

that the best way that enable students take control of their learning is learning strategies because it helps them become more proficient. The experience of many teachers indicate that the strategy system down above is very useful to examine language learning strategies. Thus, the best things that help students learn effectively and efficiently is a combination of the modals mentioned earlier in this paper because this makes students dependent on them selves and the main feature they will get from these strategies is self direction.

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ignorance of their patients who are in this case students. Nowadays, the role of teachers has become to guide the students and not to make them dependent on their teachers. Thus, the role of teachers has changed from being based on a hierarchical authority to be based on the importance of their relationship with learners because when the students take more responsibility, learning occurs and both the teacher and t(he learner feel more successful.

There other features which influence on strategy choice. These latter are problem orientation, action basis, involvement beyond just cognition, direct and indirect support of learning, degree of observability, level of consciousness, teachability, and flexibility.

All these strategies features help in giving background of the new system of language learning strategies presented by Oxford (1990).

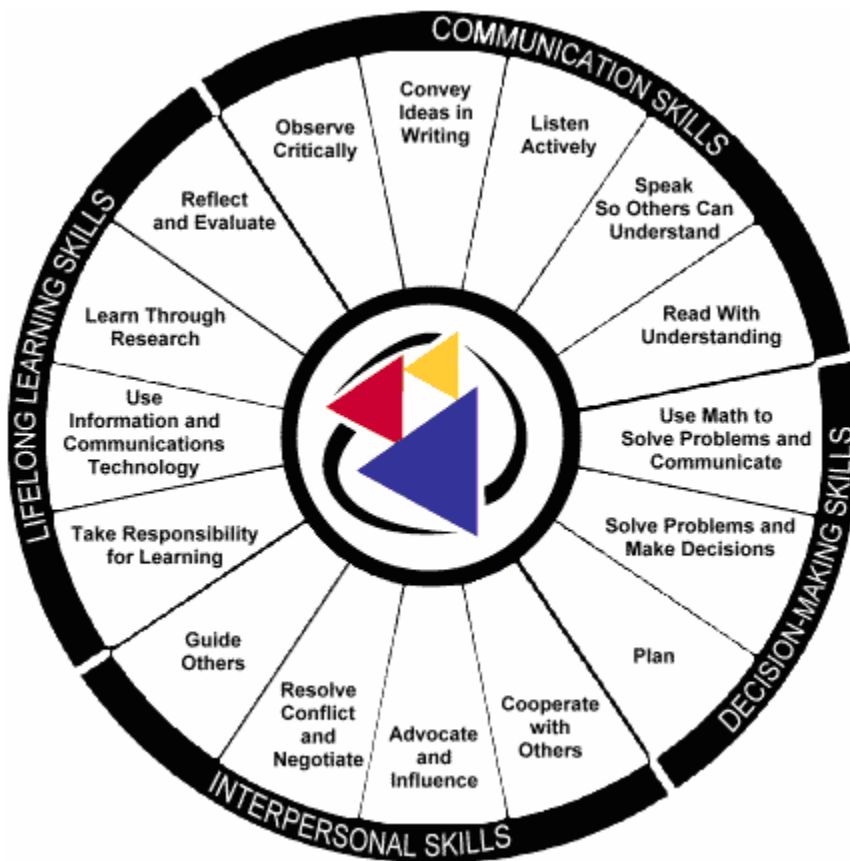
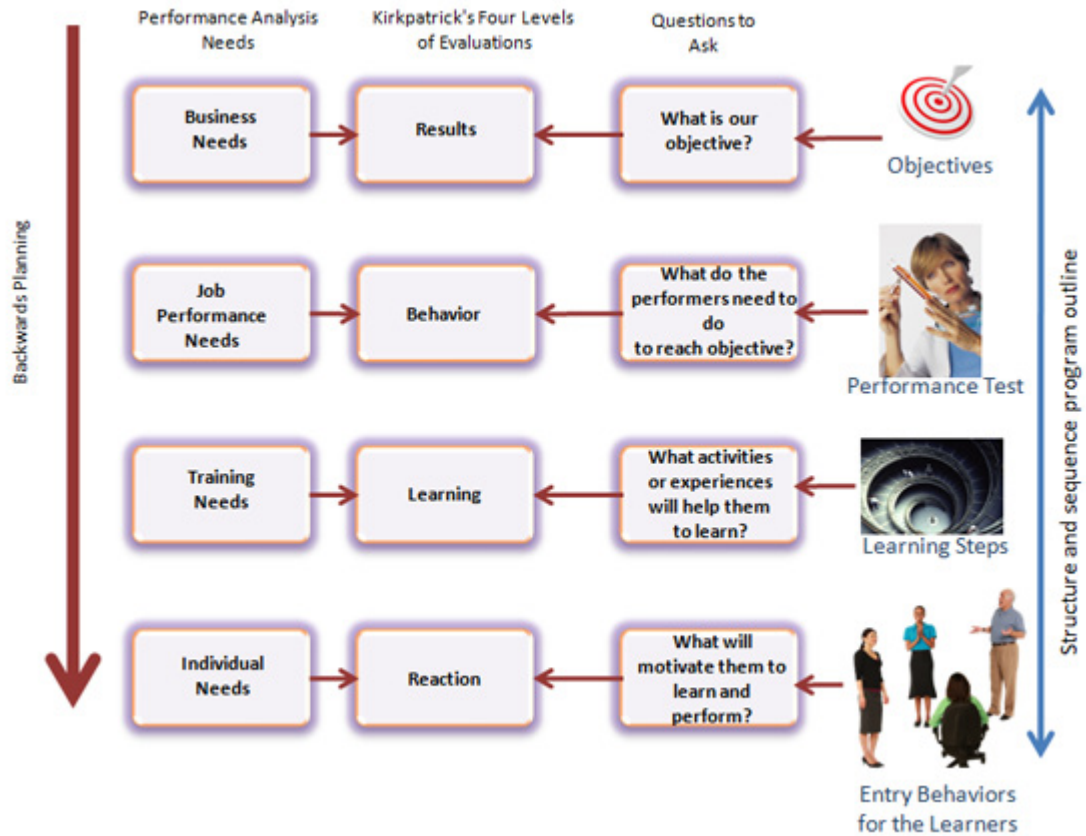


Fig.2 : Practical language Learning Skills.

Conclusion

In a nutshell, despite the problems in classifying strategies, research proves



1992).

Fig. 1: Instruments that help learners achieve their goals.

The Features of Language Learning Strategies

Language learning strategies are identified through self- report which is not faithful because if learners do not report their behaviours accurately, self report will not be truthful. Grenfell and Harris (1999) have aptly stated: [...] it is not easy to get inside the 'black box' of the human brain and find out what is going on there. We work with what we can get, which, despite the limitations, provides food for thought [...] (p. 54).

On the other hand, communicative competence is the main goal behind the use of language learning strategies because it allows learners to become more self-directed, expands the role of teachers, involves many aspects of learning not just the cognitive, support learning both directly and indirectly, and lot of other goals that help in identifying the features of language learning strategies.

1. The role of Teachers

Teachers used to do the role of instructors, directors, managers, judges, leaders, evaluators, controllers, and even doctors whose role is to cure the

This category refers to the activities applied by learners to improve their ability to learn and remember information especially those related to classroom tasks. Stern (1992) claims that the cognitive strategies include, Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring.

3. Communicative - Experiential Strategies

Gesturing, paraphrasing, or asking for repetition and explanation are communication strategies which are used by learners to keep the conversation going. In communication strategies both verbal and non verbal instruments are used to transmit knowledge in order to avoid interruption in the course of communication.

4. Interpersonal Strategies

These strategies have a great role in monitoring and evaluating the performance of learners. Thus, learners need to interact with native speakers and to be aware of the target language culture.

5. Affective Strategies

Good language learners use various kinds of affective strategies. This is done through building positive feelings about the foreign language and its speakers including the learning activities. In contrast, negative feelings will lead to controversial feelings. To overcome these controversial feelings, drawing attention to the possible frustrations or mentioning them as they come up should be the best solution (Stern,

Empathy is very important in communication. It means to put oneself in someone else's situation to understand that person's point of view. This type of strategies is used to enable learners to develop cultural understanding and become aware of others' feelings and thoughts.

In short, direct and indirect language learning strategies are complementary. For that, learners need to apply both for effective language learning. Thus, introducing them by teachers in the classroom is beneficial for effective learning.

Even though Oxford's classification system is defined plainly, but she highlights that the present understanding of learning strategies is still in its primary stages, and "it is only a proposal to be tested through practical classroom use and through research" (p. 16).

2. Stern's (1992) Classification of Language Learning Strategies

Stern (1992) classified language learning strategies into five groups which are:

1. Management and Planning Strategies
2. Cognitive Strategies
3. Communicative - Experiential Strategies
4. Interpersonal Strategies
5. Affective Strategies

1. Management and Planning Strategies

The first category is actually related to the learner's own purpose to control his own learning. So, here the learner is responsible for his own learning and the role of the instructor is a resource person or an advisor. That is the learner should:

1. Decide what dedications to make to language learning,
2. Set reasonable objectives,
3. Decide on a suitable methodology, select proper resources, monitor progress, and
4. Evaluate his success based on previously determined objectives and expectations.

2. Cognitive Strategies

There are three sets of strategies which belong to this group. They are as follows: centering your learning, arranging and planning your learning, and evaluating your learning. Centering learning gives the learner focus so that the attention could be directed to some language skills rather than others. Arranging and planning help learners to be organized so that they can benefit from their energy. Evaluating learning helps learners cope with their problems such as monitoring errors and the degree of evaluation and progress. Metacognitive strategies are less used by learners than cognitive strategies.

1.2. Affective Strategies

The affective factors such as; emotion, attitude, motivation, and values influence learning in a crucial way. This group of strategies includes; lowering your anxiety, encouraging yourself, and taking your emotional temperature.

Here, good language learners control their attitudes and emotions about learning and understand what are the factors that may influence their leaning either positively or negatively. The role of teachers is to give students more responsibility, increase the amount of natural communication, and teach affective strategies in order to enable them generate positive feeling in class.

Anxiety is a two edged sword. It may give the learners a great amount of optimum level of performance. In spite of that, it may have a negative effect because it can take the form of a worry, frustration, insecurity, fear, and self-doubt.

1.3. Social Strategies

Social strategies are very important in learning a language because they are used in communication which occurs between people. This group includes three sets of strategies which are; asking questions, cooperating with others, and empathizing with others.

Among these three asking questions is the most helpful and the most helping in understanding meaning. It also helps in conversation by showing interest and involvement.

Cooperating with others eliminates competition and brings group spirit. Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. Learners generally do not apply this strategy because competition may give results better than others. But it has negative results which are anxiety and fear of failure. It is important to help learners change their attitudes from confrontation and competition to cooperation.

learners. It has been stated by Brown (2007) that "Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p.134). In this category the target language is manipulated by repeating, analyzing, or summarizing. This group comprises four sets which are: receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Practising is the most dominant and most important tool in this group. It can be achieved by; repeating, working with sounds and writing, and using patterns. Sending and receiving messages tools are used when learners try to find ideas through skimming and scanning. On the other hand, adult learners use analyzing and reasoning strategies which are used to understand the meaning and expressions of the target language and to make new ones. Thus, Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing are among the most important cognitive strategies.

1.3. Compensation Strategies

Compensation strategies are used by learners for comprehension of the target language when the comprehension of the target language is not sufficient. This type of strategies is made for the deficiencies of grammar and vocabulary. Here, the learners bring their life knowledge by guessing in order to find words and expressions they do not know about the target language.

Compensation strategies are also used to produce things for communication when grammatical knowledge is absent. For example, a learner may use another form when he does not know the subjunctive form of the target language.

1. Indirect Language Learning Strategies

Indirect language learning strategies co work with direct language learning strategies. Thus, they help learners regulate the learning process. These strategies are called indirect strategies because they help in supporting and managing language learning.

1.1. Metacognitive Strategies

Metacognitive strategies are the ones which go beyond the cognitive mechanism and enable learners to coordinate their learning through planning for their learning efficiently. These strategies are useful for learning because when new vocabulary and writing system confuse the learner, they become of a great importance for successful language learning.

to products of behaviours which reflect unobservable cognitive processes. The most applicable definition is the one provided by Oxford because language learning strategies are a reflection of what the learner intends to do and what are the specific actions he can take. In addition to including the context which plays a great role in the learning process.

Classification of Language Learning Strategies

The division between language learning strategies was based on three main concepts which are: cognitive, Metacognitive, and social.

1. Oxford's (1990) Classification of Language Learning Strategies

According to Oxford (1990), the number of learning strategies is about sixty two (62) and they are divided into direct and indirect strategies. Direct strategies are divided into three groups which are: memory, cognitive and compensation. However, indirect strategies are used for the management of learning. This category includes three groups which are: metacognitive, affective, and social. The definition of each type will be given in detail.

1. Direct Language Learning Strategies

Oxford's (1990) says, "all direct strategies require mental processing of the language" (p.37). Direct language learning strategies are very beneficial for learners because they help them store then recover information. These strategies help students to understand and use the new language even if there are gaps.

1.1. Memory Strategies

Memory strategies are based on three principles which are; laying things out in order, making association, and reviewing. The purpose behind applying these strategies when the learner faces difficulties in learning the vocabulary of a language. The best way to be used is to associate visual images with words and phrases to be retrieved when necessary for communication. Some learners link words and phrases to images, others find it easier to link words and phrases with sound, motion, or touch.

This type is firstly used when the learners are in the beginning of the process of language learning. Despite, when learners advance to a higher level of proficiency, their awareness of its use becomes less. They include: A. Creating mental linkages, B. Applying images and sounds, C. Reviewing well, and D. Employing action.

1.2. Cognitive Strategies

Cognitive strategies are the most popular and the commonly strategies used by

2. Socio-Linguistic competence is the extent to which utterances can be used or understood in different social contexts especially speech acts and its knowledge such as; apologizing describing and persuading.
3. Discourse competence is the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence.
4. Strategic competence is the ability to use strategies like gestures or saying a word which is not known in the language in order to avoid the knowledge limitation of the language (Oxford, 1990: 7).

Language Learning Strategies

Language learning strategies have been known since the 1970s with the emergence of cognitive revolution against behaviourism. Great attention has been given to language learning strategies since then because the pattern shifted from behaviourism to cognitive science in psychology and education.

Oxford defined learning strategies as “operations employed by the learner to aid the acquisition , storage, retrieval, and use of information”. The definition mentioned previously is expanded to include “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations” (Oxford, 1990, p. 8). Learning strategies have been described by Wenden and Rubin (1987) as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information” (p.19). O'Malley and Chamot (1990) described language learning strategies as “special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). Richards, Platt and Platt (1992) argued that “learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information” (p.209).

These definitions show that the weight in foreign language teaching and learning is changing from teacher centered to learner centered instruction. This change has brought language learning strategies to be the focal point of the studies carried by some educators. In addition, language learning strategies are seen as a means of processing information, comprehension and keeping information inlaid in the brain.

On the other hand, Cohen (1990) that “learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (p. 4). This quote implies that prior descriptions of language learning strategies paid attention

This distinction between learning and acquisition seems to be too rigid because these two concepts are not mutually exclusive but they are parts of a range of experience. In addition, some elements of language use are at first conscious then it becomes conscious or automatic through practice. Some experts suggest that it is better not to mention the dichotomy between learning and acquisition because both are necessary for communicative competence especially at a higher level (Oxford, 1990).

Second Language Acquisition and Foreign Language Learning

Identifying what good learners do to learn a second or foreign language has been the main issue. Thus, the language learnt or as called "the target language" can be either a second or a foreign language. Even if, the division between second language acquisition and foreign language learning is not preferred by learners and teachers, it is important to understand the difference because these terms often appear in instructional texts and raise competing camps of educators.

The difference between learning a second language and a foreign language is seen where the language is learnt and what are the social and communicative functions that the language serves for. While the social language serves for communicative and social functions within the community where it is learnt. The foreign language does not have immediate social and communicative function within the community where it is learnt. It is used mostly to communicate elsewhere. (Oxford, 1990).

Communicative Competence

The word communication descends from the Latin word "commonness". The prefix "com-" in the Latin word suggests togetherness, cooperation, mutuality and joining. Communication is defined as "a mutual exchange between two or more individuals which enhances cooperation and establishes commonality" (Oxford, 1990: 7). Hence, communication is seen as dynamic and as depending on the negotiation of meaning between two or more persons who share some knowledge background about the language used.

Communicative competence is the ability to communicate. It is related to the two forms of language either spoken or written and to the four skills.

There is one very useful model which provides a comprehensive four types of communicative competence:

1. Grammatical competence or as called "accuracy" is the degree to which the learner has mastered the linguistic code including its constituents; vocabulary, pronunciation, spelling, and word formation.

good language learners taking into account language learning strategies. They think that language learners:

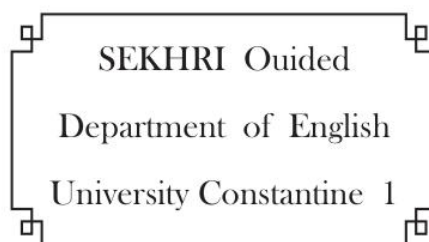
- Take the responsibility of their learning in order to find their own way.
- Organize information about the language
- Try to feel the by experimenting the grammar and words of that language.
- Create opportunities for practising and using English inside and outside the classroom.
- Having the ability to continue listening and talking even if students o not understand every word.
- Use memory learning strategies to bring back what has been learnt.
- Make errors work for them and not against them.
- Use linguistic knowledge especially that of the first language as a means to learn the second language.
- Help students in comprehension through the use of contextual cues.
- Learn to make intelligent guesses.
- Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence".
- To keep conversation going some ticks should be used.
- Learn certain production strategies to be able to fill in the gaps of their competence.
- Learn to vary the language's styles across the degrees of formality.

We may note that good language learners may not use the same strategies. Thus they may not use them for the same purpose' nor in the same way. For instance, a learner may focus on form while reading and writing while others my do that while listening and speaking as well.

The Difference Between Learning and Acquisition

Learning is the conscious knowledge of language rules and it is done consciously in institutions and derived from formal instructions. While acquisition is the unconscious and spontaneous learning. It leads to conversational fluency, and arises from naturalistic language use. Some specialists emphasize that learning cannot contribute to acquisition because conscious gains in knowledge can never influence unconscious development of language (Oxford, 1990).

Language Learning Strategies: Importance, Features, and System



Introduction

Language learning strategies have been used by ancient storytellers for thousands of years ago. So, they are not newly invented. They have been used in the Celtic period to enable storytellers memorise about 250 stories. Nowadays, strategies are used in order to develop their communicative competence. Thus, research has gone through some changes from teachers and teaching methods to learners and learning techniques.

This paper discusses the characteristics of the good language learner, the difference between learning and acquisition, the factors that influence the choice of learning one language learning strategy rather than the other, the best way to develop communicative competence through language learning strategies.

Learning and Acquisition

A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted. Following the tradition in our field, the term "L2" is used to refer to either a second or a foreign language.

Strategic Learners

Strategic learners have metacognitive knowledge about their own thinking and learning approaches, a good understanding of what a task entails, and the ability to orchestrate the strategies that best meet both the task demands and their own learning strengths. Observations and research studies have enabled researchers (Rubin, 1975; Stern, 1975; Rubin and Thompson, 1994) to describe