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Language learning strategies and suggested model in adults processes of learning second language

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Abstract

Language learning strategies have crucial values for second language learners because they are means for activity and self – evaluation. These strategies can help to progresses and these communicating competences. In regard to the importance of language English language as a foreign language and based on the resent research which implicated that foreign language learners use less language learning strategies than second language learners . It’s so much importance to study in this field. In the first section of article because of the influence of cognitive psychology in language learning strategies, lots of information and effort are put on this subject. In second section means evolution and classification of language learning strategies based on different perspectives and explanations six types of language learning strategies according to Oxford categorization (1990) are mentioned. Then language learning strategies of training and its appliance by good or poor language learners are used. Finally andragogy theory and a suggested model In adults processes of learning language recommended according to researches , Its concluded that language English learning in academic and school teaching schedules is taking for granted as one of the communicating competences emphasis are put on students books, also teachers have enough knowledge of academic strategies for teaching language, learning language psychology, strategies for leaning language and then pract

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Keyword: language learning strategies;, Andragogy; Model in adults processes of learning language;

1. Introduction

Second or foreign language learning are one of the most important education matters in most of school in throughout the world. There has been a prominent shift within the field of language education over the last twenty years with greater emphasis being put on learners and learning rather than on teachers and teaching. Extensive investigation has shown the importance of language learning strategies in making language learning more efficient and in producing a positive effect on learners language use. Foreign or second language (LS) learning strategies are specific actions, behaviors, steps or techniques students use often consciously to improve their progress in apprehending, internalizing, and using the L2 (Oxford, 1994). Research indicates that language learners at all level use strategies but that some or most learners are not fully aware of the strategies they use or the strategies that might be most beneficial to employ (Oxford, 1989). Rubin (1975) who along with stern (1975) was one of the first to undertake research in this area, describes language learning strategies as skills utilized by a learner to attain knowledge (Magogwe & Oliver, 2007). The term LLS is used more generally for all strategies are that L2/FL learners use in learning the target language, and communication strategies are therefore just one type LLS. For all L2 teachers who

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aim to help develop their students communicative competence and language learning, then, an understanding of LLS is critical. LLS are important because research suggests that training students to use LLS can help them become better language learners (Clouston, 1997).

2. Cognitive psychology
Language learning strategies start with wide research of individual like O’Malley and Chamot (1995), Stern and Rubin (1975) and other researchers by recognition psychology. Cognitive psychology, emerging in the 1960s, changed language research way of thinking about language learning strategies. Conceptions about the teaching – learning process changed in many ways due to the switch from behaviourist learning theories to cognitive learning theories. The cognitive learning theories recognize that learners more passive recipients who only receive information given by the teacher. Learners are regarded as active language learners and as “extraordinarily complex, thinking, feeling “individuals (Hosenfeld, 1976 see chang.2009). In the cognitive framework leaning is an active and creative process that takes place within the learner. In other words, learning is a cognitive activity involving the metal processing of information and thoughts (O’Malley & Chamot 1990, chang.2009).

3. Definition of a language learning strategy
One of the earliest researchers in this field Rubin (1975, see Griffith 2004) provided a very broad definition of language strategies as “techniques or devices which a learner may use to acquire knowledge “. Oxford (1989) defined that learning strategies are behaviours or actions which learners use to make language leaning more successful self – direct and enjoyable”. Oxford (1989, see in Blog. 2009) defined that learning strategies are the behaviours and thoughts that learners engages in during learning that intended to influence the learners encoding process.

4. Taxonomy of language learning strategies
Language learning strategies have been classified by many scholars (Rubin 1987, O’Malley and Chamot 1990 and Oxford 1990). According to Rubin, There are three types of Strategies used by learners that contribute directly or indirectly to language learning (Hismanoglu, 2009). According to O’Malley and Chamot (1990), teaching strategies can be classified into three generic categories: metacognitive strategies, cognitive strategies and social / affective strategies. (Chang, 2009).

According to Oxford’s (1990) definition, Language learning strategies which directly involve the target language are called direct strategies. These strategies include memory, cognitive, and compensation strategies. All of these direct strategies involve mental processing of language. On the other hand, indirect strategies are Metacognitive, affective, and social strategies and they provide indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means (Oxford, 1990, p.151).
According to Oxford (1990), the direct strategies are memory, cognitive, and compensation strategies:

1. Memory strategies. Are employed for storing and retrieving new information. The principle of memory strategies is meaning. All the steps that the learner adopts relating to memory strategies have to be personally meaningful to the learner in order to make the strategies work. An example of memory strategy is “I use new English words in a sentence so I can remember them” (Oxford, 1990, p. 294). Under this category, there are for subsets of strategies: Creating mental linkages, applying images and sound, reviewing well, and employing action. Each subset has different approaches / specific strategies which helps the language learners to learn better. The use of memory strategies are most frequently applied in the beginning process of language learning.

2. Cognitive strategies. Have a unified common function: manipulating or transforming the target language. There are various approaches under this category, however, the common function is manipulating or transforming the target language by the learner. An example of cognitive strategies is “I try to talk like native English speakers” (Oxford, 1990, p. 295). There are four subsets of cognitive strategies: practicing, receiving and sending message, analyzing and reasoning, and creating structure for input and output. Each set has different approaches / specific strategies. The adult’s learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language.

3. Compensation strategies. Are used to help learners use the new language for comprehension and production regardless of the limited knowledge learners have with the new language. Making up for an inadequate repertoire of grammar, and especially vocabulary, is the purpose of compensation strategies. An example of compensation strategy is “to understand unfamiliar English word, I make guesses” (Oxford, 1990, p. 295). Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing are the two subsets of compensation strategies. Within the two subsets, there are ten approaches / specific strategies.

According to Oxford (1990), the indirect strategies are metacognitive, affective, social strategies.

1. Metacognitive strategies. Are “actions which go beyond purely cognitive devices, and which provides a way for learners to coordinate their own learning process” (Oxford, 1990, p. 137). An example of metacognitive strategies is “I pay attention when someone is speaking English”. There are three subsets of strategies within metacognitive strategies: centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills, arranging and planning ones learning helps learners to organize so they may get maximum benefit from their energy and effort, and evaluating learning helps learners with problems like monitoring errors and evaluation of progress.

2. Affective strategies. Refer to learners emotional, attitudes, motivation and values. Oxford (1990) Suggested that through affective strategies language learners can gain control over the above factors. She also suggested that good language learners are often the ones who know how to control their emotions and attitudes towards learning. An example of an affective strategy is “I encourage myself to speak English even when I am afraid of making mistake” (Oxford, 1990, p. 296). The subsets include lowering ones anxiety, encourage oneself, and taking ones emotional temperature.

3. Social strategies. The last category is social strategies, which refers to learner’s communication with people who use the target language. An example of a social strategy is “I try to learn about the cultures of English speakers” (Oxford, 1990, p 296). There are there subsets of social strategies and each subset consists of two specific strategies. The three subsets strategies are as following: asking question, cooperating with others, and empathizing with others. Among the three, asking question is the most helpful and comes closest to understanding the meaning. It’s also helps in conversation by generating response from the partner and shows interest and involvement. Cooperating with others eliminates competition and in its place brings group spirit. Empathy means to put oneself in someone else’s situation to understand that person’s point of view. Learners can social strategies to develop cultural understanding and become aware of thoughts and feeling of others.
5. The teacher’s roles in strategies training

The language Teachers aiming at training his students in using language learning strategies should learn about the students, their interests, motivations, and learning styles. The teacher can learn what language learning strategies students already appear to be using, observing their behavior in class. Besides observing their behavior in class, the teacher can prepare a short questionnaire so that student can fill in at the beginning of a course to describe themselves and their language learning. Thus, the teacher can learn the purpose of their learning a language, their favorite/least favorite kinds of class activities, and the reason why they learn a language. The teachers can have adequate knowledge about the students, their goals, motivation, language learning strategies and their understanding of the course to be taught (Hismanoglu, 2009; Cabada and others, 2009).

Cohen (1998) speak about learning strategies fields and usage of them in second language and importance of strategies training role by teacher in his book, and he express than strategies training and giving more responsibility to student in class can develop language and help them to know their strength and weakness in learning process so it encourage other learners to “learn how to learn” and “learn how use strategies” (p.66)

Based on L2 strategy training research, the following principles have been tentatively suggested, subject to further investigation; L2 strategy training should be based clearly on student’s attitudes, beliefs, and stated needs. Strategies should be chosen so that they mesh with and support each other and so that they fit the requirements of the language task, the learners goals, and the learners styles of learning. Training should, if possible, be integrated into L2 activities over a long period of time rather than taught as a separate, short intervention. Student should have plenty of opportunities for strategy training during language classes. Strategy training should include explanation, handouts, activities, brainstorming, and materials for reference and home study. Strategy training should be explicit, overt and relevant and should provide plenty of practice with varied L2 tasks involving authentic materials. Strategy training should not be solely tied to the class at hand: it should provide strategies that are transferable to future language tasks beyond a given class. Strategy training should be somewhat individualized, as different students prefer or need certain strategies for particular tasks. Strategy training should provide students with a mechanism to evaluate their own progress and to evaluate the success the of training and the value of the strategies in multiple tasks (Oxford, 1989).

5.1. Good and less successful language learners

It is necessary to research about type of language learning strategies which are used by weak and strength student. It should be studied that some student are more successful in learning second/foreign language and know that they use which strategies and activities for better understanding and easier language learning and reaching to success in foreign language acquisition.

Beginning in the 1970s, with the influence of the cognitive view of learning, theorists and teachers no longer viewed language learners as passive objects. Researchers and classroom teachers also came to accept that there was no single language teaching method that could guarantee success in teaching a second language. Some learners seemed to have outcomes regardless of the teaching methods or techniques employed (Chang, 2009). Rubin (1975, see Oxford 1994) suggested that good L2 learners are willing and accurate guessers, are often uninhibited, are willing to make mistakes, focus on form by looking for patterns and analyzing, take advantage of all practice opportunities, monitor their speech as well as that of others and pay attention to meaning.

After identifying the strategies good learners applied to their language learning experience in the 1970s, some researchers began trying to identify specific language learning strategies used by less successful language learners. O’Malley (1985, see chang, 2009) founded that intermediate level student tended to adopt more metacognitive strategies than student with beginning levels of proficiency. Also Porte (1988, see chang, 2009) founded that poor language learners adopted several strategies that were similar to the ones used by good language learners and they used learning strategies in a less sophisticated and inadequate way. Vann and Abraham (1990, see chang, 2009) had a similar finding to Porte study. They suggested that unsuccessful language learners in comparison with Successful learners had a remarkably similar repertoire of strategies to use and were not properly applying strategies to assist their language. Also best learners employed more and a greater variety of strategies than the poorer ones.
6. Anderagogy and suggested Model in Adults Processes of Learning Language

There is a need to one especial methodology according to adults properties when we speak about second/foreign language training to adults learners. According to pedagogy methods who try about children’s training methodology. Anderagogy is instruction for adults needs that focus on meanings of process and have less attention on contents. Learner’s accept to have one facilitator role in learning process instead of being source who are speaker or grader (Espusito, 2005). Oxford (1994) express that about theories and age and language level that individuals beliefs and theory in choosing language learning strategies are so effective. Negative theory and beliefs of people cause to have week usage of strategies by learners. It also indicate that adults learners and advance learners have more indication to use language learning strategies compared with younger and low level learners. Different variable like motivation, gender, cultural field, beliefs and theories, types of learning paper work, age and second language level, learning style, tolerance in ambiguity and risk have most role in usage of learning strategies (They are shown in Figure 2).

Figure 2. Suggested Model in Adults Processes of Learning Language

More motivated student tended to use more strategies than less motivated student, and the particular reason for studying the language was important in the choice of strategies. Also Gardner & Lambert (1972; seek in Oxford & Ehrman, 1995) express that two motivation is in process language learning include integrative motivation and instrumental motivation. The purpose integrative motivation is unison of learners with language, similarity with people and association in language culture. Learners want to make studied language like his/her mother language. The purpose of instrument motivation is learning language because of especial benefits like interested in development and scientific progress. Cultural background, rote memorization and other forms of memorization were more prevalent among some Asian student than among student from other cultural backgrounds.

Most of learners use types of learning strategies without considering cultural field. Although Oxford (1994) express that Asian students use memory strategies more than other. Oxford (1989) express that learners learning styles actually effect on choosing language learning strategies and usage of types of language learning strategies. Oxford (1990 & 1989) suggest that students who have more tolerance in ambiguity use different learning strategies in meaningful relation than other student who have less tolerance ambiguity. It should determine that purpose of foreign language learning is reaching to learning purpose according to recent research and other researches.

As other researchers like Chang (2009), Wang & Spencer & Xing (2009), Huang (2003-07), Alptekin (2007), Hong-Nam & Leavell (2006), Hismanoglu (2000), Griffiths & M. Parr (2001), suggest that strategies training to teachers, having knowledge of student, not preventing students creative power in language class, having mistake in speaking and don’t have fear from mistake, tolerance in ambiguity, motivation in learning and encouraging learner’s improve and help language learning strategies usage to ameliorate language learning process and success in getting. Making teachers aware about active role of student in class and learning purpose determination in learning English language is so important. Using strategies like affective, social strategies are so important. It is necessary to establish one series of training periods for teachers to increase their knowledge about language earning strategies and training types of language learning strategies in class to inform student about language learning strategies because of the importance of language learning strategies in being successful (They are shown in Figure 2).

7. Discussion and conclusion

It is possible to follow different purpose in learning second/foreign language, when try to learn one language except maternal language. Some purpose like one training complement for better understanding international information is one social language for conversational connection and solves social needs and their usage abilities in work and occupation. Also we can know that learning second/foreign language is one factor for progress and education advancement. Finally, we can say that its one pleasurable activity for people. Note that second language learners, who are learning a language in an environment where the language is the manes of daily survival and communication, typically use more learning strategies than do foreign language learners, who are learning a language in an environment where that language is not the everyday means of communication (oxford, 1992a; see oxford & Ehrman, 1995). The comparatively greater level of strategy use by FSI foreign language learners might be explainable by two factors; first, they are relatively experienced language learners who already know a great deal about how to learn; and second, they are in intensive training, which is more like a second –language learning environment than is the usual foreign language classroom (oxford & Ehrman, 1995). Lunt (2000) express in his research that independent factors in learning strategies usage have less impress also it spot as one communication skill in English learning in high school and university education and most of focus is on the books. Teachers don’t have knowledge about academic method of language learning, psychology of language learning, language learning strategies and acceptable training.
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