

# The Effects of Language Teaching Strategies on Students' Perception and English Achievement

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## Abstract

The main purpose of this study was to investigate the effect of language teaching strategies on students' perception and English achievement. Quantitative approach was used in this study. A total of 25 Grade 8 English teachers and 925 students from Yangon Region and Tanintharyi Region participated in this study. As the research instrument, Teachers' Report of Innovative or Traditional Strategy (Bernaus & Gardner, 2008) was used to evaluate the teachers' language teaching strategies and students' perception, Mini-Attitude Motivation Test Battery (AMTB; Gardner & MacIntyre, 1993) was applied to evaluate the students' motivation and Grade 8 researcher-made English Achievement Test determined the English achievement of students. In this research, descriptive statistics, independent sample t-test, analysis of variance (ANOVA) and correlation were used to data analysis. According to the descriptive statistics, the mean percentage of the Grade 8 students' English achievement was 88.60 and for the whole students' motivation were 78.93. Moreover, the mean percentage for the students' perception of their teachers' innovative and traditional strategies were 68.60 and 72.97. As the result of independent sample t-test, there was significant difference in the students' six subscales of students' motivation scale and English achievement scores by gender and region. It was found that students' perception of teachers' traditional strategies was higher than that of innovative strategies in selected schools. Pearson product-moment correlation coefficient showed Students' perception of Teachers' Traditional Strategies were more significantly correlated to English achievement than that of Teachers' Innovative Strategies. Both of teaching strategies were positively correlated with English achievement. It was found that Teachers' Report of Innovative and Traditional Strategy Use did not agree Students' Perception of Such Use in this study.

**Key words:** traditional teaching strategy, innovative teaching strategy, perception, achievement

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