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6.0 Introduction

This chapter is divided into three sections: the first section focuses on the major findings yielded through this research study regarding learning strategies and styles of the Good Learners of English at the Undergraduate Level in the state of Gujarat and the second section discusses the implications of these findings for the language teachers, course designers and educators.

6.1 Major Findings

The study has yielded some significant findings regarding the use of learning strategies and styles by the Good and the Better Language Learners at the Undergraduate Level in our multi-lingual context. The following major findings were arrived at regarding the use of four broad categories of learning strategies in relation to various learner attributes.

6.1.1 The male respondents were more consistent than the female respondents in the use of cognitive and metacognitive strategies whereas the female respondents were more consistent than the male respondents in the use of social and affective strategies. Therefore the hypothesis (1.10.1)
that there is no significant difference in the learning styles adopted by the male and the female respondents is rejected.

6.1.2 The learners in the age group between 20-25 years were more consistent in the use of all the four categories of language learning strategies - cognitive, metacognitive, social and affective - than those below 20 years of age. Therefore the hypothesis (1.10.2) that there is no significant difference in the learning styles adopted by the learners in different age groups is rejected.

6.1.3 The respondents from the Arts faculty were more consistent in the use of all the four categories of strategies - cognitive, metacognitive, social and affective - than the respondents from the Commerce faculty. Therefore the hypothesis (1.10.3) that there is no significant difference in the learning styles adopted by the learners in the Arts faculty and the Commerce faculty is rejected.

6.1.4 The learners from the English medium school background showed more consistency than the learners from the Gujarati medium school background in the use of cognitive strategies whereas the latter group was found more consistent in the use of metacognitive, social and affective strategies than the former group. Therefore the hypothesis (1.10.4) that there is no significant difference in the learning styles adopted by the learners from the Gujarati medium school background and the English medium school background is rejected.
6.1.5 The Better Language Learners were found more consistent in the use of cognitive strategies than the Good Language Learners. Therefore the hypothesis (1.10.5) that there is no significant difference in the learning styles adopted by the GLLs and the BLLs in terms of their use of cognitive strategies is rejected.

6.1.6 The GLLs were more consistent in the use of metacognitive strategies than the BLLs. Therefore the hypothesis (1.10.6) that there is no significant difference in the learning styles adopted by the GLLs and the BLLs in terms of their use of metacognitive strategies is rejected.

6.1.7 The GLLs were more consistent in the use of social strategies than the BLLs. Therefore the hypothesis (1.10.7) that there is no significant difference in the learning styles adopted by the GLLs and the BLLs in terms of their use of social strategies is rejected.

6.1.8 The GLLs were more consistent in the use of affective strategies than the BLLs. Therefore the hypothesis (1.10.8) that there is no significant difference in the learning styles adopted by the GLLs and the BLLs in terms of their use of affective strategies is rejected.

6.2 Major Implications

The most important implication for language teaching in the state is that teachers and course designers need to provide opportunities for students to learn in a way, which suits their preferred strategies and styles of learning.
6.2.1 The study shows that it would be wrong to prepare the same kind of instructional materials for all language learners. The variable studies have shown that different groups adopt learning strategies of their own and therefore, it is necessary to prepare specific instructional materials keeping in mind the learning styles of various groups.

6.2.2 Since the male respondents and the female respondents groups have differing learning styles it may be necessary to group them accordingly in tutorial sessions.

6.2.3 It is also indicated that when individualised learning tasks like project work are assigned to the learners it would be advisable to allow them to select their own tasks rather than assign randomly listed tasks.

6.2.4 It is evident that learners at different levels of education and in different faculties would require different type of instructional materials and classroom experiences as age and faculty of the learners are important factors that influence the type of learning strategies the learners adopt.

6.2.5 The Good Language Learners in this study were more consistent in the use of metacognitive strategies whereas the Better Language Learners were more consistent in the use of cognitive strategies. This finding differs from the findings arrived at by researchers in English as a Second Language context in the USA. This may be because our education system is exam-oriented. Though we cannot undermine the importance of exams it is also important that our students learn English on their own outside the classroom.
6.2.6 Learners’ present level of proficiency should be taken into consideration in designing and implementing the language curriculums in our colleges so that language learners can learn according to their individual requirements.

6.2.7 Our language classrooms are generally teacher dominated and the students are supposed to remain passive and always at the receiving end. In order to make our classrooms more effective we need to focus on different kinds of learning strategies that the Good Language Learners employ and in this way we can help the poor language learners to improve their performance too.

6.2.8 It is important that in our teacher education and staff development courses we make language teachers aware of the learning strategies and styles of the language learners. At present it does not seem that our language instructors know that language learning involves social and affective processes as well and that language learning is not merely a matter of intelligence only.

6.3 Conclusion

On the basis of our analysis of the data presented in the previous chapter, this chapter presented the findings arrived at and discussed their implications. Thus, this chapter places the study in the context of English Language Teaching in Gujarat and provides a summative view of the investigation in terms of its academic outcome.