Memory and Cognitive Learning Strategies from the Teachers and Learners Perspectives

Darin Nshiwi, Feisal Aziez, Hazim Alkhrisheh
Dareen33omar@gmail.com, feisalaziez@ump.ac.id,
hkhresha@yahoo.com

PhD candidate at University of Pannonia, Hungary

Abstract

This survey study falls within the area of language learning strategies (LLS) in English as a foreign language (EFL). Although the impact of LLS on vocabulary learning has attracted ample of studies in the field on teaching English as a second or foreign language. However, many view that LLS have not been investigated enough. To that end, this research attempts to shed light on the adopted approaches while teaching these strategies by EFL teachers at the Higher Language Institute. It investigates whether these strategies are taught implicitly, explicitly or both. To conduct this study, the researcher applied two questionnaires: the questionnaires are used to evaluate the used memory and cognitive strategies by teachers and intermediate learners at the HLI. These instruments are applied on the sample that includes 36 intermediate and 30 EFL teachers at the HLI. The data obtained was dealt with descriptively and analytically. The findings show that the majority of teachers tend to train students to use memory and cognitive strategies implicitly. In addition, it was noticed that both teachers and learners use the same set of strategies which implies that teaching approaches has a direct impact on the used strategies by the learners.

Keywords: *vocabulary-learning strategies, memory strategies, cognitive strategies*

Abstrak

Studi survei ini termasuk dalam bidang strategi pembelajaran bahasa dalam bahasa Inggris sebagai bahasa asing (English First Language). Meskipun dampak stategi pembelajaran pada pembelajaran kosakata

telah menarik banyak studi di lapangan dalam mengajar bahasa Inggris sebagai bahasa kedua atau asing. Namun, banyak pandangan bahwa strategi pembelajaran bahasa belum cukup diselidiki. Untuk itu, penelitian ini mencoba menjelaskan pendekatan yang diadopsi saat mengajar strategi ini oleh guru EFL di Higher Language Institute (HLI). Penelitian ini menyelidiki apakah strategi ini diajarkan secara implisit, eksplisit atau keduanya. Untuk melakukan penelitian ini, peneliti menerapkan dua kuesioner: kuesioner digunakan untuk mengevaluasi memori yang digunakan dan strategi kognitif oleh guru dan pelajar menengah di HLI. Instrumen-instrumen ini diterapkan pada sampel yang mencakup 36 guru menengah dan 30 EFL di HLI. Data yang diperoleh ditangani secara deskriptif dan analitik. Temuan menunjukkan bahwa mayoritas guru cenderung melatih siswa untuk menggunakan memori dan strategi kognitif secara implisit. Selain itu, diketahui bahwa baik guru dan peserta didik menggunakan strategi yang sama yang menyiratkan bahwa pendekatan pengajaran memiliki dampak langsung pada strategi yang digunakan oleh peserta didik.

Kata kunci: *strategi pembelajaran kosakata, startegi memori,strategi kognitif.*

Introduction

EFL learners often use various strategies to learn the various aspects of the target language including how to memories and use words, how to categories words, how to form sentences, etc. Taking this into consideration, many L2 language researchers made a great effort to classify vocabulary learning strategies which are adopted by EFL learners. Similar to language learning strategies, there are many classifications of vocabulary learning strategies. In what follows are the main three taxonomies in the field of learning vocabulary.

Gu and Johnsons' Taxonomy (1996)

Gu and Johnsons (1996) classified learning strategies into four main sections: metacognitive, cognitive, memory and activation strategies.

1. Metacognitive Strategies: Metacognitive Strategies consist of selective awareness and self-initiation strategies. L2 learners who employ selective awareness strategies know which words are important for them to learn and are essential for adequate comprehension of a passage.

2. Cognitive Strategies: In Gu and Johnsons' taxonomy, cognitive strategies involve guessing strategies, skillful use of dictionaries and note-taking strategies. Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word.

3. Memory Strategies: Memory strategies are classified into practicing and encoding categories. Word lists and repetition are instances of practicing strategies. Instructing strategies include such strategies as association, imagery, visual, auditory, semantic, and contextual

encoding as well as word-structure (i.e., analyzing a word in terms of prefixes, stems, and suffixes).

4. The Activation Strategies: The activation strategies include those strategies in which the learners actually use the newly acquired words in different contexts. For example, learners oftenform sentences using the words they have just learned. Table 1 shows these categories and sub-categories.

Table 1: Categories and sub-categories of learning strategies (Gu and Johnsons', 1996)

Metacognitive	Cognitive	Memory	Activation
- Selective attention - Self initiation	- Guessing -Use of dictionaries - Note-taking	- Rehearsal - Encoding	-Using new words

Gu and Johnsons (1996) divided L2 vocabulary learning strategies into seven categories: Metacognitive Regulation, Guessing Strategies, Dictionary Strategies, Note-taking Strategies, Rehearsal Strategies, Encoding Strategies and Activation Strategies. Table 2 shows these categories and their sub-categories.

Table 2: Categories and sub-categories of vocabulary learning strategies (Gu and Johnson's)

1. Metacognitive Regulation	a. Selective attention b. Self-initiation
2. Guessing Strategies	a. Using background knowledge/wider context b. Using context cue/immediate context
3. Dictionary Strategies	a. Dictionary strategies for comprehension b. Extended dictionary strategies c. Looking-up strategies
4. Note-taking Strategies	a. Meaning-oriented note-taking strategies b. Usage oriented note-taking strategies
5. Rehearsal Strategies	a. Using word list b. Oral repetition c. Visual repetition
6. Encoding Strategies	a. Association/Elaboration b. Imagery c. Visual encoding d. Auditory encoding e. Using word-structure f. Semantic encoding

	g. Contextual encoding
7. Activation Strategies	Using of words in various contexts

Oxford's Taxonomy (1990)

The present study mainly focused on Oxford's learning strategies classification and adopted these strategies while training students to use memory and cognitive strategies. Oxford (1990: p.16) divided learning strategies into two main sections: direct strategies and indirect strategies.
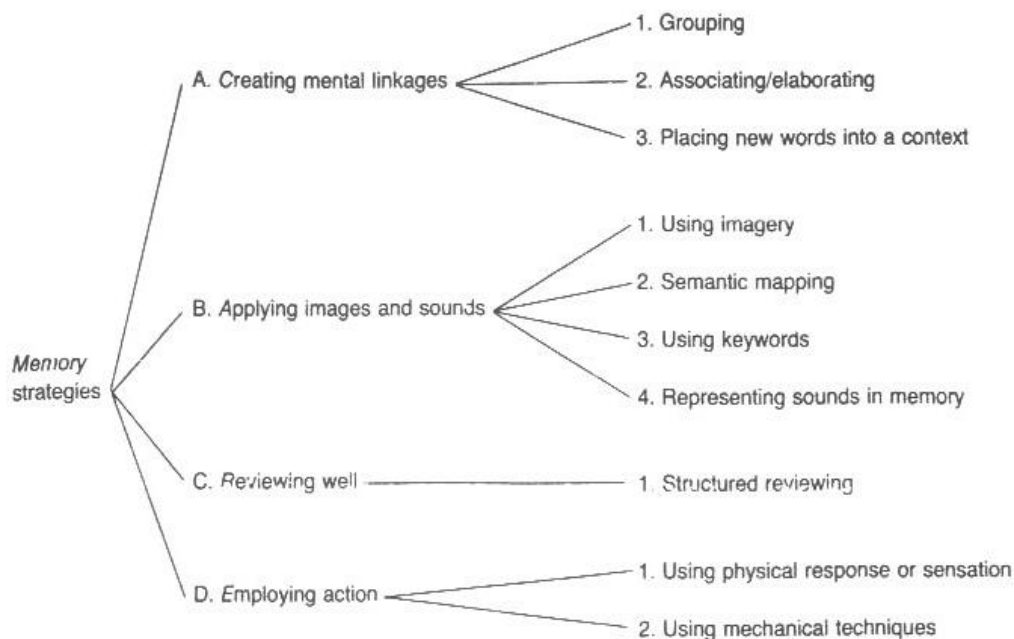
Figure 1: Language learning strategies
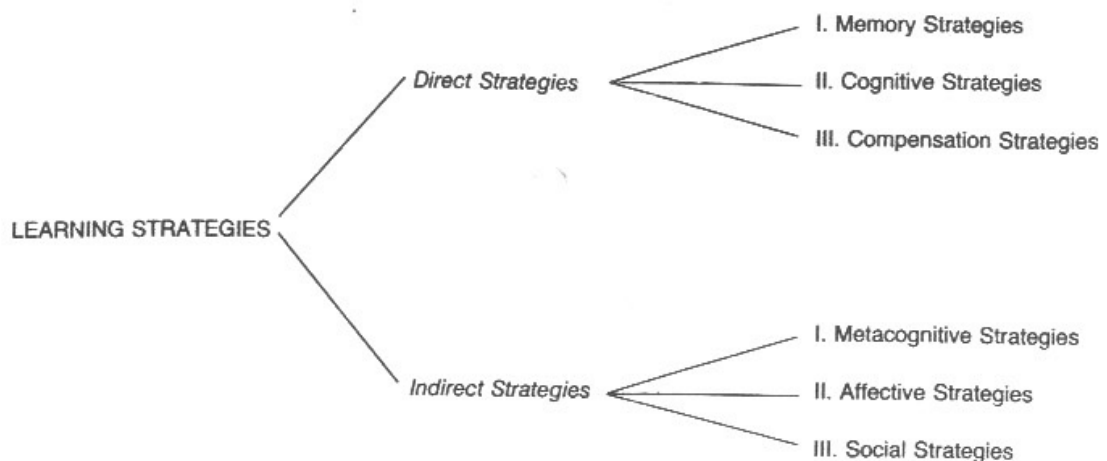
According to Oxford (1990), direct strategies are mental processing strategies that involve using the target language. Direct strategies contain three sub-categories: memory, cognitive and compensation. The first two strategies (memory and cognitive) are the focus of this research.

a. Memory Strategies: Memory strategies is also known as Mnemonics. Memory strategies reflect a very simple rule, that is, arranging information in your memory. Memory strategies are divided into the following strategies: A. creating mental linkage, B. Applying images and sounds, C. Reviewing well and D. Employing action.These strategies are listed with the following sub-groups as can be shown in Figure 2.3.

Figure 2: Memory sub-sets

b. Cognitive Strategies: Cognitive strategies are essential in learning any language. They vary from repeating, analyzing expressions to summarizing. Their unified function is to manipulate and transform the target language by the learner to be learned and memorized. There are four main groups: A. Practicing, B. Receiving and sending messages, C. Analyzing and reasoning and D. Creating structure for input and output.The four categories of the cognitive strategies are also divided into sub-sets, as can be shown in the following figure 3.

Figure 3: Cognitive sub-sets
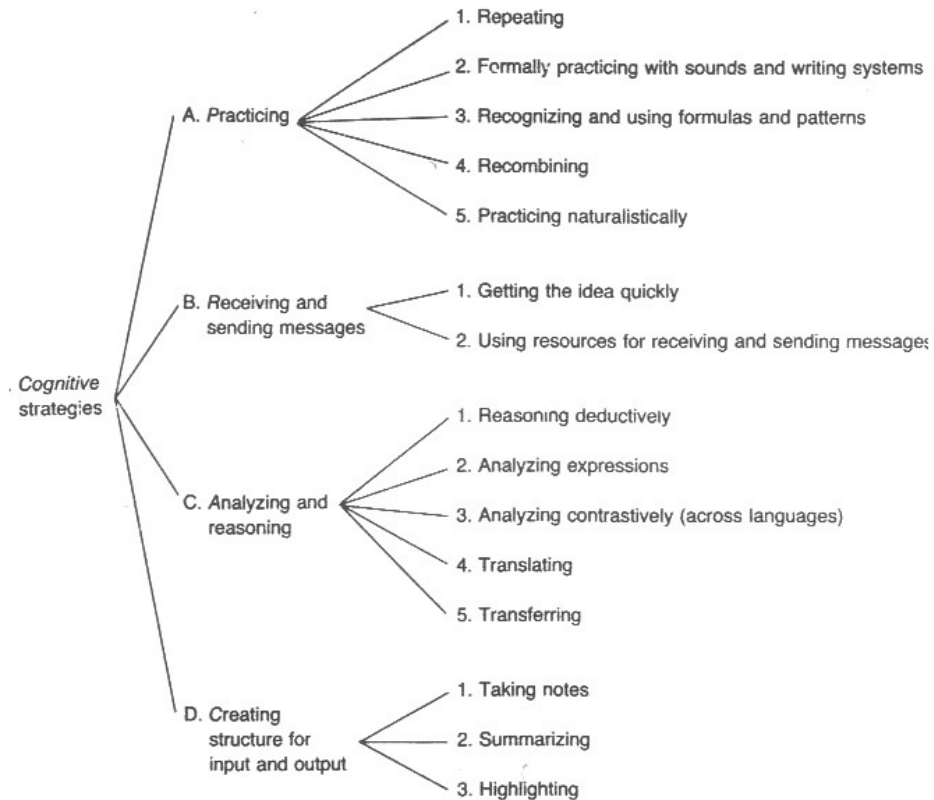
c. Compensation Strategies: Oxford states that compensation strategies will help students to know the meaning of the new words in spite of lack of the needed knowledge. These strategies are divided into two main sub-sets: Guessing intelligently and overcoming limitations in speaking and writing. (see figure 4).

*Figure 4: Compensation strategies*
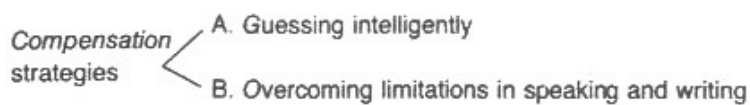
(Oxford, 1990: p.38)

C. Indirect Strategies: Oxford (1990) divided indirect strategies into three parts. The first is metacognitive strategies which concentrate on teaching students to use their cognition,that is coordinating the learning process by using functions such as centering, arranging and

planning. The second part is affective strategies help to regulate emotions and motivations. The last part of the indirect strategies is the social strategies that enable learners to learn new words by interacting with other students. Figure 5shows the types of indirect strategies.

Figure 5: Indirect strategies

Indirect Strategies
- I. Metacognitive Strategies
- II. Affective Strategies
- III. Social Strategies
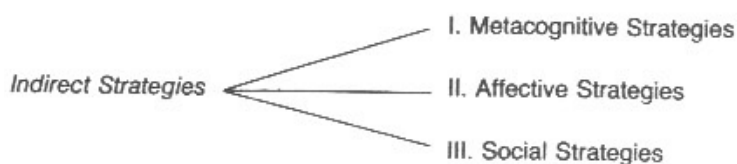
(Oxford, 1990: p.16)

O'Malley and Chamot's Classification (1990)

O'Mally and Chamot (1990) developed a taxonomy of learning strategies which consisted of three main parts.

1. Metacognitive strategies involved thinking about (or knowledge of) the learning process, planning for learning, monitoring learning while it is taking place, or self-evaluation of learning after the task had been completed.
2. Cognitive strategies, which invoked mental manipulation or transformation of materials or tasks, were intended to enhance comprehension, acquisition, or retention.
3. Social/affective strategies consisted of using social interactions to assist in the comprehension, learning or retention of information, as well as the mental implicit over personal affect that interfered with learning. Table 3 shows these strategies and their sub-strategies as classified by O'Mally and Chamot.

Table 3: Learning Strategies Classification (O'Mally and Chamot, 1990, pp. 119–120))

Groups	Sub-groups	Learning strategy
Metacognitive	Planning	Advance organizers
	Monitoring	Self-Monitoring
	Evaluation	Self-evaluation
Cognitive	-	Repetition, resourcing
		Translation, deduction
		Recombination
Socio-affective	Question for clarification	-
	Cooperation	-
	Self-talk	-

Research Method

The present survey study was held at the Higher Language Institute (HLI), Damascus University.In this research, two main classes of intermediate learners were under investigation. The rationale for choosing this level in particular is because this research aims at investigating the problem of ineffective use of vocabulary learning strategies. Therefore, the intermediate level was chosen since learners who belong to this level have acquired certain communicative abilities which could not be found in lower levels, and they need to learn a number of words in a short period. O'Malley et al. (1985a) confirms that using strategies may be connected with the level of knowledge, because beginners, for example, cannot successfully use strategies requiring higher levels of FL knowledge. So, it can be inferred that strategies use can be employed more successfully by proficient learners of the target language i.e. English·

The coursebook series being taught at The Higher Language Institute (HLI) is face-to-face teaching, Cambridge University Press Publication. An important point is that HLI learners are not taught vocabulary learning strategies directly since the coursebook uses indirect ways of teaching strategies·   Each course at The Higher Language Institute consists of 25 sessions, each lasts for two hours (50 hours in total), and two exams; one takes place in the middle of the course (mid-term exam) and consists of four sections: listening, reading, writing, grammar, and structure. The other one is the final exam, which includes the same sections of the mid-term exam, in addition to a speaking test that is held the day after the final exam. Therefore, all the four skills are tested explicitly, and vocabulary is usually tested in the grammar section.Likert scale was utilized in the teachers and learners' questionnaires to rate their use of memory and cognitive strategies. Moreover, to analyze the collected data, the SPSS program was used.
·

Sample of the Research

The sample of this research consists of two groups. The first group of participants contains EFL intermediate learners taking courses at the HLI with two sub-groups: 15 learners being exposed to explicit training on how to use memory and cognitive strategies (henceforth explicit group (EG)) while the other sub-groupof 21 learners were trained implicitly to using these strategies(henceforth implicit group (IG)).

Data Collection
a. Teachers' Questionnaire

Teachers' questionnaire was distributed to the participating teachers. This questionnaire was refereed and piloted before implementing the study. Few elements in the teachers' questionnaire were modified to meet the statistical

needs of the present research. It was directed to the teachers at the HLI with an attempt to understand the used techniques to teach vocabulary and the rationale behind that. The questionnaire is mainly divided into two main sections. The first section is allocated to collect general information about the age and professional background of teachers. The open-ended question was intended to investigate in general the used methods in teaching vocabulary learning strategies.

The second section consists of 30 items to explore the most and least used memory and cognitive strategies which are proved to be easily analyzed according to Edwards & William (1998). The presented choices in the questionnaire were: I always use it - I often use it -I sometimes use it - I seldom use it - I never use it. These choices are included to investigate the different levels of using these strategies. The items of the questionnaire were mostly inspired by*Language Learning Strategies: What every Teacher Should Know* by Oxford (1990).

Section II of the questionnaire is divided into two parts: the first one is about memory strategies and the second one is about cognitive strategies. Memory strategies are covered in items 1, 2, 3, 4, 5 and 6 which are about creating mental linkage, and then items 7, 8, 9, 10,11 and 12 which are about applying images and sounds. Item13 is for reviewing well, while items 14 and 15 are for employing action. Items 16 and 17 are for practicing. The second part is talking about cognitive strategies: items 18, 19 and 20 are about receiving and sending messages. The section on analyzing and reasoning strategies is represented by items 21, 22, 23, 24, 25, 26 and 27. Items 28, 29, 30 focused on creating the structure for the input and output.

Learner's Questionnaire

The second used questionnaire in this study was directed to Intermediate EFL learners at the Higher Language Institute (HLI). This questionnaire was written in English then translated into Arabic. Chamot and O'Malley (1994) confirm that the customary approach in studies of second language acquisition has been to permit respondents to use their native language in describing their language learning strategies. The translated questionnaire was given to learners, after the completion of the course, to investigate the used strategies which were taught to both group of learners.

The questionnaire was divided into two main sections. The first section concentrated on general information about the learners. The second section consisted of 28 items representing the employed memory and cognitive strategies. The presented choices in the questionnaire were: I always use it - I often use it -I sometimes use it - I seldom use it - I never use it. These alternatives are included in an attempt to investigate the different levels of using these strategies. The items of the questionnaire were mostly inspired by*Language Learning Strategies: What every Teacher Should Know* by Oxford (1990).

Section II is divided into two main parts: the first one is about memory strategies and the second one is about cognitive strategies. Memory strategies are covered in items 1, 2, 3, 4, 5, 6 and 7 which are about creating mental linkage, and items 8, 9, 10, 11, 12 and 13 which are about applying images and sounds. Item 14 is for reviewing well, while item 15 is for employing action. The second part is talking about cognitive strategies: items 16 and 17 are about practicing learning new words, while items 18, 19 and 20 are about receiving and sending messages. The section on analyzing and reasoning strategies is represented by items 21, 22, 23, 24, and 25. Items 26, 27, 28 focused on creating the structure for the input and output.

Research Questions

The present research attempts to find answers to the following questions:

1. Do teachers at the HLI train students to use vocabulary learning strategies?
2. What are the applied approaches used by EFL teachers at HLI for teaching vocabulary learning strategies (explicitly, implicitly or both)?
3. What are the most and least used memory and cognitive vocabulary teaching strategies by EFL teachers at the HLI according to their years of experience?
4. What are the most and least used memory and cognitive vocabulary learning strategies by EFL intermediate learners at the HLI according to their years of experience?

Findings and Discussion

This section will concentrate on the findings of the research which arise from the attempt to answer the research questions. The first question of the research seeks to find out which memory and cognitive vocabulary teaching strategies are the most and least used by EFL teachers at the HLI according to their years of experience.

Memory Strategies (teacher)

The statistical analysis of the most and least used memory strategies by EFL teachers at the HLI is shown in the following figure.

Figure 6: Memory strategies as used by teachers of different years of experience
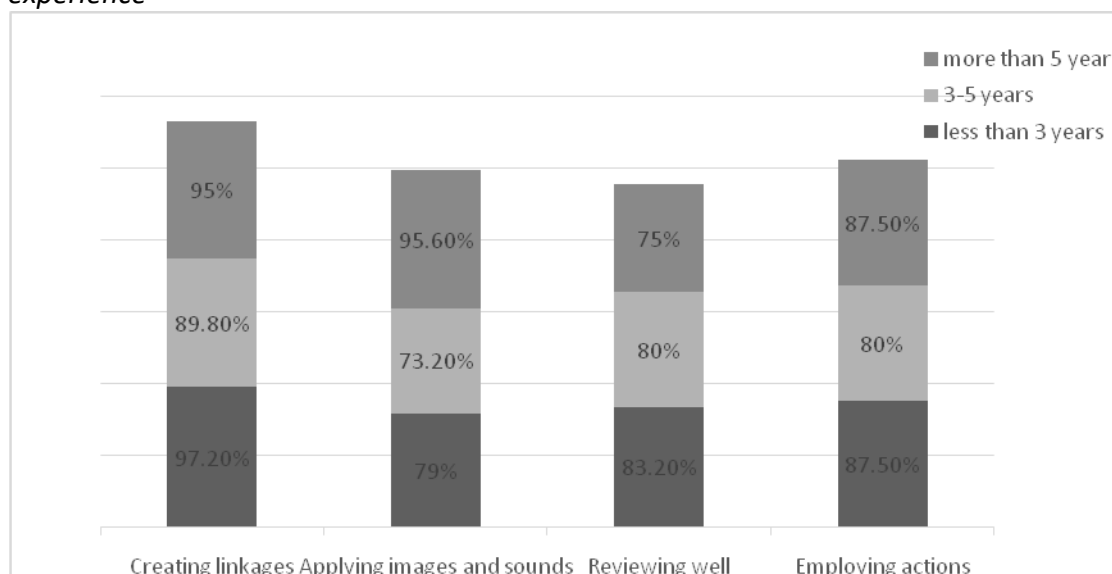
a. *Teachers with less than 3 years of experience*

It can be seen from the above figure that *creating mental linkages*strategy is the most used strategy among teachers who have less than 3 years of experience, while *applying images and sounds* is the least used strategy.

b. *Teachers with 3- 5 years of experience*

According to the statistical data above, it is shown that *creating mental linkages*strategy is the most used strategy among teachers who have 3-5 years of experience, whereas *applying images and sounds* memory strategy is the least used strategy.
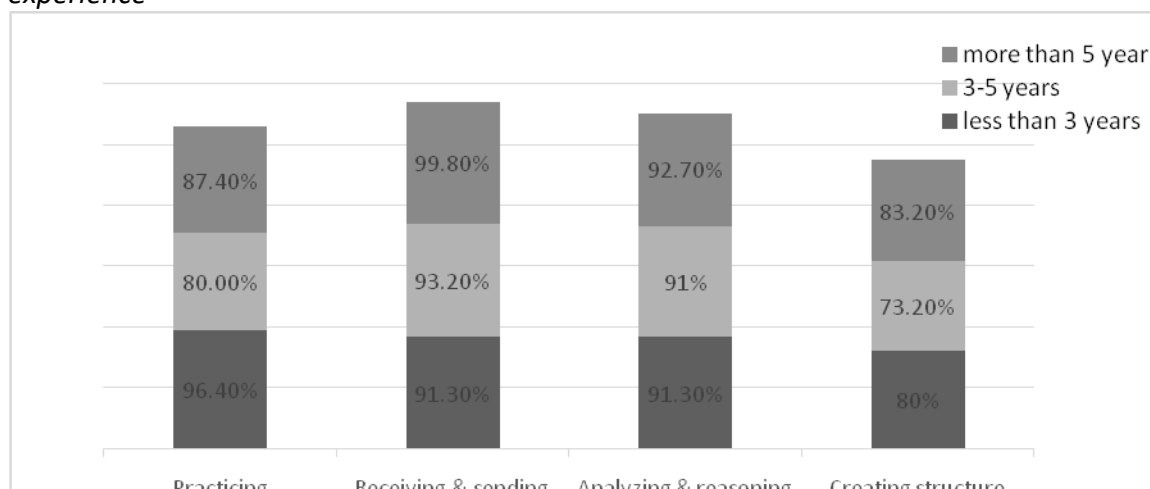
c. *Teachers with more than 5 years of experience*

Applying images and sounds strategy is the most used strategy among teachers who havemore than 5 years of experience, while *reviewing well* strategy is the least used strategy.

Cognitive Strategies (teacher)

In what follows, the statistical analysis of the most and least used cognitive strategies by EFL teachers at the HLI will be demonstrated.

Figure 6:Cognitive strategies as used by teachers of different years of experience

a.   *Teachers with less than 3 years of experience*

Practicing strategy is the most used strategy among teachers who have less than 3 years of experience, whereas *creating structure for the input and output*cognitive strategy is the least used strategy.

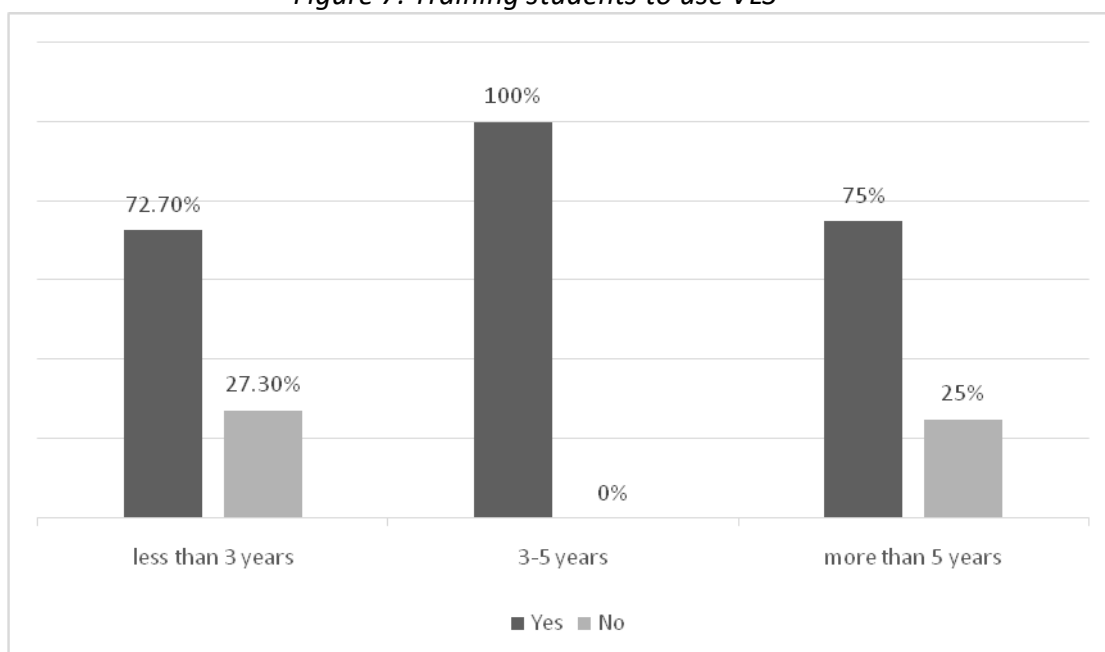b.   *Teachers with 3-5 years of experience*

Receiving and sending messages strategy is the most used strategy among teachers who have from 3-5 years of experience, whereas *creating structure for the input and output* strategy is the least used strategy.

c.   *Teachers with more than 5 years of experience*

Receiving and sending messages is the most used strategy among teachers who havemore than 5 years of experience, whereas *creating structure for the input and output* is the least used strategy.

The following question of the research sought to find our whether teachers at the HLI train students to use vocabulary learning strategies. Figure 7 shows the percentage of teachers who do/do not train students on using vocabulary learning strategies.

STKIP PGRI Jombang   **JOURNALS**

Figure 7: Training students to use VLS

- 76% of the teachers at the HLI trainstudents to use vocabulary learning strategies. Specifically, 72.7% of teachers who have less than 3years of experience, 100% of teachers who have3-5 years of experience, and 75% of teachers who have more than 5 years of experiencetrainstudents to use vocabulary learning strategies.

- 20% of the teachers at the HLI do not trainstudents to use vocabulary learning strategies.Specifically, 27.3% of teachers who have less than 3years of experience, and 25% of teachers who have more than 5 years of experience donot trainstudents to use vocabulary learning strategies.

The next question sought to explore which the applied approaches are used by EFL teachers at HLI for teaching vocabulary learning strategies (explicitly, implicitly or both). The statistical analysis of the used approaches by EFL teachers at HLI for teaching vocabulary learning strategies (explicitly, implicitly or both) will be shown in figure 8.

Figure 8: Adopted approaches by teachers in teaching-learning strategies: explicitly, implicitly or both
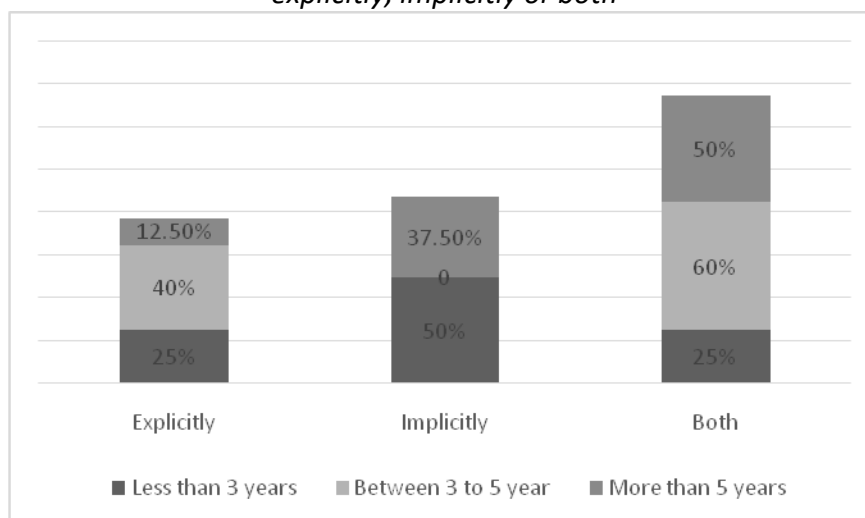
- 24% of the teachers at the HLI teach vocabulary learning strategies explicitly.Specifically, 25% of teachers who have less than 3 years of experience, 40% of teachers who have3-5 years of experience, and 12.5% of teachers who have more than 5 years of experience teach vocabulary learning strategies explicitly.When teachers were asked why,their replies varied; for example:
Teacher 1 said: "Explicit teaching of vocabulary enables us to familiarize students with the strategies to acquire new words easily."
- 36% of the teachers at the HLI teach vocabulary learning strategies implicitly.Specifically, 50% of teachers who have less than 3 years of experience, and 37.5% of teachers who have more than 5 years of experience teach vocabulary learning strategies implicitly.
Teacher 2 says:" I teach vocabulary learning strategies implicitly because it is easier for students, and the time factor is also an important cause."
- 40% of the teachers at the HLI teach vocabulary learning strategies both explicitly and implicitly.Specifically, 25% of teachers who have less than 3 years of experience, 60% of teachers who have3-5 years of experience, and 50% of teachers who have more than 5 years of experience teach vocabulary learning strategies both explicitly and implicitly.
Teacher 3 says: "I mix between the two methods. It depends on the type and level of the students.

The last question of the study sought to find out which memory vocabulary learning strategies are the most and least used by EFL intermediate learners at the HLI according to their years of experience. In what follows, the statistical analysis of the most and least used memory strategies according to the years of experience in learning English by the explicit group will be shown.

Memory Strategies (explicit group)

Figure 9: Learners' use of memory strategies
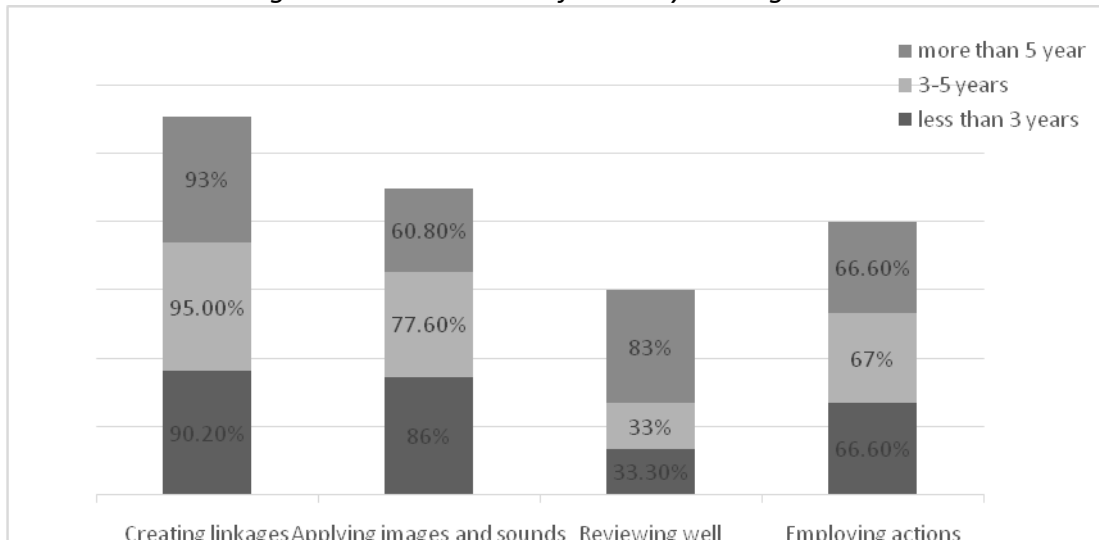
a. *Learners with less than 3 years of experience*

According to statistical data, it is shown that *creating mental linkages* strategy is the most used strategy among students in the explicit group who have less than 3 years of experience in learning English, while *reviewing well*memory strategy is the least used strategy.

b. *Learners with 3-5 years of experience*

Creating mental linkages is the most used strategy among students in the explicit group who have 3-5 years of experience in learning English, whereas *reviewing well* is the least used one.
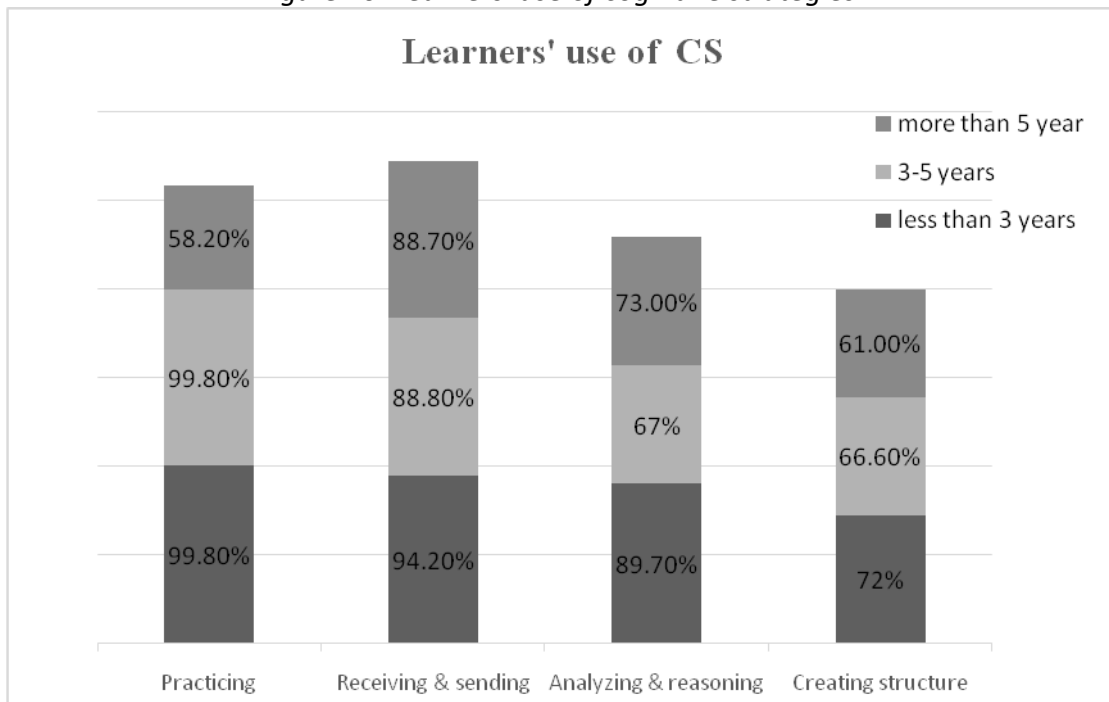
c. *Learners with more than 5 years of experience*

According to the statistical data, it is shown that *creating mental linkages* is the most used strategy among students in the explicit group who havemore than 5 years of experience in learning English, whereas *applying images and sounds* is the least used one.

It can be seen from the previous figure that the most used memory strategies by the explicit group is creating mental linkage. It can be inferred from this result that learners depend on organizing learning the new words by connecting them to previous knowledge. The least used strategy is reviewing well. Reviewing well is also the least used strategy by teachers at learners at the HLI. This result implies that the way teachers use the learning strategies, the way learners will most probably use them.

Cognitive Strategies (explicit group)

The statistical analysis of the most and least used cognitive strategies by EFL intermediate learners (explicit group) at the HLI will be demonstrated in figure 10.

Figure 10: Learners' use of cognitive strategies

a. *Learners with less than 3 years of experience*

According to the statistical data, it is shown that *practicing* is the most used strategy among students in the explicit group who have less than 3 years of experience in learning English, whereas *creating structure for the input and output* is the least used strategy.

b. *Learners with 3-5 years of experience*

Practicing strategy is the most used among students in the explicit group who have 3-5 years of experience in learning English, whereas *creating structure for the input and output*is the least used strategy.
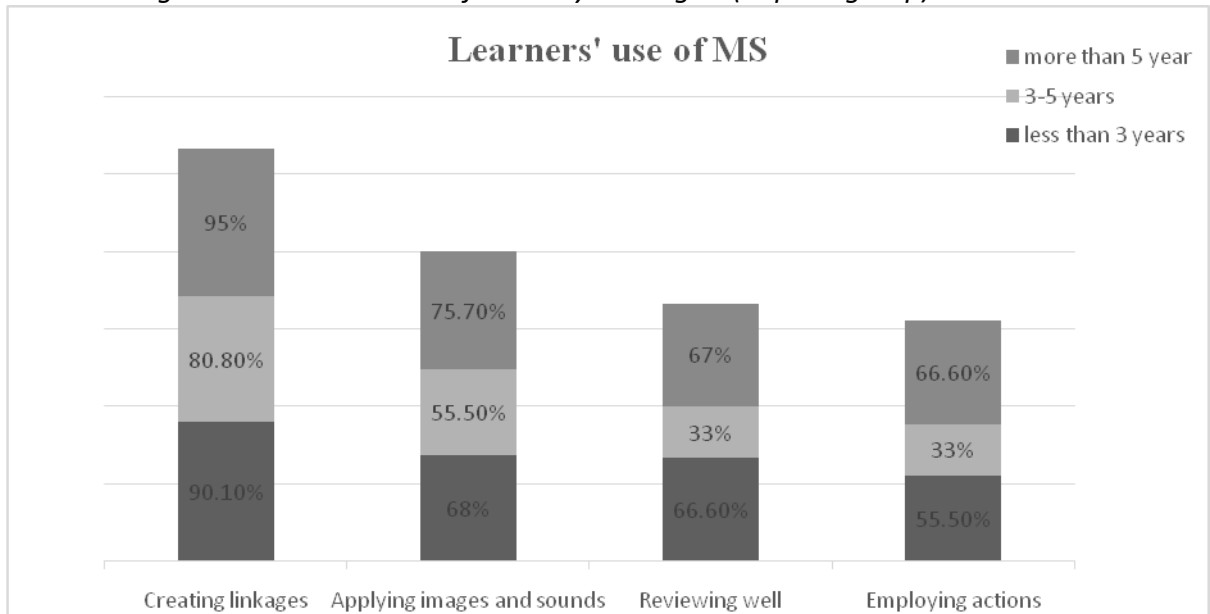
c. *Learners with more than 5 years of experience*

According to statistical data, it is shown that the *receiving and sending messages* is the most used strategy among students in the explicit group who havemore than 5 years of experience in learning English, whereas *practicing*is the least used strategy.

In what follows, the statistical analysis of the most and least used memory and cognitive strategies according to the years of experience in learning English by the implicit group will be demonstrated.

Memory Strategies (implicit group)

Figure 11: Learners' use of memory Strategies (implicit group)

a. *Learners with less than 3 years of experience*

*Creating mental linkages*is the most used strategy among students in the implicit group who have less than 3 years of experience in learning English. Whereas *Employing Actions*is the least used one.

b. *Learners with 3-5 years of experience*

According to statistical data, it is shown that *Creating mental linkages*memory strategy is the most used strategy among students in the implicit group who have 3-5 years of experience in learning English. Whereas *Reviewing well* and *Employing Actions*are the least used strategies.

c. *Learners with more than 5 years of experience*

*Creating mental linkages*is the most used strategy among students in the implicit group who havemore than 5 years of experience in learning English while *Employing Actions* is the least used strategy.

As seen from the last figure*, creating mental linkages* is the most used memory strategy by the implicit group. This strategy dependson simple principles, such as arrangingwordsorcategoriesormakingassociations. Theseassociationsmakelearning new wordseasierbymakingthempersonallymeaningfultothelearner.Whereas *employing actions* was the least used memory strategy in the implicit group just

like the explicit one. Most learners in the two groups (explicit and implicit) did not prefer to use these strategies since they might be shy to use actions to learn new words.

Cognitive strategies (implicit group)

The statistical analysis of the most and least cognitive strategies by the implicitgroup will be shown in figure 12.

Figure 12: Learners' use of cognitive Strategies (implicit group)
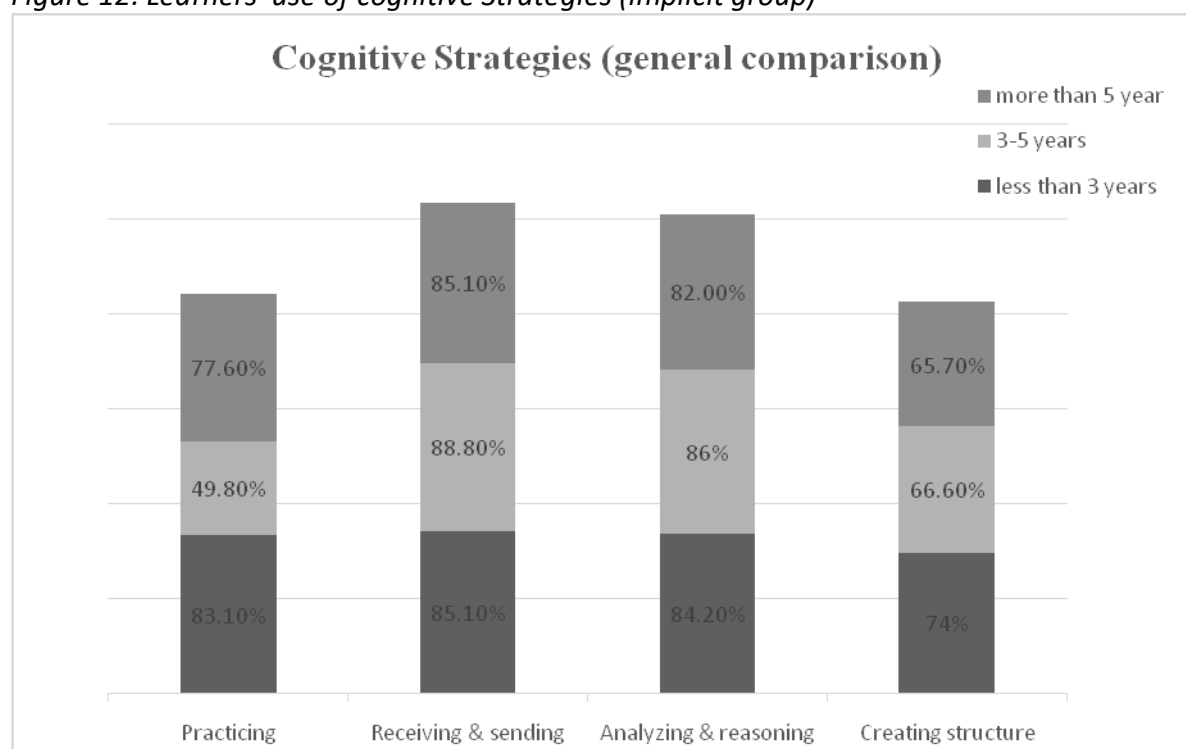
a.   *Learners with less than 3 years of experience*

According to statistical data, receiving *and sending messages*is the most used strategy among students in the implicit group who have less than 3 years of experience in learning English. Whereas *creating structure for the input and output*is the least used strategy.

b.   *Learners with 3-5 years of experience*

*Receiving and sending messages*is the most used strategy among students in the implicit group who have 3-5 years of experience in learning English. Whereas *Practicing*is the least used strategy.

c.   *Learners with more than 5 years of experience*

*Receiving and sending messages*cognitive strategy is the most used strategy among students in the implicit group who havemore than 5 years of experience in learning English while *creating structure for the input and output*cognitive strategy is the least used strategy.

Conclusion

Regarding the most used strategy, it can be seen that teachers who have less than 3 years of experience and 3-5 years of experience used *creating mental linkages*strategy the most. This can be attributed to the fact that most of the vocabulary activities in their coursebook use this strategy to teach the new words. *Applying images and sounds* is the most used strategy among teachers who have more than 5 years of experience. This result might be due to the fact that the experienced teachers might be using a variety of methods for teaching new words by employing images or sounds such as songs and films. Those teacherscould be under the impression that learners may benefit from encountering vocabulary in a native-like context.

Applying images and sounds strategy is the least used strategy by teachers who have less than 3 years of experience and 3-5 years of experience. Nation (1975) argues that teachers' narrow use of certain vocabulary strategies is linked to the teachers' beliefs that giving the meaning of words directly can be less time-consuming, or because of the familiarity with certain methods only. On the other hand, *reviewing well* strategy is the least used strategy by teachers who have more than 5 years of experience. This less frequent use can be attributed to the fact that their coursebook does not contain materials that can facilitate reviewing these strategies. According to Nation (1975), textbooks do not seem to follow a systematic approach to teaching strategies. Exercises often require students to say which words go with which, without giving them any clues on which to base these judgments.

It can be noticed from the previous statistics that teachers who have less than 3 years of experience prefer to use practicing strategy the most as this strategy is derived from the audio-lingual method that depends on learning new words by repetition. *Receiving and sending messages*strategy is the most used strategy among teachers who have 3-5 years of experience and more than 5 years of experience. This strategy depends on contextual vocabulary learning by using authentic listening exercises and written materials such as (textbooks, magazines, and newspapers).

Creating structure for the input and output strategy is the least used strategy by teachers with different years of experience. This strategy is considered by many researchers as a passive strategy in which students have to take notes and keep vocabulary notebooks to learn the new words. This result can be attributed to the fact that most of the teachers do not prefer to spend time to prepare activities that are not included in their textbooks.

Based on the figure and statistics to answer question 2, it can be inferred that most teachers with different years of experience train studentsto use vocabulary learning strategies. This result can be due to the fact that the taught coursebook, namely face-to-face, is based on the communicative approach which depends on training students learning strategies implicitly.

On the other hand, the data from question 3 shows the percentages of the teachers who train their learners explicitly, implicitly or both. According to the statistical data, only 24% of the participants train learners to use memory and cognitive strategies explicitly, whereas 40% of them use both implicit and explicit approaches and the remaining 36% train students implicitly. This result can be ascribed to the fact that teachers at the HLI are concerned with teaching the other skills at the expense of teaching learning strategies in general. Also, the taught coursebook (face-to-face) does not contain a specific section on how to teach these strategies. The development and adaptation of instructional materials that provide learning strategy instruction, either as a supplement to the core second/foreign language textbooks or as an integrated system included in core textbooks, should be considered.Many researchers recommend that instruction in learning strategies be direct rather than embedded (BrownandPalincsar1984; Wenden 1987b; Weinstein and Mayer 1986; Winograd and Hare 1988) or that direct instruction is added to a curriculum or instructional materials designed with embedded strategies (Derry and Murphy 1986).

Regarding the most used cognitive strategy by learners in the implicit and experiment groups, it can be noted that students who have less than 3 years of experience and 3-5 years of experience in learning English employed *practicing* strategy the most. This is in line with Gu's study (2003). Gu remarks that the simplest and easiest strategies with less complicated steps are naturally chosen by students who have fewer years of experience in learning a language. Students who have more than 5 years of experience relied heavily on using *sending and receiving messages* strategy the most. This group of learners preferred using authentic listening exercises and written materials to learn the new words.

The least used cognitive strategy by students who have less than 3 years of experience and 3-5 years of experience is *creating structure for the input and output.* The result thus agrees with O' Mally&Chamot's study (1990). Theybelieve that some complex cognitive strategies appear *late in development,* since the ability of learners to step back from learning and reflect on their cognitive processes may require prior learning experiences as a point of reference. However, on the other hand, as for learners who have more than 5 years of experience in learning English used *practicing* strategy the least, as they may not prefer to use strategies that depend on saying words repeatedly to learn them.

According to the above-mentioned statistical data, it is shown that *receiving and sending messages*is the most used cognitive strategy among students in the implicit group with different years of experience in learning English. Whereas *creating structure for the input and output*cognitive strategy is the least used strategy. It can be concluded that both explicit and implicit groups with different years of experience in learning English used the same set of strategies after being trained explicitly and implicitly to use these strategies.

References

Brown, H. D. (2000). *Principles of language learning and teaching*. Pearson Education.

Brown, A. L., Palincsar, A. S., & Armbruster, B. B. (1984). Instructing comprehension-fostering activities in interactive learning situations. Learning and comprehension of text, 255-286.

Chamot, A. U. and O'Malley, J. M. (1994: a): Language learner and learning strategies. In N.C. Ellis (Ed.), *Implicit and explicit learning of languages*, (pp. 371-392). London: Academic Press

Chamot, A. and O'Malley, J. M. (1994: b). *The CALLA handbook: implementing the cognitive academic language learning approach*. Reading, MA: Addison-Wesley.

Damascus University (2011). *Synopsis of the Higher Language Institute at Damascus University*. Retrieved from http://damascusuniversity.edu.sy/

Derry, S. J., & Murphy, D. A. (1986). Designing systems that train learning ability: From theory to practice. Review of educational research, 56(1), 1-39.

Gu, Y. and Johnson, R. (1996). *Vocabulary learning strategies and language learning Outcomes. Language Learning, 46*(4), 643-679.

Gu, P. Y. (2003). Fine Brush and Freehand 1: The Vocabulary-Learning Art of Two Successful Chinese EFL Learners.*Tesol Quarterly, 37(1), 73-104.*

Nation, I. S. P. (1975).Teaching vocabulary in difficult circumstances*. ELT Journal, 30(1), 21-24.*

Nation, I.S.P. (2001): *Learning Vocabulary in115 Another Language*. Cambridge: Cambridge University Press

O' Malley, J.M., &Chamot, A.U. (1990). Learning strategies in second language acquisition. Cambridge, England: Cambridge University Press.

Oxford, R. (1990). Language learning strategies. New York, 3.

Redston, C., & Cunningham, G. (2006). Face2face Intermediate Student's Book with Audio CD/CD-ROM Klett Edition. Ernst KlettSprachen.

Weinstein, C. E., & Mayer, R. E. (1986). The teaching of learning strategies in M, Wittrock (ED) hand book of research on teaching pp (315-327). New Yourk, Macillan.

Wenden, A. (1987). Conceptual background and utility. Learner strategies in language learning, 5, 3-13.

Winograd, P., & Hare, V. C. (1988). Direct instruction of reading comprehension strategies: The nature of teacher explanation. In Learning and study strategies (pp. 121-139). Academic Press.