

RESEARCH ARTICLE

THE EFFECT OF GENDER CLASS ON OMAR AL-MUKHTAR UNIVERSITY'S (OMU) STUDENTS.

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Abstract

Learning a new language is a concern of a lot of language researchers in the field of language teaching about the methods and aids used to achieve it. This paper is spotlighting about the gender affective in learning. Our study investigated the phenomena of gender affective on learning. The researchers passed through different supporter and refusal to the idea of gender affective phenomena which lead them to do an experiment on groups of students of English language department at Omar AL mukhtar University/Derna, to investigate our assumption of having different scales between the two genders as a result of gender. During the period of experiment, we have noticed the changes between the mentioned groups and the result supported out assumption of having a gender affect in learning process.

Key Words: Gender, Teaching speaking, language acquisition.

تأثير نوع الفصل الدراسي (للذكور/الإناث) على طلبة جامعة عمر المختار

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المستخلص

إن تعلم لغة جديدة تعتبر محط اهتمام لكل الباحثين في مجال تعليم اللغات حول الطرق والوسائل المستخدمة لتحقيق ذلك. وفي هذه الورقة يتم التركيز على تأثير الجنس في التعليم. وبين مؤيد ورافض للفكرة دفع ذلك الباحثان لعمل تجربة على عينة من طلبة قسم اللغة الإنجليزية بجامعة عمر المختار درنه لأثبات فرضيتنا بوجود تفاوت بين الجنسين بسبب الجنس. خلال فترة التجربة، قد تم ملاحظة تغيرات بين المجموعتين و قد كانت النتيجة داعمة لفرضيتنا بوجود تأثير للجنس خلال العملية التعليمية.

الكلمات المفتاحية: الجنس - تعليم المحادثة - اكتساب اللغة

LITERATURE REVIEW

A large number of researchers worked on issue about gender, including spoken language learning power, motivating, teacher perceptions, learning expressive style and scheme, classroom fundamental interaction, precept materials, testing and pedagogies. Many studies that examined gender as a variable in the use of language learning scheme (LLS) reported that significant gender differences almost always are the same, and they show greater use of LLS (Ehrlich S, 2001).

Some researchers have 2 senses of finding that there are no significant differences between male and females in term of self-efficacy (Meece, Glienke, & Burg, 2007). Furthermore, Varol and Yilmaz (2010) have found no noticeable differences in condition of autonomous linguistic communication learning between males and females.

Moreover, the nature of the connection between the two phenomena, sexuality and spoken communication learning, clay elusive, or rather it is seen differently by different assimilator and educators.

Some field of study continue to charm to variation and interaction also linguistics methodology, treating gender as a variable, while others, grounded in critical, poststructuralist, and women's liberationist theory, approach gender as a system of social sexual congress and discursive practice.

Gender itself, then, is considered as one of the main factors that influence second speech eruditeness (Andreou, Vlachos & Andreou, 2005) and ignoring its effect may lead to inappropriate selection of scholarship environments and materials for both male and female language prentice and especially in co-educational asylum.

Different aspect about why gender differences influence learning have been canvassed, some point to biological feature (Ning, 2010). On the other hand, many researchers rejected this relationship, suggesting instead the social and cultural reason cause the huge opening between men and fair sex in many fields including language learning (Ning, 2010; Kaiser, 2006). On the whole work which have examined the relationship between sex and strategy use have come to mixed termination.

Ehrman and Oxford (1989) and Oxford and Nyikos (1989) discovered distinct gender deviation in strategy use. The study by Green and Oxford (1995) came to the same conclusion. Ehrman and Oxford's (1990) study, however, failed to discover any grounds of differing encyclopedism strategy use between the sexes. It might be concluded that, although hands and womanhood do not always demonstrate differences in language-learning strategy use, where differences are found, women tend to use more language-learning scheme than men.

According to Rosenfeld & Berko (1990), different gender does not affect the communicating apprehension as they claimed that 'gender is not significant in communication anxiety' (p.125). Although male person tends to be shy while female tend to have more public speaking anxiety, there seem to be a few consistent differences between the genders.

Bacon's (1992) findings are rather in reverse with that of others. In his study on the human relationship between gender and the use of processing strategies he came to the conclusion that hands and fair sex adjust their strategies differently to the difficulty of the passages. In other words, workforce and women judge their horizontal surface of comprehension differently and generally men are more confident than women in the use of language learnedness strategies, when they are exposed to authentic textile.

However, a study by Wicks-Nelson & Israel (2006) found that naturally, female look more anxious than male. On a similar vein, from a study conducted by Machida (2001), she examined Sunshine State Japanese language class anxiety based on gender differences and the 3 senses of finding

reflected that female learners are more anxious than the male counterpart.

On the contrary, Kitano (2001), in his research in the context of English language as a foreign language found that in comparison to female student, male scholar tends to be more anxious while comprehend a second language. The data shows that male students are found to be more apprehensive in speaking as they perceive their actor's line to be less competent than that of the female students.

As for the differences in anxiety degree between male and female student, several possible explanations which relate to the factors of sureness, certificate and favorable position should be taken into thoughtfulness. Nelson & Israel (2006) also honorable mentioned that female scholarly students might flavour more anxious when it comes to oral examination activity in division. This is due to the fact that sometimes the female scholarly students need to smell secured in class, thus try to avoid any form of activities that might unmasking their mistake in nominal head of others. This is due to the fact that some of them are more concern about 'maintaining their faces' in forepart of others especially male students. Female students naturally do not like to appear as less proficient and less confident (Bruce et al, 2005), therefore escalating their anxiety whenever they are asked to get involved with activities like speaking and listening. This somehow is portrayed as a demonstration of helplessness in front of others especially while presenting in front of the opposite gender.

(Tom et. al, 2013). Some male students on the other hand, do have more self-control condition and the ability to detach themselves from unpleasant tactile sensation. In short, some of them might adopt the 'shutting down' technique where they appear to be more lie back and careless exteriorly.

In addition, a study conducted by Zhao Na (2007) has also found that male pupils are more anxious in English class where the experience is considered as nightmare for them.

This agrees with Uduosoro (2011) who found no significant different between the performance of boys and girls.

Another deviation is, that, woman is more passive than men. If they are talking, they tend to show that they are not sure about what they are saying. The passivity and tentativeness of cleaning woman in communicating are affirmed by Vanfossen (2001:2).

Female and male also had different preferences in terminal figure of work-ing with a mathematical radical, either single-gender activity mathematical group or mixed-sexual urge group. More males than females preferred working with mixed-sex group. Most of the female respondents preferred working with single sex group.

Males' penchant in workings with different sex show their tendency to challenge the differences in more dynamic situation whereas female person tended to be more monotonous showing their less confidence and less sure thing.

Hyejin Ku & Do Won Kwak (September 9, 2013) said that some schools changed their types from single-sex to co-educational over time.

From the biological viewpoint, female and males' students also differ fundamentally in damage of cognitive power and learning style. These differences are derived both from basic physiological differences, such as differences in the developing of brain, and from differences in higher-level cortical functions (Keefe, 1982).

The theorists of Second Language Accomplishment (SLA) believe that female learners show possible superiority in their second language learning process (Burstall, 1975; Kay Boyle, 1987; Ehrlich, 2001).

The studies showed that gender is not an important divisor in determining students' grounds of

success and bankruptcy. In other words, EFL learners did not differ at all in terms of gender in their attributions to either success or nonstarter with obedience to the reasons involving ability, effort, pursuit, task difficulty, circumstances and factors about teachers and school, Gülten Gen (2016).

Humphrey Davy' (1998) worked on classroom discourse in a Side comp school appearance the same trend. Her information consists of conversation recorded during an authentic classroom body process where students worked in both mixed- and single-sex activity chemical groups during an English lesson. Davies' results show that in single-sex conversations, the girls' linguistic strategies were characterized by "hedging their individuation, avoidance of being over dominant and a tendency to reflect equality within the group" (Davies 1998:16). The boy s' way of conversing was more competitive, every boy striving to represent himself as a powerful speaker and directing the discussion. In mixed-sex groups, the male verbalizes' utterances tended to blockage other's turn of events while female person used more co-op strategies. This led to the girls' speaking turns becoming shorter and giving the boys a chance to green goods thirstier turns.

Number of researchers (i.e. Ehrman & Oxford, 1990; Ellis, 1994; Oxford1993), continue to assume female superiority in language development. Many other scholars concluded their research studies with the claim that female person have an advantage over males in language acquisition both in L1 and L2.

Beyond language learning strategies and comprehension, males and female person also appear to differ in language learning motive. Written report suggest that males and female person differ in general academician motivation and in particular that females are more motivated to learn Side than males (Mori & Gobel, 2006).

The researchers' interest is to know the Libyan students prentice to spot out whether they have the same level of acquisition and sex does not apply any changes on acquisition process.

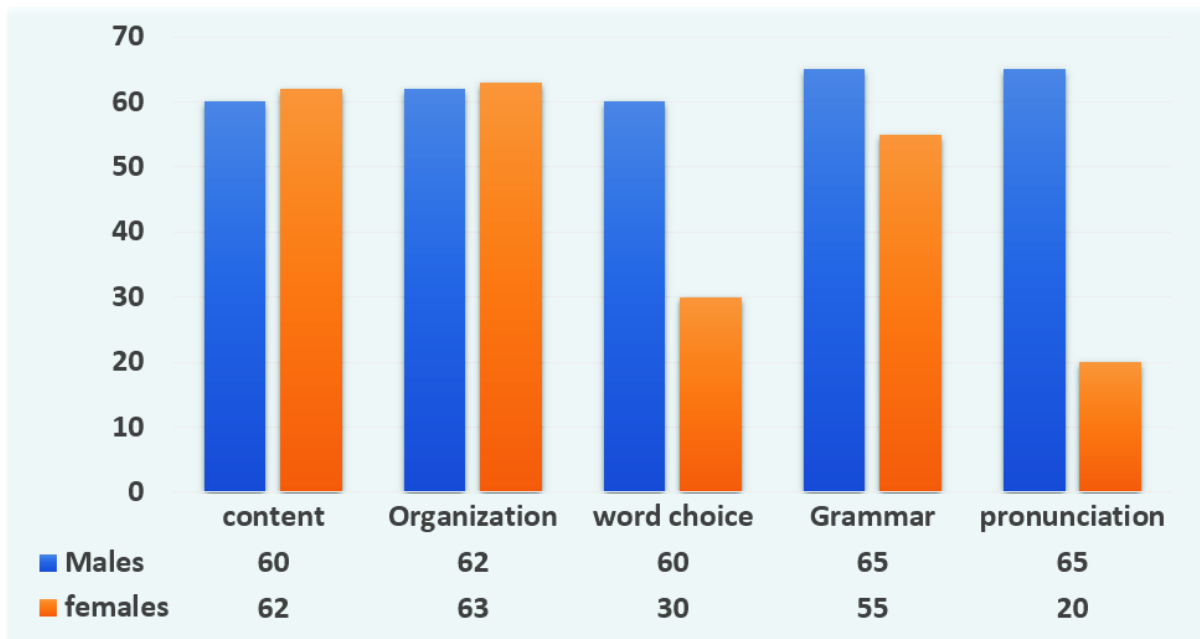
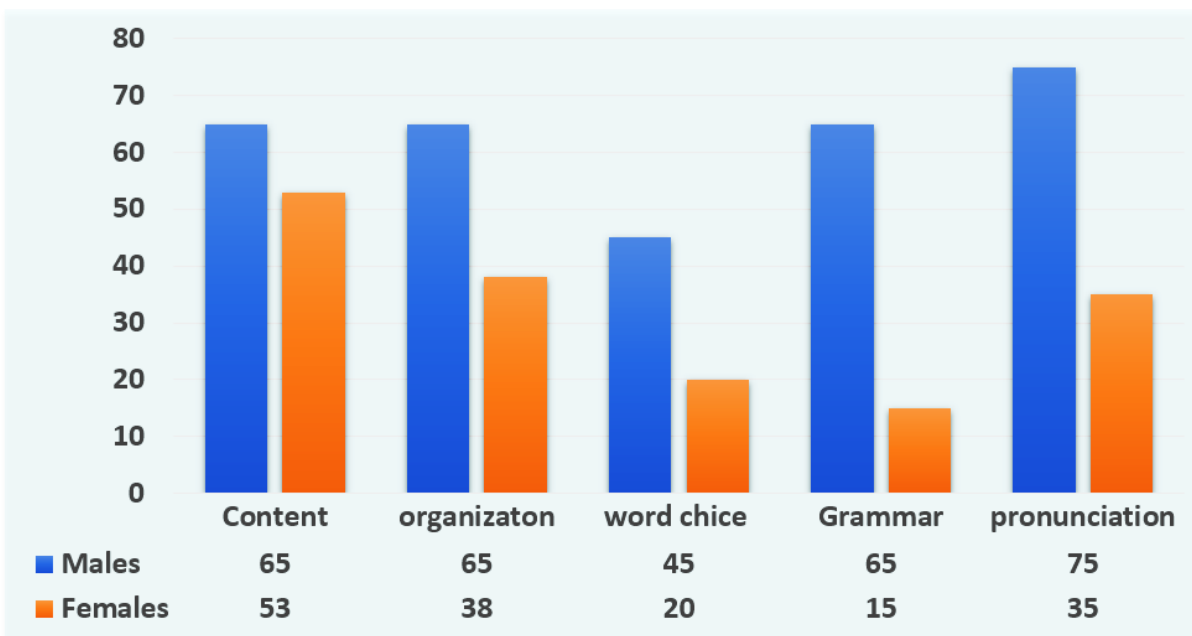
MAIN CASE

At the early phase of our experiment the population was 100 students from all levels of English department at O.M.U we made a level testing and selected a sample consists of 30 students. the level testing is designed to divide the participants according to the international language level testing, our concern to select students in intermediate level the sample was consisting of 15 males and 15 females. We have divided them into 3 groups, Group (A) consist of 15 females, Group (B) consist of 15 males and the last Group (c) is mixed of group A and B.

The course is designed to teach the mixed group (c) for 1 month and will be separated into 2 groups (A) and (B) for the next month. Monitoring the develop of the student and measuring their progress is connected to different scales to chosen by the researchers, we take in consideration the following scales to measure their progress:

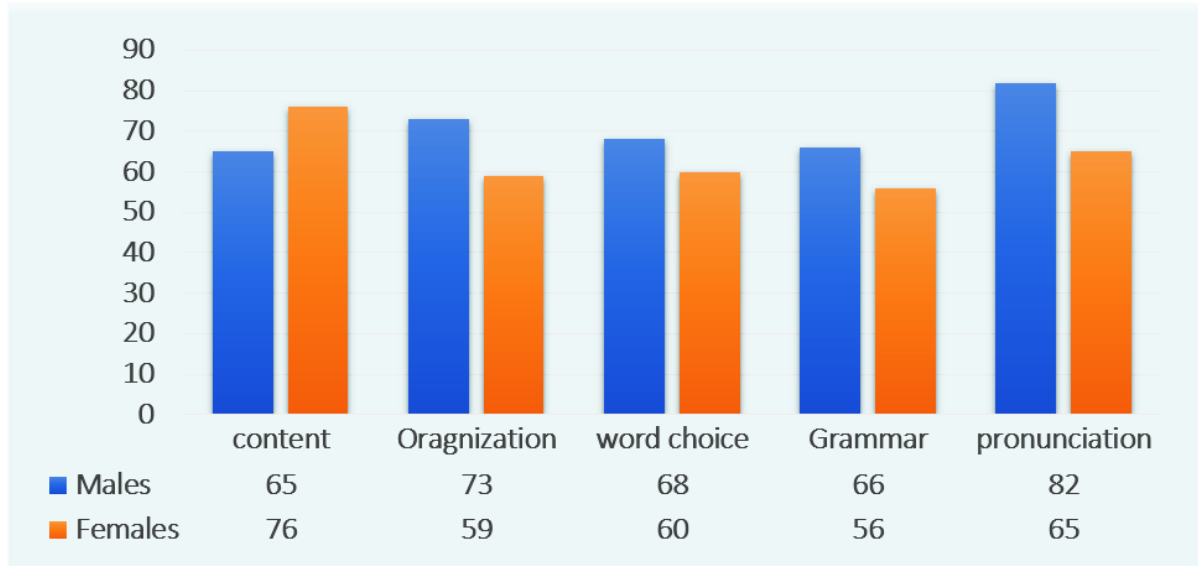
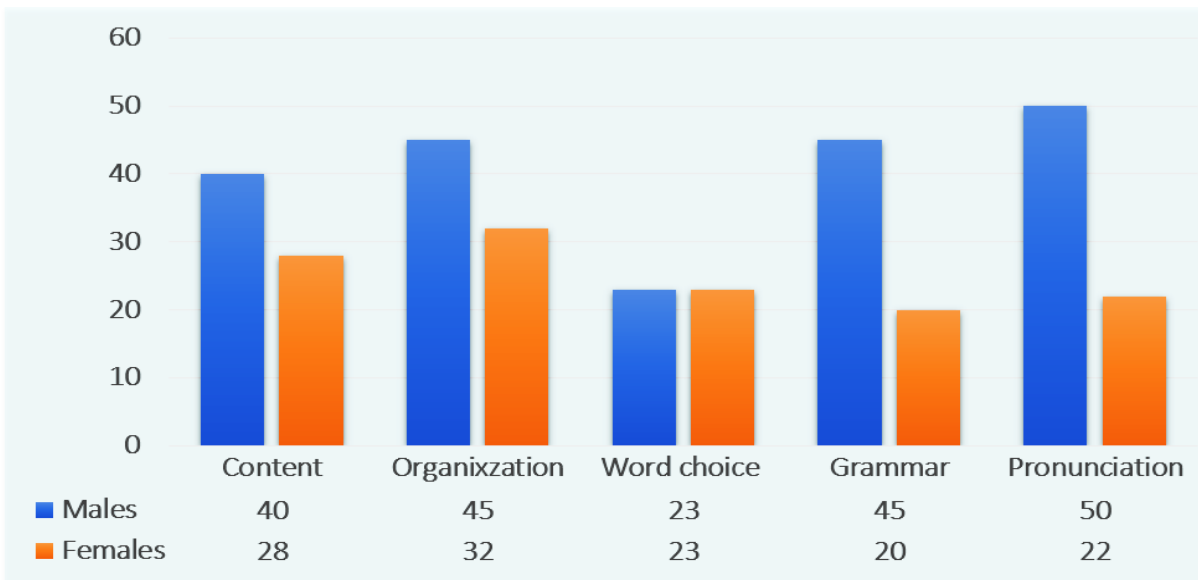
No	Aspects	Indicators	Scoring
1	Content	The learner generates ideas properly and provide supporting details	Content is correct Score 10 Half content is correct Score 7 Almost in correct Score 3 Incorrect Score 0
2	Organization	The learner organizes ideas coherently and effectively	Content is correct Score 10 Half content is correct Score 7 Almost in correct Score 3 Incorrect Score 0
3	Word Choice	The learner uses specific and effective words to convey the intended message	Content is correct Score 10 Half content is correct Score 7 Almost in correct Score 3 Incorrect Score 0
4	Grammar	The learner uses correct use of grammar	Content is correct Score 10 Half content is correct Score 7 Almost in correct Score 3 Incorrect Score 0
5	Pronunciation	The learner uses correct articulation and pronunciation	Content is correct Score 10 Half content is correct Score 7 Almost in correct Score 3 Incorrect Score 0

The course is presented to the student during 8 weeks by 16 hours a month. Every week we registered their progress by a special score table designed to show their achievement during the class, students are required to give a single talk and doing presentation. in addition, he/she is compulsory required to participate on a mixed presentation during the first two month. The following chart shows the first two weeks participation according to scaled mentioned:

Figure1. Histogram of single talk of group (C) during the first two weeks.**Figure2.** Histogram of mixed presentation of group (c) during the first two weeks.

As shown on Figure 1 the males performance was very noticeable during the first two weeks, whereas Figure 2, females show less performance than expected .the less performance of females due to their shyness and culture background which prevent them to participate in the mixed group.

To increase their progress, the researchers decided to allow the students to choose their topics to present during the classes. The single topic and presentation were easy to decide, whereas, they were struggling to choose the mixed presentation. The following chart 2 for the last two weeks shows a significant decreasing on their progress level.

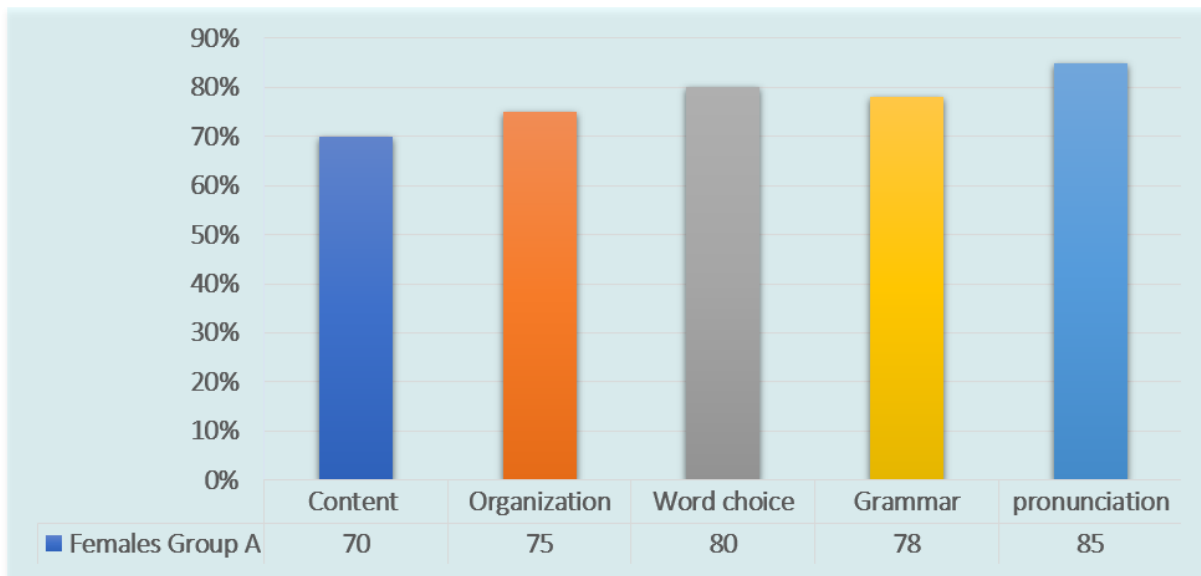
Figure.3. Histogram of single talk of group (C).**Figure .4.** Histogram of mixed presentation of mixed group (C).

The result shows a noticeable decreasing in both genders attitude. which raised a question for the researchers to pointing out the reasons behind it.

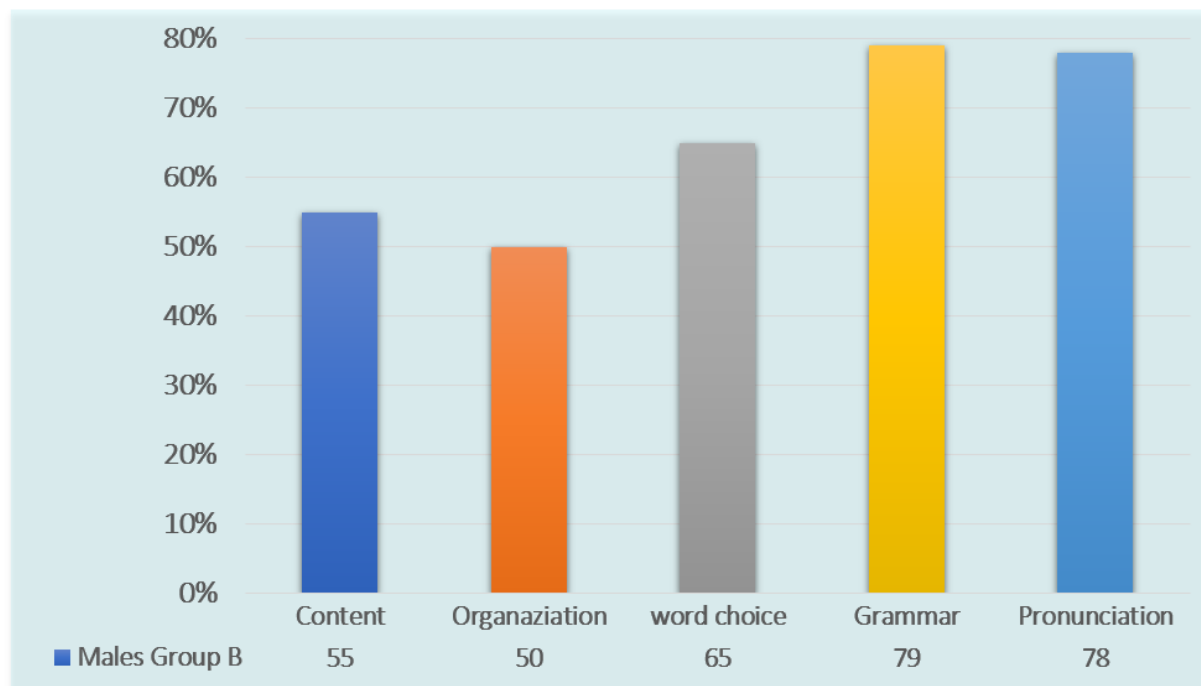
At the end of the first month the researchers have interviewed separately the students and asked them about their experience during the classes most answer of females side show their dissatisfaction of participating with males especially during the mixed presentation, on other side male students expressed their resentments about the females hesitations and their less share on choosing topics and their performance on stage ,they also pointing on how they suffered to exercise with the females for some cultural background.

The next phase of our experiment was to divide the mixed group (c) Into two groups, females' group (A) and males' group (B) the researchers gave every group a chance to choose their talk and presentation with other party. During the classes we noticed that females participating increased gradually counter to their presence in the mixed group and the nature of topic changed completely.

They started to talk about women rights, their role on society and other interesting topics. The following chart shows females group progress during the first two weeks of the second month.

Figure5. Histogram of single talk group (A).

In contraire, the progress in group (B) changed slightly 30% of the participants progress decreased slightly, whereas 70% of the students' contributions increased and their attitude on the class as well. Focusing on the 30% and the reasons of such less performance, we found that the students have lost the spirit of challenge and competence with females. the following chart shows the performance of group (B) as a single class.

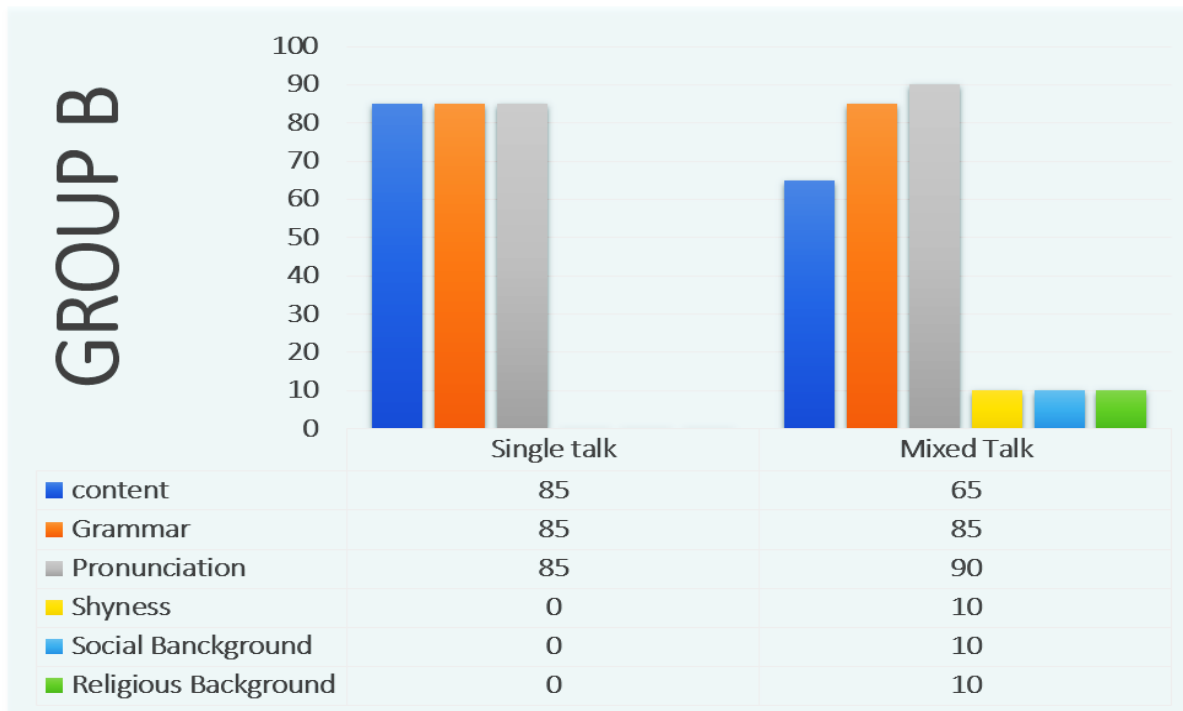
Figure 6. Histogram of single talk of group (B).

By reaching to the end of our experiment, we decided to examine the students' performance and their achievement. The participants were subjected to exams to measure their progress and estimate their achievement. every student was tested separately and then asked to participant in a mixed exam. The results show a huge differences between their individual test and within mixed group.

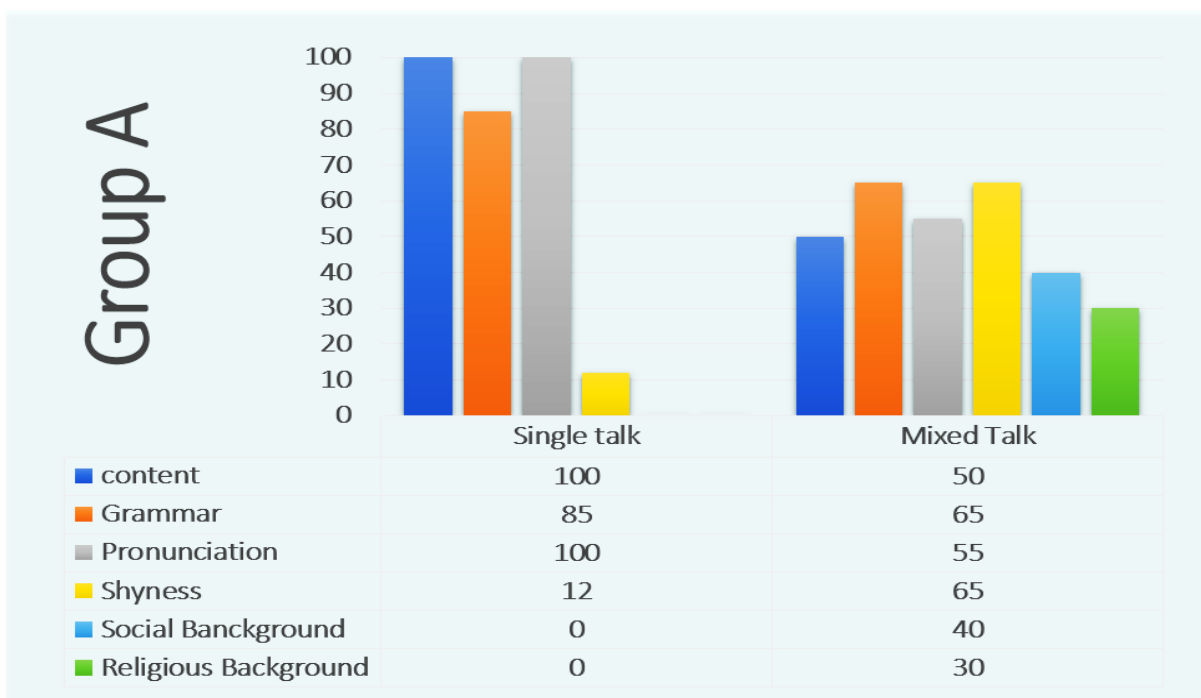
Group (A) marks were excellent during the single exam ,70% of group (A) obtained 75% of the total marks ,8% obtained above 85% and 17% reached to the top 100% of the total marks.

Despite that, on the mixed exam, group (A) marks decreased massively ,85% of the participants obtained 50% of the total marks and 10% obtained 60 – 65 and 5% reach to 75% of the total marks.

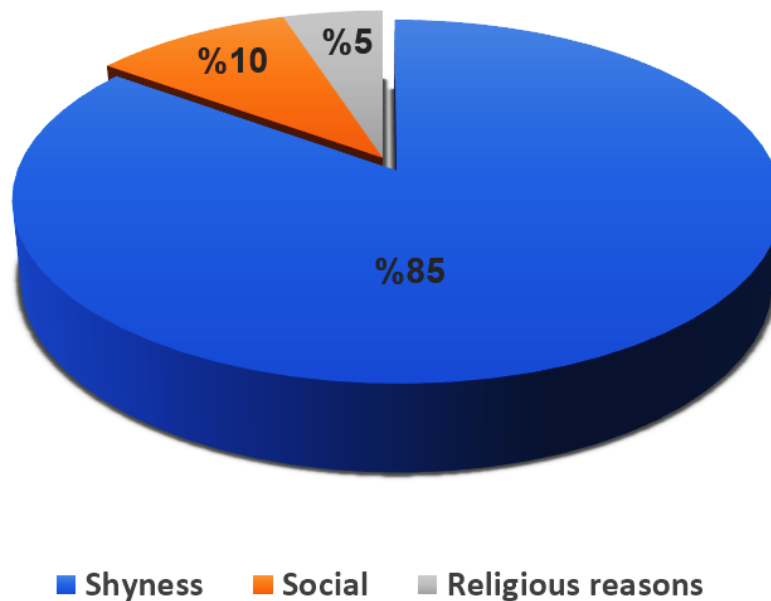
Group (B), on the other hand, seems to be more stable and their marks were very close. During the single exam ,80% obtained 80 of total marks and 20% obtained 95-100 of total marks. whereas, on the mixed exam 78% of group (B) obtained 75%, 12% obtained 85% and 10% obtained 100%.



The students were asked to write their feedback about the course and the main problems they faced. 85% of group (A) stated that, participating in a mixed group was their crucial problem and their performance were reduced as a result of that. Moreover, 10% of group (A) pointed out that the mentality between the two genders made the participating in the mixed group considered to be their main obstacle. 5% agreed that their religious background were their main component to their less performance.



Group (A) Feedback



CONCLUSION

Our hypothesis was aiming to identify a clear evidence of gender effect on learning. Based on Ning 2010 suggestion, the social and cultural reason are the main elements on language learning.

Bacon's 1992; he came to the conclusion that men are more confident than women in the use of language learnedness strategies when they are exposed to authentic textile whereas, Nelson & Israel (2006) also mentioned that female students might be more anxious when it comes to oral examination activity in division. This is due to the fact that sometimes the female students need to be secured in class.

Our investigation on a small group reach to a fact that Gender is playing an important role on learning process. Social and Cultural reasons considered to be the main reasons on Gender learning effect and in addition, religious background is the third part of the triangle.

The nature of the society is locating the path of gender effects on learning process, and that lead us to another question to search about.

On our research we did not take in consideration the role of the teachers' gender and their impacts. We would like to do further studies about it and the nature of society.

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