

# The role of gender on motivation to learn a foreign language - thesis proposal ex...

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## **The Role of Gender on Motivation to Learn a Foreign Language**

The paper "The Role of Gender on Motivation to Learn a Foreign Language" is a worthy example of a thesis proposal paper on education. Gender plays a major role in determining if an individual will be motivated to study a foreign language or not. The females have been indicated to be well placed to study a foreign language over the males (Aldosari, 2014). This study will endeavor to find the reasons behind the females being more motivated to study a foreign language over the males. Through the literature reviews that will be conducted of credible and recent studies in the Middle East, it will be investigated if the females are more motivated in terms of their attitude in the foreign language class and the amount of hard work put in the class. The study will also strive to find out that if in the foreign language classroom, the participants differed in the genders. Will the females participate more in classroom activities than males? The study will examine the verity that the motivation levels between the genders are a biological process, and the females have higher levels as well as better listening skills and learning abilities in regard to information processing as Costello (2008) says. The study will also study if the female learners applied the affective strategies in contrast to the male learners; thus, higher motivation level for the females.

Topic: The role of gender on motivation to learn a foreign language

### **Introduction**

Motivation is vital for any second language classroom. However, the same is not experienced equally for all genders. The males have been indicated to have lower levels of motivation over the females; thus, different levels of

performance in second language performance (Aldosari, 2014). This study will focus on the Middle East foreign language classroom to assess if the role of gender on motivation to study a second language.

### Thesis Statement

This study will apply the hypothesis that gender has a role to play in motivating learners to study a foreign language. There exist various aspects that affect successful study and completion of a second or a foreign language. The role of gender on motivation to learn a foreign language is going to be the focus of this work.

### Scope

The scope will focus on the Middle East setting, specifically in Saudi Arabia, both on mixed learner setting as well as single-gender classroom, so as to assess the motivation levels of the genders regardless of their classroom setting.

### Methodology and Approaches

Mixed research methods can be used when conducting research (Keyton, 2011; Teddlie & Yu, 2007). This takes place when the researcher uses both qualitative research and quantitative research. The mixed-method provides a deeper understanding of the research problem as opposed to when one approach is used (Keyton, 2011). This study will take this mixed approach. In this research, primary information will be gathered through the use of observation in the classroom setting, questionnaires and through interview guides. Secondary information will also be collected from Saudi Arabia's documents, records, and other materials.

### Research gaps

Research gaps were found out in the study. Among the gaps include;

Is the system in which the classroom is set to play a role in helping the learners maximize their potential, especially a class that has issues of motivation and gender?

If the focus is put on the benefits of the foreign language to the learners, is it expected that the learners might have a change of attitude in the course of study?

In the event that the classes are designed in a way that they provide a calm environment for learning, will the learners be more motivated and inclined towards studying a foreign language despite their gender?

#### Implications of Research

From the study, novel knowledge may come up. Besides the motivation levels between males and females, the classroom setting also plays a huge role in determining the learning process. The female gender may be motivated; however, the conditions in the classroom may not contribute to the learner performance. It is in this view that this study will decide if to conclude that besides the motivation levels of the genders, the classroom may not provide the right environment for the learners to achieve their goals.