

**1- Definition:**

Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable and more effective.

So, they are behaviours, steps, techniques, operations and methods used by the learners to enhance their learning, to comprehend and process new information.

Learning strategies as a term is like footballers who use tactics to win a match when they are in the stadium. Learners use learning strategies to learn something more successfully.

Generally speaking, the typical strategic questions the learner might ask are related to “HOW”;

- How to write an essay?
- How to structure my course and lecture note?
- How to organize my time to accomplish all my tasks.
- How can I tackle the difficult activities.

**2- The difference between learning styles and learning strategies:**

Learning styles are general approaches: Visual, auditory and kinesthetic that students use in acquiring a new subject or a language. These styles are ways that give general direction to learning behavior. So learning style is the biological imposed set of characteristics that make the same teaching method wonderful for some, and terrible for others. It leads to deal with the strategies of learning.

**3- Learning strategies:**

Six major groups of L2 learning strategies have been identified by Oxford (1990):

**3-1 Direct strategies:**

**A-Cognitive strategies** (for understanding and producing the language) enable the learner to manipulate the language material in direct ways, e.g., through *reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information* to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

**B-Memory-related strategies** (for remembering and retrieving new information). they help learners link one L2 item or concept with another but do not necessarily involve deep understanding. Various memory-related strategies *enable learners to learn and retrieve information* in an orderly string (e.g., *acronyms*), while other techniques create learning and retrieval via *sounds* (e.g., *rhyming*), *images* (e.g., a mental picture of the word itself or the meaning of the word), a *combination of sounds and images* (e.g., the keyword method), *body movement* (e.g., total physical response), mechanical means (e.g., *flashcards*), or *location* (e.g., on a page or blackboard)

**C- Compensatory strategies** (for using the language despite lack of knowledge) (e.g., guessing from the context in listening and reading; using *synonyms* and “**talking around**” the missing word to *aid speaking and writing*; and strictly for speaking, using *gestures* or *pause words* such as um, uh, er, ah, like, okay, right, and you know.) help the learner make up for missing knowledge.

compensatory strategies can be used for speaking and writing

**3-2 Indirect strategies :**

**A-Metacognitive strategies** for coordinating the learning process (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, *gathering* and *organizing materials*, **arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy**) are employed for managing the learning process overall.

**B- Affective strategies** : for regulating emotions. such as identifying one's mood and anxiety level, talking about feelings, rewarding *oneself for good performance*, and using *deep breathing* or *positive selftalk*..

**C-Social strategies** : for learning with others. (e.g., *asking questions* to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking *with a native-speaking conversation partner*, and *exploring cultural and social norms*) help the learner work with others and understand the target culture as well as the language.

**REMEMBER..**

**Proverb says: " Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime"**