



Ministry of Higher Education and Scientific Research

Abbes Laghrou University of Khenchela

Faculty of Letters and Languages



Department of English

**THE ROLE OF TEACHERS' GENDER ON TEACHER-STUDENTS
INTERACTION AND RELATIONSHIP**

**THE CASE OF SECOND YEAR LMD STUDENTS OF ENGLISH AT ABBES
LAGHROUR UNIVERSITY, KHENCHELA**

**A DISSERTATION SUBMITTED TO THE FACULTY OF LETTERS AND
LANGUAGES, DEPARTMENT OF ENGLISH, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER IN CULTURE AND LANGUAGES**

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Academic year
2022-2023

DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the Praise be to Allah, Lord of the World

This work is dedicated to:

My dear parents who have been of great support, encouragement, and patience during the whole period of my studies I could not have done it without your genetic material.

To my lovely sisters: Arij &Hana

Because Arij is tired of always being named last just because she is the youngest

To my brother Marwan

To my nephew Adam

To my supervisor and all my teachers

To my dearest friend Nada for being supportive, kind, and lovely

To my friends: Niama, Ahmed, Hiba

To all who know me and love me

Benedjah Chaima

DEDICATION

I would like to offer this work to:

The shoulder to lean on father

And my soulmate mother who advised, helped, and worried about me during the whole period of
my studies

To my backbone sisters: Sana, Ranida, Marwa, Aya, And brother Ala

To the one and only, my husband who was always supporting me

To my coming son and his cousins Bahaa and Taline

To my supervisor and all my teachers

To the special and wonderful person...My friend Chaima for being affectionate, generous, and
patient

To my friends: Niama, Ahmed, and Hiba

Nada Hannachi

ACKNOWLEDGEMENTS

All praise is due to Allah for giving us the strength and courage to complete this work

We would like to express our sincere and faithful thanks to my supervisor Mrs. Malek Nassira for her supervision may Allah reward her.

We would like to express our thanks to all the second-year English students at Abbes Khanchela University for answering the questionnaire honestly. As we would like to express our sincere thanks to our colleagues and friends for their support and help.

We greatly thank all the teachers for hosting us during our classroom observation and who have answered the interview for us.

ABSTRACT

The current study aims at investigating the role of teacher's gender on teacher-learners interaction and relationship. The basic hypothesis of this study sets out that there is a relationship between teacher's gender and teacher-learners interaction. We opted for the mixed method design which combines both quantitative and qualitative designs in order to compensate the weaknesses and broaden the scope of the study. For the purpose of gathering the data, we applied three research instruments: A questionnaire designed for second year LMD English students at Abbes Laghrour Khenchela University with collaboration of 100 students, in addition, we have administered a written interview to four teachers (Two females and two males). Moreover, to confirm or disconfirm the results of the two previous tools, we have observed six sessions with second year students, three with a male teacher and three with a female one. The findings have shown that the gender of the teacher has a significant role in the teacher-students interaction. Also, female teachers have better teaching methods, techniques, and classroom management than males in the way that facilitates more the teacher-students interaction. The findings indicate that there are other factors that may take a part in the classroom interaction.

LIST OF ABBREVIATIONS

TSs: Teacher-Students interaction

SSs: Students-Students interaction

TTT: Teacher-Talking time

STT: Students-Talking time

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GENERAL INTRODUCTION

Recently, there has been a great change in the way of teaching inside the classroom, and many new approaches of teaching have emerged in which there is a noticeable interest on the way the student receives the information. The old (traditional) approaches of teaching consider the student as a receiver of information, he is so passive and the only source of the information is the teacher. Besides, there is almost no interaction among students since learners are not welcomed to speak and participate. However, the recent approaches of teaching consider the learner as not just a receiver of information, but also an information giver sometimes. The learner is more active, for that there is more interaction between the teacher and his students and among the students' themselves inside the classroom. Accordingly, these new approaches of teaching emphasize the importance of the classroom interaction in the learning process since it allows learners to exchange their ideas in a real communication setting. Teacher-students interaction may be affected by several factors positively or negatively. That is why, this research aims to examine the role of teacher's gender on teacher-learner interaction and relationship.

1. Statement of the Problem

University students often face difficulties in interacting inside the classroom and sometimes they do face problems in interacting with their female or male teachers. However, other students discuss and participate freely during the sessions taught by male or female teachers. This fact creates such kind of difference between the students' interaction with female and male teachers. This issue leads us to pose the following problematic statement:

Does teacher's gender have a role in teacher-learners interaction and relationship?

2. Aim of the Study

The study is conducted in order to examine the role of the teacher's gender on the teacher-students interaction so that to enhance and improve the students' interaction inside the classroom. In other words, this research aims to investigate whether teacher's gender has a role in the TSs interaction or not.

3. Research Questions and Hypothesis

This research addresses the following questions:

- 1) Does teacher's gender have a role in the teacher-students interaction?
- 2) What are the differences that exist in classrooms taught by female and male teachers?

These two questions raised a main hypothesis which might be as follow:

The teacher's gender may play an important role in the teacher-students interaction inside the classroom.

4. Methodology

1) Choice of the Method

In this research, both quantitative and qualitative methods are used for the data collection which is called "Mixed Methods Approach". This approach is used in order to compensate the weaknesses of each method alone and to compare the results of both to broaden the scope of the study. To do the research, both qualitative research design which implies data collection tools that result primarily in open-ended, uncountable data and quantitative research design which includes data collection tools that result primarily in countable data.

2) Data Gathering Tools

To get authentic results, three different data gathering tools are used. The students' questionnaire is intended for second year LMD students to find out whether students' attitudes differ when being taught by a male or a female teacher or not. The teachers' interview is administered to two male teachers and two female teachers as well. It aims at investigating teachers' point of view about the role of teacher's gender on teacher-students interaction. The classroom observation takes place in second year classroom to find out whether learners give importance to the teacher's gender when interacting.

3) Sample Size

The research addresses second year LMD English students in the English Department of Abbes Laghrour University of Khanchela because they are taught by both males and females, they are small population, and they are mature enough to distinguish between what interests them and what does not. The questionnaire is designed for 109 students from the whole population (150) of second year students, the number of students is determined by "RAOSOFT" _ scientific sample size calculator _ since it is a system of a great strength and reliability; knowing that only 100 questionnaires were retrieved. The questionnaire is analyzed using the SPSS program for the statistical data. Teachers' interview is done with four teachers who are selected randomly. The interviewees are two male teachers and two females since the topic is related to teachers' gender, so opinions of both genders are taken into consideration. When it comes to the classroom observation, three sessions were observed with a male teacher and three other sessions with a female teacher with the same group chosen

randomly from the four groups of second year in order to see the difference between students' attitudes in male and female sessions as well as teachers' attitudes towards their students.

4) Structure of the Study

The dissertation is made up of two major chapters. The first chapter consists of an introduction, the review of literature, and a conclusion. Chapter two deals with the practical part of the study, it includes an introduction, the data gathering tools which are: The students' questionnaire, teachers' interview, and the classroom observation; knowing that each of the data gathered tool consists of: definition, description, significance, analyses, and interpretation of the results.

Chapter One

Literature Review

THE REVIEW OF LITERATURE

Several studies about ‘The role of teacher’s gender’ and ‘students’ interaction’ have been carried out many times in different ways in the world. Within the framework of this research, the first chapter is an attempt to present a general overview of the differences between male and female teachers in motivating their students to be involved in classroom interaction during the sessions and how does the teacher’s gender take a part in the teacher-students interaction inside the classroom. Therefore, the review of literature includes the importance of teacher-students relationship in students’ engagement, and factors that affects students-teacher interaction including teachers’ gender, beliefs, characteristics, and methods, in addition to Gender-Biased Interaction in the Classroom and gender gap.

The term interaction is defined by Brown (2000) as follows, “Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other” (p.165). Classroom interaction can be categorized under two main patterns: student-student interaction or teacher-student interaction. Several studies have been published on the subject of classroom interaction. In 2004, Kalu, I., & Ali, A. N published an article about “*Classroom Interaction Patterns, Teacher and Student Characteristics and Students' Learning Outcomes in Physics*”. It investigated the types of interconnections among classroom interaction patterns, teacher and student variables and students results in physics. The results revealed that the variables which have been set up are linked and it could be suggested that a successful teacher, defined with regard to his student's learning results, attitudes and accomplishment in both easy and hard academic tasks.

For the purpose of examining the relationship between Turkish female science teacher's gender-related beliefs and their interactions with their male and female students, Uysal, S. (2008)

Carried out research entitled "*Gender -related beliefs of Turkish female science teachers and their effect on interactions with female and male students*". The results of the study are significant in classifying teachers under 3 types ranging from traditional, moderate, to modern. Traditional teachers considered their male students to be more intelligent than their female students .and that female student surpassed only if they worked hard. However, modern teachers believed that success differs according to student's own background and interest. Also, the data have been gathered from classroom observation suggested that teacher-student interaction differs between the traditional and modern teachers. Traditional teachers paid more attention to male students than. On the contrary, modern teachers provided their student the same speaking time and paid them same attention. One major problem regarding this study is that it didn't talk about the interaction between the moderate teachers and their students despite talking about that type of teachers in the beginning.

Furthermore, Chudgar, A, & Sankar, V. (2008) discussed the problem of the effect of teacher's gender on students to investigate the relationship between student learning outcomes and the presence of women teachers in Indian classrooms in their study "*The Relationship Between Teacher Gender and Student Achievement: Evidence from Five Indian States*". They stated that there was a great focus on hiring female teachers in the world as well as in India; still they found a little evidence on the relationship that combines the teacher's gender and his\her students' achievements. Their analysis showed that the difference between male and female teachers lies in their classroom management practices and how they believe in their students' learning capacities. Also, it states that being in a classroom with a female teacher is an advantage for language learning itself but it is not the same impact with mathematics learning.

Are boys better motivated by male than female teachers in high school math, science, and English classes and can these differences be explained by classroom climate? To answer this question, the research of Marsh, H, W, et al. (2008) is conducted under the title "*A Multilevel*

Perspective on Gender in Classroom Motivation and Climate: Potential Benefits of Male Teachers for Boys". They stated that there is no clear effect of the teacher's gender on the students, yet there are other factors that may contribute to the student's motivation inside the classroom. They found out that girls are better motivated than boys in classes taught by both male and female teachers. Students' perception of the classroom climate is more specific to the group of students within a particular class than the gender of the teacher teaching the class. Approximately the same results were found in a similar research by Sullivan, A, & Bers, M, U. (2018) "*The Impact of Teacher Gender on Girls' Performance on Programming Tasks in Early Elementary School*". The latter stated that there are few differences between groups taught by females and groups taught by male teachers and students can demonstrate a high level of mastery of programming regardless of their teacher's gender. However, they assume that having a female teacher as an instructor may affect positively girls' performance on different programming tasks.

In another study to know why there is no more women in science careers, Carell, S, E, et al. (2009) entitled their research "*Sex and Science: How Professor Gender Perpetuates the Gender Gap*" and they addressed teachers' gender effect on students' interaction and what happens to women in college. The study suggested that having a female teacher or a male one has a little impact on male students. Simultaneously, it manifested a noticeable impact on the female students' performance in math and science classes, it affects also the female students' possibilities to take future math and science courses. They add that the professor's gender has a very few effect on students' outcomes.

Furthermore, other studies have been conducted to explore the relationship between gender and interaction such as the research of Einarsson, C, & Granstrom, K. (2010) "*Gender-Biased Interaction in the Classroom: The Influence of Gender and Age in the Relationship Between*

Teacher and Pupil". This study aims at investigating the relationship between gender, age, and teacher-student interaction. The main results of the study demonstrated that boys are, in general, given more attention than girls in the classroom, yet the attention becomes increased towards girls when the pupils get older by male teachers while female teachers always remain on giving more attention to boys. They also indicated that both male and female teachers and other professionals can show unconscious gender-related acts and processes of an aggressive or libidinous nature towards both female and male students. Similarly, a study about the relationship between gender and interaction entitled "*The Gender Gap and Classroom Interaction: Reality and Rhetoric?*" by Younger, M, et al. (2010) addressed the issue of gender gap at English secondary schools and discussed the reality and rhetoric of classroom interaction. The study suggested that most teachers believe that they treat their students equally and they support both of their female and male students' learning and efforts. However, after making focus groups and observation, they found that this is rarely achieved, since in most schools, certain classroom interactions are dominated by male students, while female students dominate more the teacher-student interactions that support their learning.

Additionally, Split, J, L, et al published their research "*Are Boys Better off with Male and Girls with Female Teachers? A Multilevel Investigation of Measurement Invariance and Gender Match in Teacher-Student Relationship Quality*" in 2012. They concluded that female teachers have a better, more close, less conflictual relationships with their students unlike male teachers, and less close relationships with their male students than with females. In addition to that, the relationship of male students with both male and female teachers is more troubled than the relationship of teachers with female students. They added that when there is an equal level of closeness between the teachers and students, girl students receive higher scores.

Antecol et al (2012) in their research entitled *“The Effect of Teacher Gender on Student Achievement in Primary School: Evidence from a Randomized Experiment”*, they stated that having a female teacher has a negative impact on the scores of female students on math tests in primary school but not the same results on the reading test scores nor with male students. After making more experiments, they claimed that only female students taught by female teachers with limited math backgrounds are affected with this negative effect which is related to the teacher’s academic background in math.

Classroom participation is an important aspect of the learning process since it allows students to discuss, raise questions and express their ideas freely. For the purpose of setting an examination for the impact of teacher and student's gender on classroom participation and interaction in faculty. Tatum, H. E., Schwartz, B. M., Schimmoeller, P. A., & Perry, N. had published a study in 2013 called *“Classroom Participation and Student-Faculty Interactions: Does Gender Matter?”*. The results of the study have shown that male and female teacher's behaviors were different; female teachers gave more feedbacks and students taught by females voluntarily called out when they were taught by women, when compared with male teacher's sessions students did not call out voluntarily a lot. So, students participated more when taught by females than by males. However, the findings suggested that further research should be taken to examine the different behaviors of male and female professors in order to know the reason why classroom interaction differs and how it may affect the academic learning of students.

To understand more whether the gender of the educator influences his\her relationship with the students or not in the classroom, Wadsworth-Hendrix, A. (2015) make a research under the name of *“Does Gender of The Educator Influences Teacher-Child Relationships and Gender Role Beliefs: A Research Study”*. She declares that male educators have stronger closeness and positive

relationship with their students regardless the students' gender. However, female teachers have a stronger closeness and positive relationship with female students than they do with male students. She also stated that higher positive relationships with female students are reported by female educators more than male educators. The researcher concluded that there are some differences between the relationships of female teachers with their male students and male teachers with their male students and vice versa.

Furthermore, a study of the relationship between the gender and classroom interaction is conducted by Bag, E, et al. (2016) to examine the teachers' academic and non-academic initiating moves and follow-up moves to both female and male students under the title of "*Gender and Classroom Interaction: Examining A Female and A Male Teacher's Moves Directed Towards Female and Male Students in Two EFL Classrooms in Turkey*". They declared that both teachers give initiating moves to the whole class than any specific gender, yet follow-up moves are given to specific students more than the whole class. The female teacher gives an equal attention to all students with few favoring females with her initiating moves and males with her follow-up moves. The male teacher also directs initiating moves to female students more than to male students, as well as the follow-up moves which are given to female students more than male ones. In general, the study shows that there is no equal distribution between teachers' moves (academic and non-academic moves) towards their female and male students.

Moreover, Gong et al from the National University of Singapore made a similar research under the title of "*The Effect of Teacher Gender on Students' Academic and Non-cognitive Outcomes*". (2016) to examine the role of teacher gender in education production. They proclaimed that being taught by a female teacher improves both academic performance and non-cognitive outcomes for girls more than for boys and that there is a reverse gender gap which is

enforced when having a female teacher. In addition to that, girls are more mentally stressed and less satisfied at the school when being taught by male teachers which is shown at the non-cognitive outcomes while the opposite results are found when having female teachers. They added that these results are because of the change in the teacher behavior depending on the student's gender, as well as the perception of the teacher as a role model and the counterexamples to gender stereotypes.

Samson. (2017) wrote his paper "*Why does teacher gender matter?* " In order to explore why teacher gender seems to be significant for student performance and it has been demonstrated that high school math and science teacher gender influences students' attentiveness, confidence and self-assurance. But once teacher behaviors are taken into consideration the impact of teacher gender becomes unimportant. Such as the way of treating boys and girls inside the classroom matters more than the teacher's own gender. And the study has shown that engaging students in math and science subjects needs creating a positive learning environment.

Regarding the strategies used by female teachers, a research by Werner, Alyssa G. (2017) entitled "*How Female-oriented Teaching Strategies Impact the Attitude of Middle School Female Science Students*" has tended to focus on the six different teaching strategies adapted by females and their possibility of affecting their middle school female science students .Qualitative data were gathered from an attitude Survey and also from students interviews .In general ,therefore, the results of the study have shown that only four of the six female strategies have a positive impact on female students including dividing students into groups of single-sex pairings ,using inquisitive learning ,showing students the relevancy of science and presenting female students to historical women in science .but the two other strategies do not have a positive impact on female students .at

last the data have shown that there will be a more effective attitudes in science among female students when a more female pedagogy is applied by the teacher .

Teacher-student relationship is a positive connection between students and their teachers that refers to the extent to which students interact with their teachers and experience both fair and supportive interactions. Several studies carried out on this topic including the research of Roorda, D. L., Suzanne, J., Marjolein, Z., Oort, F. J., & Koomen Helma M. Y. (2017). "*Affective Teacher–Student relationships and students' engagement and achievement: A meta-analytic update and test of the mediating role of engagement*". This study attempted to examine whether similar results in primary and secondary school using a sample consisted of 189 studies (249,198 students in total). The researchers aimed to argue that affective teacher-student relationships are related to students' achievement moreover to explain the role of engagement. Accordingly, another aim of the study was to indicate that student's age is separated from the role of engagement since the sampling included students from preschool to high school. The findings of the research suggested that student engagement moderated the connections between positive / negative relationships and achievement .and it was correspondent for both primary and secondary schools. However, a stronger connection between positive relationship and engagement was observed in secondary that in high school. Ultimately, they found that a limited interference in a long-term subsample.

In addition, the research of Qassim, A, Y. (2017) is made to study the effects of teachers' behavior on teacher-students interaction in English language at the basic instruction level. The study named "*Investigating Teacher-Learner Interaction in EFL Classes at Basic Level of Learning*" revealed that teachers of English in EFL classes can make use of the given time more successfully during the session if they focus on encouraging their learners and support their ideas. It also highlighted that there is a trivial effect of the period of teaching service and place of

graduation on the teacher-learner interaction inside the classroom. Furthermore, the researcher insisted on the fact that the EFL teacher should have an effective practice until it becomes part of his/her daily plan inside the classroom in order to push and encourage learners to interact more during the sessions.

In addition to these studies, "*Gender Differentials Among Teachers' Classroom Management Strategies in Pakistani Context*" is made by Ahmed, M, et al. (2018) for the sake of studying and exploring the gender differences among teachers' classroom management strategies, they make a descriptive study on 126 secondary school teachers in different Islamabad Model Schools for boys and girls in Pakistan. The researchers found that the gender of the teacher affects his/her way of classroom management while female teachers exhibited more classroom management skills than male teachers do. By including six dimensions of the classroom management, Females exhibit "Team-work, build relationships with students, love and logic approach, and organization in the classroom" more than male teachers who exhibit more only two dimensions "Meet the basic needs and rules routines". They add that the difference in the teachers' gender causes a significant difference between managing behaviors of the students and managing the teaching process.

The majority of studies emphasized on the importance of teacher -student relationship to students but just a few studies emphasized on its importance for teachers. The research of Jantine L. Spilt & Helma M. Y. Koomen & Jochem T. Thijs entitled "*Teacher Wellbeing: The Importance of Teacher–Student Relationships* " prioritized the impact of TSs relationships on personal and professional lives of teachers. It was suggested that teachers needed to be related with students inside the classroom to gain experiences especially in daily interactions with students that lead to

the teacher wellbeing changes in the long-term. Also, TSs relationships might have an impact on teachers personal and professional dignity.

Teachers have a very crucial role to impart knowledge and data to students and manage the activities and the students in the classroom. Moreover, some studies such as Nernere 's (2019) "*Teachers' beliefs on teacher-students interaction in young learners' English class*" found that teachers also play a central role in controlling teacher -students interaction. The research suggested that TSs interaction affects the language acquisition process and more importantly the teacher's way of managing TSs interaction should be investigated since it affects the achievement of classroom goals. The results of the study has shown that there are three teachers' beliefs that affect how the teacher manage the TSs interaction which are beliefs about goals ,process ,and source of TSs interaction .Overall, to realize two main goals : upgrading the language acquisition and managing the learning space thus the interactions were done .Also adapting teachers language to young learners abilities was considered as a source of interaction since it facilitates the learning process and making it meaningful.

Students inside the classroom may have either a positive or a negative relationship with their teachers. In this context, a paper entitled "*Teacher-Student Relationships and Students' Engagement in High School: Does the Number of Negative and Positive Relationships with Teachers Matter?*" Has been published by Martin, Andrew J.; Collie, Rebecca J. (2019) in order to explore the role of the balance TSs relationship within positive and negative and its impact. The results of the study suggested that when a positive relational balance is observed a higher student's engagement was noticed .and the reverse when a negative relational balance is observed a lower students' engagement was noticed. the researchers have concluded that improving a positive TSs

relationship aspects involve a limit negative TSs relationship aspects. Moreover, improving positive teacher student relationships lead to a progressive students' engagement in the school.

In the sake of exploring the relationship between gender and language classroom discourse, Boutemedjet, I. (2019) makes a research named “*Classroom Discourse Analysis: Gender in Algerian EFL Classroom Interaction*”. The findings showed that both woman and man teacher use the same discourse acts in different frequencies when interacting with their students, they interact more with female students because of the woman’s engagements in the classroom interaction. She stated that female teachers enact an authoritative controlling role in the classroom while male teachers enact a permissive one, since female teachers use power through the use of directives like nominations and male teachers use power covertly through the use of jokes ...

All teachers and students have a relationship since there is no teacher without a student. But the type of relationship may change from society to another and from religion to another. A study has been investigated in order to determine the relationship that should exist between teachers and students in Islamic primary schools. The research carried out by Charki, F.Z., Hornstra, L, & Thijs, J. (2021) for the purpose of examining whether Muslim/ non-Muslim teachers affects the quality of STR or not. Also, the role measuring teachers attitudes towards Muslims in order to give a potential reason for differences of relationship qualities. To do so researchers have taken a sample consisted of 707 students and 35 teachers. Results showed that students had no negative expectations and attitudes toward both Muslim and non-Muslim teachers however the disagreement was higher when teachers made negative expectation towards Muslims (vs non-Muslims). This research concluded that being Muslim or non-Muslim did not really affect STR quality in Islamic primary education.

A teacher's gender is an important topic in educational research because teachers play a great role in the student's educational achievements in general. That is why the research "*Student-Teacher Gender Matching and Academic Achievement*" is made by Hwang, N, & Fitzpatrick, B. (2021) to examine whether students exhibit a higher academic achievements when they are taught by teachers of the same gender or not. They found that placing male teachers with female teachers causes a more significant learning of the students in math, yet having female teachers in math improves the math achievements of girls more than the math achievements of boys. At the same time, male students taught by male teachers do not show an improvement in their academic achievements in math. In a similar research, Beilock, S, L, et al. (2010) have studied the effect of female math's teachers on the achievements of their students in their work "*Female Teachers' Math Anxiety Affects Girls' Math Achievement*". They stated that at the beginning of the year at elementary schools, the anxiety of the teacher has no effect on the students' achievements in math. However, by the end of the year, the higher teacher's anxiety, the lower girl students' but not boy's achievements occur in math and this could be on account of the female teachers' anxiety which helps in confirming stereotypes about which gender is good at math that girls have at this early ages which tells that boys are good in math and girls are good in reading. The researchers conducted more experiments and they found by the end of the school year that having a female math teacher with a higher level of anxiety results in reinforcing and confirming the stereotype that boys are better than girls at math for girl students and this affects their achievements negatively.

Conclusion

The results of the previous studies mentioned above proved that classroom interaction plays a crucial role in the learning process and there are many factors that may affect it positively or negatively. The initial factors are the qualities, characteristics, and teaching methods of the

male/female teacher including: First, teacher's experience, place of graduation, job satisfaction. Second, teacher's beliefs can affect the teacher-students' interaction, for example teacher's stereotypes about the male students' ability to master mathematics better than males and providing different feedback according to student's gender. Then, teacher's methods differ from males and females since their behavior depends on student's gender while female teachers always give more attention to boys however male teachers give it to old girls, otherwise when there is a balance in relationship between the teacher and his male/female students higher engagement in TSs interactions is observed. Also, the teacher strategies vary according to the teacher's gender where female teachers have good strategies comparing to males as a case in point females exhibit more classroom management skills, they manage both behaviors of students and the teaching process, they also take care of non-cognitive aspects. Additionally, female teachers control their students directly whereas males do that indirectly using jokes ... Finally, there are other factors related to students that may affect the TSs interactions like the students' age interest, and motivation such as participating more with female teachers. On the whole the previous studies have tackled the role of teachers' gender or the classroom interaction separately. However, none of them have dealt with both variables at the same time. Furthermore, there is no Algerian research that has tackled this issue which will be the major aim of this research paper.

Chapter Two

FIELD OF WORK

CHAPTER TWO: FIELD OF WORK

Introduction

Teachers and students are the main two parties of the learning and the teaching processes. Thus, the present work investigates teachers' point of view about the differences that we can find between classrooms taught by female and male teachers. Simultaneously, it is an attempt to examine the students' attitudes towards being taught by a female or a male teacher. Their views and attitudes play a great role in the development of the teaching/learning process. Therefore, to test the already-stated hypothesis, the most appropriate tools are addressed in this chapter. The questionnaire addresses second year English LMD students to find out whether the learners give importance to the teacher's gender while interacting with him/her inside the classroom or not. The teachers' interview is intended to investigate the teachers' opinion about the difference between students' attitude and the relationship with their male teachers and their female teachers if there is any. The classroom observation is conducted to confirm or to refute the given hypothesis.

1. Definition of the Questionnaire:

Generally, the questionnaire is a paper that contains a number of questions used as a tool to collect data from a certain population concerning different subjects and to get results. According to Singh (2006), "A questionnaire is a form which is prepared and distributed for the purpose of securing responses. Generally, these questions are factual and designed for securing information about certain conditions or practices, of which recipient is presumed to have knowledge" (p.191). Besides, Bhandari (2021) states that the questionnaire is a groupe of questions used to collect information from a group of people about their attitudes, experiences, or opinions. It is used to collect quantitative and/or qualitative data. This means that the questionnaire consists of certain

number of questions designed to a specific group of people to get an idea or a data about their attitudes, opinions, experiences... it can include open-ended questions, closed-ended questions, or both.

2. Significance of the Questionnaire:

The questionnaire is a very helpful tool to collect the data easily and in a short period of time. Singh (2006) argues that beginners are more commonly tempted to this tool, because they imagine that planning and using a questionnaire is easier than the use of other tools. It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information. The writer means that the questionnaire is mostly used by beginner researchers because of its easiness and clearness, at the same time, they can use it and collect their needed information in a short period of time.

Significantly, cost-effectiveness is not the only advantage of a questionnaire. The questionnaire can be used successfully with various people, in different situations, and targeting a range of topics (Dornyei, 2003).

3. Description of the Questionnaire:

The questionnaire starts with a small introduction that presents for the students the topic in general and thanks them for their help and contribution. It consists of seventeen (17) questions which are arranged in a logical way. The questions are a combination of closed questions where the students are required to either to choose “yes” or “no” answers or to pick up the appropriate answer/s, and open questions where the students are required to justify their answers.

The first four questions are devoted to students’ background information, they are asked to specify their age, gender, if English was their first choice, and to evaluate their level in English.

These questions are made in order to know if there are other factors affecting the students' classroom interaction rather than the teacher's gender. The fifth question is about who does most of the talk in the classroom, the teacher or the students.

The left twelve (12) questions are deeper and related more to the teachers' gender. In the sixth question, the students are asked about who gives them more the chance to interact with him, in question seven they are supposed to state whether they face any difficulties in interacting with male or female teachers and why, then to choose who gives them more the opportunity to interact with each other (students-students interaction) in the eighth question. The ninth and tenth questions are about if the interaction is obliged for them or they want to do so and they do not, what is the reason, the next question requires students to choose which of the interaction's type do they prefer, either teacher-students or students-students interaction. Question number twelve (12) asks them if they do prefer to discuss topics chosen by male or female teachers, the thirteenth question is about the interaction techniques used most by female and by male teachers and the fourteenth question is about female and male teachers' roles inside the classroom, while question number fifteen (15) speaks about what sort of roles students want their female/male teachers to play inside the classroom. The question before the last is about giving feedbacks to students' mistakes whether it is done by male or female teachers more, the seventeenth and last question in the questionnaire speaks about the way female and male teachers present their feedback, implicitly or explicitly.

4. Analysis of the Questionnaire:

1_ Students' personal information (Background questions):

Q1 - Age of students:

Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Under 20 years	38	36,9	38,0	38,0
	(20-25) years	48	46,6	48,0	86,0
	over than 25 years	14	13,6	14,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 1: Students' Age

This table demonstrates that the majority of the students are from 20 to 25 years old (48%), while (38%) are under 20 and only (14) are over than 25 years.

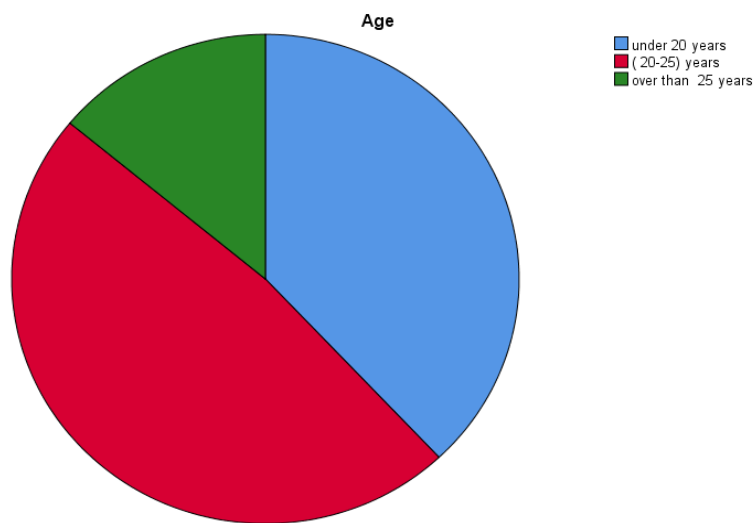


Figure 1: Students' age

Q2 – Was English your first choice:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	78	75,7	78,0	78,0
	No	22	21,4	22,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 2: Students' choice of learning English

The table demonstrates the students who opted for learning English from the first time which they make up the majority (78%), and the other students who are studying English without choosing it the first time which are only (22%). This leads us to say that most of the students are

likely to be more motivated inside the classroom, more involved in the classroom-interaction, and have a positive attitude to learn English because they like it and it was their first choice.

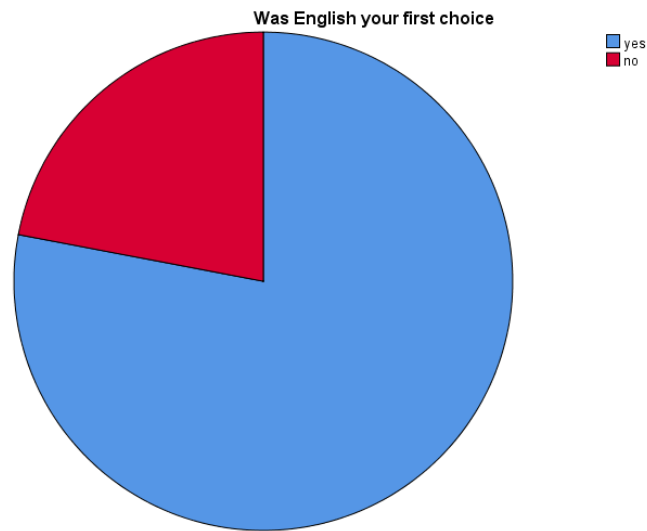


Figure 2: Students' choice of learning English

Q3 – Gender:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	68	66,0	68,0	68,0
	Male	32	31,1	32,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 3: Students' Gender

This table shows that the majority of the questioned students are females (68%), while males are forming (32%) from the whole number of the students. This can be due to the sociological reasons “The number of women is bigger than the one of men in the society”, or because of students' preferences since girls generally like to study foreign languages more than boys.

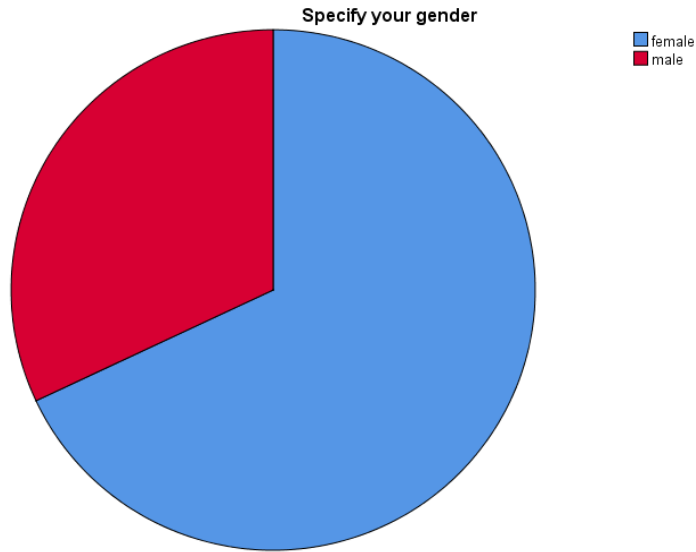


Figure 3: Students' Gender

Q4 – Students' English level:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	51	49,5	51,0	51,0
	Average	40	38,8	40,0	91,0
	Less than average	9	8,7	9,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 4: Students level in English

Generally speaking, most of the students have good (51%) and average (40%) level in English, and only (9%) from them answered less than average. Consequently, the results indicate that the majority of the students can interact freely inside the classroom.

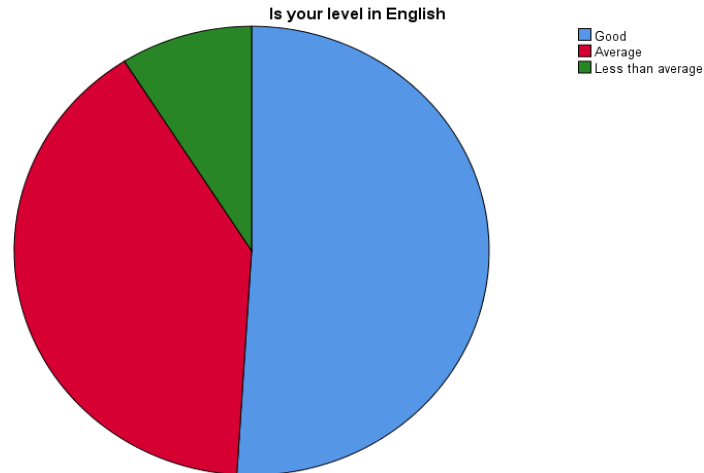


Figure 4: Students' level in English

2_ Questions about Classroom Interaction and Teacher's Gender:

Q5- Who does most of the talk in the classroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male teacher	44	42,7	44,0	44,0
	Female teacher	56	54,4	56,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 5: Who speaks more inside classroom

The table above says that (56%) from the students state that female teachers talk more than male teachers, and (44%) from them claim that male teachers talk more than female teachers in the classroom. It's noticeable that most of the students agreed that female teachers do most of the talk inside the classroom.

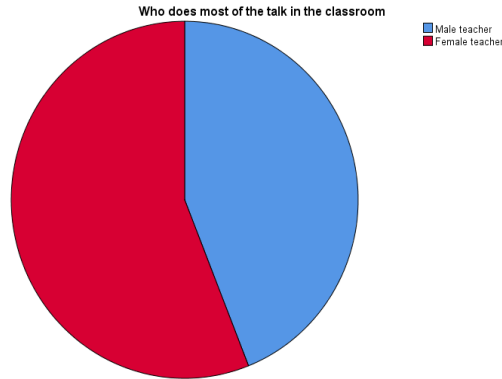


Figure 5: who speaks more inside the classroom

Q6 – Who gives you more the opportunity to interact with him?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male teacher	23	22,3	23,0	23,0
	Female teacher	33	32,0	33,0	56,0
	Both	44	42,7	44,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 6: Teacher's gender who allows more TSs interaction

The results of this question signify that the majority of the students (44%) say that both female and male teachers give the opportunity to their students to interact with them freely, while (33%) from them state that female teachers give this opportunity more to their students. Then, only (23%) from the whole number of students proclaim that male teachers do that more. Thus, most of the students agree that both female and male teachers' method at first, then female teachers' method is helpful and supportive for the students to be engaged in the classroom interaction. And the diagram bellow demonstrates that:

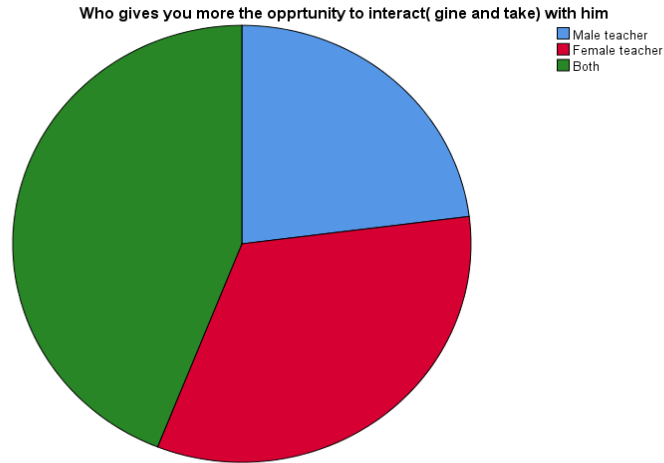


Figure 6: Teacher's gender who allows more TSs interaction

Q7- Do you face difficulties in interacting with your male/female teacher?

A-Male teacher:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	33,0	34,0	34,0
	No	66	64,1	66,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 7: Possibility of facing difficulties with male teachers

Regarding to this table, (66%) of the students state that they do not face difficulties with their male teachers, and few of them (34%) declare that they do. And the diagram bellow demonstrates that:

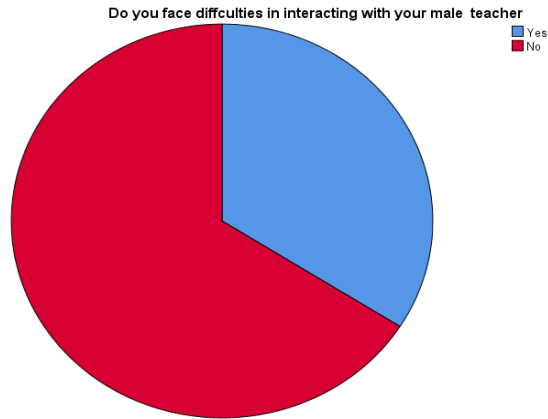


Figure 7: Possibility of facing difficulties with male teachers

B-Female teacher:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	27,2	28,0	28,0
	No	72	69,9	72,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 8: Possibility of facing difficulties with female teachers

According to the results of this table, (72%) of the students state that there are no difficulties in interacting with female teachers, while only (28%) from them opt for yes. And the diagram bellow demonstrates that:

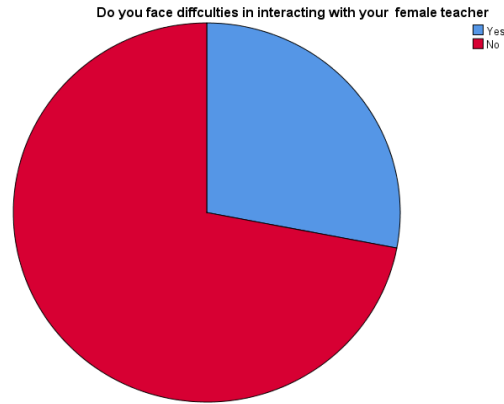


Figure 8 : Possibility of facing difficulties with female teachers

From the tables 7 and 8 we notice that the students face difficulties with male teachers (34%) more than with female teachers (28%). So, we expect that students interact more with female teachers.

If yes why?

Interestingly, it is important to note that the majority of the students do not face difficulties while interacting with their male/female teachers. However, there are some students who have stated that they do face difficulties in communicating with either their female teachers or male teachers. The most common reasons of the difficulties with both female and male teachers stated by the students are: They fear making mistakes while participating, the chosen topics do not interest them, the teachers do not give them at all the chance to speak due to the lack of time, they do not feel comfortable to speak loudly in front of the whole class. The most prominent stated reasons of the faced difficulties with male teachers are: The students feel that the topics chosen by the teachers are of a high level, they feel that the teachers' level is too high than theirs, few of them said that they already had negative experience with a male teacher. They have also stated some reasons of facing difficulties with female teachers while some female students said that female teachers like

to work and speak more with male students, and other male students said that they do not feel comfortable to discuss topics with females.

Q8: Who gives you more the opportunity to interact (give and take) with you classmates?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male teacher	17	16,5	17,0	17,0
	Female teacher	28	27,2	28,0	45,0
	Both	55	53,4	55,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 9: Teacher’s gender who allows more SS interaction

More of the half of students’ number (55%) indicate that both genders give them the opportunity to interact with their classmates, less than this percentage (28%) say that female teachers give them this opportunity more, and only (17%) choose the male teachers’ option. It is noticeable that both genders encourage their students to interact with each other on the first level, then female teachers.

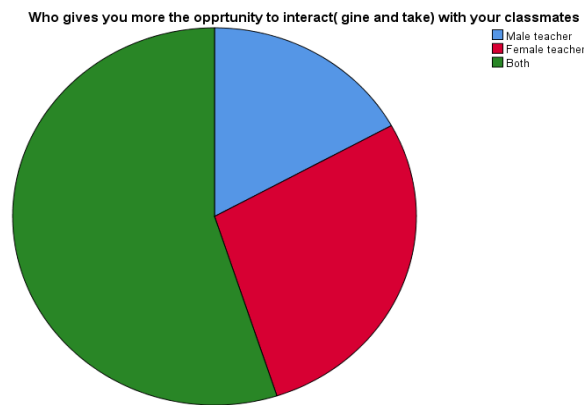


Figure 9 : Teacher’s gender who allows more SS interaction

Q9- When you interact it is: you who wants/The teacher who asks you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	You who wants	54	52,4	54,0	54,0
	The teacher who asks you	46	44,7	46,0	100,0
	Total	100	97,1	100,0	

Missing System	3	2,9		
Total	103	100,0		

Table 10: The reason behind students' interaction

Table number 10 indicates that when students interact inside the classroom, it is because the majority of them choose to do so voluntary (54%), and (46%) from them do interact when the teacher asks them to do. It is clear that most of the students like to interact inside the classroom by their own decision.

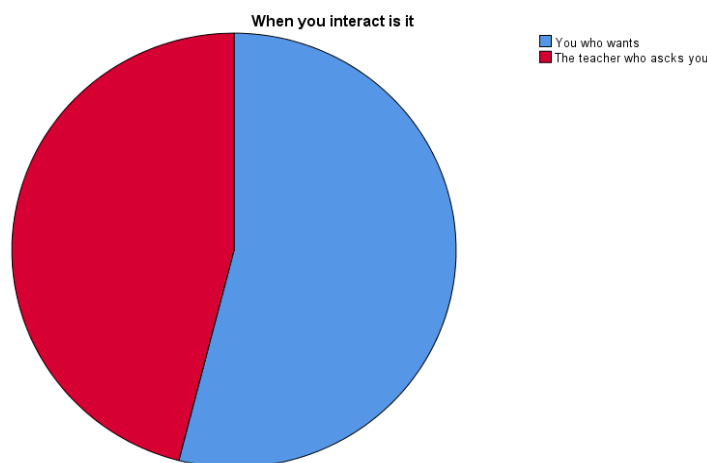


Figure 10: The reason behind students' interaction

Q10- If you do not interact, it is because?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	You are not talkative	41	39,8	41,0	41,0
	the topic is not interesting	30	29,1	30,0	71,0
	You fear to make mistakes	23	22,3	23,0	94,0
	Of your teacher's gender	6	5,8	6,0	100,0
	Total	100	97,1	100,0	
Missing System		3	2,9		
Total		103	100,0		

Table 11: The reason behind the absence of students' interaction

From the answers of this question indicate that (41%) of students do not interact because they are not talkative, (30%) because the topic is not interesting, (23%) because they fear to make mistakes, whereas only (6%) do not interact because of their teachers' gender. We can understand

that there are many reasons that prevent the students from being involved in the classroom interaction. However, the teacher’s gender does not have that remarkable role on that.

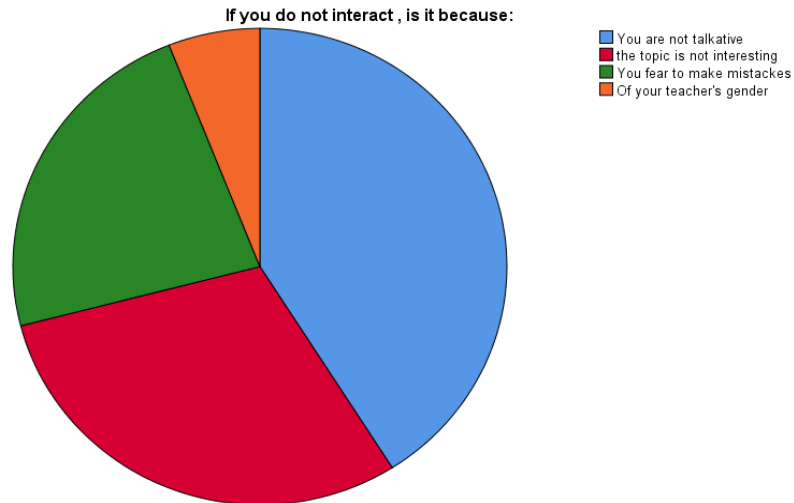


Figure 11: The reason behind the absence of students’ interaction

Q11- What type of interaction do you prefer most?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Student-student interaction	50	48,5	50,0	50,0
	Student-teacher interaction	50	48,5	50,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 12: Preferable types of interaction for students

These results point out that half of the students (50%) prefer student-student interaction. On the other hand, the second half of the students (50%) do prefer student-teacher interaction.

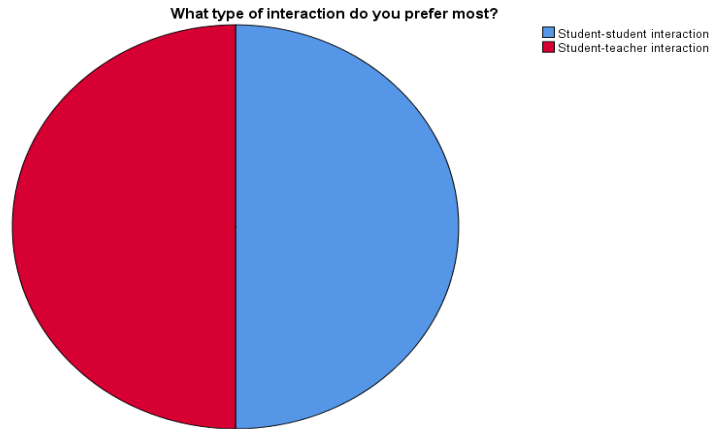


Figure 12: Preferable types of interaction for students

Q12- Do you like to discuss topics chosen by: male/female teachers/both?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male teacher	25	24,3	25,0	25,0
	Female teacher	31	30,1	31,0	56,0
	Both	44	42,7	44,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 13: Teacher's gender who chooses the best for his students

The statistics illustrated in the table number 13 signal that (44%) of the students prefer to discuss topics chosen by both female and male teachers, (31%) of them prefer to discuss female teachers' topics, while the smallest percentage (25%) of the students state that they would rather discuss male teachers' topics. We notice that both female and male teachers choose topics that are interesting and good for their students to be discussed.

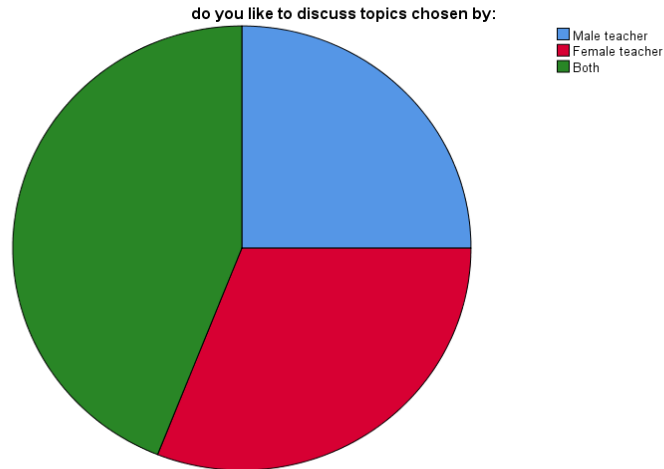


Figure 13 : Teacher's gender who chooses the best for his students

Q13- Which of the following interaction techniques are used by you teachers

A-Male teachers:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pair wok	34	33,0	34,0	34,0
	Group work	36	35,0	36,0	70,0
	Discussion	21	20,4	21,0	91,0
	Simulation and role plays	9	8,7	9,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 14: Interaction techniques used by male teachers

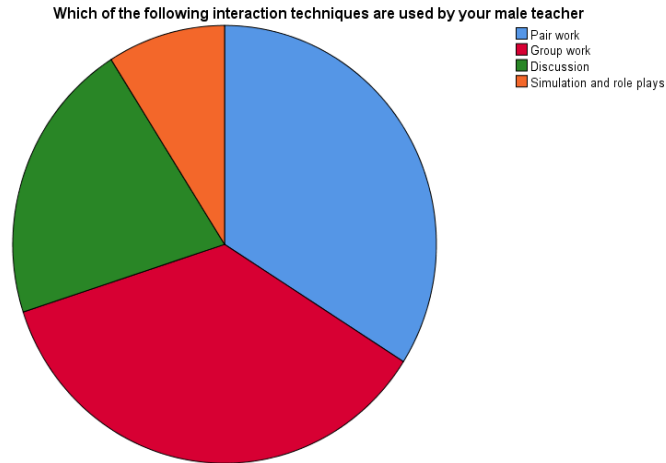


Figure 14: Interaction techniques used by male teachers

B-Female teachers:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pair work	28	27,2	28,0	28,0
	Group work	38	36,9	38,0	66,0
	Discussion	25	24,3	25,0	91,0
	Simulation and role plays	9	8,7	9,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 15: Interaction techniques used by female teachers

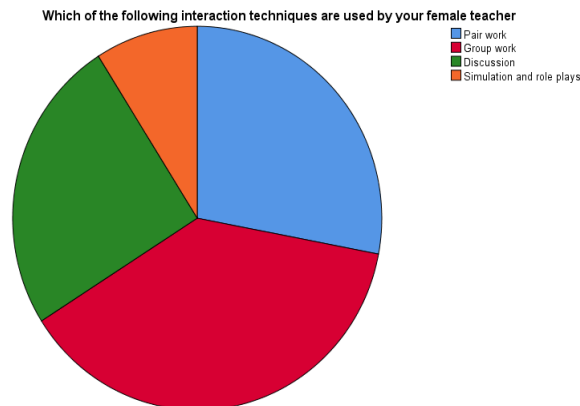


Figure 15: Interaction techniques used by female teachers

From comparing the results of tables 14 and 15, we detect that the students declare that female teachers use pair work technique inside the classroom (28%) less than male teachers (34%). They state that female teachers use the group work technique (38%) more than male teachers (36%). The discussion technique is used by females (25%) more than males (21%). They claim that the simulation and role plays are used by both gender with the same rate (9%). We suppose that female teachers engage their students in the classroom interaction more than male teachers by using group works and discussion techniques more.

If others, please justify?

From the questionnaires that were retrieved, we did not find any answers on this question.

Q14: What are the roles played by your teacher in the classroom?

A/Male teachers:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivator	12	11,7	12,0	12,0
	Controller	18	17,5	18,0	30,0
	Feedback Provider	17	16,5	17,0	58,0
	Provider	11	10,7	11,0	41,0
	Participant	7	6,8	7,0	94,0
	Observer	8	7,8	8,0	87,0
	Corrector	21	20,4	21,0	79,0
	Promoter	6	5,8	6,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 16: Roles played by male teachers

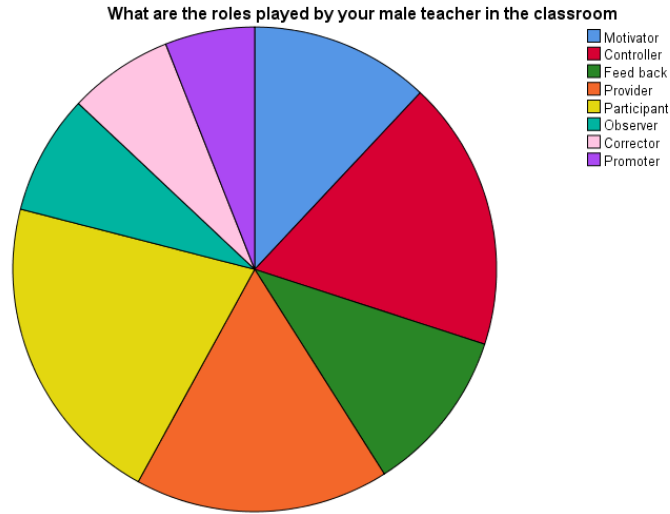


Figure 16: Roles played by male teachers

B/Female teachers:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivator	16	15,5	16,0	29,0
	Controller	13	12,6	13,0	42,0
	Feedback provider	13	12,6	13,0	55,0
	Provider	14	13,6	14,0	69,0
	Participant	19	18,4	19,0	88,0
	Observer	11	10,7	11,0	99,0
	Corrector	6	5,8	6,0	100,0
	Promoter	8	7,8	8,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 17: Roles played by female teachers

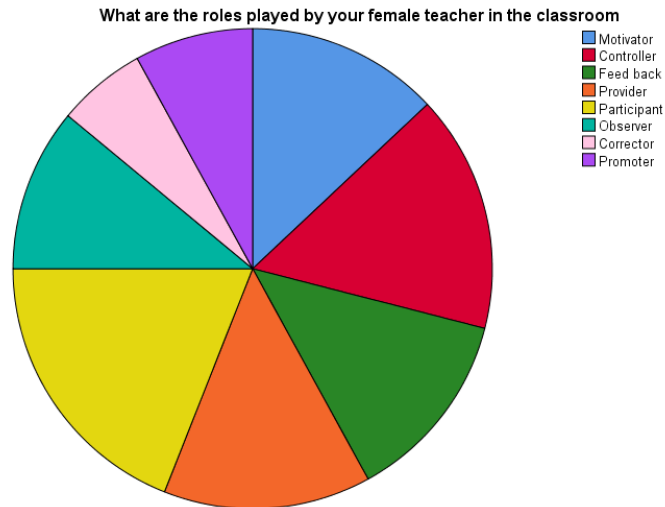


Figure 17: Roles played by female teachers

From the tables and diagrams (17-18) we note that (13%) of the students state that female teachers play the role of motivators more than male teachers (12%), (18%) of them say that male teachers control more than female teachers (16%), (17%) of them state that males provide more than females (14%), (21%) assume that male teachers participate more than female teachers (19%), (7%) of them state that male teachers play the role of corrector more than female teachers (6%), (13%) of them say that female teachers provide feedbacks more than male teachers (11%), (11%) of them declare that female teachers observe more than male teachers (8%), and proportion (8%) state that female teachers are promoters more than male teachers (6%).

Q15: To interact in the classroom, you want your teacher to be?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Motivator	21	20,4	21,0	75,0
	Controller	5	4,9	5,0	92,0
	Corrector	11	11,7	11,0	42,0
	Observer	12	11,7	12,0	54,0
	Feedback provider	10	9,7	10,0	10,0

	Provider	20	19,4	20,0	30,0
	Participant	13	11,7	13,0	87,0
	Promoter	8	7,8	8,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
	Total	103	100,0		

Table 18: The teacher's roles wanted by students

The results of the table denote that the preferred teacher's role by students is a feedback provider which represent the highest proportion of their answers (21%), then controller (20%), three groups of the same percentage (12%) claim that they want their teachers to be provider, observer and corrector. A slightly lower percentage of (10%) state that they want their teachers to be motivator. While a few numbers of students want their teachers to be promoter (8%), participant (5%).

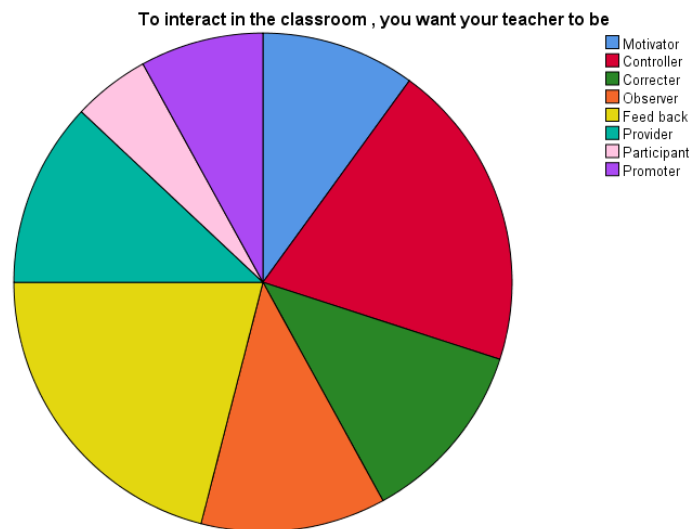


Figure 18 : The teacher's roles wanted by students

Q16: When you interact in the classroom who corrects your mistakes more?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female teacher	20	19,4	20,0	20,0

	Male teacher	36	35,0	36,0	56,0
	Both	44	42,7	44,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
	Total	103	100,0		

Table 19: Teacher's gender who corrects more student's mistakes

Regarding student's answers (44%) of them report that both male and female teachers correct the mistakes of their student during classroom interaction, (36%) of them confirm that male teachers correct the mistakes more. Whereas only (20%) of them assert that female teachers do that more than males.

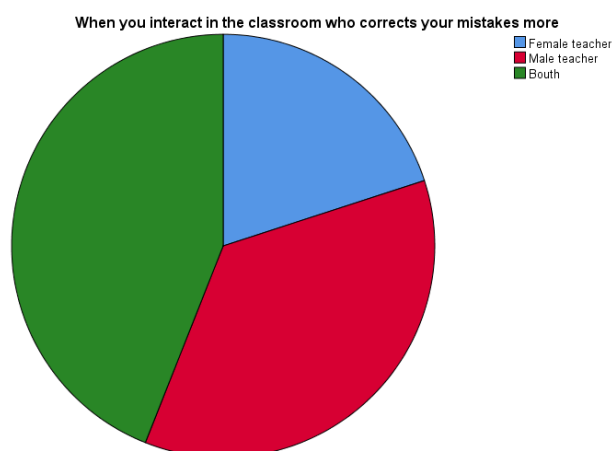


Figure 19: Teacher's gender who corrects more student's mistakes

Q17: How does your teacher present his /her feedback?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Implicitly (the teacher reformulates what you say correctly)	48	42,6	48,0	52,0
	Explicitly (the teacher tells you about the form of your mistakes)	52	50,5	52,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
	Total	103	100,0		

Table 20: Male teacher’s method of presenting his feedback

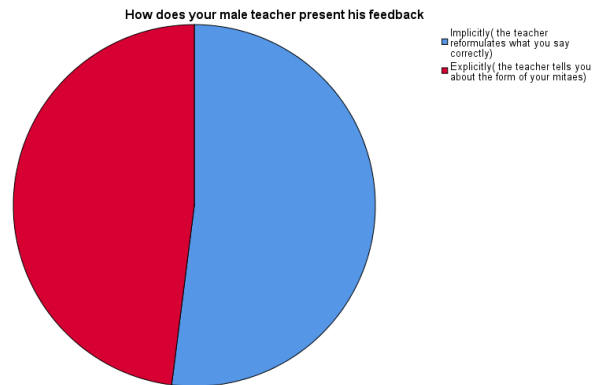


Figure 20: Male teacher’s method of presenting his feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Implicitly (the teacher reformulates what you say correctly)	52	50,5	52,0	52,0
	Explicitly (the teacher tells you about the form of your mistakes)	48	46,6	48,0	100,0
	Total	100	97,1	100,0	
Missing	System	3	2,9		
Total		103	100,0		

Table 21: Female teacher’s method of presenting her feedback

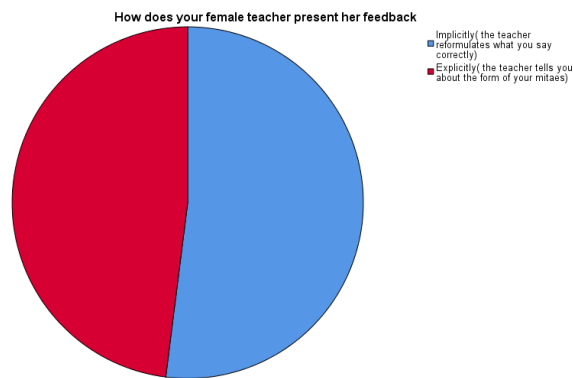


Figure 21 : Female teacher’s method of presenting her feedback

According to the data in the tables and diagrams (20 -21) we notice that the proportion of students who assume that male teachers present their feedback implicitly (52%) is more than the proportion of those who assume that female teachers provide their feedback explicitly is (48%). while the proportion of students who assume that male teachers provide their feedback implicitly (48%) is less than the one of those who say that female teachers provide their feedback implicitly is (52%).

5. Discussion of the students' questionnaire results:

The data that we have gathered from the analysis of the students' questionnaire helped us in understanding that there are several factors that have a role in the students' interaction inside the classroom including students' age where the majority of them are from 20 to 25 years old, we expect that this age is the best age for studying and collecting information since the students in this age do not have many other preoccupations like having kids, working... In addition, since in our sample females present the largest part from the full number of the students, we suggest that they are the ones interacting more during the sessions. We suppose that choosing English by satisfaction enables the students to be more active and motivated since they are learning the language with love, as well as their level that ranges mostly between good and average that facilitates the participation and learning process. Furthermore, we find that there are students' personal reasons for being interactive inside the classroom such as choosing to interact voluntary without waiting for the teacher's request, and others for being not interactive like being not talkative, not interested in the topic, or being afraid of making mistakes.

Moreover, we figured out that the teacher's gender has a significant role in the teacher-students' interaction since the females and males' teaching methods differ in many aspects. First,

we found out that female teachers do most of the talk in the classroom in opposition with male teachers who are silent most of the times during the sessions which leads to create more interaction difficulties for students during male sessions because they fear to speak more than their teacher and making more mistakes. Second, although approximately 50% of the students agree that both female and male teachers give them the opportunity to interact with them and their classmates, the majority of the second half state that female teachers give their students the chance to interact and speak with them as well as with their classmates more than males. So, we propose that female teachers' method is generally better than the males' one since it supports the students and encourages them to be more active and more involved in the classroom discussion and especially the teacher-students interaction. Next, according to the results' analysis that shows that the half of the students prefers SSs interaction and the other half prefers TSs interaction, and that male teachers focus more on pair work while female teachers focus more on group work and discussions as interaction techniques in the classroom, we find that females have a better method since they use both interaction types (SSs and TSs) whereas males focus more on TSs interaction. In addition, we found that the minority of students want their teacher to be controller. So, we guess that it is the most hated teachers' role which was played more by male teachers. On the other hand, the best teacher's roles for the majority of students are participant, provider, and motivator which were played more by female teachers comparing to male teachers. The results show that females adopt the best techniques for their students including the choice of good and interesting topics to make them more active, motivated, and engaged in the classroom interaction comparing to males. Furthermore, the analysis showed that both female and male teachers correct their students' mistakes during the classroom discussions. However, the majority of the students state that the males present their feedback explicitly more unlike female teachers who prefer implicit feedback. This leads us to suggest that female teachers' way of presenting their feedback to their students is

better than the males' one, since correcting the students' mistakes directly makes them confused, shy, and uncomfortable to again.

To sum up, the interpretation of the questionnaire's results indicated that female teachers have better teaching methods that make their students more interactive with them. Thus, teachers' gender has a significant role in the teacher-students interaction as well as student- students interaction. Nevertheless, there are other factors that have a role in the teacher-students' interaction.

6. Definition of Interview

Interview is an important data collecting tool while carrying out a specific research since it allows researchers to gather information and opinions from the interviewees by asking them open-ended questions related to the topic of the research. Different scholars have defined 'interview' differently. Easwaramoorthy, M. and Zarinpoush, Fataneh (2006) define interview as "a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing". Also, Creswell (2012) states that "a qualitative interview occurs when a researcher asks one or more participants in general, open-ended questions, and records their answers interview is a purposeful exchange of ideas. Thus, interview can be defined a tool to gather maximum amount of information and opinions from the interviewees concerning the topic of the research".

7. Significance of Interview

According to George, T. (2022). "*Types of Interviews in Research*"

Interviews play a significant role as it is considered in research methodology as a valuable data collection method that allows researchers to gather in-depth information, opinions, perspectives, insights from interviewees. Here are some of the key significances of interviews:

- Interviews are collection method. they allow researchers to gather rich information from participants since the interview takes into consideration the nonverbal communication including the emotional reactions. thus, interviews enable researchers to draw more detailed conclusion.
- Interviews provide an opportunity to ask open-ended questions so that to explore research questions in depth, follow up on participant responses. This allows to understand participant's beliefs, experiences, and opinions.
- Flexibility and adaptability: interviews offer flexibility in terms of the researcher's ability of asking questions and directing the conversation depending on the participant's responses.so interviews enable to explore ideas that may arise during the interview.
- Participant perspectives: interviews allow interviewees to express their opinions, thoughts, and experiences freely in their own words depending on their subjective experiences. This provides researchers a deeper understanding of the participant's unique perspectives.

Overall, interviews are a powerful data collecting tool in research methodology. They facilitate a deeper understanding of participant's verbal and non-verbal communication.

8. Design and Description of Teacher's interview

Teacher's interview consists of ten (10) open ended questions where the teachers are requested to give explanation. This interview was conducted with four teachers (two male teachers

and two female teachers) in the English department at Abbes Laghrour Khenchela University during the second semester of the academic year 2022-2023. Our interviewees were asked different questions considering their methods and techniques of teaching in order to know if there is difference between male and female teachers' methods. In addition, they were asked questions about the relationship between teacher's gender and teacher-students interaction in order to know teacher's opinions about our topic of research.

9. Analysis of Teachers' Interview

Question one: How many years have you been teaching?

Male Teacher A: I have been teaching for 5 years.

Male Teacher B: I have been teaching English for 14 years.

Female Teacher A: 7years

Female Teacher B: 5 years as a part-time teacher, 3 years in French department, and 2 years in English department

All our teachers answer that they have a long teaching experience because they have been teaching for long period of time (from 5 to 14 years). this signifies that they are experienced teachers, so they know how to deal with the students' classroom interaction this make their answers more valid.

Question two: Do you give opportunities to your students to interact inside the classroom?

Male Teacher A: Yes, of course. I give any possible opportunity to my learners to make themselves clear in whatever situation.

Male Teacher B: Yes, I usually give them chances to participate in the sessions to get motivated and emotionally engaged in the lessons.

Female Teacher A: Yes of course

Female Teacher B: Yes, I always do...

All of our interviewees state that they give their students the opportunity to interact inside the classroom.

Question three: While presenting the lessons, who does most of the talk, you or the students?

Male Teacher A: During presenting my classroom course, I mostly take enough time so that to explain and clarify the substance content well; yet, when it comes to students' presentations (e.g., exposes), I give the most priority time to them for any further talk they require; I only try to intervene when they need support, when they ask for help, or when they get confused...

Male Teacher B: It depends on the nature of the lesson, but often 60% is mine to present and clarify the lesson and 40% is given to my students to participate or work in pairs or groups. That is to say to carry out controlled and freer practices.

Female Teacher A: Students do most of the talk

Female Teacher B: Well, sometimes me, sometimes them, it depends on the course and the activities done during the course.

From the teachers' responses, we understand that generally male teachers do most of the talk during classroom discussion since male teacher one said that he is the only speaker in most of the sessions only when his students have something to present. And male teacher two stated that

60% of the talk is for him and 40% is given to his students to participate. In the other hand, female teachers' students in general do most of the talk where students of the first female teacher always speak more than her and students of female teacher two sometimes do that depending on the course.

Question four: The topics discussed in the classroom are mostly chosen by you or your students?

Male Teacher A: Of course, in written expression the topics are chosen by the teacher so that to cover the prerequisite learners' needs.

Male Teacher B: They are mostly selected by me based on my students' needs analysis.

Female Teacher A: Both of us choose topics for discussion

Female Teacher B: By both, for example in literature module the courses are already designed according to the syllabus, but the novels are chosen according to my students' interest.

As it is shown in question four, the topics discussed in males' classes are mostly chosen by the teacher. Whereas the topics discussed in females' classes are chosen by both; the teacher and her students.

Question five: How do you make your silent students active and motivate them to interact?

Male Teacher A: I offer them some time to take part, support them to give their point of view, integrate them in team groups, etc.

Male Teacher B: This can take place by giving them a chance to sit and work with active and diligent students to exchange information and be emotionally engaged with the given controlled and freer tasks.

Female Teacher A: I engage them by asking about their opinions and by motivating them like saying you have a nice pronunciation ...etc.

Female Teacher B: By asking about their opinions about something all students are discussing it, or to divide them to groups and try to choose some silent students with some active students and ask them to share opinions together, and to select silent students as representatives of their groups to give me their feedback.

The male interviewees confirm that they make their silent students active by integrating them in team groups and giving them the chance to sit with active members. While the silent students of female teachers are motivated by being asked about their opinions, being motivated by motivational expressions, in addition to being integrated in group works.

Question six: According to your experience in teaching, is classroom interaction important for learning? If yes, can you specify its importance?

Male Teacher A: Yes, indeed. The importance of the classroom interaction is a vital chance for exchanging ideas besides to creating kind of contest amongst learners which basically leads to learning progress.

Male Teacher B: Yes, I think that it is quite crucial in terms of making the teaching and learning atmosphere quite healthier and more active, i.e., the students can act and interact with each other. Therefore, new ideas, information, as well as some lexical words, can be learnt and exchanged during classroom interaction.

Female Teacher A: Yes, it is important in many ways: collaboration in class, build a nice relationship between students, overcome psychological troubles

Female Teacher B: Of course, it's one of the most important factors that helps in creating an effective and active classroom especially these 2 types: teacher-student and student- student interactions... Its importance can be shown in the following point: group works and peer feedback in which students can interact with one another by correcting one another's mistakes and errors, or by sharing knowledge... And when teachers interact with their students, this can create a friendly environment where students will be more confident and they also can be autonomous learners

All the interviewees agreed that classroom interaction is very important for the learning process, since it plays a great role in sharing information and building new and effective ideas between the students. Yet, it is remarkable that only female teachers have mentioned the importance of classroom interaction in creating a friendly environment in the classroom as well as a nice relationship between the students.

Question seven: When providing feedback for your students, do you prefer to do that implicitly or explicitly? Why?

Male Teacher A: I do provide the feedback implicitly and/or explicitly. In either case, it encourages learners to make ahead and making more efforts for better performance. Simply, it's kind of rewarding the participant for their efforts and reactions.

Male Teacher B: I do believe that explicit feedback is more relevant to the enhancement of a student's second or foreign language and should be used thoughtfully in class, particularly in the writing skills to be consistent with the goals of the given task. However, I usually tend to provide my students with implicit feedback. That is when a student produces language incorrectly, I try to repeat the correct version of that sentence or idea in a funny or suitable way. Thus, my student will repeat the sentence correctly by mimicking what I say. For instance, my student says 'Her is going

to the shop' I might repeat by saying 'She is going to the shop' instead. The student would hopefully repeat as well, 'She is going to the shop' and the conversation or speech would continue without any embarrassment. Sometimes, there is little or no explanation as to why the student's original sentence was incorrect, especially in speaking skills. Additionally, I think that it is not necessary to correct every single error, particularly if the student hasn't learnt that aspect of the language yet.

Female Teacher A: Both implicitly and explicitly but I do provide implicit feedback more.

Female Teacher B: In both ways, most if the times implicitly to push them to check and search more about the information, explicitly, only when the teacher needs to clarify or to explain something again to the whole group

We notice that all the teachers stated that they provide their feedback for their students in both ways "implicitly and explicitly", while the male teacher number two confirmed that he prefers to give implicit feedback for his students most of the times through repeating what the student have said correctly to avoid any embarrassment. In addition, to him both females stated that they focus on providing their feedback more implicitly.

Question eight: Do you think that there is a relationship between teacher's gender and students' interaction? If so, please explain.

Male Teacher A: It depends on each individual student's nature. As well, it relies on the teacher's style, friendliness, compartment, ...

Male Teacher B: Frankly speaking, I have no single idea with reference to this topic since I haven't ever conducted quantitative or qualitative research related to this topic.

Female Teacher A: Yes. Sometimes, being a female may facilitate interaction and can make students avoid anxiety and fear and sometimes being a male can engage students into fear and anxiety

Female Teacher B: For me no there is no relationship.

From the answers of the eighth question, the first male teacher said that there is no relationship between teachers' gender and students' interaction since it depends on the nature of both students and teachers, just like the second female teacher who has denied if there is any relationship between them. However, the second male teachers stated that he has no evidence so no idea about that, and the female teacher number one proclaimed that being a male or a female has a role in facilitating or preventing the interaction process.

Question nine: Do you think that the method of the teacher differs according to his/her gender? If yes, please explain.

Male Teacher A: Yes, of course. Besides to the gender, each instructor has his specific method of how to teach, and many factors contribute to make one's own teaching method.

Male Teacher B: No, I don't think so. It differs based on the students' needs instead of the gender.

Female Teacher A: Males and females apply different methods in teaching sometimes males apply direct methods and females apply indirect methods

Female Teacher B: yes, sometimes being a female or male may affect your teaching method

On the whole, three of the interviewees (the first male and both female teachers) proved that males and females use different methods in different ways in their teaching process.

Question ten: According to your experience, do you think that students like to interact more with male teachers or female ones?

Male Teacher one: As we mentioned above, it depends on the individual's preferences.

Male Teacher two: I have no idea in connection to this topic and I haven't ever conducted research related to this topic.

Female Teacher one: It depends on the teacher him/herself

Female Teacher two: To the one who knows when to be flexible and when to be strict.

As it is shown above, according to the female teachers, the students do not choose the gender of the teacher with whom they want to interact, still, their interaction depends on the teacher in general and his used method. On the other hand, the first male teacher assumed that this depends on the students' preferences, while the second one said that he has no idea since he has not conducted research about this topic.

10. Discussion of the Teachers' Interview Results

The obtained results from the teachers' interview revealed that teachers' gender has a role in teacher-learners interaction at the level of some aspects and it has no role at the level of other aspects.

Being a male/female teacher does not play a part in the students' interaction since we have found that all teachers give their students the opportunity to interact inside the classroom. This indicates that both females and males really want their students to be involved with them in the classroom interaction. Also, there is no relationship between teachers' gender and students' interaction as the students do not choose the teacher's gender with whom to interact yet their

interaction depends on their preferences and the teacher himself whether he/she motivates them and makes them more involved in the classroom discussion or not.

On the other hand, we have realized that there are two factors on which teacher-students interaction is related to the teacher's gender which are teacher's method and technique. The teacher's method differs between males and females. First, we expect that females' method is better, supportive and it makes the student as the central part in the learning process by allowing more STT during the sessions since we found that female teachers' students do most of the talk in contrast to male teachers' students. Second, we suppose that female teachers give their students more freedom to choose the topics that interest them so females are supposed to be less controllers than males knowing that in in female sessions both the teacher and students choose the topics while male teachers choose the topics themselves most of the time .Then, female teachers provide their feedback more implicitly than males so we predict that females make their students more comfortable to interact without embarrassment .In addition ,the other factor is the teachers' used techniques to engage their students in classroom interaction which differ from male to female teachers including teachers way to motivate silent students since we have discovered that female teachers try to drive silent members to the classroom discussion by integrating them in group works , asking them about their opinions and responding to their answers with motivational expressions in order to make them more interactive .However , male teachers do so only by integrating their students in team works. So, we propose that females do care about each individual separately so they care about building a good relationship with their students in order to encourage them to succeed. Also, the teacher's knowledge and interest to the value of classroom interaction differs from males and females. Since we have found that classroom interaction is important for both teacher's genders because they consider it as a vital chance for exchanging ideas and learning new

information. Besides, female teachers see that the interaction is significant also for the reason that it creates a friendly atmosphere inside the classroom and a good relationship between the students as a result, we understand that male teachers focus only on the cognitive side in the learning process whereas female teachers focus on the cognitive as well as the psychological sides.

In short, being a male or female teacher sometimes can have a part in teacher students' interaction and other times does not contribute in the interactional process. Generally, it is noticed that female teachers have better methods and techniques for the involvement of their students in classroom interaction.

11. Definition of classroom observation

Observation in general is the act of learning something by seeing or noticing something for example "classroom observation" is an observation that takes place inside the classroom in order to watch a teacher's performance in the classroom or learning environment. moreover, it's considered as an important data gathering tool in research. Dudovskiy, J. (2022) in his book "*The Ultimate Guide to Writing a Dissertation in Business Studies: A Step-by-Step Assistance*" (p.61). He defined observation as "as the name implies, is a way of collecting data through observing. This data collection method is classified as a participatory study, because the researcher has to immerse herself in the setting where her respondents are, while taking notes and/or recording. Observation data collection method may involve watching, listening, reading, touching, and recording behavior and characteristics of phenomena."(p.61). And he also defined it "Observation as a data collection method can be structured or unstructured. In structured or systematic observation, data collection is conducted using specific variables and according to a pre-defined schedule. Unstructured observation, on the other hand, is conducted in an open and free manner in a sense that there would be no pre-determined variables or objectives."(p.63)

12. Significance of Classroom Observation

Classroom observation as an important data gathering tool has many advantages. As it is mentioned by Al-Balushi and Saad (2021). First, it provides the opportunity to assess both students and teachers' behaviors inside the classroom and to monitor the teaching and learning processes. Second, classroom observation can be considered as one of the main bases of formulating hypothesis. By observing actions and behaviors many times continuously the researcher may become more familiar with the observed. Also, classroom observation has a role in documenting practices to ameliorate teaching and learning results. It allows researchers to reanalyze it depending on the variables of the research. Moreover, classroom observation allows researchers to avoid errors caused by bias during the evaluation and interpretation processes since the researcher observes directly the action and behaviors of the participants rather than relying on what they say. So, he obtains an objective data by watching, taking notes and recording for a later analyzation. At the end, the classroom observation allows to see what the subject really do when confronted with various choices or situations. (*Classroom Observation - Purposes of Classroom Observation, Limitations of Classroom Observation, New Directions*, n.d.)

13. Description and Analysis of the Classroom Observation

To investigate whether teacher's gender has a role on teacher - students' interaction and relationship, we carried out an observation to explore what goes on inside the classroom in classes taught by male and female teachers. Our observation was carried out with four groups of second year LMD classrooms at Khenchela University.

The classroom observation was carried out during the second semester of the academic year 2022-2023 within a second year EFL classrooms at Abbes Laghrour khenchela University. This

observation involves one group taught by 2 different teachers (male and a female) which are chosen randomly from the whole number of teachers. The observation of this group was made by attending three sessions with each teacher. Each group session consists of an hour and a quarter in Ramadhan and one hour and a half in the normal days to explore the extent to which students interact in classes taught by male and female teachers and the extent to which the teacher's gender has a role on teacher-students interaction and relationship.

The physical setting, the learner's interaction and the teacher's actions were observed through the observation over the 3 sessions that are devoted for each two classroom groups reflecting teacher- student's interactions. The observation is presented in a form of checklist including a set of items under three sections. The first section is devoted for observing the classroom management. The second section is designed for general observation of the student's interactions and teacher's method. At the end there is a section for giving general comments of the class.

Section one: General Observation of the Classroom Management in the Observation

Checklist

This section involves four items. It aims at getting real life data about some features of the learning space in which classroom interactions take place like the physical setting, the teacher's attitudes and lessons' aim in addition to student's attitudes.

Section two: General Observation of the Student's Interactions and Teacher's Methods

This section includes eight items. It seeks to recognize more information about teachers-students interactions including students' participation in class. And the male/female teacher's role in the classroom to raise the degree of teacher-students interaction.

14. The Analysis of Classroom Observation:

Section One: General observation of the classroom management:

This section attempts to see if there are effects of the classroom environment on students' interaction and engagement inside the classroom.

Item one: The physical setting of the classroom is clean, organized, and comfortable.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two		×	×	
Session three	×			×
Percentage	33%	67%	67%	33%

Table 22: The physical setting

When we attended with a male teacher the first two sessions, the physical setting of the classroom was dirty and disorganized. While when we attended the last session, the classroom was clean and spacious knowing that this session was programmed in the morning. However, when we attended with a female teacher the first two sessions, the physical setting was clean, organized and comfortable since the teacher at the beginning of the sessions asked her students to organize their chairs and to collect any papers and rubbish that were under their tables. Whereas in the last session, we noticed that the learning space was not clean as the two first sessions considering that it was her last session, we suppose that she was tired for that she did not pay attention to the classroom environment.

Item two: The teacher sets out the objectives and elements of the course.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two		×	×	
Session three		×		×
Percentage	0%	100%	67%	33%

Table 23: Setting out the elements of the course

The three sessions that we have attended with the male teacher, we observed that he had never set out the objectives of his course before starting it. However, we noticed that the female teacher did that two times in the three sessions but orally.

Item Three: The attitude of the teacher is friendly, helpful, and supportive.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one	×		×	
Session two		×	×	
Session three	×		×	
Percentage	67%	33%	100%	0%

Table 24: The attitude of the teacher

Based on our observation, we point out that the male teacher was friendly, helpful and supportive in two sessions while during the other session he was not that supportive, he was too silent and did not seem in his mood. The female teacher was supporting her students in all sessions and encouraging them to be active.

Item four: The attitude of the students with their teacher is animated and active.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two		×	×	
Session three	×			×
Percentage	33%	67%	67%	33%

Table 25: The attitude of the students

As it is shown in the table above, the students were silent and not interacting in the first two sessions but they were active and animated in the last session. In the other the students of the female teacher were participating and energetic in the first two sessions but they were sleepy in the last session.

Item five: While explaining, the teacher moves around the classroom rather than just standing in front of the students.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two	×		×	
Session three		×		×
Percentage	33%	67%	67%	33%

Table 26: The movements of the teacher during sessions

The results show that the male teacher was standing in front of the students without moving around the classroom in two sessions. Yet, He did that only in one session. Whereas the female teacher was moving around students while explaining the course in the two first sessions. Unless in the last session she did not do that and she was just sitting.

Section two: General observation of the students' interaction and teacher's method.

This section is devoted to investigate how do the students interact inside the classroom and to look for the difference between female and male teachers' method.

Item one: Learners participate in the classroom.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one	✗		✗	
Session two		✗	✗	
Session three	✗		✗	
Percentage	67%	33%	100%	0%

Table 27: Learners' participation

When we were observing learners' participation in the classroom, we have noticed that they were active and interacting with the female teacher in all sessions that we have attended, while they were participating with the male teacher only in two sessions.

Item two: Learners participate without being asked.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one	✗		✗	
Session two	✗			✗
Session three	✗			✗
Percentage	100%	0%	33%	67%

Table 28: Learners' voluntary participation

We have observed that the students were participating voluntary in all male teacher's sessions. However, in the female teacher's sessions, they did that only one time. Yet, during the two other sessions, learners were either not participating at all, or participating only when being asked from their teacher.

Item three: The language of the students is suitable for the students' level.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one	✗		✗	
Session two	✗		✗	
Session three	✗		✗	
Percentage	100%	0%	100%	0%

Table 29: The suitability of teachers' language

Concerning the teachers' language, we have noted that both the female and male teachers were using a simple and clear language that suits their learners' level such as familiar words, basic phrases, and well-known expressions.

Item four: The teacher speaks more than the students during the session.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one	✗		✗	
Session two		✗		✗
Session three	✗			✗
Percentage	67%	33%	33%	67%

Table 30: Teacher talking time more than students talking time

From the collected data (Table 29), we detected that the male teacher was speaking more than his students during two sessions and the students were talking more during one session. In the other hand, the female teacher was talking more than the students in only one session, but during the two other sessions they were speaking more than her.

Item five: The teacher uses some expressions such as “good”, “okey”, and “well done” to keep his/her students motivated.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two	×		×	
Session three	×		×	
Percentage	67%	33%	100%	0%

Table 31: The teachers' use of motivational expressions

During the classroom observation, we paid attention that the male teacher used some motivational expressions responding to his students' participation in sessions 2 and 3, while he did not that remarkably during the first session. Whereas, the female teacher was using expressions that encourage her students during all sessions.

Item six: During the students' interaction, the teacher gives direct feedback on their mistakes.

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		×	×	
Session two	×			×
Session three		×		×
Percentage	33%	67%	33%	67%

Table 32: The teachers' provision of direct feedback

Following the teacher's provision of direct feedback on his/her students mistakes inside the classroom, we have seen that both female and male teachers correct their students' mistakes directly only during one session and in the two other sessions they were just replying on the mistakes by some expressions like: okey, we see another answer, others, thank you, not really... without giving the right answers.

Item seven: The teacher uses some activities as communication games, information gap activities, discussion tasks...

Teacher's gender	Male teacher		Female teacher	
	Yes	No	Yes	No
Session one		✗		✗
Session two	✗		✗	
Session three		✗	✗	
Percentage	33%	67%	67%	33%

Table 33: Teachers' use of motivational activities

Based on our observation, the female teacher used some motivational activities such as: information gap and discussion tasks more than the male teacher since she used them in two sessions while the male teacher used just the discussion task only during one session.

15. Discussion of the Classroom Observation Results:

The results that we have collected from the classroom observation contributed a lot in deducing that: female teachers are more able to manage their classrooms than male teachers. The female teacher paid more attention to the general physical setting of the classroom than the male teacher, as she was interested in the organization and the cleanliness of the classroom through asking her students to arrange their tables, to collect the papers thrown on the floor, to turn-off their phones and to sit down politely. Next, we expect that females try always to make their students attentive and focused during explaining the lesson by setting out the objectives of the lesson orally at the beginning of the which makes the students following her and participating during the session in addition to the teacher's movements around the classroom while explaining the course. which makes her students following her and participating during the session. On the other hand, the male teacher did not set out the objective and elements of the course at the

beginning of the course, yet he did that at the end of each session to inform his students about the next course .He was also standing in front of the student without moving around them while explaining .Furthermore, we propose that the attitude of the teacher affects and has a role on changing student's attitude .Since when the female teacher's attitude was always friendly and helpful ,she was always smiling and joking with her students supporting them to interact more with her ; the students were most of the times animated and active during her sessions .Unlike the students' attitude during the male teacher's sessions that was unactive most of the times because of his attitude that was not always supportive and helpful.

Another point that we have extracted the analysis of the data is that classroom interaction differs from classes taught by male teachers and the ones taught by female teachers This means that students are interacting differently with male and female teachers and their participation amount and way of engagement is not the same with both genders. Since the majority of students were participating more during female teacher's sessions that we have attended .And they were speaking more than the teacher who was most of the times playing the role of a guide and provider for them ,and this signs the female teacher's use of the modern teaching method that encourages her students to be more engaged in the classroom interaction .In contrast with the male teacher's use of traditional method of teaching while he was speaking more than his students and playing more the role of a controller which affects his students involvement in the classroom interaction negatively .In addition , we expect that female teachers motivate and support more their students than male teachers and make them more excited to be engaged in classroom participation through the more usage of motivational expressions such as 'good' , 'okay' , 'well done '... etc. . Also, we suppose that females are more organized and they have better spatial cognition capabilities than males because we have found that the female teacher did

not allow her students to interrupt her and participate freely without her permission compared to the male teacher .Then we think that female teachers help their student to boost their motivation thus to be more engaged in the classroom interaction and this later was deduced when female teacher used ‘the information gap activity ‘ and ‘discussion tasks’ during two sessions whereas the male teacher used only ‘the discussion task’ during one session . This indicates the success of female teachers in making their students more active and interactive than the female teachers’ students .Although these differences between the female and male teachers’ way of teaching there are also some similarities between their methods such as using simple and suitable language for their students’ level and both of them generally did not provide their students with direct feedback on their mistakes which makes the students more comfortable to participate even if they were not sure about their answers .

Generally speaking, we conclude that rising the students’ interactions in the classroom depends on teacher’s gender, his/her classroom management and the learning environment organization. Plus, the teacher’s method and his way of teaching.

16. Conclusion

Generally speaking, the results of the students’ questionnaire, teachers’ interview, and the classroom observation have revealed that teachers’ gender has a significant role in the teacher-students interaction and there are other factors that take a part in this interaction. The analysis of the questionnaire has indicated that female teachers have better methods to engage their students in teacher-students interaction and to enhance their motivation, and the analysis of the interview shed the light on the same idea additionally that female teachers master good techniques for the involvement of their students in the interaction comparing to male teachers. Moreover, the classroom observation has confirmed the previous results and has added that female classes are

more managed and organized than male classes in the way that facilitates the teacher-students interaction.

GENERAL CONCLUSION

The classroom interaction has a significant role in the learning process and enhancing students' achievement. Moreover, the classroom interaction may be affected by several factors. For that, our study aims at investigating the role of teacher's gender on the teacher-learners interaction and relationship.

The investigation was conducted in the department of English at Abbes Laghrour Khanchela University. It aimed at confirming or rejecting the hypothesis that there is a relationship between teacher's gender and teacher-students interaction. The research case study was second year LMD students at Khanchela University for the academic year 2022/2023 using students' questionnaire, teachers' interview, and the classroom observation as a data gathering tool.

The obtained data from the questionnaire, interview, and the classroom observation revealed that teacher's gender has a significant role on teacher-learners interaction and relationship in addition to other factors that may take a part in this interaction.

The current study highlighted that teacher's gender plays an important role in enhancing or decreasing classroom interaction since the results of the study indicated that most of second year LMD students enjoy being taught by females more than males, because female teachers have better methods, techniques, and classroom management than males in which they make their students more active and interactive inside the classroom.

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APPENDICIES

Appendix I

The Students' Questionnaire

Dear students,

We are preparing research on the role of teachers' gender on teacher -learner interaction. We would be thankful if you could answer these questions to help us in our research.

Please, use a cross (×) to indicate your chosen option, and specify your answer when needed.

May we thank you in advance for your help, we appreciate your contributing your valuable time, and your honest information.

1. Your age:
2. Was English your first choice:
 - a. Yes
 - b. No
3. Specify your gender
 - a. Female
 - b. Male
4. Is your level in English
 - a. Good
 - b. Average
 - c. Less than average

5. Who does most of the talk in the classroom?

- a. Male teacher
- b. Female teacher

6. Who gives you more the opportunity to interact (give and take) with him?

- a. Male teacher
- b. Female teacher
- c. Both

7. Do you face difficulties in interacting with your male /female teacher?

Male teacher

- a. Yes
- b. No

Female teacher

- a. Yes
- b. No

- If yes why ?
.....
.....

- If yes why ?
.....
.....

8. Who gives you more the opportunity to interact (give and take) with your classmates?

- a. Male teacher
- b. Female teacher
- c. Both

9. When you interact, is it:

- a. You who wants
- b. The teacher who asks you

10. -If you do not interact, is it because:

- a. You are not talkative
- b. The topic is not interesting
- c. You fear to make mistakes
- d. Of your teacher's gender

11. What type of interaction do you prefer most?

- a. Student- student interaction
- b. Student – teacher interaction

- Whatever your answer is, please justify:

.....
.....

12. Do you like to discuss topics chosen by:

- a. Male Teacher
- b. Female teacher
- c. Both

13. Which of the following interaction techniques are used by your teachers?

Males :**Females:**

a. Pair work <input type="checkbox"/>	a. Pair work <input type="checkbox"/>
b. Group work <input type="checkbox"/>	b. Group work <input type="checkbox"/>
c. Discussion <input type="checkbox"/>	c. Discussion <input type="checkbox"/>
d. Simulation and role plays <input type="checkbox"/>	d. Simulation and role plays <input type="checkbox"/>

- If Others, please specify

.....

14. What are the roles played by your teacher in the classroom:

Male teachers**Female teachers**

a. Motivator

a. Motivator

b. Controller

b. Controller

c. Feed back

c. Feed back

d. Provider

d. Provide

e. Participant

e. Participant

f. Observer

f. Observer

g. Corrector

g. Corrector

h. Promoter

h. Promote

15. To interact in the classroom, you want your teacher to be:

a. Motivator

b. Controller

c. Corrector

f. provider

d. Observer

g. participant

e. Feedback

h. promoter

16. When you interact in
the classroom who
corrects your mistakes
more:

a. Female teachers

b. Male teachers

c. Both

17. How does your teacher present his /her feedback?

Males:

Females:

a. Implicitly (The teacher reformulates what you say correctly)

a. Implicitly (The teacher reformulates what you say correctly)

b. Explicitly (The teacher tells you about the form of your mistakes)

b. Explicitly (The teacher tells you about the form of your mistakes)

Appendix II

Teachers' Interview

Dear teachers,

This interview aims at collecting information about the role of teachers' gender on teacher-students interaction. We would be very thankful if you could answer these questions and provide us with the best insights according to your experience in teaching at the university in order to help us in our research for the master's degree. Thank you in advance for your help and contribution.

The questions

- 1.How many years have you been teaching?
- 2.Do you give opportunities to your students to interact inside the classroom?
- 3.While presenting the lessons, who does most of the talk, you or the students?
- 4.The topics discussed in the classroom are mostly chosen by you or your students?
5. How do you make your silent students active and motivate them to interact?
- 6.According to your experience in teaching, is classroom interaction important for learning? If yes, can you specify its importance?
- 7.When providing feedback for your students, do you prefer to do that implicitly or explicitly?
Why?
- 8.Do you think that there is a relationship between teacher's gender and students' interaction? If so, please explain. For me no there is no relationship

9. Do you think that the method of the teacher differs according to his/her gender? If yes, please explain.

10. According to your experience, do you think that students like to interact more with male teachers or female ones?

Appendix III

Observation Checklist for Classroom Interaction

Observer :	Group :
Course :	Teacher's gender :
Session :	Time :

General observation of the classroom	Yes	No
<p>Section one: General Observation of the Classroom Management:</p> <p>1-The physical setting of the classroom is clean, organized, and comfortable.</p> <p>2-The teacher sets out the objectives and elements of the course.</p> <p>3-The attitude of the teacher is friendly, helpful, and supportive.</p> <p>4-The attitude of the students with their teacher is animated and active;</p> <p>5-While explaining, the teacher moves around the classroom rather than just standing in front of the students.</p>		
<p>Section two: General observation of the students' interaction and teacher's method.</p> <p>1-Learners participate in the classroom.</p> <p>2-Learners participate in the classroom without being asked.</p> <p>3-The language used by the teacher is suitable for the students' level.</p> <p>4-The teacher speaks more than the students during the session.</p>		

5-The teacher uses some expressions such as “good”, “okay”, and “well” done to keep his/her students motivated.

6-During the students’ interaction, the teacher gives direct feedback on their mistakes.

7-The teacher uses some speaking activities as communication games, information gap activities, discussion tasks...