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STRATEGIJE UČENJA KAO VAŽAN FAKTOR U USVAJANJU STRANOG JEZIKA

Strategije učenja stranog jezika su posebne aktinosti, ponašanja, koristi ili tehnike koje učenici, često svjesno, koriste kako bi poboljšali kvalitetu usvajanja stranog jezika. Ova rad pokušava utvrditi kako su različite strategije učenja povezane s uspjehom u učenju stranog jezika i kako se njihova upotreba razlikuje kod različitih dobnih skupina.

UVOD

Iako su sposobnosti učenika, afektivni, socijalni te faktori vezani uz nastavnika i nastavni plan i program neobično važni u učenju, kognitivni modeli učenja danas su u središtu pažnje, jer su svakodnevno iskustvo i eksperimentalna istraživanja pokazali da ima učenja koje se ne može objasniti bez usmjeravanja u obzir spoznaje ili kognicije. Kognitivne teorije ističu da je učenje aktivan, dinamičan proces u kojem nastojimo dobro pohraniti što više informacija u pamćenju za buduću upotrebu.

Informacija prolazi kroz tri faze pamćenja: senzorno, kratkoročno i dugoročno pamćenje. Sensorno pamćenje vrlo kratek zadržava primjenu informacije u nepromijenjenom obliku, a ona zatim prelazi u kratkoročno pamćenje. U kratkoročnom pamćenju informacije se kodiraju tj. mijenjaju ili interpretiraju kako bi bile smislene za pojedinca. Na taj način se informacije pripremaju za dugoročno pamćenje. Dugoročno pamćenje mora biti dobro organizirano jer ga, tražeći neku informaciju, ne možemo brzo pregledati kao kratkoročno pamćenje.

U okviru kognitivnog modela učenja i pamćenja strategije učenja imaju važnu ulogu u povezivanju kratkoročnog i dugoročnog pamćenja. Općenito, one se odnose na mnoge načine koje koristimo za pohranjivanje i dosjećanje informacija. Učenje je olakšano ako učenik postaje svjestan niza mogućnosti koje može svjesno odabrati u učenju i upotrebi jezika. Taj element izbora vrlo je važan jer strategiji daje posebnu obilježje - aktivni pristup učenju. Izabrane strategije usmjerene su k ubrzavanju izvođenja zadatka i korištenju jezika, a u pojedinim situacijama neke strategije su bolje od drugih.
MOTIVATION AND SUCCESSFUL LEARNING

One of the greatest challenges facing a new teacher is motivating students to learn. How can we as teachers help a student become interested and stimulated to learn a second-language? What motivational strategies can we use to generate and maintain learner motivation? Motivation as a concept is an important human characteristic, but it is also very complex. According to one view in educational psychology it is related to certain aspects of the human mind: wants or desires, rational thinking and feelings. In terms of learning a second language there are other factors which must be taken into consideration such as the amount of energy the student will exert to achieve a goal and whether the student will continue to apply the same amount of effort. External factors that can influence an individual's motivation include family, friends, and extra-curricular activities. Gardner and Lambert (1972), two of the most influential researchers on motivation in the field of second language acquisition claim that desire can be influenced firstly, by a positive affect toward the culture or community of the target language, which they label as integrative motivation. Secondly, the desire to learn a language can be influenced by instrumental motivation, that is, in order to attain certain career, educational and financial goals. A basic principle in Gardner's motivation model is that attitudes toward the L2 community have a strong influence on the learner's ability to learn a second language. Many researchers have found this social psychological approach too narrow. Since then, numerous theories have emerged in an attempt to explain motivation. A very interesting study includes Zoltan Dornay's work, which proposes an educational approach and attempts to synthesize the various elements of the major theories. He calls his approach a “process-oriented approach” and tries to take into account the changes of motivation over time. Another interesting study includes the work of Marion Williams and Bob Burden (1997) who provide a framework for second language motivation based on the principles of internal and external motivation. From the various theories it is obvious that the subject of motivation is highly complex and the various approaches will always be subjected to controversy. This essay will attempt to understand motivation based on the concepts of intrinsic and extrinsic motivation according to their traditional definitions. These

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two concepts will be defined and compared in order to provide a framework on which to base various effective teaching strategies in the classroom including the area of discipline.

The traditional definition of extrinsic motivation can be derived from a behavioristic view, such as Skinner's operant conditioning model, which stresses the role of rewards and punishments in motivating behavior. A person will pursue a goal in anticipation of receiving a reward. It is the reward itself, rather than something within the individual, that reinforces the behavior. These external rewards can include money, prizes, grades, and even certain types of positive feedback. Avoiding punishment can also be considered externally motivated behavior. Intrinsic motivation has been defined by Edward Deci (1975:23) in the following manner:

Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward...Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feelings of competence and self-determination.

This type of motivation stems from cognitive psychological viewpoints. These viewpoints include three different theories: the drive theory, the hierarchy of needs theory and the self-control theory. The drive theory claims that motivation stems from basic innate drives which compel humans to investigate the unknown, to control the environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to seek answers to questions, and to build their self-esteem. According to David Ausubel (1968), these drives are: exploration, manipulation, activity, stimulation, knowledge and ego enhancement. The hierarchy of needs theory derives from Abraham Maslow's (1970) system, which is based on the assumption that humans have needs which drives them to strive for higher attainment. His pyramid of needs progresses from satisfying physical needs up through to safety and communal needs, to needs of esteem, and finally to self-actualization, where a person achieves his or her fullest potential. A person's lower needs must be met in order for higher needs to be fulfilled. Finally, there's the self-control theory, which states that humans define themselves by making their own decisions. When an individual is allowed to make his own or her own choice, motivation is the highest.

Which theory is the most effective? Overwhelming evidence suggests that intrinsic motivation has better long-term results. Studies carried out by Donnyel (1998), Donnyel &Cesier (1998), Crookes & Schmidt (1991), Brown (1990) show the advantage of intrinsic motivation. Jean Piaget (1972) showed that human beings find incongruity,

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uncertainty and disequilibrium to be motivating and will seek out a reasonable challenge. Maslow claimed that humans are motivated to achieve self-actualization once the basic physical, safety and community needs are met. Jerome Bruner (1962) pointed out that both children and adults think and learn better if they are free from the control of rewards and punishments. One of the problems with becoming dependent on external awards is that once they are withdrawn, the desire to learn becomes extinguished. William Glasser, one of the proponents of the "Reality theory," effectively demonstrates that by developing a child's intrinsic motivation, the individual is strengthened and the inner desire to learn is stimulated. Kohn 1990, demonstrated in numerous studies that subjects who were given a interesting problem with no stated reward were more motivated than those who expected to receive a reward at the end of completing the assigned task. The only external reward that seems to have an effect on intrinsic motivation is positive feedback. Although, even here, studies have shown that feedback should be administered cautiously so that learners don't become too dependent on an external source for reaffirming their sense of competence.

It is obvious that if any teaching strategies are to be effective, they should attempt to intrinsically motivate an individual. Based on the motivational concepts presented above, strategies that are grounded on learner-centered classes will be considered. One of the most effective ways to build students' self-esteem is by taking into consideration the learners' needs. In a collection of case studies, Stephan Failows and Kemal Ahmet gathered ideas on how to improve students' motivation in subjects that were of little interest to them. One of the ways teachers tried to arouse interest was by using materials that used examples which were appropriate to the students needs. For example, students who were studying biology and were taking a statistics course, could be given examples from the field of biology. In the same way, students learning a second language could be given activities and topics from their own everyday experiences and preferences. Children, teenagers and adults, obviously have different interests and these differences should be taken into consideration when deciding upon which material to use. Furthermore, students could be given the opportunity to help design and run the course. Zoltan Dornyei suggests using needs analysis techniques to find out about the students' needs and then build them into the curriculum. Learners whose needs are acknowledged feel that they are important and this fulfills the inner drive of ego enhancement, builds their self-confidence and develops intrinsic interest.

Acknowledging different learning styles can boost self-esteem. Howard Gardner (1983) argued that, in addition to the traditional views of measuring intelligence, that is, linguistic and logical-mathematical abilities, there are at least five more. These include spatial abilities, musical ability, body-kinesthetic ability, interpersonal intelligence (the ability to understand others and how to interact with others), and intrapersonal intelligence (the ability to see oneself and to develop a sense of self-identity). Gardner maintains that individuals learn differently because of their

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4 Brown Teaching by Principles, p. 38.
includes information about the general format of a test, the type of items that will appear on the test, and the criteria. The teacher can also offer advice on strategies to use for preparing for the test. Secondly, the students should perceive the test itself as being valid. Sometimes students aren’t aware of what is being tested. Tests should therefore, be carefully constructed, with a well thought-out format. The items should be clear and uncomplicated and the tasks should be related to their course work. Another good principle to follow when making tests is to make sure the language in the test is as natural and authentic as possible. Language should be put in context so that the items are related in some way, for example, using thematic organization or a story line that ties the items together. A fourth principle, is the principle of “washback.” According to Brown, formal tests should be learning devices through which students can obtain information about their strengths and weaknesses. In order to facilitate intrinsic motivation a teacher should promptly return tests and provide narrative evaluations; that is, an evaluation that gives praise for strengths and constructive criticism of weaknesses. Giving students advice on how to improve certain elements is far more motivating than by giving grades and scores which can only give a relative indication of the student’s performance. This approach to testing aims to stimulate a student’s inner need for self-knowledge, and fosters cooperative rather than competitive learning.

Creativity and innovation are two other factors that increase a student’s self-esteem. Fallow and Ahmet noted that activities that included problem solving and investigative work inspired students a great deal. Students should be given authentic problems and the opportunity to assimilate factual knowledge. Students are more motivated if they are allowed to discover how to analyze problems, how to ask good questions and retrieve information, and to learn how to become self-directed learners. This in contrast to the traditional classroom where students may simply watch, memorize and repeat information. Other activities that appeal to learners’ self-determination and autonomy, according to Brown, include teaching writing whereby the students develop their own ideas freely and openly. When teaching reading strategies students should be stimulated to bring their own interpretation of the written work. Furthermore, students could be given the opportunity to create their own reading material for others in the class to read. Topics that interest learners could be used in exercises that practice oral fluency. Learners could be presented with material, which helps them perform specific functions such as introducing themselves, ordering food etc. Dornay argues that teaching creative learner strategies, that is, specific learning techniques that make learning more effective, will help build students’ confidence. For example, students could be taught various ways of memorizing vocabulary (through word cards, visual imagery), or methods of ordering, classifying or labeling new material, or by teaching learner practical techniques such as how to paraphrase a word that they can’t remember. Another important factor to consider in fostering creativity and innovation, is allowing students to make mistakes, and more importantly, enabling them to learn from these errors.

5. Dornay, p. 95.
which increases motivation. The ability to listen and pay attention to students, as well as being available to them enhances the student/teacher relationship.

Another important area where the teacher plays a vital role is in creating a pleasant and supportive atmosphere in the classroom. The relationship between teachers and students, as has already been mentioned, is an important factor in increasing the inner need of acceptance on an individual basis, but it also plays a positive role in creating a pleasant atmosphere. By establishing a good relationship with students, the teacher can create a safe atmosphere whereby students feel comfortable about taking risks. Students shouldn’t feel embarrassed about making mistakes nor criticized. They should be made aware of the fact that making mistakes is part of the learning process. Dornyei states that the use of humor helps to create a relaxed atmosphere, which assists in making an environment conducive to learning. Furthermore, the teacher can try to foster group cohesiveness, which has been proven to help student motivation. By promoting interaction, cooperation and the sharing of personal information among learners, the teacher can assist in developing a cohesive group. Dornyei adds another very interesting aspect that contributes to group motivation namely, the adaptation of effective learner-oriented norms. Group rules should be explicitly discussed at the beginning of the class and must be willingly adopted by the members. The establishment of constructive group norms, such as not being late for class, writing homework, and using the L2 language only in the class, cements the bonds of the group, and thus promotes cohesiveness, which increases a sense of belonging.

One of the problems that arise when class rules are broken is how to deal with discipline. Dornyei states that the best method of discipline is to leave it to the students themselves. By accepting group norms, students are aware that they must abide by them. If someone violates them then the students themselves, as a group, should be able to deal with the consequences. Dornyei admits, however, that the group can’t always resolve disciplinary problems. He recommends that the teacher should state clearly that the individual is not being rejected, but rather, the inappropriate behavior. In short, discipline should be fair, well understood by the student, and consistently applied. Brown states that a teacher should be firm about what is appropriate classroom behavior. A verbal reprimand is necessary, then it should try and preserve the dignity of the student. He goes on to state that teachers should try and resolve disciplinary matters outside of the classroom and, if possible, find the source of the problem rather than treating the symptoms. In the end if the teacher can’t resolve a recurring problem, then the teacher should consult the institution’s counselor or administrator. A very interesting approach to discipline is presented by Diane Chelsea Gossen in her book, “Restitution, Restructuring School Discipline.” Gossen’s concept is based on the belief that everyone makes mistakes, and rather than punishing and criticizing, individuals should be allowed to make amends. By doing so, the individual becomes a stronger person. The concept focuses on student-management techniques whereby the teacher is in the role of the manager. If the rules, which are mutually agreed upon, are broken, then it is up to the individual to make adequate reparation. Restitution places emphasis on the individual becoming the person one wants to be, as opposed to behaving to please others or to avoid punishment. It is a collaborative process which teaches individuals to seek solutions to problems, and aims to
strensth the individual. To sum up, we can conclude that the different ways of dealing with discipline, either through the group, the teacher or the individual, all have one thing in common; that is, to achieve cooperation, but also to preserve the individual’s sense of self-esteem.

The concept of motivation is very challenging indeed. The factors that are involved in order to nurture intrinsic motivation are very complex and this essay only attempts to scratch the surface of this fascinating topic. A teacher can, however, attempt to choose strategies that stimulate intrinsic motivation. Considering the students’ needs, acknowledging different learning styles, goal-setting, giving students’ a sense of control, creating intrinsically motivating language tests, fostering creativity and innovation, and promoting cooperative learning are factors which can intrinsically motivate students. The teacher, also, plays a vital role in creating an atmosphere that helps to motivate students. Loving the subject one teaches and respecting students are important characteristics which make learning more enjoyable and motivating. Although the problem of discipline still arises, despite the efforts of the teacher, one should nevertheless, approach this problem by trying to preserve the student’s self-esteem. This concept, self-esteem, is the key not only to intrinsic motivation, but also, is a vital step in achieving self-actualization. Individuals who have a positive image of themselves and who strive to reach their fullest potential are a benefit not only to the people that surround them, but to society as a whole.

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"PRIČAT ĆU TI PRIČU": NARATIVNA SPOSOBNOST KAO POKAZATELJ USPJEHA U USVajanJU STRANOG JEZIKA?

U radu se ukratko govori o ulozi priče u spoznajnom i jezičnom razvoju djeca te o ulozi koju priča ima u razvoju stranih jezika. Iznesene su dosadašnje rezultate o razvoju dječje narativne sposobnosti te hipoteze da narativna sposobnost predškolske djece može biti deo pokazatelja njihova budućnog uspjeha. Poštujući prve hipoteze, provedeni su istraživanja o odnosu narativne kvalitete priča koje su jedanaestogodišnjci ispričali na materinskim jezicima i jezičnom i komunikacijskom kvalitetu priča koje su isti jedanaestogodišnjici ispričali na stranim jeziku. Rezultati istraživanja ukazuju da bi se na temelju narativne sposobnosti djece na materinskom jeziku moglo suditi o djecjem uspjehu u usvajanju stranog jezika.

1. Uloga priče u spoznajnom i jezičnom razvoju djece

Odnos čovjeka i priče od početaka ljudske povijesti jezgrovito je predložen u sljedećim rečenicama: "Čarstvo priče je drevno, moćno i vjerno. Priča prati čovjeka u raznim oblicima - od trenutka kad je mogao riječima oblikovati svoja zamisljenja, spoznaje, želje, strahove i nadanju, do najznačajnijih stvariju kad na osnovi velikih otkrića razvija u mašti još nedosegnute mogućnosti. Priča je bijeg od susretnosti, zagledavanja osjetilima dostupnog svijeta, probijanje postojećih horizonta intuicijom i maštom, projektiranje vlastitih želja i donošenja u postojem svijet, prevladavanje konvencionalne stvarnosti. Priča daje krila za svaljanje težine utega svakdašnjice i za uzlete u visine; priča otvara vrata u nove prostore..." (Crnković 1987:7).

Prehodi rečenice podjednako govore i o ulozi koju je priča odigrala u civilizacijskom razvoju ljudskog roda i o ulozi koju priča svakodnevno ima u životu bezbrojnih mališana. Priča utječe na djetetov kognitivni razvoj, ona potiče dijete na razmišljanje, na povezivanje likova i radnji, omogućuje mu da brže shvati pojam vremena, odnose naroda i posljedice. Dijete uspoređuje, predviđa, pogađa, pokazuje rješiti probleme likova iz priče. Priče razvijaju dijetu maštu i kreativnost, a samim