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# The Impact of Learning Strategies on Students' Academic Achievements:

# The Case of Second-Year LMD Students at University of 8 Mai 1945, Guelma.

A Dissertation submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for Master's Degree in Language and Culture

**Board of Examiners**

**Chairwoman: Mrs. Rima MENIDJEL (MAA)** — **University of 08 Mai 1945, Guelma**

**Supervisor: Dr. Kawther HIMOURA (MCB)** — **University of 08 Mai 1945, Guelma**

**Examiner: Mrs. Meriem BOUBADRA (MAB)** — **University of 08 Mai 1945, Guelma**

**Submitted by:**

Ms. Bochra BEKHAIRIA

**Supervised by:**

Dr. Kawther HIMOURA

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# Dedication

*Before all, I thank God for the countless gifts He has bestowed upon me.*

## *I dedicate this work ,*

### *To my paradise, my mother*

*Whatever I do or say, I will never be able to thank you as you deserve. You have always been my school of patience, trust, and above all, hope and love. Your affection envelops me, your kindness guides me, and your presence by my side has always been my source of strength to face various obstacles. You are and will always remain for me my reference and the light that illuminates my path. May GOD bless you with health, happiness, and grant you a long life.*

### *To my super hero, my dad "Salah"*

*You have always been by my side to support and encourage me. You have never stopped praying for me and helping me so that I could achieve my goals. You have always been for me an example of a respectful, honest father, a meticulous person, and I want to honor the man that you are. Thanks to you, Dad, I have learned the meaning of work and responsibility. I want to thank you for your love, generosity, and understanding. I love you, Dad, and I pray to Allah to grant you good health and a long, happy life.*

## *To my dearest…*

*To my precious gem, my confidante, my soulmate,* ***Hanene****, who left us too soon, the sister who fulfilled her role so well. These few lines can never convey the deep love I have for you. May Almighty God welcome you into His vast eternal paradise and may your soul rest in peace.*

## *To my dearest sisters Radja, Loubna, and Chiraz,*

*No dedication can express my love and gratitude for having you as my sisters. I wish you much success, prosperity, and a life full of joy and happiness. May God keep you for me.*

## *To my nieces Baraa and Baissan,*

*Having nieces is the most beautiful gift a sister can give you. I love you very much. May God bless you, my little princesses.*

## *To my stepbrother Raouf,*

*Thank you for your encouragement and support my brother, I am grateful to have you as my stepbrother. Thanks for your unconditional kindness and generosity.*

***To the candle*** *that lights my life, to my faithful support, to whom was my strength at the time of my weakness and my laughter in the midst of my weeping, to whom was my shadow when I was tired, to the man of my life who never lets me alone. Thank you for being my partner and my cheerleader. You have kept me going, even when the road seemed long and arduous, even when I act crazy sometimes.*

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*I dedicate this work to the girl who stood strong, patient, resilient, and unbreakable in face of pain, pressure, sickness and hardship, to myself.*

*This thesis serves as a proof of my capacity to turn challenges into triumphs and to shine even in the darkest of times. To the person I am today and to the person I aspire to be.* ***Congratulations****, you made it!*

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## Abstract

This study examines the impact of learning strategies on the academic achievements of second-year LMD students at the University of 8 Mai 1945, Guelma. Utilizing a quantitative approach, data were collected through questionnaires completed by 65 students. The research aims to identify which learning strategies correlate with higher academic performance. The analysis reveals that social learning strategies, such as collaborative learning and peer discussions, are the most commonly used and are significantly associated with better academic outcomes. The findings suggest that students who actively engage in social learning activities tend to achieve higher academic success. This study contributes to the broader understanding of the role of learning strategies in academic achievement and offers practical recommendations for educators to integrate social learning strategies into their teaching practices to enhance student performance.



**Keywords:**

Social Learning Strategies; Academic Performance; Quantitative Research; Collaboration Learning; Educational Practices.

## LIST OF ABBREVIATIONS

**CL:** Cognitive Learning

**CLSs:** Cognitive learning strategies

**SLSs:** Social Learning Strategies

**CL:** Cooperative Learning

**IBL:** Inquiry-based Learning

**GBL:** Game-Based Learning

**SES:** Socio-economic Status

**SDL:** Self Directed Learning

**AR:** Augmented Reality

**VR:** Virtual Reality

**PBL:** Project-Based Learning

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# General Introduction

## 1. Background of the Study

Education plays a fundamental role in individual and societal progress, acting as a pathway for gaining knowledge, skill development, and achieving future prosperity. As education continues to adapt and change, the pursuit of academic excellence remains incredibly important. It holds immense value for both teachers and students, as they explore the various elements that impact academic achievement. Among these factors, the role of learning strategies in enhancing academic achievement has been a significant focus in educational research. Learning strategies are techniques, approaches, or deliberate actions that students use to facilitate the acquisition, storage, retrieval, and use of information. Understanding these strategies is crucial, particularly in higher education, where students are expected to be more autonomous in their learning processes. At the University of 08 Mai 1945, Guelma, the Department of English is dedicated to providing quality education to its students. Despite this commitment, variations in academic performance are evident among second-year students. This study seeks to explore the impact of different learning strategies on these students' academic achievements, aiming to identify effective practices that can be promoted to enhance overall student performance.

## 2. Statement of the Problem

In the academic realm, the efficacy of learning strategies in improving student performance is well-recognized. However, within the specific context of second-year LMD students at the University of 8 Mai 1945, Guelma, there exists a notable gap in understanding which particular strategies are most effective and how they impact academic outcomes. While social learning strategies, including collaborative learning and peer discussions, are frequently discussed in educational literature as potentially beneficial, their practical application and

direct influence on student achievement in this setting require further exploration. Currently, there is limited empirical research that investigates the extent to which students actively employ these social learning strategies. Additionally, there is a critical need to ascertain whether engagement in these strategies correlates positively with improved academic performance among second-year LMD students.

This gap in knowledge poses challenges for educators and administrators who aim to implement evidence-based teaching practices that effectively support student learning and success. Furthermore, the absence of localized studies examining the effectiveness of these strategies within the framework of the University of 8 Mai 1945, Guelma, impedes the development of tailored educational interventions and hinders the optimization of teaching methodologies. Therefore, this study endeavors to address these gaps by comprehensively examining the utilization patterns and impact of social learning strategies on academic performance. By doing so, it seeks to provide actionable insights that can inform educational policies, enhance teaching practices, and ultimately foster a more conducive learning environment for second-year LMD students at the University of 8 Mai 1945, Guelma.

## 3. Research Questions and Hypotheses

### 3.1. Research Questions

1- What learning strategies are most commonly used by second-year students in the Department of English at the University of 08 Mai 1945, Guelma?

2- Is there a significant relationship between the use of specific learning strategies and academic achievement among these students?

3- How do effective learning strategies influence academic performance?

### 3.2. Research Hypotheses

**H1:** If second-year LMD students at the University of 8 Mai 1945, Guelma frequently use social learning strategies, such as collaborative learning and peer discussions, then their academic achievements will be significantly higher compared to those who use these strategies less frequently.

**H0:** There is no significant difference in academic achievements between students who frequently use social learning strategies and those who use these strategies less frequently.

**H2:** If second-year LMD students engage in group work and peer-to-peer learning sessions, then they will demonstrate higher levels of motivation and a deeper understanding of course material compared to those who do not participate in these activities.

**H0:** There is no significant difference in motivation levels and understanding of course material between students who engage in group work and peer-to-peer learning sessions and those who do not participate in these activities.

## 4. Objectives of the Study

This study aims to achieve the following objectives:

1- To identify learning strategies: Determine which learning strategies, particularly social learning strategies such as collaborative learning and peer discussions, are most commonly utilized by second-year LMD students at the University of 8 Mai 1945, Guelma.

2- To assess academic performance: Evaluate the academic achievements of students based on their engagement with social learning strategies and other study methods.

3- To explore relationships: Investigate the relationship between the frequency of social learning strategy use and academic outcomes, including grades and overall academic performance.

4- To provide recommendations: Offer practical recommendations for educators and administrators on integrating effective learning strategies into teaching practices to enhance student engagement and improve academic performance.

5- To contribute to knowledge: Contribute to the existing body of knowledge on the impact of learning strategies on academic success among second-year LMD students, providing insights that can inform future research and educational policies.

**5. Significance of the Study**

The significance of this study lies in its contribution to understanding how different learning strategies impact academic performance among second-year LMD students at the University of 8 Mai 1945, Guelma. By identifying the most effective strategies, particularly the prevalent use and benefits of social learning strategies, this research provides valuable insights for educators, administrators, and policymakers.

- Firstly, the findings highlight the importance of integrating social learning strategies into the curriculum. This can help educators design more interactive and collaborative classroom environments that enhance student engagement and foster a deeper understanding of the material.

- Secondly, the study offers empirical evidence that can inform teacher training programs, encouraging the adoption of methods that promote peer discussions, group work, and other forms of collaborative learning.

- Furthermore, the research has practical implications for academic support services. By understanding which strategies correlate with higher academic achievements, academic advisors and support staff can better guide students in adopting effective study habits and learning techniques.

- Lastly, this study contributes to the broader field of educational psychology by providing a foundation for future research on the relationship between learning strategies and academic outcomes. It opens avenues for further exploration into how specific strategies can be tailored to different subjects, learning styles, and student demographics to maximize educational success.

Overall, the study's significance is rooted in its potential to enhance teaching practices, improve student performance, and contribute to the development of a more effective and supportive educational system.

## 6. Definition of Key Terms

- **Learning Strategies:** Specific methods or techniques used by students to enhance their learning and retention of information.

- **Cognitive Strategies:** Techniques that involve direct interaction with the material, such as summarizing, highlighting, and mnemonic devices.

- **Metacognitive Strategies:** Strategies that involve planning, monitoring, and regulating cognitive processes, such as self-testing and time management.

- **Academic Achievement:** The measurable performance of a student in their academic work, often represented by grades or test scores.

## 7. Research Methodology

### 7.1. Tools of Data Collection

A research instrument will be used to collect data. The quantitative descriptive method will be used by administering a structured questionnaire. Participants were selected based on their availability and willingness to participate in the study. The inclusion criteria included being

enrolled as second-year LMD students at the University of 8 Mai 1945, Guelma, during the academic year under investigation.

### 7.2. Sampling

The study utilized a convenience sampling method to select participants. A total of 65 second-year LMD students voluntarily completed questionnaires, providing data on their use of learning strategies and academic achievements. Convenience sampling was chosen due to its practicality in accessing participants within the university setting and ensuring timely data collection.

## 8. Structure of the Dissertation

The dissertation divides into two major parts. The first part represents the theoretical background of the research, which consists of two chapters. The first chapter describes an introduction to learning strategies, it contains definition and conceptualization, factors, theoretical framework which include theoretical models and different types of learning strategies. Second chapter is devoted to academic achievements in terms of definitions, its theoretical perspectives, its measurement and types of assessments. This chapter also tackles factors influencing academic achievements beyond learning strategies.

The second part of the dissertation presents chapter three which is about the practical side of investigation and how data are gathered and analyzed. It presents and discusses the findings of the study according to students' answers, which are collected from second year LMD students' questionnaire. Finally, the "General Conclusion" summarizes key findings, provides pedagogical implications and the limitation of the study.

# Chapter One: Learning Strategies.

## Introduction

In the field of education, learning strategies have long been a significant concern. It is widely acknowledged that educational approaches have to evaluate each student's unique learning strategies and take that into account. However, because one student's way of learning may differ greatly from the next, creating and using properly flexible techniques of instruction in public education is a difficult undertaking. Because of this, learning strategies have also become an essential issue for educators, who must create learning systems that take into account how each pupil learns best for both group and individual instruction. Students use learning strategies to improve their comprehension of academic material, remember knowledge, and accomplish their learning objectives. Learning strategies include a wide variety of tactics, approaches, and cognitive processes. Researchers, teachers, and psychologists have studied effective learning methods to understand and refine learners' strategies for obtaining, preserving, and utilizing information (Dunlosky et al., 2013). This chapter provides a comprehensive understanding of these methods.

## 1.1. Definition of Learning Strategies

One of the most important requirements for success in higher education institutions is the use of learning strategies (Khan & Rasheed, 2019). Learning strategies, according to González (2017), are a collection of techniques people employ to take charge of their own learning process. Today, one of the responsibilities of teachers in second or foreign language classes is to improve teaching methodologies, as part of their purpose to support students' learning and reveal how they think.

Many researchers have provided different definitions to the idea of learning strategies. The simple definition given by Brown (1980), who described learning strategies as activities that

could directly aid in learning. Learning strategies are methods, approaches, or planned acts that students adopt to acquire and retain both language and subject-specific information, according to Chamot (1987). That is to say Brown & Chamost (1987) gave a simple explanation, defining learning strategies as the processes that can directly aid in learning, or deliberate actions that students use to understand and remember both language and content-relevant data. Simply, strategies are the methods or approaches that students use to get ready for their lessons.

Moreover, According to Wenstein and Mayer (1986), learning strategies are the behaviors and ideas a learner employs in order to impact how they understand and remember information. This means learning strategies are the methods and key ideas students use to support and enhance their learning method. However, Ortega (2009) provided a definition of learning strategies as "behavioral and mental processes that people intentionally use in order to take control of their educational process" (p. 208). Learning strategies are any methods, procedures, schedules, or techniques that a learner uses to make it easier to gather, store, retrieve, and apply information. (Rubin 1987, p.19).

Furthermore, Richards, Platt, and Platt (1992), learning strategies are the deliberate actions and ideas students employ during the learning process in order to enhance their comprehension, acquisition, and retention of new knowledge (p. 209). Likewise Stern (1992), agreed that learning strategies can be widely viewed as useful directions and procedures for learning. However, The idea of a learning strategy is based on the belief that students intentionally participate in activities to fulfill specific objectives (p. 261). In addition, according to Tay (2013), learning strategies are the collective attempts that learners make to comprehend, process, and apply the information presented during teaching or in their personal study time. Similar to Tay, Kafadar (2013) argued that learning strategies

are the complete set of activities learners engage in to make sense of information through cognitive and emotional processes.

### 1.2. Benefits of Employing Effective Learning Strategies

Using efficient learning strategies is necessary for various reasons as it significantly enhances the overall learning experience and helps improve the retention and use of knowledge. As Lynn Meltzer noted in her book Strategies for Success (1996, p.3), learning strategies are essential for assisting students in overcoming their difficulties and putting their abilities to beneficial use. Students' readiness to implement strategies for their tasks and class assignments depends on how much they see the value of those strategies. Using strategies helps students become better and quicker learners. Learning strategies are crucial because they assist students in overcoming their weaknesses, capitalizing on their strengths, and developing essential skills like time management, organization, and information processing.

As per Oxford (2002:362) cited in Harya (n.d), strategies make learning easier, faster, more enjoyable, and more independent, leading to greater effectiveness and the ability to apply knowledge in new situations. This enhances students become more independent. Additionally, it helps students because the generation that will shape a country's future needs to be self-sufficient in managing the knowledge they already possess as well as in gaining it. To sum up, using efficient learning strategies is essential for optimizing the learning process, enhancing retention, fostering a deeper understanding, and preparing individuals for lifelong learning and success in various aspects of their lives.

### 1.3. Purpose of Learning Strategies

The primary objective of learning strategies is to improve pupils' ability to make decisions; acquire skills to process and evaluate information, and promote effective learning. They help students develop important skills such as time planning, organization, and information

processing. According to B-Lessons Academy (2023, para. 2), the main aim of learning strategies is to assist students in becoming more effective and efficient learners, thereby helping them reach their academic and personal objectives. Brown (2006) states that learning strategies focus on how information is acquired, remembered, and kept in mind. This indicates that learning strategies have a major role in helping students become more proficient communicators. These methods facilitate independent and effective learning, assist students in understanding how to learn, and help them generalize skills across various tasks.

Essentially, learning techniques are intended to empower students to actively participate in their education, by giving them the ability to choose the right strategies, guide their own learning, and manage their experiences in order to successfully meet their academic objectives (Wegner et al., 2013). Students who use effective learning strategies tend to study with passion, believe that what they are learning will help them in their future employment and with others, and manage their anxiety better when taking tests or presentations.

To summarize, learning strategies are very important instruments for enhancing learning results throughout many educational settings, ranging from basic and elementary schooling to tertiary education. They are particularly relevant to the study of English, Mathematics, and language instruction. Teaching learning strategies can be influenced by the instructional setting, and students may benefit from more efficient and interesting learning experiences as a result of their application.

### 1.4. Types of Learning Strategies

O'Malley and Chamot (1990) identified three types of strategies: cognitive strategies (such as rehearsal, organization, inference, summarization, reduction, imagery, transfer, and elaboration), metacognitive strategies (as selective attention, organizing, supervising, and

assessing educational activities), and social/affective strategies (like self-talk, cooperation, and clarifying questions).

### 1.4.1. Cognitive Learning Strategies (CL)

In its most basic sense, "cognitive strategies" refer to using one's intellect (cognition) to solve problems or finish tasks (Bereiter &Scardamalia, 1987). Cognitive strategies is concerned with how learners control their cognitive capacities during the process of learning. According to Ortiz (2022), CLSs are techniques that learners use to improve their understanding of a particular subject area, such as repetition, planning, summarizing, creating mental mapping, associations, mnemonic devices, imagery, and reading comprehension. For instance, modifying data by visualizing it in your mind and making connections between what is new and previously understood information. CLSs are discovered to be specific to particular subjects or even tasks, where students directly apply the information, they have learned. They enhance a learner's capacity to deeply process information, transfer and apply it to new situations, and result in better-retained learning.

Jordan (n.d.), stated that cognitive strategies offer a framework for learning in situations where a task cannot be finished by following a set of steps. Algorithms, for instance, offer a series of actions to resolve an issue in mathematics. The problem is successfully solved when the procedures are followed. Using cognitive strategies can make the learner more efficient in approaching a learning task. The instructor plays a crucial role in reducing the knowledge gap between students and the content/skills to be learnt in a classroom where cognitive methods are implemented. In order to perform this function, an individual must be aware of the work at hand and be able to explain the method (or approaches) to the learner.

In other words, Cognitive learning strategies refer to mental processes and approaches that individuals use to understand and acquire knowledge. They are a variety of targeted actions

carried out by a student to produce results that are simpler, quicker, more efficient, and more applicable to new circumstances. These strategies focus on how the brain processes information, encodes it into memory, and retrieves it when needed. Cognitive learning strategies are crucial for successful learning and problem-solving.

### 1.4.2. Metacognitive Learning strategies

Metacognitive strategies include preparing for studying, keeping track of learning assignments, reflecting on the learning process, and assessing one's own learning. There are two types of techniques in the first type of planning: advance organization and organizational planning. The next type is self-monitoring, which entails assessing, confirming, or modifying our comprehension or performance while completing language-related tasks. This calls for specialized techniques such as monitoring understanding, monitoring the written and spoken word of the assignment, as well as the audio, visual, stylistic, strategy, plan, and double-checking aspects. Lastly, there are five metacognitive strategies that make up self-assessment: language, output, performance, ability, and strategy assessment. Chamot and O'Malley (2001).

Metacognition it is essential for monitoring and regulating learning processes, as it enables students to reflect on their own thinking and learning strategies, set goals, and evaluate their performance. In simple terms, metacognitive strategies are methods, techniques, ways of thinking, and behaviors that students employ to manage their learning and cognitive processes. Every researcher underlined that organizing, planning, and assessing one's own learning is the fundamental aspect and overall purpose of metacognitive strategies. (Wu Hongyun, 2004). They help learners become more independent, autonomous, and efficient in their learning process.

### 1.4.3. Social Learning Strategies (SLSs)

Social strategies are actions students take to find chances to be in an environment where they can practice. Using social learning methods like asking questions and working together helps encourage interaction and make learning easier among people According to (Ardasheva& Tretter, 2013) and Naeimi & Foo (2015), the SLS approach includes an indirect learning component that significantly increases students' vocabulary when they participate in group projects, ask questions, and show empathy for their classmates. According to the studies, social strategies are an important determinant of the capacity of teams, organizations and societies to solve policy, business and science problems. They are crucial to EFL instruction because they give students the chance to express themselves and practice their language skills in the target language, increasing their opportunities of using the language when communicating (Phothongsunan, 2006, p. 31). Oxford claims that social strategies comprise the following three sets of strategies: seeking clarification by posing questions or help...etc (Carter and Nunan, 2001: 169).Cooperating with others by involving peer work, task checking, and feedback, promotes group spirit, self-esteem, confidence, and achievement. Putting others first by growing in cultural awareness and awareness of their feelings and opinions.

Merely, social learning strategies involve promoting learning through interactions with others, enhancing understanding, developing effective communication skills, encouraging teamwork, and fostering cooperative problem-solving. They provide opportunities for discussions, sharing perspectives, and immediate feedback, preparing individuals for professional and personal settings. SLSs also foster shared responsibility and collective achievement, strengthening interpersonal skills and preparing individuals for collaborative workplaces.

## 1.5. Implementation of Learning Strategies

### 1.5.1. Classroom Applications

In the world of education, learning and teaching go hand in hand. The only instrument that attempts to provide learners with the necessary knowledge and skills is education. Along with helping people acquire various competencies and abilities, this knowledge also helps people become better citizens by helping them take advantage of good career opportunities and make a meaningful contribution to society. But teachers are the most crucial component in obtaining these benefits. Ericksen (1978) claimed that a teacher's ability to keep pupils engaged in the material once they are initially drawn in is crucial to effective education in the classroom. Teachers can incorporate learning strategies into their teaching methods by selecting and deploying teaching strategies that support student learning. In one single lesson, a teacher may use many different teaching strategies to work towards different learning goals.

#### 1.5.1.1. Cooperative Learning Strategy (CL)

Is a method where students collaborate in small groups to accomplish a common educational objective. This structured activity helps students learn teamwork and problem-solving skills. However, some educators prefer group work due to its need for well-managed and independence. Group assignments enhance student achievement and cooperation. In a science class, for instance, one student may conduct an experiment, another would read the directions, and a third person would take notes on the process of learning. Prior research indicates that group projects enhance collaboration and support students' academic achievement. CL increases pre-service teachers' academic achievement, motivation, social skills, and teamwork (Gillies, 2016).Cooperative learning principles and techniques are tools which we teachers use to encourage mutual helpfulness in the groups and the active participation of all members. Students can work together in groups to share their individual

approaches to studying, problem-solving, note-taking, and other learning techniques. For example. A teacher could pose the question, ‘What is photosynthesis?’ students then think individually about the question. After that, each pupil analyzes the question on their own. The students consider their ideas for a few minutes before turning to a shoulder partner to share their ideas. The instructor then leads a discussion for the entire class.

#### 1.5.1.2. Visualization Strategy

Teachers employ visualization as a helpful approach to help students absorb or synthesize the material they have learned in class. Students are better able to remember new material as well as prior knowledge for extended periods of time when it is presented to them visually. For learners who are less proficient, visualization can help them receive knowledge in an easier way to understand logical, and efficient manner. Therefore, a proficient educator would employ visual aids like diagrams, flow charts, graphic organizers, and idea maps, which help students retain material better through visual memory. It encourages students to increase communication, to create their own visual representations of data, promoting critical thinking and analytical skills. Visual representations are a helpful tool for students to grasp abstract ideas more easily, that is why teachers can effectively use visualization as a tool in their teaching strategies. (Main, 2022, para. 5). Simply, visualization can be a powerful strategy in teaching and learning, contributing to better understanding, retention, and application of information. it enhances the development of critical thinking skills as students learn to interpret, analyze, and create visual representations of knowledge.

#### 1.5.1.3. Inquiry-Based Learning (IBL) Strategy

Is an additional tool that educators employ. The act of asking questions to get information or explanations is known as inquiry, and it is employed in both everyday life and education (Harlem, 2013). According to Caswell and La Brie (2017), inquiry-based learning (IBL)

places students at the center of the learning process and allows them to take charge of their own education by asking, researching, and responding to questions. Additionally, it's regarded as a type of self-directed learning in which pupils assume accountability for their education (Spronken- Smith & Walker, 2010). Inquiry-based learning (IBL) centers on delving into an open-ended subject or problem, whereas inquiry-based teaching (IBT) aims to advance students' curiosity beyond fundamental curiosity and into the domains of critical thinking and comprehension. Guido (2017). IBL encourages students to ask numerous questions, motivating them to think practically and become independent learners. It fosters interest in learning, formative assessments, and class collaboration, enhancing revision and retention of new knowledge.

By incorporating inquiry learning into the teaching of learning strategies, educators empower students to become active, independent learners who can adapt and clarify their approaches based on their evolving needs. This approach not only enhances academic achievement but also equips students with valuable skills for lifelong learning and problem-solving.

#### 1.5.1.4. Implementing Technology as a Strategy in the Classroom

Today's students have different needs and demands because they are living in a digital world. Learning needs to be restricted outside of the classroom as well, not only inside of it. Digital technology has the potential to significantly improve education in all areas of the curriculum that aim for excellence. When digital technology is applied effectively, it can improve both teaching and learning (Edinburgh, 2016). Nowadays, teachers employ a variety of technology tools to assist students learn, and these tools increase the process of teaching and learning's efficiency. Teachers can develop online courses for students, accessible anytime and anywhere. Through learning platforms like Blackboard, Google Classroom, and Moodle, teachers can efficiently share materials, announcements, and files in an organized manner.

These platforms encompass assignments, class discussions, quizzes, exams, and results. The primary goals of these online learning environments are to promote and advance global education within the learner group. (p. 366-372; Kocher & Majid, 2021).

Technological tools in educational institutions can foster a vibrant learning community, improve lesson plans, and prepare students for 21st-century skills. Utilizing PowerPoint presentations, videos and virtual classrooms, enhances liveliness, collaboration, and data collection, while increasing student engagement and organization. Using technology strategically in classrooms enhances learning environments, allowing teachers to create dynamic, engaging environments. Utilizing multimedia presentations, interactive whiteboards, and educational apps promotes communication, community, and shared learning. (Main, 2022). Being able to effectively support children with active learning strategies in the classroom is an essential part of any educator's role.

### 1.5.2. Self-Directed Learning

Self-directed learning refers to a method of education where learners make decisions about what to learn, how to acquire it, and whether they have learned anything sufficiently (Brookfield, 1986, p. 90). It includes both the real learning process and the individual traits of the students. SDL is suitable for adult learners due to the nature of adult learning and education. Nowadays in 21st century, SDL is essential since people in emerging nations have access to vast volumes of data and almost constant information availability. This fosters an environment where social change happens quickly and makes it difficult for schools to adequately educate their students for the demands of the workforce.

Those who aim to be successful in the modern workforce need to be able to take responsibility for their education in order to plan, develop, adapt, and change in an interactive, digital, and global world. With self-directed learning, students have the flexibility and power

to decide for themselves what, why, how, and where to learn (Francis, 2017). A SDL is used by the teachers to guide students to independent learning and take personal responsibility and ownership of their learning.

How can help students become self-sufficient learners? Pupils can develop their independence as learners by using the following advice:

#### 1.5.2.1. Scaffolding to Independent Learning through open Questioning

According to Main (2022), teachers can enhance students' self-directed learning skills by using open-ended, high-order questions in lesson plans. This approach engages learners, encourages critical thinking, and encourages independent learning. Adult education instructors should create questions that encourage research, critical analysis, and immediate feedback on students' knowledge. This gradual shift in responsibility from the educator to the learner encourages critical thinking and resolving disputes.

#### 1.5.2.2. Students' Self-monitoring

The practice of observing, controlling, and assessing one's own actions and ideas is known as self-monitoring. It is a crucial ability for both academic and personal development since it enables people to recognize the effects of their activities on other people. Students can benefit greatly from self-monitoring in the classroom because it increases their self-awareness, strengthens their self-control, and develops a sense of accountability and responsibility. The aim of self-monitoring is to increase self-awareness of target behaviors and outcomes;thus, it can serve as an early warning system if problems are arising and can help track success. By laying out clear expectations and standards, teachers help students to practice self-monitoring. Teachers should set clear expectations and rules for behavior and performance, including regular feedback, so that students know what is expected of them. Frequent feedback gives

students the tools they need to grow and make adjustments by enabling them to recognize the effects of their actions and ideas (Main, 2022).

#### 1.5.2.3. Offering Behavior Models

Main (2022), stated that teachers can encourage students to model their behavior, by categorizing data, maintaining eye contact, active listening, planning activities, demonstrating time management, and discussing problem-solving methods. This encourages students to develop comprehension, communication, resilience, and flexibility.

#### 1.5.2.4. Communication must be Focused on Learning

An effective teaching and learning environment is produced by teachers who can effectively communicate with their students. The interest and attitude of the students in fostering a joyful and educational environment can be influenced by the teacher's communication style. It is crucial for teachers to assist students in their learning process. The assessment procedure can be applied in three different ways: a) feed-up: by providing examples of what is required during the evaluation; b) feed-back: by giving the students enough feedback, enabling them to derive as much knowledge as possible from their evaluation; c) feed-forward: by soliciting comments from the students on how to advance in their learning process. Main (2022).

When educators communicate using a learning-focused approach, students can better comprehend their own learning preferences, grow more accustomed to the learning process, and express their ideas.

#### 1.5.2.5. Give Choices to Students to Make their Learning Objectives

Main (2022) declared that this will allow students to take ownership of their education and reflect on their interests and preferences as a result. Give pupils the choice to select the

subjects or themes they want to work on for projects, homework, or research. This promotes a sense of ownership over their learning by enabling students to investigate topics they find fascinating and Give students the option to select between written reports, presentations, or creative projects as their assessment type. This allows for a range of learning styles and motivates students to communicate their comprehension in ways that speak to them.

#### 1.5.2.6. Encouraging Collaboration

Rather of having students consult the lecture notes for solutions, it is advised that they be given regular opportunity to work in small groups, where they can share ideas and learn from each other. Every pupil is able to create a significant contribution in small groups, which encourages active engagement. Teachers should promote students into discussion and debate by creating an atmosphere where they are at ease sharing their thoughts and participating in constructive arguments. Encourage them to politely disagree with one another's viewpoints in order to foster critical thinking and increase knowledge. Main (2022)

#### 1.5.2.7. Encourage Students to be Reflective

Tutors may advise students to maintain a "learning diary" in order to track their learning activities and assess their progress. This will help students become more engaged learners, boost their self-esteem as they reflect, and enable them to review the lessons they have learned this academic year. Teachers can share their own experiences with reflective practices by talking about the ways in which reflection has helped them learn and grow as professionals. Students may be motivated to participate in the process more fully by this personal touch**.** Teachers encourage students to accept the feedback received from teachers and colleagues. (Main, 2022)

## 1.6. Future Directions

During covid-19, new and varied learning approaches appeared, which shed light on the issue of research innovation in contemporary pedagogy. The digitization of educational processes has led to a considerable modification of educational strategies, and technological change is primarily responsible for the emergence of new teaching approaches.

### 1.6.1. Crossover Learning

Crossover learning is a pedagogical learning approach for efficiently instructing or learning. It brought together formal education (in institutions) and informal education (in historical sites or society). It was used for class instruction. According to Horne (2010), education is the result of ongoing (perceptual) and (greater adaptability for human beings who have evolved physically and cognitively).

Learners acquire knowledge both at school (formal learning) and at home or in society (informal learning). While informal learning takes place in settings other than formal educational institutions, formal learning entails systematic respectful rules., focusing on understanding purpose and progress through classroom learning and homeschooling. (Horne 2010). A simple example of crossover from formal to informal learning is the museum visit, an experience which has obvious educational aspects but which varies depending on its structure and purpose. For example, setting formal aims focused on gathering evidence linked to subject-based questions will guide the actions of student visitors and relate this visit to the course syllabus. (Lagmay, n.d, p.1).

Crossover teaching combines blends the knowledge gained from studying in both the classroom and a place outside. Pank (2017) asserts that (CL) gives students freedom in the formal curriculum to explore personal interests and subject-related issues. Students have direct involvement through crossover learning. This kind of approach works better than

current ones at raising environmental awareness. Students will quickly become familiar with nature and its benefits because they are learning via direct interaction with it. Simply said, crossover learning is a relatively new method that refers to learning that integrates formal and informal learning.

### 1.6.2. Game-Based Learning (GBL)

Game-based learning is a technique that makes use of both traditional and digital games to learn new ideas and skills (Grace, 2019). Learning and educational results can both be significantly improved by the use of games in the classroom (Kula, 2021; Syafii, 2021). Boctor (2013) states that there are two ways in which the game-based learning approach facilitates learning: initially, games can encourage students to integrate knowledge from different fields; and secondly, learners can investigate how decisions and choices they make affect the results of the games. GBL is an effective way to raise student involvement and develop problem-solving abilities. For example, Han (2015) discovered that interactive learning fosters deeper learning and enhances students' cognitive capacity for problem-solving. Dichev and Dicheva (2017) highlight that collaborative learning is crucial in education, and game-based education is an effective method for promoting this. This approach encourages students to be more interactive, use existing skills, and process essential information. It also provides a constructivist learning environment, allowing students to exchange ideas and perform tasks collaboratively.

In other words, game-based learning is an educational approach that incorporates elements of games into the learning process to make it more engaging, interactive, and enjoyable.It makes use of game design concepts to improve learning and skill development. In this approach, educational content is presented in the form of games, which can be digital or non-digital.

### 1.6.3. Augmented Reality (AR) and Virtual Reality (VR)

Over the last few years, there has been an increase in the use of virtual reality (VR) and augmented reality (AR) in educational settings worldwide. Virtual reality, according to Velev and Zlateva (2017, p.33), is an immersive multimedia or computer-simulated environment that allows users to engage by simulating a physical presence in the real or imagined world. VR in academic settings enhances students' exploration, technical skills, creative thinking, and problem-solving abilities, providing experiential learning and practical knowledge directly from the classroom. A wide range of industries, including media, sports, entertainment, architecture, engineering, medicine, biology, physics, astronomy, and telecommunications, can benefit from VR's immersive virtual experiences. According to Velev &Zlateva (2017), VR has a lot of applications in education.

Meanwhile, Wellner et al. (1993) described augmented reality (AR) as a system that modifies the real world by overlaying data created by computers. This concept is further supported by Azuma et al. (2001), who highlight that the goal of augmented reality (AR) systems is to enhance user perception and interaction with the actual world by integrating 3D virtual elements in the same environment (p. 1). The widespread use of AR in education is a result of the digital revolution and a wide range of technology-based devices. According to Saltan and Arslan (2017), the benefits of incorporating augmented reality (AR) into the educational process include boosted motivation, interaction, and improved student satisfaction.

Augmented reality, or AR, refers to a technology that projects digital content into the physical world, such as pictures, movies, or three-dimensional models. AR improves the user's understanding the reality by adding computer-generated elements, allowing users to interact with both the physical and virtual aspects simultaneously. In the other hand, virtual reality (VR) is a computer-generated, immersive environment that simulates a sense of

presence and immersion by isolating users from the physical world and placing them in a computer-generated environment.

AR and VR offer provide chances in the realm of education that are both inventive and generous. They have the ability to transform the learning experience by providing engaging, interactive, and realistic environments. AR enriches static materials, enhances understanding, and promotes collaborative learning. Otherwise, VR creates immersive simulations that allow students to experience situations that may be difficult or impossible in real life, especially in science courses.

### 1.6.4. Flipped Classroom

The notion of the flipped classroom is relatively new in the field of education, according to Bhat, Z. & Bhat, G. (2018), but it has attracted a lot of interest and acceptance from teachers all around the world. Both in-class and out-of-class activities are included in flipped classrooms. Teachers create and post online video tutorials (lectures) as an outside classroom activity in flipped classrooms. Students can watch these tutorials whenever and wherever they choose, and if they have any questions or concerns, they can discuss them with their teachers in the classroom the following business day. A flipped classroom is described by Lage et al., as a rearrangement of classroom and home activities, allowing events to occur both inside and outside the classroom. It is a blended learning approach and instructional strategy that displaces the traditional classroom setting by distributing educational materials, frequently online. It brings tasks that would have been customarily assigned as homework inside the school setting.

With the help of the flipped classroom, students are free to watch and study the video lectures at any time or anywhere. Students are free to learn and study at their own speed. With a flipped classroom, students will have far more time and opportunities to solve problems on

their own or in groups by corresponding with peers instead of sitting through lengthy, boring lectures in class. By using a flipped classroom model, educators may help both students and teachers become more proficient with technology and incorporate it into their lesson plans. Teachers often interact with professional and personal commitments, Flipped Classrooms provide a flexible learning environment, enabling teachers to strike a balance between their personal and professional obligations, increasing student engagement and reducing dropout. To sum up, The flipped classroom is an innovative way of teaching that shifts the traditional method of instruction to online resources. This approach promotes student-centered learning, critical thinking, and active involvement, allowing more personalized and experiential learning.

### 1.6.5. Project-Based Learning

Project-Based Learning, according to Boss and Krauss (2007), is an activity in which students apply their knowledge to develop authentic products by investigating open-ended questions. Generally, projects provide students the freedom to choose, which promotes collaboration and active learning (p. 12).

Among the creative methods to successfully involve students and enhance learning outcomes is project-based learning. Project-Based Learning (PBL) is an instructional approach that controls the learning process by means o.f major assignments or projects. (Bransford, Brown, & Conking, 2000, page 23).

The Buck Institute for Education (BIE) claims that PBL is a systematic teaching method that involves students learning through complex, authentic questions and carefully designed products and tasks. Using a variety of representational techniques, learners actively construct their awareness of the subject matter and convey new knowledge (Jalinus et al.). Jhon Larmer

highlights PBL as a dynamic learning method that encourages students to actively explore real-world issues, face challenges, and deepen their understanding.

In general, PBL is a learning model where students design and apply notions via projects. Project assessment plays a part in evaluating students' comprehension, application, investigation, and clear communication skills in relation to certain subjects they study. PBL is a method that educators utilize to assist students in acquiring the competencies required to function in a global society. The learning goals of the students are encouraged, and their skills particularly in communication, teamwork, creativity, and critical thinking are developed. (PBL) significantly increases pupils' education by shifting from traditional lecture-based methods to a more hands-on, PBL encourages students to engage in real-world projects that promote critical thinking, problem-solving, and creativity (Ajbilou, n.d, p. 3-10).

In simple words, PBL is a new and creative learning strategy that is focused on the needs of the student and highlights learning around practical projects and activities. PBL involves students working on long-term projects which require for cooperation, critical thinking, sophisticated problem-solving, and frequently, cross-disciplinary skills.

## Conclusion

Learning strategies play a crucial role in academic success by helping students understand and remember information better. Teachers play a significant role in promoting learning strategies by showing students how to study smartly, how to take good notes, break down big problems, and manage time wisely. Learners' motivation to study and understand learning strategies is a critical factor in learning. While learners still have lack about understanding learning strategies and how to learn through them. To address this issue, it is crucial to foster and motivate students to be aware of different learning strategies. Ultimately, understanding learning strategies is important for students since it's like having a superpower for school and beyond. When students know how to study smartly, it's not just about getting good grades; it's about understanding things better and becoming a professional at learning.

# Chapter Two: Academic Achievements

## Introduction

Success is the achievement of a high result or a goal that one aspires to achieve. Every country in the world mostly agrees that education is the cornerstone of prosperity and human understanding. A country's growth and success depend on how much and how good its education is. Academic achievement is crucial for parents, schools, researchers, governments, and especially students. It can shape a nation's future by providing the human and intellectual resources needed for survival and growth.

Academic success is the foundation for students' achievements in today's changing educational world. It comes from their hard work, intelligence, and dedication. Whether they're doing important research, winning competitions, or getting good grades, these successes show how education can change lives and highlight individual talents. Each step students take in their learning journey, from early education to advanced studies, is important and helps shape their future opportunities.

## 2.1. Definition of Academic Achievements

According to Suleiman, (2023) academic achievement refers to performance outcomes that indicate how far a person has progressed in specific goals of activities in instructional settings, such as school, college, and university. Student academic achievement may involve cognition objectives, which can be implemented in a variety of disciplines, including innovative thinking, or it can involve learning new information in subjects like mathematics, literature, and physics.

The concept of achievement in academia was defined by various scholars, which is considered to be a complex concept. According to Carter's Dictionary of Education (1959), academic achievement is defined as the information acquired or abilities developed in the

school disciplines, often measured by test results, teacher marks, or both. Chaplin, (1959) Dictionary of Psychology, states that academic achievement is the level of success or competence in academic work as evaluated by teachers, standardized test scores, or a combination of both.

There are two distinct definitions given by Kobal and Musek (2001). The first one has more to do with measuring academic achievement objectively. It is described as a set of numbers that indicate how much a student has accepted the school system and assignments. Academic achievement is described as students' attitudes toward their academic success, which is also influenced by other people's views, such as those of classmates, parents, and educators, to attain academic targets. This definition is more similar with subjective assessment. Furthermore, the acquisition of academic information was characterized by Zimmerman (1990) as academic achievement.

To put it simply, Academic achievements are outcomes or accomplishments that students have during their academic career. These accomplishments can include completing advanced courses or programs, obtaining scholarships for exceptional performance, participating in extracurricular activities, winning awards for academic success, and more. Academic successes are essentially the favorable results and goals that students meet as they advance in their studies, demonstrating their commitment, hard work, and aptitude for academic pursuits.

Academic success has broader consequences that go beyond personal achievements and have a profound impact on a variety of students' life as well as society at large. It enhances students' chances of higher education and employment, providing access to colleges, financial aid, internships, and employment prospects. It also fosters confidence, self-control, and accomplishment, essential for overcoming obstacles and achieving goals.

## 2.2. Purpose of Academic Achievements

Academic success is very important to students' life since it helps to shape responsible people. It plays an important role in fostering positive growth in students, boosting self-esteem and confidence, and developing a strong educational environment that prepares them for future success. Academic achievement enhances essential life skills like leadership, time management, communication, logical thinking, and problem-solving, supporting students in various aspects of life and enhancing academic performance. It is like a way to help students to stay motivated to achieve their objectives (Mangalam, university, 2013).

## 2.3. Factors Influencing Academic Achievements

### 2.3.1. Socioeconomic Factors

The expression socioeconomic status refers to the blending of a persons or family's social and economic standing with respect toward other members of the society, based on factors such as income, schooling, occupation, and material possessions. Parson et al., (2001) describe "Socio-economic Status (SES)" as the term used to differentiate individuals' relative positions in society based on family income, political power, educational background, and occupational prestige. According to Mistry et al., (2010) define socioeconomic position as a person's or a family's place in society on a financial and social scale, taking into account a range of factors like income, parental education, employment, and availability of opportunities and resources.

Academic performance is significantly influenced by factors such as parents' socio-economic status, student's residential location, gender, age, and school environment. The socioeconomic status of a student's family has a big influence on their academic performance; these factors are interdependent but also essential to a student's success. Economic resources, including access to educational materials and healthcare, significantly influence academic

achievements, with higher-income students having better access to these resources, while poor health and nutrition can negatively impact performance. Furthermore, Scarr and Weinberg (1978) found that a parental may be an equally reliable predictor of a child's academic success as other variables. Higher educated parents are frequently better at prioritizing and encouraging their kids' academic aspirations. Academic attainment outcomes are significantly shaped by socioeconomic status (Reardon, 2011 & Sirin, 2005).

### 2.3.2. Family Support and Home Environments

Families can affect their children's performance by the opportunities they provide. Nurcan Özkan (2010). They can have a major impact on their children's academic achievement by giving them the emotional support and stability that are necessary for academic success. Family support and intervention helps the student to cope and have a constructive impact. Lazurenko et al., (n.d) declared that there is competition among parents to provide their kids with excellent educational alternatives, and superior academic accomplishment is the outcome of improved educational opportunities. Academic achievement can be influenced and the children's views on learning can be fostered by how parents behave and support from schools. When pupils get encouragement and loved by their families, they are more likely to have the confidence to tackle challenges and persevere through difficult times in their academic journey. Parents who show confidence in their children's abilities and encourage them to so well in school are more likely to motivate their students to meet their expectations.

### 2.3.3. Educational Environments

Without any question, a classroom's ability to be efficiently coordinated affects how well students learn. It is thought that a well-designed classroom will guarantee a positive student-teacher dynamic in addition to assisting in the achievement of the required educational results.

Having enough classroom space and educational resources in an appropriate environment are some of the things that raise the bar for education in schools. (Mustapha &Abulfathi, 2019). By opening up more opportunities and boosting living standards, education has a significant impact on a person's social and economic success, according to the OECD (2020). According to Lippman (2010), the term "classroom physical environment" relates to the different physical elements of a classroom, such as pupils, educators, and equipment. The physical classroom environment including its dimensions, floor, walls, desks, lighting, school administration, atmosphere, and computer has a big impact on how well pupils perform academically. Students, teachers, and the classroom's physical surroundings are all part of the learning environment. Classroom physicals guarantee an efficient and productive educational process. A successful teaching and learning process cannot be ensured without these resources. In well-facilitated classes, students typically receive more information from their teachers, which enhances their performance.

### 2.3.4. Individual Factors

Motivation and self-control are increasingly becoming the key factors influencing academic success. As Dan Laitsch (2006) points out, learning and academic success are significantly influenced by the motivation and involvement of students. Moreover, Kohn (2008) stated that if there is one character trait whose benefits are endorsed by traditional and progressive educators alike, it will be self-control. Dan Laitsch (2006) asserts that learning and academic success are significantly influenced by the motivation and involvement of students. Motivation is intimately related to self-discipline. Strong self-control may help students concentrate on long-term objectives and make better choices about their classroom behavior. Additionally, as stated by Sarma and Cakula et al., (2016), self-discipline and motivation are two major factors that are required to increase success. Personal traits such as

resilience, determination, curiosity and self-confidence help students overcome obstacles, persist, and keep a positive outlook on learning have a major effect on academic performance.

As noted by Duckworth and Seligman (2005), one of the main reasons why students don't realize their full intellectual potential is because they lack self-control and prioritize short-term objectives. This is why motivation and self-control are essential for academic success because they promote sustained effort, tenacity, and long-term goal focus, leading to improved learning outcomes and academic achievements.

## 2.4. Assessment and Measurement of Academic Achievements

### 2.4.1. Traditional and Authentic Assessment Methods

The purpose of assessment, which is a crucial component of instruction, is to ascertain whether or not educational objectives are being reached. According to Brawley (2009), it is any method of measuring and assessing pupils' knowledge and abilities. Assessment is important in the field of education. Regardless of the assessment type, it is indisputable that a teacher needs to know how much content the pupils have mastered (Nasab, 2015). When characterizing assessments, traditional and authentic are the two primary subgroups that are employed.

Based on Nasab's traditional evaluation is typically a standard test with multiple choice, short answer, true-false, and extended response questions (2015). These tests assess the abilities of students at a given moment. Traditional assessments are most frequently used to evaluate students, rank them, and assign a final grade. They are generally involving the use tests, quizzes, and homework as the means for evaluation.

On the contrary, authentic assessment is a process that is founded on reflection on the learning, teaching, success, motivation, and perspectives of educators and learners throughout the process (Karim et al., 2018). The purpose of these evaluations is to find out if students can

apply what they have learnt in practical settings (Frey and Schmitt, 2007). This kind of evaluation looks at how well pupils do on cognitive assignments (Brawley, 2009). Journals, projects, oral presentations, writing samples, and portfolios are a few examples of real assessment instruments. They motivate pupils to use their own methods to communicate how they comprehend the material. According to McAfee and Leong (2007), students can use the test findings as a reference and tool in their learning and development processes. Since authentic assessment encourages students to complete archetypal tasks that demand deep understanding, higher-order thinking, and sophisticated problem solving, it is seen as an effective method to measure intellectual success or ability.

### 2.4.2. Academic Performance Metrics

Academic performance metrics are key instruments for assessing and evaluating the effectiveness of educational institutions projects, and every student. These metrics include a variety of quantitative and qualitative measurements used to evaluate different aspects of learning outcomes, institutional success, and academic performance. Teachers use various metrics to assess student performance and learning outcomes. Gupta (2023) claimed that regular attendance and participation are key indicators of student engagement and success. Grades provide a clear measure of progress, while positive behavior helps identify struggling students. Digital learning metrics, such as login frequency and engagement with digital materials, are increasingly used to track student success. These metrics help educators understand student progress and identify areas that require further assistance. Since assessments play such a significant part in the process of teaching and learning, it is essential that they meet the fundamental requirements for validity and reliability. The evaluation tool's validity is determined by how well it measures the objectives.

Reliability, on the other hand, refers to consistent outcomes throughout time. Validity can only be established by reliability; reliability alone is insufficient. For example, if a student

weighs herself four times on a scale and obtains the values 64.0, 63.6, 63.8, and 64.0, then it can be said that the scale is reasonably reliable since the weights are consistent. Nevertheless, she actually weighs 70 kilograms and not 64; therefore, the scale measurement has little validity. Miller et al., (2013).

Reliability and validity are crucial in assessing student performance in education models. High reliability ensures high validity, while poor reliability may not be suitable. Understanding these factors helps educators make informed decisions for improved academic and personality outcomes. To put it simply, validity guarantees that tests measure the things they are intended to evaluate, and reliability guarantees that test findings are consistent and dependable. Together, validity and reliability contribute to the credibility, accuracy, and usefulness of assessment practices, supporting effective teaching, learning, and decision-making in education.

## 2.5. Interventions and Support Systems

### 2.5.1. Educational Intervention

Using educational intervention procedures to address individual learning requirements, overcome obstacles, is a must or enhancing students' academic achievement. Some common academic intervention programs and strategies include:

#### 2.5.1.1. Small Group and Peer Tutoring

Small group and peer tutoring are excellent educational interventions that boost pupils' knowledge experience by providing additional support, guidance, and fostering collaboration, participation, and skill development. Peer and small group tutoring interventions can help struggling students with specific academic needs by providing individualized support, increased engagement, improved knowledge, and social contact. (Reyes, 2023)**.**

#### 2.5.1.2. Assistive Technology and Learning Resources

Reyes, (2023) claimed that with the use of educational intervention techniques and efficient academic support services, learning resources and assistive technology greatly improve the learning experience and academic achievement of challenging students. For example, text-to-speech software makes it easier for pupils to comprehend and remember material by reading printed texts aloud to them. Graphic organizers are tools for visualization which aid students in organizing and understanding complex information by identifying main ideas, connecting them, and enhancing their retention. Additionally, engaging courses, practice tests, and individualized learning plans are provided via online learning platforms like Khan Academy, Quizlet, and Duolingo to assist struggling students.

#### 2.5.1.3. Social-Emotional Support and Counseling Services

According to Reyes, (2023) counseling and social-emotional support are crucial since academic problems are often the result of social-emotional problems. Creating a supportive school climate, offering advice, and participating in mentoring programs can effectively tackle emotional barriers and foster resilience in struggling students. Social emotional support and counseling services help students develop self-awareness, build healthy relationships, gain knowledge of efficient communication, lower stress levels, and enhance emotional health. A pleasant school atmosphere can be created by including counseling and social emotional support into academic programs, provide access to counseling, foster supportive learning communities, and offer academic advisors.

### 2.5.2. Support from Educational Institutions

Schools and colleges play important roles in providing support for academic success by offering a wide range of resources, programs, and services to meet the diverse needs of students. A study conducted by Smith et al., (2018) emphasizes that these institutions offer

high-quality instruction, individualized support services, and access to essential resources. They also promote inclusivity and diversity, offering specialized support for students with disabilities. They create a supportive environment that empowers students to overcome obstacles, realize their academic aspirations, and become lifelong learners. They serve as the cornerstone of educational advancement and personal growth for all ages.

In order to provide students with comprehensive assistance for their academic performance, counseling, tutoring, and mentorship programs are essential resources. Each of these programs contributes to a comprehensive strategy for the growth and success of students by fulfilling separate but complementary responsibilities. Counseling is a process that advises and encourages individuals to voice their opinions, aiming to contribute to psychological maturity, self-actualization, and self-direction, with the ultimate goal of achieving personal potential. Mentoring is a nurturing process where a skilled or experienced person mentors a less experienced person, promoting their professional and personal development. (Anderson & Shannon, 1988, p. 40).

Mentorship programs at schools help students progress academically and professionally by providing networking, support, and guidance, requiring clear objectives, consistent communication, organized activities, and ongoing success evaluation. Tutoring programs are structured initiatives providing academic support and guidance to students, often outside regular classroom instruction, through individual or small group conversations between a tutor and students, frequently outside of regular classroom education. Tutors' personalized attention and encouragement significantly boost students' self-esteem, resulting in increased engagement and motivation among learners.

### 2.5.3. Parental and Community Involvement

Researchers have found that students are more likely for better academic achievement, and improved behavior in the classroom when parents take an active role in their education by keeping an eye on their development, attending school events, and maintaining regular communication with teachers.

According to Grolnick and Slowiaczek (1994), parental involvement is defined as the active participation of parents in their children's education. Parental participation would be categorized into three types: behavioral, cognitive, and affective involvement (Dempsey & Sandler, 1997). According to Đurišić and Bunijevac (2017), behavioral participation is the physical presence of parents in their children's education, such as at school functions and parent-teacher conferences. Cognitive involvement involves parents' efforts to promote their children's academic success, such as helping with homework and providing educational resources at home (Chophel &Choeda, 2021). Affective involvement refers to the emotional support that parents provide to their children, such as encouragement and motivation (Mata et al., 2018). Parental involvement is an important factor that plays a crucial role in shaping a child's academic achievement.

## 2.6. Challenges and Disparities in Academic Achievements

### 2.6.1. Achievements gaps

Disparities in academic achievements persist based on various factors such as gender, and socioeconomic status. For gender, there are two recognized variations in schooling. First, girls typically achieve better levels of education than boys do, and this is especially true for kids from lower-income homes. Secondly, men and women choose different fields of study in a planned manner. Boys are overrepresented in economics, science, technology, engineering, and mathematics (STEM), and other technical disciplines, however, girls are concentrated in

nursing, teaching, and many other less technical occupations. It is believed that female pupils become better citizens in the classroom by teachers due to their higher values, while male students are more likely to engage in disruptive behaviors. For these reasons, girls outperform boys in the classroom.

Furthermore, academic achievement is significantly impacted by socioeconomic status. When compared to their peers from lower socioeconomic origins, students from more privileged backgrounds typically experience superior academic performance. A number of factors, such as parental schooling level, financial and cultural assets, and access to educational resources, can be used to explain how socioeconomic status affects academic accomplishment (Reardon, 2013 & Sirin, 2005).

### 2.6.2. Barriers to Success

There are several barriers that students face in order to succeed academically, from structural obstacles to personal difficulties. Such barriers include financial problems which are a vital issue for anyone. Students from low-income homes must make tough choices about whether to spend money on food or other necessities; some experience health problems that have a negative impact on their financial circumstances (Perman, 2019). According to Widener, health issues and needing to work part-time are two ways that a financial issue may have an impact on a student's academic performance (2017).

Widener (2017) continued on to point out that financial difficulties can result in health issues such as anxiety which in turn can cause bad behaviors like alcoholism and other addictions, which cause students to lose concentration on their studies. Stress can result from inadequate money management. Poor financial management can lead to stress, depression, and physical illness, as per Asri et al., (2017) impacting everyday living and health. The majority of students choose to work part-time jobs or even for lengthy horses in order to pay

for their education, which takes time away from studying. Because of this, doing a part-time job prevents them from studying, from taking as many credits, and from attending class, which lowers their academic achievement.

A further issue contributing to the poor achievement of learners is a lack of internal desire. According to Carnegie Mellon University (2019), students' lack of motivation during class is caused by their perception that their efforts would not improve their grades and they are focused on other things. Wright (2011) adds that low motivation in students can also be linked to low interaction with teachers, lack of belief in one's ability to study, and emotions that one is incapable of completing the assigned work. Moreover, academic performance is exposed to differences in school funding, teacher quality, and educational resources, especially for pupils from less fortunate regions. Schools with inadequate resources often lack essential materials such as textbooks, technology, and learning materials, limiting students' access to quality education.

Moreover, Kapasa et al., (2023) affirm that academic performance is exposed to differences in school funding, teacher quality, and educational resources, especially for pupils from less fortunate regions. Schools with inadequate resources often lack essential materials such as textbooks, technology, and learning materials, limiting students' access to quality education. Furthermore, disparities in teacher quality and experience can result in unequal learning opportunities. Also, the lack of investment for schools in low-income communities lead to overcrowded classrooms. Ultimately, the absence of parental and support involvement, unstable home settings, family disputes and socioeconomic status can significantly create obstacles to academic success.

## Conclusion

In conclusion, academic achievements significantly influence personal and professional growth, opening up new opportunities for personal and professional success. It serves as a measure of a student's knowledge, skills, and understanding of various subjects, which are essential for future educational and career opportunities. Academic performance influences by various factors such as, socioeconomic status, family support and home environment, pedagogical setting and individual factors. It has a significant impact on students' positive development, increasing their sense of self and confidence, and creating a supportive learning environment that sets them up for success in the future. Overall, it plays a vital role in shaping individuals' lives and society as a whole.

# Chapter Three: Field Investigation

## Introduction

After covering both learning strategies and students' academic achievements in the previous chapters, this chapter is mainly dedicated to the description, presentation and analysis of the empirical data gathered using a questionnaire. Also, it justifies the various choices along the journey of this research; from the methodology, to the study design, to the sample, as well as the data gathering tools.

## 3.1. Research Methodology and Design

This section deals with the research design and method. Moreover, it presents the research population, tools, data description, and data analysis.

### 3.1.1. Research Method

The research follows a quantitative descriptive method. Therefore, a questionnaire has been administered for students. The main aim of this research tool is to obtain and the students' views in relation to the impact of the learning strategies on their academic achievements.

### 3.1.2. Population and Sampling

The current study is concerned with second-year LMD students at the department of English, at the University of 8 Mai 1945-Guelma. The whole population of second-year LMD students makes up (210) students. However, only (65) participants responded to the questionnaire.

### 3.1.3. Description of the Students' Questionnaire

The questionnaire is primarily developed on the basis of the notions discussed in the theoretical chapters. The questionnaire opens up with an introduction highlighting the research design and method of the study. It presents the research population, tools, data description, and data analysis. With the total of twenty (20) questions, the questionnaire consists of three sections. The first section contains three questions about participants' background. The second includes nine questions about participants' idea about learning strategies. Finally, the third section which is the last consists of eight questions about student's academic achievements through the use of learning strategies.

### 3.1.4. Administration of the Students' Questionnaire

The questionnaire was administered at the Department of Letters and English Language, 8 Mai 1945 Guelma University to second-year LMD students from 22nd to the 25th of April 2024. It is worth noting that the questionnaire was delivered in the presence of an EFL teachers for fifteen (15) minutes and handed back in the same session. Unfortunately, most of the participants refused to answer this questionnaire**,** even though they assured that their answers would be kept confidential and used only for this research validity. The majority of the questions are simple, direct, and clear to help students understand and answer them as effectively as they could.

## 3.2. Analysis of the Questionnaire's Data

**Section One: Background Information**

**Q1:** Gender: a- Male b- Female

**Table 3.1.**

*Students' Gender*

| Options | Number | Percentage (%) |
|---|---|---|
| Male | 12 | 18.46% |
| Female | 53 | 81.53% |
| Total | 65 | 100% |

As table (3.1) illustrates, the gender distribution among the English students at the University of 08 Mai 1945 in Guelma reveals a notable imbalance, with only 12 out of 65 participants being male, translating to approximately 18.46% male and 81.54% female. This significant majority of female students suggests that women are more inclined to pursue studies in English at this university. This trend may reflect broader societal and cultural patterns in education, where females are more prevalent in humanities and language programs.

**Q2:** For how many years have you been studying English?

**Table 3.2.**

*Students' Experience in Studying English*

| Options | Number | Percentage (%) |
|---|---|---|
| 9 years | 39 | 60% |
| 10 years | 10 | 15% |

| | | |
|---|---|---|
| More than 10 years | 16 | 24.61% |
| Total | 65 | 100% |

As shown in table 3.2, among those 65, 60% of them reported studying English for nine years. This suggests that most students have a sufficient command of the English language to understand and respond to the questionnaire effectively. However, (15%) of them for ten years, and (24.61%) for longer duration. This indicates that they encountered obstacles during their educational journey.

**Q3:** How do you describe your English language proficiency?

**Table 3.3.**

*Students' English language proficiency*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Beginner | 8 | 12.30% |
| Intermediated | 45 | 69.23% |
| Advanced | 12 | 18.46% |
| Total | 65 | 100% |

Based on the results in table 3.3, (69.23%) of participants claimed to have an 'intermediate' English level, this implies they know their weaknesses with acknowledgment of their need to improve their English level. Additionally, (18.46%) of them evaluated their level to be 'advanced'. That is to say, these students most likely possess a good command of

English, a high proficiency level in regards to the four skills, and can effectively communicate in the language. Nevertheless, (12.30%) claimed their level as ‘beginner’. This suggests that students have not reached yet the point where they feel comfortable and competent using English, they still encounter challenges regarding specific aspects of the language. Despite these findings suggest that most students have a sufficient command of the English language to understand and respond to this questionnaire effectively.

**Section Two: Learning Strategies**

**Q4:** Do you have an idea about what is meant by learning strategies? a- Yes b- No

**Table 3.4.**

*Students’ Understanding of the Learning Strategies*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Yes | 39 | **60%** |
| No | 26 | **40%** |
| Total | 65 | **100%** |

According to the results shown in table 3.4, the highest percentage of students (60%) claimed that they have an idea about learning strategies. While, (40%) of them noted that they have not any clue about the term. This suggests a potential gap and lack of awareness or understanding of learning strategies.

**Q5**: If yes, please define them?

Some of those who answered ‘yes’ (39 participants), they provided the following definitions:

➢The methods you follow in learning process.

➢Learning strategies are a learner's way to organize and use skills to learn.

➢ They are the strategies that facilitate our learning and understanding the new information.

➢They are visual, auditory, kinesthetic strategies.

➢They are the ways that help a learner learn ( acquire a language).

➢They are listening, speaking, writing, reading techniques.

➢They are the techniques of using summarization, mapping and flash cards.

The concept of 'learning strategies' was defined by a significant portion of students (23,07%). The provided definitions indicate lack of understanding about the meaning of the learning strategies as a concept, the majority of them claimed that they are listening, speaking, writing, or reading techniques. Others, stated that they are visual, auditory, kinesthetic styles. They are confused by the distinction between learning strategies and learning types/styles.

**Q6:** What are the main learning strategies that you know?

**Table 3.5.**

*Students' Awareness about Learning Strategies*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Cognitive Learning Strategy | 25 | 38.46% |
| Metacognitive learning strategy | 13 | 20% |
| Social learning strategy | 27 | 41.53% |

| | | |
|---|---|---|
| Total | 65 | 100% |

As it is displayed in table 3.5, all the participants know what are the types of the learning strategies, (41.53%) of participants identified social learning strategies as the methods they are familiar with, making it the most recognized category. This indicates a significant preference or exposure to strategies involving interaction and collaboration with others.

**Q7:** Which one is the best learning strategy for you? Justify?

Students' provided answers for the best learning strategy according to them and justified chose:

➢ Mapping

1.53% of the students justified his choice as follows:

"Because I am a visual learner and it is easy for me to learn by charts and maps".

In this question, among 65 participants, only one (1) student who answered it, according to this student, she preferred mapping technique which is a type of cognitive learning strategies, because she is a visual learner and charts and maps make learning easier for her.

**Q8:** Do you agree that learning strategies are important in the field of education?

**Table 3.6.**

*Students' Attitudes towards the Importance of Learning Strategies*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Strongly agree | 3 | 4.61% |

| | | |
|---|---|---|
| Agree | 55 | 84.61% |
| Neutral | 7 | 10.76% |
| Strongly disagree | 00 | 00% |
| Disagree | 00 | 00% |
| Total | 65 | 100% |

The results show that the highest majority of the participants (89.22%) either strongly agreed or agreed that agree that the learning strategies are important in the field of education. A minor percentage (10.76%), chosen the neutral option, indicating that they may not have a strong opinion on this statement. No participants have chosen the disagree or strongly disagree options, affirming that learning strategies represent a significant concern in the realm of education. These findings strongly indicate that learning strategies are widely regarded as a fundamental component of educational success among the participants.

**Q9:** Is your teacher paying attention to your learning strategy? a- Yes b- No. How?

**Table 3.7**

*Teacher Awareness with Learning Strategies*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Yes | 53 | 81.53% |
| No | 12 | 18.46% |
| Total | 65 | 100% |

**Table 3.8.**

*Students' Feedback on Teachers' Attention to Learning Strategies*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Through activities | 53 | 81.53% |
| Through teaching tools | 00 | 00% |
| If others, please specify | 00 | 00% |
| Total | 53 | 100% |

As it is displayed in table 3.7, it appears that a majority of the participants (81.53%) believe that their teacher is indeed paying attention to their learning strategy. All of the students (81.53%) who reported that their teacher pays attention to their learning strategy identified that this attention is primarily through activities (100%). This suggests that the teacher is likely structuring classroom experiences and assignments to accommodate various learning styles and strategies. Interestingly, none of the students mentioned that their teacher pays attention to their learning strategy through teaching tools. This could indicate a potential gap in the use of teaching aids or technologies to support diverse learning strategies, with students valuing active engagement over passive materials. None of the students indicated any other means. This might suggest that the activities provided by the teacher are comprehensive enough to encompass various learning approaches, leaving little need for additional means of support.

**Q10:** "Intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information". Do you agree with this?

**Table 3.9.**

*Students' Opinion on the Impact of Intentional Behavior and Thoughts used During Learning*

| Options | Number | Percentage (%) |
|---|---|---|
| Agree | 43 | 66.15% |
| Disagree | 10 | 15.38% |
| Neutral | 12 | 18.46% |
| Total | 65 | 100% |

Based on the results above (table 3.9), a significant majority comprising (66.15%) of respondents, express agreement with the notion that intentional behaviors and thoughts are instrumental in aiding learning efforts. This suggests a prevailing belief among this group that actively engaging with learning tasks and employing deliberate cognitive strategies can enhance comprehension, learning efficacy, and memory consolidation. Conversely, a smaller fraction, representing (15.38%) of respondents, voice disagreement with the statement. Their disagreement may stem from differing viewpoints on the importance of conscious cognitive efforts or the mechanisms underlying successful learning. Furthermore, (18.46%) of respondents expressed their neutrality to the statement, suggesting differing experiences or complex viewpoints that require further investigation.

**Q11:** Do you use technology tools while learning? a- Yes b- No

**Table 3.10.**

*Students' Use of Technology Tools in Learning*

| Options | Number | Percentage (%) |
|---|---|---|
| Yes | 39 | 60% |
| No | 26 | 40% |
| Total | 65 | 100% |

The data displayed in table (3.10), indicates that the majority of respondents, constituting (60%) of the total sample, affirm their use of technology tools while engaging in learning activities. A significant portion, comprising (40%) of respondents, report not using technology tools during their learning endeavors. The high percentage of respondents utilizing technology tools suggests a widespread integration of technology into modern learning practices. This may include the use of computers, smartphones, tablets, educational apps, online resources, or other digital tools to access information, study materials, or interactive learning platforms. The segment of respondents who do not use technology tools may have various reasons for their choice, such as personal preferences, access limitations, technological barriers, or alternative learning strategies that do not heavily rely on digital resources. It's essential to acknowledge that disparities in access to technology and digital resources may exist among learners. Efforts to bridge these gaps and ensure equitable access to technology-enhanced learning opportunities are crucial for promoting inclusive education.

**Q12:** What methods used by your teachers could affect your learning support?

**Table 3.11.**

*Effective Teaching Methods that Influence Learning Support*

| Options | Number | Percentage (%) |
|---|---|---|
| Visualization strategy | 37 | 56.92% |
| The use of technology | 19 | 29.23% |
| Cooperative strategy | 5 | 7.69% |
| Inquiry-based learning strategy | 4 | 6.15% |
| Total | 65 | 100% |

The most prominent method reported by respondents, with (56.96%) indicating the use of visualization strategy. This finding suggests these respondents recognize the value of visual aids, diagrams, charts, and other visual representations in enhancing their learning experiences. The popularity of this method underscores its effectiveness in facilitating comprehension and retention of information. Nearly one-third of respondents (29.23%) report the use of technology tools as a method employed by their teachers to support learning. This indicates a significant but relatively lesser degree of reliance on digital resources compared to visualization strategies. However, the prevalence of technology usage highlights the increasing integration of digital tools in educational settings and their role in providing access to diverse learning resources and interactive learning experiences. A smaller proportion of respondents (7.69%) mention the use of cooperative learning strategies by their teachers. Cooperative learning involves collaborative activities where students work together to achieve common learning goals. While less frequently cited compared to visualization and technology usage, cooperative strategies promote peer interaction, communication skills, and cooperative

problem-solving, contributing to a supportive learning environment. The least commonly mentioned method, cited by only (6.15%) of respondents, is the inquiry-based learning strategy. Although less prevalent, inquiry-based learning can foster curiosity, autonomy, and deeper understanding among students.

**Section Three: Student's Academic Achievements**

**Q13:** Is your learning strategy helping you to achieve better academic grades?

a- Yes b- No

**Table 3.12.**

*Students' Opinion on the Effectiveness of Learning Strategy on Academic Grades*

| **Options** | **Number** | **Percentage (%)** |
|---|---|---|
| Yes | 48 | 73.84% |
| No | 17 | 26.15% |
| Total | 65 | 100% |

As shown in table (3.12), a high percentage of (73.84%) of respondents, affirm that their learning strategies are indeed contributing to achieving better academic grades. This indicates a widespread conviction among this group they are positively influencing their academic success. Conversely, the rest of the participants comprising (26.15%) of respondents, express skepticism regarding the efficacy of their learning strategies in enhancing academic grades. This dissenting perspective suggests that a portion of respondents may feel that despite their efforts, their chosen learning strategies are not yielding the desired improvement in academic performance.

**Q14:** How satisfied are you with the methodology used in your current academic program? a- Dissatisfied b- Satisfied

**Table 3.13.**

*Students' Satisfaction with the Learning Methodology*

| Options | Number | Percentage (%) |
|---|---|---|
| Dissatisfied | 58 | 89.23% |
| Satisfied | 7 | 10.76% |
| Total | 65 | 100% |

Based on the responses of this questions, it seems that a significant portion of the participants are not satisfied with the methodology used in their current academic program (89.23%). This dissatisfaction suggests widespread discontent among respondents regarding various aspects of the instructional approach, curriculum design, teaching methods, assessment practices, or other components of the academic program. The high percentage of dissatisfaction underscores significant concerns or issues perceived by students that may be preventing their overall academic experience and impeding their learning outcomes. While only about (10.76%) reported being satisfied. This minority viewpoint indicates that some respondents find the methodology effective, engaging, and conducive to their learning needs and preferences. However, the low percentage of satisfaction suggests that there is limited agreement among respondents regarding the effectiveness or suitability of the current academic program methodology.

**Q15:** To what extent you agree or disagree with this statement "economic position and parent's level of education could be just as effective at predicting a child's academic achievement"? Further explanation?

**Table 3.14.**

*Students' Attitudes on the Impact of Economic Status and Parental Education on Child's Academic Success*

| Options | Number | Percentage (%) |
|---|---|---|
| Agree | 25 | 38.46% |
| Neutral | 6 | 9.23 |
| Disagree | 34 | 52.30% |
| Total | 65 | 100% |

Students' given answers if they have further explanations about the question above (13.84%):

**Table 3.15.**

*Students' Additional Insights*

| Agree further explanations | Disagree further explanations | Neutral further explanations |
|---|---|---|
| Parents who are educated pay more attention in their child learning by helping and guiding them to achieve certain goal. | Parents level of education not of the time effect at predicting a child's academic level. | It depends, my father has a good level of foreign languages, but I do not ask him never for help. |

| | | |
|---|---|---|
| The position level of parents can help their children in future. | It does not matter if parents are educated or not to be an intelligent kid, or if they are educated it is not sure that you will be like them. | It is about the child if he or she want to learn or not, it depends on how they are thinking |
| Child will take as much as possible of knowledge from his parents. | Any person has the ability to learn rather the parents are educated or not. | / |
| / | Economic position and parent's level of education are just a sort of motivation. I grew up in family who did not went to school at all, but I am excellent over all my years of education. | / |
| | | / |

As table 3.14 and 3.15 indicate, a minority of respondents, constituting (38.46%) of the total, agree with the statement. They suggest that educated parents may be more involved in their child's education, providing guidance and support. Additionally, there's a belief that a higher economic position can afford children better educational opportunities, thus influencing their academic success. The majority of respondents, comprising (52.30%) of the total, disagree with the statement. However, this indicates that a significant portion of respondents do not believe that economic position and parental education level are reliable predictors of a child’s academic achievement. They may assert that other factors such as individual motivation, learning environment, teaching quality, and personal effort have a more significant influence on academic success. A small percentage of respondents, representing (9.23%) of the total, express a neutral stance on the statement. Some respondents acknowledge the potential influence of parental education and economic position but also emphasize the role of individual motivation and mindset in determining academic outcomes.

**Q16:** Which factors do you think could affect your academic achievements?

**Table 3.16.**

*Students' Views about Factors Affecting Academic Achievements*

| Options | Number | Percentage (%) |
|---|---|---|
| Socioeconomic factors | 18 | 27.69% |
| Family support and home environment | 10 | 15.38% |
| Educational environments | 23 | 35.38% |
| Individual factors | 14 | 21.53% |
| Total | 65 | 100% |

The results in table (4.16) show that (27.69%) of respondents identify socioeconomic factors as having a potential influence on their academic achievements. This suggests that these respondents recognize the impact of economic status, access to resources, and social background on educational outcomes. A smaller portion of respondents, constituting 15.38%, attribute the influence of their academic achievements to family support and the home environment. This suggests that respondents recognize the importance of familial encouragement, parental involvement in education, a conducive home environment for studying, and emotional support in fostering academic success. The majority of respondents, comprising (35.38%), highlight educational environments as significant factors affecting their academic achievements. About (21.53%) of respondents identify individual factors as influencing their academic achievements. This category may include personal attributes such as motivation, self-discipline, learning styles, study habits, and resilience. Respondents recognize the role of their own efforts, attitudes, and behaviors in shaping their academic success.

**Q17:** Assessments are typically classified into two main subgroups: traditional and authentic. What do you prefer?

**Table 3.17.**

*Students' Preferences for Assessment Types*

| Options | Number | Percentage (%) |
|---|---|---|
| Traditional assessment | 17 | 26.15% |
| Authentic assessment | 48 | 73.84% |
| Total | 65 | 100% |

The majority of respondents (73.84%), articulate a preference for authentic assessment methods. Respondents who prefer authentic assessments may appreciate the relevance, applicability, and authenticity of these methods in assessing students' abilities to solve problems, think critically, and apply knowledge in authentic situations. While, the minority of participants (26.15%), express a preference for traditional assessment methods. Traditional assessments often include standardized tests, quizzes, exams, and essays with predetermined questions and grading criteria. Respondents who prefer traditional assessments may value the objectivity, reliability, and ease of administration associated with these methods.

**Q18:** Which technique do your teachers often use to evaluate you? And what do you prefer?

**Table 3.18.**

*Teachers' Techniques Used to Evaluate Students*

| Option | Number | Percentage (%) |
|---|---|---|
| Presentations | 11 | 16.92% |
| Asking questions about the previous lecture | 24 | 36.92% |
| Quick tests | 30 | 46.15% |
| Total | 65 | 100% |

The results show that a majority of participants (46.15%), report that their teachers often use quick tests as an evaluation technique. Quick tests typically involve short assessments administered during or at the end of a class session to assess students' knowledge, understanding, and retention of recently covered material. They provide immediate feedback to both students and teachers and help monitor learning progress. However, a significant portion of respondents (36.92%), indicate that their teachers frequently evaluate them by asking questions about the previous lecture. This assessment technique involves assessing students' understanding, retention, and engagement by querying them on topics covered in previous lessons. It allows teachers to assess students' comprehension and recall of material taught. At the end a minority of respondents (16.92%), state that their teachers often use presentations as an evaluation technique. Presentations typically involve students delivering information or findings to the class orally, visually, or through multimedia formats. This suggests that while presentations are used as an assessment method, they are less prevalent compared to other techniques.

**Table 3.19.**

*Students' Preferred Techniques for Classroom Evaluation*

| Options | Number | Percentage (%) |
|---|---|---|
| Presentations | 51 | 78.46% |
| Asking questions about the previous lecture | 14 | 21.53% |
| Quick tests | 00 | 00% |
| Total | 65 | 100% |

In table 3.19, high number of participants (78.46%) or the vast majority, indicate they prefer to be evaluated through presentations. This implies that a significant number of students appreciate the chance to demonstrate their skills and knowledge through oral or visual presentations. They may enjoy demonstrating their understanding and mastery of a subject in a formal, public setting, as it aligns with their preferred learning method or their strong communication and presentation skills. However, a small percentage of respondents (21.53%) would rather be asked questions concerning the prior lesson in order to be scored. This suggests that although only a minority of students choose this approach over presentations, others appreciate the chance to show their comprehension and interest with the subject matter through inquiry. These pupils can value the chance to explain what they know and recollect knowledge from earlier classes. Interestingly, no respondents indicate a preference for being evaluated through quick tests. This suggests that students may not perceive quick tests as their preferred evaluation method or may have reservations about the effectiveness or fairness of this assessment approach.

**Q19:** According to your experience, order these academic obstacles from 1 (the most obstacle leads to failure in achieving academic goal) to 5 (least problem).

**Table 3.20.**

*Students' Ranking of Academic Obstacles*

| Options | Order (From 1 to 5) | Numbers | Percentage (%) |
|---|---|---|---|
| Financial problem and negative behavior | 2 | 18 | 26.69% |
| Students' lack of motivation from within themselves | 1 | 29 | 44.61% |
| Teachers with poor quality and experience | 3 | 15 | 23.07% |
| The lack of essential material: handouts, technology, smart boards, data-show... | 4 | 1 | 1.53% |
| The absence of parental and support Involvement. | 5 | 2 | 3.07% |
| Total | / | 65 | 100% |

The table above (3.20), presents the obstacles perceived by students as most detrimental to achieving academic goals to least significant obstacle. Students' lack of motivation from within themselves, comes on top with 29 participants considering it as the first obstacle. This shows that the respondents think that intrinsic motivation is a major factor in academic performance and that lack it is a major obstacle to reaching goals. Financial problem and negative behavior follow with 18 participants considering it second. This indicates that students believe major external barriers to academic success include financial limitations and negative habits. Teacher with poor quality and experience comes after, with 15 participants.

Only (1.53%) of the participants consider the absence of essential materials such technology, smart boards, data displays, and handouts to be the fourth worst challenge. And around (3.07%) of students consider the lack of parental and support engagement to be the least important barrier.

**Q20:** To what extend do you agree or disagree that effective learning strategies can enhance learners' academic achievements?

**Table 3.21.**

*Students' Attitudes Towards the Impact of Effective Learning Strategies on Academic Achievements*

| Options | Number | Percentage (%) |
|---|---|---|
| Strongly agree | 27 | 41.53% |
| Agree | 38 | 58.46% |
| Disagree | 00 | 00% |
| Strongly agree | 00 | 00% |
| Total | 65 | 100% |

Based on the responses to the question, it appears that the majority of students (58.46%) agree with the assertion, this indicates widespread agreement among respondents regarding the positive impact of effective learning strategies on academic achievements. They probably believe that in order to maximize learning outcomes, it is essential to embrace and put into practice a variety of learning strategies matched to each learner's preferences and learning outcomes. A significant percentage, express strong agreement with the statement (41.53%),

this implies that a substantial number strongly believes that learning strategies are beneficial for boosting academic achievement. No participants chose the disagree or strongly disagree options. This indicates that students typically agree that using efficient learning strategies may enhance academic performance. There is unity among participants on this issue, as evidenced by this absence of disagreement.

### 3.3. Summary of the Findings of Students' Questionnaire

Based on the data analyzed in the first section of the questionnaire, the findings indicate that a majority of students (60%) have studied English for 9 years, indicating a successful level in their language learning advancement. Additionally, most students (69.23%) perceive themselves to have an intermediate level of English proficiency.

Moving forward to the second section of the questionnaire where the focus is on exploring students' learning strategies. The obtain results revealed that the majority of the students have an idea about what is meant by learning strategies, however, their provided definitions indicate lack of understanding around the meaning of learning strategies as a concept. It has been also detected the attitude of the students about the importance of learning strategies, most of them (89.22%) agree that learning strategies are important in the field of education. Additionally, it is important to note that about (82%) of students feel that their teacher is aware and paying attention to their learning strategies. They said this is shown through the activities the teacher uses in class. Moreover, with a percentage of (56.96%) the visualization strategy is the most widely used approach by teachers that respondents indicated could affect their learning strategies.

As the investigation proceeds in the third section, which is about students' academic achievements, the results show about (74%) of students believe that their learning strategies are helping them achieve better grades. Moreover, the findings indicate nearly 89% of

participants are unhappy with their current academic program's methodology, indicating common dissatisfaction with teaching methods, curriculum design, and assessment practices, which may be harming their learning and academic success. However, only 10.76% of participants expressed satisfaction with the methodology, citing its efficiency, interest, and suitability for their learning needs and preferences. Additionally, around (35.38%) of participants reported that they find educational environments to be significant factors affecting their academic achievements. Then, they come socioeconomic factors as a second with a percentage of (27.69%), after that come individual factors as the third one with a rate of (21.53%) and the final factors that could affect students' academic achievements are the support of family and home environment which come with a percentage of (15.38%).

Furthermore, the findings also reveal that (78.46%), of respondents indicate they prefer to be evaluated through presentations. This implies that a significant number of students appreciate the opportunity to show off their abilities and expertise through oral or visual presentations. However, a small percentage (21.53%) would rather be asked questions concerning the prior lesson in order to be scored. This indicates that they value the opportunity to demonstrate their understanding and interest in the subject through asking questions. Moreover, most students believe that employing effective learning strategies can improve academic achievement. There is unity among participants on this issue, as evidenced by this absence of disagreement.

## Conclusion

Based on the results collected from the field investigation that is recorded in this third chapter, the findings strongly support the effectiveness of implementing learning strategies in promoting students' academic achievements. This approach show that students face challenges like financial constraints, lack of motivation, and limited resources. However, they also recognize opportunities for improvement. Ultimately, the analysis also highlights how critical it is to solve the problems that have been found and take advantage of possibilities in order to enhance educational results. This may involve implementing evidence-based learning strategies, enhancing teacher training and support, fostering a supportive learning environment, and promoting student engagement and motivation.

# General Conclusion

## 1. Concluding Remarks

The primary objective of this research was to explore the potential impact of the learning strategies on student's academic achievements. module. The study was designed to provide a comprehensive examination of the topic from both theoretical and practical perspectives. The first two chapters focused on individual research variables and provided in-depth explanations of related concepts and theories. In contrast, the final chapter took a more practical approach, focusing on the collection and analysis of research data. The findings highlighted the importance of learning strategies on student's academic achievements. The majority of participants expressed a positive correlation between developing effective learning strategies on student's academic outcomes. The research also identified key factors influencing students' achievements including socioeconomic status, family support and home environment, pedagogical setting and individual factors. The findings underscored the need for learning different learning strategies that motivation, help and encourage students to achieve better academic performance. Learning strategies emerged as essential tools for students to achieve academic performance by enhancing their understanding, retention, and application of knowledge. These strategies serve as active approaches that students can employ to optimize their learning experiences and maximize their academic success.

Furthermore, the research shed light on the most obstacles that lead to failure in achieving academic goals such as students' lack of motivation within themselves, financial problems, teacher with poor quality and experience and the lack of essential material ...etc. The study emphasized the importance of different learning strategies that enhance students' understanding, retention, and application of knowledge, leading to improved academic performance. Overall, this research contributes to the understanding of how different learning strategies can impact students' academic achievements.

**2. Pedagogical Implications**

The findings of this study on the impact of learning strategies, particularly social learning strategies, on the academic achievements of second-year LMD students at the University of 8 Mai 1945, Guelma, have several important pedagogical implications:

**1. Enhanced Teaching Practices**: Educators can integrate social learning strategies into their teaching methodologies. For instance, incorporating group projects where students collaborate to solve problems or analyze case studies can enhance understanding and retention of course material. Studies have shown that collaborative learning can lead to higher student engagement and achievement (Johnson, Johnson, & Smith, 2014).

**2. Curriculum Development**: The curriculum can be designed to include more collaborative assignments and peer interaction. For example, a literature course might include peer review sessions where students critique each other's essays, promoting critical thinking and constructive feedback. Research suggests that peer learning activities can improve academic performance and critical thinking skills (Topping, 2005).

**3. Professional Development for Educators**: Teacher training programs should emphasize social learning strategies. Workshops on collaborative learning techniques, such as the "Think-Pair-Share" method, can equip teachers with practical tools for the classroom. Professional development focused on these strategies can help educators create a more interactive learning environment (Barkley, Cross, & Major, 2014).

**4. Student Support Services**: Academic support services can be restructured to promote social learning. For example, study groups facilitated by the tutoring center can encourage peer-to-peer learning. Such structured group studies have been shown to enhance student understanding and performance (Arendale, 2004).

**5. Assessment Methods**: Assessment methods can be expanded to evaluate group collaboration and participation. For instance, grading components can include peer evaluations and group project outcomes. This approach not only assesses individual knowledge but also teamwork skills, which are essential in many professional fields (Oakley, Felder, Brent, & Elhajj, 2004).

**6. Learning Environment**: Creating a supportive learning environment that fosters collaboration can significantly enhance the student experience. This might involve redesigning classroom layouts to facilitate group work or using online platforms that support collaborative projects. Effective learning environments are crucial for student success (Wilson, 2004).

**7. Policy Implications**: Educational policymakers can develop policies that encourage the adoption of social learning strategies. For instance, policies might mandate collaborative learning as part of the curriculum in all programs. Policies supporting teacher collaboration and professional development can help institutionalize effective learning strategies (Darling-Hammond, Hyler, & Gardner, 2017).

**8. Student Awareness**: Increasing student awareness about the benefits of social learning strategies can motivate participation. Orientation programs and workshops can be organized to educate students about effective study habits and the impact of collaborative learning. Awareness campaigns can significantly enhance student engagement and performance (Freeman et al., 2014).

Overall, the study underscores the importance of incorporating social learning strategies into educational practices to improve student outcomes. By leveraging these pedagogical implications, educators and institutions can create a more engaging, collaborative, and effective learning environment that supports the academic success of students.

**3. Limitations of the Study**

Like any other research endeavor, this study faced its fair share of challenges. The following are notable limitations encountered during the course of this research:

- The study encountered a significant challenge in accessing relevant sources, there were very limited scholarly articles, books or theses addressing learning strategies or academic achievements.

- Among the questionnaires distributed to students, some of them did not provide answers for all questions and they gave incomplete answers for some questions. Also, they did not take it seriously, they just tick options randomly.

- The study's sample size was somewhat small, which would have limited how far the results can be applied.

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# Appendices

## Appendix A: Students' Questionnaire

Dear second-year students,

I am currently conducting my master dissertation research that is about "The Impact of Learning Strategies on Student's Academic Achievements''. Thus, you are kindly asked to answer this questionnaire; which consists of 20 questions and requires approximately from 10 to 15 minutes to answer. Make sure that your answers will be kept confidential and only use it for academic purposes.

Please, try to put a tick (✓) mark in the right statements and answers, and justify your answers whenever necessary.

Thank you in advance for your collaboration.

Bochra BEKHAIRIA

Second year Master Students

Department of Letters and English Language

Faculty of Letters and Languages

University of 8 Mai 1945, Guelma

**Section One: Background information**

**Q1:** Gender?

- Male

- Female

**Q2:** How long have you been studying English?

- 7 years

- 8 years

- 9 years

- More than 9 years

**Q3:** How would you describe your English language proficiency?

- Beginner

- Intermediated

- Advanced

**Section Two: Learning Strategies**

**Q4:** Do you have an idea about what is meant by learning strategies?

- Yes

- No

**Q5:** If yes, would you please define them?

.....

.....

.....

**Q6:** What are the main learning strategies do you know?

- Cognitive Learning Strategies (repetition, organization, summarization,

imagery, mind maps... etc)

- Metacognitive Learning strategies (planning, organizing, and evaluating one's

own learning)

- Social Learning Strategies (e.g., collaborative learning, peer teaching)

**Q7:** According to the learning strategies you know, which one is the best for you? justify?

.....

Justification: .....

**Q8:** Do you agree that learning strategies are an important issue in the field of education?

- Agree

- Strongly agree

- Disagree

**Q9:** Is your teacher paying attention to your learning strategy?

- Yes

- No

How?

- Through activities

- Through teaching tools

**Q10:** "Intentional behavior and thoughts used by learners during learning so as to better help them understand, learn or remember new information" do you agree with this statement?

- Agree

- Disagree

- Neither agree nor disagree

**Q11:** Do you use technology tools while learning?

- Yes

- No

**Q12:** What methods used by your teachers could affect your learning support? (order these from 1 to 4)

- Cooperative strategy (group work)

- Visualization strategy (receive the information through visual manner)

- Inquiry-based learning strategy (asking an open questions)

- The use of technology (online learning via platforms, google classroom...)

**Section Three: Student's Academic Achievements**

**Q13:** Is your learning strategy helping you to achieve better academic grades?

- Yes

- No

**Q14:** How satisfied are you with the methodology used to study in your current academic program?

- Dissatisfied

- Satisfied

**Q15:** How much do you agree with this statement " economic position and parent's level of education could be just as effective at predicting a child's academic achievement"

- Agree

- Neutral

- Disagree

Further explanation:.....

**Q16**: Which factors do you think could affect academic achievements? (order them from 1 to 4)

- Socioeconomic Factors (parents' level of education, economic resources such as access to educational materials)

- Family Support and home Environment

- Educational Environments (Classroom physical environment like the level of teachers, the size, the climate, the lighting of the classroom setting)

- Individual Factors (students' self-discipline and motivation)

**Q17:** Assessments are typically classified into two main subgroups: traditional and authentic. What do you prefer? and why?

- Traditional assessment (use tests, quizzes, and homework)

- Authentic assessment (portfolios eg. writing samples, oral presentations; projects)

**Q18:** Which techniques do your teachers often used to evaluate you? And what do you prefer?

- Presentations

- Asking questions about the previous lecture before starting the new one

- Quick tests

Your preference.....

**Q19:** According to your experience, order these from 1 (the most obstacle leads to failure in achieving academic goals) to 3 (least problem)

- Financial problems and negative behavior

- Students' lack of motivation from within themselves.

- Teacher with poor quality and experience

- The lack of essential materials: handouts, technology, smart boards, data-show....

- The absence of parental and support involvement

**Q20:** To what extent do you agree or disagree that effective learning strategies can enhance learners' academic achievement?

- Strongly agree

- Agree

- Disagree

- Strongly disagree