T.C.

GAZI UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

ADAPTING EFL TOPICS TO GENDER DIFFERENCES

M.A. THESIS

Submitted to

Yrd. Doç. Dr. İskender Hakkı SARIGÖZ

Submitted by

Mustafa-A-HUSSAIN

Ankara - 2006

Eğitim Bilimleri Enstitüsü Müdürlüğüne

Mustafa-A-Hussain`e ait " Adapting EFL topics to gender differences" adlı çalışma jürimiz tarafından İngilizce Dili Eğitimi Bölümünde YÜKSEK LİSANS tezi olarak kabul edilmiştir.

Başkan .....

Akademik Unvanı, Adı Soyadı

Üye .....

Akademik Unvanı, Adı Soyadı (Danışman)

Üye .....

Akademik Unvanı, Adı Soyadı

ACKNOWLEDGEMENTS

I am deeply indebted to my thesis supervisor Yrd. Doç. Dr. İskender Hakkı SARIGÖZ for his most helpful guidance, comments, advice, and patience throughout the preparation of this study.

I am also grateful for Erkan CAFER and Türkan GAZİ for their invaluable support and friendships.

I owe special thanks to Dr. Eric ESEALEY for his guidance and help throughout the study.

I would also thank Bekir DİLMAÇ for his help in applying the questionnaire.

Finally, I am very grateful to each member of my family for their endless help, patience and encouragement. I, especially, would like to thank my sister for her love and care.

TABLE OF CONTENTS

Page

CHAPTER 3 **Page**

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter states the general background of the study, the problem, the aim, and the limitation of the study.

1.1 Background of the study

Foreign language teaching has become an important sector in language teaching. English tends to be the language of communication in this century. Millions of learners attend English courses of all levels. Many factors affect the success in English teaching and learning. Gender differences can be one of these factors.

There are external and internal factors, which affect language learning, like the role of the first language, setting differences, and gender. Since one or more of these factors influences learners, the manner and the speed with which they acquire a second language differ from other learners who have different learning style, and who are at a different age, who have different sex, or who employ different learning strategies

The sex, or gender of learners, among other factors, influences some of these differences among language learners. The sex of learners is influential not only in the production of an L2, but also in other aspects as the learners` motivation, attitude towards learning a second language, social behavior, and also in general language ability. If sex is influential in the acquisition of a second language, teachers and researchers should pay attention to this variable, and should attempt to add to the body of research more process of second language learning.

EFL teachers should be fully aware of the fact that English is the widely taught foreign language throughout Turkey. It is also the only language, which has been widely taught, in many cases as required subjects in most Turkish universities.

Teachers, classroom practitioners, and teacher trainers, especially ones working with EFL classrooms, have a responsibility to review their own teaching materials in their own organizations for the gender related attitudes they portray. So in order to reach the ultimate goals in teaching EFL topics, teachers should be aware of the materials they are using, and should try to avoid gender bias on these materials. They must adapt it in a way that will motivate their students and arise their interest on these topics

1.2 Aim of the Study

By examining gender differences in topic familiarity and enjoyment, this study attempts to outline how to adapt EFL materials used in TEFL to gender differences. This study tries to have a general look into the materials used in preparatory schools, high schools and literature courses. Nevertheless, main

emphasis will be on preparatory school programs in order to keep the scope of the study in manageable limits.

Female and male students may differ in background. They choose different subjects in school; have different interests, reading habits and aspiration. Males are more interested in subjects like computers, sports technical matters while females prefers social, home and artistic activities and read relatively more and different books.

Considering the background of the students, we can easily understand how and which materials to use in order to motivate both genders, and how to adapt materials in order to reach our aim at teaching EFL topics. Therefore, it can be argued that teachers feel free to change and adapt textbooks to meet the conditions of immediate and unpredictable learning and teaching situations. In this respect, there should be flexibility in the use of textbooks in actual class performance and the teachers should not treat them as unchanging materials.

By making foreign/second language instructor aware of the gender differences that exist, this study may help instructors promote the learning of faster students and compensate for slower ones. Moreover, it may have an indirect role in making learners aware of such differences, and thus give them direction. In addition, materials designers may develop the materials according to perceived needs. For example, materials designers can develop materials paying attention to sex differences so that both genders can make use of the materials according to their weaknesses or strengths. It can be of more general benefit to able teacher training as well. Teacher trainers can help their trainees by making them aware of such differences.

1.3 Problem Statement and Research Questions

Many different materials are used in EFL classes. Some materials may affect learners' attitude towards the lessons and their motivation. Without proper consideration of gender differences a FLT course may not easily reach its ultimate goals.

It has been claimed that the English discriminates against women and that it possesses male-as-norm elements. Furthermore, course books` representations of gender potentially affect students as language learners.

To avoid this problem in our EFL classrooms, teachers need to direct their thoughts to reviewing, evaluation and adapting their teaching materials.

Adaptation is an important way to motivate students to learn by making the language authentic, the situation more suitable, and the visual and printed illustrations more interesting. It is sometimes required to ensure greater ease of acquisition-by providing enough practice, logical explanations, and examples or exercises that are in the level of the learner.

The questionnaire in this study, which has been designed for the students, is used to find out how female and male students differ in their approach to the topics used in their textbooks, and how to adapt these topics to gender differences.

In general the EFL topics in discussion are analyzed according to their appropriateness to the students` gender and interests.

Research Questions

1- Are there gender differences in learners' self reported topic familiarity?
2- Are there gender differences in learners' topic interest?
3- Are there any significant differences between males' and females' preferences of intelligences as defined by Gardner?
4- Are there any significant differences between males' and females' opinions about materials and activities used inside the EFL classroom?
5- What are males' and females' opinions about EFL classroom outlook?

Finally, the results of the questionnaire will be analyzed, and some suggestions will be presented in the following chapters.

1.4 Limitation of the Study

The data for this study were collected at Gazi University. Despite the fact that there are a lot of classes at Gazi University preparatory school, just one of them including 44 students was observed for this study.

CHAPTER 2

REVIEW OF LITERATURE

2.0 Presentation

In this chapter, techniques of adaptation, factors which account for individual differences will be briefly reviewed, and the affect of gender on second/foreign language learning will be focused on.

2.1 Methodology

There are many methods used in teaching foreign languages. Each method has its own way to motivate students in order to learn a language. But it's not always possible to recognize gender differences in every method while teaching. For example, teacher will not be able to observe gender differences while using the Grammar Translation method because that method is not very effective in preparing students to use the target language communicatively.

On the other hand we can see that even the primary goal of the other methods like The Direct method, The Audio-Lingual method, Suggestopedia, and Community language learning method is to enable students to communicate using the target language, still these methods may not be sufficient to prepare our students to communicate because even its important to teach structures and vocabulary, they may still be inadequate to make our students communicatively competent. For example by using the Audio-lingual method, students will simply repeat and

memorizing dialogue. So by using these methods students may know the rules of language usage, but may be unable to use the language, and students may not be able to express their own ideas, and teachers may be unable to observe gender differences. While in the Communicative Approach students have an opportunity to express their individuality by sharing ideas and opinions, they also have an opportunity to work on negotiating meaning. Also Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the Audiolingual method of language teaching, which relies on repetition and drills, the Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. These entire features in the Communicative Approach help the teacher to observe gender differences

Diane Larsen (1986:123) states that:

> 'When we communicate, we use the language in order to achieve some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person'.

As we know there are differences between male and female speech when addressing each other. Since The Communicative Approach focuses on real language use, a variety of linguistic forms will be presented together and it gives the students an opportunity to choose not only what to say, but also how to say it. That will be useful in order to recognize the different behavior among our students, and will help the teacher to adapt teaching materials to motivate his students to learn a language.

Many research have been down to recognize gender differences in the classroom. For example French and French, (1984); Swann and Graddol, (1988) in

Sunderland (1998:50) found that boys on the whole talked more than girls. Myra Sadker and DavidSadker (1985) in Sunderland (1998:50) found this was in fact true of all subjects' classes in which they worked: math, science, English language and ' language arts'. Virginia Brook (1982:90), found a tendency for male college students to interrupt more than female college students in some context. In a meta-analysis of 81 studies of gender and classroom interaction

2.2 Sociolinguistic Perspective

Sex differences are an essential fact of human life and it is normal to find them reflected in language. Male and female differences are reflected in language, and much research has demonstrated that men and women occupy different subcultures that exhibit distinctive language patterns. It is through the medium of language that we categorize areas of differences and similarity.

In certain languages like Koasati, a native American language, there are forms used by speakers of one sex and not the other.. Marry hass (1944/1964) in Fasold (1990: 89) found that In some cases we can find that not only the sex of the speaker determines the form of the language but also the sex of the addressee is a determining factor. To give an example, when a woman is addressing a woman, she generally prefers to use another form that she doesn't use while addressing a man.

A number of sociolinguistics researches found that male speakers use socially disfavored variants of sociolinguistic variables while women serve to avoid these in favor of socially more favored variants and also female speech nearly always outstripping male in its degree of standardness of prestige. A wide range of

explanations has been offered for this distributional pattern, most of which have some element of plausibility.

Key (1975) in Fasold (1990:95) suggests that

> " Women use favored linguistics forms as a way of achieving status through the use of linguistic features which is denied them in other aspects of life."

According to Trudgill(1983:167-8) in Preston (1989:65) men can be rated socially by their occupation their earning power and other abilities, in other words, by what they do. But this is not possible for women because they cannot be rated socially by their occupation. Other signals of status, including speech, are correspondingly more important.

Fasold (1990:95) suggests that women use a higher proportion of standard variants than men because this allows them to sound less local and to have voice. Deuchar (1988) develops an interpretation based on politeness theory, in which women's higher use of standard forms can be seen as a strategy for maintaining face in interaction where women are powerless.

But on the other hand a commonly reported version of the gender pattern shows that female prefer to use the prestige form only in formal styles, while in less formal styles there is no difference in the use of socially disfavored forms between male and female.

Chambers and Trudgill 1980:100) in Preston (1989:69) states that:

> " Males of all ages prefer the nonstandard form, presumably for its covert prestige value; surprisingly, however, younger

> women prefer this same form at practically the same level as their male counterparts.'

According to Fasold(1990:93) a caveat that is often made about gender pattern that it is only to be expected in Western societies, and Labov(1981) in Preston (1989:70) mentioned that it's important to bear in mind that this shift of women towards the higher prestige forms(in the sense of national or standard prestige) is limited to those societies where women play a role in public life.

Another feature often associated with women's language is politeness. For example, women are not expected to use 'strong' expletives, such as 'damn' or 'shit', but are encouraged to substitute weaker ones like 'oh dear' or fudge'.

But we cannot generalize these features to all cultures. Keenan (1974) in Preston (1989:74) said that in a Madagascar village, in contrast to many other cultures, however, it is the male speakers in the community who are specially constrained by these norms of indirect speech. Women are known as straightforward.

A syntactic feature that is more freely usable by woman that by men is the tag question form. Lakoff (1975) in Kunsman (2000:3) suggested that tag questions might be a feature of women's style used to request confirmation that the hearer agrees with what she has just said.

But as early as 1975 a study by Dubios/Crouch showed that these observations would not hold up, because in their study men produce more tag-questions than women. Holmes 1984) in Cheshire (2000:6) said that English-

speaking women appear to use more tag questions than men when the tag-question have a facilitative rather interrogative function.

Early studies in interruption and related phenomena seem to indicate a large tendency on the part of men to interrupt dominate in cross-sex conversations. Fishmen (1980, 1983) in Fasold (1989:109) found the same results indicating that women have less control than men in cross-sex conversations.

2.3 Principles of Adaptation

Materials used in the textbooks are the main source for teaching a language. To achieve the ultimate goals in teaching, materials should be interesting and suitable for the students. The main task for teachers is to find materials that their students will find easy and interesting. Adaptation is an effective way to motivate and arise students' interest in the materials used in teaching a language, but at the same time it is important to determine the steps in adaptation.

Madsen and Bouen (1979:5) state that useful adaptation is a matter of fulfilling congruence. The teacher needs to understand that during adaptation he should frequently try to achieve congruence.

According to Stevick (1971:63) while adapting the teacher must accomplish the request of the textbook, but in a way that will appeal to students who are using these textbooks. He also mentioned that ' adaptation is an art' and to adapt materials there are steps should be followed. First, the teacher should predict responses for his students' linguistic, social, and topic needs. Secondly, the teacher should assess the

materials in term of these three dimensions, by comparing the results of the steps, he will be able to have a clear picture of what he need to add or subtract.

McDoungh and Shaw (1993) suggest that teachers should select adaptation techniques according to the type of materials to be changed. They also mentioned that both the amount and nature of the materials could be changed.

2.4 The Effect of Gender on the Comprehension and Production of L2

Previous research related to gender differences in second language learning revealed that gender plays a vital role in the way learners socially structure their learning situations, and thus create learning/practice opportunities (Bacon & Finnemann, 1992). A study of ESL carried out by Gass & Varonis (1986) suggest that men are more likely to be better at debating or stating opinions, while women are more likely to facilitate verbal exchange. They (Gass & Varonis, 1986) mentioned also that men tend to use opportunities in order to produce more comprehensible output; while women tend to obtain more comprehensible input. This L2 interaction-based study was important to clarify the impact of interlocutor's gender on the learner. It makes clear that learner pairing with interlocutors of the same or opposite gender conditioned both the frequency of opportunities and the degree of success that male learners achieved in modifying their production compared to female learners.

Pica, Lewis, Berducci & Newman (1992), examined the gender-related influence on learner-interlocutor interaction., and found that greater amounts of negotiated interaction occur in cross-gender dyads. They found that female native speaker (NS) interviewers tended to provide their nonnative male speaker (NNS)

interlocutors with more opportunities for comprehensible output than they provided their NNS female interlocutors. The result of this study did not show a clear-cut role for NNS gender; however, female NSs played a more critical role than the other interlocutor.

In a study at one of the major government universities in the north of Thailand using a basic English course to examine gender differences in cognitive and metacognitive strategy use in the context of an English as a foreign language reading comprehension test,Phakiti (2003) found that males and females did not differ in their reading comprehension performance. Unexpectedly, however, males reported significantly more use of metacognitive strategies than females. The results revealed also that there were no differences across gender at the same achievement level (highly successful, moderately successful, and unsuccessful), either in their reading performance or use of cognitive and metacognitive strategies. Phakiti gave three possible interpretations for the gender differences in metacognitive strategy use.

> " First, female are seen as better language learners that male in L2 learning. The higher use of metacognitive strategies by men than by women in the current study might explain why females did not outperform males on the test. Second, female might not have encountered as much difficulty during the reading as males did. Third, female have higher test anxiety than males." (p. 669)

Bacon and Finnemann (1992) examined differences in the self-reports of men and women regarding their attitudes, beliefs, strategies, and experience in language learning. They found that females reported significantly higher levels of motivation, strategy use, comprehension, positive affect, willingness to confront, and exposure to authentic input. Bacon and Finneman state:

> " The picture that emerged here was one in which women reported (a) a higher level of motivation, and strategy use in language learning; (b) greater use of global, but less use than did men of analytic strategies in dealing with authentic input; and (c) a higher level of social interaction with Spanish." (P. 490)

They also referred to the limitations of this study, they state

> " Research using a self-report instrument has limitations. One may question whether learners respond in the way they really believed, or in what they perceived to be a socially appropriate way. Although the large sample size dispels some of that concern, additional observational and experimental research will help clarify and test the relationships reported here." (p.491)

Another study carried out by Tercanlioglu (2004) in the School of Education, Ataturk University to discover gender differences in language learning strategies used by foreign language learners. A total of 184 pre-service teachers participate in this study.. The results show significant gender differences, favoring males, in students' strategy use. But the sampling of this study was insufficient to make generalization of findings. Tercanlioglu gave also an explanation for this result. She states that:

> " A possible explanation for this result may be that in the male-dominated Turkish society female students may have lower self-esteem in reporting the strategies they use." (P.8)

In a study where participants listened and recognized vocabulary, Boyle (1987) found male Chinese students of English in an EFL context to be superior to females on a vocabulary recognition task. Females were superior in all other language tasks measured, namely meaning through stress/intonation, stress, vocabulary recall, reading vocabulary, dictation, listening passage, and syntax cloze.

In a study carried out by Markham (1988) were the aim to (a) establish the existence or nonexistence of sex bias in ESL student listening recall and (b) examine the influence of the perceived expertness of the speaker as a factor in ESL student listening recall. A total of 45 advanced and 53 intermediate university-level ESL students participated in the study as intact classes (four classes at each level), of

whom 56 were males and 42 were females. The two variables of this study were student proficiency in English and passage condition. A recurrent finding in sociolinguistic research is that men and women are not evaluated equally. Several studies have reported that listener often attend to male speaker more carefully even when the presentation are identical (Gordon & Hall, 1974; Gruber & Gaebelein, 1979; Sewell, 1985). For example Gruber & Gaebelein, (1979) found that presentations by males were recalled better than presentations by females even when the topic concerned a traditionally feminine activity, such as sewing. The results of Markham's study revealed student proficiency and passage condition were significantly related to recall, with no interaction effects. Both the advanced and intermediate subjects recalled considerably more idea units from the presentation of the male speaker without an introduction (nonexpert) that from presentation of the female nonexpert. The advanced group recalled more idea units from the male expert's presentation than from the female expert's presentation. In this study the gender of listeners was also explored as a variable in this study. Although no statistically significant difference was found, the means revealed that female subjects who listened to the male speakers scored higher than female subjects who listened to the female speaker. The male subjects exhibited the same tendency, but the difference was not as great.

Bacon (1992), in his study, investigated affective differences between males and females. The result of this study revealed that men were significantly more confident of their performance on a listening comprehension test despite the fact that there was no difference in the level of comprehension by women and men. The result of the study revealed also that men were more willing to admit to using translation strategies than were women. In addition, men, according to Bacon, used more bottom-up strategies than did women. Women, on the other hand, reported monitoring their comprehension more than did men.

2.5 Gender differences in second language reading: the role of background and topic familiarity

L2 reading involves a number or variables and includes both cognitive and social factors. Two logical components of the reading process are the reader and the text, and each of these variables is compromised of various complex parts. The L2 reader brings many characteristics (e.g., gender, background knowledge, experiences, interest and personality) to the text. At the same time the text brings many traits (genre, form, length, content, author's point of view, and so on) to the reader.

Female and male students differ in background: they select different subjects in school, have different interests, reading habits, and aspiration. Males generally more interested in computer and technical matters and are more enthusiastic about sports. While females tend to prefer social, home, and artistic activities and read relatively more books and magazines than males. Females appears to be more interested in fashion, pop stars, human relations, romance, and art.(Bugul & Bunnk, 1997.)

Background knowledge plays a significant role in comprehension. Johnson gave ESL readers a passage on Halloween and demonstrated that background knowledge had a greater impact on comprehension than pre teaching of vocabulary.

Some research on the reading components of standardized exams has shown that gender is a key variable affecting achievement. For example Bugel and Buunk (1996) found that the topic of text is an important in explanation gender-based differences among scores obtained on the reading portion of the national foreign language examination. In this study, a total 11 English reading passages, including five texts with a "male" topic and sex texts with a "female" topic, were selected.

Based on prior text-bias studies, the researchers selected passages on female topics: human relations, female professions, self-care, household issues, and abstract reasoning. The male topics included the economy, money, crime, violence, sports, and automobiles. They found that males scored significantly better on the multiple-choice comprehension items for essays about laser thermometers, volcanoes, cars, and football players. Female achieved significantly higher scores on the comprehension tests for essays on text topics such as midwives, a sad story, and a housewife's dilemma. The researchers concluded that the topic of a text is an important factor in explaining gender-based differences in second language reading comprehension. On the other hand, Young and Oxford (1997) investigated the disparities among native English speaking men and women while reading two Spanish texts and one English text. The different passages were taken from textbooks used at the course levels of the participants, and included topics such as economy, the presence of foreign cultures in work, leisure, and history. With regard to the recall scores, no significant differences by gender were reported for all three text topics, and furthermore, there were no reported differences by gender in the familiarity rating with passage topics or background knowledge of any of the passages.

Many researches have done to examine the effect of the content schema in the second language reading process. Brantmeier (2003) defined content schema as the knowledge that is relative to the content domain of the reading passage that the reader brings to a text. In a study carried by Brantmeier (2003) to examine the effects of readers' gender and passage content, she reported significant interaction between readers' gender and gender-oriented passage content with comprehension among intermediate second language learners of Spanish at the university level (n=29 male and 49 female). The two passages utilized in this study were authentic narratives about boxing match and a frustrated housewife. In another study also carried by Brantmeier (2003) which investigated the effects of reader's gender, topic familiarity, enjoyment and interest on second language reading, she stated that in addition to linguistic factors that impede successful reading comprehension, other

variables such as gender, passage content, and topic familiarity may increase the L2 readers' burden. Brantmeier (2002) examined the relationship between variables that effected L2 reading comprehension across instructional levels. Both written recall and multiple-choice question assessment tasks were used to measure comprehension. The result showed that the effects of passage content by gender on L2 reading comprehension (measured by both assessments tasks) was not maintained when intermediate-level text was read by more advanced learners. At the intermediate level, male and female readers comprehended familiar passage content better than unfamiliar passage content. At more advanced levels, male and female performance on L2 reading comprehension tasks was no longer affected by gender-oriented passage content.

2.6 Gender Issue in Multiple Intelligences

In his book *frames of Mind: The Theory of Multiple Intelligences,* in 1983, Howard Gardner mentioned seven intelligences that human organism has at least. The intelligences are like talents and gifts in that there are many combinations possible. Intelligences can also be strengthened. How readily the improvement occurs depends upon the biology of the persons' brain and the teacher that the culture gave the person. But Gardner warned that we are not limited to seven intelligences only. Then Gardner added another intelligence to his seven intelligences. Gardners' eight intelligences are:

Intrapersonal - the ability to assess one's own strengths, weaknesses, talents, and interests and use them to set goals, to understand oneself to be of service to others. It involves the ability to reflect oneself by which we can step out side of ourself and think about our own lives. It involves also the ability to understand out inner feelings, dreams, and idea.

If this is a strong intelligence for you, you may like to work alone. You are self-aware and you like to be in harmony with your inner feelings values, and beliefs. You are self-confident, and have definite, well-thought out opinions on alomst any issue. Other people will often come to you for advice and counseling. Possible vocations that use the intrapersonal intelligence include planner, small business owner, psychologist, artist, religious leader, and writer.

Logical-Mathematical – the ability to use the basic concepts of numbers, the ability to use math and logic to explore and predict patterns that occur in our lives: thought patterns, number patterns, visual patters. The ability to use mathematical concepts to make conjectures to apply in personal daily life.

If you are strong in this intelligence, you tend to think more conceptualy and you are able to process information by categorizing and working with abstract patterns. You like to solve puzzles and complex problems. You like to work with numbers and mathematical formules. You are systematic and organized, and you likely have a logical rational for what you are doing or thinikng at any given time. Possible vocations that use the logical-mathematics intelligence include accountant, bookkeeper, statistician, trades person, homemaker, computer programmer, scientist, composer, engineer, inventor, or designer.

Visual-Spatial – We often say " A picture is worth a thousand words!" or " Seeing is believing. This intelligence represents the ability the ability to perceive and represent the visual-spatial world accurately, to arrange color, line, shape, form and space to meet the needs of others, to interpret and graphically represent visual or spatial ideas,

to transform visual or spatial ideas into imaginative and expressive creations. The ability to processes the information by visualizing and using pictorial images.

If you are strong in this intelligences you tend to think in pictures. You are strong with imagination sensitive to changes, you love to work jigsaw puzzles, read maps. You are observant of object, shapes, colors, textures, and patterns in the enviroment around you. Possible vocations that use spatial intelligence include illustrator, artist, guide, photographer, interior decorator, painter, clothing designer, weaver, builder, architect, art critic, inventor, or cinematographer.

Verbal-Linguistic – Sometimes called "word smart" or "book smart". It involves the ability to use language to describe events, to build trust and rapport. The ability to use the language to convince and convert information. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language.

If this is a strong intelligence for you, you have highly developed skills for reading, speaking, and writing. You like different kinds of literature, playing words games, making up poetry and stories. You process information by saying, hearing and seeing words. Vocations that use linguistic intelligence include journalism, administrator, contractor, salesperson, clergy, counselors, lawyers, professor, philosopher, playwright, poet, advertising copywriter and novelist**.**

Musical-Rhythmic – The ability to pick up sounds, remember melodies, and to be sensetive to pitch and rhythm. It involves the ability to understand and develop

musical technique, to respond emotionally to music and to work together to use music to meet the needs of others, to interpret musical forms and ideas.

If you are strong in this intelligence, you mostly love music and rhythmic patterns. You are probably very sensitive to sounds in the enviroment. You process information by using rhythms, melodies and music. Possible vocations that use the musical intelligence include technician, music teacher, instrument maker, choral, band, and orchestral performer or conductor, music critic, aficionado, music collector, composer, conductor, and individual or small group performer.

Bodly-Kinesthetic Intelligence - the ability to use the body and tools to take effective action or to construct or repair. The body "knows" many things that are not necessarilly known by the conscious, logical mind, like how to ride a bike, how to maintain balance while walking.

If you are strong in this intelligence you like physical movement, dancing making and inventing things with your hands, and role-playing. You process information through body movements and tactile behaviors. Possible vocations that use the bodily-kinesthetic intelligence include mechanic, trainer, contractor, craftsperson, tool and dye maker, coach, counselor, salesperson, sports analyst, professional athlete, dance critic, sculptor, choreographer, actor, dancer or puppeteer**.**

Interpersonal – The ability to develop a whole range of sociall skills for understanding and working effectivley with others. It involves the ability to organize people and to communicate clearly what needs to be done, to use empathy to help others and to solve problems.

If this person-to-person way of knowing is more developed in you, you learn through personal intercation. You probably have lots of friends. You are sensetive to other people's feelings and ideas. You processes information by accessing others, sharing ideas and comparing informational feedback from others. Possible vocations that use the interpersonal intelligence include administrator, manager, politician, social worker, doctor, nurse, therapist, teacher, sociologist, psychologist, psychotherapist, consultant, charismatic leader, politician, and evangelist.

Naturalist - the ability to recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna. It involves the ability to understand the natural enviroment.

If the naturalist intelligence is one of your strenghts you have a profound love for the outdoors, animals, plants, and almost any natural object. You tend to have an affinity with and respect for all living beings. Possible vocations that use the naturalist intelligence include conservation, biologist, teacher, lobbyist, and park service.

Over the decades, the issue of gender differences in ability in general, and intelligence in particular, has been investigated by researchers all over the world.(Lynn, 1994; Swim 1994)

A number of studies have looked at self-estimate in relation to general intelligence. For example, in Beloff's (1992) study on Scottish students, he found that female students saw themselves as intellectually inferior compared to males.

These studies were extended to look at self-estimation of multiple intelligences based on Gardner's (1983) definitions of multiple intelligences. Furhman and Rawles (1995) in a study, they asked their British male and female participants to rate their own intelligence, their parents' and grandparents'. They found that males rated their intelligences higher than females (118 versus 112) and both sexes rated their fathers' intelligence higher than their mothers' (115 versus 108), and similarly grandfathers received higher intelligence estimates (106) than grandmothers (99).

Bennett (1996) confirmed sex differences, self-estimated intelligence findings with 144 Scottish undergraduates. In his study, males tended to estimate their intelligences higher than female did. And when asked to rate their parents' IQ the total group rated their fathers' intelligence as higher than their mothers'.

The same results confirmed by Furnham, Clark and Bailey (1999) when they asked the participants in the study to rate themselves on seven types on intelligence (Linguistic, Spatial, Musical, Logical/Mathematical, Bodily-Kinesthetic, Interpersonal, and Intrapersonal) the male participants showed higher ratings than female participants did in Logical/Mathematical and Spatial intelligences.

In another study carried by Loori (2005), which examined the differences in intelligence preference of male and female students learning English as a second language at higher institutions in the United States of America, it was found that the male participants preferred learning activities involving Logical and Mathematical intelligences, whereas the female participants preferred learning activities involving Intrapersonal intelligence.

2.7 Emotional Intelligence and Gender

The concept of emotional intelligence (EQ) has received a considerable attention in recent years. Goleman (1995) in his book Emotional intelligence described emotional Intelligence as "other characteristics" of intelligence which include abilities: 1) to motivate oneself and persist in the face of frustration, 2) to control impulse and delay gratification, 3) to regulate one moods and keep distress from swamping the ability to think, 4) to empathize and 5) to hope.

Salovey and Mayer (1989-1990; 189) defined the construct of emotional intelligence as:

> "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's own thinking and actions"

While intelligence has been considered an important predictor of success in school and later life adjustment, academic intelligence is now considered by some to be a poor predictor of later life adjustment. Grander (1995) maintains that intelligence accounts for only 20% of the factors that determine life success.

Gender differences in intensity of emotional experience have been reported by Grossman and Wood (1993). They reported that females experienced personal emotions of greater intensity than makes. But no gender differences were found in emotion self report.

Silverman, and Falk (1994) have documented gender differences in emotional development. It was reported that women score high on emotional potential and level on emotional development. Men are higher on intellectual potential.

It was reported that stated empathic responses were associated with support provision. Emotion played an important role in support provision. For example Trobst, Collins, and Embree (1994) stated that women tend to be more supportive than men and that gender effect is largely mediated by empathy.

Furham and Greaves (1994) reported that self-esteem is linked to body attitudes more for women that for men. Women had lower body image satisfaction than men, and for women the purpose of exercising is mainly for weight control and attractiveness.

Sutarso et al (1996), examined the effect of gender and grade point average (GPA) on emotional intelligence using the Emotional intelligence (EQ) Inventory. 138 college student completed the inventory, and data were analyzed using a multivariate factorial model with three factors of EQ as dependent variables (compassion/empathy, self-awareness/self-control, and attunement) and two independent variables, gender and GPA. In this study men and women differed significantly on compassion/empathy, self-awareness/self-control, but not on attunement. Further more, GPA and the interaction of gender and GPA did not have significant effects.

In another study carried out by Tapia, Marth; Marsh, George E., II (2001) to examine the effect of gender, GPA, and ethnicity on emotional intelligence by using of an Inventory called the Emotional Intelligence Inventory Revised. In this study 319 college students completed the inventory, and data were analyzed using a

multivariate factorial model with four factors of Emotional Intelligence as dependent variables (empathy, utilizing of feelings, handling relationships, and self-control). Multivariate analysis was performed. They reported that the interaction was found to be significant in Handling Relationships and self-Control. In Handling Relationships, GPA levels influenced male students. In self-control, GPA levels influenced female students.

2.8 Sexism and ESL/EFL Textbooks

The term sexism could have several different meanings; however, " in practice, research in this area has concentrated on the ways in which language conveys negative attitudes to women" (Holmes 1996: 336). Published English teaching materials, particularly those intended for TEFL, have for many years been analysed for their representation of female and male characters. Most studies have been on textbooks, though work has also been done on dictionaries, and pedagogic grammars.

Content analyses of English language textbooks have uncovered different dimensions of sexism in texts and visuals. One of the specific areas of this sort that has been given considerable attention is omission or invisibility. Porreca (1984; 706) defined this concept as follows:

> "When females do not appear as often as males in the text (as well as in the illustrations which serve to reinforce the text), the implicit message is that women's accomplishment, or that they themselves as human beings, are not important enough to be included."

Related to omission is the order of mention, termed as firstness. The concept is defined by Porreca (1984; 706) as:

> " Given two nouns paired for sex, such as *male / female*, the masculine words always came first' with the exception of the pair *ladies / gentlemen*."

Another reflection of sexism is in the portrayal of males and females in occupational roles. Still other areas of language use and structure that deserve attention and examination in terms of how they contribute to sexism are masculine generic constructions, exclusive male and female terms (mainly nouns) and adjectives (Sunderland 1994: 55 – 56).

Hartman and Judd's review in 1978 of several then-current TESOL textbooks examined the images of women and men, firstness, and stereotyped roles for females and males. They found that, in most cases, male reference outnumbered the female ones. For example in one of the books that they examined, the ratio of male to female references was found to be 63% to 37%. They also demonstrated women's stereotypical roles were related to housework and childcare. Women's household chores were exemplified by cooking, changing diapers, doing laundry. Men, on the other hand, were depicted fixing the car, changing electrical bulbs and/or mowing the lawn. The also found that' given two nouns paired for sex, such as *male/female,* the masculine word always came first, with the exception of the pair *ladies/gentlemen.* They state:

> " While this may be a minor point, such automatic ordering reinforces the second-place status of women and could, with only a little effort, be a voided by mixing the order."(390)

Complaints about many older textbooks tended to be not so much that women were sex objects but that they were over-contented homemakers. Writing on ESL textbooks for adult learners in the USA, Fairlee Winfield Caroll notes:

> " Adult women attending foreign language classes are…there because the language is necessary to them for career advancement, university studies or to make homes and find employment in a second language environment… When many single and married women are part of the labor force, seeking to enter it, or acquiring foreign language skills to improve their potentials, it is unjust to portray only housewives and future housewives in textbooks.

Indeed it is- but again such portrayals adversely affect these women's learning, or they many not.

The writers of On Balance (1991), the guidelines for the representation of women and men for British publisher of EFL books' observe:

> " The images and language which are used in teaching, and the extent to which learners can identify with them, have an important effect on how well people learn. If women are under-represented in teaching materials, represented in demeaning ways the women who are taught with these materials may learn less well."

Porreca (1994) replicated the study pioneered by Hartman and Judd (1978), analyzed 15 then currently most widely used ESL textbooks. The study focused on the categories of (1) omission (the ratio of females to males) in texts and illustrations,(2)firstness,(3) occupations,(4) the frequency of male nouns to female nouns,(5) female-exclusive masculine generic constructions, and(6) the types and frequency of adjectives for men and women. In every category of her study, she found that there is evidence that sexism continues to flourish in ESL textbooks. She reported that:

> “ although females comprise slightly over half the population of the United States, the yare represented only half as often as males in both texts and illustrations.”

In a study carried out by (Ansary and Babii 2003) to explore the status of sexism in current ESL/EFL textbooks. Two types of analysis were performed to examine the manifestations of sexist attitudes and values in two textbooks that were locally designed to carter for and respond to the English language needs of Iranian students at secondary schools. First, a systematic quantitative content analysis was carried out with reference to (a) sex visibility in both texts and illustrations and (b) female/male topic presentation in dialogue and reading passages. Secondly, a qualitative inquiry was made into (a) sex-linked job possibilities, (b) gender-based activities types, (c) stereotyped gender roles (d) firstenss and (e) masculine generic conception. Results have shown that there is a gross bias in the representation of women and men in textbooks, and these two textbooks can be considered gender biased textbooks that represent students, in their early exposure to the English language with an unfair and inexcusable picture of women.

In another study carried out by Crawford and English (1981) to explore the effect of the use of masculine generics on recall. They had subjects study an essay for 8 minutes, then take a recall and recognition test 48 hours later. There were two version of the essay-one written with masculine generic forms, the other with female-inclusive forms. The results showed that males had higher recall scores with the masculine generic form, while female had higher scores with the female-inclusive form.

Otolowski (2003) examined a textbook used throughout Japan for (a) gender bias, and (b) ethnic group portrayal- the visibility and depiction of ethnic groups in the text. The conversations and illustrations in each chapter were examined with

regard to the above criteria. The results showed that women still depicts in roles that no longer accurately their role in society.

In describing the creation of a school children's nonsexist dictionary, Graham (1975) discusses another reflection on sexism in language-nouns used to describe women and men. Before compiling their dictionary, the lexicographers analyze five million words from American children's textbooks. They found that although there are actually more women than men in the real world, these textbooks contained over seven times as many men as women and more than twice as many boys as girls. Yet, the word mother occurred more frequently than father. There were also three times as many wives as husbands, indicating that all in all the main character or speaker in the text was male.

Nilsen (1977) also analyzed words for females and males found in a standard dictionary. Her analysis revealed a number of interesting facts about the attitudes towards women and men, which are reflected in the vocabulary. She found that there were more than five times as many words for things named after women, the only two in common use were both related to female anatomy. Nilsen also found that words for women very often reflected a passive role. For example, women were referred to very often as various types of food and flowers (e.g. peach, sugar, wallflower, ect.). In fact the only time a man was referred to as a flower was in insulting him by comparing him with women and calling him a pansy. Men were called by such words as stud, buck, and wolf, while words for women words were restricted to names for helpless creatures such as chick and kitten.

Jones et al (1997) examined the gender nature of discourse roles in dialogues as presented in three recent, popular textbooks designed for early intermediate or intermediate English-as-a-Second-Language (ESL) instruction. Analysis focused on dialogues intended for practice in speaking. For each textbook, data were gathered on

: different male and female character types; number and average number of appearance of each character; number of mixed-sex dialogues initiated by males and females; male and female turns; average turns per character and character types; and number and average number of dialogue words spoken by males and females and by male and female character types. Results revealed that the gender representation in the dialogues in three recent textbooks to be relatively balanced, and concluded that this was due to the social and occupational roles being gender-balanced.

Studies of gender in pedagogic grammar are likewise few. For example, Sunderland (1994) examined twenty British pedagogic grammars published between 1972 and 1986 and one due to be published in 1987. Alternatives to ‘generic’ he (including ‘singular they’) were mentioned frequently, while some non-sexist alternatives were ignored by some grammars. Grammars varied in the amount of encouragement they offered learners as regards alternative forms.

CHAPTER 3

METHODOLOGY

3.0 Presentation

The aim of this chapter is to analyze and interpret the results of the data collected through a questionnaire.

In this study the following research questions were asked:

Research Questions

1- Are there gender differences in learners' self reported topic familiarity?
2- Are there gender differences in learners' topic interest?
3- Are there any significant differences between males' and females' preferences of intelligences as defined by Gardner?
4- Are there any significant differences between males' and females' opinions about materials and activities used inside the EFL classroom?
5- What are males' and females' opinions about EFL classroom out look?

3.1 Questionnaire.

The questionnaire used in this study is composed of five parts. First part contains two sections. Section A was related to the first passage, and section B was related to the second passage. This part is designed to measure students' self-reported degree of topic familiarity. After reading the two passages, subjects reported their degree of familiarity with the passage topic. The independent variable was readers' gender and the dependent variable was topic familiarity. The questionnaire was evaluated on a five-point scale, which is called Likert scale. Seliger & Shohamy (1989) define Likert Scale as a tool, which 'ask individuals to respond to a series of statements by indicating whether they strongly agree (SA), agree (A), are undecided (U), disagree (D), and strongly disagree (SD) with each statement'. They also report that 'strongly agree' (SA) may be assigned a weight of 5 points, while 'strongly disagree' (SD) may get a score of 1 (p. 173). This part of the questionnaire consists of 24 questions.

The second part of the questionnaire is designed to investigate gender differences in topic enjoyment and it consists of 9 questions. The independent variable for this question was readers' gender and the dependent variable was topic interest. The third part is designed to find out learners' opinion about the materials and activities used in the classroom, and it includes 9 questions. The independent variable for this question was readers' gender and the dependent variables were materials and activities used in the EFL classroom. This part is also evaluated on a five-point scale. The aim of the fourth part of the questionnaire is to understand learners' opinion about the classroom outlook. The independent variable was readers' gender and the dependent variable was classroom outlook. The last part is designed to reveal any gender differences in the preference of intelligences, and it consists of 40 questions. The five-point scale was used. The independent variable was readers' gender and dependent variable was intelligences.

Table-1. Summary of the Variables

Research Question 1	**Research Question 2**	**Research Question 3**	**Research Question 4**	**Research Question 5**
Independent variable: Reader Gender Male/Female **Dependent Variable:** Topic familiarity	**Independent variable**: Reader Gender Male/Female **Dependent Variable:** Topic interest	**Independent variable**: Reader Gender Male/Female **Dependent Variable:** Materials and activities	**Independent variable**: Reader Gender Male/Female **Dependent Variable:** Classroom out look	**Independent variable**: Reader Gender Male/Female **Dependent Variable:** Intelligences

3.2 Participants

Participants were 44 learners of English as a foreign language enrolled in advanced course at the Gazi University preparatory school, 27 of the participants were females and 17 were males. The desired statistical analyses postulated to a balance of males and females; however finding a balance of women and men in the advanced course was impossible. The participants were asked to specify their sex, age, and number of years of English study.

Table 2. The age of the male participants

		Frequency	**Percent**
Valid	**17,00**	**1**	**5,9**
	19,00	**9**	**52,9**
	20,00	**5**	**29,4**
	Total	**15**	**88,2**
Missing	**Systems**	**2**	**11,8**
Total		**17**	**100,0**

Table 3.The age of the female participants

		Frequency	Percent
Valid	18,00	4	14,8
	19,00	18	66,7
	20,00	4	14,8
	21,00	1	3,7
	Total	27	100,0
Missing	Systems	0	0
Total		27	100,0

Table 4.Number of years of English study for male participants

		Frequency	Percent
Valid	5,00	3	17,6
	6,00	3	17,6
	7,00	1	5,9
	8,00	7	41,2
	9,00	1	5,9
	10,00	1	5,9
	Total	16	94,1
Missing	System	1	5,9
Total		17	100,0

Table 5. Number of years of English study for female participants

		Frequency	Percent
Valid	2,00	1	3,7
	6,00	2	7,4
	8,00	8	29,6
	9,00	7	25,9
	10,00	1	3,7
	12,00	1	3,7
	Total	20	74,1
Missing	System	7	25,9
Total		27	100,0

3.3 Reading passages

Two reading passages were selected from students' Inside Out upper intermediate course book. The first passage was Online. The topic was about computer and Internet. The second passage was Material girl. This topic was selected because it focused on a famous female singer called Madonna. So the main and the only character in this topic was a female.

3.4 Data Collection

The experiment was conducted in subjects' regular classroom and regular class time. All subjects were tested during the 10^{th} week of classes during the second semester. The experiment days were included in the syllabus as normal lecture days. The reason for waiting until mid-semester was to ensure that students were accustomed to the rhythm and routine of the class, and that they would not be doing the study immediately after a long semester break. To provide a more natural classroom environment, the regular course instructor remained in the classroom during the implementation.

The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentially of their response and that their response would only used for research purpose. Then questionnaire booklets were distributed and instructions were given to the participants on how to answer the questions.

All the students filled the questionnaire about age, sex, and number of years of English study. Then all subjects read both passages and completed all the questions for the both passages and the rest of the questionnaire. Approximately 40 minutes were taken to complete the test.

Answers of the students' first, second, fourth, and sixth parts of the questionnaire were numbered as follows:
'Strongly agree'=5 'agree'=4 'undecided'=3 'disagree'=2 'Strongly disagree'=1. The results of the students' questionnaire were figured out via SPSS. On the other hand, Excel calculated the results of questionnaire. The results were discussed and suggestions for instructional and research purposes were made.

3.5 Data analyses

The data analysis is a descriptive kind, which was done by analyzing each item. As it is stated before, in students' questionnaires there are five response choices, which are indicated below.

Strongly agree (SA)	Agree (A)	Undecided (U)	Disagree (D)	Strongly Disagree (SD)

There are 4 intervals in the Likert Scale and 5 attitudes. Thus, 4 is divided by 5 and the result is 0,80. According to responses the intervals, which highlight the intelligences, topic familiarity, and materials preference levels, are constructed. Table 3.5, which sheds light on the intelligences, topic familiarity, and materials preference of the students, is indicated below.

Table 6. The interpretation of students' preferences on Lirekt Scale.

1.00-1.80	SD	(Almost) Never Preferred
1.80-2.60	D	Rarely Preferred
2.61-3.40	U	Occasionally Preferred
3.41-4.20	A	Frequently Preferred
4.21-5.00	SA	(Almost) Always Preferred

Fore example if the students' overall mean of certain intelligence is between the 4.21 and 5.00, that intelligence is considered to be the most preferred intelligence among the students.

3.6 Test score analyses

As it has been stated before advanced students have filled out the questionnaire, and it is composed of six parts including 78 questions.

In the following tables the date gathered from the questions of the first and second parts of the questionnaire will be shown. The frequency, percentage, mean, and standard deviation for each item of the questionnaire are illustrated in the tables. In the tables, the levels, which show to what extent the students agree with the statements, are indicated. " f " indicates how often each of the statements was selected by the group of students for the given situation. Then the percentage of the responses for each statement is displayed in the tables. " N " refers to the total number of students who participated in the study. "$\bar{x}$" refers to the mean of each questionnaire item, and " sd " refers to standard deviation. It is the square root of the averaged square distance of the scores from the mean. The higher the standard

deviation, the more varied and more heterogeneous a group is on a given behaviour (Seliger & Shohamy, 1989, p.217).

3.6.1 Questions related to the first part of the questionnaire.

The aim of the questions in this part of the questionnaire was to find out gender differences in self-reporting topic familiarity with Online and Material girl topics. This part of the questionnaire consists of 26 questions. Below each question, the overall mean scores are illustrated for each question.

Table 7. Results of the first question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1-I have enjoyed reading this topic (text)	M	2	11,8	8	47,1	3	17,6	4	23,5	-	-	17	3,47	1,01
	F	1	3,7	12	44,4	6	22,2	7	25,9	1	3,7	27	3,19	1,00

Males were somewhat more likely to enjoy reading the presented text than females.

Table 8. Results of the second question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2-This topic's (text) language is too difficult for me	M	-	-	1	5,9	-	-	9	52,9	7	41,2	17	1,71	0,77
	F	1	3,7	1	3,7	2	7,4	16	59,3	7	25,9	27	2,00	0,92

Though males and females both agree that this topic's language is not difficult to comprehend, males were more likely to find the text easier to understand than females.

Table 9. Results of the third question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- This topic (text) contains interesting theme	M	2	11,8	6	35,3	5	29,4	1	5,9	3	17,6	17	3,18	1,29
	F	1	3,7	8	29,6	3	11,1	13	48,1	2	7,4	27	2,74	1,10

To a much greater percentage, males found that the topic contains a more interesting than females. As an example some %48 of females found the topic of less interesting compared to only %5,9 of males.

Table 10. Results of the fourth question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- This topic (text) contains a lot of useful English words	M	2	11,8	7	41,2	1	5,9	7	41,2	-	-	17	3,24	1,15
	F	1	3,7	11	40,7	8	29,6	7	25,9	-	-	27	3,22	0,89

Even though both males and females to a very similar degree agree this topic contains lot of useful words, but to a much greater percentage of females to males as %29,6 were undecided whether the topic contains many useful English words. This may be due to the reason that generally females are not familiar with technology terms, that is why that about 29 percentage of the females could not decide whether this topic contains useful words or not.

Table 11. Results of the fifth question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I have learned a lot of new English words from this topic (text)	M	-	-	3	17,6	3	17,6	7	41,2	4	23,5	17	2,29	1,05
	F	2	7,4	12	44,4	3	11,1	9	33,3	1	3,7	27	3,19	1,11

A much higher percentage of females as %44,4 stated that they learned many new English words from this topic than males. Even males think that this topic contains a lot of useful words; the reason that they did not learn new words may be because they already know this kind of terms and they are familiar with it.

Table 12. Results of the sixth question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
6- This topic (text) is suitable for me	M	4	23,5	7	41,2	4	23,5	1	5,9	1	5,9	17	3,71	1,10
	F	4	14,8	12	44,4	1	3,7	7	25,9	3	11,1	27	3,26	1,32

Even most females and males agree that this topic is suitable for them, still as compared to males a large percentage of females found this text unsuitable for them.

Table 13. Results of the seventh question

Online		(SD)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
7- I have learned nothing new from reading this topic (text)	M	-	-	3	17,6	4	23,5	6	35,3	4	23,5	17	2,35	1,06
	F	-	-	6	22,2	5	18,5	10	37,0	6	22,2	27	2,41	1,08

There was negligible difference between males and females in this question, but a much higher percentage of both male and female agree that they have learned something new from this topic.

Table 14. Results of the eighth question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
8- I will remember a lot from this topic	M	2	11,8	4	23,5	3	17,6	4	23,5	4	23,5	17	2,76	1,39
	F	-	-	6	22,2	6	22,2	13	48,1	2	7,4	27	2,59	0,93

Males were more likely to recall information from the On-line topic than females. Still, there existed a near equal percentage of males and females who said they would be less likely to remember information about the on-line topic.

Table 15. Results of the ninth question

Online		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
9- I like studying the passages related to such topics in the course books.	M	5	29,4	3	17,6	2	11,8	7	41,2	-	-	17	3,35	1,32
	F	3	11,1	11	40,7	3	11,1	7	25,9	3	11,1	27	3,15	1,26

Interestingly and nearly across the board, there was a fairly equal percentage of males and females who either enjoyed or disliked studying passages related to the on-line topic.

Table 16. Results of the tenth question

Online		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
10- This topic increases my desire to study.	M	-	-	8	47,1	6	35,3	3	17,6	-	-	17	3,29	0,77
	F	3	11,1	7	25,9	5	18,5	9	33,3	3	11,1	27	2,93	1,24

A greater percentage of males to females agreed that this kind of topic increased their desire to study, and a higher percentage of females to males disagreed that it increased their desire to study.

Table 17. Results of the eleventh question

Online		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
11- This topic enables me to learn better its grammar patterns.	M	-	-	7	41,2	3	17,6	6	35,3	1	5,9	17	2,94	1,03
	F	1	3,7	9	33,3	7	25,9	8	29,6	2	7,4	27	2,96	1,06

Both males and females agree to almost equal percentage that the passage Online topic encouraged their better understanding of grammar patterns. A fairly similar percentage of males and females surveyed also agreed in equal amounts that this topic did not encourage their improved comprehension of grammar patterns.

Table 18. Results of the twelfth question

Online		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
12- Such topics I like enable me to understand better.	M	3	17,6	9	52,9	1	5,9	4	23,5	-	-	17	3,65	1,06
	F	6	22,2	9	33,3	6	22,2	4	14,8	2	7,4	27	3,48	1,22

A higher percentage of males than females said that choosing topics they like help them learn better. Still, at a rate of almost one to five, certain males and females believed that choosing topics they like made no difference in their ability to learn.

Table 19. Results of the twelfth question

Online		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
13- My learning skill is rising while I am studying this topic.	M	-	-	6	35,3	6	35,3	4	23,5	1	5,9	17	3,00	0,94
	F	-	-	9	33,3	7	25,9	10	37,0	1	3,7	27	2,89	0,93

At a rate of one out of every three, both males and females agreed to a near equal percentage that their learning skill rose while studying this topic. A somewhat

smaller percentage of females than males believed that their learning skill did not rise while studying this topic

Table 20. Results of the first question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I have enjoyed reading this topic (text)	M	3	17,6	5	29,4	4	23,5	3	17,6	2	11,8	17	3,24	1,30
	F	6	22,2	15	55,6	2	7,4	3	11,1	1	3,7	27	3,81	1,04

A higher percentage of females than males stated that they have enjoyed reading this topic, and a higher percentage of males than females were undecided.

Table 21. Results of the second question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- This topic's (text) language is too difficult for me.	M	-	-	4	23,5	6	35,3	7	41,2	-	-	17	2,82	0,81
	F	-	-	3	11,1	9	33,3	14	51,9	1	3,7	27	2,52	0,75

To a very similar degree both males and females were undecided, however a higher percentage of females than males disagree with this item.

Table 22. Results of the third question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- This topic (text) contains interesting theme.	M	2	11,8	6	35,3	4	23,5	4	23,5	1	5,9	17	3,24	1,15
	F	5	18,5	14	51,9	5	18,5	3	11,1	-	-	27	3,78	0,89

While more males than females were undecided, and a higher percentage of males than females disagreed, we can see clearly that a greater percentage of females than males agree with this item.

Table 23. Results of the fourth question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- This topic (text) contains a lot of useful English words.	M	1	5,9	7	41,2	7	41,2	1	5,9	1	5,9	17	3,35	0,93
	F	4	14,8	18	66,7	4	14,8	1	3,7	-	-	27	3,93	0,68

A higher percentage of females than males agreed that the topic contains useful English words, while a much higher percentage of males than females were undecided.

Table 24. Results of the fifth question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
5- I have learned a lot of new English words from this topic (text).	M	-	-	8	47,1	5	29,4	4	23,5	-	-	17	3,24	0,83
	F	2	7,4	10	37,0	2	7,4	11	40,7	2	7,4	27	2,96	1,19

As compared to females, a large percentage of males found the topic contains a lot of new English words, and a much higher percentage of females than males disagreed with the item.

Table 25. Results of the sixth question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
6- This topic (text) is suitable for me.	M	2	11,8	5	29,4	5	29,4	3	17,6	2	11,8	17	3,12	1,22
	F	5	18,5	15	55,6	3	11,1	3	11,1	1	3,7	27	3,74	1,02

Strikingly clear and much higher percentage of females to males said that this topic suitable for them, and more males than females were undecided.

Table 26. Results of the seventh question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
7- I have learned nothing new from reading this topic (text).	M	-	-	-	-	3	17,6	13	76,5	1	5,9	17	2,12	0,49
	F	-	-	-	-	3	11,1	12	44,4	12	44,4	27	1,67	0,68

A great percentage of males as (%76) disagreed with this item, and a higher percentage of females than males strongly disagreed with this item.

Table 27. Results of the eighth question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
8- I will remember a lot from this topic (text)	M	-	-	9	52,9	5	29,4	3	17,6	-	-	17	3,35	0,79
	F	1	3,7	15	55,6	7	25,9	4	14,8	-	-	27	3,48	0,80

There appeared to be very little difference between males and females on whether or not they thought they would be able or not be able to remember a lot about this topic.

Table 28. Results of the ninth question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
9-I like studying the passages related to such topics in the course book.	M	1	5,9	8	47,1	1	5,9	5	29,4	2	11,8	17	3,06	1,25
	F	5	18,5	16	59,3	3	11,1	3	11,1	-	-	27	3,85	0,86

A clear majority of females (close to 77 percent) agreed (and in some cases strongly agreed) that they like studying passages related to this topic in the course books. Interestingly, a little more than 50 percent of males also agreed with the same position. As would be expected, a higher percentage of males to females said they did not like studying passages related to this topic in the course books.

Table 29. Results of the tenth question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
10- This topic increases my desire to study.	M	-	-	2	11,8	8	47,1	6	35,3	1	5,9	17	2,65	0,79
	F	2	7,4	11	40,7	9	33,3	4	14,8	1	3,7	27	3,33	0,96

A strikingly clear and much higher percentage of females to males said that this topic increase their desire to study. Males were much more likely to say that this topic either did not increase their desire to study or were undecided on the issue.

Table 30. Results of the eleventh question

Material girl		(SA) f	(SA) %	(A) f	(A) %	(U) f	(U) %	(D) f	(D) %	(SD) f	(SD) %	N	$\bar{x}$	sd
11- This topic enables me to learn better its grammar patterns.	M	-	-	7	41,2	7	41,2	3	17,6	-	-	17	3,24	0,75
	F	2	7,4	13	48,1	8	29,6	4	14,8	-	-	27	3,48	0,85

A higher percentage of females to males agreed that this topic helped them better learn and understand the topic's grammar patterns.

Table 31. Results of the twelfth question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
12- Such topics I like enable me to learn better.	M	1	5,9	9	52,9	3	17,6	4	23,5	-	-	17	3,41	0,94
	F	6	22,2	17	63,0	1	3,7	2	7,4	1	3,7	27	3,93	0,96

A clear majority of females (close to 86 percent) agreed (and in some cases strongly agreed) that such topics enable them to learn better.. Interestingly, a little more than 63 percent of males also agreed with the same position. As would be expected, a higher percentage of males to females disagreed with this item.

Table 32. Results of the thirteenth question

Material girl		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
13- My learning skill is rising while I am studying this topic	M	1	5,9	3	17,6	6	35,3	5	29,4	2	11,8	17	2,76	1,09
	F	3	11,1	14	51,9	6	22,2	4	14,8	-	-	27	3,59	0,89

An almost exceptional percentage of females to males said that their skill was rising while reading Material girl. A much higher percentage of males to females said that there learning skill was not rising while reading about this topic, and more males to females were undecided.

Table 33. Mean Scores and Standard Deviations for degree of topic familiarity by gender.

Gender	Mean Scores and Standard Deviations	Passage Topic	
		Online	Material Girl
Males	M	3.02	2.96
	SD	.59	.65
Females	M	2.94	3.43
	SD	.60	.47

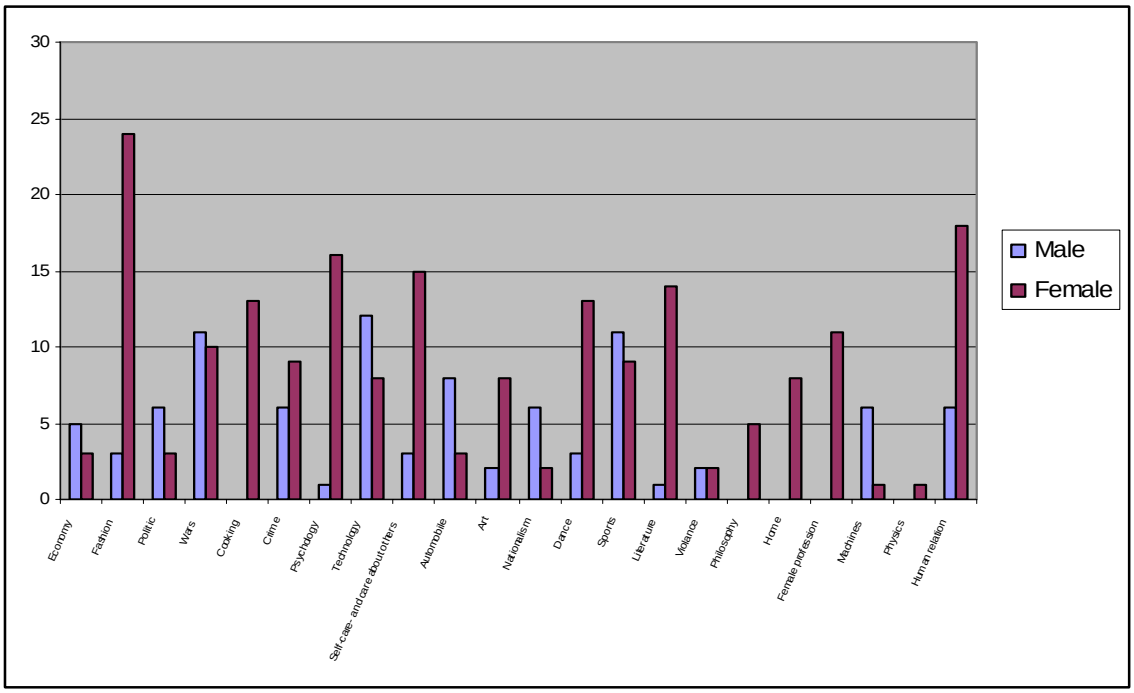
Mean scores and standard deviations for topic familiarity are listed in the table above. According to the Likert scale used, the higher the mean score, the more familiarity the subjects were with the passage topic (5= most familiar with; 1= less

familiar with). The independent variable was gender and the dependent variable was topic familiarity. The male participants were more familiar with the content area of the passage on Online than the females were, and female participant were more familiar with the content area of the passage about Material girl that the male were. Even thought males indicated a higher degree of familiarity than the females did on Online, it was not significantly important. So the results did not reveal significant main effects of readers' gender and topic familiarity for the male-oriented passage, but the results revealed significant main effect of readers' gender and topic familiarity for the female –oriented passage (Material girl).

3.6.2 Questions related to the second part of the questionnaire.

The aim of the questions in this part of the questionnaire was to find out gender differences in self-reporting topic interest. This part of the questionnaire is consists of eight questions. The independent variable for this question was readers' gender and the dependent variable was topic interest. Excel calculated the results for this part of the questionnaire.

Table 34. Results of the first question

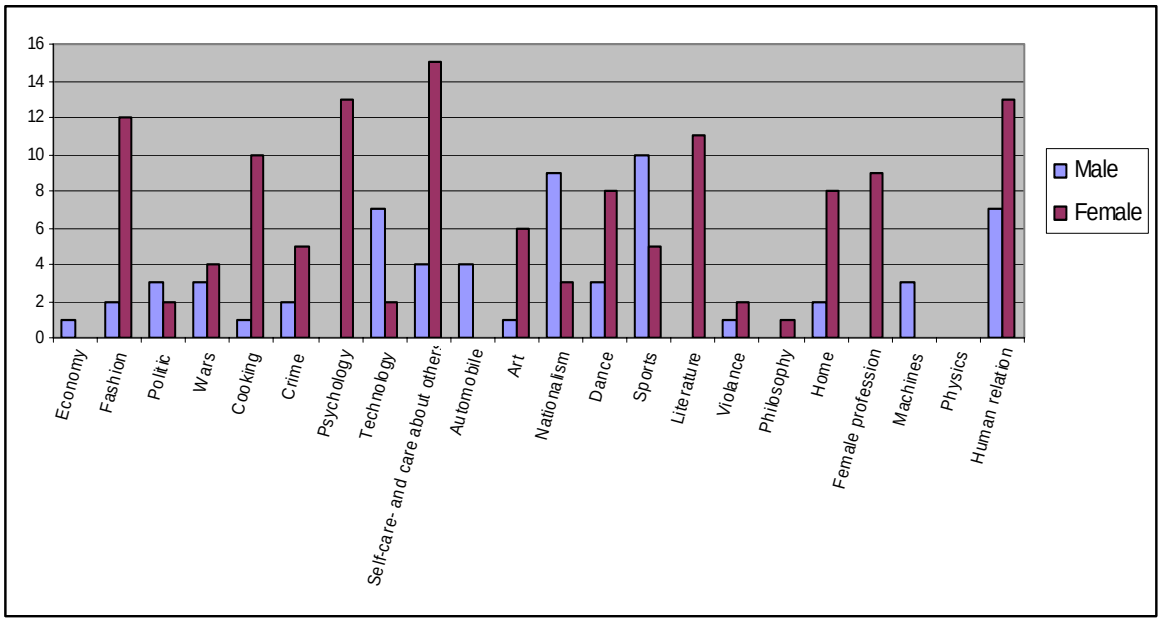


1- Which on the topics on the list below do you like to read?

Females were far more likely to wish to read about traditionally female oriented topics including fashion, cooking, psychology, dance, literature, self-care and care about others, and female profession. Males, likewise, also like to read about traditionally male oriented topics

As would be expected, women chose fashion overall the topics as their most favorite subject on which to read. Interestingly, majority of females stated that human relation is among their preferred topics to read about even though this topic is a male oriented topic. At the same time there was a tendency among females to prefer certain male oriented topics including wars, and violence at the same level as males.

Table 35. Results of the second question



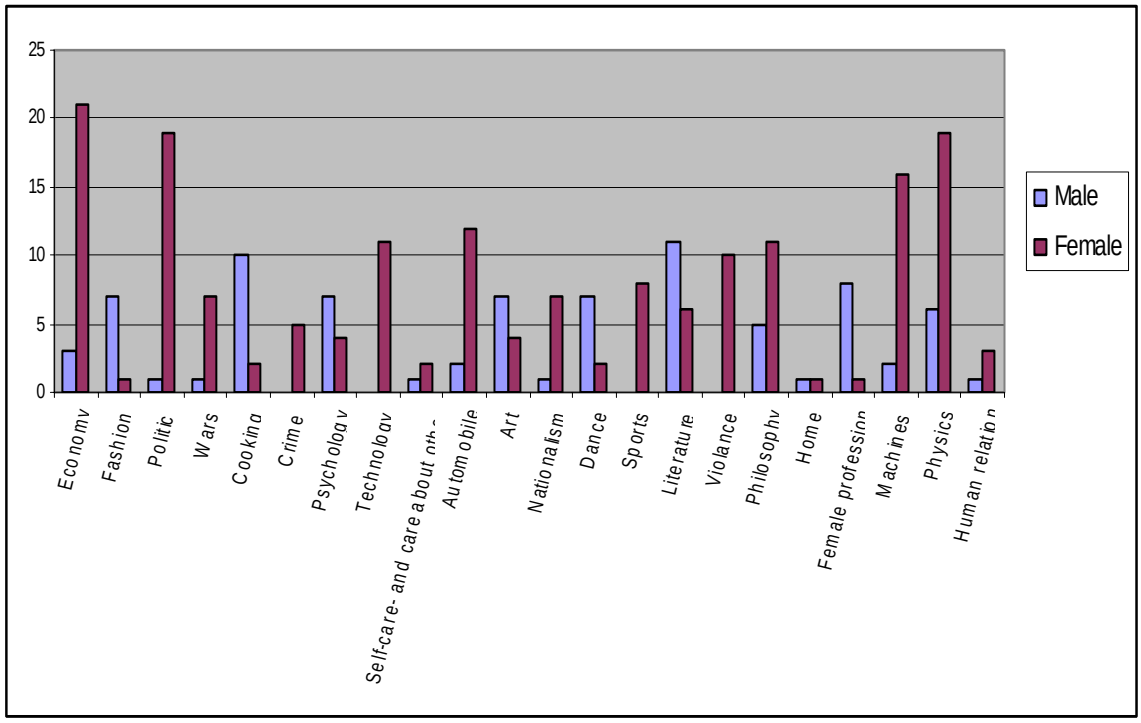
2- Which on the topics on the list below do you like to write?

When the survey turned to writing preferences for both genders, females demonstrated a far greater inters in writing about traditionally female oriented topics like fashion, cooking, psychology, self-care and care about others, art, dance, literature, home, and female profession than males. The majority of males preferred to write about topics like, technology, nationalism, and sports, which are traditionally associated with male gender choices. Interestingly majority of both males and females stated that they like to read about human relations.

There were examples of certain female oriented topics like psychology, literature, and female profession, which no males in the survey preferred to write about. These examples were also replicated for male oriented topics to include

automobile, and machines. However no one from both genders preferred to write about physics.

Table 36. Results of the third question

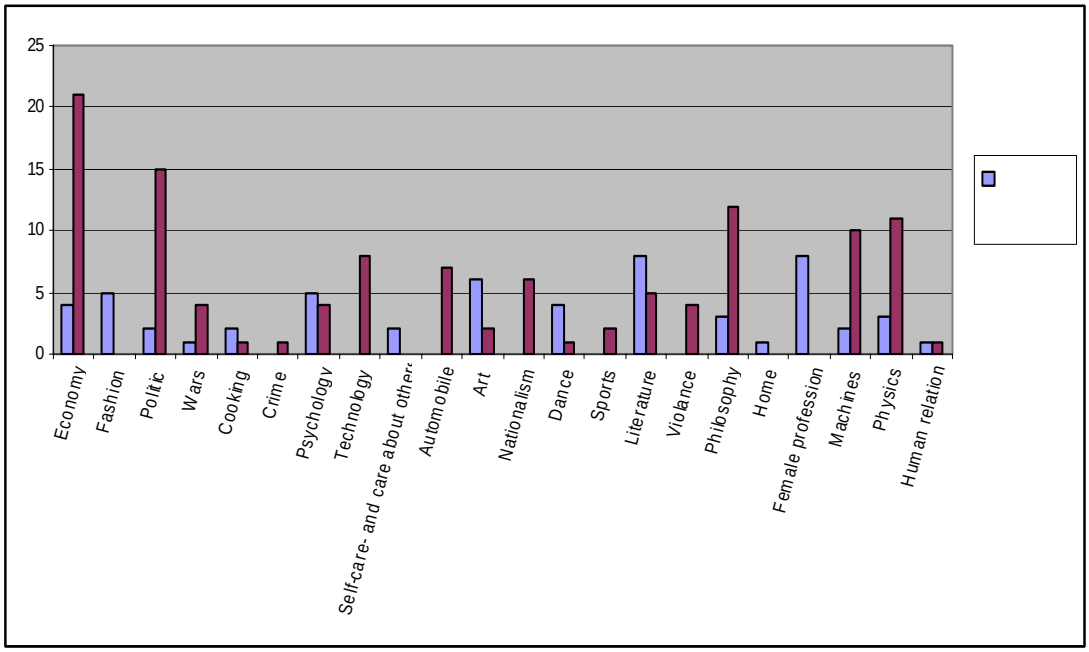


3- Which of the topics on the list below, do you have a low level of motivation?

As it can be seen clearly, of topics frequently associated with males like economy, politics, technology, automobile, philosophy, machines, and physics, female had far less motivation than males.

Males also stated that they have a low motivation about topics like, fashion, cooking, psychology, art, literature, and female professions, which are traditionally associated with female gender choices. However it is interesting to note that even though males are less motivated to learn about traditionally female oriented subject like self-care and care about others, and home, they show greater motivation to learn about these topics.

Table 37. Results of the fourth question

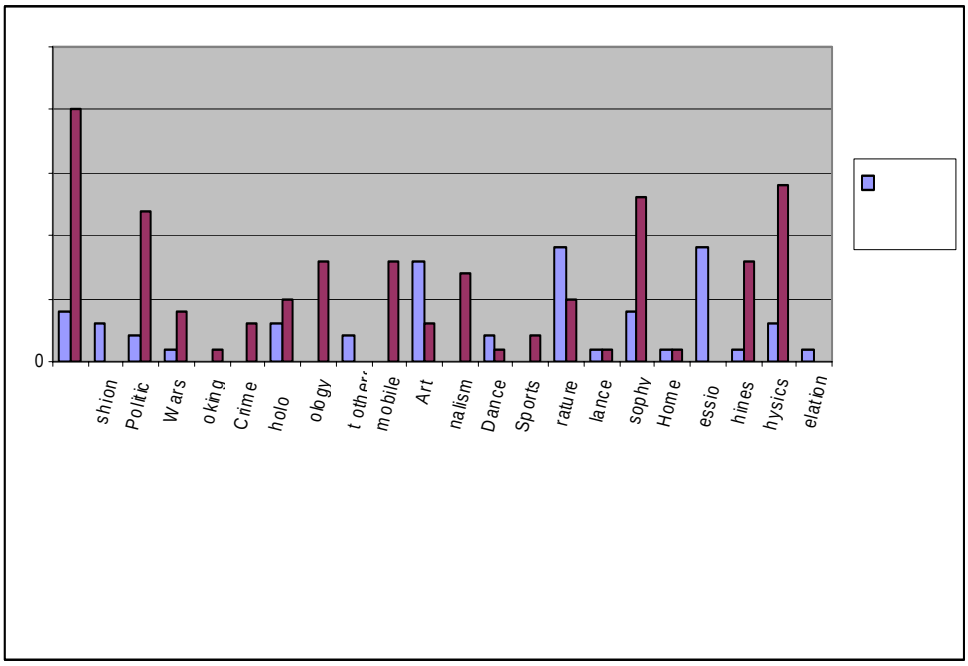


4- Which of the topics below do you have difficulty in understanding?

In comparison to males, females demonstrated an almost extraordinary inability to understand topics which associated with male oriented topics like economy, politics, technology, automobile, machines and physics; the same can de said for males as they stated that they have difficulty in understanding female-oriented topics like, fashion, art, dance, literature, and female professions.

However there were little difference in the ability of males and females to understand topics like, crime, cooking, war, self-care and care about others, sports, dance, and human relation.

Table 38. Results of the fifth question

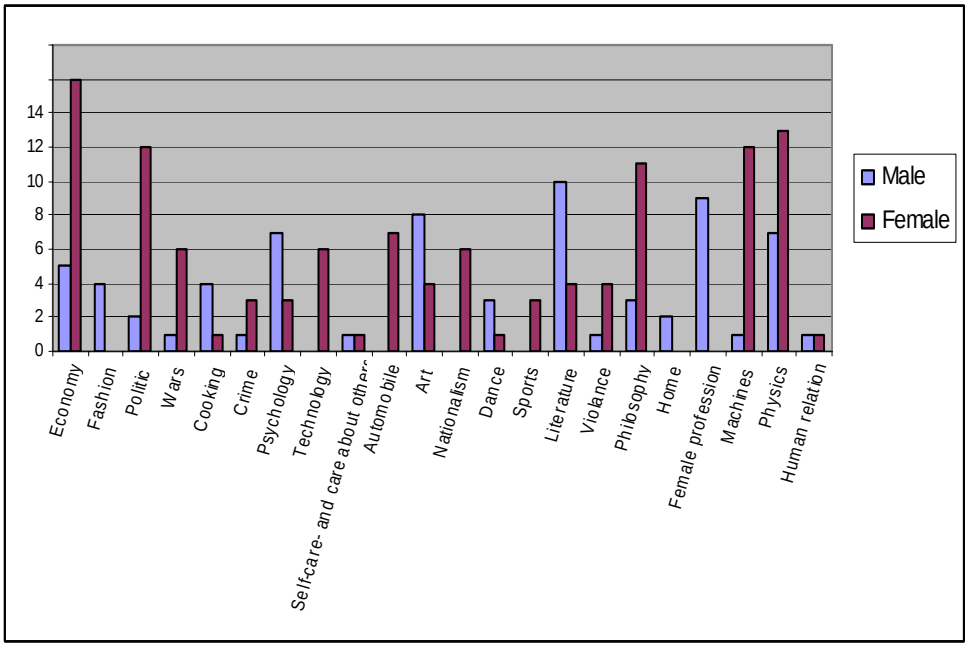


5- Which of the topics in the list below do you have difficulty in reaching your learning objectives?

Here again we can see that females stated that they have difficulty in male-oriented topics, especially in topics like, economy, politics, technology, automobile, machines, and physics.

Male students also had great problems in reaching their learning objectives on topics such as, fashion, psychology, art, literature, and female profession. It is interesting to note that in this case, there were no male in the survey to state that they have difficulty in topics related to cooking even it is a female-oriented topic. The results also revealed that males have more difficulty in subjects like economy than some female-oriented topics like fashion, dance, and home.

Table 39. Results of the sixth question

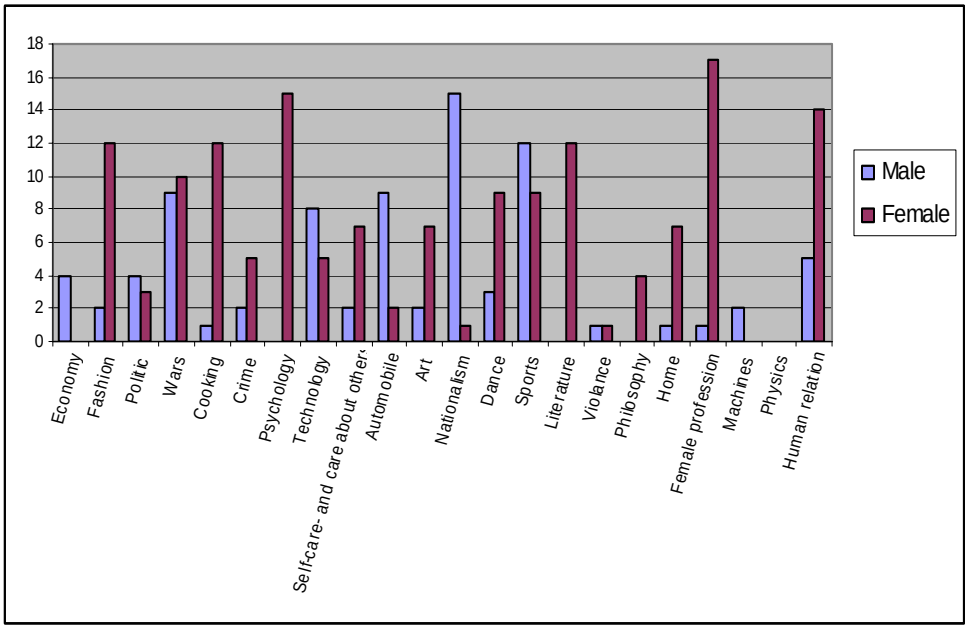


6- Which of the topics on the list bellow, do you have difficulty in following the course?

Females demonstrated much greater problems in following the course on topics including, economy, politics, wars, technology, automobile, nationalism, philosophy, machines, and physics, than males. However as the results revealed in the table above, females stated that following courses in subjects like crime is easier for them than to follow courses in subject like art.

Equally of note, males had greater problems following courses such as fashion, cooking, psychology, art, literature, female profession and physics also even though physics is a male-oriented topic.

Table 40. Results of the seventh question



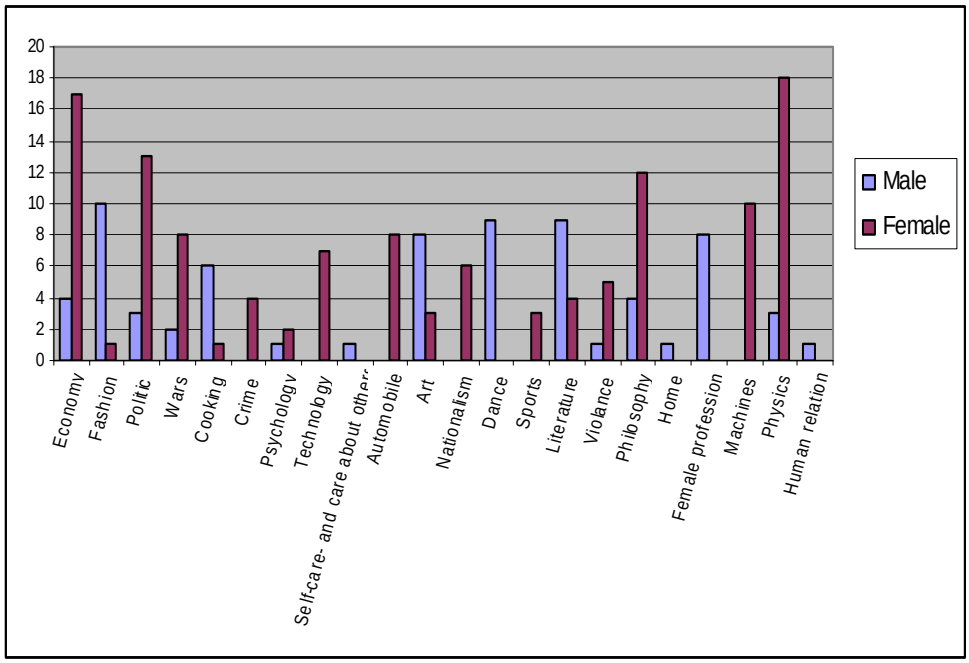
7- Which of the topics on the list below do you like reading supplementary and additional resources?

The results of this questions revealed that females are far more likely to wish to read supplementary and additional resources about traditionally female-oriented topics including fashion, cooking, psychology, dance, literature, and female profession. At the same time, there is a tendency among females to prefer to read about certain male-oriented topics including war, crime, technology, and sports and human relations, at the same percentage as males.

Likewise males like to study additional and supplementary resources about traditionally male-oriented topics like, economy, politics, wars, technology, sports, and nationalism.

However, females preferred female-oriented topics to a much greater extent than males preferred male-oriented topics.

Table 41. Results of the eighth question



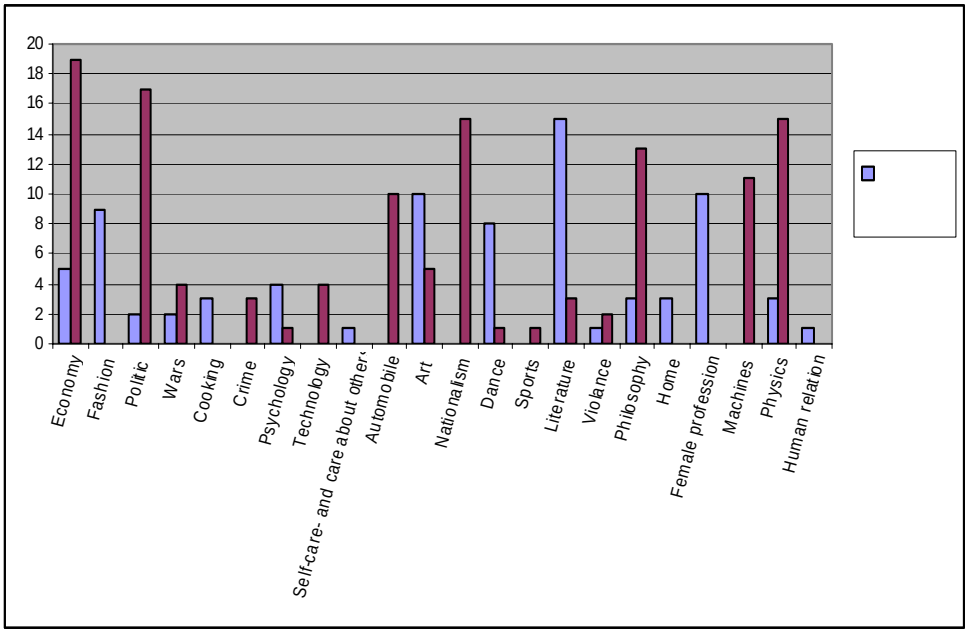
8- Which of the topics on the list below the teacher's transferred information aren't you
Interested in?

It is clear from the results in the table above that females have less interest in the topics frequently associated with males like, economy, politics, technology, automobile, nationalism, philosophy, and machines.

As would be expected males also have less interest in the topics associated with traditionally female-oriented topics including, fashion, cooking, art, literature, and female profession.

In this question, there were no females in the survey stating that they are not interested in subjects like human relations, and home. Note that even though males did not prefer to read or write about subjects like home, psychology, just few of them stated that they are not interested about these topics.

Table 42. Results of the ninth question



9- Which of the topics on the list below don't you have any background?

As a general rule females overwhelmingly did not have background in traditionally male-oriented topics to include economy, politics, automobile, nationalism, philosophy, machines and physics.

Likewise males stated that they don't have background in traditionally associated female-oriented topics such as, fashion, art, dance, literature, and female professions.

All male participants in the survey stated that they have background in topics like, crime, technology, automobile, nationalism, sports, and machines, and all female participants stated that they have background in topics like fashion, cooking, self-care and care about others, home, and human relations. Again we can observe in the survey that there were little differences between males and females in male-oriented topics such as wars, and violen

3.6.3 Questions related to the third part of the questionnaire

This part of the questionnaire is designed to find out learners' opinion about the materials and activities used in the classroom, and it includes 9 questions. The independent variable for this question was readers' gender, and the dependent variables were materials and activities used in the EFL classroom. This part is also evaluated on a five-point scale.

Table 43. Results of the first question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- In learning materials, I want to see topics suitable for me	M	11	64,7	5	29,4	1	5,9	-	-	-	-	17	4,59	0,62
	F	13	48,1	12	44,4	-	-	1	3,7	1	3,7	27	4,30	0,95

There was negligible difference between males and females, however the majority of females and males stated that they want to have suitable topics for them in the learning materials.

Table 44. Results of the second question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- In learning materials, it is natural to have topics for both genders.	M	8	47,1	6	35,3	3	17,6	-	-	-	-	17	4,29	0,77
	F	14	51,9	12	44,4	1	3,7	-	-	-	-	27	4,48	0,58

Though males and females both agree with that statement, females were more likely to state that it is normal to have topics for both genders in learning materials. As it is clear from the results above a higher percentage of males than females were undecided.

Table 45. Results of the third question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- In learning materials, the topics suitable for both genders should be distributed equally	M	10	58,8	7	41,2	-	-	-	-	-	-	17	4,59	0,51
	F	18	66,7	7	25,9	1	3,7	1	3,7	-	-	27	4,56	0,75

A clear majority of females (close to 93 percentage) agreed (and in some cases strongly agreed) that the topics should be equally distributed for both genders, and all males also agreed with that statement.

Table 46. Results of the fourth question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- The learning materials, which haven't been designed for both genders, may cause problems of motivation.	M	4	23,5	5	29,4	1	5,9	4	23,5	3	17,6	17	3,18	1,51
	F	10	37,0	5	18,5	3	11,1	7	25,9	2	7,4	27	3,52	1,42

Both males and females agreed to a nearly equal percentage with the statement. However we can observe that a higher percentage of females as % 11,1 were undecided about the statement than males, on the other hand a higher percentage of males as %17,6 strongly disagreed with the statement than females.

Table 47. Results of the fifth question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- The teachers must consider both genders.	M	4	23,5	9	52,9	3	17,6	-	-	-	-	17	4,12	1,51
	F	17	63,0	10	37,0	-	-	-	-	-	-	27	4,63	0,49

All females agreed with the statement, a great percentage of females as % 63,0 strongly agreed. A clear majority of the males also agreed with the statement, however just %17,6 of males were undecided.

Table 48. Results of the sixth question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
6- The syllabus should consider topics for both genders.	M	5	29,4	9	52,9	3	17,6	-	-	-	-	17	4,12	0,70
	F	19	70,4	7	25,9	-	-	1	3,7	-	-	27	4,63	0,69

Though great percentage of both females and males agreed with the statement, females were far more likely to state that syllabus should consider both genders, and just %17,6 of males were undecided, and just %3,7 of females disagreed.

Table 49. Results of the seventh question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
7- Homework should consider both genders.	M	8	47,1	5	29,4	2	11,8	2	11,8	-	-	17	4,12	1,05
	F	18	66,7	7	25,9	1	3,7	1	3,7	-	-	27	4,56	0,75

Even though a clear majority of both males and females agreed to an almost equal percentage that homework should be consider both gender, more males than females were undecided and also disagreed.

Table 50. Results of the eighth question

Materials and activities		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
8- Both genders should participate in the classroom activities equally.	M	6	35,3	7	41,2	1	5,9	3	17,6	-	-	17	3,94	1,09
	F	17	63,0	10	37,0	-	-	-	-	-	-	27	4,63	0,49

As it can be seen all females agreed with the statement, a much higher percentage of females as %63 strongly agreed than males, however a large percentage of males also as %41,2 also agreed with the statement, and just %17,6 of males were undecided.

Table 51. Mean scores and Standard Deviation

Mean Scores and Standard Deviation (SD) for Materials and activities used in the classroom by Gender		
Males	M	4,12
	SD	0,49
Females	M	4,41
	SD	0,52

As it clearly seen on the table, females' mean score was 4,41 and this mean that females strongly agreed with the statements in the questionnaire, and males' mean score was 4,12 and this means that males agreed with the statement on the questionnaire. T-tests were conducted to see if these differences were statistically significant, however the results of t-tests analysis indicated no statistically significant difference. Therefore, it was concluded that there was no differences between males and females opinions' about the materials and activities used in the classroom.

3.6.4 Questions related to the fourth part of the questionnaire

The aim of this part of the questionnaire was to understand learners' opinion about the classroom outlook. The independent variable was readers' gender and the dependent variable was classroom outlook.

Table 52. Results of the first question.

Classroom out look		Female		Male		Both		Undecided	
		f	%	f	%	f	%	f	%
1- In foreign language lessons, which group is more active	M	7	41,2	1	5,9	9	52,9	-	-
	F	17	63,0	1	3,7	7	25,9	2	7,4

Both females and males agree to a fairly large percentage that females are more active, however males to a much greater percentage than females believed that both genders are active in foreign language lessons.

Table 53. Results of the second question

Classroom out look		Female		Male		Both		Undecided	
		f	%	f	%	f	%	f	%
2- On which group does the instructor focus on?	M	4	23,5	-	-	12	70,6	1	5,9
	F	6	22,2	-	-	18	66,7	3	11,1

A clear majority of both males and females stated that the instructors focus on the both genders, however %23,5 of males and %22,2 of females believed that instructors focus on females.

Table 54. Results of the third question

Classroom out look		Female		Male		Both		Undecided	
		f	%	f	%	f	%	f	%
3- In foreign language lessons, to which group are the materials geared?	M	4	23,5	-	-	10	58,8	3	17,6
	F	1	3,7	1	3,7	22	81,5	3	11,1

As compared to males, a larger percentage of females stated that materials are geared for both genders, however more males than females believed that materials area geared for males.

Table 55. Results of the fourth question

Classroom out look		Female		Male		Both		Undecided	
		f	%	f	%	f	%	f	%
4- Which group is more careful with homework?	M	15	88,2	2	11,8	-	-	-	-
	F	24	88,9	-	-	1	3,7	2	7,4

A clear majority of females as %88,9 and also a clear majority of males as %88,2 stated that females are more careful with homework.

Table 56. Results of the fifth question

Classroom out look		Female		Male		Both		Undecided	
		f	%	f	%	f	%	f	%
5- In foreign language lessons, which group is more motivated?	M	6	35,3	1	5,9	9	52,9	1	5,9
	F	17	63,0	5	18,5	5	18,5	-	-

A strikingly clear and much higher percentage of females than males said that females are more active in foreign language lessons, however to a much greater percentage males stated that both groups are motivated in foreign language lessons than females

Table 57. Results of the sixth question

Classroom out look		Yes		No		Undecided	
		f	%	f	%	f	%
6- Is there a competition between the two groups?	M	4	23,5	10	58,8	3	17,6
	F	4	14,8	21	77,8	2	7,4

As compared to male students, a larger percentage of female students stated that there is not a competition between the two groups in EFL classes.

3.6.5 Questions related to the fifth part of the questionnaire

The aim of this part was to reveal any gender differences in the preference of intelligences, and it consists of 40 questions. The five point scale was used. The independent variable was readers' gender and dependent variable was intelligences.

(VERBAL)

Table 58. Results of the first question.

Verbal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1. I like to participate in debates and or/discussions.	M	4	23,5	8	47,1	1	5,9	3	17,6	1	5,9	17	3,65	1,22
	F	7	25,9	11	40,7	3	11,1	3	11,1	3	11,1	27	3,59	1,31

Even though there are slight differences between males and females about this statement, a large percentage of males and females stated that they like to participate in debates and or/discussions.

Table 59. Results of the second question.

Verbal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- In school I preferred subjects such as English, history, and social studies.	M	2	11,8	9	52,9	3	17,6	2	11,8	1	5,9	17	3,53	1,07
	F	9	33,3	14	51,9	2	7,4	2	7,4	-	-	27	4,11	0,85

Although 52,9% of females and %1,9 of males agree that social studies are among their favorite subjects in school, more percentage of females than males strongly agree with that statement.

Table 60. Results of the third question.

Verbal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- Taking notes helps me remember and understand better.	M	6	35,3	10	58,8	1	5,9	-	-	-	-	17	4,29	0,59
	F	20	74,1	7	25,9	-	-	-	-	-	-	27	4,74	0,44

As compared to males a large percentage of females strongly agree with this statement. On other hand, a much greater percentage of males agree that taking notes is so important for them.

Table 61. Results of the fourth question.

Verbal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I enjoy telling stories and jokes.	M	3	17,6	10	58,8	2	11,8	1	5,9	1	5,9	17	3,76	1,03
	F	5	18,5	17	63,0	3	11,1	2	7,4	-	-	27	3,93	0,78

Both males and females to a very similar degree agree that they enjoy telling stories and jokes.

Table 62. Results of the fifth question.

Verbal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I can use lots of different words to express my self.	M	4	23,5	4	23,5	7	41,2	2	11,8	-	-	17	3,59	1,00
	F	3	11,1	7	25,9	9	33,3	7	25,9	1	3,7	27	3,14	1,06

A much higher percentage of males %23 to females %11,1agree with that statement, but at the same time more males than females were uncertain about this statement.

Table 63.

Mean Scores and Standard Deviation (SD) for verbal Intelligence by Gender		
Males	M	3,76
	SD	0,55
Females	M	3,90
	SD	0,60

As it is seen in the table above, the mean scores of verbal intelligences for male and female students are closer to each other. Thus, it can be derived that most of male and female students generally agree with the statements. Therefore, it can be stated that the male and female students could do well in English, social studies, and history when they were in high school. They like to participate in debates, they prefer to take notes, and enjoy telling stories.

(MATHEMATICAL)

Table 64. Results of the first question.

Mathematic		**(SA)**		**(A)**		**(U)**		**(D)**		**(SD)**		**N**	$\bar{x}$	**Sd**
		f	**%**	**f**	**%**	**f**	**%**	**f**	**%**	**f**	**%**			
1- I like to play with numbers and can complete calculations easily in my mind.	M	3	17,6	8	47,1	3	17,6	1	5,9	2	11,8	17	3,53	1,23
	F	3	11,1	6	22,2	7	25,9	8	29,6	3	11,1	27	2,93	1,20

A much higher percentage of males as %47,1 stated that they like to play with numbers than females, and as compared to males a large percentage of females disagree with the statement.

Table 65. Results of the second question

Mathematic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	Sd
		f	%	f	%	f	%	f	%	f	%			
2- I like to solve math problems.	M	4	23,5	5	29,4	4	23,5	4	23,5	-	-	17	3,53	1.12
	F	5	18,5	6	22,2	3	11,1	7	25,9	6	22,2	27	2,89	1,48

Even though both males and females to a very similar degree agree with the statement, a large percentage of females than males were undecided about the statement, and also 22,2 of the females stated that they strongly disagree with the statement.

Table 66. Results of the third question

Mathematic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	Sd
		f	%	f	%	f	%	f	%	f	%			
3- I work better when I have a day planner or timetable.	M	1	5,9	10	58,8	3	17,6	1	5,9	2	11,8	17	3,41	1,12
	F	7	25,9	9	33,3	3	11,1	7	25,9	1	3,7	27	3,52	1,25

While a large percentage of females stated that they strongly agree with the statement than males, however at the same time a higher percentage of males as %85,8 stated they agree with statement than females. More males than females were undecided abut the situation, while more females than males stated they disagree with the statement.

Table 67. Results of the fourth question

Mathematic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	Sd
		f	%	f	%	f	%	f	%	f	%			
4- Math and science were among my favourite subjects in school.	M	2	11,8	-	-	8	47,1	5	29,4	2	11,8	17	2,71	1,10
	F	2	7,4	4	14,8	1	3,7	10	37,0	10	37,0	27	2,19	1,30

A much greater percentage of males were undecided about the statement, while as compared to males, a large percentage of females stated they disagree with the statement.

Table 68. Results of the fifth question.

Mathematic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	Sd
		f	%	f	%	f	%	f	%	f	%			
5- I love playing chess, monopoly.	M	5	29,4	7	41,2	3	17,6	2	11,8	-	-	17	3,89	0,99
	F	2	7,4	16	59,3	2	7,4	7	25,9	-	-	27	3,48	0,98

Though males and females to very similar degree state they agree with the statement, more males than females stated they strongly agree with the statement; and more males than females were undecided. As it can bee seen, a large percentage of females stated they disagree with the statement than males.

Table 69.

Mean Scores and Standard Deviation (SD) for Mathematic Intelligence by Gender		
Males	M	3,41
	SD	0,74
Females	M	3,00
	SD	0,91

As the table demonstrates the results, the overall mean score for males is 3,41 and it means that males were generally agree with the statements on the questionnaire, while females' mean score is 3,00 and it states that females were undecided about the statements on the questionnaire, but statistically this difference is not important. So we can conclude that even though for Mathematical intelligence males on average gave higher self-estimates than females, but it is not an important difference. Among the statements the third and the fifth statements in the questionnaire were the most preferred ones by the male and females students. So we can state that both male females students prefer to have a day planner, and they love playing chess, and monopoly.

(VISUAL)

Table 70. Results of the first question

Visual		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I like to read maps	M	10	58,8	3	17,6	2	11,8	2	11,8	-	-	17	4,24	1,09
	F	4	14,8	10	37,0	6	22,2	7	25,9	-	-	27	3,41	1,05

A much higher percentage of males than females stated that they like to read maps.

Table 71. Results of the second question

Visual		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- I like to solve jigsaw and/or other visual puzzles.	M	5	29,4	7	41,2	4	23,5	1	5,9	-	-	17	3,94	0,90
	F	4	14,8	15	55,6	6	22,2	2	7,4	-	-	27	3,78	0,80

While more percentage of males than females strongly agree with that statement, at the same time more females than males stated that they agree with statement. And to a very similar degree both males and females were undecided.

Table 72. Results of the third question

Visual		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- In school I liked lessons in art and preferred geometry to algebra.	M	3	17,6	1	5,9	5	29,4	6	35,3	2	11,8	17	2,82	1,29
	F	-	-	10	37,0	3	11,1	11	40,7	3	11,1	27	2,74	1,10

As compared to males a large percentage of females agree with that statement. But generally the majority of females and males did not agree with that statement.

Table 73. Results of the fourth question

Visual		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I can visualize how things look from a different perspective.	M	3	17,6	12	70,2	2	11,8	-	-	-	-	17	4,06	0,56
	F	5	18,5	13	48,1	5	18,5	4	14,8	-	-	27	3,70	0.95

Though a much higher percentage of females and males agree with that statement, males were far more likely to find this statement much more suitable for them than females.

Table 74. Results of the fifth question

Visual		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I like activities like: cutting things out, making models, drawing or painting.	M	5	29,4	5	29,4	1	5,9	4	23,5	2	11,8	17	3,41	1,46
	F	5	18,5	12	44,4	1	3,7	7	25,9	2	7,4	27	3,41	1,28

Both males and females to a very similar degree agree that they like this kind of activities.

Table 75.

Mean Scores and Standard Deviation (SD) for Visual Intelligence by Gender		
Males	M	3,69
	SD	0,76
Females	M	3,41
	SD	0,54

As it can see, for intelligence, males' mean score was higher than females', but not significantly. As the mean score for male students is 3,69 and for female students is 3,41 we can state that both male and female students generally agree with statements. By looking at these statements, it can be concluded that almost all of the students like to solve jigsaw and other visual puzzles. They are able to visualize things from a different perspective, and they like activities like cutting things out,

drawing and painting. However, they stated that they do not prefer geometry to algebra.

(Bodily-kinesthetic)

Table 76. Results of the first question

Bodily-kinesthetic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I understand better by doing (touching, moving, and interacting).	M	7	41,2	8	47,1	2	11,8	-	-	-	-	17	4,23	0,86
	F	8	29,6	14	51,9	3	11,1	2	7,4	-	-	27	4,04	0,85

Even though a much higher percentage of males and females strongly agree with this statement, a much great percentage of females and males agree with it. And to a very similar degree both males and females were undecided.

Table 77. Results of the second question.

Bodily-kinesthetic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- I enjoy making things with my hand.	M	8	47,1	8	47,1	-	-	1	5,9	-	-	17	4,35	0,79
	F	8	29,6	13	48,1	3	11,1	3	11,1	-	-	27	3,96	0,94

Even though both males and females agree with this statement, as compared to females a larger percentage of males strongly agree with it, and more percentage of females than males stated they disagree with the statement.

Table 78. Results of the third question

Bodily-kinesthetic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- I enjoy running, jumping, or similar physical activities.	M	11	64,7	5	29,4	-	-	-	-	1	5,9	17	4,47	1,01
	F	9	33,3	14	51,9	4	14,8	-	-	-	-	27	4,19	0,68

A much higher percentage of males than females stated that they strongly agree with this statement, and a larger percentage of females than males stated they agree with the statement, whereas 14,8 of females were undecided.

Table 79. Results of the fourth question

Bodily-kinesthetic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4 -I find it difficult having to sit in one place for along time.	M	8	47,1	6	35,3	1	5,9	2	11,8	-	-	17	4,18	1,01
	F	15	55,6	9	33,3	-	-	3	11,1	-	-	27	4,33	0.96

To a very similar degree both males and females agree with this statement.

Table 89. Results of the fifth question

Bodily-kinesthetic		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I like to play with my pencil during class.	M	2	11,8	9	52,9	2	11,8	4	23,5	-	-	17	3,53	1,01
	F	2	7,4	16	59,3	3	11,1	6	22,2	-	-	27	3,52	0,94

There was a negligible difference between males and females in this statement, but a great percentage of both males and females agree with the statement.

Table 90.

Mean Scores and Standard Deviation (SD) for Bodily-kinesthetic Intelligence by Gender		
Males	M	4,16
	SD	0,58
Females	M	4,01
	SD	0,45

As it is seen from the results above, the mean score of for Bodily-kinesthetic Intelligence for male and female students are closer to each other. These statements reveal that the male and female students find it difficult to sit still for a long period of time. They enjoy being active; running, jumping, moving, ect. They like to make things with their hands.

(MUSICAL)

Table 91. Results of the first question

Musical		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1-I can play a musical instrument.	M	3	17,6	6	35,3	-	-	3	17,6	5	29,4	17	2,94	1,60
	F	2	7,4	9	33,3	4	14,8	9	33,3	3	11,1	27	2,93	1,21

More males than females strongly agree with this statement, and more females than males were undecided.

Table 92. Results of the second question

Musical		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- I study and work better with music in the background.	M	1	5,9	1	5,9	4	23,5	7	41,2	4	23,5	17	2,30	1,10
	F	7	25,9	10	37,0	1	3,7	5	18,5	4	14,8	27	3,41	1,45

A much higher percentage of females than males stated that they like to listen to music while working or studying.

Table 93. Results of the third question

Musical		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- I can remember easily the melodies of many songs.	M	3	17,6	6	35,3	2	11,8	4	23,5	2	11,8	17	3,24	1,35
	F	11	40,7	13	48,1	-	-	3	11,1	-	-	27	4,19	0,92

As compared to males a large percentage of females agree with this statement. And %23 percentages of males stated that they do not agree with this statement.

Table 94. Results of the fourth question

Musical		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I remember things by putting them in a rhyme.	M	1	5,9	9	52,9	3	17,6	2	11,8	2	11,8	17	3,29	1,16
	F	6	22,2	8	29,6	9	33,3	4	14,8	-	-	27	3,59	1,01

While more females than males stated that they strongly agree with this statement, a large percentage of males than females stated that they agree with this statement. However, more females than males were undecided.

Table 95. Results of the fifth question

Musical		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I like to sing	M	2	11,8	6	35,3	4	23,5	3	17,6	2	11,8	17	3,18	1,24
	F	8	29,6	12	44,4	5	18,5	2	7,4	-	-	27	3,96	0,90

As compared to males, more females than males agree with this statement, and more males than females stated that they disagree with it.

Table 96.

Mean Scores and Standard Deviation (SD) for Musical Intelligence by Gender		
Males	M	2,99
	SD	1,02
Females	M	3,61
	SD	0,72

As it is clear from the results in the table, significant gender differences were found for Musical intelligence. The mean Musical intelligence for females was 3,61 (SD=0,72), and the mean score for males was 2,99 (SD=1,02). According to the results above, it is concluded that females generally agreed with the statements, while males were undecided about the statements. Although more males than females stated that they are able to play a musical instrument, however females

found it enjoying listen to music, to sing, and females were able to remember the melodies of many songs easily.

(INTERPERSONAL)

Table 97. Results of the first question

Interpersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I work best through interaction with people.	M	4	23,5	10	58,8	2	11,8	1	5,9	-	-	17	4,00	0,79
	F	7	25,9	11	40,7	2	7,4	4	14,8	3	11,1	27	3,56	1,33

Males were somewhat more likely to agree with this statement than females, while just %5,9 percentage of males stated that they disagree with the statement, more than %14 percentages stated that they disagree, and also %11,1 of females stated that they strongly disagree.

Table 98. Results of the second question

Interpersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- People tend to come to me for advice.	M	1	5,9	5	29,4	9	52,9	2	11,8	-	-	17	3,29	0,77
	F	2	7,4	18	66,7	4	14,8	3	11,1	-	-	27	3,70	0,78

To a much greater percentage of males agree with this statement than males. As an example %66,7 of females stated that they agree with the statement compared to only %29,4 of males.

Table 99. Results of the third question

Interpersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- Friends are important for me.	M	8	47,1	8	47,1	1	5,9	-	-	-	-	17	4,41	0,62
	F	17	63,0	10	37,0	-	-	-	-	-	-	27	4,63	0,49

Even though both males and females stated they agree with the statement, a larger percentage of females strongly agree with the statement than males.

Table 100. Results of the fourth question.

Interpersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I enjoy team activities, rather than individual activities.	M	8	47,1	7	41,2	1	5,9	-	-	1	5,9	17	4,24	1,03
	F	8	29,6	13	48,1	4	14,8	1	3,7	1	3,7	27	3,96	0,98

Even though more males than females strongly agree with the statement and more females than males were undecided with the statement, to a very similar degree both males and females expressed their agree with the statement.

Table 101. Results of the fifth question

Interpersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I talk over problems with others, rather than trying to resolve them by myself.	M	8	47,1	5	29,4	-	-	3	17,6	1	5,9	17	3,94	1,34
	F	7	25,9	10	37,0	1	3,7	7	25,9	2	7,4	27	3,48	1,34

A much higher percentage of males as %47,1 strongly agree with the statement, and to a very similar degree both males and females stated that they disagree.

Table 102.

Mean Scores and Standard Deviation (SD) for Interpersonal Intelligence by Gender		
Males	M	3,98
	SD	0,58
Females	M	3,87
	SD	0,67

As it seen in the table above, there is a negligible difference between males and females, as their mean scores for this intelligence range from 3,87 and 3,98. Hence, it is concluded that both males and females have generally agreed with statements in the questionnaire. As it can easily be seen, the third and the fourth statements in the questionnaire were the most preferred ones by the male and females students. Therefore, it can be concluded that both male and female students have many good friends and they like team activities.

(INTRAPERSONAL)

Table 103. Results of the first question

Intrapersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I like to work alone.	M	1	5,9	3	17,6	5	29,4	8	47,1	-	-	17	2,82	0,95
	F	7	25,9	13	48,1	-	-	5	18,5	2	7,4	27	3,67	1,27

A much higher percentage of females stated that they agree with situation than males, and a much higher percentage of males stated that they disagree with the statement than females.

Table 104. Results of the second question

Intrapersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- I like to spend my evening at home rather than going to a party.	M	2	11,8	4	23,5	2	11,8	7	41,2	2	11,8	17	2,82	1,29
	F	8	29,5	4	14,8	3	11,1	8	29,6	4	14,8	27	3,15	1,51

Even though to a much similar degree both males and females agree with the statement. A much higher percentage of males than females stated that they disagree

.

Table 105. Results of the third question

Intrapersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- I have a good understanding of my feelings and how I will react to situations.	M	7	41,2	10	58,8	-	-	-	-	-	-	17	4,41	0,51
	F	9	33,3	16	59,3	2	7,4	-	-	-	-	27	4,26	0,59

There was negligible difference between males and females with regards to this statement. As we can see in the table above, the majority of females and males agree with the statement, and just %7,4 of the females were undecided.

Table 106. Results of the fourth question

Intrapersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I have a private hobby or interest, which I don't really share with anyone else.	M	3	17,6	4	23,5	2	11,8	7	41,2	1	5,9	17	3,06	1,30
	F	4	14,8	6	22,2	7	25,9	10	37,0	-	-	27	3,15	1,10

To a very similar degree both males and females agree with this statement. But at the same time %41,2 of males and %37,0 of females stated that they disagree.

Table 108. Results of the fifth question

Intrapersonal		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I regularly spend time alone reflecting on the important issue in my life.	M	2	12,5	7	43,8	2	12,5	5	31,3	-	-	17	3,38	1,09
	F	4	14,8	10	37,0	6	22,2	6	22,2	1	3,7	27	3,37	1,11

Even though both males and females to a very similar degree agree with the statement, more percentage of females than males were undecided, and more percentage of males as % 31,3 than females as %22,2 disagreed with this statement.

Table 109

Mean Scores and Standard Deviation (SD) for Intrapersonal Intelligence by Gender		
Males	M	3,30
	SD	0,60
Females	M	3,52
	SD	0,77

According to the results in the table above, we can observe that for Intrapersonal intelligence, females' mean score was 3,52 which means that females generally agree with the statements on the questionnaire, while males' mean score was 3,30 which states that males were undecided about the statements on the questionnaire. However statistically this difference is not important. So we can conclude that even though females on average gave higher self-estimates than males for Intrapersonal intelligence, but it is not a significant difference. Among the

statements the third and the fifth statements in the questionnaire were the most preferred ones by the male and female students. So we can state that students know what they want from life and what they want to accomplish. They have a realistic view of their strengths and weaknesses.

(NATURAL)

Table 110. Results of the first question

Natural		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
1- I like to collect things like shells, and rocks.	M	1	5,9	-	-	2	11,8	11	64,7	3	17,6	17	2,12	0,93
	F	2	7,4	8	29,6	3	11,1	11	40,7	3	11,1	27	2,81	1,21

Even though more females agree with the statement than males, a great percentage of both males and females disagree with the statement.

Table 111. Results of the second question

Natural		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
2- Animals are important in my life.	M	5	29,4	8	47,1	2	11,8	1	5,9	1	5,9	17	3,89	1,11
	F	7	25,9	8	29,6	2	7,4	7	25,9	3	11,1	27	3,33	1,41

As compared to females, a large percentage of males stated that animals are important in their lives.

Table 112. Results of the third question

Natural		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
3- I enjoy studying biology, zoology.	M	1	5,9	7	41,2	5	29,4	3	17,6	1	5,9	17	3,24	1,03
	F	2	7,4	7	25,9	4	14,8	10	37,0	4	14,8	27	2,74	1,23

A much higher percentage of males (%41,2), stated that they enjoy subjects like biology and zoology that females (%25,9).

Table 113. Results of the fourth question

Natural		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
4- I can recognize and name many different types of trees, flowers and plants.	M	-	-	3	17,6	7	41,2	5	29,4	2	11,8	17	2,65	0,93
	F	1	3,7	6	22,2	6	22,2	12	44,4	2	7,4	27	2,70	1,03

As it is clear from the results above, even to a very similar degree both males and females agree about the statement, but more males than females were undecided, and more females than males disagree with the statement.

Table 114. Results of the fifth question

Natural		(SA)		(A)		(U)		(D)		(SD)		N	$\bar{x}$	sd
		f	%	f	%	f	%	f	%	f	%			
5- I prefer to be outdoor rather than indoor.	M	8	47,1	6	35,3	-	-	3	17,6	-	-	17	4,12	1,11
	F	10	37,0	5	18,5	7	25,9	3	11,1	2	7,4	27	3,67	1,30

Though males and females both agree about this statement, males were far more likely to state that they prefer to be outdoors

.

Table 115

Mean Scores and Standard Deviation (SD) for Natural Intelligence by Gender		
Males	M	3,20
	SD	0,76
Females	M	3,05
	SD	0,79

As the table demonstrated the results, the overall mean scores for males and females are close to each other. The mean scores for females and males range from 3,05 and 3,20. Hence it is concluded that they occasionally preferred the statements in the questionnaire. As it can easily be seen, the second and the fifth statements in the questionnaire were the most preferred ones by the male and female students. Therefore, it can be concluded that both males and females like animals and they like to spend time outside

Table 116 t- tests Results For Means and Standard Deviations of Participants` Preferences of Intelligences

Intelligences	Males		Females			
	M	SD	M	SD	t	p
Linguistic	3,76	0,55	3,90	0,60	-,768	,447
Mathematical	3,41	0,74	3,00	0,91	1,568	,124
Visual	3,69	0,76	3,41	0,54	1,462	,151
Musical	2,99	1,02	3,61	0,72	-2,390	,021
Bodily	4,16	0,58	4,01	0,45	1,007	,320
Interpersonal	3,98	0,58	3,87	0,67	,558	,580
Intrapersonal	3,30	0,60	3,52	0,77	-,996	,325
Natural	3,20	0,76	3,05	0,79	,613	,543

The highest mean score for intelligences was for Bodily-Kinesthetic Intelligence. The mean score for males was 4,16 (SD = 0,58), and the mean score for females was 4,01 (SD = 0,45). These results indicate that both male and female students in preparatory school prefer learning activities that involve movement, acting and dancing.

Significant gender differences were found for Musical Intelligence. The mean Musical Intelligence for males was 2,99 (SD = 1,02), and the mean score for females was 3,61 (SD = 0,72), a difference significant at the .05 level. This result indicates that these male EFL students in preparatory classes have less preference for learning involving musical instruments or products or words that rhyme. On the contrary their female counterparts hold a high preference for learning activities involving musical instruments or products or words that rhyme.

3.7 Interpretation and Discussio

The data analysis performed in order to test the research questions in this study can be summarized as follow. The findings of the first question of the research suggested that there is no significant gender difference in male-oriented topic familiarity; this is maybe due to the main character in the passage. Even though the passage was about Internet and computers, however the main character in the passage was a female. It may also be inferred from this result that nowadays both males and females show interest to these kinds of technological subjects. On the other hand the results revealed significant main effects of readers' gender and topic familiarity for the female-oriented passage, favoring females to males.

The results of the second question showed significant effects of readers' gender and enjoyment for the male-oriented passage. Similarly results indicated significant main effects of readers' gender and enjoyment for the female-oriented passage. At the same time there was a tendency among females to prefer certain male-oriented topics like wars, and violence at the same level as males. An explanation for this result that it's the effect of regional problems, as there is many programs about wars on Tv and many articles written in newspapers about these kinds of subjects.

The findings of the third question in the study stated no gender differences in learners' opinions about the materials and activities used in the classroom. Even females' mean score was higher than males, however the results of t-test analysis stated no statistically significant difference.

The results of the fourth question in this study stated no significant differences between males and females opinions' about the classroom out look.

Another main objective of this study was to find out whether or not there were any gender differences in intelligence preferences. Upon analyzing the data, the results showed that these male and female EFL students differ significantly in their preferred Musical intelligence. This finding was not in concurrence with the findings of Loori (2005) who concluded that his male participants tended to do better on some measures of some intelligence. There were no significant gender differences in the participants' preferences for Linguistic, Logical/Mathematical, Bodily-Kinesthetic, Interpersonal, Intrapersonal, Natural, and Visual intelligences. Even though male students, mean score on Logical/Mathematical intelligence was higher than females students' mean score, and there was a meaningful difference on the Lirekt Scale, but statistically it was not significantly so. Another meaningful difference was found in Intrapersonal intelligence in favor of females, however this one also was not statistically significant.

This study found that females rated themselves higher than males on the Musical Intelligence. The mean Musical Intelligence for males was 2,99 (SD = 1,02), and the mean score for females was 3,61 (SD = 0,72), a difference significant at the .05 level. This result indicates that these male EFL students in preparatory classes have less preference for learning involving musical instruments or products or words that rhyme. On the contrary their female counterparts hold a high preference for learning activities involving musical instruments or products or words that rhyme.

Finally, other factors that have not been controlled by the researcher might have influenced the results. Students with different cognitive styles, learning styles, personalities and others affect success. These factors alone or in combination may have caused such unexpected results.

CHAPERT 4

AN EXAMPLE OF MATERIAL ADAPTATION AND SUGGESTED ACTIVITIES

4.0 Presentation

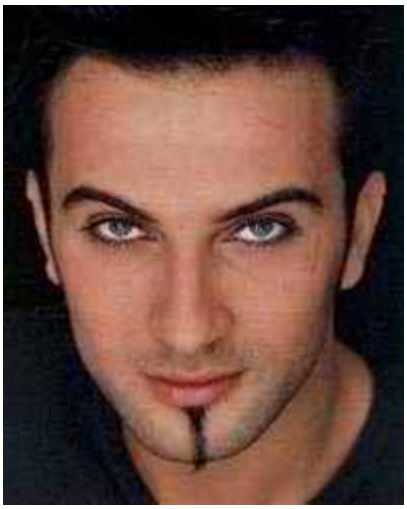
This chapter represents a suggestion part for the teachers. These suggestions are based on the findings of the questionnaire. This chapter includes also various types of activities and an example of material adaptation that are based on the findings of the questionnaire.

4.1 The reason for adapting

The results from the survey revealed that male students weren't familiar with the passage Material girl to GEISHA GIRL as much as female students. So the reason that I added a warm up activity to the beginning of the reading passage part was that there wasn't a warm up activity addressing male students here. As known, warm up activities prepare students to the lesson in advance and they would have opinions about what is going to happen. I believe we should perform warm up activities to make a more efficient teaching

4.2 An example of adaptation

Look at these photos



1- **Who is the man on the photo?**
2- **What do you know about him?**
3- **Where did he born?**
4- **When did he born?**

Tarkan is a superstar in Europe and in his homeland of Turkey. He was born on 17th October 1972 in Alzey, Germany; as the fifth of his six brother and his sisters. His passion for music started when he was only three years old.

When he came back to Turkey for the 6th grade, at fourteen years of age, his big interest in music led him towards taking “Turkish Classical Music” classes besides the regular high school education

4.3 Suggested multiple intelligences activities to achieve gender equality

Verbal

1- **Define "gender", "equality" and "inequality" as a class.** Write student definitions on the board; arrive at consensus as to closest definition. Consult the dictionary if needed**.**
2- Hand out copies of 'Gender and Society' to individual students or, if possible, use overhead and transparencies of 'Gender and Society.'
3- Read off the article.

GENDER AND SOCIETY

By joanna Yarbrough

Gender is one of the universal dimensions on which status differnces are based. Since the beginning of time, women have held a lower social status than men. But during the 1960's, feminist movements brought about a resurgence of studying gender issues. Gender based social roles such as jobs for men and women and the belief that women were meant to be "housewives," as well as cultural inequalities towards women which included denying them the right to vote, own property and get an education were all called into question. In the 1970's, certain rights were given to women such as the right to vote, but the social bias favoring men still remained. There were still unequal opportunities in employment, salary and education. And today, although many advancements have been made, many of the same inequalities in employment and salary still exist. The burden of this inequality can be proven. Consider the following statement: "Women, who comprise half the world's population, do two-thirds the world's work, earn one-tenth of the world's income, and own one-hundredth of the world's property." If women are doing the majority of the

work, then why are they being paid so little? On average, employers are paying women a mere 70 cents for each dollar earned by men. Women are also politically underrepresented. Only eight per cent of seats in the Senate and ten per cent of seats in the House are held by women. It's no wonder that so many inequalities still exist in our society.

But these problems are no longer going unnoticed. Women are taking a stand for their rights and demanding that these inequalities they have suffered be corrected. Organizations such as the **National Organization for Women** and **Advancing Women** are speaking out for women's rights. Marilyn Frye, author of "Oppression", speaks about the double binds women face on a day-to-day basis. And novels such as *Charlotte Temple* and *The Jungle* show examples of women who are challenged by these double bind situations. Finally, the subordination that women have endured throughout history is beginning to come full circle. People are starting to realize that, as human beings, we all deserve the right to live as equals.

4- As a class, cite examples of gender equality at school, at home, in the workplace. Cite examples of gender inequality.

Mathematical/verbal

1-**Introduction: Defining the occupations.**

a- Hand out copies of 'Occupation Checklist' to individual students or, if possible, use overhead and transparencies of 'Occupation Checklist.'
b- Read off the listed occupations
c- As a class, try to describe the jobs that might be less familiar to some students.

FEMALE/MALE
OCCUPATION CHECKLIST

For the following occupations, check whether you believe it is a man's occupation, woman's occupation, or both.

JOB	**GENDER**		
Construction Worker	M	F	BOTH
Flight Attendant	M	F	BOTH
Social Worker	M	F	BOTH
Secretary	M	F	BOTH
Elementary Teacher	M	F	BOTH
Hair Stylist	M	F	BOTH
Model	M	F	BOTH
Store Clerk	M	F	BOTH
Veterinarian	M	F	BOTH
Finance Manager	M	F	BOTH
Cook	M	F	BOTH
Photographer	M	F	BOTH
Nurse	M	F	BOTH
Computer Analyst	M	F	BOTH
Machinist	M	F	BOTH
Cashier	M	F	BOTH
Artist	M	F	BOTH
Telephone Operator	M	F	BOTH
Forest Ranger	M	F	BOTH
Musician	M	F	BOTH
Pharmacist	M	F	BOTH
Baby-sitter	M	F	BOTH
Newspaper Editor	M	F	BOTH
Pilot	M	F	BOTH
Electrical Engineer	M	F	BOTH
Mechanical Engineer	M	F	BOTH
Radio Announcer	M	F	BOTH
Plumber	M	F	BOTH
Librarian	M	F	BOTH
Bank Teller	M	F	BOTH
Physician	M	F	BOTH
Lawyer	M	F	BOTH

Security Guard	M	F	BOTH
Gardener	M	F	BOTH
Police Officer	M	F	BOTH
Truck Driver	M	F	BOTH
Custodian	M	F	BOTH

2- **The class, with instructor's help, answers the following questions. Ask for a student volunteer who will plot the results of the questions on the board.**

a- How did the number of jobs labeled "men's work" compare to those labeled 'women's work?'

b- Which jobs require working with people? Data? Mechanical things? How many are designated "Men's" and how many "Women's?"

c- Which jobs have the most "status," and, of those, how many are designated "Men's" and how many "Women's?"

d- Which jobs require the most/least amount of education, and, of those, how many are designated "Men's" and how many "Women's?"

e- What are the advantages and disadvantages of being employed in a nontraditional occupation?

3- Class discusses obvious gender issues as they are raised from survey results.

The focus should always be steered to "WHY?" Why are some jobs traditionally gender designated? Why is there an imbalance of wage and status along gender lines?

Intrapersonal

For a homework assignment, ask students to discuss in writing their feelings and opinions about the "other" gender. Give a total length required, such

as 200 words, to insure some depth of thought and uniformity in reading times. Students may want to consider the following questions in their essays:

a- In what ways are you different (no need to state the obvious, thanks)? How are you the same?

b- Is friendship with the other gender different from same gender friendship? How and why?

c- Do you change in any way when you're around the other gender? How and why?

d- Have your attitudes about the other gender changed in any ways over the last year? How and why?

Naturalist

The teacher will ask the students if in their country or area there are problems similar to those mentioned in the passage. After identifying possible problems, students select the one they are interested in and set up a simulation or a debate. Should the teacher be fortunate enough to teach in a context where no environmental problems exist (or if the existing issues are politically too sensitive to tackle in class), students can choose from the topics presented in the passage the one they find most interesting.

Musical/Visual/Interpersonal

You are a TV reporter. Prepare a short report about the problems related to gender in the society. You may want to use visuals and music / sound effects to make your report clearer to your audience.. (Students can form a team to work on this, preparing the actual report, the visuals and possible sound effects.

Bodily/Interpersonal

Form groups of 2-3. Students write, outline, or prepare verbally short scenarios that demonstrate gender issue in the society between two people. Emphasis should be that each people have a different point of view about the gender equity or inequity in the society, so one's point of view is in conflict with the other's point of view.

Visual

The teacher and students will find visual examples of gender equality or inequality in newspapers and magazines, or on the Internet. Cut out, print or photocopy and bring to class. These posters can be displayed in the classroom, so they will serve as a reminder of gender issues and attitudes and will establish a benchmark for student awareness in the class.

UNICEF/0789/Nicole Toutounji

Responsible fatherhood can advance gender equality and improve families' welfare.

UNICEF/0749/Nicole Toutounji

Slum in Haiti. Men, and society in general, pay a price for women's second-class status.

Jorgen Schytte/Still Pictures

Training programme for office workers in Ghana. Governments can train men and women to use new technologies.

Jorgen Schytte/Sill Pictures

Mexican parents. Gender equality in health care is important throughout the life cycle

4.4 Implication for teaching

This study suggests that in EFL topics, topic familiarity and gender are important factors at many level of instruction. The implications of this study for language learning can be summarized as follows. There are several possibilities for applying this result in the classroom. First, it is possible for language teachers to group students according to ability, considering individual differences by gender in topic familiarity, topic interest, and multiple intelligences at each proficiency level. They can select their instructional techniques and strategies in order to facilitate equal and possible differing participation of all students in the required learning activities and to foster male and female students' learning. When a group or class of students is homogenous in term of needs, it might be easier and more effective for helping them acquire a foreign language. They need to provide students with a range of learning opportunities to meet the needs of different learning styles, cognitive styles, intelligence styles, and so forth.

It is clear that selection of teaching materials is important. When instructor chooses reading materials, they should consider the reader's gender and familiarity with the topic. The instructor needs to be aware of this gender gap when selecting reading materials, but this does not mean that male-oriented texts or female-oriented texts should be excluded from the syllabus; Rather, instructors should be aware of their students' ability, needs, and interest, so these information will help instructors to adapt these EFL topics on the best way to suite their students. İnstructors need to provide background information that increases learners` familiarity with the passage topic and context before reading tasks is assigned.

There is one fact that language teachers should be made aware of and this is the view, which should shift from a learner-independent view to a learner-dependent view of language. We should pay attention to leaner characteristics and think of our students as individuals rather than as representative of particular groups. As the individual leaner is the central contributor in the complex process of learning another language, we should consider the task from the learner's point of view and change the focus of classroom from a teacher-centered one to a learner-centered one. If language learning is so complex, the possibilities for individual differences in that process can only be more complex. In order to understand this complex phenomenon and try to promote the acquisition process, the focus should be on learning and the learner.

CHAPTER 5

Conclusion

The main aim of this study was to investigate how to adapt EFL topics to gender differences. This study investigated whether there were significant gender differences in topic familiarity, topic interest, opinions about materials used in the EFL classroom, opinions about EFL classroom out look, and gender differences in multiple intelligences.

The study was carried out at preparatory schools in Gazi University. The participants in the study were advanced level of proficiency students. There was a total of 47 student tests in the study (27 female, and 17 male.)

The data were analyzed in two stages. First, the mean scores and standard deviation of females and males from these tests were calculated. Second, t-tests were performed to find out if there were any statistically any significant results.

There were five research questions in this study. The first questions was; Are there gender differences in learners' self reported topic familiarity? However the results revealed no significant main effects of readers' gender and topic familiarity for male-oriented passage, while the analysis stated significant main effects of readers' gender and topic familiarity for female-oriented passage.

The second question was; Are there gender differences in learners' topic enjoyment? Results revealed significant main effects of reader's gender and

enjoyment for the male-oriented passage. Similarly, results indicated significant main effects of reader's gender and enjoyment for the female-oriented passage.

The third question was; Are there gender differences in learners' opinion about materials and activities used inside the classroom? The results stated that there was no significant gender difference about the materials and activities used inside the classroom.

The forth question was; Are there gender differences in learners' opinion about classroom out look? Here also no significant differences were founded.

The last questions in the research was; are there any significant differences between males' and females' preferences of intelligences as defined by Grander? There were no gender differences in the participants' preferences for Linguistic, Bodily-Kinesthetic, Intrapersonal, Interpersonal, Logical/Mathematical, Natural, and Visual intelligence. However significant gender differences were found for musical intelligence favoring females to males.

APPENDIX

Öğrenci Anketi

Erkek: **Kız:**

Yaş:

Ne kadar süredir İngilizce öğreniyorsunuz?.....

Konu adı (topic) ……..

(TOPIC FAMILARITY)

Aşağıdaki yer alan her cümleyi dikkatlice okuyunuz. Cümlelere katılıp katılmadığınıza karar verdikten sonra her cümlenin karşısında yer alan boşluklara size göre doğru olan seçeneğe işaret koyunuz. Örneğin, kesinlikle katılıyoruz, cevap kağıdınıza aşağıdaki gibi işaretleyiniz.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum
(X)				

Lütfen bütün sorıları yanıtlayınız.

1-Bu konuyu okumaktan çok hoşlandım.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

2- Bu konunun dili benim için çok ağır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

3- bu konu ilginç bir tema içeriyor.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

4- Bu konu bir sürü yararlı İngilizce kelime içeriyor.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

5- Bu konudan çok fazla yeni İngilizce kelime öğrenmedim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

6- Bu konu benim için uygundur.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

7- Bu konuyu okuduğumda yeni hiçbir şey öğrenmedim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

8- Bu konu hakkında bir sürü şey hatırlayacağım.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

9- Ders kitaplarında bu tür konularla ilgili metinleri çalışmayı severim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

10- Bu konu çalışma isteğimi artırıyor.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

11- bu konu içerdiği gramer kalıplarını iyi öğrenmemi sağlıyor.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

12- Hoşlandığım böyle konular daha iyi öğrenmemi sağlıyor.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

13- Bu konuyu çalışırken anlama becerimin yükseldiğin hissettim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

(TOPIC ENJOYMENT)

Aşağıda yer alan her cümleyi dikkatlice okuyunuz. Cevap şıklarında size sunulan seçeneklerden birden fazla seçme hakınız var.

1- Aşağıdaki listede hangi konularla ilgili okumayı seversin?.....
(economy , fashion , politics , wars , cooking , crime , psychology, technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

2- Aşağıdaki listede hangi konularla ilgili yazmayı seversin?.....
(economy , fashion , politics , wars , cooking , crime , psychology, technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy, home , female profession , machines , physics , human relations)

3- Aşağıdaki listede hangi konularda motivasyonun düşük oluyor?.....
(economy , fashion , politics , wars , cooking , crime , psychology , technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

4- Aşağıdaki listede hangi konularda anlama zorluğu çekebiliyorsun?.....
(economy , fashion , politics , wars , cooking , crime , psychology, technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations

5- Aşağıdaki listede hangi konularda öğrenme hedeflerine ulaşmakta zorluk yaşayabiliyorsun?……

(economy , fashion , politics , wars , cooking , crime , psychology , technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

6- Aşağıdaki listede hangi konularda dersi takipte zorlanabiliyorsun?……..
(economy , fashion , politics , wars , cooking , crime , pyschology, technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

7- Aşağıdaki listede hangi konularla ilgili ek bilgi kitapları ve yardımcı kaynakları okumayı seviyorsun?……
(economy , fashion , politics , wars , cooking , crime , psychology , technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

8- Aşağıdaki listede hangi konularda hocanın aktardığı bilgileri ve dersin gidişatı ilgini çekmiyor?.....
(economy , fashion , politics , wars , cooking , crime , psychology , technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

9- Aşağıdaki listede hangi konularda beli bir bilgi birikimin yok?.....
(economy , fashion , politics , wars , cooking , crime , psychology , technology , self -care and care about others , automobile , art , nationalism , dance , sports , literature , violence , philosophy , home , female profession , machines , physics , human relations)

(Materials and activities)

Aşağıdaki yer alan her cümleyi dikkatlice okuyunuz. Cümlelere katılıp katılmadığınıza karar verdikten sonra her cümlenin karşısında yer alan boşluklara size göre doğru olan seçeneğe işaret koyunuz. Örneğin, kesinlikle katılıyoruz, cevap kağıdınıza aşağıdaki gibi işaretleyiniz.

Kesinlikle katılıyorum	**Katılıyorum**	**Kararsızım**	**Katılmıyorum**	**Kesinlikle katılmıyorum**
(X)				

Lütfen bütün sorıları yanıtlayınız.

1-Ders malzemelerinde bana uygun konular olsun isterim.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

2-Ders malzemelerinde karşı cinse uygun konuların da olması doğaldır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

3-Ders malzemelerinde her iki cinse uygun konular eşit dağıtılmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

4-Her iki cins hesaba katılarak hazırlanmamış kitap ve diğer ders malzemeleri motivasyon sorunları yaratabilir.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

5-Öğretmenler ders içi çatışma/ tartışmalarda her iki cinsi de dikkatli olmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

6-Dersin yıllık müfredatı hazırlanırken her iki cinsin ilgi alanları da dikkate alınmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

7- Ödevler verilirken her iki cinsin ilgi alanları da dikkate alınmalıdır.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

8- Sınıf içi etkinliklerde söz hakkı her iki cinse de eşit biçimde verilmelidir.

Kesinlikle katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle katılmıyorum

(**Classroom outlook)**.

DURUM BELİRLEMESİ

1-Yabancı dil derslerinde hangi öğrenci grubu daha aktiftir?

a- kız öğrenci b- erkek öğrenci c- ikisi de d- fikrim yok

2-Yabancı dil etkinliklerinde öğretmen hangi gruba daha ağırlık vermektedir?

a- kız öğrenci b- erkek öğrenci c- ikisi de d- fikrim yok

3-Yabancı dil derslerinde kullanılan ders malzemelerinde hangi gruba göre düzenlenmiştir?

a- kız öğrenci b- erkek öğrenci c- ikisi de d- fikrim yok

4-Ödevler konusunda hangi grup daha özenlidir?

a- kız öğrenci b- erkek öğrenci c- ikisi de d- fikrim yok

5-Yabancı dil derslerinde hangi grubun motivasyonu daha yüksektir?

a- kız öğrenci b- erkek öğrenci c- ikisi de d- fikrim yok

4-Yabancı dil derslerinde iki grup arasında rekabet varımıdır?

a- evet b- hayır c- fikrim yok

(MULTIPLE INTELLIGENCES)

Aşağıdaki yer alan her cümleyi dikkatlice okuyunuz. Cümlelere katılıp katılmadığınıza karar verdikten sonra her cümlenin karşısında yer alan boşluklara size göre doğru olan seçeneğe işaret koyunuz. Örneğin, kesinlikle katılıyoruz, cevap kağıdınıza aşağıdaki gibi işaretleyiniz.

(a-) strongly agree b- agree c- undecided d- disagree e- strongly disagree

Lütfen her soruya çok fazla düşümeden çabuk cevap veriniz. Lütfen bütün sorıları yanıtlayınız.

1- I like to participate in debates and or/discussions.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

2- In school I preferred subjects such as English, history, and social studies.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

3- Taking notes helps me remember and understand better.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

4- I enjoy telling stories and jokes.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

5- I can use lots of different words to express my self.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

6- I like to play with numbers and can complete calculations easily in my mind.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

7- I like to solve math problems.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

8- I work better when I have a day planner or timetable.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

9- Math and science were among my favourite subjects in school.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

10- I love playing chess, monopoly.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

11- I like to read maps.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

12- I like to solve jigsaw and/or other visual puzzles.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

13- In school I liked lessons in art and preferred geometry to algebra.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

14- I can visualize how things look from a different perspective.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

15- I like activities like: cutting things out, making models, drawing or painting.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

16- I understand better by doing (touching, moving, and interacting).

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

17- I enjoy making things with my hand.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

18- I enjoy running, jumping, or similar physical activities.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

19- I find it difficult having to sit in one place for along time.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

20- I like to play with my pencil during class.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

21- I can play a musical instrument.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

22- I study and work better with music in the background.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

23- I can remember easily the melodies of many songs.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

24- I remember things by putting them in a rhyme.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

25- I like to sing.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

26- I work best through interaction with people.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

27- People tend to come to me for advice.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

28- Friends are important for me.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

29- I enjoy team activities, rather than individual activities.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

30- I talk over problems with others, rather than trying to resolve them by myself.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

31- I like to work alone.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

32- I like to spend my evening at home rather than going to a party.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

33- I have a good understanding of my feelings and how I will react to situations.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

34- I have a private hobby or interest, which I don't really share with anyone else.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

35- I regularly spend time alone reflecting on the important issue in my life.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

36- I like to collect things like shells, and rocks.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

37- Animals are important in my life.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

38- I enjoy studying biology, zoology.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

39- I can recognize and name many different types of trees, flowers and plants.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

40- I prefer to be outdoor rather than indoor.

a- strongly agree b- agree c- undecided d- disagree e- strongly disagree

BIBLIOGRAPHY

Ansary, H., & Babii, E. (Subliminal Sexism in current ESL/EFL textbooks. Asian-EFL Journal.

http://www.asain-efl-journal.com/march03.sub1.htm

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

Bacon, S., & Finneman, M. (1992). *Sex differences in self-reported beliefs about foreign-language learning and authentic oral and written input.* Langauge Learning. Vol 24. No 4.

Beloff, H. (1992). *Mother, father and me: our intelligences.* The Psychologist. Vol 5: 309-311.

Bennett, M. (1996). *Men's and women's self-estimate of intelligence*. The journal of Social Psychology. Vol 136: 411-412.

Boyle, J. P. (1987). *Sex differences in listening vocabulary. Language Learning*. Vol 37. No:2. 273-284.

Bugel, K., & Buunk, B. P. (1996). *Sex differences in foreign language text comprehension: The role of interest and prior knowledge*. Modren language journal, 80.15-31.

Brantmeier, C. (2003). Does gender make a difference*? Passage content and comprehension in second language reading.* Reading in a Foreign Language. Vol 15. No: 1

Brantmeier, C. (2003). *Beyond Linguistic Knowledge: Individual Differences in Second Language Reading.* Foreign Language Annals. Vol. 36. No: 1

Brantmeier, C. (2002). *The effects of passage content second language reading comprehension by gender across instructional levels*. Foreign Language Annals. Vol. 34. No: 4

Carroll, F. (1978). The limits of my language are the limits of my world. In Sunderland, J. (Ed). *Exploring gender: Questions and implications for English language education*. London: Prentice Hall.

Crawford, M., & English, L. (1981). *Sex differences in recall as a function of "generic" vs. female-inclusive contexts.* Paper presented as The Eastern Psychological Association. April 24, 1981 (Eric Document Reproduction Service ED 208 378).

Dubois, Betty/Crouch, Isabel (1975): "The Question of Tag Questions in Women's Speech: They Really Don't Use More of Them". *Language in Society* 4: 289-294.

Fasold, R. (1990): *The Sociolinguistics of Language*. Cambridge, MA.

Furhman, A., Clark, K. Bailey, K. (1999). *Sex differences in estimates of multiple intelligences*. European Journal of Personality. Vol 13: 247-259.

Furhman, A., & Rawles, R. (1995). *Sex differences in the estimation of intelligence.* Journal of Social Behaviour and personality. Vol 10: 741-745.

Gardner, H. (1983). *Frames of mind*: *The Theory of Multiple Intelligences*, Basic, New York.

Gass, S., & Varonis, E. (1986). Sex differences in nonnative speaker-nonnative speaker interactions. In R. Day (ed). *Talking to learn: conversation in second language acquisition.* (pp. 327-351). Rowley, Massachusetts: Newbury House

Goleman, D. (1998). *Working with Emotional Intelligence.* New York. A Bantam Books.

Gordon, F., & Hall, D. (1974). *Self-image and stereotypes pf femininity.* Journal of Applied Psychology. Vol 59. 241-243

Graham, A. (1975). The making of a non-sexist dictionary. In B. Thorne & N. Heleny (Eds.), *Language and Sex: Differences and dominance*, (pp.57-63). Rowley, MA.: Newbury House Publishers.

Gruber, K., &Gaebelein, J. (1979). *Sex differences in listening comprehension*. Sex Roles. Vol 5. 299-310

Hartman, P., & Judd, E. (1978). *Sexism and TOSEL materials*. TESOL Quarterly. Vol 12. No: 4. 383-393.

Holmes, J. (1996). *An introduction to sociolinguistics*. London. Longman.

Jones, M., Kitetu, C. & Sunderland, J. (1997). *Discouse roles, gender and language textbook dialogues: who learns what from John and Sally*? Gender and Education. Vol 9. No:4. 469-490.

Labov, W. (1972). *Sociolinguistics Patterns (Conduct and Communications sries).* University of Pennsylvania press.

Lakoff, Robin (1975): *Language and Women's Place*. New York.

Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching.* Oxford University press.

Loori, A. (2005). *Multile intelligences: A comparative study between the preferences of males and females.* Social Behavior and Personality. Vol 33. No: 1.

Lynn, R. (1994). *Sex differences in intelligences and brain size.* Personality and Individual Differences. Vol 17: 257-271.

Madsen, H. S., & Bowen, J. D. (1978). *Adaptation in Language Teaching.* Rowley Mass: Newbury House.

Markham, P. (1988). *Gender and the perceived expertness of the speaker as factors in ESL listening recall*. TESOL Quarterly. Vol 22. No:3. 397-406.

Nilsen, A. (1977). Sexism in children's books and elementary classroom materials. In A. Nilsen, H. Bosmajian, H. Gershuny, & J., Stanley (Eds.), *Sexism and language*, (pp. 161-179). Urban, Illinios: National council of Teachers of English.

Phakiti, A. (2003). *A closer look as gender and strategy use in L2 reading*. Langauge Learning. Vol 53. No: 4.

Pica, T., Holliday, L., Lewis, N., Berducci, D., & Newman, J. (1992). *Language learning through interaction: What role does gender play?* Studies in Second Language Acquisition. Vol 13. 343-376

Porreca, K. (1984). *Sexism in current ESL textbooks*. TESOL Quartely. Vol. 18. No: 4. 705-724.

Scranton, D. (1999). *Gender Equity: Lesson Plans and Teacher Guide*. Western Massachusetts gender equity center.

Seliger, H.w. & Shohamy, E. (1989). *Second Language Research Methods.* Oxford University press.

Stevick, E. (1971). *Adapting and writing language Lessons.* Washington, D. C.: Foreign Service Institute. (Superintendent of Documents, US. Govt. Printing office, 20402.)

Swelle, E. (1985). *Effects of orienting instructions, monetary incentives, and sex of listeners on listening comprehension.* Perceptual and Motor Skills. Vol.60. 511-514.

Swim, J. (1994). *Perceived versus meta-analytic effect sizes: an assessment of the accuracy of gender stereotypes.* Journal of Personality and Social Psychology. Vol 66. 21-36.

Sunderland, J. (1992). Differential teacher treatment-by-gender in the EFL classroom; Using ex-participants' perspectives. In Sunderland, J. (Ed). *Exploring gender: Questions and implications for English language education*. 148-153. London: Prentice Hall.

Sunderland, J. (1994). Non-sexist language changes in pedagogic English grammars. In J. Sunderland (ed.) (1994). *Exploring gender: questions and implications for English language education*. Hemel Hempstead: Prentice Hall.

Tercanlioglu, L. (2004). *Exploring gender effect on adult foreign language learning strategies.* Issues In educational Research. Vol 14.

Yarbrough, J. www.msu.edu/user/yarbrou7/

Young, D. J., & Oxford, R. (1997). *A gender-related analysis of strategies used to process input in the native language and foreign language*. Applied language learning,8, 43-73

ÖZET

Bu çalışmanın amacı yabancı dil sınıflarında kullanılan materyallerin cinsiyete göre nasıl uyarlanacağını ortaya koymaktır.

Bu çalışma beş bölümden oluşmuştur. Birinci bölüm çalışma boyunca tartışılan problemi, bu problemin varsayımlarını, çalışmanın amacını, ve kapsamını sunmaktadır.

Bu çalışmanın ikinci bölümü konuyla ilgili kaynak taramasını kapsamaktadır.

Üçüncü bölüm çalışmaya katılan öğrencilerden anket yoluyla toplanan verilerin analizi ve yorumlanmasını içerir. Bilgiler cetvellerde verilerek özetlenmiştir.

Dördüncü bölüm tüm bölümlerdeki bilgileri, özellikle anket sonucuna dayanarak öğretmenlere öneriler sunmaktadır. Bu bölümde ayrıca öğrencilere uygulanan anketin sonucunda elde edilen verilere dayanarak farklı türlerde aktiviteler önerilmektedir.

Çalışmanın beşinci bölümü kısa bir özetinin yapıldığı sonuç bölümüdür.

ABSTRACT

This study aims to outline how to adapt EFL materials used in TEFL classes in terms of gender differences.

This study has five chapters. The first chapter presents the introduction part, background to the study, the problem, aim, the method and the assumption of the study.

The second chapter presents the literature review of the thesis. This chapter provides the theoretical background of the study.

Chapter three deals with the data analysis and interpretation of the data collected from students' questionnaire. The data has been given in tables.

Chapter four represents a suggestion part for the teachers. These suggestions are based on the findings of the questionnaire. This chapter includes also various types of activities and an example of material adaptation that are based on the findings of the questionnaire.

Chapter five is the conclusion part of the study.