The Impact of Gender on the Academic Achievement of Students of Foreign Languages at the University of Jordan

Nahed Emaish *

ABSTRACT

Arabic is the official language in Jordan, and English is the dominant foreign language. The Faculty of Foreign Languages at the University of Jordan offers several European and Asian languages. In previous research which examined the relationship between socio-economic factors and the academic achievement of foreign language students at the University of Jordan, gender was the most significant factor that predicted academic achievement. These results showed the statistically significant difference between the cumulative GPA of male and female students benefiting the females. This paper aims at establishing the effects of other variables which could influence the achievement of female and male students. Quantitative data, drawn from a questionnaire completed by the entire cohort of registered students at the bachelor's level in the Faculty of Foreign Languages, has been used. The findings reveal that parental education was significant in explaining the gender differences in the students' GPA achievements. The education of both parents was found to be a more significant impacting variable for female students as compared to male students. It was also found that there was no significant difference between the impact of the family income variable between males and females, and no significant difference of this same variable between females at all levels of academic achievements.

Keywords: Gender; academic achievement; socio-economic factors; language learning.

Introduction

Jordan is an Arab country where English is the first foreign language. At the University of Jordan, in addition to English, other European and Asian languages such as French, Spanish, Italian, German, Chinese and Korean are also taught. The majority of students in these fields are female, which amounts to the feminization of the Faculty of Foreign Languages student cohort.

In previous research that examined the relationship between socio-economic factors and the academic foreign language achievement of language students at the University, sex was the most significant factor which predicted achievement. The results showed that the difference between the cumulative language study GPAs of female and male students was statistically significant towards the benefit of females.

These results share common ground with the growing body of literature which asserts female students perform better than male students in different levels of the educational system.

This paper aims to examine the relationship between the gender of students of foreign languages at the University of Jordan and their academic achievement measured by their language study GPA, with the results of the study being potentially useful for language instructors to select more effective teaching strategies, based on the gender of their students

Literature Review

Several studies deemed gender to be an important factor influencing language learning. Some of these studies showed that females and males have different cognitive abilities and learning styles (Keefe, 1982, Zoughi et al., 2013).

* The University of Jordan. Received on 25/10/2019 and Accepted for Publication on 13/1/2020.

Other studies showed that males and females use different strategies in learning foreign languages. Ehrman (1990) found that "females reported a greater overall use of strategies than males," (Ellis, 1994:545) whereas Bacon (1992) found that "men reported using translation strategies more than women, while the women reported monitoring their comprehension more" (Ellis, 1994:203) (Lopez, 2006).

Some research demonstrated that female students use the following learning strategies more efficiently than male students: general study strategies, functional practice strategies, strategies for searching and communication meaning, and self-management strategies (Ehrman et al., 1989; Nyikos et al., 1993).

To study the relationship between sex and the linguistic aptitude, neurophysiological research was undertaken in 1995, where a brain imaging study was conducted on 19 women and 19 men while they were subjected to language tests which dealt with areas like spelling, semantics and pronunciation. The findings demonstrated that men mainly used the left side of their brain, while women used both hemispheres (Rogers, 2006).

Another study conducted in 2008 revealed that a role of sex can be observed through the difference of laterality of brain activation. When confronted with a language exercise, the activity of the female brain is greater in relation to males in the areas specialized in learning languages, whereas the male brain is more active in the areas related to visual and oral functions, meaning that males require more effort than females when learning a language (Burman et al., 2008).

However, other neuroscience research argues that the function of the human brain is a complex process that is not easily reducible to the differences between sexes. Jaeger (1998:230) demonstrates that "in the normal, intact brain, sex differences in functional cortical organization for language processing are not associated with significant behavioral differences in the everyday tasks of reading" (Norton et al., 2009:8).

Several theories have been proffered to try and explain the differences between men and women in their use of language. The "dominance theory" argues that men and women are influenced by a cultural and linguistic world, where the power and status they individually hold are unequal. According to this theory, male dominance is reflected in their use of language (Nemati, 2007).

An illustration of functional differences between the language used by men and women is provided by Lakoff (1975), who cites ten features particular to the language used by women:

1. Lexical hedges or fillers: e.g. "you know," "sort of."
2. Tag questions: e.g. "she is very nice, isn't she?"
3. Rising intonation on declaratives: e.g. "it's really good."
4. Empty adjectives (adjectives used in isolation): e.g. "divine," "charming," "cute."
5. Precise color terms: e.g. magenta and aquamarine.
6. Intensifiers such as "just" and "so."
7. Hypercorrect grammar: e.g. consistent use of standard verb forms.
8. Super polite forms: e.g. indirect requests and euphemisms.
9. Avoidance of explicit language, instead using terms like "fudge" and "my goodness."
10. Emphatic stress: e.g. "it was a BRILLIANT performance." (Holmes, 1993:314)

Research has emphasized and demonstrated that gender is a dynamic characteristic affected by social activities and contexts (cf. Ellis, 2012; Norton, 2000). Tannen (1990) believes that the difference begins in childhood, where parents use more verbs to boys and more words about feelings to girls. This broader phenomenon has been labelled as the "difference theory", whereby men and women live in different cultural worlds and therefore use different learning and speaking methods.

Brustall (1975) and Davies (2001) found that British boys have lower scores than girls in learning French. Similarly, Boyle (1987) demonstrated that female Chinese students exceeded their male counterparts in a general English proficiency test (Van Der Slik et al., 2015).

Research conducted by Michońska-Stadnik (2004) concluded that female students in the sample were more successful learners and showed higher levels of ability and effort. These conclusions support earlier findings (e.g.

Gardner et al., 1972; Spolsky, 1989) which showed that female learners demonstrated stronger motivation to learn languages (Główka, 2014).

Both the dominance and difference theories consider men and women as internally homogeneous groups. However, a contemporary school of thought, social constructionism, emphasizes the context-specific nature of differences. Cameron (2005) as in (Pavlenko et al., 2008:58) stated that gender is "a socially constructed and dynamic system of power relations and discursive practices, rather than an intrinsic property of particular individual." This means that women and men are no longer seen as uniform natural categories where all members have common behavioral traits. Rather, these labels function as discursive categories imposed by society on individuals through a variety of gendering practices and accompanying ideologies about the normative ways of being "men" and "women". This implies that gendered linguistic behavior is not monolithic within the same sex, meaning that individuals within the same sex might exhibit variations (Pavlenko et al., 2008).

The body of literature explaining the differences between the academic achievements of male students as compared to female students is clearly divided between those that focus on the biological differences and those that emphasize on the socio-cultural contexts and variables. The current study focuses on socio-economic factors that might contribute to the gender differences in the Jordanian context.

Methodology and Sample

This study uses quantitative data drawn from an empirical study conducted by the Center for Strategic Studies (CSS). The CSS study centered on a questionnaire completed by the total number of registered students at the bachelor's level at the Faculty of Foreign Languages at the University of Jordan, during the first semester of the academic year 2015–2016. The total number of students who participated were 2191 (2007 females and 184 males), representing all the departments of the faculty. For the purposes of our study, the CSS study data will be subjected to both descriptive and advanced statistical analyses. The advanced statistical techniques used are the T-test and ANOVA. To establish the effects of other variables that might be influencing the achievement of students, the following factors will also be examined and controlled: the parents' educational background, the type of university acceptance program, the marital status of students, the student's family home location, and the family income.

Results

Presented in this section are the results of the descriptive and advanced analysis of the major variables. In each subsection, we will first demonstrate the gender differences in academic achievement, and then examine the impact of the variables on these gender differences.

Marital status

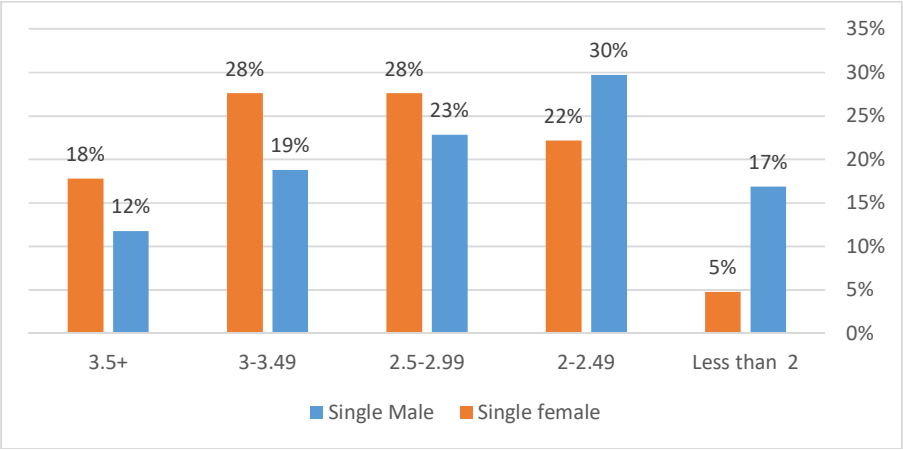

Figure 1: Cumulative GPA average of students according to their marital status

In general, the results show that unmarried female students have a higher cumulative average than unmarried male students. In the higher cumulative average segments, 28% of female students have a cumulative average of 3–3.49 compared to 12% of male students, and 18% of female students have a cumulative average above 3.5, compared to 12% of male students. The difference is greatest in the lowest grade segment, of less than a 2 average, where 17% of males, compared to just 5% of females, fall into this bracket. A similar situation could be observed in the second lowest category (2–2.49 average), which is occupied by 30% of the male cohort, as compared to 22% of the female cohort.

To scrutinize the difference between male and female students more closely, we used the T-test. The results of the test show that, on an average, there is a significant difference between the cumulative averages of female students as compared to male students, at a significance level of 1%. At this level, female students tend to have a higher cumulative average than male students. Here, the cumulative mean for a male student was 2.79, compared to a cumulative mean of 3.32 for a female student.

Table 1:*Group Statistics*

Gender		N	Mean	Std. Deviation	Std. Error Mean
Cumulative average	Male	114	2.79	1.265	.118
	Female	1150	3.32	1.141	.034

Table 2: Independent Samples Test

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Cumulative average	-4.660	1263	.000	-.527	.113

Family Home Location

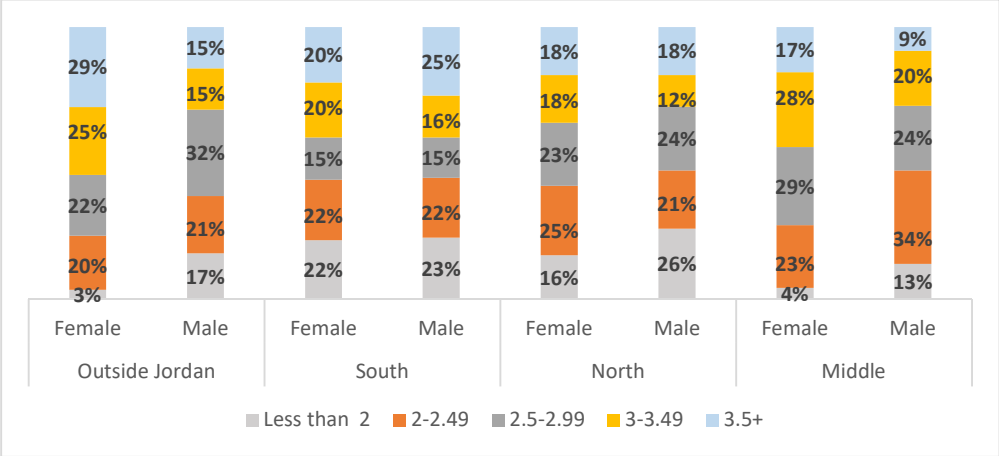

Figure 1: Location of the family residence

The results show that 17% of female students whose family home was situated in the Middle region (the capital), have a cumulative average of 3.5+, as compared to 9% of the male students. Also, 28% of female students whose family home is in the middle region have a cumulative average of 3–3.49, as compared to 20% of male students. An observation of the students whose family homes are in the North region where there are no clear differences between the cumulative averages of the male and female students. The only significant difference is that more male students

have cumulative averages in the lowest segment (less than 2) than female students. The same trend is applicable to students whose family home is in the South region, with no significant differences present between the male and female cumulative averages.

While more female students whose family home is outside Jordan have a cumulative average of 3.5+ (29% of females compared to 15% of males) as compared to their male counterparts, 32% of the latter whose family home is outside Jordan have a cumulative average of 2.5–2.99, compared to 22% of females. When female students are observed according to the location of their family home, we find that the top segment of 3.5+ is the most populated segment for female students whose family home is outside of Jordan, accompanied by slight differences, as compared to female students whose family home is in other regions in the other GPA segments.

To see if there is any statistical difference between the family's home location and the student cumulative average, the ANOVA test was applied to the data. The results show there is a significant difference at the 5% level in the cumulative average due to the location of their family homes location between the female students. However, the test did not show any statistical difference in the cumulative average for male students related to the location of their family home.

In addition, the LSD multiple comparison test for the female cohort shows that there is a significant difference at the 5% level in the student cumulative average between students whose family home is situated in the Middle region, as compared to those whose family's home is in the Northern region. Here, students whose family home is situated in the Middle region have a higher cumulative average than those whose family home is situated in the Northern region.

The test also reveals there is a significant difference at the 5% level in the cumulative average for students whose family's home is outside Jordan, as compared to those whose family's home is in the Northern and Southern regions. Students whose family home is outside Jordan have cumulative averages higher than those whose family home is in the North and South region.

Table 3: *ANOVA: Q7 GPA*

Gender		Sum of Squares	df	Mean Square	F	Sig.
Male	Between Groups	.716	3	.239	.144	.933
	Within Groups	190.008	115	1.652		
	Total	190.724	118			
Female	Between Groups	12.253	3	4.084	3.144	**.024**
	Within Groups	1651.114	1271	1.299		
	Total	1663.367	1274			

Table 4: *Multiple Comparisons: Dependent Variable: Q7. GPA ,LSD*

Gender			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Male	Middle	North	.037	.319	.909	-.59	.67
		South	-.214	.356	.549	-.92	.49
		Outside Jordan	-.134	.801	.867	-1.72	1.45
	North	Middle	-.037	.319	.909	-.67	.59
		South	-.251	.433	.563	-1.11	.61
		Outside Jordan	-.171	.838	.839	-1.83	1.49
	South	Middle	.214	.356	.549	-.49	.92
		North	.251	.433	.563	-.61	1.11
		Outside Jordan	.080	.853	.926	-1.61	1.77

Gender			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	Outside Jordan	Middle	.134	.801	.867	-1.45	1.72
		North	.171	.838	.839	-1.49	1.83
		South	-.080	.853	.926	-1.77	1.61
Female	Middle	North	.343*	.173	**.048**	.00	.68
		South	.340	.183	.064	-.02	.70
		Outside Jordan	-.276	.196	.159	-.66	.11
	North	Middle	-.343-*	.173	.048	-.68	.00
		South	-.003	.248	.990	-.49	.48
		Outside Jordan	-.619-*	.257	**.016**	-1.12	-.11
	South	Middle	-.340	.183	.064	-.70	.02
		North	.003	.248	.990	-.48	.49
		Outside Jordan	-.616-*	.264	**.020**	-1.13	-.10
	Outside Jordan	Middle	.276	.196	.159	-.11	.66
		North	.619*	.257	.016	.11	1.12
		South	.616*	.264	.020	.10	1.13

*. The mean difference is significant at the 0.05 level.

Type of University Admission

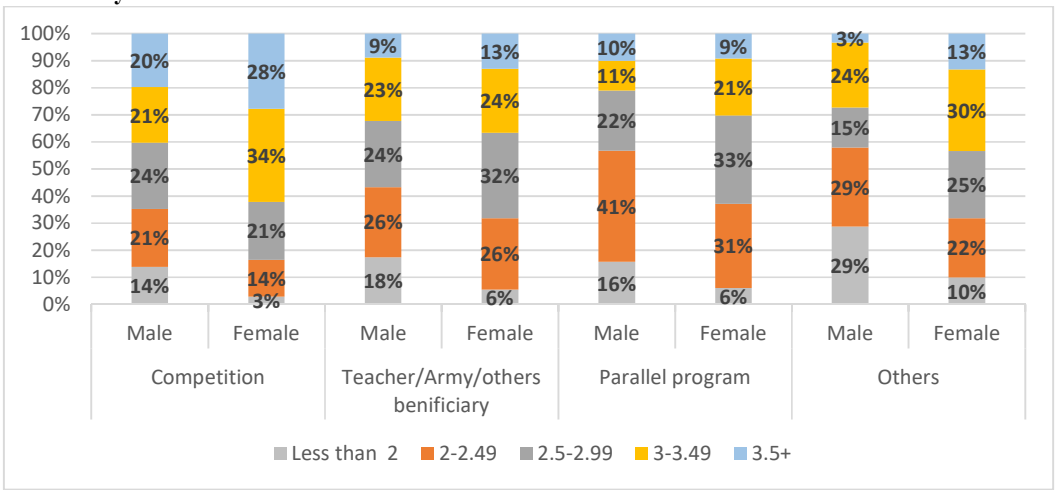

Figure 2: Type of university admission

Higher education in Jordan has several types of admission: Competitive, Quotas, Parallel and International. Competitive admission follows a regular admission procedure and accepts students who satisfy the admission policy and criteria. Parallel admission allows students who do not meet the grade requirements to be accepted by the Competitive track if they pay higher fees. The Ministry of Education also has certain quotas for seats at public universities given to students from underprivileged schools and children of defense force personnel (Abu Alhaija et al., 2016).

The data was analyzed according to the type of university admission, with the four main categories being aggregated and included in the analysis.

The results show that male and female students who were accepted through the Competitive track have higher cumulative averages than other students: 20% of male students and 28% of female students who were accepted through

the Competitive program have a cumulative average of 3.5+, while only 9% of male students and 13% of female students who were accepted through the Quota track have a cumulative average of 3.5+. In addition, 41% of male students and 31% of female students who were accepted through the Parallel track have a cumulative average of 2–2.49.

When applying the ANOVA test to these results, no significant differences are revealed within the male student cohort's cumulative averages due to the type of university admission through which they got in. On the other hand, the ANOVA test shows there are differences in the cumulative averages of female students depending on their type of admission. These differences are mainly between female students admitted to the university through the Competitive track compared to all other types of admission, with students admitted through the Competitive track having a higher cumulative average compared to the other groups. In addition, the results show that there are differences in the cumulative averages of the female students? Students enrolled through the Quota track compared to those enrolled through the Parallel program, with Quota students achieving a higher cumulative average than Parallel track students.

Table 5: ANOVA, Q7, GPA

Gender		Sum of Squares	df	Mean Square	F	Sig.
Male	Between Groups	7.425	3	2.475	1.541	.208
	Within Groups	183.036	114	1.606		
	Total	190.461	117			
Female	Between Groups	132.975	3	44.325	36.823	**.000**
	Within Groups	1526.339	1268	1.204		
	Total	1659.315	1271			

Table 6: *Multiple Comparisons, Dependent Variable: Q7. GPA, LSD*

Gender			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Male	Competition	Teacher/Army/others beneficiary	.307	.329	.353	-.34	.96
		Parallel program	.525	.279	.062	-.03	1.08
		Others	.672	.413	.107	-.15	1.49
	Teacher/Army /others beneficiary	Competition	-.307	.329	.353	-.96	.34
		Parallel program	.219	.325	.502	-.42	.86
		Others	.365	.445	.414	-.52	1.25
	Parallel program	Competition	-.525	.279	.062	-1.08	.03
		Teacher/Army/others beneficiary	-.219	.325	.502	-.86	.42
		Others	.146	.410	.722	-.67	.96
	Others	Competition	-.672	.413	.107	-1.49	.15
		Teacher/Army/others beneficiary	-.365	.445	.414	-1.25	.52
		Parallel program	-.146	.410	.722	-.96	.67
Female	Competition	Teacher/Army/others beneficiary	.581*	.079	.000	.43	.74
		Parallel program	.743*	.075	.000	.60	.89
		Others	.558*	.137	.000	.29	.83
	Teacher/Army /others beneficiary	Competition	-.581-*	.079	.000	-.74	-.43
		Parallel program	.162*	.081	.045	.00	.32
		Others	-.023	.141	.868	-.30	.25
	Parallel program	Competition	-.743-*	.075	.000	-.89	-.60
		Teacher/Army/othe	-.162-*	.081	.045	-.32	.00

Gender			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		rs beneficiary					
		Others	-.185	.138	.180	-.46	.09
	Others	Competition	-.558-*	.137	.000	-.83	-.29
		Teacher/Army/others beneficiary	.023	.141	.868	-.25	.30
		Parallel program	.185	.138	.180	-.09	.46

*. The mean difference is significant at the 0.05 level.

Father's Education

When analyzing the results according to the relationship between the level of education of the fathers and the students' cumulative average, the results show a few differences between the sexes. These differences were mainly between male and female students with a cumulative average between 3–3.49 and with fathers whose education is above the BA (bachelor) level. In this category, 30% of female students have a cumulative average of 3–3.49 compared to 12% of male students. In addition, there is a difference in the cumulative average of male and female students whose father's education is less than the secondary level: 26% of female students here have cumulative averages between 2.5–2.99 compared to 18% of male students.

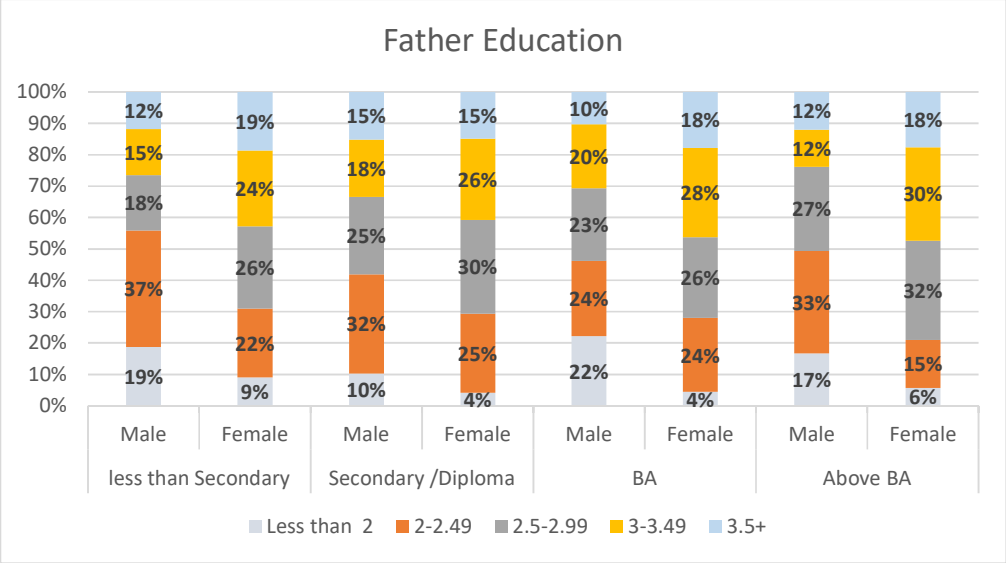

Figure 4: Education level of the students' fathers

In order to test if there are any significant differences between the cumulative averages of male and female students due to the level of paternal education, the data were split into the four education levels and the students' gender was treated as the grouping variable, while the cumulative average was treated as the dependent variable.

The T-test shows there are significant differences between the cumulative averages of male and female students due to the level of paternal education. These differences emerge when the father's level of education is less than the secondary and BA level. Meanwhile, the test does not show any significant differences in the other levels of paternal education. The test also shows that the differences are in favor of female students, meaning that they have higher cumulative averages as compared to their male counterparts.

Table 7: *Independent Sample T-test*

Independent Samples Test[a]					
Father's Education Level	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Less than Secondary	-2.179	210	**.030**	-.577	.265
Secondary/Diploma	-1.471	526	.142	-.258	.175
BA	-3.099	508	**.002**	-.593	.191
Above BA	-1.802	134	.074	-.685	.380

Mother's Education

When testing if there is any effect of the mother's education on the student's cumulative average, the results show clear differences. These differences were mainly between the female and male students with cumulative averages of 2–2.49 or 3.5+ when the level of education od their mothers' was above the BA level. Also, there are differences between the female and male students with cumulative averages less than 2 when their mother's education level is less than secondary. In this category, 26% of males have cumulative averages less than 2, as compared to 9% of female students.

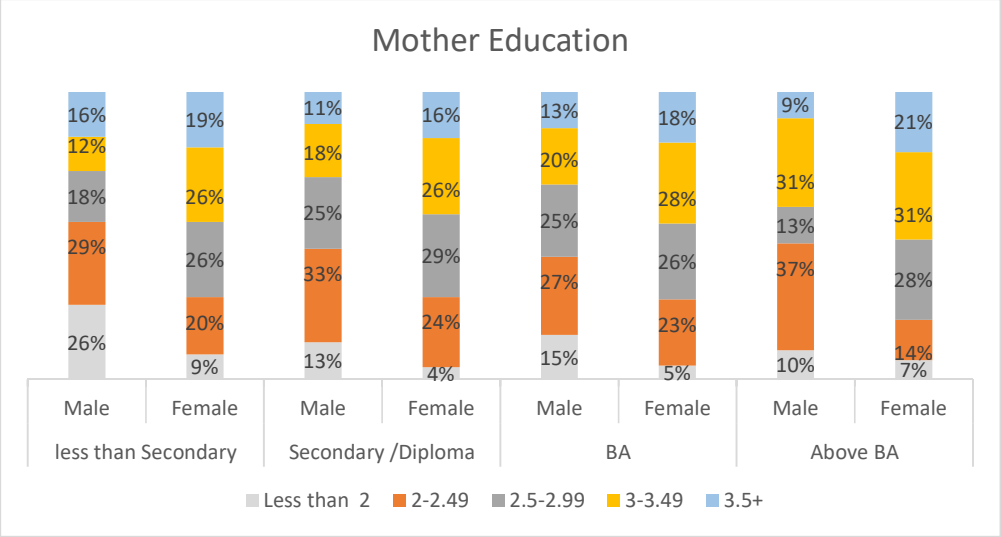

Figure 5: **Education level of the students' mothers**

In order to test for significant differences between the cumulative averages of male and female students based on the level of education of their mothers, the data were split into the four education levels, and the students' gender was treated as the grouping variable, while the cumulative average was treated as the dependent variable.

The T-test shows there are statistical differences between male and female students' cumulative averages due to their mother's level of education at three levels: less than Secondary, Secondary/Diploma, and BA. However, the test shows no differences in the students' cumulative averages of those whose mothers have an education level above BA. As the sign of the T-test is negative, this shows that the difference in the cumulative averages is in favor of female students rather than male students.

Family Monthly Income

Regarding whether there is any effect of the family's monthly income on the students' cumulative averages, the results show that for families whose income is in the lowest bracket (between 350–450 JOD p/month), more males (17%) have cumulative averages at the lowest level (less than 2) than females (5%), while more females have

cumulative averages between 3–3.49 than males. However, looking at the highest cumulative average bracket (3.5+) and this same income bracket, the results shows that there are no differences between the male and female cumulative averages.

Table 8: *Independent Sample T-test*

Independent Samples T-Test					
Mother Education Level	**t**	**d.f**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Less than Secondary	-2.549	202	**.012**	-.647	.254
Secondary /Diploma	-2.680	736	**.008**	-.433	.161
BA	-2.104	395	**.036**	-.439	.209
Above BA	-.905	50	.370	-.533	.589

The results also show there are differences between the cumulative averages of students whose family income is in the 451–1000 JOD bracket. These differences are found mainly in the cumulative average segments of 2–2.49 and 3.5+.

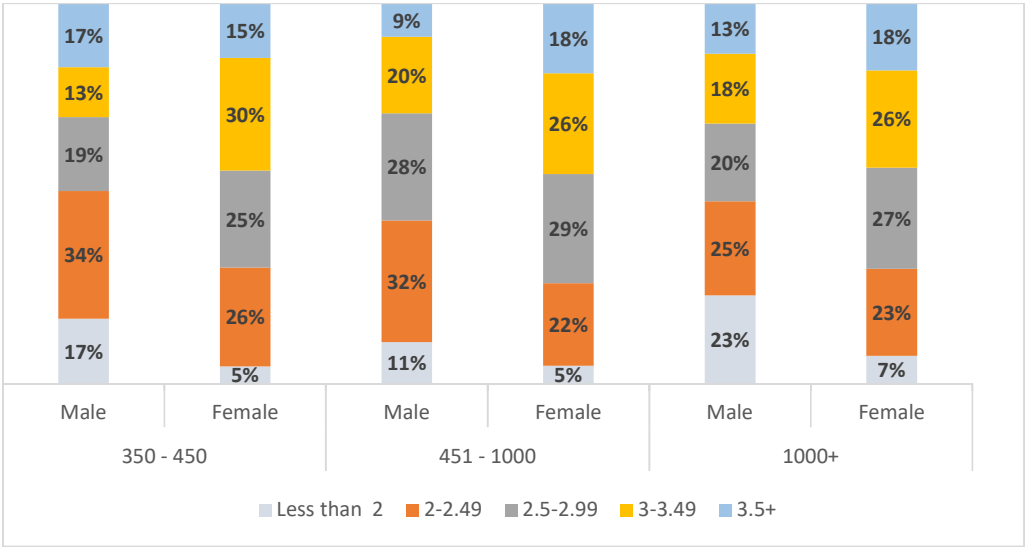

Figure 6: Student's Family Monthly Income

The ANOVA test shows there are no significant differences within the male or female student cohorts' cumulative averages due to family's monthly income.

Table 9: *ANOVA, Q7. GPA*

Q2 Sex		Sum of Squares	df	Mean Square	F	Sig.
Male	Between Groups	.208	2	.104	.063	.939
	Within Groups	187.246	113	1.657		
	Total	187.454	115			
Female	Between Groups	2.386	2	1.193	.901	.406
	Within Groups	1603.630	1211	1.324		
	Total	1606.016	1213			

Table 10: *Multiple Comparisons: Dependent Variable: Q7. GPA, LSD*

Q2 Sex	Family Income	Family Income	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
Male	350 - 450	451 - 1000	-.050-	.289	.862	-.62-	.52
		1000+	.052	.302	.864	-.55-	.65
	451 - 1000	350 - 450	.050	.289	.862	-.52-	.62
		1000+	.102	.289	.724	-.47-	.67
	1000+	350 - 450	-.052-	.302	.864	-.65-	.55
		451 - 1000	-.102-	.289	.724	-.67-	.47
Female	350 - 450	451 - 1000	-.089-	.078	.255	-.24-	.06
		1000+	-.001-	.091	.990	-.18-	.18
	451 - 1000	350 - 450	.089	.078	.255	-.06-	.24
		1000+	.088	.083	.286	-.07-	.25
	1000+	350 - 450	.001	.091	.990	-.18-	.18
		451 - 1000	-.088-	.083	.286	-.25-	.07

Discussion

The findings reveal that there are clear differences between the two sexes in relation to selected socio-economic characteristics. It was also found that there are differences among the female students according to certain characteristics.

The first salient finding is related to the location of the students' family homes. Students whose family's home location is in the middle region of the country and those whose family's home location is outside Jordan achieve better grades than those whose family's home location is in the rest of the regions. The one thing that both these location groupings have in common is that many of the students in these groups would have attended a private secondary school, with the middle region having most of the private international schools in Jordan. Most of the students whose family homes are located outside Jordan are also from private schools.

The other important finding is the impact of the type of admission, where it was found that female students who were accepted through the Competitive track perform better than males from the same type of admission. Additionally, these female students have higher GPA averages compared to females who were accepted through all the other types of admission.

The results also reveal that parental education was significant in terms of explaining the gender difference in the students' GPA achievements.

Female students whose fathers' and mothers' education was at the BA level and above had higher GPAs than male students whose parents' education was at the BA level and above, as well as above female students whose parents had lower levels of education.

Finally, it was found that there were no significant differences in the family income, either between males and females or between the different family income brackets within the female cohort at all levels of academic achievement.

Conclusion

Theories that have tried to explain the differences between female and male academic achievement have focused on the biological and cultural differences. Little attention has been paid to socio-economic factors that affect the academic achievements of students of foreign languages. The results of the study clearly demonstrate clearly that socio-economic factors are important in explaining the variation in the academic performance between male students and female students. While the current research highlights the importance of certain socio-economic factors in understanding the

gender differences, it also highlights the need for further research into psychological factors such as the motivation for studying foreign languages, and the overall cultural milieu where students come from.

REFERENCES

Bacon, S. (1992): "The relationship between gender, comprehension, processing strategies, and cognitive and affective response in second-language listening." Modern Language Journal 76, 160–178.

Burman D, D. / Bitan, T. / Booth, J. R. (2008): "Sex differences in neural processing of language among children." Neuropsychologia 46, 1349–1362.

Boyle, J.P. (1987): "Sex differences in listening vocabulary." Language Learning 37(2), 273–284.

Cameron, D. (2005): "Language, gender, and sexuality: Current issues and new directions." Applied Linguistics 26(4), 482–502.

Ehrman, M. (1990). The role of personality type in adult language learning: an ongoing investigation. In Language aptitude reconsidered. eds. T. S. Parry / C. W. Stansfield, 126–178. Englewood Cliffs, N.J.: Prentice Hall.

Ehrman, M. / Oxford, R., (1989): "Effects of sex differences, career choice, and psychological type on adults' language learning strategies." Modern Language Journal 73(1), 1–13.

Ellis, R. (2012): The study of second language acquisition (2nd ed.). Oxford: Oxford University Press.

Ellis, R. (1994): The Study of Second Language Acquisition. Oxford: Oxford University Press.

Davies, A. (2001): "The logic of testing languages for specific purposes." Language Testing.

Główka, D. (2014): "The impact of gender on attainment in learning English as a foreign language". Studies in Second Language Learning and Teaching [Online] 4(4), 617–635. Accessed 30 October 2018.

Gardner, R. C. / Lambert, W. (1972): Attitudes and motivation in second language learning. Rowley, MA: Newbury House.

Holmes, J. (1993): An introduction to sociolinguistics. London: Longman.

Jaeger, J. (1998). Brain and language: Does sex make a difference?. In Engendering communication. Proceedings from the Fifth Berkeley Women and Language Conference. eds. Wertheim, S., Bailey, A. / M. Corston-Oliver, 221–233. Berkeley, CA: Berkeley Women and Language Group, University of California.

Keefe, J. W. (1982). (ed.): Student learning styles and brain behavior: Programs, instrumentation, research. Reston, VA: National Association of Secondary School Principals.

Lakoff, Robin. (1975): "Language and woman's place." Language and society 2, 45–79.

Lopez Rua, P. (2006): "The sex variable in foreign language learning: An integrative approach." Porta Linguarum: Revista Internacional de Didactica de las Lenguas Extranjeras 6, 99–114.

Norton, B. (2000): Identity and language learning: Gender, ethnicity and educational change. Harlow: Longman.

Michońska-Stadnik, A. (2004). Gender differences and preferred learning environment

in a foreign language classroom. In Pragmatics and language learning. Ed. J. Arabski, Kraków: Universitas.

Nemati, A. (2007). Gender differences in the use of linguistic forms in the speech of men and women: A comparative study of Persian and English.

Norton, Bonny / Pavlenko, A. (2009). Gender and English language learners: Challenges and possibilities.

Nyikos, Martha, / Oxford, R. (1993): "A factor analytic study of language-learning strategy use: interpretations from information-processing theory and social psychology." The Modern Language Journal 77(1), 11–22.

Pavlenko, A., / Piller, P. (2008). Language education and gender. In The encyclopedia of language and education: Vol 1 (2nd

ed.). ed. S. May, 57–69. New York: Springer.

Rogers, R. (2006): "Les femmes dans l'enseignement des langues vivantes: éléments pour une histoire à construire. Ela. " Études de linguistique appliquée 142(2), 135–149.

Spolsky, B. (1989): Conditions for second language learning. Oxford: Oxford University Press.

Tannen, D. (1990): You just don't understand. Women and men in conversation. New York: Ballantine.

Van der Slik, F.W.P. et al. (2015): "The gender gap in second language acquisition: gender differences in the acquisition of Dutch among immigrants from 88 countries with 49 mother tongues." PloS one 10(11).

Zoughi, M., Kazemi, S.A., / Kalani, A. (2013): "The effect of gender on language learning." Journal of Novel Applied Sciences 2(4), 1124–112.

أثر النوع الاجتماعي على التحصيل الدراسي لطلاب اللغات الأجنبية في الجامعة الأردنية

ناهد عميش*

ملخص

اللغة العربية هي اللغة الرسمية في الأردن، واللغة الإنجليزية هي اللغة الأجنبية الأولى .تطرح كلية اللغات الأجنبية في الجامعة الأردنية برامج لتدريس العديد من اللغات الأوروبية والآسيوية .ففي دراسة سابقة أجريت لبحث العلاقة بين العوامل الاجتماعية/الاقتصادية وتأثيرها في التحصيل الأكاديمي لطلبة اللغات الأجنبية في الجامعة الأردنية، تبين أن النوع الاجتماعي هو العامل الأكثر تأثيرا في التحصيل الأكاديمي .كما أظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين المعدل التراكمي للطلبة لصالح الإناث .وهدفت تلك الدراسة إلى تحديد آثار المتغيرات الأخرى على تحصيل الطلبة الأكاديمي: إناثاً وذكوراً .وتم استخدام البيانات الكمية المستمدة من استبيان وُزع على جميع الطلبة المسجلين على مستوى البكالوريوس في كلية اللغات الأجنبية .وخلصت النتائج أيضا إلى أن المستوى التعليمي لأولياء الأمور كان عاملا مهما في إحداث فروق في التحصيل الأكاديمي بين الجنسين .ولكن تعليم الوالدين كان له تأثير أكبر على الطلبة الإناث بالمقارنة مع الطلبة الذكور .كما تبين عدم وجود علاقة ذات دلالة إحصائية بين متغير دخل الأسرة والأداء الأكاديمي سواء كان بين الذكور والإناث أو داخل فئة الإناث نفسها.

الكلمات الدالة: النوع الاجتماعي، التحصيل الأكاديمي ، العوامل الاجتماعية والاقتصادية ، تعلم اللغة.

* الجامعة الأردنية. تاريخ استلام البحث 2019/10/25، وتاريخ قبوله 2020/1/13.