

## ENGLISH LANGUAGE LEARNING STRATEGIES

**Turg'unboyeva Maxliyo Ikrom qizi**

Jizzakh State Pedagogical Institute  
Student

**Abstract.** This article provides an overview of language learning strategies for second and foreign language teachers. To do so it outlines the background of LLS and LLS training, discusses a three step approach teachers may follow in using LLS in their classes, and summarises key reflections and questions for future research on this aspect of language learning education. It also lists helpful contacts and internet sites where readers may access up-to-date information on LLS teaching and research.

**Key words:** Language learning strategies, second language, the learner-centered curriculum, linguistics, field of education, key issues.

The Internet TESL Journal

Language Learning Strategies: An Overview for L2 Teachers

Michael Lessard-Clouston

z95014 [at] kgupyr.kwansei.ac.jp

Kwansei Gakuin University (Nishinomiya, Japan)

First published in *Essays in Languages and Literatures*, 8, at Kwansei Gakuin University, December 1997.

This article provides an overview of language learning strategies (LLS) for second and foreign language (L2/FL) teachers. To do so it outlines the background of LLS and LLS training, discusses a three step approach teachers may follow in using LLS in their classes, and summarises key reflections and questions for future research on this aspect of L2/FL education. It also lists helpful contacts and internet sites where readers may access up-to-date information on LLS teaching and research.

**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. This change has been reflected in various ways in language education and applied linguistics, ranging from the Northeast Conference (1990) entitled "Shifting the Instructional Focus to the Learner" and annual "Learners' Conferences" held in conjunction with the TESL Canada convention since 1991, to key works on "the learner-centred curriculum" (Nunan, 1988, 1995) and "learner-centredness as language education" (Tudor, 1996).

This article provides an overview of key issues concerning one consequence of the above shift: the focus on and use of language learning strategies (LLS) in second and foreign language (L2/FL) learning and teaching. In doing so, the first section outlines some background on LLS

and summarises key points from the LLS literature. The second section considers some practical issues related to using LLS in the classroom, outlining a three step approach to implementing LLS training in normal L2/FL courses. The third section then briefly discusses some important issues and questions for further LLS research. In the fourth section the article ends by noting a number of contacts readers may use to locate and receive up-to-date information on LLS

<https://econferencezone.org>

teaching and research in this widely developing area in L2/FL education.

## 1. BACKGROUND

### Learning Strategies

In a helpful survey article, Weinstein and Mayer (1986) defined learning strategies (LS) broadly as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviours of a learner that are intended to influence how the learner processes information" (p. 11). These early definitions from the educational literature reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information and

Lessard-Clouston - Language Learning Strategies: An Overview fo...  
<http://iteslj.org/Articles/Lessard-Clouston-Strategy.html>

1 of 16 1/13/12 1:38 PM

that learning involves such information processing. Clearly, LS are involved in all learning,

regardless of the content and context. LS are thus used in learning and teaching math, science, history, languages and other subjects, both in classroom settings and more informal learning environments. For insight into the literature on LS outside of language education, the works of Dansereau (1985) and Weinstein, Goetz and Alexander (1988) are key, and one recent LS study of note is that of Fuchs, Fuchs, Mathes and Simmons (1997). In the rest of this paper, the focus will specifically be on language LS in L2/FL learning.

### Language Learning Strategies Defined

Within L2/FL education, a number of definitions of LLS have been used by key figures in the field. Early on, Tarone (1983) defined a LS as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's interlanguage competence" (p. 67). Rubin (1987) later wrote that LS "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly" (p. 22). In their seminal study, O'Malley and Chamot (1990) defined LS as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (p. 1). Finally, building on work in her book for teachers (Oxford, 1990a), Oxford (1992/1993) provides specific examples of LLS (i.e., "In learning ESL, Trang watches U.S. TV soap operas, guessing the

meaning of new expressions and predicting what will come next") and this helpful definition:

...language learning strategies -- specific actions, behaviours, steps, or techniques that students (often intentionally)

use to improve their progress in developing L2 skills. 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, 1992/1993, p. 18)

From these definitions, a change over time may be noted: from the early focus on the product of LLS (linguistic or sociolinguistic competence), there is now a greater emphasis on the processes and the characteristics of LLS. At the same time, we should note that LLS are distinct from

learning styles, which refer more broadly to a learner's "natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, p. viii), though

there appears to be an obvious relationship between one's language learning style and his or her usual or preferred language learning strategies.

What are the Characteristics of LLS?

Although the terminology is not always uniform, with some writers using the terms "learner

<https://econferencezone.org>

strategies" (Wendin & Rubin, 1987), others "learning strategies" (O'Malley & Chamot, 1990;

Chamot & O'Malley, 1994), and still others "language learning strategies" (Oxford, 1990a, 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 (behaviours, steps,

techniques, etc.) or unseen (thoughts, mental p

The Internet TESL Journal

Language Learning Strategies: An Overview for L2 Teachers

Michael Lessard-Clouston

z95014 [at] kgupyr.kwansei.ac.jp

Kwansei Gakuin University (Nishinomiya, Japan)

First published in *Essays in Languages and Literatures*, 8, at Kwansei Gakuin University, December 1997.

This article provides an overview of language learning strategies (LLS) for second and foreign language (L2/FL)

teachers. To do so it outlines the background of LLS and LLS training, discusses a three step approach teachers

may follow in using LLS in their classes, and summarises key reflections and questions for future research on this

aspect of L2/FL education. It also lists helpful contacts and internet sites where readers may access up-to-date

information on LLS teaching and research.

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. This change has been reflected in various ways in language education and applied linguistics, ranging from the Northeast Conference (1990) entitled "Shifting the Instructional

Focus to the Learner" and annual "Learners' Conferences" held in conjunction with the TESL Canada convention since 1991, to key works on "the learner-centred curriculum" (Nunan, 1988, 1995) and "learner-centredness as language education" (Tudor, 1996).

This article provides an overview of key issues concerning one consequence of the above shift: the focus on and use of language learning strategies (LLS) in second and foreign language (L2/FL) learning and teaching. In doing so, the first section outlines some background on LLS

and summarises key points from the LLS literature. The second section considers some practical issues related to using LLS in the classroom, outlining a three step approach to implementing LLS training in normal L2/FL courses. The third section then briefly discusses some important issues and questions for further LLS research. In the fourth section the article ends by noting a number of contacts readers may use to locate and receive up-to-date information on LLS

teaching and research in this widely developing area in L2/FL education.

## 1. BACKGROUND

### Learning Strategies

In a helpful survey article, Weinstein and Mayer (1986) defined learning strategies (LS) broadly as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviours of a learner that are intended to influence how the learner processes information" (p. 11). These early definitions from the educational literature reflect the roots of LS



in cognitive science, with its essential assumptions that human beings process information and  
 Lessard-Clouston - Language Learning Strategies: An Overview fo...  
<http://iteslj.org/Articles/Lessard-Clouston-Strategy.html>

1 of 16 1/13/12 1:38 PM

that learning involves such information processing. Clearly, LS are involved in all learning,

regardless of the content and context. LS are thus used in learning and teaching math, science, history, languages and other subjects, both in classroom settings and more informal learning environments. For insight into the literature on LS outside of language education, the works of Dansereau (1985) and Weinstein, Goetz and Alexander (1988) are key, and one recent LS study of note is that of Fuchs, Fuchs, Mathes and Simmons (1997). In the rest of this paper, the focus will specifically be on language LS in L2/FL learning.

Language Learning Strategies Defined

Within L2/FL education, a number of definitions of LLS have been used by key figures in the field. Early on, Tarone (1983) defined a LS as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's interlanguage competence" (p. 67). Rubin (1987) later wrote that LS "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly" (p. 22). In their seminal study, O'Malley and Chamot (1990) defined LS as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (p. 1). Finally, building on work in her book for teachers (Oxford, 1990a), Oxford (1992/1993) provides specific examples of LLS (i.e., "In learning ESL, Trang watches U.S. TV soap operas, guessing the

meaning of new expressions and predicting what will come next") and this helpful definition:

...language learning strategies -- specific actions, behaviours, steps, or techniques that students (often intentionally)

use to improve their progress in developing L2 skills. 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, 1992/1993, p. 18)

From these definitions, a change over time may be noted: from the early focus on the product of LSS (linguistic or sociolinguistic competence), there is now a greater emphasis on the processes and the characteristics of LLS. At the same time, we should note that LLS are distinct from

learning styles, which refer more broadly to a learner's "natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, p. viii), though

there appears to be an obvious relationship between one's language learning style and his or her usual or preferred language learning strategies.

What are the Characteristics of LLS?

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, 1990a, 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 (behaviours, steps,

techniques, etc.) or unseen (thoughts, mental p

<https://econferencezone.org>

The Internet TESL Journal

Language Learning Strategies: An Overview for L2 Teachers

Michael Lessard-Clouston

z95014 [at] kgupyr.kwansei.ac.jp

Kwansei Gakuin University (Nishinomiya, Japan)

First published in Essays in Languages and Literatures, 8, at Kwansei Gakuin University, December 1997.

This article provides an overview of language learning strategies (LLS) for second and foreign language (L2/FL)

teachers. To do so it outlines the background of LLS and LLS training, discusses a three step approach teachers

may follow in using LLS in their classes, and summarises key reflections and questions for future research on this

aspect of L2/FL education. It also lists helpful contacts and internet sites where readers may access up-to-date

information on LLS teaching and research.

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. This change has been reflected in various ways in language education and applied linguistics, ranging from the Northeast Conference (1990) entitled "Shifting the

Instructional Focus to the Learner" and annual "Learners' Conferences" held in conjunction with the TESL Canada convention since 1991, to key works on "the learner-centred curriculum" (Nunan, 1988, 1995) and "learner-centredness as language education" (Tudor, 1996).

This article provides an overview of key issues concerning one consequence of the above shift: the focus on and use of language learning strategies (LLS) in second and foreign language (L2/FL) learning and teaching. In doing so, the first section outlines some background on LLS

and summarises key points from the LLS literature. The second section considers some practical issues related to using LLS in the classroom, outlining a three step approach to implementing LLS training in normal L2/FL courses. The third section then briefly discusses some important issues and questions for further LLS research. In the fourth section the article ends by noting a number of contacts readers may use to locate and receive up-to-date information on LLS

teaching and research in this widely developing area in L2/FL education.

## 1. BACKGROUND

Learning Strategies

In a helpful survey article, Weinstein and Mayer (1986) defined learning strategies (LS) broadly as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process" (p. 315). Later Mayer (1988) more specifically defined LS as "behaviours of a learner that are intended to influence how the learner processes information" (p. 11). These early definitions from the educational literature reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information and

Lessard-Clouston - Language Learning Strategies: An Overview fo...  
<http://iteslj.org/Articles/Lessard-Clouston-Strategy.html>

1 of 16 1/13/12 1:38 PM

that learning involves such information processing. Clearly, LS are involved in all learning,

regardless of the content and context. LS are thus used in learning and teaching math, science, history, languages and other subjects, both in classroom settings and more informal learning environments. For insight into the literature on LS outside of language education, the works of



Dansereau (1985) and Weinstein, Goetz and Alexander (1988) are key, and one recent LS study of note is that of Fuchs, Fuchs, Mathes and Simmons (1997). In the rest of this paper, the focus will specifically be on language LS in L2/FL learning.

#### Language Learning Strategies Defined

Within L2/FL education, a number of definitions of LLS have been used by key figures in the field. Early on, Tarone (1983) defined a LS as "an attempt to develop linguistic and sociolinguistic competence in the target language -- to incorporate these into one's interlanguage competence" (p. 67). Rubin (1987) later wrote that LS "are strategies which contribute to the development of the language system which the learner constructs and affect learning directly" (p. 22). In their seminal study, O'Malley and Chamot (1990) defined LS as "the special thoughts or behaviours that individuals use to help them comprehend, learn, or retain new information" (p. 1). Finally, building on work in her book for teachers (Oxford, 1990a), Oxford (1992/1993) provides specific examples of LLS (i.e., "In learning ESL, Trang watches U.S. TV soap operas, guessing the

meaning of new expressions and predicting what will come next") and this helpful definition:

...language learning strategies -- specific actions, behaviours, steps, or techniques that students (often intentionally)

use to improve their progress in developing L2 skills. 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, 1992/1993, p. 18)

From these definitions, a change over time may be noted: from the early focus on the product of LLS (linguistic or sociolinguistic competence), there is now a greater emphasis on the processes and the characteristics of LLS. At the same time, we should note that LLS are distinct from

learning styles, which refer more broadly to a learner's "natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, p. viii), though

there appears to be an obvious relationship between one's language learning style and his or her usual or preferred language learning strategies.

#### What are the Characteristics of LLS?

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, 1990a, 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 (behaviours, steps,

techniques, etc.) or unseen (thoughts, mental

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. This change has been reflected in various ways in language education and applied linguistics, ranging from the Northeast Conference entitled "Shifting the Instructional Focus to the Learner" and annual "Learners' Conferences" held in conjunction with the TESL Canada convention since 1991, to key works on "the learner-centered curriculum" and "learner-centeredness as language education".

This article provides an overview of key issues concerning one consequence of the above shift: the focus on and use of language learning strategies in second and foreign language learning and

teaching. In doing so, the first section outlines some background on LLS and summarises key points from the LLS literature. The second section considers some practical issues related to using LLS in the classroom, outlining a three step approach to implementing LLS training in normal L2/FL courses. The third section then briefly discusses some important issues and questions for further LLS research. In the fourth section the article ends by noting a number of contacts readers may use to locate and receive up-to-date information on LLS teaching and research in this widely developing area in L2 education.

### Learning Strategies

In a helpful survey article defined learning strategies as "behaviours and thoughts that a learner engages in during learning" which are "intended to influence the learner's encoding process". More specifically define LS as "behaviours of a learner that are intended to influence how the learner processes information". These early definitions from the educational literature reflect the roots of LS in cognitive science, with its essential assumptions that human beings process information.

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in



communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After Canale and Swain's (1980) influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching<sup>2</sup>. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL (Bialystok, 1990). The term LLS is used more generally for all

strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As Oxford (1990a) puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative



competence" (p. 1)

Within 'communicative' approaches to language teaching a key goal is for the learner to develop communicative competence in the target L2/FL, and LLS can help students in doing so. After influential article recognised the importance of communication strategies as a key aspect of strategic (and thus communicative) competence, a number of works appeared about communication strategies in L2/FL teaching. An important distinction exists, however, between communication and language learning strategies. Communication strategies are used by speakers intentionally and consciously in order to cope with difficulties in communicating in a L2/FL. The term LLS is used more generally for all strategies that L2/FL learners use in learning the target language, and communication strategies are therefore just one type of LLS. For all L2 teachers who aim to help develop their students' communicative competence and language learning, then, an understanding of LLS is crucial. As puts it, LLS "...are especially important for language learning because they are tools for active, self-directed involvement, which is essential for developing communicative competence".

Learning strategies are identified through various self-report procedures. Although self-report is always subject to error, no better way has yet been devised for identifying learners' mental processes and techniques for completing a learning task. Learning strategies are for the most part unobservable, though some may be associated with an observable behavior. For example, a student listening to new information may use *selective attention* (unobservable) to focus on the main ideas and might then decide to *take notes* (observable) on these main ideas. The only way to find out whether students are using *selective attention* during a listening comprehension task is to ask them. More observation has proven unsatisfactory in identifying learners' strategies.

The language learning strategies identified through these self-report methods have identified characteristics of good language learners and compared the strategies of more- and less-effective language learners. Such studies have been important in identifying and classifying strategies used by language learners and understanding how strategies are actually used in the learning process. This information has in turn guided instructional investigations that have sought to teach learning strategies to language learners and to measure relationships between strategy use and language proficiency, metacognition, motivation, and self-efficacy.

#### Conclusion

The study of language learning strategies will continue to develop as second language acquisition researchers seek to understand different learner characteristics and the complex cognitive, social, and affective processes involved in processing language input and using the language for a variety of purposes. Likewise, language educators and methodologists will continue their quest for more effective instructional approaches, and, with the increasing emphasis on learner-centered instruction and learner empowerment in all areas of education, instruction in learning strategies will assume a greater role in teacher preparation and curriculum design.

First, rigorous intervention studies would provide information about the effects of learning strategy instruction on achievement and language proficiency. Such studies need to be conducted with a variety of language students, including children in foreign language immersion and nonimmersion programs, school-aged students in bilingual and second language programs, older students with differing educational levels in their native language, and students in different learning contexts around the world.

A second area for future research is in the development of language teacher expertise for integrating learning strategies into classroom instruction. The evaluation of different models for teacher preparation in learning strategies instruction could lead to refining and improving current models. In addition, studies need to be undertaken to identify the relationship of effective learning strategy instruction to teacher characteristics such as teaching approach, attitude and teacher beliefs, amount and type of preservice and/or in-service preparation in learning strategy instruction, and years of teaching experience and length of time teaching learning strategies—it might be that effective learning strategy instruction is closely tied to specific individual teacher characteristics and experiences.

It is important that learning strategies research continue, both in these and other directions, for only through a better understanding of the learning and teaching process can more language learners achieve the level of success that currently characterizes only a small proportion of all students studying a foreign or second language around the world. Strategy instruction can contribute to development of learner mastery and autonomy and increased teacher expertise, but additional research in specific language learning contexts is essential to realizing its potential to enhance second language acquisition and instruction.

## References

1. Xalilova, L., Turgunboeva, M., Shoxsanam, B., & Tojiev, X. (2021). INTERACTIVE METHODS IN ENGLISH CLASSES.
2. Yarmatov, R. (2009). Upbringing and developing a future teacher identity.–T. Journal of Science and Technology.
3. Yarmatov, R. (2020). ВОЗМОЖНОСТИ ТВОРЧЕСКОГО САМОРАЗВИТИЯ БУДУЩИХ УЧИТЕЛЕЙ. Архив Научных Публикаций JSPI.
4. Yarmatov, R. (2020). ПЕДАГОГИЧЕСКИЕ ОСОБЕННОСТИ ПОДГОТОВКИ И РАЗВИТИЯ БУДУЩЕГО УЧИТЕЛЯ. Архив Научных Публикаций JSPI.
5. Yarmatov, R. (2020). Воспитание сильного, талантливое поколение–требование времени. Архив Научных Публикаций JSPI.
6. Yarmatov, R. (2020). ISSUES OF TEACHER'S PERSONALITY DEVELOPMENT IN THE SYSTEM OF TRAINING HIGHER PEDAGOGICAL CADRES IN UZBEKISTAN. Архив Научных Публикаций JSPI.
7. Yarmatov, R. (2020). Enriching experience spiritual and moral activity of future teachers. Архив Научных Публикаций JSPI.
8. Yarmatov, R. (2020). Ёшларни педагогик фаолиятни эгаллашга йўналтириш имкониятлари. Архив Научных Публикаций JSPI.
9. Yarmatov, R. (2020). ВЫЯВЛЕНИЕ СПОСОБНОСТЕЙ УЧАЩИХСЯ КАК АКТУАЛЬНАЯ ПЕДАГОГИЧЕСКАЯ ПРОБЛЕМА. Архив Научных Публикаций JSPI.
10. Yarmatov, R. (2020). Improvement of educational and research competence of future teachers of history. Архив Научных Публикаций JSPI.
11. Yarmatov, R. (2020). ОБРАЗОВАТЕЛЬНАЯ СИСТЕМА СТРАНЫ ПО РАЗВИТИЮ СПОСОБНОСТЕЙ УЧАЩИХСЯ. Архив Научных Публикаций JSPI.
12. Yarmatov, R. B. (2020, November). USE OF COMMUNICATIVE METHODS AND METHODS IN TEACHING ENGLISH. In Archive of Conferences (Vol. 9, No. 1, pp. 25-27).
13. Yarmatov, R. B. (2020, November). THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN TEACHING ENGLISH. In Global Congress of Contemporary Study (p. 36). Beni-Suef University.
14. Yarmatov, R. B. (2011). On the level of effectiveness of spiritual and educational work in the education and development of future teachers. Journal " People's Education" Tashkent, (5), 84-87.
15. <https://scholarzest.com/index.php/esj/article/view/228p>
16. [https://uch21vek.com/1\\_2022.html](https://uch21vek.com/1_2022.html)