

## ABSTRACT

### **M Yusuf HP, Investigating Male and Female Teachers' Classroom Interaction in Teaching English Vocabulary to Young Learners.**

Recognizing the significance of English in the modern era and its accessibility to young learners through the advancement of technology, the role of teachers who engage directly with students in the classroom is of utmost importance, particularly in teaching English to young learners. Analyzing classroom teaching interactions is essential, especially when viewed through the lens of gender dynamics. This research investigated the differences in classroom interaction patterns between male and female teachers when teaching English vocabulary to young learners. Recognizing that teacher-student interactions significantly impact language learning, this study focused on the distinct communication styles and strategies employed by male and female teachers and the students' perceptions of them. The study aimed to analyze how these differences influenced the learning process and learners' perceptions of the effective vocabulary learning process. Employing a qualitative approach, data were collected through classroom observations and students' discussions. This study highlighted the importance of understanding gender-based interaction dynamics and suggested that balanced communication styles could enhance vocabulary learning. The results indicated that male teachers tended to adopt a more directive and authoritative communication style, emphasizing structured activities and verbal repetition. In contrast, female teachers frequently used rapport-building techniques, collaborative learning, and indirect communication to foster an inclusive classroom environment. Both styles had unique advantages; however, learners preferred inclusive strategies that balanced structure and encouragement. This research could contribute to the field of language education by providing insights into the sociocultural factors shaping classroom interactions and offering practical implications for teacher training and pedagogical strategies.

**Keywords:** Gender Differences, Communication Styles, Teacher-Student Interaction, Pedagogical Strategies, Young Learners.