

**UNIVERSITY OF EL SALVADOR
SCHOOL OF ARTS AND SCIENCES
FOREIGN LANGUAGES DEPARTMENT**



ESSAY

“English Language Learning Strategies used by the Foreign Language Department Seminar Students Year 2006 with Either Above Eight Grade or Below it Obtained in Their Studies in the Basic Skills Area.”

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Nowadays language communication plays an important role in the world. For the technological explosion in the 20th century, the electronic mass media collapsed space and time barriers in human communication, enabling people to interact and live on a global scale. In this sense, the earth has been turned into a village by the electronic mass media. It not only changes the distance between countries, societies, but also shortens it between people. It means that the technological advancement makes the earth become a village. Since the distance between people is shortened, language communication becomes more important than before. To enhance language abilities, people can apply many different types of language learning strategies according to the learning styles that they have in order to learn the target language. In the Foreign Language Department of University of El Salvador Seminar students year 2006 apply different language learning strategies which make some of them get a grade either above eight or below it.

To understand learning strategies, people can go back to basic term, *strategy*. This word comes from the ancient Greek term *strategia* meaning generalship or the art of war. A different, but related, word is *tactics*, which are tools to achieve the success of strategies. The two expressions share some basic implied characteristics: planning, competition, conscious manipulation, and movement toward a goal.



Learning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information. They are specific techniques taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

Foreign or second language (L2) learning strategies are specific actions, behaviors, steps or techniques taken by students—often consciously— to enhance their own learning, to improve the progress in apprehending, internalizing, and using the L2. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self-confidence.

Strategies for language learning and language use have been receiving ever-growing attention in the areas of foreign language teaching and learning (Oxford 1990, Cohen 1990, O'Malley & Chamot 1990, Wenden 1991, Brown 1991, Rubin & Thompson 1994, Mendelsohn 1994, McDonough 1995). A strategy is considered to be “effective” if it provides positive support to the students in their attempts to learn or use



the foreign language.

The broad definition of *foreign language learning and use strategies* consists of the steps or actions selected by learners to improve the *learning* of a foreign language, the *use* of a foreign language, or both. This definition encompasses those actions that are clearly intended for language learning, as well as those that may well lead to learning but which do not ostensibly include learning as the primary goal.

Therefore, strategies for learning the subjunctive in Spanish as a foreign language, for example, could include grouping together and then memorizing the list of verbs that take a subjunctive in constructions like *quiero que vengas* (“I want you to come”), or noticing the difference in imperfect subjunctive inflections between the *-ar* conjugation and the *-er* and *-ir* conjugation. The specific strategies for memorizing this group might involve putting these verbs inside a box in the notebook and reviewing the contents of the box regularly, as well as noting what these verbs have in common semantically. Language learning strategies would also include strategies for learning new vocabulary such as through flashcards and including on the flashcard a keyword mnemonic to use to jog the memory if necessary.



Strategies for *using* the subjunctive include four subsets of strategies: *retrieval strategies, rehearsal strategies, cover strategies, and communication strategies*. In the above example with the subjunctive, *retrieval strategies* would be those strategies for retrieving the subjunctive forms when the occasion arises in or out of class, and for choosing the appropriate forms.

Rehearsal strategies constitute another subset of language use strategies, namely, strategies for rehearsing target language structures (such as form-focused practice). For example, practicing the subjunctive forms for different verb conjugations. *Cover strategies* are those strategies that learners use to create the impression that they have control over material when they do not. They are a special type of compensatory or coping strategies which involve creating an appearance of language ability so as not to look unprepared, foolish, or even stupid.

Communication strategies constitute a fourth subset of language use strategies, with the focus on approaches to conveying meaningful information that is new to the recipient. Such strategies may or may not have any impact on learning. For example, learners may use a vocabulary item encountered for the first time in a given lesson to communicate a



thought, without any intention of trying to learn the word. In contrast, they may insert the new vocabulary item into their communication experience without intending to learn or communicate any particular aspect of the target language rashly in order to promote their learning of it.

Language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. They are the conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language learning process.



Key features of language learning strategies are (to):

1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Problem-oriented.
5. Specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Not always observable.
9. Often conscious.
10. Can be taught.
11. Flexible.
12. Influenced by a variety of factors.

The system of language learning strategies are divided into two major classes: direct and indirect. These two classes are subdivided into a total of six groups (memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class.) The figure1.1 indicates that direct strategies and indirect



strategies support each other, and that each strategy group is capable of connecting with and assisting every other strategy group. Figure 1.2 shows a different view of the same strategy system.

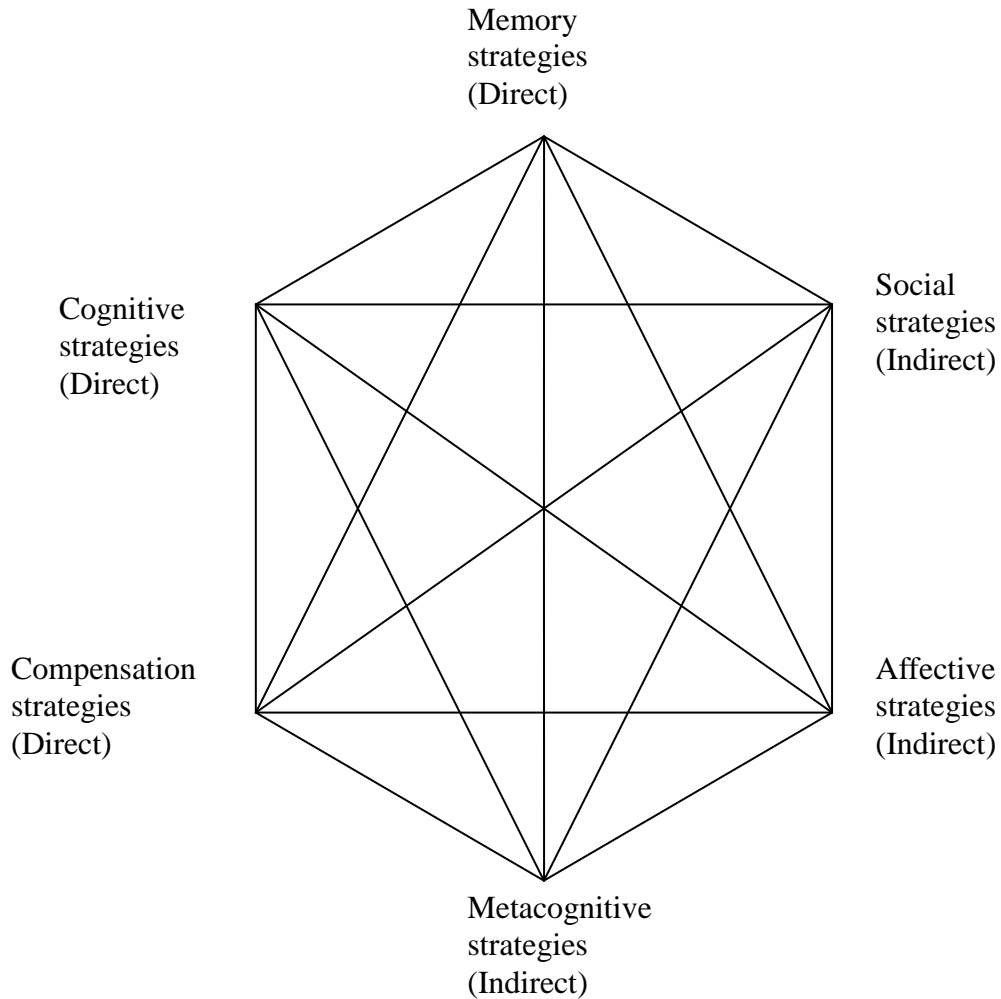


Figure 1.1 Interrelationships Between Direct and Indirect Strategies and Among the Six Strategies Groups. (*Source:* Oxford 1990)

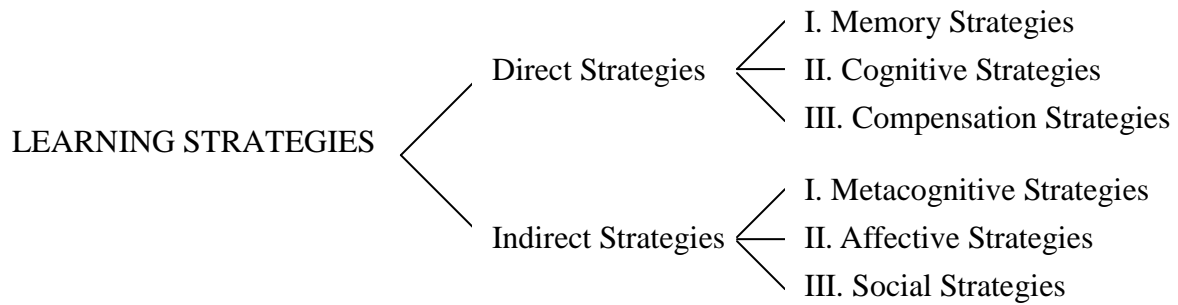


Figure 1.2 Diagram of the strategy System: Overview. (Source: Oxford 1990)

The first major class, direct strategies for dealing with the new language, is like the Performer in a stage play, working with the language itself in a variety of specific tasks and situations. The direct class is composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge gaps. The Performer works closely with the Director for the best possible outcome.

The second major strategy class – indirect strategies for general management of learning – like the Director of the play. This class is made up of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. The Director serves a host of functions, like



focusing, organizing, guiding, checking, correcting, coaching, encouraging, and cheering the Performer. Figure 1.3 indicates how six strategy groups are subdivided into a total of 19 strategy sets.

Language learning strategies that directly involve the target language are called *direct strategies*. All direct strategies require mental processing of the language, but the three groups of direct strategies (memory, cognitive, and compensation) do this processing differently and for different purposes. *Memory strategies*, such as grouping or using imagery, have a highly specific function: helping students store and retrieve new information. *Cognitive strategies*, such as summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. *Compensation strategies*, like guessing or using synonyms, allow learners to use the language despite their often large gaps in knowledge.



DIRECT STRATEGIES

INDIRECT STRATEGIES

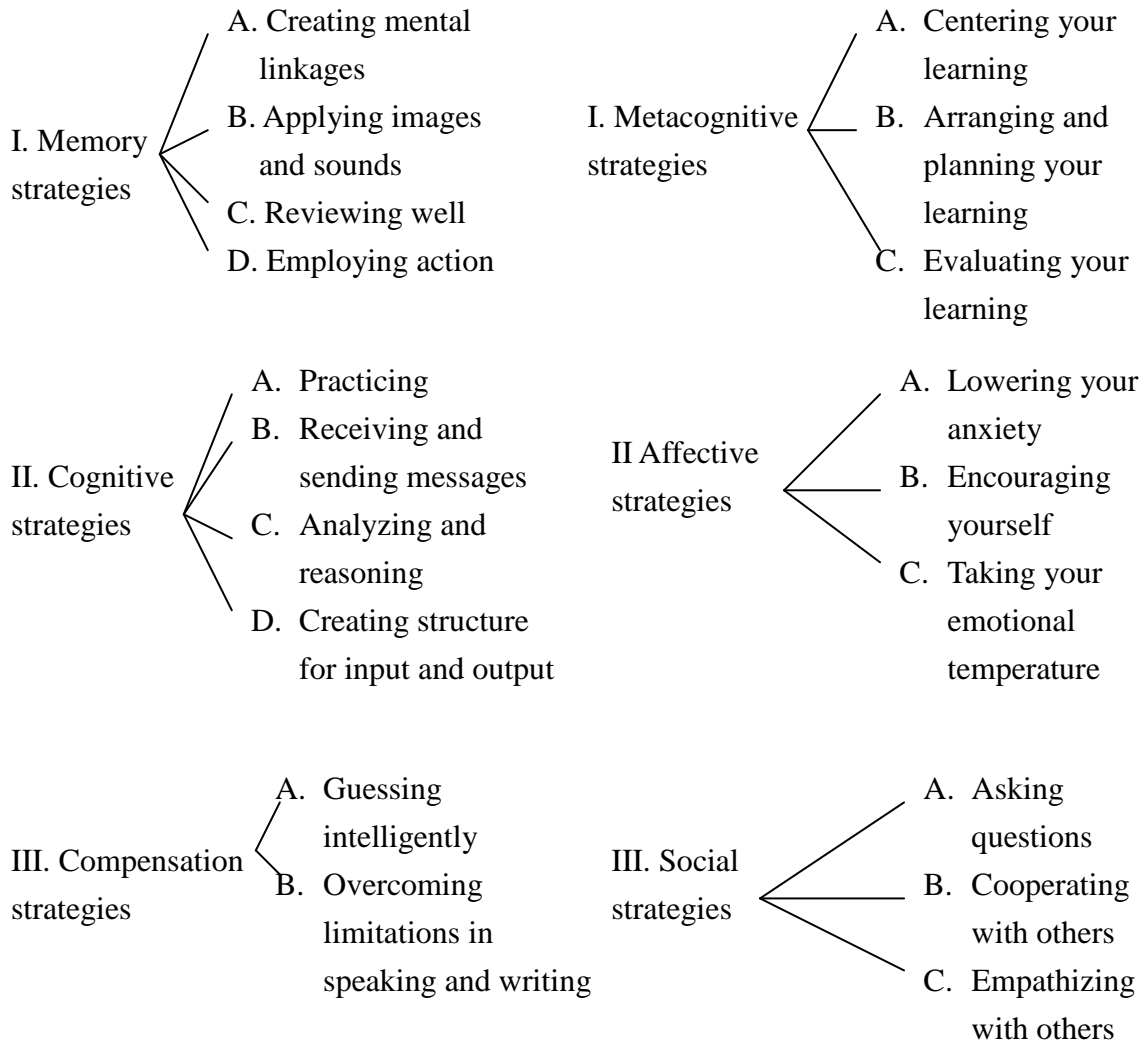


Figure 1.3 Diagram of the Strategy System Showing Two Classes, Six Groups, and 19 Sets. (Source: Oxford 1990.)



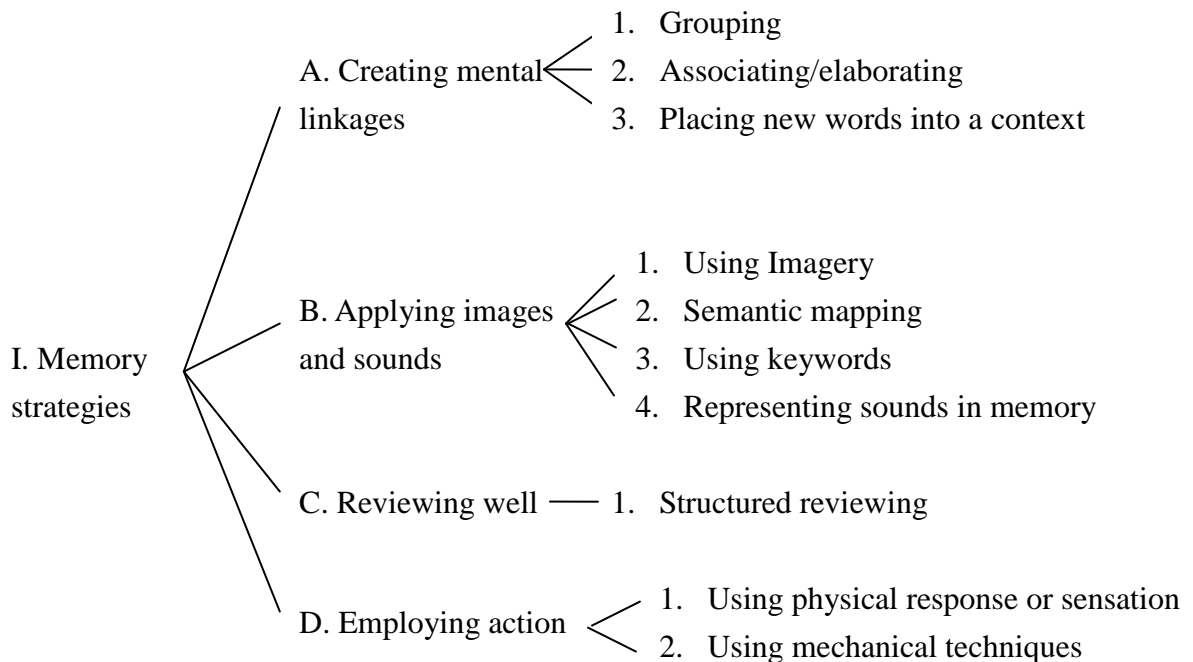
First direct language learning strategy is memory strategies. It sometimes called mnemonics, have been used for thousands of years. Memory strategies fall into four sets: Creating Mental Linkages, Applying Images and Sounds, Reviewing Well, and Employing Actions (See Figure 1.4). The first letters of each of these strategy sets spell CARE, an acronym that is itself a memory aid: “Take CARE of your memory and your memory will take CARE of you!” Memory strategies are clearly more effective when the learner simultaneously uses metacognitive strategies, like paying attention, and affective strategies, like reducing anxiety through deep breathing.

According to Rebecca L. Oxford, memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles all involve meaning. For the purpose of learning a new language, the arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance.

Memory strategies enable learners to store verbal material and then retrieve it when needed for communication. In addition, the memory strategy of structured reviewing helps move information from the “fact level” to the “skill level,” where



knowledge is more procedural and automatic. When information has reached the skill level, it is more easily retrieved and less easily lost after a period of disuse.



Memory Aid: CARE

“Take CARE of your memory, and your memory will take CARE of you!”

*The memory strengthens as you lay burdens upon it,
and becomes trustworthy as you trust it.*

Thomas de Quinicy

Figure 1.4 Diagram of the Memory Strategies. (Source: Oxford 1990.)



It often involves pairing different types of material. In language learning, it is possible to give verbal labels to pictures, or to create visual images of words or phrases. Linking the verbal labels with the visual images is very useful to language learning for four reasons. First, the mind's storage capacity for visual information exceeds its capacity for verbal material. Second, the most efficiently packaged chunks of information are transferred to long-term memory through visual images. Third, visual images may be the most potent device to aid recall of verbal material. Fourth, a large proportion of learners have a preference for visual learning.

While many language learners benefit from visual imagery, others have aural (sound-oriented), kinesthetic (motion-oriented) or tactile (touch-oriented) learning style preferences and therefore benefit from linking verbal material with sound, motion or touch. Certain memory strategies are designed to do this.

According to the gathered data of the investigation from the year 2006 Seminar students, who were divided into two groups based on the grade above and below eight, in the Foreign Language Department of University of El Salvador, these students use the memory strategy in the macro skills area. The group A students, who have below eight



grade, tend to create mental linkages on grouping in reading and listening skills area. They usually group the words according to the part of speech (e.g., nouns, verbs, adjectives), and learn a new word by listing it along with other words related to it by topic. They employ action by using physical response or sensation and mechanical techniques such as practicing new action verbs by acting them out, and have a system for using flashcards to learn new words. They apply images and sounds by representing sounds in memory in listening skill area. They always associate the sound of the new word with the sound of a familiar word to understand better.

On the other hand, the group B students, who have above eight grade, tend to apply images and sounds not only in the listening but also in the reading. They usually use rhyming to remember new words in listening skill area, and they also visualize the spelling of the new word in their mind in reading skill area. They create mental linkages by placing new words into a context in writing, listening, and reading such as writing the new word in a meaningful sentence and making an effort to remember the situation where they heard or saw the word, and if written, may even remember the page or sign it was written on. They review well in the reading skill area such as going over new words often at first to make sure they know it.



Both groups have applied the same strategy with same frequency in the reading skill area. They always make a mental image of new words whose meaning can be depicted, and go back periodically to refresh the memory of words they learned earlier in order to apply first direct language strategy “memory strategies”.

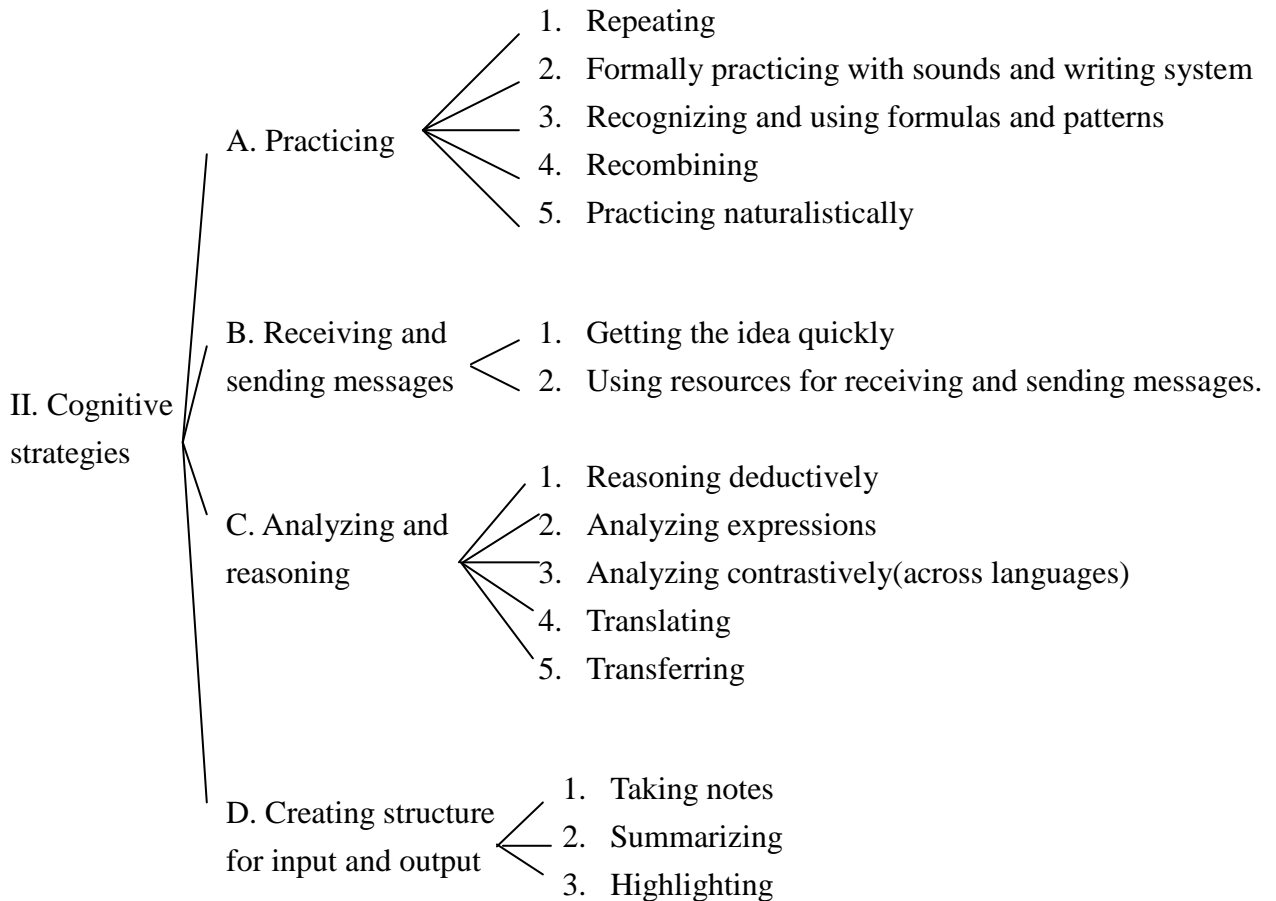
Second direct language learning strategy is cognitive strategies. They are essential in learning a new language. Such strategies are varied a lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language by the learner. They are typically found to be the most popular strategies with language learners.

Four sets of cognitive strategies exist, as shown in Figure 1.5: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output. The first letters of each of these strategy sets combine to form the acronym PRAC, because “Cognitive strategies are PRACTical for language learning.”

The first set of cognitive strategy is practicing strategy. Strategies for practicing



are among the most important cognitive strategies. The practicing strategies-including repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining, and practicing naturalistically-take on special value.



Memory Aid: PRAC

“Cognitive strategies are PRAC-tical for language learning.”

Wild and whirling words!
William Shakespeare

Figure 1.5 Diagram of the Cognitive Strategies. (Source: Oxford 1990.)



The second set of cognitive strategy is receiving and sending messages strategy. Strategies for receiving and sending messages are necessary tools. First strategy, known as getting the idea quickly, helps learners locate the main idea through skimming or the key points of interest through scanning. This strategy implies that it is not necessary for learners to focus on every single word. Second strategy in this group, using resources, is useful for both comprehension and production. It helps learners take advantage of a variety of resources, print or nonprint, to understand and produce messages in the new language.

The third set of cognitive strategy is analyzing and reasoning strategies which are commonly used by language learners. Many learners, especially adults, tend to “reason out” the new language. They construct a formal model in their minds based on analysis and comparison, create general rules, and revise those rules when new information is available. This process is extremely valuable. However, sometimes students make mistakes by unquestioningly generalizing the rules they have learned or transferring expressions from one language to another, typically from the mother tongue to the new language. Such mistakes characterize the “interlanguage,” a hybrid form of



language that lies somewhere between the native language and the target language.

Inappropriate use of literal translation also contributes to the interlanguage. Interlanguage is a predictable, normal phase of language learning, but some language learners fail to leave that phase because they misuse or overuse some of the analyzing and reasoning strategies.

The forth set of cognitive strategy is creating structure for input and output strategy. Language learners often feel besieged by “whirling words” from radio and TV programs, films, lectures, stories, articles, and conversations. To understand better, learners need to structure all this input into manageable chunks by using strategies such as taking notes, summarizing, and high-lighting. Such structure-generating strategies are also helpful in preparing to use the language for speaking and writing.

Cognitive strategies are used in the four skills since learning a new language is based on practice, therefore the learners have to be able to communicate, understand, and analyze the expression and the message they are going to receive and send. Most of the Seminar students of Foreign Language Department use the same strategies in their language learning development



The Seminar students of group A, who have grade below eight, tend to have higher frequency on practicing naturalistically. They use the Internet to chat with foreigners who speak the target language to practice. If they encounter people in public having a conversation in the target language, they always listen in to see if they can get the gist of what the foreigners are saying in the listening skill area. They usually regularly seek out people with whom they can speak the new language in speaking skill area. In writing skill area, they usually practice writing the alphabet of the new language. They take notes to write different kinds of texts in the target language (e.g., personal notes, messages, letters, and course papers). In reading skill area, they summarize either in the mind or in the margins of the text.

On the other hand, the group B Seminar students, who have above eight grade, use practicing strategy to make an ongoing effort to listen to talk shows on the radio, watch TV shows, or go see movies in the new language; keep practicing all the sounds in the new language until they are comfortable with them, and practice “skim listening” by paying attention to some parts and ignoring others in the listening skill area. And they also say new expressions repeatedly to themselves in order to practice them in speaking skill area. They frequently take class notes in the new language. They are cautious about



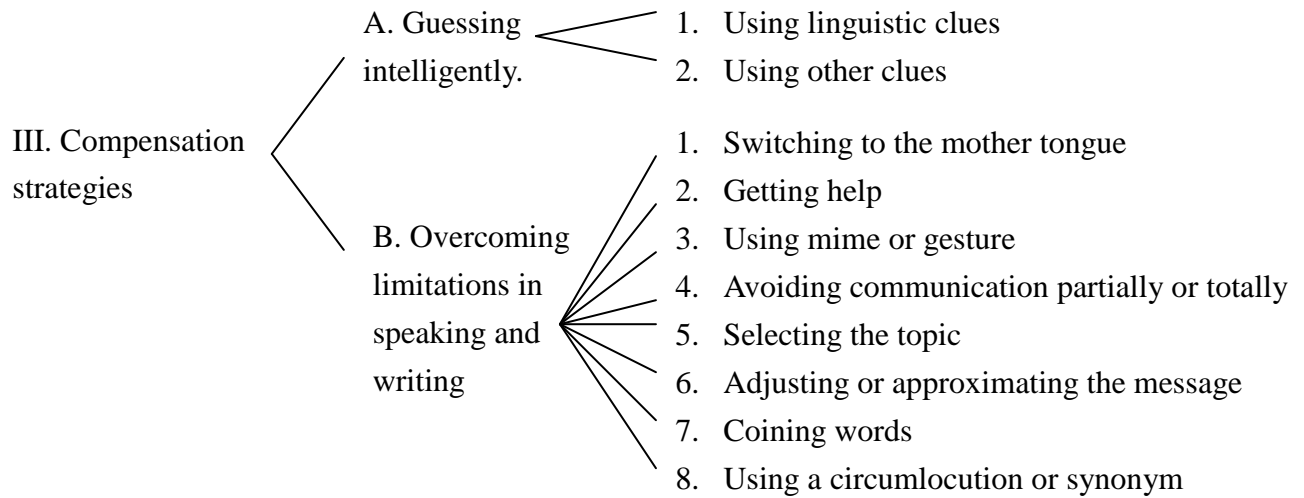
transferring words or concepts directly from their native language to the target language in writing skill area.

Both groups have applied the same strategies with the same frequency in the macro skills area. In listening skill area, they always do their best to imitate the way native speakers talk; they sometimes prepare themselves by predicting what the other person is going to say based on what has been said so far; they listen to those key words that seem to carry the bulk of the meaning for getting the idea quickly. In the speaking skill area, they usually ask themselves how a native speaker might say something and they attempt to practice saying it that way; they deduce on anticipating what the other person is going to say based on what has been said so far. While they are listening to others, they often translate parts of what others have said into their own language to help store the concepts in mind. In the reading skill area, sometimes they first skim an academic text to get the main idea and then go back and read it more carefully. They will usually read a story or dialogue several times until they can understand it, and usually look for how the text is organized and pay attention to headings and subheadings. They usually use resources such as dictionary so that they can get a detailed sense of what individual words mean. In the writing skill area, it is usually common for them to use



reference materials such as a glossary, a dictionary, or a thesaurus to help them find or verify words in the target language. Sometimes they tend to write in their native language and then translate it into the target language, and translate when reading in order to keep their train of thought and basically make the text more comprehensible to them.

The third direct language learning strategy is compensation strategy. It helps learners to overcome knowledge limitations in the macro skills. It enables learners to use the new language for either comprehension or production despite limitations in knowledge. The compensation strategies are grouped into two sets (see Figure 1.6): Guessing Intelligently in Listening and Reading, and Overcoming Limitations in Speaking and Writing. The two sets can be remembered by the acronym GO, since “Language learners can Go far with compensation strategies.”



Memory Aid: GO

“Language Learners can Go far with compensation strategies.”

Necessity is the mother of invention.

16th-century proverb

Figure 1.6 Diagram of the Compensation Strategies. (Source: Oxford 1990)

The group A Seminar students who have below eight grade tend to use linguistic clues to look for associations between the sound of a word or phrase in the new language with the sound of a familiar word, and use the speaker’s tone of voice as a clue to meaning in the area of listening skill. On the other hand, the group B Seminar students who have above eight grade tend to look at the speaker’s gestures and general body



language as clues to meaning in the listening skill area. In speaking skill area, they select the topic by directing the conversation to topics for which they know vocabulary, and avoid topics they do not have language for. They avoid communication partially or totally by tending to plan out in advance what they want to say. They use gesture or mime as a way of conveying their meaning. In reading skill area, they use linguistic clues to guess the approximate meaning from the surrounding context.

Both groups use linguistic clues or other clues to make educated guesses and inferences about the topic based on what it has already been said, and draw on their general background knowledge in an effort to get the main idea in the listening skill area. In the writing skill area, they coin words to overcome limitations by using familiar words in different combinations to make new sentences, and when they can not think of the correct expression to write, they usually find a different way to express the idea, for example, they use a synonym or describe the idea. In reading skill area, they use a circumlocution or synonym to look for a different way to express the idea. In speaking skill area, they switch to the mother tongue if they know their conversation partner can understand what they are saying.



The compensation strategies are mostly applied in writing and speaking. It occurs not just in understanding the new language but also in producing it. It allows learners to produce spoken or written expression in the new language without complete knowledge. Many compensation strategies for production are used to compensate the lack of appropriate vocabulary, but these strategies can also be used due to the insufficiency of grammatical knowledge. For instance, if learners do not know how to express the subjunctive form of a verb, they might use a different form to get the message across.

Compensation strategies for production help learners keep on using the language, thus obtaining more practice. In addition, some of these strategies such as adjusting or approximating the message, help learners become more fluent in what they already know. Still other compensation strategies, like getting help and coining words, may lead learners to gain new information about what is appropriate or permissible in the target language. Learners skilled in such strategies sometimes communicate better than learners who know many more target language words and structures.

On the contrary, the disadvantage of the compensation strategies is that if the students use other words to express the idea instead of finding an appropriate word from



the dictionary occurs a gap in the knowledge. And if the students avoid or select the topic for the reason of insufficiency of vocabulary or knowledge, then the student will never enhance in the specific area and always try to avoid it over and over.

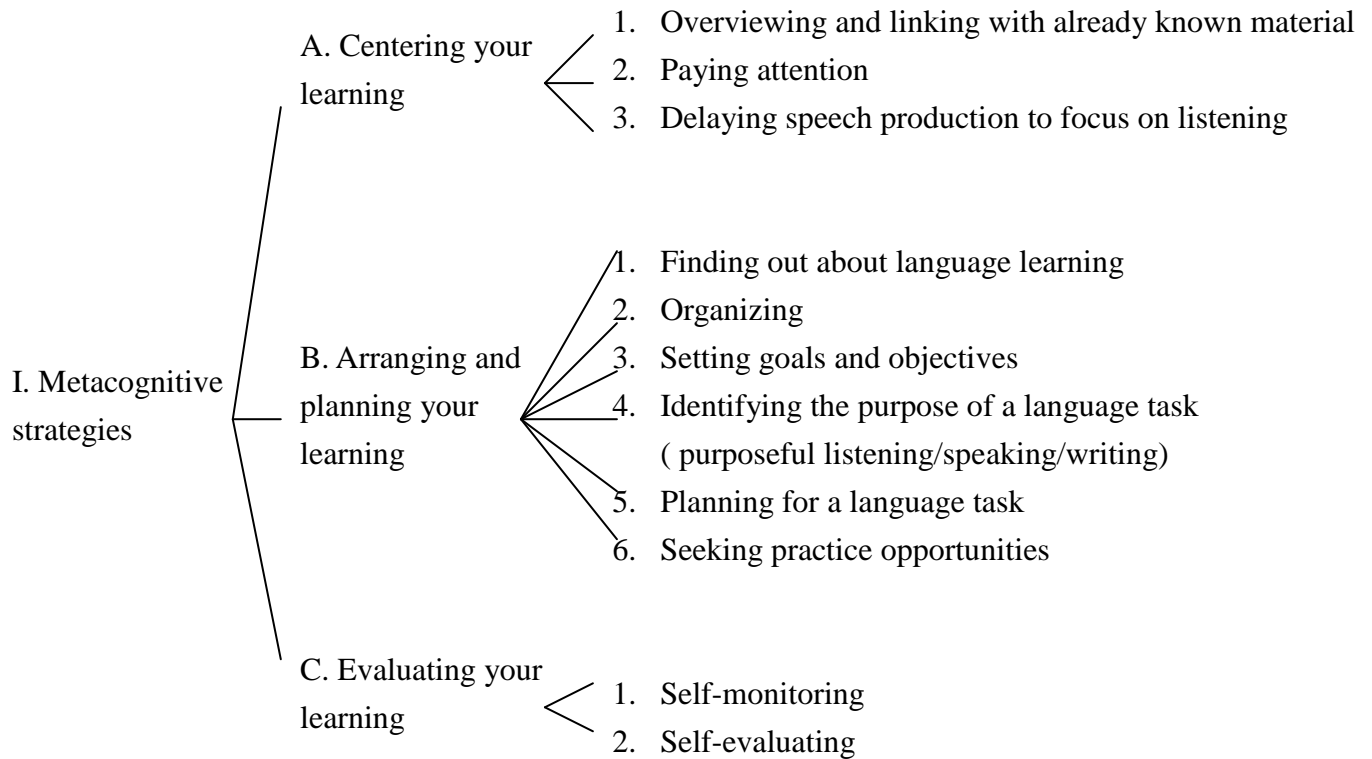
Indirect strategies are divided into metacognitive, social, and affective. Metacognitive strategies allow learners to control their own cognition – that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Social strategies help students learn through interaction with others. Affective strategies help to regulate emotions, motivations, and attitudes. All these strategies are called “indirect” because they support and manage language learning without directly involving the target language. These indirect strategies are useful in all language learning situations and are applicable to the four macro skills: listening, reading, speaking, and writing.

The first indirect language learning strategy is metacognitive strategy. “Metacognitive” means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process. They are essentials for



successful language learning. Learners use them sporadically and without much sense of their importance. They include three strategy sets: Centering your learning, Arranging and Planning Your Learning, and Evaluating Your learning. The acronym for it is CAPE (see Figure 1.7). A way to remember is “Metacognitive strategies make language learners more CAPE- able.”

Metacognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities, and language use events. It allows learners to control their own cognition by coordinating the planning, organizing, and evaluating the learning process.



Memory Aid: CAPE

“Metacognitive strategies make language learners more CAPE-able.”

A mighty maze! But now without a plan.

Alexander Pope

Figure 1.7 Diagram of the Metacognitive Strategies. (Source: Oxford 1990.)



The first set of metacognitive strategy is centering your learning which helps learners converge their attention and energies on certain language task, activities, skills, or materials. They provide a focus for language learning. Many learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and overviewing/linking with already familiar material.

The second set of metacognitive strategy is arranging and planning your learning. It is like organizing, setting goals and objectives, considering the purpose, and planning for a language task, helping learners to arrange and plan their language learning in an efficient, effective way. The metacognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom. Even in a second language situation, find opportunities for practice, learners must actively search for, and take advantage of these possibilities.

The gathered data shows that the group A Seminar students who have below eight grade tend to seek practice opportunities by attending out-of-class events where the



new language is spoken, paying attention to where pauses tend to come and how long they last, and to specific language aspects; for example, the way the speaker pronounces certain sounds in the listening skill area. In the reading skill area, they plan for a language task such as making it a point to read extensively in the target language, and make a real effort to find reading material that is at or near their level. In the writing skill area, they evaluate their learning by reviewing what they have already written before continuing to write new material in an essay.

On the other hand, the group B Seminar students who have above eight grade tend to overview and link with already known material to their learning, such as preparing for a lecture or special talk they will hear in the target language by reading up on beforehand in listening skill area. In reading skill area, they set goals and objectives to read for pleasure in the target language. In the writing skill area, they plan how they are going to write an academic essay, monitor to see how their writing is going, and then check to see how well they wrote what they wanted to.

Both groups pay attention to the rise and fall of speech by native speakers-the music of it, and also pay attention to the context of what is being said, listen for specific



details to see whether they can understand it in the listening skill area. In speaking skill area, they seek practice opportunities by using words just learned in order to see if they work. In reading skill area, they often plan how they are going to read a text, monitor to see how their reading is going, and then check to see how much of it they understood. In writing skill area, they often revise the essay once or twice to improve the language and content.

The advantages of this strategy are the students can apply these strategies in order to know what the aspects are that they need to improve, and monitor in their learning, plan and find out what the purposes are for learning a new language, seek opportunities for practice to enhance the abilities.

The disadvantages of this strategy are that the students may have some problems when they correct themselves if they do not have sufficient knowledge of the target language. It might make the problems or errors happen over and over, and these phenomena can happen in the macro skills. Another disadvantage about these strategies is that when students pay attention to a specific detail, they might ignore unconsciously some other important elements of the language. Sometimes the students might set their



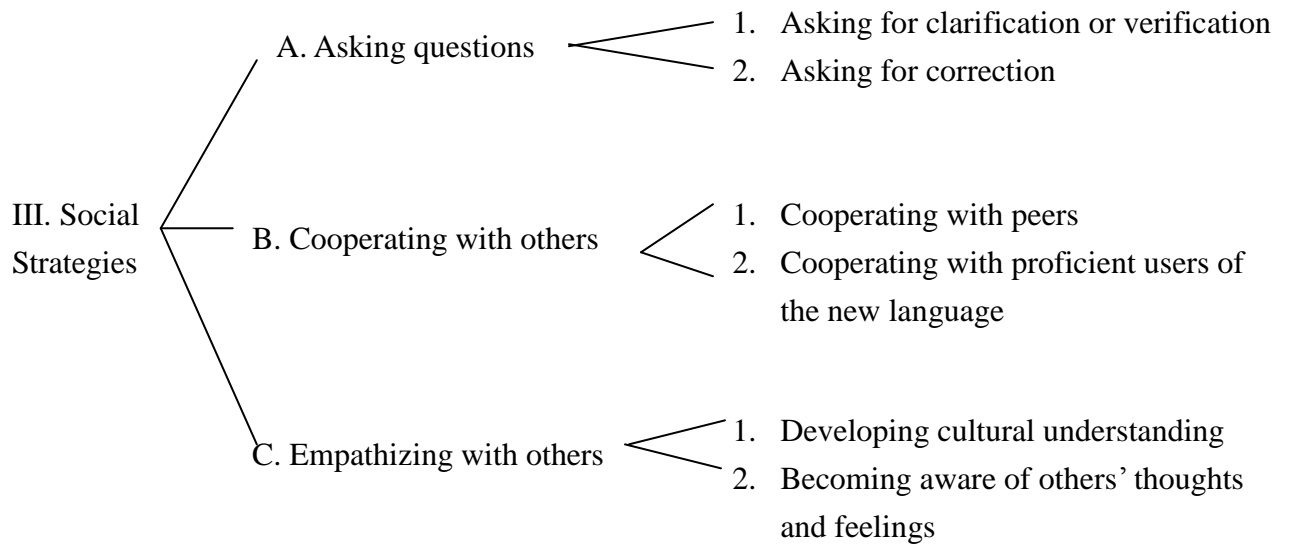
goals which are too difficult to reach, and this situation might make them lose the confidence to learn in the process. The students participate in some tasks, but they do not know what their purposes are. They just do it according to what the teacher says.

The second indirect language learning strategy is social strategy. Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process. It includes the actions which learners choose to take in order to interact with other learners and with native speakers. Three sets of social strategies, each set comprising two specific strategies (see Figure 1.8), are included here: Asking Questions, Cooperating with Others, and Empathizing with Others. These can be remembered by using their acronym, ACE: “ACE language learners use social strategies!”

One of the most basic social interactions is asking questions, an action form which learners gain great benefit. Asking questions helps learners get closer to the intended meaning and thus aids their understanding. It also helps learners encourage their conversation partners to provide larger quantities of “input” in the target language and



indicates interest and involvement. One social strategy concerns asking questions for clarification or verification.



Memory Aid: ACE

“ACE language learners use social strategies!”

Probably no greater need exists than to learn how to participate effectively... Humans are, and always have been, social animals.

James Botkin

Figure 1.8 Diagram of the Social Strategies. (*Source*: Oxford 1990.)



In addition to asking questions, cooperating in general – with peers and with more proficient users of the target language – is imperative for language learners. Cooperative learning consistently shows the following significant effects: higher self-esteem, increased confidence and enjoyment, greater and more rapid achievement, more respect for the teacher, the school, and the subject, use of higher-level cognitive strategies, decreased prejudice, increased altruism and mutual concern.

The Seminar students of group A, who have below eight grade, tend to use the strategy of asking clarification or verification. They make an effort to remember unfamiliar sounds they hear, and ask a native speaker or their teacher later. They ask the speaker to slow down if they think s/he is speaking too fast, and ask for clarification if they have not understood it the first time around in listening skill area. In speaking skill area, they regularly seek out people with whom they can speak the new language.

On the other hand, the group B Seminar students who have above eight grade tend to ask the speaker to repeat if the message is not clear to them in listening skill area. In speaking skill area, they often look at others to correct their errors and welcome the feedback, and often ask the person they are talking with to help them out. In writing skill



area, they usually look for ways to get feedback from others, such as having a native writer put the text in his/her own words, and then they compare it to their original version.

In speaking area, both groups frequently ask questions as a way to be sure they are involved in conversation, and use expressions that call for both language and cultural knowledge, such as requesting, apologizing, or complaining in the target language. If they do not know how to perform culturally-based language expressions, they sometimes ask natives or teachers what they do.

The advantages of the social strategies are that the students can interact with others and get feedback which might be useful for them. Not only can they be corrected, but also they can gain more knowledge about the language usages. The students also become more confident about the learning and feel more comfortable. It also develops the students understanding about the culture for gaining more perspectives from the other culture and learning more idiomatic expressions.

The disadvantages of social strategies are that the cooperation might make the



students become inactive learners if they rely on the other by waiting the answers instead of finding it by themselves. They might stop participating in the exercises actively inside or outside the class, lower the desires and intention of increasing the knowledge about the new language. The students who do not have appropriate level to communicate, it is difficult to have the interaction with others. When the learners ask other person for correction, the other person can not expect to correct all errors made by the learners, because this would intimidate the learner.

The third indirect language learning strategy is affective strategy. The term affective refers to emotions, attitudes, motivations, and values. Language learners can gain control over the main sets of affective strategies which are: Lowing Your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. The acronym LET comes from the first letter of each one of these strategy sets— “affective strategies help language learners LET their hair down!”

The affective side of the learner is probably one of the biggest influences on language learning success or failure. Good language learners are often those who know how to control their emotions and attitudes about learning. Negative feelings can stunt



progress, even for the rare learner who fully understands all the technical aspects of how to learn a new language. On the other hand, positive emotions and attitudes can make language learning far more effective and enjoyable.

According to the strategies and information mentioned above, it can be concluded that when the Seminar students apply memory strategies in the macro skills in an appropriate way, they can store the new information of what they hear or read, and then enlarge their knowledge base, retrieving information from memory when they need to use it for comprehension or production. On the contrary, if the Seminar students do not use this strategy in a suitable situation, they will get into the condition of insufficient knowledge and understanding of the target language and become limited in the communication with others.

In cognitive strategies, the aspects that help the Seminar students in their learning process are to practice constantly, to analyze and reason messages, receive and send messages, and create structures for output and input in the target language. The Seminar students have to keep on practicing in the macro skills, analyzing and reasoning the message in order to get it faster and understand better. Creating structures for output



and input can help the learner get the most important ideas quickly making their learning more effective. Translation is a useful strategy for new learners. Since they translate the new language into their native language, it is faster for them to understand the meaning and structures of the target language. But translation is not appropriate for advanced learners, because they can not understand the language directly and spend their time in translating it in their mind. Since the practice strategies can improve the four macro skills, the efficiency of the learning will be affected if the Seminar students do not apply them.

The compensation strategies overcome the limitation in the macro skills of the target language and help the student understand by observing the gesture or mime, distinguish the tone of voice of the speaker, guess, predict what other is going to say, use background, synonym and the linguistic clues or other ones, switch with the mother tongue, select or avoid the conversation when they do not know much vocabulary about it.

The Seminar students use metacognitive strategies in the macro skills in order to evaluate, arrange, plan, and center the learning. They pay special attention to specific language aspects, context, details, pauses, rise and fall of speech by native speakers, the



structure of parts of the word, prepare for a lecture or special talk they will hear in the target language, seek out people with whom they can speak the new language, initiate the conversation, plan out in advanced. They read extensively for pleasure in the target language, and find reading material that is at or near their level. They plan out how they are going to read a text, monitor to see how their reading is going, and then check to see how much of it they understand. They plan how they are going to write an academic essay, monitor to see how their writing is going, and then check to see how well they wrote what they wanted to.

The Seminar students make an effort to write different kinds of texts in the target language, review what they have already written before continuing to write new material in an essay, revise the essay once or twice to improve the language and content.

Social strategies are applied in the macro skills since the learning of new language needs interaction with others. The Seminar students generally make an effort to remember unfamiliar sounds they hear, and ask a native speaker or their teacher later. When they do not understand what someone is saying, they may well ask for the clarification or verification, or ask the speakers to slow down or repeat the message. They



frequently ask questions as a way to be sure they are involved in conversation, and they often look at others to correct their errors in speaking and welcome the feedback. They frequently develop cultural understanding by using expressions that call for both languages and cultural knowledge such as requesting, apologizing, or complaining in the target language. The students cooperate with others looking for ways to get the feedback, such as having a native writer put the text in his/her own words, and then they compare it to their original version.

Affective strategies help the learners to encourage, and control their temperature and emotions in some specific situation by using some special methods such as listening to music, using laughter, breathing deeply, or meditating to lower anxiety. It encourages the learners to make positive statements to be more confident, and take risks wisely to make them reach their goals on the learning.

According to the investigation, the Seminar students of the group A and group B apply the same strategies. But they have different aspects on their learning. The main aspects of the difference are the motivation and the frequency of strategies that these students apply.



The motivation of learning is very important. It is the key to the success. Since group A shows a higher percentage which is 80.6 on learning English for their future career, the group B has a higher percentage which is 85.7 interested in the language. Therefore, the motivation of group B is based on their interests of the language which can motivate them to become active, have the desires of knowledge and increase the needs to learn more about the new language and its culture. On the contrary, the group A Seminar students learn English for their future career which means they learn it with purposes and do it as they have to according to what the society needs. It means to learn a new language for future needs can not promote or activate as much as the one who learn for desire or interest in it.

The second aspect which makes the difference between the group A and B is the frequency of the strategies they apply in the development of the four macro skills. The gathered data shows that the group B students tend to have higher frequency on applying the cognitive and compensation strategies more than group A students, while group A students tend to apply metacognitive strategies more than group B. Both groups apply memory and social strategies at the same level of frequency.



The group B Seminar students apply compensation strategies which are helping them to overcome limitations, and use clues to the target language, and the cognitive strategies are helping them to understand, practice, analyze, reason, and create structures of the target language. On the other hand, the group A Seminar students tend to have higher frequency on applying metacognitive strategies which help themselves to evaluate, arrange, plan, and center their learning. Analyzing the frequency of all the strategies that the Seminar students apply, the group B students have higher frequency to use all the strategies than group A.

Additionally, the Seminar students of group A show that 90.3 percent of the students have not lived in an English speaking country while the group B shows 100 percent. A 6.5 percent of them had lived for two months, and 3.2 percent have lived for four years in group A. According to the second question, a 29.06 percent of students from group A had studied English for two years and 29.16 percent had not studied before starting the major while a 42.9 percent had studied English for two years and a 42.9 percent had not studied from group B. It demonstrates that the knowledge of target language is not related to whether the person had lived in an English-speaking country or



not. The uses of learning strategies depend on the target language's level of the learners.

If the students have higher level, they can use their previous knowledge to combine with the new one by using more advanced strategies. For example, the advanced learners can use skimming strategies or use linguistic clues to guess the meaning of the word while the beginners may have to check it from the dictionary...etc.

Rubin(1975) suggested that good second language learners are willing and accurate guessers; have a strong drive to communicate; 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. Therefore, the successful learning depends on the students, but the teacher also plays an important role as a tutor, motivator, guide and an assistant to lead or help the students. The teachers can exert a tremendous influence over the emotional atmosphere of the classroom in three different ways: by changing the social structure of the classroom to give students more responsibility, by providing increased amounts of naturalistic communication, and by teaching learners to use affective strategies. The teacher can help the students to improve and enhance their learning, and make each student get involved in the activities and learning of the second language.



The learning strategies of a new language such as memory, cognitive, compensation, metacognitive, social and affective strategies are important tools that every student has to understand them very well and apply in an appropriate way to the suitable skill area. The teachers should pay more attention to discover the students' personalities, cultural backgrounds, interactions, or learning styles, and then supervise and guide the students to use the proper strategies according to the subject and materials for the students to learn more easily and effectively and reach the level they have to be.

Based on the gathered data, the students apply direct and indirect strategies on their learning development process. The students do not know how to apply those strategies at the beginning, but they have learned it through the experience in the learning process. Most of the students use the strategies consciously on their study with the purpose to reach their goals. Sometimes the learners apply the unappreciated strategies to some specific skills. In order to use the strategies properly, the students have to know their characteristics in the learning to find correct and suitable ways for applying those strategies and enhancing their learning.