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Abstract
In recent decades, gender equity has become an important issue in education, and gender difference in classroom interaction is one area that receives much attention from researchers. However, very few studies on gender equity were conducted in language arts classrooms in higher education. The purpose of the case study was to understand whether gender difference existed in the classroom interaction of one EFL class at a Taiwanese vocational university. The participants in the study were a female teacher and 25 students (21 females and 4 males) in an English Conversation class. The class has been observed for eight weeks and the instruments employed in the study included a modified INTERSECT observation form, an interview guide and a questionnaire used to explore both teacher's and students' behavior and perceptions of gender equity. Besides, t-tests were also performed to examine the frequency of interaction between the teacher and the students. The findings demonstrated that there were no significant gender differences in the classroom interaction except in the interaction pattern of Praise initiated by the teacher. That means the teacher seemed to give more praises to the male students than to the female students, but in other interaction patterns she did not treat the female and the male students differently. In addition, there were no differences between the interaction initiated by the female and the male students.
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