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Title

The Effect of EFL Learners' Gender Differences in Motivation on their Academic Achievement in British Civilization

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Board of Examiners

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Declaration

I, **Miss. Rima Melgani**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

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Dedication

This work is dedicated to:

To my family, the God's gift that lasts forever, for providing me comfortable circumstances and support during my studies and for standing by my side my whole life whenever I needed.

To the one who taught me the principles of life, the iron woman, the best and the only friend I have ever had, the heroine of my story, my dear Mother NAIMA Belaiche the apple of my eyes. I love you and I am proud of being your daughter.

To the one who gives me strength and courage, the only man who has always been there for me when making decisions, my wise Father SALAH Melgani thank you for everything.

To my prince, my little boy, my dear SEBTI Melgani who always makes me smile. Seeing you every day makes me recognize that nothing deserves being unhappy. May Allah protect you.

To my brothers, I start with the eldest, the good heart HAMZA Melgani, thanks to your guidelines for completing this research work. To the one who makes me over confident NADIR Melgani. To my brother ZOUBIR Melgani for his endless support, and how can forget to mention my inspiration; the one who always solves my problems by his wisdom YACINE Melgani. I love you all.

Last and not least, to myself in seven years from now Insha'Allah, my pacemaker and the writer of my story.

Acknowledgements

Abstract

The present study aims to study the impact of EFL learners motivation on their academic achievement. And more preciously to shed light on the gender differences in motivation toward the EFL learners' academic achievements in British civilization's module at Biskra University. In order to check this correlation, we have hypothesized that the more EFL learner's gender differences in motivation are considerable, the more their academic performance in British civilization module improves. To confirm or disconfirm the validity of this hypothesis, we administered a student questionnaire through which the students' motivation was assessed, as well as their level of willing to learn and to achieve was depicted concerning the achievements of British civilization module while answering the designed questions. After we have carried out the main survey, in turn, both female and male students' British civilization's module achievements marks, we found that all students whether are males or females confirm that they do not achieve according to their gender differences in addition to their endless problem concerning being motivated at the same time, which affects their will to learn. The student's questionnaire confirms that both male and female learners have deficiency concerning preparation of the tests as well as the exams and the miss of motivation of learning from the British civilization's module, which is here just a tool to demonstrate that both female and male EFL students face the obstacles of being motivated to achieve better. The achievements results had shown that, the majority of the two genders achieved average level, which indicate that activating students knowledge before exams is very a important aspect during their studies which helps first year master students of literature and civilization to be motivated accurately as well as giving them the ability to revise and to minimize the amount their studies and to solve their problems before being assessed.

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

GDM: Gender Differences in Motivation

SAA: Students' Academic Achievements

BC: British Civilization

F: Female

M: Male

Q: Question

H: High achievers

A: Average achievers

L: Low achievers

P: Performance

List of Tables

List of Figures

Table of Contents

Chapter One: Learner's Gender differences in Motivation

Chapter Two: Learner's Academic Achievements in British Civilization's Module

General Introduction

General Introduction

Language is a system of communication consisting of particular population (Cambridge dictionary) and language learning is an active process that begins at birth and continues throughout life, which is influenced by phenomenal aspects. One of these aspects is gender, which constitutes one of the elements that takes important role in learning English, because of the differences of both female and male learners in the learning process; these differences indirectly affect learner's aptitude, motivation, and achievements. In other words, gender difference influences EFL learners' skills in accepting the materials from teachers, their motivation to learn, their psychological aspect, and the attitude of the student. Although, teachers notice that the interaction of male learners is very different from female learners and this induces many problems for teaching. In the same time, those problems lead teachers to create different teaching methods to deliver knowledge to both genders. Furthermore, this research is designed for teachers of English who are curious, confused, or unconvinced about the effectiveness of considering gender differences in teaching English as a foreign language.

1.   Statement of the problem

It is observed that the majority of foreign language learners especially English language encounter many difficulties and obstacles in terms of being male or female; as well as, the different difficulties faced by those learners when it comes to their motivation to learn. Therefore, the problem we are confronted within this research is the

existing relationship between gender differences and learning a second language; as for as, learners motivation and aptitude in terms of their achievements, presence, participation, and discipline in a specific module which is the British civilization's module. Therefore, the study investigates the EFL learners gender differences noted in learning and specifically in motivation and academic achievement.

2. Significance of the study

The present study has a great impact on the learning and the teaching process. It clarifies the influences of gender differences in learning English as a second language, which leads to success in the foreign language teaching, differentiating between male and female motivation of learning, and minimizing the learning problems. It will be beneficial for the teachers' teaching strategies. Learning becomes easy from this angle. It enables EFL teachers at Mohamed Khider Biskra University to facilitate learning the target language that can lead to success in their learners' achievements in British civilization's module as foreign language instruction to all learners despite of their gender differences.

3. Objectives of the study

The General Aim

- The present study aims at investigating the one of the causes behind the different achievements in British civilization's module.

The Specific Aims

- It also aims at demonstrating the correlation between motivation and gender in terms of academic achievements in British civilization's module.

- Proving that we can teach British civilization's module easily when we are aware of the differences between male and female in learning's motivation.

- The study is concerned with stimulating that the consideration of gender motivation differences is one of the necessary components for a successful learning operation in the module of British civilization.

4. Research questions

In attempting to investigate if, gender differences can be related to student's motivation to achieve in British civilization's module, it is necessary to answer the following questions:

RQ1. To what extent does gender influences motivation of British civilization's academic achievements?

RQ2. Does male learners while learning British civilization's module perform the same as female learners?

5. Hypothesis

Based on the assumption that gender differences in motivation and the British civilization's module's academic achievements do not exist in isolation and they refer to the array of socially constructed roles, relationships, and influence; these hypotheses can take place:

RH1. The more EFL learners' gender differences in motivation are considerable, the more their academic achievements in British civilization's module improve.

RH2. The way Female learners perform is very different from Male learners' performance.

6. Population

The population selected is First Year Master students of the literature and civilization as a population 60 student(15 male\ 45 female) at the division of English at Mohamed Khider University of Biskra.

7. Methodology

Being a correlation and descriptive study, this work is undertaken with mixed method of research (both qualitative and quantitative method of research); it is suitable for the conducted research, because it tests the relationship between variables, "gender motivation differences \ students' academic achievements in British civilization's module".

8. Data collection tools

We rely on these following tools for gathering data: students' questionnaire, as well as the student's achievements marks in British civilization's module.

- The student's questionnaire aims at investigating their motivation toward their academic achievements of both genders among students to enhance and to facilitate the language

teaching process, whether their learning strategies have a role for developing British civilization's module's academic performance. Also aims at determining the place that motivation has in the students' academic achievements to differentiate between male and female will of achieving.

- The students' achievement marks to constrain the degree of importance that is given by the learners and to depict their aptitudes about considering it to monitor learner achievements in British civilization's module to acquire active information about their learning motivation. Besides, to perceive a detailed description of both gender learners' female ones in comparison to male learners paying close attention to get a confirmation or a disconfirmation.

9. Sample

Choosing, 20 participants among students of first year Master literature and civilization as a sample of study (10male\10female). They have been chosen randomly to answer the questionnaire anonymously in addition to their achievements marks to be taken into consideration.

10. Limitations of the study

The present study we will be concerned only by English learners' and their aptitude differences in learning the English language as a second and foreign language and their achievements

whether female or male to be motivated and not the overall evaluation that does not considers gender differences.

11. Structure of the study

The present study is composed of three chapters. The first one is devoted to give general overview about gender differences in motivation. Through this chapter, we try to define the concept of gender, gender VS sex, gender differences, gender similarities, motivation, and to present the basic assumptions of motivation, its main elements, its importance, in addition to characteristics of both female and male behaviours and a description to what behind students' deficiency in learning process. The second chapter is about students' British civilization's academic achievements in general, its different presentation as well as its different types. In addition, we explain testing in language learning process in general and its features that contribute to improve motivation of performing to both female and male learners and teaching this module. Finally, the third chapter is concerning the fieldwork and the data analysis, which describes the implementation of the research tools. Furthermore, it analyses and interprets the data collected from these tools to draw conclusion about the data gathered and to confirm the validity of our work.

Chapter One

The EFL Learner's Gender Differences in Motivation

Introduction

English as an international language plays a significant role in globalization. At the present time, Motivation for foreign learners is a requirement to learn English and it has been treated as a factor that needs to be controlled. If we are motivated, we learn better and remember more of what we learned. This seems to be like an obvious fact, but the critical fact is that not all motivations are created the equal; especially when it comes to gender. Although, there are some differences between men and women, which can be observed. For example, it can be seen that women are often warmer and sensitive, while men are more assertive. However, there are some lesser-known differences between the two genders, which recent scientific studies have found. In this chapter, we will deal, on one hand with general issues about gender, its definition, the difference between gender and sex, what is motivation, its types and elements, in addition to its importance towards EFL learners' performance in the other hand.

1.1. Gender VS Sex

Gender	Sex
•"Gender is not smoothing we are born with, and not something we have, but something we do" (West & Zimmerman 1987, p9) –	•"Sex is a biological categorization based primarily on potential and biological differences" (Ekert & McConnell-Ginet,

something we perform" (Butler, 1990,p.23). • "Labeling someone a man or a woman is a social decision. Only our beliefs about gender can define them." (Fausto-Sterling, 2000,p. 3). • "Gender is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires as well as our motivations." (Ekert & McConnell-Ginet, 2013,p.1).	2003,p.2). • "Referring to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions". (Tolland & Evans, 2019,p.10). • "Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features." (Newman, 2021,p.22).
- Gender is based on socially constructed features.	- Sex is about the characteristics that are biologically defined.

Table 1: Gender VS Sex

1.1.1. Learning to be Gendered

❖ **Gendered Dichotomous Beginnings:**

• **The Difference between Being a Girl and Being a Boy**

Butler (1993, p.15) assigned the difference of being a girl and being a boy to the life of a man or woman. This attribution is continuously published through the naming language event. For example, Evelyn was available as a male name in the United Kingdom long after it became the exclusive female name in the United States. However, this change does not change the fact that English names are gender-specific.

Around the age of two, boys and girls show the same play behavior. When it comes to choosing different toys and engaging in different activities related to gender-inappropriate play, much turmoil arises about the fact that boys and girls are different. (Maccoby, 2000,p.30).

• **The Divergent Learning Asymmetrical Differences**

Langlois & Downs (1980,p.61) believe that while girls tend to be neutral about the choice of other girls' toys, boys react positively to boys with a masculine playstyle, especially women's choices. He showed that he was more likely to punish his male companions. Similarly, early gender socialization studies found that men (both children and adults) were more engaged in forcing gender differences than women. For example, fathers were more extreme than mothers in gender misunderstandings about baby size and

texture. That is, men tend to play loosely with boys and with girls more gently than women do. (Bolin & Sutterfeild, 1993,p.55).

- **Separation Between Males and Females**

As development progresses, the explanation of gender differences becomes more complicated. Separation can lead to competition and competition between boys and girls, such as elementary school activities such as "Girls Chase Goys" (Thorne, 1993,p.17). These activities can be important sites for building differences if a girl or boy is claimed to be superior in each activity in question. On the other hand, many American children prefer same-sex playmates at the age of three (Maccoby, 1998,p.11). This is the age at which you can clearly see your gender, and this preference grows rapidly with age.

1.1.2. Keeping Gender:

1.1.2.1. The Gender Order

Gender is composed in a sample of members of the family that develops over the years to outline male and lady, masculinity and femininity, concurrently structuring and regulating people`s relation to society.(Eckert &McConnell-Ginet, 2013,p.21). The persistent differentiation of male and lady does now no longer serve to assure organic replica, however to assure social replica in addition to to reaffirm the social preparations that rely upon the types male and lady.

1.1.2.2. Convention and Ideology

The power of customs and habits lies in the fact that we simply learn how and how to do things, without considering the reasons behind them, and without being aware of the larger structures, they fall into. Example: Automatically "Mrs. and Mrs. Jones" instead of "Mr. and Mrs. Jones" This is a matter of convention. Gender idealism depends on the nature and justice of men and women, their naturalness, origin, and the need for various aspects of gender order. (Bodine, 1975,p.134).

1.1.2.3. Division of Labor

Nochlin (1992,p.23) studied why there are so few "great" female artists, only men in an era when the "great" art theme was religious and art focused on portraying the human body. A studio training with a human model (male or female) who has shown admission. Another example: Six women programmed ENIAC computers built in the 1940s, and women continued most of the programming until the 1960s, when programming became apparently difficult. At this point, programming professionals were virilized through a variety of clearly discriminatory practices. (Ensmenger, 2010,p.47).

1.1.2.4. Institutions

The gender system of global institutions such as businesses and governments (Connell, 1987,p.7) provides a kind of official website for gender order. Until the last century, women's participation in both government and business was

negligible. Women in the United States did not vote until 1919, and as women gradually entered the corporate workplace, they did a very sneaky job.

1.1.3. Masculinities and Femininities

Gilligan et al. (1990,p.33) as girls approach adolescence, they find themselves less confident, less assertive, more respectful, and generally lose their sense of independence as a child. The term "true masculinity" emphasizes that masculinity (like femininity) is not a consistent object, but part of a larger structure. (Connell, 1995,p.56).

1.1.4. Gender Practice

Structure and practice are in a dynamic relationship and are constantly subject to change. Social order is constantly changing, and even what appears to be stable is the result of an event of social reproduction, not the result of nothing happening. (Ekert, 2000,p.5).

1.2. Definition of Motivation

Definitions of Motivation
• "A motive is an inner state that energizes, activates, or moves and directs or channels behavior goals." (Berelson & Steiner, 1965,p.25)   • "It is the stimulation of any emotion or desire operating upon one's will and promoting or driving it to action." (Lillis, 2008,p.86)   • "Motivation is the complex of forces starting and

keeping a person at work in an organization." *Dubin* (Vincent &Kumar, 2019,p.483.)
- Motivation refers to the degree of preparation of an organism for pursuing a particular goal, and means determining the nature and location of the force, including the degree of preparation.

Table 2: Definition of Motivation

1.2.1. Nature of Motivation

Motivation is a psychological phenomenon that occurs in an individual. One feels a lack of specific needs to satisfy the feeling of doing more. A satisfying ego motivates people better than usual. (Beck, 1990,p.91)

1.2.2. Types of Motivation

If the teacher wants to get more work from the student, he needs to be motivated to improve the level of the student. They are offered incentives to work more, it is rewards, better grades, awards, etc., or they can instill fear or use violence to get the job they want.

1.2.2.1. Positive Motivation

According to Drucker (1997,p.17) true positive motivation is responsible for placement, achievement of high standards, adequate information for self-regulation, and the involvement of learners as

responsible citizens in the plant community. Positive motivation comes from working together on a reward basis.

1.2.2.2. Negative Motivation

This is called a negative or horrifying motive. It is based on violence and fear. Fear causes learners to act in a particular way. If they do not act accordingly, they may be punished or banished for poor performance. Fear acts as a push mechanism. Learners do not voluntarily cooperate, but want to avoid punishment. (Bennett. & Henson, 2003, p.130.)

1.2.2.3. Intrinsic Motivation

It is defined as: "Intrinsic motivation refers to behavior driven by internal rewards. In other words, the motivation to engage in behavior comes from within the individual because it is inherently rewarding." Bennett, Henson. & Zhang. (2003).p.101. Therefore, the motivation here is the inner feeling that makes people work more.

- **Types of Intrinsic Motivation**

- **Knowledge:** Learners are hungry for new knowledge. Learners want to know more about new topics, so it is a good idea to add additional learning materials and resources to the content of a particular program.

- **Accomplishment:** Learners are motivated by their achievements. Creating and developing quizzes and displaying

scores through the leader board to improve your grades can help promote this kind of essential motivation.

- **Stimulation:** Learners are motivated by stimuli. Creating assignments and developing self-assessments can help increase learner involvement.

(Vincent & Kumar, 2019,p.484.)

1.2.2.4.   Extrinsic Motivation

It is defined as: "Extrinsic motivation refers to behavior that is driven by external rewards such as ranks, grades, degrees, and praises. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside the individual." By Bennett, Henson. & Zhang. (2003).p.101. Well here, motivation is an outsider feeling that energizes doing more.

- **Types of Extrinsic Motivation**

There are several types of extrinsic rewards, but we focus on only these key three:

- **Completion Contingent Rewards:** rewards are given for completing a task.

- **Performance Contingent Rewards:** performance-based rewards.

- **Unexpected Rewards:** rewards are given unexpectedly.

(Vincent & Kumar, 2019,p.484.)

16

1.3. Different Approaches to Understanding Motivation

"Motivation, like the concept of gravity, is easier to describe (in terms of its outwards, observable effects) than it is to define. Of course, this has not stopped people from trying it." (Covington, 1998,p.1). Indeed, different schools of psychology provide very different explanations of why people behave and think that way, there are historical changes in understanding motivation, and different times are important for different aspects.

Motivation Theory	Main Component
Expectancy- value	Expectancy of success; the value attached to success on task. (Brophy, 1999,p.19)
Achievement motivation	Expectancy of success, incentive values, need for achievement; fear of failure. (Atkinson and Raynor, 1974,p99)
Self-efficacy	Perceived self-efficacy (Bandura, 1997,p.61)
Attribution	Attributions about past successes and failures (Weiner 1992)
Self-worth	Perceived self-worth

	(Convington 1998)
Goal setting	Goal properties, specificity, difficulty and commitment (Locke and Latham 1990)
Goal orientation	Mastery goals and performance goals (Ames 1992)

(Zoltan Dornyei 2001, p10-11)

Table3: The Most Well-known Motivation Theories

1.3.1. The Needed Theory for Practical Purposes

"The real problem with motivation, of course, is that everyone is looking for a single and simple answer. Teachers search for that one pedagogy that, when exercised, will make all students want to do their homework, come in for after-school help, and score well on their tests and report cards. Unfortunately, and realistically, motivating students yesterday, today, and tomorrow will never be a singular or simplistic process." (Scheidecker & Freeman, 1999,p.117). In other words, pure motivational theories are a modality that represents a single theoretical perspective and it is therefore fixed around some selected motivational factors, while largely ignoring studies that follow other directions, is useful for effective classroom application. It does not help, because Understanding why students behave in their own way requires a detailed,

perhaps multifaceted composition that represents multiple perspectives.

1.4. Gender Differences and Similarities

1.4.1. Gender differences

Gender stereotypes, (i.e.: differences in thinking between men and women). Gender stereotypes and gender roles may or may not reflect actual gender differences. In terms of language and language skills, girls develop language skills faster than boys develop and know more words. However, this does not make a long-term difference. Girls are also more likely than boys to admire, agree with whom they are talking to, and respond to their comments. Boys, on the other hand, are more likely than girls to express their opinions and criticisms (Leaper & Smith, 2004,p.14). When it comes to temperament, boys suppress inappropriate reactions more than girls suppress and cannot blur things slightly .In terms of aggression, boys have a higher proportion of unprovoked physical aggression than girls do, but there is no difference in induced aggression (Hyde, 2005,p.75). Some of the biggest differences are related to the child's play style. Boys often engage in organized brawls in large groups, while girls often have less physical activity in much smaller groups (Maccoby, 1998,p.49). There is also a difference in the incidence of depression, and after puberty, girls develop depression much more often than boys do. After puberty, girls are more likely to be dissatisfied with their

bodies than boys are. There are significant differences between individual men and women. There are differences in the average group, but the actual size of most of these differences is very small. However, knowing a person's gender is not very helpful in predicting actual characteristics.

1.4.2. Gender Similarities

The gender-specific similarity hypotheses proposed by Hyde (2005,p.47) show that men and women are almost similar, but they are similar to all psychological variables. An exception was found for some aspects of motor performance, such as slide truck, masturbation morbidity and physical attacks, etc. Some male and female analysis adopts the size of the development approach and the calculation effect at different ages. If necessary, these survey results are reviewed in the section after this chapter. Hyde (2005,p.49) discovered that the size of the sex difference of a certain degree is greatly different. Gender a Similar hypothesis has a major impact on research on sex development. Many gender development researches are intended to explain why youth or adolescent competition differences exist in development. Gender-German Hypotheses The hypothesis is that many performances are counted as domains such as adult mathematical performance. In short, there may not be gender differences to explain in many areas. This approach encourages researchers to balance the emphasis on gender differences with the emphasis on gender similarity. In connection with the gender similarity hypothesis,

gender separation is prominent in most adult occupations. This observation encourages researchers to consider non-individual influences such as cultural sexism and stereotypes as part of the explanation of gender segregation in adult occupations.

1.5.1. Motivation to Attracting both Males and Females into Learning

Hogan and his colleagues say that individual actions within a group are accepted (become friends), successful, assert themselves and achieve status (advance), and have meaning (advance). We propose to be motivated by three universal needs. (Hogan & Blake, 1999,p.97; Hogan & Premuzic 1997,p.17). Definitions of values tend to focus on the notions of life-guided principles that influence decision-making and behavior. Schwartz (1992,p.44) described values as fundamentally motivational and proposed 10 universally different values that represent a "motivational continuum." Eccles & her colleagues argue that gender differences in values, motives, and self-concepts are causally linked to important outcomes such as career choices and achievements. Women seem to be more or less attracted to a particular organizational culture because of their motives, tastes and values. This suggests that self-selection can play a role in the relative absence of women in senior management (Vianen, & Fischer, 2002,p.12). A meta-analysis of the attributes men and women seek at work found that these generally corresponded

to gender roles and stereotypes. Men preferred opportunities for merit, promotion, freedom, challenge, leadership and power to women. It shows that women value interpersonal relationships more than men, help others, prefer good times and easy commuting, and want more flexibility and balance. However, the ranking preferences between men and women were similar, and the effect size of the difference was not significant (Konrad et al., 2000,p.82).

In a study examining agent and community goals, the majority of women rated community goals (including intimacy, attribution, and altruism) as more important than agent goals. The majority of men rated agent goals (including strength, achievement, and enthusiasm) as more important. However, a significant minority of men and women showed a pattern of gender atypical Women value the values of self-transcendentalism (mercy and universalism) more than men do.

1.5.2. Barriers to Attracting both Males and Females into Learning

Many countries are committed to providing quality technical education to male and female students. Developed countries such as America, France and Britain have become industrialized, resourceful and prosperous due to their progress in technical education (World Bank, 2004). The Kenyan government recognizes the value of technical education in development. Its main aim in technical education and training policies is to prepare

competent male and female students who should benefit from the application of the acquired skills and knowledge to play a productive role as workers and take part in national development. Technical education under Kenya Vision 2030 also aims at enhancing and improving their standards of living (Republic of Kenya, 2008). Quality Technology education program Society by providing equal opportunities for men and women Female student (UNESCO, 2008). As a result, Society has equal opportunity Participation of both male and female students learn a technical course. Also technically educational institutions need to ensure equal treatment free Impact of Gender Bias on Learning Technical Courses (Small, 2007,p.34). Despite the fact that technology education plays a role an important role in preparing students for quality acquisition Technical skills and knowledge to contribute nationwide Development, research shows that students are facing gender Challenges related to learning technical courses (UNESCO, 2008). According to Chaika (1999,p.22) Leonard (2005,p.11), Students with a degree in engineering considered "inappropriate" for those with gender-biased faces Challenges from family, teachers and classmates. However, boys and girls are facing each other Challenges in learning technical courses, female students there are many more challenges in learning courses such as: Technology and technology. Gender-specific challenges in learning technical courses it is a universal phenomenon. For example, with engineering Technology course were disappointing

Pejorative remarks from teachers such as "women" Why waste you without becoming an engineer. Richard and Susan (2009,p.26) further criticize Teachers cannot provide equal opportunities, Participation in learning by both male and female students Engineering and technology course and claim it Female students nurture "learned helplessness" into one The result of teacher disappointment. In addition, women feel anxious and very selfish (Elijah et al, 2002,p.43).

1.6. Academic Motivation of both Male and Female Learners

Academic motivation can most easily be defined as a factor that influences those who attend school. Get a degree. Several conceptual perspectives have been proposed to better understand scholars. There are many theories of motivation (Marsh, Craven, Hinkley & Debus, 2003,p.14). One of the most well-known motivational theories is self-determination. Theories in which behavior is essentially motivated, extrinsically motivated, or motivated (Deci and Ryan, 2000,p.16). This theoretical approach has led to a significant amount of research and seems to be very relevant. Researchers Test this presentation of self-determination theory and support it as several different continuums Domain. Many motivational theories a two-element structure that distinguishes between motivated behavior, personal intentions, or personal behavior. Choices and motivations, actions performed reluctantly or disobediently (Vallerand, Pelletier & Ryan,

1991,p.34). However, SDT claims that motivated behavior can be further divided into two parts: Motivational factors, intrinsic and extrinsic motives, and factors that reflect a lack of motivation. Since its inception, SDT has been organized using a variety of methods Structure from the perspective of academic motivation. Vallerand et al. Added a more theoretical concept to the model of Deci and Ryan (1985,p.65). Acknowledge that learners' inherently motivational attitudes, values and goals can be different when a learner goes to college and chooses to study voluntarily. This is a hierarchical structure 3 higher-order factors and six second-order factors (Vallerand et al., 1992,p.25). Three higher-order factors Essential motivation when actions are taken for joy or for joy; external motivation, when an action is performed to achieve a goal or reward beyond the activity itself. Motivation for individuals there is no reward for their actions. There are three subcary factors that motivate exogenous. Identified (action to integrate persons that provide personal value of action), inserted (action is still Not only is controlled to the end by the environment, but also unified reward / punishment / punishment Improvement, guilt, and commitment) and external (regulated by external agents such as REWARDS Limit matter adjustment type. And three sub-stages of an internal motive: I know INTIC MOTIVATION (The The fact that you work for yourself, and the joy and satellite group derived from the participation, Security, learning purpose, unique Intel's epiderminability). unique

motivation to outcome (the fact of use activities for joy and satisfaction learn you and try to try or create something); A unique motive to experience stimulation, (the fact of participating in activities to stimulate exciting Pleasure of sensory pleasure, aesthetic experience, fun and excitement (Deci, and Ryan, 1991,p.22). In addition to the essential and exogenous motivation, Deci and Ryan (1985,p.33) have been set recently. The third type of motivational construct is important for C-System to fully understand human behavior. The concept is called intrusion. If they do not recognize everything, individuals live Results and its own behavior they are not specifically motivated or exogenously. Eventually, they may stop participating Academic activity.

1.7. The Importance of Learning's Motivation

Richmond (1990,p.194) suggests in his study: Motivation and learning can be interdependent, with motivated people learning more and studying more motivated. In this case, the role of communication in the classroom is not limited to communicating content and controlling messages. ". As the saying goes, we cannot learn without motivation, so teachers need to motivate their students. Motivation is the basis of any job because in our lives nothing can be achieved without motivation8. Frith (2009,p.54) examines internal and external factors that influence learning motivation and motivational principles that apply to educational design. Lack of learning motivation may be at the root of the problem.
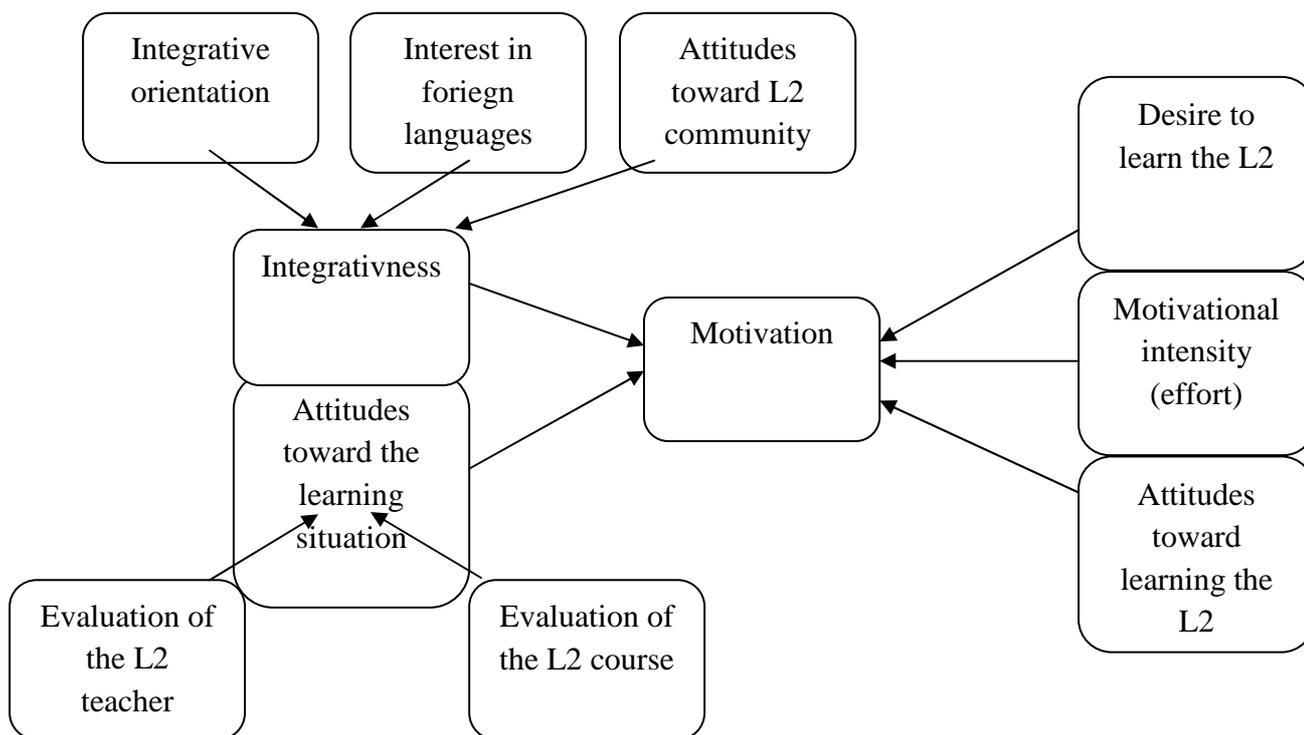
Figure 2: Gardner's Conceptualization of the Integrative Motive (Dörnyei, 2001, p. 17)

Conclusion

This chapter is an overview about the gender differences in motivation of EFL classes. We presented different definitions, in addition to its elements, its types, and its importance, which constitutes in helping EFL both male and female learners in strengthening their abilities, and much more to improve of their academic motivation of learning. However, they need to obtain certain characteristics in order to facilitate and simplify learning English. However, the gender motivation differences' difficulties and barriers such as anxiety, lack of self-confidence, lack of all types of motivation, and shyness will block learners from being active in their studies and it will stop them from trying to be engaged; as a result, they will not be motivated to achieve more and get better grades. Therefore, the teachers' role in this case is to create and ease certain activities and techniques like considering the differences and the similarities between male and female learners, which enables learners to develop their motivation to learn and to reduce their disabilities in being involved. As well as, considering those differences will enable and foster the teacher to do his/her job as a motivator.

Chapter Two

The EFL Learner's Academic Achievements in British Civilization Module

Introduction

Academic performance represents a measure of how well an individual has achieved a particular goal that is the focus of their activities in the classroom environment, especially in schools, colleges, and universities. University systems define those goals that as critical awareness or include acquiring knowledge and understanding in specific intellectual areas (such as reading, writing, science, history, literature, culture, and civilization).

Therefore, there is a tendency that British Civilization Course is Important in the EFL Curriculum to EFL learners, especially our case of 1ˢᵗ year master students literature and civilization who next year are expected to get their master degree. Generally, as described Rodrigues, E. (2015, p.29), in content-based courses like British Civilization "language and content subjects are integrated and the goal is that students study the target language with a particular subject (e.g. history, geography, mathematics)". Related to this, the focus of teaching British civilization is the improvement of students' academic performance.

In this chapter, we are going to define academic achievements and identify its different presentation that had been held by different perspectives. In addition, we are going to give an overview about the concept of knowledge to clarify the relation between what we learn as information and how we perform what we have learned, as well as explaining linguists different perspectives about academic

performance. Furthermore, we are going to deal with British civilization as a module and its aspects. Finally, we are going to try to construct the relationship between the academic achievements of the learner and gender differences in motivation.

2.1. A Brief Overview about the Academic Achievements

The academic performance study has led to many empirical studies and fundamental advances, including the development of the first intelligence test by Binet and Simon (1905,p.55). Walberg (1986,p.17) was an early integration of existing studies on the educational effects of time, but is currently including studies on predictors of academic performance in some large academic performance evaluation studies (eg, International Student Evaluation Program, PISA).

Introductory textbooks such as Woolfolk (2007,p.79) provide theoretical and empirical insights into the determinants of school performance and its assessment. However, because academic performance is a broad topic, some textbooks focus primarily on selected aspects of academic performance, such as the improvement of school performance or certain predictors of school performance. Spinath (2012,p.25) provides a detailed, concise and informative overview of academic performance. He emphasizes the importance of academic performance from a variety of perspectives (individual and social, psychology and education and research, etc.).

2.2. The Definition of the Academic Achievements

Definition of AA
• The Carter's (1959,p.195) Educational Dictionary defines academic performance as acquired knowledge or skill. Developed in school subjects and usually determined by test scores and / or grades awarded by the teacher. • Dictionary of Psychology by Chaplin (1959,p.75) defines educational or Academic Achievement as specified level of attainment or proficiency in academic work as evaluated by the teachers, by standardized tests or by a combination of both. • Bhatnagar, R, P. (1969,p.56) considers Academic Achievement or Academic Performance of students as an aspect of their total behavior. It is the product of the interaction of the student, as an individual with his environment, namely school, teachers and peers. • Gupta and Kapoor (1969,p.223) have stated that academic achievements or academic performance like performance in other areas is not one-dimensional, but multi-dimensional activity, including numbers of the phase.
- Academic performance is a measure of how well an individual has achieved a particular goal that is the focus of their activities in the classroom environment, especially in schools, colleges, and colleges. School systems define cognitive goals that are cross-curricular or include acquiring knowledge and understanding in specific intellectual. Therefore, academic performance should be viewed as a multifaceted structure that includes different areas of study. The field of academic

performance is so wide that it covers a wide variety of educational outcomes, so the definition of academic performance depends on the indicators used to measure it.

Table 4: The Definition of AA .

2.3.   Achievement Testing

Testing students means to measure their abilities performance or knowledge in a particular domain manly education. Additionally, language achievement tests are used to measure not only students' performance rather identifying students weakness and to what extent they have reached their desired goals and long-term objectives. Language achievement tests also used for testing the validity of the used curriculum within the context of educational programs, however, there is a continual technique of assessment that additionally includes teacher-made tests and letter-grade overall performance standards. The non-stop monitoring of student overall performance within a particular tutorial content material place provides capability now not only to assess student progress however additionally to link instructional techniques and getting to know objectives with identified pupil learning wishes or talent deficits. Out of a problem for the performance of public schools, statewide minimal competency trying out applications proliferated in the 1990s. "Policymakers reasoned that if colleges and students have been held guilty for pupil achievement, with actual penalties for those that didn't measure up, teachers and students would be motivated to improve performance". Traditional achievement tests were judged "low-end" tests and the

creation of standards-based reform used to be considered as impetus to revamp methods of student assessment, a revamping which is ongoing at the time of this writing. Similarly, a study by Herman, Abedi, and Golan (1994,p.83) assessed the effects of standardized testing on schools. They surveyed 341 elementary teachers in 48 schools, even though the place of the colleges was once now not identified. In their study, lessons in which deprived college students have been the majority were extra affected with the aid of mandated checking out than those serving their extra advantaged peers. Results advised that teachers serving disadvantaged students were under greater stress to enhance take a look at ratings and greater driven to focal point on check content material and to emphasize check preparation in their educational programs.

In general, then, language achievement testing are techniques used to make decisions, decisions that may additionally involve instructional, guidance, or administrative issues. For example, what is the efficacy of a unique technique and the current method of instruction? What are the particular outcomes of learning? Is there a want for remediation? Are grading practices accurate? Is the curriculum responsive to the acquisition of basic and precise academic skills? Is counseling suitable for any given student? Is splendid placement a concern? Thus, the breadth of the assessment will be predicated upon the rationale for the use of particular achievement measures. Illustrating the sorts of questions or problems

that may additionally be addressed and the anticipated benefit(s) to be derived from the trying out process.

2.3.1. Aim of Achievement Testing

The main goal of the achievement test is to evaluate the individual. However, you can start an action plan with a performance test. Some people may receive a higher performance score. This indicates that the person has a high level of proficiency and is ready for a high level of instruction. (Ray-Taylor. 1991,p.58). On the other hand, a low performance score may indicate that a person has an affected area that needs improvement or that a particular subject needs to be repeated. For example, a student may decide to participate in a learning program based on the results of a proficiency test. Therefore, it can serve as a motivation to improve or an indicator to proceed to a higher level. An achievement test is used in both the educational sector and in the professional sector.

2.3.2. Categories of Achievement Tests

An Achievement tests measure how a person has learned over time and what they have learned by analyzing their current performance. It also measures how a person understands and masters a particular area of knowledge at this time. This test can analyze how quickly and accurately a person completes a task that he or she considers accomplished. (Vail, 1940,p.61). The Achievement Test is an excellent option for analyzing and assessing a person's academic performance. For example, every school needs to prove that its students are proficient in different subjects. In most cases, students

are expected to pass a certain level in order to advance to the next grade. The proficiency test captures and evaluates the grades of these students to determine how good they are compared to the standard.

Achievement tests are categorized into two major groups based on participation.

2.3.2.1. Individual Test

Individual tests are individual detailed tests. This involves the participants meeting the examiner individually (which usually takes few hours), after which the participants are presented with the interpreted results and recommendations of the test. Participants get additional minutes with the examiner. The examiner provides feedback, explains the results, and answers other questions. (Schaie, 1967,p.99).

2.3.2.2. Group Test

In-group tests, participants or students participate in performance tests together, maybe in the hall or classroom. It is cheaper and saves time than individual tests. When the test is complete, each participant will receive a sheet with the results printed on it. (Smith, 1984,p.111).

2.3.3. Types of Achievement Tests

2.3.3.1. Diagnostic Test

Diagnostic tests are evaluation tests that act as pre-tests. It is managed at the beginning of the topic. It is also used to collect data to determine the level of knowledge of students or participants in a subject and is usually an assessment written in the form of a multiple-

choice or short-answer test. The goal is to find out what the student or participant knows at this time. Diagnostic performance tests allow examiners and participants to see teaching methods and learning progress.(Spielberger, 2004,p.67).

2.3.3.2. Prognostic Test

Prognosis is a way to predict the future. This test combines the knowledge gained from learning process tests with other learning achievement tests before diagnosing the future of participants or students. (Calder, 2000,p.127).

2.3.3.3. Accuracy Test

An accuracy test measures the degree of closeness between the result that was gotten from a text when it is compared to the standard. It refers to the quality of the results even when the test is repeated. A test can be accurate if, in reproducibility, the results are close to the standard.

2.4. Features of Academic Achievement

Features that determine students' academic performance and achievement are qualities that can be quantified and measured by a test or deduced from their academic or professional records. They indicate that students' characteristics do not generally refer to direct observation of their influence on their learning in terms of either student's test performance; rather, those student features that could be identified and used in the initial hiring of student to improve their performance.

According to Willis (2004, p.44), the factors could include personal attributes such as intellectual capabilities, mental ability cognitive and metacognitive features, age, gender. However, Willis (2004) adds, features of academic achievement are a concept that describes emotional patterns in response to events, people, places, or ideas. High motivation, maturity, and self-discipline, according to Wary and Newlin (2002,p. 59), are seen as necessary general characteristics of successful students for the achievement of academic goals and objectives. Willis (2004), claimed that an association of cognitive style, personality characteristics, self-expectations in addition to learning style and strategies are factures that help to be able to predict the achievement of the learners in their academic career.

According to Walberg (1981,p .36), there is a relationship between students' academic outcome and their psychological characteristics in addition to the effect applied by the environment in which they live, this could assume that students' towards learning may play a vital role in academic success. Additionally, a student's behavior can have an impact on her ability to learn as well as the learning environment for other students. Disruptive students can have a negative impact on an entire classroom, bullying other students, talking during lectures, or requiring the teacher to interrupt lessons to discipline them. These features could affect the students' educational performance and academic achievement during their learning process.

Furthermore, Welch (1986, p.32) posits that there are a set of variables related to the learner or the learning environment that affect, either negatively or positively, the student's academic performance, and these variables are represented in motivation, age, students' attitude and classroom climate and other factors. Subsequently, these characteristics show that incremental validity can be used to predict student achievement, along with psychosocial characteristics (such as self-concept, attitudes, behaviors, intrinsic motivation, and overall student engagement in learning) can help teachers design better-functioning classrooms.

2.5. Factors Influencing Academic Achievement

Many practical studies are conducted to investigate factors influencing the performance of college students. However, the previous research has focused on various factors such as class schedules, class size, English text books, homework, classroom environment, technology used in the classroom and exam systems, extracurricular activities, family and work activities, financial issues, students 'gender , and so on. As these factors were divided into external factors and internal factors.

2.5.1. Gender and Age

According to studies by Voyer (2014, p.17) female students outperform male students in a variety of academic performance indicators. Female students, for example, achieve higher grades than male students. The female advantage in grades is especially

pronounced in languages, and it appears to increase with student age. However, According to Eze, Ezenwafor, and Obi (2015, p.11), age and gender had no linear relationship with academic performance, and their combined influence was insignificant, while a significant difference in academic performance existed among university students in the Vocational and Technical Education (VTE) Department as a result boys and girls have different cognitive-motivational functioning in the academic environment, with girls taking a more adaptive approach to learning tasks.

According to John, Jackson, and Simiyu (2015, p.63), a student's chronological age had a significant impact on the academic performance, with the youngest having the potential to outperform his/her oldest counterpart in a teacher-created test. Abubakar and Adegboyega (2012, p.46) discovered a positive relationship between age-academic achievement and gender-academic achievement in Mathematics among College of Education students. However, age and gender were insignificant in the students' academic achievement, but age was reported to be the better contributor to academic achievement. Aransi (2017, p.53) agreed that class stream such as Science, Art, or Commercial determine academic performance of secondary school students, particularly in English Language, while gender and number of students per class were referenced to be important. Evidently, age is frequently associated with a decline in cognitive abilities necessary for functional independence, such as learning new skills. Many types of motor

learning appear to be relatively well preserved with age, whereas associative learning tasks appear to be negatively affected.

2.5.2. Achievement Motivation

According to Murphy and Alexander (2000, p.19) achievement motivation is a broad term that encompasses a number of different constructs such as ability self-concepts, task values, goals, and achievement motives. The few existing studies that looked at various motivational constructs as predictors of school students' academic achievement beyond their cognitive abilities and prior achievement found that most motivational constructs predicted academic achievement beyond intelligence, and that students' ability self-concepts and task values are more powerful than goals and achievement motives in predicting their achievement. Therefore motivation is a stimulus that directs the student's behavior towards success, according to Rubbins (2004, p.63) achievement motivation energize students behavior to strive for achievement merits, therefore is known to be an important determinant of academic success

Nonetheless, there are only a few studies that looked at a variety of motivational constructs in relation to students' academic achievement in a single sample and also took into account students' cognitive abilities and prior achievement according to Steinmayr and Spinath (2009, p.99) (Kriegbaum et al. 2015, p.51), students' cognitive abilities and prior achievement are among the best single predictors of academic success, they must be included in analyses

when assessing the importance of motivational factors for students' achievement.

2.5.3. Prior Achievement

According to Dahar, Muhammad Arshad & Dahar, Rashida Ahmad & Dahar, Riffat Tahira, (2009, p.62), prior achievement is the sum of all current and previous resource inputs, such as family inputs, from this point of view, students academic achievement is related of the degree of engagement in classroom activities, additionally the degree of behavioral homework engagement is also linked to prior academic achievement. In particular, higher levels of prior achievement are linked to more homework completed and better time management when it comes to homework.

2.5.4. Intelligence

Recently, some studies show that intelligence has a positive impact on academic success. According to Watkins (2007,p. 74), in academic settings in particular, intelligence plays an essential role in learning thus in academic performance. Whereas, the student who devises smart ways to solve education-related problems always achieves impressive results in tests and in educational attainment, as intelligence is a criterion for measuring the student's current abilities and anticipating future results in terms of the development of the educational level of students, deduction, scientific and intellectual creativity.

2.5.5. Other Non-Cognitive Factors

Although the cognitive factors gain great importance in enhancing the cognitive production of learners, the non-cognitive factors also contribute in a significant and a considerable effective way to increasing the students 'academic performance. According to Garcia (2014,p 41), in addition to the cognitive factors, the role of many non-cognitive factors that require attention in highlighting and increasing the academic achievement of students, especially in adulthood, should not be denied. This hypothesis was supported by the model developed by some other researchers and thinkers, this model of non cognitive characteristics developed by Farrington et al. (2012, p.78), named, the Chicago university Consortium on School Research (CCSR), an extensive literature review of five main categories of non-cognitive factors and their effects to academic achievement led to the development of this framework. Moreover, Academic mindsets, social skills, academic perseverance, and learning strategies are non-cognitive factors in the CCSR model that manifest through academic behaviors to predict academic achievement and performance of students' diagram below shows the model that was previously explained by Farrignton.

This model illustrates the relationship between the five most important factors in motivating and increasing students' academic achievement, theses non-cognitive factors are, academic mindsets, social skills, learning strategies, academic perseverance, and academic behavior.

2.6.   Academic Behavior

According to Farrignton et al (2012, p.31), academic behaviors are most closely related to academic performance and attainment. Furthermore, academic behaviors are actions, habits, or patterns of behavior that occur in the classroom, attending class, completing homework, engaging in instructional activities for instant. Because these behaviors are directly visible, they are relatively easy to monitor, thus been the focus of many interventions according to freeman et al., (2016, p26). They are the subject of research because they are critical to academic achievement and success. To learn content, skills, and knowledge, one must be physically present in the classroom (attendance) and complete assignments (homework).
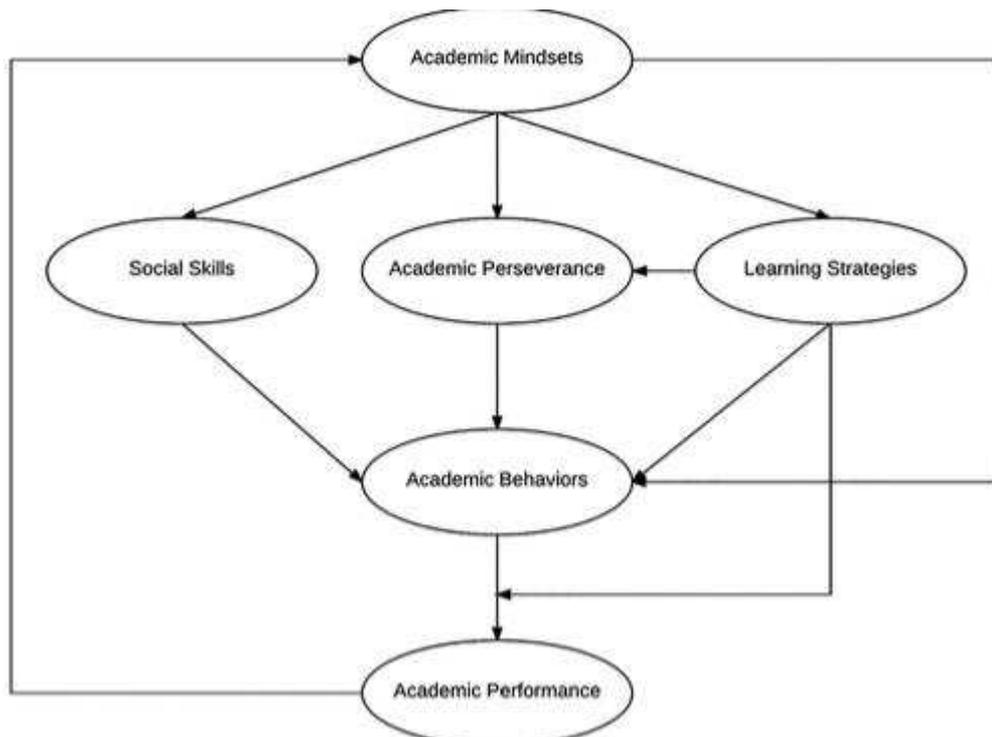
Figure02: Farrignton Model of non-Cognitive Factors Affecting Academic

Achievement (2012) p.32

Accordingly, Cooper, Robinson, Pattal, (2006, p.52) stated that, if the professor aspires to increase the knowledge richness of students and activate the academic and linguistic return, he must focus on stimulating the behavior of students and learners in particular, as targeting the student's behavior may enhance his self-confidence and receiving backup and feedback will raise students' academic attainment and therefore success.

2.7. Academic Mindsets

According to Farrignton' definition, student having an academic mindsets is a student who is believing in his/her own capacities and abilities, according to Dweck and Leggett, The mentality of desire for success and academic excellence in the mind

of the student may enhance self-confidence and participation within the classroom and the desire for self-development and increase returns outside the classroom by focusing on strengthening weaknesses. In other words, academic mindsets, could improve students behavior by motivating and stimulating students to work hard to gain better.

2.8.1. An Overview on British Civilization

British civilization comprehensively introduces a wide range of aspects of Britain today, including central and local governments, businesses and industry, law, media, arts, education and religion. The 4th edition has been completely revised and updated. It provides the following: An important historical background to Britain in the late 1990s. A new chronology of important dates in British history ; many useful illustrations new to this issue to stimulate controversy ; Updated coverage of British politics, including discussions on the 1997 general election ; A fully integrated analysis of gender, class and race ; insights into British attitudes on key issues ; extensive coverage of the UK in Europe and the world ; key issues and discussions at the end of each chapter Section about. An exciting and accessible British civilization provides a clear overview of Britain. (Oakland, 1998,p.350).

2.8.2. Definition of Civilization

The term civilization has been around for a long time and has been defined and interpreted in various ways. Therefore, there is no general consensus among scholars about that definition. Sometimes

civilization It is used as a synonym for the term culture. As an example, Bagby (1963,p.46) states: Civilization should have something to do with the culture of the city (p.162). In summary, this term is often Used to refer to the politics and history of a particular social civilization, it covers many aspects of Life like: politics, history, lifestyle, education, religion, customs, social class, Buildings, art, etc. (Wilkinson, p. 2). However, Kroeber and Kluckhohn asserted that this term is "probably French and derived from the verb „civiliser", meaning to achieve or impart refined manners, urbanization andimprovement" (as cited in Mehdaoui, 2013, p. 12).

2.8.3. Teaching British Civilization as a Module

The English language today has a great importance for it is a universal language, with the increasing number of partly people who are interested in acquiring the language and mainly speakers of English as a second or foreign language. This helps in the process of its continuing spread (Graddol, 1997, P.20), "any literate, educated person on the face of the globe is deprived, if he does not know English" (Burchfield, 1986, p .160). This is why nowadays; All the Algerian universities have an English department simply because English is considered as a window on other cultures and civilizations.

At the present time, interculturality has a great importance in reaching lasting relationships between civilisations that coexist in this world. In this vein, many countries including Algeria regard the teaching of culture as a passing-bridge to the enhancement of students" intercultural skills. To add up, the programme of

civilisation at the EFL department is considered as one of the principle sources of teaching and learning a language and its culture because it helps students grasp the different components of foreign cultures whilst learning the target language.

Conclusion

This chapter is an overview about the EFL learner's academic achievements in British civilization module. We presented different definitions; in addition to its types and importance that contribute helping EFL learners in strengthen their abilities of performance, and much more to improve their motivation of achievement. Furthermore, they need to obtain certain features that influence their academic achievements level in order to facilitate their British civilization's module performance through presenting what they learned as different civilization knowledge. However, the academic achievements are considered as an aspect of their total behavior. It is the product of the interaction of the student, as an individual with his environment, namely school, teachers and peers. Yet, what we aim to is to shed light on the neglected side of academic achievement motivation and its contribution in developing student and building the relationship between what we have been exposed to and stored in our mind as ability self-concepts, task values, goals, and achievement motives.

Chapter Three

Fieldwork and Data Analysis

Introduction

In the previous two chapters, we laid out scholars' view of the present research topic. In the first part, this chapter unfolds the methodology used in this research and the research tools used to gather data briefly. In addition, it sheds light on our population and the sample of study. In the second part, this chapter presents the analysis of the students' questionnaire, which have been administered to English students at Mohamed Khieder University of Biskra.

We are tending to investigate the EFL learners' gender differences in motivation towards their academic achievements in British civilization module. It seems like a necessity to involve first year master students Literature and civilization in Mohamed Khieder University of Biskra at the English Department in this study, by distributing a questionnaire including their viewpoints concerning the subject under investigation. On the other hand, we emphasize their academic performance of British civilization's module from those perspectives.

❖ **Aim of research**

The aim is to investigate the one of the causes behind the different achievements in learning English as a foreign language as well as to demonstrate the correlation between motivation and gender in terms of academic achievements.

❖   **Methodology**

In this dissertation, we have to follow the mixed method of research, which may be used to provide an accurate description of the research phase, and some numerical results are going to be used to generate a conclusion. A mixed study is used to depict gender differences in motivation toward EFL learners' academic achievements in British civilization's module.

❖   **Population**

The population of this research is first year master students literature and civilization branch at the English department at Mohamed kheider University of Biskra during the academic year 2021/2022. The total amount of students is (60). The reasons why we chose first year master students of literature and civilization as a population for our study are:

- Due to their tendency of obtaining information, from what they have been exposed to and learned before as British civilization's module.

- As it is not their first or last year of studying this module.

- As well as it contains both male and female learners, to depict their gender differences in motivation to achieve which is the aim of the research.

❖ **The sample**

The sample was randomly selected from about (60) student of first year master students literature and civilization learners at Mohamed Kheider University of Biskra. And among these students (20) students of the population. We choose 10 males and 10 females to administer to them the questionnaire and to get their permission to use their academic achievements of British civilization in our research in order to collect data.

Section One

Students' Questionnaire

3.1.1. Description and Analysis of Student's Questionnaire

Introduction

Our target population consists of (60) students of first year master students branch of literature and civilization in the department of English at Mohamed Kheider University of Biskra, and the sample consists of 20 students (10 males / 10 females). The selection of this sample was random; by distributing questionnaire including their viewpoints concerning the subject under investigation. They show their collaboration through the complete answers, includes close-ended questions with some justification of the question's answer that will help us completing our work.

3.1.2. Description of Students' Questionnaire

The questionnaire used in this research is divided into five sections of twenty questions. The questions are either closed questions, requiring from the students to choose "yes" or "no" answers, or to pick up "perhaps" answer of being not certain or neutral to be accurate, or to pick the appropriate answer from a number of choices where students are asked to give an explanation of their choice.

Section One: The first section aims at collecting information on the sample's gender. In this section, there is only one question, which is related to the learner's gender (Q1) by choosing one answer (male / female) to depict the gender differences, which is the main objective.

Section Two: The second section aims at collecting in formations on the sample. In this section, there are five questions, which are related to study stream of learning English in the first place. Whether for its being a worldwide language (Q1), to enable them to have friends from various nationalities (Q2), because it is the language used to

communicate with all people abroad (Q3), its being helpful in professional life (Q4), or because of a desire to know about the English culture (Q5).

Section Three: This section deals with the learner's attitude toward the British civilization module. Its main aim is to give students an opportunity to provide us with description of how do they act toward this module. In this section, there are seven questions which are related to the desire of learning about British civilization (Q1), working hard when learning this module (Q2), concentration on British civilization schoolwork (Q3), taking responsibility for working on this module studies (Q4), completing British civilization schoolwork regularly (Q5), the desire of being present or absent during this module classes (Q6), and finally, their ability of staying focused on British civilization classes.

Section Four: This section deals with British civilization's achievements. Its main aim is to give students an opportunity to know their level of performance in relation to their motivation to achieve in this module. In this section, there are five questions which are related to, the desire to get better grades in British civilization module than most of other students in the class (Q1), doing their best in this module because they do not want to fail (Q2), the importance of improving their grades in British civilization module this year (Q3), although getting good grades in this module is a satisfying thing for them (Q4), last and not least, their motivation to do well in British civilization module because they want to show their abilities to the teacher and others.

Section Five: This section deals with the student's level of learning's motivation of achieving more. In this section there are two questions which are related to, to depict the students level of motivation by planning for graduations (Q1), also their motivation

of achieving more and more if they have the occasion to study abroad what do they prefer either "a European country" or "an Arab" country in addition to an explanation to their choice by giving an argument to their answer (Q2).

- **Analysis of The Results**

Section One: Gender (to demonstrate gender differences)

Q1: I am: male or female
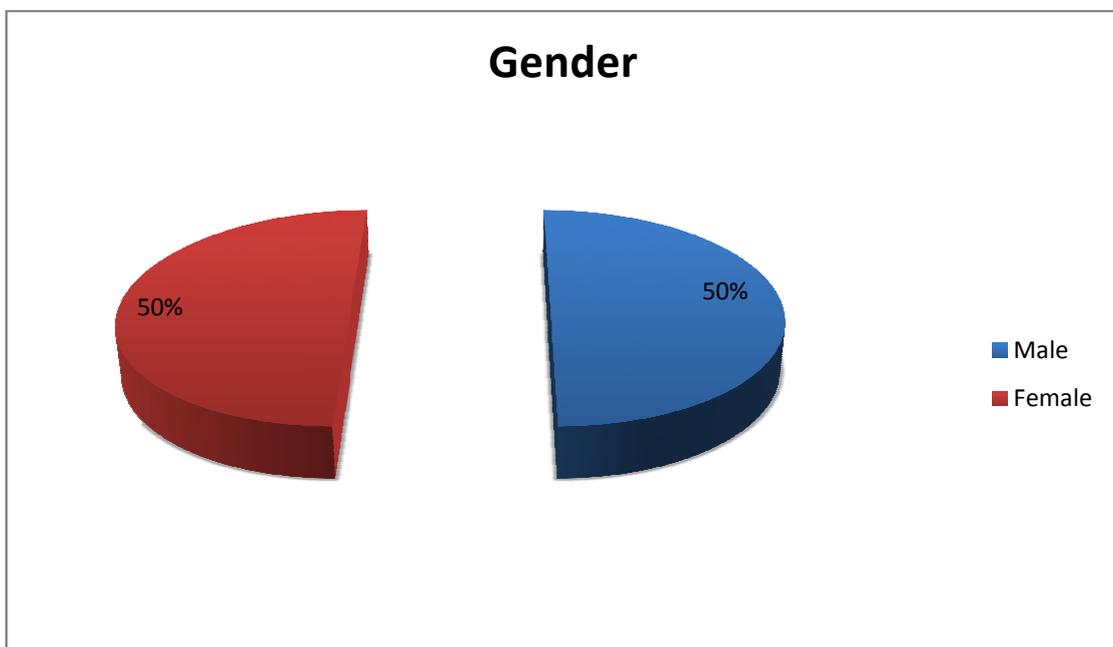
Figure 3: Gender

This result represents the sample's gender. A quick glance at this figure will reveal that half (50%) of the student involved are males and the other half (50%) are females.

Section Two: English choice (Demonstrating why do they learn English in the first place)

Q1: I chose to learn English because it is worldwide language.
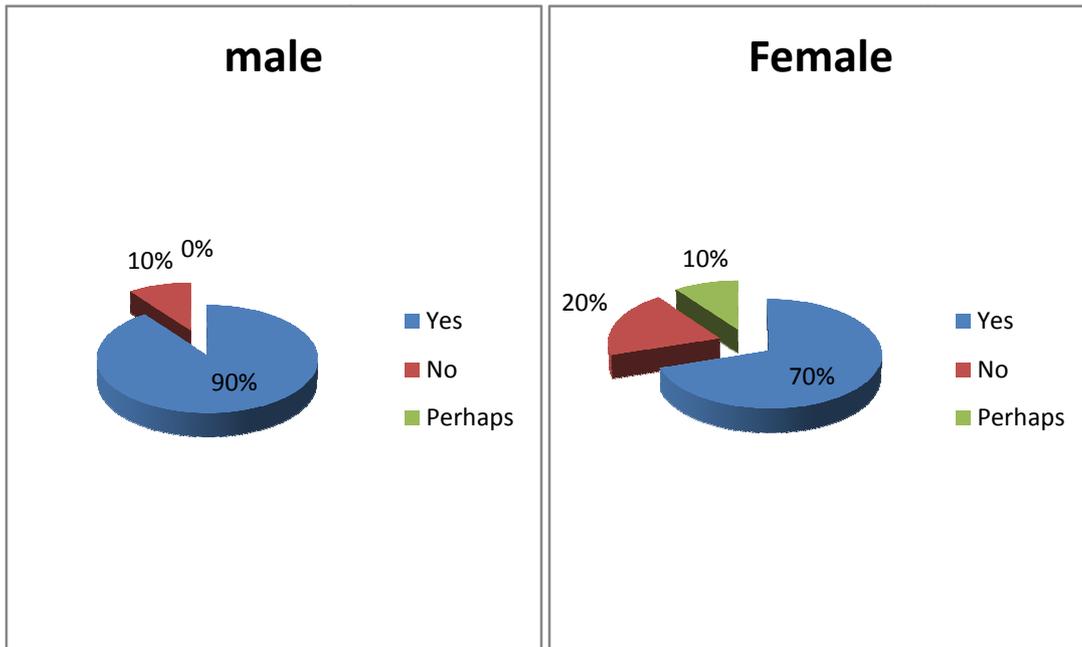
Figure 4: Choosing English the Worldwide Language

We notice that from the figure above that the most male students (90%) chose to learn the English language because it is a worldwide language, and only one student (10%) who did not choose English for that reason and no one (0%) of them have been uncertain of his choice. On the other hand, we noticed as well that most female students (70%) chose to learn the English language because it is a worldwide language, and two students (20%) who did not chose to learn English for that reason and only one student (10%) who was uncertain about it.

Q2: I chose to learn English to enable me to have friends from various nationalities.
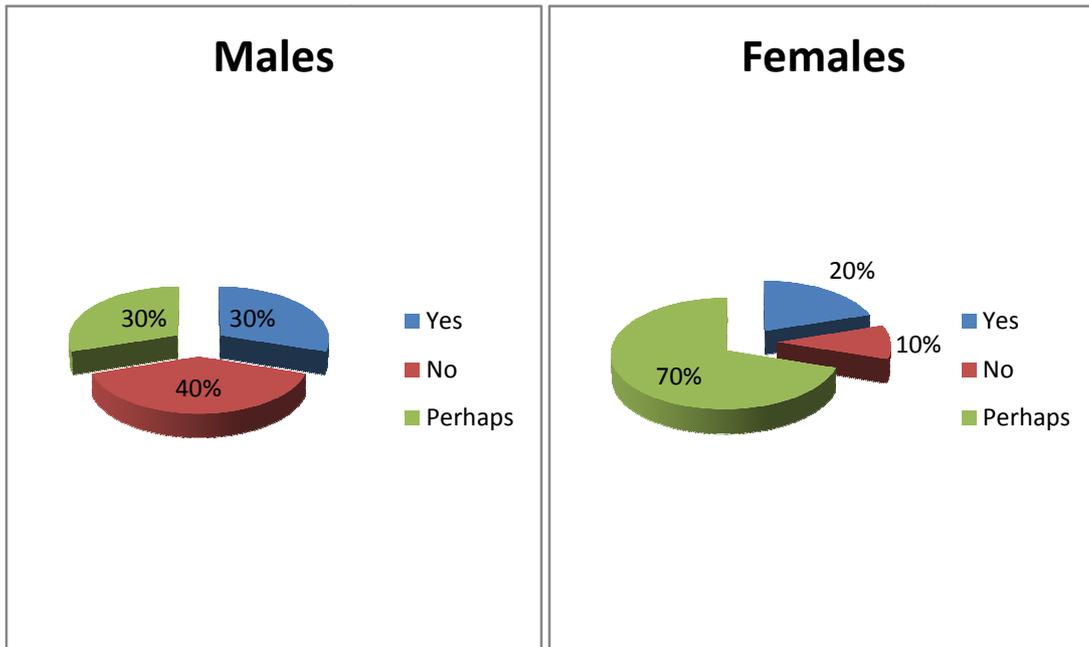
Figure 5: Choosing English to Have Friends from Various Nationalities

This figure aims to assess the student's desire of having friends from various nationalities behind learning English. (40%) of the male students respond that they did not chose to learn English to have friends from various nationalities and (30%) have answered that they are learning the English language for that reason while (30%) of them have respond that they are not certain but there is a possibility. Whereas the most of female students have answers that they are not certain whether they chose to learn English to have friends from various nationalities and two students (20%) of them respond that they are learning English for that reason, and only one student (10%) have not chosen English to have friends from various nationalities.

Q3: I chose to learn English because it is the language used to communicate with all people abroad.
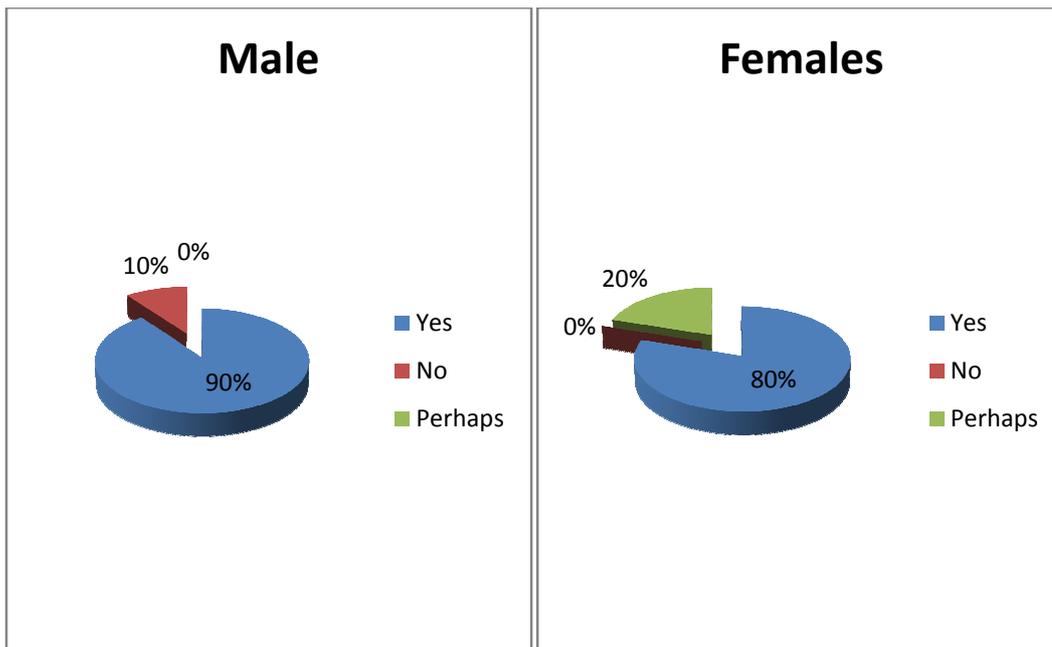
Figure 6: Choosing English to Communicate with all People Abroad.

Results reveal that most of the male students (90%) said that they chose to learn English because it the language to use in order to communicate with all people abroad and only one student (10%) who said that he did not choose English for that sake, and no one (0%) have been uncertain of that. On the other side, most of the female students (80%) said that they chose to learn English for the sake of communicating with all people in case they go abroad, and two of them (20%) have been uncertain of that but there is a possibility of being one of the reasons behind choosing to learn English ,but no one (0%) have neglected this to be a reason.

Q4: I chose to learn English because I expect it to help me in my professional life.
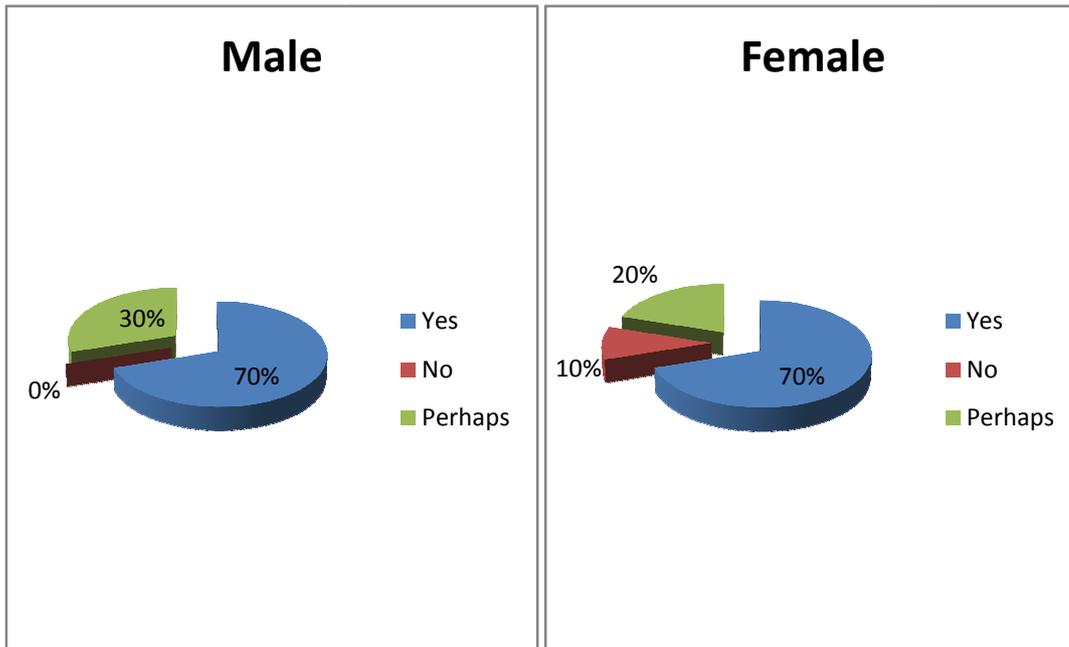
Figure 7: Choosing English because of its Help in Professional Life

The results reveal that most of the male students (70%) said that they believe chose to learn English because they believe it would be helpful in their professional life while three students (30%) were uncertain of that and no one of them (0%) have neglected it. However, (70%) of the female students answered to the option "yes" of choosing English because it is helpful in professional life. Then (20%) of them answered that they are not certain of that but one student (10%) have answered by "no" that she did not choose to learn English for the professional sake.

Q5: I chose to learn English because I want to know about the culture of English natives.
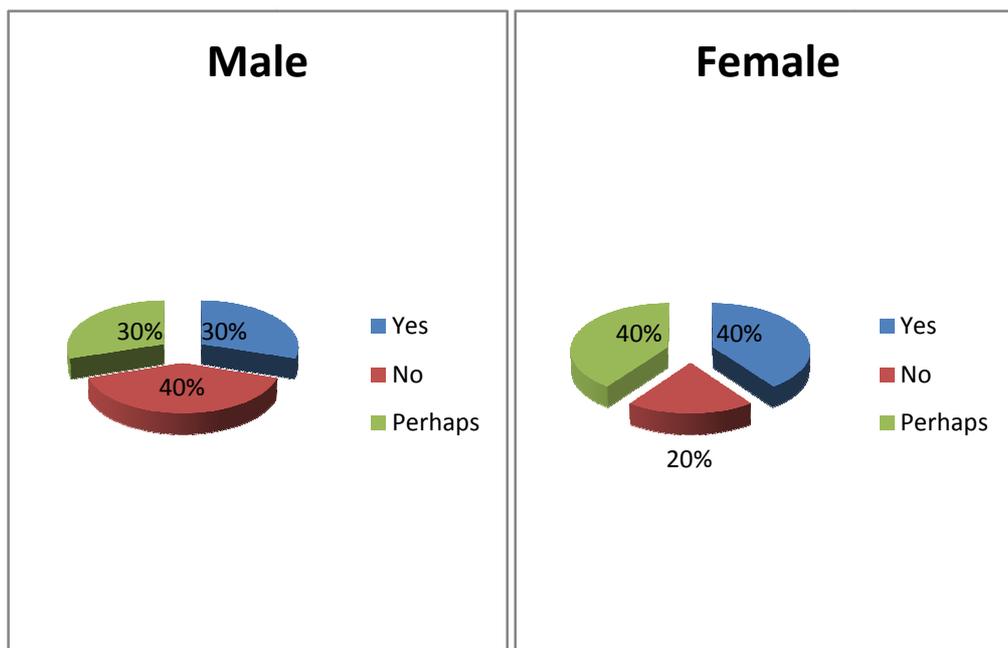
Figure 8: Choosing English to Know about the Culture of English Natives

Results reveal that (40%) of the male students said that they did not choose to learn English for the sake of knowing about the culture of English natives; however, others answered by giving (30%) to the option of "perhaps" . then, (30%) of them answered by "yes" as confirmation that they did choose to learn English to know about the culture of English natives. On the other part, (40%) of the female students have said that they did choose to learn English to know about the culture of English natives and another (40%) of them answered to the option "perhaps" and then two students (20%) said that they did not choose to learn it for that sake.

Section Three: British civilization's module

Constraining student's attitude toward the module

Q1: I do like learning about the British civilization
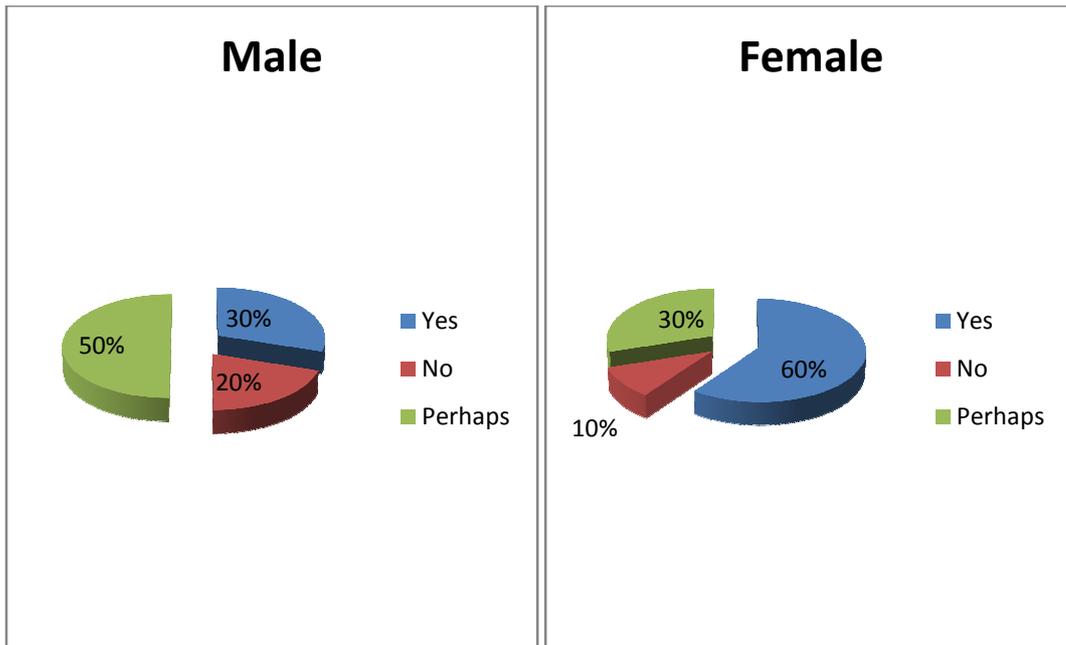
Figure 9: Learning about the British Civilization

Out of 10 male participants, the half (50%) have claimed that may be they do like to learn the British civilization. Moreover, (30%) they assert that they do like learning about it whereas (20%) of them denied. However, out of 10 female participants (60%) have asserted that they do like to learn about the British. In addition, (30%) have claimed that they may/may not like to learn about it and only one student (10%) of them has denied that totally.

Q2: I try to work hard when learning the British civilization module
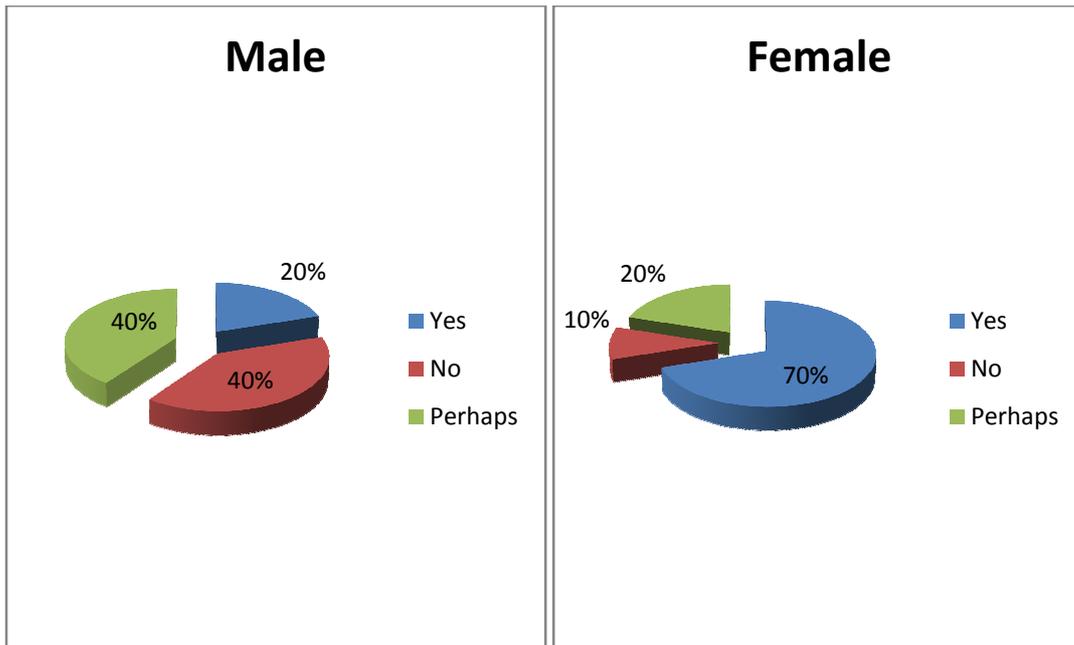
Figure 10: Working Hard when Learning the British Civilization Module

(40%) of the male students have asserted that they do not work hard at all when learning British civilization's module then another (40%) of them is not totally sure that they work hard when learning this module; while, (20%) affirmed that they do work hard when learning British civilization's module. On the other hand, most of the female students (70%) affirmed that they do work hard when learning the British civilization's module. Then, two students (20%) have been not really sure whether they do or do not work hard when learning it whereas only one student (10%) have asserted that she does not work hard at all when learning the British civilization module.

Q3: I concentrate on British civilization schoolwork.
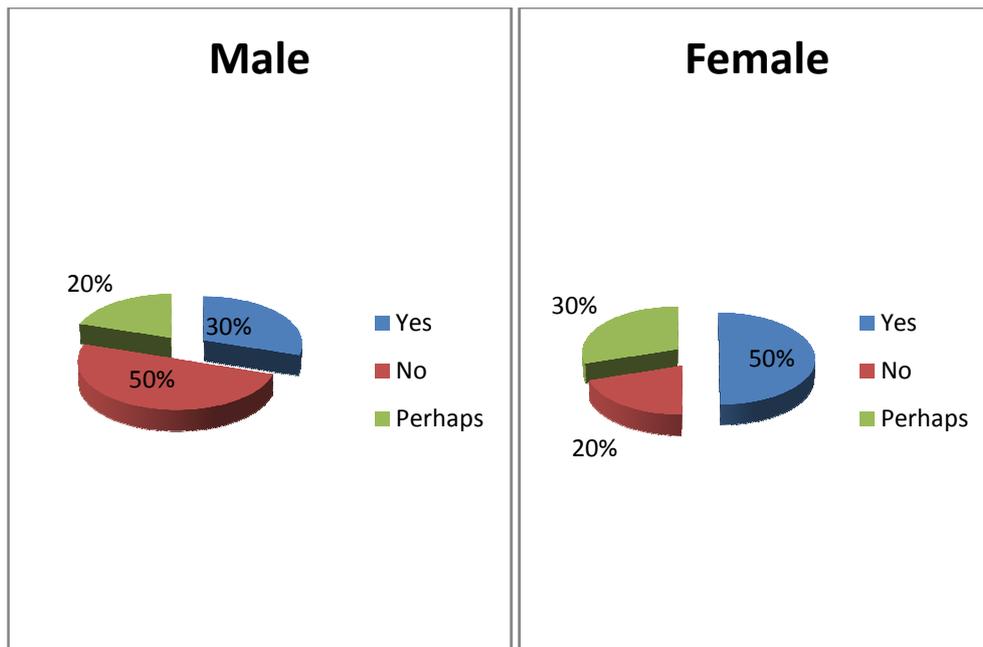
Figure 11: Concentration on British Civilization Schoolwork

The graph above indicates the half of the male learners (50%) do not concentrate on British civilization schoolwork whereas (30%) of them do. Then (20%) reported that they may/may not concentrate on this module's works. While, the half of the female learners (50%) confirmed that they do concentrate on British civilization schoolwork and then (30%) of then reported that they may/may not concentrate on this module's works and (20%) reported that they do not concentrate on British civilization schoolwork at all.

Q4: I take responsibility for working on British civilization studies.
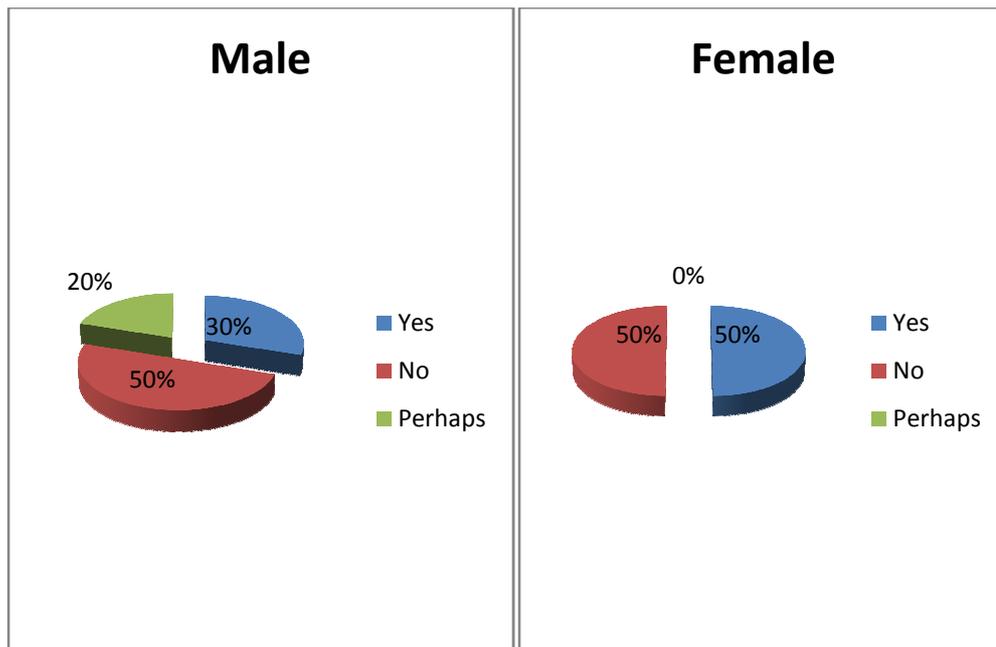
Figure 12: Taking Responsibility for Working on British civilization Studies

Half of the male participants (50%) emphasized that they do not take any responsibility for working on British civilization studies while (30%) of them affirmed that they take responsibility for working on this module's studies and then (20%) of them are not really certain whether they do or they do not take responsibility for working on British civilization studies. On the other hand, the female participants were divided into two sides. One side (50%) which take responsibility for working on British civilization, another side (50%) which does not take any responsibility for that and no one (0%) has been uncertain whether she does or she does not take responsibility for working on British civilization studies.

Q5: I complete British civilization schoolwork regularly.
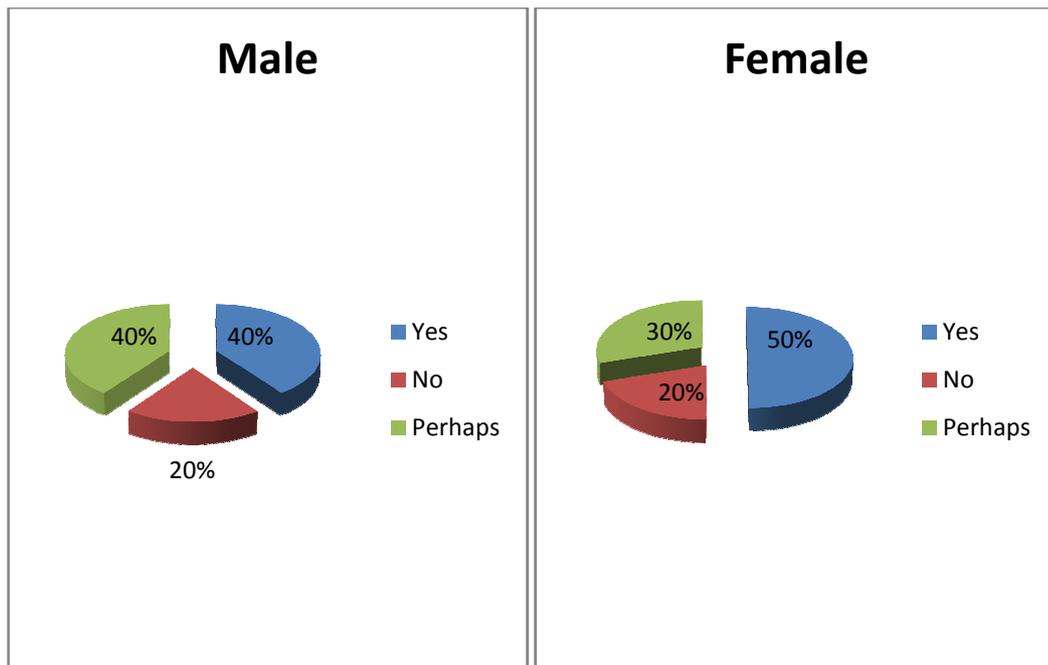
Figure 13: Completing British Civilization Schoolwork Regularly

The male students that represents (40%) argued that yes, they complete British civilization schoolwork regularly and the other (40%) claimed that they may/may not complete their work on time. However, the last (20%) said that they do not complete their British civilization schoolwork regularly. On the other part, half of the female students argued that they do complete British civilization regularly; whereas, (30%) are not sure whether they do or not and (20%) said that they do not complete British civilization schoolwork regularly.

Q6: I do not like to be absent from British civilization class.
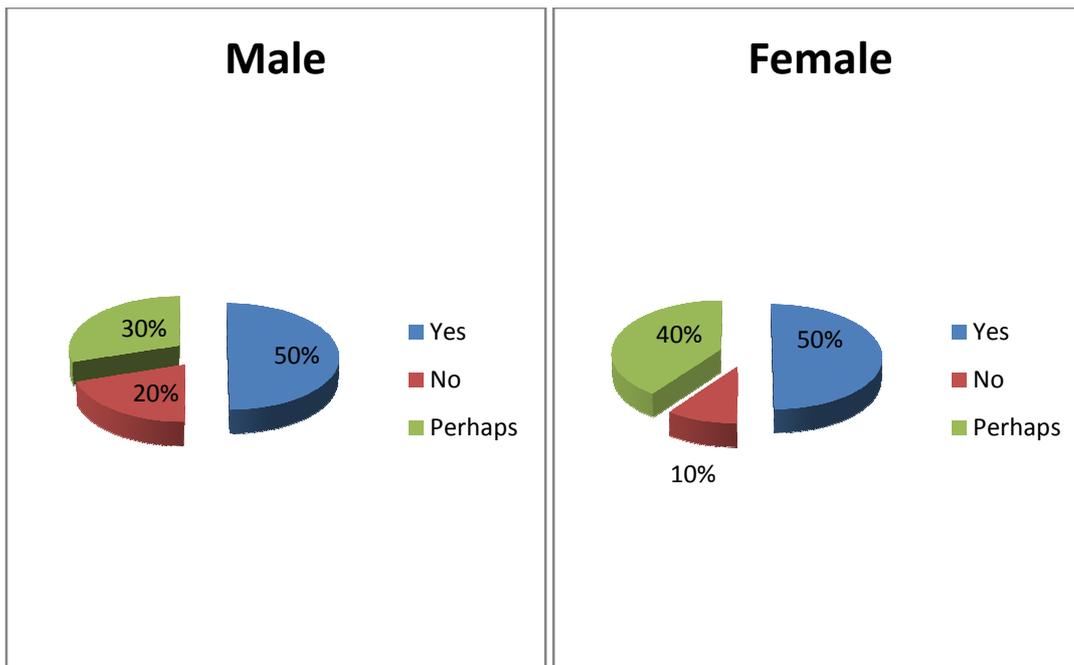
Figure 14: Being Absent from British Civilization Class

On one hand, half of the male students (50%) argued that they do like to be present on British civilization class. Then (30%) of them reported that they are not sure whether they like or dislike being present on this class, while two students (20%) of them affirmed that they do like being absent from British civilization class. On the other hand, half of the female students (50%) argued that they do like to be present on British civilization class. Then (40%) of them reported that they are not certain whether they like or do not like to be present on that class, whereas only one student (10%) affirmed that she likes being absent from British civilization class.

Q7: I am good at staying focused on British civilization classes.
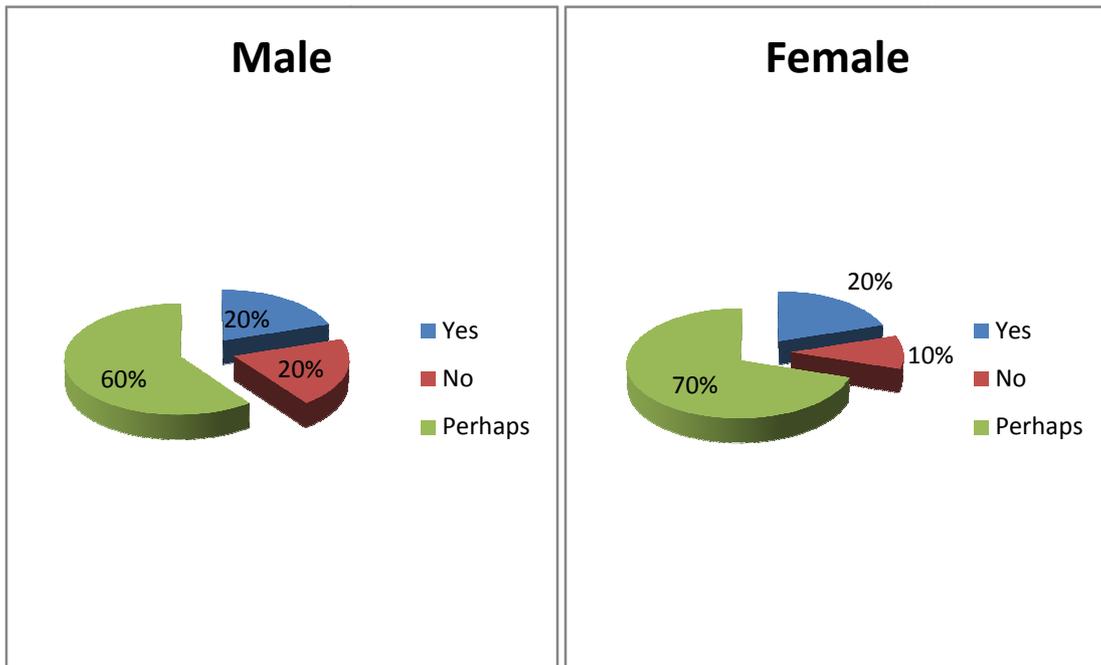
Figure 15: Staying Focused on British Civilization Classes

The graph above indicates that the majority of the male students are not certain whether they are good at staying focused on British civilization classes or not. Then, (20%) of them have confirmed they are good at staying focused on this module's classes, while the other (20%) of them have affirmed that they are not good at all at staying focused on British civilization classes. Moreover, the majority of the female students (70%) as well are not sure whether they are good at staying focused on British civilization classes and then (20%) of them asserted that they are good at staying focused while only one student (10%) who affirmed that she is not good at staying focused on British civilization classes.

Section Four: British civilization achievements

Demonstrating how do they perform in the module.

Q1: I want to get better grades in British civilization than most of other student in my class.
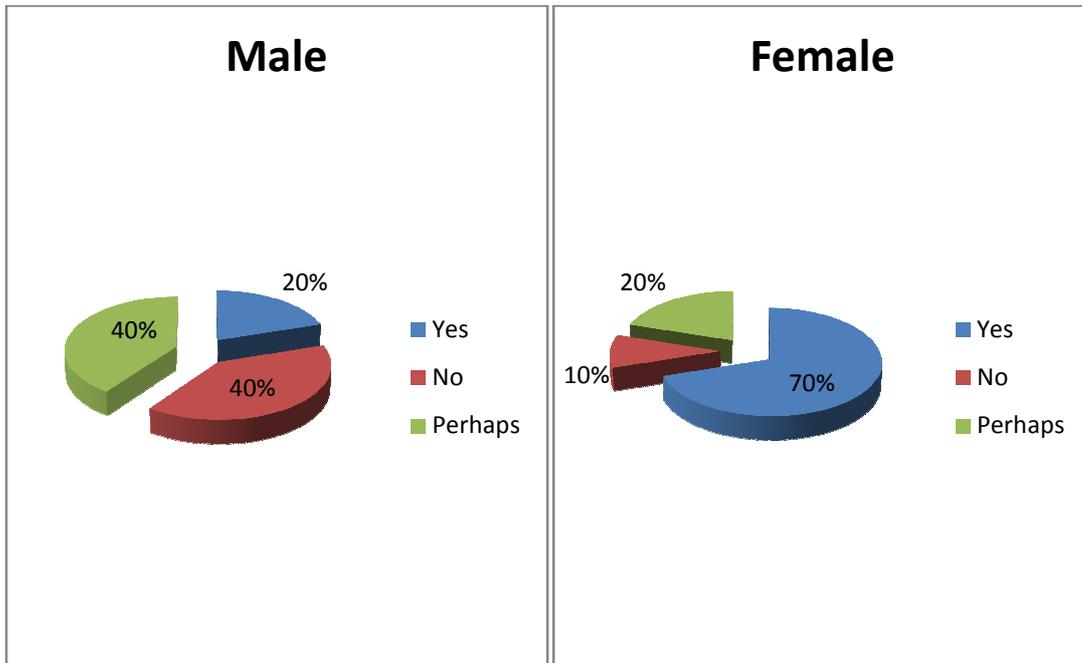
Figure 16: Getting Better Grades

The rates reveal that (40%) of the male students are not interested on getting better grades in British civilization than most of other student in their class. (40%) of them are not sure of that, while two students (20%) have confirmed that they do want to get better grades in British civilization than most students in their class. However, the majority of the female students (70%) have emphasized that they do want to get better grades in British civilization than most of other students in their class. Then, (20%) of them are not certain whether they are interested or not; whereas, only one student (10%) have affirmed that she does not want to get better grades than others.

Q2: I do my best in British civilization module because I do not want to fail.
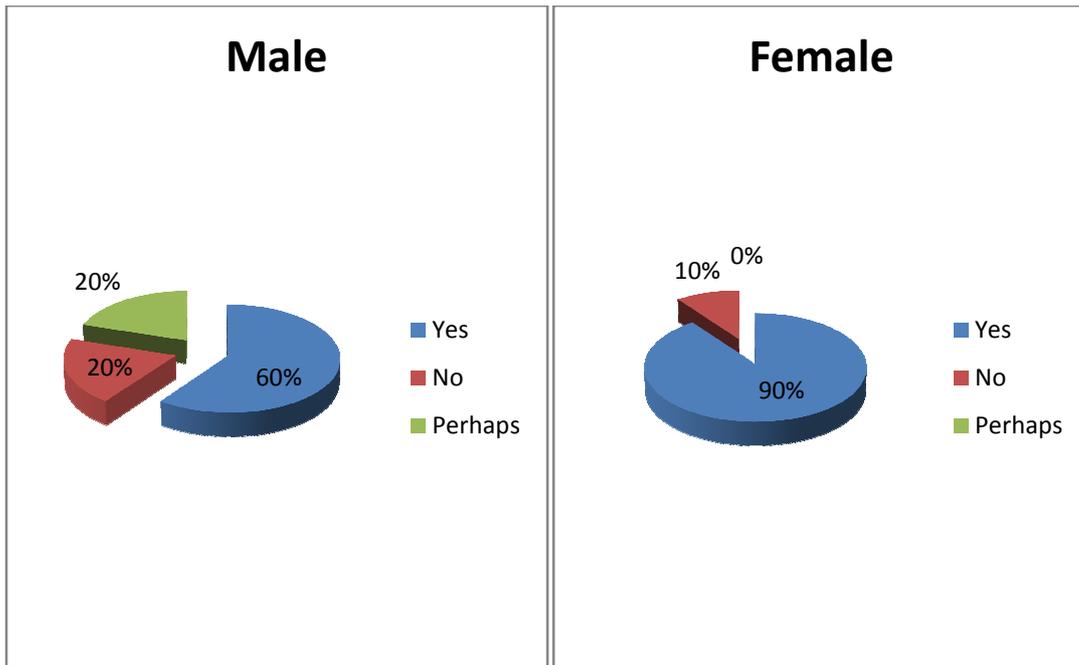
Figure 17: Doing the Best in British Civilization Module to Succeed

The results of this question which is about doing the best in British civilization module to succeed showed that (60%) of the male students are doing their best so that they do not fail. Then (20%) of them are not certain whether they do their best or not but (20%) of them have affirmed that they do not do their best in British civilization module for that reason. However, we notice that (90%) among the overall number of the female students are doing their best in British civilization module so that they do not fail but only one student of them have answered that she does not work hard for that sake and no one (0%) of them was uncertain of that.

Q3: It is important for me to improve my grades in British civilization module this year.
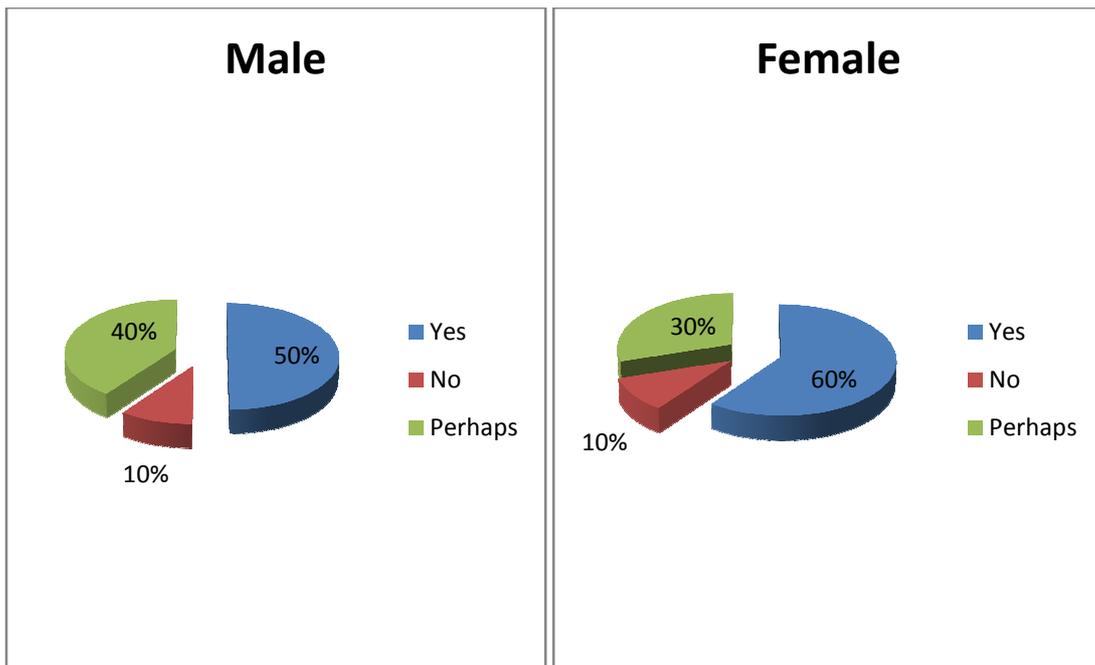
Figure 18: The Importance of the Improvement of British Civilization's Module

This graph shows that half of the male learners (50%) give importance to the improvement of their grades in British civilization's module for this year. Whereas, (40%) are not certain whether they do. Then, just one student (10%) who mentioned that it is not important for him to improve his grades in British civilization module this year. On the other side, the majority of the female learners (60%) give the importance to improvement of their grades in British civilization's module this year. While (30%) of them were not sure whether they do. Then, just one student (10%) said that it is not important for her to improve her grades in British civilization module this year.

Q4: Getting a good grade in British civilization is a satisfying thing for me.
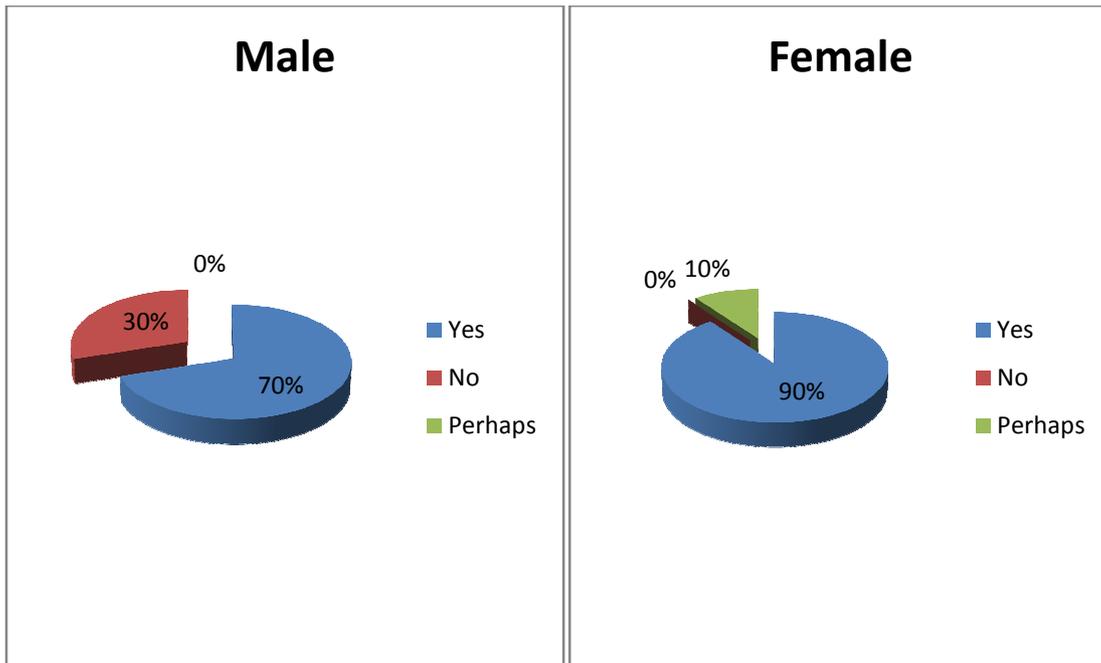
Figure 19: The Satisfaction of Getting Good Grades in British Civilization

As showed in the results above, (70%) of the male students state that getting good grades in British civilization is a satisfying thing for them. However, (30%) of them are not satisfied even though when they get good grades in British civilization and no one (0%) of them have been uncertain of. Furthermore, the results in the other side show that the greater rate (90%) of the female students state that getting good grades in British civilization is a satisfying thing for them. Then, only one of them have been unsure of that and no one (0%) of them neglected that they are satisfied when they get good grades in British civilization.

Q5: I want to do well in British civilization classes because I want to show my ability to my teacher or others.
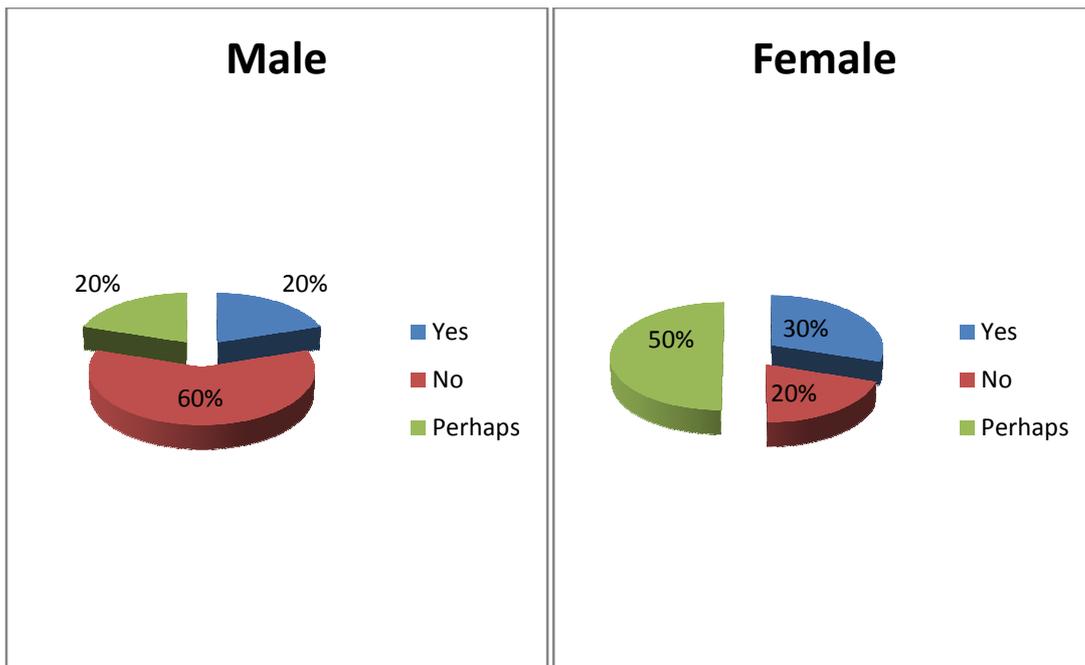
Figure 20: Doing Well in British Civilization to Show Abilities to Others

On one side, we notice that the majority of the male students (60%) state that showing their abilities to others or to their teacher is not the reason behind doing well in British civilization classes. Then (20%) of them are not sure if that is a reason. Whereas, two students stated that they do well in British civilization classes to show their abilities to their teacher or others. On the other side, half of the female (50%) are not certain of showing their abilities to others if it is a reason behind doing well in British civilization classes. Then, (30%) of them have asserted that they do well to show their abilities to their teacher and others. While, (20%) of them have neglected that.

Section Five: Level of learning motivation

To extract learner's motivation of achieving more.

Q1: I have a plan of what I want to do to graduate.
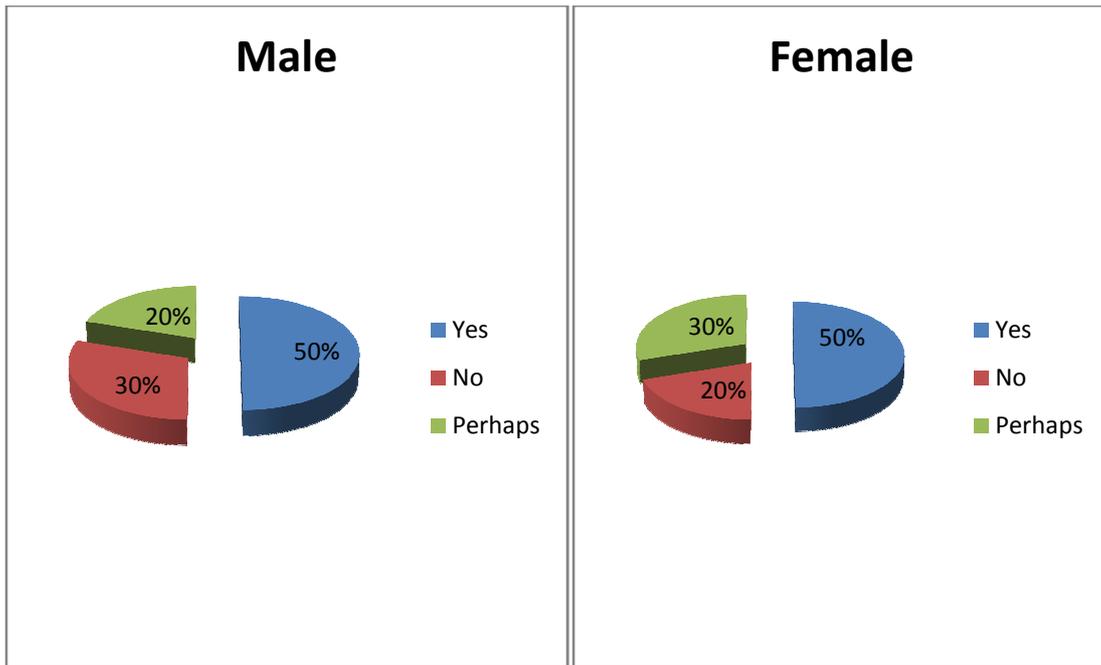
Figure 21: Planning for Graduation

We notice that the half of the male students (50%) state that they have a planning for graduation, while (30%) of them do not and (20%) of are not sure of what to do to graduate. As well as, the half of the female students (50%) state that they have a plan of what to do for graduation. And (30%) of them perhaps they have a plan to graduate. Whereas, two students (20%) affirmed that they do not have a plan for graduation.

Q2: In case I have the occasion to study abroad, I prefer: A European country or an Arab country
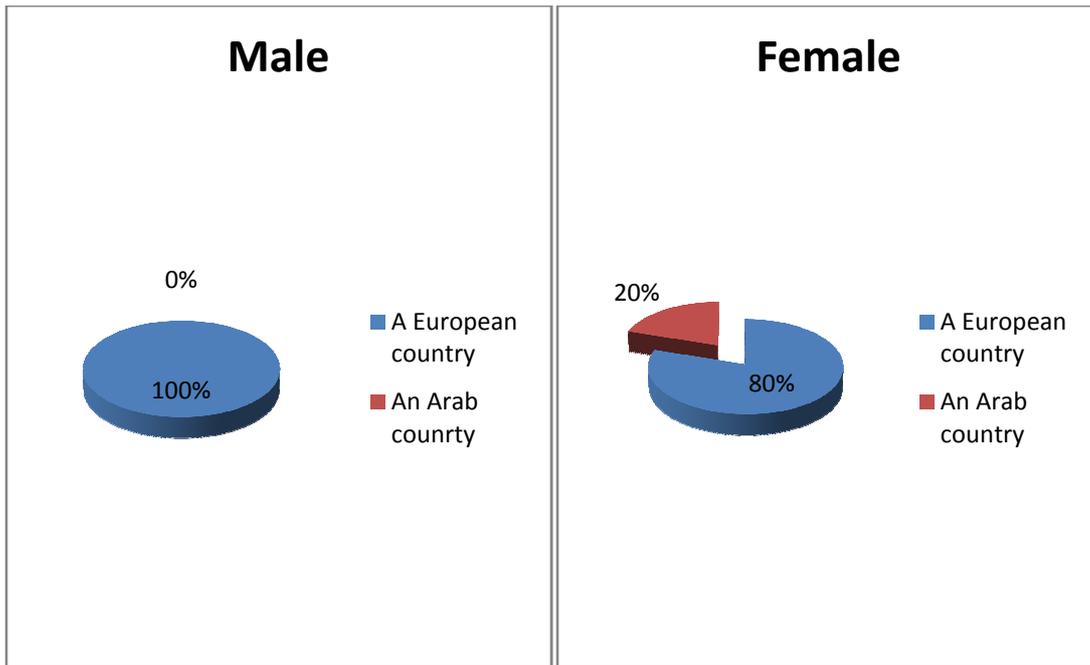
Figure 22: Studying Abroad

As it is shown in the results above, all the male learners(100%) have agreed that if they have the occasion to study abroad they would choose a European country and no one (0%) of them have thought of studying in an Arab country , for specific reasons :

1- To graduate a person needs to use the library free software because it's more than beneficial, get in touch with professional teachers in order to develop one's educational background and because they are considered to be a rich source of information, a source of motivation for perseverance and an example of success and hard work. Moreover, a student requires to achieve top grades to attract better job offers in addition to the need to develop a strong professional network since we are in century encourages freelancing and software. There is a saying that says as long as I am alive, I always strive for a better version of myself, This proves that motivation may give a moral boost to success and achieving the impossible, because nothing is impossible and unreachable with an ambitious and persistent person.

2- My main motivation for learning is centered on succeeding academically because personally if I want to learn more about British civilization and native English speakers, I can simply browse the internet. University to me is a place to facilitate reaching our academic goals and careers more than just being a place for learning just to learn and to satisfy my curiosity.

3- Give it all the chance to succeed, organize my schedule to achieve remarkable marks in all modules.

4- Because European countries provide the appropriate environment for study and I think we can develop our skills and our language more and more and we cannot, obviously comparing between the two of them.

5- Well I choose to go to a European country because it is the best place where I can practice my English language and to have a real experience of what I have learnt.

6- I want to use my English.

7- In fact, the European country is better than the Arab one due to many reasons such as their living conditions... ect.

8- Anywhere far away from Algeria and Arab people.

On the other hand, the greater rates (80%) of 8 female students also have chosen a European country in case they have the occasion to study abroad and this perhaps because of:

1- To exchange the language with natives.

2- I want to practice the English language in a community where they don't speak my native language.

3- To be in touch with new communities.

4- European countries are less corrupted when it comes to education programs and evaluations.

5- I would prefer to interact with people from a very different ideological, environmental, and political background, and who have drastically different beliefs than I because I think it would give me an opportunity to not only explore different beliefs but also to review and reflect on my beliefs and stance on different worldly matters.

6- Engaging with the different communities allows the learners to coexist with them and learn about their culture, beliefs and history as well as fostering his language outcomes after involving with the students from this country. Nevertheless, studying in Arab country will not guarantee good result and that is due to several factors we mention: sharing the same language, cultural environment and the geographical areas.

While only two (20%) of them have chosen an Arab country for specific reasons:

1- Being a Muslim and wearing Hijab in a European country might be hard for me as a female; however, that is not the only reason. No matter how much i think i know about the culture and language of others, I will always be lacking compared to what I know about my own culture. That is why i think i will be able to fit in better in an Arab country rather than a European one. This might sound like what a coward would say, but that is the case for me.

2- For jobs an Arab country.

3.1.3. Interpretation and Data Analysis of Students Questionnaire

The present study was conducted to investigate the EFL learners' gender differences in motivation towards their academic

achievements in British civilization module. The descriptive method was implemented for this perspective and the results found indicate:

In the first section, concerning the sample's gender revealed that half (50%) of the student involved are males and the other half (50%) are females.

Concerning part two which is about why do they learn English in the first place, the most male students (90%) chose to learn the English language because it is a worldwide language, and only one student (10%) who did not choose English for that reason and no one (0%) of them have been uncertain of his choice. In the other hand, we noticed as well that most female students (70%) chose to learn the English language because it is a worldwide language, and two students (20%) who did not chose to learn English for that reason and only one student (10%) who was uncertain about it. Therefore, concerning the student's desire of having friends from various nationalities behind learning English (40%) of the male students respond that they did not chose to learn English to have friends from various nationalities and (30%) have answered that they are learning the English language for that reason while (30%) of them have respond that they are not certain but there is a possibility. Whereas the most of female students have answers that they are not certain whether they chose to learn English to have friends from various nationalities and two students (20%) of them respond that they are learning English for that reason, and only one student (10%) have not chosen English to have friends from various nationalities. In addition,

that most of the male students (90%) said that they chose to learn English because it the language to use in order to communicate with all people abroad and only one student (10%) who said that he did not choose English for that sake, and no one (0%) have been uncertain of that. In the other side, most of the female students (80%) said that they chose to learn English for the sake of communicating with all people in case they go abroad, and two of them (20%) have been uncertain of that but there is a possibility of being one of the reasons behind choosing to learn English ,but no one (0%) have neglected this to be a reason. Although, most of the male students (70%) said that they believe chose to learn English because they believe it would be helpful in their professional life while three students (30%) were uncertain of that and no one of them (0%) have neglected it. However, (70%) of the female students answered to the option "yes" of choosing English because it is helpful in professional life. Then (20%) of them answered that they are not certain of that but one student (10%) have answered by "no" that she did not choose to learn English for the professional sake. Also, (40%) of the male students said that they did not choose to learn English for the sake of knowing about the culture of English natives; however, others answered by giving (30%) to the option of "perhaps" . then, (30%) of them answered by "yes" as confirmation that they did choose to learn English to know about the culture of English natives. In the other part, (40%) of the female students have said that they did choose to learn English to know about the culture of English natives and

another (40%) of them answered to the option "perhaps" and then two students (20%) said that they did not choose to learn it for that sake.

The third part is related to student's attitude toward the module of British civilization. Out of 10 male participants, the half (50%) have claimed that may be they do like to learn the British civilization. Moreover, (30%) they assert that they do like learning about it whereas (20%) of them denied. However, out of 10 female participants (60%) have asserted that they do like to learn about the British. In addition, (30%) have claimed that they may/may not like to learn about it and only one student (10%) of them has denied that totally. Moreover, (40%) of the male students have asserted that they do not work hard at all when learning British civilization's module then another (40%) of them is not totally sure that they work hard when learning this module; while, (20%) affirmed that they do work hard when learning British civilization's module. In the other hand, most of the female students (70%) affirmed that they do work hard when learning the British civilization's module. Then, two students (20%) have been not really sure whether they do or do not work hard when learning it whereas only one student (10%) have asserted that she does not work hard at all when learning the British civilization module. Yet, (40%) of the male students have asserted that they do not work hard at all when learning British civilization's module then another (40%) of them is not totally sure that they work hard when learning this module; while, (20%) affirmed that they do work hard when learning British civilization's module. In the other hand, most

of the female students (70%) affirmed that they do work hard when learning the British civilization's module. Then, two students (20%) have been not really sure whether they do or do not work hard when learning it whereas only one student (10%) have asserted that she does not work hard at all when learning the British civilization module. Furthermore, the half of the male learners (50%) do not concentrate on British civilization schoolwork whereas (30%) of them do. Then (20%) reported that they may/may not concentrate on this module's works. While, the half of the female learners (50%) confirmed that they do concentrate on British civilization schoolwork and then (30%) of then reported that they may/may not concentrate on this module's works and (20%) reported that they do not concentrate on British civilization schoolwork at all. As well as, Half of the male participants (50%) emphasized that they do not take any responsibility for working on British civilization studies while (30%) of them affirmed that they take responsibility for working on this module's studies and then (20%) of them are not really certain whether they do or they do not take responsibility for working on British civilization studies. In the other hand, the female participants were divided into two sides. One side (50%) which take responsibility for working on British civilization, another side (50%) which does not take any responsibility for that and no one (0%) has been uncertain whether she does or she does not take responsibility for working on British civilization studies. In addition, the male students that represents (40%) argued that yes, they complete British

civilization schoolwork regularly and the other (40%) claimed that they may/may not complete their work on time. However, the last (20%) said that they do not complete their British civilization schoolwork regularly. In the other part, half of the female students argued that they do complete British civilization regularly; whereas, (30%) are not sure whether they do or not and (20%) said that they do not complete British civilization schoolwork regularly. In one hand, half of the male students (50%) argued that they do like to be present on British civilization class. Then (30%) of them reported that they are not sure whether they like or dislike being present on this class, while two students (20%) of them affirmed that they do like being absent from British civilization class. In the other hand, half of the female students (50%) argued that they do like to be present on British civilization class. Then (40%) of them reported that they are not certain whether they like or do not like to be present on that class, whereas only one student (10%) affirmed that she likes being absent from British civilization class. Also, majority of the male students are not certain whether they are good at staying focused on British civilization classes or not. Then, (20%) of them have confirmed they are good at staying focused on this module's classes, while the other (20%) of them have affirmed that they are not good at all at staying focused on British civilization classes. Moreover, the majority of the female students (70%) as well are not sure whether they are good at staying focused on British civilization classes and then (20%) of them asserted that they are good at staying focused while only one student

(10%) who affirmed that she is not good at staying focused on British civilization classes.

Concerning part four where we were concerned with the learner's performance in British civilization's module. (40%) of the male students are not interested on getting better grades in British civilization than most of other student in their class. (40%) of them are not sure of that, while two students (20%) have confirmed that they do want to get better grades in British civilization than most students in their class. However, the majority of the female students (70%) have emphasized that they do want to get better grades in British civilization than most of other students in their class. Then, (20%) of them are not certain whether they are interested or not; whereas, only one student (10%) have affirmed that she does not want to get better grades than others. Also, The results of the second question of this item which is about doing the best in British civilization module to succeed showed that (60%) of the male students are doing their best so that they do not fail. Then (20%) of them are not certain whether they do their best or not but (20%) of them have affirmed that they do not do their best in British civilization module for that reason. However, we notice that (90%) among the overall number are doing their best in British civilization module so that they do not fail but only one student of them have answered that she does not work hard for that sake and no one (0%) of them was uncertain of that. Moreover, half of the male learners (50%) give importance to the improvement of their grades in British

civilization's module for this year, whereas, (40%) are not certain whether they do or they do not. Then, just one student (10%) who mentioned that it is not important for him to improve his grades in British civilization module this year. In the other side, the majority of the female learners (60%) give the importance to improvement of their grades in British civilization's module this year. While (30%) of them were not sure whether they do. Then, just one student (10%) said that it is not important for her to improve her grades in British civilization module this year. Furthermore, the majority (70%) of the male students state that getting good grades in British civilization is a satisfying thing for them. However, (30%) of them are not satisfied even though when they get good grades in British civilization and no one (0%) of them have been uncertain of. Furthermore, the results in the other side show that the greater rate (90%) of the female students state that getting good grades in British civilization is a satisfying thing for them. Then, only one of them have been unsure of that and no one (0%) of them neglected that they are satisfied when they get good grades in British civilization. In one side, we notice that the majority of the male students (60%) state that showing their abilities to others or to their teacher is not the reason behind doing well in British civilization classes. Then (20%) of them are not sure if that is a reason. Whereas, two students stated that they do well in British civilization classes to show their abilities to their teacher or others. In the other side, half of the female (50%) are not certain of showing their abilities to others if it is a reason behind doing well in British

civilization classes. Then, (30%) of them have asserted that they do well to show their abilities to their teacher and others. While, (20%) of them have neglected that.

In the learning motivation part, the students' responses concerning planning for graduation we noticed that the half of the male students (50%) state that they have a planning for graduation, while (30%) of them do not and (20%) of are not sure of what to do to graduate. As well as, the half of the female students (50%), state that they have a plan of what to do for graduation. In addition (30%) of them, perhaps they have a plan to graduate. Whereas, two students (20%) affirmed that they do not have a plan for graduation. Yet, all the male learners (100%) have agreed that if they have the occasion to study abroad they would choose a European country and no one (0%) of them have thought of studying in an Arab country, for some specific reasons. In the other hand, the greater rates (80%) of eight female students also have chosen a European country in case they have the occasion to study abroad and this perhaps because of almost the same reasons. While only two (20%) of them have chosen an Arab country for reasons that are related to their gender being females.

Section Two

Student's Academic Achievements in British Civilization's module

3.2.1. Description and Analysis of Student's   Academic Achievements in British Civilization's module

Introduction

Our target population consists of (60) students of first year master students of literature and civilization branch in the department of English at Mohamed Kheider University of Biskra. The sample under investigation consists of 20 students (10 males /10 females). The selection of this sample was not random .we kept working with the same students who answered the student's questionnaire to get valid data and to keep the credibility of the work concerning the subject matter of investigation, which is the extraction of learners' gender differences in motivation toward their academic achievements in British civilization's module.

3.2.2. Description of the British Civilization's Academic Achievements

This kind of data collecting tools is mainly working as a survey to check students' level in British civilization's module while using their achievement marks of the tutorial sessions and of the exams both for the first and for the second semester. Moreover, we aim to depict if they are motivated to achieve in the module of British civilization this year to measure the student's level and then to compare the results between the males and the female ones for the extraction of the gender differences in motivation toward the academic achievements of British civilization's module.

The Performance of the First Semester's TD
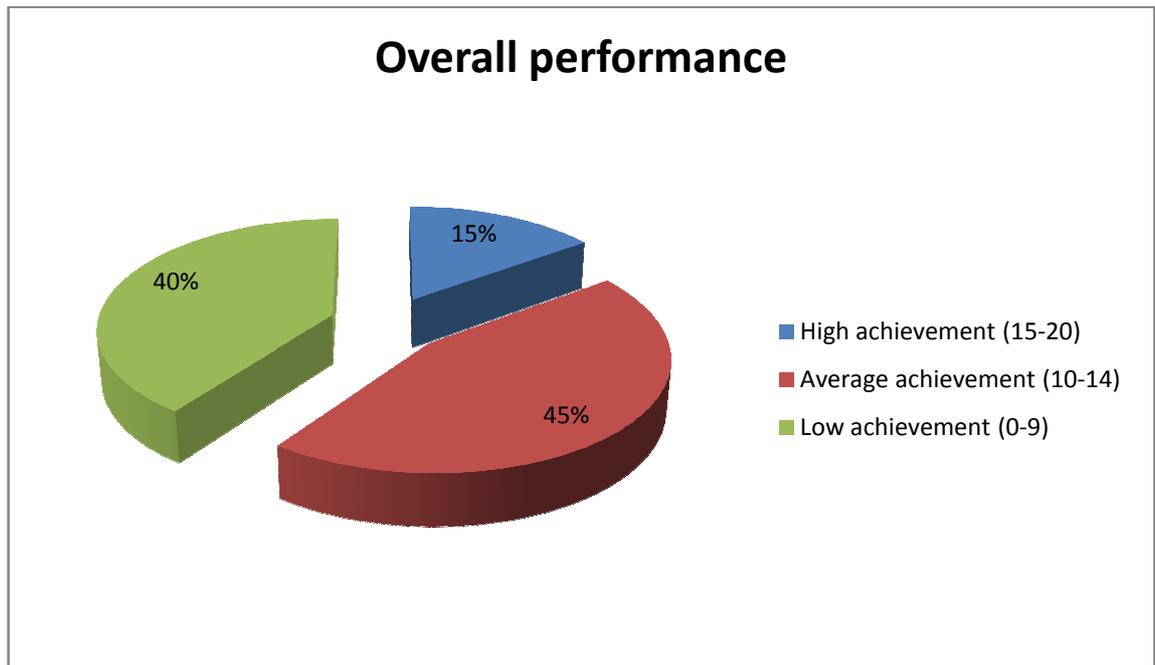
Figure 23: The Overall Performance of the First Semester's TD
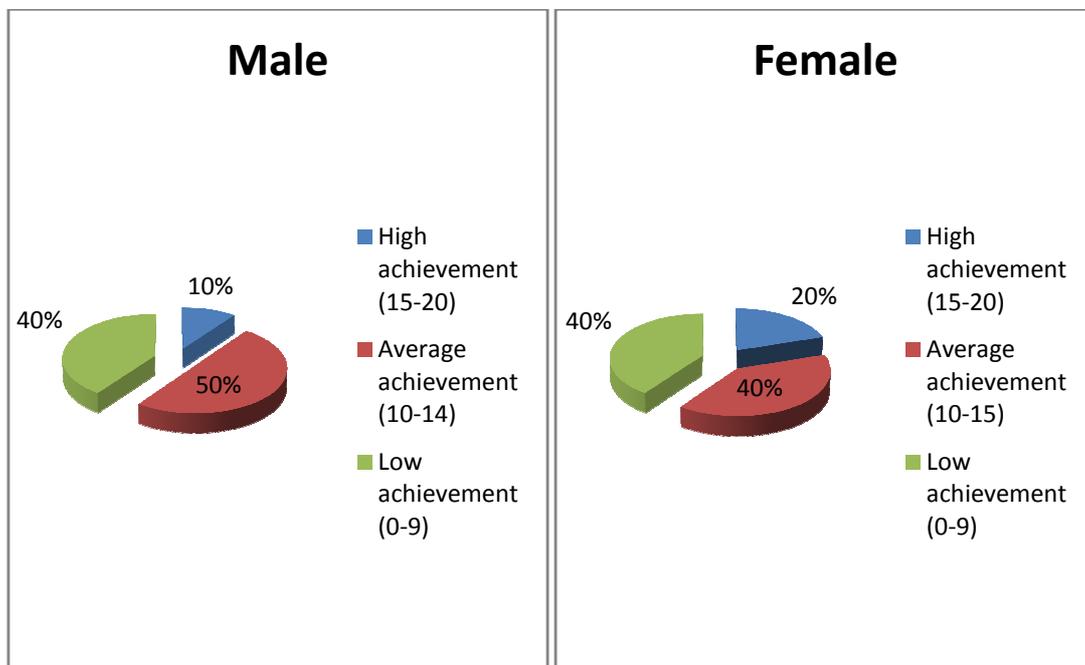
Figure 24: The Gendered Performance of the First Semester's TD

For males, the highest score was attained by the category (02), which is half (50%) of the total amount that represent students who score average achievement;

marks varied between 10 and14. On the other hand the lowest score is attributed to participants' category (01), which is (10%) that represents students who had a high achievement; marks in between (15-20). And the second rank is for category (03) in between high and average, is for the students who score low achievement by (40%) with marks under (10)=(0-9). For the females, the category (02) and category (03) both have obtained (40%) while the category (01) represents the (20%) left.

The Performance of Second Semester's TD
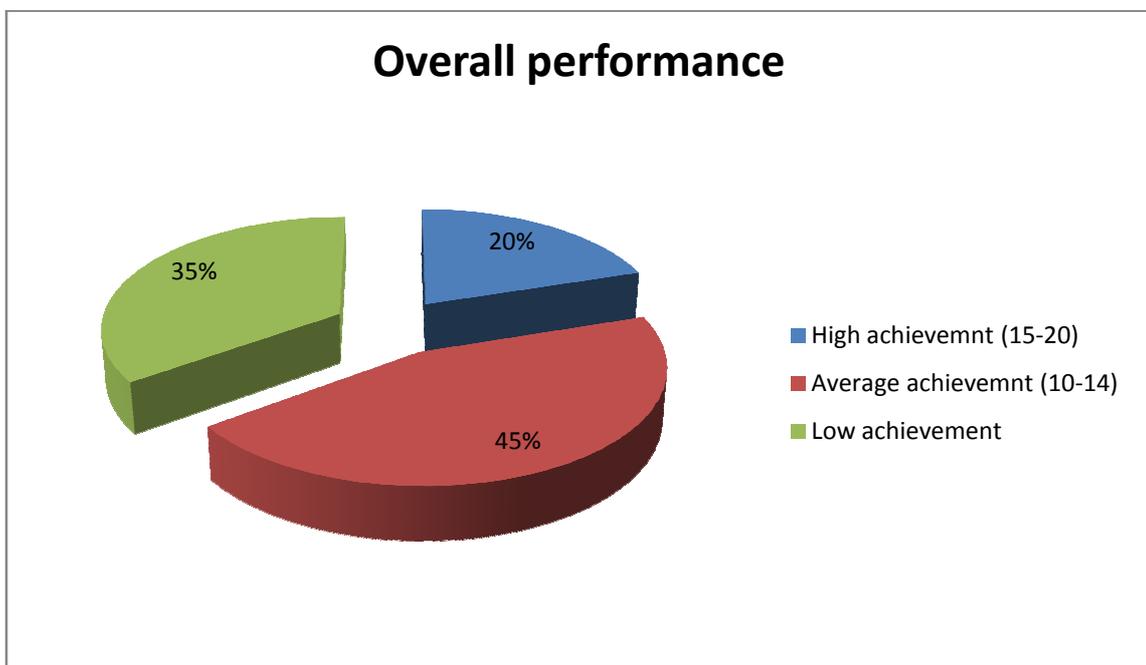
Figure 25: The Overall Performance of Second Semester's TD
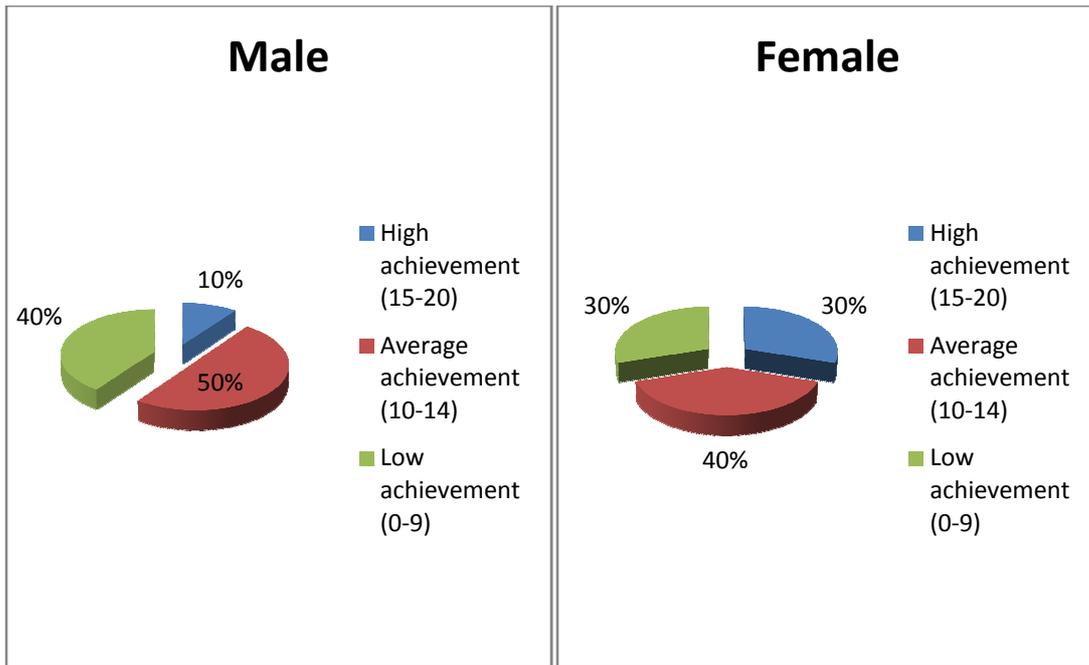
Figure 26: The Gendered Performance of Second Semester's TD

For the males, The highest score was attained by participants' category (02), which is (50%) the half that represents students who score average achievement; marks varied between 10 and 14. On the other hand, the lowest score is attributed to participants' category (01), which is (10%) that represents students who had a high achievement; marks in between (15-20). And the second rank is for category (03) in between high and average, is for the students who score low achievement by (40%) with marks under (10) from (0) to (09). For the females, the highest score was attained by participants' category (02), which is (40%) that represents students who score average achievement; marks varied between (10) and (14). For the females, the category (01) and category (03) both have obtained (30%) while the category (02) represents the (40%) left.

**The Performance of First Semester Exam**
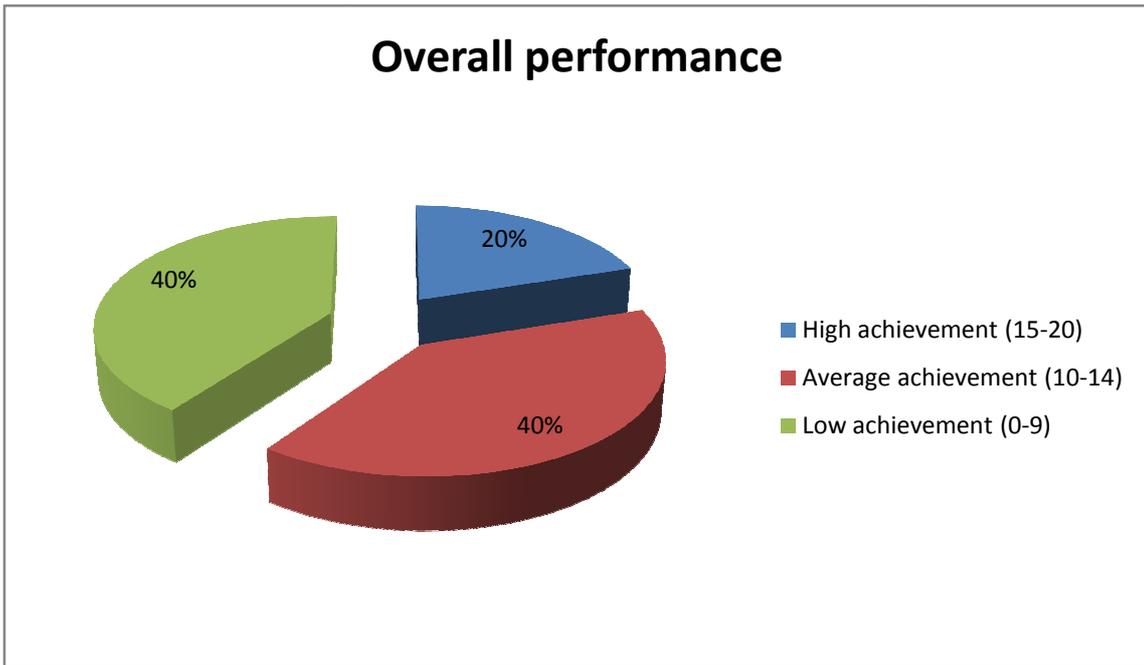
Figure 27: The Overall Performance of First Semester's Exam
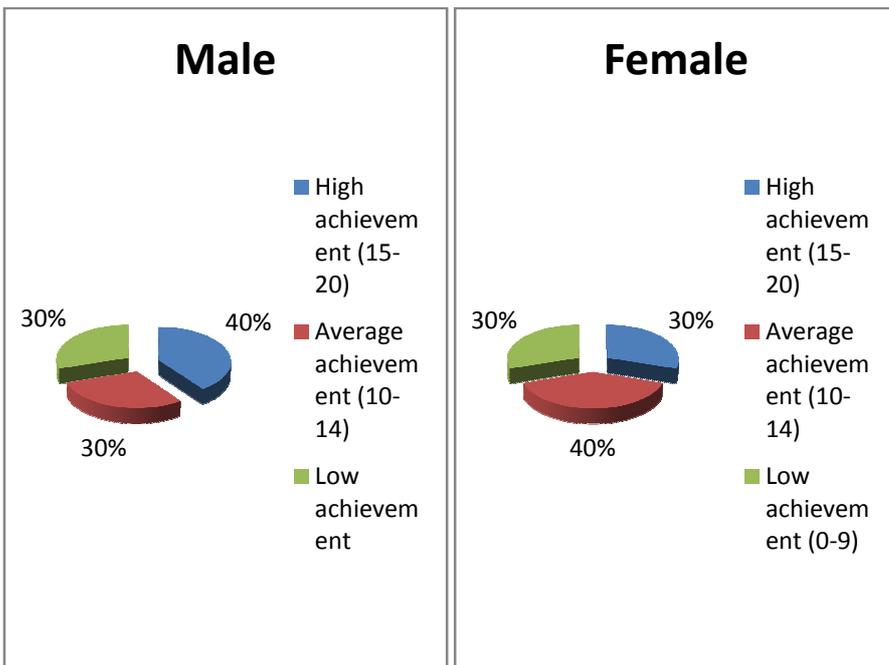
Figure 28: The Gendered Performance of the First Semester's Exam

For the males, the highest score was attained by participants'
category (01) which is (40%) that represents students who score high
achievement; marks varied between (15) and (20). In the other hand,

the category (02) and category (03) both have obtained (30%). For the females, participants' category (02) which is (40%) that represents students who score average achievement; marks varied between (10) and (14). However, the category (01) and category (03) both have obtained (30%).

The Performance of Second Semester's Exam
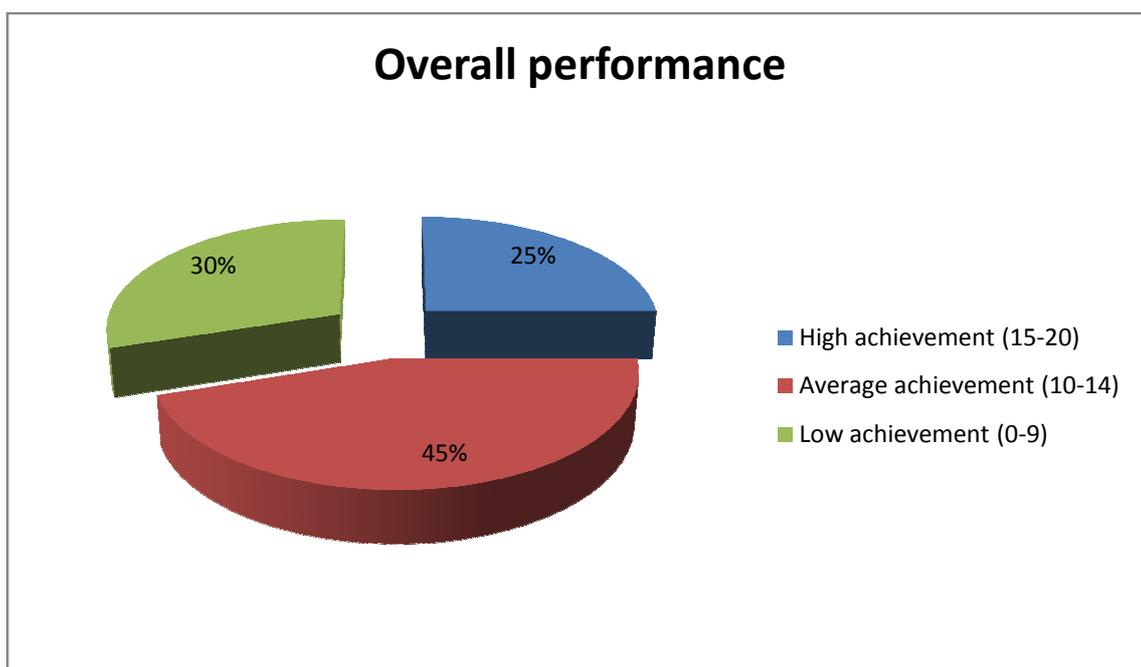
Figure 29: The Overall Performance of Second Semester's Exam
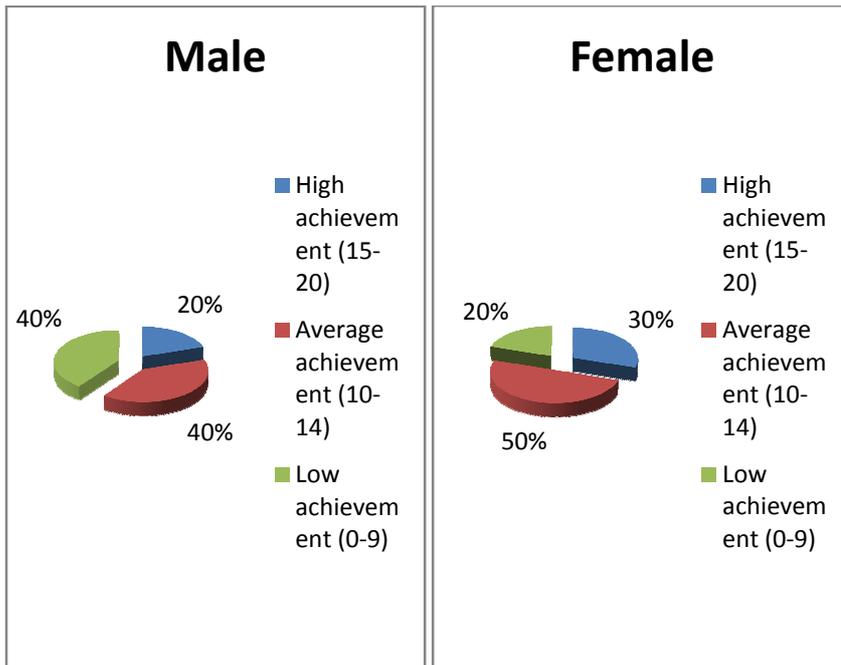
Figure 30: The Gendered Performance of Second Semester's Exam

For the males, the category (02) and category (03) both have obtained (30%). Moreover, the lowest score was attributed to participants' category (01), which is (20%) that represents students who had a high achievement; marks in between (15-20). For the females, the highest score was obtained by participants' category (02), which is (50%) the half of the total female's sample that represents students who score average achievement; marks varied between (10) to (14). On the other part, the lowest score is attributed to participants' category (03) which is (20%) that represents students who had a low achievement; marks under (10). In addition, the second rank was for category (02) in between low and high, is for students who score average achievement by (30%) with marks (10-14).

3.2.3. Interpretation and Data Analysis of Student's Academic Achievements of British Civilization's Module

Our aim is to depict the student's level in British civilization's module and the amount of knowledge toward the module that they got through this academic year. As well as to have an idea about the students' motivation toward their results and level, confronting with their gender. In addition to that, we ought to know "does gender matters?" in their performance. Therefore, with the TD marks and the exam mark of both the first and the second semester, which was published and after asking their permission to use them where we start with the overall assumptions. The sample is the same 20 students (10 males / 10 females) who answered to the student's questionnaire of first year master the literature and civilization branch at the English department of Mohamed Khieder Biskra University from the total population of 60.

From the results above, we find that:

The performance of the first semester's TD, for males, the highest score was attained by the category (02), which is half (50%) of the total amount. The category represents students who score average achievement; marks varied between 10 and14. On the other hand the lowest score is attributed to participants' category (01), which is (10%) that represents students who had a high achievement; marks in between (15-20). And the second rank is for category (03) in

between high and average, is for the students who score low achievement by (40%) with marks under (10)=(0-9).   For the females, the category (02) and category (03) both have obtained (40%) while the category (01) represents the (20%) left.   therefore,   the performance of the second semester's TD for the males, The highest score was attained by participants' category (02), which is (50%) the half. The category represents students who score average achievement; marks varied between 10 and 14. On the other hand, the lowest score is attributed to participants' category (01), which is (10%). The category represents students who had a high achievement; marks in between (15-20). Moreover, the second rank is for category (03) in between high and average, is for the students who score low achievement by (40%) with marks under (10) from (0) to (09). For the females, the highest score was attained by participants' category (02), which is (40%). The category represents students who score average achievement; marks varied between (10) and (14). For the females, the category (01) and category (03) both have obtained (30%) while the category (02) represents the (40%) left.

The performance of the first semester's exam, for the males, the highest score was attained by participants' category (01) which is (40%). The category represents students who score high achievement; marks varied between (15) and (20). In the other hand, the category (02) and category (03) both have obtained (30%). For the females, participants' category (02) which is (40%). The category represents students who score average achievement; marks varied between (10)

and (14). However, the category (01) and category (03) both have obtained (30%). However, the performances of the second semester's exam, for the males, the category (02) and category (03) both have obtained (30%). Moreover, the lowest score was attributed to participants' category (01), which is (20%). The category represents students who had a high achievement; marks in between (15-20). For the females, the highest score was obtained by participants' category (02), which is (50%) the half of the total female's sample. The category represents students who score average achievement; marks varied between (10) to (14). On the other part, the lowest score is attributed to participants' category (03) which is (20%). The category represents students who had a low achievement; marks under (10). In addition, the second rank was for category (02) in between low and high. it is for students who score average achievement by (30%) with marks (10-14). All this indicates that gender matters in learners' motivation to achieve in British civilization module depending on the type of the test or the exam while being tested by such tasks. They find the type of activities suitable for their fact of being a male or a female to handle and to get desire to achieve.

Conclusion

This chapter presents a gathered data in order to depict one of the reasons behind the different achievements among EFL learners and their motivation to achieve as well. The outcomes reveal that both male and female students face problems when they try to perform or when they are engaged in gendered tasks. Furthermore, students also showed that they have deficiency when it comes to be motivated at the same time. However, students who are not motivated to achieve more specially in British civilization's module which is our focus, do not tend to create or at least to search for a motivating atmosphere whether they are males or females and that will keep them struggling in each time they perform. In addition, we noticed that some of them tended to use anything to motivate themselves. Especially male ones, who believed that they got many abilities to do more. It was reflected on their performance by reaching the high achievements in their tests and exams, which denotes that the gender does matters when it comes to the motivation of achieving. Despite of the similarities, the differences were more noticeable because the males were more motivated than the females when it comes to the academic achievements.

Recommendations for Further Research

The present conducted study attempted to shed the light on the gender differences in motivation toward the learner's academic achievements of British civilization's module. The results obtained from this research have strongly confirmed that the academic achievements of British civilization's module can be enormously different through the gendered differences in motivation in terms of the type and the nature of the tasks for both male and female students. In addition, here comes the role of teachers of doing their job as motivators to consider these gendered differences. They have to conduct the fact that makes it very important, which in turn confirms the current research's hypotheses.

On the basis of these finding, some recommendations can be set down:

1. Teachers need to take into consideration the importance of how much s/he could be a motivator to his/her students to improve for the sake of the improvement of the academic achievements of British civilization's module while teaching it to foreign learners especially those whose culture is totally different from the English native culture in terms of gendered subject matters, since it gives them clues about what they need to know, to obtain, and to develop their knowledge about the British civilization, as well as to the development of student language.

2. Lesson's designers should take a step further and integrate different and gendered designs and features of teaching British civilization which enhance student's motivation to perform that show their abilities to achieve and vary their potentials concerning how to create well motivation, asking teachers to reduce the amount of their motivating tasks which are addressed to be considering the gender differences. As well as to ask them to reduce the amount of tests as much as they can in order to keep the learners' level of motivation, and to enable the students to perform beside of their gender.

3. EFL students though, need to try to overcome their gender challenges that society poses to the individual, through motivation in order to enhance their academic achievements in British civilization module.

4. Teachers need to pay attention to the classroom atmosphere by setting a scene to students to encourage them to perform and to achieve their goals no matter their gender problems are. This will help them to reduce it and help the teacher to do his job as a motivator.

General Conclusion

General Conclusion

This study aims at investigating one of the causes behind the different achievements in British civilization's module titled the gender differences in motivation toward the academic achievements of British civilization's module at the department of English University of Biskra. We hypothesized: the more the gender differences are considerable the more the learners' academic achievements improve.

Carrying out the research based on this hypothesis; we begin by section of theoretical review composed of a chapter concerning the gender differences in motivation; its definitions, characteristics, similarities and differences as well as its importance.

In the second chapter, we presented theoretical literature about the learner's academic achievements in British civilization's module by shedding light to the definition, different presentation, types of achievement testing, the British civilization as a module and we distinguished the relation between gendered motivation and the academic achievements. In addition, we presented the importance and the aim of academic performance in tasks given by teachers.

The third chapter is devoted to the fieldwork, which is consisted of a student's questionnaire and student's academic achievements and their results, as well as their discussion.

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Appendixes

Appendix 01

Student's Questionnaire

Summary of the study:

This questionnaire is a part of a study that aims to investigate the **Algerian EFL learner's motivation towards their academic achievements of British civilization's module at MKUB** and to collect data about English learners' attitude towards the foreign language learning. The data obtained are of significant importance for the conduction of Miss. RIMA Melgani Master Thesis under the supervision of Mrs. Rezig Betka NADIA.

Consent form

Dear students:

Your participation in the study is voluntary and your answers will be securely stored. The data will be used for research purposes and you will not be identified as an individual within the final research. So, you are kindly requested to answer the questions below. Put a tick in the appropriate box or fill in the required information where necessary.

The researcher's email: melganirima@gmail.com

The supervisor's email: rezignadia@gmail.com

Profile information

Full name:

Age:

Questionnaire

Section.1: Gender

To demonstrate gender differences.

1. I am a:

   male ☐   female ☐

Section.2: English choice

Demonstrating why do they learn English in the first place.

1. I chose to learn English because it is worldwide language.

   Yes ☐   No ☐   Perhaps ☐

2. I chose to learn English to enable me to have friends from various nationalities.

   Yes ☐   No ☐   Perhaps ☐

3. I chose to learn English because it is the language used to communicate with all people abroad.

   Yes ☐   No ☐   Perhaps ☐

4. I chose to learn English because I expect it to help me in my professional life.

   Yes ☐   No ☐   Perhaps ☐

5. I chose to learn English because I want to know about the culture of English natives.

Yes ☐   No ☐   Perhaps ☐

Section.3: British civilization module

 Constraining how do they act toward the module.

1. I do like learning about the British civilization.

Yes ☐   No ☐   Perhaps ☐

2. I try to work hard when learning the British civilization module.

Yes ☐   No ☐   Perhaps ☐

3. I concentrate on British civilization schoolwork.

Yes ☐   No ☐   Perhaps ☐

4. I take responsibility for working on British civilization studies.

Yes ☐   No ☐   Perhaps ☐

5. I complete British civilization schoolwork regularly.

Yes ☐   No ☐   Perhaps ☐

6. I do not like to be absent from British civilization class.

Yes ☐   No ☐   Perhaps ☐

7. I am good at staying focused on British civilization classes.

Yes ☐   No ☐   Perhaps ☐

Section.4: British civilization achievements

Demonstrating how do they perform in the module.

1. I want to get better grades in British civilization than most of other student in my class.

Yes ☐   No ☐   Perhaps ☐

2. I do my best in British civilization module because I do not want to fail.

Yes ☐   No ☐   Perhaps ☐

3. It is important for me to improve my grades in British civilization module this year.

Yes ☐   No ☐   Perhaps ☐

4. Getting a good grade in British civilization is a satisfying thing for me.

Yes ☐   No ☐   Perhaps ☐

5. I want to do well in British civilization classes because I want to show my ability to my teacher or others.

Yes ☐   No ☐   Perhaps ☐

Section.5: Level of learning motivation

We extract learner's motivation of achieving more.

1. I have a plan of what I want to do to graduate.

Yes ☐   No ☐   Perhaps ☐

2. In case I have the occasion to study abroad, I prefer:

 A European country ☐   An Arab country ☐

Give your argument.

………………………………………………………………………………………………
………………………………………………………………………………………………
…………………………………………………………………….

Thank you for your contribution.

الملخص

تهدف الدراسة الحالية إلى التحقيق في الفروق بين الجنسين في الدافع نحو الإنجازات الأكاديمية لمتعلمي اللغة الإنجليزية كلغة أجنبية في وحدة الحضارة البريطانية في جامعة بسكرة. من أجل التحقق من هذه العلاقة، افترضنا أنه كلما زادت الفروق بين الجنسين لدى متعلم اللغة الإنجليزية كلغة أجنبية بشكل كبير، كلما تحسن أدائهم الأكاديمي في وحدة الحضارة البريطانية.

لتأكيد أو نفي صحة هذه الفرضية، قمنا بإدارة استبيان للطلاب تم من خلاله تقييم دوافع الطلاب، وكذلك تم توضيح مستوى استعدادهم للتعلم والتحصيل المعرفي فيما يتعلق بنتائج وحدة الحضارة البريطانية أثناء الإجابة على الأسئلة المصممة.

بعد الانتهاء من الاستبيان الرئيسي ، وبدوره ، تبين أن كل من الطلاب والطالبات في وحدة الحضارة البريطانية ، وجدنا أن جميع الطلاب سواء كانوا ذكورًا أو إناثًا يؤكدون أنهم لم يحققوا وفقًا للاختلافات بين الجنسين بالإضافة إلى درجاتهم المتقاربة. مشكلة تتعلق بالتحفيز في نفس الوقت ، مما يؤثر على رغبتهم في التعلم. يؤكد استبيان الطالب أن كلا من الطلبة والطالبات لديهم قصور في التحضير للاختبارات وكذلك الامتحانات وفقدان الدافع للتعلم في وحدة الحضارة البريطانية ، والتي هي هنا مجرد أداة لإثبات أن كلا من طلاب وطالبات اللغة الإنجليزية كلغة أجنبية يواجهون عقبات التحفيز لتحقيق الأفضل.

أظهرت نتائج الإنجازات أن غالبية الجنسين إناثا أو ذكور حققوا مستوى متوسط ، مما يشير إلى أن تنشيط المعرفة قبل الامتحانات جانب مهم للغاية أثناء دراستهم مما يساعد طلاب السنة الأولى ماستر في الآداب والحضارة على التحفيز بدقة وكذلك منحهم القدرة على المراجعة وتقليل كمية دراساتهم وحل مشاكلهم قبل التقييم.