



The Research on the Differences Between Male and Female Middle School Students in English Learning: A Case Study in Xiangning No.2 Middle School

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Abstract

This article mainly focuses on the differences between male and female middle school students in English learning. In order to clarify whether there are gender differences in the middle school student's English learning and seek out in what ways the concrete differences are showed, the author adopts two methods to investigate and analyze the differences: analysis of students' exam results and questionnaire analysis. Taking Xiangning No.2 Middle School as an example, first, the author compares of students' English Graduation Exam results and other subjects Graduation Exam results from 2015 to 2017; then the author investigates and analyzes the results of students' English Entrance Exam and English Graduation Exam from 2015 to 2017. According to the test scores, the author confirms the fact that there are significant differences between male and female middle school students in English learning. What's more, the author carries on a questionnaire survey among 180 students of Xiangning No.2 Middle School. From the analysis of questionnaire results, the author finds that the concrete differences are showed in five aspects: learning motivation, learning attitude, learning interest, the attitude towards exam and learning methods. Finally, the author puts forward some effective learning methods and strategies for male and female students to improve their English ability. Gender differences have a great effect on middle school students' English learning, so English teachers should teach students in accordance with gender differences. Thus, male and female students will have a better development.

Key words: Middle school; Male and female; Differences; English learning; strategies

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INTRODUCTION

Research Background

English is the most widely used language around the world. With the development of economy and society, learning English is becoming more and more important. In recent years, many domestic and abroad linguistics have discussed the differences between men and women in speech and performance, but the researches of gender differences in English learning are not enough. What's more, many educational workers and English teachers establish a student-oriented teaching pattern, and pay attention to the requirement of different levels of students, such as the students of different school record, different life background and so on. However, some educational workers and English teachers have realized the differences between male and female students in learning English, but they rarely probe deeply into these differences.

Research Purpose

In order to research the differences between male and female middle school students in English learning, the author analyzes and summarizes some relevant literature review. Besides, the author uses two methods to investigate and analyze the gender differences in English learning: analysis of exam results and analysis of questionnaire. According to research results, the paper puts forward some effective learning methods and strategies for male and female students. Only in this way can male and female students bring their own superiority into full play. Thus, male and female students can improve

their English abilities and have mutual developments and improvements.

Research Significance

Gender differences have a great effect on students' learning, especially in English learning. So it is meaningful to carry out the research on the differences between male and female middle school students in English learning.

(a) It is beneficial to lead teachers to teach students in accordance with gender differences.

(b) It is helpful for male and female students to complement each others' advantages and improve teaching qualities.

(c) It provides a new research perspective for teachers to improve teaching effects.

(d) It is beneficial to further perfect education theory.

1. LITERATURE REVIEW

In social linguistics, gender difference is a popular topic that many sociolinguists study. Gender differences according to the relevant researchers are as follows.

1.1 Researches Abroad

There are many foreign relevant studies about gender and learning. Sapir found that language have a special form that only for female learners. Hass found that male learners often send in the verb ending, while female learners do not. In the aspect of English grammar, Brend found that male and female learners do not use a different tone when they are speaking. Female learners are more polite than male learners (Joy M, Reid, 2002). David and Elwin thought that in primary and middle school stage, female learners have more possibility for getting better accomplishment (David, Elwin, 1983). What's more, they are more compliant than male learners. However, when they become mature, male learners will have a competition with female learners. So gender differences between male and female learners will gradually become narrow (David, Elwin, 1992). In the test of male and female learners, Ronald.Labov found out that gender difference does not exist in intelligence. Female learners are good at oral jobs, while male learners do well in math and optical tasks (Wardhaugh, 2000). In primary school, the school results of female learners are better than male learners. However, at high school stage, the gap between male and female learners will narrow. What's more, more female learners don't have advantages in reading (Myron H, Dembo, 1988). Besides, Phakiti and Aek analyzed 384 English reading test scores of Thailand college students. It showed that gender differences in reading are not obviously(Phakiti, Aek, 2003). According to the relevant researches abroad and at home, the author thinks that male and female learners perform differently in language learning.

1.2 Researches at Home

There are also many relevant domestic studies about gender and learning. Pi found that the male learners are more interested in physics, math. However, female learners are more interested in language (Pi, 1997). Fu invited some students of Nan Jing university to share their successful experiences in English learning with others. She found that in the ten excellent students, there were seven female students and only three male students (Fu, 1988). Liang found that female learners have complex language skills. At primary school, the reading speed of female learners are more quickly than male learners (Liang, 2005). Zheng found that the difference of the performance in language learning between male and female learners is larger than other curriculums. It shows that female learners have more advantages in language learning. A study researches nearly 6000 8-year-old student's ability about second language acquisition. The results show that the second language exam results of female learners are significantly better than male learners (Zheng, 2005). In order to study the second language acquisition ability of college students, Hu investigates 490 Chinese students in Hong Kong (257 male learners; 233 female learners). The results shows that female learners' exam results are better than that of male learners (Hu, 1996).

2. DEFINITION OF RELATED CONCEPTS

As we all know, the Chinese meaning of "gender" is "性别", and there is another English word "sex" which has the same Chinese meaning. Therefore, before carrying out the research, we need to make clear the different notion of "gender" and "sex".

2.1 Sex

Sex is defined by biological and physiological characteristics. It refers to the difference of body and appearance between men and women. The difference includes two aspects: physiological structure difference and physiological function difference. Physiological structure difference includes chromosomal, sex hormone, brain tissue, internal and external reproductive organs; physiological function difference includes physical growth and physical quality of men and women. Sex is a physiological symbol, which is formed naturally and is inherent.

2.2 Gender

Gender, which is based on sex and formed by social-culture, refers to the difference of group characteristics and behavioral pattern between men and women. It is also a comprehensive reflection of social roles and social behavior norm of men and women. For example, in the growing process, our parents, teachers and friends unconsciously or forcibly tell us that boys should be strong

and brave, and girls should be softly and considerate. What's more, gender is the product of history and culture, and it is changing and developing continuously with the development of society.

2.3 Gender Difference

Gender difference refers to the physiological and psychological differences. It is also showed as different behavior of men and women. Gender difference includes individual difference and group difference. What's more, it is a prominent part of group difference.

2.4 Gender Difference in Study

Gender difference in study does not involves biological difference between men and women. It embodies in the process of acquiring cultural knowledge and mainly includes psychological difference and sociological difference, such as attitude, ability, behavior, interest and so on. Furthermore, these differences cause the gender difference in English learning of middle school students. P.D.Eggen defines gender difference as the difference between men and women which influence the teaching and learning process. Therefore, gender difference, defined by P.D.Eggen, is the gender difference in study.

Gender difference in the author's research refers to the difference between male and female middle school students in English learning. Besides, the research states the gender difference mainly from the aspects of general view, relative angle and development tendency. The following contents are mostly for the whole of men and women, so these phenomena may not be applicable for certain individual.

3. RESEARCH AND ANALYSIS ON THE DIFFERENCES

The research mainly adopts two methods to investigate and analyze the gender difference in English learning: namely analysis of exam results and questionnaire analysis. By analyzing the survey results, the author puts forward some learning methods and strategies for male and female students.

3.1 Research Questions

The research is intended to seek out the answers of following questions: Are there any gender differences between male and female middle school students in English learning? What are the differences between male and female middle school students in English learning? Are male students better than female students or female better than male? What are the differences between male and female middle school students in learning motivation, interest, self-request, attitude and methods?

3.2 Research Methods

The research mainly adopts two methods to investigate and analyze the differences: analysis of exam results and questionnaire analysis.

The first method is to investigate the English exam results of middle school students. From different perspectives, the author analyzes the differences between male and female students in English learning. The author first makes a comparison between the English Graduation Exam results and other subjects Graduation Exam results; next the author compares the English Entrance and Graduation Exam results of male and female students.

The second method is data analysis of questionnaire. The questionnaire includes 11 questions. All of the questions are designed in order to seek out concrete gender differences between male and female middle school students in English learning process.

3.3 Research Procedures

During the internship in Xiangning No.2 Middle School, the author investigated students' English exam results in two aspects: students' English Graduation Exam results and other subjects Graduation Exam results from 2015 to 2017; students' English Entrance Exam results and English Graduation Exam results from 2015 to 2017. Besides, the questionnaire was done in the same time. The author selected 6 classes (2 classes from grade one, 2 classes from grade two, 2 classes from grade three) to do the investigation. With students' active participation, we do the questionnaire in 10 minutes and the survey results are highly efficient. Then the author counts up and analyzes the survey data by EXCEL software. Based on these data, the author organizes the gender differences in detail in English learning.

3.4 Data Analysis

The data analysis includes two aspects: data analysis of exam results and data analysis of questionnaire.

3.4.1 Data Analysis of Exam Results

3.4.1.1 The Graduation Exam Results in Xiangning No.2 Middle School in 2015-2017

All of the survey results are the exam results of Xiangning No.2 Middle School students. As in the case with other schools, the classes in Xiangning No.2 Middle School are all parallel classes. Therefore, taking the school for example, the survey data are representative. Thus, the research can objectively study the influence of gender differences in English learning. Besides, the author is an intern of Xiangning No.2 Middle School, so it is convenient to obtain relevant information.

The Graduation Exam results of male and female students in Xiangning No.2 Middle School in 2015-2017 are as follows.

Table 1
Graduation Exam Results of Male and Female Students in 2015-2017

Year	Gender	Number of People	Total Scores	Chi	Mat	Eng	Phy	Che	Pol	His	Spo
2015	Male	120	543.47	89.54	97.15	82.92	72.05	69.43	57.86	45.46	29.06
	Female	122	563.72	93.82	95.92	95.72	70.55	70.97	61.39	45.98	29.37
	Gap		16.25	4.28	1.23	12.80	1.50	1.54	3.53	0.52	0.31
2016	Male	125	535.51	92.28	97.64	89.02	71.55	74.12	38.15	43.45	29.30
	Female	129	552.45	96.60	99.22	99.66	69.80	72.70	40.92	43.97	29.58
	Gap		15.94	4.32	1.58	10.64	1.57	1.42	2.77	0.52	0.28
2017	Male	130	530.49	94.32	89.03	82.78	79.63	76.36	33.01	35.78	39.58
	Female	136	552.37	98.57	90.28	95.03	79.62	76.55	35.96	36.72	39.64
	Gap		21.88	4.25	1.25	12.25	0.01	0.91	2.95	0.94	0.06

(Note:Chi=Chinese;Mat=Math;Eng=English;Phy=Physics;Che=Chemistry;Pol=Political;His=History;Spo=Sports)

According to the information of Table1, we can clearly see that the total scores of male and female are obviously different in average. What's more, compared with the gap of other subjects, the gap of English scores are the largest in the last three years. Thus, the author confirms that there are significant differences between male and female middle school students in English learning.

3.4.1.2 The Comparison of the English Scores in the Entrance and Graduation Exam

As we all know, the maximum score of English is 120 points in the Graduation Exam. It is different from the Entrance Exam. The Entrance Exam system is the hundred percentage point system. For comparison, the English scores in the English Graduation Exam are converted into the scores of hundred percentage point system. The table below shows the concrete data of the English scores in the Entrance and the Graduation Exam.

Table 2
English Average Scores in the Entrance and the Graduation Exam

English Exam	2013			2014			2015		
	Gap	Score		Gap	Score		Gap	Score	
English Entrance Exam	3.01	M	72.21	2.82	M	74.15	2.99	M	76.02
		F	75.22		F	76.97		F	79.01
English Graduation Exam	9.14	M	66.42	8.75	M	70.10	9.68	M	8.75
		F	75.56		F	78.85		F	9.68

As the table shows, the gap of English score between male and female students is 3.01 in the English Entrance Exam in 2013, while the gap in the English Graduation Exam in 2015 is 9.14. Obviously, the gap in the English Graduation Exam is far more than that in the English Entrance Exam. It is the same with the next two sets of data. Therefore, from the above we can come to the conclusion that the differences between male and female students in English learning become wider during the three years in middle school.

3.4.2 Data Analysis of Questionnaire

The questionnaire includes five aspects about male and female students of their English learning: learning motivation, learning attitude, learning interest, the attitude towards exam and learning methods. The author carries on the questionnaire survey among 180 students of three classes in Xiangning No.2 Middle School. By analyzing the survey data, the author finds various differences between male and female students in their English learning process. The analysis results are as follows.

The first aspect: learning motivation

Table 3
The Investigation Results of Motivation in English Learning

Question		Answers				
what's your learning motivation in English ?		They like the English teacher	They learn English for the honor of class	They learn English for passing the exam	They are interested in English	They regard it as learning tasks
	Number	3	2	15	36	40
M	Percentage	3.13%	2.08%	15.62%	37.50%	41.67%
F	Number	2	3	6	39	34
	Percentage	2.38%	3.57%	7.14%	46.43%	40.48%

As the table 3 shows, the motivations of male and female middle school students in learning English are different. In terms of the motivation of liking English teacher, the proportion of male students is 3.13% and the proportion of female students is 2.38%. What's more, 2.08% of the male students learn English for the honor of their own class, and the proportion of the female students is 3.57%. For the motivation of passing the exam, the proportion of male students is 15.62%, and the proportion of female students is 7.14%. However, in terms of the motivation of their interests in English, the proportion of

male students is 37.50%, and the proportion of female students is 46.43%. Besides, 41.67% of the male students learn English for their own ideal, and the proportion of female is 40.48%. Obviously, more male students learn English because of their own ideal, while more female students learn English because they are interested in English. As the saying goes, interest is the best teacher. Female middle school students have a greater interest in learning English than male middle school students, so it is easier for female middle school students to learn English.

The second aspect: learning attitude

Table 4
The Investigation Results of Learning Attitude in Learning English

Question		Answer					
2. How about your attention in English class?	M	Highly focused		Focused		Distractions	
	F	11	11.46%	49	51.04%	36	37.50%
3. How much time do you spend in English learning?	M	17	20.24%	64	76.19%	3	3.57%
		Much time		Little time		as much as other subjects	
	F	9	9.37%	15	15.63%	72	75.00%
	F	7	8.33%	3	3.57%	74	88.10%
4. How about your self-request in English learning?	M	Not care		Good score		Good reading and presentation skills	
		8	8.33%	66	68.75%	22	22.92%
5. How about your handwriting in homework?	M	1	1.19%	46	54.76%	37	44.05%
		illegible		general		neat	
F	26	27.08%	61	63.54%	9	9.38%	
	2	2.38%	59	70.24%	23	27.38%	

As the table 4 shows, first we can see that 11.46% of male students can keep highly focused attention in English class and the proportion of female students is 20.24%. 37.50% of male students can't keep focused attention in English class but the proportion of female students is 3.57%. It shows that in terms of keeping focused attention, female students do better than male students.

What's more, in the aspect of learning time, 9.37% of male students spend much time on English and the proportion of female students is 8.33%. The difference in this aspect between male and female students is slight. Besides, 15.63% of male students spend little time on English and the proportion of female students is 3.57%. 75.00% of male students spend time on English as much as on other subjects, and the proportion of female students is 88.10%. The differences between male and female students in these two aspects are significant. From the data we can know that male students spend lesser time on English than female students. More female students spend time on English as much as on other subjects. Therefore, it is easier for female middle school students to get good grades.

In the aspect of self-request, 8.33% of male students have no self-request in English learning, they are indifferent to the English exam results, while the proportion of female students is 1.19%. 68.75% of male students learn English for good score, and the proportion of female students is 54.76%. 22.92% of male students

hope to have good reading and presentation skills, and the proportion of female students is 44.05%. It shows that far more than half of male students' self-request in English learning is to get good score, while nearly half of female students' self-request is to cultivate their reading and presentation skills. From the data above we can know that female middle school students have higher self-request in English learning than male middle school students.

In the aspect of handwriting, more than half of male and female students' handwriting in English homework is general. The proportion of male students is 63.54%, and the proportion of female students is 70.24%. Besides, 27.08% of male students' handwriting is illegible, while the proportion of female students is 2.38%. 9.38% of male students' handwriting is neat, while the proportion of female students is 27.38%. Obviously, female students' handwriting is more beautiful than that of male students. Good handwriting plays a very important role in English exam. Therefore, female middle school students' good handwriting can help them get high marks easier than male students.

From the analysis above, we can come to a conclusion that female students do better than male students in the aspects of attention, learning time, self-request and handwriting. It is beneficial for female students to learning English.

The third aspect: learning interest

Table 5
The Investigation Results of Learning interest in Learning English

Question		Answer					
		Keen interest		General interest		No interest	
6.How about you interest in English at primary school?	M	44	45.83%	51	53.13%	1	1.04%
	F	40	47.62%	42	50.00%	2	2.38%
How about you interest in English at middle school?			Much time		Little time	as much as other subjects	
	M	20	20.84%	50	52.08%	26	27.08%
	F	25	29.76%	52	61.91%	7	8.33%

As the table 5 shows, nearly half of students have a keen interest in English at their primary school stage. The proportion of male students is 45.83%, and the proportion of female students is 47.62%. What's more, more than half of the students have a general interest in English. The proportion of male students is 53.13%, and the proportion of female students is 50.00%. 1.04% of male students are not interested in English, and the proportion of female students is 2.38%. So the differences of interest in English between male and female students are not conspicuous at their primary school stage.

In the middle school stage, 20.84% of male students have a keen interest in English, while the proportion of female students is 29.76%. 52.08% of male students

have a general interest in English, while the proportion of female students is 61.91%. 27.08% of male students are not interested in English, and the proportion of female students is 8.33%. Obviously, the differences between male and female middle school students of interest in English are significant. Female students have a greater interest in English than male students. But the differences between male and female students at primary school are not not conspicuous.

From the analysis above, we can come to a conclusion that during three years in middle school, the differences of interest in English between male and female students are becoming bigger and bigger.

The fourth aspect: the attitude towards exam

Table 6
The Investigation Results of Attitude towards Score after Exam

Question		Answers			
		Only care the exam score	Just correct the error	Analyze the merit and demerit	Not care
7.what's your attitude towards score after exam?	Number	4	41	49	2
	Percentage	4.17%	42.71%	51.04%	2.08%
M	Number	5	28	51	0
	Percentage	5.21%	33.33%	60.71%	0%

As the table 6 shows, 4.17% of male students only care about the exam score after English exam, and the proportion of female students is 5.21%. 42.71% of male students just correct the error after English exam, and the proportion of female students is 33.33%. 51.04% of male students analyze the merit and the demerit of their paper after English exam, and the proportion of female students is 60.71%. 2.08% of male students are indifferent with

the English exam result, while all of female students care about the exam result.

From the analysis above, we can come to a conclusion that more female students analyze their own advantages and disadvantages after English exam. It is beneficial for female students to improve their ability.

The fifth aspect: learning method

Table 7
The Investigation Results of Method in English Learning

Question		Answer					
		Often preview		Sometimes preview		Rarely preview	
8. do you preview before English class?	M	43	44.80%	29	30.21%	24	24.99%
	F	59	70.24%	22	26.19%	3	3.57%
9. do you review before English exam?			Never review		Wait for the teacher to review	Review by oneself	
	M	2	2.08%	25	26.04%	69	71.88%
	F	0	0%	23	27.38%	61	72.62%
10. what's your study methods in English class?			Listen to the teacher carefully and take notes		Not pay attention to the lesson and only take notes	Listen to the teacher but ignore notes	
	M	92	95.83%	0	0%	4	4.16%
	F	79	94.05%	5	5.95%	0	0%

To be continued

Continued

Question	Answer						
		Listen to the tape after class everyday		Watch English movie after class		Only listen to the Tape in class	
11. What's your method to improve the ability of listening?	M	37	38.54%	21	21.88%	38	39.58%
	F	51	60.71%	11	13.10%	22	26.19%

As the table 7 shows, 44.80% of male students often preview before English class, while the proportion of female students is 70.24%. 30.21% of male students sometimes preview before English class and the proportion of female students is 26.19%. 24.99% of male students rarely preview before English class but the proportion of female students is 3.57%. It shows that in the aspect of preview condition, female students do better than male students.

In the aspect of review condition, 2.08% of male students never review, while all of female students review before English exam. 26.04% of male students wait for the teacher to review, and the proportion of female students is 27.38%. 71.88% of male students review by themselves, and the proportion of female students is 72.62%. It shows that more female students make review before English exam.

In the aspect of study method, 95.83% of male students listen to the teacher carefully and take notes and the proportion of female students is 94.05%. The rest male students listen to the teacher but ignore notes and the rest female students not pay attention to the lesson and only take notes. In general, the study method of male students in English class is similar to that of female students.

There are various methods to improve the ability of listening. 38.54% of male students listen to the tape after class everyday, and the proportion of female students is 60.71%. 21.88% of male students watch English movie after class, and the proportion of female students is 13.10%. 39.58% of male students only listen to the tape in class, and the proportion of female students is 26.19%. It shows that female students improve their listening ability mainly by listening to the tape after class every day. The male students improve their listening ability mainly by watch English movie after class and listen to the tape in class.

From the analysis above, we can come to a conclusion that in terms of preview and review condition, female students do better than male students. In the aspect of improving listening ability, female students spend more time listening tape after class than male students.

3.4.3 Summary

By analyzing the English exam results, the author finds that there are great differences of male and female students in English learning. The exam scores of female students are higher than those of male students in average.

According to the results of the questionnaire survey, we can come to some conclusions: in terms of learning motivation, more male students learn English because of

their own ideal, while more female students learn English because they are interested in English; in terms of learning attitude, female middle school students have a better attitude on English learning; in terms of learning interest, the differences of interests in English between male and female students are not conspicuous at primary school, but during three years at middle school, female students have a greater interests in English than male students and the differences are becoming bigger and bigger; in terms of the attitude towards English exam, the attitudes of male and female students are different; in terms of the learning method, the methods of male and female students in listening, speaking, reading and writing are different.

4. STRATEGIES FOR MALE AND FEMALE STUDENTS IN ENGLISH LEARNING

According to the analysis of exam results and questionnaire survey, the author knows what the gender differences are in English learning. In order to improve English abilities of male and female students, the author puts forward some effective learning methods and strategies for them.

4.1 Implementing Education According to Gender Differences

As we all know, “teach students in accordance with their aptitude” is an important teaching method. However, it ignores the gender differences among male and female students. We shouldn't confuse male students with female students, because they are different in the aspects of psychology and physiology. English teachers should objectively analyze students' different characteristics from the two aspects, and then take appropriate measures to teach students in accordance with the gender differences. Only in this way can we increase teaching efficiency all-around.

4.2 Making Full Use of the Advantages of English Learning Ability

Teachers should make full use of the advantages of male and female students in teaching process.

Firstly, female students are good at listening and speaking. English teachers should communicate with students in English as far as possible and do more training of listening and speaking. For example, let students do more listening, reading and do more practice of spoken

English after class. Thus, students can improve their ability of listening and speaking.

Secondly, male students have several advantages: more persistence, more enterprise, greater interest in English. So English teachers should make full use of the advantages of male students. For example, let students do more reading practices, provide students with competition of reading comprehensive, assign homework about extensive reading or intensive reading. Thus, male students can get good grades in the graduation examination.

4.3 Exploiting the Advantages of Intelligence in English Learning

Male and female students have their own intelligence advantages.

Firstly, female students have a sharper insight, a more sustained attention and a better memory. English teachers should let students do some vast and reasonable training of vocabulary test and dictation. Thus, it lays a foundation for female students to improve their English learning ability.

Secondly, the relevant study and the comparison of exam results show that male students have good abstract ability and logical thinking ability. English teachers should give students enough time to analyze and solve the problems.

Thirdly, as for the underachievers, English teachers should give a hand to them from two angles: help them establish a specific learning aim and encourage them to learn English hard. What's more, teachers should not optionally criticize students, especially students' intelligence. A good teacher should criticize his students in a correct way, which is as follows: First, praise students for their advantages; then stimulate their learning motivation; next point out their shortages of learning method; finally, encourage them to try their best to learn English.

4.4 Developing the Advantages of Motivation in English Learning

Generally speaking, middle school students, especially male students, are active and expressive in class. In order to cultivate students' inner interests, English teachers should do the following things: Firstly, keep student's curiosity in English. Secondly, create active class atmosphere. Thirdly, stimulate achievement motivation. Finally, strengthen purposeful education.

CONCLUSION

The research mainly adopts two methods to investigate and analyze the gender differences in English learning: analysis of exam results and questionnaire analysis. By analyzing the survey results, the author puts forward some effective learning methods and strategies for male and female students.

Findings of the Research

Before carrying out the research, the author analyzes the relevant literature review about gender difference. Besides, the author summarizes some studies of the relationship between gender differences and language learning.

Two major methods, namely analysis of exam results and questionnaire, are used to carry out the research. According to the data survey, the author confirms that there are significant gender differences of male and female students in English learning and the results of female students are better than those of male students in average. What's more, according to the questionnaire survey results, the author specifically analyzes the differences between male and female students in English learning. In general, in terms of learning motivation, learning attitude, learning interest, the attitude towards exam results and learning method, it is easier for female students to learn English.

At the end of the paper, the author provides some practical suggestions so as to attract the attentions of broad English educational workers. English teachers should set up proper gender ideal, teach students in accordance with gender differences and adopt effective learning methods and strategies.

Education should be based on the students-centered concept, respect individual differences and respect gender differences. What's more, educational workers should actively solve the problems which are caused by gender differences. English teachers should teach students in accordance with gender differences. Thus, male and female students will have a better development.

Limitations of the Research

The author spends much energy finishing the study. However, because of the author's limited ability and limited time, the study has many deficiencies: the factors that caused the gender differences need to be studied; the learning methods and strategies for gender differences still need to be a further study and practice to strengthen persuasion.

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