ADDIS ABABA UNIVERSITY

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM & COMMUNICATION

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Assessing Students' Use of Language Learning Strategies in Learning EFL: The Case of English Majors at Wolaita Sodo University

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Addis Ababa

Assessing Students' Use of Language Learning Strategies in Learning EFL: The Case of English Majors at Wolaita Sodo University

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Dagim Degissew Tegegne

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DISSERTATION APPROVAL

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This is to certify that the thesis prepared by Dagim Degissew, entitled "Assessing Students' Use of Language Learning Strategies in Learning English as a Foreign Language": The Case of English Majors at Wolaita Sodo University, and submitted in fulfillment of the requirements for the Degree of Doctor of Philosophy in English Language Teaching (ELT) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Name Dagim Degissew Tegegne

Signature _________________

Place Department of Foreign Languages and Literature,

Date of Submission September 2022

DEDICATION

This dissertation is dedicated to my wife, my father, whole family and my deceased mother. I appreciate their unselfish and everlasting love, care, patience and support.

ABSTRACT

How effectively students learn a second or foreign language depends primarily on their use of language learning strategies. Language learning strategies are essential tools that enable students to learn successfully in acquiring the desired knowledge and skills. However, students' proficiency and achievement in English language at different educational levels are not as expected from these levels. Hence, the aim of this study was to assess the language learning strategies which were used by students. The study employed a mixed method approach. The type of research method was descriptive survey. The total numbers of participants was 58. The data were collected through questionnaire, interview and documentary source. While descriptive statistics and inferential statistics were used to analyze the quantitative data, thematic analysis was used to analyze the qualitative data. The descriptive statistics for overall strategy use was M=3.30, SD=.41 and this indicated that WSU English major students used language learning strategies in a medium level. The result to all six strategies (memory, cognitive, compensation, metacognitive, affective and social) also indicated a medium use range level. The order of strategy use from the most preferred to the least used was: social strategy, metacognitive strategy, cognitive strategy, memory strategy, affective strategy and compensation strategy . Neither high nor low range of strategy use was found for each of the six categories of LLS in the study. The independent t-test result found no significant difference in the use of overall LLS in general between male (M = 3.32, SD =.38) and female (M = 3.27, SD =.45) students, t (56) = -.45, p =.66. The mean difference was very small t (eta squared=.01). The finding also revealed there was no statistically significant difference between male and female students in employing all the six strategies (memory, cognitive, compensation, metacognitive, affective and social). The correlation between participants' overall strategy mean score and achievement score was statistically significant. The relationship was positive medium with score [r=.484, n=58, p =.000]. Regarding each strategy categories, all the six categories had statistical significant relationships with academic achievement score. The independent t-test revealed a significant difference in the use of overall LLS in general between second-year students (M = 3.49, SD =.33) and third-year students (M = 3.23, SD =.42), t (56) = 2.26, p =.03. The magnitude of the mean differences (eta squared=.08) was moderate. Thus, students' choice of overall LLS usage was strongly influenced by their year of study in this study. According to the findings, second-year students use more language learning strategies than third-year students. Regarding each strategy categories, the findings indicated that there were statistically significant differences on second and third-year students' use of memory, cognitive, metacognitive, and social strategies. On the other hand, no statistically significant differences were found between second and third-year students' use of LLSs on compensation and affective strategies. Hence, it is recommended that learners should be familiar with language learning strategies to promote their use of LLSs. Further research in the area should consider factors such as motivation, proficiency level, and learning styles.

Keywords: Academic achievement, effect, gender, language learning strategies (LLSs), relationship, strategies' use, students, year of study

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LIST OF ABBREVIATIONS AND ACRONYMS

- **AAU-** Addis Ababa University
- **ANOVA-**Analysis of variance
- **APA** - American Psychological Association
- **CGPA**- Cumulative Grade Point Average
- **EFL**- English as a Foreign Language
- **ELT**- English Language teaching
- **ESL**- English as a Second Language
- **FL**- Foreign Language
- **INT**- Interviewer
- **L2**- Second Language
- **LLSs** - Language Learning Strategies
- **M**- Mean
- **N**- Number
- **PhD** - Doctor of Philosophy
- **S_1-** Student 1
- **SD**- Standard Deviation
- **SILL**- Strategy Inventory for Language Learning
- S**PSS**- Statistical Package for Social Sciences
- **WSU**- Wolaita Sodo University

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

The introductions of different teaching methodologies across time have their own contribution to the development of teaching and learning of language in general and English language in particular. In most teaching methods and approaches, greater emphasis was given to teaching than learning. The move from teacher-centered to learner-centered instruction is a contemporary phenomenon that shifts the focus away from teaching and toward learning.

Students in learner centered instruction are expected to take responsibility for their own learning and actively participate in the construction of their own knowledge and understanding. Teachers also play an important role in facilitating students' self-initiation of language learning by encouraging, monitoring, and evaluating their performance. As a result of the shift from teacher-centered to learner-centered instruction, language learning strategies have become more prominent.

Language learning strategies as defined by Oxford (1990) are "specific actions, behaviors, steps, or techniques taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (p. 8).

Very recently, Oxford revised her old definition which was used for more than 30 years and arrived at a definition of strategies as "contextually specific thoughts and actions that can be both mental and physical. They are combinable in clusters or chains and have cognitive, emotional, and social roles. In addition, their use in self-regulation is complex in nature" (Oxford, 2017, p. 28).

Hence, learning strategies are essential instruments for assisting students in obtaining the needed knowledge and skills. Students will be better equipped to employ strategies properly once they have a better understanding of what they are and how they work. According to Oxford (2011), "LLSs are goal-directed actions for improving language proficiency or achievement, completing a task, or making learning more efficient, more effective, and easier" (p.167).

When learning a second/foreign language, language learners differ in terms of aptitudes, demographic variables, affective variables, social variables, learning styles, learning strategies, and so on. These variables have a significant effect on how learners approach language learning tasks and their success. LLSs play indispensable roles in the field of language learning and become the main factor that determines how and how well students learn a second or foreign language.

As described in chapter two, several factors affect the use of language learning strategies. For instance, researchers examined the effect of gender on language learning strategies' use and came to the conclusion that gender has an effect on the use of LLSs (Niguse, 2013; Tunc, 2003; Lan, 2005). Others such as: Griffith (2003); Al-Buainain (2010); Magno (2010) found that year of study had an influence on the use of language learning strategies.

Therefore, language learning strategies need a considerable investigation as they contribute main roles for students' achievement and proficiency. Researches assert that there is a significant relationship between students' use of language learning strategies and achievement (Haile and Mulugeta, 2017; Zeleke, 2017; Balc and Uguten, 2018).

More importantly, learners' language learning strategies which enable them to be self-reliant learners can play a significant role in foreign language learning. Since strategies are tools for active, self-directed involvement, which is crucial for developing communicative competence, they are particularly important for language learning (Oxford, 1990). Consequently, an exploration of language learning strategies in foreign language learning setting is a crucial issue which requires attention especially in developing countries like Ethiopia where the English language proficiency is said to be low.

Learning strategies according to Oxford (1990) are classified into six groups: memory, compensation, cognitive, metacognitive, affective, and social strategies. Each of these is discussed later in the review of related literature part. Therefore, once students are familiar with and implement these strategies, they constitute a powerful toolset for active, intentional, and purposeful self-regulation of learning.

Academically, successful students can analyze, synthesize, and evaluate material; communicate well with others; collaborate effectively in culturally diverse situations; are self-motivated, make their own decisions, and solve learning difficulties are some characteristics and behaviors of these students (Brockman & Russell, 2007).

Hence forth, I am driven to investigate the problem based on the assumption that students should be proficient and successful in their language by acquiring and understanding the language which they are learning. Because learning is the most important element in the teaching learning process, we teachers should genuinely help students so as to enhance their achievement and success. So the desire to contribute further knowledge and understanding in this area has been the driving force behind the current study.

Having considered the potential usefulness of LLSs as a language learning tool, the study focused on assessing students' use of LLSs and the effects as well as the relationship of variables such as: gender, year of study and academic achievement on LLSs use.

1.2. Statement of the Problem

Since the introduction of communicative methods in the early 1970s, the learner's participation in the language learning process has been emphasized (Wenden, 1991). In a communicative method, the learners' active roles enable them to interact with the language rather than passively collect information while learning. This method discourages teacher-centered direction and encourages students to take more initiative. Following this, language educators began to recognize the role of learners/learning in the teaching-learning process.

As noted by Linda et al. (2020):

> The science of learning indicates that humans learn more effectively when they are not anxious, fearful, or distracted by other pressing concerns; when the learning is connected to their prior knowledge and experience; when they are actively engaged; and when they have a reason to care about the content they are learning and can use it to deepen their understanding and to solve real questions or problems. (Linda et al., 2020, pp.109-110)

Using varieties of LLSs, according to researchers, lead to success and increases students' performance and achievement (Oxford, 1990; O'Malley & Chamot, 1990; Cohen, 1998; Chamot, 2001; Oxford, 2011; Pei-Shi, 2012). Students who use fewer learning strategies are less effective at learning foreign/second languages, whereas those who use more LLSs are more effective at learning foreign/second languages. Hence, students' language proficiency will improve if they are made aware of LLSs and are aided in choosing strategies by introducing the LLSs.

Various studies on LLSs have made significant contributions to the growth of both second and foreign languages. Numerous research conducted around the world have increased global understanding of LLSs use and the variables that influence learners' strategy selection. The important relationship between language learners' strategy utilization and a variety of influencing factors such as proficiency, achievement, motivation, learning styles, learning environment, and language tasks have also been researched (Chamot & El-Dinary, 1999; Chamot & Kupper, 1989; Dreyer & Oxford, 1996; Green & Oxford, 1995, Park,1997; Watanabe, 1990).

Despite the fact that Ethiopian students have been learning English since elementary school, their proficiency of language at schools, colleges, and universities falls below the average in practically every skill. Atlabachew (2017) emphasized how students become inept in university as a result of insufficient preparation in preparatory schools. Teshome (2003) and Mekasha (2005) argued that the English language proficiency of most Ethiopian students at all levels of learning has been found to be below the expected level. Haregewoin (2008) identified that preparatory students' expectation in the university causes the decline of students' proficiency. Amlaku (2010) stated: "The learners' proficiency remains always poor and the effectiveness of the English language teaching remains always questionable" (p.10).

In addition to these findings, my teaching experience, as well as colleagues' complaints about students at various levels having trouble completing tasks and activities in English, that make them difficult to interact with other and limits their ability to understanding gave me an insight that majority of university students lack the required language proficiency. This might be due to limited use of language learning strategies and inappropriate use of LLSs which do not fit the nature of tasks and activities given when learning English as a foreign language. When language learners employ appropriate language learning strategies that correspond to their learning objectives, they will have the chance to develop various language skills in an efficient manner (Oxford, 1990; Williams and Burden, 1997; Niguse, 2013).

Supporting the above, studies have also reported that one of the problems that learners face in the process of language learning is related to the use of language leaning strategies (Magogwe & Oliver, 2007; Weng, 2012). Furthermore, Magogwe & Oliver, (2007) added that proficient and less proficient language learners are different in terms of the frequency, variety and the choice of specific categories of language learning strategies they used. This limited use of LLSs according to (Williams and Burden,1997) should be enhanced through strategy instruction to help students in selecting and using appropriate language learning strategies for the given language tasks and activities.

Ehrman and Oxford (1995); Oxford and Nyikos (1989) added that explicit LLS instruction enhances learners' academic success. Moreover, writers such as O'Malley (1987); Oxford (1990); Wenden (1991); Cohen (1998); Chamot (2001) have proposed that proper and efficient usage of LLSs could help learners learn language more effectively.

Henceforth, language learning strategies play an important role in learning a second or a foreign language and make students' learning more interactive, self-directive, and proficient in their language learning (Oxford, 2011).

When learning English, students are expected to construct their own knowledge or skill, by employing suitable LLSs. However, the trends in learning English as a foreign language, as well as the use of learning strategies at different educational levels in our country, are not thoroughly and consistently investigated in various contexts. The majority of local studies investigated the utilization of strategies for discrete language skills (writing, reading, speaking, listening, vocabulary and grammar). For instance; Girma (1994) and Yechalework (2017) on reading strategies, Birhanu (1993) on listening strategies, Tsegaye (1995) on speaking strategies, Yemisrach (2015) on grammar learning strategies use, Teshome (2007) on writing, Abebe (1997), Getnet (2008) and Lemlem (2013) on vocabulary learning strategy use.

However, EFL learners' overall LLSs practices are not adequately assessed. There have been some attempts, for instance, by Endaweke (2008) at preparatory level, Niguse (2013) at university level and Seyoum (2009) at college level.

Moreover, another important aspect, i.e., the effect of variables (gender, year of study and academic achievement) on language learning strategies choice was not examined in combination. As a result, little or insufficient information on the area is available. Since there are few works on the use of language learning strategies, there is a way to go further in this area. And above all, local studies do not focus much on English major students' use of language learning strategies.

Therefore, this study will be founded on the premise that university students should be proficient in their English language and becoming successful in their language learning by becoming aware of the different types of LLSs that work well for their learning and using them appropriately to their advantage.

Hence, I am initiated to assess the actual practice of English major students' use of language learning strategies and the effect and relationship of different variables on LLSs' use at Wolaita Sodo University (WSU).

1.3. Research Questions

In order to address the objectives of the study, the present study specifically deals with the following research questions:

1. What is the level of students' strategy use? Which strategies are most or least preferred among the participants?

2. Is there a difference between male and female students' use of language learning strategies?

3. What is the relationship between students' language learning strategies use and academic achievement score?

4. Does year of study determine the choice of language learning strategies?

1.4. Objectives of the Study

1.4.1. The general objective

The general objective of this study is to examine what language learning strategies WSU English major students employ in learning English.

1.4.2. Specific Objectives

The specific objectives of the present investigation are:

1. To indicate students' level of strategy use as well as the most and the least preferred strategies;
2. To identify whether there is a difference between male and female students' use of language learning strategies or not;
3. To find out whether there is a relationship between academic achievement and reported frequency strategy use of students or not;
4. To determine the effect of year of study on the choice of language learning strategies.

1.5. Scope of the Study

The main purpose of the study is to assess EFL learners' use of language learning strategies and to look for the effect and relationship of variables (gender, year of study and academic achievement) as factors in using LLSs. Thus, the study is delimited to Wolaita Sodo University English major students, the effect of gender and year of study on WSU English major students' use of language learning strategies, and finally, the relationship between academic achievement and LLSs use of English major students of WSU.

1.6. Significance of the Study

The results of the study may have the following significances: the result of the study will enable students to be aware of the language learning strategies and help them to use appropriately in learning English as a foreign language. Students' awareness about LLSs has great contribution for their language learning. Students will benefit more in the processes of learning by gaining the desired knowledge and skill in their language learning. Supporting this, Nyikos (1996) emphasized the importance of strategy awareness for students in that "learners must gain awareness in order to exert the metacognitive control necessary to manage learning" (p. 111). Once students are aware of the available LLSs, they will be able to properly utilize them by picking the most appropriate strategies that fits the particular learning tasks and activities that they are working with. According to O'Malley (1987); Oxford (1990); Wenden (1991); Cohen (1998); Chamot (2001) proper and efficient usage of LLSs could help learners learn language more effectively.

The result will help teachers to understand the teachable nature of LLSs so as to train learners on them. Training on language learning strategies which involves lessons where students are explicitly taught about language learning strategies and explanations will aid students when, how and why the strategies can be used so as to enhance their use of the strategies and improve their academic success. Studies by Oxford & Nyikos (1989) ; Ehrman & Oxford (1995) emphasized that explicit LLSs instruction increases learners' academic success.

The results will also help teachers and students to be aware of potential factors that influence the use of language learning strategies. Numerous researches revealed that a variety of factors influenced learners' choice and use of language learning strategies such as: level of proficiency, academic achievement, year of study, motivation, gender, cultural background, attitudes and beliefs, type of task, age, learning style, and tolerance of ambiguity . These factors may have a significant impact on how learners approach language learning tasks and activities and how successful they are. Understanding these factors will therefore, enable teachers and students to recognize the existence of individual differences in order to manage their effects on the use and selection of language learning strategies.

For policy makers, the result of the study will assist them to understand the importance of LLSs and empower teachers and other stockholders about LLSs relevance to language learning. It also helps them to consider the significant impact language learning strategies have on language learning. They can then decide how strategy training should be provided to English language learners of various ages, sexes, and proficiency levels.

For curriculum developers and syllabus designers, the result of the study will help them to consider the inclusion of language learning strategies on students' and teachers' guide books to create awareness about LLSs. It will also help them to promote the importance of LLSs and develop helpful guiding materials that will create awareness on the use of language learning strategies.

Furthermore, the result of the study will serve other researchers as a springboard for further study in the area. For those who are interested in this topic, this study may serve as a starting point for further investigation into the contribution of language learning strategies to language learning. It may also aid researchers in determining the effects of various factors on the use of language learning strategies.

1.7. Limitations of the Study

It is hoped that the current study has presented valuable information to the study of assessing LLSs use by the English major students of Wolaita Sodo University. As with any other studies, there are some limitations. Though these limitations may give suggestions for future researchers on how the use of LLSs might be further investigated, these limitations of the study were as follows: Firstly, the participants in this study were confined to the 2nd and 3rd year EFL students in the department of English language at WSU, with a total of 58 students participating. Consequently, caution will be required when attempting to make generalizations of the findings to larger populations in another context or to the same context in different departments. Secondly, since the questionnaire was the primary data collection tool in this study, the data is dependent on self-report, therefore it is likely that students overestimated or underestimated how frequently they employ strategies on the questionnaire. Finally, the study examined the effect and relationship of variables such as gender, year of study, and academic achievement on the use of LLSs by English majoring students of WSU.

This is not to say that other factors do not influence the use of LLSs. Thus, the current study does not consider all the potential factors that affect the use of LLSs.

1.8. Organization of the Thesis

This thesis is organized into five chapters. Chapter one introduces the study's background, problem, questions, objectives, significance, scope, limitations, and finally, definitions of key terms. Chapter two looks at issues concerning the definitions, theoretical framework, taxonomy of LLSs, good language learners, factors influencing the choice of learning strategies, language teachers' role in learning strategy instruction, features of LLSs, overview of related works and lastly, the conceptual framework of the study. Chapter three describes the study's design, setting, population, sample size and sampling technique, data gathering instruments, data gathering procedures, methods of data analysis, ethical considerations, quality control procedures, reliability of the instrument and finally, the pilot study report. Chapter four, reports the results and discussions of the study. The last, chapter includes the study's findings, conclusions, and recommendations.

1.9. Operational Definitions of Key Concepts

Throughout the study, the following terms are to be understood based on the definitions that follow:

Academic achievement – It is defined as the average grade point score obtained after successfully completing a course in the teaching learning process.

Affective strategy – It includes strategies that help students control their emotions, feeling, and attitudes when learning a language.

Cognitive strategy – It includes strategies which help students think about and understand a language.

Compensation strategy – It contains strategies that assist students overcome knowledge limitation when learning a language.

English as a foreign language (EFL) – It refers to those who study English in places where English is not spoken. (For example, Japanese people who learn English in their own country are EFL learners) (Yuko, 2011).

English as a second language (ESL) – It refers to those who study English in nations where English is formally spoken and used as a communication tool (For example, Hispanic people who are learning English, are ESL learners) (Yuko, 2011).

Language learning strategies – They are "contextually-specific thoughts and actions that can be both mental and physical. They are combinable in clusters or chains and have cognitive, emotional, and social roles. In addition, their use in self-regulation is complex in nature" (Oxford, 2017, p. 28).

Memory strategy – It contains strategies which aid students remember new language items when learning a language.

Metacognitive strategy – It includes strategies that deal with how students manage their learning by planning, monitoring, and evaluating their learning.

Performance – It refers to the use of a language in a variety of contexts that necessitate reflection on previously acquired knowledge and skills.

Proficiency – It refers to the ability of learners to make and communicate meaning in oral and written contexts.

Social strategy – It includes strategies which involve students' interaction with other students when learning a language.

Strategy Inventory for Language Learning (SILL) – It is a questionnaire developed by Oxford (1990) to assess learners' usage of a variety of language learning strategies, which are organized into six categories (memory, cognitive, compensation, metacognitive. affective, and social).

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter contains the following eight headings: definition of language learning strategies, theoretical framework of language learning strategies, classification of language learning strategies, good language learners, factors that influence the choice of language learning strategies, language teachers' role in learning strategy instruction, features of language learning strategies, and finally an overview of related works:

2.2. Definition of Language Learning Strategies

Researchers have defined language learning strategies in a variety of ways over time, using diverse terminologies to address specific issues. The following are some of these definitions, which are examined and presented:

The pioneer researcher Rubin (1975) in the field of language delivers a very broad definition of learning strategies as “the techniques or devices which a learner may use to acquire knowledge" (p. 43).

Wenden and Rubin (1987) define language learning strategies as “any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p. 19).

According to Wenden (1987), language learning strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners’ strategic knowledge of language learning, and the affective view, such as learners’ motivation, attitude, etc.

Rigney (1978), Rubin (1987), Oxford and Nyikos (1989), Williams and Burden (2002) and Brown (2007), define learning strategies as procedures (operations, tactics, steps, plans, routines, skills) that facilitate acquisition, retention, retrieval and performance.

O'Malley and Chamot (1990) define LLSs as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p.1).

Oxford (1990) defines language learning strategies as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.8).

Richards and Platt (1992) state that learning strategies are “intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information” (P.209).

According to Ellis’(1994) definition, language learning strategies: “are consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use” (p.529).

Cohen (1998) also provides a definition of language learning strategies as “a learning process consciously selected by learners and may support students to enhance their learning” (p.4).

Oxford (2011) defines language learning strategies as: “deliberate, goal-directed attempts to manage and control efforts to learn the L2, these strategies are broad teachable actions that learners choose from among alternatives and employ for L2 learning purposes” (p.12).

Griffiths (2008) gives a definition of language learning strategies as “activities consciously chosen by learners for the purpose of regulating their own language learning” (p. 87).

Very recently, Oxford revised her old definition which was used for more than 30 years and arrived at a definition of strategies as “contextually-specific thoughts and actions that can be both mental and physical. They are combinable in clusters or chains and have cognitive, emotional, and social roles. In addition, their use in self-regulation is complex in nature” (Oxford, 2017, p. 28).

In conclusion, these researchers reflected their idea about language learning strategies using various terms such as “techniques”, “devices”, “behaviors”, actions”, “tactics”, “skills", ´activities”, “procedures”, “steps”, “plans”, and so on. They all focus on how learners process new information with the aid of LLSs and focus on the usefulness of language learning strategies to understand, remember store, retrieve and reflect what they have learned while they are learning a second or foreign language. They also stress the active nature of learning strategies, which are selected by learners in order to achieve a language learning goals.

The purpose of stating the above definitions of language learning strategies is not actually to come up with the best definition that everyone can agree on. Instead, it is beneficial to become familiar with essential terms and concepts from the definitions in order to better comprehend the issue from several angles. Generally, language learning strategies are tools which assist learners achieve their goals in the process of language learning. From its comprehensiveness aspect, I considered Oxford's (2017) definition for the current study.

2.3. Theoretical Framework of Language Learning Strategies

Initially, this study tries to provide a descriptive analysis of language learning strategies' use of WSU English major students. It also tries to find whether there is a difference on the use of language learning strategies between male and female students as well as second and third-year students. Furthermore, the other objective of this study is to identify the relationship between academic achievement and language learning strategy use. For that reason, a general framework consisting of taxonomy of language learning strategies by Oxford (1990) would serve as a basis for the present study. The Oxford's language learning strategies are divided into six categories, namely, memory, cognitive, compensation, metacognitive, affective and social strategies. These categories consist of different kinds of thoughts and behavior as specified in the Strategy Inventory for Language Learning (SILL) (Oxford, 1990).

As mentioned earlier, the present study examines the effect of gender and year of study on the use of LLSs as well as the relationship between students' use of LLSs and their academic achievement. Thus, findings on the use of LLSs and the influencing factors such as gender, year of study and academic achievement on LLSs provided the theoretical framework for this study. Nowadays, there have been numerous literatures on the use of LLSs and different affecting factors. For example, studies have found that gender had an i effect on the use of LLSs (Niguse, 2013; Tunc, 2003; Lan 2005).On the other hand, Alkahtani (2016); Gavriilidou (2016); Tabeti (2017) ; Balc and Uguten

(2018) on their studies identified no statistical significant difference between female and male participants.

Regarding the influence of year of study on LLSs, studies by Griffith (2003); Tunc (2003), Al-Buainain (2010); Magno (2010) identified that year of study influenced students' use of the strategies. On contrary, the study by Alhaysony (2017) revealed year of study had no effect on students' LLSs use.

The relationship between LLSs use and academic achievement was also repeatedly researched. For example, Seyoum's (2009); Haile and Mulugeta's (2017); Zeleke's (2017); Balc and Uguten's (2018) findings showed there were a strong positive correlation between students' use of language learning strategies and their academic achievement. On the other hand, Zewdineh (2020) found no significant relationship on EFL students' use of language learning strategies and their academic achievement.

Researchers such as Rubin (1975); Stern (1975); Naiman, Frohlich, Stern and Todesco (1978) raised the issue of language learning strategies in promoting learners' language learning during the mid to late 1970s.

The idea that teachers should be concerned not just with finding the best approach or achieving the proper answer but also with supporting a student in order to allow him to learn on his own by Rubin (1975) was a springboard for subsequent researchers. Following Rubin, many other scholars stressed that teachers ought to focus on autonomy of learners so as to take responsibility for their own learning.

Various theories, methodologies, and approaches have resulted in the development of language learning strategies. As noted by Griffiths and Parr (2001), many different methods and approaches to the teaching and learning of language have emerged and changed over the years, each with its own theoretical foundation for example; the grammar-translation method (relied heavily on the learning of grammar and practice of translation), the audio lingual method (depended heavily on drills and repetition), the communicative approach (which encourages learners to take greater responsibility for their own learning), situational language teaching (whereby grammar and vocabulary are practiced through situations), the natural method (which emphasizes natural acquisition rather than formal grammar study), the direct method (which uses only the target language), the total physical response method (which stresses the importance of motor activity), the silent way (which encourages the teacher to be silent as much as possible) and suggestopoedia (which attempts to harness the influence of suggestion, such as music or art, on human behavior).

Language learning strategies can be expressed within the cognitive model of learning, according to Chamot and O'Malley (1994). The cognitive model of learning described learning as an active, dynamic process in which learners select information from their environment, organize it and relate it to what they already know, retain what they consider to be useful, apply the information in appropriate contexts, and reflect on the success of their learning efforts (Chamot and O'Malley 1994).

Although learning strategies are primarily cognitive, Griffiths (2013) points out that this cognitive foundation is complicated by a variety of other theoretical influences, including Behaviorism, Structuralism, Post-structuralism, Information processing theory, Schemata theory, Sociocultural theory, Activity theory, Chaos/complexity theory, Individual difference theories, Psycho-affective theories, and maybe others. Therefore, language learning strategy is not only based on a single theory but also from different theories.

Griffiths (2004) claims that the category of language learning strategy is based on a wide range of various theories, methods and approaches. For instance, memory and cognitive strategies are involved in the improvement of vocabulary and grammar knowledge on which the grammar translation method depends. Memory and cognitive strategies can be involved to make the patterning of automatic responses characteristic of the audio-lingual method more effective. Learning from errors (developed from interlanguage theory) involves cognitive and metacognitive strategies. Compensation and social strategies can easily be assimilated into communicative competence theory and the communicative language teaching approach. Methods such as suggestopedia involve affective strategy (Griffiths, 2004). As a result, strategy category is not also based on a single concept, but rather on diverse methodological and theoretical foundations.

2.4. Classification of Language Learning Strategies

According to Oxford (1990), not only how to define LLSs, but also how to categorize them, remains a point of contention in the field of LLS:

> There is no complete agreement on exactly what strategies are; how many strategies exist; how they should be defined, demarcated, and categorized; and whether it is or ever will be possible to create a real, scientifically validated hierarchy of strategies. Classification conflicts are inevitable. (p.17)

According to Ellis (1994), LLSs have been categorized in numerous ways based on the researchers' own experiences. To put it another way, classification systems for language learning strategies were developed as a result of the specific participants with whom the researchers worked, the setting, and the researchers' specific interests.

Oxford's taxonomy of learning strategies, according to Ellis (1994), incorporates all aspects of strategy utilization and is the most systematic classification to date. Hsiao and Oxford (2002) used factor analysis methods to validate it, and it turned out to be the most accurate classification of LLSs.

Therefore, I provide Oxford's (1990) classification system because of its comprehensiveness point of view as follows:

Oxford (1990) distinguishes between two types of strategies: direct and indirect. Direct strategies refer to intrinsically learned subconscious tasks, whilst indirect strategies refer to more conscious tactics. Memory, cognitive, compensatory, metacognitive, affective, and social strategies are the six sub-groups of these two types.

2.4.1. Direct Strategies

2.4.1.1. Memory Strategy

Memory strategy assists learners in connecting one L2 object or concept to another, but they do not require profound comprehension. Various memory strategies enable learners to learn and retrieve information in a logical sequence (e.g., acronyms), while other techniques create learning and retrieval through sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards (e.g., on a page or blackboard). Memory strategy is frequently employed to memorize vocabulary and structures in the early stages of language learning, but learners require it less as their vocabulary and structure collections get more.

2.4.1.2. Cognitive Strategy

Cognitive strategy is probably the most popular LLS. It is a skill that requires direct manipulation or modification of language through reasoning, analysis, note-taking, functional practice in naturalistic settings, formal practice with structures and sounds, and so on. Repeating, formally practicing with sounds and writing system, detecting and employing formulas and patterns, recombining, and practicing naturalistically are all types of practicing, according to Oxford (1990). The most important thing in this group is to practice, which can be done by repeating, working with sounds and writing, and employing patterns. When students try to search the core idea via skimming and scanning, they employ the tools for receiving and sending communications. Every word does not need to be double-checked.

2.4.1.3. Compensation Strategy

When learners don't know enough about the target language, they employ compensation strategy to help them understand it. These solutions compensate for grammatical and lexical deficiencies. When students are unfamiliar with new terms or idioms, they make educated guesses as to what they signify. Through guessing, students understand information using their own life experience.

Compensation strategy (for example, guessing from context in listening and reading; utilizing synonyms and talking around the missing word to facilitate speaking and writing; and, exclusively for speaking, employing gesture or pause words) assist learners in constructing for missing knowledge.

2.4.2. Indirect Strategies

2.4.2.1. Meta Cognitive Strategy

Metacognitive strategy goes beyond the cognitive mechanism and allows students to plan and organize their learning. This enables them to efficiently schedule their language learning. This strategy becomes essential for successful language learning when the learner is confused by new terminology, rules, or writing system. Identification of one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study place and a schedule, monitoring mistakes, and evaluating task success, as well as evaluating the success of any type of learning, are specific strategies of metacognitive strategy. Generally, metacognitive strategy is used to manage the learning process.

2.4.2.2. Affective Strategy

Affective strategies, such as self-reinforcement (reducing anxiety, encouraging oneself, and assessing one's emotional temperature), and positive self-talk, allow learners to gain better control over their emotions, attitudes, and motives. Learners can use affective strategy to regulate their feelings, motives, and attitudes toward language learning.

Affective elements such as emotion, attitude, motivation, and values have a significant effect on learning. This group includes three sets of strategies: reducing anxiety, encouraging oneself, and controlling emotional temperature. Language learners who are good at controlling their attitudes and emotions towards learning recognize that negative emotions slow down the learning process.

2.4.2.3. Social Strategy

Social strategy is an activity that learners engage to seek opportunities to be exposed in an environment where practice is possible. This strategy is very important in learning a language because language is used in communication and communication occurs between people. Social strategy is a form of social behavior. For example questioning for understanding facts or work together with peers or speaker of the target language including native and none native speaker in order to upgrade their language skills. Asking questions, working with others, and empathizing with others are three subtypes of social strategy. Asking questions is the most useful of the three and gets learners the closest to comprehending the meaning. It also aids discussion by eliciting a reaction from the other person and demonstrating attention and involvement. Cooperation with others diminishes competitiveness and replaces it with a sense of belonging. Empathy entails placing oneself in another's shoes in order to comprehend their perspective. Generally, learners can utilize social strategy to increase cultural awareness and become aware of others' views and feelings.

The six strategy categories, according to Oxford, are interconnected and interact with one another. Memory strategy assist learners in storing and retrieving information; cognitive strategy enable learners to communicate in the target language; and compensation strategy, on the other hand, are used when learners have to maintain communication despite linguistic gaps. Learners can use meta-cognitive strategy to help them control and regulate their learning; affective strategy can help them deal with their moods and emotions; and social strategy can help them learn by interacting with native speakers of the target language.

2.5. Good Language Learners

According to Rubin (1975), good L2 learners exhibit the following characteristics:

1. A good language learner is a willing and accurate guesser. The good language learner appears to be at ease with uncertainty (indeed, he/she may even like it) and prepared to put his/her guesses to the check. A smart guesser is one who efficiently gathers and stores information. The good guesser makes use of all the hints provided by the context and is thus able to narrow down what the communication's meaning and purpose might

be. We never fully comprehend what the speaker is trying to say, and we rely on whatever clues the context and the conversation provide.

The good guesser relies on his/her instincts for grammatical structures, clues from lexical items he/she understands, and uses clues from message redundancy. He/she employs nonverbal cues, word associations, and prior knowledge. He/she makes inferences about the message or communication's goal, intent, and point of view.

2. A good language learner has a strong desire to communicate, or to learn from an interaction. He/she is willing to go to great lengths to spread his/her message. When someone doesn't know the word for hat, he/she may use a circumlocution, such as "the object on top of your head." He/she may paraphrase to clarify a phrase's various meanings.
3. A good language learner is often uninhibited. If reasonable communication occurs, he/she is willing to appear foolish. In order to learn and communicate, he/she is willing to make mistakes. He/she is willing to live with a certain degree of ambiguity.
4. A good language student is prepared to pay attention to form in addition to communication. A good language learner looks for patterns in the language all the time. He/she pays close attention to the form, continually evaluating, categorizing, and synthesizing it. He/she is always looking for new ways to categorize knowledge. He/she is attempting to differentiate between relevant and irrelevant clues. He/she is looking at how elements interact or relate to one another (using as a basis for this analysis information from his/her own language or others that he/she has learned). Naturally, the more practice a learner gets with this type of exercise, the better he/he will be at it.

   It has been noticed that a person learns a second or third foreign language more quickly than his/her first simply because he/she has had more practice paying attention to the language's significant formal elements.
5. A good language learner puts his or her knowledge into practice. He/she might work on his pronunciation or sentence construction. He/she will look for native speakers, go to the movies, and attend cultural activities to practice his/her language skills. In the target language, he/she initiates talks with the teacher or classmates and other interlocutors. He/she is willing to do it again and take advantage of every opportunity to speak in

class; in fact, certain students appear to stand out and are called on more frequently in any given class.

6. A good language learner monitors his/her own and other people's speech. He/she is always concerned about how well his/her speech is received and whether his/her performance fits the expectations he/she has set goals for himself/herself. His/her active engagement in the learning process contributes to some of his/his monitoring. Whether he/she is called upon to perform or not, he/she is always processing information. He/she is capable of learning from errors.
7. A good language learner pays attention to the meaning of the language. He/she understands that paying attention to the grammar of the language or the surface form of communication is insufficient for understanding the content. He/she pays attention to the context of the speech act, the relationship between the actors, the rules of speaking, and the mood of the speech act. He/she sees language as fulfilling a variety of purposes, and he/she seeks out strategies to communicate these purposes. He/she understands that in each social engagement, the speaker's goal can be misinterpreted. He/she understands that observing the nature of the interaction provides numerous clues to the message.

Moreover, good language learners become autonomous in their learning. Holden explains, “Autonomous learners are both cognitively and meta-cognitively aware of their role in the learning process, seek to create their own opportunities to learn, monitor their learning, and attempt actively to manage their learning in and out of the classroom” (Holden, 2002:18). In his explanation he stressed the self-directed nature of good language learners in their learning.

Therefore, if students possess the majority of the qualities of good language learners, they will be successful in their learning, which will lead to increased achievement and success. Supporting this McDonough and Shaw state:

> Success is thought to be based on such factors as checking one’s performance in a language, being willing to guess and to ‘take risks’ with both comprehension and production, seeking out opportunities to practice, developing efficient memorizing strategies, and many others. (McDonough and Shaw, 2003, p. 56)

In conclusion, I believe that if students are motivated, interested, willing to take risks, unafraid of making mistakes, able to make guesses about meanings, utilize all practice opportunities, monitor their speech and others, become autonomous, and pay attention to meaning, they will learn effectively and efficiently while enjoying what they are learning.

2.6. Factors that Influence the Choice of Language Learning Strategies

There are a variety of factors that could influence learners' language learning strategy choice. The following variables are thought to potentially influence students' use of LLSs when they learn English as a foreign or a second language.

2.6.1. Level of Proficiency

Researches on LLS has repeatedly found a positive relationship between language proficiency and strategy use (e.g., Khalil, 2005; Magogwe & Oliver, 2007; Park, 1997; Shmais, 2003), implying that more proficient learners employ more strategies than less proficient learners.

Park (1997) revealed a significant relationship between LLSs and English proficiency in his study of Korean university students' strategy utilization and language proficiency. Similarly, Lan and Oxford (2003) found that language proficiency had a significant effect on the use of metacognitive, cognitive, compensation, and affective strategies by Taiwanese elementary school EFL students.

Overall strategy use increases with proficiency, according to Magogwe and Oliver (2007), but this relationship is more curvilinear, with proficiency influencing strategy use at the primary level but not at the secondary or tertiary level.

Griffiths (2003) found that frequency of LLS use is related to proficiency, with higher level students reporting utilizing a larger number of LLSs than lower level students. There was a statistically significant relationship between reported frequency of LLSs use and proficiency. In her study, there were no significant differences in proficiency or reported frequency of LLS use between male and female participants.

According to Lan's (2005) findings, the greater the students' English proficiency, the more learning strategies they reported using. According to the findings, there is a link between students' proficiency levels and the strategies they apply. The study found a significance difference in the frequency of strategy use between boys and girls. Girls in the sample reported using strategies significantly more than boys.

Furthermore, Alkahtani (2016) argued in his PhD dissertation that there was a statistically significant difference in the employment of strategy categories among participants based on their English proficiency levels. Participants with a lower level of English proficiency used more affective strategy than those with a higher level of English proficiency.

As stated, above the majority of researches on LLSs have revealed that more proficient and employ learning strategies more frequently and in more diverse ways than less proficient learners.

2.6.2. Academic Achievement

In terms of achievement, Seyoum (2009) identified a significant difference in the overall means of high and low achievers in the use of LLSs. There was also a relationship between LLSs and English language achievement, according to the finding.

According to Zeleke (2017), there was a strong positive relationship between the utilization of each of the six groups of LLSs by English language majoring students and their academic achievement. Tabeti (2017) also found statistically significant and positive relationship between students' academic achievement and three categories of learning strategies: affective, cognitive, and meta-cognitive strategies.

On the other hand, Zewdineh (2020) found no correlation between EFL LLSs and EFL students' academic achievements.

The majority of researches’ findings demonstrated statistically significance relationship between the usage of LLSs and learners' academic achievement.

2.6.3. Year of Study

Different researchers in the field of language have looked into the relationship between LLSs and the length of time students spend studying the language. For example, according to Uztosun (2014), more experienced learners employ compensation and cognitive strategies significantly more than less experienced learners. Less experienced learners, on the other hand, used much more social strategy than more experienced learners.

According to Alhaysony (2017), there was no significant difference in terms of duration of English study, while students who had studied English for a long time reported utilizing LLSs the most frequently.

The finding of Ramireza (1986) also showed that senior learners obtained the highest mean in cognitive, compensation, metacognitive, affective and social strategies when compared to freshmen and juniors. The results were statistically significant for metacognitive strategies in favor of students in the second-year. This suggests that year of study affects students' use of metacognitive strategies.

Griffith (2003) in her study reported a positive relationship between the frequency of LLS use and students' level. Similarly, Oxford and Nyikos (1989) found that year of study has a significant effect on the use of learning strategies. Similarly, Al-Buainain (2010) studied whether there was a relationship between language learning strategy utilization and year of studying English. The use of strategy increases with the number of years spent learning English.

Magno (2010) found that the length of time spent studying English had a substantial effect on the usage of LLS, with individuals who had been studying English for a long period utilizing strategies most frequently.

Finally, as most researches have shown, there were a positive association between the length of language study and the usage of LLSs. According to the findings, as the period of language study grew, more diversified and frequent usage of LLSs was observed.

2.6.4. Motivation

Many researchers have discussed the relevance of motivation in language learning. For example, Brown (1994) asserts that motivation is essential to learning, while Williams and Burden (1997) argue that learning occurs when we desire to learn. Cohen and Dornyei (2002) make the intuitively logical case that motivation is typically seen as the most important learning variable since without it, little happens.

According to Oxford (2011), when it comes to the relationship between language learning strategies and motivation, strategies can be useful in supporting a variety of motivational orientations. Motivated students used more strategies than less motivated students, according to various research findings, and motivation is critical for successful language learning.

Kafipour, Noordin, and Pezeshkian (2011) conducted a study on Iranian postgraduate students on the "effects of motivation and gender on the choice of LLSs." Motivation was found to have a considerable impact on memory and cognitive strategies, according to the research findings. According to the findings, students who were integratively driven used more cognitive strategy than students who were instrumentally motivated, whereas instrumentally motivated students used more memory strategy than integratively motivated students. Integratively motivated learners used all of the other strategies more frequently, but these differences were not found to be significant.

2.6.5. Gender

Another important issue that influences LLS selection is gender. Women, according to Oxford, Nyikos, and Ehrman (1988), have an advantage over men in terms of language development since they are more likely to interact. Furthermore, because of a heightened desire for social acceptability, they are more likely to strive for higher grades and to utilize LLSs more frequently.

Females spend more time studying language because they perceive bigger future rewards (Gu, 2002), and their culture tends to be more study-oriented and supportive of academic performance (Van Houtte, 2004). Men, on the other hand, are usually primarily concerned with the end aim (Nyikos, 1990). Men also tend to work alone more, missing out on the benefits of interaction strategies (Young & Oxford, 1997), and they utilize rote memorization, repetition, and translation more frequently, all of which are more commonly used by less successful language learners.

With regard to the employment of LLSs, according to Oxford, Nyikos and Ehrman (1988); Oxford and Nyikos (1989); Wharton (2000), their findings indicated that female participants outnumber male participants in both the overall and specific categories of LLSs.

Studies by Alkahtani (2016); Gavriilidou (2016); Kafipour, Noordin and Pezeshkian (2011); El-Dib (2004); Ehrman and Oxford (1990) revealed that gender had no significant effect on the choice of strategies. However, female participants tended to employ strategies slightly more frequently than male participants.

Similarly, Tabeti (2017) found no significant differences in the usage of the overall LLSs and the six types of strategies between male and female students, except for the use of affective strategy, which has a significant difference in favor of male students.

In conclusion, a number of studies pointed out female students reported greater overall strategy use than male students.

2.6.6. Cultural Background

Bedell (1993) discovered that different cultural groups utilize different sorts of strategies at different levels of frequency, which is thought to be one influencing factor on learners' choice of LLS. Furthermore, Asian learners favor rote memorization and rule-based approaches (Politzer & McGroarty, 1985). Taiwanese students, for example, appear to be significantly more structured, analytical, memory-based, and meta-cognitively oriented than students from other countries (Oxford, 1994). Asian students, according to O'Malley and Chamot (1990), prefer their own established rote learning processes and are less ready to try novel learning techniques than Hispanic students (O'Malley et al., 1985).

Furthermore, Asian learners prefer rote memorization and focu on the linguistic code, according to Huang and Van Naerrsen (1987); Tyacke and Mendelsohn (1986); Politzer and McGroarty (1985);

Noguchi (1991), social strategies are unpopular among Chinese and Japanese students, according to Politzer and McGroarty (1985); Noguchi (1991).

In brief, a variety of factors influence students' use of LLSs; some strategies are more common among students from one culture than among students from other cultures. Other cultures appeared to encourage learners to use strategies to greater extent while other did not.

2.6.7. Attitudes and Beliefs

Beliefs are the psychological state in which a person believes something to be true (Oxford, 2011). A lot of studies have looked into how learners' ideas about language learning affect their success. According to Abraham and Vann (1987), learners' beliefs determine how they approach learning, which in turn influences how successful they will be in their studies.

Although beliefs are frequently assumed to be a relatively stable individual characteristic, White (2008) claims that good language learners are those who are successful in sensing the affordances of a particular learning context and developing a productive interface between their beliefs and attributes and the various possibilities and experiences within that context. Good language learners, according to White (2008), believe in their own ability to learn and that the language they are learning is worthwhile. Furthermore, successful learners develop insights into ideas about the LLSs and the application of effective learning strategies (Ehrman & Oxford, 1989).

Oxford (2011) claims that attitude is often perceived as either positive or negative and it can have a significant impact on L2 learning. She also proposes using strategies to change attitudes as necessary. These were found to have a significant impact on students' strategies use, with negative attitudes and beliefs frequently leading to poor strategy utilization or lack of strategy planning.

A study conducted in Iran by Kafipour, Jabbari, Soori, and Shokrpour (2011) revealed that students with a positive attitude utilized strategies more frequently. Those with a good attitude were more likely to apply all types of strategies than students with a negative attitude. Students with a negative attitude used no strategy category than students with a positive attitude.

2.6.8. Type of Task

One of the earliest proponents of the concept ‘task’, Prabhu (1987), sees a task as a meaning-focused action in the classroom. He distinguishes three types: information-gap activity, reasoning-gap activity, and opinion-gap activity.

The action of filling in the information gaps entails passing on knowledge from one person to another. Reasoning-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation through processes of inference deduction, practical reasoning, or a perception of relationships or patterns, and opinion-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation (Prabhu, 1987). As a result, the activity's nature aids in determining the strategies that are naturally used to complete the task.

2.6.9. Age

Due to psychological and social variations, learners of all ages approach language learning in different ways. According to research findings, young students tended to employ social strategies more than other categories of strategies, such as talking to and asking for aid from others (Oxford, 1996). Adult learners, on the other hand, have demonstrated a high level of usage of metacognitive strategy for planning, organizing, and evaluating their own L2 learning. Oh, 1992; Griffiths, 2003 discovered a significant difference in strategy use frequency between advanced and primary pupils.

Ramierz (1986) found adolescent French L2 learners employed more LLSs than young learners. Khalil (2005) discovered that university students utilized more strategies than high school students when comparing the two groups.

As a result, students of various ages and stages of L2 learning used various strategies, with older or more experienced students employing particular strategies more often.

2.6.10. Learning Style

Another factor that could influence how learner employs language learning strategies is their learning style. According to Keefe (1979) learning styles are “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (p.4).

Every learner, according to Nel (2008), has a distinct learning style. He also mentions that learning style is often thought to be a very consistent learner trait.

Learning style (general approach to language learning) often affected the choice of L2 learning strategies, according to Oxford (1990). For example, analytic students favored strategies like contrastive analysis, rule-learning, and dissecting words and phrases, whereas global students chose strategies like guessing and scanning to locate meaning and talk without knowing all of the terms (paraphrasing, gesturing).

Sahragard and Abbasian (2016) investigated the relationship between learning style preferences and language learning strategies among university students. The result indicated that learning styles have a significant influence on learners’ learning strategy choices.

Ehrman and Oxford (1990) in their study explored the relationship between learning styles and learning strategies through semi-structured interviews. The finding points out that learners’ learning style significantly influence their choice of strategies.

Li and Qin (2006) studied the relationship between language learning styles and strategies of tertiary-level learners in China. Their findings revealed that learners’ learning styles have a significant influence on learners’ strategy choices.

According to Nosratinia et al., the finding on the relationship between EFL learners’ language learning styles and strategies revealed a statistically significant relationship between EFL learners’ affective strategy with visual style and auditory style, metacognitive strategy and visual style.

Thus, learning styles and language learning strategies have a statistical significant relationship as indicated in the above studies.

2.6.11. Tolerance of Ambiguity

Ambiguity in a language relates to obscurity and uncertain or inexact conditions, as well as tolerance worries about dealing with unexpected scenarios. Ambiguity tolerance is defined by Chappelle and Roberts (1986) as a person's ability to act rationally and peacefully in a scenario where the interpretation of all stimuli is unclear.

The usage of particular LLSs may be influenced by the level of ambiguity tolerance. Learners with intuitive types of personalities who have relatively higher levels of ambiguity tolerance frequently guessed from context, according to Ehrman and Oxford (1990), whereas learners with sensing types of personalities who have lower ambiguity tolerance disliked having to guess from context. Furthermore, due to their discomfort with ambiguity, judgers reported not employing compensation strategies as often as sensing pupils, whereas perceivers who can handle uncertainty tended to utilize compensation strategies more. Furthermore, judgers tended to employ more metacognitive strategies, but perceivers hated metacognitive strategies, indicating their tolerance for ambiguity.

The influence of ambiguity tolerance on the usage of strategies was also demonstrated in Nishimo's (2007) case study of two Japanese English learners. The first student, who was at ease with ambiguity, refused to consult a dictionary throughout extended reading and preferred to go without looking up unfamiliar words. The second, less tolerant student, on the other hand, figured out the sentence structure first, double-checked the meanings of unfamiliar words, and then translated it into Japanese to eliminate any ambiguity. As a result, students who were more tolerant of ambiguity employed considerably different learning strategies than students who were less tolerant of ambiguity in some circumstances.

2.7. Language Teachers’ Role in Learning Strategy Instruction

Teaching learning strategies to students will equip them to be independent learners who know how to use LLSs in appropriate and different contexts (Oxford, 1990; Hosenfield, 1977; and Anstrom, 1998).

Psaltou-Joycey (2015) explains further:

> The aim of strategy instruction is to assist learners in building a strategic repertoire. Knowing how and when to apply each strategy, they can select those strategies which are more appropriate for their personalities and needs on the one hand, and language learning strategy instruction more effective for particular L2 tasks on the other. Gradually, they can become more responsible and independent learners with the ability to deploy strategies consciously and autonomously reinforcing their learning. (pp. 42-43)

According to Hall (1997) and Lessard-Clouston (1997), a language teacher should recognize students' interests and give a variety of learning strategies to help them reach their objectives by taking into account their unique personalities.

Therefore, teachers play a crucial role in directing students toward self-directed learning and self-evaluation. So, teachers should instruct students on when and how to employ strategies right from the start. Because teachers' roles are so crucial in developing LLSs awareness and employment, it is necessary to provide them with knowledge of accessible LLSs and raise their awareness of strategies so that they can get the most out of their learning (Rubin & et al., 2007).

Learners become efficient and successful in their learning when they become autonomous and can employ strategies appropriately. Because most experts agree that effective language learning is governed by the employment of appropriate learning styles and strategies, as well as how well students respond to and profit from their teachers (Abdolmehdi, 2007; Al-Hebaishi, 2012; Felder, 1995; Oxford & Ehrman, 1993; Reid, 1987 as cited in Muniandy & Munir, 2016, p.2). Hence forth, the responsibility of teachers in assisting learners in using proper LLSs through training or education is crucial.

2.8. Features of Language Learning Strategies

Language learning strategies, according to Oxford (1990), have the following features:

1. Contribute to the main goal of communicative competence. Learners should develop knowledge of grammatical rules (grammatical competence), the ability to use the language appropriately for the social context in which communication occurs (sociolinguistics competence), the ability to interpret messages coherently with the entire text (discourse competence), and the ability to initiate, control, and redirect communication (strategic competence) in order to develop communicative competence (Canale & Swain, 1980).
2. Encourage learners for greater self-direction. Language learners, in particular, should be self-directed because they will not always have the teacher to help them when they use the language outside of the classroom. Furthermore, active growth of competence in a foreign language requires self-direction. Self-direction for learners isn't always an all-or-nothing proposition; it's typically a progressive process that develops as students become more comfortable with the concept of personal responsibility. Students who are self-directed eventually gain more confidence, involvement, and skill. Thus, language learning strategies help learners to take control of their own learning as they are learner generated steps taken by language learners.
3. Expand the role of teachers. Teachers' responsibilities include identifying students' learning strategies, providing training on those skills, and assisting learners in becoming more independent. Teachers have long expected to be considered as authoritative figures, with titles such as ‘father’, ‘teacher’, ‘director’, ‘manager’, ‘judge’, ‘leader’, ‘assessor’, ‘controller’, and even ‘doctor’, who must treat their pupils' stupidity. Some instructors may be concerned about role shift because they believe their position is being questioned. Others, on the other hand, are excited about their new roles as: ‘facilitator’, ‘guide’, ‘consultant’, ‘coordinator’, ‘advisor’, ‘diagnostician’, and ‘co-communicator’. Identifying students' learning strategies, offering training on learning strategies, and assisting learners in becoming more independent are all new teaching capacities. Greater learning occurs when students take on more responsibility, and both teachers and students feel more accomplished.

4. Are problem oriented. They are instruments for resolving problems or completing tasks. Learning strategies are essential instruments. They are used because there is an issue to solve, a task to complete, an objective to meet, or a goal to achieve in the process of learning. To better grasp a foreign language reading text, a learner may employ one of the reasoning or guessing procedures. Because there is anything that needs to be recalled, memory strategy is used. Affective strategy is employed to assist the student in relaxing or gaining confidence, allowing for more effective learning.
5. LLSs are specific actions taken by the learner to enhance their learning. Rather than more general characteristic such as learning style, LLSs are specific activities in reaction to a challenge, such as guessing the meaning of a word. Students' LLSs are specific actions or behaviors that they engage in to improve their learning. Taking notes, preparing a linguistic task, self-evaluation, and intelligent guessing are some examples. Learners' more basic characteristics or features, such as learning style (wide, generalized approach to learning, problem solving, or understanding oneself or the environment), motivation, and aptitude, and so on naturally impact strategies' utilization.
6. Involve many aspects of the learner, not just the cognitive. LLSs aren't limited to cognitive skills like mental processing and manipulation of a new language. Metacognitive functions such as planning, evaluating, and organizing one's own learning, as well as emotional (affective), social, and other functions, are all included in strategies.
7. Offer direct and indirect support of learning. Direct learning and application of the subject matter are part of certain learning strategies which include memory, cognitive and compensation strategies and they are under direct strategy category. Other strategies, such as metacognitive, affective, and social strategies, contribute to learning in a subtle but significant way and they are under indirect strategy category. Direct and indirect strategies are both vital and complement each other in a variety of ways.
8. Are observable to some degree. The human eye may not always be able to detect language learning strategies. Many parts of collaborating, a technique in which a learner collaborates with another to attain a learning goal, can be observed, but the process of creating mental associations, a critical memory strategy, cannot. Teachers frequently struggle to understand about their students' learning practices since some strategies are impossible to see even with videotape. Another problem with observing learning strategy is that many of them are

employed (as they should be!) outside of the classroom in informal, unobservable, naturalistic contexts.

9. Are often conscious. The majority of the strategies entail a learner's deliberate attempts to learn a language. However, as students practice these strategies and grow in their learning, these strategies may become habitual or unconscious.
10. Can be taught through strategy training. Some components of a learner's personality, such as their general learning style or personality features, are extremely difficult to modify. Learning strategies, on the other hand, are simpler to teach and adjust. This can be accomplished through strategy training, which is an important component of language learning. Even the most accomplished students can benefit from this type of teaching. Learners who receive strategy training become more aware of their strategy use and more adaptable in their application of appropriate strategies.

    When learners receive strategy training they learn why and when specific strategies are useful, how to employ them, and how to transfer them to other contexts. Learners' and teachers' attitudes regarding learner self-direction, language acquisition, and the specific language and culture in question must all be considered throughout strategy training. As a strategy trainer, the language instructor assists each student in becoming more self-aware of how he or she learns, as well as developing the skills necessary to maximize all learning opportunities, both within and outside of the language classroom.
11. Are flexible; that is, they are not always in the same sequences or certain patterns. LLSs are flexible, which means they aren't necessarily found in predetermined sequences or patterns. Learners choose, combine, and sequence strategies in a variety of ways, each with its own unique characteristics. Learners do, however, occasionally mix strategies in predictable ways. For example, when reading a paragraph, learners frequently skim or scan the material first, then read it more carefully while guessing to fill in any gaps, and ultimately organize the material by taking notes or summarizing. Furthermore, certain learning strategies include an internal sequence of steps; for example, deductive reasoning necessitates first considering a rule and then applying it to a new circumstance.
12. Are influenced by a variety of factors. Many factors influence the selection of strategies: the degree of awareness, stage of learning, task requirements, teacher expectations, sex, age,

general learning style, nationality/ethnicity, motivation level, personality attributes, and goal for learning the language.

2.9. An Overview of Related Works

2.9.1. Studies Conducted Abroad

On the issue of the use of language learning strategies assessment, studies by Oh (1992); Wharton (2000) reported metacognitive and compensating strategies, were shown to be the most often utilized strategies among adult EFL learners, while memory strategies were found to be the least frequently employed.

Ehrman and Oxford (1989); Oxford and Nyikos (1989); Green & Oxford (1995) discovered gender disparities in strategy utilization when looking at the relation between gender and the use of LLSs. Lan (2005) found a significant difference in the frequency of strategy use between male and female students. Female students in the sample reported using strategies significantly more than boys.

However, Ehrman and Oxford (1990) found no indication of differences in LLS use between male and female participants in their investigation. Male and female disparities in proficiency and reported frequency of LLS usage were not found to be significant in the study by Griffiths (2003). In terms of age, Griffiths (2003) also discovered that older and younger students reported the same average frequency of LLSs use, with no significant differences in proficiency based on age.

Griffiths (2003) observed a relationship between course level and reported frequency of LLS use in her research. Similarly, Green and Oxford (1995) found that students who performed better in language had higher levels of total strategy use and used a greater variety of strategy categories. According to Lan's (2005) findings, the higher the students' English competence, the more strategies they reported using to study English.

Shyr & et al. (2017) looked at the relationship between learning strategies and achievement goal orientations among 50 Taiwanese engineering students who were studying English as a second language. All of the participants had spent more than six years studying English as a foreign language. Students reported social strategy was the most frequently employed of the six LLSs types. Finally, the study discovered a relationship between the LLS and the achievement goal orientations used by students.

In contrast to the preceding findings, Vann and Abraham (1990) came to the conclusion that unsuccessful learners, contrary to popular belief, were active strategy users, even though they sometimes employed strategies incorrectly.

Ehrman and Oxford's (1990) study on the impacts of learner factors on adult language learning strategies, concluding that psychological type appears to have a significant impact on how learners employ LLSs.

Oxford and Nyikos (1989) revealed that the degree of expressed motivation was the most influential variable on LLS utilization.

The study "language learning strategies use by Saudi EFL students: the effect of duration of English language study and gender" by Alhaysony (2017) found no significant differences in terms of duration of English language study, though students with the longest duration reported using LLS the most frequently.

Another study by Magno (2010), found that the length of time spent studying English had a significant impact on the use of LLS, with those who had been studying English for a long period employing these strategies the most.

Al-Buainain (2010) looked into "the types and frequency of LLS use among English majors at Qatar University". The findings revealed that students used learning strategies on a frequent to moderate level. They preferred metacognitive strategy the most and affective strategy the least. In general, the findings imply that LLS utilization and learning level (years of studying English) have a positive relationship. The use of strategy increases with the number of years spent learning English.

A study by Yang (2010) on "investigation of strategy use of Korean EFL university students" found that Korean EFL university students utilized a medium range of LLSs. Among Korean university students, compensation strategy was employed the most, while memory strategy was used the least.

Choi and Joh (2001) conducted another study on “investigation of language learning strategy use of Korean secondary school learners learning EFL and the relationship between language learning strategy use and English achievement.” According to the findings, the English achievement level made a considerable impact in total strategy use. LLSs were used more frequently by high achievers than by low achievers. Furthermore, top achievers used LLSs in the order: compensation, social, metacognitive, cognitive, and memory strategies. Compensation strategy was used more frequently by poor achievers than social, cognitive, memory, and metacognitive strategies.

Alkahtani (2016) looked into “the types and frequency of language learning strategies as well as perceptual learning style preferences among Saudi EFL college students”. It was carried out to see if there was a relationship between the students' preferred perceptual learning styles and their usage of various LLS. Participants used strategies moderately, with metacognitive strategy being the most dominant learning strategy, according to the findings. The strategy categories were used in the following sequence: metacognitive, social, compensation, cognitive, memory, and affective strategies. There was no statistically significant difference in language learning strategies used by either gender. The utilization of strategy categories showed a statistically significant difference between participants related to their English proficiency levels. Participants with a lower level of English proficiency used more affective strategy than those with a higher level of English proficiency.

Tabeti (2017), conducted a study entitled "Assessing language learning strategy use: the case of first year EFL students at the university of Mascara". The findings demonstrated that the students' overall use of LLS was moderate, with metacognitive strategy being the most commonly utilized and memory strategy being the least. Furthermore, there was no statistically significant difference in the use of overall strategy or the six categories of LLS between male and female students, except for the use of affective strategy, which had a significant difference in favor of female students. Moreover, there was a statistically significant and positive relationship between the students' academic accomplishment and three types of language learning strategies: affective, cognitive, and metacognitive strategies. Furthermore, two types of strategies were found to be responsible for the student's success: cognitive and metacognitive strategies.

Ali, Kalajahi, Nimehchisalem and Pourshahian (2012), on their study entitled “How do English language learners use language learning strategies in different proficiency levels: a case of Turkish EFL students”. The study included 110 EFL Turkish students, 72.7 percent of whom were male and 27.3 percent of whom were female. The majority of Turkish learners were medium users of LLSs, according to the findings.

Ok (2003) looked into how Korean secondary school pupils used strategies. Compensation strategy was used the most frequently (at a medium level), followed by social, cognitive, memory, metacognitive, and affective strategies (at a low level), according to his research.

Riazi and Rahimi (2005) conducted a university-level study to assess Iranian EFL learners' perceptions of overall language learning strategies. The survey included 220 English major university students. The study's findings revealed that Iranian EFL students used a medium overall strategy. Metacognitive strategy was employed with a high frequency, followed by cognitive, compensation, and affective strategies, which were used at a medium frequency, and the other two strategies, memory and social strategies, were used at a low frequency.

Gavriilidou (2016) conducted a large-scale study that looked at the frequency of strategy use among 4932 students in Greek mainstream and minority elementary and secondary schools. Based on the 5-point Likert scale employed in the SILL, the overall frequency strategy use for the entire sample was determined to be in the medium frequency range (M= 3.18, SD=.87). Metacognitive strategy was shown to have the highest mean frequency (M= 3.41, SD=.85), followed by affective (M= 3.25, SD=.97), compensation (M= 3.23, SD=.88), social (M= 3.10, SD=.92), and memory (M= 3.08, SD=.81). The least used strategy was cognitive strategy, which had a mean of (M= 3.04, SD=.84). In addition, elementary school pupils had higher mean scores in all six LLSs, according to the findings.

According to the findings of Tunc's (2003) study, on “use of language learning strategies in relation to student characteristics at Baskent University", the metacognitive strategy was the most frequently used by students, followed by social, compensation, memory, cognitive, and affective strategies. The findings also revealed statistically significant differences in the usage of strategies by male and female students. In comparison to male students, female students used strategies more frequently.

There was statistical significant difference in strategy utilization among students based on the sort of high school from which they graduated. In terms of the period of time spent learning English, there was no statistical significant variation in the strategies used by students. The students' fall term language achievement scores were found to have a statistically significant relationship with the affective and social strategy categories. Students' strategy utilization exhibited a statistically significant relationship with their attitude about English, according to the findings.

Hong-Nam and Leavell (2006) investigated whether there was a significant difference in strategy use between male and female students. A total of 55 EFL students took part in the study. Female students used more strategies than male students, according to the findings.

Aliakbari (2008) found no significant difference between gender and LLS use among Iranian English students in his study.

Radwan (2011) investigated the impact of gender on LLS use of university students majoring in English. The study found no significant difference in the usage of LLS between male and female participants regardless of social strategy.

Seng and Khleang (2014) conducted research on Cambodian EFL students' LLS use. Overall strategy was found to be used at a high degree by the students. The finding also revealed that there was no significant difference in LLS use and gender between male and female learners.

In a comparative study of monolingual and bilingual learners, Yayla, Kozikoglu, and Celik (2016) discovered that female students employ LLSs more than male students, with the exception of cognitive and affective strategies.

Nikoopour, Farsani and Neishabouri (2011) conducted a research on Iranian postgraduate students on the "impact of motivation and gender on the choice of LLSs." The study's participants were determined to be high strategy users, according to the findings. It was reported that Iranian EFL students used LLSs in the following order: metacognitive, affective, compensation, cognitive, social, and memory strategies, respectively. Metacognitive, affective, compensation, and social strategies were reported to be used more frequently than cognitive and memory strategies. They also said they used metacognitive strategy the most and memory strategy the least.

Students were classified as high users of overall language learning strategies in another study conducted in Iran by Kafipour, Jabbari, Soori, and Shokrpour (2011). Students with a positive attitude utilized strategies more frequently. Those with a good attitude were more likely to apply all types of strategies than students with a negative attitude. Students with a negative attitude used no strategy category more frequently than students with a positive attitude. Furthermore, the findings revealed that Iranian post-graduate students employed metacognitive, affective, compensation, and social strategies frequently, while cognitive and memory strategies were used only sometimes.

Balc and Uguten (2018) conducted a descriptive study on “the relationship between EFL learners' LLS use and achievement”. They found a positive relationship between LLS use and foreign language achievement. Furthermore, their findings revealed that, with the exception of memory strategy, gender did not imply any significant variations in students' LLSs use. In addition, metacognitive strategy was shown to be preferred by students, whereas cognitive and affective strategies were used infrequently.

Phonhan and Rajabhat (2016) conducted research on the LLSs used by Thai students taking into account language proficiency, gender, and field of study. The findings revealed that compensation strategies were the most commonly employed strategy among the students, while social strategy was the least used. Furthermore, the result revealed that in the overall LLS, there was no significant difference in language proficiency, gender, or field of study. As a result, the impacts of proficiency, gender, and field of study on the usage of LLSs were not identified.

2.9.2. Local Studies

Locally, some studies have been conducted in relation to LLSs usage. In terms of employing the six LLSs, the findings of a study by Niguse (2013) in a title "an exploration of beliefs about language learning and their language learning strategy use of EFL learners: Debre Markos University in focus" revealed a medium frequency use of the five categories of strategies (memory, cognitive, compensation, affective, and social) with mean statistics ranging between 2.98 and 3.30. One strategy category (metacognitive strategy) did, however, rank in the high use range. Metacognitive strategy, compensation strategy, cognitive strategy, social strategy, affective strategy, and memory strategy were orderly utilized as reported by respondents. Each of the six strategy categories in the study had no low range of strategy utilization.

Endaweke (2008) investigated how male and female preparatory students used LLSs. Based on his findings, the study found no significant difference in the use of LLSs between male and female students

In contrast to the previous finding, Niguse (2013), in his study found a statistical significant difference between male and female in using the overall language learning strategies. Male students, in particular, used more overall and specific strategy categories than female students. Language proficiency was statistically significant on the learners' overall strategy use, the six types of strategies, and individual strategy use, according to the same study by Niguse. The result also found a statistical significant difference among proficiency levels in employing language learning strategies in which intermediate and high competence levels utilized different strategies than those with low proficiency levels. Metacognitive strategy was employed the most by high and mid-proficient EFL students, while memory strategy was used the least. In the same study, low-proficient EFL students employed compensation strategy the most and social strategy the least.

In terms of academic major, as a variable that influences learners' strategy utilization, Niguse (2013) found that students from various academic majors differed in their overall and specific strategies. Academic major had a considerable impact on memory, cognitive, compensation, metacognitive, and affective strategies, but had no impact on the use of social strategy. Students in science (natural science, agriculture, and health science) were generally different from students in social sciences, business, and economics.

At Mekelle College of Teacher Education, Seyoum (2009) conducted a study on LLSs use in high and low achievers, findings indicated that high achievers use strategies more frequently than low achievers, higher level students reported greater use of metacognitive strategy, and both high and low achievers were found to be medium users of the overall LLS. He also discovered that there was a considerable variation in how high and low achievers used overall LLS.

The study "English language majoring students' use of LLSs vs. academic achievement: the case of Hawassa University students" was carried out by Zeleke (2017). The findings revealed a high positive relationship between the utilization of each of the six categories of LLS by English language majoring students and their academic achievement (r-values >.949, p-value =.000).

The study by Zewdineh (2020) on "an exploration into a significant difference in the EFL language learning strategy and EFL students' academic achievement at Gacheno secondary and preparatory school revealed that there was no significant difference in the EFL language learning strategy and EFL students' academic achievements. The study also discovered that the following factors influence EFL students' use of LLSs and academic achievements: instructor, student, and facility-related factors.

Haile and Mulugeta (2017) in their study: "Language learning strategy use and self-efficacy in relation to language achievement: the case of Bahir Dar university students". The study's participant comprised of 73 Bahir Dar University English major students. Students at Bahir Dar University were found to be moderate users of overall LLS, according to the findings of the study. Students favored cognitive strategy the most out of all six LLS types. There was also a significant relationship between achievement and overall strategy use, according to the findings.

2.10. The Conceptual Framework

The conceptual framework for this study was Oxford's (1990) theory of LLS that supported the premise that English language learners should become academically proficient in the English language skills (reading, writing, listening, and speaking). Oxford further claimed that LLS would precede a student's acquisition of academic English achievement.

According to Oxford (2011), students who learned a language used LLSs to help their learning. These strategies were necessary because they are tools that a student used for active, self-directed, and improved proficiency in their language learning (Oxford, 2011).

The conceptual framework of this research was built based on the previous literature findings. Studies on LLSs have identified different strategies which were employed by learners of English as a foreign language. Studies have also showed the effect and relationship of different variables on the use of LLSs.

The most frequently used taxonomy was developed by Oxford (1990). She identifies three direct and three indirect strategy types. Direct strategies have direct role in language application: memory, cognitive and compensation strategies. Indirect strategies, such as metacognitive, affective and social strategies, support language learning indirectly.

Various studies have focused on LLSs use and aimed to identify the most and least frequently employed strategies by language learners. For example, studies by Yang (2010); Alkahtani (2016); Tabeti (2017); Riazi and Rahimi (2005); Seyoum (2009); Niguse (2013); Haile and Mulugeta (2017) identified EFL learners were medium users of LLSs. On the other hand, Green and Oxford (1995); Nikoopour, Farsani and Neishabouri (2011); Kafipour, Jabbari, Soori and Shokrpour (2011); Seng and Khleang (2014); Gavriilidou (2016) on their studies revealed that EFL learners reported a high frequency of strategy use in English learning.

With regard to the strategy preference, studies by Riazi and Rahimi (2005); Seyoum (2009); Niguse (2013); Nikoopour, Farsani and Neishabouri (2011); Gavriilidou (2016); Tabeti (2017); Shyr et al. (2017); Alkahtani (2016); Tunc (2003) reported that metacognitive and social strategies as the most frequently used strategies. Whereas, a study by Al-Buainain (2010) revealed metacognitive strategy as the least preferred one. Studies by Yang (2010); Choi and Joh (2001) identified compensation strategy as the most employed strategy. The findings of Haile and Mulugeta's (2017) study on the other hand, revealed that students favored cognitive strategy the most out of all the six categories of LLS.

The effect of gender on language learning strategies have also been researched by researchers such as: (Niguse, 2013; Tunc, 2003; Lan, 2005) and they concluded that gender had an impact on the use of LLSs. On the other hand, Alkahtani (2016); Gavriilidou (2016); Tabeti (2017); Balc and Uguten (2018) on their studies identified no statistical significant difference between female and male participants.

Regarding the influence of year of study on LLSs, studies by Griffith (2003); Tunc (2003); Al-Buainain (2010); Magno (2010) identified that year of study influenced students' use of strategies. On contrary, the study by Alhaysony (2017) revealed year of study had no impact on students' LLSs use.

The relationship between LLSs use and academic achievement was also continually researched; for example, Seyoum's (2009); Zeleke's (2017); Haile and Mulugeta's (2017); Balc and Uguten's (2018) findings showed there was a strong positive correlation between students' use of language learning strategies and their academic achievement. On the other hand, Zewdineh (2020) found no significant relationship on EFL students' use of LLSs and their academic achievement.

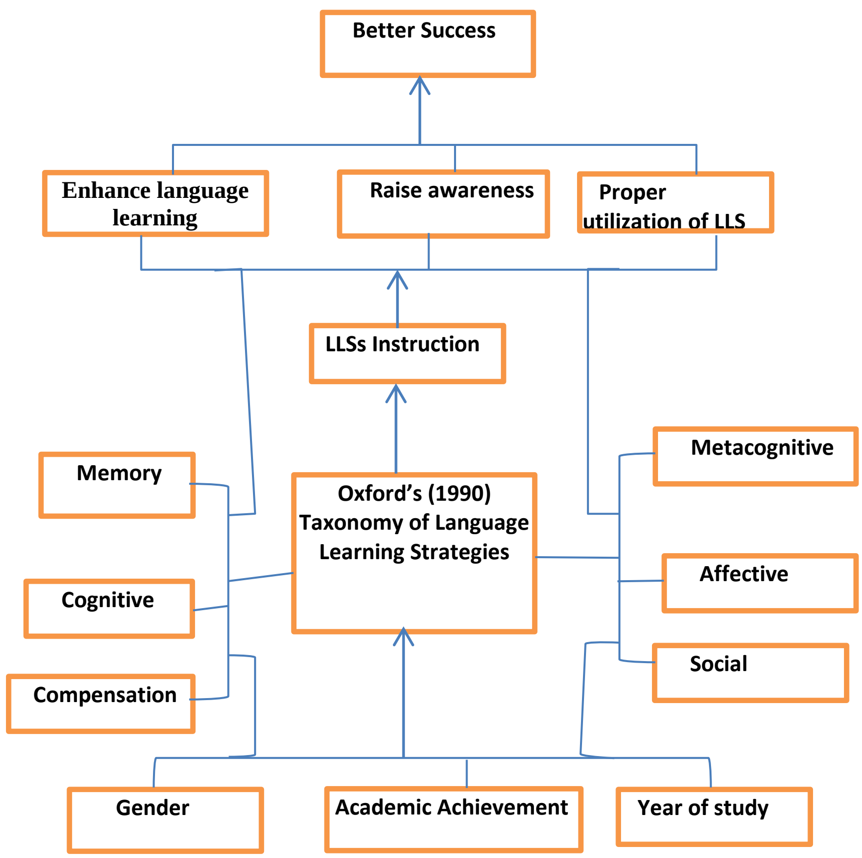

Figure 2.1. Conceptual Framework of the Study

As can be seen from figure 2.1, the proposed conceptual framework is hypothesized to describe the language learning strategies which are employed by participants of the study and the effect and relationship of selected variables such as gender, year of study and academic achievement to the use of LLSs.

Primarily, this study looks at the use of language learning strategies by English major students of WSU. As such, Oxford’s (1990) taxonomy of language learning strategies was used in this study. The study also aims to identify the effect of gender and year of study on students’ use of language learning strategies. Furthermore, the current study attempts looking into the relationship between students’ LLSs use and academic achievement.

WSU English major students were not proficient in their English. This was due to the fact that students might not be aware of all of the available LLSs which were accessible to them and, as a result, they were not fully utilizing all of them. Thus awareness rising contributes an important role on students' ability to be successful, efficient, self-directed, and autonomous learners. Nyikos (1996) stressed the importance of strategy awareness for students in that “learners must gain awareness in order to exert the metacognitive control necessary to manage learning” (p. 111). This awareness can be created by introducing students various LLSs through induction training before beginning English courses.

LLSs instruction also allows learners to effectively apply strategies to improve their language learning and success as needed. According to various, writers such as O’Malley (1987); Oxford (1990); Wenden (1991); Cohen (1998); Chamot (2001) proper and efficient usage of LLSs could help learners learn language more effectively. The reachability component of LLS is supported by researches such as: Green and Oxford (1995); O'Malley and Chamot (1990); Oxford (1990); Oxford and Nyikos (1989). According to Chamot (1999), integrating LLSs into each portion of a lesson allows students to become more conscious of LLSs in the learning processes. As further stated by Alwehebi and Khareeb (2021) Language learning strategies are an important component of the EFL curriculum that must be included in the required language teaching-learning texts. Such strategies contribute to innovative ideas and adaptable approaches to smoothen the learning process with activity-related action.

The other benefit of language learning instruction is enhancing students’ language learning by actively involved in language learning processes. Because Oxford (1990) stated LLSs as “specific actions, behaviors, steps, or techniques taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations”(p. 8).

All the above benefits of LLSs instruction, led to better success and achievement and makes students learning meaningful. Supporting this, research findings indicated that use of LLS aids students to improve their performance in the language learning (Lessard-Clouston, 1997; Oxford, 1994; O’malley et al., 1985; Politzer & Mcgroarty, 1985). Furthermore, studies emphasized that explicit LLSs instruction increases learners’ academic success (Oxford & Nyikos, 1989; Ehrman & Oxford, 1995).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

The main objective of this study was to assess and describe the language learning strategies utilized by English major students of Wolaita Sodo University. This chapter attempts to explain what research methodology was used to achieve the study's objectives. It therefore, discussed the research design, the research setting and the participants of the study, the sample size and sampling techniques, the data collection instruments, the data gathering procedure, the method of data analysis, the ethical considerations, the quality control procedure, the reliability of instrument and finally the lessons gained from the pilot study.

3.2. Research Design

Because the data collection sought both numeric (e.g., via a questionnaire) and text information (e.g. with interview), I used a mixed (both qualitative and quantitative) method approach. Thus, the final data base included both quantitative and qualitative data.

Regarding this, Creswell (2003) claims:

> A mixed method approach is one in which the researcher tends to base knowledge claim on pragmatic grounds (e.g., consequence oriented, problem centered, and pluralistic). It employs strategies of inquiry that involve collecting data either simultaneously or sequentially to best understand research problem. The data collection also involves gathering both numeric information (e.g., on questionnaire) as well as text information (e.g. on interview) so that the final data base represents both quantitative and qualitative information. (pp. 19-20)

Additionally, according to Creswell (2003), a mixed method design is an inquiry strategy that focuses on "conveying or triangulating diverse quantitative and qualitative data sources" (p. 210). Such a design integrates both approaches, which work in harmony to present a much more thorough and complete picture of what has been investigated.

Since the main objective of this study was to assess and describe students' use of language learning strategies, a descriptive survey method was used.

As Fraenkel and Wallen (2000) state:

> Descriptive survey aims to describe the state of affairs as it exists. It looks at an individual, group, institution, method or materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute the various field of inquiry. (p.11)

In order to gather information related to the research questions, questionnaires, interview and documentary sources were used. The questionnaire was used to assess learners' strategy use. Students' cumulative grade point average (CGPA) was obtained through documentary source so as to identify the relationship between academic achievement and language learning strategies use of students. On the other hand, interview was conducted to investigate the strategies which students employ when they faced a particular problem in the process of learning English as a foreign language.

Different data analyses were used to analyze both the quantitative and the qualitative data. For the quantitative data, descriptive and inferential statics were used. To identify students' level of strategy and the preferred strategies' use, means and standard deviations were computed, An independent t- test was used to compare the means between male and female students' as well as second and third year students' use of LLSs in order to look for the effects of gender and year of study on students' use of language learning strategies. Pearson's r correlation coefficient was used to find out the relationship between academic achievement and language learning strategies use of WSU English majors. For the qualitative data a thematic analysis was used.

3.3. Research Setting

The study took place at Wolaita Sodo University (WSU), which is one of Ethiopia's second-generation government higher education institutions. As part of the Ministry of Education's capacity-building strategy, the university was established to meet the government's objective to increase the number of universities in the country and to alleviate the country's shortage of educated workforce.

The university is located in Wolaita Sodo town which is 320 kilometers away from Ethiopia's capital, Addis Ababa, in the Southern Nations, Nationalities, and People Regional State of the country (SNNPR).

The following figure shows the geographical location of the study area.

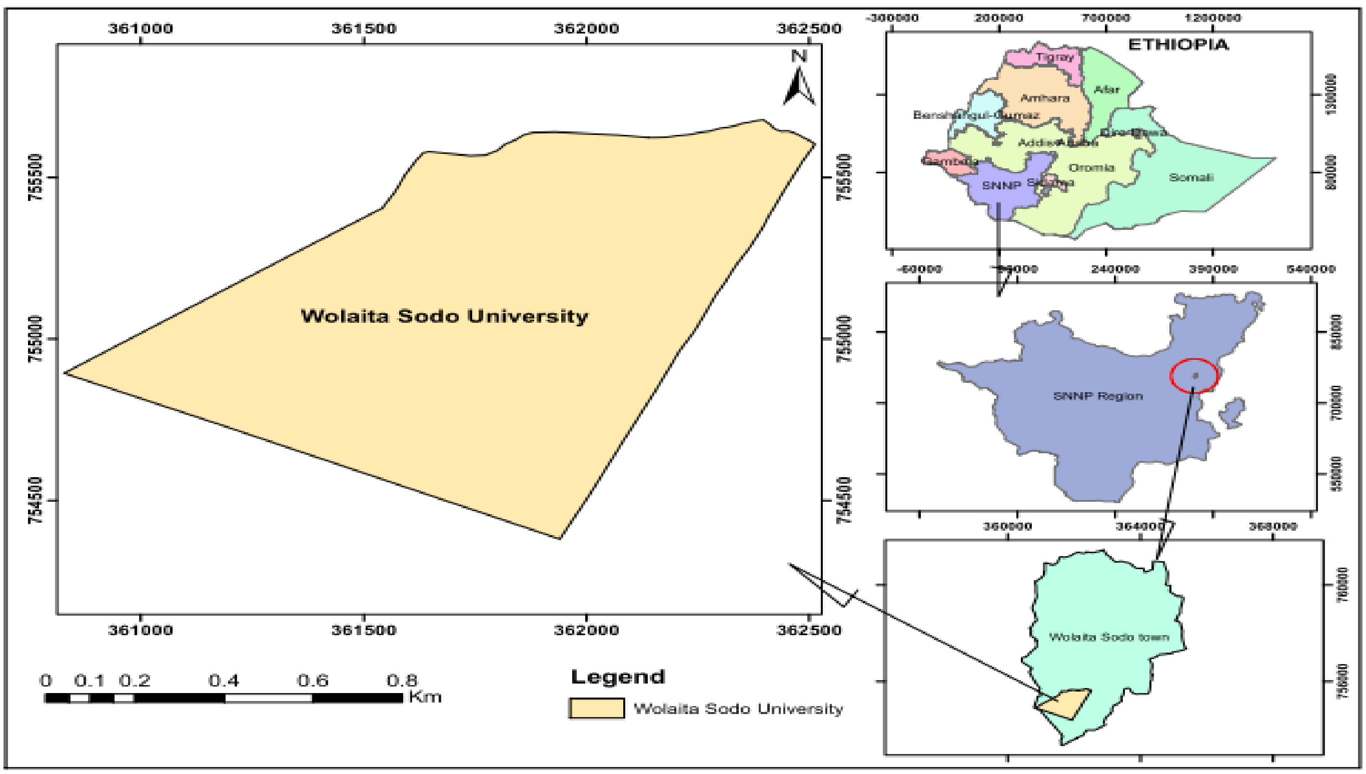

Figure 3.1. Geographical Location of the Study Area

The university commenced operations with an undergraduate enrollment of 801 students (609 male and 192 female) in four faculties and sixteen departments in the 2007 G.C. with the motto "Green, Clean, and Competent." On July 18, 2009, 569 of them (481males and 88 females) completed their studies and were awarded their first BSc and BA degrees.

The university is currently functional in three campuses (Gandaba, Ottona and Dawuro Tarcha). The university massively provides services on its main campus, Gandaba Campus, which also houses the headquarters of the university's top management.

In six colleges and four schools, the institution currently offers 50 undergraduate and 33 graduate (two PhD) programs. WSU has been fully engaged in doing research, offering trainings, and providing community services, in addition to providing outstanding education in several fields through undergraduate and graduate programs.

The total number of active students in all programs was over 35,000 at the time of data collection for this study, and the university has graduated 57,188 students until 2019. There are 1,626 academic employees and 3,770 administrative employees.

So far, the institution has hosted ten national research conferences, all of which have a long-term socioeconomic impact on the country.

Furthermore, the institution has been working to connect its academic programs with its research and outreach operations in order to better align its training programs with the needs of stakeholders and the country as a whole. On national and international levels, the institution has worked hard to work with a variety of stakeholders, including the rural population, urban residents, the private sector, governmental organizations, and non-governmental organizations.

I choose WSU due to its proximity and familiarity, as I have been employed there as a lecturer in the English language and literature department since 2014. As a result of being in closer contact with WSU employees, I was able to easily get the essential data and documents for the study. Another reason is that the palace was where the problem was identified. As a result, during the process of identifying the issue, I discovered that in the institution no studies have conducted on students’ use of strategies. As a result, I made the decision to assess WSU's English major students' usage of language learning strategies, as this was a key component of learning English as a foreign language and contributes significantly to student success.

3.4. Participants of the Study

The study's target population who participated in the study was English major students of Wolaita Sodo University (WSU).

The rationale for selecting English majors was their proximity in taking different language courses that deal with various English language skills (listening, speaking, reading, writing, vocabulary, and grammar). As a result, it was believed that during the data collection procedure, these students would easily recall the strategies they employed in learning English as a foreign language.

Second and third-year students were enrolled for the academic year at the time of data collection for the main study. Thus, all these students were considered for collecting the data as there was no problem of data management for the fact that they were few in number.

The study included all of the students from both sections. These sections had a total of 64 students in them. Sixty students completed the questionnaire, but the total number of questionnaire which was valid and used for data analysis was only 58. Two responses were found to be incomplete and were excluded from the study.

The following general statistics of the research participants were shown based on their gender and year of study:

Table 3.1 below, shows the frequency distribution of male and female English major students of WSU who participated in the study.

Table 3.1.Participants of the Study by Gender

Gender	N	Percent (%)
Female	24	41.4
Male	34	58.6
Total	58	100.0

According to the table above, there were 24 (41.4%) female participants and 34 (58.6%) male participants out of a total of 58 participants. Male student participants outnumber female student participants as demonstrated in the table above.

Table 3.2 below, shows the frequency distribution of second and third-year English major students of WSU who participated in the study.

Table 3.2. Participants of the Study by Year of Study

Year of Study	N	Percent (%)
Second	16	27.6
Third	42	72.4
Total	58	100.0

As indicated in the table above, 16 (27.6%) of the 58 participants were second-year English majors at WSU University, while 42 (72.4%) were third-year English majors.

3.5. Sample Size and Sampling Technique

A total of 60 participants (sixteen second-year and forty four third-year students) were taken as a sample using a convenience sampling technique to collect the quantitative data through questionnaire. Out of the total sixty four students four students were absent during data gathering time. Therefore, the questionnaire was administered and collected to sixty students as they were available in the class.

As Fraenkel and Wallen (2000) stated:

> A convenience sampling technique is one of the nonrandom sampling methods and used where there is no other choice sampling technique is possible. In this type of technique, a certain group of people is chosen because they are available and the obvious advantage of this type of sampling is that it is convenient. (Fraenkel & Wallen, 2000, p.112)

For the interview, ten students were selected using voluntary response sampling technique to collect the qualitative data.

3.6. Data Gathering Instruments

In the study, a questionnaire (Oxford's, 1990) Strategy Inventory for Language learning (SILL), Interview and documentary source were employed to collect data and address the objectives of the study.

3.6.1. Questionnaire

To investigate the language learning strategies which were used by language learners, the Rebecca Oxford (1990) Strategy Inventory for Language learning (SILL) was the most extensively used instrument to assess and describe the LLSs which were used by participants. Therefore, this instrument was used to assess WSU English major students' use of LLSs.

The strategy inventory for language learning (SILL) is a self-reported questionnaire developed by Rebecca Oxford (1990) based on her strategy taxonomy for language learning strategies as direct and indirect main categories and memory, cognitive , compensation, metacognitive, affective and social strategies as sub categories (see Appendix A).

The SILL is a tool (a self-administered, paper-and-pencil survey) that helps ESL/EFL students investigate and describe the types and frequency of LLSs they utilize. There are two versions of SILL: The first version 5.1, with 80 items, was prepared for native English speakers, while the second version 7.0, with 50 items was prepared for second or foreign English language learners. Hence, for the current study, the Oxford's 1990 second version (7.0) was utilized for collecting data from the participants.

The SILL (version 7.0) which comprises 50 items is classified into six strategy groups. The categories are based on Oxford's (1990) classification of language learning strategies as direct and indirect.

Direct strategies require direct engagement of the language itself in manipulating and working with various language tasks. Those include memory strategy for recalling and repossessing information, cognitive strategy for comprehending and making the language, and compensation strategy for employing the language despite knowledge breaches during communication (Oxford, 1990).

Indirect strategies, on the other hand, are employed to manage the process of learning a language These include metacognitive strategy for harmonizing the learning process, affective strategy for controlling emotions, and social strategy for collaborative learning (Oxford, 1990).

Each item was graded on a 5-point Likert scale, with 1 being "Never or almost never true of me" to 5 being "Always or almost always true of me." Higher scores indicate that learner apply learning strategies frequently. Lower scores, on the other hand, indicate that LLSs are used infrequently. Participants are asked to rate how truthful the statements are in explaining their use of LLSs on the following frequency scale for each item: 1 (Never or almost never true of me), 2 (usually not true of me), 3 (Somewhat true of me), 4 (usually true of me) and 5 (Always or almost always true of me).

The SILL can be used to assess students' use of strategies across the full questionnaire (overall strategy), for each of the six main categories, as well as for each specific strategy. The results are averaged for each section of the summative rating scale or for all 50 items. The overall mean score revealed the widespread use of LLSs, whereas the mean scores for each item and category of LLSs revealed students' most and least preferred strategies (Oxford, 1990).

Oxford (1990) devised a three-level intensity profile scale: 1 (3.5 – 5.0 = High, always or almost always used), 2 (2.5 – 3.4 = Medium, sometimes used) and 3 (1.0 – 2.4 = Low, generally not used) to indicate the use of strategy in order to grasp the levels of the overall mean, individual item mean, and the six categories means of the SILL.

Therefore, SILL was utilized to collect data on the students' LLSs use along with background information completion items (gender and year of study) in order to better comprehend the study's findings. The SILL was the study's primary data collection tool.

The SILL was chosen for this study to gather data from participants because of its comprehensiveness (the most widely used instrument around the world), systematic (links strategies with each of the four language skills), clarity (easily understandable), applicability (easy to administer), and high reliability and validity (shows consistence score and measure appropriately).

3.6.2. Interview

According to Best and Kahn (1999), interviews are the most common technique for qualitative evaluators to learn about people's perceptions, feelings, and knowledge. Furthermore, interviews have been discovered to be a useful tool for understanding people's consciousness and attitudes through their words and gestures. In order to supplement the data received from the self-report questionnaire, students were interviewed one-to-one. Interviews, according to McNamara (1999), are effective for following up with individual respondents after questionnaires, for example, to further analyze their responses.

A semi-structured interview was done with ten WSU English major students (six third-year and four second-year). According to Griffee (2012), "In a semi-structured interview, questions are set, but the interviewer is free to ask for clarification and even add follow-up questions" (p.160). Interviewees can openly express their thoughts and ask questions to the interviewer during this sort of interview, which encourages them to provide more helpful information on the issues raised in the interview questions; and also, they can reason out their responses. Therefore, this type of interview was carried out since data coding and analysis were easier for comparing and organizing in themes because of its uniform format.

Because the goal of the interview was to triangulate the quantitative information obtained through the self-report questionnaire, all the six items were based on the questionnaire, so the interview's content was identical with that of the questionnaire (see appendix B). Consequently, the data collected through the questionnaire was qualitatively compared to the data collected through the interview. The data from the interview was analyzed distinctly, and then the data from the self-report questionnaire was cross-checked qualitatively with the data from the interview.

Each interviewee was audio recorded during the interview. Then all the interview data were transcribed verbatim. A sample transcription of an interview is attached in the appendices part (see appendix C).

3.6.3. Documentary Source

According to Scott (1990), individuals and organizations produce documentation for immediate or future use as a common practice throughout their careers. Grix (2001) further stated that documents were recorded with a certain purpose in mind and presented in a specific format and style to support specific assumptions. For this reason, the researcher must be thoroughly aware of the documents' origins, purpose, and intended audiences.

The relationship between participants' academic achievement score and their use of LLSs was identified using a documentary source. The relationship between students’ LLSs utilization and academic achievement score was investigated using the Cumulative Grade Point Average (CGPA) of second and third-year English major students of WSU. Students’ CGPA, which is the documentary source, was obtained from the university's registrar office (see appendices F and G).

3.7. Data Gathering Procedures

Prior to data collection, I examined and evaluated the Oxford's (1990) SILL instrument and concluded that it was the appropriate instrument for assessing students' use of language learning strategies. I then requested permission from the instrument's developer (Oxford) before using the questionnaire. Permission was granted by email (see Appendix J).

I showed a cooperation letter prepared by the office of graduate program coordinator of foreign languages and literature department of Addis Ababa University to the entities concerned, such as the department head of English language and literature and the registrar officials of Wolaita Sodo University. Class instructors were also contacted for permission to use their class time to complete the questionnaire.

Then the main study's data collection procedure began. I and other assistants administered the questionnaire, and interview was carried out by me after explaining the study's purpose and obtaining students' consent. Participants were informed that they might leave the study at any moment and would not be penalized for that. Regarding the documentary source, the document was picked up from the registrar officials of WSU after describing the study's objective.

I described the study's purpose to the participant before handing out the questionnaire. I stressed in the explanation that the study had nothing to do with assessing and evaluating their current learning, and that the study's predicted conclusion would be valuable for future learners in understanding how significant the issue is in the learning process. I next explained how to fill out the questionnaire and informed participants to ask for clarification about the items that they were unclear about. Finally, I sincerely asked participants to complete the questionnaires as honestly as they could. As a result, most students completed the questionnaire genuinely.

The questionnaire data gathering tool was slightly adapted from Oxford's (1990) Strategy Inventory for Language Learning (SILL). These minor changes were made based on the lessons learned from the pilot study to improve the items' clarity. As the purpose of the interview was to supplement the self-report questionnaire, an adaptation was made in accordance with the SILL. The information was gathered at a time that was convenient for both of us (me and the research participants).

The main study data was collected in two semesters from the two sections (Second and third-years) of the English department. The questionnaire data from third-year English major students was collected in the second semester, first week of July 2021 G.C. After a week, an interview was conducted with six selected students. On the other hand, the data from second-year English major students was collected in the first semester, fourth week of June 2021 G.C. After a week, an interview was conducted with four selected students. The semester variation for the same academic year was due to COVID 19.

Each section's questionnaire papers were collected soon after they were distributed. The SILL papers took about 40 minutes for the participants to fill out and finish. Each interview took about 18 minutes on average.

Regarding the documentary data, students' cumulative grade point average (CGPA) for third-year students was obtained in the same semester and week of the year in which the questionnaire and interview data were obtained. However, second-year students' cumulative grade point average (CGPA) was obtained in the second semester of the academic year 2021 or 2013 E.C. The delay happened because I had to wait until their grade report was compiled.

3.8. Methods of Data Analysis

The data analysis of the study was done independently for the quantitative and qualitative information, and then mixed in the discussion to allow information from different datasets to be combined in answering the study's research questions.

The quantitative data was analyzed using SPSS version 24 software for descriptive and inferential statistics. First, the questionnaire data's means and standard deviations were calculated. After that, an independent sample t-test was performed to compare the means of gender and year of study in order to see if there was a significant difference in LLSs employed by male and female students, as well as second and third-year students.

The Pearson's r correlation coefficient was then calculated to see if there was a relationship between the participants' use of learning strategies and their academic achievement scores. Correlation analysis, according to Dornyei (2007), allows us to identify the strength and direction of the association between the two variables.

The cut-off points recommended by Cohen (1988) were used to determine the strength of the relationship. Based on the guideline, a value ranging from 0.10 to 0.29 or – 0.10 to – 0.29 would be considered a small correlation, while value ranging from 0.30 to 0 .49 or – 0.30 to – 0.49 would be considered a medium correlation, and a value ranging from 0.50 to 1.0 or – 0.50 to –1.0 would be considered a large correlation.

Regarding the qualitative data, thematic analysis was done using Open Code 4 software. The responses to the interviews were first coded into related themes. The second phase of the coding process involved arranging the responses into another group after reviewing the first categories to general thematic categories based on the SILL. This resulted in a final list of data codes. Finally, the coded data were organized by themes, which served as the basis for the thematic content analysis.

I was in charge of the coding process. Interview data was analyzed as follows: first, the audio recordings of students' responses to the interview were transcribed. The respondents' transcripts were then coded and arranged into themes. Afterwards, a thematic analysis was performed. Finally, in the discussion section, the quantitative and qualitative data have been combined.

3.9. Ethical Considerations

The participants were all treated in accordance to the American Psychological Association (APA) (2017) guideline. Thus, this study was conducted with a few precautions in mind. The following are some of them:

First, all participants gave their approval. Participants expressed their willingness to take part in the research. A written informed consent was given to the participants and they granted their willingness to participate in the study after they read it and understood that would not bring any risk (see appendix H).

Next, I provided participants with assurances of confidentiality, which were strictly followed in order to boost their willingness to participate in the research.

Afterwards, participants of the study were informed to act accordingly without lying to evade the potential danger of deception.

Finally, I and the participants agreed to follow the standards of research ethics, such as honesty, justice, respect, and beneficence etc.

All of these factors were taken into account when performing the main study. Every precaution was made to ensure that all participants felt safe and confident, and that they had the option to opt out of the study if they desired so.

3.10. Quality Control Procedures

To ensure the study's effectiveness, I used quality control techniques as criteria to ensure the study's quality. Following the preparation of the data collection instruments, various approaches were used to obtain evidence of the instruments' validity and reliability.

Before collecting the data for the main study, the contents of the instruments were revised based on the lesson gained from the pilot study. The supervisor and colleagues also checked the content and face validity of the instruments and approved the appropriateness of the instruments for the current study.

To obtain the credibility and acceptability of the study, sample participants' confirmation of the finding was obtained. Moreover, questionnaire documents, all the data files and audio recordings were available for an evidence for conducting the study.

To avoid relying on limited works, I looked into several related literatures and relevant studies on the anticipated concerns. Furthermore, every effort was made to ensure that the study was devoid of bias.

3.11. Reliability of the Instrument

The reliability can be defined as: "the degree to which the results of a study are consistent" (Brown & Rodgers, 2004, p. 241). The reliability test informs us about the degree to which we can expect consistent results if the data for the study were reanalyzed by another researcher and even if the study was replicated (Brown & Rodgers, 2004).

A number of studies using the ESL/EFL SILL as an instrument have reported its reliability. Many studies reported high internal consistency reliability of the SILL, which ranges from 0.86 to 0.95 Cronbach's (Oxford et. al. (1989) - $\alpha = .86$; Alzubi and Singh (2017) - $\alpha = .94$; Tabeti (2017) - $\alpha = .90$; Alkahtani (2016) - $\alpha =.95$; Tunc (2003) - $\alpha =.88$).

In addition to the above reliability results, Cronbach’s alpha coefficient was computed to check the internal consistency reliability of the SILL (50 items) responses to 32 participants of English major students of Addis Ababa University in the pilot study, and found 0.94 Cronbach’s alpha result.

The internal reliability coefficient of Wolaita Sodo University English major students' SILL for a total of 50 items responses to 58 participants in the main study was o.87, which was high, according to SPSS Cronbach's alpha results. In other words, the questionnaire has been proven to be a reliable tool for identifying students' use of LLSs.

3.12. The Pilot Study

A pilot study is a small scale study conducted before the main study to evaluate the study procedures from start to end (Polit, Becker & Hungler, 2001; Arain, Campbell, Cooper & Lancaster, 2010).

The primary goal of a pilot study is not to answer specific research questions, but to prevent researchers from starting a large-scale study without first learning how to conduct one. It plays a crucial role in preventing me from following the incorrect procedure and wasting money, energy and time. In general, researchers use pilot studies to evaluate the adequacy of their planned methods and procedures (Polit & Beck, 2017).

A pilot study was conducted using the SILL and interview mainly to get insights for the general process of the study. It helps to check the appropriateness of the instruments, the data analysis techniques and the overall procedures that I plan to use in the main study for the betterment of the main study. Hence, in this section, purposes of the pilot study, setting of the pilot study, data collection procedures of the pilot study, the findings of the pilot study and the insights gained from the overall steps of the pilot study are reported as follows:

3.12.1. Purposes of Conducting the Pilot Study

The main objectives of the pilot study were to ensure that the questions were clear and to evaluate administration procedures, including the time allotment for collecting the data and ways of gathering the data. It was also done to see if the instruments could be used to measure students' use of language learning strategies.

3.12.2. Methodology of the Pilot Study

3.12.2.1. Research Design of the Pilot Study

I employed a mixed (both qualitative and quantitative) approach because the data collection involved gathering both numeric information (e.g., with questionnaire) as well as text information (e.g. with Interview).

3.12.2.2. Research Setting and Population of the Pilot Study

The pilot study took place at Addis Ababa University (AAU). Addis Ababa University, formerly known as the University College of Addis Ababa (UCAA), is Ethiopia's oldest and largest higher learning and research school. It was founded in 1950 as the University College of Addis Ababa (UCAA). The University has been a leading center for teaching-learning, research, and community service since its foundation.

Beginning with enrollment capacity of 33 students in 1950, AAU now has more than 47,610 students (29,872 undergraduate, 15,398 Master’s and 2,340 PhD students) and 8,709 staff (3,110 academics, 4,346 admin support staff and 1253 health Professionals). In its 14 campuses, the University runs 70 undergraduate and 293 graduate programs (72 PhD and 221 Masters), and various specializations in Health Sciences. Since its inception, AAU has graduated over 222,000 students.

In recent years, the University has been through several reform plans in order to cope with and respond to rapidly changing national and worldwide educational dynamics. The University currently has ten colleges, four institutes that undertake combined teaching and research, and six research institutes that focus solely on research. There are 55 departments, 12 centers, 12 schools, and two teaching hospitals within these academic units.

At the time of data gathering for pilot study second and third year students were enrolled for the academic year. Therefore, all the students from the two sections were included in the study. The total numbers of students in these sections were 36. All 36 students completed the questionnaires; however, 32 questionnaires were considered valid and used for data analysis. Four questionnaires were found to be incomplete and were excluded from the study. Of the total 32 participants, 20 (62.5%) were female and 12 (37.5%) were male. In terms of Study Year, 15 (46.9%) were second year and 17 (53.1%) were third year students.

3.12.2.3. Sample Size and Sampling Technique of the Pilot Study

All (100%) second and third year students (36 participants) were taken as a sample using comprehensive sampling techniques for the pilot study.

3.12.2.4. Data Gathering Instruments of the Pilot Study

In the pilot study, a questionnaire (Oxford's Strategy Inventory for Language learning), Interview and documentary source were employed to collect data pertinent to the study.

3.12.2.5. Data Gathering Procedures of the Pilot Study

I first explained to the course instructor the purpose of the study. After obtaining the instructor's consent to include their students in the study, I scheduled for questionnaire and interview administration. Then, the pilot study data was collected in the first semester, October 2020 after clearly explaining the purpose of the study and obtaining students' willingness to participate in the study.

3.12.2.6. Methods of Data Analysis of the Pilot Study

The analysis of data in the pilot study was first made separately for the quantitative and the qualitative information and mixing was made in the discussion

Descriptive and inferential statistics were used to analyze the quantitative data using SPSS version 24 software. Firstly, the means and standard deviations of the questionnaire data were computed.

Next, an independent sample t-test was used to compare the means of gender and year of study in order to test the difference between male and female as well as second and third year students' use of language learning strategies. Then, Pearson's r correlation coefficient was computed to examine the correlation between the participants' use of the learning strategies and their academic achievement score. Regarding the qualitative data, thematic analysis was done using open code software.

3.12.2.7. Reliability of the Instrument in the Pilot Study

According to SPSS Cronbach's alpha results, the internal reliability coefficient of the AAU English Major Students SILL for a total of 50 items for 32 students was .94 which was very high.

3.12.3. The Findings of the Pilot Study

This section summarizes the major findings of the pilot study which was conducted at AAU English major students' use of language learning strategies.

The descriptive statistics for overall strategy use showed that the participants used a medium degree of strategy use (M=3.32, SD=.68). It indicates that participants of English major learners used language learning strategies at a moderate/average level.

The frequently used strategy category was metacognitive which gains 3.67. Meanwhile, the least strategy category reported was memory strategy with mean of 3.14.

With regard to the six categories of strategies, the findings of the pilot study also reported a medium frequency use of the four categories of strategies (memory, cognitive, compensation and affective) with a mean statistics within the range from 3.14 to 3.26. However, two strategies category (i.e., metacognitive and social) categorized into the high use range level with means score 3.67 and 3.55 respectively. Low range of strategy use was not found for each of the six strategy categories in the pilot study.

The order of strategy use as reported by respondents from the most used to the least used was as follows: metacognitive strategy (M = 3.67, SD = 0.95), social strategy (M = 3.55, SD = .92) affective strategy (M = 3.26, SD = 0.88), compensation strategy (M=3.21, SD = 0.76), cognitive strategy (M = 3.20, SD = 0.79) and memory strategy (M = 3.14, SD = 0. 78).

The result of the independent t-test revealed a significant difference between males: M = 3.65, SD = .46 and females: M = 3.13, SD = .73 in employing all language learning strategies in general, t (30) = -2.23, p = .03. The magnitude of the differences in the means was very large (eta squared=.14).The pilot result revealed that male tend to use more LLSs than female students.

Regarding each strategy category, the findings of the pilot study indicated that there were a statistically significant difference on students' use of cognitive strategy t (30) = -2.16, p = .039, metacognitive strategy, t (30) = -2.176, p = .038 and social strategy, t (30) = -2.213, p = .035 with being female or male.

On the other hand, no statistically significant differences were found on students' use of LLSs and gender on memory strategy t (30) = -.83, p = .415, compensation strategy t (30) -1.78, p = .089 and affective strategy t (30) = -1.151, p = .259.

The correlation between participants' strategy mean and their academic achievement score was [r=.20, n=32, p =.27]. This indicated that the relationship was not statistically significant in the pilot study. There was a very low positive relationship between academic achievement and strategy use.

Regarding each strategy category, all strategy categories were found not to have statistically significant relation with achievement score. The correlation level between memory strategy mean and participants' achievement score was [r=.153, n=32, p = .40].The correlation level between Cognitive strategy mean and participants' achievement score was [r=.054, n=32, p =.77]. The correlation level between compensation strategy mean and participants' achievement scores was [r=.192, n=32, p = .29]. The correlation level between metacognitive strategy mean and participants 'achievement scores was [r=.294, n=32, p =. 10]. The correlation level between affective strategy mean and participants' achievement scores was [r=.181, n=32, p = .32]. The correlation level between social strategy mean and participants' achievement scores s was [r=.154, n=32, p .40].

The result of the independent t-test of the pilot study revealed statistically significant difference between second-year students with average scores: M = 3.62, SD = .44 and third-year students: M = 3.05, SD = .75 in employing the overall LLS in general, t (30) = 2.552, p = .016. The magnitude of the differences in the means was very large (eta squared=.18). Thus, Study year, in this pilot study, had a significant effect on the students' choice of overall LLS. The pilot result revealed that second-year students tend to use more LLSs than third-year students.

Regarding each strategy category, the findings of the pilot study indicated that there were statistically significant differences on students' use of cognitive strategy $t(23.91) = 2.93$, $p = .007$ and metacognitive strategy, $t(30) = 2.254$, $p = .032$. On the other hand, no statistical significant differences were found on students' use of LLSs and study year on memory strategy $t(20.36) = .537$, $p = .597$, compensation strategy $t(30) = 1.827$, $p = .078$ affective strategy $t(29.9) = 1.809$, $p = .081$ and social strategy, $t(30) = 2.016$, $p = .554$ with study year. In all strategy types, second-year students use LLSs better than third-year students.

3.12.4. Lessons Learned from the Pilot Study

The SILL and interview were utilized in a pilot study to gain insights for the main study's design and methods, i.e., to assess the instruments' appropriateness, identify overall processes, and make required adjustments (if any) before they were employed in the main study. As a result of the pilot study, some valuable insights to the study's participants, variables, data collection tools, and processes were gathered, which will be retained, revised, omitted and added to the main study.

Thus, the participant of the study, the variables of the study, the data gathering instruments and methods that were modified as a result of the pilot study are presented as follows:

With regard to the participants of the study, I first targeted all English major students from first year to third-year. However, during the data gathering time, no English major first year students were enrolled in the department due to curriculum change. Thus, I was obliged to conduct the pilot study with second and third-year English major students. In doing this, the data analysis method for research question four ("Does year of study determine the choice of language learning strategies") was changed from analysis of variance into an independent t-test to see the difference between the two groups' use of LLSs.

The independent variable, year of study would have been worthless for investigation in the main study if the main research had to be conducted in the same setting. This was because students were not enrolled in English department as second-year students in the academic year during the pilot session. That means, when collecting the main data, there would be only third-year students. That, therefore, predicted looking for response for research question four would be impractical. Thus, I changed the research setting to Wolaita Sodo University from AAU.

Regarding the SILL questionnaire, some of the items were revised by replacing some words by other words so as to make the sentences more clear since students could not understand what they mean. For example: items 9, 41 and 42 of the SILL. On item 9, the word "sign" was replaced by "display" and became "I remember new English words or phrases by remembering their location on the page, on the board, or on a street display". On item 41, the word "treat" was replaced by "gift" and became "I give myself a reward or gift when I do well in English". And finally, on item 42 the word "tense" was omitted and became "I notice if I am nervous when I am studying or using English".

Regarding interview, I realized that students did not respond in accordance to the interview questions during the pilot study. Therefore, in the main study, some procedural amendments were made. To help interviewees easily understand the questions and help them focus on the main point, I understood that a copy of the interview items should have been given before the interview sessions to each interviewee so as to come with the ideas about which they are supposed to express their feelings and opinions. That would avoid pointless speech and save time. Therefore, based on the anticipated reasons, students were given copies of interview questions before the main study.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1. Introduction

This chapter contains the results of the data gathered through questionnaire, interview, and documentary source that were examined and evaluated quantitatively and qualitatively. The other part is discussion of the result of the questionnaire, interview, and documentary source. The analysis was done in the order in which the research questions were asked.

4.2. RESULTS

4.2.1. Analysis of Quantitative Data

4.2.1.1. Language Learning Strategies Employed by Students

Research question one enquired to identify students' level of strategy use as well as the most and the least preferred strategies which were used by English major students of Wolaita Sodo University. In order to answer this question, participants' responses to Strategy Inventory for Language Learning (SILL) were analyzed using descriptive statistics. The frequencies were based on the holistic mean scores for individual strategy, the overall language learning strategy and each category of LLSs.

Table 4.1 below, shows Oxford's (1990) guidelines for understanding average scores on the SILL that indicate the frequency measure for strategy use.

Table 4.1. The Frequency Measure for Strategy Use

Frequency	Use of strategy	Range
High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

Students' use of strategies was classified into three categories (high, medium, and low) based on Oxford's (1990) scale of strategy use as shown in the table above. A strategy with a mean score between 3.5 and 5.0 was deemed a high frequency use strategy, a strategy with a mean score between 2.5 and 3.4 was considered a medium frequency use strategy and a strategy with a mean score between 1.0 and 2.4 was considered a low frequency use strategy.

4.2.1.1.1. Descriptive Analysis of the SILL

Participants in this study stated that they were learning English as a foreign language using a range of language learning strategies. The descriptive analysis of the participants' responses to the SILL was used to compile the following analysis of learning strategies. This section presents the frequency of responses to the means and standard deviations score for each individual item, the overall LLS, and the six categories of strategies' use of participants.

Descriptive analyses of the participants' responses to the SILL were carried out for two reasons: to describe each item's means and standard deviations in the LLSs' use in order to identify students' level of strategy use and to look at the strategies that EFL learner used the most and least frequently when learning English as a foreign language.

The frequency use of Oxford's (19990) SILL was rated using a five-point Likert scale ranging from 1 (never) to 5 (always). The number below shows how frequently students use strategies.

1. Never true of me (the statement is very rarely true of me)

2. Usually not true of me (the statement is true less than half the time)

3. Somewhat true of me (the statement is true about half the time)

4. Usually true of me the statement is true more than half the time)

5. Always true of me (i.e., the statement is true of me almost always)

Three frequency criteria were employed to assess the frequency levels of strategies as mentioned in table 4.1 according to Oxford's (1990) criteria: high frequency use (3.5-5.0), medium frequency use (2.5-3.4), and low frequency use (1.0-2.4).

The SILL items are grouped into six subgroups based on Oxford's (1990) LLS categories:

1. Memory strategy (1 to 9); nine items,
2. Cognitive strategy (10-23); fourteen items,
3. Compensation strategy (24-29); six items,
4. Metacognitive strategy (30-38); nine items,
5. Affective strategy (39-44); six items and
6. Social strategy (45-50); six items,

4.2.1.1.2. Descriptive Analysis of each Individual and Overall Strategies

The average sum of each item mean score is used to identify the frequency use level of participants' response to the questionnaire in order to know the students' status of overall strategy use when learning English as a foreign language. Table 4.2 below, shows the descriptive statistic of responses to fifty items and overall strategy.

Table 4.2. Descriptive Statistics of Each Individual Item and Overall Strategy Use

Language Learning Strategies	N	Mean	S D	Frequency level
1. I think of relationships between what I already know and new things I learn in English.	58	3.21	1.12	Medium
2. I use new English words in a sentence so I can remember them.	58	3.31	0.92	Medium
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	58	3.24	1.03	Medium
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	58	3.33	1.02	Medium
5. I use rhymes to remember new English words.	58	2.88	1.13	Medium
6. I use flashcards to remember new English words.	58	3.24	1.07	Medium
7. I physically act out new English words.	58	3.43	1.05	Medium
8. I review English lessons often.	58	3.31	1.16	Medium
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street display.	58	3.47	1.1	Medium
10. I say or write new English words several times.	58	3.38	1.07	Medium
11. I try to talk like native English speakers.	58	3.48	1.23	Medium
12. I practice the sounds of English.	58	3.47	1.17	Medium
13. I use the English words I know in different ways.	58	3.45	1.11	Medium
14.I start conversations in English.	58	3.36	1.06	Medium
15. I watch English language TV shows spoken in English or go to movies spoken in English.	58	3.17	1.26	Medium
16. I read for pleasure in English.	58	3.28	1.04	Medium
17. I write notes, messages, letters, or reports in English.	58	3.47	0.96	Medium
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	58	3.22	1.09	Medium
19. I look for words in my own language that are similar to new words in English.	58	3.16	1.02	Medium
20. I try to recognize and use patterns in English.	58	3.41	0.97	Medium
21. I find the meaning of an English word by dividing it into parts that I understand.	58	3.38	1.12	Medium
22. I try not to translate word-for-word.	58	3.31	1.3	Medium
23. I make summaries of information that I hear or read in English.	58	3.31	0.88	Medium

24. To understand unfamiliar English words, I make guesses.	58	2.90	1.24	Medium
25. When I can´t think of a word during a conversation in English, I use gestures.	58	3.24	1.14	Medium
26. I make up new words if I do not know the right ones in English.	58	3.09	1.08	Medium
27. I read English without looking up every new word.	58	3.12	1.16	Medium
28. I try to guess what the other person will say next in English.	58	3.43	1.11	Medium
29. If I can´t think of an English word, I use a word or phrase that means the same.	58	3.19	1.24	Medium
30. I try to find as many ways as I can to use my English.	58	3.43	1.09	Medium
31. I notice my English mistakes and I use that information to help me do better.	58	3.28	1.12	Medium
32. I pay attention when someone is speaking English.	58	3.72	1.09	High
33. I try to find out how to be a better learner of English.	58	3.29	1.21	Medium
34. I plan my schedule so I will have enough time to study English.	58	3.12	0.96	Medium
35. I look for people I can talk to in English.	58	3.24	1.37	Medium
36. I look for opportunities to read as much as possible in English.	58	3.64	1.07	High
37. I have clear goals for improving my English skills.	58	3.38	1.14	Medium
38. I think about my progress in learning English.	58	3.21	1.2	Medium
39. I try to relax whenever I feel afraid of using English.	58	3.00	1.23	Medium
40. I encourage myself to speak English even when I am afraid of making a mistake.	58	2.93	1.26	Medium
41. I give myself a reward or gift when I do well in English.	58	3.34	1.12	Medium
42. I notice if I am nervous when I am studying or using English.	58	3.40	0.95	Medium
43. I write down my feelings in a language learning diary.	58	3.47	1.1	Medium
44. I talk to someone else about how I feel when I am learning English.	58	3.22	1.3	Medium
45. If I do not understand something in English, I ask the other person to slow down or say it again.	58	3.07	0.97	Medium
46. I ask English speakers to correct me when I talk.	58	3.34	1.15	Medium
47. I practice English with other students.	58	3.57	1.22	High
48. I ask for help from English speakers.	58	3.43	1.13	Medium
49. I ask questions in English.	58	3.59	1.03	High
50. I try to learn about the culture of English speakers.	58	3.21	1.17	Medium
Average Overall	58	3.30	0.41	Medium
Valid N (list wise)	58			

Table 4.2 shows each individual item and the overall descriptive statistics of students' response to the use of LLSs. As can be observed from table above, the means, standard deviations, frequency levels of each individual item as well as the overall SILL items scores were computed and described. Based on the result, the specific learning strategy which had the highest frequency use level was item 32 ("I pay attention when someone is speaking English") of metacognitive strategy with an average score of M = 3.72, SD = 1.09. The least one was item 5 ("I use rhymes to remember new English words") of memory strategy with an average score of M = 2.88, SD = 1.13. The other 48 items, ranged in between the least and the highest mean scores.

A total of four items, two from metacognitive category: item 32 ("I pay attention when someone is speaking English") and item 36 ("I look for opportunities to read as much as possible in English"), and other two from social strategy category: item 47 ("I practice English with other students") and item 49 ("I ask questions in English") indicated high frequency use level with means score 3.72, 3.64, 3.57 and 3.59 respectively. A total of 23 items have means scores above the overall mean score. The remaining 23 items have means scores below the overall mean score 3.30.

As shown in Table 4.2, the descriptive statistics for overall strategy use was M=3.30, SD=.41 and this indicated that participants used strategies in moderate level.

4.2.1.1.3. Descriptive Analysis of the Six Categories of LLSs

The six categories of LLSs were also analyzed to identify WSU English major students' use level of these strategies when they were learning English as a foreign language. Table 4.3 below, shows the descriptive statistic of responses to the six categories of LLS.

Table 4.3. Descriptive Statistics of the Six Categories of LLS

Categories of LLSs	N	Mean	SD	Frequency Level	Rank
Social Strategy	58	3.37	0.73	Medium	1
Metacognitive Strategy	58	3.37	0.59	Medium	1
Cognitive Strategy	58	3.35	0.49	Medium	3
Memory Strategy	58	3.27	0.56	Medium	4
Affective Strategy	58	3.23	0.61	Medium	5
Compensation Strategy	58	3.16	0.59	Medium	6
Valid N (list wise)	58				

Table 4.3 shows the frequency statistics of participants' response regarding the six types of strategies they used. Social and metacognitive strategies were the most preferred strategies which gain same mean score 3.37 but different standard deviation scores 0.73 and 0.59 respectively. Meanwhile, the least strategy reported was compensation strategy with mean of 3.16.

As stated before, the results of the descriptive statistics revealed WSU English major EFL students reported a medium use of LLSs when they were learning English as a foreign language. The mean score of the overall SILL for all participants M = 3.30 suggested that WSU English major students, on average, sometimes used LLSs when learning English as a foreign language. As seen in the table above, the mean scores for WSU English major EFL students in the six categories of LLSs ranged from 3.16 to 3.37.

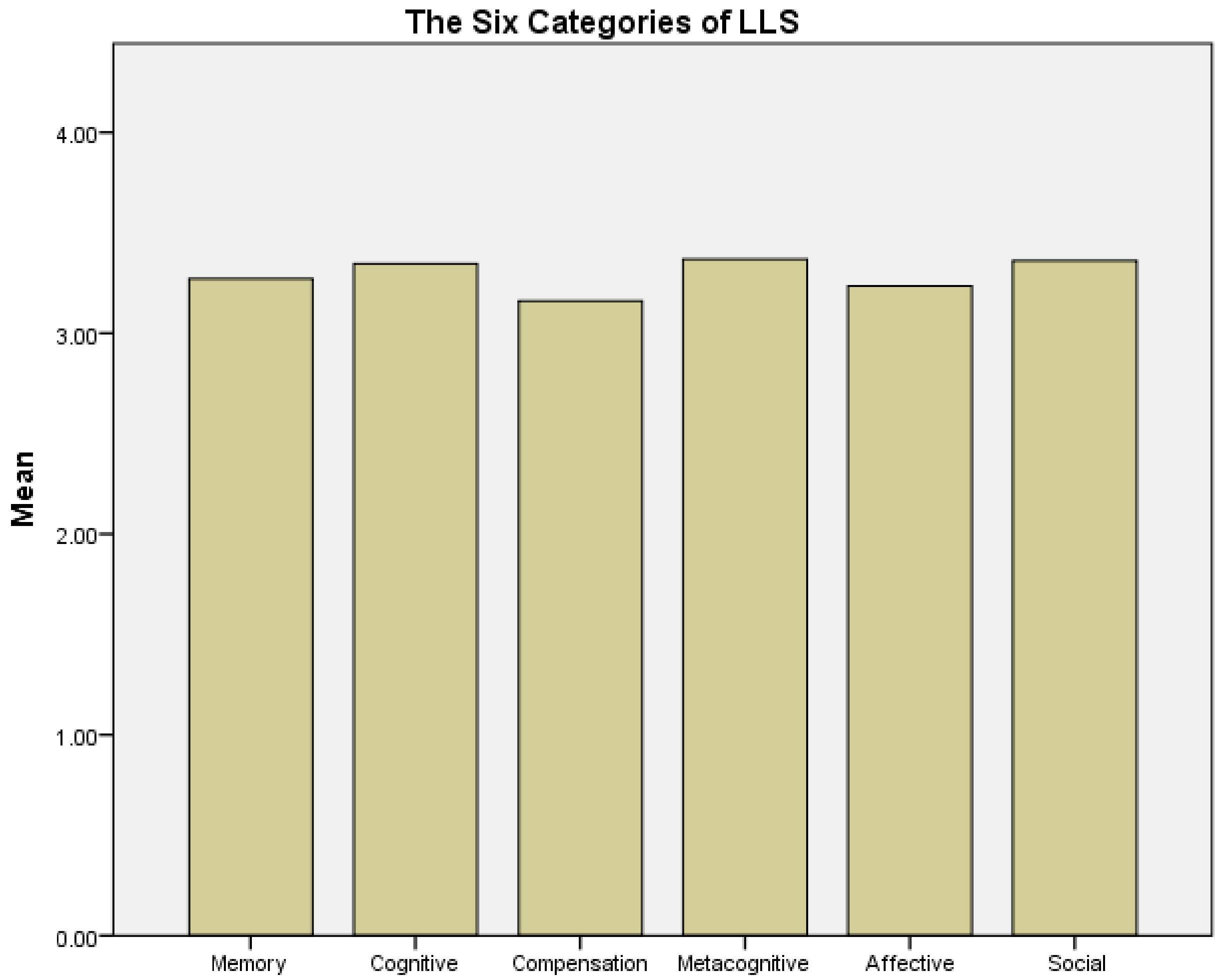

Figure 4.1. The Six Categories of LLS Use

According to Oxford's (1990) interpretation scale for measuring the degree of strategy use, all categories of LLSs were employed in a medium level by WSU English major students when they learn English as a foreign language.

WSU English major EFL students, on average, reported social and metacognitive strategies as the first and the second frequently used with an average score of M = 3.37, SD = 0.73 and M = 3.37, SD = 0.59 respectively. Based on the scored mean, English major students at WSU prioritized these strategies among all six categories of LLSs when learning English.

Cognitive strategy ranked in third place with an average score of M = 3.35, SD = 0.49 among the six categories. While memory strategy with an average score of M=3.27, SD = 0.56 were in fourth place. Participants ranked affective strategy as the fifth preferred strategy with an average mean score of M = 3.23, SD = 0.61 whereas compensation strategy ranked in last place, as the least preferred strategy with an average score of M = 3.16, SD = 0.59. Despite the fact that the mean scores for memory, affective, and compensation strategies were all in the medium frequency use range level, they had lower mean scores than the SILL's overall mean score (3.30). Social, metacognitive, and cognitive strategies, on the other hand, had means that were higher than the overall strategy mean score.

4.2.1.1.4. Descriptive Analysis of each Category of LLSs

Based on Oxford's (1990) LLSs classification, the result for each category of LLSs usage was analyzed. From table 4.4 to table 4.9, the results of the most and least preferred strategies employed by learners are reported in the following order:

4.2.1.1.4.1. Use of Memory Language Learning Strategy

Although deep comprehension is not always required, learners can employ memory strategy to relate one L2 item or concept to another. Other techniques; create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or its meaning), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), and other (Oxford, 1990).

Nine items, from the SILL asked respondents how often they use memory strategy when they were learning English as a foreign language. Table 4.4 below, shows the descriptive statistic of responses to these items.

Table 4.4. Descriptive Statistics of Memory Strategy

Memory Language Learning Strategy	N	Mean	SD	Frequency Level
1. I think of relationships between what I already know and new things I learn in English.	58	3.21	1.12	Medium
2. I use new English words in a sentence so I can remember them.	58	3.31	0.92	Medium
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	58	3.24	1.03	Medium
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	58	3.33	1.02	Medium
5. I use rhymes to remember new English words.	58	2.88	1.13	Medium
6. I use flashcards to remember new English words.	58	3.24	1.0	Medium
7. I physically act out new English words.	58	3.43	1.05	Medium
8. I review English lessons often.	58	3.31	1.16	Medium
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street display.	58	3.47	1.1	Medium
Valid N (list wise)	58			

Table 4.4 shows the frequency statistics of participants' response in using the memory strategy. As can be observed from the table above, all the nine items fell in the medium use range level, with mean scores ranging from 2.88 to 3.47.

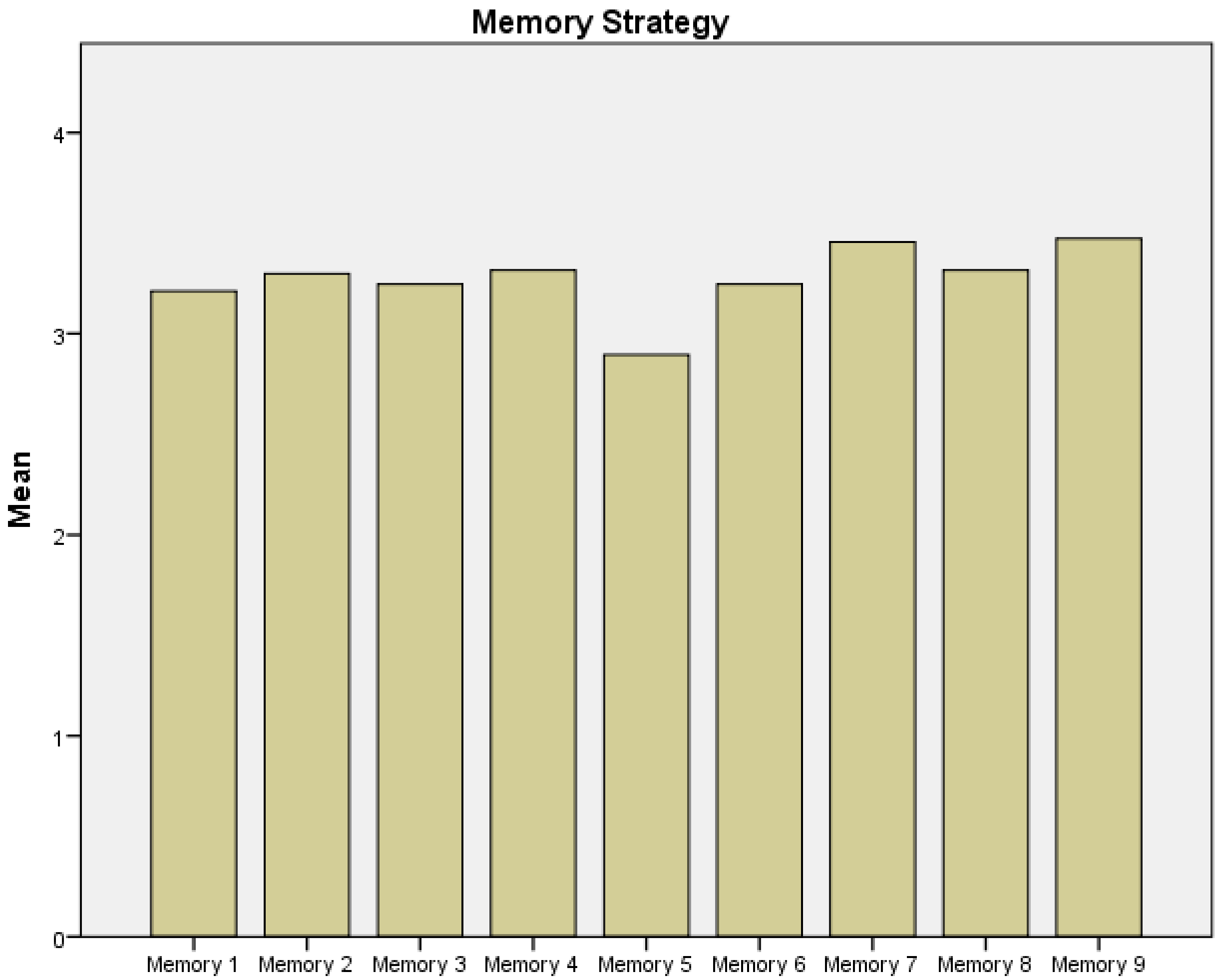

Figure 4.2. The Nine Items of Memory Strategy Use

As seen in the graph 4.2, all nine items: “I think of relationships between what I already know and new things I learn in English ”, “I use new English words in a sentence so I can remember them”, “I connect the sound of a new English word and an image or picture of the word to help me remember the word”, “I remember a new English word by making a mental picture of a situation in which the word might be used”, “I use rhymes to remember new English words”, “I use flashcards to remember new English words”, “I physically act out new English words” , “I review English lessons often”, and “I remember new English words or phrases by remembering their location on the page, on the board, or on a street display” were moderately employed by the learners.

Although the use of a memory strategy can help students studying English cope with difficulties caused primarily by the need to retain vocabulary, the graph above shows that this strategy was only used on a limited basis. It is, however, the fourth preferred strategy by the participants, and all of the nine strategies were used to some extent.

4.2.1.1.4.2. Use of Cognitive Language Learning Strategy

Cognitive strategy, as described in chapter two, is a direct strategy that helps learners grasp and produce new language. Students can utilize cognitive strategy to improve their language skills, receive and transmit messages, evaluate and reason, and organize their input and output.

Fourteen items were intended to identify respondents' use level of cognitive strategy when they were learning English as a foreign language. Table 4.5 below, shows the descriptive statistic of responses to these items

Table 4.5. Descriptive Statistics of Cognitive Strategy

Cognitive language learning strategy	**N**	**Mean**	**SD**	**Frequency Level**
10. I say or write new English words several times.	58	3.38	1.07	Medium
11. I try to talk like native English speakers.	58	3.48	1.23	Medium
12. I practice the sounds of English.	58	3.47	1.17	Medium
13. I use the English words I know in different ways.	58	3.45	1.11	Medium
14. I start conversations in English.	58	3.36	1.06	Medium
15. I watch English language TV shows spoken in English or go to movies spoken in English.	58	3.17	1.26	Medium
16. I read for pleasure in English.	58	3.28	1.04	Medium
17. I write notes, messages, letters, or reports in English.	58	3.47	.96	Medium
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.	58	3.22	1.09	Medium
19. I look for words in my own language that are similar to new words in English.	58	3.16	1.02	Medium
20. I try to recognize and use patterns in English.	58	3.41	.97	Medium
21. I find the meaning of an English word by dividing it into parts that I understand.	58	3.38	1.12	Medium
22. I try not to translate word-for-word.	58	3.31	1.30	Medium

23. I make summaries of information that I hear or read in English.	58	3.31	.88	Medium
Valid N (list wise)	58			

Table 4.5 shows the frequency of participants' response regarding the cognitive strategies they used. All the fourteen items fell in the medium use range level within the range 3.16 to 3.48 mean scores.

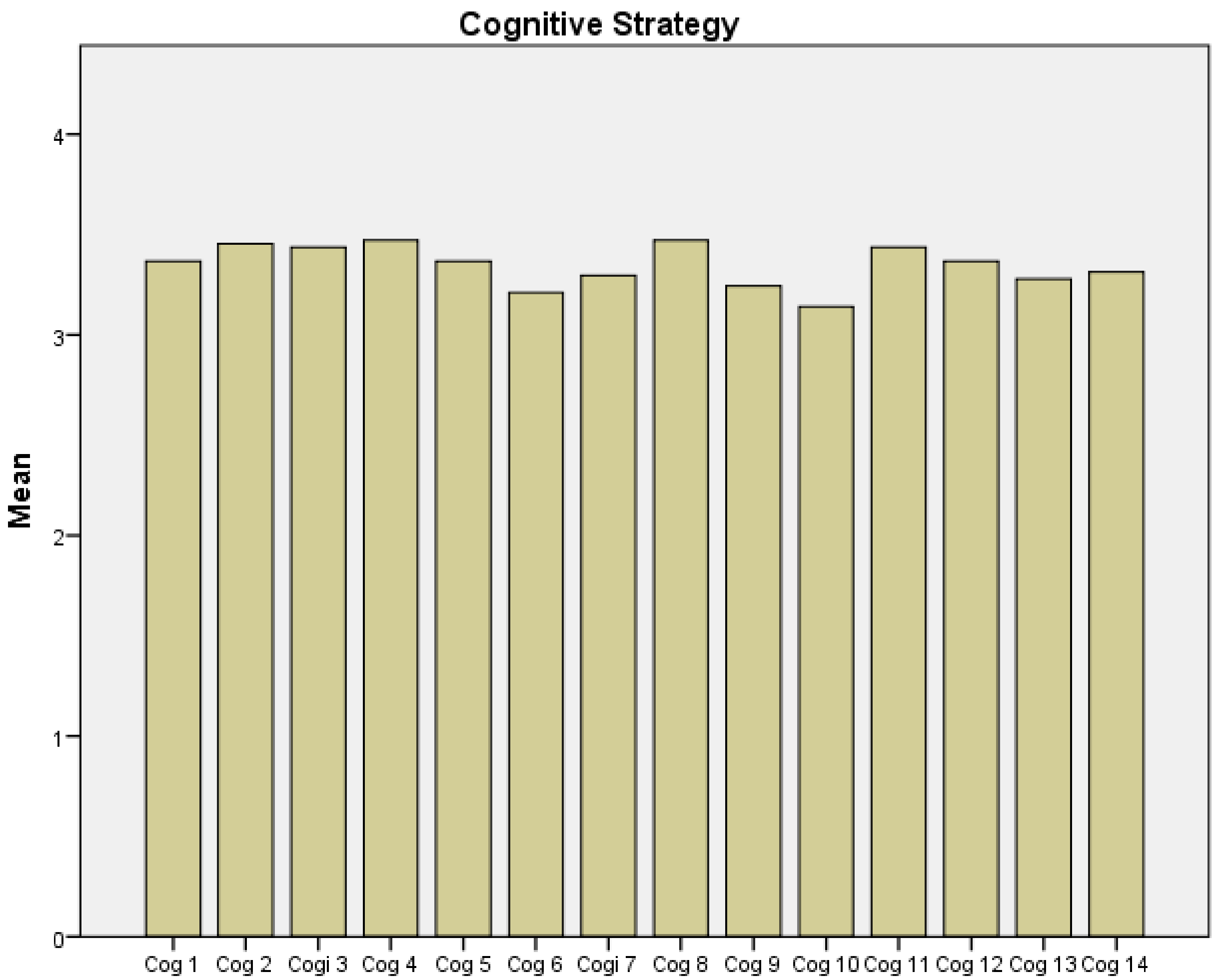

Figure 4.3. The Fourteen Items of Cognitive Strategy Use

As seen in the graph 4.3, all fourteen items: "I say or write new English words several times", "I try to talk like native English speakers", "I practice the sounds of English", "I use the English words I know in different ways" , "I start conversations in English", "I watch English language TV shows spoken in English or go to movies spoken in English" , "I read for pleasure in English", " I write notes, messages, letters, or reports in English" , "I first skim an English passage (read over the passage quickly) then go back and read carefully", "I look for words in my own language that are similar to new words in English", "I try to recognize and use patterns in English", "I find the meaning of an English word by dividing it into parts that I understand", "I try not to translate word-for-word", "I make summaries of information that I hear or read in English", "I look for words in my own language that are similar to new words in English", and "I first skim an English passage (read over the passage quickly) then go back and read carefully" have been reported to be used moderately.

The graph also tells us the frequency of using this strategy fell in a medium use range level. It is the third used strategy by students. Hence, we can realize that students should increase their use of cognitive strategy to understand and communicate with the language they learn to make them more fruitful in their career as learners.

4.2.1.1.4.3. Use of Compensation Language Learning Strategy

Learners use compensation strategy to overcome problems imposed by knowledge constraints by guessing intelligently in listening and reading, and overcoming difficulties in speaking and writing, as indicated in the literature review section. Despite knowledge gaps, the new language will allow learners to comprehend or produce by practicing the compensation strategy (Oxford, 1990).

Six items were intended to identify respondents' use level of compensation strategy when they were learning English as a foreign language. Table 4.6 below, shows the descriptive statistic of responses to these items.

Table 4.6. Descriptive Statistics of Compensation Strategy

Compensation language learning strategy	**N**	**Mean**	**SD**	**Frequency Level**
24. To understand unfamiliar English words, I make guesses.	58	2.90	1.24	Medium
25. When I can´t think of a word during a conversation in English, I use gestures.	58	3.24	1.14	Medium
26. I make up new words if I do not know the right ones in English.	58	3.09	1.08	Medium
27. I read English without looking up every new word.	58	3.12	1.16	Medium
28. I try to guess what the other person will say next in English.	58	3.43	1.11	Medium
29. If I can´t think of an English word, I use a word or phrase that means the same.	58	3.19	1.24	Medium
Valid N (list wise)	58			

The frequency of participants' responses to compensation strategy is shown in Table 4.6. All the six strategies fell into the medium usage category, with mean scores ranging from 2.90 to 3.43.

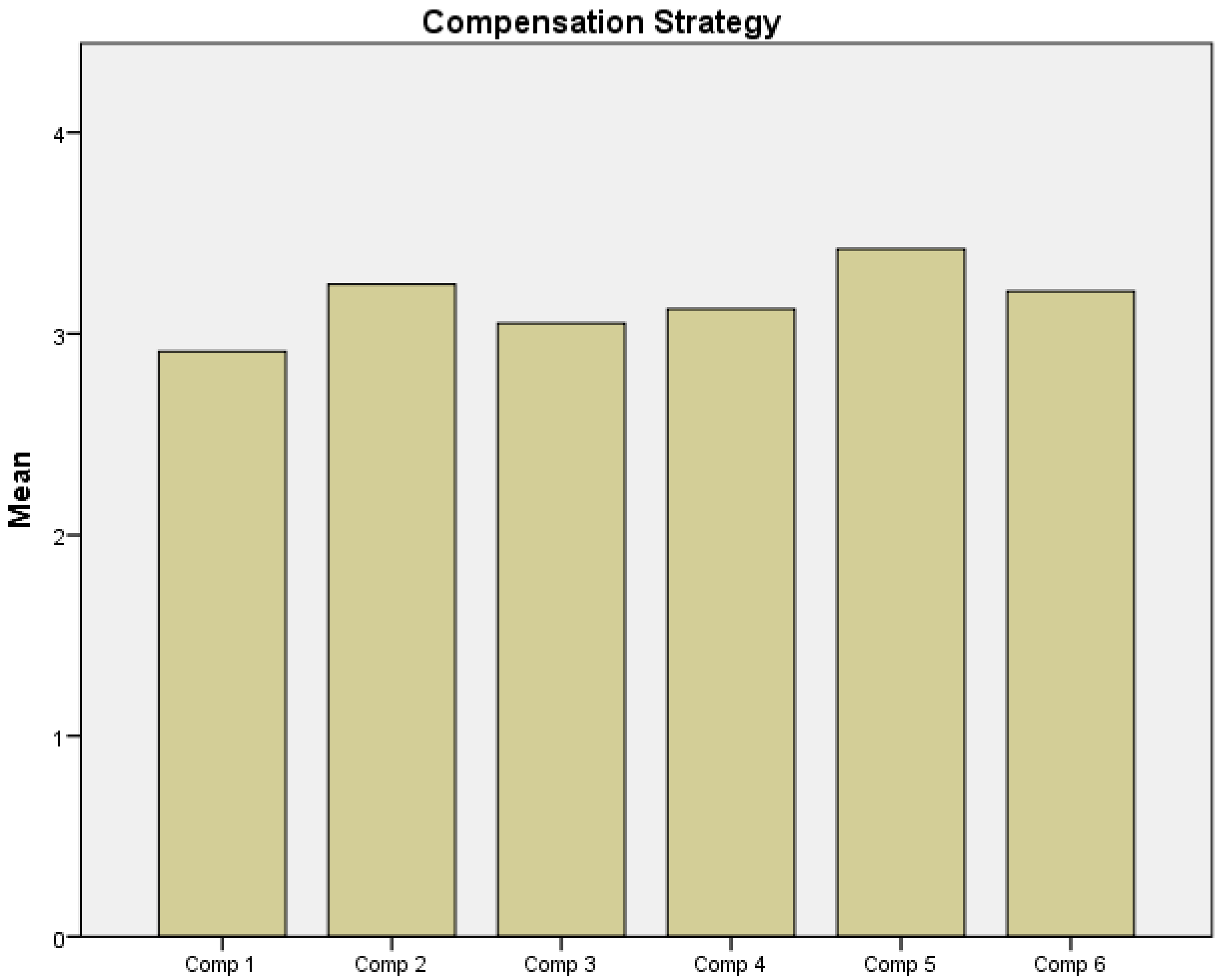

Figure 4.4. The Six Items of Compensation Strategy Use

As can be seen from the graph above, all the compensation strategies: “To understand unfamiliar English words, I make guesses”, ”When I can´t think of a word during a conversation in English, I use gestures”, “I make up new words if I do not know the right ones in English”, “I read English without looking up every new word”, “I try to guess what the other person will say next in English”, and “If I can´t think of an English word, I use a word or phrase that means the same” completely laid in the medium use range. The students can be classified as medium users based on their scores in utilizing compensation strategy to recompense for restricted language stock skills.

Therefore, different mechanisms such as guessing from the context, using synonyms and talking around the missing word, using gestures or pause words should be practiced to help the learner compensate for their limited knowledge. This knowledge gap can be bridged by understanding the importance of compensation strategy and utilizing it when learning English as foreign language.

4.2.1.1.4.4. Use of Metacognitive Language Learning Strategy

As stated before, language learners use metacognitive strategy to gain control over their own cognition and learning processes (Oxford, 1990). This strategy gives indirect language learning support to the overall management of learning.

Nine items were intended to identify respondents' use level of metacognitive strategy when they were learning English as a foreign language. Table 4.7 below, shows the descriptive statistic of responses to these items.

Table 4.7. Descriptive Statistics of Metacognitive Strategy

Metacognitive language learning strategy	N	Mean	SD	Frequency Level
30. I try to find as many ways as I can to use my English.	58	3.43	1.09	Medium
31. I notice my English mistakes and I use that information to help me do better.	58	3.28	1.12	Medium
32. I pay attention when someone is speaking English.	58	3.72	1.09	High
33. I try to find out how to be a better learner of English.	58	3.29	1.21	Medium
34. I plan my schedule so I will have enough time to study English.	58	3.12	.96	Medium
35. I look for people I can talk to in English.	58	3.24	1.37	Medium
36. I look for opportunities to read as much as possible in English.	58	3.64	1.07	High
37. I have clear goals for improving my English skills.	58	3.38	1.14	Medium
38. I think about my progress in learning English.	58	3.21	1.20	Medium
Valid N (list wise)	58			

The frequency of participants' responses to the metacognitive strategy they utilized is shown in Table 4.7. In comparison to the other five types of strategies, this strategy was reported to have the highest utilization of two items. The most frequently employed strategies were items 32 and 36, with mean scores of 3.72 and 3.64, respectively. The remaining seven items were in the medium use range level.

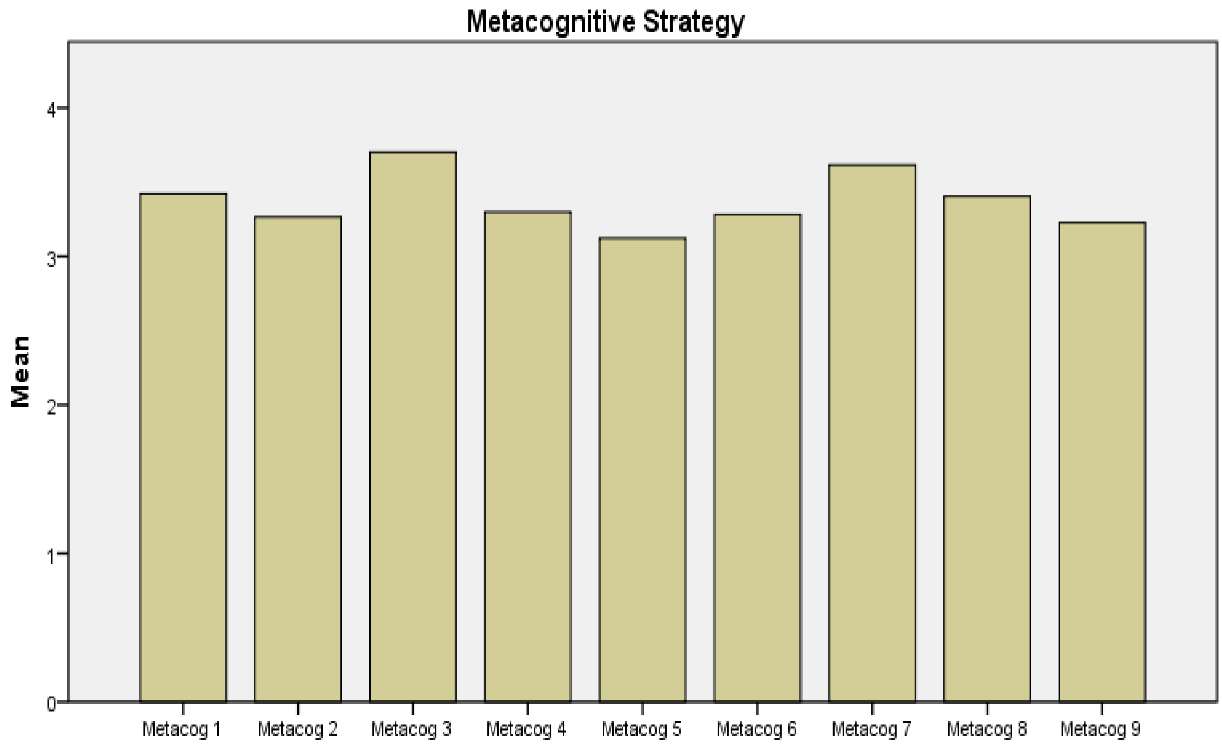

Figure 4.5. The Nine Items of Metacognitive Strategy Use

Metacognitive strategy is thought to be the most important for successful English learning. It should be noted that, according to students' responses in the SILL, this strategy is the second most preferred one, with a mean score of 3.37. Two items: "I pay attention when someone is speaking English" and "I look for opportunities to read as much as possible in English" with mean scores 3.72 and 3.64 respectively were reported as high usage whereas the rest seven items: "I try to find as many ways as I can to use my English", "I notice my English mistakes and I use that information to help me do better", "I try to find out how to be a better learner of English" , "I plan my schedule so I will have enough time to study English", "I look for people I can talk to in English", "I have clear goals for improving my English skills.", and "I think about my progress in learning English" fell in moderate usage level.

Learners should therefore be best manager of their learning. They ought to plan for L2 tasks, gather and organize materials, arrange a study time and place, monitor mistakes and evaluate task success, and evaluating their own performance and success by employing metacognitive strategy.

4.2.1.1.4.5. Use of Affective Language Learning Strategy

Motivation, attitudes, and ambiguity tolerance are all affective characteristics that can have a significant impact on language learning as mentioned in chapter two. Affective strategy can be used by language learners to generate a positive attitude, increase motivation, or overcome emotion (Oxford, 1990). Learners' emotional side is a crucial factor that can impact whether they succeed or fail in language learning; consequently, this strategy can help learners gain emotional control while learning English as a foreign language.

Six items were intended to identify respondents' use level of affective strategy when they were learning English as a foreign language. Table 4.8 below, shows the descriptive statistic of responses to these items.

Table 4.8. Descriptive Statistics of Affective Strategy

Affective language learning strategy	**N**	**Mean**	**SD**	**Frequency Level**
39. I try to relax whenever I feel afraid of using English.	58	3.00	1.23	Medium
40. I encourage myself to speak English even when I am afraid of making a mistake.	58	2.93	1.26	Medium
41.I give myself a reward or gift when I do well in English.	58	3.34	1.12	Medium
42.I notice if I am nervous when I am studying or using English.	58	3.40	.95	Medium
43. I write down my feelings in a language learning diary.	58	3.47	1.10	Medium
44. I talk to someone else about how I feel when I am learning English.	58	3.22	1.30	Medium
Valid N (list wise)	58			

Table 4.8 shows the frequency use of participants' response to the affective strategy. All the six items gain the average frequency usage level with means score from 2.93 to 3.47 range level.

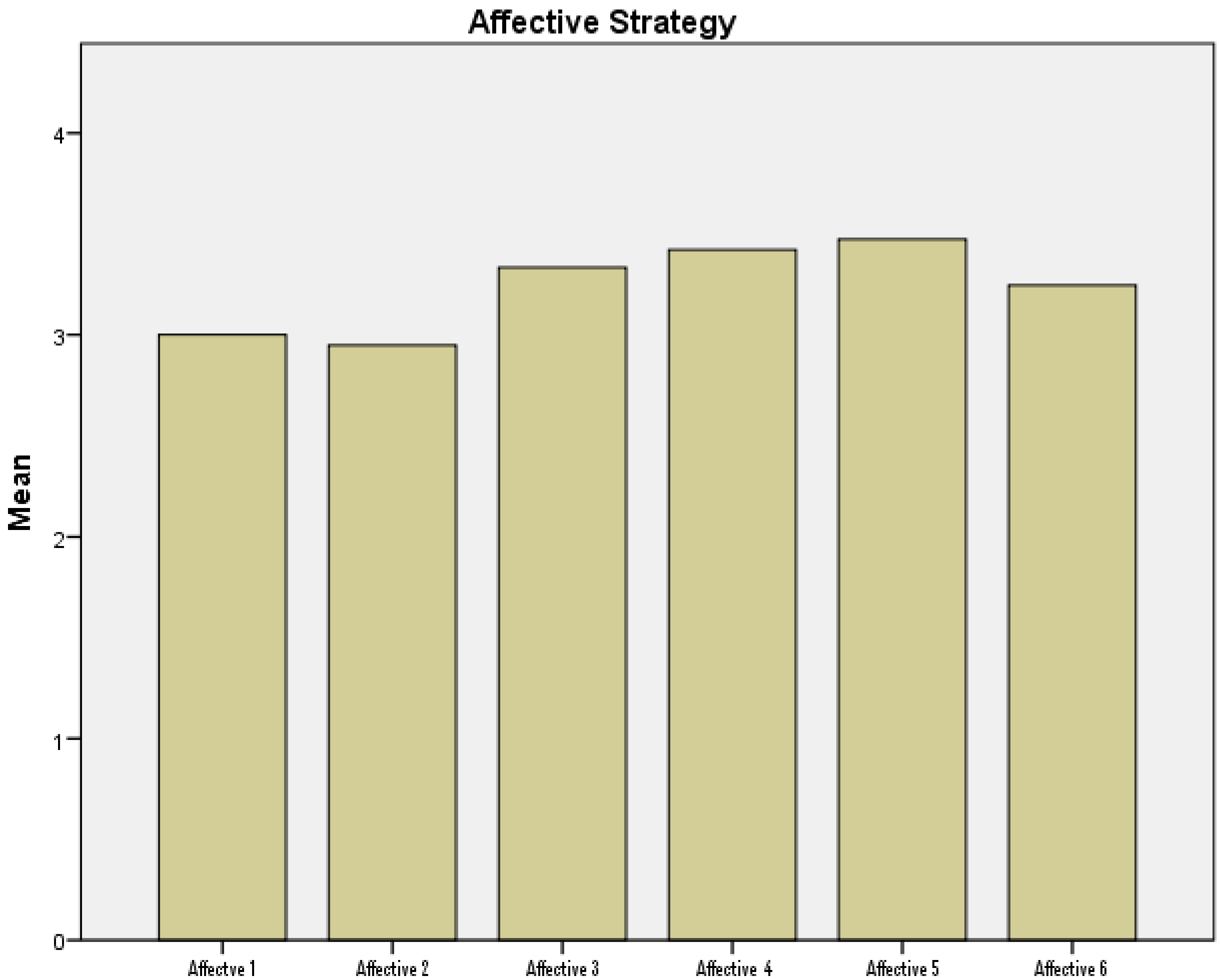

Figure 4.6. The Six Items of Affective Strategy Use

As mentioned before, the affective strategy category was ranked in fifth place. The result identified that all items: "I try to relax whenever I feel afraid of using English", "I encourage myself to speak English even when I am afraid of making a mistake", "I give myself a reward or gift when I do well in English", "I notice if I am nervous when I am studying or using English", " I write down my feelings in a language learning diary", and "I talk to someone else about how I feel when I am learning English" were reported to be used some extent.

Language learning success or failure is determined by learners' conscious use of affective strategy. Learning can be made easier and more effective with the use of affective strategy. Indeed, emotional components of English learning, negative attitudes against teachers, negative thinking, and pessimism are all dangerous factors that can entirely halt the learning process. Henceforth, to be effective and successful in learning, learners must be free, calm, control their emotions and feelings, and have a good attitude and confidence in their language learning.

4.2.1.1.4.6. Use of Social Language Learning Strategy

As previously said, social strategy help learners communicate and collaborate with others, as well as grasp culture and language through collaboration. This strategy has an indirect support for learners in learning English as a foreign language. It necessitates a lot of close interaction and idea sharing between learners when working with different tasks and activities.

Six items were intended to identify respondents' use level of social strategy when they were learning English as a foreign language. Table 4.9 below, shows the descriptive statistic of responses to these items.

Table 4.9. Descriptive Statistics of Social Strategy

Social language learning strategy	N	Mean	SD	Frequency Level
45. If I do not understand something in English, I ask the other person to slow down or say it again.	58	3.07	.97	Medium
46. I ask English speakers to correct me when I talk.	58	3.34	1.15	Medium
47. I practice English with other students.	58	3.57	1.22	High
48. I ask for help from English speakers.	58	3.43	1.13	Medium
49. I ask questions in English.	58	3.59	1.03	High
50. I try to learn about the culture of English speakers.	58	3.21	1.17	Medium
Valid N (list wise)	58			

The frequency of participants' responses to the social strategy they utilized is shown in Table 4.9. High usages were observed for items 47 and 49, which had mean scores of 3.57 and 3.59, respectively. The other four items: 45, 46, 48, and 50 had mean scores of 3.07, 3.34, 3.43, and 3.21, respectively, indicating that they were used sometimes.

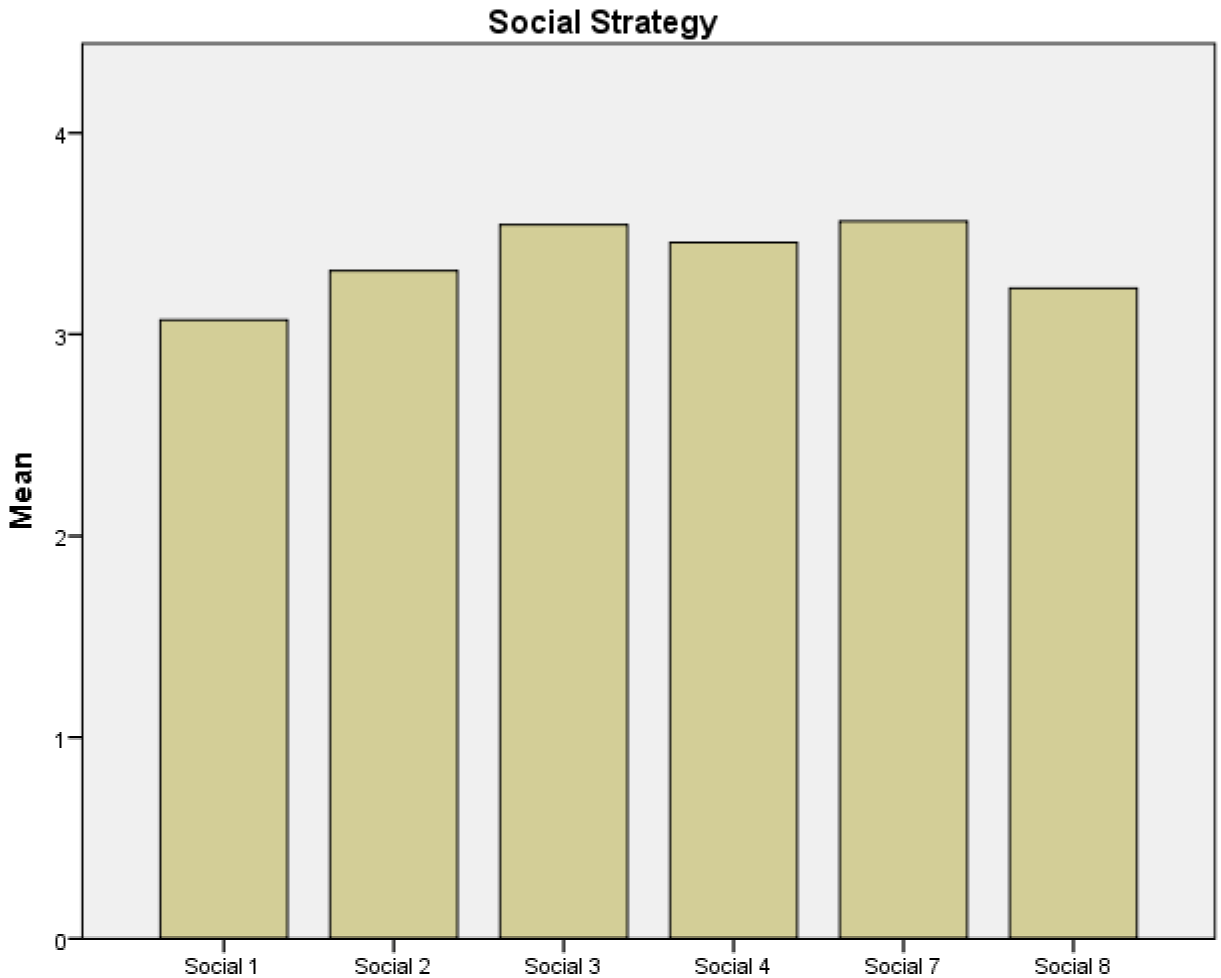

Figure 4.7. The Six Items of Social Strategy Use

Participants' responses to the two items: "I practice English with other students" and "I ask questions in English" were depicted the high use range level as seen in the graph above. The other four social strategies: “If I do not understand something in English, I ask the other person to slow down or say it again”, “I ask English speakers to correct me when I talk”, “I ask for help from English speakers” and “I try to learn about the culture of English speakers” were reported as moderately used strategies.

Knowledge acquisition and language learning are not only a personal issue, but also a social one, in which students learn best when they interact with other students, because social strategy assist learners in cooperating with others in the learning process. As a result, in order to achieve and perform well, students must collaborate and engage with one another when they are learning English as a foreign language.

4.2.1.2. Strategy Use and Gender

The second research question looked to examine whether gender had effects on the students' choice or frequency use of overall or particular language learning strategies.

Before undertaking analysis, preliminary analyses were performed to confirm that the assumptions of level of measurement, independence, normality, and homogeneity of variance were not violated. Then the analysis of students' response to the questionnaire is presented as follows:

Table 4.10. Descriptive Statistics and T-Test Results of Male and Female Students

	Gender	**N**	**Mean**	**SD**	**T-Value**	**P-Value**
Memory	Female	24	3.25	.62	-.260	.796
	Male	34	3.28	.52		
Cognitive	Female	24	3.28	.47	-.826	.412
	Male	34	3.39	.50		
Compensation	Female	24	3.28	.65	1.343	.185
	Male	34	3.07	.55		
Meta cognitive	Female	24	3.30	.63	-.773	.443
	Male	34	3.42	.57		
Affective	Female	24	3.24	.59	.094	.925
	Male	34	3.22	.64		
Social	Female	24	3.28	.75	-.718	.476
	Male	34	3.43	.73		
Overall	Female	24	3.27	.45	-.446	.658
	Male	34	3.32	.39		

Table 4.10 shows the findings of an independent t-test. Thus, the finding reveals that there was no significant difference in the use of overall language learning strategy between male: M = 3.32, SD =.38 and female: M = 3.27, SD =.45 participants in general, t (56) = -.45, p =.66. The size of the mean differences was minor (eta squared=.01).

No significant difference was revealed between male and female students' choice or frequency use of the overall language learning strategy in this study as seen in the table above.

As shown in the table above, the same independent sample t-test was run for each category of language learning strategy to see if gender had an effect on the students' use of the six categories of LLS.

Therefore, based on the result of the independent t-test, memory strategy was not statistically significant, whether students were male or female. The result t (56) = -.26, p = .79, indicate that there was no significant difference between the scores of male: M = 3.28, SD = .52 and the scores of female students: M = 3.25, SD =.62 in using this strategy. The size of the mean differences was minor (eta squared=.00).

Regarding to cognitive strategy, no significant difference, t (56) = -.83, p = .41, was found between male students' score: M =3.39, SD =.50 and female students' score M = 3.28, SD .47 in employing this strategy. The size of the mean differences was minor (eta squared=.01).

The result regarding to compensation strategy, shows no statistical significant difference t (56) 1.34, p = .19 between the score of male: M = 3.07, SD = .54 and female students' score: M = 3.28, SD =.65 in using this strategy. The size of the mean differences was minor (eta squared=.03).

Regarding metacognitive strategy, the test was not statistically significant, t (56) = -.77, p = .44 between two groups. As shown from table above, the score for male students was M = 3.42, SD = .57 and female students' score was M 3.30, SD =.63. The result indicate an insignificant difference in employing this strategy. The size of the mean differences was minor (eta squared=.01).

In evaluating the participants' usage of the affective strategy, the independent sample t-test yielded no statistical significant difference between female and male students, t (56) = .09, p = .93. As stated from the result, male students' score: M = 3.22, SD = .64 and female students' score: M = 3.24, SD = .59 had no that much difference in using the affective strategy. The size of the mean differences was minor (eta squared=.00).

Regarding to social strategy, gender had no effect on male and female students in employing this strategy t (56) = -.380, p = .14. As can be observed from the result WSU male students' score: M = 3.43, = SD =.73 did not differ significantly from WSU female students' score: M = 3.28, SD .75 in using the social strategy. The size of the mean differences was minor (eta squared=.00).

Even though the finding for all categories were not statistically significant for male and female students, in compensation and affective strategies female students were reported to be slightly better user of language learning strategies in learning English as a foreign language. Whereas in four categories of LLSs; memory, cognitive, metacognitive and social strategies, male slightly passed female in utilizing these strategies.

4.2.1.3. Strategy Use and Academic Achievement

The third research question looked into the relationship between academic achievement and students' reported frequency of strategy use. Before starting analysis, preliminary analyses were performed to check that the assumptions of level of measurement, related pairs, independence, normality, linearity, and homoscedasticity of variable were not violated. Following the preliminary results, a Pearson product-moment correlation coefficient was performed to see if there was a relationship between participants' overall as well as the six categories of LLS and participants' achievement score.

Table 4.11 summarizes the levels of association between students' overall as well as the six categories of LLSs and their achievement score.

Table 4.11. Correlation Result of Academic Achievement and Strategy Use

Category of LLS		Academic Achievement Sco
Memory	Pearson Correlation	.277*
	Sig. (2-tailed)	.035
	N	58
Cognitive	Pearson Correlation	.468**
	Sig. (2-tailed)	.000
	N	58
Compensation	Pearson Correlation	.273*
	Sig. (2-tailed)	.038
	N	58
Meta cognitive	Pearson Correlation	.281*
	Sig. (2-tailed)	.032
	N	58
Affective	Pearson Correlation	.356**
	Sig. (2-tailed)	.006
	N	58
Social	Pearson Correlation	.352**
	Sig. (2-tailed)	.007
	N	58
Overall	Pearson Correlation	.484**
	Sig. (2-tailed)	.000
	N	58

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

As seen from the table above, the overall strategy use and achievement score have a statistical significant relation. There was a medium, positive correlation between the two variables r=.484, n=58, p =.000, high level of achievement score associated with high level of overall strategy use and vice versa.

Regarding each strategy category, all strategy categories were found to have statistical significant relation with achievement score.

The correlation level between memory strategy use and participants' achievement score was $r=.277$, $n=58$, $p = .035$. As can be seen from the result, the relationship was statistically significant for memory strategy and academic achievement score. There was a small positive correlation between the two variables, with high level of achievement score related with high level of memory strategy use and vice versa.

The correlation level between cognitive strategy use and participants' achievement score was $r=.468$, $n=58$, $p =.000$. As indicated from the result, the relationship was statistically significant for cognitive strategy and academic achievement score. There was a medium positive correlation between the two variables, with high level of achievement score related with high level of cognitive strategy use and vice versa.

The correlation level between compensation strategy use and participants' achievement scores was $r=.273$, $n=58$, $p = .038$. As shown from the result, the relationship was statistically significant for compensation strategy and academic achievement score. There was a small positive correlation between the two variables, with high level of achievement score associated with high level of compensation strategy use and vice versa.

The correlation level between metacognitive strategy use and participants 'achievement scores was $r=.281$, $n=58$, $p =.032$. As can be seen from the result, the relationship was statistically significant for metacognitive strategy and academic achievement score. There was a small positive correlation between the two variables, with high level of achievement score related with high level of metacognitive strategy use and vice versa.

The correlation level between affective strategy use and participants' achievement scores was $r=.356$, $n=58$, $p = .006$. As can be observed from the result, the relationship was statistically significant for affective strategy and academic achievement score. There was a medium positive correlation between the two variables, with high level of achievement score related with high level of affective strategy use and vice versa.

The correlation level between social category strategy use and participants' achievement score was r=.352, n=58, p= .007. As indicated from the result, the relationship was statistically significant for social strategy and academic achievement score. There was a medium positive correlation between the two variables, with high level of achievement score associated with high level of social strategy use and vice versa.

Table 4.12. Correlation Result of Academic Achievement and Strategy Use by Gender

Gender Category	***Category of LLS***		**Academic Achievement**
Female	Memory	Pearson Correlation	.344
		Sig. (2-tailed)	.100
		N	24
	Cognitive	Pearson Correlation	.526**
		Sig. (2-tailed)	.008
		N	24
	Compensation	Pearson Correlation	.254
		Sig. (2-tailed)	.231
		N	24
	Meta cognitive	Pearson Correlation	.123
		Sig. (2-tailed)	.567
		N	24
	Affective	Pearson Correlation	.249
		Sig. (2-tailed)	.241
		N	24
	Social	Pearson Correlation	.218
		Sig. (2-tailed)	.306
		N	24
	Overall	Pearson Correlation	.401
		Sig. (2-tailed)	.052
		N	24
Male	Memory	Pearson Correlation	.225
		Sig. (2-tailed)	.200
		N	34
	Cognitive	Pearson Correlation	.419*
		Sig. (2-tailed)	.014
		N	34
	Compensation	Pearson Correlation	.349*
		Sig. (2-tailed)	.043
		N	34
	Meta cognitive	Pearson Correlation	.379*
		Sig. (2-tailed)	.027
		N	34
	Affective	Pearson Correlation	.430*
		Sig. (2-tailed)	.011

	N	34
Social	Pearson Correlation	.429*
	Sig. (2-tailed)	.011
	N	34
Overall	Pearson Correlation	.547**
	Sig. (2-tailed)	.001
	N	34

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

As shown from table 4.12, female students' overall strategy use and the achievement score correlation level was r.401, n=24, p =.052.This, therefore, indicated that the correlation level did not have a statistical significant relation. There was a medium, positive correlation between the two variables, with high level of female students' achievement score related with high level of overall strategy use and vice versa and vice versa.

The correlation of female students' use of each strategy category and academic achievement score was also analyzed to identify the correlation level of these variables. Thus, as can be observed from table above, the correlation of female students' memory strategy use and academic achievement score was r=.344, n=24, p =.100.The result indicated that the correlation was not statistically significant for female in employing the memory strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of female students' achievement score related with high level of memory strategy use and vice versa.

The correlation level between female cognitive strategy use and participants' achievement score was r=.526, n=24, p = .008. The result revealed that the correlation was statistically significant for female in employing the cognitive strategy in relation to their academic achievement score. There was a high positive correlation between the two variables, with high level of female students' achievement score associated with high level of cognitive strategy use and vice versa.

The correlation level between female students' compensation strategy use and participants' achievement score was r= .254, n=24, p = .231. The result indicated the correlation was not statistically significant for female in employing the compensation strategy in relation to their academic achievement score. There was a small positive correlation between the two variables, with high level of female students' achievement score related with high level of compensation strategy use and vice versa.

The correlation level between female participants' metacognitive strategy use and achievement score was r= .123, n=24, p =.567. The result demonstrated that the correlation was not statistically significant for female in employing the metacognitive strategy in relation to their academic achievement score. There was small, positive correlation between the two variables, with high level of female students' achievement score related with high level of metacognitive strategy use and vice versa.

The correlation level between female students' affective strategy use and achievement score was r= .249, n=24, p = .241. The finding stated that the correlation was not statistically significant for female in employing the affective strategy in relation to their academic achievement score. There was a small positive correlation between the two variables, with high level of female participants' achievement score associated with high level of affective strategy use and vice versa.

The correlation level between female participants' social category strategy use and achievement score was r= .218, n=24, p = .306. The finding indicated that the correlation was not statistically significant for female in employing the social strategy in relation to their academic achievement score. There was a small positive correlation between the two variables, with high level of female students' achievement score related with high level of social strategy use and vice versa.

As shown from table 4.12, male participants' overall strategy use and achievement score correlation level was r=.547, n=34, p =.001.This, therefore indicated the correlation level had a statistical significant relation. There was a high positive correlation between the two variables, with high level of male students' achievement score related with high level of the overall strategy use and vice versa.

The correlation of male students' use of each strategy category and academic achievement score was also analyzed to identify the correlation level of these variables. Thus, as can be noticed from table above, the correlation level between male students' memory strategy use and participants' achievement score was r=.225, n=34, p =.200.The result signals that the correlation was statistically significant for male in employing the memory strategy in relation to their academic achievement score. There was a small positive correlation between the two variables, with high level of male students' achievement score associated with high level of memory strategy use and vice versa.

The correlation level between male participants' cognitive strategy use and achievement score was r=.419, n=34, p = .014. The result pointed that the correlation was statistically significant for male in employing the cognitive strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of male students' achievement score related with high level of cognitive strategy use and vice versa.

The correlation level between male students' compensation strategy use and achievement score was r=. 349, n=34, p = .043. The finding indicated the correlation was statistically significant for male in employing the compensation strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of male students' achievement score related with high level of compensation strategy use and vice versa.

The correlation level between male students' metacognitive strategy use and participants' achievement score was r= .379, n=34, p = .027. The result demonstrated that the correlation was statistically significant for male in employing the metacognitive strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of male students' achievement score associated with high level of metacognitive strategy use and vice versa.

The correlation level between male participants' affective strategy use and achievement score was r= .430, n=34, p = .011. The finding stated that the correlation was statistically significant for male in employing the affective strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of female students' achievement score related with high level of affective strategy use and vice versa.

The correlation level between male students' social strategy use and achievement score was r= .429, n=34, p = .011. The finding indicated that the correlation was statistically significant for male in employing the social strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of female students' achievement score associated with high level of social strategy use and vice versa.

Table 4.13. Correlation Result of Academic Achievement and Strategy Use by Year of Study

Year of study Category	**Category of LLS**		**Academic Achievement**
Second	Memory	Pearson Correlation	-.220
		Sig. (2-tailed)	.412
		N	16
	Cognitive	Pearson Correlation	.330
		Sig. (2-tailed)	.211
		N	16
	Compensation	Pearson Correlation	-.002
		Sig. (2-tailed)	.995
		N	16
	Meta cognitive	Pearson Correlation	.095
		Sig. (2-tailed)	.726
		N	16
	Affective	Pearson Correlation	.333
		Sig. (2-tailed)	.208
		N	16
	Social	Pearson Correlation	.140
		Sig. (2-tailed)	.604
		N	16
	Overall	Pearson Correlation	.229
		Sig. (2-tailed)	.395
		N	16
Third	Memory	Pearson Correlation	.495**
		Sig. (2-tailed)	.001
		N	42
	Cognitive	Pearson Correlation	.642**
		Sig. (2-tailed)	.000
		N	42
	Compensation	Pearson Correlation	.291
		Sig. (2-tailed)	.062
		N	42
	Meta cognitive	Pearson Correlation	.446**
		Sig. (2-tailed)	.003
		N	42
	Affective	Pearson Correlation	.432**
		Sig. (2-tailed)	.004
		N	42
	Social	Pearson Correlation	.517**
		Sig. (2-tailed)	.000
		N	42

Overall	Pearson Correlation	.662**
	Sig. (2-tailed)	.000
	N	42

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

As shown from table 4.13, second-year students' overall strategy use and achievement score correlation level was r=.229, n=16, p =.395.This result, indicated that the correlation level did not have a statistical significant relation. There was a small positive correlation between the two variables; with high level of second-year students' achievement score related with high level of overall strategy use and vice versa.

The correlation of each category of LLSs use and academic achievement score for second-year students was also analyzed. The correlation level between second-year participants' memory strategy use and participants' achievement score was r=-.220, n=16, p = .412. The result pointed that the correlation was not statistically significant for second-year students in employing the memory strategy in relation to their academic achievement score. There was a small negative correlation between the two variables, with high level of second-year students' achievement score related with low level of overall strategy use and vice versa.

The correlation level between second-year participants' cognitive strategy use and achievement score was r=.330, n=16, p =.211. The result indicated that the correlation was not statistically significant for second-year students in employing the cognitive strategy in relation to their academic achievement score. There was a medium, positive correlation between the two variables, with high level of second-year students' achievement score associated with high level of cognitive strategy use and vice versa.

The correlation level between participants' compensation strategy use and achievement score was r=-.002, n=16, p = .995. The result showed that the correlation was not statistically significant for second-year students in employing the compensation strategy in relation to their academic achievement score. There was a small negative correlation between the two variables, with high level of second-year students' achievement score related with low level of compensation strategy use and vice versa.

The correlation level between second-year students' metacognitive strategy use and participants' achievement score was r=.095, n=16, p = .726. The finding stated that the correlation was not statistically significant for second-year students in employing the metacognitive strategy in relation to their academic achievement score. There was a very small positive correlation between the two variables, with high level of female students' achievement score related with high level of metacognitive strategy use and vice versa.

The correlation level between second-year participants' affective strategy use and their achievement score was r= .333, n=16, p = .208. The result signaled that the correlation was not statistically significant for second-year students in employing the affective strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of second-year students' achievement score associated with high level of affective strategy use and vice versa.

The correlation level between second-year students' social strategy use and their achievement score was r=.140, n=16, p = .604. The finding indicated that the correlation was not statistically significant for second-year students in employing the social strategy in relation to their academic achievement score. There was a very small positive correlation between the two variables, with high level of second-year students' achievement score related with high level of social strategy use and vice versa.

As shown from table 4.13, the correlation level between third-year students' overall strategy use and their achievement score was r=.662, n=42, p =.000.This therefore, indicated that the correlation level had a statistical significant relation in which the relationship was large. There was a high positive correlation between the two variables, with high level of third-year students' achievement score related with high level of overall strategy use and vice versa.

The correlation of third-year students' each category of LLSs use and their academic achievement score was also analyzed. The correlation level between third-year students' memory strategy category use and their achievement score was r=.495, n=42, p = .001. The result indicated that the correlation was statistically significant for third-year students in employing the memory strategy in relation to their academic achievement score. There was a high positive correlation between the two variables, with high level of third-year students' achievement score associated with high level of memory strategy use and vice versa.

The correlation level between third-year participants' cognitive strategy use and their achievement score was r=.642, n=42, p = .000. The finding stated that the correlation was statistically significant for third-year students in employing the cognitive strategy in relation to their academic achievement score. There was a high positive correlation between the two variables, with high level of third-year students' achievement score related with high level of cognitive strategy use and vice versa.

The correlation level between third-year students' compensation strategy use and their achievement score was r=.291, n=42, p = .062. The result pointed that the correlation was not statistically significant for third-year students in employing the compensation strategy in relation to their academic achievement score. There was a small positive correlation between the two variables, with high level of third-year students' achievement score related with high level of compensation strategy use and vice versa.

The correlation level between third-year students' metacognitive strategy use and their achievement score was r=.446, n=42, p =.003. The result showed that the correlation was statistically significant for third-year students in employing the metacognitive strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of third-year students' achievement score associated with high level of metacognitive strategy use and vice versa.

The correlation level between third-year participants' affective strategy use and participants' achievement score was r=.432, n=42, p =.004. The finding indicated that the correlation was statistically significant for third-year students in employing the affective strategy in relation to their academic achievement score. There was a medium positive correlation between the two variables, with high level of third-year students' achievement score related with high level of affective strategy use and vice versa.

The correlation level between third-year students' use of social strategy and their achievement score was r=.517, n=42, p =.000. The result signaled that the correlation was statistically significant for third-year students in employing the social strategy in relation to their academic achievement score. There was a high positive correlation between the two variables, with high level of third-year students' achievement score related with high level of social strategy use and vice versa.

4.2.1.4. Strategy Use and Year of Study

Research Question four requested to examine whether year of study had an effect on the students' choice of overall or particular language learning strategy. Preliminary analyses were conducted to ensure no violation of the assumptions of level of measurement, independence, normality and homogeneity of variance before conducting analysis. Following the preliminary analysis, an independent sample t-test was conducted to evaluate whether the use of the overall or particular language learning strategy differed significantly whether students were second or third-year. The difference between second and third-year students' use of LLSs are presented as follows:

Table 4.14. Descriptive Statistics and T-Test Results of Second and Third-year Students

Category of LLS	Year of study	N	Mean	SD	T-Value	P-Value
Memory	Second	16	3.52	.48	2.201	.032
	Third	42	3.17	.56		
Cognitive	Second	16	3.57	.48	2.241	.029
	Third	42	3.26	.47		
Compensation	Second	16	2.94	.55	-1.803	.077
	Third	42	3.25	.59		
Metacognitive	Second	16	3.69	.45	2.682	.010
	Third	42	3.25	.60		
Affective	Second	16	3.32	.76	.731	.468
	Third	42	3.19	.56		
Social	Second	16	3.70	.66	.183	.033
	Third	42	3.24	.72		
Overall	Second	16	3.49	.33	2.262	. 028
	Third	42	3.23	.42		

Table 4.14 shows an independent t-test result of second-year students' average score M = 3.49, SD =.33 and third-year students' average score M = 3.23, SD =.42 in using the overall LLS in general, t (56) = 2.26, p =.03. The size of the disparities in the means (eta squared=.08) was above moderate. Only 8 per cent of the variance in LLS use is explained by year of study. Thus, in this study, the students' choice or frequency usage of overall LLS was significantly influenced by their year of study. The overall use of LLS by second and third-year students differed significantly, with second-year students using strategies more frequently than third-year students.

The same analysis was carried out to determine the effect of year of study on each type of LLS as indicated in the table above. The independent sample t-test result on the usage of memory strategy was statistically significant, t (56) =2.20, p =.03, suggesting that the score of second-year students M = 3.52, SD = 48 and the score of third-year students M = 3.17, SD =.56 differed significantly. The result shows that second-year English major students outperformed third-year students when it came to employing the memory strategy. The size of the disparities in the means (eta squared=.08) was moderate.

Regarding to cognitive strategy use, there was a significant difference in using the strategy between second-year students' score: M = 3.57, SD =.48 and third-year students' score: M = 3.26, SD =.47, t (56) = 2.24, p =.03. Second-year English major students at Wolaita Sodo University again surpassed third-year students in employing this strategy. The size of the disparities in the means (eta squared=.08) was moderate.

The result regarding compensation strategy, shows no statistical significant difference t (56) = -1.80, p = .08 was revealed between second-year students' score: M = 2.94, SD = .55 and third-year students' score: M = 3.25, SD=.59 in using the strategy. Although no statistical difference was noticed, third-year students outranked second-year English major students in employing this particular strategy when they were learning English as a foreign language. The size of the disparities in the means (eta squared=.05) was small.

In the metacognitive strategy's use, the test was significant, t (56) = 2.68, p = .01. The result shows second-year students' score: M = 3.69, SD = .45 and third-year students' score: M = 3.25, SD =.60 in which it differed significantly in employing the metacognitive strategy. In using this strategy, the result indicates that second-year students' use was found out far better than third-year students. The size of the difference in the means (eta squared=.11) was above moderate.

In evaluating the participants' usage of the affective strategy, the independent sample t-test yielded no statistical significant difference between second and third-year students, t (56) = .73, p = .47. The results indicate second-year students' score: M = 3.32, SD =.76 and third-year students' score: M = 3.19, SD =.56 in which it did not differ for two groups in using affective strategy. Though insignificant difference was noticed, second-year English major students surpassed third-year students in employing this strategy when they were learning English as a foreign language. The size of the disparities in the means (eta squared=.01) was small.

Regarding social strategy, year of study had a statistically significant difference t (56) = 2.18, p = .03. The result reveals that second-year students' score: M = 3.70, SD =.66 and third-year students' score: M = 3.24, SD =.73 in using the social strategy. As can be compared from the outcome of the result, there was some what a wide gap means score difference between second and third-year English majors students in which second-year students' employed social strategy better than third-year students. The size of the difference in the means (eta squared=.08) was moderate.

Generally, with the exception of compensation strategy category where third-year WSU English major students' strategy use was greater, in the rest five strategy categories, second-year students' use of LLSs were better than third-year students' use.

4.2.2. Analysis of Qualitative Data

Ten students were chosen for an interview to help triangulate the results of the questionnaire. For the ease of analysis, the students' responses are coded from S1- S10. As a result, the qualitative data analysis of the interview is presented in this part.

The interview with the participants was audio-recorded and transcribed. The data was then grouped into a note for analysis based on the content summary. The results of the analysis were organized into six categories of LLSs that students use when they faced some difficulties in learning English.

To strengthen the analysis, two students' (S1 and S8) interview transcripts were extracted and included.

Table 4.15. Students' Report on Interview Questions

No.	Categories of LLS	Techniques employed by Students
1	Memory Strategy	Use similar words having same meaning Use opposite words Replace the word with another word Use flashcards to remember new words Make a mental picture of a situation in which the word might be used
2	Cognitive Strategy	Listen or attend to news or programs in TV and Radio Listen different materials Practice speaking with partners Share experience using different social medias such as telegram, messenger etc. Use telephone conversation Say new English words several times
3	Compensation Strategy	Find another word that can replace the intended one Use gesture and signs Expressing using different ways Guessing the meaning Use a word or phrase that means the same thing

4	Metacognitive Strategy	Pay attention when someone is speaking Plan/schedule things ahead of the time Have clear goals for improving my English skills Manage my time properly to accomplish tasks Evaluate my progress in learning English
5	Affective Strategy	Encourage my self Take deep breath Relax my self Prepared well before presentation Practice in empty room for chairs and tables before the presentation
6	Social Strategy	Ask the other person to slow down or say it again Ask question for more clarifications

As shown in table 4.15, the participants' responses were categorized in to six categories of LLS. In the first interview question, participants were asked to discuss the techniques they use to remember a new English word. Students listed the following techniques to remember a new English word: "use similar words having same meaning", "use opposite words", "replace the word with another word", "use flashcards to remember new words", and "make a mental picture of a situation in which the word might be used".

Concerning the first interview question, S1 specifically said:

> I try to remember some words well which have similar meaning with the one I have forgot. If I cannot find the exact word to express what I want to say, I try to replace by another one which can express for me. (S1)

Likewise, S8 forwarded the following:

> I often use opposite words to remember a new word. I also look for the association which I made to remember a new word. When I say this, I mean I often mentally associate words with other things by creating a mental image to help me remember word when I want to remember words. (S8)

In the second interview question, participants were asked to mention the kind of techniques they use to improve their English language for each language skills. Participants therefore listed the following techniques: “listen or attend to news or programs in TV and Radio”, “listen different materials”, “practice speaking with partners”, “share experience using different social medias such as telegram, messenger etc.”, “use telephone conversation”, “say new English words several times”, exchange email with other”, “write messages using electronics medias”, “record the day today activities in the diary”, “make summaries of information”, “write new English words several times”, “exchange email with other”, “read different books for pleasure”, “read different grammar books”, “look for patterns or structure in a sentence”, and “practice/use new structures in the day today conversations”.

Regarding the second question, S1 stated:

> I try to listen different tutorials found on YouTube and other websites regarding English language and so on. So I try to listen those things and try to develop. I try to practice what I hear from YouTube and from those who gives tutorials on different websites or YouTube channels regarding English language and then I try to apply what I hear from people. On the other hand, I have friends in different social Medias like telegram and messenger and we try to discuss different issues and we share our personal life experiences and things like that and we call each other, we send voice messages to each other and try to use these chances to improve my speaking skill. (S1)

Similarly S8 said: “I attend different Medias which are broadcasted in English to develop my English language. I also have a habit of communicating using English with my classmates or doormats to develop my English language.”

In the third interview question, participants were questioned to respond what they usually do when they can't think of a word during a conversation in English. They responded the following when they can't think of a word during a conversation in English: “find another word that can replace the intended one”, “use gesture and signs”, “express using different ways”, “guess the meaning”, and “use a word or phrase that means the same thing”.

For the third interview question S1 responded the following: “I try to find another word that can replace for me. I sometimes used my body parts to describe what that word is.”

S8 also added: “I most of the time used gesture and body language. I also try to describe the object or the thing by using another explanation.

In the fourth interview question, participants were requested to respond what strategies they employ to be a better learner. Students responded the following: “pay attention when someone is speaking”, “plan/schedule things ahead of the time”, “have clear goals for improving their English skills”, “manage their time properly to accomplish tasks”, and “evaluate their progress in learning English”.

Concerning the fourth interview question respondent S1 replied the following: “I try to manage to be a good learner. I have a study time table to study. With the help of this timetable I could be able to manage my time.

Likewise, S8 stated:

> I pay great attention in the process of learning. I have a habit of planning what I am going to do in the future before starting to implement. I also have a habit of evaluating what I did so as to improve my English language. (S8)

In the fifth interview question, students were asked to respond the kinds of devices they employ to control over their emotions and attitudes when they speak in front of people such as during presentation. Students therefore, described the following responses as follows: “encourage themselves”, “take deep breath”, “relax themselves”, “prepared well before presentation”, and “practice in empty room for chairs and tables before the presentation”.

Regarding the fifth interview question S1 responded the following: “I simply try to come down when I am nerves or things like that. So I try to stabilize myself and instead of trying to speak, I took a deep breath.” Similarly, respondent S8 say: “I often encourage myself by saying go ahead, speak without fear, and by saying good boy etc. I also most of the time make preparation and practices before the presentation.”

In the sixth interview question students were requested to respond what sort of strategies they employ if they do not understand something in English. Students responded they usually do the following when they don’t understand something: “ask the other person to slow down or say it again”, and “ask question for more clarifications”.

For the last interview question S1 forwarded:

> I try to see the context around that word. If the context gives me hint, then I try to guess what that word mean? I ask my partners to say it again and to explain it again. I also ask my friend or somebody to explain what he/she has said it before using another explanation. (S1)

Likewise, S8 responded: “I ask someone to slow down and repeat what he/ she said before. I try to ask somebody to clarify it more.”

Though students mentioned different techniques which they employ when they were exposed to some challenges when they were learning English as a foreign language, these techniques were not adequate. Because of this, WSU English major students were average user of language learning strategies when they were learning English as a foreign language.

4.3. Discussion

4.3.1. Introduction

The discussions of the data analysis are conferred in this part, which is organized based on the research questions. Each section contains an explanation of the findings based on the data sources' analysis (questionnaire, interview and documentary source). The results of the study's findings are then compared to those of earlier investigations.

4.3.2. Students' Use of Language Learning Strategies

This study assessed EFL learners' overall language learning strategy use, individual strategy use, the six types of strategy use, and the most and least preferred strategy using descriptive analyses of the SILL.

The participants utilized the overall strategy in a medium degree (M=3.30, SD=.41) according to the descriptive statistics of the findings. This suggested that English major students of WSU employed a moderate level of language learning strategies. The finding was also supplemented by the interview result.

According to Oxford (1990), an overall score on the SILL that falls within the medium range means that strategies are sometimes used by participants. A possible explanation for the medium range use of strategies among WSU English major students might be due to the learning context "Learning English in a foreign language setting offer them very little exposure to authentic, real-life communication activities which seems to limit their opportunities to use a variety of LLSs" (Khalil, 2005, p. 111). Since many of the language learning strategies measured by SILL questionnaire involve using language in authentic or real-life situations, students night rate their use of these strategies moderately.

The findings of this research was consistent with the results of the previous researches conducted among EFL students by Yang (2010); Alkahtani (2016); Tabeti (2017); Ali, Kalajahi, Nimehchisalem and Pourshahian (2012); Riazi and Rahimi (2005); Niguse (2013); Seyoum (2009); Haile and Mulugeta (2017) that EFL learners were medium users of LLSs.

On the other hand, the result of this study disagrees with the research conducted by Green and Oxford (1995); Nikoopour, Farsani and Neishabouri (2011); Kafipour, Jabbari, Soori and Shokrpour (2011); Seng and Khleang (2014); Gavriilidou (2016), that EFL learners reported a high frequency of strategy use in English learning.

Social and metacognitive strategies were the most commonly employed strategies, with the same mean score of 3.37 but different standard deviation values of 0.73 and 0.59, respectively. Meanwhile, compensation strategy was the least reported strategy, with a mean of 3.16.

In terms of the six types of strategies, the outcomes of this study revealed that all six categories (memory, cognitive, compensatory, metacognitive, affective, and social) were used on a medium frequency level, with mean statistics ranging from 3.16 to 3.37.

The order of strategy use as reported by respondents from the most used to the least used was as follows: social strategy (M = 3.37, SD = .73), metacognitive strategy (M = 3.37, SD = 0. 59), cognitive strategy (M = 3.35, SD = 0.49), memory strategy (M=3.27, SD = 0.56), affective strategy (M = 3.23, SD = 0.61) and compensation strategy (M = 3.16, SD = 0.59).

Neither high nor low range of strategy use was revealed by WSU English major students for each category of LLSs in the study.

WSU English major students mostly preferred social and metacognitive strategies among other strategies when learning English as a foreign language. The respondents' preference for metacognitive and social strategies could be explained by their age and educational level. Because the study's subjects were English major EFL learners, thus, they might have managed their time and planed what they did ahead of the time. They might also be aware of the pressures of university life and adapted to their new surroundings by regulating their learning and developing their social interactions with other students as they shared many things in common in the university.

Social strategy ranked top among the six strategy categories. This strategy was selected by majority of students. Social strategy is particularly important when learning a language because language is utilized in communication and communication occurs between individuals. Asking for explanation, receiving criticism, practicing the language with others in everyday interactions, requesting assistance, asking questions, and a willingness to learn and share with others are all part of the social strategy. These specific strategies are highly important because they help students understand the material, generate ideas, raise interest and involvement, and collaborate with others to improve their social skills. In general, social strategy encourages learning by allowing students to engage with speakers of the target language.

The metacognitive strategy was the next most utilized strategy. Learners can use a metacognitive strategy to assist them make decisions about language learning, such as planning, monitoring, and evaluating their progress. Looking for practice opportunities, understanding one's current status and striving to improve, listening intently to others, seeking to improve one's learning, planning ahead of time, seeking out people to interact with, exposing oneself to reading, setting goals for language improvement, and evaluating one's progress are all part of this strategy. Thus, EFL students appear to select what they should study, how they will overcome problems in learning English, how they will manage their learning, and how they will evaluate their progress in learning English in order to improve their performance and achievement.

Cognitive strategy was ranked in third place in frequency usage order. Next to metacognitive and social strategies, all the cognitive strategies were in the medium use range level. Cognitive strategy is a very important skill that involves the ability to manipulate or modify language in some direct way through reasoning, analysis, note keeping, functional practice in naturalistic settings, formal practice with structures and sounds etc. (Oxford, 1990). This strategy includes speaking like a native speaker, practicing sounds, using words in a variety of ways, initiating conversations, watching TV shows and movies, reading for pleasure, skimming and scanning passages, translating words, recognizing and using patterns, dividing words into parts, avoiding word-to-word translation, and summarizing topics. As a result, because this strategy has numerous useful sub strategies, learners should understand the value of this strategy by actively engaging and interacting with the language in order to become successful learners.

Memory strategy was in fourth place in terms of frequency of use. Participants in the study use this strategy in a moderate level. Because the study's participants were English major university students, their infrequent usage of this particular strategy may be attributed to their educational level. Memory strategy is commonly linked to strategies learners utilize at the beginning stage of language learning; however, limited use is predicted once learners have formed a large range of vocabulary and structures, according to Oxford (2001). Memory strategy includes essential techniques such as realizing linkages between concepts, employing English words, associating words, creating a mental image, using rhymes, using flashcards, manipulating words, reviewing English, and recalling word positions. Despite the fact that the study's findings revealed an average preference of memory strategy, they are critical for remembering new words or information.

After memory strategy, affective strategy was the fifth most utilized strategy. All of the specific affective strategies were restricted to the mid-use range level. The findings suggested that WSU English majors did not frequently use this strategy. There could be a variety of reasons for the restricted utilization, including a lack of experience during presentations in front of other students, insufficient preparation and practice on the topics, lack of self-encouragement, poor self-esteem, and so on. Being relaxed during interactions, encouraging oneself, giving oneself a present, observing one's current state, keeping track of personal feelings, and asking others about one's performance are all valuable sub strategies. Since affective strategy can make the learning process easier and more successful by lowering anxiety and negative attitudes during studying a language, students should employ this strategy to achieve greater success.

In terms of strategy utilization, the compensation strategy category came in last place. All compensation strategies were thoroughly laid out in the medium usage rang group. This strategy was the least preferred strategy by WSU English majors when learning English as a foreign language. This strategy's low preference could be related to a lack of genuine interest and willingness to continue communicating. However, when students have inadequate language abilities and they must cover up their weaknesses in order to compensate for their lack of knowledge, as this strategy becomes critical. Different sub strategies are included in the strategy such as making guesses, using gestures, producing new words, reading rapidly, guessing what other people will say, and employing similar words or phrases. Thus, learners should understand how vital compensation strategy is to bridge knowledge gap during learning process.

A study by Shyr et al. (2017) was consistence with the current study that social strategy was the most preferred strategy type by students. Studies by Riazi and Rahimi (2005); Seyoum (2009); Niguse (2013); Nikoopour, Farsani and Neishabouri (2011); Gavriilidou (2016); Tabeti (2017) reported metacognitive as the most frequently used strategy in which the results were consistence with the study. The result was also similar with Alkahtani (2016) and Tunc (2003) that social and metacognitive were the most preferred strategies.

Whereas, the result was inconsistence with Al-Buainain (2010) that metacognitive strategy was the least preferred strategy. The result also disagrees with Yang (2010); Choi and Joh (2001) where compensation strategy was employed the most. The findings of Haile and Mulugeta's (2017) study revealed that students favored cognitive strategy the most out of all six LLS types in which the result was dissimilar with the current study.

The result was consistence with Niguse's (2013) finding that all the six categories of LLS in the study had no low range of strategy utilization.

4.3.3. The Effect of Gender on Students' Use of Language Learning Strategies

An independent sample t-test was performed to investigate if there was a difference in the usage of LLSs by male and female students. The independent t-test result found no significant difference in the use of overall LLS in general between male students' score: M = 3.32, SD =.38 and female students'score: M = 3.27, SD =.45, t (56) = -.45, p =.66. The mean differences were insignificant (eta squared=.01).

A possible explanation for the lack of difference between male and female WSU English majors might be due to the homogeneity among the students who participated in this study. WSU English major male and female students experienced almost the same teaching and educational context. They are exposed to the same textbooks, and same teaching and evaluation methods. Moreover, both male and female students were provided the same opportunity for learning English as a foreign language. These situations could possibly minimize any potential differences in strategy use between male and female WSU English major. Another possible explanation for why there is no difference between them could be having the same learning needs in learning English as a foregone language. Having same learning environment is another possible reason for the absence of difference on strategies' use between male and female WSU English major students.

With regard to the effect of gender on strategy use, the result of the study agrees with Ehrman and Oxford (1990); Endaweke (2008); Aliakbari (2008); Kafipour, Noordin and Pezeshkian (2011); Radwan (2011); El-Dib (2004); Seng and Khleang (2014); Phonhan and Rajabhat (2016); Alkahtani

(2016); Gavriilidou (2016); Tabeti (2017); Balc and Uguten (2018) that no statistical significant difference was found between female and male participants.

On the contrary, the result of this study disagree with Ehrman and Oxford (1989); Oxford and Nyikos (1989); Green and Oxford (1995); Niguse (2013); Tunc (2003); Lan (2005) that gender had an impact on strategy use of students.

The result of the study is consistence with Nyikos (1990); Young and Oxford (1997) that male participants used greater strategies than female participants. However the result disagrees with Oxford, Nyikos and Ehrman (1988); Oxford and Nyikos (1989); Lan (2005); Leavell (2006); Yayla, Kozikoglu and Celik (2016) that female students tend to use more strategies than male students.

The finding also revealed there was no statistically significance difference between male and female participants of WSU in the English department in employing all the six types of LLSs: Memory strategy $t(56) = -.26$, $p = .79$, cognitive strategy $t(56) = -.83$, $p = .41$, compensation strategy $t(56)$ 1.34, $p = .19$, metacognitive strategy $t(56) = -.77$, $p = .44$, affective strategy $t(56) = .09$, $p = .93$, and social strategy $t(56) = -.380$, $p = .142$.

Despite the fact that the findings for male and female participants in all categories were not statistically significant, female students were shown to be slightly better users of LLSs when learning English as a foreign language in compensation and affective strategies. In the other four categories of LLSs: memory, cognitive, metacognitive, and social male students slightly outperformed female students.

4.3.4. The Relationship between Students' LLSs Use and Academic Achievement

The relationship between participants' overall use of LLS and their academic achievement score was calculated using Pearson's r correlation coefficient. The relationship between participants' strategy mean and their academic achievement score was $r=.484$, $n=58$, $p = .000$. This indicated that the relationship was statistically significant for the two variables. Academic achievement and overall strategy utilization had a medium positive relationship indicating high level of achievement score associated with high level of overall strategy use and vice versa.

Regarding the relationship between each strategy category use and academic achievement score, all six (memory, cognitive, compensation, metacognitive, affective and social) strategy categories were found to have statistically significant association with academic achievement score.

The correlation between female students' overall strategy use and achievement score was found to be r.401, n=24, p =.052. As a result, there was no statistically significant relationship between the two variables. There was a medium, positive correlation between the two variables, with high level of female students' achievement score related with high level of overall strategy use and vice versa.

The correlations of WSU English major female students' use of the five categories (memory, compensation, metacognitive, affective and social) of LLSs and academic achievement score were not also statistically significant whereas, cognitive strategy and academic achievement had a statistical significant relationship.

The correlation between male students' overall strategy use and achievement score was found to be r=.547, n=34, p =.001. As a result, there was a statistical significant relationship between the two variables. There was a high positive association between the two variables, with higher achievement scores in male students is being related to high overall strategy utilization, and vice versa.

Except for the memory strategy, that had no statistically significant association between male students' strategy use and their academic achievement score, the other five strategies: cognitive, compensation, metacognitive, affective, and social had a statistical relationships with academic achievement score.

The overall strategy utilization and achievement score correlation level for second-year students was r=.229, n=16, p =.395. This meant that there was no statistically significant relationship between the two variables for second-year English majors of WSU. There was a small positive association between the two variables, a higher accomplishment score in second-year students is related to higher overall strategy utilization and vice versa.

For WSU second-year English major students, there was no statistical relationship between all the six categories of LLSs and achievement score.

The overall strategy utilization and achievement score correlation level for third-year students was r=.662, n=42, p =.000. This meant that there was statistically significant relationship between the two variables for third-year English majors of WSU. There was a high, positive association between the two variables, with higher accomplishment score in third-year students is related to higher overall strategy utilization and vice versa.

For WSU third-year English major students, except compensation strategy, the five (memory, cognitive, metacognitive, affective and social) LLSs categories had a statistical significant relationship with achievement score.

It is thought that the most important reason for having a significant correlation between strategy use and academic achievement score of WSU English major students could be the accurate and reliable SILL results. Another reason might be regular class attendance of students, positive learning environment and increased motivation for successfully completing the courses which later contribute to successfully graduate from the university. Unreserved support from English language instructors would also help establish a relationship between LLS use and academic achievement for WSU English major students.

The finding of the study is similar with Seyoum's (2009); Haile and Mulugeta's (2017); Zeleke's (2017); Balc and Uguten's (2018) findings which showed there were a positive correlation between students' use of language learning strategies and their academic achievement. The finding of the study is also consistence with Tunc's (2003) finding that student' fall term language achievement scores were found to have a statistically significant relationship with the affective and social strategy categories.

However, the result contradicts with Zewdineh (2020) that there was no significant relationship on EFL students' use of language learning strategies and their academic achievement.

4.3.5. The Effect of Year of Study on Students' Use of Language Learning Strategies

To see if there was a difference in the usage of LLSs by second and third-year students, an independent sample t-test was performed. The independent t-test revealed a significant difference in the use of overall LLS in general between second-year students' score: M = 3.49, SD =.33 and third-year students' score: M = 3.23, SD =.42, t (56) = 2.26, p =.03. The magnitude of the mean differences (eta squared=.08) was moderate. As a result, the students' choice or frequency of overall LLS usage was strongly influenced by their year of study in this study. According to the findings, second-year students use more language learning strategies than third-year students.

The possible explanation could be having less social integration with other students than third year students as they gave more attention to their learning than other social affairs Due to this, they spent much of their time to develop their communication skill in order to coup up with the environment. This therefore might give them an opportunity to use more language learning strategies than third year English major students so as to achieve more in their learning.

Thus, the result of the study agrees with Ramireza (1986); Oxford and Nyikos (1989); Griffith (2003); Tunc (2003); Al-Buainain (2010); Magno (2010) who identified year of study would influence students' use of strategies.

Nonetheless, the result of the study disagrees with Alhaysony (2017) who revealed no significant difference was found in relation to duration of studying English, although students with long duration reported using LLSs most frequently.

Regarding each strategy categories, the findings indicated that there were a statistical significant differences between second and third-year students' use of memory strategy t (56) =2.20, p = .03, cognitive strategy t (56) = 2.24, p =.03, metacognitive strategy, t (56) = 2.68, p = .011, and social strategy t (56) = 2.18, p = .03.

On the other hand, no statistical significant differences were found between second and third-year WSU English major students' use of LLSs on compensation strategy t (56)= -1.80, p = .08 and affective strategy t (56) = .73, p = .47.

Except compensation strategy, where third-year students uses of LLSs is greater, in the rest five strategy categories (memory, cognitive, metacognitive, affective and social), second-year students use language learning strategies in a better way than third-year students.

The result of the study was similar to Ramireza's (1986) finding that the result was statistically significant for metacognitive strategies in favor of students in the second-year.

4.3.6. Summary

The outcomes of the study, as well as the important findings of WSU English major students' usage of LLSs are summarized in this part. According to the descriptive statistics for overall strategy use, participants used a medium level of strategy. The statistics also revealed that each of the six strategy groups was used to a medium extent. The findings revealed that WSU English major students used LLSs moderately in the following order: social, metacognitive, cognitive, memory, affective and compensation strategies.

WSU English major students preferred social and metacognitive strategies the most; yet, compensation strategy was the least preferred strategy by the students. The preference for metacognitive and social strategies by the respondents could be explained by their age and educational level. Because the study's participants were English majors who were learning English as a foreign language, they might have managed their time and planned their activities ahead of time. They might also have been conscious of the rigors of university life and have adapted to their new circumstances by managing their learning and forming social contacts with other students, as they shared many things in the institution.

The finding revealed no significant differences between male and female WSU English major students in using the overall or all the six categories of LLS.

Despite the fact that the differences between male and female participants in all categories of LLS were not statistically significant, females were shown to be slightly better users of LLSs in compensation and affective strategies when learning English as a foreign language. Male students slightly outperformed female students in four LLS categories: memory, cognitive, metacognitive and social.

Pearson's r correlation coefficient result identified a statistical significant relationship between WSU English major students' strategy use and their academic achievement score. The finding revealed that academic achievement and overall strategy use had a medium positive relation, with high achievement scores was being associated with high overall strategy use and vice versa. All the six strategy categories (memory, cognitive, compensatory, metacognitive, affective, and social) were shown to have a statistically significant relationship with academic achievement score.

The relationship between overall strategy utilization and academic achievement score among female students did not have a statistical significant association. A small, positive relationship existed between the two variables, with higher achievement scores in female students being associated with higher overall strategy utilization, and vice versa. Except cognitive strategy, the utilization of five categories of LLS (memory, compensation, metacognitive, affective and social) and academic achievement score were not statistically significant.

There was a statistical significant relationship between WSU male English major students' overall strategy use and academic achievement score. There was a high positive association between the two variables, a higher achievement scores in male students were associated with higher overall strategy utilization, and vice versa. Except for the memory strategy, that had no statistical significant association between male students' strategy use and academic achievement score, the other five strategies: cognitive, compensation, metacognitive, affective and social strategies had statistical relationships with academic achievement score.

For second-year English major students, the overall strategy use and academic achievement score correlation was not statistically significant. A small positive relationship existed between the two variables, with a higher achievement score in second-year students is being related to higher overall strategy use and vice versa. There was no statistical relationship between the six categories of LLS and achievement score for WSU second-year English major students.

The overall strategy utilization and academic achievement score relationship was statistically significant for third-year English major students of WSU. Higher achievement scores in third-year students were linked to lower overall strategy use, and vice versa. The finding also showed a significant relationship between five LLS categories (memory, cognitive, metacognitive, affective and social) and achievement score for WSU third-year English majors.

In this study, a statistical significant difference was revealed between second and third year WSU English major students' use of overall LLS. There were statistical significant differences in students' use of memory, cognitive, metacognitive, and social strategies between second and third year students. In contrast, no statistical significant variations was identified between second and third year students’ use of compensation and affective strategies.

With the exception of compensation strategy, where third-year students utilize LLSs more, second-year students employed LLSs better than third-year students in the remaining five strategy categories (memory, cognitive, metacognitive, affective, and social).

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The purpose of this study, as stated in previous chapters, was to investigate students' usage of language learning strategies using a mixed approach. Three types of data collection tools were employed to fulfill the study's main objectives: a questionnaire, an interview, and a documentary source. Chapter four came up with a number of findings that were presented, interpreted, and discussed. This chapter has summarized the main findings of the study. Conclusions are drawn based on the findings and then recommendations are suggested.

5.2. Summary

This part attempts to summarize the main findings of this study. Thus, the following are the main findings of the study:

- The descriptive statistics for overall strategy use revealed that students used a moderate amount of strategy: M=3.30, SD=.41. This suggests that WSU English major students employed moderate/average LLSs when learning English as a foreign language.
- Social and metacognitive strategies were the most preferred strategies, with the same mean score of 3.37 but differing standard deviation values of 0.73 and 0.59 respectively. Meanwhile, compensation strategy was the least reported strategy with a mean of 3.16.
- The outcomes of this study also revealed that all the six categories of strategies (memory, cognitive, compensatory, metacognitive, affective, and social) were used on a medium frequency level, with mean statistics ranging from 3.16 to 3.37.
- The order of strategy use as reported by respondents from the most used to the least used was as follows: social strategy (M = 3.37, SD = .73), metacognitive strategy (M = 3.37, SD = 0. 59), cognitive strategy (M = 3.35, SD = 0.49), memory strategy (M=3.27, SD = 0.56), affective strategy (M = 3.23, SD = 0.61) and compensation strategy (M = 3.16, SD = 0.59).
- In the study, neither high nor low range of strategy utilization was discovered for each of the six categories of LLS.

- The independent t-test demonstrated no significant difference in using the overall LLS in general between male: M = 3.32, SD =.38 and female: M = 3.27, SD =.45 students, t (56) = -.45, p =.66. The difference in means was minor (eta squared=.01).
- The finding revealed that there was no statistical significant difference between male and female participants in all the six categories of LLS: memory strategy t (56) = -.26, p =.79, cognitive strategy t (56) = -.83, p =.41, compensation strategy t (56) 1.34, p = 19, metacognitive strategy t (56) = -.77, p =.44, affective strategy t (56) =.09, p =.93, and social strategy t (56) = -.38, p =.142.
- The relationship between the participants' overall use of LLS and their academic achievement score was evaluated using Pearson's r correlation coefficient. [r=.484, n=58, p =.000] was the relationship between participants' strategy use and their academic achievement score. This meant that there was a statistical significant relation between the two variables.
- All the six strategy categories had a statistical significant relationship with academic achievement score.
- An independent sample t-test was used to investigate if there was a difference in the use of language learning strategies between second and third-year English major students of WSU. The independent t-test demonstrated a significant difference in using the overall LLS between second-year students with an average score: M = 3.49, SD =. 33 and third-year students' score: M = 3.23, SD =.42, t (56) = 2.26, p =.03. The size of the disparities in the means (eta squared=.08) was moderate.
- In this study, students' choice of an overall learning strategy was significantly influenced by year of study. Generally, second-year students employed more language learning strategies than third-year students, according to the findings.
- There were statistically significant variations between second and third-year English major students' use of memory strategy t (56) = 2.20, p =.03), cognitive strategy t (56) = 2.24, p =.03), and metacognitive strategy t (56) = 2.68, p =.01), and social strategy t (56) = 2.18, p =.03.
- No statistical significant differences were found between second and third-year English major students’ use of LLSs on compensation strategy t (56) = -1.80, p = .08 and affective strategy t (56) = .73, p = .47.

- Except for compensation strategy, where third-year students use LLSs more, second-year students utilize language learning strategies better than third-year students in the remaining five strategy categories (memory, cognitive, metacognitive, affective, and social).

5.3. Conclusions

Based on the main findings of this study, the following conclusions were made.

1. The findings revealed that the overall frequency of LLS usage by WSU English major students was in the medium range level. Neither high nor low range of LLS usage was identified in the six categories of LLS in this study. The overall as well as the six categories of LLSs usage showed English major students of WSU sometimes used LLSs when they were learning English as foreign language. The finding by most studies that identified students' medium use of LLS is also supported by this study.
2. Despite the fact that all six categories of LLSs overlap at a moderate level of usage, WSU English major students prioritized social and metacognitive strategies when learning English as a foreign language. However, WSU English majors ranked compensation strategy as the least preferred strategy type. The finding of most studies on the preference of metacognitive and social strategies by participants is also supported by the current study.
3. There was no statistically significant difference in the overall use of LLS between male and female WSU English major students. The findings by most studies that revealed there was difference in LLSs usage by male and female students is not supported by this study. According to the majority of EFL research findings, female learners employ much more strategies than male learners. However, in this study, male WSU English major students' LLSs employment outperformed female students' LLSs usage by a small amount despite lack of a significant difference.
4. There was no significant difference in the use of each of the six types of language learning strategies between male and female students of WSU English majors. Female students outnumbered male students in the use of compensation and affective strategies. Whereas, male students outperformed female students in utilizing the remaining four categories: memory, cognitive, metacognitive and social strategies.

5. The finding to the relationship between academic achievement and overall LLSs' utilization revealed that there was a statistical relationship between the two variables.
6. There were statistical significant relationship between achievement score and all types of language learning strategies' use. This study supports the findings of most studies that revealed there was a relationship between academic achievement and usage of LLSs.
7. There was a statistically significant difference in the deployment of overall LLS between second and third-year English majors at WSU. The findings revealed that second-year students used LLSs more than third-year students. The findings of this study supported the findings of most studies that identified year of study had an effect on students' use of language learning strategies. However, it does not support the findings of most studies that showed more advanced learners utilized more LLSs.
8. The result also identified a statistical significance difference between second and third-year WSU English major students' use on memory, cognitive, metacognitive and social strategies. However, no statistical significance difference was revealed between second and third-year students in employing compensation and affective strategies. Second-year students' usage in five strategy categories (memory, cognitive, metacognitive. affective and social strategies) outreached third-year students' usage. Nevertheless, third-year students' compensation strategy utilization was noticed far better than second-year students' utilization.

5.4. Recommendations

Based on the main findings of the study the following recommendations are made:

- The study's findings revealed that students used LLSs in a moderate level. As a result, in order to help students employ LLSs more frequently, awareness increasing should be done to improve students' usage of LLSs so that they can improve their proficiency and success in learning English as a foreign language. Therefore, EFL students should receive appropriate training on how to effectively apply strategies to improve their language learning and success as needed. Nyikos (1996) stressed the importance of strategy awareness for students in that "learners must gain awareness in order to exert the metacognitive control necessary to manage learning" (p. 111). This awareness can be created by allowing students to be introduced to various language learning strategies through induction training before beginning English courses.

- Teachers, on the other hand, should also be aware of the language learning strategies in order to adequately assist students to be successful in their language learning. After being acquainted with the available LLSs, teachers should then introduce these strategies to students by giving an induction training on LLSs before beginning a course and including them as an appendix in different students' modules and course materials to help students become aware of the language learning strategies. Understanding students’ strategies and goals is one possible way for EFL teachers to properly aid their students' language learning process. In doing this, teachers can then arrange classes and modify instruction to the most appropriate and effective ways for their students. As a result, it is recommended that teachers provide explicit instructions on LLSs. The reachability component of LLS is supported by researchers (e.g., Green & Oxford, 1995; O'Malley & Chamot, 1990; Oxford, 1990; Oxford & Nyikos, 1989). According to Chamot (1999), integrating LLSs into each portion of a lesson allows students to become more conscious of LLSs in the learning processes.
- Teachers should also be acquainted with the necessary knowledge on how to assess strategies used by their students. As Oxford (2001) stated, examining students' strategies use can reveal a broader understanding of their strategies use. Therefore, English language Teachers/instructors should have knowledge on how to identify students’ language learning strategies use.
- EFL policy makers should emphasize the necessity of employing a variety of strategies to EFL teachers and other stakeholders in the field of education. Having a deeper grasp of the learning strategies can assist policy makers in developing curriculum and syllabuses from which lesson plans can be generated to improve the learning environment for students. As a result, policy makers should include mandatory training sessions and conferences for EFL educators and concerned bodies to aid in the development of a better understanding of language learning strategies.
- Syllabus and curriculum designers should understand the usefulness of LLSs in the teaching learning process. It helps these concerned bodies to consider the inclusion of these LLSs in

English course materials as an appendix in order to help both teachers and students become aware of the language learning strategies.

- This study used a mixed approach, with the quantitative data obtained from Oxford's (1990) SILL self-reported questionnaires and the qualitative data obtained from an interview in order to collect data, future research studies should use various data gathering instruments such as think-aloud protocol, observation, and diaries.
- Conducting an experimental study to assess the effect of strategy instructions on students' use of LLSs is another area of future research. The bulk of LLSs studies undertaken in EFL contexts are descriptive in their nature. This study suggests using an experimental research design with a control and an experiment group, with one group receiving strategy-based instructions and the other not. A study like this would tell teachers if their efforts in strategy instruction are having an effect on students' strategy utilization.
- The current study focused on WSU English majors who were learning English as a foreign language. Future research studies may include a replication of the study on a variety of subjects across different departments within the same universities as well as across different universities and other educational settings, in order to make the findings more generalizable to a larger population of participants who are learning English as a foreign language. The ability to achieve consistency and verified knowledge, according to Oxford (1994), is determined by how replicable the research is within and across different groups of learners.
- Further studies, into the strategies usage by English teachers/instructors should be conducted, as they learn a lot in the process of teaching. This, in reality, contributes to the comparison and contrast of teachers' and students' LLSs. This aids in how teachers' strategies correspond to students' preferred learning strategies. Such researches will help to better understand the effect of teachers' strategies choice on students’ preference. It also helps teachers to understand a certain types of strategies could be employed based on the type of tasks and activities which students are performing.
- A longitudinal study should be undertaken over a longer period of time and with a greater number of students to look into topics such as language learning strategy use and student development over time, as well as the influence of various variables on language learning strategy use.

- For a better understanding of individual differences in strategy utilization, other variables such as motivation, cultural backgrounds, belief, learning styles, proficiency level, and so on should be investigated in addition to gender, year of study, and academic achievement to see their effect on participants' choice and use of language learning strategies.

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APPENDICES

Appendix- A: Students' Questionnaire

SELF-REPORT QUESTIONNAIRE

Dear student,

This questionnaire is designed to gather relevant data for a research purpose on English language learning strategy use. The findings of the study are hoped to contribute to various purposes of the teaching and learning of English. The truthfulness of your responses will make the requisite contributions to the validity of the study. You are, therefore, cordially requested to provide accurate information and to be honest in your responses. Please do not write your name. I would like to let you know that any information you provide in this questionnaire will be kept strictly confidential. It will be used only for this study.

Thank you in advance

Part A: General information

Instruction one: Complete the Following Background Information accordingly.

1. Gender: Male ☐ Female ☐

2. Year of learning: I ☐ II ☐ III ☐

Part B: Strategy Inventory for Language Learning (SILL)

Instruction two: Please read the sentences and answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There is no right or wrong answer .Put a tick (√) inside the table to describe how often you use the strategies.

Information about frequency indicators:

Never or almost never true of me (means the statement is very rarely true of you)

Usually not true of me (means the statement is true less than half the time)

Somewhat true of me (means the statement is true about half the time)

Usually true of me (means the statement is true more than half the time)

Always or almost always true of me (means the statement is true of you almost always)

	LANGUAGE LEARNING STRATEGIES	Never true of me	Usually not true of me	Some what true of me	Usually true of me	Always true of me
	PART A (MEMORY)					
1	I think of relationships between what I already know and new things learn in English.					
2	I use new English words in a sentence so that 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.					
6	I use flashcards to remember new English words.					
7	I physically act out new English words.					
8	I review English lessons often.					
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street display.					
	PART B (COGNITIVE)					
10	I say or write new English words several times.					
11	I try to talk like native English speakers.					
12	I practise the sounds of English.					
13	I use the English words I know in different ways.					
14	I start conversations in English.					
15	I watch English language TV shows spoken in English or go to the movies spoken in English.					
16	I read for pleasure in English.					
17	I write notes, messages, letters or reports in English.					
18	I first skim-read an English passage (read over the passage quickly), then go back and read carefully.					
19	I look for words in my own language that are similar to new words in English.					
20	I try to find patterns in English.					
21	I find the meaning of an English word by dividing it into parts that I understand.					
22	I try not to translate word for word.					
23	I make summaries of information that I hear or read in English.					
	PART C (COMPENSATION)					
24	To understand unfamiliar English words I make guesses.					
25	When I can't think of a word during a conversation in English, I use gestures.					
26	I make up new words if I do not know the right ones in English.					
27	I read English without looking up every new word.					
28	I try to guess what the other person will say next in English.					
29	If I can't think of an English word, I use a word or phrase that means the same thing.					

	LANGUAGE LEARNING STRATEGIES	Never true of me	Usually not true of me	Some what true of me	Usually true of me	Always true of me
	PART D (METACOGNITIVE)					
30	I try to find as many ways as I can to use my English.					
31	I notice my English mistakes and use that information to help me do better.					
32	I pay attention when someone is speaking English.					
33	I try to find out how to be a better learner of English.					
34	I plan my schedule so that I will have enough time to study English.					
35	I look for people I can talk to in English.					
36	I look for opportunities to read as much as possible in English.					
37	I have clear goals for improving my English skill.					
38	I think about my progress in learning English.					
	PART E (AFFECTIVE)					
39	I try to relax whenever I feel afraid of using English.					
40	I encourage myself to speak English even when I am afraid of making a mistake.					
41	I give myself a reward or gift when I do well in English.					
42	I notice if I am nervous when I am studying or using English.					
43	I write down my feelings in a language learning diary.					
44	I talk to someone else about how I feel when I am learning English.					
	PART F (SOCIAL)					
45	If I do not understand something in English, I ask the other person to slow down or say it again.					
46	I ask English speakers to correct me when I talk.					
47	I practise English with other students.					
48	I ask for help from English speakers.					
49	I ask questions in English.					
50	I try to learn about the culture of English speakers.					

Source: Oxford (1990a)

Appendix- B: Interview Questions for Students

Good morning/afternoon!

First I would like to appreciate your cooperation and willingness to the interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to actively participate on the required information.

Therefore, I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

Direction: Please respond to these questions acordingly.

1. What techniques do you use to remember a new English word?

2. What kind of techniques do you use to improve your English language for each language skills?

3. When you can't think of a word during a conversation in English, what do you do?

4. To be a better learner, what strategies do you employ?

5. What kinds of device do you employ to control over your emotions and attitudes when you speak in front of people such as during presentation?

6. If you do not understand something in English, what sort of strategies do you employ?

Appendix- C: Sample Interview Transcript with Student-1

Interviewer: First I would like to appreciate your cooperation and willingness to the interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to actively participate on the required information.

Q1: What techniques do you use to remember a new English word?

Student 1: I try to remember some words well which have similar meaning with the one I have forgot. If I cannot find the exact word to express what I want to say, I try to replace by another one which can express for me.

Int: When you say replacing by another one do you mean you have vocabulary storage in your mind and you bring the one which have similar meaning with the one that you intended to use? Do you mean like that?

S_1: I don't have that much very good vocabulary skill but use what I have

Int: Okay you select from what you have?

S_1: Yeah

Int: Ok. Thank you!

Int: Q2. What kind of techniques do you use to improve your English language for each language skills?

S_1: For Listening, I try to Listen different tutorials found on YouTube and other websites regarding English language and so on. So I try to listen those things and try to develop.

Int: What else do you usually do? Do you have a habit of exposing yourself to different medias Like BBC,CNN, and other English broadcasting medias?

S_1: There are some materials that were previously uploaded to BBC, English learning dot com, so the materials were downloaded by some of previous students of English language and I have tried to collect those files. I sometimes try to sit and listen those things and read those materials.

Int: what about Listening or attending to news in TV and Radio? Do you have a habit of Listening?

S_1: No, I don't actually have that experience to news but I wish to have.

Int: Ok what about when you want to improve your speaking skill?

S_1: Yeah, I try to practice what I hear from YouTube and from those who gives tutorials on different websites or YouTube channels regarding English language and then I try to apply what I hear from people. On the other hand, I have friends in different social medias like telegram and messenger and we try to discuss different issues and we share our personal life experiences and things like that and we call each other,we send voice messages to each other and try to use these chances to improve my speaking skill.

Int: So most of the time, you use telephone conversation when you intend to improve

S_1: Yeah.

Int: Good. Ok coming to writing how can you develop your writing skill?

S_1: yeah the most things that help me develop my writing skill is the email that I exchange to my sponsor.

Int: The E-mail?

S_1: yeah Emmm… she was caring with my English skill since my childhood and then I have tried to develop my English writing skill by the e-mail we exchange. We write long e-mail each other and that help me very well and also we used to write letters. I used brail since my childhood and we use letters and latters when I joined university we took different courses regarding writing skills: Intermediate writing skills, Basic writing skills and Advanced writing skill. So I use these courses to improve my writing skills that helped me very well really.

Int: So you are helped a lot from this skill.

S_1: Yeah

Int: How about developing your grammar skill?

S_1: Yeah. Emm… Actually about grammar skill in this university, I believe that it was not given much attention, so I have tried to develop with my effort regarding grammar. Form the beginning, I tried to read different books, prepared note books. Actually. some materials are very short materials grammar materials, and there are different brail materials in the library. When I was in German church school, my focus was to develop English skills because of my sponsor that she wants me develop my English skills and so I tried to focus on grammar one that I gave primary to improve my English.

Int: Q3. When you can't think of a word during a conversation in English, what do you do?

S_1: Yeah, as I told you ,I try to find another word that can replace for me.

Int: what about using gestures?

S_1: yeah I am not familiar with those things, so I don't use them totally. So I try to find another word.

Int: Okay good.

Int: Q4. To be a better learner, what strategies do you employ?

S_1: Yeah for me, I try to be a good reader. When you read you develop new words to remember word and also that help you develop your speaking skill and your writing skills. Because you become richer in words and vocabulary skills writing and different skill that help you and also you get different knowledge regarding what you learn. So I prefer to be a good reader.

Int: ok Emm… what about planning?

S_1: Yeah, I like those things actually but I don't have that habit currently, but in the future what I want to develop is such kind of habit, so currently this is what I wish.

Int: what about asking other people about your English?

S_1: I have never tried.

Int: what about self-evaluation?

S_1: I see some differences from what I had previously. I just see something difference while speaking or understands what I read. So there are some improvements from time to time but not as expected.

Int: Good thank you!

Int: Q5. What kinds of devices do you employ to control over your emotions and attitudes when you speak in front of people such as during presentation?

S_1: I simply try to come down when I am nerves or things like that. So I try to stabilized myself and Instead of trying to speak, I took a deep breath.

Int: what other things you do?

S_1: Yeah that was the only things I do.

Int: Q6. If you do not understand something in English, what sort of strategies do you employ?

S_1: Yeah firstly I try to see the context around that word. If the context gives me hint, then I try to guess what word means?

Int: What else?

S_1: I ask my partners to say it again and to explain it again.

Int: Good. These were what I had. Thank you very much!!!

Appendix- D: Independent Samples Test Result of Female and Male Students

Independent Samples Test

Category of LLSs		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Memory Strategy	Equal variances assumed	.495	.485	-.260	56	.796	-.03894	.14982	-.33906	.26117
	Equal variances not assumed			-.253	44.272	.802	-.03894	.15421	-.34968	.27180
Cognitive Strategy	Equal variances assumed	.659	.420	-.826	56	.412	-.10802	.13079	-.37002	.15398
	Equal variances not assumed			-.834	51.327	.408	-.10802	.12953	-.36801	.15198
Compensation Strategy	Equal variances assumed	.237	.628	1.343	56	.185	.21119	.15725	-.10381	.52620
	Equal variances not assumed			1.304	44.152	.199	.21119	.16197	-.11520	.53758
Meta cognitive Strategy	Equal variances assumed	.826	.367	-.773	56	.443	-.12200	.15782	-.43815	.19414
	Equal variances not assumed			-.760	46.518	.451	-.12200	.16055	-.44508	.20107
Affective Strategy	Equal variances assumed	.179	.674	.094	56	.925	.01552	.16512	-.31525	.34629
	Equal variances not assumed			.095	51.885	.924	.01552	.16295	-.31148	.34253
Social Strategy	Equal variances assumed	.015	.903	-.721	56	.474	-.14175	.19652	-.53542	.25192
	Equal variances not assumed			-.718	48.787	.476	-.14175	.19750	-.53867	.25518
Overall Strategy	Equal variances assumed	.226	.636	-.446	56	.658	-.04902	.11002	-.26941	.17137
	Equal variances not assumed			-.435	45.096	.666	-.04902	.11276	-.27612	.17808

Appendix- E: Independent Samples Test Result of Second and Third-Year students

Independent Samples Test

Category of LLSs		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Memory strategy	Equal variances assumed	.642	.427	2.201	56	.032	.34888	.15847	.03142	**.66633**
	Equal variances not assumed			2.356	31.360	.025	.34888	.14806	.04704	**.65071**
Cognitive strategy	Equal variances assumed	.474	.494	2.241	56	.029	.31122	.13890	.03297	**.58948**
	Equal variances not assumed			2.213	26.507	.036	.31122	.14066	.02237	**.60008**
Compensation strategy	Equal variances assumed	.002	.963	-1.803	56	.077	-.30853	.17115	-.65139	**.03433**
	Equal variances not assumed			-1.866	29.141	.072	-.30853	.16537	-.64669	**.02962**
Meta cognitive strategy	Equal variances assumed	2.495	.120	2.682	56	.010	.44147	.16458	.11178	**.77116**
	Equal variances not assumed			3.044	35.996	.004	.44147	.14501	.14738	**.73556**
Affective strategy	Equal variances assumed	.156	.695	.731	56	.468	.13244	.18110	-.23035	**.49523**
	Equal variances not assumed			.638	21.491	.530	.13244	.20768	-.29885	**.56373**
Social strategy	Equal variances assumed	1.712	.196	2.183	56	.033	.45585	.20885	.03747	**.87423**
	Equal variances not assumed			2.291	30.038	.029	.45585	.19897	.04953	**.86218**
Overall Strategy	Equal variances assumed	.284	.596	2.262	56	.028	.26298	.11625	.03009	**.49586**
	Equal variances not assumed			2.532	34.820	.016	.26298	.10384	.05212	**.47383**

Appendix- F: The Cumulative Grade Point Average (CGPA) of Second-year English Majors

Wolaita Sodo University

College of Humanities, Journalism and Communication

Bachelor of Arts in English Language and Literature

Semester Academic Status Report

Academic Year 2021 Year II Semester I

N0.	Code	Gender	Class Year	CGPA
1	205	Male	2nd Year	2.75
2	215	Male	2nd Year	3.30
3		Male	2nd Year	1.98
4	214	Male	2nd Year	2.84
5	208	Male	2nd Year	2.81
6	211	Male	2nd Year	2.85
7	202	Male	2nd Year	2.96
8	209	Male	2nd Year	2.72
9	206	Male	2nd Year	2.64
10	201	Female	2nd Year	2.50
11	212	Male	2nd Year	2.87
12	207	Male	2nd Year	2.73
13	213	Male	2nd Year	2.93
14	203	Male	2nd Year	3.08
15	210	Male	2nd Year	3.21
16		Male	2nd Year	2.64
17	216	Male	2nd Year	2.96
18	204	Male	2nd Year	3.11

Appendix- G: The Cumulative Grade Point Average (CGPA) of Third-year English Majors

Wolaita Sodo University

College of Humanities, Journalism and Communication

Bachelor of Arts in English Language and Litreature

Semester Academic Status Report

Academic Year 2021 Year III Semester II

No.	Code	Gender	Class Year	CGPA
1	309	Male	3rd Year	3.01
2	306	Male	3rd Year	3.18
3	305	Female	3rd Year	3.25
4	330	Male	3rd Year	3.28
5	332	Male	3rd Year	3.62
6	328	Male	3rd Year	3.26
7	326	Male	3rd Year	2.68
8	302	Female	3rd Year	2.85
9	324	Male	3rd Year	3.00
10	327	Male	3rd Year	2.89
11	301	Female	3rd Year	2.89
12	303	Male	3rd Year	2.64
13		Male	3rd Year	3.56
14	325	Female	3rd Year	2.22
15	331	Male	3rd Year	3.20
16	304	Female	3rd Year	3.00
17	312	Male	3rd Year	2.80
18	341	Female	3rd Year	2.97
19		Male	3rd Year	2.48
20	311	Male	3rd Year	3.44
21	329	Female	3rd Year	2.85
22	342	Female	3rd Year	3.00
23	340	Female	3rd Year	2.78
24	307	Male	3rd Year	2.65
25	316	Male	3rd Year	3.44
26	308	Female	3rd Year	3.40
27	310	Male	3rd Year	2.79
28	313	Female	3rd Year	3.22
29	315	Female	3rd Year	3.24
30	339	Female	3rd Year	2.75
31	314	Female	3rd Year	2.80
32	338	Female	3rd Year	3.14

33	335	Female	3rd Year	2.80
34	334	Female	3rd Year	2.84
35	337	Female	3rd Year	2.83
36	322	Male	3rd Year	2.87
37	319	Male	3rd Year	3.24
38	336	Female	3rd Year	2.98
39	323	Male	3rd Year	3.46
40	320	Female	3rd Year	2.73
41	333	Female	3rd Year	2.98
42		Male	3rd Year	2.96
43	317	Male	3rd Year	3.67
44		Male	3rd Year	2.85
45	321	Female	3rd Year	3.14
46	318	Female	3rd Year	3.15

Appendix H: An Informed Consent for the Student

Informed Consent

The Researcher: My name is Dagim Degissew and I am a PhD student at Addis Ababa University in Foreign languages and Literature department. I am conducting a mixed (both qualitative and quantitative) approach research study on "Assessing Students' Use of Language Learning Strategies in Learning EFL": The Case of English Majors of WSU.

Your Participation: You will be asked to participate in filling a questionnaire and responding to an interview (if you are included). You will be asked questions about your use of language learning strategies. You can ask any question for more clarity and clarification. At any time you may notify the researcher that you would like to stop your participation in the study. There is no penalty for discontinuing the participation.

Benefits and Risks: The benefit of your participation is to contribute information about your use of language learning strategies when learning English as a foreign language. There are no risks associated with participating in the study.

Confidentiality: The interview will be tape recorded; however, your name will not be recorded on the tape. Your name and identifying information will not be associated with any part of the written report of the research. All of your information and interview responses will be kept confidential. The researcher will not share your individual responses with anyone other than the research supervisor.

If you have any questions or concerns, please contact me in person or via cell phone: +251912468195.

By signing below I acknowledge that I have read and understand the above information. I am aware that I can discontinue my participation in the study at any time if there are inconveniences.

Signature________________________ Date________________

Appendix I: A Request Letter to Use the SILL Questionnaire

Asking permission to use the SILL instrument.

Dagim Degissew <ddegissew@gmail.com> Feb 15, 2022, 5:09 PM
to rebeccaoxford

Dear Dr. Oxford,

I am a doctoral student at Addis Ababa University which is located in Ethiopia, Africa. My reason for writing to you is to request you to use your survey instrument, Strategy Inventory for Language Learning (SILL) version 7.0. The title of my thesis is" *Assessing* Students' Use of Language Learning Strategies in Learning EFL": The Case of English Majors of Wolaita Sodo University. This study will assess students' use of language learning strategies in learning English as a foreign language at Wolaita Sodo University, moreover, the study will look into the relationships of language learning strategies and affecting variables such as; gender, year of study and academic achievement.

I hope you will accept my request and write to me your consent to use the instrument.

I look forward to hear from you soon,

Sincerely,

Dagim Degissew

Email- ddegissew@gmail.com

Telephone: 251912468195/

25194278311

Addis Ababa

Ethiopia

Appendix J: A Permission Letter to Use the SILL Questionnaire

Asking permission to use the SILL instrument.

Rebecca Oxford Apr 18, 2022, 10:49 PM (16 hours ago)
to me

Dear Dagim,

Did I ever respond to you? I would be happy to provide permission for you to use my instrument, if I did not provide it earlier.

Warmest wishes,

Dr. Oxford