

CZĘŚĆ II: PRAKTYKA, BADANIA, WDROŻENIA I ZDROWIE SPOŁECZNE

TEACHERS AS LEARNERS: LEARNING TO LEARN
THROUGH STRATEGY TRAINING
PART II. 'STRATEGIC' TEACHER COMPETENCESNAUCZYCIEL W ROLI UCZNIA: NAUCZYĆ SIĘ JAK SIĘ UCZYĆ
POPURZEC TRENING STRATEGII
CZĘŚĆ II. KOMPETENCJE „STRATEGICZNEGO” NAUCZYCIELAMałgorzata Dąbrowska^{1(A,B,C,D,E,F)}¹Państwowa Szkoła Wyższa im. Papieża Jana Pawła II w Białej PodlaskiejDąbrowska M. (2016), *Teachers as learners: Learning to learn through strategy training. Part II. 'Strategic' teacher competences*. *Rozprawy Społeczne*, 1 (10), s. 23-30.

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Summary

This article is the second part of a series of three articles on the importance of implementing the learning to learn idea in pre-service teacher education and in the qualified teacher's career. It aims to discuss the theoretical foundation of learning strategy instruction, present a number of practical strategy training schemes which can be used in the language classroom, and analyze essential roles and tasks modern second/foreign language teachers need to be able to perform in order to help learners learn to learn. Since successful teaching necessitates developing personalized skills and strategies necessary for further, *continued* or *lifelong* learning, the author emphasizes the need for educating 'strategic' language teachers prepared to foster learner self-regulated learning through direct, or fully informed, strategy training.

Keywords: learning to learn, self-regulated learning, learning strategies, strategy instruction, 'strategic' teacher competences

Streszczenie

Niniejszy artykuł jest drugą częścią cyklu trzech artykułów poświęconych znaczeniu aktywnej realizacji idei uczenia się jak się uczyć w kształceniu nauczycieli języków obcych oraz w rozwoju zawodowym wykwalifikowanego nauczyciela. Autorka przedstawia w nim teoretyczne podstawy treningu strategii uczenia się, omawia wybrane modele instrukcji strategicznej, które mogą być wykorzystane praktycznie w klasie szkolnej oraz analizuje role i zadania współczesnego nauczyciela języka obcego wynikające z realizacji postulatu integracji nauczania języka obcego i treningu strategii. Jako że skuteczne nauczanie oznacza konieczność ciągłego rozwijania umiejętności i strategii niezbędnych do uczenia się przez całe życie, autorka podkreśla potrzebę kształcenia tzw. „strategicznego” nauczyciela, przygotowanego do rozwijania u ucznia samoregulacji uczenia się poprzez bezpośredni trening strategii uczenia się.

Słowa kluczowe: nauczyć się jak się uczyć, samoregulacja w nauce języka drugiego/obcego, strategie uczenia się, trening strategii, kompetencje „strategicznego” nauczyciela

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Introduction

Positive insights gained from the research presented briefly in the previous article (Part I), the good language learner studies and subsequent strategy research which shows that learners are active participants in the learning process, gave rise to the idea of helping learners *learn to learn* through learning

how to appropriately use those strategies which are employed by successful language learners. As Rubin (1987, p. 20) hopefully assumed, “such strategies could be made available to less successful learners.” This in turn triggered the development of varied *learning strategy training* schemes aimed at teaching learners how to flexibly apply a range of strategies and strategy chains in varying learning contexts and with different

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learning tasks. In consequence, numerous documents issued by the European Commission, the Council of Europe and the European Parliament over the following years have recommended that schools at all levels of education, and upper secondary schools in particular, should prepare learners to continue learning modern languages once formal education has been completed by fostering student independent, or autonomous, learning skills. They have also recommended that initial and in-service teacher training institutions should include the *learning to learn* dimension in their programmes (see, for example, *Recommendation No. R (98) 6*).

Learning strategy instruction: theoretical foundation and practical schemes

Learning strategy training schemes, also referred to as *learner training*, *learning-to-learn*, or *learner education* were first carried out with L1 learners doing problem-solving and reading comprehension tasks, and then extended to the field of L2/FL learning. The results of many studies confirmed the earlier assumptions that strategy training may help learners enhance their performance. Thus, both theorists and practitioners began to search for ways of helping learners expand their personal repertoires of successful strategies for language learning and use, and guiding students in how to strategically self-regulate their learning.

Strategy instruction experts tend to highlight a few important strategy training assumptions. First and foremost, the ability to appropriately apply varied learning strategies can enable almost every learner to successfully learn another language, provided the learner is motivated and interested in L2 learning, and has enough time. Secondly, it is possible to learn new strategies with the assistance of, or mediation from, more experienced strategy users; thus, there are ways to teach learning strategies (Oxford 2011, p. 27). Thirdly, to become successful and autonomous, students need to be mentally active co-constructors of knowledge who take responsibility for their own learning. Finally, strategies can be transferred to new tasks and new situations, and can be used to solve new problems. These ideas are firmly grounded in *social-cognitive models of learning* (e.g. self-regulated learning theories; Vygotsky's 1962, 1978 social-cognitive theory) which, together with *cognitive learning models* (e.g. Anderson's 1983, 1985 information processing theory, schema theory, constructivism), constitute the theoretical foundation of strategy training and help to understand how strategies should be taught to learners (Williams and Burden 1997, Wenden 1998, Chamot et al. 1999).

The theories help to determine both the nature and ways, or procedures, of conducting effective learning strategies instruction in the classroom. While cognitive models focus on learner mental processes and show the need for cognitive and metacognitive strategy training, social-cognitive

models stress the significance of social interaction and demonstrate that the learning process is affected by combined and interrelated sets of learner cognitive and affective factors and the dynamic social nature of learning. The theories prove the need for developing the learner's metacognitive awareness and self-understanding necessary to become autonomous, or independent and self-regulated, as well as for building on the learner's prior knowledge and patterns of strategy use. They also advocate explicit strategy instruction, with teacher modelling and learner extensive strategy application in practical tasks. This allows for gradual construction of declarative knowledge and individual understanding of when, why, and how specific strategies can be applied based on personal experience and interpretation, which in turn facilitates internalization of thought processes and makes knowledge procedural on the way from controlled to automatic processing (McLaughlin 1987, Chamot et al. 1999, Oxford 2011). Last but not least, the theories show the need for strengthening the learner's motivation and sense of self-efficacy through self-regulated activation of appropriate combinations of strategies of varied types. Thus, they prove that neither affective nor social/social-interactive strategies should be separated from the learner's cognitive processes and metacognitive strategies in training learners to learn.

There are many practical models of direct strategy training which can be used in the language classroom. These are often conceptually overlapping and some introduce strategy discovery techniques, helping learners realize the value of conscious strategy instruction. Oxford (1990, 2011) recommends *completely informed strategy instruction* schemes, or *strategy-plus-control instruction*, where the teacher gives the name of a new strategy, shows students how to employ it and tells them when and why it is useful; then, learners activate and practise the strategy. This type of training is extended by instructing students how to reflect on the effectiveness of particular strategies, or strategy chains, evaluate their usefulness, and transfer the newly acquired strategies to new tasks. Experts tend to agree that *blind*, or *covert*, strategy training, in which given strategies are integrated into L2 tasks and learners are not informed about the strategies used, is not as effective as fully informed approaches (cf. Wenden 1991, Chamot et al. 1999, Chamot 2004, Oxford 1990, 2011). Table 1 (below) presents selected strategy training schemes, stages and procedures recommended by leading experts in the area.

It must be added that such strategy training schemes are usually flexible and the steps suggested in the description of the procedure do not have to be followed in a prescribed linear order. In fact, in approaches that integrate strategy training with L2 learning and build strategy instruction into regular course work, learners are not expected to master strategies they have been exposed to only once. The recursive nature of such training schemes implies no strict sequential order of learning events, which allows

Table 1. A comparison of strategy instruction models

Phase	Oxford (1990; updated 2006)	O'Malley and Chamot (1990)	Chamot (2004, 2005); Chamot, Barnhardt, El-Dinary, and Robbins (1999)	Grenfell and Harris (1999)	Macaro (2001) Note: his phase numbers are shown as letters below for clarity
1.	Prepare: Identify Current Strategies, Raise Initial Awareness: Students identify current strategies for familiar tasks. Optional: strategy awareness games: T considers motivational and cultural issues regarding strategy instruction.	Students identify their current learning strategies.	Preparation: T identifies students' current learning strategies for familiar tasks.		
2.	Continue to Raise Awareness: Learners do a task "cold," i.e., without any strategy instruction. They discuss how they did it (strategies). Brainstorming of strategies that work for learners on common types of tasks.			Awareness Raising: Learners do a task "cold". They brainstorm the strategies used. Class shares strategies that work for them.	A. Raise the awareness of students B. Explore possible strategies available
3.	Model and Name Strategies: T (or a strategic learner) names and models (demonstrates) and explains new strategies, stressing the potential benefits.	T explains additional strategies	Presentation: T models, names, explains (a) new strategy(ies); asks students if and how they have used it.	Modelling: T demonstrates new strategies, emphasizes their value and draws up a checklist of strategies for subsequent use.	C. Modelling by T and / or other students
4.	Practise: Use, Combine, and Monitor Strategies: Learners practise the new strategies and make strategy combinations (strategy chains) as needed for tasks; they simultaneously monitor use.	T provides opportunities for practice	Practice: Students practise a new strategy; in subsequent strategy practice, T fades reminders to encourage independent strategy use.	General practice: learners are given a range of tasks to deploy new strategies.	D. Combining strategies for a specific purpose or task E. Application of strategies with scaffolded support
5a	Evaluate and Transfer: Learners evaluate the effectiveness of strategies. T or a learner shows how a strategy can be transferred to other tasks.		Self-evaluation: students evaluate their own strategy use immediately after practice.		F. Initial evaluation by students
5b	Expand and Adapt: learners apply strategies to further tasks, making choices about which to use, how to link them into strategy chains. T releases control, fades strategy reminders.		Expansion: Students transfer strategies to new tasks, combine strategies into clusters, develop their repertoire of preferred strategies.	Action Planning: Learners are guided to select strategies that will help them address their particular difficulties. Further practice and fading out of reminders to use strategies.	G. Gradual removal of scaffolding
6. (leads back to 1)	Learners Continue to Increase Ownership: Learners continue to monitor use and evaluate success. Phase can also include formal assessment and impact on performance. Increase learner ownership via discussions, bulletin board, think-pair-share. (Continue cycle)	T assists learners in evaluating their success with the new strategies	Assessment: T assesses students' use of strategies and impact on performance.	Evaluation: T guides learners to evaluate progress and strategy use and to set themselves new goals.	H. Evaluation by students (and T) I. Monitoring strategy use and rewarding effort (Continue cycle)

Source: Oxford (2011, pp. 185-187; cf. White, Schramm, Chamot 2007, pp. 112).

for changes and flexible progression from one step to another in a cycle and, if necessary, ensures repeated practice. The Cognitive Academic Language Learning Approach (CALLA) (O'Malley, Chamot 1990; Chamot et al. 1999), which integrates the three components of *content* (i.e. subject matter, content tasks and skills), *academic language development* and *strategy instruction*, or Oxford's 1990 scheme, which focuses on the teaching of learning strategies themselves and does not have to be applied together with L2 learning, as well as her *S²R Model* which comprises different variants of strategy assistance, are all examples of recursive models.

The course of action in strategy training may take different forms, all helping learners acquire new strategies, extend personal strategy repertoires, and advance language learning autonomy. So far, several options have been implemented successfully around the world; these include: general study-skills courses, awareness training through lectures and discussion, learner consultation services, strategy workshops, videotaped mini-courses, 'learning to learn' textbook-embedded training, strategies-based instruction (SBI), styles-and-strategies-based instruction (SSBI), self-regulated strategy instruction (SRL), strategies inserted into language textbooks, peer tutoring or tandem programmes, metascripts, adjunct self-help guides, and learning centres, self-access centres, and open learning centres (cf. Brown 1994, Cohen 1998, Oxford 2011).

Helping learners learn to learn: competences of 'strategic' teachers

As Komorowska (1999) notes, the notion of 'successful teaching' has altered several times in the history of modern language teaching. Within the Audiolingual framework, it meant "the effective teaching of discrete elements of the target language: vocabulary items and grammatical structures" (p. 4). The Communicative Approach, with its fundamental goals of creating a positive classroom atmosphere and promoting good teacher-student rapport with mutual understanding and acceptance, contributed the idea of teacher success perceived as "linguistic and communicative effectiveness alongside interpersonal skills" (Komorowska 1999, p. 4). Under the impact of

a vivid interest in human needs and the idea of the teacher as a reflective practitioner, teacher success was seen as "a combination of communicative effectiveness, interpersonal skills, autonomy and self-reflection" (Komorowska 1999, p. 5). Today, individual interests and needs, motivation, learning preferences, cognitive styles, personality features and learning strategies are given their due consideration; thus, teaching is deemed successful "when it triggers learning processes and provides a learning to learn component" (Komorowska 1999, p. 5). As indicated above and as many research studies prove, there are correlations between the learner's idiosyncratic traits and learning preferences, his/her goals, cultural background, context of learning, and individual patterns of strategy activation. Therefore, teaching success of the learning to learn component seems to be determined by the ability to identify, learn more about, carefully consider, and skillfully weave the knowledge of individual factors and circumstances into everyday teaching practice.

In fact, sets of guidelines specified within different models of learning strategy training, like all learner-centered approaches to second/foreign language teaching, promote special, and still relatively new, roles for language teachers, implying a range of specific competences they should acquire and/or develop. To begin with, modern language teachers need to know about the existence of effective and useful learning strategies of *varied* categories and types. Moreover, they need to be able to think in terms of *both* teaching strategies and learning strategies, perceiving themselves in two roles and looking at strategies from two perspectives, as a teacher and as a learner, which is illustrated in Table 2 (below).

Secondly, Oxford (2011, p. 180), referring to her personal communication with Chamot, stresses that in order to be successful, the teacher must be *learner-centered* rather than *transmission-oriented*. In other words, he/she needs to be able to focus on the learner and integrate content teaching with the teaching of learning strategies; what is more, the strategies must be selected in response to individual learner needs. This is what the transmission-oriented teacher usually finds difficult since effective strategy training does not only mean possessing knowledge of strategies used by good L2 learners and transmitting it to less competent

Table 2. A comparison of teaching strategies and learning strategies

Strategy	Teacher	Learner
Background Knowledge	Activate your students' prior knowledge in order to build new material on what they already know.	Think about what you already know about a topic to help you learn more about it.
Personalize	Through discussion, link new material to your students' experiences and feelings using guiding questions or other activities.	Link new material to your personal experiences and feelings.
Summarize	Have your students read a text, then summarize it to aid comprehension.	After you read a text, stop a moment and summarize the meaning to help your comprehension
Use Imagery	Create a meaningful context for your students by accompanying new information with figures, illustrations, and photographs.	Associate new information with a mental or printed image to help you learn it.

Source: Chamot, Keatley, Foster Meloni, Gonglewski, Bartoszesky (2009, p. 6).

students. In fact, the 'strategic' teacher must *first* develop his/her own metacognitive awareness and understand his/her own thinking and learning processes in order to be able to get to know more about his/her students' learning. Thus, apart from the formally required pedagogical, psychological, and methodological preparation, a qualified and 'strategic' teacher needs to be *personally experienced* in self-directed, or self-regulated, learning and convinced of its effectiveness. As Komorowska (2002, p. 13) rightly emphasizes, the teacher first needs to acquire the skills and strategies, or the key competences, which the learner is supposed to get and develop.

Furthermore, the competent 'strategic' teacher needs to be able to find out about, or identify and accurately evaluate, current learning strategies used by students to accomplish particular language learning tasks done in the classroom and beyond it. To do this, the teacher should be acquainted with available, *varied* research tools and data collection methods since each one has its strengths and drawbacks. Thus, he/she should be able to observe learner strategy use and, as most strategies are the learner's unobservable mental processes, apply a number of introspective and retrospective methods (e.g. verbal reports, oral interviews and written questionnaires, dialogue journals and diaries, recollective tools, or computer tracking facilities) (for details, see Cohen 1998; White, Schramm, Chamot 2007). In fact, to increase the accuracy, validity, and reliability of strategy diagnoses, the teacher should be able to apply methodological triangulation and administer at least two different data collection tools.

Very often teachers interested in diagnosing their students' patterns of strategy use reach for practical and time-saving paper-and-pencil questionnaires. For example, they can administer *The Strategy Inventory of Language Learning (SILL)* (Oxford 1990, pp. 283–300), *Language Strategy Use Survey* (Cohen, Oxford, Chi 2002a), *Young Learners' Language Strategy Use Survey* (Cohen, Oxford 2002a), or *Language Strategy Survey* (Cohen, Paige, Shively, Emert, Hoff 2005). In this way, as strategy experts emphasize, the teacher can quickly detect any mismatches between the requirements of particular language learning tasks and the learner's strategy application or identify strategies used by successful learners and encourage less able students to try the strategies out (Chamot 2004, p. 19; Oxford 2011, p. 180).

Studies of strategy use by *different* learners and their success in L2 learning (and thus also L2 teaching) and strategy-based instruction research imply that successful strategy training, whether integrated with actual language learning or not, requires high instructional qualities in the teacher's approach, evident in careful consideration of and abilities to deal with the host of factors which appear to considerably influence language learning, its success, and learner strategic development (Williams, Burden 1997; Cohen 1998; Oxford 2002). Thus, since the use of L2 learning strategies is related to learner style preferences and

other individual differences, 'strategic' teachers need to be able to diagnose these by applying appropriate oral and written instruments. For example, to get to know more about their students' learning preferences, teachers can reach for *Learning Style Survey - Assessing Your Learning Styles* (Cohen, Oxford, Chi 2002b) or *Learning Style Survey for Young Learners: Assessing Your Own Learning Styles* (Cohen, Oxford 2002b), depending on the learners' age. In order to collect data on learners' individual personality traits, motivation, educational and sociocultural background, teachers need to be able to administer a number of specific tools either recommended in the literature on the subject or self-designed. In addition to this, 'strategic' teachers should analyze and respect learners' individual needs and interests, and get to know their opinions and beliefs about learning, language learning, and themselves as L2 learners; thus, they need to design and conduct attitudes, beliefs and opinions surveys or questionnaires. It must also be stressed that discussions of a particular learner's reasons for using particular strategies in particular situations, as Chamot (2004, p.19) notices, often help teachers to better understand the impact of culture and context on student understanding of a language learning task, his/her motivation, and willingness to experiment with new strategies.

Once the essential individual factors have been identified, 'strategic' teachers need to be ready to help learners better understand themselves as L2 learners, raise their awareness of personal learning preferences and strategy use, and facilitate students' conscious strategy growth. Therefore, strategically competent teachers need to be able to introduce, model, and explain how strategies of different types work with particular L2 learning tasks, guide and support individual learners in their personal choice and experience of strategy effectiveness, and create an environment conducive to learning and strategy development. Obviously, the task requires the teacher's creativity and flexibility in providing students with suitable materials, exercises, and opportunities for strategic experimentation, as well as abilities to offer feedback on individual strategy use. It also means that teachers should be prepared to evaluate and reflect on strategy training efforts and results, encourage and direct students in how to assess their own progress and judge the efficiency of the newly acquired strategies, as well as determine strategy relevance for current learning activities. It must be added that, as Oxford (2011, p. 180) aptly stresses, the teacher him/herself must first appreciate the value of engaging in reflective self-regulated learning in order to be able to encourage his/her students to reflect on their own learning. Finally, teachers are supposed to encourage and help learners learn how to transfer new strategies to other learning tasks and, in this way, gradually strengthen the self-assurance and decisiveness needed to act in a self-reliant and independent, or autonomous, way (Zybert 2002, p. 33).

Helping teachers learn to learn: the need for training 'strategic' learners

Taking into consideration the above discussed requirements, one cannot disagree with Cohen (1998, p. 93) when he claims: "If the goal is to provide the greatest number of students with individualized, contextualized strategy training, the teachers must also be trained" (cf. Komorowska 2002). Richards (2011b, p. 3) also rightly adds, "Our understanding of the nature of teacher competence shapes the way we conceptualize the nature of teacher learning, and in turn, how we design teacher training and teacher development programs for language teachers." In fact, not only future teachers but also qualified teachers may need to learn more about strategies of L2 learning and use; they may also need more opportunities to experiment with strategies personally in order to become able to skillfully implement strategies-based or styles-and-strategies-based instruction within school curricula. However, as one of O'Malley and Chamot's (1990, p. 177) studies showed twenty five years ago, not all teachers tended to be willing to incorporate extra strategy training into their language teaching programmes, and it seems that the situation has not changed much. This is due to a number of reasons, among which sheer lack of interest in teaching strategies for learning, lack of time for planning and integrating language learning with strategy training, and difficulties related to frequent lack of initial positive response from learners appear to be the leading culprits. Fortunately, today most ESL/EFL coursebook writers tend to embed selected strategies of different types in their materials; still, teachers need to be prepared and willing to use these strategy training opportunities effectively and help learners benefit from textbooks' strategy training corners.

It seems that teachers' beliefs about teaching, learning, and strategy use need to be influenced long before they enter the profession, since such an awareness will be reflected in their later, more or less informed, decisions about language course and lesson planning, no matter what methodology they formally adopt (cf. Williams, Burden 1997). The issue appears critical, since, as research shows, beliefs about teaching are usually well-developed by the time learners begin tertiary education (Weinstein 1989). In other words, future teachers who are not given chances to better understand themselves as L2 learners, explore their own learning preferences, and experiment with numerous learning strategies in a conscious, purposeful way, may remain incapable of developing their future learners' strategic behaviours and learning autonomy. In fact, Zybert (2002, p. 35) notices that if one considers the questions of "what learners know about learning", whether they know how to learn and how they really go about day-to-day language learning, the task of promoting learner autonomy seems even more complex and urgent, since the answer is often: "next to nothing." Drawing on Komorowska's research, he stresses that many

Polish secondary-school students prove largely unable to manage their own learning and do not attach importance to doing homework or engaging in extra work. Moreover, as he emphasizes, students often tend to be openly unwilling to invest studious effort and learn on their own, which the researcher ascribes to the often re-creative, mechanical, unattractive, and de-motivating nature of their homework tasks. Finally, more than half of the high school graduates in the above mentioned study did not know how to continue learning without the teacher's supervision, although – which was encouraging – only six percent were not interested in developing self-study techniques (Zybert 2002, pp. 35-36).

Furthermore, Williams and Burden (1997) stress that helping learners learn to learn more effectively necessitates the ability to skillfully integrate cognitive considerations with socio-affective aspects of second/foreign language learning since, as they explain, "a teacher who lacks self-esteem will find it impossible to build the self-esteem of others. (...) Similarly, the teacher who does not accept her learners for who they are makes it difficult for them to accept themselves" (p. 62). Thus, future teachers should not only be taught and should not only learn how to use the subset of strategies linked to the conceptual processes described in Anderson's (1983, 1985) theory of cognition by applying diverse cognitive and metacognitive strategies in response to the requirements of particular language learning tasks; they should also have opportunities to build personal experience in using strategies to cope with social, cultural, and affective challenges of the L2 learning process, since such factors seem to have the potential to either strengthen or weaken the course and effects of language learning (cf. Oxford 2011).

'Strategic' teachers are those who remain open to continued learning, self-discovery, new experiences, further personal and professional development, and change. In fact, Chamot, Barnhardt and El-Dinary (1996, cited in Chamot et al. 1999, pp. 174-175) report and stress that training teachers how to effectively teach learning strategies to students at different levels of language proficiency generally raises the teachers' motivation, willingness, and abilities to incorporate strategies into day-to-day language instruction, though many of them still need scaffolding and further support in the form of model lessons, one-to-one coaching, and peer discussions. As the researchers observe, most teachers find it difficult to integrate strategies with language curricula and explicitly teach learners how to administer a range of strategies. Many teachers are also worried about being unable to judge how many strategies to teach and in what sequences strategies should be presented and practised, especially when working with students at upper proficiency levels and with high achievers. Nevertheless, the final results of their research are promising and prove that teachers trained in how to help learners *learn to learn* more successfully by active use of learning strategies appear to be better

able to adapt strategy instruction to language courses. Moreover, having introduced strategy training, teachers themselves note considerable improvements in their learners' understanding and use of the target language; they also report their students' enhanced motivation, growing responsibility for language learning, and more independent and active individual strategy use.

Conclusion

In this article (Part II.), the author focused on the concept of a 'strategic' teacher. She made an attempt to define the competences, abilities and skills of teachers who are both personally willing and professionally prepared to promote self-regulated learning and help L2 learners develop autonomy through conscious, purposeful, and directed teaching of varied learning strategies. She referred to selected social-cognitive and cognitive models of learning which provide the theoretical underpinnings of strategy instruction and help to determine effective strategy training procedures. She also presented a number of practical research-based strategy instruction models that can be applied on an everyday basis in the language classroom. Finally, the author explained the reasons, and emphasized the need, for training experienced 'strategic' learners who can become strategically competent and successful, or 'strategic' teachers, since as research confirms beliefs about teaching seem to be relatively well-established before candidates enter tertiary education and formal teacher training.

As the presented theory and classroom practice prove, first and foremost, 'strategic' teachers need to be able to perceive the learner in a holistic, or multidimensional, way. In other words, the learner must be treated as an intellectual, social, emotional, and physical person who lives and learns in specific sociocultural settings – a person whose motivation and sense of self-efficacy can be reinforced as a result of learning how to activate and combine appropriate strategies of different types in response to the requirements of particular language learning tasks. These comprise not only cognitive and metacognitive learning strategies, but also social, or social-interactive, and affective strategies (cf. Oxford 2011, p. 14). In fact, as this article demonstrates and as Cohen (1998, p. 65) aptly states, aspiring to become 'strategic', teachers need to develop a number of specific instructional competences and perform a range of roles. In fact, they need to learn to act as helpers, guides, coordinators, advisors, idea people, diagnosticians, and facilitators of the language learning venture able to foster learner autonomy by blending language teaching with learner strategy training (cf. Chamot 2004; Rubin, Chamot, Harris, Anderson 2007). These are vital implications not only for language teaching across age and proficiency levels, but also for language teacher education.

In the following article (Part III.), the author will present and compare the results of three empirical strategy training projects of different nature, which she

designed for future language teachers and integrated into their formal teacher training programme. These included a long-term, recursive and explicit, or fully-informed, learning strategy instruction scheme, as well as partly informed and implicit schemes in which communication strategy training in particular was integrated or embedded in different tasks of language learning and language use. She will also suggest practical ways of educating both self-regulated learners and independent 'strategic' teachers.

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