



Impact of Various Learning Strategies on English Language Acquisition among Secondary School Students

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Abstract

This paper explores the impact of various learning strategies on English language acquisition among secondary school students. With the increasing emphasis on English proficiency as a global competency, considerate the way students language learning has become essential. Drawing on cognitive, metacognitive, and socio-affective outlines, this hypothetical study exploring the way of certain tactics use enhancing linguistic presentation in reading, writing, speaking and listening. The results suggested that learners who are having efficiently employing a cognitive besides metacognitive tactics mixture, such as briefing, objective establishment, and self-observation, having the tendency to achieve well in classroom besides consistent valuations.

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1. Introduction

English language has become world wide of communication, education, and business. The matter for secondary school students, proficiency acquiring of English is important for academic success also for future chances. Yet, lots of students trying with English according to old-style teaching approaches emphasizing remembering over strategic learning. Now days, the study focused on adoption particular learning strategies effectiveness like cognitive, metacognitive, besides social-affective approaches to improve acquisition of language. These approaches enabling students to have their learning process control, improving motivation, memorization, besides fluency. This paper sheds light on the way of teaching approaches affecting acquisition of English language for the secondary school students.

2. Statement of the Research Problem

Lots of secondary school students do not realize pleasing language ability in spite of the increasing access to education of English language, Old-style teaching methods regularly do not prepare students with the necessary skills to be self-dependence and active students.

3. The Research Aim

The aim of this paper represented by examining the numerous learning approaches effecting English language acquisition for secondary school students. It attempts to recognize the most normally adopting learning plans by students.

4. The Research Significance

1. Offering visions to the way of teaching approaches could develop language effects, supporting extra operative training for educators.
2. Allowing students to apply tools for managing their learning further successfully besides becoming self-pendent students.

5. Learning Strategies Definition

Learning strategies referring to particular approaches or methods the students adopted for improving their capability of learning, memorizing besides depending information.

- Cognitive strategies examples: briefing, repetition, , inference
- Metacognitive strategies examples: preparation, observing, assessing learning
- Social/affective strategies, examples: inquiring for explanation, working with classmates, management of feelings.

6. Learning Plans Types and Influences

6.1 Cognitive Plans

- Assist students in processing and practicing novel language elements.
- Methods such as translation, note-taking, and the use of visual aids enhance vocabulary remembering and grammar comprehension.
- *E.g.*, using flashcards for vocabulary enables students to memorize words more efficiently.

These strategies involve active engagement with mental functions such as reasoning, remembering, understanding, and applying information, particularly within the context of English language acquisition (Oxford, 2017) ^[12].

Flashcards are a widely used cognitive strategy for vocabulary acquisition. They combine visual and verbal cues, which support the creation of mental associations and facilitate faster recall. (Griffiths, 2023) ^[5].

Visual aids such as demonstrated diagrams, charts, and concept maps also support grammar and vocabulary learning by presenting content in organized and memorable formats. (Rose *et al.*, 2021,) ^[15].

More recent studies emphasizing that students who utilize strategies development more effective also adaptable language learning practices (Pawlak, 2022, pp. 152–153) ^[13].

6.2 Learning Strategies Influence on Acquisition of English Language

Recent study confirms that students engaging with varied approaches show extra ability, more commitment, and self-dependence, and well academic presentation (Griffiths, 2023; Oxford, 2017) ^[5, 12].

1. **Developed Skills:** Griffiths (2023) ^[5] pointed out those students who are steadily depended plans such as pre-speaking strategies or self-revision following writing duties having tendency to create further logical and organized production compared with their classmates.
2. **Better Inspiration besides commitment:** Students who actively employ strategies are more motivated and committed. Goal establishing, improvement following, and personal consideration improve possession besides responsibility.
3. **Enhancing self-dependence:** Self-dependence in learning is powerfully connected with metacognitive approach application. Students who are regulating their study plans, monitoring improvement besides assessing learning results are well equipped to manage their educational attempts. Self-dependence is vital to classroom environments and permanent language preservation.

4. **Improved Academic Presentation:** The study constantly associates strategic learning with advanced academic accomplishment. Students who are training in strategy application having tendency to achieve well in consistent tests like IELTS or TOEFL Griffiths, 2023) ^[5]. Approach-based teaching enhances task-particular success, like enhanced reading understanding also better organized written expression.

6.3 Metacognitive approaches

Metacognitive approaches involving the aware of one's teaching ruling helping students to become better self-dependent via simplifying controlling arrangement besides assessing their language duties. This self-ruling results in well outcome in academic and communicative settings (Griffiths, 2023, pp. 89–92) ^[5].

Metacognitive approach application could be classified into three main phases:

1. Preparation – set objectives beside chose resources before starting a duty for instance determining to exercise listening via clips of news.
2. Observing – observing one understands besides presentation through the duty, for instance re-reading text difficult parts.
3. Assessing – Deliberation the plans post-duty efficiency besides making amendments to the future effort.

6.4 Social besides Active Approaches

Social approaches improve learning via interaction, included questioning for explanation, involving in group debates, or looking for feedback. These cooperative skills exposing students to accurate language application, improving fluency in addition to communicative self-confidence (Griffiths, 2023, pp. 105–107) ^[5].

Modern literature highlights the efficiency of these plans to enhance Diligence, comfort, and language accomplishment (MacIntyre & Gregersen, 2012; Griffiths, 2023) ^[5].

8. Factors Effecting Learning Plans Effectiveness

As learning plans could considerably improve acquisition of English language, their efficiency is formed via specific, contextual besides instructional factor range. Knowing these influences lets teachers adjusting their teaching plans besides maximizing the strategy teaching benefits to different students.

1. **Student's Age besides Cognitive Improvement**
Teenage and older students having the tendency to benefit better from complex cognitive in addition to metacognitive plans, included objective-establishing, inference-making and self-observing. (Kormos, 2023).
2. **Background of Culture in addition to Educational Context**
Backgrounds of culture and education considerably shaping students' plans favorites. Students from communist cultures regularly value collaboration; educators- directed learning, while those from individualist cultures might favor self-dependent, self-directed strategies (Nguyen & Nguyen, 2023).
4. **Educator's Competence for Modeling besides Teach plans**
The educator role is essential to language teaching plans successful application. When educators **clearly** teaching,

modeling besides strengthening plans, students are better possibly to comprehend their application and use them successfully (Lee & Huang, 2022) ^[8]. Educators who embed plan teaching into content learning via support, directed exercise, and thoughtful discourse make conditions for learner self-dependence (Alvarez & Gutiérrez, 2023) ^[2].

5. Level of Language Skill

Students' ability levels imply the diverse plan utility and suitability. Novice students normally relying on basic methods such as translation, recalling, and repetition. When students' progress, they improve the ability to apply further developed plans, like brief, inference, and discourse organization (Choi & Park, 2024) ^[4].

Hoi and Park (2024) ^[4] point out that skill performs as a mediator; means that plan teaching must be distinguished relying on the level of learner's language to guarantee availability and efficiency.

6. Access to Resources and Technology

Technological access considerably promotes the language education plans application in addition to success. Digital tools like online dictionaries applications of mobile, systems of AI-based teaching, software of speech recognition enabling students to commit reflective learning, autonomy, self-paced (Rahimi & Yadollahi, 2022).

7. Implications for Teaching

Considering the learning strategies established influence on English language attainment, there exist substantial teaching practices inferences, curriculum improvement, and classroom education. Late study highlights the obvious approach education significance, the tactics incorporation in course content, the student thinking improvement besides metacognitive consciousness (Zhang & Teng, 2023; Al-Shaibani & Hassan, 2022).

7. Clear Plan Education is Essential

Educators must not expect the learners would get active education plans naturally. Rather than, clear instruction via the plans are obviously clarified, exhibited also backing is important to enable learners to comprehend at the time, the manner besides the reason for applying particular plans (Gunning & Oxford, 2023) ^[12].

8. Strategy Education must be combined into the Course

Learning plans must not be isolated as additional educations or supplementary content. Rather than, must be inserted into the basic course, carefully united with language ability improvement, for example writing, reading, speaking and listening,) besides associated with particular lesson aims (Teng & Zhang, 2022).

9. Enhancing Student's Thinking and Self-Consciousness

Development metacognitive consciousness the capability of monitoring besides evaluate one's teaching methods is necessary for operative language teaching. (Zhang & Teng, 2023).

10. Recommendations

- Improving strategy training methods for learners and educators.
- Conduct longitudinal researches associated with the

strategy application influence.

- Examine the digital tools role to enhance teaching policies.

11. Conclusion

The language teaching approaches efficiency is not the same; it is influenced by numerous interrelated factors like age, cultural experience, cognitive improvement, aptitude level, educator's expertise, also resources access. Distinguishing these variables assists teachers to present suitable besides fair teaching, consequently promotion the planned teaching influence on English language attainment.

Teachers are advices to surpass old-style, passive teaching methods and rather than depending a more active, strategy-based education.

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