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„Learning strategies in current Austrian schoolbooks  
for English and French“

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## ABSTRACT

The present thesis is devoted to the presentation of learning strategies in Austrian schoolbooks for English and French. The first part provides a theoretical background to the concept of learning strategies based on the most influential definitions and classification schemes. Throughout the theoretical part, the inconsistency in the use of terminology is the reason why there is no universally valid and generally accepted definition of the term 'learning strategy'. Such a diversity is also reflected in the co-existence of different taxonomies and classification schemes. On this point, however, partial agreement has been reached with the tripartite division into cognitive, metacognitive and social-affective strategies. Based on this classification scheme, which is used by Rubin (1987), O'Malley (1990) and Cohen (1988), some researchers have further refined this distinction, which has led to a larger number of categories. The most extensive and detailed classification scheme in this field of research is provided by Rebecca Oxford (1999), who identified a total of 62 strategies. A major factor influencing the choice of learning strategies is a person's learning style.

In the empirical study, one English (*The New You&Me*) and one French (*Découvertes*) schoolbook series for four years (school grades 5 to 8) have been analysed with regard to the presentation, variety, frequency, regularity and training of learning strategies. The analysis was based on a number of criteria summarised in an analysis sheet. From a quantitative point of view, *Découvertes* offers 66 strategies compared to 33 in the *New You&Me*. Furthermore, the French series is also superior concerning the variety, regularity and training of learning strategies because it provides one strategy section per unit and a total of 92 exercises for the practice of the new strategies. In addition to that, the qualitative analysis and evaluation have shown that *Découvertes* is clearly the more convincing book due to a much higher degree of up-to-dateness, efficiency, effectiveness and learner orientation of the strategies presented. The *New You&Me* series can only score with the fact that memory and affective strategies are better catered for in these books.

In all, the study has yielded interesting insights into how differently course book authors deal with the increasing importance of learning strategies. Moreover, it has shown that there can be enormous qualitative differences between approbated schoolbooks.

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## 1. Introduction

*“They know enough who know how to learn.”*

Henry Adams

This quotation by Henry Adams best represents and summarises my reasons for devoting this thesis to language learning and ways of improving it. Since I will become a teacher of two foreign languages, English and French, my objective is to help pupils by showing them a large variety of different techniques for processing and memorising new information as well as for organising their learning process according to their individual needs and personal characteristics. Unfortunately, many pupils still spend an inordinate amount of time to cope with new input and are nonetheless struggling to pass. In most of these cases, this has nothing to do with a gift for languages or a lack of motivation but can be explained by inefficient learning techniques which are not adapted to the pupil's learning style. In order to outbalance some of these inadequacies I have decided to write my diploma thesis on language learning strategies.

In the course of the last centuries, our society has experienced changes in all of its sectors, of which the change towards a knowledge society was indisputably the most significant one. Nowadays, with new media like the internet or TV, knowledge is changing much faster than in former days. In order to participate successfully in society, it is of essential importance to always be up to date. This phenomenon lies at the basis of the concept of lifelong learning. And here again, Henry Adams' quotation comes in handy. In order to prepare pupils for their future lives in a knowledge society, teachers must equip them with as much knowledge about learning as possible and this means the teaching of learning strategies. While people have been using mnemonic devices for thousands of years, e.g. storytellers in ancient times, research in this field of applied linguistics only started in the 1970s. Soon afterwards, the awareness of the importance of learning strategies started to grow thanks to the work of Rubin and Stern (Griffiths 2004: 1).

Since one basic element of teaching and learning in our institutionalised education system is still the schoolbook, the focus of this thesis will be on



learning strategies in current Austrian schoolbooks for English and French. This thesis consists of two parts. The first part is dedicated to theory and the second part is an empirical study. The second chapter provides definitions of the basic terminology followed by a short but necessary *excursus* on learning style. Chapter 3 gives a survey of different classification schemes and highlights parallels as well as discrepancies. In times of standardisation, it is also recommendable to take a closer look at EU regulations and national curricula, which will be done in chapter 5. The second part of this paper is introduced by a description of the study. Subsequently, the two schoolbook series will be presented and evaluated individually with regard to the presentation of learning strategies before being compared and contrasted in chapter 8.

The research questions which guide this thesis are the following:

- What are learning strategies and how can they be categorized?
- Which requirements can be found in the CEFR and national curricula concerning the teaching of learning strategies?
- How are learning strategies presented in the selected English and French schoolbooks?
- Are there any changes in the presentation and the frequency of learning strategies within a schoolbook series and between the English and the French series and what could they indicate?

## 2. Definition of basic terminology

Since the beginnings of learning strategy research in the early 1970s, researchers have been trying in vain to find a generally valid and universally accepted definition of the concept of learning strategies. The initial objective of this branch of applied linguistics was to identify the strategies which good language learners used in order to be able to teach these strategies to not so successful learners (Rubin 1987: 20).

The main aim of second or foreign language learning is communicative competence, which is the ability to communicate in a foreign language in written and spoken form (Oxford 1999: 7f). Oxford (1999: 7) provides a definition of this term by Canale and Swain stating that communicative competence consists of four competences:

- (1) *Grammatical competence*: mastery of vocabulary, grammar, pronunciation, spelling and word formation.
- (2) *Sociolinguistic competence*: appropriate use of statements according to different social contexts.
- (3) *Discourse competence*: combination of ideas in cohesive and coherent texts.
- (4) *Strategic competence*: use of non-verbal communication and synonyms, paraphrases or cognates to bridge the gap between communicative intention and actual knowledge.

As for terminology in the literature, a large number of differing terms are employed to refer to 'learning strategies'. This applies to both elements of this concept, to 'learning' as well as to 'strategy'. The latter is also referred to as 'technique', 'tactic', 'skill' or 'procedure' (Wenden 1987: 7), to mention only a few. Some authors use 'learner' to replace 'learning'. At this point, a clear distinction has to be drawn between those who apply 'learner' synonymously with 'learning' and those who do not but, instead, offer two different definitions. In order to avoid possible misunderstandings and in an attempt to offer a wide overview, I will present the terminology and definitions of Wenden & Rubin, Tönshoff, Chamot, O'Malley, Cohen, Oxford and Mandl & Friedrich. The main reason for this choice was the predominance and importance of these researchers in the field of language learning strategy research.

## 2.1. Learner strategy vs. learning strategy

The first author I want to introduce is Anita L. Wenden, who applies the term 'learner strategies' in her book "Learner Strategies in Language Learning". According to Wenden (1987: 6f.)

*learner strategies* refers to language learning behaviors learners actually engage in to learn and regulate the learning of a second language. [...] [L]earner strategies refers to what learners know about the strategies they use, i.e. their strategic knowledge. [...] [L]earner strategies also refers to what learners know about the aspects of their language learning other than the strategies they use.

In order to further characterize her concept of learner strategies and in an attempt to illustrate why "a consensus on a definition of the term is lacking" (Wenden 1987: 7), Wenden lists the following characteristic features, which are at the same time the reasons for the dividedness among researchers (Wenden 1987: 7f.): learner strategies

- are specific actions or techniques
- are problem oriented
- may be observable or unobservable
- contribute directly and indirectly to learning
- can be applied consciously but may also become automatized
- are subject to change

Another well known researcher in the field of learning strategy research is Joan Rubin. She also uses the expression 'learner strategies' but in contrast to Wenden, she offers a more concise definition of the term (Rubin 1987: 19):

[L]earner strategies includes any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information [...] that is, what learners *do* to learn and *do to regulate* their learning.

This definition includes the idea of storing and retrieving knowledge, which does not appear in Wenden's definition. However, Rubin does not talk about metaknowledge of learner strategies and of language learning as is the case with Wenden, who calls this "strategic knowledge" (Wenden 1987: 6). In addition to the strategic and cognitive aspects of learner strategies, Wenden explicitly refers to the learner's knowledge of "personal factors" (Wenden 1987: 7), for example preferred learning environment, time for learning, etc., influencing the learning of a foreign language.

Already in the first two definitions, different aspects of these strategies are highlighted, which illustrates the large dissent in this field. The main differences which distinguish Wenden's definition from Rubin's are

- metaknowledge of strategies and language learning
- knowledge of one's own learning personality
- storage and retrieval of knowledge.

Still, both of them agree upon the fact that learner strategies influence the process of learning, meaning that learner strategies somehow work on the material to be learnt and also on the way how the input is memorised, and how this process is organised.

In a paper published in 1981, Rubin (Rubin 1987: 20) distinguishes between "processes that may contribute directly to learning [...] and those that may contribute indirectly to learning". Independent of this distinction, she came up with three types of learner strategies (Rubin 1987: 23):

- learning strategies
- communication strategies
- social strategies

At this point, it is necessary to return to the basic distinction between 'learning strategies' and 'learner strategies' stated at the beginning of this chapter. As I mentioned before, there are some researchers who use these terms synonymously and others, as it is the case with Rubin, who identify learning strategies as a sub-category of learner strategies, along with communication and social strategies. Rubin (1987: 23) defines learning strategies as "strategies which contribute to the development of the language system which the learner constructs and affect learning directly."

Tönshoff (1995: 240) also uses 'learner strategies' explaining that this term is often used as a superordinate term which comprises learning strategies and communication strategies, between which the boundaries are not clear cut. His definition regards learner strategies as "Verfahren [...], mit denen der Lerner den Aufbau, die Speicherung, den Abruf und den Einsatz von Informationen steuert und kontrolliert" (Tönshoff 1995: 240). These opinions and explanations correspond very well with Rubin's definition of 'learner strategies'. However, Tönshoff subdivides 'learner strategies' only in two subcategories, learning and communication strategies, a point in which he differs from Rubin, who names

social strategies as a third subcategory of 'learner strategies'. Regarding the characteristics of learner strategies, the researcher considers the latter to be problem-oriented, goal-directed and potentially conscious (Tönshoff 1995: 240).

Differently from Wenden, Rubin and Tönshoff, Anna Uhl Chamot belongs to those researchers who use the term 'learning strategies', which she defines as

techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information (Chamot 1987: 71).

What is new in this definition is the explicit distinction between linguistic and content area information. While Rubin only talks about the "language system", Chamot also includes factual knowledge apart from linguistic facts and rules in her definition. In general, this definition bears much more resemblance to Rubin's definition of learner strategies than to her definition of learning strategies. Even the vocabulary they use to describe learning/learner strategies is very similar. Rubin uses "facilitate, obtaining, storage, retrieval, information" (Rubin 1987: 19) and Chamot has chosen the words "facilitate, learning, recall, linguistic and content area information". This leads again back to the question I raised in connection with the relation between communication, social and learning strategies in Rubin's division. The fact that her definition of **learner** strategies is almost identical to Chamot's definition of **learning** strategies would suggest that Rubin's concept of learner strategies is to a great extent identical with Chamot's idea of learning strategies. Furthermore, it supports the claim that Rubin's tripartite division cannot be maintained because the three categories are too closely related and interdependent.

A very influential and frequently cited researcher in language strategy research is J. Michael O'Malley (O'Malley and Chamot 1990: 116), who has conducted several studies on this topic of which the two most relevant for this thesis will be presented in chapter 3.4. In their book "Learning Strategies in Second Language Acquisition" O'Malley and Chamot (1990: 1) define learning strategies as "special ways of processing information that enhance comprehension, learning, or retention of the information." Compared to Chamot's definition of the term, the process of recalling information is not mentioned here.

In his definition of learning strategies, Andrew D. Cohen (1998: 4) puts great emphasis on the close relation between consciousness and learning strategies which results in the latter being described as

learning processes which are consciously selected by the learner. The element of choice is important here because this is what gives a strategy its special character. These are also moves which the learner is at least partially aware of, even if full attention is not being given to them.

In comparison to the definitions cited so far, Cohen is the first and only one to include the notion of consciousness. Another new concept in his argumentation is the distinction between language learning and language use strategies, which he defines as

processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about that language (Cohen 1998: 4).

As in the definitions of Rubin and Tönshoff, the processes of storing, recalling and applying new information are highlighted. However, Cohen (1998: 4) regards learning strategies as “enhancing the learning or use of a second or foreign language” whereas Rubin and Chamot argue that they facilitate learning. Although the split between language use and language learning strategies might seem to be a new concept, one could compare and even equate the first with communication strategies as in Rubin’s theory. Just as with Wenden, Rubin and Tönshoff, the notion of learner strategies is also to be found with Cohen (1998: 5), who considers it to be a superordinate term for language learning and language use strategies.

In the literature and among researchers there are conflicting views with regard to the question whether consciousness is a crucial criterion for qualifying learning strategies as such. While Bialystok argues that young children use strategies without even being aware of it, a three-year study by Chamot et al. showed that even young children can explain what kind of strategy they applied (Cohen 1998: 11). In order to find a solution to this problem, Cohen refers to Schmidt, who proposes the following division: When language learners are questioned about their use of learning strategies, the latter can be within their focal attention or their peripheral attention. As soon as learners are no longer

capable of classifying their action to a certain strategy, this action is described as a process instead of a strategy (Cohen 1998: 11).

Cohen is the only one who briefly mentions learning strategies in foreign language textbooks by stating that a large number of them is nowadays equipped with strategies. If, however, they are presented implicitly, meaning without explanation or subsequent training of a learning strategy, pupils will not learn them because they apply it without being aware of it (Cohen 1998: 79). In some cases, the advantage of having a teacher's book which provides additional information on that topic is of no or only little use due to a lack in training and background knowledge on the part of the teachers. In other instances, textbooks do offer explanations of strategies in English but no activities for training and securing them. Consequently, Cohen (1998: 80) argues that it is the teachers' task to explain the importance of learning strategies to the learners and to provide them with material for reinforcing them.

Rebecca L. Oxford also belongs to the leading researchers in this field of applied linguistics. In her work, she provides the following definition (Oxford 1998: 8): "[L]earning strategies are operations employed by the learner to aid the acquisition, storage, retrieval, and use of information." Still, according to her, this definition is not sufficient enough and thus Oxford (1999: 8) reformulates it:

[L]earning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations.

While the first definition includes exactly the same elements as Rubin's, Tönshoff's and Cohen's, the second one offers a completely new point of view, namely from the learner's position. Furthermore, the processes of acquiring, storing, retrieving and using information are summed up under the term 'learning'. By reformulating her explanation of the term, Oxford (1999: 9) includes the key features of learning strategies, which she identifies as the following ones:

**Table 1 Features of language learning strategies by Oxford (1999: 9)**

Language learning strategies:
1. Contribute to the main goal, communicative competence.
2. Allow learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

In the following part, the characteristics shown in table 1 will be regarded individually and in more detail. Learning strategies are problem-oriented because they are applied to complete an oral or written exercise, to reach a certain aim and to solve a problem (Oxford 1999: 9). They can be described as actions because learners need to do something actively in order to increase their knowledge of a foreign language. As generally known, learning involves much more than “just” having a good command of the linguistic code of a language. This latter part lies in the responsibility of the cognitive learning strategies. However, there are also metacognitive, affective and social aspects, such as planning and evaluating (Oxford 1999: 11). Oxford (1999: 12) follows Rubin’s argumentation that learning strategies can be divided into direct and indirect strategies. Another important feature is the degree of observability because not all strategies imply explicit action but some are mental processes and are therefore not observable, as for example making mental associations when learning vocabulary. Despite the claim of some researchers that learning strategies are always conscious, Oxford (1999: 12) argues that they can be automatized after repeated use and practice. In contrast to learning style, however, learning strategies can be taught. This is an important characteristic because learners can be helped when facing specific problems by making them aware of (their) strategy use. The last feature which Oxford (1999: 13) names is the flexibility of these strategies, simply because they can be adapted to various situations and tasks.



The last researchers I will mention in this chapter are Mandl and Friedrich, who are central figures in learning strategy research in the German speaking world. According to them (1992: 6), learning strategies can be defined as “Handlungssequenzen zur Erreichung eines Lernziels”. This rather short and simple definition offers no new aspects with regard to learning strategies except for the concept of “Handlungssequenzen”, which indicates that a learning strategy consists of more than just one action or technique. As for the features of learning strategies, Mandl and Friedrich (1992: 6) state that if there is an objective, they are “flexibel und situationsangemessen”.

## **2.2. Learning style**

The strong dependence of learning strategy choice on the learning style and personal factors of a learner makes it absolutely necessary to explain the meaning of this term.

According to Grotjahn in Bausch’s „Handbuch Fremdsprachenunterricht” (2003: 326), learning styles are

intraindividuell relativ stabile, zumeist situations- und aufgabenunspezifische Präferenzen (Dispositionen, Gewohnheiten) von Lernern sowohl bei der Verarbeitung von Informationen als auch bei der sozialen Interaktion.

They cannot be observed and the learners are usually not aware of them. Although learning styles are mostly characterized in a bipolar way, they should be considered as a continuum (Grotjahn 2003: 327). There are different models of learning styles and I will present the most commonly used one, namely Neil D. Fleming’s VARK model published in 1992 (Fleming 2001-2009). VARK is an acronym made up of the first letters of the four different categories of learning styles in this model:

- (1) visual
- (2) aural
- (3) read/write
- (4) kinesthetic

There is also the supplementary category of ‘multimodal learning style’.

Oxford has identified the five following learning style contrasts in her “Style Analysis Survey” published in 1993 (Cohen 1998: 15f.):

- (1) *the use of physical senses for study and work*: visual vs. auditory vs. hands-on
- (2) *dealing with other people*: extroversion vs. introversion
- (3) *handling possibilities*: intuitive-random vs. concrete-sequential
- (4) *approaching tasks*: closure-oriented vs. open
- (5) *dealing with ideas*: global vs. analytic.

As can be seen at first sight, these contrasts go far beyond Fleming's VARK model, which is catered for in Oxford's first, tripartite division. Still, there are four additional dichotomies which have to do with personal factors and character traits. The concepts of extroversion and introversion are self-explanatory, which leads over to how people handle possibilities. Being an intuitive-random type, the learner can identify the main ideas of a text and likes abstract thinking and speculations. The concrete-sequential counterpart, on the contrary, prefers a clearly structured and planned step-by-step instruction (Cohen 1998: 16). Closure-oriented people are planning carefully; they stick to deadlines and need structure whereas people approaching tasks in an open way are not in favour of deadlines and prefer rather unstructured discovery learning (Cohen 1998: 16). And finally, the global type who wants to find out the main idea is not afraid of speaking without knowing all the necessary words and of making predictions. The opposite is the analytic type who needs rules, concentrates rather on details and prefers logical analysis (Cohen 1998: 16).

Though identical to Oxford's classifications of learning style contrast in many aspects, Grotjahn's dichotomies of characteristics of learning styles introduce some new aspects (Grotjahn 2003: 328f.):

- (1) analytischer vs. globaler Stil
- (2) Reflexivität vs. Impulsivität
- (3) Ambiguitätstoleranz vs. Ambiguitätsintoleranz
- (4) Tendenz zur Bevorzugung eines speziellen Wahrnehmungskanal
- (5) Kulturspezifische interindividuelle Differenzen

Obviously, there are two concepts which are completely identical, namely Grotjahn's fourth concept and the first one in Oxford's list and the first dichotomy of Grotjahn with Oxford's fifth characteristic. The other three concepts, however, differ in certain aspects. The concept of "Reflexivität vs. Impulsivität" of Grotjahn deals with a person's behaviour when it comes to

making decisions for completing a task (Grotjahn 2003: 328). Reflective learners are usually slower and make fewer mistakes than their impulsive colleagues. While reflective learners carefully check their utterances before saying or writing something, impulsive learners tend to make more spontaneous utterances. In some aspects, this concept can be compared to Oxford's closure-oriented and open learners. The third dichotomy in Grotjahn's list does not need a lot of explanation because it describes a person's tolerance towards contradictory, incomplete or unknown information (Grotjahn 2003: 328). Here too, parallels with aspects of Oxford's dichotomy can be detected. Only the fifth category of Grotjahn is completely new and not included on Oxford's list. In this factor, some culture-specific preferences with regard to learning style are explained. So it is claimed that foreign language learners from Japan prefer a visual learning style while learners of Chinese or Arab origin are more in favour of the auditory style. Spanish-speaking learners of South-American origin usually use the global learning style whereas Anglo-American learners are more analytically oriented (Grotjahn 2003: 329). Also, learners whose mother tongue is Arabic are less tolerant of ambiguity than those having Spanish as their mother tongue.

As can be seen from these categorisations, there is a large number of factors influencing a person's learning style ranging from physical senses to culture-specific characteristics. Having at least some basic knowledge about these factors can be very helpful for both, teacher and learner.

### **3. Classifications of learning strategies**

The great variety of definitions for learner strategies and learning strategies goes hand in hand with a multitude of possible classifications or taxonomies of these strategies. The reason for this dividedness is the fact that different researchers use different criteria. While there are strategies which influence learning, there are also others which have an impact on how the language is used (Cohen 1998: 11f.). Another way of distinguishing strategies is according to their nature or observability. According to this distinction, learning strategies can be either behavioural, i.e. easily observable, behavioural but hard to observe or mentalistic and thus unobservable and only identifiable with the help of verbal report (Cohen 1998: 12). A very common and widespread way of classifying learning strategies is the categorisation into cognitive, metacognitive, affective and social strategies. The problem here is that “the distinctions are not so clear-cut” (Cohen 1998: 12).

Although this tripartite division seems to be prevailing, other concepts will be presented as well in this chapter. In order to pick up the thread of the previous sections, the same authors and their ideas on this aspect will be discussed and contrasted with reference to their already presented definitions.

#### **3.1. Wenden & Rubin**

Rubin defines learning strategies as a subcategory of learner strategies and subdivides them into cognitive and metacognitive strategies (Rubin 1987: 23). Her work was elaborated in the 1980s by Wenden, whose research stressed the importance of metacognitive knowledge for second language learning. According to Wenden, metacognitive knowledge consists of five areas (Rubin 1987: 22):

- the language
- student proficiency
- outcome of student’s learning endeavours
- the student’s role in the language learning process
- how best to approach the task of language learning.

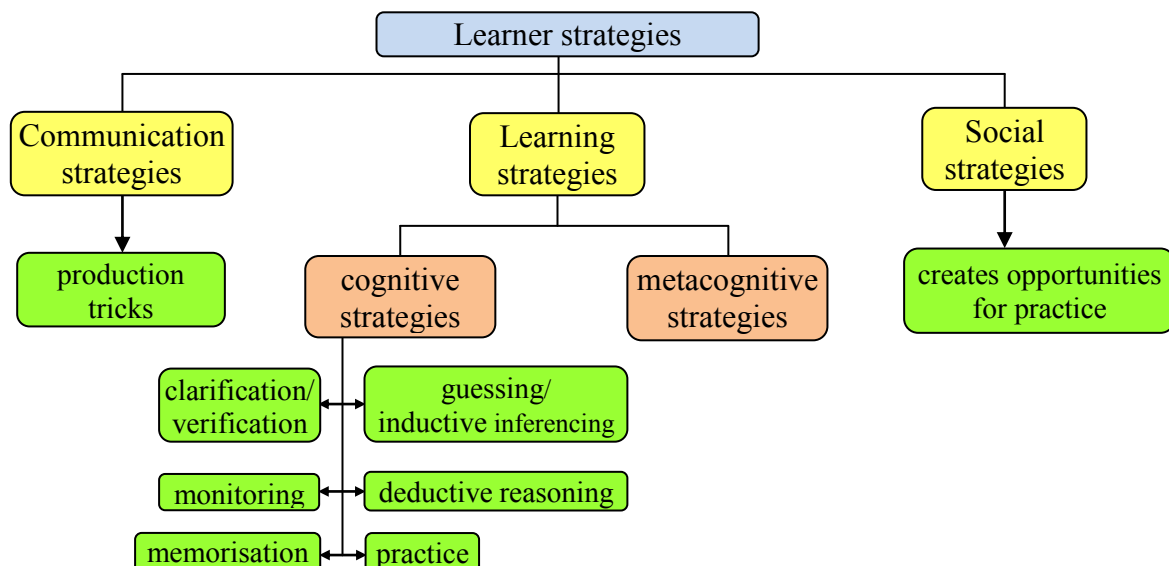
Rubin subdivides cognitive learning strategies into six strategies all of which have a direct influence on learning. The first one is clarification or verification, which means that language learners ask for or look for feedback which confirms that their oral or written production in the foreign language is correct (Rubin 1987: 23). Guessing or inductive inferencing is the second strategy identified by Rubin where learners make use of their prior knowledge to guess for example the meaning of a word. In a top-down process, they activate their knowledge of the world, of facial expression and gesture and of their mother tongue to discover the meaning of a single expression (Rubin 1987: 23f.). The opposite of inferencing strategies is deductive reasoning, a bottom-up process, in which the learner also uses general knowledge and previously obtained knowledge about the language but not to derive the meaning of a specific word or a specific rule but to find a more general rule (Rubin 1987: 24). This process includes analogy, analysis and synthesis. Strategies number four and five, practice and memorisation, are necessary for the storage and retrieval of language knowledge (Rubin 1987: 24). Monitoring is the sixth and last strategy identified by Rubin as belonging to cognitive learning strategies. Here the aim is to identify possible mistakes by observing and drawing conclusions from the other person's reaction to what one said or wrote (Rubin 1987: 25).

Metacognitive learning strategies are “used to oversee, regulate or self-direct language learning” (Rubin 1987: 25). This definition is almost identical with O'Malley's and Chamot's. According to Wenden (Rubin 1987: 25), planning can be described as a three-step-process. At first, learners choose the content they want to learn and the way they want to learn it, then they define their own learning goals by prioritizing parts of the chosen content and finally, they plan which learning strategies they are going to use.

The explanations and definitions of Wenden and Rubin are reflected in figure 1. Learner strategies are a superordinate term consisting of communication strategies, learning strategies and social strategies. Learning strategies are again subdivided into cognitive and metacognitive strategies. As the focus of this paper is on learning strategies, the other two parts of learner strategies will be explained only briefly. The main aim of communication strategies is to have and maintain a conversation and to negotiate the intended meaning with the addressee (Rubin 1987: 25). In general, communication

strategies are applied when there is a discrepancy between the learners' knowledge and what they want to express. Such strategies include the use of synonyms, cognates, simple sentences, semantic contiguity, gestures or mime and circumlocution or paraphrase which is summarized under the heading of "production tricks" (Rubin 1987: 26). According to Tarone (Rubin 1987: 26) avoidance strategies such as avoiding words or topics which one does not know or for which one lacks necessary vocabulary are also part of communication strategies. Rubin further added clarification strategies, e.g. writing or spelling a word, repeating a sentence or gesturing (Rubin 1987: 27).

**Figure 1 Relations and hierarchy of strategies by Wenden & Rubin**



A list of social strategies was drawn up by Rubin under the heading "creates opportunity for practice" (Rubin 1987: 27) and includes any kind of initiative taken by the learner to get in contact with the target language and native speakers outside official instruction. Wong-Fillmore distinguishes between two different social strategies: "join a group and act as if you understand what is going on, even if you don't, and count on your friends for help" (Rubin 1987: 27).

What might be confusing is that Rubin does not include communication and social strategies into learning strategies but that in a table by O'Malley and Chamot (1990: 2f.) entitled "Classifications of learning strategies in second

language acquisition” they are to be found as subcategories of “processes that contribute indirectly to learning” (see Table 2).

**Table 2 Classification by Rubin (1981) in O’Malley & Chamot (1990: 5)**

<i>Primary strategy classification</i>	<i>Representative secondary strategies</i>	<i>Representative examples</i>
Strategies that directly affect learning	Clarification/verification	Asks for an example of how to use a word or expression, repeats words to confirm understanding
	Monitoring	Corrects errors in own/other’s pronunciation, vocabulary, spelling, grammar, style
	Memorization	Takes note of new items, pronounces out loud, finds a mnemonic, writes items repeatedly
	Guessing/inductive inferencing	Guesses meaning from key words, structures, pictures, context, etc.
	Deductive reasoning	Compares native/other language to target language
	Practice	Groups words Looks for rules of co-occurrence Experiments with new sounds Repeats sentences until pronounced easily
Processes that contribute indirectly to learning	Creates opportunities for practice	Listens carefully and tries to imitate Creates situation with native speaker Initiates conversation with fellow students Spends time in language lab, listening to TV, etc.
	Production tricks	Uses circumlocutions, synonyms, or cognates Uses formulaic interaction Contextualizes to clarify meaning

This raises the question if learning strategies are to be strictly distinguished from social and communication strategies, if the boundaries between them are fluid/flowing or if the two latter are not after all part of learning strategies. It might come as no surprise that this is, just as the definition of learning strategies, one of the most contested questions in this field of research. Consequently, there are numerous different categorisations to be found in the specialist literature. Still, this inconsistency within the theory of Rubin is astonishing and has to remain unanswered.

### 3.2. Tönshoff

Even though Tönshoff uses the same subdivision into metacognitive and cognitive strategies as Rubin does, he offers a slightly different explanation in the definition of metacognitive strategies. They are seen as being charged with the “Planung, Überwachung und Evaluation der Informationsverarbeitung bzw.

Handlungsausführung" (Tönshoff 1995: 241). Although Wenden, Rubin, O'Malley and Chamot also use the terms "oversee, regulate and self-direct" (Rubin 1987: 25) and "plan, monitor and evaluate" (Rubin 1987: 22) in their definitions, they only apply them to (language) learning and not to "Handlungsausführung" as Tönshoff does. This implies that, according to Tönshoff, learning strategies do not only operate on and during the learning process but also on the application and active use of the learned information.

### **3.3. Chamot**

Chamot extends Brown's and Palinscar's distinction between cognitive and metacognitive strategies, which is intended for learning strategies in general, to second language learning (Chamot 1987: 72). She argues that this dichotomy can be just as well applied to second language learners and to the classification of the strategies they use. While metacognitive strategies can be applied with all tasks independent of their design or nature, cognitive strategies are more task dependent (Chamot 1987: 72). According to Brown and Palinscar (Chamot 1987: 72) metacognitive strategies include

thinking about the learning process, planning for learning, monitoring of learning while it is taking place, and self-evaluation of learning after the learning activity.

Cognitive strategies, on the contrary, consist of the "manipulation or transformation of the material to be learned [...] the learner interacts directly with what is to be learned" (Chamot 1987: 72). Besides these two categories, there are also affective learning strategies.

### **3.4. O'Malley**

O'Malley's work in the field of learning strategy research was accompanied by several studies by O'Malley, Chamot et al., of which two will be presented in this section to illustrate his classification of learning strategies.

Before the studies and their results can be presented, it is important to explain the difference between second language learning and foreign language learning. According to Andrew D. Cohen (1998: 4), a second language is the



language “which is spoken in the community in which it is being learned, while a foreign language is not spoken in the local community.”

Chamot and O'Malley (Rubin 1987: 22) define metacognitive strategies as “regulatory processes by which learners plan, monitor [...] and evaluate their learning.” They were also the first to draw a clear distinction between cognitive and metacognitive strategies describing the first as “steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials” and the latter as

knowledge about cognitive processes, and regulation of cognition or executive control or self-management through such processes as planning, monitoring, and evaluating (Rubin 1987: 23).

The first study was conducted in 1983 exploring the use of learning strategies by English second language (ESL) learners. The subjects were 70 ESL students of beginning and intermediate proficiency and 22 high school teachers from Virginia. The students were of Central and South American origin and were considered by their teachers to be successful learners. As for methodology, class observations and interviews were conducted to collect data. The first instrument turned out to provide little information on learning strategies due to the teacher-centeredness of the classes. This, however, may also result from the fact that most strategies cannot be observed as they are not acted out overtly but are mental processes (Chamot 1987: 75). Table 3 lists the learning strategies identified in the interviews with the ESL students and their classification into the three main categories. O'Malley identified 8 metacognitive, 14 cognitive and 2 social-affective learning strategies.

As can be seen by taking a closer look at the classification of the strategies, O'Malley categorises ‘question for clarification’ among the social-affective strategies in contrast to Rubin, who qualifies it as cognitive strategy (see Figure 1) (Chamot 1987: 76). O'Malley argues that asking for clarification is an “external act” (Chamot 1987: 76) which stands in sharp contrast to the definition of cognitive strategies by Brown and Palinscar saying that these strategies manipulate or transform the material to be learned, which is an internal process (Chamot 1987: 72). Thus, O'Malley opted for classifying this strategy as a social-affective one depending on the learners' proficiency level.

**Table 3 Learning strategy definitions and classifications in the study by O'Malley (Wenden & Rubin 1987: 77)**

Learning Strategy	Description
<i>Metacognitive</i>	
Advance Organizers	Making a general but comprehensive preview of the concept or principle in an anticipated learning activity.
Directed Attention	Deciding in advance to attend in general to a learning task and to ignore irrelevant distractors.
Selective Attention	Deciding in advance to attend to specific aspects of language input or situational details that will cue the retention of language input.
Self-management	Understanding the conditions that help one learn and arranging for the presence of those conditions.
Advance Preparation	Planning for and rehearsing linguistic components necessary to carry out an upcoming language task.
Self-monitoring	Correcting one's speech for accuracy in pronunciation, grammar, vocabulary, or for appropriateness related to the setting or to the people who are present.
Delayed Production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
Self-evaluation	Checking the outcomes of one's own language learning against an internal measure of completeness and accuracy.
<i>Cognitive</i>	
Repetition	Imitating a language model, including overt practice and silent rehearsal.
Resourcing	Defining or expanding a definition of a word or concept through use of target language reference materials.
Directed Physical Response	Relating new information to physical actions, as with directives.
Translation	Using the first language as a base for understanding and/or producing the second language.
Grouping	Reordering or reclassifying and perhaps labelling the material to be learned based on common attributes.
Note-taking	Writing down the main idea, important points, outline, or summary of information presented orally or in writing.
Deduction	Consciously applying rules to produce or understand the second language.
Recombination	Constructing a meaningful sentence or larger language sequence by combining known element in a new way.
Imagery	Relating new information to visual concepts in memory via familiar easily retrievable visualizations, phrases, or locations.
Auditory Representation	Retention of the sound or similar sound for a word, phrase, or longer language sequence.
Key Word	Remembering a new word in the second language by (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled images of some relationship between the new word.
Contextualization	Placing a word or phrase in a meaningful language sequence.
Elaboration	Relating new information to other concepts in memory.
Transfer	Using previously acquired linguistic and/or conceptual knowledge to facilitate a new language learning task.
Inferencing	Using available information to guess meanings of new items, predict outcomes, or fill in missing information.
<i>Social-affective</i>	
Cooperation	Working with one or more peers to obtain feedback, pool information, or model a language activity.
Question for Clarification	Asking a teacher or other native speaker for repetition, paraphrasing, explanation and/or examples.

While beginners demonstrated a clear preference for selective attention and delayed production, students with intermediate level preferred self-management, advance preparation and self-monitoring as regards metacognitive strategies (Chamot 1987: 78). This result should be no surprise because it is natural that learners with low language proficiency hesitate before saying something in a foreign language and that more advanced learners become more independent and autonomous concerning their learning process. This claim is further supported by the result saying that beginners apply metacognitive strategies less often than intermediate level learners (Chamot 1987: 78). Another interesting outcome was that there were little differences between the proficiency levels with regard to their preferred cognitive and social-affective strategies. The most popular of these categories were repetition, note taking, questioning for clarification and cooperation (Chamot 1987: 78). In general, most strategies were applied for learning vocabulary and pronunciation (Chamot 1987: 81).

The aim of the second study, which was a three-year project (1985-88), was to find out about the learning strategies which foreign language learners use. The subjects were 67 high school pupils learning Spanish and 34 college students learning Russian being both beginning and advanced level learners (O'Malley & Chamot 1990: 124). As a basis, the classification scheme resulting from the study with ESL learners (see table 3) was applied and subsequently adapted according to the learners descriptions. All in all, the new list comprised five more cognitive strategies and one more social/affective strategy, which are shown in Table 4.

The overall result of this study has shown that there are only a few differences between second language learners and foreign language learners as far as the use of learning strategies is concerned. As it was the case in the ESL study, the majority of all strategies applied were cognitive ones with a percentage of 59% and 58% for Spanish and Russian learners respectively (O'Malley & Chamot 1990: 127). Still, a difference between the two languages concerning cognitive strategy use became evident. While Spanish learners of both levels reported using predominantly translation, beginners in Russian preferred repetition and translation and advanced learners opted for note taking as their favourite cognitive strategy (O'Malley & Chamot 1990: 127). This result

**Table 4 Additional learning strategies to ESL study resulting from EFL study by O'Malley (O'Malley & Chamot 1990: 126)**

<i>Learning strategy</i>	<i>Definition</i>
<b>A. Metacognitive Strategies</b>	
<i>Planning</i>	
Organizational planning	Planning the parts, sequence, main ideas, or language functions to be expressed orally or in writing.
Delayed production	Consciously deciding to postpone speaking to learn initially through listening comprehension.
<b>B. Cognitive Strategies</b>	
Rehearsal	Rehearsing the language needed, with attention to meaning, for an oral or written task.
Translation	Using the first language as a base for understanding and/or producing the second language.
Note taking	Writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity.
Substitution	Using a replacement target language word or phrase when the intended word or phrase is not available.
Contextualization	Assisting comprehension or recall by placing a word or phrase in a meaningful language sequence or situational context.
<b>C. Social/Affective Strategies</b>	
Self-talk	Reducing anxiety by using mental techniques that make one feel competent to do the learning task.

might indicate that learning strategy use is not only dependent on the learner but also on the target language itself. As for metacognitive strategies, learners of both languages and both levels most frequently apply selective attention, organisational planning and self-management. What I found surprising is the relatively small percentage of social/affective strategies used by foreign language learners in this study. In contrast to the ESL study, in which these strategies accounted for 17% of all strategies used, less than 1% of all strategies reported by the foreign language learners of this study featured in the social/affective category (O'Malley & Chamot 1990: 127). Another interesting difference between these two studies was that intermediate level learners used

more strategies than beginners, which stands in sharp contrast to the results of the ESL study, in which beginning-level learners were found to use more strategies than their more advanced colleagues (O'Malley & Chamot 1990: 127). The last important aspect of this study was the difference in strategy use between beginners and more advanced learners in Spanish and Russian. Beginners of both languages rated repetition, translation and transfer highest in the list of learning strategies whereas the more advanced learners showed a clear preference for inferencing (O'Malley & Chamot 1990: 127). This result corresponds with the ESL study insofar as both indicate that intermediate level learners prefer learning strategies that imply a certain degree of independence and self-management while beginners rely more on strategies which help them to remain 'on the safe side'.

### **3.5. Cohen**

Cohen (1998: 5f.) identifies four sets of strategies which are retrieval strategies, rehearsal strategies, cover strategies and communication strategies. The first set comprises all strategies which a learner applies to recall information. Rehearsal strategies are used to revise and repeat already learned information (Cohen 1998: 6). Very interesting is the third strategy set which consists of strategies used by learners to make others believe that they come to term with the new information, even if this is not the case. Examples of this would be the use of simplified and sometimes even more complex utterances (Cohen 1998: 6). These strategies shall bridge the gap between the learner's knowledge and his/her communicative intention. According to Cohen (1998: 6) the aim of applying communicative strategies is to produce an utterance with meaning and information for the addressee. Possible ways of achieving this are "overgeneralizing a grammar rule or vocabulary" (Cohen 1998: 7), avoiding a certain topic, code switching or the use of paraphrases. Following Cohen's (1998: 7) line of argumentation, a further subdivision of language learning and language use strategies is possible based on the question whether they are cognitive, metacognitive, affective or social. He defines cognitive strategies as

language learning strategies of identification, grouping, retention, and storage of language material, as well as the language use strategies of retrieval, rehearsal, and comprehension or production of words, phrases, and other elements of the second language (Cohen 1998: 7)

and metacognitive strategies as

deal[ing] with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities and of language use events (Cohen 1998: 7).

A new aspect in the first definition is the notion of identifying language material, meaning the learners need to find out what they should learn. As for the definition of metacognitive strategies, one also finds the concept of pre-, while- and post-learning activities as in most other definitions. Affective strategies are described as “regulat[ing] emotions, motivation, and attitudes” (Cohen 1998: 8) and social strategies encompass everything a learner does to create possibilities for communicating with native speakers and other learners.

### **3.6. Oxford**

A very detailed and extensive classification of learning strategies is presented by Rebecca Oxford. In a first step, she divides learning strategies into a direct and an indirect class each of which is again subdivided into three groups (Oxford 1999: 14). The direct class comprises memory, cognitive and compensation strategies whereas the indirect class subsumes metacognitive, affective and social strategies. As Cohen, Wenden, and also Tönshoff explained, all groups of strategies are interdependent and interconnected (Oxford 1999: 14). Moreover, each of them can be further subdivided into strategy sets, of which Oxford identifies 19 consisting of a total of 62 strategies, as illustrated in figures 2 and 3.

Figure 2 Direct Strategies by Oxford (1999: 18f.)

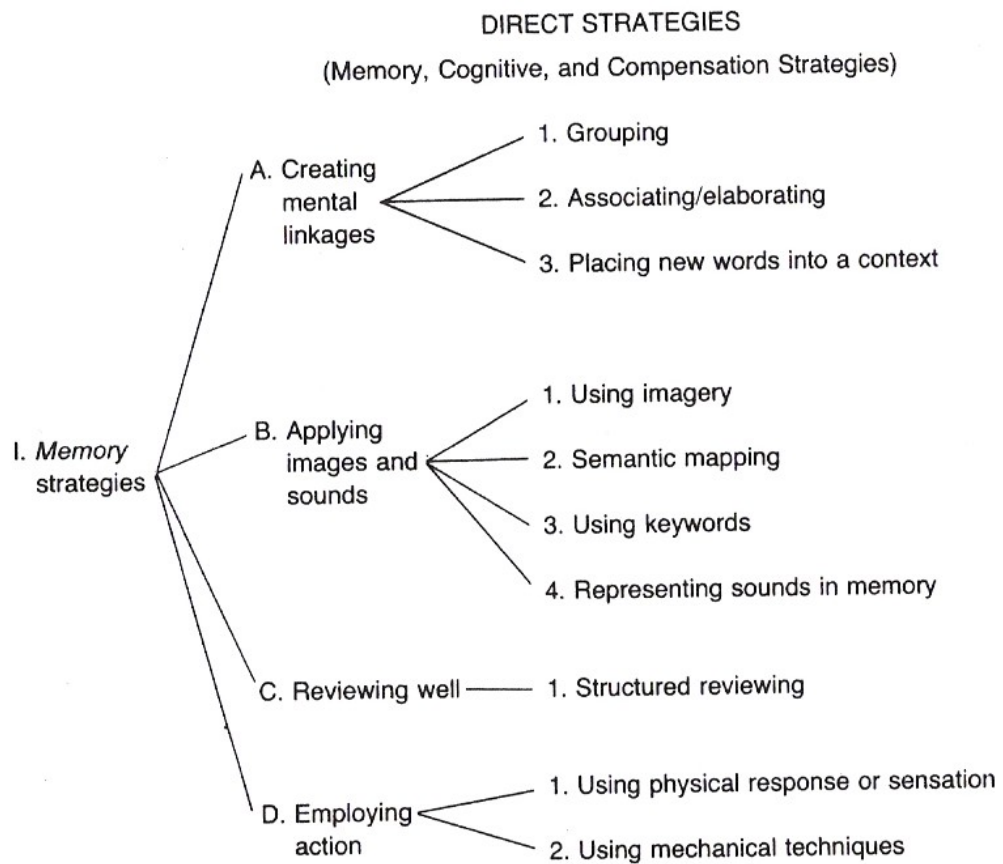


Figure 2 Direct Strategies by Oxford (1999: 18f.) (*continued*)

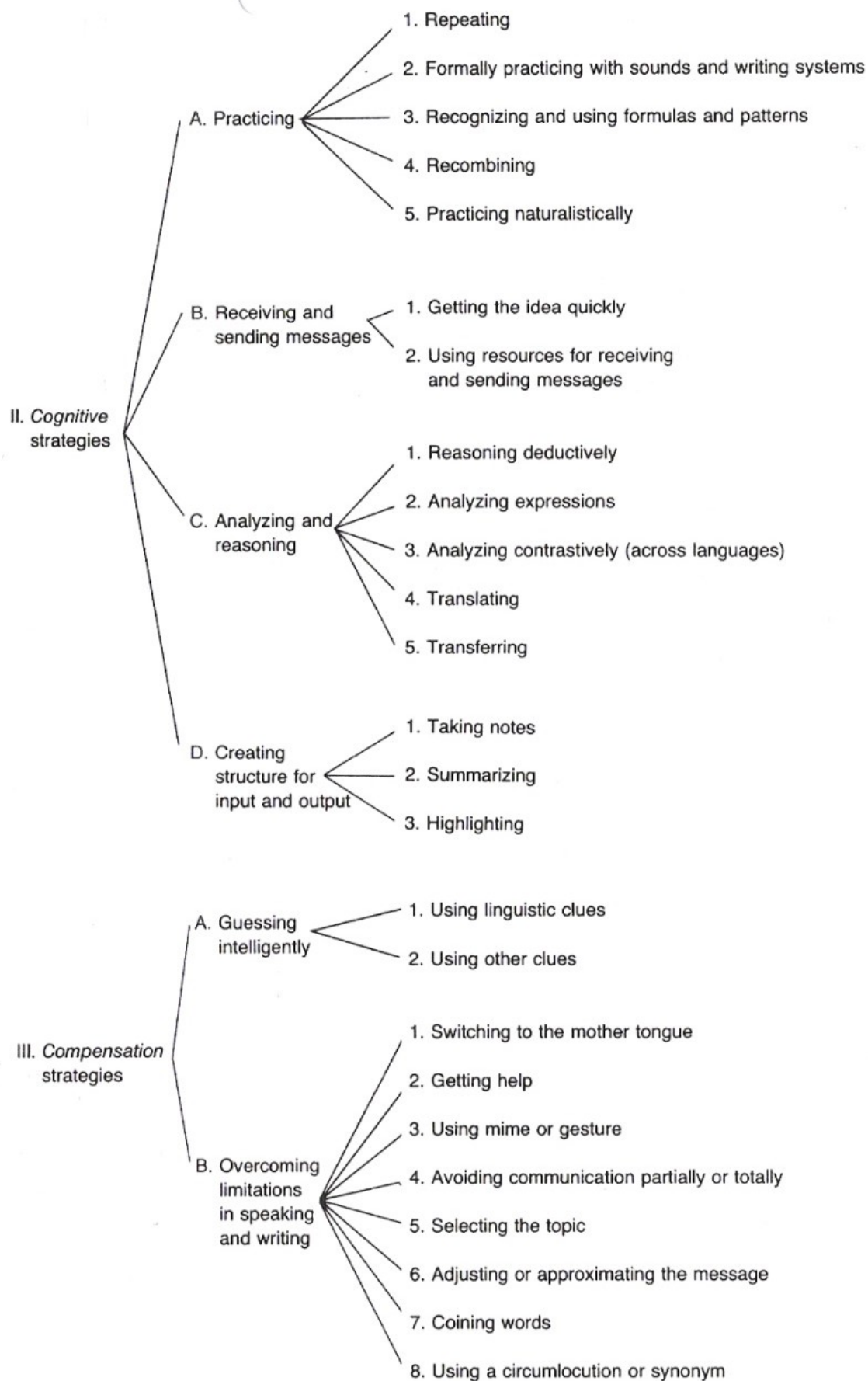




Figure 3 Indirect Strategies by Oxford (1999: 20f.)

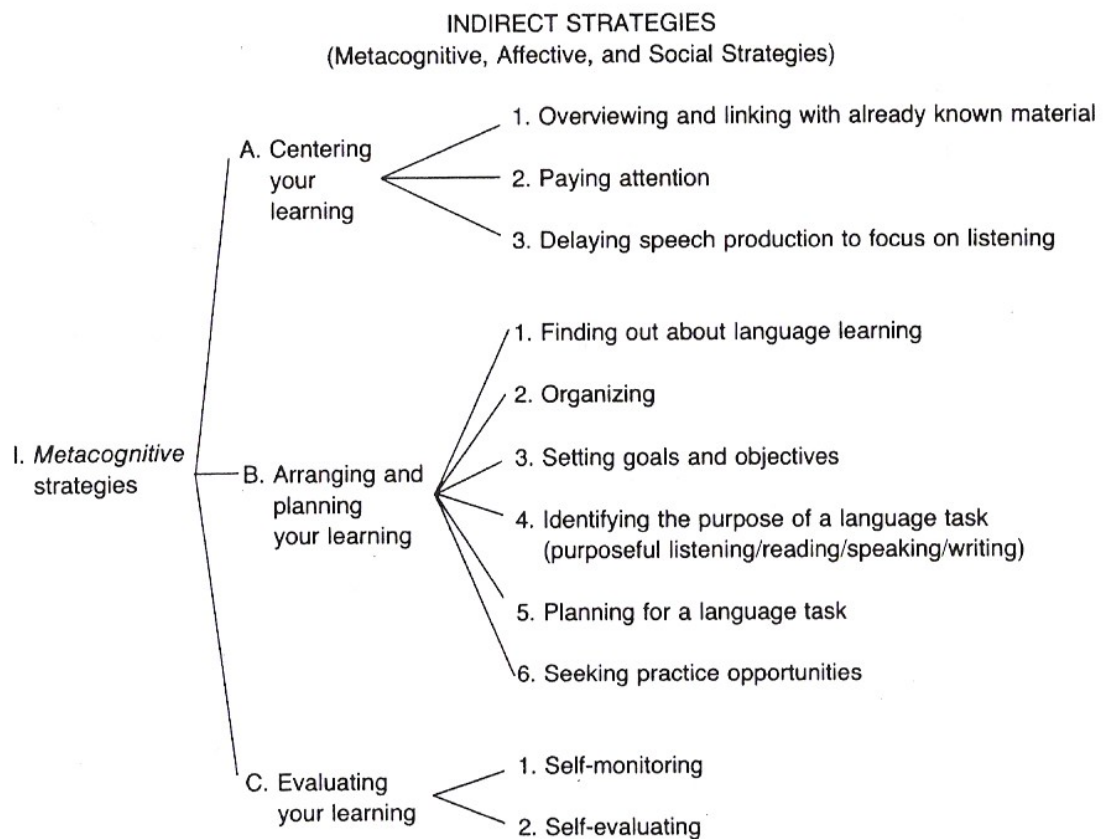
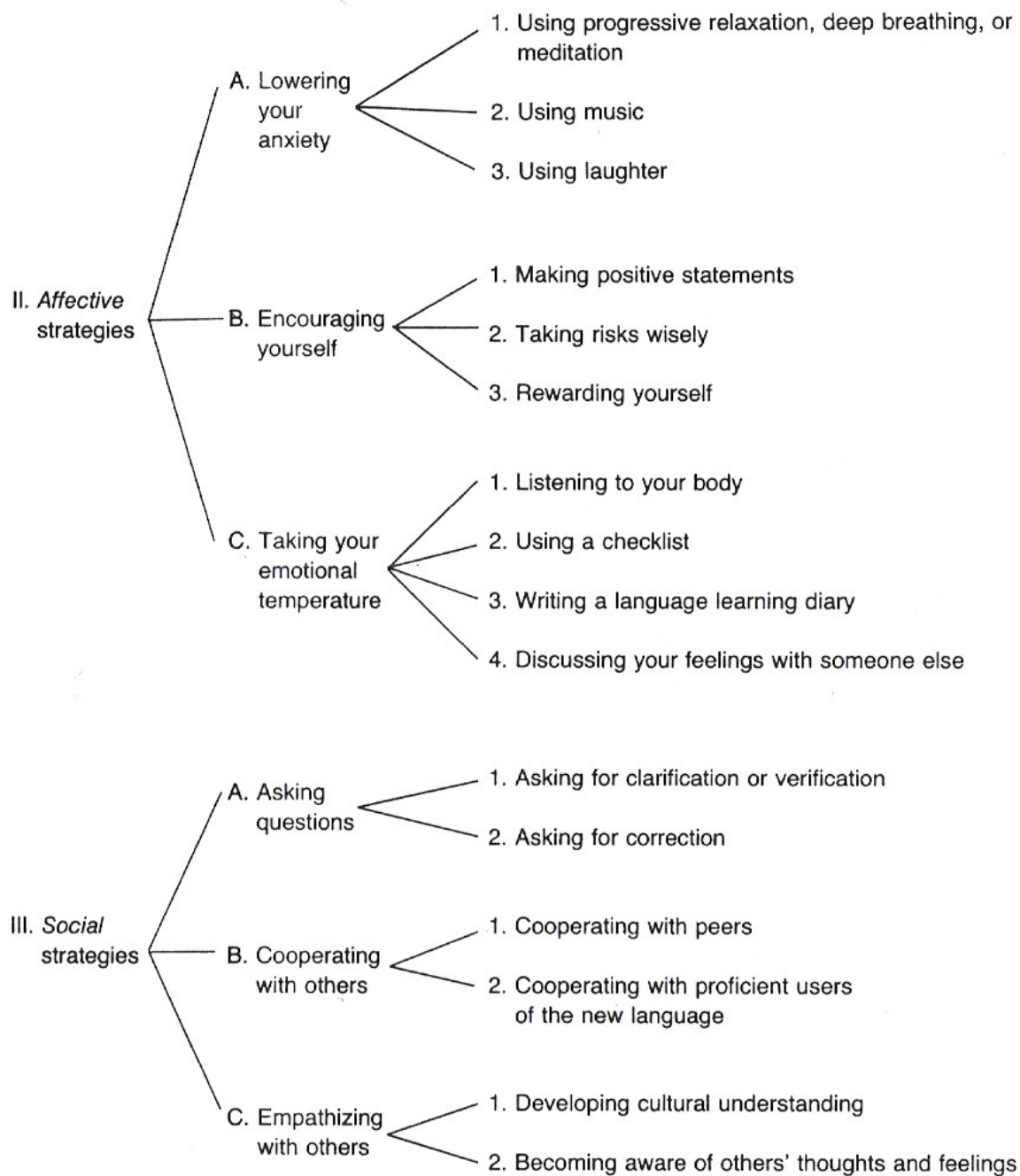


Figure 3 Indirect Strategies by Oxford (1999: 20f.) (*continued*)



## **Direct strategies**

According to Oxford (1999: 37), direct strategies are “strategies that directly involve the target language”. Memory strategies support the storing and recalling of information, cognitive strategies are used for understanding and producing the target language and compensation strategies cover knowledge gaps (Oxford 1999: 37). After this brief sketch of each class of direct strategies, I will now explain them and their subsets in more detail.

Memory strategies include creating mental linkages, applying images and sounds, reviewing well and employing actions. All these processes have something to do with meaning because associations and connections must be meaningful to the learner who constructs them and the new information must have a certain degree of importance for the learner (Oxford 1999: 39). Especially during the process of learning vocabulary, such strategies are applied in large numbers and with a high frequency. The effectiveness of the strategy of linking a new word, phrase, etc. with an image is based on medical findings concerning the human brain and on language learning research (Oxford 1999: 40). As for the medical aspect, the human mind provides a much larger storage capacity for visual than for verbal data. In addition to that, the transfer of information to the long-term memory is based on images and it is this visual data, which makes the retrieval of a certain piece of information easier (Oxford 1999: 40). And finally, language learning research has shown that a large percentage of learners prefer visual imagery. However, as the subcategories of memory strategies already indicate, there are also learners who show a preference for aural, kinesthetic or tactile learning styles. Therefore, these learners would rather link the verbal with sound, motion or touch in order to aid the storage and retrieval of information. Although there is some evidence that, according to the learners’ reports, memory strategies are not applied frequently, Oxford (1999: 40) argues that, besides the simple explanation that learners seldom use these strategies, learners simply may not be aware of how frequently they actually apply them.

The set of ‘creating mental linkages’ consists of three strategies. The first one is ‘grouping’, which means that new information is arranged in groups based on its word class, synonyms, antonyms, feelings associated with it, a

certain topic or speech act in which it is employed (Oxford 1999: 40). 'Associating/Elaborating' is the second strategy of this set of memory strategies and implies, as the term already indicates, that new information is associated with already existing knowledge. What is important here is that these associations bear meaning for the learner (Oxford 1999: 41). By 'placing new words into a context', which can range from a sentence to a whole story, it is easier for the learner to remember new information.

The strategies of the next set 'applying images and sounds' are all based on the concept of recalling with the help of the visual or sound (Oxford 1999: 41). When 'using imagery', learners have a visual image of a new word in their mind or they may even make a drawing of it. This does not always have to be a picture but can also be a mental representation of the letters in a word or remembering the place where a new word was located in a text (Oxford 1999: 41, 61). The second strategy in this set is 'semantic mapping', which can be best described as a mind map with the key term or expression at the centre and words related or associated to it are noted down at the end of lines or arrows starting from the centre. The next strategy 'using keywords' might sound pretty simple but it involves several steps. First of all, learners need to find an auditory link which is a word in their mother tongue or any other language they know that sounds very similar to the new word. Then, the relationship between these two words must be somehow visualised in an image, which is called visual link. Again, these associations must be personally meaningful (Oxford 1999: 42). The last strategy caters primarily for learners preferring the auditory learning style and is called 'representing sounds in memory'. This means that new information is associated with already existing knowledge based on sounds. So the learner can either associate the new word with an already known word that sounds very much alike or another possibility is the use of phonetic spelling or rhymes (Oxford 1999: 42).

The category of 'reviewing well' consists of only one strategy, which is 'structured reviewing'. Since it is necessary to look at new information more than just once in order to learn it, it makes sense to review it "in carefully spaced intervals" (Oxford 1999: 42). At the beginning, these intervals should be rather short and then increasingly long, which is also called 'spiralling'. According to Oxford (1999: 42), the aim of this strategy is 'overlearning'

meaning “being so familiar with the information that it becomes natural and automatic.”

‘Employing actions’ is the last set of memory strategies in Oxford’s classification scheme and both strategies of this set involve movement. When employing the ‘using physical response or sensation’ strategy, learners physically act out a new utterance, for example closing the window, or they may associate a new word with a sensation, such as ‘sun’ with warm (Oxford 1999: 43). An example for ‘using mechanical techniques’ would be copying new expressions on cards and making two piles, one for already learned expressions and another one for expressions which still need to be learned (Oxford 1999: 43). The actions of writing and of putting a flashcard from one pile to another are mechanical techniques.

As can be seen in figure 2, cognitive strategies constitute the most numerous and also the most frequently used category of language learning strategies. They subsume the following four subcategories: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output, each of which is again subdivided into several strategies. As I consider the first strategies of ‘practicing’, which are repeating, formally practicing with sounds and writing systems, recognizing and using formulas and patterns, to be self-explanatory, I will enumerate them for the sake of completeness and give some examples for each of them. Repeating can take different shapes, namely listening to recordings of native speakers, reading a text several times, imitating the way native speakers use the language, or reading through a written passage several times in order to improve or add things (Oxford 1999: 70f.) As far as practising sounds is concerned, one useful tactic may be to let the learners record themselves (Oxford 1999: 72). Oxford (1999: 72) explains the difference between formulas and patterns as follows: “Formulas are unanalyzed expressions, while patterns have at least one slot that can be filled with an alternative word”. By teaching learners such (semi-) fixed phrases right from the beginning, the teacher can help them to become more fluent and to better understand what others say in the target language. This helps learners to become more self-confident (Oxford 1999: 72). ‘Recombining’ means that new phrases are linked with already known ones to create, for example, a written or spoken sentence. Very interesting is the fifth

strategy of this set, which is called 'practising naturalistically'. Oxford (1999: 45) defines it as "[p]racticising the new language in natural, realistic settings". This point may trigger a discussion because there are different concepts of what 'natural, realistic settings' are. As examples, Oxford lists participating in a conversation, reading a book or article, listening to a lecture, or writing a letter in the new language. Apart from the second and third example, it is questionable in how far these activities can be described as natural and realistic in a foreign language classroom.

'Getting the ideas quickly' and 'using resources for receiving and sending messages' belong to the strategy set of 'receiving and sending messages'. The first one includes the techniques of skimming and scanning for extracting the central thread or certain details of a text respectively (Oxford 1999: 46). At this point, the teacher can help the learners by giving them preview questions or exercises to fill in or to complete (Oxford 1999: 80). By employing this strategy, learners can understand messages in the foreign language more quickly. The second strategy implies the use of "print or nonprint resources" (Oxford 1999: 46) in order to enable the learner to understand and produce messages in the target language. These resources include dictionaries, grammar books, encyclopaedias, history books, etc.. Also nonprint resources like video tapes, television, or exhibitions can be useful (Oxford 1999: 81).

The third set of cognitive strategies is 'analyzing and reasoning'. Here, Oxford (1999: 46) distinguishes between

- 'reasoning deductively' meaning using the top-down strategy of applying general rules to specific situations, e.g. adding –s for forming the plural in English (beware of overgeneralization),
- 'analyzing expressions', a process in which the learner divides a new expression into its components whose meanings are analyzed in order to identify the meaning of the whole expression,
- 'analyzing contrastively', which means that new words are compared to and contrasted with words of the mother tongue or any other known language(s). Here, the peril of 'false friends' should be kept in mind.
- 'translating' meaning converting an utterance in the foreign language into the mother tongue and vice versa, and finally

- ‘transferring’, a process in which knowledge of the linguistic code of the mother tongue is applied to the target language.

In order to create structure for input and output, whereby the learner is aided in understanding and producing expressions in the target language, the learner may choose from three strategies. Taking notes may be employed to note down the main points or particular details in various forms and formats, e.g. shopping-list format, semantic map etc. (Oxford 1999: 47). Summarising is another way of structuring input in order to facilitate the process of memorisation. This strategy may take different forms ranging from the traditional concept of writing a shorter version of the original to arranging pictures into the order in which they appeared in a written text of a listening (Oxford 1999: 88f.). The last strategy listed by Oxford (1999: 47) is ‘highlighting’, i.e. to put emphasis on important parts of a text. This can be done by underlining these passages, using colours, capital letters, bold print, circling, etc..

The third big category of direct strategies are compensation strategies, which “enable learners to use the new language for either comprehension or production despite limitations in knowledge” (Oxford 1999: 47). As generally known, learners of a foreign language, especially at the beginning and intermediate levels, often experience that their knowledge of grammar and vocabulary of the target language is insufficient or simply not large enough yet if they want to express something but do not know how. At this point, compensation strategies help out to ensure that a learner can continue to communicate in the target language, whereby practice and self-confidence in the new language are guaranteed (Oxford 1999: 49). While some of these strategies support fluency in already known elements, others favour the gaining of new information. This category is subdivided into the sets of ‘guessing intelligently’ and ‘overcoming limitations in speaking and writing’.

The first set is based on using clues for guessing the meaning of a word, phrase, etc. (Oxford 1999: 49) and differentiates between linguistic and non-linguistic clues. Linguistic clues can be used when learners have previous knowledge of the target language, their own or any other language. Non-language-based clues, on the other hand, are interpreted against the backdrop

of knowledge of the context, situation, relationships, topic, “knowledge of the world” and knowledge about nonverbal behaviour (Oxford 1999: 49f.).

When a learner tries to overcome limitations in speaking and writing, Oxford proposes the following eight strategies. If a word is not known in the target language, learners tend to switch to the mother tongue and use the unknown word in the latter without providing a translation for the addressee. Another strategy is to ask the other person for the unknown word or phrase. This request for help can be accompanied by mime or gestures to show which expression the learner is lacking. The fourth strategy listed by Oxford (1999: 50) is ‘avoiding communication partially or totally’ meaning that if learners lack certain vocabulary or grammar, they either completely refuse to talk or only evade certain topics or expressions. In order to elude the situation of a learner avoiding to communicate, the strategy of selecting the topic may be employed. Since learners have, in this case, the opportunity of choosing a topic they like and for which they have the necessary vocabulary and grammar knowledge, there is no more need to avoid communication (Oxford 1999: 51). Still, it may happen that a learner lacks a certain expression. In this case, the message can be adjusted or approximated; meaning that certain pieces of information are left out, simplified or replaced by words with a slightly different meaning. Sometimes, it is also possible to coin new words in order to express the idea one wanted to communicate but lacked the word(s) for (Oxford 1999: 50). Finally, the last strategy would be ‘using a circumlocution or synonym’. Although it is not mentioned by Oxford, I am of the opinion that this strategy implies a certain level of language proficiency, maybe not that much for describing a concept but definitely when it comes to using synonyms.

### **Indirect Strategies**

This category of learning strategies consists of a metacognitive, an affective and a social class (Oxford 1999: 135). As the name already indicates, metacognitive strategies help learners to plan and evaluate their learning process. Affective strategies are responsible for the control of feelings, encouragement and attitudes whereas social strategies cover all actions a learner takes to communicate successfully with others (Oxford 1999: 135). In



contrast to direct strategies, this category does not forcibly involve direct contact with the target language.

The metacognitive strategies of 'centering your learning', 'arranging and planning your learning' and 'evaluating your learning' are a supportive device for the coordination of learning processes. They help learners not to lose track of things while being overwhelmed with a large amount of new information. Despite their undisputed importance, metacognitive strategies are used less often than cognitive ones. The first class, 'centering your learning', subsumes three strategies, one of which is called 'overviewing and linking with already known material' (Oxford 1999: 138). When it comes to 'paying attention', it is important to mention that learners need to decide in advance if they want to generally pay attention, which is called 'directed attention', or if they intend to apply 'selective attention' by concentrating on a particular element of the target language (Oxford 1999: 138). The next strategy is particularly used by beginners who, due to their low level of language proficiency, opt for delaying speech production to focus on the development of their listening skills. It must be added that this point has triggered numerous discussions and remains contested among researchers and teachers.

According to Oxford (1999: 138f.) the strategies used to arrange and plan one's learning are the most numerous group among indirect learning strategies. First of all, she proposes that learners should try to get some background knowledge on how language learning works, meaning, they should inquire in written and non-written resources to discover the 'secrets' of language learning. In other words, learners should acquire linguistic background knowledge in order to understand how the process of learning works. A possible way of encouraging learners to find out more about language learning is to give them the opportunity to talk about problems they encountered, to ask questions and to exchange their personal experiences in using different learning strategies (Oxford 1999: 156). This strategy is partly also a precondition for the next one, namely 'organizing' because only if learners understand how language learning works, will they be able to provide for themselves optimal learning conditions, ranging from creating a learning plan to arranging their environment according to their needs (Oxford 1999: 139). As already mentioned, it is necessary to plan one's learning processes which can be best achieved by setting oneself long-

term and short-term aims. This enables learners to evaluate themselves and their progress in the target language. The next two strategies 'identifying the purpose of a language task' and 'planning for a language task', go, in my opinion, hand in hand. Once learners have made a decision on what shall be the purpose of a particular task, they need to consider what is needed to complete this exercise, which of these requirements can be met by already existing linguistic knowledge and which further language aspects are necessary (Oxford 1999: 139). Finally, the strategy of 'seeking practice opportunities' helps learners to actively apply their knowledge of the target language in naturalistic situations and to thereby possibly require new information.

The last set of strategies 'helping learners to coordinate their learning process' is concerned with (self-)evaluation (Oxford 1999: 140). By using the strategy of self-monitoring, one can find and analyse mistakes in one's own oral or written utterances in the target language. Once identified, particular attention can be paid to these mistakes in order to erase them. The second aspect which comes in here is evaluating oneself by looking, for example, at one's progress, etc. (Oxford 1999: 140).

Oxford (1999:140) takes the view that affective strategies have an enormous influence on the learning process because they are responsible for the control of "emotions and attitudes about learning". While positive feelings can support learning and lead to success, negative feelings can prove to be a hindrance. Here, the importance of the teacher's influence on the atmosphere in the classroom must be mentioned (Oxford 1999: 141). Only if learners have a generally positive feeling about language learning, the target language itself and their performance – in short, if they have a positive attitude towards language learning – will they be motivated, which is again closely related to performance. Just as their affective counterparts, social strategies are not used often enough.

Although some anxiety may prompt learners to give a good performance, a too high amount of this feeling will inevitably result in a learning barrier (Oxford 1999: 142). Consequently, Oxford (1999: 143) has a set of strategies in her classification scheme called 'lowering your anxiety'. In order to do so, the researcher proposes to use common techniques of relaxation such as breathing deeply, focusing on an image or sound, or tensing and relaxing your muscles. Other ways of calming down are the use of music or laughter, which have both

a relaxing effect. In order to build up one's self-confidence, it is crucial to have a positive image of oneself. Although learners tend to think that they can only receive encouragement from other people, it is also possible to encourage oneself. According to Oxford (1999: 143f.), there are three strategies which help someone to do so. The first strategy is to make positive statements about oneself highlighting smaller and bigger success or positive experiences with the target language. The teacher can guide learners to use this strategy by counselling them to repeat positive statements like the ones mentioned below (Oxford 1999: 165).

- *I understand a lot more of what is said to me now.*
- *I pay attention well.*
- *It's OK if I make mistakes.*
- *Everybody makes mistakes; I can learn from mine!*
- *I'm reading faster than I was a month ago.*

Another important aspect in language learning is the question of risk taking and tolerance of ambiguity. While some learners are totally inhibited by their fear of making mistakes and of being confronted with confusing situations, others use the target language regardless of mistakes or possible misunderstandings. Of course, these are the two extremes and as with many other things in life, the golden mean is probably the best situation to wish for (Oxford 1999: 142).

The last set of affective strategies is called 'taking your emotional temperature' (Oxford 1999: 144). This shall help learners to control their emotions for which Oxford (1999: 144) suggest the following four strategies:

- listening to your body, i.e. observe your bodily signals
- using a checklist
- writing a language learning diary
- discussing your feelings with someone else.

As languages are a means of communication, language learning forcibly involves interaction with other people, which makes social strategies important. Oxford (1999: 145) summarises these strategies under the headings of 'asking questions', 'cooperating with others' and 'empathizing with others'. The smallest form of interaction is asking someone a question. In language learning, questioning can help learners to improve their knowledge and performance. By

asking questions, a conversation can be kept running because it encourages the other person to respond. No matter if learners ask for clarification when they have not understood something, or if they ask for verification in order to find out if what they have said was right, both kinds of questions aim at improving already existing knowledge (Oxford 1999: 146f.). A very explicit way of receiving corrective feedback occurs when the learner asks someone for correction in a conversation.

According to Oxford (1999: 146), cooperative learning has the following effects:

higher self-esteem; increased confidence and enjoyment; greater and more rapid achievement; more respect for the teacher, the school, and the subject; use of higher-level cognitive strategies; decreased prejudice; and increased altruism and mutual concern.

It is obvious that these effects create a more satisfactory learning situation for teachers and learners as well as an increase in motivation. However, Oxford (1999: 146) mentions that research indicates that despite all these advantages, learners do not prefer cooperative strategies of their own accord. The explanation she offers for this phenomenon is that the educational system supports or incites competition. Two strategies can be found in this category, namely 'cooperating with peers' and 'cooperating with proficient users of the new language'. The first one usually happens in the language classroom during games or pair/group work, while the second strategy is applied outside the official context, apart from interaction with the teacher in school (Oxford 1999: 147).

People who are able to empathise with others have the valuable ability of "putting themselves in someone else's shoes" (Oxford 1999: 146). Naturally, this ability should not be neglected in the foreign language classroom. A better understanding of another person's perspective can be achieved by developing cultural understanding. In times of the internet, the European Union, increased mobility and everything that goes along with these developments, it has become increasingly necessary to be familiar with the most important elements and customs of other cultures in order to be able to communicate successfully and not to unknowingly offend others. Learners should be encouraged to find out more about the target culture than just stereotypes and prejudice. Also, taking a closer look at other people's behaviour, through which they express their

thoughts and feelings, can help to deepen intercultural understanding and knowledge (Oxford 1999: 147).

### **3.7. Mandl & Friedrich**

Before categorising learning strategies, Mandl and Friedrich (1992: 7) state that there is no universally valid or accepted theory concerning this aspect of learning strategy research. According to them, the most frequently used criteria are

- (1) primary and support strategies
- (2) general and specific strategies
- (3) the description of learning strategies according to their function in processing information
- (4) micro- and macro-strategies.

These four categorisation schemes will be explained each in more detail in the following paragraphs.

The distinction between primary and support strategies was introduced by Dansereau (Mandl & Friedrich 1992: 8). Thus, primary strategies are strategies which directly influence the information to be learned in order to facilitate its comprehension, storage, retrieval and transfer whereby they initiate a change in the cognitive structures and processes (Mandl & Friedrich 1992: 8). Examples of such strategies would be the summarising of a text either with words or with graphic representations and mnemonics such as the key word technique. Their counterparts, the support strategies are defined as aiming at influencing the motivational and executive functions which influence the processing of information indirectly by triggering, maintaining and controlling it (Mandl & Friedrich 1992: 8). According to Dansereau, strategies for self-motivation, for directing attention and scheduling, for controlling one's own learning as well as choosing appropriate techniques for specific learning situations are part of this second category of learning strategies (Mandl & Friedrich 1992: 8f.).

Since there is a wide range of learning strategies from very specific ones to generally applicable ones, a classification scheme based on this distinction was used by Klauer (Mandl & Friedrich 1992: 10). According to him, support

strategies belong to the group of generally applicable learning strategies as they have a high degree of generality. Also strategies like “die Mittel-Ziel-Analyse, das Generieren und Testen von Hypothesen, die Rückwärtssuche, das ‚planning by abstraction‘-Verfahren“ (Mandl & Friedrich 1992: 10) rank among generally applicable strategies. Strategies with a medium degree of generality cannot be used in all learning situations but in a large number of them, as the strategies used to work with texts for example (Mandl & Friedrich 1992: 10). And finally the highly specific strategies which, as the name already indicates, are only applicable in a few, very specific situations.

The third set of criteria for differentiating learning strategies was used by Weinstein and Mayer, who identified the following four categories in addition to the affective-motivational support strategies (Mandl & Friedrich 1992: 11):

- (1) rehearsal strategies
- (2) elaboration strategies
- (3) organisational strategies
- (4) controlling strategies

Each of these categories is further subdivided into basic and complex strategies based on the level of complexity of the new information to be learned (Kühnl 2008, 18). As the first two categories are self-explanatory, I will not explain them in more detail. Elaboration strategies aim at helping learners to integrate new information into already existing knowledge (Mandl & Friedrich 1992: 12). This can be done by explaining something new in one’s own words, by linking new information with already known facts or by thinking about analogies or examples for new input. As elaboration strategies connect new with already existing information, they support the comprehension and storage of new knowledge (Mandl & Friedrich 1992: 12). Another group of strategies which belong to this category are strategies which help to memorise meaningless and unstructured information, as for example vocabulary or names. By linking this kind of information with e.g. mental images or representations, these strategies give more meaning to it (Mandl & Friedrich 1992: 12). Examples to be mentioned at this point are mnemonics such as the key word technique, the pegword technique or the technique of using places.

Organisational strategies help learners to summarise or group detailed information into more general unities, thus making them more easily

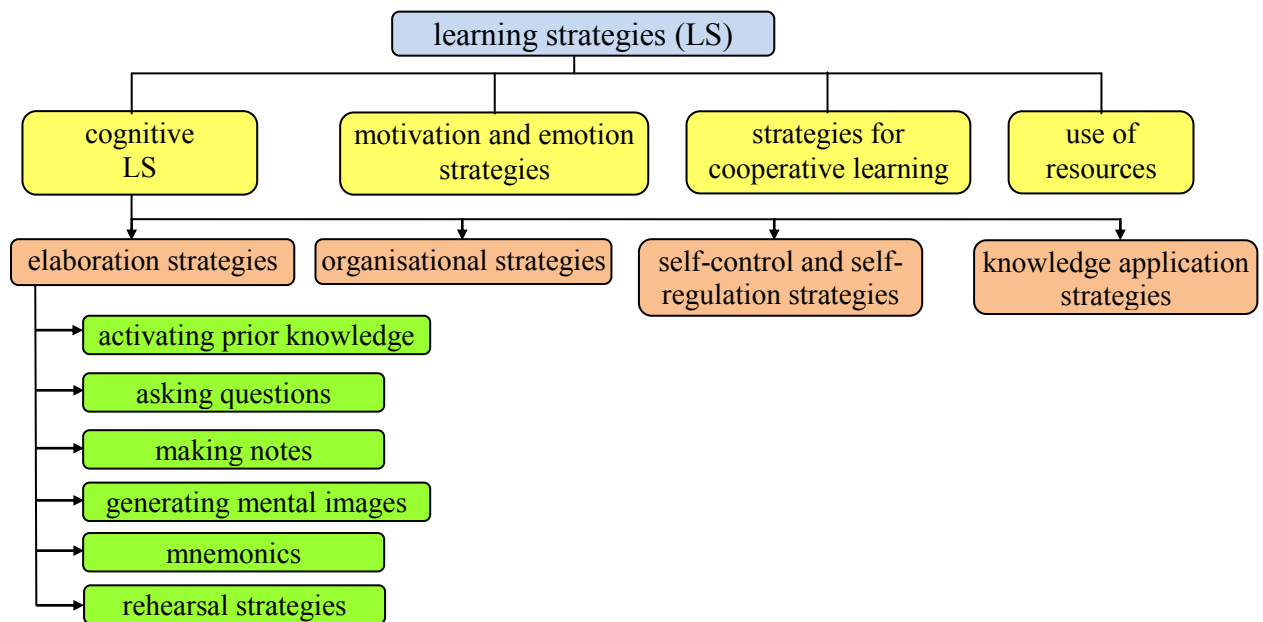
manageable. This process of condensing information is very important with regard to the limited capacity of the human brain (Mandl & Friedrich 1992: 12).

Last but not least, Weinstein and Mayer identified controlling strategies, whose task is to control and evaluate learning processes. They are used to plan and to monitor learning processes and to subsequently evaluate their outcomes. In order to be able to do so, one requires knowledge about one's own cognitive system, which is also called metacognitive knowledge (Mandl & Friedrich 1992: 13). Thus, this group of strategies is also known as metacognitive strategies (Mandl & Friedrich 2006: 5).

Another classification scheme is based on the distinction between micro- and macro-strategies, which refer to periods of time. Micro-strategies are rather short processes, like comparing two pictures, finding generic terms, etc. (Mandl & Friedrich 1992: 15). Strategies of the macro-level contain long-term processes, such as working behaviour at school or university, coordination of learning and other activities, but also attitudes and values concerning learning and its role in one's own life (Mandl & Friedrich 1992: 15). Between these two extremes, there is also a meso-level concerning the time span required. Examples of strategies belonging to this category would be strategies used to understand a longer text or to solve a mathematical problem.

In their "Handbuch Lernstrategien" published in 2006, Mandl and Friedrich take up and deepen the classification scheme of Weinstein and Mayer by integrating new findings in their 1992 categorisation model. The resulting classification is illustrated in figure 4. In comparison to the model from 1992, there are many changes as far as the grouping and organisation of strategies is concerned. First of all, learning strategies are subdivided into cognitive learning strategies, motivation and emotion strategies, strategies for cooperative learning and use of resources. Cognitive learning strategies are further subdivided into elaboration strategies, organisation strategies, self-control and self-regulation strategies and knowledge application strategies. One of these subsets, namely elaboration strategies, comprise the following aspects: activating prior knowledge, asking questions, making notes, generating mental images, mnemonics and rehearsal strategies. In the following paragraphs, I will explain these aspects and groups in more detail.

**Figure 4 Classification scheme by Weinstein & Mayer in Mandl & Friedrich (1992: 2-9)**



As for the explanation of elaboration strategies, the only difference to the description given in 1992 is that Weinstein and Mayer now group rehearsal strategies among elaboration strategies (Mandl & Friedrich 2006: 4). Organisation strategies have been illustrated with three examples. The first one is summarising of information given in a text, the second one are knowledge schemata, which support the integration of new in already existing knowledge structures, and the third one are learning strategies of external visualisation, i.e. connections and structures in a text are not only mentally and visually imagined but also transferred into a system of graphic symbols to represent them externally in a graph (Mandl & Friedrich 2006: 5).

A new category in this classification scheme is the one of self-control and self-regulation strategies. Still, taking a closer look, it turns out that this category has exactly the same concept as the control strategies in the 1992 model and that it was just renamed. What is more striking is the fact that Weinstein and Mayer consider metacognitive strategies to be a subcategory of cognitive strategies. This is a completely new approach because in all the other classification schemes they were regarded as being separate categories.

The second innovation are the knowledge application strategies, which did not appear in the earlier scheme. Their aim is to avoid the problem of inert knowledge, meaning that known information is not used actively (Mandl &



Friedrich 2006: 6). This knowledge can be stimulated in three situations: solving problems, writing texts and discussing in a social context (Mandl & Friedrich 2006: 6).

Another renamed category is the one of motivation and emotion strategies formerly known as affective-motivational support strategies. The application of cognitive and metacognitive strategies depends on motivational conditions (Mandl & Friedrich 2006: 7). This can be the individual motivation of a learner or the motivational characteristics of the learning context. Motivation can be positively influenced by cooperative learning, also described as learning through social interaction (Mandl & Friedrich 2006: 8). Thus, strategies for cooperative learning are increasingly important.

Finally knowledge of how to use resources is introduced as a subcategory of learning strategies. There are different kinds of resources, such as time, digital learning resources, or surroundings to name only a few (Mandl & Friedrich 2006: 9). This last set of strategies helps learners to manage these resources in order to profit most from them.

## Comparison of definitions and classification schemes

Rubin, Tönshoff and Cohen belong to the group of researchers who include the term “learner strategies” in their work. Having presented their definitions and explanations in chapter 2.1. it might now be useful to draw up a comparative summary of their assumptions. All three of them agree that ‘learner strategies’ is a superordinate term but there are slight differences with regard to its subcategories. According to Rubin, it comprises communication, learning and social strategies. The same is true of Tönshoff except for the subcategory of social strategies, which he does not list. Cohen names language learning and language use strategies as the constituents of learner strategies. Although these terms differ from those of the other researchers, it can be assumed that ‘language learning strategies’ stand for ‘learning strategies’ and that ‘language use strategies’ can be equated with ‘communication strategies’. Consequently, it can be concluded, that Rubin, Tönshoff and Cohen agree that learner strategies are a superordinate term for learning and communication strategies. The only minor difference is that Rubin lists the additional category of social strategies.

Wenden and Oxford both present lists of features: Wenden for **learner** strategies (cf. p. 2) and Oxford for **learning** strategies (cf. p. 7). Comparing these features, it can be stated that the six points listed by Wenden are all to be found in Oxford’s enumeration as well although they claim that these are characteristics of two different concepts. This lack of consistency in the use of terminology raises again the question if learner and learning strategies are used synonymously in the relevant literature. If not, why are they identified as having exactly the same characteristics?

When it comes to classification schemes, it is obvious that the models of Rubin, O’Malley and Chamot cannot be compared on an equal level due to their differences in length, scope and explicitness. Still, I found it interesting to contrast them on the basis of their groupings and their definitions of individual strategies. Concerning the naming and grouping of the individual strategies, it can be said that there are hardly any differences between the three researchers. The only examples with more significant differences which can be mentioned at this point are listed in the following table:

**Table 5 Naming differences between O'Malley and Oxford**

<b>O'Malley</b>	<b>Oxford</b>
advance organizers	getting the idea quickly
functional/organizational planning	planning for a language task
self-management	organising
self-talk	lowering your anxiety + making positive statements

As can be seen from the figures in the previous sections, Oxford provides the most detailed and extensive classification. Like Rubin, she first of all divides learning strategies into direct and indirect strategies. However, there are some differences concerning the question which strategy is a direct or an indirect one. Two strategies which Rubin lists under “strategies that directly affect learning” are considered by Oxford to be indirect ones, namely ‘clarification/verification’ and ‘monitoring’. A possible explanation for the classification of the first strategy could be that Rubin labelled them as “direct” because asking questions in the target language inevitably involves the new language directly which qualifies this strategy as a direct one according to Rubin’s and Oxford’s definitions of the term. However, there still remains ‘monitoring’ or as Oxford termed it ‘self-monitoring’. Here again, the target language is somehow involved because the learner identifies and corrects mistakes in his own written or spoken production. Being precise, it must be acknowledged that the mere strategy itself only involves knowledge of the target language but no explicit use of the language itself. Of course, this distinction might appear too nit-picking and critics might counter that there are no clear cut boundaries between the active use of the language and the use of one’s knowledge of it. Nonetheless, it is an attempt to explain why Oxford classifies the strategy of ‘self-monitoring’ as being an indirect one.

The second difference between Rubin and Oxford is more striking because there are two whole categories which are classified in differing ways. While Oxford’s compensation strategies belong to the ‘direct’ category, Rubin terms these strategies ‘social strategies’ and counts them as the ‘indirect’ category. In this case, it is more logical to classify these strategies as being direct because they directly involve the target language.

More differences as far as categorising is concerned can be found between O'Malley and Oxford. I found it most useful to contrast them in a table:

**Table 6 Classification differences between O'Malley and Oxford**

<b>learning strategy</b>	<b>O'Malley</b>	<b>Oxford</b>
advance organizers / getting the idea quickly	metacognitive	cognitive
grouping	cognitive	memory
(using) imagery	cognitive	memory
auditory representation/ representing sounds in memory	cognitive	memory
(using) keyword (method)	cognitive	memory
elaboration / associating/elaborating	cognitive	memory

Before going into more detail, it is important to mention that O'Malley has three categories in his scheme, which are metacognitive, cognitive and affective-social, whereas Oxford has six categories, which are the same three as O'Malley's, apart from the third one, which she divides into an affective and a social class, plus memory strategies and compensation strategies. Although this difference might seem to be a rather big one at first sight, one soon finds out that there is not really a difference at all. The reason for this is that when reading through the strategies which O'Malley lists as cognitive and through the strategies Oxford provides for her memory, cognitive and compensation categories, one recognises that they are almost identical. Consequently, it can be concluded that O'Malley's cognitive category was only further refined by Oxford, who split it up into three categories. Thus it is hard to say if we can talk about different classifications at all. This is true for all but the first example given in table 6 because in O'Malley's scheme there is no such thing as a group of memory strategies. However, the different classification of 'advance organizers' or 'getting the idea quickly' definitely shows a differing conception of this strategy. Both researchers agree on the aspect that learners find out the main ideas by skimming a text. Oxford, however also includes the technique of scanning, whereas O'Malley includes finding out about the organising principle

of a text. Though this are only minor differences, they might account for the differing classification.

Coming back once again to Rubin, it is conspicuous that her use of the terms 'learning strategy' and 'learner strategy' exhibits some irregularity. Although she names learning, communication and social strategies as individual subcategories of the superordinate term 'learner strategies' in her definition, table 2 is entitled "Classification of learning strategies". More correctly and strictly following Rubin's explanations, this classification should be entitled "classification of learner strategies". Furthermore, it is stated in her definition of learning strategies that they "affect learning directly" (see p. 3). Nonetheless, she includes a category of strategies that "contribute indirectly to learning", which is contradictory to her definitions. So again, one finds some inconsistency in the use of terminology, not only with different authors but even with one single researcher.

#### 4. Official requirements in the Austrian curricula and the CEFR

The Austrian national curriculum for AHS, which stands for “Allgemein bildende höhere Schulen” and comprises the secondary school years 5 to 12, consists of two parts: a general and a subject-specific one. In the first one, the promotion of independent and self-organised learning and acting of pupils is postulated. The objective of this rule is to encourage and enable pupils to become active, lifelong learners as well as critical analysts of the knowledge available to them (Lehrpläne Allgemein. 2004.). After all the theoretical input of the previous chapters, it is obvious that the basis of lifelong learning is the knowledge of how to learn, in other words the knowledge of learning and use strategies. The general part of the curriculum also confirms and highlights this claim (Lehrpläne Allgemein. 2004.):

Die Vermittlung von Lerntechniken ist eine unabdingbare Voraussetzung für selbsttätiges Erarbeiten von Kenntnissen und Fertigkeiten, dient aber auch dem Zweck, eine Basis für den lebensbegleitenden selbstständigen Bildungserwerb zu legen. Bei der Gestaltung des Unterrichts ist darauf zu achten, dass für die Präsentation individuellen Wissens Möglichkeiten geboten werden.

In the second part, which deals with living foreign languages, the same is said about the importance of strategies for lifelong learning but this time the focus is on language acquisition (Lehrpläne Unterstufe. 2004.).

##### Erwerb von Lernstrategien

Der Fremdsprachenunterricht hat darüber hinaus die Aufgabe, fachliche Grundlagen, Lernstrategien und Lerntechniken für den weiteren selbstständigen Spracherwerb, insbesondere im Hinblick auf lebensbegleitendes und autonomes Lernen, zu vermitteln und zu trainieren.

It is explicitly claimed that strategies must be presented **and** trained.

A very influential document which also influences Austrian curricula and educational standards is the Common European Framework of Reference for Languages (CEFR). Here too, the importance of language learning and language use strategies is mentioned several times. As discussed in chapter 1, there are numerous ways of referring to the concept of learning strategies. In the CEFR, they are called ‘ability to learn’ and regarded as being one of the four general competences of language learners and users. A detailed explanation of the term and concept is provided as well as an extensive list of what they

(should) comprise. This list can be summarised as follows (Common European Framework of Reference for Languages. 2001: 106-108):

Ability to learn has several components, such as language and communication awareness; general phonetic skills; study skills; and heuristic skills.

Study skills [...] include:

- ability to make effective use of the learning opportunities created by teaching situations,

e.g.:

- to maintain attention to the presented information;
  - to grasp the intention of the task set;
  - to co-operate effectively in pair and group work;
  - to make rapid and frequent active use of the language learnt;
  - ability to use available materials for independent learning;
  - ability to organise and use materials for self-directed learning;
- [...]
- awareness of one's own strengths and weaknesses as a learner;
  - ability to identify one's own needs and goals;
  - ability to organise one's own strategies and procedures to pursue these goals, in accordance with one's own characteristics and resources.

Of course, these requirements will also be considered in the following analysis of the English and the French course book series.

As far as the choice of schoolbooks in Austria is concerned, the Federal Ministry for Education, Arts and Culture publishes every year a list of approved schoolbooks for each type of school and each year. For the approbation of a textbook, a commission of three to five members is appointed (Bundesgesetzblatt Nr. 348/1994). Within four months, the commission has to submit a written expertise in which the following criteria are to be considered (Bundesgesetzblatt Nr. 348/1994):

- correspondence with the demands of the curricula
- the pupils' activity must be in the foreground, whereas the purely receptive parts should be reduced to a minimum
- age appropriateness
- factual correctness
- civic education
- linguistic style.

On the basis of the theoretical background and the legal requirements regarding language use and language learning strategies, the empirical study of the schoolbook analysis will be presented in the second part of this paper. In this

study, the points 2 and 3 of the Bundesgesetzblatt are at the centre of attention whereas it is taken for granted that the other criteria are fulfilled. The focus with regard to pupils' activity and age appropriateness will be on the question if and to which extent these two criteria are met in *Découvertes* and the *New You&Me*.



## 5. Description of the study

For the second part of this paper, I have come up with my own working definition of the term 'learning strategy' based on the theories of Oxford, Wenden and Rubin. This definition is also at the basis of the schoolbook analysis and consists of the following characteristics:

- Learning strategies consist of language learning strategies and language use strategies.
- Learning strategies are used to facilitate the processing, memorising, storing and recalling of new information as well as the process of learning itself.
- Learning strategies are specific actions taken by the learner to learn and use a foreign language.
- At the beginning of their use, learning strategies are generally conscious.
- After some time, they may become automatised and are thus used subconsciously or only partly consciously.
- Learning strategies can be observable or unobservable.
- Learning strategies are problem-oriented.
- Learning strategies contribute directly or indirectly to learning.

Furthermore, the following research questions will be answered:

- How are learning strategies presented in the selected English and French schoolbooks? (language, frequency, graphic design, etc.)
- What kinds of learning strategies are presented? (variety)
- How are these strategies regarded in the specialist literature?
- Are there any changes in the presentation and the frequency of learning strategies in the course of four years (a schoolbook series)? Which ones?
- Are there differences between English and French schoolbooks concerning this issue? Which ones?

In this study, two schoolbook series will be analysed with regard to how strategies are presented and practised. Based on the schoolbook list for 2008/09, the following series have been selected:

- English: *The New You&Me*
- French: *Découvertes*

Since my second subject is French, I have chosen to take one English and one French schoolbook series and to compare their ways of introducing strategies in the foreign language classroom. For the reasons of structure and explicitness, the study is divided into two main parts: a quantitative and a qualitative analysis. After a short presentation of the course book series, the quantitative part is subdivided into analysis and evaluation for each series. Next follows a comparative part in which the quality of the strategies and their presentation in *Découvertes* and the *New You&Me* are contrasted.

In order to compare the schoolbooks with regard to quantity of strategies, I have drawn up an analysis sheet consisting of the following criteria:

- Basic distinction
  - Language learning strategy
  - Language use strategy
- Skills
  - Reading
  - Speaking
  - Listening
  - Writing
- Topics
  - Grammar
  - Vocabulary
  - Pronunciation
  - Exam preparation
- Category
  - Memory
  - Cognitive
  - Compensation
  - Metacognitive
  - Affective
  - Social
- Language
  - German
  - English/French
- Exercise(s)

Each strategy section will be analysed separately with the help of these criteria. First of all, a distinction is made between language learning and language use strategies based on Cohen's theory. This is also the reason why, from now on, the term 'learning strategy' will be replaced by 'language learning and language use strategy' or simply by 'strategy' in order to avoid misunderstandings. In a second step, I will try to find out to which of the four skills a strategy applies. Next, it will be noted if a strategy can be assigned to one of the four topics (grammar, vocabulary, pronunciation, exam preparation), which turned out to be the most frequently used ones in these two coursebook series. Then follows the categorisation of all strategies in a section according to Oxford's model of memory, cognitive, compensation, metacognitive, affective and social strategies. Since this classification scheme is the most refined and extensive one, I have opted for this one in my analysis. And apart from that, Oxford provides a very detailed enumeration of strategies (see figures 2 and 3), which I hope will make the classification of the strategies in the books clearer and more understandable. Usually, a strategy section consists of more than one strategy, which is the reason why there is sometimes more than one category ticked. Finally, it will be noted if the strategies are presented in German or the foreign language and how many exercises there are for each strategy section.

The filled-in analysis sheets are to be found in the appendix. The different colours indicate the individual years. While the synoptic tables with all the results are placed in the appendix, the bar charts and pie charts illustrating the results are included in the running text. In order to avoid tedious repetitions, the researchers and theories presented in the theoretical part will be referred to by their names only without citing their whole works.

## 6. The New You&Me

The *New You&Me* is a four-year course book series published by Langenscheidt, which was approbated for the use in AHS Unterstufe and Hauptschule, both comprising the secondary school years 5 to 8, for teaching English. Written by Günter Gerngroß, Herbert Puchta, Robin L. Davis and Christian Holzmann, the first edition of the first-year book was put on the market in 1994. The books 2, 3 and 4 were to follow in the three consecutive years. A reprint of the books was published in 2005 and 2006 now including internet references called SbX, which means 'Schulbuch Extra'. The school package consists of one textbook and one workbook for each year. Teachers have the opportunity to receive a teacher's book for each year and the CDs for the listening exercises.



The textbooks contain tables of contents at the beginning listing the thematic units and their content. Learning strategies, however, are not to be found in the tables of contents. The first textbook consists of 26 units plus two extra units, the second textbook offers 20 units and one extra unit, the third one has 15 units accompanied by four extra units and the fourth textbook provides 14 units and four extra units. At the end of each textbook, an alphabetical list of all new words is included.

In contrast to the textbooks, the workbooks do not have tables of contents. Yet, they provide a list of all new words with examples at the end of each chapter. Some of the 33 learning strategies are to be found in the textbook, some in the workbook. They are entitled 'Learning to learn – Tipps' and most of the time they are presented in a box (see figure 5). Usually more than two learning strategies are presented at once. In the whole four years, only one exercise can be found that focuses on practising and securing the use of a new learning strategy. All strategies are explained in German, except for the very last one, which is written in English.

The teacher's book provides a ten-page informative introduction about the plan and the structure of the textbook and the workbook as well as some methodological didactic remarks. After that, lesson plans for one whole school year are given including methodological hints for each unit. At the end, the

notes of the songs as well as the texts of the listening comprehensions are added.

**Figure 5 Example of a strategy section in the *New You&Me1*, Textbook (p. 50)**



- Schreib einen Satz auf einen Papierstreifen. Befestige den Streifen mit Tixo über deinem Schreibtisch an der Wand. Schau den Satz gut an. Schreib ihn nieder (versuche es ohne „Schwindeln“). Überprüfe deine Leistung. Schreib schwierige Wörter mehrmals. Dann schreib den nächsten Satz auf dieselbe Art usw.
- Schau einen Text gut an. Präge dir ein, wie die Wörter ausschauen. Dann sprich den Text als Diktat auf Kassette. Spiele die Kassette ab. Drücke nach jedem Satz die Stopptaste. Erwinnere dich, wie die Wörter ausgeschaut haben, und schreib den Satz nieder. Dann überprüfe, ob du alles richtig hast.
- Hänge besonders „hartnäckige“ Wörter auf den Badezimmer Spiegel und schau sie dir jeden Morgen und Abend an. Vielleicht fallen dir noch andere Plätze ein, wo du diese Wörter hinhängen kannst, sodass du sie besonders oft siehst.

As I mentioned before, the reprint edition from 2005 includes SbX references. This homepage offers supplementary exercises for a greater variety of learning strategies. For the first and the second year, this platform has roughly 150 worksheets respectively and approximately 100 worksheets each for the third and the fourth year.

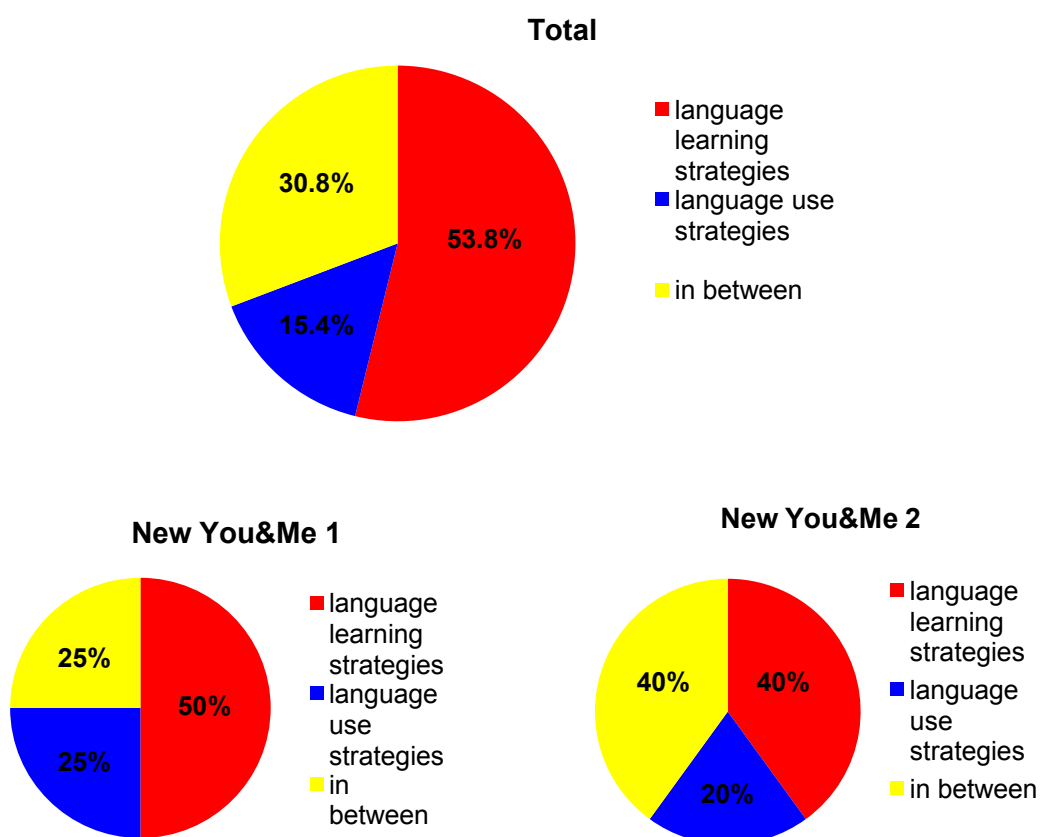
In the following analysis, the textbooks and workbooks 1 to 4 as well as the teacher's book for each of these years are used.

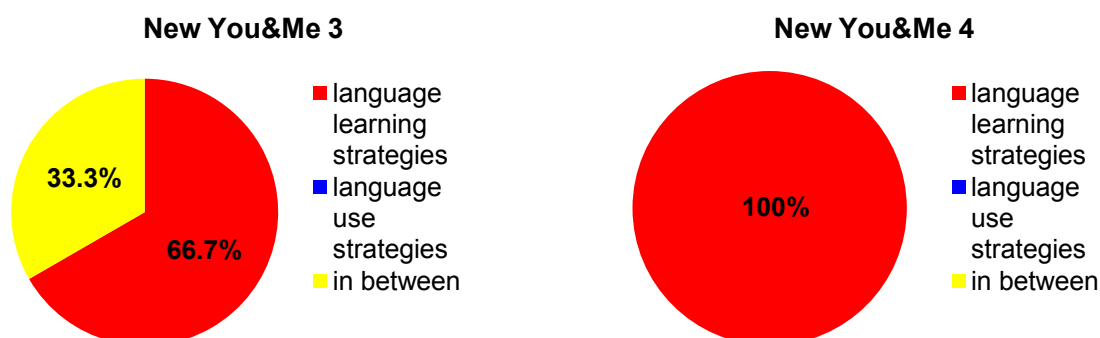
## 6.1. Quantitative analysis

Before starting with the quantitative analysis, it must be mentioned that there are several strategies in the *New You&Me* which are mentioned more than once. This does not mean that they are elaborated or extended at their second appearance. On the contrary, they are completely the same. This goes even so far that phrases and whole sentences are taken over word by word. Consequently, these strategies are counted only once, at their first occurrence, in order to avoid a distortion of the results. In order to illustrate the large differences both statistics, those including the strategies mentioned more than once and those not, are to be found in the appendix and partly also in the following analysis.

The first differentiation to be drawn is the one between language learning and language use strategies. Already at first sight, the dominance of the learning category is evident (see figure 6).

Figure 6 Strategies in the *New You&Me*



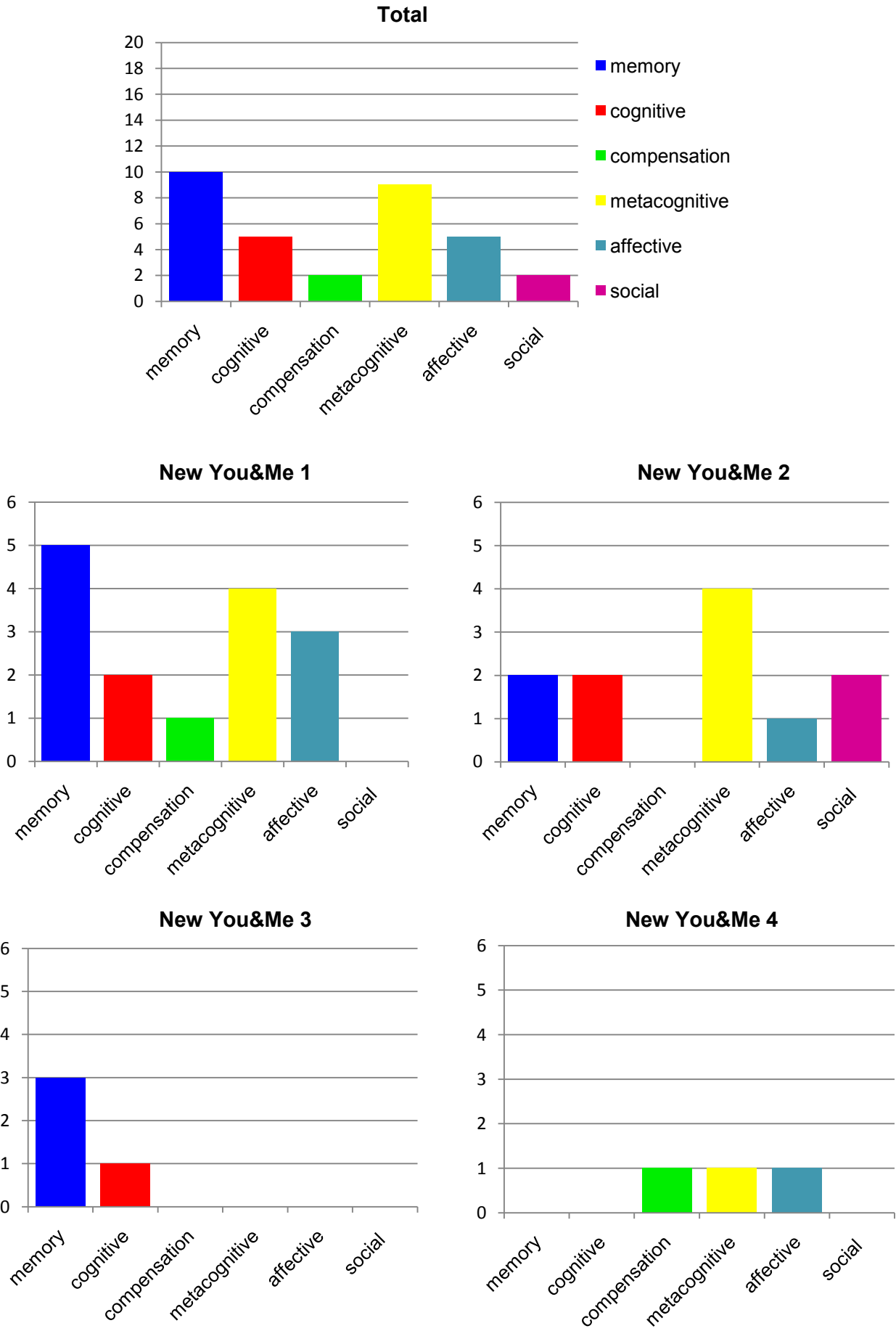


Accounting for more than 50% of all strategies presented in the course of four years, learning strategies clearly outnumber their counterparts which make up only 15.4%. Still, the relatively large percentage of “in between” strategies denoting strategies which cannot be clearly classified must also be considered as they account for 30.8% of all strategies.

In the first year, the two strategy categories are represented in a ratio of 2:1 in favour of language learning strategies. This changes again in the second book, when learning and use strategies are equally often introduced, namely two times each. From the third year onwards, the already dominant category gains even more in importance whereas language use strategies are no longer represented in the pie chart. This proportional increase culminates in a 100% predominance of language learning strategies in the fourth year. At this point, it must be added that there is only one strategy section in the fourth book. Although the percentage of learning strategies becomes larger every year, this seemingly continuous rise must be interpreted totally different when looking at their actual number. Here it can be seen that language learning strategies remain stable at two for the first three years before decreasing to one only.

After this basic distinction, it is necessary to take a closer look at what kinds of strategies are presented. As can be seen in figure 7, the *New You&Me* caters for all six categories of learning strategies. The total number of strategies presented amounts to 33 in four years and is distributed among memory, cognitive, compensation, metacognitive, affective and social strategies. In first place, memory strategies are to be found with a total of 10 occurrences, immediately followed by the metacognitive category which contributes nine strategies. The third place is taken by cognitive and affective strategies, both amounting to five each.

Figure 7 Number of learning strategies per category in the *New You&Me*





Compensation and social strategies are ranked last because each of them only counts two occurrences.

When taking a closer look at the individual years, the uneven distribution of strategies by categories is striking. The first-year book provides a large number of strategies from all categories, except for the social one which is not represented in this book. The largest amount of strategies – five occurrences – is to be found in the memory category. Next feature the metacognitive and affective strategies, which account for four and three occurrences, respectively. The number of strategies belonging to the cognitive and compensation category amounts to two and one, respectively.

The second year is the only one which provides social strategies. Metacognitive strategies are still stable at the same number as in the previous year just as their cognitive counterparts. Memory strategies, however, suffer a severe decline from four to two only undercut by one affective strategy. This trend of massive decline also continues in the third and the fourth year. While the third book offers at least one cognitive and three memory strategies, the final book only consists of one compensation, one metacognitive and one affective strategy.

In total, the number of direct strategies, consisting of memory, cognitive and compensation strategies, and of indirect ones, made up of the metacognitive, the affective and the social categories, is almost the same, the first representing 17 strategies and the latter amounting to 16 occurrences.

**Figure 8 Number of learning strategies per category in the *New You&Me* including the strategies mentioned more than once**

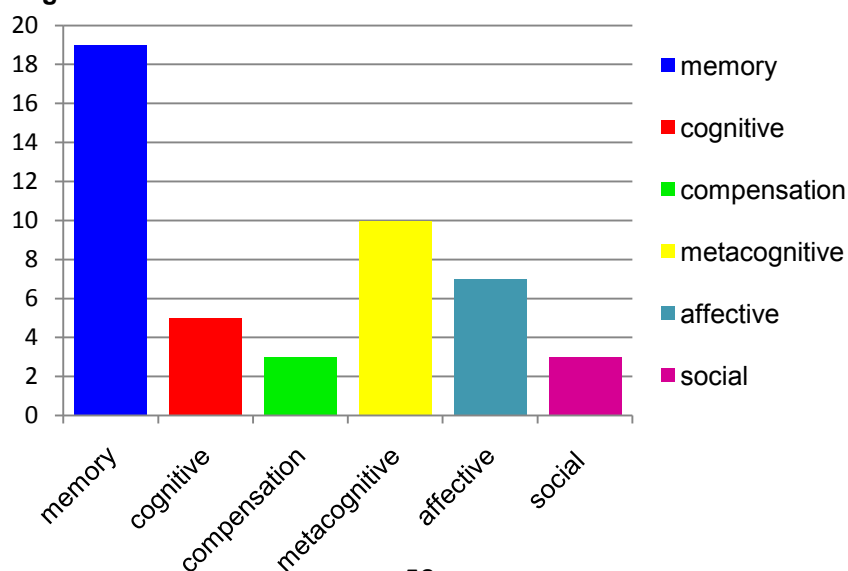


Figure 8 shows the statistics of the total number of learning strategies per category **including** the strategies repeated. Obviously the amount of memory strategies is almost twice as high as in the more accurate, improved bar chart (see figure 7). As for the other categories, there are only minor changes of one or two strategies more or less. Nevertheless, the total number of strategies presented dwindles from 46 to 33 once those featuring two or even three times are deducted, which makes the latter the more accurate description for the analysis, evaluation and also for the comparison of the two course book series.

One final interesting aspect is the number of strategy sections compared to the number of strategies presented. As can be seen in table 7, the number of strategy sections is almost steadily decreasing during the four years, just as the number of new strategies presented. A total of 33 strategies is presented in 13 strategy sections which leads to an average of 2.5 new strategies per section.

**Table 7 Ratio of strategy sections and strategies presented in the *New You&Me***

	Y&M1	Y&M2	Y&M3	Y&M4	total
number of strategy sections	4	5	3	1	<b>13</b>
number of <b>new</b> strategies presented	15	11	4	3	<b>33</b>
average number of strategies per section	3.8	2.2	1.3	3.0	<b>2.5</b>

Y&M = *New You&Me*

In the following section, all these numbers and figures will be interpreted and evaluated based on the specialist literature presented in the first part of this paper.

## **6.2. Evaluation**

The focus of the *New You&Me* course book series is definitely on language learning strategies, which indicates that it is less communicatively oriented. While seven learning strategies are presented in the course of four years, there are only two use strategies. This means that pupils get three times more support in how to memorise new input than they get techniques for how to use the new language. One would expect that the number of language use strategies increases every year whereas their language learning counterparts

continuously decrease. Such a development would be more natural because at the beginning, pupils need more advice on how to learn and how to organise their learning process due to the fact that at the age of 10 most pupils are novice foreign language learners. Furthermore, their vocabulary and grammar knowledge is still so small that it would not be reasonable to shower them with strategies on how to successfully use the new language, simply because they cannot apply these strategies yet. Of course, it does make sense to familiarise them with some basic strategies like asking for clarification or help. The larger the pupils' knowledge of the language, the more strategies they should get on how to use it whereas at the beginning, language learning strategies should be in the foreground. Comparing these claims to the development of strategies in the *New You&Me*, it can be stated that it is just the other way round. Note that in the fourth year, 100% of all strategies are learning strategies, while the presentation of use strategies ceases after the second year.

The dominance of memory and compensation strategies indicates that pupils are well equipped with memorisation techniques and tips how to organise their learning process. It is interesting to regard the relatively small number of cognitive strategies against the backdrop of O'Malley's findings in the 1985-1988 EFL study. In this study, pupils reported using a much higher percentage of cognitive strategies than of metacognitive ones. Now everything depends on how one considers the relation between O'Malley's and Oxford's classification scheme, which was used in this analysis. There are two possible views. Either one regards the synthesis of Oxford's memory, cognitive and compensation categories as being equal to O'Malley's cognitive category arguing that Oxford simply refined the differentiation by subdividing cognitive into three subcategories; or one insists on the claim that cognitive is cognitive and that memory and compensation strategies are individual and independent categories. For my evaluation, the first point of view will be adopted for the following reason. When reading through the strategies which O'Malley lists under cognitive (see tables 3 and 4) and comparing them to Oxford's enumeration of memory, cognitive and compensation strategies, it becomes clear that they are identical. Consequently, it makes sense to argue that these three categories of Oxford's classification are to be equated with the single cognitive category of O'Malley. For the rest of this section, the categories of

memory, cognitive and compensation strategies in Oxford's sense will be summed up under the term 'cognitive strategies'. If adding up the number of the three categories by Oxford in the *New You&Me*, one receives a total of 17 strategies whereas metacognitive strategies only amount to 9 in total. In order to present these figures more clearly and to make them more easily comparable to O'Malley's results, they are transformed into percentages. While cognitive strategies present 51.5% of all strategies in this course book series, their metacognitive counterparts constitute only 27.3%. These numbers are similar to O'Malley's results, which were 58 or 59% for cognitive strategies and about 30% for metacognitive ones (O'Malley et al. 1988: 221). This shows that the presentation of strategies from the different categories in the *New You&Me* parallels the information revealed by other learners about their strategy use.

In the first year, the majority of all strategies belong to the memory and metacognitive categories indicating that the pupils' special need for these strategies at the beginning of foreign language learning is taken into consideration. Another very useful and exemplary step is the introduction of affective strategies right in the first year. Usually, the change from primary school to Hauptschule or AHS is an important event in the pupils' life, which brings many changes. Change of school and environment, new classmates, new teachers, increased number of subjects, more written and oral exams; all this leads to more stress and pressure, which makes many pupils feel nervous and sometimes even anxious, especially before exams. Therefore, the importance of affective strategies being introduced at an early stage in learning is not to be underestimated. Regarding this aspect, the *New You&Me* does very well.

When it comes to compensation strategies, however, this course book series comes off badly because there is only one compensation strategy in the first and one in the fourth year. This is simply not enough because for learners, it is of crucial importance to know how to talk round things or how to ask for help if they do not know or cannot recall a certain expression. And this is where compensation strategies come in to avoid embarrassing and thus negative experiences when using the foreign language. Especially at the beginning, pupils need positive, successful experiences which boost their self-confidence and also their motivation. Since the *New You&Me* only offers two of these

strategies in four years, it is doubtful whether pupils are well equipped with regard to this aspect.

From the second year onwards, the number of new strategies decreases rapidly. One can only speculate about the reasons for this development. Maybe the authors thought that a certain basis of strategies presented mainly in the first and second years suffices to prepare the pupils for learning and using a foreign language. Unfortunately, this assumption is simply wrong because the larger the pupils' knowledge of the new language and the higher their competence, the more complex the exercises and tasks will get, which results in an increased need for strategies to come to terms with these new challenges. Learning strategies must be adapted to and elaborated on with the increasing knowledge of pupils. This development and continuous support are not sufficiently provided by this course book series.

The fact that a number of strategies are presented more than once should be regarded in a more sophisticated way. Of course, the question may arise what the sense is of presenting one and the same strategy two or even three times. A possible answer could be that repetition is a very important aspect in anything that has to do with learning. The more often something is presented, the higher the chance that learners memorise it. Though this argument would support the method used in the *New You&Me* regarding strategies, there is also the other side of the coin. Since pupils are presented with the same and not with more elaborate strategies, their language learning and language use skills will not develop any further in the course of four years.

As illustrated in table 7, the number of strategies decreases during the four years, which is counterproductive because the larger the pupils' knowledge of the language, the more and the better elaborated strategies do they need. Also, the number of strategies per sections is rather high, especially when the strategies presented several times are included. In this case, an average of 3.6 strategies is presented at once which is too much new information at the time for learners of the age group of 10 to 14-year-olds.

According to Oxford, memory, cognitive and compensation strategies belong to the group of direct strategies (see figure 2), while the other three categories constitute the indirect group. In the case of the *New You&Me*, the numbers of direct and indirect strategies are almost identical in total and in each

year, except for the second and the third ones. Although an even distribution might seem to be desirable, it is not in the best interest of the learner. The reason for this is the development of pupils as learners of a foreign language. This development can also be seen in O'Malley's ESL and EFL studies, where intermediate-level learners reported preferring strategies that allowed them to work more independently and to increase their self-management abilities. Beginners, on the other hand, favoured strategies that were more guiding and involved less autonomy. In short, the more advanced pupils' knowledge of the language is, the more autonomy and self-management they demand. Consequently, it is advisable to start with a higher number of direct strategies, which are rather guiding and allow the learner to remain 'on the safe side', and a lower number of indirect strategies. In the following years, the number of the first should be steadily decreasing whereas the number of the latter should be continuously rising. Like this, the pupils' needs could be met satisfactorily; needs that the *New You&Me* does not cater for.

When it comes to the fulfilment of the criteria set by the Austrian commission for the approbation of schoolbooks, it can be said, that the *New You&Me* series meets the criteria only partly. It does offer a certain variety of language learning and language use strategies but exercises for practising them are completely missing.

Summing up, it can be said that the *New You&Me* caters very well for affective and memory strategies whereas the number of compensation strategies is infinitesimal. The first year is the most diverse and intensive one with regard to the presentation of strategies. From the second year onwards, however, their number is steadily declining. As major disadvantages of these schoolbooks can be named the very small number of strategies presented in the second half of this four-year-series, the frequent repetition and questionable effectiveness of the same strategies, the lack of up-to-dateness as well as the absence of exercises for practising new strategies.

## 7. Découvertes

The course book series *Découvertes*, meaning ‘discoveries’ or ‘voyages of discovery’, was published by the German publishing house Klett. The book for the first year was put on the market in 2004, the other three books in the three consecutive years respectively. Written by a team of authors (Gérard Alamargot, Reutlingen, Birgit Bruckmayer, München, Isabelle Darras, Pont de Vaux, Mirja Ebertz, Bielefeld, Britta Günther, Holz, Corinna Heddrich, Düsseldorf, Léo Koesten, Versailles, Dieter Kunert, Toulouse, Inge Mühlmann, Recklinghausen, Andreas Nieweler, Detmold, Sabine Prudent, Berlin, Ute Rellecke, Hamburg, Antje Schmidt, Pößneck, Wolfgang Spengler, Solingen Birgit Tramnitz, Bonn), who were supported by a team of advisers consisting of 29 experts, this series is approbated in Austria for teaching French from the first to the fourth form AHS, which are the school years 5 to 8, catering for the levels A1 to B1 according to the Common European Framework of Reference. The school package consists of a textbook and a workbook. For teachers, a teacher’s book for each year and the necessary CDs are available.

At the beginning of each textbook, there is a table of contents listing the chapters, which are subdivided into topics, communication, grammar and methods. There is one strategy section in each chapter of the textbook, followed by up to two exercises for each section. The learning strategies are presented in a light green box entitled “stratégie” and explained in German (see figure 9). All strategies are to be found in the obligatory parts of the textbooks.

**Figure 9 Example of a strategy section in *Découvertes***

**Stratégie**

Wenn ihr zum ersten Mal in Frankreich seid, werdet ihr nicht alles, was die Leute sagen, verstehen. Das ist aber ganz normal: Ihr gewöhnt euch mit der Zeit an den Klang der Sprache und an das schnelle Sprechtempo.

Mit den Hörtexten eures Schülerbuchs könnt ihr euer Hörverstehen im Unterricht trainieren. Hört zunächst einmal ganz entspannt zu. Ihr braucht nicht jedes einzelne Wort zu verstehen. Versucht einfach nur herauszufinden, worum es geht.

- ✓ Wer spricht?
- ✓ Wo oder in welcher Situation?
- ✓ Was geschieht?

Achtet auf die Geräusche und auf bereits bekannte Wörter. Sie bringen euch oft auf die richtige Spur.

In the first two years, the textbooks consist of nine units each and offer two pages of revision exercises after every three units called “Plateau”. In the third and the fourth year, the structure of the textbook is slightly different. There are now five units and three modules in each book offering more flexibility. At the end of all four books, a list of the new words of each chapter and a table of phonetic symbols are provided.

The workbooks offer a self-evaluation section of two pages after every three units based on the traffic lights principle, which corresponds to the concept of the European Language Portfolio (ELP, 2001). In addition to the exercises for practising the new learning strategies provided in the textbooks, the workbooks offer one more exercise for each strategy section. As far as learning strategies are concerned, the workbooks from the second year onwards, dedicate the first page of each year to a review of the strategies learned and used so far in form of a self-evaluation and self-monitoring section, in which the pupils are asked

- which strategies presented in the previous year they have already tried out and which ones they still plan to try out
- which strategies worked out well for them
- what their strategy for success was
- to discuss in class which strategies they already know how to use in which situation.

This section always concentrates on the focus of the previous year. So in the workbook for the second year, the self-evaluation section focuses on strategies for learning vocabulary, in the third year on strategies for learning grammar and in the fourth year on strategies for listening.

The teacher’s book offers

- suggestions how to work on a unit in clearly arranged tables
- cultural information and suggestions for projects
- games and exercises to copy
- suggestions for how to arrange things on the board

At the beginning of the teacher’s book for the first year, there is a two-and-a-half-pages introduction written by Ute Rampillon, a leading researcher in the field of learning strategy research in the German-speaking area. In this text, Rampillon gives a short overview of learning strategies and their categorisation



and highlights their objectives and importance. Furthermore, there is a list of all learning strategies presented in the respective year with tips on how to go through them and the corresponding exercises.

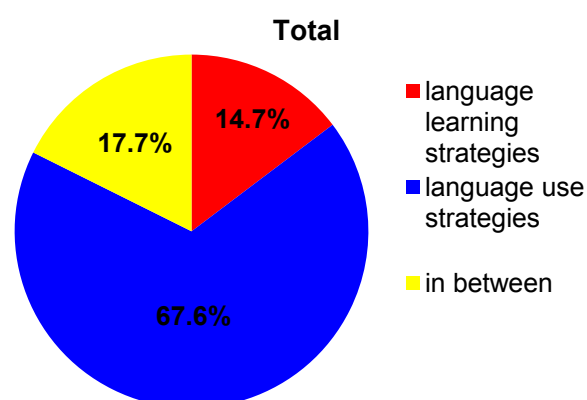
In addition to the printed material, Klett has set up a homepage on the internet where pupils are offered additional texts and exercises as well as a downloadable list of learning strategies per year and of all four years. On this homepage, teachers have additional access to exercise material for each unit which they can purchase for a sum of 1 to 3€.

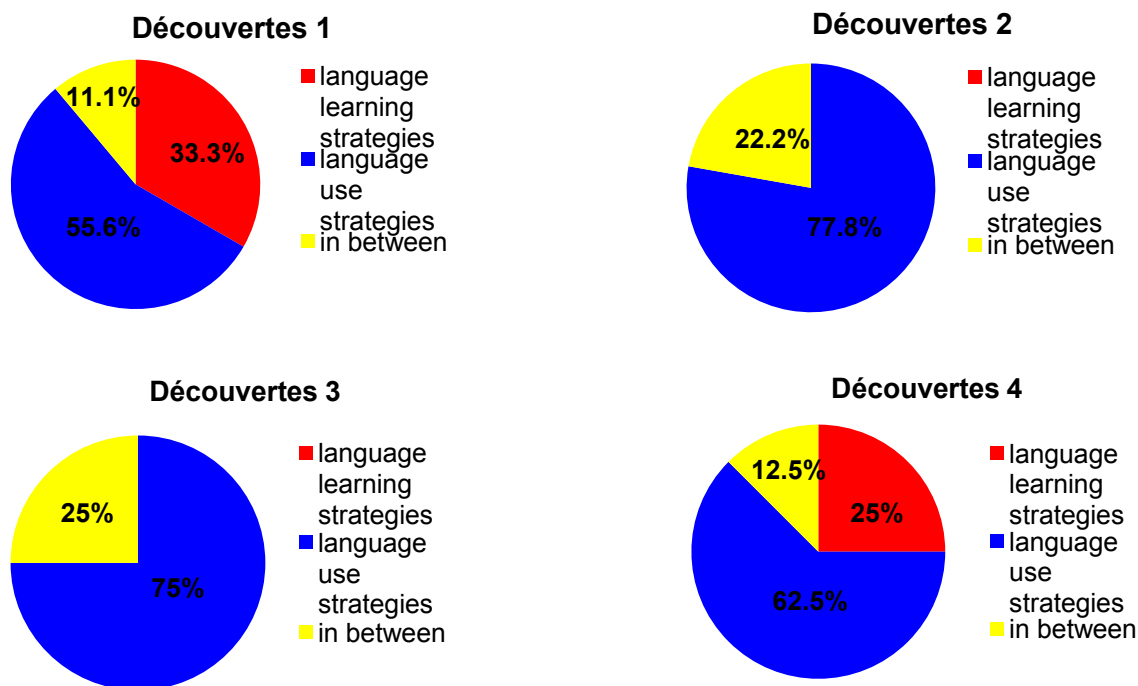
For my analysis, I have used the textbook, the workbook and the teacher's book from the years 1 to 4.

### 7.1. Quantitative analysis

The first analysis criterion is the distinction between language learning and language use strategies. In the *Découvertes* course book series, the focus is definitely on language use strategies. This category does not only have a clear majority of 67.6% in total but also in each single year, as can be seen in figure 10. Constituting 55.6% of all strategies presented in the first year, use strategies rapidly increase to 77.8% and 75% in the following two years respectively, finishing with 62.5% in the book for the fourth form AHS.

Figure 10 Strategies in *Découvertes*





Language learning strategies, on the contrary, only account for 14.7% of strategies presented in total. The vast majority of these 14.7% is presented in the first year book, in which language learning strategies make up 33.3% of all strategy sections. Surprisingly, there are no strategies of this category to be found in the second and third year. The book for the fourth form then dedicates at least 25% of all of its strategies to language learning. Though this percentage might not appear too small, it stands in fact for only one strategy.

Still, it must be considered that there are 22.2% of “in between” strategies in the second and 25% in the third year, which is due to the fact that strategies cannot always be clearly assigned to either category. An example of such a strategy can be seen in figure 11. On the one hand, it can be described as a language use strategy because it shows learners how to avoid mistakes when using the foreign language, namely by rereading written texts and paying attention to certain aspects. On the other hand, classifying this strategy among language learning strategies would not be wrong either because the processes of self-correction and of noting down frequent mistakes in order to review and eventually avoid them clearly belong to the group of metacognitive strategies and are thus learning strategies. Consequently, strategies like the one shown in figure 11 cannot be clearly classified.

Figure 11 “In-between-strategy” from *Découvertes 4* (p. 52)

**Stratégie**

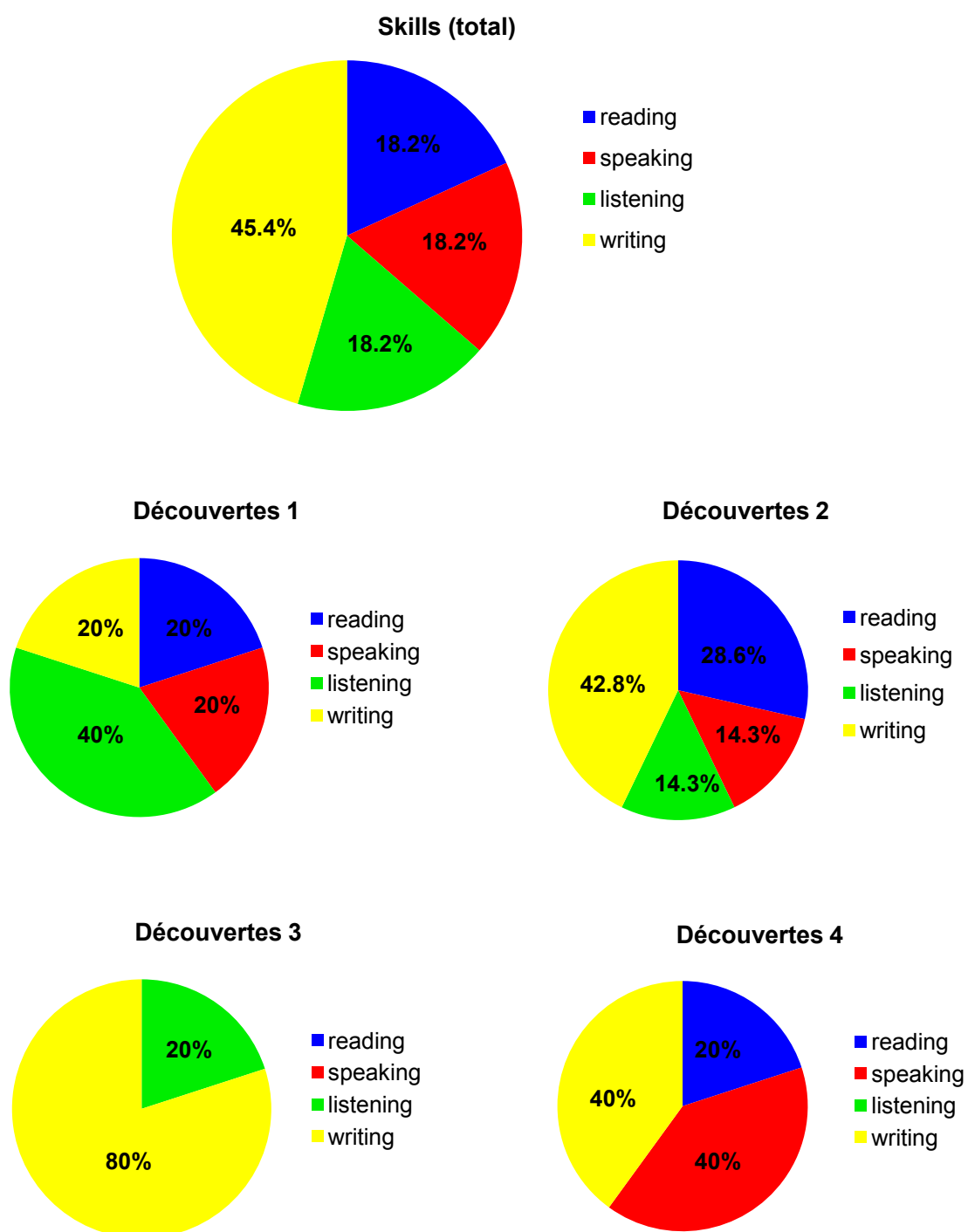
Gewöhnt euch an, eure eigenen Texte immer auf folgende Fehler zu überprüfen:

- **Rechtschreibung:** un exa**m**ple / Gita**r**re
- **Wortstellung:** Je **te** veux dire merci / Nous n'avons **personne** vu.
- **Vokabular:** un **film** pour ma **caméra**, s. v. p.!
- **Flüchtigkeitsfehler:** Elle habite **a** Paris.
- **Grammatik:**
  1. Stimmen Numerus und Genus? → Ils **avait** dansé / des **bons** notes
  2. Stimmt die Mengenangabe mit *de*? → beaucoup **des** fans
  3. Sind die Verben richtig konjugiert? → Elle **est** **été** / Il **est** 15 ans. → Elle s'**a** couché
  4. Stimmen die Objekt- und Relativpronomen? → Je **la** demande **pour** un bonbon.
  5. Stimmen die Possessivbegleiter? → Vous prenez **son** voiture?
  6. Hast du die richtige Zeitform angewendet? → Tout à coup, il **quittait** la maison.

The next category was the differentiation into the four skills, reading, speaking, listening and writing, illustrated in figure 12. In total, writing prevails with 45.4% followed by reading, speaking and listening strategies representing 18.2% each. Obviously, the focus in *Découvertes* is on training writing skills and imparting strategies for facilitating writing.

Very interesting is the development of strategies applying to one of the four skills over the four years or books. In contrast to all the other years, the first one is dominated by strategies for listening with 40% which corresponds to two sections. The other three skills are catered for equally often with 20% or one strategy each. From the second year onwards, the skill of writing dominates reaching its summit in the third year, in which 80% of all strategies presented apply to writing. In the second year, 42.8% of all strategies have to do with the skill of writing. An increase can also be recorded with reading strategies, while speaking and listening take both third place accounting each for 14.3% of the strategies presented in this year. The book for the third year offers a totally different distribution of skills because reading and speaking are not catered for at all. Instead, writing strategies dominate with 80% accompanied by 20% of listening strategies. In the fourth year, the authors do not include any strategies for listening anymore. Speaking and writing skills are in the foreground with 40% each and the remaining 20% for reading strategies.

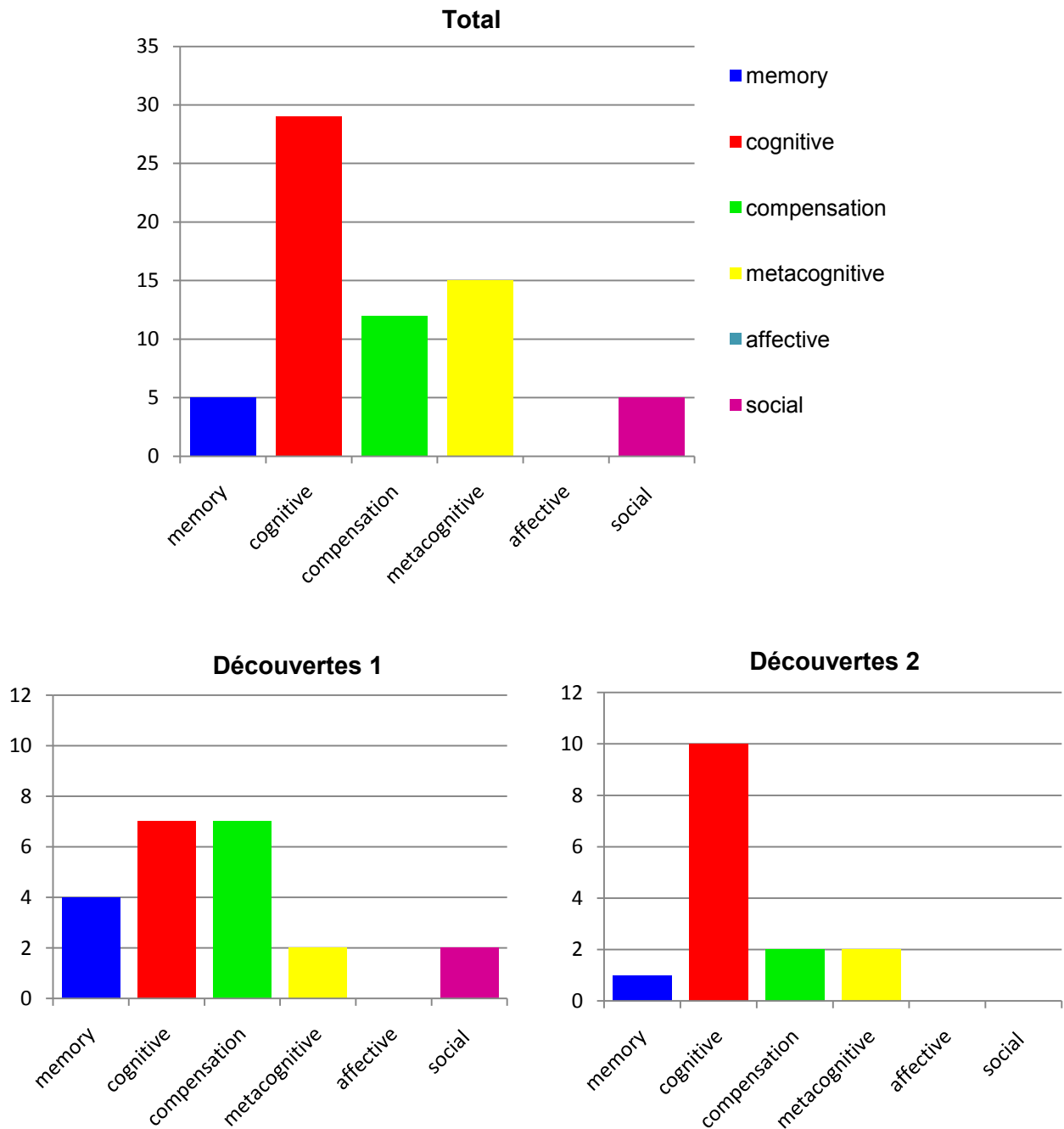
Figure 12 Skills in *Découvertes*

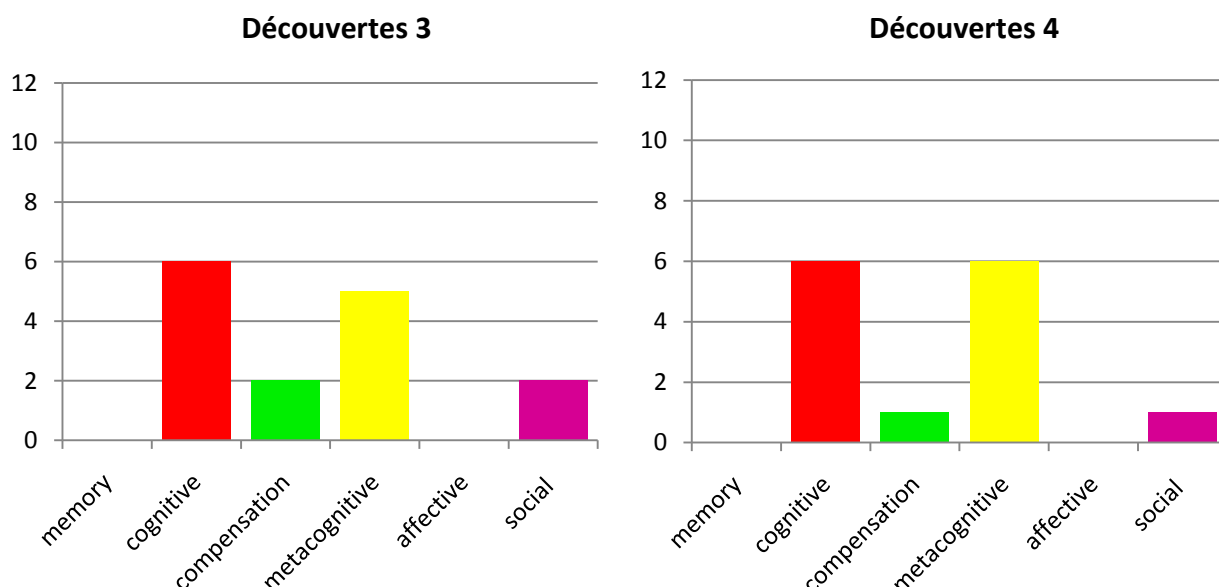


The third interesting aspect regarding the quantitative analysis of the *Découvertes* books is the distribution of the strategies presented among the six categories of memory, cognitive, compensation, metacognitive, affective and social strategies. The bar chart in figure 13, which shows the total distribution in all four books, reveals the dominance of cognitive strategies with a total of 29.

Metacognitive strategies take the second place with 15, immediately followed by compensation strategies with 12 instances. Far behind with five strategies each,

**Figure 13** Number of learning strategies per category in *Découvertes*





social and memory strategies are to be found on the fourth place. The category of affective strategies is not represented in the *Découvertes* series at all.

Of all four years, the first one is the most diverse and intensive one with regard to the presentation of strategies. The focus of this year is on cognitive and compensation strategies, which are equally presented with seven strategies each. For memory strategies, the first year is the most productive one offering four occurrences, while the second year book provides only one memory strategy. In the third and fourth year of study, there are no strategies of this category to be found anymore. Metacognitive and social strategies are also equally represented with two strategies each in the first year.

From the second year onwards, an overwhelming dominance of cognitive strategies is to be witnessed with ten, six and six strategies of this category presented in the second, third and fourth year respectively. While cognitive strategies constitute indisputably the prevailing category in the second book, accompanied by two compensation, two metacognitive strategies and one memory strategy, this predominance steadily decreases during the next two years. At the same time, the metacognitive category gains increasingly more importance, which finally culminates in their scores level at six in the fourth year.

For the under-represented categories, which include memory, compensation and social strategies, there are only minor changes in the years 2

to 4. While compensation and metacognitive strategies count two occurrences each, there is only one memory strategy. The social category is the one with the worst results in the second year because it is not represented at all.

The third year witnesses a dramatic rise of metacognitive strategies from two in the previous year to five in this year. Also social strategies experience an increase in occurrences, rising from zero to two. Compensation strategies share the third place with social strategies.

In the last year, the cognitive and metacognitive categories are on level pegging with six strategies each. This dominant pair is accompanied by one compensation and one social strategy.

The last two criteria used in the evaluation sheet refer to the language used and the number of exercises for practising and training the new strategies. Throughout the four books, the *Découvertes* series has opted for presenting the strategies in German. All in all, there are 92 exercises which are explicitly dedicated to the practice of the new strategies. There are roughly three exercises for each strategy section.

Finally, it is also interesting to take a closer look at the ratio of strategy sections and the strategies presented. In the four *Découvertes* books, there is a total of 34 strategy sections, in which 66 strategies are presented. Therefore, it can be calculated that every strategy section contains an average of 1.9 strategies (see table 8).

**Table 8 Ratio of strategy sections and strategies presented in *Découvertes***

	<b>D1</b>	<b>D2</b>	<b>D3</b>	<b>D4</b>	<b>total</b>
number of strategy sections	9	9	8	8	<b>34</b>
number of strategies presented	22	15	15	14	<b>66</b>
average number of strategies per section	2.4	1.6	1.9	1.8	<b>1.9</b>

D = *Découvertes*

## 7.2. Evaluation

In this section, the figures and results of the analysis will be evaluated and commented on in the same order as the categories were presented in the previous section. The analysis will be based on the theory presented in the first part of this paper.

The fact that the strategies presented in the four *Découvertes* books are predominantly language use strategies indicates that this series is very interactive and oriented towards communication. At the beginning of language learning, pupils are provided with a stock of strategies helping them to memorise new information, to organise their learning process and to recall information. With this basic equipment pupils are encouraged right from the beginning to actively use the language.

As for the four skills, it can be stated that reading, speaking and listening strategies are equally represented. Writing, however, is definitely in the foreground although it is generally postulated that all four skills should be equally trained. In the following paragraphs, a closer look will be taken at each individual skill, the first one being listening. In the first year of foreign language learning, pupils need strategies to cope with the large amount of yet unknown words with which they are bombarded when listening to a text, an interview or a song. Thus, it can be considered to be an advantage that the skill of listening is dealt with more extensively. As can be seen in figure 12, there is one strategy section on listening in each of the two following years. In this way, the book provides continuous further support for managing with and bridging the gap between already acquired knowledge and knowledge learners still lack. In the fourth and last year of language learning, pupils should already be acquainted with listening to texts in a foreign language and they should already be well equipped with the strategies presented in the previous three years. Therefore, there are no more listening strategies in the fourth book.

The prevailing skill of writing is the most interesting to look at, especially as far as its development during the four years is concerned. It is the only one of the four skills which experiences a steady increase during the first three years. The reason for the peak of writing strategies being presented in this year is that this is roughly the time when pupils start writing longer passages, their



first texts, stories and argumentative essays. Therefore, it is sensible to provide them with a large number of strategies for dealing with these new challenges.

Whereas the number of strategies for speaking remains stable during the first and the second year, it experiences a crash in the third year. This can be explained by the focus on writing in the same year. Still, in the fourth book, the number of speaking strategies increases again because that is when pupils need to start taking longer turns, e.g. presenting a book, participating in discussions, etc. In the first year, speaking is put behind listening. Especially in French, it is common practice to delay speech production in favour of the receptive skills. This might be due to the pronunciation, intonation and the relationship between written and spoken forms in this language, which differ very much from German.

Reading strategies are introduced right from the beginning and reach their peak in the second year, when the reading passages gradually get longer and change from dialogues to narrative, argumentative or informative texts. Some of the compensation strategies from listening can also be applied to reading.

I would even go so far as to claim that the pie charts illustrating the distribution of the number of strategies per skill indicate the main emphasis of each year: listening in the first, reading in the second, writing in the third and speaking in the fourth year.

The dominance of cognitive strategies corresponds with O'Malley's findings in the two studies mentioned in chapter 3.4., which show that the majority of strategies that learners reported using were cognitive ones. The importance of metacognitive strategies, which are responsible for the organisation of the learning process, is sufficiently taken into account with 15 out of a total of 33 strategies presented belonging to the metacognitive category. The same is true for compensation strategies, which make up 18.2% of all strategies. In general, it can be said that direct strategies, which consist of memory, cognitive and compensation strategies, are overrepresented in comparison to their indirect counterparts, the first accounting for 69.7% and the latter accounting for 30.3%. Consequently, it can be concluded that the division of strategies in *Découvertes* according to the six categories used in this analysis corresponds to the reported use of language learning and language use

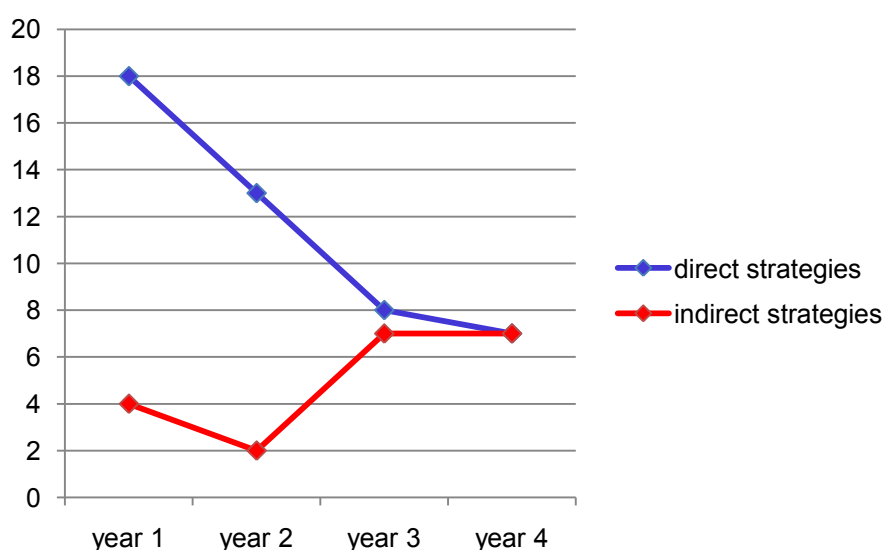
strategies in O'Malley's studies. In order to receive a more detailed evaluation, each year will be regarded individually.

The first year presents the novice language learner with a large and well balanced amount of strategies (see figure 13). Clearly, the focus is on direct strategies to equip the pupils with the basic tools for learning and using a language. The relatively high number of memory and compensation strategies in the first year compared to the three following ones needs special attention. At the beginning, it is of crucial importance to make pupils familiar with different ways of memorising new information. The more techniques they encounter, the higher the chance for each of them to find a technique which suits him best. And the earlier pupils find suitable strategies, the better they will cope with the large amount of new input and the lower the risk of frustrating learning experiences and of a feeling of incompetence. Compensation strategies also play an important role, especially at the beginning of language learning. Since the learners' vocabulary and grammar knowledge is still very limited in the first year, it is necessary to show them ways of expressing themselves differently, of talking round an unknown expression or of asking for help. When learning a new language, pupils tend to be timid and uncommunicative out of fear of making a mistake. Therefore it is absolutely necessary to show them ways of avoiding such a situation simply by using a compensation strategy. In this way, the pupils' self-confidence and their confidence in using a foreign language can be enhanced. This, in return, may result in a higher participation in practice opportunities and an increase in feelings of success, which eventually leads to a higher motivation. Thus, compensation strategies and language learning and language use strategies in general are of enormous, if not to say decisive, importance.

Whereas the number of strategy sections remains rather stable throughout the four years (see table 8), the number of strategies presented experiences more fluctuations. The largest number of strategies is to be found in the first year, which supports the claim that pupils need learning strategies instruction most at the beginning. The steady rise of metacognitive strategies from two in the first to six in the last year can be explained by the increasing autonomy of the pupils. The older they get and the larger their knowledge of the language, the more autonomy they demand and need. In this case, the

*Découvertes* series takes into account the results of numerous studies such as O'Malley's. He discovered that more advanced learners prefer strategies giving them independence and self-management while beginners rely more on guiding strategies (O'Malley & Chamot 1990: 127). This development in the learners and in their learning habits is perfectly well reflected in the distribution of the strategies presented in *Découvertes*. As can be seen in figure 14, the number of direct strategies steadily declines whereas indirect strategies experience a rise. In the fourth year, direct and indirect strategies are equally represented. This distribution is not only adapted to the needs and the cognitive development of the pupils, but it can also be argued that it even supports this development. As one aim of language learning is to turn every pupil into an autonomous and independent language learner and user, it is logical to provide them with more indirect strategies every year in order to achieve this aim.

**Figure 14 Direct and indirect strategies in *Découvertes***



One final point to be considered here is the fulfilment of the criteria set by the Austrian curriculum and the commission for the approbation of schoolbooks. As far as the teaching and practising of learning strategies are concerned, the *Découvertes* series completely satisfies the demands by offering not only a large variety of strategies but also numerous exercises for practising them.

Summarising the main findings of the analysis of *Découvertes*, it can be said that there is only one major disadvantage of this schoolbook series and that is the authors' failure to include any affective strategies. This negative

aspect, however, is pushed into the background by the advantages and merits which these books offer: a large number of exercises for learning strategies, the distribution of the strategies in the six categories and the time of their presentation correspond very well to the pupils' linguistic and personal development, the up-to-dateness with regard to media and pupils' interests, the appealing design, the high frequency and regularity of presentation as well as the large variety of strategies presented.

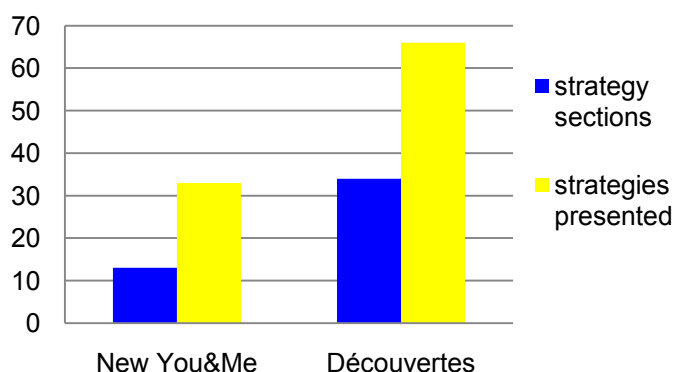
## 8. Comparison of the *New You&Me* and *Découvertes*

In the following section, the two course book series will be compared and contrasted with regard to quantity and quality of the learning strategies presented.

### 8.1. Quantity

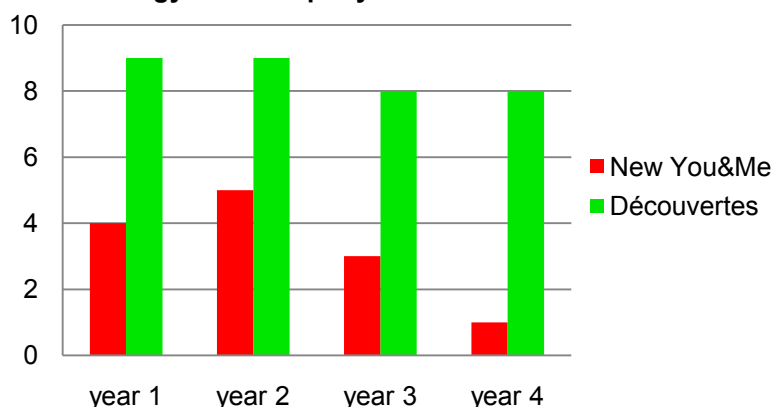
For the comparison, the numbers and tables **not** including the strategies presented more than once in the *New You&Me* will be used. When looking at figure 15, it cannot be overlooked that *Découvertes* offers twice as many strategies as the *New You&Me* and also almost three times as many sections in four years.

**Figure 15 Comparison of the number of strategy sections and strategies**

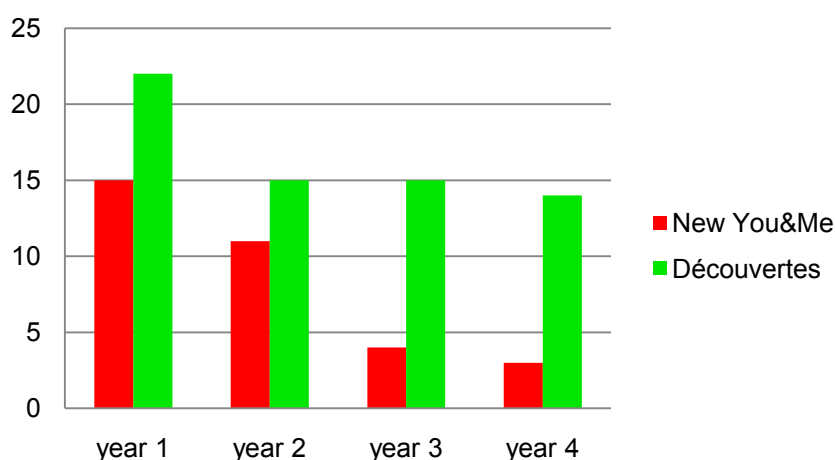


In the *Découvertes* books, the number of sections per year remains rather stable just as the number of strategies per year, except for the first year, where approximately seven strategies more are presented than in the other years (see figures 16 and 17). This can easily be explained by the fact that the pupils' need for strategies is largest at the very beginning of language learning. In the *New You&Me* the number of sections as well as the one of strategies decreases steadily from the second year onwards finishing with three strategies in total in the fourth year.

**Figure 16 Number of strategy sections per year**



**Figure 17 Number of strategies presented per year**



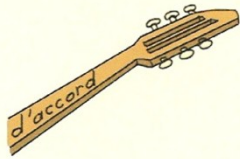
In order to provide a certain comforting routine for pupils and to avoid too big chunks of new information it is more sensible to present strategies in regular intervals and ‘small doses’. While *Découvertes* offers an average of 1.9 strategies per section, the *New You&Me* presents 2.5 strategies. It makes more sense to include a short strategy section in every unit – as it is done in *Découvertes* – than to overwhelm pupils with a few one- or two-page sections per year as this is the case in the *New You&Me* (see figure 18). While the French book presents three strategies for memorising new words illustrated with nice pictures and short explanations, the English book confronts young learners with a concentrated charge of input and lengthy explanations.

**Figure 18 Examples of a strategy section on vocabulary learning in *Découvertes* and the *New You&Me***

### Découvertes

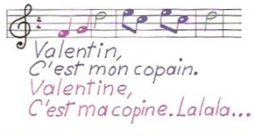
**Stratégie**

Folgende Tipps sollen euch zeigen, wie ihr euch Vokabeln besser einprägen könnt.  
(Weitere Tipps zum Vokabellernen findet ihr auf Seite 123.)




• **Eselsbrücken erfinden:**

Bilder, Gerüche, Geschmäcker, Geräusche, Stimmungen, Erinnerungen an Erlebnisse und auch Witze können euch helfen, euch an bestimmte Wörter zu erinnern.



• **Klangbilder erfinden:**

Liedtexte, Gedichte und Werbesprüche prägen sich durch ihre Reime leichter ins Gedächtnis ein. Erfindet Reime zu Wörtern, die ihr euch nur schwer merken könnt.



• **Vokabeln darstellen:**

Ihr könnt euch Vokabeln bewusster machen, indem ihr sie pantomimisch darstellt.

### The New You&Me

#### **Learning to learn**

##### **Vokabeln lernen**

Wenn du viele Vokabeln in einer fremden Sprache kannst, hast du „einen guten Wortschatz“. Dieser Ausdruck macht deutlich, wie wichtig Vokabeln sind. Wörter sind ein Schatz. Wie kann man diesen Schatz am besten erwerben? „Ich bin halt nicht so begabt“, meinen einige. Und lügen sich damit oft selbst an. Warum? Weil es beim Sprachenlernen nicht so sehr auf Begabungen ankommt, wie viele meinen. Eines ist sicher: Es gibt verschiedene Wege, die zu einem guten Wortschatz führen können. Und was dem einen hilft, ist für den anderen weniger nützlich.

Merke dir: Wir lernen unterschiedlich, und es gibt – vereinfacht dargestellt – verschiedene Lernertypen. Diese sind:



Typ 1  
Adlerauge: lernt am besten, indem er/sie sich einprägt, wie etwas aussieht.



Typ 2  
Langohr: merkt sich besser, was er/sie gehört hat.



Typ 3  
Aktivtyp: muß etwas konkret tun können, z. B. angreifen, aufschreiben etc., damit er/sie sich etwas merken kann.

Du solltest dir deinen eigenen Weg suchen, der dich zu deinem „Wortschatz“ führt. Auf der nächsten Seite findest du einige Anregungen, die dir dabei helfen können. Die meisten Menschen sind „Mischtypen“. Versuche herauszufinden, was dir am besten nützt. Was ist zu lernen? Die in einer Unit neu vorgekommenen Vokabeln. Wo findest du die? Jeweils am Ende einer Unit im Workbook. In den beiden Abschnitten „Wordfields“ und „Words in context“. Die Wörter dort sind das Lernvokabular. Wenn du die gut lernst, hast du bald einen großen Wortschatz.

#### **Tipps**

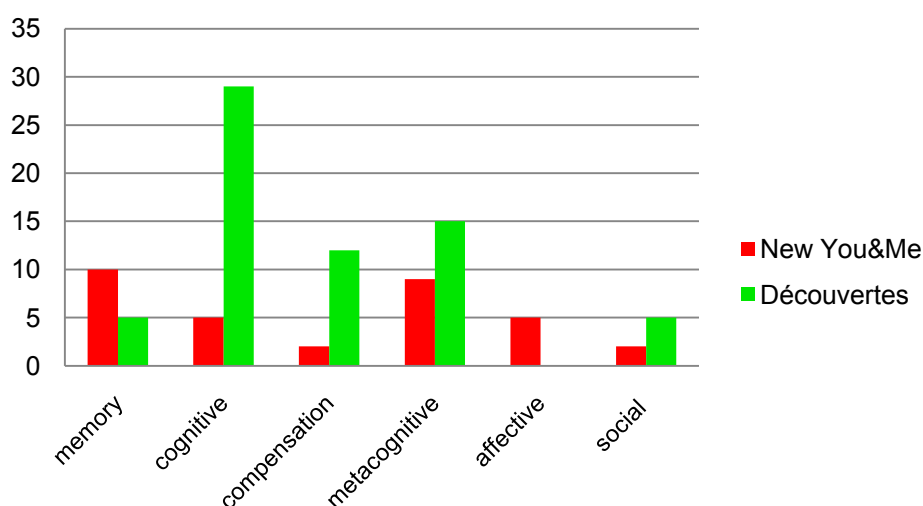


- Lerne konzentriert und denk positiv dabei. Wenn du dir zum Beispiel denkst: „Oje, das sind so viele Wörter“, dann ist das nicht sehr hilfreich. Die Profisportler sagen, man muss sich positiv motivieren, um eine Leistung zu erbringen. Also: Positiv denken, dann macht es Spaß und geht außerdem schneller.
- Schau dir die Wörter im Buch gut an. Schließ die Augen und versuche dich mit geschlossenen Augen zu erinnern, wie die einzelnen Wörter aussehen.
- Du kannst auch versuchen, die Wörter (vielleicht in färbiger Schrift) auf Wortkärtchen zu schreiben. Hänge diese Kärtchen an die Wand. Schau ein Kärtchen an. Schließ die Augen. Versuche dich daran zu erinnern, wie man das Wort schreibt. Dann Augen auf und überprüfen, ob es stimmt.
- Schau dir ein Wort an. Schau weg und schreib es mit deinem Finger „in die Luft“. Dann überprüfe, ob es stimmt.
- Sprich dir die Wörter halblaut vor. (Du kannst das auch ganz laut machen – nur Vorsicht, dass du nicht gerade jemanden beim Mittagsschlaf störst!)
- Versuche auch, während des Sprechens auf und ab zu gehen.
- Die meisten Menschen merken sich Wörter dann gut, wenn sie sich Sätze einprägen, in denen diese Wörter vorkommen. In „Words in context“ findest du meist Sätze.
- Noch ein Tipp: Schneid dir aus stärkerem Papier kleine Kärtchen aus (ca. 6 x 4 cm). Schreib das englische Wort auf die Vorderseite und einen Satz mit diesem Wort auf die Rückseite. Auch die deutsche Übersetzung kannst du (evtl. mit Bleistift) auf der Rückseite dazuschreiben.
- Lerne ein Kärtchen nach dem anderen, und merke dir das Wort und den dazugehörigen Satz. Prüfe dich immer wieder selbst. Wichtig ist, dass du die Kärtchen immer wieder durcheinander mischst.
- Sprich die Sätze mit den Wörtern auf Kassette. Höre dir dann die Sätze am besten mehrmals an.
- Wenn du am nächsten Tag eine Vokabelprüfung hast, lies dir die Vokabeln (wenn das noch möglich ist!) nochmals vorm Einschlafen durch.
- Mache regelmäßig Pausen. Was du in der Pause tun sollst? Entspannen. Trink etwas, oder iss einen Apfel. Oder höre Musik. Oder geh mal schnell an die frische Luft. Aber du hast sicher auch noch ein paar eigene Ideen, wie du dich entspannen kannst . . .
- Noch etwas zum Schluss: Sprich mit Freunden und mit deiner Lehrerin/ deinem Lehrer über deine Lernerfahrungen.
- Regelmäßige Wiederholung ist die Grundlage des Erfolgs! Deswegen empfiehlt es sich, auch „alte“ Vokabeln regelmäßig zu üben.

Thus, one thing that both course book series have in common is that, fitting to the learners' needs, the first year is the one in which the number of strategies presented is the highest. The comparative analysis becomes even

more interesting when taking a closer look at the number of strategies per category. The *New You&Me* series presents twice as many memory strategies as *Découvertes*. Also, the English course books offer pupils five affective strategies whereas the French books do not even give them a single one. This is a big disadvantage of *Découvertes* because emotions and feelings have a considerable influence on the pupils' attitude, motivation and performance. Thus strategies helping pupils to control and to work on their feelings must be seen as being of crucial importance, especially when it comes to exam nerves. As the Austrian school system is to a large extent still based on selective written examination, a 'blackout' due to anxiety during an exam can have a very bad effect on a pupil's year mark.

**Figure 19 Strategies per categories (total) in the *New You&Me* and *Découvertes***



With regard to the memory strategies, the *New You&Me* also has an advantage over *Découvertes* but at this point it should be added that not only the number but also the quality and usefulness of the strategies presented count. More on this is to be found in the following chapter. To sum it up again, the memory and affective categories are better catered for in the *New You&Me* than in *Découvertes* with regard to quantity.

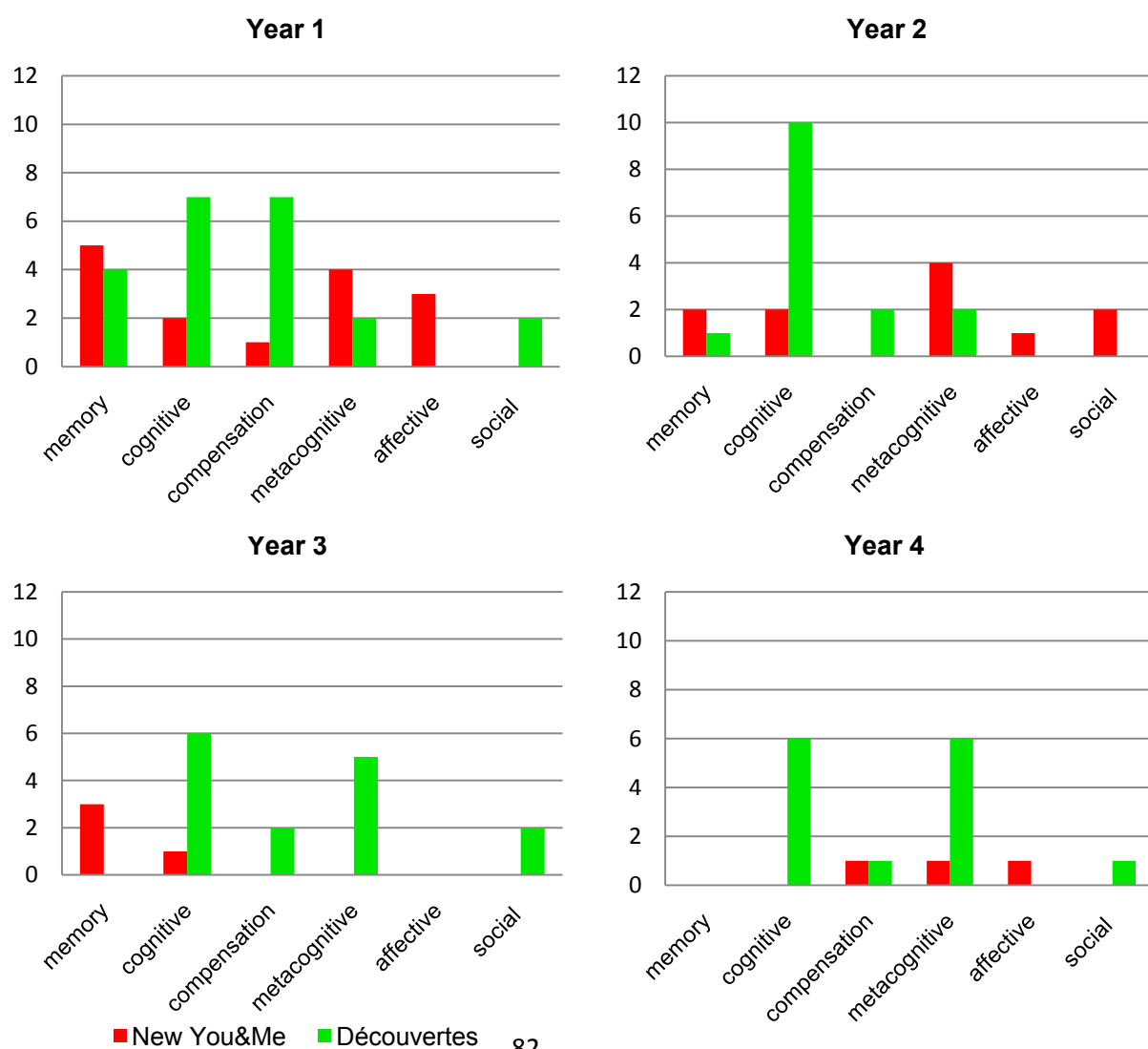
The other four categories, however, are firmly in the hands of *Découvertes*. As for cognitive and compensation strategies, the French course book series offers approximately six times as many strategies for each of the two categories as the English one does. This large difference is not only impressive but also alarming because it makes clear how much these two



course book series differ with regard to language learning and language use strategies. In short, the number of strategies provided in the *New You&Me* for these categories is simply insufficient. This is especially true for compensation strategies, whose importance in foreign language learning cannot be stressed enough. Cognitive strategies are particularly important for beginners because they offer them clear guidelines how to learn and work with the new language. Also, there is not a single category in which the *New You&Me* offers more than ten strategies in the course of four years. This is simply not enough.

What is interesting when comparing the distribution of strategies per category per year (see figure 20) is that in the first two years, the *New You&Me* offers many more metacognitive strategies than *Découvertes* but in the third and fourth year, the situation completely changes making *Découvertes* the obvious number one when it comes to the presentation of metacognitive

**Figure 20 Strategies per categories and years in *New You&Me* and *Découvertes***



strategies. In this aspect, the two course book series seem to take two completely different views. While the French series opts for the second half, the English series considers the first half of the four-year series to be the most suitable time for the introduction of the majority of metacognitive strategies. For both of them arguments can be suggested. Nevertheless, O'Malley's EFL study (see pp. 17-19) can help in deciding which of them is more reasonable. Beginners seem to prefer strategies which guide them rather strictly, offering little leeway, whereas more advanced learners prefer strategies giving them more room for independence and self-management. Consequently, it would make more sense to offer intermediate-level pupils a larger number of metacognitive strategies in order to comply with their needs. Thus, it can be concluded that the *Découvertes* series has chosen the more learner friendly version.

When it comes to memory strategies, both books are in agreement. They present the majority of these strategies in the first year taking into consideration the pupils' need for help on how to memorise all the new information they are facing.

In contrast to the *New You&Me*, the number of cognitive strategies is the highest of all categories in all four years in the *Découvertes* series. At this point, the reader must be reminded once again that O'Malley's notion of 'cognitive' corresponds to the sum of Oxford's memory, cognitive and compensation categories. In *Découvertes*, cognitive strategies in O'Malley's sense account for 69.7%, metacognitive for 22.7% and social-affective strategies for 7.6%. In the *New You&Me*, roughly the same distribution is to be found though on a much smaller scale: 51.5% cognitive, 27.3% metacognitive and 21.2% social-affective strategies. All in all, it can be said that the distribution of the *Découvertes* series corresponds much more to O'Malley's EFL study than the *New You&Me*, especially with regard to the percentages of the cognitive and the social-affective categories.

To put it all into a nutshell, the *Découvertes* series offers many more strategies than the *New You&Me*. The strategies are presented more regularly and in smaller portions and their distribution according to the six categories corresponds more to O'Malley's study than in the English series. However, the

French books do not include any affective strategy, which can be considered a serious drawback due to the importance of these strategies.

## 8.2. Quality

In the previous section, *Découvertes* has been described as offering a larger number of learning strategies than the *New You&Me*. Yet, it is important to analyse the quality and usefulness of the strategies presented because the number of strategies alone does not say anything about whether a course book series is good, average or bad when it comes to imparting language learning and language use strategies. This section will deal with two aspects in order to analyse the qualitative value of the strategies in the two selected course books. At first, a closer look will be taken on the development and the elaboration of the strategies to find out in how far they build on each other or if they are isolated. In a second step, the content of some strategy sections will be analysed with regard to appropriateness of age, linguistic knowledge and materials used and to the effectiveness of the strategies.

One fundamental difference between *Découvertes* and the *New You&Me* is that the first provides the pupils with strategies arranged in categories and building on one another throughout the four years whereas the second presents its categorised strategies in isolation. Furthermore, there is no further development and no adaptation of complexity according to the pupils' growing knowledge of the language. I have summed up and translated the content of each strategy section in the two course book series (see Appendix 6), which makes it easier to analyse and categorise them. *Découvertes* offers the following ten categories of strategies with the number of sections for each in brackets:

- Listening (5 sections including audio-visual comprehension)
- Resources (3 sections including internet research)
- Vocabulary (5 sections)
- Text comprehension (3 sections including reading comprehension)
- Mistake avoidance strategy (3 sections)
- Technique of circumlocution and paraphrase (1 section)

- Regularities in vocabulary and grammar (3 sections including rules for word formation)
- Creative writing (8 sections including text production, summary, recognising text types and official letter)
- Intercultural learning (1 section)
- Presentation (2 sections)

As can be easily seen, there are hardly any categories that consist of less than two sections. The only exceptions are 'intercultural learning' and 'technique of circumlocution and paraphrase'. The *New You&Me*, in contrast, only has seven categories:

- Exam preparation (2 sections)
- Vocabulary (4 sections)
- Reading comprehension (3 sections)
- Pronunciation (1 section)
- Grammar (1 section)
- Resources (1 section)
- Spelling (1 section)

Unlike the French books, one finds four categories here which consist of only one strategy section. Furthermore, the other three strategy categories require a closer scrutiny. When comparing the contents of the two exam preparation sections, it is striking that they present two identical strategies. Consequently, the second exam preparation section must be regarded as a repetition and cannot be counted as a new continuing section. As a result, there is only one exam preparation section left. The *New You&Me* is equipped with four sections providing strategies for vocabulary learning. In the first two sections, six strategies are completely identical, meaning that the six strategies presented in section one are repeated in section two with only one additional strategy. The four strategies presented in the third vocabulary section are the same as in the second section. Thus, section three cannot be assessed as it only repeats already known information. Also half of the strategies of section four must be counted as a revision. This leaves us with the first strategy section presenting new strategies, the second one repeating six of them plus one new strategy, the third section consisting of already presented strategies only, thus being null and void, and the fourth section repeating yet another already known technique and

adding only one new strategy. Summing up, it can be said that the number of vocabulary learning strategies must be reduced from four to three and the content of sections two and three must be reduced to one new strategy each. This result inevitably has a sobering effect. And so we are left with the reading comprehension sections. Here again, the strategy of the first section is also to be found in the second and the third ones. Additionally, sections two and three are completely identical, which reduces the number of strategy sections for reading comprehension from three to two.

Comparing these findings to the strategy sections in the *Découvertes* books, it can be said that in the latter no strategy is presented more than once within one category. Moreover, the strategies seem to increase in complexity and diversity. This can be illustrated with the help of listening strategies. In volume 1 of *Découvertes*, the first section introduces global auditory comprehension whereas the second section presents the more complex strategy of listening for details, which is called 'sophisticated auditory comprehension'. An increase in the level of complexity is obvious between these two sections. Furthermore, the strategies for listening develop with the growing knowledge and competence of the pupils because at the beginning of language learning, pupils usually only understand the gist of a listening comprehension due to their small vocabulary and grammar knowledge. Thus, it is useful to give them at the beginning strategies which help them to find out how to listen for the gist. Later on in the school year, as their vocabulary has markedly grown, pupils are ready for the introduction of listening-for-details strategies.

This development continues in the second volume, where the strategy of selective listening is introduced as well as strategies for dealing with before-, while- and after-listening exercises or tasks. In the third book, the listening dimension is enlarged and now also includes the visual aspect. This parallels the pupils' development as foreign language learners insofar as they are ready for watching and understanding films, or rather film sequences, at the beginning of the third year of language learning. Of course, pupils also need strategies helping them to cope with this new medium in the foreign language. Although watching TV is part of everyday life, there is a difference between constant subjection to TV shows, films, soap operas etc. in one's mother tongue and

watching a film or news in a foreign language, from a foreign country and a foreign culture with tasks to complete. In order to cope with all this new information, pupils need strategies. And these are introduced in the third year consisting of looking at facial expressions, gestures and situation comedy. These new aspects are further elaborated in the fourth year, where a basic inventory of frequently used facial expressions and gestures in French speaking countries is presented to them. So here we have a good example of how to adapt strategies to the pupils' linguistic and also cultural competence. Unfortunately, there is no such development to be found in the *New You&Me*, where most of the time, strategies of a category are presented in isolation having no connection to the other strategies presented for this category.

The second group of criteria for this qualitative analysis is the appropriateness and usefulness of the presented strategies. Without going into too much detail, it can be said that the strategies presented in both course book series are appropriate for the age of the learners; or, to be more precise, they are not too complex for the learners as far as their content is concerned. When it comes to the way how they are presented, however, *Découvertes* definitely has an advantage over the *New You&Me*. The reason for this are seemingly straight-forward aspects, such as the length of a strategy section. Comparing the two sections on vocabulary learning in figure 18 taken from the first year books, the difference is overwhelming. Instead of dividing up all the strategies into three or four sections and presenting them one after the other in easily digestible portions, the *New You&Me* dedicates whole one-and-a-half pages to an extensive enumeration of possible strategies. And this is not the only incidence of such a condensation of information; there are many others to be found. Taking into consideration that the examples in figure 18 are intended for 10-year-olds, the question of which one would be more appealing and easier to remember is not really difficult to answer. Obviously, the design of the strategy section of the French book corresponds much more to the ideas and needs of this age group than the English one does.

Apart from the fact that the *New You&Me* partly presents the same strategies to 10-year-olds as to 13- and 14-year-olds, the usefulness of some of the strategies is rather questionable. The two following strategies illustrate this point:

**Figure 21 Examples of questionable strategies in the *New You&Me* (workbook 1 and textbook 2)**

- Sprich die Sätze mit den Wörtern auf Kassette. Höre dir dann die Sätze am besten mehrmals an.
- Übe immer wieder die **Grammar rhythms** durch. Dabei entwickelst du ein Gefühl für grammatische Formen.

The first example is taken from the workbook of the first year. The biggest problem here is the suggestion to record the sentences on a tape. Nowadays, at the time of MP3 and similar inventions, this idea might not only sound totally outdated and ridiculous to pupils but it is even likely that at least some pupils do not know any more what a 'tape' is. Since the *New You&Me* was reprinted in 2005, changes like this and 'updates to the present' should have been included. Besides this media problem, the purpose of the strategy presented in this example gives rise to discussion. Recording new words in context and listening to them repeatedly involves the risk that the learner rather memorises the sequence of new words, like a poem learned by heart, than their meaning and translation as well as the risk of memorising faulty pronunciation. This might result in the learner not being able to translate or explain the meaning of the words any more once they are jumbled up. A very similar problem can be detected in the second example from textbook two. If pupils practise a certain grammar aspect always with the same sentences or phrases, they will definitely be able to apply the grammatically correct form to all of these sentences after several repetitions. If, however, they are asked to complete an exercise with exactly the same grammar topic but different sentences, they will probably be not or only partly able to do so, simply because by filling in the missing words in the same sentences over and over again they became specialists for these sentences and can now remember the sequence of when to fill in which form but as soon as the context changes, they probably no longer know what to do because they only learned the sequence by heart but not the grammar rules and their application.

As far as media are concerned, *Découvertes* is much more up-to-date than the *New You&Me*. The latter still talks about tapes and includes the SbX

symbol next to some exercises whereas *Découvertes* provides many well chosen internet links to homepages for further information or exercises and even dedicates two strategy sections to the question of how to find reliable information on the internet and how to do research successfully in this medium.

Another difference worth mentioning is the number of exercises provided for practising strategies. In this point, the two course book series can be regarded as presenting the extremes. On the one hand, there is the *New You&Me*, which offers one single exercise for one strategy in the whole four years. *Découvertes*, on the other hand, provides a total of 92 exercises for 34 strategy sections, which means an average of 2.7 exercises per section. Usually, there are two exercises per section in the textbook and another one in the workbook. One of the exercises in the textbook immediately follows the strategy section, as can be seen in the example in figure 22a, including the exercises to the strategies from figure 18.

**Figure 22a + b Exercises for strategies in *Découvertes* textbook 1**

a)



**a** Denkt euch fünf persönliche Eselsbrücken aus und zeigt sie eurer Klasse.



**b** Wählt 2 oder 3 „Lieblingswörter“ aus, bringt sie in Reimform und lernt den Reim auswendig. Stellt ihn eurer Klasse vor.



**c** Sucht euch einen Partner. Einer/Eine von euch stellt stumm die ersten fünf Wörter in beliebiger Reihenfolge nacheinander dar. Der/Die andere nennt die Wörter. Tauscht die Rollen.  
*horreur/colère/sonner/ordinateur/raconter/assiette/étage/maison/maintenant*

b)

#### ■ Savoir faire



→ Stratégie, page 39.

**a** Einige Wörter sind euch noch unbekannt. Was sie bedeuten, verraten euch die Bilder.

**b** malt in euer Heft sechs Bilder, die zu den jeweiligen Zeilen der letzten Strophe passen.

**c** Sucht zu diesem Text ein Sachfeld eurer Wahl, z.B. *les meubles* (die Möbel), und erstellt dazu ein Vokabelnetz mit Wörtern aus dem Liedtext und anderen bekannten Wörtern.



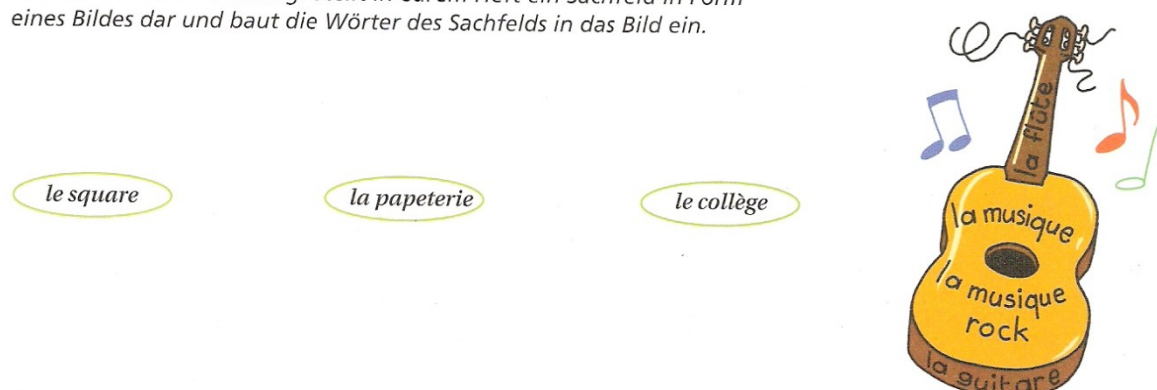


The second exercise usually comes a bit later and consists of a reference to the page on which the strategies necessary to complete the task can be found and several smaller exercises in which the strategies must be applied to a text, listening, picture etc. from the unit (see figure 22b). This means that, at first, pupils get the opportunity to practise the new strategies in a dry run, i.e. in an isolated, artificial context, and in a next step, they are asked to apply them to a 'real-life' example, i.e. in a 'natural' context. In the workbook, the same strategies are taken up again and the pupils are given further examples and opportunities to practise the strategy (see figure 23).

**Figure 23 Exercise for strategies in *Découvertes* workbook 1**

**13 Savoir faire: Vokabeln lernen**

*Die Aufgaben 7 und 8 auf Seite 39 im Schülerbuch geben euch bereits einige Tipps, wie ihr euch einzelne Vokabeln und größere Wortfelder besser einprägen könnt. Hier ein weiterer Vorschlag: Stellt in eurem Heft ein Sachfeld in Form eines Bildes dar und baut die Wörter des Sachfelds in das Bild ein.*



Consequently, it can be claimed that in the *Découvertes* series, the methods used to impart strategies are by far better than in the *New You&Me* series.

## Summary of findings

In general, *Découvertes* includes a wider range of strategies than the *New You&Me* thus giving pupils a larger variety to choose from. There are also some essential categories for which the *New You&Me* does not cater at all, like internet research, mistake avoidance strategies, rules for word-formation and intercultural learning. In order to be fair, it should be added that strategies for avoiding mistakes and rules for word-formation are probably a bit more important in French than in English due to the higher orthographical and

grammatical complexity of the French language. Still, this explanation cannot be put forward for internet research and intercultural learning, which are both very important nowadays, in times of globalisation, multinationals and international mobility in all fields. Therefore, it can be concluded that the *Découvertes* books are by far more suitable for the introduction and training of language learning and language use strategies than the *New You&Me* series, for several reasons. From the point of view of quantity, the French series is leading with twice as many strategies being introduced as in the English one. Also the distribution of categories according to the six categories and to the age of the pupils is more convincing. Moving from quantity to quality, it can be seen that the design of the *Découvertes* strategy sections and the number of strategies per section are definitely more learner-friendly. Furthermore, the strategies in *Découvertes* build on each other and are of increasing complexity whereas the strategies in the *New You&Me* are presented in isolation and without serious adaptations to the pupils' increasing knowledge of the language. While the English books seem to be a bit outdated, the French books include internet links and addresses of homepages for further research as well as instruction on how to work with the internet successfully and efficiently. The last advantage of *Découvertes* is that it offers a larger number of exercises for practising and applying new strategies in context whereas the *New You&Me* completely renounces that. This last point is also mentioned in the guidelines for the approbation of schoolbooks, where it is stated that a book needs to comply with the rules of the curriculum for foreign languages. In this document, it is postulated that learning strategies be taught **and** practised. Since this is not the case in the *New You&Me*, it can be concluded that this course book series does not meet the criteria of the guidelines which the commission for the approbation of school textbooks has to follow.

## 9. Conclusion

This thesis has investigated the presentation of learning strategies in the *Découvertes* and the *New You&Me* schoolbook series against a backdrop of a synthesis of current theories in the field of learning strategy research.

At first, a survey of the most important and influential definitions and taxonomies relating to the concept of learning strategies has been given. The basic distinction between the terms 'learner strategy' and 'learning strategy' already proved to be a controversial issue. While Wenden (1987), Rubin (1987), Tönshoff (1995) and Cohen (1988) define 'learner strategy' as a superordinate term comprising learning strategies and communication strategies, Chamot (1987), Oxford (1999) and Mandl & Friedrich (2006) do not include this differentiation at all. This inconsistency in the use of terminology has resulted in a large variety of classification schemes and taxonomies. In this aspect, however, researchers basically agree on the three categories of cognitive, metacognitive and social-affective learning strategies. Oxford refines this classification further by subdividing the cognitive category into memory, compensation and cognitive strategies and establishing an individual social and affective category. Her classification scheme provides the most extensive and most detailed list of strategies in this field of research. Other researchers, like Cohen and Mandl & Friedrich, provide different schemes consisting of four categories. Still, they also include the generally accepted tripartite division. The comparison of all these classification models has shown that, although there is general agreement on the three categories in one way or another, there are still different opinions on the classification of individual strategies.

Studies by O'Malley et al. have revealed that almost 60% of all strategies applied by learners are cognitive ones, about 30% belong to the metacognitive category and the smallest share is held by social-affective strategies, which make up between 17% in ESL and 1% in EFL situations. As for the choice and preference of learning strategies, a pupil's learning style is the decisive factor. The concept of learning style is very extensive and ranges from learning characteristics, such as the preference for one physical sense, to personal factors and character traits, i.e. contact with other people, approaching tasks and ideas, ambiguity tolerance and also culture-specific preferences.

The important function of learning strategies has also influenced the Austrian national curriculum for foreign languages and the CEFR. The first one postulates the teaching of a large variety of learning strategies on the grounds that this knowledge is the basis for lifelong, autonomous learning. In addition to the presentation of these strategies, the curriculum stipulates that they have to be trained. The CEFR refers to learning strategies as 'ability to learn' or 'study skills' and stresses their importance, especially for language learning in times of European and international mobility and cooperation.

The empirical study on the presentation of learning strategies in the *New You&Me* and the *Découvertes* series is based on Cohen's distinction between language learning and language use strategies and on Oxford's classification scheme. Both series are approbated for the use in AHS lower secondary. *Découvertes* as well as the *New You&Me* present all learning strategies in coloured boxes and in German, except for the very last strategy in the *New You&Me*. From a quantitative point of view, the analysis reveals that the French series focuses on language use strategies, whereas the English series shows a dominance of language learning strategies. With a total number of 66 strategies presented in the course of four years, *Découvertes* provides twice as many strategies as the *New You&Me*. When it comes to the distribution of strategies according to Oxford's six categories, the English books cater for all of them, whereas the French ones do not include any affective strategies, which must be judged as a serious omission. A closer look at the individual categories reveals that most strategies of the *New You&Me* belong to the memory category, followed by metacognitive, cognitive and affective ones. *Découvertes*, on the other hand, takes the majority of its strategies from the cognitive category followed by metacognitive strategies in second and compensation strategies in third place. Another aspect which both schoolbook series have in common is that their first-year books provide the largest numbers of strategies per year and also the greatest diversity. In contrast to *Découvertes*, where the number of strategy sections and strategies presented remains relatively stable throughout the four years, the *New You&Me* is characterised by a steady decline of both from the second year onwards. The last quantitative aspect to be mentioned is the number of exercises for practising learning strategies. Here, the two series represent the two extremes. While *Découvertes* offers a total of 92 exercises,

roughly three for each strategy section, the *New You&Me* is only equipped with one single exercise.

The evaluation of the findings has shown that the *Découvertes* schoolbook series is much more communicatively oriented than the other one. As the results of O'Malley's studies indicate, language learning strategies should be in the foreground at the beginning of language learning to guide the novice learners. Later on, the pupils' growing linguistic knowledge should be accompanied by an increase in the number of language use strategies in order to meet their need for more autonomy and self-management. In the *New You&Me*, however, this development is exactly the other way round and consequently does not correlate with the pupils' development as learners and human beings. Another point which should be mentioned here is the proportion of metacognitive strategies in the two series because they are also connected with the findings of O'Malley's studies. While *Découvertes* pursues the tactic of giving rather few metacognitive strategies in the first two years but then much more in the third and fourth years, the English series presents the majority of metacognitive strategies in the books 1 and 2 and only one in the last two years. Since this kind of strategy is responsible for the organisation and self-evaluation of the learning process and with reference to O'Malley's studies, it can be said that it is more reasonable to present a larger number of metacognitive strategies in the second half of the four-year series because that is the time when pupils ask for more independence and self-organisation. Thus, it can be concluded that the distribution of metacognitive strategies in *Découvertes* corresponds more to the pupils' needs.

Regularity and transparency are additional factors to be considered. While the French series provides one strategy section per unit and lists these sections in the table of contents, the English series presents the strategies in irregular intervals without mentioning them in the table of contents. This of course affects the length of a strategy section. If strategies are presented regularly as in *Découvertes*, the sections can be shorter and the strategic knowledge can be imparted in smaller portions. If, however, the authors decide to present several strategies at once, the sections necessarily become much longer, as it is the case in the *New You&Me*. The result of such a decision is obvious: longer passages, sometimes filling more than one page, are less

appealing to young learners. Consequently, they will find the design of the strategy sections in *Découvertes* much more attractive and interesting. Another effect of regularity is that the learner is provided with continuous support throughout the four years. In contrast to the French books, the English ones do not offer this assistance due to their lack of regularity in the presentation of learning strategies. Also, the strategies in the *New You&Me* are presented in isolation and do not feature any further development, whereas the strategies in *Découvertes* build on one another and are of increasing complexity and diversity. In addition to this, the usefulness of some strategies presented in the English books must be questioned. The fact that nine strategies are presented several times identically in the *New You&Me* in contrast to the French books, in which each strategy only turns up once, does not shed a positive light on the English series.

While learner-focused tests have not been undertaken yet, these findings allow the conclusion that the *Découvertes* books are by far better for the introduction and practice of learning strategies. Since lifelong learning, the basis for which is knowledge of a variety of learning strategies, has become an indispensable ability in our society, it is absolutely necessary that learning strategies become an integral part of teaching and thus, also of schoolbooks.

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## Appendix 1

### THE NEW YOU&ME 1-4

	L1	L2	L3	L4	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1	L2	L3	L4	L5	L6	L1
<b>BASIC DISTINCTION</b>																							
language learning strategy	×		×	×					×		×												×
language use strategy		×										×											
<b>SKILLS</b>																							
reading		×																					×
speaking																							
listening																							
writing																							
<b>TOPICS</b>																							
grammar																							
vocabulary	×																						
pronunciation																							
exam preparation																							
<b>CATEGORY</b>																							



## Appendix 2

### DECOUVERTES 1

	L1	L2	L3	L4	L5	L6	L7	L8	L9
BASIC DISTINCTION									
language learning strategy		×	×			×	×		
language use strategy	×			×	×			×	×
SKILLS									
reading				×					
speaking								×	
listening	×								×
writing							×		
TOPICS									
grammar							×		
vocabulary			×	×		×	×	×	
pronunciation									
exam preparation									
CATEGORY									
memory			×		×				
cognitive	×	×		×		×	×	×	
compensation	×			×			×	×	
metacognitive							×		×
affective									
social								×	
LANGUAGE									
German	×	×	×	×	×	×	×	×	×
French									
EXERCISE(S)	2	1	2	3	2	2	2	2	1

## DECOUVERTES 2

	L1	L2	L3	L4	L5	L6	L7	L8	L9
<b>BASIC DISTINCTION</b>									
language learning strategy		×			×				
language use strategy	×		×	×		×	×	×	×
<b>SKILLS</b>									
reading	×			×					
speaking				×					
listening						×			
writing			×					×	×
<b>TOPICS</b>									
grammar		×							
vocabulary		×			×				
pronunciation									
exam preparation									
<b>CATEGORY</b>									
memory					×				
cognitive	×	×		×	×	×	×		
compensation						×			
metacognitive						×			
affective									
social									
<b>LANGUAGE</b>									
German	×	×	×	×	×	×	×	×	×
French									
<b>EXERCISE(S)</b>	2	2	2	2	2	2	1	2	2

## DECOUVERTES 3

	L1	L2	L3	L4	L5	L6	L7	L8
<b>BASIC DISTINCTION</b>								
language learning strategy				×	×			
language use strategy	×	×	×			×	×	×
<b>SKILLS</b>								
reading								
speaking								
listening						×		
writing	×	×	×	×				
<b>TOPICS</b>								
grammar				×	×			
vocabulary				×	×			
pronunciation								
exam preparation								
<b>CATEGORY</b>								
memory								
cognitive			×		×	×		×
compensation						×		
metacognitive		×		×		×		×
affective								
social	×						×	
<b>LANGUAGE</b>								
German	×	×	×	×	×	×	×	×
French								
<b>EXERCISE(S)</b>	2	2	2	2	2	1	1	1

## DECOUVERTES 4

	L1	L2	L3	L4	L5	L6	L7	L8
BASIC DISTINCTION								
language learning strategy			×	×	×			
language use strategy	×	×		×		×	×	×
SKILLS								
reading	×							
speaking							×	
listening								
writing		×		×				
TOPICS								
grammar				×				×
vocabulary			×	×				×
pronunciation								
exam preparation								
CATEGORY								
memory								
cognitive	×	×	×				×	×
compensation						×		
metacognitive				×	×		×	
affective								
social						×		
LANGUAGE								
German	×	×	×	×	×	×	×	×
French								
EXERCISE(S)	2	2	2	2	1	1	1	1



## Appendix 3

**New You&Me 1**

language learning strategies	2	1
language use strategies	1	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	2	
pronunciation	0	
exam preparation	1	
memory	5	
cognitive	2	
compensation	1	
metacognitive	4	
affective	3	
social	0	
German	all	
English	none	
exercises	0	

**New You&Me 2**

language learning strategies	2	2
language use strategies	1	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	1	
pronunciation	1	
exam preparation	1	
memory	2	
cognitive	2	
compensation	0	
metacognitive	4	
affective	1	
social	2	
German	all	
English	none	
exercises	0	

**New You&Me 3**

language learning strategies	2	1
language use strategies	0	
reading	0	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	2	
pronunciation	0	
exam preparation	0	
memory	3	
cognitive	1	
compensation	0	
metacognitive	0	
affective	0	
social	0	
German	all	
English	none	
exercises	1	

**New You&Me 4**

language learning strategies	1	0
language use strategies	0	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	0	
pronunciation	0	
exam preparation	0	
memory	0	
cognitive	0	
compensation	1	
metacognitive	1	
affective	1	
social	0	
German	none	
English	1	
exercises	0	

**TOTAL**

language learning strategies	7	4
language use strategies	2	
reading	3	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	5	
pronunciation	1	
exam preparation	2	
memory	10	
cognitive	5	
compensation	2	
metacognitive	9	
affective	5	
social	2	
German	almost all	
English	1	
exercises	1	

	Y&M1	Y&M2	Y&M3	Y&M4	total
number of strategy sections	4	5	3	1	13
number of new strategies presented	15	11	4	3	33
average number of strategies per section	3,8	2,2	1,3	3,0	2,5

## Appendix 4

**New You&Me 1**

language learning strategies	2	1
language use strategies	1	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	2	
pronunciation	0	
exam preparation	1	
memory	5	
cognitive	2	
compensation	1	
metacognitive	3	
affective	3	
social	0	
German	all	
English	none	
exercises	0	

**New You&Me 2**

language learning strategies	2	2
language use strategies	1	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	1	
pronunciation	1	
exam preparation	1	
memory	6	
cognitive	2	
compensation	1	
metacognitive	6	
affective	3	
social	2	
German	all	
English	none	
exercises	0	

**New You&Me 3**

language learning strategies	2	1
language use strategies	0	
reading	0	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	2	
pronunciation	0	
exam preparation	0	
memory	8	
cognitive	1	
compensation	0	
metacognitive	0	
affective	0	
social	0	
German	all	
English	none	
exercises	1	

**New You&Me 4**

language learning strategies	1	0
language use strategies	0	
reading	1	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	0	
pronunciation	0	
exam preparation	0	
memory	0	
cognitive	0	
compensation	1	
metacognitive	1	
affective	1	
social	0	
German	none	
English	1	
exercises	0	

**TOTAL**

language learning strategies	7	4
language use strategies	2	
reading	3	
speaking	0	
listening	0	
writing	0	
grammar	0	
vocabulary	5	
pronunciation	1	
exam preparation	2	
memory	19	
cognitive	5	
compensation	3	
metacognitive	10	
affective	7	
social	2	
German	almost all	
English	1	
exercises	1	

	Y&M1	Y&M2	Y&M3	Y&M4	total
number of strategy sections	4	5	3	1	13
number of strategies presented	14	20	9	3	46
average number of strategies per section	3,8	4,0	3,0	3,0	3,6

## Appendix 5

**Découvertes 1**

language learning strategies	3	1
language use strategies	5	
reading	1	
speaking	1	
listening	2	
writing	1	
grammar	1	
vocabulary	5	
pronunciation	0	
exam preparation	0	
memory	4	
cognitive	7	
compensation	7	
metacognitive	2	
affective	0	
social	2	
German	all	
French	none	
exercises	25	

**Découvertes 2**

language learning strategies	0	2
language use strategies	7	
reading	2	
speaking	1	
listening	1	
writing	3	
grammar	1	
vocabulary	2	
pronunciation	0	
exam preparation	0	
memory	1	
cognitive	10	
compensation	2	
metacognitive	2	
affective	0	
social	0	
German	all	
French	none	
exercises	26	

(at least one for every stratégie section in the Schülerbuch + 1 for each section in the Cahier d'activités)

**Découvertes 3**

language learning strategies	0	2
language use strategies	6	
reading	0	
speaking	0	
listening	1	
writing	4	
grammar	1	
vocabulary	2	
pronunciation	0	
exam preparation	0	
memory	0	
cognitive	6	
compensation	2	
metacognitive	5	
affective	0	
social	2	
German	all	
French	none	
exercises	21	

**Découvertes 4**

language learning strategies	2	1
language use strategies	5	
reading	1	
speaking	2	
listening	0	
writing	2	
grammar	2	
vocabulary	3	
pronunciation	0	
exam preparation	0	
memory	0	
cognitive	6	
compensation	1	
metacognitive	6	
affective	0	
social	1	
German	all	
French	none	
exercises	20	

**TOTAL**

language learning strategies	5	6
language use strategies	23	
reading	4	
speaking	4	
listening	4	
writing	10	
grammar	5	
vocabulary	12	
pronunciation	0	
exam preparation	0	
memory	5	
cognitive	29	
compensation	12	
metacognitive	15	
affective	0	
social	5	
German	all	
French	none	
exercises	92	

	D1	D2	D3	D4	total
number of strategy sections	9	9	8	8	34
number of strategies presented	22	15	15	14	66
average number of strategies per section	2,4	1,6	1,9	1,8	1,9

## Appendix 6

### List of strategies in *Découvertes*

#### Volume 1

1. Listening: global auditory comprehension: a) using linguistic clues b) using other clues
1. Resources: handling the textbook
1. Vocabulary: memorise vocabulary: a) associations b) pictures in the mind c) acting out new words
2. Vocabulary: discover unknown vocabulary: finding out the meaning of words by comparing them to similar words in other languages
1. Text comprehension: asking questions
3. Vocabulary: learning by heart: a) drawing pictures b) reading out loud several times c) finding keywords
1. Mistake avoidance strategy: a) when rereading a text you have written look at the following sources of error: <ul style="list-style-type: none"> <li>○ verbs (right conjugation)</li> <li>○ accord (gender, number, adjective)</li> <li>○ possessive pronouns</li> <li>○ word order</li> <li>○ spelling</li> </ul> b) set up a table of mistakes as a checklist with your most common mistakes and go through it over and over again, especially before exams
1. Technique of circumlocution and paraphrase: a) using a cognate b) using a description/an explanation c) using an antonym d) asking for an explanation e) asking for repetition f) asking to slow down g) asking for clarification
2. Listening: sophisticated auditory comprehension: a) reading title, heading b) first time: listening for the gist c) second time: listening for details

#### Volume 2

1. Reading comprehension: a) skimming b) scanning
1. Regularities in vocabulary and grammar: endings indicating gender (analyzing expressions):
1. Creative writing: writing the end of a story: set up a table in which you can answer the following questions about the story: a) the topic b) time and place c) main characters d) appearances of main characters e) their feelings f) situation they are in
2. Text comprehension/1. presentation: making notes from a text and presenting them
4. Vocabulary: a) how to use a bilingual dictionary (I) b) antonyms
3. Listening: detail comprehension/selective listening (before/while/after listening)

1. Internet research
2. Creative writing: describing a person
3. Creative writing: writing a fable

### Volume 3

4. Creative Writing: changing perspective: a) rewrite and continue texts b) becoming aware of others' thoughts and feelings
5. Text production and research: writing an account of a journey (self-monitoring)
1. Summary: writing a summary
2. Mistake avoidance strategy: a) when rereading a text you have written look at the following sources of error(in addition to the ones from volume 1): <ul style="list-style-type: none"> <li>○ indication of quantity with "de"</li> <li>○ object pronoun and relative pronouns</li> <li>○ tense</li> <li>○ careless mistakes</li> </ul> b) a list of all sources of error can be found in the appendix
1. Rules for word-formation: meaning of a) prefixes b) suffixes c) compounds
1. Audio-visual comprehension: understanding short film sequences: looking at a) facial expressions b) gestures c) situation comedy
1. Intercultural learning
2. (Internet) Research

### Volume 4

1. Recognizing text types: features of a) fiction b) newspaper article c) advertising copy
1. Official letter: writing a letter of application
5. Vocabulary: how to use a bilingual dictionary (II)
3. Mistake avoidance strategy: when rereading a text you have written look at the following sources of error(in addition to the ones from volumes 1 + 3): <ul style="list-style-type: none"> <li>○ subjonctif vs. indicatif</li> <li>○ adjective vs. adverb</li> <li>○ coherence</li> <li>○ cohesion</li> </ul>
1. Learning at stations: finding out about language learning, self-evaluation
2. Audio-visual comprehension: understanding with the help facial expressions and gestures
2. Presentation: technique of oral narration: a) planning for a language task b) organizing c) setting goals and objectives d) seeking practice opportunities
2. Rules for word-formation: additional prefixes and suffixes, special plural formations

## **List of strategies in the New You&Me**

### **Volume 1**

1. Spelling
1. Reading comprehension: do not look up/ask for every new word
1. Exam preparation: a) learning schedule b) regularity c) reward yourself d) deep breathing, meditation e) identifying the purpose of a task
1. Vocabulary: memorising new vocabulary: a) learner types b) index cards c) picture in the mind d) putting new words in a context e) structured reviewing (short breaks, repetition) f) sharing learning experiences with others

### **Volume 2**

1. Pronunciation: a) imitation b) repetition c) seeking opportunities for practice
2. Reading comprehension: a) do not look up/ask for every new word b) make yourself comfortable
2. Exam preparation: a) meditation b) identifying the purpose of a task
1. Grammar: reviewing well
2. Vocabulary: a) learner types b) index cards c) picture in the mind d) putting words in a context e) structured reviewing (short breaks, repetition) f) sharing learning experiences with others g) associations

### **Volume 3**

3. Vocabulary: a) index cards b) putting words in a context c) picture in the mind d) associations
1. Resources: how to use a bilingual dictionary
4. Vocabulary: a) word fields b) putting words in a context

### **Volume 4**

3. Reading comprehension: a) make yourself comfortable b) do not look up/ask for every new word
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## Appendix 7

Die vorliegende Diplomarbeit untersucht die Präsentation von Lernstrategien in österreichischen Schulbüchern für die Fächer Englisch und Französisch. Die Arbeit gliedert sich in einen theoretischen und einen empirischen Teil. Im theoretischen Teil werden zunächst die einflussreichsten Definitionen und Klassifizierungsschemata vorgestellt. Im Laufe dieses ersten Teiles wird zunehmend deutlich, dass es in diesem Forschungsgebiet keine einheitliche Terminologie gibt. Diese Widersprüchlichkeiten sind die Ursache dafür, dass keine allgemein gültige und anerkannte Definition des Begriffs „Lernstrategie“ existiert. Dieser Mangel an Einheitlichkeit spiegelt sich auch in der Koexistenz unterschiedlicher Klassifizierungsmodelle und Taxonomien wider. Allerdings scheint es im Bezug auf diesen Aspekt zumindest eine teilweise Übereinstimmung zu geben indem man sich auf die Dreiteilung von Lernstrategien in eine kognitive, metakognitive und sozio-affektive Kategorie geeinigt hat. Dieses Klassifizierungsmodell wird unter anderem von Rubin, O'Malley und Cohen angewandt. Einige Wissenschaftler haben dieses Schema allerdings verfeinert und die Kategorien weiter unterteilt. Ein Beispiel dafür ist Rebecca Oxford, deren Klassifizierungsmodell mit 62 Lernstrategien das zurzeit umfangreichste und detaillierteste auf diesem Forschungsgebiet ist. Was die Wahl von Lernstrategien betrifft, so spielt der Lernstil einer Person eine sehr wichtige Rolle.

Für die Schulbuchanalyse wurden die *New You&Me* und *Découvertes* Serie, beide vierjährig, ausgewählt. Die Bücher wurden im Hinblick auf die Präsentation, die Vielfalt, die Regelmäßigkeit und das Üben von Lernstrategien analysiert. Diese Untersuchung basiert auf einer Reihe von Kriterien, die anhand der Theorien des ersten Teiles ausgewählt und in einer Übersichtstabelle zusammengefasst wurden. Bei der Betrachtung der Ergebnisse wird zwischen Quantität und Qualität unterschieden. Die *Découvertes* Serie beinhaltet 66 Lernstrategien, doppelt so viele wie *The New You&Me*. Darüber hinaus sind die Französisch Schulbücher auch in den Kriterien Vielfalt, Regelmäßigkeit und Üben von Lernstrategien den Englischen Büchern weit überlegen, da sie in jedem einzelnen Kapitel einen Abschnitt haben, in dem Lernstrategien vorgestellt werden. Während der vier Jahre bietet

*Découvertes* insgesamt 92 Übungen nur für Lernstrategien und deren Verwendung an. Was die Qualität der Lernstrategien betrifft, so ist auch hier die Französische Serie klar im Vorteil. Die in diesen Büchern präsentierten Lernstrategien sind aktueller, effizienter und effektiver und weisen einen höheren Grad an Schülerorientierung auf. Der einzige Punkt, in dem die *New You&Me* Serie im Vorteil ist, ist die größere Anzahl von Merkstrategien und affektiven Strategien.

Alles in allem bietet diese Analyse interessante Einblicke in den Umgang unterschiedlicher Schulbuchautoren mit der zunehmenden Bedeutung von Lernstrategien. Darüber hinaus wird veranschaulicht, dass es sehr große Qualitätsunterschiede zwischen approbierten Schulbüchern gibt.



# L E B E N S L A U F

## PERSÖNLICHE DATEN

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Name: Pamela Zankl  
Geboren: am 18.03.1984 in Mistelbach  
Vater: Franz Zankl, Leiter Operational Standards bei ÖBB-Infrastruktur Betrieb AG  
Mutter: Isabella Zankl, geb. Martin, Human Resources Sekretariat bei ÖBB-Infrastruktur Betrieb AG  
Familienstand: ledig

## AUSBILDUNG

---

seit März 2008 Studium an der Universität Wien:  
Fortsetzung des Lehramtsstudiums Englisch, Französisch  
2006 - 2008 Studium an der Universität Kassel, Deutschland:  
Fortsetzung des Lehramtsstudiums Englisch, Französisch  
2002 - 2006 Studium an der Universität Wien:  
Englisch und Französisch Lehramt  
1994 - 2002 Konrad-Lorenz-Gymnasium Gänserndorf:  
Matura mit ausgezeichnetem Erfolg  
1990 - 1994 Volksschule Hohenau an der March

## BERUFSERFAHRUNG – PRAKTIKA

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Aug. 2008 Siemens AG Österreich, Electronic Tolling  
Juli 2008 Siemens AG Österreich, Electronic Tolling  
März 2007 Siemens AG Österreich, Electronic Tolling  
Juli 2006 Siemens AG Österreich, I&S ITS ETS  
Aug. 2005 Siemens AG Österreich, I&S ITS ETS  
Sept. 2004 Siemens AG Österreich, ICM International Sales  
Feb. 2004 Siemens AG Österreich, ICM International Sales  
Aug. 2003 Siemens AG Österreich, ICM International Sales  
Sept. 2002 Siemens AG Österreich, ICN Export  
Aug. 2000 Wiener Städtische, Allgemeine Versicherung AG

## **AUSLANDSAUFENTHALTE**

---

- März 2009    Nice, Côte d'Azur Frankreich  
                    2-wöchiger Aufenthalt als Aufsichtsperson für eine 7. Klasse des  
                    Konrad-Lorenz-Gymnasiums, Gänserndorf
- Feb. 2005    Toulouse, Frankreich  
                    2-wöchiger Kulturaustausch der Universität Wien
- Aug. 2004    London, Großbritannien  
                    4-wöchiger Intensivsprachkurs mit Konversationsunterricht, Zertifikat
- Sept. 2003    Chambéry, Frankreich  
                    3-wöchiger Intensivsprachkurs, Zertifikat
- März 2001    Cannes, Côte d'Azur, Frankreich  
                    2-wöchiger Sprach- und Kommunikationsunterricht
- März 2000    New York City, Washington D.C., Pittsburgh, USA  
                    Studienreise, Unterricht an einer High-School

## **STUDIENBEGLEITENDE AKTIVITÄTEN**

---

- April 2001    2-wöchiger Super-Intensivkurs Französisch am Institut Français de  
                    Vienne, Zeugnis
- 27.10.2006    IELTS-Zertifikat (International English Language Testing System)  
                    beim British Council Berlin

## **BESONDERE KENNTNISSE**

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Sehr gute Kenntnisse in MS-Office und gute Kenntnisse in SAP