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# **University Teachers' Gender and their Approach to EFL Classes: A Case Study**

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## Dedications

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To my beloved parents who never ceased to support and encourage me.

To my son for his unconditional love .

Sincere gratitude goes to many people who helped me in the completion of this dissertation .

I gratefully acknowledge the assistance of my supervisor who fueled my interest in gender studies. Heartfelt thanks to all the teachers who contributed in the accomplishment of our theoretical year and for their thoughtful guidance and useful pieces of advice.

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Recent work on language and gender studies marks the shift away from explanations based on gender differences and simplistic generalisations to examine meaning and gender identities that are at work in various communities of practice and multiple settings. This dissertation aspires to address gender in an educational setting, namely teachers' EFL community of Mostaganem University and the way they approach their classes by examining both their perceptions and institutional identity formation. Drawing upon community of practice perspective, the aim of this dissertation is twofold. First, to investigate whether gender influences the way male and female EFL teachers perceive their practice as an instance of negotiation meaning, testing Tannen's (1990) assumption that male and female have different perceptions of their world- in this case teaching activity. Second, this study aspires to examine the way in which male and female teachers enact their institutional identities in their teacher-to-student classroom interactions, following the previous works done on gender and language in the workplace in which gender has been found to be a factor of variation in the interactional style of men and women in authority positions.

With this end in view and with the goal to conduct a qualitative analysis, two research methods has been used. First, in line with the first aim of this work, a questionnaire has been handed and completed by 8male and 8female EFL teacher of Mostaganem University. Data have indicated that male and female teachers' perceptions of their practice were more likely to be influenced by their respective subjects rather than their gender.

Second, to fulfil the second purpose of this dissertation, 6 EFL classroom interactions of 3 male and 3female participants were recorded and transcribed. On the basis of both discourse analysis framework and IRF( Initiation, Response, Feedback) structure, data revealed that in enacting their institutional identities, male and female teachers' use of what studies associated with masculine discourse style and feminine speech patterns was a matter of degree rather than neat distinctions. Results indicated that male and female teachers altogether tended to draw more upon English resources that are associated with feminine speech patterns in authority position than masculine discourse style. Yet, comparison between both gender groups revealed that female EFL teachers of Mostaganem University tended to exploit more feminine speech style and were more inclined towards downgrading power differences comparatively to their male colleagues. Male classroom interactions, by contrast, provided instances where they set off authority differences in their interactions; a style associated with masculine speech patterns in authority positions. However, data

contained examples of intra- group variations and intergroup differences in the interactional styles used by male and female teachers . In addition, Findings provided evidence that variations in speech patterns may occur with an individual teacher as some teachers did shift to an interactional style associated with the other gender , exploiting what Case (1995) called ' a *wide verbal repertoire*' . .

Les études récentes sur le langage et le genre marquent un changement dans ces interprétations éloignant ainsi le traditionnel argument de différences de genre et les généralisations simplistes pour examiner le discours et la construction de l'identité (genre) qui sont au travail dans diverses communautés diverses de pratique. Cette dissertation aspire à adresser le genre dans un contexte éducationnel, en particulier la communauté de pratique des enseignants d'Anglais à l'universitaire Mostaganem et leurs approches à leur activité. En se basant sur la perspective de la communauté de pratique, cette dissertation vise à compléter deux buts principaux. D'abord, voir si le genre influence la façon dont les hommes et les femmes professeurs perçoivent leurs pratiques en évaluant l'argument de Tannen (1991) que ces derniers tiennent des perceptions différentes de leurs mondes - dans ce cas aussi leur pratique d'enseignement - qui mène aux styles interactionnels différents. Deuxièmement, cette étude aspire à examiner la manière dont ces professeurs masculins et féminins construisent leurs identités institutionnelles à travers leurs interactions en classe d'après les recherches qui ont été faites dans le lieu de travail dans lequel le genre a eu tendance à informer le style interactionnel d'hommes et des femmes dans occupant des positions d'autorité.

Avec cette fin en vue et dans le but de conduire une analyse qualitative, deux méthodes de recherche ont été employées. D'abord, conformément au premier but de ce travail, un questionnaire a été remis et complété par 16 professeurs dont 8 femmes et 8 hommes enseignant l'Anglais à l'université de Mostaganem. Les données ont indiqué, contrairement à ce que Tannen a avancé, que la façon dont ces professeurs négocient et construisent leurs perceptions de leur pratique allait plus probablement être sous l'influence de leurs sujets respectifs plutôt que leur genre. Deuxièmement, pour accomplir le deuxième but de cette dissertation qui est de voir l'influence du genre dans la construction de l'identité professionnelle de la communauté de professeurs d'Anglais à l'université de Mostaganem, les interactions de 6 professeurs dont 3 hommes et 3 femmes avec leurs étudiants en classe ont été observées, enregistrées et par la suite transcrites. À l'aide de la méthode d'analyse du discours et la structure discursive qui caractérise les interactions en classes connu sous l'acronyme de d'IRF or IRE (initiation, réponse, évaluation), les données ont révélé que dans la construction de leurs identités institutionnelles, ces professeurs, hommes et femmes, ont exploité un style interactionnel associé et avec le discours féminin et le style discursif masculins et que l'effet du genre dans ces styles interactionnels était une question de degré. Les résultats ont aussi démontré que l'ensemble des professeurs tant masculins que féminins ont eu tendance à exploiter plus

les ressources langagières d' Anglais que les études précédentes ont associées aux modèles de discours féminins dans la position d'autorité que le style de discours masculin. Pourtant, la comparaison entre les deux groupes de genre a révélé que les professeurs féminins ont eu tendance à exploiter plus le style associé avec le discours féminin comparativement à leurs collègues masculin , et ceci en utilisant des stratégies verbales qui diminuaient leur autorité institutionnelle . Les professeurs masculins , par contre, ont employé des strategie interactionnelles qui faisaient ressortir des différences d'autorité et de statu ; un style associé aux modèles de discours masculins dans des positions d'autorité. En outre, les donnés ont fourni des exemples de variations de style interactionnel au sein du même groupe ( groupes étant femmes et hommes) ainsi que des similarités entre les groupes . Les resultats ont démontré que ces professeurs masculins et féminins peuvent changer à un style interactionnel que les études ont associé à l'autre genre et exploiter ce que Case (1995) a appelé '*un large répertoire verbal*' .

لقد شهدت الأبحاث حديثاً في علم اللغة و مفهوم الذكورة و الأنوثة ابتعاداً في اتجاهها التفسيري من التعميمات البسيطة الفروق بين الجنسين في الأساليب اللغوية إلى دراسة الخطابة ودورها في بناء الهوية و ذلك في مختلف مجتمع الممارسات و بناء على ذلك فإن هذه الأطروحة تطمح إلى معالجة مفهوم الذكورة و الأنوثة في مجتمع أساتذة اللغة الإنجليزية بجامعة مستغانم . استناداً على نظرية مجتمع الممارسات ،فإن هدف هذه الأطروحة مزدوج . أولاً النظر في الطرق التي يبني بها الأساتذة من كلا الجنسين تصوراتهم حول ممارساتهم التعليمية مختبرين بذلك فكرة "تannen" بأن الإناث و الذكور كمفهومين اجتماعيين يؤثر على تصورات الجنسين لعالمهم و الذي يؤدي بهم إلى أساليب كلامية متباينة. ثانياً هذا البحث يهدف إلى دراسة الأساليب اللغوية التي يبني بها الأساتذة هويتهم المهنية و ذلك من خلال تعاملاتهم اللغوية مع طلبتهم انطلاقاً من الدراسات في الأساليب اللغوية المنسوبة للإناث و الذكور في مواقع السلطة.

و بهذا الغرض فإن المنهجية العملية تستند على طريقتين وفقاً للأهداف المذكورة آنفاً. تماشياً و الهدف الأول، تم تقديم و ملء استبيان لثمان أساتذة ذكور و ثمان إناث . تبين النتائج هذا الاستبيان أن طبيعة المواد التي يتولاها الأساتذة أكثر احتمالاً للتأثير في مفاهيمهم و تصوراتهم حول ممارستهم على غرار جنسهم. أما بالنسبة إلى الهدف الثاني تم ملاحظة و تسجيل ثلاثة أساتذة من كلتا الجنسين أثناء تدريسهم و معاملاتهم اللغوية و الطلبة في أقسام اللغة الإنجليزية. بعد نسخ خطاب الأساتذة و تحليله أشارت المعطيات أن في بناء هويتهم المهنية فإن هؤلاء أساتذة الذكور منهم و الإناث اعتمدوا على الأساليب اللغوية التي نسبتها الأبحاث إلى الأساليب الخطابية الأنثوية و الذكورية معاً و أن تأثير مفهومي الأنوثة و الذكورة على هذه الأساليب هو مسالة درجات و ليس اختلافات . تشير النتائج أن الأساتذة الذكور و الإناث يميلون أكثر لاستعمال الأساليب اللغوية المنتسبة للأنوثة في مواقع السلطة . لكن المقارنة بين الجنسين تكشف بأن الأساتذة الإناث تستند أكثر على الأساليب اللغوية المرتبطة بالأنوثة من الأساتذة الذكور الذين يميلون إلى أساليب خطابية التي توضح التباين في المرتبة و السلطة بين الأساتذة و الطلبة و التي تنسبها الدراسات إلى أساليب الخطاب الرجالي. أشارت النتائج أيضاً أن هذا الاختلاف ليس مرتبطاً ارتباطاً حتمياً بالجنس إذ أن التباين في الأساليب الخطابية قد تحدث داخل الجنس الواحد و أن التشابه قد يحدث بين الجنسين أيضاً. كما توضح النتائج أن هذه لأساليب تتغير في نفس الأستاذ أيضاً سواء أكان ذكراً أو أنثى. وعليه فإن الأساتذة من كلا الجنسين قد يلجأ إلى نوع خطابي مرتبط بالجنس الآخر أو ما أشارت إليه (1995) Case أي إلى "أساليب كلامية متعددة".

- 1.**EFL** English as a Foreign Language
- 2.**CofP** Community of Practice
- 3- **DA** Discourse Analysis
- 4.**TM** Teacher Monologue
5. **I.R.F** Initiation / Response /Feedback
6. **FT** Female Teachers
7. **MT** Male Teachers

**Table 1 :** The profile of the female participants according to the variables

**Table 2:** The profile of the male participants according to the variables

**Table3:** Male EFL faculty teachers' perceptions about being a university teacher

**Table4:** Female EFL faculty teachers' perceptions about being a university teacher

**Table 5:** Male EFL teachers' profile

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**Graph1 :** Male and female EFL faculty's perceptions of their first meeting with students .

**Graph 2:** Male and female EFL faculty teachers' perceptions of the most important factor of teachers' effectiveness

**Graph 3:** Male and female teachers' perceptions of most important teaching conditions



**Appendix 1:** Questionnaire sample

**Appendix 2:** Transcription conventions

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General

Introduction

The theories propounded in language and gender studies indicated a change in the way sociolinguists and linguists approached both language and gender. Early studies in the arena of language and gender presented women as deficient language users to the neglect of the context of language use (Jespersen, 1922 and to some extent Lakoff, 1975) and were subsumed under the banner of the Deficit Theory. Both Jespersen (1922) and Lakoff (1975) depicted women as deficient speakers in comparison to male normativeness espousing, thereby, gender-differences approach. In her ground-breaking *Language and Woman's place* (1975), Lakoff argued that men's and women's different use of language (English) is due to the social structure. Lakoff put forth the argument that women are deficient language users because their social position is so. Such pronouncement ignited an upsurge of studies testifying Lakoff's assumption about the social nature of speech differences between men and women.

From the early 1980's on, practitioners of the study of gender and language focused on naturally occurring data, mainly in mixed gender conversations. However, such attempts were devoted to exposing gender differences either by depicting male dominance in all its linguistic as well as interactional forms. This gave rise to the 'dominance' approach of language and gender and led to the re-evaluation of any gender differences as 'cultural differences' between male and female speakers; a view championed by 'difference' paradigm of language and gender. In the 1980's and 1990's, while the above approaches were still drawn upon in the interpretation of findings of studies celebrating gender differences, numerous critiques were hurled at the idea of "gender differences" for various reasons. First, by over emphasizing gender differences gender becomes reduced to a set of inherent, fixed and essential attributes that rendered gender equivalent to sex. Second, such static conception of distinct and fixed male and female identities ignored the complex interaction between language, social context and identity in studying male and female speech behaviours (Talbot, 2010). In reaction to the amounting critiques at such a binary and simplistic conception of gender identity, studies became interested not in how language is used differently by men and women but in the way gender identities are constructed in discourse. Such an approach to language and gender studies has been put forward by the performative theory (Butler, 1995) and led to the introduction of the concept of community of practice into the field of language and gender, where (gender) identity is viewed as locally

constructed and shifts across communities of practice. It is fluid and context-dependent rather than constant and fixed as the former essentialist approaches seemed to suggest.

The developing trends in the language and gender area became interested in a wide range of settings such as the classroom. Gender and language research in the classroom has received a substantial and extensive scholarly attention for the purpose of theorising about the effect of gender on classroom interactions. Researchers such as Dale Spender (1982), for example, found out that teacher-to-student classroom interactions produce and reproduce societal gender unequal power relations between male and female learners due to teachers preferential treatment of boys while placing the girls at an educational disadvantage (cf. in Litosseliti, 2006). Such findings have been echoed in other classroom empirical investigations conducted on different subjects and levels. In those contexts teachers' interactions with their learners were found to be influenced by the students' gender, resulting in inequitable treatment of male and female students, hence perpetuating societal gender unbalances (Sadker and Sadker, 1994; Graddol and Swan, 1988; Spender, 1982; & Hall and Sandler, 1982). Other studies focused on the teachers' gender and discovered that male and female teachers tended to create different teaching climates in terms of their interactions with their students (Basow, 2009; Statham, Richardson and Cook, 1991), including the language they use (Chavez, 2000). These studies showed either how language reflects gender social unbalances or emphasized differences between male and females speakers, aligning themselves, as a result, with the traditional difference framework of language and gender. However, little research has been devoted to gender and the classroom in the light of contemporary theories to language and gender, and even less in an EFL context.

In line with the contemporary constructionist approach to language and gender and drawing upon community of practice approach, this dissertation addresses the community of EFL teachers of Mostaganem University as its subject of study. The purpose being twofold. First, it seeks to look at whether gender influences the way male and female EFL teachers' construct their perceptions about their practice. Second, it aims at examining how EFL male and female teachers perform their institutional identities in their teacher-to-student classroom interactions, drawing upon the discourse analysis framework and in the light of IRF discourse structure.

With this end in view, this dissertation aspires to provide answers for the following research questions :

- 1- Does gender influence the way male and female teachers community perceptions about their teaching practice as EFL faculty teachers?
- 2- How do male and female EFL teachers community enact their institutional identities in teacher-to-student classroom interactions ?

The first hypothesis which will be tested is Tannen's (1990) assumption that men and women have different perceptions about their world and , hence male and female teachers community will perceive their practice in differently. The second hypothesis is formulated on the basis of research carried out in language and gender in the workplace. According to this body of research , men and women in managerial positions showed a tendency to draw upon different English resources in their enactment of their institutional identity : women display interactional characteristics that deemphasise status distinctions while men use an interactional style that shows authority.

To answer the aforementioned research questions , this dissertation is divided into three chapters .

The first chapter sets out a theoretical background of language and gender. It sheds light on the dichotomy of gender and sex and describes the relationship between language and gender. It also presents some theoretical approaches presented in language and gender research as well as the works supporting them. This includes both traditional past paradigms, namely deficit, difference and dominance and also the contemporary frameworks : the performative theory and the community of practice approach.

The second chapter addresses male and female EFL teachers perceptions of aspects of their practices in the light of the community of practice approach and the concept of negotiation of meaning . It provides a description of community of practice and shows how EFL teachers of Mostaganem University fit into this framework. It, also, shows the relationship between perceptions and Wenger's concept of negotiation of meaning . In

addition , this chapter offers an analysis of male and female EFL teachers' perceptions of their practice

The third chapter is chiefly concerned with the concept of identity as a construct and how identities of EFL teachers are enacted . It explores the way male and female faculty EFL teachers of the University of Mostaganem enact their institutional identities in teacher-to student classroom interactions in the light of what former studies identified as masculine and feminine speech styles . Therefore , the IR(F) classroom structure proposed by Sinclair and Coulthard ( 1975) is tackled since it provides a useful tool for a examining how male and female teachers formulate their turns and on the basis of which they perform their professional identities .

To conclude , this dissertation seeks to shed light on the complex way with which gender and meaning interacts with context and other aspects of identity in such a community of practice. It shows also that gender should not be taken as an independent social variable that influences negotiation of meaning or identity formation and that any findings about potential gender tendencies are bound to the local context and cannot, in any simple way, be generalised outside the community of practice under study .

Chapter one :  
Review of  
the literature

## **I.1 Introduction**

Language and gender research is an interdisciplinary field concerned with the ways in which language is used by men and women. Mary Talbot (2010) emphasised the significance of gender in affecting how we act in the world and how the world treats us, including the language we use and the language used about us. In line with the central concern of the present study, that is the effect of the teachers' gender on their perception of university teaching and their interactions in the classroom, it behoves us to present an overview about gender and language approaches since gender is manifested prominently through language and classroom interactions are accomplished through language as well. In so doing, it is necessary to define from the outset the concept of gender before embarking upon studies carried out in this respect.

## **I.2- The Sex/Gender Dichotomy**

Western feminist<sup>1</sup> scholars paid considerable attention to differentiating the concept of gender from sex. This is because of the fuzzy boundaries existing between these two notions and the resulting confusions. For feminist scholars, gender and sex are conceived as two different and distinguishable concepts, though they have been used interchangeably in some academic scholarship devoted to gender studies. At times such a choice has been warranted. Some scholars reserved the term gender to exclude the connotation of sexual intercourse; others preferred using 'gender' to refer to behaviour. In similar fashion, 'Sex' was used by certain scholars to refer to gender in contradistinction to grammatical gender and sometimes utilised for biological categorisation. But, in other occasions, the terms of 'sex' and 'gender' were used interchangeably as synonymous. This is why, defining concepts of gender and sex and clarifying one's position of the use one makes of them remains imperative. In what follows, the attempt to address gender/sex dichotomy aspires to clarify the difference in the utilisation of those notions and how the terms 'gender' and 'sex' will be understood and dealt with in the remainder of this dissertation.

Gender, first and foremost, represents a social division based on sex. Although sex is related to gender because it affects the way we experience the world, they mean quite different things. For Canary and Dindia (1998) gender refers to behaviour that conveys one's

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<sup>1</sup> Feminism is a form of politics dedicated to bringing about social changes by defending women's right and combating social, political and economic inequities between men and women.

social and cultural understanding of self as a man and women . According to Litosseliti, gender means “ *the traits assigned to a sex-what maleness and femaleness stand for-within different societies and cultures*”(2006, p.11).

Sex, by contrast, is a biological distinction based on physiological and anatomical differences between man and women ( Litosseliti, 2006). In her book *The Second Sex* (1949), the French philosopher Simone de Beauvoir concisely distinguished gender from sex in her oft-quoted statement that ‘*one is not born a woman, but becomes one*’ (cf. in Speer 2005, p. 46), foreshadowing, thereby, the role of culture in shaping one’s gender. Likewise, Allyson Jule (2008) noted that throughout their socialisation process, individuals are conditioned and indoctrinated to behave in acceptable ways that their communities align with their sex. Therefore, sex is related to physiological and anatomical differences between males and females, a difference they are born with, whereas , gender is tied to behaviour that culture and society assign to males and females, a difference they acquire in their socialisation phase. Yanagisako and Collier (1990 ) quoted Shapiro’s (1981) definition of both gender and sex for it captures what is essential in the use of both concepts:

*(sex and gender)serve a useful analytic purpose in contrasting a set of biological facts with a set of cultural facts. Were I scrupulous in my use of terms, I would use the term sex only when I was speaking about biological differences between males and females and use “gender” whenever I was referring to the social, cultural and psychological constructs that are imposed upon these biological differences. (cited in Bonnie McElhinny, 2003 p.22)*

Hence, gender, contrary to the biological nature of sex, concerns the socially and culturally determined ways of behaviour that correspond to being masculine or feminine.

It is worth noting that the importance in distinguishing sex from gender lies in the implications that ensue if ‘gender’ is conflated with ‘sex’. Graddol and Swann (1989) cautioned against explaining gender simply in terms of biological criterion because women and men have so different life experiences that cannot be satisfactorily explained in terms of mere biological differences between the sexes. Allyson Jule (2008) made similar point in that ascribing gender to biological sex leads to the erroneous inference that all individuals will display the same gendered behaviours across all cultures and across all times. Even worse,

merging gender with sex has political implications. In erasing the distinction between sex and gender, individuals are implicitly and misleadingly led to believe that biology is an explanation of social differences. Parallel to this view, Mary Talbot (2010) explained:

*When gender is mapped onto sex, as it frequently is, there is an implicit assumption that socially determined differences between men and women are natural and inevitable. The confusion of sex and gender has political underpinnings: it often accompanies a reassertion of traditional family role or justifications for male privileges (p.9)*

To clarify this distinction, Anne Fausto Sterling (2000) reported that feminists set the terms in such a way that sex denotes the body's anatomy and physiological functions and gender refers to the social normative forces that model behaviour. In this sense, Contrary to sex, gender ought to be understood as a flexible category since cultures are bound to change across societies and across time, and as something we gradually acquire rather than being a fixed and unalterable dimension that is biologically imposed on us (Goddard and Patterson 2000).

Further, to the exception of some unusual circumstances<sup>2</sup>, Sex is essentially binary. Gender, as conceived in recent approaches transcends binarism because it is something people 'do' (Zimmerman and West, 1987) or perform (Butler, 1990) and is not binary. People are not either feminine or masculine in a deterministic fashion, but can be both depending on the roles they are fulfilling, the demands of the context as well as the participants involved (Jule, 2008; Aries, 1996). Conceived thus, gender is fluid and complex part of a person's identity since it is not only influenced by contextual dimensions as the participants and their goals but it also interacts with other aspects of identity such as age status and ethnicity. Understanding gender in this way eschews the essentialist view in which gender is not only cast from biological sex but is regarded as essentially dichotomous, fixed and

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<sup>2</sup> There are some situations where categorisation on the basis of sex is problematic as was the case for the Spanish sportswoman Marina Patino whose cells contained Y chromosome but who had neither a uterus nor ovaries and was banned to participate in the 1988 Olympics because according to the international Olympic committee, Patino was not a woman despite her female body forms.

binary . And any individual who do not fit in the rigid binary categorisation of being male or female is considered as deviant .

Contemporary researches committed to gender studies approach gender as complex continuous variable . Scholars as Talbot (2010), Jule(2008), Zimmerman and west( 2002), Aries (1996) and Butler (1990) conceive of gender as an activity and a construct rather than an attribute unanimously contest the one –to one mapping of sex and gender as some approaches seemed to suggest . Zimmerman and West ( 2002) quipped that ”*Women can be seen as unfeminine but this does not make them’ unfemale*”(p.11) . Likewise, Talbot (2010) insisted on being careful not to present all behaviour of men and boys as masculine and of all women and girls as feminine. This means that a person , be it a man or a woman, can be feminine in some situations and masculine in others depending on the context and the roles they inhabit. In this sense ,gender varies with social roles and experience. Many gender differences in social behavior are more likely to be due to differences in the social roles played by men and women . For example, Aries (1996) argued that women tend to interact in more contexts that elicit supportive, cooperative behavior, men in contexts that elicit dominant, directive behavior and one way to know whether such interactional differences are due to gender or to social role, men and women must be compared in the same social roles. An illustrative case is the research by Catheryn Johnson ( 1994) which revealed that when men and women are assigned the same managerial role and authority, they are quite similar in their patterns of conversation. Even more, Aries ( 1996) cautioned against using feminine and masculine labels on behaviours since social-emotional or supportive behavior is not feminine behaviour . It has come to bear such an association because of the roles women have traditionally played in society, but it is a style of interaction displayed by both men and women. In other words, gender should be approached not as fixed category but as performed along a continuum feminine and masculine characteristics ( Coates, 1993).

It should be acknowledged that sex and gender are distinguishable, albeit not separable, concepts .The former refers to biologically-determined categorisation, and the latter represents the social elaboration of sex. Unlike sex, the category of gender is integral to individuals’ multifaceted social identity; it is enacted in social relations and interactions. Many scholars

espoused the view that gender is ubiquitous in human relations; it contributes to give meaning to what people do and how they do it. Gender creeps into every communicative

encounter even if we are not always aware of its influence on our behaviour (Holmes, 2006); it is constructed in the daily activities men and women engage in and most primarily in their social interactions established through language .

Canary et al. (1997) provided us with numerous perspectives concurring with those views. They cited Thompson and Walker ( 1989) who claimed, ‘ *gender is something evoked , created and sustained day-by-day through interaction among family members*”(p.856). In similar vein, Hare-Mustin and Marecek noted “*constructing gender is a process not an answer*”(p.462). Similarly, Rakow( 1986) underscored and pointed out, “*gender is something we do and something we think with , both a set of social practices and a system of cultural meanings*” (p.21) (cf. in Canary et.al ,1997 p.7) Because gender is a social category which is manifested symbolically through the language people use and interactions they are engaged in , the following section looks at the nature of the relationship between language and gender .

### **I.3 The relationship between language and gender**

In *Gender Voices*, Swann and Graddol’s (1989) argued that the relationship between language and gender can be accounted for by three perspectives. For Talbot (2010) the first two correspond to both the weak and the strong views. The former view puts forward the idea that language reflects society and, thus, gendered patterns of language are but a reflection of gender divisions and inequalities . According to Talbot (2008), such patterns can be illustrated in the use of two honorifics for women ( Miss and Mrs.) in contrast to a single honorific title for men ( Mr) reflecting the importance society accords to women’s marital status. Alongside that, certain speech behaviours are acquired as appropriate behaviours for a particular sex in the process of socialisation . Men may swear and speak aggressively, whilst women are more polite , reflecting different concepts of masculinity and femininity which are the product of society rather than language. Parallel to this argument, Coates( 1986) noted: “ *linguistic differences are merely a reflection of social differences and*

*as long as society views women and men different and unequal , then differences in the language of women and men will persist”(p. vi) ( cf. in Swann and Graddol, 1989, p. 9 ).*

The strong view defends the assumption that language does not just reflect society but is strongly implicated in constituting and maintaining social inequalities . This position sends us to the connections between language and culture in which language is not repository of culture but a tool by which culture is created and maintained . Swann and Graddol contended that:

*“in learning important linguistic distinctions , people are learning the distinctions regarded important in their culture: they are learning to see their social and physical environment in one way rather than another” ( 1989, p.10).*

From this standpoint, the social asymmetry of the honorific titles of “Miss and Mrs” in relation to “Mr” and which places premium on marital status does not function as an index of social divisions but actively creates and perpetuates social gender unbalances .

The problem with both positions is that there cannot be either/ or since both processes can apply. Any rigid adoption of either of the views is both irrelevant and misleading. On the one hand, by assuming that language is only reflective of society we are harshly undermining the role and power of language in the transmission of the cultural heritage of society and ,therefore, in the maintenance of the social inequalities. On the other hand, carrying the argument of language as constitutive of reality to its extreme results in a determinist stance, suggesting that our lives are shaped by our language and discourses we engage in.

The third position is that which compromises between both views pointing up the interplay between language and social phenomena, in this case gender inequalities. In addressing the balance between both views, Sally McConnel –Ginet ( 1983) synthesised, *“Talk works to create and maintain sex- stereotyping and male dominance . Our speech not only reflects our place in society but helps create that place “(cf. in Swann and Graddol 1989, p.11)*

The importance of emphasising the relationship that exists between language and gender resides in raising people's consciousness about how social structure and gender divisions inform the way we speak and how the way we speak as women and men tells us about social gender asymmetries and ,thus, opens possibilities for social

change. This explains why the feminists are interested in language and gender studies because this latter bring into the open the complex role language plays alongside other social practices and institutions in reflecting , reproducing, creating and maintaining gender inequality.

Whether language reflects gender inequities or is constitutive of them , a number of theories on the relationship between language and gender has been advanced . In line with the focal concern of this work which is to see how teachers' gender inform their classroom interaction and in which language plays a major role, it is germane to present an overview about the major theories presented in language and gender studies.

### **I.3.1 Theories of language and gender**

Gender is omnipresent and latent in our everyday interactions and behaviours including the language we use. In this respect, there is a substantial and wide-ranging body of research in investigating how men and women talk and how they are talked about. The literature on language and gender offers a number of approaches on the interaction taking place between gender and language.

Before feminist theory permeated scholarly thinking , interest in language and gender debate was still an underexplored area. However, since the publication of Robin Lakoff's seminal work , *Language and Woman's Place* in 1975 ( published as an article a couple of years earlier), linguists have approached this issue from a variety of perspectives and have advanced theories. The most well-known approaches in this area are labeled the 'deficit' approach, 'dominance' approach, the difference approach and dynamic approach, alternatively referred to as the four Ds approaches to language and gender

#### **a-Deficit theory**

The early attempts to studying language and gender contented itself particularly with characterising women's speech. The key concern of the deficit perspective was devoted to analysing individual words employed by female speakers that presumably stands in stark contrast with those used by males. Linguists such as Otto Jespersen (1922) and, to a lesser extent, Lakoff (1975) present a typical example. In the heart of the deficit approach of

language and gender lies the argument that male talk is the norm, and female talk is a deviance from that norm. Whether this is due to nature or nurture, the two scholars' analysis of women's language propounded this kind of deficit-norm thinking in accounting for how men and women use language.

In his book *Language : its Nature, Development and Origins* (1992), the Danish pre-feminist linguist Jespersen devoted a chapter he called ' *the Woman* ' in which he focused on women's speech in which he made claims about certain gender differences. Jespersen observation relied on literary dialogues on the basis of which he purported that women use poorly thought-out sentences, a less varied vocabulary than men, overuse hyperbole ( like awfully pretty, terribly nice), form loose sentences which they often leave unfinished and incoherent( Litosseliti, 2006 p.12). Men ,by contrast, are linguistic innovators because of their coinages and relatively extensive vocabulary. Grounded on those observations, Jespersen made his assumption that women's speech constitutes a deviance when compared with male normativeness. Following this thinking, men are 'normal' language users and women's use of language flouts this norm which strongly alludes to the idea that men are naturally better and superior and women deficient.

Jespersen's study of men's and women's speech gave rise to a bunch of criticism chief of which concerns its reliance on folk linguistics and its drastic lack of rigorous research and empirical evidence. More, such a perspective seems to focus on gender from the perspective of the speakers' biological sex (Litosseliti 2006). Indeed, Jespersen overgeneralised that the linguistic features he identified in his study are characteristic of all men's and all women's speech seem to negate diversity that may exist among both groups, suggesting, thereby, that those differences derive from their biological make up. Unsurprisingly, Jespersen's

perspective has been charged for being essentialist<sup>3</sup>. Although Jespersen's claims were rooted in the prevailing gender ideologies of his day rather than based on real-life behaviour, they

remained unchallenged in the realm of linguistics until Robbin Lakoff launched her far-reaching article *'Language and Woman's Place'* (1973) (published as a book in 1975).

Lakoff's publication was hailed as the first ever work in feminist linguistics for it enhanced the debate about language and gender and brought it to wider attention, provoking scholarly reactions to that issue. After *Language and Women's Place* (1975), researches proliferated with the goal to examine the presumed differences between men's and women's use of language, reconsidering Lakoff's major claims about 'women's language'.

Yet, Lakoff's study of 'women's language' was framed in the tradition of norm-deviance model reminiscent of Jespersen's approach to language and gender. Close to Jespersen's claims, Lakoff pursued the argument that women's speech is characterised by a preponderant linguistic features that index their weakness, inferiority and even deficiency. According to Lakoff (1975), following Cameron's (2003) words "*Women characteristic way of speaking was, indeed, a factor making women unsuitable candidates for positions of public authority and responsibility*"(p.454). In her famous account of 'women's language', Lakoff listed women's linguistic characteristics of their speech such as their use of more polite forms in making their orders and requests. For example, rather than directly saying, 'Set the table', which a man would say, a woman would add 'please' to the statement (Aries 1996 p.64), or more polite like 'Will you set the table?'. Lakoff postulated that women use more hedges and modals, such as 'well', 'y' know', 'sort of', 'I guess', 'I think', 'I Wonder' (Aries, 1996 p.64) —terms that convey uncertainty. Lakoff posited that women tend to use more tags as in the sentence 'Richard is here, *isn't he?*' (Aries, 1996, p.65) and question intonation as in statements 'my name is Tamy?' (Freeman and McElhiny, 1996, p.232) which signal their insecurity and uncertainty. Women, according to her, use hypercorrect grammar and empty

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<sup>3</sup> Essentialism refers to the conviction that some essential and fixed set of qualities which all members of a category (female) must share and which marks their distinctions from the members of other categories (male). Essentialists usually believe that there are only two genders; these are present at birth; remain unchanged for life; and there is no territory in between.

adjectives like 'devine', 'adorable' and 'sweet' as well as intensifiers like 'so' in 'I feel so happy', all of which convey an emotional rather than an intellectual evaluation (Aries, 1996). Lakoff added to her compiled descriptive list of women's language that women use indirect requests, use less expletives than men, discuss trivial topics (mainly gossiping) and lack a sense of humour as well.

Needless to say, all of the aforementioned linguistic features characterizing women's language' presented by Lakoff were implicitly measured against the benchmark of masculine norm which aligns Lakoff with the deficit paradigm. Both of Jespersen and Lakoff provided a deficit -norm account of gender differences in using language as they interpreted male's speech as, strong, normal, direct, in short, exemplary whereas female's speech as weak, deviant, indirect and, in a word, deficient. Parallel with Jespersen's claims which were based on analysis of women's dialogues in literature, Lakoff assumptions were grounded on retrospection and personal anecdotes, yielding, as a result, a negative evaluation of women's speech.

Yet, feminists like Lakoff differed from prefeminists as Jespersen in pointing out that the source of women's 'weakness' is not natural but is the outcome of their socialization into 'feminine' behaviours in societies that strove to maintain women's subordinate place (Cameron, 2003). It follows that discrepancy between the speech of women and men, from Lakoff's perspective, derives from the unequal positions they inhabit in the social structure in which men are valorized and privileged and women marginalized and oppressed. 'Women's language', in other words, is deficient because their social position is so. In this sense, 'women's language' represents a symbolic expression of their powerlessness and inferiority in society. It is actually this characteristic of Lakoff conception of 'women's language' in which she deemed gender linguistic differences as due to social inequities between genders that ignited an upsurge of empirical investigations in the domain of language and gender. It is, undoubtedly, for the same reason that some scholars alligned Lakoff theory with the 'dominance approach'.

Notwithstanding, scholars and linguists working on gender and language studies agree unanimously that Lakoff's approach to 'women's language' suffer from many shortcomings. Again, it was the critiques that attacked Lakoff's theory that induced a flurry of research both

in attempts to garner support to her views or to prove her wrong. This is why the limitations of Lakoff's work should not go without mention.

The criticisms levelled at Lakoff's model of women's language were mostly related to both her methodology and the interpretation she made about speech forms on the basis of which she assumed that women's language is powerless. Lakoff (1975) research method pivoted on retrospection -which is typical of the chomskian school to which she belonged- and specifically targeted a particular population (upper- middle class white Americans), which rendered the validity of the research as well as generalizations outside the studied population sample problematic and doubtful. What added another nail to her theory coffin

was Lakoff argument that certain language forms have a single meaning . For instance, Lakoff's evaluation of women's speech suggested that there is one-to-one relationship between the use of tags and meanings of uncertainty and hesitancy they express (Aries, 1996). Yet, Dubois and Crouch (1975) challenged the issue of tag questions, pointing at the fact that men apply to tag questions more frequently than women. Similarly, Maryann Hartman( 1976) found out that female interviewees use them more frequently than men( Aries 1996). Aries argued that it is probably in the function of tag questions that researchers should look at the presence or absence gender differences rather than their frequency. Coates (2004) report that Janet Holmes'( 1995) study disclosed that tags questions may be used to express modal or affective meanings. The former denotes degree of certainty such as in "*she is coming around noon isn't she*" ( Coates, 2004, p. 91) while the latter is facilitative or has a softening function – used to mitigate the force of negative affect– as in "*that was pretty silly wasn't it*" ( Coates,2004, p. 91) . Holmes's( 1995) study showed that gender differences in using tags are , indeed, related to their meanings. She found that women use more tag questions than men but most of them are facilitative, while men tend to use them to express uncertainty. Drawing upon Deborah Cameron and her colleagues' study (1988), Aries (1996) underlined that language forms are multifunctional. In a related vein, Cameron et al.'s research study challenged Lakoff claim that tags are intrinsically weak as they found that facilitative tags were used by powerful participant to control conversation . Aries( 1996) related Cameron et al. ( 1988) findings with Holmes's( 1995) study to conclude that tags used by women should not be taken to be an indicator of their subordinate status.

Alongside the use of tags, many other studies examined other speech features that Lakoff considered as a characteristic of 'women's language'. Yet, it would fall beyond the

scope of this dissertation to provide a detailed review of the critical works that addressed those linguistic features (For further readings on the studies that challenged Lakoff's theory see Elizabeth Aries 1996). Overall, most research investigating Lakoff's claims showed that the function of speech features that Lakoff took for granted as a marker of women powerlessness and ultimately to their deficiency are multiple and conditioned by the contextual elements such as status, the situational context, the participants' relationships and other contextual variables, a point that escaped Lakoff. In overlooking those contextual dimensions, Lakoff ignored situations where men may use rather powerless language and women a powerful one. True, William O'Barr and Bowman Atkins' (1998) study on

courtroom discourse offered a counter-evidence to Lakoff's description of women's language as powerless as they found out that powerlessness is related to the social status and education of the speaker rather than being a characteristic of women's speech.

Put in a nutshell, the deficit model of language and gender as put forth by both Jespersen and Lakoff established a stereotypically bipolarised gender distinction, portraying women as deficient speakers and men as 'normal' talkers and both were regarded as homogeneous and uniform groups across all contexts and cultures. In this sense, gender, in accordance to the deficit conceptualisation, is understood as set of fixed and intrinsic traits instilled in both men and women. Conceived thus, gender turns out as binary, static and context-independent variable; a view that consistently aligns itself with essentialist mode of thought.

### **b- Dominance theory**

In the late 1970s, gender and language researchers geared their focus on men's and women's use of language in interactions. Unlike Lakoff's approach, the dominance theory is based on empirical research and evidence in real situations rather than on intuition and retrospection. The key argument of this approach is grounded on the premise that linguistic differences between men and women stem from their inequitable power relations. In other words, asymmetrical distribution of power in political and social arenas along gender lines is symbolically transported to the use of language. This means that general dominance of men and boys over women and girls is reflected in language patterns used by both genders. Scholars who endorsed this model consider such linguistic devices as interruptions, silencing,

topic raising and unequal conversational work as a symbolic manifestation of men's social dominance. Studies investigating those speech patterns demonstrated that in cross-gender verbal interactions male speakers interrupt more, have longer turns, have an upper hand in initiating topics and do less work than women in maintaining their conversations.

Don Zimmerman and Candace West's (1975) work captures the basic tenets of the dominance paradigm of language and gender. The researchers based their study on 31 taped mixed-gender routine conversational segments in the university campus. According to them, the data gathered showed striking gender differences in both cross-gender and same-gender interactions regarding patterns of interruptions, silence and listeners' support to the

development of the topic discussed. With interruptions<sup>4</sup> deemed by the experimenters as a vehicle of power and dominance in conversation, results indicated that the proportion of male interruptions to women was overwhelming. Men did virtually all of the interruptions with 46 male-to-female interruptions in parallel to 2 interruption cases for women to men. Yet, in same-gender pairs interruptions were symmetrically distributed between the two speakers. Interestingly, men rarely interrupted each other. Zimmerman and West (1975) noted that in mixed-gender conversations men tended to usurp women's right to speak and inhibit the completion of their utterances.

Another instance that shored up male conversational dominance, in those scholars' view, was betokened by men silencing women and men keeping silent after women's contributions. As a result of male interruptions, as the study showed, women tended to be more silent than men. Interestingly, Females' silence duration was longer in mixed gender pairs than in same-gender pairs and occurred mainly after male interruptions to them, signaling their powerlessness. Males' silence, by contrast, primarily preceded their delayed minimal responses such as 'yeah' and 'um', indicating, according to Zimmerman & West (1975), their disinterest in and inattention to the interlocutor's speech, denying, thereby, women the right to control the topic of conversation. This can be compared to what Coates (2004) referred to as dominance through non-cooperation in talk (p.120). Another evidence of women's submissiveness, as Zimmerman and West remarked, is that women, in the same study, seemed to allow male's recurrent violations to their right to speak with no complaint

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<sup>4</sup> Zimmerman and Sacks, Following Sacks et al. (1974), defined interruptions as "*violations of current's speaker right to complete a turn or to reach a possible transition place in a unit-type's progression*" (Zimmerman and West 1975p.123)

expressed in this regard , whereas males voiced their disapproval to repeated interrupts . As a result, Zimmerman and West( 1975) study led them to draw an analogy between males-females and parents-children patterns of interruptions wherein both children and women have restricted rights to speak and be listened to and thus get interrupted. The researchers ( 1975) concluded that their findings not only present an indication of men's assertion of asymmetrical right to control the topic and women's restricted rights to speak but also instantiate men's social dominance and women submission because:

*... men deny equal status to women and their conversational partners with respect to the right of full utilization of their turns and support for the development of topics. Thus we*

*speculate that just as male dominance is exhibited through male control of macro-institution in society, it is also exhibited through male control of at least a part of one micro-institution. ( p.125)*

Such results were supported by other research that focused on interruptions (Case,1988 ; Holmes,1995). Those studies documented high frequency interruptions on the part of male speakers with a tendency to interrupt more women than other men. And this occurred even with women with high status. West's study (1984) showed that male interruptions take place even when females hold a higher professional position. West( 1984) studied interruption patterns in interaction involving both female and male doctors with their patients. The results indicated that female physicians were interrupted more by their male patients than were male physicians. Likewise, Coates (2004, p 115) reported that Nicola Woods( 1989) found out that even when a woman is highly ranked in the work place , she is more likely to be interrupted by a male subordinate than interrupt him.

In line with this theory framework, Pamela Fishman's (1978) article entitled *Interaction: The work Women Do*, illustrated how routine verbal behaviours tell us about and help reinforce hierarchical divisions and inequality along gender lines. Fishman observations of naturally-occurring conversations among heterosexual couples disclosed women's hard conversational work in interactions. In her study, Fishman( 1978) noted that women's speech is characterised by high frequency use of questions , tags which she explained as a strategy used by women to elicit and encourage other's responses, challenging Lakoff 's claims that these linguistic features are indicators of women insecurity and , at worst, to their

deficiency . Fishman noted , in the same study that women used of minimal responses like ‘umm’, ‘yeah’ to keep the conversation going while men used them to signal their lack of attention and interest , a point that corroborates Zimmerman and West( 1975) findings, which here again, can be explained as dominance achieved through non-cooperation in talk (Coates,2004, p.120). In those conversations , Fishman argued that women made efforts through the use of those strategies or what she termed ‘shitwork’ to ensure the flow of conversation while men participation in the discussion occurs in their own terms . Fishman explained that even though men opened the conversation by statements that did not secure the success of interaction, they obtained both response and conversational support to their contributions. Even more, men, in her view, not only did less work to maintain their

conversations but also discouraged conversation initiated by female through the use of delayed minimal response. In her terms, “*women tried more often but succeeded less often than men, whereas men tried less often and seldom failed in their attempts*”(1978, p.404). This brought her to conclude that there is an asymmetrical ‘division of labour’ in conversations between men and women . Regarding conversations as a micro context embedded within the macro social context, Fishman viewed conversational asymmetries between the genders as a symbolic actualisation of their unequal power relations existent in the broader social structure.

The implication of her finding, Fishman contended, was that women’s socially subordinate position is not only reproduced in the way they speak in their interactions with men, but also by how they are spoken to. The point Fishman( 1978) wanted to draw our attention to is that in our daily conversational routines, gender hierarchical relations are latently implicated because:

*When we orient instead to the activities involved in maintaining gender ,we are able to discern the reality of hierarchy in our daily lives.... From such detailed analysis we see that women do the work necessary for interaction to occur smoothly . But men control what will be produced as reality by the interaction . They already have, and they continually establish and enforce, their rights to define what the interaction , and reality, will be about ( p.405)*

Another scholarly attempt to show how language acts as a vehicle of power and dominance was made by Dale Spender (1980) who demonstrated that language help maintain social inequities based on gender. In her *Man-Made Language*, Spender stipulated that language is literally man-made with men being the dominant group who have produced language, thought and reality. Men, in her view, constructed language in a way that served their desire for dominance, relegating lower social status to women. Spender (1980) drew upon examples that represent sexism in language like the use of generic terms as ‘man’ and ‘mankind’ to refer to both men and women. Therefore, she posited that there is no surprise that the andocentric generic expressions in the English language fosters ‘male- as- norm’ ideology and the absence of lexical items that express female experience reinforces the invisibility and subordination of women.

Even though the dominance model was backed by a range of empirical research it was not free from criticism. Deborah Tannen (1993), for instance, reported that Deborah James and Sandra Clark (1993) showed that cumulative results of different studies on gender and interruption are inconclusive because of scholars’ disagreement upon what constitute an interruption. Additionally, their study of the amount of interruptions in same gender-conversation found out that there were more interruptions in all-female groups than within all-male groups. Such findings, as Tannen (1993) argued, express the need to distinguish between linguistic strategies and their interactional purposes in which the context plays a decisive role. From her own study of dinner-table conversations, Tannen (1993) pointed out that interruptions have many and different meanings; they can signal aggressiveness and dominance as they can express support, depending on their functions in contexts in which they occur.

Another evidence that counters the dominance approach is O’Barr and Atkins’s (1982) study in courtrooms where women’s language does not correlate with ‘powerless language’ as women act as judges, lawyers or witnesses. As Fatima Sidiqi (2003) put it, “*women language is neither characteristic of women, nor confined to them*” (p.7). This means that women do not always speak or engage in interaction in ways that present them as powerless or dominated, nor do all and only women conform to the power-based explanation provided by the dominance model which depicts their speech as lacking authority. The problem with this model is its overemphasis on power as closely related to gender to the neglect of situations in which power is much more likely to be a matter of

social status, age and experience of the participants in conversation rather than their gender . An old female teacher is less likely to be interrupted by her male student for example. In addition, the dominance theory approached the notion of power as a systematically actualized by certain linguistic devices while power should not be taken as static but as multifunctional and as realizable in many forms ( Fatima Sidiqi ,2003) . More, Freeman and McElhinny(1996) stated that studies portraying women as victims and overstating men's power and dominance is a way to blame women's behaviour and minimize opportunities for resistance and change , and a way to maximize existing patriarchal norms .

### **c-Difference theory**

Known also as the cultural approach, two-culture or also dual- culture approach, the purpose of the difference model of language and gender was to celebrate women's talk – especially all -women talk– hitherto negatively evaluated . Cameron ( 1992) wrote that *'[cultural] difference was the moment of feminist celebration, reclaiming and revaluating women's distinctive cultural traditions'* (p. 39)Rather than showing women as inherently deficient or portraying them as victims and oppressed group as the supporters of the deficit and dominance models believed, this model highlighted the positive aspect of women's speech.

Relatively unconcerned with masculine verbal power, this model alternatively explained that male/women differences are comparable to two distinct subcultures in which different communicative competences are learned and from which miscommunication result. Research conducted by the sociolinguists Daniel Maltz and Ruth Borker (1982) as well as Deborah Tannen (1990) were quintessentially representative of this two-culture model .

Maltz and Borker (1982) based their argument on Gumperz's (1982) model of inter-ethnic communication to explain communication problems between men and women . Maltz and Borker's (1982) asserted that men and women come from different subcultures, having acquired different rules for engaging in and interpreting verbal interactions . While these conversational norms are applied in cross-gender interactions, cultural miscommunication ensues. Maltz and Borker's (1982) premised their point on the

belief that early in life, boys and girls play in same-gender groups where they learn from each other different rules of friendly conversation. Boys play in large and hierarchically organized group, display competitiveness and express linguistic assertiveness while maintaining their position of dominance. The girls, in contrast, play in smaller non-hierarchically organized group and show cooperative and supportive behaviours, creating relationships of closeness and equality which are actualized through their speech . Therefore, interactional strategies characteristic of both men and women emerge early in life as boys and girls acquire and use them within their respective peer-groups.

This argument of different communication style that underpinned this model has find its way in numerous studies addressing work place conversations. In such formal context and in line with Maltz and Borker 's characterization of women's cooperative behaviour , Marie

Nelson ( 1988) demonstrates a similar pattern ,albeit women's status inequality, where higher status woman supports women of lower status. She describes the interaction between herself (a professor) and graduate teaching assistants in small groups intended to discuss and improve the assistants' teaching. Nelson ( 1988) reports that she tried to minimize her authority by modeling ways of phrasing criticism that avoided '*making light of any writer or her work*' (p202) and using the strategies to encourage , praise and focus attention on others' strengths, being emotionally open in revealing weaknesses, and involving others in decision-making .

Similarly, Susan Case ( 1988, 1995) , found that women and men managers tend to make different types of contributions in groups. Case assessed various gender-related speech variables in each of the managers' speeches. After analysis , she identified two predominant speech styles that correlated with managers' gender . Based on the types of strategies used in these styles, she described the style used primarily by women as a facilitative, personal style, and the style used primarily by men as an assertive, authoritative style. She found that the men tended to use more strategies to maintain authority and status distinctions such as joking, swearing, using slang, and talking about competition , aggression and through giving direct commands and interruptions . On the other hand, women tended to use more strategies that engaged others and minimized status differences, such as back channelling, adding to others' comments to shift topics, and using modal constructions rather than imperatives. In a related vein, Coates ( 1989) provided empirical evidence to support the notion of women's linguistic cooperativeness, accomplished in informal context and in different linguistic ways. In her

paper 'Gossip revisited' (1989), she concluded: *'It seems that in conversations between women friends in an informal context, the notion of co-operativeness is not a myth'* (p.119).

Running parallel to this two- culture argument was Deborah Tannen's seminal and best-selling book *You Just Don't Understand: Women and Men in Conversation* (1990) in expanding on and popularizing the cultural paradigm. In this book, Tannen (1990) defended her view that women and men have different but *'equally valid styles'* (p.15) (cited in Speer, p.30). Following Borker and Maltz (1982), Tannen claimed that interaction between men and women is an instance of a cross-cultural communication, on the assumption that women's and men's differences in using language are due to their different cultures.

Tannen's fundamental idea is that men and women proceed differently in their conversational activities which is directly related to their different objectives in communication defined by what is of primary focus in their lives. Tannen( 1990) explicated her view that men and women perceive themselves and the world in different manner and approach it accordingly. Men, she assumed, approach the world as individuals in a hierarchical social order which is preserved in the management of their conversations. She argued that in this world :

*Conversations are negotiations in which people try to achieve and maintain the upper hand if they can, and protect themselves from others' attempts to put them down and push them around. Life, then, is a contest, a struggle to preserve independence and avoid failure (pp. 24-25) (cited in Freeman and McElhinny 1996, p 240)*

On the other hand, women, she continued, approach the world as individuals in a network of connections. In this world:

*Conversations are negotiations for closeness in which people try to seek and give confirmation and support and to reach consensus. They try to protect themselves from others' attempt to push them away. Life, then, is a community, a struggle to preserve intimacy and avoid isolation. ( p.25) cited in Freeman and McElhinny 1996, p 240)*

According to Tannen (1990), men's and women's development of different conversational styles is the outcome of their different conceptions of the social world. She, therefore, termed the communication styles that men and women use in their conversational activities as "report vs. rapport" or "competitive vs. cooperative" styles respectively. According to Tannen (1990), women, talk is the glue that holds relationships together, and so conversations are means to convey support and show empathy that lead to close and intimate relationships. Men, on the other hand, use language to communicate information; conversation for them becomes a negotiation for status in which each participant attempts to establish his place in a hierarchical social order.

Even if Tannen (1990) earlier claims rested on anecdotal instances and focused on mixed-gender miscommunication examples, numerous empirical researchers on the work place discourse were strongly influenced by the difference approach, although they did not

explicitly align themselves with this framework (Litosseliti, 2006) such as Case (1988, 1995), Nelson mentioned earlier as well as West (1990) and Ainsworth–Vaughan (1992)

Celebrating gender differences, West's (1990) work on different strategies used by male and female doctors found out gendered patterns in their use of directives. West (1990) drew a distinction between two types of directives used by men and women doctors: aggravated directives and mitigated directives<sup>5</sup>. Aggravated directives refers to orders and demands that are delivered in the most direct explicit way, while mitigated directives are where speakers intentions are expressed in less obvious manner. Celebrating women's speech style, West reported that male physicians used aggravated directives usually in the form of imperatives and were less likely to gain compliance of their patients, whereas female physicians constructed their statements as suggestions for joint actions as they tended to use 'we' instead of 'you' and mitigated directives using modals such as 'could' or 'can' and immediately gained compliance of their patients.

Likewise Ainsworth–Vaughan's researched (1992) the way topic transition occurred in single and mixed-sex doctor-patient encounters and found out interesting gender patterns. As was the case with West (1990), she found that male and female doctors enact their interactional dominance in very different way regardless of the patients' gender. Ainsworth –

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<sup>5</sup> Goodwin defined Directives as "*Speech acts that try to get another to do something*" (p.157)

Vaughan discovered that female doctors topic transition was shared and jointly negotiated with their patients, while male doctors favoured to change topic without gaining overt patients' consent. This led her to argue that unlike their male colleagues, female physicians are not viewing the encounter as a negotiation of power.

Later on, Tannen (1994) found out in her analysis of women and men in corporations, that the women she observed in positions of authority tended to give indirect directives to subordinate interlocutors in ways that saved face<sup>6</sup> for the subordinate, whereas many men in similar positions tended not to give directives in this way.

However, Tannen(1994) warned against assuming that talking in an indirect way necessarily reveals powerlessness or lack of self-confidence as Lakoff (1975) believed. Similarly, Coates (1995), comparing women and men speaking in law, medicine, and education, argued that women in these professions maintain a more cooperative communicative style rather than adopting the more adversarial style that is typically used and valued in these professions.

In a related vein, Janet Holmes(1995) argued that in general women are more polite than men: Most women enjoy talk and regard talking as an important means of keeping in touch, especially with friends and intimates. They use language to establish, nurture and develop personal relationships. Men tend to see language more as a tool for obtaining and conveying information (Holmes 1995, p.2). Holmes' empirical studies seemed to back up this global view of women's language, influenced by Jennifer Coates' (1995) and Deborah Tannen's (1991) work on co-operative and competitive strategies, and thus Holmes asserted that, women are generally more polite than men, as they are more concerned with the affective rather than the referential aspect of utterances, since, as Holmes (1995) argued "*politeness is an expression of concern for the feelings of others*" (p.4). In this way, Holmes suggested, women are more likely to use positive politeness than men; thus she is asserting that "*women's utterances show evidence of concern for the feelings of the people they are talking to more often and more explicitly than men's do*" (Holmes 1995, p.6).

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<sup>6</sup> Saving the hearer's face is a concept used in Brown and Levinson politeness hypothesis (1987) which drew upon Goffman notion of face. According to Brown and Levinson politeness refers to maintaining and protecting face others' negative and positive face. The former means to preserve their freedom of action and freedom from imposition and the latter to the positive self-image that people have and want to be appreciated "(1987p.61)

In similar line, The language behaviour of the headmistresses, as described by Wodak (1997), is consistent with the other studies stated earlier in that the headmistresses enact their authority by using language strategies that overtly appeal to equality and consensus, and hereby overtly minimize status differences. Wodak claimed that such strategies used by women to lead and to interact with subordinates and lay persons are authoritative strategies even though they overtly minimize status differences. However, these leadership strategies, Wodak (1997) continues “*differ from those traditionally used by men in these roles and circumstances, so they are not as readily associated with these roles and, consequently, are less recognizable as authoritative*”.(p.90).

Like other studies conducted in gender and language research, the work of Tannen and her followers was subject to critiques at various fronts. Aries (1996) attacked this theory for its assumption that men and women pertain to different cultures which is inaccurate since it loses sight of the fact that boys and girls grow up in big families and institutions rather than separately. According to the feminist psychologist Mary Crawford (1995, p93) this ‘two-culture’ model provides a ‘no-fault’ approach to difference which ‘*transcends*’ women-blaming but at the same time fails to acknowledge the social nature of gender inequalities in the maintenance and reproduction of gender differences at an interactional level. In addition, this paradigm ignored power inequalities existing between men and women in society (Crawford, 1995). For even when husbands and wives work outside their homes, it is the women who takes care most of their children and house, therefore conversations holding between them cannot be assumed to be “equal” as Tannen implied (Aries 1996) . Further, Crawford (1995) posited that this model’s characterization of gender differences in using language help maintain and justify existing power relations since they would ascribe them to mere differences of cultural backgrounds and hide their ideological nature. Parallel to this argument, Cameron, McAlinden and O’leary (1988) acknowledges the dimension of gender social power unbalances that this model overlooked noting that “*it is not a coincidence that men are aggressive and hierarchically-oriented conversationalists, whereas women are expected to provide conversational support*”. (p. 80) (cf. in Aki Ushida ,1998, p. 287).

Relatedly, Sarah Mills (2002) contested the notion that women as a group speak in different ways to men as Tannen (1991, 1994) and Holmes (1995) asserted. Mills (2002) clearly expressed her rejection to Holmes' stereotypical notion that women globally are more polite than men through analysing one particular instance of linguistic impoliteness and the complexity of interrelation between perceptions of community norms and gender stereotyping.

The idea of gender differences in language use that both dominance and difference models spawned was criticized for several reasons. First, it underplayed the importance of context and inherently represented gender (masculinity/femininity) in a generalisable binary opposition. Second, the idea of 'differences' seemed sometimes to be put forward as a form of cultural determinism, the implication being that the way women and men spoke was

shaped by whether they were female or male. This rendered gender the equivalent of sex, and made it appear as an independent sociolinguistic variable, yielding to a conception of gender as a set of predetermined and fixed behavioural attributes essential to men and women. Not only does this imply fixedness, with little or no room for human agency, it also suggests, in the words of Litosseliti and Sunderland (2002), a one-way 'gender then language.' process. Third, the difference model not only disregards the influence of the social structure on interactions but also ignores both individuals' agency in enacting their identities and intra-group differences and intergroup similarities (groups being men and women) as well. Eckert and McConnell-Ginet (1999), staked out their opposition to this idea upon which two-culture theoretical assumptions are premised:

*“Generalizations about women's greater standardness are based on differences between grouped male and female speakers. In fact... significant differences exist among women and among men, and there is also considerable overlap between male and female usage. Most speech community studies do not examine these intragroup differences and intergroup overlap; however, when we look at communities of practice, and at what women and men are doing in them, some insight may be forthcoming” (p193)*

concurring with this view, Bing and Bergvall (1998) noted that evidence of gender is often overlooked, while findings about essential gender differences between men and women

were over-reported and reproduced by both scholars and general public . Such an over – emphasis on gender differences spelled a conception of gender as an oversimplified opposition of men’s vs. women’s speech patterns, which in Janet Holmes’ words (2000b, p.10) “*ignores the complexities of the influence of their particular roles, professional identities and specific goals , and the social context in which they are operating*”. (cf. in Litosseliti,2006, p.128). Behind such a critical position stands the belief that providing an account of male vs. female speech differences presented in such a binary and dichotomous fashion is problematic since it does not do justice to the complex interaction between components of their identities, nor to the variability of contexts. True, what hurled such a conception to its demise is the fact that it considered gender as a sole and independent factor of language variations in cases where it seems to be hardly contestable that men and women are more likely to manifest similar linguistic behaviours. In their quest for linguistic

differences, the binary –and- dichotomous premise failed to consider such contexts in which men and women have much in common in terms of the role they are accomplishing, age , status ,socio-economic class, ethnicity, race, religion and so forth. For instance, men and women from similar social classes are more likely to display similar linguistic behaviours than that of men and women coming from different social classes .Countless examples could extend where gender does not constitute the sole parameter that explains speech differences and even similarities . Such considerations have been anticipated by Gluck ( 1979) In his ‘*myth of women’s language* where he made clear his position that

*Strictly gender- specific language varieties are rare exceptions , if they exist at all. Even in the cases in which a gender-specific variety seems relatively plausible must raise suspicions because the features declared gender-specific in these languages can also be used by members of the opposite sex in certain contexts (p,60)*

In order not to fall in the trap of gender differences in its simplistic and premature conclusions concerning how men and women speak , Eckert and McConnell –Ginet (2004) showed their support for the relevant counteracting stance expressed by Barrie Thorne , Chris kramarae and Nancy Henley (1983) towards the issues of difference and dominance trends in the introduction to their second anthology of articles on language and gender

(1983). Those authors cautioned researchers who advocate the gender differences framework to take into account various contextual aspects in which differences emerge such as the participants relations, the setting and for what purpose and other components of individuals' social identity without glossing over the considerable differences within each gender group— among women and among men .

**d- Performative / Social constructionist theory**

Contemporary gender and language researchers, as corollary of the aforementioned critiques to gender- differences explanatory framework, strongly rebutted the traditional approaches to language and gender and their explanations of men's and women's ways of speaking which portrayed them in a deterministic fashion as two constant , clear-cut and dichotomous gender varieties . This urged gender and language research towards adopting a

more appropriate approach in the study of language and gender. From the ashes of binary- and –dichotomous belief that nourished the traditional essentialist approaches of language and gender arose the view that speakers are actively engaged in 'doing gender', as West and Zimmerman ( 1987) eloquently put it . In support of this argument , Crawford ( 1995, p.12) went to claim that gender should not be conceptualised as a “a noun” –suggesting static and internal traits –but as ‘a verb’– suggesting its continuous construction in people's performance of gendered act. It was down to this conception of gender as ‘doing’ rather than ‘being’ that brought about the constructionist/ performative approach of language and gender.

Capturing the essential tenets of social constructionist approach, Litosseliti (2006) contended that recent research of language and gender places emphasis not in the ways not in how men and women speak and converse as showed the past theories, but on how men and women perform their gender and enact their gender identities within specific contexts. According to Litosseliti (2006) social constructionist approach differs from other theoretical frameworks of language and gender because of two key ideas : ‘doing’ gender and sensitivity to context .

First, the idea of ‘doing’ gender has been ushered by Zimmerman and West( 1987) and to which Butler devoted her book *Gender Trouble* ( 1990). In this book, Butler launched her fundamental idea that gender is ‘performative’ and that gender identities are not internal essences but external performances (Mchugh and Cosgrove, 2002), alluding to the essentialist overtones that underlain former theories in which gender is a property of individuals, something individuals have, a category that split men and women into two separate and opposed groups (Crawford & kaufman 2006). For Butler( 1990), gender is not something individuals acquire once and for all at an early stage of life, but an ongoing accomplishment produced and reproduced in their linguistic practice. Indeed, under this framework, gender is seen as a less ‘fixed’ and unitary phenomenon than hitherto portrayed through women’s and men’s speech.

Second, Sunderland and Litosseliti( 2002) noted that placing premium on context entails a focus on specificity and complexity. Specificity in terms of gender means looking at particular men and women in particular settings, while complexity refers to the ways in

which gender intersects with other aspects of identity such as age , ethnicity, status and so on . Abstracting gender from those constitutive dimensions of identity is, as Eckert and McConnel- Ginet, 1992 metaphorically put it, “*to paint with one eye closed*” because “*speakers are not assembled out of independent modules : part European American, part female , part middle-aged , part feminist and part intellectual*”( p.471).

Because the primary focus of the ‘performative’ paradigm was to obliterate essentialist beliefs– “*there is less emphasis on cataloguing the differences in the speech of man and women and more interest in analyzing what people accomplish with talk* (Crawford and Kaufmann (2006, to bp244) . The conception of gender as ‘performance’ has pushed scholars to question conventional gender categories of men and women and has drawn their attention to the ways in which gender performances relate to both enacting conventional gender identities and identities that challenge gender norms . By opening possibilities of flouting the barriers existing between men and women normative behaviours, the advocates of ‘performativity’ broke the ice of the rigid boundaries hitherto drawn between being feminine or masculine with no territory in between. As Janis Bohan (1993) pointed out that none of us is feminine or is masculine or fails to be either of them , but

people do masculinity in certain context and perform femininity in others ( cf. in Scheila Greene 2003, p.109) .Furthermore, social constructional reasoning challenged the premature generalisation of the assumptions about gender variations based on studies of small (usually Western, middle-class) populations and the simplistic associations of speech features to fixed meanings as the former approaches advanced and consider meaning of speech forms not as arbitrary but as context -dependent , arising within a localized and situated communicative encounters . Sensitivity to context characteristic to this model has also come to mean looking at local meanings which participants assigns to a set of contextual features within a given context. Such characteristics necessitated a methodological tool to explain how language and gender interact keeping both contextual specificity and complexity in mind .In such being the case, we come to understand with little wonder why the concept of ‘Community of Practice’( Henceforth CofP) has recently shouldered its way into language and gender studies.

It is actually Penelope Eckert and Sally McConnel- Ginet ( 1995) who introduced for the first time the concept of CofP in language and gender scholarship through their study of the linguistic practices and gender identities of Betlen High’s school girls. Coterminous with Butler’s concept of gender as ‘performative’, though not explicitly referring to it as such, adherents of the CofP approach too view gender as something that emerges from practice, from what people ‘do’ rather than what they intrinsically are (Cameron, 2005). Community of practice has been defined by Wenger and Lave ( 1991) as “ *Groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly*” (p.12)

According to Eckert and McConnel- Ginet, 1992, the usefulness of this concept as the title of their seminal article indicated is to *look locally and think practically*, that is to abandon the prevailing assumptions in gender and language studies: that gender works independently of other aspects of social identity and relations, that it can be generalized to other communities, and that gender-specific manifestations are the same across communities; in a word, this approach combined specificity with complexity. CofP approach , in those scholar’s view, is both useful and relevant because “*to understand precisely how language interacts with gender*

( and with other symbolic and social phenomena ) requires that we look locally ,closely observing linguistic and gender practices in the context of particular community social practices”(Eckert and McConnell- Ginet, 1992 p.464) .

The contribution of this concept in gender and language studies has been widely hailed. Holmes and Meyehorff( 1999), for instance, regarded it as “ *a corrective to an unsatisfactory essentialist approaches to language and gender*”(p.180). There is no doubt that the marriage between language and gender research and communities of practice approach gave birth to a focus on gender “*in its full complexity* “ as contextually constructed by community members in their practice and a focus on how this constructions intertwines with other social parameters as status , age ,class and so on (Eckert and McConnell- Ginet, 1992,p.180) . With such a conception, individual speakers become agents of their own gendered moves with variability in using linguistic patterns as they participate in various CofP, instead of passively reflecting the more or less fixed linguistic patterns they have acquired in their speech communities .

Because the CofP theory centers on the assumption of variability and dynamism in gendered practices, meanings and identities within local and particular contexts, challenging the dualized and dichotomized differences between putatively homogeneous female and male groups, places it at the heart of the social constructionist theory which is mostly concerned with individual agency in doing their gender as well as complexity and specificity of context . Eckert and McConnell-Ginet believed that such an approach is more adapted to capture gender dynamics of interactions within a particular local context since

*(Our) understanding of what it means to be male or female - in a particular group, in the community, in society, and in the world - underlies our interpretation of gender differentiation in language use. Sociolinguists have tended to focus on the more abstract level of social structure in their interpretation of meaning, seeking global generalizations which, they assume, supersede local dynamics. But if variations in language use that have no clear referential differences are used to encode local social meaning, then the nature of this meaning is a very central linguistic concern. To the extent that the CofP is the locus of this kind of meaning*

*construction, it should be a key focus for sociolinguistic study*( Eckert and McConnell-Ginet (1999,p.188)

Under this spirit, It should be noted that the traditional approaches of language and gender, namely ‘dominance’ and ‘difference’ were widely critiqued by the social constructionist’s proponents, they are not rejected root and branches, nor are they mutually exclusive. In fact, the epicenter of criticism of traditional approaches did not reside in their findings about gender differences per se but in their essentialist spirit that fed their simplistic explanations and generalization. Litosseliti( 2006) acknowledged that :

*When they exist, differences between female and male ‘register’ can be subtle and variable ; that dominance and difference can both be at stake; and that any generalization about gender differences is limited to a specific group or community situated in a social context ( p.41)*

In a similar vein, Eckert and McConnell- Ginet( 1992) remarked how constructing oneself as “men” or “women” draws upon ideas of difference, especially as a component of

gender identity, and dominance, especially male dominance as a component of gender relations. In their view, “*Not only are difference and dominance both involved in gender, but they are also jointly constructed and prove ultimately inseparable* ‘(Eckert and McConnell- Ginet, 1992, p.462). For example, the research carried by Mullany (2006) research on business meetings where members of business community of practice interact and construct their identities. she found evidence that the institutional status and role of individuals within specific CofP play a more important role than gender in governing speech strategies managers used. she found out that the male manager in her study, performed their professional identity using numerous linguistic forms stereotypically associated with feminine speech style in contrast to what previous works advanced about contrasting female and male speech styles (Tannen 1994a, Holmes,1995) such as issuing mitigated directives (e.g. perhaps), using hedges (e.g. you know)and collaborative rapport-building devices (e.g. let’s).

In the light of this approach gender and language studies shifted from seeking language differences between homogenized man and women to looking for how are gender identities

enacted with a pool of diverse sociolinguistic dimensions and varying contexts both in inter and intra gender groups participating in multiple communities of practice. Stated differently, the center of attention was deflected from looking for differences to looking at diversity. This paralleled the shift from the view that we use language in certain ways because of who we are (being gender) to the view that who we are is partly because of the way we use language (doing gender) (Litosselliti, 2006)

As outlined in the current section, The key interest of the previous theories and their supportive studies vary from looking into the ways men and women speak, involving lexical gender differences and gendered conversation style patterns to how are gender identities constructed in particular interactional contexts and within particular communities of practice. Such studies spanned a variety of contexts ranging from informal settings (see the study of Fishman (1978) and Zimmerman and West (1975) such as routine conversations to formal ones (see the study conducted by West (1984) and O'Barr and Atkins (1998)) such as at work place. The following section will be devoted to gender and language studies devoted to education and more specifically to classroom interactions.

### **I.5 Gender and classroom interactions**

A burgeoning feminist research in education has contributed to the understanding of how gender affects the educational experience of learners. A wide range of studies in gender and education has demonstrated that girls and boys, and even men and women, though they share the same classrooms, receive very different educations because of deeply embedded bias in classroom instructional practices. Whether this is related to instructional materials, curriculum or classroom interactions, men and women are not perceived in the same way. Research, in this respect, has tended to focus on two main areas of enquiry: the spoken discourse of classroom interaction and the written discourse of textbook material.

A voluminous body of research illustrates the influence of gender in classroom interactions whether this is due to learners' gender or the teachers'. As regards the learners' gender, numerous empirical observations showed that expectations of teachers and the society often lead to unequal treatment of male and female learners, (re) producing gender social relations of power which is characterized by male-centeredness. Other researchers focused on

teachers' gender and found out some differences in the way male and female teachers interact with their learners in their classrooms. In line with this research, this section will address the verbal aspect of classroom interactions. It will principally look at the ways in which teacher's gender may inform those interactions.

### **I.5.1 Teachers' gender and teacher-to-student classroom interactions**

There is a dearth of research devoted to the influence of teachers' gender on teacher-to-student and even less in university EFL context. However, some of the research devoted to the effect of teacher's gender on classroom interactions across various levels documented interesting gender differences, while others reported that similarities in teachers' interactional patterns in relation to gender were the norm.

In their literature review, Anastassis Kozanitis and Roch Chouinard (2009) cited that Karp and Yoels (1976) study on university classroom of sociology found out that male teachers' propensity to direct questions toward male students more often than female students, putting the masculine learner at an advantageous educational position. Besides, they

mentioned that the research by Brady and Eisler (1999) as well as that of Canada and Pringle (1995) disclosed that female teachers were more likely to interact verbally with her learners than did their male counterparts. Similarly, Mary Crawford and Margo Macleod's (1990) results in studying gender in the college classroom indicated that female teachers were more likely to create a participatory climate for all students than were male teachers.

Relatedly, Statham, Richardson, and Cook (1991) provided a comprehensive examination of male and female faculties' interactional behaviours in the classroom and discovered interesting gendered patterns in the classroom. They stated that female professors tended to encourage more student class participation and to rely on personalizing teaching practices by drawing upon their own personal experiences as well as the learners'. Female teachers, they observed, focused more on classroom interactions and relationships as a strategy integral of the teaching process. They concluded that women tended to take a more learner-centered approach to teaching and show more concern about the emotional atmosphere of the classroom. (perceptions) Male faculty, by contrast, used different

strategies to achieve similar goals. The researchers found out, in the same study, that men believed less often than women that students interactions is an essential part of learning and were less active in relating to their student's in personal way.

None the less, Fassinger (1995) reported that a number of observational studies have uncovered limited evidence that male and female faculty act differently in college classrooms. She stated that Boersma, Gay, Jones, Morrison, and Remick's (1981) investigation indicated no gender differences in praise given to students, number of interactions with students, likelihood of responding to students, or number of questions asked of students. Similarly, Sternglanz and Lyberger-Ficek (1977) found no gender differences in professors' tendency to call on students. Another study by Omvig (1989) and Smith (1991) found that both male and female teachers act in a similar manner is in directing more criticism toward male students than toward female students. ( cf. in Duffy, 2001)

In higher schools, however, a recent study conducted by Duffy (2001) examined the effect of teacher's gender in teacher-to-student interactions and found out that female

teachers, in comparison to their male counterparts, were more likely to interact with male students than female students. Parallel to this, in her book *Gender and Language in the Language Classroom*, Monica Chavez (2001) drew on earlier studies in this field and noted that male teachers tended to be more direct, focus more on the subject matter, make student aware of their wrong answers as well as allowing boys' aggressiveness. Comparatively, she described female teachers as less likely to be direct with her students, more likely to focus on them, pay less attention to incorrect answers. Female teachers, also, were inclined to display a more personal relations with their learners by maintaining eye contact, being available during class and demonstrating greater sensitivity to the learners needs and feelings.

Similarly, in a recent study, Susan Basow (2009) showed that male faculty were more likely than female faculty to assert their authority through 'public reprimands' and corrections. She reported, too, that research studies carried by Basow and Montgomery (2005), Brady & Eisler (1999) and Canada and Pringle (1995) demonstrated that male

teachers were more inclined to use a lecture-based teaching style whereas females were more likely to use a discussion-based teaching style.

Most of the aforementioned studies conducted on classroom interactions seem to fall within the traditional difference framework in interpreting their findings. Yet, little if no research have been conducted to examine teachers enactment of their professional identities through their classroom interactions and in the light of community of practice approach . Because this study focuses on possible effects of gender , which is a cultural construct , in it remains necessary to provide an overview about gender in the Algerian culture .

### **1.6 Gender in the Algerian culture**

Algeria belong to patriarchal cultures and is a male -dominated society despite the constitution's declaration of gender equality. In Algeria, gender appears to have a particular significance in many aspects of life. In her audio-recorded interview, Fatima Zohra Sai (2010) stated that there is a contradiction between the constitution and the family code . According to her The dichotomous climate surrounding women position in Algeria becomes

obvious if we consider women's civil and political rights on the one hand and their social and cultural rights on the other. Although the constitutional principle of the equality of the sexes is scrupulously respected :women have the status of full citizens, they are governed by the Family Code, which is based on the Shariah. While most national legislation ensures women some form of protection from discrimination: women are treated equally in legislation governing employment, education, health, and the judicial system, women are treated unequally in Algeria's the family code. The family code discriminates against women in matters such as marriage and divorce .According to family law, a woman cannot marry without her guardian 's approval and once married she has a legal obligation to obey her husband while this latter has the right to polygamy . A husband can freely divorce his wife without justification, but a wife must meet very specific conditions in order to initiate a divorce. Women's rights groups and human rights lawyers have proposed several amendments to the existing family law, some of which are being debated at the government level and among politicians.

Despite the fact that women still hold their primary role in taking care of her household tasks and taking care of her children, they strive fervently for their emancipation as well as equalization between gender statuses through their escalating flow in the workforce and by occupying male-dominated professions defying, in this way, social gender norms. Sai (2010) pointed out that the percentage of baccalaureate success of female students is superior than that of their male counterparts and that the augmenting number of women getting university degrees is an indicator of women struggle to redress the gender balance. Likewise In the prologue to his *La minorité invisible (The Invisible Minority)*, Abdelatif Rebah( 2007) writes:

*“The overall picture of women’s social situation remains one of contrast. Housewives still make up the majority of women (65.8 percent)...and a high number are still illiterate (37 per cent).... The glaring preponderance of past trends overshadows new, current tendencies... which include female representation in the educational sector (55 percent primary school teachers, 50 percent secondary teachers) and in the health sector (50 percent of the medical profession, 66 percent pharmacists, 63 percent dentists) and those with high school teaching diplomas (63 percent). The place and role occupied by women in today’s society is considered an indicator of development.” ( pp. 9-10) (cf. in Gray’s article).*

He adds “

*women who start and own businesses and act as directors “put the catalogue of permitted gender roles into question. The woman who inserts herself into the masculine domain, defies existing structures... her work is no longer based on pure financial or material need and therefore defies acceptable social norms.” p. 13 (ibid)*

In other words, contemporary women’s status in Algeria is changing in the face of the die-hard patriarchal order of this society. Tamzali optimistically argued that “ *as women advance in the economic sphere, gender relations progress.* ( cf. in Gray’s article). But women’s struggle to promote their rights and secure their autonomy did not stop the prevalence of gender inequality and discrimination against them however. Women in contemporary Algerian society are still subjected to entrenched cultural and social discriminatory treatments, attitudes and stereotypes alongside the criminal actions that they are experiencing on a frequent ground and in multiple forms such as conjugal violence, sexual harassment to cite a few. Djamel B.( 2010), a journalist in ‘Quotidien d’Oran’

newspaper reported that police has estimated more than 7500 women victims to different forms of violence during the first 10 months of year 2010.

Overall, In a patriarchal society as Algeria and amidst existing power unbalances between men and women, contemporary Algerian women are negotiating a new place where they could promote the perspective of gender equality on both the political, economic and social spaces and combat all forms and sources of discrimination and injustice on their behalf.

### **Conclusion**

The theories propounded on gender and language illustrate the development that sociolinguistics field has undergone in gender studies. While traditional approaches and their supporting studies overemphasized gender differences and underestimated the role of context and other aspects of identity in determining linguistic variations, contemporary theories did the reverse. Recent studies are not interested in gender differences but are concerned with how male and female agents enact particular identities in particular contexts

and communities of practice. In relation to this, the following chapter, though not directly related to language, aspires to shed light on whether gender in the Algerian context and more particularly in Mostaganem and within the community of EFL teachers construct their perceptions differently testifying the relevance of Tannen's assumption about gender different worldviews.



Chapter two :

Gender and Teachers’  
Community  
Perceptions of their  
Practice

## **II.1 Introduction**

From the literature presented in the previous chapter on both the theories of language and gender and the research studies in this respect, different and contrasting findings have been documented about the how gender influences individuals' linguistic behaviour . One such explanatory framework that promoted the idea of gender differences has been premised by Tannen's (1990) assumption that male and female differences in using language emanates from their different perceptions of their world , alluding, thereby, to the idea that meaning is influenced by gender only . Against this backdrop, the current chapter concerns a qualitative study about male and female teachers' perceptions and construction of meaning of aspects of their university teaching practice cast from a community of practice approach. Because this study is approached from community of practice a framework, it behoves us to provide some clarification about EFL teachers community of Mostaganem university. To this end , it is imperative to understand, first, what a community of practice is and how EFL teachers of Mostaganem university fit in this framework .

## **II-2 Community of practice : situating teachers' community**

As mentioned in the theoretical chapter, community of practice is a concept that has been coined and developed by Jean Lave and Etienne Wenger in their influential book ‘ *Situated learning: Legitimate Peripheral Participation* ‘ ( 1991). Eckert and McConnel-Ginet (1992), following the pioneers of this concept , defined community of practice as:

*An aggregate of people who come together around a mutual engagement in an endeavour. Ways of doing things, ways of talking, beliefs, values, power relations –in short practices- emerge in the course of this mutual endeavour. As a social construct, a Community of practice is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which that membership engages ( p.464)*

Examples of communities of practice can include a family, a friendship group, school

staff, singing groups, sports teams, bloggers, you-tube members, an academic department or, in the case of this dissertation, EFL faculty teachers community, to cite but a few. Community of practice, in other words, refers to a group of people who regularly interact by dint of their co-participation in a common practice with the goal to deepen their knowledge, and who produce a shared resources in the process (Wenger, 1998). Community of practice, as envisioned by its pioneers Wenger and Lave 1991, encapsulates a theory of social learning based on the assumption that a social practice -that requires co-participation of members in a valued enterprise -is a fundamental process by which individuals learn, do things together, create a history, produce new meanings and develop their own identities in relation to that community.

In line with community of practice definition, EFL university teachers as a community of practice would refer to a group of EFL teachers engaged in a common teaching practice on the basis of which they interact and about which they develop a common understanding of their practice. Such a community entails members' direct engagement with others in developing shared ways of understanding how to do and think about things. Yet, community membership should not be understood as determined by institutional structuring of group membership or joining a club or other organization. For example, a classroom or school cohort is not necessarily a community of practice just because they have been arranged and labeled as a group. Sharing a Practice is fundamental to the definition of Community of practice which refers, in Wenger's view, "*to a process by which we can experience the world and our engagement with it as meaningful*" (Wenger, 1998, p.87).

A community of practice, as Wenger (1998) pointed out gets its coherence from the "practice" which encompasses three fundamental dimensions: mutual engagement of participants, jointly negotiated enterprise and a shared repertoire of resources. These three attributes are key characteristics that differentiate communities of practice from teams or groups. In similar vein, EFL university teachers involved in this study would be considered as a community of practice because their practice as a community unless it is based on those three dimensions as will be shown in due course.

### **II.2.1 Mutual engagement**

Wenger cautioned that community of practice should not be conflated with an aggregate of people defined by some characteristics . Wenger stressed the idea that community of practice is essentially defined by the mutual engagement of its member. According to Wenger (1998), mutual engagement refers to participation in an endeavour or practice whose meanings are negotiated among participants. Mutual engagement refers to members interacting with each other in a common negotiated activity. As participant members , teachers would interact regularly with their colleagues , negotiate and shape their practice. Such a dimension is important because practice does not exist in the abstract, but instead exists because "*people are engaged in actions whose meanings they negotiate with one another*" (p. 115). According to Wenger (1998) practice is not located in books or in tools, though it may involve all kinds of artifacts. Neither is it located in a structure that precedes it, though it does not start in a historical vacuum.

In the case of teachers' community of this study , the history of EFL university teachers in the English department , started before they arrived at university . But considering them as a community of practice produces relations of mutual engagement by which they can do whatever they do. Without mutual engagement, a community is more apt to represent a network of individuals or individual groups rather than a single community of practice (Wenger, 1998).Because individuals sustain dense relations of mutual engagement organized around what they are there to do that makes them a community of practice . As a result, they would determine the purpose of their joint endeavour, come to understand which activities are valued and they develop social norms for relationships between members( Wenger, 1998) Mutual engagement as a factor of coherence of practice of any community of practice necessitates being present to other members and able to interact with them which produces a feeling of belonging because '*being included in what matters is a requirement for being engaged in a community's practice, just as engagement is what defines belonging.*' ( Wenger, 1998, p.116).

The essential requirement for mutual engagement is that there must be a means for community members to engage meaningfully in shared activities. For instance, if EFL

university teachers would interact for a variety of purposes, say develop a syllabus, coordinate what should be taught in each course or what should be done in an exam, share knowledge, expertise, interests, practices, experiences and challenges, such interactions would materialize through various means: face- to -face in the English department office or official meetings , inside the university or elsewhere, via emails or forums . For Wenger ( 1998) Whatever it takes to make mutual engagement possible is an essential component of any practice. For university teachers, for instance , going to their EFL classes or to the department office , signing in their attendance sheet, for instance, are key elements of their practice.

In Wenger's view, although many relationships develop as a result of community's members regular interactions , a community of practice in general and teachers community in particular, in no way ensure that these relationships will always be harmonious. Engagement need not require homogeneity, since productive relationships arise from diversity and may involve tensions, disagreements and conflicts:

*"participation.... not tantamount to collaboration. It can involve all kinds of relations, conflictual as well as harmonious, intimate as well as political, competitive as well as cooperative. "( Wenger, 1998, p93)*

In their community, EFL teachers may disagree on the way they teach the same subject depending on the goals they set as well as the method they would follow. Teachers, say teaching methodology, may disagree on the manner students are taught how to carry out a research . For instance , one may prefer to start from theory to practice where students first are taught how to conduct research with all its conventions before they start real field work, while another may see the other way around more useful and appropriate as students are

left to their own ways of doing things, to experience and become aware of methodological challenges before being introduced to and taught the norms that govern it .

Therefore, relations in community of practice are about the complexity of sharing a practice

and negotiating meaning and ways of doing things together not about members of community that adhere to a homogenizing social structure where agency is inexistent .

### **II.2.2 Joint enterprise**

For Wenger and Lave (1991) joint enterprise refers to participants' collective and negotiated understanding of what the practice is about while pursuing their mutual engagement .In other words, joint enterprise is a process through which people work together toward a common goal. In the context of this study, the joint enterprise would be the kind of challenges that EFL university teachers have in common and that make them learning partners through a myriad of joint tasks that they do as developing syllabus, improving their teaching practices ,think about ways to motivate students , preparing good exams and so on for the enhancement of the learning opportunities for students .

As Wenger conceptualized it, in negotiating their joint enterprise , participants develop relations of mutual accountability in which community '*members decide what is important and what is not , what to do and what not to do, what to pay attention to and what to ignore ( wenger, 1998)*. But, as mutual engagement does not require homogeneity, a joint enterprise does not mean agreement . In their practice , community members are confronted with multiple situations to which teachers may approach it different ways such as the teaching method they employ in the EFL classroom for example ( discussed later in this chapter ) .Indeed, Wenger put forward the argument that describing the enterprise as joint is not indicative of the fact that all the members believe the same thing or agree with everything, but in the sense that it is communally negotiated so that:

*“their individual situations and responses vary from one person to the next and from one day to the next .But their responses to their conditions—similar or dissimilar—are*

*interconnected because they are engaged together in the joint enterprise”(Wenger, 1998,p.120) .*

In this sense , joint enterprise is about coping with diversity and differences and the understanding of the enterprise does not necessitate to be uniform for it to be a collective product.

In their teaching practice , EFL teachers would negotiate the appropriateness of what they do in their teaching practice and how they do it which does not require a communal agreement to infuse coherence into their community but it is rather their joint enterprise or what Wenger lately called the ‘domain’ that makes it so .

### **II.2.3 Shared repertoire**

For Wenger and Lave ( 1991) ,the third characteristic of practice as a source of community coherence is the development of a shared repertoire. Wenger and Lave noted that as learners of any community of practice regularly interact within the community and co-construct their knowledge in their participation in joint tasks , a shared repertoire will emerge. Shared repertoire refers to the common resources that produces meaning and by means of which they express their identities as members of the group. Such accumulated resources give form to their experience and create marks of their joint activity on the basis of which meaning is negotiated . Those accrued resources include “*routines, words, tools, ways of doing things, stories, symbols, genres, actions, or concepts*”( 1991, p. 125)

Shared repertoire provides the community’s members with shared points of reference and reflects the history of that practice and of their mutual engagement . For example , In the case of teachers in this study , shared repertoire may comprise their daily routines , breaks, timetables, tests , lessons, lectures, English language, meetings , EFL classes , ways of perceiving and doing things, ways of teaching their English subjects , their teaching skills, their use of technological means , books, stories and anecdotes all of which carry meaning and coherence that “ *the community has produced or adopted in the course of its existence, and which have become part of its practice*” (Wenger, 1998, p 125).

Following Wenger's definition of practice as community by which those three dimensions are essential to the coherence of any community of practice, EFL teachers, as illustrated in the foregoing examples, could constitute a community of practice as they would share similar challenges in their practice, interact with each other to meet those challenges and develop a common repertoire of resources as a result of their shared practice. For Wenger (1998), it is the practice and its fundamental triadic dimensions that defines any community

of practice and distinguish it from social groups. However, practice in community does not only involve mutual engagement, joint enterprise and shared repertoire as fundamental characteristics for the construction of a coherent community but is also about meaning because in the doing, members develop among themselves their own understanding of what their practice is about. (Wenger, 1998)

### **II.3 The construction of meaning in communities of practice**

In Wenger's view, practice is about meaning as an experience of the world and our engagement in it as meaningful since '*meaning exists neither in us, nor in the world, but in the dynamic relation of living in the world.*' (p 91). People do not just construct meanings independently of the world, neither is meaning imposed upon them; it is neither preexisting nor simply made up. Rather meaning exists in the active process of its negotiation; it is dynamic and contextual. It follows that the meaningfulness of individuals' engagement in the world is not a state of affairs, but a continual process of renewed negotiation. In this process, negotiating meaning comprises both interpretation and action. Wenger gave an example of reading a book which though it seems to be purely interpretative is a process of negotiation of meaning. Therefore, similar example would be the case of teachers perceptions of their practice as they develop their own interpretation of their experience of their teaching activity on the basis of which they act upon their world. Meaning, and negotiation of meaning, Wenger (1998) cared to underscore, reside and are constituted in the fundamental duality of participation and reification.

#### **II.3.1 Participation**

Participation, for Wenger, refers to a process of taking part and also to relations with others that reflect this process. In Wenger's view, participation involves both action and connection that occurs within the community framework and on the ground of which members collectively give sense to their situation. According to Wenger and Lave (1991), participation, as would be the case for teachers community, is both personal and social and signifies "the complex process which combines doing, talking, thinking, feeling, and belonging" (Lave and Wenger, 1991, p.120).

In Wenger's view, participation determines mutual engagement of the members where each member participates in ways that are acknowledged as legitimate. Members understand that newcomers are peripheral participants before moving to the core of community activities as they reach full participation. Yet participation as outlined earlier, does not entail harmony and agreement as its necessary components. Participation, according to Lave and Wenger (1991) and Meyerhoff (2002), is an active process in which both conflictual and harmonious relations can be implicated. Participation in social communities shapes members' experience, and it also shapes those communities. Finally, as a constituent of meaning, participation is broader than mere engagement in practice for it is not restricted to their specific context of engagement. Participation, following Wenger's view, does not stop as an individual member leaves his community but participation enters in the construal of their identity. Indeed, a university teachers do not cease to be so as s/he leaves university but the effect of their participations is carried over whenever they go and may surface in social gatherings as family dinner or celebrations. All of Lave and Wenger (1991), Wenger (1998) and Meyerhoff (2002) share the belief that participation has a fundamentally social character even in the absence direct interactions with other.

In the same spirit, when a university teacher, for instance, is preparing his lesson or a set of slides for his lecture, this activity may not seem like a particularly social event, yet its meaning is fundamentally social. The teacher not only evokes the presence of his students as he/she attempts to make his/her points understandable to them but his/her colleagues are there, too, representing for him/her their sense of accountability to the professional standards of their community. In similar way, a student preparing a presentation feels, too,

the presence of his/ her teacher and his/her audience as he /she tries to convey and clarify particular ideas. All such activities implicitly involve other people who may not be present. As a corollary, "*The meanings of what we do are always social*" as Wenger put it (1998, p. 94)

### **II.3.2 Reification**

Even though Wenger defined that the term reification as "*making into a thing*", that is process of giving form to our experience and social participation by producing objects that

congeal this experience into "thingness", Wenger' adopted it in a less restricted sense, that which captures physical and concrete materials as well as abstractions. The latter may encompass rules, procedures, databases, missions, plans, contracts or stories. Reification refers to the process of producing a shared repertoire of the shared practice as it

*" covers a wide range of processes that include making, designing, representing, naming, encoding, and describing, as well as perceiving, interpreting, using, reusing, decoding, and recasting. As it may include expectations, mental images and procedures" ( Wenger, 1998,p.96)*

As a constituent of meaning, reification both shapes the community's experience and gives form to its members' participation. For Wenger, participation and reifications are the two faces of the same coin: negotiation of meaning. It follows that community members' perceptions, or in this case, EFL university teachers' perceptions of their practice as a reification is not purely individual since it emerges from their joint and negotiated understanding of that enterprise.

### **II.4 Teachers' community perceptions : A negotiated meaning**

Concise Oxford English Dictionary ( 11<sup>th</sup> edition, 2008) defines the word perception as "*a way of regarding, understanding or interpreting something*". Oxford Advanced Learner Dictionary defines it as "*to understand or think about somebody or something in particular way*". Following the above definitions, teachers perceptions in the community of would refer to how they to understand, interpret or think about their practice and would thus

involve making meaning of what they do and how they do it . According to Wenger( 1998), *Whether we are talking, acting, thinking, solving problems, or daydreaming, we are concerned with meanings'* ( p.89). In this sense from a community of practice approach , perceptions are communal and social since they emerged from members' shared practice . And it is concerned with meaning and negotiation of meaning because perceptions would evoke members' experience and would represent a process by which they experience their practice as meaningful and , thus , enables them to proceed with it.

Meaning and negotiating meaning , Wenger made it clear, reside and are constituted in the crucial pairing of participation and reification both of which capture the social character of meaning . Wenger underlined that a shared repertoire can become a source for negotiating meaning and, thus, perceptions here may represent a shared repertoire too upon which meaning is negotiated. Nevertheless, this should not sound to imply that teachers' perceptions of their practice , though it has a social character is uniformly shared among them, but are rather negotiated in the same way that any community's members negotiate meaning in their practice as Wenger conceptualized it

Perceptions as a form of meaning construction derive from practice. Wenger pointed out that *"Practice is about meaning as an experience of everyday life"* ( p.88) . Meaning according to him *'is located in the negotiation of meaning'*( p.89) which necessitates the interaction of the processes of participation and reification . In a related vein , perceptions would represent a shared repertoire accumulated through experience and teachers mutual engagement by dint of which faculty teachers community construct and negotiate meaning about their practice and by which they act upon their world. Wenger explained that the concept of negotiation of meaning :

*'characterize the process by which we experience the world and our engagement in it as meaningful. Whether we are talking, acting, thinking, solving problems, or daydreaming, we are concerned with meanings' (wenger1998 ,p. 89)*

In this sense, teachers' perceptions would represent both a shared repertoire upon which meaning is negotiated and on the basis of which they act and talk about their teaching practice . According to Wenger (1998), meaning is not pre-existing, neither is it simply made

up; but meaning is both dynamic and contextual . And teachers ' perceptions as an instance of meaning negotiation would be no exception: it is both produced and experienced in their practice and accumulated as a shared repertoire . From community of practice lens, university teachers' constructions of their perceptions and hence meaning of their teaching practice would emerge from their shared teaching enterprise as well as their mutual engagement.

## **II.5 The relevance of community of practice approach to analyzing perceptions**

The use of Community of practice as a theoretical framework in investigating how male and female EFL teachers construct their perceptions is , first, because perceptions are concerned with meaning as a social practice . Teachers' perceptions is concerned with giving meaning to their experience in their practice where they mutually engage . In this way, perceptions are communal but not common since their experiences may be interpreted in different ways among them. Second, since perceptions involve how EFL university teachers of Mostaganem negotiate meaning about their teaching practice, community of practice would offer a perspective of how to explore it from a localized context and specific practice because meaning, as Wenger ( 1998) notes, is not pre-existing, but neither is it simply made up; meaning is both dynamic and contextual . Stated differently, this approach allows to look locally at how male and female members of the EFL teachers community of the university of Mostaganem negotiate their communal resources so that any findings that would emerge from the community would be restricted *“to a specific group or community situated in a particular social context”* ( Litosseliti, 2006p.41).

## **II.6 .Methodology**

### **II.6.1.Participants**

16 non-native university teachers in the department of English of the university of Mostaganem have participated in this study. The department of English counts 35 teachers 27 tenured 08 untenured, 14 Males and 21 females . With the goal to

investigate how male and female teachers community perceive aspects of their faculty teaching only 8 male and 8 female teachers participated in this study. All of the participants are Muslims and their age vary between 28 to 49 with the mean age of 36.8 . They all live in the western coast of Algeria and have almost similar cultural background. They teach at the university of Mostaganem, and their teaching experience at university of Mostaganem exceeds 4 years with the mean of 8.3 years which suggests that they have

spent time together as participants of faculty teachers community . All of informants hold a Master's degree and teach different subjects . in this study, their identities are kept anonymous. The following tables summarises participants' profiles according to the identified variables.

<b>Female teachers</b>	<b>Age (mean: 35.1)</b>	<b>Subject(s) mostly taught</b>	<b>Experience span (mean7.5)</b>	<b>Academic degree</b>
1	34	Literature	11	MA
2	35	Phonetics	10	MA
3	46	Oral /written expression	04	MA
4	39	Psycholinguistics	09	MA
5	31	Phonology/phonetics	07	MA
6	30	oral expression	6	MA
7	28	Morphosyntax	4	MA
8	38	Grammar/ written expression	9	MA

**Table 1 : The profile of the female participants according to the variables**

<b>Male teachers</b>	<b>Age (mean:38.6)</b>	<b>Subject(s)mostly taught</b>	<b>Experience span( mean9.1)</b>	<b>Academic degree</b>
1	48	Linguistics	13	MA
2	48	Psycholinguistics	12	MA

3	34	Oral expression	09	MA
4	31	Written expression	05	MA
5	35	Written expression /grammar	09	MA
6	29	Grammar	04	MA
7	49	Pedagogy	15	MA
8	35	Morphosyntax/ oral expression	06	MA

**Table 2: The profile of the male participants according to the variables**

### **II.6.2 Procedure**

The purpose of this research is to carry out a qualitative analysis of male and female teachers' community perceptions of aspects of university teaching. The rationale grounding my choice of qualitative research for this study can be accounted for by Bogdan and Biklen (1992) who maintained that regardless of the theoretical framework of a qualitative study, qualitative researchers "*are concerned with understanding behavior from the subject's own frame of reference*" (p. 2). Likewise Anderson (1998) stated: "*The intent of qualitative research is to uncover the implicit meaning in a particular situation from one or more perspectives*" (p. 90). A common thread to the claims of all these authors is the issue of studying and making sense of human actions and behaviour. This goes along with Wenger's (1998) view that engagement in the world is about making meaning of our experiences which although its social character it need not to be uniform. In similar vein, the qualitative paradigm would offer a good fit within which to satisfy the purpose of this research study: to explore from the perspective of community of practice whether gender influences the way male and female EFL teachers' of Mostaganem interpret and understand what they do in their joint teaching enterprise.

With this aim in view, a questionnaire have been designed and sent to 22 university teachers : 10 male and 12 female teachers. However, 16 teachers only completed the questionnaire and gave it back :8 men and 8 women whose profiles are outlined above. The questionnaire comprised 17 questions : 8 factual and demographic questions related to their age, university teaching experience, gender, subjects they mostly taught, their academic

degree as well as questions related to their joint enterprise and mutuality of engagement to make sure that their community of practice is coherently established . The remaining 8 questions 6 of which were open ended questions and 2 closed questions were designed to investigate their perceptions about some of their teaching practices including the way they perceive 'a faculty teacher' . Because of the various aspects a university teaching could cover, only some of them have been addressed in the questionnaire, namely their perception of being a faculty teacher , how they establish the first contact with student, teachers' effectiveness, maintaining discipline, encouraging student' interactions, teaching method and favourable teaching conditions( see appendix I) .

The choice for open ended character of the questions is to allow the respondent express an opinion without being influenced by the researcher (Foddy, 1993), that is avoiding the bias that may result from suggesting responses to individuals. Due to the open ended nature of most questions , it seemed preferable to send it to participants by e-mail so that to discard space limitations that a printed form is likely to impose. Moreover, when sending the questionnaire , the participants were not informed about the details of the study in order not to influence their responses. Instead, they were simply told that the study addresses the teachers' perceptions of teaching at university .The questionnaire has been e-mailed to them in the middle of their teaching year at the beginning of February 2011. Data were fully collected by the beginning of April .

### **II.6.3 Findings and discussion**

Before proceeding to analyze teachers' community perceptions along gender lines, it is necessary to provide some evidence about the coherence of their community of practice by means of the factual data collected from the questionnaire. The factual questions (from 1 to 8) inserted in the questionnaire concerning their mutual engagement and their joint teaching practice indicated that EFL faculty teachers of Mostaganem do constitute a coherent community of practice .Those teachers, as data have shown, do participate in a joint enterprise where they share similar challenges such as how to improve their practice, motivate learners and enhance their level about which they mutually engage as they interact

and share ideas about best practice to meet those challenges. Although informants' responses varied in relation to the regularity of their interactions, none of them reported that they 'never' interact with other teachers about their work and practice. 4 of them said that the sharing of their ideas and interactions with other EFL occur often; 8 said sometimes, occurring mostly as teachers face problems, 2 of them reported that it rarely happens (1 or 2 times a year). Their responses were often framed in collaborative terms as they talked about what aspects of their teaching "they" discuss—that is, themselves and other members of the community.

When asked whether the informant talk with other EFL teachers about their teaching and for what purpose, one female respondent replied:

*“Certainly I do. We are constantly sharing our ideas and experiences since there is no perfect teacher and teaching. We have to look for the more appropriate teaching material, activities. We try to share material for the written classes, ideas and topics to deal with in our subjects such as in oral classes and strategies to motivate our EFL students to speak.”*

In similar line of thought a male teacher pointed out that :

*“This is something we teachers usually do because teaching is an ongoing learning process. When we teach we have students of mixed abilities, different backgrounds, with different learning styles and different levels of motivation which requires that we, as teachers, share our ideas, experiences, successes about our work. For example, we often talk about how to assess students oral skill, discuss what should be included in the syllabus, how to diversify our teaching resources, what techniques works better in teaching our subject, what we should and shouldn't do, and what our students are interested. I believe that this is very useful for our professional development”*

This suggests that EFL teachers of Mostaganem university are mutually engaged in their shared teaching practice as they meet, connect with each other develop relationships as

learning partners and try to think about developing ways to meet the challenges of their teaching practice. The following teachers' responses attest to the coherence of their community of practice and confirm EFL teachers' joint enterprise as they face the problem of students' lack of motivation and feedback about which they discuss and interact.

A male informant with a long teaching experience of 15 years answered:

*"Yes, I do. We discuss about students' "demotivation" or "amotivation", the way to enhance their interests in learning, the techniques to improve level, the materials that better assist their teachings and so on".*

Within a similar vein a female teacher acknowledged :

*" Yes I do. As teachers , we often share our teaching experiences such as how to trigger Students' feedback and interaction, how to increase awareness towards particular intercultural issues and about the effectiveness of using images (metaphors metonymies, etc), anecdotes, and personal experiences as illustrative examples in making the message pass "*

Another one stated that she discusses with her colleagues :

*"About how to increase learners motivation and level and what to do fuel their interest for carrying out their own research and not completely relying on what the teacher gives them."*

That EFL university teachers of Mostaganem university are mutually engaged in a joint enterprise is what makes their practice coherent to the formation of their community. Their participation as members in a community revolves around a common goal which is how to better both the teaching and learning processes, meet shared challenges and interact about them for that purpose. Reported instances where EFL teachers at the university of Mostaganem mutually engage in their teaching practice can be exemplified by their meetings at various occasions where such interactions occur such as in official meetings (CPC), 'conferences', 'round tables' and also in unofficial ones : *"just in the corridor when the opportunity arises"*, *" in the courtyard"*, *' university yard'* or *"the department office"* *'through e-mails'* , *' in the classroom'* and *' during breaks'* , etc .In those gatherings ,

teachers reported that they share , reflect on and discuss about their challenges and what they do in their teaching practice. In doing so, they give meaning to their inclusion within the community and their experiences in it , they learn from each other and develop relationships from those interactions .

It follows that EFL teachers community is established as teachers are engaged in an ongoing relationship that centers around their learning partnership manifested in their exchange of their experiences in which they learn and share knowledge. Sharing what they are experiencing and learning about teaching techniques , teaching resources , particular ways of motivating students in particular subjects, using technology and so on is what

Wenger a called a shared repertoire by which they proceed in their practice, alongside experiencing the same daily routines including timetables, breaks, EFL classes , etc. All those activities are forms of their engagement in their teaching world in which they negotiate meaning since "*human engagement in the world is first and foremost a process of negotiating meaning*"( Wenger , 1998,p.89) . Moreover , teachers' responses seem also to disclose some instances of their reification like concepts , particular ways of thinking and so on as will be shown in due course .

As EFL university teachers' community of Mostaganem gained its coherence as a community of practice, their perceptions of their teaching practice could be addressed as communal resources by which male and female teachers proceed in and negotiate meaning of some aspects of their teaching practice . It should be noted that analysis of teachers' perceptions through their responses does not involve their language in a straightforward way, in that analysis of data is more directly concerned with their responses' content rather than their language, though the latter is inevitably implicated. Stated another way, analysis of data does not explicitly call upon theories of language and gender but it rather aspires to use a community of practice approach in order to test Tannen's (1990) premise in which she claimed that men and women interact differently because they perceive their worlds in different ways .

After collecting data and reading through the informants' responses, some common themes seemed to emerge according to which categories have been established. Categories were not, however, fixed and identified in advance but evolved during the course of data coding process. Teachers' responses are assumed to embody their perception as they were asked to draw on their experience and explain how they interpret and understand what they do to see how they negotiate meaning in the process. Perceptions, as cited earlier, entail the construction and negotiation of meaning, how teachers interpret what they do in their joint practice. Though perceptions are communally constructed, there is no way to suppose that these are homogeneous to all the members of the community. With this in mind, to examine whether gender influences how male and female teachers negotiate meaning, each question (from 9 to 17) will be dealt with individually to see how they responded to each of them, starting with how they understand being a faculty teacher.

Content analysis of male and female replies to how they perceive university teacher (question 9) revealed three super categories of qualities attributed to faculty teacher: First an individual with knowledge or the ability to transmit it which has been given the label of "teacher's knowledge". Second a person of values who builds up relationships with their students under the label "teacher's behaviour" and third a combination of both the first and second categories termed teacher's "knowledge and behaviour". In their perceptions of faculty teacher, findings disclosed that 6 out of 8 of male respondents seemed to perceive faculty teacher in terms of the teacher's knowledge and ways this knowledge is imparted, whereas 1 male teacher seemed to emphasise only "behaviour" and 1 male teacher viewed it as a combination of "knowledge and behaviour". On the other hand, 3 out of 8 of the female informants seemed to perceive a university teacher in terms of the moral and behavioural criteria while 3 of them tended to focus on both "knowledge and behaviour". Thus, 6 female respondent appeared to regard "behaviour" as a major characteristic of a faculty teacher. Only 2 female informants tended to perceive faculty teacher in terms of his "knowledge".

Male and female informants' responses to the first question are tabulated below according to the focus they seemed to place on the three identified categories of "teacher's knowledge", "teacher's behaviour" and "teacher's knowledge and behaviour".

<b>Q.1 How do you perceive being a university teacher?</b>			
<b>M.T</b>	<b>“ Teacher’s’ knowledge “</b>	<b>“Teacher’s behaviour”</b>	<b>“Teacher’s Behaviour and knowledge”</b>
1	<i>“to my mind teaching in general involves learners teacher and transmission of knowledge. Faculty teachers is not supposed to be the only source of knowledge but is rather a matter of exchange , discussing and commenting . I think that faculty teacher ‘s role is to equip the student with learning strategies and teach them the know- how. University teacher is the one who knows how to act as a guide and a partner in his teaching process.”</i>		
2		<i>A university students should be opened, not sententious and always available for his students</i>	
3	<i>if you mean the profile of university teacher , he/she must have the minimum degree of magister or master .Beyond that, he /she should be a researcher , She/he should intend to pursue upper studies and should know all about teaching methodologies. He must know how to manage his classroom and organize his courses. I think that the profile of the university teacher should be according to the knowledge he has first .</i>		
4			<i>Should have knowledge and good relationship with his students.</i>
5	<i>University lecturer is supposed to be a source of knowledge and a guide .</i>		
6	<i>He should have both the knowledge of the subject and the skill to make it accessible to students .</i>		
7	<i>University teaching requires a certain degree of expertise on the part of the teachers and higher degree incentive to research and reflection about his teaching methodology .</i>		

8	<p><i>According to me, a qualified expert, who manages teaching, research and publications. S/he conducts lectures and seminars in different fields. S/he also trains young or new academics. S/he is well-versed in his subject and able to theorise practice and practise theory.</i></p>		
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**Table3: Male EFL faculty teachers' perception about being a university teacher**

Q.1: How do you perceive being a university teacher?			
F.T	Teacher's knowledge	Teacher's behaviour	Teacher's Behaviour and knowledge
1			<p><i>First of all, a faculty teacher is a person of values who should take their learners as their children. Moreover, what is equally important is that university teacher is not only concerned with transmission of knowledge but should teach his students savoir-faire, savoir-etre and savoir-apprendre. Most importantly, I think that faculty teacher should have patience, patience and patience. University teacher should be patient because there are situations in which if he/she loses his/her temper he/she may do things that are contrary to his/her values and principles.</i></p>
2			<p><i>In my opinion, university teacher should be generous, respectful as well as being knowledgeable. I believe that respect is paramount since it will impart a sense of trust which in turn makes them feel comfortable to communicate and speak.</i></p>
3	<p><i>A university teacher should constantly deepen and widen his capacities, skills and knowledge, by attending and taking part in conferences, publishing books and articles, conducting research in pedagogy to better his practice.</i></p>		

4		<p>A person who best represents the academic world . For me he/she should pair knowledge with modesty , be composed, open-minded and thoughtful.</p>	
5	<p>A university teacher is an educator who have a curious mind , competence in his subject matter ,and an creative in presenting his lessons.</p>		
6			<p>With a good mastery of his subject and the ability to develop positive relations with their students as well. The one who reflects upon their learning and teaching environment and upon their own attitudes and behaviour toward their students .</p>
7		<p>According to me, a university teachers, has to be an educator, a ,psychologist a mother or a father at the same time and I don't think that everybody can do this .Teaching whether at university or elsewhere it is not just a matter of conveying information because he/she should be aware of their students' backgrounds , needs , interests and problems</p>	
8		<p>A university teacher should represent the model in terms of the moral criteria in addition to his knowledge .But , I think that, the main criterion that should distinguish a faculty teacher is righteousness because in</p>	

		<p><i>the world of university teaching boundaries and limits are less clearly defined in terms of what teachers should do and shouldn't do. So with the absence of inspection , teachers are left to their own consciousness and principles and in case they are not righteous they cannot give a lot to their students .</i></p>	
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**Table4: Female EFL faculty teachers' perception about being a university teacher**

It is worth pointing out that perceptions as a form of meaning construction emanate from practice. Wenger (1998) pointed out that “*Practice is about meaning as an experience of everyday life*” ( p.88) . Similarly , teachers perceptions, following communities of practice approach, is concerned with meaning as an experience of their practice. According to the coded data, the table above seems to throw up the likelihood of some gendered perceptions of being a faculty teacher or a practitioner in this community of practice . Data tended to indicate gender tendencies in the way EFL faculty teachers experience being a faculty teacher.

Following what data tended to reveal and even though the role of teachers has to do with knowledge and knowledge transmission, female teachers were likely to be more sensitive to teacher-student relationship in their perception of being a faculty teacher as they emphasized the moral and rapport inducing behaviour of the teacher. Male teachers, on the other hand, seemed to focus more on teachers' knowledge of their respective subjects and how it is imparted . This does not suggest in any simple sense that male teachers do not actually build rapport with their students as rapport building moves may be part of male teachers transmission of knowledge and as their responses to other questions have shown . It could possible that male teachers were less likely to speak about the category of ‘behaviour’ in a direct and explicit way in their perception of being a faculty teacher in comparison to women who tended to overtly focus on it . For example , most female respondents reported that faculty teacher is one who should show “*respect*” to his students deal with them in “*righteous way*”, be like a “*mother or father*” for them , “*pay attention to*

*their feelings*” ‘*be patient*’ with them “*reflect upon their behaviour and attitudes towards them*”, although some of them combined those features with ‘knowledge’. Even more, 2 female teachers viewed faculty teacher as a continuation of their nurturing role when they cited “*as a mother or father*” and ‘*take his students as his children*’.

Therefore, Data tended to disclose that, unlike their female counterparts, male teachers were more likely to pay attention to the category of ‘knowledge’ and less likely to focus on teacher-student relationships in their perceptions of ‘university teacher’. Interestingly, such results seem to grant some relevance to Tannen’s assumption of male and female different perceptions and modes of thinking that underpinned their theory on language and gender. Mc-Connel –Ginet and Eckert (1992) contended that :

*“Although the two-culture model does not in itself dictate a particular ‘essentialist’ concept on how female interactional norms might differ from male, the model has in fact been coupled with a currently popular view of “women’s” and “men’s” ways of thinking and behaving”*( p. 466)

Taken with a pinch-of-salt way, and less directly linked to language, Tannen’s theoretical premise may account for why, in this community of practice, most female teachers seem pay more attention to the category of ‘behaviour’ in their practice and this despite the nature of this setting. Tannen (1990) believed that male and female engage in their world according to the way they perceive it. A belief that she summarised succinctly as ‘*Women engage in the world ... as an individual in a network of connections*’ ( p.25), whereas men are less concerned with establishing rapport and more concerned with communicating information.

Relatedly, in the case of this question (9), findings seemed to indicate the probability that gender may have influenced teachers perceptions of being a faculty teacher. Data revealed that female teachers were more likely to be attentive to their relationship with students, which seem less likely to be the case for male teachers. In relation to their practice, data tended to imply that most female teachers seemed to perceive their teaching practice as a negotiation of relationships and building rapport alongside their knowledge, whereas most male teachers were more inclined to view it as a negotiation of knowledge and expertise and

less likely as a negotiation of relationships. It follows that most female teachers tended to involve teacher-student relationship when negotiating the meaning of being a university teacher. By contrast, most male teachers tended to negotiate such a meaning mostly on the ground of their knowledge in their respective subjects.

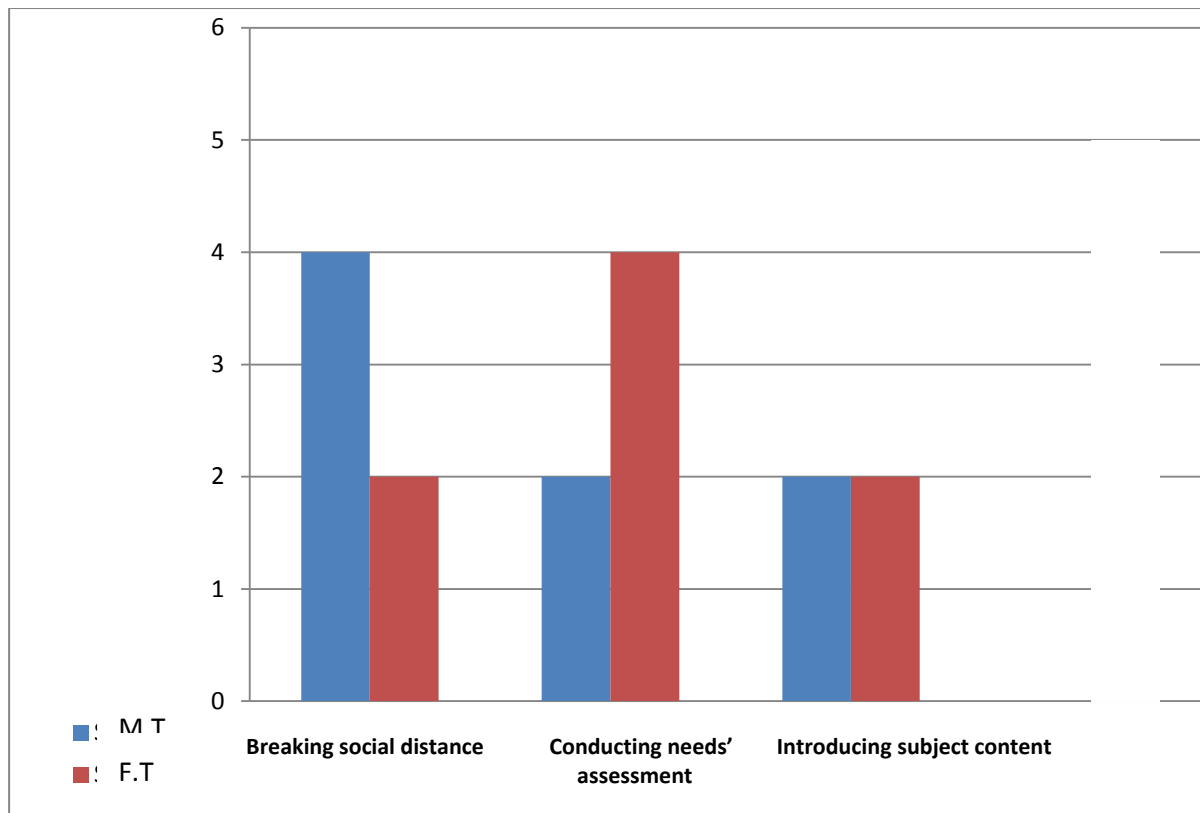
However, looked at from community of practice approach, such perceptions which represent a negotiation of meaning is not uniform to all the members and this is so within gender groups too, albeit gender tendencies seemed to emerge. Indeed 2 male teachers emphasised the category of behaviour as did most of their female counterparts and 2 female teachers seem to focus only on 'knowledge' as did most of the male informants. This provides a clear indication of intra-group differences and intergroup similarities which challenges the differences framework, namely the two-culture model that strictly parcelled out male and female groups in a rigid binary, opposed and homogenised groups.

To sum up, according to data, most male and female members of teaching community of Mostaganem university appeared to negotiate meaning about being a faculty teacher in gendered way to some extent. Yet it should be noted that such observed gendered tendencies revealed by data might be a matter of degree of explicitness with which informants expressed their perception of being a faculty teacher in terms of knowledge and teacher-student relations or both of them, which must not be taken as faithfully reflecting what they actually do in their practice.

The following question (10) related to what teachers would do as they first meet their students and why. Findings seemed to match three identifiable categories that encapsulate teachers' repeated responses about how they go about their first meeting. The first was labeled '*breaking the social distance moves*' which refers to developing positive relationships with the students through building rapport. The second category was labeled "*needs assessment*" which refers to analysing students' needs and identifying their lacks. The last category was given the label of '*introducing the subject content*' that is getting students acquainted with the content that they are going to study. Findings indicate that both male and female teachers seem to negotiate such an experience along three identified categories. 4 out of 8 male teachers spoke about things that would develop trust and rapport with their students. One male teacher stated that what he generally does is to "*Start with activities to help learn*

students' names and try to develop trust through using ice breaker activities “. In similar vein, other male teachers opined that they start with ‘seeking to find a way to move from strangers to learning partners by communicating to the students that you want to work with them as a team, ‘Ask them to talk about themselves, their hobbies, leisure time to create a relaxed atmosphere’ “ and “ do many things to make them feel less anxious such get familiar to each other, speak about their expectations, problems, worries and so on “. Two of them spoke about conducting needs analysis and two mentioned introducing their subjects .

On the other hand, data disclose that two female respondents stated that they try to build relations of trust as they try to know the profile of their students and where their interests lie. 4 of them said that they conduct needs assessment : ‘introduce myself and start a needs’ analysis” , “talk informally about their needs, aspirations and expectations to which I try to adapt a syllabus’. ‘it is customary in my oral classes to start with eliciting learners’ domains of interest so that to devise a curriculum accordingly” ‘carry out a needs’ assessment”. Two of them spoke about presenting an overview about their subjects’ content . The following diagram illustrates teachers responses along the identified categories :



**Graph 1: Male and female EFL teachers' perceptions of their first meeting with students**

In relations to this questions, male and female teachers seem to negotiate meaning of their first meeting with their students along three identified categories . Contrary to what data tended suggest in the former question( 09), where male teachers seem less likely to focus on teacher –student relationship and even less on rapport building moves in their perceptions of faculty teacher, their responses to this questions demonstrate that like their female counterparts , they do care about establishing a teacher-student relationship through rapport building strategies to develop trust and appease student's stress . This would provide another opposing evidence to the dual model and mainly Tannen( 1990) generalized theorization about the way men and women perceive and engage in their worlds , in this case teaching practice . This is why a community of practice framework enables the researcher as Eckert and McConnel –Ginet( 1992) contended to '*look locally and think practically*' since meaning is not a free floating entity that is subject to abstraction but is rather located in the practice and in negotiation of meaning. As far as this question( 10) is concerned , gender does not seem to be a factor of variation in teachers' perceptions of their first contact with their studentw.

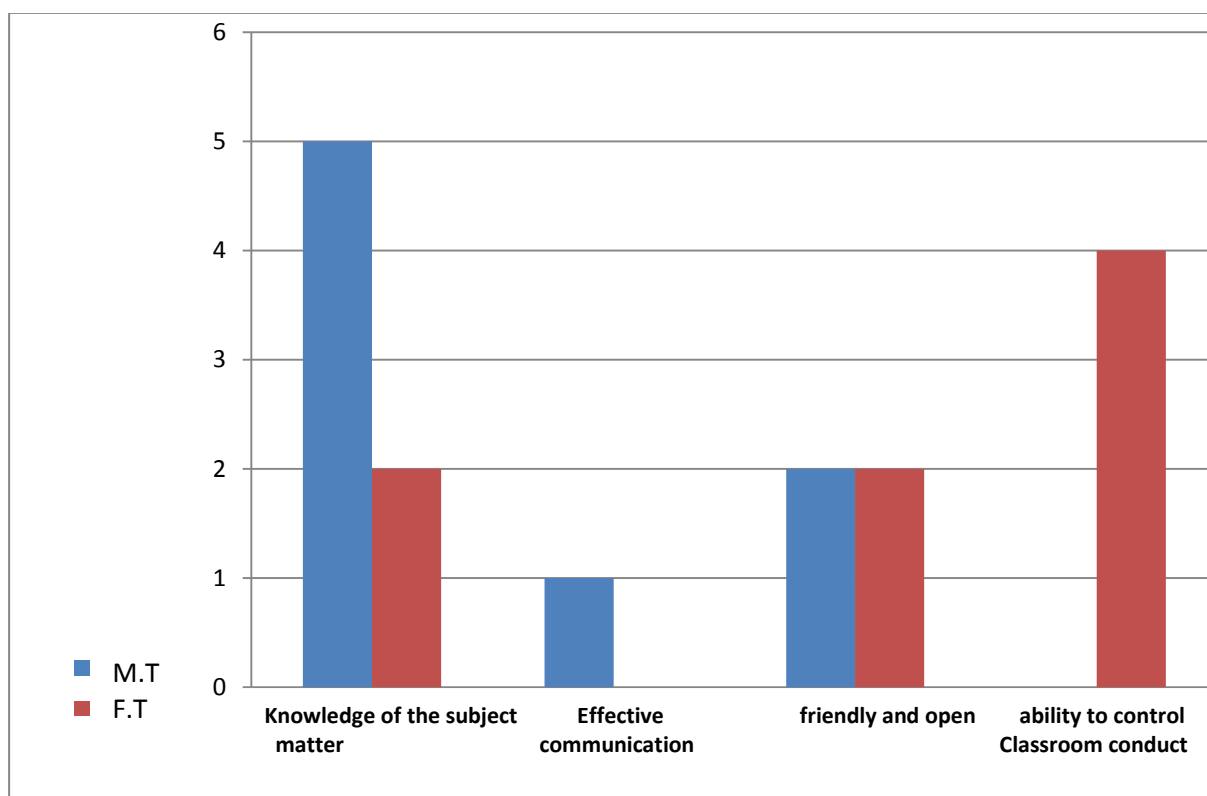
Nevertheless, the nature of the teachers' subject was likely to have an effect on teachers' perceptions of what they do in their first contact with learners. One such an effect may be detected in informants' statements that they would conduct a need analysis and whose subjects allow for involving students in working out a syllabus, especially those in charge of oral and written expression classes

In relation to this questions and as teachers responses enfolded along the developed categories , the coherence of teachers' community appear to gain further credence as teachers regardless of their gender tended to use some concepts of their linguistic shared repertoire such as the notion of "needs analysis" which would attest to their familiarity with the concept and the process that which in Wenger( 1998) perspective is what reifies them as members of the community. Alongside this, teachers responses provided indications about their shared experience of similar routines in their first meeting with their students such as introducing themselves and getting to know their students.

Data collected from the closed- question (11) which addressed teachers perceptions of what constitute the most important factor of teachers effectiveness identified by Roueche and Baker (1987) have interestingly pointed at some gendered patterns of teachers responses.

4 out of 8 female teachers chose 'ability to control classroom behaviour ' as the most important criterion of effective teacher , 2 of them opted for 'knowledge of subject matter', and 2 for 'open and friendly' . 5 out of 8 male teachers , however, stated 'knowledge of subject matter' , while 1 of them opted for 'effective communication' and 2 for 'friendly and open' as the most important factor . Interestingly none of them chose 'ability to control classroom discipline' as the most important criteria for teachers' effectiveness.

The following diagram better illustrates the informants' chosen responses :



**Graph 2: Male and female EFL faculty teachers' perceptions of the most important factor of teachers' effectiveness**

What calls attention to male and female teachers' responses is that while female teachers tended to view controlling classroom behaviour as the most important factor for teachers' effectiveness, no male teacher seemed to view it as the most important one. Rather, male teachers tended to focus on the content knowledge of the faculty teacher. When asked to explain their choices, female teachers tended to perceive this factor as a challenge they had to meet at this level. One of them explained that it is *"the hardest task because if a teacher controls his class ( which is not an easy task at all) ,things will become easier and learning*

*will take place*” while another noted that’ because *‘it is very difficult to teach students ‘who misbehave ‘or that because “overcoming problems of students’ misconduct at the level of university needs teachers’ skill because the students are grown ups and because in case order is not maintained transmission as well as assimilation of knowledge will not be possible”* and because *“ that it is a challenge to manage classroom conduct especially if you are young and come with little experience”*

Male teachers, on the other hand , perceived knowledge of the subject matter as the most important criteria for teachers’ effectiveness . Among their justifications, they cited the following: *“because this is what fundamentally defines a university teacher”* , *“ this is crucial for teaching itself, no least at the level of university , “ because without it there would be no difference between a university teacher and his students”, “I believe that teacher content knowledge has a bearing on engaging students with the subject matter especially in formal lectures ”*, and that *“It is obvious that the teacher must have a good mastery of his subject to be able to transmit the message effectively”* .

As data tended to indicate , it seemed that female teachers perceive that teachers’ effectiveness is gauged firstly by their ability to overcome problems that would hinder the teaching-learning process ,whereas men tended to perceive it mostly in terms of the requirement that their practice necessitates which is teachers’ content knowledge . But what is interesting is that no male teachers viewed ability to control classroom conduct as the most important factor of teachers’ effectiveness. Therefore, most male and female faculty teachers seem to negotiate teachers’ effectiveness and teachers identity in a gendered way . While most female informants tended to understand teachers’ effectiveness and construct effective teachers’ personae mostly on the basis of their ability to overcome problems and challenges of behavioural order . Most male respondents , on the other hand, tended to interpret teachers’ effectiveness and construct teachers’ persona mostly on the basis of their content knowledge. However , as was the case for the former questions such a gendered tendency did not concern all male or female teachers as 2 female teachers regarded content knowledge as the most important factor as did their male counterparts. Another example concerns the feature of friendly and open was also shared by both male and female teachers .

Yet, when it came to how teachers would establish discipline in the EFL classroom (question 12) , no gendered pattern in negotiating meaning seemed to emerge as both male

and female teachers seemed to perceive that at the level of university discipline should be implicitly maintained via building rapport, respect, by being clear and getting the student involved in the lesson. Some of them stated: '*understanding them and establishing mutual respect*' '*being flexible and lenient but not too much*', "*by being authoritative but not authoritarian, by welcoming their views providing that they are expressed in a polite way*" or *when what the teachers says is interesting and clear, there will be no need to make extra efforts to maintain order*" (see appendix).

In answering this question, a male teacher explains:

*To my knowledge, discipline can materialize if the teaching/ learning environment is appropriate. Teachers' should show care to their students. They should show empathy and try to see the world through the students' eyes. they should listen to them, engage them in higher order thinking activities, problem solving, creative thinking extension and other instructional activities.*

In a similar vein a female teacher noted that discipline is not a matter of imposing rules but can be established in a lenient and indirect way:

*Not by being authoritative or imposing rules of behaviour outright, but through understanding them, respecting their opinions, involving them in their learning process and by not degrading them so that to make them feel that they are valued members of their learning community*

With regard this question, both male and female teachers seem to perceive that establishing discipline requires implicit strategies. Again, on the basis of their responses, male teachers again tended to pay attention to teacher student- relationship via rapport building strategies contrary to what the first question seemed to suggest. Such a result furnishes an additional evidence that contradicts the dual culture approach in which Tannen (1991) claimed that men are less concerned to build connections. Such one perspective ignores the different roles males can occupy and where building connection is part of their practice as is the case for university teachers of this study. Male informants' responses exhibited their awareness about the importance of grounding their practice on building certain connections with their students manifested in their answers like: '*showing care and empathy*', "*welcoming their views*" and being careful about '*their interests*'. This is where

the usefulness of community of practice perspective resides since it embeds individuals' actions and negotiation of meaning in the practice they are engaged in, and the roles they assume in it avoiding abstractions that fundamentally flawed difference framework . Therefore, data seemed to imply that teachers perceptions of discipline maintenance is uniformly negotiated among them regardless of their gender , constructing their identity as teachers on the ground of their awareness about and employment of indirect disciplinary approach .

In relation to the teaching methods, and more precisely teachers perceptions of the lecturing method ( question 13), 2 categories seemed to correspond to most teachers' responses around which they seem to converge . Most of male and female teachers indicated that this method depends both on the 2 developed categories named "the nature of the subjects taught and their goals' and 'the students' level' . The former category subsumes two sub-categories labeled 'language class' and 'content class'. The sub- category of language class refers to the subject through which language is primarily taught as grammar, morpho-syntax, and oral where this method is less likely to be utilized . 'Content class', on the other hand, refers to the subject which is more concerned about the content rather than language in which the lecturing style has been often associated such as civilization or literature . Both of male and female informants showed a tendency to perceive this method as fitting content and advanced classes . One female teachers replied that:

*" It depends on the modules taught .Some of them may require interactions which are absent in this style such as in oral expression and grammar ,while others may fit in this method".*

Concurring with this view, a male teacher pointed out that *"It depends on the kind of subject. I think that it is often used with subjects like civilization or phonology . It works with advanced levels, too.*

In expressing his perceptions about associating lecturing with university teaching and his perception of it, a male teacher of psycholinguistics explained:

*"It depends .When I teach psycholinguistic ,for example, most students are not required to talk because it is a formal lecture in which students have just to listen to what I am saying"*

Both male and female' answers to this question showed convergence ( see appendix) as most of them tended to regard such a method not as a characteristic specific to university teaching but depending on students' level and the nature as well as the objectives of the subjects taught since as a female teacher noted :

*“ It is rather the type of subject covered and its requirement as well as its goal that demands a particular method rather than another. As a teacher of morph-syntax , I would not give a lecture because this subject often requires students participation and feedback”*

Another one perceived that students' level may also determine the use of lecturing:

*“I teach literature and I lecture mainly with first year student because of their lack of language and background knowledge in this subject . I lecture less with other level”*

As a corollary, teachers' perceptions of the lecturing method tended to match two developed categories: “subjects nature”: “content” and “language” classes as well as “students' level” . Findings concerning this question ( 13) provided a supporting evidence about the shared repertoire of the participants regarding their specific perceptions about ‘lecturing’. EFL teachers of Mostagnem university, regardless of their gender, seem to perceive lecturing as determined by the nature of the subjects as well as students' level rather than being university- specific methodology.

In similar vein, when asked about the method they use in their classes (question14) most of them seem to opt for learner centered-method and eclecticism , where teachers try to motivate their students , engage them in classroom interaction, although some of them teach content classes . 6 out8 of female teachers seemed to use a learner-centred method through using various strategies such as stimulating student's interactions, group work, drawing upon personal experiences, using anecdotes and making student feel more involved. From their responses , most female teachers seemed to perceive a learner –centred method as a method that works for teaching their EFL classes whether these are content or language classes

though they face challenges of students' passiveness and lack of interaction . 2female teachers, however, replied that lecturing works better with their subjects and with first year students.

Explaining her learner- centered method a female teacher reports :

*“The learner centered method is what works now where the teacher becomes a facilitator and students are encouraged to be more autonomous through their active involvement in the lesson. Although student's provide poor feedback and lack interaction because they lack proficiency in speaking the language , group work can be a very useful strategy for their involvement. In my written expression classes this strategy seems to give its fruits “*

A female faculty of phonology/ phonetics claimed :

*“I use a method where interaction is central in the sense that I do not perceive my students as recipients but as active contributors into the building up of the targeted knowledge. Involvedness in teaching is so important for me. And in order to do so, my students and myself very often make use of personal experiences and anecdotes. To alleviate their worries concerning note taking and maximize their involvedness in the subject matter, I always provide them with handouts that would serve as guiding principles to them. “.*

Yet one female teacher replied :

*“I teach literature and I lecture mainly with first year student because of their lack of language and background knowledge in this subject . I lecture less with other levels”.*

Likewise, 5 out of 8 male teachers reported to use a student -centred method which would encourage students' involvement and interaction through learning strategies , taking into account their learning styles , building a relationship of trust between teacher student and strengthening their motivation in an EFL teaching context . 3 male teachers , by contrast have reported to use the lecturing method because of student's expectation , lack of interactions, or due to the nature of the subject .

A male teacher covering the module of pedagogy reports that his method centres on the students because :

*First of all, the purpose of my teaching is to promote quality learning by encouraging learners involvement which requires that learning should be student-centred. To gain student's engagement , I usually implement learning strategies as active and cooperative learning, problem-solving situations, critical thinking , etc. these enable students engage in intellectual activities and enhance their motivation*

Another male teacher remarked:

*"I believe in eclecticism. I don't think there is one way , one approach to teach with. But most of the time it is interactive where I act as a facilitator and a guide"*

Yet 2 male teachers perceive the lecturing method as fitting their content subjects: linguistics and psycholinguistics ( see appendix) and one of them seem to perceive lecturing as a method that fits students' expectations as he said:

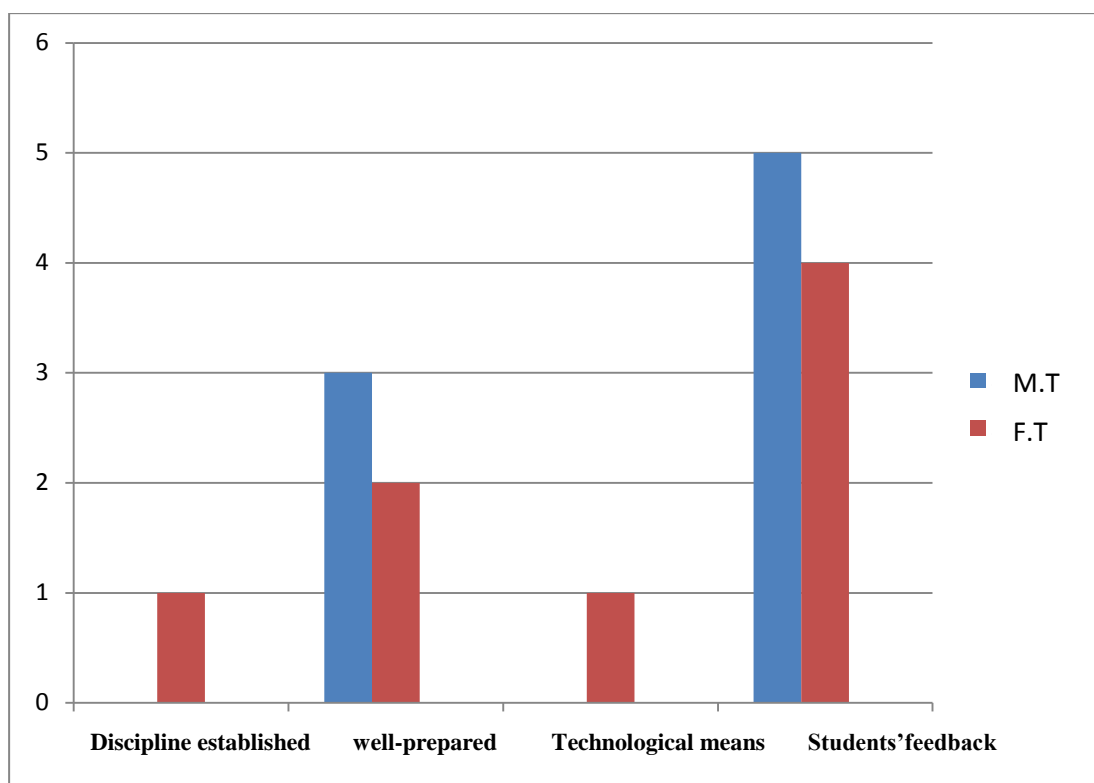
*"I rely too much on delivery and lecturing though I would like to make my students participate but generally it is a one-way teaching because student expect it that way and feel less concerned about participating."*

As far as this question ( 14) is concerned , most male and female teachers seemed to negotiate their shared repertoire of teaching method in a similar way . Most of male and female faculty teachers tended to endorse and support a learner-centred method through the use of multiple strategies . Though some of them reported to use the lecturing method , they acknowledged that their choice of this method is determined by the nature of their subject , students' level or lack of interaction . Therefore, it could be argued that most EFL teachers' community of this study seem to share similar perceptions about the lecturing method and the teaching methods they use, a meaning negotiated on shared grounds of interpretation and experience as they drew upon their own teaching practices because, in Wenger's ( 1998) view:

*“Negotiating meaning entails both interpretation and action. In fact, this perspective does not imply a fundamental distinction between interpreting and acting, doing and thinking, or understanding and responding. All are part of the ongoing process of negotiating meaning” ( p.90)*

Whether they use a learner-centred method or tend towards using a teacher-centred one , the interpretation of EFL teachers of Mostagenm university of both methods seem to be commonly shared between gender groups. However, data tended to suggest that such negotiation of meaning concerning the teaching method is more likely to be determined by the subject matter and student's level . Thus, There seem to be no evidence from the data collected from those questions ( 14/15) that suggest that male and female teachers perceive their teaching method in a gendered way as most of them, regardless of their gender, appear to perceive a learner- centered teaching method in teaching EFL university students as consistent with teaching EFL classes, in which the nature of their subject and students' level tended to be an influencing factor . Such a result furnishes a further strong evidence that determinism about gender differences advanced by difference framework obscures and sweep aside other variables likely to influence how male and female individuals understand and approach their world , mainly the roles they assume across diverse contexts and different communities of practice. And among the variable that seem to intervene in this study is the subjects matter which the teachers are in charge of .

In line with this , the findings disclosed by the closed question ( 15) addressing the most favourable teaching conditions disclosed that there is high fit between male and female faculty teachers' responses and justifications concerning what they perceive as most favourable teaching condition . Results are summarized by the diagram below :



**Graph 3: Male and female teachers' perceptions of most important teaching conditions**

Results revealed that most teachers seem to agree that students' feedback constitute the most favourable teaching condition. Results seemed also to correlate with the former question, that is most teachers who cover a language classes, namely "morphosyntax, grammar, written and oral expression tended to opt for "student's feedback, and most who cover content classes and deliver former lectures notably, phonetics, psycholinguistics, linguistics tended to choose "being prepared", only one female teaching literature opted for discipline. Again EFL university teachers perceptions of favourable conditions of teaching seems to be more related to the nature of the subject and lecturing style they use rather than to their gender. Most teachers explained that student feedback would serve to identify "students' weaknesses, assess quality teaching, test the employed teaching strategies and discover students' learning styles "to see whether what has been taught has been acquired properly" by the learners, "provide an indication of the students' involvement and interest" and 'because student's feedback opens a possibility for checking their assimilation'. Those who have chosen being well prepared pointed out that this is 'because it enhances their 'self confidence and teaching quality', 'allow (them) to reflect in advance upon how to make the message get through', 'shows the teachers commitment and

*assiduity to his teaching mission” ,” by preparing my lessons and think about how to approach them, develop strategies in advance makes me more confident and the lesson more enjoyable” and ‘permits to think beforehand about incorporating new materials that are likely to attract student’s interest” . One female teachers explained that technological means “allows teachers to sweep away the old dull methods that no more attract the attention of the learner”. Another one opted for classroom discipline because ‘ disruptive comportment in the classroom obstructs teachers and students concentration’.*

Therefore, the way male and female teachers perceive and negotiate meaning about the most favourable conditions seem to be mostly determined by the subject they teach rather than their gender , where they seemed to project **an EFL teacher’s identity that gives importance to the nature of the subject they teach as well as its requirements**

Data gathered from question (16) whereby the informants were asked about what encourages EFL student’ to talk in the classroom, responses diverged between teachers and among gender groups. Informants’ responses have been coded according to the recurrence of the responses that have been classified under the categories labelled “ teachers’ –student relationship”, “teachers’ feedback-eliciting strategies ” and “varying classroom materials” . “Teacher-student relationship” refers to teachers’ positive behaviour and quality feedback’ to students ‘verbal contributions . The second entails the strategies the teacher employs to elicit students’ feedback like being clear ,choose engaging topics and activities .The last one encodes the diversification of the teaching materials .

4 male and3 female teachers tended to consider that showing positive attitudes towards their students and providing positive feedback to their verbal contributions imparts a feeling of trust and comfort which is likely to encourage EFL students to verbal participation such as by , “not penalizing them ...even if they make mistakes... ” , ‘Giving importance to what they say even if it is not that important...and rewarding active students, “ developing ‘positive ‘teacher-student relationship” , ‘accepting different or opposing viewpoints , “ By praising their contributions and avoiding criticizing their mistakes” ‘, “listening to them, valuing what they say, and being less corrective.” .2 male and 3 female teachers seemed to perceive that using such strategies as engaging students in topics of “their interests , needs and aspirations’ , ‘speaking about what they like especially their problems” , ‘ “being clear and make ideas available to them’ , ‘asking them challenging questions and giving them opportunity to talk

”, “. and choose activities that allow interaction( give and take)” are likely to encourage students to talk . Finally, 2 males and 2 females appeared to regard varying the ways a teacher presents the lesson through ‘*varying classroom materials*’ such as *games, poems, ICT, internet, videotapes., etc*” are conducive to student’s verbal participation.

Regarding this question, both male and female university teachers’ perceptions about the incentives likely to stimulate students’ verbal contributions in the classroom tended to vary between those three emerging categories in which case the nature of the subject seem also to intervene . For example, teachers who stated topics that interest student as a factor likely to trigger students’ participation were mainly teachers of language classes such as written and oral expression, grammar in which topics can be chosen in accordance to student’s interest rather than determined by the nature of the subject . In such being the case, male and female informants perceptions about the factors encouraging students verbal output seem also to revolve around their shared histories of engagement in their practice. Informants answers seem to fall within the three developed categories. We could notice teachers responses on how teachers’ quality feedback may induce EFL students’ to talk .Such a perception, which is more or less communally held is differently interpreted among them. One such illustrative example is how teachers think about teachers’ quality feedback as an encouraging factor .Some viewed it in terms of avoiding negative feedback ( *being less critical , accepting their views* ) others in terms of positive feedback ( *praising, giving importance to what they say ad so on*). This means that even if perceptions are communally constructed they are not necessarily interpreted and negotiated, as data seemed to suggest, in a uniform ways among teachers community members, and this is so regardless of their gender.

## II.7 Conclusion

Data tended to show in this study that there seem to be no ground to believe difference framework’s assumption advanced mainly by Tannen(1990) where gender was assumed to shape individuals’ perceptions and meaning of their world, in this study teachers’community of practice . Moreover, there seem to be little and insignificant gendered tendencies in EFL faculty teachers construction of their perceptions about their practice . With the exception of some gendered perceptions of faculty teacher and about teacher’s effectiveness where participants seemed to enact their teacherly persona , data tended to indicate that of EFL faculty teachers of Mostaganem university do not negotiate their communal perceptions in

similar way as no homogeneity has been identified along and within gender groups . In other words, by adopting a community of practice approach, gender seemed to have insignificant effect upon their perceptions and negotiation of meaning. Moreover, both intra-group overlapping and inter group variations seemed to surface within the findings . Yet, even though gendered tendencies in teachers' responses and perceptions about their practice seemed to receive little credence , the nature of the subject the teachers cover tended to influence most of their responses , mainly those related to their perceptions teaching methods, establishing first contact with their students , most favourable teaching conditions and what encourages students verbal classroom contributions .Therefore, there seem to be insignificant evidence that support difference framework where teachers' community perceptions and construction of meaning would differ because of their gender since meaning and negotiation of meaning emanates from the dynamics of their local practice as participant members rather than from merely being male or female . As this study have shown , teachers perceptions of what they do is not homogeneously constructed along gender groups . Some observed gender tendencies in the way EFL teachers ' community interpret aspects of their practice is due to variables that pertain to their practice , mainly the subjects they have mostly taught rather than their gender per se . Consequently, it could be argued that Tannen ( 1990) assumption of male and female individuals hold gendered perceptions about their world proved incorrect because it ignored the complexity of context in determining meaning and local practice.

### **II.8 Limitations**

Nevertheless, it should be recognized that this study has its own limitations. First, it focused on EFL university teachers of Mostaganem and within such a community , in the case of this study, respondents were more or less old timers as it included tenured teachers only with the teaching experience that is not less than 4 years . Further research could address the community on its whole by its old timers and newcomers including untenured teachers to capture the whole process of meaning negotiation and in different types of participation . Therefore, future investigations using a larger, more diverse sample might possibly result in different findings than those presented here. Moreover, future researchers may identify different findings by using other research methods and by including other aspects of the teaching practice . Because questions posed in this study were designed to address particular

aspects of teaching practice , researchers wishing to replicate this study may gain additional insights through reconstructing, elaborating and adding other questions where the participant members of the EFL teaching community would negotiate other dimension of the practice such as the use of technological means , teaching styles and strategies or modes of assessment. Because the subject matter as a variable has been given a cursory glance , further qualitative studies in this area of research may examine more closely its effect on their perceptions as well as other variables such as teachers' personality, length of experience or age which may inform teachers perceptions and negotiation of meaning .

Another restriction to this study regards the treatment of qualitative data . Categories and labels developed in the coding of the informants' responses is not a risk-free strategy . It should be acknowledged that the coding process hinged on the observer own coding of data to produce standardised categories and create labels which may differentiate if data had been submitted to another researcher. This may also be due to the scarcity, if not absence, of research dealing with such a topic the presence of which would have provided paths with which to approach the study and a benchmark against which to compare its results. Even more, teachers' perceptions of aspects of their practice may not derive from what they actually do or perceive for they may state how things should be rather than how they actually are. With this in mind , the following chapter aspires to look at how male and female teachers of Mostaganem university enact their identities while they interact with their learners .

# Chapter Three:

## Teachers' Gender and Institutional Identity Construction

### **III.1 Introduction**

In the previous chapter, data tended to indicate that there is little and insignificant evidence that would support the claim that male and female individuals perceive their worlds differently. Community of practice approach permitted to see, as demonstrated in the previous chapter, that perceptions and construction of meaning cannot be considered away from its social context and meaning is effected by numerous intersecting contextual variables . Therefore , the way male and female teachers perceive some aspects of their teaching practice , as data disclosed , was less likely determined by their gender . Unlike Tannen's ( 1990) assumption, male and female teachers community perceptions were not determined by their gender per se but by other variables that intersect in subtle way such as the such as the subject teachers . Because such findings hinged on teachers perceptions rather than what actually do in their practice , this chapter, will look at how male and female EFL teachers community of Mostaganem university of more or less similar subjects will interact with their learners and enact their institutional identities . To do so, it is necessary to provide an overview about both the concept of identity and discourse analysis as a methodological tool for analyzing teacher-student classroom interactions and identity enactment . This leads us to pose the question of what is identity and how can it be approached? How do male and female teachers community enact their institutional identity and what are the linguistic resources they draw upon for this construction ?

#### **III.1 Understanding(gender) identity : a postmodern approach**

Sunderland and Litosseliti( 2002) observed that “*the The notion of identity is a slippery one, often used but rarely defined, varying from one discipline to another, and an on-going subject of academic endeavour*” ( p.6) . In their *Discourse and Identity*, Bethan Benwell and Elizabeth Stokoe (2006) argued that early theories on identity viewed this latter as a pre-discursive construct that causes or explains particular behaviours ( language behaviours) such as femininity or masculinity correlates with particular speech characteristics . Such theories can be encapsulated in deficit, difference and dominance approaches to language and gender outlined earlier in this dissertation ( see chapter one) , giving rise to the implication that ( gender) identity encompasses a set of static and predetermined traits internal to the speakers which enfold as they talk and interact. Such a stance towards identity correspond the one referred to by Gee ( 1999) when he argued that “ *some people tended to reserve the*

*term identity for a sense of self that is relatively continuous and fixed over time*". Cameron (1997, p60) described such a conception of identity as a 'correlational fallacy', by which one description is yoked situationally and assumed to provide an explanation of social or linguistic behaviour. In recent years, in sociolinguistics, there has been a backlash against the notion of a core, stable and collective identity. For example, Lave and Wenger's (1991)'Communities of Practice' (CofP) theory has been widely employed in sociolinguistics to challenge the essentialist underpinnings of the earlier conception of identity. Social constructionists rejected understanding identity in the manner presented as pre-given, crude and monolithic, stressing that identity is being negotiated by people themselves in talk. Butler pointed out that "[T]here is no gender identity behind the expressions of gender; that identity is performatively constituted by the very "expressions" that are said to be its results' (1990p. 33). Similarly, drawing upon Wenger's concept of community of practice, Eckert and McConnell-Ginet (1998) reoriented (gender) identity to social practice and interactions, asserting the fluidity and dynamics of identity in community's practice. Approaching identity in this way, they considered an individual not as a member of a singular group, but rather as 'an actor articulating a range of forms of participation in multiple communities of practice' (Eckert and McConnell-Ginet 1998 p 490). This contemporary approaches to identity share a focus on the fundamental role of language and interaction as the site of identity work (Bethan Benwell and Elizabeth Stokoe, 2006). Indeed, Ann Weatherall(2002) explained that this shift in thinking from essentialist to constructionist approaches for understanding (gender) identity is part of a more general 'turn' to language in the humanities and social sciences (Burman and Parker, 1993). That turn has been brought about by the influence of poststructuralist thinking which gives language a more constitutive role.

The shift in the conception of identity from a core, individual, static and essentialist identity towards a notion of fluid, social, multiple and discursively constructed identities is because:

*'the rise of post-structuralist theories of language and meaning in recent decades has involved the utilization the notion of 'discourse' ....The notion of discourse is linked to a radical rethinking of identity over the past three decades, challenging ideas of the self as homogenous, self-contained and self-sufficient subject'(Clarke, 2008 p.3).*

Likewise, Litosseliti and Sunderland (2002) noted that :

*“A discourse approach to gender and language aims to accommodate ideas of individual agency, and of gender (identity) as multiple, fluctuating, and shaped in part by language. This (in some ways post-structuralist) understanding crucially represents gender as variable, but, equally crucially, as both social and individual » p.6*

With the advent of poststructuralism, Litosseliti( 2005) pointed out that most current research in feminist linguistics make the fundamental assumption that individuals ‘do’ gender ; a process extensively described as a discursive accomplishment of gender and other identities. Parallel to this argument, Lazar ( 2005) stated :

*“ Accomplishment suggests that people , through their linguistic ( and non –linguistic) behaviour, produce rather than reflect apriori identities as men and women in particular historical and cultural locations “ ( p.12)*

Therefore gender and other identities are perceived as a performative act rather than a fact , a ‘verb’ rather than a particular positioning of a person in certain social contexts .

As a corollary , ( gender) identity in light of such individual agency is produced in social interactions and within communities of practice in ways that may not always adhere to social normative gender behaviour, and may challenge the dominant social beliefs and expectations about masculinity and femininity .This perspective highlights the importance of contexts and local situations in analyzing (gender) identities . Eckert and McConnel-Ginet (1992) noted that speakers develop linguistic patterns by dint of their membership in multiple communities of practice in which they participate and constantly negotiate their social identity and social meanings . Following a community of practice standpoint, what sort of self a person presents in a particular kind of situation and local practice will often be implicated in constructing gender. According to Wenger( 1991) identity is constructed in social contexts and entail a negotiation of ways of being a person in a community’s practice. For Wenger , we participate in multiple communities of practice and therefore identity involves an experience of multimembership. In Wenger’s words:

*' An identity is thus more than just a single trajectory; instead, it should be viewed as a nexus of multimembership . As such a nexus, identity is not a unity but neither is it simply fragmented' ( p.269).*

Such a view consistently coincides with Ivanic (1998) who believed that ' identity' is "misleadingly singular". She continues:

*"The plural word 'identities' is sometimes better, because it captures the idea of people identifying simultaneously with a variety of social groups. One or more of these identities may be foregrounded at different times; they are sometimes contradictory, sometimes interrelated: people's diverse identities constitute the richness and dilemmas of their sense of self (1998p.11) .*

Therefore, in the case of this study, teachers professional identity is more likely to be salient rather than their gender identity . But this does not mean that this latter is switched off since identity is neither unitary nor disjointed as Wenger noted but rather constitute a nexus of multimembership; a place where all 'forms of participations coexist which necessitates as Wenger( 1998) stated ' reconciliation work'. Relying on what Wenger calls a nexus of multimembership, EFL teachers do not come to their work as teachers only as some are male or females , some are parents and some are students. But their engagement in the same practice and realization of a community calls for a negotiation of their identities not only as faculty teachers but as participants in various communities of practice . Following this line of reasoning , despite the fact that EFL faculty teachers' professional identity is likely to be foregrounded in their interactions with their students -where the subject positions occupied by teachers and learners are strongly determined by the institutional structure -this does not mean that it goes uninfluenced by gender (Idoia Elola, 2003). This begs the question of how can teacher-to-student classroom interactions be explored to examine identity work?

#### **III.2 Teachers' Institutional Identity and classroom Discourse analysis**

Discourse has been extensively defined in social sciences . Researchers agree unanimously that discourse roughly refers to “the language in use” (Cook, 1989:6) and discourse analysis (DA for short ) is concerned with the “the analysis of language in use” (Brown and Yule, 1983:1). But in this study we will draw on the discourse as talk-in-interaction that in which the social relations are created and maintained and social identities are produced ( Clarke , 2008) . Thus discourse analysis will be used as an approach to examine such productions in an academic and institutional a context , viz teacher-to-student interactions in university EFL classrooms .

Agar (1985) defined ‘institution’ as ‘a socially legitimated expertise together with those persons authorized to implement it such School, hospitals or law court . Clarke(2008) argued that institutions yields asymmetrical roles: the ‘expert’ (or institutional representative as the teacher ) who is invested with institutional authority, and the ‘non-expert’ (in this case the students ) , For Clarke ( 2008), Institutional talk unlike ordinary conversations is characterized by an implicit organizational rules which function as a means of enacting institutional identity .In classroom discourse, institutional talk would thus refer to ‘the teacher’s talk and interaction with their students in a way evoking the institution structure, that is their institutional authority . Clarck emphasised that another characterizing feature of it can be found in the devices used by participants to display a specific alignment with the institution .From a community of practice perspective, Wenger ( 1998) called such a process of identity construction alignment , that is a process in which participants in a community become connected by bringing their actions and practices in line with a broader enterprise. It is through alignment that the identity of a large group such as an institution becomes the identity of its participants. In the case of teachers community of this study , the institutional structure is represented in the authority teachers are invested with and which may surface at different degrees in their interactions with their students .

For the purpose of investigating identity formation of teachers in teacher-to-student classroom interactions , Seedhouse( 2004) argued that , “*any current attempt at analysis of L2classroom interaction is very much built on the foundations of what has been achieved through DA approach*” (p. 56). One of the most well-known classroom interaction analysis model under the DA approach has been developed by is Sinclair and Coulthard ( 1975) from the Birmingham school. One such a model propounded the view that the language of the classroom differs from many forms of spoken discourse by dint of its institutional character : it is formally and structured and controlled by one dominant party, viz. the teacher. In

developing their descriptive framework based on their analysis of data from traditional teacher-fronted classroom interactions, Sinclair and Coulthard (1975) pointed out that the three-pattern sequence made up of teacher's initiation, learner's response, and teacher's follow-up or feedback (IRF for short) alternatively called in America initiation, response and evaluation (IRE for short) (Seedhouse 2004) was typically characteristic of classroom interactions. The purpose behind Sinclair and Coulthard (1975) analysis of classroom discourse was to find out who controls discourse in the classroom. Along this triadic sequencing, Sinclair and Coulthard's (1975) observed that teachers controlled learners through initiations and follow-up moves and thus conversations working along such sequencing is an asymmetrical one. It is the teacher who decides on opening conversations mostly in forms of questions that elicits learner's response which is afterwards followed, though not in predictably systematic way, by an evaluative turn where the teacher provides feedback to learners contribution. Moreover, asymmetry in teacher-student classroom interactions is warranted by teacher institutional role on the basis of which he/she enacts his/her and institutional identity mainly illustrated by the cycle of the IRF structure of classroom discourse where the teacher takes on the role of initiating and evaluating learners' contributions. It should be noted, however, that the structure of IRF does not always follow the rules of initiation, response and feedback. Although many of the discourse units do fulfil the direct categories, it is suggested by Sinclair and Coulthard (1975) that the structure can also be I or IR, for example when the teacher asks the pupils to do something without assuming and expecting a response. In the same way a pupil can respond to the teacher's request to do something without expecting any kind of feedback, a turn (follow-up) which Mehan et al. (1976) considered as optional (cf. in Temple Edgar 2001 p. 504).

It is worth reiterating the idea that discourse and identities are interrelated. Identities are produced and constructed in discourse and interactions. And Classroom interactions are no exception. In her account of the relationship between discourse and identity (gender) in a literacy event Rodrigues da Silva (2003) argued :

*“thus, we can affirm that women and men learn how to be what they are in the interactions they participate. So, the construction of (gender) identities implicate the interaction of individuals acting in particular discursive practices in which they are positioned” ( p.544)*

In this manner, male and female EFL teachers' classroom interactions provides us with the possibility to explore identity construction of teachers, not directly related to their gender, albeit not completely nullified, since this latter is likely to be overshadowed by their professional identity. Wenger put it clear that identity is not completely fragmented but is multilayered and constitute, a nexus of multimemberships, that is various and interconnected identities resulting from the individual's multiple participations in different and myriad communities of practice.

Under this perspective, the IRF classroom interactional pattern launched by Sinclair and Coulthard (1975) may, therefore, offer the potential for probing not only into how male and female EFL teachers control classroom discourse but also how they linguistically formulates their moves to enact their institutional identity. However, it should be noted that classroom 'interaction' in this study focuses on teacher's talk addressed to students, which may not necessarily involve the structured parts of IRF interactional sequence pattern, for teachers may hold the floor without interruption ask the students questions that may act as directives or give orders and hence do not seek to elicit verbal responses. Those moves are named by Gibbons (2006) as '*teacher monologue*'<sup>7</sup>. In this light, analyzing how male and female EFL faculty teachers enact their institutional identities in their teacher-to-student interactions, both the IRF and teachers' monologue structure will be investigated to see how the teachers formulate their moves while addressing their student and how those moves contribute in enacting their institutional identities. Yet, Other non-verbal features should not be neglected in so far as they impart additional meaning to their talk.

### **III.3 Methodology**

#### **III.3.1 Participants**

3male and 3female EFL teachers of Mostagenem university have been observed in their EFL classes. Those teachers pertain to the community of EFL teachers identified in the previous chapter. All of them participated in the questionnaire. Participants in this study were selected on the basis of their subjects as this latter proved to influence their perceptions of certain aspect of their teaching practice and interactional dynamics as well. All of them teach

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<sup>7</sup> Teacher monologue refers to "those points in the discourse where the teacher holds the floor without interruption ...varying between one to two minutes and represent a one-way transmission of information and directives ...those times when the teacher does not seek to elicit verbal responses from the students"(Gibbons2006,p.115)

language classes , which according to them require teacher-to-student interactions . All informants are middle aged and have an average of five years of teaching experience at the university of Mostagenem . Students' number in each of the recorded class ranged from 23 to 35 student. The tables below provides further information about the informants .

Male Teachers	Age	Subject	Experience
1	34	Oral expression	9 years
2	35	Morphosyntax	6yeras
3	29	Grammar	4 years

**Table 5: Male EFL teachers' profile**

Female Teachers	Age	Subject	Experience
1	28	Morpho-syntax	4 years
2	38	Written expression	9 years
3	46	Written expression	4 years

**Table 6: Female EFL teachers' profile**

### **III.3.2 Procedure**

Data came from 27 hours of recorded EFL classroom interactions. 6 classes taught by male and female teachers have been observed and audio-recorded .With the purpose to provide qualitative analysis of how male and female EFL teachers' community enact their identities in their teacher-to-student classroom interactions . The observer sat at the back side of the class throughout the data collection period. Data collection of teacher-to-student EFL classroom interactions at the university of Mostagenam took place in the middle of the university year. It extended over two months: from the beginning of April to the end of May and was momentarily halted by first term examination . All of the 6 observed classes were first year EFL students with differing number in each class and within each session .The students were about 19 years old and were quite familiar with their teachers .

Observations lasted for each class 4 hours and half distributed along three observed sessions for each subject and were not all consecutive . Recorded classroom interactions were transcribed following transcription conventions proposed by Sacks, Schegloff and

Jefferson (1974) and Chafe (1994) (see appendix II) . Besides the recording , notes concerning teachers' non-verbal behaviour such as eye gaze and movements that may contribute to add further meaning to their verbal interaction have been noted and added in the transcriptions . To this end, each audio-recorded classes was transcribed immediately after the class was over in order to insert the notes taken during the observation phase within the transcribed data. The observed teachers were not fully informed about the purpose of the study. The research , they have been told , addresses interactions in EFL university classroom and were informed about the recording . The students', however, did not know the reason for the observer's presence and the audio-recording was secretly carried out with a recorder hidden under a notebook. It should be noted also that each teachers' recorded classroom interactions occurred with the same class .

### **III.3.3 Findings and discussion**

Data gathered from the observed classes were transcribed drawing on Sacks, Schegloff and Jefferson (1974) and Chafe (1994) (see appendix II). Findings revealed that overall teacher-to-student interaction in the 6 observed EFL faculty classroom tended to reflect the cycle of IRF structure , though not in a rigid way .Although the three-structure pattern of initiation , response and feedback seemed to characterise the 6 observed classes , the latter (F) turn was not always provided confirming Mehan et al. (1976) who viewed that the evaluation turn was optional . In order to provide a detailed description , each of the audio-recorded classes will be dealt with individually to investigate how male and female teachers verbally interact with their learners through looking at both their formulation of their moves in the IRF sequence pattern and in teacher monologue ( MT for short) as well. It should be noted that the excerpts are selectively chosen for illustrating the features recurrent in teachers' talk. The linguistic and non linguistic characteristics involved in teachers' construction of their institutional identities are highlighted in the selected exchanges .

#### **III.3.3.1 Male 1 oral class**

After each of the three sessions of the oral classes, the recording was played back for several times to be transcribed and to detect specific patterns characterizing this male teacher's talk , namely in the way he framed his moves during teacher-to-student interactions. In this class, Classroom discourse tended to follow, albeit not strictly, the IRF sequence . But because the major focus behind this study is not to test the IRF structure

or provide an alternative pattern, but on teachers' talk and how they frame their moves in which the IRF pattern serves as a tool with which to explore teachers' talk whether it strictly falls or not within the IRF system. The following excerpt offers (session1) an example of how Male1 framed his turns as an instance of identity work .

**Extract 1.1: Male 1 interactions with students in his oral classes ( session1)**

*Lines omitted*

(10)S4: (calling out an answer): no ( )

**R**

(11)T: **who is talking ? {looking at s4}** (2.0) /**yes please** / {nominating a student who raised his hand} You are responsible now for making changes so what are you going to do ? (late-comer students entering the classroom) **I**

(12)S5: No teachers ...in the exam  
{Students laughing}

**R**

(13)T: it is a point of view ... **you mean no teacher in the amphi ?** { teacher looking at S5}. **F**

*Lines omitted*

(23) T: **okay** ... why not .{ raises his hand to remind them about the norm of getting the floor) .  
/yes please/ { to S 8 raising her hand } **I**

*lines omitted*

(38)S12: because uh... **they did not hard work.** **R**

(39)T: **they did not study hard um...** okay. { Pointing to another student who is handing up } **yes sir** **F/(I)**

*lines omitted*

(87) T: WOW... his OWN room ? ... **very imaginative (( laughing))**yes sir { to a student raising his hand } **F/(I)**

(88)S22: put cameras **R**

(89)T: put camera::s , yes and may be guns if somebody cheats **it shoots ((laughing))... and we'll have a lot of bodies at the end {students laughing}** (2.0) yes any other idea ? ( 3.0) okay so now we move to our song (2.0) we discussed the story of this song last time ? **F/TM**

In this extract , interaction is structured on the IRF discursive pattern. The teacher initiates a question and calls on a student, the student responds, and the teacher provides a fellow up to the student's response. In this extract, this teacher starts with initiation turn in which he asks his student to think about the changes they would bring to the idea of doing exams if they were given the opportunity . The student's answer comes in the form of a called-out answer to which the teacher responds by another question "Who is speaking?"(

line11) . Such a question which reoccurs throughout this session ( see appendix III ) does not elicit a student's response, but acts as a disciplinary response to students who called out answers . In this case the teacher's question does not fall within the IRF sequence as far as it does not elicit information or response but is hearably a reprimand cloaked within a question to make it less explicit and sound less admonishing. As Such , the question " *who is talking?*" seems to function as reminder of the classroom discipline where the student should first ask for permission to get the floor .By doing so, the teacher orients to the hierarchical relationship between teacher and student where he asserts his position of control over turn taking management. Yet what calls attention to this disciplinary move is the indirectness with which it has been formulated despite the recurrence of students' called-out responses in all of the three sessions. The teacher says "*who is talking?*" and looked simultaneously at the student who called- out the response . Therefore, this question's function is to convey a disciplinary message to the student who flouted the norms of turn taking pattern in the classroom; a message that comes in the interrogative mood - rather than the imperative - and one which does not address any student in particular probably in order not to discourage the students from taking part in the discussion . Another characteristic of this male teacher's moves is to make sure not to impose on his students any idea or interpretation of their responses when he reformulates them as he does with student (5) in line (13) . Similar teacher's fellow ups reappeared several times as he seeks the students' confirmations about whether the answer being reformulated correspond to what they wanted to say , which is then followed by the students' one-word confirmation 'yes' ( see appendix III) .

As far as the fellow-up moves are concerned , it should be mentioned , as the above extract indicates , that this male teacher's feedbacks concern the language and not the content of students' answers since students are asked to offer their opinions which he does not judge as correct or incorrect . Thus, his feedback turns usually come in the form of either accepting students utterance by saying 'yes', 'okay' (lines 40,51) , and repeating it as it is to signal its correctness or take the form of an indirect corrective feedback to grammar mistakes or ill-formulated ideas( lines38, 40). The inexplicit way of correcting students' responses which the teacher kept using in his fellow- ups is called recast<sup>8</sup> by Lyster and Ranta (1997). In this sense, recast can also be deemed as another manoeuvre used to save students' face ; a strategy that would possibly avert students' reluctance to talk if the correction was

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<sup>8</sup> Lyster and Ranta( 1997) defined recast which is one among various corrective feedback as an implicit correction which involves the teacher's reformulating all or only part of a pupil's utterance, minus the error including repetition with change and repetition with change and emphasis.

explicitly supplied .An additional characteristic pattern of Male's1 interactions lies in his use of repeated polite forms : 'yes, please' or 'yes sir' each time he appointed a student who asked for the floor '( line 11,23) . In addition to the use of positive feedback , humour ( line 87,89) seems to be another characteristic of Male1 sessions ( see appendix III) which is possibly a way to make his session enjoyable, pleasant and effective , which at the same time seems to show closeness with his students and downplay status difference as the following transcripts illustrate .

**Extract 1.2: Male1 interactions with students in his oral classes( session 2)**

(1)T: okay ( ) we choose different beginnings and, (0.2) we choose one to make a funny story .  
Okay? **Do you agree on a funny story ?** I

(2)Ss: { altogether } yes .  
*lines omitted*

R

(5)T: we say the night was still young when I received a red box okay (3.0) that's **just** a suggestion  
any other suggestion?  
*Lines omitted*

(13)T: : okay ... **very funny ((laughing))** okay /**thank you/ ...you have a plus for it** ( 1.0) Hajer  
**will you write down our** story for today? {moving around and looking at student3 }  
(1.0) **will you repeat the beginning** of your story please ?  
*Lines omitted*

(15)T: okay... thank you ... **let's** say it was Saturday morning when,... choose a name?

*Lines omitted*

(64)S17: I would choose rich and illiterate because if I have money uh ... I can bring a teacher to  
my house to be educated {students and teacher laughing }

(65) T: yes (( smiling)) **a very clever** choice why not ... the others ( 3.0 ) yes...difficult choice ?  
*Lines omitted*

(72)S19: If I were chosen between marrying someone beautiful but stupid or horrible and intelligent  
uh... would choose beautiful woman uh=

(73) T: = but stupid ...**could** you say why?

The above interactional exchange is headed by teacher monologue in which the EFL teacher tells his student about what they are going to do using the plural rapport-building 'we' ( line 1) to mark both teacher and student inclusion in the action, even though the instruction seems to be directed to the student only . Such a strategy is pervasive throughout his sessions alongside the recurrent collaborative 'let's'(line 15) to signal what West (1990) described "a proposal for joint action" (p.99) ( see appendix III) . This could suggest that the teacher desires to create solidarity in the classroom which is not ultimately directed

towards developing intimate relationship, but towards creating a greater involvement in the classroom activity on the students' part.

Like in the former extract, Male1 utilizes another non-imposition devices (line 1) in which he makes sure that the students unanimously agree on a funny story. Such non-imposition tendency is reinforced by the teacher's use of 'just' when he proposes a beginning to their story and then said '*that's just a suggestion*' (line5) on which his students may either agree or disagree. In addition, what is typical of Male's discourse style is his indirect and mitigated directives using modal construction 'will' and 'could' (line13,73). Such a formulations seem to instantiate teacher's care about his students' negative face needs<sup>9</sup> despite his position of power in the classroom. Yet, the teacher does not only make use of English resources for negative politeness through delivering indirect speech acts, but also seems to care about student positive face as well through praise and encouraging feedback (line 13,65) as well as the polite form of 'thank you' as shown in line (13). Despite Sunderland and Litosseliti (2002) argument that negative politeness is concerned with distance, its use by this teacher via mitigated directives and indirect corrective feedback concomitantly with the pervasive 'yes please' and 'sir' in addressing his students as well as his use of the inclusive and rapport-inducing 'we' and humour altogether seem to suggest that Male 1 is less likely inclined to enact his authority through distance. The cluster of such features as inclusion, no-imposition mechanisms, polite forms, hedging, praise, positive feedback, humour, seems to yield to a style<sup>10</sup> of interaction that is solidarity directed. Such a style orients towards the construction of a professional identity that shows solidarity and enacts authority through indirect means (mainly embedded within the IRF sequence) and one which deemphasizes status difference and relations of power between teacher and students. The excerpt provides further testimony of Male 1 non-imposition and non-authority oriented style

**Extract 1.3:** Male interactions with students in his oral classes( session3)

{ the students watched a story in the overhead projector then proceeds to discuss the content of the story with the them }

*Lines omitted*

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<sup>9</sup> Gumperz and Brown (1978) universal theory of politeness in which negative politeness refers to attention paid to interlocutor's Negative face needs that is the hearer's desire not to be imposed upon and this is achieved through indirect speech acts.

<sup>10</sup> Following Helen Spence-Oatey (2000), style, here, refers to 'a manner of language use that exhibits clusters of co-occurring features'(p. 41)

- (12)T: yes it is about the relationship between a teacher and her student ( ) a relationship which is ... we call it uh ...bidirectional...{ showing with hand gestures} that is each influences the other ...Okay **could you** tell **us** more about it ... about this relationship (5.0) yes do you want to watch it... watch it again? F/I
- (13)S4: yes
- (14)T: okay but on one conditions.... **try to give me your ideas** ...{ replaying the video} **have we made a deal ?**
- (15)Ss: yes
- (16)T: okay ... **maybe** you should take notes this time ( ) when watching ...()  
*Lines omitted*
- (25)T: thank you .../**thank you/** (( **smiling**))... {addressing the whole class} **could** you tell **us** more about the teacher (0.2) what did... she learned uh learn from Steve? {moving around} (0.3) yes **please** { selecting and **coming close** to a student who raised her hand} F/I
- (26)S7: she ..uh.. learned .... not... judge the pupil because ...he come uh ..comes to class dirty and did not do his homework (1.0) because he has problems **R**  
*Lines omitted*
- (29) T: ( ) The others I need opinions or you are thinking about your exams ... **do you want to watch Mr Duncan?**

In this excerpt, Male1 maintains his inclusive and non-imposition interactional style in formulating his initiation moves. A widespread strategy used by Male1 is that of solidarity achieved by the use of plural pronouns 'us'( lines 12,25 ) and 'we' in the sentence '*have we made a deal?*'(line14) as if he wishes to reach an agreement with his student that down play the authority gap of this unequal academic encounter . Similarly, in line (12): '*could you tell us more*' using both the mitigating modal *could* and the inclusive 'we' instead of tell 'me', which evokes a non- hierarchical setting where the teacher and student become one (*us*) . Another evidence that reiterates Male's1 recurrent pattern of saving his students' face is exemplified by his repeated polite expressions of '*please*' and '*thank you* , softened directives using modals and other non-imposition means as the adverbial and hedging device maybe ( line 16) as well as asking his students' opinions ( line 19) concerning topics and content of their oral class (see appendix III) .

Overall, the linguistic strategies used by Male 1 as inclusion, indirectness , hedging, praise seem to be likely indicative of his desire to defocus his power by displaying non-imposition inclusive interactional style which serves to create an atmosphere of solidarity . Other similar mechanisms for enhancing solidarity, like joking , laughing, coming close to students who provide answers , moving around are to be found as well . Such a style seems

to yield to an institutional identity that enacts authority which is both indirect , de-focused and overlaid with solidarity and inclusion.

Having said that , through teacher –to student interaction, Male1 seems to align himself with a professional identity as an EFL faculty teacher who asserts his authority implicitly through the conventional IR(F) classroom discourse pattern as he orchestrates the conversation, controls the turn taking pattern on the basis of which he shows his disapproval to students grabbing the linguistic floor by calling-out , albeit he expressed it in less explicit way. In constructing such a professional identity , Male 's 1 interactional style does not seem to encompass authority –laden devices, although a more powerful manifestation of status and authority difference are legitimized by the role he occupies in the institutional structure . Rather, this male EFL teacher seems to enact a solidary persona exhibited in his initiation and fellow up turns , in which he softened his directives and employed inclusive and non-imposition strategies. By drawing upon the linguistic resources available to him in English , Male1 not only negotiates a professional identity as an EFL faculty teacher in which he manifests an apparent desire to defocus and downgrade existing power relations, but also provides a challenge to the style stereotypically associated with male speech style , displaying characteristics stereotypically associated with feminine linguistic strategies in authority position ( see chapter one) .

### III.3.3.2 Male 2 Grammar class :

In this class, teacher-student interactions was structured on the IR(F) system in all the 3 sessions .It follows that the way Male 2 tended to interact with his learners is characteristic to institutional classroom discourse by means of which this teacher seemed to construct an identity which displayed the existing institutional power relations between teacher and students. Yet, unlike Male1, Male's 2 construction of his professional identity as an EFL faculty teacher is different. The following excerpts capture some patterns of interactions, namely in the way he verbally formulated his turns when addressing his EFL students .

**Extract 2.1 :** Male 2 interactions with students in his grammar classes( session3)

(1)T: it has been a long while I haven't seen you . you missed grammar ((**smiling**))?

(2)S: we missed you too , sir

(3)T: I want **just** to remind you about our delay in the program and I think I' ve given you the program ((**nodding**)) Uh... so **we** try to focus on the most important things (1.0)since you

are preparing your lessons at home so we try to move faster to pass to the second semester' lessons . Okay? (TM)

*Lines omitted*

(6) T: that's it .... So **we** said that nouns takes 's' in their plural forms accept in men and ? F/I

(7)S2: {calling out} yes uh.. and in the word ...women **R**

(8) T: **yes good...** so what about information ? do we add 's' to get the plural? **F/I**

*Lines omitted*

(14) T: so these types of nouns are called abstract nouns... and include a feeling, idea, concept, quality that we cannot see or touch ... smell or taste like anger ...courage ... dream (2.0) **can you give me other examples** { looking at his students } **I**

*Lines omitted*

(15)S3: {raising her hand } ( ) like love and hate **R**

(16)T: **yes good** (0.2) and what about the word God ... is it ...abstract or concrete ? can **we** say GODS ? **F/I**

*Lines omitted*

(24)S: proper noun , it is proper noun

(25) T: Oh yes ... **good** proper nouns may be nouns of people like Mohammed ... countries like Algeria ...deserts like Sahara ... companies like SONATRACH ... planes... oceans and seas ... mountains and so on (2.0) now ... do we say government or army has or have {nominating a student who raised her hand} **yes please F/I**

*Lines omitted*

(27) T: { **from his desk**} **I couldn't catch what you said ... can you speak up please ?**

In the first observed session , Male 2 opens the conversation by showing how long he has not seen his students asking them whether they missed grammar (line1) . By starting thus, Male's 2 move serves an affective function in the sense that it acts as a rapport- inducing device as it addresses the interpersonal relationship between teacher and students .Then, in his monologue in line (3) Male 2 tells the student that they are late and that he '*thinks*' he has given them the program . The use of the hedging device '*I think*' seems not to convey uncertainty since he says it and nods at the same time as if sure about that . It is possible that he uses it in order to sound less assertive . Similar strategy reappear in line ( 3) using '*just*' . Moreover, Male2 frames his initiation moves in collaborative terms using the inclusive '*we*'( line 3,6) and softens his directives ( line 14,27) using '*yes please*' to give turns to his student who raised their hands. Along this session, Male2 constantly gives positive feedbacks '*yes*' '*good*' to his students which could suggest that students were responding to their teachers instruction about revising and preparing their lessons which would facilitate the process of '*moving fast to the third semester's lessons program*' he hints at in

line(3).Therefore, from this excerpt Male's 2 institutional identity work seems to be more oriented towards building rapport and less directed towards showing authority . As far as this session is concerned , this tendency in identity construction seems analogous to Male's 1 enactment of solidary professional persona .Yet , in session 2 and 3 some patterns in teacher-to-student interactions seem to differ from what has been observed in session 1. This can be shown in the following exchange from session (2 ).

**Extract 2.2:** Male 2 interactions with students in his grammar classes( session2)

(1)T: **{sitting at his desk}** what did we do last time (3.0) yes what was our lesson about last time (5.0) yes... **Give me an answer** (3.0) good morning ... **are you AWAKE?** I told you you **SHOULD revise** your notes before ( ) , (1.0) come on **I WANT** an answer ... **NOW I**

**Lines omitted**

(5)T: yes attributive and predicative ( ) yes do you agree {looking at students}? **F/I**

(6)Ss : {nodding} yes **R**

(7)T: what do we mean by attributive and predicative adjectives ?( 0.5) no idea? {late-comers enter the classroom} (2.0) where have you been ? **close the door ? COME HERE** { students went to sit at the back} No in the first bunch.(2.0) Yes... so nobody knows 1.0 we were {looking at the late comers} speaking about what we did last time and they said attributive and predicative then I asked them what do they mean ...then they **STOOD MUTE{seems angry}** { ( 2.0) **which means that you are not doing what I ask you to do** {a student raises her hand} .yes? (2.0) **I**

*Lines omitted*

(15)T: so { looking at one student} **gather** your exercises and **give** them to me { student collects the papers }... in addition to that **I said** , adjectives are formed from nouns positively thanks TO, **MT**

*Lines omitted*

(40) T: =okay { always sitting at his desk} As **I said** earlier ... **write down** { dictating } in addition to this formation (( slowly)) ... there are 2 other ways ... there are adjectives followed by a prepositional phrase ( 9.0) example : he is a man greedy for money , (5.0) { student writing down } Alfred was a king anxious for his people's welfare (3.0) there is a very important thing you must know ...you have **a very BIG problem** in spelling . whenever you don't know how to write a word (1.0) either you check in your dictionaries or ...ask your teacher , **DON'T write rubbish ... don't invente new words in English** (2.0)So I repeat Alfred was a king anxious for his people's welfare (2.0) so how do we write anxious ? **TM/I**

(41)S3: { calls out the answer} [a. n. k]. t.c.h. o.u.s **R** **R**

(42)T: [a. n .K] Goo::d { looking at S3} you are **to::rturing Mr. Shakespeare** { **not angry , but looks displeased** }... anxious is spelled a. n. x.i .o.u. s,

the x is pronounced as 'sh' because there is a phonological constraint that you ( ) know in 2 and 3 year { looking at his notes } F

In this exchange, the teacher's initiation of conversation is different from the former. In session (2) Male 2 starts by asking his students to tell him about the last point they stopped at in their former lesson. But as his question receives no response, he starts changing his formulation of his initiation utterance as well as its pitch from *'What did we do last time ?(3.0)* and *"yes what was our lesson about last time ?* to an unmitigated directive *'I want an answer now'* which is inherently face threatening in Levinson and Brown politeness framework. By using the imperative in *'Give me an answer or 'I want an answer, now'* (line1), Male2 projects his authority, in that he clearly states what he wants done by using either aggravated directives imperative or want statement in *'I want'*. In both cases the teacher seems not only to make salient the power relation in this institutional setting and interactions, but also expressed them in a bald manner. One possible explanation to this shift in his intercultural style is his to students showing non-compliance to his instructions as he makes it clear when he says, *"I told you you should revise your lessons before'* (line1) using the obligation-modal *'should'* right after his repeated and unanswered questions.

The use of unmitigated command suggests that they are employed as devices that signal teacher's asserting his authority because his students are not obeying his instructions (revising their notes) which consequently drives him to forcefully order *'I want an answer NOW'*. Students non-compliance to such instructions (revising and answering the teacher's question) may be perceived by the teacher as a challenge to his institutional authority. Male's 2 unmitigated directives reappear in lines (7,40): in *'gather your exercises and give them to me', 'write down', 'don't write'* which seem to set off institutional gap existing between teacher and student. Such an has been identified by West( 1984) in her analysis of doctor-patient interactions where she pointed out that an aggravated form of directive *'emphasizes the distinction between the speaker and the addressee and asserts the speaker's authority to issuing commands'* (p. 108)

In addition, the teacher's disapproval of students not providing a response to his first turn (line 1) was carried over. Although the students provided correct answers, teacher's feedback was confined to *'Okay'*, contrary to the first exchange when his fellow ups were often headed by *'good'*. More, Male's 2 talk in this exchange is characterized by the use of the first person singular *'I'* (lines 1,7,15,40) instead of the inclusive *'we'* that was present in session 1; a form which specifies the doer of the action and differentiates it from his

audience and, hence makes salient the hierarchical difference the teacher is probably trying to emphasize so far.

Although there seems to be a neglect of the students' negative face wants in the teachers' behaviour and which derives from the requirements of the institutional setting, other instances seem to corroborate Male's stress of status difference. Line (42), for example, captures one of his sarcastic feedbacks when he says : 'good' which is contrary to what the teacher actually means since it follows the student's misspelling of the word anxious ( line 41). Therefore, the teacher wants to underscore what he called 'a big problem' by pointing to it in sarcastic ways when he says ' don't invent words, don't say rubbish (40 ) and that they are 'are torturing Mr. Shakespeare'( 42) .

From the first excerpt and the second there seem to be a shift in the way Male2 constructs himself as a faculty EFL teacher, which is conspicuous in the differences in the linguistic formulations of his I/F turns in this session comparatively to its former . Such a shift in his discourse style is illustrated mostly by his unmitigated directives , sarcastic feedbacks , and a prevalent use of 'I' instead of 'we'; which can be associated to a rather authority-oriented style ; one which exhibits power differences . It is possible that the shift in style from a solidarity –directed to authority –oriented style may be due to the degree of engagement and preparedness student seem to exhibit in this session (2) . But as far as the above extract's interactions are concerned, Male 2 maintains a professional demeanour that appears to orient towards an institutional identity in which his authority is set off : an identity of a teacher whose instructions should be respected . Such authority –oriented identity seems to reemerge in session 3 as the transcript below illustrates.

**Extract 2.3:** Male 2 interactions with students in his grammar classes ( **session 3**)

(3) T: Okay... what about the order of adjectives in a sentence (2.0) do you know about the order of adjectives (2.0) which one comes first which one come second and which one comes third which ones comes tenth etcetera.(3.0) OR you think that' s a game you **mishmash all and you have a fruit salad** (2.0) IS there any rule about that yes or no?(1.0)  
**F/ I**

(4) S1: {calling out} no **R**

(5) T : no?( ) about adjectives **um you didn't prepare um** ... there is no order in the sentence of adjectives it means speakers or users will use adjective as he likes ... you're **WRONG** you' ve **got a muffin you have a bi::g muffin** ... yes adjectives FOLLOW an order and if you misuse the order of adjectives it is FALSE... consequently you have and consequently you'll have a **ZERO { looking at S1}**.

*Lines omitted* **F**

(12) S2: {calling out} What does ( ) with age

(13) T: what does little do with the age(1.0) **really you don't know?**{ doubtfully} (1.0) what a cute little girl 2.0)we say what a cute little girl (1.0) what does it do again?

(14) S2: But, ((low voice)) ( )

(15)T: **you think your teacher is CRAZY ?=**

(16) S2:= no ((coughing))

In this extract, Male 2 maintains his authority -based style mainly exhibited in his feedback moves . In line 3, he asks a question to one of his students and receives no answer . At this point, the teacher has probably interpreted his student reluctance to answer to whether adjectives follow an order in a sentence or not as if the student thinks that there is no order . Therefore, he phrases his feedback as a sarcastic remark '*or you think that's a game you mishmash all and you have a fruit salad*' ( line3). Similarly, the teacher's in line 4 shows Male 2 delivers another negative feedback to a student 's wrong answer as he replies angrily : "*you're wrong you've got a muffin you have a big muffin ...you'll have a zero*" ( raising the pitch for the words 'wrong and zero') . Such a quality feedback reoccurs in line (16) when a student misspells a word to which the teacher replies by '*oh my GOD you have a very very big pro:blem ( ) vocabulary , very very big* ' . Further, the teacher does not content to offer negative feedbacks to students' wrong answers but also to their explanation-seeking questions . Such an instance is found in the exchange ( lines 12-15) as a student asks why Male 2 has included adjective "little" in the category of age to which he replies : '*really , you don't know?*' in a doubtful manner. The teacher's reply in this way implies that he might have understood the student's question as a challenge to his knowledge and hence authority. Male 2 may have thought that by asking a question which he might assume to be the teacher's right ( I) the student is taking a powerful position that challenges his authority. Similarly , the student's uncertainty about the teacher's classification of the adjective 'little', may have appeared to Male 2 as a challenge to his knowledge as well. Indeed, in line (14) the student maintains his doubt about teacher's classification of the adjective ' little' despite the teacher's example ( line 13) to which he hastens to add '*you think your teacher is crazy?*' without presenting further explanation to dispel his student's doubts . Such a teacher follow up would not only aggressively put an end to the student clarification -seeking question but would possibly serve as a means to position Male2 as a teacher whose knowledge and power should be taken for granted and remain unchallenged.

The sarcastic feedbacks and bald corrections that Male 2 provides to his students' answers as well as his unmitigated directives and sometimes aggressive comments altogether reinforced by his sitting position behind his desk throughout his three sessions seem to make the existing institutional gap and power relations salient and occasionally position Male 2 as overbearing and condescending teacher. Such authority-driven interactional style appear to be closely associated with the desire to perform a teacherly identity from a position of superiority and power.

Having considered all the three session –interactions, Male's 2 verbal behaviour seems to shift from an interactional style he exhibited in the first session in which he displayed solidarity to a one which is more authority-oriented and relatively aggressive( session 2,3).But it should be mentioned that the change in Male's2 interactional style in session 2 and 3 is could be spelled by his belief that his authority is challenged as the students did not follow his instructions . Therefore, as an EFL teacher, Male 2 seems to use a mixture of stereotypically feminine and masculine discourse styles that which Case ( 1995) called a ' wide-verbal repertoire'<sup>11</sup> whereby he switches from a rather solidary institutional identity when the students display obedience to his instructions to a rather authority –oriented identity when he probably feels that his power as well as knowledge are being challenged .

### III.3.3.3 Male 3: Morphosyntax class

As his male colleagues, Male 3 maintained the IRF classroom discourse system in place . Along his three sessions he posed questions nominated students to respond and provided an evaluation . In his interactions, Male 3 drew upon certain English recourses whereby he performed his institutional identity as a male EFL teacher in a particular way as the following extracts illustrate:

**Extract 3.3:** Male 3 interactions with students in his Morpho-syntax classes ( **session 1**)

(1)T: Okay... last time **we** stopped at word formation process(1.0) where exactly? **I**

(2)S1: {calling out} at blending= **R**  
*Lines omitted*

(15): S6: { calling out} sir like USA **R**

(16) T: **no** USA is not an acronym= **F**

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<sup>11</sup> This term was coined by Case (1995) in her study on managers discourse style. In this study , she found similarities in the speech patterns of men and women in this position where both of them displayed traits stereotypically associated with the other gender .

*Lines omitted*

(25)T: okay **can you give me examples** ...I mean other examples?

*Lines omitted*

(30)S12: { calling out} form verbs from nouns **R**

(30) S12: { calling out} form verbs from nouns

(31) T: **no** this is derivation not conversion ... **I** said conversion not derivation **we** did it ? ..okay ' looking at his note s} okay by conversion **I** mean ... it is a process where a word changes its grammatical class ...**I** mean by this ... a word like party which is a noun becomes a verb to party without adding anything okay? Like for example travel which is a noun becomes a verb to travel without adding any affixes Is it clear? (1.0) **can you give me another example ? F/I**

(32)S13: { calling out} babysitter **R**

(33)T: { standing on the board } **no** this example goes with another process ... it seems you are confusing between the processes ... this is backformation ... we did it ... **you go back to your notes** (2.0) it is not a conversion because **I** said that in conversion the word does not change ...I mean the word stay stays as it is only its grammatical category changes ...have you understood this? ...**you** should keep in your mind ... and remember the example of party or travel ....**you** have party and to party travel ...to travel .... is it okay? **F**

*Lines omitted*

(73) T: yes (( coughing)) good ...okay conversion (3.0) okay **you correct** then **we** move to ( ) revision for our exam ... so **you write** with me those exercises . **F**

In this extract , Male3 frames his initiation turn ( line1) using plural pronoun 'we' in which both students and teacher are concerned . But in a number of instances , the teacher uses the first personal pronoun to refer to himself using 'I' ( lines 31,33) which seems to be a marker of differentiation between the teacher and the student ( see appendix III) .Unlike male 1 who tended to use the inclusive 'we' when he refers to himself and when the action or instruction is actually directed the students , Male 3 uses 'you' and 'I' to refer to the students and the teacher respectively and uses 'we' when both of them are concerned by the action. Therefore, this finding identifies a tendency to mark the difference in the institutional positions existing between himself and his students . This tendency increases by his negative feedbacks in lines (16,31, 33) by saying 'no' before providing the correct answer, which reinforces his evaluative role and implicitly fosters the hierarchical order of this unequal encounter. Yet, Male's 3 directives are not formulated in the imperative , but are mitigated either by using the modal can( lines 25, 31 ) or came in the form of statement



*gave you an example*” (line33) and ‘ *I told you*’ ( line13) and could have said ‘ *we have seen*’ or ‘ we framed in the inclusive . Rather such formulations emphasizes the doer ( I: teacher ) as well as the receiver (you: students) of the action as if to keep the teacher in his position of power , a position wherein he is the one who does the action. And in instances where he uses the plural pronoun ‘we’, the latter does not instantiate inclusion since it often refers to what has been done in the lesson and concerns both of teacher and students rather than either of them as Male1 did . This is likely to suggest that Male 3 tries to keep the institutional distance between himself and his students which may be a way whereby he enacts his institutional identity. More, such distance is further shored up by his reoccurring negative feedbacks in lines (31,32) ( extract 3.2) and the nearly absent conventional polite word ‘*please*’ as well as his statement directives( line45) which even if they are mitigated their cluster with the observed features seems destined to maintain an institutional distance in place. A corroborating instance is encapsulated in line 37 ( extract 3.3) in which Male 1 shows his surprise at the student’s unexpected answer and replies ‘ *complementiser phrase?*’ in interrogative questioning tone and continues ‘ *did I say this ? I did not tell you...*’ as if expecting that the student should comply to what he said and that a wrong answer is due to his student not following what he has said. Such an example ,albeit not recurrent in the other sessions, seems to indicate that Male 3 appears to be more inclined towards establishing the institutional distance whether this is achieved through his institutional power(e.g. evaluation through direct corrective feedback) or knowledge , albeit not explicitly manifested comparatively to Male2. Moreover, Male 3 does not call his students by their names which could possibly strengthen his desire to keep the institutional distance of this interactional encounter. it is possible that Male 1 desires to keep the institutional structure in place by displaying interactional patterns where he neither show solidarity to his students nor does he exert his institutional power in overt ways, but seems to maintain his authority as an EFL faculty teacher through distancing strategies .

#### **III.3.3.4 Female 1: written expression class**

Sabria classes followed the IR(F) convention of classroom discourse . In her interactions with her EFL students , this female EFL teacher constructs an institutional an identity by drawing upon particular resources as the following extract from session (1) demonstrates .

**Extract 4.1: Femle1** interactions with students in her written classes ( **session 1**)

- (1) T: good morning... okay uh... those who were absent last time ...**out (( with coldness))**...you come next time.... why you did not come last time? ....okay **I said go out... now** ...you can't attend today. **TM**
- (2) S: { different voices }why Miss ={ students complaining and trying to negotiate }
- (3) T: =**No** ...no **go out and without complaining** ((forceful tone))see you next time .  
**TM** {The students left moaning about their teacher's behaviour} .
- (12)T: Then when you finish **each group gives** the final paragraph to the other groups /okay/? then....each group will check .uh... the other group's mistakes /okay?/(2.0) **You use ...another colour** when you correct( ) /okay ?/ then when you finish **each group is uh...going to tell me about the mistakes** they find out /okay? /. **TM**{teacher moving around and students swapping their paragraphs and reading } { after 15 minutes }
- (13)T: Right ... **let's** see with this group (2.0) what are the mistakes that you found in your uh ...in **karima's** paragraph ? ...**listen , please . I**  
*Lines omitted*
- (20)S5: plenty of mistakes, **R**
- (21)T: oh plenty (**laughing**) okay... what are they ? **F/ I**  
*Lines omitted*
- (27) T: =Oh yes this is a formal paragraph and not an e-mail /okay?/... so **you cannot use such abbreviated forms /Okay?/(1.0)** Oh yes another thing uh ... is **the avoidance of using contracted forms in formal writing(1.0)** Yes another group... yes **Fouzia come here** {student coming to the board} **so that everyone can hear you /okay?/(1.0)** yes?  
**F/I**

In this extract, the interaction is based on the IR(F) as female 1 manages the conversation, allocates turns to her students and provides feedback as well .In doing so, Female1 evokes her institutional identity as a faculty teacher and aligns herself with teachers' community . This faculty teacher starts her classroom conversation by greeting her students then order some of them to leave because they were absent in the former session . But her move is aggressively formulated (lines 1, 3) : she neither mitigates her command nor does she provide explanation to her action. It is after they left that she explained that absentees would not be able to understand what they will be doing because this lesson is a continuation to the task they have already started doing in the former lesson . Therefore , she perceived their presence as unnecessary and , as she told the observer , may give rise to disciplinary problems. This seems to suggest Female's 1 desire to assert her authority as

faculty EFL teacher whose instructions should be respected on the spot without the need to be warranted. One such evidence that reinforces such argument is provided her turns in (line 1 and 3). In her first turn, Female hints at the students' absence in the previous lesson as a sufficient reason, even though not the actual one, for their dismissal. She may have perceived that as a teacher she is invested with the power to deliver orders that student should comply with without providing reasons. Moreover, her expression of a bald and unjustified refusal in line 3 '*no... no go out without complaining*' reinforces her want to affirm her authority as a female EFL teacher.

Although Female 1 initially displays aggressiveness for the sake of asserting her power as female EFL teacher, her directives, albeit legitimate in such an institutional context, were mitigated in the rest of her turns. But the way this female EFL teacher mitigates her directives is different from her colleagues. Female 1 manifests mannerism through her recurrent and pervasive 'okays' (lines 12, 27) which she adds at the end of almost all her directives (see appendix III). It seems that by placing this word at the end of all her commands, this female faculty imparts an idiosyncratic softening function to it, since she is not a native speaker and may have developed her own English linguistic device to signal a particular meaning. Such meaning appears to be indexed by the co-occurrence of the co-textual as well as contextual features of the word 'Okay'. Stated differently, the term 'Okay' terminates nearly all female1 directives and is uttered with a rising intonation and a soft voice as if seeking agreement. Therefore, it can be argued that female 1 closes her directives by using an idiosyncratic and an ostensible agreement-seeking term 'okay' which she seems to adopt in order to cushion her face threatening commands. It is probable, too, that this EFL teacher uses similar strategy in her L1 that she might have carried over in her use of English in the classroom. But further investigation of such possibility falls outside the scope of this study and may be a topic for another dissertation.

Nevertheless, this is not the only technique this female EFL teacher uses to mitigate her directives. She, also, delivers non-aggravated statement directives (lines 13, 27) or impersonal directives (line 27) when she says '*the avoidance of using ..*' and '*please*' paired with the imperative '*Listen*' (line 13) or offers explanation to her orders (line 27). Moreover, in this session, female 1 displays rapport building instances as calling her students by their names (lines 8, 10) laughing with them and moving around to assist them in their activities. On the basis of this extract, Female 1 seems to assert her authority in an aggressive way at the beginning of her session but then shifts to a less power-driven interactional style in the remaining of the session. Because this female teacher keeps using

similar strategies in her remaining sessions, the Following extract from session 2 and 3 throws more light on Female 1 interactional style and identity formation .

**Extract 4.2: Female 1 interactions with students in her written classes ( session 2)**

*{teacher enters the classroom greets her students }*

(1) T: okay... **I am sorry** for those who uh... I did not allow you uh... to attend , because as I told your friends uh... you couldn't follow uh... what **we** were doing (2.0) I told your friends to tell you about the topic of our paragraphs to prepare it at home ... did you do it ?

(2) Ss: yes .

(3) T: **okay good** (( smiling)) so **let's** start with exchanging paragraphs then uh... **we will** talk ...about your friend's mistakes {Student groups exchanged their paragraphs the teacher moves around and assist her students lasted 15 minutes }

*lines omitted*

(17)S3: {calling out} absent -minded R

(18) T: yes absent- minded yes, .... not far and present /okay?/ **we cannot say this in English** ( ) absent minded right . what else ?

**Extract 4.3: Female1 interactions with students in her written classes ( session 3)**

(32) T: ah yes ...you see indentation is just at the beginning of your paragraph then you write directly with no indentation okay? I repeated this several times and **it still appears** ( )

(33) S2: and uh.. spelling mistakes=

(34) T: = look... listen this is not an exam where you cannot use dictionary okay?... you have dictionary uh beside you **so why don't you use it?** /Okay/? { looking at S2} that's all

*Lines omitted*

(36)T: yes ...okay ... you correct your mistakes **please**... and give it to me at the end for a second corrections and make sure you correct all your mistakes /Okay?/=

*One line omitted*

(38) T: yes another student ... yes Nessreddine(( **smiling**)) { who raised his hand } you want to comment on your friends paragraph ? **your revenge yes?**

(39)S5: yes ((**laughing**))

(40)T: okay (( **laughing**))... yes ( ) go ahead=

In extract(4.2), Female 1 opens conversation by presenting an apology to her aggressive dismissal of some of her students in the previous session without providing any explanation. In turn (1) she clearly formulates her apology as she states , ' *I am sorry*' ( line 1) and presents justification for her action. It could be possible that Female 1 perceived her

aggressive behaviour as unfeminine or not consistent with her desired role of being a teacher or may have been influenced by the observer's presence. Thus, she reorients her identity towards less-aggressive and less authority-oriented teacher by repairing her offensive and students' face damaging move (line 1 extract 3.1). Female1 desire for repair is further supported by her positive feedback 'good' (line 3) when one of her students who were absent tells her that they did their paragraph. In this extract as in the former, Female1 mitigates her directives using either her idiosyncratic 'okay', "please"(line 36) or modal constructions 'cannot' (line 9). Besides she employs the solidarity-oriented 'we' 'us'(lines 1,3, 18) and collaborative 'let's' (line 3). In session 3 extract (4.3), this female teacher keeps drawing on similar interactional resources (see appendix III). She exhibits indirectness in her feedback such as where she expressed her annoyance towards recurring fossilized mistakes using the impersonal form 'it still appears' (line 32) or interrogative form 'why don't you use it' (line 34) finalized by her idiosyncratic softener 'okay'. As a corollary, there seem to be no evidence in those extracts that would indicate that female1 tries to enact her power outside managing turn taking or providing feedback. Instead, additional devices such as joking, laughing (e.g. line 39, 40) with her student and calling them by their first names rather suggest her desire to perform a professional identity that aspires to establish solidarity with her students.

From her three-session teacher-to-student interactions, this female EFL teacher displays a tendency to establish solidarity with her students. The linguistic as well as the non-linguistic evidence that support this argument lies the cluster of her pervasive mitigated directives, use of collaborative and inclusive devices (e.g. *we*, *let's*), joking, laughter calling her students by their names and coming closer to them to assist them. Alongside this, Female 1 apology provides another proof of her desire to negotiate a professional identity which maintains both her institutional authority but one which shows concern about her student negative face and which does not obviate solidarity-oriented interactional style. This could suggest that Female 1 may have viewed her instance of aggressiveness in session 1 either as unfeminine or inconsistent with a desired teacher's role and behaviour or may be project a negative image for the observer. Therefore, it is likely that Female 2 tries to maintain her institutional identity with an authority that does not position her as overbearing; a professional identity that both keeps its power but does not relinquish to the teacher's desire to show solidarity and care.

### III.3.3.5. Female 2: Morphosyntax classes

In this class, Female's 2 class instantiated the IR(F) discourse pattern which was characterized by her long turns and limited students' verbal contributions . The excerpt that follows shows how female 2 interacts and enacts her identity as a female EFL faculty teacher.

#### Extract 5.1 Female2 interactions with students in her morpho-syntax classes ( session 1)

*Lines omitted*

(11)T: yes ... interjection **Do you feel that you need to uh ... do you want** more examples about parts of speech or we skip it to move to ... to analysis of uh ... sentence structure ?  
**F/I**

(12)Ss: { some of them } no we skip it **R**

*Lines omitted*

(21) T: okay now **we** move to syntactic analysis of sentences (1.0 ) but before, what do **we** mean by syntax ? (1.0) **we** have said at the beginning of our course that there is grammar which is the big branch the mother , than sub-branches uh...the kids morphology and syntax (1.0) syntax is ... the etymology of / **TM**

(22)S1: { calling out } the parts of the sentence uh... that form the sentence . **R**

(23) T: **good** yes and uh ... its etymology that is the origin of the word syntax is from Greek which means... **F/TM**

*Lines omitted*

(25) T: okay (1.0) bracketing and labeled bracketing which are different ways of analysing sentence structure ( ) now what is the purpose of using syntactic analysis? why do **we** analyse sentences (1.0) what is the purpose ? **F/I**

*Lines omitted*

(29)T: So this analysis is a top-down analysis ... that in analysing the sentence is **we** start from the larger part which is the sentence moving to phrasal categories and to smaller lexical categories (1.0) okay **we**'ll see this later on (2.0) now what are phrases ? **TM/I**

*Lines omitted*

(45) T: =so since you have already been introduced ....uh to labeled bracketing ( )and phrases ... **let's have** an exercise to see whether you , ...you have understood uh well { writing on the board} so what you have to do is to present a labeled bracketing of these simple sentences.  
**Okay you can work in groups ... that's better TM**

*Lines omitted*

(54) S: three **R**

(55)T: **only three ? F**

(56) S: { looking at her sentence } oh no four , sorry four **R**

In this extract, Female's 2 turns are longer and students' turns limited and short. Thus, the institutional authority is represented by the teacher's occupying most of the linguistic floor (MT) as well as in the three-part teacher-initiated pattern sequence characteristic of this female teacher's discourse. In this extract and in her initiation turn (line 11), the teacher asks her students whether they want her to provide more examples about parts of speech or not, although she knows that they have already dealt with them. Therefore, by consulting her students, she seems to use a non imposition strategy whereby the students participate in decision making of the course of the lesson. In addition, line 21 shows an instance of a student interrupting her teacher to which the teacher responds positively. Such instance of interruption on the part of a student is this exchange is less likely to be an instance of student getting power as the literature on interruptions suggested, but seems rather as student's claiming for an opportunity to talk amidst the teacher's longer turns.

Despite teacher's domination of the linguistic space, female 2, like Male1, does employ the inclusive plural pronoun 'we' (see appendix III) in cases when a more accurate pronoun would have been 'I' (line 21) or 'you' (line 29) which is further reinforced by the use of the collaborative 'let's' (line 45). In adopting such collaborative frame in her formulations of dominant and floor-grabbing turn, Female 2 employs non-imposition strategy in line (45) 'you can work in groups that's better' formulated as a preference rather than a directive which provides a typical evidence where she seems to grant freedom of choice to her students. In addition, In the exchange (54-56) the teacher provides an indirect corrective feedback in which she asks a question signaling a mistake - instead of making a bald correction- by which the student understands that there is something wrong with his response and corrects it. Such formulations and indirect strategies for issuing directives and providing corrective feedback seem to indicate Female's 2 tendency to bridge the hierarchical relations of this unequal encounter. Those patterns recur in this female EFL teacher's talk in both session two and three as the following extracts show.

### **Extract 5.2 Female2 interactions with students in her morpho-syntax classes ( session 2)**

(1)T: **I am sorry** for being late, I had a meeting ( 2.0) okay did you do the exercise I gave you last time ?

*Lines omitted*

(19) T: yes, **good** a noun, and { looking at S1 writing } inside NP... yes **good** a determiner plus noun yes ... but this is a simple sentence ... **we**'ll see later with ( ) our PS rules can generate .okay who wants to do the second sentence yes Ismail { selecting a student }... **can you do** the tree diagram { student looks hesitant } **you just try** ... it's okay if you make mistakes

( ) **your teacher makes mistakes** ( ) **we** learn it's good to learn ( ) not to repeat them  
{ coming to the board and starts drawing the tree diagram } okay ( 1.0) yes ... **Smail can you**  
**you** explain what you are doing ?

(20)S4: this sentence ( ) and this {pointing to the sentence he is analyzing} is NP and this is VP ( )  
(2.0) and this determiner and noun and uh (1.0) in VP verb and this adjective ?

(21)S 5: no adverb

(22)T: **yes Smail** it is an adverb you know why? because an adverb modifies or describes a verb  
or action in this example ... speaks how ? fast... and fast here describes [the action]

### **Extract 5.3 Female2 interactions with students in her morpho-syntax classes ( session3)**

(11)S4: {calling out}but miss his keys NP before {pointing to the tree diagram on the board}

(12)T oh yes good you're right yes **/thank you /** {teacher correcting the tree diagram} yes okay  
yes before the lexical categories we start with the phrasal categories so NP then Determiner  
and Noun [okay ?] very good { to S4}

(17) T : =okay the second sentence yes (2.0) who wants to try ? { a student raising his hand } okay  
yes { student going to the board and draw a tree diagram } can you explain please ?

(18) S6: yes I is NP bought a book ...but I returned it is VP

(19) T: okay... but what do you notice in this sentence I bought a book ... But... I returned it

In the above extracts, Female 2 displays similar patterns as in the former excerpt . But in extract 5.2 she opens her second session's conversation with an apology for making her students wait for her . In doing so, she not only exhibits her respect for punctuality , but at the same time gives reasons to her students for her delay . This could be an instance in which she wishes to show both her concern about being punctual and her concern about not to make her students wait for her, constructing, therefore, a professional identity which is both punctual and considerate . In the rest of the interactional exchanges with her students , Female 2 displays an inclusive and indirect style in which she saves her students' negative face . Another pervasive feature is illustrated by line 19 (extract 5.2) where she gives a positive feedback, uses the inclusive 'we' instead of the expected 'you' and delivers a mitigated directive by using the modal 'can'. In the same turn , this teacher reinforces her collaborative tendency by saying' *it's okay if you make mistakes* ( ) *your teacher makes mistakes* 'where she puts herself and students on similar ground implying that she too makes mistakes. By saying so , female 2 seems to down grade her authority-through-knowledge position which

would further feed the institutional hierarchical relations between herself as a faculty teacher and her students . This female teacher also tries to build rapport through calling her students by their names (see appendix III) and save face as she avoids bald corrective feedbacks . A characteristic feature of female's 2 interactive style is her reliance on positive feedbacks while correcting ( see appendix III ) ; a strategy whereby she offers apparent agreement whilst making a correction . Line 20 ( extract 5.2) illustrates such an instance where the student who was correcting the exercise mistook an adverb for an adjective to which the teacher replied after a student had called out the correct answer “ *yes Smail it is an adverb* “ and could have said ‘ *no it is not an adjective but an adverb* ’. Similarly, in the exchange 19-20 (extract 5.3), the teacher replies to a student's wrong answer by accepting it, providing an opportunity for him/her to correct his/her mistake by himself/ herself . ‘ *okay , but what do you notice ..?* ’. Such positive feedbacks seem to be a strategy used by the teacher where she avoids threatening students' face , although negative follow-ups would have been quite legitimate in such a context .

From the three- session interactions, this EFL female teacher tends to show care about her students' face by mitigating her directives , react positively to interruptions ( albeit nor recurrent) , using strategies to downplay knowledge-based hierarchy , employing inclusive and solidarity-oriented ‘we’ and ‘let's’ where she refers to her student or herself , exhibiting thoughtfulness by offering apology to her students for her delay and providing indirect and positive corrective feedbacks . Such an interactional style seems to suggest that this female teacher aspires to enact a solidary professional identity that minimizes knowledge –driven authority . But this does not mean that her authority is inexistent . Female2 institutional authority is in place by keeping control over IRF pattern occupying longer TM turns , selecting students to do activities and offering evaluation to their responses. It follows that this EFL female teacher appears to draw upon certain English linguistic recourses that are stereotypically characteristic of female speech style in authority position where status differences are minimized and defocused .

#### **III.4.3.6. Female 3: Written expression classes**

In her written expression sessions, Female 3 followed her other EFL colleagues in their maintenance of the IR(F) discourse structure . Female 3 asked questions which elicited her

student's response to which she paired with her fellow up turns. The excerpt that follows shows how Female 3 framed her turns to perform her identity as an EFL faculty teacher .

**Extract 6.1 Female3 interactions with students in her morpho-syntax classes ( session 1)**

(1)T: **you can open the window if you want** { students opens the window}(3.0) I gave you an exercise last time have you done it ? **TM/I**

*Lines omitted*

(11) T: yes very good to follow his studies is the second expansion and it is an infinitive phrase (1.0) so what if we said the student having the best mark will go abroad to follow his studies ( ) okay what is the first expansion pattern ? (2.0) yes what about other students there are only two students participating what about the others ? (2.0) **yes please what is it? (1.0) yes Fatima** { selecting a student }

(12) S3: { Fatima } uh(2.0)

(13)T: how do we call it is it miss { gives her name }((smiling)) ?

*Lines omitted*

(26)T: yes very good , so **will you write it on the board** ? yes (10) yes { S7 writing on the board } yes...received ...there is 'I' missing miss (2.0) okay the second sentence (2.0) yes ( )

*Lines omitted*

(30) T: yes good subject verb object (1.0) so the expansion would be ? ( 1.0)yes **who wants to expand this sentence** (1.0) yes { to a student raising her hand } what ( )

*Lines omitted*

(48)T: yes subject and verb so what did you ( ) **who wants to expand this sentence** ...yes ...make it as long as possible okay?(1.0) Yes what happened to the prisoner (2.0) **did you help him to escape ? (( smiling))**

*Lines omitted*

(64) T: yes will you write in on the board please { student writing on the board}( 15.0) okay hole without 'w' in the beginning (1.0) whole with 'w' means something else okay... it means the general or broad but hole ...with'h' hole means a small uh... a small opening right ? ( 2.0) so **now let me give you another exercise** ( 5.0) okay ( ) .... so I give you your marks ( )( 5.0) you look worried ... yes so ( ) the best marks then bad marks .{ teacher hands back her students' exam sheets }

In this transcript, Female 3 formulates her turns in such a way that saves her students negative face . In line 1 she asks her student 'to open the window if they want' to minimize the imposition by joining it to the phrase ' if they want' in the case of which the action would seem to emanate from the students' willingness rather than the teacher's. Similar non-imposition instance is provided in lines (30 and 48) where this female teacher asks her

student 'who want to expand a sentence', which sounds as a request rather than a directive. In addition, Female 3 uses the conventional polite word 'please' (line 11) when nominating her students and modal construction in issuing her directives (line 26) as well as a request-like moves. In line (64) this female EFL teacher says "let me give you another exercise" which sounds as a request rather than stating what they are going to do which seems to be another imposition-lessening device. Female's 3 use of jokes (line 48) and through her session alongside non verbal features as laughing and smiling (e.g. line 13) further supports Female 3 solidarity and non-imposition-oriented interactional.

### Extract 6.2 Female3 interactions with students in her morphosyntax classes ( session 2)

(1)T: okay last time we did not have enough time to write the exercise (1.0) okay **we** do it now okay?  
{ teacher writing on the board the exercise } (2.0){ students speaking } yes you write quietly **please** .

*Lines omitted*

(8) T: yes have you finished ...**can we correct** ?

(9) Ss: finished miss

(10) T: okay so the first sentence { a student raising her hand } yes **Naima**

*Lines omitted*

(30)T: yes **good** so slavishly....blindly and dangerously are adverbs of manner describing the action of following and sometimes is an adverb of frequency yes or no? (1.0)so don't forget types of adverbs okay? **will you write your sentence please** ? yes student writing on the board } okay? have you understood how we use adverbs and adjectives?

### Extract 6.3 Female3 interactions with students in her morpho-syntax classes ( session 3)

(41)T: **yes very good** (1.0) you underline it **please** this one (1.0) okay second paragraph.. language change (3.0) okay another sentence { selecting a student } yes **Bedra** I haven't heard your voice for ages(( **smiling**)) ...okay yes ?

(42)S7: a continuing cause ...uh of uh...change is rapidly expanding technology (2.0)

(43)T: okay... where is the cause and effect Bedra yes?

(44)S7: cause is change and effect is rapidly expanding technology

(45)Ss: no=

(46) T: **okay Bedra** you think that language is cause for developing technology or technology makes our language change ( ) new words

(47) S7: no technology is cause and uh...language is effect

In those extracts, Female3 exhibits a non-imposition and solidarity-driven interactional style. Such a style is illustrated by her use of inclusive 'we' when giving instructions to her students in 'we are going to do it now' (line1). A recurring formulation that characterizes this female teacher's directives is her indirect and requesting form. Like in Extract 6.3, Female 3 used requesting strategy in 'can we correct' instead of 'we correct' to decrease imposition and involve her students in her actions (see appendix III). Besides, Female 3 follow-up turns assists her concern about students' face through her modal directives (line30) and as well as the quality of her feedbacks. In a number of instances (see appendix III), female 3 supplies either positive evaluation for correct answers (lines 30 and 41) or provides questions to students who gave wrong answers until they get it right as the exchange (43-47) exemplifies. Female 3 inclination to build rapport can be identified in calling her students by their names, joking and laughing with them, which seem to reinforce her solidarity-driven style by means of which she exhibits a tendency towards decreasing her institutional authority. Through the way she frames her initiations and feedbacks, this female EFL teacher seems to construct an institutional identity that is both non-imposition-driven and solidary; a style that the literature on gender and language typically associate with feminine speech patterns.

#### **III.4 conclusion**

On the basis of those 6 observed EFL classes, findings seem to suggest that the western studies' report about English resources that index solidarity and authority in managerial positions are used by non native male and female teachers of university of Mostaganem. Yet, those teachers' interactional styles with their learners do not fall within the styles stereotypically associated with both genders in any simplistic way. In this community of practice, both gender groups tended to draw more on feminine speech style than masculine one. In comparing male and female discourse styles, female teachers seemed to draw more upon stereotypically feminine speech style rather than masculine ones by enacting their authority in implicit way, albeit their institutional position legitimises their authority and power. At gender group level, findings seem to suggest that gender might have an effect on the way male and female teachers perform their professional identities as faculty teachers. Yet, data reveals, too, intra group variation as well. In female classes, Female1 seems to draw upon masculine speech style at some point of her classroom discourse.

Concerning male classes, on the one hand Male 2 and 3 tended to draw more upon English resources that made salient power differences between teacher and student and which are stereotypically associated with masculine speech style, although they did draw upon stereotypically feminine style at different occasions. On the other hand Male 1 displayed an interactional style that is associated with feminine discourse pattern as he attempts to defocus status differences throughout his three sessions.

Overall, results suggest that teachers tended to use a range of strategies that are stereotypically associated with feminine interactional style in authority positions in which authority differences are deemphasised (mainly male 1, female 1,2,3). EFL female teachers tendency to be more inclined to adopt a feminine style to enact a solidary and less authority-oriented identity seems to converge with their perceptions of faculty teacher (chapter 2) in terms of the category of behaviour. This may account for their concern about how they interact and behave with their learners in an EFL context. Similarly male teachers (males 2 and 3) showed a tendency to draw more upon stereotypically masculine speech patterns, though they did draw upon feminine ones as well. At various occasions, they foregrounded institutional power differences in their enactment of their identities. This may also be due their gender as it may be due to their perceptions of faculty teacher in terms of the category of 'knowledge'. This may explain their concern about what they are doing (i.e. transmission of knowledge) as being most important rather than how they are doing it.

Further, those findings challenge the dichotomised and binary male and female styles and provide an instance of what Eckert and McConnell-Ginet (1999, p.193) termed '*intra-group differences and intergroup overlap*' (the groups here being women and men). Male 1, for example, displayed a stereotypically feminine interactions style and constructed a solidary persona through his 3 session classes. Data also showed that interactional style may differ within an individual teacher (e.g. male 2 and female 1). This suggests that feminine or masculine speech styles used by either male or female teachers are not stable as both genders may resort to what West (1995) called '*wide verbal repertoire*' displaying both stereotypically feminine and masculine traits at various occasions. Stated differently, findings seem to show that the use of feminine and masculine speech styles by either male or female teachers seemed to be a matter of degree rather than neatly distinctive styles.

Such results indicate that in community of practice approach identity is locally constructed and that there is no one-to-one gender to speech style correlation as former studies in

language and gender in the work place seemed to suggest ( see chapter one). Male and female teachers did not simply enact their institutional identities through ways that correlate with what those studies associated with masculine or feminine speech styles since similarities and differences in discourse style can occur within both gender groups and interactional style may shift even within one individual teacher . More, it is possible that other variables rather than gender may be involved in teachers' construction of their institutional identities This may be justified by the prevalence of feminine speech characteristics drawn upon by both male and female EFL teachers such as their expectations, personalities or pedagogic approaches to their EFL classes .

### **III.5 Limitations:**

This study seems to face two major limitations. One concerning its findings and the other in its methodology . First, In this study there seem that gender may possibly have an effect on EFL teachers enactment of their professional identities. Female EFL teachers showed a tendency to draw more upon interactional characteristics that are stereotypically associated with feminine speech style than were their male counterparts . Yet, it is possible, too, that such tendencies may be due to other intervening factor such as their perceptions of their roles as teachers , personalities , their pedagogic approach to their EFL classes and so on rather than their gender . Further research may devote closer inspection on how these factors inform institutional identity construction .

Second, observation as a methodological tool for the collection of authentic data creates its own limits. This concerns the phenomenon that anthropologists termed 'reactivity' or what Labov ( 1972) termed 'observer's paradox' which is defined as "*an alteration in the normal behaviour of the subject because of the observation itself* ' (Dick Allwright & Bailey1991, p. 71 ) . In the observation carried out with those teachers 'reactivity' is not a discarded possibility . Having told to the observed teachers that the study addresses EFL classroom interactions may have triggered their feeling of uneasiness as they realize that they are being watched . In this study, such feeling may have increased by the recording equipment . Therefore, teachers may have felt that their abilities as teachers are being tested and hence altered their style of interaction, which , in turn, would influence the way they construct themselves as EFL teachers . Indeed , this can be detected in Female's 1 shift in interactional style observed within the same session where she demonstrated an authority – based style and then switches to a less power-driven and rather solidary style in the rest of

her session . Following the 'reactivity' phenomenon, female 1 may have altered her interactional style because, on the one hand, she could have desired to show the observer that she has the ability to control her classroom and on the other could have realized that her aggressive behaviour may be disapproved by the observer as well . Future research may rely on extended sessions of observation that could possibly circumvent the effect of 'reactivity' as teachers get used to the observer's presence .

# General Conclusion



The early research carried out in language and gender studies were underlain by essentialist implications and binary understanding of gender. Both of the deficit, the dominance and the difference approaches of language and gender presented explanations for men's and women's speech on the basis of essential and binary differences. This have led to a simplistic conception of gender identity as fixed, constant and context-independent entity. However, more recent work on gender and language studies espoused a more fluid and complex understanding of gender. Contrary to those essentialist frameworks, performative theory as well as community of practice concept viewed gender as constructed and enacted in local contexts and within multiple communities of practice. Such perspective viewed identity as a process through which individuals construct themselves in discourse rather than pre-given and pre-discursive entity.

Studies devoted to gender and language studies in the classroom have drawn upon the difference framework and pointed to the differences in male and female teachers' interactions with their students on the basis of their own gender and their students' as well. But little has been reported on the way teachers construct their perceptions as well as institutional identities in their EFL classes from a community of practice lens.

Therefore, this dissertation aspired to accomplish two objectives things. First, to investigate the way male and female EFL teachers of university of Mostaganem construct their perceptions about their teaching practice on the basis of Wenger's concept of community of practice and negotiation of meaning, testing Tannen's (1990) assumption about the male and female gendered perceptions. Second, to examine how male and female EFL teachers enact their institutional identities in the light of the works conducted in gender and language in the work place.

Concerning the first objective, data gathered from the questionnaire seemed to indicate that EFL teachers' negotiation meaning about their teaching practice as is more likely to be influenced to the nature of their respective subjects that they cover rather than their gender per se. In addition, findings disclosed intra-group variation and intergroup similarities (groups being male and female teachers). Therefore, the first hypothesis based on Tannen (1990) assumption of male and female individuals hold gendered perceptions about their world proved incorrect because it ignored the complexity of context in determining meaning and local practices. But such findings are not immune to some limitations. Coding the data

have proved to be not a risk-free process. And other coding and interpretations may lead to different results .

With regards the second aim of this dissertation six EFL classes of Mostaganem University has been observed , audio-recorded and interactions transcribed . To analyse teachers' enactment of their institutional identities in teacher-to-student interaction , both discourse analysis and Sinclair's and Coulthard's IR(F) classroom structure has been used. Findings disclosed that both male and female EFL teachers drew upon the IRF pattern which aligned them with the institution structure as well as teachers EFL community of practice . In addition ,data tended to suggest that gender might have an effect on teachers' their interactional styles and hence their construction of their identities as EFL teachers . But such an influence seems to be a matter of degree rather than neatly distinguishable gendered styles . In other words, both masculine and feminine discourse styles that the literature identified have been exploited by both male and female teachers but the extent to which each of the styles has been drawn upon tended to differ by gender. Analysis of teacher-to-student interactions , findings showed that in their 'formulation of their initiations and follow-up turns, teachers altogether tended to draw more upon an interactional style that the literature on gender in the workplace associated with feminine speech patterns used in authority position than masculine discourse style in similar position. Yet comparison between both male and female teachers' interactional style indicated that female EFL teachers of Mostaganem university were more likely to use feminine discourse style where interacting with their students than were their male counterparts .

In drawing upon those styles , female teachers tended to enact their institutional identity by making their authority less explicit displaying a solidary persona mainly through saving their students' face and indirect corrective feedbacks . Male teachers , albeit not all of them, tended to enact their institutional identity by focusing on status difference whether this is obtained through showing aggressiveness, emphasising knowledge –based power or by maintaining a social distance between themselves and their students. Although it may seem that gender is likely to influence how male and female teachers enact their institutional identities, intra -group variations did occur. Male 1, for example , provides a typical example of a male teacher using an interactional style that is associated with feminine speech patterns where he downgraded his authority as a faculty teacher . Even more, shifting to a style

associated with the other gender did occur at different occasions within one individual teacher (e.g. Male 2 and female 1) ; an instance that illustrates what Case (1995) called ‘a wide verbal repertoire’ . Therefore the hypothesis that male and female persons in authority positions use different interactional style proved to be too simplistic .Even so-called masculine or feminine interactional styles could be due to other factors rather than gender per se. Variables such as teachers’, expectations, personalities or pedagogic approaches to EFL teaching may have induced such interactional styles. In addition, the very nature of the research method could not discard the influence of the observer on the observed or what is commonly known in sociolinguistics as ‘ reactivity ‘ or ‘observer paradox’ .

Overall , this research demonstrates, on the one hand, that teachers’ negotiation of meaning is less likely to be influenced to their gender . And on the other hand , it provides an additional challenge to the assumption that premises difference framework in which men and women in authority position adopt different interactional styles that correlate with their gender and , thus, enact their institutional identities in different ways. Indeed, findings showed that while enacting institutional identities in teachers’ community, individual teachers’ may shift to a style associated with the other gender . Yet, it should be recognised that from a community of practice lens, studying the interaction between gender , meaning , language and identities in EFL teachers’ community of Mostaganem university is not unaffected by certain intervening factors that pertain to the nature of this EFL context such as teachers’ pedagogic approaches , experiences or personalities. Similarly, both nature of qualitative analysis and the methodology employed in this research may have their own limits, chief of which is data coding process and the phenomenon of the observer’s paradox.

By adopting a community of practice approach (gender) both the role of gender in negotiation of meaning and (gender) identity becomes engulfed in a pool of surrounding variables which made difficult any interpretation that ignores them. Further research in this respect could enlarge the corpus and provide closer examination of those variables’ effect that may interfere in data interpretation .

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# Appendices

## **Appendix1: Questionnaire sample**

Dear Professor,

I am KaidOmar latifa, a postgraduate student of the university of Mostaganem. I am conducting a study on EFL teachers' perceptions of aspects of university teaching in which I would like to invite you to take part by completing this questionnaire. The questionnaire completion will take approximately 20 minutes in which you are kindly requested to draw upon your teaching experience of the subjects you have taught most when you answer the questions. Be sure that your identity will remain anonymous.

1-How long have you been teaching at university?

2-What academic degree do you have in English?

3- What subjects have you most taught?

4- Your gender is :        male                      female

5-Your age is :.....

6-Do you discuss with other EFL teachers of Mostaganem university about things related to your teaching or the subject you teach ?

7- If yes , how often do you interact with your EFL colleagues of Mostaganem university about those teaching issues ? Please put your chosen answer in red)

1-Always ( after each lesson )

2-Often ( after a set of lessons )

3- Sometimes ( as I meet problems)

4- Rarely ( 1 or 2 times a year)

8- What do you generally discuss about with your colleagues and where?

**9-** How do you perceive being a university teacher ?

**10-** What do you do when you meet your students for the first time?

**11-** What do you think is the most important factor of teachers' effectiveness ? Justify your choice please.

a-knowledge of subject matter

c-friendly and open

b-effective communication

d-ability to control classroom conduct

**12-**As a university teacher , how would you maintain discipline in class?

**13-** Is the lecturing method usually associated with university EFL teaching? How do you perceive this method?

**14-** What teaching method do you use in your EFL classes ? Please Explain

**15-**As a university EFL teacher, what is the most favourable teaching condition?

a-When students discipline is established

b- when technological means are available

c- When you are well prepared

d- when students provide verbal feedback

**16-**What do you do to encourage EFL students to talk in your class ?

Thank you in advance

## **Appendix 2 : Transcription conventions**

**Transcription conventions are based on Sacks, Schegloff and Jefferson (1974) and Chafe (1994)**

<b>and ,</b>	Comma, as a continuation marker, speaker has not finished; marked by <i>fall-rise</i> .
<b>.</b>	Full stop marks Sentence-final falling intonation
<b>word?</b>	Question mark depicts rising questioning intonation
<b>...</b>	Half-second pause
<b>CAPITALS</b>	Show heavy stress or indicate that speech is hearably louder than surrounding discourse.
<b>=</b>	Speaker's talk continues or second speaker's talk is latched onto first speaker's without a noticeable pause.
<b>:</b>	Lengthened sound (extra colons represent extra lengthening)
<b>( )</b>	Inintelligible speech
<b>(2.0)</b>	Numbers within round brackets indicate <i>pauses in seconds</i> (in the example, 2 seconds).
<b>((laugh))</b>	Aspects of the utterance, such as whispers, coughing, and laughter, are indicated with double parentheses

**{points at board}** Nonverbal behavior, such as movements and looks, are indicated with braces.

**[and so-]**

**[WHY] her?** Square brackets on successive lines mark beginning and end overlapping talk

/ Indicates where another speaker interrupts or cuts in

/ / Slashes indicate speech is softer than surrounding discourse.

### Appendix3: Transcriptions of EFL classroom interactions

#### **Male1: oral class**

##### Session 1

( the teacher greets his students and turns on his laptop)

(1) T : today **we** are going to speak about the scary idea of exams ((smiling)) .why do you think **we** do exams ...why do **we** seat for exams ?

(2) S1: to Evaluate uh ( 2.0) ourselves . R

(3) T : okay...yes we do exams to know about our level .(2.0) Any other possibility? Yes {gazing at a student who raised her hand }why doing exams ? **yes please.** F/ I

(4) S2: to examine our knowledge. R

(5) T: yes, to examine our knowledge. Yes... another idea? (5.0) yes come on. Yes { selecting a student who raised his hand } F/I

(6) S3: to succeed= R

(7) T: =you mean to get a degree.{student nodding} yes.(3.0).do you like EXAMS ? F/ I

(8) Ss: NO:: R

(9) T: ( moving around ) If...You have for example uh ( 1.0) If the administration gives you the opportunity to do something concerning exams ... that is you can change( ) or add things what are you going to do? I

(10)S4: (calling out an answer): no ( ) R

(11)T: **who is talking ?** (2.0) /**yes please** / {nominating a students who raised his hand}. You are responsible now for making changes so what are you going to do ? (late-comer students entering the classroom) I

- (12)S5: No teachers ...in the exam R  
{Students laughing}
- (13)T: it is a point of view ... **you mean no teacher in the amphi** ?{ teacher looking at S5}. F
- (14)S5: **yes** , JUST students. {laughs} R
- (15)T: Okay {laughing} we' ll be back to this idea.... yes what else ? (3.0) /**yes please** / F/(I)  
{to student 6 raising his hand }
- (16)S6: To ...choose... uh days for the exam . R
- (17)T: yes, why not.... to select appropriate days... but what about the idea of exams? ...to omit things and bring something new (1.0) you want to reshape the way of doing exams? I  
{teacher selects a student raising his hand and moves towards him}
- (18)S7: ( ) we work all year uh (1.0) But in the exam uh ..we... fail. R
- (19)T: Your friend means to have just three days in the baccalaureate exam... to decide your destiny is not fair . So what do you suggest ? F/ I
- (20)S7: uh...to see...uhh.. from the beginning ...= R
- (21)T: =yes { **standing next to S7** } to consider your work from the beginning of the year . Okay, do you agree with the idea of doing exams? F/ I
- (22)S7: {calling out} , yes ,uh... NO R
- (23) T: okay why not . { raises his hand to remind them about the norm of getting the floor) . /**yes please**/ { to S 8 raising her hand } I
- (24) S8: ya , = I don't agree with the idea..... of not doing exams ( ) ,...uh because uh... will NEVER , never revise...uh our lessons R
- (25)T: So, this is your point of view ... you revise because there are exams and you don't revise because you want to revise? {looking at S8} F
- (26)S8: yes .
- (27) T: {selecting student raising her hand } **yes please { coming close to the student }**
- (28) S9: I don't agree with the uh... the idea of doing exams because they make us very nervous and stressed
- (29)T: because they make you very nervous and stressed yes (1.0), any other idea? { selecting another student }
- (30)S10: I agree with having exams because uh... we pass to the second year
- (31)T: yes we **do exams to pass to an advanced level** what is the point of having studies without exams ... **that 's what you mean ?**
- (32)S10: Yes

- (33)T: Okay (1.0) what would you bring instead of exams? Any idea ( 5.0) Alright, if I tell you why(1.0) do students cheat {smiling}? I
- (34)S11: {calling out a response }because= R
- (35) T: =**who is talking?** { looking at S9 then selects a student raising his hand} yes Hafida (I)
- (36) S11: because we cannot... memorise R
- (37) T: You cannot memorISE .yes, { selecting another student raising his hand} F/(I)
- (38)S12: because uh... **they did not hard work.** R
- (39)T: **they did not study hard** um ... okay { Pointing to another student who is handing up} **yes, sir** F/(I)
- (40)S11: because they don't know what the exam are ...uh = R
- (41)T: =they have no idea what the exam IS about . Okay ...what else ? { selecting another student raising his hand } **yes please**
- (42)S12: Sometimes we revise everything ...but in the exam our minds go blank
- (43) T: you mean you forget everything **that's it** ?
- (44) S12: **yes**
- (45) T: okay ( Select another student)
- (46)S13: because we forget what we revise
- (47) T: you forget what you revised so you ask for **help 911** { **teacher and student laughing** } (1.0) **yes please** { selecting a student raising his hand }
- (48) S14: maybe we don't understood uh...the lesson
- (49) T: you think that students did not understand their lessons so as a solution you or they cheat **not you** , THEY cheat { looking at student14}
- (50)S14: yes
- (51)T: Okay , / **yes please**/{ selecting another student }
- (52) S: may be their... intention... uh to succeed=
- (53)T: = yes, their intention behind cheating is to succeed , it means that they work with the idea the means justifies .... Oh sorry the end justifies the means (1.0) yes what else ?{Selecting another student }

(54)S15: they never attend a lecture .... at 8 o'clock

(55) T: [ **at 8 very tough to come at 8**] yes {selecting another student}

(56) S16: may be because uh... teachers gave handout without explaining anything

(57) T : so we have problems with teachers ... **new idea** (1.0) that is teachers give handouts and they don't explain ...students have no idea about what they are studying so what do they do ?

(58) Ss: cheat ((**laughing**)) {**teacher laughing too**}

(59) T: haven't you ever thought of the idea that when somebody is cheating and asking someone else to help him or her ...why this person who is cheating ...why didn't he or she ask himself or herself why I don't know and the other knows ? never came in your mind ? Why ?

(60)S17: maybe she....uh ...wants to confirm the answer

(61) T: maybe she or he wants to confirm the answer yes what else ?YES { selecting another student}

(62)S18: to see if their answer is true or false=

(63)T: =so they check their answers yes?

(64)S18: yes

(65) T: what else ?(3.0) okay can you suggest some solutions to stop this problem of cheating ?{Student raising their hands} **yes please** what do you suggest to end this phenomena of cheating ?I {Teacher selects one student raising her hand }

(66)S19: may be .... ( ) Omit the exam=

(67) T: =so you think the problem is in the exams not cheaters

(68) S19: yes

(69) T: okay, other suggestions please?

(70) S20: to show students how to revise

(71)T: yes, to show students how to revise , what else ? /**yes please**/ { selecting a student handing up }

- (72) S21: accept students way of writing ....uh ... because some teachers like students who ...uhh... write in their ...style only=
- (73)T: =and those who don't write in the teachers' ( ) style is..uh..are going to have a bad mark
- (74)S21: yes
- (75) T: yes... the others { to students who did not speak } share with us, **please** , what other solutions can you suggest to end this problem of cheating
- (76)S22: diminish ...the program
- (77)T: **sorry** , diminish what ? { coming close to S20 }
- (78)S22: the program , makes it short
- (79)T: to make it short because you think that the program for the cheaters is too long ?
- (80)S22: yes , they can't revise all .
- (81) T: They cannot revise everything ( ) yes ... what else ? **yes please** { student raising her hand }
- (82) S23: may be everyone has different question
- (83) T : you mean different topic for each students as some teachers do ( ) we have 80 students so we prepare 80 questions
- (84)S23: yes .
- (85) T: okay that's a possible solution ( ) what else ? { student raising her hand }
- (86)S24: give each uh... students .... his own ..uh..room
- (87) T: WOW... his OWN room ? ... **very imaginative (( laughing)) yes sir** { to a student raising his hand }
- (88)S22: put cameras
- (89)T: put camera::s , yes and may be guns if somebody cheats **it shoots ((laughing))... and we'll have a lot of bodies at the end {students laughing} (2.0)** yes any other idea ? ( 3.0) okay so now we move to our song (2.0) we discussed the story of this song last time ?
- (90)S: yes
- (91) T: so you read it again than we are going to sing it with the singer (1.0)and I want to hear your voices **please** .

{ students read then with their teacher sing the song played on his laptop }

## Session 2

(The teacher enters the classroom , greets his students and switches on his laptop)

(1)T: today we are going to start with story completion as **we** used to do at the end of the session , then **we** move to If possibility this time **we** need to use our imagination ...and at the end we will listen to a song and discuss its lyrics.(0.5) Alright .(3.0) okay ( ) **we** choose different beginnings and uh (0.2) we choose one to make a funny story... Okay? **Do you agree on a funny story ?** MT/ I

(2)Ss: { altogether} yes . R

(3)T: okay who can start our funny story of today ? (3.0) Lets say the night was still young you know the expression the night is still young it means [in the beginning] F

(4)S1: [in the beginning]

(5)T: we say the night was still young when I received a red box ok (3.0) that's **just** a suggestion any other suggestion? I

(6)S2: uh ... I was surprised=

(7)T: =yes is there any other beginning

(8)S3: I was walking then uh... I found gold

(9)T: yes **Algerian dream((smiling))** okay other suggestions for a funny story

(10)S4: once uh ..there are uh ..new ..married.. and uh...

(11)T: [and]

(12)S5: and uh...then they.... the husband ....uh want to go with his wife uh... on honey moon uh... but their grandmother decide to travel with them

{Students and teacher laughing}

(13)T: okay ... very funny ((laughing)) okay **/thank you/ ...you have a plus for it** ( 1.0) Hajer **will you write down our** story for today? {moving around and looking at student3 } (1.0) **will you repeat the beginning** of your story please ?

(14) S6: one day ... a couple uh... decide to travel for their honey moon uh.. and their grandmother wanted to go with them I

(15)T: **okay... thank you ... let's** say it was Saturday morning when,... choose a name ?

(16)S7: { calling out } Peter

(17)T: okay, Peter wanted to take his wife on a honey moon ( 1.0 ) trip ... **you carry on please**  
(1.0) you write the story please Hajer . it was Saturday morning ( ) peter decided to take his wife on a honey moon trip, yes come on let's enter the granma here ( 2.0) okay... let me help you when they were about { a student raising her hand } yes please

(18) S 8:when they discuss about what they do uh..... in their ...uhhh

(19) T: [honey moon

(20) S9: honey moon his grandmother [uh...

(21) T: [okay **let me** put you in the know (1.0) put you in the know it means to make it clear , so when they were about to leave his grandma said what are you going naughty couple do you want to leave me alone ? yes, someone to carry on?

(22)S10: so peter said we are going on honey moon.... come on ... grandma

(23) T : don't write this Hajer okay ? (1.0) yes but what about his wife ? her reaction ? what did she say ?yes

(24) S11: this time we cannot uh.... take you with us ..... but we promise that next time ..... you will travel with us

(25) T: yes so **let's** ( ) as Hafida proposed that his wife begged grandma to stay at home yes ... but what did the grandma say ? ...yes { selecting a student }

(26) S12: I am going with you , you are my son

(27) T yes... who suggest something else... /**yes please**/ { to a student raising her hand }

(28) S13: I will not stay alone at home ...Peter

(29) T: yes or no way ( ) I' ll go with you... but what about her son or his wife what would he or she say ?

(30)S14: his wife said ( ) we have only two tickets

(31) T: yes ... so peter ... the wife or peter said that they had only 2 tickets... okay yes what else? Yes please { selecting a student raising his hand }

(32)S15: I bought one

(33)T: I bought a ticket ((**laughing**)) okay...**yes sir** {to a student raising hand}

(34)S16: your wife stays here and I will go with you

(35)T: **this is a ghost not a grandma** {**teacher and student laughing**} okay...**let's say** I bought a ticket so what about the end ?

(36)S17: nobody travelled

(37) T: yes another possibility?

(38)S18: she go uh... went with them and dies ...in the ...street =

(39) T: = **you mean on their way**

(40)S18: **yes**

(41)T: and finally the couple went to their honey moon alone. A funny story with a sad ending (2.0) so **let's move** to if imagination okay {moving around}..... if you were chosen between..(2.0) being very rich and illiterate (2.0) or very poor and well-educated which would u choose and why ?select students who raised his hand

(42)S19: very rich and ?

(43)T: illiterate

(44)S19: I ..uh..

(45)T: if I were chosen ((slowly))

(46)S19: If I were chosen=

(47)T: =between=

(48)S19: =being rich and illiterate and

(49)T: [or]=

(50)S19: = or very poor and uh... well educated , I will..

(51) T: [would]

(52)S19: would choose poor and well-educated.

- (53)T: why of course ?
- (54)S19: I think uh.. someone rich and illiterate is stupid and uh .. any one can foolish him but poor and educated can work hard to get money
- (55) T: yes okay ...any other possibility ?you have to choose { a student raising her hand } yes Hager
- (56)S20: if uh I were chosen uh... between being rich and illiterate and uh... or poor and educated I ...I...
- (57)T: I would
- (58)S20: I would choose rich and illiterate because ...if I have money and uh ... live a good life ...uh I don't need education
- (59)T: The Algerian dream (( laughing)) yes that 's a choice {student raised his hand }a yes please
- (60)S21: if I were uhh.. chosen between rich and illiterate or poor and uh ....
- (61) T: well educated { students speaking} the others listen
- (62) S21: I will choose =
- (63)T: I WOULD choose
- (64)S21: I would choose rich and illiterate because if I have money uh... I can bring a teacher to my house to be educated {students and teacher laughing }
- (65)T: yes (( smiling)) **a very clever choice** why not ... the others ( 3.0 ) So if I tell you uh (3.0) if you were chosen between being beautiful and a thief or ugly and well-educated what would you choose (3.0) yes ... difficult choice ?
- (66)S22: yes it is difficult to choose
- (67) T: **Do you want to change it?**
- (68) S22: **yes**
- (69) T: Okay, **let's** say uh (3.0) if you were chosen between marrying someone very beautiful or handsome but stupid and uh (2.0) someone who is bad-looking but ...very intelligent what would you choose? (2.0) yes not very difficult this one ...yes please { to a student handing up}
- (70)S: If I were chosen between beautiful =

(71) T: between marrying someone beautiful and stupid=

(72)S23: : If I were chosen between marrying someone beautiful but stupid or horrible and intelligent uh... would choose beautiful woman uh=

(73) T: = but stupid ...**could** you say why?

If I were chosen between marrying someone beautiful but stupid or horrible and intelligent uh...  
would choose beautiful woman

(73) T: but stupid ... could you say why?

(74)S23: yes... stupid because she is beautiful and I am intelligent

(75) T: so in this way your kids will be both intelligent and beautiful

{ teacher and student laughing }

(76)S23: {laughing} yes

(77)T: **((laughing))** yes another possibility ... **yes please**{ to a student raising her hand }

(78)S24: I will chose beautiful =

(79)T: you mean handsome for a man

(80)S24: Ah yes , handsome man uh... because uh(2.0)

(81) T: It is easier to choose than to say why

(82)S24 : yes

(83) T: Okay ... **let's** move to **our** song { distributing handouts with the song's lyrics} this is **our** song for today it is a sad story ...when you read the lyrics you will understand ... but first you try ( ) we sing it together and then we discuss the story (3.0)okay... you read it first then we perform it together .

{ student read than sing the song with their teacher }

(84)T: **it was great** , yes **very good** performance , **thank you, okay** see you tomorrow at 1 .

### Session 3

( The teacher enters , greets his students and fixes the overhead projector with the help of some students)

(1)T: I told you last time there is a story I wanted you to watch and you told me you like watching stories ... Okay(1.0) you have 20 minutes. { late- comer students coming in } ( ) 4 th year student watch this story and 3<sup>rd</sup> year so I don't want you to watch it for the sake of studying but ( ) socially speaking ( ) I want your impressions ... comments ... opinions about it ( 1.0) shall we start ? MT/I

(2)S1: yes

(3)T: { fixing the overhead projector }okay { putting the tape on }

{ 20 minutes later }

(4)T: have you understood the story ?

(5)S2: no=

(6)T: = no? you don't know what the story is about ?

(7)S2: no

(8) T: who can tell me what the story is about , yes (5.0) what does it mean make a difference yes ( ) what is the story about

(9)S3: { calling out } it is=

(10)T: =who's speaking ? { S3 raises her hand } yes, Meriem

(11)S3: it is .... About a student and his teacher

(12)T: yes it is about the relationship between a teacher and her student ( ) a relationship which is ... we call it uh ...bidirectional...{ showing with hand gestures} that is each influences the other ...Okay **could you** tell **us** more about it ... about this relationship (5.0) yes do you want to watch it... watch it again F/I

(13) S4: yes

(14)T: okay but on one conditions.... try to give me your ideas ... { replaying the video} have we made a deal

(15)Ss: yes

(16)T: okay ... maybe you should take notes this time ( ) when watching ...()

{ student watching the story again }

(17)T: what is the story about? { a student raising her hand }yes please.

- (18)S5: a teacher.... Miss Thompson give ...gives steve bad mark and she did not ...uh ( ) his ...problems.
- (19)T: you mean without understanding his situation ... personal life ( )
- (20)S5: yes ... but she was told by another teacher ...
- (21)T: how can she have this? (1.0) ( ) by his past records ... yes we call it past records... yes { looking at S5 }
- (22)S5: she discovered that he has a problem , his mother had uh...a terminal illness then his mother died and... and ... his father was careless ( ) his father was careless therefore ... he ( ) then she start crying ...and want to punish herself
- (23)T: okay, let them finish you want to tell us all the story? **thank you** what else?(3.0) come on you understood the story or you are thinking about the exam ( ) tell me any idea that you have about the story( a student raising hand) **yes please**
- (24) S6: the child had a problem and the teacher did not know ...and gave him bad marks but uh .... but in uh ...mothers' day he gave his teacher a uh ...a perfume bottle... of his mother and a bracelet ... after that ... the teacher understand the problem of her pupil and ( 1.0) and takes care of him.
- (25)T: thank you ... / **thank you**/ (( smiling))... {addressing the whole class} **could** you tell **us** more about the teacher (0.2) what did... she learned uh learn from Steve? {moving around} (0.3) yes **please** { selecting and coming close to a student who raised her hand }
- (26)S7: she ..uh.. learned .... not... judge ( ) because ...he come uh ..comes to class dirty and did not do his homework .(1.0) because he has problems
- (27)T: yes good what did she do then ?
- (28)S7: ( ) teacher... helped the pupil to succeed and the pupil never uh ...forget her and he invited her for his uh... wedding .
- (29)T : as the author said you can never know what difference you make by your actions or lack of actions ...not just actions ( ) lack of actions that is your careless ... you can never tell what difference you make by your caring about ( ) people ( 1.0)there is a saying ( ) people never care about how much you know about them until they know how much you care about them (( slowly)) ( )the others I need opinions or you are thinking about your exams ... **do you want to watch Mr Duncan?**
- (30)Ss: { excited} yes
- { students watch a videotape that teaches them different ways for presenting an apology }
- (31)T: okay , why do **we** say sorry , why apologise ? **yes please** { to a student handing up }
- (32)S8: when we do something wrong
- (33)T: yes { a student raising his hand } yes

- (34)S9: when we make mistakes or to show ( ) and sympathy
- (35)T: yes when we misbehave ... make mistakes hurt somebody or show sympathy so we regret it and want to say sorry ...what do you say to make up for this ? yes { selecting a student }
- (36)S10: I am so very sorry
- (37) T: yes, good what else ? { selecting another student }
- (38) S11: I regret what I did please forgive me
- (39)T: yes, good what else? What if you say sorry to show sympathy {selecting another student }
- (40)S12: I am sorry that you lost your uhh... job
- (41) T: yes good , and how to reply when somebody apologises? **Yes please** { selecting a student }
- (42)S13: apology accepted or I forgive you
- (43) T: yes good . Okay now **let's** move to our story of somebody , nobody, anybody and everybody ... yes who can remind me about the story
- (44)S14: one day there were 4 friends nobody anybody everybody and [somebody],
- (45)T: [somebody] yes
- (46)S14: one day they were sitting in a room and someone knocked the door ... somebody asked everybody to open the door but nobody opened the door so somebody got angry with everybody because nobody opened the door .
- (47)T: okay... **good** (( smiling)) do you have a different story .... ( ) use your imagination I told you that the world of possibility exist in your minds so use it ( 1.0)As Americans say if you don't use it you,
- (48) Ss : lo:::se it
- (49)T: **yes please**... { to a student raising her hand } you have another story ?{ coming close to her }
- (50) S15: one day there were 4 friends nobody anybody everybody and somebody ... somebody and anybody have fought ( ) ...so somebody killed anybody but nobody went to jail
- { student and teacher laughing }
- (51)T: yes / the unlucky nobody/ yes another story yes { to a student raising his hand }
- (52)S16: one day there were 3 friends nobody everybody and somebody,

(53) T: { coming close to S16} okay nobody somebody and everybody.

(54)S: they were in a desert

(55)T: they were in a desert

(56) S: yes ... and it were ... uh... was hot so somebody asked everybody to find water ... but nobody find water so everybody died

{Students and teacher laughing}

(57) T: **very interesting(( laughing)) ... yes you have a plus for it ...** Okay that's it for today as Mr Duncan says Ta Ta for now .

## **Male 2: Grammar class**

### **Session 1**

{The teacher enters in the classroom and sits at his desk}

(1)T: it has been a long while I haven't seen you (1.0) have you missed grammar **((smiling))?**

(2)S: we missed you too sir

(3)T: I want **just** to remind you about our delay in the program and I **think** I've given you the program (nodding) Uh... so **we** try to focus on the most important things (1.0)since you are preparing your lessons at home so we try to move faster to pass to... the second semester' lessons Okay? **TM**

(4) T: so...where did we stop at last time ? **I**

(5) S1: at plural nouns ending in s . **R**

(6) T: that's it .... So **we** said that nouns takes 's' in their plural forms except in men and ? **F/I**

(7)S2: {calling out} yes uh.. and in the word ...women **R**

(8) T: **yes, good** so what about information ? do we add 's' to get the plural ? **F/I**

(9) S3: {calling out}: no **R**

(10)T: why? **I**

(11)S3: because we can't see information . **R**

- (12)T: yes good which means that they are not physical or concrete (( coughing)) (1.0) they have not matter not like a table or a chair but are at the level of the mind like knowledge... can you see it or touch it ?
- (13) S: no
- (14) T: so these types of nouns are called abstract nouns... and include a feeling, idea, concept, quality that we cannot see or touch ... smell or taste like anger ...courage ... dream (2.0)**can you give me other examples** { looking at his students } **I**
- (15)S3: {raising her hand } ( ) like love and hate **R**
- (16)T: **yes good** (0.2) and what about the word God ... is it ...abstract or concrete ? can we say GODS ? **F/I**
- (17)S: {calling out} we can't
- (18)T: we can't =
- (18)2: =but ... other uh people believe ...uh in many/
- (19)T: oh yes ... abstract nouns include all things that we cannot see and ... but for the word god ( ) cannot put a qualifier abstract or concrete (1.0) this is from a religious oint of view but if we take it from a grammatical point of view we say it is abstract . when we talk about this word from monotheist believers... the word God is both capitalized and is always singular (1.0) But if we speak about people who do believe in many gods .... Uh like the Greek methology uh... there were god of wind of love and so on so we may refer to them as gods in plural. Understood?
- (20)Ss: yes
- (21)T: But not all abstract nouns occur in singular forms...we speak of dreams ...beliefs and so on so what about the word Algeria does it take an 's'
- (22) S: we can't
- (23)T: why?
- (24)S: proper noun ... it is proper noun
- (25) T: Oh yes ... **good** proper nouns may be nouns of people like Mohammed ... countries like Algeria ...deserts like Sahara ...companies like SONATRACH ... planes... oceans and seas ... mountains and so on (2.0) now ... do we say government or army has or have {nominating a student who raised her hand) **yes please F/I**
- (26) S5: it is ( )
- (27) T: { from his desk} **I couldn't catch what you said , can you speak up please?**
- (28) S: it is a collective noun **R**
- (29) T: **yes , good** but do we use it with singular or plural verb? **F/I**
- (30)S6: {calling out } uh...singular ?

(31) S7: {calling out } no , with plural

(32)T: if singular why and if plural why ? ( 5.0) well this type of nouns known as collective nouns can be used with both .As singular if we think a government as one entity ... one system and we may use it with plural verb if we are referring to all the people working in it (1.0) In Algeria think about the number of people working in the government (( smiling)),.... it is a huge list going from the president to the prime minister and all the others .....so this is how we differentiate between government and governments ... understood?

(33)Ss: yes

(34)T: Okay(2.0) collective nouns as the case for government or army refer to a group of people and words like team is another example of collective nouns ...So { looking at his notes }... we said that we have 4 types of nouns ... abstra::ct ,

(35)S8: {calling out } concrete=

(36)T: =concre::te

(37)S 8 : collective=

(38)T: = yes collective and [proper nouns] .

(39)S9 [proper nouns]

(40)T: now are there other types of nouns ?

(41)S10: {calling out} yes...common nouns.

(42) T: yes good... and what is a common noun? {a student raises his hand} yes please?

(43)S11: animals

(44)T: animals? Okay it means a noun of anything may be an animal ... place or things there are other types of nouns we call compound nouns

(45)S12: but uh... they may be verb plus noun=

(46) T: = yes good... give me examples then?

(47)S12: swimming-POOL=

(48)T: =yes good... but for forming compound nouns ...there are rules that we must respect

Like Noun plus noun in school- master or Verb plus noun in pick-pocket

(49)S13: {calling out} like put on

(50) T: you said put on is put on a compound NOUN ?

(51)S14: {calling out } no

(52)T: these are called=

(53)S14: =phrasal verbs

(54)T: good... But uh ...there are { looking at his notes } (1.0) there are compound nouns formed by gerund plus prep like in the giving-up but is rarely used (1.0) when you use these compound nouns you must.... and not should ...must be very careful where to put the stress ...I think you are doing phonetics and you should know about these things ( 2.0)



- (10)S1: =predicative adjectives come after the verb to be=
- (11)T: **can you give an example?**
- (12)S1: like the dog was hungry
- (13)T: Okay, ... so in addition to **that I gave you an exercise to do**
- (14)Ss: {some of them} yes
- (15)T: so { looking at one student } **gather your exercises and give them to me** { student collects the papers }... in addition to that **I said adjectives are formed from nouns** positively thanks tO,
- (16)S2: { calling out } suffixes
- (17)T: yes suffixes and we form adjectives from nouns negatively thanks to
- (18)S2: uh... prefixes uh... ( ) both of them sir
- (19)T: so to form negative adjectives how do we call them? [suffixes?]
- (20)S2: { calling out } [ both of them]
- (21)T: suffixes ?=
- (22)S3: {calling out } =yes like use useless
- (23)T: OR?
- (24)S3: {calling out } useful
- (25)T: what about happy.
- (26)S3: {calling out } unhappy
- (27)T: so?
- (28)S3: {calling out } prefixes and suffixes
- (29)T: oh... suffixes and prefixes
- (30)S3 : {calling out } she say { sh means S2} it
- (31)T: she Say it ?
- (32)S3: she ...uh no uh... she says it
- (33)T: yeah... she says it or she said it (1.0) a::lright { Teacher looking at his notes }  
 { someone knocks the door and the teacher went to open the door }

(34) T: { coming back to sit at his desk} Okay ...so we form adjectives both positively and negatively using prefixes and suffixes like happy... unhappy... possible ....impossible ... wise unwise ... legal... illegal or useful ...useless... careful...careless and so on... Understood ?

(35)Ss: yes

(36)T: examples ?(2.0) yes other examples ( ) of negative and positive adjectives using prefixes and suffixes (1.0) come on you did not prepare your lesson . (1.0) other examples { a student raised her hand } yes ,

(37) S4: direct... indirect ( )

(38) T: yes... using a prefix in and i.r what about suffixes?

(39) S4: { calling out }like homeless=

(40) T: =okay { always sitting at his desk} As I said earlier ... **write down** { dictating } in addition to this formation (( slowly)) ... there are 2 other ways ... there are adjectives followed by a prepositional phrase ( 9.0) example ... he is a man greedy for money , (5.0) { student writing down } Alfred was a king anxious for his people's welfare (3.0) there is a very important thing you must know ...you have a very **BIG problem in spelling** (1.0) whenever you don't know how to write a word(1.0) either you check in your dictionaries o:r ask your teacher(1.0) **DON'T write rubbish ... don't INVENTE new words in English** (2.0)So I repeat Alfred was a king anxious for his people's welfare (1.0) so how do we write anxious ? I

(41)S3: { calls out the answer} [a. n. k]. t.c.h. o.u.s R

(42)T: [a. n .K] **Goo::d { looking at S3} you are torturing Mr. Shakespeare { not angry , but looks displeased }**... anxious is spelled a. n. x.i .o.u. s, the x is pronounced as 'sh' because there is a phonological constraint that you ( ) know in second and third year { looking at his notes } (3.0) so after the adjective, what do you notice ? there is a prepositional phrase (1.0) underline it... which is for money (( slowly )) (2.0) and the second one is for his people's welfare ((slowly ))... okay ... all ( ) prepositional phrase and you **CIRCLE** your adjectives 'greedy' and anxious { teaching looking at his notes and students executing the instruction }(30.0) Now... in addition to this last point there is another kind, another type of adjectives that you must know , I am saying 'MUST'...so these adjectives ... they uh (2.0) they express agreement, okay some of them express quality... some of them demonstrate ... some of them uh ... quantify, okay ?etc ... (2.0) So for example ... if you... say adjectives of quality you say what? Good... golden...fair ... bad ... rich... happy... dry ... square ... fat... okay... clever ... intelligent right ? { students nodding} okay **write it down** { dictating different types of adjectives for 15 minutes }

{ a mobile wringing }

(43) T: OFF, off ( ) we have an important point in english concerning adjectives and this point is divided into two parts okay two parts ( ) one the position of adjectives two the agreement of the adjective or the adjectives the position and the agreement of adjectives ... **write down** (2.0) { dictating } english adjectives have the same form used with both singular and plural{ teacher repeating the sentence } feminine and masculine which means what ...Which means WHAT

(44)S4: {calling out} ( )

(45)T: what does it mean this sentence? yes ?

(46)S4: ( ) invariable

(47)T: it means there is no singular or plural form and no singular or feminine and masculine , there is only one form (1.0) it is not like French or unlike French where we have singular and plural and feminine and masculine forms of adjectives okay(2.0) look we say a delicious pie ... a delicious pie ( ) means ... how do you write delicious S.h or C h? { student speaking} **oh my GOD ... Sh ?**

(48)S: NO C I O U S

(49)T: oh yes but there is sh we say delicious { pronouncing the ch sound} (2.0) so this is a phonological constraint too so a delicious pie ... pie is written P.I E so you say a delicious pie but delicious pies ... no article ... no indefinite article (2.0) a nice girl but you say nice girls The problem is whenever we have a rule we have exception okay ... so the exception is this and these change with singular and plural write down { dictating 10 minutes} so this cat these cats (2.0) that man those men ... Understood ?

(50)S: yes

(51)T: so you see adjectives here agree with both singular and plural we say agreement okay, for the second part we leave it for the next session you prepare... okay prepare (2.0) now write down this exercise for your homework { dictating }

### Session 3

{Teacher enters the classroom and greets his students then sits at his desk }

(1)T: ok , close the door please { looking at a student sitting next to the door and looks at his notes } (5.0) where did we stop at last time ? **I**

(2) S1: { calling out} order of adjectives **R**

(3) T: Okay what about the order of adjectives in a sentence (2.0) do you know about the order of adjectives .(2.0) which one comes first which one come second and which one comes third , which ones comes tenth etcetera.(3.0) OR you think that's a game you **mishmash all and you have a fruit salad** (2.0) IS there any rule about that yes or no?(1.0) **F/ I**

(4) S1: {calling out} no **R**

(5) T : no?( ) about adjectives um you didn't prepare um ... there is no order in the sentence of adjectives it means speakers or users will use adjective as he likes , you're **WRONG** you' ve **got a muffin you have a big muffin** ... yes adjectives FOLLOW an order and if you misuse the order of adjectives it is FALSE... consequently you have and consequently you'll have a **ZERO { looking at S1}**. **F**

(6)S2: { calling out } we put adjective before a noun and ( )

- (7)T: **No** (2.0) so when we use ..... **write** order of adjectives { dictating }(2.0) when we use two or more adjectives together { slowly and repeated } in one sentence we must put them in a certain order (3.0) { Dictating order of adjectives 3 mns with examples } two adjectives of size like small big ... tiny... enormous ... you know what is tiny
- (8)S3: { calling out } very small=
- (9)T: very small (2.0) and enormous ?=
- (10)S4: =Large=
- (11)T: =no very big ... very big ...three general description having the idea of opinion ( slowly and repeated} like difficult... beautiful...horrible... easy...expensive { repeated} four age like old young ... new... ancient and the adjective little { repeated }
- (12) S5: { calling out } What does ( ) with age?
- (13) T: what does little do with the age? **(1.0) really you don't know?**{ **doubtfully**} **(1.0)** what a cute little girl(2.0) we say what a cute little girl (1.0) what does it do again?
- (14) S5: But ((low voice)) ( )
- (15)T: **you think your teacher is CRAZY ?=**
- (16)S5: = no { coughing }
- (17)T: **write { dictating }... Five SHAPE...** example triangular flat round circular round square .Okay ( 3.0) do you know how to write these words? ...circular?
- (18)S6: uh=
- (19)T: =yes, say, say, say
- (20)S6: c e r [ k u l e r
- (21)T : [oh **my GOD** ...you have a **VERY very big pro:blem** ( ) VOCA:BULARY , **very very big** circular C.I.R.C.L.A.R , okay triangular T R I A N G U L A R (3.0) yes ? yes ? um  
Ss : yes ( ) l . e . r
- (22) T: Oh MY God... l . A . r ...you have a very big problem... Six colour , blue, green , green , black , purple , purple what is it ?
- (23)S7: { calling out } colour
- (24) T: ( ) seven materials steel , wooden , cotton , paper { dictataing } but we have steel and steel homonyms so how do u write the first one and how do you write the second one ? yes
- (25) S8: s.t. e.a.l
- (26) T: which means
- (27)S8: to steal , to take /
- (28)T: to rob , to rob and the second
- (29)S: s.t double e .l

- (30) T: good yes (1.0) Origin ... write{dictating } ... French... German ... western ... Eastern Greek and so on (3.0) Nine purpose(1.0) okay purpose here means what is it used for ... what is it used for example ... sleeping bag ((slowly))... dining room((slowly)) so when you say dinning room it is a room for dinning you and when I say sleeping bag it is a bag to sleep with okay for camping used to sleep inside okay....the order of adjectives should follow these ones okay example a green plastic bag ((slowly)) okay an elegant little Dutch clock (2.0) third my smart new velvet curtains ((slowly)){ dictating } what is velvet yes what is velvet oh my GOD you don't know ? so check it in your dictionaries ...curtains you know how to write it ?
- (31)S9: No
- (32) T: C.U.R.T.A.I.N.S (5.0) okay fourth a small round dining table ...okay? So look at these adjectives and tell me... tell me the name of each ...okay do it now you have five minutes .{ students doing their exercise }
- (33)T: Finished ?
- (34)Ss: yes
- (35)T : Okay we start with the first example ...yes? { to a student raising her hand }
- (36)S10: green plastic bag , adjective of colour then material=
- (37)T: =and bag is the noun Okay, and the order is respected or not ? yes , yes
- (38)S10: [yes]
- (39)T: second one an elegant little Dutch clock yes... hurry up , hurry UP, yes { to a student raising her hand } listen the others ... yes ,
- (40)S11: adjective holding the idea of opinion[ and] [Dutch ]uh...[ little] ... age (2.0) and Dutch adjective of origin
- (41)T: [yes] [ little... little] yes  
third one (1.0)yes hurry up my smart new velvet curtains ... yes?
- (42)S12: { calling out} smart is opinion [and ]new age [and] velvet uh ...[
- (43)T: [yes] [ okay] [material or colour yes who have a dictionary check it (1.0) check it ... { student checking in the dictionary} { student talking together } yes... **CHECK it** ( 1.0) **I know it** (2.0) velvet
- (44)S13: a cloth=
- (45)T: = a cloth yes a type of cloth , type of cloth and curtains what are curtains
- (46)S14: ( ) put in the window to protect from sunshine
- (47)T: yes to protect from sunshine yeah, a small round dining table , come on yes COME ON , small=
- (48)Ss: =size=
- (49)T: =round=

(50)Ss: =shape=

(51)T =okay dining=

(52)Ss: =purpose

(53)T: yes okay at home ... at HOME .. **prepare comparative** and superlative forms and when you do it be careful at regular and irregular adjectives and... **watch out** small or short adjectives and long ones and when you do that **give me examples** of each case of each case ... comparative using the short and the long and superlative using short and long [okay] ?alright

(54) Ss: [yes]

(55) T: Okay ...now **give me your exercises and preparations too** { a student collecting student's sheets } (5.0)then you do this exercise....**write down** { dictating an exercise } you do it as homework okay and it will be marked { teacher and student writing the exercise }

(56)T: okay... see you next week

### **Male3: Morphosyntax class**

#### **Session 1**

{ teacher enters classroom and greets his students }

(1)T: Okay... last time we stopped at word formation process (1.0)where exactly ? **I**

(2)S1: { calling out}at blending= **R**

(3)S2: =no sir at front clipping

(4)T: yes at front clipping and uh...so front clipping is a way or a word formation process like do you have examples ?= **F/I**

(5)S3: {calling out}=like photo **R**

(6)T: {standing on the board} **no** ...photo is not [front clipping] **F**

(7)S4: {calling out} [no it is back clipping] **R**

(8)T: yes it is back clipping okay... why? **F/I**

(9)S4: {calling out} because the end is uh...is clipped **R**

(10)T: yes good (1.0) because the end of the word is clipped or trimmed... yes okay ... there is another way to uh ...to create words which is called Acronyms like ...for example NATO{

writing on the board} which are...which are only the first letters of ... of North Atlantic Treaty Organisation so only the first letters ( ) from each word to get NATO which seems like a word because there are vowels (1.0) the vowel A it (1.0) which means that it is pronounced like a word okay? Yes other examples ? **F/I**

(11) S5: AIDS **R**

(12) T: yes **good** which stands for what ? yes AIDS are combined initial letter of which phrase ? (2.0) you don't know ? **F/I**

(13) S5: we forget **R**

(14) T: okay... so it is Acquired Immune deficiency syndrome ((slowly)) okay { writing on the board} you see it is pronounced as a word but is an acronym okay .... Like for example LASER (1.0) { writing on the board} from light amplification by stimulated emission of radiation (( slowly)) Okay? **F/I**

(15): S6: {calling out} sir like USA **R**

(16) T: no... USA is not an acronym= **F**

(17)S: why ( ) there is ( ) vowel U and A?

(18) T: yes but it is not pronounced like a word okay?... you ( ) see this later on okay ? { looking at his notes} (2.0) so as **I** said USA is not an acronym because when we pronounce USA letters are pronounced as letters not as a word look U the letter U then S the letter S ... and the letter A is pronounced as A ...is it clear ?

(19) S: 7 yes sir =

(20) S8: like BBC

(21) T: so how do we call this process ? yes you did it with your teacher of morphosyntax ?so ?

(22) S9: abbreviation

(23) T: no not abbreviation ... okay... well abbreviation is the broad term ... acronyms are also abbreviations and clipping also but which kind of abbreviation ? ( 2.0) you forgot? ...okay it is initialism(1.0) initialism okay from initials initialism (1.0) okay for example USA... UK... DNA okay ? it is different from acronyms ? is it clear?

(24) Ss: yes sir

(25)T: okay **can you give me examples** ...I mean other examples?

(24) S10: {calling out} MBC... BBC

(25) T: yes good If **I** tell you CD is it acronym, or=

(26) S11: {calling out}= initia...lism

(27)T: yes good and if **I** tell you RAM [it is ]

- (28)Ss: { some of them } [ACRONYM]
- (29) T: yes good acronym (2.0) okay there is another process which is called conversion do you know what do we mean by conversion ? yes?
- (30) S12: { calling out} form verbs from nouns
- (31) T: **no** this is derivation not conversion ... **I** said conversion not derivation **we** did it ? ..okay ' looking at his note s} okay by conversion **I** mean ... it is a process where a word changes its grammatical class ...**I** mean by this ... a word like party which is a noun becomes a verb to party without adding anything okay? Like for example travel which is a noun becomes a verb to travel without adding any affixes Is it clear? (1.0) can you give me an example ?
- (32)S13: { calling out} babysitter
- (33)T: { standing on the board } **no** this example goes with another process ... it seems you are confusing between the processes ... this is backformation ... we did it ... so go back to your notes (2.0) it is not a conversion because **I** said that in conversion the word does not change ...I mean the word stay stays as it is only its grammatical category changes ...have you understood this? ...**you** should keep in your mind ... and remember the example of party or travel ....**you** have party and to party travel ...to travel .... is it okay?
- (34) Ss: yes yes
- (35) T: in conversion... we uh... have plenty of examples like Paper(( slowly)) ...to paper ((slowly)) or knife (1.0) to knife { writing on the board} and so on.... yes ? is it clear?(7.0){ students writing} So until now what are the word processes that **we** have seen ? **can you tell me** ? yes ?
- (36)Ss: {some of them }derivation =
- (37)T: yes derivation=
- (38)Ss : [compounding ]
- (39)T: [yes] compounding
- (40)Ss: [back formation]
- (41)T: [yes] backformation like what ?
- (42)S13: like babysitter to babysit
- (43)T: yes good ( ) okay what else ?
- (44)Ss: { some of them} Acronym
- (45)T: yes acronym and,=
- (46)Ss: [initialism]

- (47)T: [yes , okay]
- (48)Ss: conversion
- (49)T: yes what else ?(2.0) yes { looking at his notes } there are two missing
- (50)S14: BLENDING
- (51)T: yes good blending and finally?
- (52)S15: generalistaion
- (53)T: **no**... generification okay? Is it clear ?
- (54)Ss: yes
- (55)T: so **you have** an exercise to do {writing on the board} ... so **you write** with **me** this exercise okay? { teacher writes the exercise and students write with him} (20.0) okay so the instructions is that **you** say which word process is involved in the words in uh... yes in the column a right? As the example shown .{ teacher moving around and correcting students' exercises}
- (56) T: okay now **we** correct ( ) yes someone to the board yes? yes { to a student raising her hand} yes so the first word (1.0) sunset
- (57) S16: compounding
- (58)T: yes good compounding of what with[ what?]
- (59)S16: [sun and set ]
- (60)T : yes okay... sun and set okay... another student to the board ?yes { to a student raising his hand} yes the second word to elect yes ?
- (61) S17: clipping=
- (62) T: =clipping?
- (63) S17: uh...back clipping election ( ) ending clipped
- (64)Ss: {calling out} no ( )
- (65)T: no it is not back clipping because the word changes its grammatical class ...you see ? from election a noun to elect so the word to elect comes from election as **we**' ve seen last time with the word television to televise is it clear?
- (66)S17: yes
- (67) T: yes the following word yes miss { to a student raising her hand }
- ( 68)S18: ( ) derivation

- (69)T: yes good derivation from king to kingdom ( ) to get the noun okay the next word yes someone to the board yes ? yes miss { to a student raising her hand } okay so van
- (70) S18: front clipping ...the beginning is uh... clipped
- (71) T: yes good it is front clipping from caravan to van (1.0) miss ... clipping with double P yes ... okay another student yes someone else yes Mohammed (2.0) to network
- (72)S: conversion
- (73) T: yes (( coughing)) good ...okay conversion (3.0) okay you correct then we move to ( ) revision for our exam so you write with me those exercises .

## Session 2 :

{ the teacher enters the classroom and greets his students }

- (1)T: okay where did we stop last time ?(2.0) yes can you tell **me** where we stopped in the last uh... class?
- (2) S1 {calling out} in ...the ( ) square bracketing
- (3) T: no it is not square bracketing it is[ bracketing ] okay bracketing and labeled bracketing
- (4) S2: [ labeled bracketing]
- (5) T: so **I** said last time that bracketing means using square brackets to mark off the different components or what we call constituents of sentence then we have seen labeled bracketing ... the use of square brackets with labels ( ) now we are going to see tree diagram in which the hierarchy of the sentence become more clear uh ...or clearer (2.0) okay last time **I** told you that we start analyzing sentences proceeding from the larger parts to the smaller parts or parts of speech ...okay? ....so the different PS rules we have seen last time ( ) we have seen a number of PS rules(1.0) we have seen noun phrase { writing on the board } and ( ) contains what ?
- (6) Ss: [ determiner]
- (7) T: yes [determiner] and ,
- (8)Ss: noun
- (9) T : yes we use this { pointing to the braces }, to say or that is either this or that but not both so ... either noun or pronoun { writing on the board } like john or he ...or they so in the NP there is noun or pronoun... another possibility is,=
- (10)Ss: = determiner noun
- (11) T: yes { writing on the board } determiner and a noun and the brackets here is for optionality ( 5.0) determiner and noun then or ( ) when we write PS rules ( ) sign has meaning for example we have this { pointing at the braces}it means either this or that and not both ...

then we have this { pointing at the brackets } it means that it is optional we may have it as we may not have it then we have ,=

(12) S3: {calling out}= noun

(13)T: yes noun and **I** said that noun is the essential part ... you must have it and it is not used between brackets because it must be there then ,=

(14) Ss: =adjective =

(15) T: = yes then adjective between brackets too because it is optional that uh... then?=  
=

(16)Ss: =preposition=  
=

(17) T: =**no**... not preposition it is called prepositional PHRASE in which we have a preposition and NP okay this is or these are the basic rules, {student raising her hand} yes

(18) S4 : NP noun or determiner ( )

(19) T: /yes/ yes that's why **I** said NP it means either this or that =

(20) S4: =or

(21) T: / yes/ then we have seen ...and **I** have something to say that that there are other rules by which we can generate other sentences but for now we stop here ... **I** give you next time or... at the end of the session in which **you** are going to see that some sentences do not FOLLOW ...do not follow for example noun determiner ( ) but follow another structure which you are going to see later on (2.0) then we have seen verb phrase ( ) VP may contain

(22)Ss: verb

(23) T: no said may and verb is must so it must contain verb { writing on the board}, so we have VP may contain ... okay V is must plus, =

(24)Ss: =verb plus noun phrase

(25)T: good... plus NP **I say but I don't write it .. I** use the brackets to say it is optional okay? Is it clear? then ?

(26)Ss: ( )

(27)T: yes PP like sleep in the room all this is VP (1.0) then we have=  
=

(28) S5: = adverb=  
=

(29) T: =good adverb=  
=

(30)S5: =and adjective

(31)T: no adverb not adjectives ( ) do not modify verbs but nouns so it is in NP not VP

(32)S6: sir ( ) example with adjective

(33)T: **no** adverb... I gave you an example last time... I said eat hurriedly and hurriedly is not an adjective but an adverb it end with l y ... is it clear?...is it clear?=  
=

(34)S6: = yes

(35)T: okay and we have spoken about PP and we said that PP contain

(36)S7: {calling out} preposition and noun

(37)T: no preposition and NP in which case NP may include pronoun or determiner adjective plus noun as the rule for NP ... is it clear? (5.0) so in a sentence what should it have ?

(38)S8: {calling out} NP and VP

(39)T: good so we should have a noun phrase and a verb phrase ( 5.0) in a sentence we may also have NP auxiliary which is optional plus VP (5.0) like for example in he has gone so he is the NP has is the auxiliary and Gone is the verb

(40)S9: Sir ( ) not verb

(41)T: you mean has gone is verb no has is auxiliary is auxiliary and gone is verb ... yes the tense is present perfect and the verb to go is conjugated in this tense the present perfect but has is an auxiliary in this sentence (1.0) is it clear? In this sentence ( ) not ( ) verb 'have go' but 'go' is it clear?

(42)S9: we write uh...Vp ( )

(43)T: yes you can write VP and in VP you have auxiliary and verb right? (3.0) okay { teacher writes on the board} uh...yes you write (20.0) you may have also the case ( ) conjunction { writing on the board } like a sentence including a clause... conjunction plus another clause like I explain the lesson and I write it on the board yes ? or NP conjunction NP like the girl and the boy or Mary and john (2.0) and PP conjunction PP a man from new York and with fair hair or also VP conjunction VP like eats and drinks or sing a song and dance .

(44)S10: not put the VP( )

(45)T: good ... yes you write the sentences with me an exercise ...is it okay with these PS rules because later on we'll add other rules

(46)S11: add what? =

(47)T: = add other rules you will understand afterwards

(48)S11: yes

{ The Teacher writes the sentences and the students write with him }

(49) T: any problem miss

(50) S12: we did ( ) last time

(51) T: we did it ?

- (52) S12: yes
- (53) T: so you write the other sentences ...don't write this one... write this one { student speaking} yes what this sentence put the baby on the stroller ... you know the stroller? =
- (54) Ss: =yes
- (55) T : okay... please ..first you have to practice with those PS rules ( ) first because after **you**'ll have other rules so if **you** want to analyse this sentence... Bob put the baby in the stroller so **you** start {writing on the board} with,=
- (56) Ss: = sentence
- (57) T : {writing on the board} good the sentence , then
- (58) Ss: Bob IS NP and ( ) put the baby in the stroller VP
- (59) T: okay good NP ( ) and all this VP then ,
- (60) Ss: the verb
- (61)T: okay the verb put then ,
- (62) Ss: the baby NP
- (63) T: good and?
- (64) Ss: in the stroller pp=
- (65) T: =okay in the stroller is pp and ?=
- (66) Ss : =the baby determiner and noun=
- (67) T: =yes good determiner and noun and in the stroller we have=
- (68) S13: preposition and determiner and noun =
- (69)T: no preposition and noun phrase okay... step by step the in np ,=
- (70) SS: = determiner plus noun
- (71)T: yes good ...so this called labeled bracketing ... yes and for the tree diagram of this sentence (1.0) you do it at home plus the other sentences ...okay?

### **Session 3 :**

{ teacher enters the classroom and greets his students }

- (1)T: okay did you do your exercise **I gave** you an exercise ... yes I did
- (2)Ss: yes sir
- (3)T: what are the sentences **I gave** you ?
- (4)S1: the snake killed the rat and it swallowed it
- (5)T: { teacher on the board } so if **I ask** you to draw a tree diagram for this sentence so.. yes ?
- (6)Ss: sentence
- (7) T : okay the sentence all this [yes]? and the we have,
- (8) Ss: [yes] the snake np and killed the rat and it swallowed it vp
- (9)T: no, all this is vp ? what do you notice ? the snake killed the rat and ... it swallowed it yes?
- (10)S1: {calling out} two sentences sir
- (11) T: or two clauses okay?
- (12)S1: yes two clauses
- (13)T: so you remember when **I told** you ...in the PS rules that **we** may have a sentence containing two clauses
- (14) S2: yes sir clause ...conjunction clause
- (15)T: yes good so these two clauses are joined by a conjunction like this sentence and so the sentence then clause one and clause two... okay (1.0) and in the middle **I** put my conjunction and or but or yes and so on... okay and then **you** draw my tree diagram to those clause as simple sentences {drawing the tree diagram on the board} okay ? (2.0) is it clear?=  
 (16) Ss: =yes
- (17) T: now if **you** have the sentence the cat killed the rat and swallowed it not it swallowed it and swallowed it ... without it ...so how you will draw the tree diagram for this sentence are they two clauses?=  
 (18)S2: =no
- (19) S3: one [sentence] but there is two clause=  
 (20) T : [okay] =which which are ?
- (21) S3: the snake killed the rat the first phrase and the swallowed it the is the second phrase
- (22) Ss: no
- (23) T: no you said clauses then phrases so how to analyse it ?, =

- (24) S4 : {calling out}= sir noun phrase the snake then verb phrase and uh...verb phrase another verb phrase
- (25)T: yes good... so where do we put the conjunction ( )
- (26)S4 : vp conjunction vp
- (27) T: goo:::d yes... okay **I** told you last time that verb phrase ...we can have in vp ... vp conjunction vp... so like this one yes?=  
 { the student write and the teacher moves around and corrects his students' exercises }
- (28)Ss: = yes .
- (29) T: okay ... is it clear with conjunctions ? ( )
- (30) Ss: yes =
- (31) T: **so take down this tree diagram** ( ) okay .... then we correct the second sentence.
- { the student write and the teacher moves around and corrects his students' exercises }
- (32) T: okay... the second sentence ...yes ... the letter in the office of the secretary was lost oak someone to the board ... yes you did it at home.... no?
- (33) S5: it is difficult
- (34)T : this is difficult?...why ? you have to follow the ps rules **I** gave you that's all (1.0) yes { to a student raising his hand the student draws the tree diagram} okay... you follow with him if you find any mistakes (2.0) yes okay... the letter noun phrase ... then in the office prepositional phrase ... of the secretary is what ? what is CP ?
- (35) S6: conjunction phrase
- (36) Ss: NO
- (37) T: what ? conjunction phrase ? **did I say ... did I speak about conjunction** phrase ? where did you find it?
- (38)S6: conjunction ( )
- (39) Ss: No
- (40)T: where is the conjunction?
- (41)S: of=
- (42) T: = have **I** ever said that of is a conjunction ? ( ) no it is [a preposition ]
- (43)Ss: [preposition]
- (44) S6: preposition phrase
- (45) T: of course a preposition phrase ( ),

- (46) S6: VP{ pointing to the board} and auxiliary and verb=
- (47) T: =yes ...good so was ...auxiliary and lost is verb right (1.0)okay is it clear ? okay now the last sentence...yes { to a student raising her hand}Okay you write the sentence ( )
- (48) S7: Steve thinks that... Jane loves jack=
- (49) T: =okay ( )
- (50)S8 : { on the board} clause conjunction clause=
- (51) T: =because you think that that is conjunction ...okay what is the problem with this sentence
- (52) S9 : THAT
- (53) T: yes ... so that ( ) not in PS rules so ( ) it is called complementiser and that jane lives him is called complementiser phrase because it complements or functions as ( ) okay so it complements the vp... steve thinks what? That jane loves jack okay?... Is it clear ?
- (54)S10: and uh.. what about tree diagram
- (55) T: yes... so as your friend did steve is np and thinks that jane loves jack is vp ...okay ? and inside vp there is verb thinks { going to the board} and this ... that jane loves jack is complementiser phrase ... and inside complementiser phrase we have complementiser that and a sentence jane loves jack in which we have noun phrase and verb phrase (1.0) you analyse it as a simple sentence=
- (56) S11: =but ( ) not PS rules
- (57) T: yes ...so as I told you there are cases that we did not see like this one okay? ( ) in ps rules so in vp { writing in the board} we can have adverb, prepositional phrase noun phrase must have a verb and may have a complementizer phrase of CP between brackets... okay? OPTIONAL and uh... the ps rule for CP is C or complementiser between brackets and then a sentence=
- (58) S12: =why between brackets sir ,
- (59)T: yes... a good question because sometimes the complementiser can be omitted okay... the sentence ...steve thinks jane loves jack the complimentiser is not present ... but when we draw the tree diagram ...it is ...it is similar to this ....yes? but we just put between brackets that is the sentence ... is a complemetiser phrase but the complementiser has been omitted... okay?=  
 (60) S12: =and we write no ... nothing under complementiser ?
- (61) T: yes of course... if there is no complementiser so you don't write it ...Is it clear? So you take this down (2.0) don't forget to add this to your ps rules right?

## Female 1: Written expression class

### Session 1

{ teacher enters the classroom and greets her students }

(1) T: okay uh... those who were absent last time ... **out** (( **with coldness** )) you come next time.... why you did not come last time? ....okay... I said **go out ... now** ...you can't attend today. **TM**

(2) S: { different voices } why Miss { students complaining and trying to negotiate }

(3) T: =**No** ...no **go out and without complaining** ((forceful tone))see you next time **TM**

{The students left moaning about their teacher's behaviour} .

(2) T: they were absent they cannot follow what we were doing ( 2.0) okay (1.0) the others ... did you finish your work ? .... Have you corrected your friends paragraphs and ( ) spot their mistakes yes or no ? **I**

(3) Ss: { some of them} yes **R**

(4) T: okay... now we still have the last step which is revise yes or no ? **I**

(5) S: {different voices }yes . **R**

(6) T: what you are going to do now ... is to correct mistakes (3.0) yes , what you are going to do now with your friends /**okay?**/ (1.0) with your peers right ...you have to read or ...exchange

your paragraphs and check.. each other's mistakes , /**okay?**/ { students nodding}... is it alright ? then we move to something else /**okay?**/{ students nodding}  
**TM**

(7) S2: but my friend is absent

(8) T: so **you give your paragraph to the other group** /**okay** /? Habibou **you ... give your paragraph to your brother** /**okay?**/... Ali and see whether there are mistakes / **okay?**/ { Habibou nodding}

(9) S3: miss, uh...when we ... uh(1.0) do... correct mistakes ?

(10) T: yes you correct mistakes now / **okay?**/ (2.0) You have written your paragraphs yes or no? student nodding his head} you have to check grammar mistakesuh... paragraph form... whether there is a topic sentence a concluding sentence.../ Okay: ? and also uh...coherence /okay/?

(11) S3 : {nodding} okay

(12)T: Then when you finish **each group gives** the final paragraph to the other groups /okay/? then....each group will check .uh... the other group's mistakes /**okay?**/(2. **You use ...another colour** when you correct( ) /**okay** ?/ then when you finish **each group is uh...going to tell me about the mistakes** they find out /**okay?** /. **TM**

{teacher moving around and students swapping their paragraphs and reading } { after 15 minutes }

(13)T: Right ... **let's** see with this group (2.0) what are the mistakes that you found in your uh ...in karima's paragraph ? ...listen **please** . **I**

(14) S4: there....were ...mistakes in writing uh....some words uh=

(15) T: =spelling mistakes and you write only S.P for this type of mistakes /**okay** ? /S 4 nodding} what about the form of uh... the paragraph ?.(2.0 ) was it appropriate or not ?

(16) S4: yes uh.... There is topic sentence ... and concluding sentence.

(17) T: okay and was it coherent

(18) S4 : yes

(19) T: okay another group yes , Mansouria { to a student raising her hand }Whose paragraph { student pointing at her friend } okay that of this group yes?

(20)S5: plenty of mistakes, **R**

(21)T: oh plenty ((laughing)) okay... what are they ? F/I

(22)S5: uh ...yes .

{ students speaking }

(23)T: ... yes, LISTEN, please .

- (24) S5: there is no title and also spelling mistakes
- (25) T: yes no title **we** said there should be a title for the paragraph and what are the other mistakes? **F/I**
- (26) S5: they use uh... the word 'cos'...uh= **R**
- (27) T: =Oh yes this is a formal paragraph and not an e-mail /okay?/... so **you cannot use such abbreviated forms /Okay?/(1.0)** Oh yes another thing uh ... is **the avoidance of using contracted forms in formal writing(1.0)** Yes another group... yes **Fouzia come here {student coming to the board} so that everyone can hear you /okay?/(1.0)** yes? **F/I**
- (28)S6: the title , uh... in capital.....uh... letters = **R**
- (29)T: oh yes ...**we** said that titles should be capitalized only prepositions are not capitalized yes or no ? **F/I**
- (30) Ss: yes { students nodding }
- (31) T: okay ... yes what else?
- (32) S6: and..uh...the Uh....use of....uh ...'their' uh...is wrong{ showing the paragraph to the teacher}
- (33) T: pronouns yes ... okay uh ... mismatch between nouns and their related pronouns... yes
- (34)S6: and ...uh.. full stop uh=
- (35)T: = yes even a full stop counts you see?
- (36)S 6: yes
- (37)T: what about coherence ?
- (38) S6: ( ) was good
- (39) T: okay... another group , { a student raising his hand }yes Fatah come here please
- (40) S7: the paragraph was not good
- (41)T: not good ... why?
- (42) S7: a lot of repetitions of 'people' in people talk about the event but the people didn't believe it" they should say they did not believe it
- (43) T: yes good this is why we use pronouns ... **we** use pronouns to avoid repetitions ... yes?{ looking at S7}
- (44) S7 : and the title too long { showing it to the teacher }

- (45)T: {looking at the paragraph}yes (2.0) this is a topic sentence maybe but not a title yes what else ?
- (46) S7 : and spelling mistakes in believe they forget the “i” and use contracted forms
- (47) T: yes we spoke about contracted forms ...**we don't use** no contracted forms in writing /okay?/ ...Yes
- (48)S7 : and didn't and uh ..... in the word living with l e a v I n g they write lea::ving instead of living with 'I'
- (49) T: yes ... why don't you check in your dictionaries when you uh... are not sure about ...how to write words (1.0) try to check your words /okay?/(2.0) that's all? { looking at S7}
- (50)S7: yes that's all
- (51) T: Alright, ... **don't uh correct uh**...anything /okay?/ **just ...give me uh** your paragraphs to correct them myself /okay?/ ... for next time prepare another paragraph speaking about good and bad students that is a contrastive paragraphs ... you know what is a contrastive paragraph yes or no ? we did it yes or no ?
- (52) Ss: yes (53) T : okay so **you prepare it and tell your friends to prepare it** /okay?/... Alright we meet tomorrow at 2 30( 3.0) tell you friends /okay ?/

## Session 2

{ teacher enters the classroom and greets her students }

- (1) T: okay look ... I am sorry for those who uh... I didn't allow uh...to attend ... because as I told your friends uh... you couldn't follow uh... what **we** were doing(2.0) I told your friends to tell you about the topic of our paragraphs to prepare it at home ... did you do it ?
- (2) Ss: yes .
- (3) T: okay good (( smiling)) (1.0) so **let's** start with exchanging paragraphs then uh... **we will** talk ...about your friend's mistakes . {Student groups exchanged their paragraphs the teacher moves around and assist her students lasted 15 minutes}
- (4) T: Finished?
- (5)Ss: { some of them } yes
- (6) T: okay... **so let's start** with uh.. this group { a student raises her hand } yes **Shahinez come here please** { to the board} and **tell us** uh... what are the mistakes that you found in... your friends' paragraph /okay?/
- (7)S1: yes uh I found mistakes in coherence=
- (8)T: =ah coherence How ?
- (9)S1: they... spoke about good student and uh.... then put and to speak about bad students no full stop and no uh .... But or however

- (10)T: yes so you mean it is not a contrastive paragraph ... right ... what else?
- (11)S1: And they did not put coma before but and did not put full stop uh... only coma (1.0) ....no full stop
- (12)T: really ? { coming close to S1 and looks at the paper} oh yes comas everywhere , there is uh ( ) a problem of punctuation here (1.0) okay that's all ?
- (13) S1: yes
- (14) T: Okay another group... **yes Meriem**{ to a student raising her hand} **come here please** {student coming to the board} yes ? {students speaking } **LISTEN please .**
- (15) S2: the paragraph is organized ( ) but another sentence I don't know if it is correct or no is 'student is present and far at the same time **R**
- (16) T: yes,... present and far ? oh ok ((laughing)) {student laughing} this is translation ( ) what should be instead? **F/I**
- (17)S3: {calling out} absent -minded **R**
- (18) T: yes good absent- minded yes... okay.... not far and present okay **we cannot say this in English** okay ... absent -minded right?(1.0) what else ?
- (19) S2: yes and they made spelling mistakes in he care ( ) instead of he uh... cares ( ) and uh ... in specially with C not S and that's all.
- (20) T: Okay ... **try to correct your mistakes, okay?** ... { a student raising his hand} Yes Ali...you want to comment on your brother's paragraph ... yes ,listen **please** , yes (1.0) okay, **come here please . F/I**
- (19) S4: first organization... the form of the paragraph after topic sentence uh... space then another sentence and .uh=
- (20) T : = oh yes, { looking at the paragraph } you have ... okay you started with your topic sentence so you have to carry on don't separate between paragraphs , Okay? What else ?
- (21) S4: and indentation in topic and closing sentence=
- (22) T: = Oh yes indentation only at the beginning of your paragraph okay ... this is not an essay... what else ?
- (23) S4: That's all
- (24) T : okay ... another group (3.0) yes another group , yes what about you { to a student sitting at the back } yes ?
- (25)S5: uh .. there is no title at all ((laughing ))
- (26) T: oh ((laughing )) you see this is a kind of revenge .what about ... tell me about other mistakes
- (27) S5: ourself is one word and in plural=

- (28) T: = yes ourselves not ourself and linked , yes it is one word , okay? yes , okay
- (29) S5: a lot of and , and , and
- (30)T: try to use comas or other linking words instead of repetition of uh.. and, okay ? yes other mistakes
- (31) S5: no
- (32)T: who else ? { a student raising his hand }
- (33) T: yes ... another groups (2.0) { a student raised his hand} yes Habibou you want to correct your brother's paragraph ? F/I
- (34)S6: yes R
- (35) T: that's a kind of revenge ((laughing)) {student laughing} , yes, F/I
- (36) S6: the title is all capitalized preposition and articles **R**
- (37)T: oh yes ... **we** said that preposition in the title are not capitalized... okay what else?, listen **please F/I**
- (38)S6: the absence of the third person singular in the majority of verbs **R**
- (39) T: yes , that's a mistake I found a lot in your exam sheets no.... subjects for your sentences okay what about grammar mistakes ?= F/I
- (40) S: =yes he write student are differentiate , instead he should say student are differentiated=
- (41) T: =or are different
- (42) S6: differentiate in=
- (43) T: = we say differentiated by ... but different in /Okay ?/ different in yes
- (44) S6: and after first and second a( ) should put coma
- (45) T: yes ... coma yes... okay
- (46)S6: people ( ) is meaningless ( )
- (47) T: Okay other mistakes
- (48) S6: no
- (49) T: Try to correct your mistakes /okay?/... do it uh ... now and for next time you prepare another contrastive paragraph about living on the campus /okay?/, (1.0) you write uh... you say what are the positive and negative sides of living on the campus not in , ON /okay?/ so write it down { dictating the instruction then does the roll call} /okay?/... here are your marks { teacher give students their exam's marks }

### Session 3

{ teacher enters the classroom and greets her students }

(1)T: Ok have rewritten your paragraphs about living on the campus ?

(2) Ss: yes

(3)T: good... all of you ?

(4) Ss: yes

(5) T: okay you exchange your paragraphs again(2.0) first what you have to do is whether uh...your friends' paragraphs are good or not ... okay if they write a good paragraph or a bad one ... that is the things that you like and that are the things that uh...you didn't like (1.0) you have to write them right ?(1.0) I have given you last time a paragraph checklist so you have to follow it ( looking at the handout) (1.0) okay the things included in content you have organization then format of paragraph ... indentation ... whether the topic sentence is clearly written or not /okay?/ then you have supporting sentence and the closing sentence and you have coherence whether there is ( ) whether there are irrelevant sentences okay (2.0) then you have uh... second part is ( ) what are the things included in this ? /okay?/ you have spelling ...grammar... punctuation and capitalization ...is it okay?(1.0) try to change your friends /okay?/... take the paragraph of another classmate that you uh ... haven't taken ...before /Okay? /

Ss: yes

(6)T: okay you have few minutes uh ... and you write your remarks down /okay?/

(7)Ss: yes

(8)T: {moving around} see again whether these steps are respected or not /okay?/ I give 15 minutes .{ teacher moves around and assist some students who asked for help}

{ after 10 minutes }

(9)T: finished ?

(10)Ss: {some of them} no

(11)T: no uh ... at least( ) something to say okay ? so **let's stop** here ...yes { nominating a student from the first row} (1.0) Okay uh... **please...** listen to your friend .

(12) S1: just one idea in the uh... the second ...uh.. part

(13) T: yes okay ...so they only used one argument to support their first idea ?

(14) S1: yes

(15) T: so it is not a contrastive paragraph?

(16) S2 : { the student who wrote the paragraph}but we...uh.. used the block method.. we used on the other hand ....

(17)S1: there is only uh ..one but ( ) we use only one

(18) T: maybe they ... no it depends , okay ... you stated all elements related to A then used on the other hand all the elements related to B ?

(19) S2: yes and =

(20)T: =and here you said you are using a lot of conditional words that's it ?=

(21)S1: =yes and there is no concluding sentence

(22) S2: we have not....uh... finished our uh... our =

(23) T: =really? I asked you have you finished you said yes ... so(1.0) okay are their other mistakes?

(24)S1: they write to with double o

(25) S2: but with the meaning of also not t o

(26) T: oh yes ... yes this too here means also yes (1.0) what about you { looking at another student} ( ) listen to your mistakes (1.0) yes **listen please**

(27) S2: title not capitalized

(28) T: the title is not capitalized ok ....this mistake is coming uh.. over and over again and you uh ...still make it .yes?{ looking at S2}

(29) S2: and uh=

(30) T: = listen please

(31) S2: she uh...said problems uh...is and she... uh used indentation uh..inside the paragraph

(32) T: ah yes ...you see indentation is just at the beginning of your paragraph then you write directly with no indentation okay? I repeated this **several times and it still appears** ( )

(33) S2: and uh.. spelling mistakes=

(34) T: = look... listen this is not an exam where you cannot use dictionary okay?, you have dictionary uh beside you so why don't you use it? /Okay?/ { looking at S2} that's all

- (35) S2: yes
- (36) T: yes ...okay ... you correct your mistakes please... and give it to me at the end for a second corrections and make sure you correct all your mistakes /Okay?/=
- (37) S4: = yes.
- (38) T: yes another student ... yes **Nessreddine((smiling))** { who raised his hand } you want to comment on your friends paragraph ? ( ) your revenge ...yes ?
- (39) S5: yes ((**laughing**))
- (40) T: okay (( **laughing**))... yes ( ) go ahead=
- (41) S5: he writes the title life in the campus ...uh it is on the campus
- (42) T: yes I told you last time we say living on the campus not in the campus right ?
- (43) S5: ( ) in last sentence he ( ) repeats the topic sentence
- (44) T: you cannot rewrite your topic sentence at the end and uh ( ) concluding sentence /okay ?/ we dealt with this several time yes or no ? okay... that's all ?
- (45) S5: yes .
- (46) T: okay another student ... yes { nominating a student } come here , **Farah please** (1.0)yes ( ) whose paragraph ... is this? .
- (47) S6: Habibou
- (48) T: okay...**let's see Habibou's paragraph (( smiling))?** yes?
- (49) S6: it was good.
- (50) T: does he respect ...all the parameters of paragraph writing ?
- (51) S6: yes ... title... coherence... organization and uh ... everything( ) but uh ...one mistake in writing his sentence ,
- (52) T: what is it ?
- (53) S6: he forgets to start with a capital letter
- (54) T: okay (( smiling))yes capitalization was it uh...the only mistake?
- (55) S6: yes ( ) good paragraph no spelling or grammar mistakes
- (56) T: okay habibou try to correct your mistakes or your mistake /okay?/ ( 3.0) okay now **let's** move to another type of paragraph writing {teacher distributing handouts} oh yes ... don't forget to give me uh... your paragraphs /okay? / ( ) so you read it first then I explain (5.0) I

think we don't have enough time today to ... to uh ... speak about it in uh... detail ... so  
**we** make it for the next session.../ okay ?/

(57) S: yes

## **Female 2: Morphosyntax class**

### **Session1**

{ teacher comes in and greets her students and speaks to them about their time table }

(1)T      today we uh... okay ... **we** have finished with morphology we did in the first term yes...so  
now **we** move to syntax and today **we** start with parts of speech as... as uh .. an introduction  
to syntax ...okay ? you did this in your formal lecture didn't you ?= **TM/I**

(2)Ss :    {some of them}= yes **R**

(3) T:      right ... so what are parts of speech (1.0) what do **we** mean by parts of speech ?(2.0) yes  
miss { to a student raising her hand } **F/I**

(4) S1:     the part uh the part that uh .... makes sentence like nouns verbs adjectives= **R**

(5) T:      =okay... by parts of speech we mean the different functions and jobs a word accomplishes  
inside a sentence okay.... this is what **we** mean by parts of speech the functions a word is  
doing in a sentence... and you uh maybe in your written classes you have dealt with  
different parts of speech yes ? **F/I**

(6) S3:    we did yes in grammar not written **R**

- (7) T: okay ...so you have already dealt with them ( ) like in nouns ... they are abstract common countable ( ) and so on and in adjectives of colour uh... size ... quantity uh...opinion and origin and so on( ) and adverbs of manner and [ of time] **F**
- (8) S2: [of frequency ] **R**
- (09) T: good yes... frequency... time and so on ( 2.0) okay...in English generally... linguists said that we have 8 parts of speech but others say well we have 9 if we include articles... which are nouns ... pronouns that replace nouns... adjective s...articles... preposition ...conjunctions and,= **F**
- (10)S3: =interjection **R**
- (11)T: yes ... interjection **you feel that you need to uh ... do you want** more examples about parts of speech or we skip it to move to ... to analysis of uh ... sentence structure? **F/I**
- (12)Ss: { some of them} no we skip it **R**
- (13)T: so we skip it ? (2.0) no need to waste time on them right? **F/I**
- (14) Ss: yes **R**
- (15)T: since you are familiar with parts of speech ....there is a short exercise to do on parts of speech(1.0) you do it first to make sure that uh...that you make the difference between parts of speech before moving ahead right? ... { teacher writing on the board} so write with me this exercise... **just to practice** /okay?/ can you see from there? { to student on the right} **TM**
- (16)Ss: {sitting on the right} yes
- (17) T: okay... so you have to say ... which parts of speech are the underlined words (1.0) whether adjectives... nouns and so on ... right ?
- (18) Ss: yes
- (19) T: okay ... you have five minutes and **we** correct ( )  
{teacher moving around ,correcting some of students who did their activity }
- (20) T: okay now we correct ... yes who wants to start yes miss { to a student handing up}  
{ student corrects and students correct the exercise and teacher explains too }
- (21) T: okay now we move to syntactic analysis of sentences (1.0 ) but before... what do we mean by syntax ? (3.0)we have said at the beginning of our course that there is grammar which is the big branch the mother ... than sub-branches uh ... the kids morphology and syntax (1.0)syntax is ... the etymology of /
- (22)S1: { calling out}the parts of the sentence uh...that form the sentence
- (23) T: good yes and uh ... its etymology that is the origin of the word syntax is from Greek which means together or arrangement and...so syntax means the rules that uh ... govern the structure of any language (( slowly))/okay?/{Student taking notes} (0.3) in syntax we are

going to deal or uh...to study the different ways of analysing a sentence ... you have dealt maybe with labeling labeled bracketing in your formal lectures yes?

(24) Ss: yes

(25) T: okay (1.0) bracketing and labeled bracketing are different ways of analysing sentence structure ( ) now what is the purpose of using syntactic analysis? why do **we** analyse sentences (1.0) what is the purpose ?

(26)S2 : to know how sentences are formed

(27) T: yes good ... the purpose of analyzing sentences is first to determine the parts that make up a sentence... or what we call constituents okay?... to determine the constituent parts of the sentence((slowly)) { students taking notes} and this is done by breaking down the sentence into its constituents (1.0) to say for example that a sentence is made up by a noun plus a verb ... so you break it into smaller categories and SECOND to describe them grammatically(( slowly)) by giving them grammatical labels or names ... it means names like noun and verb .../okay ?/

(28) Ss : yes

(29)T: So this analysis is a top-down analysis ... that is in analyzing the sentence **we** start from the larger part which is the sentence moving to phrasal categories and to smaller lexical categories (1.0) okay **we**'ll see this later on (2.0) now what are phrases ?

(30) S: a small sentence

(31) T: yes it is small... but it is not a sentence you know why?... Because in a sentence you must have a subject and a verb but in a phrase you have only one of them (2.0) a phrase usually is a sentence fragment ... it is a part of sentence with either a noun or a verb /okay?/ either a noun or a verb but not both of them for(1.0) example you may say a beautiful lady { writing on the board}, beautiful is what ...what is its part of speech ?

(32) Ss: adjective=

(33) T: =right and lady is ,=

(34) Ss: noun=

(35) T: = yes it's a noun , so we have a noun and an adjective which describes it or we say modify it yes?

(36) Ss: yes

(37) T: or we say sing loudly and we have sing is a =

(38) Ss: =verb=

(39) T: and loudly is =

(40) S: adverb

(41) T: yes loudly describes the action of singing so it's an adverb(1.0) so both of them are phrases { pointing at the two phrases on the board}okay ...**let's** work with phrases now (1.0) when we analyse our sentences as I said earlier **we** break the sentence uh..yes we break it down into phrasal categories first that is whether it is a noun phrase ... verb phrase and so on (2.0) now you... I think you dealt with this with your teacher yes?=  
(42) S: =yes

(43) T : okay so **we** start first with phrasal categories because lexical categories are in fact parts of speech okay? (2.0) right ( ) call noun phrase a phrase in which there is a noun as its essential constituents or part or what is called the head and verb phrase ( ) have you understood ? so when **we** analyse our sentences we move from a sentence to phrases to parts of speech or lexical categories { showing them on the board}have you understood ? do you think you can analyse a sentence using a labeled bracketing ?

(44) Ss: yes=

(45) T: =so since you have already been introduced ....uh to labeled bracketing( )and phrases ... **let's have** an exercise to see whether you ...you have understood uh well { writing on the board} so what you have to do is to present a labeled bracketing of these simple sentences. **Okay you can work in groups ....that's better .**

(46) S4: Miss only labeled uh bracket uh=

(47)T: =yes only labeled bracketing ... it is bracketing but with labels right ?

(48) S4 : yes yes

{ teacher doing the roll call then moves around and corrects students who have finished }

(49) T: **please you write parts** of speech too ? not only label ( ) but also label parts of speech okay? Yes have you finished? ... **can we correct?**

(50) Ss: yes .

(51) T: okay ...who wants to do the first sentence ? { a student raising her hand } yes ... can you remind me of your name ?

(52) S: ( ) zahia

(53) T: okay **zahia (5.0)** right { student on the board analyzing the sentence} yes good but how many brackets for uh... the brackets at the end ( )

(54) S: three

(55)T: **only three?**

(56) S: { looking at her sentence } oh no four sorry four

(57) T: yes ... good... four... okay....., **can you uh ... make or keep the brackets separate ( ) clear** ... they are too close and seems three yes... four... thank you... yes another student

{ students corrects the exercise }

## Session 2

{ teacher enters the classroom and greets her students }

(1)T: I am sorry for being late ... I had a meeting ( 2.0) okay... did you do the exercise I gave you last time ?

(2)Ss: Yes

(3) T: { moving around } okay ... so we can move quickly to correction of ... ( ) tree diagram of English sentences (1.0) Okay who wants to correct the first sentence (1.0) **yes Louiza** { to a student raising her hand }

(4) S1: { coming to the board and analyses the sentence drawing a tree diagram }

(5) T: okay ... so we have the sentences than =

(6) S2: { calling out } =miss it is N P and not prepositional/

(7) T: let her do it by herself ... it is good to make mistakes now... ( ) not make them in the test or exam ... **we** all learn through our mistakes ...okay yes (1.0) yes { addressing S1 } you wrote pp that is prepositional phrase ...yes ?

(8) S2: yes

(9)T: right ... but where is the preposition here

(10)S1: { showing with her finger } a

(11)S 3: no it is[ an article ( ) ]

(12)T: [ let her say] it by herself ... yes is 'a' a preposition

(13) S1: no an article

(14) T: so is it a pp?=  
no

(15)S1: no... np

(16) T: yes good and what must be ( ) in np=  
no

(17) Ss: { some of them } = [ noun ]

(18)S1: [noun]

- (19) T: yes ... good a noun ... and { looking at S1 writing } inside noun phrase... yes good a determiner plus noun yes ... but this is a simple sentence ...we'll see later with ( ) our ps rules can generate (2.0) okay who wants to do the second sentence **yes Ismail** { selecting a student }... **can you do the tree diagram** { student looks hesitant } **you just try** ... it's okay if you make mistakes even **your teacher makes mistakes** ( ) we learn it's good to learn ( ) not to repeat them{ coming to the board and starts drawing the tree diagram} okay ( 1.0) yes ... **Smail can you explain what you are doing ?**
- (20)S4: this sentence ( ) and this {pointing to the sentence he is analyzing} is NP and this is VP ( ) (2.0) and this determiner and noun and uh (1.0) in VP verb and this adjective ?
- (21)S5: no adverb
- (22)T: yes Smail it is an adverb you know why because an adverb modifies or describes a verb or action in this example ... speaks how ? fast... and fast here describes [the action]
- (23)Ss: [ the verb ]=
- (24)T: =yes the verb speak or action of speaking ...okay (1.0) and adjective describes [nouns]
- (25)S6 [ subject]
- (26)T: not only subjects but nouns in general it may be a verb or object (1.0) that's why we started with parts of speech because we need them in our sentence analysis okay?... have you understood smail ?=
- (27) S4: =yes miss
- (28)T: now **let's move** to our PS rules we said last time (1.0) **just to remind you** ...that {writing on the board} that NP must have a noun and other optional constituents which are
- (29)Ss: determiner ... adjective and (2.0)
- (30)T: okay determiner in brackets which means it is optional ... it means **we** can have it or don't have it but noun is not in brackets because it is essential otherwise **we** don't have an NP okay? =
- (31)Ss: =yes
- (32)T: yes we said determiner and adjective then what ?
- (33)Ss: prepositional phrase=
- (34)T: =yes good prepositional phrases or PP and we put it in brackets ... is it okay with this rule yes ?=
- (35)Ss: =yes
- (36)T: the next verb phrase rule .(1.0) who wants to write the rule of VP yes will you ? **you try /okay?/{ to a student }**
- { student going to the board }

- (37)S5: { writing on the board } Vp and we have verb
- (38)T: in brackets =
- (39)Ss: = no=
- (40)T: =why?
- (41)Ss: it is the head=
- (42)T: =let her speak ... yes
- (43)S6: because it is the head=
- (44)T: =yes good it is the head of the phrase ... the essential part of it good then ?
- (45)S6: put adverb in brackets because it is optional
- (46)T: yes very good and ?
- (47)S6: put NP in brackets because it is optional
- (48)T: good ...yes and?
- (49)S6: uh (3.0)
- (50)Ss : prepositional phrase
- (51)T: {addressing S6} yes you forgot the prepositional phrase ? ( 1.0) like in eats with a fork ... eats is verb... and with a fork ... prepositional phrase okay ( )
- (52)S6: yes
- (53) T: okay good(2.0) Now **let me give you** another exercise to practice your PS rules { writing on the board }
- (54) S7: homework ?
- (56) T: no ...you do it now and **if you want you can work in pairs** ( ) or in group . { teacher writing the exercise then moves around to correct her students }
- (57) S7: miss can I correct the first sentence .
- (58) T: yes ... have you finished { to other students } okay (1.0) was uh... were all sentences easy to tree diagram
- (59) S8: no... the last one difficult
- (60) T: oka:y... so why was it difficult ? what was the problem with this sentence=
- (61) Ss: =that

- (62) T: yes it is this that that cause problem simply because our ps rules cannot generate such a sentence .
- (63) S8 : miss we cannot say conjunction that
- (64) T: a conjunction? No because that here does not join between two phrases or two sentences but gives us further information about them ( ) complements them in said that the rain will stop complements he said ... he said what that the rain will stop ... it acts as an object okay ?... so how do **we** call it
- (65) S: it is **complement phrase**
- (66) T : **yes a complementiser phrase** okay ...complementiser that and that the rain will stop is complementiser phrase okay ( ) **we** have complementiser plus what is it the rain will stop
- (67) Ss: a sentence
- (68) T: yes good... so complementiser plus another sentence because **we** have noun phrase and verb phrase right? So we correct this sentence then we move to the other sentences right?(2.0)can I clean this part? { showing a part of the board}you wrote this ?=
- (69) Ss : =yes
- (70) T: okay **who wants to draw the tree diagram of this sentence** ?... okay **we** have the ps rule that generates this sentence so who wants to try ?
- (71) S: yes miss{ student ion the board drawing a tree diagram }
- (72)T: okay... yes tree diagram is like a game ( ) you should practice a lot (3.0) yes miss can you explain what you are doing ?
- (73) S: yes { pointing to the tree diagram} Sentence and np pronoun he and vp said and this is complement uh..
- (74) T: yes good complementiser phrase or cp yes carry on
- (75) S: in cp we have complementiser and sentence ...and in this sentence np ...vp and in np Noun and in vp... auxiliary and verb
- (76) T: Yes good... but since the cp complements the verb... said what ? so cp should be under verb phrase... that ( )the verb said and cp right? { writing on the board} like this okay ?
- (76) Ss: yes
- { teacher and students correcting the rest of the exercise }
- (77) T: **you write please this exercise** ... your homework ... you ( ) sentences { teacher writing the exercise on the board } (10.0) oh yes ...next time get prepared for your test paper
- (78) S: next time
- (79) T: **yes just a short exercise /okay?/** get ready ( ) try to practice at home okay?

(80)Ss: yes

(81)S: miss exercise like this { pointing to the exercise or the board }

(82) T: yes like this ( ) right? { teacher doing the roll call }

### Session 3

{ teacher enters the classroom and greets her students }

(1)T: okay today **we** will carry on with sentence diagram uh ... I think **we** have an exercise ... uh have I ...did I give you an exercise to do ...last time?

(2) S1: yes sentences

(3) T: okay so **we draw** quickly the tree diagram of the sentences I give. ..gave you then **we** move to diagramming before the test paper ( 2.0) you did diagramming in your formal lecture didn't you ?

(4) Ss: yes

(5) S2: { calling out } it is difficult miss =

(6)T: = / difficult?/ ...Okay ...**we** will see afterwards /okay?/=

(7) S2: =yes

(8) T: someone to the board please....someone to correct the first sentence ... yes? { to a student raising her hand }

(9) S3: { to the board drawing the tree diagram } uh... the sentence ( ) and the postman noun uh...no np and lost his keys uh... yesterday is vp... lost is verb his ...pronoun ad keys is noun ... and yesterday is adverb=

(10) T: =yes good

(11)S4: { calling out }but miss his keys NP before { pointing to the tree diagram on the board }

(12)T: oh yes good you're right **yes / thank you** / {teacher correcting the tree diagram} yes okay yes before the lexical categories **we** start with the phrasal categories so NP then Determiner and Noun ...[okay ? ]**very good** { to S4 }

(13) Ss: [yes]

(14) T: okay any problems with tree diagram [until] now ?

(15) Ss: [no ]

- (16) S5: [easy miss]=
- (17) T : =okay the second sentence yes (2.0) who wants to try ? { a student raising his hand } okay yes { student going to the board and draw a tree diagram } can you explain please ?
- (18) S6: I is np bought a book ...but I returned it is vp
- (19) T: **okay ... but** what do you notice in this sentence I bought a book ... But... I returned it
- (20) Ss: but is conjunction
- (21) T : { looking at S6} I bought a book ....I returned it
- (22) S5: uh... two sentences
- (23) T: yes good... **we** have two sentences/ right?/ and these sentences are brought together they are linked by what ?
- (24)S5: [but ]
- (25)S6: { calling out}[ conjunction]
- (26)T: { looking at S6} yes but is a =
- (27)S5: =conjunction
- (28) T: yes a conjunction (2.0) we said last time in our ps rules if you remember that **we** can have sentence in which ( ) conjunction and another sentence yes?
- (29) S5: yes=
- (30)T: =so you have the whole sentence and under this sentence one or clause one okay ( ) conjunction but ...and then sentence or clause two ....and then you analyse your two sentences normally as simple sentences ....okay?... they are simple sentences right ? { looking at S5} the other is it alright? no problems until now ?=
- (31)Ss: = no
- (32) T: okay the last sentence ... yes who wants to correct it ? /you want to try **Mastoura** ?/{ to a student } yes ( ) ? okay yes
- (33)S7: { to the board drawing the tree diagram }
- (34) T: can you explain what you are doing ?
- (35) S7: john is noun phrase and gave Mary three red rose is verb phrase=
- (36) T : okay good then?
- (37) S7: gave is verb may three red roses is NP uh ...Mary is Noun and three is noun
- (38)S8: no miss/

- (39) T: let her do it herself ... she wants to try so let her try (1.0) yes you said three is noun okay red is what?
- (40)S8: adjective
- (41) T : { looking at S8}yes red is adjective because it describes and gives information about roses it modifies roses okay...so three gives us information about what three what ?
- (42) S8: uh ... roses?
- (40) T: yes three modifies roses like red =
- (43) S8: three is ... adjective?
- (44) T: yes it is an adjective... like four , twenty , thirty ( ) are adjectives // right?// the others have you understood?=  
=yes
- (45)Ss: =yes
- (46) T: okay so this means that we can have more than one adjective in np okay? ... two three or sometimes four(2.0) like in uh ( ) ... expensive new red wooden car (( slowly)) okay we have how many adjectives ?
- (47) S9: three
- (48)T: [ three?]
- (49) Ss: [ four]
- (50) T: yes four expensive ... new ... red and wooden (1.0) you did order of adjectives?... which means you may have many a adjectives modifying a noun Yes ?=  
=yes
- (51) Ss: =yes
- (52) T: is it okay with this tree diagram?
- (53)Ss: yes
- (54) T : /okay/ you write then we move to diagramming  
{ student taking down the exercise }
- (55) T: okay have you finished can I clean this part ?
- (56) Ss: yes
- (57) T : diagramming is another way of analyzing sentences ...to determine its constituents okay ?For example let's take this sentence rainbows appear { teacher writing on the board} ( ) first we draw a horizontal line or base line and another one that crosses the base line
- (58)Ss: {some of them} vertical line

- (59) T: yes a vertical line (1.0) then where is the subject?=  
(60) Ss: rainbows  
(61) T: yes... so I write it in the right side of the vertical line.... okay ? in this side { writing on the board}(1.0) then the verb appear on the left side of this vertical line right (2.0) now if I say bright rainbows appear often what do I do ?  
(62) Ss: { calling out } bright below [ rainbows ]  
(63) T: [ right] I draw a slanted line below rainbows because bright is describing of modifying rainbows okay then what about often ?  
(64) S: { calling out } under appear=  
(65)T: = yes good because often is modifying appear ...appear how ? ...often right ... is alright ?  
(66) Ss: yes  
(67) T: now if I have this sentence the fire starts on the stove okay  
(68) Ss: fire in the right and starts in the left ( )  
(69) T: okay so fire comes here { writing on the board} in the right (( slowly)) and starts in the right (( slowly)) then the of fire ?  
(70) S: under fire  
(71) T: yes good and what about on the stove  
(72) S: under starts  
(73)T: yes but we put on here on the slanted line and stove it is a noun I write it here in a line a line parallel to the horizontal line okay ? have you understood ?  
(74) Ss: yes miss  
(75) S: miss and the of stove=  
(76) T: =oh yes the modifies what  
(77)Ss: STOVE  
(78) T: so I write it under stove okay?  
(79)S: yes  
(80) T: in the exam you will have sentences like this okay ? it is not difficult ? is it?  
(81) Ss: no  
(82) S: miss if there is uh.. for example a conjunction

(83) T: yes I think we should stop at this level for the time being (1.0) **we** start with simple sentences when you assimilate this we move to complex sentences okay? ....so that not to confuse you okay? (2.0) right you write down this and then when you finish you take a double sheet please and write your names on it .

(84) S: test paper miss

(85) T: yes I told you about it ... just a short exercise okay ?

{ student having their test paper }

### **Female 3 :Written expression class**

#### **Session 1**

{ teacher enters and greets her students }

(1)T: you can open the window **if you want** { students opens the window}(3.0) I gave you an exercise last time have you done it ? **TM/I**

(2)Ss: yes **R**

(3) T: /okay/ someone to the board ? yes someone to the bo:::rd { a student raises her hand} **yes** { writing the example } so the pattern that we have here is ? . ( ) yes the pattern what is it ? **F/I**

(4)S : {calling out} SVA **R**

(5) T: { standing at the back} we have here ... the student who obtained the best mark will go abroad to follow his studies ( )okay? so what are the expansion used here are ?yes ( ) **I**

(6) S1: subject **R**

(7)T: okay subject and? (2.0) yes subject and what?... Yes? **F/I**

- (8)S1: { calling out } relative clause **R**
- (9)T: good yes a relative dependent clause yes this is the first expansion ( ) then what do **we** have ? to follow is = **F/I**
- (10) S2: {calling out} an infinitive phrase **R**
- (11) T: yes very good to follow his studies is the second expansion and it is an infinitive phrase (1.0) so what if we said the student having the best mark will go abroad to follow his studies ( ) okay what is the first expansion pattern ? (2.0) yes what about other students there are only two students participating what about the others? (2.0) **yes please** what is it? **yes Fatima.** { selecting a student } **F/I**
- (12) S3: { Fatima } uh(2.0) **R**
- (13)T: how do we call it is it miss { gives her name }((**smiling**)) ? **I**
- (14) S3: no ((**laughing**)) uh participant uh=. **R**
- (15) T: =yes it is a participial phrase yes and what else? **F/I**
- (16) S4: {calling out} verb will go and uh...( ) an infinitive phrase= **R**
- (17) S5: {calling out} =adverb **R**
- (18) T: yes good... abroad is adverb or modifier then to follow his studies is an infinitive phrase okay? **F**
- (19)Ss: yes
- (20)T: another expansion okay... the second sentence **we** have ...yes someone to expand the second sentence yes { to a student handing up )yes you write the sentence before the expansion please okay then you write the expansions you added okay? { student writing on the board}(7.0) okay so the sentence is the actress received a great award and the expanded version is ( ) yes ... the famous American actress that ( ) yes (5.0) yes so what are the expansions you made ?
- (21)S6: the actress is subject uh...and who lives in the country side is a ... relative dependent clause and great is uh is ... adjective and award is ...object
- (22) T: okay... yes good (1.0) any other expansions for this sentence ? yes ( ) karima
- (23)S7: the Algerian actress who went ( ) received the first award for her role =
- (24) T: =yes good... and the expansion you used is?
- (25) S7: yes uh ... Algerian is adjective anduh... who went to Monaco a relative clause and for her role is a prepositional phrase

- (26)T: yes ...very good (1.0) so will you write it on the board ? yes (10) yes { S7 writing on the board} yes...received ...there is I missing miss (2.0) okay the second sentence (2.0) yes ( )
- (27)S8: uh.. fathers offered uh a ... presents
- (28) T: yes so the ... so what is the pattern here
- (29)Ss: SVO
- (30) T: yes good... subject verb object (1.0) so the expansion would be ? ( 1.0)yes who wants to expand this sentence (1.0) yes { to a student raising her hand } what ( )
- (31)S9: fathers who are happy offered a beautiful present to uh to his wife for saint valentine =
- (32) T: = to their wives yes **caring husbands ((smiling)) okay** or the caring husbands instead of fathers ( ) yes so expansions are ? ...yes?
- (33) S9: relative clause and prepositional clause uh... ( )
- (34) T: yes prepositional phrase not clause ... good another proposition ? ( 1.0) ye::s ...yes Masouda
- ( 35)S10: **please miss don't call me Mesouda ( ) Amina**
- (36) T: **Okay((laughing)) Amina yes**
- (37)S10: fathers that ( ) offer duh.. many presents
- (38) T: okay yes ( ) offered them many presents ( ) okay the expansion ... or expansions are ?
- (39) S10: subject relative clause and adjective phrase
- (40) T: okay ( ) yes another proposition yes { to a student raising her hand }yes **Rachida**
- (41)S11: fathers living in Europe offer nice presents to children in Christmas
- (42)T: yes very good ( ) to make it as long as possible ( ) fathers living in Europe offer presents to their children in Christmas yes ...**good will you write it on the board** { S11 writing on the board} (12.0) okay Christmas c h r I s t m a s ((slowly)) yes (1.0) yes so what are the expansions here ...yes
- (43) S11: Participle phrase living in Europe and ( ) prepositional phrase
- (44) T: okay (1.0) yes... so you see how we expand sentences ( ) yes the third sentence (2.0) what was the third sentence ...yes the third one =
- (45) S12: the prisoner escaped
- (46) T: okay so the pattern of this sentence is?

(47) Ss: SV

(48)T: yes subject and verb so what did you ( ) **who wants to expand this sentence** ...yes ...make it as long as possible okay? (1.0) Yes what happened to the prisoner (2.0) **did you help him to escape ? (( smiling))**

(49)Ss : **No (( laughing))**

(50) T: {to a student raising her hand } yes **Naima**

(51) S13: the bad prisoner escaped from the window

(52) T: yes good or the guilty prisoner yes so what did you add

(53) S13: adjective ( ) phrase=

(54) T: =Okay another proposition (1.0) a longer sentence yes ‘ to a student raising his hand} yes **Saifeddine**

(55)S:14 the dangerous prisoner who was killed a lot of people escaped from a very small hole=

(56) T: =yes good ...a long sentence so you said the dangerous prisoner who ?

(57)S14: Killed a lot of people

(58) T : okay a serial killer yes?

(59)S14: escaped uh.. from a very small hole

(60) T: okay so **he must be very slim ((smiling))**

(61)S14: **(( laughing))yes very very slim**

(62) T: so... the dangerous and slim or bony ... okay bony very slim ...from bones ...okay so we can add the dangerous bony prisoner... **another expansion you see ?((smiling))** so what are you expansions ?

(63) S: adjective ( ) relative dependent clause and ( )

(64) T: yes will you write in on the board please { student writing on the board}( 15.0) okay hole without ‘w’ in the beginning (1.0) whole with ‘w’ means something else okay... it means the general or broad but hole ...with’h’ hole means a small uh... a small opening right ? (2.0) so **now let me give you another exercise ( 5.0)** okay ( ) .... so I give you your marks ( )( 5.0) you look worried ... yes so ( ) the best marks then bad marks .{ teacher hands back her students’ exam sheets }

## Session 2

{ teacher enters the classroom and greets her students }

(1)T: okay last time we did not have enough time to write the exercise (1.0)okay **we** do it now okay? { teacher writing on the board the exercise } (2.0){ students speaking} **yes you write quietly please .**

{ student writing the exercise for 10 minutes }

(2) T: okay ...so you have to write a sentence by arranging these phrases okay ( )to make one sentence... okay

(3)S1: Miss what is profuse

(4)T: it means use it a lot

(5)S2: miss sarcastic means what?

(6)T: sarcastic as in literature it means used for mockery (1.0) for example if I say uh tough ... to a student who got a very bad mark ... for example ...yes excellent very good job but I mean the opposite so this is sarcastic you see?

(7)S2: yes / thank you/ miss

{teacher moving around and correcting her students' exercises}

(8) T: yes have you finished... **can we correct ?**

(9) Ss: finished miss

(10) T: okay ...so the first sentence { a student raising her hand } yes Naima

(11) S3: we tend to use new profuse technologies unwisely and harmfully

(12) T: okay but look at profuse in the sentence our use of technologies is profuse so profuse modifies use and not technologies you see?

(13) S3: yes

(14) T: what would you say... it is not technology that is profuse but our use of it so?

(15) S4: {calling out} we tend to use /

(16)T : yes **Naima** we tend to use ,

(17) S3: we tend to use new technologies profusely and unwisely and harmfully .

(18) T: {standing at the back } yes okay... **will you write it on the board ?** { student writing the sentence on the board}(3.0)okay we used new with technology because we have our technologies are new so new describes technologies but profuse harm and unwise describes

our use okay? { S3 writing the sentence on the board} (15.0) okay harmfully with double l  
(2.0) yes double l

(19)S4: miss the second sentence

(20)S5: {calling out} miss... put coma not and ( )

(21) T: yes good so put coma to avoid repetition of and unwisely coma .. no profusely coma  
unwisely and harmfully(2.0) yes good

(22)T: okay the second sentence Mencken criticized Foibles yes then? { student raising her hand }  
**yes please**

(23)S5: Mencken criticized uh.... Foibles of American society wittily ...sarcastically and often  
unmercifully

(24) T: yes good or instead of ...of American society what can we say ? yes { to a student raising  
her hand }

(25)S6: criticized American foibles wittily , sarcastically and often unmercifully

(26)T: yes good ...**will you write it on the board (3.0)** yes okay so all these three adverbs  
sarcastically, wittily and unmercifully describe criticism or the action of criticizing okay not  
the society by the verb to criticizes okay... right ?

(27) Ss: yes

(28) T: okay the last sentence yes (2.0) teenagers tend to follow fashion yes ? yes { student raising  
his hand }

(29)S7: Teenagers follow fashion slavishly , blindly and sometimes dangerously

(30)T: yes good so slavishly....blindly and dangerously are adverbs of manner describing the action  
of following and sometimes is an adverb of frequency yes or no? (1.0)so don't forget types of  
adverbs okay? **will you write your sentence please** ? yes student writing on the board} okay?  
have you understood how we use adverbs and adjectives?

(31) Ss: yes

(32) T: okay now **we** have another exercise to do okay? It seems that you have problems with  
adjectives and adverbs (3.0) because when ( ) I found a lot mistakes ( ) okay **let me give you**  
this exercise { looking at her notes}( 5.0){ teacher writing on the board }

(33) S8: miss this is times in capital letter

(34) T: yes it is capital letter because it is a name of a well-known newspaper in USA. { teacher  
moving around and correcting the exercise } okay **can we correct now?**

(35) Ss: yes miss

(36) T: okay so the first sentence where is the adjective and adverb and ( ) types yes Saifeddine { student raising his hand }

(37) S9: daily is adjective ( )=

(38) T: yes good and it is not adverb okay because some of you thought that it is an adverb because it ends with l y ( ) are adverbs okay? So why adjective ? ( )

(39) S9: because ( ) newspaper

(40) T: yes ... okay because it modifies a noun newspaper and ( ) next sentence ? yes...the others { selecting a student } **yes Khadija** { student going to the board } okay yes very softly is ?

(41) S10: very is adjective and effectively adverb=

(42) T: = why very is adjective ? what does very describe ? (1.0) /yes/=

(43) S10: = softly ?

(44) T: and softly is ?=

(45) S10: =adverb

(46) T: so what modifies an adverb ... adjective?=  
=

(47) Ss: =no adverb=

(48) S10: =adverb

(49) T: yes adverb modifies another adverb ( ) right?

### Session 3

{ teacher enters the classroom and greets her students }

(1) T: did you do your homework

(2) Ss: yes miss

(3) T: **so... please** { to a student } collect your homework for me { student collecting students' papers } okay? (3.0) so we are going to see paragraph development by cause and effect okay? But first what do **we** mean by cause and effect ?

(4) S1: { calling out } something causes something and effect is the result

(5) T: okay, yes so **let me put** it this way cause is what makes something happen and effect is what results from that cause ( ) it means that cause and effect are related ... **we** give cause for some results and **we** give results from certain causes (1.0) for example if I say uh(2.0) smoking leads to or causes lung cancer where is the cause=

(6)S2: {calling out} =smoking

(7) T: and the effect is? =

(8) Ss: cancer

(9) T: yes good lung cancer so that's why **we** speak about cause and effect paragraph ( ) they are interrelated okay what you are going to do is to read this paragraph in the handouts { distributing handouts } and spot where causes and effects are expressed and the words used to express them ( ) okay ? { student reading teacher doing the roll call then moving around } yes have you finished ?

(10) Ss: no=

(11)T: = no? yes(1.0) okay you have five more minutes (5 mns) okay now **we** start by sentences of the first paragraph slaughter on the highway that express the cause-effect relationship ... yes { student raising her hand }

(12)S2: the fist sentences in ( ) can be attributed to ( )

(13)T: { sitting at her desk } okay read the whole sentence in order to see the meaning of cause effect

(14) S2: ( ) can be attributed to environment conditions .

(15) T: okay so so car accidents can be attributed to environmental conditions so where is the cause and effect ?

(16) S2: { calling out } cause is environmental conditions and effect is car accidents

(17) T: good yes... and which words indicates ( ) ?

(18) S2: [attributed to]

(19)Ss: [attributed to ]

(20)T: yes good attributed to which means are caused by... okay accidents can be caused by environmental conditions right (2.0) so you underline attributed to which expresses this cause-effect relationship right?

(21) Ss: yes

(22) T: /okay/ another sentence **please** ...yes okay { student raising her hand } yes **wahiba**

- (23)S4: mechanical failures ( ) related to faulty brakes... related to
- (24) T : related to is the expression for cause ?
- (25) Ss: [no]
- (26) T: [can] you read the sentence where you find ( )
- (27) S4: mechanical failures especially those related to faulty brakes
- (28) T: okay carry on ... the sentence is not finished yet=
- (29) S4: to faulty brakes and ( ) account for a significant ( ) accidents .
- (21) T: so what causes significant accidents?
- (22)S4: mechanical failures =
- (23)T: and what is the result of mechanical failures ?
- (24) S4: uh (2.0) accidents
- (25)T: yes good.( ) the sentence between comas ( ) adds information to mechanical failures which cause ... causes fatal accidents right ? ( ) so the expression used for the relationship cause effect is
- (26) S4: uh (2.0) accounted for
- (27) T: yes good and account for means explain ( ) so it means mechanical failures are explain why there is a lot of accidents... okay? explain why there is many accidents (1.0) okay so you underline it right ? next ? { student raising his hand } yes **Majid it has been a long time I haven't heard your voice.. yes ?**
- (28) S5: uh... the most uh... frequently reported factors in car accidents are errors of human judgement
- (29) T: okay ...so where is the cause in this sentence ? (2.0) yes Majid ?
- (30) S5: error of human judgement
- (31) T: yes good and the result?
- (32) S5: car accident
- (33) T: yes very good car accidents okay? And what expresses this relationship of cause effect?
- (34) S5: reported factors in

- (35) T: yes okay... it is factors in ( ) means causes for right ? so **you underline it** ... okay another sentence expressing cause effect in this sentence
- (36)S6: {calling out } no in the second paragraph miss
- (37) T: okay so the second paragraph yes ? { student raising her hand} yes Amina
- (38) S6: A major cause for language change is the influence of a foreign culture ... influence of foreign culture is cause and uh (1.0)
- (39) T: yes good =
- (40) S6: language change is the effect and uh ... the ... the expression is major cause for=
- (41)T: yes very good (1.0) **you underline it please** this one okay second paragraph.. language change (3.0) okay another sentence { selecting a student } yes **Bedra I haven't heard your voice for ages(( smiling))** ...okay yes ?
- (42)S7: a continuing cause ...uh of uh..change is rapidly expanding technology (2.0)
- (43)T: okay(1.0) where is the cause and effect Bedra yes?
- (44)S7: cause is change and effect is uh ... rapidly expanding technology
- (45)Ss: no=
- (46) T: **okay Bedra you think that** language is cause for developing technology or technology makes our language change ( ) new words/
- (47) S7: no technology is cause and uh...language is effect
- (48) T: yes good... so we have technology that is developing and as a result leads to new words like for example.... the word computer did not exist before the equipment computer was invented right? ... and also the internet ( ) so new words that make our language in constant change .

