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Transforming the University's Teaching of Foreign Languages Through Educational Strategies: From Learning Strategies to Studying Strategies

Miroslav Vávra *

PhD of Teaching Foreign Language Department, University of West Bohemia
Czech Republic

Abstract

Reviewing the methods used in higher education institutions to train skilled professionals is still necessary. The question of students' autonomy in learning a foreign language and their accountability for the study's outcome is especially crucial. Students that use learning techniques will learn how to self-evaluate, self-correct, and become more autonomous. They will also develop a greater personal interest in learning.

Key Words: foreign language; methods; learning strategies; autonomy.

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* Corresponding Author

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Reviewing university methods to the training of skilled specialists is obviously necessary in today's society. A foreign language is seen in contemporary higher education as being essential to the professional preparation of future specialists in any field. The goal of teaching foreign languages in non-linguistic faculties of higher education is to raise students' proficiency to the point where they can utilize the language in their future professional endeavors. Selecting training methodologies is nevertheless important at universities where foreign languages are not significant subjects.

Due to the short language acquisition period, the process of learning a foreign language is structured in an intensive manner. As a result, in recent years, the importance of students' autonomy in their study of the subject and their accountability for their academic performance has increased. Learning a language helps one become a more competent expert in the current world. Qualified specialists should be able to solve problems well and even study a language on their own.

A new field of study emerged in the second half of the 20th century in the methodology of teaching foreign languages. This field focused on the student and the learning process rather than the teacher's personality and the teaching process. It developed in tandem with a variety of approaches, theories, and technologies of teaching. Here, the emphasis is on language learning techniques meant to raise learning standards and identify better ways to foster communication in a

foreign language. Based on several selection criteria, they become the topic of a heated debate.

An additional perspective on the learner's role in language acquisition is the study of learning techniques. Certain teaching approaches recommend the kinds of tactics that students are most likely to find useful. Classification and defining issues surround language learning systems remain unresolved. Scholars have endeavored several times to provide a shared nomenclature and explanation of these tactics, but have failed to come to an agreement. For instance, learning strategies were defined by Weinstein and Mayer as the thought patterns and behavioral patterns that students exhibit during the learning process and that ought to affect how information is processed. [4; 320]. According to D. Richards and D. Platt, a learning strategy is deliberate thought and conduct that helps a learner retain and comprehend new material. [2, 231] According to Cohen, language learning strategies are ideas and behaviors that students intentionally select to support their overall language learning as well as task-specific language acquisition. [1; page 28] In any case, the majority of scientists define learning strategies as unique behaviors, procedures, activities, and approaches that students employ—often on purpose—to advance their language proficiency. Using the language you are learning can be made simpler with the help of these techniques. Stated differently, strategies are teaching aids targeted to the subject matter being studied. They are essential for the growth of communication abilities.

Simultaneously, the learning process's intensity indicates that the focus is changing from teach to learn, or from learning techniques to learning strategies.

As a result, learning strategies are more comprehensive in language acquisition and entail students actively controlling their own education; they can be applied in tandem with or separately from the methods that instructors employ. Sometimes, learner autonomy is seen to include the idea of a learning strategy.

Prior conversations on the function of methods in language learning were frequently linked to J.R. Tolkien's work, namely Rubin's, which focused on the qualities that a student needed to acquire in order to learn a foreign language more effectively. [3; page 8] Jh. Rubin listed seven qualities that, in her view, pupils should possess to maximize the benefits of language learning:

1. They are careful and careful predictions, devoid of the unease that comes with uncertainty.
2. They have a great drive to learn through communication or to communicate, and they will stop at nothing to get their points across.
3. There isn't much that can stop them, and if communication is successful, they don't mind making grammatical errors and coming out as foolish.
4. They are prepared to give dialects more attention and are always looking for instances in the language.
5. They are always searching for opportunities to practice their talents and are always practicing them.

6. They continuously observe how others see them and if their presentations adhere to the principles they have learnt, monitoring both their own and other people's speech.

7. They focus on the meaning, noting that it is not sufficient to focus just on the grammar or surface-level linguistic form in order to comprehend the message. Since certain tactics are probably more effective than others, strategy theory is relevant to the teaching of foreign languages. Additionally, methods for teaching and learning foreign languages can be enhanced by being aware of their distinctions. While certain methods and approaches may expressly or implicitly call for the adoption of specific study strategies, the majority of research concentrate on self-management strategies, which may or may not be appropriate for a given method.

Based on their purposes, four distinct types of strategies have been identified by several studies: cognitive, metacognitive, social, and emotional strategies. Cognitive strategies are the methods by which students make mental associations, decipher textual phrases, compile lists of terms, and other procedures to help them better grasp or recall the subject they are studying or learning.

By organizing their work, doing regular reviews, and assessing the completed job, learners may take charge of their language acquisition through the use of metacognitive methods [1, 125]. For instance, the student can concentrate on the following kinds of questions related to

the material that is being read aloud, which the instructor use in the lesson:

"How should I approach this listening text?" (Organizing)

Which passages in the book should I focus on more closely? (Organizing)

"Do I concentrate on the appropriate section of the text?" (observing)

"Did I correctly understand the author's use of words?" (observing)

"Did I do the task correctly?" (Calibration)

"What went wrong in my interpretation of the text?" (Calibration)

Learners utilize social strategies to communicate with other learners or native speakers. These strategies include asking questions to get clarifications or explanations, interacting with other participants in the communication process to finish a task, and clarifying the role of communication participants in society and their relationships [1].

Emotive strategies are actions that students take in order to manage the emotions that they experience in the process of learning a foreign language or when they try to use the knowledge that they have already received in real communication. For example, it may be less stressful for a learner to first test their language skills in a conversation with a more advanced non-native speaker than with someone for whom English, for example, is their native language.

Of course, the study of learning strategies is necessary to obtain reliable knowledge that can be used both in teaching a foreign language and in developing the student's independence. Therefore, in the

process of teaching a foreign language, it is necessary to reveal to students the nature of these strategies and help them develop effective skills in their use. To this end, in our opinion, it is important to provide the employed with a variety of opportunities for practical use of the language to help students independently apply strategies by gradually eliminating the help of a teacher. Moreover, it is necessary to create conditions in which students can evaluate the effectiveness of the strategies they use and other attempts they have made, in order to subsequently transfer the most successful strategies to new tasks.

Among the teaching strategies, both direct and indirect strategies are used. With a direct approach, the teaching strategy is a distinctive feature of the language lesson, while the training session includes five stages: preparation, presentation, practice, evaluation and development.

Strategies are initially modeled by the teacher, after which students are given practical tasks and the use of teaching strategies turns them into learning strategies. Teachers and students reflect throughout the training on the choice and effectiveness of the strategies used to solve the tasks. As a result, learners apply the strategies they have been taught to learn the language and complete language tasks. Thus, the responsibility for making strategic decisions gradually moves from the teacher to the students, while the instructions given in the classroom change step by step to the full responsibility of the students in choosing strategies and using them until the end of the training.

The concept of learning strategies adds an important insight to what we mean by teaching a foreign language, because since techniques and methods have generally been conceptualized as modeling instructions in teaching, they are actually models for learning a language, and using the right strategy is often the key to successful language learning. Every teacher, in our opinion, in his teaching practice should ask the following important questions, which relate to the techniques and methods of learning a foreign language:

What learning strategies should this method develop? What learning strategies do my students use? What other learning strategies would be useful for my students? Since learning strategies can be considered as an aspect of students' independence, as already mentioned, it is also possible to borrow flexible techniques and methods for developing strategies for learning a foreign language.

Every foreign language teacher today faces a difficult task, as it is very difficult to teach strategies for learning a language. They are accumulated, analyzed and transformed by the student himself. These are the stages that he goes through in the whole process of learning the language. Each student can develop their own

individual effective model of strategies, the formation of which will depend on various factors. Teachers who use methods of forming strategies for learning a foreign language in their work are focused on the needs of the student, they do not manipulate students, but encourage them to form and use their own strategies. Focused attention to the strategies of learning a foreign language and the methods of their formation will help students in the implementation of the educational process and provide more opportunities for a conscious approach to the process of learning a foreign language, will allow students to become more independent, will increase their personal interest in learning, will teach the processes of self-assessment and self-correction, will increase the importance of the role of the teacher. Moreover, such strategies are most often problem-oriented, which is very important for a future specialist, and include several aspects at once, and not just cognitive activity. The implementation of such strategies in the educational process creates favorable conditions for the active, creative and productive activities of future specialists in higher education and forms effective teaching and learning of a foreign language.

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