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Second Language Learners Using Language Acquisition Techniques at the Undergraduate Level in Pakistan

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ABSTRACT

This research report investigated the use of different language learning strategies by both male and female learners who are currently studying at the undergraduate level in Pakistan and whose second language, or L2, is English. Language learning strategies have many classifications or taxonomies. One of the most famous is the taxonomy of Rebecca Oxford (1990). She classified her six strategies into two main strategy groups, i.e., direct strategy and indirect strategy. The study deals with the strategies included in the direct strategy group of Oxford (1990). This study investigated that out of the three direct strategies of Oxford, which gender of undergraduate learners use more strategies than the others and also reported the least and most frequently used strategy by them. The population of undergraduate learners in Pakistan is very high, so for the current study, the sample type used was stratified and consisted of a total of 60 voluntary participants (30 males and 30 females). The students belong to an undergraduate university in Lahore city. This study followed the quantitative research method. Data was collected using questionnaires distributed randomly to different students, and an online survey was also conducted. The analysis of the data was done by making frequency tables and pie charts using SPSS version 20. The result of this study shows that female undergraduate students in Pakistan use more language learning strategies than male students, and this research also reflects that both male and female students choose cognitive strategies more than compensation strategies. Regarding the frequency of the strategies, it can be seen that there is not much difference in the preferences of both genders.

LIST OF ABBREVIATIONS

LLS = Language Learning Strategy

SILL = Strategy Inventory for Language Learning

1. **Introduction**
2. **English has always been the official language of Pakistan, ever since its creation in 1947. Nowadays, it is usually used as a second language, an additional language, or a foreign language, but not as a first language in Pakistan. According to the definition in the Collins English Dictionary (10th Edition), a second language is that which is widely used, particularly in functions of education and government, in an area where either each and every or most of its speakers are non-native speakers of that language. Therefore, to make learning a language effective and easy, various kinds and numbers of strategies are always used by language learners. Language learning**

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strategies are not newly created but have been used for thousands of years in a learning setting. In Pakistan, English is widely learned and therefore used by 88,690,000 speakers, which makes up almost 49% of the total population of the country (Pinon & Haydon, 2010). It has the third-largest English-speaking population in the whole world. English is used in most schools, colleges, and universities as one of the mediums of instruction, especially at the college and university level. In Pakistan, like most of the world, learning English is considered compulsory for successful social communication, self-confidence, better employment opportunities, knowledge of the world, and many other specific purposes.

In 1990, Rebecca Oxford classified language learning strategies into six groups: memory strategy (how learners remember the language by making associations of new knowledge with the previous one), cognitive strategy (how learners summarise, analyse, translate, practice, or repeat new information), compensation strategy (how learners make up for their limited knowledge), metacognitive strategy (how learners evaluate or manage their own learning), affective strategy (emotions, feelings, and attitudes of learners that are related to learning), and social strategy (learning by co-operation or interaction with society). The six categories discussed were the basis for the Strategy Inventory for Language Learning, or SILL (Oxford, 1990), used by Oxford and many other linguists to carry out valid and reliable research in the language learning strategy field. The same six strategies are further divided into two main strategy groups by Oxford, i.e., (I) direct strategy, which directly involves the language (i.e., memory strategy, cognitive strategy, and compensation strategy), and (II) indirect strategy, which provides indirect support in the language learning process (i.e., metacognitive strategy, affective strategy, and social strategy). In this study, only direct strategy would be focused on for research purposes. Further in the current research is the explanation of different language learning strategies, taxonomies of language learning strategies, differences among the use of strategies across genders, and preferences of students of both genders regarding language learning strategies use.

1.1 Purpose of the research

The main purpose of this research is to explore and identify different language learning strategies employed by second language (i.e., English) learners of both genders at the undergraduate level in Pakistan. The data collected is used in finding the preferences of both male and female learners regarding the use of language learning strategies and in the analysis of these preferences. This research will help to get a clear idea about the current trends of undergraduate students in Pakistan while learning English. It will also tell us if there is any difference in the use of strategies across genders or not.

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1.2 Statement of the problem

The problem statement of this study is: What are the language learning strategies used by undergraduate students of both genders in Pakistan, and which gender uses more strategies than the other. In most past studies across the world, it has been proven that female learners use more strategies than male learners. In very few of the studies, it has been shown that male learners are more frequent users of strategies, while other studies are unable to show any significant difference in the use of strategies by male and female learners. So, this research aims to investigate in detail which gender uses more strategies, which strategy is favoured the most and least, and the differences in the use of strategies by both genders at the undergraduate level in Pakistan.

1.3 Background of the study

Nowadays, English is one of the most famous and most commonly used international languages that are recognised worldwide, but English has some complexities in it too. In order to solve these complexities, learners of English must use some definite strategies. Strategies are the tactics used with a particular learning process in the mind of the learner. In the past few years, awareness and progress in the field of LLSs have increased rapidly. It proves how useful these strategies are in order to complete a learning process. Some linguists have done intensive research in this field of study, which has resulted in an increase in the interest of learners in learning strategies over the past twenty years. The taxonomy of language learning strategies given by Oxford (1990) and many other linguists proves useful in understanding how students learn their second language.

It is the collective view of many linguists that the use of LLSs is one of the most important factors in the process of second language acquisition. Various studies have shown that if a learner wants to be successful in learning, he or she must use more LLSs than unsuccessful learners. By selecting good learning strategies, the performance of a learner in the second language learning process could be improved. The current research is being conducted to know the different ways undergraduate learners in Pakistan use English in order to learn the language.

1.4 Objectives of the study

The main objectives of this research are:

- To find out which gender of Pakistani undergraduate students use more strategies than others while learning English.
- To assess the frequency of a strategy used by students of both genders.

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- To determine whether the reported strategies vary according to the gender of the students or not.

1.5 Research Questions

Research Question 1: Which gender uses more language learning strategies than the other at the undergraduate level in Pakistan?

Research Question 2: Which strategy is most frequently used and which is the least frequently used by both genders at the undergraduate level in Pakistan?

Research Question 3: Is there any difference in the use of language learning strategies by undergraduate students of both genders in Pakistan?

This study is undertaken because the results obtained from this research would prove useful for teachers in better understanding the learning of their students. Moreover, it would make the undergraduate students of various major subjects aware of the learning strategies they use while learning English because both observable and non-observable strategies help learners become autonomous and successful language learners. All language learners should choose appropriate learning strategies so they can deal with language tasks successfully. This study will make the learners more conscious of their learning strategies.

2. Literature Review

A strategy is a process that is carried out in the mind of human beings to learn different things. This process could be observable by others if put into action. The word strategy originates from the Greek word strategia, which means the art of war. This meaning of strategy related to war has lost its use nowadays, as Oxford (1990) says that strategy refers to a step, a plan, or a conscious action to achieve an objective. Formal research on language learning strategies began in the middle of the 1960s. The term language learning strategy (LLS) has been defined many times by different linguists. According to Oxford (1990), LLSs are the procedures that help the learner of a language acquire, store, retrieve, and use different information. There are many classifications of LLSs given by different linguists over the years. Some of them are explained below, but this research is focused more on the classification or taxonomy given by Oxford (1990).

According to Rubin (1975), strategies used for learning are the devices or techniques that might be used by learners in order to acquire knowledge. Rubin (1975) provided a list of seven good language learner characteristics that he or she: is a willing and accurate guesser; is keen to

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communicate or to learn from communication; is often not inhibited; constantly looking for patterns in language; practices; monitors own speech and the speech of others; and attends to the meaning. This research by Rubin (1975) was based on classroom observations in Hawaii and California. Rubin (1981) was the first to introduce a detailed classification of LLSs. She gave six strategies that contribute directly to the learning process, called direct strategies. They are: clarification or verification, monitoring, memorization, guessing, deductive reasoning, and practice. She also introduced two strategies that are indirectly involved in the learning process, called indirect strategies: creating opportunities for practice and using production tricks.

O'Malley, Chamot, Stewner-Manzanares, Küpper, and Russo (1985) classified LLSs into much wider terms. They gave three main sub-categories of LLS: metacognitive, cognitive, and socio-affective strategies. According to Rubin (1987), O'Malley et al. (1985) have provided the first clear distinction between metacognitive and cognitive strategies. Oxford's taxonomy came out in 1990. Although some linguists have criticised her taxonomy, according to Ellis (1994), Oxford's taxonomy or classification (1990) is the most comprehensive classification of learning strategies to date. The strategies given by Oxford (1990) are divided into two main categories: direct and indirect strategies. Direct strategies are used directly to deal with the new language, i.e., memory, cognitive, and compensation strategies. On the other hand, indirect strategies are used for the overall management of the learning process, i.e., metacognitive, affective, and social strategies. Oxford's taxonomy (1990) of LLSs is explained below:

Direct Language Learning Strategies

These strategies are very helpful to learners because they help in storing information, recovering information, understanding and using the new language that is being learned, and producing language even when there is a gap or lack of knowledge. The three sub-categories of direct strategies are:

1. Memory Strategies

These strategies include grouping things, making associations, and reviewing things. Different words or phrases can be associated with any visual image, sound, motion, touch, etc.

2. Cognitive Strategies

These strategies deal with not only practicing but also repeating, reasoning, translating, analysing, and summarising the new information. Adult learners mostly use reasoning and analysing strategies in order to comprehend meanings and make new expressions.

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3. Compensation Strategies

These strategies are used when the learners lack knowledge (like grammar and vocabulary) of the language. Using these strategies, the learners can guess the meaning of an unfamiliar or new word by bringing their own life's experience to make sense of things. They can also use gestures, cues, devise new words, or even completely avoid difficult and unfamiliar words.

Indirect language learning strategies

The indirect strategies are used by learners to manage the learning process without direct involvement of the language that is being learned by them. These strategies work together with direct strategies and complement them. The three sub-categories are:

1. Metacognitive Strategies

These strategies include attention, planning, arrangement, self-monitoring, and self-evaluation of the learning process. These are the strategies that help learners plan their learning in a better way.

2. Affective Strategies

Affective strategies include lowering the anxiety, relaxing, self-encouragement, and sharing the feelings. Learners should learn to control their attitudes and feelings about learning and have positive emotions regarding learning.

3. Social strategies

Social strategies have much value in learning a language today, as communication with others has become important. These strategies included asking questions for clarifications, interacting with native speakers, having awareness of society, and cooperating and empathising with others. All six strategies discussed above function as a collective support network in which every strategy can connect with and enhance the effects of every other strategy in order to improve the second language learning process, especially the cognitive strategies, which provide help to process the new information in great depth.

Language learning strategies and the learning variables

The research in the field of language learning has a very important factor, i.e., to identify and describe different language strategies used by language learners and the relationships of these

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learning strategies with some important learner variables like gender, age, proficiency level, motivation level, etc., which can be different for every learner (Green & Oxford, 1995; Oxford & Burry-Stock, 1995; Oxford & Nyikos, 1989). All these factors affect the use of language learning strategies. Oxford (1989) also mentioned different variables that may influence the choice of a LLS, like age, sex, attitudes, national origin, learning styles, language learning goals, motivation, motivational orientation, aptitude, career orientation, language teaching methods, degree of awareness, etc. Out of these factors, gender, motivation, and experience in studying a language influence the choices of LLS the most. This is one of the reasons that for the current study, an important variable of the learner(s), i.e., gender, was selected.

Gender differences and language learning strategies

The differences in gender of the learner and their relation to LLSs were first studied not more than two decades ago. Most recent studies show that a relationship does exist between strategy use and differences in gender. The results of many studies (e.g., Khalil, 2005; LAN & Oxford, 2003; Vrettou, 2009) prove that female learners use LLSs more frequently than males. According to Khalil (2005), Palestinian female learners use more memory and metacognitive strategies than males. LAN and Oxford (2003) used SILL and found that out of Taiwanese children, girls have more awareness of metacognitive and cognitive strategies than boys. Vrettou (2009) found that Greek-speaking females used all strategies more than males, especially cognitive, metacognitive, compensation, and affective strategies. Some of the studies are unable to show any significant difference in the use of strategy or the gender of the learner. According to Wharton (2000), the bilingual college students in Singapore did not show any significant differences in strategy use or gender differences. Aliakbari and Hayatzadeh (2008) also found on SILL that there was not much gender-related difference in strategy use, but out of 50 undergraduate EFL students in Iran, males used more strategies than females.

According to Tercanlioglu (2004), out of 184 (m = 44 and f = 140) EFL Turkish university students aged from 19 to 23, male students used more strategies on SILL, and they used cognitive and metacognitive strategies more frequently than females. The current research shows that out of 60 (m = 30 and f = 30) Pakistani ESL students, which gender uses more strategies, which is the most frequently used and the least frequently used strategy, and the difference between strategy use and the difference in gender of the learners. This study is also inspired by Oxford's SILL (1990).

3. Research Methodology

A quantitative research method is used in this study. Data is collected through questionnaires. The questionnaire is inspired by Oxford's Strategy Inventory for Language Learning (1990)

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questionnaire and contains 15 closed-ended questions and items. These items are equally divided into three parts according to the three direct strategies of Oxford (1990). The sampling technique used in this research is stratified sampling, in which the sample taken is in equal proportion and the number of female respondents is equal to the number of male respondents. The total number of respondents is 60 (m = 30, f = 30). For the data analysis, SPSS (Statistical Packages for Social Sciences) version 20.0 is used because it is a renowned and one of the most reliable software packages for the statistical analysis of data.

The specific methodology that is employed is the quantitative research approach. In quantitative research, specific questions are asked, and numerical data is collected from the answers of the volunteer participants. The sample is taken from both male and female students currently studying at the undergraduate level in Pakistan, aged from 18 to 23 years. This population includes thousands of students, and it would be impossible to collect data from all of them in a few months' time. So, the sample taken is only the undergraduate students of a few famous universities in Lahore city to generalise the results. The number of male students taken for research as a sample is equal to the number of female students. The volunteer respondents are from different major undergraduate programmes at different universities in Lahore.

3.1 Sample type

The specific methodology that is employed in this research is a quantitative approach. In quantitative research, specific questions are asked, and numerical data is collected from the answers of the volunteer participants. Although there are many sampling techniques like random, stratified, cluster, and systematic sampling, in this research only stratified sampling is used. The population is broken down into two categories, i.e., male and female learners, and the proportions of the sample size are also the same. Stratified sampling is a very efficient and commonly used sampling technique by many researchers.

3.2 Sampling instruments

In this research, data is collected through a questionnaire survey using the method of stratified sampling. Questionnaires in this study are used to identify the level of strategy use for each gender of learners through 15 different close-ended questions. The language of the questions in the questionnaire is kept simple for different major students (other than Linguistics majors) to understand, but if purely linguistic terminology is necessary to be used, then explanation or meaning is also provided in the parenthesis. The results of the questionnaires are easily quantified using SPSS software. The specific technique used in recording and analysing the answers of the respondents is the Likert scale (1932). Five closed-ended options are given for each of the 15 items in the questionnaire, i.e., strongly disagree, disagree, neutral, agree, and

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strongly agree. This range of five options is used to capture the intensity of feelings or level of agreement or disagreement for each item separately. All the respondents are told that their confidentiality and anonymity will be preserved and that their responses will be used for research purposes only.

3.3 Data collection and field situation

Six different universities were selected to conduct the research. The names of those universities and the names of students were kept confidential and anonymous at their request. Four of the most famous universities in Lahore, where the co-education system is being followed, were visited, and questionnaires from both male and female undergraduate students were filled out. Two of the most famous universities in Lahore, which are only for women, were also visited. At first, the questionnaires were in hardcopy form and were required to be filled out by physically visiting different universities in Lahore, which created many issues for the researcher, like conveyance issues, time consumption, and the expense of money. Moreover, many students were hesitant to fill out those questionnaires; some did not return them, and some respondents did not bother to answer all the questions on the questionnaire. In the course of five weeks, about 15 complete questionnaires were filled out. Then the questionnaire survey was shifted to an "online survey," and the same questionnaire in softcopy form was filled out within days by 50 voluntary undergraduate students of Lahore. This was not only less time-consuming but also economical, and it also helped a lot with easy statistical analysis of the results.

4. Results and Data Analysis

The total number of male respondents is 30. Total female respondents are also 30; the total sample is 60 respondents. The data from their 60 questionnaires is quantitatively analysed using SPSS. On the other hand, a narrative description of the results is also provided. In the questionnaire, the total number of items is 15, and they were divided into 3 separate categories of 5 items each for comparison purposes. The first category is about memory strategy; the second is about cognitive strategy; and the third is about compensation strategy. All these items were closed-ended, and the respondents only had to choose from the five options given: strongly disagree, disagree, neutral, agree, and strongly agree. Total male learners' responses for Questions 1 to 5 (Memory Strategy) are 150. Whereas, total female learners' responses for Questions 1 to 5 (Memory Strategy) are also 150. Total male learners' responses for Questions 6 to 10 (Cognitive Strategy) are 150. Total female learners' responses for Questions 6 to 10 (Cognitive Strategy) are 150. Total male learners' responses for Questions 11 to 15 (Compensation Strategy) are 150. Total female learners' responses for Questions 11 to 15 (Compensation Strategy) are also 150. All the respondents voluntarily participated in the research and were from undergraduate programmes in different semesters and major subjects.

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Description of results and interpretations

First, the results from all 15 items of the 60 questionnaires are presented in the form of tabulation and graphical representations separately. Then an overall display of results is shown. The results in the interpretation are present in the form of rounded-off percentages of the strategies used by the learners. The interpretations will help explain the trends in Oxford's direct strategy use while learning English.

Q1. I remember things by building on previous knowledge. **(Memory strategy)**

Table 4.1 Male learners build on previous knowledge

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3	53.3	53.3
	Disagree	2	6.7	6.7	60.0
	Neutral	5	16.7	16.7	76.7
	S. Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

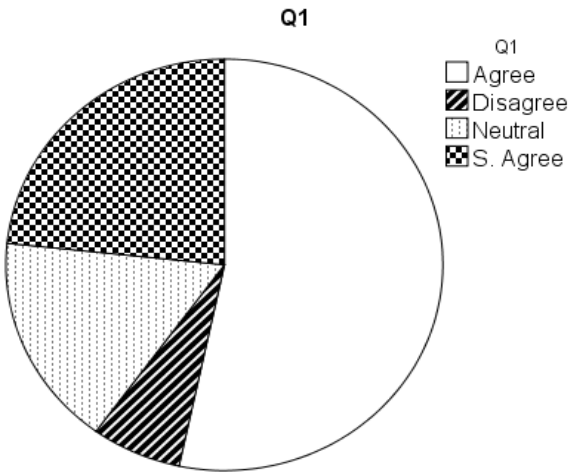

Figure 4.1 Male learners build on previous knowledge

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 53 % agreed, 23 % strongly agreed, 17 % were neutral, 7 % disagreed while none of them (0 %) strongly disagreed that they build on their previous knowledge.

Table 4.2 Female learners build on previous knowledge

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Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3	53.3	53.3
	Neutral	4	13.3	13.3	66.7
	S. Agree	9	30.0	30.0	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

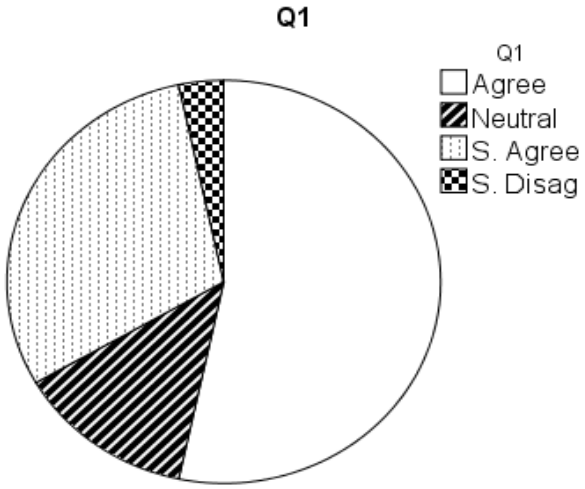

Figure 4.2 Female learners build on previous knowledge

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 54 % agreed, 30 % strongly agreed, 13 % were neutral, 3 % strongly disagreed while none of them (0 %) disagreed that they build on their previous knowledge.

Q2. I remember by grouping similar things. **(Memory strategy)**

Table 4.3 Male learners' group similar things

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	22	73.3	73.3	73.3

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	Disagree	2	6.7	6.7	80.0
	Neutral	4	13.3	13.3	93.3
	S. Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

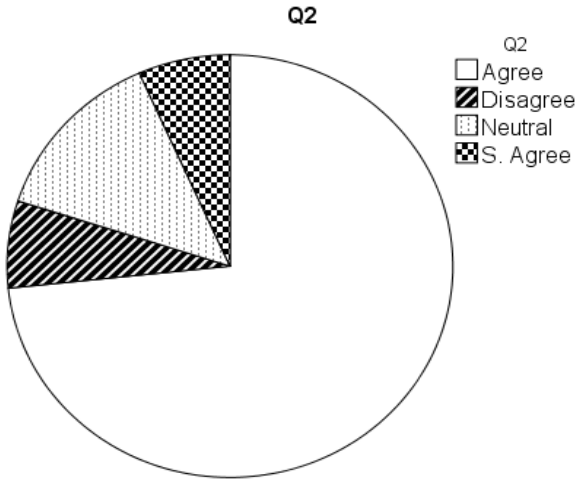

Figure 4.3 Male learners' group similar things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 73 % agreed, 7 % strongly agreed, 13 % were neutral, 7 % disagreed while none of them (0 %) strongly disagreed that they group similar things.

Table 4.4 Female learners' group similar things

Q2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	50.0	50.0	50.0
	Disagree	2	6.7	6.7	56.7
	Neutral	6	20.0	20.0	76.7
	S. Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

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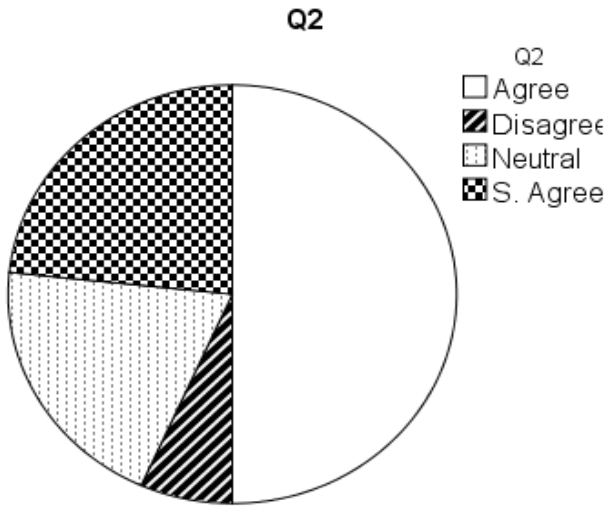

Figure 4.4 Female learners' group similar things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 50 % agreed, 23 % strongly agreed, 20 % were neutral, 7 % disagreed while none of them (0 %) strongly disagreed that they group similar things.

Q3. I use colors or images to remember things. **(Memory strategy)**

Table 4.5 Male learners use colors or images

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	26.7	26.7	26.7
	Disagree	8	26.7	26.7	53.3
	Neutral	5	16.7	16.7	70.0
	S. Agree	5	16.7	16.7	86.7
	S. Disag	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

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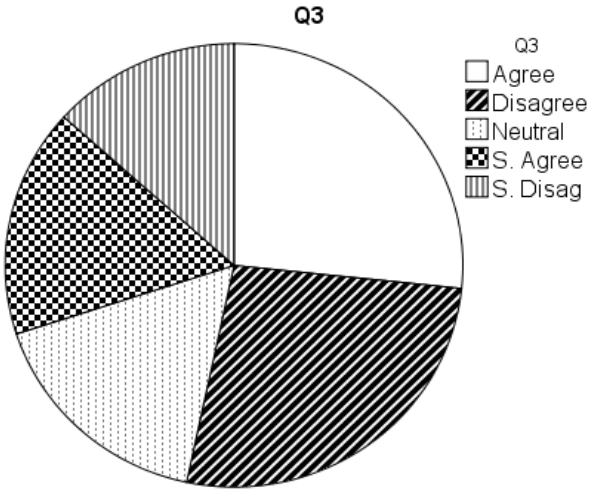

Figure 4.5 Male learners use colors or images

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 27 % agreed, 17 % strongly agreed, 17 % were neutral, 26 % disagreed while 13 % of them strongly disagreed that they use colors or images.

Table 4.6 Female learners use colors or images

Q3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	4	13.3	13.3	56.7
	Neutral	8	26.7	26.7	83.3
	S. Agree	4	13.3	13.3	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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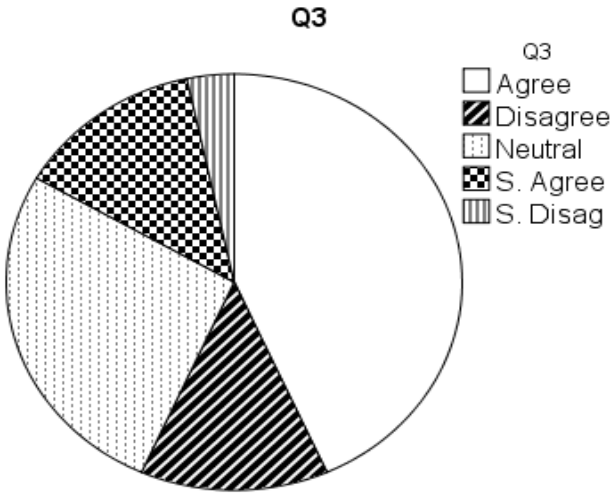

Figure 4.6 Female learners use colors or images

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 44 % agreed, 13 % strongly agreed, 27 % were neutral, 13 % disagreed while 3 % of them strongly disagreed that they use colors or images.

Q4. I use rhymes to remember new English words. **(Memory strategy)**

Table 4.7 Male learners use rhymes

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	7	23.3	23.3	23.3
	Disagree	8	26.7	26.7	50.0
	Neutral	8	26.7	26.7	76.7
	S. Agree	1	3.3	3.3	80.0
	S. Disag	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

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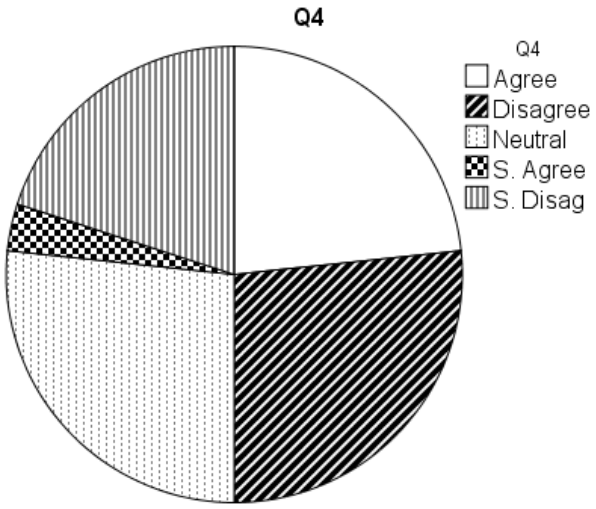

Figure 4.7 Male learners use rhymes

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 23 % agreed, 3 % strongly agreed, 27 % were neutral, 27 % disagreed while 20 % of them strongly disagreed that they use rhymes.

Table 4.8 Female Learners use rhymes

Q4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	7	23.3	23.3	66.7
	Neutral	4	13.3	13.3	80.0
	S. Agree	5	16.7	16.7	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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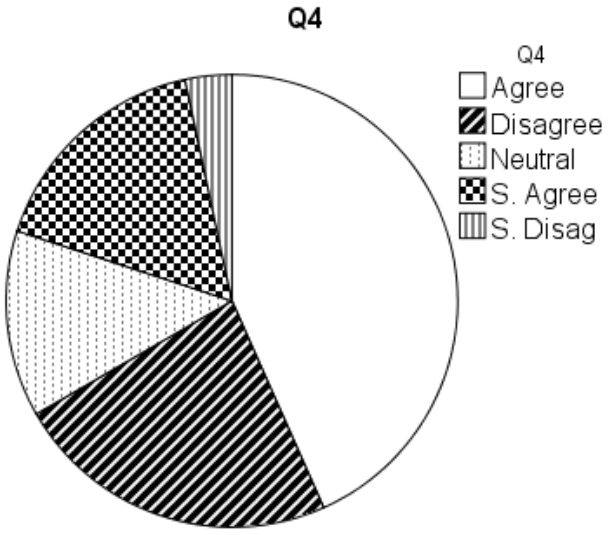

Figure 4.8 Female learners use rhymes

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 44 % agreed, 17 % strongly agreed, 13 % were neutral, 23 % disagreed while 3 % of them strongly disagreed that they use rhymes.

Q5. I revise the things that I learn to remember them**. (Memory strategy)**

Table 4.9 Male learners revise the things

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	12	40.0	40.0	40.0
	Disagree	2	6.7	6.7	46.7
	Neutral	9	30.0	30.0	76.7
	S. Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

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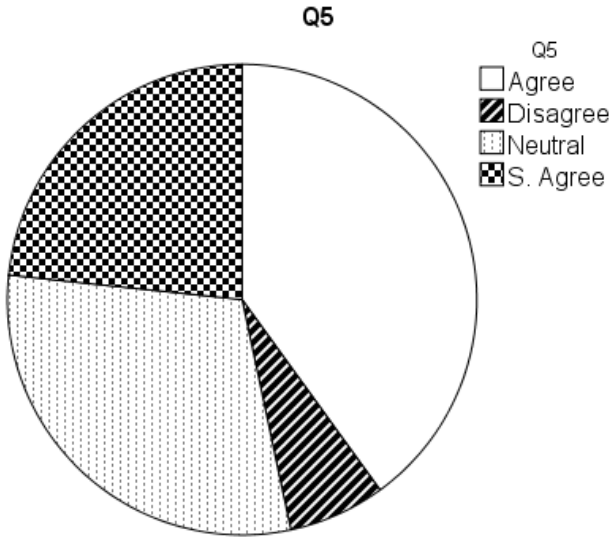

Figure 4.9 Male learners revise the things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 40 % agreed, 23 % strongly agreed, 30 % were neutral, 7 % disagreed while none of them (0 %) strongly disagreed that they revise the things.

Table 4.10 Female learners revise the things

Q5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	36.7	36.7	36.7
	Disagree	4	13.3	13.3	50.0
	Neutral	3	10.0	10.0	60.0
	S. Agree	11	36.7	36.7	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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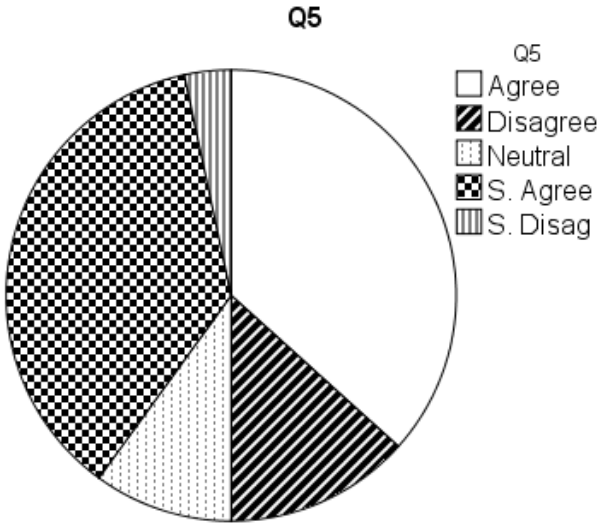

Figure 4.10 Female learners revise the things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 37 % agreed, 37 % strongly agreed, 10 % were neutral, 13 % disagreed while 3 % of them strongly disagreed that they revise the things.

Q6. I practice new words again and again. **(Cognitive strategy)**

Table 4.11 Male learners practice new words

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	5	16.7	16.7	60.0
	Neutral	9	30.0	30.0	90.0
	S. Agree	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

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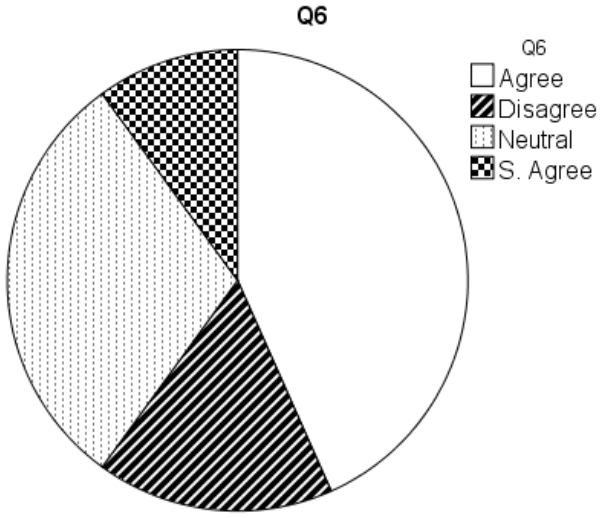

Figure 4.11 Male learners practice new words

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 43 % agreed, 10 % strongly agreed, 30 % were neutral, 17 % disagreed while none of them (0 %) strongly disagreed that they practice new words.

Table 4.12 Female learners practice new words

Q6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	46.7	46.7	46.7
	Disagree	2	6.7	6.7	53.3
	Neutral	6	20.0	20.0	73.3
	S. Agree	7	23.3	23.3	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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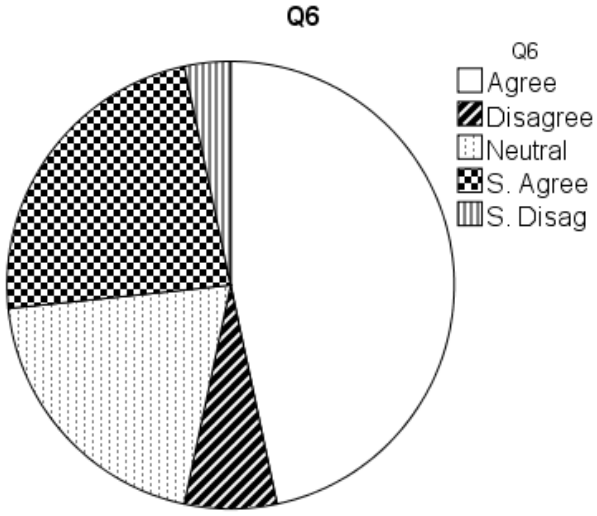

Figure 4.12 Female learners practice new words

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 47 % agreed, 23 % strongly agreed, 20 % were neutral, 7 % disagreed while 3 % of them strongly disagreed that they practice new words.

Q7. I question and reason the things that are not clear to me. **(Cognitive strategy)**

Table 4.13 Male learners question and reason things

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	17	56.7	56.7	56.7
	Neutral	6	20.0	20.0	76.7
	S. Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

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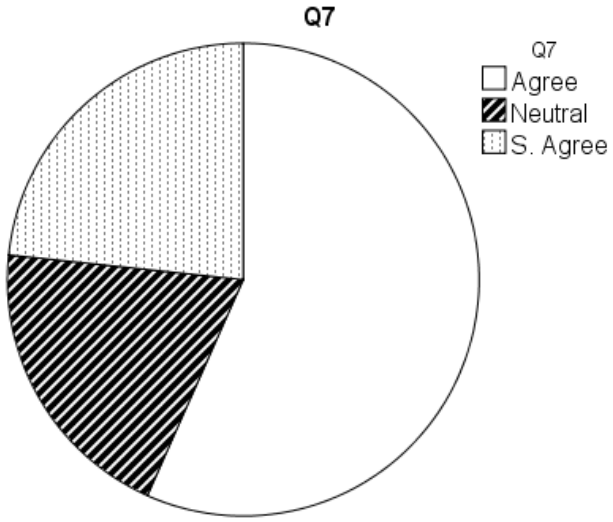

Figure 4.13 Male learners question and reason things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 57 % agreed, 23 % strongly agreed, 20 % were neutral, while none of them (0 %) disagreed and strongly disagreed that they question and reason things.

Table 4.14 Female learners question and reason things

Q7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	20	66.7	66.7	66.7
	Neutral	1	3.3	3.3	70.0
	S. Agree	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

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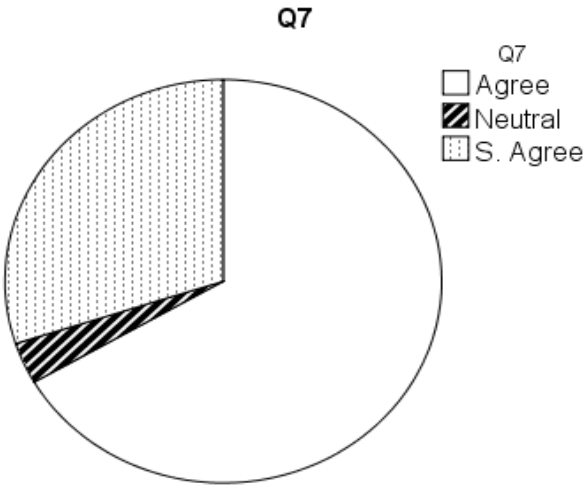

Figure 4.14 Female learners question and reason things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 67 % agreed, 30 % strongly agreed, 3 % were neutral, while none of them (0 %) disagreed and strongly disagreed that they question and reason things.

Q8. I translate difficult words. **(Cognitive strategy)**

Table 4.15 Male learners translate difficult words

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	50.0	50.0	50.0
	Disagree	2	6.7	6.7	56.7
	Neutral	6	20.0	20.0	76.7
	S. Agree	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

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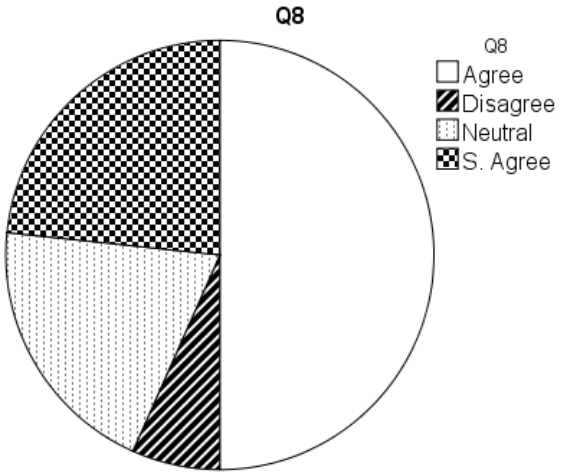

Figure 4.15 Male learners translate difficult words

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 50 % agreed, 23 % strongly agreed, 20 % were neutral, 7 % disagreed while none of them (0 %) strongly disagreed that they translate difficult words.

Table 4.16 Female learners translate difficult words

Q8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	46.7	46.7	46.7
	Neutral	6	20.0	20.0	66.7
	S. Agree	9	30.0	30.0	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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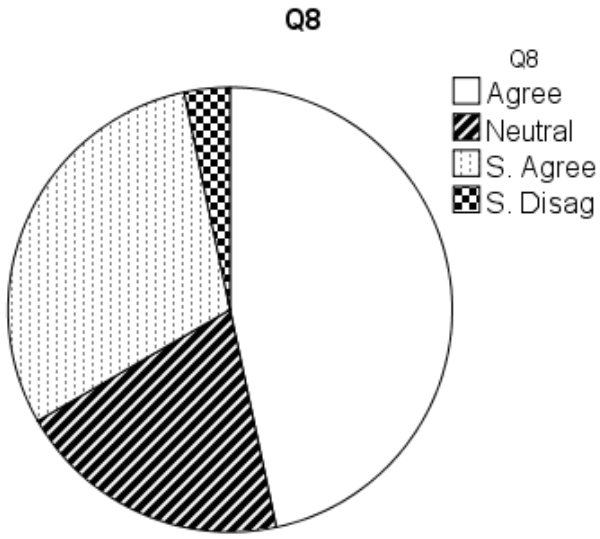

Figure 4.16 Female learners translate difficult words

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 47 % agreed, 30 % strongly agreed, 20 % were neutral, 3 % strongly disagreed while none of them (0 %) disagreed that they translate difficult words.

Q9. I summaries lengthy things to understand them. **(Cognitive strategy)**

Table 4.17 Male Learners summaries things

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	3	10.0	10.0	53.3
	Neutral	6	20.0	20.0	73.3
	S. Agree	8	26.7	26.7	100.0
	Total	30	100.0	100.0	

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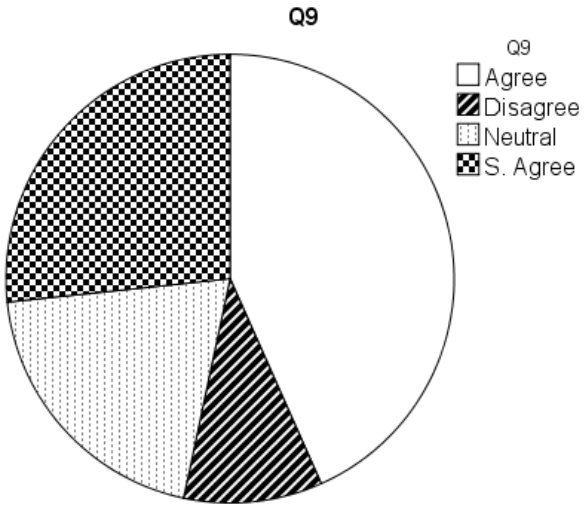

Figure 4.17 Male learners summaries things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 43 % agreed, 27 % strongly agreed, 20 % were neutral, 10 % disagreed while none of them (0 %) strongly disagreed that they summaries things.

Table 4.18 Female Learners summaries things

Q9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3	53.3	53.3
	Disagree	1	3.3	3.3	56.7
	Neutral	1	3.3	3.3	60.0
	S. Agree	11	36.7	36.7	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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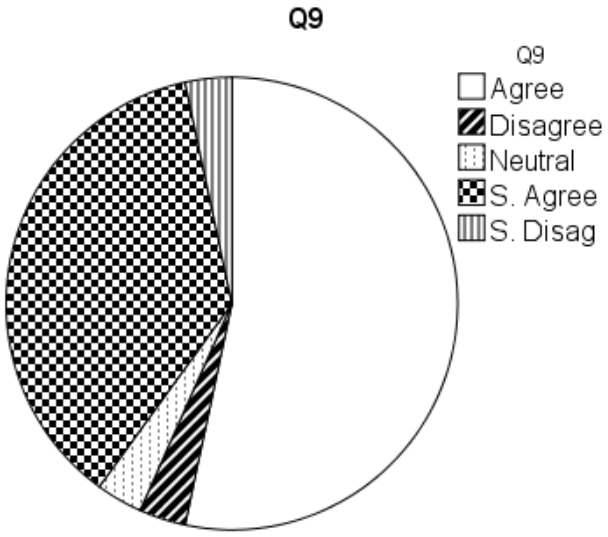

Figure 4.18 Female learners summaries things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 54 % agreed, 37 % strongly agreed, 3 % were neutral, 3 % disagreed while 3 % of them strongly disagreed that they summaries things.

Q10. I analyze things to understand them. **(Cognitive strategy)**

Table 4.19 Male learners analyze things

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	46.7	46.7	46.7
	Disagree	3	10.0	10.0	56.7
	Neutral	8	26.7	26.7	83.3
	S. Agree	4	13.3	13.3	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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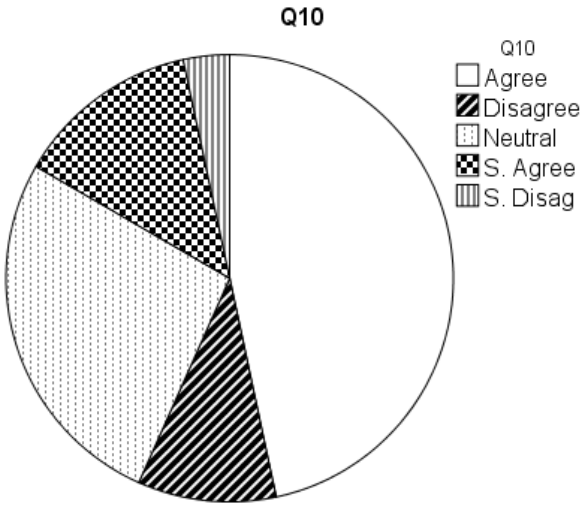

Figure 4.19 Male learners analyze things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 47 % agreed, 13 % strongly agreed, 27 % were neutral, 10 % disagreed while 3 % of them strongly disagreed that they analyze things.

Table 4.20 Female learners analyze things

Q10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	33.3	33.3	33.3
	Disagree	5	16.7	16.7	50.0
	Neutral	5	16.7	16.7	66.7
	S. Agree	10	33.3	33.3	100.0
	Total	30	100.0	100.0	

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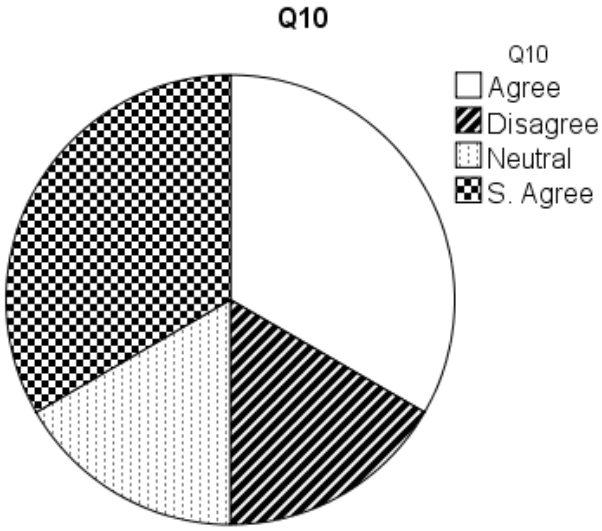

Figure 4.20 Female learners analyze things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 33 % agreed, 33 % strongly agreed, 17 % were neutral, 17 % disagreed while none of them (0 %) strongly disagreed that they analyze things.

Q11. I make guesses to understand unfamiliar words. **(Compensation strategy)**

Table 4.21 Male learners make guesses

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	46.7	46.7	46.7
	Disagree	4	13.3	13.3	60.0
	Neutral	3	10.0	10.0	70.0
	S. Agree	7	23.3	23.3	93.3
	S. Disag	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

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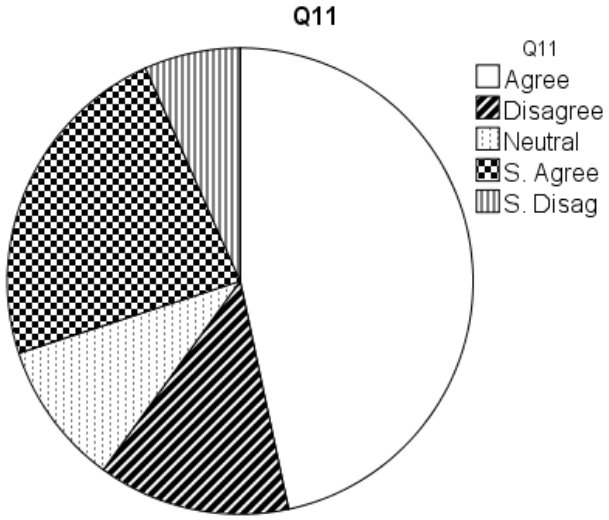

Figure 4.21 Male learners make guesses

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 47 % agreed, 23 % strongly agreed, 10 % were neutral, 13 % disagreed while 7 % of them strongly disagreed that they make guesses.

Table 4.22 Female learners make guesses

Q11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	19	63.3	63.3	63.3
	Disagree	3	10.0	10.0	73.3
	Neutral	6	20.0	20.0	93.3
	S. Agree	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

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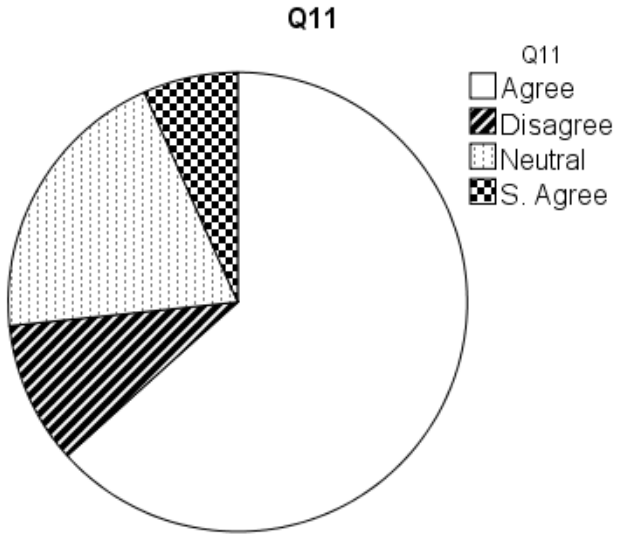

Figure 4.22 Female learners make guesses

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 63 % agreed, 7 % strongly agreed, 10 % were neutral, 10 % disagreed while none of them (0 %) strongly disagreed that they make guesses.

Q12. I skip unfamiliar words. **(Compensation strategy)**

Table 4.23 Male learners skip unfamiliar words

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	5	16.7	16.7	16.7
	Disagree	12	40.0	40.0	56.7
	Neutral	7	23.3	23.3	80.0
	S. Agree	1	3.3	3.3	83.3
	S. Disag	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

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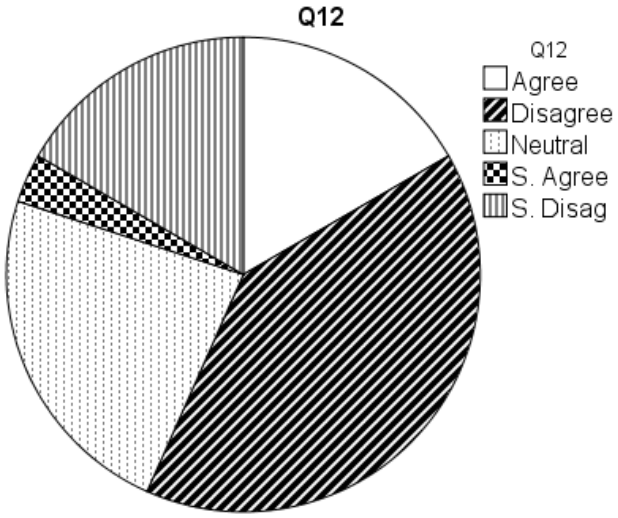

Figure 4.23 Male learners skip unfamiliar words

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 17 % agreed, 3 % strongly agreed, 23 % were neutral, 40 % disagreed while 17 % of them strongly disagreed that they build on their previous knowledge.

Table 4.24 Female learners skip unfamiliar words

Q12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	8	26.7	26.7	26.7
	Disagree	10	33.3	33.3	60.0
	Neutral	11	36.7	36.7	96.7
	S. Agree	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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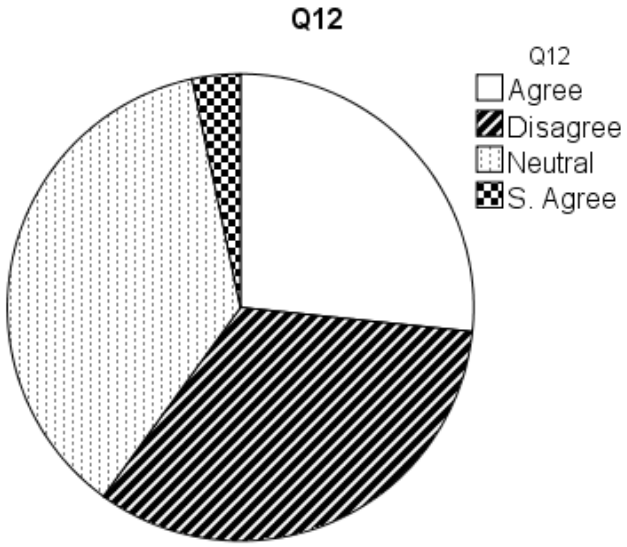

Figure 4.24 Female learners skip unfamiliar words

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 27 % agreed, 3 % strongly agreed, 37 % were neutral, 33 % disagreed while none of them (0 %) strongly disagreed that they build on their previous knowledge.

Q13. I use gestures when I can't think of a word during a conversation in English. **(Compensation strategy)**

Table 4.25 Male learners use gestures

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	7	23.3	23.3	66.7
	Neutral	7	23.3	23.3	90.0
	S. Agree	2	6.7	6.7	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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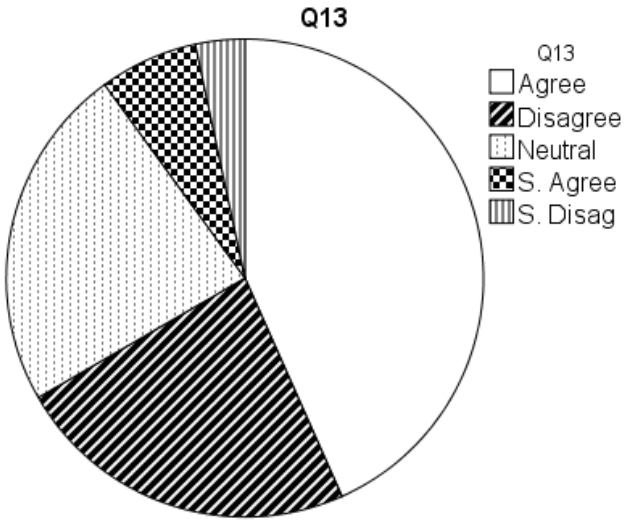

Figure 4.25 Male learners use gestures

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 44 % agreed, 7 % strongly agreed, 23 % were neutral, 23 % disagreed while 3 % of them strongly disagreed that they build on their previous knowledge.

Table 4.26 Female learners use gestures

Q13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	43.3	43.3	43.3
	Disagree	4	13.3	13.3	56.7
	Neutral	2	6.7	6.7	63.3
	S. Agree	10	33.3	33.3	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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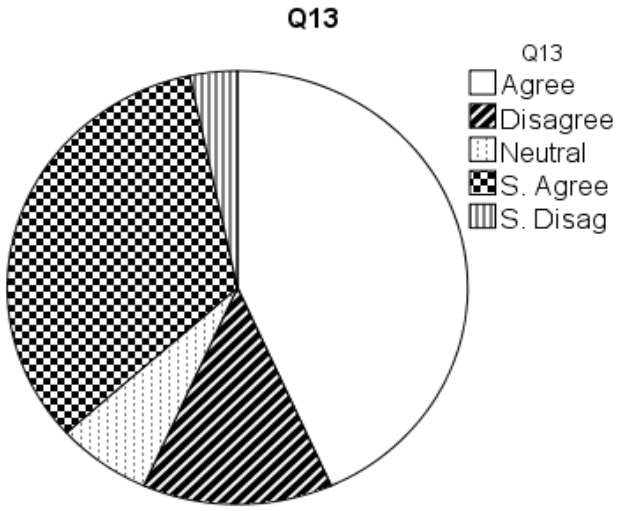

Figure 4.26 Female learners use gestures

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 44 % agreed, 33 % strongly agreed, 7 % were neutral, 13 % disagreed while 3 % of them strongly disagreed that they use gestures.

Q14. I use Urdu/ Punjabi to understand things. **(Compensation strategy)**

Table 4.27 Male learners use Urdu/ Punjabi to understand things

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	18	60.0	60.0	60.0
	Disagree	2	6.7	6.7	66.7
	Neutral	5	16.7	16.7	83.3
	S. Agree	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

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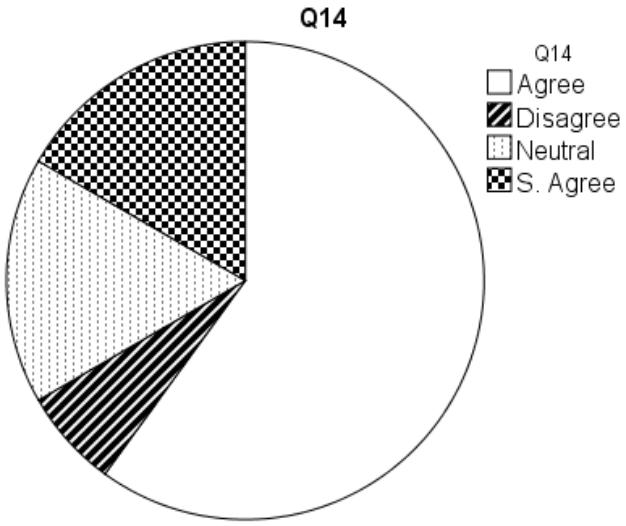

Figure 4.27 Male learners use Urdu/ Punjabi to understand things

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 60 % agreed, 17 % strongly agreed, 17 % were neutral, 6 % disagreed while none of them (0 %) strongly disagreed that they use Urdu/ Punjabi to understand things.

Table 4.28 Female learners use Urdu/ Punjabi to understand things

Q14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	16	53.3	53.3	53.3
	Disagree	2	6.7	6.7	60.0
	Neutral	5	16.7	16.7	76.7
	S. Agree	6	20.0	20.0	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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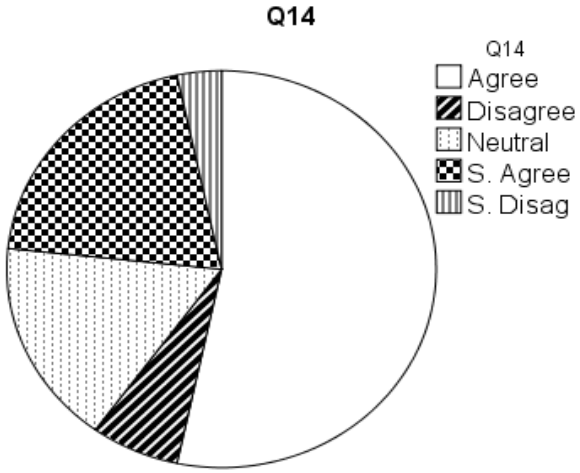

Figure 4.28 Female learners use Urdu/ Punjabi to understand things

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 53 % agreed, 20 % strongly agreed, 17 % were neutral, 7 % disagreed while 3 % of them strongly disagreed that they use Urdu/ Punjabi to understand things.

Q15. I make up new words if I don't know the right words. **(Compensation strategy)**

Table 4.29 Male learners make up new words

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	36.7	36.7	36.7
	Disagree	14	46.7	46.7	83.3
	Neutral	3	10.0	10.0	93.3
	S. Agree	1	3.3	3.3	96.7
	S. Disag	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

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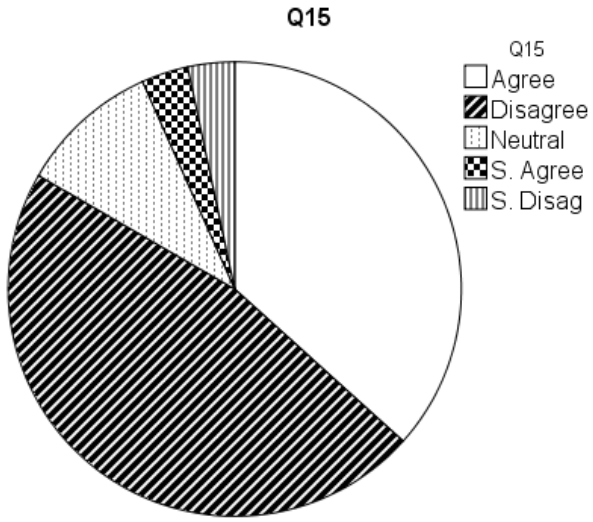

Figure 4.29 Male learners make up new words

Interpretation: From the above response it is interpreted that out of total 30 male respondents, about 37 % agreed, 3 % strongly agreed, 10 % were neutral, 47 % disagreed while 3 % of them strongly disagreed that they make up new words.

Table 4.30 Female learners make up new words

Q15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	15	50.0	50.0	50.0
	Disagree	5	16.7	16.7	66.7
	Neutral	5	16.7	16.7	83.3
	S. Agree	2	6.7	6.7	90.0
	S. Disag	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

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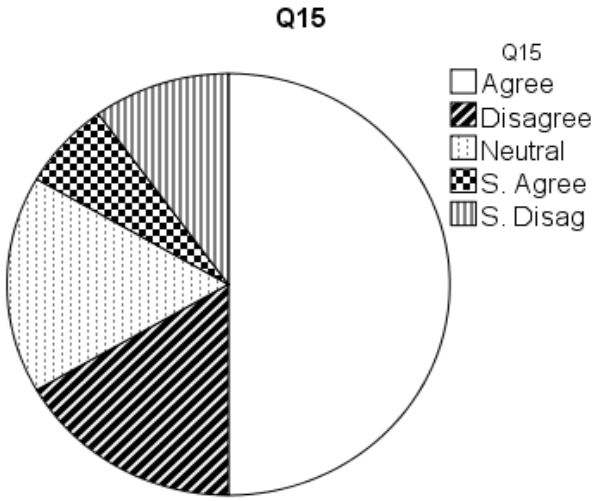

Figure 4.30 Female learners make up new words

Interpretation: From the above response it is interpreted that out of total 30 female respondents, about 50 % agreed, 6 % strongly agreed, 17 % were neutral, 17 % disagreed while 10 % of them strongly disagreed that they make up new words.

Based on the results of strategy analysis on all items, three strategy groups of **Oxford's Direct strategies** were identified. In order to gauge which gender used more strategies than the other, the following tables and pie charts would provide analysis.

Male Learners:

Table 4.31 Memory Strategy (Male learners)

Memory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	63	42.0	42.0	42.0
	Used	87	58.0	58.0	100.0
	Total	150	100.0	100.0	

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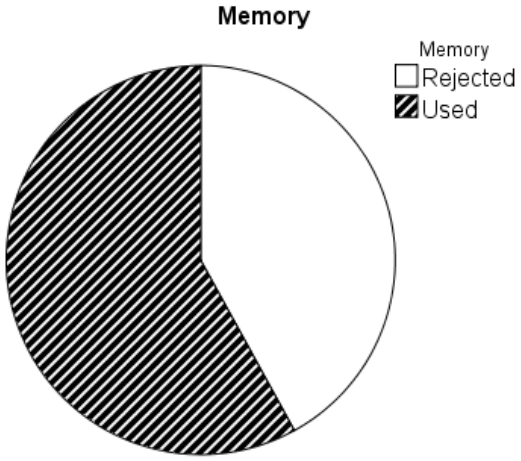

Figure 4.31 Memory Strategy (Male learners)

Table 4.32 Cognitive Strategy (Male learners)

Cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	49	32.7	32.7	32.7
	Used	101	67.3	67.3	100.0
	Total	150	100.0	100.0	

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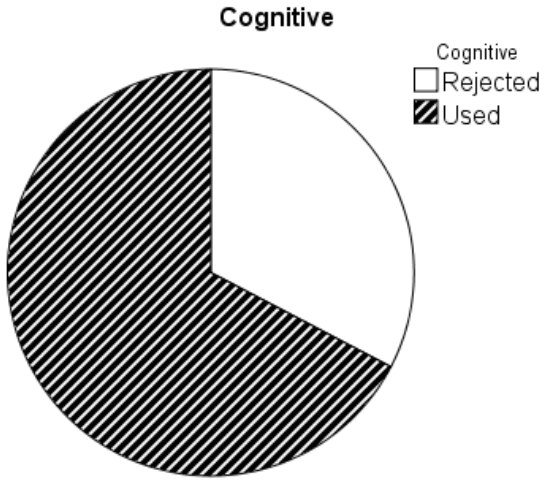

Figure 4.32 Cognitive Strategy (Male learners)

Table 4.33 Compensation Strategy (Male learners)

Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	73	48.7	48.7	48.7
	Used	77	51.3	51.3	100.0
	Total	150	100.0	100.0	

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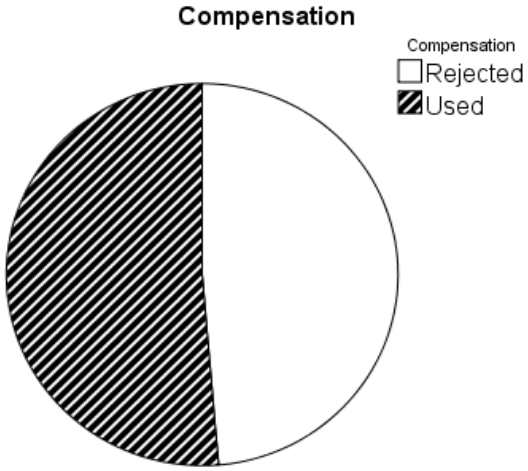

Figure 4.33 Compensation Strategy (Male learners)

Female Learners:

Table 4.34 Memory Strategy (Female learners)

Memory

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	46	30.7	30.7	30.7
	Used	104	69.3	69.3	100.0
	Total	150	100.0	100.0	

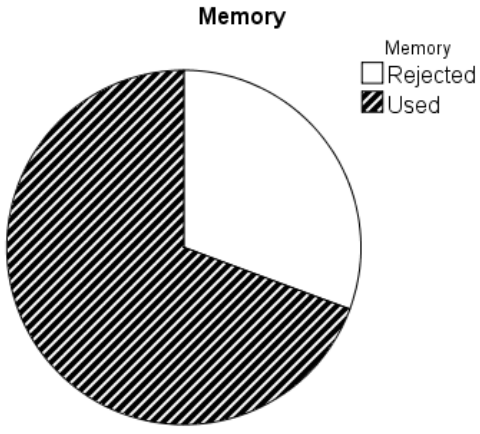

Figure 4.34 Memory Strategy (Female learners)

Table 4.35 Cognitive Strategy (Female learners)

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Cognitive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	30	20.0	20.0	20.0
	Used	120	80.0	80.0	100.0
	Total	150	100.0	100.0	

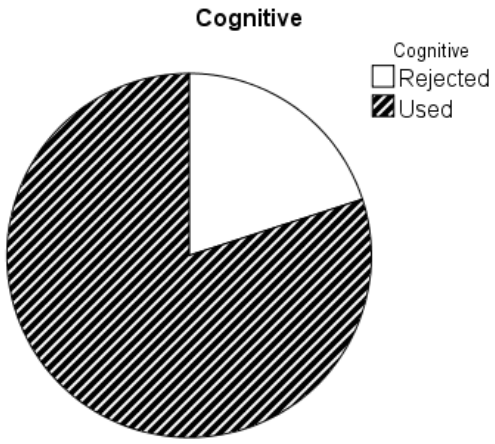

Figure 4.35 Cognitive Strategy (Female learners)

Table 4.36 Compensation Strategy (Female learners)

Compensation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rejected	56	37.3	37.3	37.3
	Used	94	62.7	62.7	100.0
	Total	150	100.0	100.0	

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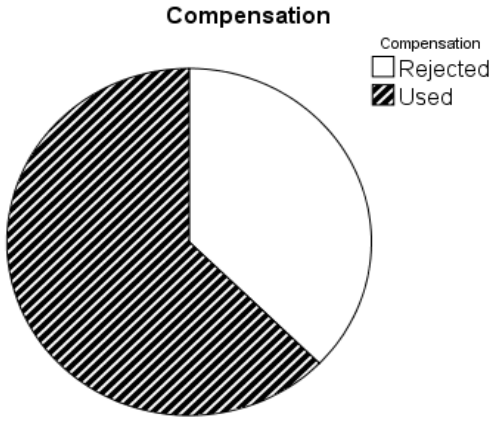

Figure 4.36 Compensation Strategy (Female learners)

The following tables and pie charts below show ordering of the three strategies according to the frequency (and percentage) of their usage when participants were grouped by their gender:

Table 4.37 Frequency of strategy use by males

Males

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cognitive	101	38.1	38.1	38.1
	Compensation	77	29.1	29.1	67.2
	Memory	87	32.8	32.8	100.0
	Total	265	100.0	100.0	

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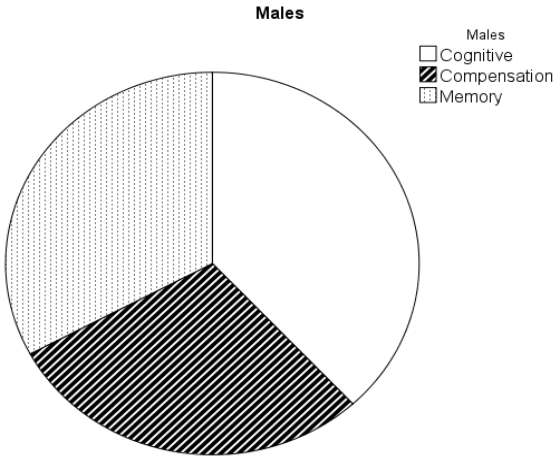

Figure 4.37 Frequency of strategy use by males

Table 4.38 Frequency of strategy use by females

Females

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cognitive	120	37.7	37.7	37.7
	Compensation	94	29.6	29.6	67.3
	Memory	104	32.7	32.7	100.0
	Total	318	100.0	100.0	

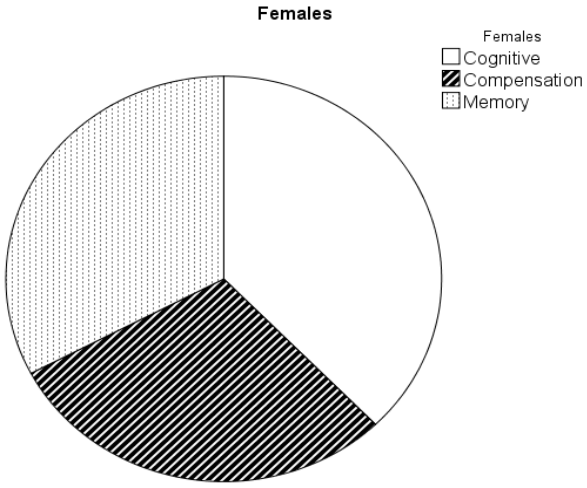

Figure 4.38 Frequency of strategy use by females

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5. Discussion

A first look at the results clearly shows that there is a difference in the use of every strategy across genders. Some learners appear to use more strategy than their counterparts. Out of the total 450 responses to the items in the questionnaires, 30 male respondents *agreed* or *strongly agreed* with using memory, cognitive, or compensation strategies 265 times. The rest of the 185 responses were either *disagreeing, strongly disagreeing,* or *neutral.* Whereas 318 female responses either *agreed* or *strongly agreed* that they use memory, cognitive, or compensation strategies (30%). The rest of the 132 responses were either *disagreeing, strongly disagreeing,* or *neutral* about using the three strategies.

The answer to the first research question is: Which gender uses more language learning strategies than the other at the undergraduate level in Pakistan? The results indicate that male participants in the current study use fewer strategies for learning English than their female counterparts. It is clear that not only the overall usage of strategies is low, but also the usage of all three direct strategies is low when it comes to the male respondents. Female respondents have shown a higher percentage of usage of all three strategies.

The answer to the second research question is: What are the most frequently used and least frequently used strategies by learners of both genders? As shown in the tables above, male learners more frequently use cognitive strategies (67%) as compared to memory (58%) or compensation strategies (51%). On the other hand, according to the results, female learners use cognitive strategies (80%) more frequently, and compensation strategies (63%) are the least frequently used by them.

The answer to the third research question is: Is there any difference in the use of language learning strategies by undergraduate students of both genders in Pakistan? The analysis of the results of strategy use by both genders reveals that there is a difference, even though it is not very significant, but still a difference exists. It is evident that females use a greater number of strategies than male learners, but the proportion of the selection of strategy kind is similar in cases of both females and males, i.e., both male and female learners make use of cognitive strategies (67% males and 80% females) the most, then memory strategies (58% males and 69% females), and compensation strategies (51% males and 63% females) the least. The choices of the kind of strategy are similar and parallel. This similarity is striking and worth noting.

The questionnaire contained a total of 15 items, divided into three categories. The first five items were to assess *memory strategy;* the following five items were to assess *cognitive strategy*; and the last five were about *compensation strategy*. Question 1 is aimed at investigating whether, out

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of the three direct strategies, the *memory strategy* of learning new things by "building on" previous knowledge is used or rejected by how many learners? The results showed that more female learners (84%) tend to use it than males (73%); similarly, fewer females (3%) were reported to have rejected it than males (7%). The second item is about learning by "grouping similar things," and more males (80%) preferred this than females (73%); as for rejecting the strategy, the frequencies were the same for both genders (7%). Third, learning through "colours or images" is used by more females (57%) than male learners (44%), and it is rejected by fewer females (16%) than males (39%). Fourth is about using "rhymes" to learn, and very few males (26%) used it as compared to female learners (61%). This strategy is rejected by fewer females (26%) than males (47%). The fifth or last item of memory strategy is to "revise" things to remember, and more females (74%) used it than males (63%), but fewer males (7%) rejected it than female learners (16%).

Then, five items regarding *cognitive strategy* followed. The sixth item of the questionnaire is about the "practice" of new words. Females (70%) tend to have favoured it more than males (53%), and female learners (10%) rejected it less than males (17%). The seventh item is about "questioning and reasoning" things, and a large number of female learners preferred it (97%), whereas males used it less (80%). Surprisingly, none of the male and female learners rejected it. The eighth question or item is about "translating things," and females (77%) tend to use it a bit more than males (73%), but males (7%) reject it more than female learners (3%). The ninth is about "summarising" lengthy things. Females (91%) were the ones to have preferred it more than males (70%). Fewer females (6%) rejected it than males (10%). The tenth item concerned with "analysing" is preferred more by females (66%) than male learners (60%), and more females (17%) rejected it than males (13%).

The last five items were about *compensation strategy*. The eleventh item concerned "making guesses," and both males and females used it equally (70%). Fewer female learners (10%) rejected it than their male counterparts (20%). Item number twelve about "skipping unfamiliar words" had more use by females (30%) than males (20%), but many males (57%) rejected it as compared to females (33%). The fifteenth item is about "using gestures," and more female learners (73%) reported to have used it as compared to males (51%). At the same time, fewer females (16%) rejected it than males (26%). The fourteenth item concerned "using Urdu or Punjabi" to understand things. Most of the male learners (77%) used it rather than females (73%), but females (10%) rejected it more than males (6%). The last item of the questionnaire is the fifteenth, and it is about "making up new words," which is used by many female learners (56%) as compared to their male counterparts (40%). A large number of males (50%) rejected it rather than female learners (27%).

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The results state that females use more strategies than males to learn their second language (L2), i.e., English. The strategy that females preferred to use more frequently is cognitive strategy, followed by memory strategy, and then compensation strategy the least. Within the group of cognitive strategies, the most preferred way for females to learn is by questioning and reasoning things, then by summarising, then translating things, then by practicing, and the least preferred is by analysing things. Moreover, male learners preferred questioning and reasoning things, then translating things, then summarising, then analysing, and then practicing the least.

Within memory strategy, the most frequently employed process of learning by female learners is: building on previous knowledge, revising things to remember, grouping similar things, using rhymes, and then using colours or images. Whereas male learners group similar things, build on their prior knowledge, then revise things to remember, then use colours or images, then use rhymes in order to learn.

In compensation strategy, females use gestures more frequently, then use Urdu or Punjabi to understand things, then make guesses, make up new words, and then skip unfamiliar words the least. On the other hand, male counterparts use Urdu or Punjabi to understand things the most, then make guesses, use gestures, make up new words, and then skip unfamiliar words the least. According to the fact that the majority of strategies used are cognitive and are used by more female learners, it could be assumed that females are superior in mental processing and perception than males while learning. This study will show female learners that they are no less than males. At one of the most important levels of education, i.e., the undergraduate level, females are more strategic learners and more aware and conscious of their learning than their male counterparts.

6. Conclusion

There are three major findings from this research:

- The first finding is that female students in Pakistan use more LLSs than male students at the undergraduate level. This finding is quite similar to the findings of many linguists (e.g., Khalil, 2005; Oxford, 1990; etc.). Moreover, the type of strategy that females favour the most is cognitive strategy, which means that females quickly get the idea, use more resources, repeat, practice, reason, deduce, translate, analyse, and summarise information in English more frequently than male learners.
- The second finding is that both male and female undergraduate students in Pakistan prefer to use cognitive strategies the most and compensation strategies the least while learning English. So, there is no significant difference regarding the preference for the type of strategy or the gender difference.

- The third finding is that there are very few differences in the overall strategy used and the difference in gender of the learners, but these are not very significant ones. As it is mentioned, regarding the frequency of strategy use, both males and females preferred to use cognitive strategy, and both genders used compensation strategy the least. The reason behind this similarity could be that at the undergraduate level in Pakistan, students tend to make deeper processing of new information in their minds and make more use of their own thoughts in order to learn English rather than just memorising language or compensating for what they lack in language. The difference is found only in the number of strategies that both genders agree to use, i.e., female learners use a larger number of strategies than males.

To sum up, out of the Pakistani undergraduate students, females are more strategic learners as compared to male learners. So, the females tend to learn and therefore use English more effectively than their male counterparts.

7. Limitations of the study

It is not uncommon that almost every research project has its limitations. This study also has many limitations, like:

- Mere facts are stated, and no solution is given for students or teachers.
- Samples from just one city, i.e., Lahore, are collected.
- Only a sample of 60 students was taken because the questionnaires that were returned and were usable for research were just around 60. Moreover, the equal size of male and female responses was also to be considered.
- In this study, only the fact that the respondents from both genders are undergraduate students was considered, and all the other learner variables, like the major subject of the student, age, proficiency level, motivation level, etc., were ignored.
- More research into language learning strategies using a larger sample is required for further investigation of gender differences.

8. Recommendations

A few recommendations or suggestions that can be extracted from this research are:

- Instructors or teachers at the undergraduate level should be aware of their students' strategies.
- They should introduce different learning strategies to their students so they can employ any strategy they like in order to learn.

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- Teachers should focus more on the skills of students and the strategies they prefer to use in order to learn. For example, focus on cognitive skills if students use more cognitive strategies.
- Students should use some kind of strategy to be successful and autonomous in their learning.
- Students should employ a large number of strategies so that their learning process can become easier for them.

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