



**THE PLACE OF LEARNING STRATEGIES IN LANGUAGE TEXTBOOKS  
USED AT TERTIARY LEVEL**

**AYBÜKE ARIK**

**MA THESIS**

**DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAM**

**GAZI UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**SEPTEMBER,2015**

## **TELİF HAKKI ve TEZ FOTOKOPİ İZİN FORMU**

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 12 (12) ay sonra tezden fotokopi çekilebilir.

### **YAZARIN**

Adı : Aybüke

Soyadı : Arık

Bölümü : İngilizce Öğretmenliği

İmza :

Teslim tarihi :

### **TEZİN**

Türkçe Adı : Dil Öğrenme Stratejilerinin Yüksek Öğretimde kullanılan Yabancı Dil Ders

Kitaplarındaki Yeri

İngilizceAdı: The Place of Learning Strategies in Language Textbooks Used at Tertiary Level

## **ETİK İLKELERE UYGUNLUK BEYANI**

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Ayb ke Arık

İmza: .....

**Jüri onay sayfası**

Aybüke Arık tarafından hazırlanan "The Place of Learning Strategies in Language Textbooks Used at Tertiary Level" adlı tez çalışması aşağıdaki jüri tarafından oy birliği / oy çokluğu ile Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

**Danışman:** (Doç. Dr. Cem Balçıkanlı)

(İngilizce Öğretmenliği, Gazi Üniversitesi) 

**Başkan:** (Doç. Dr. İskender Hakkı Sarıgöz)

(İngilizce Öğretmenliği, Gazi Üniversitesi) .....

**Üye:** (Yrd. Doç. Dr. Gülşen Demir)

(İngilizce Öğretmenliği, Ufuk Üniversitesi) 

**Üye:** (Unvanı Adı Soyadı)

(Anabilim Dalı, Üniversite Adı) .....

Tez Savunma Tarihi: 06/11 /2015

Bu tezin İngiliz Dili Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olması için şartları yerine getirdiğini onaylıyorum.

Eğitim Bilimleri Enstitüsü Müdürü

Prof. Dr. Servet KARABAĞ .....

*Annem ve Babama*

## **ACKNOWLEDGEMENTS**

Research and writing process of this current study has not been an easy journey but I have been granted great support, considerate help from many beautiful people.

Firstly, I would like to express my sincere gratitude to my supervisor Assoc. Prof. CemBalçıkanlı for his continuous support of my study and related research, without his patience, motivation, wisdom and immense knowledge this study would have never been completed. I could not have imagined having a better supervisor and mentor for my study.

Secondly, I would like to thank to Assoc. Prof. Kemal Sinan Özmen who helped me to shape my professional identity, without his guidance and constant support I might have made different choices for my life and career.

I also would like to thank to my friends and colleaguesTürkan Kaplan who supported me at the darkest hour and being very kind to make proof reading of some sections in my study and Özge Aydın who supported me from the bottom of her heart and helped this study selflessly through the process of data collection.

Finally, I would like to thank to my mother Semra Arık and father Harun Arık who always believed in me and supported me for every choice I made although these choices also affected them in many ways.

# **DİL ÖĞRENME STRATEJİLERİNİN YÜKSEK ÖĞRETİMDE KULLANILAN YABANCI DİL DERS KİTAPLARINDAKİ YERİ**

**Yüksek Lisans Tezi**

**Aybüke Arık**

**GAZİ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ**

**Eylül, 2015**

## **ÖZ**

Dil öğrenme stratejileriyle ilgili çalışmalar uzun yıllardır yapılmaktadır. Araştırmacılar dil öğrencilerinin strateji tercihlerini ve dil öğrencileri ile öğretmenleri için strateji eğitimi yöntemlerini çalışmışlardır. Strateji eğitimi kolaylaştırmak için birçok materyal hazırlanmıştır. Bu çalışma 2013-2014 akademik yılında Ankara'daki üniversitelerin İngiliz dili eğitimi için kullandıkları ders kitaplarını incelemektedir. Bu çalışma için 7 tane ders kitabının öğrenci ve çalışma kitapları içerik analizi yöntemiyle incelemiştir. Kitaplardaki aktiviteler O'Malley ve Chamot'ın dil öğrenme stratejileri kategorisine (1990) göre sınıflandırılmıştır. Sonuçlar ders kitaplarının dil öğrenme stratejilerinin kullanımını sağlayan aktivitelerinin olduğunu ancak bütün stratejilerin ders kitaplarında geçmediğini göstermektedir. Bu çalışmanın sonuçları dil öğrenme stratejileri konusunda ders kitaplarının şu anki durumunun yetersizliğini ortaya koymaktadır ve bu çalışmada ders kitabı yazarlarına da bu yetersizliği ortadan kaldırmak adına kitapların içine dil öğrenme stratejileri konusunda farkındalık yaratmak, bu stratejileri sunmak ve değerlendirmek adına eklenebilecek bölümler konusunda öneriler sunmaktadır.

Bilim Kodu:

Anahtar Kelimeler: Dil Öğrenme Stratejileri, Ders kitapları,

Sayfa Adedi:

Danışman: Doç. Dr. Cem Balçıkanlı



# **THE PLACE OF LEARNING STRATEGIES IN LANGUAGE TEXTBOOKS USED AT TERTIARY LEVEL**

**MA Thesis**

**Aybüke Arık**

**GAZI UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

**September,2015**

## **ABSTRACT**

Language learning strategy studies have been conducted for several decades. The researchers studied strategy preferences of language learners, and training methods for language learning strategies to language learners and teachers. There have been numerous attempts to develop materials to facilitate language learning strategy training. The current study examines the English language textbooks used at tertiary level in Universities in Ankara in 2013-2014 academic year in terms of the place of language learning strategies in the textbooks. Student Books and Workbooks of seven textbooks are examined through content analysis method. The activities in the books are categorized according to O'Malley and Chamot's language learning strategy categorization (1990). The results indicate that the textbooks include activities that practice use of language learning strategies; however all of the strategies are not practiced in the textbooks. The findings of this study reveal that with the current state of textbooks, they are inadequate in terms of presenting and practicing language learning strategies. Consequently, some suggestions that include parts in textbooks that practice strategies, enable awareness rising and evaluate the use of language learning strategies for the learners and teachers are proposed to improve current situation of the textbooks to the writers.

Science Code:

Key Words: Language Learning Strategies, Textbooks,

Page Number:

Supervisor: Assoc. Prof. Dr. CemBalçıkanlı

## TABLE OF CONTENTS

<b>ÖZ .....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
<b>LIST OF ABBREVIATIONS.....</b>	<b>xii</b>
<b>CHAPTER I.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
<b>1.1. Statement of the Research Problem .....</b>	<b>3</b>
<b>1.2. Purpose of the Study .....</b>	<b>5</b>
<b>1.3. Importance of the Study .....</b>	<b>5</b>
<b>1.4. Assumptions.....</b>	<b>6</b>
<b>1.5. Definitions .....</b>	<b>6</b>
<b>CHAPTER II .....</b>	<b>7</b>
<b>LITERATURE REVIEW.....</b>	<b>7</b>
<b>2.1 Introduction .....</b>	<b>7</b>
<b>2.2 Background of the Language Learning Strategies .....</b>	<b>7</b>

2.3. Classification of Language Learning Strategies.....	11
2.3.1 Rubin's Classification of Language Learning Strategies.....	11
2.3.2. Stren's Classification of Language Learning Strategies .....	13
2.3.3. O'Malley and Chamot's Classification of Language Learning Strategies .....	15
2.3.4. Oxford's Classification of Language Learning Strategies .....	25
2.4. Language Learning Strategy Training.....	35
2.4.1. Learner Training .....	36
2.4.2 Materials for Strategy Training .....	47
2.5. Research on Language Learning Strategy Studies .....	52
<b>CHAPTER III.....</b>	<b>65</b>
<b>METHODOLOGY .....</b>	<b>65</b>
3. 1. Research Design.....	65
3.2. Setting.....	66
3.3. Data Collection .....	68
3.4. Data Analysis .....	71
<b>CHAPTER IV .....</b>	<b>75</b>
<b>FINDINGS .....</b>	<b>75</b>
4.1 The general distribution of the strategies in the books.....	75
4.2. The detailed distribution of the strategies in the books.....	77
4. 2. 1. The detailed distribution of the strategies in Language Leader .....	77
4. 2. 2. The Detailed Distribution of the Strategies in New English File.....	81
4. 2.3. The Detailed Distribution of the Strategies in New Success .....	85
4. 2. 4. The detailed distribution of the strategies in New Total English .....	90

4. 2. 5. The Detailed Distribution of the Strategies in Top Notch .....	94
4. 2. 6. The Detailed Distribution of the Strategies in Speak Out .....	98
4. 2. 7. The Detailed Distribution of the Strategies in New Inside Out.....	103
<b>CHAPTER V.....</b>	<b>109</b>
<b>DISCUSSION AND CONCLUSION.....</b>	<b>109</b>
5.1. Discussion.....	109
5.1.1. Discussion of the First Research Question .....	109
5.1.2. Discussion of the Second Research Question .....	110
5.1.3. Discussion of the Third Research Question .....	111
5.2 Conclusion.....	122
5.2.1 Summary of the findings.....	123
5.2.2. Implications of the Study .....	124
5.2.3. Limitations of the Study .....	125
5.2.4. Suggestions for Further Studies .....	126
<b>REFERENCES .....</b>	<b>127</b>

## LIST OF TABLES

Table 1.1 Textbooks Used in State Universities in 2013-2014 Academic Year .....	67
Table 1.2. Textbooks Used in the Foundation Universities in 2013-2014 Academic Year .....	67
Table 2. Instructions from the books and the Strategies they include .....	70
Table 3The discrepancies between analyses of two researchers .....	73
Table 4 The general distribution of the strategies in the books .....	76
Table 5.1. Strategies in Language Leader Textbook in Detail .....	678
Table 5.2. Strategies in New English File Textbook in Detail .....	83
Table 5.3. Strategies in New Success Textbook in Detail .....	87
Table 5.4 Strategies in New Total English Textbooks in Detail .....	91
Table 5.5. Strategies in Top Notch Textbook in Detail .....	96
Table 5.6 Strategies in Speak Out Textbook in Detail .....	100
Table 5.7.Strategies in New Inside Out Textbook in Detail .....	105

## **LIST OF ABBREVIATIONS**

LLS    Language Learning Strategies

MS    Metacognitive Strategies

CS    Cognitive Strategies

SAS   Social Affective Strategies

SB    Student Book

WB    Workbook

## CHAPTER I

### INTRODUCTION

The focus of language learning started to change at the second half of the 20th century. The research area included studies that explain the differences between learners and how to help them to take more responsibility in their own learning. The result of such studies is a new term that explains methods or ways that are used by successful learners. 'Language Learning Strategies' (LLS) has been accepted as an important aspect for language learning and has been included in Common European Framework of Reference for Languages: learning, teaching, and assessment (2001). Language Learning Strategy studies have been conducted for few decades. In 2001 with the appearance of CEFR (*Common European Framework of Reference for Languages: Learning, teaching, and Assessment*) the learning strategies formally became a part of a language policy.

There are a lot of different descriptions for learning strategies. While some researchers describe them as specific actions to take to achieve a learning goal (Brown, 2007; Woolfolk, Winnie and Perry, 2000), others who adopted a more cognitive perspective describe learning strategies as "special ways of processing information that enhance comprehension, learning, or retention of the information" (Chamot and O'Malley, 1990, p.1). Scarcella and Oxford (as cited in Oxford, 2001, p. 359) describe the language learning strategies as "specific actions, steps or techniques used by students to enhance their own learning." It can be clearly seen that choice of learning strategies is very important. The learning strategy chosen by the learners should fit into their learning styles which are described as general approaches that are used to learn a new language or subject by the students (Oxford, 2001, p.359). Oxford (2001) also states that

consciously chosen strategies that fit to the learners' learning styles become "a useful toolkit for active, conscious, and purposeful self-regulation of learning" (p.359)

LLS are very important for learners. Because of its importance teaching LLS to the learners is also essential (Oxford, 2008, p.41-59). Oxford (1990) emphasizes the importance of introducing new kinds of language learning strategies to the learners by emphasizing the importance of learning how to learn and she also states that conscious use of language strategies can occur only when it is introduced to the students through training (p.1-37). According to Brown (2007) there are two ways of strategy training. The first one is 'autonomous self-training' and the other one is 'strategies based instruction' (p.136). Brown (2007) describes the second one as "classroom based or textbook embedded training" (p.136). As it can be understood, the teachers play the key role for strategy based instruction (SBI). It is assumed that the learners already have some learning strategies that fit to their learning styles or not. The expectation is that the teacher should introduce different learning strategies to the students. This would help the students to learn about the learning itself and to improve their own learning. However, although the teacher plays the key role to introduce the strategies to the learners, classroom materials also have an important role. The materials used in the classroom have an importance for both teachers and learners. They help teachers through the lessons and they also help students to reinforce the newly learned information. Among different kinds of materials textbooks are the ones that are used widely. Many textbooks used in the classroom provide extra materials that allow the learners to revise the information learned outside the classroom. As a result, these textbooks are the classroom related materials that has an important contribution to the learner's language learning experiences. Consequently, role of the textbooks in language learning strategy training is very important. This study focuses on learning strategies that are embedded in textbooks used for language teaching.

In this study the Student book and the workbooks have been examined and the strategies used in each are compared. The Student books are mostly used in the classrooms and they are the mostly used materials for the classroom learning. Workbooks, on the other hand, are generally used outside the classroom and the students are on their own while they are working on those. This means while the student books are connected to the traditional learning in the



classroom,workbooks are connected to the learning outside of the classroom thus they are more about a part of autonomous learning.

### **1.1. Statement of the Research Problem**

Research on learning strategies is not new. A lot of different studies have been conducted on this research area. The earliest studies, like Rubin (1975), tried to find and identify the strategies that are used by the good learners and teach those strategies to the poorer ones to help them to improve themselves. In time many different focused on different aspects like the impact of some variables like motivation, gender, academic success etc. on strategy use (Chamot, 2004; McGraw, 2005; Oxford andNyikos, 1989; Özmen, 2012).

Early studies examined the learners and the strategies themselves. Chamot (2004) states that the research studies center upon the identification of the procedures of learning strategies, they focus on the terminology and the classification, the learner characteristics and their effects on strategy use, and the effects of culture and context on strategy preference (p. 14-23).

With the introduction of concepts like 'lifelong learning' and 'autonomy', researchers started to focus on the effects of the strategies on learners. To achieve the goal of lifelong learning the learners had to be autonomous. This means they had to be responsible for their own learning and they had to be learners who are aware of their abilities and needs. According to Oxford (1990) learners who know and use appropriate learning strategies for their learning styles or the relevant learning tasks can take the responsibility for their own learning. As a result, learning strategies are considered as an important tool to facilitate the process (p. 1-37).

Subsequently, because of the importance LLS, the studies focused on teaching those strategies to the learners. A new concept called 'strategy based instruction' is introduced. The focus of the studies conducted on this field is about "explicit and integrated strategy instruction, language of instruction, transfer of strategies to new tasks, and models for language learning strategy instruction" (Chamot, 2004, p. 15).

Chamot (2004) explains explicit strategy instruction as a separate lesson in which the teacher models the strategies, the students practice the newly learned strategies and they also practice

to transfer this knowledge to the other tasks (p. 14-23). According to her, explicit strategy instruction helps learners to raise awareness about the strategy use. However, there is also the issue of integrated instruction. Should language learning strategies be a separate lesson or they should be a part of curriculum? Chamot (2004) states that it is agreed upon that the explicit strategy instruction is important, which means that “the students should be informed about them by the teacher (p. 14-23). In addition it is claimed by most researchers that the strategy instruction should be integrated to the curriculum and the lessons” (Chamot, 2004, p.23).

One can conclude that all of the previous research studies are mainly about the strategies themselves, their effects on learners and classroom implementations. As for the classroom, the role of the teacher is seen as important. The teacher introduces the strategies to the students and creates the context for them to use those strategies. However, there is also another important factor in the classroom. This factor is the learning materials. The materials that are mostly used by the teachers and the students are the textbooks. Textbooks are the main language materials used by many teachers in the classroom so they serve an important role in language teaching. They generally come as a pack with a Student book, a teachers' book, a workbook and some additional materials like CD's and online resources. The Student books and workbooks are the most common and widely used materials but with the development of technology and internet, online materials have also been used. As Brown (2007) states textbooks are also a part of strategy based instruction (p. 136).

Amiryousefia and Ketabib (2011) briefly summarize the studies that agree upon the usefulness of textbooks (p.215–220). According to the researchers (Amiryousefia and Ketabib, 2011) those studies can be gathered into two categories. The first category claims that textbooks are useful because they are accepted as "a universal and essential component of every classroom without which the class seems incomplete" (p.216). The other one claims that textbooks present a wide range of materials, exercises and activities. They are reference sources and pre-determined and systematic syllabi that teachers and students can benefit from.

While their importance is obvious, there are not many studies conducted about the role of the language learning strategies in textbooks in Turkey. The studies conducted in Turkey either focus on randomly selected textbooks or they focus on the textbooks used in the Ministry of

Education. Furthermore, these books examine only the Student books while the other materials such as online sources and workbooks are used in the classes. On the other hand, there is a fact that although there are many universities in Turkey with preparation classes the textbooks used for those departments haven't been examined in terms of language learning strategies.

## **1.2. Purpose of the Study**

The purpose of this study is to investigate whether language strategies are existent in textbooks used in preparatory schools in Ankara and to find the extent of the use of these strategies. The study also aims to find the way of presenting LLS in those books and to identify the types of the LLS that are mostly used in those books. The following research questions are proposed to accomplish the purpose of the study:

1. Do the textbooks used in the preparation programs in the universities in Ankara include teaching Language Learning Strategies?
2. If so, do textbooks use an implicit or explicit approach for the presentation of Language Learning Strategies?
3. Which Language Learning Strategies are commonly presented in the textbooks?
  - a. Which strategy is the mostly used strategy in the textbooks?
  - b. Do the textbooks include activities with all of the strategies of a category or they only include activities with specific strategies?

## **1.3. Importance of the Study**

This study examines the language learning strategies included in the textbooks used in the Preparatory year of Universities in Ankara. This year has a very dense language focused program and the textbooks that are used in preparatory classes are very important for both teachers and learners. They are the materials that are heavily used in the classroom. Learners are expected to be competent in the target language enough to survive in their main department. They are expected to be able to understand and use the target language effectively for the rest of their lives. To achieve this, the learners need to be familiar with the way or ways

to learn a language. This makes language learning strategies very important for them. Consequently, it is important to know whether those textbooks include language learning strategies or not. It is also important to know which strategies are more frequent and which strategies are not. The results of this study can show us whether the textbooks include language learning strategies into their content as much as they should. More importantly the findings and recommendations can help teachers, curriculum designers and textbook writers to gain a new insight about the language learning strategy training.

#### **1.4. Assumptions**

In this current study it is assumed that the books used in Ankara are written according to the principles of CEFR. It is accepted that the books that are used at the universities have activities related to LLS both in the workbooks and in the student books. Also it is assumed that the workbooks of textbooks are only used outside of the classroom only by the learners.

#### **1.5. Definitions**

**Language learning strategies (LLS):** Learning strategies are the conscious thoughts and actions that learners take in order to achieve a learning goal (Chamot, 2004, p.14)

**Autonomy:** The ability to take charge of one's learning, being independent in the learning process. (Holec, 1981; Woolfolk, Winnie and Perry, 2011).

**Textbook:** A learning material that generally composed of a Student book, a workbook, a teachers' book and a CD (Cunningworth, 1995). Textbook is another name used for this particular learning material.

**Textbook Evaluation:** Evaluating a textbook according to a criteria (Cunningworth, 1995).

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this part of the research two pillars of the study will be introduced and explained. The first one is the learning strategies and starting from the explanation and introduction of the language learning strategies, the previous studies conducted on the field, and language learning strategy training studies will be introduced. Then, textbook evaluation which is the second focus of the study will be examined.

#### **2.2 Background of the Language Learning Strategies**

Educational sciences have always been influenced by the innovations in psychology. The development of different approaches in psychology affects the field of education, as a result; new approaches and methods are adopted. When the field of psychology evolves a new school of thought, cognitive psychology, this affects the field of education. According to Weinstein, Husman and Dierking (2000) with the emergence of information processing models of cognition in the field of psychology researchers realize the mental process is something that can be studied and understood directly (p.727-747). As a result, they start to wonder whether cognition is something to be controlled through cognitive and metacognitive process (p.728). This affects the general behavioral understanding in the field of education and the acknowledged role of the learner in the classroom shifts from passive to active in time. This

shift opens the gate for a new research area in language education. By putting the learner at the center of studies, researchers first try to understand the learners and agree upon the idea that learners have their own unique properties. The first concern of the research is on how learners perceive rather than what or how much they perceive. The research has shown that students approach learning tasks differently (Woolfolk, et.al, 2011, p.293-300). As a result, researchers focus on learner's learning preferences which are also known as learning styles. There are many different explanations for learning styles. While Jones (1998) explains them as "aspects of individual differences in processing information, and they reflect systematic differences in the way individuals tend to approach learning and problem-solving"(p. 115), Dunn and Griggs (1998) explain them as biologic and developmental characteristics that every person has and they affect people's learning positively or negatively according to various variables, which means that they make the same teaching methods and techniques effective for some and ineffective for others (p.11). Pask (1976) also emphasizes the importance of the harmony between the learning style of the learner and the teaching strategy of the teacher and claims that the learner will learn the subject matter more quickly and retain it longer when there is a harmony between the learning style and teaching strategy or method (p.128-148).

In the following years, researchers start to realize that even if the learners have the same teacher and materials, even if they are in the same environment or presented with different teaching strategies fit to their learning styles, their learning is not the same. Some of them are more successful than the others, so 'What makes some students more successful than the others?' becomes a fashionable question to ask. Rubin asks the same question for her study (1975) and examines the things which make a difference between the good learners and the poor learners, in other words, things that 'good learners' do better than the poor learners. The main aim of the study is to find those things and teach them to the poorer learners and with that way make them successful too. In a way this study becomes a cornerstone for language learning strategies and strategy instruction. Rubin (1975) also makes one of the first definitions of language learning strategies and describes them as "the techniques or devices which a learner may use to acquire knowledge"(p.43). Apart from Rubin's research (1975), Naiman, Fröhlich, Stern and Todesco (1996) also emphasize the importance of the ways or strategies that good learners use by stating that it is possible to improve all forms of language

teaching when we develop an understanding of the language learners themselves and their language learning process (p.1).

Stern's definition of language strategies (1975), however, is not as general as Rubin's (1975). According to Stern (1975) a beginner language learner faces three problems; inconsistency of the previously known language and the target language, conveying and interpreting the messages and linguistic forms, choosing between rational and intuitive learning. Stern (1975) argues that a language learner needs to find precise strategies and techniques to overcome the difficulties raised by those problems. With this definition, Stern presents a broader definition for learning strategies. However, with each study the definition of learning strategies changes. By using Stern's definition (1975), Naiman, et. al. (1996) introduce some studies. The first research described by them was conducted in 1974 and 1975 and considering some aspects like context of learning, characteristics of learners, process of learning and learning outcome, this study focuses on two main problems. The first one is about the consciously developed and used strategies of learners and the other one is about certain learner characteristics that affects learners' preference of the strategies and the learning outcome as well. This study aims to find the differences between good and poor learners by putting teaching learners how to learn on the center (Naiman, et. al. 1996, p.1-9).

The results of the study (1975) reveal some techniques and strategies that good language learners use, which can also be considered early versions of strategy classifications. The language learning strategies of good learners are classified into four categories in this study (1975). The first one is active involvement which includes positive responses to learning opportunities, identification of preferred learning environments, intensifying prepared language learning activities or adding new activities to them, practicing and focusing on the language. The second one is about the realization of language as a system and it includes the use of translations from L2 to L1 and comparing them, developing learning techniques like the use of dictionaries or association. Another one is accepting language as a means of communication and interaction which enables learners to increase their communication skills and realizing and finding sociocultural meanings of vocabulary items. Finally, the last strategy is managing affective demands, which involves monitoring the language performance and reaching to the targets composed by the learners themselves (Naiman, et. al, 1996, p. 1-9). The

researchers also indicate some techniques categorized under seven technique groups. The first one is sound acquisition that involves things like repeating, listening or reading carefully, monitoring mistakes and so on. Another technique group is about grammar and some examples of them are inferring rules, memorization of the rules and applying them and comparing L1 and L2. Another technique group is about vocabulary which has techniques like using resources dictionaries, making up or playing games related to vocabulary items, repeating words and so on. The fourth one is about listening and it involves listening authentic materials, paying attention what and how things are uttered. The fifth group is about learning to talk and in this group, examples of the techniques include learning by heart, not being afraid of making mistakes and modeling. Other technique categories involve reading and writing and they include techniques like reading things that are appealing to learner, writing things that they are interested, use of language in real-life related situations like having a pen-pal etc (Naiman, et. al, 1996 p. 1-9). Other studies mentioned by them are case studies involving interviews with good learners and their results correlate with the previous study. Another research presented by Naiman, Fröhlich, et. al, (1996) proves the hardship of observing language learning strategies with a study conducted between 1974 and 1975. They aim to observe the strategies and techniques revealed in the other studies but failed to observe them all. The results failed to differentiate the difference between poor learners and the successful learners and it is also observed that the occurrence of techniques like circumlocution, silent repetition, or role-playing happened barely (Naiman, et. al, 1996, p. 1-9). The other results of the study; however, prove the importance of unique characteristic of the learners and their impact on language learning strategies. The results of different studies presented by Naiman et.al make it possible for future researchers to understand the importance of personal preferences of learners in case of using strategies. They also make us aware of the difference between the learning styles of different language learners.

Because of the similarity and the focus of the two concepts, learning styles and strategies have been a matter of confusion. Brown (2001) clarifies this by stating that styles are the appropriate characterization of the learner about how to behave in general whereas strategies are specific methods used to approach a problem, modes of operation to achieve an end and planned designs to control and manipulate information (p. 210). According to Brown (2001),



learning style of a learner can be predictable, on the other hand, the learning strategy that the learner uses varies widely within an individual and a learner can use a dozen of strategies at the same time to figure out the learning task (p. 210). The aim of the learner for using learning strategies is to overcome a specific problem. They are "purposeful and goal oriented" (Williams and Burden, 1997, p. 145). To use the learning strategies, the learner should monitor the learning task and act according to the context. As it can be understood, a learner can use different learning strategies with different combinations to achieve the goal of learning and understanding. As a result, the use of strategies is mostly mental process that cannot be observed. Even while using the learner may apply them consciously or unconsciously, the very nature of the language learning strategies makes it a field of study that is somewhat problematic. In years, many different studies are conducted in this field and each of them offered a different categorization (O'Malley and Chamot 1990, Oxford, 1990, Rubin, 1975, Stern, 1975). Stern (1992) expresses this as "a certain arbitrariness in the classification of learning strategies." (as cited from Griffiths, 2001, p.264).

### **2.3. Classification of Language Learning Strategies**

Language learning strategy studies are conducted to find the learning ways or techniques of successful learners to make it possible to teach them to the poor language learners. To do this, defining what language learning strategies are and knowing the types of the strategies are very important. In this research area there are four main language learning strategy categories. Those belong to Rubin (1975), Stern (1992), O'Malley and Chamot (1990) and Oxford (1990). This part of the research aims to describe those classifications and explain the classification that is used in this study.

#### **2.3.1 Rubin's Classification of Language Learning Strategies**

The pioneering study of Rubin (1975) actually aimed to detect the ways or strategies that good learners use and to teach those to the other learners to help them to improve their learning. It is known that people learn their native languages without encountering many problems whereas there are some successful learners with more language learning ability

when the matter is learning a foreign language (Rubin, 1975, p. 41-51). Rubin (1975) conducts a study to understand and define this difference and helps less successful language learners. The results of the study reveal some common strategies used by successful learners and Rubin (1975) gathers those under seven items. Those can be considered early examples of LLS categorization. According to Rubin (1975), the first common strategy used by successful learners is inferencing or guessing unknown words or forms (p. 41-51). By using this strategy, learners try to understand the meaning of unknown vocabulary items from the context without checking them from a resource. Successful students also have a strong drive to communicate, which means that they use techniques like paraphrasing, circumlocutions, gestures, explanations and so on to convey their messages when they need (Rubin, 1975, p. 41-51). They are also not afraid of making mistakes, which also shows their eagerness to convey their messages. Classification of information is another common strategy used by successful learners. Successful learners use techniques like analyzing, categorizing, synthesizing to classify information (Rubin, 1975, p. 41-51). Successful learners also monitor what they do in the process of learning. This means they examine their learning process and they also examine their steps in the process of using the language (Rubin, 1975, p. 41-51). They practice what they learn and they pay attention to the meaning and context. They pay attention to parts of language like the relationship of the participants, the rules of speaking, the mood of the speech act and also grammar and vocabulary (Rubin, 1975, p. 41-51).

In later studies, Wenden and Rubin (1987) present language learning strategies in two categories; direct strategies and indirect strategies. Direct strategies contribute to the language directly and indirect strategies have an indirect contribution to learning, and those indirect strategies include Cognitive Learning Strategies and Metacognitive Learning Strategies (Wenden and Rubin, 1987 p. 71-91). Cognitive Learning Strategies are about the steps that are used by the learners in the process of learning (Wenden and Rubin, 1987 p. 71-91). This language learning strategy category has six sub-categories; Clarification/Verification, Monitoring, Memorization, Guessing/Inductive Inferencing, Deductive Reasoning, and Practice (Wenden and Rubin, 1987 p. 71-91). Metacognitive strategies are used to inspect and self-direct language learning and the sub-categories of Metacognitive strategies include planning, prioritizing, setting goals, and self-management. Indirect strategies, on the other

hand, include Communication Strategies and Social Strategies(Wenden and Rubin, 1987 p. 71-91). Communication strategies are used when the language users encounter a communication problem when they cannot convey their message. Social strategies are used by the learners to expose themselves to the target language and to practice. They are not directly about obtaining, storing, retrieving, and using the language (Hismanoglu, 2000, Hsio and Oxford, 2002, p. 370).

### **2.3.2. Stren's Classification of Language Learning Strategies**

Another classification belongs to Stern. Just like Rubin, Stern's study about good language learners is also a pioneering study in this field. Stern presents five main language learning strategies (Stern, 1992, p.262-267). The first category is Management and Planning Strategies and they are categorized as Metacognitivestrategies (Stern, 1992, p.262-267). They cover planning, monitoring and evaluating (Stern, 1992, p.262-267). When learners use this strategy, they aim to manage their own learning. Stern (1992) states that many decisions and resources related to learning are organized by teachers and syllabus designers. As a result, the learning of learners is under the control of a kind of authority and adviser (p.262-267). Nevertheless, the learners are responsible for a part of their own learning and by using these strategies they step away from the process of learning for a second to visualize and organize the process for themselves. While doing this,the learners have to decide the commitment to make the language learning, set themselves reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate their achievement in the light of previously determined goals and expectations(Stern, 1992, p.262-267). Another category of Stern (1992) is Cognitive Strategies which includes strategies related to learning or problem solving. These strategies are directly involved with learning, and they require direct analysis, transformation, or synthesis of the learning materials (Stern, 1992, p.262-267). Stern (1992) specifically emphasizes the importance of the strategies under this category and refers them as "the heart of strategy training" (p.262-267). This metaphor explains the importance of cognitive strategies for all categorizations done by different researchers. That is because cognitive strategies are used in the process of learning and they are related to the learning of

the given tasks at first hand. Stern's (1992) cognitive strategy classification covers Rubin's (1987) classification and it includes Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, and Monitoring. The third category of Stern (1992) is Communicative - Experiential Strategies also overlaps with Rubin's (1987) communicative strategies. Language learning is not a subject just to be learned in the classroom. To learn a language, the learners should be aware of this fact and blend the language as much as to their daily lives. They must always seek opportunities to practice, and learn more apart from the school in their lives. Stern's (1992) Communicative - Experiential Strategies are strategies used by that kind of students.

The aim of the learners is to understand the messages coded in the target language so language is used as a tool for communication. Language users avoid the interruption in the flow of communication and include strategies like circumlocution, gesturing, paraphrase, or asking for repetition and explanation to deliver a message or interpret it (Stern, 1992, p.262-267). The fourth category of Stern (1992) is Interpersonal Strategies. Interpersonal strategies are used to overcome problems that are the results of the communication itself (p.262-267). The learners seek to find ways to solve them and need the teachers to correct and monitor them, and friends to help and stand by them through the process of learning (Stern, 1992, p.262-267). Interpersonal Strategies also cover experiential strategies and by using them, learners interact with native speakers of the target language to learn the language. Stern (1992) states that learners need to use Interpersonal strategies more when they are faced with situations related to native language users because they need to overcome the problems stemming from different languages and cultures (p.262-267). The last category of Stern (1992) is Affective Strategies. Those strategies are used when the learners feel frustrated because of language learning and their aim is to eliminate those negative feelings of language learners towards language learning (Stern, 1992, p.262-267). These strategies are important because negative feelings related to the learning experience can block the learning process. Learning can occur only when the learners are motivated and ready for the process.

### **2.3.3. O'Malley and Chamot's Classification of Language Learning Strategies**

The study of O'Malley and Chamot(1990) has two theoretical pillars; cognitive psychology and language acquisition. The study examines language learning strategies and tries to explain it and to determine its position in learning by the perspective of cognitive psychology and language acquisition. While previous studies try to find the strategies that are used by successful learners, O'Malley and Chamot emphasize and illuminate the theoretical background of the studies. To do this, they use cognitive psychology and language acquisition studies as a starting point and they use them to understand the nature of language learning strategies. In their studies, they aimed to explain what language learning strategies are, why they have a positive influence, how language strategy information is stored, and how they become automatic.

As it was previously mentioned, language learning strategies can be used consciously as well as unconsciously by the learners. This problematic aspect of the language learning strategies makes it difficult for the researchers to observe, explain, and categorize the language learning strategies. Therefore, the first priority of O'Malley and Chamot's study (1990) is to identify the language learning strategies. To do this, O'Malley and Chamot (1990) adopt an approach which claims that second language acquisition is best understood as "a complex cognitive skill" (p19). Their starting point for their theory is Anderson's (1983) information processing theory of cognition and memory ( as cited in O'Malley and Chamot, 1990, p.20). In his theory, Anderson (1983) distinguishes knowledge into two; declarative knowledge and procedural knowledge(as cited in O'Malley and Chamot, 1990, p.20). Things we already know about are the things that can be categorized under declarative knowledge and they have a static nature. If something is described as declarative knowledge, it means that can be stored in the long term memory and things like the definition of words, facts, and images are considered to be in this group of knowledge (as cited inO'Malley and Chamot, 1990, p.20). On the other hand, O'Malley and Chamot (1990) explain the procedural knowledge as "our ability to understand and generate language or apply our knowledge of rules to solve a problem." (p. 24). Information processing theory of cognition and memory of Anderson (1983) reveals that

people use the same knowledge constantly in a procedure, as a result, they may lose the access to the origin of the procedure or lose the ability to verbally explain or 'declare' the rules (as cited in O'Malley and Chamot, 1990). In other words, the procedure that is used becomes automatic and the person that uses the procedure starts to use it unconsciously after a point. It is argued that declarative knowledge can be acquired 'quickly' but to acquire procedural knowledge constant practice is highly important because it is acquired 'gradually' (O'Malley and Chamot, 1990, p.24). According to the cognitive theory people pass through three stages while they are acquiring a skill. The first stage is the cognitive one in which the learners are aware of the requirements of a certain task and they consciously perform the activity. In this stage, the learner can describe the procedure that is used to accomplish the task. The second stage is the associative state in which the learner associates the previously known knowledge with the newly learned one and errors of the prior knowledge is eliminated and with that it is strengthened. These two stages enable the declarative knowledge to become procedural again (O'Malley and Chamot, 1990, p.26). The last stage is the autonomous stage and finally the newly learned information is started to be used automatically and the errors that are seen in the performance are eliminated. Here the tasks can be performed without any conscious effort. On one hand, Anderson's information processing theory of cognition and memory does not perceive learning strategies as a concept that is separated from other cognitive process. On the other hand, according to O'Malley and Chamot(1990) learning strategies should be separated from the cognitive process to facilitate learning and teaching. It is mainly due to the teachability of learning strategies, which means that it is possible to present language learning strategies as declarative knowledge and help them become procedural in time with practice. Because O'Malley and Chamot (1990) are using Anderson's information processing theory of cognition and memory to understand language learning strategies, it can be said that on their perspective, Anderson's three stages can open up new perspectives for the researchers about LLS studies and it can also help the teachers about the LLS training (p.16-83).

As starting point of LLS studies is to teach poor learners the ways of good learners, it includes training the learners and teaching them how to study and learn. O'Malley and Chamot(1990) approach and perceive the learning strategies in the concept of a cognitive theory and language acquisition to clarify the aims of training, by doing this they also frame the

description to a theoretical aspect. Their classification of learning strategies has three main parts; Metacognitive strategies, Cognitive strategies and Socio-affective strategies. They state that their studies focus on the strategies that are applicable in comprehension as a result they do not focus on Social Affective strategies although they "appreciate the importance of them" (O'Malley and Chamot, 1990, p.44). To successfully accomplish a task, a learner needs to know whether the actions are effective or not. To understand that the learner needs to plan the moves, monitor the process and evaluate the outcome. All of those actions are the features of Metacognitive Strategies and they also define them. Metacognitive strategies are associated with procedural knowledge which involves examining, testing and modifying the process (O'Malley and Chamot, 1990, p.56-83). As it was mentioned before, O'Malley and Chamot's strategy studies (1990) correlate with Anderson's cognitive theory (1983, 1985), and the three dimensions of procedural knowledge is also explained within this theory. According to Anderson's information processing theory of cognition and memory the first dimension is planning, and it involves "the examination of possible scenarios that are influenced by the goals or previously acquired input features that seem effective to accomplish the task". Second is the selective attention which, according to Anderson, "occurs during listening process and is limited in both scope and capacity" (O'Malley and Chamot., 1990, p. 48). However, in their studies O'Malley and Chamot discover that learners use this strategy in reading and they also define this group as "deciding in advance to attend to specific aspects of input, often by scanning for key words, concepts and/or linguistic markers" (O'Malley and Chamot, 1990, p. 232). The last one is monitoring and O'Malley and Chamot claim that Anderson's information processing theory of cognition and memory does not explain it as complete as the others but it suggests that "this aspect has valuable potential for adding to the description of learning process" (O'Malley and Chamot, 1990, p. 48). On the other hand, O'Malley and Chamot describe this term as 'being aware of what one is doing and they also quote from Weinstein and Mayer (1986) and add that "monitoring involves setting goals for learning and deploying alternative procedures when the goal is not met" (O'Malley and Chamot, 1990, p. 49).

Each of those three categories of Metacognitive Strategies has their sub categories that are explained by O'Malley and Chamot. Chamot, Kupper, and Impink-Hernandez (1988) explain 'Metacognitive Strategies' as strategies that "involve thinking about the learning process,

planning for learning, monitoring the learning task, and evaluating how well one has learned" (p. 17). The students use these strategies as mirrors to analyze the learning material, what they learn, and how they learn. With the use of such strategies, the students analyze and think about their cognition. It is very important for the learners to use them because the use of such strategies enables learners to gain insights about themselves and their own learning and understanding; thus, they can help the learners to be autonomous learners. The learners who know themselves and their ways of learning can act consciously and eagerly. They can detect the useful strategies for certain tasks and control the use of different strategies to overcome variant tasks. In that way they are different from the cognitive strategies that cover certain language related areas whereas Metacognitive strategies can enclose variant ones (Schraw, 1998, p. 113–125).

The first group of strategies in this category is 'Planning'. This group of strategies includes 'Advance organization' which is mainly about "previewing the organizing concept or principle of an anticipated learning task" (Chamot, Kupper, and Impink-Hernandez, 1988, p.17-19). This strategy enables students to make a perfunctory plan about the learning task at first sight, which also provides the basic action choice for the learners. The other strategy is Organizational Planning which "proposes strategies for handling an upcoming task; generating a plan for the parts, sequence, main ideas, or language functions to be used in handling a task" (Chamot, Kupper, and Impink-Hernandez, 1988, p. 17-19). This strategy enables learners to handle the learning task profoundly. It is possible to say while the strategies in this group help the learners to see the parts of the task, they also help them to see the whole of the task. As a result, the strategies in this group help the learners to organize themselves, their general knowledge, their linguistic knowledge and their cultural knowledge to overcome the learning task. The second group of strategies in this category is 'Attention'. The two kinds of attention framed are 'Directed Attention' and 'Selective Attention'. The first strategy 'Directed Attention' involves "deciding in advance to attend in general to a learning task and to ignore irrelevant distractors; maintaining attention during the task execution" (Chamot, Kupper, and Impink-Hernandez 1988 p. 17-19). In other words, this strategy is used to understand the learning material or task as a whole. The learners ignore the irrelevant distractors or details to understand and achieve the given task. The other strategy of this category is 'Selective



Attention' and it involves "deciding in advance to attend to specific aspects language input or situational details that assist in performance of a task; attending to specific aspects of language input during task execution" (Chamot, Kupper, and Impink-Hernandez 1988 p. 17-19). The learners focus on the specific aspects or details of the given task. It is essential for learners to be able to differentiate the information relevant or useful for the task and use of this strategy helps them to do that. Activities that are accomplished by skimming can be categorized under Directed Attention strategy while the activities that are accomplished by use of scanning can be categorized under Selective Attention strategy (O'Malley and Chamot, 1990). Another Metacognitive strategy, which is not categorized in a group, is Self-management. This strategy is about "understanding the conditions that are useful to the learner for accomplishing the language tasks and arranging for the presence of those conditions; controlling one's language performance to maximize the use of what is already known" (Chamot, Kupper, and Impink-Hernandez 1988 p. 17-19). In other words, the students adopt themselves and their knowledge to achieve the given task. It can be said that the use of this strategy enables the learners to overcome a real life like act, which helps them to use their knowledge of language to solve problems that are similar to real life language related situations. The students do not solely react to the parts of the language with some specific linguistic properties but they use their whole language related knowledge to perform the given task.

Another group of Metacognitive strategies is Self monitoring strategies which include activities like "checking, verifying or correcting one's comprehension or performance in the course of a language task"(Chamot and O'Malley, 1990, p.137-139).Monitoring strategies are used by the learners during the performance of a language related task. One can easily claim that they are used like a mirror by the learners. This helps the learners to see themselves during the performance of the given task and detect their mistakes and language use related problems. 'Comprehension monitoring' is a type of strategy under this category. By using this certain strategy, the language learners check,verify or correct their understanding related to the given task. Use of this strategy can help the learners to question their sufficiency for certain tasks and help them detect their weak points which can not only be about linguistic competence but also about cultural or social competence of the learner. Another strategy in this group is 'Production monitoring'whose use is about the language production and by using

it; students examine, verify or correct the language production. The third strategy is 'Auditory monitoring' which helps students pay attention to the language and how things sound to make decisions. Specifically, in the case of practices related to pronunciation, this strategy can be used and it would also be very useful. 'Visual monitoring' strategy, on the other hand, is a strategy that would be useful when the learners need to make the decisions by checking how something looks. Another strategy, which would be especially useful about things like learning writing skill, enhancing communication skills in both writing and speaking is Style monitoring. It is mainly used for "verifying or correcting based upon an internal stylistic register"(O'Malley and Chamot, 1990,p.137-139). The learners keep track of the necessary linguistic and socially acceptable terms through production. 'Strategy monitoring' strategy is another monitoring strategy that enables learners to track their use of language learning strategies and help them to decide how well a strategy is working(O'Malley and Chamot, 1990,p.137-139).It can be concluded that the use of this strategy would help the learners to see their use of strategies during the execution of certain tasks, effectiveness of them for certain tasks and of course the effectiveness of the specific strategies on their own learning. This way the learners may know themselves better and enhance their use of language learning strategies. Seventh strategy covered in this group of strategies is Plan monitoring. This strategy helps the learners to track "how well a plan is working"(O'Malley and Chamot, 1990p.137-139).It is useful to see the effect and usefulness of acts the learners through the process. Finally, the last strategy covered in this group is Double-check monitoring strategy which is used to "track, across the task, previously undertaken acts or possibilities considered"(O'Malley and Chamot, 1990,p.137-139). The use of this strategy would help learners to examine their steps through the tasks and eliminate the problems occurred because of specific actions. Problem identification strategy that does not belong to a specific group in Metacognitive strategies is a widely used and highly important language learning strategy. This strategyenables learners to explicitly identify the main point needing resolution in a task or identify an aspect of the task that hinders its successful completion(O'Malley and Chamot, 1990,p.137-139). Being able to see and correct the mistakes done in language learningis a highly important skill for a learner and this strategy helps them to do that. The second group of Metacognitive strategies is Self-evaluationstrategies.Contrary to monitoring strategies which are used through the process of

performing tasks, Self-evaluation' strategies are used when a task is performed and a product is presented. This strategy is about "checking the outcomes of one's own language performance against an internal measure of completeness and accuracy"(O'Malley and Chamot, 1990,p.137-139). Among the five strategies of this group,Production evaluation strategy is the one that is mainly about the language product itself. By using this strategy, the learners check their work at the end of the production. Another Metacognitive strategy in this group is Performance evaluation strategy and on the contrary to the production evaluation strategy,this strategy is about the evaluation of the performance of the learners during the tasks. The third Metacognitive strategy of this group is Ability evaluation which involves"judging one's ability to perform the task"(O'Malley and Chamot, 1990,p.137-139).As a result, this strategy helps the learners see the restrictions of their abilities and the possible ways of improving them. Strategy evaluation strategy of this group of strategies enables learners to judgetheir strategy use at the end of the task. It can be said the difference between Strategy Evaluation and Strategy Monitoring strategies is that the first one is performed after the task is completed and it is about the overall executionwhereas the second strategy is performed during the execution of the task and it is about deciding how well the strategies used are suited for the tasks given. The final strategy in this group is Language Repertoire Evaluation. By using this strategy learners can judge how much they know of the target language, at the word, phrase, sentence, or concept level. This is a Metacognitive strategy that makes them examine their own language related knowledge.

Another strategy category is cognitive strategies that are also examined closely by O'Malley and Chamot. Cognitive strategies involve interacting with the material to be learned, manipulating the material mentally or physically, or applying a specific technique to learn a task (O'Malley and Chamot, 1990,p.137-139). The students use those strategies to perform a task. The difference between cognitive strategies and Metacognitive strategies is that cognitive strategies are used to successfully perform the tasks;however, Metacognitive strategies are used to carefully analyze the actions done before, during and after the performance. There are 11 sub-categories of cognitive strategies. The first one is Repetition which involves "repeating a chunk of language (a word or phrase) in the course of performing a language task" (O'Malley and Chamot, 1990,p.137-139). The second strategy is Resourcing which is about

"using available reference sources of information about the target language, including dictionaries, textbooks, and prior work" (O'Malley and Chamot, 1990,p.137-139).The material used gives the meaning of the words or phrases. The third strategy is Grouping. This strategy involves "ordering, classifying, or labeling material used in a language task based on common attributes; recalling information based on grouping previously done" (O'Malley and Chamot, 1990,p.137-139). It can be said that grouping strategy is a valuable strategy for the learners because it helps them organize the newly learned information with a logical way. It can make the information more meaningful for the learners. The fourth cognitive strategy is Note takingby using which the students "write down key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task" (O'Malley and Chamot, 1990,p.137-139).This strategy can also be useful for the learners in different ways. The learners can understand the difference between the information needed and the information that is not needed and with that perform the tasks given to them. Inaddition, they can take notes effectively which is actually an important real-life related skill. Another cognitive strategy of O'Malley andChamot (1990) presented is Deduction/Inductionwhich is about "consciously applying learned or self-developed rules to produce or understand the target language" (Chamot and O'Malley, 1990, p.137-139). When language learners use this strategy, they try to make sense of what they see and apply this rule that they figured to perform other tasks. Use of substitution strategy which is a cognitive strategy, on the other hand, enables learners to "select alternative approaches, revised plans, or different words or phrases to accomplish a language task" (Chamot and O'Malley, 1990, p.137-139). The learners can explain themselves with various ways by using this strategy thus, overcome communication problems encountered. The seventh strategy of O'Malley and Chamot actually is a group of strategies. Elaboration strategies are cognitive strategies that "relate new information to prior knowledge; relating different parts of new information to each other; making meaningful personal associations to information presented" (Chamot and O'Malley, 1990, p.137-139). This strategy group has eight different strategies that is coded in the think aloud data (Chamot and O'Malley, 1990,p.137-139). The first strategy of the group is 'Personal elaboration' and it requires personal reactions towards the material presented and the learners who use this strategy can also make personal judgments about the material, too (Chamot and O'Malley,

1990, p.137-139). In a way by using this strategy, learners relate to the material given and the task to accomplish which makes them more realistic and real-life related. Another strategy is 'World elaboration'. Similar to Personal Elaboration, the learners react to material but this time not relating to the material with themselves but with the world. They "use knowledge gained from experience in the world to accomplish the tasks given" (Chamot and O'Malley, 1990, p.137-139). Academic elaboration which is the third strategy in this group is a strategy that is used when the learners "use their knowledge gained in academic situations for language learning" (Chamot and O'Malley, 1990, p.137-139). Unlike the previous strategies Between parts elaboration is not about relating the knowledge of the learner gained by experience with the learning material but it is about "relating parts of the task to each other" (Chamot and O'Malley, 1990, p.137-139). By using this strategy, the students can see the relations of the tasks given and the relations of the knowledge gained by them. The fifth strategy is Questioning elaboration and this strategy involves "using a combination of questions and world knowledge to brainstorm logical solutions to a task" (Chamot and O'Malley, 1990, p.137-139). Another strategy is Self-evaluative elaboration and this strategy requires the learners to judge themselves in relation to materials. The important point is that the learners do not judge themselves in relation to the product but they judge themselves in relation to the learning materials and they react accordingly. Finally, Creative elaboration is the strategy that enables learners to "make up a story line, or adopt a clever perspective" (Chamot and O'Malley, 1990, p.137-139). In other words, this strategy lets the learners react to the learning material in a creative way. Imagery which is coded as a separate category but viewed as a form of elaboration is a strategy with which "using mental or actual pictures or visuals to represent information is possible" (Chamot and O'Malley, 1990, p.137-139). Another cognitive strategy that is categorized as Summarization by using which the learners "make a mental or written summary of language and information presented in a task" (Chamot and O'Malley, 1990, p.137-139). To do that, the learners need to understand the material and act accordingly. Translation is another cognitive strategy that enables learners "to render ideas from one language to another in a relatively verbatim manner" (Chamot and O'Malley, 1990, p.137-139). The learners can compare points like the grammar rules, or linguistic patterns of the target language with their native language or any other language and make use of this

comparison for comprehension. The strategy called Transfer is a very basic strategy and it is used to "facilitate a language task by using previously acquired linguistic knowledge" (Chamot and O'Malley, 1990, p.137-139). The last cognitive strategy presented by O'Malley and Chamot (1990) is Inferencing. Learners who use this strategy "use available information to guess the meanings or usage of unfamiliar language items associated with a language task, to predict outcomes, or to fill in missing information" (Chamot and O'Malley, 1990, p.137-139).

Cognitive strategies are directly related to the upcoming information and the process of manipulating it to enhance learning (O'Malley and Chamot, 1990, p.44). Chamot and O'Malley especially emphasize the three of them. First one is imagery, and it is an important strategy because it is especially useful for basic learning tasks (O'Malley and Chamot, 1990, p. 49). The reason of the importance of imagery strategy stems from Anderson's explanation of images. According to him, there are three ways of storing new information in the memory and use images is one of them. By remembering an image, one can also recall the figures, patterns, segments or even the vocabulary items that are related to the certain image. It is also highlighted that imagery happens to be a useful tool for the learner when the learning task is new or too complicated for the learner. In that case elaboration might be a trouble for the learner and images might help the learner to store and retrieve the information when it is needed (O'Malley and Chamot, 1990, p.50). Another significant strategy is inferencing which is particularly useful for the learners when they counter ambiguity. By using inferencing strategies, the learners can learn to deal with ambiguity by recalling previously learned knowledge and focusing on characteristics of the text that makes it ambiguous (O'Malley and Chamot, 1990). The last but not least, elaboration is also stressed by O'Malley and Chamot. Elaboration is claimed to be the foundation of deductive strategies and transfer (O'Malley and Chamot, 1990, p. 51). It is about activating the two types of schemata based knowledge (declarative and world knowledge) and high important in terms of recalling information and enhancing memory. The last strategy category that is used in the studies of Chamot and O'Malley (1990) is social/affective strategies. Although their importance is not underestimated, O'Malley and Chamot (1990) focus on cognitive and Metacognitive strategies rather than communication based social/affective ones. This category of strategies involves interaction with others or controlling the effect of the information. The first categorized

strategy of social/affective strategies is 'Questioning for clarification' strategy which requires learners to "ask for explanation, verification, rephrasing, or examples about the learning material, ask for clarification or verification about the task, pose questions to the self" (Chamot and O'Malley, 1990, p.137-139). As it can be seen, this strategy is used to absorb the effect of the gained information and to control it. Another strategy in this category is Cooperation with using which the learners "work together with their peers to solve a problem, pool information, check a learning task, model a language activity, or get feedback on oral or written performance" (Chamot and O'Malley, 1990, p.137-139). With the use of this strategy, learning is formed with the help of peers which can be motivating for the learners. Social/affective strategy of Self-talk is about "reducing anxiety by using mental techniques that make one feel competent to do the learning task" (O'Malley and Chamot, 1990, p. 137-139). Basically this strategy helps the learners to eliminate the negative feelings that are manifested during the learning process. The strategy is about the learners themselves and helps them to examine their feelings related to the learning tasks, learning process and the outcome of this process. By realizing the emotional effects of those, the learners can revise them and change or eliminate the activities that affect learning negatively and thus affect learners' motivation negatively. The last strategy of this category is Self-reinforcement. During the learning process, the learners provide personal motivation by arranging rewards for themselves when a language learning activity has been successfully completed, this situation is categorized under the Self-reinforcement strategy (Chamot and O'Malley, 1990, p. 137-139).

#### **2.3.4. Oxford's Classification of Language Learning Strategies**

Oxford's studies aim to explain language learning strategies and show the ways of practicing them to both learners and teachers. Oxford (1990) focuses on practice and training. She perceives the learners as a whole, and Oxford's classification focuses on communicative competence (Oxford, p.1, 1990).

Oxford (1990) states that language learning strategies or learning strategies in general are not new but have been used by the learners for centuries (p.1). Just like the other researchers (O'Malley and Chamot, 1990, Rubin, 1975, Stern, 1975), Oxford (1990) also claims that

discovering the strategies used by the learners and making them aware of the ways of using them would increase success in learning (p.1-37). However, language learning strategies are merely observable so the classifications done about the subject can be varied. Oxford (1990) claims that there is no complete agreement upon the definition of strategies, the number of LLS or the categorization of them; however, she clearly states that classification strategies are inevitable (p.1-37). By considering this view, it can be said that although the names and definitions of strategies can be varied, the core of the subject matter is the same. When Oxford's classification of LLS is examined, it can be seen that this classification is different from others in some ways but the main point, the purpose and the use of the strategies observed are sharing common points.

Oxford's classification (1990) has two main categories. The first one is called 'Direct Strategies' and it has three categories in it as Memory Strategies, Cognitive Strategies and Compensation Strategies. The second one is called Indirect Strategies and covers Social Strategies, Affective Strategies and Metacognitive Strategies. In Oxford's classification of LLS (1990), direct strategies deal with the language itself. They are used to remember, retrieve, understand, produce, and use of the language, and the indirect strategies are used to coordinate the process, regulate the emotions, and learn with the others. Oxford claims that the direct strategies are like the performer of a play and the indirect strategies are like the director of a play (Oxford, 1990, p.1-37).

The first category of Oxford (1990) is Direct strategies; those strategies are the ones that are used directly to learn the given subject. This category covers different strategies and the first ones are Memory Strategies which are also known as mnemonics. Oxford (1990) claims that these types of strategies are used before literacy became widespread (p.37-57). Furthermore, Oxford (1990) states that this type of strategies are especially more effective when they are used with Metacognitive and affective strategies (p.37-57). Oxford's memory strategies have three basic principles; arranging things in order, making associations, and reviewing. Oxford (1990) also states that the things to be memorized should have a meaning for the learner to arrange and associate the newly learned information (p.37-57). Oxford (1990) claims that this kind of strategies can be especially used for vocabulary learning. She also claims that memory strategies are varied like the learning styles of the learners, and they can be combined with



other strategies. The first group of memory strategies is Creating Mental Linkages and they cover three different strategies. The first one is 'Grouping'. This strategy requires classifying or reclassifying language material into meaningful units (Oxford, 1990, p.37-57). The aim of grouping strategy is to reduce the number of discrete elements and make it easier to remember. When the use of this strategy is examined, it can be seen that it is similar and coherent with the cognitive strategy of Grouping proposed by O'Malley and Chamot (1990). Basically, both of them require making mental categorization of newly learned information. The second strategy of Memory strategies is called 'Associating/Elaborating'. This strategy is about relating the new information with what is already known. As it can be seen, this strategy of Oxford (1990) also correlates with O'Malley and Chamot's (1990) Elaboration Cognitive Strategies. Both of them emphasize relating the newly acquired knowledge with what is already known. Although they look similar, the categorization of O'Malley and Chamot differentiates the relation of information and present different kinds of elaboration while Oxford (1990) does not examine them in that way. The last strategy that creates mental linkers is 'Placing New Words into a Context'. With this strategy the learners place newly learned vocabulary items into a context to remember (Oxford, 1990, p.37-57). 'Applying images and sounds' is another group of direct strategies and use of the four strategies in this group involves remembering newly learned information by visuals and sounds. 'Using Imagery' is the first strategy in this group. Learners use visual imagery and relate the new information with them (Oxford, 1990, p.37-57). Although it is categorized differently, the use of this strategy is also similar to the Cognitive Strategy of Imagery of O'Malley and Chamot (1990) and just like theirs this strategy also requires the use of visuals to code the new information. The second strategy of this group is 'Semantic Mapping' which is about relating newly learned information with a visual that has a key concept (Oxford, 1990, p.37-57). It visually shows how certain groups of words relate to each other. In a way, the use of this strategy makes the abstract knowledge visible to the learner and thus makes it easier to understand. 'Using Key Words' is another strategy presented by Oxford (1990). This strategy requires the use of auditory and visual links to remember a key word (Oxford, 1990, p.37-57). The last strategy of this category is 'Representing sounds in memory' and by using it, learners remember the new information according to its sound (Oxford, 1990, p.37-57). It creates connections with new and old

information. 'Reviewing well' is another memory strategy category presented by Oxford (1990) it covers only one strategy; 'Structured Reviewing'. This strategy is defined as a strategy that involves reviewing the new information again. Oxford (1990) also emphasizes the importance of reviewing and indicates that information that is not reviewed is soon to be forgotten (p.37-57). The last category Memory Strategies of Oxford (1990) is called 'Employing Action'. The two strategies in this category are about relating to the new information with sensations or movements, so they can be used by kinesthetic learners (Oxford, 1990, p.37-57). The first strategy presented is 'Using Physical or Sensation'. Learners relate newly learned information to a meaningful expression or emotion (Oxford, 1990, p.37-57). With the use of this strategy, the learners associate specific language related to information with some physical features or movements. The other strategy of this category is 'Using Mechanical Techniques' and similar to the previous one, this strategy is also about associating the new information with something tangible but this time the learners associate the new information with some tangible techniques like moving or changing things (Oxford, 1990, p.37-57).

Cognitive Strategies is the second category of Oxford (1990). Those strategies are the widely used strategies by language learners and they are varied a lot (Oxford, 1990). According to Oxford (1990), the cognitive strategies for practicing are the most important cognitive strategies to reach acceptable proficiency (p.37-57). The strategies to receive and send message; on the other hand, are seen as necessary tools for production, comprehension and focusing. Strategies that involve analyzing and reasoning are commonly used by adults and the process of analyzing and reasoning is seen as a valuable process. Finally, structure-generating strategies are the ones that prepare the learners for productive skills like speaking and writing and they are assumed as helpful. The first group of strategies is 'Practicing strategies' and it is composed of five different strategies. The first one is 'Repeating' and the use of this strategy requires saying or doing something for several times (Oxford, 1990, p.37-57). The strategy presented here is also similar to the Repetition strategy which is also a cognitive strategy but presented by O'Malley and Chamot (1990). The second strategy in this category is 'Formally Practicing with Sounds and Writing Systems' and as it can be understood from its name this strategy is about practicing the newly heard sounds and writing systems (Oxford, 1990, p.37-

57). Every language has its own musical tone and understanding, and practicing the difference of the sounds and the intonation of a language and uttering words and sentences accordingly is very important to convey a message. The third strategy in this category is 'Recognizing and using formulas' which is about being aware of routine formulas and unanalyzed patterns or using them (Oxford, 1990, p.37-57). By using this strategy, the learners can understand the requiring patterns in the language like 'It is time to...' and use them effectively and fluently to explain themselves. 'Recombining' is another strategy presented by Oxford (1990) and the use of this strategy requires combining long elements in new ways to combine longer sequences (p.37-57). It is possible to say this strategy enables learners to use the rules and the patterns of the language creatively and make use of them to explain themselves and create a language product. The last strategy of this category is 'Practicing Naturalistically' and this strategy emphasizes practicing the new information in natural settings (Oxford, 1990, p.37-57). In other words, the use of this strategy encourages learners to use authentic materials and use language in authentic settings. Oxford's second group of Cognitive Strategies (1990) is 'Receiving and Sending Messages'. The strategies in this category are differing in terms of the use of resources and the ways of getting ideas. The first one is 'Getting the Idea Quickly'. This strategy is about using skimming and scanning to determine main ideas and finding specific details (Oxford, 1990, p.37-57). The second strategy group is 'Using Resources for Receiving and Sending Messages' and it requires using resources to understand messages (Oxford, 1990, p.37-57). The strategies of this category aim to understand the message correctly and acting quickly. Another group of Cognitive Strategies grouped by Oxford (1990) is 'Analyzing and Reasoning'. Those strategies are used to understand or to create a new expression. The first strategy of this group is 'Reasoning deductively' which is about using and applying general rules for new language situations (Oxford, 1990, p.37-57). Another one is 'Analyzing Expressions' and it is about breaking the meaning of new expressions into pieces to understand them (Oxford, 1990, p.37-57). The third strategy is 'Analyzing Contrastively (across languages)' which requires comparing elements of L1 and L2 (Oxford, 1990, p.37-57). Another one 'Translating' is about translating new information from target language to native language (Oxford, 1990). Finally, the last one 'Transferring' is about applying knowledge of words, concepts, or structures from one language to another (Oxford, 1990,

p.37-57). As it can be seen, the strategy of this group requires a certain degree of language knowledge in both languages L1 and L2. The learners generally make use of both languages to understand the new rules. The last cognitive strategy group is 'Creating Structure for Input and Output' and the strategies in this category are used to create structures for comprehension and production (Oxford, 1990, p.37-57). The first one is 'Taking Notes' by doing which learners write down the information that is read or heard (Oxford, 1990, p.37-57). Another one is 'Summarizing' and it requires making summaries or abstracts of the newly learned information or the subject in general (Oxford, 1990, p.37-57). Finally, the last one is 'Highlighting' and the learners emphasize the important points of the subject by using this strategy (Oxford, 1990, p.37-57). These strategies require learners to be attentive and careful. The learners should be able to differentiate the important or main parts of the information or conversation from others and note down them or should be able to see the subject as a whole and write down what they have understood effectively. Compensation strategies are also categorized as Directed Strategies and they are generally used to compensate the lack of vocabulary; however, it is also possible to use them to compensate the lack of grammar knowledge (Oxford, 1990, p.37-57). This kind of strategies are not only used by language learners but also used by native speakers. Those strategies are used for comprehension or production when there is an information gap or limitation (Oxford, 1990, p.37-57). These types of strategies are used for the production of the language. By using them, language user keeps expressing the thoughts and communicating. There are ten strategies in this category. Guessing; however, is a widely used strategy from beginner learners to advanced learners (Oxford, 1990, p.37-57). There is a difference between good learners and less adapted learners when they use guessing strategies because good learners tend to make educated guesses while the others are tend to panic, tune out, and look up every unfamiliar word (Oxford, 1990, p.37-57). 'Guessing Intelligently' is the first strategy group here and it can be done by either Using Linguistic Clues and focusing on language based clues or Using Other Clues and focusing on non-language based clues. These strategies are similar to O'Malley and Chamot's (1990) cognitive strategies of 'Inferencing' and 'Deduction/Induction' strategies because the learners try to guess the meaning of the use of the unknown words or rules and they use what they already know to do. The other strategy group of this category is

‘Overcoming Limitations in Speaking and Writing’. As it can be understood, strategies of this category are used to overcome a problem occurred during speaking or writing. ‘Switching to the Mother Tongue’ is the first one and the learners use this strategy by using their native language to express their thoughts (Oxford, 1990, p.37-57). The second one is ‘Getting Help’ and the learners ask for help from someone else when they are stuck and cannot convey their message (Oxford, 1990, p.37-57). The third strategy of this group is ‘Using Mime or Gesture’. The learners use physical expressions like gestures or mimics for communication (Oxford, 1990, p.37-57). They try to express their thoughts by describing the words or actions physically. Another one is ‘Avoiding Communication Partially or Totally’. The language user avoids communication when difficulties are anticipated (Oxford, 1990, p.37-57). They stop communication when a problem is anticipated. ‘Selecting a Topic’ is also a strategy in this group and by using which language users choose the topics that are known or interesting (Oxford, 1990, p.37-57). ‘Adjusting or Approximating the Message’ strategy of this group is used to alter the message by making ideas or message simpler. It is a strategy that is used when the message is unclear or the expression is hard to understand. ‘Coining Words’ strategy is a creative strategy and the learners make up new words to express themselves. They try to make up a word when they cannot remember a word in English or when they do not know how to say an expression or action. As a result, they make up a word to describe that. The last strategy of this category is ‘Using a Circumlocution or Synonym’. The learners express the meaning by describing it or using words with the same meaning. The use of these strategies makes it easier for the learners to convey the communication and express themselves. They are also pretty creative and it is possible to say that a learner that uses these strategies is a learner who is eager to communicate.

Oxford's second main category is 'Indirect Strategies'. There are three main categories in this group of strategies. Those strategies are not directly involved with language learning, but they support it. The first category is Metacognitive Strategies that allow learners to control their own cognition (Oxford, 1990, p. 135-150). This strategy type covers actions that go beyond cognition. By using those, learners can coordinate their own learning process (Oxford, 1990, p. 135-150). This strategy type enables learners to consciously plan, practice and monitor their own learning and take responsibility of it. The first Metacognitive strategy group is

‘Centering Your Learning’. By using these types of strategies, learners can focus on certain aspects of language. The first strategy of this group is ‘Overviewing and Linking with Already Known Material’ and it is a strategy that enables comprehensive overview of the key concept, principle, or set of materials that help the learners to learn why the activity is being done, to build the needed vocabulary, and to make associations (Oxford, 1990, p. 135-150). This strategy helps the learners to understand the importance of the language activities and act accordingly. Learners who are aware of what is happening in the classroom are the ones who can take responsibilities by themselves and closest to autonomous learning. This strategy is mainly about what happens in the classroom and why it happens. On the other hand, ‘Paying Attention’ strategy is another strategy and it is about ignoring distractions and paying attention to a language task in general (directed attention) or paying attention to specific details of a language task (selective attention) (Oxford, 1990, p. 135-150). This strategy is about acting effectively without allowing any distractions and again similarity of this strategy with O’Malley and Chamot’s Metacognitive strategies is visible. The last strategy of this group of Metacognitive strategies is ‘Delaying Speech Production to Focus on Listening’. By using this strategy, the learners decide in advance to delay speech production (Oxford, 1990, p. 135-150). Oxford (1990) explains this strategy by stating that it is a kind of delayed speech that occurs until listening skills are comprehended fully, which also resembles the ‘silent period’ of language acquisition (p. 135-150). The second group of Metacognitive Strategies is ‘Arranging and Planning your Learning’, and they help learners to organize and plan so as to get the most out of language learning (Oxford, 1990, p. 135-150). They are about planning and organizing the learning process and making it more effective and understandable. The first strategy of this group is ‘Finding Out about Language Learning’. It is used by making afford to find out how language learning works (Oxford, 1990, p. 135-150). This strategy is mainly about understanding one’s own language and it is pretty important. The second strategy is ‘Organizing’ and it covers organizing physical environment, schedule and so on for learning (Oxford, 1990, p. 135-150). This strategy is more physical and it is more about the use of environment to make learning more appealing and easy. ‘Setting Goals and Objectives’ is a strategy that motivates the learners and it is about setting long term or short term goals for learning (Oxford, 1990). ‘Identifying the Purpose of a Language Task’ is a strategy and by

doing which the learners decide the purpose of a particular language task (Oxford, 1990, p. 135-150). Another strategy of this group is 'Planning for a Language Task' and it enables learners to plan the language elements and functions for specific tasks (Oxford, 1990, p. 135-150). The last strategy of this group is 'Seeking Practice Opportunities' and it is done by seeking out or creating opportunities to practice (Oxford, 1990, p. 135-150). All in all, the strategies of this group are mostly about understanding the language task, and arranging the activities and environment accordingly. The last group of Metacognitive strategies is 'Evaluating your Learning' and there are only two strategies related to each other in this category. The first one is 'Self-monitoring'. This strategy is about identifying errors in understanding or producing new information, tracking the source and trying to eliminate them (Oxford, 1990, p. 135-150). The second strategy is 'Self-evaluating' and learners evaluate their own progress in language learning (Oxford, 1990, p. 135-150). Those two strategies require learners to see themselves, their ways of understanding and learning, evaluate them and act accordingly.

Affective Strategies is an indirect strategy category of Oxford (1990). These types of strategies are related to emotions and motivations. Oxford (1990) claims that the affective side of learner influences on language learning success or failure while negative emotions stun the process of learning, positive ones make it enjoyable and effective (p. 135-150). Anxiety and stress in language learning is not always something negative. In fact, a certain amount of it can be considered as useful and push the learners for success; however, too much of it blocks learning and the learner may express unwillingness (Oxford, 1990, p. 135-150). The learning strategies in this category deal with this kind of situations. The first group is 'Lowering your Anxiety' and as a mean of reducing stress, each three strategies in this category deal with the negative effects of stress (Oxford, 1990, p. 135-150). The first one is 'Using Progressive Relaxation, Deep Breathing, or Mediation'. This strategy involves physical components like relaxing muscles, breathing deeply and focusing and mediating (Oxford, 1990, p. 135-150). The second one is 'Using Music' and it involves listening to soothing music (Oxford, 1990, p. 135-150). The last strategy is 'Using Laughter' and this type involves using laughter for relaxation (Oxford, 1990, p. 135-150). As it can be seen, this strategy group does not involve learning related activities or tasks. They are not used to understand the process or how things

are done. These strategies prepare the learners, they reduce the stress and make learning process enjoyable and appealing to the learners. Another group of strategies of this category is 'Encouraging Yourself', and they provide the necessary encouragement needed by the learner. 'Making Positive Statements', the first strategy of the group, is about saying or writing positive statements to provide the encouragement needed or feel better (Oxford, 1990, p. 135-150). 'Taking Risks Wisely' is about taking risk with good judgment although there is a possibility of looking foolish or making mistakes (Oxford, 1990, p. 135-150). Finally, 'Rewarding Yourself' is about giving rewards to oneself after good performance (Oxford, 1990, p. 135-150). The last group of strategies in this category is 'Taking your Emotional Temperature'. These strategies are about assessing feelings, motivations and attitudes of learners and relating them with language tasks (Oxford, 1990, p. 135-150). The first one; 'Listening to your Body' requires paying attention to the signals from one's body (Oxford, 1990, p. 135-150). The second one 'Using a Checklist' involves the use of a checklist to discover feelings, attitudes, and motivations about language learning (Oxford, 1990, p. 135-150). Writing a 'Language Learning Dairy' is about writing a journal about language learning experience to keep track of events and feelings (Oxford, 1990, p. 135-150). 'Discussing your Feelings with Someone else' strategy involves talking to others to discover and express feelings about language learning (Oxford, 1990, p. 135-150). The indirect strategies help the learners to eliminate the negative feelings, motivate them and prepare them emotionally to take risks. Students who can use them would be prepared for the learning tasks. Social strategies of Oxford (1990) help the learners to learn through interaction. Language learning involves communication with others; therefore, it involves social skills. These types of strategies are used in social interactions and benefit them. Using these strategies would help the learners about deeper understanding of the subject matter; encourage learners' interdependence and also mutual support. The first group strategies of this category are called 'Asking questions'. These strategies are used for clarification, verification and correction (Oxford, 1990, p. 135-150). This group involves two strategies and first of them is 'Asking for Clarification or Verification'. This strategy involves attributes like asking for repetition, paraphrasing, and explanation, exemplification for understanding or feedback (Oxford, 1990, p. 135-150). The aim of it is to make the instruction or the subject clear and understandable.



The other one is 'Asking for Correction'. This strategy involves asking someone for correction in a conversation or writing (Oxford, 1990, p. 135-150). Another group of strategies is 'Coopering with others' and it is about interaction with others. The first strategy of this group is 'Cooperating with Peers' and it involves working with others to improve language skills (Oxford, 1990, p. 135-150). The learners help each other through the learning process and occasionally this strategy involves rivalry and the use of impulses rise because of this for learning (Oxford, 1990, p. 135-150). The other one is 'Cooperating with Proficient Users of the New Language'. Just like the other strategy of this group, this one also requires learners to cooperate with others, but this time it involves working with native speakers or other proficient users outside of the classroom (Oxford, 1990, p. 135-150). The last strategy group is 'Empathizing with others' and there are two types of strategies in this category. The use of 'Developing Cultural Understanding' strategy requires trying to understand others' through learning their culture (Oxford, 1990, p. 135-150). Finally, the last strategy is 'Becoming Aware of other's Thoughts and Feelings' which involves observing others' behaviors and asking about their thoughts and feelings (Oxford, 1990, p. 135-150). The social strategies of Oxford involves getting help from others through the learning process but this is not the only feature of those strategies. Language learning is mainly about communication, sending a message to others and successfully understanding the messages of them. This means it is used in social environments for being social. As a result, it is possible to say learning and knowing to use strategies that can help the learners in daily basis to send and interpret messages is a very clever act for language learners.

#### **2.4. Language Learning Strategy Training**

The main goal of the LLS studies has always been the teachability of the concept. Studies have been conducted to find the ways of good learners to 'teach' them to the poorer ones. However, the aim of this training has not only been about promoting student success but also about promoting autonomous learning. The reason of this is that "an autonomous learner is a maximally successful learner" (Little, 2004, p.1). This types of learners are aware of their own responsibilities and they practice this responsibility actively by planning, implementing

and evaluating while learning proceeds (Little, 2004, p.1-3). Nevertheless, learners who want to take full responsibility of their learning need to be able to use a wide variety of strategies and choose the appropriate ones for the learning tasks given to them (Reinders, 2010, p. 40,55). Even so, students cannot always have a language teacher to guide them through the learning process (Littlewood, 1999, p.72-92). In fact with the needs of our age, learning cannot be restricted with the school, it is a process lasts for a life time and the types of knowledge evolves and cumulate in time. As a result, learners need to act without the guidance of a teacher through their life and to do this they need to know themselves well and also they need to know how to learn. Language learning strategies are their guidance for how to learn. A learner with the knowledge of the language learning strategies and the ability of using and transferring various types of them for different tasks knows the 'how to learn' part of the goal. As for strategy studies, the researchers firstly try to identify those ways of learning and categorize them to understand the nature of the strategies and how and in which situations the learners use them. The second step; however, is to find ways to teach them to the learners to help them to achieve more. For this, language learning strategy training is essential. Each language program has some goals and strategy training aims to teach learners how, when and why to employ the strategies and enhance their knowledge about the target language and use of their language learning strategy capacity to reach the goals of the program (Chen, 2007, p. 21-26). This step of the learning strategy studies involves three main components; the learners, the teachers and the teaching material.

#### **2.4.1. Learner Training**

Learning is a natural process but as many other things learners need some kind of training to be effective. For autonomous learning, it is expected that the learners can handle the process of learning on their own. Nevertheless, each learner as well as each learning subject has some unique properties and assuming that the learners can handle different obstacles on their own without knowing different possibilities as solutions is a cruel expectation. Autonomous learning is depending on acquisition of the "software" for learning; without it the learning potential cannot be realized and the learners need a psychological, methodological preparation

to achieve it (Wenden, 1995, p.192). Cotterall (2000) states that learner autonomy can only be achieved when the learners are aware of a variety of learning options and understand the results of their decisions (p. 109-116). This means that learners cannot manage their own learning if they cannot understand how the process of learning works. Teaching learners 'how to learn' is crucial (Brown,2007). Only then the learners can be effective learners (p. 136).

Oxford (1990) provides a general pattern for strategy training. The first step of learner training should be to understand the learners' needs and understanding the strategies that they are already using. It is possible to compose a strategy training map with this. This analysis for language learning strategies is very important because it can reveal some facts about the learners and their ways of learning. By doing this a teacher can understand the deficiencies of the learners, which strategies they use and how and when the students use those strategies. This analysis can show the teacher the strategy tendencies of the students and for which kind of tasks they use the strategies. Then, the teacher can add or omit the strategies to present for certain tasks and can also help the learners to transfer their strategy knowledge to different tasks (Oxford, 1990). However, most of the strategies are not visible actions; in fact they are mostly related to some kind of cognitive process so diagnosing them is a problem. Oxford (1990) presents various ways to diagnose the learning strategy needs of the learners such as; surveys, interviews, think-aloud procedures, observations, note-taking, diaries and journals.

The second step is the presentation of those strategies to the learners. Different researchers provide different perspectives for the presentation of the strategies. Helping learners to be better learners is learner training but it is also about the improvement of teaching, thinking and the learning skills(Williams and Burden, 1997, p.156-166). Blending them to learning is considered a delicate task and researchers are divided into two groups both of which present a way to teach them. The language learning strategy training can be introduced to the students implicitly or explicitly. This means that the strategies can be presented to the students directly or they can be embedded to a program. In the other words, students can be taught the strategies with several courses or seminars with the emphasis on the strategies, or they can be trained by means of language learning strategies as a part of a class without emphasis on the strategies. Both methods have their own advantages and disadvantages. When the students are trained through an implicit language learning strategy training model, they are exposed to

various different activities that involve different strategies for the students (O'Malley and Chamot, 1990, p.151-184). For this kind of training, teacher training is not required and textbooks give clues to the learners to follow, it is also more likely for the learners to transfer the strategies to different tasks (O'Malley and Chamot, 1990, p.151-184). There are also some downsides of this kind of training. When the students are not informed, they may not be able to develop their independency in terms of the use of learning strategies (O'Malley and Chamot, 1990, p.p.151-184). On the other hand, when an explicit model of training is used, the strategies are introduced to the students directly and the focus is only on the strategies. Strategy training is a subject matter studied for years by not only language teaching but also by general education. There are several models of explicit strategy training in both fields. One of the most famous and oldest programs is Feuerstein's Instrumental Enrichment program (1980). Feuerstein presents various techniques and instruments to help unsuccessful children and adolescents (Feuerstein, 1980). This program is influenced by Vygotsky's social development theory and it involves various tasks that require social interaction, which aims to enhance thinking and learning skills (Shiell, 2002). It has been used in various learning contexts since then. The program has many paper and pencil exercises. They are divided to fourteen instruments. Those instruments make problem solving and process of effective learning explicit and they are proven to be effective on the unsuccessful learners (Burden, 1987, p.4-14).

Another learning strategy training model is "Strategic Teaching Model" by Jones, Palincsar, Ogle and Carr (1987). Just like Feuerstein's Instrumental Enrichment program this model of training is also not language learning specific but covers learning in general. As a result it presents the ways of training in different subjects like mathematics, science, social studies and literature. This model centers the cognitive learning theory. It has six assumptions related to learning and the training model is centering the assumptions. "Learning is goal oriented" is the first assumption (Jones et. al. 1987, p.1-70). This means learners have some goals, to achieve through the process of learning and they are related to declarative and procedural knowledge. The other assumption is that "learning links the 'new' information to the prior knowledge"; it is a bridge between them (Jones et. al. 1987, p.1-70). Another assumption of Jones et. al. (1987) is that "learning requires organization"(p.1-70). This means that learners

organize the knowledge in a way; either mentally or physically. “Learning is strategic” is the fourth assumption and it means that some learning ways are used by the good learners consciously (Jones, et. al., 1987, p.1-70). The fifth assumption of Jones et. al. (1987) is “learning being recursive” and this means that thinking has some phases like planning, online processing, and consolidation and extension (p.1-70). These phases occur through the process of learning spirally (Jones, et. al., 1987, p.1-70). The last assumption is that “learning is influenced by development”. Each biologic stage affects the learners differently (Jones, et. al., 1987, p.1-70). For this model of training the first step is decision making for which deciding on the course of action is important and there are some criteria to consider. Those are the characteristic of the learner, the material to be learned, the goals and the outcomes, and lastly the strategies themselves. For this model teachers have a leading role. The teachers are thinkers and decision makers who must be prepared well for the training and conduct the class smoothly. The teachers are also highly knowledgeable. They know not only their subject area very well but also know the strategies to be taught well. The teachers are also mediators and models. The teachers demonstrate the use of strategies frequently and help learners to organize and interpret them (Jones, et. al., 1987, p.1-70). The strategies to be presented are chosen by them and the process of training is also conducted by them. The training model has three phases; preparation for learning, presentation of content to be learned, and application and integration of new knowledge (Jones, et. al., 1987, p.1-70). For the first phase it is important to activate the schemata and provide opportunities to link the prior and new information. Then, the teachers present the chosen strategies to the learners. Through this presentation it is advised to use reciprocal teaching which creates a natural dialogue between the teacher and the learners (Jones, et. al., 1987, p.1-70). Reciprocal teaching provides a classroom environment in which the active role of the teacher and the learners are somewhat equal. The teacher can model the strategies and the learners can demonstrate what they understand from them. To apply and integrate the strategies to the classes, the teacher again takes responsibility. Firstly, it is highly important that the learners be aware of the process and the strategies. To do this, the teacher can use reflection techniques like KWL of Ogle (1986) or complete a pattern guide (Jones, et. al., 1987). A regular training season starts with the assessment of the strategies and their explanations. Then, the teacher models the strategy and

the learners practice the newly learned strategies. Through the practice, the teacher provides support for the learners but in time this support is reduced so that they can use the strategies on their own without any guidance.

The last learning training model for general education is introduced by Ashman and Conway(1988). Process based instruction model of Ashman and Conway is a cognitive theory based training model. The model gives importance to the cooperation between the teacher and the learner through the process which means both parts have some obligations through the process (O'Malley and Chamot, 1990). The model adopts a systematic approach which encourages the development through carefully designed specific curriculum topics. The model has six main steps; assessment, orientation, strategy development, intra-task, transfer, and consolidation.

There are also various training models specific to language learning. One of them belongs to Oxford (1990) who firstly explains three types of strategy training. The first one is 'awareness training' and it aims to inform the learners about the learning strategies (Oxford, 1990, p.193-212). This training type should be motivating and fun for the learners; however, the students do not need to use them. The aim is just to make them aware of the strategies. Another one is "one time language learning strategy training" and that covers an approach that helps learners to identify, targeted strategies particularly in few seasons (Oxford, 1990, p. 193-212). It teaches the strategies, how, when and where to use them. The last type is "the long term language learning strategy training"(Oxford, 1990, p.193-212). This type is very similar to the previous one and both of them involve learning and practicing the strategies; however, this type of training takes more time and covers various strategies rather than specifically chosen ones (Oxford, 1990, p.193-212). After defining the three types of language learning strategy training, Oxford (1990) presents a long term strategy training model for language learners. Oxford'sstrategy training model (1990) is composed of eight steps. The training starts with the determination of the learner needs. As previously mentioned, Oxford (1990) suggests various ways for that such as; surveys or journals. The second act of the training is selecting strategies that are suitable for the learner needs (Oxford, 1990).The style preferences and the tasks can be considered here. The third act is the integration of the chosen strategies to the program (Oxford, 1990,p.193-212).Oxford's training model is following an explicit approach so when

the strategies are integrated to the program the learners will be aware of the process. The fourth act of the model is about the consideration of the motivational issues and preparing the needed material (Oxford, 1990). The training should be appealing for the learners and the materials should also attract their attention (Oxford, 1990). As for the fifth act, Oxford (1990) suggests conducting a completely informed training because it is more effective (p.207). Sixth act of Oxford's training model is evaluation of the process. This includes evaluation of the program and the understanding the effect of the program on the learners (Oxford, 1990). Lastly, seventh act is the revision of the process. Similar to others, Oxford's training model covers various strategies chosen for various tasks.

Another explicit long term language learning strategy training model belongs to O'Malley and Chamot (1990). The training model is called the Cognitive Academic Language Learning Approach (*CALLA*). As it can be understood from the name, the training model focuses on the academic language and as a result the aim of the training is learners to use the language as a "learning tool" (O'Malley and Chamot, 1990, p.191). Just like the categorization of the strategies, the training model is structured upon the cognitive theory. The model has four pillar ideas upon which it is constructed. The first one proposes that mentally active learners are better learners (O'Malley and Chamot, 1990, p. 191- 201). The second one proposes that strategies can be taught (O'Malley and Chamot, 1990, p. 191- 201). The third one proposes that the strategies can be transferred to new tasks and the last one proposes that academic language is more effective with language learning strategies (O'Malley and Chamot, 1990, p. 191- 201). *CALLA* aims to activate the learners' schemata and use their prior knowledge and cultural experience by making comparisons between new and old information (O'Malley and Chamot, 1990, p. 191- 201). The training model requires a content based curriculum from major academic subjects. With this curriculum and training model, the teachers consider learners' ideas about the subject rather than their language accuracy. O'Malley and Chamot (1990) state that language proficiency is a combination of procedural knowledge and declarative knowledge and predominant one of those is the procedural knowledge (p. 191- 201). In addition to that, language learning strategies are procedural. As a result, the focus of the training is on acquisition and the use of procedural skills. Introducing the strategies to the learners would only enhance the learners' declarative knowledge unless they became

procedural. Nevertheless, declarative knowledge cannot be procedural automatically, a lot of practice is required to achieve this and because of that language learning strategy instruction and practice is important for CALLA(O'Malley and Chamot, 1990, p. 191- 201). A typical CALLA training starts with the selection of the core strategies to be presented to the learners. For this selection, it is important to know which strategies are already known and used. Then, some core strategies are chosen and presented to the learners while their importance and purpose of using them is explained. After the presentation, many practice opportunities are provided to the learners and in the end the learners evaluate their use of the strategies, themselves, and the process of the learning. In the end, the teachers initiate a discussion to enable the learners to use the strategies they learned outside of the classroom. The discussions are centered upon the learner motivation, how the learners see themselves through the process and the utility of the strategies.

Another training model belongs to Macaro(2001). This model is called 'learner strategies training cycle' and this cycle has nine steps to follow. The first one is raising the awareness of the learners and the second one is exploring the range of strategies. According to Macaro(2001), the important thing for these steps is that we should not start the training while conceiving the learners as 'blank sheets' (p. 177). The learners are already using some strategies and the starting point for training should be revealing their existing strategies. Macaro(2001) proposes some questions to raise the awareness of the students. One of them is asking students whether the strategies they use are natural or taught which prepare students for the program and make them aware that the strategies can be taught. Macaro(2001) also proposes a survey for the students and the strategy use. Reflection is an important skill here because the learners need to reflect their thoughts and the existing knowledge about the strategies. Macaro (2001) believes that it is important to inform the students about the use of the strategies and why it is important to use them to learn more effectively. Steps three, four and five of Macaro(2001) are modeling, combining and applying the strategies. Macaro(2001) claims that the strategies need to be shown explicitly and repeatedly to the learners to help them achieve better (p. 187). The third step of the training suggested by Macaro (2001) is modeling and it requires the teacher to model the strategy for the learners, the fourth step is combining the strategies to a specific task or a purpose and the fifth model requires the



practice of the strategies with scaffolding. Although Macaro (2001) accepts the third, fourth and the fifth steps as separate steps, he also accepts that they can overlap with the practice so he presents them together without separating them. Macaro (2001) suggests that the strategies can be presented through specific skills and in this case third, fourth and the fifth steps of the training can overlap. The teacher can model the strategy and combine it with a specific skill related task and then ask the students to practice the strategy. The sixth step of the training requires the Student evaluation (Macaro, 2001). The students evaluate their own process and the strategy use. As for the seventh step, the teacher starts to remove the scaffolding and let the students experience the strategies without the support from the teacher, on their own. Finally, the last step requires a general evaluation by the students and the teacher. Macaro's training model is highly reflective and it requires reflection from both parties; the learners and the teacher. The process starts with a teacher centered presentation and ends with active learner participation, and Macaro(2001) explains the process for each language skills. Macaro (2001) also emphasizes three points that are important to remember. First of all, it should be stressed that the learners must evaluate their strategies. They need to see whether the strategies work for them or not. They should not be forced to use the strategies that are not useful to them. Secondly, monitoring the scaffolding strategy, especially with young learners is important. Giving surveys and to do lists to students will not guarantee that they will use the strategies in fact the students are needed to be reminded that they can use different strategies for different tasks. Finally, the scaffolding provided should be removed in time to let them be independent and autonomous (Macaro, 2001).

Grenfell and Harris (1999) propose another model of training or 'Cycle of strategy instruction'. The cycle of strategy instruction' has six steps and Grenfell and Harris implement it for various language skills; reading, memorization of vocabulary, listening, writing and so on. The first act of the cycle is 'Awareness Rising'. Grenfell and Harris (1999) implement every act to a lesson and a language skill as for awareness rising in the classroom. They propose brainstorming, use of familiar aspects like homework and checklists that encourage students to understand the style, order, use of language and so on. The teacher presents the topic and motivates the students. The second act is 'Modeling' which involves modeling of the strategies not only by the teacher but also by the learners. The first act may have activated

some strategies that are already used by the learners but with this act the teacher can present new strategies to the learners. In this act, the teacher provides some questions to the students about the task with some correct options. Those are all link to various strategies like selective attention or inferencing. Also, it can start with activities that involve strategies that allow the students to find the necessary clues to solve a problem or understand it. The third act of the training includes 'General Practice'. Practice, as other models of training also emphasizes, is an important step for language learning in general and it is also important for strategy training. Grenfell and Harris (1999) state that "...it is unrealistic to assume that simply telling students about possible fruitful strategies will ensure that these pass into their repertoire and can be drawn on automatically." (p. 77). The students need to be provided with various opportunities to use the newly learned strategies and the strategies should be reminded to them whenever there is an opportunity to use. Grenfell and Harris (1999) claim that when the students use a range of strategies, the possibility of come up with correct solutions for the tasks increase and they also suggest that "it is often the ability to use a combination of strategies that characterizes the successful learner" (p. 77). Act four of the cycle is 'Action Planning'. Through the process, the learners may need some help to understand which strategies are suitable for them and which strategies are suitable for different tasks. Also, different type of strategies may be effective for different language skills. In this act the teacher helps learners to organize the use of strategies and monitor their use. They decide on an action plan to achieve success. The fifth act is 'Focused Practice'. In this step the teacher gradually removes the support while the learners are provided with the opportunities that allow them to act according to their action plan composed in the act four. The aim of this act is to help the students reach a level in which they internalize the strategies and use them automatically, without the help of the teacher (Grenfell and Harris, 1999, p. 80-108). The last act is 'Evaluation'. In this act the teacher and the learner evaluate the personal action plan of the learner, decide whether it was successful or not and spot the problems that occurred. After finding possible solutions for the problems, they can decide on a new action plan for the learner and work on that (Grenfell and Harris, 1999, p.80- 108). Lastly, Brown (2001) presents four different approaches to adopt to teach learning strategies. First one is the use of interactive techniques and Brown (2001) suggests making learners use strategies derived from their learning styles and the teaching

techniques of the teacher. According to Brown (2001), good learners are the ones who can manipulate not only their learning style but also their learning strategies according to the needs of the learning task (p.213). Letting them to practice strategies that are suitable to their styles and familiar to them can help the learners to understand the concept and help them to get used to the process of training. Brown (2001) recommends a to do list derived from teachers' teaching techniques called 'ten commandments' which encourages the students to adopt the process with high motivation and lowered anxiety (p.217-220). Another way to teach strategies in the classroom according to Brown (2001) is to use compensatory techniques. These techniques can be derived from the learning styles of the learners in the classroom (Brown, 2001, p.217-220). The aim is to teach those techniques to support the weak points of the learning styles. For example, if the learners have 'too much right brain dominance' they can be motivated to participate tasks that involves analytic thinking and attention such as; syntactic or semantic clue searches, proofreading or information-gap activities, if the learners are 'left brain dominated', they can be encouraged to participate activities that involves creativity and fluency (Brown, 2001, p 219). Another suggestion of Brown (2001) is using Strategy Inventory for Language Learning (Oxford, 1990) to help students to develop some kind of awareness. Brown (2001) also suggests teachers to initiate advice. The teachers can help the students to tell them their own learning experience and the things that helped them to learn on their own learning process(Brown, 2001, p 219).

Explicit training models focus learners' attention on the language learning strategies. The mainly those models focus on the strategies themselves. As a result, the teachers must be aware of the strategies. Explicit training models require teachers to complete strategy training to raise awareness.Studies related to language learning strategies aim to improve the success rate of the learners. As a result, they focus on the learners; however, strategy training has three important pillars and the learners are just one of them. The other two are the teachers and the materials. While there are numerous studies related with learners, there are few studies focusing on the teachers. The teachers find language strategies very important and they seem to be aware of the important role of the strategies on learning and autonomy (Griffiths, 2007).However, there are various mismatches between the idealized classroom with strategy training, what teachers believes, what the learners understand and what is going on in the

classroom may not overlap (Griffiths and Parr, 2001, Griffiths, 2007, Hawkey, 2006). Harmer (2007) emphasizes that in case of classroom activities it is important to be sure that both teacher and the learners understand the same thing. The learners should be able to choose the strategies suitable for certain tasks from a variety of strategies (p.394-409). This is important because strategies that the teacher consider as convenient might cause some problems for the students. Studies suggest that although as for some strategies the teacher and learner preferences collapse, for a majority of tasks, the preferences of the parties might differ from each other (Griffiths and Parr, 2001, Griffiths, 2007, Hawkey, 2006). As a result, it is important for teachers to be aware of the strategies and to be able to conduct the process of training clearly. All explicit training models give high importance to the teacher and a teacher must be aware of the strategies and well prepared to conduct a training session. The teacher must be a 'strategic teacher' to teach language learning strategies (Jones, et.al., 1987). A strategic teacher is a person who spends valuable time on thinking about the instructional process, content assessment, and the development of the strategic instruction and develops the classroom instruction accordingly (Jones, et. al, 1987, p.1-70). Although modern approaches recommend teachers to be counselors, how to conduct a lesson or act as a counselor is not clear and teachers need a certain kind of training to achieve them. It is highly important for teachers to be trained for strategic instruction because it is possible for them to confuse the learning strategies and teaching strategies (O'Malley and Chamot, 1990) When the teachers are trained, this will also affect their attitude towards the strategies and with a repeated language learning strategy training for teachers, they will feel confident through the process of teaching (O'Malley and Chamot, 1990). Explicit models of strategic training (Grenfell and Harris, 1999, Jones, et. al, 1987, Macaro, 2001, O'Malley and Chamot, 1990, Oxford, 1990) also require teachers to initiate the process of the training. The models of strategy training require some common components; the need analysis, presentation, practice and evaluation. The role of the teacher for all is almost the same. The teachers are expected to adopt the role of a mediator, a manager and a model. They should adopt a course of action according to the needs of the learners and the tasks. For example, as for CALLA teaching is an active decision making process for the teacher. To conduct a CALLA training session, the teacher needs to be well prepared and be knowledgeable not only about the subject but also about the language

learning strategies. The teachers need to know the current knowledge of the learners and their needs regarding the strategies; also they need to know how to provide knowledge about them. The successful 'strategic teachers' are the ones who are aware of the implications of the language learning strategies on each language task they give. As a result, it is possible to say that the Metacognitive awareness of the teachers regarding the language learning strategies should be developed (Williams and Burden, 1997, p.162).

#### **2.4.2 Materials for Strategy Training**

It should not be forgotten that to actualize learning, teachers, learners and materials should be remembered and work together. This is the same for strategy training. To help the learners to be better in learning we need teachers with the awareness and the knowledge of the concept and we need materials that help and facilitate the process of learning for the learners and the teachers. For effective language learning strategy training the teacher, the materials and the learners must cooperate (Harmer, 2007, p.397-408).

Language learning materials are one of the key factors for a language program. There is a wide variety of the materials. They may include anything that facilitates language learning. They can be linguistic as well as visual, auditory or kinesthetic. They can be printed documents, course books, or unprinted sources such as online sources, videos, CD-ROMs, DVDs, and cassettes. They can be live performances by the teacher or even by the learners or third participants. In each case, the aim of the material is always fixed; to help the process of learning. In regardless of the material type used, they serve as the basis for much of the language input learners receive in the process of learning (Richards, 2001, p.251-254). Materials also serve as a teacher training in case of inexperienced teachers because they provide variety of ideas on planning and teaching (Richards, 2001, p.251-271). As a result, they are highly important in a language course. They present the language, support the process, motivate the learners and serve as a reference source for the teachers and the learners (Dudley-Evans and St. John as cited from Richards, 2001).

Just like the training models, there are two kinds of materials for strategy training. The first group of materials is for explicit teaching and they are mostly designed for the explicit training

models. Those materials are designed to help the learners to understand the language learning strategies and to use them. One example of those belongs to Rubin and Thompson (1982), and it is composed of practical suggestions for the application of the strategies and they include sets of guidelines, suggestions and explanations about language learning. Those materials are designed to recommend the strategies to the learners but they are for the learners who are already aware of the existence of such strategies and on the path of being autonomous (O'Malley and Chamot, 1990, p. 204-210). Rubin (1986) presents The Language Learning Disc, an eight hour instructional program about teaching language learning, it is especially important to emphasize that the Disc is not about teaching a language but about teaching learning a language. There are also Ellis and Sinclair's instructional materials for English learners at intermediate level (1989). The materials are composed of the student book, workbook, teacher's guide and a cassette. They aim to help the learners to be more effective and responsible on the process. The materials not only facilitate the language learning strategy training for learning but also provide a learner training model for the teacher and present ways of integration of the strategies to the language instruction (O'Malley and Chamot, 1990, 204-210). This means that the materials are not only for the learner training but they also help the training of the learners and the awareness of the teacher. The materials of Ellis and Sinclair (1989) provide direct training with various classroom activities, explanations of the learning process and teacher's guide. The instruction provided for the teachers is composed of three phases. First one is the presentation of the concept of language learning strategies, the second phase is the introducing the strategies through skills and activities and the last one is providing activities that help the learners to use what they learned independently (O'Malley and Chamot, 1990, 204-210). Another example is the materials developed by O'Malley and Chamot for CALLA program. The materials are designed for upper elementary and secondary school learners. The aim of the CALLA program is to develop academic skills and develop procedural knowledge in four language skills with language learning strategies. As a result, the materials adopt a direct approach just like the others and through the content of the course they present the strategies. O'Malley and Chamot also provide a teacher guide and this guide provides adoptable materials. They also propose that the teacher can make use of mainstream content materials and develop their own CALLA materials (O'Malley and Chamot, 1990, p.

210-212). However, they also emphasize the importance of teacher training to do so (O'Malley and Chamot, 1990).

The materials presented until now are materials for explicit language learning strategy training and they are for separated training seasons. However, it is highly possible to see that learning strategy training may not be one of the main concerns of the language program. In this case the strategy training can be embedded to the curriculum and the materials may not be specifically designed for language learning strategy training but language learning itself. In this respect language learning strategy training and learner awareness for strategies can be on the teachers' shoulders and the regular classroom materials. The materials can still facilitate the strategy training explicitly but it is also possible to see that they include the strategies implicitly without explaining the reasons or ways of using the strategies. The second group of materials is those ones that are designed for regular language courses. In this case the strategy training is not the core element handled through the material but it presents or facilitates language learning strategy training additionally.

The most well known example for such materials is also the most widely used classroom material; textbook. Textbooks considered as the backbone of the course for many teachers and it should be regarded as a teaching tool (Graves, 1999, p.174). Textbooks make it possible to observe the 'heart' of the language programs (Sheldon,1988, p. 237-245). It is possible to observe the teacher's methodology through them and they contribute the course's syllabus greatly (White, 2013).A textbook generally comes with a Student book, a workbook, a teachers' book and a CD. However, lately it has been possible to see textbooks with computer and internet assistance with activities. Cunningsworth (1995) summarizes the use of textbooks in the classroom. As for him textbooks are;

- a resource for presentation material (spoken and written)
- a source for activities for learner practice and communicative interaction
- a reference source for learners on grammar, vocabulary, pronunciation etc
- a source of stimulation and ideas for classroom language activities
- a syllabus (where they reflect learning objectives which have already been determined)

a source for self-directed learning or self-access work

a support for less experienced teachers who have yet to gain in confidence. (p. 7)

As it can be seen, the textbooks are important materials in language teaching. They are considered as 'a universal component' of classrooms and a provider of input, without them classroom would be 'incomplete' (Hutchinson and Torres, 1994, p. 316-326). That's why they can have a huge impact on language learning. As a result, choosing a textbook is one of the most important decisions that teachers make to shape the content and nature of teaching and learning (White, 2013). They are considered as 'a route map of an ELT program' by many teachers, so a wrong selection of the textbooks would be regrettable (Sheldon, 1988, p. 237-245). As a result of this importance, two different points of views formed about the use of textbooks. On one hand, there are the ones that believe the textbooks are the "most convenient form of presenting materials" with providing opportunities of revision for the learners, helping the teacher prepare for the class and providing "a sense of system, cohesion and progress" for the learners and facilitating "consistency and continuation" (Tomlinson, 2001, p. 66-67). On the other hand, there are counter arguments about the 'usefulness' of the books. According to them, the textbooks are inadequate in terms of covering the language points, and providing language experience, they cannot meet the need of different users, they form sameness of syllabus and approach, and reduce the power of the teacher (Tomlinson, 2001, p. 66-67). Tomlinson (2008) clearly summarizes the difference between the expectations from a textbook and reality. According to Tomlinson (2008), it is expected that the textbooks provide opportunities for language acquisition and development for the learners but they focus on the teaching of linguistic items (p.1-3). As it can be seen, the use of textbooks has both advantages and disadvantages. Graves (1999) and Richards (2001) shed light on the advantages of using textbooks as;

Providing a prepared syllabus for the language program

Being a road map for learning and create a feeling of security for the learners.

Helping the standardization of the program in each class and level

Providing language input with different visuals, activities, readings etc



Saving teachers' time

Providing a basis for assessment for teachers

Training teachers

Motivating the learners and the teachers through visuals and content

On the other hand, according to Graves, (1999) and Richards (2001) the disadvantages of textbooks include;

Inauthentic language

Not appealing, out of date or distorted content which fails to represent the real world and real issues or bores the learners.

Activities that do not agree with the level of the learners or irrelevant to the content

Not reflecting learners' needs

Deskill teachers and harming their role as the composer and guide through learning process.

Being expensive

Proposing an unrealistic timetable to finish the book and the additional materials

Not having the right mix of activities or activities needed

Focusing on one or two too much rather other aspects or not enough focus on needed linguistic features

A lockstep, recurring sequence of activities or presentation

As they are seen as important materials in the classroom and the backbone of the language programs by many, textbooks also play an important role in language learning strategy training. A textbook which helps the learners to be autonomous shows the different ways of learning and lets the learners practice them with the subject or skill related. As textbooks can also help and train the teachers, a good textbook in terms of strategy training can make the teacher aware of the concept and provide activities or additional materials for the teacher. This textbook can help and inform both the learners and the teachers about the language learning

strategies. In fact, the learners can achieve better, feel confident with low anxiety when there is a harmony between them, methodology and the materials; nevertheless, the other scenario with the absence of harmony presents a learner with low confidence, high anxiety and poor performance (Oxford, 2001, p. 359-366).

Whatever the ideal textbook promises, the reality is not that bright and ideal. Sinclair and Ellis (1992) show that against the common promise the textbooks fail to train the learners in terms of learning strategies. Also, Lake (1997) states that despite the presence of some support and guidance given to teacher about the strategies, some aspects of learner training and language learning strategies do not exist in certain textbooks (p. 163-167). In addition to those Cohen (1998) also states that when the textbooks include language learning strategies implicitly they do not model or explain the strategies and when the language learning strategies are not facilitated by the teacher or the textbook strategy training would not be successful as expected (p. 136-140). Although language learning strategy studies are not new and many different studies conducted in this area, the studies focusing on the language learning strategies and the textbooks are not sufficient. There are not any studies about how many different language learning strategies are presented in a textbook or what kind of strategies are given value mostly and as a result practiced more in the textbooks. Also, whether the textbooks present a kind of explicitness about the existence of the language learning strategies, help the learners to realize different ways of learning or provide various activities about them is not known. As a result, this study focuses on at which degree the textbooks provide a variety of strategies and opportunity to practice them, besides the explicitness of the approach they adopt.

## **2.5. Research on Language Learning Strategy Studies**

There are different studies about language learning strategies. While the older ones focus on the categorization of the strategies, recent studies mostly relate to different aspects of the field such as; the learners, the teachers, cultural differences or gender differences. However, it is also very important to investigate the impact of the strategies on the classroom materials. The following studies are some examples of the studies conducted on this matter.

Study of Hajer, Meestringa, Park, and Oxford (1996) examine the language books in the United States, England and Holland in terms of the range of language strategy. The study examines textbooks of foreign and second languages and learner guidebooks for language learning. The criteria for the books from UK and US included explicitness of strategies while it is not considered for the books from Netherlands because it is seen that Dutch books do not include explicitness. Books chosen from UK and US are compared to the books from Netherlands. Oxford's strategy categorization is used for this study. The results reveal that the books in US and UK cover more LLS than the books in Netherlands. It is also seen that in the books from US and UK, there are more Metacognitive strategies used in the guidelines than the textbooks. Memory, Affective and social strategies, on the other hand, are seen less. The books from Netherlands favor cognitive strategies more than the others and while strategies like memory, compensation and Metacognitive are seen rarely affective and social strategies are not seen at all. Furthermore, the study reveals that guidebooks for students contain two times more Metacognitive strategy than textbooks.

Rasekhand Ranjbary(2003) conduct a study on Metacognitive strategy training for vocabulary learning. The researchers conduct strategy training with explicit strategy instruction. Two intermediate language proficiency level groups are formed and both of them received instruction on vocabulary learning strategies through 10 weeks. However, the experimental group received only Metacognitive strategy training while the control group did not. At the end of the training phase the groups took a test and the experimental group performed more successfully than the control group. The results indicate that explicit Metacognitive strategy training has positive effect on the vocabulary learning of language learners. The researchers offer several implications by considering the results. Those implications are generally centered around the importance of learner and teacher language learning strategy awareness and language learning strategy training. They also emphasize that embedding language learning strategies to the textbooks is an important need because there is not any sufficient amount of information on language learning strategies in textbooks.

Ranalli (2003) examines the vocabulary learning strategies of three textbooks chosen from upper-intermediate second language textbooks for adult learners used in England at the last five years. Ranalli (2003) reveals that strategy training in those textbooks is both implicit and

explicit. The textbooks do not try to improve the use of strategies. Metacognitive strategies and student training are not included in those books. According to Ranalli the reason of why is the case is the attitude of the publishers and because of space limitation of the books. Ranalli also shows a solution for this. He claims that workbooks can include strategy instruction for the students. Students can make use of those and practice the strategies through the books.

The study of Silahsızoğlu(2004) examines LLS and textbooks. The study examines two textbooks for LLS instruction. The first one is a textbook that is used to teach German as a foreign language and the second one is a textbook that is used to teach Turkish as a foreign language. Bimmel and Rampillion's strategy classification (2000) is used to categorize the strategies in this study. The results of the study reveal a difference between the strategies used in the books. It is found that the LLS are not used in the textbooks used to teach Turkish as a foreign language as they should. The researcher states that there is a contradiction between the new educational perspective of our age, which is learner and learning centered rather than teacher and teaching, and the coverage of the Turkish language textbooks. The results of the study hint that there might be differences between the use of LLS among different textbooks.

Muhigirwa (2005) conducted a study on textbooks. The focus of the study is LLS and social justice related themes in the books. The researcher wants to find the strategies that are used in the textbooks and the dominant strategies that are used. The other research questions covers the topic of social justice and tries to find the answer the extend of which the LLS and social justice issues integrated in textbooks. Muhigirwa conducts a content analysis of the textbooks to find the answers of this study. Oxford's LLS categorization is used three direct, two indirect strategies are found. Affective strategies are not found in those textbooks. Cognitive strategies, memory strategies and Metacognitive strategies are the most common ones, whereas social and compensation strategies are less common. The study also reveals that there are 12 main themes and 77 sub-themes that covers social justice related topics. However, the researcher claims those are not sufficient and more inspirational topics should be added. The study reveals interesting information about Congo and the content of the textbooks. It also combines two seemingly different concepts, LLS and social justice and can show the relationship between them.

Ertekin (2006) conducted a study on textbooks and learning strategies that are used by 4th and 5th grade students in public schools. Among other things, this study focuses on the learning strategies used by the learners and the learning strategies that are embedded in the textbooks. The researcher questions whether those strategies overlap or not. Ertekin (2006) states that it is possible for learners to develop a negative attitude towards the language or the textbooks if the strategies they use and the strategies that are embedded in the book are not compatible. 306 students from 4th and 5th grades were chosen from three socio-economically different schools. The researcher developed a scale to apply on the students. The results show that the most and the less frequently used strategies used by the 4th and the 5th grades are the same whereas the strategies embedded in the textbooks of 4th and 5th grades are different. The study shows that although the mostly preferred five strategies that are used by the students are among 'Metacognitive and Affective' strategies the textbooks give very little emphasis on them. When the importance of the strategy training and the means of learning strategies in language learning are considered it can be said that the results of this study are quite interesting because they show the imbalance between the strategies used by the learners and embedded in textbooks.

Liao (2006) conducts a study to understand learners' beliefs and Strategy Use about Translation in English Learning. The study is conducted on Taiwanese college students. Liao (2006) expresses that on one hand translation is a strategy used by the learners to "comprehend, remember, and produce a foreign language" (191) on the other hand it remains as a strategy that is not examined by many researchers. The study questions the beliefs of the learners about translation, the learning strategies reported by the learners, the relationship between the learners' beliefs and their use of translation strategy and the background variables effecting their beliefs and use of translation. The results indicated that the learners believe that translation helps them acquire English language skills like reading, writing, speaking, vocabulary, idioms, and phrases. Also the results of interview reveal both positive and negative effects of translation. It is understood that students are benefited from translation for various reasons such as understanding of the target language, checking their comprehension of the target language, memorizing words, idioms, grammar, and sentence Structures, developing and expressing ideas in the target language, reducing anxiety and enhancing motivation for the

target language. On the other hand, they are affected negatively by translation because translations may not always be correct, it impose mother tongue like thinking and as a result generating ' Chinese-style English', depending on translation too much and not showing any significant sign of progress in the target language learning, slowing down comprehension and production processes.

Şahin (2006) examines a textbook called “Headway Elementary” used in Kosava for 9th grade students. The aim of the study is to find the strategy use of the students, the strategies taught with the English language curriculum of 9th grades, and the strategies in the 9th grade's English language textbook. Eighty three Turkish students that learn English, seven English language teachers participated the study. To elicit their approach to the concept the students and the teachers are provided with inventories. The curriculum and the textbook, on the other hand, are examined according to the places of the strategies in them. Şahin (2006) translates Oxford's strategy inventory for language learning for the students and uses Oxford's inventory for Strategy Instruction for the Teachers. The results highlights that the curriculum for 9th grade students emphasizes the importance of LLS but it does not provide any guidelines for this. The comparison between the teachers' and Student approach to the LLS reveals that although the teachers give high importance to the LLS and encourage students to use them Student level of strategy use indicates the teachers' remains inefficient to facilitate and encourage learners to use them. Lastly, the study reveals that although many of the strategies of Oxford's categorization are included in the book, the book is not prepared according to cognitive theory and the strategy instruction is not explicit. Şahin (2006) states that the book includes implicit language strategy instruction and for explicit strategy training the teachers need to adopt the book.

Parra (2010) investigates the effects of explicit socio-affective language learning strategy instruction on the beliefs, attitudes, anxieties, and motivations of a group of beginner EFL students. The researcher conducts this study particularly on the beginner level English language learners because of the high drop rate of the beginners. 17 beginner level English language learners are provided with two open-ended questionnaires, the results reveals that explicit socio-affective language learning strategy instruction increases learner awareness towards their own feelings and the social relationships through the learning process.

Consequently, it is suggested that this increased level of awareness can provide a deeper understanding of the process and the state of the learners themselves through this process which would lead to effective planning of learning methods and higher motivation. The researcher highlights the excessive presentation of structures and vocabulary items in the classroom materials and suggest the teachers to create an environment which would help the learners feel relaxed and comfortable and provide the students with activities that would help them to think about their own learning anxieties, concerns, and dilemmas, the causes of these problems, and possible ways of solving them. It is also emphasized in the study that socio-affective strategy training enables teachers to know the learners better, the learners would be provided with "learning-to-learn" tools which would be useful for them not only in the classroom but also outside of the classroom and in the end it would lead to learners to take control of their own learning process.

Coşkun (2010) investigates the impact of Metacognitive strategy training on listening performance of language learners on beginning level. For this study he forms an experimental group which took five weeks of Metacognitive strategy training embedded into a listening textbook and a control group which did not take such training. The experimental group take explicit strategy training derived from CALLA model of training by O'Malley and Chamot (1990). At the end of the five weeks the groups took an exam and the results are compared. The findings present a significant difference between the success of the two groups. Coşkun (2010) claims that embedding Metacognitive strategy training in listening teaching program would help the learners become more effective listeners.

Bastanfar (2010) examines seven textbooks for English language learning in Iran schools for General education in terms of vocabulary learning strategies. The study reveals that strategy instruction for vocabulary learning in the textbooks used at the first six years is not as frequent as it is supposed to be. However, strategy instruction for vocabulary learning is regarded as important for the new edition of the textbook. Bastanfar (2010) also states that the old books address the teachers directly but do not address the students directly especially in terms of vocabulary learning strategies; however, the new edition include a nine paged instruction about the use of the language learning strategies for the learners. Although the new books include the strategies and the instruction they are not very sufficient in terms of vocabulary

learning strategies when all of the strategies of the book are considered in total. Bastanfar (2010) also states that this need for vocabulary strategies is a general deficiency for most textbooks. The study also reveals that there is some kind of inadequacy in the books in terms of Metacognitive strategies like self-direction and self-assessment and monitoring in the books. The whole analysis also shows that the Pre-University also suffer from a general lack of attention to vocabulary strategy presentation and learner training and explicit teaching of cognitive and Metacognitive strategies. Important strategies like as resource use and note-taking are not included and there are isolated activities without an extended and long-term plan for generalizable and personalized vocabulary construction and strategy instruction.

La Belle (2010) acknowledges language learning strategies as an important factor through the process of choosing a textbook and examines thirty three different English language learning textbooks with content analysis. Six of those books have a wide diversity of strategies and considered as successful in this term. However, a great number of the books are not as sufficient as those six books in terms of strategy variety. La Belle (2010) discusses that a 'one size fits all' approach is not an appropriate approach when personal differences and the different backgrounds of the learners are considered. La Belle also warns the teachers about the choice of the books used in the classroom and states that when a book with limited range of strategies is chosen the teacher will also experience a time consuming process of searching and developing supplementary materials to ensure variety.

Considering the importance of lifelong learning in this age, Can (2011) focuses on the textbooks provided by Ministry of Education. Can (2011) focuses on the link between lifelong learning and learner autonomy. The learners who are autonomous can blend language learning into their daily lives and keep learning new language or languages through their lives. However, to do that the learners need to know the ways of learning which are known as the language learning strategies. Can (2011) goes through the LLS categorizations and creates a scale that summarizes and covers all of them. Can (2011) examines the student books of three textbooks provided by Ministry of Education to the public schools. The results of the study show that some strategies like cognitive strategies are more commonly used then others like Metacognitive strategies. It is also stated that LLS are shown implicitly in those textbooks and there is not any information about student awareness. Considering the importance of language



learning strategies for autonomous learners and lifelong learning, this study stands as an example for the researchers to show the link between the language learning materials and the aims considered for lifelong learning.

Reinders and Balçıkanlı (2011) conducted a study on textbooks and learner autonomy. They chose five books and examined them according to the stages of self-directed learning. The study has two stages. At first the books are examined to find whether they give information about self-directed learning and then with a closer look it was examined whether those books actually give opportunities to the students to practice these information or not. The results indicate that although autonomous learning has been an important focus point for language education recently. The impact of this cannot be seen in those books. The books either do not cover all the stages necessary for self-directed learning or they do not give a change for the students to practice them. This study shows that textbooks need to be improved and they should be able to answer the needs of the learners of 21st century.

Another comparative study about LLS in Turkish and English textbooks was conducted by Erer (2011). The study puts teaching Turkish as a foreign language at the center of the study. The study also examines all of the materials that are parts of the textbooks like online materials, workbooks, and teachers' book besides Student book. The study examines those books according to their suitability of European Language Portfolio. It is stated in the study that strategy training for vocabulary is not implicit in both books. Furthermore, the variety of strategies used in English textbooks is more than the ones in the Turkish textbooks. The study has significance for the textbook developers who write the textbooks for the learners of Turkish because by conducting the study Erer(2011) identifies the weak points of the Turkish textbooks and the possible solutions.

Barkoui, Brooks, Swain and Lapkin (2012) examines the responds of learners upon integrated and independent speaking tasks in an English oral proficiency test which is the Speaking Section of the Internet-based Test of English as a Foreign Language (TOEFL iBT). The researchers states that there are not any studies examining the strategic behaviors, " the conscious goal-oriented thoughts and actions that learners report using to acquire or manipulate information" (Barkoui et. al. 2012, p. 307), of test takers in an oral exam. In this

study the researchers examine the strategic behaviors of 30 engineering student from China. The researchers make a list of strategies from the literature and the reported strategy preference of the participants. The participants respond to two independent and four integrated speaking tasks. The researchers provide stimulated recalls about the strategies used by the participants through their performance of each task. The frequency of the strategies used through the test is the focus of the study. The results show that the integrated tasks present a wide variety of strategy use while independent tasks present less. The findings of the study reveal that there is a complex relationship between strategy use, task type, and task performance. However, when the tasks require the use of more skills, in other words when the tasks became more complex the reported strategy frequency becomes greater. In the light of the reported findings the researchers suggest integration of strategy use to the scoring criteria of oral proficiency test scores.

Serri, Boroujeniand Hesabi (2012) conduct a study to understand whether there is a difference in the use of cognitive, Metacognitive, and social/affective strategies of learners in accordance with Individual differences in listening skill. 40 English language learners attended the study as participants and they are surveyed with four structured questionnaires and an ILTES listening test. The results provide a significant relationship between motivation and the learning strategy use. However the proportions of strategy use remained same. It is also highlighted that the mean of socio-affective strategy use was low which means individual groups did not use this particular strategy for listening skill. The researchers suggest that the possible reason of the similar percentage of strategy use might be the absence of strategy instruction for this particular strategy. Also the suggest that the absence of socio-affective strategy use might be because of the inadequacy of sympathy between the learners and the teacher.

Al-Alwan, Asassfeh and Al-Shboul (2013) study on the impact of Metacognitive strategies on listening comprehension conducted on 386 tenth-grade EFL learners. The participants are provided with a questionnaire and a listening comprehension test. The results reveal that problem solving, planning, evaluation, and directed attention strategies have an impact on listening comprehension. The participants are using a variety of Metacognitive strategies when they encounter a task to achieve. The participants use problem solving strategy to deduce the

meaning of unknown words, analyze the information, search for possible solutions and check the accuracy them, and activate and associate what has already been learned and the current problem and comprehend the listening text. Problem solving strategy is the strategy with the highest frequency among Metacognitive strategies. The participants also successfully use directed attention strategy and focus on the task when it is needed. Personal relevance, restoring self-confidence and lowering anxiety, however, considered as weaknesses of the participants. When the results of the study considered the researchers suggest emphasizing Metacognitive strategy instruction to enhance listening comprehension.

Keskin (2013) conducts a study on the impact of Metacognitive strategies on reading attitude and school success. He collected data from 409 students. School success of the students is derived from end-of-the-year grades from Turkish, Math, Science and Technology, Social Studies courses. The results reveal a positive correlation between the appliance and knowledge of Metacognitive strategies and positive reading attitude of the students. The researcher emphasizes the importance of this positive attitude as it leads the students to read a large variety of books from different levels which contribute to school success positively. However, according to the findings of the study this impact of the strategies is not direct. This means Metacognitive strategy knowledge without positive reading attitude will not enable school success. Reading attitude mediates the impact of Metacognitive strategies on school success.

Ahmadi, Ismail and Abdullah (2013) present the effect of Metacognitive reading strategy awareness on English language learners' reading comprehension. The researchers claim that Metacognitive reading comprehension skill affects second language learning positively and by using such strategies learners gain necessary skills for effective communication in the target language. The general results of the study reveals that Metacognitive reading strategies are used by successful readers while less successful readers do not use them; in fact, successful readers use a variety of Metacognitive reading strategies while reading. The results also indicate that the participants who use Metacognitive reading strategies in their reading comprehension process are more successful than others. Another outcome of the study reveals that when the good and poor readers are examined a positive correlation between cognitive and Metacognitive strategies is seen. It is also understood from the findings that regardless of

their success in reading all participants considered skimming and scanning strategies as important.

Another study is conducted by Bayezit (2013). This study examines textbooks for English language learning and Turkish language learning. Bayezit(2013) uses O'Malley and Chamot's criteria to categorize the LLS in the books and states the reason by saying that it is prepared according to the cognitive approach. The study highlights the difference between the frequency of different strategies covered in English language textbooks and Turkish language textbooks. It states that cognitive strategy frequency is higher in Turkish language textbooks whereas Metacognitive strategy use is higher in English language course books. It also states that some LLS, such as directed attention, selective attention, self-management, self-monitoring, problem identification, and self-evaluation, are not covered in Turkish language textbooks whereas they are covered in English language textbooks. The study also shows that there is actually a partial explicit LLS training in English language textbooks that give some information to the students about them and let them to practice some strategies. However this is not for all strategies and also for Turkish language textbooks they are implicit rather than explicit. This study is a proper example for researchers who want to see the reality of implementation of LLS in textbooks from different languages. It also complements Silahsızoğlu's (2004) study and those two studies show the positive things and missing points of textbooks from three different languages.

The study of Sun (2013) focuses on the strategies that university students use. Sun (2013) emphasize the importance of Metacognitive Strategies and states that those strategies take an important part for Student learning. Sun (2013) also claims that although the importance of Metacognitive strategies is undeniable most of the university students do not aware of either importance or existence of the Metacognitive process. With occupying this claim Lihua Sun (2013) conducts a study to examine the frequency of Metacognitive Strategy use of University students and the relationship of the strategies with Student performance. Sun (2013) uses a questionnaire based on Oxford's *Strategy Inventory for Language Learning (SILL)* (1989). 60 students takes part in the research. 30 of them are successful students while others are poor learners. Results reveals that successful learners tend to use a variety of Metacognitive strategies consciously or unconsciously whereas unsuccessful ones do not use them as

frequent as the successful learners. Implications of the study shed light to importance of use and training of Metacognitive strategies.

Study of Sadeghi, Hassani and Hessari (2014) focuses on the strategy use and learner needs. The researchers provide the participants with two self-reported questionnaires. They focus on two learning needs; mostly needed skills by the language learners and preferred language learning materials. The first one is a need analysis survey administrated to 150 students. After the examination of the first survey 120 learners are selected and divided into four groups. Oxford's Strategy Inventory for Language Learning is presented to the groups. The findings show that students who prefer different language skills utilize language-learning strategies in different ways. Results of the study also highlight that different types of learning strategies are employed by learners who used different materials through language learning process. The researchers claim that strategy use is affected by the needs of the learners. The researchers suggest teachers to present different language learning strategies according to the needs of the learners.

All of those studies fill a niche on the wall of language education. They somehow contribute to the LLS training and show a new path to follow. However, considering the importance of LLS, impact of textbooks in the classroom, and the weight of language education programs in the preparatory years of universities none of those studies have investigated the place of LLS in the language textbooks used at tertiary level. As a result a study that the place of LLS in the language textbooks used at tertiary level is needed.



## **CHAPTER III**

### **METHODOLOGY**

#### **3. 1. Research Design**

This study aims to find the frequency of language learning strategies in the textbooks used in preparatory classes at tertiary level. This is a qualitative research and content analysis approach is used to gather and interpret the data for this study. It should be emphasized that content analysis is a frequently used research method in social sciences and as LaBelle (2010) also states, content analysis is the most convenient method for a study like this one because with the use of content analysis, it is possible to detect the frequency and variation of language learning strategies effectively (p.360-365). Content analysis is a research method which uses a set of procedures for making accurate inferences from a text (Weber, 1990, p.3). It requires a systematic examination which means the texts are divided into categories (Julien, 2008, p.120). It is “the intellectual process of categorizing qualitative textual data into clusters of similar entities, or conceptual categories, to identify consistent patterns and relationships between variables or themes” (Julien, 2008, p. 120). This method of analysis is generally used to analyze a wide range of textual data which includes interview transcripts, recorded observations, narratives, responses to open-ended questionnaire items, speeches and media. It is especially helpful for decoding both conscious and unconscious messages and explicitly or implicitly stated messages included in the text that is examined (Julien, 2008, p.120-125). It is possible to discover the patterns or development of well-supported explanations by systematically coded data through content analysis (Mackey and Gass, 2012, p.141). Content

analysis assists the researcher to make valid and applicable inferences from texts to the context in which they are used (Krippendorff, 2004, p.403-407). This study examines the activities in fourteen books seven of which are students books and seven of which are workbooks. Those activities are examined and categorized into different groups of strategies. As it can be seen content analysis is the most convenient research method for this study because it enables us to find the language learning strategies and how they are covered in the textbooks.

### **3.2. Setting**

In this study, B1 Level Student books and workbooks of the textbooks that are using integrated approach are examined in main course classes of the preparatory year of the universities in Ankara are examined in terms of language learning strategy use. Those books are used in the classes at 2013-2014 academic year.

In Turkish context, every year, high school students enroll a university entrance exam. They are accepted to a program in a university according to the scores they get from the exam. There are two types of universities in Turkey. The first one is the state universities. Those universities accept students with high grades and the students do not pay any tuition fee for the courses. The second one is the foundation universities. Unless they study on a scholarship, students do not have to achieve high scores to enroll those universities but they have to pay tuition fee for the classes until they graduate. In most universities, whether it is a state or a foundation university, the first year of the school is the preparation year. The students take a language proficiency exam about their English competency in their first year. If they pass the exam they can continue their education at their departments, but if they fail they take the preparation year classes. Preparation year is a year mostly composed of two terms and through the year the students take only English language classes to learn the language. Only after the successful end of this year, they can continue with their studies at their departments.



Table 1.1 Textbooks Used in State Universities in 2013-2014 Academic Year

Govermental Universities in Ankara	Textbooks
Ankara University	Total English
Gazi University	Speak Out
Hacettepe University	New English File
Middle East Technical University	Language Leader
YıldırımBeyazıt University	Language Leader

Table 1.2. Textbooks Used in the Foundation Universities in 2013-2014 Academic Year

Foundation Universities in Ankara	Textbooks
Anka Technology University	Not actively accepting students
Ankara Social Sciences University	Not actively accepting students
Atılım University	Speak Out
Başkent University	Success
Bilkent University	Self-prepared materials and skill books
Çankaya University	Self-prepared materials and skill books
İpek University	New Inside Out
TED University	Language Leader
TOBB University of Economics and Technology	Language Leader
TurgutÖzal University	Speak out
University of Turkish Aeronautical Association	Top Notch
Ufuk University	Speak Out
Yüksekİhtisas University	Not actively accepting students

There are six state and twelve foundation universities in Ankara as it can be seen from Table 1 and Table 2. In 2013-2014 academic year three of the foundation universities were not actively accepting students. Those are Anka Technology University, Yüksekİhtisas (Bilgi) University and Ankara Social Sciences University. The other universities were actively accepting students and all of them have a preparation year. Two of the foundation universities namely Çankaya University and Bilkent University were not using a specific mainstream textbook for their main course classes, but they are using Self-prepared materials and skill based textbooks which are not integrating four skills in one book. Among the rest of the foundation universities Başkent University used a textbook named 'New Success'. Ipek University used a textbook called 'New Inside Out'. University of Turkish Aeronautical Association used 'Top Notch' series. TurgutÖzal University, Atılım University and Ufuk University used 'Speak Out' series. Ted University and Tobb University of Economics and Technology preferred to use 'Language Leader' series. Among the state universities Ankara University used textbook called 'Total English', Gazi University used a textbook called 'Speak Out', and Hacettepe University used textbooks called 'New English File'. Middle East Technical University (METU) and YıldırımBeyazıt Universities both used Language Leader for their classes. Table 1.1 and 1.2 presents the general distribution of the textbooks.

### **3.3. Data Collection**

Although defining and classifying LLS is something important to understand, it is also very complicated and difficult to do. This is because the learners use them both consciously and unconsciously and the language learning strategies that are used are hardly observable. As a result, there are different taxonomies and definitions of them. The two taxonomies that are widely known and used in this field of study belong to Oxford (1990) and O'malley and Chamot (1990). Their examination and comparison has been done by researchers through the years (Hsiao and Oxford, 2002, Dörnyei 2005, Vlckove, Berger, Völke, 2013, Can, 2011, Bayezit, 2013). Dörnyei (2005) states that these two taxonomies are quite similar, in fact some categories have direct equivalents (Metacognitive strategies), and some of them have a direct correspondence (social affective strategies and communicative strategies, cognitive strategies

and memory strategies). Dörnyei (2005) states that in Oxford's taxonomy the cognitive strategies and memory strategies are separated as if they are equal independent categories; however, memory strategies are in fact “a subclass” of cognitive strategies (p.168). This also shows that the Oxford's cognitive strategy category is an equivalent of O'Malley and Chamot's cognitive strategy category.

O'Malley and Chamot considered cognitive theory as the base of their study as a result their categorization focuses on cognitive and Metacognitive strategies. They also admit the importance of social and affective strategies and roughly explain them but they donot focus on those ones. On the other hand, Oxford considers learners as a whole and also gives importance to communication competence, so in her taxonomy social and affective strategies are separately categorized. It can be concluded from the study of Hsiao and Oxford (2002) that although there is a slight difference between them those two taxonomies match and Dörnyei (2005) also states that those two taxonomies are highly compatible. Ungureanu and Georgescub (2012) also states that although Oxford's (1990) taxonomy is a well known strategy taxonomy by teachers and researchers, O'Malley and Chamot's (1990) taxonomy is “the most synthetic one” among them (p. 5001). Also another study conducted by Vlckove, Berger, Völke (2013) aims to compare current taxonomies and after a comprehensive analysis of them, they state that O'Malley and Chamot's (1990) classification is more promising for future research than the rather detailed classification of Oxford (1990) (p.111). Also O'Malley and Chamot's categorization centers the Cognitive theory and also places the strategies to a theory based line. As a result, taxonomy of O'Malley and Chamot is used to identify and categorize the language learning strategies embedded in the Student books and workbooks of textbooks in this study (Table 2).

Table 2. Instructions from the books and the Strategies they include

The Instruction	Language Learning Strategy	The Reason
"Listen to three extracts from the audio and answer questions."	<ul style="list-style-type: none"> <li>Directed Attention (MS)</li> </ul>	<ul style="list-style-type: none"> <li>focusing on the listening text generally.</li> </ul>
"Read the statements 1-6 about millionaires. Do you think they are true (T) or false (F)"	<ul style="list-style-type: none"> <li>Personal Elaboration (CS)</li> </ul>	<ul style="list-style-type: none"> <li>requires predictions derived from personal opinion.</li> </ul>
"Think about three different jobs. Make sentences to describe what qualities are/aren't important for these jobs. Compare your ideas with a partner."	<ul style="list-style-type: none"> <li>World Elaboration (CS)</li> <li>Cooperation (SAS)</li> </ul>	<ul style="list-style-type: none"> <li>associating the given task with the real world.</li> <li>sharing ideas with a partner to achieve a language related task.</li> </ul>
"Work in pairs. What do the word is bold mean? Which words are shown in the photos?"	<ul style="list-style-type: none"> <li>Cooperation (SAS)</li> <li>Inferencing (CS)</li> <li>Between Parts Elaboration (CS)</li> </ul>	<ul style="list-style-type: none"> <li>sharing ideas with a partner to achieve a language related task.</li> <li>Trying to understand unknown patterns or vocabulary items from the context.</li> <li>associating the meaning of vocabulary items with visuals.</li> </ul>
"Choose the modal that logically completes each	<ul style="list-style-type: none"> <li>Transfer Strategy (CS)</li> </ul>	<ul style="list-style-type: none"> <li>requires to use of linguistic knowledge</li> </ul>

sentence. Write the modal and the verb in the perfect modal form.”		gained before to solve a task composed of mechanical activities.
“Notice the ryhthm of sentences in indirect and direct speech. Read and listen.”	<ul style="list-style-type: none"> <li>• Selective Attention Strategy (MS)</li> </ul>	<ul style="list-style-type: none"> <li>• focusing on one aspect of the listening and ignoring the information that is not needed.</li> </ul>
“Say each of the underlined expressions from the Photo Story in in your own way.”	<ul style="list-style-type: none"> <li>• Substitution Strategy (CS)</li> </ul>	<ul style="list-style-type: none"> <li>• using different words to express the same ides.</li> </ul>
“On a separate sheet of paper, write two e-mail messages -one formal one informal- telling someone about the cultural traditions in your country. Review the questionnare about cultural traditions on page 9 for information to select from.”	<ul style="list-style-type: none"> <li>• Style Monitoring Strategy (MS)</li> <li>• Creative Elaboration Strategy (CS)</li> <li>• World Elaboration Strategy (CS)</li> </ul>	<ul style="list-style-type: none"> <li>• Using knowledge gained from experience of world within a creative context and monitoring the style of letters.</li> </ul>
(Saslow and Ascher, 2011, Clare and Wilson, 2011)		

### 3.4. Data Analysis

In this study firstly the books are separated into groups according to their implicit or explicit approach to LLS in the instruction. Then each instruction and activity in the books are examined and categorized under the strategies identified by O'Malley and Chamot and the frequency of each strategy is detected. As it can be seen some activities include one strategy

on the other hand some of them require the use of more than one strategy. Context analysis also enables such categorization because it eases to categorize a single piece of text that is relevant to more than one category or theme(Julien, 2008). As Julien (2008) states ‘validity’ and ‘reliability’ are considered as “key to robust content analysis” (p.121). This study uses a well-known and highly used LLS categorization of O’Malley and Chamot (1990). This categorization based on cognitive theory is a well-known widely used categorization by many studies conducted on this field as it can be understood there is not any attempts to reflect the validity of this material.

In this study, after the first content analysis of all of the books done by the researcher, another analysis is done by an independent researcher to establish inter-rater reliability. The independent researcher analyzed the material according to the strategy categorization of O'Malley and Chamot (1990). She examined randomly chosen one unit from randomly chosen three textbooks. The independent researcher executed the same procedure twice. The researcher of this current study was not present in the room while the materials were examined to prevent any possible interaction and negative outcomes of such interaction. After the examination of the books by the independent researcher for the first time the results are framed in tables and compared with the results of the researcher. When the results of the first procedure were examined some discrepancies are spotted. Correspondingly several negotiations are conducted upon those divergences. In respect to those negotiations the independent researcher executed the procedure for the second time and the results of the second analysis has a high parallelism with the results of the analysis completed by the researcher of the current study. When the two analyses are compared it is seen that the discrepancies appeared between seemingly close strategies such as Personal Elaboration and World Elaboration or Selective Attention and Directed Attention. At the Table 3 it is possible to see some of the differences between two researchers' analysis.

Table 3. The discrepancies between analyses of two researchers

The Activity	1st researcher	2nd researcher	Compromised Strategy
Read the tips business etiquette. Then read the situations below. Decide if the behavior in each situation is appropriate or inappropriate.	Directed Attention (MS)	Selective Attention (MS)	Directed Attention (MS)
Read the conversation Model on page 7 in the Student's Book again. Then read each sentence below. Circle the letter of the sentence that has the same or similar meaning.	Substitution (CS)	Transfer (CS)	Substitution (CS)
Which topics are appropriate for the small talk in your country? Check yes or no. If you check no, then explain why the topic is not appropriate.	World Elaboration (CS)	Personal Elaboration (CS)	World Elaboration (CS)
<i>1st researcher: the researcher of the current study</i>			
<i>2nd researcher: the independent researcher</i>			
Instructions are taken from Saslow et. al, (2011)			





## **CHAPTER IV**

### **FINDINGS**

This chapter includes the data derived from the examination of the activities in the seven Student Books and seven Workbooks. This chapter begins with an overview of the strategies and continues with the detailed analyses of each strategy category.

#### **4.1 The general distribution of the strategies in the books**

This part of the research includes a general overview of the results for all of the books. Examination of table 4 makes it possible to see that Cognitive Strategies have a higher frequency in all of the textbooks. Among the Student Books of textbooks Speak Out is the one with the highest Cognitive Strategy frequency. It is followed by New Total English textbook and Language Leader textbook. The textbook with the least Cognitive Strategy frequency in the Student book is New Success textbook. Cognitive strategy frequency of Topnotch and New English File are close to each other; however Inside Out include more activities with Cognitive strategies than both of them. When the Students books are examined in terms of the frequency of Metacognitive Strategies it is seen that New Total English has the highest frequency of Metacognitive Strategies in the Student books. This textbook is followed by New English File and Language Leader textbooks in terms of the frequency of Metacognitive strategies. The Student book with the least frequency of Metacognitive Strategies compared to other textbooks is Topnotch. The results of the Social Affective Strategy categorization reveal that Speak Out textbook has the highest frequency of Social Affective Strategies while New

English File textbook has the least frequency of Social Affective Strategies in the Student book.

Table 4 The general distribution of the strategies in the books

	Metacognitive Strategies		Cognitive Strategies		Social Affective Strategies	
	SB	WB	SB	WB	SB	WB
Language Leader	319	126	671	245	189	0
New English File	327	111	533	251	114	0
New Success	191	79	485	337	152	0
New Total English	369	146	728	238	249	0
Top Notch	94	56	557	263	151	0
Speak out	309	105	766	258	258	0
Inside Out	231	114	666	267	188	0

The examination of the workbooks reveals that none of the textbooks include Social Affective Strategies in the workbooks and Cognitive Strategy frequency is higher than the Metacognitive Strategy frequency in all of the books. New Success textbook has the highest frequency of Cognitive strategies whereas New Total English has the lowest frequency of Cognitive Strategies. As for the Metacognitive Strategies New Total English textbook has the highest frequency of Metacognitive Strategies in the workbook whereas Top Notch has the lowest frequency of Metacognitive Strategies in the workbook.

When the results are considered as a whole it is seen that except Top Notch textbook, Cognitive Strategies are the most frequent strategies while Metacognitive Strategies are in the

second place and the Social Affective Strategies are the strategies seen least frequent then the others. Topnotch textbook is the only textbook which has the lowest frequency of Metacognitive Strategies.

## **4.2. The detailed distribution of the strategies in the books**

The following tables include detailed analyses of the seven textbooks examined according to O'Malley and Chamot's categorization of Language Learning Strategies. In all of the tables the strategy with the highest frequency for each strategy category is highlighted.

### **4.2. 1.The detailed distribution of the strategies in Language Leader**

The following findings at Table 5.1 are the detailed distribution of the strategies in Language Leader Student Book and the Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 319 Metacognitive Strategy, 671 Cognitive Strategy and 189 Social and Affective Strategy in the Student book of Language Leader while there are 126 Metacognitive Strategy, 245 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. It can be seen that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the other two.

The detailed examination of the each category indicates that Language Leader textbook does not provide sufficient activities for each language learning strategy. When the Student Book is examined it is seen that the most repetitive strategy is *Personal Elaboration* which is a Cognitive Strategy. The second most repetitive strategy is *Cooperation* which is a Social Affective Strategy. Lastly the third most repetitive strategy is *Selective Attention* which is a Metacognitive Strategy.

When the distribution of strategies in each strategy category is examined it is seen that the Students book of Language Leader does not include each strategy. The Student Book does not include any activity that promotes the use of *Visual Monitoring*, *Double-check Monitoring*, and *Ability Evaluation* Metacognitive Strategies. However, it is seen that there are 16 Planning

Table 5.1.The Detailed Analysis of Strategies in Language Leader Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	319	126	Cognitive Strategies	671	245	Social and Affective Strategies	189	0
<i>1. Planning</i>	---	---	1. Repetition	9	21	1.Questioning for clarification	0	0
1a.Advance Organization	6	0	2. Resourcing	13	2	2.Cooperation	189	0
1b.Organizational Planning	10	0	3. Grouping	80	36	3. Self-talk	0	0
2. Directed Attention	46	12	4. Note taking	23	14	4.Self-Reinforcement	0	0
3. Selective Attention	182	82	5. Deduction/Induction	45	0			
4. Self-management	8	0	6. Substitution	4	8			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	6	0	7a. Personal Elaboration	214	8			
5b.Production Monitoring	1	0	7b. World Elaboration	20	2			
5c.Auditory Monitoring	2	1	7c.Academic Elaboration	7	5			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	23	13			
5e. Style Monitoring	15	2	7e.Questioning Elaboration	0	1			
5f.Strategy Monitoring	3	1	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	30	2			
6.Problem Identification	13	11	7h. Imagery	1	6			
<i>7. Self-evaluation</i>	---	---	8. Summarization	8	2			

7a.Production Evaluation	23	18	9. Translation	0	11
7b.Performance Evaluation	1	0	10. Transfer	143	<i>105</i>
7c.Ability Evaluation	0	0	11. Inferencing	51	14
7d.Strategy Evaluation	2	0			
7e.Language Repertoire Evaluation	1	0			

*The strategies written in italics are the names of certain strategy categories.*

Strategy in the book and 6 of them are Advance Organization Strategy and 10 of them are Organizational Planning Strategy. The book includes 228 Attention Strategy and 46 of those strategies are *Directed Attention Strategy* while 182 of them are *Selective Attention Strategy*. The Student book includes 8 *Self-managementStrategy* and 13 *Problem Identification Strategy*. There are 27 Self-Monitoring strategies. 15 of them are Style Monitoring Strategy. This makes Style monitoring the most repetitive strategy of Monitoring strategy category. The other monitoring strategies seen in the Student book are *Comprehension Monitoring* frequency of which is 6, *Production Monitoring* frequency of which is 1, *Auditory Monitoring* frequency of which is 2, and *Strategy Monitoring* frequency of which is 3. The last Metacognitive strategy category is Self- Evaluation Strategies. The Student Book of Language Leader include 27 language learning strategy from this category. The frequency of *Production Evaluation* is 23 which makes this particular strategy the most repetitive Self- Evaluation strategy. Apart from that the frequency of Performance Evaluation is 1, *Strategy Evaluation* is 2 and *Language Repertoire Evaluation* is 1.

The detailed examination of Cognitive Strategies included in Language Leader Student Book clearly shows that there are 671 Cognitive Strategies. The most repetitive of the strategies in Cognitive Strategy category is *Personal Elaboration* with the frequency of 214. It is followed by *Transfer* with the frequency of 143 and *Grouping* with the frequency of 80. The book does not include any *Translation*, *Questioning Elaboration* or *Self-Evaluative Elaboration*.

Nevertheless, it is seen that it includes *Repetition* with the frequency of 9, *Resourcing* with the frequency of 13, *Note-taking* with the frequency of 23, *Deduction/Induction* with the frequency of 45, *Substitution* with the frequency of 4, *Summarization* with the frequency of 8, *Inferencing* with the frequency of 51. It is seen that the frequency of the strategies in the *Elaboration Strategy* category is 295. Apart from *Personal Elaboration*, the frequency of *World Elaboration* is 20, *Academic Elaboration* is 7, *Between Parts Elaboration* is 23, *Creative Elaboration* is 30 and *Imagery* is 1.

The LLS categorization of O'Malley and Chamot include four different strategies in the *Social Affective Strategy* category. The detailed examination of the *Student Book of Language Leader* reveals that only one of the strategies in this category is included in the book and the rest of them are ignored. It is seen that the only strategy included from this particular category is *Cooperation* and the frequency of it is 189. The other strategies in this category are *Questioning for Clarification*, *Self-talk*, *Self-Reinforcement* and they are not included in the *Student Book of Language Leader*.

The detailed examination of the strategies included in the *Workbook of Language Leader* reveals *Transfer* which is a Cognitive strategy is the most repetitive strategy with the frequency of 105. It is followed by *Selective Attention* Metacognitive strategy with the frequency of 82 and *Grouping* Cognitive strategy with the frequency of 80. The *Workbook of Language Leader* does not include any *Social Affective* strategy.

The detailed distribution of strategies in *Metacognitive strategy* category reveals that the book does not include any *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring*, *Double-check Monitoring*, *Language Repertoire Evaluation*, *Strategy Evaluation*, *Ability Evaluation*, *Performance Evaluation*, *Self Management* or planning strategy which include *Advance Organization and Organizational Planning*. However the other strategies of *Metacognitive strategy* category are included. It is seen that *Attention* strategies are included in the book and the frequency of them is 94. 12 of those strategies are *Directed Attention* while 82 of them are *Selective Attention*. There are 4 *Self-monitoring* strategies. 2 of them are *Style Monitoring*, one of them is *Strategy Monitoring* and one of them is *Auditory Monitoring*. The

book includes *Problem Identification* with the frequency of 11. There are also 18 Self Evaluative strategy and all of them are practicing *Production Evaluation*.

Among all of the Cognitive strategies *Deduction/Induction* and *Self- Evaluative Elaboration* are not included in the Workbook of Language Leader. However the book includes Repetition with the frequency of 21, Resourcing with the frequency of 2, Grouping with the frequency of 36, Note-taking with the frequency of 14, Substitution with the frequency of 8, Summarization with the frequency of 2, Translation with the frequency of 11, and Inferencing with the frequency of 14. Among the 8 language learning strategies categorized as Elaboration strategy the book include *Personal Elaboration* with the frequency of 8, *World Elaboration* with the frequency of 2, *Academic Elaboration* with the frequency of 5, *Between Parts Elaboration* with the frequency of 13, *Creative Elaboration* with the frequency of 2, *Questioning Elaboration* with the frequency of 1 and *Imagery* with the frequency of 1.

#### **4.2. 2.The Detailed Distribution of the Strategies in New English File**

The following findings at Table 5.2 are the detailed distribution of the strategies in New English File Student Book and the Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 327 Metacognitive Strategy, 533 Cognitive Strategy and 114 Social and Affective Strategy in the Student book of New English File while there are 111 Metacognitive Strategy, 251 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. It can be seen that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the other two.

In the light of the findings, it is seen New English File textbook does not provide sufficient activities for each strategy, which is also observed from the data collected from Language Leader. The most repetitive strategies seen in New English File are *Personal Elaboration* with the frequency of 156, *Selective Attention* with the frequency of 124 and *Transfer* with the frequency of 130 for the Student Book and *Transfer* with the frequency of 124, *Selective Attention* with the frequency of 45, *Resourcing* with the frequency of 43 for the Workbook.

The detailed examination of the Metacognitive strategies of the Student book of New English file reveals that Attention strategies are the most common strategies in the book. The total frequency of those strategies is 184 in the book. It is seen that *Directed Attention* covers 60 of them whereas 124 of them are *Selective Attention*. There are 15 Planning strategies 8 of which are *Advance Organization* and 7 of them are *Organizational Planning*. It is seen that the frequency of *Self-management* is 19 and the frequency of *Problem Identification* is 12. The findings of the study indicate that the frequency of Self-Monitoring strategies is 20; among them the frequency of *Auditory Monitoring* is 14 and *Style Monitoring* is 6 however, the Student Book of New English File does not include all of the Self-Monitoring Strategies. It is clearly seen that *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring*, *Strategy Monitoring*, and *Double-check Monitoring* are not covered by the book. The detailed examination also clearly shows that Strategy Evaluation and Performance Evaluation are not included among the 77 Self-evaluation strategies covered by the book. However, the frequency of *Production Evaluation* is 53, the frequency of *Ability Evaluation* is 7 and the frequency of *Language Repertoire Evaluation* is 17.

The examination of the activities of New English file reveals that that the total frequency of Cognitive Strategies covered is 533. However, it is seen that the distribution of the strategies is not equal. The book does not cover *Self-evaluative Elaboration*. The frequency of *Repetition* is 34, *Resourcing* is 28, *Grouping* is 41, *Note-taking* is 6, *Deduction/Induction* is 22, *Substitution* is 2, *Summarization* is 3, *Transfer* is 117 *Inferencing* is 53 and *Translation* is 8. It is seen that the frequency of Elaboration strategies is 219. Among those strategies the frequency of *Personal Elaboration* is 156. The frequency of *World Elaboration* is 21, the frequency of *Academic Elaboration* is 2, the frequency of *Between Parts Elaboration* is 10, the frequency of *Creative Elaboration* is 9, the frequency of *Questioning Elaboration* is 1 and the frequency of Imagery is 20. It can be clearly seen that the most repetitive Cognitive strategy is *Personal Elaboration* and it is followed by *Transfer* and *Selective Attention*.



Table 5.2.The Detailed Analysis of Strategies in New English File Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	327	111	Cognitive Strategies	533	251	Social and Affective Strategies	114	0
<i>1. Planning</i>	---	---	1. Repetition	34	0	1.Questioning for clarification	0	0
1a.Advance Organization	8	0	2. Resourcing	28	43	2.Cooperation	114	0
1b.Organizational Planning	7	0	3. Grouping	41	27	3. Self-talk	0	0
2. Directed Attention	60	27	4. Note taking	6	0	4.Self-Reinforcement	0	0
3. Selective Attention	124	45	5. Deduction/Induction	22	1			
4. Self-management	19	0	6. Substitution	2	4			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	156	2			
5b.Production Monitoring	0	0	7b. World Elaboration	21	1			
5c.Auditory Monitoring	14	24	7c.Academic Elaboration	2	1			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	10	3			
5e. Style Monitoring	6	1	7e.Questioning Elaboration	1	0			
5f.Strategy Monitoring	0	0	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	9	0			
6.Problem Identification	12	11	7h. Imagery	20	4			
<i>7. Self-evaluation</i>	---	---	8. Summarization	3	3			
7a.Production Evaluation	53	3	9. Translation	8	0			

7b.Performance Evaluation	0	0	10. Transfer	<i>130</i>	<i>124</i>
7c.Ability Evaluation	7	0	11. Inferencing	40	38
7d.Strategy Evaluation	0	0			
7e.Language Repertoire Evaluation	17	0			

*The strategies written in italics are the names of certain strategy categories.*

The detailed examination of the Social Affective Strategy category of the Student Book of New English file reveals that the total frequency of the strategies in this category is 114. However, when the results are examined closely it is seen that the pattern of the distribution is colliding with the findings of the detailed examination of Language Leader in terms of Social Affective Strategy distribution. This means that the frequency of *Cooperation* is 144. It indicates that *Questioning for Clarification*, *Self-talk*, and *Self-Reinforcement* are not included in any of the activities covered by New English File.

The examination of the Workbook of New English File presents that the book covers Metacognitive strategies with the frequency of 111, and Cognitive strategies with the frequency of 251. However, there aren't any Social and Affective strategy for the students to experience. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

The detailed examination of the Metacognitive strategies cover by the book reveals that the total frequency of the strategies of this category is 111. The book does not include any Planning strategy which means there are not any *Advance Organization* or *Organizational Planning*. The frequency of Attention strategies is 72, 27 of them are *Directed Attention* and 45 of them are *Selective Attention*. The frequency of the Monitoring strategies is 25. The detailed examination reveals that 24 of them are Auditory Monitoring while one of them is Style Monitoring. It is clearly seen that *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring*, *Strategy Monitoring*, *Double Check Monitoring* strategies are not covered

by the book. The frequency of Self-evaluation strategies is 3 and all of them are Production strategy. It is seen that there are not any *Performance Evaluation*, *Ability Evaluation*, *Strategy Evaluation*, or *Language Repertoire Evaluation*. The frequency of Problem Identification is 11 in the Workbook however there are not any Self-Management in the book. The results show that the Workbook of New English File does not cover 11 strategies of Metacognitive strategy category which include 18 different strategies in total.

When the Cognitive strategy category is examined it is seen that the total frequency of strategies in the book is 251; however a close examination reveals that the distribution of this is not equal among 18 different Cognitive strategies. It is seen that the frequency of *Resourcing* is 43, the frequency of *Grouping* is 27, the frequency of *Substitution* is 4, the frequency of *Deduction/ Induction* is 1, the frequency of *Transfer* is 101, the frequency of *Summarization* is 3, and the frequency of *Inferencing* is 51. The book does not cover *Translation*, *Repetition*, *Note-taking*. Under the Elaboration strategy category there are 8 different strategies and the total frequency of the strategies is 11. The detailed examination indicates that the frequency of *Personal Elaboration* is 2, the frequency of *World Elaboration* is 1, the frequency of *Academic Elaboration* is 1 the frequency of *Imagery* is 4 and the frequency of *Between Parts Elaboration* is 3. This means that there are not any *Creative Elaboration*, *Questioning Elaboration*, *Self- Evaluative Elaboration* in the book.

#### **4.2.3. The Detailed Distribution of the Strategies in New Success**

The following findings at Table 5.3 are the detailed distribution of the strategies in New Success Student Book and the Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 191 Metacognitive Strategy, 485 Cognitive Strategy and 152 Social and Affective Strategy in the Student book of New Success while there are 79 Metacognitive Strategy, 337 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. It can be seen that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the other two.

The detailed examination of the each category indicates each language learning strategy is not presented equally to the learners by the book. The examination of the Student Book reveals that the most repetitive strategy is a Cognitive Strategy and it is *Personal Elaboration*. The second most repetitive strategy is *Cooperation* which is a Social Affective Strategy. Lastly the third most repetitive strategy is a Metacognitive Strategy which is *Selective Attention*.

The examination of the Metacognitive strategy category of New Success Student Book reveals an inequality between strategies. In fact, some of the strategies are not even covered by the book. The detailed examination reveals that the total frequency of Monitoring strategies is 13. The frequency of *Auditory Monitoring* is 2, *Style Monitoring* is 10, *Strategy Monitoring* is 1, *Double-check Monitoring* is 1. These indicate that the Student Book of New English File does not include any activity that promotes the use of *Comprehension Monitoring*, *Production Monitoring* or *Visual Monitoring*. When the Self-Evaluation category is examined it is seen that the total frequency of the strategies is 37. Among those strategies *Production Evaluation* has the frequency of 33 and *Language Repertoire Evaluation* has the frequency of 4. These mean that there are not any activities for the learners to practice *Performance Evaluation*, *Ability Evaluation*, and *Strategy Evaluation*. It is seen that the frequency of *Self-management* is 1 and the frequency of *Problem Identification* is 5. There are 25 Planning strategies in total and the frequency of *Advance Organization* is 5 whereas the frequency of *Organizational Planning* is 20. It is seen that the total frequency of Attention strategies is 109. Among them 83 of them are Selective Attention while 26 of them are Directed attention. When the general outcome of the findings is examined it is seen that the total frequency of Cognitive strategies in New Success is 485. However, the detailed examination indicates inequality between the distribution of the strategies.. The most repetitive strategy of the Cognitive Strategy category is *Personal Elaboration* with the frequency of 146. It is followed by *Transfer* with the frequency of 88 and *Grouping* with the frequency of 81. These are also colliding with the findings of Language Leader textbook which means for those books the most repetitive Cognitive strategies are the same. It is seen that the total frequency of the Elaboration

Table 5.3.The Detailed Analysis of Strategies in New Success Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	191	79	Cognitive Strategies	485	337	Social and Affective Strategies	152	0
<i>1. Planning</i>	---	---	1. Repetition	7	0	1.Questioning for clarification	0	0
1a.Advance Organization	5	0	2. Resourcing	24	22	2.Cooperation	152	0
1b.Organizational Planning	20	6	3. Grouping	81	45	3. Self-talk	0	0
2. Directed Attention	26	15	4. Note taking	1	0	4.Self-Reinforcement	0	0
3. Selective Attention	83	29	5. Deduction/Induction	30	1			
4. Self-management	1	0	6. Substitution	16	8			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	146	5			
5b.Production Monitoring	0	0	7b. World Elaboration	10	6			
5c.Auditory Monitoring	2	0	7c.Academic Elaboration	0	1			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	16	21			
5e. Style Monitoring	10	8	7e.Questioning Elaboration	0	0			
5f.Strategy Monitoring	1	0	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	1	0	7g. Creative Elaboration	29	2			
6.Problem Identification	5	9	7h. Imagery	7	13			
<i>7. Self-evaluation</i>	---	---	8. Summarization	5	0			

7a. Production Evaluation	33	12	9. Translation	1	0
7b. Performance Evaluation	0	0	10. Transfer	88	194
7c. Ability Evaluation	0	0	11. Inferencing	24	9
7d. Strategy Evaluation	0	0			
7e. Language Repertoire evaluation	4	0			

*The strategies written in italics are the names of certain strategy categories.*

strategies is 208. Frequency of *Personal Elaboration* is 146. The other strategies include *World Elaboration* with the frequency of 10, *Between Parts Elaboration* with the frequency of 16, *Creative Elaboration* with the frequency of 29, *Imagery* with the frequency of 7. The Student book does not include any activity that facilitates practicing *Self-Evaluative Elaboration*, *Questioning Elaboration* or *Academic Elaboration*. As for the other Cognitive strategies, the frequency of *Repetition* is 7, the frequency of *Resourcing* is 24, the frequency of *Grouping* is 81, the frequency of *Note taking* is 1, the frequency of *Substitution* is 16, the frequency of *Deduction/Induction* is 30, the frequency of *Summarization* is 5, the frequency of *Translation* is 1 and the frequency of *Inferencing* is 24.

The Social Affective Strategy category has the frequency of 152 strategies in Student Book of New Success textbook. The detailed examination reveals that only one of the strategies in this category is included in the book and the rest of them are ignored. It is seen that the only strategy included from this particular category is *Cooperation* and the frequency of it is 152. This means that the other strategies of this category, *Questioning for Clarification*, *Self-talk*, *Self-Reinforcement* are not included in the Student Book of New Success.

When the findings from the examination of the Workbook of New Success are viewed it is seen that the Cognitive strategies are the most repetitive strategies with the frequency of 337. This category of LLS is followed by Metacognitive strategies with the frequency of 79. It is seen that the Workbook of New Success does not include any activities from Social and

Affective strategy category for the students to practice. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

The detailed examination of the strategy categories reveals that the most repetitive strategy for the Workbook of New Success is a Cognitive strategy which is *Transfer* with the frequency of 208. It is followed by another Cognitive strategy, *Grouping* with the frequency of 45 and a Metacognitive strategy, *Selective Attention* with the frequency of 29. The findings reveal that Metacognitive strategies of the book include 6 activities with strategies from Planning strategy group and all of them are *Organizational Planning*. This means that the book does not include any activity that practices *Advance Organization* strategy. The total frequency of Attention strategies is 44, 15 of them are *Directed Attention* and 29 of them are *Selective Attention*. The total frequency of the Monitoring strategies is 8. The detailed examination reveals that all of them are *Style Monitoring*. This means that the book does not provide any activity to practice *Auditory Monitoring*, *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring*, *Strategy Monitoring*, *Double Check Monitoring* strategies. The total frequency of Self-evaluation strategies is 12 and all of them are *Production Evaluation*. It is seen that there are not any *Performance Evaluation*, *Ability Evaluation*, *Strategy Evaluation*, or *Language Repertoire Evaluation* strategy to practice. The frequency of *Problem Identification* is 9 in the Workbook however there are not any Self-Management in the book. The results show that the Workbook of New Success covers only 12 strategies from the Metacognitive strategy category which include 18 different strategies in total.

The findings from the examination of Workbook of New Success reveal that the distribution of Cognitive strategies is not equal. It is seen that the frequency of *Resourcing* is 22, the frequency of *Grouping* is 45, the frequency of *Substitution* is 8, the frequency of *Deduction/Induction* is 1, the frequency of *Transfer* is 194, and the frequency of *Inferencing* is 9. The book does not cover *Summarization*, *Translation*, *Repetition*, *Note-taking*. Under the Elaboration strategy category there are 8 different strategies and the total frequency of the strategies in this group is 48. The detailed examination indicates that the frequency of *Personal Elaboration* is 5, the frequency of *World Elaboration* is 6, the frequency of *Academic Elaboration* is 1, the frequency of *Imagery* is 13 and the frequency of *Between Parts*

*Elaboration* is 21 and the frequency of *Creative Elaboration* is 2. This means that there are not any *Questioning Elaboration*, *Self-Evaluative Elaboration* in the book.

#### **4.2. 4. The detailed distribution of the strategies in New Total English**

The following findings at Table 5.4 are the detailed distribution of the strategies in New Total English Student Book and the Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 369 Metacognitive Strategy, 728 Cognitive Strategy and 249 Social and Affective Strategy in the Student book of New Total English while there are 146 Metacognitive Strategy, 238 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. The findings reveal that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the others.

The detailed examination of the each category indicates that the frequency of the strategies in New Total English textbook shows a parallelism between the other books and this textbook also does not provide sufficient activities for each language learning strategy. When the Student Book is examined it is seen that the most repetitive strategy is *Personal Elaboration* which is a Cognitive Strategy. The second most repetitive strategy is *Cooperation* which is a Social Affective Strategy. Lastly the third most repetitive strategy is *Selective Attention* which is a Metacognitive Strategy.

When the distribution of strategies in each strategy category is examined it is seen that the Students book of New Total English does not include each strategy. The Student Book does not include any activity that promotes the use of *Visual Monitoring*, *Double-check Monitoring*, and *Comprehension Monitoring* Metacognitive Strategies. However, it is seen that the frequency of Planning strategies in total is 27. Frequency of *Advance Organization* is 24 whereas *Organizational Planning* is 3. The total frequency Attention Strategies is 204. Among them, the frequency of *Directed Attention* is 82 while *Selective Attention* is 122. The frequency of *Self-management* in the Student book is 29 and *Problem Identification* is 19. The



Table 5.4.The Detailed Analysis of Strategies in New Total English Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	369	146	Cognitive Strategies	728	238	Social and Affective Strategies	249	0
<i>1. Planning</i>	---	---	1. Repetition	6	0	1.Questioning for clarification	0	0
1a.Advance Organization	24	0	2. Resourcing	16	9	2.Cooperation	249	0
1b.Organizational Planning	3	0	3. Grouping	70	54	3. Self-talk	0	0
2. Directed Attention	82	33	4. Note taking	22	2	4.Self-Reinforcement	0	0
3. Selective Attention	122	49	5. Deduction/Induction	42	3			
4. Self-management	29	0	6. Substitution	9	5			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	290	4			
5b.Production Monitoring	1	0	7b. World Elaboration	18	1			
5c.Auditory Monitoring	8	7	7c.Academic Elaboration	4	0			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	57	4			
5e. Style Monitoring	12	0	7e.Questioning Elaboration	0	0			
5f.Strategy Monitoring	4	1	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	20	0			
6.Problem Identification	19	32	7h. Imagery	13	8			
<i>7. Self-evaluation</i>	---	---	8. Summarization	10	2			
7a.Production	42	18	9. Translation	0	0			

Evaluation					
7b.Performance Evaluation	1	0	10. Transfer	129	135
7c.Ability Evaluation	2	0	11. Inferencing	22	20
7d.Strategy Evaluation	3	0			
7e.Language Repertoire evaluation	17	7			

*The strategies written in italics are the names of certain strategy categories.*

total frequency of the Self-Monitoring strategies is 25. The frequency of *Strategy Monitoring* is 4, *Production Monitoring* is 1, *Auditory Monitoring* is 8 and *Style Monitoring* is 12. The frequency of Self-Evaluation strategies of New Total English is 65. Production Evaluation has the frequency of 42. *Language Repertoire Evaluation* has the frequency of 17, *Strategy Evaluation* is 3, *Ability Evaluation* is 2 and *Performance Evaluation* is 1.

The detailed examination of Cognitive Strategies included in New Total English Student Book reveals that the most repetitive strategy in the Cognitive Strategy category is *Personal Elaboration* with the frequency of 290. It is followed by *Transfer* with the frequency of 129 and *Grouping* with the frequency of 70. The book does not include any activity that practices *Translation*. Nevertheless, it is seen that it includes *Repetition* with the frequency of 6, *Resourcing* with the frequency of 16, *Note-taking* with the frequency of 22, *Deduction/Induction* with the frequency of 42, *Substitution* with the frequency of 9, *Summarization* with the frequency of 10, *Inferencing* with the frequency of 22. It is seen that the total frequency of the strategies in the Elaboration Strategy category is 402. Apart from *Personal Elaboration*, the frequency of *World Elaboration* is 18, *Academic Elaboration* is 4, *Between Parts Elaboration* is 57, *Creative Elaboration* is 20 and *Imagery* is 13. The book does not include any activity that practices *Self-Evaluative Elaboration* or *Questioning Elaboration*.

The Social Affective language learning strategy category O'Malley and Chamot (1990) include four different strategies. The detailed examination of the Student Book of New English File reveals that only one of the strategies in this category is included in the book and the rest of them are ignored. It is seen that *Cooperation* has the frequency of 249. This is also the total number of the Social Affective strategies. This means that only strategy included from this particular category is. The other strategies in this category are not covered in the book and the learners are not provided with the opportunities to practice *Questioning for Clarification*, *Self-talk*, and *Self-Reinforcement*.

When the findings from the examination of the Workbook of New Total English are viewed it is seen that the Cognitive strategies are the most repetitive strategies with the frequency of 238. This category of LLS is followed by Metacognitive strategies with the frequency of 146. It is seen that the Workbook of New English File does not include any activities from Social and Affective strategy category for the students to practice. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

When the Workbook of New Total English is examined closely, it is seen that the most repetitive strategy is a Cognitive strategy which is *Transfer* with the frequency of 135. It is followed by another Cognitive strategy, *Grouping* with the frequency of 54 and a Metacognitive strategy, *Selective Attention* with the frequency of 49. The findings reveal that the book does not include any activity with strategies from Planning strategy group. This means there are not any activity that practices *Advance Organization* or *Organizational Planning*. The total frequency of Attention strategies of Workbook is 82. The frequency of *Directed Attention* is 33 while the frequency of *Selective Attention* is 49. The total frequency of the Monitoring strategies is 8. The detailed examination reveals that only *Auditory Monitoring* with the frequency of 7 and *Strategy Monitoring* with the frequency of 1 are covered by the book. The book does not provide any activity to practice *Production Monitoring*, *Style Monitoring*, *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring* or *Double Check Monitoring* strategies. The total frequency of Self-evaluation strategies is 25. The most frequent of is *Production Evaluation* 18. It is followed by *Language Repertoire Evaluation* with the frequency of 7. It is seen that there are not any *Performance Evaluation*, *Ability*

*Evaluation* or *Strategy Evaluation* to practice. The frequency of *Problem Identification* is 32 in the Workbook however there are not any Self-Management in the book. The results show that the Workbook of New Success does cover all of the 12 strategies of Metacognitive strategy category which include 18 different strategies in total.

The findings from the examination of Workbook of New Total English reveal that the most frequent strategy is *Transfer* with the frequency of 135. It is followed by *Grouping* with the frequency of 54 and *Inferencing* with the frequency of 20. It is seen that the frequency of *Resourcing* is 9, the frequency of *Substitution* is 5, the frequency of *Deduction/ Induction* is 3, the frequency of *Summarization* is 2 and the frequency of *Note-taking* is 2. The book does not include any activities with *Translation* or *Repetition*. Under the Elaboration strategy category there are 8 different strategies and the total frequency of the strategies in this group is 17. The detailed examination indicates that the frequency of *Personal Elaboration* is 4, the frequency of *World Elaboration* is 1 and the frequency of *Imagery* is 4. Academic Elaboration, Between Parts Elaboration, Creative Elaboration, Questioning Elaboration, or Self-Evaluative Elaboration are not practiced in the book.

#### **4.2. 5. The Detailed Distribution of the Strategies in Top Notch**

The following findings at Table 5.5 are the detailed distribution of the strategies in Top Notch Student Book and the Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 10 Metacognitive Strategy, 557 Cognitive Strategy and 151 Social and Affective Strategy in the Student book of Top Notch while there are 56 Metacognitive Strategy, 263 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. It can be seen that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Metacognitive Strategies, on the other hand, are not as frequent as the other two. When this is considered Top Notch is the only book that has a low frequency of Metacognitive strategies in both Student Book and Workbook.

In the light of the findings, it is seen that the most repetitive strategy seen in Top Notch is a Social Affective strategy which is *Cooperation* for the Student Book. The frequency of *Cooperation* in the Student Book is 151. The second repetitive activity is a Cognitive strategy

which is Transfer with the frequency of 113 and the other repetitive strategy is also a Cognitive strategy which is Personal elaboration with the frequency of 104. The most repetitive strategy in the Workbook of Topnotch is a Cognitive strategy which is Transfer with the frequency of 102. It is followed by another Cognitive strategy which is Personal elaboration with the frequency of 49. Grouping, which is a Cognitive strategy, and Selective Attention which is a Metacognitive strategy are placed in the third place in terms of repetitiveness and both of them have the frequency of 35.

The detailed examination of the Metacognitive strategies of the Student book of Top Notch reveals that Attention strategies are the most common strategies in the book. The total frequency of those strategies is 71. It is seen that there are 16 *Directed Attention* whereas 55 *Selective Attention* strategies. There are not any Planning strategies practiced in the Student Book of Top Notch. This means *Advance Organization* and *Organizational Planning* are not included in any of the activities. It is seen that the frequency of *Problem Identification* is 9 but there are not any activities with *Self-management*. The findings of the study indicate that the total frequency of Self-Monitoring strategies is 3 and all of them are *Style Monitoring*. This means that Student Book of Top Notch does not present any activity to practice *Auditory Monitoring*, *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring*, *Strategy Monitoring*, or *Double-check Monitoring*.

The detailed examination of Cognitive Strategies included in Top Notch Student Book indicates that the most repetitive strategy in the Cognitive Strategy category is by *Transfer* with the frequency of 113. It is followed by *Personal Elaboration* with the frequency of 104. *Repetition* and *Creative Elaboration* follow them with the same frequency of 58. The frequency of *Grouping* is 7, the frequency of *Inferencing* is 15, the frequency of *Summarization* is 10 the frequency of *Resourcing* is 21, the frequency of *Substitution* is 11 and the frequency of *Note-taking* is 17. The book does not include any activity that practices *Translation*, *Deduction/Induction*. It is seen that the total frequency of the strategies in the Elaboration Strategy category is 278. Apart from Personal Elaboration and Creative Elaboration the frequency of *World Elaboration* is 44, *Academic Elaboration* is 14, *Between*

Table 5.5.The Detailed Analysis of Strategies in Top Notch Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	10	56	Cognitive Strategies	557	263	Social and Affective Strategies	151	0
<i>1. Planning</i>	---	---	1. Repetition	58	0	1.Questioning for clarification	0	0
1a.Advance Organization	0	0	2. Resourcing	21	8	2.Cooperation	151	0
1b.Organizational Planning	0	0	3. Grouping	7	35	3. Self-talk	0	0
2. Directed Attention	16	8	4. Note taking	17	0	4.Self-Reinforcement	0	0
3. Selective Attention	55	35	5. Deduction/Induction	0	0			
4. Self-management	0	0	6. Substitution	11	5			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	104	49			
5b.Production Monitoring	0	0	7b. World Elaboration	44	14			
5c.Auditory Monitoring	0	0	7c.Academic Elaboration	14	9			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	38	20			
5e. Style Monitoring	3	3	7e.Questioning Elaboration	0	0			
5f.Strategy Monitoring	0	0	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	58	5			
6.Problem Identification	9	10	7h. Imagery	20	6			
<i>7. Self-evaluation</i>	---	---	8. Summarization	10	3			
7a.Production Evaluation	1	0	9. Translation	0	0			

7b.Performance Evaluation	0	0	10. Transfer	<i>113</i>	<i>102</i>
7c.Ability Evaluation	0	0	11. Inferencing	15	9
7d.Strategy Evaluation	0	0			
7e.Language Repertoire evaluation	10	0			

*The strategies written in italics are the names of certain strategy categories.*

*Parts Elaboration* is 38, and *Imagery* is 20. The book does not include any activity that practices *Self-Evaluative Elaboration* or *Questioning Elaboration*. Absence of those two Cognitive Strategies is also seen in the other books.

Among the seven textbooks examined in this study Top Notch is the only book that has a higher frequency of Social Affective Strategies. Frequency of the strategies in the Student Book is 151. However, just like the other textbooks, Top Notch does not provide any activities that promote practice of *Questioning for Clarification*, *Self-talk*, and *Self-Reinforcement*. The book covers *Cooperation* with the frequency of 151 and this is also the total number of the frequency of Social Affective strategies practiced in the book.

The findings examination of the findings of Top Notch Workbook reveals that Cognitive strategies are the most repetitive strategies with the frequency of 263. This category of LLS is followed by Metacognitive strategies with the frequency of 56. It is seen that the just like the Workbooks of textbooks the book does not include any strategy from the Social and Affective strategy category for the students to practice. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

The detailed examination of the Metacognitive strategies cover by the Workbook of Top Notch textbook reveals that the total frequency of the strategies of this category is 56. The book does not include any Planning strategy which means there are not any *Advance Organization* or *Organizational Planning*. The frequency of Attention strategies is 43, 8 of them are *Directed Attention* and 35 of them are *Selective Attention*. The frequency of the

Monitoring strategies is 3. The detailed examination reveals that all of them are *Style Monitoring*. There are not any activity that practices is *Auditory Monitoring, Comprehension Monitoring, Production Monitoring, Visual Monitoring, Strategy Monitoring, Double Check Monitoring* strategies. This means that out of 7 Self-monitoring strategies the learners encounter with only one of them and do not practice the other 6 strategies. The frequency of *Problem Identification* is 10 in the Top Notch Workbook however there are not any *Self-Management* in the book. The findings also reveal that there are not any activities to practice Self-evaluation strategies in the book. This means that the students do not complete any task outside the classroom that requires the use of *Production Evaluation, Performance Evaluation, Ability Evaluation, Strategy Evaluation, or Language Repertoire Evaluation*. The results show that the Workbook of Top Notch does not cover 14 strategies of Metacognitive strategy category which include 18 different strategies in total.

When the Cognitive strategy category of Top Notch Workbook is examined it is seen that the total frequency of Cognitive strategies in the book is 263; however a close examination reveals that the distribution of this is not equal among 18 different Cognitive strategies. It is seen that the frequency of *Resourcing* is 8, the frequency of *Grouping* is 35, the frequency of *Substitution* is 5, the frequency of *Transfer* is 102, the frequency of *Summarization* is 3, and the frequency of *Inferencing* is 9. The book does not allow the learners to practice *Deduction/Induction, Translation, Repetition, Note-taking*. Under the Elaboration strategy category there are 8 different strategies and the total frequency of the strategies is 103. The detailed examination indicates that the frequency of *Personal Elaboration* is 49, the frequency of *World Elaboration* is 14, the frequency of *Academic Elaboration* is 9 the frequency of *Imagery* is 6, the frequency of *Creative Elaboration* is 5 and the frequency of *Between Parts Elaboration* is 20. This means that there are not any *Questioning Elaboration, Self-Evaluative Elaboration* in the book.

#### **4.2. 6. The Detailed Distribution of the Strategies in Speak Out**

The following findings at Table 5.6 are the detailed distribution of the strategies in Speak Out Student Book and the Workbook. The most repetitive strategies are marked. This detailed



analysis reveals that there are 309 Metacognitive Strategy, 766 Cognitive Strategy and 258 Social and Affective Strategy in the Student book of Speak Out while there are 105 Metacognitive Strategy, 258 Cognitive Strategy. There are not any Social and Affective Strategy in the Workbook. The findings reveal that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the others.

The detailed examination of the each category indicates that the frequency of the strategies in Speak Out textbook shows a parallelism between the other books. When the Student Book is examined it is seen that the most repetitive strategy is *Cooperation* which is a Social Affective Strategy. The second most repetitive strategy is *Personal Elaboration* which is a Cognitive Strategy. Lastly the third most repetitive strategy is *Transfer* which is also a Cognitive Strategy.

The distribution of strategies in Metacognitive strategy category reveals that the Students book of Speak Out does not include each strategy. The Student Book does not include any activity that promotes the use of *Self-management*, However the frequency of *Problem Identification* is 21. The total frequency of the strategies in the Planning strategy group is 5, 3 of which belong to *Advance Organization* and 2 of them belong to *Organizational Planning*. Self-monitoring strategy group has the frequency of 36 strategies. *Production Monitoring* has the frequency of 2, *Auditory Monitoring* has the frequency of 8, *Visual Monitoring* has the frequency of 9 and *Style Monitoring* has the frequency of 17. The absence of *Strategy Monitoring*, *Double-check Monitoring*, and *Comprehension Monitoring* can be seen from the Table 5.6. The total frequency of Self-Evaluation strategies in Speak Out is 68. Production Evaluation has the frequency of 65. *Language Repertoire Evaluation* has the frequency of 3. The book does not cover any activities that include *Strategy Evaluation*, *Ability Evaluation* or *Performance Evaluation*. There are 179 activities that include Attention strategies. The frequency of Directed Attention is 57 whereas the frequency of Selective Attention is 122.

Table 5.6.The Detailed Analysis of Strategies in Speak Out Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	309	105	Cognitive Strategies	766	258	Social and Affective Strategies	258	0
<i>1. Planning</i>	---*	---*	1. Repetition	28	15	1.Questioning for clarification	0	0
1a.Advance Organization	3	0	2. Resourcing	33	1	2.Cooperation	258	0
1b.Organizational Planning	2	0	3. Grouping	58	20	3. Self-talk	0	0
2. Directed Attention	57	19	4. Note taking	13	0	4.Self-Reinforcement	0	0
3. Selective Attention	122	39	5. Deduction/Induction	32	0			
4. Self-management	0	0	6. Substitution	12	8			
<i>5. Self-monitoring</i>	---*	---*	<i>7. Elaboration</i>	---*	---*			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	237	11			
5b.Production Monitoring	2	0	7b. World Elaboration	27	6			
5c.Auditory Monitoring	8	2	7c.Academic Elaboration	17	2			
5d. Visual Monitoring	9	0	7d.Betweenparts Elaboration	59	10			
5e. Style Monitoring	17	2	7e.Questioning Elaboration	1	0			
5f.Strategy Monitoring	0	0	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	27	8			
6.Problem Identification	21	22	7h. Imagery	7	0			
<i>7. Self-evaluation</i>	---*	---*	8. Summarization	3	2			

7a.Production Evaluation	65	21	9. Translation	0	0
7b.Performance Evaluation	0	0	10. Transfer	<i>175</i>	<i>142</i>
7c.Ability Evaluation	0	0	11. Inferencing	36	33
7d.Strategy Evaluation	0	0			
7e.Language Repertoire evaluation	3	0			

*The strategies written in italics are the names of certain strategy categories.*

The Cognitive strategies in Speak Out show a similar distribution to the other books. The most frequent strategy of this category is Personal Elaboration with the frequency of 237. The second frequent strategy is Transfer with frequency of 170 and the third frequent strategy is Between Parts Elaboration with the frequency of 59, which is different from the other books. The frequency of *Grouping* is 58, the frequency of *Inferencing* is 41, the frequency of *Summarization* is 3, the frequency of *Resourcing* is 33, the frequency of *Substitution* is 12, the frequency of *Deduction/Induction* is 32, and the frequency of *Note-taking* is 13. The book does not include any activity that practices *Translation*. There are 375 Elaboration strategies. Apart from Personal Elaboration and Between Parts Elaboration, the frequency of *Creative Elaboration* is 27, *Questioning Elaboration* is 1, *World Elaboration* is 27, *Academic Elaboration* is 17 and *Imagery* is 7. The book does not include any activity that practices *Self-Evaluative Elaboration*.

The frequency of Social Affective strategy category is very high with the frequency of 258 strategies. However, all of those strategies are under the Cooperation category. This means that the Speak Out Workbook does not provide any activity that facilitates the use of *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies. These results are also similar to the findings from the other books.

The detailed examination of the strategy category findings of Speak Out Workbook reveals that the strategy category with the highest frequency belongs to Cognitive strategies with the

frequency of 258. This category of LLS is followed by Metacognitive strategies with the frequency of 105. It is seen that the just like the Workbooks of textbooks Speak Out Workbook does not include any strategy from the Social and Affective strategy category for the students to practice. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

Metacognitive strategies cover by the Workbook of Speak Out textbook reveals that the book does not include any Planning strategy which means there are not any *Advance Organization* or *Organizational Planning*. The frequency of Attention strategies is 58, 19 of them are *Directed Attention* and 39 of them are *Selective Attention*. The frequency of the Monitoring strategies is 4. The detailed examination reveals that 2 of them are *Style Monitoring* and 2 of them are *Visual Monitoring* strategies. There are not any activities that practices *Auditory Monitoring*, *Comprehension Monitoring*, *Production Monitoring*, *Strategy Monitoring* or *Double Check Monitoring* strategies. This means that out of 7 Self-monitoring strategies the learners encounter with only two of them and are not provided with the opportunities to practice other 5 strategies. The frequency of *Problem Identification* is 22 in the Speak Out Workbook however there are not any *Self-Management* in the book. The findings also reveal that the frequency of all the strategies in Self-Evaluation strategy group is 21 and all of them are *Production Evaluation*. This means that *Performance Evaluation*, *Ability Evaluation*, *Strategy Evaluation*, or *Language Repertoire Evaluation strategies* are not practiced in the book. The results show that the Workbook of Speak Out does not cover 11 strategies of Metacognitive strategy category which include 18 different strategies in total.

The close examination of the findings clearly shows that the distribution of the language learning strategies in the Cognitive strategy category is not equal. It can be seen that among 18 different Cognitive strategies the frequency of *Transfer* is 134 is the highest one. The second highest frequency belongs to *Inferencing* with the frequency of 41 and the third highest frequency belongs to *Grouping* with the frequency of 2. When the other strategies of the Cognitive strategy category is examined it is seen that frequency of *Resourcing* is 1, the frequency of, the frequency of *Substitution* is 8, the frequency of *Summarization* is 2, *Repetition* is 15, and the frequency of. The book does not allow the learners to practice *Deduction/ Induction*, *Translation* or *Note-taking* strategies. Under the Elaboration strategy

category there are 8 different strategies and the total frequency of the strategies is 37. The detailed examination indicates that the frequency of *Personal Elaboration* is 11, the frequency of *World Elaboration* is 6, the frequency of *Academic Elaboration* is 2, the frequency of *Creative Elaboration* is 8 and the frequency of *Between Parts Elaboration* is 10. This means that there are not any *Questioning Elaboration*, *Self-Evaluative Elaboration* or *Imagery* strategy embedded to an activity in the Workbook of Speak Out.

#### **4.2. 7. The Detailed Distribution of the Strategies in New Inside Out**

The following findings at Table 5.7 are the detailed distribution of the strategies in New Inside Out Student Book and Workbook. The most repetitive strategies are marked. This detailed analysis reveals that there are 231 Metacognitive Strategy, 666 Cognitive Strategy and 188 Social and Affective Strategy in the Student book of New Inside Out while there are 114 Metacognitive Strategy, 267 Cognitive Strategy and zero Social and Affective Strategy in the Workbook. The findings reveal that the Cognitive strategies are the most frequently used strategies in both Student book and the Workbook. Social and Affective Strategies, on the other hand, are not as frequent as the others.

The detailed examination of the each category indicates that the frequency of the strategies in New Inside Out textbook shows a parallelism between the other books. When the Student Book is examined it is seen that the most repetitive strategy is *Personal Elaboration* which is a Cognitive Strategy. The second most repetitive strategy is *Cooperation* which is a Social Affective Strategy. Lastly the third most repetitive strategy is *Transfer* which is also a Cognitive Strategy.

When the distribution of strategies in each strategy category is examined it is seen that the Students book of New Inside Out does not include each Metacognitive strategy. Examination of Self-monitoring strategy group reveals that the total frequency of the strategies in this category is 17. However, the book does not cover all of the strategies from this group. There are not any activity that provide practice for *Comprehension Monitoring*, *Strategy Monitoring*, *Visual Monitoring* or *Double-check Monitoring*. The frequency of *Production Monitoring* is 1, *Auditory Monitoring* is 11 and *Style Monitoring* is 6. The total frequency of Planning strategy

group is 16. Among those, the frequency of *Advance Organization* is 14 whereas *Organizational Planning* is 2. The total frequency Attention Strategies is 112. Among them, the frequency of *Directed Attention* is 55 while *Selective Attention* is 57. The frequency of *Self-management* in the Student book is 13 and *Problem Identification* is 15. The frequency of Self-Evaluation strategies of New Inside Out is 57. Production Evaluation has the frequency of 50 whereas *Language Repertoire Evaluation* has the frequency of 7. The book does not provide any activity with *Strategy Evaluation*, *Ability Evaluation* or *Performance Evaluation*. The detailed examination of Cognitive Strategies included in New Inside Out Student Book reveals that the most repetitive strategy in the Cognitive Strategy category is *Personal Elaboration* with the frequency of 211. It is followed by *Transfer* with the frequency of 164 and *Grouping* with the frequency of 89. The book has only one any activity that practices *Translation*. Nevertheless, it is seen that it includes *Repetition* with the frequency of 30, *Resourcing* with the frequency of 39, Note-taking with the frequency of 4, *Deduction/Induction* with the frequency of 32, *Substitution* with the frequency of 17, *Summarization* with the frequency of 2, Inferencing with the frequency of 18. It is seen that the total frequency of the strategies in the Elaboration Strategy category is 272. Apart from Personal Elaboration, the frequency of *World Elaboration* is 14, *Between Parts Elaboration* is 27, *Creative Elaboration* is 15 and *Imagery* is 5. The book does not include any activity that practices *Academic Elaboration*, *Self-Evaluative Elaboration* or *Questioning Elaboration*.

The third LLS category is Social Affective strategy category. The detailed examination of the Student Book of New Inside Out reveals that only one of the strategies in this category is included in the book and the rest of them are ignored. It is seen that *Cooperation* has the frequency of 188. This is also the total number of the Social Affective strategies. This means that only strategy included from this particular category is. The other strategies in this category are not covered in the book and the learners are not provided with the opportunities to practice *Questioning for Clarification*, *Self-talk*, and *Self-Reinforcement*.

Table 5.7.The Detailed Analysis of Strategies in New Inside Out Textbook

	SB	WB		SB	WB		SB	WB
Metacognitive Strategies	231	114	Cognitive Strategies	666	267	Social and Affective Strategies	188	0
<i>1. Planning</i>	---	---	1. Repetition	30	12	1.Questioning for clarification	0	0
1a.Advance Organization	14	0	2. Resourcing	39	7	2.Cooperation	188	0
1b.Organizational Planning	2	3	3. Grouping	89	43	3. Self-talk	0	0
2. Directed Attention	55	29	4. Note taking	4	2	4.Self-Reinforcement	0	0
3. Selective Attention	57	37	5. Deduction/Induction	32	1			
4. Self-management	13	0	6. Substitution	17	9			
<i>5. Self-monitoring</i>	---	---	<i>7. Elaboration</i>	---	---			
5a.Comprehension Monitoring	0	0	7a. Personal Elaboration	211	32			
5b.Production Monitoring	1	0	7b. World Elaboration	14	4			
5c.Auditory Monitoring	11	3	7c.Academic Elaboration	0	1			
5d. Visual Monitoring	0	0	7d.Betweenparts Elaboration	27	13			
5e. Style Monitoring	6	3	7e.Questioning Elaboration	0	1			
5f.Strategy Monitoring	0	0	7f.Self-evaluative Elaboration	0	0			
5h.Double-check Monitoring	0	0	7g. Creative Elaboration	15	10			
6.Problem Identification	15	16	7h. Imagery	5	7			
<i>7. Self-evaluation</i>	---	---	8. Summarization	2	0			

7a.Production Evaluation	50	23	9. Translation	1	1
7b.Performance Evaluation	0	0	10. Transfer	<i>164</i>	<i>111</i>
7c.Ability Evaluation	0	0	11. Inferencing	18	13
7d.Strategy Evaluation	0	0			
7e.Language Repertoire evaluation	7	0			

*The strategies written in italics are the names of certain strategy categories.*

When the findings from the examination of the Workbook of New Inside Out are viewed it is seen that the Cognitive strategies are the most repetitive strategies with the frequency of 666. This category of LLS is followed by Metacognitive strategies with the frequency of 114. It is seen that the Workbook of New Inside Out does not include any activities with strategies from Social and Affective strategy category for the students to practice. This means that the workbook does not include *Cooperation*, *Questioning for Clarification*, *Self-talk*, or *Self-Reinforcement* strategies.

When the Workbook of New Inside Out is examined closely, it is seen that the most repetitive strategy is a Cognitive strategy which is *Transfer* with the frequency of 111. It is followed by another Cognitive strategy, *Grouping* with the frequency of 43 and a Metacognitive strategy, *Selective Attention* with the frequency of 37. The findings reveal that the book does not include any activity that practices *Advance Organization* while the frequency of *Organizational Planning* is 3. The total frequency of Attention strategies of New Inside Out Workbook is 66. The frequency of *Directed Attention* is 29 while the frequency of *Selective Attention* is 37. The total frequency of the Monitoring strategies is 6. The detailed examination reveals that the frequency of *Auditory Monitoring* is 3 and the frequency of *Style Monitoring* is 3. This means that the book does not have any activity that promotes *Strategy Monitoring*, *Production Monitoring*, *Comprehension Monitoring*, *Production Monitoring*, *Visual Monitoring* or *Double Check Monitoring* strategies. The total frequency of Self-evaluation



strategies of Workbook of New Inside Out is 23. The only strategy that is covered by the book is *Production Evaluation* with the frequency of 23. This means that New Inside Out does not provide activities that include *Language Repertoire Evaluation*, *Performance Evaluation*, *Ability Evaluation* or *Strategy Evaluation* in the Workbook. Detailed examination also indicates that the frequency of *Problem Identification* in the book is 16 however there are not any activities with *Self-Management* in the book.

The findings from the examination of Workbook of New Inside Out reveal that the most frequent strategy is *Transfer* with the frequency of 111. It is followed by *Grouping* with the frequency of 43 and *Personal Elaboration* with the frequency of 32. It is seen that the frequency of *Resourcing* is 7, the frequency of *Substitution* is 9, the frequency of *Deduction/Induction* is 1, the frequency of *Inferencing* is 13, the frequency of *Translation* is 1, the frequency of *Repetition* is 12 and the frequency of *Note-taking* is 2. The book does not include any activities with *Summarization*. Under the Elaboration strategy category there are 8 different strategies and the total frequency of the strategies in this group is 68. The detailed examination reveals that apart from Personal Elaboration, the frequency of *Academic Elaboration* is 1, the frequency of *Creative Elaboration* is 10, the frequency of *Between Parts Elaboration* is 13, the frequency of *Questioning Elaboration* is 1, the frequency of *World Elaboration* is 4 and the frequency of *Imagery* is 7. It is seen that the book does not cover any activity that practice *Self-Evaluative Elaboration*.



## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

#### **5.1. Discussion**

In this part of the study results from the examination of the textbooks are compared to the previous studies and discussed.

##### **5.1.1. Discussion of the First Research Question**

The results of the study effectively answer the research questions. The first research question of this study asks whether the Language Learning Strategies exist in the textbooks used in the preparation programs in the universities in Ankara teaching or not. The results clearly show that the books include many activities with language learning strategies and although the main aim of them is not teaching such strategies, existence of such activities shows that the books support teaching LLS to an extent. Almost all of the activities include a kind of LLS.

The findings of the current study also correlate with the findings of other studies (Beyazıt 2013, Bastanfar 2010, Can 2011, Eren 2011, Ertekin 2006, Hajer et. al 1996, La Belle 2010, Muhigirwa 2005, Ranalli 2003, and Silahsızoğlu 2004). All of those studies examined a different aspect of the existence of language learning strategies in textbooks; however, they all attained the same result that highlights the existence of language learning strategies in the textbooks used for second education language learning.

### **5.1.2. Discussion of the Second Research Question**

The second research question of the study asks whether the textbooks adopt an implicit or explicit approach for the presentation of LLS. It is understood from the results that among the seven textbooks four of them do not adopt an explicit approach towards LLS instruction. However three of the books, Language Leader, Success and New Total English, include several strategy centered activities with Strategy Monitoring Strategy and Strategy Evaluation Strategy, which explain the use of certain strategies to an extent. When those results are considered it is possible to conclude that those books adopt a kind of semi explicit approach towards LLS. The results correlate with the findings of Beyazıt (2013) who also states that the English language textbooks include "partial explicit LLS training" by giving some information about the some of the strategies.

The findings of the current study are also compatible with those of the Ranalli's study (2003) which reveals that the improvement of the use of LLS is not included in the textbooks. Ranalli (2003) also suggests including strategy instruction to workbooks to present an opportunity to the learners to practice the strategies but except one activity from the workbook of Language Leader and one activity from the workbooks of New Total English it is seen that the workbooks of the seven textbooks examined do not include such activities. It should be noted that although the existence of such activities is welcomed, those activities are inadequate in number and variety. Bastanfar (2010) examines the vocabulary teaching activities in textbooks and the results of the study reveal insufficient presentation of strategies and learner training along with implicit teaching of LLS. The results of the current study go in congruence with those results of Bastanfar's research (2010) and indicate the insufficient presentation of the strategies. Şahini (2006) highlights that the textbooks are not prepared with cognitive theory and the strategy instruction is not explicit in them. The results of the current study also support the implicitness of the books as Şahini (2006) states.

Absenteeism of explicit LLS instruction would make the learners remain unaware of the importance and existence of LLS. The result of this would be learners without the knowledge of how to learn a language by themselves. It is possible to conclude that learners without such

knowledge cannot continue learning a new language outside the classroom because they will not be able to know what is needed to be done to learn a language and how they learn a language. Including only few activities with a slight introduction of LLS cannot be assumed as adequate. On the light of the findings of studies like Rasekh and Ranjbary's(2003) and Coşkun's (2010) explicit language strategy training has a significant positive impact on the learners' motivation and process of learning. Embedding strategies in the activities of textbooks cannot be considered as sufficient while strategy training is ignored. O'Malley and Chamot (1990) state implicit language learning strategy training model includes various kinds of strategies. This means the students are exposed to different kind of strategies and teacher training is not required for such training. However the results of this study clearly show that although the textbooks include activities from different strategy categories, variety of the strategies is insufficient and teachers need to adopt the books or promote extra materials for the learners to facilitate LLS instruction or make the learners be aware of the existence of such strategies. This means the teachers must be aware of the importance and existence of LLS and they have to be trained to do so. It is possible to say that because of the inadequacy of the books in terms of presenting various kinds of strategies and LLS training to an extent, teacher training for LLS is required which is not compatible with the statement of O'Malley and Chamot (1990) that state that teacher training is not required with the textbooks with implicit training model. As it is revealed in the studies of Rasekhand Ranjbary(2003) and Coşkun (2010), it is possible to use regular mainstream textbooks for strategy training which also means it is possible to include LLS training activities in the books. Those studies also prove that student motivation and success increases when strategy training becomes more visible. In the current situation however, only few activities from three books has such activities with LLS training.

### **5.1.3. Discussion of the Third Research Question**

The third research question of this study questions which one or ones of LLS are mostly included in the textbooks. In other words it questions which Language Learning Strategy category is commonly presented in the textbooks. The results show that among those three

main strategy categories Cognitive strategies are the most frequently practiced ones in the students' books and workbooks of the textbooks. The findings show that textbooks give great emphasis to Cognitive strategies. Cognitive Strategies are the strategies that are used to manipulate the learning material mentally or physically, apply a specific technique to a learning task while interacting with the material to be learned. Those strategies help learners to cope up with different tasks and learning situations efficiently, with confidence (Victori and Lockhart, 1995). The strategies under this category are considered "the heart of strategy training" (Stern, 1992). The variety and amount of activities with these strategies enable learners to practice different kinds of cognitive strategies and reinforce their language learning. The amount of the strategies in the books clearly shows that the textbooks support the learners with relevant activities; in fact they give high importance to those strategies and assist learners with multiple chance of practice. Previous studies conducted on strategies in English language teaching textbooks concluded similar results about Cognitive strategies. Muhigirwa (2005) examines textbooks according to Oxford's categorization of LLS (1990) but the findings suggests that Cognitive strategies along with memory and Metacognitive strategies are the most "dominant" strategies in the books. Ertekin (2006) examines the books for 4th and 5th grade students and the results of the study indicate that the books include more cognitive strategy activities than social affective or Metacognitive strategy activities. However, Ertekin (2006) states that the amount of Cognitive strategies in the books are 'average'. Although the findings of Ertekin's study (2006) correlates with the findings of this study, it cannot be said that the Cognitive strategies in the textbooks used in the tertiary level include 'average' amount of Cognitive strategies. In fact without the consideration of variety one can conclude that the amount of strategies in the textbooks is highly adequate. The previous studies emphasize the importance of strategy practice in workbooks (Erer 2011, Ranalli 2003) however the studies that examine the strategies in the workbooks are inadequate. The results of this study indicates that just like the students' books the workbooks of course books include a considerable amount of Cognitive Strategies in the workbooks. Considering the use of workbooks in language classes it can be said that with this amount of Cognitive Strategies the students are given many opportunities to practice those strategies outside the classroom, on their own.

Metacognitive strategies are the first category of strategies of O'Malley and Chamot and these strategies are the second frequently used strategy category in the students' books and workbooks with the exception of Topnotch textbook as for which it has the least frequency in the students' book. Metacognitive strategies are used by the students to see the reflection of their learning and understanding. Those strategies give a realistic perspective to the learners to understand their learning process, help them to plan, monitor, and evaluate the process by seeing their weaknesses and preparing themselves for further learning challenges. As for independent learning Metacognitive strategies play the most significant role among all of the other strategies. Studies show us that successful and independent learners are those who practice and use them frequently (Sun, 2013). As a result, seeing the high profile frequency of Metacognitive Strategies in the books makes one think that the books give high importance to the practice of Metacognitive Strategies. Ertekin (2006) concluded that 4th and 5th grade students prefers to use Metacognitive strategies more than Cognitive strategies whereas the textbooks used for those grades are inadequate in terms of activities with Metacognitive strategies. The general view of the results of this study on the other hand reveals that the textbooks used in the tertiary level include activities that practice Metacognitive Strategies.

Social Affective Strategies are the last main category of O'Malley and Chamot's (1990) categorization and except Topnotch textbook Social Affective Strategies are the least common strategies in the textbooks. The interesting outcome of the results is that although it is possible to see them in the students' books none of the workbooks include Social Affective Strategies. This means the students are provided with opportunities to use such strategies in the classroom whereas they are not provided with opportunities to use them outside the classroom. The inadequateness of such activities can also be understood from the findings of other studies such as Ertekin (2006),Hajer, Meestringa, Park, and Oxford (1996), and Muhigirwa (2005). Social Affective Strategies are important for students because they use them to motivate themselves for learning also they use social opportunities to learn and use the target language. Absenteeism of such strategies means that the students are not provided with activities that would motivate them. It is possible to conclude that the result of this burdens the teachers to provide activities for motivation and as a result motivation for the target language would become something done only in the classroom with the help of the teacher.

When the general distribution of the strategies of the three main categories is examined the results show sufficient frequency for Metacognitive and Cognitive Strategies and as for the Social and Affective strategies it seems like the students' books provide sufficient activities for the students. However, it should not be forgotten that there are many different strategies under each main category and it is highly important to provide a variety of strategies to the learners. Only when the students are provided with different opportunities for learning then can they choose the best option to overcome different language tasks. Importance of choosing from a variety of learning tasks has been discussed by various researchers (Cotterall 2000, Gregory and Chapman 2013, Harmer 2007, Oxford 2003). LLS studies and training aim learners to be more efficient in language learning and teach them how to learn. Oxford (2004) states that the successful learners use more strategies than others. As a conclusion, it can be said that providing a wide variety of strategies to the learners is very important to help them to be successful. By doing so, the learners are girded with different options to overcome any challenge. Doing this independently would help the learners become autonomous and, as also quoted by Cotterall (2000), variety of options is the key for that. As the result of this it is expected from the textbooks to provide variety of activities from different strategies in each main category. When the frequency of the strategies under Metacognitive, Cognitive and Social Affective Strategy categories are examined separately, the results reveal that books do not facilitate equal opportunities to all of the strategies to be practiced by students. Not all strategies are equally covered by the books. This means that the students are not provided with the chance of practicing a variety of strategies. According to general results Cognitive Strategies are the most frequent strategies in the students' books. The findings of the current study results are compatible with the results of the studies of Can (2011) and Beyazıt (2013). Findings of both studies indicate that cognitive strategies have a higher frequency than other strategy categories. However when they are examined separately it is seen that the books do not cover all of the Cognitive Strategies.

The most common Cognitive Strategy in the books is Personal Elaboration strategy. This strategy is the most repetitive strategy in all of the books. The activities that include this strategy require learners to personalize the given task and act accordingly. It can be asserted that allowing students to practice this strategy repetitively also allows them to use the target



language by connecting it to real life experiences, which makes classroom learning a more real-life-like experience. The second common strategy is Transfer strategy. This strategy mainly requires the use of previously learned linguistic knowledge to finish a task successfully. Including so many activities with this strategy indicates that the books allow the learners to use their learned linguistic knowledge many different times. The other categories that are seen mostly among all of the students' books are Grouping, Between Parts Elaboration and Inferencing strategies. Students who use those strategies can group the given information, understand the relationship between different tasks and understand unfamiliar information about the given task. When these are considered it can be said that using those strategies are important for learners. They also prepare the learners for real life situations that require similar abilities. The third common strategy group includes Repetition, Resourcing, Note taking, Deduction/Induction, and Creative Elaboration strategies. When the students use such strategies they can repeat voices, words or sentences, use resources effectively to learn information or find answers for the language task, write down the key information that is needed or differentiate the key information needed, consciously apply the rules they developed to overcome a task, and find effective and creative solutions to the given tasks. Bastanfar (2010) highlights resourcing and note-taking strategies as important strategies, also emphasizes the importance of personalization and generalization of the tasks, whereas Bastanfar's study (2010) reveals that the books are suffering from the absenteeism of such strategies for vocabulary construction. On the contrary, the results of the current study reveal that for the textbooks examined the amount of such strategies cannot be considered as insufficient. Other strategies like Summarization, Imagery, Substitution strategies are seen in every book although they are not as common as the others. Those three strategies enable the learners to use a rich vocabulary when they react and make effective summaries. It should be noted that using a rich vocabulary is important in communication. Activities that would present such opportunities would help the learners to improve themselves. The strategies that are the least common among the books are Academic Elaboration, Questioning Elaboration, Self-evaluative Elaboration, and Translation strategies. Use of those strategies enable the learners to related their academic knowledge to the linguistic tasks, this means they can relate real life related situations with language classes, question the given task to find answers,

judging themselves in relation to the given tasks and make use of transitions to understand the target language.

The second most common main category repeated in the books is the Metacognitive Strategy category. When the importance of those strategies for being responsible, conscious, and independent learners is considered variety of such strategies remains as important. However when the frequency of the strategies under Metacognitive strategy category is examined separately, the results reveal that books do not facilitate equal opportunities to all of the Metacognitive Strategies to be practiced by students. Not all strategies are equally covered by the books, which mean students are not provided with the chance of practicing a variety of strategies. First of all, Attention strategies, especially Selective Attention Strategy, are the mostly used strategies among all of the Metacognitive Strategies. It is seen that Attention Strategies mostly used for Reading and Listening activities and as also stated by O'Malley and Chamot (1990) those activities with Selective Attention Strategy involve scanning and the ones with Directed Attention involves skimming. These mean that books provide learners mostly with activities that help them to maintain their attention and decide the important aspects of the task and focusing them to execute the task successfully. The second most frequent category of Metacognition Strategies is Self-Evaluation Strategies. This indicates that the books provide opportunities to the learners to evaluate their language learning process and as a result help them to see themselves and their process. However not all of the strategies under this category are practiced equally. All of the books provide activities with Production Evaluation and the frequency of this strategy is higher than any of the other strategies under Evaluation Metacognitive Strategy category. The other frequently provided strategy of this category is Language Repertoire Evaluation. This strategy is the evaluation of learners' knowledge of the target language in the word, phrase, sentence, or concept level.

The result indicates that the books provide learners with many opportunities that help them to evaluate the outcome of their learning tasks and evaluate their knowledge of target language in terms of the word, phrase, sentence, or concept level. However, the textbooks provide very few opportunities for the practice of Performance Evaluation, Ability Evaluation, Strategy Evaluation. This means the students cannot evaluate their own performance as a result they cannot see or evaluate the effectiveness of execution of their own performance as a whole and

their ability on their own. Also they cannot evaluate the effectiveness of the strategies they use which means that they will not have the opportunity of knowing the effectiveness of the strategy for their learning as a result they cannot know whether or not that strategy is suitable for them.

Another strategy category is Planning Metacognitive Strategies. All of the textbooks except Topnotch provide students with opportunities to practice both advance organization and organizational planning strategies. This means that the students are provided with activities in which they prepare themselves, organize their knowledge and choose the necessary steps and actions for the successful execution of the task. Planning Metacognitive Strategy allows the learners to react to the given task as they would react to a real life situation. As findings of Al-Alwanet. al. (2013) reveals that these strategies are also affect learners' listening comprehension positively. According to the findings of Al-Alwanet. al. (2013) it is possible to assume that successful learners use planning strategy for their actions before execution of a task.

Other Metacognitive strategies are Problem Identification and self-management strategies which are independent from any other category. Research of Al-Alwanet. al. (2013) reveals that Problem Identification Strategy is one of the Metacognitive strategies that has positive impact on comprehension. By looking the frequency of the activities with Problem Identification Strategy it is possible to see that textbooks give importance to the activities with Problem Identification Strategy. This means the student are provided with opportunities that identify the possible problems that can occur with the target language and complete the given task by fixing them. Self- Management Strategy, on the other hand, is not a Metacognitive Strategy seen as much as with Problem Identification Strategy. On the light of the findings of current study it is clearly seen that some of the books do not include any Self Management Strategy which means the students are not provided with opportunities with which they can use and control their language performance according to the needs of the given task.

However, the most interesting outcome of the results is about the frequency of the Monitoring strategies. Those strategies are important strategies for the learners because they help them to be aware of their own process of learning. When the strategies of this category are examined it

is seen that only Production Monitoring and Style Monitoring strategies are included in each book. On the other hand Comprehension Monitoring, Auditory Monitoring, Visual Monitoring, Strategy Monitoring, Double-check Monitoring strategies are not included in each of them. In fact some books do not include any other strategy except one or two monitoring strategy from this category. This means that the students are not provided with opportunities to observe, understand and realize their process or their abilities through the process. The results of Beyazıt's research (2013) supports the finding o current study in terms of existence of monitoring strategies in English language textbooks. However, findings of the current study reveal that the monitoring strategies are inadequate in terms of variety in textbooks.

The results also corroborate with the results of Bastanfar (2010) in terms of inadequacy of Metacognitive strategies. When the quantity of the Metacognitive strategies are considered the book provide different activities with Metacognitive strategies but when the quality of those activities are examined it is seen that the books do not provide a variety of strategies to the students this means the students are not practicing different strategies. As the results of Sun's study (2013) indicates successful learners are the ones who use Metacognitive Strategies, study of Ahmadi, et. al (2013) reveals that one of the differences between successful and unsuccessful learners is the variety of strategies they use. One can clearly understand from the study of Ahmadi et. al. (2013) that good learners are the learners who use a wide variety of Metacognitive strategies. Findings of Al-Alwanet. al. (2013) also support this conclusion and highlights that use of problem solving, planning, evaluation, and directed attention strategies affect learners' listening comprehension positively. Findings of Barkouiet. al. (2012) on speaking proficiency of language learners also supports the findings on use of wide variety of strategies affect learner comprehension and success positively in speaking skill. When the results of the current study and the previous studies are compared it can be concluded that not providing a variety of Metacognitive strategies would make learner development insufficient. When results of the current study are considered, one can assume that although the existence of Metacognitive strategies is undeniable, all of them are not included in the books and because of this reason it is possible to say there are not much emphasis given to Metacognitive strategies or all of the Metacognitive strategies that is also concluded from the findings of other studies like Ertekin (2006), Can (2011), Ranalli (2003).

Except Topnotch, Social Affective Strategies are the least common strategies in the students' books. However, it should be noted that although all of the books include Social Affective strategies, they only include Cooperation Strategy. Among the strategies of Social Affective Strategies the strategy that is directly related to social learning is Cooperation strategy. One can understand that including activities with this strategy indicates acknowledging the importance of social learning. The activities with this strategy enable learners to learn from their peers or learn with their peers. Nevertheless, the other strategies included in this category, Questioning for Clarification, Self-talk, Self-Reinforcement are not included in any of the books. The findings are compatible with previous studies that also indicate the absence or inadequacy of affective strategies in textbooks (Hajer et. al. 1996, Muhigirwa 2005). As studies of researchers like of Parra (2010) and Serri et.al (2012) clearly indicates Social Affective Strategies play an important role on learners learning process. As Parra's study (2010) reveals Social Affective Strategies facilitate increasing level of awareness and provide a deeper understanding of the process. These strategies also help learners to understand themselves and their state through the process of learning (Parra, 2010). Consequently those lead to effective planning of learning methods and higher motivation (Parra, 2010). Those strategies are mostly about the emotions and motivation of the learners and not including activities covering such strategies shows absence of activities that motivate the learners to learn more and satisfy the learners to achieve more. It is known that it is not possible to consider learners without their emotions. Absence of such activities indicates that the learners are not considered as whole people but only considered as learners through the process of language learning. This means the books cannot be used to fill in this gap by the teachers. Study of Serri et.al (2012) indicates that strategy use affects learner motivation positively but Social Affective Strategies are not used by the individual learners. The researchers claim that the low percentage of used Social Affective Strategies might be because of the absence of strategy instruction for this strategy. They also suggest that the inadequacy of sympathy between the learners and the teacher might be reason of low percentage. When the findings and suggestions of Serri et.al (2012) and results of the current study are compared it is clearly seen that including activities with affective strategies to the textbooks would be beneficial for both teachers and learners.

When the workbooks of textbooks are examined it is seen that none of the workbooks include Social and Affective strategies. This means there is not any activity that promotes social learning, interaction or motivation in those books. Language is considered as a tool for communication and modern approach to language learning is centered on communication. Workbooks are the materials that are used by the learners outside the classroom and not including any activities with Social Affective Strategies means that students are not practicing anything that requires real life related communication. Also this means that students are not motivated for further learning and this makes the teachers responsible from learner motivation. This situation makes the learners dependent to the classroom.

Cognitive Strategy distribution of workbooks is also different from the students books. Transfer Strategy is still the most frequent strategy in the books. It is followed by Grouping, Resourcing and Inferencing Strategies. Those strategies are the mostly recurring strategies in both workbooks and the students' books. However, when the other strategies are examined it is seen that some of them are not included in any of the books or some books do not include activities that practice all of the cognitive strategies. Among the strategies Self-evaluative Elaboration is the only Cognitive strategy that is not included in any of the workbooks. This means students are not provided with activities that will allow them to evaluate themselves considering the learning material. Another result shows that Questioning Elaboration and Translation strategies are not included in the work books except Language Leader and New Inside Out. This means while the learners are interacting with the workbooks they do not question or brainstorm to find solutions to a task, which is actually something done constantly in real life communication. Also they are not provided with the opportunities that would allow them to translate between languages. As Liao's study reveals (2006) use of this strategy has some positive effects for the learners. Those effects include checking and helping comprehension, facilitating memorization, helping developing and expressing ideas in the target language, reducing negative feeling towards the target language and increasing motivation. When those are considered, absenteeism of chances to practice Translation strategy can be seen as a disadvantage on learners' behalf. The other two strategies that are not seen in some of the workbooks and have low frequency in the rest of the workbooks are Note taking and Deduction/Induction strategies. The importance of such activities has been

mentioned in previous studies (Bastanfar 2010, O'Malley and Chamot 1990, Oxford 1990). Insufficiency or absence of such strategies means that the learners are not provided with activities that would help them to understand the important knowledge to solve and overcome a communication problem and be able to find ways to understand a concept on their own without using any outer resource. Other three strategies seen less than the students' book and not included in few of the workbooks are Creative Elaboration, Summarization and Imagery. Those strategies are used to make one to one inference when a communicative or linguistic challenge appear, find creative and different ways to overcome a possible problem but most importantly understand and explain the general information about an important concept. As it can be concluded when the number of such strategies is increased the learners would make great benefit from using them in real life communication. The other strategies that are seen in the workbooks are Substitution, Personal Elaboration, World Elaboration, Academic Elaboration, Between Parts Elaboration strategies. The frequency of those strategies is less than the frequency of them in the textbooks. Especially Personal Elaboration and Between Parts Elaboration strategies are seen repetitively in the students' books where as they are not high in number in the workbooks. These strategies help the learners to make connections between different activities and more importantly make personal connection with the learning material. These kinds of connections make the learning more meaningful and effective. Although the workbooks include such activities they are not include an adequate number of them. Tomlinson states (2011) the workbooks include extra practice activities for learners to practice on their own time, when the use of workbooks is considered insufficiency of activities that learners relate to the world or their personal view can be seen as obstacles before independence of learning outside the classroom.

The last category to examine in detail in workbooks is Metacognitive strategies. Regarding the importance of those strategies for independent learning it is expected that those strategies would be high in number in the workbooks. According to the results; however, there is a significant decrease in the number of activities with those strategies with comparison to students' books. It is seen that Problem Identification Strategy, Selective Attention Strategy, Directed Attention Strategy and Production Evaluation Strategy are the strategies that have the highest rate in the activities of workbooks; although they are not as frequent as the students'

books. This means the workbooks favor activities that enable the learners to gather and focus their attention, identify grammatical or verbal mistakes and check their production in the target language. Two of the Metacognitive strategies are included in few numbers and only in some of the books and those are Auditory Monitoring Strategy and Style Monitoring Strategy. Nevertheless, the results also indicate that nine of the eighteen Metacognitive strategies are not included in any of the workbooks. Those strategies are Performance Evaluation Strategy, Ability Evaluation Strategy, Strategy Evaluation Strategy, Double-check Monitoring Strategy, Visual Monitoring Strategy, Comprehension Monitoring Strategy, Production Monitoring Strategy, Self-management Strategy and Advance Organization Strategy. Also there are some strategies included only by one or two workbooks and those are Language Repertoire Evaluation Strategy, Strategy Monitoring Strategy, Organizational Planning Strategy. When the results and the use of workbooks are considered one can understand that the language materials used by the learners for self study do not including many of the strategies that promote self learning and the strategies that are included are insufficient in number and variety.

## **5.2 Conclusion**

Language learning is a life long journey; it does not have an end nor have a limit. Learning a new language is not only about learning linguistic patterns it is also discovering new meanings and new understandings about different people and different cultures. Because of this unique feature of language learning, language learning cannot be restrained in the classroom. Language learners must be aware of the process and they must be able to continue to improve themselves outside the classroom. Only then they can appreciate the unique characteristic of the target language and the nature of language learning. However, language learning is a complex process and it is a well known fact that every learner is different; consequently, they have their own ways of understanding. It should be remembered that using limited number of tools some of which are not suitable for the learner would have negative effects on the language learning process. LLS is a map for the learners to use in the language learning process. Learners can use LLS as tools or guides to walk through the paths that are suitable for



them. This makes it important for the learners to learn and practice a large variety of LLS to use for different language tasks and to overcome different learning related problems. By being knowledgeable of LLS learners can develop a kind of awareness of their own learning and understanding, which would be help to them from the starting point of the process. Although language learning is a lifelong process, for language learners with formal education, it mostly starts at a classroom. This means that for a lifelong awareness and motivation for language learning the learners are encountered with LLS in the classroom. Teacher and language learning materials are the most important components of classroom learning and it is possible to say that textbooks that are widely used and important learning materials.

The current study is conducted to examine textbooks used at the preparation year of the universities. Activities in seven textbooks used in the universities in Ankara are examined separately as Student Books and Workbooks in detailed and the frequency of strategies in O'Malley and Chamot's strategy categorization is detected.

### **5.2.1 Summary of the findings**

The findings of this study reveal that the textbooks include LLS and present opportunities for the learners to practice them. However, they do not include any part or parts that explicitly present and explain the language learning strategies. It is also seen that they scarcely include activities that would facilitate learners' understanding and awareness of the strategies or help learners evaluate the effectiveness of the strategy they use.

It is also possible to understand from the findings that to evaluate the variety of LLS in a textbook, examining each LLS category as a whole is a deficient approach. The results clearly show that the holistic examination of the frequency of coursebooks does not show the place and variety of LLS clearly and sufficiently. On the other hand, the detailed examination of the activities in the books show notable results when they are compared to holistic results. One can conclude from the comparison of holistic and detailed examination of the results that a considerable number of strategies in a strategy category, like Metacognitive strategies, Cognitive strategies or Social Affective strategies, does not mean that the books are rich in terms of the quality and variety of the strategies. For instance, the frequency of 188 in Social

Affective Strategy category does not mean that the book includes activities that practice all of the sub-categories or groups of the certain strategy category.

The findings of the current study also reveal that there is a considerable difference between the variety, quality and quantity of strategies in the Student Books and Workbooks. It is seen that none of the textbooks include a strategy from Social Affective Strategy category in Workbooks whereas they include Cooperation in Student Books while ignoring the rest of the strategies in the Social Affective Strategy category. It is also possible to see that some strategies are not seen in any of the books while some of them are presented vastly. The books are insufficient in terms of the variety of Metacognitive strategies as most of the Self-monitoring and Self-evaluating strategies are not practiced and as for Social Affective Strategies only Cooperation strategy is practiced and the rest of the strategies are ignored; however, there is a considerable variety of Cognitive strategies practiced in the activities.

In conclusion, the findings of this study highlight the inadequacies of textbooks in terms of LLS. The results derived from the data clearly show that the textbooks are not adequate in terms of strategy training, awareness raising and presentation of variety of strategies. It can be understood that textbooks need improvement about presentation and practice of language learning strategies. This situation burdens the teachers with the responsibility of introducing the LLS to the learners. However, it is also known that such introduction requires teacher awareness as well as training in LLS.

### **5.2.2. Implications of the Study**

This study has attempted to shed light on the significance of the current condition of the textbooks in the language learning strategy training. The findings enunciate the niche in the structure of the textbooks. In the light of the findings it is possible to draw 3 educational implications.

First of all, the findings make it clear that with the current approach of the textbooks to the LLS, trusting solely on the books for strategy training and instruction would let down the learners and the teachers. On one hand, it should be accepted that blending every LLS to the

activities of the books might be overwhelming. On the other hand, to eliminate the problem of the presentation of variety of LLS, a training and awareness part can be placed in textbooks. This part might be placed in both Student Books and Workbooks and it can introduce a different language learning strategy in each unit of the Student Book and present opportunities to use those strategies in the Student Book and the Workbooks.

Secondly, the textbooks can provide a kind of strategy guidance for the teachers. This guide would introduce the strategies to the teachers to an extent and help them to improve their understanding of learners' choices as well as their teaching skills with this understanding. Apart from those introduction parts of strategies to the teachers, textbooks might include activities or language learning strategy training related classroom ideas for the teachers in this guidance. These activities would grant the teachers with the opportunity to enhance and facilitate the learning process and help teachers to motivate the learners.

Thirdly, the textbooks might include a strategy awareness raising part with a survey at the end of the units. This part would be useful for the learners to evaluate their learning, their strategy use and the effect of the strategies on their own learning. Considering the absence of Affective strategies, these surveys can also include tasks or questions that would make the learners to think and reflect upon their feeling about the language learning and help them to understand the actions that have a negative or positive effect on them.

### **5.2.3. Limitations of the Study**

This study is limited to the universities in Ankara and the textbooks used at the preparatory years of those universities. It should be noted that the textbooks chosen for this study are only the textbooks which have an integrated approach. This means that books that only focus on certain skills are not included. Also, this study only investigates the traces of LLS in Student books and Workbooks adopting a general approach. Consequently, the study focuses on the LLS in each activity from each language skill, which means a general approach towards the activities is adopted and LLS used for different skills are not separated. It should also be remembered that a textbook is composed of different materials and Student Books and

Workbooks are only a part of them, so this study examines only a limited part of the textbooks.

#### **5.2.4. Suggestions for Further Studies**

This study fills a niche in the LLS research but it also shows some clues for further studies. The current study examines the Student Books and Workbooks of seven different textbooks and their approach to the LLS. When the findings of the current study are considered, it is possible to make three suggestions for the further research.

- Additional materials that the textbooks provide such as; online activities, teachers' book or CD's have not been examined in this study so it is possible to conduct a similar study on those materials.
- The chosen books for this study are the books that are used in the main course classes at tertiary level and the books are examined with a holistic approach which means frequencies of language learning strategies for different language skills are not investigated. A similar study can be conducted to compare the frequency of the activities that practice LLS for different language skills in similar textbooks.
- It is also possible to conduct a similar study on textbooks that practice only one language skill.
- It is undeniable that teachers play an important role on language learning but they also play an important role when it comes to choosing a textbook. Another further study can be conducted to investigate the effect of teacher awareness on LLS and their textbook preference.

## REFERENCES

- Ahmadi, R., Ismail, N., & Abdullah, K. (2013). The importance of metacognitive reading strategy awareness in reading comprehension. *English Language Teaching*, 6(10), 235-244.
- Al-Alwan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL learners' listening comprehension and awareness of metacognitive strategies: How are they related? *International Education Studies*, 6(9), 31-39.
- Amiryousefi, M. & Ketabi, S. (2011). Anti-textbook arguments revisited: A case study from Iran. *Procedia. Social and Behavioral Sciences*. 15, 215-220.
- Bastanfar, A. (2010). Vocabulary learning strategies and ELT materials: A study of the extent to which VLS research informs local coursebooks in Iran. *International Education Studies*. 3(3), 158-166.
- Barkaoui, K., Brooks, L., Swain, M., & Lapkin, S. (2013). Test-takers' strategic behaviors in independent and integrated speaking tasks. *Applied Linguistics*, 34(3), 304-324.
- Beyazit, H. (2013). *Yabancı dil olarak Türkçe ve İngilizce ders kitaplarındaki öğrenme stratejilerinin kullanımı*. Master's Thesis. Dokuz Eylül Üniversitesi, Eğitim Bilimleri Enstitüsü, İzmir.
- Brown, H. D. (2001). *Teaching by principles an interactive approach to language pedagogy*. USA: Prentice Hall Regents.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). New York, NY: Pearson Longman.

- Burden, R. (1987). Feuerstein's instrumental enrichment program: Important issues in research and evaluation. *European Journal of Psychology of Education*, 2(1), 3-16.
- Can, T. (2011). *Yaşamboyu öğrenme bağlamında yabancı dil olarak İngilizce ders kitaplarında stratejik kullanımı*. Doctoral Dissertation. İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Chamot, A. U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26.
- Chamot, A. U, Kupper, L., & Impink-Hernandez, M. V. (1988). *The study of learning strategies in foreign language instruction: Findings of the longitudinal study*. McLean, VA: Interstate Research Associates.
- Chen, Y. (2007). Learning to learn: The impact of strategy training. *ELT Journal*, 61(1), 20-29.
- Clare, A., Wilson (2012). *Speak out*. Essex: Pearson Education.
- Clare, A., Wilson (2012). *Speak out: Workbook*. Essex: Pearson Education.
- Clare, A. & Wilson, J. J. (2011). *New total English*. Essex: Pearson Education.
- Clare, A. & Wilson, J. J. (2011). *New total English: Workbook*. Essex: Pearson Education.
- Cohen, A. D. (1998). *Strategies in learning and using a second language*. London: Longman.
- Council Of Europe. (2001). *Common European framework of reference for language learning, teaching and assessment*. Cambridge, Cambridge University.
- Coşkun, A. (2010). The effect of metacognitive strategy training on the listening performance of beginner students. *Novitas-ROYAL; Research on Youth and Language*, 4(1), 35-50.
- Cotterall, S. (2000). Promoting learner autonomy through the curriculum: Principles for designing language courses. *ELT Journal*, 54(2), 109-117.

- Cotton, D., Falvey, D., & Kent, S. (2011). *Language leader coursebook*(9th ed.). Essex: Pearson Education.
- Cotton, D., Falvey, D., & Kent, S. (2011). *Language leader coursebook:Workbook*(9th ed.). Essex: Pearson Education.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Dörnyei, Z. (2005). *The Psychology of the language learner: Individual difference in second language acquisition*. Mahwah, New Jersey: Lawrence Erlbaum.
- Dunn, R., & Griggs, S. A. (1998). *Learning styles and the nursing profession*. New York: National League for Nursing.
- Erer, N. G. (2011). *Türkçe ve İngilizce'nin yabancı dil olarak öğretilmesinde kullanılan kiseri kitabın özcü köğretim açısından karşılaştırılması*. Master's Thesis, Türkiye Araştırmaları Enstitüsü, Hacettepe Üniversitesi, Ankara.
- Ertekin, S. Z. (2006). *A study on correlation between the learning strategies of the 4th and 5<sup>th</sup> graders and those in the textbook*. Master's Thesis. Institute of Educational Sciences, Dokuz Eylül Üniversitesi, İzmir.
- Friedman, A. (2012). Second language research: Methodology and design In . Mackey A., & Gass S. M. (Eds.) *Second language acquisition research*. West Sussex, Blackwell.
- Graves, K. (1999). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Grenfell, M. & Harris, V. (1999). *Modern languages and learning strategies: In theory and practice*. London: Routledge
- Gregory, G. H., & Chapman, C. M. (2013). *Differentiated instructional strategies: One size doesn't fit all*. California: Corwin.
- Hajer, M., Meestringa, T., Park, Y. Y., & Oxford, R. L. (1996). How print materials provide strategy instruction. In R. Oxford (Ed.), *Language learning strategies around the*

- world: Cross-cultural perspectives.* (pp. 119 - 140). Honolulu, Hawaii: University Honolulu.
- Harmer, J. (2007). *The practice of English language teaching*. Essex: Pearson Education.
- Hawkey, R. (2006), Teacher and learner perceptions of language learning activity. *ELT Journal* (60)3, 242-252
- Hismonoglu, M. (2000) Language Learning Strategies in Foreign Language Learning and Teaching. *The Internet TESL Journal*, Vol. VI, No. 8, August 2000.
- Holec, H., 1981: *Autonomy and foreign language learning*. Oxford: Pergamon.
- Hsiao, T. Y., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 368–383.
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT journal*, 48(4), 315-328
- Jones, S. (1998). Learning styles and learning strategies: Toward learner independence. *Forum for Modern Language Studies*, 34, 114-129.
- Jones, B. F., Palincsar, A. S., Ogle, D. S., & Carr, E. G. (1987). *Strategic teaching and learning: cognitive instruction in the content areas*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Julien, H. (2008). Content analysis. In Given L. M. (Ed.), *The SAGE encyclopedia of qualitative research methods* (Vol. 1 - 2), (pp. 120 - 121). California: SAGE.
- Kay, S., Jones, V., (2013). *New inside out*. Oxford: Macmillan.
- Kay, S., Jones, V., & Kerr, P. (2013). *New inside out: Workbook*. Oxford: Macmillan.
- Keskin, H. K. (2013). Impacts of reading metacognitive strategies and reading attitudes on school success. *International Journal of Academic Research*, 312-317.
- Krippendorff, K. (1989). Content analysis. In E. Barnouw, G. Gerbner, W. Schramm, T. L. Worth, & L. Gross (Eds.), *International encyclopedia of communication* (Vol. 1), (pp. 403-407). New York, NY: Oxford University. Retrieved from: [http://repository.upenn.edu/asc\\_papers/226](http://repository.upenn.edu/asc_papers/226)



- Labelle, J. T. (2010). Selecting ELL textbooks: A content analysis on L2 learning strategies. *Journal of Language Teaching and Research*.1(4), 358-369.
- Lake, N. (1997). Survey review: learner training in EFL coursebooks. *ELT Journal*.51(2). 169-182
- Liao, P. (2006) EFL learners' beliefs about and strategy use of translation in English learning. *Regional Language Centre Journal*.37(2), 191-215.
- Little, D. (2004).Learner autonomy, teacher autonomy and the European language portolio (Handout) UNTELE, Université de Compiègne, Compiègne.
- Littlewood, W. (1999). Defining and developing autonomy in East Asian contexts. *Applied Linguistics*, 71-94.
- Macaro, E. (2001). *Learning Strategies in Foreign and Second Language Classrooms*. London: Continuum.
- McGraw, B. M. (2005). *Differences in learning style preference among students of diverse ethnicities, gender, academic placement level, and academic achievement level*. Doctoral Dissertation.Retrieved from UMI.(3206028).
- McKinley, S., & Hastings, B. (2012).*New success*. Edinburg: Pearson Education.
- McKinley, S., & Hastings, B. (2012).*New success:Workbook*. Edinburg: Pearson Education.
- Muhigirwa, B. K. (2005). *Integration of English learning strategies and social education in the Democratic Republic of Congo: Content analysis of a textbooks series*. Doctoral Dissertation, The University of San Francisco, The Faculty of the School of Education International and Multicultural Education Department, San Francisco.
- Naiman, N., Frohlich, M., Stern, H., & Todesco, A. (1996). *The Good Language Learner*. Clevedon, Avon: Multilingual Matters.
- O'Malley, J. M. & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. New York, NY: Cambridge University.
- Oxenden, C., Latham-Koenig, C. (2010). *New English file*. Oxford: Oxford University.

- Oxenden, C., Latham-Koenig, C., & Byrne, T. (2010). *New English file: Workbook*. Oxford: Oxford University.
- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston, Heinle&Heinle.
- Oxford, R. L. (2001). Language learning styles and strategies. In M. Celce-Murcia (Eds.). *Teaching English as a second or foreign language*. Boston: Heinle&Heinle.
- Oxford, R.L. (2003). Language learning styles and strategies: An overview Oxford, R.L. (Ed.). *Language learning styles and strategies*. (pp. 1-25). Amsterdam: Mouton de Gruyter.
- Oxford, R. L. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26.
- Oxford, R. L. (2008). Hero with a thousand faces: Learner autonomy, learning strategies and learning tactics in independent language learning. In Hurd S. & Lewis T. (Eds.). *Language learning strategies in independent settings*. (pp. 41-63). Ontario: Multilingual Matters.
- Oxford, R. L. & Nyikos M. (1989). Variables affecting choice of language learning strategies by university students. *The Modern Language Journal*. 73(3). 291-300.
- Özmen, D. (2012). Language learning strategy preferences of Turkish students. *International Journal of Humanities and Social Science*. 2(10), 156-161.
- Parra, F. Y. J., (2010). Explicit teaching of socio-affective language learning strategies to beginner EFL students. *Íkala, Revista de Lenguaje y Cultura*, 15(24), 145-169. Retrieved from <http://www.scielo.org.co> at 18 August 2015.
- Pask, G. (1976). Styles and strategies of learning. *British Journal of Educational Psychology*, 46, 128-148.
- Polio, C. (2012). How to research second language writing. In Mackey, A. & Gass, S. M. (Eds.) *Research methods in second language acquisition*. (pp. 139-157). Sussex: Blackwell Publishing.

- Ranalli, J. M. (2003). *The treatment of key vocabulary learning strategies in current ELT coursebooks: Repetition, resource use, recording*. Master's Thesis, University of Birmingham, the School of Humanities, Birmingham.
- Rasekh, Z. E. & Ranjbar, R. (2003). Metacognitive strategy training for vocabulary learning. *Teaching English as a Second or Foreign Language*, 7(2), 1-15. Retrieved from <http://tesl-ej.org/ej26/a5.html> at 29 July 2014.
- Reinders, H. (2010). Towards a classroom pedagogy for learner autonomy: A framework of independent language learning skills. *Australian Journal of Teacher Education*, 35(5), 40-55.
- Reinders, H. & Balçıklı, C. (2011). Do classroom textbooks encourage learner autonomy? *Novitas-ROYAL Research on Youth and Language*, 5(2), 265-272.
- Richards, J. C., (2001), *Curriculum development in language teaching* Cambridge: Cambridge University.
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9(1), 41-51.
- Sadeghi, S., Hassani, M. T., & Hessari, A. D. (2014). On the relationship between learners' needs and their use of language learning strategies. *Procedia - Social and Behavioral Sciences*, 136, 255 – 259.
- Saslow, J., & Ascher, A. (2011). *Top Notch* (2nd ed.). NY: Pearson Longman.
- Saslow, J., & Ascher, A. (2011). *Top Notch Workbook* (2nd ed.). NY: Pearson Longman.
- Serri, F., Boroujeni, A. J., & Hesabi, A. (2012). Cognitive, metacognitive, and social/affective strategies in listening comprehension and their relationships with individual differences. *Theory and Practice in Language Studies*, 2(4), 843-849.
- Silahsızoğlu, E. (2004). *Öğrenme stratejileri ve teknikleri bağlamında yabancı dil olarak Almanca ve Türkçe öğretimi süreçlerine karşılaştırmalı bir bakış*. Master's Thesis, İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-246.
- Shiell, J.L. (2002). *A meta-analysis of Feuerstein's instrumental enrichment*. Doctoral Dissertation. Retrieved from: <http://circle.ubc.ca/handle/2429/13232> at 16 November 2014.
- Schraw, G., (1998). Promoting general metacognitive awareness. *Instructional Science* 26, 113–125.
- Sinclair, B. & Ellis, G. (1992). Survey review: learner training in EFL course books. *English Language Teaching Journal*, 46(2), 209-225.
- Stern, H. H. (1975). What can we learn from the good language learner? *Canadian Modern Language Review*, 31, 304-318.
- Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University.
- Sun, L. (2013) The effect of meta-cognitive learning strategies on English learning. *Theory and Practice in Language Studies*, 3(11), 2004-2009.
- Şahin, A. (2006). Approach to language learning strategies in English language courses in Kosovo. Retrieved from: <http://tez.yok.gov.tr/UlusalTezMerkezi> (214078) at 2 September 2013.
- Tomlinson, B. (2001). Materials development. In Nunan, D. & Carter, R. (Eds.) *The Cambridge guide to teaching English to speakers of other languages* (pp. 66-71). NY: Cambridge University
- Tomlinson, B. (2008). Language acquisition and language learning materials. In Tomlinson, B. (Ed.) *English language learning materials* (pp.1-3). London: Continuum International.
- Tomlinson, B. (2011). *Materials development in language teaching*. Cambridge: Cambridge University.
- Ungureanu, C., & Georgescu, C. A. (2012). Learners' strategies in language learning. *Procedia - Social and Behavioral Sciences*, 46, 5000–5004.

- Victori, M., & Lockhart, W. (1995). Enhancing metacognition in self-directed language learning. *System*, 23(2), 223–234.
- Vlčková, K., Berger, J., & Völkle, M. (2013). Classification theories of foreign language learning strategies: An explanatory analysis. *Studia Paedagogica*, 18(4), 93–113.
- Weber, R.P. (1990). *Basic content analysis*. California: SAGE
- Wenden, A. (1995). Learner training in context: A knowledge-based approach. *System*, 23(2), 183–194.
- Wenden, A. & Rubin, J. (eds). (1987). *Learner Strategies in Language Learning*. Hemel Hempstead: Prentice Hall International
- Weinstein, C. E., Husman, J., Dierking, D. R. (2000). Self-regulation interventions with a focus on learning strategies. In Boekaerts, M., Pintrich, P. R., Zeidner, M. (Eds.), *Handbook of self-regulation*. (pp. 727–747). San Diego, CA, US: Academic.
- White, A., (2013) Evaluation of a ELT coursebook based on criteria designed by McDonough and Shaw: A module three assignment lexis and syllabus and materials Retrieved from: <http://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/syllabusandmaterials/AWhiteCOURSEBOOKEVALUATIONsylmat.pdf> at 13 May 2015.
- White, C. (1995). Autonomy and strategy use in distance foreign language learning: Research findings. *System*, 23(2), 207–221.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University.
- Woolfolk, A. E. , Winne, P. H. & Perry, N. E. (2003). *Educational psychology psychology second Canadian edition*. (2nd ed.). Toronto, Canada: Pearson Education Inc.



*GAZİ GELECEKTİR..*