Language Learning Strategies and English ProficiencyOf Grade 4 Learners Among The Integrated Schools In Cluster 4 Of Davao City

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Abstract — This study focused on language learning strategies and English proficiency learning through the lens of language-learning strategies, and how strategies-based instruction is implemented within the public elementary schools, specifically grade 4 of the Division of Davao City. The intent of this study was to determine the extent to which language-learning strategies are taught to language learners in public elementary schools, the specific strategies that language-learners use, and whether improvements to strategies-based instruction are needed. The result revealed that all strategies of language learning were effective and that teachers continue using these strategies to learn language. However, despite the strategies of language learning continually used by teachers, learners still have a hard time in writing English. Learners have difficulty and find writing in English hard to accomplish. The study found that, generally, language-learning strategies are not explicitly taught but implicitly learned. The study also found that learners used the strategies, leaving few of the strategies little used or unused altogether. Finally, the study recommends that language-learning strategies be taught explicitly, in awareness-raising exercises, so that students learn not only to identify the specific strategies available for use, but also how to apply them using the material being learned.

Keywords — Language learning strategy, English proficiency, correlation, writing tasks, education of learners

I. Introduction

Passers of board examinations of Professional Regulatory Commission (PRC) in all fields of endeavor continue to go down which is attributed to their low proficiency in the English language. Relative to the said claim, it was pointed out that students' proficiency in other subjects such as Science and Mathematics was affected with the students' level of proficiency in English language. Report further showed that their skills in problem solving was only 53%; analysis, 56%; and computation was 62%. These skills all require proficiency in English.

In contrast, Rafiu and Nwalo (2019), students who are highly proficient in the English language exhibit the ability to speak or perform in an acquired language. More so, Mojabi (2019) illustrated that highly proficient students could recognize and produce the distinctive grammatical

structures of a language and to use them effectively in communication. Also, Eisenmann and Summer (2019) noted that being proficient in English language has been considered as a sufficient condition for successful language learning.

On one hand, Sil (2019) reported that effective language learning strategies are generally believed to enhance student's motivation because it can help learners adopt more positive attitudes towards learning. Likewise, Dörnyei and Kubanyiova (2019) asserted that strategies for learning are thought to be effective in fostering student motivation in the classroom. Also, Raba (2019) pointed out that learning strategies encourage cooperation among students, this principle deals with teaching practices which encourages cooperation among students.

On the other hand, Schraw and Dennison (2019) defined debugging strategies as the individual's skills and strategy used to correct comprehension and performance errors. According to Kalmari (2019) the use of motivational strategies has been more important than learning what motivation is because learner motivating skill should be seen as central to teaching effectiveness. Likewise, Cicekc and Sadik (2019) asserted that attention is the first step in the learning process. Through this, students can focus on the meaning and significance of new information.

Research studies indicated that there exists a relationship among learning strategies, English proficiency, and debugging strategies of the students. However, most of them only examined the direct influence of learning strategies on the English proficiency of the students. Specifically, Villamizar (2019) showed that there is a significant relationship between language learning strategies and English proficiency among students. The findings indicate that the relevant factor in the effectiveness of the language learning strategies was not the type of strategies used by the learners. The key was the frequency of use of those strategies in the learning process. Also, Bosman and Schulze (2019) found that the preference to learn individually correlated most with motivation for achievement in language learning.

Thus, it is in this context that the researcher felt the need to fill-in the research gap of conducting a study in the Philippine setting, particularly in Davao City using a quantitative research approach. Specifically, the researcher makes use of a correlational approach to have a better understanding of a student's English proficiency as determined by language learning strategy which is found to be scarce. The present study intends to contribute to the limited body of knowledge regarding English language proficiency of the students in Davao region context.

Language learning strategy as defined by Moskovsky et al. (2019) refers to the factors that are consciously exerted by an individual to achieve some systematic and enduring positive effect. As proposed by Kean (2019), learning strategy is measured with memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. According to Sil (2019) teachers' use of motivational strategies is generally believed to enhance student motivation because it can help learners adopt more positive attitudes towards learning. Thus, Kabody (2019) asserted that a teacher must have the knowledge of effective

motivational teaching strategies because they play the most significant role in the academic environment, engaging the learners and pursuing them the long journey of their learning.

In addition, Dörnyei and Kubanyiova (2019) asserted that strategies for learning vocabulary are thought to be effective in fostering student motivation to participate in language class. According to Babaee (2019) without ample motivation, students with even the highest abilities cannot achieve long-term goals. Also, Kalmari (2019) pointed out that the use of strategies for learning has been more important than learning what motivation is because learner motivating skill should be seen as central to teaching students with vocabulary effectively.

More so, Alyami and Mohsen (2020) viewed that language learners must learn vocabulary learning strategies for better learning of vocabularies because this knowledge improves their process of acquisition. Making students aware of vocabulary learning strategies can be an influential method for teaching vocabularies. As suggested by the authors, language learners must be encouraged to use strategies in their process of learning. Having the ability to use vocabulary learning strategies makes learners autonomous and helps them in taking responsibility for their own learning. Alqurashi (2019) also believes that explicit teaching of vocabulary learning strategies grows the level of independence in language learners. Thus, I believe that knowing and using vocabulary learning strategies is the most important way for learning language.

Adding more, Raba (2019) asserted that certain characteristics are consistently associated with effective learning strategies as viewed by students, other teachers, and administrators. First, learning strategies encourage cooperation among students. This principle deals with teaching practices which encourage cooperation among students. Second, effective learning strategies characterized active learning, they support project-based learning which determines that students learn valuable skills from seeing and doing. Lastly, effective learning strategies provide the learner with valuable feedback about their progress; and accordingly can make amendments to improve their own learning. Darling-Hammond (2020) suggested that utilizing these characteristics of learning strategies appropriately requires well-trusted means of knowledge are needed and here the teacher's role appears.

Memory Strategy. The first indicator of language learning strategy in this study is memory strategy which refers to a set of techniques that are designed to help one remember (Kean, 2019). Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory (Brown, 2019). According to Wang (2019) memory strategy involves linking the word with some previously learned knowledge and their goal is organization and consolidation. Noted that memory sub-strategies (acronym, grouping, and imagery), which help learners store and retrieve information, were taught to examine their impact on the short-term and long-term vocabulary retention. Further, Heidari (2020) asserted that memory strategy could be used as mnemonics by learners to make mental linkages that would allow new words to enter, remain, and be retrieved

for communication in long-term memory. Some researchers suggest that effective instruction requires a deeper level of processing of new words.

Cognitive Strategies. The second indicator of language learning strategy in this study is cognitive strategies which refers to the sets of mental processes that are consciously implemented to regulate thought processes and content in order to achieve goals (Kean, 2019). As described by Liu and Lin (2019) cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. According to Jaleel (2019) cognitive strategies involve the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach others and make the thinking process visible. It involves the control of various mental strategies for better cognitive performance. It is the regulation of one's own thinking process, and thus can fall in the domain of metacognition.

Compensation Strategies. The third indicator of language learning strategy in this study is compensation strategies which refers to the direct strategies used by learners to 'overcome knowledge limitations in all four skills' in learning and producing a new language (Kean, 2019). Compensation strategies 'help learners to overcome knowledge limitations in all four skills. This is very relevant to language learners because as learners they may lack knowledge about language to some extent. Thus, Compensation strategies have come to the rescue to help the learners to overcome their problems in learning a new language. In other words, we may say that Compensation strategies are crucial for language learners. For beginning and intermediate language learners, these strategies may be among the most important (Chee, 2019). Compensation strategies are also useful for more expert language users who occasionally do not know an expression.

Metacognitive Strategies. The fourth indicator of language learning strategy in this study is metacognitive strategies which refers to the set of skills that involve thinking about thinking (Kean, 2019). It is characterized by the ability of a person to manipulate and take control of his own thinking ability. It comprises both metacognitive knowledge and metacognitive regulation. Similarly, knowledge cognition as a multidimensional set of general skills. These skills are empirically distinct from general intelligence, and may even help to compensate for deficits in general intelligence and/or prior knowledge on a subject during problem solving.

Affective Strategies. The fifth indicator of language learning strategy in this study is affective strategies which refers to the learning strategies concerned with managing emotions, both negative and positive (Kean, 2019). According to Gambari et al. (2019) can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. Also, Fjelland (2020) asserted that affective strategies enable humans to perform in everyday life in the spheres of personal, social, and occupational activities. Mental processes that are referred as cognitive

function include the ability to attend to things in a selective and focused way, to concentrate over a period of time, to learn new information and skills, to plan, to determine strategies for actions, to execute them, to comprehend language, to use verbal skills for communication and self-expression, and to retain information and manipulate it to solve complex problems.

Social Strategies. The sixth indicator of language learning strategy in this study is social strategies which refers to the are social acts that learners employ in order to understand better in the target language (Kean, 2019). Social strategies contribute to increasing the learners' interaction and empathetic understanding as they occur among and between people (Etxebarria et al., 2019). Social strategies are used for controlling the affective part of the student, that is, the person who is learning a language and maintains an interaction with somebody, not necessarily a teacher, who is feeding his affectivity, given that he fosters his self-esteem and self-confidence, apart from increasing his motivation. Moreover, such interaction influences the way of dealing with and understanding others, and some think that both respect and concern for the teacher and the rest of classmates' increases.

English proficiency or the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study as proposed by North and Schneide (2019) is indicated with spoken tasks, comprehension, interaction strategies, qualities of spoken performance, and writing tasks. Student's English Language proficiency as pointed out by Attaprechakul (2019) could play substantial role among pupils studying English as second language, and attitude implies a favorable or unfavorable evaluative reactions towards something, events, programs, and others exhibited in an individual's beliefs, feelings, emotions or intended behaviors. This is because attitude can distort the perception of information and affect the degree of their retention.

Spoken Tasks. The first indicator of English proficiency in this study is spoken tasks which refers to ability of transmission of a message that involves the shared understanding between the contexts in which the communication takes place (North & Schneide, 2019). It perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication. Conversation skills involve listening and speaking as well as reading and writing (Nasiri et al., 2019). According to Freddie Silver (2019) for effective teaching a teacher needs to be highly skilled in all these areas.

Comprehension. The second indicator of English proficiency in this study is comprehension which refers to the action or capability of understanding English language concepts (North & Schneide, 2019). According to Alam (2019) comprehension to the systems of language is crucial and equally as important as the development of fluency and contextual accuracy. In addition, Chang pointed out that conversation and speaking are linguistic activities which, like language itself, consists of several elements: viz., pronunciation, morphology and lexis, grammar and syntax, semantics, discourse, pragmatics, fluency (ease of speech, confidence, coherence, and speed), in addition to topicality (themes and ideas), individuals involved in conversational

activities need to develop at the same time knowledge of grammar, vocabulary functional language and communicative skills.

Interaction Strategy. The third indicator of English proficiency in this study is interaction strategy which refers to confidence, assertiveness in English language skills test (North & Schneide, 2019). Engen (2019) viewed that assertiveness and focusing one's attention is often driven by interest. By this view, the author pointed out that the desire to pay attention to a variety of stimuli takes away from the overall attention given to a specific stimulus. Dividing listening is equated with multitasking and the desire to focus on multiple agendas during a conversation process. However, paying attention cannot be divided and still be considered successful (Imhof, 2019). In fact, Brownell (2019) made clear that if a stimulus is never consciously attended to, it will not become part of the listener's memory. Listeners tend to focus on what he/she wants to hear or expects to hear. Ideas need to be connected to what is already known if they are to be placed in one's memory. Anything unpleasant or negative will often be blocked from one's memory.

Quality of Spoken Performance. The fourth indicator of English proficiency in this study is quality of spoken performance which refers to the variation in verbal and nonverbal forms of expression during conversational processes (North & Schneide, 2019). According to Bjerregaard (2019) non-verbal communication is a collection of expressions and body language an individual consciously or unconsciously expresses to anyone watching. These behaviors include facial expressions, postures, eye behaviors, tone of voice, and gestures. Nonverbal behaviors are of central importance to the expression of emotions. These non-verbal cues help regulate the flow of conversation, facilitate turn-taking, provide feedback, and convey subtle meanings.

Writing Tasks. The fifth indicator of English proficiency in this study is the writing task which describes the knowledge and abilities related to expressing ideas through the written word (North & Schneide, 2019). Nasiri et al. (2019) expressed that writing is the way of communicating ideas and messages orally. Writing helps individuals develop their vocabulary and grammar skills and then improve their writing skill. According to Efrizal (2019) individuals can express their emotions, ideas; tell stories; request; talk, discuss, and show the various functions of language. In context of English language learning, Leong and Ahmadi (2019) viewed that conversation in English is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, Mazouzi (2019) suggested that individuals should have enough English-speaking ability to communicate easily and effectively with other people.

This study is anchored on the Nativist Theory of Language Learning by Chomsky's (1995) which posits that the individuals are born with a specific language-learning area in their brains The theory suggests that students learn a language much like they learn how to count, through repetition and reinforcement. Thus, language arises from stimuli and stimulus response. While this

is logical, it fails to explain how new words or phrases come about, since children are only parroting the things they have heard from others.

In support, Gilakjani and Ahmadi (2019) postulated that analyzing one's own particular learning strategy can be very helpful and beneficial to the students' motivation to be competitive academically by aiding them in becoming more focused and becoming attentive learners, which ultimately will increase educational success. By discovering this learning style, this will allow the students to determine their own personal strengths and weaknesses and learn from them.

Accordingly, it is contextualized in this study to develop an effective language learning strategy, thereby providing the students with skills for them to be highly proficient in English language. With the influence of such factors, the students will most likely be more motivated to attend class, and thus increasing their interest to pursue English-related courses.

This study aims to determine the relationship between language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Specifically, this study seeks to answer to the following questions:

1. What is the extent of language learning strategy of Grade 4 learners in terms of:

    1.1. memory strategy

    1.2. cognitive strategy

    1.3. compensation strategy

    1.4. metacognitive strategy

    1.5. affective strategy

    1.6. social strategy?

2. What is the extent of English proficiency of Grade 4 learners in terms of:

    2.1. spoken tasks

    2.2. comprehension

    2.3. interaction strategies

    2.4. qualities of spoken performance

    2.5. writing tasks?

3. Is there a significant relationship between language learning strategy and English proficiency of learners?

4. Which among the indicators of language learning strategy significantly predict English proficiency of learners?

II. Methodology

The study used descriptive quantitative research design employing correlational study. Quantitative research is a type of study that gathers numerical data, analyzes that data using statistical methods, and then uses the results to confirm or deny ideas (Creswell & Creswell, 2018). This study will be conducted to determine the relationship between the independent variable (i.e., language learning strategy) and the dependent variable (i.e., English proficiency of learners).

In addition, this study is descriptive since it determines the level of language learning strategy and English proficiency of learners. Generally, a specific phenomenon or collection of occurrences may be described or summarized using data from descriptive research, a form of study strategy (Bryman, 2019). This descriptive study addresses objective details on the level of language learning strategy as perceived by the learners and the extent of their English proficiency. The survey questionnaire is a useful tool for gathering information from the intended respondents to address the research questions. So, employing questionnaires, significant data will be gathered for the analysis.

The respondents of the study are 150 Grade 4 teachers among the integrated schools of Cluster 4 in the Division of Davao City. Moreover, the teachers must have a permanent appointment status and stay in their current positions for at least three years. Because the cluster includes schools located in both urban and rural locations, the classroom teachers in Cluster 4 of Davao City also precisely suit the current study, making it simpler to generalize the findings. In addition, the researcher is a teacher in the same cluster, thus, the researcher aspires to understand the current level of language learning strategy and the English proficiency level of Grade 4 learners in the hopes of providing avenues to improve this aspect in the pedagogical sphere.

In determining the respondents of the study, the researcher employed simple random sampling. A probability sampling technique called simple random sampling includes choosing a sample of people at random from a population so that each person has an equal chance of being chosen (Creswell & Creswell, 2020). It is a sampling technique that includes choosing a sample of people from a population so that each person has an equal probability of getting chosen (Mertens, 2020). The researcher initially identifies the population of interest and gives each member of the population a number before doing basic random sampling. The appropriate number of people are then chosen from the population using a random number generator or table (Babbie, 2020).

The first set of the questionnaire dealt with the level of Language Learning Strategy which is adapted from Kean (2019). It is composed of six (6) indicators, namely: memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies.

The second set of the instrument deals with English Proficiency of Grade 4 Learners. This instrument is adapted from North and Schneide (2019). It is composed of five (5) indicators namely: spoken tasks, comprehension, interaction strategies, qualities of spoken performance and writing tasks.

In the study, the statistical tools that were used for data analysis and interpretations were the following:

Mean. This was used to determine the extent of language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Pearson Product Moment Correlation Coefficient. This statistical tool was used to determine the significant relationship between language learning strategy and English proficiency of Grade 4 learners among the integrated schools in Cluster 4 of the Division of Davao City.

Linear Regression. This statistical tool is used to predict the influence of language learning strategy on the English proficiency of Grade 4 learners among the integrated school in Cluster 4 of the Division of Davao City.

III. Results and Discussion

Language learning strategy of Grade 4 learners in terms of memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy

The memory strategy of language learning involves remembering what one has studied or read. New words, new knowledge, new learnings are remembered. Short and long term memory works its way through this indicator. School C (3.76) teachers are leaders in this indicator followed by D, (3.72), C and E (3.66) and B (3.59).

Thought processes and contents of the brain involves cognitive strategy. This indicator is used by learners when they want to learn successfully which involved repetition, summarizing, guessing, and imagination. Teachers of school B (3.73) use this language learning strategy when they teach followed by schools E (3.66), C (3.63), D (3.61) and A (3.52). The lowest mean is 3.33 of school A in the statement, "…using English words in different ways."

Compensation strategy involves overcoming knowledge limitations. When memory and cognition fails, learners compensate by additional new knowledge or language. Teachers of school C (3.75) have observed that learners used this indicator when learning languages. This is followed by schools D (3.73), A (3.68), B (3.62) and E (3.59).

This indicator involves thinking and the ability to think. Teachers in school B with a mean of 3.87 use this language learning strategy to teach learners. This is also true to school A (3.76) which results in exemplary performance of learners. Other teachers of the other schools are doing the same extensively C (3.72), D (3.69), and E (3.64).

Affective strategy involves concentrating over a period of time, learning new information and skills, planning, determining strategies for actions, executing them, comprehending language, using verbal skills for communication and self-expression, and retaining information and manipulating it to solve complex problems. Teachers of school C (3.77) lead this indicator followed by school E (3.72), then school A (3.67), D (3.61) and B (3.58).

Social strategy in language learning takes on interactions and understanding. Learners become more sociable with others, identifying with other learners and in the process solidifying his self-esteem and confidence. Social acts are continued to be modeled by teachers in school D (3.72), followed by school E (3.69), school B, C and A.

English proficiency of Grade 4 learners in terms of

1.1. *spoken tasks, comprehension, interaction strategies, qualities of spoken performance, and writing task*

Refers to the ability of transmission of a message that involves the shared understanding between the contexts in which the communication takes place (North & Schneide, 2019). It perceives language as a functional means of attaining a certain aim and succeeding in interpersonal communication. Conversation skills involve listening and speaking as well as reading and writing (Nasiri et al., 2019). For effective teaching, a teacher needs to be highly skilled in all these areas.

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Refers to confidence, assertiveness in English language skills test (North & Schneide, 2019). Engen (2019) viewed that assertiveness and focusing one's attention is often driven by interest. By this view, the author pointed out that the desire to pay attention to a variety of stimuli takes away from the overall attention given to a specific stimulus. Dividing listening is equated with multitasking and the desire to focus on multiple agendas during a conversation process. However, paying attention cannot be divided and still be considered successful (Imhof, 2019). In fact, Brownell (2019) made clear that if a stimulus is never consciously attended to, it will not become part of the listener's memory. Listeners tend to focus on what he/she wants to hear or expects to hear. Ideas need to be connected to what is already known if they are to be placed in one's memory. Anything unpleasant or negative will often be blocked from one's memory.

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Ranging from extensive to less extensive and not extensive, the indicator of writing tasks describes the knowledge and abilities related to expressing ideas through the written word (North & Schneide, 2019). This is the indicator which the learners failed. Although the overall means are interpreted as less extensive, two indicators of school C and D produced low means of 3.15 which means that learners have difficulty in writing to friends, giving and asking for news.

Relationship between language learning strategy and English proficiency of learners

Each indicator of language learning strategy was tested with correlation tests with each indicator of English proficiency of learners to determine their correlation or relationships. Six variables of language learning strategy, namely memory, cognitive, compensation, metacognitive, affective and social strategies did not have significant relationships with four indicators of English Proficiency. Their correlation test resulted in no significant correlation. Thus, the hypothesis of no significant correlation is accepted.

However, all six variables of language learning strategy found significant correlation or relationships with the one variable of English Proficiency, namely Writing Tasks. This is evidenced by the result of the correlation test which produced no significant correlation with the variables of language learning strategy except in the variable of writing tasks. Thus, one variable of English Proficiency, namely writing tasks produced no significant correlation; all other variables produced significant correlation; hence, the hypothesis of no significant correlation is accepted in the area of writing tasks.

The data means that all strategies of language learning were effective and that teachers continue using these strategies to learn language. However, despite the strategies of language learning continually used by teachers, learners still have a hard time in writing English. Putting the English language in words, writing their emotions and what they feel on paper seem to be difficult for learners. Learners have difficulty and find writing in English hard to accomplish.

Indicators of language learning strategy that significantly predict English proficiency of learners

Multiple regression was applied to determine the variables which significantly predict English proficiency of learners. Of the six variables, two produced coefficients that provided evidence for significant prediction.

Affective strategy with the p-value of .032 (2.867) and social strategy with p-value of 0.48 (1.356) are the two variables that produced strong evidence. This data suggests that English proficiency of learners is significantly predicted by effective strategy conducted among them and social strategy which adheres to the socialization of learners.

Elementary education and K-12 affirms the importance of English proficiency for learners. There is strong evidence of the connection between language learning strategy and English proficiency for learners. The research in this regard is quite clear, namely that the frequency and perceived worth of interaction with other learners, and students is one of the strongest predictors not only of learners' but also of learners' success in the classroom.

Discussion

There are a variety of reasons why learners in their language learning fail in their academic pursuits. Financial hardship, employment, family responsibility, educational background, and time and energy are some of the chief factors. Other reasons contribute as well, such as "age, sex, attitude, motivation, aptitude… learning styles and cultural differences." All of these factors can be overcome but for one major hurdle: the English language.

My research has focused on English language teaching and learning through the lens of language-learning strategies, and how strategies-based instruction is implemented within the elementary public school system. The intent of this study was to determine the extent to which language learning strategies are taught to elementary learners in a public school, the specific strategies that language-learners use, and whether improvements to strategies-based instruction in the public schools are needed.

My conclusion is that learning strategies are not directly taught but implicitly learned in the classroom, that the language-learners studied in this research use little more than seventy percent of the strategies measured, and that improvements in strategies-based instruction can and should be made. Based on the results of this study alone, improvements in the way that language-

learning strategies are taught could result in the overall use of the strategies by elementary language learners.

In addition, drawing from other literature that connects language-learning strategies and English proficiency, explicit strategies-based instruction may lead to significant improvements in language teaching and learning. The intended outcome of strategies-based instruction is to raise learners' conscious awareness of language-learning strategies, to multiply and expand their use of the strategies, to facilitate and improve their learning of English, and to increase their prospects for academic success. Such an outcome would help move language learners, where they are often stalled or side-lined by a lack of English proficiency, toward the mainstream, with greater opportunities of financial success, upward mobility and future achievement for themselves and their families.

The purpose of strategies-based instruction is to raise student awareness about the types of learning strategies they can use to increase their English language proficiency. Since learning strategies are inherently a learner-centered process, it is incumbent upon teachers to explicitly teach these strategies, so learners can learn to use them rather than simply employ them as implicit teaching methods of teachers. Without explicit instruction, students' ability to develop and learn to use these strategies will be stalled if not greatly delayed.

Explicit instruction of the language-learning strategies should be incorporated into lesson plans, course syllabi and curricula in order to raise students' conscious awareness of them. The teacher can scaffold the instruction over a period of days or weeks, depending on the specific devices that are appropriate for the students' language level.

A comprehensive lesson plan or even a series of lessons can be woven into a teacher's regular course of instruction, or if the students are at an advanced level of language learning, into a single lesson targeting the specific needs of the students. Thereafter, the teacher should explicitly reinforce the strategies during regular classroom instruction before giving way to more implicit approaches. For advanced level students who have already learned some of the strategies, either by themselves or through implicit (or explicit) instruction, it may be adequate to simply design a lesson plan that introduces the meta-strategies along with the sub-types and specific devices as a means of reinforcing and expanding upon the principles of successful language learning.

In addition, curriculum writers should write explicit strategies-based instruction into the course designs, focusing first on direct strategies, and introducing indirect strategies at the intermediate and advanced levels, which are higher level cognitive and socio-affective processes. Since English language learners can receive the English program at grade 4 level, a progressive review of the strategies throughout the curricula should be designed to introduce and reinforce the strategies at every level of instruction. It is not necessary to design a separate course of instruction, with its own curriculum and student learning outcomes, since it is best to introduce the learning strategies alongside regular course content.

Finally, further research will be needed to test the results of the above recommendations and their implementation, with pre- and post-test measurements before and after the implementation of explicit, strategies-based instruction, and a long-term follow-up study to determine if the improved strategies instruction results in greater academic success and achievement.

IV. Conclusion

Language learning strategy as defined by Moskovsky et al. (2019) refers to the factors that are consciously exerted by an individual to achieve some systematic and enduring positive effect. As proposed by Kean (2019), learning strategy is measured with memory strategy, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. According to Sil (2019) teachers' use of motivational strategies is generally believed to enhance student motivation because it can help learners adopt more positive attitudes towards learning. A teacher must have the knowledge of effective motivational teaching strategies because they play the most significant role in the academic environment engaging the learners and pursuing them the long journey of their learning.

Memory strategy refers to a set of techniques that are designed to help one remember. Such strategies range from every day, external aids (e.g., using a planner) to internal memory strategies (e.g., mnemonic devices) that facilitate storage and retrieval from long-term memory (Brown, 2019). According to Wang (2019) memory strategy involves linking the word with some previously learned knowledge and their goal is organization and consolidation. Noted that memory sub-strategies (acronym, grouping, and imagery), which help learners store and retrieve information, were taught to examine their impact on the short-term and long-term vocabulary retention. Further, Heidari (2020) asserted that memory strategy could be used as mnemonics by learners to make mental linkages that would allow new words to enter, remain, and be retrieved for communication in long-term memory. Some researchers suggest that effective instruction requires a deeper level of processing of new words.

Cognitive strategies involve the ability to think strategically and to solve problems, set goals, organize ideas, and evaluate what is known and not known. It also involves the ability to teach others and make the thinking process visible. It involves the control of various mental strategies for better cognitive performance. It is the regulation of one's own thinking process, and thus can fall in the domain of metacognition.

Refers to the direct strategies used by learners to 'overcome knowledge limitations in all four skills' in learning and producing a new language. Compensation strategies 'help learners to overcome knowledge limitations in all four skills. This is very relevant to language learners because as learners they may lack knowledge about language to some extent. Thus, Compensation strategies have come to the rescue to help the learners to overcome their problems in learning a

new language. In other words, we may say that Compensation strategies are crucial for language learners. For beginning and intermediate language learners, these strategies may be among the most important (Chee, 2019). Compensation strategies are also useful for more expert language users who occasionally do not know an expression.

Refers to the set of skills that involve thinking about thinking. It is characterized by the ability of a person to manipulate and take control of his own thinking ability. It comprises both metacognitive knowledge and metacognitive regulation. Similarly, knowledge cognition as a multidimensional set of general skills. These skills are empirically distinct from general intelligence, and may even help to compensate for deficits in general intelligence and/or prior knowledge on a subject during problem solving.

The importance of developing metacognition in learning is recognized as a strong tool for academic success (Dunning et al., 2019). Accordingly, those students with good metacognitive skills demonstrate exemplary performance and creativity in performing physical education activities compared to those students who were noted with poor metacognitive skills.

Refers to the learning strategies concerned with managing emotions, both negative and positive. According to Gambari et al. (2019) this can happen by encouraging and counselling learners, by helping them identify achievable aims and work towards autonomous learning, through personalizing activities, and through pair and group work. Also, Fjelland (2020) asserted that affective strategies enable humans to perform in everyday life in the spheres of personal, social, and occupational activities. Mental processes that are referred to as cognitive function include the ability to attend to things in a selective and focused way, to concentrate over a period of time, to learn new information and skills, to plan, to determine strategies for actions, to execute them, to comprehend language, to use verbal skills for communication and self-expression, and to retain information and manipulate it to solve complex problems.

Refers to the social acts that learners employ in order to understand better in the target language. Social strategies contribute to increasing the learners' interaction and empathetic understanding as they occur among and between people (Etxebarria et al., 2019). Social strategies are used for controlling the affective part of the student, that is, the person who is learning a language and maintains an interaction with somebody, not necessarily a teacher, who is feeding his affectivity, given that he fosters his self-esteem and self-confidence, apart from increasing his motivation. Moreover, such interaction influences the way of dealing with and understanding others, and some think that both respect and concern for the teacher and the rest of classmates' increases.

IJAMS

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