

ABSTRACT

All learners in the current South African setting, according to the Curriculum Assessment Policy Statement (CAPS) document and government legislation, have to learn a second language. Whilst taking this into consideration, this study aimed to look at the relationship between second language achievement and language learning strategies in English first and second language learners. The sample consisted of 128 English first and second language learners in Grade 6 and 7 from a Primary Government School in Johannesburg, Gauteng. The learners completed the Strategy Inventory for Language Learning (SILL) which provided information on the language learning strategies they use most readily. The data collected from the SILL was then analysed in relation to the learners' marks in the second language they were studying to ascertain the relationship that the strategy use may have with second language achievement. It was discovered that there were significant relationships between metacognitive, memory and affective strategy use and second language achievement. Alongside this, certain learning strategies were found to be correlated with each other and due to this relationship, may also impact on second language achievement. Given the role that language has played in South African society and the impact it has had on the schooling system, understanding what may impact on language learning may serve to enhance this setting.