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Gender and Language Learning Strategies in Oral Production

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Abstract

The present paper reports in summary the findings of a study conducted with University students. The research aims at identifying the type of strategies used by university students in their oral production. Furthermore, it investigates learners' strategies use in terms of gender differences and speaking proficiency. The main research hypothesis posits that gender differences and speaking proficiency as variables influence on the strategy deployment of the learners. For ease of presentation, the following article comprises two distinctive parts. In the first section, the theoretical background of the study will be presented. The learning strategies together with the learning theories which support their use will be given primary interest. The second part of the study is practical in nature. It includes both the results and analysis of the study. To reach our goal, a descriptive quantitative approach was adopted with a sample of 50 participants from two Universities in Algeria. The elicitation tool used was a speaking test, and a strategy checklist adapted from Oxford Rebecca's (1990) Strategy Inventory for Language Learning and Cohen Andrew's model of speaking strategies checklist (1996). The final results reveal that though no significant differences were found between male and female students in terms of their overall use of learning strategies, it is at the individual strategy level that gender differences were observed.

Keywords : Gender, Learner strategies, Oral Production.

Introduction

Over the past few decades, in research on language learning and teaching, an area, which has been gaining ground in the comprehensive field of SLA research, is the study of learners themselves. Foreign language learning strategies have been the subject of interest in the scientific research discipline studying the process of second language acquisition. Research in the field reveals that when learning a foreign language, learners use a number of different strategies serving as a tool that helps them to independently master the effectiveness of foreign language learning (Green and Oxford, 1995; Griffiths and Parr, 2001; Hsiao and Oxford, 2002).

Going deeper in the investigation of the learner, one of the main issues addressed by the researchers is the connection of language learning strategies to gender. Indeed, many researchers have addressed the influence of gender on the use of learning strategies to see whether a significant difference might be found.

Several studies on language learning strategies in relation to gender have been carried out extensively since mid 1990s. A number of researchers have already engaged this issue, among

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whom figures prominently Dreyer and Oxford (1996) Green and Oxford (1995). Results of these investigations indicate that the gender factor has a significant effect on the frequency of strategy use. Most of the studies support female supremacy over males in language learning strategy development. Few studies, however, do not report statistically significant differences (Oxford and Griffiths, 2003, Kojima and Yoshikawa, 2004) and only one study, conducted by Tran (Tran, 1988), report males' superiority over females in language learning and language strategy use. Though these studies provided illuminating results, they did not investigate the use of learning strategies in relation to specific tasks.

The present study is an attempt to identify the type of strategies used by Algerian University students in oral communication. It attempts to answer the following research questions:

1. What are the most frequent language learning strategies used by first year University students?
2. Are there any differences among first year University students in their overall use of strategies as a result of gender differences?
3. Are there any differences among first year University students in their use of categories of strategy as a result of gender differences?

Based on the related research questions and in an attempt to predict the results of the study, the following hypotheses are tested.

Hypothesis 1: Algerian University students make considerable use of learning strategies

Hypothesis 2: There are no significant differences among first year University students in their overall use of strategies as a result of gender differences.

Hypothesis 3: There are no significant differences among first year University students in their use of the categories of learning strategies as a result of gender differences.

1. Theoretical background

1.1. Language Learning Strategies

Various definitions of learning strategies notion derive from the literature and the term itself has not been uniformly defined. In the field of foreign language or second language learning strategies literature, terms such as strategies or techniques are used interchangeably (Cohen Andrew D, 1997). The strategy concept has become so powerful in education field that it has gained a new meaning and dimension which has been transformed into learning strategies (Oxford, 1990). A distinction has been made by many researchers between the two terms "process" and "strategy". When the process refers to the individual stages of mental activity that are not directly observable and have to be measured by strategies, strategies are conscious and observable. Chamot (1987) refers to them as "deliberate actions" (p, 71). Cohen for his part insists on the fact that without consciousness a strategy ceases being a strategy. Moreover, in a language learning context, if a learner applies certain tactics habitually or subconsciously the behavior is viewed as a common process rather a strategy (Cohen, 1997). Today, the term process is usually seen as an umbrella term that involves various human mental activities. In fact "process" and "strategy" have been used interchangeably. That is to say, strategies can refer both to the conscious and unconscious acts or behaviors (Ibid).

Groups of strategies		Subgroups of strategies
Direct Strategies	Memory strategies	- Creating mental linkages
		- Applying images and sounds
		- Reviewing well
		- Employing action
	Cognitive strategies	- Practicing
		- Receiving and sending messages
		- Analyzing and reasoning
		- Creating structure for input and output
	Compensation strategies	- Guessing intelligently
		- Overcoming limitations in speaking and writing
Indirect strategies	Metacognitive	- Centring your learning
		- Arranging and planning your learning
		- Evaluating your learning
	Affective	- Lowering your anxiety
		- Encouraging yourself
		- Taking your emotional temperature
	Social	- Asking questions
		- Cooperating with others
		- Emphasizing with others

1.2. Oxford Taxonomy of language learning Strategies

Rebecca L. Oxford (1990) offered a comprehensible classification of language learning strategies. She divided language learning strategies into two main classes, direct and indirect, which are further divided into 6 groups. Oxford designed a comprehensive; multi leveled and theoretically well conceived taxonomy of LLS. This is best illustrated in the following table: Table 1: the Strategy System: Overview (Oxford, 1990; 16)

Oxford divided learning strategies into direct strategies (those which directly involve the target language, such reviewing and practicing) and indirect strategies (those which provide direct support for language learning and has the role of managing the learning process such as planning, co-operating and seeking opportunities)(Griffiths, 2004).

Method and Material

The present section is devoted to the presentation of the research instruments used in the present research, the participants of the study, and the data analysis procedure.

To reach the objectives of the present research, an experimental study was adopted. A two-group pre-test and post-test design was used in order to determine the effectiveness of teaching and learning speaking strategies and adopting strategies-based instruction. In this experimental study, the implementation of the strategy based instruction was monitored and the students' speaking performance was measured. 1) Pre-post tests on speaking strategies were used to measure students' performance 2) Pre-post speaking strategies checklists were administered in order to find out whether students have made use of the strategies learned during the training. This has allowed us to assess the usefulness of strategy-based instruction and see whether there was any significant difference between male and female use of the strategies.

1.3.The Research Instruments

1.3.1. The Speaking Test

A speaking test battery was carried out consisting of one speaking task. The task is a monologic one and consists in asking the participants to describe a person that has a positive influence in their life. The students are asked to mention both the physical and personality traits of the person (see appendix B)

1.3.2. The Strategy Checklist

In accordance with the aforementioned studies conducted by the cited authors, our speaking strategy checklist aimed at identifying gender differences in the frequency of learning strategy use following the classification suggested by Oxford Rebecca (1990) and Cohen' model of speaking strategies (1996). As previously mentioned, many studies proved that Oxford's classification is one of the most reliable and valid tool across many different cultural groups. It has been adopted as a standard because of its comprehensibility, and systematicity. We assumed that there were some differences in the overall learning strategy use. The checklist comprises three main parts each on including: strategies used before performing the speaking task, strategies used while performing the speaking task, strategies used after performing the speaking task. Each part contains different statements related to the five categories of strategies (Cognitive metacognitive, communicative, social, and affective. After completing the description task, the participants are asked to complete the checklist by mentioning whether they have made use of the categories of strategy.

1.4.Setting and Participants

The current study was conducted both in Tizi-Ouzou and Boumerdes Universities. A total of 50 freshmen students participated in the study. At the time of the investigation all the participants in the study were in the same proficiency level and were distributed to different classes of the same level. The participants responded to the speaking strategy checklist right after completing the description task. The research instrument took an average of 35 minutes to finish under complete conditions of anonymity and confidentiality. However, the respondents had to precise their gender and were asked to give honest answers.

1.5.Data Analysis

The data gathered are analyzed by means of SPSS 20.0 (Statistical Package for Social Sciences). This windows based program serves to analyze quantitative data by performing data entry and analysis which will end up in statistics displayed in tables and graphs needed for the research at hand. A t-test for statistical significance was used to indicate whether or not the difference between the male students group and the female student one reflect significant variations. The t-test is a statistical procedure that is used to allow the researcher to know whether the difference in the means in the data on the two groups, experimental and control, is significant. One commonly used type of t-tests to be used is the independent- sample t-test that will help us investigate whether the mean scores between the two groups of participants (male and female group comparison) are significantly different. The sample of students is taken from the population of first year university students who study in the department of English of Boumerdes and Tizi-ouzou, Algeria.

2. Results

In this section, the major findings of the research are summarized. Then the results are discussed and compared with similar findings from previous studies. Moreover, pedagogical suggestions are provided for English instruction. Finally, the limitations of the study and suggestions for further research are presented.

2.1.Learners' Use of the Categories of Strategies

2.1.1. Affective, Communicative and social Strategies (before performing the speaking task)

Strategies	Category	Male Students	Female Students
Deep Breathing	Affective	15%	16.66%
Positive self-talk	Affective	30%	30%
Visualize yourself performing the task	Affective	25%	6.66%
Relaxation techniques	Affective	20%	13.33%
Feel Prepared	Affective	5%	26.66%
Encourage yourself to speak, even though you might make mistakes	Affective	50%	46.66%
Use circumlocution when you do not know a word in English	Communicative	35%	36.66%
Use synonyms when you do not know a word in English	Communicative	30%	40%
Use gestures and nonverbal communication when you do not know a word in English	Communicative	15%	16.66%
Use your first language or French when you do not know a word in English	Communicative	20%	6.66%

Ask for clarification of the task if you are unsure of its goal, purpose, how you are to do it	Social	30%	13%
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Table 2: Students use of affective, communicative, and social strategies before performing the speaking task

As demonstrated in table 2, male students' least used strategies are: the affective strategy of feeling prepared (5%) and the communicative strategy of using gesture and non verbal communication (15%). Female students seem to favor the two strategies of "visualize yourself performing the task" and "use your first language or French when you do not know a word in English" with only 6.66% for each strategy. Moreover, both male and female students seem to use the affective strategy of 'encouraging yourself to speak, even though you might make mistakes' the most.

2.1.2. Cognitive and Metacognitive Strategies (before performing the speaking task)

Strategies	Category	Male Students	Female Students
Predict the kind of vocabulary you will need	Cognitive	30%	30%
Make use of word mapping	Cognitive	10%	6.66%
Use groupings	Cognitive	00%	3.33%
Write a list of words that you will need for the task at hand	Cognitive	10%	26.66%
Predict the grammar structure you will need such as types of sentences you will need to use	Cognitive	30%	13.33%
Use all what you previously learned (pronunciation, vocabulary, sentence structure)	Cognitive	20%	33.33%
Practice silently before performing in front of your classmates	Cognitive	35%	53.33%
Identify the goal and purpose of the task	Metacognitive	30%	43%
Use the previous knowledge that you have and what you already know about the situation	Metacognitive	35%	60%
Related the speaking task to a situation you have been to before	Metacognitive	25%	36.66%
Predict what is going to happen	Metacognitive	25%	23.33%
Predict and prepare yourself for the difficulties that you may encounter	Metacognitive	15%	30%

Organize your thoughts and ideas (how you will start, what you will say next and how you will end the task)	Metacognitive	40%	40%
Prepare a general outline (use notes, keynotes)	Metacognitive	15%	33.33%
Prepare a general outline (draw pictures, diagrams)	Metacognitive	10%	16.66%

Table 3: Students' use of cognitive and metacognitive strategies before performing the speaking task

Table 3 shows that both male and female students do not make considerable use of the cognitive and the metacognitive strategies before performing the speaking task. All the strategies have percentages that are below the average, except for the metacognitive strategy of 'using previous knowledge that you have and what you already know about the situation' which seems to be female students' most selected strategy with 60%.

2.1.3. Affective, social and Communicative Strategies (while performing the speaking task)

Strategies	Category	Male Students	Female Students
Take your emotional temperature. If you think you are stressed, try to relax (breathe deeply and concentrate)	Affective	30%	23.33%
Encourage yourself with positive thoughts while you are speaking	Affective	40%	26.66%
When you don't know a word in English don't give up and carry on speaking	Communicative	45%	33.33%
When you make mistakes you do not stop and continue speaking.	Communicative	35%	43.33%
When you do not know a word in English use a group of words that have similar meaning	Communicative	20%	33.33%
When you do not know a word in English use its synonym.	Communicative	20%	30%
When you do not know a word in English use a word in another language that can be similar	Communicative	10%	13.33%

When you cannot communicate a complex idea do it in a simple way	Communicative	35%	46.66%
Ask for clarification and explanation of the question from the teacher when needed	Social	25%	26.66%

Table 4: Students' use of affective, social, and communicative strategies while performing the speaking task

As can be observed in table 4, the respondents reported medium to low use of the affective, social and communicative strategies while performing the speaking task. It can also be noticed that the communicative strategy 'when you don't know a word in English don't give up and carry on speaking' seems to male learners' favorite strategy with 45%. As for their female counterpart, they have selected the strategy of communicating complex ideas in a simple way as they preferred strategy in this category.

2.1.4. Cognitive and Metacognitive Strategies (while performing the speaking task)

Strategies	Category	Male Students	Female Students
When you notice that you have made a mistake you quickly correct it and carry on	Cognitive	30%	50%
Think in the English language	Cognitive	40%	40%
Pay attention to your vocabulary while you are thinking	Cognitive	30%	16.66%
Self-correction, if you hear yourself making a mistake, stop and correct it	Cognitive	30%	40%
Pay attention to your grammar mistake while you are speaking	Cognitive	30%	33.33%
Activate your vocabulary, do not only use the familiar words	Cognitive	15%	20%
Concentrate on the task, do not let what is going around you (students, teachers, background noise) distract you.	Metacognitive	45%	33.33%
Use the flashcard that the teacher hands you to help you	Metacognitive	45%	53.33%
Take your time to think before you speak	Metacognitive	35%	53.33%

Table 5: Students use of cognitive and metacognitive strategies while performing the speaking task

Regarding learners' use of cognitive and metacognitive strategies while performing the task, Learners also reported a medium to low use of these strategies. The least used strategies by male and female students is the cognitive strategy of activating vocabulary instead of using familiar words, with only 15% and 20% respectively. As for the most selected strategy by the

two groups of students, the metacognitive strategy of using the flashcards has the highest percentages with 45% for males and 53.33% for females.

2.1.5. Affective and Social Strategies (after performing the speaking task)

Strategies	Category	Male Students	Female Students
Reward yourself with positive self-talk for completing the task	Affective	20%	23.33%
Ask your classmate how your performance was	Social	25%	30%
Ask your teacher how your performance was	Social	15%	20%
Ask your classmates to give you their remarks (corrective feedback and weaknesses) in your speech	Social	10%	16.66%
Plan to work with a more proficient user of the English language	Social	25%	23.33%

Table 6: Students' use of affective and social strategies after performing the speaking task

Table 6 reports the results of the affective and social strategies used by the two groups of students after performing the speaking task. The results show that students' use of these strategies is very low with the social strategy of 'asking your classmates to give you their remarks' as the least used strategy by male and female participants.

1.2.6. Cognitive and Metacognitive Strategies (after performing the speaking task)

Strategies	Category	Male Students	Female Students
Think about the mistakes that you have made and try to avoid them next time	Cognitive	65%	56.66%
Check for the vocabulary you had difficulties using	Cognitive	25%	43.33%
Check for the grammar form you had difficulties using	Cognitive	40%	46.66%
Think about how the activity was accomplished (did you complete the task, did you achieve the purpose)	Metacognitive	40%	36.66%
Think about what you will do next time to improve your performance of the task	Metacognitive	40%	63.33%
Think about repeating the task at home	Metacognitive	35%	33.33%
Plan for how you will improve next time	Metacognitive	40%	50%

Think about how you will practice outside the classroom	Metacognitive	40%	26.66%
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Table 7: Students' use of cognitive and metacognitive strategies after performing the speaking task

Table 7 reveals the finding in relation to learners' use of cognitive and metacognitive strategies after performing the speaking task. Among the most favored strategies of the two groups of students are: the cognitive strategy of 'think about the mistakes that you made and try to avoid them next time' with 65% for male students and 56,66% for female students, the metacognitive strategy of 'plan for how you will improve next time' with 40% for male participants and 50% for their female counterparts.

2.2.A Comparison between Male and Female Learners' Overall Use of Speaking Strategies

Categories of Strategies	Gender	N	Mean	Sig.(2-tailed)
Affective	Male	20	2.2	0.213
	Female	30	2.9	
Social	Male	20	0.7	0.417
	Female	30	1	
Communicative	Male	20	2.9	0.479
	Female	30	2.4	
Cognitive	Male	20	4.7	0.448
	Female	30	5.3	
Metacognitive	Male	20	5.4	0.241
	Female	30	6.4	
Total	Male	20	16.05	0.480
	Female	30	17.8	

Table 8: A comparison between male and female students' overall use of speaking strategies

Table 8 shows the results of the comparison made between the two groups (male and female students) and their overall use of the five categories of strategies (Affective, social, communicative, cognitive, and metacognitive). The findings of the independent sample t-test show that the mean scores for the affective ($m=2.9$), social ($m=1$), cognitive ($m=5.3$), and metacognitive strategies ($m=6.4$) used by female students are slightly higher compared to the mean score of their males counterparts. However, the Sig-(2-tailed) for each category is higher than 0.05 ($p=0.213$ for affective strategies, $p=0.417$ for social strategies, $p=0.479$ for communicative strategies, $p=0.448$ for cognitive strategies, $p=0.241$ for metacognitive strategies), indicating that the difference between the two groups remains insignificant.

3. Discussion

Statistical analysis has provided the answers to the basic questions as to whether there were gender differences both in the use of learning strategies as well as the use particular types of learning strategies. From the results presented above, it was concluded that the students were,

on average, medium users with respect to metacognitive and cognitive strategies, and low users with respect to communicative, affective, and social strategies. The findings also confirm that there are gender differences in the use of the particular learning strategies. However, the differences in terms of their overall use of learning strategies remain insignificant.

Concerning the relationship of strategy use to gender, many studies reported that female learners use learning strategies more frequently than male learners (Hong-Nam and Leavell, 2005; Oxford, 1990; Oxford and Ehrman, 1995), an observation that matches with the findings of the study. The results show that thirty five strategies were used considerably more often by women and eighteen strategies were used more often by men. Among the strategies that are used the most by female learners are the two cognitive strategies of 'practicing silently before performing the task' and 'when you notice that you have made a mistake you quickly correct it'. The high use of such strategies may be due to female learners' high degree of awareness of their needs. They are always looking for more opportunities to practice the second language input. Another explanation, as suggested by Nyikos (1990), is that women tend to seek social approval more than men. Therefore, they are more likely to work on meeting the teacher's expectations and to follow his/her advice on how to become a better learner "as a way of gaining approval" (in Kaylani Cora, 1996, p. 75).

It is notable that the use of social strategies by the respondents was quite rare. This includes the strategy of 'asking for clarification and explanation of the question from the teacher when needed' and 'planning to work with a more proficient user of the English language'. One explanation might be that Algerian learners lack the opportunity to use the English language outside the classroom. Adding to that, their chances of interacting with native speakers of the target language is very limited. Moreover, it was expected that female students use more social strategies than male students as women are generally known to excel at establishing strong relationships and building social networks (khalil, 2005), this was not the case in the present study, the reason behind such results can be related to the cultural background of the students. According to Nyikos (1990), the socialization of women and men both in the public and the private domains can offer an explanation to why male and female learners favor one strategy over the other. The socially prescribed role of men as more present individuals in the public sphere, may be the reason behind their more frequent use of certain types of social strategies, such as 'asking for clarification of the task if you are unsure of its goals, purpose, and how you are to do it'.

In short, the findings of the present study serve as a useful reminder that strategy use is a complex phenomenon, related to an important number of variables including, but not exclusively limited to, gender differences. The results of the research also show that, though no significant differences were found between male and female overall use of learning strategies, it is at the individual strategy level that gender differences were observed become as particularly interesting.

Conclusion

To conclude, the aim of this research was to provide an insight into learning strategies that university learners of English mostly use as well as to establish gender differences in the use of these strategies. We believe that this study can provide teachers and instructors with a better understanding of students' strategy use and, as such, enhance students' learning process.

Furthermore, since gender is an essential variable, both learners and teachers must be aware of its significance and its impact on the quality of learning English as a foreign language. Despite the preponderance of research on language learning strategies within English as a second language context, this type of research within the Algerian EFL context remain scarce and the field of learning strategies and the different factors affecting their use is still fertile. Accordingly; we believe that further studies need to be carried. One of the limitations of the study is the limited sample size. We also believe that the SILL should be supplemented with other techniques such as think aloud protocol, free interviews and videotaped classroom practices which might provide richer information.

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Appendix A: The Speaking Strategy Checklist

Full name :.....

Speaking Strategies Checklist

Have a look at the speaking strategies below and indicate in the first column how valuable/useful you think each of them is (1=not used, 2= used).

I. Before You Speak

1. Lower your anxiety

Items	Strategies	Category of Strategies	Used today	
			1	2
Item 1	Deep breathing	Affective		
Item 2	Positive-self talk	Affective		
Item 3	Visualise self-talk	Affective		
Item 4	Relaxation techniques	Affective		
Item 5	Feel prepared	Affective		

2. Prepare and plan

Items	Strategies	Category of Strategies	Used today	
			1	2
Item 1	Identify the goal and purpose of the task.	Metacognitive		
Item 2	Ask for clarification of the task if you are unsure of its goal, purpose, or how you are to do it.	Metacognitive		
Item 3	Use the previous knowledge that you have and what you already know about the situation.	Metacognitive		
Item 4	Relate the present speaking task to a	Metacognitive		

	situation you have been to before.		
Item 5	Predict what is going to happen	Metacognitive	
Item 6	Predict the kind of vocabulary you will need.	Cognitive	
Item 7	Make use of word mapping	Cognitive	
Item 8	Use groupings	Cognitive	
Item 9	Write a list of the words that you will need to use for the task at hand	Cognitive	
Item 10	When you do not know a word in English try to use a group of words that have almost the same meaning	Communicative	
Item 11	When you do not know a word in English, you use its synonym	Communicative	
Item 12	When you do not know a word in English, you use gesture and nonverbal communication to get the message through	Communicative	
Item 13	When you do not know a word in English you use French, Arabic, or kabyle.	Communicative	
Item 14	Predict the grammar structure (types of sentences) you will need to use	Cognitive	
Item 15	Use all what you previously learned (pronunciation, vocabulary, sentence structure) to perform the speaking task	Cognitive	

Item 16	Predict and prepare yourself for the difficulties that you might encounter.	Metacognitive	
Item 17	Organize your thoughts and ideas (how you will start, what you will say next...how you will end the task)	Metacognitive	
Item 18	Prepare a general outline (use notes, keynotes)	Metacognitive	
Item 19	Prepare a general outline (draw picture, diagrams)	Metacognitive	
Item 20	Practice silently before performing in front of your classmates	Cognitive	
Item 21	Encourage yourself to speak, even though you might make mistakes	Affective	

II. While You Are Speaking

1. Feeling in control

Items	Strategies	Category of Strategies	Used today	
			1	2
Item 1	Take your emotional temperature. If you find you are stressed, try to relax (breathe deeply and concentrate)	Affective		
Item 2	Concentrate on the task, do not let what is going around you (students, teacher, external noise) distract you.	Metacognitive		
Item 3	Use the flashcard that the teacher hands you to help you	Metacognitive		

Item 4	Ask for clarification and explanation of the question from the teacher when needed	Metacognitive	
Item 5	Take your time to think before you speak	Metacognitive	
Item 6	When you don't know a word in English don't give up. Carry on speaking	Communicative	
Item 7	When you make mistake, you do not stop and continue speaking	Communicative	
Item 8	When you notice that you have made a mistake you quickly correct it and carry on	Cognitive	
Item 9	Think in the English language	Cognitive	
Item 10	Encourage yourself with positive thoughts while you are speaking.	Affective	

2. Monitor your performance

Items	Strategies	Category of Strategies	Use Today	
			1	2
Item 1	Pay attention to your vocabulary while you are speaking	Cognitive		
Item 2	Self-correction, if you hear yourself making a mistake, stop and correct it	Cognitive		
Item 3	Pay attention to your grammar mistakes while you are speaking	Cognitive		
Item 4	Activate your vocabulary, do not use only the familiar words	Cognitive		

Item 5	When you do not know an English word use a group of words that have similar meaning	Communicative	
Item 6	When you do not know an English word use its synonym	Communicative	
Item 7	When you do not know a word in English use a French word that you think can be similar to it	Communicative	
Item 8	When you cannot communicate a complex idea, do it in a simple way	Communicative	

III. After You Speak

1. Evaluate your performance

Items	Strategies	Category of Strategies	Used Today	
			1	2
Item 1	Reward yourself with positive self-talk for completing the task. Give yourself a personally meaningful reward for a particularly good performance	Affective		
Item 2	Think about how well the activity was accomplished (Did you complete the task, achieve the purpose, accomplish the goal)	Metacognitive		
Item 3	Think about what you will do next time to improve your performance of the task.	Metacognitive		
Item 4	Think about repeating the task at home	Metacognitive		

Item 5	Think about the mistake you have made and try to avoid them next time.	Cognitive	
Item 6	Ask your classmate how your performance was	Social	
Item 7	Ask your teacher how your performance was	Social	
Item 8	Ask your classmate to give you their remarks (corrective feedback and weaknesses) in you speech	Social	

2. Plan for future tasks

Items	Strategies	Category of Strategies	Used Today	
			1	2
Item 1	Plan for how you will improve the next time	Metacognitive		
Item 2	Think about how you will practice outside the class	Metacognitive		
Item 3	Check for the vocabulary you had difficulties using	Cognitive		
Item 4	Check for the grammar form you had difficulties using	Cognitive		
Item 5	Work with a proficient user of the English language	Social		