Course: Study Skills   **Level:** Second year L.M.D

Instructor: Dr. SELOUGUI. S   **Academic year**: 2024-2025

Learning Strategies

Objectives of the Lesson:

By the end of this lecture, learners will be able to:

- ✓ Define the concept of 'language learning strategies'
- ✓ Differentiate between the different learning strategies
- ✓ Identify their own learning strategies

Introduction

Language learners can use memory, metacognitive, affective, cognitive, social, and compensation strategies to enhance their language learning. These strategies also enable them to become more independent, autonomous, and lifelong learners. Additionally, successful learners use some strategies according to specific tasks, context, or different needs. That is to say, active learners consciously choose strategies that fit their needs, or their L2 tasks.

1. Learning strategies definition:

Cohen (1998) defines language learning strategies as: 'Those processes which are consciously selected by learners and which may result in action 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). These strategies can make learning 'easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations' (Oxford, 1990, p. 8).

2. What makes a strategy positive and helpful for a given learner?

A strategy is useful only if:

- ✓ There is harmony between the L2 task at hand and the strategy.
- ✓ The strategy fits the particular student's learning style preferences.
- ✓ The student employs the strategy effectively and links it with other relevant strategies.

3. Types of learning strategies:

According to Oxford (1990), learning strategies can be classified into six groups:

1. **Direct strategies:**

Cognitive Strategies

   Cognitive strategies are mental processes. They enable the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Memory Strategies:

   are techniques used to remember more effectively, to retrieve and transfer information needed for future language use. Memorization helps students to store in memory important information gathered from their learning. When the information is needed for use in the future, these strategies help the student to get the information back. For example, techniques that create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard).

Compensatory Strategies:

   help the learner make up for missing knowledge. (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words such as um, uh, er, ah, like, okay, right, and you know.). Compensatory strategies can be used for speaking and writing.

2. **Indirect strategies:**

Metacognitive Strategies:

   The term metacognition refers to an individual's ability to plan, monitor, evaluate, and make changes to their own learning behaviours in order to confront challenges more effectively. It is also a form of self-regulation, involving self-awareness, critical analysis skills, and the ability to problem-solve. So, it is a regulatory system that helps a person understand and control his or her

own cognitive performance. Metacognition allows people to take charge of their own learning. It involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies (Hacker, 2009).

Affective Strategies:

  The other category is Affective strategies where learners, interact with other persons or use affective (emotional) control to assist learning. Examples include creating situations to practice the target language with others, using self-task, where one thinks positively and talks oneself through a difficult task and cooperating or working with others to share information, obtain feedback and complete a task.

Social Strategies:

  help the learner work with others and understand the target culture as well as the language. (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms).