

An Exploration of the Effect of Gender on Use of English Language Learning Strategies

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Abstract

This research investigated the similarities and differences in the use of English language learning strategies of 750 males and 1659 female students' from public and private sector students at the higher secondary level in Lahore city. Data was collected using two instruments, the Individual Background Questionnaire (IBQ) and Language Learning Strategies Inventory (LLSI). Chi square statistic was used to examine the associations between the subjects independent variables (gender) and dependent variable (individual strategies) belonging to metacognitive, cognitive and social affective categories. The results indicate that there were significant associations between gender and individual language learning strategies for all three categories of strategy use, metacognitive, cognitive, and social affective strategies under the different learning contexts, with females reporting greater strategy use. Key Word: English language, Learning strategies and Gender differences
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