

Minor Research Project Entitled:

**English Language Teaching at Degree  
Level: Survey and Analysis of the Strategies  
Used in the Colleges in Latur District.**

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## **DECLARATION**

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or other institute of higher learning, except where due acknowledgment has been made in the text.

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## **Introduction**

There are several innovative practices of English language teaching. These practices helped to learn the language more effectively. Methods and approaches of English language teaching paved a new way in the area of language teaching/learning. The ‘Language Learning Strategies’ are the tools of language learning that are proved to be useful for effective language learning. These can effectively be taught to the learners to make them their own teachers and help themselves to make their language learning more effective and self-directed.

The concept of the ‘Language Learning Strategies’ which came into focus in the latter half of the twentieth century enjoyed a wide popularity in the countries like America, Britain, and China for teaching a second or foreign language. It was quite popular in countries like Japan and Taiwan, but it was paid very less attention in India. Very little research work is carried out in India in the area of the ‘Language Learning Strategies’. It has been proved that the ‘Language Learning Strategies’ can be effective tools of language learning, if they are used properly.

The present study aims at exploring the condition of the undergraduate students in the colleges in Latur district; elaborate the ‘Language Learning Strategies’ and their teachability in general, and to contextualize the usefulness of ‘Language Learning Strategies’ to the students in the colleges in Latur district in particular.

The principle objective of this study is to find if the ‘Language Learning Strategies’ are taught to the students by the teachers in the colleges in the target area of this study. This study also intends to carry out a comparative analysis of the ‘Language Learning Strategies’ used in colleges in Latur district for teaching English as a second language.

This research mainly takes into consideration the responses of the language teachers to analyze the use of the strategies in the target area. Responses are collected in the form of answers to the questions asked in the questionnaire prepared for present study. It also takes into consideration the various researches carried out in the field of the ‘Language Learning Strategies’ to find out the significance of the ‘Language Learning

Strategies' for second language students. Along with questionnaire the informal discussions with the language teachers and language experts were carried out to reach the practical conclusions.

This research is divided into five parts. The first part entitled "ELT: Past and Present" deals with idea of English language teaching in general. This chapter is dedicated to the history of education in India in general and English language teaching in particular. It talks about general notions and practices and principles of English Language Teaching across the Globe.

The second part entitled 'Strategies and their significance' tries to elaborate the history of the 'Language Learning Strategies', major research carried out in the field of the 'Language Learning Strategies', and tries to build theory of language learning strategies as an useful tool of language learning for the second language learners. This chapter also tries to categorize the 'Language Learning Strategies' systematically and explore their usefulness in the context of several other teaching methods and approaches to the English language teaching.

Part three entitled 'Survey Results' is dedicated to compilation of the data collected. This data chiefly depends on the personal responses of the English language teachers to the questions asked in the questionnaire. The data is compiled in the form of tables. The responses were separately collected for the urban and rural students; and also for the Arts, Commerce and Science faculties.

Part four entitled 'Comparative Analysis of the Contemporary Strategies' tries to analyze the use of contemporary strategies used in the colleges in Latur district. It mainly rests on the area and the faculty. It also analyzes the language abilities of the students learning in this area. Need for teaching the 'Language Learning Strategies' is inspected by carrying out the comparative analysis of these language learning strategies in this area.

Part five entitled 'Conclusions' ultimately concludes the research findings based on the analysis carried out in the fourth chapter and theories built in the second chapter. It also tries to suggest some remedies for the betterment of the language learning of the second language students.

## **Part I: ELT- Past and Present**

Today, English is taught over almost all the countries in the world. It is because of its growing importance and need. English is an international language and is a major window on the modern world through which we can see all the Scientific, Literary, Geographical, Astronomical and Cultural changes, and reforms that are taking place in the world. As it is the only language spoken, learnt, taught and used in almost all the countries in the world it can be called a link language. It helps to form the bridge between two regions, states or nations and thus links the two diverse worlds together with its unique tie that holds them together. It is the language of international affairs; it is used for the deals on international as well as local level. Life without English is beyond imagination today. To deny English is to limit our own progress. English is the language of primary importance and has wider scope on the present scenario. It is an international language and learned and taught almost in every nation. Richards Jack and Rodgers Theodore comment, “It has been estimated that some 60 per cent of today’s world population is multilingual. From both a contemporary and a historical perspective bilingualism or multilingualism is a norm rather than the exception. Today English is most widely studied foreign language” (3). The growing importance of English pertains to its teaching over the world.

English for the people from United Kingdom (UK), United States of America (U.S.A.), Australia, Canada and New Zealand etc. is their mother tongue(though it is not altogether same) and is taught and learned as the first language (L1).The child born in these countries starts getting lessons of English from the very beginning. The Child born in these Countries is surrounded by many teachers such as- parents, relatives and friends and gets atmosphere required for informal language education; s/he acquires the language skills properly and unconsciously stores all the aspects of language in her/his memory resulting into better understanding of the further lessons which s/he takes in the class rooms. Being a native speaker s/he unconsciously learns and understands the grammar,

literature and informational aspects of the language. Learning the basic skills of a language is more important in the process of language learning. Language is primarily spoken and then written. The learners of the language in the countries mentioned above and some other like them listen to the language first and then try to speak imitating their elders rather than learning about the language. It helps them to learn the language as it should be learned. English is used as the mother tongue in the countries like England, America, Australia and New Zealand. It is used as the second language in most of the Asian and African countries. The importance of English in India is as great as of any other language. Though it has third position after regional language and national language it is the pivotal language in India. It is taught and learnt as a compulsory subject in almost all the universities of India.

But In the countries like India, China, Japan, Korea, and Latin America, Even other Asian and African countries along with some of the Latin American countries English is not taught as the Mother tongue (national language) and it is not possible too to teach it as a native language in these countries. The case of Teaching English in these countries greatly differs from those mentioned earlier. The criteria for framing strategies in non-native countries surely should vary from that in the native countries.

Non-native learner has to face many problems. The problem becomes more complicated when it comes to India. In India English is not purely second language as Indians speak Hindi (national language) as well as their mother tongue (regional language) English becomes third language or L3 for the regional Indian students. For example, In Maharashtra Marathi (Mother tongue) is L1, Hindi (national language) is second language (L2) and English is the third language (L3). But, this is not the condition all over India as some of the States like U.P. and M.P. has same mother tongue and national language i.e. Hindi. Hence, English becomes S.L. (L2). There are several controversies among the scholars regarding the status of English in India. The diversities of India lead the language experts to hold different opinions. Whatever may be the actual status of English language in India, it is also true that it is taught as the compulsory subject in almost all the Indian universities. It is very difficult to place English in the language formula in India. But it has been agreed upon that it cannot be called a foreign

language in India and it cannot be the first language in India. So by a unanimous decision and by the recommendations of Kothari Commission it was decided to call English as the second language.

India has an age long tradition of formal education though it was seldom meant for all the people in India. Its history dates back to the early times, as early as the times of Buddha and even before that. History gives us evidences of the Universities like Takshashila, Nalanda and Vikramshila where formal education was imparted to the pupils. There are also the evidences of Gurukulas run by Rishis to educate the people.

English language came to India after the arrival of British people as the traders. British East India Company was established in 1600 A.D. as a trading body to deal with eastern countries. The sole aim of East India Company was to establish trade relations with India and to extract maximum benefit through the business. Company, after the stiff struggle with its European rivals in trade and on the battlefield as well established itself as the major European trade body in India suppressing Portuguese, Dutch and French. As it was intended to trading affairs only, East India Company undertook no educational activities for nearly one hundred years after its existence. The educational system in India remained as it was earlier: teaching religious hymns, and limited to only a few people in the society. The medium of instruction was the vernacular languages.

English was felt to be a requirement in some parts of India for trade after the arrival of the British East India Company. Later, British East India Company transformed itself into a political institute from merely a trading body. Company then had to look for the education of English, Anglo-Indian and also Indian children as a progressive body. They started missionary schools for educating the people and also tried to bring in some educational reforms keeping English language at the centre. After a long and stiff struggle with other foreign trading bodies Company could establish itself as the chief foreign body for commerce in India. Gradually its influence was increased and it started defeating Indian rulers to have their territories as the market places for Company. By 1857 Company almost established itself as the most powerful military power and consolidated its hold on whole of the India.

Sepoy mutiny of 1857 created great havoc and in 1858 the historical Queen's proclamation appeared putting an end to Company rule in India, and thus, bringing India under the direct rule of British crown. India under crown witnessed many ups and downs and conceptual shifts from time to time. British crown tried to propagate and facilitate English education in India. It was successful up to some extent.

In 1947, India became an independent country and the Education system in India was supposed to undergo an earnest examination and rebuild itself at the hands of its own people. Viewing this major efforts were taken by the then leaders to review the educational system and suggested best possible ways to inculcate educational values among the newly built India. Some of the important programmers that Indian Governments under took after independence can be stated as follows:

- 1. University Education commission.** It was appointed in 1948 under the Chairmanship of Dr. S. Radhakrishnan.
- 2. Secondary Education commission.** It was appointed in 1952 Under the Chairmen ship of Dr. S. LakshmanaswamiMudaliar.
- 3. Kothari commission.** It was appointed in 1964 under the Chairmanship of Dr. D. S Kothari

Government examined the recommendation of the education commissions and issued an important statement on National Policy of education in 1968. This formed the base of educational development in fourth and fifth Five year plans.

British Government introduced English as the official language of the country in 1935. After Independence it was decided by major influential leaders of India, including Mahatma Gandhi that Hindi which is spoken by majority of the Indians should be introduced as the official language of Indian union. However, the constitutional provision proclaimed that English should continue to be used, until 1965 for all official purpose of the Union for which it was being used immediately before commencement of the constitution. Hindi was to be first used in addition to English and gradually in accordance with such programmers as parliament decided.

Government of India through the constitution tried propagate education among all the people in India irrespective of their caste, creed, religion, and language. Naik and Nurullah write:

Article 29 guarantees that any section of the citizens resisting in the territory of India or any part thereof, having a distinct language script or culture of its own shall have the right to conserve the same; no citizen shall be denied admission into any educational institution maintained by state or receiving aid out of the state funds on grounds only of religion, race, caste, language of any of them. Article 30 of the Indian constitution reassures the minorities stating, “all minorities, whether based on religion or language, shall have right to establish and administer educational institutions of their choice, and state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the managements of a minority whether based on religion or language (425).

Realizing the importance of universal primary education for the proper development of democracy, Indian constitution thus, provides very concrete basis for the propagation of education among its people. It is crystal clear that education is the important aspect for the development of an individual and consequently, for the development of the nation in general education was to be given to all; and government either state of union has to bear the expenses of education in any case. This makes the picture of governments' educational policy clear which leads to further discussion about the content to be taught and the medium of instruction. The details given by the various commissions appointed by the Government for the betterment of educational system in India are largely helpful to make the picture clear.

English language teaching underwent several changes since its inception in India. It has seen several innovations and underwent several modifications till the date. By the end of twentieth century English language started emerging as the global language. It has its effect on social and political conditions in several countries across the globe. The effect was also seen in ways and conditions of language teaching in India. Earlier classrooms lacked the acquisition friendly atmosphere as the aim of teaching English was not professional. By the end of twentieth century classroom atmosphere changed from acquisition hostile to acquisition friendly. English was the status symbol in earlier days. It was spoken only by the upper strata of the society in day today affairs and only for

official use by the middle class people. Rest of the people did not think about it. As the time passed, English came to be known as the global language. Most of the students who had specialization in English joined the teaching profession or went into civil services. With this English opened up the job opportunities for the Indians. It did not remain only the status symbol now. It changed into the language of employment generation from the status symbol. It became the means of building careers in the later days. As its importance grew the concept of English language teaching also grew with great vigour in India. Dipti Gupta writes:

The change was first observed at the social, political and economic levels. Suddenly, English ceased to be the badge of status for the upper crust. Earlier, only the upper classes and a few limited size groups were seen using English in everyday life. The middle class reserved it for official purposes or those social occasions where they wished to leave an impression. The lower classes thought the use of English beyond them and since the government schools of India made no efforts to teach any kind of spoken English, this category people had no exposure to it. However, around the year 1995, the whole paradigm began to change. The liberalization of the economy led to the advent of multinationals resulting in many developments like varied job opportunities that demanded a command of English, more English channels on the television, an increasing number of English publications and international lifestyles (2).

Principles and methods of teaching English that developed in Europe and America reached India after some time passed. Similar was the condition of other EFL countries. The development of English in India depended upon several factors. It depended largely upon social and political factors. The position of English in Indian society is not fixed. It keeps on changing depending upon the socio-political conditions. In case of western countries it is the matter related to pedagogical factor only but in India it depends on pedagogical as well as non-pedagogical factors.

The importance of English in India was mainly realized after more than thirty years of the independence. Only around in 1980 it could seek adequate attention of the people. There are a few attempts made by government for the development of the teachers so that they can have the idea about recent developments in their respective fields. There are “one year training programmes” for school teachers which give them the general idea about teaching but it does not deal with the formal English teaching which

should be given special attention as its methodology differs from that of other subjects. There are “general orientation courses” and “refresher courses” for the teachers of English. Examination system in India is also achievement oriented. It gives importance to grades and numbers rather than language skills. And the role of the teacher gets restricted to the facilitator of the examination rather than the language teacher. As Gupta Dipti rightly observes:

The examination system in India is more achievement oriented rather than performance oriented, leading to an emphasis on grades and positions rather than the issue of fluency or proficiency. Indirectly the teacher remains in many classrooms even today, the facilitator of examinations rather than of linguistic or communicative proficiency (3).

Though it is so, English language teaching in India at present is trying to reach most innovative methods and techniques. As far as teaching English language to Indian students is concerned there are three types of educational institutions apart from training centers and coaching classes. There are institutions run by government. These include primary schools, secondary schools and high schools. These schools are meant for the mass education and most of them are also established in remote parts. It is generally observed that the teachers in these schools do not have much information about the innovative and effective techniques of language teaching and they seem hostile to learn about it also. They tend to attend only those training programmes that are made compulsory by the government or that are essential for service benefits like increments and promotions. Thus, they mainly rest on the traditional ways of language teaching without bothering much for the development of the linguistic abilities of the students. In most of the institutions teachers seem to work for the sake of salary rather than for teaching for the development of the students. The condition of these educational institutions differs from one another and is area specific too. But the general impression is that these institutions do not provide latest techniques and material of language teaching.

Another type of educational institutions is the semi government institutions. These are run by private managing bodies and supported by the government's financial assistance. There are also undergraduate and post graduate colleges in this category. A

contrast can be observed here. The condition of most of these institutions is also not satisfactory. In some of the institutions of this type the education has reached the summits while in others the condition is really pathetic. Teaching English has reached most recent trends in some of these type of institutions while it is nowhere in others. There can be seen well equipped language laboratories in some institutions while others do not even conduct classes.

The third group of educational bodies is that of the private schools and academies. Here the language teaching can be seen to at a fairly good level. The methodology has reached almost all types of foreign and innovative techniques of language teaching. As they need to be result oriented in order to attract the people and as their aim is commercial they try to be the best to attract more people. As far as the teachers are concerned, in the first type of schools they are indifferent to the recent developments in the field of language teaching; in the second type of institutions they seem to follow the third while the third type are thoroughly professional and look for the innovative and best practices of language teaching.

Government is trying to make language teaching more effective and result oriented but it seems that the results are very difficult to get. It has been introduced right from the first standard in all schools since 2000 but students still cannot speak it in rural and backward parts of the country. Most of the students in the country except for those who live in Metropolitan cities and has the good social-economical background cannot speak or write English.

Marathwada is known as a backward area of Maharashtra. The culture of English language has no history in this area. It is an area that never came under the British rule directly. The State of Hyderabad was ruled by Nizam before independence. Marathwada had been the part of Hyderabad state unlike rest of the Maharashtra. Rest of the Maharashtra witnessed British rule and experienced British culture which resulted into their development through and in English. The medium of instruction during the Nizam rule was also Urdu rather than Hindi or English. Hence, Marathwada remained away from English language and it took a long time to introduce it in this part of the country.

There are several other reasons why people of this area remained weak in English. The area is also unheeded by the people thinking it to be backward. As there were less centers of trade economy in this area and less industries too, people could not have much contact with the foreigners. Apart from this, educational institutions did not make deliberate attempts to bring English to the centre of the curriculum and to make it as common as other languages were. It had always been the matter of humiliation for the people in this area not to be able to speak English. The area covers a backward area erstwhile having scanty contact with the main republic of India; the trends of pre independence period are still seen to be in continuation here. English language teaching still happens to be a problem area despite of the influx of globalization and rapidly changing scenario in economic as well as educational field.

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### **Part II: Strategies and Their Significance**

English language teaching has attracted the attention of several scholars across the world since its importance grew on the international scenario. The study of teaching methods, approaches and techniques provided language teachers with ample opportunities of improvement and innovative practices of teaching English. Whatever may be the methods used by the teacher or however innovative s/he is in his teaching practices, the prominent aim of good teaching is to impart good learning on the part of learners because teaching is meant for learning and if the learning is not effective the teaching can’t be called good teaching.

Language learning is a complex process. It is not learning of merely a concept or an idea. It is a process that enables a learner to be the competent language user. It is rather the gradual development of learner's linguistic abilities expressed in different forms like speaking and writing. The classroom procedure of language learning and teaching is being viewed as learner centered activity in modern times. The process of learning depends upon the response of the learner rather than that of the teacher. Marginalized role of the teacher in the classrooms is the result of the new theory propounded by the scholars over the world in relation to language learning. In case of second language learning the difficulties are comparatively more than in first language learning. Second language teachers keep on trying hopelessly to make the learning better. Language teaching in every age relies on some underlying principles or objectives.

Learning a foreign language in earlier times was based on the principle that the aim of learning a foreign language is to understand the content from the books written in the foreign language and then to translate those ideas in the mother tongue. This principle led to the foundation of a method of language teaching called grammar translation method. As the objectives of language learning changed the methods also changed. New theories replaced or surpassed older theories and new methods and techniques of language teaching came into vogue.

Among the several innovations carried out in language teaching/learning, a major innovation called language learning strategies was on the top from 1970 to 2000. Rubin carried out a research work about language learning strategies in 1975. After Rubin's work, people started believing that language learning strategies can be the 'powerful language learning tools'. Stern along with Rubin in the same year worked on it and made people know about the ability of language learning strategies to be the powerful tools of effective language learning. The field of language learning strategies also underwent severe criticism. Some of the language experts strongly objected to the theory of language learning strategies. They called this theory absurd. The critics of the language learning strategies argued that language learning is an innate process. It is also a cognitive process which enables a learner to learn the new language abilities at the particular stages of their mental development. O'Malley points out, "In spite of the

awareness about language learning strategies and in spite of much useful and interesting work having been carried out in the intervening years the language learning strategy field continues to be characterized by confusion and consensus” (22).

The concept of language learning strategies according to most of the language teachers still remained fuzzy without a concrete theory behind it. But it has a concrete theory behind it. The term is not insignificant and absurd. Many prominent writers used this term to convey slightly different meanings. Some of the writers used alternative terms also. Some of them like Welsh called them ‘learning behaviours’, some like McGoarty called them learning ‘tactics’ some like Selinger called them ‘learning techniques’. Larsen-Freeman in 1990 referred to them as the strategies. But Rubin can be called the first to have done something worth consideration in the field of language learning strategies and hence deserves to be called pioneer of language learning strategies.

The concept of language learning strategies is based on the idea that it is the language learner and not the teacher who can do much for the learning. This idea is particularly meant for the second language learners. As the famous English proverb says, ‘Give a man a fish and he eats for a day. Teach him to fish and he eats for lifetime’. If this proverb is applied to the field of language teaching and learning, it will make the whole picture crystal clear. One doesn’t need to stress the importance of language learning strategies if s/he understands educational significance of the proverb. A teacher is generally expected to provide answers to the questions of the students. If the student is a beginner, the teacher has to introduce all kinds of patterns and vocabulary to the language learners. S/he is expected to expose learners to the new language items and create curiosity among them. S/he is further supposed to provide the solutions for the difficulties of the students. The idea of language learning strategies holds that a teacher instead of giving answers should teach them to learn with their own assistance. It is an idea that believes in making students/learners their own teachers. The importance of being one’s own teacher in second language learning atmosphere is far greater. In fact, it is the only way that can produce desired results for the second language learners.

Learning English as a second language is not an easy task. Neither is it an easy task for a teacher to teach English to the students. Teaching is intended for learning or teaching for producing desired results. Language teaching needs to be viewed with open eyes and wider understanding. Teacher's commitment and enthusiasm is hampered by several external factors as well as by her/his own disappointment to see her/his inability to bring about a desired change in the learner's behaviour. It is externally discouraging for a teacher to see his efforts producing very less or no results. S/he seldom finds the longer retention of what s/he has taught to her/his pupils. On the other hand, learners get equally disappointed as they don't think themselves to be the competent language learners. Second language learning becomes a tedious process and enthusiasm decreases on the part of the teachers as well as learners in such conditions. A committed and professional teacher would try everything he thinks proper for the better learning of his students. He'll employ all types of methods known to him. He will try several approaches and use various techniques to make his teaching fruitful.

The problem of teaching English either as a second language or as foreign language is more critical in case of the teachers and learners where it is a time bound process and when a learner is supposed to appear for the examination at the end of the course. English language in the countries where it is not the first language should be taught by utmost care and sincerity. There should be well organized efforts and honest implementation of the policies carefully prepared.

In India, there are several diversities. English language teaching had been a challenging task for teachers, officers and policy makers in India. It is quite evident from the fact that the students even at graduation level are incompetent English language users. Their linguistic abilities are far less than the expectations from them. Condition in rural parts of Indian is reported to be worst. In the school curriculum English is taught and learnt as a subject rather than a language. It is given more importance because the teachers, students and parents think that it is a difficult subject. It is taught as seriously and as sincerely as other subjects are taught in the schools and colleges. It is taught as systematically as several other subjects like Mathematics, Sciences, Social Sciences are taught. There are very few teachers who constantly keep an eye on the development of

linguistic abilities of the students. Schools and colleges seem to be examination oriented. Success of a school is counted on the basis of percentage of the students promoted from one class to another class. Various other methods, which are rather not proper, are also used to improve the passing percentage of the students. Moreover, the evaluation system also needs to be investigated properly. General evaluation system is to conduct annual examination or semester examination (in case of degree colleges) at the end of the course. Students are required to write the answers to the questions asked. In case of examining linguistic abilities, evaluation needs to be versatile. Basic skills need to be examined but school and colleges examine only writing abilities and content comprehension. Remaining skills are not paid due attention to. Language learning, more or less is a process that needs more time. It is not to remember the concepts and ideas only. It is rather a process of acquiring language skills which are complementary to one another. In the rural Indian schools and colleges it is only a teacher who works as the facilitator of the language learning. Most of the language learning depends upon the quality and efforts of the teacher. His attitude towards language teaching in general and language learning on the part of the learner in particular counts a lot. Hence, a teacher is pivotal in the educational system, and consequently for the development of the students. In Modern times language experts and educationists speak of e-sources and online facilities of language learning. These are quite helpful but these are not used by most of the students in rural Indian schools and colleges. It is evident from the forgoing discussion that most of language learning depends upon teachers in rural Indian schools and colleges. But it leads to think about the teachers now. Apart from several other problems one of the most severe problem is that of number of teachers available in schools and colleges and number of hours a teacher is supposed to spend in teaching students. In the schools a teacher is officially required to be in the class for forty five minutes a day. While in colleges s/he is expected to be in the class only for five days a week. This is not the sufficient time. S/he spends most of this time in teaching the content rather than teaching a language. The students are almost given no opportunities to be in contact with the teachers to speak about his problems. S/he will just ask her/his questions to her/his teacher expecting her/him to provide the answer to her/his questions. It means the teacher won't be able to give ample time to her/his students to teach them the language.

Moreover, problems of students may differ from one another. In such situations the teacher will not be able to satisfy the needs of all the students. S/he needs to think of some innovative, flexible and most useful concept helpful in language learning process. This need of the students and other problems can be made easy with the help of language learning strategies. A teacher, who wants her /his students to be the competent language user in both of its expressions, spoken as well as written, can teach the students how to learn the language. He can teach them to be their own teacher by teaching them language learning strategies. Language learning strategies are effective tools of self-directed language learning. They are individual efforts deliberately tried by the language learners to enhance their own learning. As these strategies always help the learners to gain more effective results, they are the powerful tools with potential of effective language learning. Language learning strategies as defined by various scholars and academicians are as follows:

Rubin: “Language learning strategies are the techniques or devices that learners use to acquire second language knowledge” (41-51).

Tarone: “Language learning strategy is an attempt to develop linguistic & sociolinguistic competence in the target language to incorporate these into one’s interlanguage competence.”

Rubin: “Language learning strategies are set of operations, steps, plans & routines of what learners do to facilitate the obtaining, storage, retrieval & use of information, and to regulate learning” (15-29).

Chamot: “Language learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate learning & recall of both linguistic & content area information.”

Oxford R:“Language learning strategies are steps taken by the learner to aid the acquisition, storage & retrieval of information” (235-247).

OxfordR.L.:“language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, & more transferable to new situation” (15).

Oxford Rebecca: “language learning strategies are specific actions, behaviours, steps or techniques that students use to improve their progress in developing second language skills” (18-22).

Using language learning strategies is not a newly created theory. It has been used by people since many years. Language learners unconsciously learn some of the language learning strategies and use them to enhance their learning. Samida states:

The language learning strategies are not newly created strategies, but have been in use since ancient times. Ancient storytellers have been using them since thousand years ago. It is said that in the Celtic period it took twelve years for storytellers to fully train. In the first two years they memorized 250 stories. They used mnemonic tools to help remember the narrative. These days the language students use these and other strategies for effective learning.

KerenPellino rightly points out the difficulties of the language teachers and language learners in following words:

Students with English as a second language (ESL) constitute a significant percentage of the population of our nation’s schools. This population continues to increase more rapidly than that of native speaking students. The language minority population has a high dropout rate. These students are also among the lowest ranking in academic achievement and expectations. They represent an at-risk faced with wide range of challenges. This presents a unique challenge for teachers as we strive to help these students achieve in learning the English language and academic material specified in our content area learning standards. Every teacher who teaches subject matter in English to ESL students is not only a teacher of the content area but is the teacher of English as well. As educators, we must continually reflect on our teaching and update our practice to address the needs of this population, placing a strong emphasis on the human side of teaching. We must continually focus on these students and find effective ways to arrange their learning to help them achieve.

Pellino further comments on the problems of the language teachers and language learners in the following words,

The language minority students at school experience what is referred to as ‘language shock’, a struggle to learn the English language and be accepted in a society that is not always accepting and not always willing to embrace diversity. These students are in a strange land trying to maintain a sense of identity related to their native culture and also become American. What a

heavy burden for a Young person! Social and political issues surrounding immigration and diversity in our nation complicate the seemingly basic task of learning English. The role of schools in the Americanization of immigrant students is formally identified as making them fluent speakers of English. Hence our schools label and serve these students based on their ability or inability to speak English. However, ESL students encounter many obstacles in their efforts to become proficient in English language. They often come to realize that in order to be fully accepted, they must abandon their native language, surrendering an aspect of their identity. They are caused to feel that they must either speak English or nothing at all. Thus, they become caught in a painful power struggle over the use of English and their native language.

Oslen while considering challenges faced by language minorities at schools observes:

The relationship between students and accompanying range of social behaviours have a major impact on how well ESL students learn English and how well all students learn overall. Children cannot achieve in an unwelcoming, hostile environment. Many children are made fun of when they try to speak English and also when they try to speak their native language. So they end up silent and withdraw from participation. This further interferes with their learning and achievement. The English that ESL students are taught is academic English. They often lack the ability to interact in social settings with English speaking peers because they are in separate classrooms and often have limited opportunity to interact academically or socially. They often have great difficulty in learning the ‘slang’ and social English because they have no one to learn it from. These children come to prefer English out of necessity, often abandoning their native languages to fit in. They end up without comfort in either of the language and many end up losing the ability to communicate with family members and friends in their native land (2).

Viewing the above mentioned difficulties of ESL students, teacher’s job turns out to be most complicated of all. S/he is supposed to instruct them on the one hand and to satisfy their needs and ego on the other hand. S/he has to be very careful and evaluative. S/he has to see the progress of her/his students. Though Oslen specifically speaks about American conditions in the above discussion, it has something to do with Indian conditions also because inferiority complex of the language learners over the world is more or less same.

Oslen speaks of the problems and difficulties faced by the American non-native English language learner who are eager to learn it. In India, for most of the learners, it is

a non-native language. A teacher doesn't need to make them sit in the separate classroom because all classrooms are equally separate. They are given no opportunities to interact with the English speaking community. In most of the schools and colleges in rural India, this is more than a problem or difficulty merely. It looks like a disaster. Even teachers are not the native speakers of English in most of the schools and colleges in India. Neither are the teachers themselves proficient in language using nor do they seem to be eager and enthusiastic to do so. The problem of teachers is equally fatal as the problem of language learning conditions in India.

Whatever may be the problems and difficulties language learning, it is the primary duty of a teacher to find out better solutions for the effective learning of his students. It is his committed duty to find out the new ways of language teaching intended to better learning of the students. S/he won't let his/her students be frustrated and thus ruined because of what we call the 'problem without solution'. A teacher needs to keep on trying for the better learning of her/his students. Brice and Mckibbin discussed topic of English language learners with language learning disabilities. They found:

Students' progress is greater when a speech language pathologist and classroom teacher collaborate to coordinate regular classroom learning with small group, learning progress is also greater when strategies are consistently employed in the classroom on a daily basis as opposed to once or twice a week in a pull out programme. There are a number of strategies to help classroom teachers to enhance the success of ESL students with language learning disabilities. Teachers should check for understanding of expectations, instructions and relevant vocabulary before students begin a task. Students with similar backgrounds can be seated near each other so they can help each other with instructions and understanding. Advanced organizers should be utilized to help students know what is going to occur, repeating as necessary. Teachers should employ good questioning techniques by asking a question, allowing ample wait time and them calling on someone. This should cause students to pay attention; and it will also give them a chance to develop and answer before being called on. Teacher should check for understanding of content with questions that are higher than knowledge level. They should speak slowly; avoiding using slang idiomatic speech; use multisensory instruction hands on activities and frequent modeling; create information as much as possible to students' prior knowledge and scaffolding instruction (2).

Brice and Mckibbin rightly bring out the significance of language learning strategies in the above conclusion. They feel that well organized efforts on the part of a teacher are essential for turning the frustration of language learners into success. Some of the strategies suggested by him are important though they are not systematically classified. The important suggested by BriceandMckibbin can be enlisted as:

1. Checking understanding;
2. Checking expectations, instructions and relevant vocabulary, before beginning a task;
3. Making groups of the students with similar background so that they can help each other;
4. Utilizing advance organizers to know what is going to occur, repeating as necessary;
5. Employing good questioning techniques;
6. Allowing ample wait time;
7. Seeking attention of the learners;
8. Checking understanding of the content higher than knowledge level;
9. Avoiding using slang and idiomatic speech;
10. Using multisensory instruction, hands on activities and frequent modeling;
11. Relating information; and
12. Scaffolding instruction.(4-5)

The strategies suggested by Brice are the strategies that a teachers should employ to turn the frustration of the language learners into success. But they tend to be the effective language learning strategies on the part of the students. Checking understanding, expectations, instructions, and relevant vocabulary before beginning a task is similar to activating prior knowledge of the students. Making groups of the students with similar background is a kind of cooperative language learning strategy where a learner cooperates with his peers. Using advance organizers to know what is going to occur and repeat is a memory strategy used by learners for the retention of the items learnt. When a teacher employs good questioning technique s/he teaches the students to cooperate with the proficient language users. Allowing ample wait time is equivalent to indirect language learning strategy ‘thinking it to be a process’. ‘Seeking attention’, ‘paying attention’ and ‘checking understanding of the content higher than knowledge’ are metacognitive language learning strategies; ‘avoiding using slang and idiomatic speech’ is to enable their comprehensive listening. ‘Relating and scaffolding’ is to providing them

with ample opportunities of learning. Beckett and Haley speak about curriculum alignment for ESL instruction with a lot of conviction. According to them:

ESL standards can have a significant impact on ESL student achievement by integrating academic language into the ESL curriculum. This student population needs to focus on goals of academic competence, focusing on areas such as literacy, vocabulary, critical thinking, social skills and learning strategies. The ESL standards provide structure and guidance that can help to increase students' academic success. By linking the ESL standards to state academic standards, we can ensure that ESL students will receive high quality instruction in English language and content areas.

The standards stated by Beckett and Haley are:

1. Using English language to communicate in social settings.
2. Using English language to achieve academically in all content area and
3. Using English language in socially and culturally appropriate ways.

Becket and Haley Further give an apt description about the effective ways of language teaching which benefits students either directly or indirectly in learning a foreign language with greater vigour and enthusiasm:

Several strategies are offered for developing competency in social use of English. Use of seating arrangement (around the tables, in groups and pairs etc.) helps to encourage the social interaction. Teachers can also try to structure opportunities for students to use English outside the classroom. Cooperative learning encourages the use of language in a social manner. Positive social interaction can help students perceive the classroom as a comfortable and friendly place, where they will feel safe using their new language skills and where they may find intrinsic motivation for communicating in English. To enhance academic achievement, teacher can; create a language rich classroom; provide students with advance organizers; label everything in the classroom to build vocabulary and help students make connection to their native language, and have different media available for students' use (books, magazines, newspapers, audio tapes, and video tapes, computer software) to address different learning styles and also help build connections. To help students to use English in appropriate ways, teachers should teach what language is appropriate in what setting. Students can determine when to speak and in what way (for example, formal speech or slang).

Teachers should also recognize diversity and sameness in their classrooms incorporate multicultural literature into curriculum and invite parents/family members to

shape their cultures and talents with the class. Students need to develop an understanding of and an appreciation for others considering the diversity of society.

Teachers should teach cooperative strategies to students. It helps them to develop their language skills, social interaction develops their confidence and they become proficient language users. Boothe writes about his innovative and effective teaching practice in the following words:

I plan to use cooperative learning as a means to promote interaction and enable them to develop confidence in their language skills. Through participation in cooperative learning they will have a chance to speak and listen. Verbal activities promote collaboration among students. Verbal interaction is fundamental to learning both language and content. ESL students need the opportunity to use language in interaction with both peers and teachers who are competent in the language and serve as models. Cooperative learning will afford the opportunity to develop relationship with their peers; and their peers will, hopefully begin to value ESL students for whom they are as opposed to just 'kids who don't speak English.' I plan to utilize some sensitizing activities in class as well, regardless of whether I have ESL or inclusion class or a regular education class I feel that these are profound experiences that give those involved a taste of humility, both of which can help us gain a better understanding of ourselves and diverse people we live, work and learn with.

Boothe's argument is further supported by Chamot, Brahhardt, E1-Dinary and Robbins, who write:

Learning strategies have been also defined as the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how to learn so that they can be efficient, motivated and independent language learners.

Language learning strategies and their instruction aims to help the students to become better and effective language learners. Generally it has been observed and understood that the task of language learning of a learner depends much upon the teacher or instructor. The theory of language learning strategies focuses on marginalizing teacher's role in the process of education especially, in the process of language learning. The principle of maximum participation of learners in the language learning process is seen to be observed in case of language learning strategies. The students who can use

language learning strategies can be better language learners because they are aided by the additional weapons called language learning strategies which contribute to their success in language learning and using the language. It has been proved by research that language learning is not merely the learning of content. It is development of the basic skills and sub-skills involved in the process of acquisition. If a learner succeeds in his language task he further performs greater tasks because strategic use which made him successful in his earlier tasks motivates him for another successful learning experience.

Behavioristic theories of language learning state pleasant experiences are good for learning and they perform the function of stimulus for the language learners. Pleasant experiences motivate the learner to enter into new ventures of linguistic activities. Pleasing experiences in the language learning mean students' appreciation by the teachers as well as by themselves after being successful in some or other kind of language task. It proves to be a kind of confidence booster and inspiratory experience for the learners.

Importance of the language learning strategies is beyond all other language learning teaching theories. Theory of language learning does not discard any idea or method of language teaching. It believes in teaching methods and techniques to be the effective practices and advocate their use but more ecclesiastically rather than conventionally. It always seemed that the concept of language learning strategies is somewhat fuzzy and unidentified. It lacks the concrete base or an underlying theory. But Carol Griffiths tried to give it a concrete, justifying and well-built theory. He discussed the base of language learning strategies and also tried to state the development of language learning strategies and the theory behind it in his occasional paper No. 1 published in February 2004, under the title 'The Development of Language Learning strategy Theory'. Griffiths writes:

As noted by Griffiths and Parr over the years many different methods and approaches to the teaching and learning of language to and by speakers of other languages (SOL), each with its own theoretical basis, have come and gone out of fashion (for instance the grammar translation method, the audio lingual method, the communicative approach). Language learning strategies, although still fuzzily defined and controversially classified, are increasingly attracting the interest of contemporary educators because of their potential to enhance learning (7-8).

‘Grammar translation method’ disregarded the possibility of using language learning strategies to facilitate their own learning. Grammar translation method never paid any attention to learners’ point of views though its aim was to teach English language to the non-English speaking language learners across the globe. It was a method that was mainly teacher oriented and had no sympathy for the active participation of the learners to aid their own learning. The grammar translation method relied much upon teacher in the matter of learning but unconsciously it had the seeds of language learning strategies in it. In case of teaching vocabulary to the students grammar translation method believed in repetition of the words to memorize them. It also asserted need of grouping the words to make them easy to remember. These activities propounded through grammar-translation method are of course the strategies adopted by learners. These can be collectively called repetition, grouping and mnemonics. It shows that grammar translation method too has language learning strategies to advocate though nobody paid deliberate attention to make them organized in a systematic way.

Criticism of grammar translation method gave birth to other methods of teaching English language. During the period of Second World War a systematically organized method called Audio-lingual method emerged. It mainly aimed at developing conversational ability among the language learners because this method was chiefly discovered for developing army personnel’s ability to converse with the foreign people in a language which was altogether foreign to them. ‘Speaking and listening are the most important skills of language’ forms the basis of audio-lingual method. It emphasizes speaking as the prominent skill of language and speaking is facilitated by listening. Its implementation procedure includes continuous and heavy drills and repetitions. It is based on the behavioristic theories of language learning. Behaviorists assert that language learning is habit formation. These habits can be taught or learnt by providing a proper stimulus to the learner. Response to the stimulus and reinforcement formed the basis of Audio-lingualism. Behaviourists believe that these stimuli, responses and the reinforcement controlled the human behaviours. Behaviour for psychologists is ‘learning’. Audio-lingualists focused automatic patterning of behaviours. And the behaviour is controlled by the external factors like stimulus. Learners were taken to be

the passive components of the language learning process through they had to undergo the heavy drills and rigorous practices to attain their goal. Richards and Rodgers write:

Since audio lingual theory depended on the automatic patterning of behaviour there was little or no recognition given to any conscious contribution which the individual learner might make in learning process. Indeed, learners were discouraged from taking initiative in the learning situations because they might make mistakes (51).

Audio-lingualism stands in contrast with the language learning strategies; but it helps to build the theory of language learning strategies. Griffiths asserts:

If anything, there was even less place for individual language learning strategies in audio lingual theory than there had been in grammar translation theory, except, perhaps, in a very limited form in the exercising of memory and cognitive strategies by means of repetition and substitution exercise, and even this was rarely, if ever, made explicit. The effect of audiolingual techniques of role learning, repetition, imitation, memorization and pattern practice was to minimize the importance of explicit learning strategies in language learning process (2).

Audio-lingualism indirectly promoted strategies like repetition, and imitation but in a crude and an unidentified form. Audio-lingualism enjoyed wide popularity during its hay days but came to the decline in late sixties of 20<sup>th</sup> century. By the end of the nineteen sixties however, the limitations of the audio-lingual method were beginning to make themselves obvious. Contrary to audio lingual theory, as Hutchinson and Waters comment, notes Griffiths, “language learners did not act according to behaviorist’s expectation. They wanted to translate things, demanded grammar rules, found endless repetition boring and not conducive to learning” (3).

This was the time when epoch making American linguist, Noam Chomsky came up with his revolutionary ideas about language learning. He became highly influential and his theory began to gain wider popularity among the contemporary linguistic world. Noam Chomsky postulated that all normal human beings are born with Language Acquisition Device (Commonly referred to as LAD). This theory postulated by Chomsky was later on popularly known as innatism. Chomsky postulated that Language Acquisition Device enables learner to develop language from an innate set of principles. This innate set of principles which already exists in the Universe according to Chomsky

is referred to as Universal Grammar by Noam Chomsky. Among other ideas proposed by him the concept of Transformational Generative Grammar (T.G. Grammar) gained wider popularity and is still thought to be an important idea of understanding and acting on language principles and language behaviours. His Transformation Generative Grammar tries to explain how original utterances are generated from a language user's underlying competence. He believed in innate ability of the language user to generate new sentences by transforming the original utterance to which he calls Universal Grammar that has its primordial existence. And a language user according to him is born with Language Acquisition Device.

Chomsky's theory gives a major setback to the theories postulated by behaviorists. His objections to the behaviorist theories are:

1. It could not explain the complexities of Generative Grammar.
2. Creative aspect of language use remains unnoticed.
3. It cannot provide concrete solutions to several other complexities like generalization based on experiments which have the limitation of their own.

Chomsky concludes that "When investigated with care and respect for the facts, shows that current notion of habit and generalization, as determinants of behaviour or knowledge, are quite inadequate" (84).

Chomsky's theory of language learning is in fact the theory of language acquisition. Language acquisition is a word commonly referred to an unconscious process in which a language learner reacts to a particular moment. Of course, there is a marginal but vital difference between these two terms. One is conscious while other is an unconscious process. Richards and Rodgers bring out the difference between acquisition and learning as:

Acquisition is the 'natural' way paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about the forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for this 'learning' to occur, and correction of errors helps with

the development of learned rules. Learning, according to the theory, cannot lead to acquisition (181).

As it is the theory that mainly considers language acquisition, it is the theory meant for first language learners. If tried with the second language learners it will create further complexities. The importance of Chomsky's theory is that it contradicted earlier theories of language development which showed no concern about the learning abilities of the language learners. Neither those theories believed in cognitive development of the language learners nor they thought learners can be with learning abilities. Griffiths Carol specifies:

Although Chomsky's theories directly are related mainly to first language learners, his view of the learner, as a generator of rules was taken up by Corder who argued that language errors made by students who are speakers of other languages indicate the development of underlying linguistic competence and reflect the learners' attempts to organize linguistic input. The intermediate system created while the learner is trying to come to terms with the target language was later called "Inter Language" (IL) by Selinger in 1972 who viewed learner errors as evidence of positive efforts by the students to learn the new language. This view of language learning allowed for the possibility of learners making deliberate attempts to control their own learning and, along with theories of cognitive process in language learning promoted by writers such as McLaughlin and Bailystock, contributed to a research thrust in the mid of late seventies aimed at discovering slow learners learning strategies to promote the learning of language (for instance Rubin, 1975; Stern, 1975; Naiman, Frohlich, Stern and Todesco, 1978). The idea that teachers should be concerned not only with 'finding the best method or with getting the correct answer' but also with assisting student in order to 'enable him to learn on his own at the time was quite revolutionary'(5).

Among the advocates of language learning strategies and their importance in the teaching-learning process Rubin, Stern, Naiman, Frohlich, and Todesco are prominent. They were continuously trying to develop awareness among the language teaching/learning world about language learning strategies.

But in 1976 Stephan Krashen proposed a new theory that gave major setback to the theory of language learning strategies. Krashen's theory was contradictory to language learning strategy theory. Grammar translation method was based on theory of the 'principle of rules', hence it is also called rule driven method. Audio lingualism is

based on behavioristic principle that ‘language can be taught and learnt as a system of habits’. Both of these principles are indirectly complementary to the language learning strategy theory. Stephan Krashen opposed both of the above mentioned theories. He did not believe in the idea that ‘learners are able to consciously control their own learning’ and proposed his five hypothesis theory which is commonly referred to as Krashen’s monitor model. This approach to the language learning/teaching is broadly identified as ‘Natural Approach’ (Not to be confused with Natural method of language teaching.) This approach was mainly developed by Krashen and Terrell. The base of this approach was formed by the principle that communication is the primary function of language. This approach focuses the teaching of communicative abilities and is referred to as the communicative approach also. Krashen and Terrell comment, “The natural approach is similar to other communicative approaches being developed today” (17).

Krashen’s five hypotheses form the basis of Natural Approach. Richard and Rodgers summarize these hypotheses as:

#### **The Acquisition/Learning Hypothesis:**

The acquisition / learning hypothesis claims that there are two distinctive ways of developing competence in a second or foreign language.

Acquisition is the ‘Natural’ way, paralleling first language development in children. Acquisition refers to an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using language for meaningful communication. Learning, by contrast, refers to a process in which conscious rules about a language are developed. It results in explicit knowledge about forms of a language and the ability to verbalize this knowledge. Formal teaching is necessary for ‘Learning’ to occur, and correction of errors helps with the development of learned rules. Learning, according to theory, cannot lead to acquisition.

#### **The Monitor Hypothesis:**

The acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language. Conscious learning can function only as a monitor or editor that checks and repairs the output of the acquired system. The monitor hypothesis claims that we may call upon learnt knowledge to correct ourselves when we communicate, but that

conscious learning (i.e. the learned system) has only this function. Three conditions limit the successful use of the monitor.

1. Time: There must be sufficient time for learner to choose and apply a learned rule.
2. Focus on form: The language user must be focused on correctness or on the form of the output.
3. Knowledge of rules: The performer must know that rules. The monitor does best with rules that are simple in two ways. They must be simple to describe and they must not require complex movement and rearrangements.

### **The natural order hypothesis**

According to natural order hypothesis, the acquisition of grammatical structures proceeds in a predictable order. Research is said to have shown that certain grammatical structures or morphemes are acquired before others in the first language acquisition of English, and a similar natural order is found in second language acquisition. Errors are signs of naturalistic developmental process, and during acquisition (but not during learning), similar developmental errors occur in learners, no matter what their native language is.

### **The Input Hypothesis:**

The input hypothesis claims to explain the relationship between what the learner is exposed to of a language (the input) and language acquisition. It involves four main issues.

1. First, the hypothesis is related to acquisition, and not to learning.
2. Second, people acquire language best by understanding input that is slightly beyond their current level of competence.
3. Third, the ability to speak fluently cannot be taught directly: rather it emerges independently in time, after the acquirer has built up linguistic competence by understanding input.
4. Fourth, if there is a sufficient quantity of comprehensible input, 1 + 1 will usually be provided automatically.

### **The Affective filter Hypothesis**

Krashen sees learners' emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary for acquisition. A low affective filter is desirable, since it impedes or blocks this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition:

1. Motivation- Learner with motivation generally learn better.
2. Self confidence- Learners with self confidence and a good self image tend to be more successful.

3. Anxiety- Low personal anxiety and low classroom anxiety are more conducive to second language acquisition (181-183).

Krashen's hypothesis leads us to think that conscious learning and teaching is not useful in the process of language learning. If a teacher makes any attempt to teach a language in a formal way, he will lead the learners to failure and disappointment. As Griffiths writes, "Taken to their extreme Krashen's hypothesis led to the belief that conscious teaching and learning were not useful in the language learning process, and that any attempt to teach or learn language in a formal kind of a way was doomed to be failure" (8).

Though Krashen seemed to give a major setback to language learning strategy theory, the theory carried itself to the present day. Krashen was severely criticized for being so bold to contradict the psychological theories of language learning. If Krashen is to be believed in second language conditions, as in rural India, no student will be able to learn to speak English language. Most of English language teaching in the second language countries especially, in India is done in a formal kind of way. There is seldom a choice for students or teachers to have informal learning conditions. Griffiths in his reply to Krashen's theory finds,

Many of Krashen's ideas have been soundly criticized over the years, and his penchant for the sweeping statements, such as "speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input" and "When the filter is 'down' and comprehensible input is presented and comprehended, acquisition is inevitable. It is in fact, unavoidable and cannot be prevented" have made him easy to challenge. McLaughlin, for instance, approaching the issue from a cognitive psychologist's point of view, proposed information-processing approach to language development whereby students can obtain knowledge of a language by thinking through the rules until they become automatic, a view which is quite contrary to the assertions of Monitor hypothesis. Gregg voiced the criticism that "each of Krashen's hypothesis is marked by serious flaws", while Pienemann challenging the claims of Acquisition-Learning Hypothesis, postulated that language can be taught and learnt when the learner is ready (Teachability hypothesis). In spite of the many challenges, Krashen's views have been and still remain very influential in the language teaching and learning field (8-9).

Though Krashen was severely criticized on various points, he was identified because he believed that language develops through natural communication. Communicative

Language Teaching is based on the principle of developing communicative competence. Competence for linguists meant ability. Communicative competence is the ability to use language to convey and interpret meaning. Language can be and is used for different purposes. A language learner is also expected to use language for different purposes. These different purposes of language are commonly referred to as the competences. Canale and Swain classify the communicative competence into four basic components:

1. **Grammatical competence:** It relates to learner's knowledge of vocabulary, phonology and the rules of language;
2. **Discourse competence:** Discourse competence is referred to as the learner's ability to connect utterances into a meaningful whole;
3. **Socio-linguistic competence:** Sociolinguistic competence is learner's ability to use language appropriately; and
4. **Strategic competence:** Strategic competence relates to learner's ability to employ strategies to compensate for imperfect knowledge. (1-47).

Communicative Language Teaching theory is significant because it believes that how language functions is more important than knowledge of forms or structures. Linguists believed that forms and structure play secondary role in the process of language learning. Widowson, for example said, "By using a communicative approach language can be developed incidentally, as a by-product of using it, and knowing will emerge from doing" (160).

It was believed that learners should be given extensive opportunities to use the target language for real communicative purposes, and thought that the ability to communicate more effectively is more important and key than the mastery or the perfection in a language. It encourages learners to shoulder major share of the responsibility for their own learning. Oxford et al, state,

Although the communicative approach implicitly encourages learners to take greater responsibility for their own learning, typically the emphasis in the communicative language movement, as in previous methods and approaches, has been on how the teachers teach, with relatively little attention paid to how learners learn(235-247).

'Situational language teaching' is another important method that is widely popular even today. It believes in teaching grammar and vocabulary by practicing them in or

through situations. Practice of learners is a way to bring them to the focus. Teaching is marginalized and learning is centralized. It provides the scope for learners and helps to build a learner centered theory which helps to build language learning strategy theory. ‘The Natural Method’ believes in natural acquisition of the target language. It emphasizes natural way of language learning rather than studying the formal grammar and syntactic rules. This also provides a base for language learning strategy theory because acquisition brings learner to the center of teaching process rather than to the instructors.

‘Direct Method’ strongly advocates the use for target language only for the instructions in the classrooms. It absolutely discards the translation either of the ideas or of the objects. It believes in association of the ideas and direct pictorial representation of the objects. Though it does not directly bring learner to the center of the classroom activities, it definitely stresses the principle of basic language acquisition by discarding use of mother tongue in the process of language learning. It provides more opportunities of listening, and listening facilitates speaking. Indirectly, direct method also believes in building learner’s listening competence.

‘Total physical response’ emphasizes the importance of motor activity. It attempts to teach language through physical activities. This method of language teaching is built around the principle of coordination; coordination of speed and action.

The silent way is based on the principle that teacher should be silent as much as possible in the classroom. But he should encourage the learner to speak or to write as much of the language as possible. Richards and Rodgers stated the learning hypothesis underlying Gattengno’s work as:

1. Learning is facilitated if learner discovers or creates rather than remembers and repeats what is to be learnt.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem solving and involving the material to be learned (81).

‘The silent way’ theory greatly helps to build the language learning strategy theory. As it suggests teacher or instructor to remain silent and encouragement of the learner as much as possible, it marginalizes the teacher’s role to a large extent and brings

learner to the center of the whole of the learning process. It believes in promoting learner to be his own instructor. Learners are left to their own abilities to solve most of their problems. Language learning strategy theory is built around the same principle.

‘Suggestopedia’ is a method developed by Georgi Lozanov. It is a set of learning recommendations derived from suggestology. Human beings constantly respond to certain influences. Suggestopedia tries to harness these influences and redirect them so as to optimize learning. Richards and Rodger assert, “The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of classroom, the use of music, and the authoritative behaviour of the teacher. The claims for suggestopedic learning are dramatic” (100).

Lozanov further adds in support of suggestopedia, “There is no sector of public life where suggestopedia would not be useful.” (2) He further states, “Memorization in learning by the suggestopedic method seems to be accelerated 25 times over than in learning by conventional methods” (27).

Community language learning (CLL) is an approach in which students work together to develop what aspects of a language they would like to learn. The teacher acts as a counselor and the learner acts as a collaborator, although sometimes this role can be changed.

The CLL method was developed by Charles A. Curran, a professor of psychology at Loyola University in Chicago. This method refers to two roles: that of the know-er (teacher) and student (learner). Also the method draws on the counseling metaphor and refers to these respective roles as a counselor and a client. According to Curran, a counselor helps a client understand his or her own problems better by 'capturing the essence of the clients concern ...[and] relating [the client's] affect to cognition...; in effect, understanding the client and responding in a detached yet considerate manner.

To restate, the counselor blends what the client feels and what he is learning in order to make the experience a meaningful one. Often, this supportive role requires greater energy expenditure than an 'average' teacher(Wikipedia).

Content-Based Instruction (CBI) is a significant approach in language education (CBI is designed to provide second-language learners instruction in content and language).

Historically, the word *content* has changed its meaning in language teaching. Content used to refer to the methods of grammar-translation, audio-lingual methodology and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning.

Benefits of content based instruction

1. Learners are exposed to a considerable amount of language through stimulating content. Learners explore interesting content & are engaged in appropriate language-dependant activities. Learning language becomes automatic.
2. CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Hence students make greater connections with the language & what they already know.
3. Complex information is delivered through real life context for the students to grasp well & leads to intrinsic motivation.
4. In CBI information is reiterated by strategically delivering information at right time & situation compelling the students to learn out of passion.
5. Greater flexibility & adaptability in the curriculum can be deployed as per the students' interest (Wikipedia).

Cooperative learning is another innovation in the language learning area. It is an approach to organize classroom activities into academic and social learning experiences.

It differs from group work, and it has been described as "structuring positive interdependence. Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking tasks. Five essential elements are identified for the successful incorporation of cooperative learning in the classroom.

### History

Prior to World War II, social theorists such as Allport, Watson, Shaw, and Mead began establishing cooperative learning theory after finding that group work was more effective and efficient in quantity, quality, and

overall productivity when compared to working alone. However, it wasn't until 1937 when researchers May and Doob found that people who cooperate and work together to achieve shared goals, were more successful in attaining outcomes, than those who strived independently to complete the same goals. Furthermore, they found that independent achievers had a greater likelihood of displaying competitive behaviours.

Philosophers and psychologists in the 1930s and 40's such as John Dewey, Kurt Lewin, and Morton Deutsh also influenced the cooperative learning theory practiced today. Dewey believed it was important that students develop knowledge and social skills that could be used outside of the classroom, and in the democratic society. This theory portrayed students as active recipients of knowledge by discussing information and answers in groups, engaging in the learning process together rather than being passive receivers of information (e.g., teacher talking, students listening).

Lewin's contributions to cooperative learning were based on the ideas of establishing relationships between group members in order to successfully carry out and achieve the learning goal. Deutsh's contribution to cooperative learning was positive social interdependence, the idea that the student is responsible for contributing to group knowledge. Since then, David and Roger Johnson have been actively contributing to the cooperative learning theory. In 1975, they identified that cooperative learning promoted mutual liking, better communication, high acceptance and support, as well as demonstrated an increase in a variety of thinking strategies among individuals in the group. Students who showed to be more competitive lacked in their interaction and trust with others, as well as in their emotional involvement with other students.

In 1994 Johnson and Johnson published the 5 elements (positive interdependence, individual accountability, face-to-face interaction, social skills, and processing) essential for effective group learning, achievement, and higher-order social, personal and cognitive skills (e.g., problem solving, reasoning, and decision-making, planning, organizing, and reflecting)(Wikipedia).

It can be said that all above methods and approaches have influenced the contemporary language learning and teaching field. Language learning-teaching field has moved away from the eccentric view of 'right' and 'wrong'. It was during the earlier days that language learning teaching field sought the ultimate method or approach to be applied in the language classrooms. With the rise of various theories and several ideas, it has grown more flexible and understood that it is only next to impossible to have a single method or approach which would be right for the teaching or learning especially,

language teaching. Language teaching/learning field has grown to be more eclectic in nature in as far as of methods and approaches are concerned. Neither it discards any method totally, nor does it try to adopt whole of any method for the process of teaching and learning. Griffiths puts it like:

In line with this modern interest in eclecticism, educators are becoming increasingly interested in the contribution made by the learners themselves in the teaching/learning partnership. Awareness has been slowly growing for some time that 'any learning is an active process' and the idea that language learners are individuals who can take charge of their own learning and achieve autonomy by the use of learning strategies has been researched and promoted by educators such as Oxford, O'Malley and Chamot, Bailystock, Cohen, Wenden, Green and Oxford (10).

Several theoretical assumptions which underlie the contemporary ideas of language learning strategies can be found. It is evident from the above discussion that it has the concrete base provided by almost all the theories that underlie a method or an approach. In other words, if we look at the learners of the same abilities and in same surroundings, we will find some of them are more successful than others as far as language learning is concerned. Language learning strategy theory tries to state the same idea viewing the success rate of the language learners. Griffiths Carol puts it as:

There are several important theoretical assumptions which underlie contemporary ideas on language learning strategies. To comment that some students are more successful at learning language than others is of course, to do no more than state the obvious. Language learning strategy theory postulates that, other things being equal, at least part of this differential learners bring to the task from this perspective, which views students as being able to consciously influence their own learning, the learning of language becomes a cognitive process diametrically opposed to Krashen's monitor and Acquisition/Learning Hypothesis, which states that language cannot be consciously learnt but only acquired through natural communication and therefore, by implication, that conscious learning strategies are not useful in the development of language (10).

It is evident from the discussion carried out so far that language learning strategy theory fits to the theories that underlie other methods and approaches of language teaching/learning. Theory proposed by Stephan Krashen turns out to be the only exception to this. Krashen's monitor theory works totally against theory of language learning strategies. Krashen holds the view that language cannot be learnt consciously. It

can only be acquired through the natural communication. Krashen's revolutionary theory forms an altogether different view of language learning/teaching. It shakes the very foundation of language learning strategy theory. If Krashen is to be believed one has to give up all ideas about language learning strategies and theory that forms the basis of language learning strategies. Krashen's view though gladly welcomed in the language learning world, he was equally disregarded and criticized for his revolutionary view that 'language cannot be consciously learnt'. What Krashen wants to say is quite vague and baseless in this connection. As far as second language teaching/learning is concerned, it is always a conscious effort either on the part of a teacher to impart certain structures and rest of the linguistic technicalities among the learner or on the part of the learner to have it imparted by several means. Another important point in relation to Krashen's hypothesis is that he himself differentiated between acquisition and learning. To him 'learning is a conscious process in which rules about a language are developed and it results into explicit knowledge about the forms of a language and the ability to verbalize the knowledge.' Acquisition for Krashen is an unconscious process that involves the naturalistic development of language proficiency through understanding language and through using it for meaningful communication. Krashen's idea seems to be working properly up to this point. It is quite understandable to think and state that learning and acquisition are distinct process and their theories differ from each other. But Krashen's view forms a contrastive base for language learning strategies; in fact, it forms a contrastive ground for learning itself when he says that 'learning cannot lead to acquisition.'

Krashen did not elaborate whole of the process of acquisition in detail. He just wanted language to be taught and learnt in the naturalistic way. Natural approach to the language learning/teaching is also the view that is acknowledged by scholars but it doesn't mean that it is the absolute reality. Communicative Language Teaching (CLT) also can be called the only realistic and naturalistic way of language learning/teaching because 'language is meant for communication' and a learners first of all need to develop their communicative competence by means of communicative language teaching. Krashen's view also contradicts the psychological theories of language learning. For

psychological theorists language is a system of behaviours and behaviours can be shaped by external influences.

If Krashen is to be believed at the height of his theory, the thought of learning a second or foreign language seems an improbability. If we take a look at second language learning, especially, learning English as a second language in rural India. There are absolutely no opportunities of listening outside the school. In the schools, medium of instruction is their mother tongue. Even English is taught as a subject and not as a language. No deliberate efforts are taken to provide learning opportunities. Apart from all these difficulties a learner is provided with only forty minutes for the purpose of learning English. It is not possible for any of these learners to undergo the process of language acquisition. They cannot acquire it as Krashen says, "It can only be acquired by natural communications". Does it mean that the learners or students who study in these areas and who complete their language courses are with no linguistic abilities? It can't be so. They are with the linguistic abilities though the speaking ability is rarely found in them. But Behavioristic theorists are to be believed for this kind of deficiency not Krashen's theory because behaviourists think that 'language learning is habit formation'. In the areas mentioned above students don't get opportunities forhabit formation.

There are several other instances which can be stated against Krashen's theory of acquisition and his conception of rejecting the idea of language learning, but the most important and interesting thing is that Krashen himself tried to contradict his own idea. When he puts the learning/acquisition hypothesis, he believes learning as the process of learning rules about a language consciously. It means Krashen thinks that learning exists. He believes in learning but denies admitting that learning helps acquisition. It is absolutely absurd to say that learning takes place but it has nothing to do with the process of language acquisition. Moreover, almost all the linguists directly or indirectly agreed upon the view that gradual learning facilitates the process of acquisition in case of second language learners. Skill based language teaching is also the part of formal language teaching/learning process. Therefore, Krashen's theory in relation to language learning proves to be baseless and hence, cannot be considered to be having significance for the purpose of the present explorations. As has been said earlier, language learning strategy

theory operates comfortably alongside the contemporary language learning and teaching theories. Griffiths Carol while concluding his language learning strategy theory article writes:

With the exception of the Monitor and Acquisition/learning hypotheses, language learning strategy theory operates comfortably alongside most of the contemporary language learning and teaching theories and fits easily with a wide variety of different methods and approaches. For instance, memory and cognitive strategies are involved in the development of vocabulary and grammar knowledge on which grammar translation method depends. Memory and cognitive strategies can be involved to make patterning of automatic responses is the characteristic of the audio-lingual method. Learning from errors (developed by interlanguage theory) involves cognitive and metacognitive strategies. Compensation and social strategies can easily be assimilated into communicative competence theory and communicative language teaching approach. Methods such as suggestopedia involve affective strategies. The fact that learning strategy theory can work so easily alongside other theories, methods and approaches means that it has the potential to be a valuable component of contemporary eclectic syllabuses (10-11).

The area of language learning strategies has also been taken into consideration since a considerable time period by a considerable number of scholars and linguists. Researchers tried to explore language learning strategies and its significance in teaching/learning a language since 1970s. Though it was so, it underwent many ups and downs because of its fuzzy nature. The greatest difficulty for a researcher in carrying out research related to language learning strategies is that these strategies cannot be observed directly and in a consolidated way. The only way to infer them is to do it from the behaviour of the language learners. As Ellis puts it, "It is a bit like trying to work out the classification system of a library when the only evidence to go on consists of the few books you have been allowed to take out." (14) Griffiths further adds that:

To carry out a research in language learning strategy area is like stumbling blindly round a room to find a hidden object. The challenge has always been to devise a means first of all to record phenomena, interpret it and then to find out what it actually comes out with. It is almost like hopelessly wandering in search of a vague object which one hasn't come across earlier. Most common way of research employed by researchers is to gather the data about good language learners and about finding out the means that makes these learners more successful or advanced in

comparison with the other language learner or slower language learners. (15).

There are several studies which involved the comparison between the driving force among the successful and unsuccessful language learners. Rubin is earliest of all the researchers in the field of language learning strategies. She defines language learning strategies as “The techniques or devise which a learner may use to acquire knowledge” (43). Rubin stated while concluding her research:

Successful language learners had a strong desire to communicate; they were willing to guess when they were not sure; they were not afraid of being wrong or appearing foolish. It doesn’t mean that they were careless about correctness. In fact, good language learners also paid attention to form and meaning in their language. Besides, good language learners practice and monitor their own language and language of those around them. She further stated that employment of these strategies depends on a number of variables which include target language proficiency, age, situation and cultural differences (60).

Though the research was carried out by Rubin in the area of language learning strategies she could not give a list of language learning strategies initially. Later Stern produced a list of language learning strategies. The list comprised of ten language learning strategies. It was the first organized effort by any language scholar to bring learning strategies before the language learning/teaching world. Stern believed that a good language learner is characterized by a personal learning style or positive learning strategies, an active approach to the target language. It is a tolerant and outgoing approach to the language to be learnt and it is empathetic with its speakers. To put it in the words of Stern:

A good language learner is marked by an active approach to the learning task, a tolerant and outgoing approach to the target language which is empathetic with its speakers, technically know about how to tackle a language, strategies of experimentation and planning with the object of developing the new language into an ordered system with progressive revision, constantly searching for meaning, willingness to practice, willingness to use language in real communication, critically sensitive self-monitoring in language use and an ability to develop the target language more and more as a separate reference system while learning to think about it (316).

Broad characterizations of Stern differ from specifications of Rubin. Rubin refined the term strategy to make it more comprehensible to the people. This was very early work by the pioneering researchers like Rubin and Stern. This research provided valuable insights and formed the foundation for subsequent research work in the field of language learning strategies. But the problem of explicit definition and exact categorization was still persisting. It could not be resolved at the initial time of Rubin and Stern's research.

Research in the language learning strategy area continued in which Rubin and Stern played a vital role. But a few more people also contributed to it. A broad definition which would enlarge the scope of language learning strategies was tried by Naiman, Frohlich, Stern and Todesco in 1978. They put it like, "strategies are general, more or less deliberate approaches" (4).

The research carried out by these scholars concluded that good language learners are able to adapt learning styles which suit themselves. They involve variety of learning styles and get actively involved in language learning process. They are able to develop an awareness of language both as a system of rules and as means of communication. They constantly work on expanding their language knowledge and try to develop the target language as a separate system which need not be always related to the first language. They are realistically aware of the demands of learning a second language.

Among the rest of the researchers in case of language learning strategies O' Malley is a remarkable figure. O' Malley tried to study the relationship between language learning strategies and success in language development. O' Malley discovered that there are extensive varieties of language learning strategies. Students with different age groups employ different strategies extensively. O' Malley et al defines language learning strategies as, "any set of operation, storage, retrieval or use of information" (23).

O' Malley concluded that higher level students are reported making greater use of metacognitive strategies (that is strategies used by the students to manage their own learning), leading the researchers to conclude that more successful students are probably able to exercise greater metacognitive control over their learning. This conclusion slightly

differs from Ehrman and Oxford's conclusion. This leads to more confusion to reach at certain concrete point and definite principle. Both the scholars mentioned above made a great contribution to the language learning strategy world. Carol Griffiths points out the difference between them as:

O'Malley's conclusion that more successful students are probably able to exercise greater metacognitive control over their learning however, is somewhat at variance with the results of a study by Ehrman and Oxford who investigated the relationship between end-of-course proficiency and a number of variables including language learning strategies. The results of this study indicate that cognitive strategies such as looking for patterns and reading for pleasure in target language were the only kinds of strategies which had a significant positive relationship with success in learning language (12-13).

Green and Oxford conducted a study in which it was seen that language learning strategies (of all kinds) are used more frequently by higher level students. It is not about using the metacognitive strategies only. The research clashes with that of O'Malley in this regard. Both of them agree upon a point that higher level students use more and frequent language learning strategies in comparison with lower level students. For O'Malley it is about using metacognitive strategies while for Green and Oxford it is about using all the strategies rather than metacognitive strategies only. Green and Oxford discovered a core of strategies what they called 'bedrock strategies; a group of twenty three strategies equally frequently used by the students across proficiency level. This research is also further confirmed by Griffiths who discovered a positive correlation between course level and reported frequency of language learning strategy use. Griffiths writes:

In a study involving 348 students in a private language school in New Zealand, it was found that language learning strategies were reportedly used significantly more frequently by advanced students than elementary students. According to an examination of the patterns of language learning strategy use which emerged from the data, higher level students were reported to have high frequency of using strategies relating 'the interaction with others', 'to vocabulary', 'to reading', the 'to tolerance of ambiguity', 'to language systems', 'to the management of feelings', "to the management of learning' and 'to the utilization of available resources' (13).

A Chinese researcher and teacher Sinclair Bell tried the use of language learning strategies in her school and she found language learning strategies to be very useful for her students. She finds them useful in case of first language acquisition as well as in case of second language learning. Researchers not only concentrated on the good language learner but also on the bad language learners. A lot can also be learnt by observing keenly what unsuccessful language learners generally do. It may help the researcher to find out what learners should endeavor to avoid while learning the language. As Bell did in her research she found this experiment very useful, but of course stressful. She says, "I used the same strategies and approaches for L<sub>2</sub> literacy as had given me success in L<sub>1</sub> literacy" (101).

Porte also had similar observation in his research. Porte interviewed fifteen underachieving learners in private language schools in London; and came to conclude that:

These under achieving students in fact used very similar strategies to those used by successful language learners. The difference seemed to be not so much which strategies were used, but the fact that they may demonstrate less sophistication and less suitable to a particular activity. The majority of learners said that they used strategies which were the same as or very similar to, those that they have used at schools in their native countries (167-171).

### **Factors that affect the choice of strategy:**

Forgoing discussion clarifies that choice of language learning strategy or strategies vary from person to person. There is no uniformity for selecting the strategy for language learning. The strategy choice in a case of language learners seem to be based on several factors. There are several forces that influence a language learner to select the particular strategies at a particular point of time. Researches tried to find out the relationship between sex (gender) and choice of language learning strategies. Their conclusions are not distinctly on either of the side. For instance Ehrman and Oxford and Oxford and Nyikos through their research found that there are distinct gender differences in the strategy use. Female learners tend to use different language learning strategies than the male learners. A study conducted by Green and Oxford also concluded that gender is the factor that contributes to the strategy choice of a learner. Ehrman and Oxford in the

study carried out in 1990 failed to find any preference of differing language learning strategy use. Griffiths concludes, “It might be concluded, perhaps, that men and women do not always demonstrate differences in language learning strategy use, where differences are found, women tend to use more language learning strategies than men” (14).

Ehrman and Oxford conducted a study to investigate effects of psychological motivation in case of language learning strategies. They carried out an experiment on ‘effects of learner variables on adult language learning strategies’ at the foreign service institute, USA. They concluded that the relationship between language learning strategy and its use is not straight forward. It is different from that. They further stated that psychological type appears to have strong influence on the way learners use language learning strategies. Motivation is another important factor which according to the research carried out by Oxford and Nyikos that affects the language learning strategy use among the learners. As Griffiths writes:

The effects of motivation on language learning strategy use were highlighted when Oxford and Nyikos surveyed 1,200 students studying various languages in Midwestern American University in 1989 in order to examine the kinds of language learning strategies the students reported using. On this occasion, the degree of expressed motivation was discovered to be most influential of the variables affecting strategy choice examined. In another study conducted by Ehrman and Oxford in 1989 they discovered that career choice had a major effect on reported language learning strategy use, a finding with which they suggest may be the result of underlying motivation (*Ibid*).

Another factor taken under investigation as the factor affecting language learning strategy use or strategy choice by researchers is nationality. It was found that nationality is an important factor in the strategy choice. The research of Griffiths and Parr carried out in 2000 conclude: European students were reported using language learning strategies significantly more frequently than students of other nationalities, especially strategies relating to vocabulary, to reading, to interaction with others and to the tolerance of ambiguity. European students were also working at a significantly higher level than the students of other nationalities. Griffiths collectively discussed another research in this regard. He writes:

In a study involving a questionnaire and group interviews in Taiwan, Yang made some interesting discoveries about her students' language learning strategies' use, including strategies for using dictionary/dictionaries. In a later study, Yang discovered that, although her students were aware of various language learning strategies, a few of them actually reported using them. Usuki discussed the psychological barriers to the adoption of affective language learning strategies by Japanese students, who are typically regarded as passive learners, and recommended more co-operations between students and teachers. Two studies which produced findings on nationality related differences in language learning strategies incidental to main research thrust were those reported by McGoarty in 1985 and by O'Malley in 1987. Politzer and McGoarty discovered that Asian students exhibited fewer of the strategies expected of "good" language learners than did Hispanic students. O'Malley ascribed the lack of success of Asian students to the persistence of familiar strategies (15).

### **Strategy Instruction or Teachability of Strategies:**

Language learning strategies as discussed above are the efforts of the learner, direct or indirect, conscious or unconscious, knowing or unknowing to facilitate their own learning. Teacher in this area is extremely marginalized. Of course, learner centered approach is quite essential for language learning/teaching but the question arises about the role of the teacher or that of an instructor. It leads us to think if there is the need of a teacher to instruct about language learning strategies. Can these strategies be intentionally taught to the learners? Are all the language learning strategies teachable? Or are they merely the abilities generated in a learner in due course of time during their learning which cannot be consciously taught? How far can the strategies be taught, if at all they are teachable to the learners. These are the inquiries to be probed in the foregoing discussion.

Let the teachability of the language learning strategies be considered first because if they are thought to unteachable it won't need any extra efforts on the part of a teacher. They simply will then be the kind of cognitive abilities that develop in a learner with the course of action during the learning process having no value of being taught deliberately to other learners. The research carried out in teachability of language learning strategies needs to be considered here. Oxford Rebecca carried out a research in the area of language learning strategies to find out whether they are teachable. She found them teachable and useful for the language learners. She states that "Language learning

strategies are teachable and the learners can benefit from coaching in language learning strategies” (227-246).

Tang and Moore conducted a research to research the effects of the teaching of cognitive and metacognitive strategies on reading comprehension in the classroom. They concluded:

While cognitive strategy instruction (title discussion, pre-teaching vocabulary) improved comprehension scores, the performance gains were not maintained upon the withdrawal of the treatment. Meta cognitive strategy instruction, on the other hand, involving the teaching of self monitoring strategies, appeared to lead to improvements in comprehension ability which was maintained beyond the end of the treatment (315-331).

O’Malley through the research carried out in this regard discovered that higher level students are more able than lower level students to exercise metacognitive control over their learning. Nunantoo carried out another independent research to find out whether language learning strategies and learner strategy training makes any difference to learners in terms of knowledge, skills and attitudes. Nunan states:

A programme involving sixty students in a twelve week programme designed to help them reflected on their own learning, to develop their knowledge of, and ability to apply learning strategies to assess their own progress, and to apply their language skills beyond the classroom, it was found that language classrooms should have a dual focus, teaching both content and an awareness of language processes (3).

The research results regarding effectiveness of the language learning strategies do not seem authentically convincing. But it cannot be denied, as acknowledged by most of the researchers and linguists that the success achieved by good language learners may be as a result of employing more effective language learning strategies. The effect of language learning strategies in learning a language is quite appealing. The strategies used by more successful students can be taught to the less successful students to promote success rate of their language learning. Awareness about language learning strategies may help the language learners to achieve success in the target language more effectively. Hence, though language learning strategies are concerned more about learners they promote the marginalized role of a teacher as an instructor. Strategies as they are

identified and classified can of course be intentionally taught to the learners to achieve the greater success rate in language learning.

Language learning strategies can be taught to the learners and it has experimentally been proved that language learning strategy instruction is quite helpful for the second language learners. No doubt, language learning strategies are more or less the abilities of the language learners evolved in the course of time during their language learning process. These abilities get developed during the course of time among some of the learners. The factors contributing to this development though cannot be proved experimentally, are kind of instructions they receive from the world around them. This is the theory proposed by behavioristic school of language learning. It has also experimentally been proved that external factors shape the human behaviours. Stimulus response theory is an evidence for this. If language learning strategies can be systematically narrated and classified into main categories and sub categories, they can also be intentionally taught to the language learners to facilitate their language learning which consequently would result into better outcome. Griffiths view in relation to the usefulness of language learning strategies is notable. He asserts:

In the light of historical experience, therefore, it is perhaps, important that, although learning strategies have the potential to be ‘an extremely powerful learning tool’, we should keep them also in perspective. It is probably unlikely that learning strategies will prove to be magic wand to solve all language learning problems any more than any of other eagerly-seized new ideas have proven to be in last 50 years. But used eclectically, in conjunction with other techniques, learning strategies may well prove to be an extremely useful addition to a language learner’s tool kit (17).

Language learning strategy instruction helps a lot to the language learners. But the instructor needs to be careful while instructing about use of language learning strategies. The teacher should be careful about the selection of the learners and the learning circumstances. There is need for greater care in specifying learning strategies on the basis of what is relevant for the given learner in the given learning circumstances. Taking into consideration the role of the teacher and its significance in language learning strategy instruction Nyikos& Oxford advice:

Adaptation of fully instructional curriculum models with integrated strategies' entail adjustments on the part of teachers. It is teachers who must undergo a crucial conceptual shift towards a learner centered classroom, making the necessary adjustments in their existing curriculum, and learning the specific techniques of language learning strategies and instructions. What's more they must accept the problematic element of uncertainty inherent in curriculum change. Teachers are often uncomfortable with making such changes and thus, ignore or resist introducing learning strategies(11-12).

Since the systematic study of language learning strategies began, strategies were assigned the names and divided into groups. The classification of learning strategies depended on what a researcher thought analogous. The number of language learning strategies varied from person to person. Among all the researchers in the field of language learning strategies Oxford Rebecca is one who tried to make them clear and easily understandable. Oxford mentioned sixty two language learning strategies and classified them into two main categories called 'direct' and 'indirect' strategies. These strategies are further sub-divided into 'Memory', 'Cognitive' and 'Compensation' strategies and 'Metacognitive', 'Affective', and 'Social' strategies respectively. The language learning strategies mentioned by Oxford are as follows:

### **Direct Strategies:**

The strategies used directly in dealing with a new language are called direct strategies. These strategies are very useful for the language learners because they work in two ways: First they help to store the information and they also help to recover the same when needed. These strategies help the students/language learners even when there is a gap in knowledge. They are equally useful for understanding the new language and also in using the new language. The direct learning strategies involve the identification retention, storage and retrieval of words and phrases of the target language. Direct strategies as mentioned are classified into three main groups viz. Memory strategies, Cognitive strategies and Compensation strategies.

#### **1) Memory Strategies:-**

Memory strategies relate to arranging things in a systematic order or making the association of ideas or objects. Memory strategies include the strategies like –

- 1) Associating/elaborating;
- 2) Placing new words into a context;
- 3) Using imagery;
- 4) Semantic mapping;
- 5) Using keywords;
- 6) Representing sound in memory;
- 7) Structured reviewing;
- 8) Using physical response or sensation;
- 9) Using Mechanical techniques; and
- 10) Grouping.

The activities mentioned above are the language learning strategies and they greatly help the learner's to memorize language items. Arranging things in order, making associations and reviewing are some of the principles a learner employs when she/he faces the challenges of vocabulary learning. Samidha puts it like, "the words and phrases can be associated with visual image that can be stored and retrieved for communication. Many learners make use of visual images, but some find it easy to connect words and phrases with sound, motion or touch."

Memory strategies are very useful for the beginners. They are frequently seen to be applied. As the learners advance to the higher level of the language proficiency, the use of memory strategies gradually becomes less. Learners never stop using these memory strategies but the frequency of using them becomes less. A beginner for instance uses, the idea of 'say me Naar' to remember the word 'seminar'. Here he tries to associate the word with what is s/he familiar with. There are several instances when a beginner is found using so many memory strategies to remember what s/he wants to remember to a greater extent. These strategies are useful for all sorts of language learners at the initial stage of their language learning. They are also useful in the later stages of language learning. A first language learner uses them frequently at the early stage of language learning and second language learner also uses it frequently when s/he begins his/her language learning. Using mechanical techniques is generally found very helpful to remember at the initial stage. A beginner while narrating English letters, if paused or interrupted again begins it from 'A'. A funniest of instance is generally found in case of non-English speaking 'salesmen' who while narrating importance of their products in English repeat whole of their speech if they are interrupted during the speech. These strategies are used by the language learners for different purposes. 'Grouping',

‘associating/Elaborating’, and ‘placing new words into a context’ are the strategies used to create mental linkages. ‘Using imagery’, ‘semantic mapping’, ‘using keywords’ are the strategies used for applying images and sounds. ‘Representing sounds in memory’ and ‘structured reviewing’ are the strategies used for reviewing well. ‘Using physical response or sensation’ and ‘using mechanical techniques’ are the strategies used for employing action. Thus, it can be said that memory strategies work in four different ways. These four ways can be called sub categories of the memory strategies viz. ‘creating mental linkages’, ‘applying images and sounds’, ‘reviewing well’, and ‘employing action’.

## **2) Cognitive Strategies:**

Cognitive strategies are most popular strategies among the direct language learning strategies. Cognitive strategies are:

- 1) Repeating;
- 2) Formally practicing with sounds and writing systems;
- 3) Recognizing and using formulas and patterns;
- 4) Recombining;
- 5) Practicing naturalistically;
- 6) Getting the idea quickly;
- 7) Using resources for receiving and sending message;
- 8) Reasoning deductively;
- 9) Analyzing expressions;
- 10) Analyzing contrastively (across language);
- 11) Translating;
- 12) Transferring;
- 13) Taking notes;
- 14) Summarizing; and
- 15) Highlighting.

The learners try to manipulate the target language when s/he uses cognitive strategies. Primary sets of the cognitive language learning strategies are ‘practicing’, ‘receiving and sending message’, analyzing and reasoning’ and ‘creating structure for input and output’. The learners try to transform the target language by repeating, analyzing or summarizing. Among all the cognitive strategies mentioned above ‘practicing’ is most important. It can be achieved by repeating (what generally a teacher asks learners to do), working with sounds, working with writing, and using various patterns. ‘Practicing’ enables a learner to remember the learnt structures and patterns. It

also facilitates the learners by allowing them to comprehend the minor variations in the similar looking structures.

Learners also use the strategies like ‘receiving and sending messages’ when they try to find the main idea. Learners can use strategies like ‘skimming’ and ‘scanning’ to find the main idea. Sometimes learners don’t check every word, they even don’t need to do so, to find out the content or exact meaning of what is said or written. Learners use either ‘skimming’ or ‘scanning’ to understand the meaning of an idea or an expression. The Adult learners are generally seen using ‘analyzing and reasoning’ strategies. ‘Analyzing and reasoning’ are very useful to understand the appropriate meaning of the expressions in a language. These strategies also help to understand the expressions properly. Same strategies are also used by the learners to make new expressions in a target language. Samidha exemplifies it in the following words: “Here is an example of a learner who practices with sounds of the words that have letters ‘ough’. The words through, though, and tough contain ‘ough’ but sound is different. To understand them better the learner may make own phonetic spellings: ‘throo’, ‘thow’, and ‘tuff’.

‘Taking notes’, ‘summarizing’ and ‘highlighting’ are the kind of strategies commonly used by learners to make the learned ideas more easily rememberable. These are their cognitive abilities that enable them to adopt such means that can help them to be the better and result orientated language learners. To be precise, Cognitive strategies ‘repeating’, ‘formally practicing with sounds and writing systems’, ‘recognizing and using formulas and patterns’, ‘recombining’, ‘practicing naturalistically’ are used for practicing; ‘getting the idea quickly’, and ‘using resources for receiving and sending message’, are the strategies used for receiving and sending message; ‘reasoning deductively’, ‘analyzing expressions’, ‘analyzing contrastively (across language)’, ‘translating’, ‘transferring’, are the strategies used for analyzing and reasoning; and ‘taking notes’, ‘summarizing’, and ‘highlighting’ are the language learning strategies used for creating structure for input and output.

### **3) Compensation Strategies:**

The strategies used by language learners to compensate the inadequacy of their target language are called ‘compensation strategies’. Compensation strategies as enlisted by Oxford Rebecca are:

- 1) Using linguistic clues;
- 2) Using other clues;
- 3) Switching to mother tongue;
- 4) Getting help;
- 5) Using mime or gestures;
- 6) Avoiding communication partially or totally;
- 7) Selecting the topic;
- 8) Adjusting or approximating the message; and
- 9) Coining words.

When learners have insufficient knowledge of the target language, they are found using compensation strategies to fill up the gap of their inadequacy. These strategies are very useful because they help language learners to recover their deficiency in grammar and vocabulary of their target language. If a learner is not aware of the meaning of certain words, he won't idly sit doing nothing. Instead, he will try to guess the meaning of those unfamiliar words. It has been proved and can also be seen on several occasions that a learner brings his/her own life experience to interpret the data by just guessing. Learner can also be seen using compensation strategies to compensate incomplete grammatical knowledge. For the production of sentences grammar knowledge is essential. Learner won't have the complete grammar knowledge. At such points learner may use certain techniques which would help in producing a sentence of other pattern conveying same meaning. A learner may use an infinitive phrase if s/he finds it difficult to use the gerund form in a sentence. He can also use a different form of verb instead of subjective form to convey the meaning/message. Samidha cites an example, "An example of guessing based on partial knowledge of the target language: when a learner recognizes the words 'shovel', 'grass', 'mower' and 'lawn' in a conversation, it could be understood that it is about gardening".

Many of the learners use compensation strategies to make up their inadequacies of a target language. 'Switching to mother tongue' is the most common strategy that has widely been used by most of the people in non-native English speaking countries. In fact, it has emerged to be a fashion in modern days to switch to some other language while speaking to convey a message in English. Unfortunately, English speaker are not allowed to switch to the mother tongue by an orthodox point of view. But the speakers of other languages are greatly praised when they switch to English to compensate their deficiency. Some of the commonly used compensation strategies include, 'getting help' (from

others), ‘using mime or gestures’, and ‘avoiding communication partially or totally’. ‘Adjusting or approximating the message’ is also a technique used by language learners to compensate the lack of their knowledge in the target language. Learners also use clues of several sorts as the compensation strategy in the target language. Learners are also seen to be ‘coining words’ to compensate the vocabulary deficiency.

Compensation strategies can prove greatly helpful to the language learners to overcome their deficiencies. All the learners do not use compensation strategies but of course, the advanced learners definitely use these kinds of strategies to make up their deficiency at a particular point of time. A learner who can use these strategies will always be one step ahead in comparison with other learners because these strategies boost their confidence and make them feel that they have their own tools to make up the loss. Others on the other hand would surely feel shy of communicating the message. Compensation strategies are used for three different purposes by the learners. ‘Using linguistic clues’, ‘Using other clues’ are used for guessing intelligently; ‘Switching to mother tongue’, ‘getting help’, ‘using mime or gestures’, ‘avoiding communication partially or totally’, ‘selecting the topic’, ‘adjusting or approximating the message’, and, ‘Coining words’ are the strategies used by the language learners to overcome limitations in speaking and writing.

### **Indirect Strategies:**

Indirect language learning strategies are the strategies that work together with direct language learning strategies. Indirect language learning strategies help the language learners to regulate their language learning process. These are called indirect strategies because they support and manage language learning process without direct engagement. Unlike direct language learning strategies, indirect language learning strategies are not responsible for the direct language learning of the learners. But they are as important as the direct language learning strategies. These strategies mainly concern the management of learning and include activities such as- needs assessment, activities planning, monitoring, and outcome evaluation. These also involve aspects that aid learners in regulating emotions, motivations and attitudes. These include routines for self-encouragement and the reduction of anxiety and those which address the actions learners

take in order to communicate with others. Such as asking questions for clarification and cooperating with others in communication.

Indirect language learning strategies are divided into three main groups of strategies called –‘Metacognitive strategies’, ‘Affective strategies’, and ‘Social strategies’.

### **1) Metacognitive strategies**

The language learning strategies that go beyond the cognitive mechanism are generally referred to as Metacognitive language learning strategies. These strategies work beyond the cognitive mechanism and help the learners to coordinate their learning. These are very helpful in planning language learning in an effective and efficient way. When the learner is confused by new vocabulary, rules and writing system metacognitive strategies become extremely essential for successful language learning. Metacognitive strategies are:

- 1) Overviewing and linking with Already known Material;
- 2) Paying attention;
- 3) Delaying speech production to focus on listening;
- 4) Finding out about language learning;
- 5) Organizing;
- 6) Setting up goals and objectives;
- 7) Identifying the purpose of a language task (purposeful listening/ reading/speaking/writing);
- 8) Planning for language task;
- 9) Seeking practice opportunities;
- 10) Self-Monitoring; and
- 11) Self Evaluation.

There are three sets of language learning strategies that comprise the metacognitive strategies. These three groups are ‘centering you learning’, ‘arranging and planning your learning’ and ‘evaluating your learning’ ‘centering your learning’ aims to give a focus to the language learner so that her/his attention could be directed towards the certain language activities or language skills. ‘Arranging and planning your learning’ helps the learners to organize the language learning activities in a proper order so that they can get maximum benefit from it in many different ways. For instance, learners can monitor their errors and also can evaluate their progress. Though Metacognitive strategies are believed to be equally important by the researchers, it has been found by the research

experience that metacognitive strategies are used less consistently compared to cognitive strategies by the language learners. Samidhacites an example:

For a learner who wants to listen to the new programme in the target language can plan the task by first determining what topics might be covered in the programme. Most new programmes have segments of politics and economics. The learner can look up the words related to the topics before listening to the news. This would better prepare the learner.

A learner can use ‘over viewing and linking with already known material’, ‘paying attention’, and ‘delaying speech production to focus listening’ strategies for centering her/his own learning. Arranging and planning of language learning can be done with the strategies like, ‘finding out about language’, ‘organizing’, ‘setting goals and objectives’, ‘identifying the purpose of a language task (purposeful listening/reading/speaking/writing)’, ‘planning for a language task’ and ‘seeking practice opportunities’. For evaluating the own learning learner uses metacognitive strategies like ‘self-monitoring’ and ‘self-evaluation’.

## **2) Affective strategies**

Emotions, attitude, motivation and values etc. are the factors that affect the language learning. Affective strategies are the strategies that can affect the language learning. As seen earlier, emotions, attitude, motivation, and values etc. influence the language learning in an important way. This indirectly shows its impact on the language learning. There are three important groups in affective language learning strategies. These three groups are ‘lowering your anxiety’, ‘encouraging yourself’ and ‘taking your emotional temperature’.

Good language learners don’t allow their emotions and attitudes to overpower them. In fact, they always control their emotions, attitudes and values in the process of language learning as they understand that negative feelings are hindrances to the language learning. Affective strategies, if used for overcoming the negative feelings among the learners can help a great deal to make language learning effective. Teachers can help the learners to generate positive feelings in the class using various techniques like: giving them more responsibilities, increasing the amount of natural communication, and by teaching affective strategies.

Anxiety can function in both ways, helpful as well as harmful. It has been experienced that certain amount of anxiety is helpful for language learner because it helps them obtain their optimum level of performance. On the other hand if anxiety is high it would have its opposite effect and it may prove a great hindrance in language learning. Anxiety forms can result into very low rate of language learning. It may for instance, take the forms like worry, frustration, insecurity, fear and self-doubt. A learner caught in these weaknesses is sure to have very slow or low rate of language learning. A teacher can teach them ‘to use progressive relaxation’, ‘deep breathing’, or ‘meditation’, ‘using music’, and ‘using laughter’ to lower their anxiety. Low anxiety as stated above helps the language learner to learn better.

It has been proved by research that the learners feel high anxiety when they are to perform before the peers and teachers when they are not thoroughly prepared. The learners would adopt any of the strategies mentioned above to lower their anxiety for a few minutes before practicing the target language. This proves greatly helpful for them in such situations.

‘Encouraging yourself’ is also one of the affective language learning strategies helpful for the language learners. To encourage themselves learners can use strategies like ‘making positive statements’, ‘taking risks wisely’, and ‘rewarding yourself’. It may help a great deal to boost their confidence. Encouragement proves to be good motivation for the language learners. Language learners if encouraged either by the teacher or by themselves would take on new language learning tasks with greater vigour and enthusiasm.

The third group of affective strategies is ‘taking your emotional temperature’. Learners may use the strategies like ‘listening to your body’, ‘using check list’, ‘Writing language learning diary’ and ‘discussing your feelings with someone else’ to take their emotional temperature. Emotions are a kind of hurdles in the process of language learning. Affective strategies are:

- 1) Using progressive relaxation, deep breathing, or meditation;
- 2) Using music;
- 3) Using laughter;
- 4) Making positive statements;

- 5) Taking risks wisely;
- 6) Rewarding yourself;
- 7) Listening to your body;
- 8) Using a check list;
- 9) Writing language learning diary; and
- 10) Discussing your feelings with someone else.

### **3) Social strategies**

Language is used in communication and communication occurs between people. Social strategies are the strategies that focus communication with other people. Social strategies are extremely significant in the language learning. Three sets of social strategies that help a learner to learn effectively are ‘asking questions’, ‘cooperating with others’, and ‘empathizing with others’. ‘Asking questions’ is most important of all the three sets that belong to social strategies. It is most helpful because it comes very close to understanding the meaning. It is a kind of set that facilitates the conversation. It generates the response from the partner and shows interest as well as involvement. The questions can either be asked for clarification or verification, or for the purpose of correction.

Cooperating with others is a remarkable set of social strategies. Cooperating in language learning environment assists the atmosphere to be warm and healthy. It eliminates the spirit of competition and creates a group spirit which is always helpful for any kind of learning. As Samidha writes, “Studies show that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. Learners do naturally apply cooperative strategies because of strong emphasis put on competition by educational institutions.” The spirit of competition sometimes creates a strong desire to perform better than others, but it is often seen to be resulting in high anxiety and fear of failure. A teacher should make deliberate attempts to assist language learners to change their attitudes from competition to cooperation.

Empathy is also very important in communication. It helps a great deal to make communication easy and effective. Empathy is a comprehensive term to be more understanding. It means to put oneself in someone else’s situation to understand that person’s point of view. Learner can use social strategies to develop cultural understanding to become aware of thoughts and feelings of others. Learners can work together with others in language learning and thus, use social strategies. Cooperating with

others includes cooperating with peers as well as cooperating with proficient users of the new language. Empathizing can be done by developing cultural understanding and by becoming aware of others' thoughts and feelings. Social strategies are –

- 1) Asking for clarification or verification;
- 2) Asking for corrections;
- 3) Cooperating with peers;
- 4) Cooperating with proficient users of the new language;
- 5) Developing cultural understanding; and
- 6) Becoming aware of other's thoughts and feelings.

Thus, it is quite clear that there are two basic types of language learning strategies called 'Direct strategies' and 'Indirect strategies'. Direct strategies and indirect strategies are complementary to each other. They work together to make the language learning better. Introducing these strategies in the language classes by teachers can be of great help to the language learners. Language learning strategies benefit language learners not only to learn effectively but also in absence of the teacher. They are the aids, thought processes, which assist language learning directly or indirectly. Language learning strategies offer variety of techniques for language learning. Whatever strategies a learner may choose, it should fit to the condition. Strategies need to be used very carefully and attentively. If the teachers introduce these language learning strategies in the language classes it would greatly help learners to become more efficient and effective language learners. Hence, a teacher should deliberately expose language learners to the language learning strategies. The most important thing that one should realize is good language learners do not necessarily use the same language learning strategies. Or if they happen to use the same language learning strategies, they may not use them for the same purpose and also may not use in the same way. The success of using language learning strategies depends on factors like nature of language, task, characteristics of the learner, language learning aptitude, prior experience with learning, motivation to the learning language being learned, and learner's level of language proficiency. There won't be a single set of language learning strategies which may prove useful for all the learners and for the all of the language tasks.

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### **Chapter III: Survey Results**

'Survey sampling' is the process of selecting a sample of elements from a target group of population. It refers to many different types or techniques of observation. But most often it involves a questionnaire used to measure the characteristics and/or attitudes of people. It helps to ensure the appropriateness of the analysis. The purpose of sampling is to reduce the cost and/or the amount of work that it would take to survey the entire target population. A survey can measure selected population or the entire target population. A survey that measures the entire target population is called a census. Sampling helps the researcher to save money, and time. It reduces the efforts of the researcher. Additionally, a sample can, in some cases, provide as much information as a corresponding study would require to investigate an entire population. Careful collection of data from a sample will often provide better information than a less careful study that tries to look at everything. It is incumbent on the researcher to clearly define the target population. There are no strict rules that a researcher should follow. S/he must rely on logic and judgment. Usually, the population is too large for the researcher to attempt to survey all of its members. A small, but carefully chosen sample can be used to represent the population. The sample reflects the characteristics of the population from which it is drawn. Sampling methods are generally classified as-

1. Probability Samples, and
2. Non-probability Samples.

In probability samples, each member of the population has a known non-zero probability of being selected. Probability methods include ‘random sampling’, ‘systematic sampling’, and ‘stratified sampling’. In non-probability sampling, members are selected from the population in some nonrandom manner. These methods include ‘convenience sampling’, ‘judgment sampling’, quota sampling’ and ‘snowball sampling’. The advantage is that sampling error can be calculated in of probability sampling. Sampling error is the degree to which a sample might differ from the population. When inferring to the population, results are reported plus or minus the sampling error. In non-probability sampling, the degree to which the sample differs from the population remains unknown.

Sampling is of several types. It may differ from person to person and the also as per the need of data collection. There are varieties of methods of collecting information if sampling units are human beings. The ways of collecting data are: ‘face-to-face interviewing’, ‘postal surveys’, ‘telephone surveys’, ‘direct observation’, and ‘Internet’ etc. the most important thing is that the purpose of the survey and types of questions must be decided at the beginning of the questionnaire. It is essential that the researcher should consider the advantages and disadvantages of using questionnaires while planning questionnaire. S/he should decide the objectives for her/his research work and have her/his objectives reviewed. Then s/he should review the literature related to the objectives. And determine the feasibility of administering the questionnaire to the population of interest.

While preparing the questionnaire researcher is required to write a descriptive title for the questionnaire, write an introduction to the questionnaire, group the items by content, and provide a subtitle for each group. Within each group of items, s/he must place items with the same format together. At the end of the questionnaire, s/he should indicate what respondents should do next. If the questionnaire will be mailed, a follow-up letter should be written. If the questionnaire will be administered in person, consider preparing written instructions for the administrator. The accessible population should be identified and samples of convenience should not be used. It will hamper the original motive of unbiased research. The desirable sampling method is simple random sampling.

Survey sampling is one of the most useful methods used in research. It is useful because it provides the researcher with many different samples. Samples collected may differ from each other. These samples help the researcher to find out about the general opinion of the data providers. A researcher should be unbiased and objective. It would be a dangerous threat to the research if the researcher tries to carry out the research according to what he feels proper. Research is not about asserting emotional remarks of the researcher but it should always strive to reach the objective conclusion. Researcher should not have any prejudices in the mind. Researcher must be always free of all the emotional biases and threats. Research should be only for the sake of research rather than for some kind of incentives.

Survey sampling method helps the researcher to be objective. It does not leave any margin for inserting personal opinions of the researcher. Sometimes a researcher may find or think that responses collected from the target population are misleading. In such circumstances a researcher should try to check the authenticity of the samples collected. After collecting the samples researcher should go on making the statistical record of the data collected. Keeping in view the above mentioned features, the method of survey sampling was surmised to be fitting the purpose of data collection for the present research and hence this method has been adopted for the present research.

In the present chapter the survey results are compiled after calculating the percentage of each response. The questionnaire was prepared for collecting the samples. The questionnaire was basically meant for teachers who teach compulsory English in the colleges in Latur district. Initially, questionnaire broadly classifies the data collected into rural and urban area. It is generally seen that students from rural areas differ in several ways from urban students. It was the general observation about the different language abilities of the students. Considering this difference the questionnaire was broadly divided into two principal groups called rural and urban. Colleges in Latur district are also categorized as rural colleges and urban colleges. The questionnaire further tries to collect the discriminating responses from the teachers about the language abilities and of the students in general and strategy instruction in particular. The questionnaire is divided into three groups viz. Arts, Commerce, and Science. This has been done to find out if

there was need of using different strategies for the students of different streams. Science, Commerce, and Arts faculty are the main streams in the colleges in Latur district where compulsory English is taught. The questionnaire tries to collect personal responses of the teachers regarding language abilities of the students because students because strategy instruction largely depends on the level of linguistic competence of the learners. The language learning strategies and their uses change as the competence level of the language learners change. Beginners for instance use different language learning strategies and the advanced learners use different language learning strategies. The beginners would largely use memory strategies while advanced learners would use metacognitive strategies.

Personal responses of the teachers were thought to be helpful in carrying out objective research. These would help to stress the use of teaching methods by the teachers, feasibility of the teaching methods, satisfaction of the teachers as well as the learners. These were also intended to be useful in assessing willingness of the learners to be competent language users. Learners' attendance is one of the most important aspects affecting the language learning. If it is not taken into consideration, researcher may be led into wrong interpretations. The questionnaire was designed so as to be socially acceptable. It has not been the purpose to be judgmental; therefore this questionnaire has been framed to acquire non-judgmental character. The objective of the questionnaire is clearly mentioned on it so that teachers would not feel uneasy in providing the answers. Though anonymity and confidentiality was ensured orally, teachers were also asked to mention their names on the questionnaire, so that some credibility could be induced in the data collected.

In the concluding part of the questionnaire the teachers were asked to mark the strategies which they actually teach their students. These strategies used in the colleges were then taken into consideration for the comparative analysis. After collecting the data, percentage of each of the language skill was calculated. Similarly, all the responses to the questions were also calculated into the percentage of the students and percentage of the teachers. The percentage of the teachers and students is then presented here in tabular form to make further analysis and also to reach the conclusions.

1.1: Table showing percentage of the students who can understand more than seventy five percent of the spoken English:

Area/Faculty	Arts	Commerce	Science
Rural	11	21	33
Urban	23	38	46

Table 1.1 shows that 11% of the Arts faculty students from rural area and 23% of Arts faculty students from urban area can understand 75% or more of the spoken English; 21% of the Commerce faculty students from rural area and 38% of the Commerce faculty students from urban area can understand more than 75% of the spoken English; and 33% of the Science faculty students from rural area and 46% of the Science faculty students from urban area can understand more than 75% of the spoken English.

1.2: Table showing percentage of the students who can understand more than 60% of the spoken English:

Area/Faculty	Arts	Commerce	Science
Rural	22	28	38
Urban	42	54	61

Table 1.2 shows that 22% of the Arts faculty students from rural area and 42% of Arts faculty students from urban area can understand more than 75% of the spoken English; 28% of the Commerce faculty students from rural area and 54% of the Commerce faculty students from urban area can understand more than 60% of the spoken English; and 38% of the Science faculty students from rural area and 61% of the Science faculty students from urban area can understand more than 60% of the spoken English

1.3: Table showing percentage of the students who can understand more than 40% of the spoken English:

Area/Faculty	Arts	Commerce	Science
Rural	24	37	53
Urban	53	66	69

Table 1.3 shows that 24% of the Arts faculty students from rural area and 53% of Arts faculty students from urban area can understand more than 40% of the spoken English; 37% of the Commerce faculty students from rural area and 66% of the Commerce faculty students from urban area can understand more than 40% of the spoken English; and 53% of the Science faculty students from rural area and 69% of the Science faculty students from urban area can understand more than 40% of the spoken English

1.4: Table showing percentage of the students who can understand less than 40% of the spoken English

Area/Faculty	Arts	Commerce	Science
Rural	76	63	47
Urban	47	34	31

Table 1.4 shows that 76% of the Arts faculty students from rural area and 47% of Arts faculty students from urban area understand less than 40% of the spoken English; 63% of the Commerce faculty students from rural area and 34% of the Commerce faculty students from urban area understand less than 40% of the spoken English; and 47% of the Science faculty students from rural area and 31% of the Science faculty students from urban area understand less than 40% of the spoken English.

2.1: Table showing percentage of the students who can speak satisfactory English:

Area / Faculty	Arts	Commerce	Science
Rural	08	10	18
Urban	20	19	23

Table 2.1 shows that 08% of the Arts faculty students from rural area and 20% of Arts faculty students from urban area can speak satisfactory English; 10% of the Commerce faculty students from rural area and 19% of the Commerce faculty students from urban area can speak satisfactory English; and 18% of the Science faculty students from rural area and 23% of the Science faculty students from urban area can speak satisfactory English.

2.2: Table showing percentage of the students who can speak average English:

Area / Faculty	Arts	Commerce	Science
Rural	20	26	39

Urban	20	19	23
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Table 2.2 shows that 20% of the Arts faculty students from rural area and 20% of Arts faculty students from urban area can speak average English; 26% of the Commerce faculty students from rural area and 19% of the Commerce faculty students from urban area can speak average English; and 39% of the Science faculty students from rural area and 23% of the Science faculty students from urban area can speak average English.

2.3: Table showing percentage of the students who are below average level in spoken English:

Area/ faculty	Arts	Commerce	Science
Rural	72	64	43
Urban	70	59	57

Table 2.3 shows that 72% of the Arts faculty students from rural area and 70% of Arts faculty students from urban area are below average level in spoken English; 64% of the Commerce faculty students from rural area and 59% of the Commerce faculty students from urban area are below average level in spoken English; and 43% of the Science faculty students from rural area and 57% of the Science faculty students from urban area are below average level in spoken English

3.1: Table showing percentage of the students who can read English without committing mistakes:

Area/Faculty	Arts	Commerce	Science
Rural	12	17	18
Urban	23	33	38

Table 3.1 shows that 12% of the Arts faculty students from rural area and 23% of the Arts faculty students from urban area are able to read English without committing mistakes; 17% of the Commerce faculty students from rural area and 33% of the Commerce faculty students from urban area are able to read English without committing mistakes; and 18% of the Science faculty students from rural area and 38% of the Science faculty students from urban area are able to read English without committing mistakes.

3.2: Table showing percentage of the students who can read English but commit mistakes:

Area/Faculty	Arts	Commerce	Science
Rural	29	33	45
Urban	34	36	39

Table 3.2 shows that 29% of the Arts faculty students from rural area and 34% of the Arts faculty students from urban area are able to read English but commit mistakes; 33% of the Commerce students from rural area and 36% of the Commerce faculty students from urban area are able to read English but commit mistakes; and 45% of the Science faculty students from rural area and 39% of the Science faculty students from urban area are able to read English but commit mistakes

3.3: Table showing percentage of the students who can't read English satisfactorily:

Area / Faculty	Arts	Commerce	Science
Rural	59	31	26
Urban	43	31	23

Table 3.3 shows that 59% of the Arts faculty students from rural area and 43% of the Arts faculty students from urban area cannot read English satisfactorily; 31% of the Commerce faculty students from rural area and 31% of the Commerce faculty students from urban area are not able to read English without committing mistakes; and 26% of the Science faculty students from rural area and 23% of the Science faculty students from urban area cannot read English satisfactorily.

4.1: Table showing percentage of the students who can write English without committing mistakes:

Area / Faculty	Arts	Commerce	Science
Rural	09	12	16
Urban	17	31	48

Table 4.1 shows that 09% of the Arts faculty students from rural area and 17% of the Arts faculty students from urban area can write English without committing mistakes; 12% of the Commerce faculty students from rural area and 31% of the Commerce faculty students from urban area can write English without committing mistakes; and 16% of the

Science faculty students from rural area and 48% of the Science faculty students from urban area can write English without committing mistakes.

4.2: Table showing percentage of the students who can write average English:

Area / Faculty	Arts	Commerce	Science
Rural	29	30	39
Urban	34	37	41

Table 4.2 shows that 29% of the Arts faculty students from rural area and 34% of the Arts faculty students from urban area can write average English; 30% of the Commerce faculty students from rural area and 37% of the Commerce faculty students from urban area can write average English; and 39% of the Science faculty students from rural area and 41% of the Science faculty students from urban area can write average English.

4.3: Table showing percentage of the students who can't write English satisfactorily:

Area/Faculty	Arts	Commerce	Science
Rural	62	58	45
Urban	46	32	23

Table 4.3 shows that 62% of the Arts faculty students from rural area and 46% of the Arts faculty students from urban area cannot write English satisfactorily; 58% of the Commerce faculty students from rural area and 37% of the Commerce faculty students from urban area cannot write English satisfactorily; and 45% of the Science faculty students from rural area and 23% of the Science faculty students from urban area cannot writes English satisfactorily.

5: Table showing percentage of the students with appropriate essential vocabulary:

Area/Faculty	Arts	Commerce	Science
Rural	21	21	37
Urban	33	37	57

Table 5 shows that 21% of the Arts faculty students from rural area and 33% of the Arts faculty students from urban area are with the appropriate essential vocabulary; 21% of the Commerce faculty students from rural area and 32% of the Commerce faculty students from urban area are with the appropriate essential vocabulary; and 37of the

Science faculty students from rural area and 57% of the Science faculty students from urban area are with the appropriate essential vocabulary.

6: Table showing percentage of the students with appropriate pre-requisite linguistic skills:

Area/Faculty	Arts	Commerce	Science
Rural	10	25	20
Urban	12	17	25

Table 6 shows that 10% of the Arts faculty students from rural area and 12% of the Arts faculty students from urban area have appropriate pre-requisite linguistic skills; 25% of the Commerce faculty students from rural area and 17% of the Commerce faculty students from urban area have appropriate pre-requisite linguistic skills; and 20% of the Science faculty students from rural area and 25% of the Science faculty students from urban area have appropriate pre-requisite linguistic skills.

7.1: Table showing percentage of the students who attend more than 75% of the English classes:

Area/Faculty	Arts	Commerce	Science
Rural	24	48	37
Urban	33	43	53

Table 7.1 shows that 24% of the Arts faculty students from rural area and 33% of the Arts faculty students from urban area remain present for more than 75% of the classes of compulsory English; and 48% of the Commerce faculty students from rural area and 43% of the Commerce faculty students from urban area remain present for more than 75% of the classes of compulsory English; and 37% of the Science faculty students from rural area and 53% of the Science faculty students from urban area remain present for more than 75% classes of compulsory English.

7.2: Table showing percentage of the students who attend more than 50% of the English classes:

Area/Faculty	Arts	Commerce	Science
Rural	59	71	77
Urban	53	65	74

Table 7.2 shows that 59% of the Arts faculty students from rural area and 53% of the Arts faculty students from urban area remain present for more than 50% of the classes of compulsory English; and 71% of the Commerce faculty students from rural area and 65% of the Commerce faculty students from urban area remain present for more than 50% of the classes of compulsory English; and 77% of the Science faculty students from rural area and 74% of the Science faculty students from urban area remain present for more than 50% classes of compulsory English.

7.3: Percentage of the students who attend less than 50% of the English classes:

Area/Faculty	Arts	Commerce	Science
Rural	41	29	23
Urban	47	71	26

Table 7.3 shows that 41% of the rural Arts and 47% of the urban Arts students attend less than 50% of the classes of compulsory English; and 29% of the Commerce faculty students from rural area and 71% of the Commerce faculty students from urban area attend less than 50% of the classes of compulsory English; and 23% of the Science faculty students from rural area and 26% of the Science faculty students from urban area attend less than 50% classes of compulsory English.

8: Percentage of the teachers who think that the teaching hours are enough:

Area/Faculty	Arts	Commerce	Science
Rural	20	30	60
Urban	40	50	90

Table 8 shows that 20% of the teachers belonging to Arts faculty from rural colleges and 40% of the teachers belonging to Arts faculty from urban colleges think that time allotted for teaching English is enough; 30% of the teachers belonging to Commerce faculty from rural colleges and 50% of the teachers belonging to Commerce faculty from urban colleges think that time allotted for teaching English is enough; 60% of the teachers belonging to Science faculty from rural colleges and 90% of the teachers belonging to Science faculty from urban colleges think that time allotted for teaching English is enough. It means 80% of the teachers belonging to Arts faculty in rural colleges and 60% of the teachers belonging to Arts faculty in urban area think that time allotted for teaching English is not enough; 70% of the teachers belonging to Commerce

faculty in rural colleges and 50% of the teachers belonging to Commerce faculty in urban colleges think that the time allotted for teaching English is not enough; and 40% of the teachers belonging to Science faculty in rural colleges and 10% of the teachers belonging to Science faculty in urban colleges think that time allotted for teaching English is not enough.

9: Table showing percentage of the teachers who engage extra classes for teaching English:

Area / Faculty	Arts	Commerce	Science
Rural	60	30	10
Urban	20	10	00

Table 9 shows that 60% of the teachers belonging to Arts faculty from rural colleges and 20% of the teachers belonging to Arts faculty from urban colleges engage extra classes; 30% of the teachers belonging to Commerce faculty from rural colleges and 10% of the teachers belonging to Commerce faculty from urban colleges engage extra classes; 10% of the teachers belonging to Science faculty from rural colleges and 00% of the teachers belonging to Arts faculty from urban colleges engage extra classes for teaching English.

10. Table showing percentage of the teachers who think that the time allotted for teaching English is not enough but do not engage extra classes:

Area / Faculty	Arts	Commerce	Science
Rural	20	40	30
Urban	40	40	10

Table 10 shows that 80% of the teachers belonging to Arts faculty in rural colleges and 60% of the teachers belonging to Arts faculty in urban colleges think that time allotted for teaching English is not enough but only 60% of the teachers belonging to Arts faculty from rural colleges and 20% of the teachers belonging to Arts faculty from urban colleges engage extra classes; 70% of the teachers belonging to Commerce faculty in rural colleges and 50% of the teachers belonging to Commerce faculty in urban colleges think that time allotted for teaching English is not enough but only 30% of the teachers belonging to Commerce faculty from rural colleges and 10% of the teachers belonging to Commerce faculty from urban colleges engage extra classes; and 40% of the

teachers belonging to Science faculty in rural colleges and 10% of the teachers belonging to Science faculty in urban colleges think that time allotted for teaching English is not enough but only 10% of the teachers belonging to Science faculty from rural colleges and 00% of the teachers belonging to Arts faculty from urban colleges engage extra classes for teaching English. It means 20% of the teachers belonging to Arts faculty in rural colleges and 40% of the teachers belonging to Arts faculty in urban colleges do not take measures regarding the loss suffered by their students; 40% of the teachers belonging to Commerce faculty in rural colleges and 40% of the teachers belonging to Commerce faculty in urban colleges do not take measures regarding the loss suffered by their students; and 30% of the teachers belonging to Science faculty in rural colleges and 10% of the teachers belonging to Arts faculty in urban colleges do not take measures regarding the loss suffered by their students.

11. Table showing percentage of the teachers and their opinion of the appropriate teaching method:

Sr. No.	Appropriate Teaching Method	Percentage of the teachers	
		Rural	Urban
01	Grammar Translation Method	42	27
02	Direct Method	28	33
03	New Method	10	10
04	Audio-Lingual Method	10	20
05	Eclectic	10	10

It can be seen from table 11 that 67% of the rural teachers and 57% of the urban teachersthink that ‘Grammar Translation Method’ is the appropriate method to teach English, 38% of the rural teachers and 40% of the urban teachersthink that ‘Direct Method’ is the appropriate method to teach English, 17% of the rural teachers and 14% of the rural teachers think that ‘New Method’ is the appropriate method to teach English, 23% of the rural teachers and 33% of the urban teachers think ‘Audio-Lingual Method’ to be the appropriate method of teaching English, and 23% of the rural teachers and 14% of the urban teachers think it to be ‘Eclectic Method’.

12. Table showing percentage of the teachers and the teaching method actually used in the classroom:

Sr. No.	Teaching Method actually used by the teachers in classrooms	Percentage of the teachers	
		Rural	Urban
01	Grammar Translation Method	37	38
02	Direct Method	30	19
03	New Method	07	10
04	Audio-Lingual Method	10	08
05	Eclectic	16	25

It can be seen from table 12 that 37% of the rural teachers and 38% of the urban teachers use ‘Grammar Translation Method’ to teach English, 30% of the rural teachers and 19% of the urban teachers use ‘Direct Method’ to teach English, 07% of the rural teachers and 10% of the urban teachers use ‘New Method’ to teach English, 10% of the rural teachers and 08% of the urban teachers use ‘Audio-Lingual Method’ for teaching English, and 16% of the rural teachers and 25% of the urban teachers use ‘Eclectic Method’ for teaching English.

13. Table showing percentage of the ‘Memory Strategies’ taught to the students by their teachers:

Sr. No.	Name of the Strategy	Percentage of teachers		
		Urban	Rural	Average
01	Associating/elaborating	42	50	46
02	Placing new words into a context	42	12	27
03	Using Imagery	42	09	25.5
04	Semantic mapping	--	--	--
05	Using Keywords	74	50	62
06	Representing sounds in memory	--	--	--
07	Structured reviewing	--	--	--
08	Using physical response or sensation	--	--	--
09	Using mechanical techniques	42	22	32

10	Grouping	--	--	--
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Table 13 shows that out of ten memory strategies only five are taught to the students by their teachers. Teachers from rural as well as urban areas teach memory strategies viz. “Associating”, “Placing new words into a context”, “Using mechanical techniques”, “and using keywords”, and “Using imagery”. Remaining five of the memory strategies are not taught to the students by their teachers. Teachers do not think it useful to teach memory strategies viz. “Semantic mapping”, Representing sounds in memory”, Structured reviewing”, “Using physical responses” and “Grouping”.

42% of the urban teachers and 50% of the rural teachers which means 46% of the total teachers teach language learning strategy “Associating/Elaborating” to their students; 42% of the urban teachers and 12% of the rural teachers which means 27% of the total teachers teach language learning strategy “Placing new words into a context” to their students; 42% of the urban teachers and 09% of the rural teachers which means 25.5% of the total teachers teach language learning strategy “Using Imagery” to their students; 74% of the urban teachers and 50% of the rural teachers which means 62% of the total teachers teach language learning strategy “Using Keywords” to their students; and 42% of the urban teachers and 22% of the rural teachers which means 32% of the total teachers teach language learning strategy “Using mechanical techniques” to their students.

14. Table showing percentage of the ‘Cognitive Strategies’ taught to the students by their teachers:

Sr. No.	Name of the strategy	Percentage of teachers		
		Urban	Rural	Ave.
01	Repeating	47	34	40.5
02	Formally practicing with sounds and systems	--	--	--
03	Recognizing and using formulas and patters	42	12	27
04	Practicing naturalistically	--	--	--
05	Getting the idea quickly	--	--	--
06	Using resources	--	--	--
07	Reasoning deductively	--	--	--

08	Analyzing expressions	--	--	--
09	Analyzing contrastively	--	--	--
10	Translating	9	62	70.5
11	Transferring	--	--	--
12	Taking notes	8	62	65
13	Summarizing	8	59	58.5
14	Highlighting	7	09	23
15	Recombining	--	--	--

Table 14 shows that out of fifteen ‘Cognitive’ strategies six are taught to the students by their teachers and nine of them are neglected. The Cognitive strategies taught to the students are- “Translating”, “Summarizing”, “Repeating”, “Taking notes”, Recognizing and sing formulas and patterns” and “Highlighting”. While language learning strategies in the ‘Cognitive’ strategy group which are not taught to the students are- “Formally practicing with sounds and writing system”, “Practicing naturalistically”, “Recombining”, “Getting idea quickly”, “Using resources for receiving and sending message”, “Reasoning deductively”, “Analyzing expressions”, “Analyzing contrastively (across language)”, and “Transferring”.

47% of the urban teachers and 34% of the teachers from rural colleges which means 40.5% of the total teachers teach language learning strategy “Repeating” to their students. 42% of the urban teachers and 12% of the teachers from rural colleges which means 27% of the total teachers teach language learning strategy “Recognizing and Using formulas and patterns” to their students; 79% of the urban teachers and 62% of the teachers from rural colleges which means 70.5% of the total teachers teach language learning strategy “Translating” to their students; 68% of the teachers from urban colleges and 62% of the teachers from rural colleges which means 65% of the total teachers teach language learning strategy “Taking Notes” to their students; 58% of the teachers from urban colleges and 59% of the teachers from rural colleges which means 58.5% of the total teachers teach language learning strategy “Summarizing” to their students; and 37% of the teachers from urban colleges and 09% of the teachers from rural colleges which

means 23% of the total teachers teach language learning strategy “Highlighting” to the students.

15. Table showing percentage of the ‘Compensation Strategies’ taught to the students by their teachers:

Sr. No.	Name of the Strategy	Percentage of the teachers		
		Urban	Rural	Ave.
01	Using linguistic clues	--	--	--
02	Using other clues	--	--	--
03	Switching to the mother tongue	42	47	44.5
04	Getting help	--	10	05
05	Using mime or gesture	--	--	--
06	Avoiding communication partially or totally	--	--	--
07	Selecting the topic	37	44	40.5
08	Adjusting or approximating the message	--	--	--
09	Coining words	21	19	20

Table 15 shows that out of nine compensation strategies, teachers teach only four strategies to their students rest five of the compensation strategies are thought unimportant to be taught to the students. “Switching to mother tongue”, “Getting help”, “Selecting the topic”, and “Coining the words” are the four strategies teachers teach their students. And “Using linguistic clues”, “Using other clues”, “Using mime or gesture”, “Avoiding communication partially or totally”, and “Adjusting or appropriating the message” are five out of nine compensation strategies teachers do not teach their students.

42% of the teachers from urban colleges and 47% of the teachers from rural colleges which means 44.5% of the total teachers teach language learning strategy “Switching to mother tongue” to their students. 00 % of the teachers from urban colleges and 10% of the teachers from rural colleges which means 05% of the total teachers teach

language learning strategy “Getting help” to their students; 37% of the teachers from urban colleges and 44% of the teachers from rural colleges which means 40.5% of the total teachers teach language learning strategy “Selecting the topic” to their students; and 21% of the teachers from urban colleges and 19% of the teachers from rural colleges which means 20% of the total teachers teach language learning strategy “Coining words” to their students.

16. Table showing percentage of the ‘Metacognitive Strategies’ taught to the students by their teachers:

Sr. No.	Name of the Strategy	Teachers' percentage		
		Urb.	Rur.	Ave
01	Over viewing and linking with known material	15	--	7.5
02	Paying attention	26	28	27
03	Delaying speech production to focus on listening	--	--	--
04	Finding out about language learning	--	--	--
05	Organizing	--	--	--
06	Setting up goals and objectives	68	56	62
07	Identifying the purpose of a language task (LSRW)	--	--	--
08	Planning for language task	95	62	78.5
09	Seeking practice opportunities	--	20	10
10	Self-monitoring	63	06	5
11	Self-evaluating	89	72	80.5

Table 16 shows that Out of eleven ‘Metacognitive’ strategies, only six strategies are taught to the rural students and six are taught to the urban students. The strategies taught to the urban students and strategies taught to the rural students are not altogether same. Some of them are taught only to the urban students and some are taught only to the rural students. Four of the ‘Metacognitive’ strategies are taught neither to rural students

nor to urban students. “Paying attention”, “Setting up goals and objectives”, “Planning for language tasks”, “Self-monitoring” and “Self-evaluation”, are the five out of eleven metacognitive strategies teachers from rural as well as urban colleges teach their students. And “Delaying speech production to focus listening”, “Finding out about language learning”, “Organizing”, and “Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)” are the four out of eleven Metacognitive strategies teachers from urban as well rural areas do not teach their students.

15% of the teachers from urban colleges and 00% of the teachers from rural colleges which means 7.5% of the total teachers teach language learning strategy “Over viewing and linking with already known material” to their students; 26% of the teachers from urban colleges and 28% of the teachers from rural colleges which means 27% of the total teachers teach language learning strategy “Paying attention” to their students; 68% of the teachers from urban colleges and 56% of the teachers from rural colleges which means 62% of the total teachers teach language learning strategy “Setting up goals and objectives” to their students; 95% of the teachers from urban colleges and 62% of the teachers from rural colleges which means 78.5% of the total teachers teach language learning strategy “Planning for language tasks” to their students; 00% of the teachers from urban colleges and 20% of the teachers from rural colleges which means 10% of the total teachers teach language learning strategy “Seeking practice opportunities” to their students; 63% of the teachers from urban colleges and 06% of the teachers from rural colleges which means 34.5% of the total teachers teach language learning strategy “Self-monitoring” to the students and ; 89% of the teachers from urban colleges and 72% of the teachers from rural colleges which means 80.5% of the total teachers teach language learning strategy “Self-evaluating” to the language students.

17. Table showing percentage of the ‘Affective Strategies’ taught to the students by their teachers:

Sr. No.	Name of the Strategy	Percentage of the teachers		
		Urban	Rural	Average
01	Using progressive relaxations,	37	37	37
02	Using music	31	44	37.5

03	Using laughter	--	--	--
04	Making positive statements	16	22	19
05	Taking risks wisely	--	--	--
06	Rewarding yourself	58	31	39.5
07	Listening to your body	21	19	20
08	Using a checklist	--	--	--
09	Writing a language learning diary	32	25	28.5
10	Discussing your feelings with someone else	63	31	47

Table 17 shows that out of ten ‘Affective’ strategies, only seven strategies are taught to the rural and urban students. The strategies taught to the urban students and strategies taught to the rural students are same. Three of the ‘Affective’ strategies are taught neither to rural students nor to the urban students.

“Using progressive relaxation, deep breathing, or meditation”, “Using music”, “Rewarding yourself”, “Making positive statements”, “Listening to your body”, “Writing language learning diary” and “Discussing your feelings with someone else”, are the seven out of ten ‘Affective’ strategies teachers from rural as well as urban colleges teach their students. And “Using laughter”, “Taking risks wisely”, and “Using checklist” are the three out of ten ‘Affective’ strategies urban as well rural teachers do not teach their students. 37% of the teachers from urban colleges and 37% of the teachers from rural colleges which means 37% of the total teachers teach language learning strategy “Using progressive relaxation, deep breathing, or meditation” to their students; 31% of the teachers from urban colleges and 44% of the teachers from rural colleges which means 37.5% of the total teachers teach language learning strategy “Using music” to their students; 16% of the teachers from urban colleges and 22% of the teachers from rural colleges which means 19% of the total teachers teach language learning strategy “Making positive statements” to their students; 58% of the teachers from urban colleges and 31% of the teachers from rural colleges which means 39.5% of the total teachers teach language learning strategy “Rewarding yourself” to their students; 21% of the teachers from urban colleges and 19% of the teachers from rural colleges which means 20% of the total teachers teach language learning strategy “Listening to your body” to their students;

32% of the teachers from urban colleges and 25% of the teachers from rural colleges which means 28.5% of the total teachers teach language learning strategy “Writing language learning Diary” to the students; and 63% of the teachers from urban colleges and 31% of the teachers from rural colleges which means 47% of the total teachers teach language learning strategy “Discussing your feelings with someone else” to the language students.

18. Table showing percentage of the ‘Social Strategies’ taught to the students by their teachers:

Sr. No.	Name of the Strategy	Percentage of the teachers		
		Urban	Rural	Average
01	Asking for clarification or verification	--	--	--
02	Asking for correction	26	25	25.5
03	Cooperating with peers	74	47	60.5
04	Cooperating with proficient users of language	47	41	44
05	Developing cultural understanding	16	37	28.5
06	Becoming aware of others’ thoughts, feelings	47	05	26

Table 18 shows that out of six ‘Social’ strategies, only six strategies are taught to the rural and urban students. Asking for clarification is the only of the ‘Affective’ strategies taught neither to rural students nor to the urban students.

“Asking for correction”, “Cooperating with peers”, “Cooperating with proficient users of the new language”, “Developing cultural understanding”, and “Becoming aware of others’ thoughts and feelings” are the five out of six ‘Affective’ strategies teachers from rural as well as urban colleges teach their students.

26% of the teachers from urban colleges and 25% of the teachers from rural colleges which means 25.5% of the total teachers teach language learning strategy “Asking for correction” to their students; 74% of the teachers from urban colleges and 47% of the teachers from rural colleges which means 60.5% of the total teachers teach language learning strategy “Cooperating with peers” to their students; 47% of the teachers from urban colleges and 41% of the teachers from rural colleges which means 44% of the total teachers teach language learning strategy “Cooperating with proficient

users of the new language” to their students; 16% of the teachers from urban colleges and 37% of the teachers from rural colleges which means 28.5% of the total teachers teach language learning strategy “Developing cultural understanding” to their students; and 47% of the teachers from urban colleges and 05% of the teachers from rural colleges which means 26% of the total teachers teach language learning strategy “Becoming aware of others’ thoughts and feelings” to their students.

19. Table showing comparative Strategy groups taught to the students:

Sr. no.	Name of the Strategy Group	Percentage of the teachers
01	Memory Strategies	19
02	Cognitive Strategies	20.32
03	Compensation Strategies	11.66
04	Metacognitive Strategies	25.68
05	Affective Strategies	19.04
06	Social Strategies	36.9

Table 19 shows that 19% of the teachers teach Memory strategies, 20.32% of the teachers teach Cognitive strategies, 11.66% of the teachers teach Compensation strategies, 25.68% of the teachers teach Metacognitive strategies, 19.04% of the teachers teach Affective strategies, and 36.90% of the teachers teach Social strategies.

#### **Works cited**

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#### **Part IV: Comparative Analysis of the Contemporary Strategies**

This chapter deals with comparative analysis of the strategy instruction in the colleges in Latur district. This analysis mainly depends on the survey results compiled together in the tabular form by compiling and calculating the percentage or the responses to the questions asked in the questionnaires. This analysis also takes into consideration the significance of strategy instruction discussed in chapter II. Chapter II deals with language learning strategies, history of language learning strategies, description and

classification of ‘language learning strategies’, research in language learning strategies, and need of strategy instruction. Hence, it plays the key role in the analysis of language learning strategies used in the target area of this research.

It is evident from the tables 1.1 to 1.4 that in case of ‘understanding spoken English’ in target area of this study, the students do not possess same language abilities. Their language abilities are different. Their language abilities are subject to their respective areas as well as to the facultiesstreams in which they are learning. It has commonly been noted that the students with good learning abilities generally prefer ‘Science’ faculty followed by ‘Commerce’. ‘Arts’ is observed to be preferred by most inefficient and slow learners. This observation is true in case of most of the students, not in case of all the students.

As far as listening with comprehension is concerned percentage of the students belonging to Science faculty is more than that of students belonging to Commerce as well as Arts faculty. But number of students in science faculty is also not satisfactory. Only 33% of the Science students from rural colleges and 46% of the students from urban area are reported to be with the ability to understand more than 75% of the spoken English; while the percentage of the students who can understand more than 60% of the spoken English in rural area is 38; and in urban area it is 61 percent; and of those who can understand more than 40% of the spoken English is 53 percent in rural area and 69 percent in urban area. 47% of the Science students from rural colleges and 31% of the Science students from urban colleges are reported to be with the language disability. (They can understand less than 40% of the spoken English).

Tables 2.1 to 2.3 show the comparative spoken abilities of the language learners in colleges in Laturdistrict,which is the target area of this research. It can be seen from tables 2.1, 2.2 and 2.3 that like ‘ability of understanding spoken English’ students’ ability to speak English is also subject to the area and the faculty in which they learn. Students belonging to the Science faculty are comparatively more in number in comparison with the students belonging to Commerce faculty. But the percentage of the students from Science faculty who can speak satisfactory English is far less than the expectation. Only18% of the students from rural area and 23% of the students from urban area are

reported to be able to speak satisfactory English; and only 39% of the students from rural area and 23% of the students from urban area are reported to be average speakers of English. Students belonging to Arts faculty are extremely weak in spoken aspect of the English language. It is observed that only 08% of the students from rural area and 20% of the students from urban area are reported to be able to speak satisfactory English; and 20% of the students from urban as well as rural area are observed to be the average speakers of English. They are less in number than the students belonging to Commerce and Science faculties. Students belonging to Commerce faculty are less in number than the students belonging to Science faculty and more in number than the students belonging to Arts faculty. Only 10% of the students from rural area and 19% of the students from urban areas are seen to be able to speak satisfactory English; and 19% of the rural students and 26% of the urban students are seen to be able to speak average English.

As far as spoken language inability is concerned, the percentage of Arts students studying in rural colleges is found to be maximum i.e. 62 followed by Commerce students studying in rural area i.e. 58. Spoken ability of Science students is better than that of the Arts and Commerce students but it is not satisfactory. 45% of the Science students studying in rural area are found below average level in spoken aspect of the language. The condition of urban students is better than the condition of rural students but that too is far below the level of expectation.

The condition of the students in case of reading seems to be little better than speaking and comprehending. Urban students are comparatively found to be good readers than the rural students. Similarly, the condition of Science students is better than the condition of students from Commerce faculty and Arts faculty. More students from Commerce faculty are observed to be reading English without committing mistakes and reading average English. Arts students are comparatively weakest of all. Their percentage is more as far as not being able to read average English is concerned. The percentage of the students belonging to Commerce faculty is less than that of the Arts students and percentage of the Science students is least in relation to ‘not being able to read average English’. Percentage of the Arts students belonging to rural colleges exceeds the 50%

mark in this regard. 59% of the Arts students belonging to rural area are found to be unable to read English satisfactorily. That is to say they are not able to read English.

In case of writing skills also, the students have different abilities. Condition of rural students is reported to pathetic though the students belonging to Commerce faculty are reported to better than the students belonging to Arts faculty and students belonging to Science faculty are reported to be better than both of the students mentioned earlier. Only 09% of the students belonging to Arts faculty, 12% of the students belonging to Commerce faculty and 16% of the students belonging to Science faculty are reported to be able to write in English without committing mistakes. This percentage increases as we move to urban area. 17% of the Arts students, 31% of the Commerce students, and 48% of the Science students studying in colleges in urban area are found to be able to write in English without committing major mistakes. Percentage of the students who can write average English is also very less in rural area though it is comparatively better in urban area. It is seen that 29, 30 and 39 percent of the students belonging to Arts,Commerce and Science respectively, in rural area are found to be able to write average English; and 34, 37, and 41 percent of the students from Arts Commerce and Science colleges belonging to urban area are found to be able to write average English.

As far as writing ability is concerned, the condition of rural students is observed to be highly unsatisfactory. 62, 58and 45 percent of the students belonging to Arts, Commerce and Science faculties respectively, are found below average level in case of writing English. The condition of the urban students is found better than the rural students but not satisfactory. 46, 32, and 23 percent of students belonging to Arts,CommerceandScience faculties respectively are seen to be below average level in case of writing English.

Teaching English at graduation level largely depends on the English learnt at earlier levels. Primary schooling, secondary schooling and higher secondary schooling also affect the language learning and teaching at graduation level. Students are expected to acquire certain linguistic abilities at earlier levels of their language learning. Their pre-requisite skills play important role in the language learning at graduation level.

It is observed that appropriate prerequisite language skills of the students learning at graduation level in the colleges in Latur district are not satisfactory. The percentage of the students with appropriate pre-requisite linguistic skills of urban Arts and Science students studying in this area are comparatively more than the students studying in rural area. But Percentage of Commerce students studying in urban colleges is less than the percentage of the Commerce students studying in rural colleges. Percentage of the students with appropriate pre-requisite skills in urban area is 17, while that of the students (with appropriate pre-requisite skills) studying in rural area is reported to be 25. Percentage of the students (with appropriate pre-requisite skills) belonging to Arts faculty is less than the percentage of the students (with appropriate pre-requisite skills) from Commerce faculty. Similarly percentage of the students who are studying in Commerce faculty is more than the percentage of the students (with appropriate pre-requisite skills) studying in Arts faculty and less than the percentage of the students studying in Science faculty. Percentage of the students (with appropriate pre-requisite skills) studying in Arts faculty is less than that of students in Science as well as Commerce faculty. The percentage of the Arts students with appropriate pre-requisite linguistic skills is very less. It is just 10 percent in case of the students in rural colleges and 12 percent in students in urban college. It means almost 90% of the students who have been admitted for Arts in rural as well as urban colleges do not have appropriate pre-requisite linguistic skills.

The condition of the students and teachers in such conditions would be very poor. Neither would the students be benefitted by this nor would the teachers be satisfied regarding fulfillment of their professional commitment. Teaching and learning English in such conditions would merely remain a formality. It won't allow the students as well as teachers to progress towards perfection.

The conditions worsen when the teachers' responses regarding 'syllabus' and 'adequacy of time' are taken into consideration. 75% of the teachers have indicated that the time allotted for teaching English is not sufficient. Most of the teachers seek increase in the teaching hours. Only 25% of the teachers think that the time allotted for teaching English is sufficient. 80% of the teachers from rural area and 70% of the teachers from

urban area think that time allotted for teaching English is not adequate. Requisition of the time depends upon the linguistic level of the students. It also depends upon the mental abilities of the learners. Some of the students may have greater power of understanding and of using the language while others may not have. General observation shows that there are several diversities among the students learning in the same class and the same faculty. Their parents' occupation, for instance, plays the vital role in the development of linguistic abilities of the students. If the time allotted by the university for this purpose is taken into consideration, it could be easily seen that it is not adequate. Survey results also point out the same thing. What one needs to do is to be extremely serious in his/her approach towards language learning. Unfortunately, the students studying in the area under consideration in this study are hostile towards education in general and English language learning in particular. Their hostilities reach such an extent that they learn it not because they want to learn English but because they are left with no option but to learn it; English is a compulsory subject for first two years of graduation for all the three faculties. As English is the compulsory subject for all the traditional courses in the colleges in Latur district, students have to score minimum (35 percent) marks in the examination conducted by the university at the end of every semester. The present system of examination fails in judging students' language abilities. It is information oriented rather than skill oriented. University evaluation system fails to evaluate the basic language abilities of the students. Moreover, this kind of evaluation system is only a formality meant for placing the students from first year to second year and from second year to third year of their graduation course. Apart from the faulty system of evaluation, there are several other factors responsible for linguistic inabilities of the students.

Most of the teachers in this area hold the opinion that the time allotted for teaching English is not sufficient. And only a few of them conduct extra classes for teaching English. This is also area specific. It is seen that the percentage of the teachers who conduct extra classes in rural areas is more than that of the teachers in urban areas. Even the percentage of the teachers who think that time allotted for teaching English is not sufficient from rural area is more than the percentage of the teachers from urban area.

20% of the English teachers teaching in rural Arts colleges and 40% of the teachers teaching English in urban Arts colleges think that time allotted for teaching English is not sufficient but they do not conduct extra classes; 40% of the English teachers teaching in rural Commerce colleges and 40% of the teachers teaching English in urban Commerce colleges think that time allotted for teaching English is not sufficient but they do not conduct extra classes; while 30% of the English teachers teaching in rural Science colleges and 10% of the teachers teaching English in urban Science colleges think that time allotted for teaching English is not sufficient but they do not conduct extra classes. This shows that some of the language teachers do not think it to be their professional duty to fulfill the basic language needs of their students. They readily admit that there is a need for extra efforts but they don't take those extra efforts. They want that the time should be increased and duties should be assigned by the decision making authorities. It clearly indicates that these teachers do not take additional effort for the linguistic development of the students in general and their career advancement in particular. The percentage of such teachers is also subject to their faculty as well as their area. Teachers teaching in urban colleges are seen to be more hostile towards the students' development than the teachers teaching English in rural colleges. Teachers teaching in Arts colleges are less hostile than the teachers teaching in Science colleges and teachers teaching in Commerce colleges. Teachers teaching in Commerce colleges are most hostile. Their hostilities surpass the hostilities of the teachers teaching in Arts colleges as well as teachers teaching in Science colleges.

Teachers teaching in rural areas hold the opinion that the appropriate teaching method for teaching English in class is 'grammar translation method'. The opinions of the teachers about appropriate teaching method are subject to their area. Maximum of the teachers in rural colleges think that the 'Grammar Translation Method' 'is the most appropriate; while maximum of the teachers teaching in urban colleges think that appropriate teaching method is the 'Direct Method'. Most of the teachers tend to think that either 'Grammar Translation Method' or the 'Direct Method' is the appropriate teaching method. Only difference is that teachers teaching in rural colleges trust 'Grammar Translation Method' than the 'Direct Method'; while the teachers teaching in urban colleges trust 'Direct Method' than the 'Grammar Translation Method' to be the

appropriate method for teaching English as a second language at the degree level. Only 10% of the teachers from rural as well as urban colleges hold the opinion that ‘new method’ and ‘eclectic method’ are the appropriate methods of teaching English to students at degree level. Ten percent of the teachers from rural colleges think that ‘audio lingual method’ is inappropriate one while twenty percent of the teachers from urban colleges think it to be the ‘audio-lingual method’. As far as ‘audio lingual method’ is concerned the percentage of the teachers doubles when urban area is compared with the rural area.

None of the teaching methods is marked to appropriate teaching method by more than fifty percent of the teachers either from rural colleges or from urban colleges. In fact ‘grammar translation method’ is severely criticized by linguists and experts because of its apparent disadvantages. ‘Direct method’ of teaching evolved as the reaction to the ‘grammar translation method’. ‘Audio lingual method’ was an experiment and Dr. West’s ‘new method’ was meant only for the readers because West thought that aim of learning English as a second language or a foreign language is only to understand the information in the target language. Still the teachers in this area think that either ‘grammar translation method’ or ‘direct method’ is most appropriate method followed by ‘audio lingualism’. The question of an appropriate teaching method is being continuously discussed by the language experts and linguists but they could not reach any unanimous conclusion. It is very difficult to find out or to name a particular teaching method to be appropriate. Each of them has certain merits and demerits. It depends upon the teachers to choose most useful of all the teaching methods. Though it is so, it has commonly been accepted and can also be asserted that ‘eclectic method’ is the best method for teaching not only English but any language in the world. Only ten percent of the teachers from rural as well as urban colleges think ‘eclectic method’ to be an appropriate method for teaching English language. Actually maximum of the teachers should have thought eclecticism to be appropriate as it is the blend of all; but it is not so here. There may be several reasons behind this. Lack of the knowledge of eclectic method may the most important of all the reasons. Using ‘new method’ in the class has no concrete theory. ‘Audio-lingualism’ is out of idea as it designed to learn language in specified conditions for the purpose of meaningful communication with the non-English speakers.

‘The grammar translation method’ is found to be most feasible as well as useful by most of the teachers from rural as well as urban colleges. In fact percentage of the teachers who actually use ‘grammar translation method’ for teaching English in urban colleges is more than the percentage of the teachers who use ‘grammar translation method’ in rural colleges though the difference is not remarkable. The difference is of only one percent. ‘Grammar translation method’ is followed by the ‘direct method.’ ‘Direct method’ is preferred by more number of teachers teaching in urban colleges than the teachers teaching in rural colleges. The difference in case of ‘direct method’ is also very less. The difference is only of five percent. Thirty three percent of the urban college teachers actually use direct method in the class while twenty eight percent of the teachers from rural colleges use ‘direct method’ for teaching English for the students at graduation in the affiliated colleges of Swami RamanandTeerthMarathwada University, Nanded. Dr. West’s ‘new method’ which is also referred to as the reading method is preferred by the equal percentage of the teachers from colleges in rural as well as urban area. The percentage of the teachers who use ‘new method’ for teaching English is only ten in both the areas. As far as using ‘audio-lingual method’ for teaching English at degree level in this area is concerned, the teachers from urban area are more than the teachers from colleges in rural area. The difference is considerable. The percentage of the teachers teaching in colleges in urban area is double the percentage of the teachers teaching in rural area. ‘Eclectic method’ is used for teaching English by equal percentage of the teachers from rural area as well as teachers from urban area.

‘New method’, ‘ Audio-lingual method’, and ‘eclectic method’ are used by less teachers than the other methods of teaching English at degree level in colleges in Latur district. The use of teaching methods for teaching English in the target area of this study does not lead to any particular method. Different teachers in different areas use different methods. But still ‘eclectic method’, the blend of all can be a good solution; but unfortunately only tenth part of the total English teachers are found to be using this method for teaching English in the language classrooms. Use of teaching method is found to be subject to the area as well as the psychology of the teachers.

For the sake of convenience language learning strategies are classified into two main categories and six sub categories. ‘Direct strategies’ and ‘indirect strategies’ are main categories; and ‘memory strategies’, ‘cognitive strategies’, ‘compensation strategies’, ‘meta-cognitive strategies’, ‘affective strategies’, and ‘social strategies’ are the six sub categories.

‘Memory Strategies’ include ten language learning strategies. As far as teaching ‘memory Strategies’ to the students is concerned, there is again the difference between teaching the language in rural area and teaching the language in urban area. Percentage of the teachers who teach language learning strategy ‘associating/elaborating’ in rural colleges is more than that of who teach in urban colleges. The percentage of the teachers who teach language learning strategy ‘placing new words into a context’ from the colleges in rural area is less than that of who teach it in urban area. Similar is the case with language learning strategy ‘using imagery’. Language learning strategy ‘using key words’ is also taught by less percentage of the teachers from colleges in rural area than by the teachers from colleges in urban area. Language learning strategy ‘using mechanical techniques’ is taught by more teachers from urban colleges than by the teachers from rural colleges. Remaining strategies are not taught to the students by their teachers. Teachers are found reluctant in teaching language learning strategies like ‘semantic mapping’, ‘representing sounds in memory’, ‘structured reviewing’, using physical response or sensation’, and ‘grouping’. Among the memory strategies ‘using keywords’ is the language learning strategy taught by maximum teachers to their students.

Seventy four percent of the teachers from urban colleges and fifty percent of the teachers from rural colleges teach this strategy to their students. It means that in all, sixty two percent of the total teachers teach language learning strategy ‘using keywords’ to their students. ‘Associating/elaborating’ is the language learning strategy taught after ‘using keywords’. It is seen to be taught by forty two percent of the teachers from urban colleges and fifty percent of the teachers from rural colleges. It means in all it is taught by forty six percent of the total teachers teaching English in the colleges in Latur district. Language learning strategy ‘using mechanical techniques’ is the third in the list to be used by the teachers for teaching in the classrooms. It has been observed that more

number of urban teachers use this language learning strategy than the teachers who teach English in colleges in rural area. The difference is also worth considering. It is forty two percent in case of teachers from colleges in urban area while only twenty two percent in case of the teachers from colleges in rural area. This strategy is taught by thirty two percent of the teachers in all.

‘Placing new words into a context’ is another language learning strategy taught by the teachers to their students in the language classrooms. It is taught by fewer teachers in comparison with other strategies. It is one of the less used strategies of language learning in the group of ‘memory strategies’. It is used by only forty two percent of the teachers from colleges in urban area and by only twelve percent of the teachers from colleges in rural area. It means, in all, it is taught by only twenty seven percent of the total teachers. It shows that language learning strategy ‘placing new words into a context’ is taught by less number of teachers than the language learning strategies like ‘using keywords’, ‘associating/elaborating’, and ‘using mechanical techniques’.

‘Using mechanical techniques’, Of course, isnot the least taught language learning strategy in the group of ‘memory’ strategies. It is taught by more percent of the teachers in comparison with language learning strategy ‘using imagery’ is taught. A least used strategy in the group of memory strategies is as mentioned above ‘using imagery’. It is used by forty two percent of the teachers from colleges in urban area and only nine percent of the teachers from colleges in rural area. It means, in all, it is taught by only twenty five to twenty six percent of the teachers. Most of the teachers in the colleges affiliated to Swami RamanandTeerthMarathwada University Nanded do not use language learning strategies ‘using imagery’ and ‘placing new words into a context’.

As far as memory strategy instruction is concerned, only half of the strategies are found to be taught to the students as an effective means of language learning. The opinion of the teachers in rural colleges and teachers from urban colleges coincides with each other in relation to teaching the memory strategies. Teachers from rural as we as urban colleges are reported not teaching the memory strategies namely, ‘semantic mapping’, ‘representing sounds in memory’, ‘structured reviewing’, using physical response or sensation’, and ‘grouping’. They commonly seem to disregard the strategies mentioned

above as the tools for effective language learning. It is strange but true that in case of teaching language learning strategies the percentage of the teachers who teach in rural colleges varies up to a greater degree from the percentage of the teachers who teach in urban colleges.

The case cognitive strategies in relation to the strategy instruction is more or less similar to the case of memory strategies. The strategies which the teachers think need not be taught are-'formally practicing with sounds and system', 'practicing naturalistically', 'getting the idea quickly', 'using resources for receiving and sending messages', 'reasoning deductively', 'analyzing expressions', 'analyzing contrastively (across language)', 'transferring', and 'recombining'. It has been observed that only six out of fifteen language learning strategies in the group of 'cognitive strategies' are used for teaching by the teachers from rural as well as urban colleges. It means nine out of the fifteen language learning strategies from the group of 'cognitive strategies' are not used for teaching by the teachers from rural as well as urban colleges. It shows that sixty percent of the language learning strategies belonging to the group of 'cognitive strategies' are not being taught by the teachers. They believe in teaching only forty percent of the language learning strategies belonging to the group of 'cognitive' language learning strategies.

The most used language learning strategy in this group is 'translating'. It is used by (the maximum) seventy to seventy one percent of the total teachers. It is found that the strategy 'translating' is the strategy used by more of the teachers from colleges in urban area than by the teachers belonging to colleges in rural area. It has been calculated that sixty two percent of the teachers from colleges in rural area and seventy nine percent of the teachers from colleges in urban area teach the strategy namely, 'translating' to their students. The teachers who think that they should teach the strategy 'translating' to their students are of course, more than the teachers who teach all the remaining language learning strategies to their students.

As far as strategy instruction is concerned the strategy 'translating' is followed by the strategy 'taking notes'. In all, sixty five percent of the total teachers teach the language learning strategy 'taking notes' to their students. Sixty eight percent of the

teachers from colleges in urban area and sixty two percent of the teachers from colleges in rural area teach this strategy to their student. It is one of the widely used language learning strategies in this area. Though the use of this strategy is also subject to the area the teachers belong to. The difference in strategy instruction is comparatively less. In fact, it is negligible. Only six percent of the urban teachers teach it more than the rural teachers. Difference of six percent can be neglected.

Next widely used strategy in the group of ‘cognitive’ language learning strategies is ‘summarizing’. It is used by fifty eight to fifty nine percent of the total teachers. It is taught by more percentage of teachers in rural area than the percentage of the teachers in urban area. It is taught by greater percentage of the teachers compared with other strategies. Only strategies that are taught by more percentage of the teachers than ‘summarizing’ are ‘translating’ and ‘highlighting’. It is the strategy taught by almost equal percentage of the teachers from colleges in urban as well as colleges in rural area. The difference of strategy instruction in relation to the language learning strategy ‘summarizing’ is of only one percent which is equal to no difference at all. Fifty eight percent of the teachers from urban colleges and fifty nine percent of the teachers from rural colleges think it useful to teach this language learning strategy and actually teach it to their students. It is quite evident that ‘summarizing’ is the strategy thought to be equally important by the teachers from the colleges in rural as well as urban area along with the strategies ‘translating’ and ‘taking notes’.

Another language learning strategy used by the teachers is ‘repeating’. It is used by less than fifty percent of the teachers from colleges in rural as well as urban area. To be exact, it is used by forty to forty one percent of the total teachers. This strategy is taught in the colleges belonging to urban area by forty seven percent of the teachers and in the colleges belonging to rural area by only thirty five percent of the teachers. more percentage of the teachers teaching in urban area are reported to be using the strategy ‘repeating’ than the percentage of the teachers teaching in colleges in rural area. The difference between the teachers teaching this strategy in rural colleges and teachers teaching it in urban colleges is considerable. Thirteen percent more of the teachers from colleges in urban area use this strategy than the teachers from colleges in rural area.

This strategy can be categorized as one of the less taught strategies in the group of 'cognitive' language learning strategies. It is not the least used in this group of strategies. It stands at the fourth place from the first and at the third place from the last among the used language learning strategies in this group of the 'cognitive strategies'. It follows language learning strategies 'translating', 'taking notes', and 'summarizing' and precedes 'highlighting' and 'recognizing and using formulas and patterns' in relation to the use of language learning strategy instruction in the group of 'cognitive' language learning strategies.

'Recognizing and using formulas and patterns' is the next among the used language learning strategies in the group of 'cognitive' language learning strategies used by the teachers to teach it to their students. It is used by very few teachers in the rural as well as urban area. It is used by only twenty seven percent of the total teachers. More of the urban teachers teach this strategy to their students than the rural teachers. It is taught by very small number of teachers belonging to rural colleges. Only twelve percent of them teach this strategy to their students while the percentage of teachers belonging to colleges in urban area is considerable. Forty two percent of the teachers from urban colleges are found to be using this language learning strategy to their students.

This strategy is second last in the group of 'cognitive strategies' as far as its instruction is concerned. It is used by more teachers than another language learning strategy namely, 'highlighting' is used. The use of 'recognizing and using formulas and patterns' follows the language learning strategy 'repeating' in relation to its use made by the teachers belonging to rural as well as urban colleges. The instruction of this language learning strategy is very less in rural areas but it is also not more than fifty percent in the urban colleges too. It means the instruction of this language learning strategy is worth reconsidering in all the colleges of the area under study.

The third group of direct language learning strategies is the strategy group called 'compensation strategies'. Out of nine strategies that comprises of this strategy group, only four strategies are taught to the students by the teachers either from the colleges in urban area or by the teachers from the colleges in rural area. 'using linguistic clues', 'using other clues', 'using mime or gestures', 'avoiding communication partially or

totally', and 'adjusting or approximating the message' are the strategies which the teachers in the area under study do not teach their students. They do not think it useful to teach these strategies to their students.

The strategies which are taught to the students by the teachers of English from rural as well as urban colleges are only four. These four strategies include 'switching to mother tongue', 'getting help', 'selecting the topic', and 'coining words'. It means more than fifty percent of the language learning strategies from the group of 'compensation strategies' are not taught to the students by their teachers in the area under study. The strategies which are taught to the students are also not taught by all the teachers. None of the strategies is taught by more than fifty percent of the teachers to their students. It is quite evident that teachers belonging to colleges in rural as well as urban area generally neglect teaching compensation strategies to their students.

Out of the four compensation strategies reported to be taught to the students 'switching to mother tongue' is taught by the most number of teachers. It is taught by forty four to forty five percent of the total teachers. More percentage teachers from rural colleges teach it to their students than the percentage of the teachers from urban colleges. Forty seven percent of the teachers from colleges in rural area teach it to their students while forty two percent of the teachers from colleges in urban area teach it to their students. Five percent more teachers from colleges in rural area teach this language learning strategy to their students than the teachers from colleges in urban colleges. This is one of the few language learning strategies which are taught by more percentage of the teachers from rural colleges than by the teachers from urban colleges. Though it is the most used strategy in the group of 'compensation strategies', it is used by less than half of the total language teachers in the area under this study.

The language learning strategy 'switching to mother tongue' is followed by the language learning strategy 'selecting the topic'. 'Selecting the topic' is second largely taught language learning strategy in the group of 'compensation strategies'. Though it is one of the widely used strategies in this strategy group it is not taught by a satisfactory percentage of the teachers. It is used for teaching by only forty to forty one percent of the total teachers i.e. teachers from colleges in rural as well as urban colleges. This is also

one of those strategies which are taught by more percentage of the teachers from colleges in rural area than by the percentage of the teachers from colleges in urban area. It is found that this language learning strategy is used by seven percent more teachers from the colleges in rural area than by the teachers from colleges in urban area. It is taught by forty four percent of the teachers from colleges in rural area and by thirty seven percent of the teachers from colleges in urban area.

Another language learning strategy which is taught to the students in the strategy group of ‘compensation strategies’ is ‘coining words’. It is third most used language learning strategy in this group. It is also second last of the least used language learning strategies in this language learning strategy group. It is one of those language learning strategies which are used by very rare percentage of the teachers from colleges in rural as well as urban area. It is used by only twenty percent of the total teachers. There is very little difference in strategy instruction as far as teachers from colleges in rural area and teachers from colleges in urban area are concerned. To be exact the difference is of only of two percent of the teachers. Twenty one percent of the teachers belonging to colleges in urban area teach this language learning strategy to their students while nineteen percent of the teachers belonging to colleges in rural area teach it to their students.

‘Coining words’ is third from first and second from last in the language learning strategy group ‘compensation strategies’ as far as its instruction is concerned. It follows two of the strategies called ‘switching to mother tongue’ and ‘selecting the topic’ and precedes the language learning strategy ‘getting help’ as far as teaching language learning strategies to the students is concerned. The use of this language learning strategy for teaching English in the area of this study is found to be very less.

The last among the used strategies in the group of ‘compensation strategies’ is the language learning strategy entitled ‘getting help’. This language learning strategy is taught by only rural college teachers. The teachers from colleges in urban area do not think it necessary to teach this language learning strategy to their students. It is observed that only five percent of the total teachers teach this language learning strategy to their students. This is equal to none. Unfortunately, no teachers from urban colleges teach it to

their students. And only ten percent of the teachers from colleges in rural area teach it to their students.

It means that only three strategies in the group of ‘compensation strategies’ are taught by the teachers from urban colleges to their students. The teachers from colleges in urban area do not think it essential to teach rest of the six ‘compensation strategies’, to their students. They only teach ‘switching to mother tongue’, ‘selecting the topic’ and ‘coining words’. Even teachers from rural colleges also teach only four strategies out of nine language learning strategies belonging to the group of ‘compensation strategies’. These are also less than half of the language learning strategies belonging to this group of language learning strategies.

Three of the above discussed strategy groups belong to the ‘direct strategies’. The strategy groups entitled ‘memory strategies’, ‘cognitive strategies’, and ‘compensation strategies’ belong to the group of direct language learning strategies. While other three strategy groups entitled ‘metacognitive strategies’, ‘affective strategies’, and ‘social strategies’. First in the group of ‘indirect’ language learning strategies is the group of ‘metacognitive strategies’.

Out of eleven ‘metacognitive strategies’ six are used for teaching to the students by teachers from urban colleges and six by teachers from rural colleges. In all, seven of the metacognitive strategies are taught to the students by the teachers from colleges in rural as well urban area. The unused strategies from the group of ‘metacognitive strategies’ are ‘delaying speech production to focus listening’, ‘finding about language learning’, ‘organizing’, and ‘identifying the purpose of a language task (purposeful listening/reading/speaking/writing)’. It can be said that almost fifty percent of the metacognitive strategies too are not taught by the teachers from colleges in urban as well as rural area.

Out of the seven used ‘metacognitive language learning strategies’ ‘self-evaluation is the strategy taught by most number of the total teachers. It is taught by eighty to eighty one percent of the total teachers from the rural and urban colleges. ‘Self-evaluating’ is the language learning strategy used by more percentage of the teachers

from colleges in urban area than by the percentage of the teachers from colleges in urban area. Eighty nine percent of the teachers from colleges in urban area teach this strategy to their students while seventy two percent of the teachers from colleges in rural area teach this strategy to their students. Seventeen percent more of the teachers from colleges in urban area teach this language learning strategy to their students than percentage of the teachers from colleges in rural area. This difference is considerable. Rural teachers seem less sure than the urban teachers regarding the use of this language learning strategy. The percentage of the teachers from colleges in rural area is also good but it is comparatively less than that of the urban students.

In the group of ‘metacognitive’ language learning strategies, after ‘self - evaluation’ the strategy taught by maximum teachers is ‘planning for language task’. This language learning strategy is used by seventy eight to seventy nine percent of the total teachers. Teachers from colleges in urban area are found to be using it more than the teachers from colleges in rural area. It is found that ninety five percent of the teachers from colleges in urban area teach this strategy to their students. The percentage of the teachers in urban colleges is considerably more than the percentage of the teachers in rural area. This language learning strategy is taught by sixty two percent of the teachers from colleges in rural area. It is the most useful of all the language learning strategies thought by teachers from urban colleges. It is the second from the top taught by higher percentage of the teachers.

Out of the seven used ‘metacognitive strategies’ ‘setting up goals and objectives’ is at the third position. It is taught by sixty two percent of the total teachers in the area under study. It is taught by the less percentage of the teachers than the language learning strategies ‘self-evaluation’ and ‘planning for language task’ are taught. It can be seen that this language learning strategy is taught by more percentage of the teachers from urban colleges than by the percentage of the teachers from colleges in rural area. It is taught by sixty eight percent of the teachers from colleges in urban area and by fifty six percent of the teachers from the colleges in rural area. Though it is so, this language learning strategy is taught by more than fifty percent of the teachers from colleges in rural as well as urban area. It means it is the strategy thought important by majority of the teachers.

this strategy is followed by the language learning strategies namely, ‘self-monitoring’, ‘paying attention’, ‘seeking practice opportunities’, and ‘overviewing and linking with already known material’ in relation to its use for instructing the students about language learning strategies.

The next language learning strategy that is has been used by more percentage of the teachers is ‘self-monitoring’. It is the fourth language learning strategy from the top in the group of ‘metacognitive strategies’. It has been taught by thirty four to thirty five percent of the total teachers. It has been observed that percentage of the teachers who teach this language learning strategy to their students from colleges in urban area is more than the percentage of the teachers from colleges in rural area. The percentage of the teachers from colleges in urban area is far greater than that of the teachers from colleges in rural area. Sixty three percent of the teachers from colleges in urban area teach this language learning strategy to their students while only six percent of the teachers from colleges in rural area teach this strategy to their students. The difference between the percentage of the teachers from urban and rural colleges is comparatively more. It is the difference of almost fifty seven percent of the teachers teaching this language learning strategy.

The condition in the rural colleges in this regard is pathetic. Only six percent of the teachers from rural colleges teach this strategy to their students which means only a negligible number of the teachers from colleges in rural area teach this language learning strategy to their students. This is the fourth language learning strategy among the used strategies in the group of ‘metacognitive’ language learning strategies as far strategy instruction is concerned. It follows the language learning strategies ‘self-evaluation’, ‘planning for language tasks’, and ‘setting up goals and objectives’ and precedes language learning strategies namely, ‘paying attention’, ‘seeking practice opportunities’, and ‘Overviewing and linking with already known material’.

In case of using the language learning strategies for instruction, language learning strategy ‘self-monitoring’ is followed by the language learning strategy ‘paying attention’. It is the language learning strategy taught by less than fifty percent of the teachers from colleges in urban area as well as teachers from colleges in rural area. It is

taught by twenty seven percent of the total teachers. The percentage of the teachers who teach this language learning strategy in rural colleges is more than the percentage of the teachers who teach it in urban colleges. The difference between the teachers from urban colleges and the teachers from rural colleges is not much. It is of two percent only. Twenty six percent of the teachers from colleges in urban area teach this language learning strategy to their students while twenty eight percent of the teachers from colleges in rural area teach this language learning strategy to their students. This is one of those a few language learning strategies which are taught by more percentage of the teachers from colleges in rural area than by the teachers from colleges in urban area. But this is one of the very less used strategies among all the strategies by all the teachers. Only a quarter of the total teachers think is essential to teach this language learning strategy to their students. Remaining teachers think it unimportant for the purpose of classroom instruction. It is fifth from the top and third from the bottom to be used for instruction by the teachers in the area under study. It is taught by more percentage of the teachers than other strategies like ‘seeking practice opportunities’ and ‘Overviewing and linking with already known material’.

‘Seeking practice opportunities’ is second from the last in the group of ‘metacognitive’ language learning strategies. It precedes ‘Overviewing and linking with already known material’ and follows all the strategies mentioned above in the group of ‘metacognitive strategies’. It is one of the least used strategies in the target area of this research. It is taught to the students by only ten percent of the total teachers. This strategy is found to be used by the teachers from colleges in the rural area only. It is not taught by the teachers from colleges in urban area. It is taught by twenty percent of the teachers from colleges in rural area. Use of this strategy in this area is comparatively low. The teachers don’t think it to be wise to teach this strategy to their students. A careful investigation of the use of this strategy proves that this is among those strategies of language learning which are thought unimportant by the teachers.

Last in the group of metacognitive strategies in relation to its instruction in the language classrooms in the area under this work is ‘over viewing and linking with already known material’. It is used by only seven to eight percent of the total teachers. This

percentage forms a very small group of language teachers in this area. This language learning strategy is taught by teachers from colleges in urban area only. It is not taught to the students by the teachers of English language from colleges situated in rural set up. Though it is used by teachers from urban colleges, their percentage is extremely low. Only fifteen percent of the total teachers teach this strategy. It can be called one of neglected language learning strategies by most of the teachers from colleges in urban area and all the teachers from colleges in rural area.

It is not that all the ‘metacognitive’ language learning strategies are used by all the teachers from all the colleges. In fact, none of the metacognitive language learning strategies is taught by all the teachers. Some of these strategies are taught by most of the teachers in rural as well as urban colleges and some are taught by very few of them. And some of the metacognitive language learning strategies are not at all taught to the students either by teachers from rural colleges or by the teachers from urban colleges. The sequence of language learning strategies in relation to their instruction in the group of ‘metacognitive strategies’ is ‘self-evaluation’, ‘planning for language task’, ‘setting up goals and objectives’, ‘self-monitoring’, ‘paying attention’, ‘seeking practice opportunities’ and ‘Overviewing and linking with already known material’. Strategies which are taught by more than fifty percent of the total teachers are ‘self-evaluation’, ‘planning for language task’, and ‘setting up goals and objectives’. Other used language learning strategies in this group are taught by less than fifty percent of the total teachers.

Another group of language learning strategies is group referred to as ‘affective strategies’. It comprises of ten language learning strategies. Out of ten language learning strategies in this group seven strategies are found to be used by the teachers for instructing their students. The strategies which are not taught to the students are ‘using laughter’, ‘taking risks wisely’ and ‘using a checklist’. Among the used strategies ‘discussing your feelings with someone else’ is the language learning strategy used by highest percentage of the teachers. It is used by forty seven percent of the total teachers. Its instruction is subject to the area of the college the teachers teach in. It has been observed that it is used for teaching in the language classrooms by greater percentage of the teachers from colleges in urban area than by the teachers from colleges in rural area.

It is used for teaching by sixty three percent of the teachers from colleges in urban area and by thirty one percent of the teachers from colleges in rural area. Thirty two percent more of the teachers from urban colleges teach this language learning strategy to their students than by the teachers from rural colleges. It means the percentage of the teachers from urban colleges is more than double the percentage of the teachers from rural colleges. The percentage of the teachers from rural colleges is very low while percentage of the teachers from urban colleges is more than fifty percent.

The second most used language learning strategy in the group of affective language learning strategies is ‘rewarding yourself’. It is taught by thirty nine to forty percent of the total teachers. It is among the less used strategies as it is taught by less than fifty percent of the total teachers. Instruction of this language learning strategy is also area specific. It is taught by more percentage of the teachers from urban colleges than by the teachers from rural colleges. Fifty eight percent of the teachers from urban colleges teach it to their students while only thirty one percent of the teachers from rural colleges teach it to their students. This strategy is taught by twenty seven percent more teachers from urban colleges than by teachers from rural colleges. The difference is worth considering. This language learning strategy follows the most used language learning strategy ‘discussing your feelings with someone else’. It occurs prior to the language learning strategies ‘using music’, ‘using progressive relaxation, deep breathing or meditation’, ‘writing language learning diary’, listening to your body’, and ‘making positive statements’ in the group of ‘affective strategies’.

The third most used among the used strategies in the group of ‘affective strategies’ is ‘using music’. It is taught next to ‘rewarding yourself. Thirty seven to thirty eight percent of the total teachers are reported to be teaching this language learning strategy to their students. More of rural teachers teach this language learning strategy to their students than urban teachers. Hence, this is one of those language learning strategies which are taught by more percentage of teachers from rural area than by the teachers from urban area. This language learning strategy is taught by forty four percent of the teachers from colleges in rural area and by thirty one percent of the teachers from urban area.

It is the language learning strategy taught by less than fifty percent of the teachers. Though this is one of the less used strategies this language learning strategy in relation to its instruction is followed by other language learning strategies like ‘using progressive relaxation, deep breathing or meditation’, ‘writing a language learning diary’, ‘listening to your body’, and ‘making positive statements’. It means ‘using music’ is the language learning strategy used by more percentage of the teachers than the strategies mentioned above are taught.

Though this is the strategy that comes under the group of taught language learning strategies in the group of ‘affective’ strategies this strategy is taught by less than fifty percent of the teachers from colleges in rural as well as urban area. The percentage of the teachers who teach this strategy is comparatively more in this group but it is very less in general. As far as its instruction is concerned this strategy is taught by more than the strategies called ‘writing language learning diary’, ‘listening to your body’, and ‘making positive statements’ in the group of affective’ language learning strategies.

The language learning strategy ‘using progressive relaxation, deep breathing or meditation, is followed by the language learning strategy ‘writing language learning diary’. It is taught by the teachers from rural as well as urban colleges. It is taught by twenty eight to twenty nine percent of the total teachers. The percentage of the teachers from colleges in urban area is more than the percentage of the teachers from colleges in rural in relation to instruction of this strategy. It is taught by thirty two percent of the teachers from colleges in urban area while by twenty five percent of the teachers from colleges in rural area. The percentage of the teachers from colleges in urban area is more than that of the teachers from colleges in rural area. It has been observed that seven percent of the more teachers from colleges in urban area teach this language learning strategy than the teachers from colleges in rural area.

Though it is one of the used strategies, the percentage of the teachers who teach it is very less in case of this language learning strategy. It is less than fifty percent in case of teachers from colleges in urban area while less than twenty five percent in case of teachers from colleges in rural area. It is taught by the less percentage of the teachers than the language learning strategies viz. ‘discussing your feelings with other people’,

‘rewarding yourself’, ‘using music’, ‘using progressive relaxation deep breathing and meditation’. It is taught by the more percentage of the teachers than the language learning strategies viz. ‘making positive statements’, and ‘listening to your body’.

The next strategy to follow in the group of ‘affective strategies’ is ‘listening to your body’. This language learning strategy is used by twenty percent of the total teachers. It can be observed that it is one of the very less used strategies among all the language learning strategies. It is taught by twenty one percent of the teachers from colleges in urban area and by nineteen percent of the teachers from colleges in rural area. It means it is taught by almost equal percentage of the teachers from colleges from urban area and teachers from colleges in rural area. Use of this language learning strategy is less than the use of language learning strategies like ‘discussing your feelings with other people’, ‘rewarding yourself’, ‘using music’, ‘using progressive relaxation deep breathing and meditation’ and ‘writing a language learning diary’. And it is more than the language learning strategy ‘making positive statements’.

This is second from the last in the group of ‘affective strategies’ as far as its instruction is concerned. It is also one of those language learning strategies which are taught by very less percentage of the teachers to their students. In both the cases (colleges in rural and urban area) this language learning strategy is found to be used by less than twenty five percent of the teachers.

The last among the used strategies in the group of ‘affective’ language learning strategies is ‘making positive statements’. ‘Making positive statements’ is the language learning strategy taught by less than all other strategies in this group. It is taught by only nineteen percent of the total teachers. This is also one of those language learning strategies which are taught by more percentage of the teachers from colleges in rural area than by the teachers from colleges in urban area. It is used for instruction in the language classrooms by only sixteen percent of the teachers from colleges in urban area and by twenty two percent of the teachers from colleges in rural area. It means six percent more teachers from colleges in rural area teach this language learning strategy to their students than the teachers from colleges in urban area.

It is also one of the very less taught language learning strategies. It is not taken into consideration for teaching their students by more than seventy five percent of the teachers. Majority of the teachers from rural as well as urban colleges do not think it useful to teach this language learning strategy to their students. It is a less used strategy not only in the group of ‘affective’ language learning strategies but in the all groups of language learning strategies. Though it is so, it is not the only language learning strategy that is instructed by less percentage of the teachers. There are many language learning strategies used by less percentage of the teachers. This is also not the least used strategy among all the language learning strategies.

The last group to be discussed in the category of indirect language learning strategies is the group referred to as strategy group of ‘social strategies’. There are seven strategies in this group. Out of these six social strategies five are found to be used by the teachers to teach their students. It is seen that ‘asking for clarification or verification’ is the only social strategy not used for instructing by the teachers either from rural colleges or from urban colleges. Five of the used strategies in this group are ‘asking for correction’, ‘cooperating with peers’, cooperating with proficient users of new language’, ‘developing cultural understanding’, and ‘becoming aware of others’ thoughts and feelings’.

‘Cooperating with peers’ is the language learning strategy in the group of ‘social strategies’ which is used by highest percentage of the teachers from colleges in rural as well as urban area. It is the only strategy in this group which is taught by more than fifty percent of the total teachers. All other strategies belonging to this group are used by less than fifty percent of the teachers. ‘Cooperating with peers’ is the language learning strategy taught by sixty to sixty one percent of the total teachers. Teachers from colleges in urban area are observed to be using this strategy more than the teachers from rural area. The figures show that there is a big difference between percentage of the teachers from urban colleges and percentage of the teachers from rural colleges. Seventy four percent of the teachers from urban area are seen to be using this language learning strategy while forty seven percent of the teachers from colleges in rural area are found to

using this language learning strategy. So the difference between them is of twenty seven percent.

‘Cooperating with proficient users of the new language’ is the language learning strategy used by highest percentage of the teachers after ‘cooperating with peers’. It is used for teaching in the language classrooms by forty four percent of the total teachers. Teachers from urban colleges are reported to be using this language learning strategy more than the teachers from rural colleges. Forty seven percent of the teachers from colleges in urban area teach this language learning strategy to their students while forty four percent of the teachers from rural area teach this language learning strategy to their students. Six percent more teachers from urban colleges teach this language learning strategy than the teachers from rural area.

This language learning strategy follows ‘cooperating with peers’ in relation to the instruction of language learning strategies belonging to the group of ‘social strategies’. It is followed by other strategies in this group. The strategies that follow it are ‘developing cultural understanding’, ‘becoming aware of others’ thoughts and feelings’, and ‘asking for correction’. Though this language learning strategy is second most taught in the group of ‘social strategies’, it is not used by greater percentage of the teachers. It is taught by less than fifty percent of the teachers.

‘Developing cultural understanding’ is third to be taught by highest percentage of the teachers in the group of ‘social strategies ’of language learning. It is used for teaching in the classrooms by twenty eight to twenty nine percent of the total teachers. This language learning strategy is used for classroom instructions by sixteen percent of the teachers from colleges in rural area and by thirty seven percent of the teachers from colleges in urban area. It is also one of those language learning strategies which are taught by more percentage of the teachers from colleges in rural area than by the teachers from colleges in urban area. This language learning strategy is used by less percentage of the teachers than the language learning strategies like ‘cooperating with peers’ and ‘cooperating with proficient users of the new language’. It is taught by more percentage of the teachers than the language learning strategies ‘asking for correction’, and ‘becoming aware of others’ thoughts and feelings’.

The language learning strategy ‘developing cultural understanding’ is followed by the language learning strategy referred to as ‘becoming aware of others’ thoughts and feelings’. It is taught by twenty six percent of the total teachers. This language learning strategy is taught by more percentage of the teachers from colleges in urban area than by the teachers from colleges in rural area. Forty seven percent of the teachers in urban colleges teach this language learning strategy while only five percent of the teachers from rural colleges teach this language learning strategy to their students. There is a considerable difference between the percentage of the teachers from colleges in urban area and colleges in rural area. Forty two percent more teachers from urban colleges teach this language learning strategy than the teachers from rural colleges teach it. The percentage of the teachers from rural colleges is extremely low. It has been observed that the percentage of the teachers from rural colleges is equal to zero. While the percentage of the urban college teachers is comparatively very high but it is also not satisfactory. It is seen to be less than fifty percent. In case of strategy instruction this language learning strategy is followed by only strategy called ‘asking for correction’.

‘Asking for correction’ is among all the used strategies in the group of ‘social strategies’ the strategy taught by least percentage of the teachers. It is taught by only twenty five to twenty six percent of the total teachers. It is found that the teachers from colleges in urban area teach this strategy to their students more than teachers from colleges in rural area. It has been observed that this language learning strategy is used for teaching in language classrooms by twenty six percent of the teachers from rural colleges and by twenty five percent of the teachers from urban colleges. It shows that this language learning strategy is taught by almost same percentage of the teachers from rural colleges and urban colleges.

This is also one of the less used strategies of language learning. It is taught by higher percentage of the teachers than the language learning strategies ‘cooperating with peers’, ‘cooperating with proficient users of language’, ‘developing cultural understanding’ and ‘becoming aware of others’ thoughts and feelings’, are taught in the group of social strategies.

All the social strategies are taught by less than fifty percent of the total teachers except the language learning strategy called ‘cooperating with peers’. ‘Cooperating with peers’ is the only language learning strategy taught by more than fifty percent of the teachers. The use of social strategies is also subject to the area of the teachers they teach in. It can be generalized that the percentage of the teachers from colleges in urban area is more than the percentage of the teachers from colleges in rural area in relation to the instruction of the ‘social strategies’. Use of social strategies in this area is comparatively less than the use of other language learning strategies. But it can also be noted that out of six language learning strategies belonging to this group five language learning strategies are used by teachers for instructing their students.

Among all the strategy groups, the group taught by most percentage of the teachers is the group of ‘social strategies’. It is taught by almost forty percent of the teachers. It is also noteworthy that out of six language learning strategies in the group of social strategies, five strategies are found to be taught by the teachers to their students. It means eighty three percent of the strategies belonging to the group of social strategies are taught by the teachers. It is the only strategy group from which almost all the strategies are taught. Only one strategy from this group remains unused.

The next to follow in the group of language learning strategies is called metacognitive strategies. It is taught by highest percentage of the teachers only after the group of ‘social strategies’. This group is taught by almost twenty six percent of the teachers. Some of the strategies from this strategy group are not at all being taught to the students. This strategy group in relation to strategy instruction is used by more percentage of the teachers than the strategy groups called ‘cognitive strategies’, ‘affective strategies’, ‘memory strategies’ and ‘compensation strategies’.

## **Part V: Conclusions**

Most of the students studying in colleges in Latur district have been observed to be severely weak in English language. The number of students having proficiency in English appears to be very less. The language abilities of majority of the students are less than what is required. The students are not good speakers, readers or writers of English. The

listening skills and writing skills are comparatively more developed in them. The level of pre-requisite language skills in them is very low. It can be seen that majority of the students have not acquired expected language skills at the earlier stages of their school education. Most of them lack even the fundamental language skills, basic vocabulary and basic sentence patterns. The language abilities of the students of graduate course in this area vary. The language abilities of the students are subject to their area as well as faculty they are admitted in. The students from colleges in urban area are better in English than the students from colleges in rural area. They are comparatively more efficient but in general, the students from urban colleges are also extremely weak in using English language. The students belonging to the Arts faculty are worst language users. Students belonging to the Science faculty are better than the students of Commerce and Arts faculty. The students belonging to Commerce faculty are better in English than the students of Arts faculty.

Only about ten percent of the students are good at English. More of the students from Science faculty can read, write and speak English language than the students of Commerce and Arts faculty. The students in the colleges in this area are comparatively good at reading and writing English language than speaking it. Though they are good at reading; they don't read with understanding.

In case of speaking English the students in this area are extremely weak. They are rarely found to be speaking English language. Their condition as the English language users is pathetic. They need extremely well organized efforts with ample opportunities of using English language. They are seldom provided with opportunities of either speaking or writing English. The rural background of these students is one of the major reasons of their language inability. Besides, there are several other reasons too. The improper schooling is one of the important of those reasons. Most of the students admitted in the colleges in this area lack the basic skills of language. Besides, they are not familiar with the basic language concepts generally taught in the school.

The Arts faculty students in rural area have been observed to be extremely casual about learning English language. Only twenty four percent of the Arts facultystudents from rural colleges are seen to be attending seventy five percent of the total classes of

compulsory English. Though it is compulsory for all the regular students to attend seventy five percent of the classes, it has been observed that more than half of the total students do not attend seventy five percent of the total classes. This is really a sorry state because students in this area are already very weak in the skills of the English language.

Secondly, they don't think it essential to attend the classes of English as they think it to be useless. This must be resulting from several factors. Unfortunately, there are very few people in this area who speak English. As it has been spoken by only a few people and that too only on special occasions, the students don't think it essential to learn it seriously. Most of the students in these colleges have not developed a serious attitude about their education. They think that education, especially graduation, is meant to be eligible to get a government job which would fetch them a good salary. They seem to be less interested in acquiring knowledge. Some of the students try to study it by the examination point of view while some of them adopt false means to qualify in the examination which they have to pass with minimum, i.e. thirty five percent of the total marks at the end of each year of their graduation. They tend to think that they don't need to learn the language.

The time allotted for teaching English is five hours a week including holidays. The teaching of English is not undertaken methodically/systematically and also scientifically in most instances observed. It is true that all of the several methods and techniques of language teaching. Officially a teacher teaches one hundred and twenty students in a class. S/he is left with no option but to deliver a lecture for teaching the prescribed syllabus. Language teaching is a process that needs continuous and systematic efforts by teachers as well as the students. Moreover, students are not expected to learn the basic skills of language at the graduation level as they are supposed to have learned the basic skills at the high school and intermediate level before coming to graduate studies. But the students, even after commencing study for graduation, are prescribed English as a compulsory course in which teaching of language skills is made an integral part. Curiously enough, these students are prescribed prose essays and poems through which they are expected to learn the language. The question remains whether English is being taught as a 'subject' (encompassing the literature component and other nuances), or

purely as a ‘language’. The students are supposed to become able to write answers to the questions in the examination which is conducted by the university at the end of every semester.

The professional commitment of the teachers in this area is also a matter that needs serious attention. Most of the colleges are run by private management and their financial expenses are borne by the government. The government shoulders the responsibility of financial needs including salary as well as non-salary grants and the management, generally comprised of non-government members, decides policies to be adopted. So these are government aided private colleges. This leads the teachers to think that they are the servants to management rather than to the public and thus, act in the interest of the management rather than that of the students for whom these colleges have been established and the teachers are paid huge salaries.

Almost eighty percent of the teachers in this area think that time allotted for teaching English is not sufficient but only about thirty percent of them think it their responsibility to conduct extra classes. It means fifty percent of the teachers don’t care for the loss of their students. They think that it is the responsibility of the government to think about this. Hence, there seems to be no way to compensate this loss.

The history of this region also has a key role to play in emergence of the present situation. As referred to in earlier chapter, historically, Marathwada has been one of the backward areas since a long time. English came to India with the arrival of British people who came here as the traders and later settled here as the rulers. After 1857 India came under the direct rule of British crown but it was still, in some parts, ruled by the local kings and rulers in their princely states annexed to the British rule directly. Marathwada is one of those areas which were under the rule of non-British rulers. Marathwada was the part of princely state called Hyderabad ruled by a ruler called Nizam.

Though history remembers Nizam as very progressive and ideal ruler, his rule was not less than that of the dictator. He is praised in the history for his developments like railway, post and administration and even for education. But the people in this area remained away from English for a long time which consequently resulted into their

phobia for English. Under the Nizam rule Urdu had been the medium of instruction and same was the language of state affairs. People needed to focus Urdu rather than English. Hence they never could have the sufficient exposure to language and opportunities of becoming the good English users. In rest of the parts of country, as the people were directly under the rule and influence of British people and culture they could develop a kind of liking for English. In southern and northern parts of India people are found to be using English effectively. Western Maharashtra was also under the rule and influence of British people and thus, it has the long tradition of using English language but unfortunately, Marathwada remained a segregated land.

Due to such factors English could not become one of the widely used languages in Marathwada. But the evaluation system fails to test whether the goals of the curriculum are fulfilled or not. The evaluation system has also been observed to be extremely vague and having plenty of lacunas. Hence it is very difficult to understand whether the students have actually acquired certain language skills or not. Most of the emphasis is due on writing in the examination. Very little scope is given to rest of the language skills. Although the ‘framing of syllabus’ and ‘evaluation/examination system’ are not the focus of the present study, some of the factors relating to these systems need to be considered here, as they are allied to the present inquiry.

As the classrooms are overcrowded, the teacher does not have adequate scope for using the effective teaching methods of teaching English. Making groups and pairs in such conditions is very difficult. It is even more difficult to select the methods of teaching a language. Moreover, it is not easy to decide which method is appropriate in such conditions. Most of the teachers think that ‘Grammar Translation Method’ is the best method to teach English in these conditions. In fact, it has been agreed upon by all the language experts that ‘Eclectic Method’ is the only method which can be of great use to the learners but only ten percent of the teachers think that ‘Eclectic Method’ is the appropriate method to teach English. It also proves that the teachers are not aware of the proper teaching methods either, or they are too rigid in their attitude towards teaching English language.

It has been proved that no teaching method can be said to be the appropriate one. It depends upon the teaching and learning conditions, and also upon the level of understanding of the students. Most of the teachers still use ‘Grammar Translation Method’ to teach English to their students. ‘Direct Method’ of teaching English is also preferred by almost an equal number of teachers, but the percentage of such teachers is only around forty. Therefore, there is no method that can satisfy the needs of all the learners in different teaching and learning conditions. The time constraint is one of the most important factors that affect the language learning of the students in this area. This is a great problem faced by students as well as the teachers in this area. There cannot be a concrete solution to this problem. In such conditions where students remain in contact with the teacher only for a small span of time, teaching using ‘language learning strategies’ can be of great help to the students.

Language learning is a complex process. It is the gradual development of learners linguistic abilities expressed in different forms like speaking and writing. The classroom procedure of language learning and teaching is being viewed as learner centered activity in modern times. The process of teaching depends upon the response of the learner rather than that of the teacher. Methods of teaching English language are subject to the aim of learning English language. Every new teaching method tries to prove its usefulness over others. Therefore, no teaching method can be called appropriate. Language teaching needs to be considered very carefully in Marathwada region particularly, as the learners in this area are very weak due to the lack of proper schooling.

‘Language learning strategies’ is one of the useful innovations in teaching English language. ‘Language learning strategies’ can be the powerful language learning tools. It is also a cognitive process which enables a learner to learn the new language abilities at the particular stages of their mental development. They are also referred to as ‘learning behaviours’, ‘learning tactics’ and ‘learning techniques’. The idea of language learning strategies holds that a teacher instead of giving answers should teach them to learn with their own assistance. It is an idea that believes in making students/learners their own teachers.

The problem of teaching English, either as a second language or as foreign language is more critical in case of the teachers and learners where it is a time bound process, and when a learner is supposed to appear for the examination at the end of a time bound course. English language in the countries where it is not the first language should be taught by utmost care and sincerity. Students at graduation level are incompetent English language users. Their linguistic abilities are far less than the expectations. Condition in rural parts of India is reported to be worst. In the school curriculum English is taught and learnt as a subject rather than a language. Various false methods are adopted to gain the results. Moreover, the evaluation system also needs to be investigated properly.

In the rural Indian schools and colleges it is only the teacher who works as the facilitator of the language learning. Most of language learning depends upon teachers in rural Indian schools and colleges. Professional commitment of the teachers is not satisfactory; and their linguistic competency and communicative abilities are also observed to be deficient. Number of teachers and their contact hours with the students are also inadequate. In fact, whole of educational system needs to be reviewed seriously and honestly.

‘Language learning strategies’ are effective tools of self-directed language learning. They are individual efforts deliberately tried by the language learners. As these strategies always help the learners, they are the powerful tools with potential of effective language learning. Language learning strategies are conscious efforts taken by the learners to facilitate their own learning. Language learning strategies are the conscious or unconscious processes learners remain busy in to become good and self-reliant language users. They are as Rubin says “the techniques or devices that learners use to acquire second language knowledge” (41-51) and as Stern says are “some general order approaches to learning which govern the choice of specific techniques”. Language learning strategies are “conscious enterprise for exploiting available information to improve competence in second language” according to Bailystok and “generally more or less deliberate approaches to learning” according to Naiman. For Naiman and Cohen they are “mental operations used by learners to accomplish learning tasks” while for Wenden

they are “behaviours learners actually engage in, to learn & regulate second language learning”. While Wenden and Rubin call them “what learners do to learn and do to regulate their learning” but in the view of Mohamed Amin Embi, “language learning strategies are plans and/or actions that learners take to enhance the process of language learning”. Chamot thinks, “Language learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate learning & recall of both linguistic & content area information” and Oxford believes them to be “steps taken by the learner to aid the acquisition, storage & retrieval of information” (18-22).

Depending on the nature of their usefulness ‘language learning strategies’ are classified into two main categories called ‘direct strategies’ and ‘indirect strategies’. Direct strategies are the strategies which learners directly use to enhance their language learning. Indirect strategies aid the language learning indirectly. They help the language learning without direct learning of the contents. They help to boost the memory as well as make language learning effective indirectly.

Though the concept of language learning strategies came to be known to the world since 1970s these had been used by the learners since ancient times. The idea is old but it was scientifically taken into consideration in the decade of nineteen seventies. Rubin claims the honour of being called the pioneer of the research in the area of ‘language learning strategies’.

The principle of maximum participation of learners in the language learning process is seen in case of ‘language learning strategies’. The students who can use language learning strategies become better language learners. Language learning is not merely the learning of content. It is development of the basic skills and sub-skills involved in the process of acquisition. If a learner succeeds in his language task he further performs greater tasks because strategic use which made him successful in his earlier tasks motivates him for another successful learning experience.

Language learning strategies too are based on a theory which is concrete and it is not a confusing or fuzzy concept. Repetition of the words to remember them and grouping them to make easy to remember are some of the activities propounded through

‘Grammar Translation Method’ which are in fact, strategies adopted by learners. These can be collectively called ‘repetition’, ‘grouping’ and ‘mnemonics’. Audio lingualism indirectly promoted strategies like ‘repetition’, ‘imitation’ but in a crude and an unidentified form. Chomsky’s theory of language learning is in fact the theory of language acquisition and cannot be applied to language learning. His idea of assisting students to enable them to learn on his own is similar to the teaching language learning strategies to language learners. ‘Communicative Language Teaching’ and Situational Language Teaching’ more or less, emphasize the learner participation in the learning process. This leads to the base of language learning strategy theory ‘teach the students to learn on their own’. The Natural Method’ emphasizes natural way of language learning rather than studying the formal grammar and syntactic rules. This also provides a base for language learning strategy theory because acquisition brings learner to the center of teaching process rather than the instructors. ‘The Silent Way’ suggests teacher or instructor to remain silent and encouragement of the learner as much as possible by marginalizing the teacher’s role to a large extent and brings learner to the center of the whole of learning process. It believes in promoting learner to be his own instructor. Learners are left to their own abilities to solve most of their problems. Language learning strategy theory is built around the same principle. Good language learners practice and monitor their own language and also the language of those who are around them. Employments of strategies depend on a number of variables. These variables generally include target language proficiency, age of the language learner, situation in which a learner is learning and cultural differences.

Higher level students use more and frequent language learning strategies in comparison with lower level students. Higher level students use more of the metacognitive strategies than lower level students. More successful students are probably able to exercise greater metacognitive control over their learning which differentiates them from the general language learners.

It is evident from the discussion so far that the choice of language learning strategy or strategies varies from person to person. There is no uniformity for selecting the strategy for language learning. The strategy choice in a case of language learners depends upon

several factors. Female learners tend to use different language learning strategies than the male learners. Psychology of the learner, motivation for the learner, and nationality of the learner are some of the important factors besides gender that affect choice of the language learning strategy/strategies.

As Oxford states, “Language learning strategies are teachable and the learners can benefit from coaching in language learning strategies” (227-246). Strategies as they are identified and classified can of course be intentionally taught to the learners to achieve the greater success rate in language learning. As language learning strategies can be systematically narrated and classified into main categories and sub categories, they can also be intentionally taught to the language learners to facilitate their language learning which consequently would result into better learning outcome. Griffiths’ conclusion is noteworthy in this relation “Used eclectically, in conjunction with other techniques, learning strategies may well prove to be an extremely useful addition to a language learner’s tool kit” (17).

It is one of the prominent responsibilities of the language instructor to be careful while instructing about use of language learning strategies. The teacher should be careful about the selection of the learners and also of the learning circumstances while teaching a language learning strategy. The greater care is required in identifying and selecting learning strategies for instruction on the basis of what is relevant for the particular learner under the particular learning circumstances. Teachers must have undergone a crucial conceptual shift towards a learner centered classroom while introducing ‘language learning strategies’.

The ‘language learning strategies’ as mentioned in earlier chapter are generally classified into three main categories viz. ‘direct strategies’ and ‘indirect strategies’ and six sub categories viz. ‘memory strategies’, ‘cognitive strategies’, ‘compensation strategies’, ‘metacognitive strategies’, ‘affective strategies’ and ‘social strategies’.

In case of ‘understanding spoken English’ in target area of this study i.e. colleges in Latur district, the students’ language abilities are different. Their language abilities are subject to their respective areas as well as the facultiesstreams in which they are

learning. The students with good learning abilities generally prefer Science faculty followed by Commerce. ‘Arts’ is observed to be preferred by most inefficient and slow learners. As far as listening with comprehension is concerned percentage of the students belonging to Science faculty is more than that of Commerce and Arts. But number of students in Science faculty is also not satisfactory.

Teaching English at graduation level largely depends on the English learnt at earlier levels. Primary schooling, secondary schooling and higher secondary schooling also affect the language learning and teaching at graduation level. Students are expected to acquire certain linguistic abilities at earlier levels of their language learning. Their pre-requisite skills play important role in the language learning at graduation level.

It is observed that appropriate prerequisite language skills of the students learning at graduation level in colleges in Latur district are not satisfactory. Percentage of the students with appropriate pre-requisite linguistic skills of urban Arts and Science students studying in this area is comparatively more than the students studying in rural area. But Percentage of Commerce students studying in urban colleges is less than the percentage of the Commerce students studying in rural colleges. Similarly percentage of the students who are studying in Commerce faculty is more than the percentage of the students (with appropriate pre-requisite skills) studying in Arts faculty and less than the percentage of the students studying in Science faculty. The conditions worsen when the teachers’ responses regarding syllabus and adequacy of time are taken into consideration.

Teachers teaching in rural areas hold the opinion that the appropriate teaching method for teaching English in class is grammar translation method. The opinions of the teachers about appropriate teaching method are subject to their area. Maximum of the teachers in rural colleges think it to be ‘Grammar Translation Method’ while maximum of the teachers teaching in urban colleges think that appropriate teaching method is ‘Direct Method’. Most of the teachers tend to think that either ‘Grammar Translation Method’ or the ‘Direct Method’ is the appropriate teaching method. Only difference is that teachers teaching in rural colleges rely on ‘Grammar Translation Method’ than the ‘Direct Method’ while the teachers teaching in urban colleges trust ‘Direct Method’ than the ‘Grammar Translation Method’ to be the appropriate for teaching English as a second

language at the degree level. None of the teaching methods is marked to be appropriate teaching method by more than fifty percent of the teachers either from rural colleges or from urban colleges. ‘Grammar Translation Method’ is found to be most feasible as well as useful by most of the teachers from rural as well as urban colleges.

Teachers in the colleges Latur district do not teach ‘memory strategies’ viz. ‘semantic mapping’, ‘representing sounds in memory’, ‘structured reviewing’, ‘using physical response or sensation’, and ‘grouping’. ‘Using keywords’ is the language learning strategy taught by maximum teachers to their students while ‘using imagery’ is taught by minimum teachers.

Memory strategies are very useful for the language learners at the initial stage of their language learning. Students learning in this area are extremely weak in English and are just like the beginners. Therefore, teaching them memory strategies can be greatly helpful. But, unfortunately, most of the teachers do not believe in teaching memory strategies to their students to enable them to be the efficient language learners, even without the help of the teachers. Memory strategies are the tools to remember the learnt items more effectively. It is good that some of the teachers teach important memory strategies like ‘grouping’, ‘associating/elaborating’, ‘placing new words into a context’, ‘using imagery’, and ‘using mechanical techniques; but the overall percentage of the teachers who teach ‘memory strategies’ is far less than the expectation. It is only about ninety to twenty percent. It seems that though some of the teachers teach language learning strategies to their students they are not particularly strict about selecting the language learning strategy/ies. Some of them are even not familiar with the concept of language learning strategies though they indirectly teach some of these strategies to their students at random, while some of the teachers confuse language learning strategies with teaching strategies.

The case of ‘cognitive strategies’ in relation to the strategy instruction is more or less similar to the case of ‘memory strategies’. Nobody among all the language teachers in this area teach the language learning strategies namely, ‘formally practicing with sounds and system’, ‘practicing naturalistically’, ‘getting the idea quickly’, ‘using resources for receiving and sending messages’, ‘reasoning deductively’, analyzing

expressions', 'analyzing contrastively (across language)', 'transferring', and 'recombining'. Sixty percent of the strategies from this group are not taught at all, while forty percent of these strategies are taught by some of the teachers. 'Translating' is taught by maximum teachers followed by 'taking notes', 'summarizing', 'repeating', 'Recognizing and using formulas and patterns', and 'highlighting'. 'Cognitive strategies' like 'memory strategies' directly aid the language learning. They are more useful for the beginners as well as for the intermediate language learners. But it is again unfortunate that the teachers in this area are not serious about the 'cognitive strategies' instruction'. The percentage of the teachers who teach cognitive strategies is considerably low. Only about nineteen percent of the teachers teach cognitive strategies to their students.

Out of the nine strategies that comprises of this strategy group, only four strategies are taught to the students by the teachers. 'Using linguistic clues', 'using other clues', 'using mime or gestures', 'avoiding communication partially or totally', and 'adjusting or approximating the message' are not taught by any of the teachers in this area. Among the used strategies, 'switching to mother tongue' is taught by most number of teachers; while 'getting help' is taught by least number of teachers. 'Compensation strategies' are very helpful for all types of language learners because they help to boost their confidence while conversing. It has been observed that students in this area are extremely shy to speak English as they think that they won't be able to speak properly. Compensation strategies aid them additional weapons like switching to mother tongue or to avoid the communication. It gives them the idea that if they fall short of some words at any point in the communication they can switch to the mother tongue to compensate it. Unfortunately, 'switching to mother tongue' is the language learning strategy used by good language users. Even the best of Marathi or Hindi speakers switch to mother tongue to compensate their crisis but English speakers are not allowed to do so because they are generally thought to be bad speakers of the language. Switching to English, Latin, or any other foreign language by the speakers of Marathi or Hindi is considered as the sign of being intelligent; but switching to mother tongue by non-English speakers while speaking English is taken to be the sign of being intellectually poor. Teachers in this region are also of the same opinion. They do not allow their students to switch to mother tongue. There is, of course a need of using compensation strategies on rarest of

the occasions, but they surely help the learners to compensate at the time of crisis when they speak in English. Teachers themselves are confused in this relation. They think it to be extremely uncivilized to switch to the mother tongue or to avoid communication partially or totally. A few teachers in this area teach some of the ‘compensation strategies’ but their percentage is again extremely low. Only twelve percent of the teachers teach ‘compensation strategies’ to their students.

The ‘Direct Language Learning Strategies’ are ‘memory strategies’, ‘cognitive strategies’, and ‘compensation strategies’. It can be said that there are very few teachers in this area who teach direct language learning strategies to their students. Only about seventeen percent of the teachers in the colleges in Latur district teach the ‘Direct Language Learning Strategies’ to their students. More than eighty three percent of the teachers do not teach the ‘Direct Language Learning Strategies’ to their students. In fact, the ‘Direct Language Learning Strategies’ are the strategies that aid the language learning effectively and can make language learning extremely effective; but, unfortunately, these strategies are not taught by most of the teachers in this area.

The other three strategy groups entitled ‘metacognitive strategies’, ‘affective strategies’, and ‘social strategies’ form the broad strategy group entitled ‘Indirect Language Learning Strategies’.

In all, seven of the metacognitive strategies are taught by some of the teachers in this region. The unused strategies from the group of metacognitive strategies are ‘delaying speech production to focus listening’, ‘finding about language learning’, ‘organizing’, and ‘identifying the purpose of a language task (purposeful listening/reading/speaking/writing)’.

In the group of ‘metacognitive’ language learning strategies, ‘self -evaluation’ is the strategy taught by maximum teachers followed by ‘planning for language task’, ‘setting goals and objectives’, ‘self-monitoring’, ‘paying attention’, ‘seeking practice opportunities’, and ‘overviewing and linking with already known material’. While ‘overviewing and linking with already known material’ is the language learning strategy used by minimum teachers.

The ‘metacognitive strategies’ belong to the group of ‘Indirect Strategies’. They do not help to learn the language learning directly. They help to make the language learning easier and effective by providing additional sources. ‘Metacognitive strategies’, if used properly give learner an insight to learn the new items of language by themselves and also help them to be their own monitors. They become their own teachers and can find out their strengths and weaknesses while learning the language.

It has been agreed upon that the advanced learners make use of ‘metacognitive strategies’ effectively and frequently than the slow learners. ‘Metacognitive strategies’ can be of great help to the students in the colleges in Latur district because in this area students are not provided with ample opportunities of learning the language. The time allotted for teaching English to the students in this area is also not enough. In such conditions teaching language learning strategies, especially metacognitive strategies, can help them a lot to learn the language; but very few of the teachers teach only some of the metacognitive strategies to the students. Only about twenty seven percent of the teachers teach metacognitive strategies to their students. Though the percentage of the teachers who teach metacognitive strategies is more than other strategies,(except social strategies) it is considerably low. More than seventy two percent of the teachers in this region do not teach ‘metacognitive strategies’ to their students.

Out of the ten ‘Language Learning Strategies’ in the group of ‘affective strategies’, seven are used by the teachers for instructing their students. The strategies which are not taught to the students are ‘using laughter’, taking risks wisely and ‘using a checklist’. Among the used strategies ‘discussing your feelings with someone else’ is the language learning strategy used by highest percentage of the teachers followed by ‘rewarding yourself’, ‘using music’, ‘using progressive relaxation, deep breathing or meditation’, ‘writing language learning diary’, and ‘listening to your body’. ‘Making positive statements’ is taught by the lowest percentage of the teachers.

The affective strategies aid language learning in a different way. They are the tools to make language learning interesting and easier. They are the ways to make language learning pleasant and also help to turn the frustration of the learner into their success. Some of the affective strategies are used for regaining the strength to learn while

others to cheer up. These affective strategies are useful on certain occasions when learners feel nervous; or when they are tired of language learning. Indirectly, ‘affective strategies’ prepare the learners for new learning experiences.

The percentage of the teachers who teach the ‘affective strategies’ to their students in this area is also considerably low. It is in fact, least in the group of indirect language learning strategies though more than all the ‘Direct Language Learning Strategies’. Only about twenty three percent of the teachers at an average teach ‘affective language learning strategies’ to the students in this area which means more than seventy seven percent of the teachers do not teach affective strategies to their students.

Last group in the category of ‘Indirect Language Learning Strategies’ is the group referred to as ‘social strategies’. Out of the six ‘social strategies’, five are used by the teachers. ‘Asking for clarification or verification’ is the only social strategy which is not used for instruction. The highest percentage of the teachers use ‘cooperating with peers’ followed by cooperating with proficient users of new language’, ‘developing cultural understanding’ and ‘becoming aware of others’ thoughts and feelings’; while lowest percentage of the teachers use the language learning strategy namely, ‘asking for correction’.

The ‘social strategies’ help the language learners to cooperate with people they come in contact with, to make their language learning more effective. It makes them able to use the sources around them. As has been mentioned earlier the teachers can spend only a limited and considerably less time with their teachers in this area, it is always good to use the social conditions to enhance language learning. These strategies indirectly fill the gap of teacher and make the language learning easy. Only a few percent of the teachers in this area teach most of the social strategies to their students. Only about thirty percent of the teachers at an average teach social strategies to their students which means that more than sixty nine percent of the teachers do not teach social strategies to their students.

Among all the strategy groups the group taught by most percentage of the teachers is the group of ‘social strategies’ followed by ‘metacognitive strategies’,

‘cognitive strategies’, ‘affective strategies’, ‘memory strategies’ and ‘compensation strategies’ respectively. Compensation strategies are taught by the least percentage of the teachers among all the strategies.

‘Indirect Language Learning Strategies’ are taught by more teachers than the ‘Direct Language Learning Strategies’. Only about seventeen percent of the teachers teach ‘Direct Language Learning Strategies’; while twenty seven percent of the teachers teach ‘Indirect Language Learning Strategies’ to their students in the colleges in Latur district. It can also be said that about eighty three percent of the teachers do not teach ‘Direct Language Learning Strategies’ to their students while seventy three percent of the teachers do not teach ‘Indirect Language Learning Strategies’ to their students in this region.

The use of language learning strategies in the colleges in Latur district is very less and there is not the specific order of teaching language learning strategies in this area. Most of the teachers do not think it essential to grade the students and to use language learning strategies for instructing them. The use of language learning strategies for instruction varies from teacher to teacher and differs a lot from area to area. Urban teachers teach more language learning strategies in comparison with rural teachers.

An effect of interactive language learning can be seen much upon more teachers in this area because most of the teachers are found to using social strategies more than other language learning strategies. Some of the teachers are indifferent to language learning strategies and seldom teach language learning strategies. The field of language learning strategies is not worked upon much in India in general and in Maharashtra particular. There is a need of teaching language learning strategies to all the teachers in the colleges in Latur district.

The present study, beginning with an introduction to the concept of ‘Language Learning Strategies’ and also providing the necessary historical background to the English Language Teaching in India as well as the most peculiar situation of the geographical region Marathwada (in which the area selected for the study: Colleges In Latur district is located), has establish a valid premise through subsequent chapters

devoted to survey results and analysis for making some pertinent observations. Firstly, the concept of acquainting the students with ‘Language Learning Strategies’ remains an area which has so far been largely neglected, though some of the eminent scholars having international recognition have come out with significant studies on this topic. This neglect or lack of awareness about ‘Language Learning Strategies’ is also reflected in the education system of India. As the present enquiry has been made only with reference to the ELT situation in a particular region, the backwardness of the area had to be considered while evaluating the role of these strategies for the student. From the survey undertaken with this objective, it has been observed that the ‘Language Learning Strategies’ are not sufficiently taught to the students.

Taking a stock of overall situation pertaining to ELT in this particular region, it would not be inappropriate to suggest that introduction of ‘Language Learning Strategies’ by the teacher of English to the degree college students would lead to the positive results. It would on the one hand, help to find a solution to the complex situation in which teacher of English has been caught up (overburdened with the large number of students, provided with less duration of teaching and other detrimental factors related to the curriculum and examination system). On the other hand acquisition of ‘Language Learning Strategies’ by students would greatly help them in possessing adequate knowledge of the English Language. Thus, the ‘Language Learning Strategies’ would prove to be significant feature in the creation of conducive situation for English Language teaching /learning.

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### ***Annexure 'A': Questionnaire***

### **Teaching English as a Second Language at Degree Level: Survey and Analysis of the Strategies Used in Colleges in Latur district.**

**Name of the research scholar:** -Mr. L. D. Jogdand

(Assistant professor, Mahatma Gandhi Mahavidyalaya, Ahmedpur )

Name:- \_\_\_\_\_

Designation:- \_\_\_\_\_

College: - \_\_\_\_\_

Location:- \_\_\_\_\_

Please specify the -

1. Percentage of the students who can understand spoken English completely;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
2. Percentage of the students who can understand 90% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
3. Percentage of the students who can understand 80% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
4. Percentage of the students who can understand 70% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
5. Percentage of the students who can understand 60% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
6. Percentage of the students who can understand 50% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
7. Percentage of the students who can understand 40% of the spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
8. Percentage of the students who can't understand spoken English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
9. Percentage of the students who can speak fluently in English;  
I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_
10. Percentage of the students who can speak satisfactory English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

11. Percentage of the students who can speak average English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

12. Percentage of the students who try to speak in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

13. Percentage of the students who can't speak even a single correct sentence in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

14. Percentage of the students who can read and understand English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

15. Percentage of the students who can read English correctly;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

16. Percentage of the students who can read English but commit minor mistakes;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

17. Percentage of the students who can read English but commit major mistakes;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

18. Percentage of the students who can read English but don't understand;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

19. Percentage of the students who can't read even a single sentence of English correctly;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

20. Percentage of the students who can write in English without mistakes;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

21. Percentage of the students who commit 10% mistakes while writing in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

22. Percentage of the students who commit 20% mistakes while writing in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

23. Percentage of the students who commit 30% mistakes while writing in

English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

24. Percentage of the students who commit 40% mistakes while writing in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

25. Percentage of the students who commit 50% or more mistakes while writing in English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

26. Percentage of the students who have appropriate knowledge of the basic sentence patterns of English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

27. Percentage of the students who have the knowledge of basic rules of transformations of sentences of English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

28. Percentage of the students who know basic rules of English grammar;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

29. Percentage of the students with appropriate essential vocabulary;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

30. Percentage of the students who remain present for more than 90% of the classes of compulsory English.

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

31. Percentage of the students who remain present for more than 80% of the classes of compulsory English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

32. Percentage of the students who remain present for more than 70% of the classes of compulsory English;

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

33. Percentage of the students whose attendance is more than 60%. I.  
Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

34. Percentage of the students who remain present for more than 50% of the classes of compulsory English.

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

35. How many teaching hours per week are prescribed in your curriculum?

I. Arts \_\_\_\_\_ II. Commerce \_\_\_\_\_ III. Science \_\_\_\_\_

36. Do you think that time allotted for teaching Compulsory English is enough?

I. Yes              II. No

37. Do you think that your students have appropriate pre-requisite skills of English language?

I. Yes              II. No

41. Which of the following teaching methods do you think appropriate?

- Grammar Translation Method
- Direct Method
- New Method
- Audio-Lingual Method
- Eclectic Method
- Any Other Method \_\_\_\_\_

38. Please mark (✓) on the strategy/ies that you teach your students....

Direct strategies

Memory strategies:

- Associating/elaborating
- Placing new words into a context
- Using imagery
- Semantic mapping
- Using keywords
- Representing sounds in memory
- Structured reviewing
- Using physical response or sensation

- Using mechanical techniques
- Grouping

Cognitive Strategies:

- Repeating
- Formally practicing with sounds and writing systems
- Recognizing and using formulas and patterns
- Practicing naturally
- Getting the idea quickly
- Using resources for receiving and sending messages
- Reasoning deductively
- Analyzing expressions
- Analyzing contrastively (across languages)
- Translating
- Transferring
- Taking notes
- Summarizing
- Highlighting

Compensation strategies:

- Using linguistic clues
- Using other clues
- Switching to the mother tongue
- Getting help
- Using mime or gesture
- Avoiding communication partially or totally
- Selecting the topic

- Adjusting or approximating the message
- Coining words

#### Indirect strategies

##### Metacognitive strategies:

- Over viewing and linking with already known material
- Paying attention
- Delaying speech production to focus on listening
- Finding out about language learning
- Organizing
- Setting goals and objectives
- Identifying the purpose of a language task (purposeful listening/reading/speaking/writing)
- Planning for language task
- Seeking practice opportunities
- Self-monitoring
- Self-evaluating

##### Affective strategies:

- Using progressive relaxation, deep breathing, or meditation
- Using music
- Using laughter
- Making positive statements
- Taking risks wisely
- Rewarding yourself
- Listening to your body
- Using a checklist
- Writing a language learning diary

- Discussing your feelings with someone else

Social strategies:

- Asking for clarification or verification
- Asking for correction
- Cooperating with peers
- Cooperating with proficient users of the new language
- Developing cultural understanding
- Becoming aware of others' thoughts and feelings

Signature

### **The Significance of the Strategies in Teaching English as a Second Language**

Mr. L.D.Jogdand

Assistant Professor,

Department of English,

Mahatma Gandhi Mahavidyalaya,

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English is taught and learnt as either as a First language, Second language or a Foreign language around the world. Richards Jack and Rodgers Theodore

comments, “it has been estimated that some 60 percent of today’s world population is multilingual. From both a contemporary and a historical perspective bilingualism or multilingualism is a norm rather than the exception. Today English is most widely studied foreign language.” (P3) In most of the countries where English is not used as the mother tongue, it is learnt and taught as the second language. It is taught as the compulsory subject in the first two years of graduation in most of the Indian universities.

The world witnessed many experiments and innovations in teaching languages to the students especially, foreign languages. Like other foreign languages traditionally English language was taught with the help of Grammar Translation Method. It is a traditional method of teaching an unknown language to the students and was believed to be the most appropriate and useful method. It was used in England to teach the students the Latin language. British educationist thought it proper to employ the same method for teaching English to the Indian students. It helped them to learn the language structures in detail as this method primarily focuses on teaching the grammatical aspects of the language. The students learnt a lot about the language but not the language itself.

The year 1886 opened new vistas for the language learners and teachers with the foundation of International Phonetic Association and development of International Phonetic Alphabet. The language experts asserted that the speech is the primary form of language rather than the written word. This view shook the foundation of Grammar Translation Method and the direct method with a maxim

that a foreign language can be best taught directly i.e. without using mother tongue came into vogue. But the popularity of direct method did not last longer because of its short comings. “Roger Brown, the Harvard psychologist, states Richards Jack and Rodgers Theodore, documented problems with strict Direct Method technique. He describes his frustration in observing a teacher performing verbal gymnastics in attempt to convey the meaning of Japanese words when translation would have been a much more efficient technique.” (13) In twentieth century many language teaching methods and approaches emerged and suppressed. Methods and Approaches in language teaching as enlisted by Tickoo M.L. are-

- 1) Grammar Translation Method
- 2) West’s New Method
- 3) The Direct Method
- 4) Dodson’s Bilingual Method
- 5) Communicative Approach
- 6) Humanistic Approach
- 7) The Silent way
- 8) Suggestopedia
- 9) Total Physical Response and
- 10) Natural Approach (365-367)

The importance of the methods and approaches cannot be denied for either of them proved to be useful for the language learners and gave best results for the teachers. The educational system in our country greatly differs from that of the

foreign countries. Being the country of second largest population in the world the classrooms are generally overcrowded in India. It is rather impossible for a teacher to personal attention to all the students in the class.

The shortcomings in these Methods and Technique lead the linguists and language specialists to think of some other ways of teaching which would prove useful in the classrooms. Use of Strategies emerged as a better way for learning the second language. “Richard Jack and Rodger Theoder wrote about difference between Approach Method and Technique stated by Edward Anthony as- ‘An approach is set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.’ ... ‘A Method is overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. Within one approach there can be many methods.’... ‘A technique is implementational - that which actually takes place in a classroom. It is a trick to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well” (19)

No teaching method can be perfect as it is basically structured by some theory and the set principles. Language teaching is a herculean task for a teacher if he tends to perform it honestly and desires to get best possible results. A teacher encounters many difficulties while dealing with the problems of his pupil. In countries like India where classrooms are generally overcrowded and

the students are with different learning abilities, it becomes difficult to employ a particular method because it proves to be useful for some of them and useless for the others. The back benchers generally do not pay attention to the instructions of the teacher and consequently lag behind which results into their frustration. Use of strategies proves more useful in such conditions.

The term strategy is wider and is not bound to the strict rules or principles. It is designed and can be modified viewing the betterment of the students. The strategies are the active tools for effective learning. The language experts define the strategies as follows-

“In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behavior.” (Stern )

“Learning strategies are the behaviors and thoughts that learner engages in during learning that are intended to influence the learner’s encoding process”.  
(Weinstein and Mayer)

“Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information”. (Chamot)

“Learning strategies are concerned with the learners’ attempts to master

new linguistic and socio-linguistic information about the target language”  
(Tarone )

“Any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information.” ( Rubin )

Strategies are important in the language teaching and learning process because they are the effective tools for active and self directed involvement of the students in the language learning process. With the decline of importance of teaching methods in language teaching it has been widely believed and has been emphasized by linguists and language experts that much importance should be given to the maximum participation of the learners and wider scope should be provided to the creativity of the teacher in the language classrooms. The learners should not be viewed as the passive recipients. In fact, the role of the teacher has been marginalized in the modern classrooms. As Richards and Rogers rightly points out “It has been acknowledged that learners bring different learning styles and preferences to the learning process and they should be consulted in the process of developing a teaching programme, and teaching methods must be flexible and adaptive to learners’ needs and interests.” (247)

Strategies are effective and they can help students/learners to reach the goal of gaining mastery over the target language. “The explicit teaching of learning strategies can aid language teachers in helping students attain the goals of improving their mastery of the target language and of learning about the target

culture. Learning strategies are the thoughts and actions we engage in, consciously or not, to learn new information. The goal of teaching learning strategies is to help students to consciously control how they learn so that they can be efficient, motivated, and independent language learners” (Chamot, Barnhardt, Dinary, & Robbins)

The language learning students always should be allowed take the leading role in the classroom activities which will enable them to do what is right. The strategies help them to initiate in the process of language learning and they are provided with ample opportunities to correct and motivate themselves. “The intent of learning strategies instruction is to help all students become better language learners. When students begin to understand their own learning processes and can exert some control over these processes, they tend to take more responsibility for their own learning. This self knowledge and skill in regulating one's own learning is a characteristic of successful learners, including successful language learners. Research with both first and second language learners is revealing some of the ways of thinking that guide and assist an individual's attempts to learn more effectively” (Paris & Winograd,)

Students who think and work strategically are more motivated to learn and have a higher sense of self-efficacy or confidence in their own learning ability. The strategic students perceive themselves as more able to succeed academically than students who do not know how to use strategies effectively. Students who expect to be successful at learning task generally are successful, and each successful learning

experience increases motivation. “In order to continue to be successful with learning tasks, students need to be aware of the strategies that lead to their success.” (Pressley & Afflerbach,)

The value of self-knowledge is that it leads to reflection, and helps in planning how to proceed with a learning task, to monitor one's own performance on an ongoing basis, and to self-evaluation upon task completion. In other words, it leads to self-regulation of one's learning. “Students with greater metacognitive awareness understand the similarity between the current learning task and previous ones, know the strategies required for successful learning, and anticipate success as a result of knowing how to learn.” (O'Malley, Chamot, and Küpper)

If successful language learners know how to use learning strategies to assist their language performance, teachers can help less effective language learners by teaching them how to use some of the same effective strategies. The experts of language teaching offer a number of strategies to help classroom teachers enhance the success of ESL students with language learning disabilities.

Though the use of strategies is often neglected by most of the teachers its importance cannot be denied. Its use helps to increase the self confidence and learning abilities of the students. “Many of the studies carried out to date report that instruction in learning strategies can, if properly conducted, help students increase their language learning ability and confidence” ( Ross and Rost)

If a teacher helps his pupil to use learning strategies it can benefit them in

many ways. The maximum participation of the students in learning activities make the learning experience more interesting and also proves useful for the longer retention of the knowledge. Teachers are supposed to play the secondary role and endeavour to have maximum participation of the learners so that they can be motivated to find new ways to acquire the specific skills and relate their earlier knowledge to learn new things which enables them to be the self reliant and solution seeking to their problems. There are some of the strategies which proved to be most useful for the students. Use of these strategies really helps the students in multiple ways which generally may not be taken into consideration.

The strategies that have been used over the world and proved useful for second language learners from all the countries where English is taught and learnt as either a foreign or a second language also needs to be considered for their significance in the classrooms. Their importance is vital to the students of different age groups and of different mind setups. Besides, students can share ideas and check their work by cooperating with classmates. Instructors expect students to work independently and be responsible for their own learning. Learners are therefore challenged to manage their language studies in a variety of ways. Strategic learning encourages students to take that responsibility and reflect on their own thinking process as well. For instance, learners who are aware of effective learning practices monitor their progress and evaluate their performance and achievement.

Some learning strategies intended for the foreign language students are:-

- **Organizational planning:** Setting a learning goal; planning to carry out project, write a story or solve a problem
- **Predicting:** Using parts of text ( such as illustrations, titles, headings, organization ) or real life situation and own background knowledge to anticipate what is likely to occur next.
- **Self-management:** Seeking arranging the conditions that help you learn.
- **Activating Prior Knowledge:-** Using your background knowledge to understand and learn something new, brainstorming relevant words and ideas, making associations and analogies; writing or telling what you know.
- **Monitoring:-** Being aware of how well a task is going, how well you are understanding while listening or reading, or how well you are expressing your ideas when speaking or writing.
- **Selective Attention:-** Focusing on specific aspects of a task, such as locating patterns in a story, identifying key words or ideas, listening to or scanning a text for particular information, or observing relevant items or phenomena.
- **Using and Making Rules:-** Applying a rule (phonetic, grammatical, linguistic, mathematical, scientific, or other) to understanding a text or complete a task; figuring out rules or patterns from examples.
- **Note Taking:-** Writing down key information in verbal, graphic, or numerical form, often as concept maps, spider maps, T-lists, time lines, or other types of

graphic organizers.

- **Imagery**:- Using mental or real pictures or other visual cues to understand or remember information, or to solve a problem.
- **Cooperation**:- Working with classmates to complete a task or project, demonstrate a process or product share knowledge, solve problems, give and receive feedback, and develop social skills.
- **Making Inferences**: Using the context of an oral or written text and your own background knowledge to guess at meanings or unfamiliar words or ideas.
- **Substitution**: Using a synonym, paraphrase or circumlocution when you want to express an idea and do not know the word(s) you need.
- **Using Resources**: Using referential materials (books, dictionaries, encyclopedias, videos, exhibitions, performances, computer programmes and database, the internet and so forth) to find information or to complete a task.
- **Classification**: Grouping words, concepts, physical objects, numbers, or quantities according to their attributes; constructing graphic organizers to show a classification.
- **Questioning for Clarification**: Negotiating meaning for clarification, explanation, rephrasing, or examples.
- **Summarizing**: Making a mental oral or written summary of something you

listen to or read; retelling a story or other text in your own words.

- **Self-Assessment:** Completing a task, then judging how well you did, whether you reached your goal, and how effective your learning strategies or problem solving procedures were.

(Adapted from: Chamot 1996. Glenview, IL: Foresman Scott Addison Wesley.)

### **Conclusion:**

Strategies are very useful for the language learning students especially, second language learning students. Use of strategies in the language classrooms can surely help learners to acquire the language skills in a more efficient, interesting and easier way. Important reasons for teaching learning strategies in the second language classroom are:-

- Strategic differences between more and less effective learners have been documented through research in both first and second language contexts.
- Most students can learn how to use learning strategies more effectively.
- Many strategies can be used for a variety of tasks, but most students need guidance in transferring a familiar strategy to new problems.
- Learning strategies can motivate students in two main ways: by increasing students' confidence and by providing students with specific techniques for successful language learning.

- Students who have learned how and when to use learning strategies become more self reliant and better able to learn independently.
- The use of strategies helps to make learning easier, faster, and enjoyable.
- It makes learning self directed, effective and more transferable to new situations.

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## **Language Learning Strategies: A Powerful Tool for Second Language Learners**

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**Abstract:** *English language teaching has undergone several shifts as the result of dynamic theoretical replacements: from behaviourism to cognitivism and from cognitivism to innatism resulting into the shift to new methods of language teaching from traditional methods. The area of language learning strategies and LLS instruction has started to regain the critical recognition and wider attention of the linguists in recent times.*

*The focus of the present study is on utilization of 'language learning strategies' (LLS) for the students of English as second language (ESL). In the present scenario teacher-student ratio, and time allotted and time required for teaching English as a second language is disproportionate. In adverse language learning conditions like those mentioned above, it can be posited that 'language learning strategies' have the potential to become a significant remedy.*

*The present study incorporates important language learning strategies and their utility in TESL and comments' on the prevalent situation of teaching English as a second language at the different levels of the linguistic abilities of the language learners.*

Key words: LLS, TESL, behaviourism, cognitivism, innatism, linguistic abilities.

English language teaching has been gaining wider popularity since the need of globalization was realized by the modern world. It is serving as a link language in the age of globalization. It is taught as the first language, second language or the foreign language. Teaching English as a first language and teaching English as second language are different concepts and need different kinds of practices for both. The principles and practices of teaching English have been replaced from time to time by some novel and innovative ones. And most of the theories and practices of ELT are built around the notion of teaching English as the first

language.

Language learning strategies are among the all-time useful practices for the effective language learning of the second language learners. After Rubin carried out the research in the area of LLS people started to believe that LLS have the ability to become the effective instrument of language learning in ESL countries/areas. Though a lot of research has been done in this field people still think it to somewhat fuzzy concept to be understood. The critics think it to be confusing area for the teachers of English.

The concept of language learning strategies is based on the idea that it is the language learner and not the teacher who can do much for the learning. This idea is particularly meant for the second language learners. The idea of language learning strategies holds that a teacher instead of giving answers should teach them to learn with their own assistance. It is an idea that believes in making students/learners their own teachers. It is like teaching a man how to fish rather than giving him fish so that he can eat throughout the life.

Language learning is a complex process. It is the gradual development of learners linguistic abilities expressed in different forms like speaking and writing. The classroom procedure of language learning and teaching is being viewed as learner centered activity in modern times. The process of teaching depends upon the response of the learner rather than that of the teacher. Methods of teaching English language are subject to the aim of learning English language. Every new teaching method tries to prove its usefulness over others leading to more confusion.

‘Language learning strategies’ is one of the useful innovations in teaching English language. ‘Language learning strategies’ can be the powerful language learning tools. It is also a cognitive process which enables a learner to learn the new language abilities at the particular stages of their mental development. They are also referred to as ‘learning behaviours’, ‘learning tactics’ and ‘learning techniques’. It is an idea that believes in making students/learners their own

teachers.

The problem of teaching English, either as a second language or as foreign language is more critical in case of the teachers and learners where it is a time bound process, and when a learner is supposed to appear for the examination at the end of a time bound course as in most of the Indian public schools and colleges. Students become exam centered in such conditions and moreover, the evaluation system which mainly emphasizes writing skill and seeks information from the students also needs to be investigated properly. In the rural Indian schools and colleges it is only the teacher who works as the facilitator of the language learning. Most of language learning depends upon teachers in rural Indian schools and colleges. Number of teachers and their contact hours with the students are inadequate.

‘Language learning strategies’ can be a solution to this problem because they are called ‘effective tools of self-directed language learning’. They are individual efforts deliberately tried by the language learners. As these strategies always help the learners, they are the powerful tools with potential of effective language learning. Language learning strategies are conscious efforts taken by the learners to facilitate their own learning. Language learning strategies are the conscious or unconscious processes learners remain busy in to become good and self-reliant language users. They are as Rubin (1996) states “the techniques or devices that learners use to acquire second language knowledge” (41-51) and as Stern (1975) defines are “some general order approaches to learning which govern the choice of specific techniques”. Language learning strategies are “conscious enterprise for exploiting available information to improve competence in second language” according to Bailystok (1990) and “generally more or less deliberate approaches to learning” according to Naiman(2001). For Wenden they are “behaviours learners actually engage in, to learn & regulate second language learning”. While Wenden and Rubin (1987) describe them as “what learners do to learn and do to regulate their learning” but in the view of Mohamed Amin Embi, (2005) “language learning strategies are plans and/or actions that learners take to

enhance the process of language learning”. Oxford (1990) believes them to be “steps taken by the learner to aid the acquisition, storage & retrieval of information”.

Depending on the nature of their usefulness ‘language learning strategies’ are classified into two main categories called ‘direct strategies’ and ‘indirect strategies’. Direct strategies are the strategies which learners directly use to enhance their language learning. Indirect strategies aid the language learning indirectly. They help the language learning without direct learning of the contents. They help to boost the memory as well as make language learning effective indirectly.

Though the concept of language learning strategies came to be known to the world since 1970s these had been used by the learners since ancient times. The idea is old but it was scientifically taken into consideration in the decade of nineteen seventies. Rubin claims the honour of being called the pioneer of the research in the area of ‘language learning strategies’.

The principle of maximum participation of learners in the language learning process is seen in case of ‘language learning strategies’. The students who can use language learning strategies become better language learners. Language learning is not merely the learning of content. It is development of the basic skills and sub-skills involved in the process of acquisition. If a learner succeeds in his language task he further performs greater tasks because strategic use which made him successful in his earlier tasks motivates him for another successful learning experience.

Repetition of the words to remember them and grouping them to make them easy to remember are some of the activities propounded through ‘Grammar Translation Method’ which are in fact, strategies adopted by learners. These can be collectively called ‘repetition’, ‘grouping’ and ‘mnemonics’. Audio lingualism indirectly promoted strategies like ‘repetition’, ‘imitation’ but in a crude and an

unidentified form. Chomsky's theory of language learning is in fact the theory of language acquisition and cannot be applied to language learning. His idea of assisting students to enable them to learn on their own is similar to the teaching language learning strategies to language learners. 'Communicative Language Teaching' and 'Situational Language Teaching' more or less, emphasize the learner participation in the learning process. This leads to the base of language learning strategy theory 'teach the students to learn on their own'. The Natural Method' emphasizes natural way of language learning rather than studying the formal grammar and syntactic rules. This also provides a base for language learning strategy theory because acquisition brings learner to the center of teaching process rather than the instructors. 'The Silent Way' suggests teacher or instructor to remain silent and encouragement of the learner as much as possible by marginalizing the teacher's role to a large extent and brings learner to the center of the whole of learning process. It believes in promoting learner to be his own instructor. Learners are left to their own abilities to solve most of their problems. Language learning strategy theory is built around the same principle. As Griffiths (2004) rightly points out 'The fact that learning strategy theory can work so easily alongside other theories, methods and approaches means that it has the potential to be a valuable component of contemporary eclectic syllabuses" (10-11).

Good language learners practice and monitor their own language and also the language of those who are around them. Employments of strategies depend on a number of variables. These variables generally include target language proficiency, age of the language learner, situation in which a learner is learning and cultural differences.

Higher level students use more and frequent language learning strategies in comparison with lower level students. Higher level students use more of the metacognitive strategies than lower level students. More successful students are probably able to exercise greater metacognitive control over their learning which differentiates them from the general language learners. And these also can be taught to the learners because Oxford (1996) states, "Language learning

strategies are teachable and the learners can benefit from coaching in language learning strategies” (22). Strategies as they are identified and classified can of course be intentionally taught to the learners to achieve the greater success rate in language learning. As language learning strategies can be systematically narrated and classified into main categories and sub categories, they can also be intentionally taught to the language learners to facilitate their language learning which consequently would result into better learning outcome. Griffiths’ (2004) conclusion is noteworthy in this relation “Used eclectically, in conjunction with other techniques, learning strategies may well prove to be an extremely useful addition to a language learner’s tool kit” (17).

It is one of the prominent responsibilities of the language instructor to be careful while instructing about use of language learning strategies. The teacher should be careful about the selection of the learners and also of the learning circumstances while teaching a language learning strategy. The greater care is required in identifying and selecting learning strategies for instruction on the basis of what is relevant for the particular learner under the particular learning circumstances. Teachers must have undergone a crucial conceptual shift towards a learner centered classroom while introducing ‘language learning strategies’.

The ‘language learning strategies’ can be generally classified into two main categories (Oxford 1996) viz. ‘direct strategies’ and ‘indirect strategies’ and six sub categories viz. ‘memory strategies’, ‘cognitive strategies’, ‘compensation strategies’, ‘metacognitive strategies’, ‘affective strategies’ and ‘social strategies’.

### **Direct Strategies:**

The strategies used directly in dealing with a new language are called directed strategies. These strategies are very useful for the language learners because they work in two ways: First they help to store the information and they also help to recover the same when needed. These strategies help the students/language learners even when there is a gap in knowledge. They are equally useful for understanding the new language and also in using the new

language. The direct learning strategies involve the identification, retention, storage and retrieval of words and phrases of the target language. Direct strategies as mentioned are classified into three main groups viz. ‘memory strategies’, ‘cognitive strategies’ and ‘compensation strategies’.

### **Indirect Strategies:**

The ‘Indirect Language Learning Strategies’ are the strategies that work together along with ‘Direct Language Learning Strategies’. The ‘Indirect Language Learning Strategies’ help the language learners to regulate their language learning process. These are called indirect strategies because they support and manage language learning process without direct engagement. Unlike ‘Direct Language Learning Strategies’, ‘Indirect Language Learning Strategies’ are not responsible for the direct language learning of the learners. But they are as important as the ‘Direct Language Learning Strategies’. These strategies mainly concern the management of learning and include activities such as- needs, planning, monitoring, and evaluation. These also involve aspects that aid learners in regulating emotions, motivations and attitudes. These include routines for self-encouragement and the reduction of anxiety and those which address the actions learners take in order to communicate with others. Such as asking questions for clarification and cooperating with others in communication. Indirect language learning strategies are divided into three main groups of strategies called – ‘Metacognitive strategies’, ‘Affective strategies’, and ‘Social strategies’.

### **Conclusions:**

1. LLS have the potential to be the effective tools of language learning for second language learners.
2. LLS are based on a theory of student centered learning which forms the

basis of most of the recent teaching innovations.

3. LLS can be taught to the students to enable them to be self-reliant language learners.
4. LLS needs to be taught carefully viewing the learning abilities of the students and categorizing them into slow, moderate and advanced language learners.
5. LLS are very useful in the conditions where less opportunities of language use are available.

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## **Theoretical Parallels between Language Learning Strategies and Approaches and Methods in English Language Teaching**

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English language teaching has attracted the attention of several scholars across the world and the study of teaching methods, approaches and techniques has provided ample opportunities of improvement and innovative practices of teaching English language. The process of learning depends upon the response of the learner rather than that of the teacher. Marginalized role of the teacher in the classrooms is the result of the new theory propounded by the scholars over the world in relation to language learning.

Among the several innovations carried out in language teaching/learning, a major innovation called language learning strategies initiated by Rubin in 1975 has been most useful but equally controversial and neglected area. The present paper intends to stress the ecclesiastic usefulness of LLS by showing theoretical parallels between LLS and some other teaching methods and approaches. It is still believed to be a ‘powerful language learning tools’. Stern along with Rubin in the same year worked on it and made people know about the ability of language learning strategies to be the powerful tools of effective language learning. The area LLS is referred to as an absurd idea by some of the critics because they are either

‘innatists’ or ‘cognitivists’ and firmly believe that LLS lack the theoretical solidarity. O’Malley points out, “In spite of the awareness about language learning strategies and in spite of much useful and interesting work having been carried out in the intervening years the language learning strategy field continues to be characterized by confusion and consensus” (22).

The concept of language learning strategies does not claim to be an independent and the only efficient innovation of language teaching. It also avoids propounding an independent and any solely efficient theory. It aims to be useful along with other teaching methods to enhance the language learning and to fill the technical voids caused by the lacunas of other teaching methods as well as practical improbabilities like unavailability of teachers and teaching material and technical difficulties as well. The idea of LLS is used by many scholars by slightly different names. Welsh called them ‘learning behaviours’ McGoarty called them ‘learning tactics’ and Salinger called them ‘learning techniques’. Using language learning strategies is not a newly created theory. It has been used by people since many years. Language learners unconsciously learn some of the language learning strategies and use them to enhance their learning. Samida appropriately states, “Ancient storytellers have been using LLS since thousand years. In the Celtic period it took twelve years for storytellers to fully train. In the first two years they memorized 250 stories. They used mnemonic tools to help remember the narrative”(Essayforth.com). Language learning strategies are conscious or unconscious efforts taken by the learners to facilitate, improve, advance and enhance their own learning. They are conscious or unconscious processes learners remain busy in to become good, self-reliant, self-directed and effective language users.

Behaviouristic theories of language learning state that pleasant experiences are good for learning and they perform the function of stimulus for the language learners. Pleasant experiences motivate the learner to enter into new ventures of linguistic activities. Pleasing experiences in the language learning mean students’ appreciation by the teachers as well as by themselves after being successful in

some or other kind of language task. It proves to be a kind of confidence booster and inspiring experience for the learners.

Theory of language learning does not discard any idea or method of language teaching. It believes in teaching methods and techniques to be the effective practices and advocate their ecclesiastic use. Language learning strategies are based on more concrete theoretical ground. Griffiths writes:

Over the years many different methods and approaches to the teaching and learning of language to and by speakers of other languages (SOL), each with its own theoretical basis, have come and gone out of fashion (for instance the grammar translation method, the audio lingual method, the communicative approach). Language learning strategies, although still fuzzily defined and controversially classified, are increasingly attracting the interest of contemporary educators because of their potential to enhance learning (7-8).

‘Grammar translation method’ relied much upon teacher in the matter of learning but unconsciously it had the seeds of language learning strategies in it. In case of teaching vocabulary to the students grammar translation method believed in repetition of the words to memorize them. It also asserted need of grouping the words to make them easy to remember. These activities propounded through grammar-translation method are the strategies called repetition, grouping and mnemonics.

During the period of Second World War a systematically organized method called Audio-lingual method came into vogue. It mainly aimed at developing conversational abilities. This method was chiefly discovered for army to converse with the foreign people. ‘Speaking and listening forms the basis of audio-lingual method. It emphasizes speaking as the prominent skill of language and the speaking is facilitated by listening. Its procedure includes continuous and heavy drills and repetitions. It is based on the behaviorist theories of language learning.

Behaviorists assert that language learning is habit formation. Audio-lingualists focused automatic patterning of behaviours. Richards and Rodgers write , “Since audio lingual theory depended on the automatic patterning of behaviour there was little or no recognition given to any conscious contribution which the individual learner might make in learning process” (51).

Audio-lingualism indirectly promoted strategies like repetition, and imitation but in a crude and an unidentified form. Audio-lingualism outwardly stands in contrast with the language learning strategies but at the core of it audio-lingualism also helps to build the theory of language learning strategies. In this connection Griffiths intelligently observes,

There was even less place for individual language learning strategies in audio lingual theory than there had been in grammar translation theory, except, perhaps, in a very limited form in the exercising of memory and cognitive strategies by means of repetition and substitution exercise, and even this was rarely, if ever, made explicit. The effect of audio-lingual techniques of role learning, repetition, imitation, memorization and pattern practice was to minimize the importance of explicit learning strategies in language learning process (2).

Noam Chomsky became highly influential linguist and his theory began to gain wider popularity among the contemporary linguistic world. Noam Chomsky postulated that all normal human beings are born with Language Acquisition Device (Commonly referred to as LAD). This theory postulated by Chomsky was later on popularly known as innatism. Chomsky postulated that Language Acquisition Device enables learner to develop language from an innate set of principles. This innate set of principles which already exists in the Universe according to Chomsky is referred to as Universal Grammar by Noam Chomsky. Among other ideas proposed by him the concept of Transformational Generative Grammar (T.G. Grammar) gained wider popularity and is still thought to be an

important idea of understanding and acting on language principles and language behaviours. He believed in the innate ability of the language user to generate new sentences by transforming the original utterance to which he calls Universal Grammar that has its primordial existence. And a language user according to him is born with Language Acquisition Device (LAD). Chomsky's theory gives a major setback to the theories postulated by behaviorists. Chomsky concludes that "When investigated with care and respect for the facts, shows that current notion of habit and generalization, as determinants of behaviour or knowledge, are quite inadequate" (84). The importance of Chomsky's theory is that it contradicted earlier theories of language development which showed no concern about the learning abilities of the language learners. Neither those theories believed in cognitive development of the language learners nor they thought learners to be born with learning abilities. Griffiths Carol specifies:

Selinger viewed learner errors as evidence of positive efforts by the students to learn the new language. This view of language learning allowed for the possibility of learners making deliberate attempts to control their own learning and, along with theories of cognitive process in language learning promoted by writers such as McLaughlin and Bailystock, contributed to a research thrust in the mid of late seventies aimed at discovering slow learners learning strategies to promote the learning of language (5).

Among the advocates of language learning strategies and their importance in the teaching-learning process Rubin, Stern, Naiman, Frohlich, and Todesco are prominent the prominent scholars. They were persistently trying to develop awareness among the language teaching/learning world about language learning strategies. But in 1976 Stephan Krashen proposed a new theory that gave major setback to the theory of language learning strategies. Krashen's theory was contradictory to language learning strategy theory. Grammar translation method was based on theory of the 'principle of rules', hence it is also called rule driven method. Audio lingualism is based on behaviouristic principle that 'language can

be taught and learnt as a system of habits'. Both of these principles are indirectly complementary to the language learning strategy theory. Stephan Krashen opposed both of the above mentioned theories. He did not believe in the idea that 'learners are able to consciously control their own learning'. This approach to the language learning/teaching is broadly identified as 'Natural Approach' This approach was mainly developed by Krashen and Terrell. The base of this approach was formed by the principle that communication is the primary function of language. This approach focuses the teaching of communicative abilities and is referred to as the communicative approach also. Krashen and Terrell comment, "The natural approach is similar to other communicative approaches being developed today" (17).

Krashen's hypothesis leads us to think that conscious learning and teaching is not useful in the process of language learning. If a teacher makes any attempt to teach a language in a formal way, he will lead the learners to failure and disappointment. As Griffiths writes, "Taken to their extreme Krashen's hypothesis led to the belief that conscious teaching and learning were not useful in the language learning process, and that any attempt to teach or learn language in a formal kind of a way was doomed to be failure" (8).

Though Krashen seemed to give a major setback to language learning strategy theory, the theory carried itself to the present day. Krashen was severely criticized for being so bold to contradict the psychological theories of language learning. Griffiths in his reply to Krashen's theory finds,

McLaughlin, approaching the issue from a cognitive psychologist's point of view, proposed information-processing approach to language development whereby students can obtain knowledge of a language by thinking through the rules until they become automatic, a view which is quite contrary to the assertions of Monitor hypothesis. Pienemann challenging the claims of Acquisition-Learning Hypothesis, postulated Teachability Hypothesis whereby

language can be taught and learnt when the learner is ready (8-9).

Communicative Language Teaching is based on the principle of developing communicative competence. Communicative Language Teaching theory is significant because it believes that how language functions is more important than knowledge of forms or structures. Linguists believed that forms and structures play secondary role in the process of language learning. Widowson, for example, said, “By using a communicative approach language can be developed incidentally, as a by-product of using it, and knowing will emerge from doing” (160)

It was believed that learners should be given extensive opportunities to use the target language for real communicative purposes, and thought that the ability to communicate more effectively is more important and key than the mastery or the perfection in a language. It encourages learners to shoulder major share of the responsibility for their own learning by bringing them at the centre of the process. Learner becomes important which LLS try to postulate.

‘Situational language teaching’ is another important method that is widely popular even today. It believes in teaching grammar and vocabulary by practicing them in or through situations. Practice of learners is a way to bring them to the focus. It provides the scope for learners and helps to build a learner centered theory and make the self reliant and self directed which helps to build language learning strategy theory.

‘Direct Method’ strongly advocates the use for target language only for the instructions in the classrooms. It believes in association of the ideas and direct pictorial representation of the objects. It provides more opportunities of listening, and listening facilitates speaking. Indirectly, direct method also believes in building learner’s listening competence.

‘Total physical response’ emphasizes the importance of motor activity. It attempts to teach language through physical activities. This method of language teaching is built around the principle of coordination; coordination of speed and

action most of which are LLS.

The silent way is based on the principle that teacher should be silent as much as possible in the classroom. But he should encourage the learner to speak or to write as much of the language as possible.

‘The silent way’ theory greatly helps to build the language learning strategy theory. As it suggests teacher or instructor to remain silent and encourage the learner as much as possible, it marginalizes the teacher’s role to a large extent and brings learner to the center of the whole of the learning process. It believes in promoting learner to be his own instructor. Learners are left to their own abilities to solve most of their problems. Language learning strategy theory is built around the same principle.

‘Suggestopedia’ is a method developed by Georgi Lozanov. It is a set of learning recommendations derived from suggestology. Human beings constantly respond to certain influences. Suggestopedia tries to harness these influences and redirect them so as to optimize learning. Richards and Rodger assert, “The most conspicuous characteristics of suggestopedia are the decoration, furniture, and arrangement of classroom, the use of music, and the authoritative behaviour of the teacher: the claims for suggestopedic learning are dramatic” (100). These activities are nothing but the ‘Indirect Language Learning Strategies’ proposed by Rebecca Oxford.

Community language learning (CLL) is an approach in which students work together to develop the aspects of a language they would like to learn. The teacher acts as a counselor and the learner acts as a collaborator, although sometimes this role can be changed. “The counselor blends what the client feels and what he is learning in order to make the experience a meaningful one. Often, this supportive role requires greater energy expenditure than an ‘average’ teacher. This is what indirect LLS postulate.

Cooperative learning is another innovation in the language learning area. It

is an approach to organize classroom activities into academic and social learning experiences. This type of language learning is but the name given to ‘Social Language Learning Strategies’ which includes LLS like Cooperating with peers and groups and seeking help etc.

Several theoretical assumptions which underlie the contemporary ideas of language learning strategies can be found. It is evident from the above discussion that it has the concrete base provided by almost all the theories that underlie a method or an approach. In other words, if we look at the learners of the same abilities and in same surroundings, we find that some of them are more successful than others as far as language learning is concerned. Language learning strategy theory tries to state the same idea viewing the success rate of the language learners. Griffiths Carol puts it as, “Some students are more successful at learning language than others is of course, which views students as being able to consciously influence their own learning, the learning of language becomes a cognitive process diametrically opposed to Krashen’s monitor and Acquisition/Learning Hypothesis” (10). Griffiths further argues in support of LLS strategy theory, “LLS theory operates comfortably alongside most of the contemporary theories and fits easily with a wide variety of different methods and approaches. It means LLS has the potential to be a valuable component of contemporary eclectic syllabuses” (10-11).

### **Conclusion:**

It is evident from the discussion carried out so far that language learning strategy theory fits to the theories that underlie other methods and approaches of language teaching/learning. LLS have been in use for a long time because of its usefulness. LLS are to be considered as the assisting tools of language learning instead of prominent teaching method. LLS instruction needs to be ecclesiastically executed otherwise it will lead to a failure and disappointment. Language learning strategy theory operates comfortably alongside the contemporary language learning and teaching theories. LLS theory is the only theory that works hand in hand with all other teaching methods and coincides with most of contemporary approaches to

language teaching. Grammar Translation Method, Direct Method, Audio-lingual method etc. has several theoretical similarities with LLS. Modern approaches like communicative approach and the Natural approach share the parallels with LLS. Current communicative approaches like Suggestopedia, Total Physical Response, The Silent Way, and Community Language Teaching etc. are the names of most of the language learning strategies.

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