IRSTI 14.35.09

TO THE PROBLEM OF LEARNING STRATEGIES IN TEACHING AND LEARNING ENGLISH

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Kazakhstani trilingual education policy places high priority on effective language teaching and learning, one of the ways to achieve which is to use language learning strategies. The article gives different definitions of language learning strategies varying due to periods in which scholars were trying to convey the full significance of the technique used. As well, the article contains the classification of language learning strategies according to the function and language skill, which they are responsible for, with examples and clarifications.
Key words: strategies, self-regulation, cognition, cognitive strategies, affective strategies

The main purpose of language teaching and learning is for students to become increasingly competent at speaking and writing a second or foreign language. Kazakhstani trilingual policy requires fluency in a foreign language and its use for the purposes of both personal development and the economic development of the country as a whole. Therefore, the strategy of teaching a foreign language should go beyond the traditional transfer of knowledge from teacher to student, which is the key to success in learning and using a foreign language.

One very wise English proverb says: "Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime." That is why the concept 'learning to learn' originates from an increasing recognition that language learning involves much more than teachers and learners simply interacting with one another and then sitting back and observing how well the learners have soaked it all up. The teacher's input never automatically lead to the learner's output. If it did, life would be simple and there wouldn't be any need for so much research and investigation in the sphere of methodology of teaching and learning foreign languages or any other sciences.

The reaction to this lack of simplicity in gaining knowledge led scientists to thought about learner's self-management, where teachers just teach them strategies of learning language which help them to find and absorb knowledge individually, which, by the way, has a reliable and long-lasting effect, because students do not accept knowledge as for granted, bur make effort and spend time to get it.

Self-management or self-regulation in learning is described by Dale H. Schunk as a group of such processes as setting goals for learning, attending to and concentrating on instruction, using effective strategies to organize, code and rehearse information to be remembered, establishing a productive work environment, using recourses effectively, monitoring performance, managing time effectively, seeking assistance when needed, holding positive beliefs about one's capabilities, the value of learning, the factors influencing learning, and the anticipated outcomes of actions, and experiencing pride and satisfaction with one's effort, which means that learner's responsibility is not just to complete tasks, but deal with the learning environment [1]. Thereby, "using effective strategies to organize, code and rehearse information to be remembered" is one of the important parts of independent self-regulated learning.

I attempt to suggest that these concepts are achieved through a series of practical steps, which the learner needs to be guided through, a series of strategies that they need to be exposed to, encouraged to try out and evaluate. Only that way can the learner begin to develop self-questioning and the language learning skills that will, hopefully, last a lifetime.

We are not the first to admit the importance and to investigate the way learning strategies do their work. People have been researching and writing about learner strategies for about 20 years now. However, what learner strategies actually are has been difficult to define at an international level and with full consensus. There are several terms for the "process when learners actively and constructively use strategies to manage their own learning" [2]. Dickinson in 1987 used the term "learner self-direction", "mediated learning" was used by Scarcella and Oxford in 1992, based on Vygotsky, 1978, "self-regulated or autonomous L2 learning" was used by Oxford in 1999, Rubin in 2001 used the term "learner-self-

management", and ''strategic self-regulation" is the latest term used by Oxford in 2011[3, 4, 5, 6, 2]. The terms can be different, but the idea they have is the same.

The main idea of learning strategies can be obvious through various definitions by different scholars:

Learning Strategies are the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process [7].

Learning Strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information [8].

Learner strategies refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language . . . what they know about the strategies they use . . . what they know about aspects of their language learning other than the strategies they use [9].

Second language learner strategies encompass both second language learning and second language use strategies. Taken together they constitute the steps or actions consciously selected by learners either for the learning of a second language, the use of it, or both [10].

Specific actions taken by the learner to make learning easier, faster, more enjoyable, more self - directed, more effective and more transferable to new situations [5].

If you carefully look at the collection of definitions you can note that the idea of learning strategies does not imply such concepts as 'teacher' and 'teaching'. What does that mean? Teachers role does not weaken, just it changes its usual priorities, directions and strategies. Now the task of the teacher is to teach the student how to independently and effectively acquire and master knowledge and skills, and then use them in their professional life.

Sometimes learning strategies can be confused with skills, but they are completely different things and consciousness while applying them distinguishes one from the other. So learning strategies are algorithms that are chosen and used consciously, intentionally and deliberately, which means you understand what, how and why are you doing the activity, while skills are activities that done by the person so many times, that they have become automatic and out of awareness.

So, what are the features of learning strategies and how to distinguish them. The most important feature is that learning strategies are employed consciously, involve *awareness, attention, intention, effort.* When I was a freshman at university, one of our professors allowed us to use books while exams, the reason was simple: "students usually acquire in one hour of examination more, than in one term of lectures". Looking for answers in the books students use a lot of effort, they are extremely attentive and motivated. That is the key way to success.

Another feature is that learning strategies make learning *easier, faster, enjoyable, effective:* student is aware of the tactics of getting the educational target, of course if you know how to achieve success the process will seem easy, enjoyable and as a result effective.

Strategies can be applied in different contexts and students can choose them among alternatives. The examples of learning strategies are as follows:

- *Planning*
- *Evaluating*
- *Obtaining and Using Resources*
- *Reasoning*
- *Generating and Maintaining Motivation*
- *Overcoming Knowledge Gaps in Communicating*

So, manifested through specific tactics in different context and for different purposes is another feature of learning strategies.

It is worth noting such a feature as reflecting the whole learner, which means that learning strategies affect cognitive affective and socio cultural interactive aspects of learner. The study of strategies is linked to the theory of cognition. Cognition is the way the brain holds information for short periods of time, stores information, selects and retrieves information and processes information (see Figure 1). The retrieval of the linguistic item is no longer 'controlled' by the fact that the learner has to refer to explicit knowledge about the pattern they have noticed or have been taught [11].
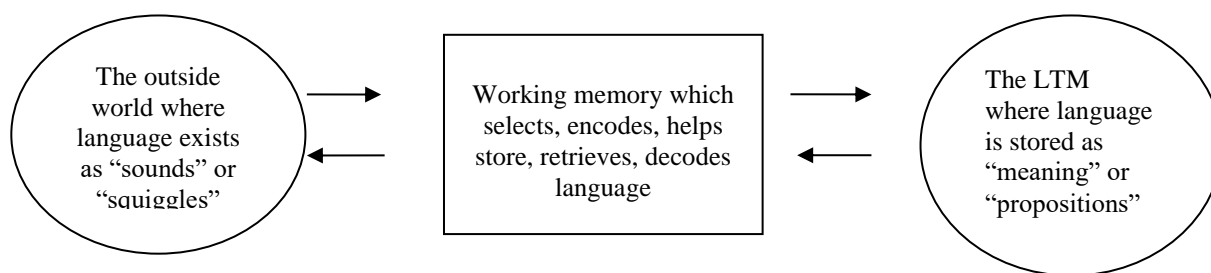
Figure 1 Cognition processes (adapted from Ernesto Macaro)

Another feature of learning strategies is that they can work in groups combining into strategy chains which operate as an algorithm and reach common aim. To be more concrete and anderstand what the chain of strategies is let us look at the example which was given by Rebecca L. Oxford (2011) [2]. If the task is to read new scientific book in Foreign language first of all student can plan to get familiar with the book before going deeply into it by reading the abstract, finding information about the author, looking up for some terminology in the dictionary. The strategy student uses is Planning. Then the student can skim the table of contents and the index to find the main ideas contained in the book. At this stage Conceptualizing Broadly strategy is used. Next step is to use skimming to help student to evaluate what he/she already knows in terms of content and vocabulary. The applied strategy is called Evaluating. And the last but not the least step is to use the information from skimming stages to decide how much time to allow for studying the content as he/she reads the book. Here the student again uses Planning strategy. As it is obvious from the example the chain of strategies *Planning – Conceptualizing Broadly – Evaluating – Planning* can be used by the learner in the particular situation and for a particular goal.

And the last one is that they can be transferred to other situations, if they are relevant. If to speak about the ability to transfer of learning strategies, they can be compared to methodological or didactical principles, which are usually general or special. In the same way, such learning strategies as Planning or Monitoring are relevant to any subject and can be applied in different problem-solving situations, while Compensatory strategy, which is used by speaker if he has a luck of foreign vocabulary, can be used only in learning languages.

If to classify learning strategies, scholars differentiate three major, mutually influential groups of strategies, distinguished by the function they perform: Cognitive strategies, affective strategies, sociocultural-interactive [2].

Cognitive strategies are aimed to construct, transform, and apply foreign language knowledge. The list of cognitive strategies is as follows:
➢ Using the Senses to Understand and Remember
➢ Activating knowledge
➢ Reasoning
➢ Conceptualizing with details
➢ Conceptualizing Broadly
➢ Going Beyond the Immediate Data

Affective strategies are responsible for positive emotions and attitudes towards the language students learn, they help to stay motivated what is usually the half of a job in learning languages. The examples are as follows:
➢ Activating Supportive Emotions, Beliefs, and Attitudes
➢ Generating and Maintaining Motivation

Sociocultural-interactive strategies have purpose of dealing with issues of context, identity, communication and culture in language learning. Examples are:
➢ Interacting to Learn and Communicate
➢ Overcoming Knowledge Gaps in Communicating
➢ Dealing with Sociocultural Contexts and Identity

Furthermore, learning strategies can be classified according to the skills they develop: reading, writing, listening, speaking, vocabulary and grammar, description and classification of which we can find in works of different scholars. Carolyn Gascoigne (2002) identifies global, interactive and metacognitive *reading strategies*, tools and techniques that emphasize the reflective and creative aspects of the reading process and can thus enable learners to become successful readers in independent, including

technologically-mediated learning environment [12]. She concludes that reading strategies are very important for independent learners in gaining reading skills.

Writing strategies are discussed by Melanie Bloom [13]. She makes a strong case for writing strategies to have a very central place in independent language learning. Bloom categorizes writing strategies into pre-writing (e.g. resourcing, analyzing, elaborating and grouping), writing (e.g. rereading, substitution and strategic use of the target language), and revising between drafts (e.g. guided proofreading, resourcing and recombining). In addition, Bloom states that to be successful in writing independent learners need to develop metacognitive knowledge and strategies such as self-evaluation and planning to give them more control over their learning.

Cohen emphasizes the need to support learners in developing the strategies needed for learning and performing speech acts in different cultural settings and the ability to monitor and evaluate pragmatic performance [10]. He distinguishes between language learning strategies, which are usually applied in learning language material for the first time and *language use (speaking) strategies*, which are for help in the situation when the learner uses the material which has already been learned. Language use strategies include: Retrieval strategy, Rehearsal strategy, Coping *or* compensatory strategy (lexical avoidance, simplification, approximation), Communication strategy.

John Klapper reviews the current research into vocabulary learning strategies and evaluates its relevance for independent language learners [14]. He discusses the complimentarily of explicit learning through exposure to authentic texts and interaction in the target language and implicit focusing on memorizing words (Guessing from Context, Reading for pleasure) approaches to vocabulary learning.

The theory and practice of self-regulated learning has focused on particular contexts or settings for learning, particular philosophies or approaches. The nature of self-regulated learning requires learners to develop the ability to engage with and derive benefit from target language sources and contexts, which are not directly mediated by a teacher. The process of self-regulation is undoubtedly complex, but the results learners will get in the end are much more efficient and long lasting.

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К ПРОБЛЕМЕ СТРАТЕГИЙ ОБУЧЕНИЯ В ПРЕПОДАВАНИИ И ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Казахстанская политика триязычия в образовании уделяет первоочередное внимание эффективному обучению языкам, одним из способов достижения которых является использование стратегий изучения языка. В статье приводятся различные определения стратегий обучения языку, которые варьируются в зависимости от времени, в течение которого ученые пытались передать всю значимость используемой техники. Кроме того, в статье содержится классификация стратегий изучения языка в соответствии с функциями и языковыми навыками (говорение, чтение, письмо, аудирование), за которые они отвечают, с примерами и пояснениями.

Ключевые слова: стратегии, саморегулирование, познание, познавательные стратегии, аффективные стратегии

АҒЫЛШЫН ТІЛІН МЕҢГЕРТУ МЕН ҮЙРЕТУДЕГІ ОҚЫТУ СТРАТЕГИЯСЫНЫҢ МӘСЕЛЕЛЕРІ

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Қазақстанның үш тілде білім беру саясаты тиімді тілдік оқытуға басымдық береді, оның жету жолдарының бірі - тілдік оқыту стратегияларын қолдану. Мақалада ғалымдар қолданылатын техниканың толық мәнін жеткізуге тырысатын уақытқа байланысты өзгеретін тілдік оқыту стратегиясының әртүрлі анықтамалары берілген. Бұдан басқа, мақалада функцияларды және тілдік дағдыларды (сөйлеу, оқу, жазу, тыңдау) сәйкес мысалдармен және түсініктемелермен тілдік оқыту стратегиясының жіктелуі бар.

Түйін сөздер: стратегиялар, өзін-өзі ретке келтіру, таным, танымдық стратегиялар, әсерлі стратегиялар