



Sudan University of Science and Technology
College of Graduate Studies
College of Languages



Exploring Gender and Motivation Variables in Learning English as a Foreign Language

استكشاف متغيري النوع والدافعية في تعلم اللغة الانجليزية لغة أجنبية

A Thesis Submitted in Partial Fulfillment of the Requirements for the
Degree of (M.A) in English Language (Applied Linguistics)

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DEDICATION

To the beloved dear family members.

AKNOWLEDGMENTS

I am thankful to Allah, the Almighty for the enormous graces He bestowed me to achieve this research. My sincere gratitude is extended to all those who supported me specially Dr. Hillary Marino Pitia Lari for his remarkable guidance, advice and patience. I am also grateful to Dr. Abbas Mukhtar and Dr. Sami Balla for having verified my two research tools namely; a questionnaire and test.

ABSTRACT

This study aimed at exploring the role of gender and motivation variables in learning English as a foreign language. The data were gathered by using a questionnaire and a test. The study focused on boys' and girls' academic achievements and motivation. The researcher used the descriptive analytical method. The sample of the study comprised thirty teachers and thirty students drawn exclusively from Wad al Saih Secondary School. The data were analyzed by using the statistical package for Social Sciences Program (SPSS). The analysis of the data showed that females are better language learners than males and more over girls have higher motivation to learn English as a foreign language compared to male students. At the end of the study the researcher presented some recommendations: males and females should be provided with a variety of strategies to meet their unique needs and preferences to overcome their disadvantages and develop the most effective learning approaches, in addition to that male students should be motivated to learn English language better.

ABSTRACT (ARBIC VERSION)

هدفت هذه الدراسة إلى استكشاف دور متغيري النوع والدافعية في تعلم اللغة الإنجليزية لغة أجنبية. تم جمع البيانات باستخدام الإستبانة للمعلمين والإختبار للطلبة. وركزت الدراسة على الأداء الأكاديمي للطلبة والطالبات وتحفيزهم. وقد تبنى الباحث المنهج الوصفي التحليلي.

تكونت عينة الدراسة من ثلاثون معلماً وثلاثون طالباً وطالبة من مدرسة ود السايح الثانوية. تم تحليل البيانات باستخدام الحزم الإحصائية للعلوم الإجتماعية (SPSS). وأظهر تحليل البيانات أن الإناث يتعلمن اللغة بشكل أفضل من الذكور بالإضافة إلى ذلك الطالبات لديهم حافز اعلى لتعلم اللغة الإنجليزية كلغة أجنبية. وفي نهاية الدراسة قدم الباحث بعض التوصيات: يجب تزويد الذكور والإناث بمجموعة متنوعة من الإستراتيجيات لإستيعاب احتياجاتهم وتفضيلاتهم الفريدة للتغلب على عيوبهم وفضائلهم وتطوير مناهج التعلم الأكثر فعالية بالإضافة إلى ذلك يجب أن يتم تحفيز الطلبة ليحرزوا درجات أفضل.

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CHAPTER ONE
INTRODUCTION

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study:

Introduction:

Gender plays an important role in an individual's life. It shapes the entirety of the experience at all levels. It is the key descriptor of every person. Gender is a classic and significant predictor in educational, psychological and linguistic research (Catalan, 2003). That is why every research into the abilities to learn a foreign language has to take into account gender as an important independent variable. Motivation represents one of the key success factors in all kinds of human activities. Numerous experts testify to the fact that motivation is an extremely important factor in the learning process, including foreign language learning (Dörnyei, 1990; Dörnyei & Ushioda, 2009; Gardner, 1985, 2001). Motivation is, in fact, a very complex notion encompassing numerous factors. Knowing the English language can enrich a person's life and open up endless possibilities, including (but not strictly limited to): education, business, networking and relationships. Furthermore, it also contributes to the meeting of different cultures, which in turn helps to develop intercultural communication and cooperation competence. Due to its' global use in nearly all areas of life, English language has a special importance, but it is also a prerequisite for being a successful individual in the modern world. English teachers must consider gender differences when selecting appropriate teaching strategies and methods. Gender is considered as one of the main factors that influence foreign language learning (Andreou, Vlachos & Andreou, 2005) and ignoring its' effect may lead to the inappropriate creation of learning environments and materials for both male and female language learners. On the other hand,

studying the relationship between gender and language learning helps teachers to plan a class accordingly, develop effective strategies (Aslan, 2009), and conduct appropriate in-class activities (Meece, Glienke & Burg, 2006).

Motivation as an indispensable factor of success in foreign language learning According to Gardner (1985) motivation consists of three different components: effort, desire and favorable attitudes. When combined these three factors greatly contribute to the true motivation.

1.1 Statement of the Study Problem:

The focus on language education over the past few decades has gradually shifted from the teacher and teaching strategies to the learner and learning strategies. Several studies support the notion that gender, significant or not, made a difference in learning a second or foreign language. Through history many people assumed that males and females were just as different in their minds as they appeared biologically different in the outside .Many studies assumed that males and females are different from each other in the process of learning.

1.2 Questions of the Study:

This study attempts to provide answers to the following questions:

1-Do girls perform better than boys in learning English as a foreign language in terms of academic achievements.

2-To what extent do motivational variables affect girls and boys' academic achievements.

1.3 Hypotheses of the Study:

This study has the following hypotheses:

- 1- Girls perform better than boys in learning English as a foreign language in terms of academic achievements.
- 2- Motivational variables affect girls and boys academic achievements.

1.4 Objectives of the Study:

- 1-To find out whether girls can perform better than boys in terms of academic achievements.
- 2- To determine whether motivational variable can affect both boys and girls.

1.5 Significance of the Study:

This research will help students, teachers and curriculum designers. This research is important because many students are having problems in learning foreign language in order the result that we will get help us to learn the foreign language faster.

1.6 Methodology of the Study:

This study is carried out through the descriptive analytical method .The tools used in this research are test for students ;this test is a written test .The researcher used students from Wad Al Saih high school .Also the researcher used questionnaire for teachers.

1.7 Limits of the Study

This study is limited to exploring gender and motivational variables in learning English as a foreign language among secondary school students.

This study is conducted in the academic year 2018/2019.

CHAPTER TWO
LITERATURE REVIEW AND
PREVIOUS STUDIES

CHAPTER TWO

LITERATURE REVIEW AND PREVIOUS STUDIES

2.0 Introduction:

This chapter consists of two parts: part one reviews the literature related to the research topic such as gender and motivation, gender and foreign language learning and gender. While part two discusses the previous studies related to the research topic.

2.1 Gender and Motivation:

Over the past decades the study of sex differences in language acquisition and learning has received considerable attention, although almost all the investigations carried out in this respect have been focused on establishing isolated correlations between certain variables, namely sex and achievement and sex and motivation. Therefore, no systematic attempts have been made at finding meaningful connections among all the correlations observed. Over the past decades, the study of sex differences in language acquisition which seem to operate in a different way for boys and for girls. Both might be equipped with separate systems of variables with respect to these factors, and their combination and mutual influence might eventually account for boys' and girls' dissimilar results in foreign language learning.

Van Els *et al* (1984: 116) define motivation as “those factors that energize behavior and give it direction”. Several types of motivation have been identified, but Gardner and Lambert's (1972) seminal distinction between instrumental and integrative motivation is still widely considered.

The former is related to practical considerations (get a job, pass an examination) which stimulate the learner's activity, whereas the latter

presupposes a positive attitude towards the speakers and the culture. It is integrative motivation that has been found to correlate with achievement.

According to the contributions consulted, girls generally show more positive attitudes towards learning a language (Burstall, 1975). Moreover, girls tend to manifest integrative reasons for studying foreign languages (namely their interest in the speakers and the culture of those languages), whereas boys' motives are usually of an instrumental nature: for example they choose a foreign language because they need "a subject to fill in the timetable" (Powell and Littlewood, 1983: 36) or because of the grades obtained in former years (Palacios Martínez, 1994). There is, however, one type of instrumental motivation which is systematically associated with girls in most surveys: their belief that languages will be necessary for them in a future job or course of study. As the development of this kind of motivation is closely related to society's professional expectations and norms for boys and girls.

In fact, it is "a stronger predictor of achievement than instrumental motivation" (Krashen, 1988: 26). Spolsky goes even further in his statement that the positive effects of integrative motivation on the learning of a second language are illustrated in "the development of a native-like pronunciation and semantic system" (1990: 51). The conclusion to be reached from these data is that girls' success in foreign language learning may also be partially explained is that girls' success in foreign language learning may also be by their positive attitude and integrative motivation.

2.2 Gender and Foreign Language Learning:

The focus in language education over the past few decades has gradually shifted from the teacher and teaching strategies to the learner and learning strategies. How learners look at and work with the task of learning languages and what types of strategies they utilize to process the new information has

become a popular area of research. This trend has been instigated by several concerns, the most significant of which was identifying what good language learners do, and what they report they do respectively. Many researchers (i.e., Rubin, 1975; O'Malley et al., 1985) believed that the answer to this question would yield a grand opportunity for less efficient language learners to learn and replicate the strategies exercised by more successful language learners, so that they could enhance their language skills. Early attempts to explore 'the good language learner' brought about lists of strategies assumed to be vital in maintaining success in language learning. For instance, Rubin's (1975) list, based on interviews with and observations of both teachers and learners, included being a willing learner and an accurate guesser, having a strong drive to communicate, focusing on form by looking for patterns, taking advantage of all practice opportunities, monitoring your own speech as well as that of others, and paying attention to meaning. Such efforts to characterize the good language learner (i.e., Rubin, 1975; Naiman et al., 1975; Stern 1975) then opened the stage for many researchers to classify language learning strategies by means of various criteria (i.e., direct or indirect contribution to learning -Rubin, 1981; practiced in the classroom, in individual study, or during interaction with others - Politzer, 1983; cognitive or met cognitive - O'Malley et al., 1985). No *matter* what categorizations were used, the recurrent conviction in the body of research in this area has always been that more effective language learners devise and use a wider variety of strategies, and in more effective ways than the other learners (O'Malley and Chamot, 1990; Oxford, 1993). This information brought with itself another major question, why these individual differences existed in strategy use, and what factors had an influence on the strategies language learners selected and used. Gender, the core of this paper, has proven to be one of the factors researchers commonly looked at, along with several others, such as, but not limited to, motivation, language proficiency, age, cultural background, and type of language learning tasks involved. However, the

conflicting nature of the results in regard to gender is just another call for further research.

2.3 Gender:

Several studies in the literature support the notion that gender, significant or not, made a difference in learning A foreign language (i.e., Politzer, 1983; Oxford et al., 1988; Ehrman and Oxford, 1989; Oxford and Nyikos, 1989; Oxford et al., 1993; Oxford and Ehrman, 1995). The majority of studies examining gender as a variable affecting the use of language learning strategies reported recurring differences between males and females, demonstrating more frequent strategy use by females. In an exploratory study of self-reported language learning behaviors and their relationship to achievement, Politzer (1983) indicated that females use social learning strategies significantly more than males. Although the difference was deemed to be relatively minor, the conclusion was that it did "exist with regard to such variables as social interaction" (p. 62). Oxford, Nyikos and Ehrman (1988), supporting Politzer's observation, asserted, based on previous research, that it is reasonable to think that females are better at social orientation, and consequently, at communication in both their first and second languages (verbal learning). They reasoned that social learning strategies (techniques involving at least one other person), which females seemed to use more often than males, increased the amount of interaction with native speakers, enhanced motivation, and, thus, were particularly important for exposing the learner to the target language. In their study of adult learners, using a sample of "relatively sophisticated adult language learners," Ehrman and Oxford (1989) examined learning strategies in relation to sex differences, career choice (and the underlying motivation it implies), cognitive style, and aspects of personality, and their findings showed that women definitely reported greater strategy use than men. For Ehrman and Oxford (1989), the significant advantage females appeared to have in four areas

(general study strategies, function practice strategies, strategies for searching for and communicating meaning, and self-management/met cognitive strategies) could be attributed to psychological type, as females in their study, unlike men, favored intuition over sensing and showed preference for feeling, which is statistically associated with a superiority in general strategies and a suggestive advantage in social strategies. They further added that, in addition to the psychological type, variables such as female dominance in verbal aptitude and social orientation, as well as possible sex differences in integrative (socially-based) motivation, could well play a role in the difference between males and females. In a later study, Oxford (1989) synthesized existing research on factors influencing the choice of learning strategies among L2 learners up to that point, and demonstrated sex and ethnicity as the main determinants of strategy use.

Learners up to that point, and demonstrated sex and ethnicity as the main determinants of strategy use.

Despite the consensus on reported differences of strategy use between males and females in these studies, several researchers seemed uncertain about what caused the differences between the sexes. Correspondingly, Oxford and Crookall (1989) surveyed research on language learning strategies, and they confirmed that there was growing evidence of sex differences in language learning strategy use based on the previous research, while they still did not have the answers to whether these differences were consistent over many studies, and what the reasons for such differences were (i.e., socio-cultural expectations, genetic inheritance, or some combination). They stated that what such differences had to say about assumptions concerning 'good learner characteristics' was just an addition to the list of 'what we do not yet know.'

In one of the largest, if not the largest, completed study of language learning strategies in terms of the number of participants involved, Oxford and Nyikos (1989) investigated the variables affecting choice of learning strategies used by 1,200 foreign language students in a conventional academic setting, a major university in the United States. Findings indicated that the degree of expressed motivation was the single most powerful influence on the choice of language learning strategies and that gender, along with other variables such as proficiency ratings, elective/required status, years of study, and major/career orientation, had a profound effect on strategy choice. Gender was especially noteworthy for formal rule-related practice strategies, general study strategies and conversational input elicitation strategies, as females reported more frequent strategy use than males in these three categories, while males reported no more frequent strategy use than females in any category. Although females did not opt for functional practice (authentic language use) strategies significantly more often than men (despite the prevalent expectation, due to their supposedly stronger social orientation), Oxford and Nyikos (1989) elucidated that, "in this sample, everyone's use of such strategies appeared to be suppressed by the traditional, academic environment of the classroom—a setting which promotes and rewards performance on discrete tasks rather than interactive, communicative efforts" (p. 297). Thus, it was not surprising to find out that the students reported employing strategies they would benefit from in a traditional, structure-oriented, foreign language learning environment geared toward completion of formal assignments and succeeding in tests, and that they would ignore the strategies which involved an extracurricular effort to communicate in the new language (functional practice strategies) or that required working independently on mnemonic or met cognitive aspects (resourceful, independent strategies). Oxford and Nyikos (1989) advocated that: females' greater report of use of conversational input elicitation strategies in this study reflected their power in social interaction, and their report of more

frequent use of general study strategies and formal rule-related practice strategies could be related to their verbal superiority, and/or their willingness to conform to conventional norms and their desire for social approval. Adding an analogous viewpoint, a promising study of individual differences reflected in the memorization processes of adult language learners by Nyikos (1990), suggested that socialization factors, how males and females value certain modalities differently, account for the gender differences in processing similar information in diverse ways. Results of her study on five recall measures revealed that females recalled vocabulary significantly better under one study condition, and most successfully under another. Nyikos (1990) commented that the finding that women scored higher with color as a mediator and that men's ability to recall was significantly improved with visual-spatial stimulus (color-plus-picture) may stem from a gender-related tendency to utilize specific types of learning strategies. She concluded that such achievement differences, when statistically linked to gender, may reflect women's willingness to apply an assigned learning strategy while taking into consideration the stated criteria for success, what she called "reading the teacher's standards better" (p. 285). For Nyikos (1990), men, on the other hand, tend to view grades as rewards for successful competition and do not interpret them as signs of social approval and are less likely to abide by the rules and declared academic standards, which consequently might explain why female language learners have better grades and appear to be more successful in school.

In a study of foreign language listening skills, Bacon's (1992) analysis of adult learners' reports of comprehension strategies, comprehension level, confidence, and affective response to two authentic Spanish radio broadcasts found gender differences in comprehension strategy use and perceived confidence level. Men and women reported using different strategies depending on both passage order and passage difficulty, and these variations in strategy

use had no significant effect on comprehension, though women reported less confidence and less positive affective response than men. Passage difficulty had a significantly greater effect on the level of affective response of women than of men. The women in this study reported using a significantly higher proportion of met cognitive strategies, and were more likely to adjust that usage when passage difficulty demanded it. Interestingly, men responded to passage difficulty by varying their cognitive, rather than met cognitive strategies. Women were more likely to plan for listening, monitor their comprehension, and evaluate their strategy use. Men appeared to bypass the planning and monitoring aspects in favor of a direct cognitive approach. Although the interaction between gender and passage was not reported to be significant, Bacon (1992).

2.4 Previous Studies:

Study One:

Becirovic (2017) conducted a study entitled : *The relationship between gender, motivation and achievement in learning English as a foreign language*. This study deals with the research into the relationship between gender, motivation and achievement in learning English as a foreign language. A good command of English is of paramount importance for an individual to be successful in numerous aspects of life such as professional, personal and educational. The aim of this research was to determine how gender influences motivation and achievement in learning English as a foreign language. The research sample consists of 185 students aged ten (fifth grade), fourteen (ninth grade) and eighteen (twelfth grade). The results demonstrate a statistically significant relationship between gender and motivation. Ten-year-old students exhibit the highest motivation for learning English as a foreign language, while the eighteen-year-olds exhibit the lowest motivation. In addition, female

students are more successful at learning English as a foreign language than male students at each group/grade level. Moreover, the findings also reveal statistically significant results in measuring the correlation between achievement and motivation and can be highly beneficial for teachers, parents and students in adopting the most effective approach to learning and teaching English as a foreign language.

Study Two:

Główka (2015) conducted a study entitled: The impact of gender on attainment in learning English as a foreign language. This study examined the impact of gender on students' achievement in learning English as a foreign language in secondary and higher vocational schools in Poland, as well as teachers' and students' opinions concerning the importance of this influence. The collected data provided ample evidence that girls achieved significantly better results than boys. Such results support the socio-linguistic finding that female students outperform males as they are more open to new linguistic forms in the target language and eradicate inter language forms that deviate from target language norms more readily than their male counterparts (Ellis, 2012). However, these findings were not reflected in the opinions of the student and teacher participants. Both parties held a strong conviction that gender played no major role in learning English. The article concludes by outlining some implications for educational policy makers and foreign language teachers.

Study Three:

R. Naraynanan (2007) conducted a study entitled: do female student have higher motivation than male students in learning of English at the tertiary level. This study focuses on gender differences affect the motivation factors towards learning of English as a second language among engineering and technology students. It also gives emphasis on different motivation factors such as: instrumental, regulative, intrinsic with respect to gender differences.

CHAPTER THREE
METHODOLOGY OF THE STUDY

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.0 Introduction:

This chapter explains the method and techniques adopted, the population, the sample, the instruments and the procedure of data analysis in addition to validity and reliability of the study.

3.1 The Population and Sample:

The population of this study from which subjects were drawn can be divided into two categories, secondary school students and teachers from different Sudanese universities. The test will be from students in WAD ALSAIH secondary school.

3.2 Tools of Data Collection:

- Questionnaire for teachers.
- Test for students.

3.3 Procedures of Data Analysis:

The data collected through the questionnaire and test will be tabulated and treated statically by the SPSS program.

3.4 The Instruments:

The questionnaire is an instruments used to collect data from English teachers. The first part of the questionnaire contain information about teachers and the second part elicit information about students that related to the study.

3.5 Validity and Reliability:

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

Alpha-Cronbach Coefficient:

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (10) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table.

Validity	Reliability	Alpha-Cronbach
0.95	0.86	Overall

It is noticed from the results of the above table that all reliability validity coefficients for pre-test sample individuals about each questionnaire's theme, for overall questionnaire, are greater than (50%), some of them are nearest to one. This indicates to the high validity and reliability of the answers, so, the study questionnaire is valid and reliable, and that will give correct and acceptable statistical analysis.

Statistical Instruments

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
4. Non-parametric Chi-square test.

In order to obtain accurate results, Statistical Package for Social Sciences (SPSS) was used. In addition, to design the graphical figures, which are needed for the study, the computer program (Excel) was also used.

CHAPTER FOUR
DATA ANALYSIS, RESULTS AND
DISCUSSIONS

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0 Introduction:

This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers' community in Sudanese universities and test for students

The Responses to the Questionnaire:

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

Analysis of the Questionnaire:

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical figures were used for this purpose.

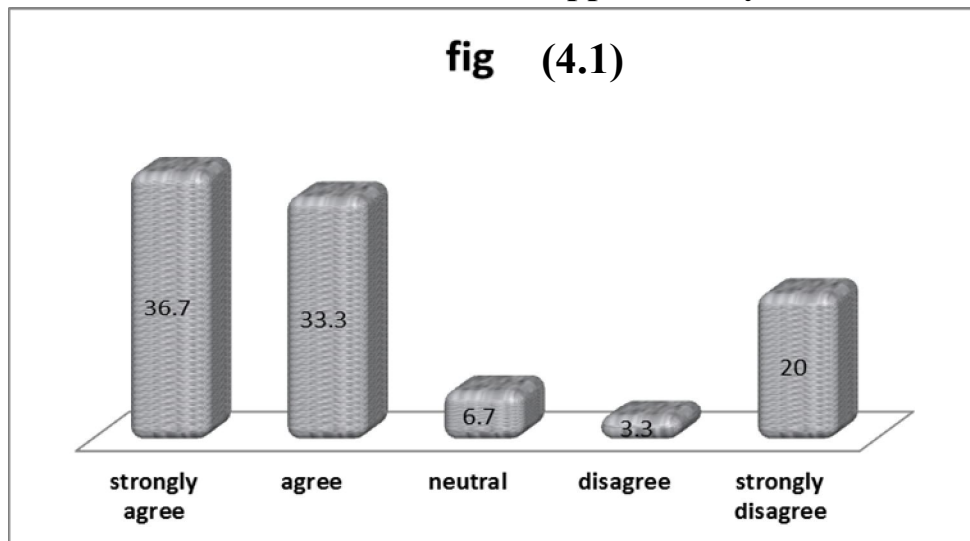
Hypothesis (2): motivational variables affect girls and boys academic achievements:

Statement No. (1): Girls are more motivated than boys in terms of academic achievement in learning English language.

Table No (4.1): The Frequency Distribution for the Respondents’ Answers of statement No. (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	10	33.3	33.3	70.0
neutral	2	6.7	6.7	76.7
disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

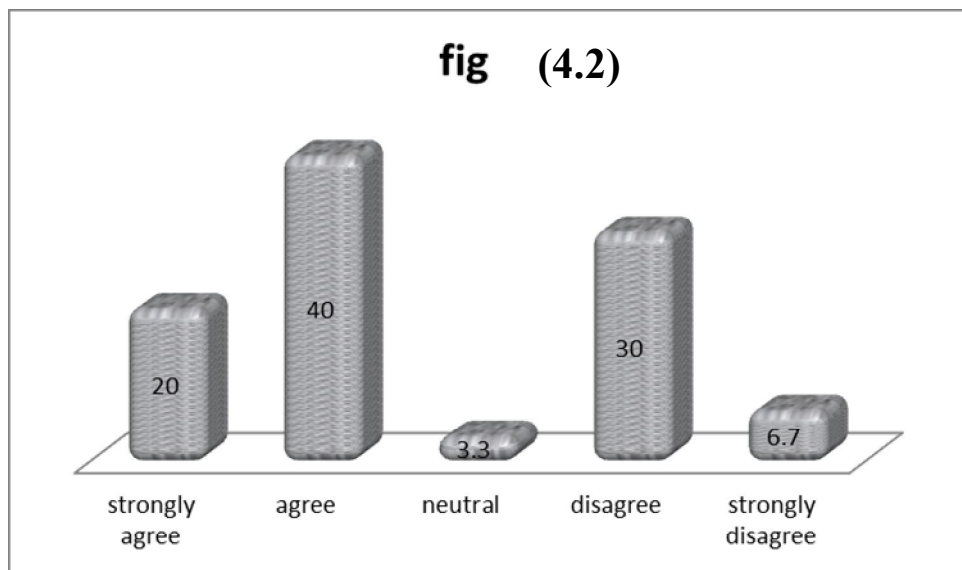
It is clear from the above table No.(4.1) and figure No (4. 1) that there are (11) respondents in the study's sample with percentage (36.7%) strongly agreed with " Girls are more motivated than boys in terms of academic achievement in learning English language. "There are (10) respondents with percentage (33.3%) agreed with that, and (2) respondents with percentage (6.7%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (6) respondents with 20.0% are strongly disagree.

Statement No.(2): Boys are less motivated than girls in terms of academic achievement in learning English language.

Table No (4.2): The Frequency Distribution for the Respondents' Answers of statement No. (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	6	20.0	20.0	20.0
agree	12	40.0	40.0	60.0
neutral	1	3.3	3.3	63.3
Disagree	9	30.0	30.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

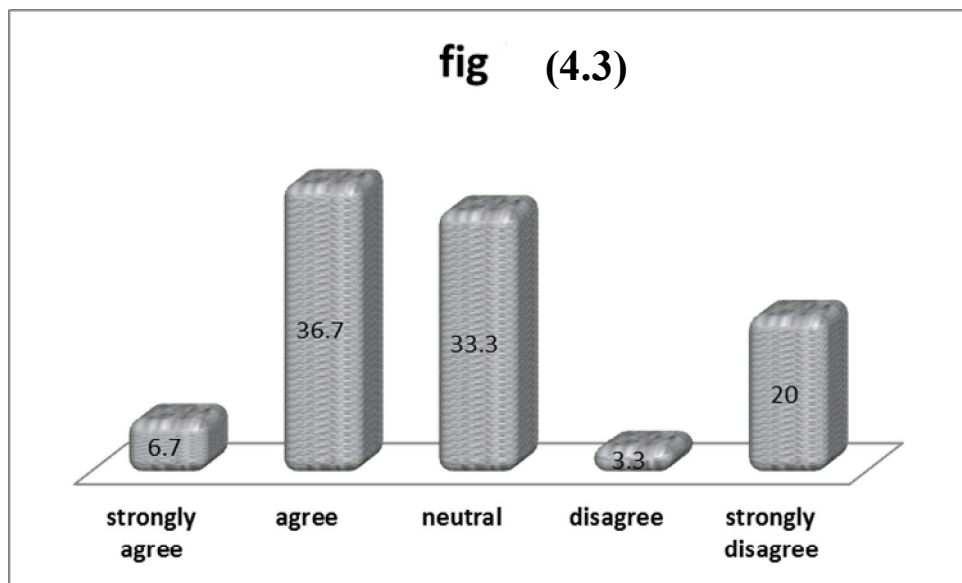
It is clear from the above table No.(4.2) and figure No (4.2) that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with "Boys are less motivated than girls in terms of academic achievement in learning English language. ". There are (12) respondents with percentage (40.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (9) respondents with percentage (30.0%) disagreed. and (2) respondents with 6.7% are strongly disagree.

Statement No. (4): Girls are more concerned with input (listening) than boys.

Table No (4.3) The Frequency Distribution for the Respondents' Answers of statement No.(3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	11	36.7	36.7	43.3
neutral	10	33.3	33.3	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

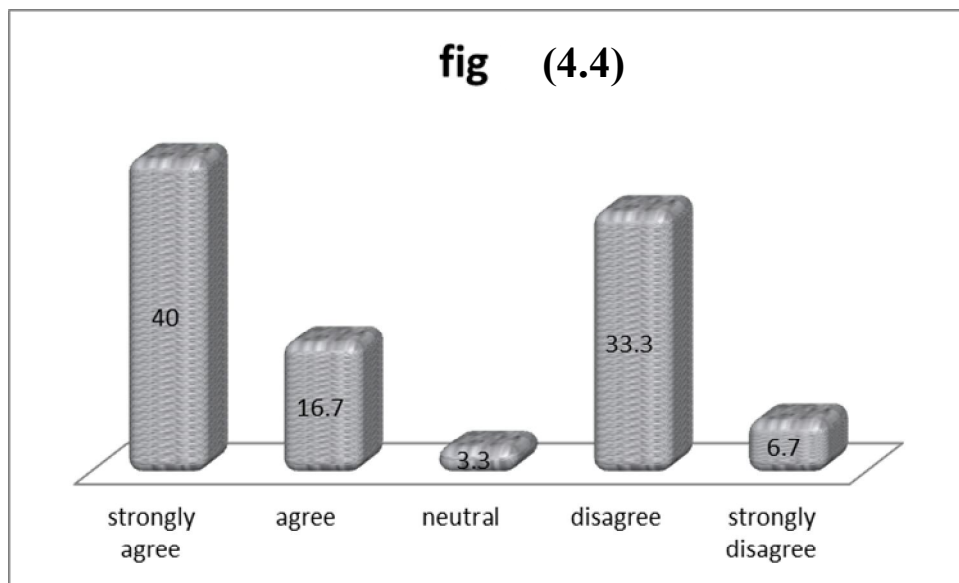
It is clear from the above table No.(4.3) and figure No (4.3) that there are (2) respondents in the study's sample with percentage (6.7%) strongly agreed with " Girls are more concerned with input (listening) than boys. "There are (11) respondents with percentage (36.7%) agreed with that, and (10) respondents with percentage (33.3%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (6) respondents with 20.0% are strongly disagree.

Statement No.(4): Boys are more concerned with input (speaking) than girls.

Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	12	40.0	40.0	40.0
agree	5	16.7	16.7	56.7
neutral	1	3.3	3.3	60.0
Disagree	10	33.3	33.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

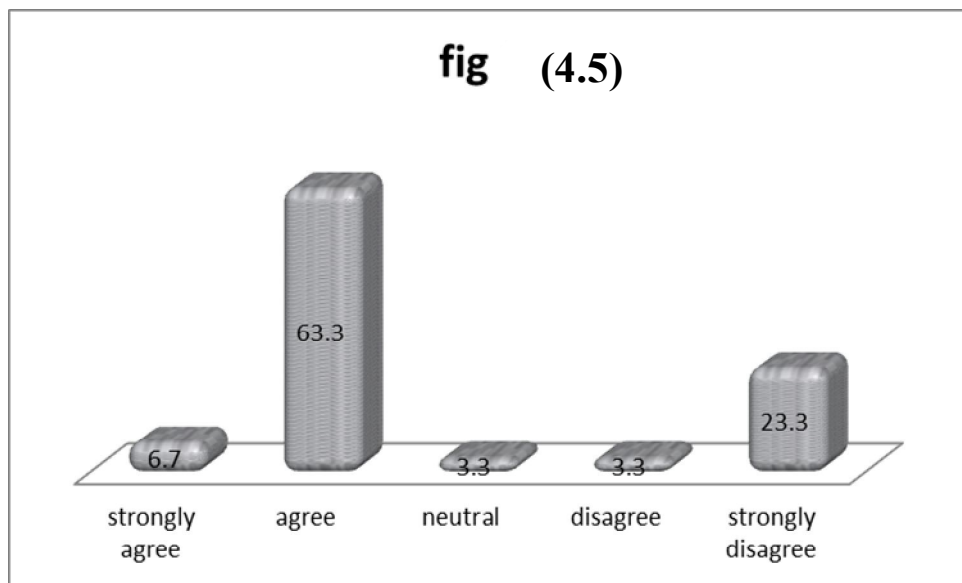
It is clear from the above table No.(4.4) and figure No (4.4) that there are (12) respondents in the study's sample with percentage (40.0%) strongly agreed with " Boys are more concerned with input (speaking) than Girls. ". There are (5) respondents with percentage (16.7%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (10) respondents with percentage (33.3%) disagreed. and (2) respondents with 6.7% are strongly disagreed.

Statement No.(5): Girls are more inclined to learn languages than boys.

Table No (4.5) The Frequency Distribution for the Respondents' Answers of statement No.(5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	2	6.7	6.7	6.7
Agree	19	63.3	63.3	70.0
neutral	1	3.3	3.3	73.3
Disagree	1	3.3	3.3	76.7
strongly disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

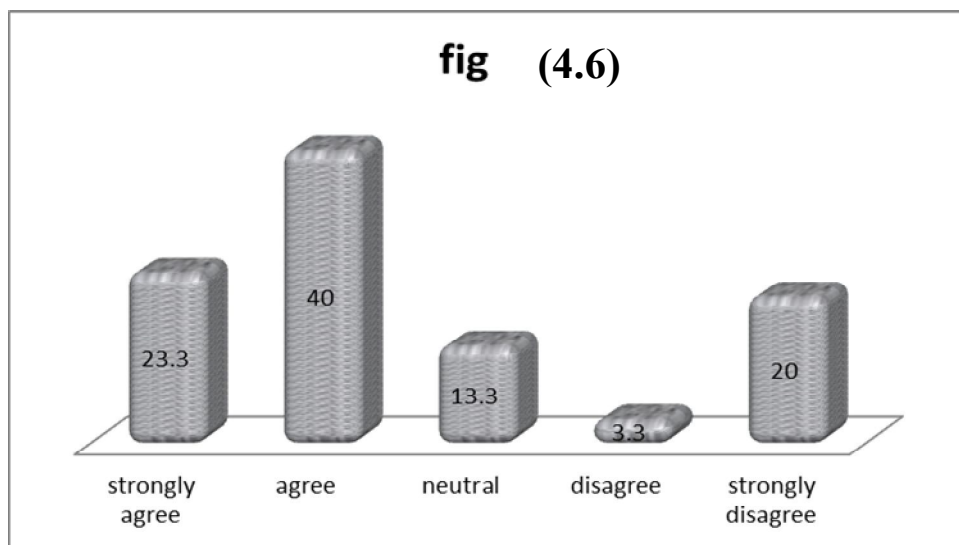
It is clear from the above table No.(4.5) and figure No (4.5) that there are (2) respondents in the study's sample with percentage (6.7%) strongly agreed with " Girls are more inclined to learn languages than boys. "There are (19) respondents with percentage (63.3%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (7) respondents with 23.3% are strongly disagreed.

Statement No.(6): Boys are more inclined to learn social activities than academic ones

Table No (4.6) The Frequency Distribution for the Respondents' Answers of statement No (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	12	40.0	40.0	63.3
neutral	4	13.3	13.3	76.7
Disagree	1	3.3	3.3	80.0
strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

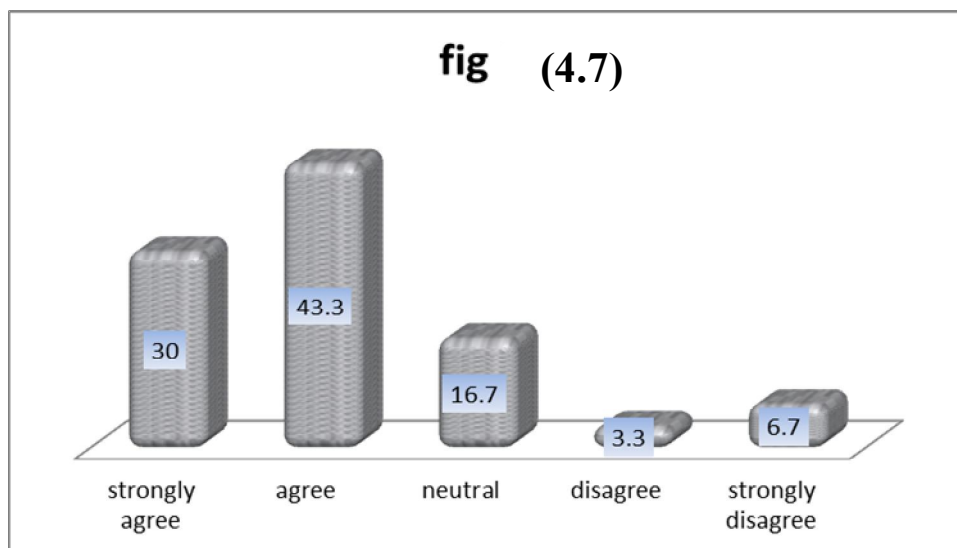
It is clear from the above table No.(4.6) and figure No (4.6) that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with " Boys are more inclined to learn social activities than academic ones.". There are (12) respondents with percentage (40.0%) agreed with that, and (4) respondents with percentage (13.3%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (6) respondents with 20.0% are strongly disagreed.

Statement No.(7): Boys motivation are usually an instrumental (to get a job, to pass an examination).

Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No.(7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	9	30.0	30.0	30.0
agree	13	43.3	43.3	73.3
neutral	5	16.7	16.7	90.0
Disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.7) and figure No (4.7) that there are (9) respondents in the study's sample with percentage (30.0%) strongly agreed with "Boys motivation are usually an instrumental (to get a job, to pass an examination).

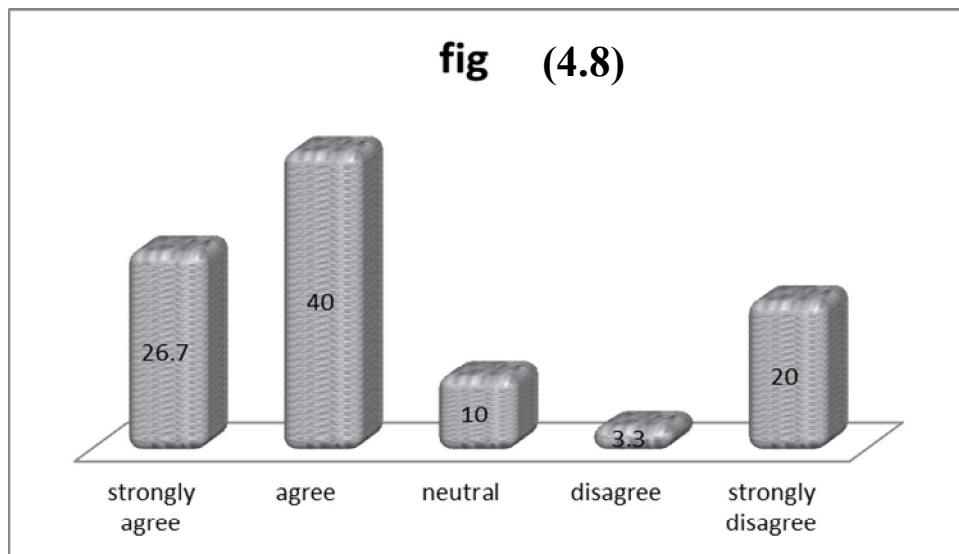
"There are (13) respondents with percentage (43.3%) agreed with that, and (5) respondents with percentage (16.7%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (2) respondents with 20.0% are strongly disagreed.

Statement No.(8): Girls believe that languages will be necessary for them in the future

Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No.(8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	8	26.7	26.7	26.7
agree	12	40.0	40.0	66.7
neutral	3	10.0	10.0	76.7
Disagree	1	3.3	3.3	80.0
Strongly disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

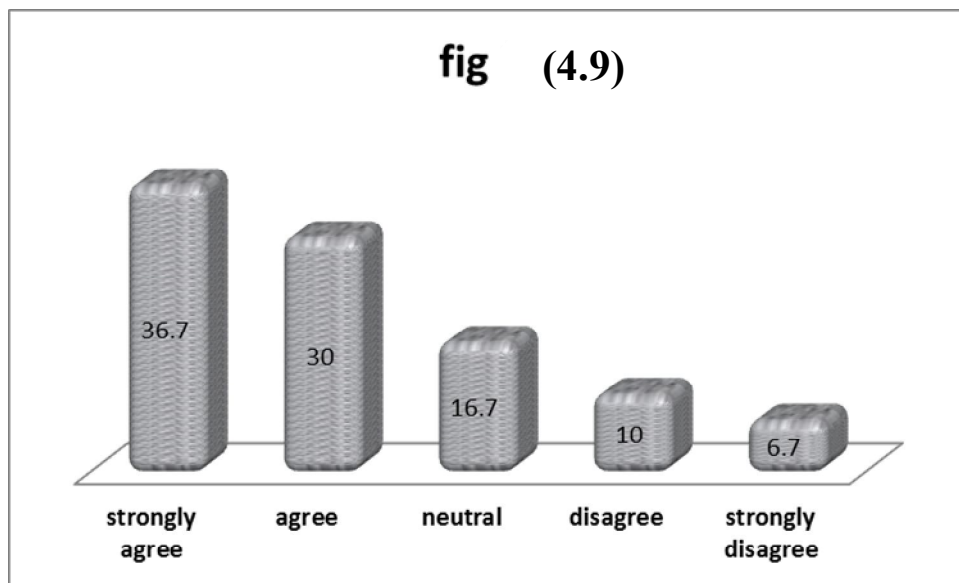
It is clear from the above table No.(4.8) and figure No (4.8) that there are (8) respondents in the study's sample with percentage (26.7%) strongly agreed with " Girls believe that languages will be necessary for them in the future ". There are (12) respondents with percentage (40.0%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (6) respondents with 20.0% are strongly disagreed.

Statement No.(9): Girls work hard to pass their examination.

Table No (4.9) The Frequency Distribution for the Respondents' Answers of statement No.(9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	11	36.7	36.7	36.7
agree	9	30.0	30.0	66.7
neutral	5	16.7	16.7	83.3
disagree	3	10.0	10.0	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

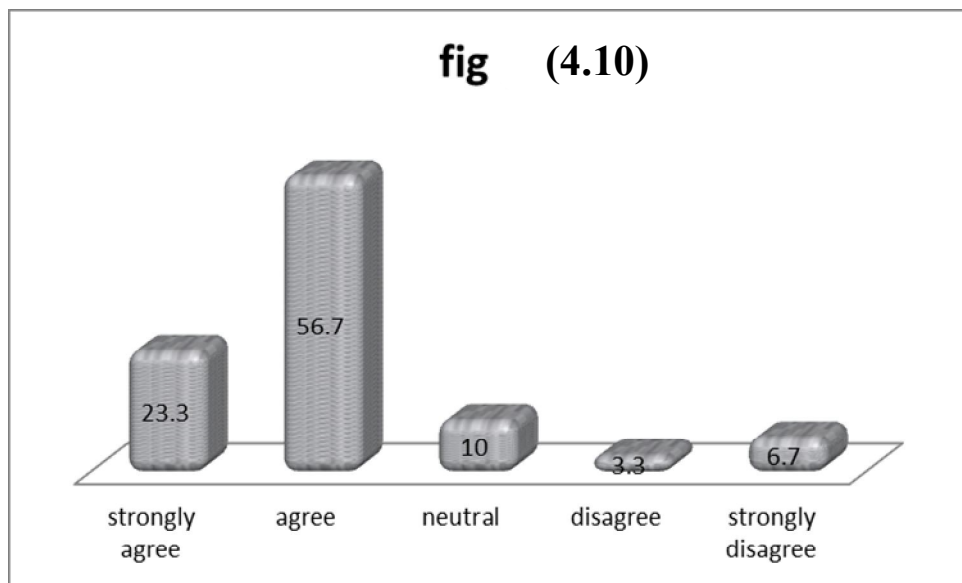
It is clear from the above table No.(9.9) and figure No (9. 9) that there are (11) respondents in the study's sample with percentage (36.7%) strongly agreed with " Girls work hard to pass their examination. "There are (9) respondents with percentage (30.0%) agreed with that, and (5) respondents with percentage (16.7%) were not sure that, and (3) respondents with percentage (10.0%) disagreed. and (2) respondents with 6.7% are strongly disagreed.

Statement No.(10): Boys think more analytically than girls.

Table No (4.10) The Frequency Distribution for the Respondents' Answers of statement No.(10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
strongly agree	7	23.3	23.3	23.3
agree	17	56.7	56.7	80.0
neutral	3	10.0	10.0	90.0
disagree	1	3.3	3.3	93.3
strongly disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Source: The researcher from applied study, SPSS 24



Source: The researcher from applied study, SPSS 24

It is clear from the above table No.(4.10) and figure No (4.10) that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with " Boys think more analytically than girls". There are (17) respondents with percentage (56.7%) agreed with that, and (3) respondents with percentage (10.0%) were not sure that, and (1) respondent with percentage (3.3%) disagreed. and (2) respondents with 6.7% are strongly disagreed.

Chi-Square Test Results for Respondents' Answers of the Questions of the Hypothesis 1

Nom	Statement	mean	SD	Chi square	p-value
1	Girls are more motivated than boys in terms of academic achievement in learning English languages.	3.4	1.5	25	0.000
2	Boys are less motivated than girls in terms of academic achievement in learning English languages.	3.4	0.5	20	0.000
3	Girls are more concerned with input (listening) than boys.	4	0.8	24	0.000
4	Boys are more concerned with input (speaking) than Girls.	4	0.6	22	0.000
5	Girls are more inclined to learn languages than boys.	4	0.7	26	0.000
6	Boys are more inclined to learn social activities than academic ones.	2.6	0.4	26	0.00
7	Boys motivation are usually an instrumental (to get a job, to pass an examination.	2.6	0.8	27	0.00
8	Girls believe that languages will be necessary for them in future	2.4	0.9	23	0.001
9	Girls work hard to pass their examination.	2.4	0.5	35	0.008
10	Boys think more analytically than girls.	2.6	0.4	26	0.00

Source: The researcher from applied study, SPSS 24

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (1) statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically

significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Girls are more motivated than boys in terms of academic achievement in learning English languages.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (2) statement was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Boys are less motivated than girls in terms of academic achievement in learning English languages.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (3) statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Girls are more concerned with input (listening) than boys.

The calculated value of chi-square for the significance of the differences for the respondents’ answers in the No (4) statement was (24.4) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “Boys are more concerned with input (speaking) than Girls.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (5) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Girls are more inclined to learn languages than boys.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (6) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Boys are more inclined to learn social activities than academic ones.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (7) statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Boys motivation are usually an instrumental (to get a job, to pass an examination.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (8) statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Girls believe that languages will be necessary for them in future

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (9) statement was (35.0) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Girls work hard to pass their examination.

The calculated value of chi-square for the significance of the differences for the respondents' answers in the No (10) statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.22). This indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Boys think more analytically than girls.

According to the previous result we can say that the second hypothesis of our study is accepted

Statistical Reliability for student's test:

The reliability coefficient was calculated for the measurement, which was used in the test using Alpha - Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the test from the above equation, the researcher distributed the test to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient the results have been showed in the following table

Reliability Statistics

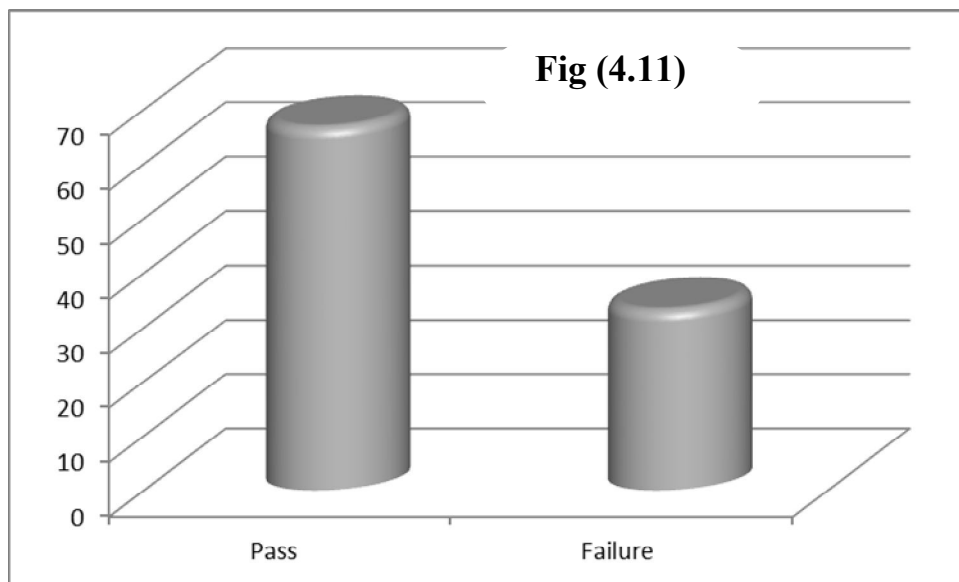
Cronbach's Alpha	Number of questions
67.	3

Hypothesis (1): girls perform better than boys in learning English as a foreign language in terms of academic achievement.

1- Girls Responses

Table No (4.11) The Frequency Distribution for the Respondent's Answers of question number (1)

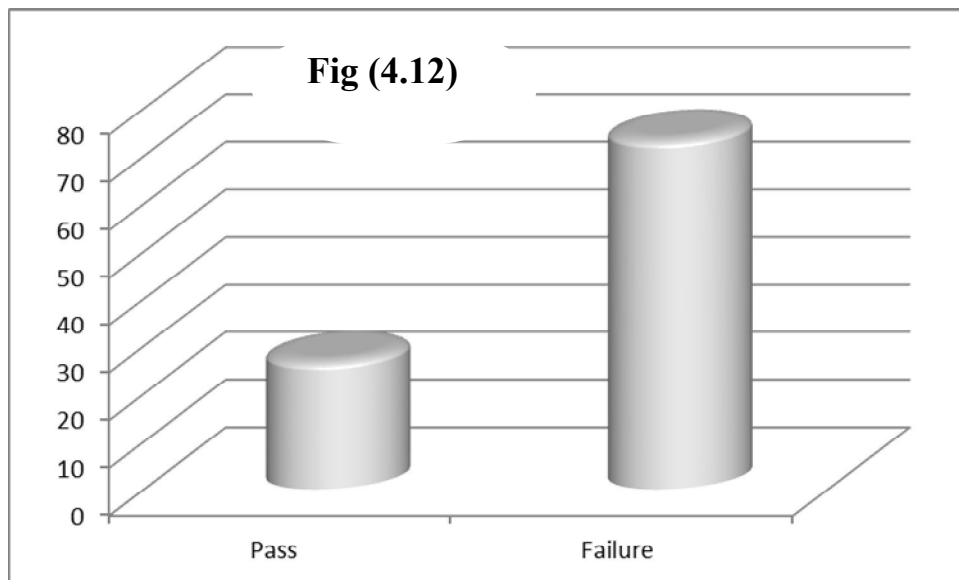
Question	Frequencies	Percentage
Pass	10	66.7
Failure	5	33.3
	15	100



from the above table No.(4.11) and figure No (4.11) its shown that there are (5) respondents in the study's sample with percentage (33.3%) passed question number (1) ,There are (10) respondents with percentage (66.7 %) failed to pass the question (1) .

Table No (4.12) The Frequency Distribution for the Respondent's Answers of question number (2)

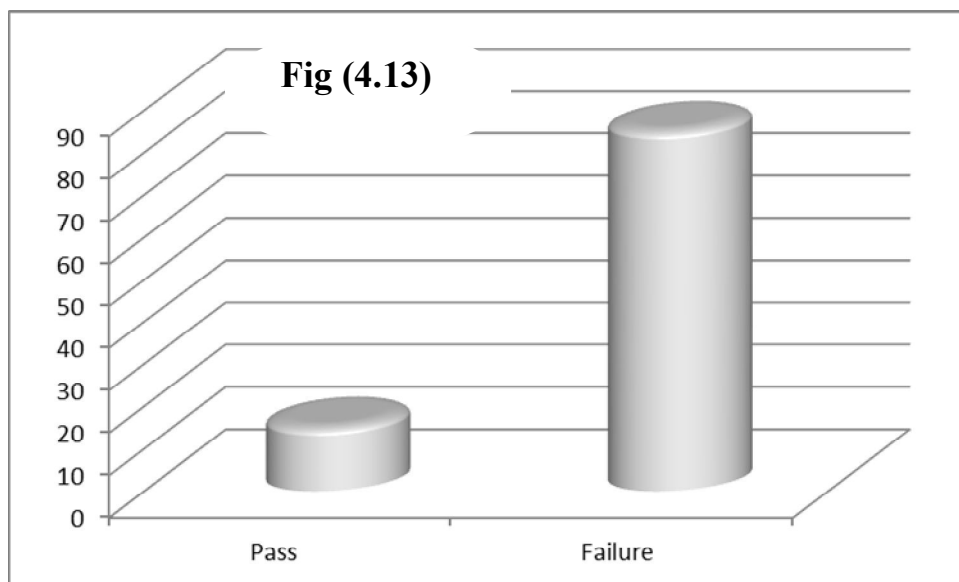
Question	Frequencies	Percentage
Pass	4	26.7
Failure	11	73.3
Total	15	100



From the above table No.(4.12) and figure No (4.1 2) its shown that there are (4) respondents in the study's sample with percentage (26.7%) passed question number (2) ,There are (11) respondents with percentage (73.3 %) failed to pass the question (2).

Table No (4.13) The Frequency Distribution for the Respondent's Answers of question number (3)

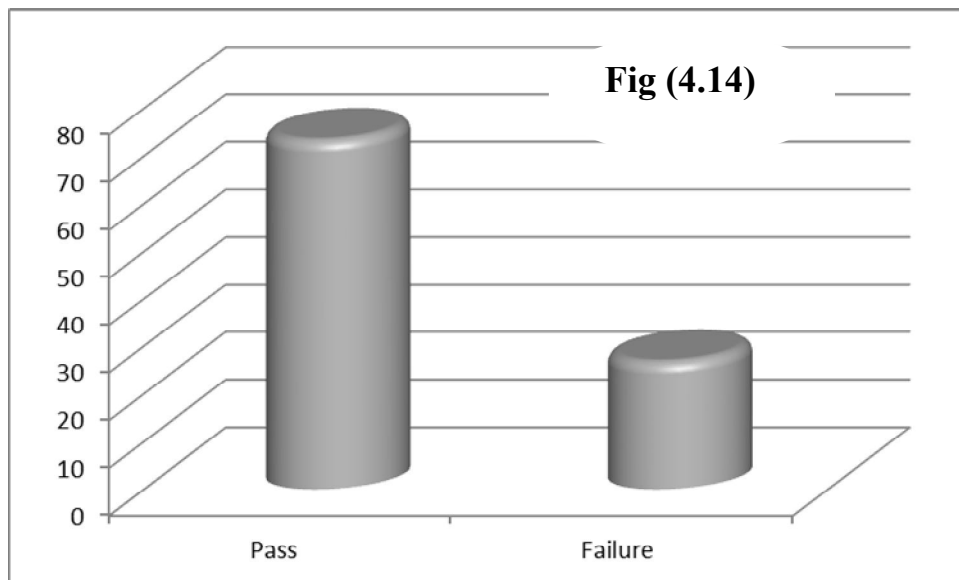
Question	Frequencies	Percentage
Pass	3	15
Failure	12	85
Total	15	100



From the above table No.(4.13) and figure No (4.13) its shown that there are (3) respondents in the study's sample with percentage (15%) passed question number (3) ,There are (12) respondents with percentage (85 %) failed to pass the question (3) .

Table No (4.14) The Frequency Distribution for the Respondent's Answers of over all test

Question	Frequencies	Percentage
Pass	11	73.3
Failure	4	26.7
Total	15	100

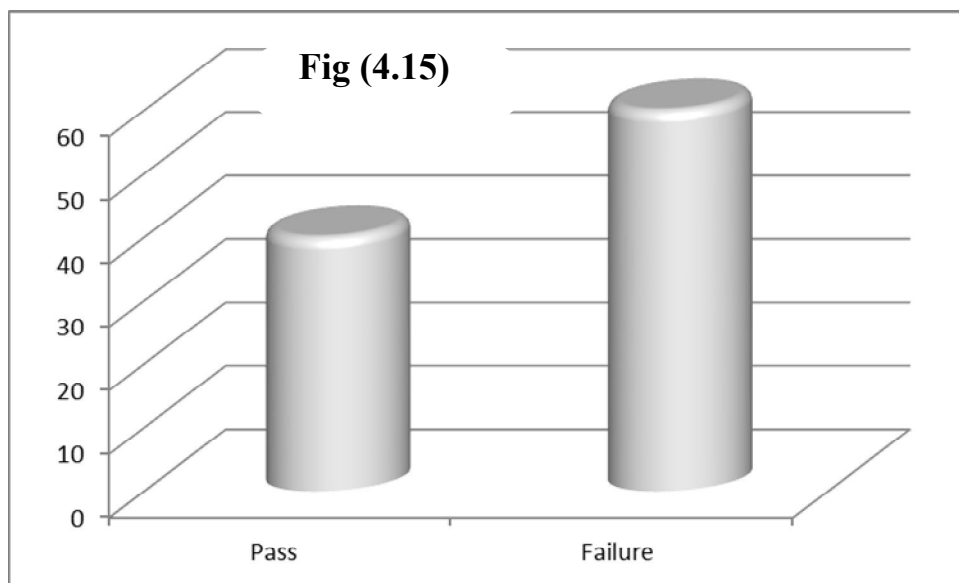


From the above table No.(4.1 2) and figure No (4. 12) its shown that there are (11) respondents in the study's sample with percentage (73.3 %) passed the test, There are (4) respondents with percentage (26.7%) failed to pass the test.

2- Boys Responses:

Table No (4.15) The Frequency Distribution for the Respondent's Answers of question number (1)

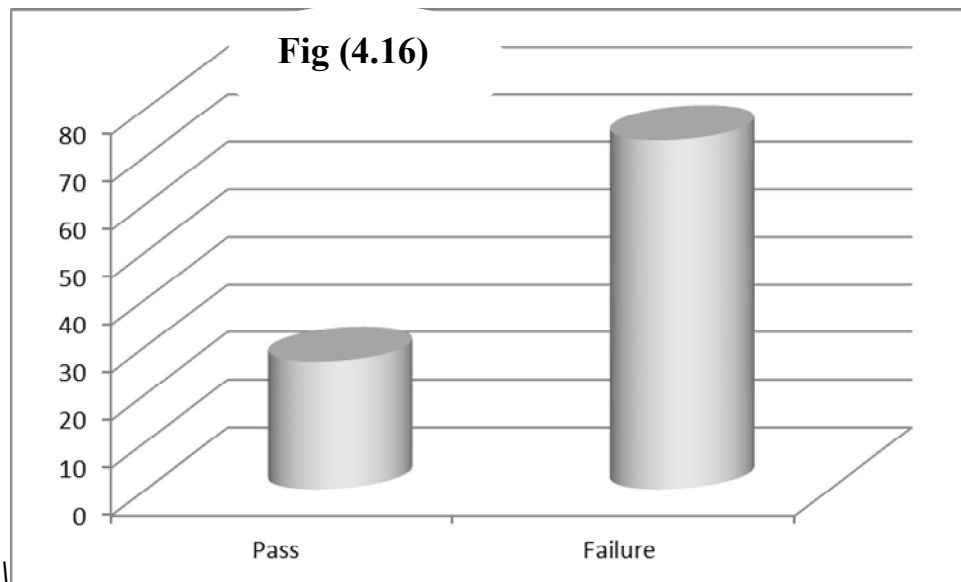
Question	Frequencies	Percentage
Pass	6	40
Failure	9	60
Total	15	100



From the above table No.(4. 15) and figure No (4. 15) its shown that there are (6) respondents in the study's sample with percentage (40%) passed question number (1) ,There are (9) respondents with percentage (60 %) failed to pass the question (1).

Table No (4.16) The Frequency Distribution for the Respondent's Answers of question number (2)

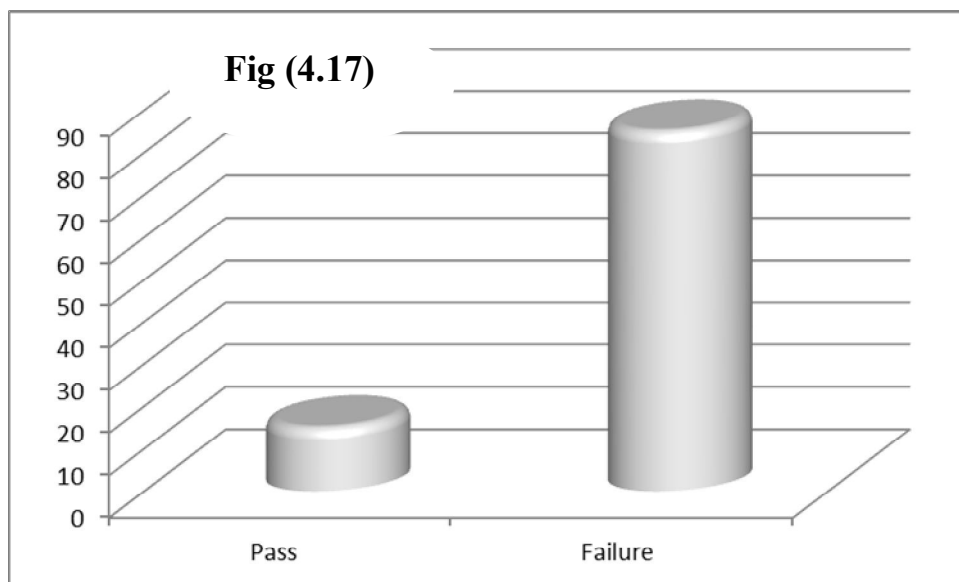
Question	Frequencies	Percentage
Pass	4	26.7
Failure	11	73.3
Total	15	100



From the above table No.(4.16) and figure No (4. 16) its shown that there are (4) respondents in the study's sample with percentage (26.7%) passed question number (2) ,There are (11) respondents with percentage (73.3 %) failed to pass the question (2).

Table No (4.17) The Frequency Distribution for the Respondent's Answers of question number (3)

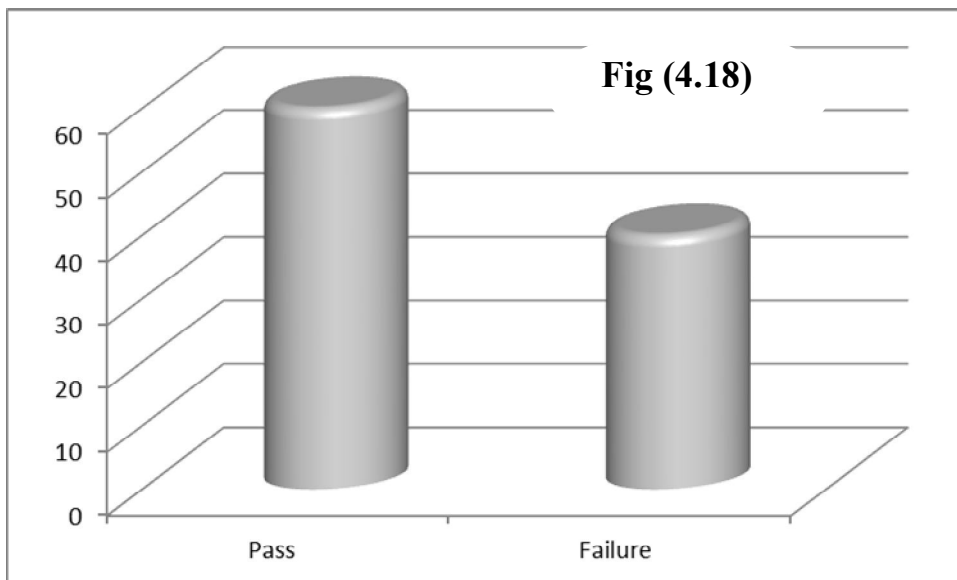
Question	Frequencies	Percentage
Pass	3	15
Failure	12	85
Total	15	100



From the above table No.(4.17) and figure No (4.17) its shown that there are (3) respondents in the study's sample with percentage (15%) passed question number (3) ,There are (12) respondents with percentage (85%) failed to pass the question (3).

Table No (4.18) The Frequency Distribution for the Respondent's Answers of over all test

Question	Frequencies	Percentage
Pass	9	60
Failure	6	40
Total	15	100



From the above table No 4.18 and figure No (4. 18) its shown that there are (9) respondents in the study's sample with percentage (60%) passed the test, There are (6) respondents with percentage (40%) failed to pass the test.

Table No (4.19) The Frequency Distribution and decisions for the Respondent's Answers of all questions in girls responses

Questions	Pass		Failure	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>
Question 1	10	66.7	5	33.3
Question 2	4	26.7	11	73.3
Question 3	12	85	3	15
Over all	11	73.3	4	26.7

This table No.(4.19) its shown the summery of the results . for the **girl responses** its clear that the mean of students who passed the test was (11) with percentage (73.3) which is smaller than the number of students who failed to pass the test (4) with percent (26.3%).

Table No (4.20) The Frequency Distribution and decisions for the Respondent's Answers of all questions in boys responses

Questions	Pass		Failure	
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>
Question 1	6	40	10	60
Question 2	4	26.7	11	73.3
Question 3	3	15	12	85
Over all	9	26.7	6	73.3

This table No.(4.20) its shown the summery of the results. for the **girl responses** its clear that the mean of students who passed the test was (9) with percentage (60) which is smaller than the number of students who failed to pass the test (6) with percent (40%).

Table (4.21) one sample T-TEST for the comparison between girls and boys

Questions	N	mean	SD	t-value	DF	p-value
Girls	15	4.4	1.2	11.7	29	0.00
Boys	15	3.5	2.81	7.75	29	0.00
For all	30	11.33	3.00	11.5	29	0.00

The calculated value of T – TEST for the significance differences between the girls and boys answers in over all test was (11.5) which is greater than the tabulated value of T – TEST at the degree of freedom (2) and the significant value level (0.05%) which was (2.01). this indicates that, there is no statistically significant differences at the level (0.05%) among the answers of the respondents.

CHAPTER FIVE
MAIN FINDINGS, CONCLUSIONS,
RECOMMENDATIONS, AND
SUGGESTIONS FOR FURTHER STUDIES

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND SYGGESTIONS FOR FURTHER STUDIES

5.0 Introduction:

This chapter provides a summary for the whole study in addition to the conclusion and finding of the study. Some recommendation will be made out of the findings .Finally suggestions for further studies will be provided .

5.1 Main Findings:

The researcher after conducting the test for students and the questionnaire for the teachers, conducted the following results:

1- Girls are more motivated than boys in terms of academic achievement in learning English language.

2- Girls are more concerned with input (listening) than boys.

3- Boys are more concerned with input (speaking) than Girls

4- Girls are more inclined to learn languages than boys.

5- Boys are more inclined to learn social activities than academic ones

6- Boys motivation is usually an instrumental (to get a job, to pass an examination.

7- Girls believe that languages will be necessary for them in future.

5.2 Conclusions:

The main purpose of this study is to determine the role of the sex variable in foreign language learning success by reviewing and connecting data gathered from several test and questionnaire dealing with boys' and girls' achievements and motivation. To achieve these aims the researcher pointed out the following hypotheses: girls perform better than boys in learning English as a foreign language in terms of academic achievements and motivational variables affect girls and boys academic achievements .To collect the data of this study the researcher used beside references the tool of questionnaire for teachers and a test for the students.

5.3 Recommendations:

Based on findings of the study, the researcher recommended the following:

- 1- Teachers should understand that gender differences may often be a mask for deeper differences (i.e., different socialization, personality type)
- 2- Males and females should be provided with a variety of strategies to accommodate their unique needs and preferences, so that they can overcome their disadvantages and develop the most effective learning approaches to flourish equally in the language.
- 3- Language teachers, rather than forming normative judgments and/or preconceptions based on gender they should embrace the differences between male and female students.

5.4 Suggestions for further studies:

Teachers should not view, or concentrate exclusively on, gender as a determining or decisive factor by itself on strategy use, and ultimately, on one's success in language learning.

Differences between males and females should be disregarded; however, one should recognize that they are not entirely carved-in-stone, and their extent and magnitude may drastically fluctuate when such differences interact with other factors (i.e., proficiency level, age, learning style, and motivation) and take place in myriad unique classrooms and circumstances. Furthermore, though it is rather typical that not all language learners use identical successful language learning strategies, it is also true that students, irrespective of gender, can be trained in using the ones that prove to be superior, or in developing a selection of other strategies that will work for them to become victorious language learners.

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Appendices

Appendix (1)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Sudan University of Science and Technology

College of Graduate Studies

College of Languages

Department of English

Dear teachers:

I will be thankful if you read and respond to the following statements. This questionnaire has been designed to collect data about English language teachers opinions. This is an MA thesis under the title "exploring gender and motivational variables in learning English as a foreign language".

General information:

Gender: male () female ()

Age: ()

Corresponds to hypothesis number two:

Motivational variables affects girls and boys academic achievements .

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1-Girls are more motivated than boys in terms of academic achievements in learning English language.					
2-Boys are less motivated than girls in terms of academic achievements in learning English language.					
3-Girls are more concerned with input (listening)than boys.					
4-Boys are more concerned with output (speaking)than girls.					
5-Girls are more inclined to learn languages than boys.					
6-Boys are more inclined to social activities than academic ones.					
7-Boys motivations are usually an instrumental (to get a job, to pass an examination).					
8-Girls believe that language will be necessary for them in the future .					
9-Girls work hard to pass their examination.					
10- Boys thinks more analytically than girls.					

APPENDIX (2)

College of Graduate Studies

College of language

Department of English

Students' Diagnostic Test

Time :30 minutes .

hypothesis one:

1- girls performance are better than boys in learning English as a foreign language in terms of academic achievements .

Internet Shopping:

A- Twenty- five years ago, very few people used the internet .Only scientists and people in the government knew about the internet and how to use it . This is changing very fast. Now almost every one knows about the internet, and many people are online (on the internet).

B- Amazon.com was one of the first companies to try to sell products on the internet .Jeff Bezos started the company . One day he made a prediction about the future he saw the world wide web was growing 2,000 percent a year .He predicted that it was going to continue to grow ,and he thought that shopping was going to move on the internet. He quit his good job and drove across the country ,Washington .There he started an online bookstore called Amazon .com .Bezos had very little money . The company began in a garage, and at first there were very few customers (people who buy things).

C- This kind of book store was a new idea, but the business grew. In a few years Amazon. com had 100 million customers and sold 18 million different items in categories including books, cds, toys, electronics, videos,DVDs

,home improvement products (things that you use to fix -up a house), software and video games .Today at a virtual shopping mall (a group of online stores) you an buy any thing from gourmet food –special ,usually expensive food to vacancies .

D- Fifteen years ago ,many people said no body can make money in online company .They were wrong today Jeff Bezos is a billionaire .More and more people are shopping online, and online companies are making a profit. It is ahuge business .But some people predict online business isn't going to grow anymore .They say: customers are afraid of online crime .And they will stop shopping on the internet.

Q uestion 1: Decide whether the following statements are true (T) or false (F):

- 1- A profit is probably money that you make in a business. ()
- 2- A garage is probably a big expensive house. ()
- 3- The main idea of paragraph A is internet games. ()
- 4- The main idea of paragraph b is the web was growing 2,000 percent a year . ()
- 5- a lot of people predict online business is going to grow. ()

Question 2: Match A with B

1-On the internet	A-Gourmet
2-People who buy things	B-Online
3-things that you use to fix up a house	C-home improvement products
4-a group of online stores	D-Virtual shopping mall
5-special ,usually expensive ,food	E-Customers

Question 3

Answer from (a –b and c):

1-The main idea of paragraph C is

- (a) people can order books by credit card
- (b) people can buy books and many other products from Amazon .com
- (c) people can search for a book on amazon.com

2-Paragraph D is about

- (a) online shopping today and in the future
- (b) jeff bezos
- (c) people fears about online shopping .

3-A profit is probably

- (a) Money that you lose in a business.
- (b) Money that you make in a business .
- (c) Money that you pay for a hous .

4-The title of the article is internet shopping another possible title is

- (a) Internet games.
- (b) Shopping on the internet.
- (c) Information and the internet.

5-Why Jeff Bezos quit his job?

- (a) To start an online book store.
- (b) For no reasons.
- (c) Because he want higher salary job.