



**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**

**MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC  
RESEARCH**

**Abd elhafid Boussouf University Centre Mila**



*Institute of Literature and Languages*

*Department of Foreign Languages*

*Branch: English*

**Students Perspectives about Male and Female EFL  
teachers Teaching Methods in MUC**

The case study of Master one and Master two University  
Students

A dissertation submitted in partial fulfillment for the higher requirement of master's  
degree in

**Didactics of Foreign Languages**

**Presented By**

**1. Boullouf CHAIMA**

**2. Fekraoui CHAIMA**

**Supervisor**

**Dr. Kebbout HOUDA**

**Board of examiners**

Chairwoman: Dr. NIHAD Laouar

Supervisor: Dr. Kebbout HOUDA

Examiner: Dr. Djehaiche AISSA

**2023-2024**

## **Dedication**

*I have first to thank Allah for helping me All the Praise is due to Allah alone,*

*The sustainer of the World*

*I dedicate this work*

*To my mother and father, source of my happiness and success in life, may Allah bless them*

*To my beloved brothers, "Ayoub" and "Islam"*

*To my sweet sister "Douaa"*

*For their unconditional support and encouragements to pursue my interests*

*To the memory of my grandmother, who would have been very proud of who I am Today*

*To myself for being patient, resistant, and strong*

*To my partner and friend "Chaima" for believing in me and supporting me throughout this study.*

**CHAIMA BOULLOUF**

## **Dedication**

*First of all, I thank Allah for giving me the health, patience, and courage to complete this work.*

*I dedicate this work to my beautiful family, who has been a source of love and especially to my "parents" who gave me love, peace, and strength to become a better person.*

*My father "Mahfoud" and my mother "Salima"*

*To my beloved brother "Oussama"*

*To my sweetest sisters Fouzya and Hasna*

*And finally, I would like to dedicate my partner to this work, "Chaima" for the time we spend together.*

**CHAIMA FEKRAOUI**

## Acknowledgments

*First, we would like to thank Allah for providing us with patience and will to accomplish this work.*

*Our uttermost expression and gratitude and appreciation go to our supervisor Dr. Houda Kebbout for her patience, guidance, support, help, and encouragement throughout the stages of the research*

*We would not successfully complete our work without her reflections and help.*

*We address a special thanks and gratitude to the members of the jury who accepted to examine this work.*

*A special words of thanks To Master One and Master Two English teachers and students at MUC for their cooperation.*

*My thanks also go to all those who contributed to my work in one way or another.*

## Abstract

Due to its crucial role in educating the nation's future generations, teaching is regarded as a highly respected profession worldwide. The profession of teaching require many qualities that must be present in a person who intends to prepare an entire generation. Each teacher(male or female) has specific teaching styles that may influence the student's academic performance. Gender is a crucial factor that needs to be considered by both educators and students, as it can have a significant impact on the quality of English language. The main objective of this research is to explore the student's perspective towards EFL teachers and investigate whether there are differences between EFL male and female teachers in teaching methods and strategies. It also seeks to investigate the extent to which gender differences between teachers affect students learning experiences and outcomes in the EFL classroom. To answer these questions, both questionnaires and interviews are used. The questionnaire is handed out to 60 Master 1 and Master 2 EFL students of English at the Department of Foreign Languages at Abdelhafid Boussouf Mila University Centre. The interview, however, is designed specifically for 8 EFL teachers. The findings examined how teaching strategies (used by female or male teachers), affect students' academic performance. Additionally, the results have shown that male and female various teaching styles and methods are an important factor to enhance learning process.

**Keywords:** Gender studies , master students, qualities, student's perspectives, teaching styles .

## List of Abbreviations

**EMI:** English as a medium of instruction

**EFL:** English as a foreign language

**CM:** Classroom management

**MUC:** Mila University Centre

**M1:** Master one students

**M2:** Master two students

**%:**Percentage

## List of Tables

<b>Table 01:</b> Student's age.....	39
<b>Table02:</b> Student's gender.....	39
<b>Table03:</b> Learners' perception towards the role of their EFL teacher.....	40
<b>Table04:</b> Learners' preferences towards the practices of their EFL teacher.....	41
<b>Table05:</b> Students' evaluation of EFL teacher engagement.....	42
<b>Table06:</b> Students' perspectives on engagement activities employed by EFL teacher.....	43
<b>Table07:</b> Students feedback on EFL teacher responsiveness to students questions and concerns.....	47
<b>Table08:</b> Students confidence in questioning their EFL teacher.....	45
<b>Table09:</b> Students' comprehension difficulties with their EFL teacher.....	46
<b>Table10:</b> Students 'views about their learning style.....	47
<b>Table 11:</b> Students 'evaluation of their learning experience.....	48
<b>Table12:</b> Students 'views on the approach used by their EFL teacher.....	48
<b>Table13:</b> The specific approach of each EFL teachers 'instruction.....	49
<b>Table14:</b> The influence of EFL teacher's gender on creating a supportive classroom environment.....	50
<b>Table15:</b> Students 'points of view on the teaching strategies used by EFL teacher.....	50
<b>Table16:</b> Interaction strategies applied by EFL teacher.....	51
<b>Table17:</b> Motivation strategies adopted by teacher in EFL classes.....	52
<b>Table 18:</b> The males 'teachers preferred teaching method.....	53
<b>Table19:</b> The females 'teachers preferred teaching method.....	54

## Tables of contents

Dedications.....	2
Acknowledgments.....	4
Abstract.....	5
List of Abbreviations.....	6
List of Tables.....	7
Table of Contents.....	8

### **General Introduction**

1) Statement of the Problem.....	11
2) Aim of the Study .....	11
3) Research Questions.....	11
4) Research Methodology.....	12
5) Structure of Study.....	12

### **1. Chapter One: Theoretical Part**

<b>Introduction.....</b>	<b>14</b>
--------------------------	-----------

#### **Section one: English as a Medium of instruction**

1.1.1 The importance of using EMI.....	16
1.1.2 .The challenges of using EMI.....	17
1.1.2.1 Challenges Related to the lectures.....	17
2.1.1. Linguistic challenges.....	18
2.1.2. Cultural challenges.....	18
2.1.3. Structural challenges.....	18
2.1.4. Identity - related ( institutional ) challenges.....	19
2.2. Challenges Related to the teachers.....	19
3. Gender in language Education.....	20



3.1. Gender and second language acquisition.....	20
3.2. Gender and language learning strategies.....	22
3.3. Gender differences in teaching styles.....	23

## **Section two: Teaching Styles, Strategies, Approaches and Methods**

1.1 Teaching Styles.....	25
1.2. Types of teaching styles.....	26
1.3.Grasha's Model of Teaching Styles.....	27
2. Teaching Strategies.....	27
2.2. Types of Teaching Strategies .....	28
3.Teaching approaches .....	29
3.1. Types of teaching approaches.....	29
3.1.1. Grammar Translation approach.....	29
3.1.2. Direct approach.....	30
3.1.3. Communicative approach.....	30
3.1.4. Comprehension -Based Approach.....	31
3.1.5. Reading approach.....	31
3.1.6 .Audiolingualism approach.....	32
3.1.7. Situational approach.....	32
3.1.8. Cognitive approach.....	33
3.1.9. Affective-Humanistic Approach.....	33
4. Teaching Methods .....	34
4.1. Types of teaching methods.....	34
4.1.1. Teacher-Centered method.....	34
4.1.2 Student - Centered method.....	35
4.1.3 Student -Teacher interactive method.....	35
Conclusion .....	36

## 1.2. Chapter Two: Practical Part

<b>Introduction .....</b>	<b>37</b>
<b>2.1. Section One : Students' Questionnaire</b>	
2.1.1. Population and Sample.....	37
2.1.2. Description of the Students' Questionnaire.....	38
2.1.3. Analysis and Interpretation of the Results.....	38
2.1.4. Discussion of the Results.....	55
<b>2.2. section two: Teachers 'Interview</b>	
2.2.1. Description of the teachers 'Interview.....	57
2.2.2 Analysis of teachers' Interview.....	58
2.2.3 Discussion of the Findings.....	66
Recommendations and Suggestions.....	68
Conclusion .....	70
General Conclusion.....	71
References.....	73
Appendices	
ملخص	
Résumé	

## **General Introduction**

### **1) Statement of the problem**

In the field of teaching English as a foreign language, understanding the dynamics between EFL teachers and their students is crucial for creating an inclusive and effective learning environment. Brosh (1996) maintains that effective EFL teachers are the ones who concentrate on comprehension, are in command of the language, hold interesting lessons, aid learners in being independent, and treat them fairly.

Teaching English in the EFL classroom can be significantly influenced by the gender of the instructors. Basow (1995) revealed that students perceived female instructors to be more sensitive and considerate of student ideas whereas male instructors were believed to be more knowledgeable. For that reason, students perceive both male and female teachers employ different methods and instructional strategies to meet their needs.

### **2) Aim of the study**

The present study seeks to explore the perception of students toward EFL teachers to investigate whether there are differences between EFL male and female teachers in teaching methods, approaches, and instructional strategies.

### **3) Research questions**

The present study attempts to answer the following questions:

- 1-How do master one and master two students perceive and evaluate the teaching effectiveness of EFL teachers in MUC?
- 2-What are the differences between EFL male and female teachers with regard to instructional methods?

3-How do students perceive the EFL classroom management techniques of male and female teachers?

4- Are there any differences and/or similarities in the teaching styles, methods and strategies employed by EFL male teachers compared to female teachers in MUC?

#### **4)Research Methodology**

The study was conducted at Abd elhafid Boussouf University Centre Mila, involving Master One and Master Two EFL students as a population. To carry out this study, both quantitative and qualitative approaches are adopted: a teachers' interview and a learners' questionnaire. The teachers' interview is planned for Master One and Master Two teachers in the department of foreign languages at Mila University Centre. For the learners' questionnaire, it is also designed for master one and master two learners in the department of foreign languages, Mila University Centre to shed light on their perceptions toward the differences in teaching styles and methods between their EFL male and female teachers and to explore its effect on learning experience.

#### **5)Structure of the study**

This research is divided into two main chapters. The first part deals with the literature review, it represents the theoretical part which is divided into two sections. The first section focuses on English as medium of instruction wherein a brief passage on the importance of using EMI, the challenges that teachers face in teaching EFL and gender in language education are to be presented. The second section deals mainly with teaching styles, methods, approaches and strategies.

The second chapter is about the practical part; it also consists of two sections namely: teachers' interview and students' questionnaire. It provides the research methodology, administration, analysis and discussion of the results of both the questionnaire and the interview

to answer the research questions and reach the aim of the work. Finally, this chapter concludes with recommendations for learners.

## Chapter One: Theoretical Part

### Introduction

Students' attitudes on learning a new language can be influenced by a number of factors, such as age, gender, personality, location, socio-economic level, cultural background, and instructional methods and curriculum materials. One of the factors with the greatest influence, according to Gardner (1975), is gender. Gender plays a significant role in the teaching and learning process for both teachers and students. Gender as a working variable is dependent on the classroom environment. It is crucial to address gender-related disparities in language instruction to foster a positive learning atmosphere, boost the self-esteem of EFL students, and facilitate their effective and quick language acquisition, a classroom that is both secure and comfortable is essential for creating an effective learning environment where all students can participate.

Researchers who have studied language and gender have noted that there are distinct disparities between males and females in the language they use because gender-based language patterns and other social concerns are complex. When discussing language use in society, gender is can be an important social aspect to consider. Gender does, in fact, influence language use through its interactions with other social variables such as age and socio-economic class. Research like Pringle (1995). Gender influences classrooms in different ways, as noted by Chavez (2000), Der (2006) and Duffy, Warren, and Walsh (2001) among others. For instance, Williams (1993), Gray and Leith (2004) found that a teacher's gender has an impact on the process of learning. Even though they may not always be aware of it, one of the reasons is that male and female teachers treat boys and girls differently.

Nowadays, many people utilize English as a second language. It has become an important international language globally; it is now used as a "lingua franca". English

as a lingua franca (ELF) is a concept that has evolved in recent years to refer to communication in English amongst speakers of different first languages (Seidlhofer, 2011). It means that this term can be defined as the language of communication between speakers of different native tongues or cultural backgrounds. Furthermore, Karvonen (2017) stated that one of the languages that is spoken the most everywhere in the world and has many uses in an increasingly globalized society is English. Its broad use spans the fields of technology, research, media, communication, and policy as well as the economics. This chapter is divided into two main sections, the first section deals with the term of English as a medium of instruction; it provides the benefits and the results from using EMI, the effect of gender in second language acquisition, gender and language learning strategies and finally, gender differences in teaching style. The second section is about teaching styles, strategies, and methods.

### **1.1 Section one: English as a Medium of instruction**

The usage of English as a lingua franca in communication contexts is growing worldwide due to the pace of globalization. This is consistent with the growing use of EMI in higher education institutions across the globe to further encourage staff and student mobility, make their schools more appealing and respectable, and help them become competitive and employable in the worldwide economy.

In general, EMI refers to the teaching of academic subjects in schools or academic institutions in nations where English is a second or foreign language. Furthermore, when we talk about EMI, we are talking about using English as an instructional language to convey discipline knowledge to students who are learning English as a second language or who speak it as the lingua franca. English serves mostly as a communication tool in the former scenario, whereas in the latter, it is the subject of the

study, with a primary emphasis on EMI as a method of concurrently acquiring disciplinary information and language. Apart from EMI, numerous other educational methods exist that share comparable concepts techniques. These include content and language integrated learning and integrating content and language, which employ a target language to impart subject material knowledge (Dalton, 2011& Smit and Dafuz 2012).

In addition, EMI refers to "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdiction where the first language of the majority of the population is not English".(Macaro et al., 2018, p. 37). Similarly, Sah (2020) defined EMI as "an instructional model of teaching non-English academic subjects through the medium of English in educational settings where English is not the mother tongue of most students which aims to facilitate the learning of content knowledge and English skills "(p.1).

Douze et al. (2013) declared that because of the effects of globalization, which are becoming increasingly apparent, EMI domination is firmly ingrained in the advancement of social, economic, and technological systems as well as in worldwide communication.

### **1.1.1 The Importance of Using EMI**

English is now the universal and technological language. As a result, the majority of people use the English language to grow their international enterprises. There are several chances to improve people's lives all across the world, and English is one of those languages. English is taught in schools as a second language in many non-English speaking nations, where students study science, math, and other topics. Additionally,



they employ English as a teaching language to give them greater opportunities for growth.

As of right now, EMI is becoming a more widespread phenomenon in all facets of education and learning environments. One may argue that EMI is a catch all word for academic disciplines taught in English that do not specifically mention the goal of helping student's English. it is a phrase that is commonly used in higher education Worldwide. (Dearden, 2015). For that reason, Lasagabaster et Al, (2014) reported that universities all over the World are racing to offer undergraduate and graduate degrees through the medium of English.

Pacorari and Malmstrom (2018), observed that some researchers studying EMI read the term more widely, interpreting it to encompass " contexts in which English is a dominant language and in which English language development is supported and actively worked for"(p. 507). Furthermore Baker and Huttner (2016) stated that keeping Anglophone settings out of EMI is detrimental because it ignores the experiences of multilingual students in Anglophone universities who acquire knowledge through their second language.

Graddol (2006 ) emphasized that English is utilized as an educational medium of instruction (EMI) to provide generous options for institution's development, besides to that, English is an international language that is used by the majority countries in communication, business, education, diplomacy, technology, and international organization. Many countries agree to use English as a global language (p.87).

## **1.1.2 The Challenges of Using EMI**

### ***1.1.2.1 The challenges Related to the lectures***

The use of EMI has many benefits such as enhancing language proficiency , but there are still disagreements among teachers on how to integrate EMI into topic instruction. Bradford (2016) proposed four categories of challenges found in EMI, namely linguistic challenges, cultural challenges, structural challenges and identity-related (institutional) challenges.

#### **2.1.1. Linguistic challenges**

Refer to language-related problems that educators and students have on EMI programs. When it comes to the inherent linguistic issues posed by the heterogeneity of varied levels of language ability among L2 learners, educators who employ EMI give it significant consideration. The ability to deal with this variance and their command of the L2 itself present the instructors' biggest language hurdles. Because they are trying so hard to understand the accented English spoken by native instructors, non-native learners sometimes struggle with these problems ( Ammon and Mc Connelly, 2002 ).They have trouble comprehending lectures that are delivered via EMI ( Hellekjaer, 2010 ). Additionally, because of their limited English language ability, these learners struggle with EMI because they are unable to completely understand the academic material written in English (Wilkinson, 2013, Huang,2015 andWachter, 2008).

#### **2.1.2 Cultural challenges**

Cultural challenges accentuate the discrepancy between the characteristics and objectives of students within and outside the nation (Bradford, 2016). For instance, a British teacher using a learner-centered approach to instruction that emphasizes interaction may discover that L2 university students, who have a propensity for passive learning, are not accustomed to this type of instruction (King, 2013). Another kind of

cultural challenges is cultural anxiety connected with EMI and the belief that English instruction is better than other languages, to the detriment of the once-dominant "minority" languages of the country (Splendeur, 2010).

### **2.1.3 Structural challenges**

Inadequate EMI programs and support staff that are unable to meet the demands of a varied student body are linked to structural problems in EMI classrooms, as well as problems with overall coherence (Bradford, 2016). Studies have indicated that EMI instructors may be reluctant to teach because they lack confidence, which can be caused by inadequate training or a lack of financial incentives (Byun et Al.; 2011). There can sometimes be an overlap between linguistic difficulties and lack of confidence. When it comes to the idea that teaching EMI courses requires differentiated levels of expertise, administrators and prospective EMI teachers may disagree, especially given the lack of institutional support for achieving those levels.

### **2.1.4 Identity - related (institutional) challenges**

Identity-related (institutional) challenges are linked to how stakeholders, instructors instructing on such programs, and learners enrolling in them perceived the identity of those programs (Bradford, 2016). These issues also include the instructors' perceptions of their identities and prestige in the profession, as well as the considerable efforts that the students have made to create and preserve these identities.

Additionally, according to knight (2015) higher education institutions looking to internationalize are more concerned with institutional identity, and in particular, how the rest of the world perceive them, as evidenced by world rankings. This is a major Factor driving EMI policy.

## **2.2. Challenges Related to the teachers**

### **Teacher's Quality**

One of the main causes of unfavorable results in many EMI contexts is now generally acknowledged to be teacher's inadequate professional use of English. According to Mellion (2008) a lack of instructor proficiency led to a lack of discussion in the classroom, rapport problems, and breakdowns in communication, posing a threat.

### **Guidelines**

Dearden (2014) stated that 60 percent of the 55 countries studied have no guidelines for implementing EMI. However, according to Manh (2012) and Sert (2008) goals and real implementation are not aligned when there are no guidelines. Dearden (2014) stated that according to 70% of respondents, there are no formal regulations in place in their nations specifying whether or not English should be the only language spoken in EMI classrooms. This fact has generated disagreement and confusion regarding the use of code-switching versus English-only instruction by teachers. According to Hughes et Al, (2008), code-switching enables a speaker who is not proficient in the target language to continue speaking.

### **Resources**

Lack of teaching supplies and resources can present difficulties for teachers in the classroom. Despite being essential to the successful implementation of EMI, resources like textbooks, activity books, reference books, and instructor books are not readily available to support teachers in teaching topic subjects in English. Kaplan and Baldauf (2005) stated that adequate money and resources are essential for the successful implementation of EMI initiatives.

### **3. Gender in language education**

#### **3.1 Gender and second language acquisition**

One of the different variables and contexts that must be taken into account when learning a second language is gender. Ferri (2008) stated that research on language and gender has expanded in diversity and activity during the last 20 years. The feminist movement is largely responsible for the attention that linguistics and scholars have received in the field of language and gender. Gender and second language acquisition have been conducted in this field, which has undergone twists and turns over the years and has finally developed into a vibrant and expanding field of study.

In second language acquisition, gender is a topic with significant theoretical and pedagogical assumption. Gender can have a big impact on how learners pick up a language. Recent data indicated that although both boys and girls have performed better. In the EFL learning process, girls outperformed guys in terms of grades. Gender can be considered as a significant affective factor that has a specific effect in second language acquisition.

Men and women speak differently, and neither social nor educational conditioning can completely eliminate these distinctions. A gender difference is the difference between males and females. Gender role theory posits that prevailing gender stereotypes stem from culturally accepted standards of acceptable gender-related conduct (Eagly, 1987; Eagly and Karau, 2002).

Keefe (1982) stated that from a biological perspective, the cognitive capacities and learning styles of males and girls also differ significantly. These variations stem from variations in basic physiological characteristics, like variations in brain development, as well as variations in higher-order cortical functioning. According to second language acquisition theorists, female language learners may exhibit superiority

in their language learning process (Burstall, 1975; Boyle, 1987; Ehrlich, 2001). Males and females have somewhat different patterns of lateralization, with males being more left-hemisphere dominant than females (Banich, 1997, p. 306 - 312).

Cameron (1995) is one of the researchers who provided a thorough historical-typological analysis of feminist linguistic approaches. He made a distinction between three models of language and gender: (1) the deficit model, (2) the dominance model, (3) the cultural difference model. Aslan (2009) stated that women are perceived as less skilled communicators and presenters. Men's speech is therefore seen as the standard, whereas women's speech is seen as deficient. In addition, Swan (1989) found that "in contrast to the stereotypes of the over-talkative women...it is men who dominated the talk...men have been found to use more interruptions...and simply to talk more than women" (cited in Gascoigne, 2002, p.83).

Furthermore, Gascoigne (2002) stated that research on first-language classroom interactions has long demonstrated that boys typically dominate classroom interactions, and that teachers occasionally encourage this behavior by devoting more time and attention to male students. The dominance model traditionally existed in feminist linguistics. Block (2002) reported that "in this example women are perceived to perform their "women-ness" in an ethno-methodological frame as they continually negotiate their position of relative powerlessness vis a vis men." In the end we find the cultural differences model. This model is an alternative to the dominance model. Block (2002) stated that men and women as belonging to distinct but equal cultures that exist before the socialization of those who are drawn into them. In fact, unlike the deficit model, it does not take the differences negatively (Aslan, 2009).

### **3.2. Gender and language learning strategies**

Since the 1960, the relationship between gender and language acquisition practices. The concept of learning strategies has been defined differently by many authors in the literature, and there is no standard definition for the term. Cohen (1997) argued that strategies and techniques are terms that are used interchangeably in the literature on foreign language or second language acquisition strategies.

The idea of a strategy has grown so strong in the realm of education that it has taken on new dimension and meaning, evolving into learning strategies (Oxford, 1990). Numerous researchers have distinguished between the terms "process" and "strategy" when the term "process" refers to the discrete mental activity steps that must be measured using techniques because they are not immediately visible. Strategies are observable and deliberate (Chanoot, 1987)

Learning a language involves using flexible strategies; that is, they do not always follow a set order or pattern. According to Oxford (1990), the organization of language learning strategies is in line with the traits of effective language learners when it comes to using learning strategies.

According to research by Green and Oxford (1995), high achievers employed a variety of language acquisition techniques more frequently than low achievers. When considering the ways in which different discourse analysis strands engage with language and gender studies, the disparities between these methods become particularly apparent.

### **3.3 Gender differences in teaching styles**

According to Kardina and Wright (2004), in order to meet the demands of the classroom, teachers need to possess a variety of skills, insights, and intellects. They also

need to struggle and succeed in different ways. While it appears that both male and female faculty members possess these qualities, research indicates that they might approach the difficulties in different ways. Helping faculty members improve their teaching requires an understanding of how and why men and women teach differently.

While not perfect, student evaluations are a popular way for teachers to get feedback on their instruction. Studies have indicated that the gender of a teacher can have a big impact on how well students evaluate them. Numerous. Students typically give female faculty members a lower rating than they do for male faculty members (Whitworth & Price and Randall, 2002; Basow & Silberg, 1987; Goodwin & Stevens, 1993 and Tartro, 1995). Reasons for these findings have many aspects, according to Centra and Gaubatz (2000), the distinctions in instruction that can be attributed to a faculty member's gender are correctly identified by students. A study by Basaw (1995) discovered that while male professors were thought to be more competent, students felt that female instructors were more understanding and mindful of their opinions. Understanding the impact of gender on teaching techniques is crucial if students are, even partially, seeing real disparities.

Lacey, Saleh, and Gorman (1998) investigated teaching styles at one institution using measures of inclusion and sensitivity preferences. They discovered that male and female professors have different styles, particularly in terms of how much they prioritize student inclusion. Whereas more than half of female faculty members stated that students should be able to define their own learning experience and identify their own style, male faculty believed they were in control of the material and knew what was best for students.



Driessen (2007), Martin et al. (2008), and Martin and Marsh (2005) conducted numerous researches that examined how teachers' gender affects and motivates students' gender. According to Jones (2003), boys found male teachers to be more motivating than female teachers. According to Driessen (2007), male teachers evaluate their pupils more accurately than female teachers. Because they are more qualified and knowledgeable about the subject than female teachers, male educators placed a strong emphasis on the cognitive growth of their students. Green et Al (2008) acknowledged the change in male and female teachers about class organization.

## **Section two: Teaching Styles, Strategies, Approaches and Methods**

### **1. 1 Teaching Styles**

Edmud (1960) described that teaching is an investigation of general principles and way of understanding the human experiences. Gage (1964) defined teaching as a process of issuing learning to the students by sharing real life experiences to make them gain an ability that how to change their charter and modify their behaviors.

The notion of style refers to an intriguing quality that leaves an impression which elevates any event whether it is in gaming, music, or art. Style is the person's preferred way of using her/his abilities and capacities and this way is various from ability (Messick,1984; Riding and cheema,1999). The term teaching styles appeared around the 1970s (Biggs,2001)when interest began to focus on the role of styles in teaching. Teaching styles refers to a preferred way of solving problem, caring out tasks, and making decisions in the process of teaching (Strnberg,1997). Ficher (1979) claimed that teaching styles are supposed to define the behaviors that teachers exhibit as they interact with learners. Further, Gregorc (1979) adhered that teaching style is a "teacher's

personal behaviors". Teaching style is defined as "a mode of expression in which the teacher achieves the balance between developing and guiding vision that informs our teaching and responding flexibility to different content"(Brook field, 1990, p.4). In fact, teachers may use a variety of styles to make their instruction effective and remarkable in terms of accomplishing their teaching objectives and goals. According to Hein et al.(2012)a teacher adopted teaching styles are a product of their interactions with students in the classroom teachers can use a variety of teaching methods since they might vary depending on the learning environment.

### **1.2. Types of teaching styles**

Literature encompasses various classes of teaching styles consisting of formal versus informal, explanatory versus exploratory, and active versus inactive. Formal style represents formal teaching learning setting which teacher disseminates knowledge and students receive whereas informal style indicates student-centered teaching.

In the equal way, explanatory style represents an instructor who provides an explanation of each concept expertly, however exploratory style also includes students in learning process by making them to experience the real-life situations.

On other handActive Teaching style is learner-centered which provides student as active participants and teacher as a director who use various activities that not only meet the individual difference challenge but also gain student engagement whereas inactive teaching style emphasizes curriculum content material and memorization without regarding students' needs (khandaghi and Rajaei,2011).

Bibace et al.(1981) and Leung et al. (2003) presented four teaching styles developed by Byrne and Long(1976) in their studies, Assertive style which out the direct feedback of the teacher. The second style is suggestive that provides opportunities

to ask questions to the teacher and give possible answers. The collaborative style listens to student's experience and explores students' understanding. The last style but not the least is facilitative style which facilitates the students to express their views and ideas, gives them the opportunity to study at their own pace.

Kramlinger and Huberty (1990) categorized the teaching styles based on philosophical thoughts of Humanism, behaviorism and cognitivism. Humanism emphasizes the function of a teacher as a facilitator to guide the learning experience of students (realistic, analytical and activist). Behavioral style based on reinforcement of the student to modify their behaviors which represents both the realistic and activist students. The last one is cognitivism which believes on lecture methods and techniques for theoretical students.

### **1.3. Grasha's Model of Teaching Styles**

One of the most common models of teaching styles based on philosophical thoughts of teaching is "Grasha's Model of Teaching". Grasha (1994) identified student learning styles and needs to explore teaching styles.

Grasha (1996) suggested that teaching styles are basically teaching behaviors based on various educational beliefs and the teachers in their classes are different from one another. These Teaching styles represent a wide range of teaching behaviors to explore teaching -learning process.

## **2. Teaching Strategies**

A strategy is a generalized plan for a lesson that includes structure, instructional objectives and outline of planned tactics, necessary to implement the strategies (Stone and Morris in Issac, 2010). Issac (2010) explained that teaching tactics and strategies are the behavior of the teacher which he manifests in the class.

The teaching of strategy is a key tool of didactic approach to teaching and learning, combining and organizing the methods, means, and forms of the grouping of participants (Cerghit, 2006). Teaching strategy is the means to achieve learning objectives. According to Stones and Morries(1990) teaching strategy is a generalized plan for a lesson which includes structure, desired learner behavior in term of goals and objectives of instruction.

## **2.2. Types of Teaching Strategies**

There are many sorts and kinds of teaching strategies that can be applied in the language teaching instruction. Wehrli(2003)explained the teaching strategies as follows,

- **Brainstorming**

Brainstorming is a process of producing a multiple thoughts and ideas which judgment is suspended until a maximum number of thoughts have been generated. Al-Maghraoui in Al-Khatib's (2012, p. 31) defined brainstorming as a group of creativity of general ideas and purposed some importance of brainstorming of the students:

1. Helping students to resolve problems.
2. Assisting students to benefit from the ideas of others thoughts development.
3. Helping the cohesion of the students and building relationships.

Furthermore, brainstorming has some benefits as it actively includes students in higher levels of thinking process, promotes peer learning, and promotes critical thinking process.

- **Case-based small Group Discussion**

In this strategy, small clumps of 5-10 address case-based tasks, interchange points of view and ideas while working through a problem solving process. In this teaching strategy process, Srinvasim, Wilkes,and Stevenson (2007) defined that the group based

on creative problem solving and developed preparation. It encourages both students and facilitators and share responsibility.

- **Demonstration**

Demonstration means performing an activity, learners can notice how it is done in order to help prepare learners to transfer theory to practical application. Adekoya and Olatoye (2011) suggested that Demonstration strategy involves the teacher showing learners how to do something. It has some benefits like,

1. Encourage self-assurance
2. Offer chance for focused questions and responses
3. Permit attention to drawn to particulars rather than broad concepts.

- **Games**

Games serve as a motivator and a chance for the application of concepts by including competition, participation, drills and feedback into the learning process. A classroom can be made more interesting by carefully organizing the use of games, such as for practicing specific verbs, tenses, questions, locatives(Brown, 2000, p. 146).

### **3. Teaching approaches**

An approach is an enlightened view point toward teaching. Due to their training, teachers have personal ideas on how to educate (Dall Alba, 1991; Pratt,1992;Ramsden,2003;Samueloniz and Brain, 2001).

Åkerlind (2005) have shown that various academics have distinct perspectives on the field of teaching; she described teacher-centered focus as less sophisticated approach of teaching than learner-centered focus to produce low-quality. She suggested

that teacher-centered approaches and student centered approaches do not constitute two different categories

### **3.1. Types of teaching approaches**

#### **3.1.1. Grammar Translation approach**

This approach originated in Prussia in the mid of 19<sup>th</sup> century. The learner is supposed to memorize the grammatical rules and their exceptions as well as paradigms and vocabulary. As Brown (1994) posited the focus is on grammar, memorization of vocabulary of various conjugations, and translation of texts. Grammar translation approach of modern languages is an extension of the method used to teach classical languages. Its main principles are,

1. Students receive instruction in their mother tongue.
2. The target language is not used very often.
3. Grammatical parsing that is word, form and inflection is the main focus.
4. Speaking the target language is not requirement for the teacher.

#### **3.1.2. Direct approach**

It came as a direct reaction against the Grammar Translation approach. This new approach emphasized language learning by direct contact with the foreign language in meaningful situations. "The directed Method assumed that learning a FL is the same as learning the mother tongue, that is, exposing the student directly to the foreign language"(Lado ,1964, p. 5). The followings is a list of the main principles underlying a direct approach oriented language teaching,

1. Grammar is taught through meaningful situations.
2. Oral teaching if Grammar and vocabulary.
3. Most of the work done in the class.

### **3.1.3. Communicative approach**

It emerged from the research of anthropological linguists (Hymes,1972)and linguistic philosopher (Halliday,1973)who prioritized language as a means of communication. Canale and Swain (1980) wrote that the first goal of a communicative approach must be to facilitate the integration of these types of knowledge for the learner.

1. It is considered that the ability of language learners to communicate in the target language is the aim of language instruction.
2. It is expected that language courses content will include more their simply linguistic structure.
3. Students frequently collaborate in groups or pairs to establish.

### **3.1.4. Comprehension-Based Approach**

Some language methodologists believe that learning a second or foreign language is quite similar to learning a first language as a result of research on first language acquisition.

1. It is widely believed that listening comprehension is the foundational ability that under the correct circumstances will enable speaking, reading, writing to emerge naturally throughout time.
2. Before producing any language at all, learners should start by listening to meaningful speech.
3. Students should hold on speaking until they are comfortable doing.

### **3.1.5. Reading approach**

A reaction to impracticality of the direct approach, since the most people travel abroad by the year 1930,reading was seen as the most practical skill to have in a foreign

language ;additionally, few teachers could use a foreign language proficiently enough to use a direct approach in the classroom.

1. Reading comprehension-related grammar is the only one that is taught.
2. Vocabulary is initially restricted (according to frequency and utility )and then made more inclusive.
3. Interpretation is again a deserving classroom practice.
4. The sole linguistic skill that is stressed is reading comprehension.
5. It is not necessary for the teacher to speak the target language well orally.

### **3.1.6 Audiolingualism approach**

This approach incorporates elements from behavioral psychology and structural linguistics while retaining many of the direct approach.

1. The use of memorization and imitation is predicated on the idea that language forms habits.
2. Rules are taught inductively, and grammatical structures ate taught in order.
3. Considerable effort is put into avoiding learner errors.
4. It is common to modify language without taking context or meaning into account.
5. Since the learning activities and resources are focused on teaching specific structures, vocabulary,..etc ,the instructor needs merely to be an expert in those areas.

### **3.1.7. Situational approach**

This approach has gained popularityin Britainin the 1940,19 50and 1960 as a response to reading approach and its disregard aural-oral skills.



1. Spoken language is the most important.
2. Before any written language is taught, all language content is studied orally. Reading and writing are taught only after an oral foundation in lexical and grammatical forms has been formed.
3. The classroom should only utilize the target language.
4. Every effort is made to present the most general and helpful lexical items.
5. Grammatical structures are graded from simple to complex.

### **3.1.8. Cognitive approach**

A reaction to the behaviorist features of the audio-lingual approach.

1. Language learning is viewed as rule acquisition rather than developing habits.
2. Individualized instruction is common, and students are in charge of their own education.
3. Grammar needs to be taught, and it can be taught either inductively rules can be taught as implicit knowledge for students.
4. There is less emphasis on pronunciation; perfection is seen as unachievable.
5. Teaching vocabulary is crucial, particularly at the intermediate and advanced levels.
6. Mistakes are accepted as natural and seen as opportunities for growth and development.

### **3.1.9. Affective-Humanistic Approach**

A reaction to the general lack of affective considerations in both audio lingualism and cognitive code.

1. Meaningful communication with learners.

2. Much of the work in instruction is done in pairs and small groups.
3. The environment in the classroom is valued more than the contents or procedures.
4. The teacher is facilitator.

#### **4-Teaching Methods**

Geoffrey (2004) defined teaching method as the process of imparting knowledge and skills which is used by a teacher in the classroom. According to Adunola (2011), in order to bring intended changes in pupils, educators should employ the most appropriate teaching methods for the given subject. Additionally, Bharadwaj and Pal (2011) maintained that as each student perceives and reacts to questions in a unique way, the major way that teaching methods operate effectively is if they satisfy the demands of the learners. Accordingly, matching instructional methods to students' requirements and preferred learning styles affects their academic performance (Zeeb, 2004).

##### **4.1. Types of teaching methods**

Basically there are three types of teaching methods:

###### **4.1.1. Teacher-Centered Method**

With this approach, pupils do not become more engaged in the material being taught—rather, they just get knowledge from the teacher (Boud and Feletti, 1999). The method is less useful, more conceptual as well as memorization (Teo and Wong, 2000). It does not use activity-based learning to motivate pupils to apply their knowledge to solve real-world issues. Since the teacher is in charge of knowledge transmission and sharing, they can try to provide information as much as possible in the least amount of time and with the least amount of work. Students' interest and comprehension may therefore decline. In order to overcome these shortcomings, Zakaria, Chin, and Daud (2010)

outlined that instruction should actively involve students as the main participants rather than just focus on providing rules, definitions, and procedures for them to memorize. This is the method in which the teacher holds the central position and assumes to be the source of all materials. No interaction between the teacher and student. The students are assumed to be empty minded or a tin, that has to be filled with knowledge.

#### **4.1.2. Student-Centered Method**

Today, the majority of educators use the student-centered method to encourage students' curiosity, analytical inquiry, critical thinking, and enjoyment (Hesson and Shad, 2007). Since the teaching method does not centralize the transfer of knowledge from the lecturer to the student, it is thought to be more effective (Lindquist, 1995). The method is particularly successful in raising student accomplishment because it also encourages goal-oriented behavior in the students (Slavin, 1996). In this method the student become source of what to be learned and gets opportunity to interact with a teacher, content and student themselves.

#### **4.1.3. Teacher-Student Interactive Method**

The tactics employed by both teacher-centered and student-centered methods are applied in this teaching methodology. The knowledge that students generate about the subject is more easily recalled than the identical information provided by the instructor to the students (Jacoby, 1978; McDaniel, Friedman and Bourne, 1978; and Slamecka and Graf, 1978). Instead of the lecturer controlling all of the material that is conveyed to the students, the method encourages them to look for pertinent information on their own. Accordingly, research on instructional strategies supports the idea that this strategy works to raise students' academic achievement (Damodharan and Rengarajan, 1999).

**Conclusion**

Teaching English in EFL classroom may be different from male teacher and female teacher depending in teaching styles, strategies and approaches. Both male and female teachers bring unique styles and approaches to create a supportive learning environment.

## **Chapter Two: Practical Part**

### **Introduction**

The current chapter presents the practical part of the research. The study utilizes both the questionnaire and the interview as data collection methods. The interview was designed for the English teachers and the questionnaires was conducted with master one and master two students in the department of English at Abd elhafid Boussouf University Center of Mila to investigate students' perceptions toward the differences in teaching methods and styles of their EFL male and female teachers.

This chapter includes the population, description, analysis, and discussion of the results and findings of both the questionnaire and the interview. Finally, additional recommendations are provided for students' preferences regarding variations in teaching styles.

### **2. Section one: Students' Questionnaire**

#### **2.1.1. Population and Sample**

In this research work, the students' questionnaire was designed for Master one and Master two students of English in the department of foreign languages at Abd elhafid Boussouf, Mila University Centre for the academic year 2023/2024. The sample under investigation consisted of 60 students (30 students of master one and 30 students of master two). The selection of this population was based on the fact that M1 and M2 students have more experience with their EFL teachers in the variations of teaching techniques, methods and styles inside the classroom.

The questionnaire was administered using different means. The data was collected using hard copies to 50 students, and digital copies to 10 learners

### **2.1.2. Description of the Students' Questionnaire**

The questionnaire was composed of 20 questions which included close ended and open ended questions. The questions were grouped into four main sections:

#### **Section One: Participants' General Information (Q1-Q2).**

The aim of this section was to gather general information about the sample being studied. It includes their gender and age.

#### **Section two: Student's perception towards EFL teacher(Q3-Q11)**

The aim behind this section was to find out learners' perceptions toward their EFL teacher's role, teaching practices, engagement, responsiveness, and effectiveness in the classroom.

#### **Section three: EFL Male and female teaching styles, approaches and strategies (Q12-Q19)**

Section three aimed at investigating issues relevant to teaching styles. It was raised to understand how different teaching styles impact students' learning experiences and preferences.

#### **Section four: Suggestions (Q20)**

This section will provide an opportunity for additional suggestions from students regarding the variations in teaching styles and classroom management techniques between male and female EFL teachers.

### **2.1.3. Analysis and Interpretation of the Results**

#### **Section One: Participants' General Information**

**Question 01:** about Gender,

**Table 01***Student's Gender*

Option	Number	Percentage
Male	13	22%
Female	47	78%
Total	60	100%

This introductory question seeks to provide readers with the participants' gender. According to this question, the obtained results showed that the sample consisted of both genders. However, female students were the majority of questionnaire's participants with 78%, whereas male students constituted 22% of the population.

**Question 02:** about age range,

**Table 02***Student's Age*

Option	Number	percentage
20-23	46	77%
More than 24	14	23%
Total	60	100%

The aim behind this question was to figure out the students' age. The majority of the students (77%) were 20-23 years old whereas 23% of them were 24 years old and more.

## Section two: Student's perception towards EFL teacher

**Question 03:** what is the role of your EFL teacher inside the classroom?

a)Facilitator

b)Delegate

c)Guide

d)Motivator

**Table 03**

*Learners'perception towards the role of their EFL teacher*

Option	Number	Percentage
a	31	52%
b	10	17%
c	14	23%
d	5	8%
<b>Total</b>	60	100%

This question aimed to investigate learners' opinions about the role of their EFL teacher inside the classroom. As shown in table 03, the majority of learners (52%) considered the EFL teacher as a facilitator. This suggests that students view their teacher as someone who helps in making learning easier by providing support and resources. 23% of them saw their teacher as a guide, the one who assist them through the learning process. While 17 %of the participants stated that the EFL teacher is a delegate. The rest (8%)of the learners perceived their EFL teacher primarily as a motivator who inspires and encourages them to succeed.

**Question 04:** According to you, what are the practices of a successful EFL teacher?



A-Be well prepared for each lesson.

b-Be able to provide clear instructions for tasks.

c-Manage the class time well and use the time efficiently.

d-Establish relaxed environment in the EFL classroom.

**Table 04:**

*Learners' preferences towards the practices of their EFL teacher*

Option	Number	Percentage
<b>a</b>	9	15%
<b>b</b>	7	12%
<b>c</b>	8	13%
<b>d</b>	3	5%
<b>a+b</b>	6	10%
<b>a+c</b>	5	8%
<b>b+c</b>	4	7%
<b>b+d</b>	2	3%
<b>a+d</b>	10	17%
<b>A+b+c+d</b>	6	10%
<b>Total</b>	60	100%

The current question sought to determine the learners' preferences for their EFL teacher practices inside the classroom. According to the findings presented in table 04, most of the students selected only one option, while others chose two, three, or four options. 15% picked a creative EFL teacher who is well prepared for each lesson. 13% chose an EFL teacher who manages the class time well and uses the time efficiently, while only

3 learners selected that the EFL teacher establishes a relaxed environment in the EFL classroom. Finally, only 10% of them opted for all the practices.

Based on the findings, it is clear that master 01 and master 02 students have various preferences concerning the practices of their EFL teacher during the teaching-learning process.

**Question05:** How do you perceive your EFL teacher engagement during class activities?

a-Good

b-Average

c-Below average

**Table 05:**

*Students' evaluation of EFL teacher engagement*

Option	Number	Percentage
a	38	63%
b	18	30%
c	4	7%
Total	60	100%

The purpose of setting this question was to assess the teacher-student interaction and engagement during the class tasks and activities. As reported in Table 05, 63% of respondents stated that the EFL teacher engagement is good, and a combined 30% affirmed that they have an average level of teaching engagement. Only 7% of the participants declared that the EFL teacher engagement is below average. This is a clear

indication that most of Master One and Master Two university learners interact with their EFL teachers during the lesson activities in the EFL classroom.

**Question 06:** what types of engagement activities are mostly used by your EFL teachers?

a-Group discussions

b-Grammar activities

c-Vocabulary games

d-Reading comprehension

**Table 06:**

*Student perspectives on engagement Activities employed by EFL Teachers*

Option	Number	Percentage
a	39	65%
b	10	17%
c	4	6%
d	7	12%
<b>Total</b>	60	100%

This question is directly related to the previous one; it aims to know what type of engagement activities are predominantly used by their EFL teacher during the lesson activities. As noted in Table 06, 65% of the respondents clarified that the majority of their EFL teachers use group discussion activities. On the other hand 17% of participants declared that their EFL teachers use grammar activities. 12% of them opted for vocabulary games, whereas only 4 participants (6%) chose reading comprehension

activities. Hence, we assume that teachers use various kinds of engagement activities which can help learners to improve their participation activities during lessons in order to create a collaborative learning environment.

**Question 07:** Is your EFL teacher responsive to questions and concerns raised by students during class?

a-Yes

b-No

**Table 07**

*Student feedback on EFL teacher responsiveness to student questions and concerns*

Option	Number	Percentage
Yes	57	95%
No	3	5%
Total	60	100%

Question 7 attempts to shed light on students' perceptions about their EFL teacher's responsiveness to questions and concerns raised during class. The majority of the participants (95%) agreed that the EFL teacher responsive to questions and concerned during class, whereas only 5% of them claimed that the teacher is not responsive. Based on the aforementioned findings, it can be concluded that the EFL teacher effectively addresses student inquiries and worries, fostering an environment conducive to open communication and support.

**Question 08:** Do you feel comfortable when asking questions to your EFL teacher?

a-Yes

b-No

**Table8:**

*Student's confidence in questioning their EFL Teacher*

Option	Number	Percentage
Yes	57	95%
No	3	5%
Total	60	100%

In this question, the table above shows that 95% of the participants indicated that they feel comfortable when asking questions to their EFL instructor, whereas 5% of them are uncomfortable. Drawing on the findings, the majority of the learners like asking and questioning their EFL teachers during lessons. Therefore, EFL teachers should support and encourage them in order to create a positive learning environment.

The students who selected the answer “yes” justified their choice by saying that,

- They appreciate the opportunity to engage actively in their learning process by asking questions.
- Their EFL teacher creates a supportive and comfortable environment in the classroom.
- They have good relationship with their EFL teacher
- They understand that asking questions is an important part of their learning process.
- They perceive that questioning is a means to enhance their language skills.
- They believe that asking questions demonstrates their commitment to learning and their desire to excel in their EFL studies.
- They find that asking questions facilitates communication and interaction in the classroom, enriching their learning experience.
- They appreciate the constructive feedback received when asking questions, which helps them improve their language proficiency.

The rest of students who picked the answer "No" justified their choice by saying that,

- They feel fear and anxiety when asking questions to their EFL teachers.
- They prefer seeking answers independently rather than relying on the teacher for clarification.

**Question 09:** Do you find difficulties to understand with your EFL teacher?

a-Never

b-Rarely

c-Often

d-Always

**Table 09:**

*Students' comprehension difficulties with their EFL Teacher*

Option	Number	Percentage
a	7	12%
b	22	37%
c	23	38%
d	8	13%
Total	60	100%

Question nine seeks to investigate learners' comprehension difficulties with the EFL teacher. In the table above, it is shown that only 12% of participants said that they never find difficulties in understanding their EFL teacher; they think that understanding their EFL instructor is always effortless for them. On the contrary, the (38%)of participants said that they often have obstacles in comprehending their EFL instructor. 37%of them rarely find challenges in understanding their EFL teachers. Other learners (13 %) mentioned that they always have difficulties with the teacher explanation. The results

obtained demonstrate that learners' differ in terms of comprehension. Consequently, teachers are recommended to take into account students' difficulties, challenges and obstacles to meet their learning needs.

**Question 10:** Does your EFL teacher takes into consideration your learning style?

a-Yes

b-No

**Table 10**

*Students' views about their learning style*

Option	Number	Percentage
Yes	25	42%
No	35	58%
Total	60	100%

In question ten, students were asked to give their views about whether EFL teacher takes into consideration their style. The majority of the participants (58%) disagreed that the teacher takes into consideration their learning style whereas (42%) claimed that the teacher takes into consideration the learning style of their learners as shown in Table 10. It is important to note that there is a potential gap between The EFL teaching methods and the preferences of M1 and M2 in the classroom.

**Question 11:** How do you describe your learning experience with your EFL teacher?

a-Good

b-Average

c-Below average

**Table 11***Students' evaluation of their learning experience*

Option	Number	Percentage
a	20	33%
b	34	57%
c	6	10%
<b>Total</b>	60	100%

Question eleven is designed to describe students' learning experience. As reported in Table 11, 57% stated that learning experience is average, 33% declared that they have a good level of learning experience and only 10% of participants affirmed that their level of learning experience with the EFL teacher is below the average. This is a clear indication that most of master one and master two university students have a supportive learning environment inside the classroom.

### **Section 03: EFL Male and female teaching styles, approaches and strategies:**

**Q12:** which approach is mostly used by your EFL teacher?

**Table 12***Student's views on the approach used by their EFL teacher*

Option	Number	Percentage
Teacher-Centered approach	33	55%
Student -Centered approach	27	45%
Total	60	100%



The objective of this question is to determine which type of approach is most commonly employed by EFL teachers. Based on the data presented in Table 12, 55% of the students said that the teacher-centered approach is considered the most widely used by the EFL teacher; however, 45% of them claimed that the student-center approach is the most of tenly used. Based on the outcomes mentioned above, it is clear that the teacher-centered approach is the most popular and can be effective for imparting basic knowledge and skills.

**Question 13:** Do you think that every EFL teacher has a unique approach for teaching?

**Table 13**

*The specific approach of each EFL teacher's instruction*

Option	Number	Percentage
Yes	38	63%
No	22	37%
Total	60	100%

This question aims to investigate learners' opinions about the specific approach used by their EFL teacher in teaching. As noted in Table 13, the majority of the informants (63%) believed that each EFL teacher has their own approach to teaching. On the contrary, 37% of the informants were against the idea. This indicates that every EFL teacher has to use a unique approach to teaching in order to be a successful teacher as well as help the learner learn.

**Question14:** Whom do you think is better in creating a supportive classroom Environment?

**Table 14**

*The influence of a EFL teacher's gender on creating a supportive classroom environment*

Option	Number	Percentage
Male Teachers	20	33%
Female Teachers	30	50%
Both	10	17%
Total	60	100%

The current question aims to find out students' perspectives on the influence of a teacher's gender on creating a supportive classroom environment. The results presented in Table 14 show that half of students (50%) agree that they prefer female teachers in order to create a supportive classroom environment, while 33% chose male teachers. On the other hand, 17 percent of the students prefer both of them. These results indicate that female teachers are more prevalent than male teachers for several reasons.

**Question 15:** It is important for the teacher to use different strategies when delivering the lesson

**Table 15:** *Students' points of view on the teaching strategies used by the EFL teacher*

Option	Number	Percentage
Yes	49	82%
No	11	18%
Total	60	100%

The purpose of this question is to determine the students' perceptions on the importance of using different strategies by the teacher when delivering the lesson. As shown in the above table, a high number of students (82%) affirmed that it is important for every teacher to use different strategies during the lesson. On the other hand, the rest of the respondents (18%) disagreed with this idea. These results confirm that the majority of the students find that using multiple teaching strategies is important, as well as that not all the students learn in the same way.

**Question 16:** what kinds of interaction strategies your teachers employ?

- a) Individual work
- b) Group and pair work
- c) Role-plays
- d) Debates

**Table 16**

*Interaction strategies applied by the teacher*

Option	Number	Percentage
A	10	16%
B	34	57%
C	7	12%
D	9	15%
<b>Total</b>	60	100%

This question is asked to discover which of the four interaction strategies is more commonly applied by EFL teachers. Table 16 reveals that more than half of the students (57%) select group and pair work. 10 students (16%) selected individual work, and 9

students (15%) chose the option "Debates". Only 7 students (12%) selected role-plays. Taking into consideration these results, it seems that EFL teachers differ in the employment of the interaction strategies to teach; however, group and pair work are more widely adopted compared with the other strategies mentioned.

**Question 17:** what are the motivation strategies of your teachers in the EFL classroom?

- a) Contrastive feedback
- b) Interactive activities
- c) Positive reinforcement
- d) Supportive learning environment

**Table17**

*Motivation strategies adopted by teacher in EFL classes*

Option	Number	Percentage
A	28	47%
B	17	28%
C	8	13%
d	7	12%
<b>Total</b>	60	100%

This question was asked to discover M1 and M2 EFL students' perceptions towards the motivation strategies adopted by teachers in the EFL classroom. As the data in Table 17 indicates, 47% of the informants selected constructive feedback. 17 students (28%) selected interactive activities, 8 students (13%) chose positive reinforcement, and only seven students (12%) chose a supportive learning environment. These results confirm that contrastive feedback is the most motivational strategy used by teachers in the EFL classroom compared with the other options.

**Question 18:** what is the preferred teaching method for your male teacher?

- a) Interactive activities
- b) Real- world Examples
- c) Technology Integration

**Table 18**

*The male teacher's preferred teaching method*

Option	Number	Percentages
a	16	26%
b	37	62%
c	7	12%
<b>Total</b>	60	100%

This question investigates male teachers' preferable strategies for teaching. As it appears in the results displayed in Table 18, more than half of the sample (62%) agreed that male teachers prefer to use real-word examples, while 26% chose interactive activities. On the other hand, only 12 percent of the students chose technology integration. These results might, therefore, indicate that most male teachers are interested in real-world examples of teaching methods.

**Question 19:** what is the preferred teaching method for your female teacher ?

- a) Nurturing classroom environment
- b) Collaborative learning Activities
- c) Communication and empathy

**Table 19**

*The female teacher's preferred teaching method*

Options	Number	Percentage
a	7	12%
b	23	38%
c	30	50%
<b>Total</b>	60	100%

This question investigates female teachers' preferred strategies for teaching. According to the given answers, it can be noticed that 50% of the performers say that most female teachers prefer to be provided with communication and empathy. 38% of them state that the female teacher likes collaborative learning activities while only 12% of the learners chose the first option, "Nurturing classroom environment" Based on the results; female teachers have various teaching methods. However, communication and empathy are the most strategies used by female teachers.

#### **Section04: Suggestions:**

**Question 20:** Do you have any other suggestions would like to add?(About the variations in teaching styles and classroom management techniques between male and female EFL teachers, tell us about your preferences in teaching).

Only 7 of 60 students offered their preferences in teaching which are summarized in the following points,

- The classroom atmosphere created by female EFL teachers is often warmer and more nurturing, whereas male EFL teachers may prioritize structure and discipline in the classroom environment.
- They appreciate EFL teachers who use a variety of teaching styles to accommodate different learning preferences and abilities in the classroom.
- They prefer a student-centered approach where they actively participate in the learning process, ask questions, and engage in discussions with their EFL teachers.

#### **2.1.4. Discussion of the Results**

The analysis of the learners' questionnaire serves in drawing a set of conclusions concerning learners' perceptions toward the variations in teaching styles between male and female EFL teachers.

The first conclusion that can be shaped from the students' perspectives on their EFL instructor is the importance of the teacher's role as a facilitator in the learning process. The majority of M1 and M2 participants perceive their EFL teachers as facilitators who provide crucial support and assistance inside the classroom. The students' responses also identify the most preferred practices employed by the teacher to meet their learning needs such as: "Be well prepared for each lesson", "Establish relaxed environment in the EFL classroom", etc. in order to enhance student engagement and participation. However, many students are not satisfied with the way they are taught because some teachers do not take their different learning styles and individual comprehension challenges into consideration during the learning process.

The data demonstrate that most of master one and master two learners of English prefer teacher-centered approach where the teacher plays a central role in delivering content. Also, the findings show that each EFL instructor has her/his unique teaching style which means there are individuality and diversity among EFL instructors in their

teaching styles and methodologies. They mostly use group and pair work to emphasize the importance of collaborative learning activities inside the classroom. Besides, when it comes to the influence of teacher gender on creating a supportive classroom environment, the majority of students prefer female teachers rather than male teachers. Regarding the preferred teaching methods the results indicate differences in preferences. Male teachers are perceived to prioritize real-world examples, while female teachers are associated with communication and empathy; they may excel in fostering strong relationships with their students. EFL male teachers feel comfortable and confident in their ability to apply practical, tangible concepts in their teaching. As a result of the learners' perspectives, the diversity in teaching methods and collaborative learning activities between EFL teachers, both male and female, significantly influences students' engagement, motivation, and overall learning experience.

## **2.2 section two: Teachers 'Interview**

This interview is designed for M1 and M2 teachers of English in the department of foreign languages at Abd elhafid Boussouf Mila University Center wherein 3 male teachers and 5 female teachers were concerned.

The main purpose of this interview is to gather information about the teaching styles, approaches, and strategies employed by EFL teachers, with a particular focus on potential differences between male and female teachers. Also to understand how various teaching methods impact student engagement, motivation and learning outcomes.



### **2.2.1. Description of the Teachers 'Interview**

The interview consisted of (10) questions. It included 9 open-ended questions, the respondents were asked to respond freely according based on their experiences in teaching English as a foreign language and just one close-ended question was asked.

The first question aimed to find out the teachers' level of experience in teaching English as a foreign language. Then, in question (2) teachers were asked to explore the impact of teaching approaches (student- centered approach and teacher -centered approach) on student engagement, motivation, and learning outcomes.

Question (3) sought to know if teachers incorporated technology into teaching methods and student engagement. In question (4), the researchers attempted to know how teachers tailor their approach to accommodate the diverse needs of learners in the EFL classroom. In question (5) teachers were asked how technology and multimedia are integrated in their teaching to enhance the learning experience.

Question (6) was proposed to learn how teachers ensure active student participation and a sense of value within the classroom. Next, in question (7) teachers were asked on how they can strike a balance between traditional grammar instruction and more communicative and interactive methods. Question (8) investigated, on the other hand, if there are gender-based differences in teaching strategies that contribute to creating a supportive classroom environment. Then, question (9) was stated to know how teachers assess student progress and provide feedback to meet the learning objectives.

Finally, in question (10) teachers were asked to give advice to other EFL teachers in order to help them improve their teaching methods and effectively meet the needs of students in an EFL context.

### 2.2.2. Analysis of Teachers' Interviews

**Question 01:** How many years have you been teaching English?

#### **Male teachers**

Teacher 01 answered that he has been a teacher for over 12 years; the second teacher said that he has been exercising teaching for 3 years and teacher 03 said 5 years.

#### **Female teachers**

Teacher 01 answered that she has been a teacher for four years; the second teacher said that she has been exercising teaching for 18 years. Both teacher 03 and 04 answered "10 years" and the last teacher said "8 years".

**Question 02:** Can you discuss the impact of adopting more students-centered approach compared to a teacher-centered approach on student's engagement motivation, and overall learning outcomes?

#### **Male teachers**

Teacher 01 answered by considering his position as a teacher of translation, he sometimes found it inappropriate to adopt student-centered approach due to the noise students make." Teacher 02 said that adopting a student-centered approach tends to increase student engagement and motivation because it puts the focus on their needs, interests, and learning styles. He believed that a teacher-centered approach may lead to disengagement, as students may feel passive in the learning process and less motivated to participate". Teacher 03 required by learning-centered approach is widely used as it allows students to interact and participate actively in the classroom. This approach provokes students to engage more, using a wealth of information available to them. It fosters open communication between teacher and student, shifting the focus away from

the teacher and providing opportunities for students to participate and take ownership of their learning.

### **Female teachers**

Teacher 01 said that during the lesson, a student-centered approach gives students more autonomy and opportunities to explore topics that interest them can increase their motivation to learn. When students feel that their interests and voices are valued, they are more likely to be engaged and motivated in the learning process. Teacher 02 believed that the students will have enough time and chances to practice their language and to develop their personal or academic skills. Teacher 03 said that collaborative learning activities in student-centered classrooms foster the development of essential soft skills such as communication, teamwork, and problem-solving, which are highly valued in today's workforce. Teacher04 answered that this method is more effective because it teaches students to become autonomous learners .Finally ,teacher 05 stated that a student-centered approach made learners more active rather than just a receiver of information. It's very important to enhance leaning process.

**Question 03:** Have you implemented any technology-based tools or platforms in your EFL teaching methods? If so, how have they impacted your student's engagement?

### **Male teachers**

All male teachers answered «No" when asked if they had utilized technology-based tools in their EFL teaching methods. They justified their answers as follows:

Teacher 01 said that he prefers to focus on building strong foundational skills through traditional approaches such as grammar drills and reading comprehension exercises. His students respond well to this structured approach as it helps them grasp fundamental language concepts more effectively. They appreciate the clarity and predictability of these methods, which fosters a supportive learning environment.

Teacher 02 said that he believes in the power of face-to-face interaction and hands-on activities. Teacher 03 said that since he taught only translation, he had no chance to use technology tools.

### **Female teachers**

The female teachers answered by "Yes "they prefer to use technology -based tools and platforms in their instructional methods.

Teacher 01, 02and 03 said that these tools have revolutionized the way they deliver lessons and engage with their students. Through virtual classrooms, they can conduct live sessions, share multimedia content, and facilitate group discussions, fostering a dynamic and interactive learning environment. Their students appreciate the variety of resources available online, from interactive videos to language learning games, which cater to different learning styles and preferences. As a result, their engagement levels have soared, and they actively participate in lessons, leading to improved language proficiency and communication skills.

Teacher 04 mentioned that she thinks technology tools facilitate her teaching process. Teacher 05said that these tools have had a profound impact on her students' engagement by making learning more accessible, interactive, and collaborative. Through online collaboration tools, her students can work together on projects, share ideas, and provide feedback in real-time, regardless of their physical location. This has encouraged peer-to-peer learning and fostered a sense of community within the classroom.

**Question 04:** How do you adapt your teaching style to meet the learner's needs?

**Male teachers**

Teacher 01 said that he usually use the strategy of testing students' needs and weaknesses through asking questions, providing homework and engage them to play roles. Teacher 02 said that he observe the students and try to perceive where they are, he talks to them as individuals, and encourage them to ask questions and get understanding. Finally, teacher 03 answered by taking into account the capabilities and abilities of the students and choose appropriate method accordingly (vary the method and Provide choices).

**Female teachers**

Teacher 01 answered by taking into consideration the individual differences and multiple intelligences and trying to vary the methods. Teacher 02 said that the learner's needs are the central issue of learning, and they should be met through using appropriate styles. Teacher 03 believed that the best way to teach a wide variety of learners is to incorporate many different teaching strategies into every lesson. While teacher 04 said that learners have different learning styles, so she just try to create a calm and appropriate learning atmosphere without focusing on the learning styles. Finally, teacher 05 answered by make them work in group and encourage them to voice their opinions individually.

**Question 05:** How do you incorporate technology and multimedia into your teaching to enhance student's learning experience?

**Male teachers**

Teacher 01 said that using technology in the classroom helps to improve the engagement of students in the classroom and make learning more interactive. Teacher

02 answered by considering his position as a teacher of translation, he usually advises students to download parallel texts to find the task of the translation more easily. Teacher 03 answered by utilizing different types of technology in the classroom like Power Points and Games.

### **Female teachers**

Teacher 01 said that she ask them to watch related videos, to use different applications and to rely a bit more on educational websites. Teacher 02 said that this can be done through using the various platforms and language learning applications. Teacher 03 said that it is not about what you teach, it's about what they learn, so always be focused on learning outcomes. While teacher 04 said that she does not because of lack of the internet but she believes that students would heavily benefit from it a lot. About teacher 05 she said that it might make the learning process easier and enjoyable.

**Question 06:** What strategies do you take to ensure that your student's actively participate and feel valued in the classroom?

### **Male teacher**

Teacher 01 said that he takes very long texts and gives everyone chance to translate sentences. This strategy helps to force them to participate more in the classroom. Teacher 02 and teacher 03 gave the same idea by giving them choices in the classrooms and creating a safe and positive learning environment where students feel comfortable to participate in the classroom.

### **Female teacher**

Teacher 01 answered by devising activities that elicit participation, asking students to assess their own participation and using group work in order to create kind of competitions. Teacher 02 said that she takes care of each student and gives them the

chance to speak and if they refuse to talk invite them to speak. Teacher 03 answered by forcing them to participate by adding extra marks on the test. Teacher 04 said that observation and continuous assessment can highly assist in doing that. While teacher 05 said that she uses pushed output strategies and she uses humor from time to time in class, and she encourages them to participate with no interruption no hypercorrection.

**Question 07:** How do you balance the use of traditional language teaching methods, such as grammar instruction, with more communicative and interactive approaches in your EFL lessons?

### **Male teachers**

Teacher 01 said that he takes the lead most of the time and ask questions and listen to their answers, while the two other teachers answered by denying the need to balance between the use of traditional method with more communicative approaches, supporting his answer that it was due to the kind of the module or lesson given in the classroom. For example if you are a teacher of linguistics, grammar or written expression you have to use all the methods.

### **Female teachers**

Teacher 01 believed that the learner's level and competence can direct the teacher in this balance between the various teaching methods. While teacher 02 said that it depends on the types of activities by using different types of course. Each of the remaining three teachers gave the same idea; they believed that it depends on the module or topic they are dealing with. They justified their answers as follows,

- Teacher 03 said that it depends on the topic she is dealing with.

- Teacher 04 believed that it depending on the module that you teach. As the teacher of grammar or written expression focuses always on giving the students activities and let them work, the teacher of civilization always focuses on research or projects to motivate the learners to work Independently.
- Teacher 05 said that she tries to make old ways of teaching fun. If she is a grammar teacher she will teach lesson then practice in a fun way through including games/quizzes.

**Question 08:** in order to create a supportive classroom environment, do you think there are specific teaching strategies that are more commonly used by male teachers compared to female teachers?

### **Male teachers**

Teacher 01 said that as he is as a male teacher, he opts of communication and getting students to do their assuagement. While teacher 02 does not think that there is a difference as far as gender is related. About teacher 03 he believed that male teachers contribute significantly to the social and emotional development of students. Male teachers provide a unique emotional and support system in which learners feel comfortable while developing positive social skills.

### **Female teachers**

Teacher 01 said that female teachers are embodying values of empathy, patience, and inclusivity, they tend to create an environment where students feel valued and encouraged to express themselves freely. Teacher 02 believed that female teachers most frequently use verbal filler, lexical repetition and prompting in order to get student's attention and motivation. While teacher 03 stated that as female teacher she thinks that emotions like compassion and empathy are associated with women. Their ability to connect with students enables them to identify potential barriers. About teacher 04 she



said that there are many. For instance, the use of humor can really be fruitful. Finally, only teacher 05 said that she does not think that there are differences as far as gender is related.

**Question 09:** How do you assess your students' progress and provide feedback to support them?

#### **Male teachers**

Teacher 01 said that he mostly gets to check every answer and tries to provide helpful feedback. Teacher 02 stated that by providing feedback to the whole class orally or it may be written. About teacher 03 he said that there are many, this may include homework, quizzes, essays, research project....etc.

#### **Female teacher**

Teacher 01 said that there are a lot. For instance, formal test can really be helpful. For the feedback it may be written or oral. About teacher 02 and teacher 03, they believed that continuous assessment, homework, pair work, task, etc. can be fruitful. Teacher 04 said that through continuous evaluation. Teacher 05 said that sometimes she do a writing session and ask them to analyze a short story.

**Question 10:** what advice would you give to other EFL teachers to improve their teaching methods and effectively meet the needs of their students?

#### **Male teachers**

Teacher 01 stated that by being friendly and approachable as a teacher and being adaptable. Teacher 02 believed that there are a lot of useful advice about EFL teacher like trying to contact students in a friendly way. While teacher 03 stated that by following best practices such as creating a supportive classroom environment.

### **Female teachers**

Each of the five female teachers provided helpful advice that may contribute significantly in improving the teaching method used by other EFL teachers in order to meet the needs of their student.

Teacher 01 said that the most important thing is creating a comfortable atmosphere and an appropriate and effective sources and activities. About teacher 02 and teacher 03 they gave the same idea by varying the methods they use and always remembering the individual differences and using multiple intelligences theory. Teacher 04 said that she is always trying to make a funny environment for her students. Finally, teacher 05 said that by reading the literature in order to update their knowledge.

### **2.2.3 Discussion of the findings**

Based on the analysis of the teacher's interview that shed light on EFL teachers various teaching approaches and their impact on student's engagement, motivation, and overall learning outcomes. It provided us with different and important responses that answered all of the research questions concerning the interviewees' responses, they shared commitment to meeting students' needs through various strategies, styles and methods.

Firstly, there is a clear distinction between the perspectives of male and female teachers concerning the implementation of student-centered approach. Some male teachers worry about things like noise or prefer traditional teaching methods. However, most female teachers really support permitting students to be more in charge. They think it is great because it helps students to feel more motivated and interested when they can explore their own interests and have some control over their learning.

Regarding student's engagement, both male and female teachers place importance on establishing dynamic and interactive learning settings. They employ

strategies like group-work and interactive discussions to keep students actively involved in the learning process. Additionally, creating a supportive classroom environment is also emphasized by both male and female teachers. They strive to foster a sense of belonging and value among students, encouraging them to actively participate and take risks in their learning. By creating a safe and supportive space, teachers aim to enhance student motivation and engagement.

Moreover, the analysis demonstrates that feedback and assessment are widely recognized by EFL teachers as vital tools for teaching and learning. They offer strategies for assessing students' progress and achievement by giving student's visibility into learning, whether through oral feedback during class discussions, written comments, suggestions, or continuous assessment methods. Constructive feedback is seen as essential for guiding student progress.

On the contrary, the incorporation of technology-based tools in teaching methods reveals a divide between male and female teachers. Male teachers generally express reluctance or lack of utilization, preferring face-to-face interaction and traditional approaches, while female teachers enthusiastically embrace technology. They prefer collaborative activities like group work and quizzes to engage students. They see that using virtual classrooms and online tools can really change how lessons are taught and get students more interested. They say it helps make learning more fun and interactive, which can make students better at languages and communication skills. In terms of balancing teaching methods, male teachers seem more divided on the need for traditional versus communicative approaches, while females consider factors like learner competence and topic relevance. Lastly, while both genders value empathy and inclusivity in teaching, females tend to view these qualities as inherent to their gender, while males prioritize being approachable and adaptable in their teaching styles.

Despite these differences, both male and female teachers share a common goal of enhancing student learning experiences in EFL classrooms through effective and student-centered teaching practices.

To sum up, both male and female teachers utilize various strategies (similar and different in the same time) to cater to the requirements of their EFL students, emphasizing individualization, engagement, feedback, and establishing a supportive atmosphere.

### **Suggestions and recommendations**

The study would offer a set of recommendations and suggestions for EFL teachers, learners, and future researchers.

#### **For EFL teachers:**

- Teachers are recommended to take into consideration learners' individual differences and vary their methods and way of teaching to meet all or the majority of the student's needs.
- Teachers need to create a good atmosphere with real life situations where students feel valued and encouraged to express their point of view and feeling freely.
- Teachers are recommended to balance traditional teaching methods with technology integration in the classroom to create a effective and dynamic learning experience.
- Teachers need to use different methods and strategies to help the learners and create a supportive classroom environment.

**For EFL learners:**

- Learners need to be aware of the different strategies mostly used by male and female teachers.
- Learners are recommended to participate more, exert enough effort to achieve success in learning, and control their own process by being aware of their strengths and weaknesses.
- Learners are recommended to be conscious of their goals as those who have a strong purpose for learning tend to receive it better.
- Learners need to be proactive in their approach to learning by openly communicating with teachers about their preferences, challenges, and needs to ensure a more personalized and effective learning experience.

**For further researchers:**

- We suggest for future researchers to conduct a research study about the effect of Teacher's gender differences on areas similar to their strategies (the effect in the EFL classroom interaction... etc.)
- We also suggest that future researchers conduct the current study again by adopting other case studies or taking into consideration a different research methodology.

**Conclusion**

For reminder purposes, this chapter was concerned with the practical part of the current study which explores the various teaching strategies that EFL teachers mostly used. It aims to investigate students' perspectives on the strategies used by male and female teachers.

To sum up, throughout the collected data from the students 'questionnaire and teachers 'interview, we conclude that knowing the different teaching methods and styles of male and female teachers affect students' engagement .

## General Conclusion

Each teacher has a set of unique teaching strategies that may influence and affect his/her students' academic performance. Thus, the ultimate aim of this study was to investigate the extent to which gender differences between teachers affect the level of academic achievement of students. It also aimed to explore students' perspectives on the strategies used by male and female teachers. To achieve the purpose of the study, both questionnaires and interviews were used. The questionnaires are distributed to M1 and M2 EFL students of English at the Department of Foreign Languages, in Abd elhafid Boussouf Mila University Center. The interviews were designed specifically for EFL teachers.

The present investigation comprised two chapters. The first chapter provided a theoretical overview of the research variables. The second chapter delved into the fieldwork. To be precise, in the first chapter, we provided a theoretical part of the two variables. We started with English as a medium of instruction, and then moved on to speak about teaching, strategies and methods, and classroom management. As for the second chapter, the field of investigation was concerned with the analysis, interpretation, and discussion of the information gathered from students' questionnaires and teachers' interviews to achieve the aims of the current study.

Consequently, it is imperative to emphasize that in order to improve teacher-student interactions, students must respect their teachers, demonstrate a desire to learn, and teachers must have faith in and optimism about their charges in order to create a healthy learning environment that encourages students to take an interest in their studies and perform well when they see their teachers acting warmly and with confidence. In light of the present results, through analysis, interpretation, and discussion of the data gathered, this research study succeeded in answering the research questions.

The results revealed that gender differences in teaching strategies among EFL teachers at Abd elhafid Boussouf Mila University Center do exist, with male teachers often adopting a more structured and authoritative approach and female teachers employing more interactive and empathetic methods. These differences influence student perceptions and can impact academic achievement variably, depending on individual student preferences and learning styles. While some students thrive under the discipline and clarity provided by male teachers, others benefit more from the supportive and collaborative environment created by female teachers. The findings assert that the effectiveness of teaching is less about the teacher's gender and more about their ability to connect with students, demonstrate respect and confidence, and employ methods that engage and motivate their students learning process.

In conclusion, teaching styles can have both positive and negative effects, and they can also drive students to learn and perform well. The contact between teachers and students is a two-way street, requiring both sides to struggle and cooperate.



## References

- Abdul Gafoor, K., & Haskar Babu U. (2012). Teaching Style: A Conceptual Overview. In S. Sabu (Ed.), *Teacher Education In The New Millennium* (pp. 55-69). New Delhi: APH.
- Adunola, O. (2011). *The Impact of Teachers' Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local Government Area of Ogun State*. Ego Booster Books, Ogun State, Nigeria.
- Aslan, O. (2009). *The role of gender and language learning strategies in learning English*. Unpublished Master's thesis.
- Baker, W., & J. Hüttner. (2016). English and more: A multi-site study of roles and conceptualisations of language in English medium multilingual universities from Europe to Asia. *Journal of Multilingual and Multicultural Development*, 38(6), 501-516. <https://doi.org/10.1080/01434632.2016.1207183>.
- Baldauf, R.B. and Kaplan Jr., R.B. (2005) *Language-in-Education Policy and Planning*. In Hinkel, E., Ed., *Handbook of Research in Second Language Teaching and Learning*, Lawrence Erlbaum.
- Basow, S.A. & Silberg, N.T. (1987). Student evaluations of college professors: Are female and male professors rated differently? *Journal of Educational Psychology*, 79(3), 308-314.
- Boyle JP. 1987. Sex differences in listening vocabulary. *Language Learning*, 37(2), 273-284.

- Bradford, A. (2016). Toward a typology of implementation challenges facing English-medium instruction in higher education evidence from Japan. *Journal of Studies in International Education*, 20(6), 339-356.
- Burstall C. 1975. Factors affecting foreign-language learning: A consideration of some relevant research findings, *Language Teaching and Linguistic Abstract*, 8:5-125.
- Byun, K., Chu, H., Kim, M., Park, I., Kim, S., & Jung, J. (2011). English medium teaching in Korean higher education: Policy debates and Reality. *Higher Education*, 62(4), 431-449.
- Card, D., Domnisoru, C., Sanders, S. G., Taylor, L., &Udalova, V. (2022). The Impact of Female Teachers on Female Students' Lifetime Well-Being (NBER Working Paper No. 30430). National Bureau of Economic Research.
- Cameron, D. (1995). *Verbal Hygiene*. New York: Routledge.
- Celce-Murcia, M. (Ed.). (1991). *Teaching English as a second or foreign language* (2nd ed.). Boston, Massachusetts: Heinle&Heinle Publishers.
- Dearden, J. (2015). *English as a medium of instruction: A growing global phenomenon*. British council. Retrieved August 2016 from <https://www.britishcouncil.org/education/ihr/knowledgecentre/english-languagehighereducation/report-English-medium-instruction>
- Duffy, J., Warren, K., & Walsh, M. (2001), Classroom interactions: gender of the teacher, gender of student, and classroom subject. *Sex Roles: A Journal of Research*, 45(9-10), 579–593. <https://doi.org/10.1023/A:1014892408105>.

- Eagly A. 1987. *Sex differences in social behavior: A social-role interpretation*, Hillsdale, NJ: Erlbaum.
- Ehrlich S. 2001. *Representing Rape: Language and Sexual Consent*. London: Routledge.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford:Oxford University Press.
- Espmarker, J., &Tedenby, E. (2017). *Effective Teaching Methods and Strategies in the EFL Classroom to Facilitate Students' Vocabulary Development*. Retrieved from [www.srjis.com](http://www.srjis.com)
- Ganyaupfu, E. M. (2013). *Teaching Methods and Students' Academic Performance*. *International Journal of Humanities and Social Science Invention*, 2(9), 29-35. Retrieved from [www.ijhssi.org](http://www.ijhssi.org)
- Ganyaupfu, E. M. (2013). *Teaching Methods and Students' Academic Performance*. *International Journal of Humanities and Social Science Invention*, 2(9), 29-35. Retrieved from [www.ijhssi.org](http://www.ijhssi.org)
- Gardner, P. L. (1975). *Attitudes to science*. *Studies in Science Education*, 2(1), 1-41. <https://doi.org/10.1080/03057267508559818>
- Gibbs, G., & Coffey, M. (2004). *The impact of training of university teachers on their teaching skills, their approach to teaching and the approach to learning of their students*. *Active Learning in Higher Education*, 5(1), 87–100.
- Graddol, D., (2006). *English Next: Why Global English May Mean the End of 'English as a Foreign Language'*. British Council.
- Grasha, A. F. (1994). *A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator*. *College Teaching*, 42(4), 142-149.

- Gurrey, P. (1955). *Teaching English as a Foreign Language*. Longman.
- Hao, Y. (July 2017). *EFL Teaching Methods*. School of Foreign Languages, Lanzhou City University, Gansu, China.
- Hasanova, N., Abduazizov, B., &Khujakulov, R. (Feb. 2021). *The Main Differences Between Teaching Approaches, Methods, Procedures, Techniques, Styles and Strategies*.
- Iqbal, T., Saeed, A., & Akhter, M. (2019). *A Study of University Teachers' Approaches to Teaching at Undergraduate Level in Punjab, Pakistan*. *Bulletin of Education and Research*, 41(1), 147-162.
- Kardia, D.B. & Wright, M.C. (2004). *Instructor identity: The impact of gender and race on faculty experiences with teaching*. Occasional Paper. University of Michican Center for Research on Learning and Teaching.
- Karvonen Master's Thesis, H. (2017). *ENGLISH AS A MEDIUM OF INSTRUCTION benefits and challenges as viewed by founders of international schools in Ethiopia*, 28-29.
- King, J. (2013). *Silence in the second language classrooms of Japanese universities*. *Applied Linguistics*, 34(3), 325-343.
- Kr. Gill, A., &Kusum. (2017). *Teaching Approaches, Methods and Strategy*.  
[www.srjis.com](http://www.srjis.com)
- Kuamr, A. (2022). *Teaching Methods, Teaching Strategies, Teaching Techniques and Teaching Approach*. *International Journal of Advanced Research in Science, Communication and Technology (IJARSCT)*, 2(2). DOI: 10.48175/568503. Retrieved from [www.ijarsct.co.in](http://www.ijarsct.co.in)

- Lacey, C.H., Saleh, A., & Gorman, R. (1998). Teaching nine to five: A study of the teaching styles of male and female professors. Paper presented at the Annual Women in Education Conference, Lincoln, Nebraska, October 11-12.
- Larsen-Freeman, D. (1990). *Language Teaching Methods*. Office of English Language Programs, Materials Branch, United States Department of State, Washington, D.C. 20547.
- Laube, H., Massoni, K., Sprague, J., & Ferber, A. L. (2011). The Impact of Gender on the Evaluation of Teaching: What We Know and What We Can Do.
- Liu, Q.-X., & Shi, J.-F. (2007). Analysis of language teaching approaches and methods: Effectiveness and weakness. *US-China Education Review*, 4(1), 69.
- Mellion, M. J. (2008). The challenge of Changing tongues in business university Education. In R. Wilkinson & V. Zegers (Eds.), *Realizing Content and Language Integration in Higher Education* (pp.2012\_227) . Maastricht University.
- Nagaraj, G. (1995). *Approaches and Methods of Teaching English*. Orient Longman, Delhi.
- Natsir, M., & Sanjaya, D. (2014). Grammar translation method (GTM) versus communicative language teaching (CLT): A review of literature. *International Journal of Education & Literacy Studies*, 2(1), 58-62. Retrieved from <http://docplayer.net/28162966-Grammar-translation-method-gtm-versus-communicative-language-teaching-clt-a-review-of-literature.html> (accessed 08/02/2017).

Nelson Laird, T. F., Garver, A. K., & Niskode'-Dossett, A. S. (2010). Gender Gaps in Collegiate Teaching Style: Variations by Course Characteristics.

Pearson, A., &Rooke, P. (1993). Gender Studies and Teacher Education: A Proposal. Canadian Journal of Education Revue Canadienne De l'éducation, 18(4), 414-428. Retrieved from <https://journals.sfu.ca/cje/index.php/cje-rce/article/view/267>

Rajeev, A. T. (2020). Methods and Approaches of Teaching English Language in India: An Eclectic Overview. GAP BODHI TARU, 3(4), 34. Retrieved from <https://www.gapbodhitaru.org>.

Starbuck, G.H. (2003). College teaching styles by gender. Paper presented at the Western SocialScience Association Annual Meeting, Las Vegas, NV, April 9-12.

Williams, C. L. (1993). Introduction. In C. L. Williams (ed.), Doing "Women's Work": Men in Nontraditional Occupations (pp.1-9). Newbury Park, CA: Sage Publications.

## Appendices

### Appendix 01 : Student's Questionnaire

Dear students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It is directed to investigate the student's perspectives on male and female EFL teachers .For that, we will be extremely thankful if you could assist us in doing our research .Please carefully read each statement and tick the answers that you feel them appropriate.

Thank you in advance.

#### Section 01: General information

1-Gender:

- a-Male                       b- Female

2-Age range :

- a-20-23                       b- 24 and more

#### Section 02: Student's perception towards EFL teacher

3-what is the role of your EFL teacher inside the classroom?

- a-Facilitator   
 b-Delegate   
 c-Guide   
 d-Motivator

4-According to you ,what are the practices of a successful EFL teacher?(you can choose more than one answer)

- a-Be well prepared for each lesson  
 b-Be able to provide clear instructions for tasks   
 c-Manage the class time well and use the time efficiently   
 d-Establish relaxed environment in the EFL classroom

5- How do you percieve your EFL teacher engagement during class activities?

- a-Good                       b-Average                       c-Below average

6-what types of engagement activities are mostly used by your EFL teachers ?

- a-Group discussions

- b-Grammar activities
- c-Vocabulary games
- d-Reading comprehension

7-Is your teacher responsive to questions and concerns raised by students during class?

- a-Yes                       b-No

8-Do you feel comfortable when asking questions to your EFL teacher?

- a-Yes                       b-No

why,.....  
 .....  
 .....

9-Do you find difficulties to understand with your EFL teacher ?

- a-Never       b-Rarely       c-Often       d-Always

10-Does your EFL teacher takes into consideration your learning style ?

- a-Yes                       b-No

11-How do you describe your learning experience with your EFL teacher ?

- a- Good       b-Average       c-Below average

### **Section 03: EFL Male and female teaching styles ,approaches and strategies:**

12-Which approach is mostly used by your EFL teacher?

- A-Student's centered approach                       b-Teacher Centered approach

13- Do you think that every EFL teacher has a unique approach for teaching ?

- a-Yes                       b-No

14-Whom do you think is better in creating a supportive classroom Environment?

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

15-Is it important for the teacher to use different strategies when delivering the lesson?

- a-Yes                       b-No

16-What kinds of interaction strategies your teacher employ ?

- a-individual work
- b-Group and pair work
- c-Role-plays



d-Debates

17- What are the motivation strategies of your teachers in the EFL classroom?

a-Constructive feedback

b-Interactive activities

c-Positive reinforcement

d- Supportive learning environment

18-what is the preferred teaching method for your male teacher?

a-Interactive activities

b-Real- world Examples

c-Technology Integration

19-What is the preferred teaching method for your female teacher?

a-Nurturing classroom environment ( refers to a supportive atmosphere where students feel safe, valued, and encouraged to learn and grow.)

b-Collaborative learning Activities

c-Communication and empathy

**Section 4: Suggestions:**

20-Do you have any other suggestions would like to add?(About the variations in teaching styles and classroom management techniques between male and female EFL teachers, tell us about your preferences in teaching).

.....  
.....  
.....  
.....

**Thank you**

## **Appendix 02 :Teachers 'Interview**

Dear teachers,

This interview aims at gathering information about differences of teaching styles and instructional approaches and strategies between male and female EFL teachers. For that, we would be grateful if you accept answering the following questions.

- 1-How many years have you been teaching English?
- 2-Can you discuss the impact of adopting a more student-centered approach compared to a teacher-centered approach on student's engagement, motivation, and overall learning outcomes?
- 3-Have you implemented any technology-based tools or platforms in your EFL teaching methods? If so, how have they impacted your student's engagement ?
- 4-How do you adapt your teaching style to meet the learner's needs?
- 5-How do you incorporate technology and multimedia into your teaching to enhance student's learning experience?
- 6-What strategies do you take to ensure that your student's actively participate and feel valued in the classroom ?
- 7-How do you balance the use of traditional language teaching methods, such as grammar instruction, with more communicative and interactive approaches in your EFL lessons?
- 8-In order to create a supportive classroom environment ,do you think there are specific teaching strategies that are more commonly used by male teachers compared to female teachers ?
- 9-How do you assess student progress and provide feedback to support them?
- 10- What advice would you give to other EFL teachers to improve their teaching methods and effectively meet the needs of their students?

**Thank you for your collaboration**

### الملخص

نظرًا لدوره الحاسم في تعليم أجيال المستقبل في البلاد، يعتبر التدريس مهنة تحظى باحترام كبير في جميع أنحاء العالم. تتطلب مهنة التدريس العديد من الصفات التي يجب أن تتوفر في الإنسان الذي ينوي إعداد جيل كامل. ويتطلب مهارات محددة في الجانب التعليمي. لكل أستاذ، ذكراً كان أو أنثى، أساليب تدريس محددة قد تؤثر على الأداء الأكاديمي للطلاب. يعد الجنس عاملاً حاسماً يجب مراعاته من قبل كل من الأساتذة والطلاب، حيث يمكن أن يكون له تأثير كبير على جودة اللغة الإنجليزية. الهدف الرئيسي من هذا البحث هو استكشاف وجهة نظر الطالب تجاه أساتذة اللغة الإنجليزية كلغة أجنبية والتحقق مما إذا كانت هناك اختلافات بين أساتذة اللغة الإنجليزية كلغة أجنبية في أساليب واستراتيجيات التدريس. ويسعى أيضاً إلى التحقق من مدى تأثير الفروق بين الجنسين بين الأساتذة على خبرات ونتائج تعلم الطلاب في الفصول الدراسية للغة الإنجليزية كلغة أجنبية. للإجابة على هذه الأسئلة، يتم استخدام كل من الاستبيانات والمقابلات. تم توزيع الاستبيان على 60 طالباً من طلاب الماجستير 1 والماجستير 2 في اللغة الإنجليزية كلغة أجنبية في قسم اللغات الأجنبية؛ المركز الجامعي عبد الحفيظ بوصوف ميله تم إجراء المقابلة خصيصاً لـ 08 أساتذة اللغة الإنجليزية كلغة أجنبية. تناولت النتائج كيفية تأثير استراتيجيات التدريس للأساتذة، سواء كانوا إناثاً أو ذكوراً، على الأداء الأكاديمي للطلاب. بالإضافة إلى ذلك، أظهرت النتائج أن اختلاف أساليب التدريس بين الذكور والإناث يعد عاملاً مهماً في تعزيز عملية التعلم.

**الكلمات المفتاحية:** دراسات النوع الاجتماعي، طلاب الماجستير، النوعيات، وجهات نظر الطلاب، أساليب التدريس.

## Résumé

En raison de son rôle crucial dans l'éducation des générations futures du pays, l'enseignement est considéré comme une profession très respectée dans le monde entier. Le métier d'enseignant requiert de nombreuses qualités qui doivent être présentes chez une personne qui entend préparer toute une génération. Cela nécessite des compétences spécifiques dans le volet pédagogique. Chaque enseignant, homme ou femme, a des styles d'enseignement spécifiques qui peuvent influencer les résultats scolaires de l'élève. Le sexe est un facteur crucial qui doit être pris en compte à la fois par les éducateurs et les étudiants, car il peut avoir un impact significatif sur la qualité de la langue anglaise. L'objectif principal de cette recherche est d'explorer le point de vue des étudiants à l'égard des enseignants d'EFL et de rechercher s'il existe des différences entre les enseignants d'EFL, hommes et femmes, dans les méthodes et stratégies d'enseignement. Il cherche également à étudier dans quelle mesure les différences entre les sexes entre les enseignants affectent les expériences d'apprentissage et les résultats des élèves en classe d'EFL. Pour répondre à ces questions, des questionnaires et des entretiens sont utilisés. Le questionnaire est distribué à 60 étudiants d'anglais de Master 1 et Master 2 EFL du Département des Langues Etrangères ; Centre Universitaire Abdelhafid Boussouf Mila L'entretien est conçu spécifiquement pour 08 enseignants d'EFL. Les résultats ont examiné comment les stratégies d'enseignement des enseignants, qu'ils soient femmes ou hommes, affectent les résultats scolaires des élèves. De plus, les résultats montrent que les différents styles et méthodes d'enseignement, masculins et féminins, constituent un facteur important pour améliorer le processus d'apprentissage.

**Mots clés :** Études de genre, étudiants de master, qualités, perspectives des étudiants, styles d'enseignement.