



**The Relationship between English Language Learning
Strategies, Gender and Academic
Year Level among Undergraduate English Major Students at
Middle East University in Jordan**

العلاقة بين استراتيجيات تعلم اللغة الإنجليزية والجنسدية ومستوى السنة
الدراسية بين طلبة بكالوريوس اللغة الإنجليزية في جامعة الشرق الأوسط

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for the Master of Arts Degree in English Language**

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Authorization

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Thesis Committee Decision

This thesis "The Relationship between English Language Learning Strategies, Gender and Academic Year Level among Undergraduate English Major Students at Middle East University in Jordan " was discussed and certified on August, 11th, 2014

Thesis committee :

Signature

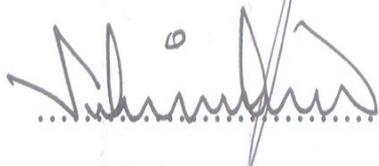
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In the name of ALLAH the most GRACIOUS and the most MERCIFUL

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Last but not least, I would also like to express my gratitude, thanks, and appreciation to my family for the support they provided .

Dedication

To my big family; Mother Father, Brothers and Sister.

To my Fiancé

To my friends:

Mohammad Jbara

Ayman Abo Shama

Saleh Al Anabose

Omar Al Aydi

Rateb Al Mesterehy

Abdullah Abo Elian

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The Relationship between English Language Learning Strategies, Gender and Academic Year Level among Undergraduate English Major Students at Middle East University in Jordan

Abstract

This study aimed to investigate gender variation in the use of English language learning strategies by English majors enrolled at Middle East University in Jordan. The study attempted to answer the following questions:

- 1- What are the most and least frequently used Direct learning strategies among male and female students?
- 2- What are the most and the least frequently used Indirect learning strategies among male and female students?
- 3- Are there any significant differences between English major male and female students at MEU in using LLSs related to gender and the academic year?

The researcher randomly chose a sample consisting of 50 students (10) males and (40) females. For data collection, the researcher used LLSs questionnaire (Oxford 1990).

The results showed that the mean of Direct strategies of LLSs for males and females was of 3.57 and 3.59, respectively in favour of males at high level. The highest rank was Cognitive strategies, while the lowest rank was Memory strategies.

The results showed that the mean of Indirect LLSs for males and females was between 3.35 and 3.33, respectively. The highest rank was Affective strategies, while the lowest rank was Social strategies.

In general, the results showed that gender had no significant differences in the use of strategies among male and female students, but they showed significant differences between males and females in their use of Cognitive and Affective strategies in favor of male.

Depending on these findings, the researcher recommends more training in using Social and Memory strategies because they are the lowest rank. The researcher recommends that the sample may be expanded to cover many schools and universities. To achieve pedagogical objectives the sample may be expanded to cover educational experts, teachers, students and parents.

العلاقة بين استراتيجيات تعلم اللغة الإنجليزية والجنس ومستوى السنة الدراسية بين طلبة اللغة الإنجليزية في جامعة الشرق الأوسط

ملخص الدراسة

هدفت هذه الدراسة إلى معرفة الاختلاف بين الذكور والإناث في استخدام استراتيجيات تعلم اللغة الإنجليزية لدى طلبة قسم اللغة الإنجليزية في جامعة الشرق الأوسط وكانت أسئلة الدراسة على النحو الآتي

- 1- ما هي استراتيجيات تعلم اللغة المباشرة الأكثر والأقل استخداماً لدى الطلبة الذكور والإناث؟
- 2- ما هي استراتيجيات تعلم اللغة غير المباشرة الأكثر والأقل استخداماً لدى الطلبة الذكور والإناث؟
- 3- هل يوجد فروق ذات دلالة إحصائية بين الذكور والإناث في استخدام استراتيجيات تعلم اللغة الإنجليزية تعود إلى الجنس ومستوى السنة الدراسية؟

وقد اختار الباحث عينة عشوائية مكونة من خمسين طالباً وطالبة : عشرة طلاب وأربعين طالبة.

وكانت أداة الدراسة المستخدمة لجمع المعلومات هي استبانة استراتيجيات تعلم اللغة (أوكسفورد 1990).

كما أظهرت النتائج أنّ استخدام الاستراتيجيات المباشرة كان عند المستوى العالي لدى الطلبة، فتفوق الذكور على الإناث في استخدام الاستراتيجيات المباشرة بمعدل (3,57) وبمعدل (3,55) للإناث،

حيث كانت الاستراتيجيات المعرفية الأعلى استخدامًا . بينما كانت الاستراتيجيات التذكيرية الأقل استخدامًا

وقد أظهرت النتائج كذلك أن استخدام الاستراتيجيات غير المباشرة كان عند المستوى المتوسط لدى الطلبة، حيث تفوق الذكور على الإناث في استخدام الاستراتيجيات غير المباشرة بمعدل (3,35) و بمعدل (33.3) للإناث. فكانت الاستراتيجيات العاطفية الأعلى استخدامًا. بينما كانت الاستراتيجيات الاجتماعية الأقل استخدامًا.

أشارت النتائج بأنه لا يوجد فروق ذات دلالة إحصائية في استخدام استراتيجيات تعلم اللغة الإنجليزية لدى الطلبة الذكور والإناث ، ولكن توجد فروق ذات دلالة إحصائية في استخدام الاستراتيجيات المعرفية والعاطفية لصالح الذكور.

وبناءً على هذه النتائج قدم الباحث عددًا من الاقتراحات والتوصيات أهمها :

- تكثيف التدريب فيما يتعلق باستخدام استراتيجيات التذكر والاستراتيجيات الاجتماعية حيث أنها احتلت المرتبة الأدنى.

- ان يتم توسيع العينة المستخدمة في هذه الدراسة لتشمل عدة مدارس وجامعات، ومن أجل تحقيق أهداف تربوية؛ كما ويمكن أن تُوسَّع العينة لتشمل خبراء التربية، المعلمين، الطلاب والآباء؛ وذلك لدراسة جميع المجالات التي تؤثر في تحسين استخدام استراتيجيات تعلم اللغة الإنجليزية لدى الطلبة.

CHAPTER ONE

1.1 Introduction

English language has an important role in qualifying students to life. Academic and instrumental needs are behind developing attitudes toward learning the language. English is taught throughout the school years in Jordan, and sufficient efforts are put in the process by the Ministry of Education, either by developing teaching material or training teachers. But still the results are rather below expectations. Students at all levels need to practice and develop their own ways to study and learn better.

There are various inputs to the teaching-learning process such as the teacher, the learner, the curriculum and the teaching environment. At the beginning of the twentieth century or before, in the days of the direct method much attention was paid to the direct curriculum. Teaching depended on spoon feeding and at the same time the teacher could not interfere with or move away from the curriculum. Later, there was a slight change in the role of the curriculum and some attention was given to the teachers' role.

Awareness of the importance of the strategies used by learners in the language learning process has slowly grown, since ultimately, like the proverbial horse led to water but which must do the drinking itself, even with

the best teachers and methods students are the only ones who can actually do the learning. Griffiths (2004). As Nyikos and Oxford (1993) put it: “learning begins with the learner”. (P.11)

Ministry of Education and Queen Rania Teacher Academy develop programs to train teachers how to teach and manage classrooms but the teaching-learning process has slowly grown and there are many students who cannot read and write Arabic and English.

Some language learners are more successful than others in foreign language learning since some of them have individual learning strategies which differ from others. Over the past three decades, researchers have investigated strategies which make learning of a foreign language or second language more enjoyable, effective and easy.

Researches have not fully been covered effectiveness of language learning strategies to teach and learn English especially in Jordan and Arab countries. Besides, teachers and instructors have little information about how and which LLSs are suitable ,effective and worth teaching, to learn English in a good way.

Some studies reported that there is a significant relationship between gender and language learning. The findings of these studies reported that

females tend to be more willing to exert effort in learning English, as found by Shaaban and Ghaith, (2000). But Shmais (2003) reported that males do not differ from females in their use of language learning strategies. Alomari (1996) reported that male students were significantly higher than female students in using language learning strategies.

Rresearches in second language education have largely focused on learner-centered approaches to lead learners towards autonomous and independent language learning (Wenden, 1991). That is to say, there is a shift from the products of language to the process through which learning takes place (Oxford, 1990). The effects of this change have caused language learning strategies (LLSs) to appear in order to achieve learners' autonomy in the process of language learning that focuses on learner –centered approaches.

Language learning strategies are the main factors that help determine how and how well our students learn a second or a foreign language. A second language is a language studied in a setting where that language is the second main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted.

However, the researches of LLSs have indicated that not all learners use learning strategies in the same way. There are some variables such as proficiency level, gender, cultural backgrounds, learning style, motivation, learners' beliefs, nationality...etc, expected to play an important role on the frequency and the type of LLSs used by ESL and EFL learners. Nevertheless, one important factor that has been noticed was “ the knowledge about and skill in using how to learn techniques or learning strategies” (Chamot,1998.p.2).This factor gained importance from the fact that it can be utilized and used in the classroom to benefit all language learners. In this study the researcher attempted to investigate the relationship between language learning strategies and gender among the undergraduate English Major students at Middle East University in Jordan.

Oxford (1990) showed the basic features of learning strategies emphasizing that strategies are oriented towards the development of communication competence in a foreign language and include interaction between learners.

Oxford lists twelve basic features of a foreign language learning strategies:

- 1- LLSs contribute to the main goal (communicative competence).
- 2- LLSs allow learner to become more self-directed and to develop autonomous learning and take responsibility for their own learning, they affect the process of learning, the learner's success or failure in learning.
- 3- LLSs expand the role of foreign language teachers in a way that the traditional role of the teacher in the educational process changes and the teacher assumes the role of person facilitating the learning ,helping ,advising, diagnosing, coordinating learning and participating in communication.
- 4- Strategies are problem oriented.
- 5- Strategies are specific actions taken by the learner.
- 6- In addition to the cognitive, strategies involve many other aspects of learning such as metacognitive, affective and social aspects.
- 7- Support learning, both directly and indirectly.
- 8- Strategies are not always observable, they can be concealed.
- 9- Strategies are often conscious.

10- Strategies can be taught.

11- Strategies are flexible.

12- Strategies can be influenced by a variety of factors.

Learning strategies have been studied from different perspectives, based on which it was concluded that numerous individual variables affect the selection of learning strategies, such as gender, age, and motivation for language learning, cognitive learning style, maturity level, previous experience in language learning, learners' beliefs and other factors. Therefore, strategies are the cause of differences among learners and they interact with the aforementioned variables as personality traits.

1.2 Statement of problem

The problem of the study lies in the fact that despite the variety of academic courses at schools and universities in which students take English and teachers devote to improve students' language skills, the results are not up to the expectations. Despite the importance of LLSs in learning English language and communication, many learners are not aware of their importance. The researcher decided to investigate the use of LLSs as one of the factors affecting learning English as a foreign language among English majoring students at MEU.

1.3 Study Questions

- 1- What are the most and least frequently used Direct learning strategies among male and female students?
- 2- What are the most and the least frequently used Indirect learning strategies among male and female students?
- 3- Are there any significant differences between English major male and female students at MEU in using LLSs related to gender and academic year?

1.4 Study Objectives

This study aims:

- 1- To identify the most and least frequently used Direct learning strategies among male and female students.
- 2- To identify the most and least frequently used Indirect learning strategies among male and female students.
- 3- To know if there are any significant differences among male and female students in using LLSs related to gender and academic year .

1.5 Significance of Study

Many studies have investigated LLSs in the world, most of which have investigated the relationship between students' learning strategies and other factors such as motivation, proficiency and learners' beliefs. However, to the best knowledge of the researcher, researches are rare in the field of LLSs and gender. So, this study is an attempt to fill in this gap of gender differences in using LLSs.

Furthermore, it is hoped that this study will help educators and designers of curricula to incorporate activities that accommodate with the various characteristics of learners in EFL textbooks. It is expected that the results may help both experts and teachers to create activities, educational aids, and new methods which suit students' learning of English.

1.6 Limitations of Study

The findings of the research cannot be generalized and are limited to the sample, the instrument, and academic year of 2013/2014 in the second semester at MEU. In addition, the study was conducted among English major male and female students in the second semester of the academic year 2013-2014 at MEU.

1.7 Definitions of the term

Language Learning Strategies

O'Malley & Chamot (1990) define language Learning strategies as the special thoughts or behaviors that individuals use to help learners to comprehend , learn or retain information.

Cohen (1998) defines language learning strategies as learning processes consciously selected by the learners, which may result in action taken to enhance the learning of a second or foreign language through the storage retention, recall, and application of information about the language.

The operational definition for the purpose of this study of Language Learning Strategies is the specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Language learning strategies are two classes: Direct and Indirect.

Direct Strategies directly affect language learning, including Memory, Cognitive and Compensation strategies. While Indirect Strategies indirectly affect language learning, including Metacognitive, Affective, and Social strategies.

CHAPTER TWO

REVIEW OF LITERATURE

This chapter discusses the literature related to the study. It is divided into two parts: the review of theoretical literature ,and review of empirical studies.

2.1 Review of theoretical literature

The term Learning Strategies is used in educational contexts to identify a number of different competencies that are thought to be helpful for effective learning. These competencies include cognitive information processing strategies and arrange of Metacognitive strategies to monitor and direct learning.

O'Malley, Chamot, Stewner-Manazares, Russo, & Küpper, (1985) classify language learning strategies whether they were related to Cognitive or Metacognitive, while Wenden & Rubin (1987) classify the language learning strategies whether they were related directly or indirectly to the learning process. They classify them under two major groups and a number of subcategories.

The first primary group involves the strategies that directly affect learning such as verification, monitoring, memorizing, guessing, practicing,

inductive reasoning, and deductive reasoning. The second primary category, consists of strategies that contribute indirectly to learning such as creating practice opportunities and using communication abilities.

Oxford (1990) considers language learning strategies as specific actions, behaviors, steps or techniques students use consciously to improve their progress in apprehending, internalizing, and using the L2. Classification of language learning strategies is well known and has been referred to in many studies. They are classified into two main classes including six categories: Metacognitive, Affective, Social, Memory, Cognitive, and Compensatory. Behaviorism views the process of learning as responses, which become stronger through practice and reinforcement (Skinner,1954). On the other hand, Cognitive Approach views the learning process like an internal mental process expressed by the learners' ability to understand the learned information, comprehending, retrieving and using them in similar situations (Eggen & Kauchack, 1994).

Eventually along with theories of cognitive processes in language learning, these views contributed to a research thrust in the mid to late seventies aimed at discovering how learners employed learning strategies to promote the learning of a language (Griffiths, 2003). Therefore, Language

learning strategies are considered important elements of the language program and considered essential factors for successful language learning and successful language learners. Moreover, strategies are the tool for active, self directed involvement needed for developing (L2) communicative ability. Green & Oxford, (1995).

As LLSs are learner- centered and based on self directed learning, they help learners to become aware of their own learning strategies, have played an important role in understanding the process of learning English language.

The LLSs framework is divided by Oxford(1990) into two main classes as follows: Direct strategies and Indirect strategies. Oxford (1990) argues that all Direct strategies require conscious mental processing of the language.

1- Direct strategies class: which directly affect language learning and require mental processing, they include Memory, Cognitive and Compensation strategies. It is divided into **Memory**, **Cognitive** and **Compensation** strategies. Oxford argued that all Direct strategies require conscious mental processing of the language. **Memory strategies** or mnemonics that involve the mental processes for storing new information in the memory and for retrieving them when needed.

These strategies consist of four sets that include:

- A. Creating mental linkages
- B. Applying images and sounds
- C. Reviewing well
- D. Employing action.

Memory strategies are designed to help the learner to create schemata that will allow new information, mainly vocabulary, to enter and remain in long-term memory.

Cognitive strategies enable learners to understand and produce new language in variety of different ways; they consist of :

- A. Practicing.
- B. Receiving and sending messages.
- C. Analyzing and reasoning.
- D. creating structure for input and output.

In other words, cognitive strategies are responsible for deep processing, forming as well as revising internal mental models, receiving and producing messages in the target language.

Compensation strategies enable learners to use the language for either comprehension or production despite limitation in knowledge. They are

techniques to help learners to compensate for missing knowledge. These strategies are divided into two sets:

- A. Guessing intelligently.
- B. Overcoming limitations in speaking and writing

Oxford(1990) discussed that Compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing. They help learners to make up for inadequacies knowledge needed for understanding and production of the target language.

2- Indirect strategies class includes **metacognitive**, **Affective** and **Social** strategies. Oxford (1990) asserted that all Indirect strategies provide, support and manage language learning without directly involving the target language unconscious but powerful supports for interaction with language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities and lowering anxiety.

Metacognitive strategies enable learners to use, control, plan and coordinate learning processes. It includes three strategy sets:

- A. Centering your learning.
- B. Arranging and planning your learning
- C. Evaluating your learning

Affective strategies assist students to manage and regulate their emotions, feelings, motivation, and attitudes associated with learning target language. It includes:

- A. Lowering your anxiety.
- B. Encouraging yourself.
- C. Taking your emotional temperature.

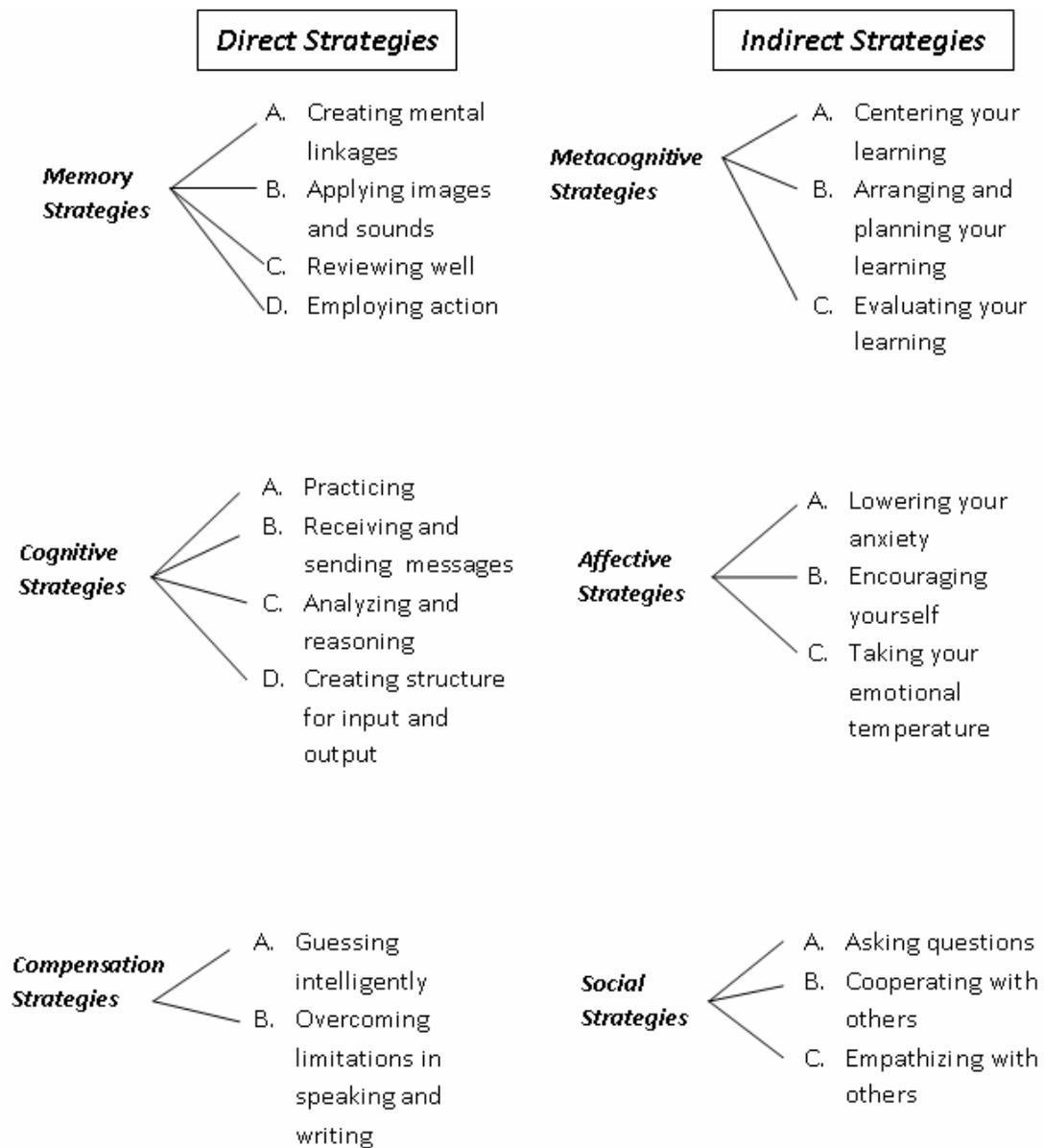
Social strategies facilitate language learning through interactions with others. Language is a form of social behaviour and learning; it involves other people and it is extremely important that learners employ appropriate social strategies in this process. She divided social strategies into three sets:

- A. Asking questions.
- B. Cooperating.
- C. Empathizing with others.

In other words, they are responsible for facilitating and increasing learning experience with other people. see figure (1)

figure (1)

Oxford LLSs' Taxonomy (1990)



Macaro (2004) states that strategies are not simple knowledge but contain a mental action that can be described. It is almost self-evident that the action component of a strategy ought to be describable by someone, especially a teacher or a researcher.

In addition, Vidal (2002) believes that, Oxford framework is probably the most widely used by various researchers because it is based on previous studies; it is an all-embracing scheme in language skills (listening, speaking, reading, and writing) which are associated with individual strategies and strategy group to use language learning strategies effectively would become a crucial issue for researchers to probe.

LLSs could be the methods, steps, operations, mental processes or procedures used to help students to comprehend, remember, and store new information. Using appropriate learning through enhancing learning autonomy is independence and self direction (Oxford & Nyikos 1989).

All learners are endowed with different mind sets that they employ while performing various activities in their daily lives. These learning styles or learning strategies are believed by language pedagogues to be essential in deciding the success or failure of language learning (Reid, 1987) and Oxford (1993).This view has been documented in ESL / EFL . Working from the

discipline of psychological education, Gardner proposed in the early 1980s the theory of Multiple Intelligences (MI): that all humans are born with different set of intelligences and tend to excel in one area over another. The individual learner chooses his own way of learning strategy based on his mental ability which means the level of MI. The principles of learner strategies can be viewed as not far removed from the MI theory, learners have intelligences in their attempt to discover or learn new things, such as languages.

Gardner's MI Theory challenged traditional beliefs in the fields of education and cognitive science. According to Gardner, (1983) MI is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests. According to Gardner (1983), intelligence is:

- The ability to create an effective product or offer a service that is valued in a culture.
- A set of skills that make it possible for a person to solve problems in life
- The potential for finding or creating solutions for problems, which involves gathering new knowledge.

In addition, Gardner (1983) claims that:

People have various amount of intelligence. Each has a different intellectual composition. Teachers can improve education by motivating the

Multiple Intelligences of students. MI are located in different areas of the brain and can either work independently or together. Each MI can be strengthened, weakened or ignored. Each learner has nine intelligences.

Gardner's (1983) theory of Multiple Intelligences (MI) proposes means to understanding the many ways in which human beings are intelligent; that is, how we process, learn, and remember information, in contrast to the prevailing notions of intelligence testing, which posit a general, all-encompassing general intelligence. Gardner (1983, 2000) states that while individuals are capable of processing information in at least seven different ways, each individual varies in the degree of skill possessed in each of these intelligences. The nine types of intelligence:

1. Naturalist Intelligence (Nature Smart)

Designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations). This ability is clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. It is also speculated that much of our consumer society exploits the naturalist intelligences, which can be mobilized in the discrimination among cars, kinds of makeup, and the like.

2. Musical Intelligence (Musical Smart)

Musical intelligence is the capacity to discern pitch, rhythm, timbre, and tone. This intelligence enables us to recognize, create, reproduce, and reflect on music, as demonstrated by composers, conductors, musicians, vocalist, and sensitive listeners. Interestingly, there is often an affective connection between music and the emotions; and mathematical and musical intelligences may share common thinking processes. Young adults with this kind of intelligence are usually singing or drumming to themselves. They are usually quite aware of sounds others may miss.

3. Logical-Mathematical Intelligence (Number/Reasoning Smart)

Logical-mathematical intelligence is the ability to calculate, quantify, consider propositions and hypotheses, and carry out mathematical operations. It enables us to perceive relationships and connections and to use abstract, symbolic thought; sequential reasoning skills; and inductive and deductive thinking patterns. Logical intelligence is usually well developed in mathematicians, scientists, and detectives. Young adults with lots of logical intelligence are interested in patterns, categories, and relationships. They are drawn to arithmetic problems, strategy games and experiments.

4. Existential Intelligence

Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why we die, and how we got here.

5. Interpersonal Intelligence (People Smart)

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. Teachers, social workers, actors, and politicians all exhibit interpersonal intelligence. Young adults with this kind of intelligence are leaders among their peers, are good at communicating, and seem to understand others' feelings and motives.

6. Bodily-Kinesthetic Intelligence (Body Smart)

Bodily kinesthetic intelligence is the capacity to manipulate objects and use a variety of physical skills. This intelligence also involves a sense of timing and the perfection of skills through mind–body union. Athletes, dancers, surgeons, and craftspeople exhibit well-developed bodily kinaesthetic intelligence.

7. Linguistic Intelligence (Word Smart)

Linguistic intelligence is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to reflect on our use of language. Linguistic intelligence is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

8. Intra-personal Intelligence (Self Smart)

Intra-personal intelligence is the capacity to understand oneself and one's thoughts and feelings, and to use such knowledge in planning and directing one's life. Intra-personal intelligence involves not only an appreciation of the self, but also of the human condition. It is evident in psychologist, spiritual leaders, and philosophers. Young adults with this kind of intelligence may be shy, they are very aware of their own feelings and are self-motivated.

9. Spatial Intelligence (Picture Smart)

Spatial intelligence is the ability to think in three dimensions. Core capacities include mental imagery, spatial reasoning, image manipulation, graphic and artistic skills, and an active imagination. Sailors, pilots, sculptors, painters, and architects all exhibit spatial intelligence. Young adults with this kind of intelligence may be fascinated with mazes or jigsaw puzzles, or spend free time drawing or daydreaming.

Gardner's (1983) theory of Multiple Intelligences is not based upon binary attributes-either linguistic or logical-mathematical, as expressed in the IQ test formula prescribed by Binet and Simon (1973) and their disciples. However, Gardner believes that individuals may rely more heavily on one intelligence over another. Accordingly, foreign language teachers may help students learn better by tapping into one or more of the intelligences that an individual student might use dominantly. In the years since Gardner first published *Frames of Mind* (1983), research has connected Multiple Intelligences and learning styles Kean (2005) and Multiple Intelligences and learning strategies (Felder and Soloman,1996). In particular, a number of articles have explored the possibility of applying multiple intelligences to the teaching of English to grade school students. Kolb (1984) treats MI as the

basis for learning preferences or learning styles that can be used advantageously by teachers to enhance language instruction and motivate learners. Subsequent to his initial work on MI, Gardner (1999) has spoken of moral and spiritual intelligences and other types of intelligences.

2.2 Review of Empirical Studies

Alomari (1997) conducted a study on the use of LLSs by using (35) items questionnaire. The sample consisted of (58) males and (54) females students of the eleventh graders studying at public school of the city of Irbid in Jordan during 1997. She found that male students have surpassed female students in their use of LLSs to learn English.

Ok (2003) conducted a research on strategy use by using Oxford's SILL (version 7.0 for ESL/EFL learners, 50 items). The sample consisted of (325) Korean secondary school students (163) males and (162) females. The results of the study showed that female students highly favored five strategies more than males: Compensation, Memory, Metacognitive, Cognitive, and Social strategies. Interestingly, the use of Affective strategies showed no significant relationship to gender.

Khalil (2005) conducted a study on (184) university students in Palestine. He used (SILL, version 7.0 for ESL/EFL learners, 50 items) for data

collection. His statistics showed that female students employed the six strategy categories more significantly than males. The strategies of memory (remembering and retrieving information) and Metacognitive (planning and evaluation of learning) also were the most preferred among females. He stated that Females in general are better at planning and managing their learning than males.

Hong-Nam and Leavell (2006) explored the significant difference of strategy use between genders by using (SILL version 7.0 for ESL/EFL learners,50 items) . The sample consisted of 55 students (25) males and (30) females enrolled in an IEP(Intensive English Program), at a large Southwestern University participated in this study. They found that Korean female students favored all strategies and they were significant in Affective and Social strategies more than male students. They concluded that female students were likely to build relationships with others more easily and consistently than male students.

Salem(2006) conducted a study on 147 undergraduate students, 82 males and 65 females enrolled in intensive EFL classes at the American University of Beirut. She uses (SILL version 7.0 for ESL/EFL learners,50 items) for data collection. The findings revealed that the most frequently used

strategies were the Cognitive and Metacognitive and the least frequently used strategies were the affective strategies. The results showed no significant role for gender in the over all use of LLSs, but they showed significant differences between males and females in their use of Memory, Cognitive, and Compensation strategies in favor of female.

Aslan (2009) explored the use of LLSs among (257) Turkish students who were enrolled in English Preparatory School in Atilim University, (153) males and (104) females, whose ages ranged from 18 to 20 years. He used (SILL version 7.0 for ESL/EFL learners,50 items) for data collection. He found that female students were significantly higher than male students in their use of LLSs to learn English.

Rahimi, Riazi, and Saif (2009) also investigated the use of language learning strategies by using (SILL version 7.0 for ESL/EFL learners,50 items).The sample consisted of (196) post- secondary students who were studying English as a foreign language in two institutions in Iran, Shiraz University and Shiraz Open University (79) males and (117) females, they ranged between 18 and 25 years in age. All participants were selected randomly and they were native speakers of Persian. The researchers found that gender did not have any effect on the use of LLSs by participants. They

believed that the possible explanation for this absence of gender effect may be through the fact that the participants of this study are English majors. They asserted that it is possible that the participants' awareness of language learning processes minimized the gender effect in this study. Rahimi, et al (2009) believed that the most existing research on LLSs was mostly conducted in South East Asia where English is considered as a second language (ESL) whereas the context of LLSs that are used in countries in which English is used as a foreign language the situation is different because of few studies on students' strategies use.

In addition, Zare (2010) investigated (148) students in the TEFL major who were at the fourth-year undergraduate in Shiraz university, Iran. His random sample included (61) males and (87) females. He found that the participants used Metacognitive and Compensation strategies more frequently, and female students were considered to be high strategy users, while males demonstrated medium strategy users.

Furthermore, Radwan's (2010) study examined the use of LLSs by (128) students majoring in English at Sultan Qaboos University (SQU) in Oman. (SILL version 7.0 for ESL/EFL learners, 50 items) was administered to the sample. His random sample consisted of (39) males and (89) females,

whose ages ranged from 18 to 23 at the time of data collection. They represented the different study durations; (30) freshmen, (21) sophomores, (39) juniors, and (38) seniors. He found that male students in his study used more learning strategies than females. He thought that the differences between the two groups were not significant in most cases. He concluded that the conservative nature of culture, customs, and habits prevented females in the Arab World to socialize and establish relationships outside their immediate circles, which is considered a prerequisite for excelling in acquiring a foreign language within any communicatively oriented approach to language learning.

Yang (2010) conducted a study on (288) students who were enrolled in an English language programme at Gyeong Sang National University, in Korea. The instrument (SILL version 7.0 for ESL/EFL learners, 50 items) was administered to the sample. His sample included (132) male and (156) female students whose age ranged from 21 to 26 years old. He found that there was no significant difference in the use of strategies between males and females. Compensation strategies were used most frequently where as memory strategies were used least frequently.

Hashemi (2011) investigated the use of LLSs by (150) EFL students who were studying English Translation and Literature at Islamic Azad

university in Iran. The instrument Oxford's(1990) (SILL version 7.0 for ESL/EFL learners,50 items) was administered to the sample. It consisted of (87) females and (63) males and the mean of age of the participants was 22 years. He found that female learners tend to use Affective and Compensation strategies more than male learners. He also discovered that the use of LLSs is influenced by the gender variable as female students used all six strategy categories more than male students.

Ananisarab & Abdi (2012) conducted a study in Iran to examine the influence of gender on LLSs by using Oxford's (SILL version 7.0 for ESL/EFL learners,50 items). Their random sample consisted of (224) students, (113) male and (131) female students whose age ranged from 18 to 21 years old, chosen from three stages: private school students, pre-university students, and university students. They found that Metacognitive and Social strategies were the most favored strategies among female students who appeared to use language learning strategies more than male students.

Despite the popularity of research on LLSs in the last three decades, the topic of learning strategies is still new in the Arab countries and specifically in Jordan. The current study examines the relation between the use of LLSs and gender of students in Jordan to clarify how the variable of gender is

related to their learning strategies. This study is step towards exploring the use of LLSs as an important role in learning EFL successfully. Therefore, this study is different from others because it will be conducted in Jordan among undergraduate EFL students at MEU.

Having reviewed the previous theoretical and empirical studies related to the study, the researcher concludes that the investigated language learning strategies among any sample vary from one study to another according to different factors like place, gender, age, motivation, nationality and culture. language learning strategies are affected by many factors which in turn result in a unique set of findings for each one of the study that has been investigated.

The literature reviewed in this chapter has helped the researcher in developing the methodology in chapter three; presenting the results in chapter four and discussing the findings in chapter five.

CHAPTER THREE

METHODOLOGY AND PROCEDURES

3.1 Introduction

This chapter describes the methodology used in this study. It also describes the population, sample, instruments, reports on their validity and reliability. Finally ,it illustrates the design, data collection, data analysis and procedures of the study.

3.2 Research Design

This study investigates the use of language learning strategies by students majoring English at Middle East University in Jordan .The study was carried out by using quantitative research –survey descriptive design, because this kind of survey describes the trends, opinions, attitudes, and behaviors of a large group of people. (Mcmillan & Schumacher 2004)

3.3 Population and Sample

The population of the study consists of (102) students of English major at MEU and a sample consists of (50) students, (10) males and (40) females that were randomly chosen from students majoring English representing both male and female students of different levels from (1-4) years. The reason for

choosing a random sample is to eliminate bias by giving all individuals an equal chance to participate. Table (1) illustrates the sample of the study.

Table (1)

The sample of the study

Academic year	Male	Female
First year	2	4
Second year	3	14
Third year	3	12
Fourth year	2	10
Total	10	40

It is noticed that the number of male students was only ten, knowing that it consisted of all males majoring English at MEU.

3.4 Instrument of the Study

In 1990, the American psychologist Rebecca Oxford developed the most popular instrument to identify language learning strategies employed by learners. This instrument is called Strategy Inventory for Language Learning (SILL) and is based on classification of language learning strategies. SILL has two versions:

Version 5.1 : this version consists of 80 items designed to collect information from native –speaking English learners.

Version 7.0: this version consists of 50 items designed to collect information from non-native speakers of English who are learning English as a second or a foreign language. (ESL/EFL, 50 items). See Appendix (I)

The Strategy Inventory for Language Learning (SILL, version 7.0) include a paper and pencil, questionnaire employed as an instrument to collect data and measure language learning strategies (LLSs) of the students participated in this quantitative survey study. see Appendix (II)

The (SILL) questionnaire is classified into six categories according to Oxford’s strategy system and divided into six parts:

Part A: Memory strategies (items 1 to 9).

Part B: Cognitive strategies (items 10 to 23).

Part C: Compensation strategies (items 24 to 29).

Part D: Metacognitive strategies (items 30 to 38) .

Part E: Affective strategies (items 39 to 44).

Part F: Social strategies (items 45 to 50). See Appendix (III)

The items of SILL questionnaire are evaluated on a five-point Likert scale ranging from 1 to 5, and each number indicates how often the participants are applying the strategies, as follows:

1= “never or almost never true of me”.

2= “usually not true of me”.

3= “somewhat true of me”.

4= “usually true of me”.

5= “always or almost always true of me”.

3.5 Validity

Although the SILL was already known to achieve validity, the researcher followed this procedure to ensure suitability of questionnaire for the current study.

To ensure the validity of the questionnaire, a group of university professors who have a long teaching experience in linguistics and education were requested to determine the face and the content validity of the questionnaire. In addition, the professors were asked to provide their comments, notes and recommendations on the appropriateness of the questions. Recommendations of the jurors were considered accordingly. See Appendix (IV)

3.6 Reliability

For the purpose of achieving a high degree of reliability of the instrument, the researcher conducted a pilot study by administering the questionnaire on a small group of 30 students who did not belong to the sample of the study. The pilot study sample consisted of (15) students from Jordan University and (15) students from the World Islamic Sciences University. Cronbach Alpha formula was applied to determine the reliability of the inventory, through which the total reliability consistency was (0.94) showing an acceptable degree for the study.

Table (2)

Cronbach – Alpha results for Reliability

Domains	No. of items	Cronbach's Alpha
Memory strategies	9	0.74
Cognitive strategies	14	0.85
Compensation strategies	6	0.71
Meta-cognitive strategies	9	0.83
Affective strategies	6	0.64
Social strategies	6	0.74
Total	50	0.94

3.7 Data Analysis

The researcher has used descriptive statistical procedures to answer the research questions. Means and standard deviations were obtained through the SPSS statistical package for SILL results. The SPSS general linear model was used to conduct analysis of gender as independent variable with the SILL items as dependent variables. To answer the questions of the study multivariate was used to answer the third question

The Likert scale divided language learning strategies use into three average scores to determine which group of strategies they use most or least in learning English as follows: the student whose mean score is above 3.5 ($M=3.5$) is considered to be a high strategy user, the student whose mean score is between 2.5 and 3.4 ($2.5=M=3.4$) is a medium strategy user, and the student whose mean score is below 2.4 ($M=2.4$) is considered a low strategy user (Oxford, 1990).

Table (3)
Average score of LLSs use (Oxford, 1990)

LLSs Use	Average Score	Description
High	4.5 – 5 3.5 – 4.4	Always or almost always used. Often used.
Medium	2.5 – 3.4	Sometimes used.
Low	1.5 – 2.4 1.0 – 1.4	Seldom used. Never or almost never used.

3.8 Procedures of the study

In order to conduct the study, the researcher followed these procedures:

1. Review related literature, both theoretical and empirical studies .
2. Identify the research objectives, sample and questions which utilize readings from previous studies, and thus the elements of the study were established.
3. Prepare the questionnaire .
4. Ensure the validity by presenting the instrument to the jury.
5. Ensure the reliability of the questionnaire by testing- retesting participants not a part of the sample.
6. Obtain a letter of permission from Middle East University to facilitate the task. See appendix (V)
7. Distribute the questionnaires in the fourth week of the second semester of the academic year 2013/2014. See Appendix (VI)
8. Analyze data by using SPSS.
9. Draw the main findings, conclusions of the study, and recommendations for further studies.

CHAPTER FOUR

RESULTS

This chapter answers the questions of the study which aim at investigating the relationship between LLSs and gender. During answering questionnaires, six students asked the researcher about the meaning of the word (rhyme) in Arabic, and the researcher explained it for them. The purpose of the study was to investigate the current learning strategies used by undergraduate students at Middle East University and their relationship with gender. The three questions and their results showed the following:

What are the most and least frequently used Direct learning strategies among male and female students ?

Data was analyzed on the basis of the statistical mean and standard deviation. The results are described in the light of knowing the level of the use of Direct strategies class that includes Memory, Cognitive and Compensation strategies. The researcher employed all the means and standard deviations, as well as the degree of use of the items and the level of approval. The means

and standard deviations were calculated and the level of use of the Direct strategies class for each dimension of the study, as shown in Table (4).

Table (4)

The means and standard deviations of the use of Direct strategies class including Cognitive strategies, Compensation strategies and Memory strategies in a descending order.

#	Strategy	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
2	Cognitive	3.64	0.33	1	High	3.62	0.33	1	High
3	Compensation	3.62	0.53	2	High	3.59	0.52	2	High
1	Memory	3.43	0.52	3	Medium	3.43	0.48	3	Medium
Total		3.57	0.36	High		3.55	0.35	High	

It is noticed from Table (4) that the mean of using Direct strategies by males was with 3.57 and standard deviation of 0.36 at a high level, whereas for females the mean was with 3.55 and standard deviation of 0.35 at a high level. The results indicated that the study dimensions were located with means from 3.64 to 3.43 at a high to a medium level. Therefore, Cognitive strategies came first in order with a mean of 3.64 and a standard deviation of 0.33 at a high level. Compensation strategies came as a second order with

a mean of 3.62 and a standard deviation of 0.53 at a high level. Memory strategies came at the third and last order with a mean of 3.43 and a standard deviation of 0.52 at a medium level. The level of the three strategies were placed from high to medium level use by the male students.

On the other hand, Table(4) shows the level of using three Direct strategies by females was with a mean of 3.55 and a standard deviation of 0.35 at a high level and the study dimensions were varied from high to medium level in a range from 3.43 to 3.62 for females. The first order was Cognitive strategies with a mean of 3.62 and a standard deviation of 0.33 at a high level. The second order was Compensation strategies with a mean of 3.59 and a standard deviation of 0.52 at a high level. The last order was Memory strategies with a mean of 3.43 and standard deviation of 0.48 at a medium level. These results indicated that the use of the three strategies were placed within high level. It is obvious that this range is as similar as that for males.

Table (5) shows the level using Memory strategies for both males and females. The overall mean was with 3.43 with a standard deviation of 0.52 and 3.43 with standard deviation of 0.48 at a medium level for males and females, respectively.

Table (5)

**The Mean and standard deviation, grade and level of use of Direct strategies class for
(Memory strategies) in a descending order.**

#	Items	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
3	I connect the sound of a new English word with an image or picture of the word to help me remember the words	3.80	0.79	1	High	3.75	0.74	1	High
2	I use new English words in sentences, so I can remember them.	3.70	0.68	2	High	3.65	0.62	2	High
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	3.60	0.70	3	High	3.55	0.64	3	High
1	I think of relationships between what I already know and new things I Learn in English.	3.50	0.85	4	High	3.53	0.78	4	High
5	I use rhymes to remember new English words.	3.50	0.53	5	High	3.48	0.51	5	Medium
6	I use flashcards to remember new English words.	3.30	0.95	6	Medium	3.35	0.83	6	Medium
7	I physically act out new English words.	3.20	0.92	7	Medium	3.23	0.80	7	Medium
9	I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign.	3.20	0.92	7	Medium	3.22	0.80	8	Medium
8	I review English Lessons often.	3.10	0.88	9	Medium	3.12	0.76	9	Medium
Total		3.43	0.52	Medium		3.42	0.48	Medium	

For male students, all the studied items were either at a high or a medium level with means between 3.80 and 3.10. Item number three came in the first order and states that "I connect the sound of a new English word with an image or picture of the word to help me remember the word". Its means was with 3.80 for males and 3.75 for females. The second order was item number two that states "I use new English words in sentences so I can remember them" with a mean of 3.70 and a standard deviation of 0.68 at a high level. Then item number eight came the last order which states that "I review English Lessons often" with the a mean of 3.10 and a standard deviation of 0.88 at a medium level.

In similar situation, female students showed same responses to the questioned items of Memory. The range was from 3.75 to 3.12 from a high to a medium level. The first order item was number three which states that "I connect the sound of a new English word with an image or picture of the word to help me remember the word" with a mean of 3.75 and a standard deviation of 0.74 at a high level. The second order item was number two that states "I use new English words in sentences so I can remember them", with a mean of 3.65 with a standard deviation of 0.62 at a high level. Then, the last item was

number eight, which states that " I often review English Lessons " with a mean of 3.12 and a standard deviation of 0.76 at a medium level.

The level of use of Direct strategies class for questioned items of Cognitive strategies for both males and females were described in Table (6).

Table (6)

The mean and standard deviation, grade and level of use of the Direct strategies class for Cognitive strategies in a descending order.

#	Items	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
13	I use the English words I know in different ways.	4.10	0.74	1	High	4.05	0.71	1	High
19	I look for words in my own language that are similar to new words in English.	3.92	1.10	2	High	3.90	1.03	2	High
16	I read for pleasure in English.	3.90	0.57	3	High	3.87	0.56	3	High
20	I try to find patterns in English.	3.81	0.92	4	High	3.80	0.85	4	High
14	I start conversations in English.	3.80	0.42	5	High	3.78	0.42	5	High
23	I make summaries of information that I hear or read in English.	3.80	0.79	5	High	3.75	0.74	6	High
17	I write notes, messages, Letters or reports in English	3.71	0.82	7	High	3.68	0.80	7	High
12	I practice the sounds of English.	3.70	0.48	8	High	3.68	0.47	7	High
22	I try not to translate word-for-word.	3.70	0.68	8	High	3.65	0.62	9	High

21	I find the meaning of a word by dividing it into Parts that I understand.	3.50	0.85	10	High	3.53	0.78	10	High
18	I first skim an English passage to get the main idea, and then I go back and read it more carefully.	3.50	1.18	10	High	3.48	1.13	11	Medium
15	I watch English Language TV shows spoken in English or go to movies spoken in English.	3.50	0.71	10	High	3.42	0.71	12	Medium
11	I try to talk like native English speakers.	3.40	0.52	13	Medium	3.35	0.48	13	Medium
10	I say or write new English words several times.	2.70	1.06	14	Medium	2.73	0.96	14	Medium
Total		3.64	0.33	High		3.62	0.33	High	

The overall mean for males was 3.64 and a standard deviation of 0.33, for females the mean was with 3.62 and a standard deviation of 0.33. All the items were mostly at a high level. The range of the mean for male students was between 4.10 and 2.70. at a high to a medium level, whereas the range of the mean for female students was between 4.05 and 2.73 at high to medium level.

The first order item for male students was number thirteen which states that "I use the English words I know in different ways" and its mean was 4.10 and a standard deviation of 0.74 at a high level. The second order item was number nineteen that states "I look for words in my own language that are

similar to new words in English ". It was with a mean of 3.92 and a standard deviation of 1.10 at high level. Finally, the last order item was number 10 for males which states that " I say or write new English words several times" with a mean of 2.70 and a standard deviation of 1.06.

Meanwhile, similar finding was for females regarding item number thirteen which was firstly ordered for female students with a mean of 4.05 and a standard deviation of 0.71. In contrast, the second order for females was item number nineteen that states "I use new English words in sentences so I can remember them" with a mean of 3.90 and a standard deviation of 1.03 at a high level. The last order item for female was number ten which states that "I say or write new English words several times." with a mean of 2.73 and a standard deviation of 0.96. at a medium level.

The level of use of Direct strategies class for questioned items of Compensation strategies for both males and females was described in Table (7)

Table (7)

The mean and standard deviation, grade and level of use of the Direct strategies class for Compensation strategies in a descending order .

#	Items	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
28	I try to guess what the other person will say next in English.	3.80	0.79	1	High	3.75	0.74	1	High
27	I read English without looking up every new word.	3.70	0.68	2	High	3.65	0.62	2	High
24	To understand English unfamiliar words, I make guesses.	3.60	0.70	3	High	3.55	0.64	3	High
29	If I can't think of an English word, I use a word or phrase that means the same thing.	3.60	0.70	3	High	3.55	0.64	3	High
25	When I cannot think of a word or expression during a conversation in English, I use gesture.	3.51	0.85	5	High	3.53	0.78	5	High
26	I make up new words if I do not know the right ones in English.	3.50	0.85	6	High	3.51	0.78	6	High
Total		3.62	0.53	High		3.59	0.52	High	

The overall mean for males was 3.62 and standard deviation of 0.53 and for females the mean was of 3.59 and a standard deviation of 0.52. All the studied items were mostly at a high level. The use of all items of this dimension in males' results was in the range between 3.80 and 3.50. A little narrower range for female students was reported from 3.75 to 3.51 at a high level.

The results for male students showed that the first order item was number twenty eight which states that " I try to guess what the other person will say next in English " with a mean of 3.80 and a standard deviation of 0.79 at a high level. The second order item was number twenty seven that states "I read English without looking up every new word" with a mean of 3.70 and standard deviation of 0.68 at a high level. Then item number twenty six came the last order , which states that " I make up new words if I do not know the right ones in English." with a mean of 3.50 and standard deviation of 0.85 at a high level.

The results for female students showed that the first order item was number twenty eight which states that " I try to guess what the other person will say next in English " with a mean of 3.75 and standard deviation of 0.74 at a high level.

The second order item was number twenty seven that states "I read English without looking up every new word" with a mean of 3.65 and standard deviation of 0.62 at a high level. Then, item number twenty six came at last in order which states that "I make up new words if I do not know the right ones in English." with a mean of 3.51 and a standard deviation of 0.78 at a high level.

To answer question number one, the findings showed that the most frequently used Direct LLSs by male students were Cognitive strategies with a mean of 3.64 and standard deviation 0.33 at a high level and the least frequently used LLSs were Memory strategies with a mean of 3.43 and standard deviation 0.52 at a medium level.

The most frequently used Direct LLSs by female students were Cognitive strategies with a mean of 3.62 and a standard deviation 0.33 at a high level and the least frequently used LLSs were Memory strategies with a mean of 3.43 and a standard deviation 0.48 at a medium level.

What are the most and the least frequently used Indirect learning strategies among male and female students ?

Data was analyzed on the basis of the statistical mean and standard deviation. The results are described in the light of knowing the level of use of Indirect strategies class that includes Metacognitive, Affective and Social strategies. The researcher employed all the means and standard deviations, as well as the degree of use of the items and the level of approval. The means and standard deviations were calculated and the level of use of the Direct strategies class for each dimension of the study, as shown in Table (8).

Table (8)

The Mean and standard deviation, grade and level of the use of Indirect strategies class includes for Metacognitive strategies, Affective strategies and Social strategies in a descending order.

#	Order	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
2	Affective strategies	3.72	0.49	1	High	3.69	0.49	1	High
1	Metacognitive strategies	3.36	0.57	2	Medium	3.36	0.50	2	Medium
3	Social strategies	2.97	0.73	3	Medium	2.92	0.70	3	Medium
Total		3.35	0.35	Middle		3.33	0.33	Middle	

Table (8) shows the level of using Indirect strategies class that includes Metacognitive , Affective , and Social strategies. For males, the level of using Indirect strategies was with a mean of 3.35 and a standard deviation 0.35 representing a medium level, and for females, the level of use of Indirect strategies was with a mean of 3.33 and a standard deviation of 0.33 representing a medium level. The means of Indirect strategies were between 3.72 and 2.97 within high to medium level for males. Affective strategies came in the first order with a mean of 3.72 and a standard deviation of 0.49 for males. The second order strategies were Metacognitive strategies with a mean of 3.36 and a standard deviation 0.57 at a medium level for males. The last order strategies were Social strategies with a mean of 2.97 and standard deviation of 0.73 at a medium level for males.

On the other hand, for females, the level of using Indirect strategies was with a mean of 3.33 and a standard deviation of 0.33 at a medium level. The mean was between 3.69 and 2.92 at high and medium level. The Affective strategies came in the first ordered with a mean of 3.69 and a standard deviation of 0.49 at a high level. Metacognitive strategies were the second in order with a mean of 3.36 and a standard deviation of 0.50 at the medium

level. The last order was Social strategies with a mean of 2.92 and a standard deviation of 0.70 at a medium level.

The level of use of Indirect strategies class for questioned items of metacognitive strategies for both males and females were described in table(9)

Table (9)

The mean and standard deviation, grade and level of use of the Indirect strategies class for Metacognitive strategies in a descending order .

#	Items	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
38	I think about my progress in learning English.	4.10	0.74	1	High	4.05	0.71	1	High
37	I have clear goals for improving my English skills.	3.70	0.48	2	High	3.68	0.47	2	High
30	I try to find as many ways as I can to use my English	3.50	0.53	3	High	3.48	0.51	3	Medium
36	I look for opportunities to read as much as possible in English.	3.40	0.52	4	Medium	3.35	0.48	4	Medium
31	I notice my English mistakes and use that information to help me do better.	3.30	0.95	5	Medium	3.35	0.83	5	Medium

32	I pay attention when someone is speaking English.	3.20	0.92	6	Medium	3.23	0.80	6	Medium
34	I plan my schedule so I will have enough time to study English.	3.20	0.92	6	Medium	3.24	0.80	7	Medium
33	I try to find out how to be a better learner of English.	3.10	0.88	8	Medium	3.12	0.76	8	Medium
35	I look for people I can talk to in English.	2.71	1.06	9	Medium	2.73	0.96	9	Medium
Total		3.36	0.57	Medium		3.36	0.50	Medium	

Table (9) shows that the mean of using Metacognitive strategies for males was with 3.36 and a standard deviation of 0.57 at a medium level. The items values of this dimension were in means between 4.10 and 2.71 at a high and a medium level. The first order item was number thirty eight which states that "I think about my progress in learning English" with a mean of 4.10 and a standard deviation of 0.74 at a high level. The second order item was number thirty seven that states "I have clear goals for improving my English skills" with a mean of 3.70 and standard deviation of 0.48 at a high level. Then, the last item was number thirty five which states that "I look for people, I can talk to in English" with a mean of 2.71 and a standard deviation of 1.06 at a medium level.

The level of use Metacognitive strategies for females was with a mean of 3.36 and a standard deviation of 0.50. at a medium level. The means between 4.05 and 2.73 at a high and a medium level. The first order item was number thirty eight which states that "I think about my progress in learning English" with a mean of 4.05 and a standard deviation of 0.71 at a high level. The second order item was number thirty seven that states "I have clear goals for improving my English skills". The mean was of 3.68 and a standard deviation of 0.47 at a high level. The last order item was thirty five which states that "I look for people I can talk to in English" with a mean of 2.73 and a standard deviation of 0.96 at a medium level.

The level of use of Indirect strategies class for questioned items of Affective strategies for male was described in table (10)

Table (10)

The mean and standard deviation, grade and level of use of Indirect strategies class for Affective strategies among male students in a descending order

#	Items	Male			
		Mean	Standard deviation	Grade	Level
44	I talk to someone else about how I feel when I am learning English.	3.90	1.10	1	High

41	I give myself a reward or treat when I do well in English.	3.89	0.57	2	High
39	I try to relax whenever I feel afraid of using English	3.80	0.42	3	High
42	I notice if I am tense or nervous when I am studying or using English.	3.70	0.82	4	High
43	I write down my feelings in a language learning English diary.	3.55	1.18	5	High
40	I encourage myself to speak English even when I am afraid of making a mistake.	3.50	0.71	6	High
Total		3.72	0.49	High	

The result presented in Table (10) shows the level of using Affective strategies for male students. The overall means were with 3.72 and a standard deviation 0.49 at high level. The means of items were between 3.90 and 3.50 at a high level. The first order item was number forty four which states that "I talk to someone else about how I feel when I am learning English" with a mean of 3.90 and a standard deviation 1.10 at a high level. The second order was number forty one that states "I give myself a reward or treat when I do well in English" with a mean of 3.89 and a standard deviation of 0.57 at a high level. The last order item was number forty which states that

"I encourage myself to speak English even when I am afraid of making a mistake" with a mean of 3.50 and a standard deviation of 0.71 at a high level.

The level of using Indirect strategies class for questioned items of Affective strategies for females was described in table (11)

Table (11)

The mean and standard deviation, grade and level of use of Indirect strategies class for Affective strategies among female in a descending order.

#	Items	Female			
		Mean	Standard deviation	Grade	Level
42	I notice if I am tense or nervous when I am studying or using English.	4.05	0.71	1	High
43	I write down my feelings in a language learning English diary.	3.78	0.42	2	High
39	I try to relax whenever I feel afraid of using English	2.73	0.96	3	Medium
41	I give myself a reward or treat when I do well in English.	3.68	0.47	4	High
44	I talk to someone else about how I feel when I am learning English.	3.42	0.71	5	Medium

40	I encourage myself to speak English even when I am afraid of making a mistake.	3.35	0.48	6	Medium
Total		3.69	0.49	High	

Table (11) shows the level of using Affective strategies for females was with a mean of 3.69 and a standard deviation of 0.49 at a high level. The means of different items were between 4.05 and 2.73, from high to medium level. The first order item was number forty two which states that "I notice if I am tense or nervous when I am studying or using English" with a mean of 4.05 and a standard deviation of 0.71 at a high level. The second order item was number forty three that states "I write down my feelings in a language learning English diary" with a mean of 3.78 and a standard deviation of 0.42 at a high level. The last order item was forty which states that "I encourage myself to speak English even when I am afraid of making a mistake" with a mean of 3.35 and a standard deviation of 0.48 at medium level.

The level of using Social strategies for both males and females was described in table (12).

Table (12)

The mean and standard deviation, grade and level of use of Indirect strategies class for Social strategies in a descending order.

#	Items	Male				Female			
		Mean	Standard deviation	Grade	Level	Mean	Standard deviation	Grade	Level
45	If I do not understand something in English, I ask the other person to slow down or say it	3.80	0.92	1	High	3.80	0.85	1	High
46	I ask English speakers to correct me when I talk.	3.20	1.32	2	Medium	3.15	1.27	2	Medium
48	I ask for help from English speakers.	2.91	1.25	3	Medium	2.84	1.22	3	Medium
47	I practice English with other students.	2.90	1.29	4	Medium	2.83	1.22	4	Medium
49	I ask questions in English.	2.60	1.08	5	Medium	2.53	0.99	5	Medium
50	I try to learn about the culture of English speakers.	2.40	0.97	6	Low	2.37	0.90	6	Low
Total		2.97	0.73	Medium		2.92	0.70	Medium	

Table (12) shows that the level of using Social strategies for males which was mean 2.97 and a standard deviation of 0.73 at a medium level. The

means of these items were between 3.80 and 2.40, from high to low level. The first order item forty five, which states that "If I do not understand something in English, I ask the other person to slow down or say it again" with a mean of 3.80 and a standard deviation of 0.92 at a high level. The second order item was number forty six that states "I ask English speakers to correct me when I talk" with a mean of 3.20 and a standard deviation of 1.32 at medium level. The last item was number fifty which states that "I try to learn about the culture of English speakers" with a mean of 2.40 and a standard deviation of 0.97 at a low level.

Meanwhile, for females, the level using Social strategies was with a mean of 2.92 and a standard deviation of 0.70 at a medium level. The means were between 3.80 and 2.37, from high to low level. The first order item was number forty five which states that "If I do not understand something in English, I ask the other person to slow down or say it again" with a mean of 3.80 and a standard deviation of 0.85 at a high level. The second order item was number forty six that states "I ask English speakers to correct me when I talk" with a mean of 3.15 and a standard deviation of 1.27 at a medium level. The Last order item was number fifty which states that "I try to learn about

the culture of English speakers" with a mean of 2.37 and a standard deviation of 0.90 at a low level.

Are there any significant differences between English major male and female students at MEU in using LLSs related to gender and academic year level ?

In order to answer the third question of this study, the researcher calculated the means and standard deviations for the use of the strategies on performance of MEU students in using LLSs. Table (13) shows means, standard deviations, and sample sizes for gender and academic year level.

Table (13)

Means and Standard Deviations of the Study Sample Members on the Language learning strategies.

Descriptive Statistics					
	Gender	Year	Mean	Std. Deviation	N
Memory strategies	Male	1	3.00	0.000	2
		2	3.63	0.548	3
		3	3.89	0.192	3
		4	2.89	0.157	2
		Total	3.43	0.517	10
	Female	1	3.44	0.513	4
		2	3.70	0.460	14
		3	3.40	0.475	12
		4	3.09	0.318	10
		Total	3.43	0.483	40
	Total	1	3.30	0.459	6

		2	3.69	0.459	17
		3	3.50	0.473	15
		4	3.06	0.302	12
		Total	3.43	0.485	50
Cognitive strategies	Male	1	3.32	0.051	2
		2	3.93	0.214	3
		3	3.71	0.258	3
		4	3.43	0.404	2
		Total	3.64	0.325	10
	Female	1	4.04	0.124	4
		2	3.73	0.313	14
		3	3.51	0.275	12
		4	3.43	0.278	10
		Total	3.62	0.329	40
	Total	1	3.80	0.382	6
		2	3.76	0.303	17
		3	3.55	0.276	15
		4	3.43	0.279	12
		Total	3.62	0.325	50
Compensation strategies	Male	1	3.00	0.000	2
		2	3.67	0.577	3
		3	4.06	0.096	3
		4	3.50	0.707	2
		Total	3.62	0.533	10
	Female	1	3.50	0.577	4
		2	3.74	0.488	14
		3	3.61	0.543	12
		4	3.40	0.516	10
		Total	3.59	0.517	40
	Total	1	3.33	0.516	6
		2	3.73	0.486	17
		3	3.70	0.516	15
		4	3.42	0.515	12

		Total	3.60	0.515	50
Direct strategies	Male	1	3.16	0.024	2
		2	3.78	0.301	3
		3	3.84	0.190	3
		4	3.28	0.098	2
		Total	3.57	0.355	10
	Female	1	3.74	0.338	4
		2	3.72	0.359	14
		3	3.49	0.333	12
		4	3.32	0.196	10
		Total	3.55	0.348	40
	Total	1	3.55	0.401	6
		2	3.73	0.342	17
		3	3.56	0.336	15
		4	3.31	0.180	12
Total		3.56	0.346	50	
Metacognitive strategies	Male	1	3.06	0.079	2
		2	3.59	0.449	3
		3	3.67	0.401	3
		4	2.83	1.021	2
		Total	3.36	0.573	10
	Female	1	3.39	0.321	4
		2	3.64	0.414	14
		3	3.21	0.472	12
		4	3.11	0.569	10
		Total	3.36	0.504	40
	Total	1	3.28	0.304	6
		2	3.63	0.406	17
		3	3.30	0.483	15
		4	3.06	0.609	12
Total		3.36	0.512	50	
Affective strategies	Male	1	3.58	0.118	2
		2	4.17	0.726	3

		3	3.56	0.192	3
		4	3.42	0.354	2
		Total	3.72	0.491	10
	Female	1	4.58	0.096	4
		2	3.71	0.500	14
		3	3.58	0.379	12
		4	3.42	0.252	10
		Total	3.69	0.494	40
	Total	1	4.25	0.524	6
		2	3.79	0.548	17
		3	3.58	0.344	15
		4	3.42	0.251	12
		Total	3.69	0.488	50
Social strategies	Male	1	2.92	1.061	2
		2	2.89	0.962	3
		3	3.06	0.674	3
		4	3.00	0.943	2
		Total	2.97	0.732	10
	Female	1	3.17	0.962	4
		2	2.73	0.736	14
		3	3.08	0.622	12
		4	2.88	0.643	10
		Total	2.92	0.696	40
	Total	1	3.08	0.893	6
		2	2.75	0.748	17
		3	3.08	0.607	15
		4	2.90	0.649	12
		Total	2.93	0.696	50
Indirect strategies	Male	1	3.17	0.236	2
		2	3.56	0.385	3
		3	3.46	0.344	3
		4	3.05	0.269	2
		Total	3.35	0.346	10

	Female	1	3.67	0.385	4
		2	3.40	0.386	14
		3	3.28	0.235	12
		4	3.13	0.216	10
		Total	3.33	0.334	40
	Total	1	3.50	0.408	6
		2	3.43	0.379	17
		3	3.32	0.256	15
		4	3.12	0.214	12
		Total	3.33	0.333	50

The overall mean of 50 male and female students as well as year level was 3.33 with a standard deviation of 0.333 (Table 13). It shows the results of Direct and Indirect learning strategies with relation to gender and academic year level. The Direct strategies of Memory, Cognitive and Compensation strategies showed the highest mean which was 3.84 for male and level three students, whereas the lowest mean was 3.16 for males and level one students. In particular, the highest mean was 4.06 for males and level three students in Compensation strategies and 4.04 for females and level one students in Cognitive strategies and 3.89 for males and level three students in Memory strategies. While, the lowest means was 2.89 for males and level four students in Memory strategies, 3.00 for males and level one students in Compensation strategies and 3.32 for female and level one students in Cognitive strategies.

On the other hand, the Indirect strategies of Metacognitive strategies, Affective strategies, and Social strategies showed the highest mean was of 3.67 for males and level one students, whereas the lowest mean was of 3.05 for males and level four students. In more details, the highest mean was of 4.58 for female and level one students in Affective strategies, 3.64 for males and level three in Metacognitive strategies and 3.08 for females and level three in Social strategies. While, the lowest values were 2.73 for females and level two students in Social strategies, 3.06 for males and level one students in Metacognitive strategies and finally 3.42 for males and level four students in Affective strategies.

It is clear that Direct strategies (3.84) have higher values, in general, than Indirect strategies (3.67).

Table (14)

The Results of Multivariate Analysis of Variance (MANOVA) of the Students' at MEU in using LLSs test.

Source	Dependent Variable	Sum of Squares	Df	Mean Square	F-value	Significance
gender * year level	Memory strategies	0.919	3	0.306	1.686	0.185
	Cognitive strategies	0.882	3	0.294	3.813	0.017. *
	Compensation strategies	0.817	3	0.272	1.048	0.381
	Direct strategies	0.753	3	0.251	2.737	0.055
	Metacognitive strategies	0.777	3	0.259	1.123	0.350
	Affective strategies	1.831	3	0.610	3.828	0.016. *
	Social strategies	0.168	3	0.056	0.104	0.957
	Indirect strategies	0.481	3	0.160	1.653	0.192

* means there is a significant difference at $\alpha \leq 0.05$.

Table (14) shows the results of Multivariate Analysis of Variance (MANOVA) of the studied students at MEU. There were no significant differences related to gender in using both Direct and Indirect strategies. For year of studying effect.

For Direct strategies showed only one a significant difference ($\alpha=0.05$) in which F value was (3.813), between male and female students in Cognitive strategies.

On the other hand, For Indirect strategies showed only one significant difference ($\alpha =0.05$) in which F value was (3.828), between male and female students in Affective strategies.

CHAPTER FIVE

Discussion, Conclusion and Recommendations

5.1 Introduction

This chapter presents the discussion, conclusions and recommendations which were answered by the study that have been found through data analysis and results. The purpose of the study was to investigate the relationship between language learning strategies and gender among undergraduate students at Middle East University. It also attempted to explain and interpret the results in the light of the reviewed literature.

5.2 Discussion of the First Question

What are the most and the least frequently used Direct Learning Strategies among male and female students ?

The result of table (4) indicates that the most frequent learning strategies used among male and female students were Cognitive strategies and the least learning strategies were Memory strategies. Moreover, male students surpassed their counterparts slightly in using Cognitive strategies such as practicing, receiving and sending messages, analysing and reasoning and

creating structure for input and output with means of (3.64 – 3.62) respectively.

The results showed that there were no statistically significant differences between male and female students in using Direct Learning Strategies. Male students preferred Compensation strategies slightly more than female students (3.62 – 3.59) respectively. Both male and female students used Memory strategies equally (3.43). The total use of Direct Learning Strategies for male and female students was from 3.57 to 3.55 respectively.

The findings of study are consistent with Hamed (2004) which indicated that there were no significant differences in Direct Learning Strategies between male and female students. Al Omari (1997) also reported that male students have surpassed female students in the use of Cognitive strategies. Shmais (2003) reported that Arab males do not differ from Arab females in their use of direct language learning strategies.

Also, the findings were consistent with Yang, M (2010), Lan and Oxford (2003) which reported that Memory strategies were the least favoured in their research. Memory strategies were in the lowest rank among male and female students at MEU. Memory strategies depend on using flashcards to remember, making mental pictures of situation in which the word might be

used, using rhymes to remember new words, reviewing English lesson and using English words in a sentence to remember them. This result indicates that these strategies are suitable for elementary students but not for university students. It also reflects the need to develop the LLSs for university students.

However, the findings of the study were not consistent with Salem (2006) which showed statistically significant differences between males and females in their strategy use. The differences lay in their use of Memory, Cognitive, and Compensation strategies in favour of females. Likewise, the findings of study are not consistent with Goh and Kwah (1997) who reported that female students were found to use Compensation strategies significantly more often than male students. Furthermore, the results of the study were in counter to Liu (2004) who showed that males differ from females in using Language Learning Strategies, namely in their use of Memory strategies, in favour of female.

5.3 Discussion of the Second Question

What are the most and least frequently used Indirect Learning Strategies among male and female students ?

The result of Table (8) showed that there were no statistically significant differences between male and female students in using Indirect Strategies. The findings of the study showed that Affective strategies were the highest among male and female students. Besides, male students slightly surpassed their counter parts in Affective strategies with means between 3.72 and 3.69 and social strategies with means between 2.97 and 2.92 respectively. In addition, both male and female students used social strategies at the same level with a mean of 3.36.

The findings of the study were consistent with Shmais (2003) who showed that Arab male students do not significantly differ from Arab female students in their use of Language Learning Strategies. Moreover, the results of the study were in agreement with Al Omari's (1997) findings which reported that male students surpassed female students in using Social strategies . However, the results of the study were in contrast with Ehrman and Oxford (1989) findings which reported that female students use Social strategies more than male students. Acunsal (2005) results were inconsistent with the results

of the study because the Affective strategies were the least preferred. Social strategies were the lowest used among both males and females students at MEU. Social strategies are considered one of the strategic tools to practice communication in English in terms of interpersonal behaviours, asking questions, asking for clarification and help, and talking to native speakers. This result indicates the need to improve conversational skills (listening and speaking), social strategies that are necessary for MEU English major students.

5.4 Discussion of the Third Question

Are there any significant differences between English major male and female students at MEU in using LLSs ?

The results of the study showed that there were no statistically significant differences between male and female students in using Direct Strategies. Moreover, the findings reported that there were no significant differences between male and female students in using Indirect Strategies, but they showed significant differences between males and females in their use of Cognitive and Affective strategies in favor of males.

There are possible reasons that gender differences do not affect language learning strategies in the current study. English language has been important

to Jordanian learners for both male and female students, and it has been a compulsory subject in the Jordanian educational curriculum. Both male and female students consider English language a crucial component in their career and prestige, as well as their desire to improve their English. It also pushes them to practise greater variety use of strategies when learning English language. In addition, all the participants of the study are English major.

The results of the study were consistent with Shmais (2003) research which reported that male students did not significantly differ from female students in using of Language Learning Strategies. In addition, Oh (1996) findings also reported that gender differences did not affect the use of strategies. Peng (2001) study indicates that there were no significant differences between male and female in the use of LLSs. Alomari (1997) found significant differences in using Cognitive strategies in favour of male.

The results of the study were not consistent with Green and Oxford (1995) research which reported to gender differences in LLSs use. The results indicated that females used more learning strategies than males. Oxford and Nyikos (1989) results showed significant differences between male and female students in using LLSs, females used more learning strategies than males. Alomari (1997) found a significant difference in using Compensation

strategies in favour of male. Salem (2006) found significant differences between males and females in using learning strategies in favour of females.

5.5 Conclusion

This study aimed at investigating the use of LLSs among English BA majoring students at MEU. Using LLSs enables students to take responsibility for their own learning by enhancing learners autonomy, independence and self direction. Students use Cognitive strategies at a high level compared to other strategies in Direct strategies, because they are taught how to use Cognitive strategies, and are not well aware of Memory strategies. Since the participants of the study were Jordanian, one possible reason for these findings may be related to the Jordanian educational system where classes are more teacher-centered. Jordanian learners prefer to memorize, take notes and highlight important knowledge. These strategies are mainly categorized as Cognitive learning strategies. Memory strategies occupied the lowest rank in Direct strategies, indicating that they have primitive ways of learning a foreign language suitable for elementary students.

But for Indirect strategies, the students use Affective strategies at a high level compared to other strategies, because they are given opportunities to raise their awareness of Affective learning strategies. They do feel

comfortable discussing their feelings and attitudes with others. Social strategies occupied the lowest rank in Indirect strategies because learners can not take chances to learn through interaction with native speakers. They are required to engage in workshops with native speakers at British Council or American Language Centre on summer holiday or establish English language clubs in cooperation with certain bodies.

The research found that the differences in gender do not have a significant effect on LLSs. The strategies level used by males and females students at MEU were similar and the variable of gender was not crucial element in affecting the LLSs. Both male and female students should emphasize on not only learning but also using variety of LLSs to improve their English.

Motivation and the use of LLSs play a significant role in language learning, and researchers need to devise appropriate strategies that would help instructors to motivate students and to train them to use strategies that would facilitate their language learning.

According to Gardner (1983) any learner possessing special intelligences facilitates learning. Language teaching / learning process should involve all or most of the intelligence abilities due to the fact that each of

intelligence is potentially available in every learner. The fact that individual differences among learner which are considered by teachers, allows the teacher and the learner to recognise these differences to MI. Nowadays Individual differences occupy an important role in any debate related to teaching learning process that distinguishes one learner from another.

Teachers should be aware of their students' intelligences through a survey or an inventory of multiple intelligences because this will help teachers to design suitable activities or exercises that coincide with each type of intelligence for every learner. Also knowing and being informed of their childrens' intelligences parents become aware of helping and improving their children's problems of learning in an easy way and decide the most suitable LLSs for them.

MI helps students to discover their interest and increase their motivation in learning a language through activities inside classrooms. MI is essential to increase cooperative learning because this provide great opportunities for low achievers to be involved with high achievers and learn from them.

The researcher suggests that conducting additional studies may help in shedding light on other factors, which it could contribute into explaining the factors affecting strategies use; like the age of students, learning styles,

class size, proficiency, attitude, culture and social classes that will enable language teachers and researchers to draw a more accurate and global picture of what is happening to an individual when he/she learns a foreign language

Ministry of Education and universities should adopt a plan to make courses for training students on LLSs and guide them to appropriate learning strategies which make students more involved in planning, practicing and self evaluation for their learning.

Schools and universities can benefit from the results of the study by using a program to train instructors how to teach LLSs, hereby instructors can teach students how to better utilize the LLSs.

5.6 Recommendations

After the analysis and discussion of the data, the researcher recommends the following :

- 1- Train teachers and faculty members on the importance of using different LLSs in learning English.
- 2- Raise students' awareness of LLSs and students should learn to recognize the importance of the LLSs that they use.
- 3- Conduct more research on LLSs.

- 4- Teachers and faculty members can develop teaching styles that are compatible with students' ways of learning, and train their students to use the appropriate strategies.
- 5- Curriculum planners and English instructors should find more effective and efficient learning strategies to help students in cooperative working in order to achieve better learning at schools and universities.
- 6- Instructors should focus on both language content and the use of language learning strategies in classrooms , so that strategies become an integral part of teaching English.

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APPENDIX (I)

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL), from Oxford, 1990

Please read each statement. On the separate Worksheet, write the response (1, 2, 3, 4 or 5) that tells

HOW TRUE OF YOU THE STATEMENT IS.

1- Never or almost never true of me.

2- Usually not true of me.

3- Somewhat true of me.

4- Usually true of me.

5- Always or almost always true of me.

Statements	Answers				
PART (A)					
1. I think of relationships between what I already know and new things I learn in English.	1	2	3	4	5
2. I use new English words in a sentence so I can remember them.	1	2	3	4	5
3. I connect the sound of a new English word and an image of picture of the word to help me remember the word	1	2	3	4	5
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	1	2	3	4	5
5. I use rhyming to remember new English words.	1	2	3	4	5
6. I use flashcards to remember new English words.	1	2	3	4	5
7. I physically act out new English words.	1	2	3	4	5

8. I review English lessons often.	1	2	3	4	5
9. I remember new English words or phrases by remembering their location on a page, a board, or a street sign	1	2	3	4	5
PART (B)					
10. I say or write new English words several times.	1	2	3	4	5
11. I try to talk like native English speakers.	1	2	3	4	5
12. I practice the sounds of English.	1	2	3	4	5
13. I use the English words I know in different ways.	1	2	3	4	5
14. I start conversations in English.	1	2	3	4	5
15. I watch English language TV shows or movies or listen to the English radio programmes.	1	2	3	4	5
16. I read for pleasure in English.	1	2	3	4	5
17. I write notes, messages, letters or reports in English.	1	2	3	4	5
18. I first skim an English passage to get the main idea, then I go back and read it more carefully.	1	2	3	4	5
19. I look for words in my own language that are similar to new words in English.	1	2	3	4	5
20. I try to find patterns in English.	1	2	3	4	5
21. I find the meaning of a word by dividing the word into parts which I understand.	1	2	3	4	5
22. I try not to translate word -for -word.	1	2	3	4	5
23. I make summaries of information that I hear or read in English.	1	2	3	4	5

PART (C)					
24. To understand unfamiliar English words, I make guesses.	1	2	3	4	5
25. I make up new words if I do not know the right ones in English.	1	2	3	4	5
26. When I cannot think of the word or expression during a conversation in English, I use gestures.	1	2	3	4	5
27. I read English without looking up every new word.	1	2	3	4	5
28. I try to guess what the other person will say next in English.	1	2	3	4	5
29. If I can't think of an English word, I use a word or phrase that means the same thing.	1	2	3	4	5
PART (D)					
30. I try to find as many ways as I can to use my English.	1	2	3	4	5
31. I notice my English mistakes and use that information to help me do better.	1	2	3	4	5
32. I pay attention when someone is speaking English.	1	2	3	4	5
33. I try to find out how to be a better learner of English.	1	2	3	4	5
34. I plan my schedule so I will have enough time to study English.	1	2	3	4	5
35. I look for people I can talk to in English.	1	2	3	4	5
36. I look for opportunities to read as much as possible in English.	1	2	3	4	5
37. I have clear goals for improving my English skills.	1	2	3	4	5
38. I think about my progress in learning English.	1	2	3	4	5
PART (E)					

39. I try to relax whenever I feel afraid of using English.	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making a mistake.	1	2	3	4	5
41. I give myself a reward or treat when I do well in English.	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying or using English.	1	2	3	4	5
43. I write down my feelings in a language learning diary.	1	2	3	4	5
44. I talk to someone else about how I feel when I am learning English	1	2	3	4	5
PART (F)	1	2	3	4	5
45. If I do not understand something in English, I ask the other person to slow down or say it again.	1	2	3	4	5
46. I ask English speakers to correct me when I talk.	1	2	3	4	5
47. I practise with other students.	1	2	3	4	5
48. I ask for help from English speakers.	1	2	3	4	5
49. I ask questions in English.	1	2	3	4	5
50. I try to learn about the culture of English speakers.	1	2	3	4	5

Thank you for your participation.

APPENDIX (II)**Background Information Questionnaire (Oxford, 1990)**

Please answer the following questions or check the appropriate response. This is for research

purposes only and your responses will be kept confidential at all times.

1. Age _____
2. Gender: Male _____ Female _____
3. Major _____
4. What English class are you in? _____
5. How many years have you studied English?
_____ Less than 5 years
_____ 5 to 10 years
_____ 11 to 15 years
_____ More than 20 years
6. How long have you stayed in an English speaking country?
_____ No experience
_____ Less than one year
_____ One or two years
_____ Three or four years
_____ More than 5 years
7. Have you studied other languages other than English? Yes _____ No _____
If yes, what language did you study? _____
8. How do you evaluate your English?
_____ High
_____ Intermediate
_____ Beginning

APPENDIX (III)

Arrangement of LLSs in SILL Questionnaire (Oxford, 1990)

Main classes of LLSs	Six categories of LLSs	Arrangement of SILL items
Direct Strategies	Memory Strategies	1-9
	Cognitive Strategies	10-23
	Compensation Strategies	24-29
Indirect Strategies	Metacognitive Strategies	30-38
	Affective Strategies	39-44
	Social Strategies	45-50

Appendix (IV)

Experts of Panel who evaluated the SILL questionnaire of the study

1-	Prof. Jawdat Sa'adeh	MEU
2-	Prof. Bader Dweik	MEU
3-	Prof. Rajae Al Khanje	Jordan University
4-	Prof. Ryad Hussein	Jordan University
5-	Dr.Ibrahim Abo Shehab	Alzaytoonah University
6-	Dr.Khalil Nofal	Philadelphia University

Appendix (V)

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

كلية الآداب والعلوم
Faculty of Arts & Sciences

الرقم: ك أ ع / خ / 55/1

التاريخ: 2014/3/29

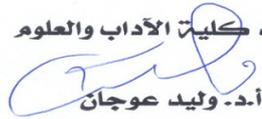
إلى من يهمه الأمر

تحية طيبة وبعد،

أرجو التكرم بالعمل على تسهيل مهمة الطالب خالد محمود عيد العطيات / ماجستير لغة انجليزية وآدابها والذي تشرف عليه الدكتورة فاطمة جعفر ، لتطبيق الأداة المعدة للبحث الذي سيتم تطبيقه على طلبة البكالوريوس في اللغة الانجليزية في جامعة الشرق الأوسط بعنوان (العلاقة بين استراتيجيات تعلم اللغة الانجليزية والجندرية) .

وتفضلوا بقبول فائق الاحترام والتقدير

عميد كلية الآداب والعلوم


أ.د. وليد عوجان

Appendix (VI)

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL), From R. Oxford, 1990

Dear student:

Thank you for volunteering to take part in the measuring instruments :
“Strategy Inventory for Language Learning Strategies “(SILL) developed by
American Psychologist R.Oxford that will be used in the thesis titled :

**The relationship between English Language Learning Strategies, gender
and Academic Year Level among B.A students at MEU** to get the M.A
degree in English Language and literature.

I hope that you will answer all questions, however you may skip any
questions that you do not want to answer. Please answer all questions
honestly.

Fill in one circle to answer each question. Put a circle around suitable answer
that feel right when you first read them. If there are any words / phrases that
you can not understand ,please underline them and put a question mark next to
them and ask me to explain them.

Confidentiality procedures: all of your answers will be kept
confidential.

I will not discuss the information you provide with anyone.

Thank you for all your help

The researcher

Khaled Al atyat 0795296529

Katiata_99@yahoo.com

Please read each statement and write the response (1, 2, 3, 4 or 5) that tells

HOW TRUE OF YOU THE STATEMENT IS.

- 1 Never or almost never true of me. 1 لا ينطبق علي أبداً أو لا ينطبق علي نسبياً.
- 2 Usually not true of me. 2 لا ينطبق علي عادةً .
- 3 Somewhat true of me. 3 ينطبق علي نوعاً ما.
- 4 Usually true of me. 4 ينطبق علي عادةً .
- 5 Always or almost always true of me. 5 ينطبق علي عادةً أو ينطبق علي نسبياً.

Statements		answers				
Part (A) Memory strategies	إستراتيجيات التذكر					
Such as grouping or using imagery , have a highly specific : helping students store and retrieve new information	مثل عمل مجموعات أو روابط صوريه, لها وظائف عليا خاصة , وهي مساعدة الطلاب علي تخزين المعلومات الجديدة واسترجاعها					
1. I think of relationships between what I already know and new things I Learn in English.		1	2	3	4	5
أنا أحاول أن جد علاقات بين ما أعرفه مسبقا والأشياء الجديدة التي أتعلمها باللغة الانجليزية .						
2. I use new English words in a sentences so I can remember them.		1	2	3	4	5
أنا أستعمل الكلمات الإنجليزية في جمل حتى أتمكن من تذكرها						
3. I connect the sound of a new English word with an image or picture of the word to help me remember the word		1	2	3	4	5
أنا اربط بين صوت الكلمة الجديدة في اللغة الانجليزية وصورة معينه أو خيال في ذهني لنفس الكلمة حتى أستطيع تذكرها .						
4. I remember a new English word by making a mental picture of a situation in which the word might be used.		1	2	3	4	5
أنا أتذكر الكلمة الجديدة في اللغة الانجليزية بعمل صورة ذهنية لموقف معين يمكن أن تستخدم فيه تلك الكلمة .						
5. I use rhymes to remember new English words.		1	2	3	4	5
أنا استخدم السجع لتذكر الكلمات الجديدة						
6. I use flashcards to remember new English words .		1	2	3	4	5
أنا استخدم بطاقات لتذكر الكلمات الجديدة في اللغة الانجليزية						
7. I physically act out new English words.		1	2	3	4	5
أنا أقوم بتمثيل الكلمات الجديدة في اللغة الانجليزية .						
8. I review English Lessons often.		1	2	3	4	5
أنا أراجع بصورة منتظمة دروس اللغة الانجليزية .						
9. I remember new English words or phrases by remembering their location on the page, on the board, or on the street sign.		1	2	3	4	5
أنا أتذكر الكلمات أو العبارات الجديدة في اللغة الإنجليزية بتذكر موقعها في الصفحة أو على السبورة أو على أي يافطة في الشارع.						

Statements		answers				
Part (B) Cognitive strategies	استراتيجيات المعرفية					
Such as summarizing or reasoning deductively , enable learners to understand and produce new language by many different means	مثل التلخيص أو الاستنباط التي تعين الطلاب على فهم وإنتاج اللغة الجديدة باستخدام وسائل عديدة					
10. I say or write new English words several times. أنا اكتب أو أقول الكلمات الجديدة في اللغة الانجليزية مرات عديدة .		1	2	3	4	5
11. I try to talk like native English speakers. أنا أحاول أن أتكلم الإنجليزية كما يتحدث المتحدثون الأصليون للغة الانجليزية .		1	2	3	4	5
12. I practice the sounds of English. أنا أتدرب على نطق الأصوات في الإنجليزية		1	2	3	4	5
13. I use the English words I know in different ways. أنا استخدم الكلمات التي أعرفها باللغة الانجليزية بطرق مختلفة .		1	2	3	4	5
14. I start conversations in English. أنا أبادر إلى بدء المحادثة باللغة الإنجليزية		1	2	3	4	5
15. I watch English Language TV shows spoken in English or go to movies spoken in English. أنا أشاهد برامج التلفزيون أو الأفلام الناطقة باللغة الانجليزية		1	2	3	4	5
16. I read for pleasure in English. أنا أقرأ من أجل المتعة باللغة الانجليزية .		1	2	3	4	5
17. I write notes, messages, Letters or reports in English. أنا اكتب ملاحظات او خطابات أو رسائل أو تقارير باللغة الانجليزية .		1	2	3	4	5
18. I first skim an English passage to get the main idea, and then I go back and read it more carefully. أنا ألق نظرة عامة سريعة على القطعة التي أقرأها باللغة الانجليزية, ثم أعود إليها لأقرأها مرة أخرى بدقة وتمعن.		1	2	3	4	5
19. I look for words in my own language that are similar to new words in English. أنا أبحث عن الكلمات الموجودة في لغتي الأم (العربية) والتي تتشابه مع كلمات في اللغة الانجليزية .		1	2	3	4	5
20. I try to find patterns in English. أنا أحاول أن أجد أنماط تركيبية في اللغة الانجليزية .		1	2	3	4	5
21. I find the meaning of a word by dividing it into Parts that I understand. أنا قد أعرف معنى كلمة ما باللغة الانجليزية بتقسيمها إلى أجزاء ليسهل فهمها		1	2	3	4	5
22. I try not to translate word-for-word. أنا لا أحاول أن أقوم بالترجمة الحرفية		1	2	3	4	5
23. I make summaries of information that I hear or read in English. أقوم بتلخيص ما أقرأه أو أسمعه باللغة الانجليزية .		1	2	3	4	5

statements		Answers				
Part (C) Compensation strategies	الاستراتيجيات التعويضية					
Like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.	مثل التخمين أو استخدام مرادفات تتيح للمتعلمين الفرصة لاستخدام اللغة رغم الفجوات المعرفية للمتعلمين					
24. To understand unfamiliar English words, I make guesses. أنا أقوم بالتخمين لفهم الكلمات غير المألوفة لي في اللغة الانجليزية حتى أستطيع فهمها.		1	2	3	4	5
25. When I cannot think of a word or expression during a conversation in English, I use gesture. عندما أتحدث باللغة الانجليزية ولا أجد الكلمة المناسبة فأنتي استخدم الإشارات للتعبير عنها .		1	2	3	4	5
26. I make up new words if I do not know the right ones in English. أنا عندما أتحدث باللغة الانجليزية ولا أجد الكلمة المناسبة فأنتي أقوم بإنشاء كلمات جديدة من تأليفي.		1	2	3	4	5
27. I read English without looking up every new word. أنا أقرأ الإنجليزية دون أن أبحث عن معنى كل كلمة في القاموس		1	2	3	4	5
28. I try to guess what the other person will say next in English. أنا أحاول أن أخمن ما سوف يقوله شخص ما اجري معه حديث في اللغة الانجليزية .		1	2	3	4	5
29. If I can't think of an English word, I use a word or phrase that means the same thing. أنا عندما أتحدث باللغة الانجليزية ولا أجد الكلمة المناسبة فأنتي استخدم كلمة أو عبارة تعني نفس الشيء		1	2	3	4	5

Statements		answers				
Part (D) Metacognitive strategies	استراتيجيات ما وراء المعرفة					
Allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating.	تتيح للمتعلم فرصاً لتنظيم عملية تعلمه باستخدام وظائف مثل تركيز عملية التعلم والتنظيم والتخطيط للتعلم وتقويم التعلم					
30. I try to find as many ways as I can to use my English أنا أحاول أن أجد أكبر قدر ممكن من الفرص لأستعمل اللغة الانجليزية .		1	2	3	4	5
31. I notice my English mistakes and use that information to help me do better. أنا ألاحظ الأخطاء التي أرتكيبها في اللغة الانجليزية واستفيد من هذه المعلومات لتصحيح أخطائي .		1	2	3	4	5
32. I pay attention when someone is speaking English. أنا أصغي بانتباه عندما يتحدث شخص ما باللغة الإنجليزية.		1	2	3	4	5
33. I try to find out how to be a better learner of English. أنا أحرص على معرفة كيف يمكنني أن أتعلم اللغة الانجليزية بصورة أفضل.		1	2	3	4	5
34. I plan my schedule so I will have enough time to study English. أنا أقوم بتنظيم جدولي بحيث يكون عندي وقت كاف لدراسة اللغة الإنجليزية .		1	2	3	4	5
35. I look for people I can talk to in English. أنا أبحث عن الأشخاص الذين أستطيع أن أتحدث اللغة الإنجليزية معهم .		1	2	3	4	5
36. I look for opportunities to read as much as possible in English. أنا أبحث عن فرص من أجل أن أقرأ ما أستطيع باللغة الإنجليزية		1	2	3	4	5
37. I have clear goals for improving my English skills. أنا عندي أهداف واضحة تختص بتحسين مهاراتي في اللغة الانجليزية .		1	2	3	4	5
38. I think about my progress in learning English. أنا أفكر في التحسن الذي أحققه في تعلم اللغة الانجليزية.		1	2	3	4	5

Statements		Answers				
Part (E) Affective strategies	استراتيجيات التأثير (العاطفية)					
Help to regulate emotions, motivations, and attitudes of learner	تساعد في تنظيم العواطف والاتجاهات والانفعالات للمتعلم					
39. I try to relax whenever I feel afraid of using English	أنا أحاول أن أسترخي عندما اشعر بالخوف من استعمال الإنجليزية	1	2	3	4	5
40. I encourage myself to speak English even when I am afraid of making a mistake.	أنا أشجع نفسي على التحدث بالإنجليزية حتى عندما أكون خائفاً من ارتكاب أخطاء.	1	2	3	4	5
41. I give myself a reward or treat when I do well in English.	أنا أكافئ نفسي إذا أنجزت شيئاً جيداً في اللغة الانجليزية .	1	2	3	4	5
42. I notice if I am tense or nervous when I am studying or using English.	أنا ألاحظ نفسي واعلم متى أكون متوتراً أثناء دراستي واستخدامي للغة الانجليزية .	1	2	3	4	5
43. I write down my feelings in a language learning English diary.	أنا أعبر عن مشاعري بكتابتها في مفكرة خاصة بتعلم الإنجليزية	1	2	3	4	5
44. I talk to someone else about how I feel when I am learning English.	أنا أتحدث مع الآخرين حول مشاعري عندما أتعلم اللغة الإنجليزية.	1	2	3	4	5

Statements		Answers				
Part (F) Social strategies	الاستراتيجيات الاجتماعية					
Help learner to learn language through interaction with others.	تساعد المتعلم على تعلم اللغة من خلال التفاعل والتأقلم مع الآخرين					
45. If I do not understand something in English, I ask the other person to slow down or say it again.		1	2	3	4	5
	إذا لم أفهم شيئاً ما في اللغة الانجليزية , أقوم بسؤال من يتحدث لكي يقلل من سرعة كلامه أو يكرر كلامه مرة أخرى.					
46. I ask English speakers to correct me when I talk.		1	2	3	4	5
	أنا أطلب من الناطقين باللغة الانجليزية أن يصححوا لي أخطائي التي ارتكبتها عندما أتحدث باللغة الانجليزية .					
47. I practice English with other students.		1	2	3	4	5
	أنا أمارس الإنجليزية مع زملائي الطلبة.					
48. I ask for help from English speakers.		1	2	3	4	5
	أنا أطلب المساعدة من الناطقين بالإنجليزية عندما أحتاجها.					
49. I ask questions in English.		1	2	3	4	5
	أنا أسأل أسئلة باللغة الانجليزية .					
50. I try to learn about the culture of English speakers.		1	2	3	4	5
	أنا أحاول أن أتعلم ثقافة الناطقين بالإنجليزية					

Thank you for your participation.