



## ***THE IMPACT OF GENDER DIFFERENCE ON SECOND LANGUAGE LEARNING WITH SPECIAL FOCUS ON THE FOUR LANGUAGE SKILLS***

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The relationship between Gender difference and language learning is analysed across countries, mother tongues and language families. This study intends to investigate the relationship between gender and second language learning of the undergraduate. It aims to reveal the link between gender and success levels of the participants. This is achieved through the analysis of their performance in English according to their gender, paying special attention to the four language skills. The motivation for the study arises from the lack of female first year repeat students in English over the years in the Faculty of Science, University of Peradeniya. The sample of this study consists of 46 (23 male and 23 female) first year Biology and physical science undergraduates from the Faculty of Science, University of Peradeniya. The data is mainly based on the English test results of the participants and the mid and end semester results of the students are obtained for analysis. The quantitative data collected are analysed using Statistical Package for Microsoft Excel Windows 2010. The findings reveal that females are significantly more successful than males in terms of overall grades achieved. Moreover, the fact that female participants excel at certain language skills while males excel at others is also confirmed through independent analysis of the scores of the language skills. Males perform better at listening compared to females though at an insignificant statistical margin and perform similar in writing. Females contrariwise excelled at reading and speech skills with a significant margin, contributing to keeping the female participants at a higher position on the scale in the overall score. Other factors like attendance and testing mechanisms are revealed as noteworthy variables affecting the second language learning process in the course of conducting the study. Thus, it is discovered that there is a significant connection between gender, language learning, and achievement in English in relation to independent language skills, which can aid the teachers to form a teaching strategy which utilizes integrated skills that caters to the needs and abilities of both the genders.

**Keywords:** *language, second language learning, gender, language learning skills*