

# LANGUAGE LEARNING STRATEGY INSTRUCTION

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**Abstract:** This paper begins by providing and explaining a definition of language learning strategies as activities chosen by learners for the purpose of learning language. The relationship of language learning strategies to successful learning is discussed and the results of a study which discovered significant differences in rates of progress according to language learning strategy use are reported. Details are given of previous research into strategy instruction, followed by a discussion of how strategy instruction should be provided and what should be included in a strategy instruction programme. Caution is advised regarding the attribution of cause and effect, and the Tornado Hypothesis is suggested as a way of conceptualizing the spiral relationship between strategies and successful learning. The content of teacher education programmes is discussed and directions for ongoing research are suggested.