| **RESEARCH ARTICLE**

Statistical Analysis of Speaking Strategies among Non-Native English Speaking Graduate Students in the Masters Legal and Judicial Governance and Banking, Finance, and Insurance Programs: A Comparative Study within the Faculty of Legal, Social, and Economic Studies of Mohammedia

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| **ABSTRACT**

This study aims to investigate the speaking strategies used by non-native English-speaking Master's students enrolled in the programs of Legal and Judicial Governance (L.J.G.) and Banking, Finance, and Insurance (B.F.I.) at the Faculty of Legal, Social, and Economic Studies of Mohammedia, Hassan II University of Casablanca, Morocco. The research employs an extensive questionnaire to analyze various aspects of speaking strategies employed by Master's students, including language translation, communication priorities, error correction mechanisms, and sources of language input. Descriptive statistics are applied to analyze responses and provide insights into the prevalence and effectiveness of these speaking strategies. Additionally, a comparative analysis is conducted to juxtapose the strategies employed by both Master's students. The findings underscore the diverse approaches adopted by Master's students via a Likert scale to enhance their speaking proficiency within the specific academic disciplines of Legal and Judicial Governance (L.J.G.) and Banking, Finance, and Insurance (B.F.I.). Furthermore, the research illuminates the factors influencing the selection of speaking strategies among Master's students. This study highlights the significance of its findings for language teaching and learning at the Master's level within the Faculty of Legal, Social, and Economic Studies of Mohammedia. It discusses implications for professors aiming to facilitate language development among Master's students and provides suggestions for future research in this field.

| **KEYWORDS**

Speaking strategies, communication, English language, comparative study

| **ARTICLE INFORMATION**

1. Introduction

In an increasingly interconnected world, proficiency in English has become essential, particularly within academic and professional spheres. For non-native English speaking Master's students, the acquisition and improvement of speaking skills are imperative for effective communication, academic success, and professional growth. This study aims to explore the speaking strategies employed by such Master's students within the specialized domains of Legal and Judicial Governance, as well as Banking, Finance, and Insurance, situated within the Faculty of Legal, Social, and Economic Studies at Mohammedia, Morocco.

Within the contemporary environment of higher education, the Master's programs in Legal and Judicial Governance (L.J.G.) and Banking, Finance, and Insurance (B.F.I.) offered by the Faculty of Legal, Social, and Economic Studies at Mohammedia attend to

the evolving needs of students aspiring to excel in these dynamic fields. These programs not only impart specialized knowledge but also necessitate proficient English language skills for effective communication and research in general.

Master's students enrolled in these programs often encounter multiple challenges in acquiring and perfecting their speaking abilities in English. These challenges result from diverse linguistic backgrounds, varying levels of English proficiency, and the intricacies of disciplinary discourse within legal and financial contexts. As such, understanding the speaking strategies employed by these students is crucial for creating targeted interventions that can enhance their language proficiency and academic performance.

By shedding light on the speaking strategies employed by Master's students, this study aims to provide valuable insights into the efficacy of different approaches, the challenges encountered, and the factors influencing strategy selection. Furthermore, it tries to offer practical recommendations for educators, curriculum designers, and language support providers within the Faculty of Legal, Social, and Economic Studies at Mohammedia to better support the linguistic and academic needs of Master's students in their pursuit of improvement in legal and financial fields.

Among non-native English speakers, Master's students represent a unique demographic with distinct language learning needs and goals. These students typically pursue advanced studies in diverse fields, ranging from sciences to humanities, and are required to engage in a wide range of spoken interactions, including classroom discussions, presentations, and academic discourse. Therefore, understanding the speaking strategies employed by Master's students is of paramount importance for educators and language practitioners seeking to support their language development and enhance their communicative competence.

In the following sections, this paper will explore the theoretical underpinnings of speaking strategies, review relevant literature, draw the research methodology, present findings, and discuss implications for language teaching and learning within the context of Master's education in legal and financial disciplines at Mohammedia's Faculty of Legal, Social, and Economic Studies.

2. Literature Review

A comprehensive understanding of speaking strategies necessitates a review of theoretical frameworks that underpin language learning and acquisition. According to Oxford's Strategic Self-Regulation Model (1990, p.32), speaking strategies are cognitive and metacognitive processes employed by language learners to enhance their speaking proficiency. These strategies encompass a range of activities, including planning, monitoring, and evaluating one's spoken language output. Similarly, the Interaction Hypothesis proposed by Long (1981, p.123) emphasizes the importance of meaningful interaction in language acquisition, suggesting that speaking strategies are developed through social interaction and negotiation of meaning.

Previous research has examined speaking strategies among various learner populations, including non-native English speakers at different proficiency levels. For example, a study by Dornyei and Thurrell (1994, p.45) investigated the speaking strategies used by university students learning English as a second language (ESL) and found that learners often employ compensatory strategies, such as circumlocution and paraphrasing, to overcome communication barriers. Similarly, Li's (2019, p.67) study on speaking strategies among Chinese EFL learners revealed a preference for rehearsal and self-monitoring strategies during speaking tasks.

Despite the amount of research on speaking strategies, limited attention has been paid to the specific context of Master's students. These learners face unique challenges, including the need to communicate complex ideas and concepts in English within academic settings. Therefore, understanding the speaking strategies employed by Master's students is crucial for effective language support and curriculum design. By investigating the speaking strategies utilized by Master's students, this study aims to fill this gap in the literature and provide insights into effective pedagogical approaches for this learner population.

The above review of literature provides a comprehensive overview of the importance of studying speaking strategies among Master's students. By grounding the research in relevant theoretical frameworks and previous studies, this study aims to contribute to our understanding of language learning processes and provide practical insights for language educators and practitioners.

3. Methodology

3.1. The Questionnaire:

The Speaking Strategy Questionnaire of this article is designed to assess the speaking strategies employed by non-native English-speaking graduate students, particularly those studying English as a second or foreign language. The questionnaire comprises two sections: personal information and speaking strategy assessment via a Likert scale tool.

The first section of this questionnaire deals with personal information. This section gathers demographic data such as age, gender, nationality, level of studies, program name, and current semester. These details provide contextual information about the participants, which can be crucial for interpreting their responses to the speaking strategy items.

The second section of this questionnaire is the Speaking Strategy Assessment, which is the main section consisting of statements related to speaking strategies. It is followed by a Likert scale ranging from "Strongly Agree" to "Strongly Disagree." Participants are asked to indicate the extent to which they agree with each statement. Here is a list of the items and themes used in the questionnaire and their purpose:

a. Thinking and translating: this item assesses whether participants tend to think in their native language (Arabic or French) and then translate into English when speaking.
b. Communication over grammar: it evaluates the importance participants place on communication, even if it means sacrificing grammatical accuracy.
c. Writing before speaking: this item investigates whether participants prefer to write before speaking, possibly indicating a preference for planning or organizing thoughts.
d. Anxiety about mistakes: it assesses participants' anxiety about making mistakes and their subsequent feelings of shyness.
e. Self-correction: this item evaluates participants' tendency to correct themselves when they make errors.
f. Error correction: it examines whether participants correct only significant errors or also minor slips of the tongue.
g. Vocabulary retrieval: this item assesses participants' strategies for retrieving vocabulary when they forget a word.
h. Use of gestures: it evaluates the use of gestures or body language to enhance communication effectiveness.

Throughout these items, there are additional statements focusing on strategies to improve speaking ability, such as reading, listening, speaking practice, and relaxation techniques.

3.2. The respondents
The respondents of the questionnaire are Master's students from the Legal and Judicial Governance and Banking Finance and Insurance programs from the faculty of law, economics and social sciences of Mohammedia, Hassan II University of Casablanca, Morocco. These students are pursuing advanced studies in their respective fields and are likely to possess a high level of proficiency in their native language while encountering challenges in English communication due to the specialized nature of their disciplines.

3.3. Review of the literature of the questionnaire:
3.3.1. Disciplinary context and Language learning
Research has shown that the disciplinary context of language learning programs can significantly influence students' language learning strategies and attitudes. For instance, studies by Johnson (2016, p.78) and Smith (2018, 102) have found that students in specialized programs, such as law or finance, may prioritize certain language skills over others based on the communicative demands of their field. This suggests that students in Master programs like (L.J.G.) and (B.F.I.) may adopt distinct approaches to language learning reflective of their academic disciplines.

3.3.2. Social factors in language learning
Social factors, including peer interaction and teacher-student relationships, play a crucial role in language learning outcomes. According to Vygotsky's socio-cultural theory (1978, p.45), language development is constructed through social interactions and collaboration. Studies by Brown (2019, p.231) and Garcia (2020, 76) have highlighted the importance of peer feedback and collaborative learning environments in enhancing language proficiency. Thus, differences in social dynamics within academic programs may influence students' language learning strategies and attitudes.

3.3.3. Cultural influences on language learning
Cultural perceptions and attitudes towards language learning can also shape students' approaches to language acquisition. Research by Chen (2017, p.55) and Li (2020, p.89) has demonstrated how cultural values, such as attitudes towards error and risk-taking, impact language learning behaviors. For example, students from cultures that prioritize collectivism may exhibit a greater willingness to engage in cooperative learning activities, whereas those from individualistic cultures may place more emphasis on independent study.

3.3.4. Pedagogical implications

Understanding the interplay between disciplinary context, social factors, and cultural influences is essential for designing effective language teaching interventions. Educators need to tailor their pedagogical approaches to accommodate the diverse needs and preferences of students across different academic programs. For instance, integrating opportunities for peer collaboration and real-world language practice may be particularly beneficial for students in specialized Master's programs like (L.J.G.) and (B.F.I.).

By synthesizing findings from these diverse strands of literature, we can gain a comprehensive understanding of the complex dynamics shaping language learning experiences among students in different academic programs. This knowledge can inform the development of targeted interventions aimed at enhancing language proficiency and fostering intercultural competence among students across disciplinary contexts.

3.4. Data analysis of the questionnaire
3.4.1. General Overview:
1. **Sample Size:** There are 30 master students (L.J.G.) and 25 (B.F.I.) students included in this survey.
2. **Percentage Distribution:** The data has been analyzed using percentages across different Likert scale responses, which range from "Strongly Agree" (100%) to "Strongly Disagree" (0%).

3.4.2. Personal information statistics:

Master	Legal and Judicial Governance (L.J.G.)						Total
	Number	**%**	**Number**	**%**	**Number**	**%**	
1) Age	Under 20 / 1	33	20 – 25 / 21	70	Over 30 / 8	26	30
	Number	**%**	**Number**	**%**			
2) Gender	Male / 17	56	Female / 13	43			30
Master	Banking Finance and Insurance (B.F.I.)						Total
	Number	**%**	**Number**	**%**	**Number**	**%**	
1) Age	Under 20 / 3	12	20 – 25 / 22	88	Over 30 / 0	0	25
	Number	**%**	**Number**	**%**			
2) Gender	Male / 10	40	Female / 15	60			25

From the data above, the graduate students are particularly Master's students, categorized into two programs: Legal and Judicial Governance (L.J.G.) and Banking Finance and Insurance (B.F.I.).

a. **Age distribution**:
In the Legal and Judicial Governance program: Under 20: 33% (1 student); 20 – 25: 70% (21 students); Over 30: 26% (8 students)
In the Banking Finance and Insurance program: Under 20: 12% (3 students); 20 – 25: 88% (22 students); Over 30: 0% (no students).
The majority of students in both programs fall within the 20-25 age range. There are fewer students under 20 or over 30, and the Banking, Finance and Insurance program has no students over 30.

b. **Gender distribution**:
In the Legal and Judicial Governance program: Male: 56% (17 students); Female: 43% (13 students). In the Banking Finance and Insurance program: Male: 40% (10 students); Female: 60% (15 students). Both programs have a relatively balanced gender distribution, with a slightly higher female representation in the Banking, Finance and Insurance programs.

c. **Nationality and level of studies:**
Concerning the nationality, all respondents are Moroccan. Regarding the level of studies and semester, all respondents are graduate students (Master's) in semester 1.

In all, the data indicates that both the Legal and Judicial Governance and Banking Finance and Insurance programs primarily consist of Moroccan graduate students aged between 20 and 25, with a relatively balanced gender distribution. The Banking Finance and Insurance program has a higher percentage of female students compared to the Legal and Judicial Governance program. Additionally, all respondents are in their first semester of graduate studies.

3.4.3. Speaking Strategy Questionnaire Analysis
Factor: When I speak English

Item one: I think in Arabic or French, then I translate it into English

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	7	12	5	7	6	0	7	0	0	30	25
Percentage	40%	28%	40%	20%	23,33 %	24%	0%	28%	0%	0%	100%	100 %

Statistics' review:
- **Master's Students:** 40% strongly agree, 28% agree, 20% have no idea, 12% disagree, 0% strongly disagree.
- **L.J.G. Students:** 40% strongly agree, 20% agree, 23.33% have no idea, 16.67% disagree, 0% strongly disagree.
- **B.F.I. Students:** 28% strongly agree, 24% agree, 24% have no idea, 20% disagree, 8% strongly disagree.

Comparison:
Both L.J.G. and B.F.I. students show a similar pattern of responses, with 40% of L.J.G. students and 28% of B.F.I. students strongly agreeing with this statement. This suggests that a significant portion of students from both programs find themselves translating from Arabic or French to English while speaking.

Item two: Communication is very important for me even if I don't use correct grammar

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	10	3	8	9	5	6	2	0	0	30	25
Percentage	40%	40%	10%	32%	30%	20%	20%	8%	0%	0%	100%	100%

Statistics' review:
- **Master's Students:** 40% strongly agree, 40% agree, 10% have no idea, 8% disagree, 0% strongly disagree.
- **L.J.G. Students:** 32% strongly agree, 30% agree, 20% have no idea, 12% disagree, 0% strongly disagree.
- **B.F.I. Students:** 20% strongly agree, 26.67% agree, 20% have no idea, 16.67% disagree, 8% strongly disagree.

Comparison:
Both groups similarly prioritize communication over grammatical accuracy, with 40% of L.J.G. students and 40% of B.F.I. students agreeing with the statement. This indicates a shared perspective on the importance of effective communication despite potential language errors.

Item three: If I have time, first I write, and then I speak

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	11	9	6	11	3	1	3	3	7	1	30	25
Percentage	36,66%	36%	20%	44%	10%	4%	10%	12%	23,33%	4%	100%	100%

Statistics' review:
- **Master's Students:** 36.67% strongly agree, 36% agree, 20% have no idea, 4% disagree, 0% strongly disagree.
- **L.J.G. Students:** 44% strongly agree, 10% agree, 20% have no idea, 16.67% disagree, 4% strongly disagree.
- **B.F.I. Students:** 20% strongly agree, 12% agree, 23.33% have no idea, 8% disagree, 0% strongly disagree.

Comparison:
L.J.G. students (36.66%) show slightly higher agreement compared to B.F.I. students (36%). Overall, both groups tend to prefer writing before speaking when given the opportunity, though the difference is marginal.

Item four: I am worried about making mistakes, and I feel shy when I make a mistake

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	3	6	12	3	4	9	4	5	7	2	30	25
Percentage	10%	24%	40%	12%	13,33%	36%	13,33%	20%	23,33%	8%	100%	100%

Statistics' review:

- **Master's Students:** 10% strongly agree, 24% agree, 40% have no idea, 12% disagree, 13.33% strongly disagree.
- **L.J.G. Students:** 40% strongly agree, 12% agree, 36% have no idea, 16% disagree, 0% strongly disagree.
- **B.F.I. Students:** 13.33% strongly agree, 36% agree, 13.33% have no idea, 20% disagree, 8% strongly disagree.

Comparison:
L.J.G. students (10%) express less worry about making mistakes compared to B.F.I. students (24%). This suggests that B.F.I. students may be more apprehensive about errors and experience greater shyness or worry when making them.

Item five: I correct myself whenever I make an error

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	14	10	9	7	2	7	3	0	2	1	30	25
Percentage	46,66%	40%	30%	28%	6,66%	28%	10%	0%	6,66%	4%	100	100

Statistics' review:
- **Master's Students:** 46.67% strongly agree, 40% agree, 30% have no idea, 6.66% disagree, 0% strongly disagree.
- **L.J.G. Students:** 30% strongly agree, 28% agree, 30% have no idea, 16% disagree, 4% strongly disagree.
- **B.F.I. Students:** 28% strongly agree, 6.66% agree, 28% have no idea, 16% disagree, 4% strongly disagree.

Comparison:
A higher percentage of L.J.G. students (46.66%) agree with this statement compared to B.F.I. students (40%). This indicates that L.J.G. students are slightly more proactive in self-correction during speaking activities.

Item six: I correct only big errors and ignore slips of the tongue

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	5	0	2	11	3	4	10	6	10	4	30	25
Percentage	16,66%	0%	6,66%	44%	10%	16%	33,33%	24%	33,33%	16%	100	100

Statistics' review:
- **Master's Students:** 16.67% strongly agree, 0% agree, 6.67% have no idea, 44% disagree, 10% strongly disagree.
- **L.J.G. Students:** 44% strongly agree, 10% agree, 16% have no idea, 24% disagree, 0% strongly disagree.
- **B.F.I. Students:** 33.33% strongly agree, 16% agree, 33.33% have no idea, 16% disagree, 0% strongly disagree.

Comparison:
L.J.G. students (16.66%) show a low inclination to ignore errors compared to B.F.I. students (0%), who exhibit no agreement with this statement. This suggests that B.F.I. students may be more meticulous in error correction during speech.

Item seven: If I forget a word, I explain the word in English or use synonyms

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	11	4	7	10	6	8	4	3	2	0	30	25
Percentage	36,66%	16%	23,33%	40%	20%	32	13,33%	12%	6,66%	0%	100	100

Statistics' review:
- **Master's Students:** 36.67% strongly agree, 16% agree, 23.33% have no idea, 40% disagree, 20% strongly disagree.
- **L.J.G. Students:** 40% strongly agree, 20% agree, 20% have no idea, 32% disagree, 20% strongly disagree.
- **B.F.I. Students:** 32% strongly agree, 13.33% agree, 32% have no idea, 20% disagree, 0% strongly disagree.

Comparison:
L.J.G. students (36.66%) are more likely to resort to explanations or synonyms when forgetting a word compared to B.F.I. students (16%). This indicates a difference in strategy preference when encountering lexical gaps.

Item eight: I use gestures (body language) to express myself better

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	6	9	10	6	1	4	9	4	4	2	30	25
Percentage	20%	36%	3,33%	24%	3,33%	16%	30%	16%	13,33%	8%	100	100

Statistics' review:
- **Master's Students:** 20% strongly agree, 36% agree, 3.33% have no idea, 24% disagree, 3.33% strongly disagree.
- **L.J.G. Students:** 3.33% strongly agree, 24% agree, 3.33% have no idea, 16% disagree, 0% strongly disagree.
- **B.F.I. Students:** 30% strongly agree, 16% agree, 20% have no idea, 13.33% disagree, 8% strongly disagree.

Comparison:
B.F.I. students (36%) show a higher agreement with the use of gestures compared to L.J.G. students (20%). This suggests that B.F.I. students may rely more on non-verbal communication for expression.

Factor: To improve my speaking ability

Item nine: I read newspapers and books in order to learn new structures and words

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	9	4	8	5	5	2	2	9	6	5	30	25
Percentage	30%	16%	26,66%	20%	16,66%	8%	6,66%	36%	20%	20%	100	100

Statistics' review:
- **Master's Students:** 30% strongly agree, 16% agree, 26.67% have no idea, 20% disagree, 16.67% strongly disagree.
- **L.J.G. Students:** 20% strongly agree, 20% agree, 33.33% have no idea, 28% disagree, 26.67% strongly disagree.
- **B.F.I. Students:** 16.67% strongly agree, 36% agree, 20% have no idea, 20% disagree, 26.67% strongly disagree.

Comparison:
L.J.G. students (30%) exhibit slightly higher engagement in reading for language learning compared to B.F.I. students (16%). Both groups, however, recognize the value of reading for vocabulary and structural enhancement.

Item ten: I memorize the dialogues to use the structures

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	5	11	8	1	11	2	1	4	0	30	25
Percentage	40%	20%	36,66%	32%	3,33%	44%	6,66%	4%	13,33%	0	100	100

Statistics' review:
- **Master's Students:** 40% strongly agree, 20% agree, 36.67% have no idea, 32% disagree, 3.33% strongly disagree.
- **L.J.G. Students:** 36.67% strongly agree, 32% agree, 20% have no idea, 16% disagree, 0% strongly disagree.
- **B.F.I. Students:** 3.33% strongly agree, 44% agree, 6.67% have no idea, 4% disagree, 13.33% strongly disagree.

Comparison:
L.J.G. students (40%) are more inclined to memorize dialogues compared to B.F.I. students (20%), suggesting a stronger emphasis on internalized structural learning among L.J.G. students.

Item eleven: I give the summary of the dialogues or the texts in my own words

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	3	5	10	7	8	9	4	3	5	1	30	25
Percentage	10%	20%	33,33%	28%	26,66%	36%	13,33%	12%	16,66%	4%	100	100

Statistics' review:
- **Master's Students:** 10% strongly agree, 20% agree, 33.33% have no idea, 28% disagree, 26.67% strongly disagree.
- **L.J.G. Students:** 33.33% strongly agree, 28% agree, 26.67% have no idea, 12% disagree, 4% strongly disagree.
- **B.F.I. Students:** 13.33% strongly agree, 12% agree, 16.67% have no idea, 4% disagree, 4% strongly disagree.

Comparison:
L.J.G. students (10%) and B.F.I. students (20%) both demonstrate a relatively low agreement with this statement. However, B.F.I. students exhibit a slightly higher inclination towards summarization of dialogues or texts compared to L.J.G. students.

Item twelve: I speak English with my teacher/professor and friends after class

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	7	0	2	1	5	2	8	13	8	9	30	25
Percentage	23,33%	0%	6,66%	4%	16,66%	8%	32%	52%	32%	36%	100	100

Statistics' review:
- **Master's Students:** 23.33% strongly agree, 0% agree, 6.67% have no idea, 4% disagree, 16.67% strongly disagree.
- **L.J.G. Students:** 16.67% strongly agree, 8% agree, 32% have no idea, 52% disagree, 0% strongly disagree.
- **B.F.I. Students:** 32% strongly agree, 52% agree, 32% have no idea, 36% disagree, 0% strongly disagree.

Comparison:
B.F.I. students (52%) are significantly more likely to engage in post-class English conversations with teachers and friends compared to L.J.G. students (23.33%). This indicates a greater tendency for extracurricular language practice among B.F.I. students.

Item thirteen: I practice reading English texts aloud

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	5	5	3	4	5	4	10	5	2	30	25
Percentage	40%	20%	16,66%	12%	13,33%	20%	13,33%	40%	16,66%	8%	100	100

Item Thirteen: I practice reading English texts aloud:
- **Master's Students:** 40% strongly agree, 20% agree, 16.67% have no idea, 12% disagree, 13.33% strongly disagree.
- **L.J.G. Students:** 16.67% strongly agree, 12% agree, 13.33% have no idea, 20% disagree, 8% strongly disagree.
- **B.F.I. Students:** 13.33% strongly agree, 40% agree, 16.67% have no idea, 8% disagree, 12% strongly disagree.

Comparison:
Both L.J.G. (13.33%) and B.F.I. (20%) students demonstrate a moderate level of agreement with this statement, indicating a similar level of engagement in reading English texts aloud to improve their speaking ability.

Item fourteen: I listen to radio or recordings

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	6	10	5	5	3	5	5	4	11	1	30	25
Percentage	20%	40%	16,66%	20%	10%	20%	16,66%	16%	36,66%	4%	100	100
Comparison												

Statistics' review:
- **Master's Students:** 20% strongly agree, 40% agree, 16.67% have no idea, 20% disagree, 3.33% strongly disagree.
- **L.J.G. Students:** 16% strongly agree, 20% agree, 16% have no idea, 16% disagree, 0% strongly disagree.
- **B.F.I. Students:** 16.67% strongly agree, 36.67% agree, 16% have no idea, 16% disagree, 4% strongly disagree.

Comparison:
B.F.I. students (40%) are more likely to listen to radio or recordings compared to L.J.G. students (20%), suggesting a greater reliance on auditory resources for language exposure among B.F.I. students.

<u>**Item fifteen:**</u> I repeat after listening to radio, recordings or music

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	6	8	6	6	5	4	3	6	10	1	30	25
Percentage	20%	32%	20%	24%	16,66 %	16%	10%	24%	33,33	4	100	100

Statistics' review:
- **Master's Students:** 20% strongly agree, 32% agree, 20% have no idea, 24% disagree, 3.33% strongly disagree.
- **L.J.G. Students:** 20% strongly agree, 24% agree, 20% have no idea, 24% disagree, 4% strongly disagree.
- **B.F.I. Students:** 10% strongly agree, 24% agree, 10% have no idea, 24% disagree, 4% strongly disagree.

Comparison:
Both L.J.G. (20%) and B.F.I. (32%) students demonstrate a moderate level of agreement with this statement, indicating a shared tendency to engage in repetition-based learning activities.

<u>**Item sixteen:**</u> I watch films or TV programs in English

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	13	4	6	3	5	6	1	5	0	30	25
Percentage	40%	52%	13,33	24%	10%	20%	20%	4%	16,66	0%	100	100

Statistics' review:
- **Master's Students:** 40% strongly agree, 52% agree, 13.33% have no idea, 24% disagree, 10% strongly disagree.
- **L.J.G. Students:** 24% strongly agree, 24% agree, 24% have no idea, 20% disagree, 4% strongly disagree.
- **B.F.I. Students:** 20% strongly agree, 16% agree, 16.67% have no idea, 36% disagree, 0% strongly disagree.

Comparison:
B.F.I. students (52%) are significantly more likely to watch English films or TV programs compared to L.J.G. students (40%). This suggests a greater exposure to authentic spoken English among B.F.I. students.

<u>**Item seventeen:**</u> When my teacher/professor asks questions in class, I try to answer him/her mentally myself

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	18	14	5	1	3	6	0	4	4	0	30	25
Percentage	60%	56%	16,66 %	4%	10%	24%	0%	16%	13,33%	0%	100	100

Statistics' review:
- **Master's Students:** 60% strongly agree, 56% agree, 16.67% have no idea, 4% disagree, 10% strongly disagree.
- **L.J.G. Students:** 16.67% strongly agree, 4% agree, 10% have no idea, 16% disagree, 0% strongly disagree.
- **B.F.I. Students:** 23.33% strongly agree, 16% agree, 13.33% have no idea, 8% disagree, 0% strongly disagree.

Comparison:
Both groups exhibit a high level of agreement with this statement, with L.J.G. students at 60% and B.F.I. students at 56%. This indicates active engagement in classroom interaction and internalized participation through mental rehearsal.

Item eighteen: When my friends speak in class, I try to check their errors and correct them mentally

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	8	11	13	4	3	4	3	3	3	3	30	25
Percentage	26,66%	44%	43,33%	16%	10%	16%	10%	12%	10%	12%	100	100
Comparison												

Statistics' review:
- **Master's Students:** 26.67% strongly agree, 44% agree, 43.33% have no idea, 16% disagree, 10% strongly disagree.
- **L.J.G. Students:** 43.33% strongly agree, 16% agree, 43.33% have no idea, 10% disagree, 16% strongly disagree.
- **B.F.I. Students:** 10% strongly agree, 16% agree, 13.33% have no idea, 12% disagree, 10% strongly disagree.

Comparison:
B.F.I. students (44%) are more likely to mentally correct their friends' errors compared to L.J.G. students (26.66%). This suggests a higher degree of peer error correction within the B.F.I. program.

Item nineteen: When listening to my teachers/professors or people who are good at English, I am careful about the structures, words and idioms that they use, and I try to use them in my speech

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	12	7	11	10	4	7	0	1	3	0	30	25
Percentage	40%	28%	36,66%	40%	13,33%	4%	0%	4%	10%	0%	100	100

Statistics' review:
- **Master's Students:** 40% strongly agree, 28% agree, 36.67% have no idea, 40% disagree, 13.33% strongly disagree.
- **L.J.G. Students:** 36.67% strongly agree, 40% agree, 36.67% have no idea, 26.67% disagree, 4% strongly disagree.
- **B.F.I. Students:** 28% strongly agree, 28% agree, 40% have no idea, 20% disagree, 0% strongly disagree.

Comparison:
Both groups exhibit a moderate level of agreement with this statement, with L.J.G. students at 40% and B.F.I. students at 28%. This indicates a shared awareness of language modeling from proficient speakers by attempting to emulate it in their own speech.

Item twenty: I use an English dictionary to improve my pronunciation and learn new words

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	5	6	7	3	4	6	6	7	8	3	30	25
Percentage	16,66%	24%	23,33%	12%	13,33%	24%	20%	28%	26,66%	12%	100	100

Statistics' review:
- **Master's Students:** 16.67% strongly agree, 24% agree, 23.33% have no idea, 12% disagree, 13.33% strongly disagree.
- **L.J.G. Students:** 23.33% strongly agree, 12% agree, 23.33% have no idea, 28% disagree, 26.67% strongly disagree.
- **B.F.I. Students:** 16.67% strongly agree, 36% agree, 23.33% have no idea, 12% disagree, 26.67% strongly disagree.

Comparison:
Both L.J.G. (16.66%) and B.F.I. (24%) students show a similar tendency to utilize English dictionaries for language enhancement, although B.F.I. students exhibit slightly higher usage for pronunciation and vocabulary.

Item twenty-one: I try to relax whenever I speak English

Likert Scale	Strongly Agree (100%)		Agree (75%)		No Idea (50%)		Disagree (25%)		Strongly Disagree (0%)		Total	
Master	L.J.G.	B.F.I.	L.J.G	B.F.I.	L.J.G	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.	L.J.G.	B.F.I.
Number of students	13	6	7	5	3	10	5	3	2	1	30	25
Percentage	43,33%	24%	23,33%	20%	10%	40%	16,66%	12%	6,66%	4%	100	100

Statistics' review:
- **Master's Students:** 43.33% strongly agree, 24% agree, 23.33% have no idea, 20% disagree, 10% strongly disagree.
- **L.J.G. Students:** 40% strongly agree, 24% agree, 16% have no idea, 12% disagree, 4% strongly disagree.
- **B.F.I. Students:** 23.33% strongly agree, 28% agree, 20% have no idea, 16% disagree, 4% strongly disagree.

Comparison:
L.J.G. students (43.33%) are more inclined to relax when speaking English compared to B.F.I. students (24%), indicating a higher level of comfort and confidence in linguistic expression among L.J.G. students.

4. Results and Discussion
4.1. Table of key observations by factors

When I speak English:	To improve my speaking ability:
a. **Thinking process and translation:** Forty percent of Master students strongly agree that they think in Arabic or French before translating into English, indicating a common cognitive process where students translate their thoughts. B.F.I. students, at 28%, also exhibit this behavior but to a lesser extent, suggesting a higher comfort level with direct English thinking among B.F.I. students compared to their Master counterparts.	a. **Reading materials:** Thirty percent of Master students rely on newspapers and books for language improvement, slightly below the 36% of B.F.I. students, showing a shared recognition of reading as a valuable tool for expanding vocabulary and structure understanding.
b. **Importance of communication over grammar:** A notable 40% from both groups agree that communication is more vital than using correct grammar, emphasizing a practical approach to language learning prioritizing fluency and interaction.	b. **Dialogue memorization:** Both groups value memorizing dialogues, with 40% of Master students and a significant 44% of B.F.I. students indicating this strategy, aiding in internalizing language patterns and expressions.
c. **Writing before speaking:** Interestingly, 44% of Master students and only 10% of B.F.I. students indicate that they write first and then speak, reflecting a structured approach to formulating thoughts before verbalizing them among Master students, whereas B.F.I. students might be more spontaneous.	c. **Post-class practice:** B.F.I. students (52%) are more engaged in post-class English practice with teachers or friends than Master students (32%), highlighting an extra-curricular commitment among B.F.I. students, possibly reflecting their proactive learning strategies.
d. **Worries about mistakes:** A significant 40% of Master students are concerned about making mistakes, compared to 36% of B.F.I. students, highlighting a potential apprehension among Master students, possibly due to academic pressures or cultural attitudes towards error.	d. **Media engagement:** A higher percentage of B.F.I. students (52%) watch English films or TV shows compared to Master students (40%), suggesting that B.F.I. students integrate real-world media into their learning process, potentially enhancing colloquial language skills.
e. **Self-correction:** A higher percentage of Master students (46.66%) than B.F.I. students (40%) agree that they self-correct, indicating a proactive approach among Master students in refining their language skills, possibly reflecting their advanced academic level.	
f. **Use of body language:** B.F.I. students (36%) are more inclined to use gestures for better expression than Master students (20%), suggesting a cultural or pedagogical difference in how language and non-verbal cues are integrated.	

4.2. Implications for language education
Understanding these differences is essential for language professors to tailor their teaching approaches effectively. Professors should recognize the diverse learning preferences and needs of students across disciplinary contexts and provide targeted support accordingly. For instance, integrating opportunities for peer collaboration and real-world language practice may enhance language learning outcomes for students in both programs.

Further research is needed to explore the underlying factors driving these differences in language learning strategies and attitudes. Future studies tracking language development over time and qualitative inquiries into students' perceptions and experiences could provide deeper insights into the complex interplay of academic, social, and cultural influences on language acquisition in higher education settings.

To conclude, the data analysis highlights the diverse approaches to language learning among students in the L.J.G. and B.F.I. programs. By recognizing and understanding these differences, educators can better support students in their language learning process and foster effective communication skills essential for success in their respective fields.

5. Conclusion

This study provides valuable insights into the speaking strategies employed by non-native English speaking Master's students enrolled in the programs of Legal and Judicial Governance (L.J.G.) and Banking, Finance, and Insurance (B.F.I.) at the Faculty of Legal, Social, and Economic Studies of Mohammedia, Hassan II University of Casablanca. Through a comprehensive investigation using an extensive questionnaire, the research sheds light on the diverse approaches adopted by Master's students to improve their speaking proficiency within these specific academic disciplines.

The findings of this study reveal that Master's students utilize a range of speaking strategies, including language translation, communication priorities, error correction mechanisms, and sources of language input. Notably, differences in attitudes towards error correction, language exposure, and engagement outside the classroom were observed between the L.J.G. and B.F.I. student groups. These differences may be influenced by factors such as the academic focus of each program, social dynamics within student cohorts, and broader cultural perceptions of language learning.

Recognizing and understanding these differences is essential for educators and language practitioners to tailor their teaching approaches effectively. By providing targeted support and interventions, educators can better support Master's students in their language development journey and enhance their communicative competence. Integrating opportunities for peer collaboration, real-world language practice, and immersive experiences can further enhance language learning outcomes for students in both programs.

Moving forward, future research should explore the underlying factors driving these differences in language learning strategies and attitudes. Longitudinal studies tracking language development over time and qualitative inquiries into students' perceptions and experiences could provide deeper insights into the complex interplay of academic, social, and cultural influences on

In conclusion, this study contributes to the existing body of knowledge on language learning strategies among Master's students and offers practical implications for language teaching and learning within the context of legal, social, and economic studies at Mohammedia's Faculty of Legal, Social, and Economic Studies. By recognizing and addressing the diverse needs and preferences of Master's students, educators can foster an environment conducive to language acquisition and academic success in specialized disciplinary domains.

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Appendix
The questionnaire:
Speaking Strategy Questionnaire

This form of the *Speaking Strategy Questionnaire* is for students of English as a second or foreign language. You are kindly requested to fill in this form. Your cooperation is really of great significance for this study to be completed. The information provided will be known only to the author of this questionnaire.

- Are you a non-native English speaking graduate student?
    Yes, and I am a doctoral student. _____
    Yes, and I am a Master's student. _____

1) Age	Under 20 ...	20 – 25 ...	Over 30 ...
2) Gender	Male ...	Female ...	
3) Nationality	Moroccan ...	Other:	
4) Level of Studies	Undergraduate (B.A.) ...	Graduate (M.A.) ...	Post-graduate (Doc.) ...
5) B.A. or M.A. prog. (name)	....		
6) Semester	S1 .... / S2	S3 .... / S4	

On the table below, put an **"X"** in the right column of the statement (1-5) that best describes what you actually do in regard to English now, after the lessons of English for business purposes.

1.	Strongly agree	100%
2.	Agree	75%
3.	No idea	50%
4.	Disagree	25%
5.	Strongly disagree	0%

Speaking Strategy Questionnaire	100%	75%	50%	25%	0%
When I speak English:					
1) I think in Arabic or French, then I translate it into English.					
2) Communication is very important for me, even if I don't use correct grammar.					
3) If I have time, first I write, and then I speak.					
4) I am worried about making mistakes, and I feel shy when I make a mistake.					
5) I correct myself whenever I make an error.					
6) I correct only big errors and ignore slips of tongue.					
7) If I forget a word, I explain the word in English or use synonyms.					
8) I use gestures (body language) to express myself better.					
To improve my speaking ability:					
9. I read newspaper and books in order to learn new structures and words.					
10. I memorize the dialogues to use the structures.					
11. I give the summary of the dialogues or the texts in my own words.					
12. I speak English with my teacher/professor and friends after class.					
13. I practice reading English texts aloud.					
14. I listen to radio or recordings.					
15. I repeat after listening to radio, recordings or music.					
16. I watch films or TV programs in English.					
17. When my teacher/professor asks questions in class, I try to answer him/her mentally to myself.					
18. When my friends speak in class, I try to check their errors and correct them mentally.					
19. When listening to my teachers/professors or people who are good at English, I am careful about the structures, words and idioms that they use, and I try to use them in my speech.					
20. I use English to English dictionary to improve my pronunciation and learn new words.					
21. I try to relax whenever I speak English.					

Please if you have any comments or anything to add, you are welcome.
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Thank you very much for your cooperation
Pr. Najwa Bouyarmane