

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE EFFECT OF FOREIGN LANGUAGE STRATEGIES STUDENTS USE
ON THEIR ACHIEVEMENT IN LEARNING ENGLISH**

MASTER'S THESIS

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**Department of English Language Teaching
English Language Teaching Program**

AUGUST, 2022

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APPROVAL PAGE

DECLARATION

I hereby declare with respect that the study “The Effect of Foreign Language Strategies Students Use on Their Achievement in Learning English”, which I submitted as a Master’s thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project Phase to the conclusion of the thesis and the works I have benefited are from those shown in the Bibliography.

Razan TALEB

FOREWORD

Thanks to His Majesty Almighty God who has given His bless to me to complete the thesis entitled” The Effect of Foreign Language Strategies Students Use on Their Achievement in Learning English”.

Besides, I would like to explore my gratitude to Turkey, this great country who has hosted me and has provided me the chance to shine and afford all my best. In addition, many thanks to my instructor Professor Eyyüp Yaşar KÜRÜM, who has guided me with all his useful recommendations and great experience.

While preparing this research paper, I faced a lot of challenges and constrains but with help of many loyal individuals, I was encouraged to arrive to graduation step. Those individuals were my family, my husband Abdulrahman, my three children Diaa, Merna and Mirai. Also, my parents who blessed me with their prayers.

Hopefully this paper can aid the readers to gain more knowledge about young learners and LLS teaching method.

August 2022

RAZAN TALEB

THE EFFECT OF FOREIGN LANGUAGE LEARNING STRATEGIES STUDENTS USE ON THEIR ACHIEVEMENT IN LEARNING ENGLISH

ABSTRACT

This study investigated the types of the foreign language learning strategies that secondary school students use and the effect of these strategies on their English achievement. In the study, Oxford's (1990) "Young Learners' Language Strategy Survey" was used as the data collection instrument. The survey includes statements about the strategy use of learners on reading, listening, writing, speaking, translation and vocabulary knowledge in the target language. 128 public secondary school students from the 8th to 12th grades were asked to complete the questionnaire. Their level of English grammar is intermediate (B1). The findings of the study revealed that there was a strong correlation between students' use of language learning strategies and their English achievement. Based on the findings of the study, it can be said that raising awareness of English learners for their use of diverse strategies may help them to improve their language competency.

Keywords: Foreign Language Learning Strategies (LLS), Communicative skills, Learning English as Foreign Language (EFL)

ÖĞRENCİLERİN KULLANDIKLARI YABANCI DİL ÖĞRENME STRATEJİLERİNİN İNGİLİZCE ÖĞRENME BAŞARILARINA ETKİSİ

ÖZET

Bu çalışma ortaokul ve lise öğrencilerinin kullandıkları yabancı dil öğrenme stratejilerinin türlerini ve bu stratejilerin İngilizce başarılarına etkisini araştırmıştır. Araştırmada veri toplama aracı olarak Oxford'un (1990) "Genç Öğrencilerin Dil Stratejisi Anketi" kullanılmıştır. Anket, hedef dilde okuma, dinleme, yazma, konuşma, çeviri ve kelime bilgisi konusunda öğrencilerin strateji kullanımı hakkında ifadeler içermektedir. 8. sınıftan 12. sınıfa kadar 128 devlet ortaokul ve lise öğrencisinden anketi doldurmaları istenmiştir. Öğrencilerin İngilizce yeterlilikleri son 2 dönem okul notlarına göre orta ile orta arasındaydı, bu öğrenciler devlet okulu müfredatında 4. sınıftan itibaren İngilizce okuyorlardı. Araştırmanın bulguları, öğrencilerin dil öğrenme stratejilerini kullanmaları ile İngilizce başarıları arasında güçlü bir ilişki olduğunu ortaya koymuştur. Araştırma bulgularına dayalı olarak, İngilizce öğrenenlerin farklı stratejiler kullanmaları konusunda farkındalık yaratmanın onların dil yeterliliklerini geliştirmelerine yardımcı olabileceği söylenebilir.

Anahtar Kelimeler: Yabancı Dil Öğrenme Stratejileri (LLS), İletişim becerileri, Yabancı Dil Olarak İngilizce Öğrenme (EFL)

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ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
FLL	: Foreign Language Learning
FOREIGN LANGUAGE	: Second Language
L1	: First Language
LLS	: Language Learning Strategies
LTS	: Language Translation Strategies
PQA	: Personalized Question Answer
SL	: Source Language
SLA	: Second language acquisition
TL	: Target Language
TVWs	: Target Vocabulary Words
UNESCO	: United Nations Educational, Scientific and Cultural Organization

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I. INTRODUCTION

In this part the background and significance of the study, statement of the problem, purpose of the study, research questions, scope and limitations of the study, outline of the study and the definitions of key terms will be explained.

A. Background of the Study

The English language is one of the most widely used languages worldwide. It is the language of technology and science; nowadays there are around 1,132 million speakers of English language (Lobachev, 2008). Thus, English dominates universal information space and comprises more than 44% of printed and electronic materials (Lobachev, 2008). Therefore, it has become the most dominant language in the academic world, and it becomes a vital need to access available data and achieve various types of success in all areas.

English nowadays is a global language that is used in communication all over the world. Therefore, it is considered as language of communication, education and business. Despite difficulties that English language learners encounter to acquire skills of writing, reading, speaking, vocabulary and translation, there some language learning strategies that are crucial to solve these difficulties.

There are many studies confirming that strategies for learning languages are important to help students and learners particularly in the classroom and these strategies facilitate them to acquire sufficient knowledge of this target language (Wong & Nunan, 2011). However, there is a lack of research data on the impact of strategies for learning English as a foreign language and their impact on students' school achievement.

Depending on the context of the various studies, a learning strategy is a special mechanism or method that students use in the classroom to facilitate language learning and reduce the difficulties they face in doing homework. There are many strategies that students use at different levels of study while learning a second

language. This depends in particular on the level of students and the characteristics they have in acquiring that language.

Characteristics of language learning strategies are in a way that they make language learning useful, efficient, more interesting, and faster for language learners. Brown (2000) has stated that there are two types of language learning strategies: direct strategies and indirect strategies. Direct strategies of language learning involve memory strategies, cognitive strategies, and compensation strategies. Indirect strategies of language learning, on the other hand, involve metacognitive strategies, affective strategies, and social strategies .

Oxford (1990) defined a language learning strategy (LLS) as specific behaviors, actions, techniques, or steps that learners use consciously to improve their learning progress in developing foreign language skills. All foreign language learners use different strategies subconsciously or consciously either when they process new information or perform tasks in the classroom. Abmanan et al. (2010) refer to language learning strategies (LLS) as students' attempts to figure out the easiest and quickest way to solve what is required whenever they face difficult tasks or new input related to the foreign language.

The academic achievement of students is an important factor in the educational systems in different countries. The purpose of the academic achievement application is to identify the success or failure indicators of the targeted subject in the learning process. Thus, the effective and successful role of language learning strategies has potential correlation with students' academic achievement and the development their abilities and skills (Hayati, 2015)

This study aims to identify the impact of different strategies of learning English as a foreign language and evaluate students' achievements depending on LLS indicators. Some studies investigated students' academic achievement throughout the application of different strategies of learning English as foreign language (FOREIGN LANGUAGE). Sioson (2011) found that language learning strategies greatly affect students' academic achievement in speaking tasks of language learning. In a study, Angelianawati (2012) concluded that there is a positive correlation between applied strategies of language learning for secondary school students in Singaraja districts in India and their academic achievement. Hayati (2014), in another study, found a correlation between language learning strategies

that student use in second/foreign language learning and their academic achievement.

Dreyer (1998) conducted a study in South Africa educational context. The study investigated the teacher-student teaching-learning style in teaching-learning English among students with cultural diversity. The study concluded that teachers used a specific teaching style without taking into account the unsuitability of such style for all students. The results revealed that the individual differences among students should be taken into account. The study indicated that learning strategies were considered as a variable that could have an effect on the achievement of the learner in the classroom.

B. Significance of the Study

As there are various strategies for learning a foreign language that learners employ, the primary purpose of this study is to find out the strategies that support students the most to become high achievers. Concerning the teachers, they may encourage their students to try new language learning strategies that might help them to improve their language skills. Thus, teachers' awareness on the more frequently used LLS with students would be beneficial for more effective instruction. Another major aim of the study is to find out the correlation between EFL students' academic achievement and their use of listening, reading, speaking, writing, translation and vocabulary learning strategies. The significance of the study stems from the fact that it is one of the few studies that address the effect of foreign language strategies the students' use on their achievement in learning English. It is significant for teachers and educators to encourage their students to apply the effective foreign language strategies that improve their academic achievements. This study contributes to the literature in unravelling the foreign language strategies used by secondary male students in Turkey by manifesting their commonly used learning strategies and the suitable foreign language strategies that improve students' academic achievement in learning English. The paucity of studies that have been conducted on this field within the Turkish context has prompted the researcher to bridge this gap on literature.

C. Statement of the Problem

There are several language learning strategies that are beneficial for public

secondary school students. Therefore, this study was conducted to investigate the frequently used language learning strategies by the secondary school students and the correlation between the language learning strategies that they use and their academic achievement. In addition to the lack of awareness of language learning strategies among public secondary school students in Turkey and in spite of the integrating strategy into learning language curriculum, there is insufficiency of active regular extended programs that could sensitize and familiarize students with LLS (Sarafianou & Gavriilidou, 2015). The majority of the students in general and in Turkey in particular are oblivious of the importance and the role of foreign language strategies in improving their academic performance. The unawareness of the impact of foreign language strategies lead to students' poor academic performance. To overcome this problem, this study seeks to investigate the effectiveness of foreign language learning strategies on improving students' academic performance by conducting a pre-test and post-test.

D. Purpose of the Study

The purpose of this study is to find out the frequently used language learning strategies by secondary and high school English learners and the correlation between their academic achievement and the listening, speaking, reading, writing, vocabulary knowledge, and translation strategies they use.

To learn English, there are four basic English language skills to be achieved; listening, speaking, writing, and reading. The present study seeks to achieve the following objectives: first, it aims to identify the frequently used language learning strategies by secondary and high school English learners in learning English. Second, it articulates the relationship between secondary school students' academic achievement in English and the listening strategies that they use. Third, it identifies the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies that they use. Fourth, it identifies the relationship between secondary school students' academic achievement in English and the reading strategies that they use. Fifth, it aims to identify the relationship between secondary school students' academic achievement in English and the writing strategies that they use. Sixth, it investigates the relationship between secondary school students' academic achievement in English and the speaking

strategies that they use. Seventh, it investigates the relationship between secondary school students' academic achievement in English and the translation strategies that they use.

E. Research Questions

The questions that this study seeks to answer are as follows:

1. What language learning strategies do the secondary school students use in learning English?
2. What is the relationship between secondary school students' academic achievement in English and the listening strategies that they use?
3. What is the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies that they use?
4. What is the relationship between secondary school students' academic achievement in English and the reading strategies that they use?
5. What is the relationship between secondary school students' academic achievement in English and the writing strategies that they use?
6. What is the relationship between secondary school students' academic achievement in English and the speaking strategies that they use?
7. What is the relationship between secondary school students' academic achievement in English and the translation strategies that they use?

F. Research Hypotheses

H1. The study hypothesizes that secondary school students frequently use LLS.

H2. The study hypothesizes that there is a positive relationship between secondary school students' academic achievement in English and the listening, speaking, writing, reading, vocabulary and translation strategies they use.

G. Scope and Limitation of the Study

The study focuses on learning strategies used by public secondary school

students of Turkey to assess the effects of English learning strategies on students' achievement in speaking, listening, writing, and reading skills and their translation and vocabulary knowledge. There were some challenges during the data collection stage. The first one was to obtain the approval from educational institutions. The second one was to obtain enough number of students to participate from different levels of public secondary schools. Another challenge is the difficulties faced by the students in answering the questionnaire, which was solved with the help of school teachers. The findings of this study is limited to secondary school students. Another limitation is that since participants are only secondary school students, the findings of the study is not generalizable. Only one public secondary school in Istanbul, Turkey was included and 255 students participated in this study.

H. Outline of the Study

Chapter I, Introduction, introduces the study to the reader. It presents the problem of study, purpose, objectives, research questions, scope and limitations and outline of the study. This chapter also covers the rationale, aims, as well as key terms that will be revealed further in this report.

Chapter II, Literature Review. It reviews the related literature in detail and theoretical concepts concerning the research topic. It also presents relevant overview and background in the field of language learning strategies and its relation with second/foreign language learning and learners' academic achievement. In addition, it will explore previous studies conducted in the area of language learning strategies as well as the theoretical concepts of some subtopics related to thesis topic and its questions.

Chapter III, Methodology, describes the research design, methods of data collection, data collection instruments, data collection procedures, data analysis and ethical considerations. This chapter also presents the research method(s) and procedure(s) that the present study employed. It also presents participants, sample selection and sample selection methods.

Chapter IV, Findings and Discussion, presents the findings of the study and discusses them.

Chapter V, Conclusions and Recommendations, summarizes the findings of

the study and makes some recommendations.

I. Definitions of Key Terms

English as a Foreign Language (EFL): The term used to describe the study of English by non-native speakers in countries where English is not the dominant language.

Communicative skills: It refers to the communication skills acquired from language learning.

Language Learning Strategies (LLS): It is a term referring to the processes and actions that are consciously deployed by language learners to help them learn or use a language more effectively.

First Language (L1): First language is defined as an individual's native language or mother tongue; the language that a person learns as a child and experienced from generation to generation (*Collins English Dictionary, 2003: 143*).

Foreign language (FOREIGN LANGUAGE): It is defined by Ellis (1995; Diaz-Rico, 2008) as any language other than the L1 that learners use to communicate with speakers who do not have the same L1 as them. The study is conducted in Turkish context in which English is learned as foreign language. The term second language is covered within the concept of foreign language in this study.

II. LITERATURE REVIEW

A. Introduction

This chapter aims to explain the theoretical concepts and definitions of the most important topics in the study such as LLSs. It also focuses on explaining the literature reviews that are related to the variables of the study. A review of the literature is one of the most important parts of scientific research, which would help in understanding the subject of the research itself, knowing the various different opinions on the subject, and seeing all the results, theories and new ideas. This enables the researcher to make the right decisions related to other parts of the scientific research.

1. Concept of Strategy in Learning Process

Before proceeding to talk about LLSs, the methodological necessity calls for defining the concept of strategy and the concepts associated with it. The term “skill” is the person’s ability to do a certain action or activity quickly, accurately and successfully compared to an unskilled person. Undoubtedly, the individuals might vary in terms of their English language levels and skills leading to the variation in their academic achievement. According to Oxford (2017), LLS are defined as “complex, dynamic thoughts and actions, selected and used by learners with some degree of consciousness in specific contexts in order to regulate multiple aspects of themselves (such as cognitive, emotional, and social) for the purpose of (a) accomplishing language tasks; (b) improving language performance or use; and/or (c) enhancing long-term proficiency” (Oxford 2017: 48).

As for strategy, it is the science or art of coordinating movements or actions in order to achieve a goal. Zdraveski (2010) defines a strategy as an integral part of the learning process for a learning organization because it focuses on the organization’s development of core competencies, both in the present and in the future. According to Rubin (1975), a strategy is defined as “techniques or devices which a learner may use to acquire knowledge” (Rubin 1975:43). Learning strategy

is defined as “operations employed by the learner to aid the acquisition, storage, retrieval, and use of information” (Oxford 1990: 8). It also focuses the learning process on the desired future position that the organization would like to be in (Zdraveski, 2010:7).

2. Learning a Foreign Language

Learning a foreign language is considered a challenging mission for some learners, especially in dealing with specific language skills such as writing, listening, reading, speaking, vocabulary, or grammar (Salvadores, 2019). As indicated earlier, the second language covers a foreign language. In this respect, a foreign language means a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted (Oxford, 2003).

LLSs have been found to correlate with smartness and achievement (O’Malley et al., 1985; Zeynali, 2012). These researchers suggest that strategies of language learning can in fact be used as an indicator of an individual’s success in language learning. Comparably, most learners would reflect the same opinion if they were questioned regarding the relationship between language proficiency and achievement with any of the strategies used for language learning. In other words, they will wholeheartedly accept that LLSs are closely related.

According to Chamot (2004), LLSs are defined as the thoughts and actions utilized by the students; they are effective in enabling less successful language students improve their academic performance by learning strategy instruction. Therefore, the integration of language learning strategy instruction in second and foreign language education is essential. As a result, there is a correlation between LLSs and students’ proficiency level. To clarify, several studies (Wharton, 2000; Anderson, 2005) indicate that more proficient language students utilize a greater number of learning strategies. Besides, the students with higher level of English proficiency are more confident and less anxious compared to other students with lower levels of English proficiency (Khaldieh, 2000).

3. The Definitions of Language Learning Strategies

LLSs are defined by different authors. Oxford (1990) defined them as “steps taken by students to enhance their own learning and tools for active self-directed

involvement in learning, which is essential for developing communicative competence” (Oxford 1990:1). The definition not only explains the power that LLSs may have in enhancing students to gain high possible level of proficiency, but also shows that a LLS is a true reversal of the shift to student-centered education — eliminating learners’ passive role.

According to Oxford (1990), the word strategy is derived from the ancient Greek word *strategia*, which means steps or actions taken to win a war. The warlike meaning of strategy has fortunately fallen away, but the control and goal-directedness remain in the modern version of the word.

White (1999) in Hurd and Lewis (2008) state that the usual definition of learning strategies in language acquisition is a set of processes that the learner selects carefully and uses in the acquisition of the target language and facilitates the student to perform the tasks of that acquired language. Macaro (2001) defined LLSs as means that learners take for a specific target language through the use of those methods in the processes by facilitating information and understanding it easily. When the learner uses the appropriate instructional strategy, he can improve his language skills in the acquired language. The selection of the appropriate learning strategy quickly and easily improves the achievement and mastery of the language to be acquired. Therefore, indirect LLSs, such as social, affective, and metacognitive play an important role in the language learning process. In detail, LLSs are defined as the tools and means used in processing information that is used by students and that enable them to understand the target language and to overcome the difficulties in learning it.

4. Language Acquisition Theory

Menezes (2013) states that many theories on second language acquisition (SLA) have been proposed over the years; however, she claims, most of these theories have focused mainly on syntactic structures and do not consider other vital aspects of the learning process. It is important to note how theorists viewed first language acquisition in order to enhance our understanding of how a second language may be acquired. The earliest scientists who defined language acquisition is Skinner (1965). He attributed the development of the language to the environmental impact. Thus, he claimed that children acquire language due to the behaviorist

reinforcement principles by connecting utterances with their meanings. Chomsky (1969) indicated that the language is acquired without effort. In other words, he claims that all people are born with the basics that are already existed in their brain. Therefore, his cognitive theory of language acquisition entails that Learning Strategies facilitate the flow information, thus, enhance retention of information, comprehension, and learning. It is worth mentioning that Chomsky is the main proponent of this theory and he pioneered it. Language Acquisition Theory argues that children are born with innate knowledge to learn the language which guides them to language acquisition. Crain and Lillo-Martin (1999) postulate that “language is not a concrete set of things out in the world that we can point out to or measure rather, it is something inside our brains and minds” (Crain and Lillo-Martin 1999:5).

B. Language Learning Strategies

The number of studies that addressed LLS and the strategies used by the learners are massive and initially they were limited to studying and analyzing strategies for learning a second language (L2). Chamot and Omalley (1996) define LLSs as the activities and actions that a learner performs when faced with language or non-linguistic difficulties, and it is a mechanism associated with forming a holistic view of the target language. They may be “material or mental acts that are employed in a conscious or unconscious way” (Davis, 1995:50), and they also differ from one learner to another according to his linguistic, cognitive and cultural level, and according to the difficulty of the language at its multiple levels.

Chamot and O’malley (1996) in their study on learning strategies found that they are complex cognitive skills that include most of the ideas and procedures that the learner uses to help in learning and understanding his activities, whether linguistic or non-linguistic. The oral or written language is considered not only an effective but also a constructive skill, which requires students’ participation. To elaborate, it requires the students to evoke and activate his/her previous knowledge, current knowledge, life experience, and linguistic abilities (Chamot and O’malley, 1996).

According to Robin (1987), in defining the lexical concept of strategy, it is a set of processes, stages, and plans that the learner employs to simplify his learning,

store information and reuse it in different contexts. Robin classify LLS as the strategies used by successful learner. Such strategies have a direct impact on language learning and a direct relationship with the target language. They improve students' memory and contribute indirectly to the process of learning a language. LLS facilitate the acquisition of the target language. LLSS strategies are divided into direct and indirect strategies (Oxford, 1990).

C. Classification of Language Learning Strategies

Oxford (1990) classifies LLSs as direct learning strategies and indirect learning strategies. Direct learning strategies include memory strategies, cognitive strategies, and compensation strategies. Indirect learning strategies, on the other hand, include meta-cognitive strategies, affective strategies, and social strategies. Oxford's classification is shown in Table 1.

Table 1. Classification and Examples of Learner Strategies

By Skill	By Goal	By Function	Example
Listening	LLSs: Conscious processes learners select in order to learn language	Memory strategy	Using keywords
Reading		Cognitive strategy	Taking notes, summarizing
Writing	Language use strategies: Conscious processes learners select in order to use language	Metacognitive strategy	Organizing, self-monitoring, evaluation
		Social strategy	Asking for correction
Speaking		Compensation strategy	Coining words
		Affective strategy	Relaxing

Source: Oxford (1990)

As illustrated in Table 1 above, there are six learning strategies, namely, memory, cognitive, metacognitive, social, compensation, and affective strategies that are used to improve English language skills, such as listening, reading, writing, and speaking. Each learning strategy has its particular objective and examples. To elaborate, memory strategy entails using keywords, while cognitive strategy entails taking notes and summarizing. Both memory and cognitive learning strategies aim to improve students' listening and reading skills enhance students' consciousness. As for metacognitive strategy, it includes organizing, self-monitoring, and self-

evaluation. As for social strategy, it entails asking for information. As for compensation strategy, it encompasses coining words. Finally, affective strategy includes relaxing that are applied to improve students' writing and speaking skills.

It is worth mentioning that the use of LLSs vary among L1 and L2 learners. To clarify, first language students tend to use direct learning strategies, such as memory, cognitive, and compensation strategies. On the other hand, second language learners tend to use indirect learning strategies, such as metacognitive, social, and affective strategies as indicated in Figure 1 below.

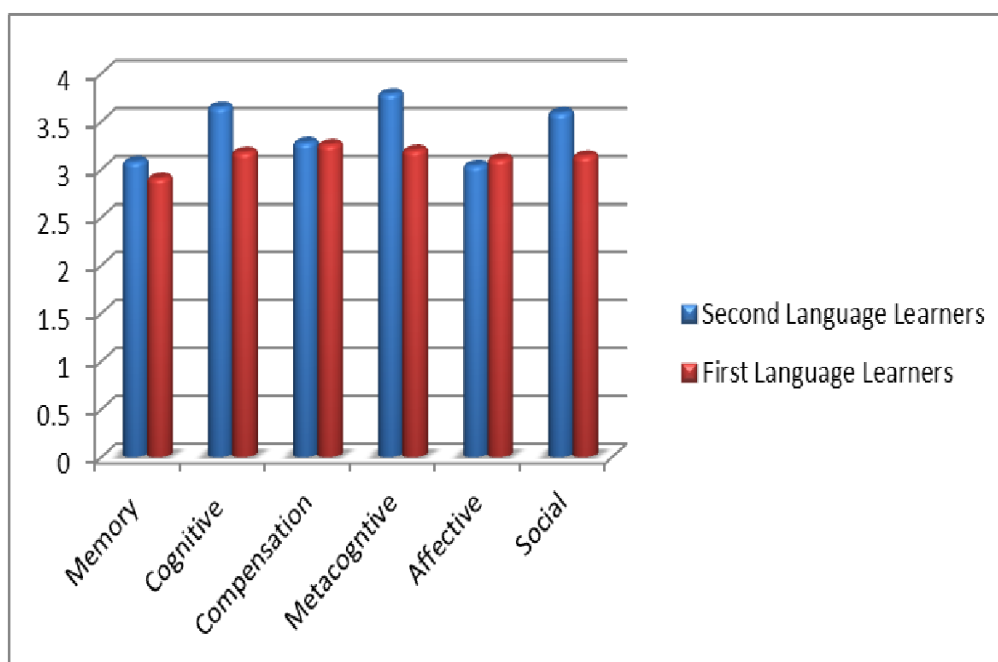


Figure 1. A Comparison of English First and Second Language Learners' use of LLSs

Source: (Oxford, 1996)

As shown in Figure 1 above, LLSs are classified into direct and indirect; each one consisting of three subcategories.

D. Direct Learning Strategies

There are three types of direct strategies for language learning:

First, the strategy of remembering, which is the following:

- Creating mental connections
- Application of images and sounds

- Good return
- Remembrance recruitment

Second, cognitive strategies, which are represented in the following:

Receiving and completing the mind map

- Analyze and think
- Create an input and output structure for an activity

Third, compensation strategies, which are as follows:

- Intelligent Guessing
- Foreseeing the limits of the spoken and written

The strategies the students use directly to deal with the new language to process and store the new information of the English language are called the direct strategies. The following is a detailed explanation of the foreign LLSSs sections directly: memory, cognitive, and compensation

E. Memory strategies

To elaborate, memory strategy entails restoring information and knowledge and retrieving them when required. Memory strategies are also known as auxiliary strategies, and their role is to focus on developing the speed of language learning and develop good memory of its rules and controls. It also consists of a set of principles, including the organization of stored data and the combination of visual and spoken symbols (Oxford, 1990).

The strategies related to memory are used to keep the new coming information. It is a type of strategy that aid learners store and retrieve innovative information. Learners use it mostly at the beginner levels to learn the vocabulary. For instance, the learner requests his companion to monitor and correct mistakes of vocabulary when memorizing something. The memory strategy was the common mode of learning in behavioral theory in the mid-1950s. For instance, such strategy is based on the mechanical information collected in the brain due to repetition (Brown, 2000).

In cognitive theory, learners select and organize informational input, relate

the input to their prior knowledge, retain what is important, and reflect on the outcomes of their learning efforts (Chamot and O'Malley, 1993).

The role and importance of memory, according to Cohen's (1998) point of view in using strategies rather than learning, lies in his distinction between second LLSSs and second language use strategies, both of which together constitute second language 'learner strategies'. It focuses on 'retrieval' strategies such as those used to retrieve language forms and 'training' strategies for practicing target language structures (Cohen, 1998). While Cohen focuses on retrieval strategies in his comparison between types of strategies, Oxford (1990:38) speaks of "memory" strategies as "helping to insert information into long-term memory and retrieve information when needed for communication". In this category, it includes strategies such as "establishing a mental association, applying images and sounds, reviewing, and employing actions" (ibid.) to help learner assimilate language knowledge.

F. Cognitive Strategies

Cognitive strategy means using elicitation such as images and guessing the meaning of the words according to their occurrence in the context. These strategies, according to Oxford (1990), are represented by repeating and practicing with sound and writing system, receiving and sending messages, analyzing and reasoning; analyzing expressions, translating and transferring, and creating the structure for input and output by taking notes, summarizing and highlighting.

Cognitive strategies are based on many phases, including the phase of missing information from visual or other inputs, understanding those data, storing them and reproducing them in multiple contexts (Wenden,1991). Cognitive strategies lie in reasoning, eliciting meaning, and linking new and previous information. The strategies remain key for these phases to control and regulate the memory aid device. The control strategy is a basic cognitive strategy in the acquisition of understanding and in the formation of knowledge, and the same for the organization strategy, as it allows the establishment of links between ideas and their classification and facilitate the storage and reproduction of information (Chamot and O'Malley, 1996). According to Chamot and O'Malley (1990), cognitive strategies are divided into four groups including practice, receive and send messages, analyze and conclude, and create an input-output structure.

- **The cognitive strategies:**

(1). **Resourcing Translation:** It is utilizing references from target language materials such as dictionaries, encyclopedia, or textbooks.

(2). **Repetition:** It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeat the pronunciation until mastered.

(3). **Grouping:** It is classifying words, terminology, or concepts according to their attributes or meaning. For example, students classify words with the same meaning to memorize the words.

(4). **Deduction:** It is applying rules to understand or produce the second language or making up rules based on language analysis.

(5.) **Imagery:** It is using visual images to consider or memorize new information. For example, students use illustrations that have related to the topic to memorize faster.

(6). **Auditory representation:** Plans to repeat a longer word, phrase, or language sequence in his mind. For instance, when attempting to say something while learning, talk about it in your mind first

(7). **Keyword method:** Remember a new word in the second language by identifying a familiar word in the first language that is similar or similar to the new word.

(8). **Elaboration:** It is about associating new information with prior knowledge, linking different pieces of new information together, or forming personal and meaningful associations with the new information. For example, students associate new information with other concepts in memory.

(9). **Transfer:** Uses prior language knowledge or skills to aid in comprehension or production. For example, if a student is talking about something he has already learned (in English), all he has to do is remember the information and try to put it in Indonesia.

(10). **Inferencing:** Uses available information to guess the meanings of new items, predict outcomes, or fill in missing information. For example, student's objects from the full meaning of the sentence, then the meaning of a new word.

G. Compensation Strategies

Compensation strategy entails finding synonymous words from the context and depending on non-verbal communication such as using gestures. These strategies are employed in both understanding and production of language, and their effectiveness appears when the learner does not have a good reference for language grammar and its lexicon. For this purpose, strategies can be used and adopted as linguistic keys to guess and predict the meaning of words and the meaning of text in general. With support of using these strategies also be able to distinguish between the good, the bad and the beginner learner, as the first employs them while facing a new expression or a new vocabulary, while the second resorts directly to employing the lexicon to solve linguistic problems and difficulties of understanding.

The advantages of compensation strategy are manifested in helping the learner to practice and produce the language well. It helps learner to form a rich and good lexicon. According to (Oxford, 1990), compensation strategy is guessing intelligently from structures, pictures, keywords or context, etc. It overcomes limitations in speaking and writing by switching to the mother tongue, selecting the topic, using mime or gesture, getting help or utilizing synonyms, etc.

1. Indirect Learning Strategies

Indirect learning strategies are divided into two sections, as follows:

First, meta-cognitive strategies, which consist of focusing learning, organizing and designing learning, and evaluating the learner for his learning.

Second, social and emotional strategies, which consist in encouraging the individual himself, asking questions with himself and with others, and helping others.

The strategies the students use indirectly to deal with the new language to process and store the new information of the English language are called the indirect strategies. The indirect strategies are divided into three groups: affective, metacognitive, and social. In this study, these indirect strategies of the participants are evaluated through the young learners' language strategy survey at a school for excellent students academically, and some of them are talented students, Turkish public school, those three groups are the second three parts in this study:

H. Affective Strategy

It means the attitudes, motivations, and values that have an effect on students such as reducing students' anxiety and encouraging students. These strategies according to (Oxford, 1990) are applied to reduce anxiety; use successful relaxation, breathing deeply, or meditation, applying music or laughter, encourage learners themselves by making positive statements, wisely risk or reward themselves, and measure their emotional temperature; their body listening, utilizing a checklist, a language learning diary writing, and talking their sensed with other.

I. Metacognitive Strategy

It means planning, observing, evaluating, and regulating the learning process. Those strategies are employed for managing the learning process in general. Metacognitive strategies are strong predictors of L2 proficiency (Oxford, 1998). They involve different types of a process such as prioritizing, planning, and self-management.

Metacognitive strategies, according to Carrell (1989), and others, are concerned with observing and evaluating the learner for learning a language or for an action. Through these strategies, the learner is aware of judging his level of learning and monitoring his growth, such as putting forward a goal to learn and why he employs this strategy and not others. The metacognitive strategies are ways for the learner to coordinate and organize his learning process. Oxford (1990), defined it as self-management skills and learning planning. It includes all the strategies that enable the learner to pay attention to his learning or his awareness of his steps, so that he sets himself a goal he seeks to achieve, plans his learning, monitors his learning progress, and evaluates and judges his learning outcomes. The design or planning strategy is central to this category, as it is directed according to the goal of learning.

Brown emphasized that metacognitive strategies remain a basis in language learning, as they require two types of knowledge, the first is cognitive and the second is control. Most of the researchers in the field of LLSSs agreed on their importance in successful and effective language learning, which calls for the learner's acquisition of this type of strategies. So that the learner who does not necessarily

have it will face great difficulties in achieving good learning, because he does not direct, develop, and base his learning of the language (O'Malley & Chamot, 1990). However, O'Malley and Chamot (1990) classified metacognitive strategies into three groups, namely, ordering, planning, and assessing learners' learning. Language learning focuses on the learner so that attention can be directed toward specific language activities or skills.

(1) Advance Organizers: Reviews the main ideas and physical concepts to be learned, often by scanning the text for the principle of organization. For example, students review before going to class.

(2) Directed Attention: Decides to appear among the public in general to teach, ignoring distractions and festivals.

(3) Functional Planning: Plans and exercises the necessary language content for an upcoming language assignment. For example, the student makes a summary of the materials to prepare for the final exams.

(4) Selective Attention: Decide in advance to pay attention to certain aspects of the entry, often by searching for keywords, concepts, and/or language tags. For example, choosing a familiar topic to practice English orally or writing some important words to help memorize the dialogue.

(5) Self-Management: Consider terms that help students and prepare to present those terms. For instance, students make a calm state when studying in class or outside of class.

(6) Self-Monitoring: It is the examination of one's understanding while listening or reading or checking the accuracy of a moral or written production as it occurs. For example, students ask their friends to note and correct the wrong words when memorizing something.

(7) Self-evaluation: It is the examination of the results of one's language learning against a standard after it has been accomplished. For example, students try to talk with foreign tourists to practice speaking skills.

Metacognitive strategies indicate to the behavior of learners in concentrating, arranging, planning and assessing their learning. Metacognitive strategies include, attention; delaying speech production to focus on listening; to organize; Determine

goals and objectives. Planning language tasks. Self-monitoring and self-assessment.

1. Social and Emotional Strategies

As for social strategy, it means cooperation and building strong relationship with the students by asking them questions. These strategies contribute directly to learning and motivate the learner to successfully complete his activities, and help to build and represent positive attitudes towards the target language, its culture and society, which facilitates its rapid learning. Emotional strategies are procedures and processes that enable the learner to look at the target language with a view of reassurance, which encourages its learning. As for social strategies, they focus on students' interaction or cooperation with others. They concentrate on the students' ability to understand the culture of the target language. They highlight the students' ability to understand the thoughts and the feelings of others naturally.

Chamot and O'Malley (1990) criticize the classification of LLSs and assert that it is undefined, questionable, and unpredictable, and the validity of most of their strategies are for all learners of all levels and backgrounds. Based on their study of second language learners in secondary education and based on teachers' reports, they came up with thirty-six strategies that can be classified into cognitive strategies, metacognitive strategies, and social and emotional strategies, Chamot and O'Malley's (1990) classification did not include only indirect strategies, but rather it included remembering strategies and compensation strategies within the cognitive strategies.

The strategies that the students use, according to Oxford (1990), are represented in clarifying, correcting, cooperating, empathizing with others, and being aware of other people's thoughts and senses. Cognitive strategies require an effective approach to the learner towards a specific activity, and contain, for example, strategies of repetition, reduction, conclusion, collection, transfer, or the use of cognitive reference, translation, and taking head points. Such type of strategy is related to the learner's readiness to help other students. To elaborate, such strategies develop the students' communicative abilities (Oxford, 1990).

J. Strategies-Based Instruction and Academic Achievement

Several internal and external factors interfere in the process of (L2) learning

and English is considered to be second language nowadays for many nations worldwide. There are some factors that might hinder students' learning of a second language, namely, cultural variation, age, gender, ways and methods of learning, motivation, behavior, and strategies used (Lee, 2010). Becker, (2011) involved other factors such as academic background, time, job, family responsibility, and financial problems, that may have effects on students' academic achievement in learning English as a second language (Becker, 2011).



Figure 2 Types of Language Learning Strategies

Source : (Oxford, 1999, 2001, 2003)

K. Using LLSs in the classroom

LLSs are used extensively by teacher. However, LLSs can be taught through some direct instructions to facilitate the language learning (Saleh, 2012). According to Ellis and Sinclair (1994), learners can achieve their learning goals by concentrating their attention on the process of learning; on the methodology, they follow to learn rather than what they learn. Saleh (2012) suggested that before practicing the LLSs in the classroom, the teachers have to take into consideration the learners' needs, aptitude, interests, and attitudes; teachers have to consider students' attitudes and motivations concerning the learning of the new language and at the same time the improvement of the existing languages.

The teaching methods and ways to enhance the learners' LLSs should be taken into account. All choices of strategies should be in line with students' needs and levels (Saleh, 2012).

The aforementioned literature review indicated that many studies have been conducted to explore the strategies of learning within a variety of educational contexts. However, less research has been done on the talented students, the

strategies they follow to learn a new language, and the effects of implementing certain strategies on talented students. Thus, the current study aimed to investigate this particular issue in the Turkish educational context where English is considered a foreign language.

L. Factors Influencing Learning Achievement:

Many factors may influence student achievement. These factors include age factors, maturity, health, fatigue, mood, motivation, interests, study habits, family, school, community, nature, and physical environment (Shuimi, 1990). It should be mentioned that there are diverging views regarding gender differences in using LLSs. Some researchers argue that females use more strategies than males (Oxford, Park-Oh, Ito and Sumrall, 1993; Kaylani, 1996). However, Vandergrift (1997) claims that there are no gender differences in using LLS. On the other hand, Wharton (2000) indicates that males use more strategies than females. El-Dib (2004) points out that there are gender differences in terms of the type of strategies.

According to Syah (2003), factors that influence student achievement include safety of hearing, vision, intelligence, student attitude, student interest, student motivation, teachers, administrative staff, classmates, school environment, learning tools, learning time, and student learning strategies and methods, etc.

Ehrman and Oxford (1995) carried out a study investigating strategies of adult language learners in a foreign language program in the United States. Their major goal was to show a correlation between learning strategies and learners' proficiency, teacher perceptions, gender, learning style, personality type, ego boundaries, motivation and anxiety. The findings showed that learners used direct language learning strategies the most, particularly memory and compensation strategies.

M. Factors can be described as follows:

First, endogenous factors that consist of physiological and psychological aspects; the former has three sub-factors, while the latter has eight sub-factors. Second, external factors that include self-esteem and has six sub-factors. As indicated in Table 2 below:

Table 2. Factors Affecting L2 Learning

Factors	Internal and External Aspects	Sub-Factors		
Endogenous	Physiological	Hearing		
		Sight		
		Fatigue		
		Moods		
		Motives		
		Interests		
		Study habits		
	Psychological	Student attitudes		
		Student ability		
		Student interests		
		Discipline		
		External	Self-esteem	Social environment teachers
				Management staff
				Classmates
		Family		
		Society		

N. Methods of Teaching Language vs. Use of Learning Strategies

The importance of understanding learning strategies and their impact on second language achievement also plays a role in teaching. As stated previously, the emphasis in the later years of research has not been so much on the process of teaching, but on that of learning. However, if teachers are aware of the strategies that their learners are employing when learning a second language, this may enable them to structure their teaching in such a way that maximum learning is achieved. If teachers are aware of their own strategies that they employ while teaching and how these match with those of their learners, this may also have an impact on the learning process.

Before proceeding to examine the methods of teaching, and the use of the LLSs, it would be useful to highlight some of the factors that affect the learner's learning of the language, including the learner's personality, age, gender, learning style, language abilities, intelligence and stimuli. All of these factors affect the achievement of language learning, either directly or indirectly. The learner's goal towards the language is specific to his learning on the one hand, and his employment of certain strategies on the other hand. The latter is affected by the quality of motivation, whether it is internal or external.

Chamot and O'Malley (1990) indicated that the cognitive and social

strategies are affected by the linguistic level of the learner. This forces the novice learner to use the translation strategy first and then the context strategy second. However, the learner finds it difficult to employ metacognitive strategies, in contrast to direct strategies that the learner is aware of and related to his linguistic level and that determine the extent of his mastery of language. It is very important for the learner to acquire effective strategies that will help him to increase his level of learning the target language. To achieve this, a clear design of the strategy to be learned must be designed according to specific strategic steps, and then when implemented, each step must contain detailed, regular, sequential elements to achieve the desired goals. Therefore, it requires the teacher, when teaching a particular strategy, to plan in an orderly manner, taking into account the nature of the learners, their sociocultural milieu, and their developmental stages. Among the characteristics of the strategy to be taught to students are as follows (Chamot, 1990)

- It should be comprehensive, including all expected linguistic situations.
- It should be flexible and scalable.
- It should help the learner achieve good results in learning the target language.
- It should bring joy to the learner during the learning process.

The successful teacher is the one who develops his skills in discovering the strategies of the good learner in the classroom and works to evaluate his students' language learning on a permanent basis. This procedure requires the availability of the three variables: the learner, the target language and the context.

The views of researchers about the methods of teaching the LLSs vary. There are those who acknowledge the effectiveness of explicit education in raising the level of language learning and its growth, i.e., teaching strategies in isolation from the content of study activities. Owing to the fact that strategies are learned well if they are separated from the content of learning and they acknowledge this view (e.g., Oxford 1990, Daneserean, Derry, 19987).

Other researchers confirm that teaching learning strategies in an indirect way, i.e. integrated into academic content, gives good results, because the effectiveness of their teaching appears more within the context of a specific educational content and their application is clear to the learner.

Cohen (2011) states that “an ideal learning situation is one in which learners become savvy consumers of L2s at an early age, maximize their experiences in and out of class, and become life-long users of a host of languages” (Cohen 2011:378). In order for them to do this, they need to be aware of their preferred learning style and the strategies that they employ and how these may affect their achievement in a second language (Cohen, 2011). Besides this, the argument that cognitive processes may be enhanced throughout learning a second language also adds value to understand effective learning of new language and achieve success while studying it. If these learning strategies can be applied effectively across learning situations, then the future achievement may be enhanced as well.

It is recommended that the teacher choose the strategies that the good learner employs in his class, and then the weak and novice learner rehearses them, whether according to implicit or explicit instruction. He must be aware of LLSs, hierarchies, and learning methods.

O. Conclusion

This chapter presented the concept of strategy in learning process, LLSs, language acquisition theory, the classification of LLSs, strategy-based instruction and academic achievement. Besides, it summarized the direct learning strategies; including memory, cognitive, and compensation. Also, indirect learning strategies were presented; including affective, metacognitive, and social and emotional strategies. In addition, the use of LLSs in the classroom, factors influencing learning achievements, and methods of teaching language vs. LLSs, and the previous studies that were conducted in this field. In view of what has been mentioned so far, the previous studies have not addressed the effectiveness of LLSs in secondary school students’ listening, vocabulary, reading, writing, speaking, and translation achievements in Turkey. Therefore, the present study seeks to bridge this gap in literature.

III. METHODOLOGY

This chapter presents the research methodology and design used to conduct the study. It also presents the data sources, data collection, and data analysis. Reviewing the related studies and literature on different domains of teaching, allowed the researcher to formulate the plan and design.

A. Introduction

This study aims to find out whether there is a correlation between EFL students' academic achievement and the use of LLSs for listening, reading, writing, speaking, translation, and vocabulary. One of the most important objectives of this study is to unveil the relationship between students' academic achievement and use of LLSs to enhance language learning mechanisms, decision-making, and remedial programs for learning English as a foreign language.

B. Nature of the Research

The present study is descriptive in nature. Descriptive research studies are designed to obtain pertinent and precise information concerning the status of phenomena and, whenever possible, to draw valid generalizations and conclusions from the facts discovered. According to Omair (2019), "the descriptive studies are similar in the context that they are based on a single sample with no comparative group within the study design" Omair (2019: 153). The descriptive study is a "comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals" (Lambert and Lambert, 2012: 255). Descriptive design "are an eclectic but reasonable combination of sampling, and data collection, analysis, and re-presentation techniques" (Sandelowski, 2000: 334).

Descriptive studies are conducted to collect detailed descriptions of existing issues with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them. Their objective is not only to

analyze, interpret, and report the status of an institution, group, or area to guide and practice in the immediate future, but also to determine the adequacy of that status by comparing it with established standards. This study is descriptive in the sense that it aims to describe the nature and distribution of variables, which involves examining the effectiveness of LLSs in improving students' academic achievement. It involves descriptive research in nature which means the study that uses the descriptive approach and is considered as one of the most important scientific methods and tools used in many phenomena and topics, especially human, social and psychological ones. Descriptive research depends on observing the phenomenon or problem and describing it accurately, then analyzing it to find the optimal and best solutions to it.

Based on the aim of the study, this study is also a correlational study. Gall and Borg (2003) indicated that “correlational research refers to studies in which the purpose is to discover relationships between variables through the use of correlational” Gall and Borg (2003:320). According to Creswell (2014), a correlational design is used when the correlational statistic describes and measure the relationship between two or more sets of scores. According to Tan (2014), “a correlational study seeks to ascertain relationships between two or more variables” (Tan, 2014:1). It contains collecting data on the study variables and subjecting the variables to multiple regression analysis and correlational. The researcher collected data on the effect of using LLSs and students' academic achievement. The researcher conducted correlational study using both correlations and multiple regressions to answer the research questions.

No one study can be 100% quantitative and 100% qualitative. Therefore, the present study is both quantitative and qualitative. The gathered data were analyzed both quantitatively and qualitatively. The research adopts a mixed methods approach design since it contains both quantitative and qualitative methods. According to Creswell (2014), the mixed method provides a stronger understanding of the problem by means of implementing two approaches. The researcher uses both of them to achieve a better understanding of the research purpose. To be more precise, the current study adopts the design of descriptive research and employs the procedures of quantitative and qualitative in terms of data collection and data analysis.

This study is quantitative which is a type of research that adopts the idea of social fact that does not interfere with personal values and is based on the statistical

method of collecting and analyzing information. The study followed a quantitative research approach which is a type of research that adopts the idea of abstract social truth. The collection of data in this research based on the questionnaire consisting of a set of questions, and phrases that a researcher prepares to obtain the data needed from study participants to reach the results through which you achieve the goals of writing scientific research. According to Apuke (2017), quantitative research “deals with quantifying and analyzing variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like *who, how much, what, where, when, how many, and how. It also* describes the methods of explaining an issue or phenomenon through gathering data in numerical form” Apuke (2017:40). It explains an issue by collecting data in numerical form and analyzing them with the help of mathematical methods (Aliaga and Gunderson, 2002). According to Farghaly (2018) “the quantitative research approach gives rise to many designs; experimental, quasi-experimental, and non-experimental designs. Each of these designs has types and processes” Farghaly (2018:6).

It is also qualitative in terms of discussing the collected data in terms of language learning strategies theory. According to Farghaly (2018), “qualitative researchers’ aims are different, they are mainly searching for understanding more about situations from the viewpoint of the research participants, and without trying to control anything” Farghaly (2018:6). The theory in qualitative research emanates from research work (Morse and Field, 1995). The theoretical framework in qualitative research is only required to arrange dataset for interpretation, and the theory eventually from the research per se (Tavakol and Sandars, 2014).

This study is also an experimental study. According to Kandel and Campus (2020) “experimental design, in fact, is a planned interference in the natural orders of a process by the researcher, not (only) the careful observation of what is occurring” (Kandel and Campus 2020:34). Experimental research is considered as the most rigorous research design (Trochim, 2006). According to Koul (2000), “experimental research is used to determine and evaluate the adequacy and effectiveness of the educational and institutional objectives through the measurements of their outcomes” Koul (2000: 475).

C. The Research Problem

This study investigated the effect of the English language learning strategies used by secondary school students using a questionnaire and tests to examine the LLSs used by them and their academic achievement after the test. In addition, some students face difficulties in obtaining aids in acquiring English language learning skills, which are characterized by speed, usefulness, and simplicity.

Many studies as cited above indicate that learning strategies appear to play a role in language learning. However, these studies have generally been conducted with adult sample groups and there appears to be limited published research with young children, especially within the Turkish context. This study sought to examine the effectiveness of using LLS to improve high school students' acquisition and achievement of foreign language. Bearing in mind the diversity of languages that are prevalent in Turkish schools and the number of learners learning in their foreign language, successful language learners could provide insight into how educators can assist other less successful language learners in developing their abilities. Through integrating knowledge on learning strategies into the curriculum we may be able to enhance learners' language learning abilities and provide them with tools that could assist in this regard. Therefore, the present study seeks to answer the following research questions:

1. What language learning strategies do the secondary school students use in learning English?
2. What is the relationship between secondary school students' academic achievement in English and the listening strategies that they use?
3. What is the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies that they use?
4. What is the relationship between secondary school students' academic achievement in English and the reading strategies that they use?
5. What is the relationship between secondary school students' academic achievement in English and the writing strategies that they use?
6. What is the relationship between secondary school students' academic

achievement in English and the speaking strategies that they use?

7. What is the relationship between secondary school students' academic achievement in English and the translation strategies that they use?

D. Characteristics of the Sample

1. The Sample

The sample consisted of 255 secondary male students studying at Public secondary school in Turkey. Their ages ranged between 11 to 13. Their native language is Turkish, while their English level is intermediate.

2. Sample Selection

In this study, the selection of the sample was randomly based. A sample in the study consisted of the students of a public school in Turkey, Istanbul from the sixth grade to the eighth grade participated in the study. The secondary school students learn English according to the Turkish State Education Law in the fourth grade. The sample consisted of 255 male students. The sample was selected using simple random sampling in which every student has the opportunity of being included in the sample. According to West (2016), simple random sampling means that “each and every member of a population has the same chance of being included in the sample and where all possible samples of a given size have the same chance of selection” (West 2016:1). The study used probability sampling, which means the random selection of the participants as a sample selection method. According to Showkat and Parveen (2017), “in probability sampling, each sample has an equal probability of being chosen” (Showkat & Parveen:3).

E. Data Collection

The study was carried out at a public secondary school in Istanbul, Turkey. The study investigated the English foreign language strategies used by the participants by distributing a questionnaire and a test to serve the purpose of the study. The sample of the study consisted of 255 students studying at a public secondary school in Istanbul, Turkey. Their ages ranged between 11 to 13. The participants were males because this school is for male students only. After

conducting a placement test, the study found that their English level ranged from pre-intermediate to intermediate. To elaborate, the minimum score of the students in the pre-application amounted to 266, whereas their maximum score in the post application accounted for 280. The used foreign language strategies by the participants are expected to correlate with their academic achievement, such as their English language skills, translation strategies, and vocabulary knowledge.

The distribution and the details of the respondents (255) in pre- and post-application English proficiency scores consisting of listening comprehension, vocabulary knowledge, reading comprehension, structure and written expression, speaking proficiency, and translation are shown in Table 2 below:

Table 2. The Distribution of the Respondents' English Proficiency Test Scores

	N	Min. Score	Max. Score	Mean	SD
Pre-application total	255	200	266	41.55	4.47
Post-application total	255	205	280	45.76	5.62
Pre-application listening	255	30	45	40.12	4.50
Post-application listening	255	35	45	45.08	5.66
Pre-application vocabulary	255	35	45	41.45	4.71
Post-application vocabulary	255	35	45	49.12	5.82
Pre-application reading	255	35	48	40.39	4.66
Post-application reading	255	35	48	45.74	5.76
Pre-application writing	255	35	44	41.29	4.33
Post-application writing	255	30	45	44.48	5.39
Pre-application speaking	255	30	40	39.87	4.49
Post-application speaking	255	35	48	42.12	5.50
Pre-application translation	255	40	44	46.22	4.15
Post-application translation	255	35	49	48.02	5.51

1. Data Collection Tools/Instruments

The present study employed two data collection tools: a questionnaire consisting of (30) items regarding LLSs used by the secondary school students in learning English and a test. The questionnaire was administered to some of the students through WhatsApp mobile application and to the others face-to-face.

One questionnaire and six tests were used for collecting data that were adopted from IELTS and Oxford online English website. The questionnaire consisted of 30 items that investigated the types of language learning strategies used by secondary school students. This questionnaire was developed by Kürüm (2012) and elicited responses that answered the first research question. It consisted of 5-point

Likert scale, namely, never true of me, usually not true of me, somewhat true of me, usually true of me, always true of me. Each student should use one of 5-point Likert scale to answer each item of the questionnaire.

As for the first test, it aimed to investigate the relationship between secondary school students' academic achievement in English and the listening strategies that they use. It consisted of 10 questions that examined the students' ability to apply language learning strategies. The aim of this test was to find an answer to the second research question.

The second test aimed to investigate the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies that they use. It consisted of 5 questions that examined students' familiarity with nouns, plurals, adjectives, adverbs, and verbs as well as the students' ability to apply direct or indirect language learning strategies. The aim of this test was to find an answer to the third research question.

The third test consisted of a reading passage and 10 multiple choice questions. The students were required to choose the correct answer according to the information included in the passage. This test investigated the students' ability to apply LLSs. The aim of this test was to find an answer to the fourth research question.

The fourth test investigated the relationship between secondary school students' academic achievement in English and the writing strategies that they use. It consisted of two topics. Each topic consisted of five questions in which the students were required to choose one of them and to give their views and opinions towards them. The aim of this test was to find an answer to the fifth research question.

The fifth test aimed to investigate the relationship between secondary school students' academic achievement in English and the speaking strategies that they use. It contained two topics. Each one contained five questions that investigated grammar knowledge, vocabulary knowledge, structure, and speaking fluency of the students. The aim of this test was to find an answer to the sixth research question.

The sixth test investigated the relationship between secondary school students' academic achievement in English and the translation strategies that they use. It consisted of six questions that were written in Turkish and 4 four multiple

choice questions in which the students were required to choose the correct answer. The aim of this test was to find an answer to the sixth research question. The total marks of the tests were out of 50. The tests were taken from IELTS website which is valid and reliable.

The sample was divided into two groups as experimental and control groups; the former contained 128 students, while the latter contained 127. Both groups were given a pre-test to see their existing scores and LLSs. Then the experimental group was exposed to LLS treatment. After the treatment, the same test was given to the experimental group as the post-test to see their improvements., The control group was not given LLS treatment after the pre-test.

To measure the internal consistency of the items within each construct, the Cronbach's alpha of the constructs of the SLLs was investigated as indicated in Table 3. 1 below. The statements in Parts A, B and C refer to the direct strategies. To be more precise, the statements in Part A refer to memory strategies, the statements in Part B refer to cognitive strategies and the statements in Part C refer to compensation strategies. Likewise, the indirect strategies were addressed in Part D, E and F in the inventory. The indirect strategies covered are meta-cognitive strategies in Part D, affective strategies in Part E and social strategies in Part F.

Table 3.1 Cronbach's α of the Constructs of the SILL

	Total	Direct	Memory	Cognitive	Comp.	Indirect	Meta	Affective	Social
Cronbach's α	0.821	0.822	0.721	0.845	0.715	0.774	0.652	0.661	0.651
Total of items	30	15	5	5	5	15	5	5	5

The correlations among the constructs of the SILL were investigated, as shown in Table 3.1 All the correlations among the constructs of the SILL in the questionnaire were significant ($p < .01$), with relatively low correlations of compensation and affective strategies with other strategy categories. The significant correlations among the six constructs show that six strategy constructs were unique as well as interrelated to each other. The above-mentioned analyses revealed that the instrument employed in the study is reliable enough to collect data for the aim of the present study. Table 4 below reveals the correlations among the constructs of the SILL.

Table 4. Correlations among the Constructs of the SILL

	Direct	Memory	Cognitive	Compensation	Indirect	Meta	Affective	Social
Direct	1							
Memory	0.82	1						
Cognitive	0.94	0.75	1					
Compensation	0.67	0.35	0.22	1				
Indirect	0.77	0.64	0.45	0.33	1			
Meta	0.75	0.55	0.37	0.88		1		
Affective	0.54	0.36	0.55	0.71	0.41	0.44	1	

2. Data Collection Procedures

The study obtained verbal consent to conduct the study in the selected schools. A letter sent to public school principals and parents of learners in order to obtain written permission to conduct the study. The parents of the learners were also given a letter containing details about the study and a consent form to complete in order to get their permission for their child to participate. Once the consent was obtained, the researcher administered the questionnaire to the learners and was available to assist with any questions they had during the process. The responses obtained through the questionnaire were analyzed by the researcher and reviewed by the supervisor in relation to the learners' end of term marks in the foreign language that they are studying. This enabled the researcher to establish if there was a correlation between the strategies used and achievement in the foreign language.

Once conclusions have been drawn from the results, a report of the findings will be issued to the schools for their reference. After the distribution of the questionnaire, a pre and posttest was used in this study to examine the effect of LLSs in improving students' academic achievement. The researcher herself administered the test. A pre-test was given to the participants to make sure that there are no significant differences in the use of LLSs between the experimental and control groups. The control group was taught by using traditional reading methods whereas instruction on the use of LLSs was given to the experimental group.

Then a post-test was administered to the experimental group and the control group to check the differences between them. The purpose of giving the participants a pre-test was to measure their existing level and to know their existing score of vocabulary, reading, writing, listening, speaking, and translation. The purpose of giving the participants a post-test was to see the likely difference between the pre-test and post-test scores. In other words, to investigate the impact of LLSs in improving

students' academic achievement.

F. Data Analysis Introduction

In this section, the tests that were used to analyze the data and their functions are explained.

1. Descriptive Statistics

Haslam and McGarty (2003) claim that descriptive statistics enable the researcher to provide a description of the properties that make up a particular data set. These descriptive statistics were used to explain the components of the data obtained by the study. These statistics aim to describe what the data is indicating and allows the researcher to provide quantitative descriptions of outcomes in an understandable way. The data can then be analyzed in relation to the number of participants, their demographic information, the language learning strategy variables and foreign language achievement.

To analyze the questionnaire, a descriptive analysis and inferential statistics were applied using the Statistical Package for Social Sciences (SPSS) and the Microsoft Excel program to draw the graphs. Also, the results of each student in the pre and post tests were collected. The questionnaire asked students about how they valued and adapt LLSs with a range from 0 to 10.

2. Data Analysis

The data were analyzed by using SPSS v.15 for Windows. According to Barret and Morgan (2005), SPSS is considered a comprehensive system for analyzing data in educational and behavioral sciences. The students' language achievement was determined by using the students' school grades that they had in LLSs. Also, Oxford Placement Test was given to the participants to homogenize the respondents according to their proficiency level. To find out the likely correlation between LLS use and achievement, the study used t-test and Paired Sample T-test.

To address the first research question concerning the types of foreign language learning strategies used by secondary school students composite scores on the subcategories were calculated for each respondent. After that, descriptive statistic calculations were made. Then, the study generated the mean rank order of the scores.

Regarding the likely differences between the listening, vocabulary, reading, writing, speaking, translation and overall proficiency of the participants before and after the treatment (strategy-based instruction). T-test analyses were conducted for research questions 2, 3, 4, 5, 6. In the next chapter, the results of the study based on the statistical analyses will be given.

Based on the research hypotheses, the aim of the study was to find out if there was a significant relationship between LLSs use and foreign language achievement. Descriptive statistics as well as inferential statistics were used in order to interpret the data. Parametric tests were used to establish the relationships between the variables. Then the data were entered into Excel to compare the students' scores in the school's English exam with their learning strategies.

The study sought to measure the relationship between language learning strategies and students' achievements in speaking, reading, vocabulary, listening, and translation. A T-test and One-Way ANOVA test were used to find out the differences that might arise after the LLS treatment.

The questionnaire was collected and analyzed using statistical analysis, particularly descriptive statistics, such as range, means, and standard deviations and paired sample t-test.

In order to establish the relationships between the language learning strategies a Pearson Product Moment Correlation Test was carried out to establish association between the independent variables. This also offer insights as to whether there was a positive or negative correlation with the individual learning strategies and foreign language achievement.

G. Ethical considerations:

The researcher obtained the consent from the participants. They were informed that participation in the study was voluntary and that they may withdraw from the study at any time. The children also completed a consent form acknowledging that they participated in the study voluntarily.

H. Chapter Summary

This chapter presented in detail the nature of the research, statement, the

research setting/context, the characteristics of the sample, the sample, the sample selection. Besides, data collection instruments, data collection procedures, data analysis, and ethical consideration were presented.

IV. FINDINGS AND DISCUSSION

In order to answer the stated research questions, both descriptive and inferential statistics used. This provided information on the relationship between language learning strategies and foreign language achievement of the participants. The results from the Multiple Regression and Pearson Product Moment Correlation were analyzed and the results of these findings are presented in this chapter.

This chapter focuses on interpreting the data collected through the test and Language Learning Strategy (LLS) survey designed for this study. The present study sought to examining the role of language learning strategies on improving the EFL students' achievements in English at a public secondary school in Istanbul, Turkey. It aims to examine the types of the foreign language learning strategies secondary school students use and the effect of these strategies on their English achievement. Also, the study seeks to investigate how LLS affects the participants' overall English proficiency (listening, writing, reading, and vocabulary knowledge).

In the present study, strategies-based instruction is utilized as the dependent variable and the EFL achievement is used as the independent variable. This chapter presents the findings of the study. The overall statistical tests carried out to answer the questions of the study used (.05) as the minimum alpha level of significance. The interpretation of the data is arranged in terms of the order of the research questions. It provides descriptive statistics (range, means, and standard deviations), Pearson correlation and the findings of sample t-tests.

A. The Findings of the First Research Question

In order to answer the first research question, (what Language learning strategies do the secondary school students use in their studies of English?) concerning the types of (LLS) commonly used by the EFL learners at a public secondary school in Istanbul, Turkey, the LLS survey adopted from Kürüm (2012) (see Appendix 1) was applied to the participants. After that, composite scores on the

subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 5 below:

Table 5. Descriptive Statistics and Mean Rank Order of Language Learning Strategies

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.52	0.6898
Memory	255	1.00	5.00	3.55	0.7191
Cognitive	255	1.00	5.00	3.48	0.7071
Compensation	255	1.00	5.00	3.54	0.6434
Indirect	255	1.00	5.00	3.47	0.7093
Metacognitive	255	1.00	5.00	3.44	0.6960
Affective	255	1.00	5.00	3.46	0.7239
Social	255	1.00	5.00	3.53	0.7080

The means and the standard deviations indicated in Table 5 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Memory strategies (M=3.55, SD= 0.7191), subsequent by
2. Compensation strategies (M= 3.54, SD=0.6434),
3. Social (M=3.53, SD= 0.7080),
4. Cognitive (M=3.48, SD= 0.7071),
5. Affective (M=3.46, SD= 0.7239), and
6. Metacognitive strategies (M=3.44, SD= 0.6960).

Therefore, the three most commonly employed strategy types are memory, compensation, and social; and the three least commonly utilized are metacognitive, affective, and cognitive strategies. Based on the above-mentioned finding, secondary school students use a high level of direct learning strategies (M= 3.52, SD= 0.6898) and a medium level of indirect (M=3.47, SD=0.7093) strategies.

To identify if there is a statistically significant difference on the frequency of the use of language learning strategies before and after the application of language learning strategy training, a paired samples t-test analysis was carried out to contrast the means for pre and post application. The findings are presented in Tables 6 below.

Table 6. Descriptive Statistics of Ratings for Language Learning Strategies

Strategy Type	Pre-application N= 128		Post-application N= 127	
	M	SD	M	SD
Direct	3.52	0.7178	3.54	0.5975
Memory	3.54	0.7191	3.56	0.6302
Cognitive	3.50	0.7909	3.52	0.6413
Compensation	3.51	0.6434	3.55	0.5212
Indirect	3.49	0.7024	3.56	0.5787
Metacognitive	3.47	0.7239	3.51	0.6019
Affective	3.49	0.7071	3.51	0.5801
Social	3.51	0.6763	3.53	0.5541

The means and the standard deviations revealed in Table 6 show that there is an increase in using direct strategies (M=3.54, SD=0.5975) in post-application opposed to pre-application scores (M=3.52, SD=0.7178), while there is a slight decrease in using indirect strategies (M=3.49, SD=0.7024, compared to M=3.56, SD=0.5787) after applying language strategies-based instruction.

A thorough investigation of the findings reveal that there are increases in using cognitive (M=3.50 in pre-application vs M=3.52 in post-application) and compensation (M=3.51 in pre-application vs M=3.55) strategies, while there are slight decreases in using meta-cognitive (M=3.47 in pre-application vs M=3.51 in post-application), cognitive (M=3.50 in pre-application vs M=3.52 in post-application), affective (M=3.49 in pre-application vs M=3.51 in post-application), social (M=3.51 in pre-application vs M=3.53 in post-application), and memory (M=3.54 in pre-application vs M=3.56 in post-application).

Table 7. Descriptive statistics of rating for proficiency level

Variable	Experimental N=128		Control N=127	
	M	SD	M	SD
Pre-application	450.12	55.25	500.03	65.10
Post-application	621.02	67.35	603.45	53.21

As shown in Table 7, there are statistically significant differences in the means of the posttest (621.02), whereas the means in the pre-application amounted to (450.12). This finding shows that the students performed better in the post-

application compared to the pre application.

Table 8. Result of t-test for Differences of the experimental and Control Groups students by Proficiency level

Total Proficiency	N	M	SD	Df	T	P
Experimental	128	501.12	65.12	254	1.55	0.154
Control	127	506.25	55.14			

The results of the independent sample t-test show that there are no statistically significant differences between experimental and control group EFL learners in their total proficiency. Based on the students' average English grades in the pre application and post application, $p=0,154$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for Experimental group students is 501,12 (SD=65,12), and the mean score for Control group students is 506,25 (SD=55,14).

To address the details of the likely correlations that might exist between Strategy Based Instruction and language proficiency among EFL learners at Public Secondary school, a correlational analysis was conducted. The findings of the Pearson Product-Moment correlation analysis conducted to investigate the relationship between the various types of strategies and the respondents' EFL achievement level measured by the mean scores of the pre application and post application English proficiency tests are illustrated in Table 8 below.

Table 8. Bivariate Correlations Among Participants' Language Strategy Use and Language Proficiency Based on Post Application Scores

	Pearson Correlation	Sig. (2-tailed)	Sum of Squares and Cross products	Covariance	N	Mean	SD
OVERALL PROFICIENCY	1	.	6521.157	61.652	255	3.49	0.6741
Direct Strategies	-0.071	0.212	-70.332	-0.667	255	3.52	0.6898
Memory	0.045	0.801	20.562	0.199	255	3.55	0.7191
Cognitive	-0.521	0.000	-255.401	-2.784	255	3.48	0.7071
Compensation	0.041	0.721	77.251	0.451	255	3.54	0.6434
Indirect strategies	0.164	0.074	101.201	1.487	255	3.47	0.7093
Metacognitive	0.455	0.001	182.145	1.565	255	3.44	0.6960
Affective	0.017	0.801	5.382	0.056	255	3.46	0.7239
Social	0.017	0.801	5.382	0.056	255	3.53	0.7080

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The findings of the correlational analysis illustrated in Table 8 show that

there is a medium, negative correlation between the use of cognitive strategies and learners' EFL achievement ($r=-0.52$, $p< .01$) and a low positive correlation between the use of metacognitive strategies and achievement ($r =0.46$, $p< .01$). The positive correlation reveal that the participants are inclined towards using compensation strategies, whereas the negative correlation indicate that the students are inclined to use memory strategies. More importantly, the findings did not show a correlation between learning strategies and EFL proficiency except between memory and cognitive strategies.

Such finding means that there is no statistically significant relationship between using language learning strategies and the foreign language achievement of EFL students at Public Secondary school in Turkey. However, the findings of statistical analysis show that there is a considerable relationship between the participants' use of memory and cognitive strategies and their comprehensive foreign language proficiency. The results of the LLS survey revealed that there is a strong relationship between language learning strategies used by the students and their academic achievements in listening, vocabulary, reading, writing, speaking, and translation.

B. The Findings of the Second Research Question

In order to answer the second research question, (What is the relationship between secondary school students' academic achievement in English and the listening strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the listening proficiency among EFL students at Secondary Public School in Turkey. The test was adopted from IELTS website (see Appendix 1) and was applied to the participants. After that, composite scores on the subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 9 below:

To find out the means and standard deviations in the listening proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 9 below:

Table 9. Descriptive Statistics regarding the relationship between secondary school students' English academic achievement and the listening strategies they use

Proficiency	Group	N	Min	Max	Mean	SD
Listening	Pre-Application	128	30.00	45.00	40.12	4.50
	Post Application	128	35.00	45.00	45.08	5.66

The means and the standard deviations indicated in Table 9 show that there is a positive correlation between secondary school students' academic achievement in English and the listening strategies they use. The findings show that the listening scores in pre application (M=40.12 SD= 4.50), while the listening scores in post application (M=45.08, SD=5.66). The following Table 10 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in listening skill.

Table 10. Results of paired t-test for differences of the experimental group students by listening proficiency level

Listening proficiency	N	M	SD	Df	T	P
Pre-Application	128	40.12	4.50	254	1.150	0.320
Post Application	128	45.08	5.66			

The results of the paired samples t-test show that there are no statistically significant differences between pre and post application within the experimental group EFL learners in their listening proficiency. Based on the students' average Listening grades in the pre and posttests, $p=0,320$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is 40.12 (SD=4.50), and the mean score for the post application is 45.08 (SD=5.66).

Table 11. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in listening

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.65	0.933
Memory	255	1.00	5.00	3.64	0.872
Cognitive	255	1.00	5.00	3.63	1.030
Compensation	255	1.00	5.00	3.68	0.899
Indirect	255	1.00	5.00	3.54	0.947
Metacognitive	255	1.00	5.00	3.50	0.935
Affective	255	1.00	5.00	3.53	0.975
Social	255	1.00	5.00	3.60	0.933

The means and the standard deviations indicated in Table 11 show that the

most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Compensation strategies (M=3.68, SD= 0.899), subsequent by
2. Memory strategies (M=3.64, SD= 0.872),
3. Cognitive (M=3.63, SD= 1.030),
4. Social (M=3.60, SD= 0.933),
5. Affective (M=3.53, SD= 0.975), and
6. Metacognitive strategies (M=3.50, SD= 0.935).

Therefore, the three most commonly employed strategy types are compensation, memory and cognitive; and the three least commonly utilized are metacognitive, affective, and social strategies. Based on the above-mentioned finding, secondary school students use a high level of direct learning strategies (M=3.65, SD= 0.933) and a medium level of indirect (M=3.54, SD= 0.947) strategies in answering the questions related to listening skill.

C. The Findings of the Third Research Question

In order to answer the third research question, (What is the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the vocabulary learning strategies among EFL students at Secondary Public School in Turkey. The test was adopted from IELTS website (see Appendix 1) and was applied to the participants. After that, composite scores on the subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 12 below:

To find out the means and standard deviations in the listening proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 12 below:

Table 12. Descriptive Statistics regarding the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies they use

Proficiency	Group	N	Min	Max	Mean	SD
Vocabulary Knowledge	Pre-application	128	35.00	45.00	41.45	4.71
	Post-application	128	35.00	45.00	49.12	5.82

The means and the standard deviations indicated in Table 12 show that there is a positive correlation between secondary school students' academic achievement in English and the vocabulary learning strategies they use. The findings show that the vocabulary knowledge scores for pre-application (M=41.45 SD=4.71), while the vocabulary knowledge scores for post-application (M=49.12, SD=5.82). The following Table 13 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in acquiring vocabulary.

Table 13. Results of paired t-test for differences of the experimental group students by Vocabulary proficiency level

Vocabulary proficiency	N	M	SD	Df	T	P
Pre-Application	128	41.45	4.71	254	1.401	0.451
Post Application	128	49.12	5.82			

The results of the paired samples t-test show that there are no statistically significant differences between pre and post application within the experimental group EFL learners in their Vocabulary proficiency. Based on the students' average Vocabulary grades in the pre and posttests, $p=0,451$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is 41.45 (SD=4.71), and the mean score for the post application is 49.12 (SD=5.82).

Table 14. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in vocabulary

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.72	0.938
Memory	255	1.00	5.00	3.54	0.946
Cognitive	255	1.00	5.00	3.71	0.994
Compensation	255	1.00	5.00	3.92	0.872
Indirect	255	1.00	5.00	3.39	0.999
Metacognitive	255	1.00	5.00	3.30	1.075
Affective	255	1.00	5.00	3.49	0.922
Social	255	1.00	5.00	3.39	1.002

The means and the standard deviations indicated in Table 14 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Compensation strategies (M=3.92, SD=0.872), followed by
2. Cognitive strategies (M=3.71, SD= 0.994),
3. Memory (M=3.54, SD= 0.946),
4. Affective (M=3.49, SD= 0.922),
5. Social (M=3.39, SD= 1.002), and
6. Metacognitive strategies (M=3.30, SD=1.075).

The three most commonly employed strategy types are compensation, cognitive, and memory; and the three least commonly utilized are metacognitive, social, affective strategies. Based on the above-mentioned finding, secondary school students use a high level of direct learning strategies (M=3.72 SD= 0.938) and a medium level of indirect (M=3.39 SD= 0.999) strategies in answering the questions related to vocabulary learning strategies.

D. The Findings of the Fourth Research Question

In order to answer the fourth research question, (What is the relationship between secondary school students' academic achievement in English and the reading strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the reading learning strategies among EFL students at Secondary Public School in Turkey. The test was adopted from English institute website (see Appendix 1) and was applied to the participants.

After that, composite scores on the subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 14 below:

To find out the means and standard deviations in the listening proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 14 below:

Table 15 Descriptive Statistics regarding the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies they use in reading

Proficiency	Group	N	Min	Max	Mean	SD
Reading strategy	Pre-Application	128	35.00	48.00	40.39	4.66
	Post Application	128	35.00	48.00	45.74	5.76

The means and the standard deviations indicated in Table 15 show that there is a positive correlation between secondary school students' academic achievement in English and the reading strategies they use. The findings show that the reading scores for pre application (M=40.39 SD=4.66), while the reading scores for post application (M=45.74, SD=5.76). The following Table 15 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in reading strategies.

Table 16 Results of paired t-test for differences of the experimental group students by Reading proficiency level

Reading proficiency	N	M	SD	Df	T	P
Pre-Application	128	40.39	4.66	254	1.574	0.335
Post Application	128	45.74	5.76			

The results of the paired samples t-test show that there are no statistically significant differences between pre and post application within the experimental group EFL learners in their Reading proficiency. Based on the students' average Reading grades in the pre and posttests, $p=0,335$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is (40.39 (SD=4.66), and the mean score for the post application is 45.74 (SD=5.76).

Table 17. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in reading strategies

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.58	0.750
Memory	255	1.00	1.00	3.68	0.899
Cognitive	255	1.00	1.00	3.55	0.643
Compensation	255	1.00	1.00	3.52	0.709
Indirect	255	1.00	1.00	3.40	0.957
Metacognitive	255	1.00	1.00	3.35	0.975
Affective	255	1.00	1.00	3.37	1.107
Social	255	1.00	1.00	3.49	0.790

The means and the standard deviations indicated in Table 17 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Memory strategies (M=3.58, SD= 0.750), followed by
2. Cognitive strategies (M=3.55, SD=0.643),
3. Compensation (M=3.52, SD= 0.709),
4. Social (M=3.49, SD= 0.790),
5. Effective (M=3.37, SD= 1.107), and
6. Metacognitive strategies (M=3.35, SD= 0.975).

The three most commonly employed strategy types are memory, cognitive, and compensation; and the three least commonly utilized are metacognitive, affective, and social strategies. According to the findings of the fourth research question, secondary school students use a high level of direct learning strategies (M=3.58 SD= 0.750) and a medium level of indirect (M=3.40 SD= 0.975) strategies in answering the questions related to reading strategies.

E. The Findings of the Fifth Research Question

In order to answer the fifth research question, (What is the relationship between secondary school students' academic achievement in English and the writing strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the writing learning strategies among EFL students at Secondary Public School in Turkey. The test was adopted

from IELTS website (see Appendix 1) and was applied to the participants. After that, composite scores on the subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 18 below:

To find out the means and standard deviations in the listening proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 18 below:

Table 18. Descriptive Statistics regarding the relationship between secondary school students' academic achievement in English and the writing strategies they use in writing

Proficiency	Group	N	Min	Max	Mean	SD
Writing Strategies	Pre-Application	128	35.00	44.00	41.29	4.33
	Post Application	128	30.00	45.00	44.48	5.39

The means and the standard deviations indicated in Table 18 show that there is a positive correlation between secondary school students' academic achievement in English and the writing strategies they use. The findings show that the writing scores for pre application (M=41.29, SD=4.33), while the writing scores for post application (M=44.48, SD=5.39). The following Table 18 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in writing strategies.

Table 19. Results of paired t-test for differences of the experimental group students by Writing proficiency level

Writing proficiency	N	M	SD	Df	T	P
Pre-Application	128	41.29	4.33	254	2.011	0.652
Post Application	128	44.48	5.39			

The results of the paired samples t-test show that there are no statistically significant differences between pre and post application within the experimental group EFL learners in their Writing proficiency. Based on the students' average Writing grades

in the pre and posttests, $p=0,652$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is 41.29 ($SD=4.33$), and the mean score for the post application is 44.48 ($SD=5.39$).

Table 20. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in writing strategies

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.53	0.802
Memory	255	1.00	1.00	3.55	0.676
Cognitive	255	1.00	1.00	3.49	1.012
Compensation	255	1.00	1.00	3.56	0.719
Indirect	255	1.00	1.00	3.52	0.682
Metacognitive	255	1.00	1.00	3.51	0.696
Affective	255	1.00	1.00	3.52	0.708
Social	255	1.00	1.00	3.53	0.643

The means and the standard deviations indicated in Table 20 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Compensation strategies ($M=3.56$, $SD= 0.719$), followed by
2. Memory strategies ($M=3.55$, $SD=0.676$),
3. Social strategies ($M=3.53$, $SD= 0.643$),
4. Affective ($M=3.52$, $SD= 0.708$),
5. Metacognitive ($M=3.51$, $SD= 0.696$), and
6. Cognitive strategies ($M=3.49$, $SD= 1.012$).

The three most commonly employed strategy types are compensation, memory, and social; and the three least commonly utilized are cognitive, metacognitive, and effective strategies. According to the findings of the fifth research question, secondary school students use a high level of direct learning strategies ($M=3.53$ $SD= 0.802$) and a medium level of indirect ($M=3.52$ $SD= 0.682$) strategies in answering the questions pertained to writing strategies.

F. The Findings of the Sixth Research Question

In order to answer the sixth research question, (What is the relationship between secondary school students' academic achievement in English and the

speaking strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the speaking learning strategies among EFL students at Secondary Public School in Turkey. The test was adopted from IELTS website (see Appendix 1) and was applied to the participants. After that, composite scores on the subcategories of LLS the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 21 below:

To find out the means and standard deviations in the speaking proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 21 below:

Table 21. Descriptive Statistics regarding the relationship between secondary school students' academic achievement in English and the speaking strategies they use

Proficiency	Group	N	Min	Max	Mean	SD
Speaking Strategies	Pre-Application	128	30.00	40.00	39.87	4.49
	Post Application	128	35.00	48.00	42.12	5.50

The means and the standard deviations indicated in Table 21 show that there is a positive correlation between secondary school students' academic achievement in English and the speaking strategies they use. The findings show that the writing scores for pre application (M=39.87 SD=4.49), while the writing scores for post application (M=42.12, SD=5.50). The following Table 22 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in speaking strategies.

Table 22. Results of paired t-test for differences of the experimental group students by Speaking proficiency level

Speaking proficiency	N	M	SD	Df	T	P
Pre-Application	128	39.87	4.49	254	1.115	0.201
Post Application	128	42.12	5.50			

The results of the paired samples t-test show that there are no statistically

significant

differences between pre and post application within the experimental group EFL learners in their Speaking proficiency. Based on the students' average Speaking grades

in the pre and posttests, $p=0,201$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is 39.87 ($SD=4.49$), and the mean score for the post application is 42.12 ($SD=5.50$).

Table 23. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in speaking strategies

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.59	0.981
Memory	5.00	1.00	5.00	3.72	0.994
Cognitive	5.00	1.00	5.00	3.39	1.002
Compensation	5.00	1.00	5.00	3.66	0.946
Indirect	5.00	1.00	5.00	3.51	0.944
Metacognitive	5.00	1.00	5.00	3.52	0.971
Affective	5.00	1.00	5.00	3.54	0.854
Social	5.00	1.00	5.00	3.46	1.007

The means and the standard deviations indicated in Table 23 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Memory strategies ($M=3.72$, $SD= 0.981$), followed by
2. Compensation strategies ($M=3.66$, $SD= 0.946$),
3. Affective strategies ($M=3.54$, $SD= 0.854$),
4. Social ($M=3.46$, $SD= 1.007$),
5. Metacognitive ($M=3.52$, $SD= 0.971$), and
6. Cognitive strategies ($M=3.39$, $SD= 1.002$).

The three most commonly employed strategy types are memory, compensation, and affective; and the three least commonly utilized are cognitive, metacognitive, and social strategies. According to the findings of the sixth research question, secondary school students use a high level of direct learning strategies ($M=3.59$ $SD= 0.981$) and a medium level of indirect ($M=3.51$ $SD =0.944$) strategies in answering the questions pertained to speaking strategies.

To identify if there are statistically significant differences in the listening, vocabulary, reading, writing, and speaking proficiency of the participants after the 16-week strategy-based instruction, composite scores on listening, vocabulary, reading, and writing were calculated. Then descriptive statistics (range, means, and standard deviations) were calculated. After that, paired samples t-tests analyses were carried out to compare the means for ratings listening, vocabulary, reading, and writing proficiency. The results are represented in Table 24.

Table 24. Descriptive Statistics for Ratings of Listening, Vocabulary, Reading, and Writing Proficiency of the Students

Proficiency	N	Min	Max	Mean	SD
Pre-Application					
Listening	128	30	45	40.12	4.50
Vocabulary	128	35	45	41.45	4.71
Reading	128	35	48	40.39	4.66
Writing	128	35	44	41.29	4.33
Speaking	128	30	40	39.87	4.49
Post Application					
Listening	128	35	45	45.08	5.66
Vocabulary	128	35	45	49.12	5.82
Reading	128	35	48	45.74	5.76
Writing	128	30	45	44.48	5.39
Speaking	128	35	48	42.12	5.50

The means and the standard deviations indicated in Table 24 show that there are increases in the vocabulary and reading proficiency of the students when the pre application (M=41.45, SD=4.71) and post application (M=49.12 SD=5.82) vocabulary scores and pre application (M=40.39, SD=4.66) and post application (M=45.74, SD=5.76) reading scores are contrasted.

Nevertheless, the comparison of pre application (M=40.12, SD=4.50) and post application (M=45.08, SD=5.66) listening scores reveal a significant decrease. Similarly, the comparison of pre application (M=39.87, SD=4.49) and post application (M=42.12, SD=5.50) speaking scores reveal a significant decrease. However, the comparison of pre application (M=41.29, SD=4.33) and post application (M=44.48, SD=5.39) writing scores reveal a slight decrease.

G. The Findings of the Seventh Research Question

In order to answer the seventh research question, (What is the relationship between secondary school students' academic achievement in English and the

translation strategies they use?) concerning the likely correlation that might exist between language learning strategy training and the translation learning strategies among EFL students at Secondary Public School in Turkey. The test was adopted from Turkish-English website (see Appendix 1) and was applied to the participants. After that, composite scores on the subcategories of LLSs the were computed for each respondent. Then, the descriptive statistics (range, means, and standard deviations) were calculated. In conclusion, a mean rank order of scores was elicited. The findings are provided in Table 24 below:

To find out the means and standard deviations in the listening proficiency of the students after the 16-week strategy-based instruction. Descriptive statistics (range, means, and standard deviations) were computed. The results are presented in Table 24 below:

Table 25. Descriptive Statistics regarding the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies they use

Proficiency	Group	N	Min	Max	Mean	SD
Translation Strategies	Pre-Application	128	40.00	44.00	46.22	4.15
	Post Application	128	35.00	49.00	48.02	5.51

The means and the standard deviations indicated in Table 25 show that there is a positive correlation between secondary school students' academic achievement in English and the translation strategies they use. The findings show that the translation scores for pre application (M=46.22 SD=4.15), while the translation scores for post application (M=48.02, SD=5.51). The following Table 26 shows the rank order of language learning strategies used among students and their relationship with their academic achievement in translation strategies.

Table 26. Results of paired t-test for differences of the experimental group students by translation proficiency level

Translation proficiency	N	M	SD	Df	T	P
Pre-Application	128	46.22	4.15	254	1.082	0.052
Post Application	128	48.02	5.51			

The results of the paired samples t-test show that there are no statistically

significant differences between pre and post application within the experimental group EFL learners in their Translation proficiency. Based on the students' average translation grades in the pre and posttests, $p=0,052$, which is larger than the accepted p value of, 05 ($p>0,05$). The mean score for the pre-application is 48.22 (SD=4.15), and the mean score for the post application is 52.05 (SD=5.51).

Table 27. Descriptive Statistics and Mean Rank Order of Language Learning Strategies used among students and their relationship with their academic achievement in translation strategies

Strategy Type	N	Min	Max	Mean	SD
Direct	255	1.00	5.00	3.71	0.766
Memory	255	1.00	5.00	3.66	0.719
Cognitive	255	1.00	5.00	3.54	0.708
Compensation	255	1.00	5.00	3.92	0.872
Indirect	255	1.00	5.00	3.55	0.892
Metacognitive	255	1.00	5.00	3.50	0.696
Affective	255	1.00	5.00	3.52	0.971
Social	255	1.00	5.00	3.46	1.007

The means and the standard deviations indicated in Table 27 show that the most commonly utilized language strategy among EFL Turkish students at Public Secondary School in Istanbul Turkey is:

1. Compensation strategies (M=3.92, SD= 0.872), followed by
2. Memory strategies (M=3.66, SD=0.719),
3. Cognitive strategies (M=3.54, SD= 0.708),
4. Affective (M=3.52, SD= 0.971),
5. Metacognitive (M=3.50, SD= 0.696), and
6. Social strategies (M3.46, SD= 1.007).

The three most commonly employed strategy types are compensation, memory, and cognitive; and the three least commonly utilized are social, metacognitive, and effective strategies. According to the findings of the fifth research question, secondary school students use a high level of direct learning strategies (M=3.71 SD= 0.766) and a medium level of indirect (M=3.55 SD= 0.892) strategies in answering the questions pertained to translation strategies.

The findings showed that there is an increase in the scores of the respondents when the means of the pre and post-tests are contrasted (M=41.55 vs. M=45.76). A

closer examination of the study shows, increases in the mean scores between pre and posttest listening (M= 40.12 vs. M=45.08), vocabulary (M=41.45 vs. M=49.12), reading (M=40.39 vs. M=45.74), speaking (M=39.87 vs. M=42.12), and translation (M=46.22 vs. M=48.02) are detected. On the other hand, the comparison of the mean scores of the pre and posttest writing section revealed a slight decrease (M=41.29 vs. M=44.48).

The analysis showed that the experimental group students outperformed the control group. Accordingly, the analysis revealed that LLSs were effective in improving students' language learning strategies; namely, listening, reading, speaking, writing, speaking, vocabulary, and translation.

H. Summary of the Findings

The statistical analyses calculated to answer the seventh research questions in this study showed the following:

- The secondary school students in Istanbul in Turkey are more inclined towards using direct strategies compared to indirect strategies, particularly the three most commonly used strategy types are compensation, memory, and cognitive and the three least commonly utilized are social, cognitive, and affective strategies.
- There is statistically significant relationship between using language learning strategies and the foreign language achievement of EFL students at the public secondary school in Istanbul. To elaborate, the findings of statistical analysis show that there is a significant relationship between the participants' use of compensation and memory strategy and their general EFL proficiency. The students who used compensation strategies their grades were higher than those who use memory strategy
- There are statistically significant differences in the frequency of students' use of LLSs before and after the application of 16-week strategy-based instruction period.
- There are statistically significant differences between pre and post application in terms of students' listening, vocabulary, reading, writing, speaking, and translation proficiency.

To summarize, the above-mentioned results of the present study revealed a significant correlation between the use of LLSs and foreign language proficiency and achievement of the English learners at public secondary school in Istanbul. This finding is consistent with Hayati (2014) study, which found a correlation between LLSs students use in foreign language and their academic achievement.

Additionally, based instruction strategy caused an increase in using LLSs among the students. The reason behind that might be attributed to the fact that strategy-based instruction plays an active role in learning process by enabling them to acquire the target language. Besides, LLSs might foster students' autonomy and self-direction. In addition, it raises students' awareness of foreign language learning. Therefore, the findings of the present study agree with Wong and Nunan (2011) that learning languages are important to help students and learners particularly in the classroom in facilitating the acquisition of the target language.

V. CONCLUSION

A. Conclusions and Recommendations

This chapter presents the conclusions of the study, discusses the findings of the study in a contrastive manner. After that, it presents the pedagogical implications of the findings of the study. Ultimately, the study suggests some recommendations for further studies.

The main goal of the present study was to compare the impact of foreign language learning strategies (LLSs) with other variables, such as Learning English as foreign language taking into account general school achievement among public secondary school students in turkey. Hence, our major objective was to provide a complex overview of these measurement points and to examine how LLSs can influence students' foreign language learning process and enable student to improve communication skills in English language. Due to current research analysis, it has identified that English language learning methods may improve learning language and academic achievement. As a result, it is dependent on the self-learning and comprehension ability of each learner.

Finding of the study revealed that the language learning strategies LLSs for public secondary school students play an important role that leads toward learning English as foreign language and correlated with their academic achievements. This was caused by the students' intention to learn English is influenced mainly by extrinsic motivation factors rather than the strategies used. Learners' encouragement and motivating impact on the weakness of strategies that would be used by the students in learning English. The other factors might be affected by the selection of strategies to learn English by the learners.

Literature has revealed that students with more frequent foreign language learning strategies (LLSs) use have better opportunities to become more proficient language learners. It has been pointed out that students that are more proficient engage in a wider range of strategies and select learning strategies dependent on

learning tasks.

It is of a paramount condition to understand the role of using LLSs as well as the strategy-based instruction in foreign language learning and teaching. As a result, several researchers in the field have been carried out studies to articulate the complicated factors that assist and pinpoint the manner of learning a foreign language by international students. A variety of studies on LLS correlate it with achievement and smartness (O'Malley et al., 1985; and Zeynali, 2012); such studies indicate that using LLSs determine students' language proficiency.

Regarding secondary school students, the use of LLSs can be quite challenging for intermediate and pre-intermediate students. Besides, a variety of personal factors; including students' age, gender, learning style, needs, interests, motivation, and inclinations affect their use of LLSs. Not to mention that sociocultural variables such as the students' motivators towards using the target language.

Therefore, using foreign language strategies might have either direct or indirect impact on the achievement of foreign language strategies. Such LLSs differ among students according to their linguistic, cognitive and cultural level, and the difficulty of language (Davis, 1995). It might explain the reason that using foreign LLSs did not associate with the overall foreign language proficiency in general and listening, vocabulary, reading, speaking, and translation in particular. A possible reason behind the existence of statistically significant difference between the use of foreign language strategies as well as the language proficiency of the respondents might be attributed to the fact that LLSs raise students' awareness, foster students' autonomy, and facilitate their acquisition of the target language. A 16-week study period was sufficient to detect the likely correlations of LLSs use and a strategy-based instruction. To reliably generate robust conclusion about the findings, it is better to extend the duration of the study to examine the likely impact of strategy-based instruction.

The findings of the present study concerning a statistically significant correlation between the use of the foreign language strategies and the foreign language proficiency agree with many other studies in the field. For instance, Habók and Magyar (2018), Altan (2003) showed a positive correlation between LLSs and the proficiency of EFL students.

The correlation between the used strategy and the language proficiency showed several findings that might be attributed to a variety of reasons. The defined factors of each study is related to the context the study is carried out and such factors generally influence the results of the study. As a consequence, the findings of each study should be accepted to show findings related to the context of the study rather than producing overgeneralization concerning the possible correlation between the used strategy and the foreign language proficiency. Therefore, it can be easily assumed that there is no definite theory between using LLSs and language learning proficiency because the results might vary from one study to another.

Surprisingly, the findings of the present study showed that the students exhibited positive attitudes towards using LLSs to improve their language proficiency despite the fact that investigating the students' perspectives towards using LLSs was not the aim of the study. To elaborate, one of the respondents claimed that LLSs improved their vocabulary knowledge. Another participant stated that LLSs improved his reading comprehension, while another student indicated that LLSs improved her listening comprehension. The positive feedbacks received from the students were in favor of vocabulary knowledge.

The study concluded that applying LLSs are strongly correlated with secondary school students' achievement. To clarify, the students who used memory strategy yielded lower marks because it is generally used by beginner level students compared to those who use compensation strategy yielded higher marks in which the students' work on finding synonyms from the reading passage, along with depending on non-verbal communication when the meaning of the words cannot be described. The finding of the present study lends tremendous support to the study of (2021) that LLSs improved students' language proficiency.

The study further showed that the students in the control group were inclined towards direct strategies; including memory, compensation, and cognitive, respectively, followed by indirect strategies. The reason behind that might be due to the weakness of the students and their inability to master using the LLSs effectively. This finding is consistent Park (1997) that Asian students used direct strategies more than indirect strategies and that their scores in English reflected their used LLSs. Although memory strategy that are used by the participants are generally correlated with language learning achievement, they might have a negative influence on their

foreign language proficiency.

However, the findings of the study showed that experimental group were more inclined towards using indirect strategies such as social, effective, and metacognitive. The reason behind that might be attributed to the fact that the students in the experimental group get used to the LLSs; thus, they were able to use it more effectively than control group students.

To conclude, the findings of the current study regarding the role of the use of LLSs underscore the necessity to carry out additional studies regarding the effects of using LLSs on improving students' language proficiency and achievement.

It is worth mentioning that LLSs play a pivotal role in acquiring foreign language. Therefore, the study recommends researchers to use appropriate techniques and approaches that might enable teachers to motivate their learners and to train them towards using strategies that would facilitate the acquisition of the target language.

B. Pedagogical Implications

According to the conclusion stemmed from the present study, the findings of the analysis is considered as an important indicator of foreign language teachers concerning the role that classroom plays in enhancing using appropriate strategies to facilitate the acquisition of the target language for learners.

Throughout the course of the class, it is important to take motivational factors into account. It is essential for teachers to apply LLSs in a manner that motivate the students. Teachers for secondary school students should realize the challenges confronting the students. They should further create authentic situations as much as possible because it fosters students' motivations in which the students' have the opportunity to apply the knowledge in real-world situations.

Besides, the teachers should diversify their teaching methods and activities and teaching the students how to utilize various types of learning strategies. Moreover, teachers should raise students' awareness regarding language learning process. They should also increase students' autonomy by enabling them to explore the language by themselves. The students should be motivated towards reflecting on their reactions and experiences to the language and culture.

It is recommended for teachers to take Oxford (1996) suggestions into consideration:

Teachers for secondary school students should identify the needs, interests, and inclination of the students towards learning English. Such identification contributes significantly in achieving the desired learning outcomes. Therefore, the teachers should concentrate on the suitable LLSs that facilitate the acquisition of the target language. Teachers should motivate and encourage students towards learning a new language by expanding their imagination and thoughts of a new world by concentrating on learning a new language; thus, the students become aware that by learning another language, they can gain new knowledge about style of life and culture of the target language and they can get acquainted to a new people. The inclusion of interesting activities in the classroom enable teachers to create rapport atmosphere in the classroom and they might reduce students' anxiety.

There are five steps that teachers can use for dealing with learners' beliefs. First, the teachers should be aware of learners' past classroom experiences as well as students' ideas regarding language learning. Second, the teachers should foster learners' confidence. Third, they should give the students the information according to their levels; and then moving slowly. Fourth, they should praise the students for their good performance. Fifth, the teachers should be aware of students' concerns and interests. Such steps motivate the students towards using LLSs (Oxford and Shearin, 1996, p. 139). As a result, it might be confirmed that teachers should engage learners in classroom activities; classroom atmosphere should be creative and novel. Besides, the learners should exert their efforts and come with their own conclusions.

Alongside the recommendations for future research as detailed below, this study has further implications within the Turkish context. There has been limited research on this topic within this context and this study provides some information on how learning strategies may influence on how teaching methods can be enhanced. Through further understanding of the repertoire of strategies that successful language learners to be used when learning FOREIGN LANGUAGE, these strategies could be taught within the setting of classroom thereby enhance language learning.

C. Suggestions for Further Research

The current study is considered as a significant step in the process of determining the LLSs that are used by secondary school students and how their strategies are correlated with their academic achievement.

Motivational factors are highly important for improving students' achievement. In this regard, Oliver (1995) points out that motivational factors play a cardinal aspect in the classroom. Besides, using LLSs is further influenced by increasing students' motivation. In EFL classroom, the students have the opportunity for students to discover the suitable and successful strategies to be used in the classroom. Further studies should investigate the importance of motivation in applying effective LLSs in EFL classroom. It is recommended for additional studies to examine the effects of LLSs in improving the achievement for secondary school students.

It is useful for further studies to unravel the importance of investigating the impact of applying LLSs in improving the academic achievement for students with learning disabilities. The researcher recommends conducting contrastive studies that investigate the effectiveness of applying LLSs in EFL classroom for males and females. Finally, the study suggests investigating the impact of LLSs on students' academic achievement in different countries.

The results of this study suggest that further research in the area of FOREIGN LANGUAGE achievement and language learning strategies needs to be conducted. Further comparison of L1 and FOREIGN LANGUAGE learners could further enhance the language learning research and establish more readily the role language plays in FOREIGN LANGUAGE achievement and in learning across the education system within Turkish context.

- The literature review revealed that Turkish EFL in public secondary school learners in particular. Further study, including descriptive, experimental and cross-sectional studies, is recommended to enhance understanding of Turkish EFL LLSs use.
- It is necessary to investigate, for example, ESL/EFL teachers' perceptions and awareness of LLSs.

- The effect of training on LLSs use and the effectiveness of LLSs are necessary areas for future investigation.
- For Turkish students who involved in the study, introducing LLSs is significant, especially for students with low and average foreign language marks.
- Students who are able to recognize the significance of language learning strategies and use a broad range of strategies can find new ways and opportunities to practice language and to improve their proficiency.
- It would be highly recommended to integrate LLSs consciously into foreign language lessons.

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APPENDIX

APPENDIX A Questionnaire

APPENDIX B Ethical Approval Form

APPENDIX A – Questionnaire

Instructions

Certain ethical considerations were taken into account. Firstly, the study was approved by schools' authorities. Thereafter, it was approved by the department of English language at these selected schools, principal of the school, parents of learners. This was done by means of covering letters detailing the study and what it involved. There was also a consent form to be completed by the specified parties to ensure that there was written agreement. The consent forms highlighted that all information would be treated as confidential.

Dear secondary school students,

The following questionnaire consists of (30) items. You are kindly requested to choose the answer you deem appropriate for the questionnaire indicated below. Your information and identity will remain confidential. Your answers will only be used for the purpose of carrying out my study.

This test is designed only for the purpose of carrying out my thesis. Accordingly, you are kindly requested to choose the correct answer. The correct answer contains only information stated in the text. Your participation, time and efforts are highly appreciated. The test consists of 6 parts, which examines the relationship between secondary school students' academic achievement in English and the listening, vocabulary, reading, writing, and translation strategies they use.

The first part is a survey consists of (30) items that investigate language learning strategies that secondary school students use in studying English as a foreign language. The first test consists of (10) questions that focuses on listening proficiency, the second test consists of (5) questions that highlights the vocabulary knowledge. The third test consists of (10) questions that investigates the reading proficiency. The fourth test consists of (2) questions that examines the writing proficiency. The fifth test consists of two topics; each one consists of 5 questions that examines the speaking proficiency. The sixth test contains (5) questions that examine the translation strategies used by the students. The overall marks of the test are out

of (60); one mark is given for each correct answer for the first and fifth tests, whereas two marks are given for second, fourth, and fifth tests.

Part One: language learning strategies (LLS) do secondary school students apply in studying English

In Part One, please **CIRCLE** the appropriate number to manifest how strongly you agree or disagree with each of the following statements on a scale of **1** to **5**.

B: what Language learning strategies do the secondary school students use in their studies of English? (RQ 1)

The scale ranges from **1 (Never or almost never true of me)** to **5 (Always or almost always true of me)**. Please circle only one number per statement.

No	Statement	Never or almost never true of me	Usually not true of me	Somewhat true of me	Usually true of me	Always or almost always true of me
A. DIRECT STRATEGIES						
1- Memory						
1	I think of relationships between what I already know and new things I learn in English at public secondary school secondary.					
2	I use new English words in a sentence so, I can remember them.					
3	I connect the sound of a new English word and an image or picture of the word to help me remember the word.					
4	I remember a new English word by making a mental picture of a situation in which the word might be used.					
5	I use rhymes to remember new English words.					
2- Cognitive						
6	I say or write new English words several times.					
7	I try to talk like native English speakers.					
8	I practice the sounds of English.					
9	I use the English words I know in different ways.					

10	I start conversations in English.					
3-Compensation						
11	To understand unfamiliar English words, I make guesses.					
12	When I can't think of a word during a conversation in English, I use gestures.					
13	I make up new words if I do not know the right ones in English.					
14	I read English without looking up every new word.					
15	I try to guess what the other person will say next in English.					
B. INDIRECT STRATEGIES						
1. Metacognitive						
16	I try to find as many ways as I can to use my English.					
17	I notice my English mistakes and use that information to help me do better.					
18	I pay attention when someone is speaking English.					
19	I try to find out how to be a better learner of English.					
20	plan my schedule so I will have enough time to study English.					
2. Affective						
21	I try to relax whenever I feel afraid of using English.					
22	I encourage myself to speak English even when I am afraid of making a mistake.					
23	I give myself a reward or treat when I do well in English.					
24	I notice if I am tense or nervous when I am studying or using English.					
25	I write down my feelings in a language learning dairy.					
3. Social						
26	If I do not understand something in English, I ask the other person to slow down or say it again.					
27	I ask English speakers to correct me when I talk.					
28	I ask for help from English speakers.					
29	I try to learn about the culture of English speakers.					
30	I express my ideas in English.					

First test: Listening Strategies (10 marks¹) (RQ2: 2. What is the relationship between secondary school students' academic achievement in English and the listening strategies they use?)

Follow the link to listen to the audio then answer the questions below it

Example question	Answer
Destination?	Harbour City

Complete the notes below. Write no more than two words and/or a number for each answer.

Questions: Transport from Bayswater

1. Express train leaves at (1) ...
2. Nearest station is (2)
3. Number 706 bus goes to (3) ...
4. Number (4)bus goes to station
5. Earlier bus leaves at (5)

Questions 6–10

Complete the table below. Write no more than one word and/or a number for each answer.

Transport	Cash fare	Card fare
Bus	(6) \$	\$1.50
Train (peak)	\$10	\$10
Train (off-peak)	\$10	
– before 5pm or after (7) : pm)		(8) \$
(9) ferry	\$4.50	\$3.55
Tourist ferry ((10)	\$35	–
Tourist ferry (whole day)	\$65	–

¹ <https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/listening/section-1>

Second test: Vocabulary Strategies (10 marks²), (what is the relationship between secondary school students' academic achievement in English and the vocabulary learning strategies they use?)

Complete the sentences with the words in the box.

allow – all right – almost – add – along – activities – alone - also

1. Outdoor _____ such as hiking and climbing are fun to do.
2. Do you like to _____ sugar to your tea or is it all right without sugar?
3. The commanders don't _____ the cadets to be out at night.
4. BJK is not only a football club, but _____ a basketball club.
5. Sometimes people like to be _____. They don't want anybody around them.

Third test: Reading Strategies (10 marks³) (what is the relationship between secondary school students' academic achievement in English and the reading strategies they use?)

Read the text, then try to answer the questions. There are 10 questions. The answers are not in the same order as the text. Some questions are easier; some are more difficult. Don't worry if you don't know the answer! Try not to use a dictionary.

Sarah's Life in Canada

Sarah is 36 years old, and she lives in Canada. She has two young daughters.

² <https://www.ielstrainingtips.com/young-people-spend-less-time-on-outdoor-activities-in-natural-environment-such-as-hiking-and-mountain-climbing-why-what-can-be-done-to-prevent-them-from-being-indoors-and-encourage-them-to-be-outdo/>

³ <https://www.english-bf.com/quizzes/reading-test/>

She works two days a week as a teacher. Her husband's name is Nathan, and he's a sales manager. Nathan's job is very busy, so he often comes home late. At weekends, they often go driving or walking in the countryside.

Nathan was born in Canada, but Sarah wasn't. She was born in Argentina, and she moved to Canada when she was 26. When she was growing up, she was really interested in English. At first, she thought it was difficult, but when she finished school, she could already speak quite fluently and understand almost everything she heard or read. She spent a lot of time listening to songs and watching TV shows and films in English.

After she graduated from university, she decided to train as an English teacher. The certificate she needed was quite expensive, and competition for places was intense, but she was determined to do it—she simply couldn't imagine doing anything else. She finished the course with a distinction, which was the highest grade possible. Soon, she found work as a teaching assistant in a local primary school. She enjoyed the work, although it was often challenging—the children were not always well-disciplined, and she didn't think that the classroom teacher had enough understanding of teaching methods.

When she first went to Canada, she never would have imagined that she would end up staying there. It was supposed to be a short-term placement in a high school. She thought that she would be able to see a different part of the world and gain some useful experience, which could help her to find a better teaching position when she came back to Argentina. At first, she found living overseas much more difficult than she had expected. She felt homesick, and she had problems getting used to everything which was different in Canada—the interpersonal culture, the climate, the food... For the first three months she was there, she spent most of her free time in her room, dreaming of going back to Argentina and seeing her family again.

Over time, she adjusted to life in Canada, and even started to enjoy herself a bit more. One day, she met Nathan at a party. She liked his sense of humour, and how kind he was, but she was reluctant to get involved, knowing that she was planning to leave in the near future. When her placement finished, he convinced her to apply for a permanent job in another school. She told herself that she would give it one more year and see how things went.

Now, Sarah is settled, although she still misses Argentina. She tries to make it back at least yearly, and she is bringing up her daughters to be bilingual, so that they can talk to their Argentinian relatives in Spanish. When she thinks back to her first few months in Canada, she can scarcely recognise herself. In some ways, she wishes she weren't so far away from her family, but at the same time, she feels that she's learned many things which she never would have experienced had she stayed in Argentina. She wants to give her daughters the chance to travel and experience life in other countries as soon as she can, although of course she hopes they don't move too far away! ⁴

1. Nathan is

- Sarah's husband.
- Sarah's manager.
- Sarah's father.

2. Sarah has lived in Canada

- Since she was born.
- For one year.
- For ten years.

3. When she was at school, she learning English.

- Liked.
- Didn't like.
- Didn't mind.

4. In her first job, she

- Taught young children by herself.
- Worked with another teacher to teach older children.
- Worked with another teacher to teach young children.

5. At weekends, Sarah and Nathan often

⁴ <https://www.english-bf.com/quizzes/reading-test/>

- Get out of the city.
 - Stay in the city.
 - Work long hours.
6. Sarah thought that living in Canada
- Would make her feel homesick.
 - Would be easier than it was.
 - Would be more difficult than it was.
7. Nathan works
- At home.
 - In a factory.
 - Long hours.
8. When she left school, her English was
- Very good.
 - Very bad.
 - Perfect.
9. Sarah's feelings about her first job were
- Mixed.
 - Positive.
 - Negative.
10. Sarah and Nathan have
- No children.
 - One boy and one girl.
 - Two girls.

Fourth test: Writing Proficiency (10 marks⁵), (what is the relationship

⁵ <https://www.ieltspodcast.com/general-task-one/general-task-1-sample-essays/questions/>

between secondary school students' academic achievement in English and the writing strategies they use?)

Choose one of these topics:

1. You are going to another country to study. You would like to do a part-time job while you are studying, so you want to ask a friend who lives there for some help. Write a letter to this friend.

In your letter:

- Give details of your study plans
- Explain why you want to get a part-time job
- Suggest how your friend could help you find a job

2. Write a letter to the manager of a cinema (movie theatre) about a jacket you have left behind after a film.

In your letter:

- Describe the jacket
- Describe where you were seated
- Explain what happened.

Fifth test: Speaking Proficiency (10 marks⁶), (what is the relationship between secondary school students' academic achievement in English and the speaking strategies they use?)

You have to fully answer the following questions; you have 10 minutes to answer them:

⁶ <https://ieltsliz.com/ielts-speaking-part-1-topics/>

HOMETOWN:

1. Where is your hometown?
2. Do you like your hometown?
3. What is the oldest place in your hometown?
4. How could your hometown be improved?
5. Is there good public transportation in your hometown?

ART

1. Are you good at art?
2. Did you learn art at school when you were a child?
3. What kind of art do you like?
4. Is art popular in your country?
5. Do you think children can benefit from going to art galleries?

Part Seven: Translation Proficiency (10 marks⁷), (what is the relationship between secondary school students' academic achievement in English and the translation strategies they use?)

Translate these sentences from Turkish into English

1. Bütün üyeler tarafından yeterince sevilmediği düşünüldüğü için başkanlık ona teklif edilmedi.

A) Being considered insufficiently popular with all members, he wasn't offered the chairmanship.

B) He wasn't considered as a choice for chairman because he wasn't liked by all the members.

C) Only if he was sufficiently popular with all the members could he be

⁷ <https://www.ingilizcedili.com/2017/12/translation-turkish-english-test-2.html>

chosen chairman.

D) They didn't offer him the chairmanship as the members didn't think him suitable enough to be chosen.

E) His popularity among all the members was insufficient, so he wasn't offered the chairmanship.

2. Her iki oturumda da üyelerden umduğu desteği göremeyince, kurumdaki görevinden ayrılmaya karar verdi.

A) When he couldn't get enough support from the members in both sessions, he resigned from his job in the institution.

B) Seeing that the members didn't support him in both sessions as much as he'd expected, he had no choice but to resign from the institution.

C) He was unable to get enough support from the members in the second session, and as a result he decided to give up his job in the institution.

D) He'd expected to obtain sufficient support from the members, but when he couldn't even in the second session, he had to resign from the institution.

E) Unable to obtain as much support from the members in both sessions as he'd expected, he resolved to resign from his job in the institution.

3. Bir politikacı, sürekli olarak basın tarafından kendisine yöneltilen eleştiri ve saldırılara dayanacak kadar güçlü olmalıdır.

A) The media criticizes politicians so severely that it is really hard to resist their incessant attacks.

B) It's necessary for a politician to have enough strength so that he won't be easily hurt by the attacks from the media.

C) A politician should be strong enough to withstand the criticism and attacks which are constantly directed at him by the media.

D) The media makes such strong attacks on politicians that it's really difficult to withstand them.

E) When the media attacks a politician severely, it always receives strong criticism from the political world.

4. Günümüzde anaokullarının sayıca artmış olması sonucu, çalışan kadınlar için çocuklarının gündüz bakımı büyük bir sorun yaratmaktadır.

A) As a result of the increase in the number of kindergartens today, day-care for their children doesn't pose a serious problem for working women.

B) There are so many kindergartens today that it is no longer a big problem for working women to provide their children with day-care.

C) Today, working women have the opportunity to choose a day-care centre for their children from a wide range, as the number of kindergartens have increased.

D) The increasing number of kindergartens will enable many women to go out to work without having much trouble about the day-care for their children.

E) The number of kindergartens has risen considerably in recent years, consequently working women are having less trouble providing day-care for their children.

5. Satın aldığınız bir eşyayı iade etmek zorunda kalabilirsiniz diye size verilen makbuzu bir süre saklayın.

A) In case you may have to return a purchase you bought; keep the receipt you are given for some time.

B) When you return an item to where you bought it, they'll ask you to show the receipt you were given when buying it.

C) You should keep the receipt you are given when buying something in order to show it if you have to return the item.

D) It is necessary to keep the receipt for a purchase for some time so that you can use it if you have to return the item.

E) You may have to return an item, so keep the receipt you are given for some time so that you can prove where and when you bought it.

APPENDIX B Ethical Approval Form

Evrak Tarih ve Sayısı: 16.03.2022-45187



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

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Konu :Etik Onayı Hk.

16.03.2022

Sayın Razan TALEB

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 10.03.2022 tarihli ve 2022/04 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN
Müdür Yardımcısı

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RESUME

Razan Taleb

EDUCATION:

Bachelor Degree. 2007

Damascus University, Faculty of Translation, English Department.

CERTIFICATES:

- TEFL- TESOL- TOT 2017

- CELTA- British Council 2021

PROFESSIONAL EXPERIENCE AND AWARDS:

Speaking Teacher, English Director and teacher trainer 2021-2022

Global International School in Jeddah

English Teacher teaches upper grades 2016

Alfanar Training Center Under the supervision of The Ministry of Education in
Saudi Arabia

Cooperative Teacher Trainer and consultant 2014-2016

Pworks, Macmillan Education

Academic Director & Sales & Marketing Manager 2012-2015

Arab Open University

Part Time Assistant Teacher 2014-2015

Zahrat Alsahra'a International School in Jeddah

English teacher Taught EFL for elementary and intermediate levels (G:4, 5,6) 2010-2012

Al-Fateh University

English and Arabic teacher for foreigners 2008-2011

Al-Amal Private Schools

English Department Coordinator & Teacher 2005-2008