WORKING THESIS

In the high school classroom, female students excel in literary and language development courses over male students.

ANNOTATED BIBLIOGRAPHY


After recent research studies showed girls outperform boys in education, several countries became anxious and concerned. The Dutch Ministry of Education, commissioned research to evaluate the position of boys and girls in the Dutch primary and secondary education over the past ten to fifteen years. The authors considered several environmental variables and whether these variable differ by gender. Three subjects were investigated: “cognitive competencies, non-cognitive competencies, and school career features” (Driessen 1). The results displayed few differences in language and mathematic proficiency. However, boys struggled in educational level, attitudes, and behavior while girls struggled in subject choice. While there is no difference now, the authors foreshadowed a sway in the future.

The origin of this source is the Ebscohost education library database. The source became published in 2013 and is from the scholarly and reliable source of *International Review for Education*. It was not peer reviewed, however, the author Driessen is affiliated with the Radboud
University Nijmegen in the Netherlands. It includes valuable details and statistic graphs on other worldly views and is an international study. This article gives valuable information to my research because it supports my thesis in some aspects and contradicts my thesis in other aspects.


The article describes a categorical case study that defines the behavioral differences between male and female students. By testing prior knowledge and learning performance with “an educational multiplayer online role playing (MMORPG) computer game” (Huei-Tse 1), the article analyzes gender behavior. The study examined the behavioral patterns and interactive behaviors of learners and examined behavior differences. These results create a conducive and complete study.

The origin of this source is the Ebscohost education library database. The source is from the _British Journal of Educational Technology_ and evaluates the data through a case study. The author reveals no credentials or peer review of the source, so I would say it is not a true scholarly source. However, from the data displayed through graphs and analysis, I believe it will be suitable for the purposes of this study. Also, the source is from May 2013, so it is relatively recent.
In a study at the University Malaysia Sabah, fifty-six students, 22 males and 34 females, partook in an investigation of determining the relationship between English language learning strategies and proficiency. The study asked the students to identify their own learning strategies and use these strategies on a given exam. The results showed the students who used language learning strategies showed better competence of language. However, no definite answer could be given to whether language learning skills enhanced proficiency.

The origin of this source is the Ebscohost education library database. It is a good source for my paper because it is reliable, scholarly, and only two years old. It is not peer edited but the author has affiliations with several schools of science at the University of Malaysia Sabah. The study gives detailed, qualitative data that will give credible information to my paper. The knowledge obtained from this study will be helpful for future studies on how to improve the quality of learning and proficiency in English.

Liaw, Shu-Sheng and Hsiu-Mei Huang. “How Factors of Personal Attitudes and Learning Environments Affect Gender Difference Toward Mobile Distance Learning Acceptance.”


The article analyzes the gender perspectives and mobile learning environments. The main research objective of the article is to explore gender differences toward mobile learning environments. Through 159 questionnaires, the researcher determine females have more positive attitudes of perceived regulation and in turn, perceive more user friendliness towards the system. However, the statistical analyses lead to the conclusions both female and male learners have positive perceptions toward mobile learning.

The origin of this source is the Ebscohost education library database. This source is from October 2015, so it is recent. It originates from a Chinese Medical University, so it is reliable, but gave no peer review. It contains several detailed diagrams and charts as well.

Payne, Tabitha and Richard Lynn. “Sex Differences in Second Language Comprehension.”


Due to prior study, the author believed females have an advantage in first language ability. With this in mind, Payne conducted research to see if females excel over males in second language learning as well. Payne tested her hypothesis on the basis of four categories: the age of acquisition of the second language, the number of classes taken, working memory capacity, and English Reading Comprehension. (Payne 1) The study concluded that females perform better in a second language and have a higher module than males for ability in language.

The 2010 article is from the Elsevier Journal, but the authors are affiliated with the Kenyon College, Department of Psychology and Neuroscience in Gambier, and the University of Ulster, Coleraine, United Kingdom. The article is both reliable and scholarly, but it is not peer

Researchers from many countries believe that girls are outcompeting boys in schools today. The researchers believe this is the case because girls are better fit for the environment of today’s learning system. This is a literature review based its studies on five questions:

1. How strongly are intelligence, personality and motivation constructs associated with school achievement? 2. Do these characteristics contribute differently to school success in boys and girls? 3. Are there mean level differences between boys and girls? 4. What constructs mediate the association between gender and school achievement? 5. Is there evidence for actual causal relations between intelligence, personality and motivation and gender differences in school success? (Spinath 230)

The research concludes that, although gender differences in school achievement cannot be fully explained by differences in intelligence, personality and motivation, girls are better adapted to today’s school environment due to their higher verbal intelligence and their stronger self-discipline.

The origin of this source is the Ebscohost education library database. The article was printed in 2014, so it is current. The author is affiliated with the Department of Psychology and...
Neuroscience at Kenyon College, so the source is credible and scholarly, however, it is not peer reviewed. The source details many commonly asked questions of gender comparison. Due to this, I will be more equip to make causation and correlation links that will define the path in which my paper takes. The comparison of boys and girls in education is a long sought question and with this information, I will be able to determine the factors that aid the development and how these traits may play a larger role in language development.


This article studied gender differences in performance characteristics found in individual students. The results gave incite to the differences in gender school achievement. The source hypothesizes girls are better adapted to today’s school environment because of their intelligence, personality, and motivation. The results determined success in schooling is not based of higher intelligence of either gender, but the characteristics each gender possess. Due to this, female students are better suited to today’s style of school than boy students. Female students have “better verbal intelligence, higher agreeableness, stronger self-discipline, and motivation” (Spinath 1).

The origin of this source is the Ebscohost education library database. The author has affiliations with the Department of Psychology at Heidelberg University in Heidelberg, Germany, so it appears to be a credible, scholarly source. It was published in 2014, so it is still
current. The article is also very detailed and asks many questions on several different contributions to the development. The article is not peer reviewed.


The source is an educational psychology textbook used by the University of Illinois Champaign Urbana. The goal is to give a detailed view of what the field of educational psychology is and what it can and should accomplish. The text gives extensive theories and understanding of psychological development and gender differences. The source develops an understanding for teaching and learning.

The origin of this source is the Undergraduate Library at the University of Illinois Champaign Urbana. The source is highly credible and scholarly with multiple peer reviews. The print is 2010, but continues to be used in the classroom setting at the University. The source is detailed and contains several theories and analyses of development and gender differences.