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**An Investigation Into The Impact of Gender Differences on English
Learning Motivation.**

**The Case of English Learners at The Centre D’Enseignement
Intensive Des Langues of Biskra University**

Dissertation submitted in partial fulfillment of the requirements for
Master Degree in Sciences of Language

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Dedication

I dedicate this work to

My beloved mother, who have fought for my education her entire life, who have loved, protected and worked so hard for making me the person I'm today.

To My Father.

To my beautiful sisters, my shield, my get away, for their unconditional love and support.

To my other half , my always home, my everything, **Dadi** .

To my besties , **Khawla and Asma**, who offered support and love all along the journey.

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Abstract

The motivation to learn the English language can be affected by many elements, one of these important elements is gender differences. However, the study on this subject is yet limited giving that, there are no enough researches on the way it may affect English language learning and teaching. Therefore, this research work came into being as an attempt to enrich the literature and investigate the impact of gender differences on English language learning motivation. In this study we hypothesis that, gender differences between males and females in English language learning do exists and if both, teachers and learners knew this impact, the learning, as well as, teaching process will be facilitated. To accomplish the aims of the study, we adopted the qualitative research approach, since it served the nature of the study and offered the suitable data collection methods, which are semi-structured questionnaire distributed manually to the English language learners of the CEIL at UMKB, and classroom observation lasted for four sessions with the same participants. After analysing the obtained findings from the two data collection methods, we came into a result which states that gender differences among English learners do exist in particular manners.

Key Words : Gender Differences, English learning, Motivation, CEIL.

List of Abbreviations and Acronyms

SLA : Second Language Acquisition

L1 : First Language

L2 : Second Language

TL : Target Language

UMKB : University of Mohammed Khaider Biskra

et al.,: et alia (Plural) / et alii (Masculine) / et aliae (Feminine) (And others)

i.e.,: id est (In other words)

p.: Page

&: and

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ملخص

General Introduction

General Introduction

1. Introduction

The English language is considered as an international language, “Lingua Franca”, many people from across the globe are interested in learning English, giving that, they need it in their daily lives, for example, in work, study, or even travelling. Nevertheless, acquiring this second language is not an easy task, since the English learners need to be consistent, goal-oriented, and most importantly, highly motivated.

Motivation is one of the most important elements in the process of language learning, since it represents the urge or the desire to accomplish a certain goal. It is a desire which is highly needed in the process of acquiring a second language. Motivation to learn a language can be effected by many factors, such as gender. It is considered as one of the most important aspects that have a close connection to English language learning motivation, furthermore many differences have been detected between males and females concerning their anxieties and interests while acquiring a second language, as well as, the type of motivation each of them have. Therefore, this research work attempt to shed light on the gender differences that may have an impact on English learning motivation.

2. Statement of the Problem

English learners of the CEIL at the university of Biskra face multiple difficulties during the process of English language learning, especially while adapting with the type of activities and tasks provided by the teacher, due to the differences that exists between females and males learners, these differences are in their specific interests or preferences in particular tasks, or their anxieties “comfort zone”. Most teachers are not familiar with these differences, therefore motivating students to learn is a daily challenge for them. Our study in an attempt to understand more the differences between males and females, in terms of their preferable activities and tasks, as well as, the way both genders are motivated, ie, their types of motivation. It aims at shedding light into this issue, since it is somehow, neglected especially in our department.

3. Research Objectives

The main objective of the present study is to investigate the impact of Gender differences on student's learning motivation. This study also aims at figuring out the way females and males interact with a certain tasks differently or how they show interests in a particular subjects rather than the other. It also aims to identify the types of motivation among male and female English learners participants.

4. Research questions

This research seeks to answer the following questions :

- . Are there any differences in the way males and females are motivated to learn English ?
- . How male and female English learners are differently motivated to interact in the classroom ?
- . What type of tasks, activities or subjects that motivate the male English learners participants as opposed to their female counterparts ?

5. Hypothesis

In this research we hypothesis that :

- . Gender differences between males and females in English language learning do exists
- . Males and females are motivated differently to learn the English language .
- . There are types of activities, tasks and subjects which motivate female learners and do the opposite for males.

6. Methodology

6.1. Research Approach

In order to answer the research questions, and achieve the aims of the study, we opted for qualitative method as it serve the research objectives of the current study, and

offers the appropriate data collection methods, which are semi-structured questionnaire and classroom observation.

6.2. Data collection methods

For the fulfillment of this research work we used two data collection tools which are semi-structured questionnaire and classroom observation, since they are the most appropriate and suitable tools to the nature of this study.

First, we did a four observation sessions, where we evaluated the general classroom setting, teachers role and the learners' motivation and interaction with the teachers and the differences between males and females. After finishing the classroom observation, we distributed the questionnaire on our 15 respondents, (8 males and 7 females), and collected the necessary data.

6.3. Population

The population of the current study represents, the English language learners in the CEIL at the University of at Biskra university. A sample of 15 English learners in the CEIL (A2 level) is chosen for this study.

7. Significance of the Study

Many studies have been conducted to prove the relationship between Language learning motivation and the learners Gender, Nevertheless there is a lack of this kind of studies in our department. So in the present study we attempted to fill in this research gap and highlight the effect of gender differences on English learning motivation.

The reason for conducting this study is to highlight the impact of gender differences and make it known as an important element affecting the learners progression and achievement while learning the English language.

8. Definition of Key Words

Gender Differences : They are the variances between males and females, ie, what

distinguishes males from females in a non-biological way. These differences may be in speech, writing, personality, or behaviors..etc.

English Learning : It is the pursue to gain or master the English language.

Motivation : It is the urge or the desire to accomplish or achieve a certain goal.

CEIL : It is a centre for learning foreign languages. It stands for, “Centre D’Enseignement Intensive Des Langues”.

9. Structure of the Dissertation

Our research work consists of three chapters, the first two chapters are dedicated to the theoretical aspect in this research, which presented the literature of our two variables, while, the third chapter is devoted to the practical aspect.

The first chapter shed light on motivation in relation to second language acquisition. It discussed some definitions of motivation, language learning, types of motivation, important theories of motivation, motivation and second language acquisition, learning motivation and classroom interaction, and finally de-motivational factors in language learning.

The second chapter dealt with gender differences and second language acquisition. It emphasised gender definition, masculinity and femininity, gender differences and gender and sex. It also gives an overview about second language acquisition, Krashens’ theory of second language acquisition, relationship between SLA and gender differences as it provided some previous related studies on the impact of gender differences on learning.

The third chapter is devoted to the field work and data analysis, it reviews the research methodology used to conduct this study. As well as, it presents the data gathering tools used to collect the data, which are the questionnaire, and classroom observation. Moreover, it analyse the obtained results and provide a conclusion about the impact of gender differences on English learning motivation.

Chapter one

Motivation

and SLA

Chapter One : Motivation and SLA

Introduction

The Research about motivation was mainly inspired by the work of Robert Gardner and Wallace Lambert (1990). Their view of motivation was influenced by the social psychological approach. However, the period of 1990's was marked by the study of motivation in relation to second Language learning.

Many scholars have been concerned with how students learn a second language and why they perform and achieve differently in this language in spite the fact that they learn in similar learning environments

This chapter is an attempt to review some information about the relationship between motivation and second language learning.

1.1.Definition of Motivation

According to the Oxford dictionary (2020), the word Motivation means, the reason why somebody does something or behaves in a particular way. In psychology the term 'motivation' means the forces that affect people's behaviors or the reasons of those behaviors.

It is believed that motivation is one of the most important elements that have a close impact on the learner's success. In fact there are many definitions of 'motivation' provided by many scholars, for example, Dornyei (2001, p.2) states that "motivation is an abstract hypothetical concept that we use to explain why people think and behave as they do". Dornyei (2001) also explained That the majority of teachers and researchers would agree that motivation is essential for the success or failure of any kind of learning situation since it is related to one of the most basic aspects of human mind.

Maehr & Meyer (1997) define motivation as "a theoretical construct used to explain the initiation, directions, intensity, persistence, and quality of behaviour, especially goal-directed behaviour" (as cited in Brophy,2004,p.3).

Brophy (2004) also states that "Motives are usually construed as relatively general

needs or desires that energize people to initiate purposeful action sequences” (p.4)

On the other hand, Wlodkowsky (1985) presents the definition of motivation as “ a basic to our survival. It is the natural human process for directing energy to accomplish a goal” and this means that without motivation human will not be able to survive or have meaning to their lives. He, again, states that “ Being motivated means being purposeful. We use attention, concentration, imagination, passion, and other process to pursue goals, such as learning a particular subject or completing a degree” (Wlodkowsky, 1985, pp.2.3)

Many scholars have been interested in the concept of Motivation, therefore they provided many other definition to the term.

Eshioda (2014) presented the definition of Motivation as “a variable of importance in human learning, reflected in goals and directions pursued, levels of efforts invested, depth of engagement, and degree of persistence in learning.” (p.31)

Harmer (2007) defined motivation as “some kind of internal drive which pushes someone to do things in order to achieve something” (p.98)

We can notice that all scholars and researchers have agreed that motivation is a crucial element for achieving success in any learning situation. Most of them regard motivation as an energy, a desire or a reason to a particular behavior or a need to fulfill a certain task.

1.2. Types of Motivation

Motivation is mainly related to internal and external factors, therefore it has two main types.

1.2.1. Intrinsic Motivation

Mantiri (2015) defined intrinsic motivation as “ activities that one does without expecting any apparent reward except for the activity itself.” ie Intrinsic Motivation comes from the students needs, wants, or personal goals and that is external rewards are not necessary (p.72)

Intrinsic Motivation is normally interpreted as motivation through an interest in the learning task undertaken. It is seen as a positive or desirable form of motivation.

(Kember, 2016)

Furthermore, Brophy (2004) stated that Intrinsic motivation is an “Emphasize curriculum content and learning activities that connect with students’ interests; provide opportunities for them to make choices in deciding what to do and to exercise autonomy in doing it.”

Harmer (1991) Explained that this type of motivation comes from the inside of the individual hence it can be a desire to make the learner feel better or the learners can be motivated by the joy of the learning process itself.

Intrinsic Motivation is when a person do a thing because they enjoy it or have fun doing it and not because someone or a certain situation imposed it on them.

1.2.2. Extrinsic Motivation

According to Kember (2016) Extrinsic motivation “is seen as motivation through rewards or factors external to the task. In higher education the external rewards most commonly cited are: the degree obtained, the job it can lead to, or the salary which results from it.” (p.22)

Another definition is provided by (Ramirez, 2014) which states that “extrinsic motivation refers to the external factors that lead an individual to perform something. It is related to rewards such as money or grades and these rewards provide satisfaction and pleasure that the task itself may not provide.” (p.698)

Extrinsic motivation is a rewarded motivation, or a motivation with a certain privilege or a grant.

These types of motivation were Developed chiefly by R. C. Gardner, afterwards the concept has been refined by Z. Dörnyei and others.

1.2.3 Integrative Motivation

Integrative Motivation is concerned with the desire to better understand and get to know the people who speak the target language.

According Coyle (2014) learners which are integratively motivated are involved with the wish to communicate and integrate within the target language. On the other hand Dörnyei (2001) argued that Integrative motivation reflects a positive disposition towards

the L2 group and represents the desire to interact with the target language community and become similar of its' members. It also indicates the learner' willingness and interest in social interaction with members of other groups.

Hanyeqet, et.al (2018) defined Integrative motivation as “ as a motivation that moves learners to learn language because of the positive attitudes toward the target language group and their intention to join together with the target language community.”

1.2.3. Instrumental motivation

Instrumental Motivation is a rewarded motivation, which means that the learner focuses on a pragmatic outcome of language learning such as passing an examination or getting a degree. Coyle (2014)

Dornyei (2001) stated that Instrumental motivation is “where language learning is primarily associated with the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary.” (p.54) He also explained that instrumental motivation is related to the practical benefits that acquiring a second language might bring about; for example earning extra money, pursuing hobbies and getting a promotion.

1.3. Intrinsic Vs Extrinsic Motivation

There is a common belief that there is a relationship between extrinsic and intrinsic motivation and their shared effect on learning.

Many scholars have said that any form of extrinsic motivation will have a negative impact on intrinsic motivation; which means that it can decrease or even destroy it. (Kember, 2016). He also stated that forcing children to work for rewards or paper marks can destroy the love for learning.

Furthermore, Ramiraz (2014) explained in his research that in learning a language both types of motivation are considered very important for student's achievement, nevertheless intrinsically motivated students have been able to develop higher successes when learning a L2 than others extrinsically motivated, and without the inclusion of external rewards.

1.4. Integrative Vs Instrumental Motivation

Integrative motivation is more about the cultural community of the target language or the desire to increase the affiliation with target community. In contrast, Instrumental motivation is more utilitarian orientation, it is related to a non-interpersonal purpose. (Liuoliene and Metiuniene, 2006)

Gardner's hypothesis was that integratively oriented learners were more persistently and intensely motivated than other learners. He felt that an integratively oriented learner would likely have a stronger desire to learn the language, have more positive attitudes towards the learning situation, and be more likely to expend more effort in learning the language. (as cited in Liuoliene and Metiuniene, 2006)

1.5. Theories of Motivation

Many researchers have attempted to study human behaviours to explain and discover what motivate individuals to achieve a certain goal. They formalized their results into different motivation theories.

1.5.1. Maslow's hierarchy of needs

Kaur (2013) stated that, this theory is based on personal judgment, according to it the individuals can not function correctly if their needs are not met. In this theory Maslow theorised that individuals have five types of needs activated hierarchical, ie, from the lowest to the highest. Furthermore, the next order can not be met unless the lower order needs are met. Kaur (2013) explained those needs as follows:

- . Psychological needs; which are the basics such as food, water, air, shelter.
- . Safety needs; the second level of needs and only activated after the psychological needs are met, it is about providing protection and security in the working environment.
- . Social needs; it is concerned with belongingness and love by others.
- . Esteem Needs; the fourth need and it represents the need for self-respect and acceptance.
- . Self-actualisation; the highest level in the triangle, it refers to need for becoming all what an individual is capable of being to develop ones full potential.

1.5.2. Expectancy-value theory

De Simone (2015) explained that, expectancy theory is “concerned with the cognitive antecedents that go into motivation and the way they relate to each other.” (p.19) furthermore, individuals will be motivated if they believe that extensive efforts will lead to well performances and the later will lead to desired rewards.

Badubi (2004) stated that, “ This theory explains that performance, motivation, and effort are within an individual’s motivation and variables such as valence, instrumentality, and expectancy verifies this.” (p.47) he argued that high efforts in work, is related to high performances.

1.5.3. McClelland's Theory of Needs Achievements

This theory is mostly related to Maslows’ hierarchy of needs but only consists of three categories; esteem and social needs , then growth being self-actualization, and lastly security and physiological needs. Badubi (2004) according to him this theory support seeking personal achievement rather than rewards.

1.5.4. Herzberg’s Two-Factor Theory/ Motivator-Hygiene

Herzberg discussed in his theory two sets of factors, Motivators and hygiene factors. He argued that motivators are intrinsic factors, such as, personal growth, passion for the job, prospect, praise and so on. And hygiene factors are, organisational policy, job condition, career stability, supervision...etc. Osemeki, and Adegboyega, (2017).

1.6. Motivation and Second Language learning

“The English language plays an important role in today’s communication society which is continuously increasing as the world rapidly moves towards globalization. Learning a second language assists students in gaining achievements in academic areas” (Hamidah et al., 2017)

Motivation is considered as the key to language learning, according to Dornyei (2001) “People are usually quite willing to spend a great deal of time thinking and learning while pursuing activities they enjoy.” (p.72) Which means that more efforts will

be devoted by the learners, therefore they will have a better progression in the process of language learning.

According to Ushioda (2014); in terms of Motivation “learners’ progression along this L2 learning trajectory will have a forward-looking dimension, shaped by particular goals or targets.” She states that these goals may be “long-term goals, such as career plans, or more short-term goals such as passing an upcoming language test or finishing a project.” And these goals maybe self-determined or imposed by a others. Ushioda (2014) also mentioned that “The motivation of learners progressing along the L2 learning trajectory will also have a historical dimension, shaped by past experiences of learning this particular language or other languages, communicating in a foreign language or having relevant cultural encounters of some kind.” (p.33)

Furthermore, Brophy (2004) suggests that “In the classroom context, the concept of students motivation is used to explain the degree to which students invest attention and efforts in various pursuits” He adds that “Student motivation is rooted in students’ subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so”.

1.7. Learning Motivation and Classroom Interaction

Interaction in second or foreign language classrooms is a major part of the language learning process, it helps the students to develop their learning abilities and communication skills. Here it comes the importance of Motivation since without it students may not be interested to participate in the teaching-learning process and thus, their learning progress would certainly decrease. The more students are motivated to interact, the better improvement they would achieve.

“Motivation is critical component of learning and getting students to engage in academic activities” (Reid, 2007) as cited in (Tiwery and Souisa, p.34).

The relationship between motivation and classroom interaction and engagement is inter-related, There are different types of classroom interaction, but it mainly occur between the learners and the teachers or among the students themselves.

Interaction can not occur in the process of teaching and learning, only if both the teacher and students are active. (Pistarman, 2015)

1.7.1. Teacher-learner Interaction

“Interaction in the classroom is not random. The matter of who speaks and when is often governed by certain regulations.” (Papaja, 2011)

In general English class is constructed by situation where the teacher and students are being interacted, classroom interaction happened between teacher and students, in here the teacher has important role, the teacher needs to know the sort of English classroom qualities, by creating the interesting situation the teacher can make good interaction with the students, teacher can improve their teaching qualities in order to improve the students' English language (Pistarman, 2015, p.1)

Xiaolin (2013) identified two meanings of Teacher-learner interaction the first one is a broad meaning, it refers to the interaction between the teacher and the learner directly. And the second one is about the interaction between the teacher and the learner in a teaching situation.

Furthermore, Wolk, (2002) believed that the social interaction between the teacher and student can encourage the students to learn better and achieve more. He argued that, making the teacher-students relationship, strong can help decrease problems and create a sense of fun that urge the students to participate in a friendly and personal manner.

The teacher's role in the process of language learning and teaching is very important Pistarman (2015) explained that the teacher can be a facilitator, organizer, helper, guider, consultant advisor, etc. He said that the teacher must be active and motivate the students to study hard in both school and at home since teachers play the role of learners' second parents. He again explains that the role of learners is as importance as the teacher's role. He regard the active learner as a receiver, patient, and referee and as the one which must be able to make interesting classroom situation.

1.7.2. Student-student Interaction

In order to show the importance of interaction, a large number of research has been conducted in the field of second language acquisition, language is learnt through interaction, more particularly learner-learner interaction. (Karman et al. 2016)

Xiaolin (2013) suggested that the learner-learner interaction depends on peer relationship. The good relationship between learners allow them to communicate more. She explained that, more opportunities or chances to make use of linguistic resources in a comfortable manner and without the control of the teachers; can be given to the learners while working in pairs or groups, This allow them to complete different tasks.

Xiaolin (2013) also stated that “learner-learner interactions provide a forum for extended, meaningful exploration of ideas, which exposes learners to more varied and complex language from their peers than does traditional teacher-fronted classroom interactions.” (p.209)

Interaction through pair work or group works can provide student with more knowledge and in a more comfortable way. Moreover this allows them to complete activities and tasks at ease, quickly and with more fun.

(Sharp and Huett, 2006) stated that “learner-learner interaction finds its value in the areas of application and evaluation. This occurs as learners share information with their peers and receive feedback.” (p.4)

Classroom Interaction is a priority in second language acquisition, be it between teachers and learners or between the learners themselves. Motivation is one of the main factors effecting interaction, since it represents the interests or motive to engage in acquiring the language.

1.8. Demotivational Factors in second Language Learning

It is now clear that motivation is one of the elements that determine the success or failure of The process of language learning. Nevertheless demotivating factors can do the opposite. (Ekiz, 2016) stated the following “Unfortunately, during the learning process students may become negatively influenced as well. Certain negative influences have a significant effect on motivation.” (p.20)

These negative influences can be Internal, ie, they come from the inside of the learners or from their personalities and attitudes towards the second language acquisition process. As well as they can be external which means the influence of another external factor, for example, the teacher or the learning environment.

1.8.1. Internal Factors

. Low self-esteem, Anxiety and Fear of failure

The Internal factors represents the elements that comes from the learners' personalities , their minds and the way they think or the way they feel about a certain situation .

(Dornyei, 2001,p.87) stated the following “You can employ your most creative motivational ideas, but if students have basic doubts about themselves, they will be unable to ‘bloom’ as learners.” It means that no matter how hard the teachers try to deliver the information using different methods, it will not work as long as the learners do not have a full confidence of themselves.

According to Dornyei (2001) There are three major sources of anxiety and low self-esteem in language learning classroom, the first one is Social comparison; He mentioned that “ Few things are more detrimental to one’s self-esteem than the constant threat of social comparison hanging over one’s head like a sword of Damocles. This involves an excessive emphasis on comparing successful and unsuccessful learners” (p.92) .

This source is related to constant comparison between learners; this act can massively harm the learners self-esteem and lower their expectations towards their success.

The second source is Competition, Dornyei (2001) suggested that competition in language learning classroom can affect the learners negatively, as it forces them to work against each other as an attempt to outdo their peers, he called it “the survival of the fittest. Dornyei (2001) tried to introduce “ healthy competition” by the use of motivational strategies.

The third source of low self-esteem and anxiety, according to Dornyei (2002) is the fear of failure or fear of making mistakes. He argued that this fear may grow big in some students to the extent that they prefer to remain silent rather than risk committing a grammatical error.

The lack of self-esteem or self-confidence among language learners have a serious negative consequences on the learning progress .

According to Tuncel, 2015 any learner who has a low self-esteem will have a negative

attitudes, or feelings towards the course and the classroom, such as fear of failure, being inadequate, fear of humiliation and anxiety.

1.8.2. External Factors

. Learning Environment and Teacher's attitude

The first external factors that have an impact on the learning process is the learning environment; (Ekiz, 2016, p.24) mentioned that elements which are not related to the teacher such as classroom size, order of desks, demographic factors, situation, technological learning tools in the classroom, climate, weather conditions, etc. Can also affect students' motivation

Ekiz, 2016, again, explained that

When we begin to talk about classroom features, we can say that physical conditions such as lighting, atmosphere, order of desks, showing all kinds of visuals, useful materials have significant influence on learning. Also, if the classroom has many students and not enough light, it demotivates students because it creates difficulty in studying due to disadvantageous. (p.24)

Teacher's Attitude is the second external factor affecting language learning and it is considered the most important factor, The teacher's methods of teaching, feedback in classroom and the way they treat their students builds the road for a successful learning.

Ekiz (2016) stated that teachers are seen as the most important factor which have impact on students' motivation. Due to the big influence of their feedback and their teaching methods on learners.

Chong, Renandya, Ng, 2019 Also mentioned that in teacher-related influences, several studies cited inappropriate teaching styles and attitudes, poor teaching quality and teacher demotivation as a key factor of learner demotivation.

To sum up, Demotivation is regarded as a flip side of motivation, which may affect the language learning process outcome. There are many demotivational factors, some maybe internal which concerns the learners' personality or attitude such as low self-esteem or anxiety or fear of making mistakes and failure, others are external ie, coming from the outside for example, the teacher or the learning environment.

Summary

Many studies and researches devoted to the study of Motivation have proven its' importance and showed that motivation is a fundamental element in learning a language. In this chapter we tried to highlights its' definitions , types and the most crucial theories in motivation. We also tried to state the types of classroom interaction and study its' relationship with learning motivation. in the end of this chapter we described the most important demotivating factors that may influence the language learners progress and achievement while learning a second language.

Chapter Two

Gender

Differences

and SLA

Chapter Two : Gender Differences and SLA

Introduction

The relationship between language and gender has become one of the major issues in sociolinguistics since early 1970s. Some well-known linguists such as Lakoff, Taneen, and Cameron attempt to explore the reflect of those differences, in speech, vocabulary, intonation and even in discourse style.

On the other hand, gender differences in relation to second language acquisition motivation have long been of interest to many researchers in the field of Applied linguistics. Nonetheless , opinions have been divergent concerning whether differences in motivation according to gender differences do exist or not.

2.1. Definition of Gender

Gender is a social construct that refers to the various characteristics of individuals, women, men, boys or girls. This include their bodies, mannerisms, and roles in society.

According to Rosyanawati and Kaswan (2016), Gender refers to the differences in society, culture and psychology of the individuals, these differences are imposed on the biological distinction. Furthermore, Caplan, et.all (1997) argued that gender is a sociocultural distinction between men and women on the basis of traits ,behaviours and characteristics of the two groups.

On the other hand Francis, et.all (1997) defined gender as the following “Gender divides humans into two categories: male and female. It is a system which organises virtually every realm of our lives; whether we are sleeping, eating, watching TV, shopping or reading” (p.1)

the United Nations Educational, Scientific and Cultural Organization, (2003) stated that, the concept of gender refers to the various roles and responsibilities that men and women play in our families, society, and our cultures. Systems of social differentiation, such as race, age, ethnicity, and physical and mental disability, can modify gender roles.

Wharton (2005) also defined gender as “System of social practice this system creates and maintains gender distinctions and it organizes relations of inequality on the basis of these distinctions.” (p.7)

2.2. Masculinity and Femininity

Masculinity and Femininity represents gender identities which are shaped by a socio-cultural process. The term masculinity is related to the following traits: Strong, independent, brave, dominant..etc whereas Femininity is related to traits such as : Emotional, caring, collaborative, humble..etc. Masculinity is traditionally associated with men and femininity with women.

Schipper (2007) provided a brief description of Connell's model (1995) which suggests that masculinity can have three components,

“ First, it is social location that individuals, regardless of gender ,can move into through practice. Second, it is a set of practices and characteristics understood to be “masculine”. Third, when these practices are embodied especially by men, but also by women, they have widespread cultural and social effects.” (p.86)

According to Connell's model, there are no femininities that are hegemonic and all forms of femininity are built upon the overall subordination of women to men.

2.3. Gender Differences

Regarding the propagation of species, females and males have completely different biological roles. Therefore, the more controversial question is how much they differ psychologically. It has been debated for more than a century, whether men and women are fundamentally different or similar, Eventually many studies have shown that they differ in various ways.

2.3.1. Differences in Speech

Murni (2018) believed that gender differences which are socially and culturally constructed are considered as an interesting phenomena in contemporary society. Their impact go beyond political life, where women fight for political rights or against household harassment. As Murni (2018) stated “ Discourse on gender differences, in fact, also exists in the use of language for communication, highlighting that men and women

are different in their ways of communication, and therefore they should be treated differently” (p.172)

According to Maccoby & Jacklin (1974) gender differences are mainly found in Mathematical, spatial, and verbal abilities. Males outperform females on mathematical and spatial tests, and females outperform males on verbal tests.

Moreover, Subon (2013) stated that many studies on the issue of gender differences in speech believe that men use a nonstandard forms, as they can be more loquacious and directive, They talk more about sports, money, and business. However, women are often more supportive, polite, and expressive, they tend to talk a lot about home, family and use words that show feelings and psychological states. Nevertheless Subon adds that these findings can not be generalized to all contexts .

Jinu (2014) argued that gender differences in speech is mainly connected to males’ and females’ mentalities, males’ main concern is to show their leading roles and assert their dignities talking about working conditions or sports and similar topics. While women prefer to soften interpersonal relationships therefore they prefer to talk about family and family members.

Concerning pronunciation Jinu (2014) believe that women’s pronunciation in the English language for “t” and “r” is easy therefore they pronounce correctly and concisely.

Litosseliti (2014) argued that cultural differences which impose on girls to be nice and polite and on boys to be strong and competitive is what urge them to learn different interaction styles and talk in a different manner.

2.3.2. Differences in Writing and Vocabulary Usage

In the 20th century a quit good number of linguists and socialists have concerned themselves with the study of gender differences in human language. Many of them have come to conclusions that man and women differ in the use of vocabulary, syntax and communication. (Na, 2016)

According to Lakoff (2014) women used linguistic features that reinforced their subordination, they were inclined to use some specific language features, such as lexical hedges, tag questions, empty adjectives, intensifiers, and emphatic stress.

Moreover, Nicolau & Sukanto (2016) stated that

In the context of second or foreign language learning between male and female learners, numerous studies have reported that there is a discrepancy between males and females regarding the linguistic skills. Female students were reported to display a higher level of competence in their oral as well as written products in comparison to their male counterparts. (p.69)

Karlsson (2007) found in his dialogue between man character and a woman character that the later uses: Intensifiers: So, such, Hedges: I think, you know, I really, I mean, I'm sure, I suppose. Tag questions: You didn't- did you?. Minimal responses: Yeah, mhm, right. Words which are supposed to be used more frequently by women than men: Oh, my goodness. Polite language: Please. Formal language: I can not...

On the other hand the male character uses : Strategy in order to control the conversation: No feed back (line 2) on the female's comment. Minimal response in order to let the woman know he is not interested in what she has to say. Taboo- words: The man uses taboo-words which are supposed to be more frequently used among males than females. Commands: 'Give me some paper!', 'Hand me the Sport Magazine by the sofa!'

2.4. Gender and Sex

The terms "Gender" and "Sex" are often used interchangeably, but language and gender theorists have made a distinction between these two terms since it is crucial to understand the difference.

Litosselities (2006) defined Gender as a the traits assigned to sex, ie what maleness and femaleness stand for within different societies and cultures. Whereas Sex refers to "biological maleness and femaleness, or the psychological, functional, anatomical differences that distinguish men and women." (p.11) Litosselities (2006) emphasised that gender is a broad and more complex term.

Ecked & McConnell (2003) defined gender as the social elaboration of biological sex, whereas sex as the biological categorization which mainly rely on reproductive potential.

Ecked & McConnell (2003) argued that gender is something we do or perform and not something we are borne with. They gave an example of a small boy proudly

following his father and copying his gestures while swaggering as a trial from the boy to be like his father - to be a man - they also gave the example of a small girl that attempt to put on her mothers' high-heels or smears make up on her face while mincing around the room and be seeing as a cute act; Ecked & McConnell (2003) state "Chances are that when these children are grown they will not swagger and mince respectively, but their childhood performances contain elements that will no doubt surface in their adult male and female behaviors." (p.10) this act is normal so far but once the small boy attempts a little mincing or the girl swaggers as her father does , they will not be seeing as cute at all. Ecked & McConnell (2003) emphasised that " gendered performances are available to everyone, but with them come constraints on who can perform which personae with impunity"they explain that this is where gender and sex come together, as society tries to match up ways of behaving with biological sex assignments. (p.10)

2.5. Overview of Second Language Acquisition

Learning a new language has become very important in the present time, since it became a condition to achieve the majority of life goals, such as getting a job, a degree, or travelling the world..etc.

2.5.1. Definition of language

Language is generally defined as a principal mean of human communication, it can be spoken, written or manual.

According to Jinyu (2014) language is a "system of symbols in terms of abstract thinking and senses, it reveals a method and pattern to describe the objective world" (p.92)

Nawaenyi (2020) state that language is a vital tool for communication and a primary mean of constructing and maintaining the society .

2.5.2. Definition of Second Language Acquisition

Momen (2017) argued that SLA is defined as the scientific study of a non-native additional language. While Ritgero (2013) believed that Second language acquisition refers to the study of how students learn an additional language (L2) to their first one

(L1). He stated that “ Although it is referred as Second Language Acquisition, it is the process of learning any language after the first language whether it is the second, third or fourth language.” (p.2) Therefore, Ritgero (2013) believed that any language except for the first language is referred to as second language or also a target language (TL).

2.6. Krashens’ Theory of Seond Language Acquisition

It is one of the widely known theories of SLA, it contributed massively in the development of second language research and teaching.

2.6.1. The Acquisition-Learning Hypothesis

This hypothesis argues that Language acquisition is a subconscious process in which the language acquirers are not aware of the process of language acquisition but only aware that they are using a specific language for communication purposes, While the Language learning is a conscious knowledge of a second language. It means being fully aware of the rules, grammar, and the whole learning process. Krashen (2009).

2.6.2. The Natural Order Hypothesis

The Natural Order Hypothesis claims that we acquire the rules of a language in a predictable order. Ritgero (2013)

2.6.3. The Monitor Hypothesis

The Monitor Hypothesis according to Ritgero (2013) suggested that the learning process is with the purpose of “Monitor” ie “the learning progress and propose improvements to what has already been learned” (p.4)

2.6.4. The Input Hypothesis

According to Krashen (2009) The input hypothesis predicts that at ,least until the “intermediate” level, classroom is the best place for second language acquisition. He stated that “. For beginners, the classroom can be much better than the outside world, since the outside usually provides the beginner with very little comprehensible input, especially for older acquirers” (p.30)

2.6.5. The Affective Filter Hypothesis

Ritgero (2013) suggested that the affective filter hypothesis states that language can be acquired more at ease if the language acquirer is mentally stable, not anxious or feeling bored. This means that positive attitude is crucial in the Second Language acquisition.

2.7. Relationship between SLA and Gender Differences

While examining previously published works on gender differences in L2 motivation, it is notable that two features emerge, the first one are the few studies that have included gender as a variable and failed to find differences, at least in some dimensions. And the second one where gender differences have been found, and the results consistently reveal more pronounced integrative motives among females. (Alastair,2010)

Litosselitis (2013) stated that

“ Gender and Language is a diverse and rapidly developing field, which has both academic and popular appeal. The ‘turn to language’ across the humanities and social sciences, and the impact of critical linguistics and discourse analysis, have contributed to a reframing of questions on gender and language. (p.2)

In the past thirty years, Investigations about foreign language learners’ individual characteristics have been performed by researchers in the field of foreign language learning and teaching, in order to investigate their affect on the success of the process. (Vibulphol, 2004). Gender differences have found to be one of those important characteristics since it exists in all human language acquisition and learning.

Henry (2011) reviewed a wealth of empirical studies from different socio-cultural contexts and confirmed the existence of systematic gender differences in L2 motivation. These studies indicated that females were more motivated to learn foreign languages and they demonstrated more positive dispositions toward target language speakers and cultures.

As cited in (Khong et all, 2011, p.63)

2.8. Previous studies on SLA Learning Motivation and Gender Differences

We begin by a study conducted by and Hadermann on 2012 its' aim is to analyze the impact of age and gender on the learners' motivational attitudes and beliefs towards French in a secondary school in Flanders. The results of the analysis of the survey indicated that there were differences between males and females in their motivation to learn French as a foreign language. More specifically, the females were more likely than males to report that they are more motivated in an integrative manner.

Sybille (2009), conducted a study on whether the stereotype beliefs which states that girls are better than boys at language learning. It revealed that, After a mere 8-9 months of contact with the English language at school, the girls are significantly more motivated to learn English than the boys. They report putting more effort into learning English than the boys. They seem to enjoy the English lessons more and to feel less overburdened and less anxious to make mistakes than the boys.

Another study by Murni on 2018, she attempt to highlight the impact of gender differences in English Language Teaching. The study explores students' learning styles as affected by the notions about men and women differences in communication. The data collected in 2008 from 20 males and 20 females' English students of the State University of Makassar. It is to reveal their attitudes towards speaking to different sex, strategy to express opinion, group work preferences, activeness /passiveness, and their perception to increase English skills dealing with sex difference. It is revealed that female than male students were reluctant to speak to different sex; females preferred the direct way to express opinions (writing), work with the same sex, and tended to be passive in class. In addition, females saw the high possibility to increase their English skills by working with the same sex but the reverse is true for males.

Ozturk and Gurbuz also conducted a study in 2012 which investigated the effect of gender on foreign language speaking anxiety and motivation. The results revealed that female students are more motivated than male students for learning English. Female students demonstrated a higher integrative motivation and no significant difference was found between genders in terms of instrumental motivation. In addition to this, it was revealed that female students got more anxious than male students while speaking English in classroom atmosphere. Finally, interviews supported the quantitative data and

put forward that female students had a more fluctuating motivational level.

Another study conducted by Arsani et al, in 2020 on the Differences in Motivational Orientation in Physical Education in terms of Gender Differences. The study aims to determine the motivation orientation of junior high school students in participating in physical education and to determine differences in motivation orientation based on gender in attending physical education in junior high schools. The population in this study were students of SMPN 40 Surabaya, amounting to 677 students. The research sample was 262 students. Sampling was done by random sampling technique with class as the unit of analysis. The data collection method in this study used a motivational questionnaire. The study resulted that there are differences in motivation orientation between male students and female students in participating in physical education learning. Male students have more prominent extrinsic dimensions than female students. Overall, male students have higher motivation than female students.

The findings of the previously mentioned studies are of a great value, our present research work is an attempt to enrich those findings.

Summary

Through time, many researches and studies attempt to discover Second language acquisition motivation and the way it is related to gender differences.

In this chapter we try to provide a brief explanation to gender, gender and sex, and gender differences, as well as to second language acquisition. We try to discover the relationship between gender differences and second language acquisition motivation. At the end we provide a previously published works on the target research topic..

Chapter Three

Field Work

and Data

Analysis

Chapter Three : Field Work and Data Analysis

Introduction

This chapter deals with the field work and the analysis of the collected data, it is an attempt to provide an explanation of the research process, population and data collection tools, which are used to collect the necessary information to investigate the impact of gender differences on English learning Motivation. Furthermore, in this chapter we will try to present the analysis and discussion of the findings. In the end, a conclusion is provided in order to confirm or contradict the research hypothesis.

3.1. Review of Research Methodology

The current section is devoted to highlights the research approach, population and sampling, data collection methods, and synthesis of the findings.

3.1.1. Research Approach

The main objective of the present study is to investigate the impact of Gender differences on student's learning motivation. This study also aims at figuring out the way females and males interact with several learning tasks differently or how they show interests in a particular subjects rather than the other. It also aims to identify the types of motivation among male and female English learners participants. The qualitative research approach is adopted to carry out this study, since it serves the nature of this research and offers the appropriate data collection methods which are semi-structured questionnaire and classroom observation in order to answer the research questions and achieve the aims of our work.

3.1.2. Population and Sampling

The population of the current study represents, the language learners in the CEIL at the University of at Biskra university. A sample of 15 English learners in the CEIL (A2 level) is chosen for this study. The main purpose of choosing this sample is the existence of diversity and variation in their backgrounds, age, affiliation and learning goals. Another reason is the assumption that if those learners were not motivated to learn English in the centre, they would never choose to invest in their time and money and

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come to learn. Thus, language learning motivation can be better studied in such learning contexts. The main criterion for this selection is the one of gender. Eight males and seven females participated in this study.

3.1.3. Data Collection Methods

For the fulfillment of this research work we used two data collection tools which are semi-structured questionnaire and classroom observation since they are the most appropriate and suitable tools to the nature of this study.

3.1.3.1. The first data gathering method opted for in this study is the questionnaire.

3.1.3.1.1. Description of The Questionnaire

The questionnaire is considered one of the most commonly used methods to collect data in order to investigate the respondents' opinions and attitudes. Furthermore, this method is considered as an efficient way to gather large amount of information from a large number of people. Therefore, to accomplish the present study we opted for a semi-structured questionnaire.

3.1.3.1.2. Aim of The Questionnaire

This questionnaire aims to investigate to what extent gender differences can impact the learners' English learning motivation. It seeks also to elicit the participants' opinions the learners' opinions and attitudes towards the subject under study.

3.1.3.1.3. Structure and Content of the Questionnaire

The questionnaire consists of two sections in which both contain several questions, since the questionnaire is semi-structured, the questions are mixture of close-ended questions and open-ended questions.

The first section of the questionnaire is General Background which includes four questions aiming to collect general information about the respondents such as: Age, Gender, The reason behind learning English and their English level.

The second section focuses on English language learning motivation and gender

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differences, it includes nine questions which detect the importance of motivation to the learners and attempt to find out which type of activities that interest both genders. It also present to the respondents the main types of motivation. The last question is a table that seeks to identify each learners' type of motivation and detect weather there are any sort of differences between males and females.

3.1.3.1.4. Administration of the Questionnaire

The questionnaire was distributed manually to the CEIL English learners of A2 group at the university of Mohammed Khaider Biskra.

3.1.3.2. Classroom Observation

3.1.3.2.1. Aims of Classroom Observation

As an attempt to fulfill this research work and support the data collected from the questionnaire, we opted for a non-participants classroom observation, we have under-taken an overt and direct classroom observation without any interference during the lesson and only using a checklist. The main aim of this data collection method is to investigate the impact of gender differences on English learning motivation in real life language learning setting.

3.1.3.2.1. Classroom Observation Procedures

The classroom observation was conducted in the first semester of the academic year 2020/2021. We assisted four sessions with English learners of A2 group at the CEIL of Mohammed Khaider University. The reason why the researcher picked this group is because of the hospitality of the teacher and her collaboration through the research, another reason is the balanced number of males and females which is highly needed in order to accomplish the study.

3.1.3.2.1. Description of the Classroom Observation Checklist

The classroom observation sheet contains three sections, the first section is dedicated to the general classroom setting, the second one is for the teachers' role in class and the third section is for the differences in the learners' motivation and participation, as

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well as interaction in the language classroom. Firstly, we attempt to describe the learners seating arrangement and classroom atmosphere, secondly, we detect the teaching method and the role of the teacher in managing the lesson and interaction for both females and males. Lastly we try to list the gender difference in terms of learning motivation and the learners' participation as well as involvement in the lesson.

3.1.2. Results and Discussion

The following section deals with the analysis of learners' questionnaire and attempt to discuss the findings.

3.1.2.1. Analysis of the Learners' Questionnaire

Section One: General Background

Q1. Would you please identify your age?

Table 3.1. Learners' Age

Option	Number	Percentage
Less than 25	05	33 %
More than 25	10	67 %
Total	15	100 %

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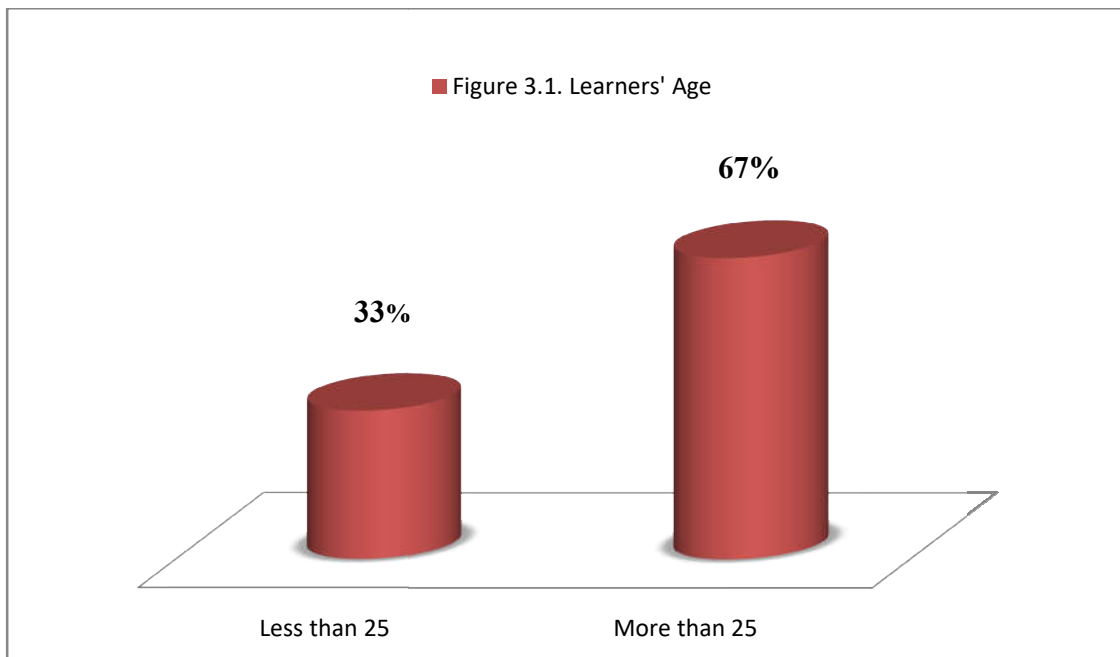


Figure 3.1. Learners' Age

The table 3.1. demonstrates the respondents ages in our sample, As the table shows 67 % of learners are more than 25 and the rest 33 % are less than 25, which indicates the diversity in the learners ages which promote the results of the study.

Q.2. Would you please specify your gender ?

Table 3.2. Learners' Gender

Option	Number	Percentage
Female	07	47%
Male	08	53%
Total	15	100 %

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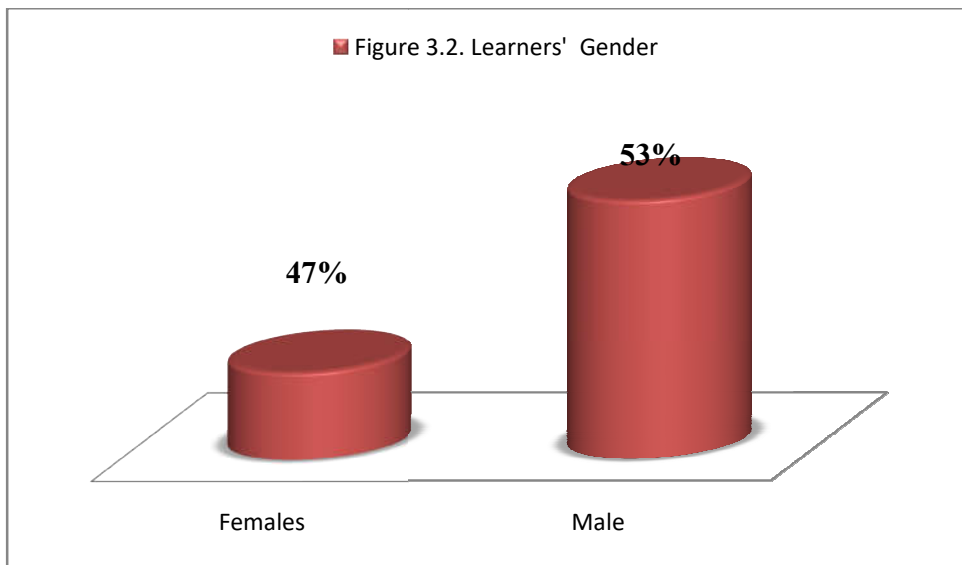


Figure 3.2. Learners' Gender Distribution

The table 3.2. shows the genders' percentage in the group of the study, we tried to balance between the females' number and the males' number in order to have a more reliable results. As it is noticed 47% of the sample are females, whereas 53% of the sample are male learners.

Q.3. You are learning English for :

Option	Number	Females' Percentage	Males' percentage
Study	06	20%	20%
Work	04	00%	27%
Passion	03	27%	07%
Developing language and communication skills	02	07%	00%

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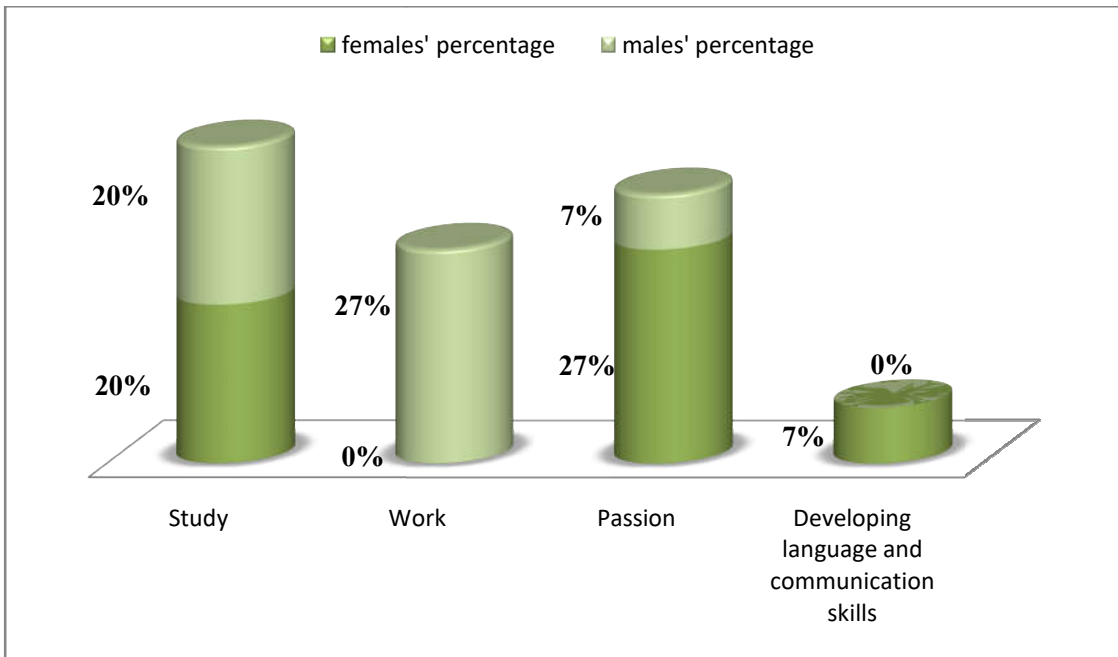


Figure 3.3. The reasons why they are learning English

The table 3.3. presents the learners choice of learning the English language, the aim of this question is to know our respondents better as well as to determine which type of motivation each of them have. The percentages of this question was as follows, 27% of the females said that they choose to learn English because they have passion for it and they love it which indicates intrinsic motivation, on the other hand, 27% of the male respondents said that they choose it for the purpose of work which indicates extrinsic motivation. 20% considered that the main reason behind choosing English is for the purpose of study and it was an equal percentage between males and females finally the remaining 2 respondents choose developing language and communication skill which is considered as the lowest percentage 7% .

Q.4. What is your level in English ?

Option	Number	Females' percentage	Males' percentage
Beginner	09	13%	47%

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Intermediate	06	33%	07%
Advanced	00	00%	00%

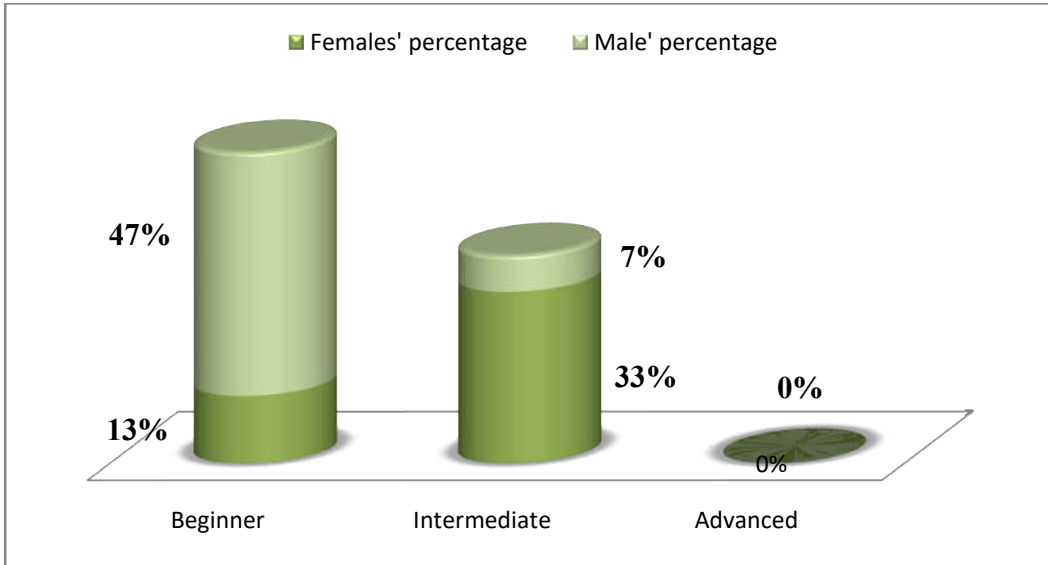


Figure 3.4. Learners' English language level

The main objective of this question is to check the learners own evaluation of their level in the English language. As it is displayed in table (3.4.), 47 % of the males were honest and confessed that they are just beginners in the process of English language learning whereas only 13 % of the females stated the same. Furthermore, 33 % of the females respondents claimed that their level is English learning is intermediate while 7 % of the male learners stated the same. However none of the sample respondents considered their selves as an advanced English language learner.

Q.5. To what extent do you think motivation is important in the process of English learning ?

Option	Number	Females' percentage	Males' percentage
Very important	12	40%	40%
Important	03	07%	13%
Not important	00	00%	00%

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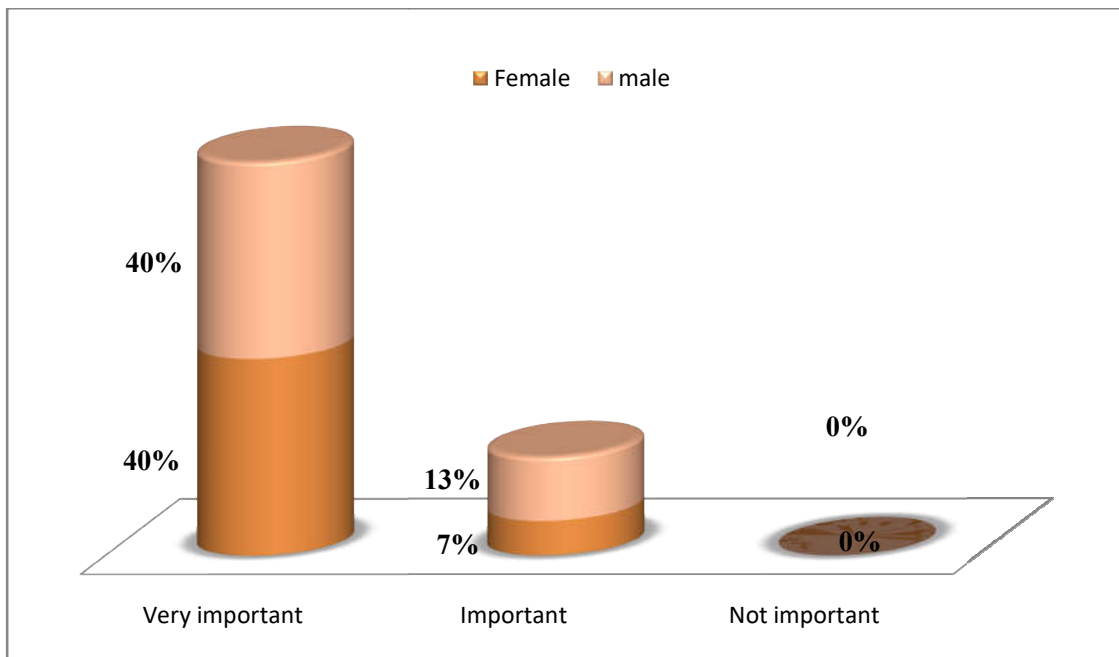


Figure 3.5. Lernerers' opinion of motivation importance in English learning

The purpose of asking this question is to see whether the learners are aware of the importance of motivation in language learning or not.

In the table above we have noticed that the highest percentage in the sample which is 40 % of both males and females agreed that motivation is very important in English learning. Moreover, 13 % of males and 7 % of females saw it as important element in the process. Whereas non of the informants considered motivation as not important in English learning.

Q.6. What are the factors that prevent you from participating in the language class ?

Option	Number	Female' percentage	Males' percentage
Shyness/Anxiety	04	00%	27 %
Fear of making mistakes	08	27%	27%
Lack of motivation	02	13%	00%
Types of activities	01	07%	00%

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All of them	00	00%	00%
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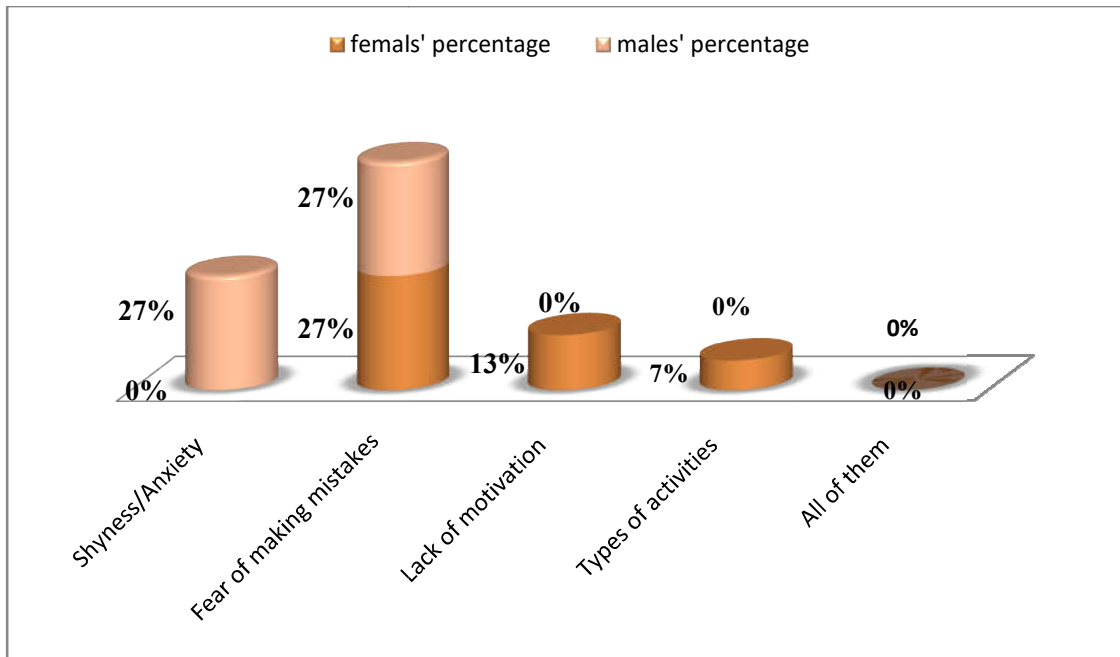


Figure 3.6. Factors which prevent learners from participating in language class

The main aim of the above table is to investigate the informants’ discomforts and demotivating factors while learning the English language.

27 % of both males and females agreed that the fear of making mistakes is what prevent them from participating in the language class. Furthermore, 13 % of females considered lack of motivation as the main factor. 7 % chose the types of activities. On the other hand, males did not face any problems with the lack of motivation nor the type of activities during the language class since the percentage is 0 % in both elements, but 27 % of them claimed that shyness and anxiety is the main reason they refuse to participate in language class.

Q.7. What motivates you to participate and share ideas in classroom ?

Option	Number	Females’ percentage	Males’ percentage
The encouragement of the teacher	5	00 %	33 %

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and the classmates			
Show your language skills	2	00 %	13 %
The joy of learning	6	40 %	00 %
Others	2	07 %	07 %

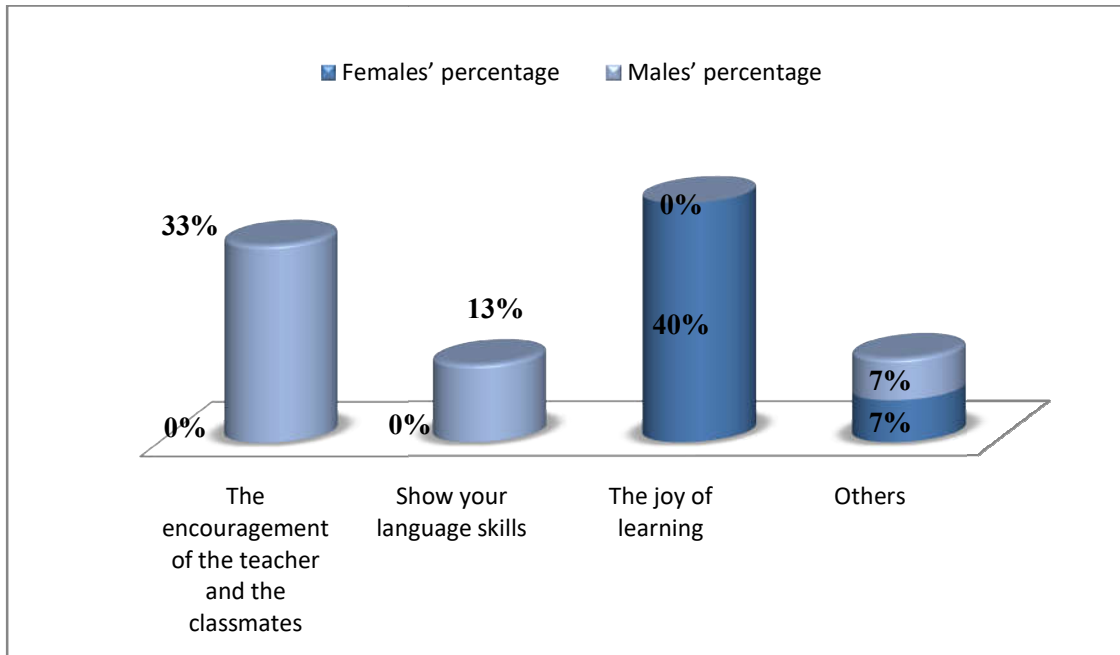


Figure 3.7. What motivate learners to participate

Adding this question, we wanted to find out what motivate learners to participate and weather gender differences exists in this type of skills or not.

The above table shows that 40 % of females ,which it is the highest percentage, and 0 % of males participate for the joy of learning while 33 % of males considered the encouragement of the teacher and classmate is the main factor which urge them to interact in classroom, same with 0% for the females. An equal percentage of 7 % for both males and females chose other factors.

Q.8. Which of the following learning aspects do you mostly prefer ?

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Option	Number	Females' percentage	Males' percentage
Individual work	4	13%	13%
Pair work	2	00%	13%
Group work	9	34%	27%

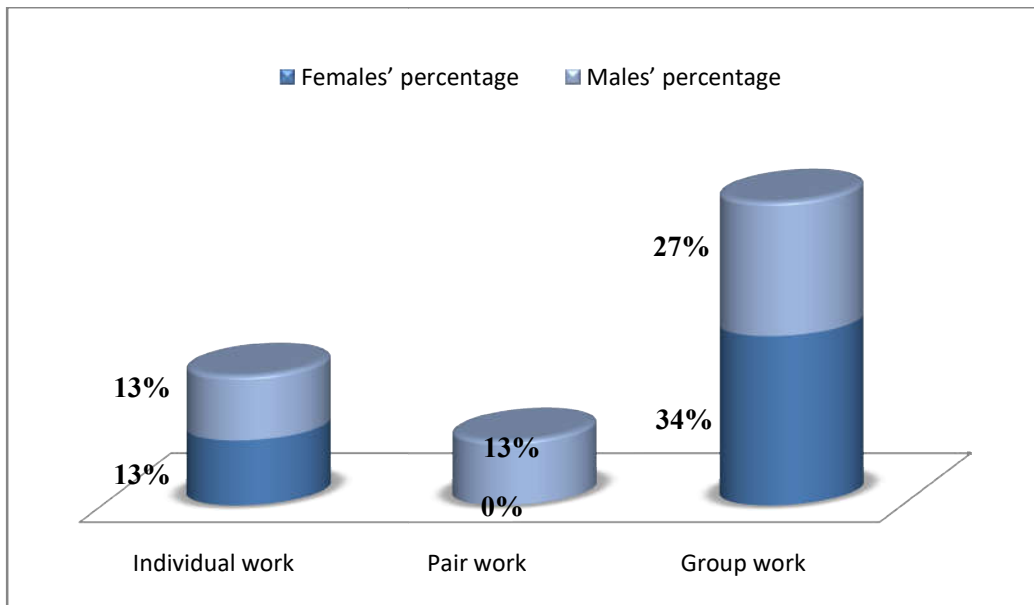


Figure 3.8. Lernerers' preferable learning aspect

In question 3.8. we tried to detect which learning aspect can give the learners more motivation through the process of English language learning.

We noticed in the above table that the majority of the respondents prefer group work with a percentage of 37 % for males and 27 % of females. While, an equal percentage of 13% preferred individual work. 2 males with a 13 % and none of the females preferred pair work.

Q.9. What are the activities of your preference in the class ?

Option	Number	Females' percentage	Males' percentage
Oral tasks	6	33%	06%

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Reading activities	2	07%	07%
Writing task	4	00%	27%
Listening activities	3	07%	13%

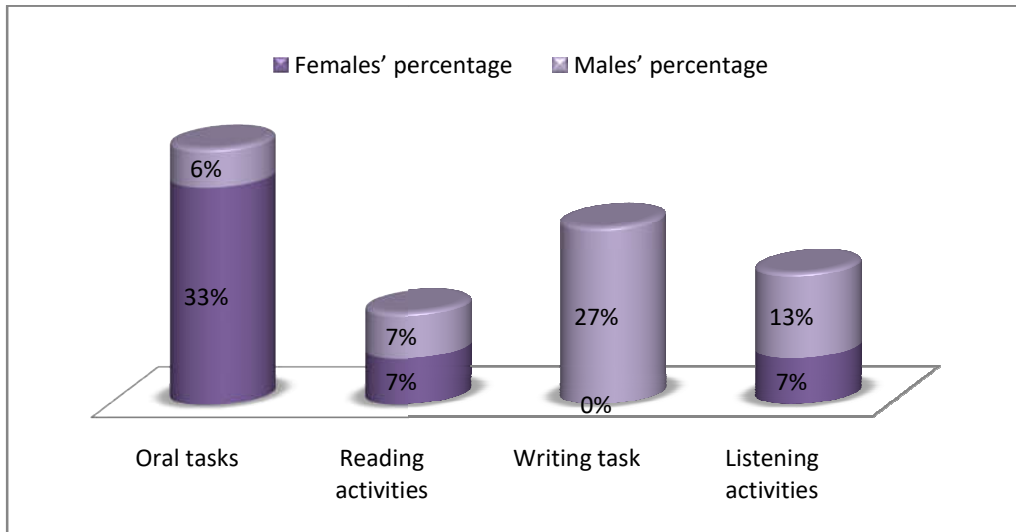


Figure 3.9. Learners' preferable activities

This question aims to detect the learners' preferable tasks, the majority of females 33 %, claimed that they like oral task, 7 % for listening and reading tasks, and non of them selected the writing activities. As for males highest percentage is 27 % on the writing tasks, 13 % on listening tasks and 7 % on reading activities. These percentage helped us confirm what we noticed in the classroom observation concerning learners interaction with different tasks.

Q.10. Do you voluntarily participate and interact in the class or is it most of the time imposed on you ?

Option	Number	Females' percentage	Males' percentage
Voluntarily	14	47%	46%
Imposed	01	00%	07%

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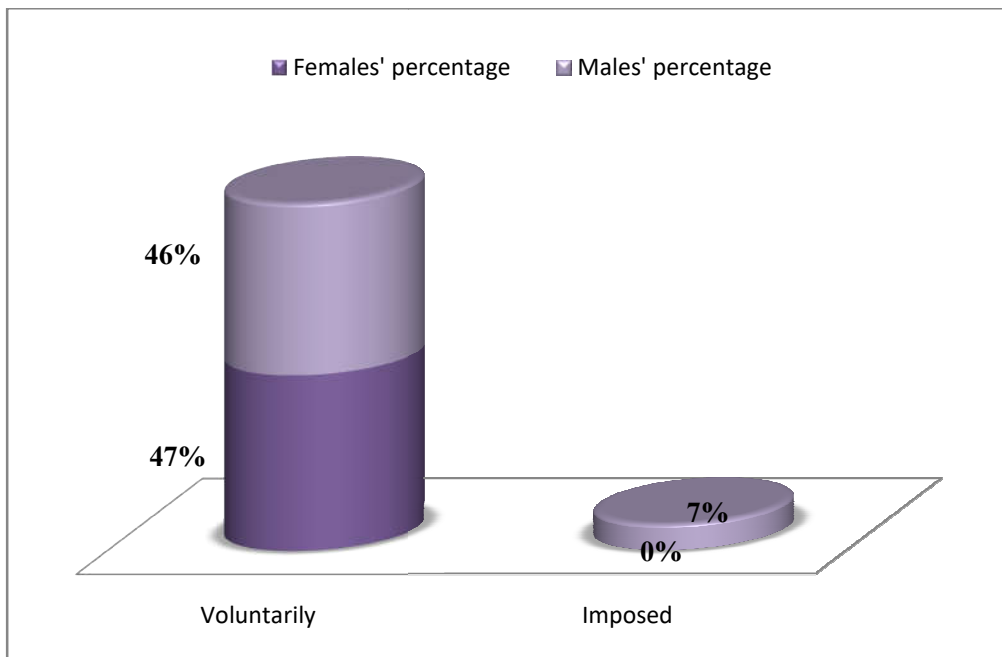


Figure 3.10. Learners' participation in language class

Including this question, we sought to identify the students awareness of the importance of classroom interaction and participation during the process of learning. An approximate percentage of 47 % for females and 46 % for males selected voluntarily participation, which means that they like to participate without the need for urging them to participate whereas only 7 % of males selected imposed participation.

Q.11 Which type of motivation do you think is more important ?

Option	Number	Females' percentage	Males' percentage
Intrinsic motivation	6	27%	13%
Extrinsic motivation	9	20%	40%

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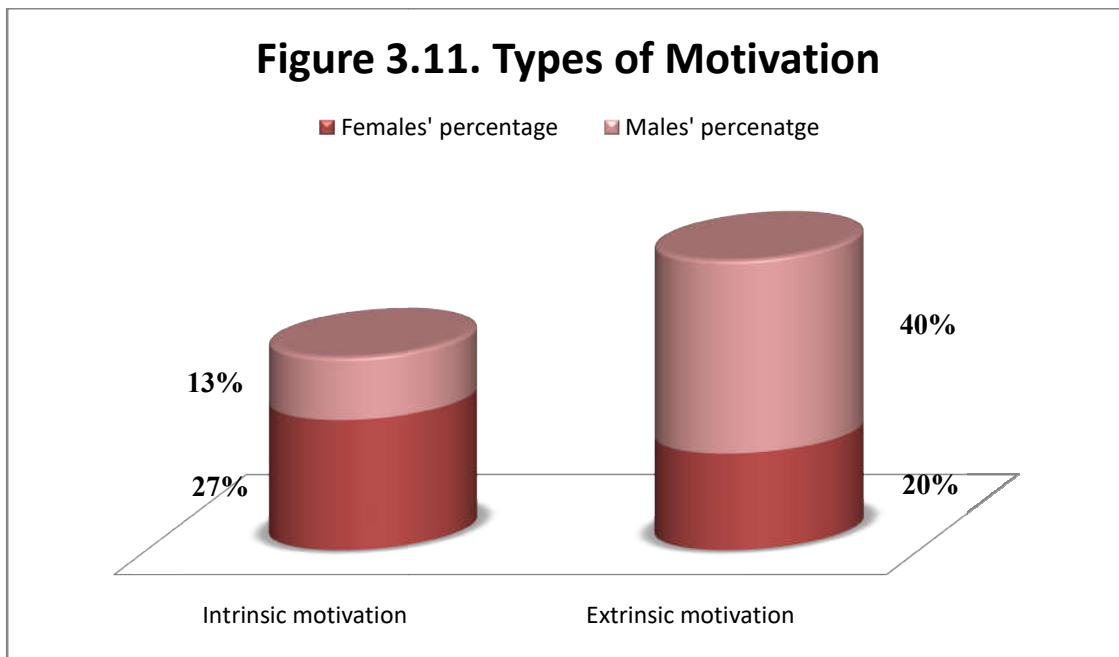


Figure 3.11. Types of motivation

Adding this question, our main goal was to figure out which type of motivation is purchased as the most important to both genders.

The majority of males 40 % chose the extrinsic motivation, while the rest 13 % selected intrinsic motivation along with a 27 % of the females. On the hand 20 % of the females selected the extrinsic motivation.

Q.12. What type of motivation do you personally have ?

Option	Number	Females' percentage	Males' percentage
Intrinsic motivation	9	33%	7%
Extrinsic motivation	6	13%	47%

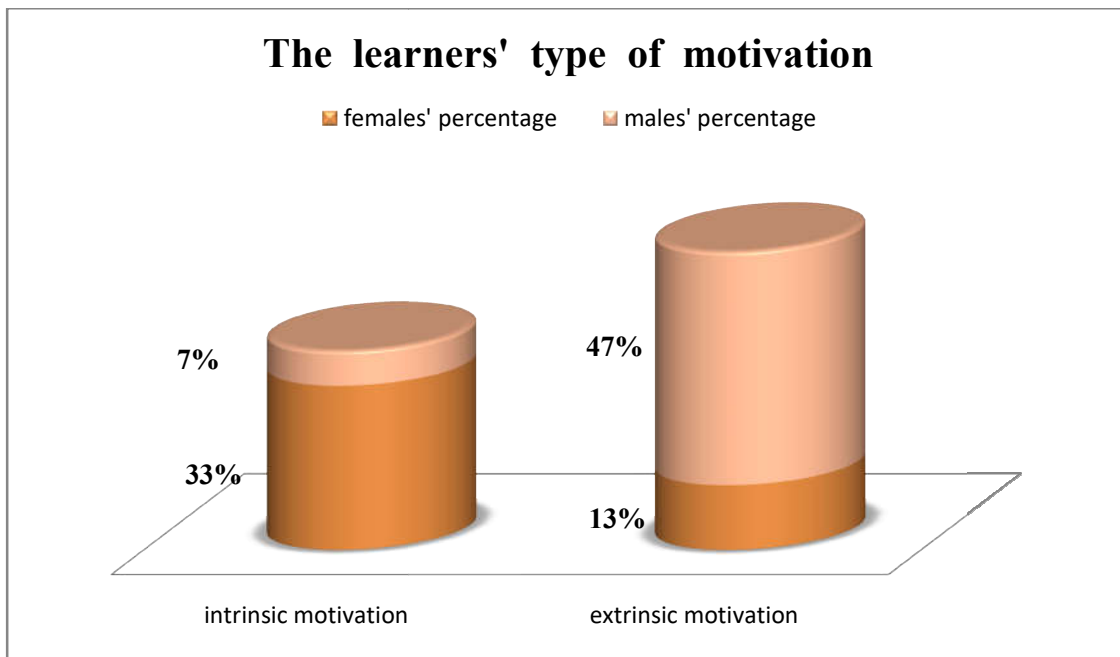


Figure 3.11. The learners' type of motivation

This question represents the core of our study. It investigate the existence of gender differences among English language learners' motivation.

47 % of the males respondents claimed to have an extrinsic motives to learn, while only 13 % of the females did the same. Furthermore, 7 % of the males considered themselves intrinsically motivated, while the majority of females 33 % selected intrinsic motivation.

Q.13. As an English language learner, to what extent do you relate to these statements according to your personal experience or situation ?

This question is in form of a table, the respondents were asked to tick the right box in order to state if they: strongly relate, slightly relate, relate, or never relate.

Statements	Learners' answers			
/	Strongly relate	Relate	Slightly relate	Never relate

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1. I prefer staying quite during the language class session	2 females 1 male	1 female 0 males	2 females 4 males	2 females 3 males
2. I like writing down my answers on a piece of paper before answering the teachers questions.	1 female 0 males	2 females 3 males	2 females 4 males	2 females 1 male
3. I like to be active and talkative during English learning discussions	2 females 3 males	2 females 3 males	1 female 2 males	1 female 0 males
4. I get nervous answering the teachers' questions orally	3 females 3 males	2 females 3 males	0 female 2 males	2 females 0 males
5. I feel more motivated to learn the English language while working in groups.	1 female 4 males	5 females 3 males	0 females 1 male	1 female 0 males
6. The massive spread of the English language gave me the motive to learn it.	3 females 6 males	2 females 0 male	0 females 1 male	2 females 1 male
7. I loved the English language and wanted to learn it ever since	3 females 4 males	2 females 2 males	1 female 1 male	1 female 1 male

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my childhood.				
8. The interest in the English culture is what made me want to learn the language.	3 females 3 males	1 female 2 males	1 female 0 males	2 females 3 males
9. Learning English can get me a promotion in my work	3 females 6 males	1 female 1 male	1 female 1 male	2 females 0 male
10. I'm learning English for the purpose of travelling the world	4 females 3 males	1 female 2 males	0 female 1 male	1 female 1 male
11. Speaking English fluently is a main condition in my dream job.	1 female 3 males	1 female 0 males	1 female 1 male	4 females 4 males
12. I must learn the English language in order to pass my degree.	2 females 2 males	0 females 3 males	0 females 1 male	5 females 2 males
Chatting and messaging with my friends from all around the world, is the reason why I'm learning English.	0 females 3 males	1 female 3 males	0 females 2 males	6 females 2 males

By adding this question we aimed for obtaining results on whether learners' are motivated in different ways in terms of integrative and instrumental motivation or not.

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Females answers showed a confusion among them when it comes to instrumental motivation, it was like they did not exactly understand what they are doing. Their responds were divergent, as, 3 out of 7 said they can get promoted in their jobs if they learn English, nevertheless, 4 out of 7 of them stated that they never relate to question 11 which suggests that learning English is a main condition in their to be jobs. As for the integrative motivation, the rest of the answers on the matter were divided on the four options approximately without any noticeable differences as the above table shows.

On the other hand, it was observed that males showed a high number of answers which concerns instrumental motivation, 6 out of 8 male learners declared that they are learning English so that they can get promoted in their work. Moreover, 7 out of 8 male learners stated that the massive spread and the need of the English language is their motive to learn it. They seemed more goal oriented, straight-forward and that they know exactly their desires.

3.1.2.2. Analysis of Classroom Observation

We build our classroom observation on three themes, the first one is the general classroom setting, the second one, the teachers role, and third one which is, gender differences in learners' motivation, and interaction in the language classroom.

Theme One: General Classroom Setting

General classroom setting is very important for the success of the learning and teaching process, as, it can affect the learners achievement, and massively de-motivate them if it was not appropriate or supportive for their learning. "The classroom environment seems to be an important motivating factor that makes or mar the teaching and learning process." (Akomolafe & Adesua, 2015, p.17)

The classroom physical setting was suitable and well arranged , The room was cosy and equipped with a data show and a computer in order to present different activities and tasks as well as the lessons. the learners study in form of a circle, which, facilitated communication among them and encouraged them to talk more and share their knowledge and ideas. Their tables were new and did not have any scratches on them, the color of the tables were matching the teachers' desk and the windows which was really eye comforting.

This type of classroom setting really helped us in conducting the classroom

observation and also gave us the chance to freely observe all the learners' behaviors and interaction during the several tasks.

Theme Two: Teachers' Role

Students' learning do not fully depends on the their own motivation. The teacher plays an important role in increasing the learners' motivation by providing motivational supporting. Johnson (2017). Therefore, we paid attention to this element in our classroom observation and tried to see how much support the teacher provides for her learners.

During the four observation sessions we noticed that the teacher was nice and cared a lot about her students' better understanding of the lessons. She played the role of a resource and constantly asked them if everything is clear and insisted on explaining every ambiguous word they face, she offered help and support to the learners as they completed their activities and made herself available whenever necessary.

The teacher also played the role of a facilitator and helped the students expose their abilities and gave them the opportunity to learn through sharing their knowledge. Nevertheless, she faced some difficulties with male learners because they were very quiet, timid and perhaps inhibited during lessons, she was obliged to ask them questions directly or else they will not participate, sometimes they even refuse to answer questions, so she gradually started to give up and only settle for interacting with the females since they had no problem with talking or sharing ideas with the teacher.

Observing the teacher devote an extra efforts for males, so that they can participate, and interact with her, without any type of hesitation, supported the findings of our questionnaire, which stated that females are better than males when it comes to oral assignments.

Theme Three : Gender Differences in Learners' Motivation, and Interaction in the Language Classroom

This is a main section in our classroom observation checklist, as we try to detect whether the impact of gender differences on learners' motivation exists in our sample or not.

Several interesting information about gender differences in relation to learning motivation were revealed in this study. Through classroom observation, it was noticed that

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males knew most of the answers but they refrain from participating, even when the teacher asked them to do so, they said that they panic or feel stressed while talking, therefore, they just kept quiet and took notes. This can give the impression that they were dishonest answering question 10 in the learners questionnaire, since the majority of them stated that they face no problem participating voluntarily in class. On the other hand, females dominated most of the talk and enjoyed sharing ideas with the teacher and expressing their opinions freely without any hesitation, consequently, the turn-taking between females and males in class almost did not exist ,ie, females did not take turns with males while participating and controlled most of the talk.

Another thing that we noticed in terms of gender differences between learners is the type of tasks each learner prefer. Females liked oral assignment and felt instantly bored when asked to do some writing tasks, nevertheless, some of the girls were at ease with all tasks and adapted with mostly every question asked by the teacher. Whereas males felt more comfortable with writing as well as listening assignments. As for reading we noticed that all learners did not mind to read although the majority of them could not pronounce all words correctly and there were many pauses and hesitations throughout their reading.

Observing these details in real life situation allowed us to get more information and collect more data about our sample, as well as, it offered us the opportunity to test the respondents answers in the learners questionnaire.

3.1.4. Synthesis of the Findings

The main aim of the current study is to investigate the impact of Gender differences on student's learning motivation. Therefore, we opted for a semi-structured questionnaire for learners and a classroom observation in order to collect the respondents opinions and interventions about the topic under investigation. This study also aims at figuring out the way females and males interact with a certain tasks differently or how they show interest in particular subjects. It also aims to identify the types of motivation among male and female English learners participants. The results obtained from the two data collection methods showed that gender differences, to some extent, have an impact on learners' motivation. Furthermore, we noticed that learners differ in their interaction with certain tasks rather than others, and that they expressed more interest in particular

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tasks and did the opposite for other assignments.

Moreover, the results from the questionnaire and classroom observation confirmed that learners are motivated in different ways based on their gender differences since the collected data showed that the majority of the females interact more with oral activities and feel no stress or pressure expressing their opinions via speaking. Contrarily to what we noticed with males which preferred to stay quite most of the time. Our study is aligned with the results of a study conducted by Maccoby & Jacklin (1974) which claimed that gender differences are mainly found in verbal abilities, giving that males outperform females on mathematical and spatial tests, and females outperform males on verbal tests. Nonetheless, our study contradicted the findings of Muhammed (2013) that revealed that there are no statistically significant differences between males and females in their attitudes and motivation to learn English language. We estimate that this contradiction is due to the age factor, as he worked with twelfth-grade Pakistani students as well as the fact the learners came from different areas. Some of them came from urban and others from rural regions.

Multiple studies claimed that females are more motivated in integrative manner than males, while males are more instrumentally motivated. As an example, Ariane and Pascale (2012) believed that females were more likely motivated in an integrative manner. Okuniewski (2014) also concluded in his study that “older and female students had a more integrative attitude than younger and male students and experienced more intensive motivation” (p.261). Nonetheless, the results obtained from our two data collection tools neither contradicted or confirmed these findings as we observed that females had the two types of motivation (integrative and instrumental) and could not make their minds on which is the most important to them. The data collected was closely related since female learners liked the English language, and again were learning it for specific purposes. A study conducted by Yee & Ganapathy (2017) suggested that this type of mixture between the two types of motivation can be very beneficial and could support the process of English language learning. They found in their research that the majority of the learners were instrumentally motivated, but they lack commitment and joy while learning i.e., they lack integrative motivation.

Furthermore, males are more instrumentally motivated giving that the majority of them were learning English for a certain objective and mostly for getting a job or a

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degree. They were direct, clear and straight-forward.

The results from the questionnaire also showed that females had a high percentage of intrinsic motivation. While, the majority of males stated that they were extrinsically motivated. Our findings support a study conducted by Naz et al. (2020) which revealed that “gender and motivation types are associated with the sense that male students seem to respond more positively to extrinsic motivation while female students tend to have more intrinsic motivations” (p.73)

As a conclusion, we found that gender differences among English learners do exist in particular manners. Accordingly, the majority of females showed no problem with oral activities and presentations, they shared their ideas with the teacher without any hesitation and felt free to have any type of discussion with the teacher. Contrarily to males whom are mostly stressed and anxious about interaction in class, and preferred writing or listening tasks. Moreover, the results identified different types of motivation among male and female English learners participants. Males are more instrumentally and extrinsically motivated while females did not show an exact certain type of motivation yet there were a diversity of all types. As a result, the hypothesis of our study that gender differences have an impact on English learning motivation is confirmed and all the research questions are answered.

Summary

To conclude, the present chapter discussed the field work of our research study, which aimed to investigate the impact of gender differences on English learning motivation. We began by providing a review of the research methodology of this study, then we presented the analysis and interpretation of the data collected. Finally, we provided a synthesis of the findings to confirm or disconfirm the hypotheses of the study.

General

Conclusion

General Conclusion

The study of learning motivation has been of interest to many scholars and researchers, Nevertheless, to the best of our knowledge, few studies paid attention to the important role of gender differences and its' effect on English learners' progress and achievement. For the past few decades there has been an increasing number of research on the subject. Gender differences is a very crucial research area, as it helps us understand both genders' needs and interests during the process of English learning, also it may give clear insights to language teachers and provide them with a better understanding of how their learners learn.

Our research work consists of three chapters, the first two chapters are dedicated to the theoretical aspect in this research, which presented the literature of our two variables, while, the third chapter is devoted to the practical aspect. The first chapter shed light on Motivation and second language acquisition, it discussed motivation definition, motivation and language learning, types of motivation, important theories of motivation, motivation and second language acquisition, learning motivation and classroom interaction, and finally de-motivational factors in language learning. On the other hand, the second chapter dealt with gender differences and second language acquisition, it emphasised on gender definition, masculinity and femininity, gender differences, gender and sex, overview on second language acquisition, Krashens' theory of second language acquisition, relationship between SLA and gender differences, and it provided some previous studies on the impact of gender differences on learning.

The qualitative research approach is adopted to carry out this study, since it serves the nature of this research and offers the appropriate data collection methods which are semi-structured questionnaire submitted to one group of the CEIL English learners of MKB of Biskra , and classroom observation in order to answer the research questions and achieve the aims of our work.

The current study dealt with three hypotheses the first one is that gender differences do have an impact on the learners learning motivation, the second one is males and females are motivated differently to learn the English language, the third and last hypothesis is that there are types of activities, tasks and subjects which motivate female learners and do the opposite for males.

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Throughout our observation sessions and the submitted questionnaire, we noticed that these differences do exist in particular manners. Accordingly, the majority of females showed no problem with oral activities and presentations, they shared their ideas with the teacher without any hesitation and felt free to have any type of discussion with the teacher. Contrarily to males whom are mostly stressed and anxious about interaction in class, and preferred writing or listening tasks. Moreover, the results identified different types of motivation among male and female English learners participants. Males are more instrumentally and extrinsically motivated while females did not show an exact certain type of motivation yet there were a diversity of all types.

As a conclusion, the findings of the two data gathering tools showed an existence of gender differences in English learning motivation.

Recommendations

Based on the data collected from both learners' questionnaire and classroom observation, which revealed an existence of gender differences on English learning motivation, we suggest some recommendations for teachers, learners and future researchers.

For Teachers

- Teachers are recommended to take gender differences into consideration in the process of language teaching, as it can affect their learning achievement and progress.
- Course designers are recommended to consider the impact of gender differences on learners motivation and design the courses based on this fact, providing the learners with diverged activities, which target the interests of both males and females.
- Teachers are recommended to make their learners aware of this kind of impact on their English language learning, and encourage them to speak out of their interests and discomforts.

For Learners

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- Learners are recommended to be aware of the impact of gender differences on their learning motivation.
- Learners are recommended to specify their type of motivation in order to have a better learning progress. They need to know their interests and future goals, in order to be motivated in the right way.

For Future Researchers

- Based on the findings of our study and the existence of gender differences on English learning motivation, we recommend future researchers to extend, and investigate more the influence of gender differences, by conducting more studies on the subject and perform more experiences with a larger number of population.

Limitations of the study

This research mainly aimed to investigate the impact of gender differences on English learning motivation, although, the obtained results showed an existence of gender differences between males and females, we faced multiple difficulties and obstacles. Due to the fact that this type of research is under investigation, we straggled finding sources that tackle both gender differences and learning motivation, specially books, which, there are almost non of them, we found only articles and some of them were too expensive. We also intended to have a larger number of participants in our sample but due to different circumstances, we worked only with one group from the CEIL of UMKB, therefore, the results of this study can not be generalised.

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Appendices

Appendix 01: Learners' Questionnaire

Mohammed Khaider University of Biskra

Faculty of Letter and Languages

Department of Foreign languages

Section of English

Questionnaire for English learners

Dear English learners,

You are kindly requested to answer the following questionnaire, which is an attempt to investigate “ **The Impact of Gender differences on English learning Motivation**” to accomplish a master dissertation. Please answer the questions carefully and tick (✓) the box that is more appropriate to you or give full answers when needed. Your responses are very much appreciated and of a great importance.

Q1. Would please identify your age. ? هل يمكنك تحديد عمرك ؟

Less than 25 More than 25

Q2. Would you please specify your Gender ؟؟ هل يمكنك تحديد جنسك ؟؟

Female Male

Q3. You are learning English for : أنت تتعلم اللغة الانجليزية من اجل :

Study الدراسة

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Work	العمل	<input type="checkbox"/>	
Passion	الشغف	<input type="checkbox"/>	
Developing language and communicative skills		<input type="checkbox"/>	تطوير اللغة و مهارات التواصل

Q4. What is your level in English ? حدد مستواك في اللغة الانجليزية ؟

Beginner	مبتدى	<input type="checkbox"/>
Intermediate	متوسط	<input type="checkbox"/>
Advanced	متقدم	<input type="checkbox"/>

Part Two: Language learning Motivation and Gender Differences

Q5. To what extent do you think motivation is important in the process of English learning ? الى

أي مدى تعتقد ان الحافز مهم في تعلم اللغة الانجليزية ؟

Very important	<input type="checkbox"/>	مهم جدا
Important	<input type="checkbox"/>	مهم
Not important	<input type="checkbox"/>	غير مهم

Q6. What are the factors that prevent you from participating in the language class ?

ما هي العوامل التي تمنعك من المشاركة في صف اللغة ؟

Shyness / Anxiety	<input type="checkbox"/>	الخجل و العوامل النفسية
Fear of making mistakes	<input type="checkbox"/>	الخوف من ارتكاب الأخطاء
Lack of motivation	<input type="checkbox"/>	انعدام الحافز
Type of activities	<input type="checkbox"/>	نوعية التمارين
All of them	<input type="checkbox"/>	الكل

Q7. What motivate you to participate and share ideas in classroom ?

ما الذي يحفزك للمشاركة في القسم ؟

The encouragement of the teacher and classmates	<input type="checkbox"/>	التشجيع من قبل الأستاذ
Show your language skills	<input type="checkbox"/>	إظهار المهارة اللغوية
	<input type="checkbox"/>	

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The joy of learning

متعة التعلم

Others

أسباب أخرى

Q8. Which of the following learning aspects do you mostly prefer ?

أي طرق التعلم تفضل ؟

Individual work

العمل الفردي

Pair work

العمل الثنائي

Group work

العمل الجماعي

Q9. What are the activities of your preference in the class ?

ما هي النشاطات التي تفضلها في القسم ؟

Oral tasks

التمارين الشفوية

Reading activities

تمارين القراءة

Writing tasks

تمارين كتابية

Listening activities

تمارين السمع

Q10. Do you voluntarily participate and interact in the class or is it most of the time imposed on you ?

هل تشارك وتتفاعل في القسم طوعا أم يتم فرض ذلك عليك ؟

Voluntarily

طوعا

Imposed

مفروض

Please explain ; من فضلك اشرح لماذا ;

.....

.....

Q11. Motivation has two types: “ Intrinsic motivation, when we do things because we enjoy them, not because we have to.”and “ Extrinsic motivation, when you are motivated to perform, achieve, learn or do something based on a highly considered outcome, rather than for fun.” يوجد نوعان من الحافز. الأول الحافز الجوهري وهو عندما نفعل الأشياء لأننا نستمتع بها ومن اجل حبنا لها. والحافز الخارجي وهو عندما نشعر بالحافز للتعلم أو الأداء أو لتحقيق هدف معين من اجل نتيجة مدروسة .

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. Which type of motivation do you think is more important ?

أي نوع من الحافز أكثر أهمية في رأيك ؟

Intrinsic

الجوهري

Extrinsic

الخارجي

Please state why ;

.....

.....

Q12. What type of motivation do you personally have ? أي نوع من الحافز او الدافع لديك شخصيا ؟

.....

Q13. As an English language learner, to what extent do you relate to the following statements according to your personal experience or situation:

بصفتك متعلما للغة الانجليزية إلى أي مدى تجد نفسك مرتبنا بالعبارات التالية بناءا على خبرتك الشخصية ؟

Statements	Strongly relate	Relate	Slightly relate	Never relate
1.I prefer staying quit during the language class session . أفضل التزام الصمت أثناء تعلم اللغة .				
2. I like writing down my answers on a piece of paper before answering the teachers questions. أفضل أن اكتب الأجوبة قبل أن أجيب على الأسئلة.				
3. I like to be active and talkative during English learning discussions . أحب أن أتكلم كثيرا وان . أكون نشيطا أثناء النقاشات لتعلم اللغة الانجليزية				
4. I get nervous answering the teachers' questions orally. اشعر بالتوتر عند الإجابة على الأسئلة . شفهيا				
5. I feel more motivated to learn the English language while working in groups. اشعر بالحافز . للتعلم أكثر في العمل الجماعي				

THE IMPACT OF GENDER DIFFERENCES ON LEARNING MOTIVATION

1.The massive spread of the English language gave me the motive to learn it. الانتشار الهائل للغة الانجليزية دفعني لتعلمها.				
2. I loved the English language and wanted to learn it ever since my childhood. أحب اللغة الانجليزية. وأردت تعلمها منذ الطفولة .				
3. The interest in the English culture is what made me want to learn the language . اهتمامي بالثقافة الانجليزية هو ما دفعني الى تعلمها				
4. Learning English can get me a promotion in my work. تعلم اللغة الانجليزية يمكن أن يجعلني ارتقي في عملي .				
5. I'm learning English for the purpose of travelling the world. أنا أتعلم اللغة الانجليزية لكي أتمكن من السفر حول العالم .				
6. Speaking English fluently is a main condition in my dream job. تكلم اللغة الانجليزية بطلاقة يعتبر شرطاً رئيسياً للحصول على الوظيفة التي احلم بها.				
7. I must learn the English language in order to pass my degree. يجب أن أتعلم اللغة الانجليزية لكي اجتاز شهادتي الدراسية .				
8. Chatting and messaging with my friends from all around the world, is the reason why I'm learning English. الدردشة وتبادل الرسائل مع الأصدقاء حول العالم هو ما دفعني لتعلم اللغة الانجليزية.				

. If you have any further suggestions or comments concerning the topic please state them.

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Thank you for your collaboration

Appendix 02: The Classroom Observation

Instructor's name: _____ **Course:** _____ **Level:** _____

Observer's name: _____ **Date:** _____ **Group:** _

A : Observed B : Not Observed

Classroom Observation		
General Classroom Setting	A	B
1.The classroom physical setting is suitable and well arranged.		
2.The room is equipped with ICTS'.		
3.The furniture is new and comforting.		
Comments:		
Teachers' Role	A	B
1. The teacher play the role of a resource, she offer help and support to the learners.		
2.The teacher play the role of a facilitator and help the students expose their abilities.		
3.The teacher give the learners the opportunity to learn through sharing their knowledge		
4.The teacher is available whenever necessary.		
Comments :		

المخلص

من الممكن أن يتأثر الدافع إلى تعلم اللغة الإنكليزية بالعديد من العناصر ، ومن هذه العناصر الهامة الاختلافات بين الجنسين. غير أن الدراسات المتعلقة بهذا الموضوع لا تزال محدودة. حيث لا توجد بحوث كافية عن الطريقة التي يمكن أن تؤثر بها على تعلم اللغة الإنكليزية وتدرسيها. ولذلك ، ظهر هذا العمل البحثي كمحاولة لإثراء الأدبيات والتحقيق في أثر الفوارق بين الجنسين على الدافع إلى تعلم اللغة الإنكليزية. وفي هذه الدراسة نفترض أن الاختلافات بين الجنسين بين الذكور والإناث في تعلم اللغة الإنكليزية موجودة بالفعل ، وإذا كان المدرسون والمتعلمون على علم بهذا الأثر ، فإن عملية التعلم ، فضلا عن عملية التدريس ستنتيسر. ولتحقيق أهداف الدراسة ، اعتمدنا منهج البحث النوعي ، لأنه يخدم طبيعة الدراسة ويقدم الأساليب المناسبة لجمع البيانات ، وهي عبارة عن استبيان شبه منظم يوزع يدويا على متعلمي اللغة الإنكليزية في مركز تكثيف اللغات بجامعة محمد خيضر بسكرة ، واستمرت المراقبة في الفصول الدراسية لمدة أربع جلسات مع نفس المشاركين. وبعد تحليل النتائج التي تم الحصول عليها من طريقتي جمع البيانات ، توصلنا إلى نتيجة تنص على أن الاختلافات بين الجنسين بين متعلمين اللغة الانجليزية موجودة بالفعل في أساليب معينة.