NON-NATIVE SPEAKING LEARNERS (N.N.S.L) STRATEGIES (METACOGNITIVE, COGNITIVE AND AFFECTIVE STRATEGIES)

Romana Iran Dolati, Seyyed Nasser Mousavi

Department of Language, Salzburg University, Salzburg, Austria

[2]Department of Humanities, Bilesavar Branch, Islamic Azad University, Bilesavar, Iran

ABSTRACT: *This causal-comparative research will focus on twenty males and twenty female, postgraduate Non-native speaking students (N.N.S) studying at University Technology Malaysia (UTM) from different countries like Chinese, Iraqi, Somalia and Yemen. The rational for the choice of subjects is that these learners find it difficult to communicate freely in the target language, which is due to the methods of language teaching applied in Non-native countries. This study is to contribute more understanding of Language Learning strategies (L.L.S) (Metacognitive, cognitive and affective strategies) frequently used by N.N.L. The result of the findings had indeed disclosed some valuable insights on the language learning strategies by N.N. postgraduate learners employ in their academic life. The findings had reported the language learning strategies employed by both male and female students. Based on the findings, revealed that between the two categories in metacognitive, strategy employed in the questionnaire, Centring students learning was the highest reported Metacognitive strategy.*

KEYWORDS: Metacognitive, Cognitive and Affective Strategies, Non-native Speaking Learners (N.N.S.L)

INTRODUCTION

Within the field of education over the last few decades, a gradual, but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. In other words, interest has moved from the teaching methods to learner characteristics and the learning processes by which learners acquire knowledge. Since the seventies, research on language learning strategies has deeply flourished. This change has been reflected in various ways in language education and applied linguistics. Language learning styles and strategies are among the main factors that help to determine how and how well our students learn a second or foreign language. For most people, the main goal of learning a foreign language is to be able to communicate in that language. It is through communication that people send and receive messages effectively and negotiate meaning (Rubin & Thompson, 1994: 131). N.N.S.L of English encounter problems in most of the language skills. Many researchers had clarified this fact, Abdul Haq (1982:119), Harrison, Prator and Tucker (1975:65) and Wahba (1998:16). This is due to their usage of their native language, even in their English language classes. Furthermore, students are confronted with little opportunity to learn English through natural interactions with native target groups such as tourists or foreign employees. Obviously, N.N.S.L are like any other learners who obtain certain learning strategies and techniques in order to solve problems that they face, while acquiring or

producing the language. These strategies might slightly differ according to the student academic level, elementary or university, age and gender. Language learning strategies are steps taken by students to enhance their own learning. These strategies are especially important for learning the English Language because they are tools for active, self-directed involvement, which is essential for developing communicative competence. Oxford (1990:1) asserted that using suitable learning strategies would improve proficiency and create greater self-confidence in pupils. This study focuses on identifying the different learning strategies used by N.N.L and determine which strategies they frequently use. This study will yield the insight of the significant language learning strategies applied by the students, their role assisting their language acquisition and supported them achieving success. Besides that, it is determined that females usually gain higher grades than males and they have their own strategies of achieving success in every field and major of their entire life. Therefore, we would like to investigate whether this conception is approved universally, even among N.N.L or not.

THE STUDY

Terms Definition of Learning Strategies
Language learning strategies (LLS) : Language learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" Oxford (1990:20).

Cognitive strategies: strategies concerned with manipulation or transformation of the target language by the learners. Oxford (1990:27).

Metacognitive strategies: Strategies, which go beyond purely cognitive devices, provide a way for learners to coordinate their own learning process. Oxford (1990:43).

Affective strategies: those through which learner emotions and attitudes are controlled, such as anxiety reduction and self-encouragement. Oxford (1989:243). Language strategies are behavior and thoughts used by learners to assist them in acquisition; retrieving and useing information (Dansereau, 1985:218).This definition shows that learning strategies are goal-oriented. In other words, learners use learning strategies to accomplish a goal. In addition, learning strategies are mental processes. Weinstein and Mayer (1986:320) define language learning strategies (LLS) broadly as "behaviors and thoughts that a learner engages in during learning which are "intended to influence the learner's encoding process". Later, Mayer (1988:13) more specifically defined language strategies (LS) as "behaviors of a learner that are intended to influence how the learner processes information". These definitions reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information and that learning involves such information processing. Within second/ foreign language (L2/FL) education, language learning strategies (LLSs) have been defined by Tarone (1983) LLS as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's inter-language competence". Rubin (1987:22) later wrote that LS "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly". Thus, language learning strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. Chamot (1993) clarified that learning strategies as "techniques, approaches or deliberate action that students take in order to facilitate the learning and recall of both linguistic and content area information". These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools

for the self-directed involvement necessary for developing communicative ability (Oxford, 1993). Oxford (1990:20) defines learning strategies as specific actions taken by the learners to make learning easier, faster, more enjoyable, more self –directed, more effective, and more transferable to new situations". Probably, the most comprehensive definition that Oxford &Cohen (1992:12) Wenden (1987:161) arrived at for language learning strategies is as follows:

1. Language learning strategies refer to specific action or techniques, rather than characteristics that describe a learner's general approach.
2. Some language learning strategies are observable, others are not.
3. Strategies are problem-oriented and are employed to respond to a learning need, or to facilitate the acquisition, storage, retrieval, or use of information.

4. Strategies refer to language learning behaviors that contribute directly to learning, such as how to regulate learning. Strategies also refer to language learning behavior that contribute indirectly to learning, such as how to communicate with limited linguistic knowledge, and how to create opportunities to learn and use the target language.
5. Some strategies may be consciously developed. However, they can become automatized and remain below consciousness or potentially conscious by developing facility strategy use.
6. Strategies are amenable to change since, as a part of our mental software, can be learned, modified, or rejected.
7. Strategies involve many aspect of the learner, not just the cognitive.
8. Strategies are influenced by a variety of factors.
9. Strategies allow the learner to become more self-directed.

The Importance of Language Learning Strategies
Language Learning Strategies (LLS) are important because the student use to help them become better language learners and better in communication competence as Oxford (1990:33) clarifies, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence". The term LLS is used more generally for all strategies that L2/FL learners use in learning the target language. LLS can help learners learn effectively, and effective learning motivates students so that they become autonomous learners. If students can understand the importance of language learning strategies and equipped themselves with these strategies as techniques, learner autonomy will be fostered, and the difficulties encountered while learning language will be mitigated. As one outcome, promoting learning autonomy may boost a learner's desire for learning. Littlejohn (1985) which may in turn be an important emotional motivating factor to propel the learner to continue learning over a long period Nunan (1988:242) support the move towards greater learner autonomy by stressing the need to provide learners with efficient learning strategies, to assist them to identify their own preferred ways of learning. Regarding their importance, early research on 'good language learners' by Naiman, Frohlich, Stern, and Todesco (1978, 1996), Rubin (1975), and Stern (1975) suggested a number of positive strategies that such students employ, ranging from using an active task approach in and monitoring one's L2/FL performance to listening to the radio in the L2/FL and speaking with native speakers. A study by O'Malley and Chamot (1990) also suggests that effective L2/FL learners are aware of the LLS they use and why they use them. Graham's (1997) further indicates that L2/FL teachers can help students understand good LLS and should train them to develop and use them. A caution must also be noted though, because, as Skehan (1989:58) states, "there is always the possibility that the 'good' language learning strategies...are also used by bad language learners, but other reasons cause them to be unsuccessful". In fact, Vann and

Abraham (1990:180) found evidence ,that suggests that both 'good' and 'unsuccessful' language learners can be active users of similar LLS, though it is important that they also discovered that their unsuccessful learners "apparently...lacked...what are often called metcognitive strategies...which would enable them to assess the task and bring to bear the necessary strategies for its completion". It appears, then, that a number and range of LLS are important if L2/FL teachers are to assist students both in learning the L2/FL and in becoming good language learners.

Characteristics of Language Learning Strategies

Although the terminology is not always uniform, with some writers using the terms "learner strategies" Wendin & Rubin (1987), others "learning strategies" (O'Malley & Chamot, 1990; Chamot & O'Malley, 1994), and still others "language learning strategies" (Oxford, 1990, 1996), there are a number of basic characteristics in the generally accepted view of LLS. First, LLS are learner generated; they are steps taken by language learners. Second, LLS enhance language learning and help develop language competence, as reflected in the learner's skills in listening, speaking, reading, or writing the L2 or FL. Third, LLS may be visible (behaviors, steps, techniques, etc.) or unseen (thoughts, mental processes). Fourth, LLS involve information and memory (vocabulary knowledge, grammar rules, etc.). Oxford (1990), Rubin (1987), and Wenden (1987) suggested some common features of language learning strategies and they are as follows:

1. Language learning strategies contribute to the goal of communicative competence. In other word, they help learners develop competence in communicating in the target language.

2. Language learning strategies encourage learners to become more autonomous and self-directed, and self direction promotes active learning in and outside of classroom (Oxford, 1990; Rubin, 1987). With language learning strategies, learners are equipped with the techniques of learning. These techniques will remain with the learners, empower them and help future self-directed learning.

3. Language learning strategies expand the role of teacher. Teachers are not limited to the traditional role such as those of instructor, director, manager, leader, controller, and evaluator. With Language learning strategies, the teachers' role is expanded to facilitator, guide, consultant, and coordinator. "When students take more responsibility, more learning occurs, and both teacher and learners feel more successful" Oxford (1990:69).

4. Language learning strategies are problem-oriented. (Oxford, 1990; Rubin, 1987 and Wenden, 1987). They are tools, actions, or behaviors used by learners to solve a problem, to accomplish a task, or to teach a goal.

5. Language learning strategies are action-based. They are the behaviors and actions learners take to help their learning.

6. Language learning strategies involve not only the cognitive function, but also meta-cognitive, social and other function.

7. Language learning strategies support learning directly and indirectly. Direct Language learning strategies directly involve the learning and the target language. Indirect Language learning strategies such as metacognitive strategies contribute indirectly to learning. Both are equally important to language learning.

8. Language learning strategies are not always observable. Some are inner mental activities that are difficult to see. This creates certain difficulties for teachers in being aware of students Language learning strategies.

9. Language learning strategies can become automatic after practice and use (O'Malley & Chamot, 1990; Oxford, 1990; Rubin, 1987; wenden, 1987).

10. Language learning strategies are teachable (Oxford, 1990; Rubin, 1987 and Wenden, 1987). It is assumed that "both explicit and implicit knowledge can contribute to learning" Rubin (1987:23); and that "consciousness-raising is not incidental to learning". Strategy training helps learners become more conscious of their strategy use and more self-directed in language learning.

11. The choice of Language learning strategies is affected by many factors, such as degree of awareness , gender, stage of learning, task requirements, teacher expectation, age, ethnicity, learning style, motivation and purpose for learning the target language Oxford (1990).

Language Learning Strategies Categories

The most impressive study was carried out by Oxford, (1990), O'Malley & Chamot, (1990). They have found three main types of strategies used by second language learners, that is, cognitive strategies, metacognitive strategies, and affective strategies.

Cognitive strategies

Cognitive strategies operate on incoming information, manipulating it in ways that enhance learning, such as note-taking, resourcing by using dictionary and other sources, and elaborating by relating new information to old Cook (1991). Elaborating is a particularly significant strategy because its use has been demonstrated with the benefits for comprehension and retention Weinstein &Mayer (1986). Rubin (1975) has identified six general strategies which contribute directly to language learning: clarification or verification, guessing or inductive inferencing, deductive reasoning, practicing, memorization and monitoring. While Weinstein and Mayer (in O'Malley & Chamot, 1990) suggest that cognitive strategies can be divided into three broad groupings: rehearsal, organization and elaboration processes. O'Malley & Chamot, (1990) give an extended list of strategies: resourcing, grouping, note-taking, summarizing, deduction, imagery, auditory representation, elaboration, transfer and inferencing. These strategies are limited to specific type of task in the learning activity. The language tasks are:

- Resourcing by using reference material such as dictionary, encyclopaedias, or textbook.
- Classifying words, terminology, numbers, or concepts according to their attribute.
- Writing down key words and concepts in abbreviated verbal, graphic, or numerical form.
- Making a mental or written summary of information gained through listening or reading.
- Applying rules to understand or produce language or solve problems.
- Using visual images (either mental or actual) to understand and remember new information or to make a mental representation of a problem.
- Playing in back of one's mind the sound of a word, phrase or fact in order to assist comprehension and recall.
- Relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information.
- Using what is already known about language to assist comprehension or production.
- Using information in the text to guess meanings of new items, predict outcomes, or complete missing parts.

On the other hand, Oxford (1990) has identified four strategies that assist learners acquiring knowledge in language learning; practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output.

Metacognitive Strategies

Metacognitive strategies are higher order executive skills which involve planning and thinking about learning such as planning one's learning, monitoring one's own speech or writing, and evaluating how well one has done (Cook, 1991). They are used to oversee, regulate or self-direct language learning. Furthermore, Nisbet& Shucksmith (1988, in O'Malley & Chamot, 1990) have considered monitoring as the key process that differentiates good learners from poor learners. Weden (in Rubin, 1987) examined how learners regulate their learning by planning, monitoring and evaluating their learning activities. She investigated on what learners know about various aspects of their language learning and how these influence their choice of strategies. Furthermore, Weden (in Rubin, 1987) identified the several planning strategies the students use. Students assess their own needs and preference and choose what they want to learn and how they should learn a language. O'Malley and Chamot, (1990) give an extended list of planning strategies: advance organization, advance preparation, organizational planning, selective attention, self-monitoring, self-evaluation and self-management. These strategies are applicable to a variety of learning task. The language tasks are:

- Previewing the main idea and concepts of material to be learned, often by slimming the text for the organizing principle.
- Rehearsing the language needed for an oral or written task.
- Planning the parts, sequence, and main idea to the expressed orally or in writing.
- Attending to or scanning key words, phrases, linguistic markers, sentence, or types of information.
- Checking ones comprehension during listening or reading, or checking ones oral or written production while it is taking place.
- Judging how well one has accomplished a learning task.
- Seeking or arranging the conditions that help one learn, such as finding opportunities for additional language or content input and practice.

  According to Oxford (1990) metacognitive strategies include three groups: centering learning, arranging and planning learning, and evaluating learning. These groups stated as "metacognitive strategies make language learners more CAPE-able" Oxford (1990: 136).

Affective strategy

Affective strategies represent a broad grouping that involves ideational control over affect (O'Malley& Chamot, 1990). This is generally applicable to a wide variety of tasks. This strategy, in itself, does not contribute to learning since they merely put the learners in environments where practice is possible. Rubin (in Rubin, 1987) listed some activities, which may contribute indirectly to learning: creates situation with natives in order to verify or test or practice; initiates conversation with fellow student or teacher or native speaker; answers to self, questions to other students; spends extra time in language lab; listens to television or radio, attends movies or parties or uses advertisements, reading extra books often first in native language, then in target language; and identifies learning preference and selects learning situations accordingly.

O'Malley and Chamot (1990) give a list of affective strategies:

- Eliciting from a teacher or peer additional explanation, rephrase, examples, or verification.
- Working together with peer to solve problem, pool information, check a learning task, or get feedback on oral or written performance.
- Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

  Oxford (1990:154) clarifies the term of affective by saying "affective refers to emotions, attitudes, motivations and values". Also she added that "the affective domain is impossible to

describe within definable limits". Browen (cited in Oxford, 1990:162) provides more clarification about affective term by saying "it spreads out like a fine-spun net, encompassing such concepts as self-esteem, attitudes, motivation, anxiety, culture shock, inhibition, risk taking, and tolerance for ambiguity". According to Oxford (1990) there are three main groups of affective strategies exist: lowering anxiety, self-encouraging and measuring emotional temperature.

METHODOLOGY

The study is an investigation of the cognitive, metacognitive and affective strategies used by N.N.L speaking learners in English. It aims to discover the relationship between the variables of gender, frequency and cognitive, metacognitive and affective strategies use. This type of research is not experimental but is called causal-comparative research, which is defined as "a systematic empirical inquiry on which the scientist does not have direct control of independent variable, because their manifestation have already occurred or because they are inherently unmanipulable. Inference about relation among variables will be made without direct intervention from concomitant variation of dependent and independent variables (Kerlinger, 1973). This is a quantitative and qualitative designed research, which is selected to identify the language learning strategies employed by postgraduate N.N.L students, with twenty males and twenty female students inside University Technology Malaysia (UTM). All of them have joined the faculty after completing Intensive English Courses (IEC) required as part of the entry requirement of the university and faculties. It also focuses on the influence of the student's gender on language learning strategies use. Such design will enable the researcher to determine these strategies and methods, whether they are commonly utilized among them or not.

In this study, the questionnaire items are adapted from Oxford (1990) that related to the three selected strategies (cognitive, metacognitive and affective). It will focus on some of the aspects of the selected strategies; from cognitive strategies (practicing, analyzing and reasoning and creating structure for input and output), from metacognitive (centering your learning, arranging and planning your learning) and from affective (encouraging yourself and taking your emotional temperature).

Table 3.1: Classification of language learning strategies

Strategy	Numbers	Statements
Cognitive	1,3, 5,8,12,14	1- I say or write new English words several times. 3- I use English words I know in different ways. 5- I try to translate word-for-word. 8- I make summaries of information that I hear or read in English. 12- I write notes, message, letters, or reports in English. 14- I take notes in class in English language. 16-I try translating what I heard or read to my own language.

	,16,18,21, 22, 25, 27, 29, 31	18- I imitate the way native speaker talk. 21- I read for pleasure in English. 22- I practice the sound of alphabet of the new language. 25- I am conscious about transferring words or concepts directly from my language to the new language. 27- I first skim an English passage (read over the passage quickly) then go back and read carefully. 29- I seek specific details in what I hear or read. 31- I find the meaning of a word by dividing the word into parts which I understand.
Metacognitive	2,4,6,7, 9,11, 13,17,19, 24,26,28, 30 , 32, 34,35	2- I pay attention when someone is speaking English. 4- When someone is speaking English, I try to concentrate on what the person is saying and put unrelated topic out of my mind. 6- I organize my language notebook to record important language information. 7- I try to find as many ways as I can to use my English. 9- I plan what I am going to accomplish in language learning each day or each week. 11- I look for opportunities to read as much as possible in English. 13-I use the general idea of the text to help me guess the meaning of the words that I don't understand. 17- I focus harder on the text when I have trouble in understand. 19- I think about my progress in learning English. 24- I arrange my physical environment to promote learning; for instant, I find a quite, comfortable place to review. 26- I plan my goal for language learning, for instant, how proficient I want to become or how I might want to use the language in the long run. 28- I try to find out all I can about how to be a better language learner by reading books or article or by talking with other about how to learn. 30- I take responsibility for finding opportunities to practice the new language. 32- I try to notice my language errors and find out the reasons for them. 34- I plan my schedule so I will have enough time to study English. 35- I notice my English mistakes and use that information to help me do better.

Affective	10,15,20, 23,33	10- I write down my feelings in a language learning dairy. 15- I give myself a reward or treat when I do well in English. 20- I encourage myself to speak English even when I am afraid of making a mistake. 23- I talk to someone about my attitudes and feelings concerning the language learning process. 33- I make encouraging statements to myself so that I will continue to try hard and do my best in language learning.

Data collected will be analyzed by classifying response into three classes of language learning strategies namely cognitive, metacognitive and affective strategies illustrated in and data will be then tabulated manually.

FINDINGS AND DISCUSSIONS

Demography Information

This section presented the background information of the respondents, which may be relevant to using English language outside the classroom settings was one of the research 's concerns ,especially with different genders. Results indicated that male learners used English more frequently outdoors than female learners. This was regarded to the less time female learners spend outside their homes.

The participants' ages ranged from 23-40 years old. Although the numbers of female and male participants were equal, the respondents in the questionnaire represent different levels of frequent use of the English language among male and female learners.

Language learning strategies

The measuring times in this study were adapted from Oxford (1990) which was classified as following ; (NT) refers to (never or almost never true of me) ,(UNT) refers to (Usually not true of me), (ST) (somewhat true for me),(UT) refers to (Usually not true for me), and (AT) refers to (Always or almost always true for me).

Metcognitive Strategies

Base on distribution in the questionnaire, the first reported strategy used for tall the respondents based on the findings were the metacognitive strategies. There were two sub strategies under metacognitive strategies namely cantering your learning, arranging and planning represented in each of its respective table. Each of sub strategy was analyzed in terms of its overall strategy employment by the respondents according to the value of its mean, frequency and percentages.

Centring Student Learning Strategy

This strategy helps learners to converge their attention and energies on certain tasks, activities, skills, or materials. Based on the findings in table 4.2, there were four statements grouped in the sub strategy of cantering learning as the first component of metacognitive strategies.

The average usage of centering learning in the metacognitive strategy by the respondents had the mean value of 3.82. based on the results , the highest metacognitive strategy employed under the sub strategy centering your learning was the statement "I pay attention when someone is speaking English" which was also known as directed attention , reported the highest mean value of 4.17 representing majority of the respondents which was 95% answered agree and strongly agree. Then it followed by the statement "I focus harder on the text when I have trouble in understand" as second highest centering your learning strategy and also known as selected attention, which recorded the mean value of 3.90 and 67.5% of the respondents agree and strongly agree.(see table 4.1).this indicated that N.N learners exploited no efforts in paying ultimate attention to what is being taught and said in the classrooms, which represent their application of highly cognitive process regarding the language.

Table 4.1 respondents' Employment of Centring Learning in Cognitive Strategies

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
2.	I pay attention when someone is speaking English	1 2.5%	2 5%	3 7.5%	17 42.5%	17 42.5%	4.17
4.	When someone is speaking English , I try to concentrate on what the person is saying and put unrelated topic out of my mind.	2 5%	4 10%	13 32.5%	12 30%	9 22.5%	3.55
17.	I focus harder on the text when I have trouble in understand	1 2.5%	4 10%	8 20%	12 30%	15 37.5%	3.90
19	I think about my progress in learning English	1 2.5%	4 10%	13 32.5%	11 27.5%	11 27.5%	3.67
Average							3/82

On the other hand , the lowest mean value recorded for centring your learning was 3.55 for the statement "When someone is speaking English , I try to concentrate on what the person is saying and put unrelated topic out of my mind" whereby 52.5% of the respondents agree strongly agree.

Arranging and Planning Learning
This strategy helps learners to organize and plan so as to get the most out of language learning. Table 4.2 represented the findings of the sub strategy of arranging and planning learning in the metacognitive strategies. Based on the results, the highest metacognitive strategy employed under the sub strategy of arranging and planning your learning, was the statement: I try to find out all I can about how to be a better language learner by reading books or article or by talking with other about how to learn" recorded the highest mean value of 3.60% and 50% of the respondents agree and strongly agree and only 20% answered disagree and strongly disagree. Then this was followed by the statement "I take responsibility for finding opportunities to practice the new language " which recorded the mean value of 3.47% and 52.5% of the

respondents agree and strongly agree.The lowest mean value recorded for arranging and planning your learning was 2.37% for the statement " I plan what I am going to accomplish in language learning each day or each week" whereby 5 of the respondents agreed and 13 of the respondents were undecided and the remaining 55% disagree and strongly disagree.

Table 4.2 respondents' employment of Arranging and planning learning in Cognitive strategies

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
6.	I pay attention when someone is speaking English	7 17.5%	11 27.5%	11 27.5%	9 22.5%	2 5%	2.70
7.	When someone is speaking English , I try to concentrate on what the person is saying and put unrelated topic out of my mind.	7 17.5%	4 10%	10 25%	15 37.5%	4 10%	3.12
9.	I focus harder on the text when I have trouble in understand	8 20	14 35	13 32.5	5 12.5	0 0%	2.37
11	I think about my progress in learning English	5 12.5%	5 12.5%	13 32.5%	12 30%	5 12.5	3.17
13	I use the general idea of the text to help me guess the meaning of the words that i don't understand.	5 12.5	2 5	13 32.5	14 35	6 15%	3.35
24	I arrange my physical environment to promote learning: for instant, I find a quite, comfortable place to review.	1 2.5	5 12.5	16 40%	11 27.5	7 17.5	3.45
26	I plan my gaol for language learning, how proficient i want to become ore how i might want	6 15%	4 10	10 25	12 30	8 20	3.30

	to use the language in the long run						
28	Try to find out all l can about how or be a better language learner by reading books or article or by talking with other about how to learn.	1 2.5	2 5	17 42.5	12 30	8 20	3.60
30	I take responsibility for finding opportunities to practice the new language.	1 2.5	7 17.5	11 27.5	14 35	7 17.5	3.47
32	I try to notice my language errors and find out the reasons for them.	0 0	8 20	15 37.5	13 32.5	4 10	3.32
34	I plan my schedule so i will have enough time to study English	5 12.5	9 22.5	15 37.5%	6 15%	5 12.5	2.92
35	I notice my English mistakes and use that information to help me do better.	5 12.5	3 7.5	16 40%	10 25	8 20%	3.40
Average							3.50

The most frequent used metacognitive strategies

The data shown in table 4.3 provided and overview of the reported metacognitive strategies used for all major categories namely centering students learning and planning learning and also looking at frequency of strategies use for each of the category. Mean value were compared to determined the most frequent strategy used either comparatively among the two major categories.

Table 4.3 summary of metavcognitive strategies

No	Strategies	Mean
1.	Centering students learning	3.82
2.	Arranging and planning learning	3.18
	Average	3.50

Based on the two items measuring the reported use of the centering students learning and arranging and planning learning in the metacognitives strategies, there was a significant difference both in the mean value and percentages of the reported strategy use by the respondents. The finding s recorded the higher mean value of 3.82 for learning students learning than mean value 3.18 for arranging and planning learning which clarified that N.N learners focus on what they are going to learn from a certain course rather than planning and arranging how they are going to learn it .

Cognitive Strategies
The second reported strategy use category of strategies was the cognitive strategies. There were three sub strategies under cognitive strategies namely practicing, analysing and reasoning and creating structure for input and output represented in each of its respective table. Each of the sub strategy was analyzed in terms of its overall strategy employment y the respondents according to the value of its mean, frequency and percentages.

Practicing Strategy
Strategies practicing were among the most important cognitive strategies. It included repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, recombining and practicing naturalistically ,takes on special value. Table 4.4 represents the results of the sub strategy of practice in the cognitive strategies.

Based on the findings, the mean value for practice strategy in cognitive strategies was 3.26. The highest statement was "I practice the sound of alphabet of the new language" which recorded the highest mean value of 3.62 and 55% of the respondents agree and strongly agree. Meanwhile, only 22% answered disagree and strongly agree.

On the other hand, the lowest mean value recorded for practicing was 2.92 for the statement "I use English words I know in different ways" whereby 50% of the respondents agree and strongly agree.

Table 4.4 respondents 'employment of practice and cognitive strategies

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
1	I say or write new English words several times.	2 5%	6 15%	13 32.5%	8 20%	11 27.5%	3.50
3.	I use English words I know in different ways.	4 10%	8 20%	8 20%	10 25%	10 25%	2.92
18.	I imitate the way native speaker talk	7 17.5%	8 20%	9 22.5%	10 25%	6 15%	3.00

22	I practice the sound of alphabet of the new language	3 7.5%	5 12.5%	10 25%	8 20%	14 35%	3.62
Average							3.26

Analysing and Reasoning Strategy
This strategy helps learners to use logical thinking to understand and use the grammar rules and vocabulary of the new language.

Table 4.5 Represents the results of the sub strategy of practice in the cognitive strategies.

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
8.	I make summarizes of information that I hear or read in English .	6 15%	12 30%	12 30%	9 22.5%	2 5%	2.80
12.	I write notes, message ,letters, or reports in English.	1 2.5%	6 15%	8 20%	13 25.5%	12 30%	3.72
14.	I take notes in class in English language	1 2.5%	5 12.5%	11 27.5%	13 32.5%	10 25%	3.65
25.	I am conscious about transferring words or concepts directly from my language to the new language.	4 10%	5 12.5%	13 32.5%	11 27.5%	6 15%	3.17
27.	I first skim an English passage (read over the passage quickly) then go back and read carefully.	5 12.5%	4 10%	7 17.5%	16 40%	8 20%	3.45
29.	I seek specific details in what I hear or read.	6 15%	7 17.5%	12 30%	11 27.5%	3 7.5%	2.87
Average							3.27

The results of the findings represented in the Table 4.5 reported the average value of the use of analyzing and reasoning strategy among the respondents was 3.27. Among the six statements for analyzing and reasoning strategy , item 12 which was the statement "I write notes, message

,letters, or reports in English" had the highest mean value which was 3.72 having 13 respondents answering agree and 12 respondents answering strongly agree. While the statement "I make summarizes of information that I hear or read in English" recorded the lowest mean value of 2.80.

Creating Structure for Input and Output Strategy
This strategy helps learners sort and organize the target language information that comes their way. In addition, it allowed students to demonstrate their understanding tangibly and prepare for using the language for speaking and writing. Table 4.6 represents the results of the sub strategy of practice in the cognitive strategies.

Table 4.6 Respondents'' Employment of Creating Structure for Input and Output in Cognitive Strategies

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
5.	I try to translate word-for-word	9 22.5%	10 25%	12 30%	3 7.5%	6 15%	2.67
16.	I try to translate what I heard or read to my own language.	10 25%	1 2.5%	12 30%	12 30%	5 12.5%	3.02
21.	I read for pleasure in English	5 12.5%	5 12.5%	9 22.5%	15 37.5%	6 15%	3.30
31.	I find the meaning of a word by dividing into parts which I understand.	3 7.5%	5 12.5%	16 40%	14 35%	2 5%	3.17
Average							3.04

Table 4.6 showed the average value for creating structure for input and output strategies used among the respondents as 3.04. Among the four items in Table4.5 which represented the reported strategy for creating structure for input and output in cognitive strategies, it indicated that the statement "I read pleasure in English" obtained the highest mean value of 3.30 and the results from the likert scale showed that 21 put 40 respondents with 52.5% of the population employ this strategy . As observed in the table 4.6 the lowest mean value was 2.67 represented by the statement "I try to translate word-for-word" which recorded only 9 of the respondents both agree and strongly agree.

The Most Frequents Used Cognitive Strategies
The data shown in table 4.7 provided an overview of the reported cognitive strategies used for all major categories namely practice , analyzing and reasoning, creating structure for input and output ,and also looking at frequency of strategies use for each of the cat3egory . The mean value was compared to determine the most frequent strategy comparatively among the three major categories.

Table 4.7 summary of cognitive strategies

NO	Strategies	Mean
1.	Practice	3.26
2.	Analyzing and reasoning	3.27
3.	Creating structure for input and output	3.04
	Average	3.19

Based on the results of the findings tabulated above, it provided that the analyzing and reasoning strategy recorded the mean value of 3.27. On the other hand, the lowest mean value was 3.04 represented by the creating structure for input and output strategy. This indicated the notion that N.N.L learners use logical thinking regarding their language learning princesses in terms of analyzing grammatically rules, topics elements and vocabulary items that being taught in their courses.

Affective Strategies

The third reported strategy use category of strategy as indicated in the questionnaire was the effective strategies. There were two sub strategies under affective strategies namely encouraging yourself and taking emotional temperature represented in each of its respective table. Each of the sub strategy was analyzed in terms of its overall strategy employment by the respondents according to the value of its mean, frequency and percentages.

Encouraging Oneself Strategy

Through teaching students 'self-encouragement strategies, they pay off in all of the skill area. Based on the results of the findings in table 4.8,it proven that the statement "I make encouraging statements to myself so that I will continue to try hard and do my best in language learning" which represented the reported strategy use for encouraging yourself recorded the mean value of 3.30 . The findings showed that 42.5% of the respondents,11 of the respondent answered agree and 6 answered strongly agree.

Table 4.8 below represents the results of the sub strategy of encouraging yourself in the affective strategies.

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
15.	I give myself a reward or treat when I do well in English .	9 22.5%	6 15%	14 35%	9 22.5%	2 5%	2.72
20.	I encourage myself to speak English even I am afraid of making a mistake.	2 5%	8 20%	9 22.5%	9 22.5%	12 30%	3.02

33.	I make encouraging statements to myself so that I will continue to try hard and do my best in language learning	4 10%	6 15%	13 32.5%	11 27.5%	16 15%	3.30
Average							3.01

On the other hand, the lowest mean value was 2.72 represented by the statement " I give myself a reward or treat when I do well in English" which recorded only 12 of the respondents both disagreed and strongly disagreed.

Taking Emotional Temperature Strategy
This strategy for affective self- assessment involves getting in touch with feelings, attitudes and motivations through a variety of means. Table 4.9 represented the results of the findings for taking emotional temperature in the affective strategies.

Table 4.9: respondents ' Employment of taking emotional temperature strategy in cognitive strategies

NO	Statement	Likerts scale					Mean
		NT	UNT	ST	UT	AT	
10.	I write down my feelings in a language learning dairy.	19 47.5%	12 30%	6 15%	2 5%	1 2.5%	1.85
23.	I talk to someone about my attitudes and feelings concerning the language learning process.	4 10%	8 20%	9 22.5%	8 20%	11 27.5%	3.35
Average							2.60

Based on two items measuring the reported use of the taking emotional temperature strategy in the affective strategies, there was a significant difference both in the mean value and percentage of the reported strategy use by the respondents. Respondents responded to the statement "I write down my feelings in a language learning dairy" were only 21 of them and 77.5% disagree and strongly disagree . On the other hand, 47.5% of the respondents agree and strongly disagreed with the statement "I talk to someone about my attitudes and feelings concerning the language learning process".

The Most Frequent Used Affective Strategies
The data showed in the respective table 4.10 provides an overview of the reported affective strategies used for all mar categories namely encouraging oneself strategy, taking emotional temperature strategy, and also looking at frequency of strategies use for each of the category. Mean value were compared to determined the most frequents strategy used among the two categories.

Table4.10 summary of affective strategies

NO	strategies	Mean
1.	encouraging oneself	3.01
2.	taking emotional temperature	2.60
	Average	2.80

The results of the findings represented in the Table4.10 reported the mean value of the use of encouraging oneself strategy among the respondents was 3.01 while the taking emotional temperature strategy recorded lowest mean value of 2.60.

The Most Frequent Strategies Used by Respondents
The data showed in the respective table below provides an overview of the reported strategy used for all major categories namely metacognitive, cognitive and affective, and looking at frequency of strategy use for each of the category. Mean value were compared ,as represented in tabel4.11 to determined the most frequent strategy used among the three major categories or among each of the major categories. Based on the analysis of the finding sin table 4.11, the average usage of all strategies was 3.16. Among the three major categories of strategies, the most frequently employed strategy among the respondents was the metacognitve strategies, followed by cognitive strategies and the least employed strategy was the effective with the mean value of 2.80.

4.11 An overview of the reported strategy used for all major categories, metacognitive ,cognitive and affective, and also looking at frequency of strategy use for each of the category.

NO	Strategies	Mean
1.	metacognitive	3.50
2.	cognitive	3.19
3.	affective	2.80
Average		3.16

Different in Strategies between Male and Female Students
In this section of analysis, comparison in strategy employment of the strategies based on the three major strategies (metacognitive, cognitive and affective) between male and female respondents were described. As stated earlier in this chapter, there were 40 respondents in this study, a total of 20 respondents were identified as male and 20 respondents were female. The respective table in this section were illustrated the different in terms of mean of strategy employment between the two genders. Table 4.12 shows the summary of the all the major categories of strategies and differences between usage of each strategy between male and female respondents using mean. These data , as represented in table 4.12 were exemplifying the difference in strategy employment between the two genders.

Table 4.12 classifications of Genders use of the strategies

NO	Strategies	Male	Female
1.	metacognitive	3.36	3.51

| 2. | cognitive | 3.43 | 3.18 |
| 3. | affective | 3.16 | 2.68 |

Based on the table 4.13, it clearly showed the highest reported strategy used by female respondents was metagonitive strategies with mean of 3.51 of the respondents reported to employ the strategy. However, the mean of respondents of the male employing metacognitive strategies was lower than female respondents with mean of 3.36. Whereas, the respondents of both genders in cognitive strategies showed high used by male respondents with mean of 3.43 than female respondents with mean of 3.18 . the least employed strategy by both male and female respondents was affective strategies with mean of 3.16 for male respondents and mean of 2.68 for female respondents.

DISCUSSION

Language-Learning Strategies Employed by Respondents

The first research question of "What are the language learning strategies used by N.N speaking students? Was answered through the findings of each category in each strategy. By taking a closer look at metacognitive strategy, among the two categories employed in the questionnaire , centring students learning was the highest reported metacognitive strategy with the average usage of 3.82. Followed behind was arranging and planning learning with average usage of 3.50.Since the cantering students learning strategy acquired the highest mean value of 3.82 , it indicated the fact that N.N.L postgraduate learners were supposed to attend lectures in which they sometimes have no idea about its content, this were restrained them developing appropriate action or contingency plans to overcome difficulties that may interfered with successful completion of their programmes. However, participants 'mastery of centring students learning strategy showed that N. N. postgraduate learners have experienced focusing their attention and directed it carefully toward certain language activities or skills which enhance and develop their language learning.

The most frequent employed cognitive strategy among N.N.L postgraduate students was analyzing and reasoning. Adult learners commonly use analyzing and reasoning strategies for two reasons to understand the meaning and expression of the target language and to make new expressions. However, the respondents during the interview session asserted another kind of cognitive strategies practicing, which was accomplished through practicing the language naturalistically and repeating new expressions.Then, it followed by another heavily reported cognitive strategy that is practicing. Practicing is the most important in this group, which can be achieved by repeating, working with sounds and writing, and using patterns. Practicing was frequently employed due to its role in assisting the learners improving the writing their speaking ability and the listening ability through recognition of different sounds produced.The most frequent employed affective strategy among N.N.L postgraduate students was encouraging yourself and followed by taking emotional temperature. Language learners control their attitude and emotions about learning and understand that negative feeling retard learning. Learners generate positive feeling in class by taking more responsibility about their learning process and increasing natural communication with their academic colleagues.

Most Frequently Used Strategies by Respondents

For the second question of "what are the types of language learning strategies that are most frequently used by N.N.L students in UTM, Malaysia?" the finding from Table 4.11 revealed

that most frequently employed strategies among the three major cat3egpories is metacognitive strategies with mean value of 3.50. This was followed by cognitive strategies with mean value of 3.19 and he least reporte3d strategy was affective strategy. From the findings, we can assume that all of the respondents process high degree of metacognitive awareness which means that they were active participants in manipulating the right strategy with the appropriate activity and able to regulate and manage their own learning. This was validate through the interview sessions whereby based on the einte3rview data, the respondents carefully plan what they need to do prior and while attending lectures as they claimed to read the notes and books carefully and identify the key words, main point and subordinate detail in lecture. Since, the respondents of this study were postgraduate learners; they may have already maturely acquired the management techniques in learning. Therefore, they were able to make decisions in regulating and managing their own leaning. (Marzano.1988 cited in Vandergifts' 1997). The findings of this research are inconsistent with Vandergifts' (1997) results, which showed higher employment of cognitive strategies among the subject.

Different Strategies Used by Male and Female Respondents
The third and final research questions is "Is there any different in the usage of language learning strategies between male and female N.N.S speaking students?" based on the findings of the research , there are different found in language learning strategies employed between male and female learners which support the results of other researchers by Politzer's (1983), Ehrman and Oxford (1989).From the analysis of the findings all of the three major strategies; metacognitiv,cognitive and affective , it was revealed that male respondents used cognitive strategies with mean value of 3.43 more than female respondents . It means that male respondents used more practice, analyzing, reasoning, and creating structure for input and output strategies in their academic life than female respondents. Moreover, the interview data revealed that cognitive strategies used by male respondents through practicing and repeating strategies. The findings of this research are similar to Wharton's (2000) study results, which indicate a greater use of strategies among male students, with more focus on congnitive strategies.

As for metacognitives strategies, the findings revealed that female respondents used metagocnitive strategies with mean value 3.51 more than male respondents with mean value of 3.36. Female respondents employed centring students learning and arranging and planning learning in metacognitive strategies more often in their academic life with purpose of enhance their comprehension than male respondents. However, interview data revealed that female respondents used cognitive strategies especially practicing and repeating, take motes memorizing and interacting strategies. The findings of this research are similar to Nyikos t(1989) result, which indicate that women showed more frequent use of formal rule-based practice strategies and conversational input strategies.

As for affective strategies it is revealed that male respondents used affective strategies with mean value of 3.16 more than male respondents with mean value of 2.68 .It means that male respondents used more encouraging oneself and taking emotional temperature strategies than female respondents. According to the interview data, none of the respondents from both genders (male and female) indicated the employment of any affective strategies in the interview session.

IMPLICATION TO RESEARCH AND PRACTICE

Based on the findings current the study, some general pedagogical implications are suggested. First, it was important to make students aware of their own learning process and all the leaning strategies available to them. Second, teach students learn to use language learning strategies. To do so, teachers should emphasize to different areas; the firs area focuses on teaching language learning strategies that are related to higher level of language achievement that matches learners' academic development. Teacher should help students develop learning skills that will help them coordinate the learning process beyond those simply used understand and produce English. the second area focuses on assisting students to explore the Strategies proven to be beneficial but used infrequently. These strategies included practicing English by making use of new language input as well as constantly writing and speaking language.Finally, it is imperative that teachers enrich the learning environment in the classroom by offering more access and chances for students to learn, use , and practice English. This suggestion must be stressed because the current EFL learning environment in N.N Countries does not offer sufficient opportunities for students to learn English outside the limits of the classroom.

CONCLUSION

The result of the findings had indeed disclosed some valuable insights on the language learning strategies by N.NL postgraduate learners employ in their academic life. The findings had reported the language learning strategies employed by both male and female, students". Based on the analysis of the findings of this research, revealed that between the two categories in metacognitive strategy employed in the questionnaire, Centring students learning was the highest reported Metacognitive strategy. Followed behind was arranging and planning learning. Moreover, the highest cognitive strategies among N.N.S postgraduate students was analyzing and reasoning strategy, followed by another heavily reported cognitive strategy, which was practicing. The highest affective strategy among N.N postgraduate students was encouraging yourself and followed by taking emotional temperature.

For the second research questions of " What are the types of language learning strategies that were most frequently used by N.N.L students in UTM, Malaysia?" the findings revealed that the most frequently employed strategies among the three major categories was metacognitives with mean value of 3.19 and the least reported strategy was affective strategies.
For the third research question, which was "Is there any differences in the usages of language learning strategies between male and female N.N. speaking students?" the findings indicated that male respondents obtained a higher parentage on employing cognitive strategies than female respondents. On the other hand, female respondents obtained higher metacognitve strategies that male. As for affective strategies, it was revealed that male respondents used affective strategies more that female respondents. Overall, the findings of the study did share similarities along with past research done on language learning strategies. Hopefully, this study will raise the awareness among students to be more attentive of the effective strategies to be employed in language learning strategies from the findings of this research.

FUTURE RESEARCH
The result of this research is hot conclusive and must be interpreted as distinct possibilities that will need to be validated with large sample and obtaining better compare results. Some of the recommendations for future research on this subject area are as following:

a) Other variables such as race, age, learning styles and difficulty language learning strategies should be considered in the analysis of the findings to give a richer analysis.

b) The size of sample can be increased to a large number should not be limited to only one university, it should included Persian students in more international universities to produce better results from respondents of different demographic.

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