

Gender Commonality and Differences in Public English Learning and Their Countermeasures

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Abstract:

In the process of discussing the effectiveness and efficiency of English learning, the similarity and difference between male and female, as a multi-dimensional influence factor, its importance cannot be ignored. While there are some similarities between the English language learning processes of male and female pupils, the gender-based disparities are considerably more notable. Schools should take into account how gender affects how well students learn English and use the necessary strategies to help both male and female students become more proficient in the language and create a more productive learning environment. This article mainly looks at the elements that influence the similarities and differences in English learning between male and female students in order to fully improve the efficacy of English instruction in public schools. . Based on this analysis, it suggests that teachers and schools employ appropriate teaching activities and approaches to fully utilize the advantages and potential of each gender in learning the language.

Keywords: Commonalities and differences, Male and female students, Teaching strategies, Public English teaching

1. Introduction

The significance of English as an international language has grown in importance as a result of China's economy and society developing quickly and the frequency of foreign interactions rising. Consequently, English teaching has become the focus of social attention. A large number of studies have shown that in English teaching, students' grades and English proficiency have a lot to do with gender. The Danish

linguist Jespersen originally suggested the impact of gender on language acquisition in his book from the 20th century: "Language: Its nature, Development and Origin". This pioneering insight provided ideas for subsequent research in psychology, linguistics and other fields [1]. While there are some similarities between the English language learning processes of male and female pupils, the gender-based disparities are considerably more notable. Schools should take into account how gender affects how well students

learn English and use the necessary strategies to help both male and female students become more proficient in the language and create a more productive learning environment. This article mainly looks at the elements that influence the similarities and differences in English learning between male and female students in order to fully improve the efficacy of English instruction in public schools. At the same time, when the role of gender factors in English learning is analyzed, it is of great significance to teachers in implementing differentiated teaching and optimizing teaching strategies. This article first will introduce the commonalities and gender differences between male and female students in English learning and their causes, and then summarizes and analyzes the corresponding teaching methods that schools and teachers can adopt to improve public English teaching.

2. The Reasons for the Commonness and Difference of Male and Female English and the Teaching Scheme

2.1 Similarities and Differences between Male and Female in English Learning

Both genders have similarities and variances when it comes to the English language learning process. There are still some parallels between male and female English learners, even if the contrasts between the two groups are more noticeable than the similarities. especially in non-cognitive elements that affect learning English, like motivation, degree of involvement, and preferred learning methods. Both genders have similarities and variances when it comes to the English language learning process. There are still some parallels between male and female English learners, even if the contrasts between the two groups are more noticeable than the similarities. especially in non-cognitive elements that affect learning English, like motivation, degree of involvement, and preferred learning methods. There is a certain level of similarity between males and females in these aspects and there is almost no gender difference in the influence of these factors on English achievement.

Based on the educational quality monitoring data from city S's compulsory education done by Luo Feifei, Yu qiang, when controlling for background and school variables, a comparative experiment was conducted on six individual factors: school belonging, time spent on electronic devices, interest in English learning, motivation, level of engagement in English learning, and learning stress, as well as adding their interaction with gender [2]. The findings demonstrated that although these six factors

have a major impact on students' English test scores, their influence is gender-neutral. It has been discovered that there are certain parallels between the ways that different genders learn English, namely that both are influenced by non-cognitive elements like school affiliation, learning motivation, and learning interest.

English, as an international language, plays a crucial role, and for contemporary students, mastering English is beneficial for their future employment and personal development. Learning interest and motivation not only is a significant internal factor that influence students' English learning but also an important source of students' learning, and have a significant positive impact on the improvement of English learning performance. Students that are motivated to learn English will put in more time and effort, demonstrating greater initiative and zeal. Strong learning motivation increases a student's excitement and perseverance, and since they actively confront challenges, they are more likely to achieve exceptional English proficiency. While students with low learning interest frequently give up easily when faced with challenges and find the learning process boring, students with high learning interest typically have a strong thirst for knowledge, are able to seize opportunities proactively, and choose and strive to complete challenging tasks. These characteristics have a significant impact on their academic performance and learning outcomes. [3].

Teaching methods, school belonging, and the school environment are important external factors that impact students' English learning. Teachers and their teaching methods play a vital role in instructing students in English learning. The teachers' methods and strategies directly affect whether students are interested in English and whether they can effectively grasp English knowledge. In addition to being important external influences in students' English learning, the school environment and amenities also affect whether or not students have a favorable setting for learning English and opportunities to interact with native English speakers. Additionally, a significant affective component influencing the effectiveness of English learning is school belonging. Students will be better able to adjust to life and study and have a more favorable attitude toward learning if they have pleasant interactions with the school.

Whether it is internal or external factors, those factors can directly or indirectly affect a student's English grades, and this is not influenced by gender, which reflects to some extent the similarity in English learning between male and female. In contrast, the differences are more noticeable than the similarities when it comes to the research of gender differences in English learning. Not only do women start speaking earlier than men, but there are also definite

gender differences in the way that men and women learn their native tongue and pick up a second language. These differences include things like the richness of the content that women express, the fluency of their speech, and the clarity of their language. Women also have comparable linguistic advantages over men when it comes to learning a second language. The proficiency in listening comprehension for a second language is positively correlated with that in the mother language. Strong listening comprehension ability in the mother tongue can be transferred to a second language for female.

Numerous studies have shown that female outperform male in English expression and English test scores. Cheng Jing's analysis of the CET-4 exam scores in 2019 for undergraduate students at Shengda University, comparing them by gender and module, revealed that female students consistently scored higher than male students, both in the average total score and in the average scores for listening, reading, and translation and writing [1]. According to Yan Minggui's survey on TEM-4 exam passing rates among students at Taizhou University's Foreign Language College, over an 8-year period, the male student passing percentage was 65.81%, while the female student passing rate was 85.50% [4]. In his investigation, Guo Jidong showed that female students typically score higher on English than male students, even at the graduate level. This suggests that male students typically perform somewhat lower than female students, which is another proof that men may not be as good at learning English as women.

2.2 The Factors that Cause the Difference in English Learning Ability Between Male and Female

2.2.1 Differences in Physiological Factor

There are differences between male and female in the development of lateral sexual function and specialization in the two hemispheres of the brain. Language ability is controlled by the brain, in the process of language representation or processing, the brains of male and female participate differently.

Studies on aphasia patients provide the oldest study evidence in this area: Just 13% of women experience aphasia, compared to 50% of men who have injury to their left hemisphere of the brain. Language difficulties are more common in women when there is impairment to both the left and right hemispheres of the brain [5]. According to Yan Minggui's survey on TEM-4 exam passing rates among students at Taizhou University's Foreign Language College, over an 8-year period, the male student passing percentage was 65.81%, while the female student passing rate was 85.50% [4]. In his investigation, Guo Jidong

showed that female students typically score higher on English than male students, even at the graduate level. This suggests that male students typically perform somewhat lower than female students, which is another proof that men may not be as good at learning English as women. There are also studies that have proved that in terms of brain area activation, gender differences can also predict the effect of long-term memory of vocabulary. Although there was no difference between boys and girls in memorizing numbers and spatial locations, women are more dominant in memorizing words and language, such as memorizing words and reciting text [6].

From a physiological point of view, the left hemisphere of the brain of women is more developed than that of men, and the language area is also develops earlier than that of men; In addition, women's brains have more language-related regions than men's, covering more language processes, listening, perception and memory, and intonation; women's speech is more expressive and fluid, whereas men's is more rational and philosophical. Women have a richer and more sensitive vocabulary, according to Wei. For example, men typically use purple, blue, and red to describe colors, whereas women prefer more specific terms like lavender, fuchsia, and sky blue. [7].

American psychologists Mccobey and Jacklin proposed in "Psychology of Gender Differences" that "one of the main aspects of the obvious gender differences between male and female is that female have better language skills than male.[8]" Therefore, the differences between men and women in language have innate factors.

2.2.2 Social Psychosocial Factors

In addition, women's brains have more language-related regions than men's, covering more language processes, listening, perception and memory, and intonation; women's speech is more expressive and fluid, whereas men's is more rational and philosophical. Women have a richer and more sensitive vocabulary, according to Wei. For example, men typically use purple, blue, and red to describe colors, whereas women prefer more specific terms like lavender, fuchsia, and sky blue. [7]. One of the stereotypes is "Male lead outside and female lead inside" Therefore, this pattern of division of labor has a profound influence on contemporary women's employment view in China. More women tend to choose stable auxiliary positions, such as schoolteachers, nurses and so on. Many girls prefer Language teacher training colleges to boys [9].

The stereotype of social psychological factors is an important reason for women to be more inclined to learn English. According to Qin, women are more driven than men to fulfill their social responsibilities. The majority of women think that learning a foreign language helps im-

prove their sense of social identity, but men place greater value on professional abilities. Due to psychosocial factors, many teachers will subjectively believe that boys are better suited for learning logic-based subjects like physics, chemistry, and mathematics, while girls are better suited for learning mechanical memory subjects like English, history, Chinese, and so forth. It is imperative that schools take note of this circumstance... The curriculum education model brings some constraints to a certain extent, it promotes female to work harder to learn English knowledge and makes the differentiation between English learning for male and female more obvious.

2.2.3 Personality Difference Factors

Personality is a psychological trait that is relatively stable in its attitude and behavior toward reality, and the influence of personality on English learning is also very obvious. Specifically in terms of English learning, most men are relatively impulsive, while women are mostly introspected, generally gentle and patient [6].

English is a subject that requires long-term accumulation of learning, it is difficult for students to improve their abilities in a short time, so there are more requirements for students' patience in learning. Although there are certain differences between the personalities of men and women, females' personalities are better suited for learning English because they are more detail-oriented and patient, two qualities that are essential to learning the language. However, for students who are more inclined toward introspection, the inductive approach used by Chinese educators is more advantageous. Therefore, to some extent, female have gained more knowledge as a result, and they are relatively better at English learning and performance.

2.3 College Education Policies Based on Gender Differences

2.3.1 Teaching Based on Gender

There are physical, psychological, and personality differences between male and female when learning English, since school education is a subject for all students. Therefore, in order to encourage students' learning of English and guarantee the quality of instruction, teachers must employ differentiated teaching methods in addition to objectively analyzing the unique features of English learning for males and females from the perspective of psychological differences, utilizing their respective advantages, and teaching one-on-one.

Teaching methods should start with gender differences and formulate differences based on language, memory and other factors. For example, girls in most cases tend to pay more attention to group activities and discussions, so it is

necessary to create a good cooperative environment for girls to promote their learning; in some cases, however, boys have strong independent thinking skills, suitable for solving tasks through independent thinking, and teacher can provide appropriate competitive methods to stimulate boys' English learning as competitive mentality in learning promotes the effectiveness of English teaching and English learning [10]; Boys focus more on the development of the English knowledge system and logical reasoning, so when teachers formulate English teaching methods, they should also fully consider how to transfer knowledge to males and females in a better way so that both boys and girls can achieve the same good learning results. Girls pay more attention to details when learning English, so teachers can strengthen emotional expression and increase language use exercises in teaching. Teaching based on gender is not only a respect for the individual differences of students, but also an effective way to improve the quality and efficiency of English teaching.

2.3.2 Teaching Mode Transition

In public English classrooms in schools, teachers should actively respond to the country's call for educational reform and make full use of modern teaching methods and technologies such as multimedia teaching, flipped classrooms, and organic online and offline teaching to transform traditional teaching models and continuously improve the traditional English teaching system [1]. The creation of a vivid and interesting teaching environment is crucial to boosting students' interest and participation in learning.

The teaching evaluation methods can be adjusted while the existing evaluation methods can be reformed. Teaching evaluation is determined by teaching goals, with a focus on evaluating students' learning effects and teachers' teaching work process, which provides guidance for teaching decision-making. According to the conventional notion, teachers who perform better academically and have a more positive approach toward learning can be given higher ratings. Therefore, because they are more disciplined, have a gentler disposition, and have a more appropriate learning attitude than men, women have a greater advantage in traditional teaching evaluation. Teachers automatically tend to give more consideration to women in standard teaching evaluations, disregarding specific traits like gender differences. [1]

Therefore, when evaluating the effectiveness of teaching, teachers need to pay attention to the differences between male and female, ensure the diversity and durability of evaluation methods, and evaluate students in multiple dimensions, adjust evaluation criteria, and consider individual differences, so as to motivate students to learn English

and ensure the effectiveness of English teaching.

2.3.3 Enhanced Gender-Differentiated Instructional Communication

Affected by gender differences, male and female have their own advantages and disadvantages in English learning. In order to lessen the impact of gender inequalities on public English in schools, it is crucial that men and women improve their communication skills, learn from each other's strengths, and enhance their complementing ability to learn English. Both men and women can fully utilize their own abilities, share the work, learn from others' accomplishments, and collaborate with others through collaboration and exchanges [11].

Through interactive and cooperative learning models, schools can encourage all students to participate in cooperative learning in accordance with a certain proportion of boys and girls, interact and communicate, give full play to the characteristics of boys and girls' respective language learning, improve students' communication and learning skills, break down the teaching barriers of gender differences, and therefore make up for gender differences in English learning [9]. Teachers should support students' autonomous study and conversation while encouraging men and women to learn and advance together. Teachers can also make the most of their individual strengths and improve the collaboration and communication abilities of their students. As a result, it is possible to somewhat lessen the achievement gap between pupils while simultaneously raising the standard of public English instruction.

3. Conclusion

In the study of public English in schools, facing up to the commonalities and differences between the gender of male and female students in English learning is the key to achieving fair and efficient education. By examining the reasons behind gender similarities and differences, educators can implement more effective teaching methods that will not only help male and female students learn English more efficiently, but also encourage cooperation and complementarity among them to raise the bar for English instruction as a whole. To put it briefly, teachers must acknowledge and honor the objectivity of gender differences between boys and girls in the English learning process and implement personalized instruction so that instruction is gender-based and fully utilizes the advantages of both genders in learning the language. Teachers can also modify their teaching models and assessment techniques, as well as incorporate a variety of contemporary media to enhance the quality of public English instruction; What's

more, to adopt appropriate measures which can help to narrow differences is proposed, it can be enhance cooperation between men and women, learn from each other's strengths in order to achieve the common progress and long-term development of English teaching involves both male and female students. learning, improve the quality of public English teaching in colleges and universities, and achieve a true sense of educational fairness.

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