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**The Impact of Gender on Proficiency, Attitude and Social Class  
of Pre-University Students in Mysore  
Within the framework of Learners' Multilingualism**

**Reza Najafdari, Ph.D. Candidate**

# **The Impact of Gender on Proficiency, Attitude and Social Class of Pre-University Students in Mysore within the Framework of Learners' Multilingualism**

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## **Abstract**

Gender distinction can be considered as one of the significant key factors which are ignored in many pedagogical domains. It can be more prominent when the distinction is intertwined with other decisive elements such as multilingualism, proficiency, error findings in semantic, syntactic and rhetoric fields, as well as social status and attitude towards learning. In the present study the researcher demonstrated that the effect of gender factor on proficiency in multilinguals is significant. It indicates the multilingual females are better than multilingual males in proficiency test as a general English knowledge. In error finding the gender difference is merely significant in grammar in a way that females are better in detecting the grammar errors than males. Besides, no significant effect of gender on social class and attitude is found.

*Key Words: Gender- Multilingualism –Proficiency-Social Class-Attitude-Error Finding.*

## **1. Introduction**

The Indians as multilinguals use their mother tongues along with other languages. In India various languages are used in different domains indicating Indian multilingualism is mainly functional not solely geographical (Census of India, 1981). Myers and Scotton (1993) noted that the communicative competence in multilinguals should be interpreted as a phenomenon which is quite distinct from monolinguals. In broad terms, the word *bilingualism* can be an appropriate substitute for multilingualism when it refers to more than one language (the researcher used multilingual and bilingual interchangeably).

What can be defined as bilingualism? According to Hamers and Blanc (1986) bilingualism is considered as the psychological state of the individual who get access to more than one linguistic code as a means of communication.

### **1.1. Bilinguals versus Monolinguals**

It is the matter of question: Do bilinguals differ from monolinguals? If Yes, from what aspects? Gumpers (1982) in his research revealed that bilingual Hindi/English Speakers will interpret the two languages differently (e.g., “keep Straight”, “Seeda Jao”, the former phrase is a mild warning in English but with different interpretation as “won’t you please” in Hindi).

Arsenian (1937) stated that monolinguals and bilinguals take benefit from different mental structures. Guilford (1956) implied that bilinguals will gain more experience compared to monolinguals due to coming up against more challenges in different languages. Neurological studies confirm that bilinguals are distinguishable from monolinguals in their mental processes. Concerning the language deficits, De Santi et al. (1990) demonstrated that the disease can affect the manifestation of each language of the Yiddish-English bilinguals differently. It can also be inferred that the each language of multilinguals can be affected differently.

Evans (1953) argued that bilinguals' mental processes indicate more flexibility than monolinguals since their thinking is not restricted to a single language. Furthermore, it is mentioned that there is a direct relationship between bilingualism, intelligence and mental development. In the same way Macnamara (1967) suggested that bilinguals are equipped with a switch mechanism which enables them to set their languages compatible with different situations.

Bilingual- monolingual distinction is also considered from both semantic and syntactic points. Eledsky (1986) revealed that Spanish-German bilinguals produce nouns in an appropriate context with a precision less than monolinguals. Meisel (1986) stated that bilingual German children can correctly place the verb in its final position rather than monolinguals that can do it with less precision. Lindholm (1978) noted that learning phenomenon in bilinguals doesn't take place simultaneously (e.g., interrogative structures in Spanish are two stages, but it is three stages in English .That's why, bilinguals can acquire or learn the given grammatical structure sooner).

Eledsky (1986) noted that bilingual students can clearly demonstrate their abilities in vocabulary and syntax in a more sophisticated way than monolinguals.

Feldman and Shen (1971) attributed more cognitive advantages of bilinguality over monolinguality. Fishman (1967) and Berntein (1961) demonstrated that bilinguals are better comprehenders in terms of their understanding of the notion of language meaning and language use.

## **1.2. Gender and Performance in Learner's Linguality**

Bermudez and Prater (1994) demonstrated that females are more proficient in expressing their viewpoints in writing compared to males. In spite of the notion of Milers (1987) that gender distinction is not significant and the bilingual children don't transfer their knowledge of one language to the other, Scottish education system was established on the basis of the gender difference in performance in 1970 indicating girls score higher than boys. Cummins (2000) emphasized that bilinguals gain different experience during language learning. That's why, their flexibilities are better than monolinguals while facing different linguistic challenges. Despite the fact that the gender factor was ignored or underestimated in many researches, Wodak & Benke (1997) paid duly considerations to the relationship between gender and language Learning

Lakoff (1997) noted that gender-distinctive discourse is as a result of the roles and practices performed and imposed in the society. In the same way Kaylani (1996) attributed the gender difference to the social-cognitive development and learning strategy. There are also some assumptions which consider the gender difference in specific details.

In other researches another aspects of gender difference were revealed.

McCarthy (1954) urged that girls are dominant in the rate of vocabulary knowledge and use of words compared to boys. It is worth noting that boys were good at multiple-choice tests; however, girls demonstrate their abilities more in overall coursework (Sukhandan, 1999). Concerning the gender difference, Gneezy et al. (2003) noted that male and female perform differently in competitive incentive programs. Gneezy and Rustichi (2002) indicated that competition caused positive effects on performance in both sexes. Nevertheless, the effect is more significant in boys rather than girls. The gender distinction can be more intensified by the notion that “Females use significantly more learning strategies than males and use them more often” (Oxford 1989, P.23).

### **1.3. Gender, Attitude, Social Status in Learner’s Linguality**

Sunderland (2000) argued that boys select foreign languages less than girls because it will give them a girlhood attitude. It was further mentioned that ethnic, socioeconomic and cultural factors were influential in gender distinction. It was implicitly mentioned that gender distinction was merely meaningful in specific context; in other words, it could not be overgeneralized. Conversely, Boucholtz (1999) indicated that American boys used African-American language to show off their masculinity. Other researchers considered the category of attitude from another perspective.

Researchers also considered the category of attitude from other perspectives.

Stanley (1973) noted that attitude is a culture-oriented phenomenon or stereotype (e.g., the term “male” indicates bravery, strength, and rationality as opposed to the term “female” indicating emotion, tenderness, and timidity). Baron and Byrne (1997) called the term attitude as a stereotypic manner. Baker (1992) asserted that attitude can be so much influential that it can cause preservation, decay or death in learning. In the definition of attitude several components such as cognition, affection, and readiness were enumerated in the above-mentioned research.

Trudgill (1972) in a self-evaluation test revealed that linguistic sensitivity of females is more than males. Laber et al. (1960) emphasized that bilinguals are more under the influence of their attitude and motivation in language use than monolinguals. Choi (2003) revealed that positive attitude towards languages may not be necessarily transmuted to children from society. On the opposite pole, Genesee (1995) pinpointed a direct relationship between attitude and the number of languages the bilinguals or multilinguals possess. Goodman, Cunningham and Lachapelle (2002) indicated that positive women are good at their courses and performance in the academic fields.

Heller (2000) and Pillar (2001) found a direct link between masculinity and the linguistic values in a society. Coats (1986-1993) classified the societies in terms of society with gender-exclusive distinction and societies without the same distinction in the language domain.

Ellis (1994) noted that women are more vulnerable to linguistic changes, and they are class-setting oriented with positive attitude towards the language learning as opposed to men who have more tendencies towards non-standard form of language. Bell (1974) pinpointed the relationship of social variables with culture, income, knowledge and educational progress. Labov (2001) emphasized the

women's abidance by the sociolinguistic norms. Labov (1990) noted that women apply higher frequencies of standard languages than men. Moreover, women use a prestigious standard form of language which is compatible to social middle or high class. Ellis (1994) considered four variables of age, sex, social class and ethnic identity as very influential in language learning. In addition, it was mentioned that levels of proficiency and positive attitudes were higher in middle class rather than working class as micro-level features in the social structures. McCarthy (1954) demonstrated the relationship between socioeconomic status and linguistic development.

Some null hypotheses based on the effect of gender on proficiency, attitude and social class within the framework of multilingualism can be suggested which are as follows:

H1: Gender has no effect on Multilingualism.

H2: Gender has no influence on the number of language knowledge (knowing different languages as multilinguals).

H3: Gender has no impact on Proficiency.

H4: No effect of gender on finding total, specific and mixed errors can be detected.

H5: No effect of gender on spelling, Vocabulary, grammar and punctuation can be detected in error finding.

H6: Gender has no impact on social class and attitude.

H7: No effect is found between gender and social class.

H8: Gender has no effect on attitude towards learning.

## **2. Method**

### **2.1. Participants**

Samples of the research were obtained in two different stages from fresh pre-university commerce students aged 17-18 located in Mysore-India. In the first stage, the researcher selected 12 students randomly including 6 males and 6 females as a pilot group. In the second stage, 200 students with the same qualifications were randomly selected from three separate classes. 105 students were appointed at the intermediate level including 55 males and 50 females.

### **2.2. Procedure**

The fresh pre-university commerce students aged 17-18 from Mysore, Karnataka state in India were the subjects under study. In the first place, the researcher selected a pilot group comprising 6 males and 6 females randomly. All necessary instructions were given to the appointed group. A background questionnaire including self-assessment form was offered to the respective students in order to elicit information about age, family background, and the number of languages they know.

The form should be filled out by the members of the group on the basis of their both attitudes towards learning in the class in the form of numbers: High=3, Moderate=2, and Low=1, and their social status indicating their family earnings based on: High=3, Moderate=2, and Low=1, and eventually the number and the degree of their language knowledge within the framework of multilingualism.

The form was devised in a manner that included a list of numerous common languages in Mysore such as Kannada as the mother tongue and the rest as Urdu, Hindi, Telugu, Marathi, English, Tamil and the others (the other languages that the students probably know). Beside, the students should indicate their knowledge of the mentioned languages they know as 'Self' and the language they use with others as 'Friends' 'Brothers- Sisters' 'Parents-elderly' and 'Neighbors' with numbers :Excellent=1, Good=2, Weak=3, and Very weak=4.

The allocated time to fill out the form was 15 minutes. The students were fully informed of the filling procedures. In the next step, proficiency test was presented to the assigned students. The English Proficiency test is to demonstrate the general English ability of the students taken from Nelson B-400 proficiency test book including four separate parts: Vocabulary, Grammar, Reading comprehension and cloze passage.

All 50 items of the proficiency test were designed in the form of objective multiple choice. The allocated time was 40 minutes .In order to increase the reliability of the test, administration of another test was delayed to the next session.

Following item analysis and obtaining the result, reliability of the test was calculated ( it was shown by SPSS that Cronbach alpha reliability coefficient is /6919). In the final stage, two different types of texts under the title of 'Specific'and 'Mixed' were administered to the same pilot group in the next session in 20 minutes allocated time.

The total texts were eight including 4 specific texts and 4 mixed texts. The first text of specific texts included 5 spelling errors, the second one 5 vocabulary errors, the third one 5 grammar errors and the last one 5 punctuation errors respectively.

The first text of mixed texts included 5 scrambled errors of spelling, vocabulary, grammar and punctuation. The rest of the three texts had the same types of 5 errors. The total number of errors in scrambled texts is 20.In general; the total number of errors from the 4 specific and 4 mixed texts was 40. The more errors the students found, the more scores they received.

The difference between specific and mixed texts is that the specific texts have only specific errors (e.g., the first text of specific texts has merely spelling errors), but each text of mixed texts has scrambled numbers of spelling, vocabulary, grammar and punctuation.

The total number of errors in the mixed texts is 20. Students were fully informed of the procedures of the texts that they should follow. The selected texts both specific and mixed were taken from Pre-Intermediate level of Language in Use series 2004 (By Atrium Doff and Chitopher Jones from Cambridge University press). SPSS revealed high reliability (0/7653) in terms of Cranach alpha reliability co-efficiency. The correlation of the specific and mixed texts was. /72 which indicated the two texts were highly correlated to each other.

In the next session, 200 students with equal genders of 100 males and 100 females were selected randomly from four separate classes from the students with the same group age (17-18) from the same Pre-University.

The same proficiency test was administered, and the results were analyzed. It should be noted that the researcher was to select intermediate students to achieve his goal, the formulae of  $M+1SD$  (one standard deviation above the mean) and  $M-1SD$  (one standard deviation below the mean score of the pilot group) were considered as criteria for selecting the intermediate students.

By taking into consideration the same criteria, 55 males and 50 females were appointed following the results obtained from the proficiency test.

By the same token, the same procedures performed to the pilot group were rendered to the selected intermediate level students. First background questionnaire was given to the selected students to elicit the students' social status, their attitude in learning and their knowledge in different languages. Consequently, two different types of specific and mixed texts were presented to enable the researcher to be informed of the students' understanding in different fields of spelling, vocabulary, grammar, and punctuation.

### **2.3 Instruments**

The instruments used in the research are as follows:

#### **I. Background questionnaire:**

In order to elicit information from participants, a background questionnaire was developed by the investigator. The purpose was to obtain information about the students' multilinguality, gender, age, attitude towards learning and social class respectively.

The researcher used a list which included specifications which should be filled by the participants: Name & Surname, age, gender, name of college or school, class studying, the medium of instruction (It is mentioned as English by Pre-University students), the attitude towards learning the course on the basis of High=3, Moderate=2, Low=1, and their social class as High class=3, Middle class=2, and Low class=1.

To get the information about the students' language knowledge as multilinguals, the investigator used five Tables under the title of 'Self' which indicates the language the person possesses, 'Friends', 'Brothers/Sisters', 'Parents/elderly' and 'Neighbors' which indicating the languages the given person uses encountering the above cases.

Each of the above items is divided into some parts which show in two different columns. The vertical column includes items of different languages. It should be noted that the native tongue of the subjects is Kannada. The 8 items include: Kannada, Urdu, Hindi, Telugu, Marathi, English, Tamil, and Others which mean other languages the participants may know.

The above languages are the most widely-common used languages in Mysore of Karnataka State in India.

The horizontal column included items as 'Understanding', 'Speaking', 'Reading', and 'Writing' to enable investigator to elicit general information from participants in numerical form: Excellent=1,

Good=2, Weak=3, and very Weak=4 (e.g., a participant may select in the 'self' Table for understanding Kannada language '1' which means she has excellent knowledge in understanding Kannada language.

## ii. Proficiency Test

Nelson B-400 English proficiency test is administered to the testees in the allocated time of 40 minutes to enable investigator to elicit information about the general English knowledge of the students based on 50 multiple choice items including vocabulary, grammar, reading, comprehension, and cloze passage items.

## iii. Error-finding texts

They are divided into two broad texts: specific and mixed. The specific one is per se divided into four parts: Text one included 5 spelling errors, text two 5 vocabulary errors, text three 5 grammar errors and text four 5 punctuation errors. Totally 20 errors can be detected. The mixed text is a text with scrambled spelling, vocabulary, grammar and punctuation with equal 5 errors for totally 20 errors. The total specific and mixed errors were 40.

## 2.4. Results and Discussion

One of the purposes of the background questionnaire is to show the number of the languages the students know. Language knowledge is numbered excellent=1, good=2, weak=3, and very weak=4 (e.g., when the students select low numbers, they are more fluent in the given language(s)). Results of the Tables 1 & 2 and Bar charts 1 & 2 indicate that males totally with mean=283/60 have more language knowledge than females with mean=306/20. (Because of the reversed relationship, the subjects with lower mean have higher language knowledge than the higher mean ones. The total difference between males and females is  $M=-22.60$ ;  $P<0/001$ , which indicates the difference is highly significant. The result of data analysis (T—test) indicates that there is a significant difference between males and females. ( $t=-4.648$ ;  $P<0/01$ ).

Thus the first null hypothesis is rejected that gender has no effect on multilingualism (as different language knowledge.). Besides, the male Mysorean multilingual students have more knowledge on the number of languages rather than females which are solely good at knowing the Urdu language. The languages that males are more fluent are as follows: (Lower number indicates reversed fluency) Kannada>English> Hindi>Telegu>Others>Marathi  
 $M=22.71>M=25.22>M=26.07>M=27/49>M=30/87>30/87$

In Urdu language, females with totally  $M=61.84$  are better than males with totally  $M=72.84$ . Hence the second hypothesis which indicates gender has no influence on the number of language knowledge is rejected.

The range of the students's obtained scores was from 19 to 30 (19-22=low score, 23-26=Middle Score and 27-30=High Score). The total of the females  $M=25.34$  is higher than males ( $M=22.58$ ) (It should be noted that high mean means higher than low mean).



The t-test for equality of means was significant at 0.001 ( $t=-4.9$ ;  $p<0.001$ ). It indicates that the general English knowledge of females in proficiency test is better than males. It rejects the third hypothesis that gender has no impact on proficiency. Tables 3, 4, 5, 6, 7 and 8 and Charts 3, 4, 5 and 6 will clearly explain how to deal with the fourth and fifth hypotheses.

The t-tests for equality of means for the total error is  $t=-9.90$ ; for the specific errors is  $t=-1.122$ ;  $P>0/05$  and for the mixed errors is  $t=-0.585$ ; mixed  $p>0/05$  indicating the hypothesis four under the title of 'No effect of gender on finding total, specific, and mixed errors can be detected' is not rejected.

Thus the gender distinction in finding the errors in the specific and mixed texts is not significant. However, females are totally ( $M=16.82$ ) but not significantly better than males ( $M=15.67$ ) in finding the errors.

In specific and mixed error finding females ( $M=12.10$ ,  $M=4.72$ ) are better than males ( $M=11.32$ ,  $4.34$ ) which are not significant. Moreover, the means indicated indirectly that the means in finding the errors in specific texts are greatly different from mixed text in both genders

Following the 5th null hypothesis formation indicating no effect of gender on spelling, vocabulary, grammar and punctuation, the research finding indicates that the gender difference is merely significant in grammar of the mixed text that females are better grammar-error detector than males ( $t=2.159$ ;  $P<0/05$ ). But males possess higher means in spelling and vocabulary rather than females. In specific error finding gender distinction is not significant, but the means in females are higher in this manner: spelling  $>$  ( $M=3.82$ ) vocabulary ( $M=3.48$ )  $>$  grammar ( $M=3.10$ )  $>$  punctuation ( $M=1.70$ ).

The social class based on the family earnings and fixed monthly salary is classified into High class=3, Middle class=2 and Low class=1 in the research, besides, the attitude of students towards learning is based on High attitude=3, Moderate attitude=2 and Low attitude=1. According to the results obtained (Tables, 9, 10, 11 and 12) the null hypotheses of 6, 7 and 8 are taken into consideration. On the basis of hypothesis 6 "Gender has no impact on the interaction of social class and attitude", no significant difference is detected. Therefore, the above null hypothesis is not rejected.

Hypotheses 7 and 8 under the titles of "No effect is found between gender and social class" and "Gender has no effect on attitude towards learning". are not also rejected because no significant gender distinction is detected.

Nevertheless, it is shown that males have generally higher attitude ( $M=55$ ) than females ( $M=50$ ) which is not significant, and the mean of males' social status ( $M=55$ ) is higher than female's social class ( $M=50$ ) which is not significant.

### **3. Conclusion**

As data analysis indicated there is a significant difference between the two genders as multilinguals in their language knowledge. The research demonstrated that males are significantly better than females in multilingualism. Males are even better in their native language (Kannada) than females'.

The finding will be opposed to Muller's (1987) assumption that gender distinction in bilingualism is not significant. It also rejects the findings of Elyan et al. (1978) that females are more fluent, better, and even intelligent in language knowledge. The research also contradicts Kaylani's (1996) finding that in language, females' learning strategies are better than males'.

The research also demonstrated that females are better than males in proficiency test and in their performance. It will be against Sukhandan' (1999) finding that boys are better in their performance in multiple choice items. It is also against Gneezy et al's (2003) finding that the gender difference can be merely meaningful in incentive condition. (But the present research even with neutral incentive condition such as punishment or reward demonstrated gender distinction).

Regarding the error finding which indicating the knowledge of the subjects towards spelling, vocabulary, grammar and punctuation, the only difference is found in grammar that females are significantly better than males in mixed texts. The research also rejects McCarthy's (1994) finding that girls are better than boys in vocabulary finding and the use of words.

Concerning the effect of gender on social class, no significant difference is detected. It contradicts Sunderland's (2000) finding that boys are better than girls in gender distinction and socioeconomic factors. It also rejects Bell's (1924) finding on the relationship between social class and educational program in different genders. It is also against Elli's (1994) finding that middle class people have more positive attitude compared to working or low class persons. The present research didn't show the effect of gender on attitude. It also contradicts Goodman, Cumminghem and La Chapelle's (2002) finding that positive people especially women are better in their performance than males It is also against Riddle's (1996) finding that males are more distinctive in their emotional behaviors compared to females.

The present study can be beneficial in different domains: In linguistic field it can change some view points towards the innate language disregarding some factors such as gender, and variations in language knowledge. It can also contribute to the pedagogical spheres that some factors such as gender, multilingualism, proficiency, and language knowledge should be reconsidered in teaching-learning processes. It can also encourage the psycholinguists and neurologists to pay duly attention to the categories of gender distinction in multilingualism indicating the difference in thinking.

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## Appendix

### Gender & Multilingualism

Table 1:  
T- Test

Group Statistics

	SEX	N	Mean	Std. Deviation	Std. Error Mean
Kannada	Male	55	22.71	2.09	.28
	Female	50	25.30	2.97	.42
Urdu	Male	55	72.84	2.74	.37
	Female	50	61.84	12.64	1.79
Hindi	Male	55	26.07	5.35	.72
	Female	50	27.78	4.11	.58
Telugu	Male	55	27.49	5.59	.75
	Female	50	34.46	4.76	.67
Marathi	Male	55	49.69	5.71	.77
	Female	50	69.32	11.99	1.70
English	Male	55	25.55	4.11	.55
	Female	50	26.18	5.49	.78
Tamil	Male	55	28.38	4.59	.65
	Female	50	28.44	4.47	.63
Others	Male	55	30.87	4.70	.63
	Female	50	32.88	3.05	.43
TOTAL	Male	55	283.60	24.56	3.31
	Female	50	306.20	25.23	3.57

Table 2:

Independent Samples Test

	T- test for equality of Means			
	t	df	Sig. (2-tailed)	Mean Differences
Kannada	-5.207	103	.000	-2.59
Urdu	6.292	103	.000	11.00
Hindi	-1.819	103	.072	-1.71
Telugu	-6.845	103	.000	-6.97
Marathi	-10.864	103	.000	-19.63
English	-.675	103	.501	-.63
Tamil	-.066	103	.948	-5.82E-02
Others	-2.567	103	.012	-2.01
TOTAL	-4.648	103	.000	-22.60

**Gender & Errors**

Table 3:  
T- Test

SEX		N	Mean	Std. Deviation	Std. Error Mean
ERRORTOT	Male	55	15.6727	5.4571	.7358
	Female	50	16.8200	6.4133	.9070
ERRORSSP	Male	55	11.3273	3.3996	.4584
	Female	50	12.1000	3.6603	.5176
ERRORMIX	Male	55	4.3455	3.0685	.4138
	Female	50	4.7200	3.4878	.4933

Table 4:

	T- test for equality of Means			
	t	df	Sig. (2-tailed)	Mean Differences
ERRORTOT	-.990	103	.325	-1.1473
ERRORSSP	-1.122	103	.265	-.7727
ERRORMIX	-.585	103	.560	-.3745

Table 5:

T- Test

SEX		N	Mean	Std. Deviation	Std. Error Mean
Errors in spelling	Male	55	3.65	1.40	.19
	Female	50	3.82	.90	.13
Errors in vocabulary	Male	55	3.47	1.27	.17
	Female	50	3.48	1.11	.16
Errors in grammar	Male	55	2.69	1.29	.17
	Female	50	3.10	1.22	.17
Errors in punctuation	Male	55	1.51	.98	.13
	Female	50	1.70	1.63	.23

Table 6:

Independent Samples Test



	T- test for equality of Means			
	t	df	Sig. (2-tailed)	Mean Differences
Errors in spelling	-.712	103	.478	-.17
Errors in vocabulary	-.031	103	.975	-7.27E-03
Errors in grammar	-1.668	103	.098	-.41
Errors in punctuation	-.734	103	.464	-.19

Table 7:

Group Statistics					
	SEX	N	Mean	Std. Deviation	Std. Error Mean
Mixed errors in spelling	Male	55	1.89	1.08	.15
	Female	50	1.46	1.18	.17
Mixed errors in vocabulary	Male	55	1.15	1.11	.15
	Female	50	1.06	1.22	.17
Mixed errors in grammar	Male	55	.75	.91	.12
	Female	50	1.24	1.41	.20
Mixed errors in punctuation	Male	55	.5636	.8978	.1211
	Female	50	.9600	1.3696	.1937

Table 8:

	Independent Samples Test			
	T- test for equality of Means			
	t	df	Sig. (2-tailed)	Mean Differences
Mixed errors in spelling	1.950	103	.054	.43
Mixed errors in vocabulary	.376	103	.708	8.55E-02
Mixed errors in grammar	-2.159	103	.033	-.49
Mixed errors in punctuation	-1.769	103	.080	-.3964

## Gender & Proficiency

Table 9:

### Independent Samples Test

		T- test for equality of Means			
		t	df	Sig. (2-tailed)	Mean Differences
Comprehension scores	Equal variances assumed	-4.900	103	.000	-2.76

### Sex, Social Class & Attitude

Table 10:

Symmetric Measures				
SEX			Value	Approx. Sig.
Male	Nominal by Nominal	Contingency Coefficient	.221	.586
	N of Valid cases		.55	
Female	Nominal by Nominal	Contingency Coefficient	.252	.497
	N of Valid cases		50	

### Sex & Social Class

Table 11:

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.113	.509
N of Valid cases		105	

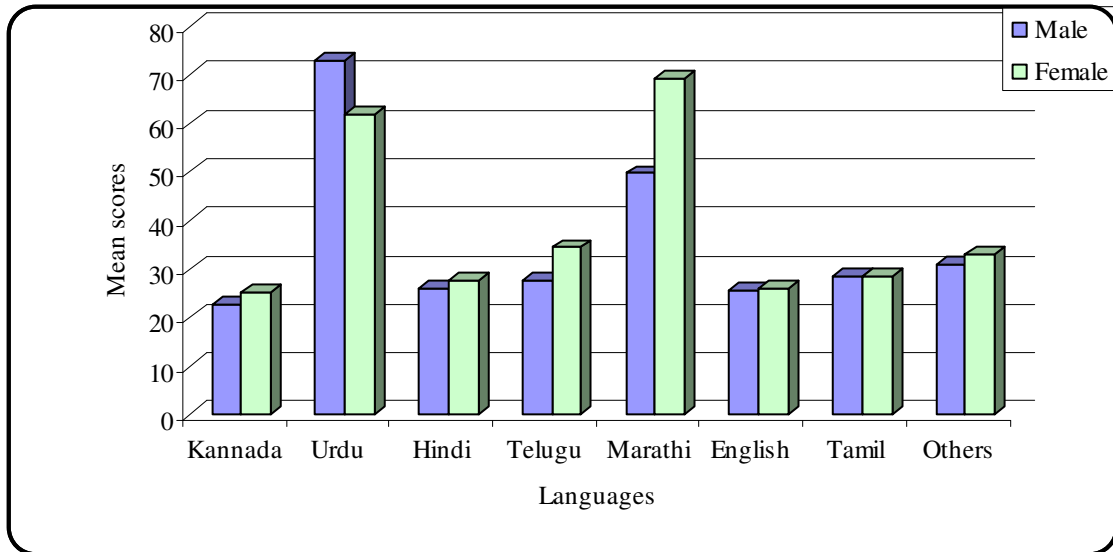
### Sex & Attitude

Table 12:

Symmetric Measures			
		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.193	.131
N of Valid cases		105	

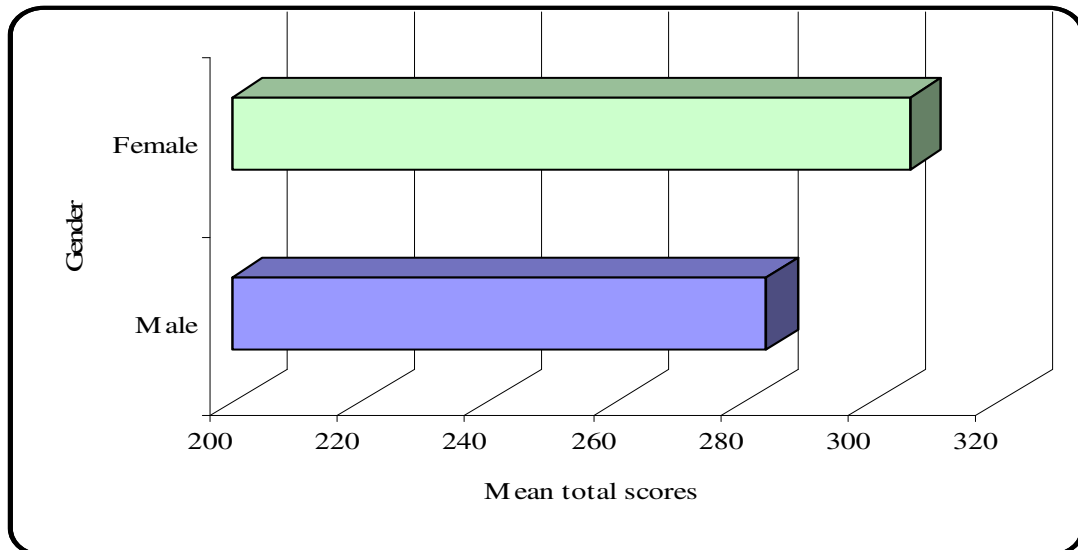
# CHARTS

**Gender & Multilingualism**  
**Chart 1:**



(It should be interpreted in a reversed manner)

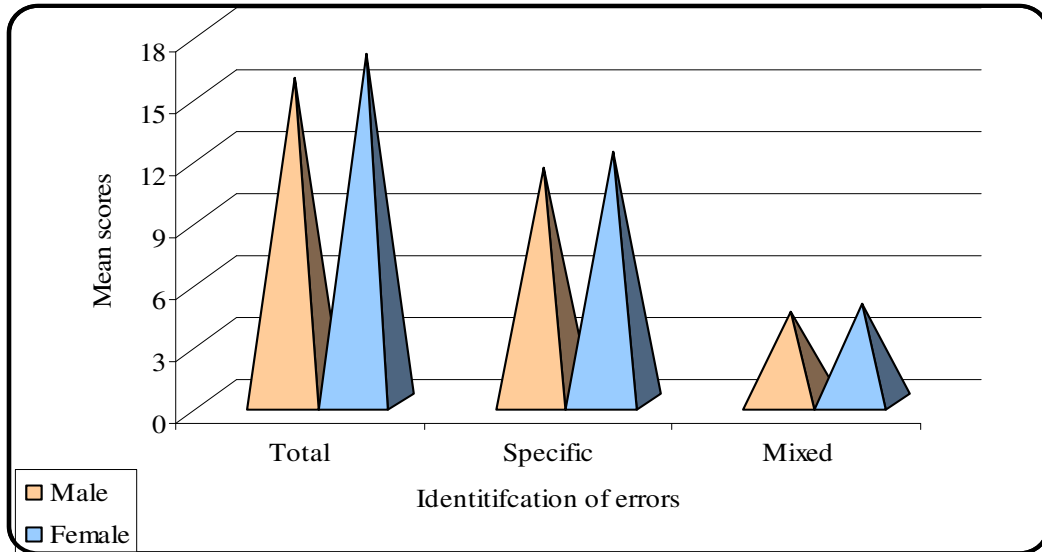
**Chart 2:**



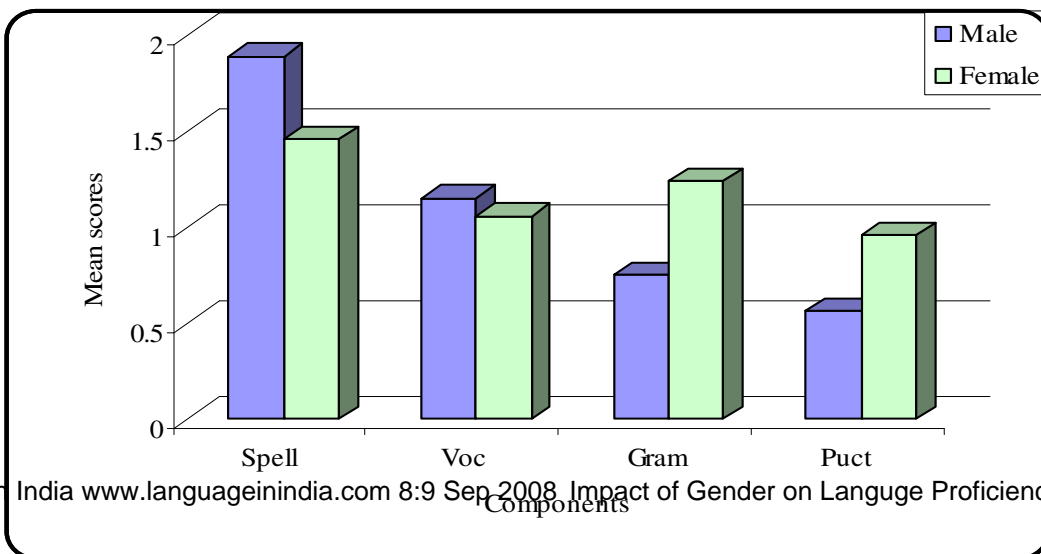
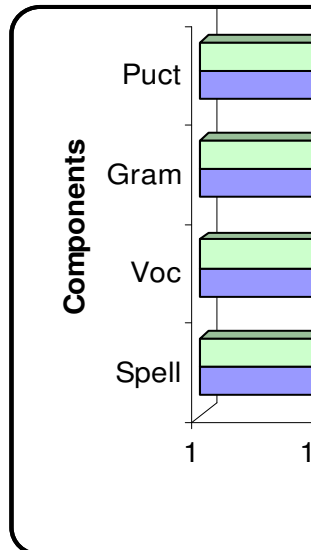
(It should be interpreted in a reversed manner)

**Gender & Errors**

**Chart 3:**

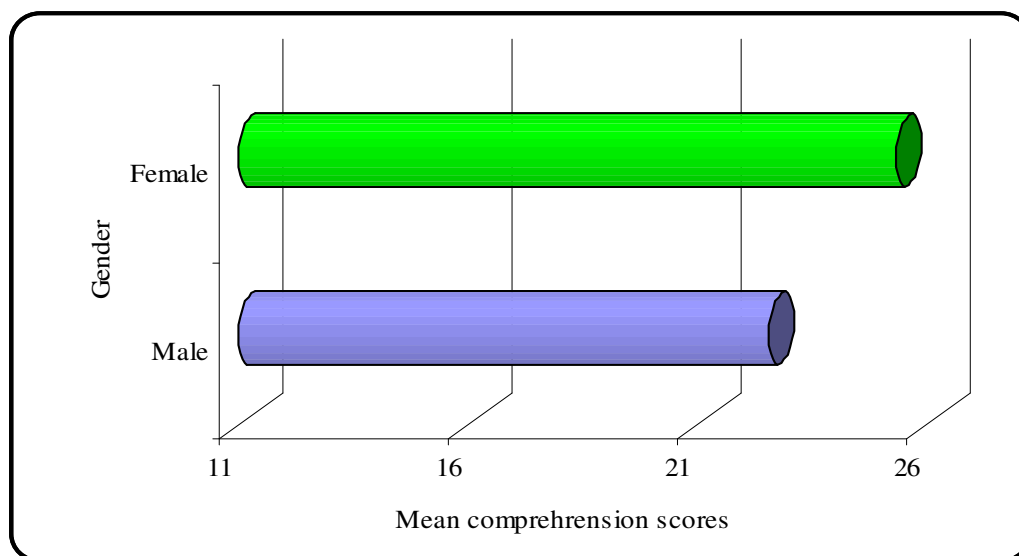


**Chart 4:**



**Chart 5:**

**Gender & Proficiency**  
**Chart 6:**



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