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Investigating the Impact of Single-Gender and Co-educational Classrooms on English Language Acquisition and Development in Secondary Schools

The Case Study of Chahid Zerrouk Boucherite (females), Chahid Zerrouak Noureddine (males), and Belagoun Mohamed (mixed) secondary schools in Medea.

A dissertation submitted in partial fulfillment of the requirements for a Master's Degree in English (Linguistics)

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DECLARATION

We hereby declare that this dissertation is completely the result of our work, the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations, or in the reference list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date: June 24, 2024.

Signed: Hania Euldji, Lynda Yasmine Boukoftane, and Sarah Basseri

DEDICATION 1

First and foremost, all praise and gratitude belong to Allah, the Most Merciful and the most gracious, who has provided me with strength, patience, and the ability to complete and achieve this work.

To my beloved father…the pillar of strength and wisdom in our family. Your unwavering ethic, integrity, and quiet resilience have been a guiding light throughout my life. Thank you for the countless sacrifices you've made for us and for instilling in me the values that have shaped the person I am today. I am truly blessed to be your child.

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YasmineBoukoftane

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First, I would like to thank ALLAH who enlightened my path all along this study, for giving me the determination and strength to finish this work.

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You were the guiding light that showed me the path of hard work. Your wisdom and unconditional love will forever be etched in my heart.

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You have been a role model of resilience, shouldering every responsibility with grace after Dad’s passing. Thank you for your countless sacrifices to ensure that I could pursue my ambitions. I am forever grateful.

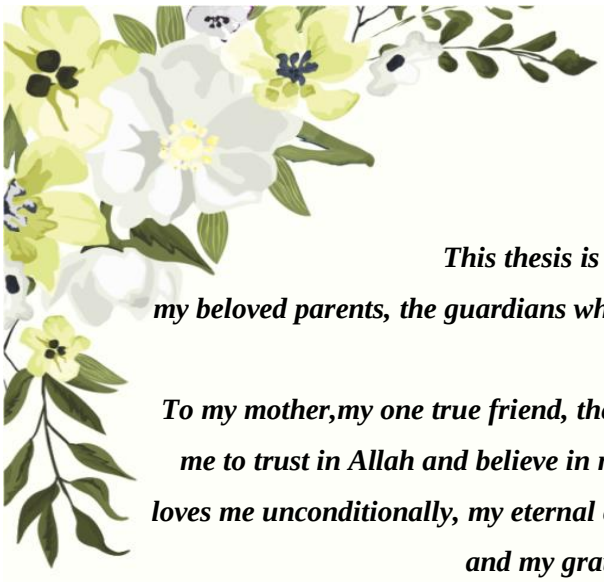
To my brothers: "Akram" and "Benyamin," and my lovely sister "Faten." Thank you for your love and support.

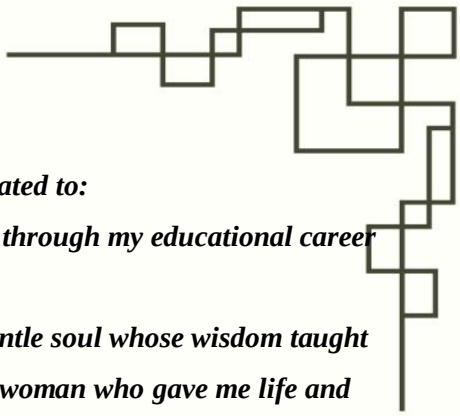
To my partner "Yasmine Boukoftane" with whom I shared this special experience.

And finally, to those who supported me and helped me morally to accomplish this work.

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This thesis is lovingly dedicated to:

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To my brothers Adnan and AbdAlkarim, my lifelong friends who cheered me on every step of the way.

To my gentle princessRitadj, you will always hold a special place in my heart.

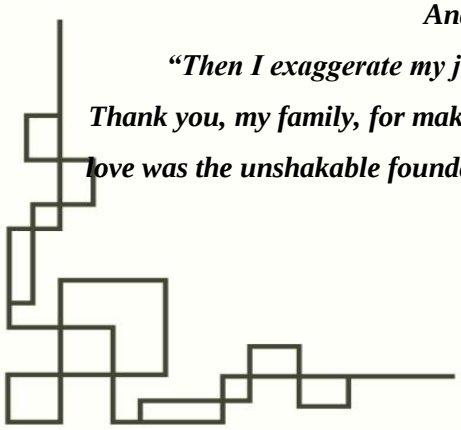
To my two angels, Ishaq , and Miral . the greatest miracles of my life. You are the reason I stride forth each day.You gave me the purpose to pursue this dream.

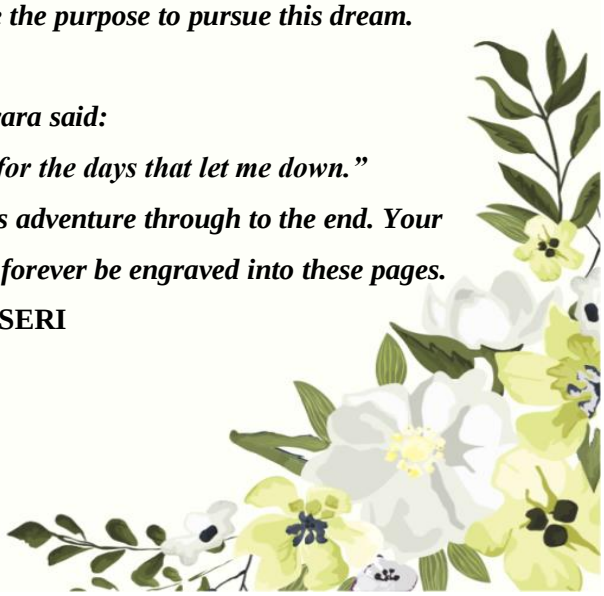
And as Che Guevara said:

"Then I exaggerate my joy in revenge for the days that let me down."

Thank you, my family, for making me see this adventure through to the end. Your love was the unshakable foundation that will forever be engraved into these pages.

SARAH BESSERI





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ABSTRACT

In the context of education, the classroom atmosphere is one of the most important components of student performance and learning. This research is designed to give significant insights that enhance the understanding of effective educational environments focusing on the particularities of single-gender and coeducational classrooms in secondary schools. This investigation intended to examine the experiences of a diverse group of secondary school students, considering different factors such as language development and language proficiency. To reach this aim, a comparative mixed-methods approach has been used. Quantitative data have been collected through spoken English language assessments and academic performance, while qualitative insights have been gathered through teachers' and students' questionnaires and classroom observations.

Keywords: Education; single-gender classrooms; coeducational classrooms; English language acquisition; language proficiency.

ملخص

في سياق التعليم، يلعب الجو العام السائد في قاعة التدريس دورًا حاسمًا في تشكيل التجارب التعلمية عند الطلاب.لذا تهدف هذه الدراسة إلى تقديم وجهة نظر مهمة تعزز فهم البيئات التعليمية الفعالة مع التركيز على خصوصيات الصفوف الدراسية أحادية الجنس والمختلطة في المدارس الثانوية. كان الغرض من هذه الدراسة هو فحص تجارب مجموعة متنوعة من طلاب المدارس الثانوية، مع النظر في عوامل مختلفة مثل تطوير اللغة وكفاءة اللغة، و لتحقيق هذا الهدف تم استخدام نهج مختلط مقارن. حيث تمت عملية جمع البيانات الكمية من خلال تقييمات اللغة الإنجليزية الشفهية والأداء الأكاديمي، بينما تمت عملية جمع البيانات النوعية من خلال استبيانات المعلمين والطلاب وملاحظات الفصول الدراسية.

الكلمات الرئيسية:التعليم ؛ الفصول الدراسية أحادية الجنس ؛ الفصول الدراسية المختلطة ؛ اكتساب اللغة الانجليزية ؛ الكفاءة اللغوية.

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LIST OF ABBREVIATIONS

CBLT: competency-based learning and teaching.

CLT: communicative language teaching.

CO-ED: coeducational.

COS: co-educational schools.

EFL: English as a Foreign Language.

ELT: English language teaching.

FL: foreign language.

L2: second language.

PPP: presentation, practice, production.

SGS: single-gender schools.

TBLL: tasks-based language learning.

%: Percentage.

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1. Research Background

"*Education is the most powerful weapon which you can use to change the world*" (Mandela, 1990). Education is an important factor that contributes to the future of students, especially in secondary school, because it prepares them for different opportunities and challenges. Central to this preparation is the acquisition of English proficiency since it is considered the global language of science, and the lingua franca worldwide. English proficiency is not merely a subject within the curriculum but a key driver for academic achievement and future professional opportunities.

Despite the ongoing efforts to enhance English language learning in Algeria, there is still a gap in comprehending how classroom settings, whether single-gender or co-educational (co-ed) may influence language acquisition and development. This research seeks to bridge that gap by investigating the potential impact of classroom dynamics on English language acquisition and development specifically speaking and reading skills which are considered as the main skills that are performed publicly and noticed easily among students.

2. Problem statement

In the Algerian context of secondary education, the effectiveness of English language learning persists as an important charge, emphasizing the need for an optimal and well-structured learning environment as environment influences learners ‘experiences, and their experiences shape their perceptions. To create such

a surrounding, it is important to explore and understand the influence of different classroom settings on the learning process. For this reason, investigating and analyzing the impact of both environments single-gender and co-ed schools on the acquisition of the English language became essential.

3. Research questions and hypothesis

This research will be conducted to find out answers to the following questions:

- How does the English language proficiency differ between students in single-gender classrooms compared to those in co-ed classrooms in Algerian secondary schools?
- How do teachers perceive differences in student engagement and performance in English language learning activities between those different classrooms?
- How do classroom dynamics, such as student participation, interaction, and collaboration, vary between both types of schools?

Based on the research questions stated above the researchers hypothesized that:

- English reading and speaking skills proficiency may present significant differences between single-gender and co-ed classroom students.
- The nature of schools (single-gender or coeducational schools) may affect the interaction between peers.
- The nature of schools (single-gender and co-educational schools) may affect the interaction between students and teachers.
- Teachers may face differentchallenges when comparing students'

engagement and performance in English language activities in single-gender and co-ed classrooms.

4. Research objective

This study aims to conduct a systematic and comprehensive investigation to compare the effects of single-gender and coeducational classroom environments on English language acquisition and development among secondary school students. Its primary objective is to examine how the classroom structure, whether single-gender or coeducational, influences the process of acquiring and developing English language skills, analysing the potential differences or similarities in their achievement, and identify the specific aspects of language acquisition and development, such as grammar, reading comprehension, and speaking skills, that may be impacted by the single-gender or coeducational classroom environment.

5. Significance of the study

In the landscape of secondary education in Algeria, the choice between single-gender and coeducational schools is a topic of significant interest, particularly regarding its impact on English language acquisition and development.There is a noticeable gap in existing research concerning a comprehensive examination of how different school settingsaffect English acquisition in secondary schools in Algeria.The current state of research in this field will be conducted to bridge that gap indicating a growing awareness of the potential influence of school structure on various aspects of students' educational experiences. The research holds significance as it contributes directly to the existing body of knowledge, providing

nuanced insights into the relationship between school structure and English language acquisition, employing a case study approach involving three distinct schools (male and co-ed schools).The findings have the potential to inform educational practices, influence policies, and contribute to a more effective educational system. Additionally, the study opens avenues for future research by promoting exploration into the mechanisms through which school structure influences language acquisition and raising questions about the long-term impact of language proficiency on academic success. It also supports the creation of inclusive educational policies, curricula design, and adaptation of teaching practices, which ultimately benefit a variety of stakeholders, including students, researchers, educators, and the Ministry of Education.

6. Thesis layout

This thesis is divided into four interrelated chapters. The first chapter represents the theoretical portion of the study, with the remaining three chapters devoted to the practical portion. The first chapter reviews the literature that has a relationship with teaching single-gender and co-ed classrooms in Algeria; it defines what education is and its theories focusing on the significance of single and coeducational classes for the academic and linguistic achievement of the students. Then, chapter one concludes with some analysis of literature reviews related to teaching in single-gender and co-educational classrooms. The second chapter describes the methodology used in conducting this research, including research questions, hypotheses, and research design. Then it provides the chosen sample population and the instruments used in this research. The third chapter is devoted to the

presentation of the findings. analyze the data collected and interpret it. The fourth chapter discusses the findings, the implications and limitations of the research,in addition to suggestions for further studies, which are related to the Algerian context. Finally, a general conclusion summarizes the key points of the study, and highlights the main findings of the study.

7. Definitions of key terms

1. **Education:** is the process of acquiring knowledge, skills, attitudes, and values through various forms of learning.
2. **Single-gender classrooms:** are educational settings where students of the same gender are taught together. (all females\ all boys)
3. **Coeducational classrooms:** are educational settings where students of both genders are taught together. (mixed)
4. **English language acquisition**: refers to the process of learning and using English as a second or foreign language.
5. **Language proficiency**: the level of competence that individuals have in using a particular language, including their ability to understand, speak, read, and write it effectively.

Introduction

English proficiency is an essential skill for academic and career achievement. Being proficient in English offers students access to a variety of options and helps them to succeed in their studies as well as in their future employment. English is the universal research language. The ability to express concepts, thoughts, and ideas in English is not just a fundamental academic requirement but also an important indicator of success across different professional fields. The ongoing discussion regarding single-gender and co-ed classrooms goes into the complex impact of the educational environment on language development, specifically in the context of English language acquisition. It covers factors of academic outcomes, social dynamics, and the general advancement of productive skills, making it essential to understand the complex relationship between classroom structure and English language proficiency. This literature review serves two objectives. Firstly, it seeksto provide a strong conceptual base by providing precise explanations for important terminology and ideas like "language acquisition," "single-gender classrooms," and "co-ed classrooms." This precise description provides clarity and consistency throughout the study by making sure readers and researchers have a common understanding. A significant knowledge gap exists at the local level in the wilaya of Medea, where secondary schools are predominantly single-gender. In Algeria, this gap is evident as parents may lean towards single-gender classes without solid reasoning. This study aims to offer practical insights that could benefit the broader Muslim World, especially considering the unresolved or unsupported arguments surrounding co-educational classes.

This involves a thorough examination of earlier studies to identify gaps or ambiguities in the present understanding. This identification is important because it will help direct future research and make sure it fills the gaps in the literature. Each of these objectives cooperates to guide the study, offering valuable insight into how English language development occurs in various secondary school classroom arrangements.

1.1 Historical Background of the Linguistic Situation in Algeria

Savignon (2002) defined a foreign language as "a language not spoken in the native environment of the learner, which has no localized spoken form and is taught and learned through educational instruction" (e.g., an Arabic speaker learning to speak English in Algeria, usually in a classroom setting). Foreign language learning and second language acquisition are different and occur in distinct circumstances. Foreign language learning may help students widen their perspectives and have broad connections to people around the world. At various times, Algerian governments have been looking for ways to deliver foreign languages, particularly English, to their learners. Furthermore, learning the English language is seen as essential for its importance, which keeps everyone around the globe connected.

The development of the English language is defined by a complex linguistic environment influenced by historical, political, and educational factors in Algeria such as the colonial heritage of the country, globalization, and the desire to communicate with the world. The specific timeframe for the introduction of English in Algeria would coincide with the colonial era, which lasted from the mid-19th century until the independence of the country in 1962.

Before independence, French was the primary medium of instruction and administration. During this period, English language education was not widely accessible.

After gaining independence, there was a strong desire to promote Arabic as the national language and distance the country from its colonial roots. As a result, in the early years after independence, little attention was paid to the teaching of other foreign languages, especially English.

In the 1970s, recognizing the importance of English as a global languagethe ministry began to integrate English into its education system. The government introduced English as a compulsory subject in primary schools, marking a major shift in language policy. This period also saw the establishment of English departments in universities and efforts to recruit foreign teachers to meet the growing demand for English instruction.

Throughout the 1980s and 1990s, the Algerian government was expanding its ELT program, and implementing new curricula and teaching methods.Therefore, starting in 2013, the use of French started to fade away at the crossroads leaving more space to the teaching of English as a second foreign language (Mami, 2013, P. 910).

Currently, English is considered a foreign language due to its widespread use throughout the world. Moreover, it was used to supplement instruction with French in third-grade primary schools. Additionally, from November 2022, the Algerian government is promoting English as a medium of instruction in higher education, as well as Arabic and French.

Thus, English is increasingly recognized for its important role in promoting learning, opening doors to the global economy, and facilitating international cooperation.

1.1 Theories of language acquisition in Educational setting

1.1.1 Foreign language teaching and learning (EFL) Theories:

Language acquisition is a complex process influenced by various factors and is illuminated through theories such as Vygotsky's socio-cultural theory, Bandura's social theory, the interaction hypothesis theory, and gender schema theory. These theories provide insights into English as a Foreign Language (EFL) acquisition within the distinct contexts of classrooms.

1.1.1.1 Vygotsky's sociocultural theory

Vygotsky's sociocultural theory, often known as socio-cognitive or socio-cognitive constructivism, is extremely crucial when it comes to language acquisition and development, mainly in educational contexts such as secondary schools where English as a Foreign Language (EFL) is taught. The fundamental concept of Vygotsky's theory is that the advancement of an individual's thinking skills starts with social interaction. This theory emphasizes the role of social interaction and cultural context in shaping learning experiences. Vygotsky (1978) said, “Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)” (p. 57).

According to Vygotsky 1986, social interaction and culture play a significant role in forming individuals' learning; learning is a cooperative construction of social

knowledge and values. Social constructivism emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality.(Brown, 2007, p. 12). Vygotsky's theory, in particular, stresses the idea that learning is a socially mediated process (Shunk, 2012, p. 274).

The Vygotsky theory attempted to explain the importance of three components in an individual's cognitive development. These components, according to Oakley (2004), are culture, language, and zone of proximal development (p. 38). First, according to Oakley, Vygotsky views culture and the social environment as vital factors in the creation of human knowledge. The society in which the individual lives, as well as the social contexts in which he contributes, are the factors that influence what he learns about the world and develops knowledge. As a result, the child acquires knowledge through social interactions as well as cultural aspects such as language, music, and art. Second, according to Oakley(2004), Vygotsky viewed language as an indispensable factor in the learning process. Third, the Zone of Proximal Development Vygotsky (1978) defines the Zone of Proximal Development as "the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). Also, he mentioned the concept of scaffolding, which is central to many recent accounts of teaching and learning and deals with the role of the knowledgeable person who provides the learner with guidance to progress and achieve difficult tasks. For instance, in an EFL classroom, students may participate in peer talks to practice their speaking abilities. They notice their

classmates speaking fluently, and they may be inspired to improve their skills. However, if they encounter an activity that is slightly beyond their present competency level, they will be assisted by their teacher (a more knowledgeable person).

1.1.1.2 Bandura's theory:

Social learning theory is based on Bandura's premise that learning does not always occur as a result of firsthand experiences alone, but through harnessing the power of observation and imitation (Martinez, 2010). It is founded on the idea that individuals can learn by observing and imitating the visible behavior of others. This theory uses observation and imitation to describe human behavior. Furthermore, it claims that humans learn socially rather than cognitively. This implies that we learn from our peers, parents, teachers, and instructors, rather than just from text.

Bandura's theory is commonly utilized in educational contexts, such as classrooms, colleges, and universities. It proposed the social learning theory as an alternative to the prior work of colleague psychologist B.F. Skinner was a well-known proponent of the behaviorist theory. According to social learning theorists, cognitive and environmental factors interact to influence visible behavior and the learning process. He supports the behaviorist learning theories of operant and classical conditioning. However, he adds two important evolutionary process theories in human learning behaviors:

1. Humans learn from their surroundings through observational learning.

2. Mediating processes occur between stimulus and response.

Observational learning is a type of social cognitive learning that involves acquiring knowledge by observing and imitating others' emotional expressions, attitudes, or actions in human society. It is widely assumed that the observer will imitate the model. However,Bandura stressed that rather than copying, people can learn openly from the reinforcing behaviors of others. Bandura's theory also contends that any method of observing and modeling human learning behaviors in a human can only be possible through being retentive, attentive, and able to reproduce what they hear or see when there is motivation.

1. Attention

Learning by observation requires individuals to pay attention to the modeled behavior. The features of both the observer and the model can impact how much attention is paid to the modeled activity. An observer who is sleepy, sick, or preoccupied may not be as attentive to the model as someone who is fully focused.

2. Retention

Learning from observed behavior requires remembering the modeled activity, retention and memory can be improved by using visuals and descriptive language to help observers replicate modeled behavior more easily.

3. Reproduction

During this stage, the observer applies the modeled behavior to their particular activities. To reproduce observed behavior, the model's preserved images and language are converted into a reaction that follows the modeled pattern. Behavioral Reproduction improves as the observer practices the new behavior.

4. Motivation

Individuals are less likely to imitate modeled conduct without a compelling rationale. According to behavioral theories, if there is no reason for someone to imitate the classroom model, no amount of reproduction, retention, or attention will compensate for the lack of motivation. According to Classical Theory, emotional experience, punishment, and positive reinforcement play a vital part in motivation.

Foster (2006) mentioned that “Bandura began to add to his work on modeling by also exploring the cognitive concept of self-efficacy beliefs as they relate to advancing the understanding of human behavior Self-efficacy is the belief in one’s capabilities. These beliefs can significantly influence one’s environment and outcomes and often determine whether or not someone can successfully perform specific actions. He coined the term social cognitive theory, holding that a person’s behavior, environment, and inner qualities interact, rather than one of them being predominant in explaining how people function” (para. 10).

To sum up, Bandura's social learning theory provides an important framework for understanding how we learn from the environment around us. Furthermore, it provides a framework for building a supportive learning environment in which students can observe, imitate, and learn from both the instructor and their peers, leading to better learning results. For example, in a classroom setting, if a student observes another student being praised by the teacher for performing a physical task, the first child may begin to engage in the same physical task. Similarly, if the learner knew the other child had been punished for making a mistake in the physical work, he would avoid making the same error in his task.

1.1.1.3 The interaction hypothesis:

The interaction hypothesis is closely linked to the scholar Michael Long and his study in the 1980s. It asserts that speakers in discussions negotiate meaning. In the case of conversations between learners and others, this negotiation will lead to the provision of either direct or indirect forms of feedback, including correction (models), comprehension checks, clarification requests, topic shifts, repetitions, and recasts. This feedback draws the learner's attention to mismatches between the input and the learner's output (Long 1981; 1983, cited in Carroll, 2001, p. 291). Long (1981) created the Interaction Hypothesis, which represents the primary explanation for conversational interaction in language teaching and learning, in which language learners have access to understandable input, possibilities for results, and correction in the form of conversation among each other. According to the Interaction Hypothesis, language learners negotiate meaning through interaction, which allows them to focus on the form and process of the input they receive. Thus, this Hypothesis claims that interaction between a non-native speaker and a native speaker, as well as among non-native speakers, produces an intense second or foreign language learning setting in which learners learn by negotiating meaning.

Furthermore, research has shown that input alone is not as effective as interactional modified input in helping language teaching and learning (Namaziandost, RahimiEsfahani, Nasri, &Mirshekaran, 2018; Namaziandost, Abdi Saray, &RahimiEsfahani, 2018; Wang & Castro, 2010). As a result, the Interaction Hypothesis is vital in enhancing language learners' speaking skills through

conversational exchanges.

This work attempts to cover what was unexplained earlier and to justify what was suggested by Steven Krashen, who first proposed this hypothesis. Krashen highly emphasized the implication of modified interaction and the role of comprehensible input in language acquisition (Brown, 2000). It is suggested that reciprocal interaction would result in clearer, better, and more intelligible learning. In line with Ellis (1991), Krashen (1985) claimed that the interactional process occurs as it is a condition of making meanings and comprehensible input. Comprehensible input is one of the chief principles for meaningful interaction which could lead to a successful process in L2/FL learning. Mitchell and Myles (2004) assert that the level of input that is required should be “just beyond the learners’ current foreign language competence, in terms of its syntactic complexity” (p. 47).

The researcher also demonstrates that face-to-face interaction and form accuracy are critical elements in improving the quality of information. The desirable effect of such interaction has been observed to be beneficial in solving learners' challenges. In conjunction with the benefit of comprehensible input as suggested earlier, Following Long’s theory, Mackey asserts that through interaction, the acquisition of language becomes easier and more intelligible because of the conversational and linguistic communication that provides sufficient feedback (Mackey, 1999).

Thus the interaction hypothesis is an important and influential factor in the classroom as it promotes opportunities for teachers to create an interactive learning context to enable learners to be attached and exposed more to the language because

classroom interaction can facilitate students' language development by its contribution in providing target language practice opportunities (Namaziandost, Abedi, &Nasri, 2019). Furthermore, it aids in the co-construction of learners' identities and cognitive development. In the classroom, the process of negotiating that occurs during interaction can be connected with the process of language learning. In the classroom, both teachers and students can develop learning opportunities that engage students' interests and foster communication skills. Moreover, By implementing the Interaction Hypothesis in the EFL classroom through pair and group activities, meaning negotiation, feedback exchange, and teacher monitoring and intervention, students interact with significant language connections that promote language acquisition and communication skill development.

1.1.1.4 Gender schema theory:

It was developed by Sandra Bem in 1981 and focuses on how individuals develop and understand gender-related schemas or mental structures. Based on this theory, individuals use these schemas to comprehend the world around them, including their behavior and others' behavior. Gender schemas may impact learning by shaping the way people perceive and process knowledge regarding gender roles and expectations. A schema is a cognitive structure—a system of associations that organizes and guides a person's perception. It functions as an anticipatory structure. Schematic processing is thus highly selective and allows the individual to impose structure and meaning on a wide range of sensory inputs. This theory explains how individuals develop and absorb societal norms and ideas about masculinity and

femininity, shapes individuals' perceptions of themselves, others, and the world around them, and can impact language learning in multiple ways. First, it may lead to various expectations for boys' and girls' engagement with language learning practices. Furthermore, it may affect preferences for learning styles considered by boys and girls, possibly impacting engagement with different methods. Gender schemas can limit self-efficacy for language learning, particularly for people who see language abilities as being associated with a specific gender stereotype. This theory proposes that separating children based on gender allows teachers to build courses and instructional practices that address each gender's specific cognitive and social development needs. For example, in single-gender science classes, teachers may include hands-on tasks and real-world examples that appeal to boys' or girls' usual interests and learning styles. By integrating instruction with gender-specific schemas, educators can enhance students' retention and comprehension of subject matter, leading to improved academic achievement.

1.2 Different environment of acquisition:

Education in Algeria was primarily directed at males, with minimal focus on girls, and mainly emphasized religious and moral training. For a long time, education was considered a man's domain. Since Algeria became independent, one of the priorities of the country has been to bring all children, regardless of sex, to school. Forty years after independence, almost all children aged 6–15 (both boys and girls) attend school, and access to upper secondary schools and universities have been opened to everyone.

Consequently, two types of educational environments emerged in Algeria,

single-gender and coeducational classrooms.

1.2.1 Single-gender schools in Algeria:

"Single-sex education refers most generally to schools at the elementary, secondary, or postsecondary level in which males or females attend school exclusively with members of their sex" (Mael et al., 2005)

From the pre-colonial era to the present day, the concept of educating Algerian boys and girls separately has undergone significant transformations. Education during the pre-colonial period was characterized by informal, traditional Islamic teachings. Quranic studies were taught by religious scholars to boys and females in separate classrooms. The colonial era, particularly under French rule (1830-1962), brought about significant changes to Algeria's educational system. A Western-style school paradigm was imposed by the French government, which first favored boys and encouraged absorption into French culture. The gendered approach that was popular at this time was influenced by the development of separate schools for boys and girls due to the impact of European standards.

Single-sex schools can affect the student's performance in specific subjects, such as English. Thus, separating students by gender can lead to improved academic performance. Single-sex classrooms may create an environment that contributes to better concentration and reduced distractions. This, in turn, could enhance students' ability to engage with the subject matter, leading to improved reading, speaking, and writing skills. However, boys and girls often have different learning styles and preferences.

Single-sex schools may tailor their teaching methods to better suit these differences. For example, in a single-gender classroom teacher develops critical thinking, communication skills, and analytical abilities by engaging boys in debates

and real-world applications of English concepts and fosters creativity, self-expression, and collaboration among girls by integrating literature, writing, and artistic elements.

1.2.2 Co-educational schools in Algeria:

"Coeducational (traditional) classrooms are heterogeneous classroom environments in which students from both genders are instructed at the same time"(Protheroe, 2009).

The evolution of coeducational classrooms in Algerian secondary schools has been shaped by a complex interplay of historical, cultural, and educational factors. Early Algerian education was influenced by European school models, which continued to exist after independence and influenced choices in classroom layout. The Algerian educational system, undergoing multiple improvements to adapt to societal changes, has seen a shift towards more inclusive coeducational settings. In 1962, Algeria implemented changes in education to promote social cohesion and national identity.

Coeducational schools became widely accepted as a result of government efforts to ensure that both genders had equal access to education. The post-independence period marked a shift towards inclusive education, balancing modernity with the upholding of cultural and religious values. For instance, teachers in coeducational classrooms can establish a dynamic and inclusive English curriculum that deals with the diverse needs and preferences of both boys and girls. The key is to provide students with options and flexibility so they can interact with the content in ways that suit their unique interests and learning styles.

Subsequently, Algeria saw an explosion of interest in both co-ed and single-gender schooling in the late 20th and early 21st centuries. This was influenced by cultural considerations, parental preferences, and evolving pedagogical theories. While some families embrace the diversity of coeducational settings, others continue to prioritize traditional values and religious views, which lead to a preference for single-gender schools.

1.3 Benefits and Drawbacks of Single-Gender and Co-ed Schools:

Education in Algeria, as in many other countries, is a reflection of cultural values and social norms, as well as a way of providing knowledge. Thus choosing between single-gender and co-ed classrooms when teaching English to secondary school pupils requires careful consideration of several challenges since both classrooms can lead to different learning experiences for boys and girls. While single-gender classrooms might correlate closely with the religious and cultural customs prevailing in Algerian society, with strict adherence to gender interactions, they might offer an uncomfortable educational atmosphere for students while recognizing cultural boundaries. However, limiting gender interaction may impede students' ability to develop such critical skills, which are necessary for achievement in both society and schooling. Furthermore, single-gender classrooms deal with issues of gender equality in learning. In a country where girls frequently encounter obstructions in obtaining quality education, such classrooms offer a potential solution by offering environments where every student feels valued and supported, despite their gender. But while following those classrooms, there is always a risk that dividing students by sexual orientation might reinforce existing stereotypes

regarding gender. Lacking exposure to various perspectives and experiences, learners can acquire limited knowledge of gender dynamics and interactions, fostering stereotypes and impeding their ability to negotiate the complexities of everyday life. Moreover, single-gender schools could provide a more concentrated learning environment. With fewer interruptions related to inter-gender interactions, students can focus better on their English studies, which could contribute to enhanced performance. Nevertheless, this type of classroom might not properly prepare students for mixed-gender circumstances in higher education and employment. Successful interaction and cooperation across genders are important skills, and limiting students' access to these types of interactions may leave them unprepared for future professional and academic opportunities.

On the contrary, co-ed classrooms also help in promoting inclusion and diversity by putting together learners from different backgrounds, genders, and perspectives. This variety enhances the learning environment, offering students opportunities to learn from each other's perspectives and personal experiences, thus promoting a deeper comprehension of the English language and literature. While this diversity might present obstacles in maintaining rules and managing distractions caused by inter-gender interactions, it influences students' ability to focus on their English studies. Moreover, co-educational classes help decrease gender stereotypes. By collaborating and participating in shared learning experiences, students challenge and break down gender biases, supporting gender inclusivity and equity in learning. Being exposed to multiple perspectives fosters critical thinking capacities and encourages students to examine societal norms portrayed in English texts.

Unfortunately, this kind of school may present a risk of gender bias. For that reason, teachers must be vigilant in ensuring that each pupil, regardless of gender, obtains equal opportunities for participation, feedback, and guidance in English language acquisition. Addressing the specific educational requirements and preferences of both male and female learners requires employing distinct methods and tools of instruction.

To summarize, choosing between single-gender and co-ed classrooms for teaching English to secondary school students in Algeria is complicated and multifaceted. Each type has distinctive benefits as well as drawbacks that must be carefully tackled in the Algerian setting.

1.4 Relevance of Classroom Structure in Language Development:

Classroom arrangement is an important component in the educational setting because it is an essential piece of classroom management that supports both teaching and learning. The learning environment's structure significantly impacts both teacher and student behavior. A well-structured classroom management plan can enhance learning and behavior, creating an inviting, safe, and supportive environment that significantly impacts a student's experience. In single-gender classrooms, the setup often serves what each gender prefers, potentially influencing the materials used for learning. On the other hand, co-ed classrooms offer a more varied and inclusive environment, providing different types of language experiences for both boys and girls. The way the classroom is arranged and the overall atmosphere also play a big role in how students learn language in both settings.

Additionally, peer interaction is crucial. In single-gender classrooms, how students talk to each other may be influenced by their gender, affecting how they pick up language skills. In co-ed classrooms, interactions are more diverse including both genders, exposing students to different ways of speaking and using language. Group activities in co-ed settings contribute to a richer language learning experience. This exploration of classroom dynamics is vital for teachers to improve language learning in diverse secondary school settings.

1.5 Studies on Single-Gender and Co-ed Classrooms in English Language Development:

Since the primary objective of this study is to investigate the effect of single-gender and co-ed classes on English language growth and development, it is essential to review some research whose main goal is quite similar. Several researchers, indeed, attempted to examine the efficiency of single-gender and co-ed classrooms in fostering English language skills between students. For instance, MaciejKoniewski and Anna Hawrot (2021) conducted research using a countrywide secondary sample, which includes the total national examination outcomes of female students from all-girls and mixed-gender schools supported by Catholic sisterhoods in Poland. The study involved 803 female students from all-girls LSSs and 3,934 female students from coeducational schools and consisted of 815 female students from all-girls schools and 3,910 female students from co-educational schools studying the effect in science. The sample sizes varied every year, but they totaled 3.8 million graduates across 10 classes. The research found that single-sex education had a favorable influence on student achievement, particularly in science,

which contradicts the expectation value model but corresponds with the input-process-output model. The results indicate that the effect might accrue over time and have an important impact on academic achievement.

Unlike MaciejKoniewski and Anna Hawrot, Faiza Haddam Bouabdallah (2023)inthe Algerian context highlighted the status of English as a second foreign language in Algeria and how it has been incorporated into the Algerian educational system, taking into account social and cultural aspects. A questionnaire was given to 23 EFL teachers working in three single-sex middle schools situated in Tlemcen (West Algeria). The schools are namedIbnKheldoun, Elmakarri, and SalimaTaleb, and interviews with three inspectors were conducted at the secondary school "MotkanIbnSaad," located in Tlemcen. The findings revealed that there are no major differences found between school types in teaching or teacher performance, but educational psychology is seen as vital for understanding varying student needs. However, this study only captured teacher and inspector viewpoints. No data was gathered from the students themselves about preferences or outcomes. Moreover, the reliance solely on self-reported data without conducting observations of actual classroom practices could allow for social desirability biases.

Another study by Azhari et al. (2023) investigated which type of school (single-sex or coeducational) is better in terms of students' socio-emotional development, peer victimization, additional involvement, academic performance, and future goals. Additionally, the study also compared these variables across the different school types. Employing a sample of 278 secondary students across one girls' school, one boys' school, and one coeducational school in Malaysia, approximately 60% were

female and 40% were male students, divided between Form 4 and Form 5 grade levels. The findings showed that students in girls' schools reported a sense of safety and improved academic performance, while those in boys' schools were more active in extracurricular activities.

A study by LiyuanLiu et al., (2022). in which they employ a combination of approaches and concentrate on different contributing elements such as gender, culture, and learning environment, the research provides a comprehensive look at self-efficacy and achievement. Itincludes a bigger sample size of 117 students and 25 teachers, which increases the trustworthiness of the results, as well as the depth of data obtained from the views of both students and teachers. Nonetheless, its applicability and breadth are constrained in a few domains. First, the fact that Oman only has one university limits the findings' application to broader contexts. Second, the robustness of the design is called into doubt by the dearth of information regarding the survey's creation and validation. Furthermore, the analysis of possible outcomes is weakened when pertinent student characteristics such as achievement scores and socioeconomic status are excluded. Finally, the study's practical impact is limited by its assessment-only focus without any recommendations for interventions to boost student confidence and achievement. These limitations could be addressed, especially by increasing the sample size, improving the survey, adding more variables, and suggesting interventions.

Lastly,Daris F. Gore conducted a study, in 2019 to explore how single-gender environments influence the success of American middle school students in English tests across sixth to eighth grade. The research aimed to understand if there is a

difference in achievement for African American male and female students in single-gender, versus coeducational settings.The research included middle school students, in grades six to eight. Specifically, the group comprised 55 students who sought pregnancy termination services in the GertSibande District between August and September 2003. Participants were chosen through convenience sampling, where accessible individuals were selected for the study. One drawback was the use of a probability sampling method potentially limiting how broadly the findings can be applied. While the sample size of 55 participants was convenient it may not fully represent all women seeking termination services. The study solely examined English achievement. Did not explore how single-gender instruction impacted performance in subjects. Despite these limitations findings suggested that mixed-gender settings were more beneficial academically for African schoolers particularly, at younger ages; however single-gender classrooms showed higher achievement scores as students grew older.

Conclusion

The present review of the literature has first dealt with the educational environment in Algeria, comparing single-gender and coeducational schools. Then, it has explored the foreign language acquisition and its theories.After that it examines the advantages, disadvantages, and historical background of each type of classroom arrangement, emphasizing how each affects language development. Furthermore, it examines studies comparing co-ed and single-gender schools' efficacy in fostering English language proficiency, offering insights into the preferences and outcomes of students.

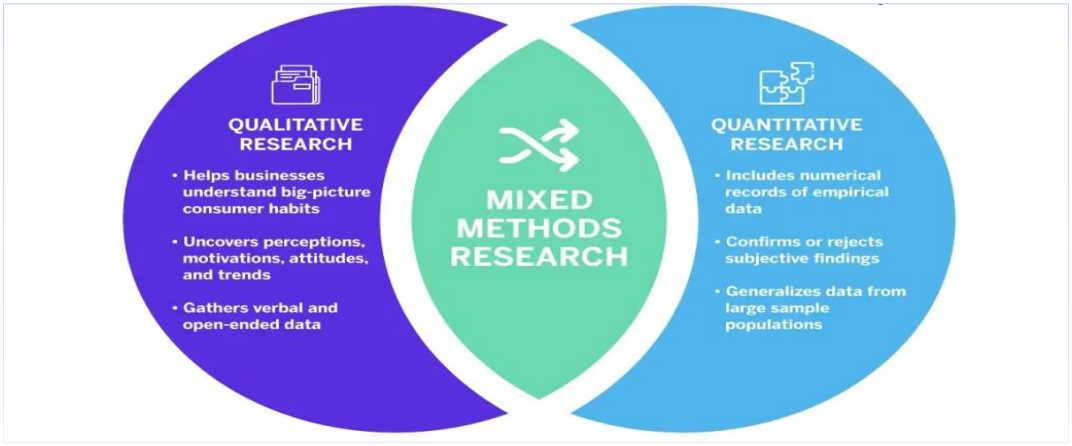
2 Introduction

The following chapter presents the methodology employed to investigate the impact of single-gender and co-educational classrooms on English language acquisition and development in secondary schools. As outlined in the literature review, understanding the dynamics of classroom composition and its influence on language learning is crucial. This study adopts a mixed-methods approach, combining quantitative and qualitative techniques to gather comprehensive data.

2.1 The Research Design:

This research study uses a comparative case study to explore language acquisition differences between single-gender and co-ed classrooms in secondary education. It employs a triangulation of quantitative and qualitative data, including questionnaires, interviews, and observations, to provide aninclusive understanding of the effect of these classroom environments on English language acquisition and development. This approach enhances the reliability and validity of the findings.

Figure 1: *research methods*



2.1.1 Qualitative method

According to Berg and Howard (2012),the Qualitative method refers to “the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.” (p. 12). In qualitative research, information is collected from participants in their natural environments via the use of techniques that include field notes, open-ended questions, in-depth interviews, and evaluation. This method provides a comprehensive overview of the research, enabling a more expanded analysis of behavior.This type of research also known as empirical research focuses on precise measuring and categorizing data using units of measurement, enabling researchers to create graphs and tables for analysis.

2.1.2 Quantitative method

Quantitative research was described by Berg and Howard as “a count and measure of things, the extents, and distributions of our subject matter: how large a thing is, how many of them there are, or how likely we are to encounter one.” Thus, the quantitative method is a research approach that uses natural science principles to produce numerical data and statistical analyses. It aims to establish cause-and-effect relationships between variables, categorize data, and construct graphs and tables for analysis.

2.1.3 Mixed method

The mixed methods approach is a research method that employs qualitative and quantitative methods to provide a comprehensive understanding of a research topic. It enables researchers to analyze and interpret results from both approaches,

fostering a varied and thorough examination of the research question. This approach recognizes the value of multiple sources of data and strategies.

Figure 2: *mixedmethod approach*



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2.2 The Sample Population:

Mouton (1996) defines a sample as" elements selected to find out something about the total population from which they are taken". (p. 132). In other words, a sample is a collection of certain items or objects that have been selected for measurement and examination to learn anything about the whole population.

The study involves students and teachers from both single-gender and co-ed classrooms in three secondary schools who were kindly requested to participate in the research tools. Participants are selected through purposive sampling to ensure representation across various demographics and academic backgrounds.

Accordingly, the researchers selected a sample of eighty-two (82) students and eight(8) teachers, who collectively represent the majority of students and teachers enrolled in the three foreign language classrooms at the three secondary schools—

ChahidZerroukBoucherite(females), ChahidZerrouakNoureddine(males), and Belagoun Mohamed (mixed).

2.2.1 The Students' Profile:

The researchers selected eighty-two (82) Algerian EFL students (males and females).The great majority of these students have studied English as a foreign language for six years from middle school to secondary schoolincluding 41femalesand 41 males. The first category comprises 30 female students attending a single-gender school, which includes 10 students who have exclusively been educated in single-gender settings and 20 students who have previously experienced mixed-gender schooling. The second category is composed of 32 male students from a single-gender school, with 14 students who have never attended mixed-gender schools and 18 students who have prior experience in mixed-gender. The last category is made up of 20 students from a co-ed school, with 9 males and 11 females. Among the males, 6 have never studied in a mixed-gender school before, while 3 have prior experience in such environments. Among the females, 5 have merely attended single-gender schools, while 6 have previously studied in mixed-gender settings.These informants are foreign languagestudents studying at two single-gender schools and a co-ed school in Medea, Algeria. They are aged between 16 and 21 years old.

The rationale behind choosing such a group of students and teachers is that they have distinct experiences in education, especially with the English language as it is considered a fundamental subject in their stream and this helps the researchers

to obtain a clear understanding of the subject matter because their background is slightly different and this diversity in perspectives strengthens the reliability and validity of the research findings.

2.2.2 The Teachers' Profile

The researchers had chosen eight (8) Algerian EFL teachers at three different schools (single-gender and co-ed schools) in Medea, Algeria. The majority of these teachers hold a "Master" or "License" degree. They are in charge of two levels: second-year and third-year students of English. The teachers were both male and femalewith varying teaching experience from 5 to 30 years, with ages ranging from mid-twenties to mid-fifties.

The main reason behind the choice of those EFL teachers is to discover the differences, in viewpoints on teaching and learning English since they are distinct in gender, age, and teaching experiences. This division helps the researchers gain a strong pictureof the relationship between the classroom setting and English language acquisition and development.

2.3 Instrumentation and Procedures:

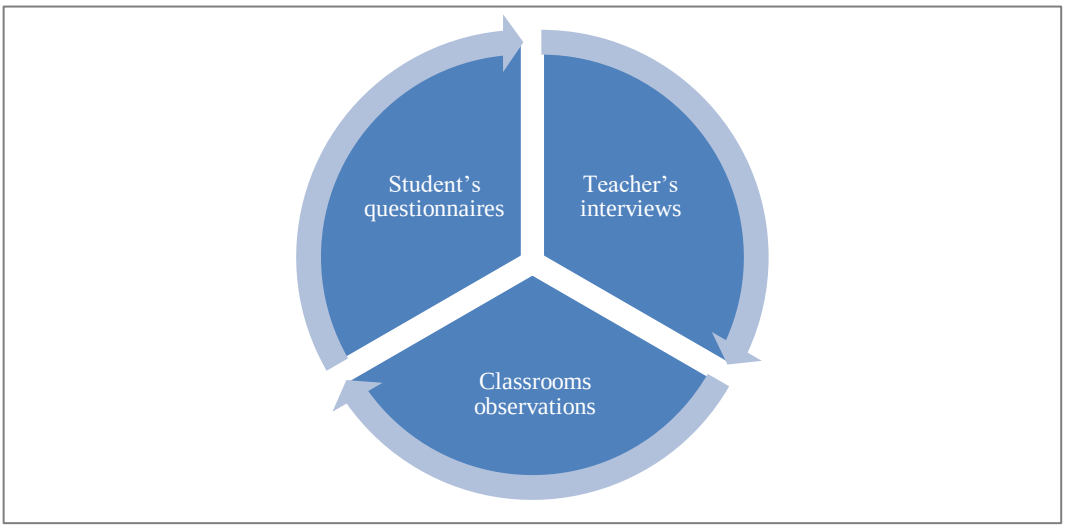


Figure 3: *Triangulation research method instruments.*

2.3.1 The Questionnaires

A questionnaire is known as an organized set of questions with specified or optional responses. It can be submitted online or on paper, and it is typically written, Richards (2005) states that questionnaires are one of the most common instruments used. They are relatively easy to prepare, they can be used with a large number of subjects, and they obtain information that is easy to tabulate and analyze. A questionnaire is an instrument that helps the investigator incorporates different topics into his survey. In addition, questionnaires are easier to organize and prepare, and they provide beneficial results for the researcher since they allow data collection from a wide range of teachers and students for the case study, from which it will be able to collect sufficient relevant data.

In this study, the researchers used two types of items that make up the questionnaires which are Closed-ended questions and Open-endedquestions.

a. Close-ended questions:

- **Multiple-choice items:** the participants are required to select one item or more as it contains a set of answers. For example:

➢ Do you think the presence of the opposite gender would be a welcome challenge or an unnecessary distraction when trying to improve your English proficiency?

 A welcome challenge.
 An unnecessary distraction.
 No noticeable impact.

- **Dichotomous Questions:** These questions offer two options for respondents to choose from, such as "yes/no" or "true/false" For instance:

➢ Did the teacher's attention and feedback on English skills development and assignments differ from one gender to another in your mixed-gender setting?

 Yes, male students received a high level of personalized attention from male teachers.
 Yes, male students received a high level of personalized attention from female teachers.
 Yes, female students received a high level of personalized attention from male teachers.
 Yes, female students received a high level of personalized attention from female teachers.
 No, I did not notice any difference in the teacher's attention and feedback.

b. Open-ended questions

- **Specific open questions:** These questions encourage participants to offer detailed and expanded responses, allowing them to share their opinions and experiences in their own words, such as:

➢ Is there anything else you would like to share about your experiences with English language acquisition in different classroom settings?

Three main data collection devices are used:

2.3.1.1 The Student's Questionnaires

This questionnaire was designed and administered on paper for the sake of gathering information about the students' experiences and personal views regarding English language acquisition in different schools. The researchers employed two questionnaires that consist of five questions about personal information besidesfourteen questions thatare divided into two sections employed in three different schools (a single-gender school for males, a single-gender school for females, and a coeducational school) and one additional open-ended question. The first questionnaire is for students of single-gender schools and contains two sections. The first section is for students who have never studied in a co-ed school; however, the second section is for students who have experienced both types of schools.

- **Section 01:** Is for single-gender school experiences.

➢ Question 01: This question aims to determine individuals' comfort levels when practicing spoken English skills in a classroom setting with peers of

the same gender.

- Question 02: This question seeks to determine whether participants feel adequately challenged and developed in their English classes within a single-gender environment.
- Question 03: This question explores whether same-gender competition contributes to higher achievements in English language performance within single-gender settings.
- Question 04: The purpose of this question is to find out how participants feel about the effect of being in an atmosphere where only females or boys are present on their confidence levels when using spoken English.
- Question05: This question explores the degree to which participants received individualized attention and feedback on assignments and the development of their English language skills. It evaluates the standard of the customized help that teachers offer.
- Question 06: By asking whether the presence of the opposite gender would be perceived as a challenge or a distraction, this question aims to understand individuals' expectations regarding the influence of mixed-gender settings on their efforts to improve English proficiency.
- Question 07: This question explores participants' perceptions of how working directly with students of the opposite gender may impact their participation, engagement, and improvement in the English language
    - **Section 02:** Is for both types of school experiences.
- Question 08: This question aims to determine which setting is more

comfortable in practicing spoken English.

- Question 09: This question seeks to explore whether one environment helped strengthen certain English skills (reading, speaking) more than the other.
- Question 10: This question aims to understand where peer competition was used more effectively as a motivational technique for English development.
- Question 11: This question aims to determine which setting promoted greater inclusion and confidence in practicing English skills.
- Question 12: Aims to compare the teacher's feedback and attention between both types of schools
- Question 13: This question seeks to understand in which environment you noticed greater gains in your vocabulary, grammar, fluency, or other English abilities.
- Question 14: This question allows participants to express their preference for a classroom setting for learning English, whether single-gender, coeducational, or having no preference.

The other questionnaire is for students of co-educational schools. It is also divided into two sections. Section one provides questions for students who have only attended the co-ed school, while Section two involves questions for those who have attended both kinds of schools.

  - **Section 01:** Is for coeducational school experiences.

- Question 1: Attempt to determine the comfort levels of individuals in a coeducational English classroom environment.
- Question 2: Seeks to assess if co-ed environments are perceived to help

enhance English skills.

- Question 3: Aims to understand if the competition between genders affects motivation for Englishlanguage performance.
- Question 4: Attempts to evaluate the impact of the presence of the opposite gender on various aspects of English language learning.
- Question 5: Tries to investigate if there are differences in teacher attention and feedback based on gender.
- Question 6: Aims to understand whether studying with the same gender is seen to be useful or interrupting for English proficiency improvement.
- Question 7: Attempts to explore expectations about how working with same-gender peers might influence English language abilities.
    - **<u>Section 02</u>:** This is for both types of school experiences.
- Question 8: Aims to determine where individuals feel more comfortable practicing spoken English based on school type.
- Question 9: Tries to assess if one school environment emphasizes specific English skills more than the other.
- Question 10: Aims to identify where peer competition serves as a more effective motivator for English development.
- Question 11: Aims to determine which setting fosters greater inclusion and confidence in practicing English skills.
- Question 12: Aims to determine where students perceive that teachers provide more valuable feedback and attention regarding their English proficiency.

- Question 13: Aims to compare perceived gains in English abilities between single-gender and co-ed school settings.
- Question 14: Attempts to elicit preferences for learning English in either single-gender or co-ed classrooms.

The additional questions allow respondents to share any further insights or experiences they have regarding their English language acquisition in different classroom settings.

2.3.2 The Teachers' Interview

Another qualitative research method, the teachers' interview including the questions, provides relevant data for the study. There are many kinds of interviews, and each has a unique framework. Structured interviews consist of questions asked in an organized manner, while unstructured interviews are more free-flowing, and semi-structured interviews fall in between.

The teacher'sinterview is the second research instrument, which comprises a set of questions that were addressed to the majority of teachers (8) in ChahidZeroukBouchrite, ChahidZerrouakNoureddine, and ChahidBelagoun Mohamed Schools during the academic year (2023/2024). Like the student's" questionnaire", the reason behind this interview (See appendix B) is to provide data about the teacher's background knowledge concerning the impact of single-gender and co-educational classrooms on English acquisition and development in secondary schools.

Theinterview contains nine (09) questions divided into two parts. The first part

focuses on personal information considering age, gender, and period of experience while the second part emphasizes teachers' background knowledge in teaching English that is conducted in single and co-educational schools.

Part 01:

- Question 01: This question aims to gather information about the age and gender of the respondents to provide context for their experiences and perspectives.
- Question 02: This question seeks to understand the respondent's experience level in teaching in single-gender schools.

Part 02:

- Question 03: This question explores whether the respondent has received any specialized training or professional development related to teaching in single-gender schools and how it has influenced their teaching approach and student engagement strategies.
- Question 04: The focus is on the teaching methods and strategies employed by the respondent to facilitate English language acquisition in the classroom.
- Question 05: This question delves into the respondent's belief about whether teaching students of the same gender improves information delivery, comprehension, and retention.
- Question 06: It aims to understand whether the respondent perceives variations in peer interactions and communication patterns in single-gender classrooms compared to mixed-gender settings.
- Question 07: This question seeks to identify any concerns or challenges the

respondent foresees in teaching in their current school environment and how they incorporate feedback to enhance the language learning of their students.

- Question 08: Asked To get the teacher's view on which environment - single-gender or co-ed - encourages more student participation and engagement in English language activities, and why they believe so.
- Question 09: To learn if the teacher has observed any variations in confidence levels or learning practices between boys and girls when studying English in a co-ed school setting, and to get a description of those variations.

2.3.3 Classroom Observation:

Observation in the classroom can be advantageous to the research since it allows finding facts arising from events occurring during the session. Also, the researcher can prepare questions and take notes from his or her observation or only get enough with the remarks. The investigator used classroom observation, where participants are all aware of the researcher's presence and their role as an observer, as a way to gather more qualitative data by observing the teacher's methodology, his or her role, technique, and the learners' differences and interactions during the lesson in the language classroom.

This study employed classroom observation (see Appendix C) to thematically analyze the fundamental concepts related to teaching strategies and student interactions concerning the impact of SGS and COS on English language development, which are sometimes hard to notice. It offers a data source that is not

entirely achievable with conventional research instruments, such as questions or interviews. Consequently, classroom observation was carried out in three schools.

Conclusion:

In this section,the chapter discussed the methodology used in the research addressing elements, like research design, approach, setting, sample and population sampling methods, data collection techniques, procedures, and data analysis strategies. The study adopted a mixed-method approach that focused on both teachers and students. Data was collected through three methods; distributing questionnaires to students conducting interviews, with teachers, and observing classroom activities. The researchers employed statistical and content analysis methods to analyze the data. Detailed explanations were provided regarding the research procedures undertaken by the team. The subsequent chapter will delve into an examination of the analysis, interpretation, and discussion of the findings.

3 Introduction

This chapter presents the results that deal with the collected data from three distinct schools to exploreteachers' and students' attitudes toward the impact of school settings on English language development. To reach this aim, the researchers used three different instruments to collect data and presented their results in the three sections below. In the first section, questionnaires administered to students were analyzed. The second section presents reporting and analyzing data obtained from interviews conducted with teachers. Lastly, the third section involves the analyzed data derived from classroom observations. The presentation of data was organized around categorized themes, by using tables and graphs to support the analysis.

3.1 Presentation of Results

3.1.1 Presentation of student's questionnaire

1. **Single-gender school females:**

The first group represents 30 female students. The majority of the participants (20) had experienced both kinds of schools which stand for 66.7% of the whole population while the others (10)which represent 33.3% had never studied in a coeducational school before(see Table 01).

Females' school experiences	Number	percentage
SGS only	**10**	**33.3%**
COS and SGS	**20**	**66.7%**

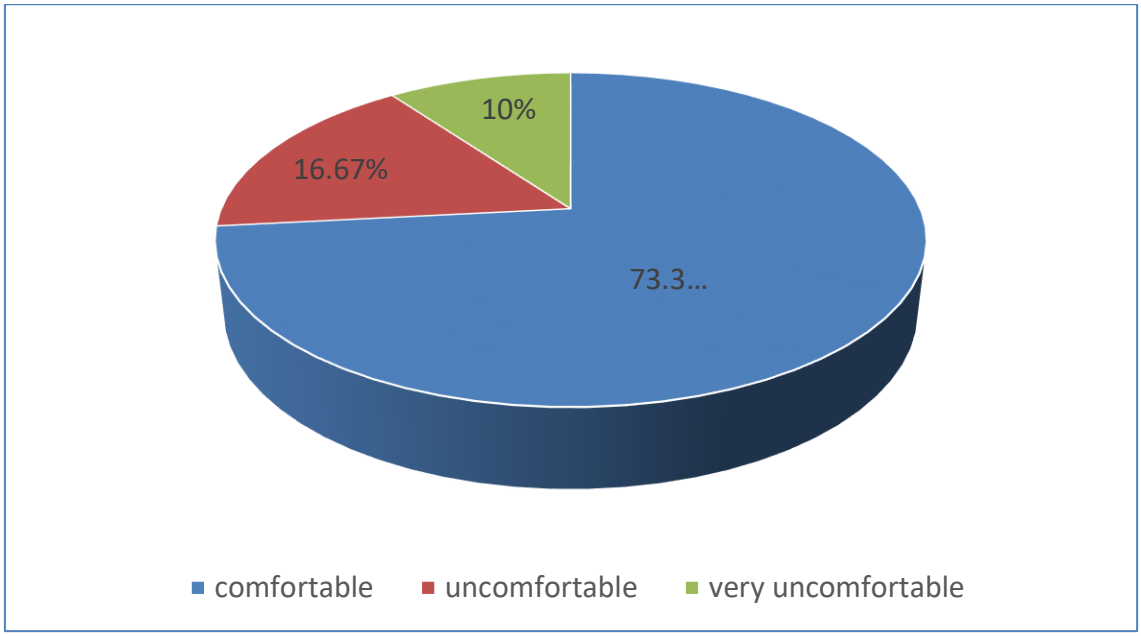
Table 1: *Female school experiences.*

Section one: single-gender school experience

- **Question one**

The first question assesses that 73.33% expressed feeling comfortable participating in English with the same gender in the classroom, while 16.67% indicated discomfort. Additionally, a minority of 10% reported feeling very uncomfortable.

Figure 4:*Level of Comfort in Same-Gender Classroom.*



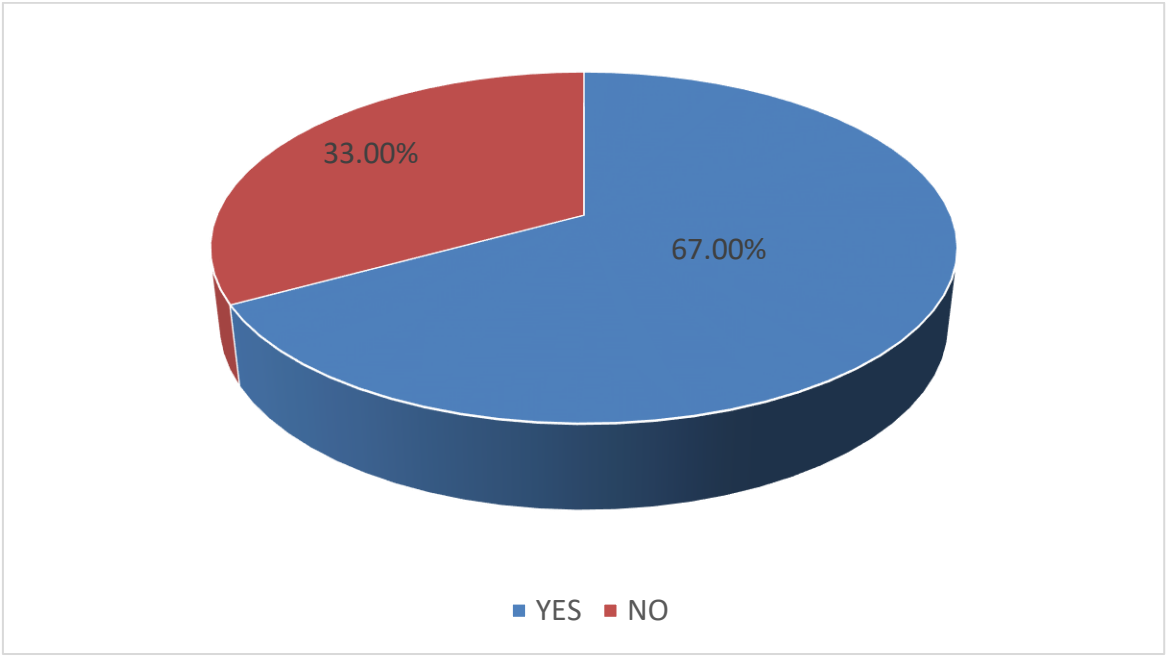
Note.Female Students feel comfortable when using spoken English within the same gender.

- **Questions two and three:**

These questions assess both the general sentiment on the sufficiency of English development in the single-gender context; as well as the more specific impact of the gender-peer competition dynamic as a motivating force. Regarding question two, it notes that the majority of students, 66.67% of the total population, consider the single-gender classroom setting to be effective and satisfactory for progressing their English skills, while a significant minority 33.33%, believe it is insufficient in this

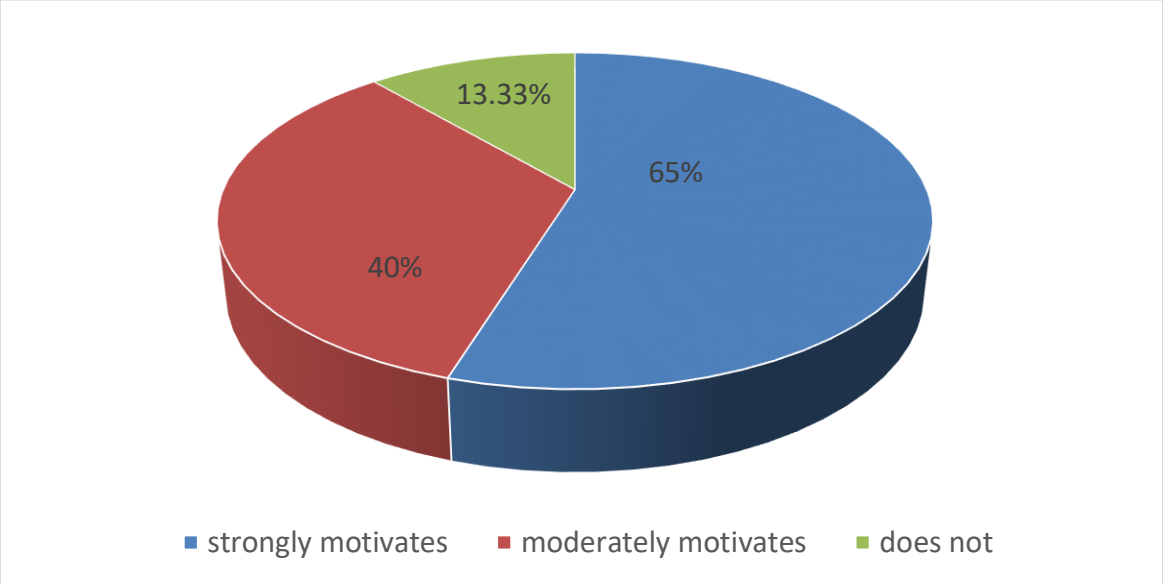
regard. Concerning the third question, nearly half (46.67%) of the students surveyed feel that the competition level between same-gender peers is a powerful driving force that "strongly motivates" them,and the additional 40% report being "moderately motivated" by this same-gender peer competition dynamic. However,only a small percentage of 13.33% state that same-gender peer competition "does not motivate" them.The responses to those questions will shed light on whether students find the single-gender environment broadly effective for their English progression, and how much of a role the same-gender peer competition plays as a motivating or non-motivating factor within that setting.

Figure 5*: Sufficiency in Same-Gender space*



Note. The English classes as a single-gender space provide sufficient advance

Figure 6: *Motivation in Same-Gender Space*

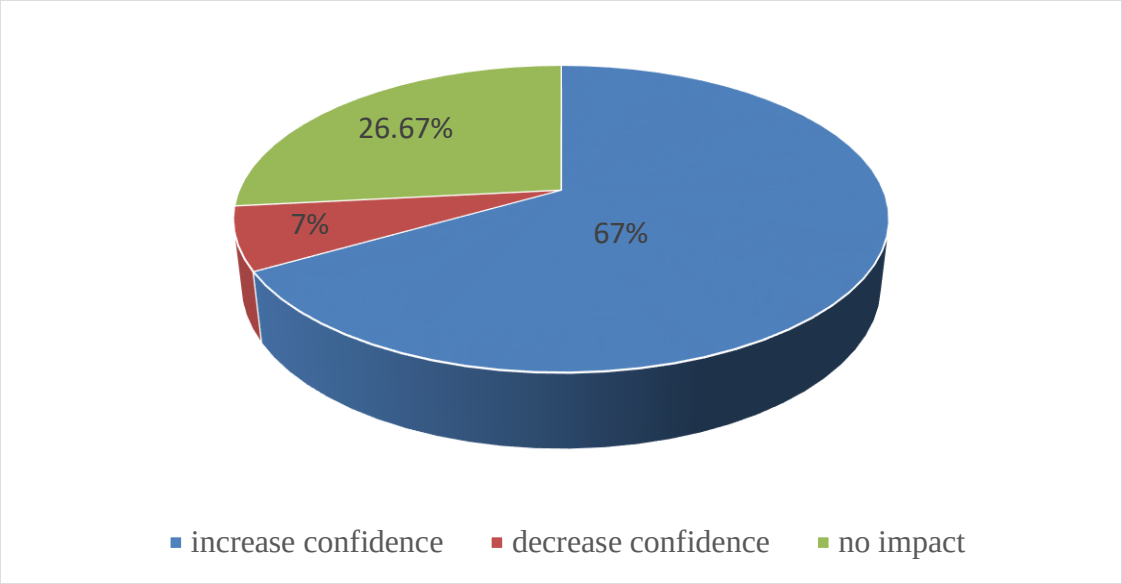


Note.The competition level between same genders strongly motivates

- **Question four:**

Question four (04) deals with the impact of single-gender environments on confidence levels in utilizing spoken English skills, 66.67% of participants reported an increase in confidence when engaging in spoken English within single-gender environments. Conversely, a minority of 7% expressed a decrease in confidence. Additionally, 26.67% indicated that they did not perceive any noticeable impact on their confidence levels.

Figure 7:*Confidence in All-Girls/All-Boys Environment.*

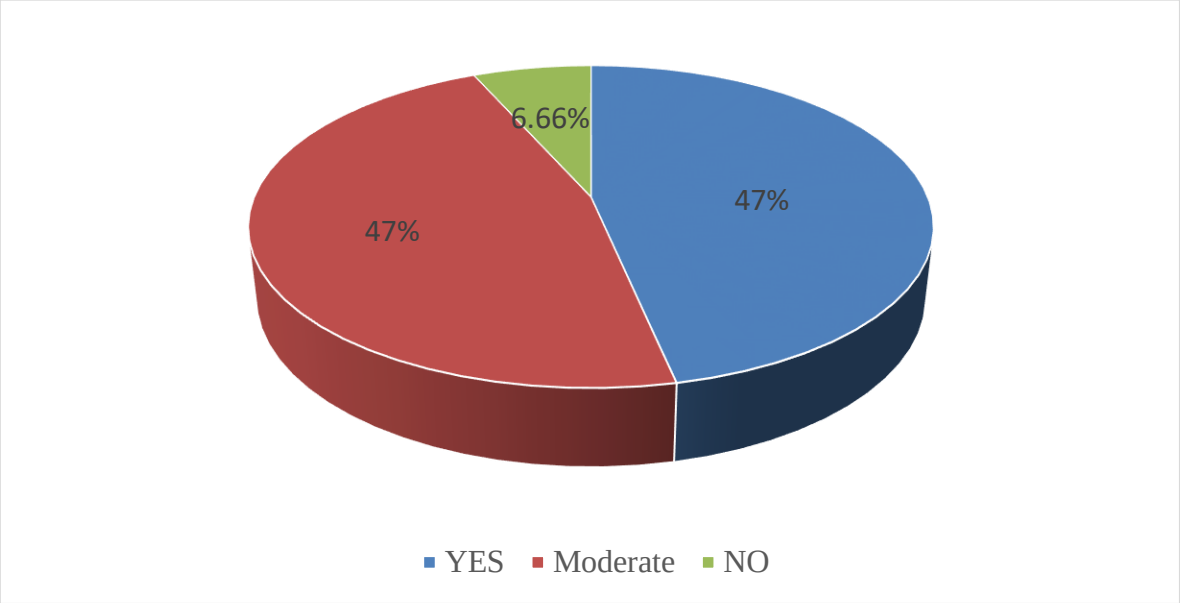


Note. Single-gender schools increase confidence for female students.

- **Question five:**

Question five indicates that a significant portion, 46.67%, reported receiving a high level of personalized attention and feedback. Similarly, another 46.67% stated they received a moderate amount of such attention and feedback. However, a minority of 6.67% indicated that they did not receive any personalized attention or feedback from their teachers.

Figure 8: *Teacher's Attention and Feedback*

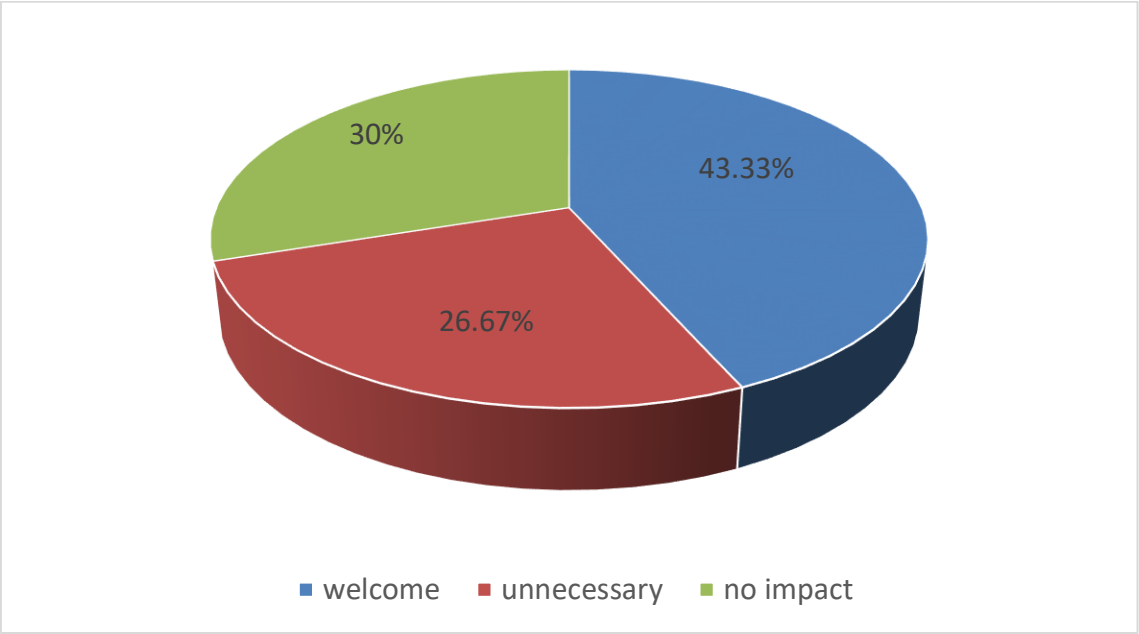


Note.Female Students receive high or moderate attention and feedback from their teachers.

- **Questions six and seven:**

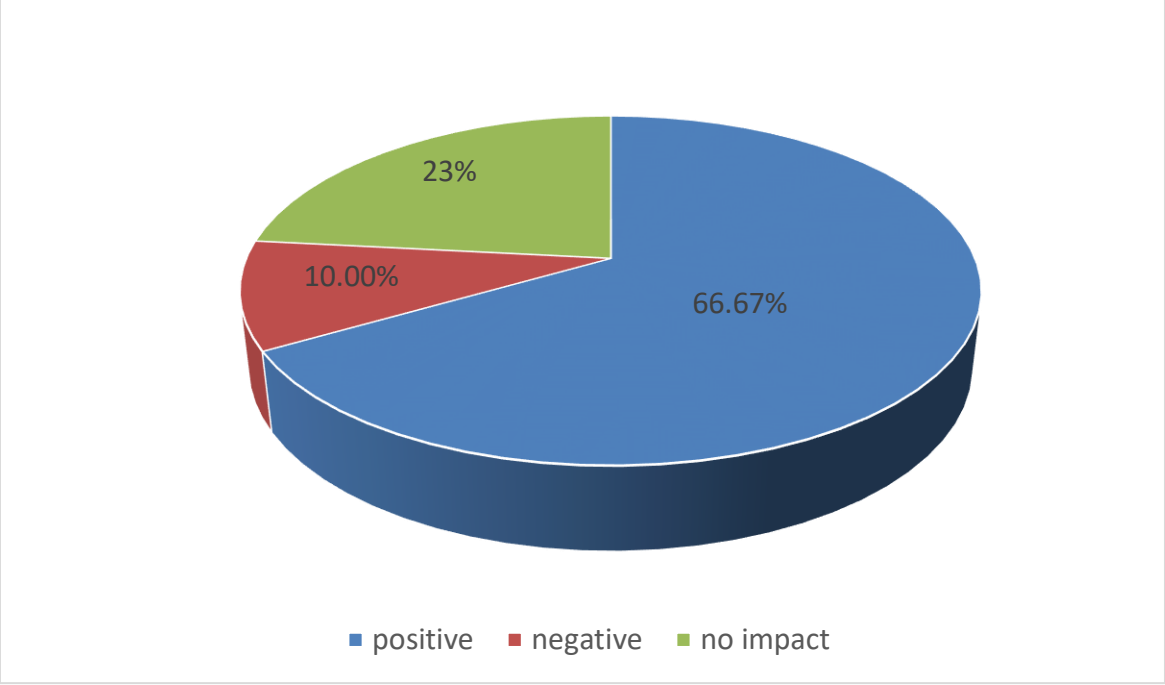
The last two questions explore participants' perceptions regarding the influence of the opposite gender on their English proficiency and learning experience. Regarding the presence of the opposite gender, 43.3% of respondents welcomed it as a challenge to enhance their English proficiency, while 26.67% viewed it as a potential distraction however 30% did not see any noticeable impact. In terms of direct interaction with students of the opposite gender, a substantial majority (66.67%) believed it would positively impact their participation, engagement, and improvement in English language abilities. Conversely, only 10% anticipated a negative impact, while 23.33% did not expect any significant influence from such interactions. the resultwill showwhether students are likely to view the other gender as a beneficial unfavorable or inconsequential factor In advancing their English skills when present and when working jointly.

Figure 9:*The presence of the other gender on English development*



Note.The presence of the other gender is a welcome factor

Figure 10: *The impact of other gender on English development.*



Note. Working directly with students of the other gender has a positive impact on female student engagement.

2. Single-gender school males:

Within the cohort of 32 male students, the majority (18 students, accounting for 56.25% of the group) possessed experiences from both single-gender and coeducational school settings. In contrast, the remaining portion (14 students, comprising 43.75% of the group) had exclusively attended single-gender schools, lacking exposure to a mixed-gender classroom environment (see Table 2).

male's school experiences	Number	percentage
SGS only	**14**	**43.75%**
COS and SGS	**18**	**56.25%**

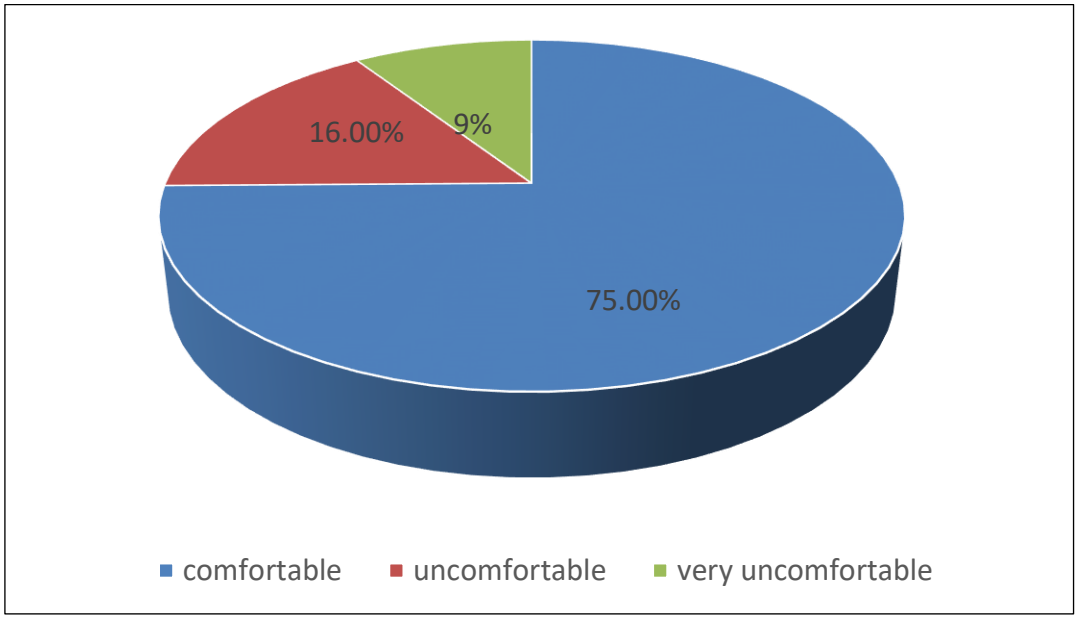
Table 2:*Male's schools experiences*.

Section one: single-gender school experiences

- **Question one:**

The first question (1) indicates that a majority, comprising 75%, expressed a sense of comfort in the classroom. However, a smaller percentage, specifically 16%, conveyed feelings of discomfort. Furthermore, a minority, accounting for 9%, articulated experiencing a high level of discomfort.

Figure 11:*Level of Comfort in Same-Gender Classroom.*

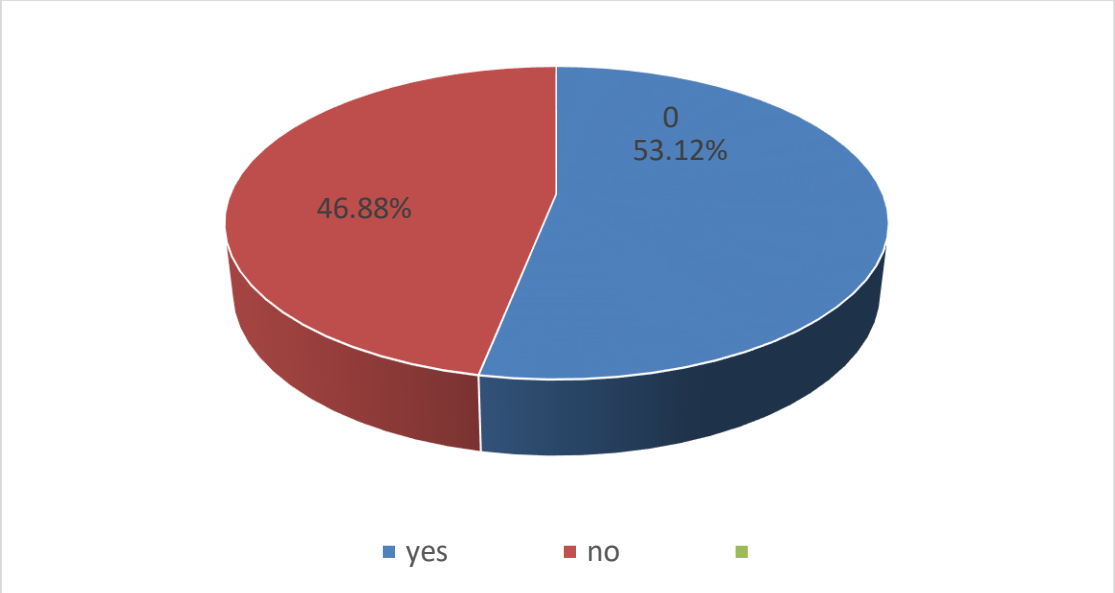


Note.Male students feel comfortable when practicing their spoken English with the same gender

- **Questions two and three:**

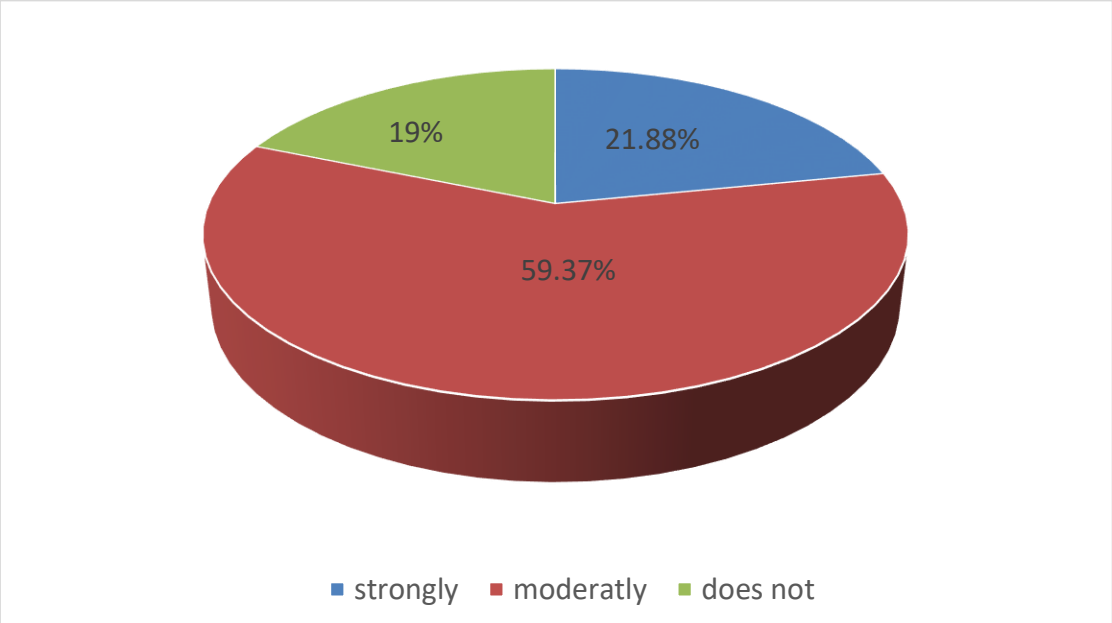
The majority of students 53.125% find single-gender classroom settings effective for improving their English skills, while 46.88% find them insufficient. Regarding question 3, (21.875%) believe that same-gender peer competition motivates them to improve their English performance. The remaining 59.375% are moderately motivated by this dynamic. However, only 18.75% believe that same-gender peer competition does not significantly motivate them to improve their English skills.

Figure 12: *Sufficiency in Same-Gender space.*



Note.The English classes as a single-gender space provide sufficient advance.

Figure 13: *motivation in Same-Gender space*



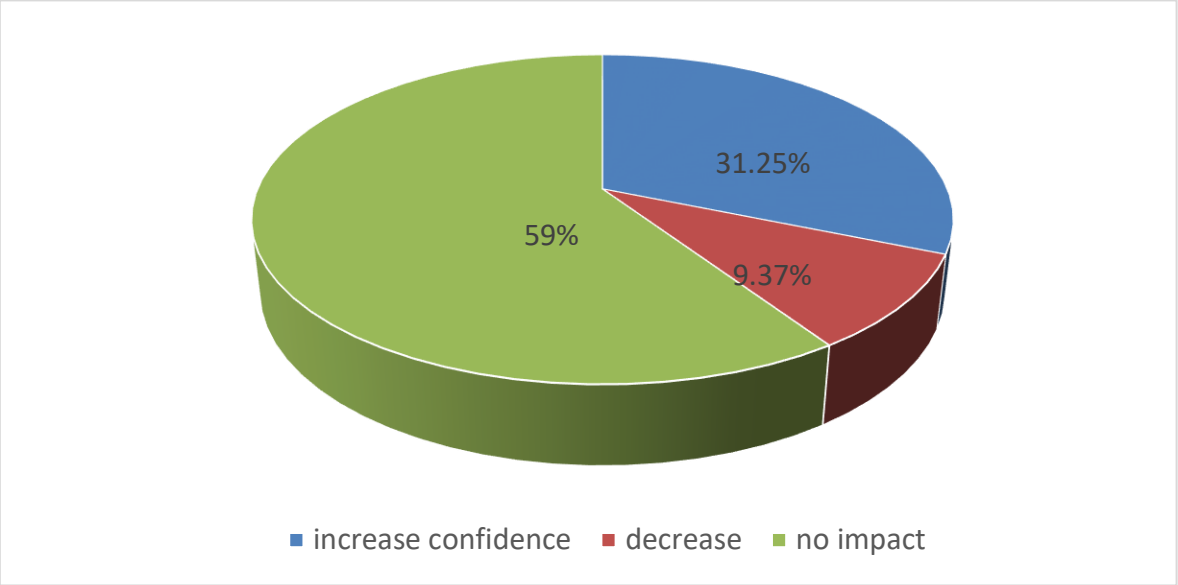
Note. The competition level between the same genders moderately motivates.

- **Question four:**

Question four (4) indicates that 31.25% of participants felt their confidence boosted within such settings. Conversely, a minority, accounting for 9.37%,

reported a decrease in confidence. Moreover, the majority, comprising 59.38%, stated that they did not perceive any significant impact on their confidence levels.

Figure 14: *Confidence in All-Girls/All-Boys Environment.*

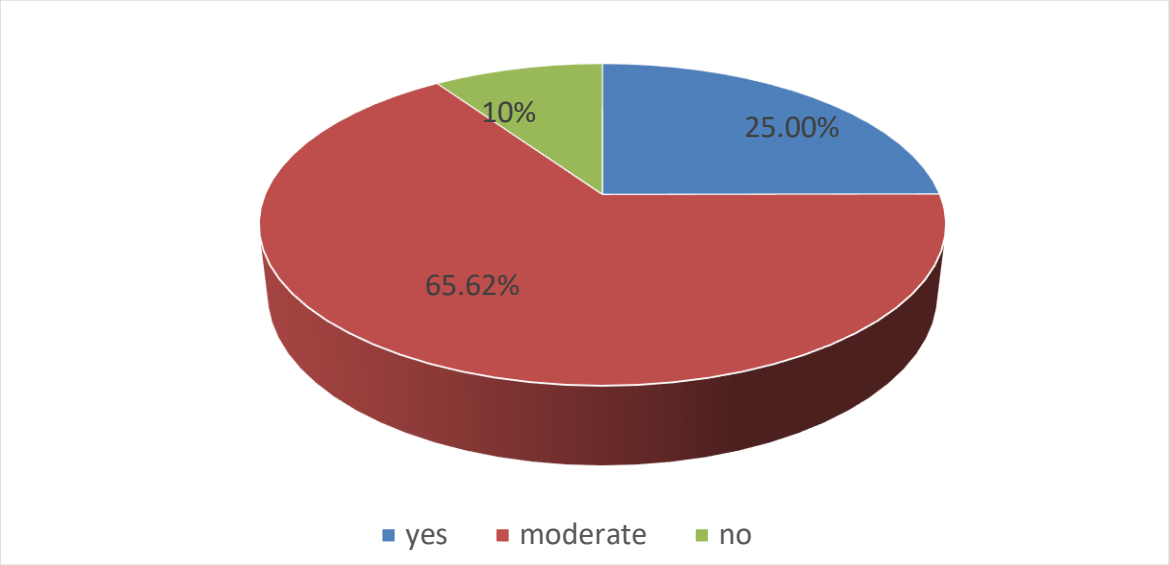


Note.Single-gender environments have no impact on the confidence level of male students

- **Question five:**

Question five findings show that 25% of students received a high level of personalized attention, while the majority, comprising 65.62%, acknowledged receiving a moderate amount of such attention and feedback. However, a smaller minority, representing 10%, indicated a lack of personalized attention or feedback from their teachers.

Figure 15*: Teacher Attention and Feedbacks*

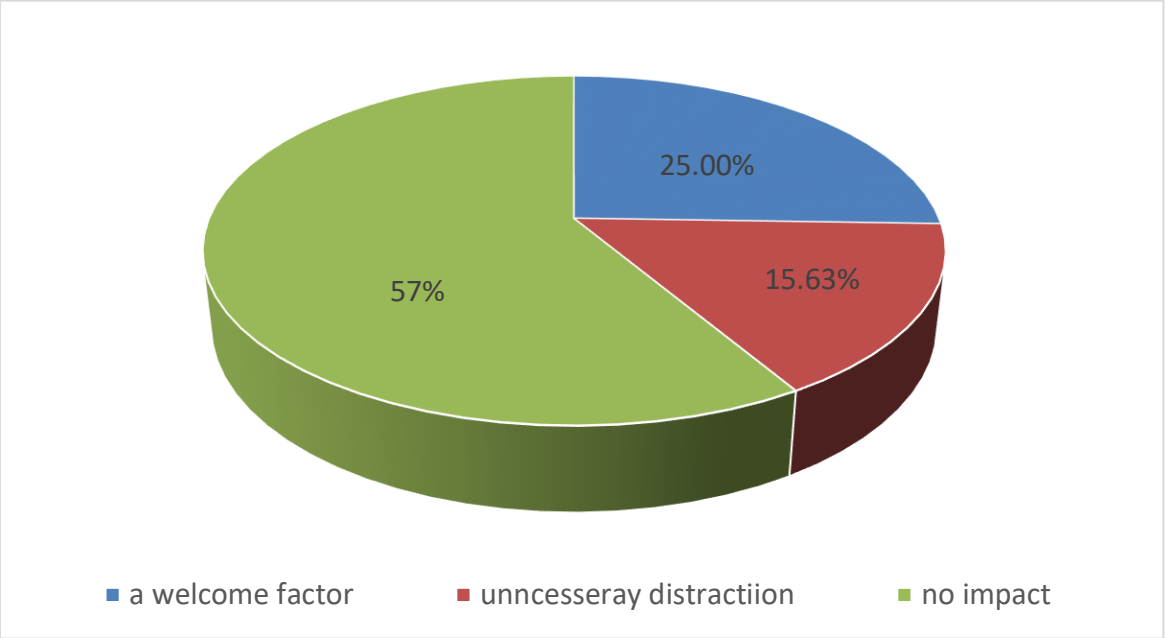


Note. Male students receive a moderate amount of attention and feedback from their teachers

- **Questions six and seven:**

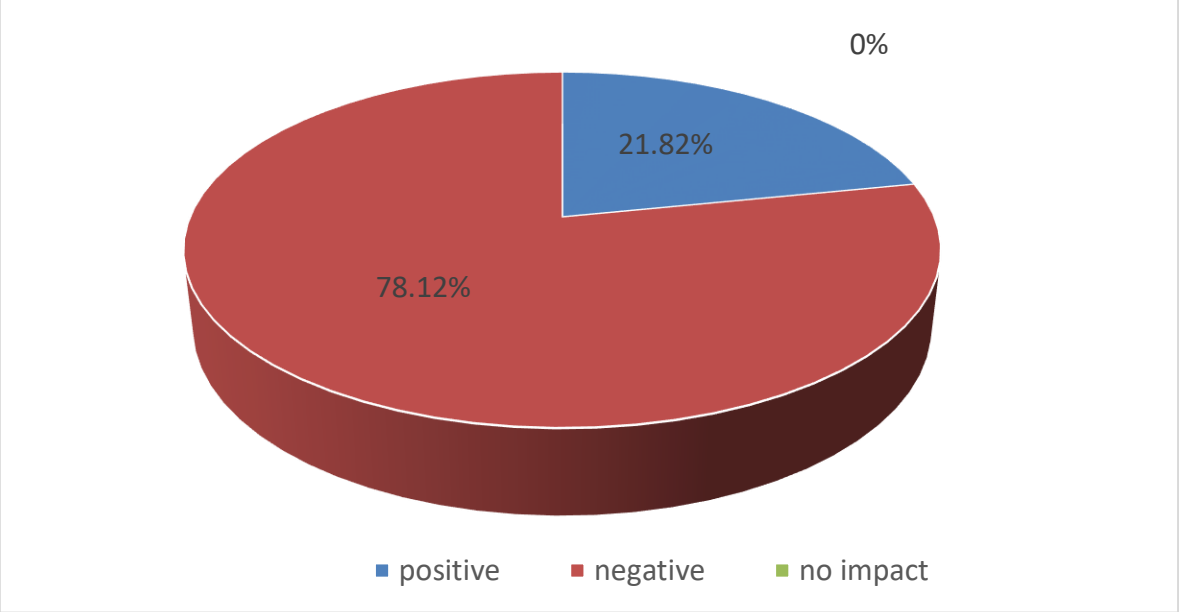
Questionssix and seven found that 25% of respondents found the presence of the opposite gender a challenge to enhance their English proficiency, while 15.63% viewed it as a distraction. However, 57.37% did not see any noticeable impact. A significant majority 21.88% believed it would positively impact their participation and English language abilities, while 78.12% anticipated a negative impact.

Figure 16: *The presence of the other gender and their impact on English development.*



Note. The presence of the other gender has no impact on improving English proficiency.

Figure 17: *The impact of the other gender on English development.*



Note. Working directly with students of the other gender negatively impacts male student engagement.

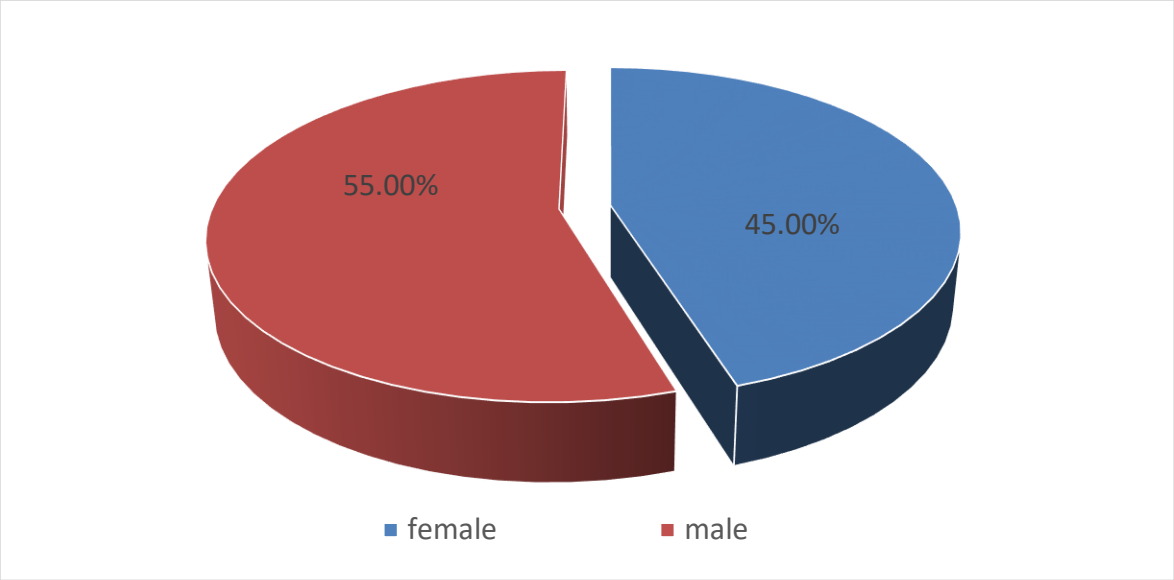
3. Coeducational school:

From the coeducational school, the researchers selected a sample of 20 students. The larger number of this group (11), making up 55% of the total was made up of female students. Out of these 11 female students, 6 students, or 54.54% had prior experience attending single-gender schools before transitioning to the coeducational setting. The remaining 5 female students 45.46% had just been exposed to mixed-gender classroom environments (see figure 18).Whereas the male contingent within the sample formed 9 students (45% of the total). Of these male students, 3, or 33.33% of them had experienced both single-gender and coeducational school settings, while a notable number of 6 students which represent 66.67% had only attended mixed-gender classrooms throughout their schooling (see Table 03).

Co-educational school experiences	Female	Male
Students who studied only in coeducational schools	5 students	6 students
Students who experienced both types of schools	6 students	3 students

Table 3: *Co-educationalschool's experiences.*

Figure 18:*co-educational student's experiences.*

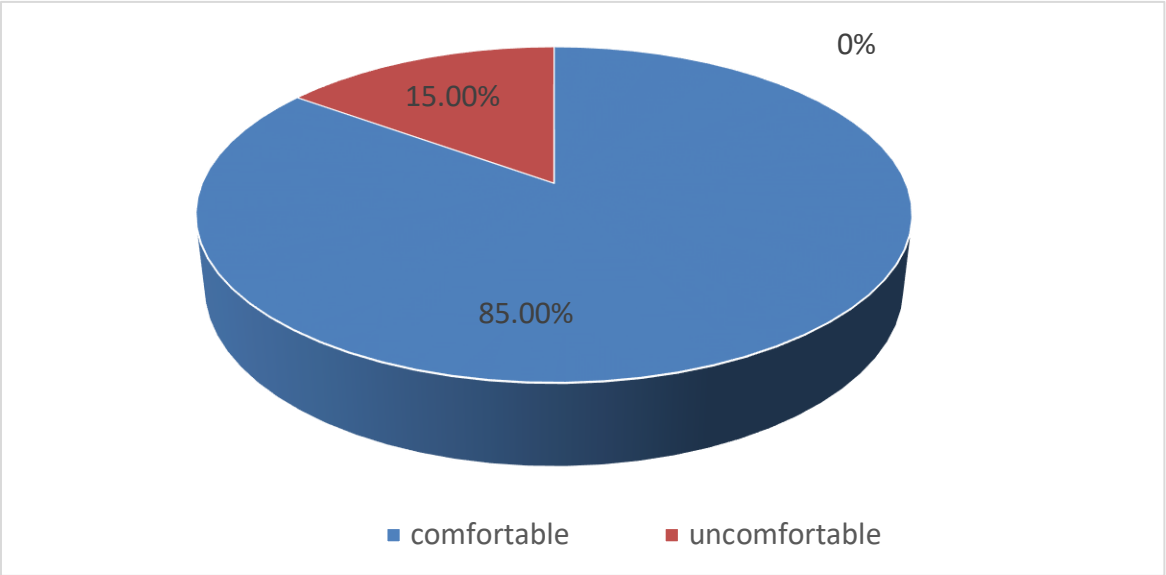


Section01:

- **Question one:**

The first question within the questionnaire measured students' comfort levels while engaging in English class with the presence of the other gender. The highest number, 85%, stated that they felt comfortable in such an environment. However, a small minority, 15%, indicated discomfort. Furthermore, none of the students 0% feel very uncomfortable participating in English with the opposite gender in the classroom.

Figure 19: *Level of Comfort in mixed-gender Classroom.*

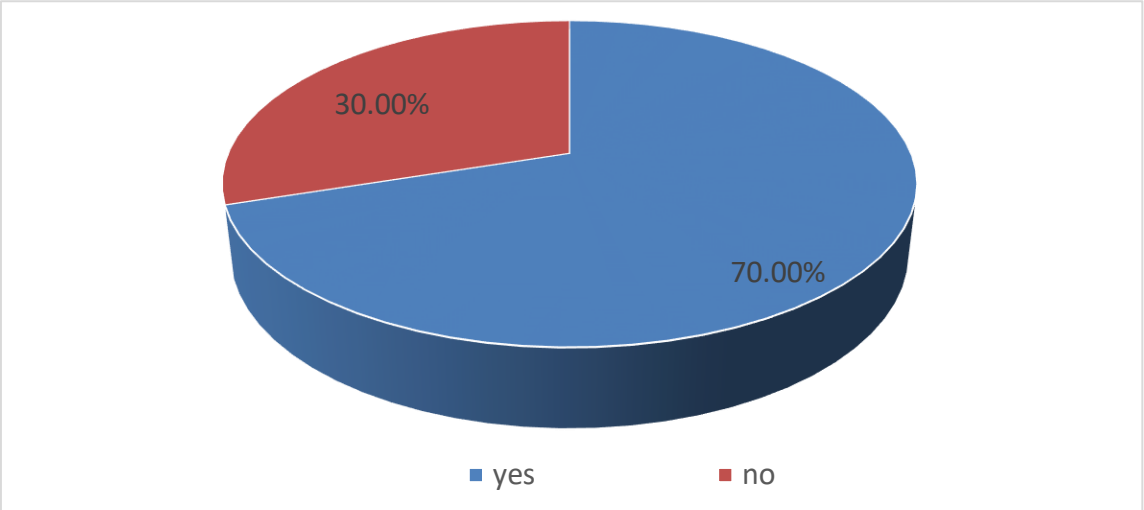


Note. Students feel comfortable using spoken English in the presence of the other gender.

- **Questions 2 and 3:**

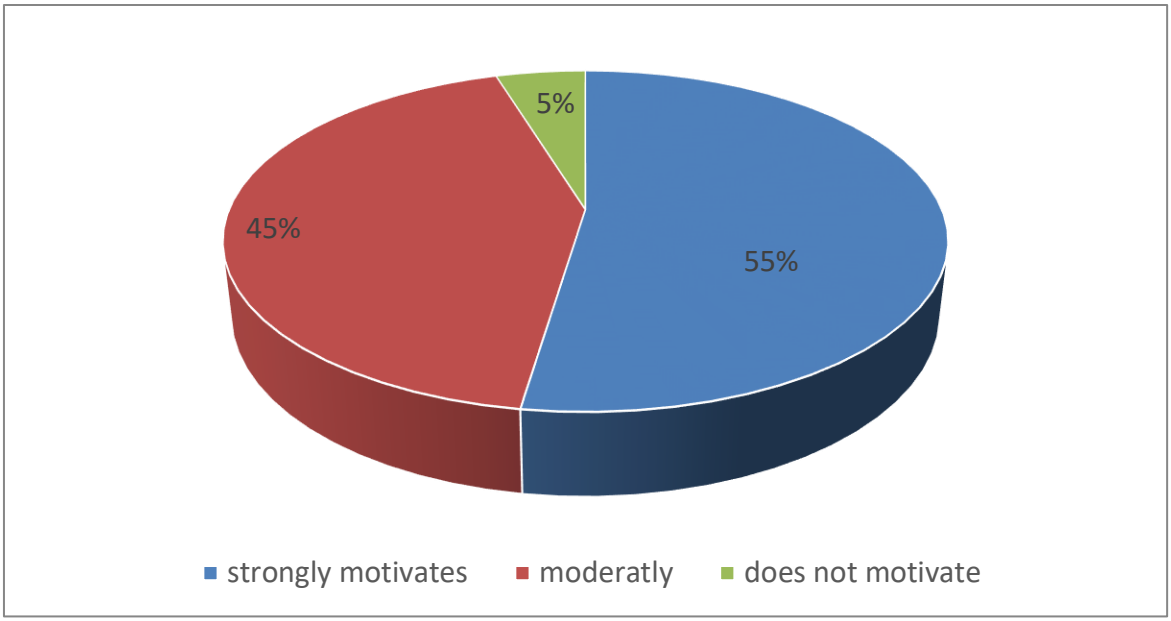
The following two questions aimed to assess the overall opinion about the sufficiency of English learning in a coeducational setting, as well as the particular effect of gender-based peer competition as a motivating factor. As demonstrated in the graphs below, the second question shows that more than half (70%) of the total respondents believe that the co-educational classroom is effective and satisfactory for enhancing their English skills, but the rest, 30%, find it unsatisfactory. On the third question, half of the respondents (55%) claim that competition between peers of different genders strongly motivates them, while 40% report that they are moderately motivated by this competition that arises among participants of different genders. However, only 5% of them state that this kind of competition is incapable of motivating them.

Figure 20:*Sufficiency in mixed Gender space.*



Note. The English classes as a mixed gender space provide sufficient advance.

Figure 21: *Motivation in Coeducational space.*

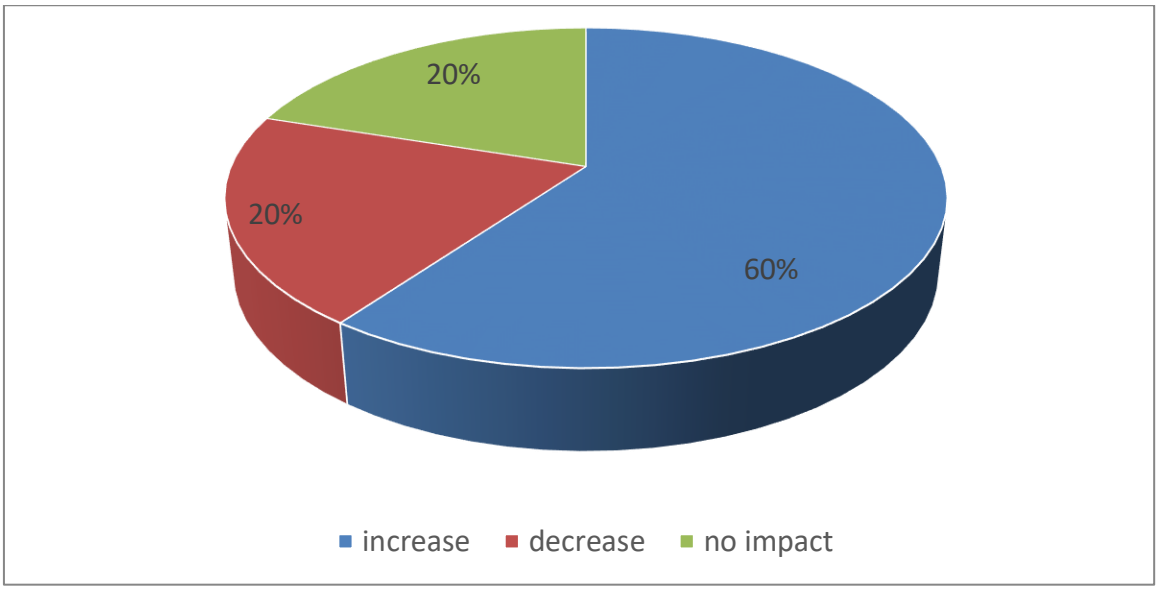


Note. The competition level between students of different genders strongly motivates them

- **Question four:**

Moving on to question number four, which addressed the effects of mixed-gender environments on the confidence level of students in using their spoken English skills, 60% of the participants claimed that they were more confident speaking in English when they were in a coeducational classroom. In contrast, 20% felt less confident in such a setting. The rest, which is 20%, reported that the mixed-gender environment had no apparent impact on their confidence level.

Figure 22: *Confidence in mixed gender Environment.*



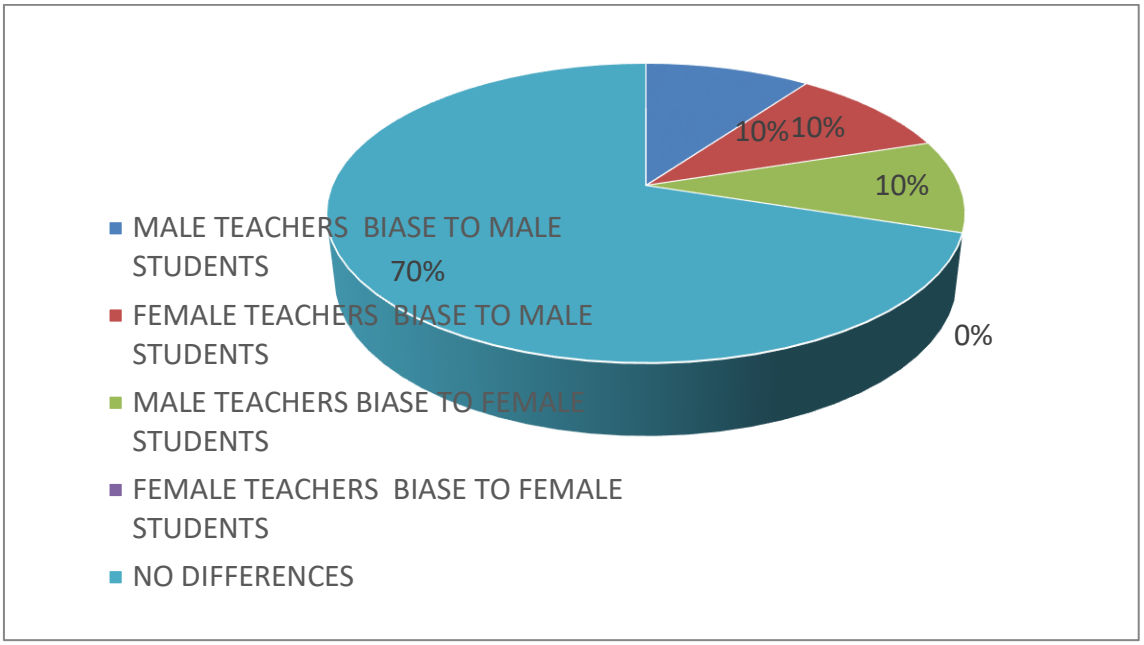
Note. Mixed school increase student's confidence

- **Question five:**

According to question five, a large majority of 70% indicated that they perceived no difference in the attention offered by teachers depending on gender. However, 10% reported that male students received more personalized attention and feedback from teachers, regardless of the teacher's gender. Similarly, another 10%

claimed that male teachers were more biased in favor of female students, while no participants thought female teachers were biased towards female students (0%).

Figure 23: *Teacher Attention and Feedback*



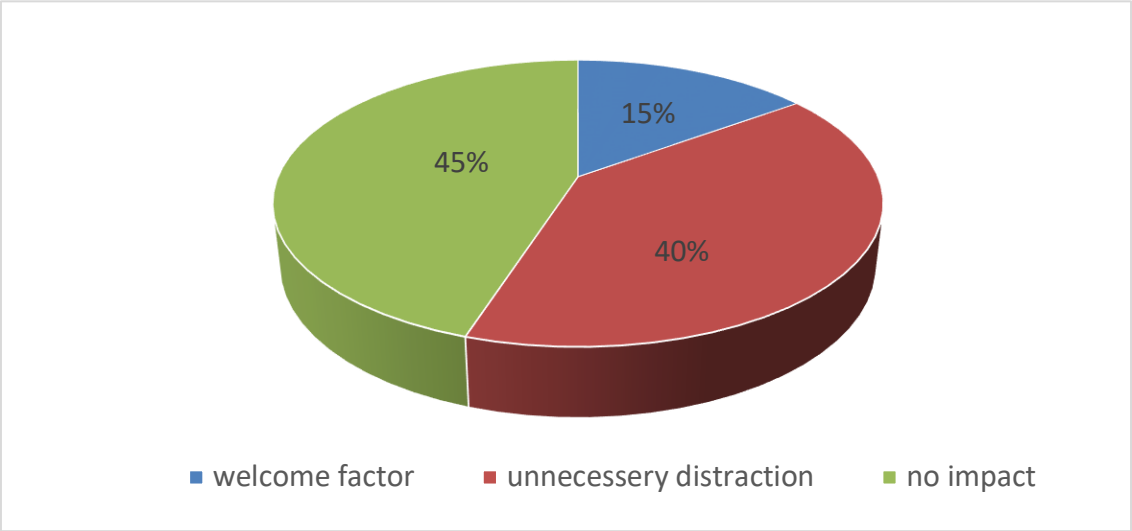
Note. No biases in the teacher's attention

- **Questions six and seven:**

The final two questions explored the participants' perceptions regarding learning with the same gender and their English proficiency. Regarding learning within the same gender environment, 15% of respondents welcomed it as a challenge that could enhance their English proficiency, while 40% viewed it as a potential distraction. However, 45% did not perceive any noticeable impact. In terms of direct interaction with students of the same gender, 15% believed it would positively impact their participation, engagement, and enhancement of English language abilities. Conversely, only 20% expected a negative impact from such interactions, while an important majority of 65% did not expect any significant

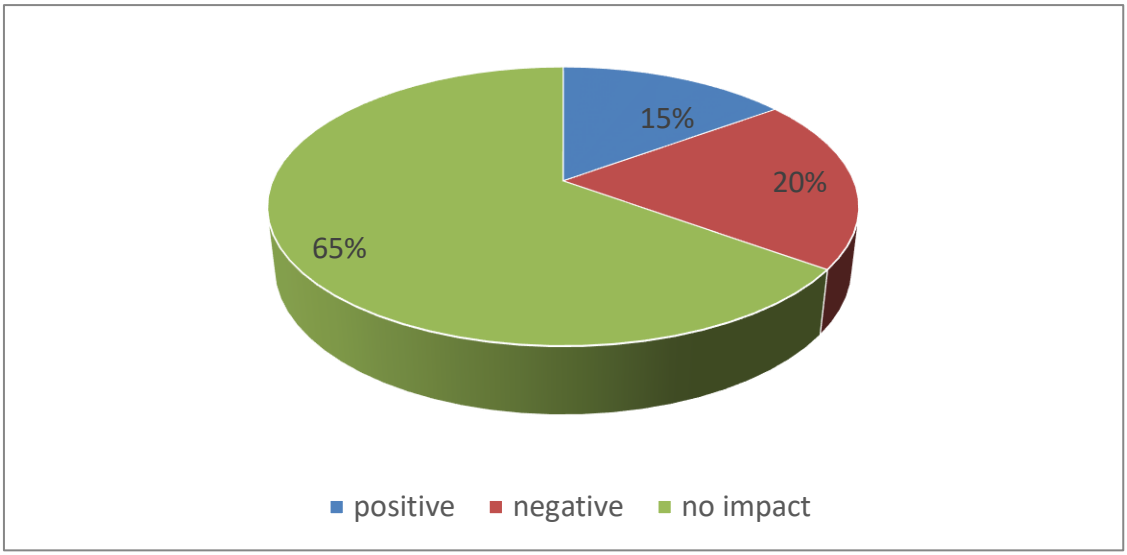
influence, either positive or negative.

Figure 24:*The presence of the other gender in English development*



Note. Studying with the same gender has no impact on students of the co-ed school.

Figure 25: *The presence of the other gender and their impact on English development*



Note. Working directly with the same gender does not affect students' engagements

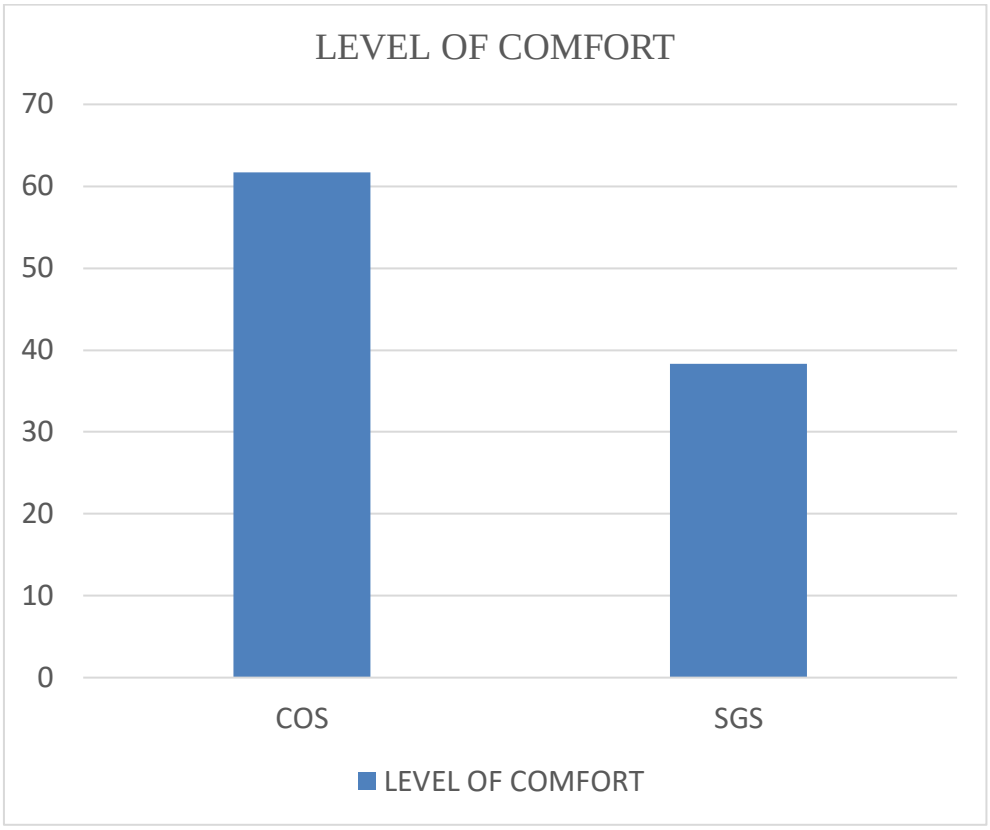
Section 02: Both schools' experiences

- **Question 08:**

The results of question eight show that the majority of students in this group

(61.70%) feel more comfortable when communicating in English in a coeducational setting with both male and female presence. However, a minority of the students (38.30%) prefer a single-gender environment, feeling less distracted when practicing English without the presence of the opposite gender.

Figure 26*: The setting for comfortable spoken English practice.*

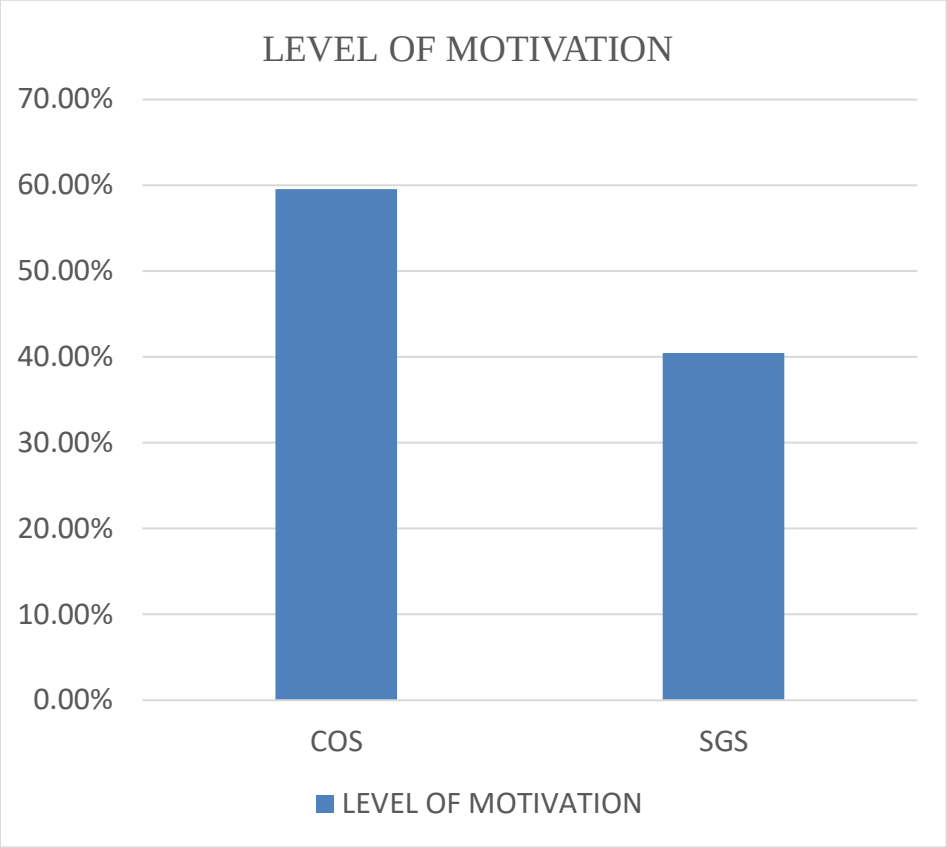


Note. Co-ed schools provide more comfort for students

- **Question 9:**

Question Nine findings revealed that a coeducational or mixed-gender school environment motivates or "pushes" the majority of students (59.57%) to improve certain English abilities, such as reading and speaking, more than a single-gender school setting (40.43%)

Figure 27:*Level of motivation*

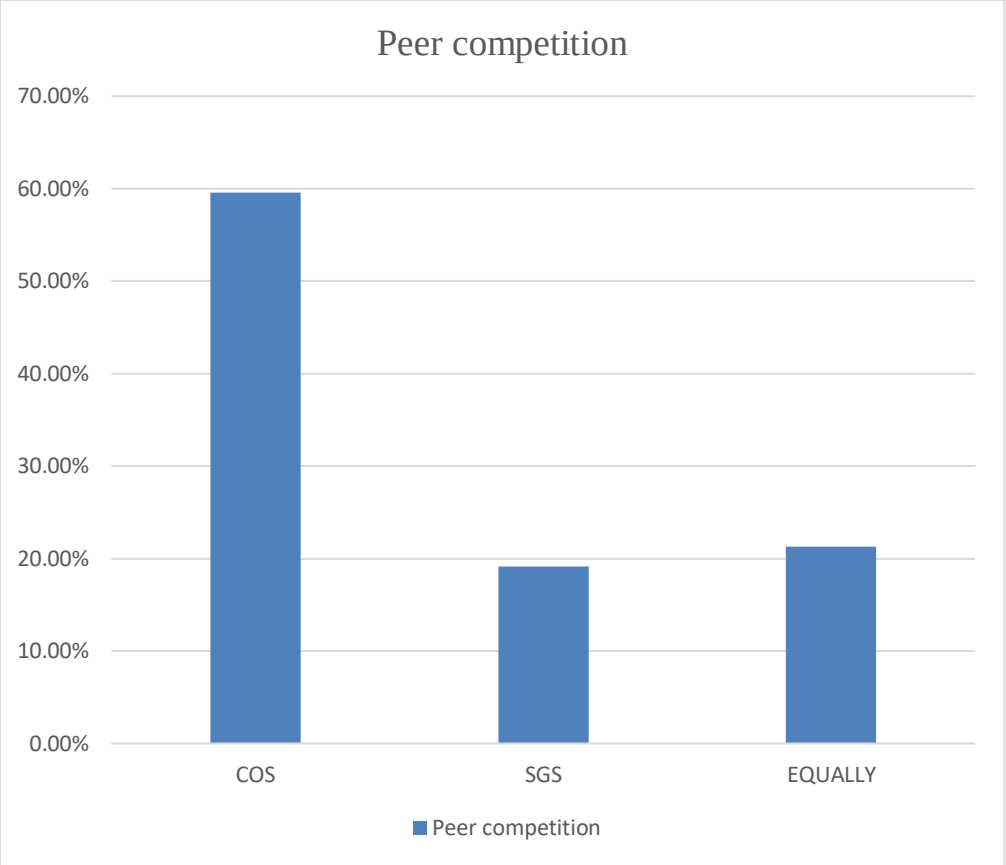


Note. Co-educational school is more motivated than single-gender school

- **Question 10:**

Based on the outcome of question ten, (59.57%) of students believe that peer competition is more efficient for developing their English abilities in a coeducational school setting. Compared to (19.15%) of students who state that peer competition works better in single-gender schools, whereas (21.28%) of students perceive no difference in the effectiveness of peer competition as a motivational factor, regardless of whether it's a coeducational or single-gender school setting, indicating that peer competition is perceived as a more effective motivational technique for English language development in coeducational (mixed-gender) schools than single-gender schools.

Figure 28: *Effectiveness of Peer Competition*

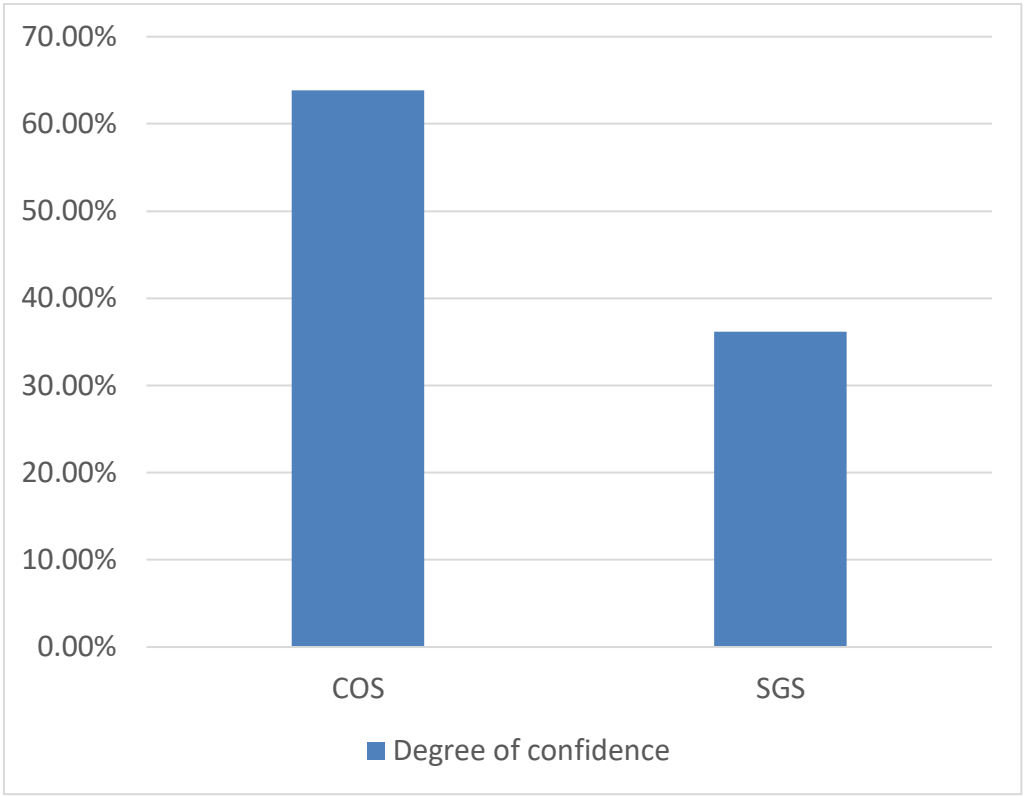


Note. Peer competition in mixed schools is more efficient.

- **Question11:**

The responses show that (63.83) % of students feel that the presence of both genders in the classroom may create a more diverse and representative learning environment which could promote a sense of inclusion and acceptance for all students, regardless of their gender. In contrast, only 36.17% of students believe that single-gender schools inspire them to practice their English skills.

Figure 29:*The inclusive setting for practicing English skills*

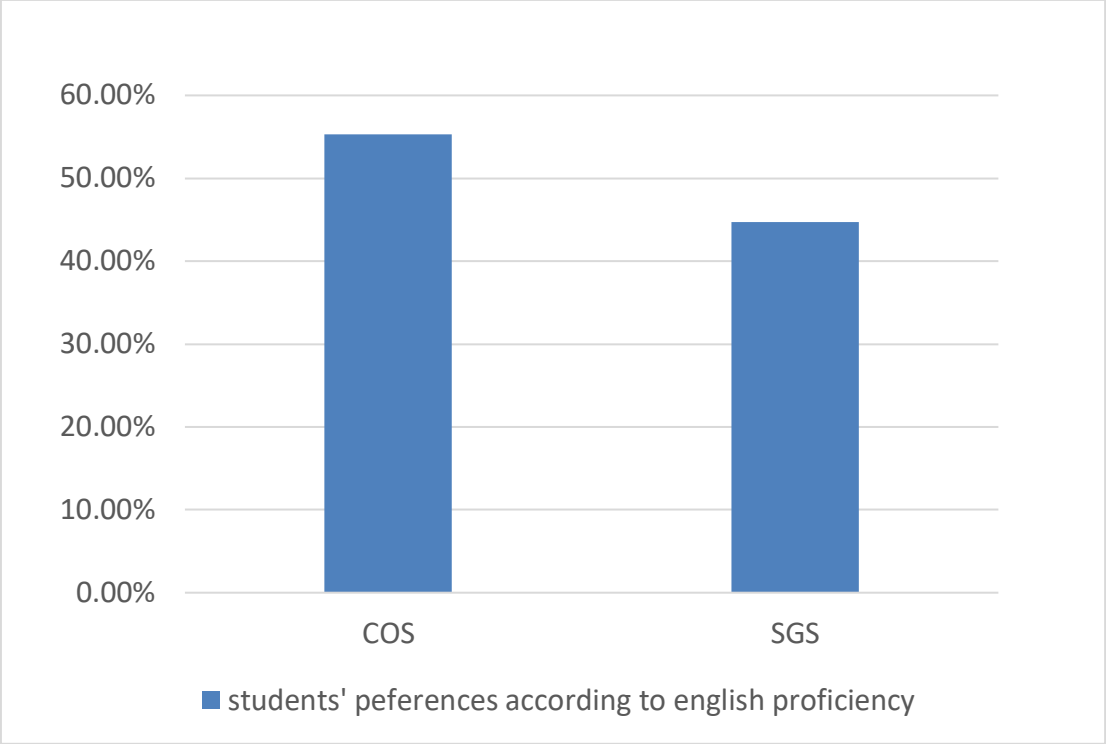


Note. Students in co-ed schools feel more confident

- **Question 12:**

The responses to question twelve revealed a notable divide in preferences. Significantly, 55.32% of respondents stated that they felt that they received more meaningful feedback and attention from teachers in a coeducational (co-ed) environment. while 44.68% of the participants expressed that they preferred single-gender classrooms.

Figure 30: *The best classroom setting for improving English proficiency*

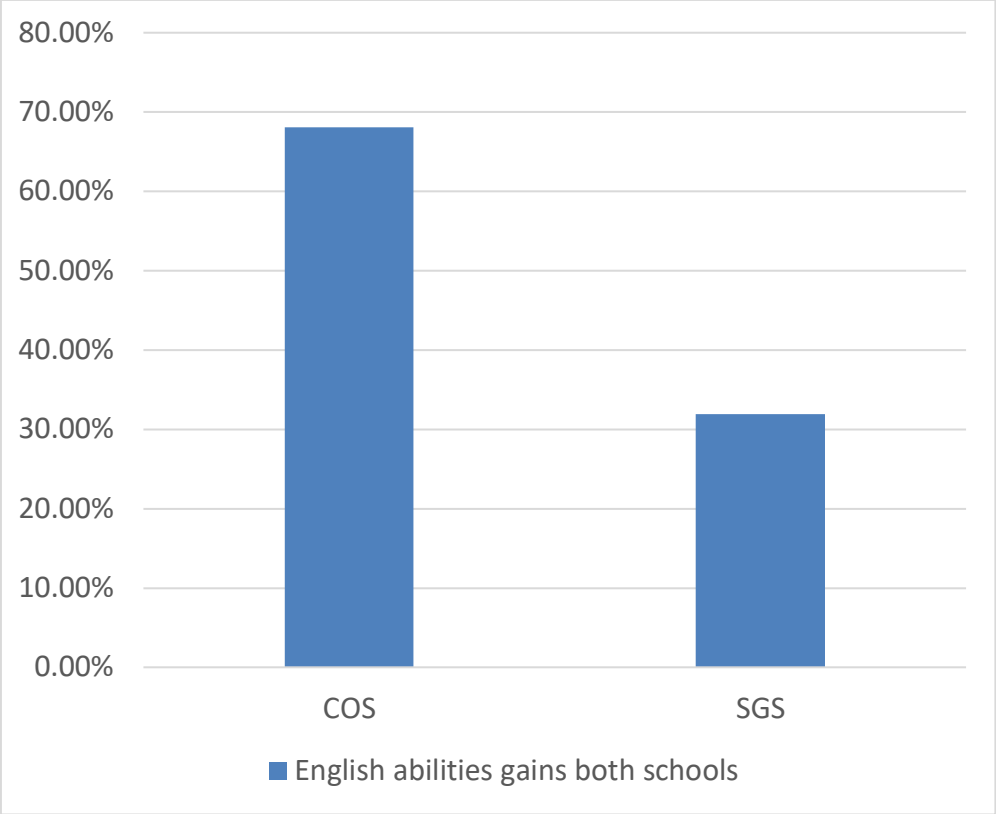


Note. Students prefer co-ed schools regarding language proficiency

- **Question 13:**

This result indicates that a higher percentage of students (68.08%) have noticed greater improvements and gains in various aspects of their English language abilities, such as vocabulary, grammar, and fluency, in a coeducational (mixed-gender) contrasted to others (31.92%).

Figure 31: *The setting whichprovides better gains in students' abilities*

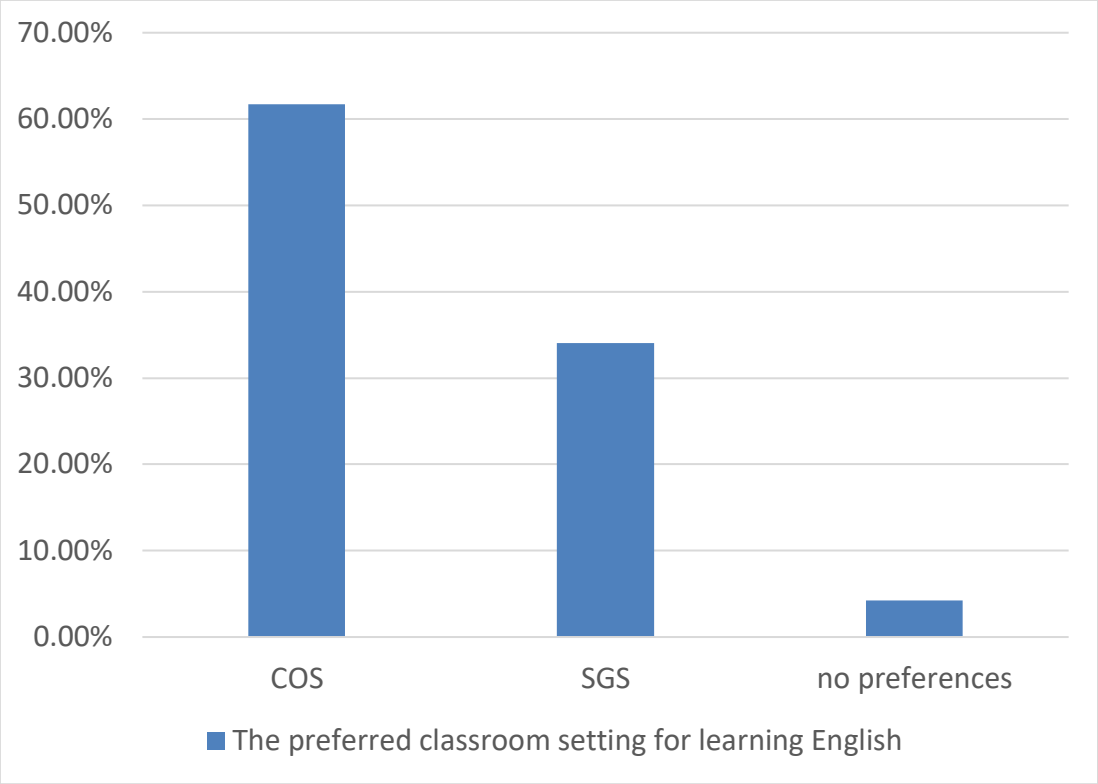


Note. Co-edschools provide better gains to students.

- **Question 14:**

The outcomes demonstrated a clear preference among students for coeducational (co-ed) school, with 61.7% showing this as their preferred setting for learning English. In contrast, 34.05% of respondents favored single-gender classrooms, while a small minority of 4.25% declared no preference for either setting.

Figure 32*: The preferred classroom setting for learning English*



Note. Students choose coeducational schools for studying English.

The open-ended question:

Out of 82 students, only 10 students had answered the open-ended question, 6 students (60%) preferred coeducational (mixed-gender) classroom settings for English language acquisition, while 4 students (40%) preferred single-gender settings.

The six students who favored coeducational environments highlighted the following benefits:

1. Provide more opportunities for communication, conversations, discussions, and information sharing with peers of both genders.
2. It helps in building self-confidence in using English for communication purposes.

3. Expose students to diverse styles and approaches to information delivery from both genders.
4. Facilitates a competitive dynamic between male and female students by motivating them to get better at their English skills.

On the other hand, the four students who preferred single-gender environments reported feeling more comfortable dealing and communicating with peers of the same gender in the classroom.

3.1.2 Presentation of teacher's interview

3.1.2.1 The Analysis of teacher's interviews

This portion involves the analysis of an interview conducted in single-gender and co-educational schools. It contains nine questions divided into two parts: the first part inquires two questions about demographic information, while the second part focuses on the English teaching process in secondary schools. The purpose of this interview was to investigate the impact of single-gender and co-educational schools on English language acquisition and development in secondary school to discover the differences, in viewpoints on teaching and learning English in both types of educational environments. The questions are subsequently analyzed by researchers about these objectives.

The questions are analyzed by researchers as follows:

First part: Demographic Information

- **Questions one, and two:**

The first and second questions addressed "Gender," "Age," and "Experience," Concerning gender, the majority of respondents were female, constituting 75% of

the total, while males represented 25%. Regarding age, the responses were categorized as follows: 25% fell within the age range of twenty-five to thirty-five, 37.5% within the range of thirty-five to forty-five, and another 37.5% within the range of forty-five to fifty-five. However, the second question pertained to the teachers' experiences. The total responses encompassed three different degree categories, as follows: from five to ten years, 25%; from ten to twenty years, 37.5%; and twenty to thirty years, 37.5%

	Gender		**Age**			**Experiences**		
	Male	**Female**	**25-35 years**	**35-45 years**	**45-55 years**	**5-10 years**	**10-20 years**	**20-30 years**
Numbers	2	6	2	3	3	2	3	3
Percentage	25%	75%	25%	37.5%	37.5%	25%	37.5%	37.5%

Table 4: *Personalinformationofthe teachers.*

Part two: English teaching process.

- **Question 01:** Have you received any specialized training or professional development related to teaching in single-gender schools, and if so, how has this training influenced your approach to classroom instruction and student engagement?

Concerning this question, none of the respondents had received specialized training or professional development regarding teaching English in either type of school

- **Question 02:** What teaching methods and strategies do you typically employ in the classroom to facilitate English language acquisition?

This question aims to gather insights into the teaching methods and strategies employed by educators to facilitate English language acquisition in the classroom. The majority of teachers reported employing the "three Ps" approach in grammar instruction, which involves Presentation, Practice, and Production, along with Competency-Based Learning and Teaching (CBLT),. Conversely, a minority of teachers indicated using a combination of Communicative Language Teaching (CLT) and Task-Based Language Learning (TBLL), as well as Grammar Translation and the Direct Method.

- **Question 03:** Do you believe that teaching students of the same gender improves information delivery comprehension and retention?

Based on the information provided, all 8 teachers answered "no" to the fifth question, opining that same-gender classrooms do not necessarily improve information delivery, comprehension, and retention for students. Instead, they all agree that mixed-gender classroom schools are more advantageous and beneficial since they provide exposure to various perspectives, accommodate individual preferences and learning styles, and allow each gender to benefit more from this variety.

- **Question 04:** Do you perceive variations in peer interactions and communication patterns in single-gender?

The majority of teachers which represents 6 out of 8 believe that peer interactions and communication are better in single-gender schools than in coeducational. This shows that single-gender schools provide a better environment where students feel more comfortable to express their opinions and build relationships with the same gender this makes them feel more relaxed and free. While the remaining teachers see that in a co-educational setting, students hear many different accents, ways of speaking, and language styles. This helps them get better at English, as they talk with friends from different backgrounds and learn different ways of communication. They talk in discussions, work together with friends of the other gender, get better at talking and saying things well, listen and understand other points of view. These are important skills for good English communication

- **Question 05:** Do you think teaching in both types of schools would provide more personalized attention and feedback for students, and if so, how do you integrate feedback into your teaching practices to improve the language learning experiences of your students?

Teachers believe that teaching in both types (single-gender and co-educational settings) of schools would provide more personalized attention and feedback for students who have a medium level by providing them with extra classes to develop their language skills and teachers integrate the feedback in their teaching practices

by testing their level in class in form of activities and writing expressions to improve the language learning experiences of the students.They also believe that the environment, neither single-gender nor coeducational schools, has an impact on the teaching and learning dynamic. The only challenge that teachers may face is "limited perspective," so they need to work harder with passive students to provide diverse perspectives and experiences in the classroom, especially in their first years of teaching.

- **Question 06:** In your view, which environment do you believe encourages students to participate and engage more in English language activities?-Why do you believe that is?

The majority of the teachers prefer to work in mixed-gender schools because they think it gives students the chance to learn from each other's perspectives, boosting their confidence and fostering healthy competition between genders. The dynamic nature of the classroom environment facilitates interaction, allowing students to share their diverse backgrounds and ideas

- **Question 07:** How do you think educating students of the same gender might affect their confidence in English and communication skills?

According to teachers, the presence of both genders can bring both positive and negative effects on students' academic performance and social growth. Students mentioned feeling more confident and at ease speaking English in a single-gender setting. However, they also noted that collaborating with the opposite gender could boost their motivation and confidence in speaking English, as they felt more

encouraged to engage and practice during class discussions, particularly among peers of their age who tend to showcase themselves in front of others.

3.1.3 Presentation of the Results of Classroom Observation

Based on the three observations in three different classrooms, researchers noted distinct differences among them. The first type of teacher adopts a teacher-centered approach, assuming a central role in directing the learning process. They deliver information, lead discussions, and make decisions about lesson content. Students play a more passive role, receiving information and following instructions from the teacher. Corrections are provided intensively at the end for any mistakes made. The second type follows a teacher-learner-centered approach. they act as a guide and facilitator, supporting students' learning while encouraging active participation and collaboration. Students take responsibility for their own learning goals, choices, and outcomes. Both teachers and students correct mistakesand teachers typically intelligently provide corrections. However, the third type employs a permissive teaching style, which can be described as tolerant. They provide guidance and support as needed but allow students to take ownership of their learning process.

The researchers observed that most of the teachers use the "PPP" approach to language teaching, which refers to presentation, practice, and production. First, Presentation: In this stage, the teacher introduces new grammar or language concepts to the students. This could involve presenting the target language item in context, often through examples, situations, or dialogue, by using visual aids and explanations. Secondly, practice: Once the grammar or language point has been presented, students engage in controlled practice activities. These activities typically

involve structured exercises designed to give students opportunities to apply the new language in a guided way. Practice activities, including exercises in handouts, to reinforce understanding and build confidence in using the language accurately. Third Production: it focuses on giving students opportunities for free practice. This includes giving them opportunities to produce language independently in more open-ended, communicative activities, discussions, debates, and writing tasks.

Teachers during reading and speaking involve students in several pre-reading activities to enhance their understanding and involvement with the text. Invite the students to anticipate the text by looking at titles, headings, or images, thus creating curiosity. Additionally, present the key vocabulary words from the text, with explanations such as definitions, examples, or supporting context. Next, the teacher may then direct students through the reading process, either by reading the text as a class or in smaller groups, pausing to talk about comprehension questions, to clear up meanings, or to analyze language structures. Lastly, provide exercises that make students use their newly acquired knowledge in different ways, such as writing expressions based on the information learned.

Conclusion

This chapter presented findings obtained from three data collection methods: student questionnaires, teacher interviews, and classroom observation, aimed at investigating the effect of school setup on language proficiency. The results generally confirm the research questions posed in the general introduction, showing that the nature of the school environment (single-sex or co-education) can affect some aspects of English language learning like student involvement, peer

interaction, student-teacher relationship, and student performance in language activities.

4 Introduction

The final part of the study will review the results of the questionnaire submitted to the students and interviews taken with the teachers in both single-sex and coeducational classrooms, paying attention to how they affect the learning and development of English language skills. It also addresses the challenges faced while conducting the study. Lastly, it provides some further suggestions to recommend to other researchers so that they can conduct similar studies

4.1 Discussion of the findings:

The findings of this research provide a deep comprehension of the impact of single-gender and coeducational school environments on English language acquisition and development, as viewed by students, teachers, as well as classroom observations.

Based on the student's perspective, most of them expressed a preference for coeducational settings, pointing to advantages such as increased opportunities for communication, confidence building, and exposure to various perspectives, and a motivating competitive dynamic between genders. However, a significant minority preferred single-gender environments, feeling more comfortable in the absence of the opposite gender. Concordantly, the vast majority of teachers acknowledged the benefits of coeducational classrooms in fostering healthy competition, encouraging participation, and providing diverse viewpoints. They also noted that single-gender environments might encourage stronger peer interactions, particularly in the early stages of language learning. Classroom observations demonstrated a variety of

teaching approaches employed by teachers, involving teacher-centered, learner-centered, and permissive styles. The widely used "Presentation, Practice, Production" (PPP) method was common across different classroom settings, indicating its dominance in language teaching approaches. For reading and speaking activities, teachers guided students through the reading process, either as individuals or in small groups, pausing to discuss comprehension questions, clarify meanings, or analyze language structures.

To conclude, the results suggest that while both single-gender and coeducational environments have their advantages and challenges, the mixed school appears to be more conducive to enhancing English language proficiency, particularly in areas like vocabulary, grammar, and fluency, experiencing greater gains in coeducational settings. Fostering student engagement and motivation and providing diverse communication styles. However, individual preferences and the potential benefits of single-gender settings, particularly in promoting better peer interactions and communication patterns, should also be considered. Overall, this study emphasizes the importance of an inclusive strategy that takes into account students' and teachers' different needs and preferences, as well as the possible advantages and disadvantages of both single-gender and coeducational environments in promoting effective English language acquisition and development.

4.2 Limitation

During our research, several limitations faced the researchers due to several reasons. The first obstacle that we encountered was the absence of previously

collected sources such as books, articles, and previous studies. What faced the researchers was also the lack of time because the present study was conducted through the use of the triangulation technique of both quantitative and qualitative data. The findings were obtained from the student's "questionnaires", the teacher's "interviews" and the classroom's "observations". Likewise, concerning the classroom observation, the researchers attended two sessions in each school whichis not enough to capture all the details related to the topic.

Moreover, some third-year students might not understand some of the questions or words since the questionnaires were written in English. The latter language is not the mother tongue of the students. This might lead the students to provide inaccurate information while answering the questions due to their low level of English.

Last but not least, we faced also an obstacle which was the small size of the population since we could not get attached to the secondary schools (SGS and COS) that the case study took place in because of the limited number of co-educational schools.

4.3 Recommendations for Further Studies

It is imperative to adopt an extensive approach that addresses the diverse needs of students in both single-gender and coeducational classroom settings. By implementing a multifaceted strategy, educators and policymakers can establish an inclusive and encouraging learning environment that promotes effective language learning for all students.

The following are steps that should be taken based on the findings of this study:

- The Ministry of Education and policymakers should establish more co-educational secondary schools to improve learners ‘academic performance.
- The school management and teachers in secondary schools should enhance the learners’ discipline level so that they can create a learning environment conducive to both girls and boys and improve their academic performance.
- Teachers within co-education classrooms should ensure that boys are motivated to actively participate in learning.
- The school administrators of single-sex schools should be aware of the programs that can be designed to bring boys and girls together to provide them with the opportunity to getfamiliarized.
- Establish collaborative professional learning communities for educators from different classroom settings to share ideas, learn from each other's best practices, and gain insights from each other's experiences.

4.4 Further research:

This study can be a turning point for potential investigators with the same subject matter concern. The following are steps that should be taken based on the findings of this study:

1. The Impact of Classroom Environments on the psychology side of students: Perspectives from Single-Gender and Co-ed
2. Analyzing Perspectives and Attitudes Concerning Co-ed and Single-Gender Classrooms: Implications for English Language Learning.
3. Examining the Effectiveness of Teaching Strategies for English Language Acquisition in Single-Gender vs. Co-ed Classrooms.
4. Effective Teaching Methods for Improving English Language Acquisition in Single-Gender and Coeducational Classrooms.

Conclusion

In conclusion, the recommendations that have been suggested would be best practices for any emerging program. Teachers need pedagogical training equipping them with the necessary skills and strategies within the program's framework. Such training empowers educators to navigate the complexities of diverse learning environments and adapt teaching methodologies to suit individual student needs and evolving educational technologies. Moreover, parents play a pivotal role in supporting their children's education beyond the classroom, while teachers require the backing of administrators to access resources and create a suitable learning environment. For a successful implementation, all of those requirements would need to be accomplished with support from parents, teachers, administrators, and

the students themselves.

General conclusion

This research study aims to investigate how single-gender versus coeducational classroom settings influence the process of acquiring and developing English language skills, including grammar, reading comprehension, and speaking abilities, by getting through a comparison between teaching strategies and student interactions in single-gender and coeducational classrooms in Medea, Algeria. To respond to the three fundamental questions, this inquiry is arranged into four chapters: The first chapter offers an overview of the Algerian educational landscape, emphasizing single-gender and coeducational schools. It delves into foreign language acquisition and its theories. It has also shed light on the benefits and drawbacks associated with each school, as well as reviewed literature related to teaching in single-gender and coeducational classrooms.

The second chapter outlines the research methodology, which includes research questions, hypotheses, research design, sampling techniques, data collection methods, procedures, and instruments used. It describes the chosen sample population and the mixed-method approach, which incorporates statistical and content analysis techniques obtained from student questionnaires, teacher interviews, and classroom observation.

In the third chapter, the researchers employed a combination of three data collection instruments: a questionnaire, an interview, and classroom observations to collect data from different perspectives. The questionnairewas used as the first instrument to provide structured responses from a large sample of students and convey quantitative data suitable for statistical analysis. It was applied to answer the

question related to the proficiency differences between the two types of schools. The findings show that students in coeducational settings make greater gains in English language proficiency than those in single-gender classrooms since it allows them to communicate and interact with peers of both genders. It was also discovered that students in co-ed classes are more likely to engage in conversations, debates, and collaborative activities with a diverse group of peers. Additionally, the presence of peers of both genders inherent in coeducational environments may serve as a motivating factor for students as it creates a healthy atmosphere of competition, encouraging students to actively participate in language-related activities. Furthermore, coeducational settings may provide a more balanced and complete learning environment that takes into account students' different needs and learning styles.

While the interview was utilised as a second tool to allow for a deep exploration of teachers' perspectives, presenting a qualitative insight. It clarifies more how teachers perceive differences in student engagement and performance in English language learning activities between single-gender and coeducational classrooms. It found that co-ed environments encourage students to use the language and improve their speaking and reading abilities more than single-gender environments because of the diversity of viewpoints and perspectives that arise as a driver for meaningful debates, ideas exchanges, and language expressions, whereas classroom observations were used as the third data collection instrument to offer a direct view of interaction and behaviors in learning. They have been used to look into the differences in classroom dynamics between single-gender and coeducational

schools. By conducting observations in both types of classrooms, researchers directly observe that the presence of both male and female students in the same classroom creates a diverse social environment conducive to communication and collaboration because students have the opportunity to interact with peers of the opposite gender, which can lead to a broader range of experiences and perspectives being shared during discussions and group activities.

Together, they deliver an expanded comprehension of the research hypotheses proposed in the initial introduction, indicating that the type of school environment, whether single-gender or coeducational, has a significant influence on various aspects of English language acquisition and development.

Along with the literature review that provided the framework for this study, the methodology chapter provided the essential data to answer the research questions, chapter three describes the findings and discussion of these questionsand the last chapter is devoted to the conclusion and the pedagogical implications that this research suggests. First, the chapter provides a summary of the research findings. Second, it outlines a variety of pedagogical implications and recommendations for the educational system. Furthermore, it highlights the study limitations encountered during this research. Fourth, it proposes some suggestions for future research on this topic. Finally, the study is completed with a broad conclusion.

To sum up, the inquiry at hand might open a broad scope of upcoming investigations as it stands for a comparative study between two distinct environments for teaching and learning at secondary schools, Medea, and might also be projected on a national level.

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APPENDIX A

Student Questionnaire for single-gender schools: Investigating the Effect of Classroom

Settings on English language development.

This questionnaire is a data-gathering tool for our master's dissertation entitled Investigating the Impact of Single-Gender and Coeducational Classrooms on English Language Acquisition and Development in Secondary Schools. They are administeredanonymously, and the gathered information is to be used for purely academic purposes.

Your feedback is valuable in accomplishing our research. Thank you in advance for your precious collaboration.

Please take into account the definition of some key terms of the questionnaire below.

Single-gender classrooms: These are all boys or all-girls settings where students of the same gender are taught together.

Coeducational classrooms: Theseare mixed settings where students of both genders males and females are taught together.

• Personal Information:

- Grade:

- [ ] 2nd year

- [ ] 3rd year

- Gender:

- [ ] Male

- [ ] Female

- What is the nature of your current school?

- Single-gender classroom

- Co-ed classroom

- Have you ever studied in a co-ed primary and/or middle school?

- [ ] Yes (If yes, please specify the grade.)

- Primary school

- Middle school

- Both

- [ ] No

- Have you studied in both types of schools single-gender (all boys/all girls) AND coeducational (mixed gender) for English instruction?

□ Yes

□ No

- If Yes: Please complete Sections 1 and 2 of this questionnaire

- If No: Only complete Section 1

Section 1 - Single Gender School Experience:

1) How comfortable do you feel participating or practicing your spoken English skills

in a classroom with your same gender?

- Comfortable
- Uncomfortable
- Very uncomfortable

2) Do you feel your English classes provide sufficient challenge and development as a single-gender space?

- Yes, provides sufficient challenge.
- No, does not provide sufficient challenge.

3) Did the competition level between same-gender peers motivate higher accomplishments in your English language performance?

- Strongly motivated
- Moderately motivated
- Did not motivate

4) Do you feel an all-girls or all-boys environment increased your confidence level in using spoken English skills?

- Increased confidence
- Decreased confidence
- No noticeable impact

5) Did you receive personalized attention and feedback on English skills development and assignments from your teacher in your single-gender setting?

- Yes, I received a high level of personalized attention and feedback.
- I received a moderate amount of personalized attention and feedback.

 No, I did not receive any personalized attention or feedback.

6) Do you think the presence of the opposite gender would be a welcome challenge or an unnecessary distraction when trying to improve your English proficiency?

 A welcome challenge.

 An unnecessary distraction.

 No noticeable impact.

7) How do you think working directly with students of the opposite gender might impact your participation, engagement, and improvement in your English language abilities?

 Positive impact.

 Negatively impact.

 No impact expected.

Section 2 - Both school's Experiences:

8) Sinceyou have experiencedboth typesofeducationalsettingsin which setting are you more comfortable practicing spoken English?

 More comfortable in single-gender school.

 More comfortable in coeducational school.

9) Do you feel one environment pushes you to strengthen certain English skills (reading, speaking) more than the other?

 Yes, single-genderschools more.

 Yes, co-ed school more.

10) Where was peer competition used more effectively as a motivational technique for English development?

 Competition with peers motivated me more in single-gender schools.

 Competition motivated me more in co-ed schools.

 Peer competition motivated equally in both

11) In your view, which setting promoted greater inclusion and confidence in practicing English skills?

 Single-gender increased confidence.

 Coeducational increased confidence.

12) In which classroom setting (single-gender or co-ed) do you feel you receive more meaningful feedback and attention from teachers on improving your English proficiency?

 Single-gender school.

 Co-ed school.

13) Overall, in which type of environment (single-gender or co-ed) have you noticed greater gains in your vocabulary, grammar, fluency, or other English abilities?

 More in Single-gender schools.

 More in Co-ed schools.

14) If you could choose, which classroom setting would you prefer for learning English?

- Single-gender
- Co-ed
- No preference

Is there anything else you would like to share about your experiences with English language acquisition in different classroom settings?

- ……
  ……

Thank you for completing this questionnaire, If you have any additional comments or insights, please feel free to share them.

APPENDIX B

Student Questionnaire for Coeducational Schools: Investigating the Effect of Classroom Settings on English Language Development.

This questionnaire is a data-gathering tool for our master's dissertation entitled Investigating the Impact of Single-Gender and Coeducational Classrooms on English Language Acquisition and Development in Secondary Schools. They are administeredanonymously, and the gathered information is to be used for purely academic purposes.

Your feedback is valuable in accomplishing our research. Thank you in advance for your precious collaboration.

Please take into account the definition of some key terms of the questionnaire below.

Single-gender classrooms: These are all boys or all-girls settings where students of the same gender are taught together.

Coeducational classrooms: Theseare mixed settings where students of both genders males and females are taught together.

• Personal Information:

- Grade:

  - [ ] 2nd year.

- [ ] 3rd year

- Gender:

  - [ ] Male.

  - [ ] Female.

- What is the nature of your current school?

  □ Single-gender classroom.

  □ Co-ed classroom.

- Have you ever studied in a single-gender primary and/or middle school?

  - [ ] Yes (If yes, please specify the grade.)

  - Primary school.
  - Middle school.
  - Both.

  - [ ] No

- Have you studied in both types of schools single-gender (all boys/all girls) AND coeducational (mixed gender) for English instruction?

  - If Yes: Please complete Sections 1 and 2 of this questionnaire
  - If No: Only complete Section 1

<u>Section 1 - Coed School Experiences:</u>

1) How comfortable do you feel participating or practicing your spoken English skills in a classroom with your opposite gender?

□ Comfortable.

□ Uncomfortable.

- Very uncomfortable.

2) Do you feel the co-ed environment provides sufficient chances to actively improveyour English skills?

- Yes, provides sufficient challenge.
- No, does not provide sufficient challenge.

3) Did the competition level between different gender peers motivate higher accomplishments in your English language performance?

- Strongly motivated.
- Moderately motivated.
- Did not motivate.

4) Has the presence of the opposite gender in English classes impacted your confidence, focus, risk-taking, or engagement in activities like speaking aloud?

- Positive impact.
- Negative impact.
- No noticeable impact.

5) Did the teacher's attention and feedback on English skills development and assignments differ from one gender to another in your mixed-gender setting?

- Yes, male students received a high level of personalized attention from male teachers.
- Yes, male students received a high level of personalized attention from female teachers.

- Yes, female students received a high level of personalized attention from male teachers.
- Yes, female students received a high level of personalized attention from female teachers.
- No, I did not notice any difference in the teacher's attention and feedback.

6) In your opinion studying with your same gender would be a welcome challenge or an unnecessary distraction when trying to improve your English proficiency.

- A welcome challenge.
- An unnecessary distraction.
- No noticeable impact.

7) How do you think working directly with students of the same gender might impact your participation, engagement, and improvement in your English language abilities?

- Positive impact.
- Negatively impact.
- No impact expected.

Section 2 - Both school's Experiences:

8) **Since you have experienced both types of educational settings** in which setting are you more comfortable practicing spoken English?

- More comfortable in single-gender school.
- More comfortable in coeducational school.

9) Do you feel one environment pushes you to strengthen certain English skills (reading, speaking) more than the other?

- Yes, single-gender school more.
- Yes, co-ed school more.

10) Where was peer competition used more effectively as a motivational technique for English development?

- Competition with peers motivated me more in single-gender schools.
- Competition motivated me more in co-ed schools.
- Peer competition motivated equally in both

11) In your view, which setting promoted greater inclusion and confidence in practicing English skills?

- Single-gender increased confidence.
- Coeducational increased confidence.

12) In which classroom setting (single-gender or co-ed) do you feel you receive more meaningful feedback and attention from teachers on improving your English proficiency?

- Single-gender school.
- Co-ed school.

13) Overall, in which type of environment (single-gender or co-ed) have you noticed greater gains in your vocabulary, grammar, fluency, or other English abilities?

 More in Single-gender schools.

 More in Co-ed schools.

14) If you could choose, which classroom setting would you prefer for learning English?

 Single-gender

 Co-ed

 No preference

Is there anything else you would like to share about your experiences with English language acquisition in different classroom settings?

- ……
  ……

Thank you for completing this questionnaire, If you have any additional comments or insights, please feel free to share them.

APPENDIX C

Teacher's interview (Both Schools)

This interview is a data gathering tool for our masters dissertation entitled Investigating the Impact of Single-Gender and Coeducational Classrooms on English Language Acquisition and Development in Secondary Schools. The gathered information is to be used for purely academic purposes.

Your feedback is valuable in accomplishing our research. Thank you in advance for your precious collaboration.

Part one: Demographic information.

1. I'm trying to understand different generational perspectives, if you don't mind me asking about your age.

   Gender : male ☐ Female ☐

2. How long have you been teaching in a single-gender school?

Part two: English teaching process.

1. Have you received any specialized training or professional development related to teaching in school, and if so, how has this training influenced your approach to classroom instruction and student engagement?
2. What teaching methods and strategies do you typically employ in the classroom to facilitate English language acquisition?
3. Do you believe that teaching students of same gender improves information delivery, comprehension, and retention?
4. Do you perceive variations in peer interactions and communication patterns in both schools?
5. How do you incorporate feedback to improve language learning experiences, and what concerns or challenges do you anticipate in this specific educational setting?
6. In your view, which environment do you believe encourages students to participate and engage more in English language activities? Why do you believe that is?
7. How do you think educating students of the same gender might affect their confidence in English and communication skills?

APPENDIX D

Classroom Observation Schedule for Co-educatioanl schools

Place: **Date:**

Number of Students:

Class:

Course Title:

Timing:

Description of the Lesson: Taught contents

Grammar	Presentation	Practice	Production

Reading and speaking	Reading text	Discussion	Homework

The role of the teacher :

The role of the Teacher / The lesson	Permissive teacher	Traditional teacher	Teacher-centered	A teacher-learner centered
Grammar				
Reading and Speaking				

The use of English by student :

	Comfort	Sufficiency	Motivation	Confidence	Personalized Attention and feedback
In single gender school					

Classroom dynamics :

	Positive	Neutral	Negative
Peers interaction and collaboration			
Pupils Attitudes towards error correction from teacher			
Pupils Attitudes towards error correction from peers			

Error correction	Who corrects		When		The way of correction	
	Teacher	Pupil	In the beginning	At the end	Intelligent way	Insensitive way

APPENDIX E

Classroom Observation Schedule for single-gender schools

Place: **Date:**

Number of Students:

Class:

Course Title:

Timing:

Description of the Lesson: Taught contents

Grammar	**Presentation**	**Practice**	**Production**

Reading and speaking	**Reading text**	**Discussion**	**Homework**

The role of the teacher :

The role of the Teacher / The lesson	**Permissive teacher**	**Traditional teacher**	**Teacher-centered**	**A teacher-learner centered**
Grammar				
Reading and Speaking				

The use of English by student :

	Comfort	Sufficiency	Motivation	Confidence	Personalized Attention and feedback
In single gender school					

Classroom dynamics :

	Positive	Neutral	Negative
Peers interaction and collaboration			
Pupils Attitudes towards error correction from teacher			
Pupils Attitudes towards error correction from peers			

Error correction	Who corrects		When		The way of correction	
	Teacher	Pupil	In the beginning	At the end	Intelligent way	Insensitive way

APPENDIX F

الجمهورية الجزائرية الديمقراطية الشعبية
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique

Université

Yahia FARES de MEDEA
Faculté Des Lettres Et Des Langues

وزارة التعليم العالي و البحث العلمي

جامعة

يحي فارس بالمدية

كلية الآداب و اللغات

Département des Langues Étrangères
Médéa Le : 07/03/2024
Réf : 271/DLE/2024

قسم اللغات الأجنبية

À Monsieur le Directeur
du Lycée ZERROUK Boucerit
Médéa

Objet : demande de stage

Monsieur ;

J'ai l'honneur de vous demander de bien vouloir accorder un stage pratique au sein de votre établissement aux étudiantes :

4- BESSERI Sarah, née le 16/06/2001, inscrite en Master 2 d'anglais sous le numéro : 181832038674 ;
5- BOUKOFTANE Lynda Yasmine, née le 15/09/2002, inscrite en Master 2 d'anglais sous le numéro : 19193039253 ;
6- EULDJI Hania, née le 10/10/1998, inscrite en Master 2 d'anglais sous le numéro : 181832039211.

Actuellement étudiantes en Master 2, elles sont à la recherche d'un stage de courte durée dans le cadre de leur formation et en vue de préparer un mémoire de fin d'études.

Je vous prie d'agréer, Monsieur, l'expression de mes sincères salutations.

La cheffe de Département des Langues Etrangères	Établissement d'accueil
Le Chef de Département des Langues Étrangères Dr. AMMI Chafia Université de Médéa Département des Langues Étrangères Faculté des Lettres et des Langues	

العنوان: جامعة " يحي فارس" بالمدية، كلية الآداب واللغات، قسم اللغات الأجنبية حي عين الذهب المدية. – الهاتف : 025.78.40.61 (213) –
EMAIL : dle.univ26@yahoo.fr
Adresse : Université Yahia Fares-/ FLL. – Ain-d'Heb MEDEA – 26000

APPENDIX G

الجمهوريه الجزائريه الديمقراطيه الشعبيه
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université
Yahia FARES de MEDEA
Faculté Des Lettres Et Des Langues

وزارة التعليم العالي و البحث العلمي
جامعة
يحي فارس بالمدية
كلية الآداب و اللغات

Département des Langues Étrangères
Médéa Le : 07/03/2024
Réf : 270/DLE/2024

قسم اللغات الأجنبية

À Monsieur le Directeur
du Lycée ZEROUAK Nouerddine
Médéa

Objet : demande de stage

Monsieur ;

J'ai l'honneur de vous demander de bien vouloir accorder un stage pratique au sein de votre établissement aux étudiantes :

1- BESSERI Sarah, née le 16/06/2001, inscrite en Master 2 d'anglais sous le numéro : 181832038674 ;
2- BOUKOFTANE Lynda Yasmine, née le 15/09/2002, inscrite en Master 2 d'anglais sous le numéro : 19193039253 ;
3- EULDJI Hania, née le 10/10/1998, inscrite en Master 2 d'anglais sous le numéro : 181832039211.

Actuellement étudiantes en Master 2, elles sont à la recherche d'un stage de courte durée dans le cadre de leur formation et en vue de préparer un mémoire de fin d'études.

Je vous prie d'agréer, Monsieur, l'expression de mes sincères salutations.

La cheffe de Département des Langues Etrangères	Établissement d'accueil
Le Chef de Département des Langues Étrangères Dr. AMMI Chafia Université de Médéa Département des Langues Étrangères Faculté des Lettres et des Langues	

العنوان: جامعة " يحي فارس" بالمدية، كلية الآداب واللغات، قسم اللغات الأجنبية حي عين الذهب المدية. – الهاتف : 025.78.40.61 (213) –
EMAIL : dle.univ26@yahoo.fr
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APPENDIX H

الجمهوريه الجزائريه الديمقراطيه الشعبيه
République Algérienne Démocratique et Populaire

Ministère de l'Enseignement Supérieur
et de la Recherche Scientifique
Université
Yahia FARES de MEDEA
Faculté Des Lettres Et Des Langues

وزارة التعليم العالي و البحث العلمي
جامعة
يحي فارس بالمدية
كلية الآداب و اللغات

Département des Langues Étrangères
Médéa Le : 27/04/2024
Réf : 289/DLE/2024

قسم اللغات الأجنبية

À Monsieur le Directeur
du Lycée BELAGOUN Mohamed
Médéa

Objet : demande de stage (observation et questionnaires).

Monsieur :

J'ai l'honneur de vous demander de bien vouloir accorder un stage pratique au sein de votre établissement aux étudiantes :

1- BESSERI Sarah, née le 16/06/2001, inscrite en Master 2 d'anglais sous le numéro : 181832038674 ;
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3- EULDJI Hania, née le 10/10/1998, inscrite en Master 2 d'anglais sous le numéro : 181832039211.

Actuellement étudiantes en Master 2, elles sont à la recherche d'un stage de courte durée dans le cadre de leur formation et en vue de préparer un mémoire de fin d'études.

Je vous prie d'agréer, Monsieur, l'expression de mes sincères salutations.

La cheffe de Département des Langues Etrangères	**Établissement d'accueil**
Le Chef de Département des Langues Étrangères Ammi Dr. AMMI Chafia — Université de Médéa — Département des Langues Etrangères — Faculté des Lettres et des Langues	مدير الثانوية النشاشيبي مختار

العنوان: جامعة " يحي فارس" بالمدية، كلية الآداب واللغات، قسم اللغات الأجنبية حي عين الذهب المدية. – الهاتف : 025.78.40.61 (213) –
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