

The effect of perceived gender on evaluations of students' spoken responses

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Three studies in the 1970s addressed effects of standardness of student speech on teachers' evaluations of work presented orally. However, none explored the effect of perceived gender on evaluation; to test this effect, we asked 59 experienced teachers to evaluate responses spoken by second and third graders. Teachers evaluated the same responses significantly less favorably when spoken by standard-speaking boys than when spoken by standard-speaking girls—as unfavorably, in fact, as when spoken by non-standard speakers. Possible implications of these findings and of a significant negative effect of presentation order on evaluations of White boys' responses are discussed.