

A Study of ESL Learning Strategies among Syrian University Students (2023–2024)

دراسة حول استراتيجيات تعلم اللغة الإنجليزية كلغة ثانية لدى طلاب الجامعات السوريين
(2024–2023)

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Abstract

This study examines English language learning strategies employed by Syrian university students (Aleppo & Al-Levant Universities), focusing on motivations, challenges, and strategy effectiveness. A descriptive-analytical method was used, combining language tests and teacher questionnaires.

Findings: Digital tools (e.g., Duolingo, YouTube) are widely used for daily practice and Cognitive strategies (e.g., flashcards, note-taking) enhance retention.

Metacognitive strategies (e.g., goal-setting, self-evaluation) are prevalent.

Motivations include career prospects, global communication, and higher education.

Challenges: Limited resources, language anxiety, and lack of practice opportunities.

Recommendations: Improve access to digital resources and language labs. Train students in advanced learning strategies. Establish English conversation clubs.

Keywords: Language Learning Strategies, Motivations and Challenges, Digital Learning

الملخص:

تهدف هذه الدراسة إلى تحليل استراتيجيات تعلم اللغة الإنجليزية كلغة ثانية لدى الطلاب السوريين في جامعتي حلب وبلاد الشام، مع التركيز على الدوافع، التحديات، وفعالية الاستراتيجيات المستخدمة. استخدم البحث منهجًا وصفيًا تحليليًا يشمل اختبارات لغوية واستبيانات للمعلمين.

وكانت نتائج البحث هي الاعتماد على الأدوات الرقمية مثل **Duolingo** و **YouTube** لتحسين المهارات اليومية. واستخدام استراتيجيات معرفية (مثل البطاقات التعليمية، تدوين الملاحظات، تطبيق استراتيجيات ما وراء المعرفة مثل التخطيط، التقييم الذاتي، دوافع متعلقة بفرص العمل، التعليم الدولي، والانخراط العالمي).

أما التوصيات فهي تعزيز الوصول إلى الموارد الرقمية والمختبرات اللغوية، وتدريب الطلاب على استراتيجيات متقدمة. وإنشاء نوادي حوار باللغة الإنجليزية.

الكلمات المفتاحية: استراتيجيات تعلم اللغة، الدوافع والتحديات، التعلم الرقمي.

1.0 Background:

In the cutting-edge international landscape, the purchase of English as a Second Language (ESL) stands as an vital skill, especially for individuals navigating higher training and looking for to interact with the broader international network. For Syrian college students at the college stage, gaining knowledge of English isn't simply a scholastic requirement; it's miles a gateway to getting access to a wealth of opportunities in an interconnected international. As these rookies grapple with the challenges and complexities of English language acquisition, the strategies they rent come to be a focus of research. This research seeks to delve into the nuanced landscape of language mastering, focusing specially on the techniques employed by Syrian ESL rookies within the context in their college-degree education in 2023–2024.

1.1 Statement of the Problem

This research aims to address the following key study trouble:

What strategies do Syrian ESL newbies on the college level employ of their English language studying, and what are the motivations and challenges they stumble upon in pursuing English skillability?

This research trouble encompasses several dimensions, which include the techniques hired through Syrian ESL inexperienced persons, their motivations for mastering English, and the boundaries they face in the manner.

1.2 Objectives of the Study

The primary objectives of this study are as follows

1. To distinguish and categorize the strategies of the English language employed by ESL learners at Syrian universities.
2. To recognize the motivations, challenges, and attitudes that Syrian ESL learners use in English language acquisition.
3. To analyze the effectiveness of different language studying strategies in the context of Syrian university-level ESL inexperienced persons.

1.3 Hypotheses of the Study

To investigate the study's problem and give answer to the questions of the research, the look can formulate a set of hypotheses. These hypotheses offer testable statements or predictions approximately the relationships and consequences to be explored in the research. Here are some potential hypotheses for the observation:

1. Syrian ESL learners on the college level showcase tremendous differences in the language mastering techniques they employ based totally on their characteristics and backgrounds.
2. The motivations of Syrian ESL learners at the university stage appreciably effect their language mastering consequences, with noticeably motivated rookies demonstrating better proficiency.

1.4 Questions of the Study

To further explore the study problem, several research questions can be formulated to guide the study. These questions will help focus the research and provide specific areas of investigation:

1. What language learning techniques do Syrian ESL students on the university stage employ in their pursuit of English skill ability in 2023–2024?
2. What are the motivations that Syrian ESL use to learn English language skills on the college stage in 2023–2024?

1.5 Significance of the Study

The proposed research pursues to deal with a important hole within the expertise of the techniques used by Syrian ESL students on the university degree. By examining their motivations, challenges, and mastering strategies, this study can make contributions to the improvement of greater powerful English language teaching and assist packages. Furthermore, the findings may apply to other contexts with similar challenges, helping educators and policymakers make informed decisions to enhance English language learning for ESL students.

1.6 Methodology

This study will follow the descriptive–analytical method. It will employ a qualitative case study approach to gain in–depth insights into the experiences of Syrian ESL learners. Case studies are particularly suitable for investigating specific contexts, such as the Syrian university–level ESL learning environment. Data will be collected from multiple sources, including interviews, surveys, and classroom observations.

1.7 Limitations of the Study

This study will target university students in the Azaz region of Syria (It will be one or two universities), from the first to the last year, who study the English language as a second language. The time limitation is between 2023–2024.

II

2.1 Background

This chapter presents recent research concerning strategies for learning English as a second language. It will specifically examine the role of technology in the English learning process, vocabulary acquisition methods, strategies applicable in specific contexts, beliefs about learning strategies, speaking abilities, and oral communication techniques. Additionally, it will include classroom activities and address issues related to motivation and challenges faced in the learning process.

2.2 Technology in the English Language Learning Process

Technology has become a necessity in this era, penetrating all areas of education. Teaching English as a Second Language (TESL) is one such field influenced by technology. The aim of this study is to explore the methods used in TESL, explore the views of English language learners, and gather their opinions on the impact of

technology on their learning. The study aims to identify the various methods used in e-learning and explore the technological tools that support traditional methods of teaching and learning English as a second language. In the 21st century, there has been a passion for using the latest advanced technology in education. This study reviews some important studies to demonstrate the effectiveness of modern technologies in the learning of ESL students.

Becker (2000) suggests that computers are considered essential teaching tools in language classrooms where teachers have good knowledge, so they are well-prepared, and control over the curriculum.

Many teachers admit that technology is vital for providing high-quality education. Consequently, incorporating modern technology into English teaching has become crucial, especially with significant advancements in various fields. The education quarter must adopt technological tools along with computer systems, multimedia gadgets, mobile telephones, audio/visible packages, and social media to beautify English language training and permit instructors to interact more efficiently with college students (Mofareh 2019). Numerous studies have explored the effectiveness of generation in language mastering, and maximum have observed it incredibly effective for mastering English as a 2d language. Second-language learners of English are particularly optimistic about this. Eaton (2010) notes that computer-based communication supports language learning.

Computer-assisted discussions encourage a more equitable level of engagement than traditional face-to-face conversations. Zhao (2013) supports the idea that authentic materials in the target language play a crucial role in the process of language learning. Gary Motiram, the editor of the British Council's journal *Innovations in Learning Technology for English Language Teaching*, contends that digital technology has enhanced educational practices. In his most recent publication for the British Council, he emphasizes that digital tools are particularly effective in supporting both educators and learners in the essential journey of language acquisition.

2.3 Vocabulary Learning Strategies

One of the major obstacles encountered by individuals lacking experience in English as a second language is the presence of negative vocabulary, which can

hinder their ability to learn the language. Memorizing new words and phrases and effectively incorporating them into conversation can be challenging. Nevertheless, these terms are fundamental to the language, and numerous studies have indicated that a learner's vocabulary size can often be anticipated based on their language proficiency (Meara & Jones, 1987; as cited in Gu, 1994).

The concept of vocabulary is as straightforward as that of phrases (Lessard-Clouston, 2013), and this assertion holds true since vocabulary pertains to words. The term Lexis, derived from the Greek word for phrase, is described in English as "the complete set of words in a language, i.e., the entire vocabulary of a language" (Barcroft, Sunderman, & Schmitt, 2011, p. 571, as cited in Lessard-Clouston, 2013). A language's vocabulary encompasses lexical components, which consist of phrases formed by two or more words. Therefore, vocabulary comprises not only individual lexical items but also phrases or segments of words that convey specific meanings, similar to standalone words. This underscores the notion that acquiring a second language is fundamentally reliant on mastering its vocabulary, as lexical knowledge is crucial for achieving communicative competence in that language (Beglar & Nation, 2013).

The great importance of language acquisition in its early stages has prompted many researchers in recent decades to study vocabulary learning in a second language (Ramos & Darío, 2015). These studies have focused largely on the strategies used by ESL learners to learn vocabulary. ESL learners must confront and overcome the multiple challenges of learning English, and learning strategies are one of the ways they overcome these challenges. According to Chamot and Cooper (1989), learning strategies are techniques learners use to understand, store, and remember information and skills. Learners, on the other hand, use specific strategies to help them learn and improve their vocabulary.

2.4. Learning Strategies in Malaysian Education

English serves as a widely utilized global language and is crucial for equipping learners with fundamental skills. However, the inadequate level of English proficiency among Malaysians poses a significant challenge. Despite students being exposed to English in classrooms for eleven years during both primary and lower secondary education, mastery of the language remains elusive, a concern echoed by

various researchers (Nur Hassmah et al., 2008). Many students find English to be overly challenging and unengaging, which hinders their ability to complete assignments from teachers, particularly in rural educational settings. Wahi (2015, as referenced in Rahim and Wahi, 2023) suggested that this issue arises from limited exposure to the language, as students predominantly engage in their native language within their environments.

To tackle this problem, it is important to understand the strategies that students employ, which could assist educators in enhancing English language acquisition. In English language instruction, teachers can guide students in adopting effective learning strategies and promote independent learning (Gafurnia, 2023). Rubin (1975, as cited in Iman and Inas, 2023) emphasized that when learners are aware of the strategies applicable to their educational context, they are more likely to succeed in language acquisition. Consequently, this study seeks to identify the effective learning strategies favored by English language learners from three schools situated in the rural region of Tannum.

2.5. Learning Strategies in Pakistani Education

In the field of learning English as a second language, scientific development has made great progress in the field of second language learning by enhancing the role of the learner in managing and directing his/her learning independently from the teacher. Learners have become capable of learning on their own. With the development of learning strategies, more emphasis has been placed on productive and task-oriented learning strategies. Learners' perceptions and beliefs about the learning process and strategies have changed. English plays an important role in Pakistan. The National Curriculum of Pakistan in the Ministry of Education (2006) emphasized the importance of teaching English from the early grades to advanced levels. English language teaching in non-English-speaking countries is characterized by its deductive, product-oriented, and formal nature as it focuses on the teacher as the main focus of the teaching process (Liyanage, 2004, 218). However, in teaching English in Pakistani institutions, the majority of teachers prefer a grammar and translation approach (Warsi, 2004). Most curriculum designers neglect to consider learning strategies and students' beliefs related to the learning process, which may negatively affect the effectiveness and efficiency of

educational programs. Moreover, the most common issues facing Pakistani learners are outdated and conservative teaching methods (Akram & Mahmood, 2007). Other issues faced by Pakistani learners include overcrowded classrooms, short class periods, lack of language aids, encouragement of rote learning, outdated textbooks, few teachers with good teaching experience, and transfer of English language skills through literature (Khan & Iqbal, 2013). In this context, it is important to reduce this phenomenon by popularizing language learning beliefs and strategies among both advanced Pakistani learners and teachers and curriculum designers. The focus of this study was to identify beliefs and strategies and examine the relationship between them in a typical Pakistani context. This study focused on drawing similarities between the differences in learners' beliefs and strategies and the similarities and differences in the beliefs and strategies used by English language learners in Pakistan.

2.6 Strategies that Learners Employ in Acquiring Speaking Skills in English Second Language (ESL)

The problem facing learners and teachers in South Africa in learning English is characterized by the strangeness of one English semester. It has been observed in the same semester that some learners progress quickly in their learning of this new language, while others find it difficult and make very slow progress. Stern (1983: 341) explains that:

Proficiency levels vary between learners at different stages of learning a second language, ranging from an elementary level close to zero to a level of proficiency comparable to that of native speakers. The "competence", "fluency", or "knowledge" as enjoyed by a native speaker is a key reference point in the definition of the concept of mastering a second language as it is used in theories of second language acquisition.

According to Beukes (2009), English as a Second Language (ESL) speakers in South Africa resent being taught in their mother tongue. Current research also claims that there is a "clear aversion among African parents to having their children taught in their mother tongue, and an association of mother tongue education with a lack of educational advancement" (Murray, 2002: 436; Heugh, 2000; Webb, 2006). This

attitude among Africans is justified by the overwhelming power of English and the economic opportunities that its knowledge offers.

Because middle-class society considers English to be the language of power, African parents and their children use it even at home (McKinney, 2007). This reality remains despite the adoption of a post-apartheid language policy, which explicitly pledged to formalize, promote and support the use of eleven previously marginalized African languages. (Granville, Janks, mphahlili, Reed, Watson, Joseph, Ramani, 1998; Hugh, 2002; kamwangamalo, 2007; MDA, 2004). However, most of the children who are not middle class and do not attend the previous model C schools are those who usually lack communication in English. This "limitation in mastering the language of teaching and learning on the part of learners is an elephant in the Drawing Room of education in South Africa" (Parkinson, Baba, Mackay, 2011:74).

However, the state of affairs discussed above in the South African language conundrum has begun to engender a new breed of high school learners who, despite their limited proficiency as a result of their poor backgrounds and circumstances, have made it their mission to master and speak English at the level of the Home Language speakers of the language. For them, as for most of their peers, English remains the language of power, success, and thus of choice (Heugh, 2002). Unlike most of their peers who may have found comfort in the compensatory tactic of switching codes, which is common among township ESL learners, when speaking in order to hide incompetence and lack of proficiency, their relentlessness for proficiency seems to have resolute goals of excellence in the target language.

As lecturers in the English Education discipline at universities in KwaZulu-Natal, South Africa, the researchers observe many lessons presented by students who are studying to become specialist teachers of English as Second Language (ESL). It is in these lessons in various local schools that the researchers have experienced the difficulty with which high school learners, their teachers, and student teachers alike, struggle as they try to speak English. The researchers have observed that most learners in these schools cannot express themselves fluently and meaningfully in English. However, in the same schools there is, almost invariably, a select number

of learners whose ability to speak English is as good as that of a Home Language speaker of English. Lightbown and Spada, as cited in Candlin and Mercer (2001), note that even within the same classroom environment, some learners never attain native-like proficiency in a second language, while others make rapid progress in acquiring the new language.

Baron (2006: 195) points out that "each educational context consists of a unique combination of activities, material resources, relationships and interactions that arise from them". Accordingly, learning is not limited to the classroom or school environment only, but extends to other social and cultural contexts that contribute to the formation of learning experiences. Baron (2006: 194) is not in favor of relying on schools and laboratories as primary research places, because he believes that doing so limits the opportunities for exploration in learning because it arises from the initiatives of the learner and peers in learning at different times and situations. The issue of interdependence arises, as pointed out by Baron (2006: 194), by questioning how learning that takes place outside the school setting is interrelated with that that takes place within schools or other formal institutions. So what is meant is to go beyond the scope of the school and go to the broader scope of the individual's life (Baron, 2006). So what we are interested in focusing on is that we need to go to different environments other than the school environment as part of a person's learning environment. The learning environment is defined as all the contexts that the learner uses, whether physical or virtual (Baron, 2006). According to sociocultural theory, these contexts form part of what Vygotsky (1978) calls society, which supports the development of the learner.

2.7 Oral Communication Strategies

Speaking is one of the four important skills in learning a foreign language. It is difficult for most learners to master this skill due to several factors such as previous knowledge, motivation and other factors. To master the art of communication, you must have strategic and linguistic competence, whether social or rhetorical. Previous research has shown that learners can improve their language proficiency by using specific communication strategies to compensate for their second language deficits (Ellis 2015, Nakatani 2006). Despite the great attention that communication strategies studies (CSs) have received in second language

acquisition research, studies that have addressed communication strategies employed by Nepali learners in the context of learning English as a second language are still rare. Accordingly, this study aimed to investigate the communication strategies used by a group of Nepalese adult learners while performing an oral communication task. This study sought to answer the following research questions: (1) How do Nepalese learners express the difficulties they face during communication? And (2) What verbal and non-verbal communication strategies do Nepali learners employ during the performance of an oral task?

2.8 Learning Strategies and Classification in Education

Individual differences among learners have a significant role in the influence of general factors on the speed of achievement and the educational level of the second language (L2). But how do they exert this influence? One way is to influence the number of times and ways in which learners use learning strategies. Cognitive mastery theories propose that initiates are active members within the mastery method, not just passive recipients of records. They interact in intellectual activities with the realities of the system, rather than honestly receiving them from instructors (Hosenfeld, 1976; O'malley and Chamot, 1990; Oxford, 1990). The purpose of using strategies is to influence the learner's motivation or emotional state, how new knowledge is selected, acquired, systematized or integrated (Weinstein and Mayer, 1986). Oxford (1990) emphasized that strategies are necessary for language learning because they allow active and self-directed participation, which is necessary for the development of communicative competence. (P. 7)

III

3.1 Introduction

This part deals with the methodological methods and procedures used in data collection and analysis to arrive at the results of the study.

3.2 Population and Sample Size

The target population in this study consists of learners of English as a foreign language at two Syrian universities, namely the University of Aleppo and the University of the Levant. The study sample was selected from fourth-year students in the English department at these two universities, using a random sample Method. The number of participants in the study was 50 male and female participants,

ranging in age from 20 years to more than 30 years, with an average age of almost 30 years. Almost all participants have received an average of ten years of formal English education in schools, institutes and universities, which indicates a relatively advanced level of language learning.

3.3 Instruments of Data Collection

The researchers were used two main tools to collect the data of this study, namely: a test intended for students to measure certain aspects of learning English, and a questionnaire directed at teachers to survey their opinions and observations about language learning strategies and related teaching methods.

3.3.1 The Test

The researchers used the written take-a-look to assess students' English language skill ability across diverse capabilities: vocabulary, grammar, analyzing comprehension, writing, listening, and talking. The outcomes were analyzed through comparing the pre-test and post-test data.

3.3.2 Questionnaire

The researchers used a questionnaire to collect data. The questionnaire was administered to some teachers to see what strategies their students use to learn English.

3.3.3 Procedure

The questions were written in standard English using comprehensible words and structure so that the participants could easily read and comprehend them. The test focused on various skills: vocabulary, grammar, reading comprehension, writing, listening, and speaking. The results were compared between the pre and post-test. On the other hand, the teacher's questionnaire consisted of 20 statements focused on the impact of digital tools, mobile applications, memorization of vocabulary using flashcards, note-taking during lectures, and summarizing, planning and Goal-Setting, Self-Monitoring, and Self-Evaluation of one's learning, enhance their career prospects, participate in global dialogues and cultural exchanges, access a vast array of information and resources that are predominantly available in English, meeting the admission requirements and succeeding in international academic environments, broaden their horizons

and enhance their cognitive and social skills, challenges due to limited access to high-quality language learning resources, such as up-to-date textbooks, language labs, and online educational platforms, struggle with the lack of opportunities to practice English in real-life contexts, leading to difficulties in developing fluency and confidence in their speaking and listening skills, language learning anxiety, fear of making mistakes, and low self-confidence, ongoing sociopolitical instability in Syria disrupts educational systems, employ complex metacognitive strategies and basic cognitive strategies, learners from urban and rural backgrounds, learners from disadvantaged socio-economic backgrounds face greater challenges in accessing high-quality learning materials and technological tools compared to their peers from more affluent backgrounds, students with prior or limited exposure to English, the use of cognitive strategies improve their vocabulary retention and comprehension skills, learners who employ metacognitive strategies, participation in study groups and conversation clubs, the use of language learning apps, online courses, and multimedia resources.

The questionnaire was administered to teachers to see what strategies their students used inside the classroom.

IV

4.0 Introduction

This part presents the results of the analysis of the data collected during the study, describes them in a structured way.

4.1 The Analysis of Students' Test Questions

1. Select the correct synonym for the word "beneficial".

32 responses

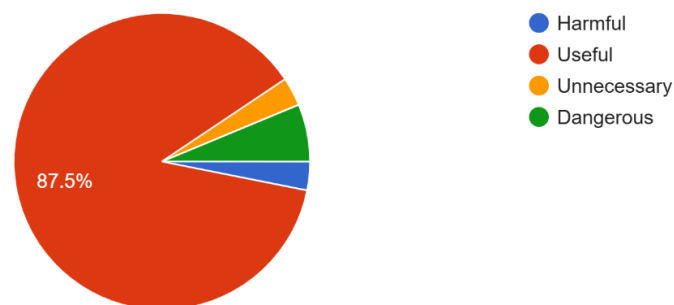


Figure (4.1.1)

Based on the information in Figure (4.1.1) (87.5%) of the respondents answered correctly to the English synonym test to choose one from multiple answers, whereas (12.5%) answered incorrectly to the English synonym test. Figure (4.1.1) shows that most sample individuals have a good knowledge of the English synonym.

3. Choose the correct verb form: "If I ___ you, I would study more."

32 responses

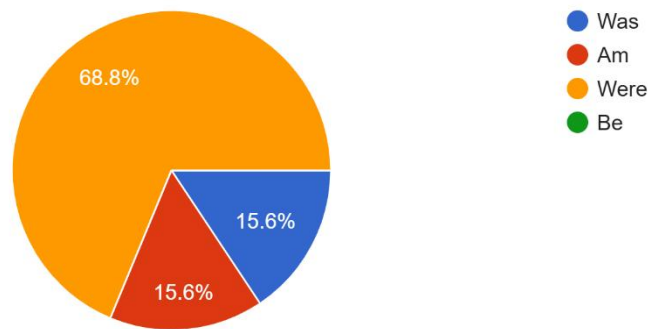


Figure (4.1.2)

Figure (4.1.2) (68.8%) of the respondents answered correctly to the English grammar test to choose the correct verb form, whereas (31.12%) answered incorrectly to the English grammar test. Figure (4.1.2) shows that most of the sample individuals have a good knowledge of English grammar.

7. What is the main idea of the following paragraph? "Technology has significantly transformed the way we communicate and access information. With t...vacy and the potential for information overload."

32 responses

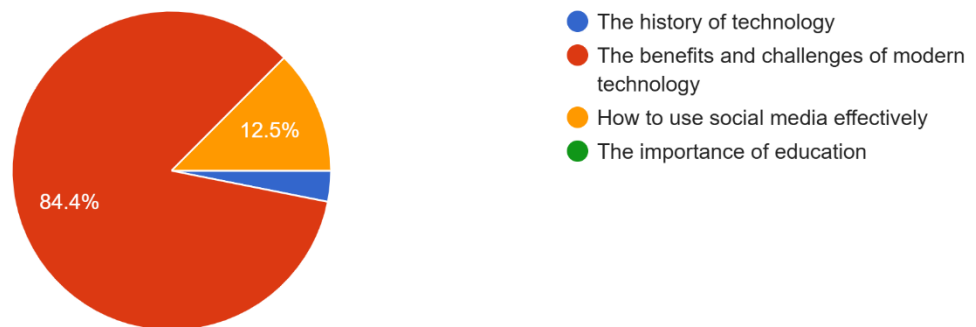


Figure (4.1.3)

Figure (4.1.3) (84.4%) of the respondents answered correctly to the reading comprehension test to extract the main idea from the text, whereas (15.6%) responded incorrectly to the reading comprehension test. Figure (4.1.3) shows that most sample individuals have good reading comprehension skills.

12. What is the main topic discussed in the audio clip?
32 responses

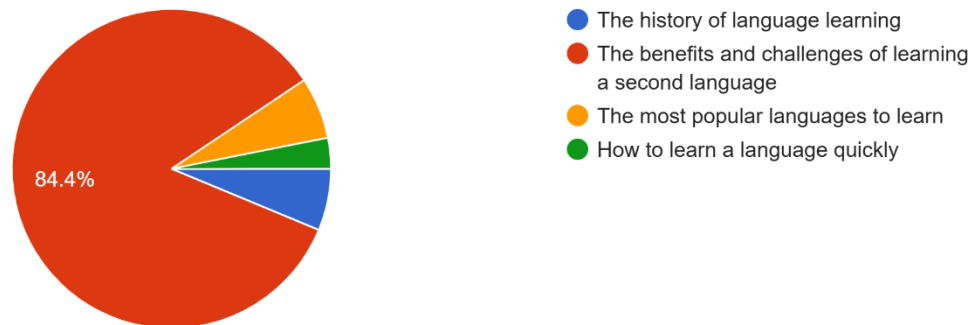


Figure (4.1.4)

Figure (4.1.4) (84.4%) of the respondents answered correctly to the listening comprehension test to extract the main topic discussed in the audio clip, whereas (15.6%) responded incorrectly to the listening comprehension test. Figure (4.1.4) shows that most sample individuals have good listening comprehension skills.

4.2 The Results of the Test Analysis

According to the analysis of the test questions and students' views, the results are the following:

- 1- Most sample individuals have a good knowledge of the English synonym given in the test which means that they have good knowledge of the English synonyms.
- 2- Most sample individuals have a good knowledge of the English grammar given in the test which means that they have good knowledge of the English grammar in general.
- 3- Most sample individuals who responded correctly to the test of comprehension skills have good reading comprehension skills in English in general.
- 4- Most sample individuals who responded correctly to the test of comprehension skills have good listening comprehension skills in English in general.

4.3 The Analysis of the Questionnaire Statements

1. Syrian EFL learners at the university level frequently use digital tools and mobile applications, such as Duolingo, online courses, channels on YouTube...e and enhance their English language skills daily.
51 responses

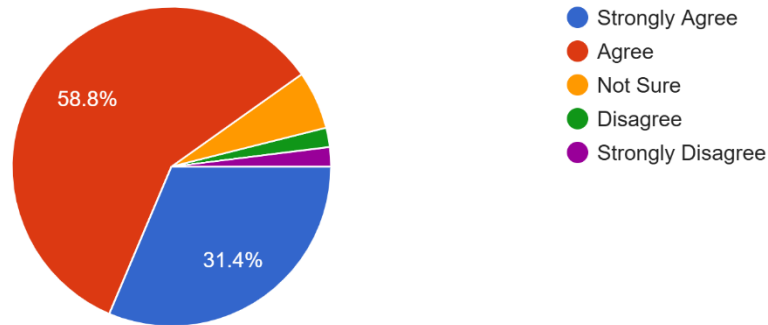


Figure (4.3.1)

In Figure (4.3.1) (58.8%) of teachers agree and (31.4%) answered strongly agree that Syrian EFL learners at the university level frequently use digital tools and mobile applications, such as Duolingo, online courses, channels on YouTube, and Social media platforms for language exchange to practice and enhance their English language skills daily. According to teacher views in Figure (4.3.1) showed that Syrian EFL learners at the university level frequently use digital tools and mobile applications.

2. Many Syrian EFL learners employ cognitive strategies such as memorization of vocabulary using flashcards, note-taking during lectures, and summ...rstanding and retention of new language concepts.
51 responses

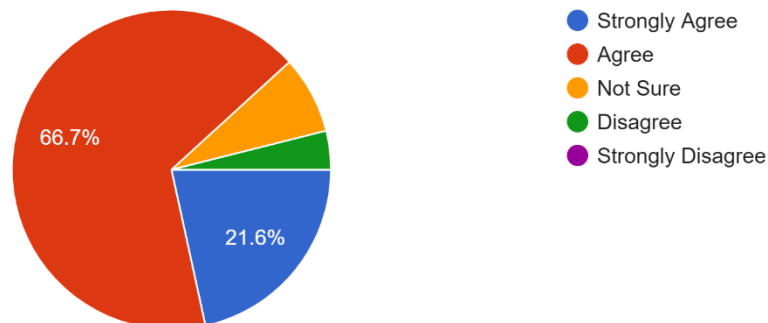


Figure (4.3.2)

As seen in Figure (4.3.2) (66.7%) of teachers agree and (21.6%) answered strongly agree that many Syrian EFL learners employ cognitive strategies such as memorization of vocabulary using flashcards, note-taking during lectures, and summarizing English texts to reinforce their understanding and retention of new language concepts. According to teacher views in Figure (4.3.2) showed that many Syrian EFL learners employ cognitive strategies to reinforce their understanding and retention of new language concepts.

3. Many Syrian EFL learners employ metacognitive strategies such as Planning and Goal-Setting, Self-Monitoring, and Self-Evaluation of one's learning.

51 responses

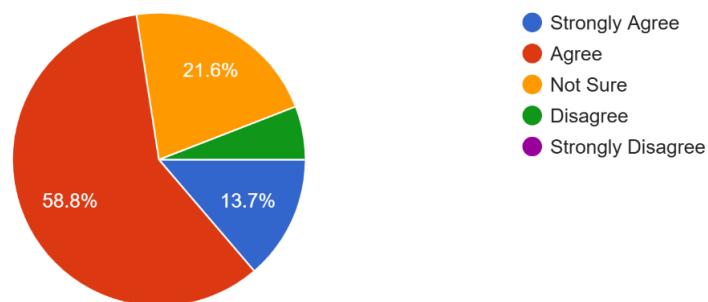


Figure (4.3.3)

Figure (4.3.3) (58.8%) of teachers agree and (13.7%) answered strongly agree that many Syrian EFL learners employ metacognitive strategies such as Planning and Goal-Setting, Self-Monitoring, and Self-Evaluation of one's learning, and (13.7%) are not sure of that. According to teacher views in Figure (4.3.3) showed that many Syrian EFL learners employ metacognitive strategies in their learning.

4. Many Syrian EFL learners are motivated to acquire English language skills to enhance their career prospects, as proficiency in English is often a prerequisite for high-paying jobs and opportunities in international companies.

51 responses

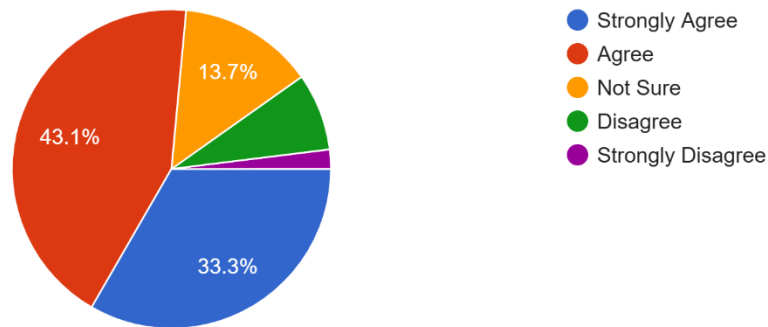


Figure (4.3.4)

According to Figure (4.3.4), (43.1%) of teachers agree and (33.3%) answered strongly agree to support the idea that many Syrian EFL learners are motivated to acquire English language skills to enhance their career prospects, as proficiency in English is often a prerequisite for high-paying jobs and opportunities in international companies, and (13.7%) are not sure of that. Figure (4.3.4) shows that many Syrian EFL learners enhance their career prospects by learning English.

5. The desire to communicate effectively with people from different parts of the world serves as a significant motivation for Syrian EFL learners, enabling them to participate in global dialogues and cultural exchanges.

51 responses

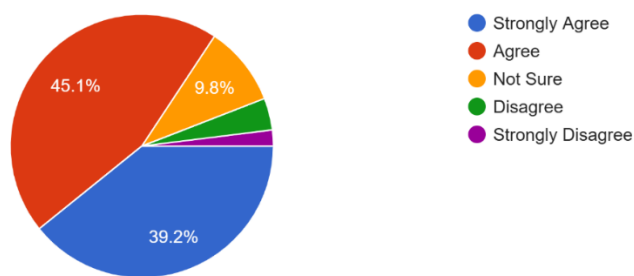


Figure (4.3.5)

Figure (4.3.5), (45.1%) of teachers agree and (39.2%) answered strongly agree to support that the desire to communicate effectively with people from different parts of the world serves as a significant motivation for Syrian EFL learners, enabling them to participate in global dialogues and cultural exchanges, and (9.8%) are not

sure of that. Figure (4.3.5) shows that learning English will enable them to participate in global dialogues and cultural exchanges.

6. Learners are motivated by the need to access a vast array of information and resources that are predominantly available in English, including scien...arch, technology updates, and educational content.

51 responses

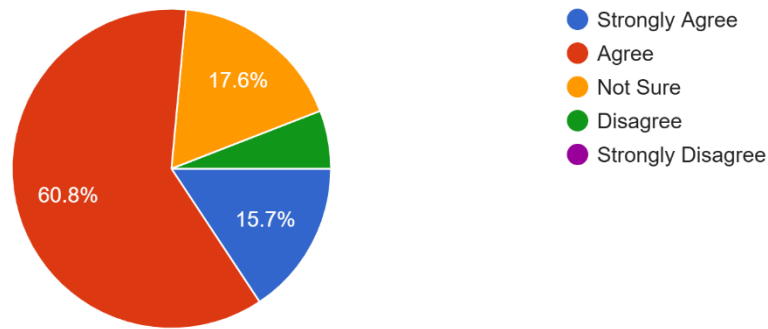


Figure (4.3.6)

Figure (4.3.6), (60.8%) of teachers agree and (15.7%) answered strongly agree to admit that learners are motivated by the need to access a vast array of information and resources that are predominantly available in English, including scientific research, technology updates, and educational content, and (17.6%) are not sure of that. According to teachers view in Figure (4.3.6) shows that learning English will enable them to access a vast array of information and resources that are predominantly available in English.

7. Many students aim to pursue higher education abroad, and acquiring English proficiency is essential for meeting the admission requirements ...ucceeding in international academic environments.

51 responses

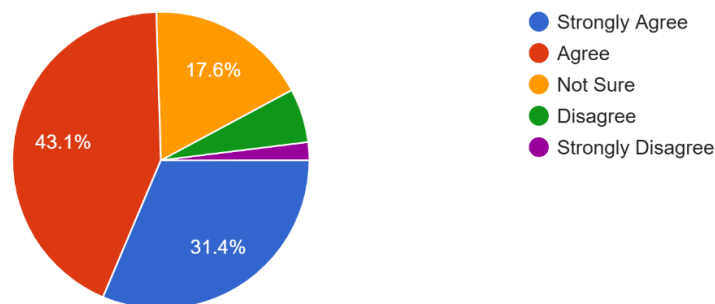


Figure (4.3.7)

According to Figure (4.3.7), (43.1%) of teachers agree and (31.4%) answered strongly agree that many students aim to pursue higher education abroad, and acquiring English proficiency is essential for meeting the admission requirements and succeeding in international academic environments, and (17.6%) are not sure of that. As seen in Figure (4.3.7) English is essential for meeting the admission requirements and succeeding in international academic environments.

8. Some Syrian EFL learners are intrinsically motivated by personal interests and the desire for self-improvement, viewing the acquisition of English as a means to broaden their horizons and enhance their cognitive and social skills.

51 responses

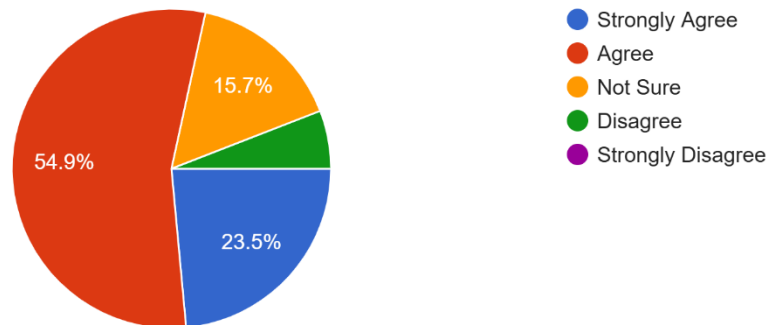


Figure (4.3.8)

As shown in Figure (4.3.8), (54.9%) of teachers agree and (23.5%) answered strongly agree confirming that some Syrian EFL learners are intrinsically motivated by personal interests and the desire for self-improvement, viewing the acquisition of English as a means to broaden their horizons and enhance their cognitive and social skills, and (15.7%) are not sure of that. According to the teachers' view in Figure (4.3.8) confirmed that the acquisition of English is a means to broaden their horizons and enhance their cognitive and social skills.

4.4 The Results of the Test Analysis

According to the analysis of the questionnaire statements the results are the following:

Most Syrian EFL learners at the university level frequently use digital tools and mobile applications, such as Duolingo, online courses, channels on YouTube, and Social media platforms for language exchange to practice and enhance their English language skills daily and they employ cognitive strategies such as memorization of

vocabulary using flashcards, note-taking during lectures, and summarizing English texts to reinforce their understanding and retention of new language concepts. Most Syrian EFL learners employ metacognitive strategies such as Planning and Goal-Setting, Self-Monitoring, and Self-Evaluation of their learning, and many Syrian EFL learners are motivated to acquire English language skills to enhance their career prospects, as proficiency in English is often a prerequisite for high-paying jobs and opportunities in international companies. The desire to communicate effectively with people from different parts of the world serves as a significant motivation for Syrian EFL learners, enabling them to participate in global dialogues and cultural exchanges and they are motivated by the need to access a vast array of information and resources that are predominantly available in English, including scientific research, technology updates, and educational content. Many students aim to pursue higher education abroad, and acquiring English proficiency is essential for meeting the admission requirements and succeeding in international academic environments. Some Syrian EFL learners are intrinsically motivated by personal interests and the desire for self-improvement, viewing the acquisition of English as a means to broaden their horizons and enhance their cognitive and social skills.

V

5.0 Summary of the study

The researchers will include a summary of the study with findings, recommendations.

5.1 The Findings

1- Most Syrian EFL learners at the university level frequently use digital tools and mobile applications, such as Duolingo, online courses, channels on YouTube, and Social media platforms for language exchange to practice and enhance their English language skills daily.

2- Most Syrian EFL learners employ cognitive strategies such as memorization of vocabulary using flashcards, note-taking during lectures, and summarizing English texts to reinforce their understanding and retention of new language concepts.

3- Most Syrian EFL learners employ metacognitive strategies such as Planning and Goal-Setting, Self-Monitoring, and Self-Evaluation of their learning.

- 4- Many Syrian EFL learners are motivated to acquire English language skills to enhance their career prospects, as proficiency in English is often a prerequisite for high-paying jobs and opportunities in international companies.
- 5- The desire to communicate effectively with people from different parts of the world serves as a significant motivation for Syrian EFL learners, enabling them to participate in global dialogues and cultural exchanges.
- 6- Syrian EFL learners are motivated by the need to access a vast array of information and resources that are predominantly available in English, including scientific research, technology updates, and educational content.
- 7- Many students aim to pursue higher education abroad, and acquiring English proficiency is essential for meeting the admission requirements and succeeding in international academic environments.
- 8- Some Syrian EFL learners are intrinsically motivated by personal interests and the desire for self-improvement, viewing the acquisition of English as a means to broaden their horizons and enhance their cognitive and social skills.
- 9- EFL learners, providing diverse and interactive ways to practice English.

5.2 Recommendations

Based on the findings of the study, the following recommendations are proposed to support and enhance the learning experience of Syrian EFL learners at the university level:

- 1- Provide greater access to high-quality language learning resources, including up-to-date textbooks, well-equipped language labs, and reliable online platforms.
- 2- Encourage the integration of widely used digital tools, such as Duolingo, YouTube channels, and language exchange platforms, into formal English language curricula.
- 3- Provide workshops for students and teachers on effectively using language learning apps and multimedia tools to maximize their educational benefits.
- 4- Establish language clubs, conversation groups, and cultural exchange programs to provide students with real-life speaking and listening opportunities.
- 5- Partner with international institutions to facilitate virtual exchange programs where students can practice English with native speakers.

6- Train students in advanced cognitive strategies like summarization, vocabulary grouping, and visualization techniques to reinforce understanding.

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