Second many other subjects of the syllabi

Business, Strategy

Second languagelearning is very important aspect, especially English as a second language inPakistan. The researchers introduced a different kind of topics andmethodologies to promote second language learning in Pakistan. In secondlanguage learning first learning the language, then make it practice with theapplications in daily life is very important factor. There were presenteddifferent theories in the development of second language learning.

The modern researchers concluded in secondlanguage learning, learners self consciousness and needs for the secondlanguage learning play very important role. The modern and increasing number ofresearch studies describes the importance of instructions and teaching insecond language learning. English, being aninternational and communities' language, is enjoying a powerful status ofmedium of instruction in Pakistan since after the partition. It is alsoenjoying a place of compulsory subject among many other subjects of the syllabiin the institutions of the country.

Many efforts have been made to give ithighly acceptable and due place in the society of Pakistan according to the newmodern challenges of the world. It is the language that helps us developing ourtrade and relations with the rest of the world. It is also admitted and acknowledgedthat the native people of this language, with the help of it, have been rulingthe whole world; and this effect truly can be traced out in our past history ofthe country. For these studies, these problems and constraints can be observed, which also creates a hindrance to learning as well as development. This effortnot only refers to these obstacles, but also makes recommendations. Asstudents' demographic changes, there is a need to engage students who take fullresponsibility for learning their language. There is also a need for teacherswho are not only

language experts but who are also trained in the use oftechnology and who can facilitate foreign language learning in a better waywith the help of modern technologies. There are differentmethodologies by which second language learning can be made possible in Pakistan.

Since the work done by researchers such as Rubin (1975) and Stern (1975) in themidseventies, The awareness of the technique led by water is like a horse modelbecause the techniques used by students in the end language learning processhave been gradually rising, but drinking itself, even with the best teachersand styles, and students who can only learn what can actually do. NieckosOxford 1993), p. 11 (" Learning starts with the student.

" In recentyears, this growing awareness of what he called Skihan (1989, p. 285 calls tocome as a result) " exploding activity" in the field of researchstrategy for learning languages. Strategy classification is still a simple taskdescription of Alice) 1994, p. 529 (this concept as a " mysterious". London and Robin) 1987, p.

7 (talk about " removing the word" There isno consensus on how to learn a second language learning or learning a differentlanguage from other types of how this type of student activity is differentfrom the other kind of activities: there is no consolation in the language ofGalati, 1985, P22 (, v. , Education and communication strategies, discussinglanguage learning, and often the same behavior has been applied. Also, there isoften a learning strategy in the context of a range of activities. There is alot of confusion in the definition of definitive techniques and hierarchicalrelations between techniques, and Robin gave (1975, p. 43) this field that avery broad definition of learning

strategies could be used by one of the firstresearchers " techniques or device learners.

Is that. " Those are thosewho directly contribute to learning, and those that indirectly contribute tolearning: 1981 (pp. 124-126) The learning strategy identified two types. Thereare six types of straight learning strategies that are divided into(clarification / scrutiny, observation, conservation, moral / suggestive reasoning, judicial thinking, practice), and learning strategies, indirect two types(opportunities for practice, and production tricks). Under the productionstrategy, Rubin includes communication techniques. This is a controversialaddition to two completely separate publications of learner behavior fromlearning strategies and communication strategies. Brown (1980, p. 87), forexample, is clearly the method of learning and the basis of the differencebetween that communication strategy is " Communication output and learningstyles are input methods.

" Brown has other communication strategies (suchas handing over the base) that points out that the students are generallyapplied to 3 basic strategies when communicating in these languages ?? used inlanguage education and avoiding such or leaving messages that are not to bemissed. Brown (1994, p. 118) admits, however, that, " In the case oflinguistic interaction, sometimes it is difficult to distinguish between two.

….".

Alice (1986) is a completely different phenomenon of the studentswho are publishing a simple deepest strategy for those who seem to be involvedin

strategy for the other (those who have learning strategies for learningstrategies and use, communication or resources) « Page 156. He argues that even possiblecommunication techniques can be used to prevent it from learning the languagebecause efficient compensation for lack of language knowledge can eliminate theneed for education. (1980) took a different opinion.

. .. Offers thatcommunication strategies can help to expand the language by telling thestudents what they are saying or need to say. Even if the communication was notideal in terms of grammatical or lexical communication, the use of languagewould be presented in front of the student to learn languages, which cantherefore be considered as learning strategies to enter. It seems that the mainpoint of this argument is to learn to communicate rather than a communicationstrategy (young, 1980, p.

419) that " primary motivation is to communicate butto learn". However, as the problem of discrimination between learningstrategies and motivation or motive strategy, recognized youth (1981), there isvirtually no way in which we inspire the student, and there may be a dualmotivation for learning and communicating with the learner, or when the basicmotivation is communicated Students may even learn languages. As Taran (1981, p290) correctly says, " Relation of learning strategies is somewhatproblematic.

" Alice (1994, p. 530) also acknowledged that there is no easyway to tell if there is a desire or communication desire to learn the strategy. These learning strategies lack clearly in the communication strategy or shouldnot be included in this type of rubin rating and learning strategies, others,

nothing to simplify the decision process, Stern (1992, p. 264) leads torecognize " There is some arbitrage in the classification of learningstrategies" he says ,. Action Stern (1975) At the same time he was workingas a middle-class rubin, and presented a list of Ten Strategies for LanguageLearning, which is believed to be a feature of good language students.

A" private learning mode" at the top of the list (p 311). Stern laterknew as " deliberate trend" (1992, p. 261), similar to the definitionof " technique" which is more similar to the definition of the termused by other writers such as patterns such as Welling, (1988) and Noonan(1991). The " behavioral manifestations of tricks" (Stern, 1992, P61)are called strategies – a definition that best describes it in the welfare ofRubin (1975). This use has been used by 4 researchers in the incomparable coreterminology and the definition and classification of authors are still usedtoday in major cases of language learning difficulties. When O'Malley andothers came (1985) to conduct their research, they defined the strategies oflearning strategies, " Processes or steps that will be facilitated by theacquisition, storage, accumulation or use of information that is used by thestudent" (p. 23)), a definition largely Regni Used (1978) has been used. Trying to produce a classification scheme with separate categories of their ownclassification, to determine the 26 strategies that are divided into threecategories, O'Malley and colleagues: Beyond cognitive (knowledge learning), cognitive (specific learning activities are distinct) and social.

Cognitive andcognitive departments are almost incomplete and directly compatible with RobinTactics. However, the sum of the social mediation classes was an important stepto acknowledge the importance of interactive strategies in learning thelanguage. Oxford (1990) makes this process one step further. Such as Amali etal.

(1985), I used the definition of Regni Techniques for learning the languageas a base for " acquisition, storage, accumulation and processes to assistin the use of information" (Oxford, 1990, p. 8) used by the student. Facedin the problem of cognitive and cognitive techniques that seem to be a lot ofinventory strategy, and in an attempt to give emotional and social importanceto a lot less strategies, he categorized strategies into six groups oflearning: the strategy of memory (which is how the students learn and remember), Cognitive (which you learn to learn from them), and the compensationstrategy (which is limited to the students I have been able to compensate), andcognitive techniques (how to manage their own learning, learners), andemotional techniques (related to mind related feelings related to B) and(related to learning by interacting with others). It is divided into sixcategories (which are used by Oxford to study a great deal in the field oflearning learning strategies (Torrent) strategic inventions and others behindthe techniques) (techniques such as directly involved in the target language, such as review and practice) and techniques Indirectly (those who provideindirect support for learning languages ?? such as planning, co-operation andopportunity b Mja). Although Oxford's classification is " perhaps the mostcomprehensive classification of learning strategies" (Alice,

1994, p. 539)The comments compensation strategy has received "

somewhat confused5", Oxford (1990, p.

49) used as a learning strategy on the basis that they" help students become more fluent, including what they already know andFor new information whether it is approved. " However, they acknowledgethat (P. 17.) is exactly what strategy there is no full agreement; How manyexisting techniques should be defined, but should be demarcated and notclassified – or what – whether it is possible to construct a hierarchy isscientifically certified strategies ....

The classification of the conflict isinevitable. In the midst of these overlapping and conflicting opinion articles, it is not far from clear in terms of terms and definitions and typeset for theprocess of language learning strategies. The lack of consensus, which can beused to describe the language in the face of the characteristics of the area of?? strategy, can be used but can be defined or categorized, it also featuresconflicts with one or other competing terms, definitions and typeset systems. However, I recommend you that Regni (1978) along with Oxford (1990) classsystem can provide a useful basis for understanding the definition of languagelearning (Rubin in 1975), and the research will begin.