

IMPLEMENTING METACOGNITIVE STRATEGIES TO DEVELOP VOCABULARY COMPETENCE

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РЕАЛИЗАЦИЯ МЕТАКОГНИТИВНЫХ СТРАТЕГИЙ ДЛЯ РАЗВИТИЯ СЛОВАРНОЙ КОМПЕТЕНЦИИ

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Abstract. Story is not widely emphasised to be taught in terms of asking students just to read the undesigned reading passages, teachers focus more on drilling students on the learning by heart the stories by famous writers rather than working on the content. This study looks at how well students majoring in education were able to spontaneously use metacognitive strategies for reading comprehension.

Аннотация. Рассказ надо начинать изучать с задания учащимся — просто прочитать отдельные отрывки. Учителя больше сосредотачиваются на том, чтобы обучать учащихся заучиванию наизусть рассказов известных писателей, а не на работе над содержанием.

Ключевые слова: рассказ, писатели, словарный запас, словарная компетенция.

Keywords: story, writers, vocabulary, vocabulary competence.

Introduction

Stories written by famous writers should be designed then implemented in the Integrated English lessons. According to the adopted curriculum, in universities of Uzbekistan, students who study English as a main subject, as their major do not have designed reading short-story materials by famous American or English writers.

The experiment has been carried out among four fresh-year students in the direction of Translation theory and practice. They have been given not adopted and designed short-stories by O’Henry. The designed materials have been developed using metacognitive strategies.

The results of the experiment show that only 7% education majors sought to establish logical connections between the text fragments in designed materials. These two data are compared and analysed.

The term metacognition was founded by [4, 5], and can be defined as a knowledge that is based on reasoning related to cognitive occurrences dealing with the certain material. However, the approach of cognitive development [6, 7] as well as cognitive and learning development [1] exercised greater influence upon Flavell, and both paved a way for him to continue work in the field and found little metacognition problem in the area as, “a largely divided path of research- one for cognitive researchers and other for educators” [3]. Further, metacognition denotes knowledge involving cognitive processes for careful monitoring and regulating comprehension strategy of

readers with certain goals [4]. Flavell (2004) further defined metacognition as an activity used to regulate to some extent of cognitive creativity. However [5].

Brown and Palincsar defined metacognition is a term that refers to the knowledge of learners by controlling through cognitive methods [1]. Brown and Palincsar proposed two problems with the term metacognition that include difficulty in judging the difference between Meta and cognitive. Tarricone explained that metacognitive are the information, its processes, monitoring, and its control for obtaining novel learning. Zimmerman and Moylan explained metacognitively that denotes knowledge, its cognizance, and regulation of one's thinking. Different ways are adopted to define metacognition but the best definition for all times to cite by many researchers is Flavell's (1976) theory [2, 5, 14].

Review of Strategies Literature

Boulware-Gooden et al. described that metacognitive strategies in terms of reading help students to 'think about thinking' (before, during, and after) they read. Following is the literature reviewed according to the strategies considered for the improvement of reading and comprehending the text [2].

Planning as Metacognitive Strategy

Researchers like Brown and Palincsar (1982) and Zimmerman and Pons (1986) explained that learning needs the capability of planning for learning strategies. Reading is a three-step pre-reading, reading, and post-reading practice. Accommodating gimmicks incorporate, however are not restricted to, author, title, chapter by chapter list, and front and back spread blurbs [8]. Further, Benchmarkededucation (2011) elaborated that pictures, design, headings, and subheadings likewise assume an enormous part in helping readers make surmises about the substance of the content, which are accordingly considered as the piece of the planning procedures. Further, Zimmerman (2008) described that the objective setting is a procedure to be utilized as a part of the planning stage by calling attention to that while setting testing objectives incite the accomplishment of larger amount execution, setting troublesome objectives is not typically regarded valuable in controlling learners' regulation in case of objectives may not seem reachable particularly [10]. Similarly, Ariel, Dunlosky and Bailey emphasized for students' learning process by means of planning about how to learn with different choices. Moreover, Brown and Palincsar proposed pre-reading procedures in planning that include surveying and anticipating as the most important systems. At the point when attempting to comprehend, readers need to divide time in order to ensure positive outcomes and for better results. In addition, Schiff and Calif suggested that planning likewise calls for careful reading of the inquiries for a finer text cognizance [22].

Monitoring as Metacognitive Strategy

Thiede, Anderson, and Therriault believed that reading and comprehension need to monitor learners' understanding during reading accurately. Further, they believed that self-regulated behavior in reading can be identified through monitoring the text when it is comprehended by the readers. Thiede, Anderson, and Therriault (2003) further asserted that self-regulated learning models help readers to read the text through "learning for the to-be-learned material" philosophy that needs to form a wish to follow for better comprehension. In this strategy, learners do monitor in order to see in what way material is taken for comprehension. Monitoring is used to evaluate the level of readers. If the level of learning is achieved, the readers do leave more learning. If the desired of learning of the readers is not yet achieved, the readers continue reading till its success [6, 7]. Thiede, Anderson, and Therriault further states that there is a need of accuracy in monitoring comprehension of students in order to make them independent learners. Independent or self-regulated readers take responsibility of their own reading and monitor their comprehension level.

Most readers reread material in order to answer close reading questions. Schiff and Calif stated that monitoring in reading is implemented for checking intertextual features that include stylistic features, complex sentence features, and markers in order to integrate novel material for reading comprehension. There are other metacognitive strategies including think-aloud, self-questioning, and self-regulating associated for monitoring of learners' reading and comprehension [9, 11].

Method

During the research we designed 10 stories by O'Henry, in this article the story named After twenty years has been taken. Here it is;

Lesson 4. After Twenty Years (this material is adopted from the website <https://clck.ru/ajBHj>)
Wordlist

Word	Definition
1 Cop (n)	A cop is an informal term for a police officer. As a verb, cop is used in a variety of slang expressions meaning "grab" or "obtain."
2 Watchful (adj)	<u>paying careful attention</u> and <u>ready to deal with problems</u> .
3 Guarding (adj)	protecting someone or something from being attacked or stolen.
4 Necktie (n)	A necktie is a narrow piece of cloth that is worn under the shirt collar and ties so that the ends hang down in front. [US, old-fashioned]
5 Fellow (n)	A person who is an equal in rank, power, or character : PEER
6 West (n)	The part of the US west of the Mississippi River:
7 slow mover (phr)	someone or something that moves at a particular speed or in a particular way If someone is slow to do something, they do it after a delay. Something that is slow moves, happens, or is done without much speed.
8 To watch for (phr)	If you watch someone or something, you look at them, usually for a period of time, and pay attention to what is happening.
9 Wanted (adj)	being searched for by the police in connection with a crime that has been committed
10 Moral (n)	Moral means relating to beliefs about what is right or wrong. a lesson that can be derived from a story or experience.

Read the text and answer the questions

1. What is this story about?
2. How and where does the story start? Describe their appearances.
3. How old were two friends twenty years before?
4. What is the weather like at the beginning and at the end of the story?
5. Who are the main characters in this story?
6. Why is Bob waiting for his friend near the shop?
7. What was there where this shop stands now? How long has it been since it replaced by a shop?
8. What is it "Big Joe' Brady's restaurant"?
9. Where did Bob come from after twenty years?
10. Who is a slow mover?
11. Who comes instead of Jimmy? Why?
12. How long did two friends write to each other?
13. How did Bob understand that the man who introduced himself as Jimmy, is not a real Jimmy Wells?

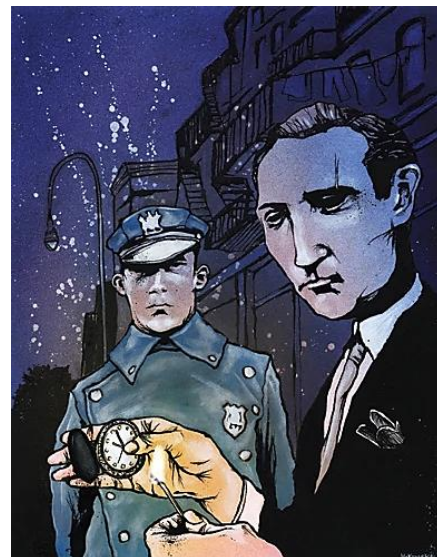
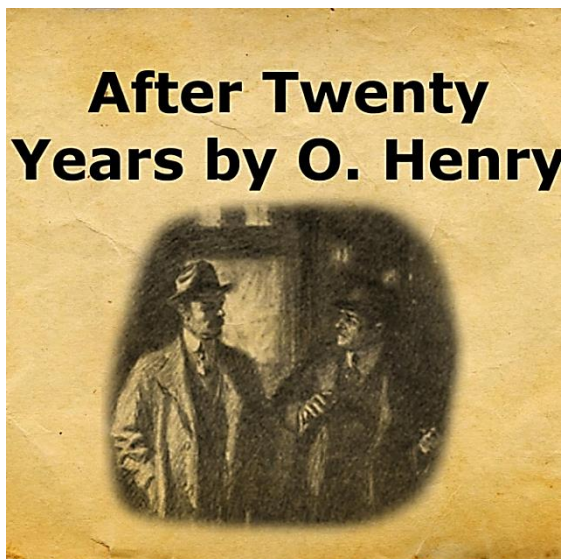
14. Who thought Bob might be coming to New York? Why?
15. Why didn't Jimmy Wells arrest his friend Bob himself?
16. What is the moral of this story? What is friendship for you? What can you scarify for your friendship?

The cop moved along the street, looking strong and important. This was the way he always moved. He was not thinking of how he looked. There were few people on the street to see him. It was only about ten at night, but it was cold. And there was a wind with a little rain in it.

He stopped at doors as he walked along, trying each door to be sure that it was closed for the night. Now and then he turned and looked up and down the street. He was a fine-looking cop, watchful, guarding the peace.

People in this part of the city went home early. Now and then you might see the lights of a shop or of a small restaurant. But most of the doors belonged to business places that had been closed hours ago.

Then the cop suddenly slowed his walk. Near the door of a darkened shop a man was standing. As the cop walked toward him, the man spoke quickly.



"It's all right, officer," he said. "I'm waiting for a friend. Twenty years ago we agreed to meet here tonight. It sounds strange to you, doesn't it? I'll explain if you want to be sure that everything's all right. About twenty years ago there was a restaurant where this shop stands. 'Big Joe' Brady's restaurant."

"It was here until five years ago," said the cop.

The man near the door had a colorless square face with bright eyes, and a little white mark near his right eye. He had a large jewel in his necktie.

"Twenty years ago tonight," said the man, "I had dinner here with Jimmy Wells. He was my best friend and the best fellow in the world. He and I grew up together here in New York, like two brothers. I was eighteen and Jimmy was twenty. The next morning I was to start for the West. I was going to find a job and make a great success. You couldn't have pulled Jimmy out of New York. He thought it was the only place on earth.

"We agreed that night that we would meet here again in twenty years. We thought that in twenty years we would know what kind of men we were, and what future waited for us."

“It sounds interesting,” said the cop. “A long time between meetings, it seems to me. Have you heard from your friend since you went West?”

“Yes, for a time we did write to each other,” said the man. “But after a year or two, we stopped. The West is big. I moved around everywhere, and I moved quickly. But I know that Jimmy will meet me here if he can. He was as true as any man in the world. He’ll never forget. I came a thousand miles to stand here tonight. But I’ll be glad about that, if my old friend comes too.”

The waiting man took out a fine watch, covered with small jewels.

“Three minutes before ten,” he said. “It was ten that night when we said goodbye here at the restaurant door.”

“You were successful in the West, weren’t you?” asked the cop.

“I surely was! I hope Jimmy has done half as well. He was a slow mover. I’ve had to fight for my success. In New York a man doesn’t change much. In the West you learn how to fight for what you get.”

The cop took a step or two.

“I’ll go on my way,” he said. “I hope your friend comes all right. If he isn’t here at ten, are you going to leave?”

“I am not!” said the other. “I’ll wait half an hour, at least. If Jimmy is alive on earth, he’ll be here by that time. Good night, officer.”

“Good night,” said the cop, and walked away, trying doors as he went.



There was now a cold rain falling and the wind was stronger. The few people walking along that street were hurrying, trying to keep warm. And at the door of the shop stood the man who had come a thousand miles to meet a friend. Such a meeting could not be certain. But he waited.

About twenty minutes he waited, and then a tall man in a long coat came hurrying across the street. He went directly to the waiting man.

“Is that you, Bob?” he asked, doubtfully.

“Is that you, Jimmy Wells?” cried the man at the door.

The new man took the other man’s hands in his. “It’s Bob! It surely is. I was certain I would find you here if you were still alive. Twenty years is a long time. The old restaurant is gone, Bob. I wish it were here, so that we could have another dinner in it. Has the West been good to you?”

“It gave me everything I asked for. You’ve changed, Jimmy. I never thought you were so tall.”

“Oh, I grew a little after I was twenty.”

“Are you doing well in New York, Jimmy?”

“Well enough. I work for the city. Come on, Bob, We’ll go to a place I know, and have a good long talk about old times.”

The two men started along the street, arm in arm. The man from the West was beginning to tell the story of his life. The other, with his coat up to his ears, listened with interest.

At the corner stood a shop bright with electric lights. When they came near, each turned to look at the other’s face.

The man from the West stopped suddenly and pulled his arm away.

“You’re not Jimmy Wells,” he said. “Twenty years is a long time, but not long enough to change the shape of a man’s nose.”

“It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, Bob. Chicago cops thought you might be coming to New York. They told us to watch for you. Are you coming with me quietly? That’s wise. But first here is something I was asked to give you. You may read it here at the window. It’s from a cop named Wells.”

The man from the West opened the little piece of paper. His hand began to shake a little as he read.

“Bob: I was at the place on time. I saw the face of the man wanted by Chicago cops. I didn’t want to arrest you myself. So I went and got another cop and sent him to do the job.

JIMMY.”

Video task

Watch the video (<https://youtu.be/9A3DBlpPMio>) and give a short summary

Refernce

<https://americanenglish.state.gov/>

https://americanenglish.state.gov/files/ae/resource_files/after-twenty-years.pdf

<https://youtu.be/9A3DBlpPMio>

<https://www.merriam-webster.com/dictionary>

<https://dictionary.cambridge.org/ru>

<https://www.collinsdictionary.com/dictionary/english/waterfall>

<https://www.shutterstock.com/ru/image-vector/friendship-forever-wordart-1321408820>

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<https://www.listennotes.com/podcasts/hmph-audiobooks/after-twenty-years-by-o-henry-qxMZS4TO9j5/>

<https://www.dictionary.com/browse/cop#:~:text=A%20cop%20is%20an%20informal,the%20ast%20slice%20of%20pizza>

<https://dictionary.reverso.net/english-cobuild/watch+for+>

<https://translate.academic.ru/Wanted/en/ru/>

RESULTS

Here the results of the experiment:

Groups	Not designed material "after twenty years"	Designed material "after twenty years" using ms
102 (12)	30%	80%
103 (12)	40%	85%
104 (12)	35%	80%
Avarage from 100%	35%	82%

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