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THE RELATIONSHIP BETWEEN LEARNING STRATEGIES AND ENGLISH LANGUAGE ACHIEVEMENT

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Abstract: The process of learning a foreign language is influenced by many factors, including learners' motivation, attitudes, learning environment, and the strategies they apply during study. Learning strategies are considered one of the key elements that determine the effectiveness of language acquisition. This article investigates the relationship between learning strategies and English language achievement among English as a Foreign Language (EFL) learners. It focuses on the role of cognitive, metacognitive, social, and affective strategies in improving language skills such as vocabulary acquisition, reading comprehension, writing ability, listening skills, and oral communication. The analysis of previous research demonstrates that learners who consciously apply appropriate strategies usually achieve higher levels of English proficiency compared with those who rely only on traditional learning metods.

Keywords: learning strategies, English language achievement, EFL learners, language proficiency, learner autonomyethods.

Аннотация: Процесс изучения иностранного языка зависит от различных факторов, включая мотивацию учащихся, их отношение к обучению, образовательную среду и стратегии, которые они используют в процессе изучения языка. Среди этих факторов стратегии обучения языку являются одним из ключевых элементов, определяющих эффективность освоения второго языка. В данной статье рассматривается взаимосвязь между использованием учебных стратегий и достижениями в изучении английского языка среди учащихся, изучающих английский как иностранный язык (EFL). В исследовании анализируется роль когнитивных, метакогнитивных, социальных и эмоциональных стратегий в развитии таких языковых навыков, как расширение словарного запаса, понимание прочитанного, письменная речь, аудирование и устная коммуникация. Анализ предыдущих исследований показывает, что учащиеся, которые осознанно применяют эффективные стратегии обучения, обычно достигают более высокого уровня владения английским языком по сравнению с теми, кто использует только традиционные методы обучения. Кроме того, подчеркивается важность формирования стратегической осознанности учащихся и развития самостоятельности в процессе изучения английского языка.

Ключевые слова: стратегии обучения, достижения в английском языке, учащиеся EFL, языковая компетенция, самостоятельное обучение, изучение второго языка.

Introduction

English has become one of the most important international languages used in education, science, business, technology, and communication. The ability to communicate effectively in English has become an essential skill for learners around the world. However, achieving a high level of English

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proficiency requires not only classroom instruction but also active involvement from learners themselves.

Many students study English for several years but still experience difficulties in using the language confidently and accurately. These difficulties may be caused by limited exposure to English, lack of motivation, ineffective study habits, or the absence of appropriate learning techniques. Therefore, researchers have increasingly focused on the role of learning strategies in improving language outcomes.

Learning strategies can be described as methods, actions, and mental processes that learners use to understand, remember, and apply new language information. These strategies help students organize their learning, solve language problems, and become more independent.

Learning strategies have been widely studied in second language acquisition. Successful learners often differ from less successful learners not only in their knowledge of the language but also in the ways they approach learning. Cognitive strategies involve techniques that directly support understanding and producing language. These include repetition, memorization, note-taking, summarizing, analyzing grammar structures, translating, and practicing new language forms. Such methods help learners store information in long-term memory.

Metacognitive strategies focus on managing and controlling the learning process. They include planning, setting goals, monitoring progress, and evaluating results. Students who use these strategies can organize their study time and identify their strengths and weaknesses.

Social strategies involve learning through communication and cooperation with others. Asking questions, participating in discussions, and practicing with classmates help learners improve speaking and listening skills. Affective strategies are connected with emotions, motivation, and confidence. They help learners manage anxiety and maintain a positive attitude toward language learning.

Methodology

This article is based on a qualitative review of previous studies related to language learning strategies and English achievement. The analysis focuses on the influence of learning strategies on vocabulary development, grammar knowledge, reading comprehension, writing ability, listening skills, and speaking performance.

Findings and Discussion

Previous research shows that there is a positive relationship between learning strategies and English language achievement. Learners who actively use effective strategies usually achieve better results in language tests and classroom activities. Successful learners often combine several strategies depending on their needs. For example, they may use cognitive strategies for vocabulary learning, metacognitive strategies for planning, social strategies for communication, and affective strategies for maintaining motivation.

Metacognitive strategies are especially important because they encourage learners to become responsible for their own learning. Students who monitor their progress can recognize problems and choose better solutions.

Cognitive strategies also contribute to achievement because regular practice and organization of information improve language knowledge. Social interaction provides opportunities for meaningful communication and increases learners' confidence.

Conclusion

Learning strategies have a significant influence on English language achievement. Effective use of cognitive, metacognitive, social, and affective strategies helps learners improve their language skills and become more independent. English teachers should include strategy training in language lessons because teaching students how to learn is as important as teaching language content. Future research

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may continue exploring the relationship between specific learning strategies and different areas of English proficiency.

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