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Gender bias in EFL classroom

The case of middle school pupils and teachers, Mascara and Mostaganem

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Dedication

This research paper is lovingly dedicated to my parents, AINOUNA et ChAREF who have been my source of inspiration and help me in my academic career. Without their prayers, this work would not have been made possible.

Special dedication to my fiance.

I would also dedicate this work to my dearest grandmother who is always support and pray for me.

To my lovely aunts and uncles.

To my cousins without exception and my friends.

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Abstract

Gender is an important part in the educational phase where teachers are unconsciously produce gender biases in their classrooms. Many studies (Sunderland, 1992; Sadker 1994, and Scantlebury, 2009) suggested that teachers provide different treatment in terms of teachers-students interaction, giving feedback, praise and acknowledgment and reproving with punishment. Sociologist and educators have backed up with data, which revealed that male and female students receive separate and unequal education; this is due to the gender socialization process through the formal and the hidden curriculum. Commonly, boys receive most of teachers' attention whereas girls fall into a marginalized position. This study is set out to investigate the gender bias in the EFL middle school classrooms; does gender bias exist in EFL classroom? To what extent can it affect learner's language learning in EFL classroom? Additionally, whether teachers perpetuate gender differences between male and female students. In order to achieve the goal of this research framework, the current study is conducted with EFL middle school classroom through EFL teachers' questionnaire and EFL classroom observation with three levels in Mascara and Mostaganem. The result of this study shows that gender bias exists in the EFL classrooms; however, this treatment depends partly on pupils' behavior, level, discipline and intelligence in which gender is downplayed, and partly, on their gender in which stereotype believes are reinforced by their teachers. As a result, EFL teachers do not have a gender bias outlook; that is to say, there is a lack of knowledge about the education of gender within school curriculum. The issue of gender bias is continue to push their way in the EFL classrooms where choosing the subject is more related to students' gender, thus, further research needs to be completed.

List of abbreviations

EFL: English as Foreign Language

IQ: Intelligence Quotient

IRF: Initiate, Respond, Feedback

UK: United Kingdom

USA: United State of America

List of acronyms

TEFL: Teaching English as a Foreign Language

ECU: Equality Challenge Unit

IJEMS: International journal of research pedagogy and technology in education and movement sciences

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General Introduction

Gender bias in the classroom has been overlooked as an important issue, since teachers may generally be unaware of reinforcing gender stereotypes and pushing gender bias toward their male and female pupils.

Many studies, as Sunderland's (1996), have found that teachers prefer male students rather than girls. This occurs through interaction, giving feedback praise and acknowledgment and reproving with punishment, they are more likely to interact with boys decreasing girls' attention in the classroom. However, this cannot be overgeneralized. The raised issue is whether it is also the case with EFL classrooms. More clearly, does EFL teachers interact with their pupils according to their genders.

The motivation of this academic research is to investigate a new area of study in the field of education. The main purpose is, therefore to put the matter of gender bias in the EFL classroom into a sharper perspective. Hence, this research project attempts to shed light on the gender biases that EFL teachers make on their male and female students. Additionally, this study is attempts to investigate the following: how male and female students are treated in the EFL classroom. Second, are they treated differently? Third, can this treatment affect pupils' language learning?

The current study's central focus is to investigate the gender bias in the EFL classroom. It attempts to reveal whether it is true that boys and girls are treated equally or vice versa. That is to say, whether girls and boys receive similar amounts of attention from their teachers, how they respond to their answers and how they react when students are

misbehaving. This paper highlights also the possible effects that can be resulted from the issue of gender inequalities in the classroom.

More specifically, the core of this work attempts to provide answer to the following research questions:

- Does gender bias exist in EFL classroom?
- If yes, to what extent can gender bias affect learners' language learning in EFL classroom environment?

To answer the main research questions, the following hypotheses will be tested:

- Gender bias may exist in the EFL classrooms.
- As a result, it may affect students' language learning.

From the main research questions a number of other are raised:

- Do teacher interact with one gender more often than the other regard to teacher-student interaction?
- Are EFL teachers aware of the gender bias they make in their EFL classroom?
- How can gender bias hinder EFL students' language learning? In addition, how this problem can be detected and solved?

To answer the above research questions, the following hypotheses are put forward:

- Teachers may interact with one gender rather than the other, as they may interact with boys and girls in different ways that reinforce gender inequality.

- EFL teachers may be not aware of the gender bias they make toward their male and female pupils in classroom.
- Gender bias can have an impact on learners' success and grade achievement.

To test the above hypotheses, this study adopts a mixed-methods approach of both quantitative and qualitative methods of investigations; questionnaire and observation are two tools to answer the research question. In addition, to examine the problematic of this work, an exploratory and descriptive study was adopted to describe and explore the learning situation in the EFL middle school classrooms.

This dissertation comprises three chapters: the first chapter presents an overview of gender bias in classroom. First, it provides a clear picture about the status of English as a foreign language in general and in the Algerian educational context in particular. Then, it defines the key concepts of the research followed by supported theories about the subject. Finally, there is a focus on gender bias in EFL classroom. How this issue raised ending with the effects that can be resulted from that bias.

The second chapter is devoted to the methodological framework. It is fundamentally fourfold. Starting first by stating the problem under scrutiny, introducing the research question in which this study is based on, followed by the hypothesis. Motivation and the aim behind this study and then describing the research design. The second part describes how data were collected and transcribed in this research. The research methods as well as the research tools, followed by the research procedures. Finally, limitations of the study is introduced in this chapter.

The third and last chapter reports on the findings that were collected based on the research tools that are presented in the previous chapter. It starts first by data discussion where EFL teachers' questionnaire and EFL classrooms observation in middle school are discussed. The second point is devoted for general interpreting of findings. After, some recommendations are suggested for EFL teachers to be unaware of any biases and differentiation toward students in their EFL classrooms. Finally, conclusion.

This research framework intends to make the reader acquainted with the concept of gender and recognized the matter of the gender bias that occur in the classroom, and prevent it to occur in all the classrooms namely the EFL ones.

1.1. Introduction

Many scholars have investigated gender biases that occur in classrooms. Teachers' expectations of male and female pupils, as well as their interaction are mostly considered. This is to explore the influence of those factors on pupil's achievement. This chapter intends firstly to introduce the importance of English as a Foreign Language, English in Algeria in general and its status in the Algerian middle school in particular. Second it introduces the key concepts; gender, sex, gender bias and then gender socialization. Next, this chapter attempts to introduce the theoretical perspective of gender bias. Teachers' treatment of male and female students. Finally, how gender bias can affect both male and female students.

1.1.1. The Importance of English as a Foreign Language

Widely speaking, due to the globalization, technological progress and the international integration, English language becomes as an important language where it has been taught and learned in all the countries of the world. It becomes as a challenge point of other languages as French (Amari Samia, 2015, para. 1).

Baugh (2002) claimed that the status of English in the world today is due to the political development and the social events that occur through centuries. Hence English language become as a global language and for this reason, the need of learning English is largely increased (para. 3).

Additionally, Vistawide.com (2012) asserted that English language is useful way for personal, social and professional life (p. 12). Using English to tackle such global issues, for example using English in such global organization as The European Free Trade Nations where English is used as the common language for communication (Antimoon 2012, p. 13). Moreover, English is used for studying and career opportunities. Vistawide (2012) said that English is used for companies' needs to have representative abroad, thus, they need Foreign language speakers (p. 13). (Barbora Bohdanska, 2012, thesis)

Cook (2003: 25) (as stated in Miss Bougandoura Fewzia's dissertation, 2012, An Exploration into the EFL Learners' Speaking Skills Difficulties) declared that recently, English language becomes increasingly as a medium of international communication in both

quantity and speed. As a result, its importance can be covered for many reasons: English is widely interested by business community, educational phase; people get access to information due to learning English as well as for getting a job especially with immigrant people (p. 33).

Common to all, the English language cannot be neglected; it is an open road for all individual needs all over the world.

1.1.1.1. English in Algeria

Braj Kachur (2006: 241) has identified three circles of English language globality. The first circle is called “the inner circle”, where the status of English is being as primary language in UK, USA and Canada (native speakers of English), English as a second language as in India (former colonies) is called “the outer circle”. Algeria is considered as an EFL country where it takes the last circle known as “the expanding circle” (users of English as a Foreign Language) (p. 34).

Although the reforms that occurred in the Algerian educational system to promote education with higher strategies and learners outcomes, English as a Foreign Language could not be achieved at certain levels (Bouhadiba, 2006, P. 146). She also continue to say that this due to the fact that time is the only interest denying learners achievement (P. 146). (As cited in an article in the Arab World English journal by Lamia Benadla, 2012)

She also affirmed that English as a Foreign Language falls in a problematic situation where it is learned far from the communicative skills. Therefore, its values cannot be on the higher position; it is considered as very simple and unvalued subject to be learned as well as its limitation by classroom and time. Additionally, she assured that the need for learning English is just to pass to the next level (Bouhadiba, 2006, P. 146).

1.1.1.2. The Status of English in the Algerian Middle School

The Algerian educational reforms puts EFL in a special position to be a globalized language. After learning French in the primary school, English language take a position to be learned from the first year of middle school; it is considered as a mandatory language to be both taught and learned in the four academic years of middle school, in this stage, its importance can be reduced comparing to other specialties as sciences and Arabic language. Furthermore, English also is educated in the next stages: secondary school after the final exams moving then to the higher education. However, during these stages, it remains more important subject to be involved in other field of education as sciences and technologies (Lamia Benadla, 2012, p. 146).

Lamia assured that during the academic year in the Algerian middle school, English is the agenda items of schools' schedule of subject for teaching and learning. It is planned to be educated three times a week by teachers of EFL. As well, tests and exams are passed three times in a year (Para. 146).

1.1.2. Gender vs. Sex

When someone is asked to fill out a job application document, he or she is asked to provide his or her name, address, date of birth and sex or gender, but never been asked to sign up gender and sex. Because most people think that, these two concepts are the same.

In the historical context, the two concepts of gender and sex are used interchangeably; however, the modern sociologists see that they become increasingly distinctive. As cited in the APA Guidelines and Policy Documents, McLaughlin and Donahoe(2004) said that sex is assigned at birth based on the biological, physical and genetic differences categorized as

males and females. In the most basic sense, sex refers to the biological features and properties between males and females. Adding to that, sex is also that biological trait in which society uses to assign people into two different categories of being either male or female. It is universal and mostly unchangeable. The Biological differences are usually split up into two categories. Primary sex characteristics: (internal and external genitals), and secondary sex characteristics: (non-genital differences) (Sex, pp. 3- 4).

However, Research in sociology focuses on gender rather than sex; Borgatta, E.F. and Montgomery, R.J.V (2000) (as cited in Gender, Definition(s), 2010 said:

“Gender is the division of people into two categories, “men” and “women.” Through interaction with caretakers, socialization in childhood, peer pressure in adolescence, and gendered work and family roles women and men are socially constructed to be different in behavior, attitudes, and emotions. The gendered social order is based on and maintains these differences”. (Borgatta, E.F & Montgomery, R. j. V, 2000, p. 1057)

(Gender, Definition(s) of, 2010, para. 3)

Whereas sex is about the physical and biological differences, gender is based on the social cultural features of being either men or women associated with their biological sex including conceptions of both femininity and masculinity. The World Health Organization (WHO) defined gender as the following:

"Gender refers to the socially constructed characteristics of women and men - such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed".

(World Health Organization (WHO), n. d. Para. 1)

In other words, gender tends to indicate the social and cultural characteristics and behaviors attached to men and women's role linked to how men and women, girls and boys should behave, it involves the social norms, attitudes, values, perceptions and beliefs. As West and Zimmerman (1987) defined, gender is something innate and performed but not

something we acquire. Hence, gender is not naturally innate, but it is socially acquired and constructed (Klein S. S et al. 2010, p. 610).

Additionally, Gender does not mean just focusing on men and women differences but rather on the inequalities between the two categories based on gender stereotypes. To illustrate, men and woman have different genitalia, this is a sex difference, whereas, men and women have faced different social expectations, as women are expected to be nurturing, this is a gender difference. Yet, gender differs over time and culture.

To conclude, sex is biologically determined because of sexual characteristics assigned as males and females, whereas, gender is socially and culturally constructed, as being men or women and what is considered of masculine and feminine.

1.1.3. Gender bias

Gender inequality becomes increasingly a hot issue that people face especially women and girls under men and boys superiority. Gender bias can be easily observed and encountered everywhere, at work place, education, and others. Broadly, one definition cited in Oxford dictionary: “Inclination towards or prejudice against one gender”. (January 11, 2017)

Ronald, M. George (August 1996) stated that gender bias is a behavior and decision

making which uncovers three basic aspects. The first aspect is that gender is based on the stereotypical beliefs of men's' and women's' role, their perceptions, and the third revealed the misconceptions of the social reality that faced men and women (Guideline for Judicial Officers, Avoiding the Appearance of Gender Bias, p. 6).

Therefore, gender bias can be defined as behaviors, treatments, and expectations due to attitudes, stereotypes and misconceptions based on one sex. It is a preference or prejudice within one gender over the other and it can be in favor with or against. Moreover, gender bias occurs both consciously and unconsciously. Unconscious gender bias is the most occurred in term of social stereotypes that everyone holds them about certain group of peoples or one gender. It is those beliefs that are out of individual's awareness and control; these biases are aroused by making judgment about people and situations based on background cultural environment and personal experience, (Herbert, C, Unconscious Bias in Higher Education, ECU, 2013, p. 1).

Specifically, Klein mentioned (1985) that gender bias is also occurred and taught implicitly in classroom environment; this latter is created by either schools' curriculum or teachers and administrators within stereotypes' reinforcement of gender roles (Amanda Chapman, n. d,

Para. 11). As Scantlebury (2006) affirmed that people make gender bias in classroom by providing assumptions and expectations regarding behaviors based on one's gender (Elizabeth Tromeo, 2013, para. 2).

Ultimately, gender bias is a prejudice toward on gender over the other, in fact, it is also occur in classroom unconsciously by teachers on their students, this can produce stereotypical expectations for students' education, as well as student-teacher relationship.

1.1.4. Gender Socialization

1.1.4.1. Definition

When a new baby comes to the world, he learns how to interact with other people, require specific techniques and methods and learn about the social expectations in order to be a proper member of the society he belongs. This process is called "Socialization process". In an article written by Puja Mondal (n. d) the concept has defined in a general sense by Gillin and Gillin (1950), and he claimed that socialization is a process through which an individual adjust himself in his society. Simply, all human norms, behaviors, attitudes, values, and beliefs are learned through socialization process (Para. 2). Indeed, all these aspects are learned based on their sex, whether being boys or girls, man or women.

Thence, the relationship between gender and socialization are quietly interrelated; socialization is that process of transferring the social norms, beliefs and behaviors to individuals and gender is occurred within the process. The individual are socialized according

to their gender that is assigned based on their biological sex. Sociologists have explained the different behaviors associated with male and female through gender

socialization; Boys are raised to conform to the male gender role, and girls are raised to conform to the female gender role.

1.1.4.2. Agencies of socialization

It is very important to examine how gender socialization process takes place in any study of gender equity. A clear distinction must be conducted within two types: primary socialization and secondary socialization.

a. Primary socialization

Primary socialization refers mainly to parents and other family members who make their children internalize attitudes, behaviors, values, and norms of one's culture, they are the basis that support the entire children's forming process. They are associated with the gender role of being boys or girls.

Neifert. Marianne. E (1991)has definedfamily as:

“The family is the first setting in which socialization takes place and where children learn to live with mutual respect for one another. A family is where a child learns to display affection, control his temper, and pick up his toys”.

(Neifert. Marianne. E, 1991, ch.1)

In fact, family and parents are the pillar for every young children; they play the central role in shaping gender socialization providing children with types of clothes, toys, and interactions based on their sex and laying down a basic sense of self, motivation, values and beliefs.

b. Secondary socialization

Secondary socialization refers to the period when a child begins to interact with the outside social universe, this former occurs during the school years through non-family influence. In addition, the child will gradually seek to integrate into group of colleagues, peers and friends (Ionut Anastasiu, n.d. p. 2).

Another agent of socialization is peer groups; they influence children interaction with the social setting. In addition, the mass media is a new agent that influences children thought by reflecting the social norms (p. 2).

c. School as an agent of socialization

With consideration of school as an agent of socialization, one definition of school describes it as the responsible agent that seeks to socialize children to learn skills and values of one's society (Henslin, 1999:77-78). Thus, schools offer the needs of society demanding for (Justin Saldana, 2013, P. 228).

Based on school socialization, the educational setting provides learners with specific curriculum that is divided in two categories: the formal and informal education. Wilson (2005)

defined curriculum as a set of an organized guidelines that provide teaching skills. He argued that the school curriculum must cover a combination of the hidden and formal curriculum where students learn and modeled behaviors from their teachers and other administrators. In this view, the dimensions of curriculum should include types which are the formal and the hidden curriculum (UK Essays, 2015. Para. 3).

On one hand, the formal curriculum according to him(2005) is the written and the learning activities, which are planned and organized by the formal instructions of school experience. These instructions include a wide range of practices and activities planning in textbook messages and pictures, which contain stereotypical ideas, and perceptions of gender roles (UK Essays, 2015, Para. 3).

On the other hand, the term “hidden curriculum” is coined by the Sociologist Philip Jackson (1968) in which he argued that school socialization provide pupils to receive the experience of being in school. Besides, it has a role of critical dimension in which the educational setting offers changes on the social perceptions and the reproduction of the traditional values and attitudes (UK Essays, Para. 4). Longstreet and Shane (1993) have offered a commonly accepted definition for this term:

“The “hidden curriculum,” which refers to the kinds of learning children derives from the very nature and organizational design of the public school, as well as from the behaviors and attitudes of teachers and administratorsP. 46”.

(UK Essays, 2015, para. 3)

The hidden curriculum is viewed as the learning setting in which pupils or children learn behaviors and attitudes from teachers and administrators out from the organized design of school setting.

In the article “Gender and Educational Attainment”, Heaton and Lawson (1996) declared that through education, learners acquire their gender role within certain subject. Thus, the “Hidden Curriculum” is considered the main source of gender socialization; (Trueman, C.N, 2017, Para. 2). Likewise, it is a concept that based on the idea that teachers teach each of their pupils with the basis of gender relation reinforcement; including race, stereotypes, and social classes, peers interaction and classroom environment. As a result, the hidden curriculum offers learners a leeway by which teachers reinforce values and beliefs upon their pupils.

In consideration with “Course Taking”, according to Davis County science teacher Brenda Smith in Jennifer K. Hatch and Staff Writer’s article (1994), teachers serve to prepare tasks for their pupils according to their gender. For example: she stated that teacher instructs boys with physical works and girls with domestic work, thus the stereotypical

views is continue to have an influence for girls to be encouraged toward humanities, languages and the domestic science and boys to be encouraged to opt for science and technology (para. 7). This former reinforces boys and girls with specific gender roles according to their sex of being men and women.

Within the same article, the assessment specialist David E. Nelson (n. d) revealed that: there are differences in pupil’s gender, and this has been shown in their ‘test scores’; girls outscore in the field of math and science in middle school grades, whereas, boys continue to outscore them on the statewide Stanford Achievement Test (para. 10).

More clearly, in school setting, gender socialization affirms that girls recognize that they are on the lower position in comparison to boys. According to Ballantine, J. H and Spade, J. Z. (2011) in their book “*SCHOOLS and Society, A Sociological Approach to Education*” (fourthEd), Sadker and Sadker (2005) showed that:

“Children’s experiences in grade school and middle school reinforce boundaries of us and them in classroom seating and activities in the lunchroom, and in playground activities, as girl and boys are seated, lined up and given assignments by sex”.

social development”

(Ballantine, J. H & Spade, J. Z. 2011, Ch. 9, p. 295)

Likewise, teachers assert that girls and boys pupils should be treated separately, and provide them with different learning opportunities and feedback; Hence, The Classroom examination shows that the socialization of girls and boys works against gender equity.

Another example, socialization process continues to operate Stereotypes and gender roles, this has been shown in ‘school uniform rules”, this latter could be seen as emphasizing gender differences.

To scrutinize, pupils do not learn just from the academic curriculum that the teachers prepared and school administrators, rather they learn social skills through the interactions with teachers, and peers. And although school play a significant role in children socialization ,Girls and boys pupils receive separate and unequal education due to the gender socialization

attributes from both the hidden and formal curriculum including teachers and administration's member.

1.1.5. Theoretical perspective of gender bias

Many sociologists and educators as Sadker, Smith and Wilson have investigated the general field of education build upon different theoretical approaches to analyse school as both institutions and as social agents.

The theoretical perspectives were developed not only to focus on educational issues

but rather were to clarify the social phenomenon. Thus, it seeks for understanding the complex structure and processes depending on the relationship between patterns of knowledge transmission and educational roles, between social behaviors and values, between individual and community, and between social identities and institutions. One quotation by Maureen T. Hallinan(2006) in his writing” Handbook of the Sociology of Education”, he affirmed that:

“The sociology of education “has become a vital and expanding field of sociology and has made of sociology and has made a significant contribution to our understanding of the social structures and processes that affect students’ learning and social development”

(Maureen T. H, 2006, p. 1)

Subsequently, the main purpose of the educational sociology is to determine the purpose of education and aspire researchers, policy makers, school leaders as well as teachers to use

specific sociological theories in order to analyse and interpret the educational issues and seek to have problem.

Ballantine & Hammack(2012) affirmed that sociology of education can be embedded in three major sociological theories which emphasize the way individual learn and function in society, these theories include; the functional, the conflict, and the symbolic interactionist approaches (Social Problems: Continuity and Change, 2015, Ch. 11, P. 439).The conflict and the symbolic-interactionist are presented as followed:

1.1.5.1. The conflict theory

In the conflict theorists perspective, many sociologist have focused on the same idea as: Waller (1965) and Bowles and Gintis (1977), they believe that conflict theory sees education as a way to reinforce power relation in society (Lavinia,C L, 2012, ch. 1, p. 6, doctoral thesis). They claim that education based on the differences between classes and ethnic groups.

Karl Marx, the father of the conflict theory does not believe that education and school reduce social inequalities but rather he sees education as power dominance; reinforces and perpetuates the social inequalities that are emerged from class, gender and ethnic differences. Obviously, how it comes that some people are dominant and other are oppressed. Other important sociologists associated with this theory are Harriet Martineau, Jane Addams and W.E.B. Du Bois (Theories of Sociology, n. d. Conflict theory, slide 3-4).

To illustrate, one of a non-working class home who's English as his second language and wants to achieve well in school, his poor environment and lack of family support act as and obstacle for his success in school (Introduction to Sociology, Ch. 16, p. 361). Likewise, the educational system is associated with the social classes in which it makes one dominant class

superior over the other and differ in their learning conditions. Similarly, Booher Jennings (2008) believed that the hidden curriculum has an impact on the existence of the

social hierarchy. Students of “low socioeconomic class” do not receive the same opportunities and merits as other student who belongs to the higher classes, as a result, this creates social inequalities in general (Social Problems: Continuity and Change, 2015, ch. 11, p. 441).

Additionally, conflict theorists also see education as promoting social inequality within the use of “Tracking System”. According to Education Week (2004) in the same book, school separates pupils by their academic abilities into groups or classes. Therefore, within the tracking system all pupils in school are classified according to their achievement; either above, normal or below the average. That is to say, advanced versus lower achievers (p. 362).

Moreover, many sociologists as Ascher (1992), Burris and Welner (2005) and Wheelock (1992) agreed with the same idea that pupils receive different curriculum courses; the higher-level track give an enriched courses, while the lower-level track are given rote courses. (Futrell M. H. and Gomez, 2008, An entrenched practice, pp. 74-78, para. 3). As a result, the tracking system makes teachers addressing their lessons directly toward particular learner’s level abilities; this system may create a poverty of learning and cause barriers for student equal opportunities for reaching their goals.

To recap, the conflict theory emphasizes one hand on education as promoting social benefits and opportunities and on the other hand as promoting social inequality and perpetuating power dominance in society, these occur with tracking system, and hidden curriculum within hierarchy.

1.1.5.2. The symbolic-interactionist theory

Whereas the conflict theory emphasizes on the social issues and its effects on the institutional level. In a general broad term, the symbolic interactionist theory focuses mainly on the social interaction that occurs between the individual and the others. According to the article written by Dong,X, 2008, "*The fundamention of symbolic interactionism is the manner in which the individual is connected to the social structure and the possible interplay between the individual and others*". (p. 14)

Specifically, according to Thorne (1993), the basic role of the symbolic interactionist theory is to observe and examine the social interaction that occurs in the classroom. For example, girls tend to be cooperative in playing, whereas boys tend to be competitive players. Hence, this theory seeks to understand how such children's activities reinforce gender-role socialization. (Social Problems: Continuity and Change,2015, Ch. 11, p. 441). Moreover, It is focuses on teacher-student social interaction within classroom environment as well as student achievement. To illustrate, in math and science field, according to Battey,

Kafai, Nixon and Kao (2007), teachers offer different treatment unconsciously. However, their behavior means that girls cannot achieve well in math and science (P. 343). Therefore,

Sociologists as Zimmerman associate this theory with an article “Doing gender” (1987), it described how gender occurred through the interaction between individuals (Crossman, A, 2017, Major Sociological Theories of Gender, para. 5).

Accordingly, Ray Rist (1970) conducted one study in a kindergarten school of African American teachers and students, they separate students by tables according to their abilities; the better, the average and the weakest students with IQ test. The study found that teachers have selected them according to teachers’ expectations and perceptions toward students. The researcher discovered that the better students are those of the higher social classes, whereas the weakest student, are those who belong to the lower social class. Additionally, students who are close to the teachers have a good performance as well as more teachers’ attention (UK Essay, Historical Background, para. 14). As a result, the role of the symbolic interactionist theory is to observe and understand how teachers form expectations and perception toward their students (p. 15). Thus, this theory may have a similar study in relation to gender within classroom.

To epitomize, researchers and educators of the interactionist perspectives have reported that teacher’s expectations and perceptions influence student learning and achievement.

1.1.6. Teachers’ gender treatment of student

When it has been asked teachers about gender equity in classroom, the response may not be relevant, because commonly, they said that students are treated as the same. This former becomes a central issue in education which covers two main problems; the first is that

students do not share common, learning skills' abilities, indeed, one may differs from the other peers, the second problem is that teachers may be unaware or unconsciously produce biases toward their male and female students (Scantlebury,K, 2009, para. 3).

1.1.6.1. Gender in the EFL classroom

Many researchers attempt to investigate the process of teachers-students interaction in the classroom due to how teachers interact and react with their males and females pupils.

In regards to English as a foreign language, gender bias occurs through different levels: classroom materials, the English language itself and the classroom practices, these elements often show the image of an unrepresented gender over the other in the academic curriculum; shown by images and text books or by teacher's expectations. (Sunderland, 1992). (As cited in Hassaskhah, J &Roshan, Z. S, 2013, p. 1)

Also, Sunderland stated that teacher-student discourse, student-teacher discourse and learner discourses in group work are three dimensions in which any language classroom practices put into consideration (pp. 1-2). With the same article, Xiao-Yan (2006) said that a foreign language classroom aims at facilitating classroom interaction by means of IRF structure (teachers Initiate, students Respond, and teacher's Feedback) (p. 2).

Thus, Dabiri (2006) has investigated how teachers-students' interaction occurs in classroom. In his study in an Iranian classroom, he mentioned that teacher' attitudes and expectations of gender influence teachers and students interaction and as a result, teachers' behaviors change based on the students' gender (p. 2). Similarly, the quality and the quantity of interactions are explored by Sunderland (1998). He observed that teachers are more interested in the quantity of interaction with individual students in which most attention and contact are given to male students; teachers tend to initiate more interaction with male more than females students (p. 2).

To conclude, Swann (1992: 3) indicated that school is responsible for reinforcing gender differences in classroom; she affirmed that school also contributes to gender inequalities (Männynsalo, A, Master's thesis, 2008, p. 10).

1.1.6.2. Teacher's gendered treatment:

Many researchers have conducted studies about gender biases in classroom as; Beaman, et al., (2006); Lundeberg, (1997); McCaughtry, (2013); Sadker, Sadker & Klein, (1991); they have brought the idea and back up with a theory that school is a tool for reinforcing stereotypical gender roles where there is a different treatment addressed to both boys and girls. Actually, researchers have debated about whether teachers give most of their attention as well as interaction to one gender over the other.

According to the article written by Chapman, A of D'Youville College, the feminist theorist Sadker (1994) asserted that, "*Sitting in the same classroom, reading the same textbook, listening to the same teacher, boys and girls receive very different educations.*"(Para 1). Both male and female pupils are engaged in the same learning place, the same tools used for both of them with the same instructor, but in fact, with different educations as instructions and treatment. This former is occurred through different spaces, interactions (attention), grade level expectations and punishment.

a. Teachers-students interaction

The occurrence of gender bias in classroom is established through teacher-students interaction or how teachers' treatment of boys and girls pupils takes place. Specifically, According to Myra and David through Sadker's research (1994)(as cited in Shruti Raina's

article: Gender Bias in Education, IJEMS journal)there are several types in which teachers can respond to their students by making praises, remediation and criticism. Through their observation, they found that boys are the dominance option in classroom; i.e. they attract teacher's attention carrying out different opportunities than their female counterpart (p. 40). Another data concluded by Kelly (1988) in her meta-analysis, she resumed that boys pupils initiate more contact then girls do, get more academic criticism, actually get the blame more than girls, exchanging questions and more appreciation (p. 2).

Many researches findings asLi (1999) argued that teachers offer different treatment to their male and female students. Similarly, Sunderland (1996) affirmed that mixed classes teachersgive more attention to boys rather than girls(Durán, N. C, 2006, p. 126). That is to

say, that teachers who have students who are clearly of different level of abilities whether male or female, they raise more males' attention.

Kathryn Scantlebury (2009) also noted that:

“Teachers' gendered perception of students' ability is also reflected in the type of praise and expectations they have of their students. Teachers often give girls less meaningful and less critical praise than boys. Boys' work is described as unique or brilliant, while girls' work is often undervalued, critically ignored, and praised for its appearance. This aspect of teachers' behavior is particularly detrimental to girls because it means they do not receive feedback on their work that could help them develop deeper understandings of concepts (Liu, 2006)”.

(Scantlebury, K, 2009)

As it is mentioned in the quotation above, the fact that boys receive more attention from their teachers, it is due to the teachers' perception that boys' work are excellent and relevant; they tend to be active and demand more attention. Unlike girls work who's described as trifle and being ignored because they are considered as passive learners, quitter and more reticent. Hence, teachers' perception affect students gender ability. Just as Good and Brophy (1990) assures Sadkers' findings where they have noticed that most teachers attention are given to boys, call on them regularly, inviting them for responses and providing them with opportunities to develop their thoughts (Amanda Chapman, n. d, para. 9). As a result, Koca (2009) indicated that the process of gender stereotypes perceptions of both teachers and students affects this interaction (In Jaleh Hassaskhah and Sara Roshan Zamir, 2013, p. 2).

b. Teachers-students punishment

Another issue about gender bias within classroom is student's punishment; teachers reprove their students based on their gender differences, male or female, said Smith (n. d). He illustrated if a bad behavior is occurred, students will line up by their gender: girl-boy, girl-boy (Hatch, J. K. and Writer. S, 1994, para 9). More clearly, according to Golombok (1994), bad behaviors are expected more from boys than girls; teachers may reinforce gender biases by applying the gender stereotypes when they forgive boys' bad behavior. Yet he affirmed that although teachers expect bad behaviors from boys, they achieve in their academic skills with more attention than girls do (Dr. Elvira Dode, 2015, p. 81).

Thus, Poynton (1985) asserted that although teachers do not think that they give equal attention to both genders; girls actually receive the less attention. Therefore, many researchers agree with the point that the findings are not overgeneralized (Durán, N. C, 2006, p. 126).

To conclude, Sunderland (1998: 51) affirmed that girls are the victims under boys' domination. However, she assumed that when it comes to the interaction between teachers and students' in the Foreign language classroom environment, studies have not full evidence to prove that male are the dominant figure in the classroom, actually there are some classes where girls play a role in initiating more interaction than boys do (Männynsalu, A, Master thesis, 2008, p. 14). Thus, these findings are unjustified and cannot be overgeneralized for how males and females pupils are treated by their EFL teachers.

1.1.7. Effects of gender bias on students' gender

The gender scope with relation to education and classroom environment may not be a new controversy. However, its consequences can be reduced to students as being victims of gender bias, stereotypes as well as the formal and the hidden curriculum. Ms. Flynn (n. d.) a teacher in Oromocto's high school in Canada (As cited in Sarah D. Sparks' article,

2012). said: "*Growing up, I'd always seen, oh, boys are in this line and girls are in this line, and I'd not thought anything about it,*" (Teacher modeling, para. 6). She noticed that the genderstereotypes that school reinforces cause boys and girls to adopt the idea that gender is basically oppositional.

In Jaleh Hassaskhah's and Sara Roshan Zamir's article (2013), Sadker and Sadker (1994), demonstrated that schools may provide pupils; male or female with the same opportunities of learning skills as well as learning materials, but generally the only victim of the hidden curriculum and teachers expectation are female students (p. 2). In this matter, Scantlebury (2006) identified three issues that can be resulted from classroom gender bias such as self-esteem issues, academic success or failure and behavioral issues (Tormey, E, 2013,para. 2). She also clarified that females are more affected by gender bias in classroom, this occurs because of teachers' lack of attention. Hence, girls may feel lack of confidence of their own abilities, whereas boys may face self-esteem issues if they do not accept the higher expectations from their teachers, mainly math and science are more devoted for boys rather than girls, likewise self-esteem issues occur when students of both genders do not accept the stereotypical expectations towards them.

The second issue that may rise from gender bias is behavioural issues. This can be based on the norms that differ boys from girls, she illustrated that females are devoted to specific behaviours as being polite and quiet, and boys tend to be brave and disruptive, however if

these norms are done within the opposite sex, it is considered as deviation from norms. Thence, behavioural issue may occur. The third issue is related to academic achievement; according to the same article, as boys receive more attention from their teachers, they may succeed. Furthermore, as female receive less attention than boys do, they may fail. Thus, academic achievement whether success or failure is depend upon the stereotypes area.

Subsequently, these effects can be either result in the notion of stereotype threat or stereotype boost.

1.1.7.1. Stereotype threat

Generally, Stroessner, S and Good, C(n. d) mentioned that: “*Stereotype threat refers to being at risk of confirming, as self-characteristics, a negative stereotype about one's social group (Steele & Aronson, 1995)*”(What is Stereotype, para. 1); this indicates that stereotypethreat is a situation when someone feel that he or she is facing self-characteristics and such stereotypes and expectations about them.

Through the lens of gender, Johannes Keller (2007) in his article « Stereotype Threat in Classroom Settings » stated that negative perception toward one gender can reduce his or her

performance, one study done by him revealed that female students are poorly score in maths area and this due to stereotype threat (Abstract, para. 1).

In summary, stereotype threat may also have impacts on one gender over the other such as decreased in the academic performance, limited subject choices of speciality in higher education and then narrow their future career opportunities.

1.1.7.2. The Pygmalion effect:

Gender stereotypes and expectations also have an impact on students' academic achievement and how male and female are represented in the classroom, this can be resulted as a "Pygmalion Effects", it is when a higher expectations equal increase in academic achievement (According to Wikipedia, 02-04-2017, 16:16).

In the article "Teachers' Perception of Students' Knowledge" (n. d), One study was conducted by Robert Rosenthal and Lenore Jacobson (1968) on the purpose to prove the hypotheses that states that one expectation can influence other's reality, they found that if teachers are expected higher performance from student, they easily can show their enhancement (the Pygmalion effect, para. 2). In terms of gender, according to the same article, math and science are devoted to be a masculine domain and not feminine jobs (Gender Stereotyping, para. 1).

Jie Chang in his research work "A Case Study of the Pygmalion Effect" (2011) mentioned that the Pygmalion effect takes both the negative and the positive expectations. She asserted that teachers receive what they expected, if they hold positive expectations, students get more opportunities, positive feedback, praise and encouragement (pp. 198-199). Again, if teachers hold negative expectations toward their students, consequently, they will be under an unsuitable learning environment.

To illustrate that, a research conducted by Robert Rosenthal and Lenore Jacobson (1968), to examine students with IQ tests, first they assumed randomly a student number of higher ability in the next years informing their teachers to observe the result. The IQ test was repeated at the end of the year; as a result, students have shown a higher increase in their scores. Therefore, researchers have identified that teachers' expectations toward their students has an impact on their learning achievement; when they expect a particular result or attitude, it would be occurred. Researchers called this process as "self-fulfilling prophecy": this is simply when something thoroughly happens through direct or indirect prediction (UK Essays, historical background, para. 13).

Likewise, if there will be a relationship between teachers' expectations and students' performance, the Pygmalion effect will run through students' learning conditions as well as their academic achievement.

In another way, Gender bias may have other effects that could be an obstacle for both

genders. Delmont (as quoted in Swann 1992:3) mentioned that the effects of gender bias might narrow pupils' subject choices as well as their career in the future. He also said that

even school try to mitigate gender roles; it perpetuates another issues as gender Sterotypes and discrimination (Anni Männynsalo,2008, P. 10).

From this scale, Frances A. Maher and Janie Victoria Ward (2008) believed that school in general perpetuate social status hierarchies mainly as gender, race and class segregation. He said that schools' subject should cover all students; girls can achieve in math and science and boys can succeed in English and other foreign language. He suggested that students should have access to engage with different learning styles from the pedagogical and curriculum materials (Gender and Teaching, Our plan for transformation, para. 3).

To conclude, as a reaction, teachers are not aware of the gender bias they make toward their pupils. All these are based on the curriculum design, teacher-students interaction and peers.

1.1.8. Conclusion

To conclude this chapter, it was important to review literature about the importance of English language trying to outline its status in the Algerian middle school.

From the body of the chapter, gender bias in education occurs through the hidden curriculum in which teachers reinforce difference treatment in term of interaction with their students, giving feedback, praise and encouragement and reprimanding with punishment.

This chapter has also reviewed that teachers are unaware of producing gender bias toward their students. As a result, it may hamper their academic performance and achievement. This occurs through the Pygmalion effect and stereotype threat decreasing students' motivation toward learning.

2.1. Introduction

After the theoretical background about the gender bias in EFL classrooms and its different aspects that have been discussed in the former section, the methodological framework of the present study will be introduced. This chapter attempts to obtain evidence and findings about the research questions throughout the research tools. First, this section tends to shed light on the methodology uses in this study. It is mainly split up into four parts, the first part starts by stating the problem under scrutiny, the research questions and hypotheses, moving then to the motivation and aims behind this work. Finally, this part ends by the research design in which the researcher relies on the descriptive and exploratory study. The second part of this chapter seeks to represent the data collection methods that include the research methods; they are used to investigate the research question followed by the research tools; questionnaire and observation, research procedures, limitations of the study and finally conclusion.

2.1.1. Methodology use

As it has been shown in the previous chapter, many studies have been conducted in relation to gender, teachers and classroom. Yet, the exact evidence about gender bias in the EFL classroom and teachers' treatment toward pupils' gender may not be proven enough to reach the final results and findings (as it has been mentioned in the literature review).

2.1.1.1. Statement of the problem

From the scholarship point of view, the hidden and the formal curriculum reinforce such stereotypes and expectations that distinguish between girls and boys at school, whether the responsible is the formal curriculum (such as books) or teacher's expectations and treatment(hidden curriculum). As a result,it creates gender inequities between students in classroom.Thus, within this framework, it seeks to display the issue under scrutiny.

2.1.1.2. Research questions and hypotheses

Subsequently, the present study attempts to describe and explore whether teachers treat their students according to their gender and to see how they are treated in the EFL classrooms. Are they treated differently? Does this treatment affect their language learning? More specifically, the present work attempts to answer the following main research questions:

- Does gender bias exist in EFL classroom?

- If yes,to what extent can gender bias affect learners' language learning in EFL classroom environment?

From the focus question, a number of other ones are raised:

- Do teacher interact with one gender more often than the other regard to teacher-student interaction?
- Are EFL teachers aware of the gender bias they make in their EFL classroom?
- How can gender bias hinder EFL student's language learning? In addition, how this problem can be detected and solved?

a. Main hypotheses of the main research questions

To answer the main research questions, this study will examine the following hypotheses:

- Gender bias may exist in the EFL classrooms.
- As a result, it may affect students' language learning.

b. Sub hypotheses of the sub research questions

To answer the other sub-research questions, the following hypotheses were also tested:

- Teacher may interact with one gender rather than the other, as they may interact with boys and girls in different ways that reinforce gender inequality.
- EFL teachers may be not aware of the gender bias they make toward their male and female pupils in classroom.
- Gender bias can have an impact on learners' success and grade achievement.

All these aspects were guided by the following research to accomplish the purpose of the study.

2.1.1.3. Motivation and aims of the study

The motivation of this is to investigate a new area of study in the field of education. It is comes also from the need to know the learning atmosphere in the EFL middle school classrooms in terms of gender, this occurs by focusing on the interaction between teachers and students.

This research framework is conducted with the main aim that attempts to elicit information and gather data about EFL teacher's treatment of their pupils. The latter is done through the differences of EFL teacher's interaction, attention and punishment by treating them separately because of their gender.

The current study is mainly attempt to reveal if there is any gender biases within EFL middle school classrooms, more clearly, to see if it is true that there is the gender concept in regards to teacher's treatment of pupils or it depends on other variables. Then, it endeavors to investigate the teacher's perceptions of their students concerning gender bias as it is measured by a questionnaire and examined by classroom observation. Next, it tries to examine how they react and give feedback to their pupil's responses, fundamentally, how this reaction differs from one gender to another. i.e. Whether the pupil is a girl or a boy. Motivation also is another aim by which teachers motivate their male and female to learn a foreign language.

Thus, in order to investigate this matter, the following methodological framework is presented as followed:

2.1.1.4. Research design

The current research is carried out in order to put the matter of gender bias in the EFL classroom into a sharper perspective. Hence, the researcher attempts to rely on both descriptive and exploratory methods of investigation.

First, the descriptive research under this study aims at first to obtain data in relation to the issue of gender bias that occurs in the EFL classrooms, to describe how EFL teachers deal with their students regarding gender, and to observe the status of the learning environment. Second, this inquiry also seeks to rely on the exploratory research. It provides information in order to explore the issue more and to gather data regarding the effects of this phenomenon on students' educational space.

2.1.2. Data collection methods

2.1.2.1. Research methods

This study was conducted through a mixed-methods approach following both quantitative and qualitative methods of investigation. The quantitative research is subsisted with questionnaire addressed to EFL middle school teachers and the qualitative research was pointed out in the overall EFL classroom observations.

2.1.2.2. Research tools

At this level, to obtain more reliable answers to the research questions and validity to the work, the adopted case study was held in the Algerian middle school (Mostaganem and Mascara). The participants were EFL teachers and pupils from different middle schools from the four levels. The research tools was carried out to provide the researcher with data about the status of learning situation in the EFL middle school classrooms with special emphasis on

gender. The research tools were occurred within two research instruments: the questionnaire and observation.

a. EFL teachers questionnaire

i. Presentation of the questionnaire

In order to reach the aim of this study, a questionnaire was administered to EFL middle school teachers in Mascara and Mostaganem. (See appendix A). The participants were thirty anonymous teachers, they were chosen at random without consideration of the teachers' gender. The self-report was held to collect needful information where participants give answers to questions.

Concerning the structure of this survey, it is divided into three parts. Structured questionnaire is used for investigation; mixed questions are applied within both open-ended and close-ended questions, close-ended questions are usually typed with « yes » or « no », and questions with multiple choices that are used for the possible responses, and open-ended question provided with extra comments or opinions. They are also used where participants are able to write their own terms or extra comments and thoughts.

ii. Analysis of the questionnaire

To have a good description of the results of this study, the researcher will divide this evaluation question by question. Hence, it gives more detailed of the present findings. As they are supported by tables and pie charts to illustrate the results clearly.

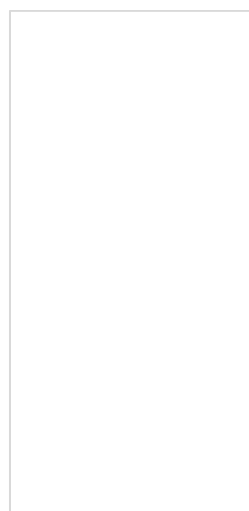
Part one: The first part of this questionnaire is to provide the researcher with primary information of EFL teachers, their gender, teaching experience and levels.

Question 01: The first question is about gender.

The first question seek to provide readers with the participants' gender.

According to this question, the obtained results showed that the sample consisted of two gender. However, female teachers are more questionnaire participants where they take 90%, whereas male teachers 10%.

Table 01 : Teachers' gender



Gender	Number	Percent
Male	3	10%
Female	27	90%

Pie chart 01:

Teachers' gender

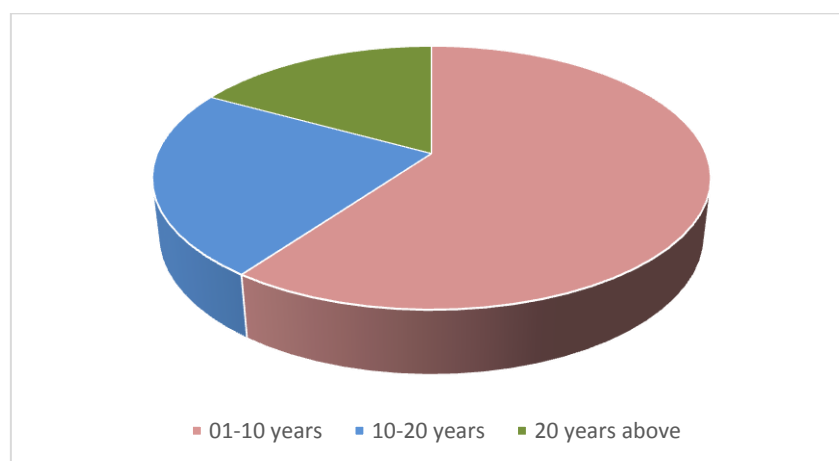
Question 02: How long have you been teaching in the middle school?

The second question aims to know teachers teaching experience of EFL in middle school.

The second question revealed that most of participants' length experience is ranged from 01 to 10 years where they take 60%, 23% teachers who have been teaching for 10 to 20 years and 17% who have been teaching for 20 years above.

Years of teaching English	Number	Percent
01 -10 Years	18	60%
10-20 Years	7	23%
20 Years to above	5	17%

Table 02: Years of teaching English



Pie chart 02: Years of teaching English

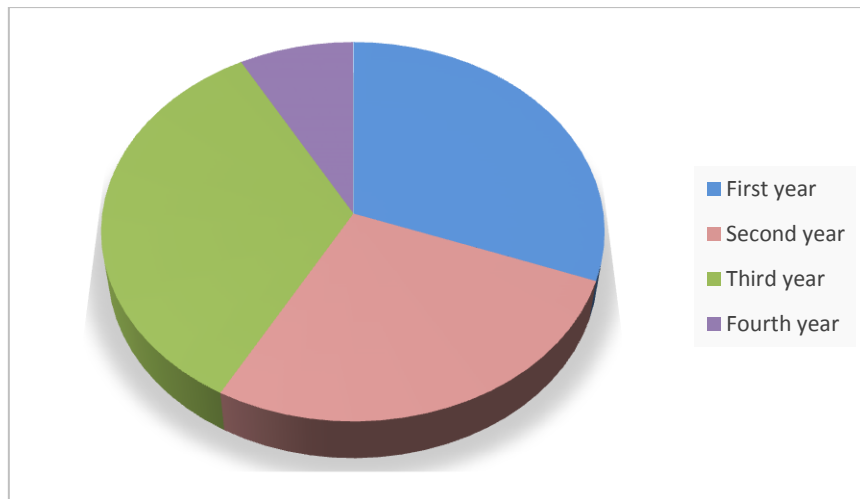
Question three: Teaching level

The last question of this part is to be acquitted with the teaching level of EFL teachers.

The result obtained from the third question is that most participants were teachers of third year level 70%, 63% for teachers of first year, 57% teachers for second year and 17% of teachers who teach the fourth year level.

Teaching level	Number	Percent
First year	19	63%
Second year	17	57%
Third year	21	70%
Fourth year	5	17

Table 03: Teachers' teaching level



Pie chart 03: Teachers' teaching level

Part two:The second part of the present questionnaire was provided with other useful questions.

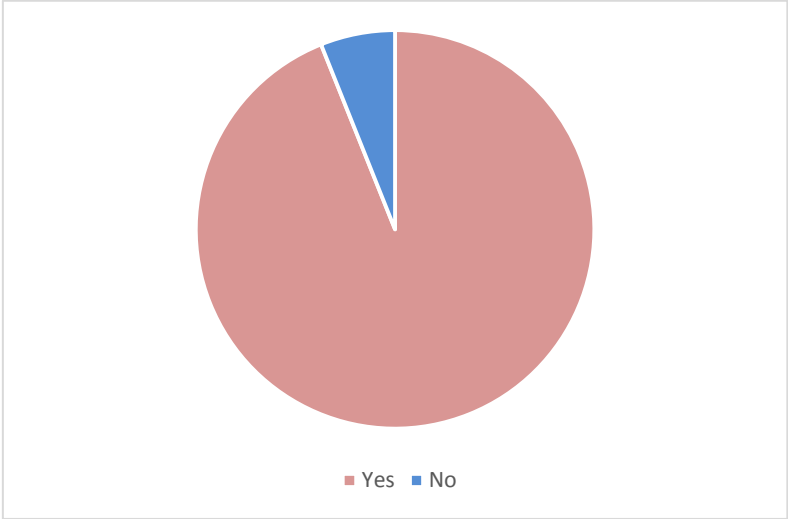
Question four:Do you think that students like studying English?

The objective of this question is to seek teachers' perception toward students and learning English language. That is to say, to see whether student like studying English.

As far as this question is concerned, the result showed that teachers perceptions of their student is that 93% students who like studying English and 2% students don't like studying English.

Teachers answers	Number	Percent
Yes	28	93%
No	2	6%

Table 04: Teachers perception toward students and learning English.



Pie chart 04: Teachers perception toward students and learning English.

Question five: Do you think that your pupils have the same abilities, attitudes and behaviors?

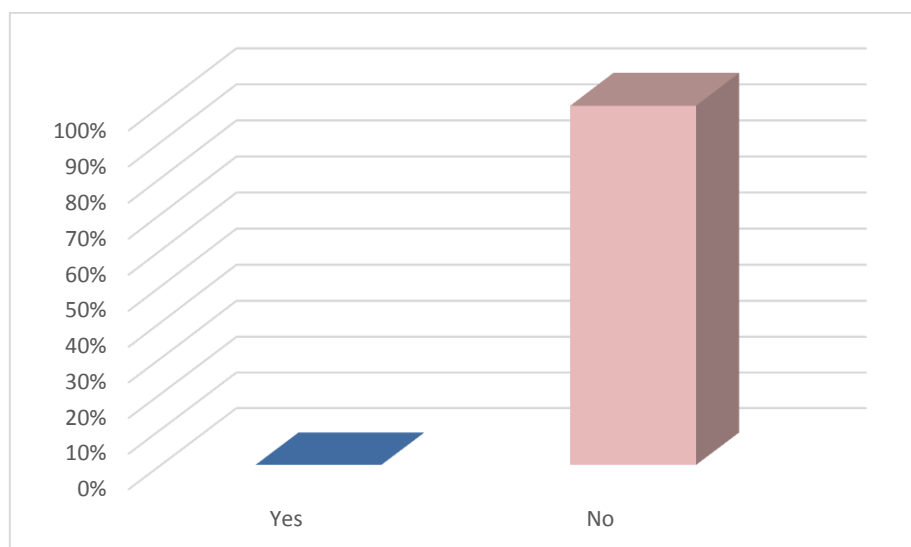
This question, obviously, was meant to inquire about teachers' perceptions about students' abilities, attitudes and behaviors,

Concerning this question, the result obtained showed that 100% of teachers perception that students do not have the same abilities, attitudes and behaviors.

Teachers answers	Number	Percent
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Yes	0	0%
No	30	100%

Table 05: Teacher’s perception about student’s abilities, attitudes and behaviors.



Pie chart 05: Teacher’s perception about student’s abilities, attitudes and behaviors.

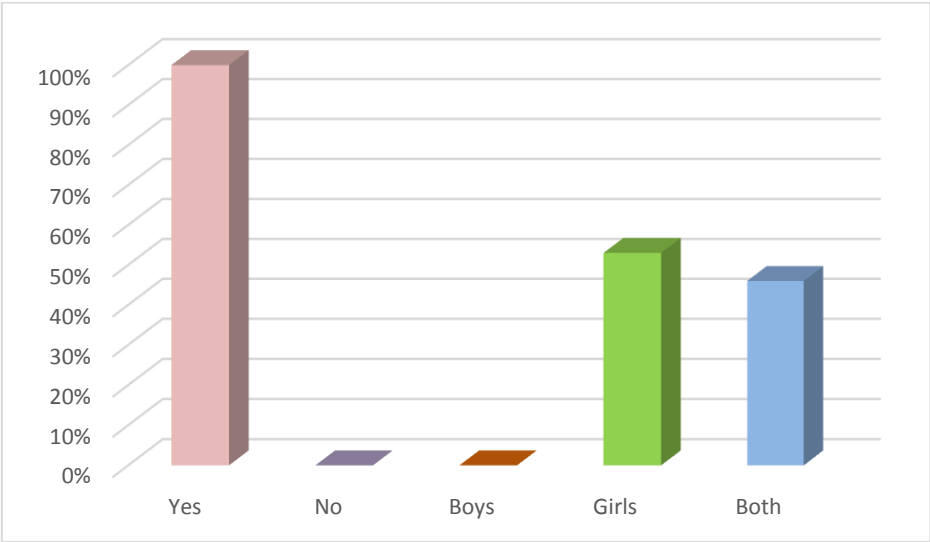
Question six: Do you feel that your students are motivated to learn English? If yes, who are motivated more girls or boys?

The objective of this question is to seek teachers’ feeling hold toward their students’ motivation toward learning English, taking into account the gender concept.

The result that is displayed in the two figures below from teachers' feeling about students' gender motivation showed that 100% of teachers who answer by "yes", 53% teachers who respond with the answer "Girls", 46% who answer by "both", while 0% for "boys".

Teachers answers	Number	Percent	Teachers answers	Number	Percent
Yes	30	100%	Boys	0	0%
No	0	0%	Girls	16	53%
			Both	14	46%

Table 06: Teachers' feeling about students' gender motivation.



Pie chart 06: Teachers' feeling about students' gender motivation.

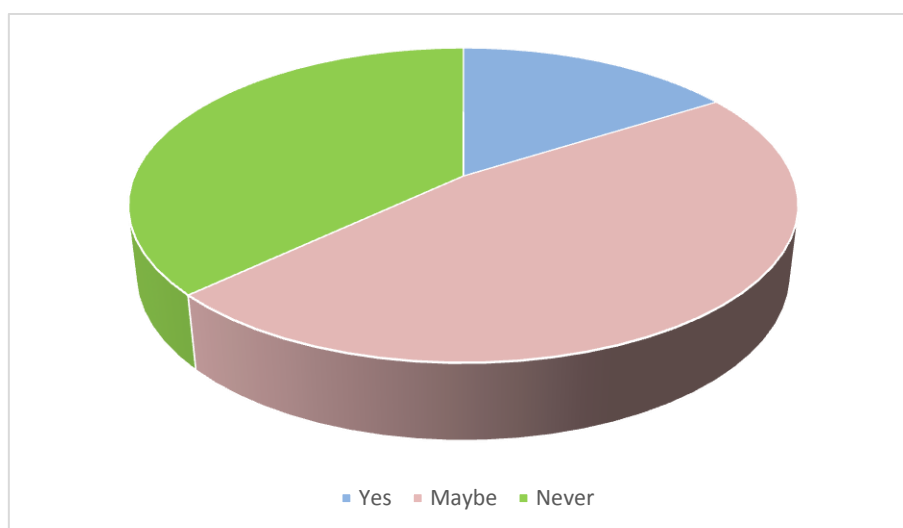
Question seven: Have you ever noticed that you, as a teacher, treat your pupils differently?

This question aims to know if teachers notice that they differ male from female pupils.

According to this question, the result indicated that 16% who respond with “yes 47% who respond with “Maybe”, and 37% answer with “Never”.

Teachers answers	Number	Percent
Yes	5	16%
Maybe	14	47%
Never	11	37%

Table 07: Teachers’ perspective about their treatment toward students



Pie chart 07: Teachers’ perspective about their treatment toward students

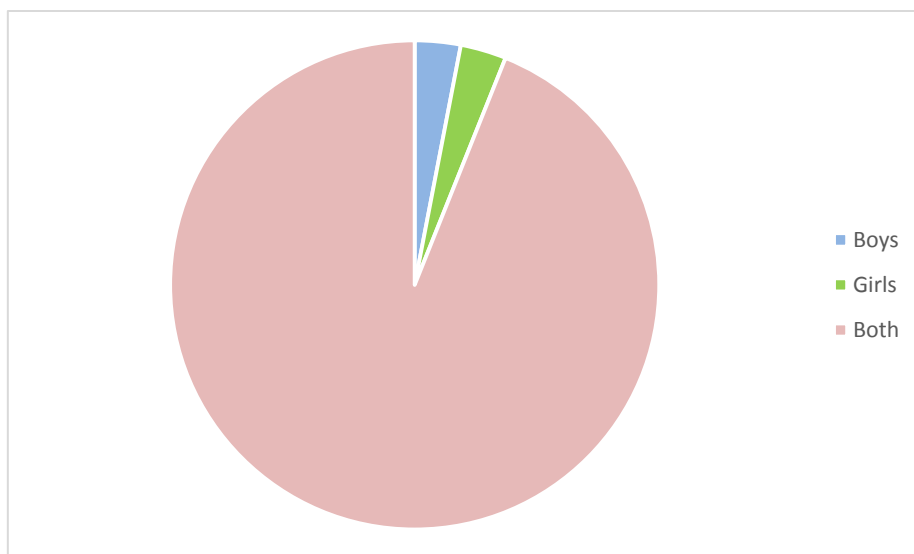
Question eight: Whom do you call on more when hands are raised in class?

This question is an enlightening one, since it focuses on teachers’ calling name, i.e. if they call more on boys rather than girls or vice versa.

Answers for this question is display in the pie-chart below, where 93% of informants respond with “Both” in calling students’ name and 3% of them respond with girls, as well as boys.

Teachers’ calling names	Number	Percent
Boys	1	3%
Girls	1	3%
Both	28	93%

Table 08 : Teachers’ calling names



Pie chart 08: Teachers’ calling names

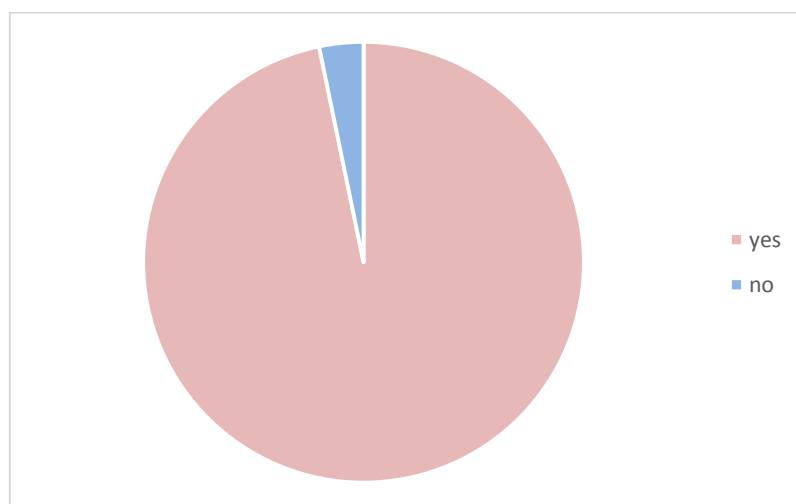
Question nine: Do you provide equal amounts of help, feedback, praise and acknowledgment?

This question was asked for the purpose to know how EFL teachers provide feedback, praise and encouragement to their students regarding gender.

As far as this question is concerns, it indicates that 87% of teachers who respond with “Yes” and 13% of teachers of answer with “No”.

Teachers’ calling names	Number	Percent
Yes	26	87%
No	4	13%

Table 09: Teachers’ feedback, praise and acknowledgment



Pie chart 09: Teachers’ feedback, praise and acknowledgment

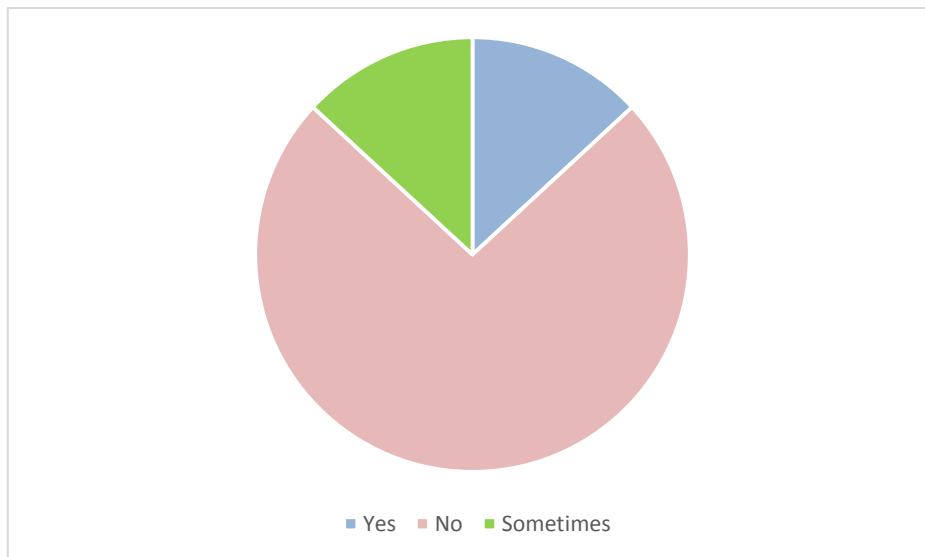
Question ten: When assigning an instruction, do you group pupils according to their gender?

The goal of this question was to reveal whether teachers group their pupils according to their gender or other variables.

The majority of teachers respond with “No”; 73% where they claimed that they do not group their pupils according to their gender where assigning instructions. While just 13% who claimed the opposite.

Teachers' answers	Number	Percent
Yes	4	13%
No	22	73%
Sometimes	4	13%

Table 10 : Teachers assigning instructions



Pie chart 10: Teachers assigning instructions

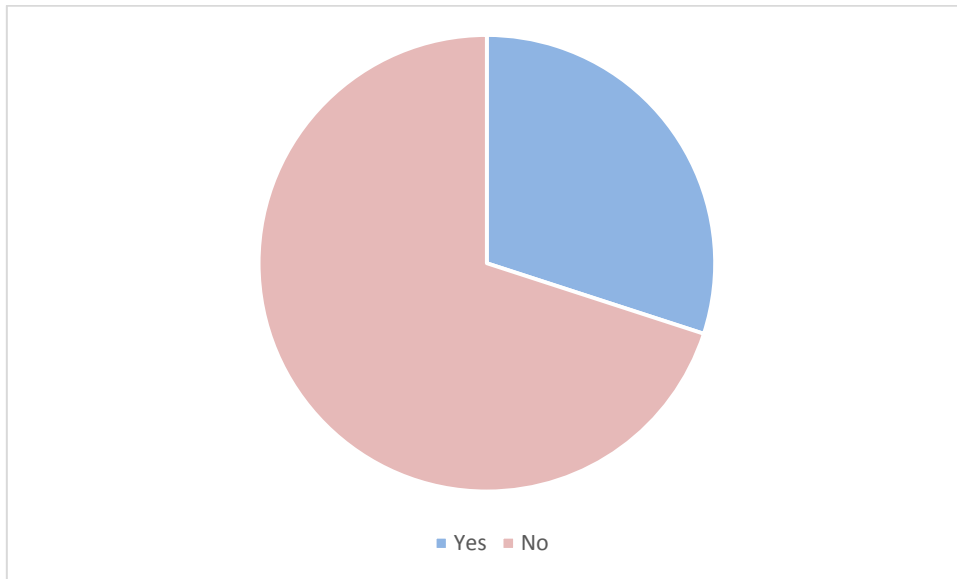
Question eleven: Do you ever sit or line up your pupils; girl-boy, girl-boy? If so, why?

This question is directly related to the previous one, since the research want to know the structure of the classroom how EFL teachers sit their pupils.

As it is shown in the table and the pie chart below, 70% of teachers who do not sit up their pupils according to their gender and 30% of them, do so based on their gender differences.

Teachers' answers	Number	Percent
Yes	9	30%
No	21	70%

Table 11:Teachers and classroom structure.



Pie chart 11:Teachers and classroom structure.

Question twelve:In your opinion, who consumes more instructional attention in your classroom?

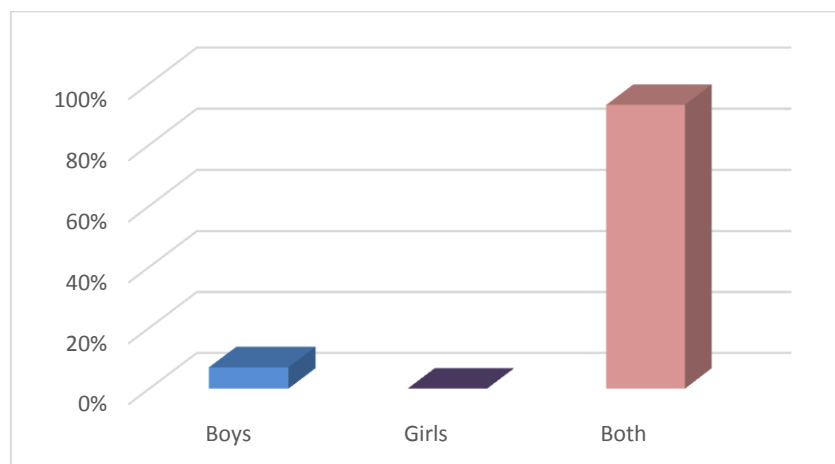
The aim of this question was to shed light on teachers' opinion regarding students' attention.

As far as this question is concerned, the obtained statistics showed that 93% of both girls and boys consume their teachers' attention in the class. According to the informants' opinion, 7% boys and no percent for girls only.

Teachers' answers	Number	Percent
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Boys	2	7%
Girls	0	0%
Both	28	93%

Table 12: Teachers’ opinion about students’ attention.



Pie chart 12: Teachers’ opinion about students’ attention.

Question thirteen: Do you equally scold both genders when problems and issues arise in the classroom?

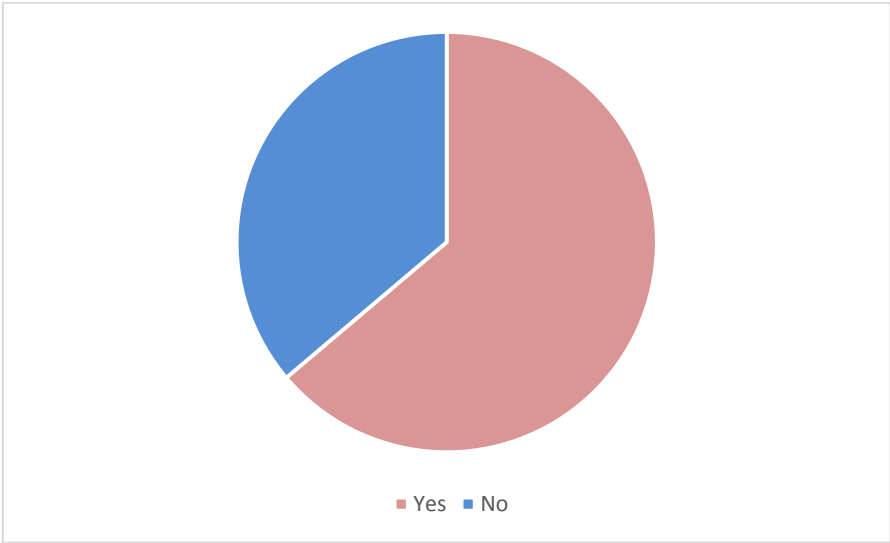
The purpose behind this question is to identify teachers’ punishment of students, whether they provide the same scolding to boys and girls or not.

The two figures below indicate that 30% of teachers who scold equally both girls and boys. While 17% scold them according to students’ gender.

Teachers’ answers	Number	Percent
-------------------	--------	---------

Yes	25	30%
No	5	17%

Table 13: Teachers’ scolding of students based on their gender.



Pie chart 13: Teachers’ scolding of students based on their gender.

Question fourteen:In your own teacher training, did you have any education in gender equity?

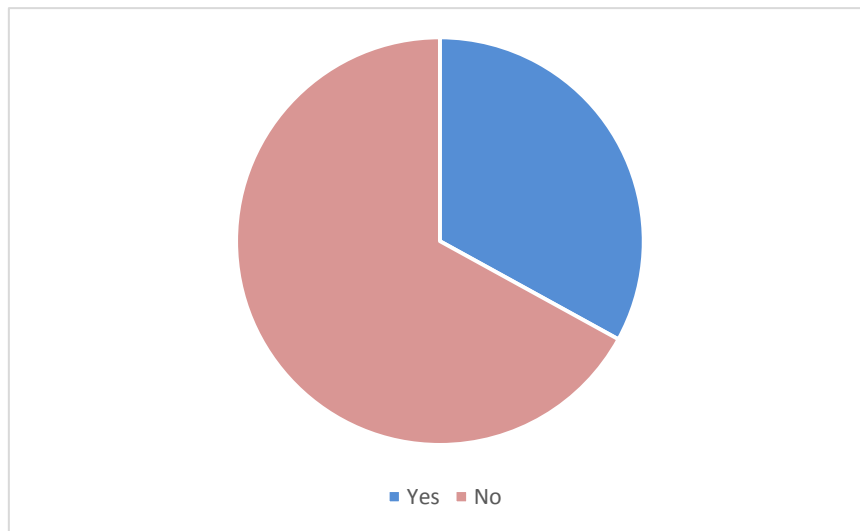
The eleventh question was therefore seeks to know if EFL teachers are acquainted with the concept of gender and if they have ever get any education on it.

The statistics obtained from this question reveals that 67% of teachers who do not get informed with the gender concept in their EFL classrooms, only 33% of them who are recognize the term gender.

Teachers’ answers	Number	Percent
-------------------	--------	---------

Yes	10	33%
No	20	67%

Table 14: Teachers' education on gender.



Pie chart 14: Teachers' education on gender.

Part three:

PS. If you have any comment to make about this questionnaire or an idea in it that caught your attention, or any thing else ,please do down here.

The first questionthis part and the last one in the whole questionnaire was to provide the researcher with extra information as well as teachers' opinion about the concept of gender in their EFL classrooms.

b. EFL classroom observations

In order to obtain the results and validate them, the whole observation was carried out in the EFL middle school classrooms with first, second and third year separately. The observation was conducted three times, one hour for each observation in order to observe the learning situation regarding gender. In addition, it was carried out during of the academic year 2016-2017. During the observation, the observer took down the aspects that he observed; thus, we conducted it in a controlled setting. As well, it relies on a checklist that is divided into three parts: general information (date, lesson, level, classroom size, etc.), general observation of the classroom (teacher's presence), and detailed information which includes nine criteria that cover the whole research question). (See appendix B)

i. First EFL classroom observation

The first EFL classroom observation was conducted with second year level taught by a female teacher. It was on the fifth, March 2017 at 09.00 o'clock over a period of one hour. The lesson was titled language function (recipe, project two). As the number of students were thirty-eight, twenty-nine female and fourteen male students.

ii. Second EFL classroom observation

The second observation was dealt with the first year level taught also by a female teacher with forty students, seventeen boys and twenty-three girls. It was conducted on the sixth March 2017 at 09.00 o'clock over period of exams' corrections.

iii. Third EFL classroom observation

The third observation was conducted with students of the third year level on the ninth of March 2017 this observation was conducted over a tutorial class where the teacher provides learners with some activities (read and write, project two). It was taught by a female teacher in a small number of students to facilitate teaching and learning.

2.1.3. Research procedures

The observation used in this research adopted a triangulation of strategies in term of observation; it includes “the seating chart”, “the verbal flow chart”, and “the tally sheet” strategy.

First, to observe the presence of the teacher; how he or she has set up in the classroom, the observation occurred through “the seating chart strategy”, it is concerned with a visual view of the classroom where the researcher needs to know if there is any gender implication from the teacher presence.

The second tool is the verbal flow chart. This tool supplies with how do teachers face and project their students when addressing the lessons. Most importantly, to see if the teacher is dealing with just one section of the class. That is to say, if she or he is sharing the class with one gender over the other or direct their attention to all the students as the same.

At the level of “calling on” in class, the third tool of this observation is called “the tally sheet” tool, it stipulates how many times boys are called as well as how many time girls are called in the classroom.

To end up, all the tools that have been presented are used to investigate and analyse the classroom situation, learning atmosphere for both teachers and students.

All these methods and techniques were part of the basis of the thesis that was used to analyse the obtained data.

2.1.4. Limitation of the study

This study though has been done with great effort, cannot cover all aspects of the issue. The used methods detect some of the limitations. One of the mixed method approach where quantitative and qualitative research reapplied.

On one hand, small sample size of respondents of the questionnaire, within this tool, the participants may find some of questions restricted and unfamiliar with their speciality. The researcher reveals that the respondents may not give back the questionnaire in time. On the other hand, the structured or the controlled observation cannot be enough because it was restricted only to the quality of gender treatment without consideration to the teaching methods, strategies and lesson plans. In addition, the overt observation was also one front limitation due to the lack of Hawthorne effects; the participants/teachers know that the researcher watch them, hence they may change their Behaviors. Research findings were gathered mainly form female, thus, this could not be an effective study since more male attribution was absent.

2.1.5. Conclusion

After outlining the methodology used for collecting data regarding gender bias in EFL classroom, the interpretation's findings of this study will be discussed and interpreted in the next chapter.

3.1. Introduction

The present chapter attempts to gain valuable insight by discussing and interpreting the data that have been gathered through the research tools. It splits up into three sections. The first section is a preliminary for discussion, EFL teachers' questionnaire and the EFL classroom observation. The second part is an exponent by which it is devoted for general interpretation of the findings as well as for identification and spotting the factors underlying school issues in relation to gender. The third part tries to offer some suggestions to remediate the issues related to teachers' treatment of students' gender.

3.1.1. Data discussion

The following discussion provides data obtained from teachers' questionnaire and EFL classroom observations.

3.1.1.1. EFL teachers' questionnaire discussion

a. part one

The quantitative findings of this study are based on teachers' perceptions and treatment of their students' gender, as they are analysed and interpreted. Additionally, the obtained results reported that the number of female teachers was extremely higher than male teachers. Generally, teaching profession is a female dominant profession. Clearly, Teaching English as a Foreign Language is mainly female choice. Hence, according to teachers' perception, most of their students whether male or female like to study English and this goes through teachers' experience with their students.

b. Part two

According to EFL teachers, the questionnaire statistics indicate that students do not have the same abilities, attitudes and behaviors through learning any language. However, this is not in the case of gender scale, it depends on so many factors: first, it is part of human nature; not all pupils are the same. Students, male or female have different education levels and personalities to engage in such learning subjects, their capacities and efforts are different from one to another, and thus the way they understand things is not alike. The second factor is based on individual background knowledge and level of intelligence, because students simply have different learning styles to participate in such activities in classroom, their individual skills are different. Preferences and interests are another two factors. Generally, there are some students who do not have the same interest

on subjects, for example, boys like to be devoted for math and science field, whereas girls are devoted for literature, languages and art. Yet, through the lens of gender, EFL teachers think that there are no differences, boys are also devoted for learning English language. This latter go through students' motivation in classroom, when asking teachers about which gender is motivated more, the reported results shows that both students are motivated.

One to keep in mind is that the motivation phase depends mostly on teachers, the teacher is the responsible in the motivation of his/her learners; it is their role to decide their students' desire to learning English with taking into account the gender aspect. If teachers are either passive or active, this will be reflexive on their learners, either male or female.

The data that were gathered through the questionnaire also revealed that in terms of interaction, teachers are interactive with both girls and boys. In addition when interacting with students, they claim that they offer the same amounts of feedback, praise and remediation to both male and female.

Likewise, as it has been already mentioned in the questionnaire, when teachers assign instructions, the majority of teachers (73%) do not group their pupils according to their gender, because it may cause gender discrimination, rather they group them according to their level because boys' learning styles are different from girls' learning styles. Thus, they encourage collaborative work within mixed gender for the aim to exchange ideas and benefit from each other. Within the same token, the classroom structure or students sitting, the majority of teacher's gender is not important. Indeed, students are set up according to

other factors as their disciplines, level, etc. Mostly important, other teachers sit up their students according to their gender; girl-boy, girl-boy because such students do not like to sit next boys or girls and vice versa; simply because they adopt a stereotypical belief that he is a boy and she is a girl, these two genders are not allowed to be merged.

Regarding the consumption of students' attention during the lesson delivery and teachers-students interaction, teachers think that both male and female students consume their attention. In fact, it is the role of teachers to provide learners with a good and equal learning environment.

When a bad behavior is occurred in the class from both genders, the statistics revealed that teachers scold both genders equally. To the most important, our findings reported that most EFL teachers do not have any education about gender equity. That is to say, teachers engage with their profession with no consideration to gender.

To meet this end, information from the experienced teachers uncover that their treatment toward their students is depended on other factors adding to gender. To put it in other words, they treat their students with a little consideration to gender.

c. Part three

From teachers' opinion and comments about gender bias in their EFL classrooms, most teachers from their humble experience noticed that both girls and boys are interested in learning English language. As they mentioned that loving, the subject is a successful way to students.

They also believe that difficulties are not in teaching the language, but in how to deal

with students. Furthermore, for teachers, pupils in the class are the same, as a teacher, she or he must deal with them as human being, evaluate their level focusing on their abilities and learning skills rather than gender. From teacher's perception, generally, girls have not the same capacities as boys; however, this is not because boys do not like to learn English but it is because both teachers and male students adopt the idea that learning English is more girls' speciality. To sum up, the questionnaire findings support that the general perception of EFL teachers is that they treat their pupils alike and not according to their gender but rather on other factors.

In order to obtain more reliable findings, the classroom observation will give more significant data to the research question.

3.1.1.2. EFL classroom observation discussion

Throughout the observational tool, the researcher tried first to observe and examine the learning situation in the EFL classrooms with the aim to focus more on the gender aspect. Our observation analysis will be divided into three parts. The first part contains general information about the class. The second part involves the research to observe generally the classroom setting. Finally, the third part attempts to shed light on how teachers deliver the lesson and how they interact with their students.

In general, when observing the classroom structure, the observer noticed that students do not set up girl-boy, girl-boy. However, teachers arrange their students: boy-boy, girl-girl in all classes' level.

Throughout “the setting chart strategy”, the observation findings revealed that before teachers enter to their class, they spend about 10 minutes for stocktaking. As long as the observation was conducted over a period of exam correction and remediation work. Teachers starts first by asking students about their marks in case of exam correction class, then planning for remedial work about the previous lessons that they cannot succeed in the exam. In the case of a new lesson, the teacher starts first by reviewing and refreshing students’ memory by asking questions about the last lesson. Some differences in the three classrooms were slightly put into consideration:

a. First classroom observation

As it has been said in the methodology section, the first observation was conducted with the second year students taught by a female teacher when she delivered a lesson about language function. The interaction in the first observation was centered on both male and female pupils. However, she calls more on male students when they raise their hands and most of time she focused more on pupils who participate especially boys, as she encourages them to write the answer on the board. With the same token, we noticed that female students wait quietly to be called because of their shyness. For the first observation, the teachers direct all their attentions all around the room.

Concerning behavior punishment and rewarding, the teacher provides both genders with a positive feedback and compliment when a good behavior is occurred or for a right answer, for example, the affirmative for the correct answers especially for boys. In pupils’ gender misbehaving, she calls on both them to keep quiet and following the lesson to not

disturb their classmates. In addition, boys are more intended with bad misbehavior in the class. Concerning the learning environment and the language use, the teacher sometimes provides learners with words translated into Arabic to make them understand more the concept.

To conclude, in this class, the teacher motivates, inspires and leads their learners with a good learning environment, as she offers them the same learning opportunities to engage in the lesson so that they feel themselves all equal.

b. Second classroom observation

Through the lens of teachers-students interaction with the first year students, it is generally centered on both male and female pupils, but if we make a difference in this aspect, we noticed that girls initiate more interaction with their teacher as we found three or four boys who are brilliant and clever.

As a result, the tally sheet strategy provides us with more clear data; teachers with the first year students give their attention to both boys and girls, but they call more on male students when they raise their hands by praising them with compliments. In addition, they encourage passive boys to participate and engage for answering questions. As well, we noticed that girls are more motivated in the classroom, however, the teacher directs her attention to those boys who are participating. When a bad behavior is occurred, the teacher offers the same reaction to both genders.

c. Third classroom observation

As it has been mentioned, the third observation was conducted over a tutorial class where the teacher allows their learners to apply their theoretical knowledge in different forms.

In this tutorial class, the teacher provides students with helpful activities to motivate them in learning English. For example, she posted pictures of a famous monument on the board and required students to guess the place. The second activity provides learners to make dialogues for asking and giving directions.

Through this lens, concerning students' gender relationship, the teacher tries to provide both girls and boys with opportunities to interact and work collaboratively. Mostly importantly, she helps boys to develop positive attitudes toward learning English language with the help of their female classmates in order to raise their scores in tests and exams.

3.1.2. General interpretation of findings

En masse, the observation and questionnaire findings is built upon the main research hypotheses, which assert that gender bias may exist in the EFL classrooms, and that may affect students' language learning. Thus, the results can be described and interpreted as followed:

After analyzing the data obtained from the EFL classroom observations and EFL teachers' questionnaire, we first assume that teachers generally do not make a difference between girls and boys concerning teachers-students interaction. However, they direct their attention to females when they participate although they were not engaged in depth. That is

to say, the majority of them were sitting silently waiting to be called on because of their shyness. When male students are raising their hands, the teacher encourages them to answer instead of girls. Thus, we can say that teachers prefer boys to engage in such activities because they have influenced by ideas about gender stereotypes in which males do not engage in the field of languages. Accordingly, teachers try to encourage the active boys and give them opportunities to expand their ideas.

In addition, teachers' perceptions of their students is also reflected in term of motivation. Our findings in the present study demonstrated that in all classrooms there were active students of both genders. Thus, we conclude that generally passive and noisy students whether male or female are neglected by their teachers. However, brilliant and clever learners are more motivated and praised. Similarly, teachers provide male students with more praise and acknowledgment. Yet, there is no significant difference in giving both genders criticism and remediation; this is in term of educational level and learning abilities. Consequently, it causes to have much better learning experience for girls because the number of brilliant females are more than males. As follows, teachers are devoted to give a positive feedback and motivation to active students whether males or females.

In term of punishment and misbehaving, when both genders do something unacceptable, the teacher tends to use different discipline methods of punishment; boys are always received more disciplinary contact from the teachers. For example, male students were given a physical punishment as being beaten on their hands, while girls are mostly provided with verbal reprimands. Therefore, this may cause stereotype threat effects, those

boys may feel that they are not good enough and have not the ability to be a good English learner.

Furthermore, regarding males and females' students' achievement, the findings of our study revealed that although not all the female participate in the class, their test score and exams' marks are higher than males' grades.

All the interpretations that were stated above seem to answer the main research question that requires if gender bias exist in the EFL classrooms. From testing the hypotheses that were gathered from the research tools, we come to this conclusion that gender bias exist in the EFL classrooms; however, this treatment depends partly on pupils' behavior, level, discipline and intelligence in which gender is downplayed and partly on their gender in which stereotype ideas are reinforced. However, teachers unconsciously produce biases; obviously, either they deny the differences they make or think that this differences are a natural response to the diversities of each gender. Answering the second main research question which deals with the require about how can gender bias hinder EFL student's language learning. We have noticed that it may affect more male students with stereotype threat and Pygmalion effects; either they feel that they may conform a risk with a negative attitude from teachers and thus their learning performance will be decreased (stereotype threat), or their teachers' negative expectations about the male gender may have an influence on their achievement (Pygmalion effect). Contrariwise, it will be a benefit for girls with higher positive expectation from teachers; as a result, it may cause a disparity in both genders' grade and scores. Thus, teachers' expectation whether negative or positive can clearly influences students' gender.

To scrutinize all that, one has to keep in mind that male students start to accept the reinforcement of stereotypes. That is to say, they start to accept that fact that they are not

supposed to be great in learning English language. Therefore, their grades level will be decreased comparing to girls. As well, the lack of opportunity to use English language in class may hinder their language development ability.

3.1.3. Recommendations and suggestions

As the study shows a number of things about teachers' treatment of their students in their EFL classrooms, on one hand, there is a little presence of gender bias in teachers' dealing with their students. On the other hand, a treatment that occurs based on other factors as intelligence, level of education, etc. The most important thing is to keep in mind that those teachers produce unconsciously gender bias in the way that perpetuate gender inequalities. As a result, this matter should be brought up into consideration and should adapt some significant remedial solutions to foster and improve the learning environment regarding gender and other factors.

For future suggestions, regarding the new generation of the minister of education, it is planned for new teachers to have a training or formation over two months. One solution can be an opportunity is that those training teachers should be provided with a special emphasis on gender outlook in order to have the gender education and the way they treat and interact with their students without perpetuating gender inequalities. Regarding this aspect, the planned program should be a way to approach the topic of gender education within the educational curriculum. Within the same token, it is also a good way to identify teachers with critical asses to gender stereotypes; that is to say, how to challenge the reinforcement of such stereotype against one gender over the other. Then, stimulate gender equality is the main aim of training any EFL classroom lesson. For example, in the Foreign

language classroom context, teachers should provide learners with access to learning the English language without reinforcing gender biases that may hamper students' language learning abilities. As well, teachers should understand how gender and stereotype beliefs structure students' school life. Hence, teachers' approaches to be included in this training is first, teachers should make positive expectations for all students whether male or female that is both gender can succeed in achieving good marks in EFL.

On the other aspect, determining the other variables that are specific to each student, one remedial solution could be for encouraging collaborative work; students can benefit from each other in way to integrate different learners level and background knowledge. As well, to mix between girls and boys in small group activities for the purpose to avoid gender discrimination and self-segregation.

To sum up, teachers' should create a vigorous and energetic learning atmosphere where male and females' students getting ready and being motivated with learning English.

3.1.4. Conclusion

This chapter tries to explain and confirm the hypothesis that have been built under the research question. In the English as a Foreign Language classroom context, it seems that EFL teachers do not have a gender bias outlook; i.e. there is a lack of knowledge about the education of gender within school curriculum. It also tried to unveil the gender issues as well as other factors that can obstruct students' language learning. Hence, it is important for EFL teachers to provide learners with a good learning environment to get students involved.

General Conclusion

Female marginalization and male domination in a classroom are the two dichotomous that are explored by the concept of gender bias. This latter occurs through the hidden curriculum that reinforces such stereotypes beliefs. Teachers are unconsciously perpetuating gender bias in which they prefer boys rather than girls. As a result, this process may hinder students' language learning achievement.

The exploratory and the descriptive study of our research framework aimed to spot the unveiled learning situation underlying gender in the EFL middle school classrooms precisely. The main objective behind this research was to find and suggest some useful solutions in order to overcome the issue and improve the learning environment, as well as, to boost teachers-students relationship.

After formulating the research question, sub questions and hypotheses, a general overview about the context of the research has been provided. First, a clear image about the learning status in the Algerian middle school has been introduced, followed by the most important key concepts and reviews about the topic. After, the research methodology has been determined. It relies on questionnaire addressed to EFL teachers and observation conducted with EFL middle school classrooms.

Necessarily, the main findings concerning the research questions are summarised through this project. After analysing and interpreting the questionnaire and the observation, our findings revealed some of the underlying questions regarding gender in EFL classrooms. First, gender bias does exist in the EFL classrooms. However, teachers may treat their students differently with little consideration to students' gender. This

process is partial. That is to say, it depends partly on students' behaviors, level, discipline and intelligence in which gender is downplayed, and partly, on their gender in which stereotype ideas are reinforced by the hidden curriculum mainly their teachers. As a result, we can say that teacher's treatment of their students in the EFL classroom may be influenced by gender stereotypes beliefs that are based on subject choices for girls and boys.

The second point concluded is that EFL teachers are unaware of creating gender bias within their classrooms, by either denying the differences they make or they think that they are natural responses for each gender. Finally, gender bias may hamper student's academic achievement and subject choices through Pygmalion effect and stereotype threat. Therefore, the kind of teachers-students interaction, giving feedback, praise and acknowledgment and reproving with punishment play an important role in transmitting the gender disparity, their grades level will be decreased in comparison to girls.

Gender issue is very interesting research and study that needs to be tackled and developed. It suggests the EFL teachers of all levels to receive training outlook on gender in order to have successful classroom management. In addition, the concept of gender should be given an important consideration in school curriculum.

Appendices

Appendix A

EFL middle school teachers' questionnaire

Dear sir/Madam

The present research survey is conducted to tackle the issue of "Gender Bias in the EFL classroom" as a part of my master degree dissertation. You are kindly requested to spend few minutes of your valuable time in filling this questionnaire. Your responses in this regard are of great importance for the act of which I will be thankful to you.

Instruction: Each statement is followed by prompts. Please check the response that corresponds to your answer about each statement. Put a cross in the boxes provided.

Part one:

1) Gender: male female

2) How long have you been teaching in the middle school?

.....

3) Teaching level:

First year	<input type="checkbox"/>
Second year	<input type="checkbox"/>
Third year	<input type="checkbox"/>
Fourth year	<input type="checkbox"/>

Part two:

4) Do you think that students like studying English?

Yes No

5) Do you think that your pupils have the same abilities, attitudes and behaviors?

Yes No

Explain.....

6) Do you feel that your students are motivated to learn English? If yes, who are motivated more girls or boys.

Boys Girls both

7) Have you ever noticed that you, as a teacher, treat your pupils differently?

Yes Maybe No

8) Whom do you call on more when hands are raised in class?

Boys Girls both

9) Do you provide equal amounts of help, feedback, encouragement and praise?

Yes No

10) When assigning an instruction, do you group pupils according to their gender?

Yes No Sometimes

Why.....

11) Do you ever sit or line up your pupils; girl-boy, girl-boy? If so, why?

Yes No

Why.....

12) In your opinion, who consumes more instructional attention in your classroom?

Boys Girls

13) Do you equally scold both genders when problems and issues arise in the classroom?

Yes No

Why.....

14) In your own teacher training, did you have any education in gender equity?

Yes No

Part three:

PS. If you have any comment to make about this questionnaire or an idea in it that caught your attention, or any thing else ,please do down here.

Thank you very much for your collaboration and help.

Appendix B

EFL classroom observation check list

General objectives of the observation

To see whether pupils are represented alike or different
To see if the gender concept appear in the classroom?
To see if teachers offer the same opportunities of their efforts to all pupils as the same (male and female students)

General information

Date :	
Lesson :	
Level :	
Teachers gender :	
Classroom size :	
Number of students	Male :... Female :....

General observation of the class

Criteria	Questions	Notes
Teachers' presence : (The seating chart strategy)	How do teacher set up in the class?	

Detailed observation of the classroom

Criteria	Questions	Notes
Lesson delivery		
	How do teachers start the lesson and how it stated the content as well as the learning objectives?	

	How are students engaged in the lesson?	
Interaction		
Motivation	How pupils are motivated to learn English? And how teachers motivate their pupils, is there any difference between male and female?	
Name calling : (the tally sheet strategy) and hand raising	Which gender do teachers call on more? Do teachers allow both girls and boys pupils to express their feelings as well as to participate and enaging in activities on the board?	
The verbal flow chart strategy :	Do teachers involve only a certain section in discussion or he or she is directing their attention all around the room.	
Praise, remediation and acknowlegment	How teachers praise their students? Do they praise them alike?	
Behaviors	How bad behavior is scold for both girls and boys, is there any differences?	
Language use	Do teachers use other languages when explaining the lesson? As Arabic or Frensh	
Learning envirement	How the learning envirement take place?	

Conclusion

	Notes
What conclusion did i obtain?	
Are teachers aware of the bias they make?	

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