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UNIVERSITE MOULOUD MAMMERI TIZI -OUZOU

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FACULTE DES LETTRES ET DES LANGUES

كلية الآداب واللغات

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Domaine : Lettres et Langues Etrangères

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Spécialité: sémiotique sociale

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for the Degree of Master in English

Title:

Students' Attitudes towards Male and Female English Language Teachers' Teaching Practices: a case Study

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Dedication

I dedicate this work to students and teachers of Mouloud Mammeri University and all those who will read this dissertation. Special thanks goes to all my family members and friends.

Belguebli Amar

To my beloved family

My dear mother Nouria. My sister Amal

My two brothers Faudil and Faycal

Special thanks to my grandfather

Mohand Arezki

To all my aunts, uncles, and

cousins Special thanks

To the dearest Nabil

To all my friends

I dedicate all this work to my father

Abdelatif.

(In memory)

Belkacem Hayat

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Abstract

The present study investigates students' attitudes towards male and female English language teachers' teaching practices. It seeks to determine the effect of teachers' gender on the students' attitudes, behaviours and interactions in classroom. The theoretical framework of this work focuses on Katz's (1960) Functionalist Formation Theory of attitude, the Social Constructionist Theory of Gender and Dee's (2006) theory of Gender Gaps in Students' Achievements. This investigation adopted the Mixed Method Approach to collect qualitative and quantitative data. Thus, twelve (12) classroom observation sessions were conducted on a sample of two hundred and fifty students (250) and twelve (12) of their male and female teachers. One hundred (100) questionnaires were distributed to fifty (50) boys and fifty (50) girls at the department of English at Mouloud Mammeri University of Tizi Ouzou. The data gathered from observation attendances were quantified and interpreted using Qualitative Content Analysis (QCA) as well as Critical Discourse Analysis (CDA) and the data gathered from the questionnaires are analysed by using a computer software named SPSS. The results indicate that first year students of the department of English at Mouloud Mammeri University have positive attitudes towards male teachers rather than female teachers. That is to say, they perceive male teachers as the appropriate gender to teach the English language. The results also reveal that in addition to the teachers' gender there are other personal and pedagogical traits that affected the students' attitudes and choice of English language teacher. To ensure a good atmosphere of teaching and learning English language according to students' needs and wants, recommendations are provided at the end of this research.

Key Words:
 Attitudes, gender, male and female teachers, boys and girls, teaching practices, students'- teachers' interactions and behaviours

List of Abbreviations

CDA: Critical Discourse Analysis

EFL: English as a foreign language

HP: Hypothesis

QCA: Qualitative Content Analysis

SPSS: Statistical Package for SocialSciences

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General Introduction

General Introduction

- ## Statement of the Problem

In a context where English is taught as a foreign language, several aspects are present to control the learning process such as attitudes towards English as a foreign language, its speakers and the context in which it is used. Fakeye (2010) considers attitude as a major influential factor for success in learning a foreign language. Thus, learners who have positive attitudes towards English as a foreign language achieve better than those who have negative attitudes towards it. Also, those who have positive attitudes towards teachers of this language are highly motivated to learn it. Furthermore, there are several elements that affect those attitudes such as teachers' and students' gender.

A brief glance at the literature reveals that gender is a very influential factor that should be taken into account when speaking about student/teacher interactions in classroom. This is why several theories in this field have been established by many sociologists and psychologists as: Meyer and Thompson (1956), Robert L. Spaulding (1963), Carol Dweck (1978), Thomas Dee (2006), Kimberly Emanuel (2008), and others who point at gender as an influential and inevitable factor that influences students' attitudes, behaviours, interactions, and learning.

This dissertation then, explores the extent to which teachers' gender influences the English language learning at the department of English at Mouloud Mammeri University of Tizi Ouzou. That is, this study attempts to investigate the impact of the gender of teachers of English on learners' attitudes, interactions, behaviours and achievements.

- **Aim and Significance of the Study**

This research attempts to explore the impact of teachers' gender on the first year students' attitudes in the department of English at Mouloud Mammeri University. It seeks to highlight whether students of English in this context prefer to be taught by male or female teachers and explain how this can affect their learning process. To investigate this topic, we will focus on three main socio-psychological notions: attitude, gender and learning in order to achieve the three main objectives of this study.

The first objective is to know whether students have positive or negative attitudes towards both male and female English language teachers' and their teaching practices. In other words, if students of English language department of Mouloud Mammeri University of Tizi-ouzou prefer to be taught by a male or a female teacher. The second objective consists of analysing the differences between male and female English language teaching practices by analysing student-teacher interactions and behaviours in classroom. The third and the last objective is to explain how these gender differences in teaching styles affect students' attitudes towards their teachers and their leaning process. This dissertation, then, will help us to gain a deeper understanding of the relationship between EFL teacher's gender and his/her successful teaching practices as perceived by their learners.

- **Research Questions and Hypotheses**

Our work focuses on the attitudes of students of department of English at Mouloud Mammeri University of Tizi-ouzou towards male and female English language teaching practices. To achieve our objectives we will attempt to provide answers to the following questions:

Q1: Do first year students of department of English at Mouloud Mammeri University of Tizi-ouzou prefer male role model as English teacher or a female one?

Q2: To what extent does teachers' gender affects learners' attitudes towards learning the language?

The following hypotheses aim to provide answers to the questions asked.

Hp1 a: First year students prefer female role model as teacher of English.

   b: First year students prefer male role model as teacher of English

Hp2: Teacher's gender influences students' attitudes towards learning the language.

- **Research Techniques and Methodology**

To conduct this investigation we adopt the mixed method research approach. The present investigation combines the quantitative and the qualitative method for collecting and analysing data. To gather information, two main resources are used: a questionnaire distributed to one hundred (100) first year student in the department of English at Mouloud Mammeri University and twelve classroom attendances were conducted with two hundred and fifty(250) first year students and twelve(12) of their English language teachers in the same context.

In addition to the quantitative data which are presented and analysed with a Microsoft software program named SPSS, the qualitative data are interpreted and explained using Critical Discourse Analysis as well as Qualitative Content Analysis (QCA).

- **Structure of the Study**

The present dissertation follows the traditional complex model. It contains a general introduction followed by four chapters and a general conclusion. The first chapter is called "Review of the Literature." This chapter reviews the main literature on which this research is based, it also aims at reviewing the main concepts such as attitude, gender and their influence on the domain of foreign language learning/ teaching.

The second chapter "Research Design and Methodology" gives details about the tools of data collection, participants, and procedure of data analysis. The third chapter is labelled "Presentation of the Findings" in which the data gathered from the research tools are presented and analysed statistically. The fourth chapter is "Discussion of the Findings". It is devoted to the discussion of the outcomes included in the previous chapter in order to answer the research questions.

Chapter 1: Review of the Literature

Chapter 1: Review of the Literature:

This chapter accounts for the main concepts and issues related to the students' attitudes towards the gender of their teachers of English and their teaching practices .In addition, it reviews the effect of the teacher's gender on students' attitudes, learning and behaviours.

This chapter contains three main parts. The first part defines attitudes from socio psychological and sociolinguistic points of view. Then, it lists the attitudes' basic components (behavioural, affective and cognitive). Afterward, it deals with Katz's(1996) functionalist theory which is adopted in order to explain attitude formation and its functions. Moreover, it explains the role of attitude in EFL learning.

The second part deals with the concept of gender in relation to the social constructionist theory of gender. Additionally, it reviews how the English language expresses gender differences. Then, it accounts for the different conversational characteristics of males and females as viewed by different scholars in the fields of sociology and anthropology.

The third part accounts for gender as an influential and inevitable factor that may influence the learning/ teaching in general and English as a foreign language in particular relying on several previous works related to the topic.

1- Attitude:

1-1 . Definition of Attitude:

Attitude is one of the most important concepts in the field of social psychology. It is "*the most distinctive and indispensable concept in [...]Social Psychology*"(AllPort,1935:798). For this, attitude has been a subject of reflection to many scholars as Eagly.A and Chaiken (1998), Allport (1935), Gardner (1980).

All these figures have dealt with the study of the notion of attitude from different aspects and made clear what an attitude means. The word attitude, therefore, is a "*feeling or opinion about something or someone …it determines the person's behaviours*" (Alhmali, 2007). According to Spolsky(2000): "*an attitude is a disposition to respond favourably or unfavourably to the object, person, institution, or event*" (Spolsky, 2000:21). That is, attitude is a feeling or belief about an object that makes a person to accept or refute the attitude object.

1-1-1 Social Psychological View of Attitude:

Social psychologists as Allport (1935) consider attitude as cognitive state of readiness resulted from experience to respond to some object and situation. Allport(1935) claims that "*Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations in which it is related*"(cited in Baker, 1992:11).In other words, experience is important to attitude formation because it makes individuals ready to face all objects and situations.

An attitude is a psychological tendency expressed by evaluative responses of some degree of favour or disfavour towards the attitude object. It is an internal state of a person with different duration which can be shorter or longer (Eagly and Chaiken, 1993:269).Thus, individuals do not have attitudes until they encounter the attitude object (Eagly and Chaiken,1993:270). Accordingly, Gardner(1980) claims that attitude is "*the sum total of a man's instinct and feelings, prejudice or bias , preconceived notions, fears, threats ,and convictions about any specific topic* "(Gardner, 1980: 267).In other words, attitude is a set of instinctive beliefs and feelings that individual has about a given object or situation.

According to Montano and Kasprzyk (2008:71):

> *Attitude is determined by the individual's beliefs about outcomes or attributes of performing the behaviour (behavioural beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behaviour will have a positive attitude*

toward the behaviour. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behaviour will have a negative attitude.

That is, a person who has a strong belief about the beneficial results of the attitude behaviour will have a positive attitude .However, a person who has a strong belief about the negative results of the attitude behaviour will have negative attitude.

1-1-2 Sociolinguistic View of Attitude:

Scholars as Richard et al (1992), Crystal (1997), Janet Holmes (2013), and others related the definition of attitude to language from different perspectives. According to Crystal (1997:215) language attitude is the feeling that a person has about his/her own language or the languages of others. This definition is broadened by other sociolinguists as Janet Holmes (2013) who claims that language attitudes reflect the users and the uses of that language. She explains that *"people develop attitudes towards language which reflect their views about those who speak the languages, the contexts and functions with which they are associated"* Janet Holmes (2013:409). According to her, people's attitudes towards languages are formed through relating those languages to their speakers, the situations in which they are used, and how they are used.

The attitude towards a given language may be positive or negative depending on the factors affecting language users' beliefs and opinions. Accordingly, *"attitudes are not subject to inheritance because they are internalized predispositions"* (Baker, 1988: 172). Furthermore, Gardner (1985:9) states that attitude is believed to be not only a reaction but also an evaluation of the referent based on the individuals' belief or opinion toward the referent.

1-2 Components of Attitude

As it is already mentioned, attitudes is an evaluations of beliefs, thoughts and actions of people when facing a given situation or event in life. Every attitude has three main elements: Affection, behaviour and cognition. These three components are presented in the ABC Model of attitude which is the most cited one by social psychologists as Eagly and Chaiken (1998) and (Van den Berg et Al, 2006)

1-2-1 Affective Component

According to Wenden (1991:41) affective component refers to the feelings and emotions that a given person has toward a given object. In more precise terms it refers to what a person likes or dislikes. It is considered as an emotional response toward a specific object.

Eagly and Chaiken (1998) argue that this aspect of attitude consists of feelings, moods, emotions and sympathetic nervous system activity that people have experienced in relation to an attitude object or associated with it. That is to say; affective attitude is an emotional reaction a person has towards an attitude object. According to the same authors, these affects are a consequence of a particular experience that generalizes responses that occur in different occasions.

1-2-2 Behavioural Component

According to Wicker (1969) the behavioural component is a verbal or non-verbal reaction towards the attitude object. In other words, behavioural attitude demonstrates how the person behaves when exposed to an attitude object and it contains a favourable or unfavourable response to do something towards an object/person.

1-2-3 Cognitive Component

Cognitive component consists of the beliefs and ideas about the attitude object Wenden (1991:41).That is, people acquire most beliefs and values about a subject that is generally a result of imitation, reinforcement, or exposure. Thus, children usually imitate the most influential social actors in their lives (parents) and take their opinions and beliefs as attitudes,

and this is what we call "Social learning"**.** The over all, human's behaviour can be thought based or emotion based, depending on the attitude object, and this influences positively or negatively on the decision making process. In fact, for a better understanding of the concept of attitude, it is important to know how this last is formed

1-3 Functionalist Formation Theory of Attitude

There are several theories of psychology that describe attitude formation. Functionalist formation theory established by Katz (1960), tries to answer the question about how attitude takes shape or how it comes to exist.

In his functionalist theory, Katz (1960) argues that attitudes are determined by the functions they serve individuals because they do what benefit them. More simply, people held a given attitude because this helps them to reach their objectives. Katz (1960) listed four main functions of attitude which are as follow: The instrumental function, knowledge function, value expressive function, and the ego defensive function.

Katz (1960) claims that people hold positive attitudes towards things that are beneficial for them to maximize rewards and minimize penalties in order to reach their goals, this is what he calls the **instrumental function** of attitude. In addition to this, attitude helps to bring knowledge and clarity to complexities of human life by providing meaningful structured environment. Moreover**, the value expressive function** expresses values and reinforces self-image. Each individual influenced by this function may interact with the attitude object to

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achieve status (Katz, 1960). Furthermore, **the ego-defensive function** serves to protect oneself from certain truth and harsh realities in life as Katz (1960) claims "*people may unconsciously project their own feelings of inferiority into convenient racial, religious and ethnic minority groups.*"(cited in Eagly and Chaiken, 1993:305).

There are two other important functions of attitude proposed by Smith (1949), Eagly and Chaiken (1993) which are named: **The object -appraisal** and the **social adjustive** one. The object-appraisal function is the one proposed by Smith (1949) and it allows people to evaluate the attitude object (stimulus) according to their goals and wants. Social adjustive function takes into account the relation of a person with his /her social environment. Attitudes which fall into the social adjustive function may help to maintain or interrupt the construction of social relationships. Hence, Expressing attitudes which are acceptable towards other people enable this person to communicate and hold mutual relationship with others, however, expressing attitudes which are not acceptable by others affect the construction of social relationships and bother them. (Eagly and Chaiken.1993: 305).

To sum up, Katz(1960) claims in his functionalist theory of attitude formation that attitudes are constructed by its functions that are in favour of individuals .So, attitude push people to reach their goals, clarify and acknowledge them about complexities of life, it is used as a way of expressing values and self-image. Also, it is considered as an evaluative process of others and more importantly, it affects the construction of social relationships (Eagly and Chaiken.1993: 305).

1-4. Attitude as an Internal Factor of Language Learning:

It is argued that attitude plays an influential role in EFL learning. Thus, researchers in second or foreign language acquisition believe that positive attitude makes successful learners and the opposite is true. Spolsky(2000) argues that language attitudes are considered as the factor that makes students underachieve or accomplish in their learning. Thus, it makes the learners aware of the fears, feelings and prejudices about learning English as a second or foreign language. Besides this view, Karahan (2007: 84) states that *"positive language attitudes let learner have positive orientation towards learning English"*. Learners with positive attitudes towards the English language are more likely to learn, master, and use this language.

According to Iddou Derraz Naima (2009) Algerian learners are influenced by different sources of attitudes as parents who are a crucial source of positive or negative attitude towards EFL learning. In other words, the parents' positive attitude toward the target language encourages and motivates their children and vice versa. Moreover, teachers also are major source of learners' attitudes. That is, Algerian students have positive attitudes towards the teachers who code switch to the mother tongue rather than those who speak and explain only by using the foreign language. This makes the student feel at ease and confident(Iddou Derraz Naima, 2009) .This view goes hand in hand with Spolsky's (1969) saying:

> *In a typical language learning situation, there is a number of people whose attitude to each other can be significant: the learner, the teacher, the learner's peers and parents, in addition to the speaker of the language. Each relationship may be well shown to be a factor controlling the learner's motivation to acquire the language* (quoted from Larsen Freeman and Long, 1991:178).

Accordingly, if we relate this to our context, the students' attitudes towards male and female English language teaching practices do not exist without the influence of teachers on students. That is, the teachers' teaching practices and behaviours in classroom are a major factor that controls students' motivation and learning.

2-Gender

2-1 Definition of Gender

The word gender takes its origins from the Latin word "genus" that means race. (L. Trask Robert.2007). It is believed that the word gender has the same meaning as the word "sex". It is therefore very important to make a distinction between these two concepts to understand the relationship between language and gender.

The word "sex" refers to the biological and anatomical categories of male and female. That is, people are said to be males or females according to their sex organs (Hailiang Ning, and Dai Xue, 2010:126). These categories are distinguished by genes, chromosomes and hormones. This term sex is universal one since it is defined in the same way in different cultures. However, gender refers to the social categories of male and female which are specified by a set of psychological features and the role that society has given to each biological category of sex. Each society has its own prescriptions for the characteristics that should characterize Men and Women, for instance women are said to be emotional and men are competitive. (Vichi S. Helgeson 2012:3)

2.2 Social Constructionist Theory of Gender

Social constructionist theory assumes that individual's sex does not determine gender (Romaine Suzanne, 1999), but it acknowledges that biological differences between men and women are stable and universal. However, the way that the two sexes present feminity and masculinity is different across cultures and societies. Hence, gender is never a stable descriptor of an individual because it is socially constructed and it could be changed from one culture to another .Accordingly, Eckert Penelope (2013) argues:

> *gender does not just exist , but it is continually produced, reproduced and indeed changed through people's performance of gendered acts, as they project their own claimed gender identities, ratify or challenge others' identities, and in various ways*

support or challenge systems of gender relations and privilege (Eckert Penelope and McSally-Connell Ginet, 2013:41).

From here it is obvious that gender is" doing" rather than "being" because it is a cultural performance that can be affected by various factors as schooling, media, family(West Candace, and Don. H Zimmerman, 1987) Thus, gender identity differs from one context to another (RuthWodak, and Gertraud Benke,1998. Cited in (.Hocine.K,2014:7).So, Social constructionist theory shows that gender is not a fixed or an innate fact as "sex" but it differs across time and space.

2.3 Language and Gender:

The distinction between men and women is reflected in all human languages with significant differences (Trudgill Peter, 2000). Languages vary between the sexes by the grammatical classification of nouns into feminine, masculine and sometimes neuter. For instace, English distinguishes gender through personal pronouns (he/ she) , possession pronouns (his/her), English honorifics (Mr,Mrs,Ms) as well as words as "princess, mistress, witch, heroine…etc.(L. Jennifer et al , 2011)

2.4 Characteristics of Males and Females Conversation

In the Twentieth Century, some gendered books as "The Women's Book: Contains Everything a Woman Ought to Know" written by (Jack and Strauss,1911) that aims to influence women's behaviour as men's behaviour has been considered as the norm. Such books see women's behaviour as inferior and abnormal (Broadbridge James, 2003:3). This belief was given further weight by analysing male's and female's speech style. That is, gender role is constructed and enacted through discourse that plays a fundamental role in displaying people as gendered beings (Suciu Giulia, 2012:1). For this , many linguists, anthropologists and Linguists agree that men's speech is forceful, efficient, authoritative and serious, however, women's language is trivial (insignificant), hesitant, super polite and euphemistic (Suciu Giulia, 2012:2) .

In one hand, Otto Jesperson (2012) contends that women have a refined speech, use less coarse and gross (vulgar) expressions, use smaller vocabularies, generate simple and clear sentences and most of the time they employ adverbs and adjectives (Jane Sunderland 2006:5). On the other hand, Labov(1996) and Trudgill(1972) claim that females use more standard language than males usually do (Sunderland Jane,2006:6) , as Trudgill said:

"Women in our society are more status conscious than men…and are therefore more aware of the social significance of linguistic variables"(Trudgill Peter, 1974:94).

Lakoff Robin (1995) argues that females' speech is marked by expressing uncertainty, tentativeness and lack of confidence. This is why women talk more in private to establish a sort of closeness, support and preserve intimacy .Whereas men are self-confident when talking in public because they are more concerned with social status and independence (Suciu Giulia 2012:2).In this context Tannen(1990) says that "*women speak and hear a language of connection and intimacy, while men a language of status and independence, then communication between men and women can be like cross-cultural communication, prey to a clash of conversational styles.*"

(Tannen Deborah,1990:42). For this, Tannen(1990) considers females as facilitative and supportive conversationalists contrary to males who preserve authority and maintain status in competitive society (Tannen, 1990:72).

Lakoff (1995) selects some characteristics of what she calls Women's Language (WL)as raising intonation on declaratives, avoidance of strong swear words and taboos, the use of polite expressions like indirect request forms while giving orders, adjectives to express their feelings, lack of jokes, hedges and tag questions(Janet Holmes, 2001:286). Moreover, Holmes (1995) claims that females are more polite than males since females in a conversation interrupt less than males do, also, women tend to speak using polite expressions as "Thank you" and apologize more than men do.

2.5 Attitudes towards men and women:

Eagly.A (1989) in her work untitled "Gender Stereotypes and Attitudes towards Men and Women" claims that the attitudes that people hold about men and women are a result of an evaluation of both the sexes favourably or infavourably. Thus, an attitude consists of the idea and the feeling that people have towards the attitude object as well as the actions that they do with respect to the social group. Moreover, Eagly.A (1989) claims that the cognitive component of attitude is the relevant one to understand the stereotypes that people have about men and women in society. Thus, a stereotype can be defined as *"attributes that an individual ascribes to a social group"* (Eagly.A et al ,1989:3).That is, stereotypes stereotypes are beliefs that one has towards a social group.

Furthermore, people's beliefs or cognitions about attitude objects have evaluative meaning as the stereotypes about social groups in general and men and women in particular. For instance, the beliefs that "men are aggressive" and "women are sensitive" are considered as evaluations of both men and women in society which became as beliefs and stereotypes about the two sexes. Because, not all men are aggressive and not all women are sensitive. Thus, there are sensitive men and aggressive women. In fact, schools as other societal institutions have been influenced by gender issues.

2.6 Gender and Education:

2.6.1 Theory of Gender Gaps in Students' Achievement

Thomas Dee (2006) advances a theory of gender gap in students' achievement and claims that teachers hold some stereotypes about the mental capacities of girls and boys in classroom as boys achieve better in math and girls outperform boys in reading. Consequently, both male and female teachers treat boys and girls differently. They give more positive feedback and encouragements for boys rather than girls as he states:

Both genders have likely to offer praise and remediation in response to comments by boys but mere acknowledgment to comments by girls. Some cognitive scientists suggest that teachers may subtly communicate different academic expectations of boys and girls and these biased expectations may become self-fulfilling (T.Dee, 2006:70)

Additionally, he claims that teachers' gender has a great effect on students-teachers' interactions. Thus, both male and female teachers act as gender role specific models regardless of what they say and do in classroom. Accordingly, students learn, achieve and behave appropriately when taught by one who shares their gender. In other words, girls achieve at high level when taught by a woman and vice versa. Dee (2006) adds that boys are more likely than girls to be disruptive, inattentive and unlikely to complete their homework when headed by female teacher. However, girls seem to be uninterested to the classroom subjects when a male teacher is present. Furthermore, Dee (2006) sees that learning from a teacher of the same sex has detrimental effect on students' academic progress and it lowers the scores of both boys and girls by approximately 4% and he called for the establishment of single sex education.

2.6.2 Boys and Girls in Classroom:

Biology is the first factor that distinguishes between men and women and society broadens these differences to all the life domains as family, workplace, economics, law and education. Several researchers as Meyer and Thompson (1956), L. Spaulding Robert (1963), Thomas Dee (2006), Kimberly Emanuel (2008), Dweck Carol et al (1978), show that gender of both teacher and student is an important variable that should be taken into account when explaining the classroom environment and functioning, as well as the interaction between the teacher and students which occur therein (Madrid and Hughes, 2010).

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

It is equally important to mention that various researches have proved that teachers treat boys and girls differently in classroom. For example, teachers are more likely to praise and correct comments given by boys, but they offer little acknowledgement to comments given by girls. Dee (2006:3). The same view found in the work of Meyer and Thompson (1956) about "Teacher interactions with boys, as contrasted with girls" and L. Spaulding Robert's report on teacher-pupil transactions (1963), in which they claim that teachers pay more attention to boys than to girls, they call on male students more frequently using their names (Bailey,1993) ,they tend to listen to them longer, give them more time to answer questions, and provided them with more approving and disapproving feedback (Cited in Decke-Cornill Helene,2007: 77).

Furthermore, studies have proved that there are gender differences in communication styles in classroom (Hall and Sandler, 1982; cited in Kimberly Emanuel, 2008). Male students are confident, aggressive and quick when responding to questions, they have the tendency to speak freely and spontaneously and they interrupt their female classmates and even female teachers as Howe Christine (1997:7) claims by saying: *"All in all then, the research suggests that pupils play an active part in bringing the gender differences in classroom interaction into being: boys are more likely than girls to create conditions where their contributions will be sought by teachers, and they are more likely than girls to push themselves forward when contributors are not explicitly selected."* . In contrast, female students take more time to respond because they choose the words carefully to construct their answers, also, most of the times they are interrupted by their male classmates or teacher. Consequently, this makes them think that their contributions are not valuable and they may hesitate to join the conversation in the future. (Kimberly Emanuel, 2008:19).

2.6.3 Teachers' Effectiveness and Gender:

It is well acknowledged that in classroom students need a relaxed and free stress climate and this depends on the relationship with their teachers. Thus, students' effective and efficient learning is highly dependent on teachers' effectiveness and the actions they take in their classes (Markley,2014). For an effective teaching and learning process, it is required that teachers combine the socio-affective skills, personal characteristics, pedagogical and subject matter knowledge (A.Taqui Hanane.,2015). Furthermore, studies as Aydin (2009) claim that both male and female teachers have these characteristics but it is argued that both of them have different teaching styles (F Thomas. Laird Nelson, 2007). Hence, students' learning and achievement may be influenced by the gender of their teacher (Dee, 2006).

As it is mentioned in the National Journal of Educational Researches (2013) in Turkey, in order to maintain an effective educational process and a good interaction with students, it is crucial that teachers have a set of **socio-affective skills** as motivating students, devoting time

for them when asking questions, being enthusiastic for teaching, and taking into consideration student's attitudes positively (The International Journal of Educational Researcher, 2013:3). Additionally, students perceive that an effective teacher is the one who has both **field specific knowledge** and knowledge of how to present it. (Broophy, 1991.Cited in Aydin et al 2009) It is the pedagogical knowledge which permits to guide, motivate, give positive reinforcement and the appropriate feedback to the students. Also, effective instructor should have classroom management skills that give him/her the ability to organize, explain and clarify better using various supplementary materials as technological ones (audio-visuals)while presenting the subject matter. Therefore, learners are more motivated to learn a foreign language when exciting materials are used (Ishihara and Shi, 2014:30). Moreover, teacher's effectiveness is also rated by the **teacher's subject matter knowledge** that can be explained as what teachers' know about the subject they teach (Velez Rendon, 2002; cited in Aydin et al 2009). It is equally important to mention that students prefer teachers who are characterized with **positive personal traits** as *"being tolerant, patient, kind, sensible and open minded, flexible, optimistic, enthusiastic, having positive attitudes toward new ideas, and caring for students".*(International journal of educational researcher 2013:5). Until all these characteristics will be combined, the environment at this level is appropriate; teachers can establish good relationships with their students.

Making all these skills apart, there is an inevitable factor in all teachers that influences any aspect of classroom behaviour from teaching profession itself to daily communication between teacher and student, this is associated with the teacher's gender (A. Taqui Hanane,2015:182).Many studies such as the ones conducted by Ogden (1994), Basow (1995),Hopf and Hatzichristou (1999),J. B. Raacke and J. Raacke (2007),reveal that students tend to rate female teachers differently than male teachers and they are assessing the differences between teaching styles that characterize male and female teachers .

Hopf and Hatzichristou (1999) claim that female teachers have a tendency to employ a greater number of gender stereotypes in their attitudes and expectations with regard to students' behaviour .Also, they adopt a stereotypical roles because they act as maternal figures through showing a large degree of protection towards pupils and a greater understanding towards their bad behaviours.

Ogden (1994) argues that male teachers tend to give more attention to classroom management and communicate better than the opposite sex teacher. On the other hand, female teachers tend to be supportive and well-organized. Furthermore, Female teachers were perceived kinder and warmer and have nurturing qualities within the classroom, this has a great impact on students attitudes' towards them (Bennett 1982), to go further *"female instructors apparently are expected to be conform to stereotypical, culturally accepted behaviours, and if they fail to conform they may end up with negative students ratings"*. (Ogden, Darlene H et al 1994:4). Moreover, Basow's studies (1995) revealed that students consider female instructors to be more sensitive and give more importance to the students' ideas. Whereas, male teachers are perceived as knowledgeable,

Raacke and Raacke(2007) studied a sample of 5070 professors from 117 colleges and universities in the U.S. and revealed that students from different levels find that physical attractiveness is a desirable characteristic that may be found in teachers. Of course, physical attractiveness is not limited to the look or physical appearance of the teacher but professors' reputation, student/teacher interaction, grading distribution, and fairness in the classroom are included (J. B. Raacke & J. Raacke, 2007). In their study female teachers were rated more attractive than male teachers.

A.Taqui Hanane (2015) added that female teachers don't control their feelings and emotions in classroom she stated *"female teachers could sometimes be moody, and project her feelings(good or bad) in class, while male teachers are more in control of their emotions and thus are rarely moody"*(2015:187).

Conclusion

The review of literature in this chapter allowed defining attitude from several points of view as an important factor that affects one's behaviours and achievement. Thus, while psychologists consider attitude as a state of mind that control human's behaviours, sociolinguists relate this notion to language. Hence, for a better learning of a foreign language it is obvious to have positive attitudes towards that language, its speakers and the context in which it is used. Additionally, an attitude consists of the affections that people hold about a given language (like/ dislike), the knowledge and beliefs that they have about it and the influential factors that motivate them to learn as teachers or speakers of the foreign language, because attitude is made by its functions as it is shown in Katz'(1960) functionalist theory.

The literature shows also that gender plays its role in the field of teaching and learning. Therefore, the concept of gender is defined in the second part of this chapter by reviewing several works in sociolinguistics. Unlike the word "sex" that signifies the biological differences between men and women, gender is considered as social classification of the features that should characterize men and women in society and it is more likely related to language. Consequently, there are words that are specific for men and women as "handsome" and "beautiful", both genders have different roles and various conversational styles. Furthermore, this notion of gender has its role in education. Researches in the field show that boys and girls in different levels are treated differently because of some stereotypes of gender abilities that teachers take into account to evaluate and address their students. In addition to this, it is proved that girls and boys communicate, learn and behave differently when they are taught by a male or female teacher.

Chapter 2: Research Design

Chapter 2: Research Design and Methodology

Introduction

The present chapter is methodological. It is the research design of this study. It contextualizes the research, describes the procedures of data collection and analysis adopted to carry out this work in order to investigate the students' attitudes toward the gender of their teachers and to what extent this may affect their learning.

This chapter is composed of two (2) sections. The first section is named Procedures of Data Collection that takes into account the participants, the context in which the study is occurred, the method used in order to collect data (The Mixed Method), as well as the data collection instruments used to gather both qualitative and quantitative results (questionnaire and classroom observation). The second part is named Procedures of Data Analysis that contains the various methods of analysis used in this research. The Descriptive Statistical Method which is a software program named SPSS by which the quantitative data are analysed. Additionally,Qualitative Content Analysis (QCA) and Critical Discourse Analysis (CDA) that are used for analysing and interpreting the qualitative data.

1- Procedures of Data Collection

1-1Context and Participants of the Study

This study took place in the department of English at Mouloud Mammeri University of Tizi Ouzou. A sample of two hundred fifty (250)first year students and twelve (12) of their English language teachers are selected intentionally according to their gender(six male and six female teachers) to be observed. Additionally, a sample of one hundred (100) first year students (50 boys and 50girls) was given a questionnaire to respond on it.

1-2 Research Method

In order to collect an important amount of data and to gain a better understanding of our research study a Mixed Method Approach is adopted. It is defined as *"the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts of language into a single study"*(Onwuegbuzier and Johnson, 2004:17). That is, the mixed method research combines both quantitative and qualitative methods to answer the research questions mentioned in the general introduction. Furthermore, it permits us to know whether first year students of the department of English prefer to be taught by a male or female teacher and this is the first research question of this study. Also, a classroom observation was conducted to observe the extent to which teacher's gender may affect the student's attitude towards their teachers and then their learning English as a foreign language

2- Data Collection Instruments

2-1 Classroom Observation

Classroom observation is an important tool for gathering data. Observation method is mostly used in researches related to behavioural sciences (Kothari C.R. 2004:100). Its importance lies in the fact that it gives access to the researcher to collect data in a valid way and in its natural context. Unlike the other means of data collection, Classroom Observation allows the researcher to observe verbal and non-verbal language (body language). According to Bell (2005) *"classroom observation is a technique that can reveal characteristics of groups or individuals which would have been impossible to discover by other means."* (Bell 2005:184)

To collect reliable data. Twelve (12) sessions of observation were conducted on twelve groups of first year students and their male and female teachers in the English department of Mouloud Mammeri University of Tizi Ouzou from April 6th, 2016 to May 18th,

2016. These attendances aimed at analysing the students' interactions with both male and female teachers with observing how the different teaching styles of both genders affect the students' interactions as well as attitudes, behaviours and their language learning.

2-2   Questionnaire

A questionnaire is research instrument that contains a set of questions that are typed or written in a particular order. This tool of data collection is meant to be distributed or sent to the group of participants who are expected to read and understand the questions and answer them in the space meant and then return it to the researcher (C.R. Kothari 2004:100).Therefore, a questionnaire is considered as easier, faster and less time consuming tool for gathering data.

For Richards (2001) questionnaires are relatively easy to prepare. They can be used with a large number of subjects and they obtain information that are relatively easy to tabulate and analyse (Richards 2001:60). The questionnaire designed is made up of fourteen (14) questions of different types (close ended and open-ended) arranged into two (2) sections.

The first section contains general information of the participants; the second is about students' attitudes towards Male and Female English teachers and their teaching practices. The questionnaire was distributed to first year students on May 24, 2016. To analyse the data collected, statistical package for social sciences (SPSS) is used.

3- Procedures of Data Analysis

Based on the mixed method approach, the data collected concerning students' attitudes towards male and female English language teachers' teaching practices are analysed by using the qualitative methods of analysis named Qualitative Content Analysis and Critical Discourse Analysis. In addition to the quantitative tool which is the Descriptive Statistical Method of analysis. The Descriptive Statistical Method is used to analyse the quantitative data

gathered from the close-ended questions of the questionnaire. Both Qualitative Content Analysis and Critical Discourse Analysis are used to analyse the qualitative data gathered from the observation sessions.

3-1 Qualitative Content Analysis (QCA)

Qualitative content analysis (QCA) is a method used in the present investigation to describe and analyse the data gained from the observation sessions. Dealing with qualitative content analysis, it is worth mentioning names such as Patton (2002), Hsieh and Shannon (2005).

According to Hsieh & Shannon (2005) qualitative content analysis method is *"a research method for subjective interpretation of the content of the text data through systemic classification process of coding and identifying themes or patterns"* (Hsieh & Shannon 2005:2). Patton claims that (QCA) is *"any qualitative data reduction and sense-making effort that takes a volume of qualitative Material and attempt to identify core consistencies and meanings."*(Patton 2002:453). As a systematic procedure of data analysis by which long pieces of texts are transformed into smaller and explicit units named codes Weber (1990).

3-2 Descriptive Statistical Method

Descriptive statistical method can be described as a procedure that elicits a quantitative data and reduces the complex row data, in order to obtain a precise analysis with valid and reliable research Yassine (2012). Furthermore, descriptive statistics are used to describe the quantitative results of a study by providing a summary of the sample and measures using simple graphic analysis (William M.K Trochim, 2006). That is, in a research study we may have a lot of measures or we may measure a large group of participants.

Descriptive statistical simplify a large amounts of data in a sensible and manageable way." *Each descriptive statistic reduces lots of data into a simpler summary."* (William M.K Trochim, 2006:2).

The data generated from close-ended questions in the questionnaire are numerical data that explore the students' preferences to be taught by a male or female teacher and the influential factors that affect these attitudes. These data are calculated and analysed by using a computer software named statistical package for social sciences (SPSS). It is divided into two parts: the first one is concerned with preparing the parameters of the page. The second one is concerned with entering numerical data for each question of the questionnaire in order to be analysed.

3-3 Critical Discourse Analysis (CDA):

Critical Discourse Analysis may be defined as a qualitative method of analysis in social sciences, it is a critical approach to text analysis. Thus, it is an attitude of analysing a text critically (Wooffitt, 2005: 148). This method analyses texts beyond the level of utterance and sentence. That is, a text in CDA has a more complex meaning because it includes all sort of discourses as songs, reports, wedding vows, and daily conversations (Wootfitt, 2005:139). Furthermore, CDA deals with the analysis of the structures of extended texts and its organization that will be interpreted and explained in relation to the context of the study (Mills Sara, 2004:141). In other words, this qualitative method focuses on the analysis of linguistic structures in their social context in which they occur as time and place, the type of data collected and the researcher's aims and objectives. Hence, it investigates social issues as gender, ethnicity, and other discriminations to show how such issues are reflected and constructed in texts (Wootfitt, 2005:139). Therefore, CDA aims at revealing the ideologies and general assumptions that a text contains (Paltridge Brian,2006:178). It follows from this that CDA is a relevant method of analysis by which we can interpret and explain the discourse differences

between male and female teachers and their influence on students' attitudes towards those teachers in general and learning the English language in particular.

Conclusion

This chapter emphasizes on the methodology used to carry out this study. It sheds light on the setting of the investigation, the subjects as well as the procedures of data collection and analysis. This investigation is based on adopting the Mixed Method Approach. On one hand, quantitative data are gathered using a questionnaire and analysed by the software program SPSS. On the other hand the qualitative data that are gained from the observation sections are analysed by the Qualitative Content Analysis and Critical Discourse Analysis.

Chapter 3: Presentation of the Findings

Chapter 3: Presentation of the Findings

Introduction

This chapter is empirical. It represents the results reached from the questionnaires handled to one hundred (100) First year students. In addition to those gathered from twelve classroom observations which were conducted with twelve (12) groups of first year students and twelve (12) of their male and female teachers in the English language department at Mouloud Mammeri University. The findings are presented in percentages and displayed in tables, bar charts and pie charts for the sake of reliability and visibility .This part of research is divided into two parts. The first part is concerned with the student's attitudes towards their English teachers' gender analysed using a computer software named SPSS. The second one is devoted to report the results of the classroom observation that are categorised and quantified using the Qualitative Content Analysis and qualified using Critical Discourse Analysis.

1- Presentation of the Results of the Questionnaire

This questionnaire is handled to one hundred (100) first year students in the English language department at Mouloud Mammeri University, among them fifty (50) boys and fifty (50) girls. Thus, this survey opens by asking the respondents about their gender, then it follows by fourteen (14) questions by which we can determine the students' preferences of the teachers' gender.

Section1:

The Gender of the Participants:

Boys	Girls
50%	50%

Section 2:

1. Q1: Have you already been taught by a male and female English teacher?
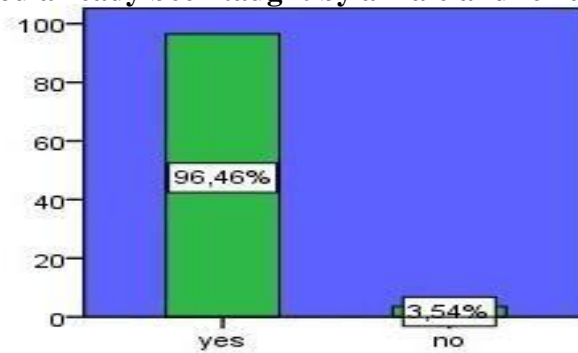
Diagram1: Students' Experience with Male and Female Teachers.

As it is presented in the bar chart 96.46% of students have been taught by both Male and Female teachers. However, 3.54% of the respondents claimed that they have not experienced both sexes as English language teachers.

1. Q2: Do you prefer to be taught by a male or female teacher?

	Participants' answers	percentages
Male	55	55%
Female	45	45%
Total	100	100%

Table1: Students 'Preferences of the Teachers' Gender

As demonstrated in the table,55% of first year students of English language department prefer the male role model as teachers. In contrast to 45% of the rest respondents who argue that female gender role models are better made to teach.

1. Q3: Do Male and Female teachers teach differently?
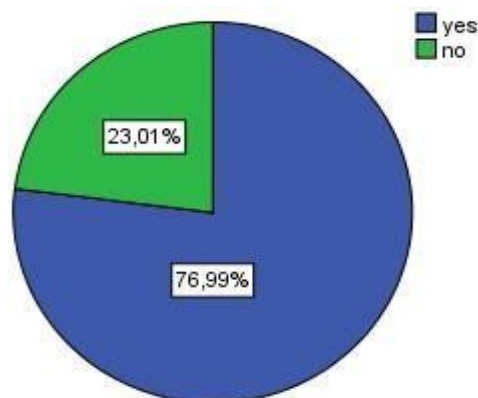
Diagram 2: Differences in Males and Females Teaching Styles

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A total of 76.99% of the participants argue that male and female teachers have different teaching styles and 23.01% of them argue that they teach similarly.

1. Q4: According to you who are better placed to teach English?
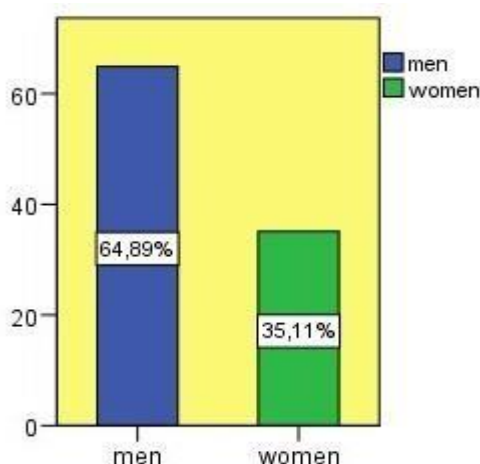
Diagram 3: The Appropriate Gender Role Model to Teach English

As shown in the diagram, 64.89% of the participants assert that Men are better placed to teach English. Whereas 35.11% argued that women are the appropriate gender role to teach English.

1. Q5: What do you think about the activities that a male teacher selects

	Participants answers	Percentages
Interestig	36	36%
Appropriate	50	50%
Not appropriate	12	12%
Total	98	98%
No answers	2	2%
Total	100	100%

Table 2: The Appropriateness of the Activities that a Male Teacher Selects

As understood in the table, the majority of the participants 60% argue that the activities provided by male teachers are interesting. In addition to 38% of the participants responded that males' selected activities are appropriate. Only 1% of them answered that the activities provided by male instructors are not appropriate and 1% didn't answer the question.

1. Q6: What do you think about the activities that a female teacher selects?

	Participants answers	Percentages
Interesting	36	36%
Appropriate	50	50%
Not appropriate	12	12%
Total	98	98%
No answers	2	2%
Total	100	100%

Table3: The Appropriateness of the Activities that a Female Teacher Selects

As indicated in the table above, 50% of the participants answered that the activities that a female teachers select are appropriate. Whereas, 36% of the participants argue that female teachers select interesting activities, 12% say that they are not appropriate and 2% didn't answer the question.

1. Q7: a- Female teachers tend to be supportive and well organised in classroom

Diagram 4: Female Teachers' Supportiveness and Organisation in Classroom.

Based on the results of the diagram above, the majority of the participants 67.68% answered that female teachers tend to be supportive and well organised in classroom. 16.16% of the participants disagree on the statement. While 11.11% of the participants strongly agree on the statement, 5.05% of them are strongly disagree.

b- Male teachers tend to be supportive and well organised in classroom
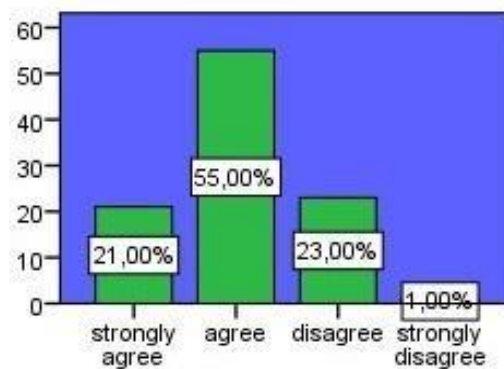
Diagram 5: Male Teachers' Supportiveness and Organisation in Classroom

From the results, 55% which stand for 55 students agree that Male teachers tend to be supportive and well organised in classroom. As indicated above, 23% of the participants disagree on the statement. 21% strongly agree on the statement and only 1% of the participants didn't answer the question.

1. **Q8 a-Female teachers communicate better with their students than Male teachers.**
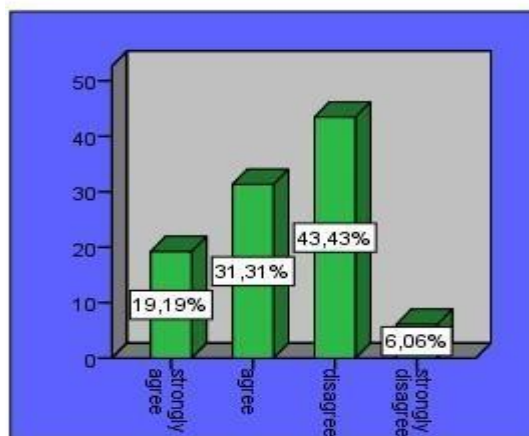
Diagram 6: Female Teachers'- Students' Communication

As demonstrated in the bar charts above, 43.43% of students disagree on the statement which asserts that female teachers communicate better with their students than male teachers. 31.31% of them agree on this statement. While 19.19% strongly agree, 6.061% strongly disagree

b- Male teachers communicate better with their students than Female teachers.
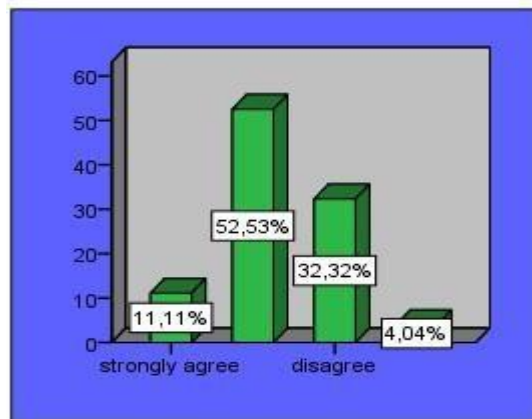
Diagram 7: Male Teachers' – Students' Communication

As shown in the diagram 52.53% of the participants agree that male teachers communicate better than female teachers. 32.32% disagree, 11.11% strongly agree and 4.040% strongly disagree. Overall, students perceive male teachers as good communicators comparing with their female counterparts.

1. Q9- I feel at ease when interacting with:
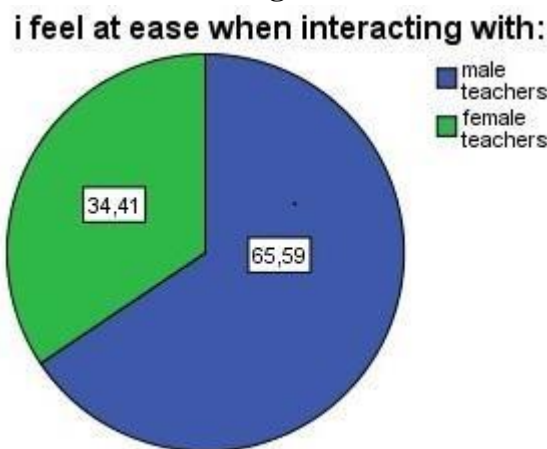
Diagram 8: The Gender of the Teacher with whom Students Feel at Ease

The results gathered from the Q9 show that 65.59% of the participants feel at ease when interacting with male teachers they defend their views by saying that male teachers are, "more confident and convincing when speaking", "cool and friendly with his students", "communicative and competent" "humorous" "fair in their judgements and grades"...etc., some of these students added that contrary to male teachers, their female teachers "are not competent and convincing in classroom".

	Categories	Number of answers	Percentages
Male teachers	Confident , convincing communicative and .Competent	26	26%
	Cool, friendly and humorous	14	14%
	Fair in their judgments and grades	16	16%
Female teachers	Sensitive	14	14%
	Patient	10	10%
	Comprehensive	8	8%
	No justifications	5	5%
	other justifications	7	7%
	Total	100	100%

Table4: Reasons for Choosing Teachers' Gender by Students

These justifications are additional for the majority of students. Thus, the majority of boys responded that they feel at ease with male teachers because they are of the same gender and they feel comfortable with them more than female teachers, as in this response *"I feel at ease with male teacher because we are of the same sex. Second, they are competent, communicative cool..."* However, the majority of the students among the 34.41% who responded favourably for female teachers are girls who justified their choice by the fact they are women. For instance, one girl responded "*I feel at ease with female teachers because I'm a female too and no one can understand a woman as another woman do".* The others claimed that female teachers are more" sensitive", "patient", "comprehensive". Some boys argue that female English teachers are" beautiful". In addition to this, some girls justified their choice of male teachers because they are "handsome".

1. Q10: When you answer a question asked by a teacher, who gives you more feedback?

	Participants' answers	Percentages
Male teachers	57	57%
Female teachers	41	41%
Total	98	98%
No answers	2	2%
Total	100	100%

Table 5: The Gender of the Teacher who gives more Feedback to Students

As shown in the table, 57% of the participants agree that male teachers give more feedback than female teachers. However, 41% answered that female teachers give more feedback than male teachers and 2% didn't answer the question.

1. Q11: Among the genders, who provides and allows the use of supplementary materials?
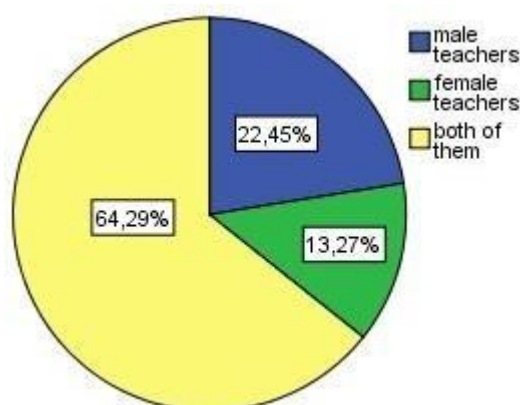
Diagram 9: The Gender of Teachers who are Suplimentary Materials Provider

This pie chart communicates that, 64.29% of the participants assure that both male and female teachers allow them to use supplementary materials. While 22.45% of the participants responded that male teachers allow them to use supplementary materials, 13.27% responded for female ones.

1. Q12: According to you, who seems more confident in answering your questions?
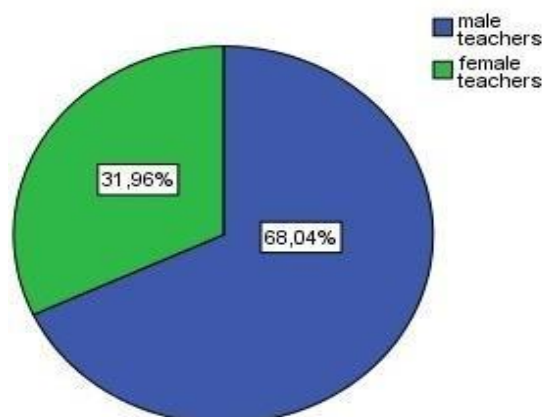
Diagram 10: The Confident Teacher Among the two Genders.

Based on the diagram, the majority of the participants 68.04% argue that male teachers

are more confident in answering their questions and 31.56% answered that females tend to be

confident in their classroom speech.

1. Q13: Who seems to be friendlier with their students?

	Participants' answers	Percentages
Male teachers	45	45%
female teachers	49	49%
Total	94	94%
No answers	6	6%
Total	100	100%

Table 6: The Gender of the Teacher who is Friendly with Students.

As presented above 49% of the participants answered that female teachers are

friendlier with their students, 45% answered in favour of male teachers and 6% didn't answer

the question.

1. Q14 a- Female teachers are kinder than male teacher

Diagram 11: Female teachers' kindness with students.

The results attained with the Q14 show that 52.53% of the participants are "agree" that female teachers are kinder than male teacher and 47.47% claim the opposite.

b- Male teachers are kinder than female teachers
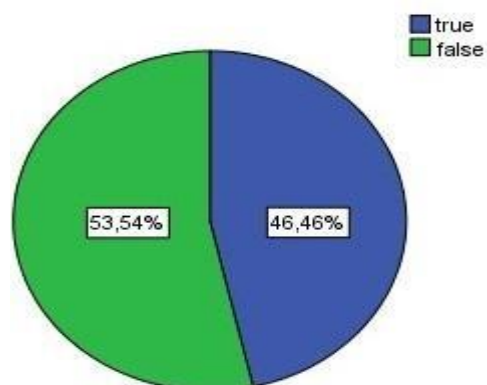
Diagram 12 : Male Teachers' kindness with Students

Based on the diagram 17, 53.54% of the participants disagree on the statement and 46.46% agree on it. In short, according to the first year students of the English language department, female teachers are perceived to be kinder than their male counterparts.

2- Results of the Classroom Observation:

Classroom Observation is the second part of data analysis, Twelve (12) attendances were conducted with twelve (12) teachers of different gender (six males and six females) and their first year students in the department of English at Mouloud Mammeri University. The data collected from this technique are categorized using the Qualitative Content Analysis and then qualified and analysed using Critical Discourse Analysis. These observations have three main parts related to both teachers and students. The first part deals with analysis of male and female teachers' discourse and behaviours in classroom. That is, this shows how these teachers speak, address, and behave with their learners in classroom. The second part deals with the different teaching styles of male and female teachers basing on the four skills of effective teachers listed in The National Journal of Educational Researches (2003) which are the socio-affective skill, pedagogical knowledge skill, personality traits, and the subject matter knowledge skill. The third and the last part is devoted to the students' interactions and disruptive behaviours during these session.

More clearly, the students' behaviours that show at what extent they are interested to the teachers' speech as: taking notes, listening, asking questions, giving comments and answering teachers' questions. In addition to the behaviours that show that the students are uninterested to teachers' speech as: talking with classmates, sleeping, playing with

phones, drawing ...etc..

2.1. The Data Gathered from the Classroom Observation:

2.1.a Analysing the Attendances Conducted With Male Teachers

	Categories	Number	Percentage
Male Teachers	Teachers' gendered expressions and behaviours	3/6	50%
	Socio-affective skills (devoting time for students when asking questions, positive acceptance of students' views and critics)	4/6	66.66%
	Pedagogical knowledge (classroom management skill, , the use of supplementary materials, positive reinforcement and feedback)	4/6	66.66%
	Personality characteristics (supportiveness, organisation, kindness, friendliness, sensibility, caring for students, tolerance...etc)	4/6	66.66%
	Subject-matter knowledge (teachers' knowledge about the subject and the field, the type of selected activities, the extra explanations as examples and code switching)	5/6	83.33%
Students	Boys' interaction during these sessions	30/36	83.33%
	Girls' interaction during these sessions	56/75	74.66%
	Boys' disruptive behaviours during these sessions	4/36	11.11%
	Girls disruptive behaviours during these sessions	4/75	5.33%

Table 7: Classroom Observation Sessions with Male Teachers

From the six attendances with six male teachers and six different groups of first year students in the department of English at Mouloud Mammeri University, nine aspects are carefully observed which are as follow:

1. **Teachers' Use of Gendered Expressions and Behaviours:** The results show that50% of the male teachers observed use some expressions that denote gender differences as; they give examples that are generally related to males as "Cigarettes", "football"(Observation5). By using the personal pronoun" he" when giving examples, by addressing boys directly "you boys", "at the back"(Observations.4, 1,3) . Also, this category contains a set of gestures and behaviours which show that these teachers differentiate between boys and girls in their classes. For example, when a teacher asks a question and looks directly at the back raw boys, when he explains and points with his hand to those boys at the back (Observations 4.1), and when he takes a look at boys' handout when explaining. In short, this investigation shows that 50%of male teachers use such gestures to address in a way or another, boys.

2. **Male Teachers' Socio Affective Skills:** Students have positive attitudes towards teachers who devote time for them to ask questions and accept their views and comments, because this maintains a good interaction with their teachers and motivate them to learn. The observation sessions shows that 66.66% of the observed male teachers have this skill. The attendances 1.2.4.5 show to what extent male teachers devote time for their students ,for instance, they begun the lectures by asking questions to review the previous session. Or, they directly ask the learners if everything done was clear by saying: "Do you have any question about the lecture? Is there any comment about the topic? Do you want to add something about it? Are you satisfied by the way I am presenting or I will change it? Furthermore, when explaining they always ask if there is questions, comments, examples.

3. **Male Teachers' Pedagogical Knowledge:**

Teacher's pedagogical knowledge skill is his capability to manage the class, control it in order to ensure that classroom lessons run smoothly. In addition to the use of technological tools that have an important role in motivating EFL learners and the feedback and reinforcement that teachers give to their students. The findings present that 66.66% of the observed male teachers control their classrooms, this is clear when they first inter the class, the students join their sits and keep calm. Also, when they speak, the majority of their students are fully attentive and they don't interrupt them without permission (1.3.4.6). Moreover, those male teachers tend to use or permit the use of supplementary materials as audio native speakers' conversations in oral/ listening sessions; they encourage their students to use different types of dictionaries (printed and phone dictionaries) especially in grammar and written lectures, the use of audio files to make the students practice their sound pronunciation in phonetic session. Additionally, male teachers provide their students with positive feedback and reinforcements "yes, continue this way", "It is perfect, thank you", "yes, it's correct but you can add..."

4. **Male Teachers' Personality Traits:** Having good personality traits is essential for an effective teacher, and this helps to establish good teacher-student relationships. For instance, supportiveness, kindness which is related to politeness, friendliness, caring for students, humour…etc. The results show that 66.66% of male teachers have these traits. More precisely, four (4) of the male teachers observed show a kind of supportiveness which is a sort of help and encouragement, for example, in their feedbacks "yes, good but it will be better to add...", "It's better to do it in this way..", "...yes, please say it without hesitation.". . Also, these instructors are perceived to be "kind" when addressing their students, 50% of the teachers use polite requests when addressing their students as "please", "thank you"(Observation 6,3,1) but the other 50% have tendency to use imperatives to impose their control and status as in "listen to this, and try to write a

conversation...", "if it is clear, do the exercise", "close the door"(Observation 2,4.5). Additionally, male instructors are humorous comparing with their female opposites, they use jokes as in "I'll follow you as Tom follows Jerry," another said to a male student, "I'm afraid that your future wife will run away when she knows". Moreover, male teachers call their students with their names (Malik, Hamid, Nadjat), they don't sit only in their desk and explain or stand in front of their students, but they prefer to sit at the back of the class (generally besides the back raw boys) on a chair as a student or on a table and sometimes they turn around the class. This shows a kind of friendliness, because in such situations male teachers let aside the role of the controller and sit among students to ensure a comfortable learning environment.

N.B: Unlike the questionnaire that revealed that female teachers are friendlier than male teachers, the observation sessions revealed the opposite.

5. **Male Teachers' Subject-Matter Knowledge:** this skill concerns the topic discussed in classroom, it contains the types of the activities, the examples and extra explanations provided by the teacher in order to reinforce the students' understanding of the topic.

   The activities those teachers provide are most of the times open ended and enhance student-teacher communication as in: choose the right answer then justify. Furthermore, male teachers provide their students with variety of examples, or they code switch from English to French and sometimes to Berber to make their students understand better, for instance," this is what we call in Berber "lekyasa" (Observation 2). In this context, the table show that 83.33% of male teachers are knowledgeable.

6. **Boys' Interaction During these Sessions:** the findings show that 83.33% of the boys interact with their male teachers either by asking questions, answering teachers' questions, asking for more clarifications. Importantly, despite the small number of boys

in the classes, they dominate the classroom conversations when lead by a male instructor.

7. **Girls' Interaction During these Sessions:** A total 74.66% of the girls interact with their male teachers. In more detailed way, girls participate by giving short sentences and sometimes they are interrupted by the teacher or even their male classmates.

8. **Boys Disruptive Behaviours During these Lectures:** This category is concerned with some behaviours which show that boys are uninterested during the lectures, as being talkative, playing with phones when the teacher is speaking, sleeping, drawing...etc. This investigation shows that 11.11% of the boys presented the behaviours mentioned above when their male teachers were explaining.

9. **Girls Disruptive Behaviours During these Lectures:** only 5.33% of girls who show these behaviours during class.

2.1.b Analysing the Attendances Conducted With Female Teachers

After analysing the data gathered from the classroom observation made with male teachers and their first year students in the department of English at Mouloud Mammeri University, this section presents the data gathered from the observations conducted with six female teachers and their first year students. The same nine aspects are carefully maintained and they are presented as follow:

	Categories	Number	Percentage
Female Teachers	Teachers' gendered expressions and behaviours	4/6	66.66%
	Socio-affective skills (motivating students, devoting time for them when asking questions, positive acceptance of students' views and critics)	2/6	33.33%
	Pedagogical knowledge (classroom management skill, , the use of supplementary materials, positive reinforcement and feedback)	3/6	50%
	Personality characteristics (supportiveness, organisation, kindness, friendliness, optimism, sensibility, caring for students...etc)	5/6	83.33%
	Subject-matter knowledge (, types of the selected activities, extra explanations as examples and code switching)	3/6	50%
Students	Boys' interaction during these sessions	16/34	47.05%
	Girls' interaction during these sessions	82/105	78.09%
	Boys' disruptive behaviours during these sessions	4/34	11.76%
	Girls' disruptive behaviours during these sessions	16/105	15.23%

Table8: Classroom Observation Sessions with Female Teachers.

1. **Female Teachers' Gendered Expressions and Behaviours:** The results show that female teachers are more likely to use gendered expressions comparing with their male counterparts as "Sir", "Miss". They also use the personal pronoun "She" when giving examples. Further, female teachers treat differently boys and girls in classroom, in some cases they give positive feedback to boys as" excellent", "good" and they just say "yes, eheh" when girls answer and it is the opposite in other cases. They interrogate boys first before girls; they call boys with their surnames and girls by "Miss". Moreover, they smile to boys when they answer, give them full attention and permit them to interrupt

their speech, however, they react harshly when a girl interrupt them. A total of 66.66% of the female teachers observed have such characteristics.

2. **Female Teachers' Socio Affective Skills:** The observation sessions show that 33.33% of the female teachers observed have this skill. The results show that the majority of female instructors directly introduce the course even by asking a question if someone has an idea about the topic or they begin to explain or to give exercises in practical sessions, at the end of their explanation they ask if everything is clear, or if anyone has a question. In addition to this, female teachers as shown in the results don't really accept comments or new ideas from their students. For instance, In observation(

9) , a student mentioned a spelling error of "taught" (past tense of the verb "to teach") that the teacher wrote as "thought", her reaction was by saying with rising voice " Thank you, but it is just a spelling error".

3. **Female Teachers' Pedagogical knowledge:** The findings present that 50% of the female teachers observed control their classrooms (Observations 7,8, 12). Also, it is shown in all the observations that students (especially boys) interrupt their female teachers with giving flash ideas. Moreover, female teachers don't always allow or provide students with supplementary materials even in modules in which they are needed as listening and phonetics. In addition to this, female teachers provide their students with positive feedback and reinforcements especially boys "yes, continue this way", "It is perfect, thank you", "yes, it's correct but you can add...", and the other teachers just react " yes" or "no"

4. **Female Teachers' Personality Traits:** The results show that a total of 83.33% of female teachers have these traits. More precisely, five (5) of the female teachers observed show a kind of supportiveness which is a sort of help and encouragement, for example, in their feedbacks "yes, good and then...", "It will be preferable to say it this way", "I like your answer". Also, female teachers are perceived to be "kinder" than their

opposite sex. More explicitly, in the six (6) attendances, it was really remarkable that female teachers address their students using polite requests, for instance; they thanked their students for every response on a question or every remarque they give. In addition to this, they thanked the students for their attention at the end of every session by saying "Thank you for your attention and see you next time". Also, female teachers tend to use the word "please" every time they ask the students to do something as in "please, be quiet". Moreover, they care for their learners. For example, the teacher asked a girl by saying: "Today you are silent, are you ok?" (Observation11). Another teacher asked a boy "do you need to go out?" (Observation 8).In another case, the teacher tried to help a shy girl to speak "please take it easy, yes, please try again"(Observation 12). Additionally, Female teachers' speech is characterized by hesitation and luck of confidence which is clear in their using of expressions such as "I don't know" and "stops " when speaking from time to time.

5. **Female Teachers' Subject-Matter Knowledge:** The results show that 50% of female teachers present this skill. The activities provided by those teachers are most of the times close ended and don't need much efforts from students or much more research and explanations. Furthermore, female teachers provide their students with variety of examples and they code switch from English to French and sometimes to Berber to explain and sometimes to express something, or to answer questions asked by their students. For instance, when a female teacher was explaining the present continuous tense she said: "it is like we say in Berber, ttwaligh le film, xeddmegh cghel"

6. **Boys' Interaction During these Sessions:** The results show that 47.05% of boys interact with their female teachers either by asking questions, answering teachers' questions, asking for more explanation and discuss some topics. There are boys who interrupt female teachers' speech and take minutes to express their opinions and sometimes they speak without asking permission.

7. **Girls' Interaction during these Sessions:** The results show that 74.28% of girls interact with their female teacher through participation, asking questions, the use of extra information and comments about the discussed topic.

8. **Boys' Disruptive Behaviours During these Sessions:** based on the results, 11.76% of boys show that they are not interested to the lecture and they were either drawing or sleeping.

9. **Girls' Disruptive Behaviours During these Sessions:** A total of 15.23% of girls adopt particular behaviours such as: the use of mobile phone and talking with friends when the teacher explains.

Conclusion:

This chapter provides statistical data gathered from the questionnaire and classroom observation concerning students' attitudes towards their teacher role model in learning English as a foreign language. The results obtained indicate that the majority of students have positive attitudes towards male teachers, they think that male teachers are better placed to teach the English language as a foreign language because they are more confident, communicative in classroom than female teachers do. In addition to this, the data gathered from the observation attendances determine that students present high level of interaction with male teachers than they do with female ones. These results will be explained in details in the next chapter providing more explanations about the influence that teacher's gender has on students' attitudes and learning.

Chapter 4 : Discussion of the Findings

Chapter 4: Discussion

Introduction:

This chapter is devoted to the discussion of the results of this study which were gathered from the students' questionnaire and the observation sessions. The findings are analysed and interpreted together because of the correlation that exists between the outcomes collected from these two research tools relying to the literature presented in chapter one. This section aims at providing answers to the research questions asked in the general introduction about the students' attitudes towards their teachers' gender. Also, it checks the validity of the hypotheses which suggest that gender is an influential factor that may affect EFL students' learning and students prefer to learn the English language with female teachers. Accordingly, this chapter comprises three major parts. It opens by discussing the students' preferences to be taught by a male or female teacher. It, then, discusses the differences in males and females teaching styles. Finally, it discusses the students-teachers' interactions and behaviours in classroom.

1. Students' Attitudes towards Male and Female Teachers

The findings of this investigation were gathered from one hundred (100) first year students of the English language department at Mouloud Mammeri University responded on a questionnaire, and two hundred and fifty (250) students in and twelve (12) of their male and female teachers were observed in the same context. The qualitative and the quantitative data show that 96.46% of the students have experienced both male and female teachers in their English learning cursus. Thus, it is obvious that they can see whether there are differences in teaching styles of their male and female teachers and how this affects their attitudes towards them. So, experience is needed to respond to some attitude objects or situations favourably or unfavourably and this goes hand in hand with All port's view (1935)(see Chapter 1).

As it is presented in the previous chapter, first year English language students at Mouloud Mammeri University have more positive attitudes towards their male English

language teachers rather than their female counterparts, since 55% of them responded that they prefer to be taught by a male teacher (Table1.p28). Also, 64.89% of the participants claim that male teachers are better placed to teach the English language and this is with a difference average reaching 29%(diagram 4). More explicitly, those attitudes are not only a reaction but they are considered as an evaluation made by first year students to their male and female teachers, basing on the beliefs and opinions that students have about the features that should characterize each English teacher as clarified by psycholinguists and sociolinguists as Gardner(1985), Eagly Alice and Chaiken(1993), Janet Holmes(2013) (see Chapter1).

In an attempt to extract the reasons for students' preferences of male teachers over female teachers, an open ended question was asked (Question 9),and the majority of the students (65.59%) claimed that they feel at ease with male teachers rather than female ones, arguing that male teachers are "*more confident and convincing when speaking*", "*communicative and competent*", "*strict and good controllers*", "*cool, friendly and humorous*", "*fair in their judgements and marks»*. Alternatively, 31% of the participants claim the opposite, arguing that female teachers are more "sensitive", "kind", "supportive and organized"

The findings of the observation sessions claim that male teachers have the tendency to be confident when speaking in classroom; they speak with rising voice. Without any hesitation, they form long sentences with no stops or interrogative intonation at the end of the sentence. Specifically, they control the classroom conversation and they let no way to interrupt them, and they use different manners to make their students understand more as giving examples, using charts (Observation 2). Indeed, Confident speech, the lack of hesitation, and the art of convincing and controlling the conversation are argued to be male conversational characteristics that permit him to preserve authority and status in his social environment (seeTannen, 1990). However, female teachers' speech has more buffers (stops) which are a sign of hesitation and uncertainty. For instance, a female teacher uttered this sentence when she was explaining: *"We use the past tense when speaking about what is happened in the past and*

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(buffers) when emm... I don't know, for instance when ....."(Observation8). Indeed, this confirms Otto Jesperson (1922), Robin Lakoff (1975), Deborah Tannen(1990) Janet Holmes's (1995)views which argued that contrary to male language which is forceful, efficient, authoritative and serious, women's speech is marked by expressing uncertainty, tentativeness and lack of confidence.

Moreover, students claim that male teachers are cool, friendly and humorous, as it is shown in the observations' results, male teachers show their cool and friendly character with their behaviours. That is, male teachers don't sit on their desks and present the course, but, they prefer to sit on a chair, on a table at the back besides the back raw boys, or they turn around the class. Also, they tend to smile when addressing their students and give jokes in order to keep them active. For instance, when speaking about spelling errors, a teacher told his students *"I'll follow you as Tom follows Jerry"*(Observation 2), another said to a male student *"I'm afraid that your future wife will run away when she knows this"* (Observation 3).Contrary to female teachers who are sometimes moody and cannot control their emotions (Observation9.12) in which the first teacher was crying at the back of the room and the second teacher was smiling when looking at her phone. This mainly supports Hanane.A.Taqui's view(2015) that male teachers control more their emotions in classroom than female teachers (See Chapter1).Also, female teachers are considered as maternal figures, sensitive, polite and humourless when addressing students as Janet Holmes(2001) argued*"women use adjectives to express their feelings, hedges and tag questions but not jocks"* (Janet Holmes, 2001:286).

It seems that marks have an influence on the choice of teacher's gender. In their responses, 16% of the respondents stated that they prefer male teachers because they are fair in their evaluations and they get better marks in modules taught and corrected by male teachers. Moreover, the observation sessions show that men are less likely to differentiate between girls and boys in classroom than women do. For example, in (Observations 12) the teacher giving more positive feedback to boys than to girls.

Additionally, most of the male and female students justified their choice of the teachers' gender by the fact that they are of the same gender (See chapter Q9). This confirms Dee's (2006) view who argues that students are actively engaged, be on their best behaviour and perform better when the gender of the teacher matches theirs. He said: *"Indeed, my results confirm that a teacher's gender does have large effects on student test performance, teacher perceptions of students, and students' engagement with academic material. Simply put, girls have better educational outcomes when taught by women and boys are better off when taught by men ".* (T.Dee, 2006:71). Nevertheless, other students confirmed that they prefer to be taught by their opposite sex teacher. Some boys argue that female English language teachers are "beautiful", other girls stated that "they like male teachers" because they are "handsome". A study made by

Lawrenz (1987) revealed that students find the classroom's psychological environment more positive and comfortable when leaded by an opposite sex teacher. Furthermore, J. B. Raacke and J. Raacke (2007) claim that students like teachers who are physically attractive. (See chapter1)

Overall, the results of this investigation revealed that first year students of the English language department at Mouloud Mammeri University have more positive attitudes towards their male instructors rather than female ones, arguing that they find male teachers more confident, communicative, cool friendly…etc. And this refutes the first hypothesis which claims that first year students of the English department at MMUTO prefer female role models as English teachers. Also, these findings claim that both genders have different teaching styles and communicate differently with their male and female students.

2. Male and Female Teaching Style Differences:

The literature as well as the qualitative and quantitative data of this research reveal that men and women in classroom have different teaching styles and they behave differently with students. Thus, 78% of the students confirmed that men and women teach differently (question

3) this has an impact on the students' attitudes towards the gender of their teachers in general

and learning English in particular as claimed by Thomas F. Nelson Laird (2007), Hopf and Hatzichristou (1999), Ogden (1994) .

2.1 Teachers' Use of Gendered Expressions and Behaviours.

It is argued that language is a communicative process that expresses the individual's gender, for this, men and women use different expressions that present their gender roles and do it intentionally and unintentionally (see Chapter1).

From the results gathered in the observation sessions, it seems that female teachers use more gendered expressions and behaviours that generally differentiate between boys and girls with an average difference of 16.66% than male teachers do. Thus, both genders use honorific words as "Miss" and "Sir", possession pronouns his/her and some adjectives and words as "Lady" to address their students. For instance, a male teacher explained the possessive pronouns "His/her" by saying: "If a man we say his, if a women we say her" (Observation 3).

Also, female teachers always give examples using the personal pronoun "she", or those related to kitchen, house, fashion, media...etc(Observation 9,7,12) as in (observation9)the teacher uttered "for example, in 2020 she will be a baby sitter". However, males give examples related to men occupations, hobbies and manners as football, cigarettes, cars...etc(Observations5,3,1)using the personal pronoun "he" .Therefore, these distinctive words and pronouns with which the English language differentiates between men and women (Jennifer L. Prewitt-Freilino, Andrew T. Caswell, and Emi K.Laakso, 2011) are daily practiced by teachers to differentiate between boys and girls in classroom.

Similar to what is argued by Meyer and Thompson (1956), Robert L. Spaulding (1963), Thomas Dee (2006), Kimberly Emanuel (2008), Carol Dweck et al (1978), it was observed that both male and female teachers treat boys and girls differently in classroom. Thus, boys are given more attention by both male and female instructors. Teachers especially female ones give more praise, corrections, and acknowledgements for boys than girls, also, they call boys frequently using their names and girls by "Miss" (Observations 3, 4, 6, 8, 9, 10, 11, 12)

and in some cases they react harshly on disruptive behaviours of girls than girls(Observation12). This goes hand in hand with Bailey's (1993) view in which he claims that boys are given much more importance in classroom than girls (see Chapter1).

2.2 The Teachers' Socio Affective Skill:

The findings of this work demonstrate that male instructors are more socio affective than their opposite sex. The majority of the students (63%) claimed that male teachers are more communicative than female teachers are; among them 11.11% who "strongly agree"and 52% who"agree". In addition to this, the observation sessions show that male teachers have the tendency to devote more time for the students to ask their questions, give their opinions and comments (1.3.2.5). A total of 66.66% of male teachers pre sent this skill that Borg (2006) considers as crucial for the establishment of good relationships with their students as well as maintaining the process of education more effectively and successfully (See Chapter1).

2.3 Teachers' Pedagogical Knowledge:

Pedagogical knowledge is considered as an influential factor in students evaluations of their teachers. This skill contains the teachers' management of the class, the technological tools used in classroom and the teachers' feedback and reinforcements. This investigation shows that male teachers are better placed to manage their classes and choose the appropriate material and feedback to motivate their students with a total of 66.66%.

First, male teachers control their classrooms more than female teachers do. Thus, the learners keep quiet directly when the teacher enters (See Observations 1,2,3,6)contrary to female teachers who should impose themselves, by saying "*Keep silent please*", "*I'm here* "…etc. These results are equal to those obtained by Daniel Madrid and Stephen P. Hughes(2010) in which they said " *Male teachers are generally more respected and female teachers have to impose themselves in class from the first moment in order to gain respect(* Daniel Madrid and Stephen P. Hughes,2010:7).

Additionally, the survey results assert that both female and male teachers use and allow the use of supplementary materials in classroom and 22.45% of the respondents answered that male teachers provide and allow the use of supplementary materials more than female teachers do (13.27%). Similarly to the observation sessions male teachers allow learners to use online / printed dictionaries more than female teachers do. They make use of technological materials as data show and audio ones in phonetics and oral/listening sessions(Observations 1.3.4.6). However, there are some female teachers as in observation (9) insisted that the use of dictionaries is not permitted. This confirms the results of a Saudi research conducted by Al-Dera (2013) who claims that female teachers use less ICT materials than their male counterparts. Indeed, such materials help the teacher to clarify, organize and explain more the content and motivate students to learn. (See Ishihara and Shi: 2014:30). Furthermore, like the attendances, the survey reveals that 57% male teachers provide more positive feedback and reinforcement than their female counterparts who represent the total of 41 %(See chapter 3)

2.4 Teachers' Personality Traits:

As revealed in the literature review,all teachers are supposed to have some essential characteristics to be successful in their profession and to establish good relationship with their learners. Supportiveness and organization, kindness, friendliness, fairness and caring for students …etc are basic personal features that should characterize each teacher. The survey as well as the attendances' findings reveal that female teachers outperform the opposite sex teachers in the personal traits with an average difference of16.67%.A total of 67% of the respondents agreed on the fact that female instructors are more organized and supportive in classroom in which 11.11% are "strongly agree" on this statement. This was notable in five of the six observed female teachers (5/6). However, just three male teachers show this skill (Observations 1, 3, 4). Also, the results show that female teachers are perceived to be "kinder" than their male counterparts. As revealed in the questionnaires' results, students find female teachers kinder than male teachers 52.53% agreed on this statement. Similarly, it was observed in the six female

instructors are polite when speaking for instance observation (3). Therefore, they use the polite requests in all the interactions with their learners, by using statements as "please", and "Thank you", "if you don't mind" (See Chapter 3).

In addition, they show their kindness when they care for their students and their state of mind. For instance, when a teacher entered the class she uttered "Hello everybody, how are you today?"(See observation9). However, male teachers tend to use imperatives when addressing their learners to impose their control in classroom (See Chapter3). On one hand, as mentioned before students find that male teachers are humorous and fair with them. These results support Ogden's (1994) view that male teachers tend to give more attention to classroom management and they prefer features like fairness and good communication. On the other hand, female teachers focus on student-centeredness, and they tend to be supportive and well organized.

It is worth important to mention that while the survey's results which showed that female teachers are friendlier with their students with an average difference of 4%, the observations seem to prove the opposite. More explicitly, there was a kind of friendliness in their behaviours, for instance, they call their students by their names (Malik, Hamid, Nadjat), they let the desk empty and sit on a chair besides the learners and explain, guide and clarify. Also, they pass and see the students' answers in their drafts...etc.

2.5 Subject-Matter Knowledge:

Effective teacher has to be knowledgeable about the topic that will be discussed in classroom and then he/she should find the way how to make his/her students understand. For this, teachers provide their learners with examples, extra explanations, they code switch to another tongue if necessary and then choose appropriate activities to enhance and practice the content discussed. The findings of this research demonstrate that male teachers provide more interesting activities comparing with female teachers. Thus, 60% of the respondents find that the activities provided by male teachers as *"Interesting"* and 38% find them *"appropriate"*. In contrast, 38% of the students affirmed that the activities provided by female teachers are

"interesting" and 50% find them *"appropriate"*. Indeed, it was observed that male teachers tend to provide more communicative activities that enhance students' interaction and communication. That is, male teachers choose activities that necessitate students' efforts, reflexion, argumentation and critics. Such activities generally contain open-ended questions with "Why?", "Justify", "explain",as in "Choose the appropriate tense for the verbs between brackets, then justift your choice"(Observations 2, 4, 6). Alternatively, the activities provided by female teachers contain most of the time close-ended questions and do not necessitate any justification. As in "Make the verbs between brackets to the right tense" (Observation11). This confirms Good, Sikes and Brophy's (1973) view, which shows that contrary to male teachers who present a more authoritarian and academically task-focused teaching style, female teachers show less emphasis on tasks. In addition to this, Basow (1995) argued that male teachers are knowledgeable. Therefore, they tend to support their explanations with examples and always add extra explanations about the subject discussed, by adding cultural, historical information about the topic. Moreover, they code switch only in a case students find difficulties to understand a word or statement and after trying to explain it. However, code switching in female teachers speech is related to hesitation since it comes after buffers as in (Observation8) the teacher uttered "for example in...emm les contes de fées....."(buffers This aspect show female teachers' hesitation and luck of confidence when teaching and it goes hand in hand with the results gathered by Bernat and Lloyd (2007) which demonstrate that women are more concerned with multilingualism in classroom than men.

   On a whole, according to the qualitative and quantitative results that students' choice of male teachers is based more on the quality and the style of teaching rather than the personal traits. Thus, it is shown that male and female instructors teach differently and behave differently with their students in classroom.

3. Students' – Teachers' Interactions in Classroom

Since male and female teachers teach and behave differently with their learners, girls and boys learn, interact and behave differently when they are leaded by a male and female teachers.

3.1 Boys' and Girls' Interactions in Classroom

The qualitative results demonstrate that the interaction of both boys and girls is different when the class is led by male or female teachers. A total of 83.33% of the boys observed in classes led by male teachers present a high level of interaction. Thus, in all the attendances with male instructors boys were more active than girls, they ask or answer teachers' questions, they ask for more clarifications, express their opinions and they take an important amount of time in doing this. For instance; in Observation (3) a boy told his male teacher when he stated that we should talk politely with our parents *" I disagree on the use of polite requests at home even with our parents because…"*. Indeed, despite the small number of boys in our classrooms comparing to the girls, it is clear that they dominate the classroom conversation and interaction when a male teacher is present as it is cited in Kimberly Emanuel (2008) and Christine Howe (1997:7). Also, it is noted that only 47.05% of male students take part of the classroom discussion when they are led by a female instructor, this is because some male students appear to be 'shier' with a female teacher (Daniel Madrid and Stephen P. Hughes,

2010). In addition to this, boys' interaction in these sessions are shown by asking or answering questions, they interrupt their female teachers when something is not clear or to give their opinions and sometimes they interrupt the girls' speech when they disagree on something

(Observation 12)

On the other hand, the results affirm that 74.66% of the observed girls participate in classroom interactions and with male teachers. Their interaction is characterized by giving small and direct answers on teachers' questions, asking politely their teachers to provide them with more explanations and they tend to raise their hands to ask for permission if they want to add something. Moreover, Deborah Tannen (1991) studied the differences between boys' and

girls' speech styles in classroom comparing with men and women speaking styles. She found that boys are more comfortable to speak in public, interrupt and express their opinions freely and in a direct way, debate and evaluate each other's ideas because they tend to establish status and hierarchies and pass on information contrary to women who talk in order to establish relationships, build networks and share experiences. Thus girls are more likely to feel uncomfortable in public speaking.

Additionally, despite the fact that female teachers are more discriminatory when behaving with both genders in classroom (See Chapter 3), the amount of the girls' participation is higher when the class is led by a female teacher (78.09%). Indeed, here it is remarkable that the classroom interaction is dominated by girls who feel at ease to give their opinions and ask their questions more than they do with male teachers.

The results of this work contradict Lawrenz's (1987) view and reveal that first year students of the English department at MMUTO find the classroom's environment more comfortable when led by the same sex teacher. However, these confirm Dee's (2006) theory in which he affirms that students feel more comfortable when the teachers' gender matches theirs and Daniel Madrid and Stephen P. Hughes (2010) results which affirm that Students prefer teachers of the same sex because they inspire more trust.

3.2 Boy's and Girls' Disruptive Behaviours in Classroom

Both boys and girls show more disruptive behaviours when the class is led by a woman. Hence, among the 11.11% of the boys were sleeping, talking with each other or playing with their phones when the male instructors were talking. A total of 11.76% of male students have shown such behaviours with female teachers. Indeed, in the two cases both teachers try to make them active and attract their attention to the lecture by addressing them directly by saying:

"*At the back, please be quiet and listen*" (Observation 9), and other "*Boys, at the back, would you participate please, you are disconnected*" (Observation6).

Alternatively, girls show more disruptive behaviours when female teachers talk with a percentage of 15.23% comparing with 5.33% than they do when male teachers are there. It appears that female teachers react harshly when female students show such behaviours. For example; in observation (12) the teacher saw a girl playing with her phone and she directly said with a severe accent *"respect yourself and switch off your mobile, otherwise the door is open"*. This may be a consequence of the socialization of girls to be refined, elegant, quiet and calm, in order to be popular and save the feminine image as Bailey (1992) argues. These findings confirms Dee's (2006) statement "*When a class is headed by a woman, boys are more likely to be seen as disruptive*" and contradict the other in which he stated *"When taught by a man, girls were more likely to report that they did not look forward to a subject*".(T.Dee,2006:73).

Because, it seems that male teachers are more likely to control the disruptive behaviours in classroom more than female do. Daniel Madrid and Stephen P. Hughes (2010) explained this case by arguing that a teacher is like the father in the family and the one who give instructions to the other members, for this some students pay more attention to male teachers than to their opposite counterparts. In addition to this, they stated that men are said to be authoritarian, so they impose more respect and control aggression (Daniel Madrid and Stephen P. Hughes, 2010:7).

Conclusion

This chapter has discussed the results in order to answer the research questions of the study. Thus, the first hypothesis was refuted and the second was confirmed. The results of this research reveal that first year students of English language department at Mouloud Mammeri University favour the male gender role as English teacher rather than their female counterparts because of some pedagogical and personal traits that the students perceive in male teachers rather than female ones.

With regard to the differences between men and women instructors, this study demonstrates that the teaching style of the two sexes differs in five important points: The gendered expressions and behaviours, the socio affective skill, the pedagogical skill, the

personal traits and the subject matter knowledge. Indeed, this investigation reveals that the students' choice of male teachers is based on the professional traits rather than the personality characteristics. Furthermore, the teachers' gender is of great influence on their interaction and behaviours. Hence, both male and female instructors treat boys and girls differently and tend to give more importance to boys rather than girls and this confirms Dee's

(2006) theory that students interact more and behave well when the gender of their teacher matches theirs.

General Conclusion

General Conclusion:

This research has investigated the influence of teachers' gender on students' attitudes towards their English teachers. It tackled three main points: language attitude and its formation (Katz' s theory 1960), linguistic Gender differences, behavioural and conversational differences and their effects on the teachers' effectiveness as well as teachers'- students' interactions in classroom.

This study stated three main objectives. The first one meant to determine if first year students of the department of English at Mouloud Mammeri University prefer to be taught the English language by male or female teachers. The second objective was to analyse and discover the differences in male and female behaviours and teaching styles in classroom. The third and last objective aimed to explain how these gender differences in teaching styles influence the students' interactivity and behaviours in classroom.

To conduct this investigation and to answer the research questions the Mixed Method Research was adopted. Thus, both qualitative and quantitative methods were combined for the sake of collecting and analysing data. These data, indeed, were gathered using two distinctive research tools. A questionnaire distributed to one hundred (100) first year students (50 boys and 50 girls) at the department of English of Mouloud Mammeri University, as well as classroom observation sessions conducted in the same setting with twelve (12) male and female teachers and two hundred and fifty (250) of their learners. For the data analysis, a software program named SPSS was used to analyse the quantitative data. In addition to the Critical Discourse Analysis, the Qualitative Content Analysis (QCA) is used for analysing and interpreting the qualitative data.

The findings of the current study revealed that first year students of the department of English have more positive attitudes towards their male teachers than their female counterparts.   . Furthermore, it is worth mentioning that the observation sessions revealed that

men and women have different teaching styles and behaviours in classroom. Hence, male teachers are less likely to differentiate between boys and girls in classroom in comparison with their opposite sex teachers with an average difference of 16.66%. Also, they outperform female teachers in the socio affective skill, the pedagogical and the subject matter knowledge skill. Alternatively, female teachers show more positive personal traits as supportiveness, organization, kindness, sensibility and caring for their students. Besides this, students showed more interactivity (especially boys) and less disruptive behaviours when the class was led by male instructors. However, boys show less attention to female instructors and more disruptive behaviours and girls show more interactivity with female teachers and more disruptive behaviours.

To sum up, the students' choice of male teachers is based on pedagogical skills rather than personality traits. More importantly, the socio-cultural status of men has influenced students' attitudes towards their teachers, more specifically the role of good controllers of the classroom conversations, self confidence in speech, their control of moods and emotions when teaching, and the way of convincing that are male characteristics seem to be of major importance in classrooms today

Such stereotypes should not be taken into consideration by educators and policy makers because teachers are not only information delivers but just facilitators who guide learners in the EFL learning process. For this, we call for further investigations in the field with different levels in order to have a clear idea and if the results remain the same, the need to recruit male teachers is necessary because of the lack of the male English language teachers.

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Appendices

Appendix 1

The Questionnaire addressed to students

Dear students

This survey investigates students' attitudes towards Male and Female English language teaching practices. Your answers are very important for our investigation. For this, you are kindly asked to answer the following questions. Your answers will be used only for the sake of this research and will remain confidential.

Thank you in advance for your help and contribution.

Section 1

Background information

Please put (√) on the statement which is appropriate to you

Sex:

☐ Male

☐ Female

Section 2

Attitudes towards male and female teachers.

1- Have you already been taught by a male and female English teacher?

☐ Yes

☐ No

2- Do you prefer to be taught by a male or female teacher?

☐ Male

☐ Female

3- Do Male and Female teachers teach differently?

☐ Yes

☐ No

4- According to you who are better placed to teach English?

☐ Men

☐ Women

5- What do you think about the activities that a male teacher selects?

☐ Interesting   Appropriate   ☐   not appropriate   ☐

6- What do you think about the activities that a female teacher selects?

☐ Interesting   Appropriate   ☐   not appropriate   ☐

7- a-Female teachers tend to be supportive and well organised in classroom

☐ Strongly agree   ☐ Agree   ☐ disagree   ☐ strongly disagree

b- Male teachers tend to be supportive and well organised in classroom

☐ Strongly agree   ☐ Agree   ☐ disagree   ☐ strongly disagree

8- a- Female teachers communicate better with their students than Male teachers.

☐ Strongly agree   ☐ Agree   ☐ disagree   ☐ strongly disagree

b- Male teachers communicate better with their students than Female teachers.

☐ Strongly agree   ☐ Agree   ☐ disagree   ☐ strongly disagree

9- I feel at ease when interacting with:

☐ Male teachers

☐ Female teachers

- Why?

……
……
……
……

10- When you answer wrongly a question asked by a teacher, who gives you more feedback?

☐ Male teachers

☐ Female teachers

11- When the activities provided by the teacher are difficult, who allows you to use supplementary materials?

☐ Male teachers

☐ Female teachers

☐ Both of them

12- According to you, who seems more confident in answering your questions

☐ Male teachers

☐ Female teachers

13- Who seems to be more friendly with their students

☐ Male teachers

☐ Female teachers

14- a- Female teachers are kinder than male teachers

☐ True

☐ False

b- Male teachers are kinder than female teachers

☐ True

☐ False

Thank you!

Appendix 2

Classroom Observation's Findings

In addition to the questionnaire handled to first year students of the English language department at Mouloud Mammeri University ,twelve (12) classroom observations are conducted to collect more data about the students' attitudes towards their teachers' gender by analyzing the students'-teachers' interactions as well as the differences between males and females teaching styles. This corpus is gathered from six attendances with male teachers and six others with female teachers and a total of two hundred and fifty student.

Observation 1:

Module: Study skills   05/04/2016. 12h30-14h

Title: Summarizing and paraphrasing

• Gender of the teacher : Male •

Number of the students :15

> Boys :5

> Girls :10

Once the teacher entered the room, the students took their sits and kept silent. He greeted them and introduced the lecture by asking his students to give a brief overview about what is discussed previously about summarizing. Then, he pointed out to one of the boys by saying "Hamid, can you tell us in short what we have discussed in the previous session?" When the boy answered the question the teacher asked for another volunteer and this time a girl answered. Next, he asked another question in which he introduced the current topic and he asked another boy to answer by saying "You Mahdi, do you have any idea about paraphrasing?"

While the teacher was explaining he used the masculine personal pronoun 'he' when giving examples also he provided examples about football and baseball. In addition to this, he asked his students at each point if there are no questions or comments.

The teacher seemed to be confident when speaking, there were no hesitation and stops in his utterances. He controlled the lesson and the classroom environment.

The teacher asked the learners to use dictionaries (printed and phone dictionaries) to check the meaning of the words, their synonyms and antonyms.

The teacher checked the learners' works one by one. He invited one boy to read his paraphrasing and reacted by saying "Yes, good but it will be better to add..." The teacher's feedback was by saying to all his students "Yes"

During this session, the majority of the learners were interested. The five boys were interacting with their teachers by asking for more clarification (2 boys), adding information (1boy) and answering teachers' questions(2 boys) at each time by rising their hands, and a total of seven girls who were not really interacting but they were listening and taking notes, asking questions or answering the teachers' questions from time to time (3girls). Moreover, the boys

took more time when speaking then girls do. The one who added the information took nearly three minutes. However, the girls formed short responses that lasted just few seconds.

Furthermore, there were three girls who were uninterested to the course, they were absent minded they did **not** take notes and didn't interact.

At the end of the session, the teacher gave an overview of the session, asked if there were no questions. Then, he introduced the next session and thanked the students for their attention.

This session lasted 1h 20mn.

Observation 2:

Module: Writing   21/04/2016   9h.30-11h

Title: Writing Argumentative Paragraph

- Gender of the teacher: Male
- Number of the students: 17
    - ➢ Girls:11
    - ➢ Boys:6

Once the teacher entered the room, the students took their sits and kept silent. Then, he started the lesson by introducing it and explaining it. He tried to attract the learners' attention to the topic so he asked them a question." What are the means that a person uses to convince his interlocutors? The teacher was speaking confidently with rising voice, without hesitation or stops.

The teacher provided them with an activity which is about writing a correct and coherent paragraph about smoking, he gave them fifteen (15) minutes to do it and then checked their works. When the time was over the teacher directly interrogated one of the boys and asked him to read his paragraph and asked the others to listen and grasp the mistakes and correct them

This instructor showed a sense of humor when correcting one of his learners who made a lot of spelling mistakes he uttered "I'll follow you as Tom follows Jerry to make an end to these mistakes". In addition to this, he was shifting from English to French and sometimes Arabic to make some words clearer and make the students understand better their meaning. for instance, the teacher shifted to berber after explaining what is politeness by saying" This is what we call in berber lekyasa"

The teacher drew a chart on the board in order to explain more

This teacher took a sit at the back on a table and was explaining the lesson; then, he was turning around the room. Furthermore, the teachers' feedback was by saying " Yes, " and sometimes "yes, good" for both boys and girls. Moreover, it was remarkable in this session that this teacher uses imperatives when addressing his students. He uttered: "If everything is clear do this exercise, I am going to pass and check your work and you have 15 minutes"

During this session, the majority of the learners were interested. The six boys were interacting with their teachers by asking and answering teachers' questions (4 boys) at each

time by raising their hands, and the two others seem to be interested they were taking notes and listening attentively. Three girls among the eleven were interacting with the teacher by answering his questions, one girl asked him a question. The others were not really interacting but they were listening and taking notes.

Here there was not really a difference between the boys and girls but in this session boys interact more than girls.

The teacher ended the session by saying see you next time. This session lasted 1h15mn

Observation 3:

Module: Listening and Speaking18/04/2016   8h-9h30

Title of the course: Speaking about childhood" Used to"

- Teacher's gender: Male
- Number of the students: 20
  - ➢ Boys: 5
  - ➢ Girls: 15

Once the teacher entered everybody joined their sits and keep quiet. The teacher started the lecture by asking the students to summarize in few words what have been done in the previous session about the cases of use of the present simple and continuous tenses. He asked a boy to do it by saying: Djamal can you summarize the previous session?. This teacher asked at each time if everything is clear, if there is no comments, questions, opinions… and a boy gave his opinion by saying" I disagree on the use of polite requests with our parents and friends because.."

The teacher most of the times use "Sir" and "Miss" when addressing his students, but he called two boys with their names: Anis, Djamal. Also, he has the tendency to call for the boys at each time he asked a question by saying: " You boys at the back". He gave examples with the masculine pronoun" he". In addition to this, he explained the possessive pronouns "his"and "Her" by saying:

☐   "If a man we say his"   he uttered the first statement first

☐   "If a woman we say her"

The teacher was addressing the learners using imperatives "close the door" , "listen to this conversation and try to answer the questions"

This instructor show a kind of supportiveness "yes good, but it will be better if we say …", and " yes, say it without hesitation…". Furthermore, the teacher was friendly with his learners, he was smiling all along the session especially when addressing students and he was humorous " I'm afraid that your future wife will run away when she knows this" .

The teacher used an audio file to make the learners listen a conversation and ask questions about its content.

Both boys and girls were fully attentive and interacting with the teacher. Despite the small number of boys in this group it was clear that those five boys dominated the classroom conversations and debate and sometimes they interrupt girls when speaking because the teacher pay more attention to boys than girls . The amount of speech time is higher in boys' speech who were took really their time to speak and express their opinions.

At the end, the teacher thanked the students for their attention

Duration of the lecture: one hour and twenty five minutes (1h: 25)

Appendix 4:

Module : Phonetics   09/05/2016 11h-12.30

Title of the lecture: Syllabus.

- Teacher's gender: Male
- Number of students: 20
  - ➢ Girls:12
  - ➢ Boys:8

The teacher opened the session by reviewing the content of the lecture and let the floor to his students in order to ask their questions. Then he asked if everything is clear or he is going to repeat.

 He provided them with an open ended activity, in which he gave twenty statements and asked every student to pass to the board, divide them into syllabus and justify the division orally, and at each time he corrected the students' mistakes and makes them listen to the audio pronunciation of those statements using audio tools. In addition to this, he asked the students to check the phonetic transcription using dictionaries.

The teacher was sitting at the back of the class and not in front of his students, he was sitting on a chair besides the back raw boys and sometimes on a table or turning around the class and explaining,

The teacher was using the eye contact with the boys at the back while explaining or asking a question, in more precise terms; when the teacher was standing in the front of the class explaining or asking a question he looked directly to the boys at the back of the class.

The teacher asked the students to summarize what is already said and a boy answered. He gave more positive feedback to boys than girls for instance he told a boy" yes very good, continue please "and just "yes" for girls.

The majority of the learners were fully attentive and didn't interrupt without rising hands. A total of 10 girls and six boys were interacting, taking notes and listening.

Back raw boys seemed lost and not interested, and they were chatting(2 boys)The teacher asked them to be quiet but When he saw 2 girls talking, he asked one of them a question and she didn't answer he reacted by saying "you're too lazy".

At the end of the lecture the teacher asked if everything is clear (There was no answer) and Pronounced "OK, See you next section"

Lecture duration: 1hour and 20minutes

Observation 5:

Module: Writing   14/04/2016   12h.30-14h

Title: cause and effect paragraph

- Teacher's gender : Male
- Number of students: 18
  - Girls : 11
  - Boys : 7

The teacher reviewed the main points discussed in the lecture. Then he asked his students to ask their questions.

Everybody in the class were fully attentive to the teacher's speech which was clear and confident(No hesitation and stops)

The teacher was explaining and at the same time he was looking at the back raw in which the boys were sitting. He seemed to be friendly and cool with his students (he laughed with them, he was sitting in a students' place)

The teacher controlled the section, was explaining by providing examples from real life situations related to our culture

The teacher was explaining with giving examples from real life situations and most of those examples are boys hobbies and practices (football, cars, types of cigarettes) and by using the personal pronoun he. Also he code switch from time to time in order to make clear some consepts.He drew a schema on the board to make the students understand better the content of the course.

This instructor provided his learners by an open ended activity in which they will justify the use of the cause and effect words.

The majority of the students were interested and interacting with the teacher. Either by asking questions or answering teachers' questions and both boys and girls responded anarchically without rising hands. The girls were taking notes, doing the activity in grouping way , and the boys also were interested. Just one boy who was sleeping.

The teacher ended by asking if they have no questions, some students responded at the same time" no" than he said" see u next section"

Lecture duration ; 1hour, 23minutes

Observation 6:

Module: Grammar   26/04/2016 (14h-15.30)

Title of the lecture: reported speech

- Teacher's gender: Male
- Numbers of students : 21
  - ➤ Girls:16
  - ➤ Boys: 5

Once the teacher entered the students joined their sits and kept quiet. The teacher introduced the section by reviewing the topic of the lesson and then he provided them with activities (Four activities, two of them are open ended with explain and justify your choice.)

The teacher was sitting in front of the students, explaining and interrogating the students one by one to the board to correct the exercises and then the teacher asked each student a question about the question or the answer he provided and was correcting in a case there is a mistake. Additionally, he used imperative form when addressing his students.(Kamal, answer the first question).

At each time he asked a question he looked at the back raw boys and he called one boy by his name. And here he addressed them" boys at the back; you seem disconnected, would you participate please «and the boys tried to answer the activities.

The teacher asked the students to use their dictionaries.

We can say **that** all the students; boys and girls, were participating except one boy who seemed lost and drawing on the table. And this by raising their hands

At the end the teacher asked if anyone has questions to ask and thanked the students for their attention

Lecture duration: 1hour and 28minutes

Observation 7:

Module: Listening and speaking09/05/2016   (11-12.30)

Title of the lecture: future tense (will, going to)

- Teacher's gender: female
- Number of students : 24
  - ➤ Girls:21
  - ➤ Boys:6

The teacher entered the room which was very noisy. She waited some minutes and she said: "Please that's enough, be quiet and let us start". Everybody joined their sits and still quiet. She controlled the room.

The teacher begun the lecture by introducing the topic of the lecture and then asked her students a question. She used the feminine personal pronoun at each time she gave an example. Also, her examples were generally related to women, she spoke about nursing, baby sitter…etc

This teacher explained the rules of using "will" and "going to", then she gave them an activity which is writing sentences using these two time indicators.

This instructor was really kind when addressing her students, she was addressing her students politely all along the session. For instance, when she interrogate a student" yes, Sir/Miss" please.

And when he/she gave the response she always answered by "yes, thank you". She is also supportive and encourage her students to speak by uttering" yes, please just try", "yes sir, take it easy don't be shy".

Some students tend to answer and interrupt anarchically but the teacher controlled the situation by saying" Please, raise your hands and answer"

The teachers' feedback was by saying "yes, good" for boys and just "yes, for girls"

The majority of the learners were interested to the teachers' speech. Only two boys among the six who were speaking freely in this session, the others were taking notes and listening. Also, two other boys refused to move to the board and read their sentences, they preferred to stay in their sits and read. Here girls felt at ease to speak and answer freely, so, they dominated the classroom discussion and four girls seemed to be uninterested they were chatting.

At the end of the lecture the teacher thanked the students for their attention

Lecture duration: 1hour 25minutes

Observation8:

Module: Listening and speaking19/04/2016   (12h30-14h)

Title of the lecture: The use of past simple

- Teacher's gender :Female
- Number of students :23
  - ➢ Girls :17
  - ➢ Boys: 6

Once the teacher entered the room she made a noise on the board to attract the students' attention and ask them to be quiet and join their sits. Then, she introduced the course and asked the students a question about the cases of use of past tenses. The teachers' speech was hesitant; she stops from time to time to think about what to add or about an example to give as in the utterance "we use the past tense when speaking about what is happened in the past, emm… when we narrate an event. I don't know for instance, when telling a story or speaking about a good or bad event…"

This teacher tend to code switch to French and Berber when she had to express something, or to answer a student question, or to give examples (par example, dans les comptes des fees, les auteurs utilisent jamais d'autre temps a part le passé avec ses différentes formes).

This instructor was polite when addressing her students all along the session, she was supportive and tried her best to make the students speak and interact. Additionally, she showed a kind of care towards her students when she asked a boy" do you need to go out and take some fresh air?"

The teacher gave more positive feedback to the boys (good, excellent) more than she did with girls(yes ,eheh) and most of the times she comments on the girls' works .Also ,she tend to listen attentively with smiling and sometimes laughing with boys more than girls. In other situation, the teacher choose draft of two boys by saying "I choose the very positive ones" and invited him to them to the board then asked them to ask questions to their classmates by saying" those in the back are dreaming"

The class was active during this session. Four boys among the six participated several times by asking and answering questions. The others preferred to participate without raising their hands otherwise they were silent. The majority of the girls were participating by asking and answering questions(9girls), five of them were silent the others were speaking.

NB. It was remarkable in this session that two boys interrupted their teacher when speaking and one of them interrupted a girl who tried to answer a question.

At the end the teacher asked if anyone has questions to ask and thanked the students for their attention

Lecture duration: 1h 15 minutes

Observation 9:

Module: Phonetics10/04/2016 12h.30-14h

Title: word stress

- Teacher's gender: Female
- Number of students: 20
  - ➢ Girls : 16
  - ➢ Boys:4

The teacher entered the room and directly asked the students to join their sits and be quiet. Then she said" Hello everybody, how are you today? She reviewed the content of the course and asked the students if there is no questions .then, she provided them with three close activities in which the students pass to the board one by one.

Her speech is characterized by hesitation since she tends to stop at each utterance and **she** hesitate what to add. She was shifting from English to French and Berber to explain some words.

She used the English honorifics to address boys and girls (Sir/Miss)

The class was noisy and at each time the teacher asked the students to be quiet by saying" please, be quiet and listen", also, she addressed her students politely by using please and thank you at each time someone respond to a question

The teacher gave some examples related to women in general as. Kitchen, Fashion, dress… and at each time she use the personal pronoun "She" and her feedback is just by saying "yes". Moreover, this instructor insisted the use of dictionaries was not permitted.

A boy told the teacher in the writing of "taught" and the teacher answered with rising voice" thank you but it is just a spelling error"

Additionally, the teacher gave examples for each point, then, asked the learners if there are no questions and everything is clear. And here she uttered "you boys, why are you silent today?"

The students-teacher interaction in this session is weak. The same elements who were participating and answering the questions.(9 girls) five girls were working in pairs and the other two girls were lost and uninterested. The four boys were uninterested they stilled silent.

The teacher asked again if everything is clear (only girls answered yes)

She thanked them for their attention

Lecture duration: 1h 20mn

Observation 10:

Module: Phonetics   10/04/2016 14h-15.30

Title: word stress

- Teacher's gender: Female
- Number of students: 21
  - Girls:14
  - Boys:7

The teacher entered the room and the students joined their sits; she greeted them and directly asked the learners to give an overview about what has been discussed in the course.

She interrogated a boy to answer by saying "Massi , would you summarize the lecture for us?", then, she provided them with more explanation and gave several examples to make students understand.

The teacher did not allow the use of dictionaries, she tried to keep the whole class active by giving examples, asking questions, explaining and sometimes code switching. Next to this, she provided them with an activity that contains a close ended question (put the stress on the right place) While the students are thinking about the activity, the teacher sitted at the back and was crying.

This instructor showed a kind of supportiveness for instance at each time a student seems blocked and had no answer, she encouraged him by providing him with more explanations

which leads him directly to the answer. Additionally, during this session the teacher addressed her students politely and at each time thanked them for their participation.

Boys in this lecture were more interrogated and praised for their participation than girls. For instance, the teacher reacted on boys answers by saying "I like your answer, continue this way, good, great". However, she reacted on the girls' responses by just saying "yes" and "eheh".

The class was active, both boys (5) and girls (10) were interacting by answering and asking questions or asking for more clarifications. The two other boys were silent and taking notes all along the session. However, the four other girls were chatting when the teacher was explaining and the instructor reacted on this by saying "if you want to speak, just go out"

At the end the teacher asked if anyone has questions to ask and thanked the students for their attention

Lecture duration: 1h 17mn

Observation 11:

Module: Grammar

Title: passive voice

- Teacher's gender: Female
- Number of student: 17
  - ➤ Girls: 14
  - ➤ Boys:5

The teacher gave an overview about the previous lesson and asked the learners to summarize the course content, and explained the main rules and points with giving examples. She used the personal pronoun "she" and the possessive pronoun "her" when explaining and giving examples.

This instructor provided a close ended activities and invited the students to write the answers on the board and gave them few minutes to reflect on them.

The teacher provided both boys and girls equally with positive feedback and reinforcement by saying: "Yes, good", "Thank you", but she was addressing boys more frequently than girls by inviting them to the board to correct the activities and smiling to them. However, in this session there were girls who raised their hands to answer but the teacher did not permit them to interact. Additionally, she showed that she cares for her learners. For example, she addressed a girl by saying "Today you are silent, are you ok?" Supportiveness also was clear in this attendance.

The teacher helped every student who found difficulties in correcting the activities provided by giving more extra explanations that led them to the correct answer. The teacher shifted from English to Berber to explain the present contious by saying "you know present contious is just as we say in berber ttwaligh le film, xeddmegh cghel"

A girl interrupted the teachers' speech without asking for permission and the teacher said " raise your hand if you want to speak"

The classroom interaction is active. The majority of students were interacting either by asking questions or correcting the activities provided by the teacher. A total of nine girls were really interested to the lecture. Three girls kept silent and were taking notes, and the two others were chatting and playing with their mobiles. Two boys were silent and were just taking notes and the three others were active and interactive.

At the end the teacher asked if anyone has questions to ask and thanked the students for their attention

Lecture duration: 1h 28mn

Observation 12:

Module: Listening and Speaking

Level : 1st year

Title: Polite expressions.

- Teacher's gender: Female
- Number of students: 19
  - Girls: 13
  - Boys:6

The teacher entered the room and directly asked the students to join their sits and be quiet by saying "Please be quiet, I'm here"

The teacher begun the section by asking a boy to review what has been done in the previous section.After this she reacted by saying" Yes" and asked another boy the same question.The teacher seemed to be very friendly with her students ,she used to call some students; especially the boys, by their surnames (Aghilas, Yanis, Lydia.Hocine,Tinhinane..). she controlled the class conversation.

She provided them with an activity which is completing the conversation, She gave them 10minutes to reflect on the activity.

She seemed happy, she was smiling all along the session and when the students were working she took her mobile looked at it and smiled.

She always ask boys to answer the questions more than girls.This teacher reacted on a girl who interrupted her by saying " let me finish speaking",however sho showed no reaction on a boy did the same thing.

The feedback of the teacher towards the boys is different from that of girls

Feedback given for girls	Feedback given for boys
• your conversation is too short • Not really interesting but it's ok • It's short but it's ok	• Yes, thank you • It's interesting ,thank you • Yes thank you!

The teacher called some students with their surnames but not the others especially girls (yes you, ladies…)

The students were active and interacting but they shew some disruptive

behaviours. Gaya (I like your point of view), this shows supportiveness

The teacher introduces the next lesson and thanked the learners for their attention