The Effects of Gender in Second Language Acquisition:
A Study on Bangladeshi Adult EFL Learners

Laila Noor, University of Central Florida, United States
Suvrodeb Bepari, University of Liberal Arts Bangladesh, Bangladesh

The Asian Conference on Asian Studies 2023
Official Conference Proceedings

Abstract
The paper investigated the effects of gender on second language acquisition from sociolinguistics and a poststructuralist feminist approach. Data was gathered from sixty-nine EFL students from different departments at a private university on their performance in English language skills, which included listening, reading, writing, and speaking, and assessed using the IELTS (International English Language Testing System) measurement criteria. The data was collected through random sampling. The MNOVA analysis revealed that there was no significant difference between male and female students' English language skills, both in their individual skills and overall. This study fills a gap in the field of gender-based research in Bangladesh, as no prior research has employed using the IELTS (International English Language Testing System) measurement criteria. The findings also suggest that further research is needed with a larger participant pool and a focus on pronunciation, grammar, and vocabulary skills among EFL learners.

Keywords: Gender, Second Language Acquisition, EFL (English as a Foreign Language) Students, English Language Skills

Introduction

Learning a foreign language is a complex task and involves a huge number of factors and contexts taken into consideration during the second language acquisition process and gender is one of them. Over the past two decades, language and gender research has become even more dynamic and diverse (Ferri, 2008). The field of language and gender draws attention to linguistics and researchers, mainly after the feminist movement. During this time, this area has experienced twists and turns that gradually evolved as a dynamic and growing research area today and studies on Gender and second language acquisition. Research has explored the relationship between gender and language acquisition, with some studies indicating that gender plays a significant role in language proficiency and learning strategies (Dörnyei & Ryan, 2015; Gabrielatos, 2018). However, the impact of gender on language acquisition remains a topic of debate in the field of second language acquisition. There is a lack of consensus in findings and discussions regarding gender influence in SLA. While some works claim that women are marginalized and negatively influence their second language acquisition, others argue that gender has no impact on the process of language learning second language acquisition and gender plays no role in the language acquisition process. Moreover, the majority of research on this topic has been conducted in Western contexts, with few studies focusing on non-Western contexts such as Bangladesh. This study aims to investigate the effects of gender on second language acquisition among Bangladeshi adult EFL learners. The study focuses on the performance of male and female learners on four English language skills: listening, reading, writing, and speaking, and will assess their performance based on the measurement criteria of the IELTS (International English Language Testing System) examination.

The current study builds on existing research on the effects of gender in language acquisition by focusing on the unique context of Bangladesh. This research is significant because there is a lack of studies that examine the effects of gender and language acquisition in non-Western contexts. Moreover, this study aims to provide insights that can inform language teaching practices in Bangladesh and beyond, as well as contribute to our understanding of the role of gender in language acquisition.

Background of the Study

In Bangladesh, English is taught as a foreign language. Gender, identity, and socio-cultural position are interlinked with each other. Even though Bangladesh has improved the lives of women and girls in the past 20 years, women are still marginalized and exercise less power in society. After the feminist movement, women's empowerment in Bangladesh shows an upward trend. Schooling is universal in Bangladesh. A remarkable increase in enrolment rates and the closure of the gender gap in primary, secondary, and tertiary levels of education have been found (Haq & Rahman, 2008). With the advance of globalization, learning English is highly necessary for both men and women in Bangladesh to get their desired job or study abroad. Bangladesh learners mainly study English for instrumental motivation. In Bangladesh, female students do not have or get the opportunity to enrich their English. Lack of English proficiency prevents female students from comprehending the concepts taught in the classes (Habib et al., 2020). Rahman (2005) found that females are more integrative motivated than males in English learning. However, in Bangladesh, the public examination results showed the opposite scenario that female students are doing better than male students in higher and secondary levels. Although all over the world, many research works were conducted on gender and language use than gender and language learning, in Bangladesh

very few works were done in both areas, and we did not find any research work regarding the effect of gender in adult EFL learners in Bangladesh. As a result, research is needed to explore the effects of gender on learners' English language skills (Faruk & Saha, 2016).

Significance of the Study

In Bangladesh, no research was conducted to explore the effect of gender on EFL learners' English language acquisition at the tertiary level based on IELTS measurement criteria. After completing the tertiary level education, most learners will start their careers, and having a good command of the English language is a key factor in determining a good career at home and abroad. Because of this reason, gender effects on language learning should be explored. Some studies found that regarding the biological structure, the language learning properties are the same between men and women, and biological structure does not affect language learning (Wardhaugh, 2015). Furthermore, if gender impacts English language learning in Bangladeshi tertiary-level students, the difference may spring from the learners' socio-cultural, power exercise, or identity. It is important to explore the areas where male and female English learners may differ from each other and address the reasons for those differences. Firstly, in Bangladesh, we did not find any research work that examined the effect of gender on adults EFL learners' achievement on four language skills (i.e., speaking, reading, writing, listening). We found one research work on Bangladesh primary education where Ehsan et al. (2011) found that gender inequality impacts Bangladeshi primary-level education as the boys are getting more attention than the girls. In Bangladesh women are marginalized in society. This research will also contribute to understanding whether women's identity, gender, and socio-economic position have any impact on their second language learning.

There is strong research gap in the gender-based second language acquisition research is Bangladesh. Firstly, we did not find any research work that attempted to explore the role of gender in adult EFL learners' second language acquisition based on sociolinguistics and a poststructuralist feminist approach. Secondly, we did not find any research work in Bangladesh that was based on the IELTS proficiency tests. As a result, there is a strong research gap in this area. This study will contribute to identifying whether gender has any effect on Bangladeshi tertiary-level students in their English learning. The result will contribute to future research in this area.

To guide the investigation in this study, the following research questions are put forward:
1. Is there any significant mean difference in test scores between male and female EFL learners in their English language skills?
2. Is there any relationship among gender, socio-economic background and adult EFL learners' English language skills?

Based on the research questions, this study aims to investigate Bangladeshi EFL learners' relationship between English language learning and the effect of their gender identity.

Theoretical Framework

Ferri (2008) mentions that the research on gender and language mainly focused on the following areas: language usage and gender as opposed to language learning and gender. Researchers and linguistics have been exploring a wide range of areas and frameworks to analyze whether gender significantly impacts learners' second language acquisition. Warriner

(2004) mentions that such research concentrates on the different ways that ideologies (of language and of gender) mediate such social and economic interactions by taking into account gender as a composite of social and economic relations as well as a set of discursive practices. In this regard, some studies attempted to explore the theoretical frameworks, key theories, historical overviews, current trends, etc., that include TESOL and gender, others investigated the relationship among biological (Shakauri and Saligheh, 2012) social (Loesy,1995; Juyong, 2018; Berhand, 2022), cultural (Loesy,1995; Juyong, 2018), power and dominance (Zimmerman & West, 1975; Loesy, 1995; Shi, 2010), cognitive factors (Shi, 2010; Skapoulli, 2004; Juyong, 2018) and gender in second language acquisition.

The theoretical framework for this study is based on sociolinguistic and feminist theories that aim to investigate the effects of gender on second language acquisition among Bangladeshi adult EFL learners. This study is influenced by the social constructivist view that language is learned through social interactions and cultural contexts. The study also draws on the concept of the gendered nature of language learning and use, which suggests that gender differences in language use and learning are shaped by social, cultural, and individual factors. In the context of language acquisition, post-structuralist feminism emphasizes the importance of analyzing power relations in language and discourse. According to post-structured feminism, gendered language practices can impact on the experiences of Bangladeshi adult EFL learners. For example, in Bangladeshi adult EFL female learners may perceive themselves as "others", and it may impact on their motivation and engagement in language learning.

Previous studies have shown that gender differences in language learning and use are complex and multifaceted. For example, studies have found that males and females have different learning styles, motivation, and attitudes toward language learning (Dörnyei, 2005; Rubin & Thompson, 1994). Other studies have found that gender differences in language performance are influenced by sociolinguistic factors such as language use patterns, socialization practices, and power relations (Holmes, 2008; Tannen, 1994).

Based on this previous research, the current study aims to investigate whether there are any significant differences between male and female Bangladeshi adult EFL learners' language performance.

Literature Review

A bulk research work was conducted worldwide to explore the relationship between gender identity and learning a second language from various frameworks. While some research focused on the neurobiological structure between men and women and its impact on language learning, most research focused on the socio-cultural, political, feminist, and historical perspectives of gender and language learning. While previous research has explored the impact of gender on language learning, little is known about how gender affects second language acquisition among Bangladeshi adult English as a foreign language (EFL) learners. This literature review aims to examine existing research on the effects of gender in SLA, with a focus on studies that are relevant to Bangladeshi adult EFL learners.

The Relationship Between Neurobiological Structure of Men and Women and Second Language Acquisition

Kimura (1983, 1987), cited in Wardhaugh, 2015, found the different functions of women's and men's brains regarding lateralization. Lateralization denotes the specific function and

specialization of the right and left-brain hemispheres for specific purposes. Kimura observed that the linguistic functions in women's brains are more diffusely represented than in men's brains. However, some linguistics did not accept the result because of the weak research methodology. Apart from lateralization, some researchers claimed that girls learn a language quicker than boys as girls' neuro-circuits maturation in the brain occurs earlier than boys. However, this issue is also not beyond dispute.

Kaushanskaya et al. (2011) conducted research to examine whether gender differences in short-term memory tasks are related to the use of long-term memory during the learning process. To find out the answer, they did two experiments. In Experiment 1, men and women were compared on their ability to remember phonologically familiar novel words and phonologically unfamiliar novel words. And in Experiment 2, they used a within-subjects design to repeat Experiment 1 confirmed gender differences on familiar phonological stimuli but not on new phonological stimuli. The participants are sixty-eight (thirty-four male and thirty-four female). Experiment 1 exhibited that women outperformed men on phonologically familiar novel words but not on phonologically unfamiliar novel words. On the other hand, the Experiment 2 results showed that women are more prone than men to use their native language's phonological expertise when learning novel words.

The Feminist Movement and The Postmodern feminist Approach

To understand the role of Gender in SLA, we need to look back to the political movements and historical overviews that have changed over time. The political feminist movement is closely connected to gender study in linguistics and the TESOL area. This political movement shapes the new perspective on gender and language in academic areas and how the perception of gender and language changes across the world (Cameron, 2005). In the early 1970s, the feminist movement, a political movement, advocated the equal power exercise of men and women in all phases of life. The feminist movement influences almost all areas of life, and the applied linguistic area also feels the urge to study the relationship between gender and language. The postmodern feminist approach believes that gender is socially constructed. Cameron (2005) mentioned that gender identities and behaviours are produced ongoing. In addition, diversity is viewed as "gender identities or positions, inflicting or inflected by other dimensions of social identities, intra-group differences and intra-group similarities are as significant as differences between groups" (p.484).

Relationship between Gender and English language skills

There is no consensus agreement on whether men do better than women in second language learning or vice versa. Although English was known as a male language (Penelope, 1990; Spender, 1985) due to male dominance in all spheres of life, it was found that female students performed better in certain areas. For example, Richard and Lesley (2007) conducted a study to explore the impact of gender on the writing aptitude of learners. The results showed that female learners are better at descriptive writing tasks while male learners are better at opinion writing tasks. Regarding reading skills, women are found to be better and more capable readers (Kimura, 2006; Halpern, 1986). Apart from these, in grammar and spelling, women outperformed males (Kimura, 2006). However, Faruk and Saha's (2016) results did not align with the previous results. They conducted a study on writing, vocabulary, and grammar skills. The results found that females are not essentially better than males in English language learning. Regarding vocabulary skills, Kimura (2006) (cited in Piasecka, 2010) found that females' vocabulary range is vaster than males.'

The Effect of Gender in Bangladeshi EFL learners' Second Language Acquisition

In Bangladesh, we did not find any research work on the effects of gender on English language learning and achievement at the tertiary level. However, few studies have specifically examined the effects of gender on language learning among Bangladeshi EFL learners and there was no agreement in results. For example, a study by Sultana (2016) found that female Bangladeshi EFL learners tended to have higher levels of motivation and more positive attitudes towards English language learning than their male counterparts. In contrast, a study by Alam (2012) found no significant differences in language proficiency between male and female Bangladeshi EFL learners. Another study by Begum (2019) found that gender did not have a significant impact on language learning achievement among Bangladeshi EFL learners, but that other factors such as self-efficacy and motivation did have an impact. Similarly, a study by Chowdhury and Kabir (2017) found that while there were no significant gender differences in language learning achievement, female Bangladeshi EFL learners tended to have higher levels of motivation and greater use of language learning strategies. Regarding learners' motivation on English language learning, the same result was found by Rahman (2005). Rahman (2005) found that the undergraduate students in English language learning has found that females are more integratively motivated than males. Where males show more strong instrumental orientation than females.

Ehsan et al (2011) carried out qualitative research on primary level education in Bangladesh based on classroom observation and interviews from teachers, students and parents. The findings demonstrated that classroom participation and aim of studying English varies among boys and girls. The boys are more active in classroom participation, extracurricular activities and it positively impacts their English language learnings. On the contrary, girls are less active and more listening. However, regarding the aim of study the result aligns with Rahman's (2005) study that both male and female have different aim of learning English.

Faruk and Saha (2016) conducted a study on 123 students (80 male students and 43 female students) from higher secondary level (Grade 11) in Bangladesh to investigate whether gender has any role in EFL learners' language capabilities. The data was measured on the basis of two lowest levels of Bloom's taxonomy. The findings showed that there is no significance difference between male and female students regarding language learning.

Apart from these, with the advent of technology, English has been taught online. Gender plays a significant role when it comes to technological access. Regarding women's use of technologies in terms of learning English language, Alexandra Tyers (2012) has observed, patriarchal norms and constraints over mobility mean that in Bangladesh many females are confined to the domestic sphere and aren't able to visit a cyber cafe to use the Internet unchaperoned. Tyers eventually has found that learning English through these ICTs helped break down some of these obstacles. Firstly, it gave the women access, bringing the lessons and the learning into the domestic sphere, allowing them to combine domestic responsibilities with learning. It also made the women feel that they would be able to access and use the internet. Learning English through television or mobile opened up access to the internet by helping the women overcome the language barrier and at the same time increase their confidence in their own English ability and their own ability to use ICTs.

This research work will explore mainly the effect of gender in Bangladeshi EFL learners' English learning controlling technology variable that may impact the result. The students were provided equal technological access in the classroom throughout the course and during

their evaluation process. However, further research can be conducted on association of technology and gender in English language learning.

To alleviate the contraction, the researcher explores other variables that may have an impact on the relationship between gender and English language learning. For example, the researcher investigates the role of socio-economic status and cultural background from the demographic information of participants.

Methodology

Setting

The study was conducted in a tertiary level educational institution in Bangladesh. Specifically, the research was carried out in the context of an English course, ENG-102: "English Sessional," at Bangladesh Army International University of Science and Technology (BAIUST), a private university in the country. The course was designed based on the International English Language Testing System (IELTS), which is a widely recognized measure of English language proficiency. ENG-102 consisted of four modules focusing on speaking, listening, reading, and writing, and was taught by experienced language instructors. The research was conducted in this setting with the aim of understanding the effect of gender on the acquisition of English language skills among Bangladeshi adult EFL learners in a structured language learning environment.

Participants

The study involved first-year tertiary level students from various departments, such as Computer Science and Engineering (CSE), Electrical and Electronic Engineering (EEE), and Civil Engineering (CE). The participants were enrolled in two basic academic English courses, and a total of 69 students took part in the study. Of these, 48 were male students and 21 were female students. The selection of participants was based on the availability and willingness to participate in the study, and all participants provided informed consent before taking part in the research. The study aimed to explore the effect of gender on the acquisition of English language skills among Bangladeshi EFL learners in a tertiary level educational context.

Demographic information

The participants are from different regions of Bangladesh, such as Dhaka, Cumilla, Chittagong, and Sylhet. 90% of students are from the Cumilla district. 6% of students are from Chittagong district, and the rest are from Dhaka and Sylhet. All female students came from upper-middle-class families and 40 male students were from upper-middle-class families, and the rest were from middle-class families. Here all female students are from strong socio-economic background, and their socio-economic status is equal to the male participants. For example, the average earning of female EFL students' parents is $12000/ year, while $11500 for the male students' parents.

Research design

The focus of the study was to examine how gender impacts English language learning in EFL learners. The final achievement results of the participants in the four English language skills

(speaking, listening, reading, and writing) at the end of the semester were used as the data source.

Sample

The sample included the dataset on 276 observations of four variables.

Sampling Method

The sampling method for this study was simple random sampling. This means that every participant in the population had an equal chance of being selected to contribute one single data point to the dataset. Since each participant only contributed one time, there was no overlapping or multiple data collection from an individual.

Instrumentation

- Outcome variable: The four language skills' (i.e., reading, writing, listening, and speaking) achievement scores of EFL learners are the dependent variables, which were obtained from their end-of-semester grade sheet.
- Explanatory variables: For the study, two explanatory variables, namely gender (male and female), were chosen.
- Analysis software: R software was used to run the Multivariate Analysis of Variance (MANOVA) statistical analysis.

To ensure accurate and reliable data collection, the following instrumentation protocols were followed:

- The standardized test was administered to all participants in a standardized manner, with clear instructions provided on how to complete each section.
- The R software was installed and configured according to the manufacturer's instructions.
- Data were entered into the R software in a consistent and accurate manner, with appropriate data cleaning and validation procedures applied.
- The MANOVA analysis was conducted using appropriate statistical techniques to evaluate the effect of gender on the English language skill scores.
- Results were reported in a clear and concise manner, with appropriate tables and figures used to present the data.

Statistical analysis

In order to investigate the influence of gender on various skills, a MANOVA was carried out using quantitative scores of all skills as dependent variables and gender group as the explanatory variable, with two categories: male and female. The nature of the variables necessitated the use of a MANOVA to address the research questions, with a significance level set at 0.05. The data was analyzed using R software version 4.1.3.

H_0: There is no difference in mean vector of male and female.
H_1: There is a difference in mean vector of between male and female.

Results

Table 1: Summary of MANOVA table

SV	df	Wilk	Approx F	Num df	Den df	P value
Gender	1	0.93743	1.0679	4	64	0.3798
Residuals	67					

Note: Wilk's lambda test for MANOVA. The results of the Wilk's lambda test for MANOVA show that the p-value is greater than 0.05, which indicates that we fail to reject the null hypothesis at the 5% level of significance. Therefore, we do not have sufficient evidence to conclude that there is a significant mean difference in reading, writing, speaking, and listening skills between male and female groups.

$F_{(4,64)} = 1.0679$, p-value $= 0.3798$, Wilk's $\Lambda = 0.93743$, partial $\eta^2 = 0.06$.

The F-statistic value is 1.0679, with a corresponding p-value of 0.3798, and Wilk's Λ value is 0.93743. The partial η^2 value is 0.06, which suggests that the effect size of the multivariate analysis of variance is small, with less than 0.2.

Furthermore, the assumptions of normality, constant variance, and independence of observations were tested and met. The variance was found to be constant, and the normality was tested using a Q-Q plot of residuals, which showed a normal distribution. The observations were found to be independent.

Overall, the results suggest that there is no significant difference in English language skills between male and female groups, and the effect size of the multivariate analysis of variance is small.

Figure 1: *Constant Variance Result*
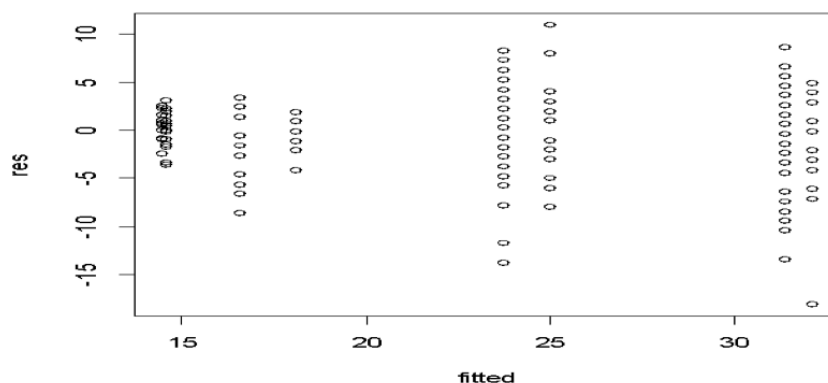
Note: the variation in male and female category is approximately same.
We may conclude that the variance is constant.

Figure 2: *Normality Testing Result*

Normal Q-Q Plot
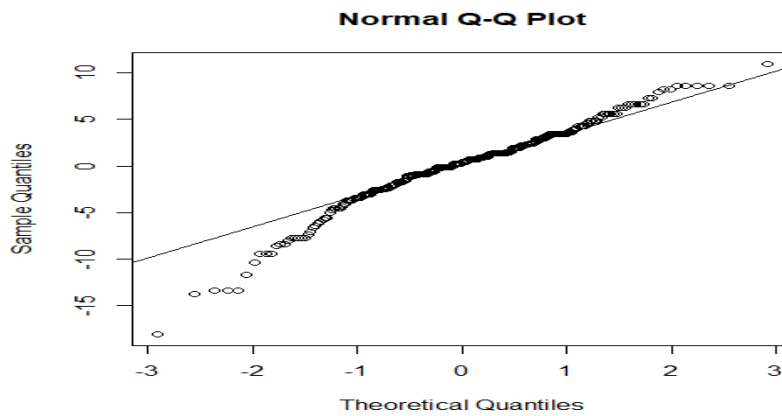
Note: From the q-q plot of the residuals, it is noticed that approximately all the points fall on the reference line.

Figure 3: *Independence Testing Result*

Note: There is no pattern in the above plot.

Table 2: *Summary of Treatment Mean Effect*

Gender	Reading	Writing	Speaking	Listening
Female	32.1	25	14.4	18.1
Male	31.4	23.7	14.5	16.6
Grand mean	31.75	24.35	14.45	17.35
F statistic	0.177	0.8943	0.0574	3.9814
P-value	0.6753	0.3477	0.8114	0.0501

Note: The results of the statistical analysis showed that the p-value for all skills was greater than the alpha level. As the p-value > 0.05, we fail to reject the null hypothesis at the 5% level of significance. Therefore, we do not have sufficient evidence to conclude that there is a significant mean difference in reading, writing, speaking, and listening

skills between male and female groups. In other words, the results suggest that male and female groups do not differ significantly in terms of their English language skills.

Discussion

The finding that gender does not affect English language learning outcomes for mature or tertiary-level Bangladeshi EFL learners is significant, as it challenges the notion that gender has a consistent and pervasive impact on language acquisition. The results of this study suggest that other factors such as motivation, language learning strategies, and language proficiency levels may be more important in predicting language learning outcomes than gender.

The fact that male and female students performed equally in all individual English language skills (i.e., speaking, listening, reading, and writing) is also noteworthy. This finding indicates that there may not be significant gender differences in the specific language skills required for successful communication in English. Here all female students are from a wealthy family and have a strong socio-economic background. The result suggests that female EFL learners with strong social and economic background and their power dynamics are equal (i.e., socio and economic level) to males they have equal English language proficiency, and gender didn't impact their English language proficiency at any English language skills (i.e., Speaking, reading, writing, and listening). In addition, male and female EFL learners at the tertiary level in Bangladesh may have equal opportunities to develop their language skills, despite broader social and cultural factors that may limit girls' access to education and resources.

However, it is important to note that the results of this study may not be generalizable to other contexts or populations. The impact of gender on language learning outcomes may vary depending on factors such as cultural norms, educational systems, and individual learner characteristics. The study was conducted in a private university where almost all learners are from wealthy family and the female learners get enough social and economic support in their pre-tertiary level educations to develop their English language skills. Additionally, this study focused specifically on mature or tertiary-level EFL learners in Bangladesh, and the findings may not apply to younger or less advanced language learners.

Overall, the results of this study contribute to a growing body of research that challenges simplistic notions of gender as a universal determinant of language learning outcomes. By highlighting the importance of other factors such as motivation and language learning strategies, this study points towards more nuanced and context-specific approaches to understanding and promoting successful language learning among diverse populations.

Implications of the Study

One of the most important implications of this finding for the educators is that besides providing equal opportunities for English language learners to all genders, the educators also keep in mind that it would be the best approach if the female and male adult learners were from equal socioeconomic backgrounds and power dynamics. The less advantaged group may require more opportunities and privileges to develop their English language skills. Educators should consider the socioeconomic background and power dynamics while designing syllabi, programs or policies. In addition, adult educators should consider the specific language skills required for successful communication in English and focus on

developing these skills equally for all learners, regardless of gender. The fact that male and female learners performed equally in individual English language skills (speaking, listening, reading, and writing) suggests that there may not be significant gender differences in these skills.

In summary, the results of this study challenge simplistic notions of gender as a universal determinant of language learning outcomes and emphasize the importance of considering other factors such as motivation, language learning strategies, and language proficiency levels. Adult educators should focus on promoting effective learning strategies, providing equal opportunities for all learners, developing specific language skills required for successful communication in English, and considering the unique context and characteristics of their learners.

Limitations and Further Study

The research has several limitations. The first limitation is the small sample size of 69 students, which may limit the generalizability of the findings to a larger population of Bangladeshi EFL learners. Future studies with larger sample sizes may be necessary to confirm the results of this study and to better understand the impact of gender on English language learning outcomes in Bangladesh.

Another limitation is that the data was collected from only one private university in Bangladesh. While this may provide insights into the experiences of a specific group of learners, it may not be representative of EFL learners in other contexts or educational settings. Future studies should aim to include a more diverse range of participants from multiple universities and educational contexts to better understand the impact of gender on English language learning outcomes in Bangladesh.

Finally, the study notes that each university in Bangladesh may have its own syllabus and course curriculum, making it challenging to measure English language learning skills in a standardized way. This may limit the ability to compare the results of this study with other studies conducted in different contexts or using different assessment tools. Future research could address this limitation by developing standardized measures of English language proficiency that can be used across multiple universities and educational contexts in Bangladesh.

Conclusion

In conclusion, the study on the effects of gender in Bangladeshi adult EFL learners' second language acquisition found that gender does not have a significant impact on English language learning skills where the students are adults and have equal social-economic background and equal power dynamics. The results align with previous research (Magolda, 1992) that suggests that the influence of gender on language acquisition diminishes with maturity. However, the study also highlights the need for further research to explore the complex interplay between social, cultural, cognitive, and linguistic factors and gender in second language acquisition.

Moreover, future research should integrate feminist and post-modern approaches to gender in second language acquisition. These approaches can offer a more nuanced understanding of how gender operates within the complex web of power relations and cultural norms that

shape language learning outcomes. By taking a more holistic approach to gender and language learning, researchers can better identify the mechanisms that underlie gender differences in language learning and develop more effective strategies for promoting equitable and inclusive language education.

References

Alam, M. M. (2012). Effect of gender on the English language proficiency of Bangladeshi EFL learners. *International Journal of English Linguistics, 2*(6), 163–171.

Begum, N. (2019). The effect of gender, self-efficacy, and motivation on language learning achievement: A study on Bangladeshi EFL learners. *Asian Journal of English Language Teaching, 29*, 1–15.

Bernhard, S. (2022). Gender differences in second language proficiency—Evidence from recent humanitarian migrants in Germany. *Journal of Refugee Studies, 35*(1), 282–309, https://doi.org/10.1093/jrs/feab038

Chowdhury, S. M., & Kabir, M. N. (2017). Gender, motivation and language learning strategies: A study on Bangladeshi EFL learners. *Journal of English Language and Literature, 4*(1), 1–12.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* Lawrence Erlbaum Associates.

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited.* Routledge.

Ehsan, A. M., Shariar, H. M., Ashrafuzzaman, M. (2011). Gender equality and discrimination among the English language learners at the primary level education in Bangladesh. *NAEM Journal, 7* (13), 53–59.

Faruk, S. M. G., Saha, R. (2016). Gender disparity in second language learning: Reality or illusion? *Sino-US English Teaching, 13*(11), 860–868.

Feery, K. (2008). Current perspectives on the role of gender in second language acquisition (SLA) research. *The ITB Journal, 9*(1), 32–51.

Gabrielatos, C. (2018). *Corpus linguistics for ELT: Research and practice*. Routledge.

Habib, A. M., Rahman, S., Kabir, M. N, & Rahman, R. M. (2020). English Languag Learning at TVET Institutes of Bangladesh: Women's Perception, Participation and Aspiration. *NAEM Journal, 15*(2), 102–114.

Haq, M., Rahman, M. M. P. (2008). Gender disparities in secondary education in Bangladesh. *International Education Studies, 1* (2), 115–128.

Halpern, D. F. (1986). Cognitive differences between men and women. *Developmental Review, 6*(2), 131-150.

Holmes, J. (2008). *Gendered talk at work: Constructing social identity through workplace discourse.* John Benjamins Publishing.

Juyoung, S. (2018) "She needs to be shy!": Gender, culture, and nonparticipation Among Saudi Arabian female students. *TESOL Quarterly, 12*, 1–25.

Kaushanskaya .M, Marian .V, Yoo. J (2011), Gender differences in adult word learning, *Acta Psychological, 137*, 24–35.

Kimura, D. (2006). Sex differences in the brain. *Scientific American Mind, 16*(1), 20-29.

Losey, K. M. (1995). Gender and ethnicity as factors in the development of verbal skills in bilingual Mexican American women. *TESOL Quarterly, 29*, 635–661. https://doi.org/10.2307/3588167

Mangola, B. M. (1992). *Knowing and reasoning in college: Gender-related patterns in students' intellectual development.* Jossey-Bass.

Penelope, J. (1990). *Speaking freely: Unlearning the lies of the fathers' tongues*. Pergamon.

Piasecka, L. (2010). Gender differences in L1 and L2 reading. In J. Arabski and A. Wojtaszek (Eds.), *Neurolinguistic and psycholinguistic perspectives on SLA* (pp. 145-158). Multilingual Matters.

Rahman, S. (2005). Orientations and Motivation in English Language Learning: a Study of Bangladeshi Students at Undergraduate Level. *Asian EFL Journal, 7*(1), 29–55. https://asian-efl-journal.com/March_2005_EBook_editions.pdf#page=29

Rubin, J., & Thompson, I. (1994). *How to be a more successful language learner.* Heinle & Heinle.

Richard, J. C., & Lesley, T. (2007). *Interlanguage language placement test.* Cambridge University Press.

Shakouri, N., & Saligheh, M. (2012). Revisiting age and gender Influence in second language acquisition. *Advances in English linguistics, 1*(1), 1–6.

Shi, X. (2010). Intercultural language socialization of a Chinese MBA student in an American negotiation class. *Journal of Pragmatics, 42*, 2475–2486. https://doi.org/10.1016/j.pragma.2010.02.005

Spender, D. (1985). *Man made language* (2nd ed.). Routledge.

Sultana, N. (2016). Gender differences in motivation and attitudes towards learning English: A study of Bangladeshi tertiary level students. *Asian EFL Journal, 18*(1), 106–126.

Tannen, D. (1994). *Gender and discourse.* Oxford University Press.

Tyers, A. (2012). A Gender Digital Divide? Women Learning English through ICTs in Bangladesh. mLearn.

Warriner, D. (2004). "The Days Now Is Very Hard for My Family": The Negotiation and Construction of Gendered Work Identities Among Newly Arrived Women Refugees, *Journal of Language, Identity & Education, 3*(4), 279–294. https://doi.org/10.1207/s15327701jlie0304_4

Wardhaugh, R. (2015). *An introduction to sociolinguistics*. Blackwell Publishers.

Zimmerman, D. & West, C. (1975). Sex roles, interruptions and sciences in conversations. In B. Thomas and N. Henly (Eds.), *Language and Sex* (pp. 105–129). Newbury House.