

The impact of gender on the motivation and performance of EFL students in language learning

By

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A thesis submitted to the Department of BRAC Institute of Languages in partial fulfillment of the requirements for the degree of
MA in TESOL

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Declaration

It is hereby declared that

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Abstract

This study will demonstrate how gender affects students' proficiency and motivation in learning English as a foreign language. Each of the key elements motivates our learners to learn a second or foreign language considering the language learning approach and their surroundings. This study explores gender's effects on the differences in EFL learning tactics student perspective with varying levels of learner motivation. It will also express teachers' and students' perspectives on the significance of this influence. In order to measure English language learning strategies and motivation, interviews were taken accommodating related topics based on open-ended questions to three different groups - male learners, female learners and teachers. The data analysis revealed that students with varying levels of enthusiasm to learn English as a foreign language significantly varied EFL learning methodologies based on genders' impact.

Keywords: Motivation and learning, Language performance, Teaching methodology, Impact of Gender.

Dedication

All praises go to the greatest Allah SWT that I am able to learn a lot in my life so far and finally I am submitting this paper by his grace.

I dedicate this dissertation to my teachers, my spouse, my family members and all of my friends. I always have you all whenever I need it. The indefinite support of yours aided me to grow more in my life.

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List of Acronyms

EFL English as a Foreign Language

ESL English as a Second Language

L2 Second Language

Chapter 1: Introduction

1.1 Background of the Study

The need for English has expanded along with globalization as a result of the increasing connectivity and movement of people around the globe. As a result, English is now regarded as the primary language of communication in the modern world (Reddy, 2016). ‘Language learning strategy’ is defined by Oxford (1990) as an action accomplished by the learner to aid the obtaining, compile, retrieval, and utilization of knowledge; is unique and focuses on making the procedure of learning languages smooth, more effective, enjoyable, and self-driven. Oxford (1990) mentioned two language learning strategies, one is direct tactics and another one is indirect strategies. According to Oxford (2001), the direct technique entails using languages studied directly to aid the learning process. Memory techniques, cognitive strategies, and compensating strategies are examples of direct strategies. Metacognitive techniques, emotional strategies, and social strategies are examples of indirect strategies. Indirect tactics help in language learning in a variety of ways, including prioritizing attention, outlining, analyzing, supervising the suspense, exploring opportunities, and reinforcing collaboration and compassion.

Although the ordination of Oxford (2001), language learning strategies appear to be separated into two sorts, direct and indirect, both categories are linked and supportive of one another. According to Chen et al. (2005), various studies have aimed at variables impacting the use of language learning strategies, for example- motivation, categorized as intrinsic and extrinsic. He also claims that motivation is one of the elements that influences the application of language learning techniques. Motivation is an impulse that can persuade someone to act; it can originate from either the outside world or from within the person.

Syamsuddin and Pd (2021) refers that understanding the students' motivation is like the way blind people believe in something without seeing. There are so many theories on student motivation, that is why for understanding motivation all prior theories should be on mind and identify the pros and cons of all the theories. According to them, motivation for learning and teaching have five components: learner, educator, topic, method, and environment. All of these are important factors. Islam and Moon (2022) highlighted that students' motivations differ from one another. Age, gender, socioeconomic class, ethnic affiliation, and exposure to a learning environment are all societal characteristics that might influence a student's motivation and perspective. According to Gardner (1985), motivation is goal oriented where they give their effort and desire to achieve any goal of learning the language. It is also important for language learning in terms of linguistic achievements along with the knowledge of the language, i.e. vocabulary, grammar and pronunciation linked with four regular skills of the language, including listening, speaking, reading and writing.

Motivation is important to learn ESL or EFL as it has an impact on learner's achievement. Adding to that, motivation works as a positive influence on students' achievement, Zhang and Wang (2023). Learners who are really motivated, will be able to achieve it because of their desire to learn. As language learning achievement is not possible without motivation, motivation is a must for the classroom. But due to anxiety being the hindering issue to learning a language, gender plays a big role in EFL learner's motivation and anxiety, Dörnyei and Csizér (1998). In the past in other countries research showed that male are more compatible learners than females; which became the opposite in recent times surprisingly. Also, there are three possibilities- in some cases male and female both do the same result, in some cases males do better than females and in some cases females do better than male.

However, in Bangladesh there is not much research regarding this topic but females are doing better in public examinations nowadays (Faruk & Saha, 2016). They also highlighted that

communication differed between human beings and animals. We use the language for communication differently, it varies from person to person as it has differences in male and female users in terms of their voice, tone, style, vocabulary and grammatical structure. There is a close relationship between gender and language. There is another reason which is also the cause of the difference of language use among male and females, is called social norms, (Afrin & Afrin, 2018).

Academic achievement and motivation to learn English are strongly correlated. Because agreeableness serves as a link between motivational skill and performance, learners' drive to study English has an impact on their performance level as per refereed by Zhang and Wang (2023). Additionally, learners' performance may be impacted by the indirect connectedness of gender, just as gender diversity may have an impact on their motivation to learn English. Therefore, a thorough investigation of gender's effects is necessary to uncover their relationship to performance score as well as their influence on motivation for learning EFL. The tactics and motivation of the students will be examined in this study, with a focus on EFL learner motivation and ESL learning methodologies.

1.2 Aims and Objectives

The aim of this research is to identify whether EFL learner motivation actually affects how EFL learning techniques are used and gender actually plays a strong or major part in EFL learning strategies or not. There is no such gender difference in their learning except some identical changes like emotion, behavior, self-identity but learning differences are being observed by teachers affecting teaching, for it they suggested teachers should motivate students to motivate learners understanding their emotions and also encourage the learners to learn ignoring their gender barrier anxiety, (Csizer & Albert, 2024). It stands to reason that gender doesn't play a large role in L2 learner motivation. Ashraf (2017) researched among Bangladeshi

students and showed that male students are more motivated to learn L2 than female students but female students' performance or grades are better than male, yet both groups are equally interested and motivated to learn L2. The assumption may be made rationally that gender has a large role in L2 learner motivation if gender has a substantial role in L2 learning techniques and L2 learner motivation influences the adoption of EFL learning strategies. In particular, the focus of this study's investigation into how motivation affects students' capacity to learn proper English and how motivation relates to gender. The following investigational queries were put forth.

1.2.1 Research Objectives

1. To discover the variations and facts between Bangladeshi male and female students to master English as a foreign Language (EFL).
2. To examine how gender affects the language learning process.

1.2.2 Research Questions

1. What role does gender play in the case of learning a language/ English?
2. Are there any notable differences in the motivation of Bangladeshi male and female students to improve their skill levels?

1.3 Significance of the Study

Based on prior research findings and hypotheses on the use of EFL learning techniques and EFL learner motivation, this study proposes that there is a substantial difference in the EFL learner motivation levels. In relation to the fact that the findings of this study significantly add to the foundation of knowledge in this area and support educators, parents, and students in establishing welcoming and more favorable environments for students who are learning

English. Regarding prior research' deviation of society roles with EFL learning strategies, this study will look for the question: Does gender play an important influence in EFL learning strategies and EFL learner motivation?

Chapter 2: Literature Review

2.1 Gender of Person

In the 1960s, the phrase "Gender Identity" first came out (Moleiro & Pinto, 2015). According to a Government of Canada statistical report (2022), Gender is a person's identity as a man, woman or transgender (a person who is not entirely a man or a woman). They also referred to 'Gender' as something where the social, economic, and cultural details and prospects are being observed among males and females. Also, gender equity, gender equality, gender integration, gender stereotypes, and empowerment all of these factors help to identify the gender definition. Adding that, according to Mazure (2021), the word 'sex' should be used as a biological identification of men and women (i.e. XX chromosome is used for males and the XY chromosome is used for females) as well as the word 'Gender' should be identified by the social identities and social perspectives among men and women. Furthermore, except for the general identification of men and women, some people can identify as nonbinary- neither male nor female, who are considered as 'Cisgender' and 'Transgender'. People tend to define masculinity with men and femininity with women, however, this social construction is not common to everyone.

According to Marantika (2022), gender is an important element in the learning process along with differences of male and female learners' learning styles such as auditory, visual or kinesthetic. In his research he also mentioned researcher Maqbool et al. (2018) who found out that most of the students preferred audible learning styles as it helps them through listening and reading and others preferred visual or kinesthetic learning style or some prefer combination of both. Adding on that, according to Shuib and Azizan (2015), among researchers it is a debate topic now whether gender differences also have an impact on each student's learning style according to their preference or not. Marantika (2022) also highlighted that language learning

strategy is now student centered; previously it was teacher centered. In addition, the existing learning process is more focused on the learning process itself rather than the learning product. Understanding the biological differences between males and females can have substantial consequences, including in the learning strategies. We are led to believe that cautioning the importance of gender variance is crucial; as such it is important to acknowledge the differences in the natural programming of males and girls in terms of learning capabilities (Szadvári et al., 2022).

According to (Holmes, 1995), men and women use language differently because of their perception, for example, men use language as medium of communication for basic use whereas women use language more intensively engaging social culture and norms. Holmes introduced politeness among men and women's language skills. She explained why politeness matters for men and women both in their educational and professional world. According to her, politeness made their life more smooth and easier in terms of learning, performance, achievement in everything. Holmes, J. & Meyerhoff, M. (2008) also suggested on their research that Gender and Language acquisition research reached a point where already so many research results are there, that is why new researchers are suggested to use new methodologies to identify gender stereotypes, cognitive categories, and cultural notions of gendered roles.

2.2 Motivation

The word "motivation" came from the Latin word "Movere," which refers to the activities in moving condition (Strombach et al., 2016). It means motivating people to take action in order to meet their goals. Motivation generally aims to explain how and why objectives originate as well as how these goals are sustained. It is characterized by the directedness and intensity of conduct (Frey and Jegen, 2001). Due to their motivation to achieve the goals they want; people are ready to step up their efforts. If someone is determined to achieve a goal and dedicatedly

gives efforts to achieve that goal, that is called motivation. Among all the aspects of psychology, motivation has the highest power to influence human behavior as well as the thought processes; as it is connected to the factors that initiate, regulate and reinforce targeted activities (Cook, 2020). For instance, someone is jogging and dieting to lose weight or someone is working hard to get a promotion at work. The needs could be anything- money, power, success, property, knowledge anything. Motivation can originate from within the person (intrinsic motivation) or from external forces acting on the individual (extrinsic motivation); these two factors usually actively engage. Extrinsic motivation is what drives someone to achieve rewards such as trophies, social recognition, power or artificial achievements. On the contrary, intrinsic motivation is what drives someone to solve a puzzle or a problem, research about something along with illustration of a wide range of terms which are used to discuss motivation, including terms like goal, preference, acceptance, achievement, need, acknowledgement, and reward (Pandya, 2024).

Litzinger and Scott (1967) says, “Motivation means a process of stimulating people to action to accomplish desired goods.” According to Islam and Moon (2022)- ‘Scholars apparently agree that motivation drives human action by providing it with energy and direction, but even the most experienced researcher could be astonished by the wide range of hypotheses presented in the literature for how this takes place.’ They also mentioned that aptitude is one of the aspects within a person which derives them to achieve something, which we say ‘Motivation’. Researchers have mentioned three elements which will help to achieve goals, the elements are- activation, persistence, and intensity. If someone starts to work to achieve a goal that is activation. Persistence is the ability to stick with something to achieve the goal whereas intensity is the way we dedicate ourselves to achieve the goal.

According to Meece et al. (2006), motivation-related attitudes and behaviors of both males and females nevertheless adhere to gender role norms, which results in the variance on learning motivation. For instance, women's motivation is much attached to societal interaction; whereas men are mostly motivated to be connected with a realistic and practical environment. This variation results in the foreign language learning scope. This connectivity is crucial to be considered during designing a teaching methodology.

2.3 Relationship between Motivation and Learning

Gardner showed a detailed explanation and connection among motivation and learning in his 'Social psychology and Second Language Learning- The role of Attitudes and Motivation' book. He explained motivation is a necessary component for effectively facilitating learning and education. As students get involved in academic activities, motivation is vital. There are numerous ways to get motivated to do something. Either a consistent, lifelong interest in something or a personality trait could be the cause. A learner needs a reason to put in an effort. Gardner (1985) started working on his socio-educational model in the 1960s and has since made numerous modifications to it, which depicts the attitudes and motivation behind learning a second language. According to Gardner (1985), the acquisition of a second language occurs in a variety of circumstances, and the setting itself is the initial aspect that should be taken into account. This suggests that a learner's social context might affect their motivation to learn a language as well as their ability to acquire it. In defining motivation, Gardner (1985) states that the following factors must exist for a student to be regarded as motivated: their effort, goal, a desire for achieving the aim, and their positive attitudes.

According to Bakar (2014), a student's behavior during the learning process provides insight into their motivation for learning. High-motivation learners' complete tasks with dedication, show resilience in the face of difficulty, express interest in a variation of difficulties, prefer

working independently, and do not become disinterested in their work. Chen et al. (2005) mentioned that in learning students have to know what they have to learn, where they have to end their learning, the process of learning, motivation to make better results among peers, formulating learning activities, to make them aware about the journey of learning. In classroom education, motivation needs to be highly addressed and motivated by the facilitators to inspire the learners. Benabderrazik and Benhima (2021) also revealed the strong connection between the motivation and learning strategies; as learning strategies possess a strong hold of a student's ability to perform. Researchers highlighted that when students are poor in their academic achievements, teachers can provide them with their learning motivation. Observing the factors, elements and student psychology a teacher can provide him/her a basic outline to be good at his/her performance. Teachers can act as a strong pillar in students' learning motivation. Because students' lack of fascination and enthusiasm for learning might result from teachers' disregard for the significance of motivation (Nasihah & Cahyono, 2017).

2.4 Motivation in Second Language Learning

Learning and motivation are interconnected concepts. An individual's desire to acquire a foreign (second) language serves as the motivation for learning a new language. A significant correlation is found between motivation and Goal, according to Gardner's "Theory of Motivation" (Woerner, 2019). Additionally, it was stated that it is goal-oriented and described as "the blend of determination in addition to motivation to achieve the language learning goal as well as a positive attitude toward language learning." According to Oxford and Shearin (1994), 'The level of engaged, individual involvement in L2 learning is determined by motivation; research shows that motivation directly influences how often students use L2 strategies for learning, how much students interact with native speakers, and how long they stay motivated to enhance L2 skills after language study is completed.'

On the contrary, even those with outstanding skills cannot achieve targets for the future without adequate motivation, and appropriate guidelines and effective teaching are not sufficient on their own to ensure achievement; as per Dörnyei and Csizér (1998). Followed by Gardner's motivation theory, where he made some changes in his theory later, included the notion of integrative motive; which states that a student's learning motivation is connected to the school environment, course teacher, evaluation as well as how the course itself is designed for the language learner. He added that, "Motivation is the eagerness when one learns a new language and satisfaction experienced in that activity". Following integrative motivation, when a student wants to learn a target language, they start to follow the art, history and culture of that target language.

Gardner (1985) believed that this type of motivation helps students to acquire a language faster. Also, he stated that integrative motivation is deeply connected with second language acquisition. According to the research conducted by Atay and Kurt (2010), with the help of "Attitude Motivation Test Battery"- a self-report connected through the validation of (Gardner 1985; Gardner et. al., 1997), the motivation data were collected for multiple learners to identify the motivation level of different personalities to learn EFL. When an individual aspires to acquire a second language, it is anticipated that their drive propels them to pursue a deeper understanding of the target language (Zareian & Jodaei, 2015). As per the result substantial connections have been found between integration, motivation, attitude toward the learning environment, and language anxiety. According to them, learners demonstrate real motivation are more likely to succeed in acquiring a second language compared to those who do not, underperforming the significance of motivation for second language acquisition in the modern era.

2.5 Performance and its Impact in Language Learning

According to the Campbell model, performance is a complex concept made up of eight basic factors: 1) Technological competence; 2) Interaction; 3) Responsibility, determination, and effort; 4) Inefficient activity at work; 5) Administration, leadership, and supervisory leadership; 6) Management hierarchy; 7) Team member leadership performance; 8) Team management performance, (Campbell et al., 2015; Marshall et al., 2024; Sonnentag and Frese, 2001). Krause (2006) referred performance as an important element combining with other stakeholders to achieve a goal. Also mentioned, a child's ability and contribution are considered educational performance and it is necessary to talk about how the child's personality, social skills, and communication abilities are developing. Academic performance refers to how well a learner, instructor, or institution has met their immediate or long-term learning goals; as it has been seen that though the results differ regarding which individual factors can reliably estimate learning outcomes, factors like test anxiety, environment, motivation, and emotions should be taken into account while forming models of academic success (Ozcan, 2021). In the 1830s, academic performance was introduced in the United States through public schools, they gradually attempted reading tests, multiple-choice assessments, graded tests, and included a GPA system for evaluating the results. The standard range for a student's GPA is zero to four, though it can also be zero to five in some instances. Performance in the classroom, rates of graduation, and test results from standardized assessments are commonly used by educators to evaluate student accomplishment.

2.6 Effects of Performance in Language Learning

Acquiring proficiency in a second language or learning another language is a common trend globally. English is used as the medium of instruction for the majority of the nation, and those who wish to pursue higher education need to acquire it (RAO, 2019). Consequently, mastering

a language and utilizing it for communication is fundamental. Learning English extensively is regarded as an effective way to foster intercultural interaction, especially in Bangladesh, an emerging nation where English is seen as an essential tool for prosperity, progress, and industrialization (Hasan, 2011). This research has examined the correlation between motivation and achievement, revealing that motivation has a positive impact on students' academic performance. In order to obtain a visa for education or employment, immigrants must take English-language exams such as the SAT, GRE, TOEFL, or IELTS. Unable to meet the required score will hinder the individual from moving abroad. This is another performance fact related to language learning and the need to identify how students' performance is impacted by language learning. Zhang & Wang (2023) did their research on Chinese students to observe the correlation of motivation and its impact on academic performance and they stated that without motivation performance can not be achieved or poorly achieved.

2.7 Correlation of Motivation and Performance in Language Learning

A key factor in the process of learning a language is 'motivation'. Academic performance and motivation for learning English can be directly determined, but as learners have distinct personalities, motivation's impact on performance may vary. It is possible to learn a language successfully with passion. Creating methods that assist students in connecting to this passion is the job of the ELT teacher. For learners to make progress and preserve their motivation for language, they require high-quality instruction, feedback, interaction, and opportunities. Getie (2020) has indicated a favorable correlation between flexibility and competence in a foreign language, students who are flexible in their learning can achieve better outcomes than those who are not. Researchers (Filgona et. al., 2020) agreed that the most agreeable learners are more likely to be naturally driven to learn and accomplish tasks, which may make them feel compelled to attend class and lead to satisfactory academic outcomes. Conversely, it was found

that discontented learners often lack motivation because they find it difficult to see any kind of reward for what they do. As a result, those pupils find it difficult to make progress or even achieve their academic goals. Additionally, it was found that highly motivated students believed that, in the rapidly evolving globalization era, learning a language could expand their options for higher education as well as job opportunities. These results imply that motivation may affect both the learning process and outcome of learning a language (Zhou, 2020). Kheder & Rouabhia (2023) showed in their study that previous study findings brought out mixed results among gender differences in language performance or language learning. They suggested that there are some differences among their learning because of their socio-cultural perspectives, which motivated them to learn EFL. Julian & Dauba, (2024) researched about the relationship between English language learning motivation and students' language performance and suggested some proposed models to reach student's motivation and performance greatly. They suggested three activities - i) Collaborative learning, ii) Digital platforms, iii) Online game-based learning. They believe that, if teachers use these changes or strategies in their classroom, it will be very beneficial for the students.

2.8 Theoretical Connection between Motivation and Performance in Language Learning

Gardner's motivation theory and Campbell's performance theory both are actually interconnected and correlated in terms of second language acquisition. As we earlier discussed, Gardner mentioned in his model two major motivations one is integrative motivation and the other is instrumental motivation. Integrative motivation is something which leads students to achieve language faster by acquiring the target language's culture. And instrumental motivation is something where students can learn the target language by getting a job or any academic achievements. According to Gardner, highly motivated students are considered as

Integrative motivated learners. On the other hand, the Campbell model includes key elements to be a better performer. To achieve those skills of performance following Campbell's theory, they need motivation as well. Technological intelligence, interaction, leadership, team management, nothing could be achieved without motivation. According to Campbell's model (Campbell et al., 2015; Marshall et al., 2024; Sonnentag & Frese, 2001) even if someone has high abilities of performance, because of lower motivation they may not be able to achieve their goal. In terms of language learning, motivated language learners will practice and use their language ability to be better performers. The main connection between these two theories is-

1. Motivation - Gardner (1985) and Campbell (1993) both highlighted motivations. While Campbell was highlighting that without motivation abilities cannot be applied along with that Gardner was mentioning about different motivational styles (Integrated vs Instrumental) that impact language learning. The interest of second language learners is influenced by a number of variables, including age, ability, gender, motivation, and personality. Though motivation is essential to learning a second language, for learning L2 motivation and gender are both significant factors (Ashraf, 2017).

2. Performance - According to Gardner's (1985) theory, Motivated learners like integrative motivated learners can achieve a language faster. According to Campbell's model (Campbell et al., 2015) highly motivated learners can improve their abilities and skills faster. High motivation enhances tenacity and dedication, both of which boost performance. When learning EFL, gender variation is a topic that cannot be dismissed. The gender variance was preserved to cross-check the influence of the performance label measuring tests, which were conducted using various experiments and methodologies (Xiang, 2022). These findings helped us to observe the relationship between gender diversity in performance and motivation.

3. Practice - Combining the both views, it is clear that learners and educators should concentrate on encouraging high levels of motivation in order to improve language acquisition and performance. This will help to enhance the integral and instrumental motive for learning also addressing the elements which help to encourage long-term effort and performance. According to Csizér and Albert (2024), gender -related differences belong to two influential emotions, one is pride (positive effect) and another one is shame (negative effect) both of these emotions have an effect on their language practice. For this reason, those who are confident in their practice of English are more successful than those who are afraid of using English. And it varies among male and females at different times and from different perspectives.

In a nutshell, Gardner's motivation theory and Campbell's performance theory (as cited in Campbell et al., 2015; Marshall et al., 2024; Sonnentag and Frese, 2001) both emphasize the importance of motivation and performance in language learning. Motivation increases dedication and interest, which affects the performance and which leads to a successful language learner.

2.9 Gender and Language Acquisition Performance Results in Bangladesh

In Bangladesh, few studies have been carried out to check how gender affects language learning among Bangladeshi EFL learners, and the findings have not been generally consistent. For instance, Noor and Bepari (2023) study discovered that, in comparison to their male counterparts, female Bangladeshi EFL learners tended to be more motivated and to have more favorable views toward learning the English language. Along with that they could not discover any appreciable variations in language ability amongst Bangladeshi EFL learners who were male and female. Another study identified self-efficacy and motivation were important variables, gender had no discernible effect on language learning achievement among Bangladeshi EFL learners. Detailed research was carried out by Ehsan et.al. (2013) on the

primary education sector which was made based on the classroom environment, interviews, and exchange sessions with teachers and students. The output of the study showed the strong visibility of boys being active in the classroom and extracurricular activities; which resulted from the impact of gender. On the other hand, girls were more active in listening mode compared to boys. Also, from analyzing all the resources of the education board and online news portal of Bangladesh, it is clear that in the past few years female students outnumbered male students in passing rate and achieved more GPA-5 (A or A+).

In addition to the activities in the classroom, we also need to take the impact of technology into account. Many online platforms now teach English alongside classroom studies. After COVID-19, students engaged more in online learning and online resources. But in Bangladesh, the accessibility to technological scopes is not similar between girls and boys. Due to conservative confinement, the females have less scope to be connected with devices in earlier phases compared to males. As a result, the females' primary method of learning English is classroom study. However, some research has shown that this challenge has little to no effect on girls' motivation to learn English.

The TVET research (Rahman et al., 2021 as cited in Noor & Bepari 2023), which aimed to determine the motivational skills of the male and female groups in learning English, concluded that the English language proficiency of women was equivalent to that of men. In certain instances, females were even more subtle than males. According to the answers, while it was formerly clear that men performed better in English than women, women are now demonstrating similar proficiency in the language. According to the feedback collected during the investigation, "Females are supposed to be better proficient in English than males because they work hard." Instructors agreed that because women took their studies more seriously, they performed marginally better in English. Men avoided taking classes like English and spent

more time on social media. By the time they reached this stage of going against the grain, women tended to perform better.

Chapter 3: Methodology

3.1 Research Design

The aim of this research is to identify the impact of gender in language learning and how it affects their language learning and performance. In accordance with the research questions and objectives, through deductive and inductive analysis, the research is done by following a qualitative method. For the detailed qualitative analysis, it was done by two processes - the primary step was discussing all the observations by prior researchers and then generalizing by Gardner's motivation theory (1985) and Campbell's performance theory (1993) and the secondary step was analyzing the collected data by implementing a framework. An open-ended question structure was designed for the participants by drawing influence from other studies along with some practical experiences. The purpose of those questions is to determine how gender affects each person's learning processes. The results of earlier studies were inconsistent, which raises doubts about the influence of gender diversity on learning. Due to some compelling findings from earlier studies, it was anticipated receiving some favorable comments on the study which was conducted among the participants. That is why this interview questionnaire was designed in such a way so that the opinions from the participants can give us a better understanding and help me to achieve our research goal. And the participants belong from similar educational surroundings which also could help to bring out the perfect scenario. Analyzing previous research and linking those findings to this research will help us to address our goal more appropriately and that is needed.

3.2 Setting

The participants in this research consist of students and teachers from one government Boys school and one government Girls school from Dhaka City. The students are from class-7 and class-8 and teachers are their English language teacher. English is used as a secondary means

of educational and conversational environment in both schools. Both of these school's faculties are taking their EFL classes using English and Bangla both mixed and the learners are inspired to exercise English both inside and outside of the classroom to be proficient users of EFL.

3.3 Participants and Sampling

For data collection, the participants were 10 male students assigned as Group - 1, 10 female students assigned as Group - 2 and 10 teachers assigned as Group - 3. Male students were from the Boys School, female students were from the Girl's school and the teachers were from both schools. For the interview, an open-ended question format was designed combining the related topic and by drawing influence from other studies along with some practical experiences. The purpose of the questions is to determine how gender affects each person's learning processes. There were 8 individual questions for Group -1 and Group - 2, both groups were being asked the same questions and combining all of these Group - 3 were asked another 7 individual questions as well. The interview was taken individually and it was recorded. Their responses were documented later for the analysis of the result.

3.4 Theoretical Framework

Qualitative research established with an idea and the adoption of any interpretive or theoretical frameworks which helps to reach the research goal by analyzing the views of individuals or groups related to real-life. Qualitative researchers do their research by gathering data in a natural setup from the participants and data analysis follows exploratory and pragmatic and inaugurate patterns or themes. The complete written report connects the concerns of participants, the thoughts of the analyst, a detailed description and clarification of the problem, and its effects and impacts (Creswell & Poth, 2018). Beginning researchers need to understand each approach thoroughly and then they should analyze which approach will bring out the best

for their research. This table is organized by them as well and it helped me to decide the best approach which will bring out the best result for my research (Creswell and Poth, 2018).

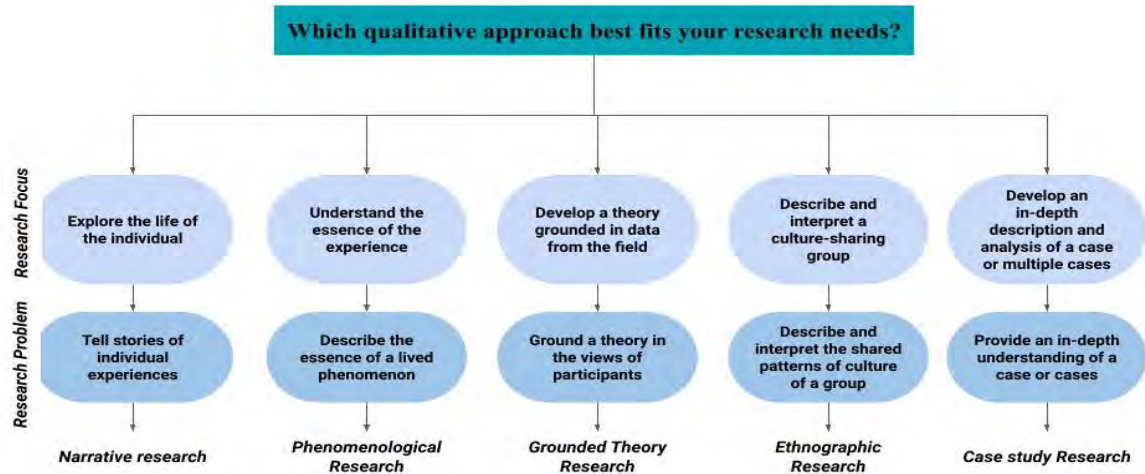


Figure 1: Five approaches of Qualitative Research with various research needs, Creswell & Poth, 2018.

Observing all these approaches which specify the research needs, according to this research needs 'Grounded theory research' is a perfect match.

Grounded theory: This idea is getting more acceptance in some fields such as - sociology, nursing, education, and psychology, along with other social science fields (Creswell & Poth, 2018). Based on related research, theorists say that theories should be 'grounded' in data from the field, from real scenarios from social life. Also, these theories accommodate following hypotheses or diagrams inherent from individual data collection, (Corbin & Strauss, 2007, 2015; Glaser, 1978; Glaser & Strauss, 1967; Strauss, 1987; Strauss & Corbin, 1990, 1998 as cited in Creswell & Poth, 2018). There are some major characteristics of grounded theory by (Creswell & Poth, 2018) which helps to categorize the theory for any research study -

→ Before executing grounded theory it's necessary to identify whether it goes with research problem or not.

→ Interview questions should be observed individually to get the best result. For the detail analysis to shape the axial coding shape detail question should be asked to the interviewees.

→ Based on data collection and analysis researchers should build the theory. Based on that open, axial and selective coding is selected following the tradition.

→ In axial coding, coding assemblies are open also there are some strategies which are - coding paradigm or logic diagram which specifies a central phenomenon, explores casual conditions, specifies strategies and consequences.

→ In some coding, researchers may write a 'storyline' that connects a theory.

→ Theory could be used as a model or discussion using coding. Interview answers analysis, hypothesis, explanations or presentations depend on a 'grounded theory'. Based on this theory and following coding, the data has been analyzed in a qualitative method.

Coding: Coding is followed by 'The Coding Manual for Qualitative Researchers' book by Saldana (2016). According to Strauss (1987), for any beginner researcher knowing coding for qualitative analysis is a must learn. The excellence of the research is in excellence of the coding. She also explained that coding is a short phrase that symbolically represents data analysis results using an appropriate theme, (Saldana, 2016). The data can be used from interview transcripts, journals, field notes, open-ended surveys, reports, fictional or academic literature, news reports and so on. Coding as the "critical link" between data compilation and their evidence of meaning, as per qualitative analysis, code is being used as symbolic or translated and thus attributes interpreted meaning to each code with its categorization, pattern, theory-buildup, analysis and content. (Gardner, Haeffele & Vogt, 2014 as cited in Saldana 2016). For coding patterns some categories might be followed - similarity, difference, frequency, sequence, correspondence and causation. According to Saldana (2016), some categories may

contain coded data that may further go into subcategories. Also, major categories can compare your data and progress toward the thematic, conceptual, and theoretical. Codifying usually follows the ideal and basic strategies in this following figure.

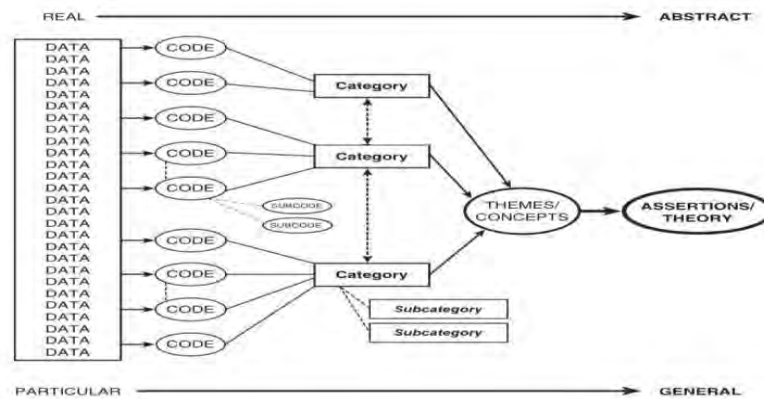


Figure 2: A streamlined codes-to-theory model for qualitative inquiry.

Combining these two ideas became an intelligent choice that enabled me to achieve my goal: investigating the research topic through analyzing the interview responses and based on perceptions following the qualitative method. The ‘grounded theory’ for this research is a combination of Gardner's motivation theory (1985) and Campbell's performance theory (1993), Theory is assembled in three categories- Motivation Performance, Practice combining Gardner's motivation theory and Campbell's performance theory and the rest two themes were chosen for each section as per context and perception. In each section under each theory there were four codes individually for each theme, which was encoded based on their perceptions, feedback, ideas and views.

To conduct this research and to identify my research question, the qualitative method was chosen for the analysis. Analysis of all the relevant topics and background history related to the topic were already carried out. For this qualitative analysis, the interview was designed with some open-ended questions for all the participants and three groups were formed - Male learner, female learner and educators. After retrieval, the answers were encoded in a theme.

The assembling theme and coding were followed by analyzing the ‘Qualitative Inquiry & Research Design’ book by Creswell and Poth (2018) and ‘The Coding Manual for Qualitative Researchers’ book by Saldana (2016).

3.5 Data Analysis

After having some brief analysis on students' motivation, performance on language learning combined with gender analysis, some basic interview questions were made for the male and female students. Along with that, combined with the students' response, some interview questions for the teachers were also prepared. It was an open-ended conversation for both the teacher and the students as well. The interview was taken for 10 male students who were assigned as Group-1 and 10 female students were assigned as Group- 2. An interview of 10 teachers was also taken; who were assigned as Group- 3. After taking their interview, answers were combined altogether and highlighted the key discussions and opinions which matched with analysis. Based on these 3 group participants' responses, different codes which were denoted. Five different themes were prepared that would help analyze and conclude the investigation. By going over the responses and finding common codes, it was possible to come up with five themes that helped me understand the participants' responses as a whole. The results of earlier studies (Ashraf, 2017; Bećirović, 2017; Csizer & Albert, 2024; Shuib & Azizan, 2015) were mixed, which raises doubts about the influence of gender diversity on learning. Due to some compelling findings from earlier studies, few favorable comments were anticipated to be received based on the study among the participants. There had been some strong results indicating the female students' superiority in learning English as a second language in the previous studies. From this study, we can see there is some impact of gender diversity on the motivation of learning EFL in language learning, also there are some external factors that also work as an influential factor for their language learning motivation. Following the framework mentioned earlier in Theoretical Framework, the data analyzed the interpreted

results. This research is done by formatting the responses by using the 'Theme' and 'Coding' and relating those outcomes with the Gardener's motivation theory and Campbell's performance theory.

Chapter 4: Findings

The assembling theme and coding were followed by analyzing the ‘Qualitative Inquiry & Research Design’ book by Creswell and Poth (2018) and ‘The Coding Manual for Qualitative Researchers’ book by Saldana (2016) for analyzing and developing the result by connecting Gardner’s Motivation Theory and Campbell’s Performance Theory as explained. The codes and themes are used as per participants views as well as according to our research objectives.

4.1 Themes and Associated Codes for Student Interview Analysis

The following is a table that shows the different themes and their associated codes which is made by analyzing Group - 1 and Group - 2 participants' responses.

<u>Theme</u>	<u>Codes</u>
1. Motivation	<ul style="list-style-type: none">● Highly motivated● Teaching approaches● Concrete lesson plan● Higher studies
2. Performance	<ul style="list-style-type: none">● Future career● Fundamental needs● Speaking practice● Self-improvement
3. Practice	<ul style="list-style-type: none">● Teaching methodology● Group work/ Discussions● Grammar practice● Difficulty differences (Students)
4. Classroom facilities	<ul style="list-style-type: none">● Same learning approaches● Availability of resources● Same teaching approach● Learning atmosphere
5. External factors	<ul style="list-style-type: none">● High expectation● Gender stereotypes● Societal pressure● Paternal influence

Theme - 1: Motivation - this theme focuses on what makes them motivated to learn a language. Almost all the participants gave the same feedback for this part. Most of the interviewees agreed that they are highly motivated to learn EFL and they also agreed that it is related to their 'Higher Studies' which makes them eager to learn EFL. They also said that concrete lesson plans and different engaging and effective teaching approaches motivates more to learn EFL enthusiastically. According to their point of view, a concrete lesson plan and teaching approach is a vital element for learners' motivation. A concrete lesson plan should be designed with some engaging tasks like- writing, reading, speaking and listening with a variety of class activities. Group-discussion, debates, problem-solving tasks engage students much in their learning and these kinds of activities motivate them initially. They become considerably motivated when they can connect their subject material to their academic goal and aspiration. Also, educators can motivate students by highlighting the importance of learning English language skill for their academic achievement, professional growth, research perspectives, for higher studies to go a foreign country. Also, providing constructive feedback from educators helps learners to understand their progress. Using digital equipment and involving themselves in digital learning activities could be also helpful to boost their motivation and to grab their attention as well.

Theme - 2: 'Performance'- This theme focuses on some key factors on learners' learning outcomes or achievements. They all want to achieve EFL for their future career as they feel that it is very much important for their future growth and development and that is why they also considered learning EFL as a fundamental need. Some of them also highlight that if they get much in class speaking practice that will help them more to master their language performance. And some agreed that their performance in EFL also depends on their self-improvement. In class speaking practice brings out a revolutionary result in EFL teaching and learning and it is highly effective. Educators can enhance their language performance skill by assigning them in different types of presentation such as- writing a report on a topic and then

presenting it visually, thus they will be improving their two skills. Also, these skills are very much important for their future career and self-development as well. Engaging real-life practice and activities enhance their acquisition ability much more. As they suggested for speaking practice more to boost their language skills, if this given to them as group work, their speaking and listening both will enhance their interaction ability which is effective for any career in future.

Theme - 3: This theme is 'Practice' where they highlighted their EFL practicing key point. Almost, all interviewees focus on teaching methodology in terms of their EFL learning and practice. And some students focus on group practice or group discussion. They think group activity can help them more to identify each person's failings and thus they could help them all. Group discussion or peer review not only helps them to improve themselves, it also helps to boost their learning motivation within themselves. If a teacher could apply some effective practicing methodology that could bring out a better performance among the learners. Also, most importantly some female students think that they get less facilities than male students in terms of EFL learning and practice. Some male students also agreed on this opinion. Addressing this issue, the perception is in many places in Bangladesh still females are facing societal bindings in their academic perspectives. Also, from the institution female students might get less facilities or opportunities for EFL practice and sometimes in group work, female students might get dominated by their male peers. To resolve this, learning programs need to be designed centering female students, encouraging female students to participate in more activities, female language club establishment, encouraging parents, and also making the educators aware of gender- sensitive teaching practices through some effective training.

Theme - 4: 'Classroom facilities'- this theme focuses on available classroom facilities according to the participants. All of my participants highly agreed that they (students) are

having the same learning and teaching method in the classroom, they are not facing any discrimination in the classroom regarding learning EFL. Participants also mentioned that a friendly learning atmosphere is a need for them such as- facilitating multimedia learning, arranging debates, quizzes, presentation, drama for language practice, incorporating students in group tasks or field tasks. These also make learning more enjoyable and out of the box activity can grasp learners' attention faster. Some of the students agreed that basic grammar practice can also be effective teaching. The availability of resources of classroom and EFL teaching can play a crucial role in effective EFL learning. For example, classrooms with a range of resources like technological tools, collaboration teaching, multimedia content, and real-world connections can considerably improve students' English learning outcomes. Teachers can make an engaging learning environment with their different teaching enriched with a variety of materials and it helps students develop their language skills more successfully.

Theme - 5: 'External factors- this theme highlights all the other external factors that are hindering or helping them to learn EFL. All of my participants from both groups agreed that there are some external factors which made them more influenced to learn EFL, and those are- parental influence, societal pressure and high expectations from family, relatives and teachers. High expectations from family and teachers made students obligated to do the best in their academic perspectives also in language learning and it led them to achieve personal goals as well. The competitive nature of Bangladeshi students and parents partially can help by seeing others peers' achievement and realizing how language proficiency will help them in their future establishment. Also, few of male student participants mentioned that they have some extra pressure as a male that they have to do something in life, that is why it is needed for them to learn EFL and to do something in life. There are some gender stereotypes as well. Stereotypes can influence the belief that boys should learn EFL more as such they will be the earning member of the family so they need to learn it for their future betterment whereas girls do not

need to learn ESL by spending extra money where as ultimately, they will get married, have babies and they do not need to earn. These stereotypes need to change to establish equality in terms of language proficiency.

4.2 Themes and Associated Codes for Teacher’s Interview Analysis

The following is a table that shows the different themes and their associated codes which is made by analyzing Group- 3 (Teacher) participants' responses.

<u>Theme</u>	<u>Codes</u>	
1. Motivation	<ul style="list-style-type: none"> ● Self-realization ● Teaching approaches 	<ul style="list-style-type: none"> ● Competitive surroundings ● Higher studies
2. Performance	<ul style="list-style-type: none"> ● Career Development ● Self-improvement 	<ul style="list-style-type: none"> ● Academic Success ● In-class growth
3. Practice	<ul style="list-style-type: none"> ● Engaging activity ● Peer-feedback 	<ul style="list-style-type: none"> ● Group work/ Discussion ● Difficulty differences (Students)
4. Classroom facilities	<ul style="list-style-type: none"> ● Similar teaching approaches ● Teaching atmosphere 	<ul style="list-style-type: none"> ● Classroom resources ● Equality
5. External factors	<ul style="list-style-type: none"> ● Influence factors ● Ability to solve the challenges 	<ul style="list-style-type: none"> ● More trainings ● Diversity

Theme - 1: ‘Motivation- in this theme almost every participant agreed that learners are highly motivated in terms of learning English or enhancing their EFL capabilities. According to them, students are realizing the importance of learning English for their academic success, future

career and for their personal enrichment. Addressing their failings and encouraging themselves to improve their neglecting sectors makes them more motivated to learn. Group- 3 participants also mentioned that ‘Competitive surroundings’ is a vital reason to be motivated to learn English. Through a healthy competition among peers can develop their learning skills more. Such as- group activities, debates, quizzes, collaborative assignments help them to learn from peers and they strive for collective success. Encouraging learners to participate in language competitions like spelling bees, speech competition or journal writing could also be a part of fostering motivation. All of the participants also agreed that teaching approaches are a key element for enhancing students' learning motivation. By using interactive teaching methods such as group discussions, role play, drama presentations, publishing school magazines can make learning more enjoyable and engaging. Also, when students get constructive feedback and a supportive environment, they easily take the risks and do experiments thus they feel motivated. Also, teachers agreed that some students are really concerned about the importance of learning EFL for their higher studies and further career. Focusing on this point, teachers should highlight the importance of learning English for their higher studies, getting a better job and can make outstanding progress in their academic field as well. Overall, by implementing these all-factors students can enrich intrinsic motivation which helps them to pursue their academic and professional development.

Theme - 2: ‘Performance- in this theme highlighted those factors which all the participants perceive in terms of learner’s performance in language skills. They believe that students are much more concerned about the essentiality of EFL and for this they are dedicated to improving themselves, to boost their language skills. They also mentioned that they continually try to motivate the students by focusing on the necessity of the English language in their personal, professional and academic performance. Such as- they have to give IELTS, TOEFL, PTE or GRE types language proficiency tests if they want to go abroad to pursue their higher degrees.

Not only that, they have to get a required score for that and in some cases higher scorers might get full funded scholarships to pursue their degrees. Also, they need to publish journals or research papers to get a fully funded scholarship where English language writing skill is a must. Teachers also mentioned they observe their performance by their in-class performance such as- Student's participation and discussion among language class, fluency, uses of vocabulary, presentation and observing their confidence. Teachers constructive feedback about students' strengths, areas for improvement and strategies for betterment helps to be a better performer in EFL.

Theme - 3: 'Practice'- this theme highlights four key elements addressing the factors which help them to practice language skill more actively also the fact which hinders students in language skill practice. Group- 3 participants highly focused on learners' language practicing all factors such as- their involvement in language learning activity, through peer-feedback, group activity along with their language performance ability. In that case, teachers can involve them in some real-life conversation practice like- shopkeeper, doctor, job interviews and so on. Also, they could be assigned to present any story or theme based on their cultural histories based on their interest, that will also help them to practice their speaking skill. According to the participants, Group work activity helps much in practicing EL such as- group research, poster making, group presentation, group discussion, debates and so on. Also, some participants mentioned peer feedback, where students get peer feedback in their writings sometimes or sometimes on their presentation, this helps them to address the area of improvements of their own others as well. Peer-feedback helps students to improve themselves and to achieve a goal. Some teachers also agreed that in terms of EL learning female might faces some difficulties such as male students might get more access or chances to learn and practice EL, whereas female students faces some restrictions in cases of some practice activity like- they sometimes faces obligation not to engage any group work with others or with male

students or sometimes male students can get extra tuition for enhancing language ability whereas female student does not get any extra tuition for language learning. And, sometimes male students get more family pressure than female students which affects their motivation, performance and practice in language learning. Teachers should address the difficulty differences of male and female students and according to that they should organize their approaches for the students so that they can encourage all students to thrive in their language acquisition journey.

Theme - 4: ‘Classroom facilities’ here highlighting four key elements among classrooms in EFL suggested by the language educators. All the participants mentioned that they are providing similar teaching approaches for both male and female students in EFL classrooms such as- tasks, activities, lectures, group work, peer- feedback etc. Along with that, they also mentioned that effective classroom resources and a favorable teaching atmosphere can make teachers more enthusiastic in teaching which motivates students more. Teachers agreed that they need more classroom resources to make the learning better such as- they need more multimedia tools, digital equipment in the classroom to grasp more attention and engage them more. Also, they added that if the teaching atmosphere is not well, students' learning will hamper that. For this, teachers say that they need their work freedom to develop their ideas and strategies. At the same time, they mentioned that they provide a learner friendly environment to the students to make their learning effective. They also mentioned that students might have some difficulties in male and female students in EFL practice but teachers are trying hard to resolve this issue. To maintain gender equality in language learning, they should ensure that both male and female students have equal opportunities to speak, participate, and lead activities. Along with that they should engage students in tasks which challenge gender stereotypes. And lastly, to involve parents and make them understand gender equality and the

importance of learning EFL, so that both students male and female, can get a supportive environment from their family.

Theme - 5: 'External factors' highlights the other essential factors which also may help or which also may hinder student's motivation in language learning. Group- 3 participants refer to some influential factors as such- some get pressure or guidance from the parents which is a motivation factor for that learner, or some have some societal pressure which is also a motivation for them. Because of that pressure they actually learn English better than others. Some teachers also agreed that they need more training for teaching ESL in a better way. Nowadays, students need to be involved in digital activities or the class needs to be taken using digital equipment to involve students in some engaging activities, where many teachers do not have that ability to do that. For this reason, teachers from everywhere in Bangladesh need to get more training to make proper lesson plans, to create engaging class activities and to have the knowledge of digital literacy. Many of the participants also agreed that teachers need to have the ability to solve the challenges such as- they should be able to meet the challenges in language learning, whether they arise from students' needs or classroom facilities, and also the ability to motivate the students especially those who may struggle with language acquisition—these fosters a positive learning environment. And lastly, all the participants agreed that they do not want any diversity in language learning. Teachers should involve students in equal role-playing work to promote equality by encouraging the use of language free from stereotypes. Also, by engaging them in all kinds of activities equally, discuss with them gender roles and stereotypes, encourage and discuss with the parents about the importance of learning English from any gender students.

Chapter 5: Discussion

5.1 Effects of Motivation in Language Learning

This study was aimed to see if gender has any impact on language learning motivation and on their performance. Every student wants to learn English, there is no gender variation for learning English. Kara (2009) believed that positive mindsets students are a better performer in terms of language learning because of their positive attitude and motivation. Rukanuddin (2014) refers to motivation as a psychological phenomenon which may vary person to person, and it affects people differently according to their time, place, interest and so on (Ashraf, 2017). This study tried to identify what and how students learn English as a foreign language across different age groups and gender and what are the factors in this. Also, understanding the factors that make the differences among gender in terms of their language motivation and performance.

5.2 Gender's Role in Language Learning

According to Ashraf (2017), mentioning prior research female students are more motivated and better performers than male students, that in terms of EFL motivation always comes out female learners are more motivated than male students. Adding on that, (Csizér & Albert 2024; Dewaele et. al., 2022) female students are more likely to enjoy the English language class more than the male student. They also added that female students have some anxiety, lack of confidence issues which hinder them from bringing out their best language performance skill. Additionally, Csizér and Albert (2024) suggest that in classroom female students' anxiety makes them less confident whereas male students become proficient users because of their male dominance. All of their interpretations matched with my participants' opinions as well. Analyzing all the interviewees' opinions, we also conclude that gender has some contribution

and effects on language learning, which is made by analyzing our student and teacher both participants' opinions and perspectives.

5.3 External Factors Impact on Language Learning

Our data also gave us some other perspectives- which are they mentioned about some societal and parental factors which make them motivated for EFL learning. Family could According to Zhou (2020), family could play a big role in second language learning, after the school family is the only place where they could learn and to get the learning motivation. Some female participants agreed that they still are not getting much privilege in terms of EFL learning from their surroundings or family such as- sometimes for male student's parents spend extra money on their language learning process whereas parents of a female student are not interested. Also, male students can develop themselves by joining many language development seminars or workshops arranged by the language educator or organizations, which is quite tough for female students. On the other hand, male students stated that they face some familial pressure; the pressure upon them to do something in life makes them motivated, which we refer to as 'Extrinsic motivation'. Especially, in Bangladesh, males are considered as the earning members of the family. That is why from society they face some pressure to do something in life where language skill is a privilege for them. Paternal pressure is also considered as a paternal involvement or motivation, Forey et al. (2015).

The result of this research also similar to this statement, students have the fear which hinders their performance but yet females are more dedicated to learn, they work hard to overcome their fear and nervousness, (Saidi & Al-Mahrooqi, 2012 as cited in Bećirović, 2017).

5.4 Teacher's Contribution in EFL Learning

This research analysis also finds out that in terms of students' learning motivation, teachers' methodology and resources have a great impact on EFL learning. Also, observing the understanding of the relationship of male and female learners' motivation factors might make a better classroom for teachers (Aslan, 2009; Burg, Glienke & Meece, 2006 as cited in Bećirović, 2017). Consequently, we found that EFL learning can be significant for the teacher's role in gender impact. English teachers must acknowledge gender variance when finalizing appropriate teaching strategies and methodologies. For EFL learning, gender is considered as one of the most influential factors and ignorance of its effect might make learners less motivated towards EFL learning, (Bećirović, 2017). They have the power to to break any social norms or barriers by counseling the parents, students as well as through using their teaching strategies. Through the descriptive analysis, we found that both genders have some impact on language learning according to different perspectives and their surroundings which affects their motivation and performance.

Chapter 6: Conclusion

6.1 Limitations and recommendations

Though I conducted my research among secondary students within a few people as it was not easy to get the permission from the school authorities, for a broader perspective it could be done among undergraduate students of public or private universities. The scenario, perspectives, results might get changed for the participants' views and concepts. There is a lot of perspective and thinking gap between the secondary students and undergraduate students. This setting may highlight different relationships between gender and its impact on motivation and language acquisition. Also, this research is done by following qualitative methods but further investigation could be done by following a mixed method- qualitative and quantitative both. Through quantitative method researchers can get some adequate results also through that they could get a tentative percentage-based results for each and individual factors. Using a mixed method the results might get a new perspective. And lastly, doing this investigation paternal influence came out as one of the major contributors for learning EFL, for further investigation research could be done including parents as a participant.

6.2 Concluding Thoughts

The aim of these research objectives is achieved by a thorough analysis. In this century, the English language is a must have skill for any person, it does not matter which gender they belong to, they have to achieve it. Our research aim was to identify if gender has any impact on language learning or not, if yes how it is and which factors make differences in their learning and performance. According to Csizér and Albert (2024), there is not much research on gender differences in language learning and results are also mixed. They mentioned that females are more motivated and better performers than male but in terms of L2 learning, both have the

similar motivation, (Csizér & Albert, 2024; Ashraf 2017). They suggested that teachers should try to motivate students and help them to bring out gender stereotypes keeping in mind individual differences.

Based on our analysis, a prior issue is that students' performance improves if they get supportive behavior from family, teachers, institutions and their surrounding all factors which will motivate them to learn EFL and also motivate them to achieve a goal in life. The results show that realizing the necessity of L2 for their career development, future, academical progress learners are motivated to recover all the social norms or barriers to be a great and component user of EFL. All learner participants of my research are motivated to learn and they highlighted mostly about paternal influence and teaching, methodology and classroom resources in terms of their better performance, learning and motivation. With all explanations and research, it is clear that gender differences have some impact in terms of language learning- male and female both have some societal factors which hinders their performance and sometimes demotivates them. and for their motivation.

Zhang and Wang (2023) researched among Chinese students and stated that teachers should apply more effective methods and innovative teaching methods to motivate the students. Also, by understanding the students' needs, emotions, and lacking individually and motivating themselves according to their differences helps to motivate students for their academic achievements, which statement also goes with our result. All of my participants from learners and teachers both groups highly agreed with this point and they suggested some steps for this which is- more teacher training, digital classroom, positive feedback, friendly learning atmosphere, teachers' involvement to eliminate gender stereotypes.

Additionally, positive attempts to address gender inequalities can also be made by parents who behave neutrally toward their male and female children, granting both gender children the same

opportunities and incentives to study EFL. Lastly and most importantly, interpretation and opinion say that teachers' contribution through effective teaching establishes the importance of learning EFL among the students and parents both.

In Bangladesh, there are still some learning difficulties and differences among male and female learners. Considering the social and cultural facts, this research findings will help the educators addressing the language learning variations and determinants. Keeping that in mind, they might try to improve learning motivation and performance among genders utilizing identifying teaching strategies. I believe that the aim of this research is successfully attained through the detailed analysis and discussions.

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Appendix A.

Interview Questions for Group 1 & 2 (Male & Female Students)

1. How do you personally feel about learning English as a secondary language, and do you think your gender influences your motivation in any way?
2. Are there specific aspects of the English language or the learning process that you find more motivating or challenging based on your gender?
3. In your opinion, do you think male and female students in your class approach English language learning differently? If so, how?
4. Have you noticed any gender-related expectations or stereotypes affecting motivation in your English language learning experience?
5. How important do you think the teacher's teaching style is in motivating students of different genders to learn English?
6. Are there any specific classroom activities or approaches that you believe would better cater to the motivation of students of your gender in learning English?
7. Do you feel that external factors, such as family or societal expectations related to gender roles, impact your motivation to learn English as a secondary language?
8. Do you think there are any significant effects of motivation which affect performance in language learning among the male and female students?

Interview Questions for Group - 3 (Teachers)

1. How does gender influence the initial motivation levels of students when learning English as a secondary language?

2. Are there specific motivational factors that vary between male and female students in the context of learning English as a secondary language?
3. To what extent does the teaching approach or methodology play a role in shaping gender-specific motivation in English language learning?
4. How do social and cultural expectations related to gender impact the motivation of learners in a secondary English language classroom?
5. Are there differences in the long-term motivation and persistence of male and female students in mastering English as a secondary language?
6. In what ways can teachers adapt their instructional strategies to address gender-based differences in motivation for learning English as a second language?
7. To what extent do external factors, such as parental influence or societal expectations, contribute to gender-related variations in motivation for learning English?