EFFECTIVE LANGUAGE LEARNING STRATEGY, A MODERN AND EFFECTIVE METHOD OF LANGUAGE LEARNING AND TEACHING IN THE CONTEXT OF ESL/EFL

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A B S T R A C T

English language learning has become very important because of the global status of English and people all over the world are learning this language. EFL, English as a foreign language, indicates the use of English in a non-English-speaking region. EFL is learned either to pass exams as a necessary part of one's teaching, or for career progression while for an international focus. Effective English Language learning strategy, being a modern and effective method of language education, has been borne out in many contexts of ESL/EFL teaching. This implementation has not been without problems in the public and private universities in many Asian countries like Bangladesh. Different public and private universities are here still watching a traditional approach to English language teaching. This study is an effort to place the reading difficulties of University students and to appraise the implementation of EFL. Subsequently, certain elements which do not bring into account the practice of EFL in classes are identified and recommendations are developed which can help in moving a shift towards successful learning strategy.

1.0. Introduction

The growing interest we have seen over the last twenty years in the study of the language used in foreign language classrooms is concerned with appropriate language learning strategies and the skills that learners should achieve from their classroom discourses. Going into the 1970s, turned by the cognitive view of learning, which views language learning as a dynamic, creative process that the apprentices as an active strategy, user and knowledge instructor, many ESL researchers have shifted their focus of attention from teaching methods to learners. There has been a prominent shift within the

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study of language learning teaching. Nowadays learners and learning has been more important than teachers and instruction. Researchers have identified learners' weaknesses and difficulties they face in foreign language scholarship. They have worked upon motivations that play a substantial function in successful language learning. This has motivated me to go with this topic as Bangladesh is also like many Asian countries facing many problems in learning English appropriately and the attitude they face in their EFL course.

English language learning experiences becomes really significant because of the global status of English and people all over the globe are finding out this language. Today in classroom around the world young people and adults are involved in the field of English. Indeed, this interest in the learning of English is the product of the development of a world market and business community, as considerably as the development of global scientific, cultural and intellectual life. The global spread and use of English in recent years have been phenomenal and unmatched by any other language in the world. The widespread utilization of English all over the world, serving various socio-cultural contexts and setting made English a universal global language.

In Bangladesh, students expect teachers to be authority figures and the teaching methods to conform to the traditional 'step-lock' teacher-centered approach where teachers give orders to students, who then comply. By the time pupils are enrolled at a university, they have already completed 12 years of schooling with English as a compulsory subject. In the pre-university years, pupils are not exposed to skill development courses. Hence the communicative approaches to language teaching which they come across for the first time at the university seem to them foreign. Students become afraid of learning a

new terminology. They are not even cognizant of their goal, their condition and the effective strategies.

2.0 Language Learning Strategy Use

While language is one of the most important products of human behavior of human evolution, it employs exclusively a few many skills and senses available to our psyches. Examining the skills and attitudes of successful language learner, will give us insight into strategies for successful language learning. Research in the area of language indicates there are many things we can do to get a successful scholar. More or less people receive special abilities linguistically, but most of us can "learn to learn" language effectively. Curiosity about language and culture, daily work, and the commitment to practice English in every possible position while in an English-speaking environment, is very important conditions for success and for professional animation.

It is noted that students' progress is greater when a speech language pathologist and classroom teachers collaborate to coordinate regular classroom learning with small group learning. To raise academic achievement, teachers can create a language-rich classroom; provide students with advance organizers, label everything in the classroom to build vocabulary and help scholars gain a connector to their native language; and sustain different media available for students' use (books, mags, papers, audiotapes, videotapes, computer software) to address different learning modes and also help make links.

Motivation plays a substantial role in successful language learning. Research on effective teaching for English language learners clearly indicates that instruction in a student's first language provides the

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most positive student outcomes. Valuing the diverse resources, the English language learning students bring to the classroom and being sensitive to their unique needs can help to make an instructional environment that can benefit all students. Current education, research reform focuses on increasing student participation in the instruction and on basing instruction the real-life needs of students. An active learning instructional model for all students includes elements that direct the particular language-related needs and ethnic differences of students who are learning English.

3.0 Definitions of a Language Learning Strategy

The term language learning strategy has been seen by many researchers. Rs. Sometimes it has been keyed out as any sets of operations, steps, plans and procedures used by the apprentice. In some spots, learning strategies are intentional behavior and ideas employed by learners during learning that can help them understand, define, or remember new information. Scholarship strategy is an attempt to acquire linguistic and sociolinguistic competence in the target language as well where learners consciously engage in natural processes to achieve certain goals. All language learners use language learning strategies either consciously or unconsciously when processing new information and executing tasks in the speech classroom. Since language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors, learners' attempts to find the quickest or most comfortable way to suffice what is required

Classification of Language Learning Strategies

Oxford (1990:9) sees the role of language learning strategies as being oriented towards the development of communicative competence. Oxford divides language learning strategies into two main classes, direct and collateral, which are further subdivided into 6 groups. With Oxford's system, math cognitive strategies help learners to regulate their learning. Effective strategies are concerned with the learner's emotional requirements such as self-confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those utilized for storage of data, and compensation strategies help learners to overcome knowledge gaps to continue the communication. The goal of most of the methods is for pupils to learn to communicate in the target language can produce sentences accurately in a lesson, but cannot use them appropriately when genuinely communicating outside of the classroom. Most of the people know the principles of the linguistic usage, but are unable to use the language. Most of the teachers aiming at making their students in using English language strategies do not catch wind about their students, motivations, and learning styles. But the teachers should receive enough knowledge about the students, motivations, language learning strategies, and their understanding of the course to be taught. Most of the teachers fail to answer that.

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Importance of Language Learning Strategies in Language Learning and Teaching

Language learning strategies, while non-observance or unconsciously used in some instances, make language teachers valuable clues about how their students assess the situation, plan, select effective skills to obtain the total understanding. Using different language learning strategies appropriately can improve his language skills in a more dangerous way. Metacognitive strategies, develop an organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies give importance on previous knowledge to help solve new problems. Socio-affective strategies include asking native speakers to adjust their pronunciation or asking a classmate to play together on a particular language problem. Gaining skills in three countries, such as metacognitive, cognitive, and socio-affective can help the language learner build up learner to take control of his own learning. Language learning strategies contribute to the increase of the communicative competence of the students at the same time. They are tools for active, self-directed motion, which is essential for developing communicative competence. Instructors can direct students to practice language learning strategies and help them get better language learners. A skillful instructor will help students in these ways. Research into the good language learning strategies revealed a number of positive strategies applied even by the bad learners can make them more successful in language learning.

5.0 Strategies for Successful English Language Learning

Examining the skills and attitudes of successful language learners will give insight into strategies for successful English language learning. Research in the field of language indicates that there are many things can be done to become a successful learner. Some people may possess special abilities linguistically, but most of us can "learn to learn" language effectively. Curiosity about language and culture, daily work, and the dedication to practice English in every possible position while in an English-speaking environment, are very important conditions for success.

5.1 Being clear and realistic about one's goals

One's sense of success will depend on his/her needs for English and whether or not he/she fit his/her needs. It is not just a question of measured progress. If they need conversational fluency, note-taking skills will not fulfill their needs. If they must determine to write effective business letters, informal conversation with current slang will not help them reach their end. Most successful people recognize what their goals are. Do they need English for occasional speaking situations, for travel or entertaining English-speaking visitors? Do they want to improve inclusion in both written and spoken English? Do they need to write English for professional purposed? Are they preparing for a university career in English? If so, their goals must include proficiency in all skill fields.

Getting hold of a foreign linguistic communication is an inexact process. Very few people learn to employ a

foreign linguistic communication as well as a native speaker does. Luckily, very few people ask to learn English like a native English speaker in every skill area. Scholars should be realistic and mindful of their goals. There are many reasons to learn English, and their reasons are their own finishes. Decision makers and teachers in intensive English programs are aware of the full range of approaches and curricula available. Students should be desired to conduct an intensive English program which fits their language goals.

5.2 Being realistic about the continuance of time it requires to acquire a spoken communication

Programs which promise overnight success are merely not being honest. Language learning is such a process where learners will have bursts of skill as well blocks and delays in progress. They will notice improvements at different speeds in each skill area. Students' progress differentiated in different skill fields. If they are beginning level student whose goal is proficiency, a typical program may hold at least nine months of intensive English study. If their survey program is short-term and your goals include improvement and review rather than proficiency, they may witness more or less advancement in two or more weeks.

5.3 Being aware of one's learning style

If one know that he/she learn more rapidly when they listen to an English statement a few times before writing it, or if they know that seeing a picture or graphic representation of a word or expression helps them to think of the word, the develop study habits which use the most effective techniques for them. Excellent teachers who know that pupils must be involved in active

learning will create active learning experiences to connect them with the speech.

When they have determined their best learning style they need to talk with their English instructor(s) about additional opportunities to practice English and to make progress. Instructors will design class activities and assignments to match the preferred learning styles of students.

5.4 Learning something about 'language learning'

Thinking of that language is a complex system of meaningful sounds organized by a series of rules (grammar). Every student has studied enough pronunciation, grammar and sentence structure to render this! In reality, we communicate through words. Language learning involves motivation, emotion, a sense of ego, and a band of cultural beliefs. Speech communication is much more than sound and words and grammar. As learners learn a new language, they will develop a 'series of successive approximations', meaning that each attempt at a new language will take closer to efficient communication. Language learning requires that they make errors. They need not be afraid of a language or afraid of getting mistakes. They can build up an ability to slow down; 'playing' with a new language is a significant element of interpretation.

5.5   Claiming responsibility for one's own scholarship.

A good instructor is half the equation for successful language learning. Scholars can take charge of their

scholarship and participate actively in your program and also can look for opportunities to employ their new language in any of many novel environments. They sustain to be willing to fix errors and learn from these errors, and they have to focus on their finishes, their work habits, and their willingness to 'learn to learn'. They have to love the process, find in themselves the causes they want to find out, and determine ways to evaluate their success for themselves.

Their teachers and plan administrators will appreciate that they have clear and realistic finishes. They will honor their dedication to scholarship. They will react to their initiatives and encourage an open and positive student-instructor relationship. And they will applaud their forward movement. Their success is their reward!

5.6 The Teacher's Role in Strategy Training

The language teacher will be aware of the students, their interests, motivations, and learning styles. The teacher also should keep their conduct in class and should likewise ask for their clarification, verification, correction and also cooperation from them. Instructors should also note how far they can have contact outside of class with proficient foreign language users. Besides abiding by their behavior in class, the instructor can develop a short questionnaire the students will fill in at the start of a course where they will know themselves and their language learning. By this manner, the teacher can read the intent of their learning a spoken communication, and their liking and disliking regarding classroom activities that will help the teacher have adequate knowledge about the students' total conditions to be amended. That will also help him to see further

steps depending on the learners' learning styles and varied awareness of the use of strategies within the same classroom. The teacher cannot attribute importance to only single group and fend for the analytical approach or only give input by using the auditory modality. He will equally well take part and work actively with the students in society to satisfy their demands and keeping expectations in his mind their learning styles, motivations, strategy preferences, etc. Therefore, it can be said that the most important teacher role in foreign language teaching is the routine of providing multiple tasks to meet varied learning styles (Hall 1997:4). Beside performing all these deeds, the language teacher should also pass through and keep an insightful survey of his textbook to find out whether the textbook already includes language learning strategies or language learning strategies training. The language teacher should gather up other necessary texts or other teaching materials if language learning strategies are not already included within his materials. The language teacher should also go through the study his own teaching method and overall classroom style. The instructor will create lesson plans and analyze his those to identify whether his lesson plans give learners chance to utilize a form of learning modes and strategies or not. The teacher can see whether his teaching allows learners to approach the task at hand in different ways or not. The language teacher can also be aware of whether his strategy training is implicit, explicit, or both. It should be emphasized that questioning himself about what he contrives to do before each lesson and evaluating his lesson plan after the lesson in terms of strategy training, the teacher can grow much consciousness and awareness to focus on language learning strategies and strategy training during the cognitive functioning of his teaching (Lessard-Clouston 1997:5). Language learning

strategies, being specific actions, behaviors, tactics, or techniques, facilitate the learning of the target language by the language learner. All language learners, needless to say, use language learning strategies in the learning procedure.Since the elements like age, gender, personality, motivation, self-concept, life-experience, learning style, excitement, anxiety, etc. affect the manner in which language learners learn the target speech, it is not sensible to bear out the estimate that all language learners use the same good language learning strategies or should be schooled in using and developing the same strategies to become successful scholars. As Lessard-Clouston (1997:8) mentions, studies to be done on language learning strategies and strategy training should move beyond descriptive taxonomies of language learning strategies and attempt to seek for answers to a wide range of questions that includes best types of language learning strategies that appear in the related contexts, easy transference between L2 and FL contexts through proper utilization of language learning strategy and language learning proficiency, the role of language proficiency in language learning strategies use and training, time needed to train specific learners in certain language learning strategies, assessment and measurement of success in language learning strategies use or training, certain language learning strategies learned more easily in classroom and non-classroom contexts and language learning strategies should be taught at different proficiency levels. This will explore novel ways to play with and move forward to bigger success. Experience and reflection as a learner and instructors of English as a foreign language (EFL) convince us that memorization seems to be one of the learning methods that helps EFL students learn and use the English speech, provided that memorization is used appropriately to assist learners to internalize what they

have taken to use in real communication. Experience and observation as learners and teacher of English as a foreign language (EFL) as non-native speakers (NNS) convince us that memorization seems to be a valid learning strategy, provided that memorization is used appropriately to help students internalize what they have taken to use in real communication. For instance, some teachers argue that as NNS, we learn English in a conscious and repetitive way, that is, we have to think of the principles, sentence structures, and vocabulary systematically in order to employ these in communication. On the other hand, there can have close to contention over whether memorization and communication can coexist in an academic environment or non. Some may contend that due to memorization, students can feel the lack of the capacity and creativity for spontaneous and appropriate responses while conversing. These lines mark a contrast between NNS and NS English speaker teachers' conceptions of memorization and its utility in EFL learning. This controversy inspired us to see if memorization is accepted as a strategy in the process of learning EFL in students' and teachers' perspectives, and if yes, what role memorization plays and how effective it might be.

5.7 Memorization as a Learning Strategy

Most efficient as well as inefficient learners can use memorization strategy mainly for learning vocabulary, definitions, and literary texts. In Adamson (1990), Almad, an Arabic student, used memorization as a means of memorizing new vocabulary. He counted up all the unfamiliar language, wrote the new word and its translation in Arabic in a notebook and memorized the content of the notebook. The answer is that he

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discovered many new language but then also became a slower reader. Meanwhile, Cook believes: repetition and learning by heart are two of the most valuable, enjoyable and effective uses of language learning activities, and that they can take with them sensations of those indefinable, overused yet still valuable goals for the language learner: been involved in the authentic and communicative use of words. (1994, p. 133)

Kovecses and Szabo (1995) found positive learning effects for students memorizing phrasal verbs. For these authors, memorization is considered a strategy, and not necessarily a minus one.

Conclusion

From the study it can be reasoned that pupils deliver to increase interaction with the target words and develop communicative competence. They too should have curiosity about words and culture, daily work, and the commitment to practice English in every possible position while in an English-speaking environment, and their willingness to 'learn to learn'. Their understandings of learning this language will be their end. They bear to remember that language is not merely a complex scheme of meaning sounds organized by a series of grammatical principles, it is likewise a kind of conduct requiring the human need to communicate and to be seen. That is the voice communication is much more than sounds and words and grammar. They demand not to be afraid of a language of afraid of preparing errors. They can build up an ability to slow down; 'playing' with a new language is an significant component of reading. At the same time**,** a good instructor is half the equation for successful language learning.

They will appreciate that they have clear and realistic finishes. They will honor their dedication to scholarship. They will react to their endeavors and encourage an open and positive student-instructor relationship. And they will applaud their forward motion. Their success is their reward!

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