CHAPTER 5

SUMMARY AND CONCLUSIONS

Introduction:

A brief summary of the study is presented herewith. Then, the results obtained from the current study are reviewed and discussed. Finally, some suggestions for further research and a few recommendations for teachers are given.

Summary and Conclusion of the Study

This study was undertaken to understand the language learning strategy used by the English major students’. Three questions were raised at the beginning of this study in order to do so. The first question was about the kind of reading strategies used by learners; Which one was the most often used by the Libya EFL learners in Libyan universities?; The second question was about, If there was a relationship between the learners’ reading strategies used and their EFL proficiency level? and the final question was about What was the role of gender and reading proficiency in reading strategies use?.

The target participants of this study were 200 male and female English major learners in their third year at the University of Al Zawia. Besides this 50 teachers from the same place where also made to participate in order to get concised results of the study.

On the basis of this study, the results obtained from students’ questionnaire showed that the students used all language learning strategies but
with limited use. Researcher also observed from the analysis that Meta-Cognitive Strategies was considered the most frequent strategy used with a mean (M=22.2500, SD=3.35), follow up which was the Compensation Strategies with a mean (M=21.8929, SD=2.98), whereas Affective Strategies followed with a mean (M= 20.0973, SD=3.22), and Cognitive Strategies with a mean (M= 18.2162, SD=3.00), followed by Memory Strategies with a mean (M= 17.8571, SD=3.39), and then followed by Social Strategies with a mean (M= 15.1009, SD=2.23) which is considered the least frequent used strategy. Hence, the Researcher observed that there were statistical significant differences between the reading strategies used and students’ performance in learning Reading Comprehension; therefore, the first hypothesis of the study is accepted.

Another statistical tool used by the researcher was T-tests (ANOVA, and Mann-Whitney). The results showed that there is a significant statistical difference among learners’ strategy used in comparison to their gender. Mean Ranks obtained from the T-test showed that female learners were considered more frequent users with a mean (M= 57.00) of language learning strategy used than male learners with a mean (M= 44.63). by seeing this significant differences, the second hypothesis of the study is rejected.

With regard to the third hypothesis of the study, that there will be statistical negligible differences between learners’ strategy used and their EFL proficiency level; the results gained from the reading comprehension test showed that all learners comprehended English as a Foreign Language Reading with different levels. Thirty six male students placed in the low level of comprehension with a percent of 60%, followed by sixteen male students placed in the medium level of comprehension with a percent of 26%, and then followed by eight ones placed in the high level of comprehension with a
percent of 13%. Whereas, twenty three of the female students placed in the low level of comprehension with a percent of 38%, other twenty two female students placed in the medium level of comprehension with a percent of 36%, and fifteen students placed in the high level of comprehension with a percent of 25%.

Thus, the findings of the students’ “Reading Comprehension Test” scores revealed that there was a statistical significant difference between male and female students with regard to their strategy use, favoring female students over their counterpart male. Therefore, the third hypothesis is accepted.

Furthermore, the analysis of the teachers’ questionnaire shows that 55% of them don’t have much experience in teaching English. Only 7% of them have been teaching English more than seven years. 74% of the teachers have not been in any English training programs, while 14% of them have been in such programs. All teachers have been teaching English Reading Comprehension and 74% of them use the exercise of reading aloud during class time. Consequently, when teachers asked about the level of their students, 37% of them said that the majority of the students were below average. It was also observed that 96% of the teachers spend hours on language structures and did reading activities with the students in the classroom on a typical working day, whereas, 66% of them have reading instructions and did reading activities in the classroom every day. 11% of the teachers have two hours on a typical week class time.

The majority of the teachers 74% read aloud every day when they have reading activities and almost all the teachers 95% also ask their students to read aloud in the classroom. A major observation also denotes that around 74%
of the teachers asked their students once a month to read silently and 18% never asked students to read silent when they have reading activities.

- The researcher also observed and analyzed the results to find out that 74% of the teachers help students every day to understand new vocabulary in the targeted texts and the majority of the teachers 85% ask students every day to answer reading comprehension questions about what they have already read in the class, and the same percentage also declared that they ask their students once a week to write something about it in response to what they have read. The majority, i.e. 92% of the teachers determined that they always trained their students on scanning and skimming. About 74% of the teachers stated that they always prepared students with skilful exercises for difficult structures and difficult words. 55% ask students to discuss every day with each other about what they have read. 66% of the teachers asked students once a week to take a test about what they have read. 81% used materials of text books whereas 18% use materials of their own choice in teaching reading comprehension in the class. The results also made the researcher conclude that teachers announced that students faced difficulties in English Reading Comprehension. The majority of the teachers 66% declared that all their students face difficulties in reading which was related to Reading Strategies, Vocabulary, Structures, and Pronunciations.

- The outcomes of the Teachers’ Questionnaire revealed that there is a relationship between teachers’ activities and techniques used in the class and students’ reading comprehension achievements. Hence, the fourth hypothesis of the study is rejected.
Recommendations

- Teachers should take over the responsibility of a researcher as well in order to identify not only their students’ individual differences, but they should also know how to provide the needs for their learners.

- Teachers should choose the right tools to identify their students’ learning strategies and then the findings should not be put aside.

- Teachers should be equipped with a lot of strategies that they will be able to propose to students so that they can deal with difficult academic tasks.

- Teachers should design activities that will require them to make use of a variety of strategies and after the completion of the task they should held a discussion session with students talking about the strategies they make use, whether these strategies proved to be useful or not.

- With respect to material producers, they should produce materials that teachers will use throughout their class time i.e. the staging at lesson should be well designed with a warmer session and ending with a appropriate follow up task related to the topic dealt with. Moreover, the materials they produce should be matching with students’ learning style and they should be appealing to students need and interests.

- Curriculum developers and material producers should work cooperatively with teachers and students so that they can design a
better program, appropriate materials that will promote a more efficient and a more effective language learning atmosphere.

- The Ministry of Education in Libya should adopt a national learning plan for both learners and teachers. Since the fact that there was a very limited or even absence of continuing development training programs for both students and teachers.

**Further Research:**

The further research on the relationship between learners’ achievement at English as a Foreign Language and Learning Strategies might focus on other factors such as Motivation, Aptitude, Career Orientation, Performance, and the Length of Exposure of the language which might influence the learning achievement and the language learning strategies used by the learners. Furthermore, strategy-training sessions might be designed to assess whether designing such training session has an impact on the achievement of the students.

The result of this study hopefully planned to be the spark for the Education System in Libya to start an orientation courses for the teachers on teaching styles and learning strategies. The Ministry of Education is kindly requested to integrate a development courses in formulating the right learning strategies for their students through regular learning sessions at schools.

The significant of gender differences revealed by the current study in different academic aspects call for more investigations of the reason behind the superiority of female’s reading comprehension scores and strategy use.
Studies are recommended to investigate the role of the internet and online reading in English as a Foreign Language reading comprehension.