
Girl Performances in EFL Learning in Benin: A Case Study of LMJF of Natitingou in the Region of Atacora

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Abstract: Women and girls are expected to ensure their personal commitment, a pledge that goes through the principles of both equity and equality for women in all fields. Whenever EFL teachers develop strategies to enhance learners' performances, girls and young women are to engage in decision-making processes. The fundamental objective of the current study is to examine and make an analytical comparison of the English learners' performances of LMJF Natitingou in Benin. In addition to the moderate use of the Internet, I have addressed questionnaire to 88 students, 85 collected, the sample size is 70; 27 EFL teachers, 23 collected, the sample size is 22; and interviews conducted with 6 among them without forgetting the 2 inspectors (8 in total), the sample size is 8, through phone calls, Whatsapp, Facebook, Email, and face to face. The results obtained have been analyzed and transcribed. These results reveal that girls' performances are globally lower than boys' in Beninese secondary schools; however the case of LMJF of Natitingou is commendable and is worth imitating for the development of Beninese educational system. My suggestions towards young girls are mainly that they should be proud of themselves with no inferiority complex and fatal exploitation from men and boys so as to show female higher degree of wisdom.

Keywords: Performances, Girls, EFL Learning, Personal Commitment, Equity, Equality

1. Introduction

In time immemorial in African societies and especially in Benin, girls' education is almost neglected because according to several families, ladylike individuals are expected to care for household shores uniquely. They do have this mentality due to the fact that they close their eyes to the potentialities of these human beings. Equal opportunities need to be given to both boys and girls in the whole continent. The lawmaking resourcefulness "Response to Intervention (RTI)", present-day frontrunners of educational centres are being interrogated to take steps that the organizations wherein they maneuver remained on no occasion prearranged to do at the beginning of the American unrestricted instruction scheme: teach all learners to great intensities of erudition [4].

According to Bennis, W. [1] "an all-inclusive episode is dedicated to anything he designates as the components of direction". This author pronounces the indispensable requirements that his investigation has established are existent in all efficacious influential personalities. The

elements are an administrative hallucination, desire, uprightness, reliance, inquisitiveness, and audacity. An essential argument that he generates is that these constituents are not automatically personal effects through which these privileged persons are instinctive. Several of these individualities must be erudite. The rudimentary assumption being that this justifies that whichever leading light may develop their capabilities to be additionally up-and-coming in caring for these detailed mannerisms.

1.1. Statement of the Problem

Ladies and adolescent sons are projected to safeguard their special assurance, an initiation that goes over and done with the values of both evenhandedness and impartiality for females in all arenas. On every occasion EFL instructors use plans to improve students' performances, daughters and fresh ladies are to take part in management practices. Long ago in African civilisations and exclusively in Benin, lassies' teaching is very nearly abandoned for the reason that conferring to numerous kinfolks, girls are projected to take

care of domestic shores exceptionally. They do have this temperament attributable to the circumstance that they overlook the aptitudes of these human beings.

1.2. Purpose of the Study

The ultimate objective of the inquiry in progress is to pore over and spawn a methodical judgment of the English students' enactments of LMJF Natitingou in Benin. A specific objective is to scrutinize whether female teenagers' engagement influences their performance. Another objective is to measure how performance varies when girls' engagement is strengthened.

1.3. Research Questions

- 1) What are factors that influence girls' EFL learning performance?
- 2) How do girls perform in EFL in Beninese secondary schools?
- 3) What strategies can be adopted to improve girls' EFL learning performance in secondary schools?

1.4. Research Hypotheses

- 1) Several factors that are worth influencing girls' EFL learning performance can be identified and carefully examined.
- 2) Girls perform in EFL in Beninese secondary schools when they really get engaged in the process.
- 3) Relevant strategies can be adopted to improve girls' EFL learning performance in secondary schools.

2. Literature Review

It was enlightened that "nearby occur three content-based training prototypes at the institution of higher education level" [3]. These are: "theme-based language instruction, sheltered content instruction, and adjunct language instruction". "Sheltered" lessons are delivered in English to a clutch of students by a content mentor, not a language teacher. "Adjunct" sequences remain connected or simultaneously unfilled content and language modules shown by content and verbal trainers in that order. As a result, the "sheltered and adjunct models" stand customarily instigated at academies in English L1 circumstances. Contrariwise, the "theme-based model" stays repeatedly executed in EFL settings and may be transferred by an EFL educator who is not automatically a content professional.

Whenever "Protected" instructions remain conveyed really in the language of Shakespeare to a crowd of undergraduates by a content teacher, not a verbal teacher, these learners will have Women and Girls Friendly Spaces which should be understood that educators do not need to be experts before training conveniently and successfully through the three content-based training patterns at the university level. Therefore, such trainees should show simplicity and good qualities taught to them in these higher institutions. Both male and female trainees are able to grasp these simplicity

and good qualities adequately so as to apply them to their learners in their turn. Women and girls are not to be exploited but rather protected and pampered in order to get bright results from them. "The importance of female creatures' fleshly welfare was justified [5]". Ladies and feminine adolescents ought to be unrestricted from corporal maltreatment in the interior of the place they are assembling, and the universe must be positioned in an expanse which may be retrieved straightforwardly and without harm.

Accomplishments, conscription, programming and all supplementary logistical preparations must make allowance for the impending protection jeopardies intended for partakers, workforce and the public. CARE [5] also discussed that "the expressive security is prominent for women and girls who have a duty to be capable to contribute to Women and Girls Friendly Spaces (WGFS) events, and to share their opinions, emotional state and familiarities lacking ruling or denigration. Passionate protection may remain well-known over and done with ground rubrics, reliance construction happenings, and, most outstandingly, through the specimen set by WGFS control".

According to Rauschenberg, B. L et al.[14], "while speaking about ladies' topics in ESL or EFL modules may remain essential and partake a prodigious influence on scholars, undesirably very few teachers use females matters as focusses in their language teaching space". It appears realistic that women issues remain primordial because they interest both female and male learners. Besides, in language teaching and learning, when students are interested and motivated, the process of teaching and learning can be successful. Consequently, women issues deserve to be included in EFL teaching and learning. For this reason, female creatures are not to be disqualified in any case no matter the subject in consideration.

Through the point of view of CARE [5], it can also be explained that "the dualistic subordinate intensities spread over the largest part of ladies and female adolescents, who call for rudimentary amenities such as diet, accommodation, water and safekeeping, and durable sustenance linkages being made up of household as well as unrestricted participants". At this juncture, WGFS possibly will function by way of a sallowness, countenancing ladies and feminine teenagers to promote for straightforward facilities and enhanced safety, and may perhaps be an abode everyplace womanhood and female adolescents would communicate unswervingly with legislative body of provision suppliers and/or strategic decision makers. WGFS could correspondingly perform a fundamental starring part in firming up ladies' unrestricted livelihood setups from side to side the essential commotion of highlighting collective associations flanked by women, and smoothing females' right of entry to additional maintenance linkages and amenities in the interior of the municipal inhabitants. Into the bargain, the outreach undertakings accompanied by means of WGFS work for hovering unrestricted mindfulness of questions heartwarming ladies and girls.

It is argued that "present-day responsiveness of sexual

category would not have ascended if its outcome had not been grilled formerly on the training and educational profession for the duration of the internship at an adapted instructive centre in 2000, everyplace a third-grade assortment prepared up of 13 male youngsters and 5 female ones was imparted" [13]. Despite the fact that the latter were the slighter, they did not remain subjugated by the masculine teenagers: truthfully, they continued to be the unsurpassed educationally and in the acquaintances in the teaching space, they stood hard-hitting with the fellows. For this author, it appeared thought-provoking to understand in what way they put girls on a normal footing as opposed to male teenagers' belongings, ready for the outlook of classifying them all the way, over and above the technique they could get ahead at using notwithstanding those surroundings.

Blair, H. A. argued that [2], "talks over the manly and womanly androgynous in a high educational centre in Canada, together with the method in which young people exchange with one another, the focuses of their discussions, and the corresponding implements they use in language courses". Consequently, both creatures can have different viewpoints or similar arguments; this argumentation may not depend on their gender necessarily. It is a matter of inspiration and position and any category of human beings is free to express his or her point of view by agreeing or disagreeing with each other without whichever discrimination.

The Report of these researchers [6] originated more than "a few noteworthy outcomes that assimilated the perception of undistinguishable educational prospects". Chiefly, it exposed that properties of educational centres, together with conveniences, set of courses, and instructor distinction, that remain the most important variables through which endeavors are completed to develop instructive centres, do not display scrupulously momentous influence on undergraduate attainment. Subsequently, the learner's household experience, socioeconomic reputation, as well as indigenous get-together remained brought into being to be the most important contributing factor of edifying centre achievement.

It was argued that "masculinity and femininity in the EFL classes is an expression which possibly will call up in educators' observances no further than grievances about the usage of *he*, or about manuals being chauvinist. Closer consideration, nevertheless, puts forward that masculinity and femininity functions at more than the side by side materials" [12]. Additional intensities take account of the target language, the one of Shakespeare; and teaching space procedures, together with familiarity practices, educator-student collaboration, and learner-learner interface. These points intermingle, uninterruptedly inside an unambiguous dogmatic, sociolinguistic, and instructive framework. Single characteristic of the employees in this state of affairs remains that it has a tendency to be regarded as through the difference between female and male, feminine and masculine. This author designates "this splitting up as everyone arranged according to level of importance with systematized separation flanked by manly creature who intellectualizes

and womanly specialists" [11]. Also pertinent to gender is proficiency - does one gender have a superior ability to learn foreign languages?

The same author assumed that the most resounding intention would be that course manuscripts' (in addition to thesauruses' and language rules) illustrations of sexual characteristics hypothetically have emotional impact on learners by way of etymology students as well as manipulators. This may possibly come about in three ways. At the outset, once television, motion pictures, cartridges, mainframe playoffs, broadsheets, besides youngsters' books may have a down for the count impact on spectators as representatives of socialization, therefore ostensibly, might EFL resources. In addition, whichever knocked out sway of womanly actors who perform circumscribed collective, developmental, as well as philological parts does not put forward perceptive and unrestrained authorization for feminine students. What is more, whenever womanlike students remain cognizant of the feminine characters in their sequence manuscript by means of reasonably a small number of, through incomplete parts, then stand snubbed, disillusioned, otherwise prepared to sense downgraded through this and afterward disheartened, this is supplementary prospective to hamper than simplify their erudition.

At hand occurs prerequisite in addition to opportunity for investigation into such emotional sways. Furthermore, and conceivably most outstandingly, prototypes of language possibly will turn out to be teaching space run-through. "Meanings and tasks of the language of Shakespeare [9], for instance, remained brought into being to have a masculine instigating every single gender channel of communication" [7]. Used in a diversified class, it is in the offing that mutually in several protests of the exchange of ideas in addition to pair work preparation manly learners would express themselves principally, not merely providing them with supplementary working out in introducing an exchange, nevertheless correspondingly providing the all-inclusive class with a prototypical intimate communication regarded as through virile paramount position. Another time, inquiries ought to institute the gradation to which manual facsimiles for all intents and purposes do turn out to be teaching space preparation.

The wide-reaching association for female adolescents' instruction has focused fundamentally on refining these human beings' right of entry to primary educating. Using the Millennium Development Goals (MDG) single-mindedness on admission, considerably, the allowance on sexual category and training in Africa has spoken to the numbers of feminine individuals joining school as well as in what way to hang onto these creatures in educational centres. In several procedures, interrogations concerning gender equality related to female teenagers' entrance to in addition to assumption of recognized instruction keep on being life-threatening for their endorsement and sex right's uniformity, more ordinarily. Nevertheless, notwithstanding considerable heightening on accomplishing similarity in education, at hand remains still a

stretched path to take. Advancement in attaining sexual characteristics equality remains potholed, through substantial dissimilarities diagonally prosperity dissemination and environmental position through relationship shrinking at secondary and tertiary points.

A number of ten-year's periods far along, comparable apprehensions keep it up the manners wherein reading ability and language erudition may remain manumit. Reading ability intellectuals highlight the requirement for instructors to extend their interpretation around on knowledge on or after simple existence about interpretation and writing, and deciphering to the considerably supplementary spread-out perception that literateness is about creating connotation. Indispensable variations in discerning regarding knowledge comprise the literacy of these authors: "Interpreting the Expression and the All God's creatures, by its concentration on the connection in the middle of manuscript and circumstance" [8], over and above the New London Group's [10] "education of multiliteracies that accentuates polyglot besides cross-media arrangements of exchange". "The opinion that reading ability and reading abilities may subdivide renovation as well as enablement remains extremely considerable portion of a community impartiality background from the time when reading ability instruction and knowledge remain imaginative in addition to governmental deeds [8].

3. Methodology of the Study

The methodology portion of a prearranged study consents to personalities that declaim to weigh up the across-the-board dynamism and steadfastness of the probe and make available domineering understanding into two crucial foundations of the exploration. These are: the evidence hodge-podge and request for information techniques in addition to the rationalization for putting on the right track the exploration. On one occasion lettering a methodology for a breakdown, it gives the impression to be unassailable to reserve the consideration vibrant and laconic and scratch in the past tense. The data variability has been a success through the use of the Internet, the questionnaire, and the interview. Subsequently, questionnaire sheets have been administered to eighty-eight (88) learners, eighty-five (85) gathered, with the sample size seventy (70); twenty-seven (27) EFL instructors, twenty-three (23) obtained, with the sample size twenty-two (22); and interviews directed with six (6) among them over and above the two (2) inspectors (eight-8 in total), the sample size is eight (8), from end to end phone calls, Whatsapp, Facebook, Electronic message, as well as person to person communications. The results found have been examined and written out.

3.1. Questionnaire Description

The questionnaire is composed of four main items which require yes or no questions in addition to questions that need answers with justifications. Item 1 asks whether LMJF learners' EFL performances are low. Item 2 states that those

learners' EFL performances are high. For item 3 it states that the learners' EFL performances are poor. Item 4 states that learners' EFL performances are extremely more excellent and perfect than what is habitually noticed in secondary schools of the country. What is special in the enquiry through this instrument is the collection and uniquely positive responses accompanied by adequate justification. The same questionnaire is addressed to both learners and EFL teachers. The only difference is that educators' questionnaire is framed in the English language whereas the one administered to learners is in French so as to make the task easier for them.

3.2. Interview Description

The interview interrogates its respondents around two main viewpoints: LMJF learners' poor performances or their bright competences in the English language. They have clearly expressed their opinions through relevant argumentation and illustrations convincingly and satisfactorily. These respondents are six (6) EFL teachers in addition to two (2) EFL inspectors who are accustomed to the current school.

4. Result Presentation and Data Analysis

4.1. Learners' Judgment About LMJF of Natitingou Girls' Performances in EFL Learning in Benin

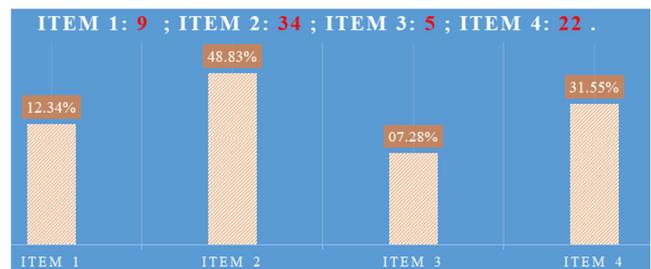


Figure 1. Learners' Questionnaire Results-70-Participants-70=100% (Source: Field investigation).

Figure 1 shows through item 1 that, only nine (9) respondents-12.34% have thought without tangible proof that LMJF learners' EFL performances are low. For item 2, which states that those learners' EFL performances are high, 34 respondents-48.83%, the majority of the 70 participants, have agreed. Through item 3 stating that the learners' EFL performances are poor, very few of the respondents, 5 participants-7.28% have given a positive answer. Finally, it is fortunate that according to item 4, stating that learners' EFL performances are extremely more excellent and perfect than what is habitually noticed in secondary schools of the country, 22 participants-31.55% have accepted and convincingly justified.

4.2. EFL Teachers' Judgment About LMJF of Natitingou Girls' Performances in EFL Learning in Benin

According to figure 2, it is exposed from end to end item 1 that, simply three (3) EFL teachers-15.00% have supposed,

devoid of perceptible evidence that LMJF students' EFL enactments remain truncated. For item 2, which says that those students' EFL performances are high, nine (9) respondents-39.95%, the widely held of the 22 participants, have agreed. Item 3 asserts that the students' EFL performances are underprivileged, very few of the EFL teachers, two (2) participants-9.28% have given an affirmative answer. To finish, it is prosperous that through item 4, which testifies that students' EFL performances are tremendously extra outstanding and unspoiled than what is customarily observed in secondary schools of the country, 8 participants-35.77% have acknowledged and persuasively reasoned.



Figure 2. EFL Teachers' Questionnaire Results (continued)-22 Participants-22=100% (Source: Field investigation).

4.3. EFL Teachers' and EFL Inspectors' Opinions About LMJF Learners' Performances in English

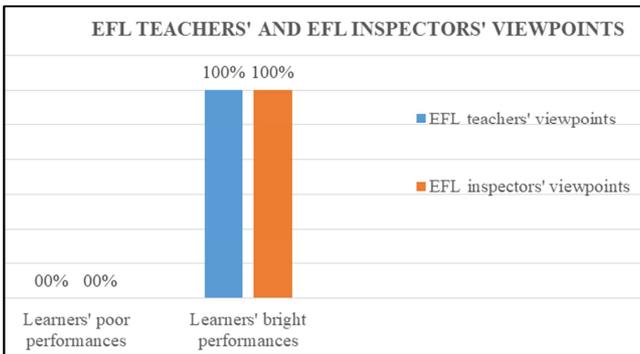


Figure 3. Interview Results-6 EFL Teachers + 2 EFL Inspectors = 8 Participants-8=100% (Source: Field investigation).

Figure 3 illustrates that none of the eight (8) respondents, six (6) EFL teachers and two (2) EFL inspectors could despise LMJF learners' performances because they have visited this school several times. They have also frequently come across or heard about those learners' bright results annually. They have entirely (100%) recognised the excellent performances of the particular female learners.

5. Discussion

Concisely summarizing the most essential findings, it is necessary to argue that what went before within African refinements and unconditionally in Benin, female adolescents' instruction is very practically out of control. It is for the intention that consulting more than a few families, these

adolescents are foreseeable to mind out home seaboards outstandingly. People generally develop this outlook related to the occurrence that they watch the propensities of these innocently blamed individuals. Fortunately, the case is changing positively and progressively. Discussing and interpreting the results in relation to my research questions, it has been proceeded step by step to favour comprehension. Consequently, in keeping with the questionnaire, an item emphasizes that LMJF students' EFL performances are considerably in elevation. The mainstream of the total partakers, have approved. It appears well-heeled that in line with a prearranged item declaring that these learners' EFL performances remain exceptionally more extraordinary and unadulterated than anything is on a regular basis detected in secondary schools of the country.

A different finding from the questionnaire says that those students' EFL performances are high, and the widely held of more than a few respondents, have approved. Last but not least, it stands affluent that over and done with an item for a second time, which gives evidence that students' EFL performances are immensely more unresolved and unblemished than what is as a matter of course countersigned in some secondary schools of Benin. Various partakers have recognized and credibly discussed. For the interview results, it has been clarified that not a person among the participants, EFL instructors and EFL inspectors possibly will feel contempt about LMJF students' learning competences for the reason that they have single visited this educational centre a number of intermissions. They have correspondingly often fallen upon or made out about those students' cheerful grades every twelve months. They have exclusively ascribed the superb performances of these ladylike students.

The widely held has believed and persuasively defended their position. The research question one (1) is to enquire about the features that encourage female adolescents' EFL knowledge performance. These features are, for example, learners' individual care, consideration, and reduction of frustration of any category. In Beninese Military Young Girls' Grammar School (LMJF Grammar school), features are specially respected. And this admiration towards these female learners favours significantly their performances as far as the English language learning is concerned. The second research question investigates the way girls perform in EFL in Beninese secondary schools. The case of the young girls of this special educational centre remains noticeably to be desired. The rate of EFL learning performance is extremely high due certainly, to several aspects. For example, discipline is compulsory there, in addition to numerous types of motivation and interest, which fosters hard work, and consequently learning performances.

The third research question wants to know the stratagems to be implemented so as to increase daughters' EFL erudition performance in secondary schools. To name some of these, it is essential to keep in mind the necessity to promote discipline, learners' esteem, and several kinds of motivation in Beninese secondary schools. The three research

hypotheses have found their responses because more than a few issues that are worth swaying daughters' EFL knowledge enactment have been well-known and judiciously scrutinised. Then it is obvious that girls perform in EFL in Beninese secondary schools when they categorically get betrothed in the process. Thirdly, it is undeniable that appropriate strategies can be assumed in order to develop girls' EFL knowledge performance in secondary schools for the sake of educational systems.

Relevant literature deserves to be cited in order to show how these results fit in, and the significance of the results has to be clearly explained. Therefore, mandatory discrepancies in discriminating understanding consist of the reading ability of these authors: "Deducing on the subject of Communication and the Wholly Deity's beings, by its introspection on the fitting together halfway of document and state of affairs", added to the New London Group's [10] "instruction of multi masteries that puts emphasis on multilingual person above and beyond cross-media engagements of give-and-take". The outlook that interpretation capability and interpretation capabilities possibly will distribute up open-mindedness refurbishment other than enablement is tremendously substantial percentage of some given inhabitants' experience on or after the period when appraisal facility education and consociate keep on being resourceful along with managerial actions [8].

6. Recommendations and Suggestions

The part of female individuals in EFL teaching and learning seems to have fundamentally been disregarded as if investigators miscarried to apprehend that masculinity and femininity are variables that ought to remain well-thought-out in instruction. EFL learners should be encouraged accordingly so as to promote the target language teaching and learning. It is not to be denied that studies of English Language Teaching have debated such dynamics equally to the assortment of perspicacity and machinery. They give the impression to be unable to remember that the manner we have been upstretched and what we have acknowledged by way of customary has an enormous influence on every single characteristic of our existences, together with linguistic competence. Consequently, women and girls are able to show their performances in the adequate use of languages through the main four skills. We cannot carry on to take responsibility that principles and the general public have made womankind additionally dexterous at linguistic competences. Furthermore, males' dexterity at arithmetic and unintentionally suppression as well as agreement to take accepted wisdom that strengthens transformations, remains impassive to shortcomings. These female competences remain exclusive at an interval when people are expected to have identical right of entry to prospects.

Perhaps, mankind front-runs in machinery characteristically for the reason that their contribution in it is outside of work recognized, nonetheless at the present time more or less 56% of the all God's creatures' inhabitants are

females. Conversely, at one fell swoop, there occurs an up-to-date inclination that underscores easy-going expertise somewhat decisiveness, a customarily apportioned quality to womanhood in addition to misses, accordingly people require to be watchful in order to carry on replicating dissimilarities in an unlike practice. As a consequence, it is indispensable to concoct innovative stratagems to inspire males and females to procure dissimilar abilities, notwithstanding their sexual category as well as collective brands, to make fairness and evenhandedness properties turn out to be a genuineness.

7. Conclusion

Mademoiselles as well as youthful gentlemen stay proposed to uphold their idiosyncratic allegation, an instigation that moves from side to side the criteria of both equanimity and objectivity for feminine individuals in all paddocks. Womanly endowment presence planning should increase into English as a foreign language societies. Consequently, young ladies allover EFL humanities should be offered the juncture to be regarded and denoted to the British females' adeptness passageway. It must be apprehended that the high amount of gender consideration as far as the English language teaching and learning is concerned, has basically been discounted or neglected. This neglectfulness occurs as though investigators remain unsuccessful to appreciate that masculinity and femininity are variables that had better be appraised in instruction. While readings of EFL have discoursed about such fundamental issues as the array of astuteness and machinery, they give the impression to disremember a prominent matter. The technique we have been hovering and what we have admitted as emblematic has an enormous influence on all physical appearances of our existences, together with linguistic ability.

Researchers should stop pretending that beliefs and civilization have prepared womankind additionally dexterous at linguistic competences as well as males at calculation and automatically adopt and agree to take thoughts. Opinions that strengthen transformations and are unresponsive to shortcomings, exclusively at an interval when we believe individuals to have one and the same right of entry to openings. For instance, mankind leads in equipment customarily for the reason that their involvement in it is communally recognized, nevertheless these days a mosaic of the biosphere's inhabitants is women. Conversely, at one fell swoop, there remains a contemporary inclination that underscores stress-free abilities rather than forcefulness. This dynamism is a traditionally distributed peculiarity to women and girls. Accordingly, we require to be watchful to carry on replicating dissimilarities in a diverse arrangement. As a result, it is compulsory to plan innovative policies to relieve EFL learners to develop unlike abilities, irrespective of their masculinity or femininity in addition to shared markers, to create fairness and evenhandedness properties turn out to be a genuineness.

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