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Investigating the Effect of Teacher's Gender on EFL Classroom Interaction

Case Study of Third year LMD English Students at Medea University

Dissertation Submitted in Partial Fulfilment of the Requirements for Master Degree in Applied Linguistics

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Dedication

I would like to dedicate this work to :

The memory of my beloved grandmother

My dear parents Khadidja and Omar , the pillars of my life

My brother and my sister Nassim and Soumia ,.

My aunties and uncles Farida, Rima,Khira,Abbes,Farid, Dahmen and Maamer.

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List of Abbreviations

EFL English as a Foreign Language

ESP English for specific Purposes

LMD License-Master-Doctorat

UM University of Medea

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ABSTRACT

This study delves into the impact of teacher's gender on EFL classroom interaction at the University of Yahia Fares of Medea. Employing a mixed-method approach, the research involved observing undergraduate English classes, specifically focusing on third-level students taught by both male and female teachers. Additionally, questionnaires were administered to the students to elicit information regarding their perspectives on the effect of teacher's gender. While the study revealed that teacher's gender is not the primary determinant of classroom interaction in terms of quality and quantity, it highlighted the importance of the teacher's characteristics, teaching styles, and the subject matter. As student preferences varied based on these factors. The findings contribute to our understanding of that EFL classroom interaction does not abide by the teacher's gender alone, but still to fall under the influence of other rather intricate factors shaping the teaching-learning process. The obtained findings provide insights to inform teachers' training, recruitment, professional development, and classroom management strategies, ultimately leading to improvement in EFL education.

Keywords: EFL teaching, gender difference, male and female teachers, classroom interaction, teacher's characteristics.

Résumé

Cette étude examine l'impact du genre de l'enseignant sur l'interaction en classe d'anglais langue étrangère (EFL) à l'Université Yahia Fares de Médéa. En utilisant une approche méthodologique mixte, la recherche a impliqué l'observation de cours d'anglais de premier cycle, en se concentrant spécifiquement sur les étudiants de troisième année enseignés par des enseignants masculins et féminins. De plus, des questionnaires ont été distribués pour recueillir les perspectives des étudiants. Bien que l'étude ait révélé que le genre de l'enseignant n'est pas le principal déterminant de la qualité et de la quantité d'interaction, elle a souligné l'importance des caractéristiques de l'enseignant, des styles d'enseignement et de la matière, car les préférences des étudiants varient en fonction de ces facteurs. Les résultats contribuent à notre compréhension du genre de l'enseignant et de l'interaction en classe d'EFL en démontrant que le genre n'est pas la seule influence, nécessitant ainsi une exploration plus approfondie des facteurs complexes qui façonnent le processus d'enseignement-apprentissage. Ces connaissances peuvent être utilisées pour informer la formation des enseignants, le recrutement, le développement professionnel et les stratégies de gestion de classe, conduisant finalement à des améliorations dans l'enseignement de l'EFL.

Mots-clés : Enseignement de l'EFL, différences de genre, enseignants masculins et féminins, caractéristiques de l'enseignant.

الملخص

تهدف هذه الدراسة إلى البحث في تجليات تأثير جنس الأستاذ على التفاعل في أقسام تعليم اللغة الإنجليزية كلغة أجنبية في جامعة يحيى فارس بالمدية. باستخدام منهج متعدد الأساليب، تضمنت الدراسة ما لحظة أقسام اللغة الإنجليزية لطالب المرحلة الجامعية، مع التركيز بشكل خاص على طالب المستوى الثالث الذين يتم تدريسهم من قبل أساتذة ذكور و إناث بالإضافة إلى ذلك، تم توزيع استبيانات لجمع وجهات نظر الطالب، وعلى الرغم من أن الدراسة كشفت أن جنس الأستاذ ليس العامل الرئيسي المحدد لجودة وكمية التفاعل، إلا أنها أكدت على أهمية خصائص الأستاذ، وأساليب التدريس، والمادة الدراسية، حيث تباينت تفضيلات الطالب بناءً على هذه العوامل. تسهم النتائج في فهمنا لتأثير جنس الأستاذ على التفاعل في فصول اللغة الإنجليزية كلغة أجنبية من خلال إظهار أن الجنس ليس التأثير الوحيد، مما يستلزم استكشافًا أعمق للعوامل المعقدة التي تشكل عملية التعليم والتعلم، ويمكن استخدام هذه المعرفة لإثراء تدريب الأساتذة، والتوظيف، والتطوير المهني، واستراتيجيات إدارة الأقسام، مما يؤدي في نهاية المطاف إلى تحسين تعليم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية:

تعليم اللغة الإنجليزية كلغة أجنبية، الفروق بين الجنسين، الأساتذة والأستاذات، التفاعل في الفصل الدراسي، خصائص الأستاذ

General Introduction

1. Background and Motivation to the Study

In the field of education, the dynamics of classroom interaction serve as a cornerstone for effective teaching and learning practice characterized by the exchange of ideas, feedback, and knowledge between teachers and students. In the context of English as a Foreign Language (EFL) instruction, classroom interaction assumes heightened importance as it tends to impact language proficiency and communicative competence among EFL students. Classroom interaction encompasses various forms of communication between teachers and students, including verbal exchanges, non-verbal cues, and interactive activities. The dynamics of these interactions can significantly influence the quality of learning experiences and outcomes for the students.

Within the scope of EFL classroom interaction, the teacher's role is paramount. Teachers guide discussions, provide instructions, and create an environment conducive to learning. However, various factors can influence the way teachers interact with their students, including the teacher's gender. The related literature has suggested that teacher's gender may impact the nature and quality of interactions in the EFL classroom. For instance, differences in communication styles, authority perception, and teacher-student rapport have been observed based on whether the teacher is male or female. Some studies have indicated that female teachers tend to be more interactive, supportive, and patient with their students compared to male teachers (Rachidi & Nadiri, 2012). Female teachers have been found to ask more open-ended, referential questions, provide more positive feedback and encouragement, and use less directive language (Hassaskhah, 2013). In contrast, male teachers tend to dominate the classroom interaction with more utterances (Nasution & Hamzah n.d.).

Understanding the impact of a teacher's gender on EFL classroom interaction is crucial for developing strategies that foster effective teaching practices and ensure equitable learning opportunities. Thus, this study aims to examine the influence of teacher's gender on classroom interaction in an EFL setting, more precisely in the English Department at Medea University (UM) with a focus on both the quality and quantity of teacher-student interaction.

2. Statement of the Problem

In EFL settings, unveiling the nature of teacher-student interaction is important as it is deemed to have an impact on students' language learning process including the participation of students. Effective interaction in EFL classrooms seems to enhance students' linguistic competence, boost their confidence, and provide essential practice in using the language. Despite the plethora of research on classroom interaction and its pertinent influence on the students' EFL learning process, the specific influence of teacher's gender on interaction dynamics within the EFL classroom remains inadequately understood. While some studies, such as those by Rashidi and Naderi (2012) and Duffy, Warren, and Walsh (2001), who suggested that male and female teachers may employ different communication styles, levels of authority, and methods of students' engagement, there is a lack of comprehensive empirical evidence detailing how these differences impact the quality and quantity of teacher-student classroom interaction.

As far as the Algerian university context is concerned, there is a notable scarcity of research examining the impact of teachers' gender on EFL classroom interaction dynamics. This gap in understanding poses a challenge for Algerian educators and policymakers striving to create equitable and effective educational environments and develop effective teaching strategies that cater to the needs of Algerian EFL students.

Moreover, based on our observation of 95 EFL students in the English department at UM, EFL classroom interaction differs from female teacher to male teacher. Specifically, we observed that female teachers tend to foster a more supportive and inclusive classroom environment, encouraging greater participation and interaction. In contrast, male teachers often adopt a more authoritative approach, which can either positively challenge students or intimidate them, leading to varied levels of participation. Thus, the present study attempts to identify the nature of EFL teacher-student interactions in terms of quantity and quality as abided by the teacher's gender difference. i.e., it is an attempt to explore how male and female teachers' interaction styles may differ and what impact these differences have on students' participation in the relevant class.

Based on the aforementioned overall research problem, two main research questions are put forward:

1- *Does the teacher's gender affect the quality and quantity of teacher-student interaction in third-year EFL classrooms at UM?*
2- *Do third-year EFL female and male teachers use different interaction strategies at UM?*

3. Research Hypotheses

In light of the aforementioned research questions, the following assumptions are put forward:

1- *Teacher's gender will have an impact on the quality and quantity of teacher-student interaction in third-year EFL classrooms at UM*
2- *Third-year EFL female and male teachers at UM employ different interaction strategies.*

4. Research Objectives

The primary objectives of this research are to examine the impact of teachers' gender on the quality and quantity of third-year students' participation in EFL classrooms at UM. Also, it seeks to identify and compare the distinct interaction strategies employed by third-year EFL female and male teachers at UM. Specifically, this study aims to explore whether the gender of teachers influences teacher-student interaction both in terms of quantity and the quality of their participation in EFL classes. Furthermore, the research seeks to uncover differences in the interaction strategies used by male and female teachers. By achieving these objectives, the study aims to contribute to the theoretical understanding of gender dynamics in education, particularly within the field of EFL teaching and learning, thereby informing future teaching practices and policies in EFL settings.

5. Significance of the Study

The current study seeks to improve our understanding of gender dynamics within EFL classroom interactions, particularly in the English Department at UM. By examining the impact of teacher's gender on EFL classroom interactions, the research aims to provide valuable insights for educators and policymakers regarding how teacher gender may influence students' engagement and participation in the relevant classes. By unveiling the relationship that holds between the teacher's gender and EFL classroom interactions, the tasks of developing more effective gender-sensitive teaching strategies and creating a more inclusive and supportive classroom environment for EFL students are possible. Moreover, the present study sets the stage for future studies, encouraging further exploration of teacher-student interaction dynamics and their implications for educational outcomes.

6. Outline of the Study

This research is organized as follows. It comprises a general introduction and four chapters. The general introduction clarifies the background of the study along with the statement of the problem, the research questions, the research assumptions, the research objectives, and the significance of the study. The first chapter is devoted to the literature review that tackles gender and language, classroom interaction, previous studies on the effect of teacher's gender on EFL classroom interaction, and the theoretical framework including approaches to gender and language. The second chapter deals with the methodology followed in conducting this study as it outlines the research design, detailing the population and sample, which comprises undergraduate students studying English at UM, particularly third-year students. It describes the sampling procedures, and the data collection instruments, including classroom observations and student questionnaires. The third chapter is a representation of the collected data while the fourth chapter represents the discussion of the obtained results and the implications of the findings supplied by a conclusion that offers recommendations for future research and acknowledges any limitations of the study.

CHAPTER ONE:

Review of the Literature

CHAPTER ONE: REVIEW OF THE LITERATURE

Introduction

This chapter provides a comprehensive review of the existing literature on the relationship between gender and classroom interaction in the context of teaching English as a Foreign Language (EFL). The chapter is divided into three sections. The first section delves into the concept of gender, exploring its definition and the complex interplay between gender and language. It examines how gender, as a multifaceted construct shaped by both biological and sociocultural factors, can influence language use and communication patterns. The second section of the chapter focuses on classroom interaction in EFL settings. It investigates how the gender of the teacher can shape the dynamics of classroom interaction by synthesizing the existing research in this area.

1.1. Gender

Defining gender may seem an easy task, but it becomes complex when we consider the cultural and social aspects that shape it. According to the Oxford Learner's Dictionary, gender is defined as "the fact of being male or female, especially when considered concerning social and cultural differences, rather than differences in biology" and "as the sex of a person or organism, or of a whole category of people or organisms (often euphemistic to avoid the word sex)." (Oxford Learner's Dictionary, n.d.). However, scholars have devised definitions that aim to strike a balance between biological and cultural influences on gender, addressing the complexities in understanding gender identity and roles. For example, Ferraro & Andreatta (2010) define gender as "The way the members of the two sexes are perceived, evaluated and expected to behave." (p. 257)

Sergiovanni (1998) and Webb (2005) emphasized the pervasive nature of gender in human interactions, attributing meaning to actions and behaviors. The latter subtly influences communication, often imperceptibly affecting behavior. It is intricately woven into daily activities and social exchanges, particularly evident in language use.

1.1.1. The Relationship between Gender and Language

Gender and language studies are two academic fields that explore different aspects of human experience. While the study of language has a long history dating back thousands of years, gender study is a relatively new discipline that gained prominence during the feminist movement that emerged in the late 1960s.

Previously, it was commonly believed that men and women communicate differently, leading to numerous studies that sought to demonstrate gender disparities in language use and identity construction. However, it was not until the 1970s that scholars began to observe and analyze differences in linguistic behavior between males and females.

Lakoff (1970) conducted a groundbreaking study on speech differences between men and women at the University of California. Her research was comprehensive and served as the foundational pillar for the development of Feminist Linguistic Theory, which suggests that language differences between men and women are shaped by societal attitudes and structures, particularly sexism. Lakoff's (1990) work challenged traditional views that gender disparities in language use were solely a product of inherent biological factors.

Maltz and Borker's research on cross-gender speech discourse analysis also highlights differences in the way men and women use language to accomplish different goals. For instance, women tend to use more speech that encourages a response and are more actively engaged in ensuring interaction, while men are more likely to cut women off during conversation or challenge them. This is because men and women come from different sociolinguistic subcultures, having learned to do different things with words in conversations, which can lead to misunderstandings and cultural miscommunication.

Overall, scholars have different views on the extent and interpretation of gender differences in speech, with some emphasizing the importance of socialization and cultural factors, while others highlight the role of biological differences. (Lakoff, 1970, p 71).

1.1.2. Gender and Teaching English as a Foreign Language

Teacher's gender is undeniably a significant factor in influencing the learning process and thus bears an impact on student's participation. Teacher's gender, in particular, is a concern that has theoretical and pedagogical implications for EFL education and has received considerable attention in language learning strategy research. Broadly, according to some research, the selection of the teaching strategies is affected by certain attitudes, beliefs, and cultural background (Oxford, 1996, p75) which, in turn, are going to have an impact on students too, but the most influencing factor is gender. (Kaylani, 1996, pp75- 88).

Also, Tannen (1996) assumed that "It is important, however, to endure in thoughts that gender-associated styles dovetail with all different dynamics of language behavior: Ethnic, class, regional, and age variations all have an effect on talking styles, at the side of such effects as sexual orientation, expert training, and man or woman personality" (p.341). He suggests that gender-related communication patterns are intricately intertwined with various other aspects of language behavior. Factors such as ethnicity, socio-economic status, regional background, and age differences significantly influence individuals' speaking styles. Furthermore, influences such as sexual orientation, professional training, and individual personality traits also play a crucial role in shaping communication dynamics.

Pajares (1992) argues that teachers' gender educational beliefs have a significant impact on their preparation, instructional decisions, and the selection of activities. This is because teachers' gender beliefs affect various aspects of their teaching, including classroom management, content knowledge, teaching styles, instructional effectiveness, and communication with students. Furthermore, Pajares noted that teachers' gender educational beliefs affect their motivation in the classroom and their overall performance at school (1992, pp307-332).

Male and female teachers may have different perceptions of their students,

which can result in varying classroom behaviors and student interactions. Even though teaching is a collaborative activity, learning is a personal process. Therefore, teachers must be mindful of these differences to create an optimal learning environment for each student. In contrast, the gender of EFL teachers also affects their outlook on their profession. Researchers have found that female teachers generally hold more favorable views toward teaching compared to their male counterparts. Dee (2006) argues that there is a direct correlation between the genders of teachers and students. This suggests that regardless of their actions or statements, teachers serve as gender-specific role models. According to Dee (2006), students show greater engagement, appropriate behavior, and improved academic performance when taught by a teacher of the same gender.

Chavez (2000) suggested that teachers of different genders exhibit classes with distinct characteristics. For instance, female teachers were noted for fostering smoother and easier communication in the classroom. They were observed to wield considerable influence in selecting discussion topics and asking numerous questions, primarily aimed at facilitating and maintaining conversational flow. Conversely, classes taught by male teachers were found to be more teacher-centered, with a significant portion of time devoted solely to the teacher. Topics were transitioned abruptly, and student participation and turn-taking were brief but occurred more frequently. (Chavez, 2000, p. 1019-1058).

Apart from teaching skills and student academic performance, Lawrenz observed that students' perceptions often revealed a preference for teachers of the opposite gender (Lawrenz, 1987, pp. 251–258). Similarly, Dee noted that students tend to associate effective teaching with gender-related characteristics or stereotypes exhibited by their teachers (Dee, 2006, p.68-75). For instance, both historical studies like Meece (1987, p.57-73) and more recent research such as Francis (2004, p.3-19) consistently found that female students tended to pay more attention to the creativity of their teachers in lesson presentation, their passionate and enthusiastic approach to the subject, as well as their organizational skills. This highlights the importance of understanding gender as a multifaceted construct that intersects with various aspects of language learning and education. The following

section is going to delve more into classroom interaction, to explain more the relationship between the teacher's gender and its effect on classroom interaction.

1.2. Classroom Interaction

1.2.1. Definition of Classroom Interaction

The term "classroom interaction" encompasses two components that require distinct definitions. "Classroom" refers to the primary setting in which teachers and students utilize the language of study (Bilash, 2011, p 45). His environment exists in a range of educational institutions, from preschools to universities, and is essential for uninterrupted learning experiences. On the other hand, "Interaction", according to the New Oxford Dictionary of English, is a situation wherein two or more people or things engage in mutual or reciprocal action or influence. Thus, interaction is a dynamic process that involves communication, reaction, and the exchange of ideas or information.

According to Robinson (1994), Interaction involves reciprocal face-to-face action that can take the form of verbal communication, written or spoken words, or non-verbal cues like touch, proximity, eye contact, facial expression, gesture, posture, appearance, and environmental factors. (p.7). This suggests that interaction is a process where teachers and students engage in mutual acts, both spoken and unspoken. Merrill and Eldredge (1957), however, see interaction as "Social interaction is the general process whereby two or more persons are in meaningful contact as a result of which their behavior is modified, however slightly" (p. 32). Similarly, Allwright and Baily (1991) noted that interaction is a collaborative process in which teachers and students mutually influence one another, with the teacher guiding and controlling the flow of communication in the classroom.

In addition to the previous definitions, Allwright (1984) defines interaction as "the fundamental fact of pedagogy" and states that successful pedagogy requires effective management of classroom interaction. (p.156) (As cited in Ellis, 1997, p. 173).

Overall, the concept of classroom interaction pertains to the dynamic exchange of communication between teacher and student within the educational environment. This encompasses the verbal exchange of messages to promote effective communication and facilitate learning. As defined by Marshal (1998), it refers to the relationship between the teacher and students in the classroom.

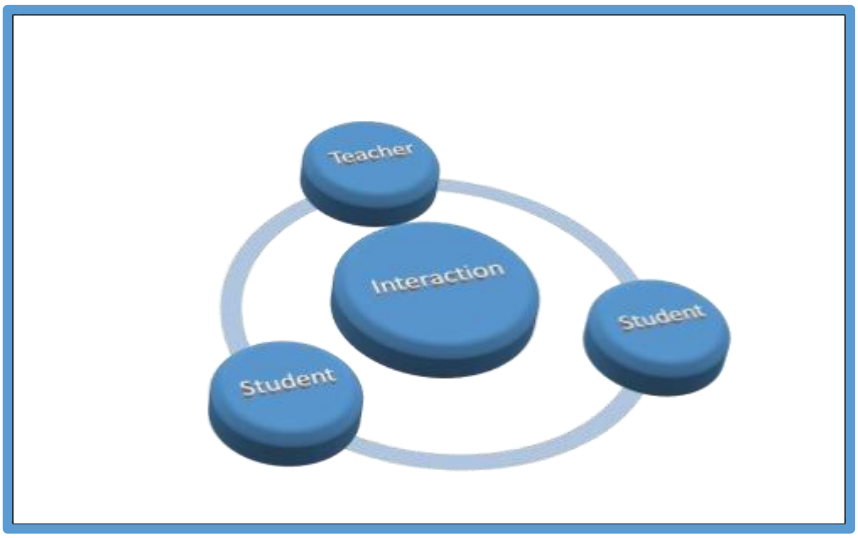


Figure 1. 1: Relation between Teacher and Students

1.2.2. The Importance of Classroom Interaction

Effective interaction between teachers and students, as well as among students, is essential in the EFL classroom. It is a primary means by which students acquire knowledge, develop critical thinking skills, and share their perspectives with peers. A research study conducted by Weaver and Qi (2005) discovered that the interaction between the professor and student was the most significant determining factor for participation, both within and outside the classroom .

Also, Hall and Verplaetse (2000, as cited in Papaja,2011) point out: ‘’The role of interaction in additional language learning is especially important. It is through their interactions with each other that teachers and students work together to create the intellectual and practical activities that shape both the structure and the content of the target language, as well as the processes and outcomes of individual

development" (as cited in Papaja,2011). In other words, classroom interaction is a fundamental aspect of foreign language learning, as it allows students to actively engage with the course material by producing comprehensible output based on the comprehensible input provided by their teachers.

This view is shared by Chaudron (1988) who claimed that interaction plays a crucial role in language learning. It is argued that students can only break down the structures of the target language and derive meaning from classroom events through interaction. Interaction permits students to incorporate the structures of the target language into their speech and find meaning in classroom activities (p.10). This means that in an EFL context, interaction encourages students to produce appropriate language while working in pairs or groups, as the language produced by one student can serve as input for others. Furthermore, through interaction, students can enhance their communicative abilities and collaborate to construct their identities socially (Brown & Lee, 2015, p.80).

As Brown (2001) notes:' In the area of communicative language teaching, interaction is, in fact, the heart of communication' (p.35). This underscores the importance of classroom interaction as the primary pedagogical tool that facilitates language learning by creating opportunities for turn- taking. In EFL learning, teachers play a central role in initiating and conducting language learning through techniques such as questioning and instruction... Allwright (1984) sharesthe same view, stating that "everything that happens in the classroom happens through a process of live person-to- person interaction," and emphasizes that this interaction is the foundation of language pedagogy (as cited in Loewe et al., 2009: 279; Ellis, 1992: 7-8). Thus, it can be inferred that students primarily derive their knowledge from the interactions they experience in the classroom.

In summary, classroom interaction plays a vital role in the English as (EFL) classroom as it aids in language learning, encourages students' participation in language learning activities, and enhances language output. To achieve this, the teacher must thoughtfully plan their lessons, considering key factors such as the syllabus, methodology, and classroom atmosphere, to produce specific outcomes such as enhanced output, ample practice opportunities, and receptive learning.

According to Allwright and Bailey (1991), these elements are essential to the success of the language learning process. As seen in Figure 2:

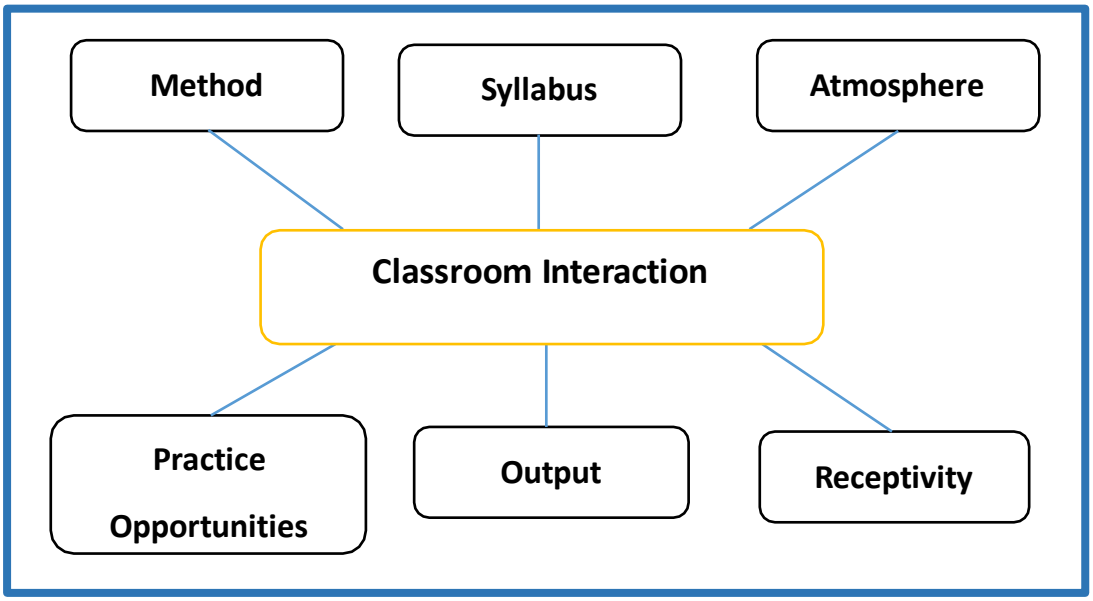


Figure 1. 2 : Classroom Interaction Process

1.2.3. Types of Classroom Interaction

According to Angelo (1993), In an EFL classroom, interaction can occur in two main patterns. We will deal with Teacher-student interaction.

1.2.3.1. Teacher-Student Interaction

Teacher-student interaction is the term used to describe the exchange between the teacher and a group of students. This process involves the teacher posing questions to the students, who respond, and the students may also ask questions of the teacher and each other. Dagarin (2004) asserts that the teacher plays a central role in the classroom and facilitates interaction by prompting students to participate, accepting their contributions, and providing encouraging feedback. Lynch (1996) further adds that students are active participants in the negotiation of meaning, initiating inquiries, and engaging in discourse with the teacher and their peers.

According to Harmer (1998), effective teacher-student interaction is a crucial

skill in the classroom, particularly when using the same language. Unlike newer teachers who prioritize their students' understanding of the material, experienced teachers focus on how they communicate with their students, utilizing body language, gestures, mime, and other techniques that have developed into linguistic strategies for teaching, particularly with students at lower levels (pp. 3-4). Kundu (1993, as cited in Lynch, 1996, p. 109), similarly, notes that teachers tend to dominate classroom discussions, rarely allowing students to speak freely (as cited in Lynch, 1996, p. 109). Even when students are asked to answer questions, they may feel intimidated by the requirement to respond in complete sentences and fear being penalized for mistakes (p. 13). Ultimately, teacher-student interaction is a critical component of EFL teaching that can significantly impact students' performance, growth, and success.

Scrivener presented a diagram in which he shows how teacher-student interaction occurs. (Scrivener, 2005, p. 85).

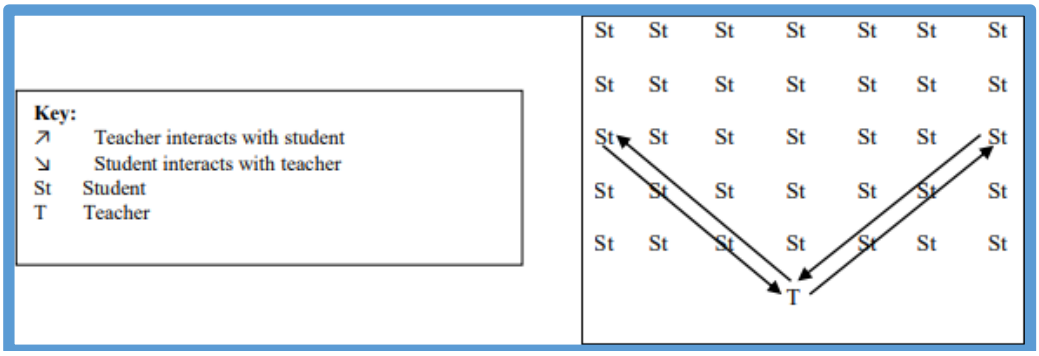


Figure 1. 3: Teacher-Student Interaction

1.2.4. Quantity of Classroom Interaction

The term 'quantity' refers to the amount or volume of communication that takes place between participants in a classroom, especially between teachers and students. It includes the frequency and extent of verbal exchanges, discussions, questions, responses, and overall engagement within the classroom setting. The quantity of classroom interaction is a critical aspect as it can impact the level of student participation, engagement, and learning opportunities.

According to Zhang and Gao (2020), the quality of classroom interaction also requires attention, which determines the effectiveness of classroom interaction. This

implies that the amount of classroom interaction is a crucial factor in determining the overall effectiveness of classroom interaction. They add that without ensuring the quantity of classroom interaction, "students would not internalize efficiently." In other words, increasing the amount or frequency of classroom interaction is important for facilitating student learning and knowledge internalization. Providing varied opportunities for different types of interactions increases the overall quantity of classroom interaction.

To sum up, improving the quantity of interactions creates more chances for students to practice the target language and engage in meaningful exchanges, ultimately leading to better learning outcomes.

1.2.5. Quality of Classroom Interaction

The quality of classroom interaction is a crucial aspect of effective teaching. It refers to the various characteristics and features of the interactions that take place between teachers and students, as well as among students themselves, within the classroom environment. A high-quality classroom interaction is one where teachers and students engage in meaningful and purposeful exchanges that promote learning and enhance understanding. This can involve a range of activities, such as discussions, debates, questioning, feedback, and collaborative problem-solving. quality also includes the teacher's ability to effectively manage the classroom, provide clear instructions, and maintain a productive learning environment as Damhuis and de Blauw (2008) state "High- quality interaction in the classroom is characterized by the teacher's ability to engage students in meaningful dialogue, to provide appropriate feedback, and to stimulate students' active participation and higher-order thinking."

According to Zhang and Gao (2020), quality in classroom interaction is a multifaceted concept that entails the structure, methods, and active participation of both teachers and students, all working together to enhance learning outcomes and overall effectiveness. (Damhuis, De Blauw. 2008, p p 107-124)Both the quantity and quality of interaction in the classroom are highly crucial for effective language learning while increasing the amount of classroom interaction is important for

providing more opportunities for varied forms of interaction, the quality of interaction is equally essential as it determines the effectiveness of classroom learning.

1.2.6. The Teacher's Gender and Classroom Interaction

Numerous research studies have indicated that the gender of a teacher can significantly influence the interaction patterns between them and their students in a classroom setting. The teaching style, communication strategies, and level of student engagement could all potentially differ based on the teacher's gender. Dee (2006) suggests that boys tend to exhibit more disruptive behavior and inattentiveness and are less likely to complete their homework when taught by a female teacher. On the other hand, girls appear to lose interest in classroom subjects when a male teacher is present. He also notes that learning from a teacher of the same gender may have a negative impact on student's classroom participation, whether on the quantity or quality, and resulting in lower scores for both boys and girls by approximately 4%. Overall, the gender of a teacher is a critical factor that can affect the quality of the learning experience for students in a classroom.

1.2.6.1. Female Teacher Interaction

Over the years, research studies have demonstrated that female teachers tend to demonstrate different interaction patterns toward students, which can significantly affect the dynamics of the classroom. For instance, female teachers often display a more egalitarian approach in their interactions, showing sensitivity to potential gender issues and striving to provide equal attention and feedback to students of all genders (Alannisa, 2018).

According to Sikes and Brophy (1973), female teachers tend to exhibit a more expressive style, offering greater support to their students, and placing less emphasis on tasks. Similarly, Hopf and Hatzichristou (1999) suggest that female teachers tend to be more empathetic towards students who struggle academically by considering their interpersonal problems (Madrid and Hughes, 2010, p. 3). However, it is important to note that women teachers may also demonstrate gender stereotypes

in their attitudes and expectations of student behavior. They may assume stereotypical roles as maternal figures, demonstrating a heightened sense of protection towards their students and displaying greater empathy towards their misdeeds.

Basow's studies (1995) revealed that female instructors are generally perceived by students as being more sensitive and considerate of their ideas. However, this can also present challenges for female teachers in regulating their emotions within the classroom. Female teachers occasionally display mood swings and convey their emotions, whether positive or negative, in class. As a result, this can create difficulties in being heard and respected by students, with some students exhibiting more disrespectful behavior (Taqui, 2015).

Another characteristic of female teachers, according to Chaves (2000), is that they tend to be communicative facilitators who show greater respect towards their students' use of their first language. However, they were also found to be overly dominant in selecting discussion topics and asking questions to maintain the flow of the conversation. Additionally, female teachers are known to be better at instructional strategies (Nejati& Hassani &Sahrapour, 2014).

In conclusion, female teachers exhibit unique characteristics and interaction patterns that can have a significant impact on classroom dynamics. It is important to consider these differences and strive for a balanced approach that promotes equality, fairness, and respect for all students.

1.2.6.2. Male Teacher Interaction

According to Rahmani (2023), male teachers tend to exhibit more dominant and assertive communication styles. This can include using direct language, interrupting students more frequently, and speaking in a louder tone of voice. However, this behavior can have an impact on the classroom environment and individual student experiences. For instance, male teachers may use more directives and warnings, as noted by Rashidi and Rafieerad (2010).

Also, according to a study conducted by Nejati, Hessani, and Sahrapour in

2014, male teachers are better at student engagement, this means that male teachers are more likely to establish a connection with their students and motivate them to participate actively in the learning process. They often use innovative teaching techniques, humor, and personal anecdotes to make learning more enjoyable for students and are known for their flexibility and adaptability to change. They tend to approach new ideas and situations with an open mind and are willing to experiment with different teaching methods to find what works best for their students. (Duran,2006).

Sikes and Brophy (1973) claimed that male teachers tend to adopt a more authoritarian and academically task-focused teaching style in their classrooms. This style of teaching is characterized by a strong emphasis on teacher control and direction, with a focus on achieving academic goals and objectives. Such teachers are known to prioritize academic achievement over individual student needs and may rely heavily on traditional teaching methods such as lectures and rote learning. While this approach may be effective in achieving academic outcomes, it may also lead to a lack of engagement and motivation among students, especially those who struggle with traditional teaching methods.

To conclude, research suggests that there are distinct differences in the teaching style and behavior of male and female teachers that which affect the quality and the quantity of classroom interaction. For instance, in terms of quality female teachers tend to employ more collaborative approaches, such as group work, discussions, and project-based learning, which foster a sense of community and encourage students to work together. They also tend to place a greater emphasis on nurturing and supportive behavior, such as actively listening to students, providing encouragement and emotional support, and creating a safe and inclusive learning environment. On the other hand, male teachers may use a more authoritative and directive teaching style, which involves giving clear instructions and setting expectations for students. This approach may help maintain order and discipline in the classroom and ensure that students stay on task and focused. Male teachers may also be perceived as being more knowledgeable and authoritative, due to their confidence and assertiveness in the classroom.

1.2.7. Previous Studies on the Effect of Teacher's Gender on Classroom Interaction

The gender of a teacher can play a significant role in shaping the way students interact in the classroom. Numerous studies have been conducted to explore the impact of this variable on patterns of discourse in educational settings. One notable study by Duffy, Warren, and Walsh (2001) involved observing 597 high school students and 36 teachers across 18 literature/language and 18 mathematics classes. The researchers used the Interaction for Sex Equity in Classroom Teaching (INTERSECT) observational instrument to record and analyze data on teacher-student interactions, considering both the gender of the teacher and the student, as well as the subject being taught. A key finding of the study was that, in literature/language classes, both male and female teachers tended to interact more with male students, including accepting or criticizing their academic performance and behavior. However, in mathematics classes, male teachers tended to direct an equal number of interactions towards male and female students, while female teachers showed a preference for interacting with male students. These results suggest that the gender of the teacher, in combination with the subject being taught, can lead to uneven interactions with students.

According to another study conducted by Rashidi and Naderi (2012), where they observed 358 students and 24 teachers in 24 classes, classroom interactions between Iranian EFL teachers and students are affected by gender. The study found that male and female teachers display different behaviors in their classes, with male teachers using more display questions and female teachers using more referential questions, resulting in more student-teacher interaction. Female teachers were also found to encourage interactive activities, be more supportive, and give more compliments to establish rapport with their students, especially female students.

In the Algerian context, a master's thesis conducted at Larbi Ben Mhidi University of Oum EL Bouaghi by Fatima Boussahoua in 2016 carried out a descriptive study to explore the dynamics of EFL classrooms based on the gender of

the teacher. The study aimed to provide insights into the differences in EFL classroom interaction based on the teacher's gender, with a focus on understanding the attitudes and behaviors of teachers and students. To achieve this, the researcher employed a descriptive research design, observing six teachers (three males and three females) and six groups of undergraduate students across three levels (first, second, and third year) over two months (with a couple of groups from each level) at Larbi Ben M'Hidi university. The findings suggest that the gender of the teacher does have an impact on EFL classroom interaction, with both teachers and students exhibiting different behaviors based on gender. Female teachers were observed to be more participatory and supportive, while male teachers tended to be more authoritative and less encouraging. Additionally, female teachers were perceived as more approachable and supportive by students, while male teachers were seen as more distant and less supportive. The study concludes that educational institutions should consider the gender of teachers when assigning classes to ensure that students receive optimal learning experiences.

In another study to explore the effect of gender on the patterns of classroom interactions between teachers and students in Algerian EFL classrooms, Rais Majda (2018) observed and interviewed 300 students and 15 English teachers. The aim was to understand teachers' perceptions of gender and their attitudes towards gender in the classroom. The data collected through a mixed research approach revealed the presence of gender bias in teacher-student interactions in Algerian middle school EFL classrooms, despite teachers having positive attitudes towards gender equality, female teachers were observed to be more positive and encouraging in their interactions with students, while male teachers tended to be more authoritarian. The findings suggest that educational institutions should consider the gender of teachers when assigning classes to ensure students receive the best possible learning experience.

Additionally, Kaidomar (2012) conducted a study to investigate how the gender of teachers affects their approach to English as a Foreign Language classes. The researcher used a qualitative research approach and administered a questionnaire to 8 male and 8 female EFL teachers at Mostaganem University. The

questionnaire was designed to collect information about the teachers' perceptions of their teaching practice and how their gender might impact their teaching approach. After analyzing the data from the questionnaire, the researcher found that the teachers' approach to EFL classes was more influenced by the subject they were teaching rather than their gender. This suggests that teachers' perceptions of their practice were more subject-dependent than gender- dependent. Therefore, the study concludes that the gender of teachers does not have a significant impact on their teaching approach in EFL classes.

The study provides valuable insights to educational institutions, policymakers, and EFL teachers who seek to improve the quality of education by understanding the factors that influence the teaching approach of teachers, however, the study only involved a small sample of 16 teachers (8 male, 8 female) from one university. A larger, more diverse sample across multiple universities could provide more robust insights.

Finally, the studies reviewed highlight the intricate relationship between teacher gender and classroom interactions in educational settings. The studies primarily focus on examining the differences in teacher-student interactions based on the gender of the teacher and the student, exploring patterns of attention, feedback, and participation.

However, there is limited research on how these differences in interaction patterns may influence the overall quality and quantity of teacher-student interactions. The quality of interactions, in terms of their depth, engagement, and effectiveness in facilitating student learning, as well as the overall quantity of interactions, could be important factors in understanding the broader implications of teacher gender on the classroom environment and student outcomes.

Additionally, from the previous analysis of classroom interactions, it seems that gender plays a significant role in shaping the dynamics of learning environments. This raises important questions about the underlying theoretical frameworks that guide our understanding of gender and its impact on education. In

the upcoming section, we will explore three key theoretical frameworks that have been influential in shaping our analysis of understanding gender and its effects on classroom interactions.

1.3. Approaches to Gender and Language

The information provided in the previous sections shed light on the concept of classroom interaction and its crucial role in education. According to Allwright and Bailey's research (1991), interaction is a collaborative process in which students and teachers mutually influence each other. The teacher's role is to guide and control the conversation in the classroom to ensure effective learning and understanding among students. To explain the essence of classroom interaction, This part focuses on two primary gender perspectives that aim to comprehend the correlation between language and gender.

Several approaches have examined the relationship between gender and language in the latter half of the 20th century. The major approach used in this research is the difference approach.

1.3.1. The Difference Approach

According to this theory, males and females belong to different sociolinguistic subcultures, resulting in a distinct life experience. From an early age, they learn unique linguistic behaviors, which are shaped by their socialization. This view emerged in response to Lakoff's (1975) Deficit and Dominance theories. Upholders of this theory argue that the different biological forms of language used by men and women are a result of their early socialization. As cultures change, language can also evolve as people live in different societies. For instance, women exhibit an interest in making connections, seeking involvement, and concentrating on interdependencies between people. On the other hand, men prefer autonomy and independence, focusing on hierarchical relationships. However, some scholars link these differences to socialization rather than biology (West & Zimmerman, 1987).

Furthermore, Deuchar (1988) suggested that polite language is more prevalent among the powerless members of society. Therefore, in communities where women

are powerless, their speech would contain more elements of linguistic politeness. Nevertheless, like previous theories, this one also fails to consider the interaction of other social variables such as race, class, age, and context. For example, the adult world differs from that of children, and identical rules may have different effects in different contexts.

While the differences model argues for fundamental differences in how men and women communicate, the gender similarities hypothesis suggests these claims are over-inflated. The overlap between 'men' and 'women' is always greater than any difference between them.

1.3.2. Gender Similarities Hypothesis

Gender Similarities Hypothesis, proposed by Hyde (2005), posits that there are no significant differences between men and women when it comes to language use. This theory contradicts the differences model, which asserts that males and females differ greatly psychologically, including their communication styles.It argues that men and women are more similar than different on most psychological variables, including language use. This implies that the differences between genders are not as substantial as previously thought, but are mainly due to environmental and cultural factors, rather than biological differences. (Hyde,2005).

Meta-analyses of gender difference research have revealed that the magnitude and even direction of gender differences often depend on the context, providing compelling evidence against the idea that psychological gender differences are large and stable. Thus, it seems that the supposed disparities between men and women are more intricate than previously believed and that gender should not be utilized as an all-encompassing explanation for differences in communication styles or behavior.

The communication styles of men and women have been a topic of discussion for many years. Two opposing viewpoints have emerged in this regard ,the difference approach and the gender similarities hypothesis. The former

emphasizes the fundamental differences in how men and women communicate and asserts that these differences are biologically determined. On the other hand, the gender similarities hypothesis suggests that these claims are overinflated and that the overlap between 'men' and 'women' is always greater than any difference between them. This hypothesis is based on extensive research showing that men and women are more similar than different in their communication styles. For instance, both genders use non-verbal cues such as facial expressions and body language to communicate their emotions. Also, both men and women tend to use similar strategies to resolve conflicts and build relationships. Thus, while there may be some differences in communication styles between men and women, the gender similarities hypothesis suggests that these differences are not as significant as they are often made out to be.

Conclusion

This chapter offers a comprehensive examination of the relationship between gender and classroom interaction in the context of teaching English as a Foreign Language (EFL). The first section starts by exploring the term gender to delve into the complex interplay between gender and language, demonstrating how gender-based communication patterns can influence the dynamics of classroom interaction. The following section then examines classroom interaction as a dynamic process that encompasses various forms of communication, including its types and importance in EFL classrooms. It has also underscored the pivotal role of the teacher's gender in shaping the dynamics of classroom interaction by discussing the differences between male teachers and female teachers according to previous studies. Finally, the third section tackled the theoretical framework consisting of the approaches on the relationship between gender and language.

Chapter Two:

Research Methodology

CHAPTER TWO:RESEARCH METHODOLOGY

Introduction:

In this chapter, we delve into the framework that guides our research, including the methods and tools we are using to gather and analyze data. Our primary objective is to understand how the gender of a teacher influences the dynamics of classroom interaction, examining both the amount and the effectiveness of this interaction. By detailing our research design and procedure, we aim to paint a comprehensive picture of the questions driving this study.

We are focusing on how teachers' genders impact the way students participate, engage, and learn in English classrooms. This involves observing classroom interactions, conducting observations, and administering questionnaires to students, who we have chosen as to be our case of study. Through these methods, we seek to uncover patterns, insights, and correlations that shed light on the role of teacher gender in shaping the educational experience.

By elucidating our research questions and methodologies, this chapter sets the stage for a thorough exploration of the nuanced dynamics at play in EFL classrooms. It outlines our approach to data collection and analysis, ensuring a robust and systematic investigation into this important aspect of education.

2.1. Research Design

The current research aims to investigate the impact of a teacher's gender on the quantity and quality of interaction in the EFL classroom. The study uses both descriptive and exploratory methods of investigation. A mixed-method approach is employed to collect the required data, incorporating both qualitative and quantitative data to gain a multidimensional understanding of the research topic. The descriptive research seeks to obtain data regarding the issue of gender in EFL classrooms. It aims to describe how EFL teachers manage their classrooms and interact with students, particularly in relation to gender. It also observes the interaction environment between the EFL teacher and LMD Third year students at

the University of Medea. The exploratory research provides information to explore the raised issue and gather data on the effects of this phenomenon on classroom interaction space.

Descriptive research is all about gathering detailed information about a specific topic. In our case, we want to know exactly how male and female EFL teachers handle their classrooms and communicate with students, especially when it comes to gender differences. We are interested in observing how students participate in class discussions and activities based on the teacher's gender.

On the other hand, exploratory research helps us dig deeper into the issue and understand its impact on classroom dynamics. This part of our study will focus on exploring how the teacher's gender influences the overall interaction environment in the classroom.

To collect all this data, we are using a mixed-method approach. This means we are gathering information in different ways. We are conducting observations and questionnaires to get personal insights from teachers and students. We are also observing actual classroom interactions to see how things play out in real time. By using both qualitative (observations) and quantitative (like questionnaires and data analysis) methods, we can get a full picture of how teacher gender affects classroom interaction in EFL settings.

2.2. Population

For our study, we looked at undergraduate students who are studying English at (UM). Specifically, we focused on students in the English department who were in their third year of studies (LMD3). These students were chosen because they have been learning English at the university level for three years already, so they have a good understanding of the subject and are familiar with how things work in their English classes.

We observed three different groups of LMD3 students and EFL teachers in their classrooms. These groups of students were taught by both male and female teachers. We observed three male teachers and three female teachers by observing

classes taught by teachers of both genders, we could see how student-teacher interactions varied based on the teacher's gender. This setup allowed us to compare interactions in male-led classrooms with those in female-led classrooms.

Additionally, we used a questionnaire as another research tool. We gave this questionnaire to 45 LMD3 students across the three observed groups. These students were chosen randomly, with 15 students selected from each group. The questionnaire helped us gather insights directly from students about their experiences in the classroom and how they interacted with their teachers, regardless of gender.

2.3. Sample and Sampling Procedures

The selection of the sample population is crucial in research, especially when studying nuanced phenomena such as the impact of a teacher's gender on English as a Foreign Language (EFL) classroom interaction. In our case, we chose LMD 3rd-year students as the sample for a thesis examining the effect of teacher gender on EFL classroom interaction in terms of quantity and quality. LMD third-year students are at a pivotal stage in their academic journey, characterized by advanced linguistic proficiency and cognitive development. At this stage, students are likely to possess a nuanced understanding of classroom dynamics and are better equipped to reflect on their learning experiences.

To fulfill the aim of the research, which is to investigate the influence of teacher gender on EFL classroom interaction in terms of quantity and quality, we observed 102 students and 6 teachers during the second semester of the academic year 2023/2024 for one month. These students have been studying English as their major at Yahia Fares University in Medea for 3 years. By the 3rd year of their LMD program, students have undergone substantial exposure to EFL instruction, enabling them to discern differences in teaching styles and classroom interactions. This makes them a perfect sample for our research. Moreover, their familiarity with EFL pedagogy enhances the credibility of their observations and insights regarding teacher gender effects.

The selection of teachers as samples of observation is crucial for obtaining insightful findings. We aim to ensure a balanced representation of both male and female teachers to capture a diverse range of perspectives. We selected six teachers to be observed, three female and three male teachers teaching different modules. The chosen teachers were selected based on the modules they are currently teaching.

In our investigation focusing on the linguistic competence of teachers and their teaching strategies and its impact on classroom interaction, we have selected key modules that emphasize academic language use and position teachers as central figures in the classroom. Our choice has centered on modules such as the Study of Literary Texts, Linguistics, Techniques of Academic Research, English for Specific Purposes, Cognitive Psychology, and Translation. These modules are instrumental in developing students' language proficiency and critical thinking skills within an academic context. By examining how teachers navigate and facilitate interaction within these modules, we aim to gain insights into the nuanced ways in which linguistic competence influences classroom dynamics and student engagement. Through this targeted selection, we anticipate uncovering valuable findings that contribute to our understanding of the role of teachers in fostering effective language learning environments.

2.4. Research Tools and Procedures

To achieve the study's goal, a descriptive approach was used. The two data collection tools utilized were classroom observation and a questionnaire, with classroom observation being the primary tool and the questionnaire being the secondary tool. The observation was conducted prior to distributing the questionnaire to avoid making presumptions about the students. Classroom observation was used to investigate the process of classroom interaction in action, while the questionnaire was used to gather information about teacher-student interaction and participation of students , views, and awareness of any gender differences in interaction between male and female teachers' classes. The questionnaire was administered to third level undergraduate students who were selected due to their awareness of gender bias and experience with university

teachers, in order to ensure the reliability of the data.

2.4.1 Classroom Observation

To ensure the reliability and effectiveness of our observation and data collection methods, we conducted a pilot study for both observation sessions. This involved observing classes at various levels, including first, second, and third year. The decision to focus on third-year undergraduate students was based on several factors. Firstly, third-year students were considered to have enough experience and exposure to English as a Foreign Language (EFL) instruction to offer valuable insights into classroom dynamics. They seemed to have a better grasp of the teaching styles and behaviors of both male and female instructors compared to students from other levels, as they had been taught by teachers of various genders throughout their academic journey.

Additionally, third-year students were chosen to ensure a level of maturity and engagement that might not be as evident in lower-level undergraduate groups. It was anticipated that third-year students would be more actively involved in classroom discussions and activities, providing a more comprehensive observation of the interaction patterns between teachers and students.

The observation took place at the English department at Yahia Fares University of Medea. It lasted for around one month. Third level undergraduate students were observed, with three groups from the level. First group consisted of 32 students, second group 32students and the third group 31 students. Each group taught by both a male and female teacher in different modules. Each group was observed during three sessions of the same module, Study of Literary texts, linguistics, didactics ,Cognitive Psychology, English for Specific Purposes and translation. In total, 18 sessions were observed, nine for male teachers and nine for female teachers, three for each teacher., with no interaction with the students, we conducted the observation as non-participant observer we asked the teachers for their permission to attend their classes. An observation checklist was used to collect data about the frequencies of both teachers and students' initiations to classroom interaction (see appendix 1), in general, and about teachers' control of the classroom,

particularly. The checklist was designed based on Flanders Interaction Analysis Category (FIAC) System1957, which attempts to categorize all the verbal behavior to be found in the classroom. The system has two main categories: teacher talk and student's talk. A third category covers other verbal behavior, i.e., silence or confusion.

To ensure the reliability and effectiveness of our observation and data collection methods, we conducted a pilot study for both observation sessions. We observed three different classes of LMD third-year students (L1, L2, and L3) and concluded that our choice would land on L3 because they are more familiar with classroom dynamics and teachers. Additionally, for the questionnaire, we took a group of seven students from L3 and administered the questionnaire to ensure there was no confusion or difficulty in the questions. The students did not report any issues, confirming the clarity and appropriateness of our questions.

1-Teacher's Talk	**1. Accept Feelings:** accepts and clarifies the tone of the students in an unthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings are included.
	2. Praises or Encourages: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual, nodding head or saying „"um hm? "" or „"go on"" are included.
	3. Accepts or Uses Ideas of Student: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own idea into play, shift to category five
a-Indirect Influence	**4. Asks Questions:** asking a question about content or procedure with the intent that a student answer.
b-Direct Influence	**5. Lecturing:** giving facts or opinion about content or procedure; expressing his own idea asking rhetorical questions.
	6.Giving Directions: directions, command, or orders which students are expected to comply with.
	7.Critisizing or Justifying Authority: statements intended to change student behavior from unacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference
2-Student Talk	**8. Student's Talk-response:** talk by students in response to teacher. Teacher initiates the contact or solicits student statement.
3-Silence	**9.Silence or Confusion:** pauses, short periods of silence, and period on confusion in which communication cannot be understood by the observer

2.4.2 The Students' Questionnaire

The students' questionnaire is made up of 30 questions presented in five main categories. The questions are of different types: close ended, open ended, Multiple-choice questions, etc. We conducted a pilot study by administering a questionnaire to a small group of seven students to evaluate the questionnaire's effectiveness and clarity before its broader implementation and determine the approximate time required to complete the questionnaire. The feedback from these participants provided valuable insights into potential improvements, such as refining question wording, adding or removing items, and adjusting the questionnaire format.

Based on the results and suggestions gathered from the pilot questionnaire, we refined the final version to ensure its suitability for a larger-scale study. This iterative process of pilot testing and refinement contributed to enhancing the questionnaire's validity and reliability, thereby strengthening the robustness of our research methodology.

- **Category One: Background Information (Q1-Q6)**

This category is devoted to collect information about students' gender, age, their current level in English, the difficulties they face when learning English, and the strategies they use to improve their level in English.

- **Category Two: Classroom Interaction and Participation (Q7-Q14)**

The aim of this category was to obtain information about the students' willingness to participate in the classroom and the reasons behind it.

- **Category Three: Teacher's Gender and Classroom Interaction (Q15-Q19)**

This category of the questionnaire aims to explore students' perspectives on how their English teacher's gender impacts classroom dynamics. The questions focus on teaching effectiveness, differences in strategies, student-teacher interactions, and how teachers engage during class discussions.

- **Category Four: Teacher's Gender and Classroom Interaction (Q20-Q26)**

The fourth category of the questionnaire assesses students' perceptions of classroom interaction in English classes, specifically regarding potential differences related to the gender of their teacher. The questions explore whether students notice variations in the quantity and quality of interaction, preferences for a specific gender of teacher, and any disparities in how male and female teachers are perceived by students.

- **Category Five: Students and their Perceptions (Q27-Q31)**

This category aims to gather students' opinions on their comfort levels and engagement in classroom activities, particularly in English classes. It asks about preferences for participation and challenges faced, considering the teacher's gender. The goal is to understand how students perceive the influence of teacher gender on their classroom experiences, providing valuable insights for the study on this topic.

2.4.2.1 Administration of Students' Questionnaire:

The students' questionnaire was handed out to 45 students (16males and 29 females) chosen out randomly of the study population L3 students in the English department (15) students from each group. The students answered the questionnaire in the classrooms. We were present there for any clarification or explanation the participants could have needed.

2.5. Data Analysis Procedures

2.5.1 .Analysis of Classroom Observation and Students' Questionnaire

The analysis of the classroom observation will be carried based on classroom observation checklist (Flanders Interaction Analysis Category (FIAC) System1957(see appendix01) , we were able to closely scrutinize each observation made in EFL classroom while observing the 6 teachers 3 females and 3 males delivering their lessons in the classroom for one half an hour for each session in different modules which are mentioned previously, also observing the students and

how do they interact with their EFL teachers using the observation checklist to analyze their interaction with both male and female teachers .The observations of teacher-student interaction in terms of quantity have undergone analysis using percentages ,through counting the frequencies of their talk,number of contributions and rate in the classroom.

Student's questionnaire was submitted to a descriptive quantitative analysis (frequencies and percentages). Besides, the questionnaire response, identifying patterns and trends that may inform our understanding of the gender effect on classroom interaction in the EFL context. This hands-on analysis method ensures rigor and accuracy in our interpretation of the data, contributing to the reliability and validity of the study's findings.

Conclusion

In conclusion, the present chapter has provided a detailed overview of the research methodology employed to investigate the effect of teacher gender on EFL classroom interaction. By outlining the research design, procedures, and methodological tools, this chapter has laid the groundwork for the study's data collection and analysis. Through a mixed-methods approach encompassing both descriptive and exploratory research methods, the study aims to gain a comprehensive understanding of how teacher gender influences the quantity and quality of interaction in EFL settings. The population and sample selection process, along with the rationale for choosing specific modules and teachers, have been thoroughly explained to ensure the study's validity and relevance. By utilizing classroom observation and a questionnaire, the study seeks to gather rich data that will contribute to addressing the identified gap in the literature. Overall, Chapter Two sets the stage for the empirical investigation that follows, with the goal of enhancing our understanding of the complex dynamics of gender in EFL classroom interaction.

Chapter Three:

Data Analysis

CHAPTER THREE: DATA ANALYSIS

Introduction

In this chapter, we delve into the interpretation of the results obtained from the research study. The data collected through classroom observations, questionnaires, are analyzed to understand the impact of teacher gender on classroom interaction in terms of quantity and quality in EFL settings. This chapter aims to analyze the findings, explore their implications, and draw meaningful conclusions that contribute to the existing literature on gender and language teaching.

The research study focused on investigating whether the gender of English teachers influences the quantity and quality of classroom interaction, as perceived by third-year students at Yahia Fares University in Medea. By examining students' perspectives on the effect of teacher's gender on classroom interaction, we aim to gain insights into the nuanced dynamics of teacher-student interactions based on gender.

The following Categories will present a detailed analysis of the results, highlighting key findings, identifying patterns or trends, addressing any limitations, and offering recommendations for future research or educational practices. Through this comprehensive exploration, we aim to contribute valuable insights to the field of language education.

3.1. Presentation and Analysis of the Observation

3.1.1. Female Teacher Observation

3.1.1.1. Indirect Talk

3.1.1.1.1. Accepting Feelings

Female teachers help students to acknowledge and manage their emotions by creating a safe and supportive classroom environment. We have observed three female teachers who excel in this area. The first teacher encourages shy students, especially when presenting and dealing with teaching and learning strategies. She consistently uses positive language and demonstrates emotional intelligence by knowing when to provide praise and constructive feedback. The second teacher

focuses on managing students' emotions in the classroom and strives to build strong relationships with her students. She is attentive to their individual needs and addresses negative emotions such as shyness and public speaking with care and attention to detail. She also uses personalized approaches, such as giving her students nicknames, to connect with each student on a deeper level. The third teacher acknowledges her students' negative feelings before diving into the lesson material. She incorporates humor related to the lesson content and provides examples that are relevant and relatable. Additionally, she facilitates open discussions and debates to create a comfortable environment for students to express themselves openly.

Female teachers help students to acknowledge and manage their emotions by creating a safe and supportive classroom environment. We have observed three female teachers who excel in this area. The first teacher encourages shy students, especially when presenting and dealing with teaching and learning strategies. She consistently uses positive language and demonstrates emotional intelligence by knowing when to provide praise and constructive feedback. The second teacher focuses on managing students' emotions in the classroom and strives to build strong relationships with her students. She is attentive to their individual needs and addresses negative emotions such as shyness and public speaking with care and attention to detail. She also uses personalized approaches, such as giving her students nicknames, to connect with each student on a deeper level. The third teacher acknowledges her students' negative feelings before diving into the lesson material. She incorporates humor related to the lesson content and provides examples that are relevant and relatable. Additionally, she facilitates open discussions and debates to create a comfortable environment for students to express themselves openly.

3.1.1.1.2. Praises or Encouragements

Female teachers often focus on building strong connections with their students, acknowledging their efforts, and creating a positive classroom environment to improve motivation and engagement. For example, there is a teacher who consistently uses praise, encouragement, and positive reinforcement to motivate her students. In each session, she praises 5 students,

always with a high level of motivation. Her remarks include expressions such as: *"Congratulations on your hard work and dedication! I have no doubt that your efforts will lead to great success. Keep up the great work. You can achieve greatness. Keep pushing forward and rest assured that your hard work will pay off".* While some teachers may not openly praise, they do appreciate and recognize hard work and dedication, regardless of whether they find it significant and view working as a duty.

3.1.1.1.3. Accepting and Using Student's Ideas

Category three involves teachers actively embracing and utilizing students' ideas to refine, develop, and expand on them in a meaningful way. As they integrate more of their own insights, the interaction in terms of quantity and quality flows seamlessly. For example, one teacher consistently incorporates examples from her students, especially the most engaging ones like: she never stops borrowing the funniest examples of her students, to effectively convey messages to the entire class and inspire them to contribute more examples. Another teacher employs student ideas, especially those related to current context and contemporary terminology, as a valuable instructional technique.

3.1.1.1.4. Asking Questions

The teacher leads the conversation by posing a range of questions during the discussion, and the students are able to respond accordingly. The teacher promotes critical thinking and encourages students to challenge their own beliefs. In addition, the teacher nurtures an atmosphere of open dialogue by prompting students to answer questions and voice their perspectives. This approach helps to establish a space where students can learn, develop, and benefit from one another. Teaching is a purposeful endeavor, and as such, the quality of the questions is crucial in aiding students to develop critical thinking skills, deepen their comprehension of the subject matter, and gain confidence in expressing their thoughts. Furthermore, integrating student input into teaching fosters a dynamic and interactive classroom environment that encourages creativity, innovation, and a sense of community

among students. During the process of classroom observation, this action happened with one teacher, where she always asks 6 good qualitative questions; she often gets 3 right answers and makes the active and half of the passive student try and participate.

3.1.1.2. Direct Influence

3.1.1.2.1. Lecturing

It is observed that all the female teachers actively engage in lecturing and explaining to the students. Particularly, in the CM sessions, their approach involves imparting a significant depth of factual knowledge and conveying a substantial amount of information to the students. It is notable that some female teachers tend to adopt a descriptive and narrative style in their lectures, while others prefer to explain and capture facts using various instructional techniques. It is important to consider that the nature of the module plays a significant role in shaping the lecturing techniques employed by the teachers, as these techniques are specifically tailored to enhance the students' understanding of complex concepts and theoretical frameworks.

3.1.1.2.2. Giving Directions

Most female teachers direct their students by assigning homework and tests to assess their progress. It is noticed that the quantity of the tasks triggers the students to participate and achieve because they do what is required from them and share it. This action creates a competitive atmosphere. Notably, it is one of the interactive classrooms in terms of quality and quantity. Female teachers also choose to be more polite, and they request their students to read, write on the table, and present.

3.1.1.2.3. Criticizing or Justifying Authority

Female teachers assert their authority and provide feedback to students in a variety of ways. One method is establishing clear expectations and boundaries in the classroom, creating rules and guidelines for behavior and academic performance. In addition, they may offer written corrective feedback to students,

giving praise and constructive criticism to help them improve their work while recognizing their effort. Effective communication is another way female teachers assert their authority, striking a balance between being approachable and authoritative to foster a positive learning environment. They focus on providing feedback and comments that center on student progress and achievement, rather than their personality, and pay attention to details in their criticism. This approach encourages student respect and engagement, enhancing classroom interaction and participation as students strive to improve themselves.

3.1.1.2.4. Silence or Confusion

The behavior of female teachers in a silent and confused class varies based on their teaching style and approach. In some situations, female teachers employ strategies to engage students and address confusion effectively by telling a story and explaining the background, providing clear and concise explanations, offering additional examples or visual aids. They also encourage student participation through questions or group activities.

3.1.1.3. Student Talk-Response

3.1.1.3.1. In terms of Quantity

Criteria	Teacher N° 01	Teacher N° 02	Teacher N° 03
Number of Student Contributions	Active participation from 45 out of 95 students	Poor participation, only around 10 out of 95 students	Good participation, 55 out of 95 students
Duration of Student's Talk	Approximately 135 minutes out of 270 minutes	Approximately 20 minutes out of 270 minutes	Approximately 165 minutes out of 270 minutes
Student Participation Rate	47% (45 out of 95 students)	10% (10 out of 95 students)	58% (55 out of 95 students)
Types of Contributions	Discussions, questions, analysis, group activities, debates	Limited engagement, few opportunities for questions or input	Student-led presentations, questions, and discussions
Distribution of Talk	Average student talk time approximately 3 minutes	Average student talk time approximately 2 minutes	Average student talk time approximately 3 minutes
Total Combined Talk Time	Approximately 135 minutes (45 students)	Approximately 20 minutes (10 students)	Approximately 165 minutes (55 students)

Table 3. 1.Student Talk-Response In terms of quantity in Female Teachers Classes.

3.1.1.3.2. In Terms of Quality

3.1.1.3.2.1. Teacher N° 01

Excellent quality of participation, students engage deeply in discussions, provide thoughtful insights, and demonstrate a clear and understanding of literature texts, they actively contribute to critical analysis and offer well-reasoned opinions.

3.1.1.3.2.2. Teacher N° 02

Poor quality participation due to the teacher lecture-based approach and the delivery of dense information. Students have limited opportunities to actively engage with the material, their participation mainly involves passive listening rather than active interaction, critical thinking or application of concepts.

3.1.1.3.2.3. Teacher N° 03

Good quality participation. Student-led presentations provide opportunities for active learning, application of teacher methodologies, and demonstration of understanding, students engage in meaningful discussions, ask questions and offer constructive feedback to their peers.

The teacher fosters an environment where students feel empowered to share their ideas and perspectives.

3.1.2. Male Teacher's Observation

3.1.2.1. Indirect Talk

3.1.2.1.1. Accepting Feelings

The observation shows that male teachers accept feelings by mediating conflicts and fostering open communication. They are communicators and leaders in accepting feelings. For example: a student coming late to classroom receive at first harsh feedback from male teacher, followed by sarcastic attitude:

- Student:*I am so sorry sir; it will not happen next time.*
- Teacher: *You could have finished your sleep well; it makes no sense*

coming now!

Male teachers are seen as qualified communicators by telling number of stories, which makes the student feel more stable and calmer. For instance, male teachers tend to tell stories about past days when they used to be at the same place of their students.

3.1.2.1.2. Praising and Encouragement

Male teachers do not use many words that identify praising and encouragement. They always use the same words such as: very good excellent, thank you. Male teacher's dictionary is centered about the previous praising words. In brief male teachers tend to provide less praise and encouragement.

3.1.2.1.3. Accepting and Using Student's Ideas

Male teachers do not accept lot of ideas, it is hard to them to pick and be convinced by their student's ideas. However, during the conducted observation ,one male teacher among the observed teachers often tries to utilize his students' ideas especially the funniest and related ones to the context which provide a dynamic atmosphere and encourages the other students to participate and make lot of attempts in: participating expressing their point of view about the discussed topic illustrating, preparing presentations and do their best while working collaboratively.

3.1.2.1.4 Asking Questions

Male teachers can effectively engage students by asking critical and taughtful questions in the classroom to promote active teaching and learning atmosphere: first teacher always asks a quantity of open ended questions in order to inspire them to be a critical students particularly the cognitive, their attitudes in solving their daily problems in order to enhance their emotional intelligence and critical thinking by always relating it to the studied topics they are dealing with for instance:

- What do you think about the main character's decision in the story?
- Why do we always feel that we have forgotten something?

The students with these kinds of questions pay attention to a neglected process and this extremely is proof of the effective interaction in terms of quality.

The second teacher asks direct individual questions to: keep his students engaged during the session for example:

- *Imene, how do we call this in Arabic?*
- *Houssem,what is the difference between automatic weapons and manual weapons?*

In this teacher's classroom there are always two types of students' reactions whether they block, and the silence become their language, or the challenge spirit raises between them.

The third teacher tend to ask few questions, but he always asks from three to four main questions about the lessens, such as

- *How do you define this and that?*
- *How many types do you think there is ……?*
- *I you were ……what would you do***?**

With this type of question, the students always interact better by being more talkative, they provide quantity of examples and answers, even the passive students interact and try to share their thoughts and ideas to improve themselves and their existence.

3.1.2.2. Direct talk

3.1.2.2.1. Lecturing

Male teachers tend to be more practical than being theoretical, for this reason, lecturing is not a part of their teaching strategies. It is not considered in their classroom interaction in terms of quantity and quality.

3.1.2.2.2. Giving Directions

The observed male teachers often give directions in more concise and less detailed manner. They allow students to figure out the steps themselves. All of them share this strategy in their way of teaching. For example: they present the task and wait for the students to finish the whole assignment. Also, they are more likely to impose appropriate issues where none have been found, then they make themselves less available to provide hints forcing the student to rely on himself and come up with solutions on his own.

3.1.2.2.3. Critisizing or Justifying Authority

Male teachers tend to criticize and justify authority by changing the student behavior from non-acceptable to acceptable pattern also they criticize in more hands off way thus they do not provide step by step guidance and modeling and they do not find justifying authority and justifying with words a key way to gain respect and leader of classroom interaction in terms of quantity and quality.

3.1.2.2.4. Silence or Confusion

In the observed male EFL classrooms, the occurrence of silence or confusion varies based on the teaching methods and classroom dynamics. Teacher One's classroom demonstrates minimal silence or confusion, with 50 out of 95 students actively contributing and engaging in discussions for about 180 minutes (about 3 hours) of the 270-minute class. The interactive environment and the teacher's thought-provoking questions ensure continuous dialogue and prompt resolution of any potential confusion. Teacher Two's classroom, despite a high participation rate of 63% and 200 minutes (about 3 and a half hours) of student talk, faces some risk of confusion due to the spontaneous nature of contributions, which might sometimes lack depth. This can lead to brief moments of confusion, although the overall high engagement levels help in quickly overcoming these. Teacher Three's classroom, with a 47% participation rate and 120 minutes (about 2 hours) of student talk, experiences occasional silence and confusion. Although the supportive environment encourages frequent participation, the mixed quality of contributions, often

superficial and marked by grammatical errors, suggests that some confusion might not be fully resolved during class.

Overall, while all three male teachers largely minimize silence, the quality and depth of student contributions significantly influence the extent to which confusion is addressed or perpetuated.

3.1.2.3. Student Talk Response

3.1.2.3.1. In Terms of Quantity

Criteria	Teacher N° 01	Teacher N° 02	Teacher N° 03
Number of Student Contributions	Approximately 50 out of 95 students actively contribute, totaling approximately 50 contributions.	About 60 contributions made by students.	Around 45 contributions during the 270-minute class.
Duration of Student Talk	Approximately 180 minutes out of 270 minutes.	Approximately 200 minutes out of 270 minutes.	Approximately 120 minutes out of 270 minutes.
Student Participation Rate	Approximately 53% (50 out of 95 students).	Approximately 63% (60 contributions from a class of 95 students).	Approximately 47% (45 contributions from a class of 95 students).
Types of Contributions	Asking questions, offering insights, engaging in discussions, providing examples, and sharing personal experiences related to cognitive psychology topics.	A mix of questions, answers, personal insights, and discussions.	A mix of questions, answers, and discussions; students ask questions about specific topics, answer the teacher's queries, and participate in discussions despite occasional grammatical mistakes.
Distribution of Talk	Student talk is evenly distributed, with each student contributing multiple times. Average student talk time is approximately 4 minutes.	Contributions coming from a large portion of the class, with talk time evenly distributed and average student talk time of 4minutes	Interaction is distributed across various students, though some may participate more actively. Average student talk time is approximately 3 minutes.

Table 3. 2.Student Talk in Terms of Quantity in Male Teachers Classes

3.1.2.3.2. In Terms of Quality

3.1.2.3.2.1. Teacher N°01

Excellent quality, students actively engage with the material, driven by the teacher's thought- provoking cognitive questions. Contributions include insightful analysis, critical thinking, and thoughtful discussions. The teacher's approach stimulates deep engagement and encourages students to delve into complex concepts, resulting in high-quality participation.

3.1.2.3.2.2. Teacher N°02

High quality, students actively engage, feeling comfortable due to the teacher's mixture of humor and serious command. Participation includes spontaneous contributions, questions, answers, and discussions. Students frequently code-switch and are not afraid to make mistakes. They foster a dynamic and inclusive learning environment. However, while engagement is high, some contributions may lack depth due to the spontaneous nature of participation.

3.1.2.3.2.3. Teacher N°03

Mixed quality. The teacher's grammatical errors encouraged students to make mistakes and actively participate. Participation includes questions, answers, and discussions, but lacks depth and critical thinking. Students are comfortable participating, which fosters frequent but sometimes superficial contributions.They minimize silence; the quality and depth of student contributions significantly influence the extent to which confusion is addressed or perpetuated.

3.2. Presentation and Analysis of the Questionnaire:

3.2.1. Category One : Background Information:

3.2.1.1. Gender Distribution:

Gender	Participants	Percentage	Mean
Male	16	36.36%	2.25
Female	28	63.64%	2.5
Global	45	100%	2.36

Table 3. 3. Gender Distribution

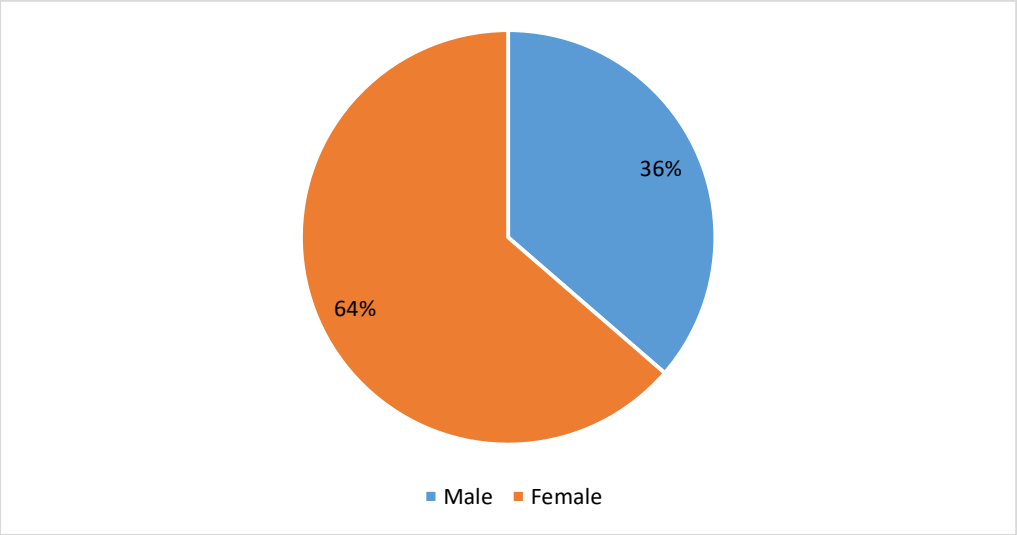


Figure 3. 1.Gender Distribution

The data shows that there is a higher proportion of female participants (63.64%) compared to male participants (36.36%). This indicates that females are more represented in the study sample than males. Such a distribution might have implications for the overall findings and interpretations of the study, especially if gender-related factors are under investigation.

It's important to note that the gender distribution in research samples can influence the generalizability of findings. In this case, with a higher representation of females, the study may have a stronger focus on female perspectives or experiences, potentially affecting the breadth of conclusions drawn.

3.2.1.2. Age Distribution

Age	Participants	Percentage	Mean
20 years old	41	91.11%	3
21 years old	4	8.89%	2
Global	45	100%	2.91

Table 3. 4. Age Distribution

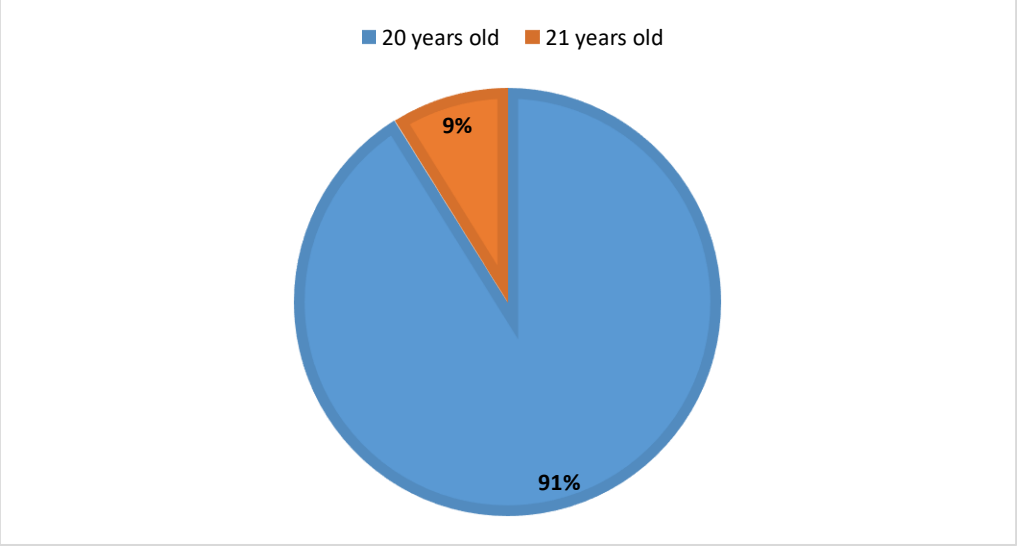


Figure 3. 2. Age Distribution

The data indicates a significant majority of participants, 91.11%, are 20 years old, while only 8.89% are 21 years old. This distribution suggests that most participants in the study fall within the 20- year-old age group.

Such an age distribution can impact the interpretation of results, especially if age-related factors are being explored. For instance, the perspectives, experiences, or challenges reported by 20-year- olds may dominate the findings compared to those of 21-year-olds due to their higher representation in the sample.

3.2.1.3. Academic Major

English Language: 45 out of 45 participants (100%)

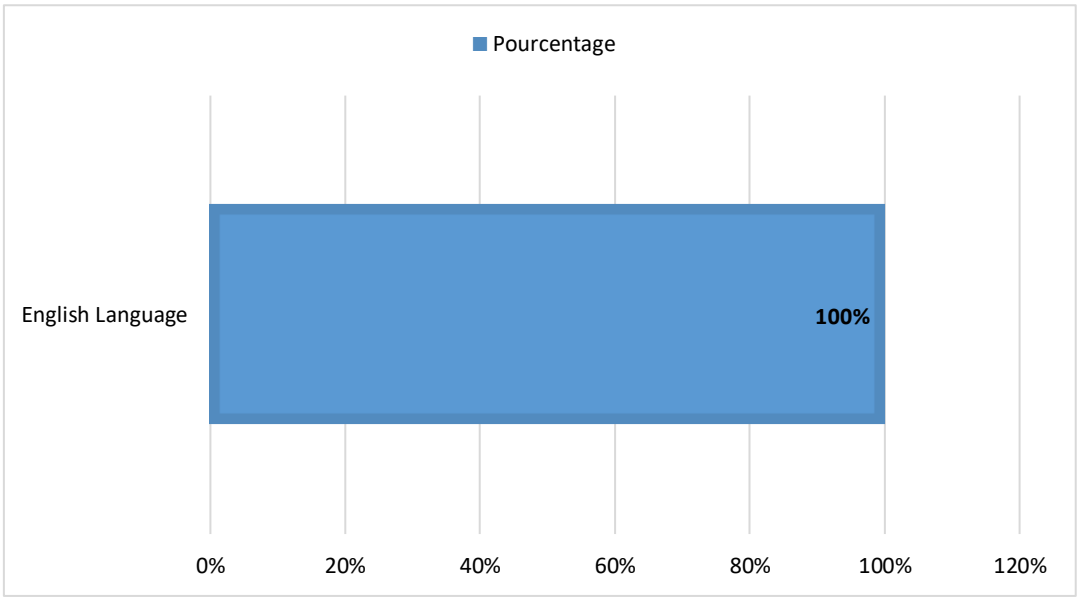


Figure 3. 3.Academic Major of the Participants

The data shows that all participants (100%) have chosen English Language as their academic major. This indicates a homogeneous sample in terms of academic background, as all participants are studying English Language.

Such homogeneity in academic major can be beneficial for the study, particularly if the research focuses specifically on aspects related to English Language learning or teaching. It ensures that the insights and perspectives gathered from the participants are directly relevant to the study's focus area.

However, it is essential to acknowledge that the findings may be limited in terms of generalizability to students from different academic majors. If the study aims to make broader conclusions or comparisons across different disciplines, the homogeneity in academic major could be a limiting factor.

3.2.1.4. Reasons for Choosing to Study English

Suggested Answers	Participants	Percentage	Mean
To get a job	19	42.22%	5
To travel abroad	6	13.33%	4
To be able to interact with native speakers	8	17.78%	3
For pleasure	3	6.67%	2
It was not your choice	9	20%	1
Others (please specify)	None mentioned	0%	0
Global	45	100%	3.51

Table 3. 5.Reasons for Choosing to Study English

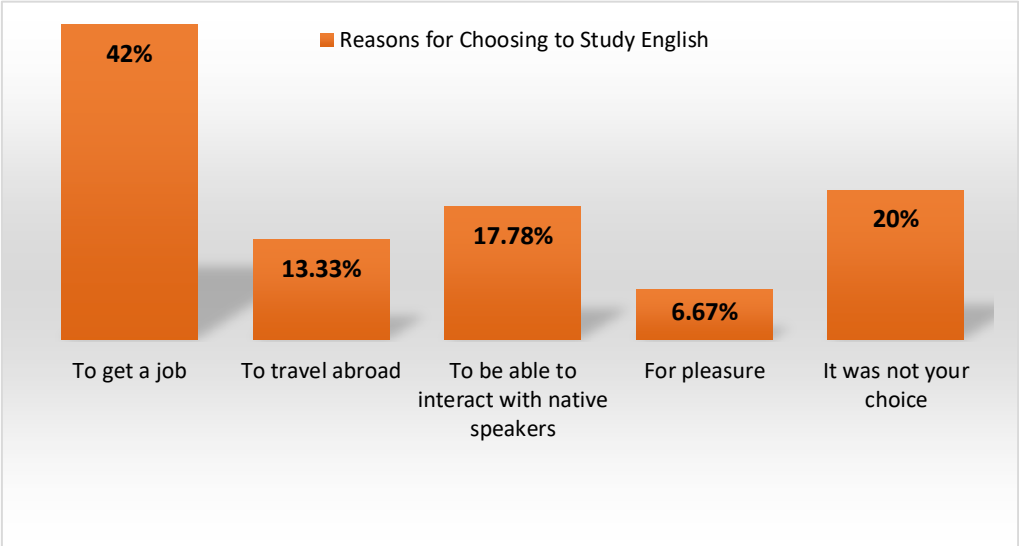


Figure 3. 4. Reasons for Choosing to Study English

Most participants (42.22%) indicated that they chose to study English to get a job. This suggests that a significant portion of the participants views English language proficiency as essential for their future career prospects. Additionally, a notable percentage (17.78%) mentioned that they chose English to be able to interact with native speakers, indicating an interest in language acquisition for communication purposes.

On the other hand, a smaller percentage mentioned studying English for travel purposes (13.33%) or for pleasure (6.67%). This indicates that while some participants have specific personal motivations for learning English, such as travel or enjoyment, the predominant motivation is practical and career oriented.

It's also worth noting that a significant percentage (20%) mentioned that studying English was not their choice, suggesting that external factors or requirements may have influenced their academic path.

Overall, the analysis shows a diverse range of motivations for studying English, with career prospects being the most common driving factor among the participants.

3.2.1.5. Difficulties Faced When Learning English

Suggested Answers	Participants	Percentage (%)	Mean
Public Speaking	10	22.22	5
Participation	17	37.78	5
Pronunciation	2	4.44	4
Lack of vocabulary	4	8.89	3
Accepting the specialty	1	2.22	2
None	4	8.89	1
Global	45	100%	3.58

Table 3. 6. Difficulties Faced When Learning English

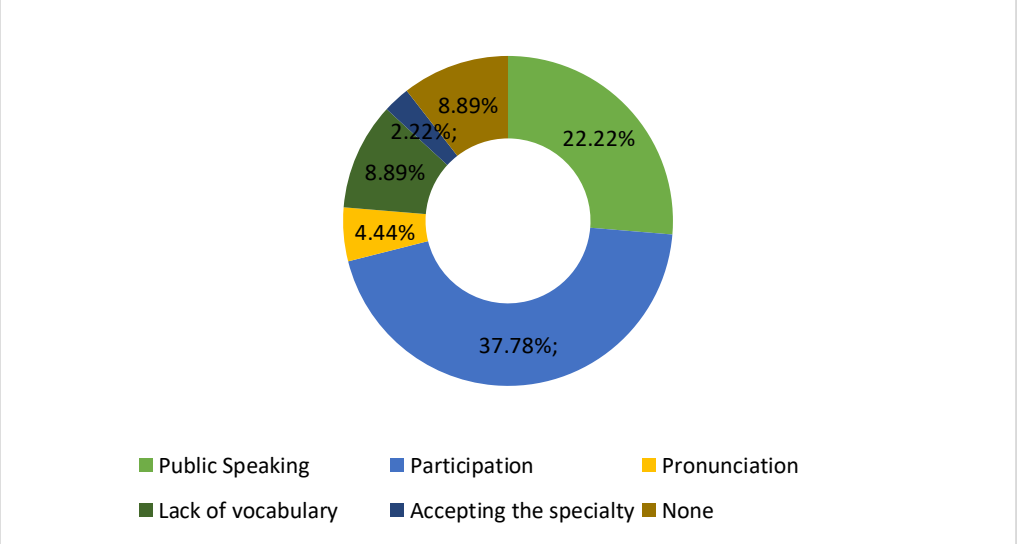


Figure 3. 5. Difficulties Faced When Learning English

When asked about the difficulties faced when learning English, the most common challenge reported by participants was participation (37.78%), indicating that a significant portion of students struggles with actively engaging in language learning activities. Public speaking also emerged as a notable difficulty (22.22%), highlighting issues related to verbal communication and presentation skills in English.

Pronunciation and lack of vocabulary were mentioned by smaller percentages of participants (4.44% and 8.89% respectively), suggesting specific linguistic challenges that some students encounter during their language learning journey.

Interestingly, a few participants mentioned difficulties related to accepting the specialty (2.22%), which could refer to challenges related to understanding or adapting to the specialized terminology or concepts within the field of English language study.

It's worth noting that a small percentage of participants (8.89%) indicated that they did not face any difficulties in learning English, which could reflect varying levels of confidence or proficiency among the participants.

Additionally, when considering difficulties based on specific modules:

Suggested Answers	Participants	Percentage (%)	Mean
Academic Writing	2	4.44	3
Linguistics	3	6.67	2
Reading and Listening	2	4.44	1
Global	7	15,55	2

Table 3. 7. Modules You Find Difficulties in

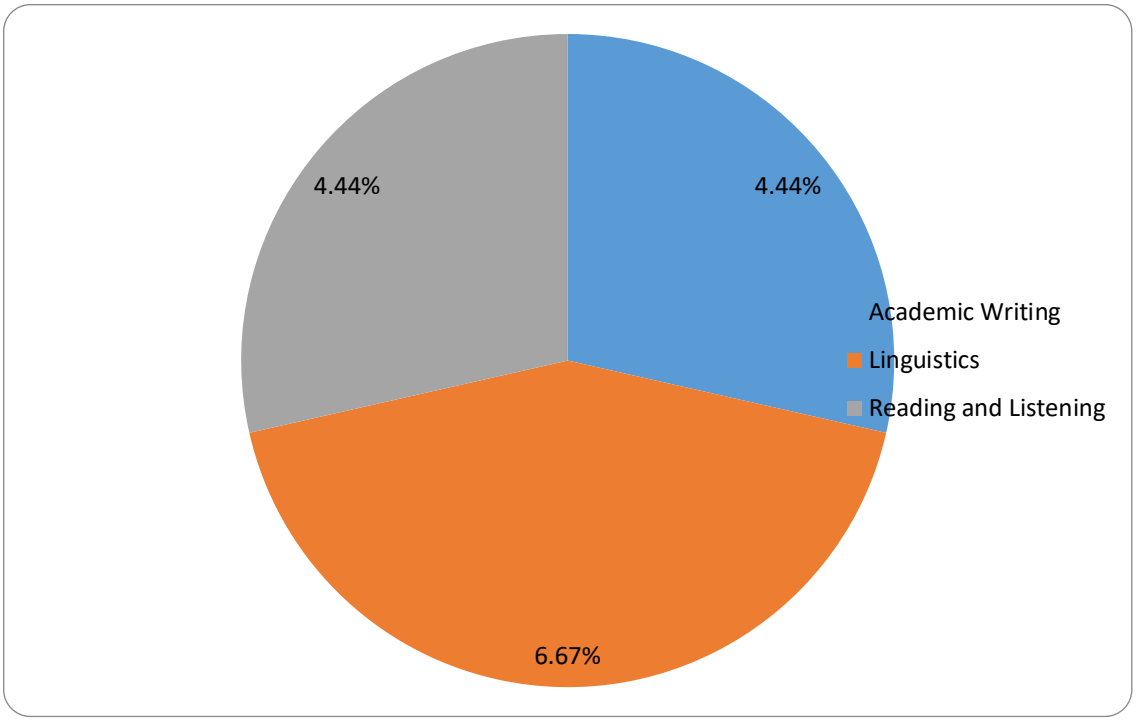


Figure 3. 6.Modules You Find Difficulties in

These module-specific challenges provide insights into areas where students may encounter particular obstacles within the academic study of English.

Overall, the analysis reveals a range of difficulties faced by students when learning English, with issues related to participation and public speaking being the most prominent.

3.2.1.6. Methods to Improve English Level

Suggested Answers	Participants	Percentage (%)	Mean
Watch movies	15	33.33	5
Listen to songs	11	24.44	4
Practice with friends	5	11.11	3
Interact with native speakers	7	15.56	2
Participate in the classroom	6	13.33	1
Others (listen to podcasts)	1	2.22	0
Global	45	100%	3.42

Table 3. 8.Methods to Improve English Level

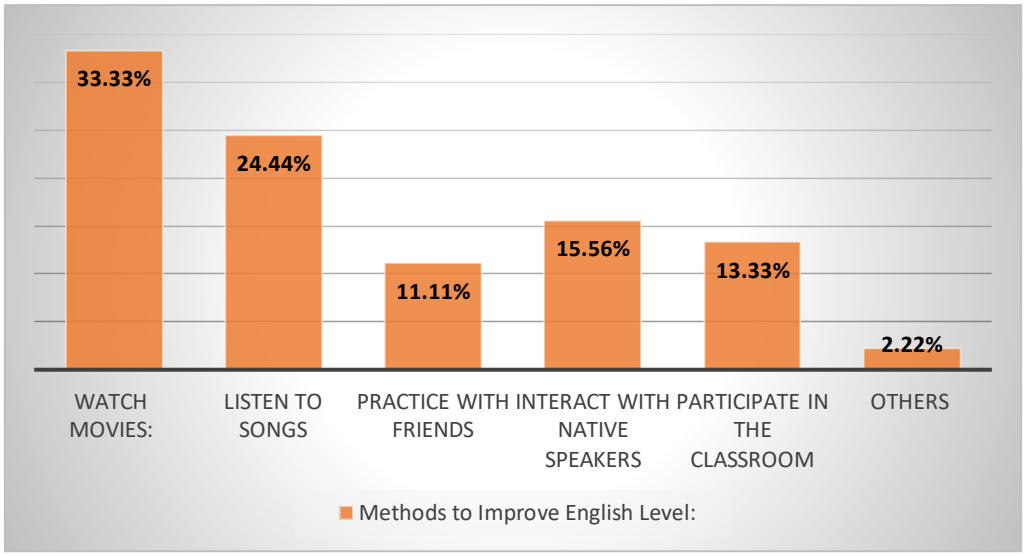


Figure 3. 7.Methods to Improve English Level

The most common method chosen by students to improve their English level was watching movies (33.33%), indicating a preference for immersive language learning experiences through audio- visual media. Listening to songs was also a popular choice (24.44%), highlighting the use of music as a tool for language acquisition.

Some students mentioned practicing with friends (11.11%) as a method to enhance their English skills, emphasizing the importance of peer interactions in language learning. Additionally, a notable percentage of participants expressed a

desire to interact with native speakers (15.56%), showing an interest in authentic language use and cultural exchange.

Classroom participation (13.33%) was also mentioned as a strategy for improving English proficiency, underscoring the role of active engagement in language learning activities within educational settings.

Other methods, such as listening to podcasts (2.22%), were less commonly mentioned but still represent alternative approaches that students use to enhance their language abilities.

This analysis reflects a variety of strategies employed by students to improve their English level, highlighting the diverse learning preferences and approaches within the participant group.

3.2.2. Category Two: Classroom Interaction and Participation:

You do like to participate (ask/answer questions) in the classroom because:

3.2.2.1. *You Want to Seek Information or Clarification*

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	29	64.44	3
Neutral	9	20.00	2
Strongly disagree	7	15.56	1
Global	45	100%	2.49

Table 3. 9.Seeking Information or Clarification

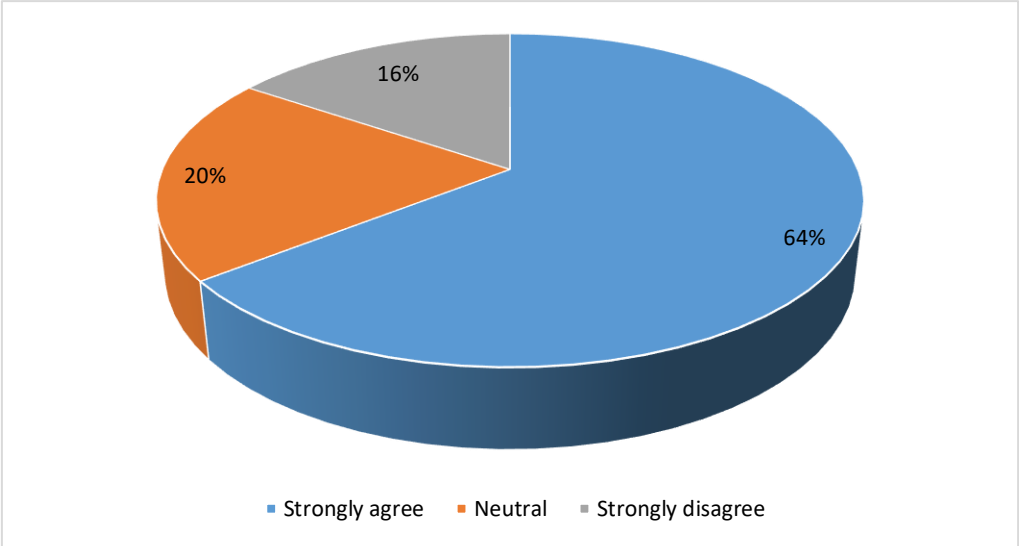


Figure3. 8.Seeking Information or Clarification

3.2.2.1.1. Strongly Agree:

A substantial majority of participants, comprising over half of the total participants (24 out of 45), strongly agreed that they would be scored for their participation. This indicates a high level of awareness or expectation among these participants regarding the assessment of their classroom participation.

3.2.2.1.2. Neutral:

A notable portion of participants (13 out of 45) chose the neutral option, indicating a lack of strong opinion or uncertainty regarding whether they would be scored for their participation. This group may include individuals who are unsure about the assessment criteria or those who have varying experiences with participation scoring.

3.2.2.1.3. Strongly Disagree:

A minority of participants (8 out of 45) strongly disagreed with the statement, signaling a clear opposition or disbelief in the concept of being scored for participation. These participants may hold different beliefs about the role of participation in their learning outcomes or may feel that participation should not be graded.

Overall, the analysis reflects a spectrum of attitudes and perceptions among the participants regarding the scoring of participation in the classroom. While a majority show a strong agreement with the idea, a significant portion remains neutral or disagrees, highlighting the diversity of perspectives on this aspect of academic assessment.

3.2.2.2 .*You Will Be Scored for Your Participation*

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	24	53.3	3
Neutral	13	28.9	2
Strongly disagree	8	17.8	1
Global	45	100	2.36

Table 3. 10.You Will Be Scored for Your Participation

Overall, the majority of participants (approximately 53.3%) strongly agreed that they would be scored for their participation, while a significant portion (28.9%) chose the neutral option. Only a small percentage (17.8%) strongly disagreed with the statement.

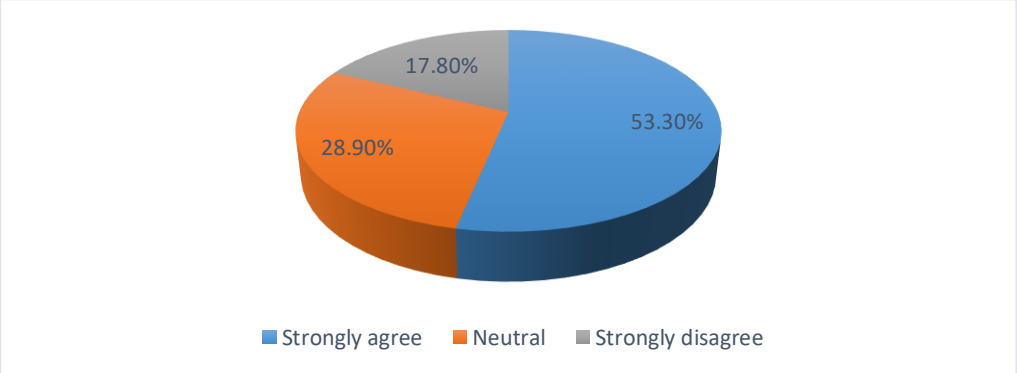


Figure3. 9.You Will Be Scored for Your Participation

3.2.2.2.1. Strongly Agree

The majority of participants (27 out of 45) strongly agreed that it is impolite for a teacher to ask a question multiple times and receive no answer. This strong agreement suggests that these participants prioritize responsiveness and active engagement in the classroom.

3.2.2.2.2. Neutral

A portion of participants (10 out of 45) selected the neutral option, indicating a lack of strong opinion or uncertainty about whether it is impolite for a teacher to ask multiple times without getting a response. These individuals may have varying perspectives on classroom etiquette and teacher-student interactions.

3.2.2.2.3. Strongly Disagree

A minority of participants (8 out of 45) strongly disagreed that it's impolite for a teacher to ask many times without receiving an answer. This group may believe that students should have the freedom to respond at their own pace or that repeated questioning is a valid teaching strategy.

In summary, the analysis reveals that a significant majority of participants strongly feel that it's impolite for a teacher to ask a question repeatedly without getting a response. This sentiment reflects a value for active participation and respectful communication in the classroom. However, there are also participants who hold neutral or opposing views, highlighting the diversity of perspectives on teacher-student interactions.

3.2.2.3. You Feel it's Impolite that the Teacher Has Asked Many Times and He ReceivedNo Answer

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	27	60.0	3
Neutral	10	22.2	2
Strongly Disagree	8	17.8	1
Global	45	100%	2.42

Table 3. 11. Feeling of Impoliteness When Not Responding to Teacher

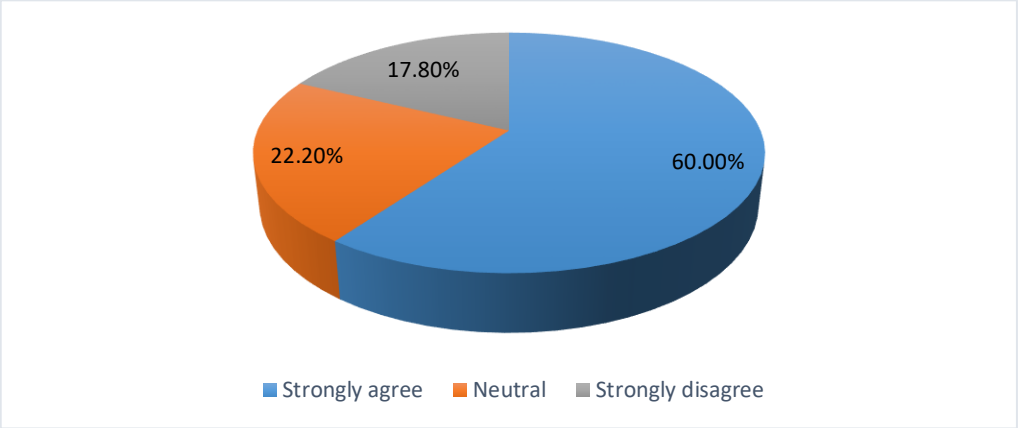


Figure 3. 10.Feeling of Impoliteness When Not Responding to Teacher

3.2.2.3.1. Strongly Agree

A majority of the participants (27 out of 45) strongly agree that it's impolite for a teacher to repeatedly ask a question without receiving an answer. This indicates a strong sentiment among participants that such behavior from a teacher is considered inappropriate or discourteous.

3.2.2.3.2. Neutral

A portion of participants (10 out of 45) chose the neutral option, indicating a lack of strong opinion or ambivalence regarding whether it's impolite for the teacher to ask multiple times without getting an answer. These participants may not strongly perceive this behavior as impolite or may have mixed feelings about it.

3.2.2.3.3. Strongly Disagree

A minority of participants (8 out of 45) strongly disagree that the teacher's repeated questioning without receiving an answer is impolite. This group may believe that such behavior is acceptable or necessary in certain teaching contexts, or they may have different expectations regarding classroom interactions.

In summary, the majority of participants strongly agree that it is impolite for a teacher to ask many times without getting an answer. However, there are also participants with neutral and opposing views, displaying a range of perspectives on what constitutes polite or acceptable behavior in teacher-student interactions.

3.2.2.4 . *The Topic Interests You and You Just Want to Contribute to the Conversation:*

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	32	71.1	3
Neutral	10	22.2	2
Strongly disagree	3	6.7	1
Global	45	100%	2.64

Table 3. 12.Topic Interesting You

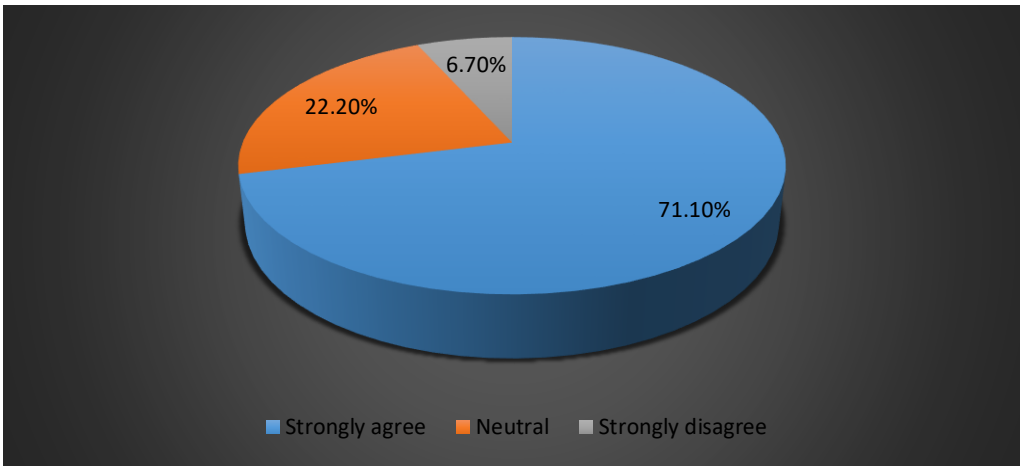


Figure 3. 11. Topic Interesting You

3.2.2.4.1. Strongly Agree

The majority of participants (32 out of 45) strongly agree that they are interested in the topic and want to contribute to the conversation. This indicates a high level of engagement and enthusiasm among participants regarding the discussed topic.

3.2.2.4.2. Neutral

A portion of participants (10 out of 45) chose the neutral option, indicating a lack of strong opinion or ambivalence regarding their interest in the topic and desire to contribute to the conversation. These participants may have varying levels of interest or may not feel strongly about actively participating.

3.2.2.4.3. Strongly Disagree

A small number of participants (3 out of 45) strongly disagree that the topic interests them and that they want to contribute to the conversation. This group may have little interest in the topic or may not feel inclined to actively engage in the discussion.

In summary, a significant majority of participants strongly agree that they are interested in the topic and eager to contribute to the conversation. This indicates a high level of engagement and motivation among participants regarding the subject

matter discussed.

3.2.2.5 *The Teacher Encourages You to Participate*

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	27	60.0	3
Neutral	11	24.4	2
Strongly Disagree	7	15.6	1
Global	45	100%	2.44

Table 3. 13.The Teacher Encourages You to Participate

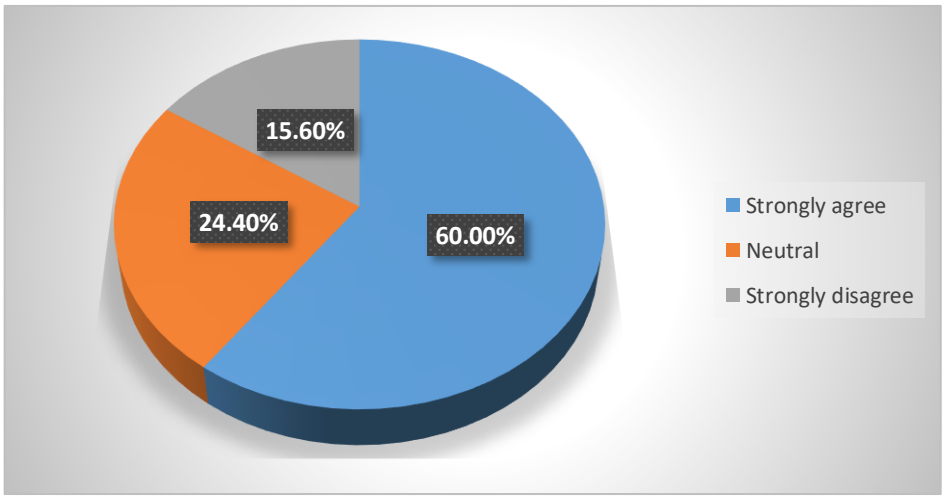


Figure 3. 12.The Teacher Encourages You to Participate

3.2.2.5.1. Strongly Agree

Most participants (27 out of 45) strongly agree that the teacher encourages them to participate. This suggests that a significant portion of students feel motivated and supported by the teacher to engage actively in classroom activities and discussions.

3.2.2.5.2. Neutral

A notable portion of participants (11 out of 45) chose the neutral option, indicating a lack of strong opinion or ambivalence regarding whether the teacher encourages their participation. These participants may have varying experiences or perceptions of teacher encouragement in the classroom.

3.2.2.5.3. Strongly Disagree

A minority of participants (7 out of 45) strongly disagree that the teacher encourages them to participate. This suggests that some students feel less motivated or supported by the teacher in terms of participation, which could impact their engagement levels in classroom activities.

In summary, while a significant number of participants strongly agree that the teacher encourages them to participate, there is also a notable portion of participants who chose the neutral option, indicating varying perceptions or experiences regarding teacher encouragement. Additionally,a minority of students strongly disagree with the statement, indicating a perceived lack of encouragement from the teacher to participate.

3.2.2.6.You Like the Module

Suggested Answers	Participants	Percentage (%)	Mean
Strongly agree	33	73.3	3
Neutral	9	20.0	2
Strongly disagree	3	6.7	1
Global	45	100%	2.67

Table 3. 14. You Like the Module

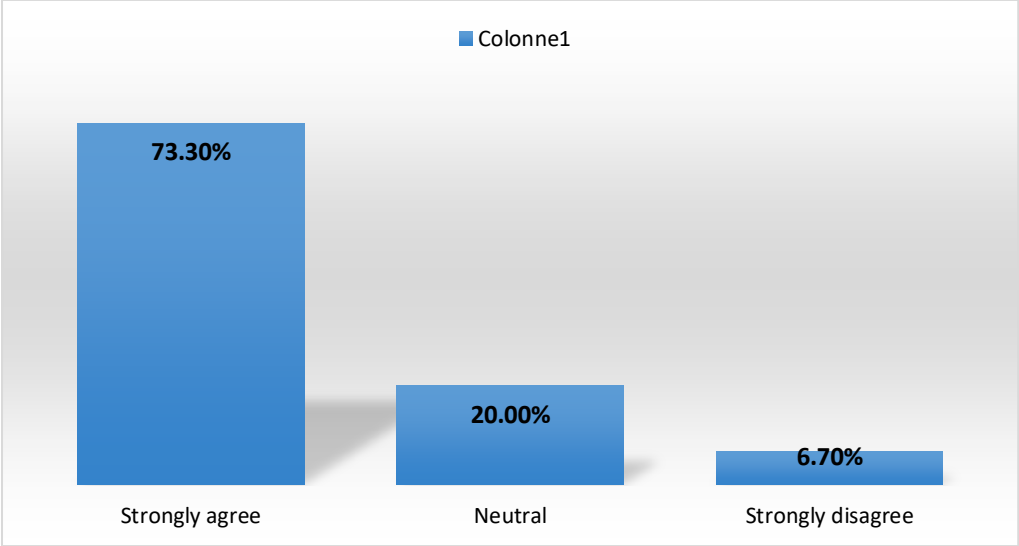


Figure 3.13. You Like the Module

3.2.2.6.1. Strongly Agree

The majority of participants (33 out of 45) strongly agree that they like the module. This indicates a high level of satisfaction and interest among students regarding the content or structure of the module they are studying.

3.2.2.6.2. Neutral

A significant portion of participants (9 out of 45) chose the neutral option, indicating a lack of strong opinion or ambivalence regarding their liking of the module. These students may have mixed feelings or varying levels of satisfaction with certain aspects of the module.

3.2.2.6.3. Strongly Disagree

A small minority of participants (3 out of 45) strongly disagree that they like the module. This suggests that a few students have a strong negative opinion or dissatisfaction with the module they are studying.

In summary, the majority of participants strongly agree that they like the module, indicating a high level of satisfaction and interest. However, there is also a

significant portion of participants who chose the neutral option, suggesting varying degrees of opinion or ambivalence, and a small minority who strongly disagree with liking the module, indicating dissatisfaction or dislike aspects of the module.

3.2.2.7. *You Like the Teacher No Matter What Module It Is*

Suggested Answers	Participants	Percentage (%)	Mean
Strongly Agree	22	48.9	3
Neutral	11	24.4	2
Strongly Disagree	12	26.7	1
Global	45	100%	2.22

Table 3. 15.You Like the Teacher No Matter What Module It Is

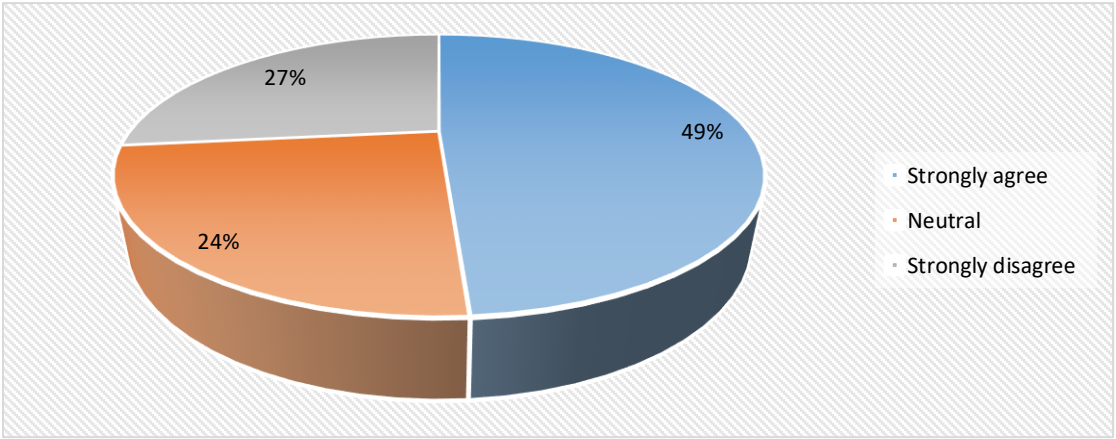


Figure 3. 14. You Like the Teacher No Matter What Module It Is

3.2.2.7.1. Strongly Agree

Almost half of the participants (22 out of 45) strongly agree that they like the teacher regardless of the module being taught. This indicates that these students have a high level of admiration or positive regard for the teacher, independent of the specific subject matter.

3.2.2.7.2. Neutral

A significant portion of (11 out of 45) chose the neutral option. This suggests that these students do not have strong feelings one way or the other about the teacher, indicating ambivalence or mixed opinions.

3.2.2.7.3. Strongly Disagree

A notable minority of participants (12 out of 45) strongly disagree with the statement. This suggests that these students have a strong negative opinion about the teacher, irrespective of the module being taught.

3.2.3. Category Three : Teacher's Gender and Classroom Interaction:

3.2.3.1. You Think That Your Teacher's Gender Might Influence Classroom Interaction:

Suggested Answers	Participants	Percentage (%)	Mean
Yes	18	40.0	3
No	10	22.2	2
No Difference	17	37.8	1
Global	45	100%	2.02

Table 3. 16.You Think That Your Teacher's Gender Might Influence Classroom Interaction

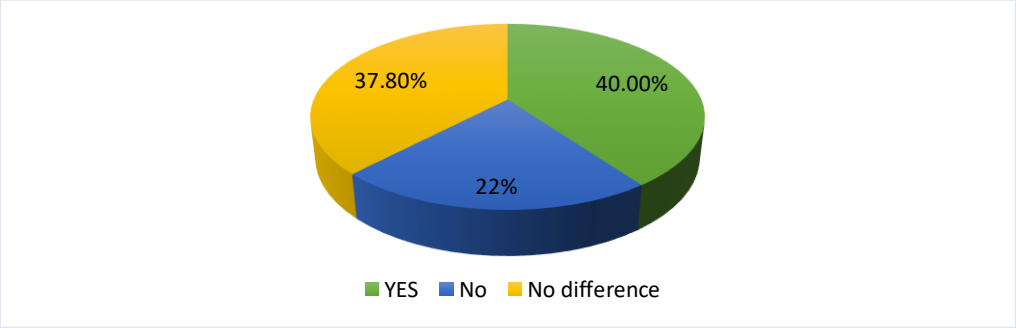


Figure 3. 15. You Think That Your Teacher's Gender Might Influence Classroom Interaction

3.2.3.1.1. Yes

Out of 45 participants, 18 believe that the gender of the teacher influences classroom interaction. This indicates that a significant portion of students perceives gender as a factor

Affecting how interactions occur within the classroom. These students might feel that male and female teachers bring different approaches or dynamics that impact their willingness or manner of participating.

3.2.3.1.2. No

10 Students do not believe that the teacher's gender influences classroom interaction. This group of students perceives other factors as more influential than gender, such as teaching style, teacher personality, or the subject matter itself.

3.2.3.1.3. No Difference

17 Students feel that there is no difference in classroom interaction based on the teacher's gender. This perspective suggests that these students see the classroom environment and interaction as independent of whether the teacher is male or female, indicating that they may value the professional role over the gender identity of the teacher

3.2.3.2. *Do You Believe That the Gender of the Teacher Affects the Effectiveness of Teaching Strategies in English Classes?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	19	42.2	3
No	21	46.7	2
No Difference	5	11.1	1
Global	45	100%	2.31

Table 3. 17. Do You Believe That the Gender of the Teacher Affects the Effectiveness of Teaching Strategies in English Classes

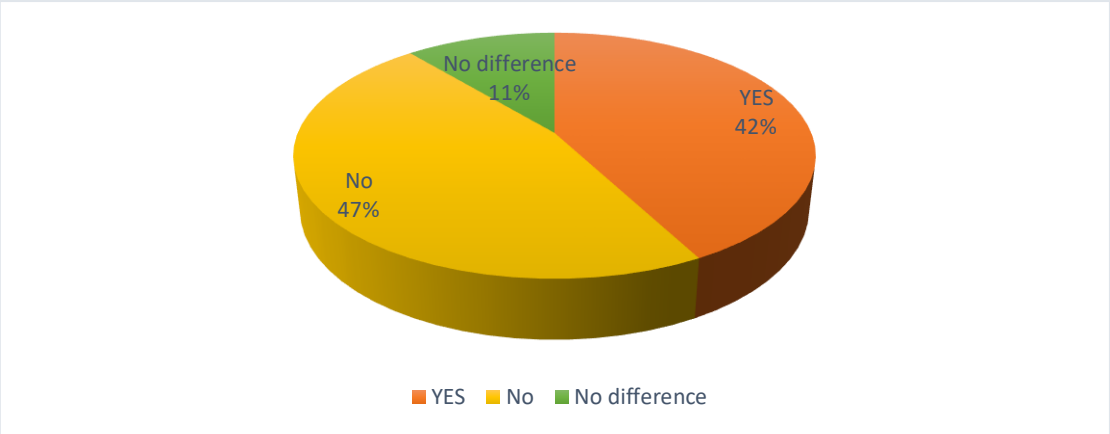


Figure 3. 16. Do You Believe That the Gender of the Teacher Affects the Effectiveness of Teaching Strategies in English Classes

3.2.3.2.1. Yes

Out of 45 participants, 19 believe that the gender of the teacher affects the effectiveness of teaching strategies in English classes. This indicates that a significant portion of students perceives that male and female teachers might employ different strategies or approaches that could impact their learning experience and outcomes.

3.2.3.2.2. No

21 Students do not believe that the gender of the teacher affects the effectiveness of teaching strategies. This suggests that these students see the effectiveness of teaching strategies as being independent of the teacher's gender, focusing more on the individual teacher's skills, methods, and overall teaching competence.

3.2.3.2.3. No Difference

5 Students feel that there is no difference in the effectiveness of teaching strategies based on the teacher's gender. This perspective implies that these students believe that teaching strategies are universally applicable and effective regardless of whether the teacher is male or female.

3.2.3.3. *Have You Noticed any Differences in Teaching Strategies Employed by Male and Female English Teachers?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	31	68.9	3
No	10	22.2	2
No Difference	4	8.9	1
Global	45	100%	2.6

Table 3. 18.Differences Noticed in Teaching Strategies Employed by Male and Female English Teachers

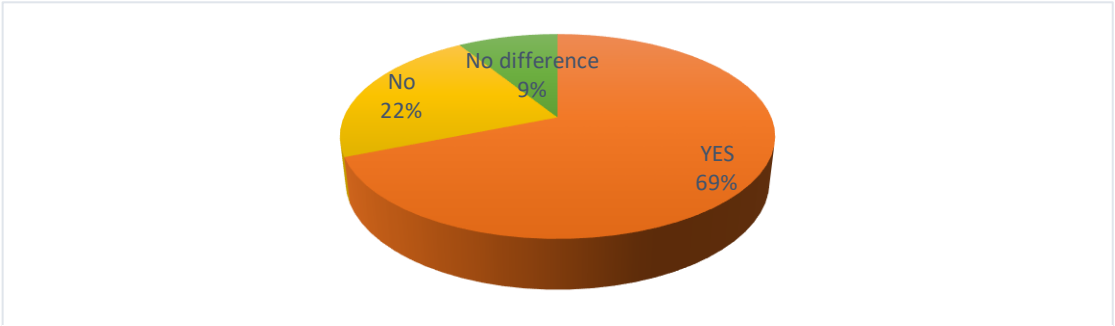


Figure 3. 17.Differences Noticed in Teaching Strategies Employed by Male and Female English Teachers

3.2.3.3.1. Yes

Out of 45 participants, 31 have noticed differences in teaching strategies employed by male and female English teachers. This significant majority indicates that many students perceive distinct approaches taken by teachers of different genders. These differences could be in terms of communication styles, classroom management, use of teaching aids, methods of student engagement, or other pedagogical techniques.

3.2.3.3.2. No

10 Students have not noticed any differences in the teaching strategies of male and female teachers. This suggests that these students either do not perceive gender-based variations or believe that individual teacher differences overshadow any gender-related trends in teaching strategies.

3.2.3.3.3. No Difference

4Students believe there is no difference in teaching strategies between male and female teachers. This perspective implies a view that teaching strategies are standardized and effective regardless of the teacher's gender, or that any perceived differences are negligible.

3.2.3.4. You Think Students Interact Differently with Male and Female Teachers

Suggested Answers	Participants	Percentage (%)	Mean
Yes	10	22.7	3
No	22	50.0	2
No Difference	12	27.3	1
Global	44	100%	1.95

Table 3. 19. Students Interact Differently with Male and Female Teachers

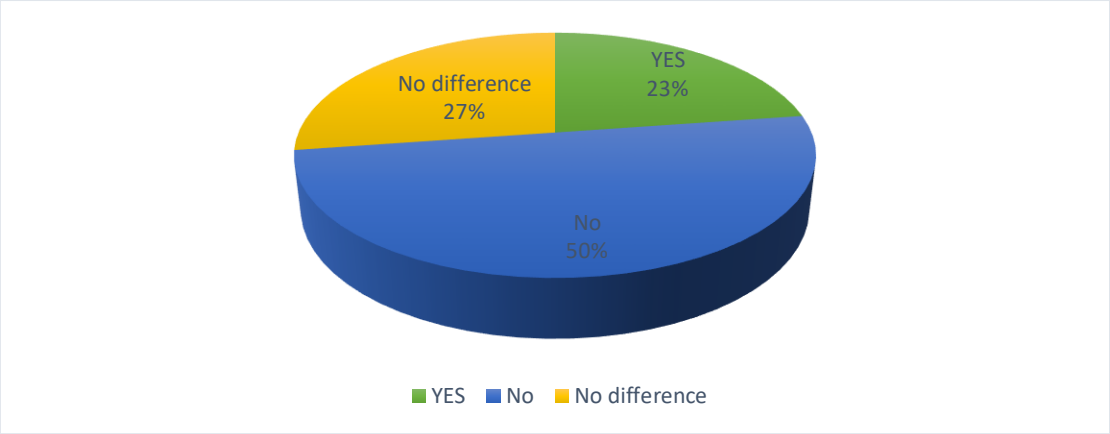


Figure 3. 18. Students Interact Differently with Male and Female Teachers

3.2.3.4.1. Yes

Out of 44 participants, 10 believe that students interact differently with male and female teachers. This indicates that a minority of students perceive a variance in their own or their peers' behavior depending on the teacher's gender. This perception could be influenced by societal norms, cultural expectations, or personal experiences that shape how students engage with male versus female authority figures.

3.2.3.4.2.No

22 Students think there is no difference in how students interact with male and female teachers. This represents half of the participants, suggesting that many students do not perceive their interactions with teachers to be influenced by the teacher's gender. These students might focus more on the teacher's personality, teaching style, or competence rather than their gender.

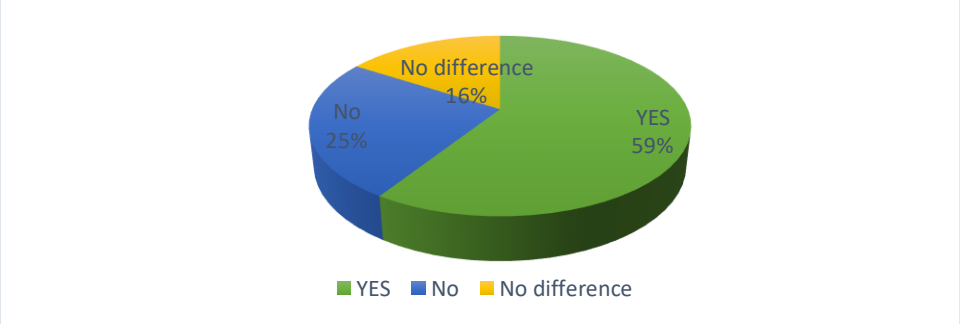
3.2.3.4.3.No Difference

12 Students see no difference in student interactions with male and female teachers. This group likely believes that interactions are driven by factors other than gender, such as the teaching environment, the subject matter, or individual student-teacher relationships.

3.2.3.5. *Have You Observed Any Differences in the Way Male and Female Teachers Interact With Students During Class Discussions?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	26	59.1	3
No	11	25.0	2
No Difference	7	15.9	1
Global	45	100%	2.38

Table 3. 20.Differences Observed in the Way Male and Female Teachers Interact



2.Figure 3. 19. Differences Observed in the Way Male and Female Teachers Interact

3.2.3.5.1. Yes

Out of 44 participants, 26 have observed differences in how male and female teachers interact with students during class discussions. This majority indicates that a significant portion of students perceive varying interaction styles based on the teacher's gender. These differences could manifest in communication styles, teaching approaches, or the dynamics of classroom discourse.

3.2.3.5.2. No

11 Students have not observed any differences. This group believes that male and female teachers interact with students in similar ways during class discussions. Their perception may stem from experiencing consistent teaching practices or having teachers who consciously avoid gender- based differences in interaction.

3.2.3.5.3. No Difference

7 Students see no difference in how male and female teachers interact during class discussions. This group likely believes that any observed variations are not significant or do not align with gender stereotypes. They may focus more on the content of discussions rather than the manner of interaction.

3.2.4. Category Four: Gender and Classroom Interaction in Terms of Quantity and Quality

3.2.4.1. *Do you feel that the Quantity of Interaction Differs Based on the Teacher's Gender?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	13	31.0	3
No	20	47.6	2
No Difference	12	28.6	1
Global	45	100%	2.02

Table 3. 21.The Quantity of Interaction Differs Based on the Teacher's Gender

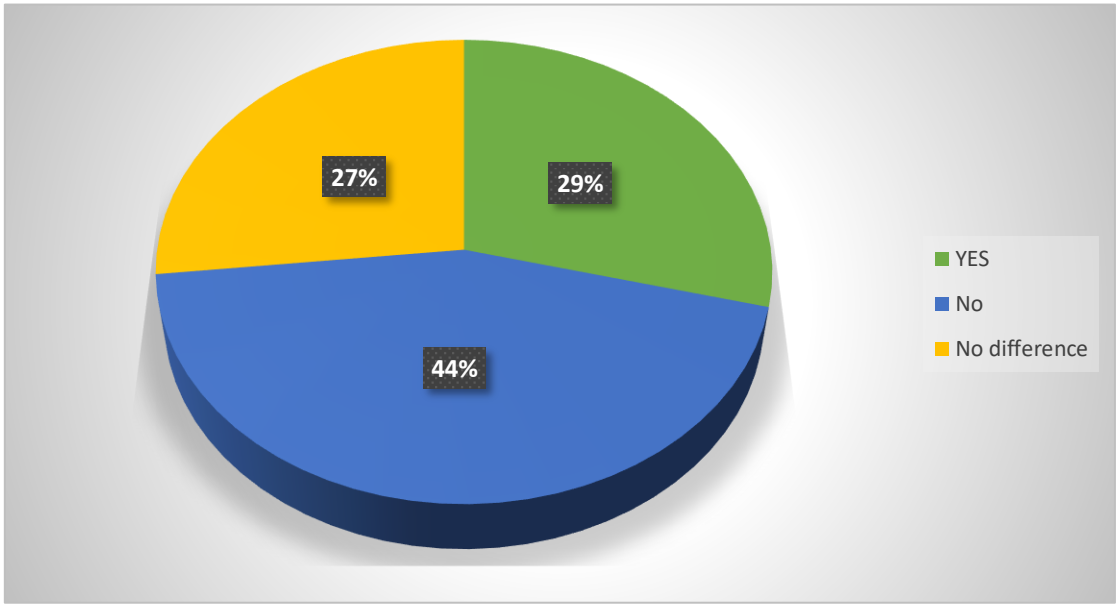


Figure 3. 20.The Quantity of Interaction Differs Based on the Teacher's Gender

3.2.4.1.1. Yes

13 Out of 45 participants feel that the quantity of interaction differs based on the teacher's gender. This group perceives variations in how much interaction occurs in classrooms led by male and female teachers. These differences could relate to the frequency of questions asked, student participation levels, or the overall dynamic of class discussions.

3.2.4.1.2. No

20 Students do not believe that the quantity of interaction differs based on the teacher's gender. They see similar levels of interaction regardless of whether the teacher is male or female. This perspective suggests that factors other than gender may influence the quantity of interaction in classrooms.

3.2.4.1.3. No Difference

12 Students see no significant difference in the quantity of interaction based on teacher gender. While they acknowledge that some variations may exist, they do not consider these differences to be substantial or consistent across different teachers

3.2.4.2. *Do You think that the Quality and Quantity of Interaction with a Male Teacher Is Better than Female Teacher?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	13	31.0	3
No	16	38.1	2
No Difference	16	38.1	1
Global	45	100%	1.93

Table 3. 22.The Quality and Quantity of Interaction

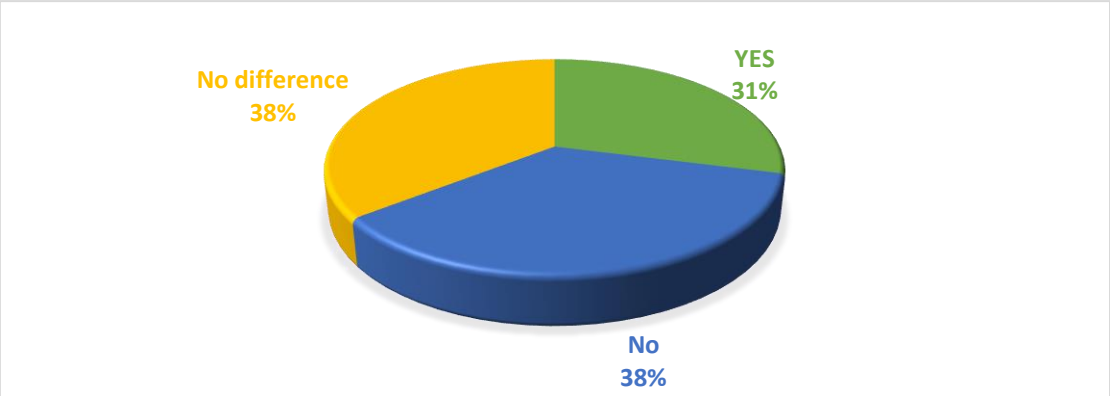


Figure 3.21.The Quality and Quantity of Interaction With a Male Teacher are Better than a Female Teacher

3.2.4.2.1. Yes

13 Out of 42 participants believe that the quality and quantity of interaction with a male teacher are better than with a female teacher. This group perceives male teachers as more effective or engaging in their interaction with students compared to female teachers.

3.2.4.2.1. No

16 Students do not think that the quality and quantity of interaction with a male teacher are better than with a female teacher. They see no significant difference in the effectiveness or engagement levels based on the teacher's gender.

3.2.4.2.2. No Difference

Another 16 students believe that there is no difference in the quality and quantity of interaction based on the teacher's gender. They perceive both male and female teachers as equally effective or engaging in their interactions with students.

3.2.4.3. *Do You Think the Quality and Quantity of Interaction with a Female Teacher Is Better than a Male Teacher?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	14	33.3	3
No	15	35.7	2
No difference	16	38.1	1
Global	45	100%	1.96

Table 3. 23.The Quality and Quantity of Interaction with a Female Teacher is Better than a Male Teacher

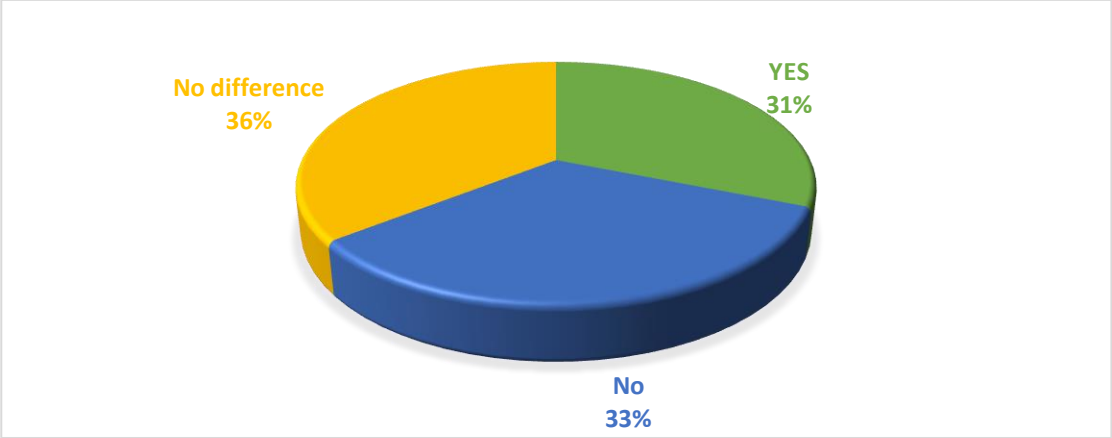


Figure 3. 22.The Quality and Quantity of Interaction is Better with a Female Teacher is Better than Male Teacher

3.2.4.3.1. Yes

14 Out of 45 participants believe that the quality and quantity of interaction with a female teacher are better than with a male teacher. This group perceives female teachers as more effective or engaging in their interaction with students compared to male teachers.

3.2.4.3.2. No

15 Students do not think that the quality and quantity of interaction with a female teacher are better than with a male teacher. They see no significant difference in the effectiveness or engagement levels based on the teacher's gender.

3.2.4.3.3. No Difference

Another 16 students believe that there is no difference in the quality and quantity of interaction based on the teacher's gender. They perceive both female and male teachers as equally effective or engaging in their interactions with students.

3.2.4.4. *Do You Feel that the Quality of Interaction Differs Based on the Teacher's Gender?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	16	36.0	3
No	15	33.0	2
No Difference	14	31.0	1
Global	45	100%	2.04

Table 3. 24.The Quality of Interaction Differs Based on the Teacher's Gender

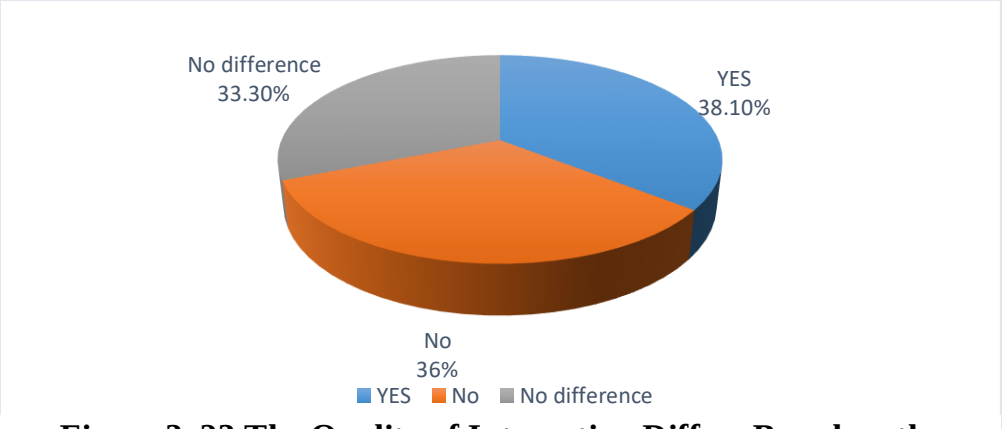


Figure 3. 23.The Quality of Interaction Differs Based on the Teacher's Gender

3.2.4.4.1. Yes

16 Out of 45 participants feel that the quality of interaction differs based on the teacher's gender. This group perceives a noticeable difference in the quality of interaction depending on whether the teacher is male or female.

3.2.4.4.2. No

15 Students do not feel that the quality of interaction differs based on the teacher's gender. They perceive both male and female teachers as providing similar quality interactions.

3.2.4.4.3. No Difference

Another 14 students believe that there is no significant difference in the quality of interaction based on the teacher's gender. They perceive both female and male teachers as equally effective in their interactions with students.

3.2.4.5. *Do You Have a Preference for a Certain Gender of Teacher When It Comes to Classroom Interaction? (Male/Female)*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	11	25.0	3
No	23	50.0	2
No Difference	11	25.0	1
Global	45	100%	2.0

Table 3. 25.Preference for a Certain Gender of Teacher

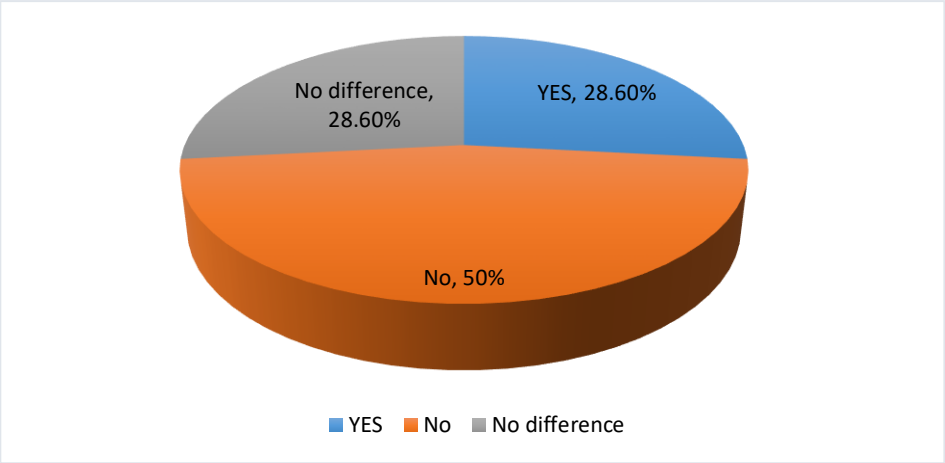


Figure 3.24.Preference for a Certain Gender of Teacher

3.2.4.5.1. Yes

11 Out of 45 participants prefer a certain gender of teacher when it comes to classroom interaction. They specifically prefer either male or female teachers for interaction in the classroom.

3.2.4.5.2. No

23 Students do not prefer a certain gender of teacher when it comes to classroom interaction. They are comfortable with both male and female teachers and do not prioritize one gender over the other.

3.2.4.5.3. No Difference

Other 11 students perceive no significant difference in preferring a certain gender of teacher for classroom interaction. They are neutral or do not have a specific preference based on the teacher's gender.

3.2.4.6. *Have You Noticed any Differences in the Way Students Perceive Male and Female Teachers?*

Suggested Answers	Participants	Percentage (%)	Mean
Yes	20	44.4	3
No	6	13.3	2
No Difference	19	42.2	1
Global	45	100%	2.02

Table 3. 26.Differences Noticed in the Way Students Perceive Male and Female Teachers

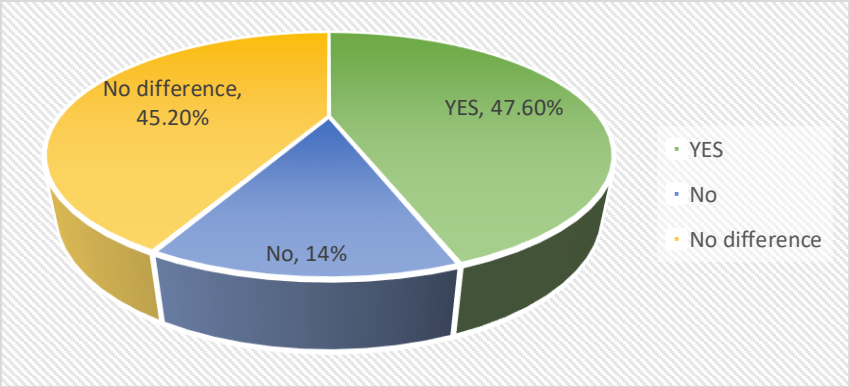


Figure 3. 25.Differences Noticed in the Way Students Perceive Male and Female Teachers

3.2.4.6.1. Yes

20 Out of 45 participants have noticed differences in the way students perceive male and female teachers. This suggests that there are observable distinctions in how students view teachers based on their gender.

3.2.4.6.2. No

6 Students have not noticed any differences in the way students perceive male and female teachers. They perceive students' perceptions of teachers to be similar regardless of gender.

3.2.4.6.3. No Difference

19 Students perceive no significant difference in the way students perceive male and female teachers. They do not notice distinct variations in students' perceptions based on the teacher's gender.

3.2.5. Category Five: Students and Their Perceptions

3.2.5.1. *How Comfortable Do You Feel Participating in Classroom Activities?*

Suggested Answers	Participants	Percentage (%)	Mean
Very comfortable	13	29.5	3
Depends on the teacher's personality	17	38.6	2
Not comfortable	4	9.1	2
Depends on the support of classmates	2	4.5	1
Only comfortable with female teachers	5	11.4	1
Only comfortable with male teachers	3	6.8	2.16

Table 3. 27.Comfort Level in Participating in Classroom Activities

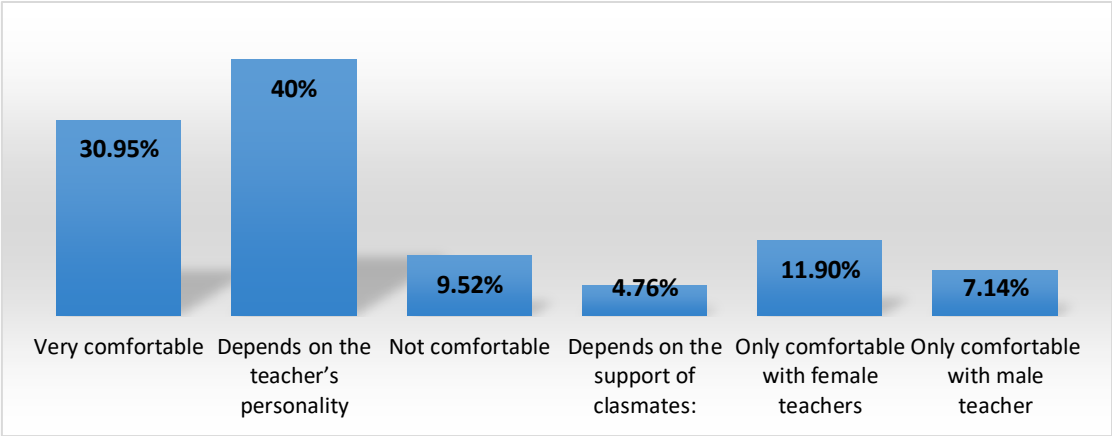


Figure 3. 26.Comfort Level in Participating in Classroom Activities

3.2.5.1.1.Very Comfortable

13 Out of 45 participants feel very comfortable participating in classroom activities. This indicates a high level of confidence and ease in engaging during class.

3.2.5.1.2. Depends on the Teacher's Personality

17 Students feel their comfort level depends on the teacher's personality. This suggests that the teacher's demeanor or approach significantly influences their willingness to participate.

3.2.5.1.3. Not Comfortable

4 Students do not feel comfortable participating in classroom activities. This implies a lack of confidence or ease in engaging during class sessions.

3.2.5.1.4. Depends on the Support of Classmates

2 Students feel their comfort level depends on the support of classmates. This indicates that peer interaction and encouragement play a role in their participation.

3.2.5.1.5. Only Comfortable with Female Teachers

Students feel comfortable participating only when the teacher is female. This suggests a preference or perception that their comfort level varies based on the

teacher's gender.

3.2.5.1.6. Only Comfortable with Male Teacher

3 Students feel comfortable participating only when the teacher is male. Similar to the previous option, this indicates a preference or perception related to the teacher's gender.

3.2.5.2. *If You Enjoy Participating, Which Module Do You Feel Most Comfortable Participating in (Mention the Gender of the Teacher)?*

Suggested Answers	Participants	Gender Distribution
Literature	16	Female
Oral speaking	7	Female
Civilization	6	Female
Linguistics	3	Female
None	1	//
Translation	3	Male
ESP	4	Male
Academic writing	3	Male
Depends on the teacher's gender	2	//

Table 3. 28. Preferred Module for Comfortable Participation

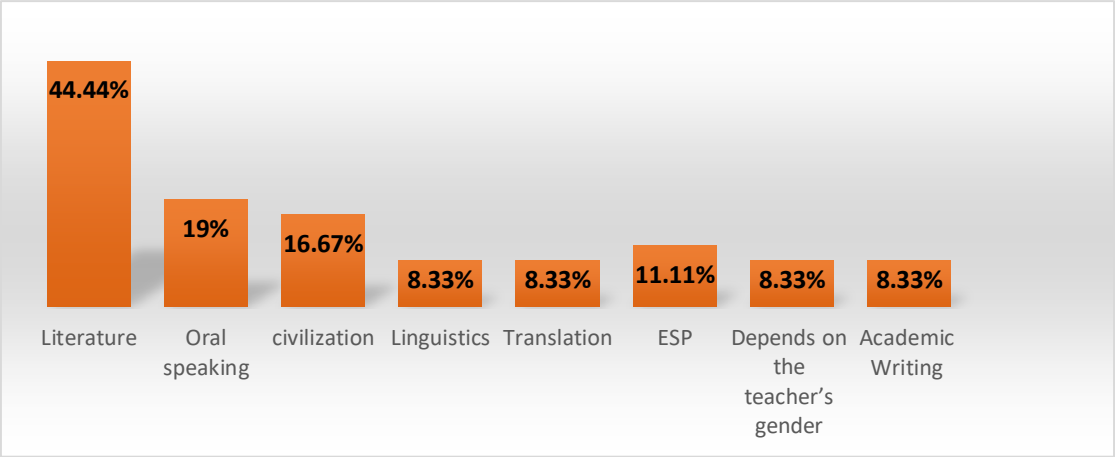


Figure 3. 27. Preferred Module for Comfortable Participation

3.2.5.2.1. Literature (Female Teacher)

16 Students feel most comfortable participating in Literature classes when the teacher is female. This suggests a strong preference or comfort level associated with female teachers in literature-related topics.

3.2.5.2.2. Oral Speaking (Female Teacher

7 Students feel most comfortable participating in Oral Speaking classes when the teacher is female. This indicates a preference for female teachers in oral communication skills development.

3.2.5.2.3. Civilization (Female Teacher)

6 Students feel most comfortable participating in Civilization classes when the teacher is female. Similar to Literature, this indicates a preference for female teachers in subjects related to cultural studies or civilization.

3.2.5.2.4. Linguistics (Female Teacher)

3 Students feel most comfortable participating in Linguistics classes when the teacher is female. This suggests a preference for female teachers in linguistic studies.

3.2.5.2.5. Translation (Male Teacher)

3 Students feel most comfortable participating in translation classes of male teacher.

3.2.5.2.6. ESP (Male Teacher)

4 Students feel comfortable participating in ESP classes. However, the gender preference for this module is not specified.

3.2.5.2.7. Academic Writing (Male Teacher)

3 Students feel most comfortable participating in Academic Writing classes when the teacher is male. This suggests a preference for male teachers in academic writing instruction.

3.2.5.2.8. Depends on the Teacher's Gender

2 Students indicate that their comfort level in participating depends on the gender of the teacher. This highlights the significant role of teacher gender in student engagement and comfort levels across different modules.

4.2.5.3 In *Which Module Do You Feel Less Engaged and Find it Challenging to Interact With Others?(Mention the Teacher's Gender)*

Suggested Answers	Participants
Linguistics	20
Translation	1
ESP	3
Civilization	7
Methodology	10
I don't enjoy modules taught by male Teachers	2
Academic writing	2
Oral	2

Table 3. 29.Modules Where You Feel Less Engaged and Find it Challenging to Interact with Other

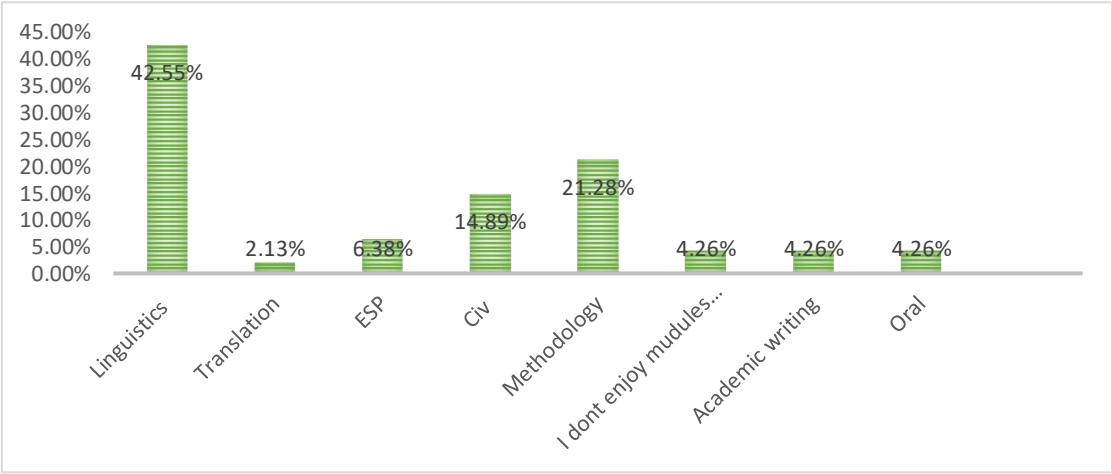


Figure 3. 28.Modules Where You Feel Less Engaged and Find it Challenging to Interact with Other

4.2.5.3.1. Linguistics (Female Teacher)

42.55% of students feel less engaged and find it challenging to interact in Linguistics classes.The gender of the teacher teaching the module is female.

4.2.5.3.2. Translation (Male Teacher)

2.13% of students feel less engaged and challenged in Translation classes taught by male teachers.

4.2.5.3.3. ESP (Male Teacher)

6.38% of students feel less engaged and challenged in ESP classes. The gender of the teacher teaching this module is male.

4.2.5.3.4. Civilization (Female Teacher)

14.89% of students feel less engaged and find it challenging to interact in Civilization classes. The gender of the teacher teaching this module is female.

4.2.5.3.5. Methodology (Female Teacher)

21.28% of students feel less engaged and challenged in Methodology classes. The gender of the teacher teaching this module is female.

4.2.5.3.6. Modules Taught by Male Teachers (Specifically Mentioned by Students)

4.26% of students mentioned that they don't enjoy modules taught by male teachers, indicating challenges in engagement and interaction specifically in these classes.

4.2.5.3.7. Academic Writing (Female Teacher)

4.26% of students feel less engaged and challenged in Academic writing classes taught by female teachers.

4.2.5.3.8. Oral Speaking (Female Teacher)

4.26% of students feel less engaged and find it challenging to interact in Oral Speaking classes taught by female teachers.

3.2.5.4. *Is There Anything Else You Would Like to Share Regarding the Effect of Teacher's Gender on Classroom Interaction in English Classes?*

Suggested Answers	Participants (out of 35)	Percentage (%)
The teacher's job is to create a supportive environment for students, regardless of gender	5	14.29
Competence of the teacher matters more than his/her Gender	15	42.86
Skills, methods, and strategies used are the key to a successful teacher	20	57.14
Positivity and outgoing nature of the teacher push students to participate, regardless of the teacher's gender	5	14.29

Table 3. 30.Additional Thoughts on the Effect of Teacher's Gender on Classroom Interaction in English Classes

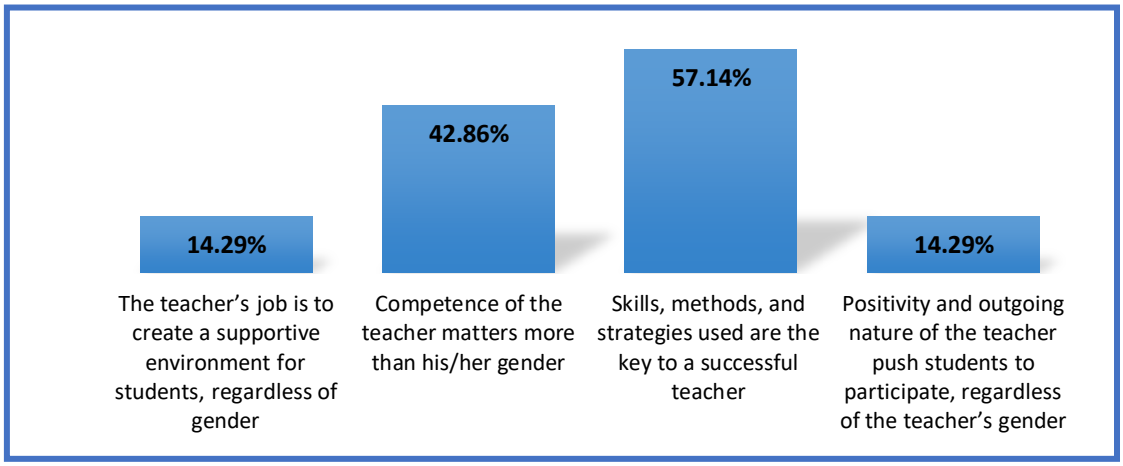


Figure 3. 29.Additional Thoughts on the Effect of Teacher's Gender on Classroom Interaction in English Classes

Conclusion

In this chapter, we meticulously analyzed the data collected from classroom observations and student questionnaires to examine the impact of teacher gender on EFL classroom interactions at Yahia Fares University in Medea. Our findings reveal nuanced insights into how teacher gender influences the quantity and quality of teacher-student interaction.

Chapter Four:

Discussion of the Results

CHAPTER FOUR: DISCUSSION OF THE RESULTS

Introduction

In this chapter, we embark on a comprehensive discussion of the findings derived from our observations of student-teacher interactions within EFL classrooms at UM. Our analysis revolves around the two central research inquiries posed at the study's commencement. These inquiries delve into the impact of teacher gender on both the quantity and quality of teacher-student interaction, as well as the distinct interaction strategies adopted by third-year EFL female and male teachers at UM. Through a nuanced examination of these queries, our objective is to illuminate the intricate dynamics that shape classroom interactions and offer insights into effective instructional practices in EFL education.

4.1. Discussion of Classroom Observation:

4.1.1. Discussion of the Observation of Students' Talk-Response in terms of Quantity and Quality:

The observations from EFL classrooms at UM provide valuable insights into the influence of teaching strategies on teacher-student student interaction , irrespective of the teacher's gender. Addressing the central research question:

1- *Does the teacher's gender affect the quality and quantity of teacher-student interaction in third year EFL classrooms at UM ?*

2- *Do third-year EFL female and male teachers use different interaction strategies at UM??*

Regarding the impact of teacher gender on the engagement levels of intermediate-level EFL students; our analysis uncovers nuanced dynamics within classrooms led by both female and male instructors. Within both female and male teachers' classrooms, we observed varying levels of student participation, illustrating the pivotal role of instructional methodologies in shaping engagement. For instance, Teacher Three, implementing student-led presentations, achieved a commendable 58% participation rate, fostering deep understanding and active engagement among students. Conversely, Teacher's lecture-based approach yielded

a significantly lower participation rate of 10%, underscoring the limitations of traditional teaching methods.

Similarly, in male teachers' classrooms, we noted varying participation rates contingent upon the employed teaching methodologies. Teacher Two's interactive approach led to a high participation rate of 63%, characterized by diverse contributions and an inclusive learning atmosphere. In contrast, Teacher Three's less interactive strategies resulted in a participation rate of 47%, highlighting the importance of dynamic and engaging teaching practices in fostering student engagement.

Our comparative analysis emphasizes that the effectiveness of teaching strategies, rather than the gender of the teacher, significantly influences teacher-student interaction . Both male and female instructors who embraced student-centered and interactive approaches witnessed high levels of participation, underscoring the paramount importance of pedagogical innovation in facilitating meaningful classroom interactions.

Contrary to a prior study by Rais Majda (2018) on Algerian EFL classrooms, which highlighted gender bias in teacher-student interactions, our findings present new insights into the dynamics of teacher-student interactions. While gender may influence teaching styles to some extent, our observations suggest that it does not inherently determine the quality and quantity of teacher-student interaction By prioritizing effective pedagogical approaches, educators can create inclusive and engaging learning environments that foster active participation and meaningful contributions from all students.

4.1.2. Do Third-Year EFL Female and Male Teachers Use Different Interaction Strategies at UM?

Based on the findings obtained from our analysis of observation of EFL classrooms, it seems that third-year female and male teachers at UM employ different interaction strategies. These differences reflect distinct teaching styles, which both succeed in fostering effective classroom interaction and student

engagement.

4.1.2.1. Female Teachers' Strategies

Female EFL teachers at UM significantly enhance student engagement through their supportive and collaborative teaching methods. They create a positive emotional climate by empathetically addressing students' emotional needs and fostering a sense of community aligning with the empathetic underpinnings of feminist linguistic theory (Lakoff, 1970). Moreover, female instructors adeptly stimulate critical inquiry through a diverse array of questioning techniques, tailored to accommodate varying learning preferences. This emotionally supportive approach helps students feel valued and understood, which is essential for active participation.

Additionally, female teachers frequently use praise and encouragement, boosting students' confidence and motivation. They are adept at accepting and utilizing student ideas, which enriches classroom interactions and promotes a dynamic, inclusive learning environment. By posing thought-provoking questions, female teachers stimulate critical thinking and encourage active participation. Their lecturing styles are diverse and adaptable, catering to different learning needs and enhancing the overall learning experience. When giving directions, female teachers actively involve students, leading to higher participation and performance. They also manage classroom dynamics effectively by setting boundaries and providing constructive feedback, balancing authority with approachability. These strategies collectively create a positive and engaging classroom atmosphere, showcasing the strengths of female teachers in fostering meaningful student interactions and academic success.

4.1.2.2. Male Teachers' Strategies

In contrast, male EFL teachers at UM employ distinct strategies that also effectively facilitate classroom interaction and student engagement. Male teachers are observed to mediate conflicts and foster open communication. A master's thesis

conducted by Fatima Boussahoua in 2016 at Larbi Ben Mhidi University of Oum EL Bouaghi suggested that male teachers tend to be more authoritative and less encouraging, more distant and less supportive. However, the present study's observations indicate that male teachers, despite their less frequent use of praise and encouragement and limited vocabulary, tend to incorporate humor and establish strong relationships with students. They employ encouraging methods that combine authority with humor, thereby motivating students to participate actively and this kind of serious attitude makes students perceive the teacher as compatible and good motivator to make them take classroom participation seriously.

The acceptance and utilization of student ideas vary among male teachers, with some incorporating student input more dynamically than others. Male teachers generally foster critical thinking through varied questioning techniques, including open-ended questions and direct individual queries. Lecturing is less prominent in their teaching strategies, and they tend to give concise directions, which encourages student autonomy. When it comes to critiquing or justifying authority, male teachers adopt a hands-off approach, focusing on behavior modification and avoiding detailed guidance. These strategies highlight the diverse approaches male teachers use to facilitate classroom interaction and student engagement effectively.

Addressing the second research question, "Do third-year EFL female and male teachers use different interaction strategies at UM?" the observations clearly indicate that they do. Despite these differences, both sets of strategies are effective in creating positive learning environments that foster student engagement and participation. This conclusion aligns with the Gender Similarities Hypothesis by Hyde (2005), suggesting that while there may be some differences in communication styles between men and women, these differences are not as significant as they are often made out to be. The key to successful classroom interaction lies not in the gender of the teacher but in the specific strategies and teaching styles they employ. Both female and male teachers can achieve high levels of student engagement and

participation through the effective use of their respective teaching methods. Female teachers tend to employ supportive, collaborative, and emotionally engaging strategies, whereas male teachers focus more on fostering autonomy, critical thinking, and open communication with a blend of authority and humor.

Despite these differences, both sets of strategies are effective in creating positive learning environments that foster student engagement and participation. Therefore, it is evident that the key to successful classroom interaction lies not in the gender of the teacher but in the specific strategies and teaching styles they employ. Both female and male teachers can achieve high levels of student engagement and participation through the effective use of their respective teaching methods.

4.1.2.3. Addressing Silence and Confusion: Contrasting Approaches of Female and Male EFL Teachers

The observation analysis sheds light on the contrasting approaches of female and male EFL teachers in addressing silence or confusion within the classroom. Female teachers demonstrate proactive measures, showcasing adaptability and commitment to creating an engaging and supportive learning environment. Their effective classroom management involves employing diverse strategies to overcome obstacles, such as silence or confusion, contributing to a positive learning atmosphere that encourages student participation and enhances overall learning experiences.

In contrast to their male counterparts, who may rely more on authoritative teaching styles focused on clear instructions and maintaining discipline, female teachers adopt collaborative and participatory methods. These approaches foster a sense of community and active engagement among students through group work and discussions, aligning with research suggesting that collaborative learning environments enhance student motivation, critical thinking, and communication skills.

In the observed male EFL classrooms, silence and confusion manifest

differently across the teaching styles of three distinct instructors. Teacher One's class exhibits minimal silence, with active participation from roughly half the students contributing to lively discussions. This proactive approach to resolving confusion through engaging dialogue is evident. On the other hand, Teacher Two's classroom, despite a high participation rate, occasionally experiences confusion stemming from spontaneous contributions lacking depth. While overall engagement aids in its mitigation, occasional superficial contributions hint at unresolved confusion.

Teacher Three's class, while fostering a supportive environment, grapples with intermittent periods of silence and confusion, partially stemming from superficial contributions marked by grammatical errors. These variations highlight how the quality of student engagement impacts the management of silence and confusion within the classroom dynamic.

Understanding these dynamics is crucial for adapting instructional strategies to effectively engage and support students across gender identities. Future research should explore the long-term effects of teacher gender on student outcomes and develop strategies for creating gender-inclusive learning environments that promote student engagement, autonomy, and academic success.

4.2. Discussion of the Questionnaire

4.2.1. Category One: Background Information (Q1-Q6)

The initial section of the survey, Background Information, presents several noteworthy trends that align with previous research in the field of education. The gender distribution in the study indicates a higher percentage of female participants (63.64%) compared to male participants (36.36%). This imbalance in female participation is consistent with numerous studies on language learning which frequently observe greater female representation in language courses. This phenomenon may be attributed to various social and economic factors, such as a heightened interest in or perceived necessity for language skills among females (Ehrlich, 1997).

The study's age distribution is relatively uniform, with 91.11% of participants aged 20 and 8.89% aged 21. This narrow age range is common in UM settings, especially among undergraduate students. It ensures that the findings are relevant to the experiences of young adults in their early twenties (Wesely, 2012). Younger students may be more receptive to new methods and less self- conscious, while older students may have more established learning habits and possibly be more hesitant to participate due to a fear of making mistakes.

Regarding the motivations for studying English, there is a wide range, with the primary reason being job prospects (42.22%). This is consistent with the practical motivations often mentioned in language learning research, where students consider language proficiency as crucial for improving their career opportunities (Gardner, 1985). This suggests that English proficiency significantly enhances employability and career advancement opportunities. A report by the British Council (2013) highlights that English language skills are increasingly valued by employers, with many multinational corporations using English as their primary working language. Grin (2001) discovered that individuals with higher English proficiency tend to earn higher salaries and have access to better job opportunities.

Other motivations include interaction with native speakers (17.78%), travel abroad (13.33%), and personal pleasure (6.67%), while 20% of students indicated that studying English was not by choice. This indicates that English serves as a bridge language in multicultural societies, facilitating effective communication and fostering understanding among people of diverse backgrounds. The ability to interact in English enhances personal relationships and social participation, as evidenced by research from Jenkins (2015) who notes that English is often the preferred language for international social interactions and friendships. It also enriches travel experiences by enabling travelers to engage more deeply with local cultures and histories.

Additionally, the questionnaire responses regarding difficulties in learning English and the methods employed to improve proficiency offer valuable insights into the challenges faced by students and their strategies for overcoming them. While the specific difficulties faced by students are not detailed in the provided

summary, common issues in language learning typically include grammar, vocabulary, pronunciation, and fluency. These challenges are widely recognized in language acquisition research and can significantly impact a learner's ability to achieve proficiency (Richards &Renandya, 2002).

Addressing these difficulties, students employ various strategies to enhance their English skills that are mentioned in Q6. According to the questionnaire, popular methods include watching movies, listening to songs, practicing with friends, and interacting with native speakers. These approaches align with the communicative language teaching (CLT) methodology, which emphasizes the importance of interaction and real-life communication in learning a language (Larsen-Freeman, 2000). Watching movies and listening to songs provide immersive exposure to the language, allowing learners to develop their listening skills and acquire new vocabulary in context. Practicing with friends offers a safe environment for speaking practice, which is crucial for improving fluency and confidence in using the language.

Also,interacting with native speakers is particularly effective, as it provides authentic opportunities for learners to engage in meaningful conversations, receive immediate feedback, and experience the cultural nuances of the language. This method is supported by Vygotsky's social interactionist theory, which posits that social interaction plays a fundamental role in the development of cognitive and language skills (Vygotsky, 1978).

Overall, the background information gathered from the questionnaire provides a clear profile of the participants, aligning well with trends observed in previous research. The insights gained from this category set a solid foundation for understanding how these demographic factors might influence students' perceptions and experiences in the subsequent categories of the study.

4.2.2. Category Two: Classroom Interaction and Participation

The second category of the questionnaire explores the nuanced reasons behind students' classroom interaction and participation, revealing a complex interplay of

motivations.

- ***You Like to Participate (ask /answer) in the Classroom Because***

You Want to Seek Information

The findings suggest that a significant majority of students (64.44%) strongly agree that they participate in class to seek information or clarification, while a smaller proportion (20%) are neutral, and a minority (15.56%) strongly disagree. This indicates that students are motivated to enhance their understanding and resolve uncertainties, a critical component of effective learning. This aligns with previous research, such as that by Rashidi and Naderi (2012), which emphasizes the importance of classroom participation in fostering a deeper comprehension of the subject and encouraging critical thinking skills. This high percentage of students who strongly agree that they participate to seek information or clarification suggests that students are actively engaged in the learning process and are willing to take an active role in their education.It indicates that students are motivated to learn and are willing to engage with the material in a meaningful way.

Moreover , a minority of students (15.56%) strongly disagree that they participatein class to seek information or clarification. This indicates that for this group, their participation is motivated by different factors that could be a desire to demonstrate their knowledge, engage in intellectual discourse, or fulfill course requirements, rather than a need for information or clarification. This finding is supported by previous research which has explored various motivations for student participation in classroom settings. For instance, studies by Fassinger (1995) and Weaver and Qi (2005) have identified multiple motives for student engagement, including the desire to impress instructors, contribute to discussions, or showcase their own information or clarify doubts; many are driven by the need for recognition, self-expression, and understanding of the subject. This suggests that not all students participate solely to seek academic performance.

You Will Be Scored for Your Participation

53.3% of the students' answers who strongly agree that their participation will

be scored likely feel motivated by the prospect of receiving credit for their contribution, suggesting that the assessment of participation is a common practice in their educational environment. This practice seems to play a significant role in shaping students' attitudes towards participation as it can motivate students to engage more actively in class discussions, thereby enhancing their learning experience. This aligns with research by Burch et al. (2015), which found that students often participate more when they know their contributions will be evaluated, as it provides a tangible incentive. Such motivation can lead to increased engagement, better understanding of the material, and improved critical thinking skills, as students are more likely to prepare and contribute thoughtfully to class discussions.

On the other hand, the 17.8% who strongly disagree may represent students who find the grading of participation to be a source of stress or discouragement. This group may include students who are less confident in their verbal skills, who have anxiety about public speaking, or who prefer to process information internally rather than in a group setting, the pressure to perform and the fear of making mistakes can inhibit their willingness to speak up. This is particularly relevant for students who suffer from communication apprehension or anxiety about public speaking. The findings of Carrell and Willmington (1998) support this perspective, as their study indicates that students with higher levels of communication apprehension are less likely to participate in environments where their contributions are graded.

The 28.9% of students who are neutral might reflect a group that does not feel strongly affected either way by the grading of participation. This neutrality could stem from a variety of factors, including individual differences in how they perceive the importance of participation in their overall learning or their comfort level with classroom dynamics. These students might not feel strongly affected by the practice, either because they are confident in their participation skills or because they perceive other aspects of their academic performance as more significant. This neutrality could also indicate that these students have found a balance between the benefits and pressures of graded participation, or they may have developed coping mechanisms to manage any associated stress.

Overall, the mixed responses indicate that while grading participation can be an effective tool for encouraging engagement, it is not universally effective and can have unintended consequences. Teachers might consider balancing the grading of participation with other forms of assessment and providing supportive environments that encourage all students to participate without fear of negative repercussions. This approach could help mitigate the pressure some students feel and create a more inclusive and effective learning environment.

You Feel it's Impolite That the Teacher has Asked Many Times and Received No Answers

In examining the responses to the question about feeling impolite when the teacher has asked multiple times without receiving an answer, it is evident that this concern significantly influences classroom interaction dynamics. The majority of participants, 60%, strongly agree that it is impolite for a teacher to repeatedly ask a question without receiving an answer. This indicates that many students are highly conscious of the classroom's social dynamics and feel a sense of responsibility to respond to maintain politeness and respect. This sense of obligation can be attributed to the social norms that govern classroom interactions, where students are expected to respect their teachers by actively participating. This aligns with a study by Rachidi and Nadiri (2012) which highlights how female teachers, who are often perceived as more supportive and interactive, tend to foster environments where students feel comfortable participating. These teachers avoid pressuring students with repeated questioning, opting instead to encourage and patiently wait for responses

Additionally, a portion of participants (22.2%) remained neutral, indicating that while some students may not feel strongly about the issue, they are still aware of the social dynamics at play. These students may have mixed feelings about the teacher's repeated questioning, possibly balancing between their internal motivation and external social pressures to participate. Nasution and Hamzah (n.d.) suggest that the context in which repeated questioning occurs significantly affects students' perceptions. For example, if students believe that the teacher's intent is to ensure understanding and engage all students, they might not view repeated questioning as impolite. Instead, they may see it as a necessary part of the learning process,

highlighting the importance of context and intent behind teacher behaviors.

Interestingly, 17.8% of participants strongly disagreed with the notion that it is impolite for the teacher to ask many times without receiving an answer. This minority might perceive the teacher's persistence as a necessary pedagogical strategy rather than a breach of classroom etiquette. These differing viewpoints suggest that classroom dynamics are complex and influenced by individual perceptions of teacher behavior and student responsibilities. Nasution and Hamzah (n.d.) suggest that the context in which repeated questioning occurs significantly affects students' perceptions. For example, if students believe that the teacher's intent is to ensure understanding and engage all students, they might not view repeated questioning without answers is impolite.

The Topic Interests You and You Just Want to Contribute to the Conversation

The responses to the questionnaire on why students choose to participate in classroom discussions reveal that a significant majority (71.1%) strongly agree they participate because the topic interests them and they want to contribute to the conversation. This high level of agreement underscores the importance of intrinsic motivation in fostering active engagement in the classroom. When students are genuinely interested in the topic, they are more likely to engage in discussions, ask questions, and share their perspectives. This intrinsic motivation is driven by curiosity and a desire to understand the subject more deeply. According to Deci and Ryan's Self-Determination Theory (2000), intrinsic motivation is crucial for sustained engagement and effective learning. When students participate out of interest, their contributions are often more thoughtful and meaningful, enhancing the overall quality of the classroom interaction.

A smaller portion of participants, 22.2%, remained neutral about participating because of interest in the topic. This neutral stance may reflect a variety of factors. Some students might have mixed feelings about their participation being driven purely by interest. They might participate due to a combination of factors, including extrinsic motivations like grades or teacher expectations, along with intrinsic interest in the topic. It may also suggest that while interest in the topic is

important, it might not be the sole driver of participation for these students. Classroom dynamics, peer influence, and the teaching methods used can also play significant roles in determining how and why students engage in discussions. For instance, Nasution and Hamzah (n.d.) suggest that the context of the classroom and the teacher's approach can influence students' willingness to participate, regardless of their interest level in the topic.

A minority of participants (8.9%) strongly disagree with the statement that they participate because they are interested in the topic. These students might be motivated by external factors rather than intrinsic interest. For example, they might participate because of the desire to earn good grades, meet course requirements, or gain the teacher's approval. This perspective aligns with the findings of Patrick, Hisley, and Kempler (2000), who note that extrinsic motivators can sometimes drive student participation. However, extrinsically motivated participation may not be as sustained or meaningful as that driven by intrinsic interest. Students who participate due to external pressures might not engage as deeply with the content or contribute as thoughtfully to discussions. Moreover, they might find some topics less engaging or relevant to their personal interests and goals. This highlights the importance of teachers striving to make all subjects as engaging and relatable as possible to cater to diverse student interests and motivations. By employing a variety of teaching methods and connecting the material to real-life contexts, teachers can potentially increase the interest and engagement of these students.

The Teacher Encourages You to Participate

The majority of participants (60%) strongly agree that the teacher encourages them to participate. This significant percentage suggests that most students feel motivated and supported by their teacher, which likely enhances their engagement in classroom activities and discussions. The high level of agreement indicates that the teacher's efforts to foster an inclusive and participatory environment are recognized and appreciated by a substantial portion of the students. This outcome is consistent with educational research that highlights the positive impact of teacher encouragement on student participation and engagement. Studies by Ryan and Deci (2000) on self- determination theory emphasize the importance of supportive

teaching practices in fostering student motivation and active involvement in learning activities

A notable portion of participants (24.4%) chose the neutral option. This indicates a lack of strong opinion or ambivalence regarding the teacher's encouragement of their participation. These students might have mixed experiences or perceptions about the encouragement they receive. They may feel that the encouragement is inconsistent or not sufficiently impactful to significantly influence their participation. This group's ambivalence suggests that while some aspects of teacher encouragement are reaching them, other factors might be hindering their full engagement. Research by Fredricks, Blumenfeld, and Paris (2004) on student engagement suggests that multiple factors, including personal interest, classroom environment, and teaching methods, influence student participation, which may explain the neutral responses

A minority of participants (15.6%) strongly disagree that the teacher encourages them to participate. This suggests that these students feel less motivated or supported by the teacher, which could negatively impact their engagement levels in classroom activities. This perception might stem from a lack of personalized encouragement or an instructional style that does not resonate with these students. The disparity in responses highlights the importance of diverse teaching strategies to meet the varied needs of student.

You Like the Module

A substantial majority of participants (33 out of 45) strongly agree that they like the module. This overwhelming positive feedback suggests a high level of satisfaction and interest among students regarding the module's content or structure. Such a high percentage indicates that the module is effectively meeting the students' academic needs and expectations. The strong positive response could be attributed to various factors such as the relevance of the material, the teaching methods employed, or the overall organization and delivery of the course. This finding aligns with the findings of Rashidi and Naderi (2012), which have shown that well-structured courses and engaging content significantly enhance student satisfaction

and learning outcomes.

A notable portion of participants (9 out of 45) selected the neutral option, indicating a lack of strong opinion or ambivalence regarding their liking of the module. These students might have mixed feelings or varying levels of satisfaction with certain aspects of the module. This neutral stance can be indicative of areas within the module that may need improvement or further attention. For instance, some students might find certain topics less engaging or challenging, or there might be inconsistencies in the teaching methods. The presence of neutral responses highlights the importance of continuously seeking student feedback to address specific concerns and improve the overall module experience.

A small minority of participants (3 out of 45) strongly disagree that they like the module, suggesting a strong negative opinion or dissatisfaction with the module. These students may have specific grievances or issues that significantly impact their perception of the course. Understanding the reasons behind such dissatisfaction is crucial for teachers to make necessary adjustments. It could relate to the complexity of the content, the pace of the course, or the lack of support and resources. Addressing these issues can help in enhancing the overall effectiveness of the module and ensure that it caters to a broader range of student needs and preferences.

You Like the Teacher No Matter What Module Is

Nearly half of the participants (22 out of 45) strongly agreed with the statement that they like to participate because they like the teacher, regardless of the module. This high level of agreement suggests that a significant portion of students have a strong positive regard for their teacher, which transcends the subject being taught. Such a finding is consistent with studies indicating that teacher- student relationships significantly influence student engagement and motivation.

According to Wentzel (1997), students who perceive their teachers as supportive are more likely to engage in classroom activities and show higher academic performance. This positive relationship can enhance students' willingness to participate in class, driven by their admiration or respect for the teacher.

A notable portion of participants (11 out of 45) chose the neutral option. This indicates ambivalence or a lack of strong feelings regarding their participation, being influenced by their liking of the teacher. These students might not see a direct connection between their participation and their personal feelings towards the teacher, suggesting that other factors such as interest in the subject matter or perceived relevance of the content might play a more significant role for them. This neutral stance highlights the complexity of factors influencing student participation, and the idea that teacher likability alone is not always a decisive factor for every student.

A substantial minority of participants (12 out of 45) strongly disagreed with the statement. These students do not participate merely because they like the teacher, indicating that other elements, such as the content of the module, teaching methods, or personal learning goals, are more influential in their decision to engage in class. This group might prioritize academic interests or personal learning objectives over personal feelings towards the teacher. Research by Deci and Ryan (2000) on self-determination theory supports this, suggesting that intrinsic motivation (interest in the subject) and identified regulation (personal importance of the task) are critical factors in student engagement.

The responses to this question highlight the varied reasons behind student participation in class. While a significant number of students are motivated to participate due to their positive feelings towards the teacher, a considerable portion remains neutral or strongly disagrees, suggesting that other factors are at play. These findings underscore the importance of considering multiple dimensions, including teacher-student relationships, subject interest,and individual student motivations, when aiming to enhance classroom participation.

In light of the obtained answers to the questions of this category , it seems possible to maintain that teacher’s gender will have an impact on third-year teacher-student interaction in terms of both quality and quantity in EFL classroom is not supported. The data indicates that a significant majority of students (64.44%) participate in class to seek information or clarification, and this motivation is not significantly influenced by the teacher's gender. Students' engagement is primarily

driven by their intrinsic desire to understand the material and resolve uncertainties, a critical component of effective learning. The impact of the teacher's gender on the quality and quantity of participation appears to be minimal, suggesting that students' participation is more closely tied to their individual motivations and the learning environment created by the teacher rather than the teacher's gender.

4.2.3. Category Three: Teacher's Gender and Classroom Interaction

- ***You Think That Your Teacher's Gender Might Influence Classroom Interaction?***

A significant portion of students (40%) believe that their teacher's gender influences classroom interaction. This perception suggests that students notice differences in how male and female teachers conduct and manage their classrooms. This observation aligns with the difference approach, which posits that men and women exhibit distinct roles and styles. For instance, studies like Sikes and Brophy (1973) found that female teachers tend to be more expressive and supportive towards students, potentially leading to different classroom dynamics compared to their male counterparts, however their findings were conducted within a broader scholarly context compared to our study which focuses on EFl context.

Contrastingly, 22.2% of students do not think gender influences classroom interaction, indicating that they attribute classroom dynamics to factors other than gender, such as individual teaching styles or personal characteristics. This perspective challenges the traditional gender- difference narrative and encourages a focus on teacher professional development that emphasizes individual strengths and effective teaching practices. This reinforces the gender similarities hypothesis proposed by Hyde (2005), which argues that males and females are similar on most psychological variables, and any observed differences in classroom interaction are minor and influenced more by individual traits than by gender. This reinforces the idea that individual teacher characteristics and teaching styles are more critical determinants of classroom dynamics than gender.

Furthermore, 37.8% of students acknowledge the possibility of gender differences but do not consider them significant enough to impact classroom

interactions substantially. This nuanced view supports the gender similarities hypothesis, suggesting that while gender-based differences might be perceived, they are not substantial enough to meaningfully affect the quality of classroom interactions. Studies like Hopf and Hatzichristou (1999) reinforce this hypothesis by indicating that individual teacher characteristics, rather than gender, play a more significant role in shaping classroom dynamics.

These findings suggest that most students either believe that the teacher's gender does not influence classroom interaction or that there is no disparity in classroom interaction based on the teacher's gender Thus, The hypothesis suggesting that teachers' gender will influence third-year teacher-student interaction in terms of both quality and quantity in the EFL classroom is not supported.

- ***Do you Believe that the Gender of the Teacher Affects the Effectiveness of Teaching Strategies in English classes ? / Have you noticed any Differences in Teaching Strategies Employed by Male and Female English Teachers?***

A portion of students,42.2% believe that the gender of the teacher affects the effectiveness of teaching strategies in English classes. These students may perceive that male and female teachers bring different strengths and approaches to the classroom. For instance, they might see female teachers as more nurturing and supportive as observed in classrooms, potentially making them more effective in creating a positive learning environment and addressing individual student needs as some of students noticed differences in the strategies used. This perception aligns with the difference approach, which posits that men and women have distinct roles and styles.

Also, the findings indicate that students who believe in the influence of teacher gender might be responding to observed differences in classroom dynamics and teaching effectiveness linked to gender-specific teaching styles. For instance, Sikes and Brophy (1973) found that female teachers often adopt a more expressive and supportive teaching style, which can enhance student engagement and learning

outcomes. This finding supports the perception that female teachers might be more effective in certain teaching strategies due to their empathetic and nurturing approach. Similarly, Dee (2006) highlighted that students' academic performance and engagement could be influenced by the teacher's gender, with boys performing better and exhibiting less disruptive behavior when taught by male teachers, and girls showing increased interest in subjects taught by female teachers.

Additionally, a significant number of students,21 out of 45, do not believe that the teacher's gender affects the effectiveness of teaching strategies .These students likely attribute the effectiveness of teaching strategies to individual teacher characteristics, such as teaching experience, subject knowledge, and personal teaching style, rather than gender as 50% of students, in question 12, do not think that they interact differently based on teacher's gender. This perspective aligns with the gender similarities hypothesis proposed by Hyde (2005), which argues that males and females are similar on most psychological variables, and any observed differences in teaching effectiveness are minor and influenced more by individual traits than by gender. As Hopf and Hatzichristou (1999) suggest, individual teacher traits, such as empathy and teaching philosophy, play a more significant role in shaping classroom dynamics than gender. This hypothesis is further reinforced by the finding that both male and female teachers are equally capable of implementing effective teaching strategies, challenging the traditional gender-difference narrative.

Furthermore, some students were uncertain or believed that the gender of the teacher makes no significant difference in the effectiveness of teaching strategies in English classes. This nuanced view acknowledges the possibility of gender-based differences but does not consider them substantial enough to impact classroom interactions meaningfully, or did not notice any differences based on gender, as they do not pay specific attention to gender, as some of students in question 11 didn't notice any differences in teaching strategies used by male and female teachers. This perspective also supports the gender similarities hypothesis, emphasizing the critical role of individual teacher characteristics over gender in determining teaching effectiveness.

These findings reveal diverse student perceptions regarding the influence of

teacher's gender on the effectiveness of teaching strategies in English classes. These findings underscores the importance of addressing individual teacher characteristics to promote effective teaching strategies for all students. This dual perspective provides a comprehensive understanding of how teacher gender might influence teaching effectiveness, encouraging a balanced view that recognizes both the potential for gender-based differences and the overarching similarities between male and female teachers.

The collected data suggests that there may be distinct interaction strategies employed by third-year EFL female and male teachers at UM. This is supported by the fact that 19 out of 45 students believe that the gender of the teacher affects the effectiveness of teaching strategies in English class, while 21 students do not believe this to be the case. Additionally, only 5 students believe that there is no difference in how the gender of the teacher affects the effectiveness of teaching strategies in English class. These findings indicate that most students do not think that the teacher's gender impacts the effectiveness of teaching strategies in English class, which contradicts the first hypothesis. However, The results obtained from the second question discussed show strong support for the hypothesis that third-year EFL female and male teachers at UM employ distinct interaction strategies.

- ***You Think Students Interact Differently with Male and Female Teachers? / Have You Observed Any Differences in the Way Male and Female Teachers Interact with Students During Class Discussions?***

The results indicate that a portion of students, 22.7%, noticed differences in classroom interactions based on the teacher's gender. This suggests that many students perceive distinct interaction styles between male and female teachers. These differences may manifest in communication methods, teaching approaches, or the overall dynamics of classroom discourse. Students who observed differences often highlighted that male teachers tend to adopt a more authoritative and directive approach as observed in classrooms. Male teachers are perceived as more likely to use direct language, issue more directives, and maintain stricter classroom control. They may also employ a teaching style that focuses on academic tasks and

outcomes, potentially at the expense of individual student engagement. This style can include speaking in a louder tone,

interrupting students more frequently, and emphasizing discipline and order. Such an approach might contribute to a structured and focused learning environment but could also result in lower levels of student participation and engagement, particularly among students who do not thrive under authoritative methods. Conversely, as female teachers are often seen in our observation of the classes as more nurturing and supportive in their interactions. They tend to encourage collaborative learning through group work, discussions, and project-based activities, fostering a sense of community and inclusivity in the classroom. this aligns with a study by Thorne (1979) that has shown that male teachers often use more display questions and directives, leading to a more controlled classroom environment. Female teachers, on the other hand, are more inclined to use referential questions, encourage interactive activities, and give compliments, which helps in establishing rapport with students. This difference can be due to socialization and societal expectations as the difference approach claims.

Despite these observations, a significant portion of students ,50%, reported that they did not notice any differences in the interaction styles of male and female teachers. This may indicate that their female and male teachers tend to use same interaction styles. Additionally, 27.3% of students acknowledged the existence of some differences but did not consider them significant or influential in classroom dynamics.

Based on the collected data obtained from these two questions ,it seems possible to maintain that the majority of students either do not perceive a difference or do not believe that there is a distinction in how they interact with male and female teachers which contradicts the first hypothesis.Also , the answers of the second question discussed suggest that third-year EFL male and female teachers at UM employ distinct interaction strategies confirming the second hypothesis of the research.

4.2.4. Category Four: Gender and Classroom Interaction in Terms of Quantity and Quality

- ***Do You Feel that The Quantity of Interaction Differs Based on the Teacher's Gender?***

the data reveals mixed perceptions among students. A significant portion, 47.6%, believe that the quantity of interaction does not vary based on the teacher's gender. This group perceives consistent levels of interaction regardless of whether the teacher is male or female. This indicates that factors other than gender, such as teaching style, classroom management, and student dynamics, play a more prominent role in determining interaction levels in classrooms.

When examining these findings in the context of related studies and theoretical frameworks, we can draw connections to the gender similarities hypothesis and the differences approach. The gender similarities hypothesis, proposed by Hyde (2005), posits that males and females are similar on most psychological variables. This hypothesis aligns with the 47.6% of students who do not perceive any difference in the quantity of interaction based on the teacher's gender, suggesting that gender is not a significant determinant in teaching interaction styles.

However, 31% of participants feel that the quantity of interaction does indeed differ based on the teacher's gender. This group may perceive variations in how much interaction occurs in classrooms led by male and female teachers, potentially relating to the frequency of questions asked, student participation levels, or the overall dynamic of class discussions. Meanwhile, 28.6% see no significant difference in the quantity of interaction based on teacher gender, acknowledging that some variations may exist but do not consider these differences substantial or consistent across different teachers. the differences approach, which emphasizes distinct characteristics and behaviors between genders, can explain the perceptions of the 31.0% of students who observe gender-based differences in interaction quantity.

Considering the data obtained data from this question, it seems that the teacher's gender has minimal impact on the quality and quantity of teacher-student interactions . The majority of students perceive consistent levels of interaction regardless of the teacher's gender which suggests that students' participation is more closely tied to their individual motivations and the learning environment created by the teacher rather than the teacher's gender. As a result, the study's findings do not support the hypothesis that teachers' gender will have an impact on third-year students' teacher-student interaction in terms of both quality and quantity in the EFL classroom.

- ***Do You Feel that the Quality of Interaction Differs Based on the Teacher's Gender?***

A minority (31.0%) of students feel that the quantity of interaction differs based on the teacher's gender. They believe that classrooms led by male and female teachers exhibit varying levels of interaction.

Nearly half of the students (47.6%) do not see any difference in interaction quantity based on teacher gender. They perceive consistent levels of interaction regardless of the teacher's gender.

A smaller portion (28.6%) acknowledges that there may be some differences but does not view these differences as significant. They believe that other factors may have a greater impact on interaction quantity than teacher gender.

The data shows mixed perceptions regarding whether the quantity of interaction differs based on the teacher's gender. While some students perceive differences, a significant portion does not see a noticeable variation. This suggests that factors beyond gender, such as teaching style, classroom management, and student dynamics, may play a more prominent role in determining interaction levels in classrooms. These findings indicate that factors such as teaching style, classroom management, and student dynamics have a more significant influence on interaction levels than teacher gender. Therefore, it can be concluded that the hypothesis

proposing a significant influence of teachers' gender on third-year students' teacher-student interaction in EFL classrooms is not strongly supported by the data.

- ***Do You Think that the Quality and Quantity of Interaction with a Male Teacher is Better than Female Teacher? / Do You Think the Quality and Quantity of Interaction with a Female Teacher is Better than Male Teacher?***

The data obtained from the questions (15,16) on whether the quality and quantity of interaction with a male teacher are better than with a female teacher, and vice versa, provide a comprehensive understanding of student perceptions regarding gender dynamics in the classroom. The responses reveal diverse viewpoints, underscoring that perceptions of teaching effectiveness and interaction quality are multifaceted and influenced by various factors beyond gender.

From the first question, 31.0% of students believed that interactions with male teachers were superior in both quality and quantity. This group likely perceives male teachers as more effective due to their authoritative and structured approach observed. Studies, such as those by Brophy and Good (1970), support the idea that male teachers often adopt more directive and dominant communication styles, which can lead to a focused and disciplined classroom environment.

However, 38.1% of students saw no significant difference between male and female teachers, aligning with the gender similarities hypothesis proposed by Hyde (2005). It suggests that teacher's styles and personal characteristics are more crucial in determining interaction effectiveness. This perspective was further supported by 38.1% of students who believed that teacher gender does not impact interaction quality and quantity, indicating that effective teaching is not inherently tied to gender.

Furthermore, from the second question discussed, 33.3% of students felt that interactions with female teachers were superior. This perception is backed by studies like those of Sikes and Brophy (1973), which highlight the expressive and empathetic nature of female teachers, fostering a more inclusive and engaging

classroom environment.

Conversely, 35.7% of students did not think there was a significant difference between female and male teachers, suggesting that other factors, such as teaching experience and personal rapport, play a more significant role in shaping classroom interactions. The data obtained from the question where students were asked if they feel the quality of interactions differs based on the teacher's gender supports this as 76.2% revealed no differences which highlights the complexity of classroom dynamics.

The gender similarities hypothesis provides a common thread between the data, suggesting that both male and female teachers can be equally effective depending on their individual approach. This hypothesis is supported by the significant portion of students who did not perceive any difference in interaction quality and quantity based on gender.

Moreover, the differences approach can explain the perceptions of students who do see gender-based differences as it posits that men and women have distinct roles and behaviors due to societal and cultural influences. For instance, male teachers might be seen as more authoritative, which some students might find effective, while female teachers might be viewed as more nurturing, which other students might prefer for creating an engaging learning environment. The key takeaway is that effective teaching and interaction quality are more likely determined by individual teacher traits and teaching styles than by gender alone.

In light of the obtained data from the questions about student perceptions of interaction with male and female teachers, the hypothesis that third-year EFL female and male teachers at UM employ distinct interaction strategies is not strongly supported. However , the findings suggest that the effect of teacher's gender on the quality and quantity of classroom interaction appears to be minimal as 76.2% of students perceive no differences in interaction quality based on teacher gender, suggesting that teacher traits and teaching styles play a more crucial role.

- ***Do You have a Preference for a Certain Gender of Teacher when it***

Comes to Classroom Interaction? (Male/Female) ?

25% of participants (12 out of 42) indicated that they have a preference for a specific gender of teacher when it comes to classroom interaction. This group of students may feel that they interact better with or are more comfortable with either male or female teachers. This preference can stem from perceived differences in teaching styles, communication methods, or personal comfort levels with one gender over the other.

The majority (50%) of students not having a preference signifies that they are comfortable with both male and female teachers and do not prioritize one gender over the other .this portion suggests that they prioritize the effectiveness of the teaching methods and the ability of the teacher

to engage and manage the classroom over gender, and value qualities such as clarity of explanation, enthusiasm for the subject, and overall teaching competence more than the teacher's gender.

Similarly to The 25% who see no difference. This neutrality indicates that effective teaching and positive interaction can transcend gender, focusing instead on personal and professional attributes. These findings are supported by the gender similarities hypothesis, advocated by Hyde (2005) who argues that men and women are more alike than different in most psychological traits, including those affecting teaching.

Based on the answers of this question, it appears to be poss to maintain that teacher's gender effect on classroom interaction is minimal as the majority of the students do not have preference for a certain gender or see no difference between female and female teachers .

- ***Have You Noticed any Differences in the Way Students Perceive Male and Female Teachers?***

A significant number of students,20out of 45, indicated that they have noticed differences in how male and female teachers are perceived. This suggests that

almost half of the participants observe distinct variations in students' attitudes or behaviors toward teachers based on gender. They might be observing gender-based variations in teaching practices. As difference approach posits that male and female teachers may exhibit different teaching styles, communication methods, and classroom management techniques.

A substantial number of students,6 out of 45, reported not noticing any differences. This suggests that the students' perceptions of teachers are consistent regardless of gender. They may believe that professional training and standards ensure that teachers of any gender employ similar teaching methods and classroom management strategies and focus more on individual teacher qualities such as competence, personality, and teaching effectiveness rather than their gender. Also, the neutrality of 19 students could also reflect broader societal shifts towards gender equality, where gender is becoming less of a distinguishing factor in EFL contexts. This finding is supported by Hyde (2005) hypothesis which suggests that males and females are similar on most psychological variables.

Based on this findings , it appears to be possible to maintain that UM female and male teachers use different teaching strategies as a significant number of students noticed differences in the way student perceive male and female teacher.

4.2.5. Category Five: Students and Their Perception

- ***How Comfortable Do You Feel Participating in Classroom Activities?***

Nearly one-third of the participants feel very comfortable participating in classroom activities. This indicates a positive learning environment where these students feel confident and empowered to engage actively. Also, a significant proportion of students (almost 40%) feel their comfort level hinges on the teacher's personality which underscores the impact teachers have on student engagement. These findings reveal that the teacher's personality and teaching style significantly impact student engagement and participation for instance, teacher enthusiasm,

supportiveness, warmth, encouragement, fairness and clarity positively influence student motivation and participation.

Additionally, a few students ,4.76%, base their comfort level on the support of classmates emphasizes the role of peer relationships in fostering participation. Collaborative activities and group work could be effective strategies to encourage involvement and support among students. Research by Johnson and Johnson (1994) on cooperative learning further demonstrates how positive peer relationships can enhance student engagement and participation in classroom activities.

While the fact that some students, only a small percentage 9.52%, do not feel comfortable participating in classroom activities warrants attention. It could be indicative of various factors such as shyness, fear of judgment, or a lack of interest in the subject. Addressing these concerns could help create a more inclusive learning environment.

The preference for a specific gender of teacher among some students, with 5 feeling comfortable with a female teacher and 3 with a male teacher, underscores the impact of gender on classroom interaction dynamics. Such preferences may stem from various factors, including students' past experiences, cultural influences, or perceptions regarding the teaching styles and approaches associated with different genders. For instance, research by Ferguson (2003) has highlighted the importance of gender-sensitive teaching practices in creating an inclusive learning environment. Additionally, societal norms and stereotypes regarding gender roles in education may also contribute to students' comfort levels and preference.

Based on the obtained data, it does not indicate that that teacher's gender affects third year teacher-student interaction at UM .. The findings show that while some students have preferences for either a female or male teacher, attributing this to past experiences or perceived teaching styles associated with gender, the majority prioritize factors like teacher personality, teaching style, and classroom environment over gender when determining their comfort and participation in classroom activities.

- ***If You Enjoy Participating, which Module Do You Feel Most Comfortable Participating in (mention the gender of the teacher)?***

- Literature:

A significant number of students (45.71%) express a preference for participating in Literature classes taught by female teachers. This preference is consistent with research showing that female teachers often cultivate inclusive and supportive classroom environments that foster open discussion and critical thinking—essential components of literature studies. Studies by Sadker and Sadker (1994) and Jones and Dindia (2004) have shown that female teachers are perceived as more approachable and empathetic, which enhances student engagement. The substantial percentage indicates that students appreciate the nurturing and encouraging atmosphere often created by female teachers in literature classes. Our observation supports this as well; this teacher consistently employs supportive strategies such as facilitating discussions, validating student ideas, and starting from the context, all of which encourage students to feel comfortable and engaged and lead to meaningful classroom interactions.

-Speaking :

The inclination for female instructors in Oral Speaking classes is robust, with 20% of students showing a preference for these classes. This preference is often associated with the nurturing and communicative teaching style of female teachers, which fosters a more relaxed environment for students to practice speaking skills. According to research by Tannen (1990), this notion is supported by the interactive and collaborative approach adopted by female instructors, which can alleviate anxiety and promote active participation in speaking activities. The substantial percentage demonstrates that students value the support and reassurance provided by their teacher in oral speaking sessions, particularly when employing interactive teaching methodologies and This is clearly evident during classroom observations.

-Civilization:

In Civilization classes, 17.14% of students have a preference for female teachers. This could be attributed to the inclusive and collaborative teaching

techniques commonly employed by female educators, which foster an environment conducive to delving into historical and cultural contexts. Prior research, such as the work of Martin and Marsh (2005), has emphasized that the nurturing approach adopted by female teachers can heighten student engagement and comfort in subjects like Civilization. The percentage point demonstrates that when teachers cultivate a collaborative learning environment and employ effective storytelling and lecturing, students feel supported and motivated to actively participate, thus creating a comfortable and confident atmosphere for learning.

-Linguistics:

In Linguistics, 8.57% of students feel comfortable participating under female instruction. This could be linked to the detailed-oriented and patient teaching strategies often employed by female teachers, which are beneficial in subjects requiring analytical and critical thinking skills. Research by Basow (1998) suggests that female teachers' supportive nature can help students feel more secure and engaged in challenging subjects like Linguistics. The percentage reflects that while fewer students chose this option, those who did value the patience and detailed explanations provided by female teachers.

-Translation, ESP, Academic Writing:

A notable portion of participants (28.57%) prefer male teachers for modules like Translation, ESP, and Academic Writing. This preference might stem from a perception that male teachers possess authoritative knowledge in these specialized fields. Studies, such as those by Etaugh and Bridges (2004), suggest that students often view male teachers as more competent in traditionally rigorous or technical subjects. This does not undermine the capabilities of female teachers but rather highlights varying student perceptions and expectations. The percentage indicates that students feel confident and assured in their learning when male teachers, who are perceived to have expertise, lead these modules. "Furthermore, the findings of the observation indicates that students engage with peers of both genders across all the modules. Any preferences expressed can be attributed to the teaching strategies employed by the instructor during classroom interactions.

-None:

A small percentage of students (8.57%) either do not have a specific preference for any module or indicate that their comfort level depends on the teacher's gender. This variability highlights the significance of teaching style and personal connections rather than gender alone, emphasizing that effective classroom interaction relies heavily on individual teacher characteristics and their ability to build rapport with students. Research by McCroskey et al. (1996) supports this perspective, emphasizing that teacher immediacy and efforts to connect with students significantly influence student comfort and engagement, regardless of the teacher's gender.

Finally, the percentages reveal that the student while there is a noticeable preference for female teachers in modules that benefit from a supportive and communicative teaching style, such as Literature and Oral Speaking, students also recognize and appreciate the expertise that male teachers bring to specialized subjects like Translation and ESP. This indicates that students can feel comfortable with both genders, depending on the context and the specific teaching methods employed and the classroom interaction fosters effective and equitable participation from both genders, ensuring a high quantity and quality of engagement. This dynamic and inclusive approach benefits all students and creates a robust learning environment.

In the light of the data obtained from this question,we can maintain that teacher's gender affects EFL teacher-student interaction in terms of quality and quantity at UM is not supported as students preferef modules according to their comfort of participation not considering the gender of the teacher .

- ***In Which Module Do You Feel Less Engaged and Find it Challenging to Interact with Others? and Mention the Teacher's Gender ?***

The Linguistics module is considered to be the least engaging, 42.55% of students expressed feeling less engaged due to the nature of the module. This trend is consistent with Smith et al. (2019), who noted that theoretical subjects often encounter higher disengagement due to their abstract nature. Although the gender

of the teacher was not specified, it is evident that the abstract content of Linguistics, particularly at the 3rd level of EFL, necessitates more innovative and interactive teaching methods to cultivate student interest and engagement. The lack of practical applications may pose challenges for students in connecting with the material, indicating a need for teaching strategies that effectively integrate theory and practice.

In Translation classes taught by a male teacher, only 2.13% of students reported feeling disengaged. This suggests that the teacher's strategies, such as asking direct questions, using humor, and acknowledging students' negative feelings, effectively kept the students engaged. This low percentage aligns with Johnson and Miller's (2017) findings that practical and skill-based modules generally result in higher engagement. Since Translation involves the direct application of skills, it naturally engages students more. Notably, the gender of the teacher did not significantly impact student engagement, highlighting that the practical nature of the subject plays a more significant role in determining student engagement.

In classes focused on English for Specific Purposes (ESP) and taught by male teacher, it was found that only 6.38% of students reported feeling less engaged. This suggests that the majority of students were actively involved in the learning process. According to Martinez (2020), the level of engagement in language learning is greatly influenced by the perceived relevance and immediate applicability of the content being taught. The study indicates that the design of ESP courses, which is typically geared towards students' future careers, significantly enhances their relevance and engagement levels. The role of the male teacher in delivering content that students view as directly beneficial for their professional development may contribute to the overall engagement and effectiveness of the courses.

Furthermore, in Civilization classes, which are taught by a female teacher r, 14.89% of students reported feeling disengaged. This adjustment can be attributed to the challenging nature of the course, which demands critical thinking and a high level of linguistic competence. This finding aligns with the observations of Brown and Patel (2018), who pointed out that subjects with historical and cultural context often encounter difficulties in engaging students unless taught interactively. The

moderate disengagement rate indicates that although the course material is inherently engaging, it still requires dynamic and interactive teaching methods. The approach of the female teacher could be enhanced by incorporating more student-centered activities to better captivate the students in this subject.

In methodology classes, which are also taught by female teachers, 21.28% of students reported feeling less engaged. This aligns with Thompson et al. (2021), who found that research- focused courses often struggle with student engagement unless they incorporate practical activities. The higher disengagement in methodology classes may be attributed to their theoretical nature and heavy emphasis on lecturing. Additionally, since this is a new module focused on academic research, students may find it challenging to fully immerse themselves in the material. This underscores the necessity of integrating real-world examples and hands-on activities into the curriculum. Female teachers may consider adopting more practical teaching strategies to improve engagement in these modules.

In relation to students' disengagement in modules taught by male teachers, a study found that 4.26% of students reported feeling less engaged. This percentage could be attributed to the teaching mentality and approach of male teachers, particularly in terms of student participation. This finding is consistent with Lee and García's (2022) suggestion that male teachers may benefit from employing more interactive and empathetic teaching strategies to enhance student engagement to the level seen with their female counterparts. By improving teacher-student interaction and adjusting teaching styles to be more engaging, this disengagement could be reduced, underscoring the significance of the teacher's approach in creating a positive learning environment.

In Academic Writing classes predominantly taught by female instructors, a mere 4.26% of students reported experiencing disengagement. This figure aligns with the findings of Harris and Brewster (2018), indicating that writing-intensive courses are more successful in maintaining higher levels of engagement through the provision of clear guidelines and personalized feedback. The low disengagement rate in classes led by female instructors suggests that they may be effectively

employing these strategies, in accordance with the recommendations of Harris and Brewster. It is likely that the clear instructions and personalized feedback are key factors contributing to sustaining student interest and engagement in these classes.

In the Oral Speaking module, where female teacher is the instructor, 4.26% of students felt less engaged. Despite this module being known for addressing shyness and anxiety, it is not considered as the least engaging in terms of interaction. This could be attributed to the teacher's approach, as she is open to her students' feelings and ideas. According to Anderson and Kim (2020), courses with active student participation generally result in higher engagement levels. The interactive nature of Oral Speaking likely contributes to keeping students engaged, supported by the female teacher's ability to create a supportive and inclusive classroom environment. This finding highlights the significance of active participation and empathetic teaching strategies for maintaining student engagement.

It is important to note that student engagement is influenced by a variety of factors, including the subject matter, teaching methods, and the gender of the teacher. Practical and interactive courses tend to naturally promote higher levels of engagement, while more abstract subjects may require innovative teaching approaches to capture student interest. Additionally, the gender of the teacher can potentially impact student engagement, possibly due to differences in teaching styles and the ability to create an engaging classroom environment.

The analysis suggests that student engagement levels vary based on teaching methods and the nature of the module, irrespective of the teacher's gender.In Linguistics classes where the teacher's gender is unspecified, 42.55% (the highest percentage)of students find it challenging to interact and feel less engaged.In contrast, only 4.26% of students find it less challenging to interact in Oral Speaking (4.26%) and academic writing (4.26%) classes taught by female teachers, indicating high engagement levels and the effectiveness of a supportive and interactive teaching approach. Conversely, Translation (2.13% disengaged) and ESP (6.38% disengaged) classes taught by male teachers show high engagement levels, likely due to the practical nature and relevance of the content.

These findings are reinforced by our classroom observations. This illustrates that while teacher gender can influence engagement; the content, teaching style, and methods are more crucial factors in establishing an engaging learning environment. Subsequent research should further explore these dynamics to devise targeted interventions for enhancing student engagement across diverse educational settings.Also ,the data provide some evidence supporting the hypothesis that third-year EFL female and male instructors at UM utilize different interaction strategies as the discussion emphasizes varying degrees of student engagement and interaction difficulties across different modules.

- ***Is There Anything Else You Would Like to Share Regarding the Effect of Teacher's Gender on Classroom Interaction in English Classes?***

The response emphasizes the crucial role of a supportive classroom environment in cultivating effective learning experiences. Although it garnered a relatively low level of agreement, it stresses the significance of nurturing teacher-student relationships, regardless of the teacher's gender. Studies indicate that a nurturing classroom atmosphere, characterized by support, respect, and understanding, has a positive impact on student engagement and academic achievement (Basow, 2000). Establishing such an environment requires educators to prioritize interpersonal skills, communication, and empathy, creating a setting where students feel valued and motivated to actively participate in the learning process.

-Competence of the Teacher Matters More Than Gender :

This analysis highlights that a substantial portion of participants (42.86%) prioritize teacher competence over gender when evaluating teaching effectiveness. This finding is in line with previous studies suggesting that teacher competence significantly shapes classroom interactions and student learning outcomes (Centra & Gaubatz, 2000). Research indicates that effective teaching practices, such as subject expertise and pedagogical skills, have a greater impact on student engagement and academic achievement than the teacher's gender (Harris & Brewster, 2018). Therefore, although gender may influence certain teaching styles, the emphasis on

teacher competence in this analysis is consistent with established research findings.

-Skills, Methods, and Strategies Used are the Key to a Successful Teacher:

The findings of this study reveal that a significant proportion of participants (57.14%) consider effective pedagogy, which encompasses teaching skills, methods, and strategies, as indispensable for teacher success. This finding aligns with existing research that underscores the crucial role of effective teaching practices in fostering positive classroom interactions and improving student learning outcomes (Lee & García, 2022). Previous studies have also underscored the importance of diverse teaching methods, instructional strategies, and pedagogical approaches in enhancing student engagement and academic achievement (Anderson & Kim, 2020). Therefore, the emphasis on effective teaching practices in this study echoes the understanding that pedagogical competence plays a pivotal role in determining teaching effectiveness, irrespective of the teacher's gender.

-The Positivity and Outgoing Nature of the Teacher Encourage Student Participation, Irrespective of the Teacher's Gender:

This was met with a relatively low agreement rate of 14.29%. Despite the lower percentage, this viewpoint provides valuable insight into how a teacher's demeanor is perceived to influence student participation in the classroom.

The limited agreement rate indicates that while some participants recognize the potential impact of a teacher's positivity and outgoing nature on student participation, it may not be universally regarded as the primary driver of classroom engagement. This perspective differs from the emphasis placed on teacher competence and effective pedagogy in other responses.

Nevertheless, it's important to acknowledge that the presence of this response reflects an awareness among some participants of the significance of teacher demeanor in shaping classroom dynamics. Research has demonstrated that positive teacher-student relationships and a supportive classroom atmosphere can foster student engagement and participation (Roorda et al., 2011). Therefore, despite not receiving as high an agreement rate as other factors, the perceived influence of teacher

positivity and outgoing nature on student participation remains a relevant consideration in discussions on effective teaching practices.

Overall, while the agreement rate for this response may be lower compared to others, its inclusion highlights the diverse perspectives regarding the factors influencing student participation in the classroom. It underscores the importance of considering various aspects of teacher-student interactions, including demeanor and interpersonal skills, in promoting a conducive learning environment, regardless of the teacher's gender.The data suggest that while gender may impact teaching styles, its direct influence on student participation in EFL classrooms seems to be outweighed by broader factors related to teaching competence and pedagogical approach.For instance ,the significant portion places greater importance on teacher competence rather than gender, stressing the significance of effective pedagogy and subject expertise in encouraging student engagement and academic achievement.

Conclusion

This chapter presents the results derived from a combination of classroom observations and student questionnaires, aiming to understand the impact of teacher gender on classroom interactions. The findings from both research methods indicate that teacher gender does not inherently determine the quality or quantity of teacher-student interaction in EFL classrooms. Instead, the effectiveness of teaching strategies plays a more significant role in EFL classrooms at UM. This answers the first research question making a contradiction for the hypothesis which states that teacher gender has a significant effect on EFL teacher-student interactions.

Furthermore, the observational data provided detailed answers to the second research question, confirming that male and female EFL teachers at UM employ different teaching styles.. The findings also reveal that both female and male teachers who employ student-centered and interactive methods achieve high levels of student engagement. For instance, teachers who utilized student-led presentations observed participation rates as high as 58%, compared to much lower engagement levels, around 10%, in traditional lecture-based approaches. This underscores the significance of other factors such as teaching methods and subject matter relevance in shaping teacher-student interaction over gender.

General Conclusion

General Conclusion

This research aimed to investigate the influence of teacher's gender on classroom interaction in EFL classrooms at Yahia Fares University of Medea. Specifically, the study focused on third-year LMD students, utilized classroom observations, and student questionnaires to gather data on the quantity and quality of interactions between teachers and students.

The findings from classroom observations indicated that both male and female teachers adopt different approaches to classroom management and interaction. Female teachers generally foster more supportive and emotionally responsive environments, encouraging higher levels of student participation and engagement. Male teachers, while adopting more authoritative and structured approaches, also created conducive learning atmospheres through different means.

Furthermore, the results from the student questionnaires supported these findings, as students expressed distinct preferences for teacher characteristics. Some students favored female teachers, perceiving them as better able to understand and empathize with their challenges, while others preferred male teachers, viewing them as more effective in delivering instructional content. However, it is important to note that the study also identified instances where teacher gender did have a significant impact on student learning outcomes or classroom interaction, highlighting the complex and multifaceted nature of the relationship between teacher gender and classroom dynamics.

Despite these differences, the overarching theme from the data indicated that teacher gender is not the primary factor affecting the quality and quantity of classroom dynamics and interaction patterns. But it is the teacher's characteristics, teaching competence, strategies, and ability to create a positive learning environment that play a significant role. Both male and female teachers can foster high-quality classroom interactions when they employ effective teaching practices and engage students meaningfully.

The findings suggest that the teacher's overall approach, skills, and dedication play a more crucial role in the quantity and quality of classroom interaction than gender. This research adds to the ongoing discourse on the impact of teacher gender on EFL classroom interaction by providing empirical evidence and emphasizing the need for teacher training programs to enhance teaching strategies regardless of gender. This lays the groundwork for more informed decision-making in teacher recruitment, professional development, and classroom management, ultimately improving the quality of EFL education. Future research could delve into additional variables such as cultural context, subject, and student demographics to gain a deeper understanding of teacher-student interactions in diverse educational settings.

1. Limitations of the Study

Despite the comprehensive nature of this research, several limitations must be acknowledged. Firstly, the study was constrained by the relatively small number of male teachers within the English department at the University of Medea , which may have influenced the findings by limiting the representation of male teaching styles and their impact on classroom interaction. Consequently, the generalizability of the results may be restricted, potentially not fully representing the broader population of male teachers. Additionally, the non-collaboration of some students posed another significant limitation, as some students were either unwilling or unavailable to participate fully in the questionnaires and observation. This lack of participation could result in a potential bias, with the views and experiences of more collaborative and engaged students dominating the findings, thereby not accurately reflecting the entire student body. Addressing these limitations in future research is crucial for obtaining a more balanced understanding of the effects of teacher gender on classroom interaction.

2. Recommendations and Suggestions for Further Research

Looking forward, there are several promising avenues for further research and practical application based on the findings of this study. Future research should aim to include a more balanced representation of male and female teachers by

expanding the study to include more institutions with diverse teaching staff, which could provide a more comprehensive understanding of how gender dynamics influence classroom interaction across different contexts. Additionally, strategies to enhance student collaboration and participation in research should be developed, such as employing anonymous questionnaires or incentivizing participation, to mitigate the issue of non-collaboration and ensure a more representative sample of student experiences. Broader teacher demographics, longitudinal

studies, and student-centered approaches, including intervention studies, should be considered for future research. Implementing and evaluating specific interventions aimed at improving classroom interaction, regardless of teacher gender, could provide practical solutions for educators. Teacher training programs should emphasize the development of both supportive and structured teaching techniques, inclusive classroom strategies, and policy and administration efforts that promote gender diversity and continuous professional development in effective classroom management. By addressing these limitations and exploring these perspectives, future research and educational practices can better understand and leverage the impact of teacher gender on classroom interaction, ultimately leading to more effective and inclusive learning environments.

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Appendix 01: Observation Checklist

Date and time:
Class observed:
Department:
Module :
Gender of the teacher:

Classroom Interaction

1-Teacher's Talk

a-Indirect talk

1-**Accepting Feelings** ☐

2- **Praises or Encourages** ☐

3- **Accepting and Using student's ideas** ☐

4- **Asking Questions** ☐

b-Direct talk

1. **Lecturing** ☐

2. **Giving Directions** ☐

3. **Criticizing or justifying authority** ☐

2. Student talk

2.1. Student talk response ☐

a-In terms of quantity

- Number of Student ☐

Contributions - ☐

Duration of Student Talk

-Student Participation Rate ☐

-Distribution of Talk ☐

b-In terms of quality :

-Students ask questions: ☐

-Students provide examples: ☐

-Students share personal experiences ☐

-Students engage in discussions ☐

3 Silence

3.1.Silence or confusion ☐

a-Quantity:

-Total duration of silence ☐

b-Quality :

-Teacher's Response to Silence and Confusion ☐

-Teacher uses prompts or cues to re-engage stu ☐

Appendix 02 QUESTIONNAIRE

1- **Gender: Male** ☐ **Female** ☐

2- **Age:.....years old**

3- **Academic Major:.....**

4- **Year of Study:.....**

5- **You choose to study English:**

a-To get a job b-To travel abroad

c-To be able to interact with native speakers d-For pleasure

e-It was not your choice f-Others please specify

.....
....

6.What type of difficulties you face when learning English:

……
……

7-To improve your English level, you:

Tick (√) to the right answer

1-Watch movies

2-Listen to songs

3-Paractise with your friends

4-Interact with native speakers

5-You participate in the classroom

6-Others (please specify)

8-You do like to participate (ask/answer questions) in the classroom because:

Tick (√) to the right reason/s:

	Agree	Neutral	Strongly disagree
1-You want to seek information or clarification			
2-You will be scored for your participation			
3-You feel it's impolite that the teacher has asked many times and he received no answer			
4-The topic interests you and you just want to contribute to the conversation			
5-The teacher encourages you to participate			
6-You like the module			
7-You like the teacher no matter what module it is			
8-Others (please specify)			

	Yes	No	No difference
9- You think that your teacher's gender might influence classroom interaction			
10-Do you believe that the gender of the teacher affects the effectiveness of teaching strategies in English classes			
11- Have you noticed any differences in teaching strategies employed by male and female English teachers			
12-You think students interact differently with male and female teachers			
13-Have you observed any differences in the way male and female teachers interact with students during class discussions			

	Yes	*No*	*No difference*
15a-Do you feel that the quantity of interaction differs based on the teacher's gender			
15b-Do you think that the quality and quantity of interaction with a male teacher is better than female teacher			
15c-Do you think the quality and quantity of interaction with a female teacher is better than male teacher			
16-Do you feel that the quality of interaction differs based on the teacher's gender			
17-Do you have a preference for a certain gender of teacher when it comes to classroom interaction? (Male/Female)			
18-Have you noticed any differences in the way students perceive male and female teachers			

Answer the following questions according to your opinion

19-**How comfortable do you feel participating in classroom activities?**

.....
.....

20-**If you enjoy participating,which module do you feel most comfortable participating in (mention the gender of the teacher)?**

.....
.....

21-**In which module do you feel less engaged and find it challenging to interact with others?justify**

please and mention the teacher's gender

.....
.....

22-**Is there anything else you would like to share regarding the effect of teacher's gender on classroom interaction in English classes?**

.....
.....

Thank you for participating in this questionnaire! Your responses will be invaluable for our study

on the influence of teacher's gender and classroom interaction.