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The main objectives of (AJSHS) are the following :

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- to publish high-quality original unpublished researches that are of international significance, yet material which has been previously copyrighted, published, or accepted for publication will not be considered for publication in the journal.
- to promote social and human studies and become a leading academic journal in the field.

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بوقمرة عمر	مراجع	جامعة الشلف - الجزائر
بوقنوس عبد الله	مراجع	جامعة غليزان - الجزائر
جاسم فريح دايع الترابي	مراجع	جامعة واسط - العراق
الجبالي ماهر فؤاد	مراجع	جامعة الازهر - مصر
جبالي وليدة	مراجع	جامعة وهران 2 - الجزائر
جراح وهيبّة	مراجع	المركز الجامعي ميلّة - الجزائر
الجويد زينب رضا حمودي	مراجع	كلية الفنون الجميلة - جامعة بابل - جمهورية العراق
حاج هني محمد	مراجع	جامعة الشلف - الجزائر
الحضراوي العربي	مراجع	جامعة محمد الخامس - المغرب
حمو الحاج ذهبية	مراجع	جامعة تيزي وزور - الجزائر
حنيفي عيسى	مراجع	جامعة الشلف - الجزائر
خالدي هشام	مراجع	جامعة تلمسان - الجزائر
خلف الله بن علي	مراجع	المركز الجامعي تيسمسيلت - الجزائر
دحمان نور الدين	مراجع	جامعة الشلف - الجزائر
دمبري كوثر	مراجع	جامعة الشلف - الجزائر
رحماني زهر الدين	مراجع	جامعة برج بوعرييج - الجزائر
روقاب جميلة	مراجع	جامعة الشلف - الجزائر
سمعلي زواري عواطف	مراجع	جامعة منوبة - تونس
الشاطر غسان بن حسن	مراجع	جامعة نزوى - سلطنة عمان
شتوح زهور	مراجع	جامعة باتنة 1 - الجزائر
شطرايح أحمد الشريف	مراجع	المدرسة العليا للأساتذة - قسنطينة - الجزائر
صدوق زريور سعديّة	مراجع	جامعة وهران 2 - الجزائر
طالب عبد القادر	مراجع	جامعة بومرداس - الجزائر
عاشور جميلة	مراجع	جامعة خميس مليانة - الجزائر
عبد الله امال	مراجع	جامعة وهران 2 - الجزائر
العثمانية بثينة	مراجع	جامعة الجزائر 2 - الجزائر
عرايبي امحمد	مراجع	جامعة وهران 1 - الجزائر
غسان لطفي	مراجع	جامعة قسنطينة - الجزائر

قدرة الله العربي	مراجع	جامعة المسيلة - الجزائر
قروچ نعيمه	مراجع	جامعة سعيدة - الجزائر
قروزي رضوان	مراجع	جامعة الشلف - الجزائر
قصابي فتيحة	مراجع	جامعة بشار - الجزائر
كرشو لزهر	مراجع	جامعة الواد - الجزائر
كلو ياسمين	مراجع	جامعة الجزائر 2 - الجزائر
لبصير نور الدين	مراجع	جامعة بومرداس - الجزائر
محراث سارة	مراجع	جامعة الشلف - الجزائر
محمود سي احمد	مراجع	جامعة الشلف - الجزائر
محمودي ايمان امينة	مراجع	جامعة الجزائر 2 - الجزائر
مدان هجيرة	مراجع	جامعة الشلف - الجزائر
مدور محمد	مراجع	جامعة غرداية - الجزائر
مصطفاوي جلال	مراجع	جامعة عين تيموشنت - الجزائر
مناد ابراهيم	مراجع	المركز الجامعي مغنية - الجزائر
مهدي الطيب	مراجع	جامعة الشلف - الجزائر
نعيمي عمارة	مراجع	جامعة الشلف - الجزائر
نعيمي نبيلة	مراجع	جامعة جيجل - الجزائر
هامل شيخ	مراجع	المركز الجامعي عين تيموشنت - الجزائر

التعريف بالمجلة

هي مجلة دولية نصف سنوية محكمة ومجانية تصدر عن جامعة حسيبة بن بوعلي بالشلف منذ سنة 2008، تعنى بنشر الأبحاث باللغات الثلاث (العربية، الإنجليزية، الفرنسية) في مختلف مجالات العلوم الاجتماعية والإنسانية على غرار العلوم الاقتصادية والقانونية، العلوم الاجتماعية بكل فروعها وكذا الآداب واللغات الأجنبية والتربية البدنية والرياضية وغيرها من المجالات المعرفية ذات الصلة، ويمكن للمجلة أن تصدر أعدادا خاصة، حسب طبيعة الحالة والمتطلبات البحثية.

ترحب مجلة الأكاديمية للدراسات الاجتماعية والإنسانية بالإسهامات العلمية الجادة والأصيلة من مختلف أنحاء العالم، ويضم مجلسها العلمي الموسع فريقا من الخبراء الأكفاء المتمرسين في مجالات تخصصهم والملتزمين بسرعة تحكيم الأبحاث المقدمة مع مراعاة النوعية، وتتم كل مراحل عملية النشر ممثلة في العرض والانتقاء والتحكيم إلكترونيا عبر المنصة الجزائرية للمجلات العلمية asjp.

www.asjp.cerist.dz/en/PresentationRevue/552

تتلخص الأهداف الرئيسية للمجلة في:

- فسح المجال للباحثين في مجال العلوم الاجتماعية والإنسانية للتعاون فيما بينهم وتبادل الرؤى، والتجارب.
- نشر البحوث والدراسات الأصيلة عالية الجودة التي تكتسي سمعة عالمية، ولا تأخذ المجلة بعين الاعتبار البحوث التي قبلت للنشر أو سبق نشرها.
- المساهمة في إثراء الدراسات الاجتماعية والإنسانية والارتقاء إلى مصف المجلات الأكاديمية الرائدة في مجال تخصصها.

حتى يتسنى لمجلة الأكاديمية للدراسات الاجتماعية والإنسانية أن تكون مرئية على الصعيد الوطني والدولي، فقد تم اطلاق موقعها الإلكتروني سنة 2008 (www.univ-chlef.dz/RATSH/index.htm)، كما أنها مدرجة في كل من: (EBSCO; PROAUEST) قاعدتي البيانات الأمريكيتين

- EBSCO, Massachusetts, USA

- PROQUEST, Michigan, USA



- المكتبة الإلكترونية المنهل

- المجلة الإلكترونية الإفريقية (AJOL)



- النظام الوطني للتوثيق عبر الخط SndL



دليل المؤلفين

1- تقديم المقالات

ندعو المؤلفين الراغبين في نشر مقالاتهم البحثية الأصيلة أن يطلعوا على تعليمات للمؤلفين وعلى دليل المؤلفين المنشورين على صفحة مجلة الأكاديمية للدراسات الاجتماعية والإنسانية على منصة المجلات العلمية الجزائرية ASJP عبر الرابط:

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ولإرسال المقالات المقترحة للنشر، على المؤلفين النقر على أيقونة «إرسال مقال» الموجودة على قائمة الاختيارات على يسار الصفحة.

لابد على المؤلف و/أو المؤلفين جميعا المشاركين في المقال من امتلاك حساب على المنصة الجزائرية للمجلات العلمية ASJP للتمكن من إرسال المقال.

2- إعداد المقال

لتسهيل عملية الالتزام بمنهجية إعداد المقال في مجلة الأكاديمية للدراسات الاجتماعية والإنسانية، ندعو المؤلفين إلى تحميل القالب النموذجي المحدد لشروط النشر وإعداد المقال (Template) الموجود في أيقونة تعليمات للمؤلفين.

3- المبادئ التوجيهية للمؤلف

يتوجب على المؤلف و/أو المؤلفين مطالعة هذه التوصيات وتنفيذها بعناية، حيث يحق لرئيس التحرير رفض المقال في حالة عدم احترام هذه القواعد.

4- إجراءات تقييم المقال: تتم جميعها وحصرا عبر منصة (ASJP)

- يتم استلام المقال والتأكد من ملاءمته لميادين تخصص المجلة وهي سنتة: ❖ العلوم الاقتصادية ❖ العلوم القانونية والسياسية ❖ العلوم الاجتماعية بكل فروعها ❖ اللغة والأدب العربي ❖ اللغات الأجنبية ❖ التربية البدنية والرياضية ❖، ثم يتم التأكد من مطابقتة المقال للتعليمات المشار إليها أعلاه التي تخص منهجية إعداد المقال وشروط النشر، وفي حالة عدم تحقيق ذلك يرسل إشعار مبرر برفض المقال.

- إغفال المقال بحذف المعلومات الشخصية للمؤلف و/أو المؤلفين (الاسم/مؤسسة الانتماء/البلد)

- إرسال المقال المغفل للمحرر المساعد المعني حسب تخصص ميدان البحث للمقال.

- يتكفل المحرر المساعد بإرسال المقال المغفل إلى مراجعين اثنين (مُحكَمين) حسب التخصص وتحت مسؤوليته، كما يمكن لرئيس تحرير المجلة إرسال المقال للمراجعين مباشرة دون المرور عبر المحررين المساعدين حسب الحالة.

- لا يتم الفصل في نتيجة تقييم المقال إلا بعد تقرير المراجعين الاثنين معا، ويتم معالجتها كما يلي:

❖ مقبول دون تعديل في التقريرين، هنا يتم إرسال إشعار بالقبول النهائي للمؤلف المعني.

❖ مقبول مع تحفظ على الأقل في أحد التقريرين، هنا يتم إرسال إشعار قبول بتحفظ للمؤلف المعني، حيث يتوجب عليه تعديل المقال حسب ملاحظات المراجعين في أجل لا يتجاوز شهر واحد، ليعاد إرسال المقال المعدل مرة ثانية (بعد استلامه من المؤلف) للمراجعين، على أن تكون نتيجة التحكيم الثانية نهائية بالقبول أو الرفض النهائي.

❖ في حالة قبول المقال من طرف مراجع واحد ورفضه من المراجع الثاني، يتم إرسال المقال لمراجع ثالث على أن يكون رأي هذا الأخير مرجحا، وتتم معالجة نتيجة التحكيم وفق ما سبق إلا في حالة الحصول على رفض ثاني حيث يشعر المؤلف بالرفض.

❖ في حالة رفض المقال من المراجعين الاثنين معا، يتم إشعار المؤلف بذلك، على أن لا يتم إعادة إرساله مجددا للمجلة بنفس الصيغة.

بعد القبول النهائي للمقال، يتوجب على المؤلف:

❖ إدخال المراجع الببليوغرافية لمقاله وفقا للإطار المحدد على المنصة من حساب المؤلف، من المهم الإشارة إلى أنه في حالة عدم إدخال هذه المراجع، لا يمكن نشر المقالات المقبولة.

❖ إرسال إقرار بحق نقل حقوق التأليف والنشر وفق النموذج الخاص بالمجلة الذي يمكن تحميله من أيقونة دليل للمؤلفين على المنصة (صفحة المجلة على منصة ASJP).

5- فترة تقييم المقال

تعمل هيئة تحرير المجلة على تسريع عملية تقييم المقال في آجال لا تتجاوز شهرين، علما أن العملية تتوقف على المراجعين، وفي حالة تجاوز هذه الآجال سيتم إرسال المقال لمراجعين جدد مما سيؤدي إلى تمديد آجال التقييم.

أخلاقيات النشر

تلتزم مجلة الأكاديمية للدراسات الاجتماعية والإنسانية الصادرة عن جامعة حسيبية بن بوعلي بالشلف (الجزائر) بنشر المقالات العلمية الأصيلة والمحكمة، وباحترام أعلى معايير أخلاقيات النشر.

تصنف المدونة الأخلاقية ضمن لجنة أخلاقيات النشر (COPE : Committee on Publication Ethics) وهي الأساس المرشد للمؤلفين والباحثين والأطراف الأخرى المؤثرة في نشر المقالات بالمجلة، بحيث تسعى المجلة لوضع معايير موحدة للسلوك، وتسهر المجلة على أن يقبل الجميع بقوانين المدونة الأخلاقية إتفاقا، وبذلك فهي تحرص على تطبيقها في ظل القبول بالمسؤولية والوفاء بالواجبات والمسؤوليات المسندة لكل طرف.

1- مسؤولية الناشر

تتكون هيئة تحرير مجلة الأكاديمية للدراسات الاجتماعية والإنسانية من متخصصين مؤهلين في مجال البحث، ويمكن الاتصال برئيس تحرير المجلة والمحريين المساعدين التي تظهر انتماءاتهم ومعلومات للاتصال بهم على صفحة المجلة على منصة ASJP.

قرار النشر: يجب مراعاة حقوق الطبع وحقوق الاقتباس من الأعمال العلمية السابقة، بغرض حفظ حقوق الآخرين عند نشر المقالات بالمجلة، ويعتبر رئيس التحرير مسؤولاً عن قرار النشر والطبع ويستند في ذلك إلى سياسة المجلة والتقيد بالمتطلبات القانونية للنشر، خاصة فيما يتعلق بالتشهير أو القذف أو انتهاك حقوق النشر والطبع أو القرصنة، كما يمكن لرئيس التحرير استشارة أعضاء هيئة التحرير أو المراجعين في اتخاذ القرار.

النزاهة: يضمن رئيس التحرير بأن يتم تقييم محتوى كل مقال مقدم للنشر، بغض النظر عن الجنس، الأصل، الاعتقاد الديني، المواطنة أو الانتماء السياسي للمؤلف، ويحال كل مقال للتحكيم على مراجعين (محكمين) معتمدين لدى المجلة من ذوي الخبرة والاختصاص بموضوع البحث لتقييمه وفق عناصر محددة.

السرية: يجب أن تكون المعلومات الخاصة بمؤلفي المقالات سرية للغاية وأن يحافظ عليها من قبل كل الأشخاص الذين يمكنهم الاطلاع عليها، مثل رئيس التحرير، أعضاء هيئة التحرير، أو أي عضوله علاقة بالتحرير والنشر وباقي الأطراف الأخرى المؤتمنة حسب ما تتطلب عملية التحكيم، وتعتمد المجلة على قواعد السرية والموضوعية في عملية التحكيم بالنسبة للمؤلفين والمراجعين على حد سواء.

الموافقة الصريحة: لا يمكن استخدام أو الاستفادة من نتائج أبحاث الآخرين المتعلقة بالمقالات غير القابلة للنشر بدون تصريح أو إذن خطي من مؤلفها.

تعارض المصالح: عدم تضارب المصالح بين المحريين وبين المؤلف، سواء كان ذلك نتيجة علاقة تنافسية أو تعاونية أو علاقات أخرى أو روابط مع أي مؤلف من المؤلفين، أو الشركات، أو المؤسسات ذات الصلة بالبحث.

السلوك غير الأخلاقي: يجب إبلاغ رئيس تحرير المجلة على الفور عن أي نوع من السلوك غير الأخلاقي الذي تم اكتشافه خلال عملية التحكيم أو قبلها أو بعد النشر، ويجب على كل من يبلغ تقديم الأدلة والنفاصيل الكافية، على إثر ذلك يتكفل رئيس التحرير بفتح تحقيق فوري ومتابعة النتائج لاتخاذ القرار المناسب بالتشاور مع أعضاء هيئة التحرير.

2- مسؤولية المراجع (المحكم)

المساهمة في قرار النشر: يساعد المراجع رئيس التحرير وهيئة التحرير في اتخاذ قرار النشر وكذلك مساعدة المؤلف في تحسين المقال وتصويبه.

سرعة الخدمة والتقيد بالأجال: على المراجع المبادرة والسرعة في القيام بتقييم المقال الموجه إليه في الأجال المحددة (العملية تتم حصرا عبر منصة ASJP)، وإذا تعذر ذلك بعد القيام بالدراسة الأولية للمقال، عليه إبلاغ رئيس التحرير بأن موضوع المقال خارج نطاق عمل المراجع، تأخير التحكيم بسبب ضيق الوقت أو عدم وجود الإمكانيات الكافية للتحكيم.

السرية: يجب أن تكون كل معلومات المقال سرية بالنسبة للمراجع، وأن يسعى المراجع للمحافظة على سريتها ولا يمكن الإفصاح عليها أو مناقشة محتواها مع أي طرف باستثناء المرخص لهم من طرف رئيس التحرير.

الموضوعية: على المراجع إثبات مراجعته وتقييم الأبحاث الموجهة إليه بالحجج والأدلة الموضوعية، وأن لا يواجه أي نقد شخصي للمؤلف، ولا يفترض أن يقوم المراجع بتحكيم مقال خارج مجال تخصصه أو تخصص المجلة، ويجب أن لا يستخدم المراجع أي معلومات أو بيانات تم الحصول عليها من البحث الذي تم تحكيمه لمصلحته الشخصية.

تحديد المصادر: على المراجع محاولة تحديد المصادر والمراجع المتعلقة بالموضوع (المقال) والتي لم يهملها المؤلف، وأي نص أو فقرة مأخوذة من أعمال أخرى منشورة سابقا يجب تهميشها بشكل صحيح، وعلى المراجع إبلاغ رئيس التحرير وإنذاره بأي أعمال متماثلة أو متشابهة أو متداخلة مع العمل قيد التحكيم.

تعارض المصالح: على المراجع عدم تحكيم المقالات لأهداف شخصية، أي لا يجب عليه قبول تحكيم المقالات التي عن طريقها يمكن أن تكون هناك مصالح للأشخاص أو المؤسسات أو يلاحظ فيها علاقات شخصية.

معايير الإعداد: على المؤلف تقديم بحث أصيل وعرضه بدقة وموضوعية، بشكل علمي متناسق يطابق مواصفات المقالات المحكمة سواء من حيث اللغة، أو الشكل أو المضمون، وذلك وفق معايير وسياسة النشر في المجلة، وتبيان المعطيات بشكل صحيح، وذلك عن طريق الإحالة الكاملة، ومراعاة حقوق الآخرين في المقال، وتجنب إظهار المواضيع الحساسة وغير الأخلاقية، الذوقية، الشخصية، العرقية، المذهبية، المعلومات المزيضة وغير الصحيحة وترجمة أعمال الآخرين بدون ذكر مصدر الاقتباس في المقال.

الأصالة والقرصنة: جميع المؤلفين الذين يقدمون مقالات إلى مجلة الأكاديمية للدراسات الاجتماعية والإنسانية للنشر يشهدون أن الأعمال المقدمة تمثل مساهماتهم ولم يتم نسخها أو انتحالها كلياً أو جزئياً من أعمال أخرى، ويقر المؤلفين أنه ليس لديهم أي تضارب للمصالح فعلي أو محتمل مع عملهم أو أية منفعة أخرى ذات علاقة، كما يلتزم المؤلفين بالمصادقة على وثيقة نقل حقوق التأليف والنشر الذي يمكن تحميله من صفحة المجلة على منصة ASJP.

تحتفظ مجلة الأكاديمية للدراسات الاجتماعية والإنسانية بحق استخدام برامج اكتشاف القرصنة للأعمال المقدمة للنشر.

إعادة النشر: لا يمكن للمؤلف تقديم العمل نفسه (المقال) لأكثر من مجلة أو مؤتمر، وفعل ذلك يعتبر سلوك غير أخلاقي وغير مقبول.

الوصول للمعطيات والاحتفاظ بها: على المؤلف الاحتفاظ بالبيانات الخاصة التي استخدمها في مقاله، وتقديمها عند الطلب من قبل هيئة التحرير أو المحكم.

مؤلفي المقال: ينبغي حصر (عدد) مؤلفي المقال في أولئك المساهمين فقط بشكل كبير وواضح سواء من حيث التصميم، التنفيذ والتفسير، مع ضرورة تحديد المؤلف المسؤول عن المقال وهو الذي يؤدي دوراً كبيراً في إعداد المقال والتخطيط له، أما بقية المؤلفين يذكرهم أيضاً في المقال على أنهم مساهمون فيه فعلاً، ويجب أن يتأكد المؤلف الأصلي للمقال من وجود الأسماء والمعلومات الخاصة بجميع المؤلفين، وعدم إدراج أسماء أخرى لغير المؤلفين للمقال، كما يجب أن يطلع المؤلفون بأجمعهم عن المقال جيداً، وأن يتفقوا صراحة على ما ورد في محتواها ونشرها بذلك الشكل المطلوب في قواعد النشر (نموذج المقال Template يتم تحميله من صفحة المجلة على منصة ASJP).

لا يمكن تحت أي ظرف أو مبرر وضع اسم شخص في قائمة المؤلفين دون أن يكون له مساهمة فعلية في إتمام العمل المقدم للنشر.

الإحالات والمراجع: يلتزم صاحب المقال بذكر الإحالات بشكل مناسب، ويجب أن تشمل الإحالة ذكر كل الكتب، المنشورات، المواقع الإلكترونية وسائر أبحاث الأشخاص في قائمة الإحالات والمراجع، المقتبس منها أو المشار إليها في نص المقال.

الإفصاح وتضارب المصالح: يجب على المؤلفين الكشف عن أي تضارب مصالح أو تضارب آخر قد يؤثر على تقييم البحث المقدم للنشر، في حالة وجود أي تضارب على المؤلفين الإفصاح عنه لرئيس التحرير أو الناشر على الفور.

الإبلاغ عن الأخطاء: إذا اكتشف المؤلف خطأ فادح في عمله المنشور يجب عليه إبلاغ رئيس التحرير أو الناشر بحذف الخطأ أو تصويبه.

4- حقوق المؤلف

جميع المواد الواردة في هذا الموقع محمية بموجب حقوق الطبع والنشر ولا يجوز إعادة إنتاجها، حيث يمتلك الناشر حقوق النشر على جميع المواد المنشورة في موقع مجلة الأكاديمية للدراسات الاجتماعية والإنسانية.

تنويه الضمان: قد يتم إجراء تغييرات في منشورات المجلة في أي وقت، حسب ما تقتضيه الضرورة.

بيان الخصوصية: يتم استخدام الأسماء وعناوين البريد الإلكتروني التي تم إدخالها في موقع المجلة بشكل حصري للأغراض المذكورة لهذه المجلة ولن يتم توفيرها لأي غرض آخر أو لأي طرف آخر.

الرسوم: تلتزم مجلة الأكاديمية للدراسات الاجتماعية والإنسانية بمجانبة النشر، وتعفي المؤلفين من جميع رسوم النشر والطبع، كما لا تفرض رسوماً على التحكيم.

عندما يتم قبول مقال، يتم نقل حقوق النشر تلقائياً إلى مجلة الأكاديمية للدراسات الاجتماعية والإنسانية.

سياسة الوصول المفتوح (Open Access): يتم الوصول إلى جميع المقالات المنشورة من قبل مجلة الأكاديمية للدراسات الاجتماعية والإنسانية بحرية وبشكل دائم عبر الإنترنت فور نشرها، دون عوائق، بما فيها النصوص الكاملة للأوراق البحثية الموجودة.

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Exploring the Effect of Students' Gender on Algerian EFL Secondary School Teachers' Perceptions and Classroom Practices: the Case of Secondary School Teachers at Oum El-Bouaghi

استكشاف تأثير الجندر على تصورات اساتذة اللغة الانجليزية كلغة اجنبية و ممارساتهم التعليمية في القسم: دراسة حالة اساتذة ثانويات أم البواقي

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Abstract

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Gender is the product of biology, society and culture. Therefore, it is not a mere statistical variable. The gender of students is said to cause teachers to hold biased perceptions which would lead them to behave in accordance to their beliefs. Thus, it is crucial that teachers should be more aware of gender biases and work to break them. By the same token, there is little to no literature on this subject regarding the Algerian context. This paper aims to unravel the way teachers perceive gender and whether or not their perceptions are reflected in their classroom practices. In pursuance of this aim, a mixed methodology was used. First, a questionnaire was administered to 25 educators teaching at different secondary schools in Oum El Bouaghi. Second, a classroom observation took place. Findings revealed that most teachers perceived gender as an important social variable. In addition to that, most teachers were unaware that they held any gender biased perceptions although the results have shown that they do. Further, the classroom observation revealed that perceptions were reflected on classroom practices. This calls for the importance and the need for further research on this subject.

ملخص

الكلمات المفتاحية:

الجندرة هي نتيجة لتلاحم الجنس كتكوين بيولوجي مع المجتمع والثقافة. لذلك فالجندر ليس مجرد متغير إحصائي. جندر التلاميذ يؤثر على تصورات الاساتذة و ممارساتهم في القسم. لكن بالرغم من اهمية الموضوع لا يتم اعارته أي اهتمام في مجال التعليم في السياق الجزائري. بناءً على ذلك من المهم استكشاف تصور الاساتذة حول الجندر كعامل اجتماعي و ما إذا كان تصورهم ينعكس على نشاطاتهم و ممارساتهم التعليمية في القسم. يهدف هذا المقال إلى دراسة مدى تأثير الجندر كنوع جنسي و اجتماعي للتلاميذ على آراء و نشاطات اساتذة اللغة الانجليزية في الطور الثانوي في مدينة أم البواقي. لتحقيق هذا الهدف تم استخدام منهجية متنوعة تشمل أساليب نوعية و كمية. أولاً، تم توزيع استبيان على 25 استاذاً في ثانويات مختلفة بمدينة أم البواقي ولاية أم البواقي. بعد ذلك تمت عملية الملاحظة الصفية للأساتذة الذين أجابوا على الاستبيان. كشفت النتائج أن معظم الأساتذة ينظرون إلى الجندر على أنه عامل اجتماعي مهم. لكن بالرغم من هذا فقد اثبتت النتائج انهم متحيزون جندياً في تصوراتهم كما كشفت ملاحظة الاقسام أن تصورات الاساتذة انعكست على ممارساتهم في الأقسام. بناءً على هاته النتائج و جب تقديم الاهتمام البيداغوجي اللازم و تشجيع البحث العلمي في الموضوع.

الجندر في التعليم
اقسام اللغة الانجليزية
كلغة اجنبية
اساتذة اللغة الانجليزية
كلغة اجنبية
التحيز الجندري.

1. Introduction

Gender is a very elusive term to define. It is both explicitly and implicitly implanted so thoroughly in our lives; it defines us from the very early childhood. It is not just a state of being but also a state of doing (Calli, 1999). Based on that, gender is not merely biological but also sociocultural; thus, sex is all what is biological and determined and gender is what we know about our sex and all what is learnt and imposed by society such as gender roles and stereotypes. Males and females are recognizably different; “human males and females should have evolved to be psychologically identical...is a theoretical impossibility, and, indeed, turns out to be untrue” (Vandermassen, 2011, p. 733). Thus, gender should no more be studied as natural sex difference, and it should be studied as contextualized social, psychological and linguistic behavior (Speer, 2005).

Past researches indicate that teachers do have different behaviours and attitudes towards male and female students based on their perceptions toward their students' gender roles, stereotypes and gender based expectations (Fung & Ma, 2000). The issue of gender in regard to teacher-student relationship and interaction which are both influenced by biased perceptions lead to what is known as “educational discrepancies” (Jones, 2000).

Most of the time, teachers are unaware that they have gender based attitudes and behaviors (Calli, 1999), which affect or even influence their classroom practices. Those behaviours are actually reflected by the biased perceptions that they hold. Many of them deny and attest not to have any gender based biased perceptions or practices, “teachers are unaware and deny that they hold or perpetuate biased perceptions of males and females” (Ayodeji, 2010, p. 31).

We suppose that the primary reasons for this are:

- i. Teachers lack of awareness and knowledge about the topic of gender,
- ii. And the influence of their personal gender on their perceptions.

The prime aim of this study is to explore the effect of students' gender on EFL teachers' perceptions and

their classroom practices.

The present study addresses the following questions:

1. What are Algerian secondary school EFL teachers' perceptions about gender?
2. Do Algerian secondary school EFL teachers hold biased gender based perceptions?
3. Does teachers' gender correlate with their gender based perceptions?
4. Does teachers' age correlate with their gender based perceptions?
5. Are Algerian secondary school EFL teachers' perceptions about gender reflected on their classroom practices?

To answer these questions we hypothesize that:

H1: Algerian secondary school EFL teachers have varied gender based perception.

H2: Algerian secondary school EFL teachers hold gender based perceptions.

H3: The gender of the teachers correlate with their gender based perceptions.

H4: The age of the teachers has a relationship with their gender based perceptions.

H5: Teachers' gender based perceptions are reflected on their classroom practices.

The nature of this research made it necessary to conduct a mixed method design, where data were collected via qualitative and quantitative methods. In pursuance of the research aim, a questionnaire was constructed and distributed at five secondary schools (Ferhati Hmida, Boukhalifa sebti, Zerdani Belkacem, El Amir Salhi, and Boukharouba) at Oum El Bouaghi, Oum El Bouaghi, Algeria. The population of the study consists of 25 teachers; five males and twenty females from the five mentioned secondary schools. Only twenty agreed to fully answer the questionnaire and gave permission for the classroom observation, four males and sixteen females. The classroom observation took place after teachers had fully answered the questionnaire and was allocated two hours per teacher. The nature of the topic imposed a criteria based observation. The criteria that were

designed based on the questionnaire's most important questions that had to do with the classroom practices of the teacher.

2. Review of Literature

It is clear that there are a number of debates about the impact and influence of perception on any human behaviour and that any type of stereotype is a biased perception. (Fung & Ma, 2000). One of the issues that have been the subject of debate is whether differences in the gender of students could possibly affect teachers' perceptions of their students and how their gender based perceptions are reflected in their classroom practices.

2.1 gender bias

Perceptions on gender, which by definition, characterize differences between the two sexes, are very common and pervasive in most cultures and societies (Ayodeji, 2010). These deep-rooted beliefs reflect expectations of society from individuals to behave and make choices in accordance with their gender. One common illustration of gender stereotyped beliefs can be noticed in parents steering their children toward certain educational and occupational choices that are deemed to be suitable for their gender. These beliefs and gender biased perceptions may greatly contribute to gender-attainment and achievement gaps as well as the underrepresentation / overrepresentation of one gender over the other in certain positions (Elias & Loomis, 2004).

2.2 gender bias in the classroom

Gender bias gradually moves from home to school where children are no longer just affected by their parents' perceptions but also their teachers'. Furthermore, gender perceptions have been observed and acknowledged in education by several researchers such as (Ayodeji, 2010), (Calli, 1999) (Day, Elliot, & Kington, 2005) (Elias & Loomis, 2004) (Jones, 2000), This acknowledgement has caused Second language research to shift from the conceptualization of gender as an individual statistical variable to the view of gender as sociocultural concept. This change of view has led to richer understandings of the topic of gender and language learning across societies, communities,

and classrooms (Day, Elliot, & Kington, 2005).

Two attributes of biasness were studied and analyzed which affect the gender perceptions. The first one is "lenience bias" which, most of the time, goes unnoticed and it is mostly verbal so it is not reflected on one's behaviours, in addition to that it has positive effects on one's performance improvement. For example, the perception of males being problem solvers and females being creative thinkers. This perception is not comparison based because it does not stand on the same attribute and it influences males to work more to solve problems and female to do more creative thinking. The second one is "centrality bias" which is reflected on one's behaviours and most of the time has a negative effect on performance. For example, the perception that females well behave while males are more aggressive and tend to misbehave, or that females are less intelligent and males are more intelligent. These perceptions are actually stereotypes that are based on myths which were scientifically discredited. (Bol, 2006).

Generally in the Algerian culture, a teacher with stereotypical gender based perceptions may think that learning certain academic skills is not as important for female students as it is for male students since, to them, they will be unlikely to put those skills into practice later in life. In this case the teacher's perceptions may even be reflected on their classroom practices through differences in giving feedback, answering / dismissing questions, and even grading exams (Day, Elliot, & Kington, 2005). Another teacher with non biased perceptions may exert extra effort to engage male students and expect them to well behave instead of building on the stereotype that male students will misbehave (Jones, 2000)

Perceptions are unconsciously stored most of the time; this makes them deeply rooted and invisible at the same time. It is argued that sometimes teachers are unaware of their own biased behaviours because there is a common census that teachers are just knowledge transmitters and should not pay attention to what is considered as trivial and side work for them. The solution is to encourage them to self assess for any prejudices or biases that they might have and spread

more awareness about gender biased perceptions so they would be more conscious about it in their teaching; “unless teachers are made aware of the gender-role socialization and the biased messages they are unintentionally imparting to students every day” (Chapman, Duberstein, Sørensen, & Lyness, 2007, p. 1596).

The present study can be helpful in creating awareness among teachers regarding their biased behaviours that are unintentionally and unconsciously reinforced in their students.

3. Results and Discussion

The data reported in this paper are collected as part of a mixed method study, with the specific goal of exploring the effect of students' gender on EFL secondary school teachers' perceptions and classroom practices. To explore teachers' perceptions, a questionnaire was used, to see if their perceptions are reflected in their classroom practices, a criteria based classroom observation was used.

3.1 the participants

The population of the study consists of 25 teachers; five males and twenty females from the five mentioned secondary schools. Only twenty agreed to fully answer the questionnaire and gave permission for the classroom observation, four males and sixteen females. Their age range between 27 and 51 years old and their years of experience range between 3 and 28 years.

3.2 the questionnaire

The questionnaire is divided into three main parts: (i) the first one was designed to gather the demographic information of the sample. It consisted of the age, the gender and years of experience, (ii) the second part was devoted to assessment of general knowledge about gender and gender based perceptions and stereotypes and it consisted of ten questions, (iii) the third one was devoted to teachers attitudes and practices in the classroom based on students gender and it consisted of ten questions. All in all, the entire questionnaire consists of twenty three questions of different types: (i) closed ended questions, (ii) open ended questions, (iii) option based questions and, (iiii) four point Likert

scale.

The present questionnaire has been validated using the Cronabach's alpha using this equation:

$$\alpha = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2}\right)$$

Where:

k refers to the number of Likert scale items=15

$\sigma_{y_i}^2$ refers to the variance associated with item i =8.17

σ_x^2 refers to the variance associated with the observed total scores=7.65

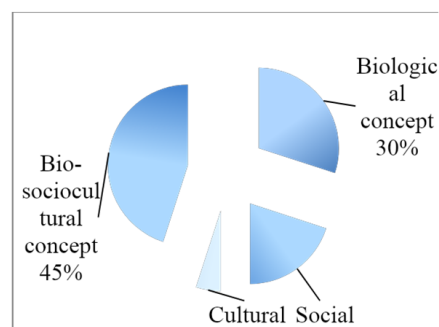
$\alpha=0.87$

The result indicates that the present questionnaire has an acceptable level of internal consistency.

The first section of the questionnaire consists of the most important demographic information which is the teachers' gender. Female teachers are the dominant respondents, sixteen out of twenty with 80% of the sample, in comparison to male teachers who take four out of twenty with 20 %. The reason for that is the population itself not the sample chosen, in which female teachers outnumber male teachers in the Algerian educational system (Education in Algeria, 2010). The teachers ages range between 27 and 51, three teachers are (below 30) two females and one male, six teachers are (between 30 and 40), two males and four females, nine teachers are (between 40 and 50), eight females and one male, and lastly two teachers (above 50).

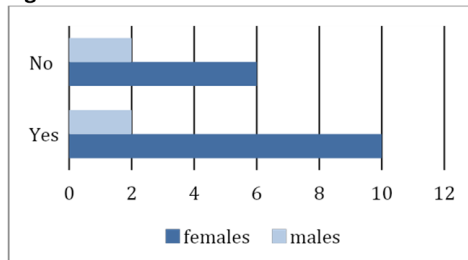
The second section consisted of ten questions aiming to assess teachers' general knowledge about gender and whether or not they have gender based perceptions.

Figure 1



Teachers' perceptions about the nature of gender

Figure 2



Teachers' perceptions about whether or not gender is recognized as a sociocultural variable in EFL context

Analysis also revealed that the majority of teachers recognize gender as a sociocultural variable in the EFL context (figure 2). 62.5% of females and 50% of male teachers acknowledge that gender plays a pivotal role in their students' personality and identity while 48.5% and 50% of male teachers believe that gender is not that important and does not cause any difference or influence students' personality and identity.

Table 1

Teachers' perception about the influence of gender on the student's personality, identity and learning styles

Gender influences personality					
Male	Strongly agree 1	Agree 2	neutral	Disagree 1	Strongly disagree
female	Strongly agree 2	Agree 2	neutral	Disagree 10	Strongly disagree 2
Gender influences identity					
Male	Strongly agree 1	agree	Neutral	Disagree 3	Strongly disagree
Female	Strongly agree 2	Agree 2	neutral	Disagree 11	Strongly disagree 1
Gender influences learning styles					
Male	Strongly agree 3	agree	Neutral	Disagree 1	Strongly disagree
Female	Strongly agree 8	Agree 1	neutral	Disagree 11	Strongly disagree

15% of teachers strongly agree that gender influences students' personality and identity, 55 % strongly agree that it influences students' learning styles. 20 % agree that gender influences students' personality while only

10 % agree that it influences students' identity and 5 % agree that it influences students' learning styles. We can say that

- 35% of teachers believe, to different degrees, that gender influences personality.
- 30 % of teachers believe, to different degrees, that gender influences identity.
- 60 % of teachers believe to different degrees that gender influences students' learning styles.

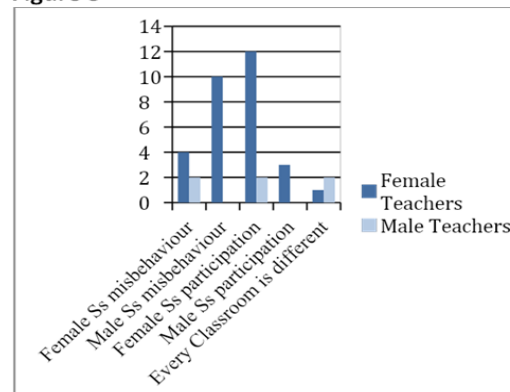
The results showed that only quarter of the sample believe that gender influences personality and identity, however, more than half of the sample believes that gender influences students learning styles. The interpretation of the results suggests that teachers' beliefs are inconsistent because learning styles by definition are affected by one's personality and identity (Calli, 1999). This inconsistency might be due to:

- Teachers' lack of awareness about the topic of gender,
- Teachers confuse gender identity (a western concept) with the influence of gender on the students' identity which is normal and biological.

- 65% of teachers disagree and strongly disagree that gender influences students' personality.
- 70% of teachers disagree and strongly disagree that gender influences students' identity.
- 40 % disagree and strongly disagree that it influences students' learning styles.

Analysis of the results has shown that the majority of teachers do not believe that gender influences students' personality and identity but they believe it influences their learning styles.

Figure 3



Teachers' experience-based analysis of students' misbehavior and participation according to their gender

In section three, ten questions were asked, five of which aimed to assess teachers' experience based analysis with their students' gender. Figure 4 illustrates how male and female teachers classified their students based on their misbehaviour and participation in accordance to their gender.

- On the one hand, 62.5% of female teachers and 0% of male teachers stated that males misbehave more than female students.
- While 25% of female teachers and 50% of male teachers stated that females misbehave more than male students.

Male teachers believe that female students misbehave more than male students, while female teachers believe that male students misbehave more than female students.

The interpretation suggests that:

- Each gender is more likely to notice the opposite gender's actions,
 - Each gender might sympathize more with the same gender's actions,
 - Students' misbehaviour is linked or influenced to the teachers' gender, females misbehave more in the presence of male teachers and male students misbehave more in the presence of female teachers.
- 75% of female teachers and 50% of male teachers stated that female students participated more than male students.

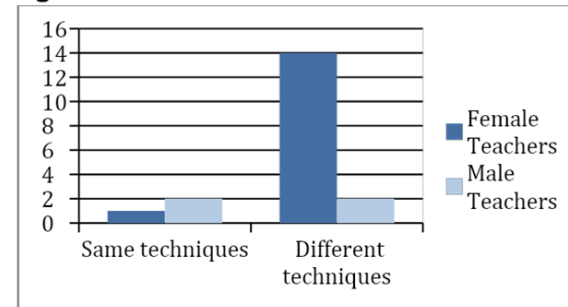
Female teachers believe that female students participate more than male students, while half of the sample of male teachers believes that male and female students participate in an equal manner.

The interpretation suggests that:

- Teachers regard female students as better in terms of classroom activities such as participation,
 - Some generalizations might be true due to consistency of answers and agreement such as this case.
- On the other hand, 10% of female teachers and 50% of male teachers stated that every classroom was different.

The interpretation of the results suggests that teachers have varied gender based perceptions built upon their experiences and presuppositions.

Figure 4



Teachers' responding to same misbehaviour based on their students' gender

In section three, the last five questions were devoted to explore teachers' classroom practices based on their students' gender. Figure 4 illustrates how teachers respond to the same misbehaviour of their students based on their gender.

- 90 % of female teachers and 50% of male teachers stated that they used different techniques to respond to the same misbehaviour,
- 10 % of female teachers and 50 % of male teachers stated that they used the same techniques for the same misbehavior but they added that they took into consideration if the misbeaviour occurred repeatedly or happened for the first time. One teacher said (I often rely on the same techniques to respond to the same misbehaviour, but sometimes I change the technique if it is not useful or if the students did not misbehave before).

80% of teachers showed gender biased perceptions. The analysis shows consistency in responses. For instance, 75.4% of teachers agreed to the stereotype belief that "male students tend to misbehave more because they are more aggressive in nature". After getting these responses from teachers it has been suggested that secondary schools English language teachers in Oum El Bouaghi, Oum el Bouaghi hold gender based perceptions that lean towards biasness. Based on this hypothesis 2 is accepted.

T-test and One-way analysis of variance (ANOVA) was conducted to determine significant differences in teachers' background variables and their awareness

of gender-stereotyped beliefs and perceptions. The summary of results is presented in table 2.

Table 2

One way analysis of Variance test results

Analysis of Variance Results

Data Summary					
Groups	N	Mean	Std. Dev.	Std. Error	
Female Teachers	16	10.125	6.3862	1.5965	
Male Teachers	4	12	3.7417	1.8708	
ANOVA Summary					
Source	De-grees of Freedom DF	Sum of Squares SS	Mean Square MS	F-Stat	P-Value
Between Groups	1	11.25	11.25	0.3097	0.5847
Within Groups	18	653.7542	36.3197		
Total:	19	665.0042			

F-statistic value = 0.30975

P-value = 0.58469

The F-statistic value and the P-value indicate that there is a correlation between the gender of the teachers and their answers.

Table 3

Teachers' gender and their perceptions on gender

Teachers' Gender	Stereotyped perceptions	Non-stereotyped perceptions
Female Teachers	15	1
Male Teachers	2	2

Table 2 and 3 indicate that there is a significant difference existed in teachers' gender-stereotyped perception and their gender. The majority of the female teachers and half the sample of the male teachers believe in gender stereotypes. Based on this, H5 is rejected and H6 is accepted.

A significant difference was observed in teachers' age and their gender based perceptions as well.

Table 4

Teachers' age and their perceptions on gender

Teachers' age	Stereotyped perception	Non-stereotyped perceptions
25 to 30	0	2
30 to 40	1	2
40 to 50	6	0
50 to 55	9	0

This shows that teachers' beliefs have a very significant relationship with their age. 90% teachers between 25 and 40 years old hold non stereotyped perceptions, while 100% of teachers from 40 to 55 years old hold stereotyped perceptions about gender.

Table 2 and 4 show that teachers' age has a significant impact upon their perception on gender and whether or not they believe in gender stereotypes.

Table 2 indicates that one-way ANOVA test has been conducted, significant difference of awareness of gender-stereotyped belief has been observed with designation ($F=0.309, <0.5$). Furthermore, significant difference of gender-stereotyped perception has been observed with gender ($F=2.924, <0.05$) and age ($F=3.342, <0.05$).

This shows that Algerian secondary school EFL teachers' gender-stereotyped beliefs are effected by gender and age; according to the results, hypothesis 3 and hypothesis 4 are accepted and confirmed. Table 2 shows that secondary school EFL teachers hold gender based perceptions, but, 94.8% agree that "boys and girls should be given equal opportunity and not treated differently".

3.3 classroom observation

The classroom observation took place after teachers had fully answered the questionnaire. It was done in two phases, two hours per teacher divided on two classroom sessions. The whole process lasted 40 hours on the span of two months. The classroom observation was meant to be longer but it was disrupted due to covid19 which resulted in lockdown and schools closing.

Teachers were observed and assessed on the basis of four criteria which are adapted from the questionnaire

to investigate whether or not teachers' perceptions were reflected on their classrooms. The criteria were as follows:

- i. How do teachers respond to misbehaviour based on the gender of their students and whether or not their response correlates with their answers on the questionnaire?
- ii. Is teachers' response to participation based on the gender of their students and if so, does the response correlate with their answers on the questionnaire?
- iii. Do teachers give feedback based on the gender of their students and if so, does the response correlate with their answers on the questionnaire?
- iv. Is teachers' language considered as gender inclusive and gender sensitive or not and does it correlate with their answers on the questionnaire?

Table 5

Teachers' classroom practices and their correlation to their answers to the questionnaire

Teachers response to misbehaviour					
Male	Male positive 2	Male negative	Female positive 2	Female negative	Neutral
Female	Male positive 1	Male negative 9	Female positive 5	Female negative 1	neutral
Teachers' response to participation					
Male	Male positive 3	Male negative	Female positive 1	Female negative	Neutral
Female	Male positive 3	Male negative 3	Female positive 9	Female negative 1	Neutral
Teachers' feedback					
Male	Male positive	Male negative	Female positive	Female negative	Neutral 4
Female	Male positive	Male negative	Female positive 16	Female negative	neutral
Teachers' language					
Male	Male positive	Male negative	Female positive	Female negative	Neutral 4
Female	Male positive	Male negative	Female positive	Female negative	Neutral 16

Not so many misbehaviours occurred during the classroom observation of all teachers but data were relatively sufficient since both genders have misbehaved during all the classes in which the classroom observation took place. On the same thought, the misbehaviours that were carried out by males were more explicit such as using the phone while the misbehaviours that were carried out by females were less direct such as talking to their classmates. On the one hand, when male teachers were responding to misbehaviour, 80% were lenient and positive with males more than females, and 20% were lenient and positive with females more than males. On the other hand, when female teachers were responding to misbehaviour, 6.25 % were lenient and positive with males and 56.25% were negative with males, while 6.25% were negative with females and 31.25% were lenient and positive with females. This shows that both male and female teachers have an unequal amount of leniency regarding misbehaviour and student's gender. Analysis has revealed that teachers' perceptions regarding responding to misbehaviour are reflected on their classroom practices.

Participation was the most observed behaviour during the classroom observation. Both males and females participated enough to explore teachers' response and see if it was reflected from their perceptions. On the one hand, when male teachers were responding to participation, 75% of male teachers were positive and showed acceptance towards males' more than females' participation in terms of choosing who gave the answer, and 15% of male teachers were positive and showed acceptance towards females' more than males' participation. On the other hand, when female teachers were responding to participation, 18.75% were positive and showed acceptance towards males' more than females' participation and 18.75% were negative with males, 56.25% were positive and showed acceptance towards females and 10% were negative towards females. This shows that both male and female teachers have an unequal amount leniency and acceptance regarding students' gender and participation. Analysis has revealed that teachers' perceptions regarding participation were somehow reflected on their classroom practices. There were

other factors that would play a crucial role on the way teachers' responded to participation. In some sessions, males participated more than females and vice versa.

When it comes to teachers' feedback, male teachers were 100% neutral, while female teachers were 100% female positive. This shows that males have a gender neutral feedback practices while female teachers either did not give feedback to males at all or the feedback was negative and all the feedback that were given to females were positive and encouraging which supported the data gathered from the questionnaire. However, it is worth mentioning that females participated more during the classroom observation.

Teachers' language was 100% neutral towards both genders. This indicates that teachers' perceptions regarding the language that should be used in the classroom was 100% reflected on their classroom practices.

Based on the results of the classroom observation, we conclude that teachers' gender based perceptions were reflected on their classroom practices; on this basis, hypothesis 5 is accepted and confirmed.

4. Conclusion

The results of this study indicate that teachers have gender based perceptions that lean towards biasness. While they recognize gender as a sociocultural variable and believe that it should be taken into account in EFL classes; most of them detained gender-stereotypes; however, results have shown that they were unaware of that. Some results show a slightly significant difference between the gender stereotype belief, attitudes and practices of males and females teachers in the classrooms such as in feedback. However, other results show a very significant similarity between gender stereotype belief, attitudes and classroom practices such as responding to misbehaviour.

These results found huge support with previous studies. The findings related to the variables of teachers' gender and age were backed by previous research (Bol, 2006), (Calli, 1999) and (Day, Elliot, & Kington, 2005) where teachers' gender and age significantly affect their perceptions of students' gender expectations and stereotypes.

Another important conclusion drawn from the study is that there was a significant difference between teachers' awareness of beliefs and perception of gender stereotyped and teachers' background characteristics which is really prominent in results.

The research findings have some implications for classroom practices and the need for a cultivated awareness of gender. Therefore it is recommended that teachers must learn to recognize and eliminate gender bias in their student-teachers interactions. Seminars and workshops should be organized for teachers, administrators and parents to eliminate this element due to which students suffered a lot. Teachers should avoid language that limits one gender or another from participating in classroom interaction.

It is recommended to do a replication study with a bigger sample to include other valuable variables to the topic such as culture, educational background, and marital status. It is also recommended to conduct a questionnaire with more questions about gender and teachers' classroom practices on a national and international level. This being said, the effect of students' gender on teachers' perceptions has only been studied in the secondary school level in this paper; thus, it is, recommended, to be examined in other levels.

Conflict of Interest

The authors declare that they have no conflict of interest

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