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Learning strategies :
Cognitive and metacognitive theory of learning

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Language Learning Strategies :

Cognitive and Metacognitive Learning Theories.

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➢ *Dedication :*

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➢ *General Introduction*

General Introduction :

The paper is mainly about the concept of language learning strategies discussing its definitions, types and classifications. It will also discuss the use of language learning strategies among English language learners and the role of these strategies in promoting language learning process

The process of language learning strategies over the time is explored precisely in this paper .this paper will also provide information regarding language learning strategies which will lead researchers to better understanding and to guide them to the righteous way when making research in this field.

We will discuss precisely cognitive and metacognitive learning theories in order to highlight the learner's role in acquisition process, what are the main factors that affect this process, these two structures are key concepts that infulence learning because unless someone has relevant prior knowledge in his/her cognitive structure to which new information can be related, new information can only be learned in a rote fashion and this is more prone to be forgotten.

We will demonstrate how learning starts from the interior capacities of a learner, since the learner is the main actor in learning process, unless he/she are intersted and motivated the leaning process is seemingly more to be forgotten.

I. Chapter One :

Language Learning Strategies.

1. Introduction :

In this chapter we will study more specifically learning strategies notion, since since it is the aspect of recourse to EFL learners' strategies, which we will examine in our research.

After citing different deffinitions of the given notion in different tasks, we are interested in unlocking the main factors in the developement and actual success of the notion in EFL didactics.

2. Definition of the Strategy :

Generally strategies are specific methods of approaching a problem or task, planned designs for controlling and manipulating certain information.

Strategies vary intra-individually ; each of us has a number of possible ways to solve a particular problem.

3. Definition of the Concept '' Learning Strategies'' :

In didactics of languages, this concept is appearant in a psycholinguistic perspective, since it is about analysing and explaining the manner in which a learner acquires a foreign language by involving his/her own learning.

Most of the definitions existing in different researches on language acquisition and learning process vary, and sometimes do not all lead to the same conclusion.

Dictionnaries, for example, agree to define strategies as :

« the art of conducting certain operations to a precised goal » (Auzon,2005 :1896).

« learning strategies are the various operations that learners use in order to make sense of their learning » Wenden (1987 a :7-8).

A modest definition provided by Brown(1980) who talked about learning strategies as a processes that may contribute directly to learning.

Chamot (1987,cited in hismanoglu, 2000) went further when he attempted to define the term as processes, techniques, approaches, and actions that students take to facilitate the learning and recall of both linguistic and content areas of information.

Williams & Bruden (1997) indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task so this can be termed process of learning strategy. This explanation might be too abstract to understand or it may be easier to say that learning strategy is learning skills, learning to learn skills, thinking skills, problem skills, or in other words the methods which learners use to intake, store and retrieve during the learning process.

Oxford (1990) defines learning strategies as « specific actions taken by the learner to make learning easier,faster, more enjoyable, more self-directed, more effective, and more transferable to new situations ». (p.8).

'' techniques and devices used by second language learners for remembering and oraganizing samples of the second language. One of the ways learners become actively involved in controlling their own learning is by using strategies. Strategies are the thoughts and behaviors that learners use to help them learn or retain information''. O'Malley and Chamot(1990 :43).

4. Wenden Have Described Some Large Criteria Concerning Learning Strategies of a Foreign Language :

- Strategies are actions and specific techniques.
- Some strategies are observable, some are not.
- They are generally oriented toward a problem, since the principal goal in which they are used is comprehension or production.
- Certain strategies can be learned, others are conscious, they can be automatic, after being used frequently.

By basing on wenden's criteria, Mac Intyre proposes a definition, claimed to be simpler and resumes the previous ones , according to him learning strategies are « acions chosen by learners of a foreign language to facilitate acquisition task and communication » (1994 :190).

We note that the concept of choice for the author reflects a certain liberty given to the learner to unblock an obstacle that he/she may face in his/her L2 learning process.

According to P.Cyr, we can define the learning strategy concept in EFL as « a series of operations used by learners to acquire, incorporate and reuse the target language » (1998 :5).

To conclude we find that this concept occur in the form of actions, i.e, as a result of operations, steps, and excercises conducted by the learner. They are consequently appearant as technices which has for a goal to attein a well determined objectif. Yet, which position do these strategies take in didactics of foreign language ?

We consequently propose to cite a number of factors about the origin of developement and actual success of learning strategy concept.

5. Learning Strategy's Position in Didactics of Foreign Languages :

Observations tend to indicate that questions about learning strategies is not totally a new phenomenon. Therefore, we wonder, what is the origin of this fascination about this concept, and how did it penetrate in didacticiens' researches in particular ?

To answer these questions, it matters to present some of the most important works untill the actual instant.

Different researches have emphasized on the learner by questionning, precisely, on the characteristics of this latter. On difficulties he/she goes through in the learning path.

They agree about individual factors, such as motivation, aptitude, learning style, age could influence the choice of certain strategies and differing what is effective and what is less effective.

Other concerned streams in the developing domain of EFL acquisition are intersted in error analysis and in interlanguage.

At the moment when communicative approach came to value learner's role in learning process. Therefore switching a behaviourist psychology to cognitive and constructivist theories is the evidence for this evolution and had remarquable impact on learning strategies researches.

We shall present for example, the work achieved by O'Malley and Chamot(1990) dedicated to the researches done in learning strategies field. These researches have known a major developement in the 1980's, i.e, at the moment when cognitive psychology provided a number of theoretical possible frameworks in language strategies study.

The concept strategy is used in a variation of researche and disciplinary fields, for instance : psychology, linguistics, educative sciences, pedagogy, and didactics.

Concerning language didactics, i.e, our field of study we detect its traces in defferent didactic publishings. We have, for example, P.Cyr in his learning stratgies work (1998) ; which represents a thourough piece of work about strategies, he valorizes this concept with much of coherence and sequencing, as he succeded in relying cognitive psychology theories (Anderson, 1983) with speeches on pedagogical activities and autotraining of teachers (Wenden 1991) indeed with important factors of learning process (Robin and his team (1994) in Cyr (1998)) going through thorough didactic analysis establishing strategies, taxonomies and disscussing them compared to different learning methods (O'Malley, Chamot and their colleagues 1990) spreading on all the decade and those of Oxford (1990) as well .

To conclude, we share the same point of view of Cyr(1998) that particularly by O'Malley and Chamot and their team's angle of research on learning strategies, that we see the link being attached between new input of cognitive science and L2 didactics.

6. Conditions in Which the Concept of Learning Strategies Have Appeared :

In language didactics field, interest in L2 learning strategies has appeared in a context where researchers have progressively rejected all former methods and took an interest in other theoretical foundations.In other words, a new methodology in the 1970's, more specifically, communicative approach, in which the principal objectif of language didactics is develloping a communicative competence for the learner. This research field which essentially focused on a learner's different characteristics, have been influenced by a diversity of cognitive, acquisitional and psycholinguistic factors. According to Cyr « potential spin offs of these researches in the classroom haven't always been evident » (1998 :11). Furthermore, he claims that « research or learning strategies was interested mainly in observing the individual who learns L2 inside, as well as outside the classroom » (1998 :11).

7. In Communicative Approach The Learner of a Foreign Language Should Acquire Different Components of Communication Competencies :

Linguistic or grammatical components :
Where the learner is supposed to have a previous knowledge about grammaical rules of the target language, and be able to reutilize them in different learning situations.

Socialcultural components :
The learner should know not only social rules, but also interaction norms between foreign language native speakers.

Finally, Disscussive components : the learner should know and master different discourse types and know how to organize these latters in a well determined communicative concept.

Research applied on learning strategies is specially interested in the following question : how can we help learners learn a foreign language more effectively ?
Whilst decriptive studies highlight characteristics of a good learner in order to notice how this latter processes to learn a foreign language.

After devoting few pages of this work in defining the proper constitution of foreign language learning strategies, and after citing principal factors in the origin of the developement of this concept, as well as its conditions of emergence, it seems to be suitable to clear out a classification of different learning strategies of foreign language, so as to identify which one we will specifically adopt in the next chapter.

8. Learning Strategies Classification :

Numerous works have permitted the identification of a diversity of learning strategies types. Researches have presented different classifications about them. We focus our synthesis on three typologies which are considered to be the most detailled ones, in a chronological order we process with the classification of Rubin (1989), followed by Oxford's (1990), finally, that of O'Malley and Chamot (1990). We will present a synthesis of these works before proposing a scheme on strategies that we will analyze next.

i.   Rubin's (1989) Classification of Learning Strategies :

Considering learning strategies as « any sets operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information ».(wenden and rubin(1987) J.michael omalley. Chamot Ausubel.learning strategies in second language acquisition.1990.Cambridge University Press. P :103). Rubin distinguishes three main categories of learning strategies in exolingual situation, he seeked to group different operations, cited as follows :

Strategies related to comprehension process or data gathering.
Strategies ralated to storage or memorization.
Strategies related to retrieval or reuse.

Persuing furthermore his classification, Rubin subdevided strategies related to comprehension to :

1) Classification and verification strategies .
2) Guessing and inductive inferencing.
3)Deductive reasoning.
4)Practice strategies.

Strategies related to retrieval process, were devided into three sub-categories :
1) Practice strategies.
2)Autoregulation or self-directed learning .
3)Indirect social strategies.

We note that for Rubin, learning strategies are presented as a psycholinguistic manipulation through which EFL learners try to figure out their communication problems (written and oral) by means of previously mentioned methods (comprehension, memorization and retrieval) that constitute knowledge learning on different resources in hand so as to achieve the objective.
The author says that his classification of learning strategies contribute directly and indirectly in foreign language acquisition.

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Rubin's Classification of Learning Strategies :

Author	Primary strategy classification	Representative secondary strategies	Representative examples
Rubin (1981)	Strategies that directly affect learning	Clarification/verification	Asks for an example of how to use a word or expression, repeats word to confirm understanding.
		Monitoring	Corrects errors in own or other's pronounciation, vocabulary,spelling,grammar,styles .
		Memorization	Takes notes of new items, pronounces out loud,finds a mnemonic,writes items repeatedly.
		Guessing/inductive inferencing	Guesses meaning from key words, structures, pictures, context..etc.
		Deductive reasoning	Compares native/other language to target language Groups words. Looks for rules of co-occurance.
	Processes that contribute indirectly to learning	Practice	Experiments with new sounds. Repeats sentences until pronounced easily Listens carefullyand tries to imitate.
		Creates opportunities for practice	Creates situations with native speakers Imitates conversations with fellow students.
		Production tricks	Uses circumlocutions,synonyms,or cognates. Uses formulaic interaction. Contextualizes to clarify meaning.

Rubin (1981 ;pp.124-126)

ii.   Oxford's (1990) Classification of Learning Strategies :

Classification system proposed by Oxford have contributed, in an outstanding manner,in researches of knowledge concerning foreign language learning strategies. A definition of the concept have been developped by Oxford(1990) « specific steps taken by the learner in order to enhance their own learning ». Furthermore « specific actions taken by the learner to make learning easier faster, more enjoyable, more self-directed, more effective,more transferable to new situations » Oxford(1990 :p.8).in Cyr (1998). She sees the aim of learning strategies as being oriented towards the development of communicative competencies.

Oxford devides language learning strategies into two main classes ; direct and indirect, which are further subdevided into six groups. In Oxford's system, metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learners emotional requirements such as confidence, while social strategies lead to increased interaction with the target language.

Oxford distinguishes two types of learning strategies for foreign language learner :
Direct strategies : implicates direct manifestation for the foreign language learner , they are used by the learner in order to solve his/her communication problem, they are classified into :

a) Mnemonic Strategies :

It   consists of recording information in the memory in order to be reutilized when needed for communication. For example : identification,storage or retrieval of words, expressions or other elements in the target language.

b)Cognitive Strategies :

They are used to relate new linguistic information with the already existing ones in order to be treated and classified. Therefore, this type of strategies is called to analyze and form by actualizing intern mental images so as to facilitate the perception and production of target language messages for example ; repetition, new expressions analysis and note taking…ect.

c)Compensation Strategies :

Include strategies such as intelligently guessing, recourse to L1, avoid communication …etc.
This type of strategies is necessary to fill in the gaps that might be facing the learner durin learning process.

Indirect strategies :
They are concerned with learning management, and appear in indirect manipulation of the target language. They are, according to Oxford, as important for learning as for second language acquisition ;

a)Metacognitive strategies :

They are operations used by the learner in order to foculize, organize and evalute his/her own learning (for example ; associating new information with the already existing one, looking for occasions to practice language, self-evaluation…etc.).

b)Affective strategies :

implicate aspects that help the learner in manipulating his/her emotions, motivation and attitudes (for example :talk with others,express their feelings, relax…etc.)

c)Social strategies :

they are employed to facilitate learning by connecting with other people (for example: asking questions, cooperating with others..)

To finish, Oxford's classification contains 62 specific strategies, this model describes detailled and complete taxonomie compared to Rubin's (1989).

Oxford's Classification of Learning Strategies :

Primary strategy classification	Representative secondary classification	Strategies/activities
Direct strategies	Memory	a.creating mental linkages b.applying images and sounds c.reviewing well d.employing action
	Cognitive strategies	a.practicing b.receiving and sending messages strategies c.analyzing and reasoning d.creating structure for input and output.
	Compensation strategies	a.guessing intelligently b.overcoming limitations in speaking and writing.
Indirect strategies	Metacognitive strategies	a.centering your learning b.arranging and planning the learning c.evaluating the learning
	Affective strategies	a.covering the anxiety b.encouraging your self c.taking your emotionnal temperature.
	Social strategies	a.asking questions b.cooperating with others c.empathising with others.

Oxford's (1990)

iii. O'Malley and Chamot's(1990) Classification of Language Learning Strategies :

Considering language larning strategies as « the special thoughts or behaviors that individuals use to help them comprehend learning or retain new information » (Omalley and Chamot (1990 :1).Phil Benson.Teaching and Researching Autonomy in Language Learning.2001.p :81.)

They distinguish them into three main categories :

-Metacognitive strategies .

-Cognitive strategies.

-Socio-affective strategies.

Processing with metacognitive strategies which are represented by the authors as« executive qualifications which recquire planification and evaluation of learning precess success »(1990 :44)

Strategies identified by O'Malley and Chamot are the following :

1)planning

2)advance organizers

3)directed attention

4)slective attention

5) self-management

6)functional planning

7)monitoring

8)self monitoring

9)evaluation

10) self evaluation

Next, cognitive startegies which appear, according to the authors, on the incoming information, which has for a goal to make learning more effective and more reliable , learners may use one, or various, of the following cognitive strategies :

1)repetition

2)reasoning

3)translation

4)grouping

5)note-taking

6)summurizing

7)deduction

8)recombination

9)imagery and auditory representation

10)keywords method

11)contextualization

12)elaboration

13)transfering and inferencing.

Finally, socio-affective strategies are subdevided into four categories :

1)clarification/verification

2)cooperation

3)self-control

4)self-encouragement/reinforcement.

9. Conclusion :

 We can say that the classification system used by the authors brings together synthetically, the

learning strategies six basic types proposed by Oxford (1990) « mnemonic, cognitive, compensatory, metacognitive,affective and social ». what we are interested in among of all in the system presented by O'Malley and Chamot which will be exposed in the next two chapters ; cognitive and metacognitive strategies as they are represented in their typology for the main reason is that they are two related concept which belong to different categories ; cognitive is strongly related to didactics, whilst metacognitive is more attached with psycholinguistics. Which will help clarifying the most successful strategies that could be taught to learners in order to enhance their knowledge perception and learning process.

I. *Chapter Two : Cognitive Theory of Language Learning.*

1. Introduction :

Comprehension and reinforcement of cognitive approach is one of the communicative approach complements, learning rules, cognitive styles, and also specific aspects of situations in learning-teaching foreign languages in general and English one particularly, permetes better improvement of the teaching quality and the obtaining of good results in language exams.

In order to be more effective, and motivating ; teaching English is an active process,and should be spread over an adapted period to learners' obligations and based on their motivation, their learning pleasure and the variation of types of excercices carried out by means of new technolgies along with the explanation and use of general techniques of intellectual work, are few priciples thas we will try to present and analyze in this chapter.

2. What is Cognition ?

Mental activities including ; thinking, remembering, learning and using language

Its focus is on understanding the information and concepts, understanding the connection between concepts and being able to break down information and rebuild with logical connections.

The increase of our rention of material and understanding, rejecting the pure stimulus-response approach of the behaviorists, cognitive psychology draws much from the gestalists who focus upon the insight and define it as ''the sudden perception of relationships among elements of problem situation''(LeFrançois,1972).cognitive theories view learning as a process of recognition the learner perceives new relationships among the arts of a problem.they also maitain how one thinks largely determines how one feels and behaves. This relates to and incorporate to all forms of knowing, including memory psycholinguistics, thinking comprehension, motivation and perception.

The cognitive learning theory explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things.

Cognitive strategies are limited to specific learning tasks and they involve more direct manipulation of the learning material itself ; repetition, reasoning, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key words, contextualization, elaboration,transfer, interferencing…these are all among the most recognized cognitive strategies.

Parrallel to developement in cognitive psychology research, research in second and foreign language learning strategies has increased tremendously since the end of the 1960's.while early research was primarily concerned with the identification of strategies used by ''good language learners'' these initial classifications became more and more refined in recent research.

3. Concerns of Foreign Language Learning Situations :

Learners usually recourse to their mother tongue, using prepared formulas, learned and reproduced in units, without knowing how to develope a constructive knowledge with correspondant structures. In front of this phenomenon with the view of developing repere, comparison, interpretation, hypotheses elaboration in a certain direction and a precised context, synthesis,systematization and strategies analysis for the learner the teacher should attempt to inforce reflexion activities that help promoting the transfer of one language's competencies into another's and decrease inerferences.

This step helps the learner to progressively create new representations of the foreign language, new habits and cognitive procedures. Cognitive approach that we just traced, opens a new horizon to linguistic competencies acquisition, lexical as well as grammatical in a variation of communication situations to spark interraction strategies progressively developing the learner into an indpendant, active and autonomous speaker.

4. Cognitive Approach in Foreign Language Learning :

For this approach it is preferable to tackle learning rules, cognitive styles, characteristics of foreign language learning and its affective dimensions.

Learning Rules in General :

Understanding these rules allows the developement of behaviors and acitivities in class which corresponds the best with learners' requirement and their mental processes.

Learning is proved to be more effective when the learner is motivated to learn. In the practice, it is usually important for the learner to be aware of what is expected from him and what he should do. Motivation is a complex factor since it integrates several working authorities of the person as well as his relationship with the environment.

Motivation draws both an attitude towards learning and a learning capacity in an independant manner, said M.-J Barbot and G.Camattari (1999 :66).

From a psychological perspective, motivation is « what pushes a person to act in order to satisfy needs, desires, and interests » (CNDP :20).

It tends to be effortless to learn comprehensible tasks, that is why attention should be focused on the elaboration of tests and exams, giving precised orders, presenting schemes and graphics, with clear signification indicators.

Enhancement or information on the quality of the behavior improve learning. Once the learner offers the required response or behavior, offering him appreciation allows the satisfaction of his elementary needs (hunger or thirst) or secondary (gratification) and also points out that he is on the right path.

Active learning is more efficient than passive learning , this rule seems to be obvious. However respecting it is not always easy if we do not recognize the importance of active activity for the learner. Active participation accompanied with creativity and independancy are inseperable notions in the process of knowledge and expertise acquisition.

Practice is prooved to be fundamental for the majority of learning processes. We have to differenciate types of excercice, oral or written, comprehension excercice or expressive excercice, in variety of situations, developping learners' imagination to the maximum, asking them to search for several answer possibilities for one question or one situation, we try then to obtain the maximum of knowledge in a minimum of time.

A spread out learning is more effective than a concentrated, in a period neither too long nor too short, providing an adapted duration to the complexity of the problem, learner's level and his expectation. Establishing a teaching program should be flexible and constructive according not only to public objectives, but also to learners' professionnal and academic obligations. Furthermore, this program is gradually ameliorated with the progress of the course. Enlighted by administrative and pedagogical concentration with the team of teachers and learners' notes and remarques.

Learning a totality is more effective than learning sequential parts which constitute the whole. It is primary for the learner to know exactly his position in global knowledge ensemble.

Explicitness and use of general technics of intelectual work(summarize a text, establish a table of material, elaborate a verbal or graphic scheme of a given context) excercice also a positive influence on learning.

5. Cognitive Characteristics of Acquisition Situations and Pedagogical Consequences :

Specific cognitive aspects of foreign language acquisition situaions attracts the attention of pedagogical material and methods designers, didacticiens and teachers. Because from the cognitive learning theory, learning model takes new dimensions and roles of learners and teachers change as well.

About foreign language cognitive learning theory, we rely on the brain concept as described by K- Chastain(1990 :24-26). In matters of affective component of the brain, and emotions effect on learning, the brain treats not only thoughts but also conceals feelings about these information. The brain possesses specific zones which seem to be essentially consacred for emotions ; attitudes and feelings affect the quality of information learned and the manner in which information is interpreted. Cognition and learning are visibly affected by these factors. About that we want to remind that it is the affection and respect that the teacher should bring along to his/her learners that provoque a positive attitude towards the learning proces. An individualized approach seems necessary to obtain the best results since learners are psychologically and cognitively different and their learning strategies vary. If cognitive implication of learners is reinforced, they will be capable of better achieving with their peers because this cognitive approach is better adapted to their learning strategies.

Cognitive theory influences naturally the characteristics of learning models. The conception of the brain as an information treatment unit, and learning as an active mental process in which learners acquire new information and stock them to reuse them later on, leads other relative concepts to teaching-learning process in general and langaguages in particular. The notion of the efficacity of classroom activities is also modified by cognitive theories .

As the learners should understand so as to be capable of treating new information for a long term stockage in the memory, the whole learning should have a meaning and aimed utilities. Learning is the action of subject construction by which he learner assumes the real on two levels : individually to integrate cognitive and affective data on a social level, to seek understanding about how cultures who represent the subject and the object which are entities located socially, historically and culturally integrate. It follows that if we want to understand and do so the learner get through acquiring linguistic knowledge then putting them in action in different situations, we should base on two dimensions : cognitive and affective on one hand, social on the other hand.

In fact to give a sense to foreign language learning, manual authors and teachers prefer to introduce in pedagogical materials not only structural excercices in the context, but also themes of civilization and actual cultures, even social facts with globalization characters such as email, cellphone, blogs…etc.genuine document taken from media libraries or internet in order to impose on learners real situations, various and motivating. These latters will have the opportunity to verify the received, treated, stocked and memorized knowledge.

6. Cognitive Characteristics of Situations of Foreign Language Acquisition :

In case the teacher has the will to facilitate learning for his learners, he should be aware of the existance of different cognitive styles in foreign language learning.

« by cognitive styles we feel a characteristic manner of functionning which individuals reaveal in their perceptual and intellectual activities » (V.Castellotti and M.De Carlo,1995 :49). These authors also identify some other cognitive styles :

Dependancy and independance :

The recourse to the mother tongue depends not only on linguistic difficulties of used materials, but also on the situation in which this material is used. According to D.Moore(1993 :102-103) the teacher can rely on what the learner already knows about the language, on what he already learned to surpass it and adapt it with new learning situations to learn to understand, and, even approximately seeking to develop their tracking strategies, comparison, interpretation, create meaning hypotheses in a concrete context. The stake consists thenceforth succeeding to establish reflection activities on languages that stimule and favor the transfering of competencies from one language toward another and reduce interferencies to attain the best results in foreign language learning process for non-native learners.

In fact, linguistic differencies, communicative and cultural habits of Algerian speakers generates numerous interferences, it is necessary for the teacher to be aware of it. The learner can only pull of benefits of mother tongue knowledge or English when his linguistic and communicative competencies would be well mastered. Regarding Algerian beginner, we should not recourse to the interpretation or usage of meta-language, this step might change for them the representation of mother tongue and ''Algerian'' way of thinking. So as to, progrssively be able to construct new representation of the foreign language, and new habits, as well as new cognitive procedures.

Being conscious of linguistic phenomena and putting them into practice in different communicative situations. We can then develope an expertise of ''how to learn a foreign language'' and of ''why to ?''. develope a learner's consciousness about linguistic phenomenon is located in the perspective of « learn to learn », providing for him learning tools rather than a bunch of linguistic knowledge which can be difficult to reutilize out of the classroom, we should train him to be a competent user of language who knows how to appropriate experiences and linguistic information treating to organize his environment, we should develope for him certain tachniques aiming the apprehension of language functionning, as observation techniques, analysis, synthesis, generlization, systematization, application, comparison, these mental operations are even more necessary to acquire to

bilingual learners, if we want them to be excellent at a scientific level, the use of « routines », this means using ready formulas, learned and reproduced as units(D.Gaonac'h 1991 :150).

Generalization capacity and rules limitations.

7. David Ausubel's Theory :

David ausubel was a cognitive learning theorist who focused on the learning of school subjects and who placed considerable interest on what the student already knows as being the primary determiner of whether and what he/she learns next.

Ausubel viewed learning as an active process, not simply responding to your environment. Learners seek to make sense of their surroundings by integrating new knowledge with that which they have already learned.

Learning for Ausubel is bringing something new into our cognitive structure and attaching it to our existing knowledge that is located there. This is how we make meaning and this was the focus of his work.

8. Conclusion :

According to cognitivists, teaching-learning is an information treatment process. In fact, the teacher constantly treats a huge amount of informmation, he treats information on the field of knowledge restricted to teaching purposes, he treats information on affective compnents of the learner, he treats information on cognitive components of the learner, he treats, likewise, information relative to class management.

Learners, also, treat a multitude of information. They treat affective information derived particularly from their previous learning experiences(goals prosecuted by the new task value attributed to this task and perception of possible control on their success). They treat cognitive information, and build an attachement between the new information and previous knowledge. Choose strategies said to be most appropriate to succeed the task. Treat also metacognitive information(being constantly conscious of their strategies, their personal engagement and their persistence in work)

More specifically, cognitivists consider learning person, as a very active and constructive who acquires, integrates reuse of knowledge, this knwoledge gradually improve.

Cognitive psychology has for an aim to analyze conditions that create advanced probablities to provoque and facilitate the acquisition, integration, and reuse of knowledge for the learner.

I. Chapter Three :

Metacognitve Language Learning Strategies.

1. Introduction :

One of the most important missions of educators is to teach students how to learn on their own throughout their lifetime. How we learn how to learn, how we know what we have learned and how to direct out own future learning are all questions adressed by the the concept of metacognition. Metacognition is a notion that has been used to denote a variety of epistemological processes. Metacogniton means cognition about cognition, it refers to second order cognitions, thoughts about thoughts, knowledge about knowledge or reflection about actions. If cognition involves perceiving, understanding, remembering, then metacognition involves thinkin about one's own perception, understanding, and remembering. It is also vital in understanding successful performance.

The orientation of this chapter is the cognitive activities of the learner as an object of empirical research. The objective of our thoughts has three main aims; identifying the type of content falling in the field of metacognition which may be an empirical approach, establish the methodological challenges of their analysis in the context of teaching-learning language. Analyse the devices for data collection in the context of a chosen methodology. It is important, it seems to us, to start more empirical studies clarifying the roles and characteristics of various metacognitive activities in the language classroom, to do so, a better knowledge of some research tools on one hand, and the understanding of the nature of the analyzed processes are seeming unavoidable for our improvement of teaching-learning of foreign languages.

2. What Does Metacognition Study Cover ?

The unavoidable question returns ; what is the exact definition of metacognition, which is far away from being resolved unanimously, therefore we will cite a variety of definitions, in order to clarify our idea :

Meatcognition : knowledge about knowledge, thinking about thinking, knowing about knowing, self-monitoring and self-regulation, it is about how to regulate these processes to maximize learning.

Metacognitive strategies is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring one's production or comprehension, and evaluating learning after an activity is completed.

Flavell (1979) defines metacognition as being conscious about the cognitive experience and the acquired knowledge. He precised that this consciousness tend to allow the selection rather than revision or neglection of certain cognitive tasks, goals or strategies when relating them with the abilities of learners and their interest about the topic.

Metacognition is also defined as « congitive strategies » (Paris and Winogrard(1990))

« Knowledge of executive systems control of reasoning »(Brown,Harper,Hadberg(1994))

« Autoregulation of learning » (osman :1992)

« Cognitive evaluation of cognitive state like self-regulating and self-management » (Brown,1996)

« Metacognitive strategies are specific cognitive strategies used for metacognitive purposes » (Chamot et al,1990)

However, metacognition can not be reduced to one aspect, on the contrary, we should clearly recognize the plurality of its components, and realize which among them is most interesting for researchers.

On a conceptual design of cognitive resources management, there is also a distinction between the notions of metacognition self-regulation and self-regulated learning , which could be easily confusing one another, or all of them are simply defined as ''meatcognitive'' when it is the time to differenciate which activities of a learner belong to which conceptual

category. Speaking about self-regulated learning, we notice rather the means of deliberately reevaluating initial learning in order to verify the efficiency of its functionning. However, metacognitive activities are located upstream learning and bring back to mesures who have for an aim to bring up consciousness of mental operations put into actions to unblock learning.

One thing is certain ; what is cognitive covers the content and the way it is treated by individuals, what is metacognitive covers, on one hand, knwoledge of cognitive processes, on the other hand, activities to control, evaluate and regulate them.

It follows that studies who have treated metacognition, could not aspirate to consider it in units, it is necessary to precise which of the facts is aimed, through which cognitive activity, how do we want it to arise''to the surface'' of the learners' mental activity.

Also through metacognitive knowledge, we can ask the question about the type of knowledge submitted to the research, this latter, being a declaratif order (events), procedural (experience) or conditionnal (why to ?), on the other side, there are evaluation metacognitive capacities (decision making if the step will be maintained or not), control (on the amelioration mesurement) and regulation (changing, modifying the mesurement initially adopted). Reasearch tools will not be the same according to each case. This is one of the crucial ambiguities in results of metacognition reasearch, that we usually find in education science or we usually propose to analyze without defining, beforehand, or even which metacognition aspect is supposed to be analyzed.

Furthermore, we have already noted that the fact of learning is not only cognitive or metacognitive, it is laso deeply affective, and this componant is introduced in every mental activity of the learner blurring somehow the exact image that the researcher seek to demonstrate.

What follows, is what procedes that defining the object of research for a study that aims a learner's metacognitive activities is already undertaking a considerable span. To systemize a little its complexity we have at least to try to reach to these input, how to gather them, if we ever contemplate to collect them in a reliable manner. How to interprete, and finally, what type of conclusion they permit the researcher working in the domain of language didactics

3. How to Explain Learners Metacognitive Activities ?

Metacognition is deeply rooted in depth in each individual. It is invisible for exterior sight, and this brings back an entire controversy over the accessibility to the observation of intern phenomenon (Romainville et al,1995,CF.) also discussion over the validity of introspective means in education(in La Garanderie,1989 and 2002) researchers over metacognition provoques researchers to respond precisely on the same questions :

« The concept is it operationalizable ? could it make the object of measurement observation ? do we expose precised criteria that permete to tell that a learner have excercised, in such a context, a certain meatcognition over his learning, and another have not commit the same activity » (Romainville,1995 :51).

Numerous researches carried out in learning field prove that challenge might be raised, but this necessites an extern caution and precautions in establishing research devices as well as their triangulation aiming the diversification of input sources.

These latters can be more extern than intern. In the first case, is by observation example, auditory records and videos of pedagogical sequences that we, later on, put under brief linguistic and/or behavioral analysis.

Indeed the risk to notice ''other things'' instead of metacognition is high, because different interferences (humour, neurophysiological form, instant, type of content) provoqued by observator and observed, can affect the quality of the collected data. In the second case, it is the learner himself in an oriented activity, who provides his introspective references which prohibits free mesurement of methodological doubts. How to stimulate metacognitive mesurement of an individual, the reflection and appropriately putting it into words ? how to be sure that the learner actually describes what he is thinking about ? all learning situations do not unblock over metacognitive reflection, and those who do, do not allert it in the same way for all learners (Grangeat.1999).

Just like Catherine Souplet recalls, basing on other researchers findings (2012 :97) « it is not possible to establish a term by term correspondance between mental activities and linguistic indicators ». Linguistic activity in matters of its cognition is revealed to be difficult, but it is the consciousness of specific elements of thinking(habits that become automatic, covered by 'I always do it so' or 'I do not know why, I do it like this') that seem to cause more problems.

It is not surprising that learners, usually confront a questionning somehow « suitable »bye researchers intention to facilitate cognitive and/or meatcognitive consciousness.

Every research in metacognition, using thoughts expilicitation, start with consciousness of learners about their cognitive processes, the only problem consists of making them verbalize with a maximum of precision, details and examples. Anyway, Sylvie Plaire (2001) says « Language in its production is far from being transparent objects through which we effortlessly observe intellectual work ».

In fact that access to this data, starts from a verbalized interspection of learners, age of the analized public is important for the researcher as notes Kate Wall(2008 :28) « it is difficult to identify and think about what metacognition is even for adults, this difficulty increases with younger learners ».

Since we have established the difference between knowledge and metacognitive capacities, we can attribute the possibility to verbalize these latters to learners who surpass 10-12 years, previous ones can be told even by too young children.

In order to be effective learners, students must not only use their memory and the language skills they have internalized, they must also develop their own way of learning. Students who 'learn to learn' gain control of their learning process and gradually develop the ability to master their mental processes more effectively. A student's inner language is what enables him/her to develop the high-level cognitive skills associated with metacognition.

> "*Metacognition enables students to be more active in their learning, i.e., to mobilize*
>
> *all of their resources in order to have successful learning experiences. In order to do*
>
> *this, they must know how they learn and be aware of the steps that are followed and*
>
> *the means that are used to acquire knowledge, solve problems, and perform tasks.*"
>
> Pierre Paul Gagné et al.(2009).

According to the LD Online Glossary (2014) metacognition is the the process of '' thinking about thinking'' For example, good readers use metacognition before reading when they clarify their purpose for reading and preview the text.

So in other words, metacognition is the understanding and awareness of one's own mental or cognitive processes. Here are some examples of metacognition :

- A student learns about what helps him/her to remember facts, names, and events .
- A student learns about his/her own style of learning .
- A student learns about which startegies are most effective for solving problems.

Students become increasingly autonomous in their learning as they become aware of their strengths and weaknesses and understand that being successful depends on the effort they make and the strategies they impliment. Their ability to regulate their cognitive processes increases accordingly and their self-image improves. Students with LDS can improve their learning capacity through the use of metacognitive strategies.

According to a number of research studies(Brown et al., 1983, Paris et Lindauer, 1982, Paris et al., 1988 as well as Persely et al., 1985), when students are able to manage their own performance on a task, they perform better and their learning is more meaningful than when they are not able to manage it.

To paraphrase Edgar Morin (2014), metacognition involves thinking and reflecting before, during, and after a learning task. Metacognition starts when students think about the startegies they will use to perform a task. Metacognition happens when they choose the most effective strategies and decide for themselves whether the outcome of these strategies meets the standards. The time taken to teach a variety of strategies is very important because students should choose strategies for each task they perform.

The Following Table Explains Clearly Metacognitive Strategies as Explained by Oxford (1990) :

Strategy name	Strategy description	Strategy definition
Planning Advance	Preview/skim Gist	Previewing the main ideas and concepts of a text ; identifying the organizing principal.
organization Organizational planning	Plan what to do	Planning how to accomplish the learning task ; planning the parts and sequence of ideas to express.
Selective attention	Listen or read selectively/scan/find specific information	Attending to key words, phrases, ideas, linguistic markers, types of information.
Self management	Plan when, where and how to study	Seeking or arranging the conditions that help one learn.
Monitoring Monitoring comprehension	Think while listening/think while reading	Checking one's comprehension during listening or reading.
Monitoring production	Think while speaking Think while writing	Checking one's oral or written production while it is taking place.
Evaluating Self assessement	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task .

Oxford's (1990)

4. Conclusion :

Metacognition is the ability to be conscious of one's mental processes. Research shows that metacognitive learners who take conscious steps to understand what they are doing when they learn tend to be the most successful learners. As the proficient use of metacognitive strategies is rare among students, more research on metacognitive awareness is crucial to determine how students can be taught to apply the cognitive resources in order to activate their repertoire of metacognitive knowledge and strategies and to enhance their learning, in this humble work we have tried to give an overview of theories and practices in the field of metacognitive knowledge and language learning to highlight somehow the importance of consciousness of the learner in learning a foreign language process.

➢ *General Conclusion*

General Conclusion :

This paper has provided a brief overview of language learning strategies by examining their background and summarising the relevant literature. It has also outlined some ways that language learning strategies training has been used and offered a three step approach for teachers to consider in implementing it within their own foreign language classes. It has also raised two important issues, posed questions for further learning strategies research, and emphasizes on the importance of the learner in learning process, in order to be successful, it should starts from the inside and basing on basic knwoledge and developing it by constucting new information, to facilitate the use of language in several fields that the learner may need in his/her life.

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 process. Since the factors like age, gender, personality, motivation, life-experience, learning style, anxiety, excitement, etc. affect the way in which language learners learn the target language, it is not reasonable to support the idea that all language learners use the same good language learning strategies or should be trained in using and developing the same strategies to become successful learners. 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, such as : what types of language learning strategies appear to work best with what learners in which context ? does language learning strategies or language learning strategies training transfer easily between L2 and FL contexts ? What is the role of language proficiency in language learning strategies use and training ? How long does it take to train specific learners in certain language learning trategies ? How can one assess and measure success in language learning strategies use or training ? Are certain language learning startegies learned more easily in classroom and and non-classroom contexts ? What language learning startegies should be taught at different proficiency levels ? It can be expected that answers to the above mentioned and many other questions from research in a variety of settings will pave the way for building the theory that seems necessary for more language learning strategies work to be relevant to current L2/FL teaching practice.

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