



Communication Styles Used by Male and Female Teachers' in EFL Classroom Interaction

Rahmaeni

English Education Department, Muhammadiyah University of Enrekang, Indonesia

Correspondent Email: syariefrahmaeni@gmail.com

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ABSTRACT

Teachers' communication style plays an important role in teaching and learning process because the students' success in learning will be significantly influenced by styles that the teacher used to communicate with the students. Therefore, it is important to investigate the styles of communication used by teachers in the classroom. This research focused on exploring the communication styles used by male and female teachers in EFL classroom, the similarities and the differences between male and female teachers' communication styles, and the aspects influencing their communication styles. This research was based on a study conducted at State University of Makassar, particularly in English Education Department, in September 2018. This study involved two male teachers and two female teachers of English Education Department. To collect data, the researcher recorded teaching process carried out by the four teachers in the classroom. Each teacher was recorded in two meetings, so eight recordings from the four teachers were obtained, transcribed, and analyzed by using discourse analysis approach. The communication styles used by teachers were analyzed based on the theory of communication style by Mikoluk (2013) and Lanz (2015). The findings showed that there were four communication styles used by male and female teachers in EFL classroom. They were assertive, aggressive, passive, and passive-aggressive styles. Male teachers were more dominant than the female teachers in the use of assertive, aggressive, and passive style, whereas female teachers were more dominant than the male teachers for passive-aggressive style. In addition, there were 3 aspects that influenced the teachers' communication style. They were classroom atmosphere, teaching time, and subject taught. Findings of this study were advantageous to expand insights about communication style used by teachers in EFL classroom, including how it affected the teaching process and what aspects influence the communication style. Those insights then became consideration for EFL teachers to improve their teaching performance.

Introduction

Communication becomes the most important thing in humans' life. Through communication process, people enable to share their knowledges, attitudes and emotions to the others either directly or

indirectly (Alfatihi, 2006:4). It does not also make people feel alienated or isolated from the surrounding environment. In EFL classroom context, teacher becomes the key person for the

effectiveness of communication. Richmond, *et al* (2009) asserted that effective teachers are effective communicators and teachers who do not possess effective teacher communication styles may be perceived as ineffective (perhaps even misbehaving) teachers. A good or effective teacher who uses teacher communication style effectively and affectively can impact the classroom in a variety of positive ways. The teacher with good teacher communication style has a positive impact on students' cognitive and affective learning, has fewer student discipline problems, has students with higher self-concepts, has an increase in the amount of student feedback and honesty of feedback (Norton, 1983). On the other hand, the mixed or moody teacher has a negative impact on all student/teacher relationship variables and learning because of the unpredictable style of the teacher, the students become learned helpless and very little learning or communication takes places in the classroom. In addition, Yunus (2013:1) stated that professional teachers/lecturers need to be equipped with the ability to present themselves as well as cognitive ability.

In line with the importance of communication in the classroom, teachers' communication styles became essential to positive instruction, positive communication between teacher and student, and positive communication between students. Every teacher is required to be able to manage their communication styles in appropriate way and time.

The use of communication styles by teachers in EFL classroom interaction is influenced by some aspects. Some scholars proposed gender as one of the aspects that influences teachers' communication style. Estalkhi *et al*

(2011) stated that gender is crucial variable which directly affected teacher's belief. The way teachers behaved or their beliefs can highly influence their gender. Li (1999) also claimed that teachers' gender affects teacher beliefs and behavior, and students' belief, behavior and achievement. Meanwhile, the influence of gender in learning was proposed by Hadidi and Monsefi (2015). They noted that gender has a great influence on different aspects of human life including language learning and general education that can influence the quality and quantity of interactions in the classroom. In addition, the results of many studies suggest that there is a strong relationship between language students' achievement and social life as well as their attitude and motivation toward language and the gender of their language teacher (Manjari, 2005; Dee, 2006).

By those findings, the researcher points out that gender is considerable factor that should be investigated in the teaching and learning process related to the teachers' gender on the use of communication styles in EFL classroom interaction. In the other hand, McCroskey *et al* (2005:27) stated that school or university is about information and understanding. It means that the effective communication plays an important role in the classroom, and it has close relation with teachers' style in communication and teacher's gender. It is therefore, the research under that investigation is needed to be done in EFL teaching context. Based on the illustration above, the objectives of this study were to explore:

1. The types of communication style used by male and female teachers in the teaching and learning process in EFL classroom interaction.

2. The similarities and the differences between male and female teachers' communication style used in the teaching and learning process in EFL classroom interaction.
3. The aspects influencing male and female teachers' communication style used in the teaching and learning process in EFL classroom interaction.

Research Method

This research employed qualitative research design to describe the types of communication style used by male and female teachers, the similarities and the differences between male and female teachers' communication styles, and the aspects influencing their communication styles in the teaching and learning process in EFL classroom interaction. The subject of this research was English lecturers in Undergraduate Program, Universitas Negeri Makassar. The researcher chose two male lecturers and two female lecturers as the representative lecturers where the observation was held in two meetings for each.

To obtain the data, the researcher employed some instruments namely classroom observation, video recording, and interview. Overall, there were 8 recordings taken from this study which represented 8 meetings in academic year 2022-2023. The data were analyzed by using interactive model of data analysis consisting of data collection, data display, data condensation, and conclusion-drawing/verifying (Miles and Huberman, 2013). The data were then interpreted and analyzed in the forms of conversation extracts. In the extracts, relevant data were identified and discussed. The results were processed based on the framework of

communication styles by Mikoluk (2013) and Lanz (2015).

Findings

This section presents the result of the research. It elaborates the types of communication styles used by male and female teachers, the similarities and the differences between male and female teachers' communication styles, and the aspects influencing their communication styles in the teaching and learning process in EFL classroom interaction. They are explained as follows:

Types of Male and Female Teachers' Communication Styles

1. Male Teachers' Communication Styles

Assertive Style

The first style is assertive style. It becomes the dominant style used by male teachers in EFL classroom interaction. This style was used by the teachers in 9 different circumstances namely showing care, giving compliment, showing attention, giving suggestion, emphasizing teamwork, giving solution, seeking for student's opinion, requesting, and giving opportunity. The following extract is one of the examples of assertive communication style used by male teacher.

Extract 1: Showing care

T : how are you today?

SSS : fine and you?

T : good thank you, did you have breakfast this morning?

SS : no

SS : (yes)

T : why no? What happened?

Extract 1 above demonstrates the use of assertive communication style by male teacher 1 in beginning the class. In this case, before starting the class, the teacher tried to show his care by asking the students about their condition by saying "**how are you today?**". Then, the students answered by saying "*fine and you?*". After that the teacher gave positive response to the students' answer by saying "**good, thank you**". Next, he continued to ask them whether they had breakfast or not by saying "**did you have breakfast this morning?**". The students responded to the teacher's question by saying "*no*", that is why the teacher said "**why no? What happened?**". His statements emphasized his care to students because he wanted to know why the students did not have breakfast. The teachers' utterances demonstrated the use of assertive communication style. It could be seen from his emphatic statement that he used to show his care and also the use of the middle range and warm voice. Besides, it could be seen from his good eye contact to the students. The use of range and warm voice and attentive eye contacts are characteristics of assertive communication style.

Aggressive Style

The second style is aggressive style. This style was used by male teachers in various situations. They are overbearing, threatening, using threatening question, expressing opinion as fact, putting down and intimidating, interrupting other words, giving evaluative comment, and directly mentioning student's name. The aggressive communication style used by the male and female teachers is presented in the extracts below:

Extract 2: Using threatening question

T : **Why do you choose Raffi**

Ahmad? He is not your idol but why do you want to choose him?

S24 : *Because I think Raffi Ahmad is one of very famous person in Indonesia.*

T : **Famous, karena apanya? What?**
[famous for what? What]

S24 : *Because he has occupations as actor, singer, comedian and presenter.*

Extract 2 above demonstrates the use of aggressive style of male teacher 2 when he asked the students to tell about their idols in front of the class. In this time, he asked the student who presented about Raffi Ahmad why did she choose him even though he was not her idol. He said "**Why do you choose Raffi Ahmad? He is not your idol but why do you want to choose him?**". His utterances illustrated that he used threatening question. The student then responded to his question by saying "*Because I think Raffi Ahmad is one of very famous person in Indonesia*". The teacher directly responded to her answer by saying "**Famous, karena apanya? What?**". His utterances emphasized his threatening question, it could be seen when he uttered his question in sarcastic voice. When he said "**famous**" he stopped for a while then he continued to give question by saying "**karena apanya? What?**". When he uttered that, he spoke very fast and directly emphasized his question by giving additional question without giving space for student to answer.

Passive Style

The third style is passive style. Passive style was used by male teachers during their teaching in different

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circumstances. They applied it in how they answered their own question, showing hesitancy, and being aware of mistake. The extract below is one of the examples of how the teachers used passive style in classroom interaction.

Extract 3: Being Aware of Mistake

T : what is your name?

S9 : my name is andi alfiana

*T : andi alfina. Okay. **what, what is, what do you know about critical reading, andi alfiana?***

S9 : critical reading is a process analyzing

From extract 3 above, it can be explored that the male teacher was used passive communication style in how he was aware of his mistake. It happened when he asked one of the students about critical reading. Firstly, he asked about students' name by saying "*what is your name?*". Then, the student answered his question by saying "*my name is Andi Alfiana*". After that the teacher responded to her by saying "*Andi Alfina. Okay. **what, what is, what do you know about critical reading, andi alfiana?***". From his utterances especially when he tried to propose a question, it implied that he was being aware of mistake because he repeated to pronounce the word "**what**" for three times. At first, he said "**what**", and then he tried to correct it by saying "**what is**". Finally, after two repetitions, he was successful in proposing question in the right grammar and form to the students.

Passive-aggressive Style

The next style is passive aggressive style. This style is the rarest style used by male teachers. The use of passive-aggressive communication style by them was characterized by the use of facial expressions which do not match with their words and the use of sarcasm. The

example of the use of passive-aggressive communication style by male teacher can be seen in the following extract.

Extract 4: Using facial expressions which do not match with his words

T : oke anyone, oh sorry Andi Nurul Fatimah

S1 : ee katanya ada kelasnya pagi ini sir [ee she said, she has another class this morning, sir]

*T : **all right so she skips this one, no worries..** oke anyone I haven't mention? No?*

Extract 4 above demonstrates the use of passive-aggressive communication style by male teacher 1 in responding to student explanation. In this case, the teacher forgot to mention one of the students' names in the attendance list then he apologized and mentioned the student's name. Conversely, the student who mentioned by the teacher was absent. Her friend then tried to give explanation to teacher by saying "*ee katanya ada kelasnya pagi ini sir*". After getting explanation, the teacher said "**all right so she skips this one, no worries..**". His utterances implied that he tried to keep relax and did not object to what the student did. He also tried to convince the students that everything was fine. On the other hand, his facial expression was different from what he said. The facial expressions of the teacher can be seen in the following picture:



Figure 1

The picture above illustrates the teacher's facial expressions after knowing that one of the students skipped his class for another class. He seemed to be annoyed and disappointed. It could be seen from the way he raised one of his eyebrows and pursed his lips. Therefore, it clearly proved that the teacher's facial expressions did not match with his utterances and it was categorized into passive-aggressive communication style.

2. Female Teachers' Communication Styles

Assertive Style

The first style is assertive style. Female teachers dominantly used this style during their teaching. They used it in some situations namely showing care, giving compliment, showing attention, giving suggestion, emphasizing teamwork, giving solution, seeking for student's opinion, requesting, and giving opportunity. The following extract presents the example of assertive communication style used by female teacher.

Extract 5: Giving compliment

T : 'that man is my teacher'apa yang di modify?...

[that man is my teacher, what is modified?]

S1 : teacher. noun..

T : noun.. okay noun, very good.. now..short, fat, bald modify the noun.. man. Chemistry modify the noun (teacher)

Extract 5 above describes about the use of assertive communication style by female teacher when she gave comment for student's answer. At the time, she sought for students' opinion about what was to be modified in the sentence '*that man is my teacher*'. After a while, a student proposed her opinion by saying "*teacher. noun..*". The teacher then responded to student's answer by saying "*noun.. okay noun, very good..*". Her utterances pointed out that he gave compliment and positive response for the student's correct answer. Besides, the way she repeated other words emphasized that she paid attention to the student when she spoke.

Aggressive Style

The second style is aggressive style. This style was used by female teachers in more varied situations. They are overbearing, threatening, intimidating, trying to dominate, blaming, as well as demanding and being abrupt. The following extract illustrates the use of aggressive communication style by female teacher.

Extract 6: Overbearing

T : did you still remember that? Ok now referring back to preposition, what is preposition?

SS : preposition,,

SS : the study of <XwordX>

T : disini banyak yang dapat A disini yah, jadi yang dapat A harus jawab, apa itu preposition?

[there are many students here got A, so those who got A must answer, what is preposition?]

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Extract 6 above shows the use of aggressive communication style by teacher in classroom interaction when she overbore the students to answer her question. In this situation, the teacher sought for students' opinion about preposition because they had studied that material previously. She uttered "*did you still remember that? Ok now referring back to preposition, what is preposition?*". Some of the students tried to answer her question by saying "*preposition, the study of <XwordX>*". Unfortunately, their answers were not exactly correct. It was therefore the teacher tried to ask them again by saying "*disini banyak yang dapat A disini yah, jadi yang dapat A harus jawab, apa itu preposition?*". From her utterances, it could be seen that she tried to overbear the students to propose the right answer by touching on the value issue that they had obtained. In other words, she required the students who got A to give the right answer. It could be seen from the word "*must*" that she used. The teacher's way in asking for students' opinion was categorized as aggressive communication style.

Passive Style

The third style is passive style. Female teachers used this style when they were aware of their mistake. It was characterized by fillers and pauses in their speaking. The female teachers also used passive style in apologizing. The extract below shows the example of passive style used by female teacher in classroom interaction.

Extract 7: Showing hesitancy

S1 : *pergi dulu baru pulang*
[go first then go home]
 S2 : *masa pergi dulu baru pulang.*
[why go first then go home?]
 T : *hm... pergi pulang, hm...ah iya*
pergi pulang

[hm... go and go home, hm... ah yes go and go home]

SS : *pulang dulu baru pergi @@*
[go home first then go @@]

The extract above shows the use of passive communication style by female teacher 1 in classroom interaction. In this activity, the teacher responded to the student's idea by saying "*hm... pergi pulang, hm...ah iya pergi pulang*". From the teacher's utterance, it seemed that she tried to confirm the student's answer, but when she gave response, she hesitated with her own answer. Her hesitancy could be seen from fillers she used during her speaking. It means that she was still thinking and not sure about her own answer. Such situation was also identified as passive style.

Passive-aggressive Style

The next style is passive aggressive style. This style is the rarest style used female teachers. The use of passive-aggressive communication style by teachers was characterized by the use of facial expressions which do not match with their words and the use of sarcasm. The extract below is the example of passive-aggressive communication style used by female teacher.

Extract 48: Using facial expressions which do not match with her words

T : *Oke yok one two three go*
 SSS : /zi:l/, /zest/, /'i:zi/,
 /'hez.i.tert/, /bə'za:r/, /'θau.zə
 nd/, /'pɔ:l.zi/, /fi:z/, /iz/,
 /sez/, /wɒz/, /u:z/,
 /ɪg'zɑ:m.pl/, /ɪg'zæmain/,
 /ɪg'zæmain/
 T : *sorry?*
 SSS : /ɪg'zæmin/
 T : *okay...[smiling with shaking the head]*
 SSS : @@@

Extract above illustrates the use of passive-aggressive communication style by female teacher 1 after hearing students' pronunciation practice. In this time, the teacher instructed the students to pronounce some words together by saying "Ya, oke yok one two three go". After the students pronounced all of the words, the teacher responded them by saying "Okay...". However, when said that, she smiled and shook her head at the same time. It indicated that her facial expression did not match with her word. The following pictures describe the teacher's facial expressions at the time:



Figure 2

From the picture above, we know that the teacher was smiling while shaking her head when she said "okay...". The smile which supposed to mean admiration, in this context meant dissatisfaction because the students pronounced the words not simultaneously, so the voice was not clear. It could be seen from her eyebrows which raised and wrinkled. Besides, she shook her head to show that something was wrong. It was therefore the use of facial expression that did not match with her words indicated that the teacher used passive-aggressive communication style.

Similarities and Differences between Male and Female Teachers' Communication Styles

In order to answer the second research question which is about similarities and differences between male and female teachers' communication styles, the researcher analyzed the data by calculating the number of utterances in each meeting and then categorized them based on the type's communication styles. The data then showed that the male and female teachers were similar in the case of the most frequent communication style used at the two meetings of their teaching. Either the male or female teachers tended to use assertive style during their teaching. Besides, they were also similar to the rarest communication style used during their teaching, which is passive-aggressive style.

Despite the similarities mentioned above, communication styles used by the male and female teachers were also different in some ways. The findings proved that both of the female teachers used assertive style more frequently compared with male teacher 2. However, the frequency of assertive style used by male teacher 1 was more than the frequency of assertive style used by the two female teachers. So, in general, assertive style used by the male teacher 1 was more dominant compared with the assertive style used by the female teachers.

In respect to aggressive style, it is evident that comparing the male and female teachers, the male teacher 2 used aggressive style more often in classroom interaction than both female teachers. Similarly, passive style was also dominantly used by the two male teachers. Even, female teacher 2 used passive style only nine times during the

two meetings of her teaching.

In contrast with the three communication styles mentioned above, passive-aggressive style was dominantly used by the two female teachers. It was used only once by both male teacher 1 and 2, whereas both of female teachers used it more regularly. Further, the difference between male and female teachers' communication styles can also be analyzed based on the circumstances and characteristics of the utterances.

Both male and female teachers were similar in how they used assertive style in 9 different situations which are in showing care, giving compliment, showing attention, giving suggestion, emphasizing teamwork, giving solution, seeking for student's opinion, requesting, and giving opportunity. Besides, both male and female teachers were similar in how they frequently showed their attention to the students by repeating the student's words. It let the students know that the lecturer listened to them when they were conveying their idea. In spite of the similarities, the male and female teachers' assertive communication style were also different in some ways. The male teachers frequently used assertive when seeking students' opinion, while the female teachers rarely used assertive style for such circumstance. Further, comparing the male and female teachers, the male teachers dominantly used assertive style by giving compliment and suggestion, while the female teachers dominantly used this style for emphasizing teamwork and giving solution. Further, the female teacher had more tendencies in showing care to the students, whereas the male teachers showed their care to the students only 26 times during the four meetings of their teaching.

In the case of aggressive style, the male and female teachers also shared

similarities, but were also different in some ways. considering the frequency, the male teachers used aggressive style more frequently compared with the female teachers. It can also be interpreted from the table that the male and female teachers were similar in the term of the most dominant circumstance of how they used aggressive style. The four male and female teachers used this style of communication dominantly in putting down and/or intimidating. Looking at the other circumstances, the male teachers tended to communicate by overbearing to the students, while the female teachers rarely communicate in such way. Similarly, the male teachers were more dominant in expressing opinion as fact and directly mentioning student's name. On the other hand the female teachers were likely to communicate aggressively by threatening and trying to dominate the students during their teaching. Further, with respect to interrupting, only the male teachers had tendency to interrupt, while the female teachers never interrupted the students' words during the 4 meetings of their teaching. Despite the differences mentioned before, the male and female teachers were similar in how they rarely used threatening question and rarely blamed the students. They were also infrequently demanding the students or being abrupt.

Another communication style used by the male and female teachers was passive style. The male and female teachers used passive style in four different situations. It is also shown that the male teachers used this communication style more often compared with the female teachers. However, the male and female teachers were similar in how they used passive style most frequently by answering his own question. When they explained the

lesson, they tended to begin the explanation by asking about the lesson, but then directly answered her/his own question. Besides, their passive communication style was characterized by the use of fillers.

Besides the three communication styles described above, the teachers also used passive-aggressive style during their teaching, even though it was not as frequent as the assertive and aggressive styles. The passive-aggressive style used by the male and female teachers was characterized not only by the utterance, but also by the facial expression. Passive-aggressive style was used only twice by the male teachers, and was by using facial expression which do not match with his words and using sarcasm. On the other hand, the female teachers used passive-aggressive style in five different circumstances which were using facial expression which do not match with her words, using sarcasm, sulking, trying to dominate but with hesitancy, and showing agreement although it is misleading. Further, the most frequent passive-aggressive communication used by the female teachers were conveyed through sarcasm.

Aspects Influencing Male and Female Teachers' Communication Styles

The data in this session was taken from the interview with the teachers after the classroom observation was done. From the interview, it was found that among many aspects that possibly influenced male and female teachers' communication styles, classroom atmosphere, teaching time and subject taught more likely had influences on teachers' communication styles.

Both male and female teachers agreed that that classroom atmosphere had great impacts on their

communication styles in the classroom. They stated that classroom atmosphere affected students' mood and participation, which then affected their communication styles. Further, male teacher 1 also perceived that sometimes the same methodology worked differently in different classroom. For instance, when he tried to make jokes in certain class, sometimes it did not work in other classes.

The teachers also considered the teaching time in how they used different communication styles for morning and afternoon classes. They stated that when teaching in the morning, they were more enthusiastic. While, when teaching in the afternoon they tended to feel tired and the students also feel sleepy. Besides, they also declared that teaching time affected their moods and their moods would influence their communication styles.

About the next aspects, male and female teachers shared the same opinion about subject taught. They believed that subject that they were teaching had impact on their communication styles. The nature of the materials highly influenced their communication styles in the teaching and learning process.

Discussion and Conclusion

Fifty extracts of conversations and two figures of pictures were presented as the samples of interaction between teacher and students in the classroom interaction. Overall, the researcher found that male and female teachers of Undergraduate Program UNM applied and performed four types of communication style in their teaching. They are assertive style, aggressive style, passive style, and passive-aggressive style. It is reasonable that EFL teachers used various communication styles

because language teaching is complex process that covers various actions and circumstances. This is in line with Nzekwe (2013). He found that there are 3 communication styles used by teachers in Enugu State, Nigeria.

Male and female teachers were similar in the term of the most frequent and the rarest communication style used. Assertive style became the dominant style used with 867 utterances in eight meetings. While, passive aggressive style became the rarest style used in this observation. It was proved when this style just found in 10 utterances in eight meetings.

Both male and female EFL teachers were similar in the term of the most frequent communication style used. Either the male or female teachers tended to use assertive style during their teaching. On the other hand, Urea (2012) noticed that the dominant communication style among foreign languages teachers was non-assertive communication style, while the assertive one was dominant only among the Mathematics and Sciences teachers. Further, the finding of this research also showed that both male and female EFL teachers were similar in term of the rarest communication style used, which was passive-aggressive style. This is in line with Stavropoulou & Stamatis (2017). They found that the investigated teachers rarely use passive-aggressive communication. They used it only in the case of sinister manipulation, obnoxious aggressiveness, and mediated confrontation.

The differences between male and female teachers' communication style could be identified based on the circumstances and characteristics of the utterance. The result of this research showed that in relation to assertive style, male teachers tended to use

assertive style when seeking students' opinion, while the female teachers rarely used assertive style for such circumstance. This is in line with Harrop and Swinson (2011). They investigated the difference between male and female teacher talk and found that male teachers are more likely expand students' insight by offering critical questions, while female teachers tended to provide rich verbal explanation and illustration, and rarely questioning the student. Another difference could be seen in how the female teachers had more tendencies in showing care to the students compared with the male teachers. This is in line with Akhmetova et al (2017). They found that there were different traits between male and female teachers communication style. Traits which were being predominantly manifested by female teachers were tenderness, empathetic, caring of others, compassionate, and warm, whereas for the male teachers were authoritative, calm, balanced, equitable, risk tolerant, having integrity, having quick decision-making abilities, and competitive.

In the case of aggressive style, this research indicated that male EFL teachers tended to use aggressive style. In this circumstance, the male teachers tended to communicate by overbearing to the students, while the female teachers rarely communicated in such way. Similarly, only the male teachers had tendency to interrupt, while the female teachers were more likely to speak when no one was speaking. This is supported by Abosede (2017). He found that male teachers were more likely to interrupt others more than females, and men had different goals when they interrupt others.

About the teachers' passive style, it was shown in this research that the male and female teachers were similar in how

they used passive style most frequently by answering his own question. When they explained the lesson, they tended to begin the explanation by asking about the lesson, but then directly answered her/his own question. Besides, their passive communication style was characterized by the use of fillers. Fillers in the teachers' speaking were caused by many reasons, and mostly because of being aware of their own mistakes. However, Santos et al (2016) indicated that people use fillers and hesitations to show a need for a word or simply to plan their next utterance.

About passive-aggressive style, these research findings indicated that female teachers used passive-aggressive style more often than the male teachers. It was characterized not only by the utterance, but also by the facial expression. Facial expression was one of aspects that a teacher had to be considered. Teachers' facial expressions had great impact on students' mind in how they helped students to understand their teachers' mood and action (Mohsin, 2015). Further, passive-aggressive style was used by the male teachers in the form of using sarcasm and facial expression which do not match with their words. On the other hand, the female teachers used passive-aggressive style in more varied ways which arousing facial expressions which do not match with their words, using sarcasm, sulking, trying to dominate but with hesitancy, and showing agreement although it is misleading. Further, the most frequent passive-aggressive communication used by the female teachers was conveyed through sarcasm. According to Romi et al (2011) yelling in anger and sarcasm appeared less problematic in Israel and somewhat less so in China. In Australia, no difference in potential impact between

different forms of sarcasm was evident.

The next is about the aspects influencing male and female teachers' communication styles in EFL classroom interaction. Classroom atmosphere, teaching time and subject taught, more likely had influences on EFL teachers' communication styles. Classroom atmosphere affected students' mood and participation, which then affected the teachers' communication style. EFL teachers also considered time teaching in how they used different communication styles for morning and afternoon classes. Besides, they agreed that subject that they were teaching had impact on their communication styles. This is in line with Salifu & Agbenyega (2016). They declared that teacher's performance and classroom atmosphere were inseparable. Classroom atmosphere included material environment such as classroom space, context of time, class size, and teaching and learning materials. Therefore, it could be concluded that among many aspects that possibly influencing EFL teachers' communication style that were classroom atmosphere, teaching time and subject taught were the aspects that certainly brought impact on teachers' communication styles.

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