

The Effects of Teacher's Gender on EFL Learning in Primary Education

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Abstract: In the present study, the effect of teachers' gender on EFL learning in primary education was investigated separately for males and females. The participants were 86 volunteer students of different grades (3rd, 4th or 5th) from 3 different primary education schools in Istanbul, Turkey. 34 participants were female and 52 participants were male. In order to evaluate the effect of teachers' gender, two questionnaires were developed by utilising a three-degree frequency scale (Yes/Sometimes/No). These questionnaires included the same statements but prepared for the two different teacher genders. In the piloting session, the questionnaires were also applied on 10 college students to assure the reliability and validity issues. After that, the questionnaires were forwarded to the participants. The questionnaires' results were analysed considering the grades and genders. Analyses were done regarding the average score of the responses given to the statements. Students' responses who have received education from a female teacher and a male teacher were evaluated separately. Also evaluation was done according to the participants' gender.

Key words: Gender, teacher, student, effect, EFL learning

Introduction

Teacher's gender is a factor influencing in the educational processes with regard to teacher and student interactions. Research on this topic has shown that teacher's gender affects the quality and quantity of interactions in the classroom.

Teacher's gender is an issue that has theoretical and pedagogical implications for EFL education, and has received attention in language learning strategy research (Young and Oxford, 1997). Studies have found that gender effect has substantial effect on the perspective of the students related to foreign language learning. In general, researches have proposed that attitudes and beliefs (Oxford, 1990) and

cultural background (Oxford, 1996) are some factors that influence choice of teaching strategies among the students, but more particularly motivation and gender (Kaylani, 1996).

A research indicated that teachers of both genders tend to be more in contact with male students than with female students in lessons (Sadker, 1999). Various researches published from the 1960s to the 1990s show that this biased treatment is used in not only primary schools but also high schools and colleges (Kelly, 1982; Sadker and Sadker, 1992).

Many studies claimed that there are many discriminations stemming from the genders of both students and teachers. These discriminations determine the quality of not only teaching but also learning either in positive or negative way. According to the previous studies on this subject, teachers of different gender have classes with different characteristics. For instance, the general characteristics in a class taught by a male teacher were faster-paced, much excessive floor time, sudden topic shifts and shorter but more frequent student turns. In comparison with male teachers; female teachers were described as too forceful in choosing topics, asking too many questions in an attempt to smooth and perpetuate the conversational flow but similarly, female teachers were also described as communicative facilitators and more tolerant of first language use (Chavez, 2000). On the contrary some studies (Bernat and Lloyd, 2007; Dordinejad and Porghoveh, 2014) have illustrated that teachers of both genders do act similarly in their classes and the gender issue does not affect educational processes.

The matter of gender has been considered differently in different countries. People from different countries or cultures have different views about this topic. Therefore, the results of previous studies or the perspectives of people coming from different countries cannot be generalized on other context. For this reason many more studies from different countries and cultures are needed in this area in order to clarify the situation (Dordinejad and Porghoveh, 2014).

In Turkey, there are a few research papers (Tercanlioglu, 2004) describing how teacher's gender influences the choice of foreign language learning strategies used among Turkish educational establishments. Taking into account these previous researches, the present study tried to contribute to the field by examining primary education students' perspectives about the effects of teacher's gender to the learning process.

Literature Review

The motivation of the present research was the aim to reveal the effects of teacher's gender on EFL learning in primary education. There are many studies in this field but most of them belong to before 2000s.

Surveys applied to adult EFL learners with the goal to research the effects of teacher's gender showed that teachers need to address the deficiencies of the students by carefully attending and approaching the learning context as well as the gender of the learners. It is clear that the more we learn about language learning strategy differences, the more complex this issue becomes. Therefore, further research is also needed to extend our knowledge on individual learning strategy differences. Especially, further examination of gender differences in adult EFL learning strategies will elucidate the influence of second language learners' cultural background and of the educational settings in which they learn the target language on the choice of their learning strategies by gender (Tercanlioglu, 2004).

Moreover, the results derived from the research that investigated students' opinions about the effect of teacher's gender in language learning suggested that males and females, generally, held similar views about language learning and the matter that is under investigation. Both of them seem to respond in a similar fashion in terms of their beliefs about foreign language aptitude, the difficulty they perceive when learning a language, the nature of language learning, strategies in learning and communication and their motivations and expectations. Males and females seem to

differ significantly only in their belief that multilinguals are very intelligent, with females agreeing more with that statement (Bernat and Lloyd, 2007).

In addition to the study (Bernat and Lloyd, 2007) which claims that there are no differences between male and female teachers, one of the latest studies (Dordinejad and Porghoveh, 2014) stated that there are no significant differences between male and female EFL teachers. Therefore, it can be concluded what make learners consider a teacher successful are factors other than gender. If learners are led to build positive attitudes toward the teacher, the language, the classroom environment, and the target culture, they will tend to be more successful learners and consequently view their teacher as a more effective figure in obtaining this success. Investigating different teacher characteristics, beliefs, and behaviours which may have an effecting role in determining teacher success as perceived by their learners, such as self-efficacy or self-regulation and the one mentioned above has turned to be the focus of research in the recent years. Yet it has not been clarified which of these issues have a more deterministic effect.

On the contrary to the ideas stated above, in a study about the effect of gender on the patterns of classroom interaction, the conclusion shows that patterns of teacher-student talk are gender-related, and males and females have different behaviours in their classes (Rashidi and Naderi, 2012). For example, male teachers used many display questions while, female teachers asked more referential questions. Another example indicated that female teachers were more interactive with their students either in single-gender or mixed-gender classes (Rashidi and Naderi, op. cit.). The researchers investigated many other situations by giving several examples like these two examples. For instance; in mixed gender classes, male teachers were more interactive with boys than girls. Another example shows; female teachers were also more supportive and patient. They gave more compliments to their students and used less directive forms. Therefore, gender affects the Teacher-Student interaction.

Additionally, another study about the same topic that was carried out in Iran indicated that within teacher-initiated interactions, three out of four categories of evaluative contacts were directed significantly more to males than females (Hassaskhah and Zamir, 2012). Likewise, it was also found that students' gender may affect teacher-student interaction in adult classrooms due to the differences in race, ethnicity, gender, or economic class (Sadker and Sadker, 1986). The speed of the interactions makes it difficult for the teachers to be fully aware of exactly what is happening (Sadker and Sadker, 1986). As a result of this, problems may arise and as the empirical research suggests, teachers may in spite of their best intentions, vary their behaviour toward students on the basis of students' gender (Hassaskhah and Zamir, 2012).

Similarly, comparing the teachers teaching male and female learners and the use of corrective feedback, it can be stated that the findings seems to be more and less in line with the findings of Mackey (1999) who reported the prevalent tendency of teachers to use recasts for adult learners and with the study done by Zaire (2010) which was based on questionnaire and explores more feedback moves in female teachers' classes rather than male ones. Another study done by Iraj, Zoghi and Tabrizi (2014) highlighted that the frequency of corrective feedback by female learners' teachers were more than those of male learners' teachers. Therefore it was concluded that the types of corrective feedback varied according to the gender of the learners. In sum, the findings of this study include a number of implications for learning as well as teaching EFL varied by gender.

To review the literature, it can be said that all of previous studies indicated that the teacher's and learners' gender influences learning quality and interactions in classroom. The present study seeks to reveal the answers of the following research questions:

1. Do female students learn English better with female teachers?
2. Do female students learn English better with male teachers?

3. Do male students learn English better with female teachers?
4. Do male students learn English better with male teachers?

Methodology

In review of the previous studies, the present study examined the point of the discussions by the help of a questionnaire that was implemented on primary school students ranging in age from 8 to 11. The study was carried out in 3 primary schools where students were offered the chance to convey their opinions by filling in the survey that was prepared by the researcher.

Participants

The study included 86 students in 3 different grades from 3 different primary education schools in Istanbul. 34 of these were female students and 52 were male students. 13 female and 17 male participants were 3rd grade students and their age was 9. 9 female and 20 male participants were 4th grade students and their age was 10. Finally, 12 female and 15 male participants were 5th grade students and their age was 11. The 3rd and 4th grade teachers were female while the 5th grade teacher was male.

The chosen schools were state schools and the participants were learning English as a foreign language as a part of the school curriculum in Turkey. By moving to another grade, their English teachers might be changed depending on the school administration and preferences of the teachers. So they might not have the same teacher from the 1st grade to 8th grade. Also they might not always have a teacher from the same gender. Their demographic background was similar to each other. Their socioeconomic background was nearly the same.

Instruments

In this study, a 15-item questionnaire was prepared to evaluate the teacher's gender effect in primary education.

The questionnaire was prepared on a three-degreed frequency scale (Yes/Sometimes/No). 15 student statements were emphasized in these questionnaires. These statements were about the effects of teachers' genders on the students' feelings, level of comprehension and responsibilities in the lessons and also out of the class. At the end of the questionnaire a section was allocated for the students' where they could add something if they needed related to the study. The questionnaire collected quantitative data.

The questionnaire was translated to students' L1, which was Turkish, to make them understand the questionnaires clearly. By using this material, the study aimed at revealing students' opinions about the effects of teachers' gender on the learning process in the most comprehensible way both for the students and also the researcher.

Procedure

Data collection

In the piloting of the data collection instrument, the questionnaire was applied to 10 college students that were studying in the ELT department to get feedback related to the questionnaire and the study. When their feedbacks were taken into consideration, some statements were changed to proper ones and some new statements were edited.

The data collection procedure was carried out in a single session after the piloting session. The material was applied on the third week of April in the schools as it was aforementioned. Before applying the material, the researcher gave brief information about the study and the questionnaire. The researcher was always in the class during the procedure. The students asked the statements or the procedure that they could not understand accurately. The researcher explained the vague statements for some of the participants. Also the researcher answered the questions about the procedure. The questionnaire was performed in the English courses in each school. It took 10

minutes for each grade to complete the questionnaire. The data collection instrument was applied following the same procedure in all schools and classes.

Data analyses

Each statement was analysed according to each grade and gender. Analyses were done regarding the average score of the responses given to the statements. Students' responses were evaluated separately with regard to those who received education from a female teacher and the ones from a male teacher. Additional evaluation was done according to the participants' gender.

It was determined that Yes or Sometimes would be evaluated as positive responses, but No would be evaluated negatively for all statements from 1st statement to 15th except the 3rd statement. For the 3rd statement No would be evaluated positively but Yes or Sometimes would be evaluated as a negative response. The additional information that the students gave at the end of the questionnaire were grouped and content analyses were carried out similarly considering the positive or negative.

Results and Discussion

In this part, the quantitative data which were supplied from the questionnaire were analysed statement by statement with 15 tables. Each statement has 1 table and the tables were numbered according to the relevant statement's number. The statements' numbers were positioned at the top of the tables. The participants' responses to the statements were calculated separately for each gender and each grade. The letters 'Y/S/N' in the tables means 'Yes/Sometimes/No'. After the calculation, the responses were analysed bearing the research questions in mind for each statement.

Table 1: The participants' answers to the first statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
12	5	-	12	1	-	8	9	3	8	1	-	13	2	-	11	1	-

The answer Yes was predominant in the first statement that was “I feel happy.” In the 3rd grade whose teacher was female; 12 of the male participants marked Yes and the remaining 5 male students marked Sometimes. Like the male participants, 12 of the female participants marked Yes, and only 1 female participant marked Sometimes. In the other female teacher’s class, 4th grade; the answers were different. While 8 of the male participants marked Yes, 9 students marked Sometimes. Also, the remaining 3 male participants marked No. Likewise, 8 female participants marked Yes, and 1 female participant marked Sometimes, similarly to the previous result that was indicated in the 3rd grade. In the only male teacher’s class, 5th grade; 13 male participants marked Yes, and 2 male participants marked Sometimes. On the other hand, 11 of 12 female participants marked Yes, and 1 marked Sometimes. In the 3rd and 5th grades; there were not any negative results. Additionally, the results were slightly more positive in the 5th grade (male teacher’s class) compared to the other classes.

Table 2: The participants’ answers to the second statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
6	9	2	12	1	-	8	7	5	5	4	-	11	4	-	8	4	-

The answer Sometimes was predominant to the second statement that was “I can express myself easily; I don’t abstain from my teacher.” In the 3rd grade; 6 of 17 male participants marked Yes, 9 marked Sometimes, and the remaining 2 marked No. The female participants in the 3rd grade were more positive than the male participants. 12 of them marked Yes, and only 1 marked Sometimes. In this class, it seemed that the female participants had the advantage to be the same gender with their teacher. In the 4th grade; 8 male participants marked Yes, 7 marked Sometimes, and the remaining 5 male participants marked No. It was observed that the male participants didn’t feel very comfortable like the ones in the 3rd grade. 5 female participants in the 4th grade marked Yes, and the remaining 4 marked Sometimes. In the 5th grade; it was observed that the male participants felt more comfortable about having the same

gender with their teacher. While 4 male participants marked Sometimes, all of the remaining 11 marked Yes. Similarly, 8 female participants marked Yes, and 4 marked Sometimes. This suggested that female students did not feel any disadvantage with regard to the gender of their teacher.

Table 3: The participants' answers to the third statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
3	3	11	-	1	12	6	2	12	1	1	7	1	3	11	-	1	11

Statement 3 was prepared to crosscheck and compare the responses attained in Statement 2. The responses given to this statement that was "I don't feel relax, I abstain from my teacher." were attention catching. The answer No was predominant in the statement's answers. In the 3rd grade; 3 of 17 male participants marked Yes, 3 marked Sometimes, and the remaining 11 marked No. 1 female participant in the same grade marked Sometimes, and the remaining 12 marked No, which was in parallel with their responses for Statement 2. In the 4th grade; 6 male participants marked Yes, 2 marked Sometimes, and all of the remaining 12 marked No. On the other hand, 7 female participants in the same class marked No, 1 marked Yes, and 1 marked Sometimes. In the 5th grade; only 1 male participant marked Yes, 3 marked Sometimes, and the remaining 11 marked No. In the same class; only 1 female participant marked Sometimes, while the remaining 11 participants marked No.

Table 4: The participants' answers to the fourth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
6	10	1	10	3	-	11	6	3	6	3	-	8	7	-	11	1	-

In Statement 4 that was "I can easily understand lecturing of my teacher."; only 1 participant marked No. The participant that marked No was a male participant in the

3rd grade. 6 male participants marked Yes, and the remaining 10 male participants marked Sometimes in the 3rd grade. Additionally, 10 female participants marked Yes, and 3 marked Sometimes in the 3rd grade. It was observed that the female participants gave more positive answers than males in the 3rd grade where it could be proposed that the gender of the teacher might affect the comprehension of the students. Likewise, in the 4th grade; female participants were more positive than male ones. Although 11 male participants marked Yes and 6 male marked Sometimes, 3 male participants marked No; while 6 of the female participants marked Yes and the remaining 3 marked Sometimes. Finally, in the 5th grade; the responses obtained both from females and males gave similar results. 8 male participants marked Yes and the remaining 7 marked Sometimes; while 11 female participants marked Yes and 1 participant marked Sometimes. There weren't any negative responses indicated here.

Table 5: The participants' answers to the fifth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
4	9	4	9	4	-	11	7	2	7	2	-	10	4	1	9	3	-

In the 5th statement that was "I can comfortably answer the questions asked by my teacher."; it was observed that male students, especially in the groups whose teacher was a female, gave more negative responses than their counterparts. Likewise, the answers in the 3rd grade were more negative than the other classes. Apparently, the male participants in the 3rd grade had more difficulty than the other participants at this point. So, maybe here the problem wasn't only the teacher's gender but something further. Only 4 male participants marked Yes, while 9 marked Sometimes, and 4 male participants marked No in the 3rd grade. 9 of 13 female participants marked Yes and the remaining 4 marked Sometimes in the same class. In the 4th grade the picture was similar; 11 male participants marked Yes, 7 marked Sometimes, and 2 male participants marked No. The answer No was not given by the female participants both in the 3rd and 4th grades. 7 female participants in the 4th grade marked Yes and 2 marked Sometimes. In the 5th grade where the teacher was

a male; only 1 male participant marked the answer No, while 10 marked Yes, and 4 marked Sometimes. On the other hand, 9 female participants marked Yes and 3 marked Sometimes.

Table 6: The participants' answers to the sixth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
5	9	3	11	2	-	8	7	5	5	4	-	8	7	-	12	-	-

In the 6th statement "I do not hesitate while asking the things that I can't understand to my teacher."; the male participants' answers indicated that they have some concerns related to the gender of the teacher. Negative concerns were observed particularly in the 3rd and 4th grades where the teachers were female. In contrast, the female participants' answers showed that these concerns do not exist for female students in any grades; not even in grade 5 where the teacher is of opposite gender. 5 of 17 male participants marked Yes, 9 marked Sometimes, and the remaining 3 marked No in the 3rd grade. But only 2 female participants in the same class marked Sometimes and all of the remaining 11 marked Yes. Similarly, 8 male participants in the 4th grade marked Yes, 7 marked Sometimes, and 5 No, while 5 female participants marked Yes and 4 Sometimes in this class. On the other hand, in the 5th grade where the teacher was a male; 8 male participants marked Yes and 7 marked Sometimes, while 12 female participants (all of them) marked Yes. Results, so far, suggested that female students were somehow less vulnerable with regard to the opposite teacher gender compared to the male students.

Table 7: The participants' answers to the seventh statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
12	1	4	9	2	2	14	2	4	8	1	-	12	2	1	12	-	-

The male participants, especially the 3rd and 4th grade learners, seem to be affected according to the responses attained from the Statement 7 that was “I listen to the teacher in a non-distracting way for my classmates and teacher during the lesson.” The male participants’ answers indicated that they were distracted and also tend to distract their classmates and their teacher during the lesson in the 3rd and 4th grades where the teachers were their opposite gender. 12 male participants marked Yes, 1 participant marked Sometimes, and 4 marked No in the 3rd grade, while 9 female participants marked Yes, 2 marked Sometimes, and the remaining 2 marked No in the same class. In the 4th grade; 14 male participants marked Yes, 2 marked Sometimes, and the remaining 4 marked No, while only 1 female participant marked Sometimes, and the remaining 8 marked Yes. In the 5th grade where the teacher was male; 12 male participants marked Yes, 2 marked Sometimes, and only 1 marked No. On the other hand, all of 12 female participants in this class marked Yes. These results imply that female teachers are perceived more polite or easy to manipulate by the students, while apparently, the male teacher seemed to be perceived stricter or more disciplined by the participants.

Table 8: The participants’ answers to the eighth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
10	6	1	11	2	2	11	4	5	3	6	-	9	5	1	11	1	-

Most of the participants’ answers specified that they don’t have any negative concerns with regard to the gender of the teacher in Statement 8 that was “I can appeal for help from my teacher without hesitation during the activities in the lesson.” Generally, the large parts of the participants’ responses were positive. In the 3rd grade; 10 male participants marked Yes, 6 marked Sometimes, and only 1 marked No. In the same class; 11 female participants marked Yes, 2 marked Sometimes, and the remaining 2 marked No. The male participants in the 4th grade were observed to be shyer than their female counterparts in all grades. 11 male participants marked Yes, 4 marked Sometimes, and 5 marked No, which was an attention catching

number. The female participants in the 4th grade could be distinguished from their male classmates. 3 female participants marked Yes and 6 marked Sometimes. Negative answers in the 5th grade were less than the other grades. 9 male participants marked Yes, 5 marked Sometimes, and 1 No in the 5th grade. Also, 11 female participants marked Yes and only 1 participant marked Sometimes.

Table 9: The participants' answers to the ninth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
7	7	3	10	3	-	9	6	5	6	3	-	13	1	1	11	1	-

According to the Statement 9 that was “I participate actively in the activities that are moderated by my teacher.”, the male participants' responses in the 3rd and 4th grades whose teachers were female, show that there were some negative answers. When we examined the female participants' answers, it could be clearly distinguished that they were more active than the males. When the responses of the 5th grade, whose teacher was a male, were taken into consideration, it was observed that all of the participants, except 1 male were active in the class activities. 7 male participants marked Yes, 7 marked Sometimes, and the remaining 3 marked No in the 3rd grade, while 10 female participants in the same class marked Yes and the remaining 3 marked Sometimes. In the 4th grade; 9 male participants marked Yes, 6 marked Sometimes, and the remaining 5 male participants marked No. Also, 6 female participants marked Yes and the remaining 3 marked Sometimes in the same class. On the other hand, 13 male participants marked Yes, 1 participant marked Sometimes, and again only 1 participant marked No in the 5th grade. Similarly, 11 of 12 female participants in the 5th grade marked Yes and only 1 participant marked Sometimes.

Table 10: The participants' answers to the tenth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
10	7	-	11	2	-	10	7	3	5	4	-	11	4	-	10	2	-

All of the participants' answers were positive except 3 male participants' in the 4th grade for the statement "I regularly do my homework that is given by my teacher." So, it could be derived that almost all participants had the responsibility for their own homework and duties regardless of their teacher's gender, although 3 students in the female teacher's class seemed a bit reluctant which might have been caused by the soft and/or tolerant personality of the teacher. 10 male participants marked Yes and the remaining 7 marked Sometimes in the 3rd grade. The female participants in the same class responded similarly. 11 female participants marked Yes and the remaining 2 marked Sometimes. In the 4th grade; 10 male participants marked Yes, 7 marked Sometimes, and 3 male participants marked No. 5 of the 9 female participants in the same class marked Yes and the remaining 4 marked Sometimes. 11 male participants marked Yes and the remaining 4 marked Sometimes in the 5th grade, while 10 female participants marked Yes and the remaining 2 marked Sometimes.

Table 11: The participants' answers to the eleventh statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
11	6	-	11	2	-	14	4	2	9	-	-	14	1	-	12	-	-

All of the participants' answers to the Statement 11 "I seriously consider the warnings of my teacher and correct myself." were positive, except the 2 male students in the 4th grade whose teacher was a female. Most of the participants marked Yes and Sometimes. This indicated that the participants respect their teachers and take their warnings seriously, regardless of the teacher's gender. 11 of

17 male participants marked Yes and 6 remaining marked Sometimes in the 3rd grade. From among the female participants in the 3rd grade, 11 participants marked Yes and 2 marked Sometimes. In the 4th grade, 14 male participants marked Yes, 4 marked Sometimes, and 2 marked No, while all of the 9 female students marked Yes. In the 5th grade nearly all male and female participants said Yes, except 1 male participant who said Sometimes.

Table 12: The participants' answers to the twelfth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
7	5	5	11	2	-	7	9	4	3	6	-	10	5	-	5	6	1

The Statement 12 that was “I don’t abstain to talk and share with my teacher about any problem out of the class.” should be attention catching as it can directly show the effect of gender between the teachers and students. Generally, the female participants seemed to be more comfortable where the teacher was a female in the 3rd and 4th grades. Likewise, in the 5th grade the male participants seemed to be more comfortable as the teacher was a male. In the 3rd grade, 7 male participants marked Yes, 5 marked Sometimes, and 5 marked No, while 11 of the 13 female participants marked Yes and 2 marked Sometimes. In the 4th grade; while 7 male participants marked Yes, 9 marked Sometimes, and 4 marked No. In the same class, 3 female participants marked Yes and the remaining 6 marked Sometimes. In the 5th grade; 10 male participants marked Yes and 5 participants marked Sometimes; while 5 female participants marked Yes, 6 marked Sometimes, and 1 participant marked No. With this item it was revealed that students prefer to talk with teachers of their gender; and the gender effect for female students, who usually seem to be affected less by gender related factors, begins to become apparent at the age of 11 and 5th grade. This suggested that gender effect might be more visible in upper classes.

Table 13: The participants' answers to the thirteenth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
9	7	1	11	2	-	12	3	5	4	5	-	10	4	1	9	3	-

In the Statement 13 “After the lesson, I don’t hesitate to contact my teacher and ask for clarification related to the knowledge that I learned in the classroom.”, positive answers are dominant among the female participants in the 3rd grade whereas negative answers are dominant among the male participants in the 4th and 5th grade. The participants in each class gave answers regardless of their and the teacher’s gender like they did for other statements. 9 male participants marked Yes, 7 marked Sometimes, and 1 marked No in the 3rd grade. In the same class, 11 female participants marked Yes and 2 marked Sometimes. In the 4th grade; 12 male participants marked Yes, 3 marked Sometimes, and 5 marked No; while 4 female participants marked Yes and 5 marked No. In the 5th grade; 10 male participants marked Yes, 4 marked Sometimes, and 1 participant marked No, while 9 of 12 female participants marked Yes and the remaining 3 marked Sometimes in the same class.

Table 14: The participants' answers to the fourteenth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
8	6	3	11	1	1	10	3	7	7	2	-	13	-	2	12	-	-

In the Statement 14 that was “I think that my teacher teaches the lesson in a comprehensible style.”; the male participants gave more negative answers than the females in the 3rd and 4th grades whose teachers were females. In the 3rd grade; 8 male participants marked Yes, 6 marked Sometimes, and 3 participants marked No. On the other hand, 11 female participants marked Yes, 1 marked Sometimes, and only 1 female participant marked No in the same class. In the 4th grade; 10 male participants marked Yes, 3 marked Sometimes, and 7 male participants marked No;

while 7 female participants in the same class marked Yes and 2 marked Sometimes, where there weren't any negative responses from the female students. In the 5th grade; 13 male participants marked Yes and 2 marked No. All of the 12 female participants marked Yes in the same class. These data might suggest that the same gender is somehow more comprehensible for the students, which might be due to the logical work style of the brains or the voice pitch, sound and tone of the teacher.

Table 15: The participants' answers to the fifteenth statement.

3 rd Grade						4 th Grade						5 th Grade					
Male			Female			Male			Female			Male			Female		
Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N	Y	S	N
16	1	-	13	-	-	15	1	4	9	-	-	13	2	-	12	-	-

In the Statement 15 "I respect my teacher."; only 4 male participants that in the 4th grade marked the answer No. Most of the responses were positive in each grade regardless of their teacher's gender. Additionally, in each grade, all of the female participants marked Yes. In the 3rd grade; 16 male participants marked Yes and only 1 marked Sometimes. Also, in the same class, all of the 13 female participants marked Yes. In the 4th grade; 15 male participants marked Yes, 1 marked Sometimes, and 4 male participants marked No. Like the responses given by the female participants in the 3rd grade; all of the 9 female participants in the 4th grade and 12 participants in the 5th grade marked Yes. In the 5th grade, 2 male participants marked Sometimes, and there weren't any negative responses. These data suggest that generally, gender does not affect the level of respect for the teacher, but that female students somehow respect their teachers more compared to the male students.

The Findings of the Study

The results of the study of Kaylani (1996) and Oxford (1990) reappeared in this study with the participants' answers for all statements. Also, according to the survey results of Young and Oxford (1997) "Teacher's gender causes theoretical and pedagogical implications"; which was observed and revealed in this study as well.

Each response for this study showed that gender effect is substantial on perspective of students as the previous studies showed.

Besides, the data obtained from the statements numbered 1, 4, 8, 10, 11, 13, 15 supported the results of some previous studies that suggested that there are no significant effects of teacher gender. What make learners consider a teacher successful are factors other than gender (Dordinejad and Porghoveh, 2014), and males and females hold similar views (Bernat and Lloyd, 2007).

On the contrary, the ideas that female teachers are more interactive with students (Rashidi and Naderi, 2012), and that more feedback is shared in female teachers' classes (Zaire, 2010; Iraj, Zoghi and Tabrizi, 2014) were supported by the observations and the results of the statements numbered 3, 5, 6, 9, 12, 14 in this study. However, the second and seventh statements' responses opposed to this idea.

Conclusion

In conclusion, this study was compared to the previous studies by taking into account the participants' answers to the statements in the questionnaire applied in the current study. Each response was evaluated according to not only the previous studies' results in this field but also the research questions.

In the present study, female participants gave much more positive answers than male participants for this topic. It can be claimed that female learners have more positive perspective about teachers' gender effect on EFL learning in primary education. Female participants evaluated some statements with the same perspective regardless of the gender of their teachers. Based on this results; female students feel more comfortable when learning English regardless of their teachers' gender. On the other hand, male participants looked at this topic from a different aspect. Male participants' responses were less positive than female participants' answers for all statements in general. It can be concluded that male participants have more negative perspective about the same subject. Male participants evaluated the statements with

a perspective that their teachers' gender is significant while learning EFL in primary education.

To sum up, the results indicated that teachers' gender is not only important factor in EFL learning in primary education but also sensible point to research and discuss as it has been proposed by the previous studies in the field. Additionally, it might be more useful to investigate the same topic in secondary and high-school levels as well as at university level.

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Appendix 1

EFFECTS OF TEACHER'S GENDER ON EFL LEARNING: PRIMARY EDUCATION

Gender: M F

Grade: 3 4 5

Age:

PLEASE MARK THE GIVEN STATEMENTS AS 'YES/SOMETIMES/NO'.

Because of my teacher is male;	YES	SOMETIMES	NO
I feel happy.			
I can express myself easily, I don't abstain from my teacher.			
I don't feel relax, I abstain from my teacher.			
I can easily understand lecturing of my teacher			

I can comfortably answer the questions asked by my teacher.			
I do not hesitate while asking the things that I can't understand to my teacher.			
I listen to the teacher in a non-distracting way for my classmates and teacher during the lesson.			
I can appeal for help from my teacher without hesitation during the activities in the lesson.			
I participate actively in the activities that are moderated by my teacher.			
I regularly do my homework that is given by my teacher.			
I seriously consider the warnings of my teacher and correct myself.			
I don't abstain to commiserate with my teacher about any problem that out of class.			
After the lesson, I don't hesitate to contact my teacher and ask for clarification related to the knowledge that I learned in the classroom.			
I think that my teacher teaches the lesson in a comprehensible style.			
I respect my teacher.			

You can add extra information about your English teacher and lecturing the space below: