

## **An Investigation into Language Learning Strategy Use and Gender among Iranian Undergraduate Language Learners**

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**Abstract:** The present study focuses on determining the language learning strategy use of undergraduate Iranian language learners in learning English as a foreign language. Moreover, the study determines how the use of learning strategies varies according to gender. One hundred and forty eight students were selected through cluster random sampling to participate in the study. The Strategy Inventory for Language Learning (SILL) was used to elicit information on the use of language learning strategies. The collected data were analyzed through descriptive statistics to determine the frequency and type of learning strategies employed by Iranian EFL learners. Chi-square test was also employed to determine how the use of learning strategies varied according to gender. The findings of the study reveal that Iranian undergraduate EFL learners can be categorized as medium strategy users. The findings also show that the overall use of language learning strategies significantly varied according to gender. Female EFL learners significantly prevailed over males in the use of learning strategies.

**Key words:** Language learning · Language learning strategy · Iranian EFL learners

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### **INTRODUCTION**

Research findings in the area of second language acquisition have repeatedly verified the significant role that learners can play in the process of language learning. The research has also gone through deliberate changes from teachers and teaching methods towards learners and learning techniques to show its correspondence with these fundamental moves during the past decade [1]. Whereas language learners received more attention and a more prominent place in research studies, so did the engaged strategies and techniques they employed to overcome the obstacles and learn the language. From among these techniques, language learning strategies have received a particular attention since the late 1970s.

Oxford [2] states that language learning strategies are “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p. 8). She is also labeling learning strategies as a critical element of the learning procedure once she emphasizes that, “...learning strategies are important for language learning because they are tools for active, self-directed

involvement” (p.1). It has also been illustrated that second language learners can acquire to employ learning strategies more effectively [3-7]. Based on the findings of these studies among others, it can be concluded that the appropriate and frequent use of learning strategies will lead to better achievement in learning the target language and assist the learner to gain more independence and autonomy in the process of language learning.

Although language learning strategies have been the focus of many studies around the world since 1970s, this issue is still a new research area in Iran, especially among undergraduate EFL learners. A few studies have been conducted regarding the use of language learning strategies among undergraduate EFL learners [8-9]. Language learners might develop their own learning procedures and employ different strategies. However, they are rarely asked to discuss the learning techniques and strategies. The instructors value the results more than the learning methods and techniques and spend little time talking to learners about the learning procedure [10]. However, teachers as well as students need to take these issues into consideration and spend more time to reflect on the employed techniques and strategies.

On the teachers' part, exploring and getting to know the strategies the students employ would provide a better understanding of students' learning process and help them make the learning process more effective and fruitful. Finally, the findings of this study is expected to bring this significant issue into a better and clearer phase and help language learners and instructors improve teaching and learning process and achieve their goals.

**Objectives of the Study:** The primary purpose of the present study is to find out the frequency of overall language learning strategy use of Iranian EFL learners and explore the categories of learning strategies. The second purpose is to determine the frequency of language learning strategy use according to gender. In other words, this research focuses on determining any significant variation by gender in the use of language learning strategies among Iranian EFL learners. To this end, this study seeks answer to the following research questions:

- What are the language learning strategies used by Iranian EFL learners?
- What is the difference between male and female EFL learners in the use of language learning strategies?

### **Review of Literature**

**The Good Language Learner:** Many of the first studies on language learning strategies were aimed at defining the "Good" language learner. Brown [11] states that, as the knowledge of second language acquisition increased noticeably during the 1970s, teachers and researchers concluded that no single method of language teaching and research findings would mark the start of universal success in teaching a second language. It was realized that certain learners seemed to be successful regardless of methods or teaching techniques. Observations and research studies led Rubin [12] and Stern [13] to describe "good" language learners in terms of personal characteristics, styles and strategies. Rubin and Thompson [14] later identified fourteen such characteristics. They believe that good language learners:

- Find their own way, taking responsibility for their own learning,
- Organize information about language,
- Are creative and try to feel the language by experimenting its grammar and words,
- Create opportunities for practice in using the language inside and outside the classroom,

- Learn to live with uncertainty by not getting confused and by continuing to talk or listen without understanding every word,
- Use memory strategies to bring back what has been learned,
- Make errors work for them and not against them,
- Use linguistic knowledge, including knowledge of the first language, in learning,
- Use contextual cues to help them in comprehension,
- Learn to make intelligent guesses,
- Learn chunks of language as wholes and formalized routines,
- Learn to use certain tricks to keep conversations going,
- Learn certain production strategies to fill in the gaps in their own competence and
- Learn different styles of speech and writing and learn to vary their language regarding the formality of the situation (pp. 132-133).

Stern [13] also identified strategies of good language learners. Based on what he has experienced through teaching and learning as a teacher and learner and his review of studies, he presented a list of language-learning strategies used more frequently among successful language learners. Based on stages of language learning and challenges faced by the language learner, Stern identified ten learning strategies of good language learners, which include:

- A personal learning style or positive learning strategies,
- An active approach to the learning task,
- A tolerant and outgoing approach to the target language and empathy with its speakers,
- Technical knowledge about how to deal with a language,
- Strategies of experimentation and planning with the object of developing the new language into an ordered system and revising this system progressively,
- Constantly searching for meaning,
- Willingness to practice,
- Willingness to communicate by using the target language,
- Self-monitoring and critical sensitivity to language use and
- Developing the target language more and more and learning to think in it (pp. 311-316).

While the results of the above-mentioned studies are not based on empirical findings, they provide characteristics of good language learners who are actively involved in language learning and are able to solve problems regarding their own learning. Wenden and Rubin [15] consistently reported that all language learners report or have been observed using some type of strategies in learning a foreign or second language. Differences across learners are in the relative efficiency of strategy application; that is, the appropriate implementation of the right strategies at the right times. These studies provided a basis for our understanding of what good language learners do.

**Definitions of Language Learning Strategies:** Many researchers have defined language learning strategy. In studies of good language learners, researchers mentioned lots of various behaviors that they referred to globally as strategies; some managed to describe strategies more specifically. Wenden and Rubin [15] describe learning strategies as “any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information” (p.19). Richards and Platt [16] argue 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).

Rigney [17] defined learning strategies as “operations used by a learner to facilitate the acquisition, retention, or retrieval of information” (p.165). O’Malley and Chamot [7] illustrated learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

Whereas prior descriptions of learning strategies paid more attention to products of learning and behaviors reflecting unobservable cognitive processes, definitions eventually provided clearer understanding of what learners think and do during language learning. Cohen [18] stated 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).

Oxford [2] has provided one of the most applicable definitions which have been cited most frequently in the literature till now. She defines language learning strategies

as “specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p. 8). It is, indeed, a reflection of what the learner intends to do and the specific actions he can take. She also, prominently, includes how context plays a crucial role in the language learning process.

**Classifications of Language Learning Strategies:** Language learning strategies that language learners employ in the process of learning a new language have been identified and described by researchers. Consequently, these strategies have been classified by many professional experts in the area of language learning [19-23] and [2]. This progress not only helped to categorize strategies and link them to a variety of cognitive processing phases during language learning, but also to assist in creating instructional frameworks.

Nonetheless, most of these attempts to categorize language learning strategies reflect relatively the same categorizations of language learning strategies without any fundamental changes. They developed their own taxonomies of strategies according to their research findings by applying different methods of data collection. For that reason, it might not be appropriate to compare them and assess their influence on teaching and learning process. But, studying them may help both language teachers and language learners to understand language learning strategies and different methods which are involved in strategy use. In what follows, O’Malley’s (1985), Rubin’s (1987) and Oxford’s (1990), taxonomies of language learning strategies will be demonstrated:

- O’Malley’s (1985) Classification of Language Learning Strategies
- O’Malley *et al.* (1985) divided language learning strategies into three main categories:
- A. Metacognitive Strategies, B. Cognitive Strategies and C. Socioaffective Strategies

**Metacognitive Strategies:** Metacognitive is an expression to indicate an executive function, strategies which involve planning for learning, thinking about the learning process as it is taking place, observing of one’s production or comprehension, correcting your own mistakes and evaluating learning after an activity is completed [20]. Based on O’Malley’s classification, advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation are included among the major metacognitive strategies.

**Cognitive Strategies:** “Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself” [11, p.134]. 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.

**Socioaffective Strategies:** Socioaffective strategies have close relationship with social-mediating activity and interacting with others. The main socioaffective strategies include cooperation and question for clarification [20].

**Rubin’s (1987) Classification of Language Learning Strategies:** Rubin, who allocated a great deal of effort in the field of language learning strategies, made a distinction between strategies contributing directly to learning and those contributing indirectly to learning. Direct strategies include metacognitive and cognitive strategies and indirect strategies include communication and social strategies. According to Rubin, there are three types of strategies used by learners that contribute either directly or indirectly to language learning. They are: A. Learning Strategies, B. Communication Strategies and C. Social Strategies.

**Learning Strategies:** Learning strategies which are divided into two main types (Cognitive Learning Strategies and Metacognitive Learning Strategies) contribute directly to the development of the language system created by the language learner. Cognitive strategies refer to the steps or measures which are taken in learning or problem-solving that involves direct analysis, transformation, or synthesis of learning materials [24]. Six major cognitive learning strategies contributing directly to language learning are identified by Rubin as: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring. Metacognitive strategies, on the other hand, are used to supervise, control or self-direct language learning. They involve different procedures as planning, prioritizing, setting goals and self-management.

**Communication Strategies:** Communication strategies are not as much of directly related to language learning since their emphasis is on the process of communication through conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are exploited by speakers when they are faced

with some troubles regarding their communication and conversation or when confronted with misunderstanding by a co-speaker. A usual communication strategy is to make use of one’s linguistic or communicative knowledge to remain in the conversation.

**Social Strategies:** Social strategies are activities in which learners are exposed to the opportunities that can be a great help to practice their knowledge. Even though these strategies offer exposure to the target language, they contribute to learning indirectly since they do not lead directly to obtaining, storing, retrieving and using of the language [24].

**Oxford’s (1990) Classification of Language Learning Strategies:** By referring to the literature it seems that the most inclusive taxonomy of language learning strategies is provided by [2]. She divided language learning strategies into two main categories, direct and indirect strategies which are also subdivided into six classes.

Direct strategies, which involve the new language directly, are divided into Memory, cognitive and compensation strategies. As [2] says, “all direct strategies require mental processing of the language” (p.37). Memory strategies entail the mental processes for storing new information in the memory and for retrieving them when needed. These strategies consist of four sets that include: A. Creating mental linkages, B. Applying images and sounds, C. Reviewing well and D. Employing action. Cognitive strategies entail conscious ways of handling the target language and fall into four sets which include: A. Practicing, B. Receiving and sending messages, C. Analyzing and reasoning and D. Creating structure for input and output. Compensation strategies enable learners to use the language either in speaking or writing despite knowledge gaps. These strategies are divided into two sets: A. Guessing intelligently and B. Overcoming limitations in speaking and writing. According to [2], compensation strategies are employed by learners when facing a temporary breakdown in speaking or writing.

Indirect strategies include metacognitive, affective and social strategies. Indirect strategies provide indirect support for language learning by employing different strategies such as focusing, arranging, evaluating, seeking opportunities and lowering anxiety [2]. Metacognitive strategies enable learners to control their own cognition. They are strategies which entail overviewing and linking with material already known, paying attention, delaying speech production, organizing, setting goals and objectives, planning for a language task, looking for practice opportunities, self-monitoring and self

evaluating. Affective strategies assist students to manage their emotions, motivation and attitudes associated with learning. They can be achieved through lowering anxiety, encouraging oneself and taking emotional temperature.

Social strategies facilitate language learning through interactions with others. Language is a form of social behavior and learning it involves other people and it is extremely important that learners employ appropriate social strategies in this process [2]. These strategies are divided into three sets, namely asking questions, cooperating and empathizing with others.

**Language Learning Strategies and Gender:** Based on the results of several studies, different factors influence the type and frequency of language learning strategy use. Some of those factors are cultural background [25-26], affective variables [27-30], gender [31-33] and [26], language learning styles [34] and career [33] and [35-36]. In line with the objectives of this study, the factor which is going to be investigated is gender.

Research studies on the relationship between language learning strategies and gender have shown that in typical language learning situations females used significantly more language learning strategies compared to males. [31] found out that females used more strategies and more frequently than males. In another study conducted by [26], it was found that females used socioaffective strategies more than males in learning a second language. In their study, [34] also found that females reported significantly greater use of language learning strategies.

Language learning strategy use was also determined among Malaysian English language learners. [37] found that Malaysian female learners employed affective strategies more frequently than males, but for the other five categories of language learning strategies males reported higher frequency. Different results were reported by [38] who found that females in China used such strategies as cognitive, metacognitive and social strategies more regularly than males. On the other hand, [39] found a totally different result in which he studied strategy use among bilingual language learners in learning Japanese and French as a foreign language in Singapore. The findings of his study indicated that men used strategies more frequently than women. As illustrated, different results have been reported by various research studies which have been conducted in diverse settings. In some studies females outperformed males in the use of learning strategies while in some others it is the opposite. Therefore, the researchers of the present study find it plausible to explore the issue in a different context where

English language is regarded as a foreign language and language learners have little exposure, if any, to the target language on a daily basis.

**Methodology:** One hundred forty eight undergraduate Iranian EFL learners including 61 male and 87 female participated in the study. The sample was selected through cluster random sampling from two universities in Shiraz, Iran. The sample of the study included only the fourth-year (senior) undergraduate university students who have been studying TEFL (Teaching English as a Foreign Language) in Shiraz, Iran. The decision to include only the fourth-year learners in the study was based on two reasons; 1) They have learned English longer, compared to the first, second and third year learners; accordingly, they were supposed to have more experience in the course of learning English as a foreign language and expected to have higher competence to report learning strategies they have used. 2) Since the original questionnaire is administered in this study, senior students were expected to possess enough proficiency to comprehend the items of the questionnaire properly.

The Strategy Inventory for Language Learning (SILL, version 7.0) developed by Oxford [2] was administered as the instrument to elicit information on the learners' use of language learning strategies. The instrument has 50 items and the responses of the instrument are based on a five-point Likert scale ranging from 1 to 5 (1= "never or almost never true of me", 2= "usually not true of me", 3= "somewhat true of me", 4= "usually true of me" and 5= "always or almost always true of me"). The scale for interpreting average scores of strategies on the SILL which has been established by Oxford [2] was followed in the study. This scale divided language learning strategy use into three levels and was specifically designed to inform students the frequency of their strategy use. In this scale the student whose mean score is above 3.5 ( $M=3.5$ ) is considered to be a high strategy user, the one whose mean score is between 2.5 and 3.4 ( $2.5=M=3.4$ ) is a medium strategy user and the one below 2.4 ( $M=2.4$ ) is considered a low strategy user.

## RESULTS AND DISCUSSION

**Frequency and Type of Language Learning Strategy Use:** Regarding the profile of strategy use among Iranian EFL learners, descriptive statistics were measured to answer the first research question. In Table 1 below, the responses of participants to each category of strategies are separately classified into three groups (High, Medium and Low Usage). In addition, the overall mean score

Table 1: Differences in the Means of Reported Strategy Use

Usage	High		Medium		Low		Total	
	N	%	N	%	N	%	N	%
SILL	61	41.2	70	47.3	17	11.5	148	100
Memory	52	35.1	67	45.3	29	19.6	148	100
Cognitive	71	48.0	57	38.5	20	13.5	148	100
Compensation	79	53.4	46	31.1	23	15.5	148	100
Metacognitive	91	61.5	39	26.4	18	12.2	148	100
Affective	55	37.2	51	34.5	42	28.4	148	100
Social	70	47.3	40	27.0	38	25.7	148	100

Note: SILL (Strategy Inventory for Language Learning), N (Number), % (Percentage)

Table 2: Mean scores and SD of the SILL and its categories of strategies

	SILL	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Mean	3.35	3.18	3.40	3.45	3.64	3.11	3.24
SD	0.65	0.76	0.69	0.81	0.75	0.80	0.89
N	148	148	148	148	148	148	148

Note: SILL (Strategy Inventory for Language Learning), SD (Standard Deviation), N (Number)

of the participants' responses to the whole SILL have been computed and categorized into three groups of strategy use. 47.3 % of subjects who participated in the study were medium strategy users (3.4=M=2.5). This is while 41.2 % of participants were high strategy users (M=3.5) and 11.5 % demonstrated low strategy usage.

As seen below in Table 2, the overall mean score of the SILL demonstrates that the participants of the study were medium strategy users (M=3.35). This finding was consistent with the results of previous studies conducted by [8], [40] and [41], showing medium usage of language learning strategies by Iranian, Chinese and Korean students respectively.

Pertaining to the six categories of strategies, Table 2 shows that Iranian EFL learners used metacognitive strategies more frequently (M=3.64) than other categories of strategies. This finding is supported by the result of previous relevant research studies conducted on EFL/ESL language learners from different Asian countries like Iran, Taiwan, Thailand, Korea, China, India and Malaysia [2, 8, 37, 42-45]. However, metacognitive strategies are followed by compensation (M=3.45), cognitive (M=3.40), social (M=3.25), memory (M=3.18) and affective strategies which indicated the lowest mean score (M=3.11).

As discussed earlier, since English is considered a foreign language in Iran, EFL learners do not have enough exposure to English language in their daily life. Consequently, they are forced to make their own efforts in order to create ample opportunity to learn the target language on their own. They try to find different ways to

use and practice their English. For example, they look for people they can talk to in English. Another considerable reason for the high use of metacognitive strategies is that Iranian EFL learners are usually concerned about their grades. They always keep on monitoring and evaluating their learning. Put it differently, they might be extrinsically motivated to learn the target language. They try to learn the language because they need to obtain a good grade in order to pass the subjects.

On the contrary, affective strategies were used least frequently by Iranian EFL learners (Table 2). The low use of affective strategies compared to other categories of strategies is probably because of the fact that Iranian EFL learners are usually reserved and conservative with their feelings. They prefer to remain silent and keep their feelings and emotions hidden inside them. When they do not feel ready to take part in classroom discussions, they choose to remain silent till they are sure of the accuracy of their language. They are afraid of losing their face before peers and teachers. They are afraid of being negatively evaluated by their teacher, which will lead to their weak performance and hence a bad score. As a result, most of the time, they are reluctant to speak up in language classrooms unless they are sure of what they intend to say. The language learners who participated in this study were senior EFL learners. Another reason for low use of affective strategies might be that as students progress in language learning toward higher proficiency and gain more knowledge of the target language, they no longer employ affective strategies as frequently as before.

Table 3: Chi-Square test results

	Male			Female			X <sup>2</sup>
	Low	Medium	High	Low	Medium	High	
The SILL	16.4%	59.0%	24.6%	8.0%	39.1%	52.9%	12.15**
Memory	29.5%	47.5%	23.0%	12.6%	43.7%	43.7%	9.71**
Cognitive	16.4%	49.2%	34.4%	11.5%	31.0%	57.5%	7.67*
Compensation	21.3%	34.4%	44.3%	11.5%	28.7%	59.8%	4.21
Metacognitive	18.0%	32.8%	49.2%	8.0%	21.8%	70.1%	7.13*
Affective	36.1%	44.3%	19.7%	23.0%	27.6%	49.4%	13.60***
Social	32.8%	37.7%	29.5%	20.7%	19.5%	59.8%	13.37***

\*p<.05, \*\*p<.01, \*\*\*p<.001

To answer the second question of the study and find out the difference between male and female EFL learners in the use of learning strategies, Chi-Square test was conducted. With regard to the overall strategy use, females are considered to be high strategy users while males demonstrated medium strategy usage (Table 3). Based on the results, 52.9% of the females were high strategy users, while only 24.6% of males demonstrated high usage of strategies. On the other hand, whereas 39.1% of female EFL learners were medium users, 59% of males did use learning strategies with medium frequency. In their study, [46] discovered that females use more language learning strategies than males. Furthermore, other studies [41-42] reached the same conclusion that girls use language learning strategies more frequently than boys.

As seen in Table 3, male and female language learners in the current study have reported to use all categories of strategies, but with different frequencies. Only in the category of compensation strategies the difference was not statistically significant between male and female students. On the other hand, females prevailed over males in the categories of memory strategies (X<sup>2</sup>=9.71, p<. 01), cognitive strategies (X<sup>2</sup>=7.67, p<. 05), metacognitive strategies (X<sup>2</sup> =7.13, p<. 05), affective strategies (X<sup>2</sup> =13.60, p<. 001) and social strategies (X<sup>2</sup>=13.37, p<. 001).

This finding corresponds with the results of previous research studies which have explored the effect of gender on the use of language learning strategies. [47] found that girls use all the categories of strategies except compensation strategies more often than boys. In a different study, [31] discovered that girls outperformed boys in the use of four categories of strategies (memory, metacognitive, affective and social strategies). In another identical study, [41] demonstrated that in all categories except the category of memory strategies girls use them more frequently than boys. Consequently, the findings of

the present study provide new empirical information on the considerable influence of gender on the use of learning strategies which can be taken into account by language instructors and language learners. Such finding supported results of previous studies on the influence of gender on language leaning strategy use [46, 41, 42, 31, 48].

It is worth mentioning that, based on the researcher's experience and observations as a language learner and teacher, females' greater use of language learning strategies does not necessarily mean that girls are more successful than boys in the process of language learning. Females' greater use of learning strategy might be attributed to some other related or unrelated factors. Some possible explanation for this finding might be related to differing learning styles and learning habits which in turn might influence learners' motivation, attitude, willingness and their beliefs about language learning [6, 49, 2]. Moreover, female EFL learners, as compared to males, maintain superiority in the process of language learning and also they enjoy high level of verbal skill which might be related to their greater use of learning strategies. In addition, in the context of the current study female students are more competitive and pay more attentions to the rules and principles of language learning and take them more serious. They like to compete with their male counterparts to improve their skills and be ahead of them. Another justification for females' greater use of learning strategies might be related to their tendency and desire to obtain good scores. Females compared to male students were witnessed to be more concerned and anxious about their grades. Therefore, this concern and anxiety might have pushed them to use learning strategies more frequently than males. Hence, more concrete and reliable conclusion on the relationship between gender and language learning strategies in language learning process can be made through conducting different studies across different context [46, 6, 31].

**Implications:** Following the results and conclusions of the study the researcher would like to draw some pedagogical implications which might shed light on the approaches of learning and teaching English as a foreign or second language. The language instructors should take their students' learning strategies into considerations and try to recognize and identify students' learning strategies. Teachers can identify these strategies through observations, language diaries, questionnaires, interviews and so on. By doing so, teachers will be able to assist language learners to recognize and appreciate the power of language learning strategies in the process of second or foreign language learning.

Moreover, teachers should incorporate language learning strategies into their teaching methods and approaches and train the language learners to use the language learning strategies as frequently as possible and train to employ the appropriate strategies for a specific purpose or specific skill area. Teachers should raise the language learners' awareness of the learning strategies. By doing so, the students' autonomy in the process of language learning inside and outside of the classroom context will be increased which is in turn one of the most important goals of language learning pedagogy. Teachers are able to raise the level of learners' self-esteem by providing them with opportunities to use the target language and take part in classroom activities and this goal can be achieved through language learning strategy use.

Furthermore, language instructors can assist their students to understand and appreciate the value of language learning strategy use and help the learners to recognize that this value can be enhanced and will be clearer through conscious and appropriate use of learning strategies. Students will also keep on language learning outside the classroom context in an informal situation either individually or with peers. Consequently, as [2] emphasized, by doing this language learning will be easier, quicker, more effective and more fun.

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