JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

A COMPARATIVE STUDY OF MALE AND FEMALE STUDENTS LANGUAGE LEARNING STRATEGY USE IN SPEAKING SKILLS; LAFTO SECONDARY SCHOOL GRADE 10 STUDENTS IN FOCUS.

BY

ESAYAS TIKSA HINSENE

A THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE: IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR MASTERS OF ARTS IN TEFL.

AUGUST, 2018
JIMMA, ETHIOPIA

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Declaration, confirmation, Approval and Evaluation

Research title: Comparative study of male and female preparatory School Grade 11 in focus

Student's language learning strategy use in speaking skills, Grade 10 students of lafto secondary, school

I, the undersigned, declare that this thesis is my original work, not presented for any degree, in any universities, and that all the sources are used for it are duly acknowledged.

Esayas Teksa   _____   _____

Name   Signature   Date

Confirmation and approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor _____   _____ _____

Name   Signature   Date

Thesis Evaluation:

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Principal Advisor   Signature   Date

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Co-advisor   Signature   Date

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External Examiner   Signature   Date

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Internal Examiner   Signature   Date

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Chair person   Signature   Date

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Abstract

The purpose of this study was to identify language learning preferences of students of Lafto Secondary School Students of grade 10. The study was aimed at studying if there were any significant difference among male and female students in relation to language learning strategies preferences. The study revealed that there were differences between male and female students in some of the strategies like; memory strategies and cognitive strategies which are reported to used by male respondents frequently and affective and social strategies which female students frequently used. Regarding compensation strategies and meta-cognitive strategies tre result showed that the students responded with similar results respectively. On the other hand, the responses from teacher's interview showed that there are challenges of the students in using their own language learning strategy preferences such as; lack of enough confidence in order to become competent speakers and users of English. Furthermore, the teachers reported that the text books did not incorporate all the important elements of speaking activities and there was lack of motivation from language teachers side. This study is believed to contribute a lot in addressing the problems related to language learning strategies. The study is also believed to provide feedback to the concerned government bodies to help them improve the teaching learning processes and assists students to use their own preferred learning strategies and contribute to further investigations to make teaching learning of English more enjoyable, participatory and lifelong career.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the study

In order to have successful language learning learners will be expected to master four language skills namely speaking, writing, reading and listening and language components such as grammar, vocabulary, pronunciation etc. Thus language learner need to have strategies that will help them to manage their own learning.

The skill of speaking is the most fundamental language skill as we often do it constantly, and we do not often examine the process involved. Speaking is a decisive skill in second /foreign language learning. According to Chaney (1998) speaking is "the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contents. This is to say that speaking is a crucial part of second language teaching and learning. Besides its importance, speaking has been undervalued by language teachers as it is a repetition of simple drill or memorization of dialogues (Bygate , 2001). Teaching speaking requires the improvement of communicative skills so that students can express themselves and learn how to follow the culture and social rules appropriately in each communicative competence. An over growing need for good communicative skills has created a high demand for English language teaching and learning in the world (Richards, 1986).

Thus, a great number of people want to improve their command of English in a variety of different ways such as media, internet, formal education etc. This   wide range of demand created a great demand for quality language teaching materials and resources. Some scholars like Cook (2001), stated that the quality of education depends largely on the teaching learning process.

 Studies on language learning strategies have shown that different language learning strategies are useful in the development of communicative competence. Language learning strategies are considered as one of the most important factors in the development of second language acquisition. According to Oxford and Crookal (1989), language learning strategies make learning

more efficient and effective. Successful language learners are different from other learners in their cognitive processes and behaviors which greatly account for success (Wenden and Rubin, 1987).

Learning strategies have been worldwide issues in English language teaching and has got widespread attention in the foreign language teaching

A lot of researchers have tried to find out the relationship between language learning strategies and genders. For instance, Oxford (1990) found out that female students use different strategies than male students. There was a recent study by Aslan (2009) which showed that female students preferred meta- cognitive strategies.

On the other hand, Dongyue (2004) conducted a research on correlation between gender language proficiency and statistically significant gender difference in memory, affective and overall strategy used by females. The researcher further indicated that females were better at managing and controlling their emotions than their male counterparts. The researcher also stated that the difference in the frequency of strategy use between male and female may have been affected by variables such as ethnic background, cultural background and language learning environment.

Different scholars have defined learning strategies in different ways. For instance, according to Oxford (1990), Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. Similarly, Oxford (1996) added language learning strategies as a means used for self-directed active participation which is important for an improvement of communicative skills.

On the other hand, Weinstein (1983) defined language learning strategies as "thought and behaviors affecting the coding process of the learner "Specific thoughts and behaviors that are used to help the individual in understanding, learning and keeping the knowledge in mind."

Furthermore, Chamot (2004) defined learning strategies as "Conscious thoughts and actions used to perform any learning goals. The process of learning varies from one individual to another due to the occurrence of biological and psychological disparities. This is mainly because each person learns based on his/her particular way or strategy background, capabilities, weaknesses, wants,

characteristics, motivations, and styles and strategies (Al-Hebaishi, 2012; Reiff,1992). It is clear that learners most likely use their own preferred methods of learning which help them gain knowledge. Researchers agreed that the success of learning is determined by the engagement of suitable learning strategies and style. (Abdolmehdi, 2007). Language learning strategies are variables that have an impact on language learning processes.

It has been identified that successful learners are using a variety of language learning strategies which provide them to become responsible for their own language learning strategy use of ng. Researchers like Oxford (1989) classified language learning strategies in six categories namely: Memory strategies, cognitive strategies, compensation strategies, meta-cognitive strategies, affective strategies, and social strategies.

The primary purpose of this study was to investigate the preferred learning strategies of Lafto Secondary School Students in English speaking skills comparing male and female students according to their preferred language learning strategy use. The researcher interested on this topic because of the fact that there was no any research conducted on this topic in the school and it is necessary to assess the individual language learning preferences of each and every student.

The finding of this study was believed to benefit both students and teachers in such a way that students can improve their individual language learning strategy and English language teachers would treat their students according to their individual drffirences.

1.2. Statement of the problem

Teaching the skill of speaking is very important part of language teaching since it enhances communicative competency. Like the other language teaching skills, speaking has its own goals which are needed to be performed by language teachers appropriately in the actual classroom. Therefore, as for Nunan (1989:1), "It is important to have a clear understanding and a firm grasp of the wide range of techniques and strategies which enable the learners to have a developed skill of oral communicative ability regardless of unfavorable environment of the classroom."

Learners need to understand by using their proficiency to the fullest by avoiding confusion, faulty pronunciation, grammar, or vocabulary, and observe the social and cultural rules that apply in each communication situation. In the process of developing student's communicative

efficiency, teachers should use balanced approaches by combing language input and by using structured output as well as communicative output. To facilitate learners to "new" language, students should be exposed to the language by understanding its meaning, its form and by practicing it. So, in the encouragement of students to speak, teachers need to let students practice something different than usual.

Language learners use various strategies in learning a second/foreign language as research conducted in EFL context. According to Dunn (1995) students should be reinforced to use their own preferred learning strategies. In addition, Cano (2005). Burke and Dunn (2002) stated the importance of learning strategies for learner's better achievement. The government of Ethiopia based on Education and Training policy (ETP) in 1994, engaged on reform process to re-strengthen educational policy to meet the need of individual learners. The policy state that physical, mental, potential and the problem solving capacity of learners, bringing up citizens who …appreciate aesthetics and show a positive attitude towards the development and dissemination of science and technology in society and cultivating the cognitive, creative, productive and appreciative potential of citizens by appropriately relating education to environment and social needs of learners(MoE,1994).

Despite all these reform activities, there were a lot to done in regard to improve quality of education to a great extent at classroom level. The actual use of preferred language learning strategic implementation was of a great importance in order to develop language competence of learners in different ways and varied individual learning needs (Chan 2001). So, this research assessed the difference in learning strategy use in speaking skills of English among male and female students of grade 10.

The primary aim of developing the communicative ability of students is to be able to use a variety of interactive purposes. The current trend of language teaching and learning, therefore, stresses the fact that the proficiency of second language can be developed though the use of the target language for communication which is not only the goal but also a means of learning a foreign language (Little wood ,1981). Language learning strategies have been conducted by different researchers like Rubin, (1975); Savignon(1991) and Stern (1975). These researchers addressed issues dealing with language learning strategies stressing on the importance of

language learning strategies and their impact on language teaching and the correlation and the comparison of strategies to other individual traits of learners, such as learning style, attitude towards learning, motivation, foreign language anxiety and other factors. These researchers failed to identify the individual difference of learning strategies regarding gender (between male and female).

Even though there are several researches conducted internationally, little has been done in Ethiopia. For instance, Fasil (1992), Jenenew(2006) and Abdisa (2011), studied about oral skills taught in most high schools. Here the gap observed is that there is no any comparative study regarding male and female students in strategy use in speaking skills.

Thus, the researcher of this paper tried to fill the gap by stressing on learner's language learning strategic difference of male and female regarding language learning strategies in speaking skills. So, the study was aimed to answer the following research questions.

1. At what level do students use learning strategies to enhance their speaking skills?

2. What are the most common strategies used by male students to improve their speaking skills?

3. What are the most common strategies used by female students to improve their speaking skills?

4. Is there any significant difference between the two groups (male and female) in their speaking skill learning strategy use?

1.3 Objectives of the study

1.3.1. The general objectives.

The general objective of this research was to conduct a comparative Study of Male and Female Students' Learning Strategy Use in Speaking Skills with regard to grade 10 in Focus.

1.3.2. Specific objectives

The specific objectives of this research were: -

1.To assess the most common strategies used by male students to develop their speaking skills.

2.To identify the most common strategies used by female students to improve their speaking skills.

3. To check if the is any significant difference between the two groups (male and female) in their speaking skill learning strategy use.

1.4. Significance of the study

Based on the results of this research, language teachers' understood the link between male and female students in language learning strategy use and the target language. Furthermore, language teachers were differentiating specific strategies which are used by more successful learners by comparing male and female learners in language learning strategy use.

Moreover, teachers could identify the differences between male and female learners regarding their individual learning strategy use by developing strategy instruction accordingly and give strategy training in order to help them became a competent language learner.

To this end, the study was first intended to develop a speaking strategy model which is a key aspect of language learning strategies and second, the study investigated the differences between male and females regarding their use of speaking strategies as well as the differences due to their proficiency level.

Consequently, this research helped students in their communicative competence by improving their communicative ability and become more confident in using strategies that are useful in the development of English language speaking skills.

1.5. Limitation of the Study

The study is limited to Lafto Secondary School of grade 10 (Located in Dembi Dollo, Kellem Wollega Zone). In addition, limited sample in this study was considered as limitation to this study. There are 200 students in grade 10 among which the researcher took 20% of them (20 males and 20 females). Due to a shortage of enough time, the researcher took only 20% of the total population of students in grade 10. Among the major language learning strategies, the researcher used strategies such as Memory strategies, Cognitive strategies, Meta-cognitive strategies, Compensation strategies, Affective strategies and Social strategies.

1.6 Delimitation of the Study

The researcher believed that the study would have come with more generalized results had it included other Secondary Schools in Kellem Wollega Zone. The school was purposefully selected because many students join Lafto Secondary School from the surrounding rural village which was used as reliable information sources.

1.7. Operational definition of key terms and Abbriviations

The following items were used throughout this paper. It is defined as follows in the content that the researcher used them in this paper.

A. Definition of key terms.

Acquisition: - the act of getting something especially knowledge, as a skill, etc.

Skills: - it is ability to something well, usually gained through training of experience

Strategy: - it refers to a carefully devised a plan of actions to achieve a goal, or the art of developing or carrying out such a plan.

Proficiency: - to have a high level of language ability in English.

B. Abbreviations

LLS: - Language Learning Strategies (refers to the teaching of English for whom it is not the first language).

EFL: -English as a Foreign Language

MOE: -Ministry of Education

NB- The definition of these terms are given in accordance to this particular study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Language learning strategies

In the process of language learning strategy identification learners are needed to search, test and evaluate different strategies in order to select that best fits to help them learn. When selecting suitable strategies, learners may face a challenge in that some of the language learning strategies are not directly observable as meaning can be extracted from learner's different behaviors Oxford (1990).

With an emergence of cognitive psychology, the field of foreign language teaching became familiar with the concept of language learning strategies. Different researchers tried to define language learning strategies using different perspectives. Among these researchers for example, Oxford (1990) defines learning strategies as "Specifications taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more efficient and more transferable, to new situations."   The other researcher, Cook (2001) defines language learning strategy as" a choice that learner makes while learning or using the second language that affects learning. "Cohen (1998) also defines language learning strategies as" the conscious thoughts and behaviors used by learners with explicit goal of improving their knowledge as target language. On the other hand, Griffith (2007) defines language learning strategy as "activities consciously chosen by the learners for the purpose of regulating their own learning."

 Most of the researchers of language learning strategies concentrated on compiling inventories of the learning strategies that learners were observed to use. Concerning language learning strategies, for instance, Rubbin (1981) identified three kinds of strategies which contribute directly or indirectly to language learning, learning strategies. Communication strategies and social strategies. On the other hand, O'Malley (1985) also categorized language learning strategies in to meta-cognitive, cognitive, social strategies, and socio-affective strategies.

The other researcher, Oxford (1990), described a distinction between direct and indirect strategies. According to the researcher, direct strategies consist of strategies that directly involve the target language in the sense that require mental processes of the language.

Indirect strategies on the other hand provide indirect support for language learning thought focusing, planning, evaluating, seeking opportunities, Controlling, anxiety, increasing cooperation and empathy. Direct strategies include memory, cognitive and compensation strategies, whereas indirect strategies include three sub categories of Meta-cognitive, affective and social strategies.

Cognitive strategies deal with identification, grouping, retention, and storage of language material. On the other hand, Meta cognitive strategies include pre-assessment and pre-planning, on-line planning, evaluation, and post-evaluation of language learning activities. Affective strategies contribute to the regulation of emotions, motivation and attitudes. Finally, social strategies focus on the learner's interaction with other learners and with native speakers.

Language learning strategies according to the above different researchers can be generally defined as deliberate thoughts, behaviors, and means used in facilitating an individual's learning. In the process of foreign language learning-learners using effective language learning strategies show better performance and increase their learning autonomy. Learning strategies contribute to autonomous learning by requiring exploring, test, evaluating learning strategies, and choose effective strategies for themselves. Due to the fact that some of language learning strategies are not directly observable and are extracted from behaviors, it is difficult to identify and study in detail.

2.2. The importance of speaking skills

Human beings spend much more time in oral interaction than using language in a written form. Speaking is the most important skill as it is one of the abilities needed to perform conversation. English language speaking skills development requires significant language components like pronunciation, grammar, vocabulary, fluency and comprehension. Learners are expected to have enough English speaking proficiency in order to become a competent in communicating and effective in using English confidently. According to Rivers (1981) speaking is used twice as much as reading and writing combined.

As cited by Efrizal (2012) speaking is the way of communicating ideas and messages orally. So if we need learners who are competent in speaking we have to encourage them to use the language in real life communication. Speaking skills was ignored in the classroom as emphasis was on reading and writing skill in traditional methods. (Richards and the Rodgers (2001). Significance of speaking is indicated with the integration of other language skills. Learners could express their feelings, ideas, tell stories, talk, discuss, and show various functions of language through speaking skills. Speaking is of vital importance outside classrooms by creating opportunities to find jobs in different organizations and companies. Researchers approve that oral language interactions along with the opportunity to produce the language in meaningful task provides the practice that helps to internalize the language, Asher (2003). Students should have a friendly and cooperative environment that helps them overcome their difficulties in oral performance. Teachers should understand their student's interests and should improve their student's self-confidence. In addition, teachers should motivate their students to speak English and need to create a friendly relationship with learners as well as could create eagerness to study English in general and speak English in particular.

The significant impact language learning strategies have on the success of the overall teaching learning need to be considered firmly. These learning strategies are certainly an important factor to be taken into an account when educational activities are being designed. It is therefore crucial to understand it is role in language learning and incorporate these insights in to the development of education polices. Initiate students so that they develop a spirit of

 Language teachers on their side need to know each and every student's language learning preferences in order to address these individual learning needs effectively. In addition, teachers must encourage and motivate students to become confident and effective users of English as well.

2.3. Studies on language learning strategies

Language learning strategies have been a concern for many researchers since 1970 (Nambiar, 2009). Factors like learning competency, learning atmosphere, race, age, gender, learning styles, encouragement and beliefs affect the choice of language learning strategies (LLS). Language

learners who use appropriate language learning strategies become independent, creative and dynamic. According to Oxford (1990) learners who use memory strategy more frequently prefer to learn through imagery and grouping as it help them to recall information. Besides this, learners who prefer to use cognitive strategy such as taking notes, practicing and analyzing the information they have received. On the other hand, learners who use compensation strategy use guessing and rephrasing strategies to become familiar with new information. There is a significance relationship between gender language learning strategies as reported by many researchers reporting that there is a high frequency by female learners compared to male learners. In addition, female learners tend to use affective and meta-cognitive strategies compared to male learners.

2.4. The classification of learning strategies

Rubin (1981) saw strategies falling under two broad groups, namely:-

Strategies that directly affect learning, such as clarification, monitoring, memorization, guessing /inductive reasoning, deductive reasoning and practice/.

Strategies that indirectly affect language learning such as creating opportunities to use and practice the language ,and production tricks such as communication strategies

2.4.1. Direct strategies include:-

Cognitive strategies–the use of comprehension and production of language as well as practicing, analyzing and reasoning.

Memory strategies: -information storage and retrieval, and grouping, using imagery, and repetition

Compensation strategies: -include the use of language note with standing gaps in l2 knowledge as well as the use of guessing and gesture.

2.4.2. In direct strategies include:-

Meta-cognitive strategies:-are which allow learners to control their cognitive learning process, planning and self-evaluation.

Affective strategies –control of motivation, attitude, lowering anxiety.

Social –strategies:-interaction with other learners, asking questions, taking active roles in classrooms.

. On the other hand, O' malley and Chamot (1990) classified language learning strategies in to three board Categories: - cognitive, Meta cognitive and socio-effective strategies.

2.5. Variables affecting language learning strategies

A. The nature of language learning strategies

Different researchers have defined language learning strategies from different point of view. Among them Wendan and Rubbin (1987: 19) defined language learning strategies as any sets of operations, steps, plans, and routines used by learners to facilitate the obtaining storage, retrieval and use of information. "The other researchers, Richards and platt (1992:209) say that" learning strategies are intentional, behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information." Moreover, Oxford (1990:8) defined learning strategies as "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations." From the above definitions we can consider that the process of teaching and learning is shifting from teacher oriented approach to learner oriented instruction.

So, this has brought about for the consideration of effective language learning strategies. Even though there are different viewpoints among different researchers they have helped us get the general notion of what learner strategies are. Learning strategies are either behavioral provided that they are observable and mental provided that they are not observable. In addition, learning strategies can be either general approaches or specific actions (Liang, 2009:199).

B. The Individual Variables in learning

Each and every individual learner has his/her own personal way of language learning strategies in the process of developing foreign language. There are some variables which affect the overall outcome of an individual's language learning processes such as; age, gender, motivation, aptitude, beliefs, personality, culture, autonomy, and learning style. All the above variables bring about unique pattern to each learner.

C. The features of language learning strategies

These are twelve basic features of learning strategies which are oriented with the development of communicative competence in a foreign language that includes interaction between learners. (Oxford, 1990:9)

These features include: -

- ✓ Are influenced by a variety of factors.
- ✓ Are not always observable
- ✓ Are problem oriented
- ✓ Are often conscious
- ✓ Are flexible
- ✓ Can be taught
- ✓ Support learning both directly or indirectly
- ✓ Contribute to the main goal, communicative competence.
- ✓ Allow learners to become more self –directed
- ✓ Involve many other aspects of the learner , not just the cognitive
- ✓ Expand the role of foreign language a teachers.
- ✓ Are specific actions taken by the learner

D. The language learning strategies used between genders.

Different language researchers have studied a variety of perspectives concluding that an individual difference determines the selection of learning strategies among learners. These individual variables include:-Age , gender ,motivation for language learning maturity ,cognitive learning style ,beliefs , experience and others. Most of the individual differences occur based on age and gender ,Nyikos (2008:78-79) states that the differences in language learning preferences between males and females ,in some cases are statistically significant .According to the findings by some researchers like Zimmerman and Pons (1990,in Lee and Oxford,2008) females use more of meta-cognitive strategies as planning and monitoring strategies .

According to some studies, the connection between learning strategy use and gender appears to be blurred (Dadour and Robbins, 1996). There was a sample study by researchers like Oxford and Nyikos (1989:300) regarding learning strategy use on a sample of 1200 Spanish ,Italian French, and German language learners in which they demonstrated gender plays a decisive role in preference of language learning strategy selection. According to the result of their research, female language learners tend to show effective action in most strategies more frequently than males .This corresponds to the result of previous researchers on the role of gender in foreign language learning.

It is revealed by different researchers that female students use general learning strategies more often and authentic strategies, strategies of getting and communicating meaning, as well as self-direction strategies. In conclusion, according to Lee and Oxford, 2008:9), females'students use more strategies than male students.**E- The classification of language learning strategies**

There are six categories according to Oxford (1989) in her strategies inventory for language learning (SILL)

These are: -

> ➢ Memory strategies
> ➢ Cognitive strategies
> ➢ Compensation strategies
> ➢ Meta-cognitive strategies
> ➢ Affective strategies, and
> ➢ Social strategies.

F. The research on language learning strategies

In the Eighteenth and nineteenth Century, research on foreign language learning strategies became an area of study. During this time learning strategies became one of an interesting field of study in the development of foreign language learning strategies.

These researchers stressed on language learning strategies in relation to the role of strategies in language acquisition, the impact of strategies on language teaching, and the correlation and

comparison of strategies to other individual traits of learners such as learning style, attitude towards learning, motivation, foreign language anxiety and other factors.

G. The importance of language learning strategies.

There is a significant correlation between learning achievement and various language learning strategies used by language learners in foreign language development. Language learners who are good   use a variety of effective learning strategies. Good language learners are able to select and combine strategies which are appropriate to the task. According   to Gimeno (2002) less successful learners tend to use fewer language learning   strategies.

Successful learner shows certain cognitive strategies such as translation, analysis and noting with meta-cognitive strategies such as self –Evaluation, planning, and Organization. According to Gimeno, (2002) less successful learners are not aware of the strategies they use and hence cannot combine the learning   strategies they use as good language learners. According to Stern (1975) learning strategies that are often used by good language learners include   personal learning style (encouragement of positive learning strategies, an active approach to the learning task, a tolerant approach to the target language and empathy with the speaker.

Learning strategy instruction is important in order to raise learner's language learning awareness, modeling of strategies thinking, naming of individual strategies, practice, and students self-evaluation. In the process of learning strategy instruction, the learners are encouraged to develop effective and adequate strategies within a particular language context (Chamot (1990).

Moreover, another importance of strategy instruction is to encourage learner's autonomy and self-direction which enables the learners to choose their own strategies without teacher's intervention spontaneously. In this process, learners can oversee and evaluate the effectiveness of strategy use and hence develop problem solving skills. In this case, each learner is individually responsible for the selection and implementation of a learning strategy that best suits to her/his interest.

Thus, the focus is how to learn not what to learn. The other researcher, Oxford (1990) states about the importance of strategic instruction that make language learning effective, to learn language and how to practice strategies that raise self confidence.

In conclusion, it is believed by many language researchers that using language learning strategies has a positive impact on the learner on language proficiency especially for good language learners.

CHAPTER THREE

RESEARCH METHODOLOGY

The main purpose of this research was to conduct a comparative Study of Male and Female Students' Learning Strategy Use in Speaking Skills with regard to grade 10 Lafto Secondary School in Focus. Descriptive type of research was employed to assess the extent at which students practice different learning strategic activities in speaking skills. Research design, data source, sample of the population and sampling techniques, instruments and procedures of data collection were stated hereunder.

3.1 Research Approach

The research approach to be employed for this study was both qualitative and quantitative. This method requires collecting data using quantitative and qualitative approach which helped the researcher to understand the research problem. The advantage of using this sort of approach is preferable when one approach is not enough to address the research problem or answer the research question. Moreover, the approach is fast and easier to code, analyze, and interpret data.

3.2. Research Design

In this research, descriptive and comparative research design involving both qualitative and quantitative technique were employed. Both qualitative and quantitative techniques helped the researcher to draw a valid conclusion for collecting a relevant data. Comparative research design was employed to compare the preferred language learning strategy use between male and female students. Research design was considered as a cornerstone in any study. The nature and objectives of the problem to be studied and the means of obtaining information were the most important factors to be considered in order to choose the appropriate research design.

3.3. Source of data collection

Sources of data collection for this study were 10th grade students and English language teachers in Lafto Secondary School.

`3.4. Sample and Sampling techniques

The researcher has employed probability sampling method. The researcher selected 20% of the total of 200 students in grade 10(20 males and 20 female). The sampled students were selected by the use of simple random technique.

3.5. Data collection instruments.

To gather information, two data collection instruments were employed. These Instruments were the basic tools to gather data to seek possible solutions for the observed problems. In order to answer research questions, the research instruments developed in this research were

(a)Close-ended questionnaire for students, and

(b)An interview guide for teachers which were semi-structured character.

The development of students' questionnaire and teacher's interview were useful to triangulate the response of sample students and teachers.

3.5.1. Students questionnaire

The 25 items in the questionnaire were based on different kinds of language learning strategies. The questionnaires were distributed to 40(20 males and 20 female) students in grade 10 out of the total number of 200 students

The questionnaires were structured for students by ranging scales from "strongly agree" to "strongly disagree" in order. The items in the questionnaire were close ended.

3.5.2. Teachers Interview.

Based on the fact that the study was descriptive, the interview was suitable provided that there was a relevant data and participants were manageable in order to make the interview appropriate. For this study, semi-structured interview was employed in a consistent order. There was a relevant data and second, the participants to be interviewed were manageable in order to make the interview   appropriate. Thus, Semi-structured interview was set to collect data from 3(three)s selected teachers of English of the total of 1l (eleven) English teachers in the school. The entire necessary information was obtained interviewing   selected teachers.

3.5.3. Ethical consideration

- ❖ . Ethical consideration is a crucial element in the organization of effective research work and hence, needs attention in line with the respondents. This is mainly because: -

- ❖ To respect the opinions of respondents in relation to their willingness to respond in the study or not.

- ❖ To protect the participants from possible dangers might be created.

- ❖ To create confidentiality for respondents, names should be kept secretly along with names

3.6. The administration of pilot tests

To decrease the flaws that prevail in the construction of the instrument of the study, the researcher showed the draft of the questionnaire to other English language teachers and colleagues and they have made the questionnaire to be clear for the students. This were necessary to pilot the instruments with other groups that have the same profile with the subjects of the study. Pilot testing helps to identify where undesired mistakes made and give an opportunity to identify the questions of the study.

In addition, a pilot test avoids ambiguities and assures clarity of communication. For this research, the researcher used other grade 10 students from neighboring school (Kellem Secondary School) and have given their response on the pilot -test.

3.7. Data collection procedures

Data was gathered through two data collecting instruments i.e.-students' questionnaire and teachers' interview. First, the questionnaires were distributed among sampled students and then an interview of sample teachers was held. As it is expected, the use of different data collecting instruments helped the researcher to triangulate data in different dimensions. Data collected were presented in a form of a table and described in a qualitative method. In addition, Data collected through questionnaire were presented in a form of table and analyzed and interpreted numerically by percentage. Finally, summarized in written form.

3.8. Data Analysis

Data collected through questionnaire were presented in a form of table and analyzed and interpreted numerically by percentage. Data gained from teacher's interview was presented through descriptive written report qualitatively. Then finally summarized in written form.

3.9 Validity and reliability of instruments

All instruments that the researcher used were questionnaire for students and teacher's interview. To ensure that the data collection was both valid and reliable Oxford (1990), the questionnaire was designed to assess language learning strategy use. To maintain the face validity of instruments of the study, Best and Kahn (2002) described that items of the instrument should represent a significant aspects of the purpose of the investigation. Content validation was checked by content of the instruments with the elements in the research questions by referencing the content questions to those elements contained in the research. Content validation of the questionnaire and the interview guide to what extent the appropriate content was represented in the course of the study. In order to see the validity of the instruments, the researcher have given the copy of the questionnaire to other English teachers to give any comment and made some modifications before the questionnaire were presented for the students.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the analysis, interpretation and discussions of the data collected through the students' questionnaire and teachers' interview. Data gathered through the mentioned instruments were analyzed based on the targeted objective and research questions. The researcher used the following research questions. These research questions were;

1. At what level do students use learning strategies to enhance their speaking skills?

2. What are the most common strategies used by male students to improve speaking skills?

3.What are the most common strategies used by female students to improve their speaking skills?

4.Is there any significant difference between the two groups (male and female) in their speaking skill learning strategy uses?

After data was gathered, questionnaire was changed to intervals ranging from scales 'strongly agree 'to strongly disagree'. A comparative analysis was used in order to see if there was any significant difference between learning strategies used by male and female students in dealing with speaking skills in English language classrooms at grade 10 Lafto Secondary School. Frequency, mean and percentage were used in the presentation of descriptive statistics. Evaluation of the student's level of using language learning strategies were specified clearly according to the instruments used.

In the step below, the researcher provided the analysis of the language learning strategies preference in learning English between male and female students. Research data collected in this research were analyzed by using SPSS (version20) statistical program me. Frequency and percentage were used in the presentation of comparative statistics. An evaluation of student's level of using different English language learning strategies were considered based on the average gained from the targeted groups. The mean average result of each item were calculated with the reference from the scores gained from the responses of the respondents

4.2. Analysis and interpretation of students' questionnaire

The results of students' response to students 'questionnaire and teachers' interview were designed to give answer research questions 1 and 2 above. Language learning strategies that the researcher dealt with are categorized into six different category of language learning strategies, such as:

Part A - Memory strategies(Remembering)

P**art B** – Cognitive strategies (using mental processes)

 Part C- Compensation strategies(making up for missing knowledge)

Part D- Meta- cognitive (organizing and evaluating learning)

Part E- Affective strategies (managing feeling)

Part F Social strategies (learning with others).

Table 1: Male and Female Students memory strategy uses

Strategy Category	Items	SD Male Fr	SD Male %	SD Female Fr	SD Female %	D Male Fr	D Male %	D Female Fr	D Female %	U Male Fr	U Male %	U Female Fr	U Female %	A Male Fr	A Male %	A Female Fr	A Female %	SA Male Fr	SA Male %	SA Female Fr	SA Female %	Mean male	Mean Female
Memory Strategies	1. I use new English words in sentences so I can remember them can remember .									0		0		1	2.5	2	5	19	47.5	18	45	4.75	4.5
	2.I make a relation between prior knowledge and a new language									0		0		3	7.5	2	5	18	47.5	17	42.5	4.5	4.25
	3.I often make a review in learning a new word									0		0		2	5	3	7.5	18	45	17	42.5	4.5	4.25
	4.I practice my speaking skill by repeating the new material					0		2	5	0	0	0		2	5%	1	2.5	18	45	17	42.5	4.5	4.25
	5.I often make a mental image or picture of the new word to remember									0		0		1	2.5	1	2.5	19	47.5	19	47.5	4.75	4.75

As can be seen from the above table 1 above, 47.5%of male respondents replied that they strongly agree to the first item 1.,' I can remember new words whenever I use it' where as 45% of female respondents responded that they also express their agreement to the same question (to the first item). In addition, 2.5%of of the respondents replied that they agree to the first item and 5%of female students replied that they agree to the same item respectively. This implies when they come across new words during speaking activities majority of students remember that the word is unfamiliar for them and they learn it. Regarding item 2, 'I make a relation between prior knowledge and a new language' male students strongly agree with 47.5% and female students also strongly agreed with 42.5%and 5% male and 7.5 female respondents agreed showing that male students make a better relation between new word learned with prior understanding. their When we consider item 3(three), 'I often make a review after I learn a new word during speaking activities' male respondents strongly agreed with 45% and female students with 42.5%, as well as male 5% and female 7.5% respectively. The result shows that male respondents often review what they have learned during speaking activities. For item 4,' I practice my speaking skill by practicing the new material' male respondents strongly agreed with45% and female respondents with 42.5% respectively and also male students replied that they agree to the item by 5% and female respondents with 2.5% respectively. There are 2 (5%) female respondents with uncertainty to the above item 4. When we consider item 5 above,' I make a mental image or a picture of the new word to remember' 47.5% male and 47.5% female strongly agreed to the item and 2.5% male agreed to the above item 5 respectively. The result shows that male learners made more mental image of the new word better than their female peer groups. Regarding comparison between the two groups male respondents were practicing more level of language learning strategy use frequencies than female respondents with regard to memory strategy use. There is a significant difference observed with regard to both respondents (male and female students). When we consider the overall frequencies used by both groups there are differences observed among them generally.

Regarding the mean value. for male (M=4.6) and for female (M=4.4), there are significant difference observed in between them respectively.

Table 2: Male and Female Students for cognitive strategies

Strategy Category	Items	Strongly Disagree				Disagree				Uncertain				Agree				Strongly Agree				Mean value	
		Male		Female		Male		Female		Male		Female		male		female		Male		Female		Male	female
		Fr	%	Fr	%	Fr	%	Fr	%	F	%	F	%	%Fr	%	Fr	%	Fr	%	Fr	%		
Cognitive Strategies	6.Iuse familiar words in different contexts to find word meanings contextually											0	0	2	5	3	7.5	18	45	17	42.5	4.5	4.25
	7' I use the context in mother tongue when I face a meaning difficulty in English											00		2	5	2	5	18	45	18	45	4.5	4.5
	8. I translate from and onto mother to find a meaning of unfamiliar words											0		01	2.5	1	2.5	18	45	18	45	4.5	4.5
	9.I try to speak like native speakers											0	0	020	5	3	7.5	18	45	17	42.5	4.5	4.25
	10.I try use English in different situations.													02	5	2	5	18	45	18	45	4.5	4.25

As can be seen from above (in Table 2), 45% of male respondents said that they strongly agree to the sixth item 'use familiar words in different contexts to make new sentences' . In addition,

42.5% of female respondents responded that they are also strongly agree to the item. On the other hand, 5% female and 7.5 female agreed to the above item 6. For item 7, 'I use the context in mother tongue when I face meaning difficulty during the time of speaking' an equal number of respondents replied they strongly agree with male 45% and female 45%, and 2.5% of each group responded agree to the item. Regarding item8 ' I translate from and onto mother tongue' 45% of each group of respondents replied that they strongly agree and 2.5% from both groups agreed respectively showing that majority of students translate if they find a new or unfamiliar words during speaking activities. Thus, there is no significant difference among them in relation to the above item 8. The rest of the items included under cognitive strategy language learning preference, majority of the respondents replied (45% for both groups) that they strongly agreed showing their individual language learning preferences. For item 9 ,'I try to speak like native speakers' 45% male and 42.5 female students strongly agreed and 5% of male and 7.5% female responded agree to item 9 above. We can consider from the result that majority of male respondents tried to speak like native speakers. Furthermore, students have agreed to this item with almost equal responses (5% for both groups). For item 10,' I use English in different situations' 45% male and 42.5% female replied that they are strongly agree and 5% male and 5% female agreed to item10 above. Majority of respondents from male group strongly agreed to item 10 above. So male respondents reported that the could use English in different situations. The overall average result of mean value shows there is result a similarity of (M=4.5) for male respondents and (M=4.35) for females respectively.

Table 3: Male and Female students for compensation strategies

Strategy Category	Items	Strongly Disagree				Disagree				Uncertain				Agree				Strongly Agree				Mean value	
		Male		Female		Male		Female		Male		Female		Male		Female		male		Female		Male	Female
		Fr	%	Fr	%	Fr	%	Fr	%	fr	%	fr	%	Fr	%	fr	%	fr	%	Fr	%		
Compensation Strategies	11.I use guesses to understand new words											0		2	5	2	5	*18*	*45*	*18*	*45*	*4.5*	*4.5*
	12.I use synonyms and antonyms to understand a new word											0		0	0	0	0	*20*	*50*	*20*	*50*	*5*	*5*
	13.I usually try to consider word relations during speaking activities											0		0		3	7.5	17	42.5	18	45	4.25	4.5
	14.I ask someone to tell me the right word I did not understand									1	2.5	0	0	0		2	5	17	42.5	18	45	4.25	4.5
	15.When I can't think of a word during a conversation in English, I use gestures													2	5	2	5	18	45	18	45	4.5	4.5

As it is shown in Table 3 above, item 11, ' I use guesses to understand a new word' an equal number of respondents replied they are strongly agree and also equal number of respondents agreed(45%male strongly agree and 5%of each agree to the above item11 respectively) the differences between the strategy use of male and female students in English language learning strategy use remains similar. Regarding item 12, 'I use synonyms and antonyms to understand new words 'all the respondents strongly agreed to item 12 above. The result shows that the students commonly use word synonyms and antonyms when they find meaning of unfamiliar words. Compensation strategy revealed that the two groups were almost similar ranging from 42.5% to 50% respectively. This implies that there is no significant difference seen among them. (including items 13 and 15 above). O n the other hand, there are some few students who replied uncertain (male 5%) regarding some items related to compensation strategies showing that he was not sure to ask someone when he did not understand in the case of speaking activates. In relation to frequencies, female students used compensation strategies more frequently than male students provided that there is one male student who was uncertain to the item 14 which reads' I ask someone to tell me the right word when I did not understand'. Regarding comparison between the two groups, the students were practicing similar level of language learning strategy in relation to compensation strategies except for item 14 above. Item 15 on the other hand, 'when I cannot   think of a word during conversation I use gestures in English '50% male and 47.5% female responded There is no significant difference observed with regard to both respondents (male and female students). When we consider the overall frequencies used by both groups there is no significant difference. When we see mean value there is no significant mean difference (M=4.6 for male students and M=4.65 for female respondents) respectively.

From the table above 6, it can be concluded that the mean value for the two groups (M=4.55) for male and (4.7) for female respondents. There are statistically differences in the use of compensation strategies between the two groups that female students used compensation strategy more frequent than male respondents respectively.

Table 4: Male and Female Students' on meta-cognitive strategy use.

Strategy Category	Items	Strongly Disagree				Disagree				Uncertain				Agree				Strongly Agree				Mean value	
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	Female
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Meta-cognitive strategies	16.I try to find as many ways as possible to use English									0	0	0		3	7.	2	5	17	42.5	18	45	4.5	4.25
	17.I pay attention when someone is speaking English									0	0	0		1	2.	1	2.5	19	47.5	19	47.5	4.75	4.75
	18.I arrange my schedule to study and practice English language									1	2.5	2	5	2	5	2	5	17	42.5	16	40	4.25	4
	19.I look for people I talk to in English									0		0		2	5	1	2.5	18	45	19	47.5	4.5	4.

As can be seen from Table 4 above, 42.5 male and 45% female students and 7.5% male and 5% female students agreed to the 16 above,' I try to use as many ways as possible to use English'. When we consider the implication of the result given by the respondents   male students often used meta-cognitive strategies more frequently than that of female respondents in fine dining every possible way to use English' to use English. The result shoes that female respondents use more meta cognitive strategies than male respondents When we consider item 17, 47.5% male and 47.5% female respondents replied they strongly agree to item 17 above. In addition, equal

number of respondents 2.5% from both groups replied that they agree to item 17 showing that they paid close attention when someone speaks English. For item 18, which says,' I arrange my schedule to study and practice English language.' 42.5% male and 40% female strongly agreed and 5% of each group agreed to item 18 above. In addition, 2.5% male and 5% female were responded uncertain to the above item 18. In relation to frequency use, male students used more meta-cognitive strategy more frequently than female in the case that one female student responded that she is uncertain to item18 above. The mean value reveals male students used more of Cognitive strategies than female students did.

For item 19, 'I look for people to talk with in English sometimes'. 45% male and 47.5% female strongly agreed and 5% male and 2.5% female agreed to the above item 19. The result shows that majority of the students find someone whenever they want to speak (practice) English with.

The mean value for male (M=4.5) and for female (M=4.25) respectively.

Table 5: Male and Female Students for affective strategies

Strategy Category	Items	Strongly Disagree				Disagree				Uncertain				Agree				Strongly Agree				Mean value	
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		male	Female
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	4.9500	4.9000
	20.I encourage myself to continue to do my best in language learning									0	0	0		2	5	1	2.5	18	45	19	47.5	4.5	4.75
	21. I encourage myself when I make some mistakes									0		0		1	2.5	2	5	18	45	19	47.5	4.5	4.75
Affective strategies	22..I use a list in which I register my feelings, motivation and attitude about English language learning									0	0	0		1	2.5	1	2.5	19	47.5	19	47.5	4'75	4.75

For item 20, 'I encourage myself to continue to do my best in English language speaking' 45.5% male and 47.5%% female respondents strongly agreed to item 20 above and 2.5% from each group responded agree to the same item above. The result shows that most of female respondents encourage themselves when they make a continue to do their best to improve their speaking abilities by participating actively in speaking activities. For item 21, one the other hand, 'I encourage myself when I make mistakes' 45% of male and 47.5% female replied they strongly agree to item 21above and 2.5% male and 5% female respondents agreed to the above item 21. From the result we can conclude that female respondents are more frequently encouraging

themselves whenever they make mistake in speaking activities' Thus, they encourage themselves when a mistake is done during speaking activities. Item 22, 'I use the list in which I write about my language learning' an equal number of respondents (47.5% of each) strongly agreed and 2.5% of each group agreed. The result shows that most students register/write activities included in practicing English. There are no significant differences between the two groups respectively. .

From the table 5 above, it can be concluded that mean value for male is (M=4.58) and the mean value for female is (M=4.75) respectively, showing that there are more female respondents who used more effective strategies when compared to male respondents respectively. Thus, there is a significant difference observed among the two groups with regard to the affective strategy use in speaking skill activities.

Table 6: Male and Female Students for social strategies

Strategy Category	Items	Strongly Disagree				Disagree				Uncertain				Agree				Strongly Agree				Mean value	
		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	female
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%		
Social strategies	23..I talk to someone about my language learning									0		0		2	5		0	18	45	20	50	4.5	5
	24..I ask for help from English speakers to develop my speaking ability									0		0		3	7.5	0	0	17	42.5	20	50	.4.25	5
	25..I try to learn the culture of English									0		0		2	5	0	0	18	45	20	50	4.5	5

Regarding item under social language learning strategy, item 23, 'I talk to someone about my language learning, 45% of male and 50% of female responded that they strongly agree and talk

to someone about their language learning process. There is a significant difference among the respondents in that female students used social strategies more frequent than male respondents as seen on the above items23.The result shows that majority of the students talk to someone about their language learning process to improve their speaking abilities. For item 24, ' I ask for help from English speakers in order to develop my speaking skills ' 42.5% of male and 50% of female respondents strongly agreed and7. 5% of male agreed to item 24 above. The result shows that majority of the female respondents ask a help from English speakers to develop their speaking skills. The last item under social strategy is item 25, 'I try to learn the culture of English' 45% of male and 50% of female respondents replied they are strongly agreeing to the above item 25 and there are also 5% of male respondents replied they agree to item 25 above. Majority of the respondents strongly agreed to the item. The result shows that there is a significant difference among the groups. The result shows that majority of female respondents tried to learn the culture of English as it is helpful to know the culture of the language in order to speak with fluency and accuracy.

From the above table 6, the mean value for male is (M= 4.4) and for female is (M=5.0) for female students respectively.

Table7. Data of Teachers interview

No	Interview Questions	Respondents	Responses
1	What strategies are frequently used by your students in speaking?	T1	Memory strategies, cognitive strategies, affective strategies and social strategies.
		T2	Memory strategies, affective strategies and social strategies
		T3	All are used accordingly
2	How do you help students so that they can use their preferred learning strategies?	T1	By motivating to identify their own strategic use
		T2	By engaging them in different speaking activities regularly
		T3	By creating speaking tasks
3	How do you feel about students using their preferred learning strategies?	T1	Using their preferred language learning strategy use makes them more confident in speaking
		T2	It is a base for the development of communicative competence
		T3	It motivates learners of the language greatly
4	Do you approach your students freely in order to set your professional help?	T1	Yes, I do
		T2	Yes, regularly
		T3	Yes, indeed
5	What strategies are frequently used by male students?	T1	Memory strategies and cognitive strategies.
		T2	Social strategies and cognitive strategies.
		T3	cognitive strategies
6	What strategies are frequently used by female students?	T1	Affective strategies and social strategies
		T2	Affective and cognitive strategies
		T3	Social strategies
7	Which group used effective strategies in speaking skills, male or female?	T1	Male respondents
		T2	Female respondents
		T3	Male respondents
8	What are the challenges faced by students in using effective language learning strategy use in speaking skills?	T1	Lack of identifying/knowing effective strategies in speaking activities.
		T2	Lack of confidence to speak
		T3	Lack of teachers' motivation
9	Do you encourage your students to speak confidently?	T1	Yes, always
		T2	Yes, repeatedly
		T3	Yes, I do
10	What do you think about speaking tasks in the text book?	T1	Not integrated as required
		T2	Not motivating
		T3	Not contextualized

T_1= Teacher one T_2= Teacher 2 T_3= Teacher three

4.3. Analysis and interpretation of teachers' interview

In order to answer research questions in relation to language learning strategy use three grade 10 English teachers were interviewed. The responses of the interviewee were discussed and analyzed here under.

From the above table 2, T_1 (33.3%) replied on the item 1,' what strategies are frequently used by your students in speaking?' The strategies frequently used by most students are memory strategies, cognitive strategies, affective and social strategies. The result shows that the students frequently used the above strategies with average 40% to 50% respectively. T_2 (33.3%) responded for the above item1 with similar response with T_1 and T_3 (33.3%) replied majority of the respondents used all the strategies equally. From the above result it can be concluded that majority of students use memory, cognitive, affective and social strategies as their preferred language learning strategy in speaking skills activities generally. Thus, there is no significant difference considered among the groups (male and Female) respectively.

Regarding item 2 above, T_1 (33.3%) replied that he motivated his students so that they can use their own language learning strategy preference in order to became effective speakers of English and confident users of English language generally. On the other hand, with regard to item 2 above, T_2 (33%) responded he provided different situations to the actual teaching of English and lets the learners engage in various activities to help them became good speakers and users of English language. In addition, T_3 (33.3%) replied she created a lot of speaking tasks which motivated the learners to enjoy speaking activities. From the above result it can be considered all the respondents replied that they help their students by engaging them in different activities through continuous motivation, supplying speaking activities and tasks generally.

When we consider responses of teachers' interview on item 3 above, T_1 (33.3%) replied, using variety of language learning strategy use enables learners to become more confident and effective in communicative competencies, where as T_2 (33.3%) responded that as language learning strategies are believed to be basis for the overall development of competences, he feels they are most important in effective language teaching and learning. For there more, T_3(33.3%) replied that language learning strategies motivate learners greatly, when we come to item 4 above, 'Do you approach your students freely in order to self your professional help?', T_1 (33.3%) replied that he approached his students freely to set his professional help and T_2 (33.3%)

also replied with the same/similar approach as T1 on item above respectively. In addition, T_3 (33.3%) repeated the same idea revealing she approached her students freely in order to set her professional help. Item 5 'what strategies are most frequently used by male students', T_1 (33.3%) replied male students frequently prefer memory strategies and cognitive strategies in comparison with their female peer groups, and T_2(33.3%) responded social and cognitive strategies, whereas T_3 (33.3%) replied cognitive strategies are the most frequent strategy used by male respondents. Item 6, 'what strategies are frequently used by female students?', T_1 (33.3%) replied affective and social strategies are frequently used by male students and T_2 (33.3%) replied affective strategies are most frequently used by female students. T_3 (33.3%) on the other hand responded female students most frequently used social strategies as their own preferred language learning strategy. Item 7, 'which group use effective strategies in speaking skills? male or Female? T_1 (33.3%) responded male students used effective strategies when compared with female, and T_2 (33.3%) replied female students use effective strategies than male, T_3 (33.3%) on the other hand replied that male students were effective users of language learning strategies in relation to female students respectively.

As it can be seen from the above table 2, Item 8, 'what are the challenges faced by students in using effective language learning strategies in speaking skills?' T_1 (33.3%) replied students face challenges such as; lack of indentifying their own way of learning or using effective strategies in language learning makes most students not to become effective language learner and effective communicators/speakers of English language, and T_2 (33.3%) responded most students have no confidence to speak English which hindered greatly their language proficiency and caused low performance in speaking activities generally. T_3 (33.3%) also replied that there is a problem related with teachers' lack of motivating the students which made students not to be interested to speak English with each other and their teachers and as well as with other English speakers confidently.

When we consider item 9, 'Do you encourage your students to speak confidently?' T1 (33.3%) replied that he always encouraged his students so that they can speak freely and confidently, no matter how, the students are not willing enough to start feeling relaxed and confident in speaking activities, and T2 (33.3%) replied that he repeatedly tried his best to create confidence in his

students and he still repeated that the students are not willing to try to become confident speakers of English due to lack of confidence. T3 (33.3%) on her side, replied that she did encourage her students though they failed to become confident and effective users of English language. In relation to item 10, 'What do you think about speaking task in the, T, (33,3%) replied that in the text books speaking skills activities were not integrated so that students can. properly improve their speaking skills T 2 (33,3%) responded on item 10 that there are no enough speaking actives included in Secondary School (grade 10) textbook that enable students to practice regularly. On the other hand, T3 (33,3%) reported that the skill of speaking was not integrated in the text books to develop the speaking skills of students as needed.

Generally, from the above teachers' interview analysis we can conclude that grade 10 Students at of Lafto Secondary School Students usually used memory strategies, cognitive strategies, affective strategies, and social strategies as their preferred language learning strategies generally. In addition, the teachers responded that they usually motivated, provided them to varieties of language teaching learning activities and created different speaking tasks in order to help students develop their language learning activities with specific regard to speaking skills. When consider teaches feeling regarding language learning strategies, the teachers believed that the basic factor that makes students to become more confident, motivated, and a competent users of English language by large. On the other hand, interviewed teachers reported that, with regard to student's challenges in relation to language learning strategy use, students lack enough confidence, lack of identifying their own language learning strategy preference, and lack of confidence to communicate with English language.

4.4. Discussion

The data analysis in this research revealed that both male and female students 'language learning strategy preference at Lafto Secondary School grade 10 in focus has a significance difference among male and female respondents in relation to the result obtained from data the analysis of the results obtained from the above strategies. The strategies most frequently used by male students were memory strategies and cognitive strategies with mean value of (M=4.6,4.5) respectively; whereas female respondents frequently used compensation strategies, affective strategies and social strategies, affective strategies and compensation strategies were more

frequently used by female students with mean value of (4.7, 4.75, and5) respectively. Social strategy is the most frequent strategy used more by female students. In the case of Social strategies female respondents used social strategies more frequently in the process of speaking skills activities during English lessons (items 23- 25above). Furthermore, this study also found that, in overall strategy use, there is a significant difference observed among the two groups in learning English between male and female students with regard to memory, cognitive, affective sand social strategies.

Generally speaking, the data obtained from students' questionnaire showed that male respondents used memory strategies, cognitive strategies, and meta-cognitive strategies. On the other hand, female respondents frequently used compensation strategies, affective strategies, and social strategies respectively.

 In line with this study, for instance, Aslan reported (2009) that the strategy preferences by male students were meta-cognitive strategies, while female students used compensation strategies. On the other hand, Permata (2013) have founded that the strategies used by male students were meta-cognitive strategies and female students more frequently used compensation strategies as their preferred language learning strategy.

Language learning strategies enable learners to coordinate their own learning and have a responsible feeling about their language learning activities. Language learning strategies empower the learners in order to reflect on their own learning and become better prepared to make conscious decisions about what they can do to improve their language learning activities. The preference uses of these strategies some scholars founded the following results. For instance, Aslan reported (2009) that the strategy preferences by male students were meta-cognitive strategies, while female students used compensation strategies. On the other hand, Permata (2013) have founded that the strategies used by male students were meta-cognitive strategies and female students more frequently used compensation strategies. Kayoglu (2012) reported that the strategies used by male students were social strategies, while female students were frequently used affective strategies. The study by this researcher revealed that there is no significant difference in language learning strategies preference in learning English between male and

female students for the overall strategy use. Furthermore, Aslan(2009) and Zare (2013) founded that there was also no significant difference regarding the overall use of strategies between male and female students. In the case of this study, there is a difference between male and female students regarding strategies such as compensation, affective strategies, and social strategies in which female students are frequent users of the strategy than their peers. With regard to social strategy it is the most frequent of the strategies used by female respondents.

 The other researcher, Zeynali(2012) also found that there is a significant difference between male and female students in Affective strategy preference. Chamot and Kupper (1989: 13-24) found that there is a significant correlation observed between the use of language learning strategies applied by foreign language learners as well as their learning achievement. There are also various findings that support the idea of good language learners use different kinds of a number of effective language learning strategies during speaking skills activities. These learners, hence, are able to combine certain cognitive strategies (translation, analysis and noting) with specific meta-cognitive strategies (self-evaluation, planning and organizing). Crookall (1989). On the other hand, less successful learners use fewer strategies which are limited by the type of strategy. These learners are not aware of the strategy they use to combine the strategies in order to use them effectively and successfully.

Personal learning styles, according to Stern, (1975) such as encouragement of positive learning strategies are of great importance as well as means for an active approach to the learning task. Effective language learners are often having awareness of strategies they use, modeling of strategic thinking, naming of individual strategies, practice and student self-evaluation. Learners are needed to have appropriate awareness of the strategy they already use and are supposed to be encouraged to develop a set of effective new strategies which are both adequate and effective in a particular language context.

In the process of language learning, specifically in the development of English language speaking activities, a great deal of attention is needed from educators to develop individual learner's self-autonomy, self-direction and the ability to use their own strategies freely without teacher's intervention. Each learner need to be able to evaluate the effectiveness of strategies and develop problem-solving skills at large. An effective use of language learning strategy usage has a great deal of positive impact on language proficiency.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1. SUMMARY

The study in titled 'A comparative study of male and female students Language Learning Strategy use in speaking skills: Grade 10 Students of Lafto Secondary School in focus.' Was conducted in Oromia Regional State, particularly in Kellem Wollega Zone in academic year 2010 E.C. Lafto Secondary School was established in 2006 E.C and there was no any research conducted in the School with regard to language learning strategies.

The study undergone comparative study research design by using instruments like:

      A. Students 'questionnaire, and

      B. Teachers' interview

The data obtained from students' questionnaire revealed that male student language learning preference in speaking skills were memory strategy, cognitive strategies and meta-cognitive strategy, whereas female students' language learning strategies were compensation strategies, affective strategies, and social strategies respectively. Data gained from teachers' interview showed that that the teachers motivated their students, engaged them to different speaking activities and have given them different tasks in order to develop their student's language learning performance specifically speaking activities.

The interviewed teachers also reported that students encounter challenges of speaking skills due to factors such as; student's failure to identify their own language learning preference, lack of enough confidence to speak English with each other and with their teachers, and also lack of motivation from teacher's side. The teachers also replied to the interview about the text books they were teaching currently speaking skills were not properly integrated in the text books and the speaking tasks were not realized to improve students speaking abilities.

5.2 Conclusions

The objective of this study was to check whether there was any significant difference among male and female students in language learning strategy use in speaking skills at Lafto Secondary School grade 10 (Dembi Dollo, Kellem Wollega Zone).

The study, which was comparative in nature was aimed at studying the language learning strategy use of grade 10 Lafto Secondary School Students. Furthermore, the study was an attempt to see the differences in Language learning strategy use between male and female Language teachers on their side need to know each and every student's language learning preferences in order to address these individual learning needs effectively. In addition, teachers must encourage and motivate students to become confident and effective users of English as well. In the study male respondents reported a higher usage of strategies like memory strategy, cognitive strategy and meta-cognitive strategy. On the other hand, female respondents reported a higher usage of compensation strategy, and affective strategies.

Based on the data analysis, the comparative study of male and female students' language learning strategy use in speaking skills with regard to Lafto Secondary School Grade 10 Students has come to the following conclusions as follows.

1. Male students' preferred memory strategies (in all items), cognitive strategies(items 6,9,and 10) and meta-cognitive strategies(item 16) more frequent than female students respectively.
2. Female students on the other hand, more frequently used compensation strategies(item 13 and 14 above), affective strategies (items20-22 above), and social strategies (all items) as their preferred language learning strategies.
3. There is a significant difference on language learning strategies preference in learning English between the two groups (male and female students) as stated in number 1 and 2 above.
4. Considering the final result in overall strategy preferences as general, there is a significant difference among the two groups with exception to items under compensation strategies(items 11,12 and 15) and meta-cognitive strategies (item17) respectively.

5.3 Recommendations

The objective of language learning should be addressed to language learners in order to know why they learn the language. Students language learning strategy should be considered starting from their design up to the implementation stage by concerned stake holders such as curriculum designers, school administrators, language teachers and other concerned individuals.

English language teachers need to know language learning preferences of their students in order to provide them a suitable learning environment. Furthermore, effective learning approaches have to be incorporated in the learning material and students are needed to be motivated by their teachers so that they can use their preferred language learning strategies.

Based on the above conclusions, the following recommendations were forwarded.

1. In order to create address the learning needs of every students' individual language learning preferences should be considered by English language teachers as they are the agents to create a motivating classroom environment that helps the students to become competent speakers and users of English.

2. Language teachers needs to know the individual preferences of each students and assess them in actual teaching process.

3. Language teachers need to maturate their students to become effective English language speaking skills.

4. Students have to be aware of their own language learning strategy and need to do their best to become effective speakers of English.

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Appendix A: Questionnaire for Students

Dear Student

The purpose of this questionnaire will be to gather data on comparative study of male and female students in learning strategy use in speaking skills. The result collected from this questionnaire will hopefully create better awareness about the practice of teaching skills. Therefore, please be honest and be free to provide your genuine information. Your contribution to the success of this study will be highly appreciated.

NB. You need not write your name.

Thank you in advance.

Instruction I-Show your opinion or evaluation or decision by choosing a suitable option that represents your opinion by choosing from the given alternatives ('strongly agree' to 'strongly disagree').

Part A	No	Items	Alternatives									
			Strongly agree		Agree		Uncertain		disagree		Strongly disagree	
			M	F	M	F	M	F	M	F	M	F
Memory Strategies	1	I use new English word in sentences so that I can remember Them										
	2	I make a relation between prior knowledge and a new word										
	3	I often make a review after I										

		learn a new word											
	4	I practice my speaking skill by repeating the new material											
	5	. I try to remember the feature of the new word when I speak											
Part B Cognitive Strategies	6	I use familiar words in different contexts to find word meaning											
	7	I use the context in mother tongue when I face a meaning difficulty											
	8	I translate from and onto mother tongue to find meaning of new words											
	9	I try to speak like native speakers											
	10	I try to use English in different situations											

Part C Compensations Strategies	11	I use my mother tongue if I cannot think of the right expression in English									
	12	I ask someone to tell me the right word I did not understand									
	13	I use mimics and gestures									
	14	I ask someone to tell me the right word I did not understand									
	15	When I can't think of the right word during conversation I use gestures									
Part D Meta-cognitive Strategies	16	I try to use as many ways as possible to use English									
	17.	I pay attention when someone speaks English									
	18.	I plan language tasks									
	18.	I arrange my schedule to study and practice English language									
	19.	I look for people I talk to in English									
Part E Affective Strategies Part F	20.	I encourage myself to continue to do my best in language learning									
	21.	I encourage myself when I make a mistake .									
	22.	I sometimes use a dictionary to									

		find the meaning of a new word											
Social Strategies	23.	I use a record of my learning activities regularly											
	24.	I talk to someone about my language											
	25	learning process in order to get supportive comments											
	25.	I cooperate with other students when I learn English											

General Instruction: -

Dear teacher

The purpose of this interview will be to collect information in order to investigate the learning strategy use of male and female students' language speaking skills in Lafto Secondary School at Grade 10. Please note that your participation and genuine response will be extremely useful.

Part I –personal profiles

Please express your valuable views and opinions freely.

1. What strategies are frequently used by your students in speaking?

2. How do you help your students so that they can use their preferred learning strategies?

3. How do you feel about students using their preferred learning strategies?

4. Do you approach your students freely in order to set your professional help?

5. What strategies are frequently used by male students?

6. What strategies are frequently used by female students?

7. Which group used effective strategies in speaking skills, male or female?

8. What are the challenges faced by students in using effective language learning strategy use in speaking skills?

9. Do you encourage your students to speak confidently?

10. What do you think about speaking tasks in the text book?

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