Methods of Distinguishing Results of Relations of Gender

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Abstract: This article discusses about methods of distinguishing results of relations of gender.

Keywords: methods, the SILL, relations of gender, student’s achievement, memory - related strategies.

Introduction. The purpose of the distinguishing rebuts of relations of Gender is to investigate the language learning strategies used by the learners and to reveal the link between strategy use and success levels and to find out the difference in strategy use across genders and its effect on students' achievement in English. This study basically depends on quantitative data collection methods.

There is a significant positive correlation between overall language learning strategy use and achievement in English. Female students use more language learning strategies than male students. The amount of strategies in the subscales used by female students is significantly more than the strategies that male students used.

Discussion and recommendation. Testing of students' achievement was done basically through pencil and paper tests. The students were given two midterm exams; one in the 6th week of the course and one at the end. A typical midterm exam included a listening section, a reading section, a structure section, a vocabulary section and a writing section. The students took weekly quizzes on a fixed day, on the units covered in the previous week. They needed to submit a writing homework to their writing teachers every week. In addition, they were assigned a project to prepare (e.g. advertising a product, introducing famous people, solutions for certain problems etc.) as a group and present it to the class. Every item of testing had a fixed percentage and if the students could get 60 in total out of all these assessments, they passed to the next level.

The participants were enrolled in 14 different classes of B-course. All of them were fresh B's; that is, there were no repeating students. The participants consisted of 257 students. Ratio of gender was: 153 male participants (59%), and 104 female participants (41%). The number of the males was higher than the females in the study, because there were slightly more male students in the institution and the questionnaires were distributed to the whole class without considering the male/female ratio. The SILL is based on Oxford's (1990) system for classifying strategies into six groups (and the 50 statements are distributed into those six categories):

1. Memory-related strategies, such as grouping, imagery, rhyming, moving physically and reviewing in a structured way
2. General cognitive strategies, such as reasoning, analyzing, summarizing and practicing (including but not limited to "active use of the language)
3. Compensatory strategies (to make up for limited knowledge), such as guessing meanings from context and using synonyms and gestures to convey meaning
4. Met cognitive strategies for evaluating one's progress, planning for language tasks, consciously searching for practice opportunities, paying attention and monitoring errors
5. Affective strategies for anxiety reduction, self-encouragement and self-reward
6. Social strategies such as asking questions, cooperating with native speakers, and becoming culturally aware (Green & Oxford, 1995, p. 264-265).

According to Green and Oxford (1995), the SILL can be used to measure a student's strategy use in three different ways: across the entire survey, in terms of the six broad strategy categories listed above, and in terms of individual strategies. Within the scope of the current study, all of these ways were used along with other variables related to them.

After the students completed the inventory, the papers were collected and the packs of every class were kept separately. As they had already indicated their first midterm results on the inventory, the researcher got the second midterm results from the testing department and looking at the separate packs of classes, gender and the first midterm points, the results of the second midterm were also identified for every individual student.

The quantitative data collected through Strategy Inventory for Language Learning (SILL) were analyzed using Statistical Package of Social Sciences (SPSS for Windows 15.0).

**Conclusion.** The data of SILL were analyzed through a factor analysis to find the factors that have been found in the previous studies. Green and Oxford (1994) found 9 factors in a previous study which together explained 51.6% of the variability among 50 SILL items. Similarly, in the current study, 9 factors explained 50.1% of the variability. The similar result of the factor analysis indicated a parallelism with the current study and the precedents, and provided a sound basis for applying this inventory.

First, a t-test was applied on gender and achievement results; then, an analysis of variance (ANOVA) was used to identify the relationship between overall strategy use and achievement. They were followed by two other t-test analyses conducted to find the relationship between strategy use and gender.

**Bibliography**

