

Portfolio Performance Aptitude of Korean University Male and Female Students Compared

Andy H. T. Chung

Graham Harding

Randy Johnston

Joonhong Kim

Koot van Wyk

Visiting Professors

Department of Liberal Education

Kyungpook National University

Sangju Campus

South Korea

Abstract

Gender studies resurfaced during the 1949 push-drive for feminism, the opposition to it among some females after 1949, and the new development of trans-sexual permissiveness in the legal systems of the UN, also Germany, and other countries, since 2007, but this phenomenon was already prevalent in the early history of mankind. This research stands under that umbrella, forcibly so. Female and Male performances were compared in scores for their portfolios over a period of three-and-a-half years at a countryside campus in Sangju of Kyungpook National University in South Korea. A total of 3,912 students' scores were compared from four ESL teachers from the United States, Canada, New Zealand and South Africa. Each teacher's grading system may vary but it should be a balancing act between equity and/or equality focus as ideal. It is for long known in the west that there is a gender gap in which females underperformed to males since early childhood education. This was the case until very late in the 1980's. The productivity puzzle was studied from various angles. Then in the 1990's a switch came with females outperforming males. The divorce-rate went up, the Spice-Girls had their imaging role to play in the TV-media leading to more female participation but U. Sandstrom and M. Hallsten (2008) found in their research that sexism was not a factor for the gap in labor market. The gender gap remains for the female working, with more questions than answers, but in this research in a student-university context, the reversal of the prevailing gender gap is found for probable outside factors. A sudden drop in male performance in the first semester of 2012 could be explained to have been the change of the regime in the adjacent country for South Korea with a leader of nearly the age of the students and this romanticism and hope for changes in the adjacent country, but with the resuming of the military objectives of his father and grandfather between the two semesters of 2012, the old paradigm stultified the progress of dreams disintegrating [reviving the male shadow of mandatory military service] and may have led to males performing better in the second semester of 2012, though females are still higher than males. The restructuring of the Departments of Sangju Campus for KNU in 2013 presumably led to an improvement in male performance. That year also saw the building of commercial areas across the front gate and may have contributed to females performing much better than males in the second semester of 2013. The exceedingly high performance of females over males in the second semester of 2013 may be linked to the election of Park Geun-Hye, South Korea's first female president, on the 25th of February 2013. Her ascend as a successful statesperson could have given females at KNU Sangju Campus the increase of performance to 5.095% for the second semester as compared to 3.52% higher than males in the second semester of 2012 and 3.6% higher for the second semester of 2014. A national disaster of a ship (Sewol-ho) sinking with hundreds of students in April of 2014 may have led to an increase in male performance in the first semester of 2014 and a slight female improvement in the second semester of 2014. A further restructuring in Department distribution for 2015 may have led to a slight slipping back of males in their performance as compared to females for the first semester. Despite attempts to explain the proliferations of the scores between males and females, there is always the aspect of human unpredictability involved.

1. Introduction

The importance of Portfolios in Education has surged from 1980¹ and in 2013. L. Cosgrove wrote: “If portfolios continue to spread as a viable, scalable assessment method, we might emerge from the era of crushing accountability into a new age – one in which testing has a *positive* effect on learning.”²

The implementation of Portfolios in ESL classroom teaching at Kyungpook National University on Sangju Campus in South Korea started in the year 2011 with Graham Harding and Catriona Bailey. In their book, *Integrating Teaching and Assessment in the EFL Classroom*, by A. Finch and D. Shin, they made some observations on the use of portfolios in ESL situations in chapter 9.³ A student of Harding had a good portfolio of her notes and handouts in class in 2010, which gave him the reason to consider this option for 2011 and since he read about it earlier in A. Finches book, he decided to implement a Portfolio system as a mandatory aspect of his teaching allocating 40% to everything included in this portfolio. The next year the Freshman Handbook written by A. Finch and printed by KNU Press appeared in its first edition and it had an envelope for the ten required cut pages as homework. It was then that more teachers started to implement also a plastic folder of 20-40 pages required of all the students, called a *Portfolio* and tap the 40% participation, interaction, homework and other grades from these folders. This is the reason that the years 2012-2015 are selected in this research for investigation. The consideration of gender with performance also received attention among scholars.⁴ Other studies conducted between male and female performance differences focused on the work-space⁵ whereas this research is focusing on the gender differences in an ESL educational-space of the University.

The role of female efficacy in education was studied with data from Finland.⁶ This research asked the question whether excellence in portfolio performance has a gender.⁷

*The contributors to this article are all Professors at Kyungpook National University, Department of Liberal Education, Sangju Campus, South Korea. Drs. Kim and Van Wyk and Proffs. Chung, Harding, and Johnston are all full-time Visiting Professors. They represent South Korea, South Africa, USA, New Zealand and Canada in that order. *Self-Values* may differ.

¹R. Rothman, “Vermont plans to pioneer with 'work portfolios'”. *Education Week* (26 October 1988): 1.R. Glaser, “Cognitive and environmental perspectives on assessing achievement.” In E. E. Freeman (Ed.), *Assessment in the service of learning. Proceedings of the 1987 ETS Invitational Conference* (1987: 3-43). Princeton, NJ: Educational Testing Service. K. S. Jongsma, Portfolio assessment. *The Reading Teacher*, 43(1989: 264-265). D. P. Wolf, Portfolio assessment: Sampling student work. *Educational Leadership*, 46(7) (1989): 35-39. J. K. Mathews, (1990). From computer management to portfolio assessments. *The Reading Teacher*, 43 (1990): 420-421. S. W. Valencia, A portfolio approach to classroom reading assessment: The whys, whats, and hows. *The Reading Teacher*, 43 (1990): 338-340. See also J. Ajandi, S. Preston, J. Clarke, “Portfolio-based Teaching and Learning: the Portfolio as Critical Praxis with Social Work Students” *Critical Social Work* Vol. 14 no. 1 (2013); A. Alvarez, & D. P. Moxley, (2004). The student portfolio in social work education. *Journal of Teaching in Social Work*, 24(1/2), 87-103.

² L. Cosgrove, “Portfolios: The next wave of student assessment?”(30 December 2013). Online accessed at on 3rd of September 2015 at <http://createquity.com/2013/12/portfolios-next-wave-student-assessment/>. See also M. Gottlieb, (1995). Nurturing student learning through portfolios. *TESOL Journal*, 5/1, 12-14.

³A. Finch, D. Shin (2005). *Integrating Teaching and Assessment in the EFL Classroom* (Seoul, South Korea: Sahoipyungnon Publishing Co., Inc.), 341-373. This book seems to be the first academic approach to suggest the introduction of portfolios in the classroom in a South Korean context. The book focused on an ESL approach that is group, individual and task-based. Finch also completed his doctoral on task-based ESL education (see A. E. Finch, [2000]. A formative evaluation of a task-based EFL program for Korean university students. Unpublished Ph.D. Thesis. Manchester University, U.K.). The following advantages of portfolios are listed: (i) diagnosis and placement; (ii) monitoring student progress; (iii) feedback on the effectiveness of instruction; (iv) communication with other teachers; (v) student feedback; and (vi) communication with parents (Finch and Shin 2005: 341). The value of portfolios in the classroom setting is pointed out since “they show what students are doing in the classroom, and reflect their progress toward instructional goals” (idem).

⁴S. Sharon, J. Moya, Michael O'Malley, “Performance and Gender studies.”<file:///Users/morganenriquez/Desktop/untitled%20folder/BE019739.webarchive> Page 13 of 16. See also Ali Shehadeh. (1999). Gender differences and equal opportunities in the ESL classroom. *ELT Journal*, 53(4), Abstract retrieved November 15, 2007, from Oxford Journals database.

⁵ P. van Arensbergen; I. van der Weiden, P. van den Besselaar, “Gender differences in scientific productivity: a persisting phenomenon,” *Scientometrics*. 2012 Dec; 93(3): 857–868. Published online 2012 Apr 25. doi: 10.1007/s11192-012-0712-yPMCID: PMC3495100.

⁶T. Pekkarinen, “Gender differences in educational attainment: Evidence on the role of tracking from a finnish quasi-experiment.” *Scandinavian Journal of Economics*. 2008;110(4):807–825. doi: 10.1111/j.1467-9442.2008.00562.x.

⁷The same question was asked for the labor-zone. M. Brink, M. Brouns, S. Waslander, Does excellence have a gender? A national research study on recruitment and gender. *Employee Relations*. 2006;28:523–539. doi: 10.1108/01425450610704470.

2. Methodology and Problem

The data are obtained from the teachers looking at Portfolio scores of males and females between 2012-2015. They are analyzed and proliferations explained. Various factors have to be considered in the class-room but also outside the class-room. In the class-room the 'teacher's narrative' is what he/she has done in preparation or approach that could have affected the data.⁸ There is the *student's perspective* whether they appreciated it or not.⁹ In this research this part is lacking. There is also the *student's personal handbag of cognitive aspects* that could influence the data: the student's vision or dreams and motivation to fulfill those dreams.¹⁰ The aspects regarding the *student's historical, personal, social and psychological environments*¹¹ are more complex and this need to be looked at for a proper analysis of the data.¹² The *teacher's historical, personal, social and psychological environments* are also complex and can contribute to the class-chemistry that will affect the data.¹³ The *geomorphology of the campus regarding restructuring of Departments by the Administration* can play a part to the proliferation of the data investigated here for ESL. The presence of a *national disaster in the country* that brought devastating and depressing affections could also be a factor that had an effect on the data. All these factors, however, may not need to be brought to the table for consideration of the data.

Under *portfolio* one understands not a project to fan out the image of the student but a tool for assessment of a grade in participation and interaction individually and in group-contexts.¹⁵

⁸L. Grosvenor, (1993). Taking assessment matters into our own hands. In M. Dalheim (Ed.). *Student portfolios* (NEA Professional Library Teacher-to-Teacher Series). Washington DC: Bookshelf (Editorial Projects in Education).

⁹A student satisfaction check with portfolios was conducted by Wang and Liao in 2008. They have found that students in their assessment group experienced greater satisfaction than the students in their control group (Wang, Y. H. & Liao, H. C. (2008). The application of learning portfolio assessment for students in the technological and vocational education system. *Asian EFL Journal*, 10(2), 132-154). Eun-Jin Bang* and D. R. Baker, (2013, August 1). Gender differences in Korean high school students' science achievements and attitudes towards science in three different school settings. *Mevlana International Journal of Education* Vol. 3(2), pp. 27-42. Available online at <http://mije.mevlana.edu.tr/http://dx.doi.org/10.13054/mije.13>.

11.3.2. E-J. Bang (2013) did a study on gender differences in Korea. He stated that due to the scarcity of resources in South Korea, the government focused on science and technology and thus in education in the area of science and math proficiency, South Korea ranked in the top five of all nations. In a study by Lee and Cho (1985) they indicated that in that decade female students have fewer science-related experiences than male students (Bang 2013: 27) A decade later Kim and Lee (1996) did a survey about the educational effects of science camps and gender and they found that male students' participation was higher than female students (21.9%). A year later Kim and Chea (1997) looked at gender participation in school science clubs and found male participation to be higher than females (Bang 2013: 28). In 2002, Yoon found that males chose science related careers and activities more than females (ibid). Three researchers, Hong, Park and Kim (2001) analyzed the achievement results in science of the TIMSS-R test. There was a decrease of gender differences from TIMSS in 1995 to TIMSS-R in 1999, yet the scores were still higher than the international average. The gap differences were especially in the sciences during these years, for example, physics, chemistry, earth science, and environmental and resource issues (ibid). Whereas previous studies followed a methodology of utilizing surveys, Bang and Baker (2013) attempted to work with the perceptions of students also. See also S. Cotterall, (1999). Key variables in language learning: what do learners believe about them? *System* 27, 493-513. In the current ongoing research, it is unfortunately a limitation.

¹⁰C. Ely, (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language Learning*, 36, 238-244.

¹¹C. Meghir and M. Palme, (2005): "Ability, parental background, and education policy: Empirical evidence from a social experiment," *American Economic Review* 95, 414-424.

¹²K. Chastain, (1975). Affective and ability factors in second language learning. *Language Learning*, 25, 153-161; also H. D. Brown, (1975). Affective variables in second language acquisition. *Language Learning*, 23, 231-243; B. A. Jacob, (2002): "Where the boys aren't: Non-cognitive skills, returns to schooling and the gender gap in higher education", *Economics of Education Review*, 21 (6), 589-598; A. H. Stein and M. M. Bailey, (1973). The socialization of achievement orientation in females. *Psychological Bulletin*, 80, 345-366.

¹³Bang and Baker (2013: 13), summarized the students' lifestyle in Korea in the following way: "Korea's high school students' academic styles combine three key ingredients: 1) Diligent and dedicated input of data, 2) Acute competitiveness with a drive to exceed average standards, and 3) Controlled and variably suppressed social lives (e.g. Ahn, 2003; Kang, 2003; Kim, 2001)." The last three students are critical of the status quo of education lifestyle of students in South Korea and call for radical changes.

¹⁴M. E. Yopez. (1994). An observation of gender-specific teacher behavior in the ESL classroom. *Sex Roles* Vol. 30(1), 121-133. See also T. Santangelo, & C. A. Tomlinson, (2012). Teacher educators' perceptions and use of differentiated instruction practices: An exploratory investigation. *Action in Teacher Education*, 34(4), 309-327.

¹⁵L. Darling-Hammond, (1994). Performance-based assessment and educational equity. *Harvard Educational Review*, 64/1, 5-30. Online available at: <http://eric.ed.gov/?id=EJ478806>. Also N. Elliott, (2003). Portfolio creation, action research and the

Every teacher follows their own individual class strategy but they all used the same textbook. This does not affect the grades compared here, because it is not the teachers that are compared to one another but in essence the teacher compared to themselves over a period of more than three-and-a-half years. Such a portfolio includes various documents that were worked on in each lesson by the students and serves as a mirror of the students' performance either from the cold season to the hot season in the first semester or from the hot season to the cold season in the second semester.¹⁶

3. Literature Overview

Although the role of Portfolios in Education was investigated in the past, not much was written on the role of Portfolios in ESL Education in a Korean context. Zuckerman (2001) indicated that there are four explanations provided why the productivity puzzle or gender gap exists between males and females. He listed them as: scientific ability, self-selection, social selection, and accumulated disadvantage.¹⁷ The *scientific ability explanation* tends to emphasize that there are psychological and biological differences between males and females that affect their output in research. The *self-selection explanation* is that it is the choice of the female that makes the difference. Other self-selected factors would be career ambitions, amount of research time, discipline, reputation of the university and department, and academic rank (relevant points only were selected here). The *social selection explanation* is one that emphasizes nepotism, sexism and other discriminatory aspects that affect females. This was especially the case found in a 1997 study on gender performance at University Staff, but currently (2012-2015) at KNU Sangju Campus; it is the females that perform surprisingly well. The *accumulated disadvantage explanation* indicates that discrimination of females in the workspace is coming a long way but it was found that ambition, focus on research, and changing gender roles and responsibilities in family life the past decades has changed the picture.¹⁸ The literature reveals that a number of factors may or may not affect portfolio performance between males and females in a Freshman English Asian group but in this research one cannot focus on all of them.

learning environment: A study from probation. *Qualitative Social Work*, 2(3), 327-345; N. Sidell, (2003). The course portfolio: A valuable teaching tool. *Journal of Teaching in Social Work*, 23(3), 91-106; N. Elliott, (2003). Portfolio creation, action research and the learning environment: A study from probation. *Qualitative Social Work*, 2(3), 327-345; S. Moya, Sharon and M. O'Malley, (1994). A Portfolio Assessment Model for ESL. *The Journal of Educational Issues of Language Minority Students*, Spring 1994, 1-16.

¹⁶ L. Darling-Hammond, (1994). Performance-based assessment and educational equity. *Harvard Educational Review*, 64/1, 5-30. Online available at: <http://eric.ed.gov/?id=EJ478806>. C. Franklin, (1996). Using portfolio to assess students' academic strengths: A case study. *Social Work in Education*, 18(3), 179-186. K. Frey, (1982). *Projektmethode*. Weinheim: Beltz.

¹⁷ Zuckerman, H. (2001). The careers of men and women scientists: Gender differences in career attainment. In: M. Wyer (Ed.) *Women, science and technology: A reader in feminist science studies*. Routledge: 69-78.

¹⁸ C. R. Vonholdt described in a German article the upsurge of Feminism since the 1970's with ideologies of gender perspectives and gender theories tapped into Marxism (C. R. Vonholdt, "Gender oder Geschlecht: Gender Mainstreaming und die Gender Theorien" in <http://www.dijg.de/gender-mainstreaming/wer-oder-was-ist-gerecht-gerechtigkei/>). At the 4th World-conference for Women in Peking in 1995 the concept of *Gender Mainstreaming* was established with strong opposition from the 3rd World countries. Since 1997 the UN has begun to implement Gender Mainstreaming. In 2000 the UN passed resolution 1325 giving greater roles for women in peacekeeping. In 2003 a *Gender Competency Center* was created in Germany in Berlin for *Gender Mainstreaming* implementation. The concept was that gender frees itself from origin, belief, age, limitation, sexual orientation and other structural items. In March 2007 on Women's day the UN Secretary announced a 50/50 equality for all men and women in all positions of labor and living situations. At the 2007 EPSCO-Council of the EU the German President read a paper „*Europäische Allianz für Familien*“ to do away with sexual stereotypes. To summarize what Hanna-Barbara Gerl-Falkovitz said: In 1949 Simone de Beauvoir said that for a female to be a human she must be a male. After 1949 Luce Irigaray said: for a female to be a human she must be a female. But since 1984, they are saying: for a female to be a human, she must be neither male nor female. The current view is that the body functions only as an artistic object of living sculpture, indifferentiated flesh (Regula Giuliani, Der übergangene Leib, in: *Phänomenologische Forschungen* NF 2, 1997, 110). The paradigm of René Descartes (1596-1650) is popular among some with the reduction of the body as animal-human, or machines (H-B. Gerl-Falkovitz, *Fliessende Identität. Ein Blick auf Gender. Gender-Ideologie – Texte und Studien*). KNU Sangju ESL portfolio results are standing within the global cot of this last development of gender as the *Zeitgeist* which is in essence gender deconstructivism. In an interview, a local Korean female observed that she was prohibited by her mother in the 1980's to study at university since her mother wanted her to be just a housewife. That is no longer the case in Korea.

Sex differences in cognition between males and females; their respective education and physical growth; different physical and mental growth;¹⁹ adolescent development pattern differences;²⁰ early and later maturation in sex of adolescents;²¹ effects of pubertal development on the achievement of adolescents;²² compulsory university attendance forced by parents;²³ each student's family budget;²⁴ drop-out due to severity of task; male and female abilities; educational policy; gender gap in higher education as a general phenomenon; friendship patterns of males and females; university track choice;²⁵ uncertainty of future education outcomes;²⁶ students' perspectives/assessments about ESL portfolio tasks.²⁷ Economists had a difficulty to explain the differences in gender performance in the 1990's.²⁸ It was found in England and Wales that evidence for a gender effect independent of other correlates of degree performance at Universities "is ambiguous and statistically weak" and they assumed that it is because of deficiencies in the data.²⁹ For example, the inferences were made sometimes only with limited data making it difficult to identify the independent effect of gender. Some factors were considered for example, psychological or biological factors.³⁰ Aspects like anxiety, examination stress, self-efficacy, and willingness to adopt risk-taking strategies in preparation for exams were considered.³¹ "However, these are not found to account for the gender gap in performance."³²

¹⁹ F. K. Shuttleworth, (1939): "The physical and mental growth of girls and boys age six to nineteen in relation to age at maximum growth", *Monographs of the Society for Research in Child Development*, Vol 4, No 3; J. M. Tanner, (1961): *Education and physical growth*, University of London Press, London.

²⁰ N. Leffert and A. C. Petersen, (1995): "Patterns of development during adolescence", in M. Rutter and D. J. Smith (eds): *Psychosocial Disorders in Young People*, John Wiley & Sons; A. C. Petersen, (1988): "Adolescent development", *Annual Review of Psychology*, 39, 583-607.

²¹ P. M. Duke, D. J. Jennings, S. Dornbusch and B. Siegel-Gorelick, (1982): "Educational correlates of early and late sexual maturation in adolescence," *Journal of Pediatrics*, 100, 633-637. D. P. Waber, (1976). "Sex differences in cognition: A function of the maturation rate?" *Science*, 192, 572-574.

²² J. S. Dubas, J. A. Graber and A. C. Petersen, (1991): "The effects of pubertal development on achievement during adolescence", *American Journal of Education*, 99, 444-460.

²³ J. D. Angrist, and A. B. Krueger, (1991): "Does compulsory school attendance affect schooling and earnings?" *Quarterly Journal of Economics*, 106 (4), 979-1014.

²⁴ W. L. Parish and R. J. Willis, (1993): "Daughters, education, and family budgets: Taiwan experiences", *Journal of Human Resources*, 28, 4, 863-898.

²⁵ T. Pekkarinen, (2008). "Gender differences in educational attainment: Evidence on the role of tracking from a Finnish quasi-experiment." *Scandinavian Journal of Economics*. Pp. 110(4):807-825. doi: 10.1111/j.1467-9442.2008.00562.x.

²⁶ E. Lenney, (1974). Women's self-confidence in achievement settings. *Psychological Bulletin*, 84, 1-13. See also M. C. Shaw, (1961). Need achievement scales as predictors of academic success. *Journal of Educational Psychology*, 52, 282-285.

²⁷ Here we are referring to the Horwitz invented system called BALLI. The first time Horwitz wrote about the term "belief" in an ESL context was in 1985. Since then the BALLI system was developed to explain this concept. For those who are familiar with the science of Christian Education, the term "belief" in Horwitz context does not fit the paradigm of its original moorings. Belief is a religious term which is also cognitive assessment but in a religious context. When one speaks of assessments, cognitive, emotive or otherwise, it is better to use the term "perspective" (see E. K. Horwitz, "Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies" *System* 27 (1999) 557-576, especially page 565. In the Old English Dictionaries the word is listed as belonging in a religious sphere. Horwitz used the word "perspective" herself. What prompted her to use the term "belief" is not clear. See also the current misuse of this term for a phenomenon that fits rather "perception" than "belief" (H. H. Pak, [2015], "Cultural and Situational Influences on Learner/Teacher Beliefs: Effects of Subtitles Using *CSI: Miami*," *STEM Journal*, Vol. 16(4), 123-140, especially where Horwitz is cited to indicate that it is actually "preconceived ideas," page 130).

²⁸ R. McNabb, S. Pal and P. Sloane, 2002. Gender Differences in Educational Attainment: The Case of University Students in England and Wales. *Economica* 69 (275), pp. 481-503. 10.1111/1468-0335.00295

<http://people.brunel.ac.uk/~ecstsp/webfiles/uniperform4.PDF> "Analysis by economists to explain differential gender performance in higher education is especially limited (recent examples are, Blundell, Dearden, Goodman and Reed, 1997; Hoskins, Newstead and Dennis, 1997; Chapman, 1996a; Bartlett, Peel and Pendlebury, 1993)." Some literature that they used were: J. Powney, (1996) "Gender and Attainment: A Review," *Scottish Council for Research in Education*, SCRE Research Report No. 81, December, Edinburgh; E. Rudd, (1984). "A Comparison between the Results Achieved by Women and Men Studying for First Degrees in British Universities," *Studies in Higher Education*, vol. 9, pp. 47 - 93. A. McDonald, L. Saunders, and P. Benefield, (1999) "Boy's Achievement, Progress, Motivation and Participation: Issues Raised by the Recent Literature," *The National Foundation for Educational Research*, Slough, Berks, March.

²⁹ Idem.

³⁰ McNabb, Robert, Pal, S and Sloane, P., (2002): 487.

³¹ McNabb, Robert, Pal, S and Sloane, P., (2002): 488.

³² McNabb, Robert, Pal, S and Sloane, P., (2002): 488.

In motivation and work-effort, females scored higher than males.³³ They considered also the family background³⁴ as measured by parent occupation and found that it may affect the student's attainment of a degree. For example, if students are coming from a low-income family and are thus less resourced, they are less able to purchase materials for the class including a portfolio and they also may have to spend more non-academic time for part-time work. That may distract from their studies and thus explains the low achievement in performance. On the other hand, students from a professional and managerial family background may be better able to 'work the system' and more likely to approach the academic staff when they are facing difficulties in their studies. Another factor that they considered was the age of the student.³⁵ Older students may have more initiative, self-reliance and motivation than those who came straight from school. A low percentage of the participants in the current article in progress, are returnees from the military service are thus older and that may reflect in their attainment in portfolio performance. It appears not to make a difference on the ratio. The researchers of the cited article on the other hand, also considered the type of school attended for these University Students of England and Wales in the 1990's.

This may be relevant for the situation in Korea as well. It was found that students who were able to seek assistance at a private sector of education may have received a higher quality of education than is available in the public sector. The investigation demonstrated that once they entered into university, students from private schools perform better than their counterparts from public schools. The benefits of the private schools were social skills which enable the students to adapt better to university life and that raised their ability for degree performance. On all other aspects there were no differences between the public and private school backgrounds.³⁶ In Korea it is the case of the luxury of the student to have spent prior time at ESL institutes and others which will show a difference in performance of the ESL project of portfolios. Another aspect that the research in the 1990's looked into was the main entry qualification that was used to obtain admission to the university. Some students entered with the regular educational qualifications but there are some who entered with other standards and they had a disadvantage to perform well over those students who entered with conventional academic prerequisites.³⁷

KNU Sangju-Campus is a satellite campus of KNU in Daegu, one of the major cities of South Korea. The KNU Sangju-Campus is thus in a rural environment that suits the students coming from that background well, on aspects of University life. Their desire is constantly to go to an elite University in Seoul since the overall University system of South Korea is stratified according to cities rather than stratified according to departments.³⁸ Simon Burgess et al examined gender related differences in performance at the age of 16 for students in England in 2003.³⁹ They then try to explain the "gender gap" as to why girls outperform boys. They used data between 1997-1999 and between 1999-2001 of over a half a million pupils in over 3,000 schools. The result was that the gender gap is consistent across both the ability and attainment distribution. They concluded that the gender gap is not related to a source within the school but to a source outside the school.

³³J. Mellanby, M. Martin, and J. O'Doherty, (2000). The 'Gender Gap' in Final Examination results at Oxford University', *British Journal of Psychology*, vol. 91, pp. 377-390. Earlier motivation studies are that of T. G. Alper, (1974) Achievement motivation in college women *American Psychologist*, 29, 194-203. C. Ames, &J. Archer, (1988). Achievement goals in the classroom: Student's learning strategies and motivation process. *Journal of Educational Psychology*, 80, 260-267. M. Benson, (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22/1, 34-48.

³⁴ F. K. Mensah and K. E. Kiernan, (2010, April), Gender differences in educational attainment: Influences of the family environment. *British Educational Research Journal* Vol. 36, Issue 2, pages 239-260. Article first published online: 2 JAN 2013DOI: 10.1080/01411920902802198 also considered the role of the family in educational performance. The study investigated primary school children in England between 2005-2006. It was found that boys and girls in families experiencing socio-economic disadvantage may reflect a lower attainment in communication, language, literacy and mathematics. "Early motherhood, low maternal qualifications, low family income and unemployment most strongly predict lower scores" (Mensah and Kiernan [2010]: 239). The scores indicated that boys in families where the mothers are young, or lacking qualifications or in a poor environment, are more disadvantaged than girls living in the same circumstance. Of course this is for primary school children and not Freshman University students. See also L. W. Hofmann, (1972). Early childhood experiences and women's achievement motives. *Journal of Social Issues*, 28, 129-156.

³⁵H. M. Breland, (1974). Birth order family configuration, and verbal achievement. *Child Development*, 1974, 45, 1011-1019.

³⁶R. McNabb, S. Pal and P. Sloane, (2002): 491ff.

³⁷R. McNabb, S. Pal and P. Sloane, (2002): 492.

³⁸ In other countries, for example, if a department has a famous global well-known academic working there, more students are attracted to study in his/her department so that attraction is fame rather than size or geography of the university. The point is that students do not wish to go to the largest city to study thinking it is the best universities.

³⁹ S. B. Burgess, C. McConnell, C. Propper, and D. Wilson, (2004): "Girls rock, boys roll: An analysis of the age 14-16 gender gap in English schools", *Scottish Journal of Political Economy*, Vol. 51, No. 2, 209-229.

They found that past research in the gender gap has focused mainly on without-school factors like ethnicity and social class.⁴⁰ What was important is that within-school factors had to be also considered, so that modes of assessment, curriculum and question setting, tiering or setting practices, peer group effects and lastly, the anti-learning “laddish culture” may be investigated as factors that could contribute to an understanding of the gender gap. The answer to the gender gap was seen as a complex and multi-faceted issue, often largely dependent on the local context and conditions. The strategies to reduce this gap were: single-sex teaching (school and classroom); ensuring gender-neutral modes of assessment; curriculum content and question setting; good teaching and classroom management; mentoring and use of positive role models. The result was that “there is no conclusive evidence of the effectiveness of any of these strategies.”⁴¹

Some more aspects need to be looked at according to an article by L. A. Borja, S. T. Soto, T. X. Sanchez on Differentiating instruction for EFL Learners, the authors listed some factors to be kept in mind and gender is one of them.⁴² Performance differences may also be present with the case of physical height.⁴³ Falbo and Richman (1979) investigated the factors that affect achievement motivation with gender as role. The study was conducted to test several determinants of need achievement. The study predicted sex (M > F) differences, the study went on to predict that the father’s age would be inversely related to need achievement. They also compared the effects of family size and birth order on achievement motivation. The subjects were 1,092 undergraduates (785 males, 307 females). They used the Edwards Personal Preference Schedule. The results indicated that the father’s age, sex, and the family size were significantly related to need achievement. Younger fathers, males, and smaller families were associated with higher need achievement.⁴⁴

Horner (1968) proposed the concept of FOS (fear of success) as an important motivational dynamic for understanding the achievement-related behaviors in women.⁴⁵ It meant that some women experience an internal conflict in certain achievement situations. This desire to succeed is sometimes undermined by an anticipation of negative consequences associated with success. The theory of Horner is that these kinds of women compromise their performance in order to maintain affiliative links with others. Horner’s ideas dominated the scene for twenty years until Piedmont (1988) re-evaluated the theories of Horner and suggested a remodeling of it.⁴⁶ “Sex role expectancies are acquired very early in life and form the basis of gender identity.

⁴⁰J. Kagan & M. Freeman, (1963). Relation of childhood intelligence, maternal behaviors, and social class to behavior during adolescence. *Child Development*, 34, 899-911.

⁴¹J. Salisbury, G. Rees and S. Gorard, (1999), Accounting for the differential attainment of boys and girls at school, *School Leadership and Management*, 19(4): 403-426.

⁴²They listed some ways to differentiate instruction: “Considering the knowledge of the students’ cognitive abilities, learning profile, socioeconomic and family factors, readiness, learning pace, gender influences, cultural/ethnic influences, teachers can differentiate either the content- what will be taught, the process- how the content will be taught, or product- how the students will demonstrate their learning”(L. A. Borja, S. T. Soto, T. X. Sanchez, “Differentiating Instruction for EFL Learners” *International Journal of Humanities and Social Studies* Vol. 5, No. 8(1); [August 2015]: 30-36). There is a rift of two interests involved here though: equity versus equality. A balancing act is necessary on the part of the teacher. A false dichotomy is to make this issue an either/or one. It is rather a both/and necessity.

⁴³N. Persico, A. Postlewaite and D. Silverman, (2004): "The effect of adolescent experience on labor market outcomes: The case of height", *Journal of Political Economy*, 112 (5), 1019-53.

⁴⁴T. Falbo and C. L. Richman, (1979). Relationships between father’s age, birth order, family size, and need achievement. *Bulletin of the Psychonomic Society*. Vol. 13 (3), 179-182.

⁴⁵M. S. Horner (1968). Sex differences in achievement motivation and performance in competitive and noncompetitive situations. Unpublished doctoral dissertation. University of Michigan, Ann Arbor.

⁴⁶Ralph L. Piedmont (1988). An Interactional Model of Achievement Motivation and Fear of Success. *Sex Roles*, Vol. 19, 7/8: 467-490. Piedmont (1988) took exception to the axioms of Horner that they do not find proper applicability. He complains that the findings cannot be replicated and results by other scholars later were inconclusive and contradictory (Piedmont 1988: 467). One needs to place Horner and Piedmont in their respective trend contexts: Modernism died in 1960 and Postmodernism in 1989. So Horner was still operating under the shadow of the death of Modernism but starting of Post-Modernism with the long hair and bubblegum culture, the hippie fad, the peace movements, the a-moral exhibitionism, feminist agitation and this context, can explain the attitude of the female educational performance by Horner somewhat. Piedmont operated one year short of the death of Postmodernism and the birth of Digimodernism. It is the internet, powerpoint and web generation followed by the smartphone and apps generation since 2000. This article is addressing the role of gender anew in 2015. This article investigates DFL (digital first language) students. The investigation is done by DSL (digital second language) teachers.

Cultural norms dictate appropriate behaviors for males and females, and as such, exert a strong influence on individuals by cultivating certain qualities and discouraging the development of others.”⁴⁷ “Research has shown that both males and females react punitively to individuals who violate sex-appropriate standards.”⁴⁸ Piedmont, contrary to Horner earlier, felt that loss of femininity and social rejection are but just two of many factors experienced by females who fear success. Some females may experience an approach-avoidance conflict.⁴⁹ The other option is to achieve and successfully compete against a standard of excellence. To avoid disastrous consequences (loss of femininity and social isolation) there is a motive to inhibit such performance.⁵⁰ Females then either actively “sabotage” their performance or psychologically distance themselves from their success.⁵¹ That was in 1988 and before the case. Trueman indicated in an online article dated 22 May 2015 that “over time there has been a switch in gender success throughout education”.⁵² He found that in the late 1980’s “underachievement by girls was common” meaning that females were less likely than males to obtain one or more A-levels and were less likely to go on to higher education. Trueman indicated that in the “next decade of the 1990’s there was a sudden reversal; girls were now doing better than boys who were now underachieving”.

This situation did not change for him even in 2006 for he found that “10% more females were obtaining 2 or more A-levels than males. Women are now getting better degrees than men.” For this reason, many sociologists are looking into this “gender diversion” (Trueman) or what others called “productivity puzzle”.⁵³ The narrative around this change of events came from different corners: feminists since 1949 were complaining that the educational system is patriarchal and dominated by men similarly to the work force. They argued (Trueman) that the education system is a preparation for the leading into the future work force. In 1998 Colley found that traditional definitions of gender differences were still widespread.⁵⁴ Others argued in 1996 that a “hidden curriculum” is a major factor and source of gender socialization in schools.⁵⁵ However, although Wennerås C, Wold A. argued the same in 1997⁵⁶, a new study by Sandstrom U, Hallsten M. in 2008 demonstrated just the opposite.⁵⁷ Feminists kept complaining about *gender stereotyping* that exists in society in the late 1980’s.⁵⁸ Norman complained in 1988 that toys reinforce feministic roles for future females so that dolls and kitchens and mini-aprons prepare the girl for her future. Some viewed the role of “The Spice Girls” TV series and the Education Reform Act of 1988 as *gender achievement role change* factors.⁵⁹

⁴⁷Piedmont 1988: 467.

⁴⁸Piedmont 1988: 468.

⁴⁹Piedmont 1988: 468.

⁵⁰Piedmont 1988: 468.

⁵¹Piedmont 1988: 468

⁵²It is better to talk about a *resurfacing switch* since from cuneiform tablets of the Ur III periods and Old Babylonian Periods four Millennia before, similar switches were visible. Modernity is not that modern with their strange turn of events. The feminist trend, homosexuality and trans-sexuality permissiveness was already evidenced by scholars in clay tablets that early. In fact, these sexual abnormalities affected the dialect of the speaker to be feministic Sumerian or Emesal Sumerian. See the study by Manfred Schretter, *Emesal-Studien: Sprach-und Literaturgeschichtliche untersuchungen zur sogenannten Frauensprache des Sumerischen* (Innsbruck: Verlag des Instituts für Sprachwissenschaft der Universität Innsbruck, 1990). Schretter discussed the mandate to sexual abnormalities of the years 1950 BCE on page 132: male prostitutes (129); effeminate way of speaking; dancers; magicians; dramatizers; eunuchs; homosexual (131); femininity (132); cultic transvestites (132). They are found to be egocentric, self-satisfied with some form of over-evaluation about themselves (132).

⁵³J. R. Cole J. R. and H. Zuckerman (1984). The productivity puzzle: Persistence and change in patterns of publication of men and women scientists. In: P. Maehr, M. W. Steinkamp editors. *Advances in motivation and achievement*. Greenwich: JAI Press; pp. 217–258.

⁵⁴Ann Colley, (1998) ‘Gender and choice in secondary education’, pp. Redress (December 2007, 7): 18-36 in John Radford (ed) *Gender and Choice in Education and Occupation*. Routledge, London.

⁵⁵T. Heaton, T., T. Lawson, (1996). *Education and Training. Skills-based sociology* (Macmillan, 1996).

⁵⁶ C. Wennerås and A. Wold, (1997). Nepotism and sexism in peer-review. *Nature*. 1;387:341–343. doi: 10.1038/387341a0. They published a study on nepotism and sexism in science in 1997. It is true that women needed a higher performance than males to be successful researchers in that year. Researchers without committee members needed much higher performance than those with an adequate network. It depended on the disciplines involved.

⁵⁷U. Sandstrom, M. Hallsten. Persistent nepotism in peer-review. *Scientometrics*. 2008;74(2):175–189. doi: 10.1007/s11192-008-0211-3.

⁵⁸Trueman.

⁵⁹Trueman.

A study by Sharpe interviewed one sample of girls in 1976 and another in 1994 and found that the priorities of females had changed from love and marriage in the 1970's to jobs, aspirations and careers in the 1990's.⁶⁰ Radical feminists then created a strategy of female discussion and support groups in order to gradually decrease exploitation of women by raising the awareness of the patriarchy in schools, workplace and family.⁶¹ Trueman found "a positive motive for them [feminism] to keep fighting for equality [as] although things are much better than in previous times in history women are still not fully equal to men and this is developing into the wider society outside of education and into the work". The observations of Dale Spender in 1982 are interesting for our analysis. Spender set out that teachers give boys and girls different types of attention. Girls are praised for their appearance, good behaviour and neat work. He analysed gender inequality in education and said: "What is considered inherently interesting is knowledge about men. Because men control the records, and the value system, it is generally believed that it is men who have done all the exciting things, it is men who have made (his)story, made discoveries, made inventions and performed feats of skill and courage –according to men. And so it is that the activities of men become the curriculum".⁶² Interactionist scholars were complaining about *self-fulfillment prophecy* which is the attitude of the teacher looking at a student, downgrading or upgrading him/her in his/her mind and the student fulfilling the teacher's expectation.⁶³

Trueman finally concluded: "Therefore, we cannot be clear on exactly why this attainment gap in education exists entirely as times are changing; with evidence from data, statistics, investigations, questionnaires and theories the interpretations made are often different however conclude overall to the idea of it being mainly down to primary and secondary socialisation of individual's norms and values set by the family, school and the media as to why gender inequalities are current in today's society." One can add: norms and values the individual him/herself chooses regardless of family, school or media. The human individual choice is unpredictable and is not a mind-controlled one-on-one relationship always, although many people are led by naivety. In the Korean setting in 2012-2015, within a new group it takes only a few minutes and the team is stratified. Age and the Confucian ranking culture cause them to create stratification in the team with a climbing up-talking and a down-talking by those who suddenly received a role-pedestal. The culture already created this "tool" in society and they all know how to function within this mode of operation. It may affect attainability in portfolio performance case by case, but not necessarily overall.⁶⁴

4. Presentation of the data

The data were collected from all teachers for the years 2012 until 2015. From each teacher, their males and females averages for each semester/year were provided accordingly (See Tables 1-6 below). These data were entered into computer and it is now possible to analyze and make conclusions regarding the research question whether males perform better than females on this given task or vice versa. Other conclusion and factors involved were also identified. The role of culture was considered since Western and Asian cultures differ in general.⁶⁵

⁶⁰Sharpe 1974 and 1994.

⁶¹Trueman. The feministic movements are not totally innocent and absent from military-like strategies. They are using the same principles. The principles are normally laced with equality above equity in most cases (Marxistic) but when equity is at stake, an insistence of female over male (Feministic). Since 2007, the sexless laws were instituted and females are objecting to it. See the articles by C. R. Vonholdt et al. <http://www.dijg.de/gender-mainstreaming/wer-oder-was-ist-gerechtigke.it/>. For the UN's role with women see Human Rights Commission (2006) 'Give girls a go'. www.hrc.co.nz.

⁶²Trueman.

⁶³Trueman.

⁶⁴A random interview with some Korean female students on this Confucian stratification tool that brings with it honorification jargon habits, reveals that they actually do not prefer it or like it. They try to avoid it if they can.

⁶⁵A number of studies investigated the role of Western impact on a Confucian Heritage Culture context. The results were that since the end of the Second World War, South Korea has adopted Western patterns of pedagogy listed as constructivism; student-centered learning; active learning; autonomous learning and other approaches (P. M. Nguyen, C. Terlouw and A. Pilot, "Culturally appropriate pedagogy: The case of group learning in a Confucian Heritage Culture context" *Intercultural Education* 17 (1) [2006]: 1-19). A process of de-Confucianism developed over the years. Western values were adopted. Why the same authors used the term "Neocolonialism in Education" in their 2009 article describing the role of "cooperative learning in an Asian context" is not clear, but it is a bit strong. Colonialism is defined as invasion of the sovereignty of another country but this process is a case of voluntarily accepting the presence of Western culture and actively nurturing in or promoting it. Westerners were "service providers" in this Confucian setting of South Korea. It is rather seen as developmental. The term "colonialism" does not fit the history of the process. Whereas Confucianism is a system that revolves "around a vertical model in which people commonly recognize others as either above or below themselves" (Riccobono 2015: 31 citing K-J. Yoon, "Not just words: Korean social models and the use of honorifics" *Intercultural*

Table 1: 2012 Portfolio Score Comparison between Male and Female

Instructor	Semester	Male Ave	Female Ave	F to M Diff
Graham	1	28.700	34.500	5.800
Randy	1	70.540	85.980	15.440
Koot	1	38.811	41.572	2.761
Semester Ave		46.017	54.017	8.000
Graham	2	31.700	35.700	4.000
Randy	2	0.000	0.000	0.000
Koot	2	43.387	46.427	3.040
Semester Ave		37.544	41.064	3.520
Yearly Ave		41.780	47.540	5.760

Table 1 show that female students outperformed male students in both semesters. In the first semester of 2012, female averages among the three teachers show a semester average of 54.017% as compared to the male averages at 46.017%. In the second semester, female averages were at 41.064% and male averages at 37.544%. The yearly averages between the two groups show a 5.760% overall female to male ratio. This is an indication of improvement or positive outcome in portfolio scores between female student-body as compared to male. However, when looking at the female to male differences between the first and second semester, we see a decline in percentages from 8.000% to 3.520%. Further discussion will be cover in the *Analysis of Data* section below.

Table2: 2013 Portfolio Score Comparison between Male and Female

Instructor	Semester	Male Ave	Female Ave	F to M Diff
Graham	1	32.700	36.300	3.600
Randy	1	0.000	0.000	0.000
Koot	1	41.649	41.908	0.259
Semester Ave		37.175	39.104	1.930
Graham	2	28.800	34.800	6.000
Randy	2	80.140	88.530	8.390
Koot	2	44.671	45.565	0.894
Semester Ave		51.204	56.298	5.095
Yearly Ave		44.189	47.701	3.512

In Table 2, we also see that female students outperformed male students in both semesters. In the first semester of 2013, female averages among the three teachers show a semester average of 39.104% as compared to the male averages at 37.175%, with a difference of 1.930% in favor of the female student-body. In the second semester, female averages were at 56.298% and male averages at 51.204%, a sharp increase when comparing to those in the second semester in 2012. The yearly averages between the two groups show a 3.512% overall female to male ratio. This is also an indication of improvement or positive outcome in portfolio scores between female student-body as compared to male. In addition, when looking at the female to male differences between the two semesters averages, we see a huge jump in increase percentages from 1.930% to 5.095%. Further discussion will be cover in the *Analysis of Data* section below.

Pragmatics 1 (2) [2004]: 189-210), the younger generation that went through the Western adopted pedagogy tends to no longer look for “age” as leader in a group but other factors like “beauty;” or other reasons that are foreign to the Confucian ideals (e.g. experience; grade competency; seniority; masculinity; academic success; explicit test scores or military background). Judging from the comments in the Appendix B (Riccobono 2015: 45-46) it appears that the digimodernist Freshmen rely more on dynamic, surprising, fluctuating, changing vibes in the activity or process than the old traditional static, motionless, dignified posture of an honorable masculine senior model of Confucianism. This is the background explanation of their comments since the foregrounding of their comments harped on the Confucian ideals of age, military experience, passiveness of the group so that a male or senior can “take control” by “stepping forward”. It also appears that when the group is made up of delimitations of these variants (age, military experience, academic success, masculinity) then a different patterning is at play for the selection of a leader. The velocity of the process as far as active verbal cooperation is concerned, is higher.

Table 3: 2014 Portfolio Score Comparison between Male and Female

Instructor	Semester	Male Ave	Female Ave	F to M Diff
Andy	1	25.4	28.9	3.5
Graham	1	33.4	35.0	1.6
Randy	1	0.0	0.0	0.0
Koot	1	42.5	42.9	0.3
Semester Ave		33.8	35.6	1.8
Andy	2	29.4	32.4	3.0
Graham	2	31.5	37.3	5.8
Randy	2	0.0	0.0	0.0
Koot	2	42.0	43.8	1.8
Semester Ave		34.3	37.8	3.6
Yearly Ave		34.0	36.7	2.7

In Table 3, we once again see positive results in female students outperforming male students in both semesters. The first semester of 2014 shows female averages among the four teachers at 35.6% as compared to the male averages at 33.8%, with a difference of 1.80% in favor of females. The second semester shows female averages at 37.8% and males at 34.3%, a decline in percentages when compare to those in the second semester in 2013. The yearly averages between the two groups show a 2.7% overall female to male ratio. This percentage difference, while is lower than previous years, also shows a positive outcome in portfolio scores between the two genders. When looking at the female to male differences between the two semesters averages, we see an increase in percentages from 1.8% to 3.6%. Further discussion will be cover in the *Analysis of Data* section below.

Table 4: 2015 Portfolio Score Comparison between Male and Female

Instructor	Semester	Male Ave	Female Ave	F to M Diff
Andy	1	31.83	35.33	3.5
Graham	1	31.9	33.6	1.7
Randy	1	73.26	88.29	15.03
Koot	1	43.239	41.985	-1.254
Semester Ave		45.05725	49.80125	4.744

Because of the limited data available in Table 4, it would be a good idea to make comparisons among all the averages for first semesters from 2012 to 2015. Fluctuations in averages between female and male students' overall averages are as follows: 8.00%, 1.930%, 1.800%, and 4.744%, respectively. Although there were significant enrollment increases in 2014 and 2015 (approx. 200-400 students), as compared to 2012 and 2013, this may be a factor to consider for the differences in averages (See Table 6). Further explanation is needed to explain the vast differences in Semester 1 between females and males, which will also be cover in the *Analysis of Data* section.

Table 5: Individual Instructor's Portfolio Score Comparison from 2012-2015

Year	Instructor	Semester	Male Ave	Female Ave	F to M Diff
2012	Graham	1	28.700	34.500	5.800
2013	Graham	1	32.700	36.300	3.600
2014	Graham	1	33.4	35.0	1.600
2015	Graham	1	31.9	33.6	1.700
2012	Graham	2	31.700	35.700	4.000
2013	Graham	2	28.800	34.800	6.000
2014	Graham	2	31.5	37.3	5.800
2012	Randy	1	70.540	85.980	15.440
2013	Randy	1	0	0	0
2014	Randy	1	0	0	0
2015	Randy	1	73.26	88.29	15.030
2012	Koot	1	38.811	41.572	2.761
2013	Koot	1	41.649	41.908	0.259
2014	Koot	1	42.5	42.9	0.345
2015	Koot	1	43.239	41.985	-1.254
2012	Koot	2	43.387	46.427	3.040
2013	Koot	2	44.671	45.565	0.894
2014	Koot	2	42.0	43.8	1.815
2014	Andy	1	25.4	28.9	3.490
2015	Andy	1	31.83	35.33	3.500
2014	Andy	2	29.4	32.4	3.040

In Table 5, when comparing individual instructor's averages between first and second semesters from 2012-2015, we can see that Graham's female to male average differences seem to be pretty consistent, hovering around the 4-6% mark, except for those from 2014 and 2015 Semester 1, dipping below 2% (i.e. 1.6% and 1.7%).

Koot's averages also show pretty consistent overall with fluctuations between 1-3%, except for the 2015, Semester 1, where it dramatically drop to *negative* 1.254% as compare to the rest of his data. Randy and Andy's averages, while limited in data, on the other hand, are quite consistent in the semesters shown at roughly less than half a percent in variations. Discussions of both Graham and Koot's significant drop in averages in those specific semesters will be further explain in the *Analysis of Data* section following.

Table 6: Comparison by Semesters from 2012-2015

2012 Portfolio Score Comparison between Male and Female			
	Male Ave	Female Ave	F to M Diff
Semester 1 Ave	46.017	54.017	8.000
Semester 2 Ave	37.544	41.064	3.520
Yearly Ave	41.780	47.540	5.760
Total Male	561		
Total Female	227		
Total Students	788		
2013 Portfolio Score Comparison between Male and Female			
Semester 1 Ave	37.175	39.104	1.930
Semester 2 Ave	51.204	56.298	5.095
Yearly Ave	44.189	47.701	3.512
Total Male	604		
Total Female	241		
Total Students	845		
2014 Portfolio Score Comparison between Male and Female			
Semester 1 Ave	33.8	35.6	1.8
Semester 2 Ave	34.3	37.8	3.6
Yearly Ave	34.0	36.7	2.7
Total Male	777		
Total Female	225		
Total Students	1002		
2015 Portfolio Score Comparison between Male and Female			
Semester 1 Ave	45.057	49.801	4.744
Semester 2 Ave	0	0	0
Total Male	753		
Total Female	524		
Total Students	1277		

5. Participants

This study's sample population included 788 students in 2012; 845 students in 2013; 1,002 students in 2014; and 1,277 students in 2015 totally 3,912 participants in EFL Freshmen classes at Kyungpook National University, Sangju Campus, South Korea. All the students were Freshmen, ranging in levels from beginner to advanced levels (as shown by the teachers? Or by the students?). The gender breakdown was as follows 561 males and 227 females in 2012; 604 males and 241 females in 2013; 777 males and 225 females in 2014; and 753 males and 524 females in 2015, with a mean weighted age of 20.60.⁶⁶ All classes do not consist of just a single major and some classes are cross-major classes. Testing for this portfolio requirement took place at the end of the semester. It is not a fixed rule but mostly students will not have the same teacher in the second semester. It is either a case of complete new students for a teacher in the second semester or up to 50% returnees of the first semester.

6. Analysis of the data

There are a number of factors involved as to why there are proliferations in the data for various years and between various teachers. In order to analyze these factors, one needs to consider them one by one. The following factors can be listed as important for the consideration of the data:

- Class-Chemistry due to geo-morphology of KNU Sangju-Campus restructuring.
- A national disaster event that shock the nation leading to the cancellation of festivities and thus providing more free-time for the students to study with males applying themselves more than before.
- The teacher's narrative as to what he/she did that could have changed the outcome of the data investigated here. This aspect is subjective when it is just the opinion of the teacher and objective if it can be demonstrated with a publication or document for verification.

⁶⁶This was also the percentage given by P. S. Riccobono, "Group Leader Education: Korean EFL University Students' Attitudes and Rationales" *Journal of the Korea English Education Society* Vol. 14 no. 3 (August 2015): 29-47, especially page 33.

- d. The literature review however, indicated in one study mentioned, that the gender gap (females outperforming males) or performance puzzle (for females doing worse than males) has nothing to do with university outside factors or university inside factors and that policy agendas set up to “rectify” or “change the status quo” will not be successful.

6.1 The geo-morphology of the Administration’s restructuring of Departments between 2012-2015

A necessary aspect for the discussion of the differences in gender performance of students at KNU Sangju Campus in ESL is to look at the history of the geo-morphology of the additions or omissions of Departments on the campus. The goal is to see whether the educational structure or administrative restructuring of the campus affected the performance of the students at KNU Sangju Campus. For this purpose four documents were obtained from the Administration⁶⁷ giving a historical proliferation of the educational structure of Freshmen over the years 2012-2015. In 2012 the Animal and Bio-technology Department was one department. In 2013 the Animal-Bio-technology Department became three Departments, namely the Animal Husbandry Department, Animal Bio-Engineering Department and Equestrian Department. Two new Departments came: the Fusion System Department and the Dental Hygiene Department. These structural changes this year could have led to some form of enthusiasm among the males and could explain the performance upsurge with males and females in the second semester.

In 2014 the structural geo-morphology of the campus as far as Departments are concerned, remained the same. There were no changes to the campus. In 2015 a restructuring were done at KNU Sangju Campus. The Electrical Department which used to be here between 2012-2014, relocated to KNU Main Campus in Daegu. The Computer Information Department became a Software Department. The Marine Science Department relocated. With Science, Technology, Biology, and Resources, a new Faculty was formed which is called temporarily, the “Undetermined Faculty”. This outside factor is under consideration here and is applicable for the period from 2013-2015, especially for Departments on KNU Sangju Campus as described supra. Bringing the data of the portfolio scores to the restructuring events, one should compare Graham with 5.8% to Koot’s with 2.761%, in addition to Randy with 15.44% in the first semester of 2012; in comparison to the case in 2013 first semester with Graham down to 3.6% and Koot down to 0.259%, while Randy is also down to 15.030% in 2015(See Table 5). Why was there a dump in the gender gap with less difference between male and female than before? Could it be that the campus saw the arrival of a more dedicated group of students accounting for the overall gap decrease between males and females? Did the restructuring brought with it more motivated males?

6.2 Sewol-Ferry disaster in South Korea and its implications for the data

As guests in a host country, it is not the purpose of any of the teachers to discuss the accountability of any sides in the great disaster in 2014, but a number of key points may objectively give the data as follows: the sinking of MV Sewol (세월호 침몰 사고; 世越號 沉沒 事故) happened on the morning of 16 April 2014 while the ferry was en route from Incheon to Jeju.⁶⁸ The South Korean ferry capsized and 476 people on board, mostly secondary students from Danwon High School in Ansan City, were in distress. The whole nation was watching the drama unfolding on live Television. The scenes were replayed for months on end. A total of 304 passengers died and there were approximately 172 survivors. The investigations on the disaster stretched out the trauma over months and the death of the owner, Yoo Byung-eun, on the 22nd of July 2014, brought the media to rest. This event and its pain were felt by every person living in Korea. It is not overstating that tears were shed by all. It is most likely, that this disaster impacted all students in the country, but for this research to explain the status quo of the data of this period and the second semester following the event, is probably not out of place.⁶⁹

⁶⁷ Appreciation is expressed to Mrs. Mi-hwa Park of the Administration at KNU Sangju Campus for the elementary but necessary data supplied (8 December 2015) in order to compose this paragraph and utilize it for decision-making regarding the status-quo of the data submitted by the teachers over the same period.

⁶⁸ https://en.wikipedia.org/wiki/Sinking_of_MV_Sewol

⁶⁹ This year 2014 the administration of KNU in both campuses cancelled the yearly festival due to the event and there were thus less distractions that year. The sense of realism caused by the disaster could have triggered a motivational factor with the men to apply themselves more effectively. K. Baroun (June 2007) “The impact of gender, anxiety, and depression on performance on pursuit rotor” *Social Behavior & Personality: An International Journal*, Vol. 35 Issue 5: 615 studied 292 undergraduate students of Kuwait University in Kuwait of which 171 were males and 121 were females. They completed an anxiety scale, depression scale and 4 speed levels of pursuit rotor. They were divided into 3 groups (low, middle, and high anxiety and depression) based on their scores. “The results revealed that groups of men with low levels of anxiety, and high

6.3 New Student Entertainment and Accommodation developed across from the University and its implications for the data

In 2013 the farmland across the entrance of the University was developed for the first time in history. Before that students had to travel a long distance of several kilometers to get to a restaurant outside the university or a convenient store. PC centers were built as well as other venues providing the students with free-time socialization options, which the years 2012-2013 in the data did not offer. This could also explain why the second semester of 2013 is a much higher performance score for females comparing to the high difference in scores in the first semester of 2012. The claim here is that the scores for males before 2013 will be lower than the scores for the males after 2013 due to a balancing act of healthy entertainment and study practices.

6.4 Explanations for differences in Koot's data

It is very obvious that the major difference between the sizes of the gender gap with Koot's as compared to his colleagues needs some explanation or comments. There are six major creative institutions in ESL didactics of Koot's between 2010 and 2015. The institution of an *Open-Grade Point System* which was designed on the 16th of March 2010 with the intention of involving the students daily interactively with their grades and points from day one until the last day. On the 12 of May 2011, Koot introduced in his classes the concept of *ESP or English for Special Purposes as a PowerPoint Exam* in teams for the Final Exam of that semester. Topics were chosen related to their majors and the teacher provided every major's team with the same topic within their field. The institution of the *Portfolio* was for Koot in March 2012 but Graham used it already a year before. If one compares the teachers Graham, Randy and Koot in 2012, then the gap differences of outperforming of females over males for Graham is 5.8%; for Randy is 15.44% and for Koot is 2.761%. The institution of the *Smartphone Movie Project* was in March of 2013.⁷⁰

If one compares the results between Graham and Koot in the first semester of 2013, then the difference of the gender gap is with Graham 3.6% in favor of the females and with Koot a surprising 0.259%. In the second semester, the gender gap in favor of females is with Graham 6% and with Koot 0.894%.⁷¹ One other innovation since 2013 was also that Koot *dismantled the cohesiveness of female peer-groups* by distributing the females in male teams. The underlying philosophy behind this was not discriminatory, but that women are the navigators of successful men. The old saying is: "Behind every successful man stands a woman telling him what to do." This could have been also a major factor for a better performance that closed the gap between gender differences with Koot's students. In the first and second semesters of 2014, Koot continued his application of these innovations in his ESL didactics. The results of the gender gap in favor of females were for Andy in 2014, the first semester, 3.49%; for Graham 1.6%;⁷² for Randy it was not available and for Koot 0.345%. Maybe the teacher's individual didactics set-up could be an explanation behind the increase of performance with the males in Koot's classes. In the second semester of 2014, the results in the gender gap in favor of females were for Andy 3.04%; for Graham 5.8%; for Randy not available and for Koot 1.815%. Koot's didactic tools may be the reason for the higher performance of males in his classes. In 2015 a *Grid Application of Syntax for Beginner English Students* was designed and executed.⁷³

level of depression showed significant increment in performance and had more time on target than the other groups in all 4 speed sessions, whereas women displayed less time on target of pursuit rotor".

⁷⁰ The Project is fully described in Koot van Wyk, "Critical Evaluation of a Smartphone Movie Project" *STEM* Vol. 16, No. 1 (2015): 191-216.

⁷¹ What is an outside factor to consider here is geo-morphological restructuring of Departments on KNU Sangju Campus in 2013. Compare Randy with 15.44 in the second semester of 2012; Koot with 2.761 and Graham with 5.8 to the case in 2013 first semester with Randy down to 8.39; Graham down to 3.6 and Koot down to 0.259. Why was there a dump in the gender gap with less difference between male and female than before? Could it be that the campus saw the arrival of a more dedicated group of students accounting for the overall gap decrease between males and females?

⁷² What can be suggested here for the high performance of males in the first semester is the Korean National disaster of the Sewol highschool kids, nearly 480 of them. The trauma of this event may have caused the males to be more determined to progress.

⁷³ The Grid was explained in Koot van Wyk, "A Conversational and Compositional Grid for Freshman University Students," *International Journal of Language and Linguistics* Vol. 2 no. 1 (March 2015): 54-66. The Grid was evaluated and commented upon further by Andy H. T. Chung and Koot van Wyk, "A Conversational and Compositional Grid for Freshman University Students II: Application and Analysis," *International Journal of Language and Linguistics* Vol. 2 no. 3 (September 2015): 59-73.

In the first semester of 2015 the gender gap in favor of females was with Andy 3.5%; with Graham 1.7%; with Randy 15.03%⁷⁴ and with Koot -1.254%. In this case there was an improvement of the males over the females with Koot.

6.5 Explanations by Graham for the data

Graham explained why he thinks his gap became closer in 2014 and 2015 first semester where the averages were much lower (i.e. 1.6% and 1.7% female to male differences). In his teacher's narrative reflecting on those two semesters, he cannot remember any significant changes in his approach or class didactics. He wonders if it was not just a year when the quality of the students was favorable. The other option is that he suggested that it was just an anomaly. The question was posed to him, what was there in his class didactics that he innovated and introduced that could have motivated his males more during this semester? His answer was that there was not anything introduced that was not already there in 2012.

6.6 Death of Jung-il Kim and the succession by his son Jung-eun Kim and the data of 2012

One of the possible reasons why there is a higher male performance in 2012 is again an extra-educational factor, namely the role of the Korean young male psychology in the light of mandatory military service. When Jung-il Kim died on the 17th of December 2011 and his young son became the ruler on the 28th of that month at the age of 28, he was only 8 years older than many of the male university students entering in March of 2012. It was a period of total uncertainty in South Korea and the world regarding the new leader of North Korea. Hopes were up for new things and new futures. Changes came too slow though and it is possible that the male performance drop in the first semester was related to the uncertainty of what to expect from this new "peer-leader" that affects their own military futures. What may have happened in the second semester is that the realization came that when Jung-eun Kim was elected as supreme commander on the 18th of July 2012, the students during their summer holidays had time to reflect on the implications of this "slip" back into the footsteps of his father and his grandfather. The shadow of the mandatory military service may have prompted the males to study better and the result was that they increased their performance with a difference of 3.52% whereas it was deteriorated to 8% in the first semester of 2012(See Table 6).

6.7 Election and ascend of President Park Geun-Hyein popularity from the 25th of February to Forbes analysis

One of factors that could explain the second semesters of the years 2012-2014 is the election of a female president in South Korea on the 25th of February 2013. In the first semester, this aspect had no role to play for the females but her fame reached the world by the second semester of 2013 and continue to do so in 2014 so that Forbes magazine called her in May 2014, the 11th most powerful female in the world.⁷⁵ This role-model may have led in 2013 in the second semester for the females to increase their performance in comparison to the other semester before and after. In the 2nd Semester of 2012 females were 3.52% higher than males but in the 2nd Semester of 2013, they outperformed the males by 5.095% while in the 2nd Semester 2014 that difference was back to 3.6% . .

7. Conclusions

A claim may be made that teachers are not machines and they all differ coming from different social and educational backgrounds: Korea, USA, Canada, South Africa, New Zealand and that this may mean that a standard testing factor of the portfolio performance is biased. It is a noteworthy factor but it is equally important to match the results of a complete standardized test approach like SAT. Claims of bias in SAT tests "abound in the media and among persons both familiar and unfamiliar with the testing industry and/or psychometrics". The authors went on to say that "To many critics of standardized [SAT] tests, mean group differences are sufficient evidence to conclude that a test is biased (Linn, 1990).⁷⁶ Although persistent group mean differences are a cause for concern, it does not necessarily mean that the tests producing these differences are biased. 'By themselves, test scores cannot reveal causality. Nor can the differences, by themselves, prove or disprove the existence of bias' (Linn, 1986)."⁷⁷

⁷⁴ Randy's gap in the first semester of 2015 appears to be high but that is only illusion since he has a higher point to consider here. Actually it is not that major a difference with the other teachers, according to Andy Chung.

⁷⁵ Caroline Howard (2014, May 28), "The 25 Most Powerful Women In The World, 2014" *Forbes*. Retrieved 21st of December 2015. <http://www.forbes.com/pictures/lmh45lfdj/geun-hye-park/>

⁷⁶ R. L. Linn, (1990). Admissions testing: Recommended uses, validity, differential prediction, and coaching. *Applied Measurement in Education*, 3, 297-318.

⁷⁷ R. L. Linn, (1986). Bias in the college admissions. *Measures in the college admissions process: A College Board colloquium* (80-86). New York: The College Board. The view is also endorsed by Jennifer L. Kobrin, Viji Sathy, and Emily

It appears that the general out-performance by females has come a long way since studies done in the 90's revealed the same patterns. It is also true that the 90's as well as the current paradigm stands under the umbrella of an increasing female push in society on all levels since 1949 by feminist movements. That of itself is not sufficient to describe the specific data in this research. It was found in other studies that the biological and psychological difference of females brings with it better performance than males at a certain stage of their lives. The restructuring of Departments played a major role to shake-up the statistics presented here and may be a strong argument in explaining a stronger motivation among males during the years 2013 and 2014. In the second semester of 2013 the males fell behind females again, or slipped back.

The restructuring brought many of them from the city environment into a countryside campus environment and adaption may have played a role with the motivation. The building of entertainment options across from the main-entrance to the university may also account for an overall better performance of males for the years 2013-2014. As for the performance drop by males in the first semester of 2012, one can suggest the "semi-romantic" news that was floating around the new young leader of North Korea, Jung-eun Kim at that time. The hard reality of the past came back on the 18th of July 2012 when he was elected as supreme leader of the armed forces. This may have caused the South Korean University students of the ESL Freshman classes on Sangju Campus to increase their seriousness with their educational tasks. Despite all the explanations offered here, it is very possible that none of the suggested factors were operative and that the suggestions are just mirages by researchers trapped through self-illusions.

Bibliography

- Ahn, J-O. (2003). *The Republic of Education - Rebuild the Crazy Country (in Korean)*. Eulalbook.
- Ajandi, J., Preston, S., Clarke, J. (2013). Portfolio-based Teaching and Learning: the Portfolio as Critical Praxis with Social Work Students. *Critical Social Work*, 14(1). Online accessed January 2016. http://www1.uwindsor.ca/criticalsocialwork/portfolio-based_teaching_learning.
- Ali Shehadeh. (1999). Gender differences and equal opportunities in the ESL classroom. *ELT Journal*, 53(4), Abstract retrieved November 15, 2007, from Oxford Journals database.
- Alper, T. G. (1974). Achievement motivation in college women. *American Psychologist*, 29, 194-203.
- Alvarez, A., & Moxley, D. P. (2004). The student portfolio in social work education. *Journal of Teaching in Social Work*, 24(1/2), 87-103.
- Altonji, J. G. (1993). The demand for and the return to education when education outcomes are uncertain. *Journal of Labor Economics*, 30 (3), 409-438.
- Ames, C., & Archer, J. (1988). Achievement goals in the classroom: Student's learning strategies and motivation process. *Journal of Educational Psychology*, 80, 260-267.
- Angrist, J. D., and Krueger, A. B. (1991). Does compulsory school attendance affect schooling and earnings? *Quarterly Journal of Economics*, 106 (4), 979-1014.
- Bang, E-J.; Baker, D, R. (2013, August 1). Gender differences in Korean high school students' science achievements and attitudes towards science in three different school settings. *Mevlana International Journal of Education*, 3(2), 27-42. Available online at <http://mije.mevlana.edu.tr/http://dx.doi.org/10.13054/mije.13.11.3.2>.

J. Shaw (2007). "A Historical View of Subgroup Performance Differences on the SAT Reasoning Test™". In *College Board Research Report No. 2006-5*. New York: The College Board. On the other hand, one must remember that there are those who call for differentiated standards, see A. Walqui, & L. Lier, (2010). *Scaffolding the academic success of adolescent English language learners a pedagogy of promise*. San Francisco: WestEd. See also C. A. Tomlinson, (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development; idem, (2005). *The differentiated classroom: Responding to the needs of all learners*. Upper Saddle River, NJ: Pearson Education; C. A. Tomlinson & M. B. Imbeau, (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD. The ideal is that instruction will be differentiated even within the same classroom and that there is collaboration between student and teacher, see J. S. Thousand, R. A. Villa & A. I. Nevin, (2007). *Differentiating instruction collaborative planning and teaching for university designed learning*. Thousand Oaks, CA: Corwin Press. Differentiated instruction is of course applicable to the gifted student but evermore so also with the under-achiever or struggling attempted achiever, see P. Subban, (2006). Differentiated instruction: a research basis. *International Education Journal*, 7(7), 935-947. Using technology for the exceptional student, see Stanford, P., Crowe, M. W., & Flice, H., (2010). Differentiating with technology. *Teaching Exceptional Children Plus*, 6(4), 1-9. An attempt to explain the modus operandi of differentiated instruction is D. Heacox, (2012). *Differentiating instruction in the regular classroom: How to reach and teach all learners*. Minneapolis: Free Spirit Publishing Inc.

- Baroun, K. (2007, June). The impact of gender, anxiety, and depression on performance on pursuit rotor” *Social Behavior & Personality: An International Journal*, 35(5), 615.
- Benson, M. (1991). Attitudes and motivation towards English: A survey of Japanese freshmen. *RELC Journal*, 22/1, 34-48.
- Borja, L. A., Soto, S. T., Sanchez, T. X. (2015, Aug.) “Differentiating Instruction for EFL Learners” *International Journal of Humanities and Social Studies*, 5(8.1), 30-36.
- Breland, H. M. (1974). Birth order family configuration, and verbal achievement. *Child Development*, 45, 1011-1019.
- Brink M, Brouns, M, Waslander, S. (2006). Does excellence have a gender? A national research study on recruitment and Gender. *Employee Relations*, 28, 523–539. doi: 10.1108/01425450610704470.
- Brown, H.D. (1975). Affective variables in second language acquisition. *Language Learning*, 23, 231-243.
- Burgess, S., McConnell, B., Propper, C., and Wilson, D. (2004). Girls rock, boys roll: An analysis of the age 14-16 gender gap in English schools. *Scottish Journal of Political Economy*, 51(2), 209-229.
- Chastain, K. (1975). Affective and ability factors in second language learning. *Language Learning*, 25, 153-161.
- Chung, A. H. T., and Van Wyk, K. (September 2015). A Conversational and Compositional Grid for Freshman University Students II: Application and Analysis. *International Journal of Language and Linguistics*, 2(3), 59-73.
- Cole J. R, Zuckerman, H.(1984). The productivity puzzle: Persistence and change in patterns of publication of men and women scientists. In: Maehr P, Steinkmap MW, editors. *Advances in motivation and achievement*. (Pp. 217-258). Greenwich: JAI Press.
- Colley, A. (1998). ‘Gender and choice in secondary education’, pp. Redress (December 2007 7). In John Radford (ed) *Gender and Choice in Education and Occupation*. (pp. 18-36). Routledge, London.
- Cosgrove, L. (2013, Dec. 30). Portfolios: The next wave of student assessment? Online accessed at on 3rd of September 2015 at <http://createquity.com/2013/12/portfolios-next-wave-student-assessment/>
- Cotterall, S. (1999). Key variables in language learning: what do learners believe about them? *System*, 27, 493-513.
- Darling-Hammond, L. (1994). Performance-based assessment and educational equity. *Harvard Educational Review*, 64/1, 5-30. Online available at: <http://eric.ed.gov/?id=EJ478806>
- Demirbaş, M. N. (2013). Performance Differences between ELT Freshmen’s Receptive and Productive Skills. *Journal of Language and Linguistic Studies*, 9(1),107-127. Online accessed: <http://www.jlls.org/vol9no1/107-127.pdf>.
- Dubas, J. S., Graber, J. A., and Petersen, A. C. (1991). The effects of pubertal development on achievement during adolescence. *American Journal of Education*, 99, 444-460.
- Duke, P. M., Jennings, D. J., Dornbusch, S., and Siegel-Gorelick, B. (1982). Educational correlates of early and late sexual maturation in adolescence. *Journal of Pediatrics*, 100, 633-637.
- Edwards, A. L. (1963). *Edwards’ personal preference schedule*. New York: Psychological Corporation.
- Elliott, N. (2003). Portfolio creation, action research and the learning environment: A study from probation. *Qualitative Social Work*, 2(3), 327-345.
- Ely, C. (1986). An analysis of discomfort, risktaking, sociability, and motivation in the L2 classroom. *Language Learning*, 36, 238-244.
- Falbo, T., and Richman, C. L. (1979). Relationships between father’s age, birth order, family size, and need achievement. *Bulletin of the Psychonomic Society*, 13 (3), 179-182.
- Finch, A. E. (2000). A formative evaluation of a task-based EFL programme for Korean university students. Unpublished Ph.D. Thesis. Manchester University, U.K.
- Franklin, C. (1996). Using portfolio to assess students’ academic strengths: A case study. *Social Work in Education*, 18(3), 179–186.
- Frey, K. (1982). *Projektmethode*. Weinheim: Beltz.
- Gerl-Falkovitz, H-B. Fließende Identität. Ein Blick auf Gender. *Gender-Ideologie – Texte und Studien*.
- Glaser, R. (1987). Cognitive and environmental perspectives on assessing achievement. In E. E. Freeman(Ed.), *Assessment in the service of learning. Proceedings of the 1987 ETS Invitational Conference*.(Pp.3-43). Princeton, NJ: Educational Testing Service.
- Gottlieb, M. (1995). Nurturing student learning through portfolios. *TESOL Journal*, 5/1, 12-14.
- Giuliani, R. (1997). Der übergangene Leib. In: *Phänomenologische Forschungen* NF 2, 110.
- Heacox, D. (2012). *Differentiating instruction in the regular classroom: How to reach and teach all learners*. Minneapolis: Free Spirit Publishing Inc.

- Hofmann, L. W. (1972). Early childhood experiences and women's achievement motives. *Journal of Social Issues*, 28, 129-156.
- Hong, M-Y., Park, C., & Kim, S-S. (2001). An Analysis of Science Achievement of the Third International Mathematics and Science Study-Repeat (TIMSS-R) (in Korean). *Journal of the Korean Association for Research in Science Education*, 21, 328-341.
- Horner, M. S. (1986). Sex differences in achievement motivation and performance in competitive and noncompetitive situations. Unpublished doctoral dissertation. University of Michigan, Ann Arbor.
- Horwitz, E. K. (1999). Cultural and situational influences on foreign language learners' beliefs about language learning: a review of BALLI studies. *System* 27, 557-576.
- Howard, C. (2014, May 28). The 25 Most Powerful Women In The World, 2014. *Forbes*, Retrieved 21st of December 2015. <http://www.forbes.com/pictures/lmh45lfdj/geun-hye-park/>
- Jacob, B. A., (2002): Where the boys aren't: Non-cognitive skills, returns to schooling and the gender gap in higher education. *Economics of Education Review*, 21 (6), 589-598.
- Jongsma, K. S. (1989). Portfolio assessment. *The Reading Teacher*, 43, 264-265.
- Kagan, J., & Freeman, M. (1963). Relation of childhood intelligence, maternal behaviors, and social class to behavior during adolescence. *Child Development*, 34, 899-911.
- Kang, S-D. (2003). *The Education Reform from "Me" in Korea of Professor Kang Sudol (in Korean)*. Greenbee.
- Kim, C-H. (2001). *Korea's School Culture and the Drama of Entrance Exam in University (in Korean)*. Moonumsa.
- Kim, S-W., & Lee, H. K. (1996). The Present Operational Status and Educational Effects of Science Camp in Korea (in Korean). *Journal of the Korean Association for Research in Science Education*, 16, 175-189.
- Kobrin, J. L., Sathy, V., and Shaw, E. J. (2007). A Historical View of Subgroup Performance Differences on the SAT Reasoning Test™. In *College Board Research Report No. 2006-5*. New York: The College Board.
- Lee, M-W. & Cho, H-H. (1985). Research on the Causes of Sex Difference in Science Achievements by High School Students (in Korean). *Journal of the Korean Association for Research in Science Education*, 5, 35-47.
- Leffert, N., and Petersen, A. C. (1995). Patterns of development during adolescence. In M. Rutter and D. J. Smith (eds): *Psychosocial Disorders in Young People*, John Wiley & Sons.
- Lenney, E. (1974). Women's self-confidence in achievement settings. *Psychological Bulletin*, 84, 1-13.
- Linn, R.L. (1990). Admissions testing: Recommended uses, validity, differential prediction, and coaching. *Applied Measurement in Education*, 3, 297-318.
- Linn, R.L. (1986). Bias in the college admissions. *Measures in the college admissions process: A College Board Colloquium* (pp.80-86). New York: The College Board.
- Mathews, J. K. (1990). From computer management to portfolio assessments. *The Reading Teacher*, 43, 420-421.
- McDonald, A., Saunders, L., and Benefield, P. (1999). Boy's Achievement, Progress, Motivation and Participation: Issues Raised by the Recent Literature. *The National Foundation for Educational Research*, Slough, Berks, March.
- McNabb, R., Pal, S., and Sloane, P. (2002). Gender Differences in Educational Attainment: The Case of University Students in England and Wales. *Economica*, 69 (275), 481-503. [10.1111/1468-0335.00295](https://doi.org/10.1111/1468-0335.00295)
- Meghir, C., and Palme, M. (2005). Ability, parental background, and education policy: Empirical evidence from a social experiment. *American Economic Review*, 95, 414-424.
- Mellanby, J., Martin, M., and O' Doherty, J. (2000). The 'Gender Gap' in Final Examination results at Oxford University. *British Journal of Psychology*, 91, 377-390.
- Mensah, F. K., Kiernan, K. E. (2010, April). Gender differences in educational attainment: Influences of the family environment. *British Educational Research Journal*, 36(2), 239-260. Article first published online: 2 Jan 2013.
- Moya, S. and O'Malley, M. (1994). A Portfolio Assessment Model for ESL. *The Journal of Educational Issues of Language Minority Students*, 1-16.
- Ngyen, P. M., Terlouw, C., and Pilot, A. (2006). Culturally appropriate pedagogy: The case of group learning in a Confucian Heritage Culture context. *Intercultural Education*, 17 (1), 1-19.
- Ngyen, P. M., Terlouw, C., and Pilot, A. (2009). Neocolonialism in education: Cooperative learning in an Asian Context. *Comparative Education*, 45 (1): 109-130.
- Pak, H. H. (2015). Cultural and Situational Influences on Learner/Teacher Beliefs: Effects of Subtitles Using CSI: Miami. *STEM Journal*, 16(4), 123-140.

- Parish, W. L. and Willis, R. J. (1993). Daughters, education, and family budgets: Taiwan experiences. *Journal of Human Resources*, 28, 4, 863-898.
- Pekkarinen T. (2008). Gender differences in educational attainment: Evidence on the role of tracking from a Finnish quasi-experiment. *Scandinavian Journal of Economics*. 110(4), 807–825. doi: 10.1111/j.1467-9442.2008.00562.x.
- Persico, N., Postlewaite, A., and Silverman, D. (2004): The effect of adolescent experience on labor market outcomes: The case of height. *Journal of Political Economy*, 112 (5), 1019-53.
- Petersen, A. C. (1988). Adolescent development. *Annual Review of Psychology*, 39, 583-607.
- Piedmont, R. L. (1988). An Interactional Model of Achievement Motivation and Fear of Success. *Sex Roles*, 19(7/8), 467-490.
- Powney, J. (1996). Gender and Attainment: A Review. *Scottish Council for Research in Education*, SCRE Research Report, No. 81, December, Edinburgh.
- Riccobono, P.S. (August 2015). Group Leader Education: Korean EFL University Students' Attitudes and Rationales. *Journal of the Korea English Education Society*, 14(3), 29-47.
- Rothman, R. (1988, Oct. 26). Vermont plans to pioneer with 'work portfolios. *Education Week*, 1.
- Rudd, E. (1984). 'A Comparison between the Results Achieved by Women and Men Studying for First Degrees in British Universities. *Studies in Higher Education*, vol. 9, 47– 93. Salisbury, J, Rees, G and Gorard, S. (1999). Accounting for the differential attainment of boys and girls at school, *School Leadership and Management*, 19(4): 403-426.
- Sandstrom U, Hallsten M. (2008). Persistent nepotism in peer-review. *Scientometrics*, 74(2), 175–189. doi: 10.1007/s11192-008-0211-3.
- Santangelo, T., & Tomlinson, C. A., (2012). Teacher educators' perceptions and use of differentiated instruction practices: An exploratory investigation. *Action in Teacher Education*, 34(4), 309-327.
- Schretter, M. (1990). *Emesal-Studien: Sprach-und Literaturgeschichtliche untersuchungen zur sogenannten Frauensprache des Sumerischen*. Innsbruck: Verlag des Instituts für Sprachwissenschaft der Universität Innsbruck.
- Shaw, M. C. (1961). Need achievement scales as predictors of academic success. *Journal of Educational Psychology*, 52, 282-285.
- Shuttleworth, F. K. (1939). The physical and mental growth of girls and boys age six to nineteen in relation to age at maximum growth. *Monographs of the Society for Research in Child Development*, Vol 4, No 3.
- Sidell, N. (2003). The course portfolio: A valuable teaching tool. *Journal of Teaching in Social Work*, 23(3), 91-106.
- Stanford, P., Crowe, M. W., & Flice, H. (2010). Differentiating with technology. *Teaching Exceptional Children Plus*, 6(4), 1-9.
- Stein, A. H., & Bailey, M. M. (1973). The socialization of achievement orientation in females. *Psychological Bulletin*, 80, 345-366.
- Subban, P. (2006). Differentiated instruction: a research basis. *International Education Journal*, 7(7), 935-947.
- Tanner, J. M. (1961). *Education and physical growth*, University of London Press, London.
- Thousand, J. S., Villa, R. A., & Nevin, A. I. (2007). *Differentiating instruction collaborative planning and teaching for university designed learning*. Thousand Oaks, CA: Corwin Press.
- Tomlinson, C. (2001). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (2005). *The differentiated classroom: Responding to the needs of all learners*. Upper Saddle River, NJ: Pearson Education.
- Tomlinson, C. A., & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.
- Trueman, C. N. (22 May 2015). Gender and Educational Attainment” The History of Learning Site. historylearningsite.co.uk. Accessed on 14 December 2015.
- Valencia, S. W. (1990). A portfolio approach to classroom reading assessment: The whys, whats, and hows. *The Reading Teacher*, 43, 338-340.
- Van Arensbergen, P., Van der Weiden, I., Van den Besselaar, P. (2012, Dec). Gender differences in scientific productivity: a persisting phenomenon. *Scientometrics*, 93(3): 857–868. Published online 2012 April 25. doi: [10.1007/s11192-012-0712-y](https://doi.org/10.1007/s11192-012-0712-y) PMID: PMC3495100.
- Van Wyk, K. (March 2015). A Conversational and Compositional Grid for Freshman University Students. *International Journal of Language and Linguistics*. 2(1), 54-66.

- Van Wyk, K., (2015). Critical Evaluation of a Smartphone Movie Project. *STEM*, 16(1), 191-216.
- Vonholdt, C. R. "Gender oder Geschlecht: Gender Mainstreaming und die Gender Theorien" in <http://www.dijg.de/gender-mainstreaming/wer-oder-was-ist-gerecht-gerechtigkeit/>
- Waber, D. P. (1976). Sex differences in cognition: A function of the maturation rate? *Science*, 192, 572-574.
- Walqui, A., & Lier, L. (2010). *Scaffolding the academic success of adolescent English language learners a pedagogy of promise*. San Francisco: West Ed
- Wang, Y. H. & Liao, H. C. (2008). The application of learning portfolio assessment for students in the technological and vocational education system. *Asian EFL Journal*, 10(2), 132-154).
- Wennerås, C., Wold, A. (1997). Nepotism and sexism in peer-review. *Nature*. 387,341-343. doi: 10.1038/387341a0.
- Wolf, D. P. (1989). Portfolio assessment: Sampling student work. *Educational Leadership*, 46(7),35-39.
- Yoon, J. (2002). Factors of Students' Career Choice Related to Science (in Korean). *Journal of the Korean Association for Research in Science Education*, 22, 906-921.
- Yoon, K-J. (2004). Not just words: Korean social models and the use of honorifics. *Intercultural Pragmatics*, 1(2), 189-210.
- Yepez, M. E. (1994). An observation of gender-specific teacher behavior in the ESL classroom. *Sex Roles*, 30(1), 121-133.
- Zuckerman, H. (2001). The careers of men and women scientists: Gender differences in career attainment. In: M. Wyer (Ed.) *Women, science and technology: A reader in feminist science studies*. Routledge: 69-78

한글초록

한국 남녀 대학생들간의 포트폴리오 수행 능력 적합성을 비교함

앤디 H. T. 정, 그래햄 하딩, 랜디 존스톤, 김준홍, 쿣 밴 워
(경북대학교 상주캠퍼스 기초교육원 초빙교수)

1949년 다시 떠오른 여권신장론(Feminism), 그 이후 이에 반대하는 기류, 그리고 2007년 이후 UN, 독일, 그리고 몇몇 국가에서의 성전환을 허용하는 법제도 개발 등의 현상은 이미 인류 역사의 초기에 널리 존재했다. 본 연구는 이러한 기본 개념을 바탕으로 한다. 경북대학교 상주캠퍼스의 남녀 대학생들을 대상으로 미국, 캐나다, 뉴질랜드, 남아프리카공화국 출신 네 명의 ESL 교수들이 3년 반의 기간에 걸쳐 총 3,912명 학생들의 포트폴리오(Portfolio) 수행점수를 비교하였다. 각 교수의 성적산정 시스템은 다양하지만 이상적인 결과를 위하여 공정성과 형평성사이의 균형잡기를 모색하였다. 오랫동안 서구에서는 유아교육 시기부터 여성이 남성에게 비해 학습 능력이 떨어진다고 알려져 왔다. 이 생각은 1980년대 후반까지 지속되었으며 남녀 생산 능력에 관한 이러한 문제는 여러 각도에서 연구되었다. 1990년대가 학습 능력에 있어 여성의 우월성이 나타나는 전환점이 되었다. 이 무렵 이혼율이 높아졌으며 스파이스 걸스(Spice Girls)의 TV 매체 속 이미지 역할은 더 많은 여성 참여를 이끌어 냈다. 그러나 U. 샌드스트롬과 M. 할스톤(M. Sandstrom and M. Hallsten, 2008)은 연구를 통해 성(性) 구별이 일터에서 나타나는 양성간 차이의 요소가 아님을 밝혔다. 일반 근로 여성에게서 볼 수 있는 양성간의 차이는 여전히 해답 없는 의문으로 남아 있으나, 학생-대학이라는 맥락을 바탕으로 한 본 연구에서는 외부 요인과 관련하여, 통상적 성별우위의 역전현상이 나타남을 볼 수 있다. 2012학년도 1학기 남학생의 수행능력이 급격히 저하된 것은 비슷한 연배의 북한 지도자 등장과 학생들의 남북 화해무드기대치를 높인 것으로 설명된다. 그러나 2012학년도 1학기 2학기 사이에, 전대(前代) 북한 지도자들이 추구했던 군사적 긴장이 다시 조성되며 병역의무에 대한 부담이 살아나 그 기대가 더 이상 진전되지 못하였다. 이에, 2012년 2학기 여학생이 남학생보다 여전히 더 나은 수행능력을 보이긴 하였으나, 남학생의 전체적 수행 능력은 향상되었

다. 2013학년도 경북대학교 상주캠퍼스 학과의 재편성은 남학생수행능력을 개선시킨 요소로 추정된다. 그 해 학교 정문 맞은편에 상가지역이 형성되었으며 이는 2013년도 2학기에 여학생이 남학생보다 월등히 우수한 수행능력을 보여준 이유이다. 또한 같은 시기에 보여준 여학생의 탁월한 수행능력은 2013년 2월 25일 박근혜 후보가 대한민국 최초의 여성 대통령으로 선출된 사실과 관련이 있다. 그녀가 성공적인 정치인으로 올라섬에 따라, 2012년도 2학기에 여학생이 남학생보다 3.52%의우위를, 2014년도 2학기에는 여학생이 3.6% 우위를 보였으나2013년도 2학기에는 비율이 상승하여 5.095% 여학생 우위가 나타났다. 2014년 4월 세월호 침몰과 관련하여2014년도 1학기 남학생의 수행능력이상승하였고, 동시에 이 재난은 2학기의근소한 여학생 수행능력 향상 원인으로 추정된다. 2015학년도 1학기의 학과 재편성은 남학생의 수행능력을 여학생보다 저하시킨 것으로 보인다. 남학생과 여학생 사이의 점수차이를 설명하려는 여러 노력에도 불구하고 사람으로서 예측 불가능한 요소는 언제나 존재한다.

<keywords>

Portfolio, gender studies, gender performance, ESL-University Freshmen, socio-environmental factors

포트폴리오, 성별(性別)연구, 성별 수행능력, 대학교 신입생 ESL, 사회-환경적 요인