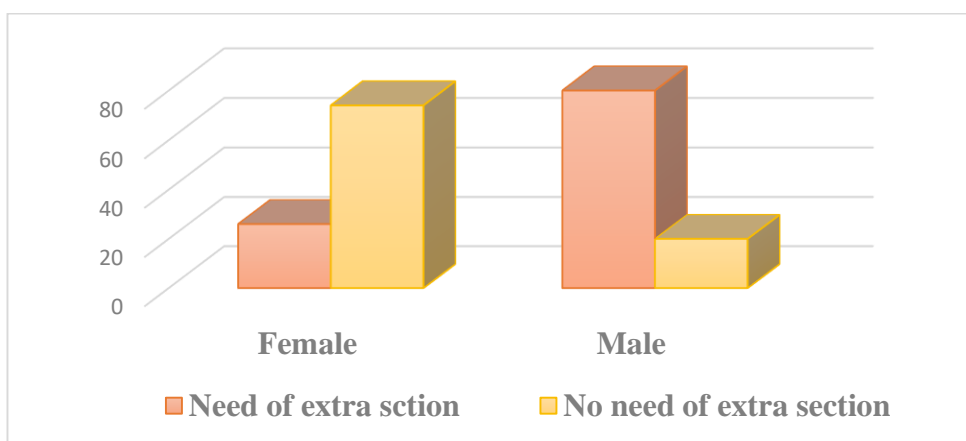
Figure 3.23: Student's need of Extra Sections.

The last question show how many students need extra sections to speak English. 80% of male students said "Yes", 20% said" No". While 74% of female do not need extra sections and said "No". while 26% of them said "Yes".

3.4.2.2. Analysis of Teacher's Questionnaire

Section One: Personal Information.

The first section is about gender, the questionnaire was administrated to two male and two female teachers.

Section two: Student's Participation.

Q 01: Do you think that students are attracted to the English language?

The purpose of this question is to find out how teachers think about students' acquisition of English, that is to say, whether students like studying English or not. In terms of this question, two female teachers said that their students are attracted by the English language, while one male teacher said "No" and the other one said "Yes".

Q 02: Do you find any difficulties during the lesson with the students in understanding the language? If yes, with whom do you face these difficulties a lot?

The aim of this question is to find out if teachers face any difficulties during the lesson with the students in understanding the language. The results were both of two female teachers and two male teachers said that they face difficulties with boys.

Q 3: In your opinion, do teachers view gender differently in the classroom? If yes, please, justify your answer.

The goal of this question is to see if teachers notice that they view male and female students differently. In responses to this question, the results revealed that both male and female teachers agreed that boys and girls are

different in terms of their ways of thinking, behaving and interest, and they have to know how to deal with both of them.

Q 4: Who participate more in class?

Q 5: Is there dominant party within the classroom in the English language talk? If yes, who are dominant in the classroom?

Concerning this two questions that were about the opinion of teachers on the participation of students in the classroom and the dominant party, two female teachers said that girls participate more, the two male teachers said both of the gender participate.

Q 6: How is the language used by boys and girls in the classroom?

The question below is about teacher's opinion on students use of language, whether it is formal or informal, the two female teachers said that it is sometimes formal and sometimes informal, on the other hand the two male teachers said that it is informal.

Section three: Teacher's Opinion.

Q 7: According to your experience what are the main factors that make the student dislike the language?

According to the data collected in responses to this question, two female teachers agreed on one opinion as follows: basic problems in learning this language at middle school, teaching methods at school, the learner's environment. While one male teacher said: "teacher's attitude and motivation, personality of teacher, teaching strategies, learning environment, student's motivation and self-esteem". Whereas, the other male teacher said: "teacher's treatment, the absence of parent's stimulation".

Q 8: What are the possible solutions to make students able to understand the language?

One female teacher supported with: speaking slowly, use simple and shorter words and use repetition. The other female teacher said: "creating

conversations and making students participate by using the language in reading texts and books". One male teacher reply with: "the use of developed learning material, data show", while the other male teacher supported with: "language laboratories, encouraging students to watch movies or listen to music".

Q 10: How can you solve gender problems in classroom?

The last question shows how teachers can solve gender problems inside the classroom, one male teacher said: that he does not see it as a problem, while the other male teacher did not answer. On the other hand, one female teacher said: integration of both genders, whereas the other female teacher solutions were: making both of girls and boys work together in groups and asking them to do the same tasks.

3.5. Discussion of the Findings

This study investigates gender dominance of classroom talk, Including: the relationship between gender and language, gender differences in English classroom participation, foreign language learning through classroom interaction, role of the teacher in a language teaching classroom.

The findings tend to be with Algerian female student's in classroom discussion. Statistics shows that girls give more importance to the English language, with excessive level. By contrast, Algerian male students were mush less active and a hesitated part in classroom reactions with teacher, their big problem is not with shyness, it because of they do not have the capacity to dominate the classroom, by contrary, girls represent the largest controlling part in the classroom.

According to the questionnaire, the majority of female students were impacted by their sisters, which means that they did not have any difficulties during classroom discussions because they had already grown up with girls. When speaking in front of females, and they do not bather them because they do not feel shy. There are even females are backed up by their sisters, particularly those who regard their sisters as leaders.

Since male students are heavily impacted by their brothers, they are less likely to interact with girls. They also back off from participating when they notice their male mates do not participate. Male student will not be able to read books or novels, without getting the support of his family. At this point, we notice the effect of the family on the student, positively or negatively. As a result, of society's influence, a male student will have difficulties in learning English, particularly if he is not supported by his surroundings environment, his teacher, friends and parents; he will study the language since it is not hard to be the dominant part in the classroom, unless the factors that affect him in point of gain abilities that make him communicate with English language.

According to, Meece (1987), "male students respond to as initiate conversation in the classroom, our observation was the opposite, where girls were the respondent part". Then, according to Gail (2003) and Cornelus (1990) they found that male students dominated classroom discussion, particularly in classes with male in structures and a majority of male student's population, by contrast, our notes say that females were the controlling side, although both of males and females are equal in number. Next, Coates (2004), Graddol and Swan (1989) asserts that male students are more likely to dominate, the reason behind it is that female language learners are not getting their fair share of the talking time and the equal opportunities for monitored practice to male learners, our observation during the classroom participation was that the teacher give advantage to both male and female students, it was not about equal opportunities, it was about male's capacities, with no motivation to study the language, he did not find the motivation neither from his family nor from society to get developed or to read books, even though we asked about shyness, male students do not face problem with it, it is about having poor vocabulary and sentences formation. Although female students feel shy which is a common thing among girls, they speak the language in classroom and outside it, in all places, at home, and in public places because they have a good vocabulary and they can form sentences.

The study of gender dominance within the foreign language section, varies from one country to another according to the factors surrounding

students, not necessarily, the same factors that affect the Algerian students were affect students from other countries.

Concerning teachers' opinions on gender participation, female students are regarded by teachers as vigorous in the discipline of foreign language. However, male students are much less energetic part. Only girl's cares about learning and communicating in foreign language, they provide extra important and interest than boys do.

3.6. Limitation of the Study

During the investigation of the questionnaire on gender dominance in classroom discussion, we wanted to test it with students of all branches in English section but we could not fulfill this wish due to, the reject of teachers to achieve this questionnaire because they considered it as consuming too much time, by the time we completed the questionnaire the examination period was close, so we did not have enough time to attend all classes, we tested only with scientific classes, whereas, we faced difficulties with male students in understanding the questions, so it took time from us to explain it to them.

3.7. Recommendations

Create a safe and supportive averment were students feel comfortable to open up and express their thoughts and ideas in English.

Doing more team activities, and group work is a great way to take the focus off competing with one another and concentrate more on working together to get the best results.

Avoiding discrimination between the students and treating them kindly in order to create a comfortable atmosphere in the classroom.

3.8. Conclusion

This chapter is a discussion of field work as properly as study design and methodology, including population and sampling, explanations of technique selection, analytical methods, and ultimately statistics and effects that can be

concluded to answer our research questions, whereas, the final results show that female students interact more than boys during the foreign language section in classroom participation, while, male students participate less.

General Conclusion

General Conclusion

In sociolinguistics, the findings show that language and gender have been a contentious topic. However, linguists have concentrated on language use by male and female students and teachers.

The fundamental purpose of this present study frame work is to collect data on gender engagement in the classroom and language use among students and teachers. A simple overview of the research background follows the formulation of the research question and hypothesis. The most significant basic concepts and reviews of the issue are presented first, followed by a clear visual representation of gender language use in the classroom. The research technique is determined. It is based on a questionnaire submitted to Aflah Ibn Abdelwahab secondary school's scientific students and English teachers.

Gender equality is an enthralling issue for investigation and research that must be addressed and investigated. Gender training is recommended for English teachers at all levels in order to have successful classroom speakers of English. Furthermore, the concept of gender should be taken into account in educational programs.

After analyzing and interpreting the questionnaires and the classroom observation, our findings revealed some of the underlying problems surrounding gender involvement in scientific classrooms. We came to the conclusion that males and females are unequal in classroom participation, where girls are the most dominant part because they have high abilities and interest in language as they find motivation from the people around them. The dissertation is divided into two sections: the first is a theoretical area that addresses the concept of gender and language and the second is about the foreign language in classroom, the third chapter is a discussion of field work and study design, and methodology using mixed methods which are quantitative and qualitative, including population and sampling of one-hundred pupils and four teachers, two males and two females.

Bibliography

Bibliography

-Allwright & Baily. (1991). "*Language System*", (3eds).

-Allwright (1984). "*Classroom Interaction*", (K. Johnson ed).

-Baker and Mac Intyre, S.C. Boker. (2000). "*The Role of Gender and Immersion in Communication and Second Language Oventations*". Lang. Learn, (2eds) (2000), (pp, 311-341).

-Balan, I, Barak, A. (2010). "*How do Personality, Synchronous Media, and Discussion Topic Affect Participation*", Journal of Educational Technology and Society, (2eds) (pp, 12-24).

-Basow and Rubenfeld. (2003). Myaskovsky. Unikel and Drew. (2005). Private Talk. Journal Unisulla. ac. Id.

-Baugh, Albert. (1951). Ledge & Kegan Paul. "*A History of the English Language*". (pp, 60-83; 110-130). London' Rout.

-Berber, Charles Laurence. (2000). "*The English Language, a Historical Introductions*" Cambridge University Press. (p, 157).

-Canada, K and Pringle, R. (1995). "*The Role of Gender in Classroom Interactions*", A Social Context Approach. Sociology of Education, (8eds). (pp, 161-186).

-Canadian Institutes of Health Reaserch: (2020), What is Gender? What is Sex?

-Christie, Cristine. (2000). "*Gender and Language Towards a Feminist Pragmatics*", Toronto Public Libarary. Com. Book, (pp,202).

-Chyne, S. (2013). "*Psychological factors in Second Language Acquisition*", (2eds).

-Coates. (2014). "*Gender Differences in Behavior*", Bnigm and Lie. (2009). (pp,264), (3 eds)

-Coates, J. (1986). "*Women and Men Language*". London Longman, (2 eds).

-Coates, Jennifer. (2004). "*Women, Men and Language*". (3 eds).

-Cohen, M. (1991). "*Making class participation a reality*". Political Science and politics. (pp,699-703).

-Conell, R.w. (1987,1995). "*Men's Language*". Online library Wiley. com.

-Constantinople, A, Cornelius, R, & Gray, J. (1998). The Chilly Climate: Fact or Artifact? Journal of Higher Education. (pp, 527-550).

Bibliography

-Cornelius, R.R, Gray, J.M, & Constantinople, A.P. (1990). Student's Faculty Interaction in the College Classroom. Journal of Research and Development in Education. (pp, 129-197).

-Crystal. (2005). Language definition. Free Dictionary. Collinsdictionary.com.

-Dincer, Ali. (2000), "*EFL learner's Beliefs about Speaking English and being a Good Speaker*": A Metaphor Analysis. (2 eds).

-Dr. Ken- Ken Shore. Classroom Problem Solver.

-Durston. (1985). Blended Teacher. EFL thought Leadership. English Language Learners. English Language Teachers. English Language Motivation. DTS Language Services Global Communication Blog, Language. The TEFL Academy, Tranding name of Everything.

-Eccles etal, J. Eccles, A. Wigfield, R.D Harold, p. Blumenfeld. (1993). Age and Gender Differences in Children's Self and Task Perceptions during Elementary School. Child Dev, (pp, 830-847).

-Education First. (2019). EF English proficiency index.

-Ellot, K. and Healy, M. (2001). Key Factors Influencing Student's Satisfaction. Journal of Marketing for Higher Education, (pp,1-11).

-Espelage and swearer. (2004). Physical Differences. An Exploratory Study. com. Academy.

-Fawzia Al-Seyabi. (2002). Factors Affecting Student's Oral Participation in University Level Academic classes within the Omani context. https://www.essesc.as.uk/.

-Frankfurt International School. (2016). "The Factors that Influence the Acquisition of a Second Language".

-Gardner, R.C. (1994). "*The subtle effects of language anxiety on cognitive processing in the second language*". "Language Learning". (2eds), (pp, 283-305).

-Gardner, R.C. (1994). "*Language Learning*", (2eds).

-Graddol, David & Swann, Joan. (1989). Gender Voices, Oxford: Basil Blackwell.

-Gregerson, T. (2003). "*To err is human*" A Reminder to teachers of language-anscious students. Foreign Language Annals. (1eds), (pp, 25-32).

-Holmes, Janet. (1995). "*Women, Men and Politeness*". New York: Addison Wesley Longman, I N c, (4eds).

Bibliography

-Holstein and Gubrium. (2008). "*Men and Women Differences*", (1eds).

-Hon, W. (2002). Applying customer satisfaction theory to community college planning of students. Services. Insight in student services.

-Hopf and Hotichristo. (1999). Chavez. (2002). "*Reasons of Gender Differences in Classroom Interaction*", (5eds).

-Horwitz, Elaine, K. Micheal, B. Cope, Joan. (1986). The Modern Language Journal, (pp, 125-132).

-Howard, J.R. Hennry, A.L. (1989). "*Student Participation and Instructor Gender in the Mixed-age College Classroom*". Journal of higher Education, (pp, 384-408), (3eds).

-https//:www.Literature.In.com. Roles of a Teacher in a Language Teaching Classroom.

-Hudson. (1980). "*Learning Language*", (page, 81), (2eds)

-Ilyas, M. and Arof, S. (2013). Quality Assurance in Education, (pp, 282-298).

-Jackson, J. (2008). The Modern Language Journal, (pp,71-86).

-Janet Homles and Miriam Meyerhoff. (2003). The Hand Book of Language and Gender.

-Kolter, p.& Keller, K. (2012). "*Marketing Management*", (14 eds).

-Lakoff. (1975). "*Language and Women's Place*", (Hymes, D. ed)

-Larsen Frceman. (2000). "*English as a Foreign Language*", (page 03), (2eds).

-Lee, E. (2007). Linguistic and Cultural Factors in East Asian Student's Oral Participation in University Classrooms. International Education, (pp,36,27-47).

-Lynos. (1981). The World Book Encyclopedia, (page 230).

-Macintyre. (1998). Horwitz. (1986). Price. (1991). Brown et al. (2001). Foreign Language.

-Mc whorter. (2008). Our Magnificient Bastard Tongue, (pp,89-136).

-Meece et al, J. Meece, B. Glinke, S. Burg. (2006). "Gender and Motivation". (pp. 351-373).

-Melander. (2005). "Gender Inequality". Oxford. Politics.

-Molinsky, Andrew. (2007). The Psychological Challenges of Adapting Behavior in Foreign Cultural Interactions. "Cross- Cultural Cock Switching".

Bibliography

-Mukhtar, U. Anwar, S. Ahmed, U. and Baloch, M. A. (2015). Factors Effecting the Service Quality of Public and Private Sector Universities Comparatively, (pp,192-142).

-Mulac, Seibold and Farris. (2000). Gender and Language. https://www.Pdfs.

-Nariswariatmojo, S. Factors which Affect Language and Language Learning Process.

-Oga-Balduim and Nakata. (2017). Engagement, Gender and Motivation: a predictive model for young language learners- system, (pp, 151-163).

-Penelope Eckert and Sally MC Conell-Ginet. (1988). 'Gender Definition', Journal Smart, (pp,73-92).

-Petress, K. (2006). An Operational Definition of Class Participation. College Students Journal, (pp,821-823).

-Rayan and Deci. (1985). Instristic Motivation and Self-Determination in Human Behavior. New York

-Robert De Maria, Jr. Heesok chang, Samantha Zacher. (2013). A Companion to British Literature, Early Modern Literature, (page, 41).

-Saif, N.I. (2014). Student Satisfaction. International Journal of Humanities and Social Science, (pp, 172-181).

-Stephen Krashen. (1941). "Language Acquisition".

-Stumpf, John. (1970). "An Outline of English Literature"; Anglo Saxon and Middle English Literature, (page.7). London.

-Sulaiman Mohamed. (2009). "*Difficulties of the English Language for Arabic people*", (21 century eds).

-Tannen. (1991). Hall. (1982). Sadker. (1992). Throne. (1979). Kelly. (1988). Meece. (1987). Duffy, e. al. (2002). "Classroom Interaction".

-Wade, R, C. (1994). "*Teacher Education Students Vies on Class Discussion*", (pp,231-243), (4 eds).

-Weaver, R. R, & Qi, J. (2005). "Classroom Organization and Participation". The Journal of Higher Education, (pp, 570-601), https://dx.droi.

-Wilkinson and Marrett. (1988). Public Talk. Journal Unis Ulla. ac.Id.

Appendices

Appendix 01

Students' Questionnaire

Dear students,

You are kindly requested to fill in the following questionnaire that will be analyzed in order to complete a research about gender talk inside the classroom.

Put a tick in the appropriate box (es).

1- Gender :

Male ☐   **Female** ☐

2- How many brothers and sisters do you have?

Brother (s): ……

Sister (s): ……

Only child ☐

3-Who have / has more influence on you at home, your Sister (s), Brother(s)? And why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

4-Do you feel shy or afraid when speaking to your brother (s)?

 Shy ☐   **Afraid** ☐   **Neither shy, nor afraid**   ☐

5-Do you feel shy or afraid when speaking to your sister (s)?

 Shy ☐   **Afraid** ☐   **Neither shy, nor afraid**   ☐

6-Which skill are you most good at?

Writing ☐   **Speaking** ☐   **Reading** ☐

7-What was the last book you have read? What was it about?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

8-What type of novels or Books do you prefer?

Horror ☐   **Romantic** ☐   **Detective** ☐   **Scientific** ☐

If you read other types of novels or books, cite them:

…………………………………………………………………………………………………

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

9-Why are you learning English?

You like it ☐   **You are interested in it** ☐ **Just to get the average** ☐

You want to be a teacher of English ☐

10-What are the difficulties you are facing in learning English?

a- **You cannot form sentences** ☐

b- **Your vocabulary is poor** ☐

c- **You feel shy to speak in classroom** ☐

11-What type of mistakes do you generally make less?

a- **Mistakes in grammar** ☐

b- **Mistakes in pronunciation** ☐

c- **Mistakes in structure** ☐

12- Which place you cannot speak English at / in?

Public places ☐   **Classroom** ☐   **Home** ☐   **All places** ☐

13-Do you watch English movies without subtitles ?

Yes ☐   No   ☐

14-What is your favorite subject at school? If it English, explain why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15-Do you have a good understanding of English vocabulary?

Yes ☐   No   ☐

16-Do you feel jealous when your friends speak English well?

Yes ☐   No   ☐

17-As a foreign language, which language do you like to speak the most?

English ☐   French ☐   Spanish   ☐

Another language (mention it) …………………………

18-Do you think English is easy to pronounce than other languages?

Yes ☐   No   ☐

19-In English subject, how often do you participate in the classroom?

All times ☐   Sometimes ☐   Rarely   ☐

20-Do you feel afraid when you give presentations in classroom? If yes, why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

21-How often do you use English in other subjects with your friends?

Never ☐   **Sometimes** ☐   **Always** ☐

22-Do you notice and correct mistakes of your friends when they speak English?

Yes ☐   **No** ☐

23-Do you need extra sections to speak English?

Yes ☐   **No** ☐

Appendix 02

Teachers' questionnaire

Dear teachers,

We honorably ask you to answer the questions bellow. This questionnaire is a part of our research study, which aims to examine gender dominance in classroom talk.

> **Section one: personal information.**

1- Gender

Male teacher ☐   Female teacher ☐

> **Section two: Students participation.**

2- Do you think that students are interested to the English language?

Yes ☐   No ☐

3- Do you find any difficulties during the lesson with the students in understanding the language?

Yes ☐   No ☐

If yes, with whom do you face these difficulties a lot?

Boys ☐   Girls ☐   Both of them   ☐

4- In your opinion, do teachers view gender differently in the classroom?

Yes ☐   No ☐

If yes, please, justify your answer.

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………………………………

5- Who participate more in class?

 Boys ☐   Girls ☐   Both of them   ☐

6- Is there a dominant party within the classroom in the English language talk?

Yes ☐   No ☐

If yes, who are dominant in the classroom?

Boys ☐   Girls ☐

7- How is the language used by boys and girls in classroom?

Formal ☐   informal ☐

➢ **Section three: Teachers' opinion.**

8- According to your experience what are the main factors that make the student dislike the language?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

9-What are the possible solutions to make students able to understand the language?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

10- How can you solve gender problems in classroom?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

الملخص

تتعامـل هـذه الدراسـة مـع هيمنـة الجـنس في المناقشـة الصـفية، بالطريقـة الـتي يتنـاوب بهـا الطـلاب والطالبـات ويشـاركوا في فصـل دراسي مختلط بـين الجنسـين. يمثل الهـدف الرئيسيـ لهـذه الدراسـة في معرفـة دور النـوع الاجتماعـي في المشـاركة للفصـول العلميـة الجزائريـة في القسـم. أجريـت الدراسـة الحاليـة في الفصـل الدراسي الثـاني 2021/2022 في ثانويـة أفلـح ابـن عبـد الوهـاب في تيـارت. تم اجـراء هـذه الدراسـة مـع أربعـة أسـاتذة ومائـة طالـب. تم جمـع البيـانات مـن خلال الاسـتبيان والملاحظـة. هنـاك أسـئلة علميـة لهـذه الدراسـة: هـل هنـاك حـزب مهيمن في الحـديث الصـفية، مـن هم أكـبر عـدد المشـاركين في الفصـل أولاد ام بنـات، مـا أسـباب كل حـزب مهيمن. انطلاقـا مـن هـذه الأسـئلة نقـترح بعـض الفرضـيات وهي كالآتي: هنـاك طـرف متحكم في المناقشـة الصـفية، الأكـثر هيمنـة في الفصـل الدراسي الفتيـات، الأسـباب تـرتبط بالأسرة والمجتمـع والدافـع. وكشـفت النتيجـة ان الطالبـات يتفـاعلن أكـثر مـن الأولاد خـلال حصـة اللغة الإنجليزية، بينما الطلاب الذكور هم اقل تفاعلا.

الكلمات المفتاحية: الجنس، الاتصالات، التفاعل، المشاركة، اللغة الاجنبية.

Résumé

Ce travail traite la prédominance du genre dans les discussions en classe, dans la manière dont les étudiants masculins et féminins se relaient et participent à une classe mixte. L'objectif principal de cette étude est de trouver le rôle du genre dans la participation en classe scientifique algérienne. La présente étude a été maniée au second semestre de l'année académique 2021/2022 au lycée Aflah Ibn Abdelwahab de Tiaret. Cette étude est réalisée avec quatre professeurs et une centaine des étudiants. Ce travail adopte une méthode mixte incluant l'observation en classe et un questionnaire. Là, les questions scientifiques l'ont suscité. D'abord, Y-a-t-il une partie dominante dans la conversation en classe. Deuxième, qui sont les plus participant en classe, les garçons ou les filles et troisièmes quelles sont les raisons derrière chaque partie dominante, les hypothèses proposer sont : il Ya une partie contrôlant dans la discussion en classe, le participant le plus dominant dans la salle de classe sont les filles, les raisons sont liées à la famille, à la société et à la motivation. Le résultat a révélé que les étudiantes interagissent plus que les garçons pendant la section de langue étrangère, tandis que les étudiants masculins participent moins.

Mots clés : Le genre, Communication, Participation, Interaction, Langue étrangère.