
The relationship between students' learning strategies and speaking performance in English (an experimental approach)

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The article presents the results of an experimental research carried out among third and fourth year students of the technical specializations. It aims at seeking a relationship between learning strategies employed by the undergraduates and their speaking performance. P. Oxford's taxonomy of language learning strategies and the "Strategy Inventory for Language Learning" (SILL) were used as the bases for the research. The data were correlated with the overall end-of-the-term/year results of the oral examination. The results show that some language learning strategies might go in pair with better speaking performance, but there is much individual variation in this respect. The findings, their evaluation as well as psycholinguistic interpretation can be used to facilitate the language learning process and to boost each student's learning efficiency.

Keywords: training methods, speaking performance improvement, the English language, language learning strategy, Strategy Inventory for Language Learning (SILL).

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