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### The Role of Gender and Age in Learning English: A Case Study of GDC Batkhela

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#### Original Article

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#### Keywords

Second Language Acquisition, Gender Differences, Age Influence, Language Learning Motivation

#### Abstract

The current study looks at how gender and age affect learning a second language. By assisting students in recognizing and discussing coherent devices, group discussions improve peer learning and comprehension. Interactive workshops use these technologies to practice understanding through practical application. Tests of reading comprehension evaluate students' transferable abilities by having them identify and analyze coherent devices in a variety of settings. To complete the study, the researchers utilized a qualitative methodology. Students enrolled in GDC Batkhela, Malakand's BS (Hons) English program were the study's target group. Twenty students from each group of male and female students, ranging in age, were chosen by the researchers to complete the study. The researchers employed structured interviews and questionnaires as data gathering instruments. Following data analysis, it was determined that males and females learn languages in different ways. When learning a second language, age and gender variations are evident; these variations are observed in both the first language acquisition and second language (or foreign) learning processes. Younger pupils and female students are more motivated than older students to learn foreign languages. The findings show that older learners may easily pick up complex language patterns, but younger learners find it difficult.

#### Background to the Study

Language is the most effective tool for communication among humans. For both men and women, it is essential. Both sexes are born with the aptitude to learn a language or languages, and they both naturally pick up their first language. Males and females are two distinct groups within humanity, it is a truth. Language is equally necessary for them both to express their ideas and views. What sets them apart from other earthly animals are their core traits. Males and females learn languages, but the ways in which they do so are factually distinct. It is a known truth that almost all linguists concur that language acquisition differs between genders. In this sense, they are in opposition to one another (Harley, 1992).

There are differences in the documentation of the language acquisition process between males and girls. Each approaches the process of acquiring a language in a different way. Their approaches to learning languages are distinct from one another. Gender disparities are clearly seen in language learning; these variations are noted in both the process of acquiring a second or foreign language as well as in the process of acquiring one's own language. The process of learning English is quite challenging because of this aspect. This is also the cause for the dearth of innovation in language teaching approach; here, instructors and teachers apply the same set of guidelines to their male and female students. They handle them both equally, which leads to a lot of issues when teaching and studying English to non-native speakers. Treating males and girls as distinct groups of learners and developing various tactics for each are the fundamental principles behind language acquisition and grade 6 instruction. The procedure will become simple and effective as a result (Richard and Schmidt, 2014).

Coates (2015) argues that language and gender studies should not be confined to a single discipline. There are various areas where language and gender intersect, creating a diverse field of research. This includes disciplines such as applied linguistics, linguistic anthropology, conversation analysis, and more.

Age is the most important factor in learning a language. It is considered the most significant factor influencing language learning. The impact of age on language acquisition varies depending on the individual's age. Young children have a natural ability to acquire their first language effortlessly and unconsciously. As they grow older, the process becomes more challenging and less effective (Krashen, 1982).

Divergent opinions exist about the correlation between age and language acquisition. Among the most well-known hypotheses on this subject is the Critical Period Hypothesis (CPH). It implies that because language learning occurs during a time when the child's brain is more active, young children are better able to acquire language. The essential period for language learning is this time frame. The ability of the human brain to acquire a new language decline with age. A youngster may have trouble later completely absorbing and interpreting language if they are not exposed to language throughout this crucial time. Initially, the CPH theory was widely accepted, particularly in terms of grammar acquisition, but over time, objections to this hypothesis have been raised (Birdsong, 1999).

### **Statement of the Problem**

Gender and age are two distinct variables that affect language acquisition in depth. Age and gender are frequently neglected in the process of learning and teaching English as a second language, which has a detrimental effect on learning effectiveness.

### **Research Questions**

The objective of this paper is to address the following intended questions.

1. What effects do age and gender have on learning a second language?
2. What impact do age and gender have on the process of acquiring a foreign language like English?

### **Research Objectives**

The following objectives form the basis of the present study.

1. To highlight the ways in which age and gender impact the English language acquisition process
2. To underline how age and gender affect learning a foreign language, as well as offer teaching strategies to optimize the positive effects of instruction on the learning process

### **Significance of the Study**

This study is significant for educators as well as students as it focuses on improving the teaching and development of the four English language skills. It highlights the impact of gender and age on

language acquisition. Age and gender play significant roles in the language learning journey. The study aims to explore how age and gender influence second language acquisition. It assists curriculum developers in aligning objectives with age and gender considerations. Additionally, it guides English language educators in incorporating these factors into their teaching strategies. Lastly, the research provides new researchers and analysts with opportunities to delve deeper into these aspects of language learning, paving the way for future investigations.

### **Literature Review**

English can be quite challenging to learn in a foreign language (FL) environment, especially when there is limited exposure to authentic language outside of the classroom. Learning a character-based language like English requires a lot of motivation from language learners, as it can be stressful and demanding. Learning a language is a complicated process that comprises many different elements. Age, gender, socioeconomic status, and ethnicity are among the variables that have been thoroughly researched in connection to language acquisition. We shall concentrate on age and gender in this essay. As we become older, the brain's capacity for adaptation and change has a significant impact on learning. Furthermore, how males and females acquire languages is greatly influenced by the differences in their memory systems.

### **The Role of Age**

The age factor plays a significant role in second language acquisition, influencing the learning process in various ways. However, its impact on different aspects of the target language varies. While the aspects of syntax and semantics are relatively less affected by age, phonology is greatly influenced by it. Researchers argue that age has no effect on language aspects other than phonology. The reason behind the strong influence of age on phonology lies in its close connection with the mother tongue. Native speakers extensively practice the phonology of their mother tongue, which leaves a profound imprint on their language patterns. Consequently, shaping this aspect of the target language requires considerable effort, making it more susceptible to the influence of age. On the other hand, the area of semantics, which pertains to meanings, is largely developed and refined over time. Mature individuals find it relatively easier to acquire meaning, resulting in fewer difficulties for learners in this domain (Hu, 2016).

Doughty and Long (2008) state that learners of different ages acquire L2 at varied rates in the beginning. When it comes to learning rate, adults outpace youngsters, and older kids pick things up faster than younger ones. The results of the study indicate that children and adults acquire information at different rates. Adults often performed better than children in demonstrating mastery of morphological and syntactic norms; this type of study reflects variations in the initial pace of learning among learners of different ages.

Following ten, fifteen to twenty-five minute lessons on German pronunciation, Baxter (1983) discovered that American English-speaking teenagers and adults outperformed youngsters. The literature mentioned above seems to indicate that age has an impact on how a target language is studied and acquired. There is no denying that adults pick up new languages more quickly than younger learners when it comes to foreign or target languages. Compared to youngsters, adults acquire information more quickly.

In Canada, Harley (1992) examined the proficiency levels of two age groups in the acquisition of the French verb system. Interviews, a narrative repetition task, and a translation task were used to gather data after both groups had completed one thousand hours of teaching. Harley discovered that while neither group reached complete mastery of the verb system, the elder group showed less achievement. The idea that L2 acquisition ability decreases with age, especially in the morphological domain, is supported by this study. The results show that while it might be difficult for adults and children to fully acquire target language verbs, some parts of the verb patterns can be taught. The study comes to the conclusion that as people age, their ability to learn a second language decreases.

Based on developmental theories, Stern (1976) asserts that every age group likely has certain benefits and drawbacks when it comes to language acquisition. Johnston (2002) comes to the conclusion that, in general, it is never too late or too early to start. One major benefit of beginning early is that children's innate ability to pick up second languages may be used. Johns asserts that older students (those who are 10 years of age and older) do, however, have some advantages as well: they can tie their new knowledge to relevant contexts; they might have more conversational discourse experience; they probably have a greater repertoire of learning techniques; and they might understand the purpose of learning a second language more clearly.

### **The Role of Gender**

Differences between genders have been seen in several domains of human social and cognitive growth. Research has shown that women are less competitive and more cooperative than men, and that they are more interested in social activities. Studies also assert that women acquire first and second languages more quickly than men (Jia et al., 2002).

'Sex' and 'gender' are frequently distinguished from one another, claims Ellis (1994). Whereas the latter is a social distinction, the former is a biological one. The term "gender" is presently preferred by a number of sociolinguists since it highlights how "male" and "female" are socially constructed. Women have an edge over men when it comes to learning a second language; several earlier research have suggested that they are more successful.

In relation to language proficiency, Farhady (1982) observed that female participants exhibited a significantly higher performance than their male counterparts in a listening comprehension assessment. This observation was made during a study involving 800 university students who were required to undergo a placement test. Additionally, it is commonly observed that girls tend to commence speaking at an earlier age than boys, utilizing lengthier sentences. Furthermore, their articulation and grammar are more accurate, resulting in a more refined vocabulary. Moreover, girls demonstrate superior skills in spelling, reading, and tasks that involve generating words based on specific rules (e.g., words beginning with a particular letter). Furthermore, girls exhibit a greater inclination towards reading and achieve higher levels of reading proficiency compared to boys. It was evident that students who possessed more positive attitudes towards reading and had a higher self-concept were more successful in reading-related tasks.

Aslan (2009) argued that gender has a major impact on language acquisition, which results in the use of different learning techniques. This study clarifies the fact that men and women approach learning a new language in different ways. In particular, men are more likely to use techniques like commands and interruptions, whereas women are more likely to use inquiries and explanations. These results suggest that there are gender-specific patterns in the strategies used to acquire and become fluent in a second language. As a result, this study adds to our understanding of how gender differences affect language learning processes and highlights the need of taking these differences into account when developing instructional materials and procedures. This insightful information is crucial for teachers and curriculum designers who want to create more responsive, inclusive, and successful language learning settings that meet students' varied requirements according to their gender preferences and capabilities.

Gascoigne (2002) investigated the ways in which gender affects language usage and interaction. She discovered that men are more likely to use techniques like commands, interruptions, and sentence-initial conjunctions. On the other hand, inquiries, justifiers, intense adverbs, personal pronouns, and beginning adverbs are more frequently used by women. This study emphasises the various strategies for language socialisation and draws attention to the clear disparities in language usage and interaction patterns across genders. In order to better meet the requirements and strengths of both male and female learners, gender-specific inclinations should be taken into account when producing language learning resources and instructional procedures, according to the research's useful insights for linguists and educators.

### **Research Methodology**

The study looked into how age and gender affected Government Degree College Batkhela BS English (Hons) students' acquisition of the English language. It used a mixed-methods strategy to collect data, using formal questionnaires and structured interviews. Twenty students from different semesters were chosen at random to ensure representation of all ages and genders. To analyse verbal and numerical data, respectively, both qualitative and quantitative analyses were done. The purpose of the study was to evaluate language-learning outcomes under various teaching approaches, with an emphasis on age and gender characteristics. The impact of these elements on the process of learning a language was determined by analysing the results.

### **Data Analysis**

This research was conducted in a highly liberated and encouraging atmosphere by the researchers. In contrast to a conventional English as a foreign language classroom, they offered specific techniques and approaches for teaching the language. Achieving the key tenets of this study is the primary goal of these tactics. Its purpose is to demonstrate how gender and age affect language acquisition. Questionnaires and interviews are the methods used in this educational study. These instruments are used to gather data, which the researcher then uses to analyse the results and conclusion. The interviews elicited varying responses from the samples.

### **Interviews**

Twenty samples were chosen at random by the researchers from GDC Batkhela, Malakand, taking into account both male and female students and paying particular attention to a 26-year age gap. We performed individual interviews to assess their English language proficiency (see Appendix I). Additionally, data on behaviours connected to language were logged. A succinct summary of the interviews is provided here.

### **The Analysis of Interview**

The interview sample is meant to be used to study how gender and age affect learning a second language. Ten interrelated questions make up the interview, which aims to investigate the mechanisms and reasons behind how gender and age affect English as a foreign language learning process. A succinct synopsis of the conversation is given below. Friendly interviewing techniques enabled the participants to openly share their ideas and approaches. An open-ended questionnaire was used to collect detailed information during the interview. The results obtained from the interviews suggest that younger students have greater levels of motivation in comparison to their more experienced counterparts. Their enthusiasm for the topic of English as a foreign language is what mostly motivates them to study it. Additionally, the interviews unveiled a prevailing belief among the students that English proficiency is crucial for securing desirable employment opportunities both domestically and internationally.

### **The Factor of Age**

The majority of older students are learning languages that will either aid them in their careers or help them locate employment that suits them. Additionally, it was shown that younger students study language that will benefit them in their future academic endeavours. The 27-year-old learners said that learning a new language at this point is challenging when asked if they thought learning English in an EFL course was easy or tough. They are having difficulty picking up the language, and in order to stay current with the process, they are putting in more effort and stress. They become frustrated when learning a language.

The younger students responded to the same question with a great deal of passion for the language learning process. Their comprehension of the language made them feel at ease and comfortable. This demonstrates how age has a significant impact on language acquisition. Compared to when learners are older, it is simpler to pick up or learn a new language while one is younger.

The mind quickly and easily connects the language learning process with the preexisting language, making age the most significant element in language acquisition. This aspect causes learners of a foreign language to progress more quickly in the beginning of their studies whereas learners at the mature stage become more sluggish and slower. The researcher discovers from the interview question that the learners' grammar is also influenced by their age.

In this section, it is observed that older individuals tend to grasp language rules more quickly in comparison to younger learners. The elderly students find it easier to adapt to rules due to their well-developed mental frameworks, which allow them to easily connect new rules with existing ones. Their cognitive structures are more established compared to younger learners. Conversely, younger learners encounter challenges in memorizing rules and applying them to a new language. On the other hand, older learners are more receptive to language rules and demonstrate better performance than their younger counterparts. Furthermore, participants were questioned about their preference for learning written versus spoken language, along with the reasons behind their choice. The responses indicate that older learners find comfort in acquiring written language skills, finding it easier to learn writing as opposed to spoken language. They express that pronunciation poses the biggest challenge, along with difficulties in mastering the speaking patterns of a new language. Consequently, they exhibit a stronger inclination towards written language over spoken language.

In response to the same query, younger students tend to focus on learning the spoken language as they find it easier to comprehend and can enhance their pronunciation skills to captivate the interest of their peers effortlessly and comfortably. It is evident that older students adopt a written approach to language learning, while younger students gravitate towards the spoken aspect. The cognitive structure of older learners enables them to grasp the language rules effortlessly, which in turn aids them in the written component of the language. Conversely, younger learners readily opt for the spoken component of the language, which is either less reliant on or devoid of language rules.

In response to the same question, younger students tend to focus on learning the spoken language as they find it easier to comprehend and can enhance their pronunciation skills to captivate the interest of their peers effortlessly and comfortably. It is evident that older students adopt a written approach to language learning, while younger students prefer the spoken aspect. Older learners benefit from easier language rule comprehension due to their cognitive capacities, which also help them with the written language. Younger learners, on the other hand, are more likely to choose spoken language as it is less dependent on grammar norms and may even break them.

Younger Learners	Elder Learners
Remain active with a high level of curiosity	Stay lazy and feel bored during the class
Prefer spoken language	Prefer written language
Weak in understanding the rules of language	Weak in developing in pronunciation
Quick in acquisition	Slow in acquisition

**Table.1**

**Analysis of the Factors of Gender**

Age and gender play significant roles in the language learning process and its effectiveness. The researchers formulated specific questions during the interview to investigate the impact of gender on language acquisition. An equal number of male and female participants were selected for the study. Both groups were subjected to the same interview format. The responses revealed that females tend to gravitate towards simple and straightforward language learning activities. They prefer to learn in a straightforward manner. In contrast, males showed a greater interest in activities that promote cognitive development. Females, on the other hand, preferred a more simplistic approach to language comprehension, focusing primarily on spoken language rather than grammar

rules. When asked about their learning preferences, the majority of female participants expressed that they grasp simple concepts easily but struggle with more complex ideas, requiring additional explanations. This suggests that females exert more effort when faced with challenging aspects of language learning. Their cognitive processes are straightforward, and they may struggle to connect new information with existing knowledge. The table below illustrates the variations between males and females in their comprehension of a foreign language, based on interview responses.

Male Learners	Female Learners
Almost lazy in the language learning process	Almost lazy in the language learning process
Almost active in the process of language learning	Almost active in the process of language learning
They find it easy to understand challenging/complicated things	They find it easy to understand challenging/complicated things
They prefer simple activities and find it difficult to handle complicated tasks	They prefer simple activities and find it difficult to handle complicated tasks
They love to learn grammar	They love to learn grammar
They don't like grammar but prefer the spoken aspect of the language	They don't like grammar but prefer the spoken aspect of the language

**Table.2**

The above table shows how gender affects the L2 learning process.

#### **Age and Gender about the Strategies**

The two most important factors in a language-learning classroom are age and gender. The methods used in the EFL classroom are methodically applied in accordance with the learning objectives. Consequently, the age and gender of the learner are impacted by these tactics in both good and negative ways. Gender and age are the two most significant aspects in language learning and are crucial in positively addressing these factors. The researchers employed several methodologies in this instance, and the results of their analysis are shown below.

Strategy Type	Male Learners	Female Learners
<b>Memory Strategies</b>	Slower responses, less comfort and ease	Quick responses, high comfort and ease
<b>Cognitive Strategies</b>	High comfort and ease, quick adaptation	High comfort and ease, quick adaptation
<b>Compensatory Strategies</b>	Less comfort, high strangeness, slow adaptation	Less comfort, high strangeness, slow adaptation
<b>Meta-cognitive Strategies</b>	Developed guessing power, quick manipulation	Developed guessing power, quick manipulation
<b>Affective Strategies</b>	Struggle with guessing and manipulation	Struggle with guessing and manipulation
<b>Social Strategies</b>	High control of cognition, quick planning and evaluation	High control of cognition, quick planning and evaluation
Strategy Type	Younger Learners	Elder Learners
<b>Meta-cognitive Strategies</b>	Require explanations, gradually develop understanding	Require explanations, gradually develop understanding
<b>Affective Strategies</b>	High control of cognition, effective self-monitoring	High control of cognition, effective self-monitoring
<b>Social Strategies</b>	Openly express feelings, low anxiety	Openly express feelings, low anxiety

**Table 3**

### **Memory Strategies**

These methods aid learners in retaining, storing, and recalling new information for communication purposes. This is accomplished by utilizing words in sentences, associating words with mental images, categorizing information, and regularly reviewing lessons (e.g., encoding sounds in memory, categorizing, and incorporating physical responses). Initially, the investigators examined the impact of age on the effectiveness of this approach. The younger participants demonstrated higher levels of attentiveness and engagement compared to the older participants. They exhibited prompt reactions to the instructor and felt comfortable and at ease in comprehending and enhancing their skills through this method. Additionally, the researchers observed that females responded more swiftly than males during the implementation of this technique. This suggests that female and younger learners prefer straightforward strategies over complex ones. The inclination towards simplicity was most evident in the process of memorizing language patterns, both in terms of sound and written form. However, older learners displayed less active involvement in this particular set of strategies.

### **Cognitive Strategies**

These techniques assist students in comprehending and generating new language by engaging in activities such as practice, summarization, deductive reasoning, and analysis (e.g., repetition and note-taking). Researchers exposed learners to this strategy and observed their responses and performance. It was observed that male students' cognitive framework was more aligned with the strategy compared to female students. Females exhibited a higher level of unfamiliarity and struggled to adapt to the given tasks. In contrast, male students felt at ease and quickly grasped the intended learning outcomes. Additionally, it was noted that older students demonstrated a higher frequency of comprehension compared to younger students. This suggests that older learners are more receptive to learning through summarization, reasoning, and practice. Their cognitive framework is conducive to this approach, allowing them to easily connect new information with existing knowledge. On the other hand, females were perceived as less engaged and motivated in the process of mental association.

### **Compensatory Strategies**

These techniques empower language learners to address gaps in their linguistic knowledge by utilizing strategies such as guessing, creating new words, and employing circumlocution and synonyms. This approach was particularly well-received by older male learners, who relied on their existing language knowledge to make educated guesses. The language structure of one's mother tongue serves as the foundation for acquiring and solidifying a new language in the mind. This cognitive process is more advanced in older learners compared to younger ones, allowing them to navigate new languages with greater ease. Conversely, younger learners may struggle to apply this technique effectively, as their language skills are not as developed. Additionally, females may find this strategy challenging due to the simplicity of their language patterns and the difficulty in interpreting complex linguistic phenomena.

### **Meta-cognitive Strategies**

These techniques assist students in managing their thinking processes, allowing them to enhance their learning by overseeing their use of language, organizing their learning activities, and identifying chances to apply the language (such as integrating new knowledge with existing knowledge, self-assessment, planning and assessing, and looking for chances to practice). This approach proved successful in both male and female participants of the study. The male participants demonstrated greater control over their thinking processes, particularly among the older age groups. Conversely, the female participants struggled with this approach initially but showed improvement with more detailed explanations. This suggests that females may require more detailed explanations than males to grasp and apply complex concepts. The older age groups were more likely to engage in self-assessment, planning, and evaluation. It was observed that female participants gradually progressed from simpler to more complex language tasks. Younger boys needed less explanation than females. The study also highlighted that the performance of participants from the older age groups was the most consistent.

### **Affective Strategies**

These strategies have proven to be effective in assisting learners in reducing their levels of anxiety, enhancing their motivation, and managing their emotions through various means such as engaging in discussions about their feelings with others and utilizing music to alleviate anxiety. Both male and female learners highly valued the employment of affective strategies. Within the same group, females were able to express their emotions and anxieties more effectively when interacting with other females. However, when they were in the presence of male participants, they faced difficulties in utilizing their language and exhibited a significant amount of hesitation. In comparison, males displayed a lower level of hesitation compared to females. Consequently, females find it easier to discuss their feelings with another female rather than expressing them to a male. The same pattern is observed among males, although to a lesser extent than females. The younger participants demonstrated a greater inclination to openly express their feelings and anxieties to both males and females.

### **Social Strategies**

Social strategies facilitate learners in engaging, communicating, collaborating, and showing empathy towards others to enhance the learning experience, such as fostering cultural awareness and working together effectively. These strategies were particularly noticeable and comprehensible to female learners. Nevertheless, they exhibited reluctance and faced challenges in collaborating openly with their male counterparts. The deficiency in cultural understanding was more pronounced among younger male and female learners, who lacked awareness on how to cultivate cultural sensitivity. A common thread among these strategies was that the majority of participants shared the same cultural background and were familiar with each other's cultural norms. Consequently, many struggled to assert themselves. Within the same gender group, there was seamless cooperation through the use of the target language. The researchers observed that females tended to struggle with grasping, implementing, and executing strategies within the language learning and teaching environment, while males displayed enthusiasm and proactiveness in engaging strategically in the classroom.

### **Conclusion**

This research focused on how gender and age influence the learning of a second language within the Malakand area. The investigation took place at the BS English level at Government Degree College Batkhela, involving a diverse group of participants in terms of age and gender. The findings suggest that both gender and age play crucial and significant roles in the language acquisition journey. It was observed that males tend to be more dependable and at ease in a co-educational setting, whereas females appear more cautious and reserved. Additionally, younger learners demonstrate a greater enthusiasm and efficiency in mastering the language. The impact of age on language learning is profound, with older individuals facing more challenges in acquiring a second language, while younger individuals tend to excel. It was noted that younger learners are generally more adept at the spoken aspect of the language, preferring straightforward methods of learning. However, when faced with complex learning techniques, older participants tend to outperform their younger counterparts. Although age has a variety of effects on learners' efficiency, it can be generally inferred that young learners outperform older learners in the context of learning a second language. Gender is the next consideration while learning a language. Gender has been found to have a significant impact on language comprehension in both spoken and written forms. The female's constant desire is to pick up the language quickly and readily. Their cognitive framework constantly runs basic processes fast. Both men and women learn languages in part because of their surroundings.

### **Findings**

The study's findings indicate that age plays a crucial role in the process of language acquisition. Younger learners exhibit greater enthusiasm and active engagement in language learning compared to older participants. It is during the early stages of life that language acquisition is most effective. Young learners develop a strong command of the spoken aspect of the target language and effortlessly adapt their oral cavity to meet the language's requirements. Conversely, older

learners encounter difficulties in mastering the pronunciation patterns of the target language. While adults can easily grasp the complex structure of language, children find it challenging to do so. Additionally, gender also influences the language learning process. Females tend to be more at ease with simple language learning strategies in the classroom, but face difficulties when confronted with more complex strategies. Furthermore, females often experience higher levels of shyness and hesitation in mixed-gender language classrooms.

### Recommendations

Future research could explore several areas to enhance our understanding of how age and gender influence language learning. Longitudinal studies could investigate age-related changes in language acquisition, while comparative analyses could identify the most effective learning strategies for different age groups. Cross-cultural examinations could reveal universal and culture-specific gender differences in language learning. Studies could also explore socio-cultural factors that influence gender dynamics and the impact on learners. Intervention studies could aim to promote gender equity in language education, ensuring equal opportunities for all learners. Additionally, research on technology-assisted language learning could determine the best tools for diverse age demographics. Neurocognitive studies could elucidate how age-related brain changes affect language processing, ultimately informing more inclusive and effective language education practices.

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