# Female and Male Teachers' Strategies for Teaching English in Senior High School

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## ABSTRAK

Strategi pengajaran memainkan peran penting dalam pembelajaran bahasa, namun gender juga menjadi faktor dalam menerapkan strategi pengajaran. Penelitian ini bertujuan untuk mengidentifikasi strategi pengajaran yang diterapkan oleh guru laki-laki dan perempuan dalam pembelajaran bahasa Inggris berbasis Kurikulum Merdeka di SMA. Penelitian ini menggunakan metode deskriptif kualitatif dengan teknik pengumpulan data melalui kuesioner self-administration, observasi, dan wawancara. Subjek penelitian terdiri dari empat guru, yaitu dua guru laki-laki dan dua guru perempuan. Hasil penelitian menunjukkan bahwa guru perempuan menerapkan strategi Computer-Assisted Language Learning (CALL) dan Discovery Learning. CALL memungkinkan pemanfaatan teknologi dalam pembelajaran, sementara Discovery Learning mendorong siswa untuk menemukan konsep secara mandiri. Di sisi lain, guru laki-laki menggunakan strategi Project-Based Learning (PjBL), yang menekankan keterlibatan aktif siswa dalam proyek nyata untuk meningkatkan pemahaman dan keterampilan berbahasa mereka. Kesimpulan dari penelitian ini adalah bahwa terdapat perbedaan strategi yang digunakan oleh guru laki-laki dan perempuan dalam mengajar bahasa Inggris. Meskipun pendekatan yang diterapkan berbeda, seluruh strategi tersebut memiliki tujuan yang sama, yaitu meningkatkan keterampilan berbahasa Inggris siswa secara efektif sesuai dengan prinsip pembelajaran dalam Kurikulum Merdeka.

## ABSTRACT

Teaching strategies play an important role in language learning, but gender is also a factor in implementing teaching strategies. This study aims to identify teaching strategies applied by male and female teachers in English learning based on the Merdeka Curriculum in high schools. This study uses a qualitative descriptive method with data collection techniques through self-administration questionnaires, observations, and interviews. The subjects of the study consisted of four teachers, namely two male teachers and two female teachers. The results showed that female teachers applied Computer-Assisted Language Learning (CALL) and Discovery Learning strategies. CALL allows the use of technology in learning, while Discovery Learning encourages students to discover concepts independently. On the other hand, male teachers use the Project-Based Learning (PjBL) strategy, which emphasizes the active involvement of students in real projects to improve their understanding and language skills. The conclusion of this study is that there are differences in the strategies used by male and female teachers in teaching English. Although the approaches applied are different, all of these strategies have the same goal, namely to improve students' English language skills effectively in accordance with the learning principles in the Merdeka Curriculum.

## 1. INTRODUCTION

Teaching strategies play a crucial role in language learning, as they determine how teachers facilitate student engagement and comprehension. In English as Foreign Language (EFL) classrooms, the effectiveness of teaching strategies can be influenced by various factors, including teachers' gender (Marhaeni et al., 2018; Ubaque Casallas & Pinilla Castellanos, 2016). Previous research suggests that male and female teachers tend to adopt different teaching approaches, communication styles, and classroom management techniques (Alasim & Paul, 2019; Yaro, 2022). While male teachers are often associated with direct, authoritative methods, female teachers are more likely to use interactive and collaborative strategies to enhance student participation (Piotrowska et al., 2022; Schlegel et al., 2021). These differences, shaped by social norms and gender expectations, raise questions about how male and female teachers structure their teaching in different classroom settings. Several theories support the idea that gender influences teaching strategies. Previous study argues that men and women exhibit distinct communication patterns, which extend to their teaching styles (Domogen, 2021). Research also highlights that male teachers tend to use declarative statements to assert authority, while female teachers prefer interrogative

forms to foster student interaction (Musriliani & Anshari, 2015). Additionally, studies on instructional strategies show that male teachers favor direct instruction and performance-based activities, whereas female teachers emphasize group discussions and structured learning methods like SQ4R (Fatma Dewi et al., 2019; Sulikhah et al., 2020). These gender-based tendencies in teaching strategies warrant further investigation, particularly in the Indonesian high school context. Despite the growing research on gender and teaching strategies, limited studies focus on how these differences manifest in Indonesian high schools, particularly in English language teaching. Understanding how male and female teachers implement different teaching strategies can provide insights into how gender influences classroom dynamics, student engagement, and learning outcomes. Without such understanding, schools may overlook the need for balanced teaching approaches that cater to diverse student needs.

Research on gender and teaching strategies has significantly evolved over the past few decades. Several studies highlight how gender differences influence teaching styles and teacher-student interactions (Hart et al., 2022; Hill, 2021). In the context of English language learning, the teaching strategies implemented by teachers can contribute to the effectiveness of learning and student engagement levels (Hasanah & Supriansyah, 2022; Yaacob & Lubis, 2022). Male and female teachers often adopt different approaches in teaching, including their choice of methods, interactions with students, and how they deliver instructional content. Although numerous studies have examined the relationship between gender and teaching strategies in various countries, research specifically exploring this phenomenon in Indonesian secondary schools remains limited. Some local studies have investigated effective English teaching methods, but few have examined how gender differences among teachers influence classroom dynamics and student learning outcomes (Asih & Ramdhani, 2019; Rao, 2019). Additionally, the educational culture in Indonesia, which is still influenced by social norms and gender expectations, may also affect how male and female teachers perform their roles in the classroom.

Understanding how male and female teachers implement different teaching strategies is essential for identifying the impact of gender on classroom interactions and student engagement in English language learning. Previous studies suggest that female teachers tend to use more collaborative learning methods and empathetic teaching approaches, whereas male teachers are more likely to adopt challenge-based and competitive learning strategies (Ananda, 2019; Guridi et al., 2020). These differences can contribute to diverse student learning experiences, where some students may be more engaged in supportive classroom environments, while others thrive in competitive learning settings. Furthermore, in the context of English language learning, student engagement is a crucial factor in achieving optimal learning outcomes. The teaching strategies employed by teachers should be able to enhance student motivation to participate actively in the classroom, whether through group discussions, conversation simulations, or the integration of technology in learning. Recent studies have also highlighted the importance of gender-based approaches in designing more inclusive and responsive teaching strategies (Nursalina & Fitrawati, 2021; Uddiniyah & Silfia, 2019).

Without in-depth insights into the influence of gender on teaching strategies, schools may overlook the need for a more balanced and inclusive approach to education. Therefore, this study aims to fill this gap by exploring the differences in teaching strategies employed by male and female teachers in Indonesian secondary schools and their impact on student engagement and learning outcomes. The findings of this research are expected to provide recommendations for schools and education policymakers in designing teacher training programs that are more gender-sensitive and enhancing the effectiveness of English language teaching in Indonesia. To address this gap, this study investigates the teaching strategies used by male and female English teachers at SMA N 4 Singaraja. By analyzing their teaching strategies, this research aims to identify patterns in gender-based teaching strategies. Data collection includes observations, interviews, and a Questionnaire Checklist to ensure a comprehensive analysis of teaching practices. Specifically, this study aims to (1) identify the teaching strategies employed by male and female English teachers in SMA N 4 Singaraja, (2) examine how gender influences classroom interaction, classroom management, and student engagement, and (3) provide recommendations on how teachers can balance different teaching strategies to enhance learning outcomes. By exploring these objectives, this research contributes to a deeper understanding of gender-based differences in teaching strategies and offers practical insights for improving English language instruction in high schools.

## 2. METHOD

This study employs a qualitative descriptive research design to explore the teaching strategies used by male and female English teachers at SMA N 4 Singaraja. A qualitative approach is appropriate for this study as it allows for an in-depth understanding of instructional strategies in their natural setting (Lambert & Lambert, 2012). Through this approach, the study aims to capture a comprehensive picture of how teachers implement different teaching strategies in the classroom. The data for this study were collected using three method: self-administered questionnaires, observations, and interviews. The self-administered questionnaire was designed to gather information about the instructional strategies employed by teachers. It included a checklist where participants could indicate the teaching strategies they frequently used. To complement the questionnaire, observations were

conducted to document teachers' actual classroom practices and validate their questionnaire responses. Observations provided direct insights into how different strategies were applied in real teaching situations. Additionally, interviews were conducted to gain deeper insights into the teachers' rationale for using specific teaching strategies and their perspectives on the effectiveness of those strategies. The combination of these three instruments ensured a well-rounded and reliable data collection process. The subjects of this study were four English teachers at SMA N 4 Singaraja, consisting of two male and two female teachers. These participants were selected using purposive sampling, ensuring that the study included teachers with the familiarity with the Merdeka Curriculum. By selecting these teachers, the study aimed to explore variations in teaching strategies based on gender while considering the influence of the curriculum framework on their instructional approaches.

The collected data were analyzed through three stages: data reduction, data display, and conclusion drawing (Miles et al., 2014). First, the data from questionnaires, observations, and interviews were organized and coded to identify recurring strategies. This step involved filtering and categorizing the data to focus on essential aspects related to teaching strategies. Then, the data were presented in the form of tables, summaries, and descriptive narratives to facilitate interpretation. This stage allowed for a clearer comparison of teaching strategies used by male and female teachers. Finally, the findings were analyzed to identify patterns, similarities, and differences in teaching strategies. Triangulation was applied by cross-checking data from different sources to ensure reliability and validity, thereby strengthening the credibility of the research findings.

## 3. RESULT AND DISCUSSION

### Result

The questionnaire checklist results indicate that both male teachers at SMA Negeri 4 Singaraja employ diverse strategies, emphasizing interactive and collaborative learning. The result of male teachers' teaching strategy is show in Table 1.

**Tabel 1.** Male Teachers' Teaching Strategy Applied (From Questionnaire Checklist)

| No. | Teaching Strategy | Male 1 Indicators Applied | Male 2 Indicators Applied | % |
|-----|-------------------|---------------------------|---------------------------|---|
| 1 | Social Affective Strategies | 4/4 | 4/4 | 100% |
| 2 | Project Based Learning | 10/10 | 10/10 | 100% |
| 3 | Problem Based Learning | 9/9 | 9/9 | 100% |
| 4 | Discovery Learning | 6/6 | 6/6 | 100% |
| 5 | CALL | 6/6 | 6/6 | 100% |
| 6 | Cooperative Learning | 7/7 | 7/7 | 100% |
| 7 | Active Learning | 0/5 | 0/5 | 0% |
| 8 | Integrated Learning | 7/7 | 7/7 | 100% |
| 9 | Flipped Learning | 0/4 | 4/4 | 50% |
| 10 | Competency Based Learning | 3/3 | 3/3 | 100% |
| 11 | Differentiated Learning | 0/3 | 0/3 | 0% |

Base on Table 1, tthey fully implemented Project-Based Learning (PjBL), Problem-Based Learning (PBL), Discovery Learning, CALL, Cooperative Learning, and Integrated Learning (100% application), fostering student engagement through real-world tasks and technology integration. For example, they frequently use Kahoot and videos to enhance lessons. Cooperative Learning was also applied through group work, but Flipped Learning was used by only one teacher (50%), while Active and Differentiated Learning were not implemented (0%). Both teachers consistently applied social/affective strategies (100%), using praise and humor to create a supportive learning environment. Classroom observations, conducted four times from January 9th to 17th, 2025, confirmed these findings. Observation checklists showed that both Male 1 and Male 2 primarily used Project-Based Learning, The classroom observations revealed that both male teachers consistently applied Project-Based Learning (PjBL) in their teaching. Male 1 began his lessons by clearly explaining project guidelines, ensuring students understood the objectives and expectations. He then divided students into groups, guided them through the problem-solving process, and encouraged critical thinking. At the end of the project, he required students to present their work, helping them develop communication skills. Similarly, Male 2 assigned projects that involved analyzing and creating expository texts, fostering collaborative learning and student engagement. Both teachers emphasized hands-on learning and active student participation throughout the observed lessons. Interviews further confirmed their preference for PjBL. Male 1 explained that projects allowed him to assess students more accurately than written tests, as traditional assessments often failed to reflect their true abilities. He also noted that using interactive

media, such as pictures and videos, helped maintain student engagement. Male 2 supported this view, stating that PjBL encouraged students to think critically and creatively while aligning with the curriculum's goals. Both teachers agreed that project-based activities provided a more meaningful learning experience and a fairer assessment method. These findings highlight the strong implementation of PjBL by both male teachers, reinforcing the role of student-centered learning in developing critical thinking and real-world skills.results are the main part of scientific articles, containing: final results without data analysis process, hypothesis testing results. Female teachers' teaching strategy applied is show in Table 2.

**Tabel 2.** Female Teachers' Teaching Strategy Applied (From Questionnaire Checklist)

| No. | Teaching Strategy | Female 1 Indicators Applied | Female 2 Indicators Applied | % |
|---|---|---|---|---|
| 1 | Social Affective Strategies | 4/4 | 4/4 | 100% |
| 2 | Project Based Learning | 10/10 | 10/10 | 100% |
| 3 | Problem Based Learning | 9/9 | 0/9 | 50% |
| 4 | Discovery Learning | 6/6 | 6/6 | 100% |
| 5 | CALL | 5/6 | 2/6 | 70% |
| 6 | Cooperative Learning | 7/7 | 4/7 | 78,5% |
| 7 | Active Learning | 0/5 | 0/5 | 50% |
| 8 | Integrated Learning | 6/7 | 5/7 | 91,6% |
| 9 | Flipped Learning | 4/4 | 0/4 | 50% |
| 10 | Competency Based Learning | 3/3 | 0/3 | 50% |
| 11 | Differentiated Learning | 3/3 | 0/3 | 50% |

Based on Table 2, the checklist, both F1 and F2 consistently applied Social/Affective Strategies, Discovery Learning, and Project-Based Learning (PjBL) in their teaching. Social/Affective Strategies played a crucial role in creating a positive and encouraging classroom atmosphere. Both teachers actively fostered a supportive learning environment by incorporating humor, praise, and personal engagement with their students. For instance, F1 often used motivational words and casual conversations at the beginning of the lesson to make students feel more comfortable. Meanwhile, F2 encouraged peer collaboration by allowing students to work in pairs or small groups, promoting interaction and cooperative learning. A key difference between the two teachers was their approach to technology in teaching. The checklist revealed that F1 made extensive use of Computer-Assisted Language Learning (CALL), frequently integrating digital tools such as Kahoot, Quizizz, and Canva to enhance interactivity. She also relied on PowerPoint presentations with embedded videos and animations to explain concepts more clearly. In contrast, F2 preferred a more traditional, hands-on approach. She relied on printed worksheets, real-life examples, and in-class discussions to stimulate critical thinking. However, she occasionally used online resources to supplement student learning, particularly when providing examples of language use in real-world contexts.

Classroom observations provided further insight into how these strategies were applied in practice. F1's use of CALL was evident from the start of her lessons. She typically began with an interactive PowerPoint slide containing questions designed to activate students' prior knowledge. Throughout the lesson, she encouraged participation in online quizzes and discussions using digital platforms, making learning more dynamic and engaging. Additionally, she employed a flipped learning approach, assigning video materials for students to review before class so they could come prepared with background knowledge. On the other hand, F2's teaching style was more focused on student discovery and active participation. She frequently used Discovery Learning techniques, guiding students to explore language rules independently rather than providing direct explanations. In one observed lesson, she presented various sentence structures and asked students to identify patterns, encouraging critical thinking and a deeper understanding of the material. Another notable aspect of her teaching was her emphasis on problem-solving tasks. She often designed real-life scenarios where students had to apply their language skills in meaningful ways, strengthening their ability to use English effectively in different contexts. Both teachers also demonstrated distinct approaches to Project-Based Learning. F1's projects were largely technology-driven, requiring students to create digital presentations, infographics, or videos. For example, one of her assignments involved designing an English-language travel guide for tourists using Canva. In contrast, F2's projects were more discussion-based and hands-on. She often conducted role-playing activities, where students acted out real-life situations using English, helping them practice language skills in a more interactive and engaging manner. Interviews with the teachers provided further insights into their reasoning behind these teaching strategies. When asked about her preference for CALL, F1 explained that she believed technology made learning more engaging and accessible, particularly for students who struggled with traditional methods. She also highlighted the

advantage of digital tools in tracking student progress more efficiently. However, she acknowledged some challenges, such as students becoming distracted by their devices and occasional technical issues disrupting the lesson.

F2, on the other hand, emphasized the importance of interactive and student-centered learning. She believed that students learned best when they actively discovered concepts rather than receiving direct explanations. According to her, this approach enhanced problem-solving skills and fostered independent learning. Nonetheless, she also noted challenges, particularly students' initial hesitation to participate and difficulties in grasping abstract concepts without direct instruction. Despite their differences, both teachers agreed on the importance of Social/Affective Strategies in maintaining student motivation. They observed that many students lacked confidence in speaking English, making it essential to create a supportive and encouraging classroom environment. F1 found that sharing personal stories and using humor helped students feel more comfortable, while F2 believed that allowing students to express their thoughts freely, without fear of making mistakes, was the most effective way to boost their confidence.

The findings from the checklist, observations, and interviews highlight the unique teaching strategies employed by female teachers at SMA Negeri 4 Singaraja. While both F1 and F2 prioritized Social/Affective Strategies, Discovery Learning, and PjBL, their distinct teaching styles shaped the way these strategies were implemented. F1's approach was more technology-driven, integrating CALL to enhance interactivity, whereas F2 preferred hands-on, discussion-based activities that encouraged student exploration. Despite facing challenges, both teachers demonstrated a strong commitment to creating engaging and effective learning experiences for their students. The differences in teaching strategy preferences between male and female teachers at SMA Negeri 4 Singaraja can be analyzed through the lens of gendered communication and societal norms, as discussed by Eckert and McConnell-Ginet (2013). Gender, as a social construct, influences professional practices, including teaching. The observed preference for Project-Based Learning (PjBL) among male teachers and the inclination toward Computer-Assisted Language Learning (CALL) and Discovery Learning among female teachers reflect broader communication tendencies shaped by societal expectations.

These findings indicate that the male teachers at SMA Negeri 4 Singaraja, Male Teacher 1 (M1) and Male Teacher 2 (M2), exhibited a strong preference for hands-on, collaborative teaching strategies, particularly Project-Based Learning (PjBL) and Problem-Based Learning (PBL). Both teachers fully implemented PjBL by assigning students real-world projects, such as creating videos about tourist destinations in Buleleng. This approach not only made learning more meaningful but also encouraged teamwork, critical thinking, and problem-solving skills. By allowing students to work in teams and apply their knowledge in practical scenarios, PjBL helped bridge classroom learning with real-life applications. In addition to PjBL, the male teachers also utilized Problem-Based Learning, which required students to analyze texts or real-life problems to develop solutions. This method fostered critical thinking and independent learning, contrasting with the more structured, teacher-led approaches observed among their female counterparts. M1 and M2 frequently organized students into groups, promoting collaboration and peer interaction. This cooperative learning environment enabled students to exchange ideas, support one another, and develop interpersonal skills. While both teachers employed social/affective strategies—such as using praise to motivate students—their primary focus remained on practical, problem-solving tasks that emphasized teamwork and autonomy.

In contrast, the female teachers, Female Teacher 1 (F1) and Female Teacher 2 (F2), integrated technology and multimedia into their teaching practices. F1 was particularly inclined toward Computer-Assisted Language Learning (CALL), utilizing digital tools like Kahoot, Quizizz, and Canva to create interactive activities that enhanced student engagement. She believed that incorporating technology made lessons more dynamic and aligned with students' familiarity with digital platforms. In addition to CALL, F1 implemented Discovery Learning by using videos, images, and other multimedia resources to encourage students to explore concepts independently. This visual and contextual approach deepened students' understanding and maintained their interest. Similarly, F2 also employed Discovery Learning but placed a stronger emphasis on student-led discussions and oral presentations. She used media, such as videos and pictures, as discussion prompts to encourage students to express their thoughts and engage in meaningful dialogue. This approach was particularly effective in developing students' speaking skills and boosting their confidence in using English. Alongside discussions, F2 frequently assigned worksheets to assess comprehension and encouraged students to present their findings in front of the class. Unlike F1, who relied heavily on technology, F2 favored traditional interaction-based methods, using media as a tool to facilitate deeper classroom engagement. Despite their different instructional approaches, both female teachers prioritized creating a supportive and motivating learning environment through social/affective strategies. F1 used humor and informal conversations to make students feel comfortable, often incorporating praise in Bahasa, such as "Bagus" (Good) and "Keren" (Cool), to boost confidence. F2 also relied on praise, using phrases like "Good job" and "Nice" to encourage participation. Both teachers emphasized the importance of building strong relationships with their students, fostering trust and motivation through positive reinforcement. In conclusion, the male teachers at SMA Negeri 4 Singaraja favored PjBL and PBL, focusing on collaboration, problem-solving, and

real-world applications. Meanwhile, the female teachers preferred technology-integrated approaches, with F1 emphasizing CALL and F2 promoting Discovery Learning through discussions and presentations. Despite these differences, all teachers shared a commitment to fostering an engaging and encouraging learning environment, using social/affective strategies to motivate and support their students.

**Discussion**

The findings of this study indicate that male teachers (M1 and M2) prefer using Project-Based Learning (PjBL) as their primary teaching strategy. This aligns with study who suggest that men tend to exhibit dominant and assertive communication styles, often engaging in fewer discussions and allowing students greater autonomy (Asmi et al., 2022; Rizkamariana et al., 2019). In PjBL, teachers act as facilitators rather than direct instructors, encouraging students to take ownership of their learning through hands-on projects. This approach reflects a student-centered model where teachers provide guidance rather than constant verbal instruction, reinforcing the notion that male educators may be more inclined to promote independence rather than engage in extensive discourse (Kok et al., 2021; Rogowsky et al., 2015). Additionally, previous study highlights that male communication styles are often direct and declarative, which may explain their preference for PjBL (Okta et al., 2020; Syahril et al., 2020). Previous study further suggest that male teachers tend to use assertive and straightforward statements rather than engaging in frequent questioning or inclusive discussions (Yildirim, 2017). By using PjBL, male teachers establish clear expectations while allowing students to navigate challenges independently, reducing the need for continuous verbal engagement. Moreover, other study found that men are more likely to interrupt conversations in urgent situations but not necessarily in daily classroom interactions (Utami & Husein, 2021; Zahra & Arianti, 2022). This suggests that PjBL, which minimizes structured discussions, aligns well with male teachers' communication tendencies, allowing them to maintain authority while fostering student autonomy. In contrast, female teachers (F1 and F2) prefer using Computer-Assisted Language Learning (CALL) and Discovery Learning, reflecting a more interactive and communicative teaching style. According to previous study female teachers tend to foster classroom discourse, encouraging active participation and student engagement (Spanou & Zafiri, 2019). Other study explains that women generally use more polite expressions, higher intonations, and empathetic language, which align with the interactive and guidance-based nature of CALL and Discovery Learning (Buck, 2017). These strategies require frequent teacher-student interaction, reinforcing the idea that female teachers are more involved in direct instruction and continuous student support.

CALL, which integrates technology to enhance language learning, provides structured yet engaging experiences where teachers can offer real-time feedback and facilitate discussions. Previous study suggest that female teachers are often more adaptable to new teaching methods, seeking ways to enhance student engagement through interactive tools (Nahar et al., 2022; Sholikah & Dwi, 2021). Similarly, Discovery Learning allows students to explore concepts independently but with structured guidance from the teacher. Unlike PjBL, which emphasizes autonomy, Discovery Learning involves scaffolding, where teachers pose questions and provide hints to stimulate critical thinking. This aligns with research by previous study which highlights that female teachers use more interrogative and indirect communication styles, fostering a collaborative and discussion-driven learning environment (Aljohani, 2021; Caner & Aydin, 2021).

In contrast, female teachers favor CALL and Discovery Learning, which involve greater teacher-student interaction. These strategies require teachers to provide continuous guidance, facilitate discussions, and monitor progress, reflecting Lakoff's theory that women use more interrogative and collaborative language (Clayton Bernard & Kermarrec, 2022; Rutta et al., 2021). Female teachers' inclination toward verbal engagement and structured support aligns with research by study which suggests that women are more communicative and nurturing in their teaching styles (Jusmaya, 2017). CALL, with its use of multimedia tools, and Discovery Learning, which requires guided exploration, both emphasize ongoing feedback and student participation. Beyond gender, external factors such as curriculum requirements and school policies also shape teaching preferences. The Merdeka Curriculum's emphasis on flexible learning may encourage all teachers, regardless of gender, to adopt student-centered methodologies. However, societal expectations regarding authority and collaboration continue to influence teaching styles. While male teachers prefer structured autonomy through PjBL, female teachers lean toward interactive and guided learning experiences. These findings highlight the importance of considering both gendered communication patterns and broader educational frameworks when analyzing teaching strategies in Indonesian classrooms.

# 4. CONCLUSION

This study examined the differences in teaching strategy preferences between male and female English teachers at SMA N 4 Singaraja. The findings reveal that male and female teachers adopt distinct teaching approaches, influenced by their unique perspectives, teaching styles, and classroom management strategies. Male teachers predominantly utilized the Project-Based Learning (PjBL) strategy, emphasizing student-centered

learning, collaboration, and problem-solving. This approach fosters independence among students and encourages them to actively engage in real-world projects. Meanwhile, female teachers leaned towards Computer-Assisted Language Learning (CALL) and Discovery Learning, focusing on interactive and technology-driven lessons that promote student exploration and critical thinking. In conclusion, the study underscores the importance of recognizing and appreciating the diverse teaching strategies used by male and female teachers. Rather than viewing these differences as limitations, they should be seen as opportunities to create a more dynamic and inclusive learning environment. Schools should encourage teachers to share their best practices and collaborate to combine these strategies, ultimately benefiting students by providing them with varied and enriching learning experiences.

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