**Language Use VS Language Learning Strategies: The Study of the Interface among Iranian Intermediate EFL Learners' L 2 Speaking Ability**

**Parisa Moghaddam Khavari Roudsari**

*PhD Candidate in Teaching English as a Foreign Language, University of Tonekabon;* *Parisaamoghaddam@gmail.com*

**Abstract**

The present study aimed to investigate the effect of language use vs language learning strategies on Iranian EFL learners’ l 2 speaking ability. The main question this study tried to answer was whether applying language use, language learning strategies or both might have any effect on Iranian EFL learners' l 2 speaking ability at intermediate level. To answer the questions, 60 language learners participated in the experiment of the study. They were randomly selected from a Language institute. They were then divided into three groups of 20 and were intactly assigned to language learning strategies group (LL), language use group (LU) and an Interface group (IG). These three groups received different Language strategies in 10 sessions. In the LL group, the targeted learning strategies like self-monitoring, note taking, co-operation were taught to the participants. The participants in the LU group were treated with Language use strategies like paraphrasing, mime and appeal for assistance. The IG received both language use and Language learning strategies. For the purpose of this study, one pre-test and one post-test of speaking were administrated to all groups to gather the needed data**.** The one-way analysis of variances (one-way ANOVA) was run to analyze the gathered data. The results indicated that the Iranian EFL learners' speaking ability improved in the Interface group after being treated with 10 sessions of both Language use and Language learning strategies.

**Keywords:** *language learning strategies, language use, speaking ability*