# Language learning and Language acquisition; What do the Learners Prefer ?

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**Abstract**
*The aim of this study is to evaluate learning and acquisition strategies used by second language learners of Engineering College Students in Tamilnadu State. This study is a comparative investigation of learning and acquisition strategies of successful and less successful language learners. Why some learners become less successful in language learning while others become more successful is a common question in this area. Although there are many different reasons, one of them is related with "strategies" of the learners.  The study presents an analysis of a research to capture second language learners' learning strategies in terms of acquisition and learning. Two hundred and twenty undergraduate higher education students were participated in the study. They were grouped in two parts as "Successful learners" and "less successful Learners" learners. The learners' levels were based on their scores in a standardized test administered at the beginning of their College. These findings have important implications for College Professors,School Teachers, instructors and program designers to develop and practice different language strategies in order to have more successful students. At the end of the study, some suggestions were submitted to foreign language learners and secondary language learners also.*

**Key words:** *Strategy, acquisition, learning, language. Engineering, Students*

## 1.Introduction

Foreign language learning is, in fact, a kind of life-long learning. If a person is exposed to a foreign language in all parts of his/her life, he/she certainly becomes successful. This is based on the natural way of learning. So, what should be done to reach the objectives in foreign language learning? This question can be answered by many different explanations. However, one thing that shouldn't be ignored is that language is the natural side of the humanbeings. Therefore, we should accept the language this way. Hence, we can say that a foreign language or a second language can naturally be acquired. Language acquisition usually refers to first-language acquisition. This is where it differs from second language acquisition. Second-language acquisition refers to what learners do; it does not refer to practices in language teaching. What should learners do? Which strategies should be used? Do the learners use proper strategies in language acquisition? In this study, these questions will be answered.

### 1.1. Learning or acquisition?

In language learning, of course there is no magic formula for success. However, there are some clues and tips. First of all, a person should understand the differences between language learning and language acqusition.
Acquisition is the process by which humans perceive and comprehend language, produce and use words and sentences to communicate. Language *acquisition* is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language. The speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown,

Cazden, and Bellugi, 1973). Conscious language *learning*, on the other hand, is thought to help a great deal by error correction and the presentation of explicit rules (Krashen and Seliger, 1975). If the learners firstly are aware of this difference, they can solve the problem much more easily.

Throughout the language teaching history, teaching methods, textbooks, grammatical paradigms were cited as the primary factors in successful learning. In recent years, language teaching focused on the role of the learner in the process. This is based on the "styles" and "strategies" of the learners. Style is a term that refers to consistent and rather enduring tendencies or preferences within an individual. Styles are general characteristics of intellectual functioning. It differentiates the person from others. Therefore, styles vary across individuals (Brown, 2007: 119). Learning style research is used with personality and cognitive styles to determine ability, predict performance, and improve classroom teaching and learning (Reiff, 1992; Ehrman, 2001; Ehrman and Oxford, 1995). Firstly, the teacher must be aware that there are wide variety of styles and strategies in learning process. Secondly, the teacher needs to care about each individual seperately in the class  (Brown, 2001: 59). Besides, not only the teachers but also the learners should know themselves. As an individual, a person should be aware of his/her styles and according to these styles he/she should choose the best strategies. Generally the strategies are subconsciously applied, the learners are not consciously aware of them (Brown: 2001: 207).

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Second language learning strategies are "specific actions, behaviors, steps, or techniques used by students to enhance their own learning." Strategies vary within an individual. Rubin (1987) states that language learning strategies are behaviours, steps, or techniques that language learners apply to faciliate language learning. Strategies that fulfill these conditions ''make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations' (Oxford and Ehrman; 2003). Language learning strategies are intentional behaviours and thoughts. These include analyzing and organizing information during learning to increase comprehension. Learning strategies vary from simple tasks to more complex tasks based on the learners' styles (Brown, 2001:208; (Ellis, 2012: 705).

O'Malley and Chamot view language learning strategies as skills that are acquired as declarative knowledge. According to them, by the help of extensive practice new knowledge is gained and stored. However, Oxford explains the 'mental action' aspect of strategies (Macaro, 2004). Oxford's taxonomy of language learning strategies is the most comprehensive classification which divides strategies into two major categories: direct and indirect (The Strategy Inventory for Language Learning-SILL). Direct strategies consist of

memory, cognitive, and compensation strategies. Indirect strategies consist of metacognitive, affective, and social strategies (Ellis, 1994).

The language strategies are related with the learning and communication strategies, as well. Learning strategies are related to input processing, storage, and retrival. Communication strategies pertain to output. It is the production process. It aims to deliver messages to others. Learning strategies are influenced directly by learners' explicit beliefs about how best to learn. Learning strategies are divided into three main categories. These are metacognitive, cognitive and socioaffective strategies. Metacognitive is a term used in informaton-processing theory that involve planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Metacognitive strategies are advance organizing, directing attention, selective attention, self management, functional planning, self-monitoring, delayed production, self evaluation (Brown, 2007: 132,134,135). Metacognitive strategies deal with the planning, monitoring, and evaluation of language learning activities (Richards, Renandy, 2002: 120). Cognitive strategies are more limited to specific learning tasks and involve more direct manipilation of th learning material itself. Cognitive strategies are repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, keyword, contextualization, elaboration, transfer and inferencing (Brown, 2007: 135). Also, cognitive strategies involve the identification, retention, and retrieval of language elements (Richards, Renandy, 2002: 120). Socioaffective strategies have to do with social-mediating activity and interacting with others. Socioaffective strategies are cooperation and question for clarification (O'Malley et al., 1985). Effective strategies are those that serve to regulate emotions, attitudes, and motivation.. Social strategies refer to actions learners take to interact with users of the language (Richards, Renandy, 2002: 121).

Communication strategies are avoidance strategies and compensatory strategies (Brown, 2001: 61). While learning strategies deal with the receptive domain of intake, memory storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information (Brown: 2007: 136). Communication strategies consist of attempts to deal with problems of communication while interaction.

A number of options are available for helping learners to identify their own styles, preferences, strenghts, and weaknesses. The most common method is a self-check questionnaire in which the learner responds to various questions, usually along a scale of points of agreement and disagreement (Oxford's 1995 Style Analysis Survey). Not all learners are alike. Through checklist, and other methods teachers can become aware of students' tendencies and then offer advice on learning strategies (Brown: 2007: 145). Style and strategy awareness are not limited to the classroom. Many sucessful learners have reached their goals by means of their own self motivated efforts (Brown: 2007: 147). Rubin (1975) started the researches on the strategies of successful learners and explained that after identification such strategies, they could be made available to less successful learners.

Despite the strategy-based research on various aspects of language learning, virtually no research currently exists which investigates the use of the types of learning strategies by learners when they acquire two foreign languages concurrently in two different learning environments, being formal and the other non-formal. The researches have generally focused on variables affecting language learning strategy in formal settings or the effects of strategy training on target language acquisition (Alptekin, 2007).

Most of the language learners are not aware of the distinction between acquisition and learning. For most students the difference between acquisition and learning is blured. Therefore they mix the strategies of learning and acquisition to each other. In fact, this is very important to be successful in language learning. According to Natural Approach, the things are acquired subconsciously, whereas, learning is a conscious process. Language learning is 'knowing the rules', having a conscious knowledge about acquiring grammar. In conscious learning, the speaker concerns about the correctness. On the otherhand, "acquisition a language" is 'picking it up', developing ability in a language by using natural, communicative situations. The first principle of the Natural Approach is that comprehension precedes production. The second principle is that production is allowed to emerge in stages. Third one is that the course syllabus consists of communicative goals. This means that the focus of each classroom activity is organized by topic, not grammatical structure. The final principle is that the activities done in the classroom aimed at acquisition must foster a lowering of the affective filter of the students. Natural Approach has five therotical hypothesis. The Acquisition-Learning Hypothesis claims that learners have two distinct ways of developing competence in second languages (via acquisition or via learning). The Natural Order Hypothesis states that grammatical structures are acquired in a predictable order. The Monitor Hypothesis has an extremely limited function in second language performance: it can only be used as a monitor or editor. However, in acquisition, monitor system is very limited. In monitor-free situations, learners are focused on communication and not on form. The Input Hypothesis claims that we acquire language by understanding input that is a little beyond current level of competence. This hypothesis claims that listening comprehension and reading are of primary importance in the language program, and that the ability to speak or write fluently in a second language will come on its own with time. The Affective Filter Hypothesis is related to second language achievement. All of these hypotheses are related with subconscious language acquisition (Krashen, Terrell: 1995). "If the languages are learned subconsciously, students learn faster and better. In conscious learning brain analyzes grammar, memorizes vocabulary, and translates messages. The result ends with complete knowledge of grammar rules and translation abilities. However, the person can't speak well and can't understand easily. Subconscious acquisition strategies are more effective. These provide comprehensible input to the brain. By this way, the person can acquire language and improve their four skills, grammar and vocabulary. At the same time, by acquisition, not only the learners improve their language naturally, effortlessly and tremendously but also it is a stress free process.

What are the key points of these method? What should learners do? What kind of strategies should they use? Which strategies are suitable to acquire a language? In this study, these questions will be tried to be answered. In this vein, the present study focuses on understanding what types of strategies language learners frequently use in learning and

acquisition of foreign languages. In the study, two groups of learners, one exemplifying unsuccessful students and the other successful learners in English as their foreign language are searched. It is designed to explore how different strategies they use and how these strategies effect their success. The aim of this study is to expose their different language strategies and to decide which strategies (learning or acquisition) are much more affective in foreign language proficiency.

## 2. Method

### 2.1 Research Settings and Participants

The study represents a subsample of a longitudinal project focusing on language learning/acquisition strategies of higher education students in Ankara, Turkey. The sample of the study consisted 120 higher education school students. They were selected from a population of more than 700 students on the campus randomly. These students, who were at intermediate and upper-intermediate levels of ESL, range in age from 18 to 21.

### 2.2 Instrumentation

To investigate the differences and the similarities of the strategies in language learning and acquisition, two different groups of students were interviewed. In an attempt to elicit a set of language learning strategies typically used by high education students learning English in Turkey, 120 students participated in the study. One group (60 students) consists of the students who were very succesful in English lessons; other group (60 students) consists of the students who were less succesful in English lessons. The levels of the learners were based on their scores in a standardized test administered at the beginning of their first year. To investigate the differences and the similarities in language learning and acquisition strategies, the students were interviewed. The interview was held with total 120 students who were randomly selected. All data collection was realized in L1. Although findings can not be generalised to the whole population, it may provide a general idea.

### 2.3 Procedures

In the interview, the students were asked "how they studied English". As for qualitative data collection, the interview for students included questions dealing with their styles and strategies. The explanation of the students were noted down. The answers were grouped in different headings. In the interview, the students explained their preference in four skills while they studied English. In addition to this, the students mentioned certain study fields which were grouped as "vocabulary", "grammar", "pronunciation", "translation". In the interview, the detailed strategies were also analyzed in order to understand the techniques of the students during their language learnin/acquisition process. The interview lasted almost 3-5 minutes for each person. According to the findings, a comparison was made between these two groups.

### 2.4 Data Analysis and Results

Because of the limited number of participants, a parametric data analysis could not be performed. Instead nonparametric data analysis were applied. The findings varied in two groups. Fisher's Exact Test for 2x2 Tables and Chi-squared Test of Association were used. According to the findings, a comparison was made between these two groups. This indicates that the reason of failure in language learning is based on the learners and the strategies they used. The results of interviews are summarized in Table 1. (In the tables, the

successful students are shown as "A"; and less successful students are shown as "B". )

**Table 1: The results of interviews**

| Strategies | Group A Succesful Students (110) | | Group B Unsuccesful students (110) |
|---|---|---|---|
| *Reading book | 82 | | 96 |
| Learning vocabulary by using different techniques | 21 | | 64 |
| *Reading book twice or more | - | | 6 |
| Learning grammar | 8 | | 19 |
| Memorization | 1 | | 13 |
| Sentence production | 1 | | 7 |
| *Listening | 21 | | 24 |
| *Watching films and reading their books | 3 | | 2 |
| *Playing games (especially on computers) | 4 | | 11 |
| Repitition | 2 | | 3 |
| Pronunciation | - | | 2 |
| Conversation and practice | 8 | | 10 |
| *Listening to music, songs, lyrics | 10 | | 8 |
| *Watching film, series, news | 44 | | 23 |
| Doing exercises | - | | 9 |
| Only learning in lesson | - | | 1 |
| *Reading audio books | - | | 5 |
| Individual study | - | | 1 |
| Vocabulary cards | - | | 4 |
| Translation | 3 | | 4 |
| Reading Loudly | - | | 6 |
| Trying to learn by testing (especially grammar) | - | | 1 |
| *Using authentic materials | 17 | | 4 |
| Writing exercises | 3 | | 2 |

*These are the acquisition strategies used by students. The other ones are the learning strategies used by students.

When Table 1 is scrutinized, it can be seen that learners rate their ability in "reading" skills as rather high in both groups. However, if we compare the data of two groups, it can be seen that the rate of "watching" is rather high among the successful students. 44 out of 60 students in Group A learn English by "watching TV, films, series and news". 17 out of 60 students in the same group also prefer "reading authentic materials". Except for these, there are not very high rates in this group. If we look at the data of the other group (Group B) we can see that, the second highest number in the items is "learning vocabulary". 34 out of 60 students study English by learning vocabulary. The rate of the students in Group A for this item

is 11. The rate of the students who watch TV, films, series in Group B is 23. As mentioned above this number for Group A is very high. Another high rate in Group B is for "memorization". The number of the students who memorizes in Group B is 15. However, for the other group there is only 1 student that prefers memorization. 13 students prefer "learning grammar" in Group A, but only 3 students prefer learning grammar in Group A. The number of the students who do listening are almost same. (11 in Group A, 12 in Group B). The students who likes games in learning English is 11 in Group B, however in Group A this number is only 4. The numbers of the students who prefer "conversation and practices" are not very different in both groups. In Group A it is 8, in Group B it is 10. Also the number of the students who listen music, songs, and lyrics do not differ very much. (Group A:10, Group B: 8).

Except these data, there are some strategies which are prefered by only group B students. These are "reading books more than twice", "doing exercises", "reading audio books", "using vocabulary cards", "reading aloud", and "testing".

As the study involves two different group of learners it can be defined with Fisher's Exact Test for 2x2 Tables.

**Table 2: Acquisition and Learning strategies used by students**

| Count/ Expectation Count | Group A (successful students) | Group B (less successful students) | |
|---|---|---|---|
| **Acquisition strategies** | 211/108 | 219/200 | 219 |
| **Learning strategies** | 62/110 | 83/90 | 83 |
| | 163 | 229 | **311** |

In the study the hypotheses are stated below:

$H_0: \pi_1 = \pi_2$

$H_1$: The percentage of the students who are successful in English preferred acquisition strategies is higher than the students who used learning strategies.

$H_1: \pi_1 > \pi_2$

In order to analyse these, Data->Weight Cases method in SPSS is applied.

**Table 3: Case Processing Summary**

| | | | | Cases | | |
|---|---|---|---|---|---|---|
| | Valid | | Missing | | Total | |
| | N | Percent | N | Percent | N | Percent |
| **Metod Learning stratgies** | 300- | 100,0% | 0- | ,0% | 311- | 100,0% |

**Table 4: Crosstabulation of Language Learning**

| | | Success | | Total |
|---|---|---|---|---|
| | High | Low | Total |
| Metod Acquisition Learning Total | 131 | 117 | 248 |
| | 32 | 112 | 144 |
| | 163 | 229 | 392 |

**Table 5: Expected Count Crosstabulation**

| | | Success | | Total |
|---|---|---|---|---|
| | High | Low | High Success |
| Method Acquisition Count | 131 | 117 | 248 |
| Expected Count | 103,1 | 144,9 | 248,0 |
| Learning Count | 32 | 112 | 144 |
| Expected Count | 59,9 | 84,1 | 144,0 |
| Total Count | 163 | 229 | 392 |
| Expected Count | 163,0 | 229,0 | 392,0 |

The results of Chi-Square Tests are shown in Table 6.

**Table 6: Chi-Square Tests**

| Pearson Chi-Square | Value | df | Asymp.Sig. (2-sided) | Exact Sig. (2-sided) | ExactSig.(1-sided) |
|---|---|---|---|---|---|
| ContinuityCorrection (a) | 35,118 | | | | |
| LikelihoodRatio Fisher'sExact Test Linear-by-LinearAssociation N of ValidCases | (b) 33,870 36,696 35,028 392 | 1 1 1 1 | ,000 ,000 ,000 ,000 | ,000 | ,000 |

a  Computed only for a 2x2 table

b  0cells (,0%) have expected countless than 5. The minimum expected count is 59,88.

The results show that as Sig. < 0.01, we can say the percentage of the students who are successful in English prefered acquisition strategies is higher than the students who used learning strategies.

According to the interviews the strategies of the students used can be grouped in two parts as acquisition strategies and learning strategies. These are shown in Table 7.

**Table 7: Acquisition and Learning strategies used by students**

| Strategies | Acquisition Strategies | Learning Strategies |
|---|---|---|
|  |  |  |
| 1 | Reading book | Learning vocabulary by using different techniques |
| 2 | Reading book twice and more | Learning grammar |
| 3 | Listening | Memorization |
| 4 | Watching film and reading their books | Sentence production |
| 5 | Playing games (especially on computers) | Repitition |
| 6 | Listening to music, songs, lyrics | Pronunciation |
| 7 | Watching film, series, news etc. | Conversation and practice |
| 8 | Reading audio books | Doing exercises |
| 9 | Using authentic materials | Only learning in lesson |
| 10 |  | Class study |
| 11 |  | Using vocabulary cards |
| 12 |  | Translation |
| 13 |  | Reading loudly |
| 14 |  | Trying to learn by testing (especially grammar tests) |
| 15 |  | Writting exercises |

The percentages of preference of four skills are given in Table 8.

**Table 8 (Four Skills)**

| Strategies (Four Skills) | Group A Succesful Students % | Group B Less Succesful Students % |
|---|---|---|
| Reading | 70 | 76 |
| Listening (Audio) | 18,3 | 20 |
| Listening and Watching (Visua Materialsl) | 73,3 | 38, 3 |
| Speaking | 13,3 | 16,6 |
| Writing | 5 | 3,3 |

When Table 8 is scrutinized, it can be seen that learners prefer "reading" as rather high in both groups. However, if we compare the data of two groups, it can be seen that the rate of "Listening and watching visual materials" is the highest for successful students. However, "listening audial materials is not prefered by successful students. If we look at the data, we can see that, successful students do not speak very often in language learning process. The data shows that "writing" has the lowest percentage for both groups. The percentages of two groups in Table 8 are demonstrated in Graph 1.
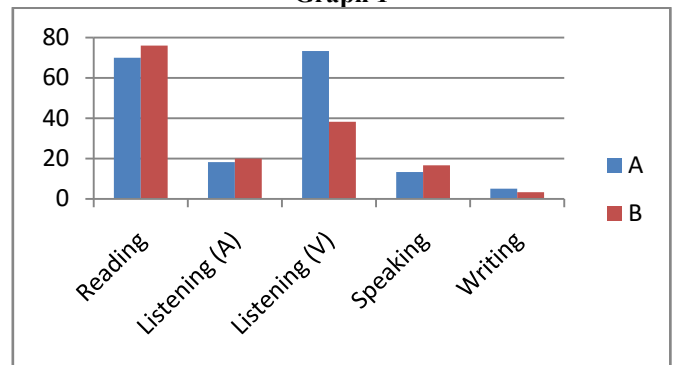
**Graph 1**



**Table 9 (Main Studying Areas)**

| Strategies | Group A Succesful Students % | Group B Less Succesful Students % |
|---|---|---|
| Vocabulary | 18,33 | 56,6 |
| Grammar | 5 | 21, 6 |
| Pronunciation | - | 3,3 |
| Translation | 5 | 6,6 |

In Table 9, the percentages of the main studying areas are shown. According to results of the interviews, it is understood that the students learn or acquire English in four main different areas- vocabulary, grammar, pronunciation and translation. If we look at the data of the groups, we can see that less successful students spend their time to learn new words. In addition to this, these students try to learn grammar. If the percentages of both groups are compared, it can be seen that there is a big gap. Besides this, both groups do not prefer studying pronunciation and translation. The percentages of two groups in Table 9 are demonstrated in Graph 2.

**Graph 2**
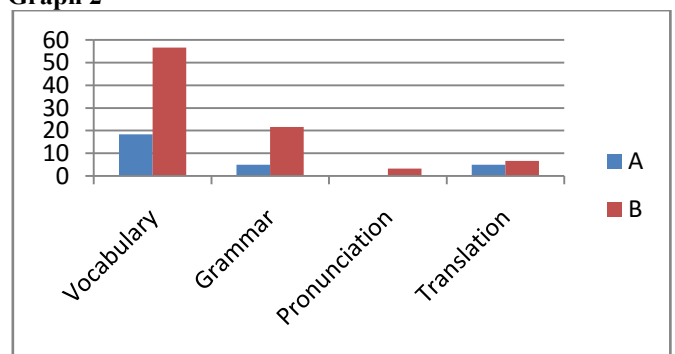


In the interview, studying techniques of the students were also asked. Through the answers of the students, the techniques

were grouped in 16 headings. The headings and the techniques are given in Table 10.

**Table 10 (Studying Techniques)**

| Strategies | Group A Successful Students % | Group B Less Successful Students % |
|---|---|---|
| Reading book (more than twice) | - | 10 |
| Memorization | 1,6 | 25 |
| Sentence production | 1,6 | 11,6 |
| Film books | 5 | 3,3 |
| Repetition | 3,3 | 5 |
| Exercises | - | 15 |
| Only learning in lesson | - | 1,6 |
| Reading audio books | - | 8,3 |
| Individual study | - | 1,6 |
| Vocabulary cards | - | 6,6 |
| Reading Loudly | - | 10 |
| Testing | - | 1,6 |
| Authentic materials (magazines) | 28,3 | 6,6 |
| Game | 6,6 | 18, 3 |
| Music, songs, lyrics | 16,6 | 13,3 |
| Exercises | - | 15 |

Table 10 shows that more different learning strategies were used by the students who were less successful in language. These students prefered mostly memorization. They play games more than Group A. In addition to this, they do exercises, read loudly, use vocabulary cards, try to produce full sentences in language learning. In contrast to these, students in Group A mostly prefer reading authentic materials and listening music and songs to learn English. The percentages of two groups in Table 10 are demonstrated in Graph 3.

**Graph 3**
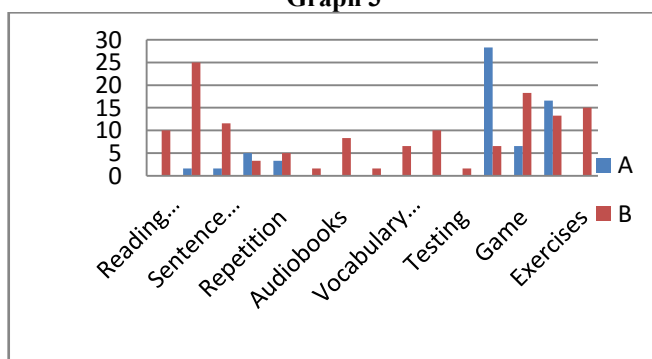


The results reveal that learners who are not very successful in English are exposed to learning environment. These students learn vocabulary and grammar consciously. They try to produce some sentences. Also, they use vocabulary cards. To remember what they learn, they prefer to memorize. They do practices, exercises, pronunciation and translation. In short, these findings reveal that these students generally use learning strategies to be successful in English. However, successful students tend to acquisition more. They use language as a tool. They do not directly try to learn grammar, vocabulary and pronunciation. They are not very eager to have an output. They mostly watch, read, and listen. So, they acquire the language subconsciously.

### 2. Discussion

The aim of this study was to investigate differences of strategies of language learners in learning and acquisition. When all data are scrutinized, it can be said that determining of styles and strategies are essential for all level students in foreign language teaching. The results demonstrate that the high education school students use a variety of strategies in learning foreign languages. The acquisirion strategies, which involve reading and listening skills, are generally used by successful students. They are reported to be used frequently in informal language learning environments. It is clear from the findings of this study that the more successful students use more acquisition strategies than others. Through the data, it can be said that there is evidence of effective dimensions of acquisition in language learning. The results suggest that of course individual differences may influence language learning. However, the study reveals that some strategies are more influential than others. When we look at the data as a whole, we conclude that attitudes towards language learning and language acquisition are the key differentiating factors between more successful and less successful learners. Some specific acquisition strategies emerged as significant. The participants have positive view towards using strategies. More successful students learn language eagerly. According to them the language is just like a tool for involving in real world activities such as listening, watching, communicating, etc. rather than as an artificial learning athmosphere like classrooms. They enjoy language by different activities. They subconsciously acquire language by reading and listening. They don't care about making mistakes while learning. After having a silent period, they acquire language automatically.

In sum, the findings of this study shows that learners' strategies differ in the case of acquisition and learning. The learning environment does not effect their preferences of strategies. Both in formal and non-formal environment, the learners do not quit their own strategies. Acquisition strategies appear to be frequently used by successful language learners, yet learning strategies are used by less successful learners. The study is important to be aware of the differences of strategies in acquisition and learning. Through this, the learners can notice the distinction between them and modulate the strategies in language learning. Learning and acquisition strategies are submitted below:

**Table 11: Learning and Acquisition Strategies**

| Skills | Learning | Acquisition |
|---|---|---|
| | | |
| Reading | -Reading books -Looking up the new words -Do exercises related with the book -Memorization of the words and their meanings -Trying to understand the grammar of sentences -Trying to translate what is | - Reading the books twice and more -Reading comprehensible texts and books -Reading the books and their translations -Predicting the meaning of new words -Listening to audios of the boks -Watching the films and series of the books -Reading the books of same writer -Reading different |

| Skill | | |
|---|---|---|
| | read<br>-Highlighting grammar<br>- Specific activities<br>-Setting up tasks | materials on the same subject<br>-Reading authentic materials<br>-Reading the materials which the reader interested in<br>-Using native language to understand the texts<br>-Having background information about what you read<br>-Reading the books based on same subject<br>-Using computers and internet to have rich reading materials |
| Listening | -Listening audio materials and looking up the new words<br>- Memorization of the words and their meanings<br>Trying to understand the grammar of sentences<br>-Trying to translate what is read<br>-Watching audiovisual materials and doing exercises<br>-Specific activities<br>-Setting up tasks | -Listening the books twice and more<br>-Listening the books and their translations<br>-Predicting the meaning of new words<br>-Listening to audios of the books<br>-Watching the films and series of the books<br>-Listening to different audio materials on the same subject<br>-Listening to authentic materials<br>-Listening to the audio materials which the reader interested in<br>-Using native language to understand the texts<br>-Using not only the audio materials but also audiovisual materials<br>-Listening to films with their subtitles<br>-Having background information about what you listen<br>-Listening and watching the materials based on same subject<br>-Using computers and internet to have rich listening materials |
| Writing | -Trying to learn the grammar<br>-Dictation<br>-Translation<br>-Error correction<br>-Highlighting grammar<br>-Self-checking<br>-Specific activities<br>-Setting up tasks | -Listening and filling the blanks<br>-Listening and completing the sentences<br>-Listening and writing the summary<br>-Listening and translation<br>-Reading and filling the blanks<br>-Reading and completing the |
| | -Confirmation and correction | sentences<br>-Reading and writing the summary<br>-Reading and translation<br>-Real writing tasks<br>-Having tasks organized from simple to complex<br>-Discovering, clarifying, organizing ideas<br>-Adopting integrated-skills approach<br>-Developing expressing ideas |
| Speaking | -Repetition<br>-Trying to use correct grammar<br>-Memorization of the new words and using these words in the sentences<br>-Substitution exercises<br>-Correcting mistakes<br>-Having learned competence<br>-Doing speaking activities<br>-Monitoring<br>-Error correction<br>-Highlighting grammar<br>-Self-checking<br>-Specific activities<br>-Setting up tasks<br>-Confirmation and correction<br>-Communicative activities<br>-Pronunciation<br>-Feedback<br>-Role plays | -Having silent period for beginners<br>-Having comprehendible input via listening and speaking<br>-Having acquired competence<br>-Focusing on meaning |
| Grammar | -Learning grammar consciously by doing exercises, explanation and memorization<br>-Doing practices<br>-Correcting mistakes<br>-Testing<br>-Highlighting grammar | -Acquiring grammar subconsciously<br>-Having silent period for beginners<br>-Getting limited grammar explanations<br>-Trying to increase the comprehensibility of the messages<br>-Acquiring the rules automatically<br>-Having comprehensible input via reading and |

| | | |
|---|---|---|
| | -Self-checking<br>-Specific activities<br>- Setting up tasks<br>-Confirmation and correction | listening<br>-Focusing on meaning |
| **Vocabulary** | -Doing vocabulary exercises<br>-Memorization<br>-Repetition<br>-Specific activities<br>-Setting up tasks<br>-Learning multi-meaning of words, Word classes, Word families, collocations | -Reading, listening and watching<br>-Having comprehensible input<br>-Focusing on meaning<br>-Predicting the meaning of the words in texts |

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