

Learning of second foreign language

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Classification of strategies: General overview

Metacognitive strategies

Metacognitive strategies implicate a reflection on the process of study, preparation with the aim of study, control or monitoring classroom activities such as self-evaluation.

1. Planning
2. Directed attention
3. Selective attention
4. Self-management
5. Self-monitoring
6. Problem identification
7. Self-evaluation.

Cognitive strategies

Cognitive strategies implicate a correlation with material in study, a mental or physical manipulation of this material and an application of specific techniques in the execution of a task.

1. Repetition
2. Resourcing
3. Grouping
4. Note taking
5. Deduction/induction
6. Substitution
7. Elaboration
8. Summarisation
9. Translation
10. Transfer
11. Inferencing.

Social-affective strategies

Social-affective strategies implicate correlation with another pertinence, with the intention of favouring study, and control of the affective dimension accompanying study.

1. Questioning for clarification
2. Co-operation
3. Self-talk
4. Self-reinforcement

The processes of comprehension and understanding of given information

1. The strategies of clarification and verification.

- (a) Soliciting the confirmation of the comprehension of the grammar or the phonology of the language
- (b) Soliciting the validation by oral producing
- (c) Soliciting clarification or make sure they comprehend the rules of communication
- (d) Researching for understanding of the word meaning, concept or point of the grammar in usage of the sources for reference
- (e) Soliciting the repetitions, paraphrases and explanations or examples
- (f) Observing the way of talking of the teacher or of the native speaker in order to model the pronunciation

2. The strategies of guessing or inferring

- (a) Using their L1 or another familiar language in order to understand the meaning
- (b) Using previous knowledge of the word in culture or process of communication in order to understand the meaning or to expand an act of communication
- (c) Connecting new information and physical actions
- (d) Using key words to make the inferences of the meaning
- (e) Differentiating appropriate and inappropriate signs to find out the meaning

3. The strategies of logical reasoning.

- (a) Inferring to analogies of grammar rules and formation of words.
- (b) Finding again the rules and exceptions
- (c) Resuming or enrich their comprehension of the language system
- (d) Using previous knowledge to understand the meaning of statement

4. Strategies of resourcing.

- (a) Using sources of reference such as dictionaries, glossaries and text-books

The Processes of Interposition or Memorization.

1. Strategies of memorization.

- (a) Associating or grouping the words according to the principle (phonetic, semantic, visual, auditory, kinesthetic, olfactory or sensorial)
- (b) Using the key words and semantic cards
- (c) Using mechanical means to organize the information (flashcards, lists, definitions, copies of words)
- (d) Centering their attention on the specific details
- (e) Making a list of new words
- (f) Using pictures
- (g) Practicing the language silently (to yourself)

The Processes of Compensation and Reusing

1. Strategies of practice

- (a) Repeating
- (b) Reforming the words or the expressions into phrases
- (c) Applying the understanding of the rules
- (d) Imitating
- (e) Answering for yourself the questions brought to others attention

(f) Showing the language outside the classroom (radio, TV, films, reviews, magazines)

(g) Speaking to yourself in target language

(h) Doing the exercises of mechanization and systematization

2. Strategies of automatic regulation

(a) Defining the problem

(b) Determining the solutions

(c) Automatic self-correction

3. Indirect social strategies

(a) Joining each other in groups and trying to comprehend L2

(b) Asking friends to help

(c) Finding the situation to practice the language (starting conversations with native speakers; participating in socio-cultural events)

(d) Working in pairs to achieve interaction or to exchange information.

The profile of a good learner according to Rubin (1995)

The question of teaching strategies was not central in the Stern's approach. His observations were of empirical and intuitive nature. However, in 1995 Rubin for the first time expressed an idea that strategies used for the second language learning (further 2LL) were analyzable and that she could define them for those who were not successful. So she was the first who made a postulate of a base and initial target of the research which have been established later, during 2000s.

She wrote that in consideration of what happened to a good teaching and examining of what strategies and cognitive processes should have been used to learn a language we could formulate theories of a treatment of linguistic information. Probably in this case we were able to establish methods, work out instructions that would serve those who learnt 2L.

Observed classes of 2L Rubin tried to separate and to describe types of conduct that characterized good learning. She defined 7 types of way of behaving:

1. A good learner is a good guesser. It's directly connected with his intuition. He uses all the indications which supply him a situation of communication to infer intention or a message. In this case he uses well developed skills in the first language (1L). such a non-verbal comprehension of the world, similitude with 1L, intuition which may have a code of a target language, all of these help the learner and are used consciously for defining a goal or intention of an act of communication.

2. A good learner ardently desires to communicate and communicates to learn. It's important for him to express and deliver a message. He uses gestures as well as facial expression, without any confusion. In a case when the vocabulary is not enough he substitutes a phrase by another one, similar words from 1L or from any other language. If it's necessary he invents the words through verifying a reaction of the interlocutor. The usage of such strategies, as Rubin emphasizes, may lead to the important effects: if a learner is successful in his efforts to communicate, his motivation to learn becomes to increase.

3. A good learner doesn't fear being ridiculous. If an act of communication is successful he is not afraid of making mistakes and he learns through the errors.

4. A good learner cares about linguistic rules. He is very sensible in structures of a language and in patterns which he may find there. He analyses and categorizes associates and synthesizes. He makes a difference between important elements of a code and less important ones. He tries to establish relations between different elements of the code of a target language which help him in comprehension that he has 1L or another one which is already learnt.

5. A good learner profits by all the occasions which are offered to him for practicing a language. He repeats the words or phrases which were heard. He works independently, on his own. He watches TV, listens to the radio, and continually seeks possibilities to practice 2L. He starts a conversation with a teacher or with peers using a target language. He participates in all class activities.

6. A good learner observes his language performance and those of others. He corrects and assesses himself constantly. He attentively waits for his interlocutors' reaction and tries to test these hypotheses of the functions of the language beneficially. He compares his performance with those of native speakers. In class he listens to attentively even if a message is not directed to him; he analyses information.

7. A good learner is anxious. He is able to understand a message but it's to consider insignificant elements of the linguistic code. The context surrounds an act of a word, relation between participants, sociolinguistic rules, tone of a conversation, all the elements contributing to significance. Conscience, he has got, lets him adequately react and facilitates a task.

Besides Rubin defined types of way of behaving of a good learner of 2L, she left a trace for further research: is there any rapport between choice of the strategies and a level of a general competence of learning? Is there any strategy which may be differentiated according to the age, style of teaching or 1L? What about an equal connection between strategies and context or task of teaching says? These different themes became the objects of numerous researches and are considered nowadays.

Continuing the researches Rubin used (1981) a bigger variety of methods of data collection which were: direct observations or video of the language classes, observations of individual sessions with one tutor, and teaching tasks in groups.

Thus, Rubin concluded that observations of the language class weren't productive enough because students had prepared their answers before they were asked. She marked that some of the learners were more skillful than others in description of the strategies and that the majority needed an certain kind of entertainment to make the process effective. She claimed that certain pedagogical activities were more useful than those of the observation strategies.

Rubin's reflection (1981) led her to the distinction between the strategies which directly contributed the learning and those indirect ones which permitted learning without a direct contribution. She classified demands of clarification and verification into the first group. An inference or attempts of guessing (inductive inference), deductive reasoning, practice (application of the rules, repeat, imitation and attention to details), techniques of memorizing, self-correction, and self-evaluation (monitoring). After indirect strategies were considered she created and researched occasions of a language practice as well as communication strategies, paraphrase, gesticulation, facial expression, usage of synonyms or of apparent terms in 1L or in another one. That distinction had a great influence on the research in Oxford (1990).

In 1992 Rubin and Thompson published a collection of practical counsels directed to the learners of 2L. Republished in 1994, this collection ("How to Be a More Successful Language

Learner”) moves a great interest amongst the learners. We will consider it in details in the 8th Chapter when we start a practical dimension of training the usage of learning strategies.

Literature:

1. DELF: Elian Grandet, professeur au CAVILAM –Vichy; Marie Louise PARIZET, professeur au CAVILAM –Vichy.
2. Practical English Usage : Michael Swan
3. Panorama 2 : Jacky GIRARDET, Jean-Marie CRIDILIG

Түйін

Бұл мақалада шет тілін қалай оқыту мен жетік меңгеру әдістемесі қарастырылған.

ÖZET

Bu makalede ikinci yabancı dilin nasıl kolay ve başarılı şekilde öğretmenin ve öğrenmenin metotları ele alınmaktadır.

Резюме

В данной статье рассматривается методика преподавания иностранного языка.