

What Can We Learn from Good Moroccan Learners of English?

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Abstract

One of the primary concerns of language teachers is to prepare their students to be lifelong learners. To achieve this, teachers have numerous means at their disposal, among which instructing and training students in language learning strategies is particularly valuable. A considerable body of research has investigated the strategies employed by good language learners. This article, therefore, aims to investigate and explore how good Moroccan learners of English successfully acquired the language. The three case studies are Moroccan students following their Master studies in Artificial Intelligence and Digital Computing at the Faculty of Sciences and Techniques, Beni Mellal. To find out which language learning strategies good Moroccan language learners use, the study adopted, in addition to informal observation, a questionnaire in which the three participants—two males and one female—responded to items concerning the use of multiple language learning strategies reported in the literature. The findings suggest that the three participants' language learning strategies are diverse and that they have their own creative ways of acquiring English. They watch movies and compete with one another in expanding their vocabulary repertoire. They also engage in self-talk when learning opportunities are rare and, most importantly, learn for pleasure. Training and instructing 'ineffective' learners who belong to the same context and face nearly the same circumstances can bring about good language learning outcomes.

1. Introduction

Teachers aspire to make their learners successful in what they learn and, most of all, try to prepare them for future life. It is self-rewarding when a teacher sees his or her learners well prepared to navigate the challenges ahead. Preparing learners involves many things, including the transmission of valuable knowledge; but what they truly need are tools that will be of use in all circumstances. These tools are simply learning strategies. Learning strategies are key instruments for learning how to learn—a central issue that has been widely researched and is considered a tool of all tools. Their primary purpose is to foster learner autonomy, since the teacher will not always be present when learners face a challenge or difficulty.

The area of learning strategies has witnessed substantial growth in the literature. This growth can be attributed to the recognition that learning strategies are as varied as the tasks themselves and as diverse as the learners who employ them. Learners come from different cultural backgrounds, have gone through different experiences, and, above all, have different learning styles. To identify successful strategies, researchers have used a number of methods, including observations, structured interviews, and questionnaires. Since learners differ and since their learning logically differs as well, it is worth noting that an important method for researching learning strategies is the investigation of the strategies used by the most successful ones (Ellis, 1994). Some effective learners—whether they are conscious of it or not—have their own creative ways of learning, beyond the strategies they have been trained to use in school. Teachers need to examine these learners' strategies, which might then be transferred—through instruction and training—to less effective and unsuccessful learners.

Investigating learning strategies should take into account a number of variables that may intervene at any time and alter the outcomes. Culture is influential in this regard because cultural norms surely affect the way learners behave and, more importantly, the way they learn. In light of this, Oxford (1996) investigated language learning strategies around the world, exploring how culture, learners' attitudes, and beliefs influence strategy use. It is of central interest to investigate language learning strategies used by English as a Foreign Language (EFL) learners. Many studies have been conducted in EFL contexts, especially in Asia. The present paper therefore aims to contribute findings from the Moroccan context.

In an EFL context, learning a second language is more difficult for a number of reasons, among which the limited opportunities to be exposed to and to practise the target language are particularly significant. Such opportunities can take place mainly in the classroom, although technology has made input more accessible. However, a large number of Moroccan students who perform poorly in languages do not have regular access to the internet. Therefore, as Rubin (1975) stated, “we might be able to teach these strategies to poorer learners to enhance their success records” (p. 42). This article accordingly aims to shed light on the strategies that good Moroccan learners of English make use of, and to report pedagogical insights relevant to language teachers.

2. Literature Review

The characteristics of successful language learners have been substantially researched. Rubin (1975), for instance, noted that good language learners are skilled at guessing. The efficient gathering and storing of information falls within this view: a learner may, for example, understand a text by relying on already known words to infer the rest. It is widely recognized in the literature that good learning strategies include the use of contextual clues, which are key elements in figuring out specific details in a message. Good and accurate guessing, Rubin argues, is something we do in our first language on a daily basis in that we rarely pay attention to every single word in a message. Content words, environmental cues, and other discourse signals naturally help us comprehend the message in our first language. Moreover, a good and accurate guesser, according to Rubin, relies on redundancy in the message: people tend to repeat an idea—or part of it—repeatedly to create emphasis, making the context richer and more helpful in understanding the rest.

What if an incorrect guess takes place? What might be challenging for learners are texts—referred to in the literature as opaque texts—that do not offer enough opportunities to guess. In addition, some apparently transparent words, such as false cognates, may lead to inappropriate guesses and thus mislead learners. Yet, good language learners, Rubin argues, do not give up even if their guesses are incorrect, since meaning often becomes clearer from the subsequent context.

Good language learners strive to communicate. They do not care about appearing foolish in the process of learning. In this context, Rubin (1975) argued that what matters for such learners is getting the message across and trying to sound as intelligible as possible. For instance, if they cannot produce the appropriate word required in a given context, they may use circumlocution—that is, a ‘personalized definition’. For example, they may say “the object we use to travel to space” if they cannot recall the word spacecraft. Furthermore, they can paraphrase, use gestures, or even spell a word when their pronunciation is unclear (Rubin, 1975). Rubin further noted that such learners may appear foolish by nominalizing a verb or verbalizing a noun when they cannot produce the correct form, yet this does not inhibit them.

Good language learners also attend to form as accurately as possible. Getting the message across does not mean that fine-tuning linguistic form is not their ultimate goal. They analyse, categorize, and synthesize (Rubin, 1975). Classification, analogy, and the recognition of relations among elements are also helpful through relevant cognitive schemes. Although trial and error can create cognitive load, good language learners assure themselves that successful learning takes time and effort.

Practice is another important feature of good language learners. The well-known saying ‘practice makes perfect’ holds true, since practice makes such learners more experienced and enriches their cognitive schemes. They seek opportunities to speak in class by conversing with partners or the teacher (Rubin, 1975). They also monitor and assess their speech and, more generally, their learning against required standards. Motivation, the last element in Rubin’s list, plays a great role in learning in general and has been substantially researched and addressed.

In addition to Rubin’s (1975) influential insights, Stern (1975) made this area of research of central interest by noting that good language learners plan well before starting tasks, because tasks vary in time, difficulty, and context, and therefore require different strategies. Good language learners also revise, monitor, and reflect on the way they approach and process tasks. Moreover, Stern drew researchers’ attention to variables such as age, which affect the use of learning strategies. Finally, good language learners, according to Stern, use language for real communication and try to communicate in the target language.

After these two pioneers, research in this area grew substantially, but in EFL contexts like Morocco the studies remain very limited. Mokhtari and Reichard (2004) compared the strategic reading processes used by Moroccan and American university students. They reported that Moroccan students tend to use contextual clues, prior knowledge, and skimming to note text characteristics. They also tend to reread—going back and forth in the text—for better comprehension, and to read aloud when the material becomes more challenging. However, they rarely take notes or summarize the text, two crucial strategies that enable the reader to retain something from the text.

In addition to the study of reading strategies, El Aouri and Zerhouni (2017) investigated the overall use of language learning strategies (LLSs) and the extent to which they correlate

with motivation. They found that Moroccan university students majoring in Science are generally medium strategy users who use compensation strategies—such as gestures, synonyms, and circumlocution—more than other categories, and who rarely use affective and social strategies. The researchers also reported that motivation correlates highly with language learning strategies: learners who use LLSs are more highly motivated to learn a second language than their counterparts.

Benzehaf (2021) documented the language learning strategies used by successful learners and aimed to identify strategies that are particularly suitable for EFL contexts. The findings show that such successful Moroccan learners read extensively, memorize language chunks, and regularly learn new vocabulary items and structures. Unlike what Mokhtari and Reichard (2004) reported, Benzehaf found that most successful Moroccan students do use note-taking. They also watch videos, films, and news programmes to improve their language proficiency. In addition, they reported that French is helpful in associating meanings in English. Quite interestingly, although the context does not provide sufficient input opportunities, the participants reported keeping a schedule to learn either alone or by finding a native speaker or a friend to converse with. Clubs and language centres were also identified as offering opportunities to practise English.

The foregoing studies conducted in the Moroccan context focused on language learning strategies in general. The present study, following Oxford's (2017) framework, therefore aims to look at strategies used across different language areas: grammar, vocabulary, listening, reading, speaking, and writing. Investigating strategies used in each area or skill will help learners identify the strategies they still need to develop. For example, some learners perform well in grammar but poorly in speaking. The following section summarizes language learning strategies that have been substantially documented in the literature.

Good language learners acquire and improve their vocabulary through a number of strategies reported in the literature (see Moir & Nation, 2008; Thornbury, 2007; Oxford, 2017). Such learners select words according to factors such as level, difficulty, frequency, and degree of technicality. They use contextual clues to infer the meaning of new or difficult words and process word knowledge deeply by attending to word parts, grammatical function and use, collocation, and pronunciation. Effective vocabulary learners also make use of tools and techniques such as dictionaries, word cards, notebooks, graphic organizers, and sentence production activities. In addition, they rely on memorization strategies, including keyword mnemonic devices, association, rote memorization, repetition, and the 'write it and rub it' technique, alongside regular revision, self-evaluation, and monitoring of progress.

With regard to grammar, good learners employ cognitive and self-monitoring strategies (Bade, 2008). Cognitive strategies involve modelling sentences and utilizing grammatical rules and examples. Good grammar learners analyse form, meaning, and use; they revise grammar points and cope with variation in sentence structure. Self-monitoring strategies, on the other hand, encourage learners to recognize their own errors and to accept advice and feedback from teachers and peers. What is crucial is developing reflective learning habits, setting personal grammar goals, and viewing grammar as an active and ongoing process of language use and development.

Effective listening involves a set of strategies that have been substantially researched (see White, 2008). Good language listeners draw on semantic, contextual, and linguistic knowledge.

To comprehend what is being said, they engage both bottom-up processing of sounds and top-down expectations about the message. They interact and listen with the use of verbal and non-verbal feedback, are motivated, pay attention, and show empathy with the speaker. Such learners monitor comprehension, detect breakdowns in communication, ask for clarification, and infer from incomplete information. They are also aware of the importance of listening opportunities for language acquisition.

Good language listeners can become good speakers. According to Kawai (2008), speaking strategies encompass a range of cognitive, metacognitive, and socio-pragmatic practices that contribute to the development of communicative competence. Good speakers strive to improve their pronunciation by practising phonological aspects, memorizing formulaic expressions, reading aloud repeatedly, engaging in self-talk, practising simulated conversations, and self-assessing their performance—all of which improve both fluency and accuracy. They actively seek opportunities to communicate authentically in the target language and attend to conversational conventions such as turn-taking, backchannelling, and cooperation. To maintain clarity and appropriateness, they continuously monitor their language use and modify their responses when necessary. Good speakers also develop their understanding of genre, gestures, body language, and other socio-pragmatic features.

Good language readers make use of a range of learning strategies (see Schoonen, Hulstijn, & Bossers, 1998; Schramm, 2008; Oxford, 2017). They construct understanding rather than passively read, using both top-down and bottom-up strategies when processing a text. They draw on background knowledge while also attending to vocabulary, grammar, and sentence structure. They first make informed guesses about new words and consult references only when necessary. They establish coherence within the text through recognition of connectors, pronoun references, and other cohesive devices. Their reading is usually guided by a clear purpose—such as learning, making decisions, seeking emotional engagement, or acquiring and demonstrating knowledge. They interact critically with the author and actively engage with the text through reflection, often taking notes to strengthen their schemata and sustain their motivation for future reading. Finally, after reaching a certain level of proficiency, good readers tend to transfer reading strategies from their first language (L1) to a second language (L2).

With regard to writing, good language writers read widely and actively generate interest to write (Gordon, 2008; Oxford, 2017). Writing involves—in a recursive process—planning, generating ideas, activating prior knowledge, drafting, revising, editing, re-reading, and reflecting. Good writers attend to vocabulary, grammar, and meaning, and develop strategies to manage uncertainty while ensuring that their writing effectively meets task requirements. Other strategies include making use of different approaches such as genre, process, and product orientations. To strengthen their writing, they create and seek opportunities to write outside the classroom and actively seek feedback.

Learning strategies are necessary to enhance and improve the process of language acquisition. Their use allows language learners to think systematically and scientifically about their language learning behaviour in order to exert greater and more adequate control over the learning process. While all of us successfully acquired our first language with minimal effort and attention, the same is not true of an L2, which lacks the richer environment of input and other facilitating variables such as motivation and aptitude. Learning an L2 most often also

requires a specific, pre-set period of time. Moreover, learning strategies are well documented in a growing body of research on successful learners.

3. Methodology

While teaching a Master class in Artificial Intelligence and Digital Computing, the researcher noticed how proficient in English three learners were: one female and two males. This prompted the question of what these three good language learners could teach us about tailoring and fine-tuning foreign language instruction. These cases are designed to investigate the language learning strategies these students use and, more generally, how they came to speak and write English well. Understanding their interaction with English in the Moroccan context presented an opportunity to explore the “particularity and complexity” (Stake, 1995, p. xi) of acquiring English in Morocco.

Thanks to their depth rather than breadth (Duff, 2018), these ‘instrumental and multiple’ cases (Stake, 1995) can vividly describe how these three students’ learning strategies can enlighten research in foreign language learning and teaching. Another strength of case study methodology is its ability to “exemplify larger processes or situations in a very accessible, concrete, immediate, and personal manner” (Duff, 2018, p. 96). The present study’s primary aim is to explore not only how these students became good at English, but how they improved their language skills across reading, listening, speaking, writing, vocabulary, and grammar—seeking, in short, to capture the ‘wholeness’ (Stake, 1995) of these individuals as English language learners. Although case study may not provide a strong basis for generalization, it can be studied at length (Stake, 1995). Thus, the in-depth analysis of these areas can best describe, illustrate, and “maximize our understanding of the unitary character of the social being or object studied” (Dörnyei, 2007, p. 152). The following research questions guide the study:

- What language learning strategies have these students used to improve their English proficiency?
- What can we learn from these good Moroccan learners of English?

3.1 Participants

The participants in this study were three students (two males and one female) following their Master studies at the Faculty of Sciences and Techniques, Sultan Moulay Slimane University, Beni Mellal, Morocco. They were selected because they were informally observed to be good language learners, as evidenced by their classroom interactions, presentations, and examination achievement. They demonstrated strong language skills: they were fluent in debates and discussions, and their word choice was academically consistent with their field of study in Artificial Intelligence and Digital Computing. Their interactions in socially oriented classroom activities—such as icebreakers, friendship talk, and informal conversation—were marked by hedging and attention to social turn-taking conventions.

3.2 Data Collection Method

The researcher informally observed the three cases for approximately 26 hours spent with the participants’ class. This observation allowed the purposive selection of these three students for further observational notes and guided the construction of the questionnaire items. The second research instrument was a questionnaire, chosen because the number of questions—

intended to cover all language skills in addition to vocabulary and grammar—was too large for other formats. While triangulation with interviews, observation, and narratives would enhance internal validity, it would also generate a considerable amount of data and consume significant time and resources (Duff, 2018). For practical reasons, the questionnaires were administered to the participants via Google Forms.

The questionnaire was titled “English Learning Strategies” and comprised seven sections. The first two sections targeted biographical information (name and place of birth), and the remaining sections covered vocabulary, grammar, and the four main language skills: reading, listening, speaking, and writing. Each section contained several multi-item scales measuring the frequency of language strategy use. Some questions were open-ended to obtain a more in-depth view of the targeted items. The questionnaire concluded with an open-ended question inviting participants to report any other language learning strategies they use that were not addressed in the previous questions.

4. Results and Discussion

When the researcher first met Hassan, Salwa, and Mehdi, it was immediately apparent that their English was proficient enough to function effectively and appropriately in the language. The first thing that stood out was their continuous and regular impulse to speak and interact. The whole class was generally able to sustain a discussion for an extended period, and the researcher often had to intervene to move on to the next activity. They—especially Mehdi—did not hesitate to contribute to ongoing discussions regardless of the topic. Hassan’s accent was noticeably British-influenced, and Salwa was often the first to raise her hand in an attempt to participate.

These three students are approximately 21 to 23 years old and are originally from small villages in the Azilal region. They attended mainstream schools where they were exposed to English for two hours a week in middle school and three hours in high school—an amount insufficient to develop strong English competence on its own. However, Hassan recalled first hearing English at the age of eleven through his siblings, particularly his brother, which gradually kindled his curiosity and love of the language. He also noted that being introverted helped him become a proficient speaker. Quite differently, Salwa recalled first encountering English through English cartoons at the age of six, and by the age of eleven she and her twin sister had successfully managed to engage in deep and meaningful conversations in English. Mehdi’s interest in movies initiated his contact with English when he was around eight years old.

4.1 Vocabulary

Hassan’s most frequently used vocabulary learning strategies are learning words in context and trying to memorize their meaning and spelling. He also stated that he often writes personalized sentences and paragraphs as a sentence production strategy (Moir & Nation, 2008). However, the strategies he uses least frequently include mnemonic devices and deep processing of word knowledge, despite research evidence that these are essential techniques for effective vocabulary learners (Moir & Nation, 2008; Oxford, 2017). Hassan reported that he never graphically organizes words and does not ask for help when he cannot understand a new word. He sometimes keeps a vocabulary list and occasionally resorts to translation. Good vocabulary learners are also advised to study the most frequent words within their ability and

level (Moir & Nation, 2008; Thornbury, 2007; Oxford, 2017). Unlike Salwa and Mehdi, Hassan does not prioritize frequency but considers level and difficulty instead. It is also worth noting that Salwa tries to learn every single new word she encounters.

Unlike Hassan, Salwa's vocabulary learning is less consistent: she often resorts to translation but does not use graphic organizers and does not write personalized sentences. Regarding aspects of word knowledge, Salwa sometimes processes words deeply. To memorize new words, she often makes associations and uses verbal repetition, but she does not use mnemonic devices. In terms of monitoring her vocabulary learning, Salwa never asks teachers or peers for the meaning of unknown words. She believes that guessing words from context is a more useful strategy.

As for Mehdi, he rarely organizes vocabulary graphically and sometimes writes personalized sentences. He translates new words into either French or Arabic and does not process words deeply to gain fuller knowledge of collocation, functional use, or grammatical behaviour. He memorizes new words but does not rely on any specific technique from the literature—such as associations or mnemonic devices—probably, as he mentioned, because he is not aware of their usefulness.

Successful language learning, as reported in the literature, depends on self-monitoring and self-evaluation of one's vocabulary. While these techniques are important to Hassan, Salwa relies on active reading and practice instead. Mehdi, for his part, does neither, simply because—as he commented—“I don't personally revise my vocabulary, or maybe I don't know the essence of doing it.” This raises the important point that learning strategies are teachable and trainable (Griffiths, 2015; Oxford, 2017).

4.2 Grammar

To learn grammar, both Mehdi and Hassan use model sentences, whereas Salwa does not. They all utilize rules and examples and analyse form, meaning, and use. Mehdi and Hassan sometimes revise their grammar points and often recognize grammatical errors they make. All three participants accept advice and feedback from teachers or peers and—except Mehdi, who rarely does so—reflect upon their learning. Bade (2008) noted that good language learners set their own grammar goals; however, surprisingly, none of the three participants set grammar goals or view grammar as an active, ongoing process.

4.3 Reading and Listening

With regard to reading and listening strategies, Hassan frequently employs the strategies addressed by the questionnaire. As Mokhtari and Reichard (2004) found in their study of other Moroccan learners, Hassan activates and draws on his real-world knowledge to understand texts, whether spoken or written. He focuses on suprasegmental features such as stress and intonation. Interestingly, he does not only read and listen for academic purposes but also for pleasure, which corroborates the findings of Benzehaf (2021), who showed that good language learners read extensively. Another useful strategy for him is scanning for French cognates, since he believes both languages share a moderate number of such words.

Salwa often listens to English but reads less frequently and rarely reads for her academic courses. She often draws on semantic, contextual, and linguistic knowledge in order to grasp the main idea or fully understand a text. As already noted in relation to her vocabulary learning, guessing from context is a key technique for her; however, she commented that she often looks

up difficult words. For her, stress and intonation are essential features of English and must be frequently focused on. Salwa interacts with and reacts to the author. She does not worry about comprehension difficulties that do not hinder her reading goals, and note-taking is not part of her reading strategy.

4.4 Speaking and Writing

With regard to productive skills, Hassan frequently seizes opportunities available outside the classroom to speak English. In line with Mokhtari and Reichard's (2004) finding that clubs and language centres offer valuable opportunities, Hassan stated: "I used to always practise with native speakers, especially an American Peace Corps volunteer who was assigned to my village." Consistent with Rubin's (1975) idea that good language learners are not inhibited by the fear of appearing foolish, Hassan never feels ashamed to use English in any context; however, he sometimes—not often—interacts in English with his classmates. In the classroom, he does not hesitate to contribute to discussions or react to classmates' presentations. Concerning writing, Hassan writes frequently and often attends to process writing strategies such as prior reading, drafting, and revising. However, he rarely develops an outline before writing and does not consistently consider his audience. He also rarely writes for pleasure.

Salwa reported that she frequently seizes every opportunity to speak English, a finding confirmed by the fact that she does not feel ashamed to speak inside or outside the classroom. She often interacts and converses with her classmates in English, and she tends to avoid resorting to her L1. This relates to her use of circumlocution when she cannot think of the exact word—a compensation strategy also reported by El Aouri and Zerhouni (2017). Writing, for Salwa, is less frequent than speaking. She sometimes writes for pleasure or for her academic courses. Stern (1975) noted that good language learners plan well; and although Salwa writes less frequently, when she does, she follows process writing stages: she develops an outline, brainstorms ideas, sometimes reads about the topic beforehand, drafts, and seeks feedback from teachers and peers.

Mehdi states that he rarely speaks English, although he takes advantage of opportunities to do so. As observed during the informal observation, he does not consistently avoid resorting to his L1 when he cannot get the message across, and he does not use circumlocution when he cannot think of the exact word. Interestingly, Mehdi reported that he sometimes writes but often does so for pleasure. He sometimes develops an outline, generates ideas through brainstorming or reading about the topic, drafts, reviews, and does not mind asking his teachers and peers for feedback.

4.5 Other Strategies

Other strategies used by Hassan, Salwa, and Mehdi can be summarized as follows. Hassan avoids translation at all costs. This is evident in his engagement with native speakers through platforms such as Free4Talk, as well as social media such as Facebook and YouTube, which generally enable him to internalize useful terminology related to his major. Salwa plainly states that she often re-reads and re-watches novels and films multiple times. She also seeks out friends who share the same interest in learning English. Her words are worth quoting directly:

“My twin and I were able to have a conversation in English by the age of eleven, mainly by re-watching movies and competing to see how many words we learned from each film.”

She felt that her mainstream classroom sessions did not sufficiently enrich her vocabulary, so she has since resorted to movies and books—especially novels—to improve and tailor her English to her specific goals. Learning English appears to be an activity she engages in for pleasure. Mehdi engages in self-talk—having conversations with himself—and sometimes incorporates new words into songs, singing along as a learning technique.

5. Pedagogical Implications

Learning a language takes time, effort, and motivation. As the findings suggest, finding joy in learning is an essential element in sustaining the desire to continue. Accordingly, adapting activities to align with students’ interests is likely to enhance learning outcomes. In the findings, we learned that peer competition in vocabulary learning is a source of enjoyment for Salwa and her twin sister, while Hassan finds his pleasure in writing. One practical way to relate tasks to students’ lives is by identifying and building on their interests.

In addition to students’ interest, watching movies—although this warrants further investigation—can have pedagogical value. Films are rich in everyday interactional situations that are likely to expose learners to a wide range of vocabulary, formulaic expressions, chunks, body language, intonation, and other paralinguistic elements.

The findings also suggest that engaging in self-talk is likely to enhance language acquisition. This is particularly important for learners who find it difficult to interact due to shyness. Moreover, promoting self-talk can be a valuable alternative when opportunities to speak and interact in the target language are limited.

6. Conclusion

There is much to understand and learn from the experiences of Hassan, Salwa, and Mehdi in their journey of acquiring English. Based on approximately 26 hours of observation of these three students, the researcher concludes that learning a foreign language like English requires, above all else, passion, love, and motivation. As their experiences suggest, these learners appeared to enjoy the process and their journey towards acquiring English. Beyond its relevance to their academic and professional careers, they find joy in learning: they read, listen, and write for pleasure. Their passion for English sustains their willingness to learn and equips them for the next stage of their lives, where the language serves as a means to a professional end.

On any given day, the researcher observed much oral English practice in the classroom, with Hassan, Salwa, and Mehdi lively and engaged. With great interest, they listened carefully to one another in anticipation of their turn to respond. They generally appeared to apply most useful language learning strategies, even if they were not always consciously aware of doing so.

Learning English in Morocco is not usually straightforward; it is often a challenging process for most students. It is a contested area in which the role of learning strategies in acquiring English is significant—at least for the time being. Equally complex are the conditions that can make the process most rapid and effective. This paper’s primary aim was to address

these issues, though, as the researcher acknowledges, there is much that still needs to be understood and explored with regard to the broader social context of language learning in Morocco. Future case studies exploring both successful and unsuccessful language learners will surely reveal much of what remains unknown. Hopefully, there will be many Hassans, Salwas, and Mehdis in the future.

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