

STUDII ȘI CERCETĂRI: PRACTICI INTERNAȚIONALE

MALES AND FEMALES DIFFERENCES IN LEARNING A SECOND LANGUAGE

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This article puts into discussion the issue of males and females differences in learning a second language. Our experience throughout many years showed the advancement of females in achievements over males. Girls got higher marks in all learning subjects than boys, almost all the students in our school who had excellent achievements were girls. This proves the determination and the interest of females to study and succeed in learning as many other cases. The research data already support the notion that females and males may use different strategies to learn a second language.

Keywords: *sex differences in learning, cognitive sex differences, educational atmosphere, functional cerebral asymmetry.*

DIFERENȚE DE GEN ÎN ÎNVĂȚAREA LIMBII STRĂINE LA ELEVI

Acest articol pune în discuție tema diferențelor de gen în învățarea limbii străine la elevi. În cadrul experienței noastre profesionale am constatat că fetele înregistrează un progres mai mare comparativ cu băieții în învățarea limbilor străine. Astfel, majoritatea elevilor care au obținut note înalte la toate subiectele de învățare la limba străină sunt de sex feminin. Aceasta demonstrează determinarea și interesul fetelor de a studia și a obține succese în învățare. Datele cercetărilor relevă ideea că fetele și băieții utilizează diferite strategii de învățare a limbii străine.

Cuvinte-cheie: *diferențe de sex în învățare, diferențe de sex la nivel cognitiv, climat educațional, asimetrie cerebrală funcțională.*

During my teaching career in the last 26 years in junior high school I noticed the sex differences between males and females almost in all teaching subjects, and especially in the acquisition of a second language.

My experience throughout many years showed the advancement of females in achievements over males.

Girls got higher marks in all learning subjects than boys, almost all the students in our school who had excellent achievements were girls.

There were many cases that advanced and excellent girls' students had brothers with low marks and careless behaviors towards studying.

In my school Brotherhood Junior High School in Naura, Israel, for instance, more than two thirds of the most advanced class called (Scientific Class) are girls 22 out of 32 students.

This proves the determination and the interest of females to study and succeed in learning as many other cases.

From an article of Madeline and Rebecca published online on Oct. 20, 2011, a research shows sex differences in general social behavior, verbal ability use of language and language learning strategies, sex differences suggests that females are superior to, or at least very different from males in many social skills, with females showing a greater social orientation and social interactions with others outside of class.

The research data already support the notion that females and males may use different strategies to learn a second language [5].

A paper reports a preliminary study into the commitment and academic confidence of male students in undergraduate psychology, prompted by our own observations of the performance of male students and the literature on sex differences in education. Method: Using an analytical survey, level 1 psychology students at a new university in South Wales, UK, were asked to complete the Academic Behavioral Confidence scale

(Sander and a second scale, You And Your University Study, designed specifically for this investigation. The findings from a selective sample (n=72), with male students outnumbered 1:6 by the female students, are presented. Results: The data show that when asked to rate the importance of the academic studies and the non-academic side of university life, the male students tended to give lower ratings to their studies than to the non-academic side, whereas the reverse was the case for the female students. Some students, particularly female students, who did rate the non-academic side of university life as the more important reported the need to build a strong and secure social network to support them through their studies. No differences in overall academic confidence were found, contrary to predictions, although there were some individual statement differences. Conclusion: The data suggest that male students may be at a disadvantage through their attitude or approach to their academic studies [6].

Females even succeed more when they study in single-sex education as Sax L. and Tiffani A. reported in a study that addresses whether levels of academic engagement differ between single-sex and coeducational settings. Research Design: The study uses self-reported survey data and multilevel modeling to address secondary school-level effects in a national sample of women entering college. Findings/Results: The analyses suggest that attendance at a single-sex high school remains a significant predictor of academic engagement even after controlling for the confounding role of student background characteristics, school-level features, and peer contexts within each school.

Specifically, women attending all-girls high schools report higher levels of academic engagement across numerous fronts: studying individually or in groups, interacting with teachers, tutoring other students, and getting involved in student organizations [7].

Halpem Diane wrote about many exciting and illuminating developments in our understanding of cognitive sex difference and she wanted people to be aware of the cognitive differences between males and females.

Readers should come away with a new understanding of the way nature and nurture work together to make us unique individuals while also creating similarities and differences that are often (but not always) tied to our being female and male [2].

Mental rotation performance has been found to produce one of the largest sex differences in cognition accompanied by sex differences in functional cerebral asymmetry. Although sex differences in mental rotation performance can be reliably demonstrated as early as age 5 years old, that is, long before puberty, no data exist as to whether preschooler's mental rotation performance is accompanied by sex differences in functional cerebral asymmetry. Based on the electrophysiological brain correlates of mental rotation, we observed a bilateral parietal brain activity for preschool boys whereas the preschool girls' brain activity was clearly lateralized toward the left hemisphere if and only if mental rotation was needed to solve the task. Thus, sex differences in functional cerebral asymmetry during mental rotation do not require hormonal changes that occur during puberty [1].

Because of the higher grades that females get in the educational institutes policy makers in the United States supported the idea of having single sex schools especially just for girls on the one hand, but on the other hand due to the recent changes in federal regulations about gender equity in education in the USA, some policy makers have resurrected single-sex public education. Because single-sex schooling ignores the complexity of sex, gender, and sexuality, it sets up a "separate but equal" system that is anything but. Discounting the ways in which gender is negotiated, constructed, and performed, and the variability of anatomical sex, current arguments for single-sex schooling reify the false binaries of sex and gender, rely on assumptions of heteronormativity and, in turn, negate the existence of multiple sexes, genders, and sexual orientations [3].

The peaceful relationships and kindness of females doubtlessly contribute positively in causing an ideal educational atmosphere in learning which leads to better results and achievements than males.

Research on sex differences in antisocial behavior may shed light on the causes of childhood antisocial behavior. Using a longitudinal design, we tested whether there were sex differences in the amount of harsh discipline children received or in the effect of harsh discipline and whether this accounted for sex differences in later conduct problems. Our sample was a representative, longitudinal sample of 13,830 twins born in England and Wales between 1994 and 1996. Results showed that boys experienced more harsh discipline than girls and that the sex difference in harsh discipline accounted for 10 percent to 20 percent of the sex difference in conduct problems. We found no evidence that harsh discipline had a greater effect on boys vs. girls. We also found evidence of a bidirectional relationship between harsh discipline and child conduct problems [4].

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