

Language Learning Strategies to Improve English Speaking Skills among High School Students: A Case Study at Vo Minh Duc High School in Binh Duong Province, Viet Nam

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Abstract : The role of language learning strategies in second language acquisition has received increased attention across several disciplines in recent years. Language learning strategies have been shown to occur in many studies over the passing years with the aim of improving the efficiency of language learning. Following previous studies, this study endeavors to scrutinize language learning strategies employed by the students at Vo Minh Duc high school and the effect of motivation on students' learning strategy choices. The responses are examined quantitatively and qualitatively to enhance their validity and reliability. Data are collected from 342 students' responses to the questionnaire, interviews with ten teachers and fifteen students, and classroom observations. The findings reveal that students' motivation has an enormous impact on the choice of language learning strategies. The results simultaneously show that students use many language learning strategies to enhance their communicative competence, but the most frequently used ones are cognitive and affective ones. Significant correlations among types of learning strategies and the influence of motivation on the choices of language learning strategies were consistent with previous studies. The study's results are expected to be beneficial to teachers of English and students in terms of narrowing the gap between the students' language learning strategies and their teaching methodologies preferences and sketching out the best strategies to enhance students' speaking skills. The implications of these findings and the importance of viewing learners holistically are discussed, and recommendations are made for ongoing research.

Keywords : learning strategies, speaking skills, memorization strategies, cognitive strategies, affective strategies

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