

This dissertation thesis focuses on the shift of the pedagogical tide towards strategies and shows how strategies can be efficiently used in the area of language teacher preparation. The use of action research as an important tool of change enables the investigator to test how certain approaches and strategies function, how they lead students to take an active part in learning and make their process of learning more efficient.

The main aim of the thesis is to describe and map the process of group facilitation making use of effective learning and teaching strategies. At the same time the researcher tries to find out whether it will be possible to use this literature model making use of effective teaching strategies as a strong didactic component in her future teaching practice. The teacher-facilitator and researcher as one person formulates two sets of problem questions and seeks answers for them in the research part of the thesis.

The theoretical part focuses on three important themes. The introductory chapter discusses the outcomes of effective approaches and teaching and learning strategies. In further chapters it discusses roots of effective teaching in our school system of the 1980s and monitors the shift in language learning pedagogy in recent years. The last chapter of the theoretical part of this dissertation gradually selects and introduces the strategies that have already built their dominating position in our teaching practice - i.e. strategies of cooperative learning, facilitation strategies and strategies of reflective learning.