

APPLICATION OF COGNITIVE AND METACOGNITIVE LEARNING STRATEGIES IN TEACHING OF ECONOMIC DISCOURSE IN THE TARGET ENGLISH LANGUAGE

APLICAÇÃO DE ESTRATÉGIAS DE APRENDIZAGEM COGNITIVAS E METACOGNITIVAS NO ENSINO DO DISCURSO ECONÔMICO DA LÍNGUA INGLESA COMO LÍNGUA-ALVO

APLICACIÓN DE ESTRATEGIAS DE APRENDIZAJE COGNITIVAS Y METACOGNITIVAS EN LA ENSEÑANZA DEL DISCURSO ECONÓMICO EN LA LENGUA INGLESA META

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ABSTRACT: The article surveys cognition and metacognition as a strain of language learning strategies and illustrates the significance of comprising them in the teaching of economic discourse. The research's relevance is that metacognitive and cognitive strategies have not been thoroughly researched and analyzed in the economic discourse teaching process. The paper aims to identify techniques that apply metacognitive and cognitive strategies to make the economic discourse learning process more accessible and enthralling. The work identifies the percentage of favorable results of involvement language learning strategies into the economic discourse learning process. We recognize the importance and necessity of using metacognition and cognition in knowledge obtaining procedure using traditional and nontraditional teaching methods. Evaluating the economic faculty students' English studies in the character of the target language, we denote the significant factors that the use of the learning strategies helps them find the most objective formula for comprehension of any phenomenon individually. The survey analysis shows that the classes retraining metacognitive and cognitive language learning strategies are more captivating for the students and evoke an eloquent comprehension of any issue. The use of metacognitive and cognitive teaching techniques makes a complete cognition of the phenomenon that can even be unclear in the native language.

KEYWORDS: Metacognition. Cognition. Economic discourse. Cognitive linguistics. Language learning strategies. Target language.

RESUMO: *O artigo pesquisa a cognição e metacognição como uma tensão das estratégias de aprendizagem de línguas e ilustra o significado de compreendê-las no ensino do discurso econômico. A relevância da pesquisa é justamente o fato das estratégias metacognitivas e cognitivas não terem sido pesquisadas e analisadas completamente no processo de ensino do discurso econômico. O trabalho visa identificar técnicas que aplicam estratégias metacognitivas e cognitivas para tornar o processo de aprendizagem do discurso econômico*

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mais acessível e cativante. O trabalho identifica a porcentagem de resultados favoráveis do envolvimento de estratégias de aprendizagem de linguagem no processo de aprendizagem do discurso econômico. Reconhecemos a importância e a necessidade de utilizar o metacognição e a cognição no procedimento de aprendizagem do conhecimento utilizando métodos de ensino tradicionais e não tradicionais. Avaliando os estudos de inglês dos estudantes do corpo docente econômico no caráter da língua-alvo, denotamos os fatores significativos que o uso das estratégias de aprendizagem os ajuda a encontrar uma fórmula mais objetiva para a compreensão de qualquer fenômeno individualmente. A análise da pesquisa mostra que as estratégias metacognitivas e cognitivas de aprendizagem da língua são mais cativantes para os alunos e estimulam uma compreensão eloquente de qualquer problema. O uso de técnicas de ensino metacognitivo e cognitivo faz com que o fenômeno seja totalmente conhecido, o que pode até não ser claro na língua nativa.

PALAVRAS-CHAVE: *Metacognição. Cognição. Discurso econômico. Linguística cognitiva. Estratégias de aprendizagem de línguas. Língua-alvo.*

RESUMEN: *El artículo estudia la cognición y la metacognición como una variedad de estrategias de aprendizaje de idiomas e ilustra la importancia de incluirlas en la enseñanza del discurso económico. La relevancia de la investigación radica en que las estrategias metacognitivas y cognitivas no han sido investigadas y analizadas en profundidad en el proceso de enseñanza del discurso económico. El trabajo pretende identificar las técnicas que aplican las estrategias metacognitivas y cognitivas para hacer más accesible y apasionante el proceso de aprendizaje del discurso económico. El trabajo identifica el porcentaje de resultados favorables de la implicación de estrategias de aprendizaje del lenguaje en el proceso de aprendizaje del discurso económico. Reconocemos la importancia y la necesidad de utilizar la metacognición y la cognición en el procedimiento de obtención de conocimientos utilizando métodos de enseñanza tradicionales y no tradicionales. Evaluando los estudios de inglés de los estudiantes de la facultad de economía en el carácter de la lengua meta, denotamos los factores significativos que el uso de las estrategias de aprendizaje les ayuda a encontrar la fórmula más objetiva para la comprensión de cualquier fenómeno individualmente. El análisis de la encuesta muestra que las clases en las que se reciclan las estrategias de aprendizaje metacognitivas y cognitivas del lenguaje son más cautivadoras para los estudiantes y evocan una comprensión elocuente de cualquier tema. El uso de técnicas de enseñanza metacognitivas y cognitivas hace que se produzca una cognición completa del fenómeno que incluso puede ser poco clara en la lengua materna.*

PALABRAS CLAVE: *Metacognición. Cognición. Discurso económico. Lingüística cognitiva. Estrategias de aprendizaje de idiomas. Lengua meta.*

Introduction

Problem Statement and Significance

The paper denotes the complications and necessity of involving metacognitive and cognitive language learning strategies (MS, CS) in the economic discourse teaching process. The research evolves the hypothesis that each teacher has a steady task in front of himself /herself, which is to validate every student's cognition setting.

Using the theoretical illustration of discourse analysis and its complications, we also identify professional economic discourse sentiment of linguistics that creates a uniqueness among the communicators.

Considering various language learning strategies, we identify the directly correlated one's metacognition and cognition that create a psychological approach to the language learning process.

The paper identifies why every teacher must involve MS and CS in the discourse teaching process. To clarify the philosophical significance, we use critical thinking, discussion finding equivalents and definitions in the target language, think-aloud, evaluation, planning, information management strategy, correction, and monitoring techniques to identify the difference between the educational process with the involvement of language learning strategies and without them.

Our study also considers the hypothesis that any learner can overcome the barrier of discourse memorizing through metacognitive and cognitive learning strategies. Since economics is a complicated science and studying its discourse in the target language is considered an arduous task.

The paper evaluates how to help the students discern and retain the discourse reals in the target language context since cognition impacts the comprehension of any material without translating it into the native language (MALYUGA; KROUGLOV; TOMALIN, 2018).

The paper describes the relevance of the individual approach to every student with a combination of MS and CS involvement. The paper surveys the correlation of (economic) discourse as a branch of corpus linguistics and the psychological sides of its learning process according to cognitive linguistics.

The article's primary goal is to prove whether economic discourse can be comprehended without language learning strategies, whether they are elaborated even subconsciously. How metacognition and cognition can create an imaginative effect and how they can register to recollect the specific material in the target language.

In order to evaluate the above-mentioned inquiry, we took the following steps:

- To study metacognition and cognition as a type of language learning strategies;
- To identify cognitive linguistics and its psychological impact;
- To find out the correlation between MS and CS;
- To evaluate the discourse as a branch of corpus linguistics and sociology;
- To analyze the constructive use of MS and CS in the educational process;
- To calculate quantitative and percentage of economic discourse teaching with the involvement of MS and CS.

Theoretical Framework of MS and CS

Learning strategy is a set of operations, steps, plans, routines utilized by the student to grasp, recollect, and foster the knowledge (SANDLER, 1987).

The employment of language learning strategies in the educational processes is the development of linguistic and sociolinguistic capacities in the target language (FAERCH, 1983). The notion of metacognitive and cognitive learning strategies relies on the assumption that a learner deliberately enrolls in activities to attain specific goals in the education process (STERN, 1992).

The strategies dealing with the language learning process are called direct strategies. The direct strategy involves the domain of "cognitive" strategy. "Cognition" of mind is one of the most integral parts of the learning process and consists of problem-solving and task completing. Cognitive strategies contribute to a specific learning framework if the task is not determined through a linear series of steps (O'MALLEY, 1990).

Language learning is not a simple task. It does not apply the division of subjects that can have an independent system of collecting knowledge. Each learner should have an individual approach in the target language (TL) learning process. Learners' cognitive abilities already characterize the language and give the correct formula of task completing activities. The science in linguistics that identifies human's knowledge as a research result evaluated as human cognition is cognitive linguistics. Cognition creates imaginary comprehension over the specific phenomenon, resulting in the researcher getting the necessary knowledge (Robinson, Peter, 2008). Burrhus Frederic Skinner suggested that the students cannot obtain sufficient information without using cognitive strategies. In 1957 Skinner created the theory of Language acquisition. The theory implies that the descriptive and imaginative explanation of phenomena is ample to evaluate a particular topic. Moreover, Skinner cites John B. Watson's theory that cognition is an unconscious enactment by the learner. This theory implies that learners can

subconsciously apply their cognitive learning strategies. Therefore, the creation and fostering of cognitive learning strategies by teachers are not necessary.

Cognition identifies the decision-making process as well. During the learning activities, the decision-making process should be quick. Identifying the problem solving and decision-making division, the mind reacts to reasoning, conceptualization (HOPPER, 2015). Therefore, we can assume that cognition creates a system where every action demonstrated by the mind is connected to its consequent action (THALER, 2019). Accordingly, the language learning strategies require a specific system that can identify the steps required to obtain the knowledge in the target language, independent of the speed of incoming information (MALYUGA; MAKSIMOVA; IVANOVA, 2019). The target language learning is a large-scale process standing on the general cognition propositions. The arguments and methods of the information passing process administrated to contextualized dossier are considered credible. As a result, cognition creates and expands communication skills. The explanatory framework imaginatively passes information clarifying the covered topic (JIMÉNEZ, 2007).

In order to embrace the central point of the phenomenon the learner should identify the correct educational system and the process of knowledge comprehension (FLAVELL, 1979). Metacognition is research-based knowledge that is gained through metacognitive awareness and skills. In its turn, metacognitive awareness determines metacognitive knowledge and regulations. Metacognitive knowledge determines declarative, conditional, and procedural knowledge. Metacognitive regulations are indicated through evaluation, planning, information management strategy, correction, and monitoring (SCHRAW; DENNISON, 1994)

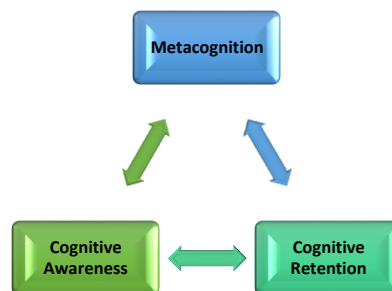
The metacognition envelopes the indirect category of language learning strategies. The term metacognition means "cognition about cognition" or "thinking about thinking." American phycologist John H. Flavell defined metacognition as "knowledge about cognition". It has been classified into modules: metacognitive awareness which is identified as the knowledge that the learner possesses about himself/herself how they can grasp the information, the vanities, and many other nuances; metacognitive regulation which is an experience that the learner gets from the learning process and can be determined through language games and discussions (FLAVELL, 1979). Metacognition is the scientific survey of an individual's cognition about his/her apprehension process. That includes consciousness, attention, reasoning, decision making, problem-solving. It carries an information processing, knowledge applying, and preference changing role. Metacognitive strategies are categorized into the following steps: planning, monitoring, evaluating, and comprehending (FLAVELL, 1979).

The involvement of metacognition in education process comprises critical thinking and awareness of the learner that may indicate a much more specific system of information grasping and a more accurate analysis of any phenomenon. Metacognition illustrates the student's interest in the learning material and provides future tips for easy comprehension. (BRANSFORD; BROWN; COCKING, 2000).

Metacognition creates a conceptual illustration through cognitive awareness and cognitive retention (KAUCHAK; EGGEN, 2007, VEDENEVA; KHARKOVSKAYA; MALAKHOVA, 2018). Cognitive retention (CR) is well defined from “functioning/working memory.” It implies that a student can use knowledge without maintaining or possessing functioning memory as the beforehand collected knowledge will be promptly accessible, which helps to denote some new information and keep them in the working memory. As mentioned above, the theory helps the student apply more cognition in their studying process through critical thinking, do some analytical research, and assess the content creatively (ASHBY *et al.*, 2006).

As a matter of fact, metacognition, cognitive retention, and cognitive awareness are correlated. Students can control and lead the cognitive process of studying and increase the level of knowledge through metacognition. Without metacognitive skills brain does not obtain cognitive awareness. By collecting the knowledge, the learning outcome serves as effective retention. Furthermore, all three components create language awareness (KAUCHAK, EGGEN, 2007). Cognitive retention is the capacity to recall the grasped information over a specific length of time. As illustrated in figure 1, metacognition creates some cognitive awareness and cognitive retention; in their turn, cognitive awareness and cognitive retention are related to each other. We can assume that cognition involves an individual in various mental processes, which helps comprehend the specific phenomenon; in its turn, metacognition helps the learner identify the cognitive process.

Figure 1



Source: Prepared by the authors

Economic discourse evaluation

Sociology identifies discourse as any practice (found in a wide range of forms) by which individuals ingrain reality with meaning. Discourse can be distinguished in completely unrelated spheres started from science to art (RUIZ; JORGE, 2009). Discourse provides a written or oral conversation on a professional basis (WIDDOWSON, 1978). It is a frame of specialized texts (BROWN; YULE, 1983). In consonance with Henry Kucera and Nelson Francis (1967) (who leant on Brown Corpus' research), discourse is considered a branch of corpus linguistics. Corpus linguistics denotes studies containing some encoded semantic meaning (MCENERY; WILSON, 1996). Discourse as a subclass of corpus linguistics implies a quantitative technique of research. Quantitative analysis of discourse determines contextual discernment (BIBER, 1998).

The Corpus use can simplify and disentangle the discourse learning process. (RINGBOM, 1987) Corpus (corpora) is a language resource that contains an enormous, framed set of texts. By seeing the frequency of the specific phrase or word, the learner distinguishes the imperative data from irrelevant. Corpora is utilized to obtain factual knowledge over the specific discourse that can amplify the gained education from language resources and introspection (KUCERA; FRANCIS, 1967; MALYUGA; SHVETS; TIKHOMIROV, 2016; MALYUGA; MCCARTHY, 2018).

Methodological Analysis

As an empirical material, we selected different articles from the newspapers and magazines containing economic discourse such as "Investmentu," "Investopedia," "Vox", "CNN Business," "BBC Business," "CNBC," "Yahoo finance," "Market Watch," containing the most vivid and complicated economic discourse. To survey, we realized the practical research at RUDN (Peoples' Friendship) University, Moscow. The target audience was 24 bachelor students from economic faculty studying texts/articles rendering containing professional discourse. To foster the practical analysis, we equally separated them into two different groups. Each group consisted of 12 members, equal numbers of female and male students to make a more accurate survey.

Research Approach

The research was accomplished through the inductive and quantitative approach of analysis. We selected two distinct study groups of students. In the first student group, we used cognitive and metacognitive language learning strategies to identify the discourse in the target English language. In the second group, we just gave the definition and translation into Russian. The educational observation lasted one semester (4 months). All the students in both groups were given the same texts; thus, they carried the same vocabulary and discourse complications.

The research examined the reaction of students' minds to the unknown objectives by thinking and evaluating them in the target language. Hence, the discourse in the presented articles during the study was deliberately selected to be not very graspable even in the native language for the students of both groups to get more accurate research results.

For the practical outgrowth, the following steps have been used to identify the survey: discussions, critical thinking, finding equivalents and definitions in the target language, and the thinking-aloud technique as metacognitive and cognitive learning strategies. During the discussion procedure, the participation by students was encouraged, and they were able to express their ideas over every single phenomenon. The teacher evoked the discussion issues over the topic by asking questions since the one's role here was to help the learner make some correct analysis while avoiding wasting time on unimportant points from the case (RIMMER, 2019).

After the discussion, the strategy of critical thinking was applied. Here, the teacher's role was to help the students understand the central concept by analyzing the already familiar phenomena. Students used to evaluate the meaning of a specific phrase, expression, or word. As a result, they did hypothetical research, which helped them comprehend the material much more straightforwardly. In this stage of learning, the students used to act more operative as the activity made them feel more self-confident during the conversation without feeling the student-teacher barrier; as a matter of fact, they felt in the role of a researcher, which gave them the feeling of independence.

The research also involved the problem-solving strategy by using jigsaw teaching technique. Jigsaw creates a motivative atmosphere amongst students and evokes confidence about their thinking, information grasping, which in their turn crates cognitive retention. The tasks increase the academic system of comprehension and professional analysis. Critical thinking conceives a topic for discussions and discussions monitor the students to the problem-solving strategy. Each student identifies a particular form of learning (SWALLOW, 2020). The

problem-solving learning strategy evaluates the learning process comprehension for the students and "brings metacognition into the auditorium."

The involvement of cognitive strategies created the formula to empower metacognitive language learning skills. The survey shows that more than 90% of students want to be involved in the learning procedure since that gives them confidence. Confidence is a feeling of disambiguation that indicates their learning abilities and creates a satisfactory feeling about the comprehension of the activity even for some small percentage. Every student should denote a sense of self-confidence during the lessons (SNYDER, 2009)

Afterward, we involved metacognitive regulations into the learning process: evaluation, planning, information management strategy, correction, and monitoring (SCHRAW; DENNISON, 1994). Evaluation of the material used to be realized again through discussions.

It is significant to notify about the correlation between each learning strategy. The upcoming strategy was planning, which was used to evaluate the students' cognitive skills. Afterward, we employed the planning and information management strategy. Here, the students were taught to identify the essential information from the unnecessary.

We helped them correct their mistakes themselves; the role of the lecturer is to lead the student to embrace his/her mistakes and identify them since it gives a fundamental cognitive skill to focus on them by correcting and memorizing them. Also, it is important to correct them by praising and again through discussions since the main idea of the classes was to create a metacognitive skill by evoking self-confidence. If the teacher corrects the student repeatedly pronouncing the mistakes amongst the other observers, the student will never speak anymore. The main idea here is to agree with the speaker by giving additional information to correct answers. The monitoring strategy was evoking new ideas over the material by listening to each other's new thoughts, and students dug even deeper into the specific topic.

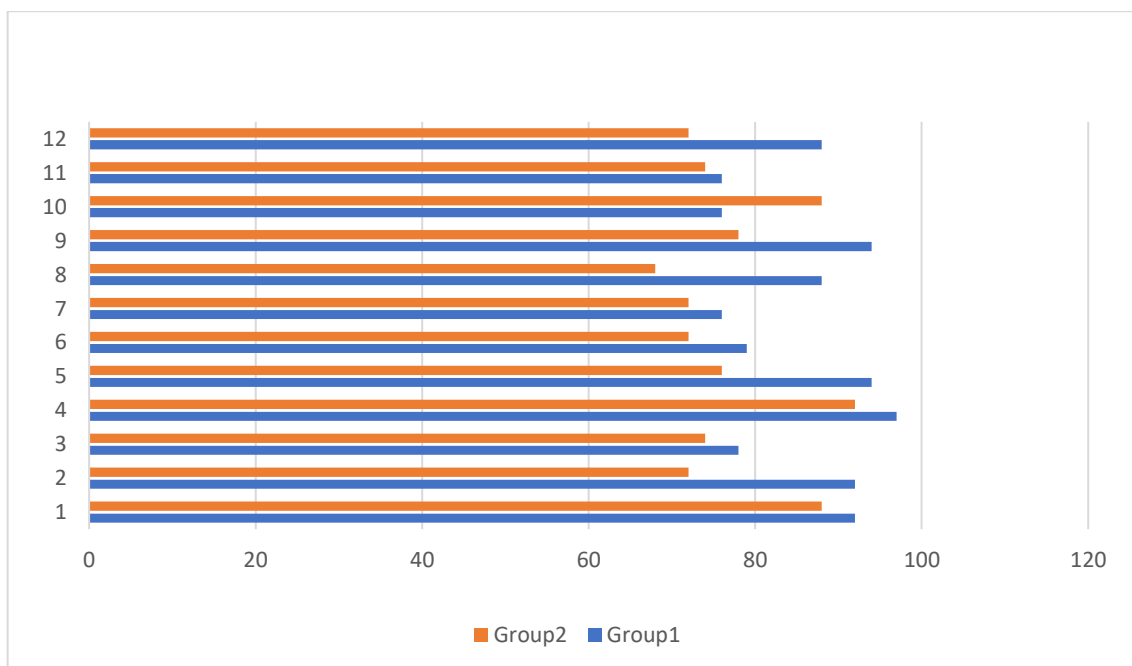
Results and Discussion

The evaluation of study results about the satisfaction of teaching method shows that over 87% of the students who took part in the survey appreciated the education system that involved CS and MS to teach economic discourse of the English language. For 7% of students, the education process lasted longer than it was supposed to be; they believe that only discourse definition would be enough. The other 6% assured that they like both systems. It depends on the discourse being covered; if it is complicated, the students prefer a cognitive form of education. Otherwise, it is better to define it since it can be quicker.

The students who were already aware of the discourse in their native language could prefer only word definition if not the cognitive technique were considered necessary. Even if they knew the word in their target language, some preferred the cognitive form of explanation by clarifying that it makes the education process much more exciting and helps them memorize the words/phrases much quicker and more effectively.

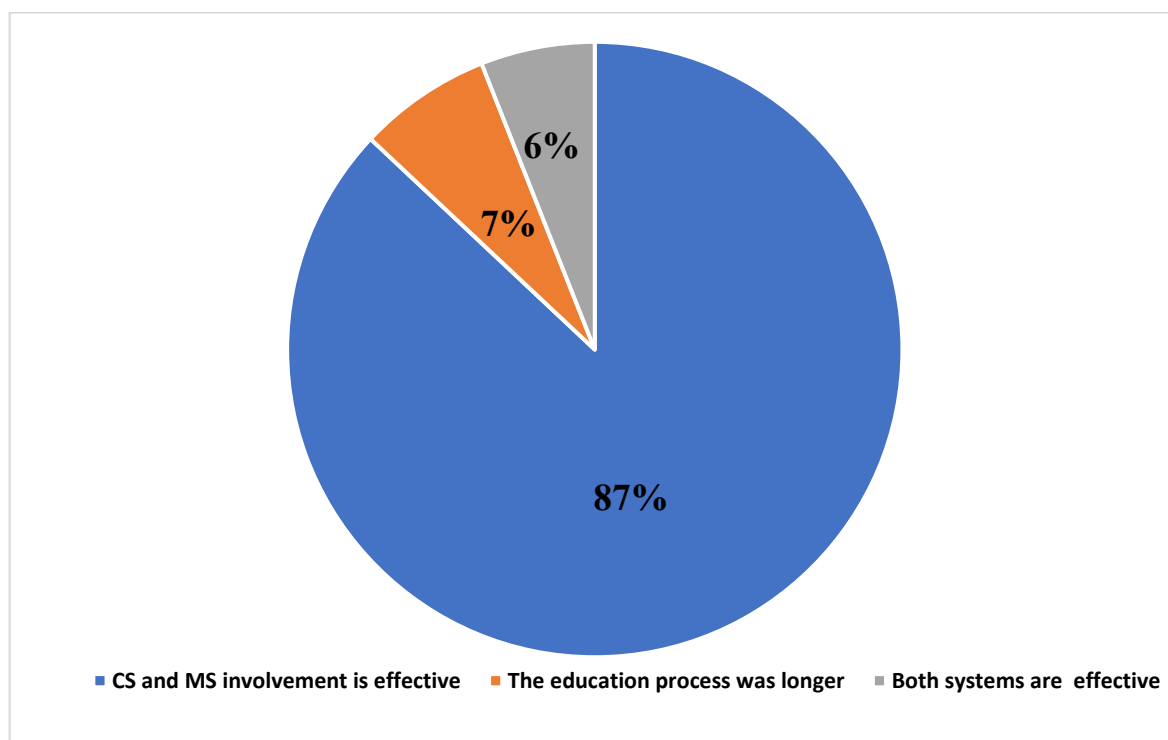
After covering up the materials (articles from divers' economic newspapers) containing professional discourse, the students passed an assessment test in the form of written rendering of professional texts. All the tasks contained the same phenomena they used to research during the practical classes. The test grades of all 24 students were evaluated individually. In order to find if utilizing CS and MS during study sessions influenced the students' performance during the assessment test, we conducted a statistical analysis using the Student's T-test, with a significance level equals to 0.05. Our chosen null hypothesis was - "There is no difference between the assessment results of both groups." The results two-tail p-value from the T-test was 0.015, which is less than our chosen significance level. Therefore, based on the results, we can reject the null hypothesis and imply that the grades received by the students in the two groups are statistically different. Moreover, the average grade in the group taught using MS, and CS (85.83 from 100) was higher than the average grade received in the second group (77.17 from 100). Hence, the students in the first group performed better during the assessment test.

Figure 2 – Assessment Test Results



Source: Prepared by the authors

Figure 3 – The CS and MS involvement results in percentage



Source: Prepared by the authors

Conclusion

The study revealed the importance of comprising metacognitive and cognitive learning strategies in the economic discourse learning process. According to the survey, more than half of the students appreciated the class procedure incorporating discussions and problem-solving activities. According to the students' outlook, the specific learning technique embracing MS and CS is engaging.

The survey shows that MS and CS serve as a psychological tool that makes the students feel self-confident during the classes and do not afraid of making language mistakes in their speech. However, the English language classes can also be performed without the use of MS and CS. Nevertheless, the language learning strategies elicit a hypothetical and pictorial interpretation of the phenomenon and create some robust evaluation of the economic discourse that the student can swiftly memorize.

The evidence affirms that a minimal number of students find the employment of MS and CS a waste of time, and they consider that it is better to pronounce only the translation into the native language or the definition into the target language. For some of them, there is no distinction in how they will get the knowledge, and the majority appreciates the specific

technique of education, assuring that the one gives them more vivid and descriptive clarification of the phenomenon.

The article validates the hypothesis that each student should evolve the individual learning skills through the teachers' cooperation. The research proves that the implication of metacognition and cognition into the teaching procedure creates an objective and capable system for knowledge collection. The study also proves the.

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