Language Learning strategies and
Voices in Time 3

In what way have Language Learning strategies been incorporated in *Voices in Time 3*?

And how do *Voices in Time 3* relate to what Norwegian Curriculum policies state about Language Learning strategies?

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SUMMARY IN NORWEGIAN

Denne masteroppgaven omhandler læringsstrategier, språklæringsstrategier og læreboksettet *Voices in Time 3*. I en av praksisperiodene mine som lærerstudent underviste jeg på en ungdomsskole hvor de brukte læreboksettet *Voices in Time 3* i undervisningen av Engelsk. Dette læreboksettet skilte seg ut fra andre lærebøker jeg hadde erfaring med fra før og har mye fokus på læringsstrategier. Jeg ønsket også å skrive en masteroppgave om noe som jeg kan få bruk for i mitt kommende yrke som lærer. På bakgrunn av dette har jeg valgt å skrive en oppgave hvor jeg har prøvd å finne svar på følgende tre problemstillinger:

1. På hvilken måte har forfatteren innlemmet språklæringsstrategier i *Voice in Time 3?*
2. Hvordan samsvarer resultatene av analysen av *Voices in Time 3* med det norsk læreplan sier om læringsstrategier og språklæringsstrategier?
3. I hvilken grad tar elever i bruk strategiene: *Tools,* som de blir oppfordret til å bruke i *Voices in Time 3?*

Kp. 2 omhandler begrepene *Læringsstrategier* og *Språklæringsstrategier.* I kp. 3 er den norske læreplanen og *the Common European Framework* diskutert i forhold til hva de sier om de to begrepene. Kp. 4 handler om metodikk og metoder brukt i arbeidet med oppgaven. I kp. 5 er resultatene av analysen og undersøkelsen presentert og diskutert. Det siste kapittelet er et konklusjonskapittel hvor resultatene fra kp. 5 blir diskutert i forhold til teorien som er presentert i kp. 2 og 3, og svar på de 3 problemstillingene blir gitt.

CONTENTS

1. INTRODUCTION

Learning strategies is a topic that has become more and more important in the field of education. To teach students learning strategies is viewed as a significant part of the teaching of many subjects in school. Learning strategies are also important when it comes to the teaching of languages. Given that I have studied for five years in order to become an English teacher, I wanted to work on something which could be relevant for my future as a teacher. For this reason I have chosen to write about *Learning strategies* and *Language Learning strategies.* During one of my practice periods as a teacher student I worked at a Lower Secondary School which used the textbook set *Voices in Time 3* in the teaching of English in the 10th grade. I found that *Voices in Time 3* was different to other textbook sets I had worked with before, and found it interesting that strategies was an important feature of *Voices in Time 3.* For these reasons the purpose of this thesis has been to answer the following three research questions:

1. In what way has the author incorporated *Language Learning strategies* in *Voices in Time 3*?
2. How do the results of the analysis of *Voices in Time 3* relate to what Norwegian Curriculum policies state about *Learning strategies* and *Language Learning strategies*?
3. To what degree do 10th graders use the *Tools* which *Voices in Time 3* encourages them to use in their learning of English?

In chapter 2 the two terms: *Learning strategies* and *Language Learning strategies* are discussed. Chapter 3 discusses Norwegian Curriculum policies and the *Common European Framework* in regards to *Learning strategies* and *Language Learning strategies.* In chapter 4 the methodology of this thesis is presented. Chapter 5 presents the findings of the analysis of *Voices in Time 3* and the results of the survey conducted. The last chapter is a conclusion chapter where the results presented in chapter 5 are discussed in relation to the theory provided in chapter 2 and 3.

2. LEARNING STRATEGIES AND LANGUAGE LEARNING STRATEGIES

2.1 Introduction

Over the last 50-60 years *Learning strategies* have been defined in different ways by many researchers. Since Aron Carton first published his study in 1966, which was the first ever research on *Learning strategies* (Rubin 1987: 19), there has been an increasing interest in this topic. *Learning strategies* is also a topic that has become more and more important in the field of education. To teach students *Learning strategies* is viewed as a significant part of the teaching of many subjects. Students with higher proficiency seem to use *Learning strategies* to a much greater and better degree than students with lower proficiency, and motivated students seem to use a wider range of different learning strategies than less motivated students do (Oxford 1990: 13). Elstad and Turmo state that:

> De som oppnår god forståelse av faglig stoff, ofte tar i bruk læringsstrategier ved at de relaterer ideer i en tekst til det de vet fra før, de overvåker hvor godt de forstår stoffet de leser, og de innser når forståelsen eventuelt bryter sammen. (2006: 14)

> Those who gain a good understanding of a subject, often use learning strategies by relating ideas in a text to what they already know, by monitoring how well they understand the material they read, and that they realize it if their comprehension fails. (my translation)

Rubin says that use of strategies can have good effect on less effective learners, making them more effective (1987: 16). But what exactly is a *Learning strategy*?

2.2 Learning strategies

2.2.1 Skills, learning activities, and learning style

The first distinction that is important to make is the difference between a Learning *strategy* and a Learning *style*. Riding and Rayner write about *Cognitive style* versus *Learning strategies* (LS) (*Appendix A: List of abbreviations applied in the Thesis.*) They claim that 'a person's cognitive style is probably an in-built and automatic way of responding to information and situations', and that LS on the other hand are developed by learners 'to deal with learning material which is not initially compatible with their cognitive style'(1998: 79-80). According to them LS are thus something that can be learned as opposed to learning style which is something that is built in as a characteristic in each individual. This means that if we want to learn something and be as effective as possible we are not able to change our learning style, but we can develop LS that go along with our learning style and in that way enhance our learning. Bråten et al also differentiate between these two terms:

Til forskjell fra Læringsstrategier, som handler om bestemte aktiviteter som personen velger å utføre for å bedre sin læring og forståelse, og som kan endres gjennom undervisning og øvelse, handler læringsstiler om et sett med permanent foretrukne læringsbetingelser som skal gjøre læringen mer effektiv. (2006: 34)

Unlike learning strategies, which are about specific activities chosen by a person to enhance learning and understanding, and that can change through teaching and practice, learning style is about a set of permanently preferred learning conditions that make learning more effective (my translation).

Skills versus strategies is also an important distinction to make: 'Skills are things we can do; strategies and tactics involve the conscious decisions to implement those skills'(Schmeck 1988: 6). Skills are thus strategic when we know how and for what purpose they are to be used, and when they enhance our learning. The final distinction to be made here is between Learning *activities* and Learning *strategies*. A learning activity is an activity that is preformed in order to learn something. Elstad and Turmo refer to a different term for learning activities: *Learning operations* (Helstrup 2005 in; Elstad and Turmo 2006:16). They say that a learning strategy consists of a sequence of appropriate learning operations. This means that an activity is not necessarily strategic, but it can be if it is used intentionally by the learner that performs the activity (Elstad and Turmo 2006: 16).

2.2.2 Definition

The term *Learning strategy* has, as mentioned before, been defined in many different ways. It is not an easy task to navigate through all the different definitions. In this paragraph an overview of some definitions of *Learning strategies* is provided. Riding and Rayner write that 'Learning strategies are formed as a part of a response within the individual to meet the demands of the environment'. And that 'a learning strategy is a set of one or more procedures that an individual acquires to facilitate the performance on a learning task' (1998: 79-80). Elstad and Turmo define the term as follows:

Læringsstrategier er en betegnelse som knyttes til elevens strategiske oppmerksomhet om egne læringsprosesser. Læringsstrategier er fremgangsmåter som individer benytter seg av ved å sette seg mål, ved å ha en skjerpet oppmerksomhet rettet mot hva man kan klare å gjennomføre, og ved å vurdere sine egne resultater på en systematisk måte. (2006: 15)

Learning strategies is a term associated with students and their strategic awareness of their own learning. Learning strategies are methods that individuals make use of by setting goals for themselves, by having a sharpened attention to what one is able to do, and by assessing their own performance in a systematic way(my translation).

Oxford has written much about language Learning *styles* and LS in journals, as chapters in a number of books, and she has written books on the topic as well. Her definition of LS states that LS 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' (1990: 8). She developed her own definition because she felt that no existing definition had conveyed

the excitement and richness of the term. Another definition is provided by O'Malley and Chamot: 'the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information' (1990: 1). They also talk about LS in relation to cognitive theory: 'Learning strategies are complex procedures that individuals apply to tasks; consequently, they may be represented as procedural knowledge which may be acquired through cognitive, associative, and autonomous stages of learning' (1990: 52)

LS are given many different names: Riding and Rayner term LS *procedures*, Oxford refers to them as *actions*, Elstad and Turmo term them *methods,* and O'Malley and Chamot refer to LS as *special thoughts, procedures* or *behaviors*. What these terms have in common is that they all refer to LS as having to do with what learners do in order to learn better and more efficiently. In order not to confuse the reader and in order to simplify what LS are I have chosen, for the purpose of this thesis, to refer to LS as *actions.* LS are also connected to learners' awareness of their own learning, which Elstad and Turmo have stated, and this is also apparent in Oxford's definition which states that the actions are taken by the learner specifically in order to make learning easier. In order to do that the learner has to be aware of how he/she learns best. That these *actions* are taken by the learner in relation to a learning task is significant. The purpose of the action is to assist the learner in performing a learning task. Some of the definitions mention specific details about how LS are to be used as in Elstad and Turmo's definition which states that the learners have to set goals for themselves, and that the learners have to have a sharpened attention to what they are able to do etc. And some of the definitions of LS include something about what the use of LS can lead to as in Oxford's definition which states that learning becomes easier, more enjoyable, faster, more self-directed, and more effective with the use of strategies.

2.2.3 Conscious or unconscious?

One issue that has been discussed widely is whether or not LS have to be conscious actions in order to be called strategies. Is it still a LS if the action is executed subconsciously? When writing about this Wenden states that strategies *may* be consciously deployed, but are not necessarily conscious actions all the time. 'For certain learning problems, strategies *can become automatized* and remain below consciousness or potentially conscious'(1987: 8). She claims that some of the situations where strategies are being consciously deployed are for example when a learner learns something new, when the learner needs to relearn or correct

familiar material, or when one has an unexpected breakdown in understanding. Oxford states that the level of consciousness is an important feature of strategies:

> Many modern uses of learning strategies reflect conscious efforts by learners to take control of their learning, and some researchers seem to suggest that learning strategies are always conscious actions. However, after a certain amount of practice and use, learning strategies, like any other skill or behavior, can become automatic. In fact, making *appropriate* learning strategies fully automatic-that is unconscious-is often a very desirable thing, especially for language learning. (1990: 12)

O'Malley and Chamot are of the same opinion as Wenden and Oxford: that strategies can be conscious in the early stages of the learning and then develop into becoming unconscious and then thus be performed without the awareness of the learner (1990: 52) . In contrast to the three opinions presented above, Rabinowitz and Chi think that in order to be called strategic, a strategy has to be performed consciously at all times. They state that: 'whereas strategic behavior might be characterized as goal-oriented, the automatic spread of activation within the knowledge base cannot' (1987: 86). What is meant is that strategic behavior is goal-oriented which signifies that if a strategy becomes automatic it can no longer be called a strategy given that it is no longer a goal-oriented process.

2.3 Language learning/learner strategy

2.3.1 Definition

In this section the focus will be on what *Language Learning strategies* or *Language Learner strategies* are (LLS) (In this thesis the two terms *Language Learning strategies* and *Language Learner strategies* are used interchangeably). Rubin defines LLS as follows: '…strategies which contribute to the development of the language system which the learner constructs and affect learning directly'(1987: 23). Wenden, who has already been mentioned in relation to LS, has also carried out research about LLS and she has been a significant contributor to the field. She defines what LLS are by asking three questions:

[1] What do L2 learners *do* to learn a second language

[2] How do they *manage* or *self-direct* these efforts.

[3] What do they *know* about *which* aspects of their L2 learning process?

LLS are thus 'the distinct but closely related phenomenon referred to in these three questions' (1987: 6). The phenomenon that Wenden refers to is learner strategies (in the domain of second language learning). She refers to three different but closely related aspects of learner strategies

by asking these three questions. The first question is about which language learning behaviors, that is to say strategies, the learners actually use in order to learn a language. The second question relates to what the learners actually know about their own use of strategies, their strategic knowledge. The last question refers to what learners know about their language learning: i.e. personal factors that can influence their language learning, how proficient they are in a language. It is then assumed 'that this knowledge may influence a learner's choice of strategy' (Wenden 1987: 6-7).

Oxford has written widely about LLS. She defines the term as follows:

Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve the progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (2002: 124)

As stated in the quote above: in order for LLS to be appropriate they have to be oriented toward communicative competence which Oxford sees as the general goal of all LLS (1990: 8). Each LLS stimulates the development of communicative competence in their own way. In addition to this main goal of communicative competence Oxford also states 11 other key features of LLS in order to define this term. Many of the features are already mentioned in her definition: LLS help the learners become more self-directed, LLS are specific actions etc. Other features of LLS she states, but does not mention specifically in her definition are: LLS are problem-oriented, LLS expand the role of the teachers, LLS involve many aspects of the learner, not just the cognitive, LLS support both indirect and direct learning, LLS are not always observable, LLS are often conscious, LLS can be taught, LLS are flexible and are influenced by a variety of factors (1990: 9).

Cohen operates with a different term for LLS; *Second Language Learner strategies*. He does not just include *Second Language Learner strategies* in his definition, but he also talks about what he has termed; *Second Language Use strategies*. 'Taken together they constitute the steps or actions consciously selected by learners either for the *learning* of a second language, the *use* of it, or both'(Cohen 1996: 2). He wanted a broad definition including actions which directly lead to learning as well as actions that *may* lead to learning, but which do not necessarily have learning as their main goal. He states that *Second Language Learner strategies* are used in order to improve learning of a language, to learn something new as opposed to *Second Language Use strategies* which are mainly used in order for learners to use what they already know.

2.3.2 Overview of LLS typologies

When Oxford wrote her book *Language learning strategies: What every teacher should know* in 1990, the research on and understanding of LLS was in its starting phase, and this is important to bear in mind. She writes that there was no complete agreement about how to define LLS and the LLS typology at the time, and that any understanding of LLS was in its infancy (1990: 16-17). Oxford chose to divide LLS into two main groups of strategies; *Direct strategies* (DS) and *Indirect strategies* (IS). But some researchers were confused about what a *Direct strategy* (DS) was as opposed to an *Indirect strategy* (IS). Oxford states that DS are strategies that directly involve the target language: direct learning and use of the target language. The DS category consists of three sets of strategies. The first set is *Memory strategies* which help the students store and retrieve new information, such as creating mental linkages. The second set is *Cognitive strategies* (CS) which enable the learners to understand and produce new language, such as for example the strategy: *Practicing*. The last set of DS is *Compensation strategies* which allow learners to use the language despite their often large gaps in knowledge, such as the strategy: *Guessing intelligently* (1990: 37).

IS on the other hand, Oxford states, are strategies for general management of learning; i.e. they contribute indirectly to learning of the target language. This category as well consists of three sets of strategies. *Metacognitive strategies* (MS) are the first set and these strategies allow learners to control their own cognition, such as planning. The second set is *Affective strategies* which help the learners to regulate emotions, motivations and attitudes, such as encouraging yourself. The last set is *Social strategies* which help students learn through interaction with others, such as for example the strategy: *Asking questions* (1990: 135). Oxford stresses that both DS and IS are equally important and that they in many ways support each other (1990: 14-15). Each of the six strategy groups included in Oxford's taxonomy are subdivided into sets of two to four strategies thus making a total of 19 strategy sets. Not all of the 19 strategy sets will be discussed here as this would go beyond the scope of the thesis.

Oxford has been criticized for her taxonomy of LLS. Most of the criticism is based on her taxonomy being too extensive. O'Malley and Chamot have stated that:

> The problem with her approach is that, so far as a taxonomy of strategies is concerned, this extended listing is far removed from any underlying cognitive theory, fails to prioritize which strategies are most important to learning, and generates subcategories that appear to overlap. (1990: 103)

However this quote refers to one of Oxford's earlier attempts to classify LLS. What she did was to include every strategy that had been mentioned in literature up to that point, and this

resulted in her ending up with more than 60 strategy sets. She has since then narrowed down her taxonomy which now only consists of 19 strategy sets.

Rubin and Wenden also state that there are some strategies contributing directly to learning and some strategies that contribute indirectly to learning. But unlike Oxford they have chosen not to divide the strategies into two groups of DS and IS. They have rather identified three main strategy groups which they have termed: *Learning strategies* (LST)*, Communication strategies* (COS) and *Social strategies* (SS). LST are strategies 'which contribute to the development of the language system which the learner constructs and affect learning directly'(Rubin 1987: 23). LST are divided into two major groups.

The first LST group consists of *Metacognitive strategies* (MS)*, which according to O'Malley et al., refers to 'knowledge about cognitive processes and regulation of cognition or executive control or self-management through such processes as planning, monitoring, and evaluating'(1983; in Rubin 1987: 23) Wenden has stated the importance of *Metacognitive Knowledge* in learning of a second language (Rubin 1987: 22). She identifies five areas of *Metacognitive Knowledge*:

[1] The language

[2] Student proficiency

[3] Outcome of student's learning endeavors

[4] The student's role in the language learning process

[5] How best to approach the task of language learning

Metacognitive Knowledge is an important part of each of the areas of L2 learning stated above. *Metacognitive Knowledge* plays a part in the learners being aware of how much they already know about the language, of the level of their own proficiency, of how they learn most efficiently, and all this knowledge will affect their choice of strategies and how they go about learning the new language. Wenden's research has contributed important information about what learners know about their L2 learning and how they plan their learning (Rubin 1987: 22). Wenden states several planning strategies that are connected to MS.

Cognitive strategies (CS) is, according to Rubin, the second group connected to the main group LST. CS are '…steps or operations used in learning or problem-solving that require direct analysis, transformation, or synthesis of learning materials'(Rubin 1987: 23).

Rubin identifies six strategies connected to this subgroup. The six strategies are: *Clarification/Verification, Guessing/Inductive, Deductive reasoning, Practice, Memorization* and *Monitoring.*

Rubin and Wenden's definition of MS and CS are similar to Oxford's. MS are connected to the planning of the learning and CS are directly focused on the language. However, unlike Oxford, Wenden and Rubin recognize that both strategy groups can contribute directly to language learning, and they highlight that the use of both these types of strategies are keys to a successful language learning process.

Rubin and Wenden's second and third main category of LLS are *Communication strategies* (COS) and *Social strategies* (SS) which are less focused on the actual language learning. But they *may* lead to learning. Rubin has not provided a specific list of what COS are, but she states that COS help the speaker get the meaning across and also help in clarifying what the speaker intended to say.COS are mainly focused on better communication, they are very important from a learning stand point in that they allow the learner to remain in a conversation. That the learners are taking part in conversations can be beneficial for two reasons: the learners are able to learn through listening to the target language as well as being able to learn through speaking the target language themselves. However Rubin also states that not all types of COS lead to language learning. With *Avoidance strategies* the learners avoid using a word, topic or phrase which is difficult, and this is done in order to stay in the conversation. Instead of addressing the difficulty, the speaker avoids it and uses what he/she already knows. *Avoidance strategies* are thus more related to communication as opposed to learning (Rubin 1987: 23-26). SS on the other hand 'are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge'(Rubin 1987: 27). These strategies are not directly linked to learning because they only allow the learners to be in an environment where practice of the language is possible. SS do not lead to new knowledge or usage of the language. But in combination with other strategies, SS contribute indirectly to learning.

O'Malley and Chamot have also discussed whether strategies are directly or indirectly related to the target language. They divide the strategies into three groups based on research in cognitive psychology, on interviews with experts, on psychological tasks and on theoretical analyses of reading comprehension and problem solving. The first group is *MS* which definition they have taken from Brown et al (1983): 'higher order executive skills that may

entail planning for, monitoring, or evaluating the success of a learning activity. MS are applicable to a variety of learning tasks'(in; O'Malley and Chamot 1990: 44). The second category is *CS* which they define as strategies employed to process incoming information and then use the information to enhance learning. Thus they are directly related to the target language. The third group is *Social/Affective strategies* (SAS) which is a broad term including interaction with others or control over one's feelings which means that the learner can use *self-talk* to assure oneself that e.g. a learning activity will be successful. Each of the three main strategy groups are divided into subcategories consisting of what is termed *Representative strategies*. There are three representative strategies connected to the MS group, five connected to the CS group and three connected to the SAS group.

One important factor to keep in mind after looking at these researcher's typologies of LLS is that COS are not defined by everyone as a part of LLS. Some researchers make a clear distinction between what they consider to be LLS and what they consider to be COS. Brown is of the opinion that LLS and COS are two completely separate categories. He states that "while learning strategies deal with the receptive domain of intake, memory, storage and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information" (2007: 137). Even though Brown is of this opinion he recognizes that it can be difficult to distinguish between COS and LS, but nonetheless he thinks that this is an important distinction to make, especially when it comes to understanding the nature of strategies.

2.3.3 Style taxonomy of Language Learning strategies adapted in this thesis

In order to analyze *Voices in Time 3* (VT3) in regards to LLS, a taxonomy of LLS needs to be developed. The taxonomy will be based on categories identified in previous paragraphs of this chapter. I have chosen not to divide LLS into one direct strategy group and one indirect strategy group. This was chosen because it is not always clear which strategies contribute directly or indirectly to language learning. Instead, Wenden and Rubin's categorization is followed, which means that the LLS are divided into three main groups which may contribute both directly and indirectly to language learning: *Learning strategies* (LST)*, Communication strategies* (COS) and *Social strategies* (SS)*. To the group of SS, *Affective strategies* are included as well*, as is the case in O'Malley and Chamot's categorization. Thus, the last group is termed S*ocial/Affective strategies* (SAS)*. The reason for adding this group is to include strategies that have to do with regulation of the learner's emotions and *Self-talk*.

Figure 1: *Schema 1* provides an overview of the strategies included in the taxonomy, and detailed information about each strategy will be given in the following paragraphs.

Figure 1: *Schema 1*

Learning strategies		Communicative strategies	Social/affective strategies
Cognitive strategies	**Metacognitive strategies**		
[1] Clarification/verification	[6] Planning: a. Advance organizers b. Directed attention/Selective attention c. Functional planning d. Self-management	[9] Avoidance strategies	[12] Cooperation
[2] Guessing/Use of previous knowledge	[7] Self-monitoring	[10] Clarification strategies	[13] Asking questions
[3] Practice	[8] Self-evaluation	[11] Understanding	[14] Self-talk
[4] Memorization			
[5] Monitoring			

The LST group consists of two subgroups: CS and MS. The group of CS includes six types of strategies: (1987: 23-25)

[1] *Clarification/verification*

[2] *Guessing/Use of previous knowledge*

[3] *Practice*

[4] *Memorization*

[5] *Monitoring*

[1] Clarification/verification strategies are strategies that are used in order to verify or clarify the understanding of the new language. The learners may for example repeat words to confirm that they have understood them or they may ask for examples of how to use a sentence, expression or word. The second group Rubin identifies is *Guessing and Inductive Inferencing* strategies and refers to strategies where the learners use what they already know in order to understand or produce the new language. They may use their first language as a basis for understanding or what they have learned so far of the new language. *Deductive Reasoning* is the third group Rubin identifies, and this group of strategies refers to problem-solving strategies. As in *Inductive Inferencing,* learners use previous knowledge to approach the new language. 'The difference between deductive reasoning and inductive is that with inductive strategies the learner is looking for a *specific* meaning or *specific* rule whereas with deductive strategies the learner is looking for and using more general rules'(Rubin 1987: 24) For the purpose of this thesis Rubin's *Guessing and Inductive Inferencing* group will be combined with Rubin's *Deductive reasoning* group given that the difference between these two groups of strategies are not of significance for the analysis of the VT3. The combined group is termed [2] *Guessing/Use of previous knowledge.*

[3] Practice strategies are strategies used by learners in order to practice the new language. These strategies contribute to the storage and retrieval of language, and they are focused on accuracy of usage. *[4] Memorization* refers to strategies which include storage and retrieval of language. However this group has a focus on organization as opposed to accuracy of usage. The last strategy group is *[5] Monitoring* and it includes strategies that enable the learners to notice errors or observe how a message is received and interpreted by the addressee, as a result of which the learner decides what action to take. Rubin says that this group of strategies is both cognitive and metacognitive in that identifying a problem, finding a solution and making corrections are cognitive strategies, while deciding on an action to be taken or to evaluate the effect of an action that has already been taken are metacognitive strategies (Rubin 1987: 25).

The second subgroup of LST is MS. Rubin refers to O'Malley and Chamot who have provided a more extended list of MS. O,Malley and Chamot's list of MS is the one applied in this taxonomy and consists of the following strategies:

[6] *Planning*

    a. *Advance organizers*

b. *Directed attention/Selective attention*

c. *Functional planning*

d. *Self-management*

[7] *Self-monitoring*

[8] *Self-evaluation*

These strategies help the learners choose, prioritize and plan their language learning. *[6a]Advance organizers* refers to strategies that preview the main ideas and concepts of what is to be learned. *Directed attention* are strategies where the learner decides beforehand to have focus on one particular thing and then ignore all irrelevant distractions that might come along. *Selective attention* refers to learners deciding in advance on specific language aspects to focus on. *Directed attention* and *Selective attention* are combined in one group for the purpose of this thesis given that the difference between the two strategy groups might prove difficult to distinguish between, and the combined group is termed *[6b] Directed attention/Selective attention*.

[6c]Functional planning refers to the learners planning to rehears a linguistic component that is necessary to rehears in order to be able to do a following language task. *[6d] Self-management* is about the learners being aware of what helps them learn and how they can use this knowledge in their learning. *[7] Self-monitoring* are strategies where the learners check, for example, their understanding, oral or written production etc, while a language task is being carried out. The last *Metacognitive strategy* group is *[8] Self-evaluation* which involves strategies used by the learners to check the outcome of the learning according to what one had planned in advance, and this is done after the learning has been completed (O'Malley and Chamot 1990: 119).

COS are, even though they do not necessarily lead directly to learning, important in the process of learning a new language. In relation to this thesis COS might prove not to be very relevant, and COS might not occur in VT3. Nevertheless, COS will be included in the taxonomy in case there are occurrences of tasks related to COS. These are the three COS-groups included in the taxonomy:

[9] *Avoidance strategies*

[10] *Clarification strategies*

[11] *Understanding*

The first group, *[9] Avoidance strategies*, includes strategies that are used to avoid something when talking to others. The speaker can avoid for example a specific word, topic or phrase in order to remain in the conversation. *[10] Clarification strategies* are used to compensate for lack of knowledge or for the learner to clarify what he/she is trying to say if the listener does not understand. The last group is termed *[11] Understanding* and it consists of strategies that are used by the learners to indicate to the speaker how much the learner has understood of what the speaker has said. This can be indicated by the learner asking the speaker to repeat what he/she said, by being silent or hesitating etc (Rubin: 26-27).

There are subcategories to all the three COS-groups, but in this thesis I have decided to include only the three groups presented above given that I suspect that COS, most likely, are not frequent in VT3. The reason why I suspect this is that COS strategies often are strategies that are used in conversation with others and will most likely not be explicitly encouraged in an English subject schoolbook. Also in order to be able to distinguish between different COS the decision has been made to have a more general categorization than a detailed one.

The last main group of LLS is SAS. Three groups of strategies are included in this group:

[12] *Cooperation*

[13] *Asking questions*

[14] *Self-talk*

[12] Cooperation is one of the two socially related groups. As the name suggests these strategies involve interaction and working with others, for example in order to solve a task. *[13] Asking questions* is also a SS group and involves the learners asking someone, for example a teacher or a native speaker of the language, for clarification, examples, explanation etc. The last group, *[14] Self-talk*, are *Affective strategies*. This strategy category includes the learners 'using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task'(O'Malley and Chamot 1990: 46). This includes what Oxford defines as affective strategies: Lowering your anxiety, encouraging yourself and taking your emotional temperature.

This concludes the taxonomy of LLS of this thesis, and I will thus be operating with 14 different categories in my analysis of VT3.

3. NORWEGIAN CURRICULUM POLICIES AND THE COMMON EUROPEAN FRAMEWORK IN RELATION TO LANGUAGE LEARNING STRATEGIES

3.1 Introduction

In *Teacher's Voice*, which is the teacher's guide of the VT3 books, it is stated:

> *Voices in Time* legger stor vekt på læringsstrategier. I *Workbook* beskrives 10 metoder eller verktøy (*tools*) som elevene kan bruke systematisk i arbeidet med engelsk. Etter hvert vil de kunne utgjøre en naturlig del av elevenes læringsstrategier, for eksempel ved at elevene velger å bruke *Timeline* når de viser hendelser kronologisk, eller ved at de bruker *Word Wall* når de samler ord og uttrykk i arbeid med tema. (Brevik 2008: 4)

> *Voices in Time* has great emphasis on learning strategies. *Woorkbook* describes 10 methods or tools which the students can use systematically in their learning of English. Eventually these tools might become a natural part of the student's learning strategies, for example if the students choose to use *Timeline* in order to present events chronologically, or by using *Word Wall* when they collect words and expressions in connection with working on a topic. (My translation)

The focus of this thesis is *Learning strategies* (LS) and *Language Learning strategies* (LLS) in relation to *Voices in Time 3*. But what is the educational aim of teaching the students LS and LLS, why have focus on strategies? In this chapter I will discuss what the four documents; *the Core Curriculum, the Quality Framework, the Framework for Basic Skills* and *the English Subject Curriculum,* included in Norwegian Curriculum policies, state about LS in general and in connection to the teaching of English or other foreign languages, i.e. LLS. And I will also look at the *Common European Framework of Reference for Languages: Learnig, Teaching, Assessment* (Council of Europe 2001) and present what it states about LS and LLS.

3.2 Norwegian Curriculum policies about LS and LLS

3.2.1 The Core Curriculum

The Core Curriculum for Primary, secondary and adult education (CC) is a document written in connection to the reform of education in Norway, termed *the Knowledge Promotion*, which came in 2006. The document was written to 'provide a common formulation of the Common Core of the curriculum, with a view to emphasizing how the stages of education are linked together, including adult education' (The Royal Ministry of Education 2005: foreword). It further states that 'The aim of education is to expand the individual's capacity to perceive and to participate, to experience, to empathize and to excel'(The Royal Ministry of Education 2005: 5).

The CC is divided into seven parts that each focus on specific areas of the human being in connection to education. The areas of the human being that are focused on are: *The Spiritual*

human being, the Creative human being, the Working human being, the Liberally-Educated human being, the Social human being, the Environmentally Aware human being and *the Integrated human being.* In each of the seven parts the CC expands on six different topics which have been formulated by looking at the Acts governing education in Norway. The topics include: *Moral outlook, Creative abilities, Work, General education, Cooperation* and *Natural environment.*

As far as LS and LLS are concerned the CC does not mention them specifically. But there are nevertheless connections that can be drawn between LS or LLS and some of what is stated in the CC. In *the Working human being* section of the CC it is written that: 'Good teaching gets learning started – but it is consummated by the learner's own efforts. A good teacher stimulates this process' (The Royal Ministry of Education 2005: 18). This can be related to the fact that teachers should teach the students about LS and LLS. Teaching the students about LS and LLS might help the students learn better and more efficiently, the strategies might in time become an integrated part of the students' learning and help stimulate the students to do their best. The CC goes on by stating the following:

> Pupils build up their knowledge, generate their skills and evolve their attitudes largely by themselves. This process can be stimulated and spurred or curbed and blocked, by others. Successful learning demands twosided motivation: on the part of the pupil and on the part of the teacher. Hence education must encourage making effort and taking pains. (The Royal Ministry of Education 2005: 18)

This quote can be related to the importance of teaching the students about LS and LLS in school. Teachers should teach their students how to use LS and LLS and motivate them to use them in their own learning. If the teacher focuses on LS and LLS and the students experience the benefits of using strategies the two sided motivation, which the CC mentions, might become a reality. The aim of teaching about LS and LLS is that one day the students might use LS and LLS as a natural part of their learning of English, as well as other subjects.

3.2.2 The Quality Framework

'The quality framework summarizes and elaborates on the provisions in the Education Act and its regulations, including the National Curriculum, and must be considered in light of legislation and regulations'(Utdanningsdirektoratet 2005: 1). *The Quality Framework* (QF) is a document designed to clarify what is expected and required of teachers and other employees working with students. The so-called *Learning Poster* included in the QF is a poster which consists of 11 basic duties which apply to all schools in Norway. The third basic duty provided on the poster states that: 'The school and the apprenticeship-training enterprise shall: stimulate

pupils and apprentices/trainees to develop their own learning strategies and critical-thinking abilities' (Utdanningsdirektoratet 2005: 2).

One of the sections included in the QF is termed *Motivation for learning and learning strategies*. This section explains how important it is for teachers, instructors etc. to inspire their students to have a passion for learning and also to develop motivation to learn. One way to develop this motivation and passion can be that the teachers or the instructors themselves act as good examples for the students. If the teachers and instructors are enthusiastic and passionate about their subject and their student's education, it is believed that the students will adopt some of that passion and enthusiasm. Another way to inspire the students to be more passionate about their learning in school is to teach them how to set goals for their learning and how to structure their learning, to provide them with concrete competence aims which they are to reach, and conduct varied and goal-oriented lessons in school.

The importance of making the students aware of what they have learned and need to learn in order to reach the competence aims, as well as the importance of teaching the students how to use and develop LS and LLS are highlighted in the QF. It is stated in the QF that: 'Learning strategies are the procedures the pupils use to structure their own learning. These are strategies for planning, carrying out and assessing their own work to satisfy nationally stipulated competence aims.' And that: "Good learning strategies promote the pupil's motivation to learn and the ability to solve difficult tasks in further education, work or leisure activities'(Utdanningsdirektoratet 2005: 3-4). Another section of the QF is termed *Pupil participation* and a connection to LS is also present here. LS as a term is not specifically mentioned in this section, but it is stated that the students are to be included in the planning, execution and assessment of their own education. This quote is relevant to LS given that some strategies have to do with the following three components of education stated in the quote: planning, execution and assessing.

3.2.3 The Framework for Basic Skills

The Framework for Basic Skills (FBS) is developed by the *Norwegian Directorate for Education and Training*. When the *Compulsory and Secondary Education Reform of 2006* was put in to action, five basic skills related to the learning in school, work and social life were defined. These five skills are basic 'in the sense that they are fundamental to learning in all subjects as well as a prerequisite for the pupil to show his/her competence and qualifications'(Norwegian ministry of education and research 2012: 5). The five basic skills

include: *Oral skills, Reading, Writing, Digital skills* and *Numeracy*. Each of the skills are included and discussed in terms of all the different subject-specific curricula included in the 2006 reform. To what degree each of the skills is included depends on the relevance of each skill in connection to the different subjects. The FBS 'is a tool for subject curricula groups appointed by the Norwegian Directorate for Education and Training to develop and revise National Subject Curricula'(Norwegian ministry of education and research 2012: 2).

Each of the five basic skills has its own section in the FBS, and the focus of each skill is related to different subcategories. What the different subcategories entail varies from skill to skill. *Oral skills* is the first skill included in the FBS, and one part of what the students should be able to do in relation to oral skills is to be able to assess their own performance. Self assessment is connected to LS and LLS in that one of the *Metacognitive strategies* (MS) presented in ch.2, [8] *Self-evaluation,* is about the students assessing their own learning. It is also stated in the FBS, in relation to the *Oral skills* section of the document, that a level 5 student, which is considered the highest proficiency level, must be able to 'use different listening and speaking strategies an assess one's own performance' (Norwegian ministry of education and research 2012: 7).

The second skill is termed *Reading* and, in connection to the subcategory *Understand,* it is stated that the students have to be able to process and comprehend what they read by using knowledge they already have. This 'implies using different meaning-making strategies in order to understand increasingly more complex texts' (Norwegian ministry of education and research 2012: 8). And [2] *Guessing/Use of previous knowledge,* which is one of the *Cognitive strategies* (CS) included in the taxonomy of this thesis, involves the students using knowledge they already have. Also several MS that have to do with planning, for example [6b] *Directed attention*/*Selective attention*, can be connected to the basic skill *Reading.* The FBS states that 'reading development requires using appropriate reading strategies to find and process information'(Norwegian ministry of education and research 2012: 8).

The third basic skill is termed *Writing.* The FBS states that planning is an important part of writing in that the students have to be able to use different strategies to prepare a writing task. The students also have to be able to revise texts 'based on one's own judgement and feedback from others' (Norwegian ministry of education and research 2012: 10). The previous quote is connected to both MS, for example [7]*Self-monitoring,* and *Social/Affective strategies* (SAS), for example [12] *Cooperation.* Another subcategory included in the *Writing* section of

the FBS is termed *Communicate,* and the FBS states that the students need to be able to cooperate with others through discussions, expressing opinions, sharing knowledge with each other etc.: i.e. make use of the SAS: [12] *Cooperation* and [13] *Asking question. Reflect and assess* is also a subcategory in the *Writing* section, and this subcategory is connected to all the six MS stated in the taxonomy. The *Reflect and assess* category is about "applying writing as a tool to monitor and develop awareness about one's own learning" (Norwegian ministry of education and research 2012: 10). CS are also mentioned in connection to *Writing* as a basic skill. CS can be connected to the subcategory *Construct* which states that the students have to master spelling, grammar, sentence construction etc. In order for the students to accomplish this they have to be able to use the different CS, such as for example the [3] *Practice* strategies or [2] Guessing/*Use of previous knowledge*.

The fourth basic skill is *Digital skills*. The FBS states that *Digital skills* include "developing digital judgement by acquiring knowledge and good strategies for the use of the Internet" (Norwegian ministry of education and research 2012: 12). *Digital skills* are not directly connected to the learning of a language, but, as the FBS states, these skills are prerequisite for further learning and essential in order to be able to participate in today's working life. The MS strategy of *Self-management* is about learners knowing what helps them learn and how they can use that knowledge in their learning, which is exactly what the purpose of learning *Digital skills* is: using your digital skills to enhance your learning.

The last basic skill is *Numeracy* which refers to the students applying mathematics in different situations. *Numeracy* is, as well as *Digital skills*, not directly related to the learning of a language. Skills connected to *Numeracy* are believed to be essential skills to acquire in order "to arrive at an informed opinion about civic and social issues. Furthermore, it is equally important for personal development and the ability to make appropriate decisions in work and everyday life" (Norwegian ministry of education and research 2012: 14). The MS strategy of *Self-management* can also be related to the category of *Numeracy*, and this connection can be found in the *Numeracy* section under the headline *How is the skill developed?* where it is stated that:

> skills development is characterized by the ability to gradually being able to employ new concepts and learning new techniques and strategies to being able to choose suitable methods in a goal-oriented and effective way. (Norwegian ministry of education and research 2012: 14)

3.2.4 The English subject curriculum

The English subject curriculum (ESC) is a common curriculum concerning the teaching of English in Norwegian primary school, lower secondary school and up to the first or second year of upper secondary school (first year for the *general studies program* and second year for the *vocational education programs*). The ESC is divided into four main subject areas which are connected to different competence aims. The competence aims state what the students should be able to accomplish after finishing certain stages of their learning of English. There are provided new competence aims following the second, fourth, seventh and tenth year in primary and lower secondary school and following the first/second year in upper secondary school.

The ESC is introduced by stating why it is important to teach students English. Some of the reasons provided state that the students need to learn English in order 'to succeed in a world where English is used for international communication…' and 'to contribute to providing insight into the way people live and different cultures where English is the primary or the official language'(The Ministry of Education and Research 2013: 2). In the same section of the ESC it is also stated that LS are important when it comes to learning a language.

> When we are aware of the strategies that are used to learn a language, and strategies that help us to understand and to be understood, the acquisition of knowledge and skills becomes easier and more meaningful. It is also important to establish our own goals for learning, to determine how these can be reached and to assess the way we use the language. (The Ministry of Education and Research 2013: 2)

The main subject areas of the ESC are termed as follows: *Language learning, Oral communication, Written communication,* and *Culture, Society and Literature.* The first main subject area is *Language learning,* and the competence aims connected to this section are concerned with what it involves to learn a new language as well as identifying connections between other languages and one's mother tongue. The importance of being aware of one's own learning and choosing suitable strategies is also stated: 'The ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language' (The Ministry of Education and Research 2013: 3).

Oral communication is the second main subject area, and this section 'deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies' (The Ministry of Education and Research 2013: 3). *Written communication*, which is the third main subject area, is connected to both reading and writing. Also here the use of suitable strategies is mentioned: 'The main subject area Written communication deals with understanding and using English language through reading, writing

and using suitable reading and writing strategies' (The Ministry of Education and Research 2013: 3) The fourth main subject area, *Culture, Society and Literature,* is about how people in English-speaking countries live: their culture, history, English as a world language etc. This subject area does not mention anything about the use of strategies.

The basic skills included in the FBS are integrated in the competence aims in the ESC, and the basic skills contribute to the development of competence in the subject of English. The basic skills included in the ESC are: *Oral skills, Being able to express oneself in writing, Being able to read, Numeracy* and *Digital skills.* Only one of the five basic skills: *Being able to read,* specifically state something about LS: 'The development of reading proficiency in English implies using reading strategies that are suited to the objective by reading texts that are advancingly more demanding' (The Ministry of Education and Research 2013: 5). Even though the remaining four basic skills do no specifically mention anything about *strategies*, the use of LS and LLS is justifiable on the basis of what is stated about the basic skills. It is for example stated in connection to the basic skill *Being able to express oneself in writing* that being able to express oneself in writing includes 'planning, formulating and working with texts that communicates and that are well structured and coherent'(The Ministry of Education and Research 2013: 5). And this can be connected to the use of MS, as for example the MS [6] *Planning*.

For the purpose of this thesis and for the reason that VT3 is aimed at 10th graders, the 30 competence aims which the students are expected to fulfill after they have completed the 10th grade will be discussed. The main subject area *Language learning* includes four competence aims, to be reached after year 10, and all four competence aims state something about LS and LLS or are related to LS or LLS. The four competence aims state that, after year 10, the students should be able to:

- use different situations, working methods and learning strategies to develop one's English-language skills
- comment on own work in learning English
- identify significant linguistic similarities and differences between English and one's native language and use this knowledge in one's own language learning
- select different digital resources and other aids and use them in an independent manner in own language learning (The Ministry of Education and Research 2013: 8-9)

The first competence aim mentions LS directly, and states that students should be able to use LS in order to develop their English. LLS can also be connected to this competence aim given that the aim states that the LS are to be used in the learning of English. The second competence aim can be related to the MS [8] *Self-evaluation,* which encourages the students to check their

work after it has been completed, or the MS [7] *Self-monitoring*, which encourages the students to check their work while the work is being carried out. The third competence aim can be connected to the CS [2] *Guessing/use of previous knowledge* where the students can use, among other things, their first language as a basis for their understanding of the new language. The last competence aim provided can be related to the MS [6d] *Self-management*. This strategy is about the students knowing what helps them learn and then applying this knowledge to their learning, for example how to use digital resources or other aims in their learning which this competence aim suggests.

The second main subject area *Oral communication* consists of ten competence aims, to be reached after year 10, but only one of the competence aims mentions the word *strategy* specifically. This competence aim states that the students are to 'choose and use different listening and speaking strategies that are suitable for the purpose'(The Ministry of Education and Research 2013: 9). This competence aim can be related to the five different CS strategies provided in the taxonomy discussed in chapter.2 which enable the students to understand and produce new language. This competence aim can also be related to the six different MS strategies in the taxonomy of this thesis. The MS strategies help the students control their own cognition and can help the students choose strategies that are suitable for the purpose. The three COS strategies included in the taxonomy of this thesis can be related to this competence aim because they are strategies that are meant to be used while communicating with others when either speaking or listening. Finally, the three SAS, included in the taxonomy, can also be related to the competence aim stated in this paragraph. The SAS [12] *Cooperation,* helps the learners cooperate and work with others which might be helpful while speaking the new language or listening to the new language. [13] *Asking questions* is another SAS that can be related to this competence aim given that the learners might use this strategy when they want to ask for clarification, explanation about something they did not understand etc. The last SAS, [14] *Self-talk*, is also used while speaking or listening in order to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

Even though only one of the competence aims included in the main subject area *Oral communication* specifically mention *strategies* there are relations between LS or LLS and two competence aims presented below:

- introduce, maintain and terminate conversations on different topics by asking questions and following up on input

- express oneself fluently and coherently, suited to the purpose and situation (The Ministry of Education and Research 2013: 9)

The two competence aims stated above can be related to LLS. The first competence aim can be related to many of the strategies included in the taxonomy of this thesis: the SAS: [13] A*sking questions* and [14] *Self-talk,* the COS [9] *Avoidance strategies,* [10] *Clarification strategies* and [11]*Understanding*, and some of the MS, such as [6c] *Functional planning*, [6d] *Self-management,[8] Self-evaluation* and [7] S*elf-monitoring.* The second competence aim quoted above can be related to the CS [3] *Practice* which is needed in order to 'express oneself fluently and coherently', as well as the MS [7] *Self-monitoring.*

The third main subject area, *Written communication,* includes ten competence aims to be reached after year 10. This main subject area include only one competence aim which mentions the word *strategy* specifically: 'choose and use different reading and writing strategies that are suitable for the purpose'(The Ministry of Education and Research 2013: 9). In relation to this competence aim it is possible to find many of the strategies listed in the taxonomy of this thesis. The different CS, MS and SAS can all be related to this competence aim, but the COS are not relevant in relation to this competence for the reason that COS are used in oral communication with others. As with the main subject area *Oral communication,* relations to LLS can also be made to competence aims included in *Written communication* even though the aims do not state explicitly something about *strategies*. Examples of this are the two aims stated below:

- read, understand and evaluate different types of texts of varying length about different topics
- understand and use a general vocabulary related to different topics(The Ministry of Education and Research 2013: 9)

Both of these aims can be related to the CS [1] *Clarification and verification,* [2] *Guessing /use of]previous knowledge* and [3] *Practice,* all of the MS as well as all of the SAS included in the taxonomy of this thesis.

The last main subject area is *Culture, Society and Literature,* and this main subject area differs from the other main subject areas because it is about the culture, society and literature of people from English-speaking countries and not about the language itself. This main subject area will thus not be discussed any further in this thesis.

3.3 The Common European Framework

3.3.1 Introduction

Even though there are no direct link or reference to the *Common European Framework* (CEFR) in the Norwegian ESC, there are strong similarities to the CEFR and this is prominent in for example the similarities between the Norwegian ESC's main subject areas and the CEFR's five language skills. The five language skills: *listening, reading, oral production, oral interaction* and *written production* (Sirnes 2013), which the CEFR is based on are all represented in the main subject areas of the ESC. The CEFR does also, to a great degree, concern strategies. For this reason I will in this chapter discuss the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (Council of Europe 2001) in relation to what it states about LS and LLS.

3.3.2 Background

The Common European Framework (CEFR) is a framework which aims to

> Provide a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (Council of Europe 2001: 1)

The CEFR is a product of several decades of research and it is used not only by European countries, but also by countries outside of Europe. The CEFR provides a description of foreign language proficiency consisting of six levels ranging from *A1*, which is the lowest proficiency level, to *C2*, which is the highest proficiency level. The levels are termed: *A1* (*Breakthrough*), *A2* (*Waystage*), *B1* (*Threshold*), *B2* (*Vantage*), *C1* (*Effective Operational Proficiency*) and *C2* (*Mastery*) (Council of Europe 2001: 30). A student whose proficiency corresponds to level *A1* or *A2* is termed a *Basic user*, a student whose proficiency corresponds to level *B1* or *B2* is termed an *Independent user*, and a student whose proficiency corresponds to *C1* or *C2* is termed a *Proficient user*.

In this chapter section 5.1.4 *Ability to learn (savoir-apprendre)* as well as section 4.4 *Communicative language activities and strategies* from the CEFR will be presented. These sections are chosen because they are about strategies.

3.3.3 *Ability to learn (savoir apprendre)*
The CEFR states:

> In its most general sense, *savoir apprendre* is the ability to observe and participate in new experiences and to incorporate new knowledge into existing knowledge, modifying the latter where necessary. (Council of Europe 2001: 106)

The quote above is about what is termed *Language Learning abilities.* These are abilities the students can use to improve the outcome of their learning of a language, and *Language Learning abilities* are something that the students develop in the course of the learning experience. The CEFR states four components which are involved in the ability to learn a language: language and communication awareness, general phonetic skills, study skills, and heuristic skills. What is stated about the component *study skills* is presented in the next paragraph.

Section 5.1.4.3 *study skills* in the CEFR states that study skills are about the students 'ability to make effective use of the learning opportunities created by teaching situations'(Council of Europe 2001: 107). There are also provided ten examples on how the students effectively can make use of learning opportunities created by teaching situations. The ten examples are:

- 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 organize and use materials for self-directed learning;
- ability to learn effectively (both in linguistically and socioculturally) from direct observation of and participation in communication events by the cultivation of perceptual, analytical and heuristic skills;
- awareness of one's own strengths and weaknesses as a learner;
- ability to identify one's own needs and goals;
- ability to organize one's own strategies and procedures to pursue these goals, in accordance with one's own characteristics and resources;
(Council of Europe 2001: 107-108)

3.3.4 *Communicative language activities and strategies*

This section of the CEFR defines strategies as follows:

> *Strategies* are a means the language user exploits to mobilise and balance his or her resources, to activate skills and procedures, in order to fulfil the demands of communication in context and successfully complete the task in question in the most comprehensive or most economical way feasible depending on his or her precise purpose. (Council of Europe 2001: 57)

In the CEFR, communication and strategies, are two closely related concepts. Strategies are used by learners in order for the learners to communicate. The framework argues that communication strategies should not be viewed as just being strategies used to avoid something in communication, as for example the *Communicative strategy*: *Avoidance strategies*, or to compensate for lack of knowledge, as for example the *Communicative*

Strategy: *Clarification strategies.* The following is stated in the CEFR in connection to
C*ommunicative Strategies*:

> The use of communication strategies can be seen as the application of the metacognitive principles: Pre-planning, Execution, Monitoring, and Repair Action to the different kinds of communicative activity: Reception, Interaction, Production and Mediation. (Council of Europe 2001: 57)

Thus, according to the CEFR, *Communication strategies* entail more than what the definition of *Communicative strategies* included in the taxonomy of this thesis entails. It is also stated in the CEFR that 'native speakers regularly employ communication strategies of all kinds when the strategy is appropriate to the communicative demands placed upon them' (Council of Europe 2001: 57). The strategies termed as *Communication strategies of all kinds* are discussed in section 4.4 in the CEFR (Council of Europe 2001: 57-90), and these strategies will be presented in the following paragraphs.

In section 4.4 of the CEFR, *Communicative language activities and strategies,* four kinds of *Communication strategies* are discussed:
[1] *Production strategies*
[2] *Reception strategies*
[3] *Interaction strategies*
[4] *Mediation strategies.*
Each of the four Communication strategy groups includes four subcategories termed: *Planning, Execution, Evaluation* and *Repair.* The first strategy group, [1] *Production strategies*, includes both oral production and written production. What the strategies included in [1] *Production strategies* have in common is that they 'involve mobilizing resources, balancing between different competences – exploiting strengths and underplaying weaknesses – in order to match the available potential to the nature of the task'(Council of Europe 2001: 63). This entails that the learners have to, for instance, plan ahead and use planning strategies before executing a written or oral language task. One of the planning strategies included in [1] *Production strategies,* provided under the subcategory *Planning,* is *Rehearsing,* which encourages the learners to practice their language in order for them to use their internal resources. Another planning strategy termed *Considering audience,* states that the learners must consider their audience in order to adjust the style of the language, formulations etc. The subcategory *Execution* consists of three strategies that are meant to help the learners while performing a language task. One of these strategies is termed: *Building on previous knowledge*, and it states

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that the learners are to utilize what they already know. This strategy is the same as the CS [2] *Guessing/use of previous knowledge* introduced in the taxonomy of this thesis.

The third subcategory of [1] *Production strategies*, *Evaluation,* is also to be used while carrying out a language task. The learners evaluate how people react to what they say or write by observing facial expressions, body language etc. and then the learner evaluates or monitors the success of the communication. The last subcategory, *Repair,* includes strategies used by the learners in order to correct themselves. Not all written or oral language activities are interactive and sometimes the learners have to evaluate themselves, for example by employing a strategy listed in the CEFR stating that the learner should be able to 'make a note of 'favourite mistakes' and consciously monitor speech for it/them' (Council of Europe 2001: 65). The subcategory *Repair* is related to the MS [7] *Self-monitoring* included in the taxonomy of this thesis.

The second strategy group presented in section 4.4 is [2] *Reception strategies*. The strategies included in this strategy group include both listening and reading activities. The strategies 'involve identifying the context and knowledge of the world relevant to it, activating in the process what are thought to be appropriate *schemata*' (Council of Europe 2001: 72). The subcategory *Planning* in relation to [2] *Reception strategies* involves a strategy termed F*raming* which, in this context, is about the learner's expectations concerning the topic they are to listen to or read about. When using the *Framing* strategy the learners adjust their expectations according to the topic in hand. The second subcategory, *Execution,* involves to infer, which means that the learners conclude or discover a meaning on the basis of what they have read or heard. The *Evaluation* subcategory involves connecting the two previously mentioned subcategories: *Planning* and *Execution*. This involves the learners testing whether there was a match or not between the framing, their expectations and what they have inferred from what they have heard or read. This process is termed *Hypothesis testing*. If the hypothesis testing leads to a mismatch the subcategory *Repair,* is used to revise the hypothesis.

[3] *Interaction strategies* are strategies used in spoken interaction, for example casual conversation or a debate, and written interaction, for example correspondence by e-mail or exchanging notes. Both [1] *Production strategies* and [2] *Reception strategies* are included in [3] *Interaction strategies* for the reason that both these strategy groups involve learner interaction, either by speaking, listening, writing or reading. But [3] *Interaction strategies* include more than just *Receptive* and *Productive* strategies, which are exclusive to [3]

Interaction strategies. These strategies are concerned with the process of interaction which might involve the learners '…defining what can be taken as given, working out where people are coming from, converging towards each other or defining and maintaining a comfortable distance…'(Council of Europe 2001: 84). I.e. [3] *Interaction strategies* are specifically concentrated on interaction happening between people communicating with each other.

The subcategory *Planning* includes in relation to [3] *Interaction strategies* a strategy termed *Planning moves.* This strategy involves the learner preparing an deciding what possible moves to take in a communicative exchange based on what he/she has discovered by using the strategies: *Framing* and *Identifying information(opinion gap; Judging what can be taken as given).* The subcategory *Execution* includes a strategy termed *Asking for help*, and this strategy is used when the learners ask for assistance when formulating something. This strategy relates to both the CS [1] *Clarification/verification* and the SAS [13] *Asking questions* included in the taxonomy of this thesis. One of the strategies included in the subcategory of *Evaluation* is termed *Monitoring (effect, success),* and this strategy is executed at a communicative level. *Monitoring (effect, success)* is used by the learner in order to monitor if the communication evolved the way they imagined or wanted to. This strategy can be related to the CS [5] *Monitoring* presented in the taxonomy of this thesis. The strategies included in the last subcategory: *Repair*, are used if the communication does not evolve the way that the speaker wanted to or if misunderstandings occur during communication. One of the strategies included in this subcategory is termed *Asking for clarification.* When using this strategy the speaker asks for clarification if something is unclear or if there are misinterpretations while the communication is carried out. This strategy can be related to the CS [1] *Clarification/verification* and also the SAS [13] *Asking questions* included in the taxonomy of this thesis.

The last communication strategy group discussed in the CEFR in section 4.4 is [4] *Mediation strategies.* This strategy group involves both oral and written mediation and is used when the language user is in need 'to act as an intermediary between interlocutors who are unable to understand each other directly – normally (but not exclusively) speakers of different languages' (Council of Europe 2001: 87). [4] *Mediation strategies* will not be discussed any further in this thesis for the reason that these strategies do not fit the purpose of this thesis. And the strategies connected to [4] *Mediation strategies* are not related to any of the strategies found in the ESC or the strategies included in the taxonomy of this thesis.

3.4 Summary

Norwegian curriculum policies and the CEFR have been discussed in this chapter in regards to what these documents state about LS and LLS. In section 3.2, it was stated that the use of the strategies included in the taxonomy of this thesis can be justified in Norwegian curriculum policies. Even though all the aims in the ESC did not mention strategies in particular, many of the aims can be related to the use of strategies. And in the discussion of the CEFR it is evident that many of the strategies in the taxonomy can be found here as well. The similarities between the CEFR and the competence aims in the ESC, in regards to strategies, are also noticeable. An example is that both the ESC and the CEFR state the importance of the students being able to use MS strategies, such as *Planning* strategies and strategies used for self-monitoring/management/evaluation. Another example is that both also state that it is important for students to work and communicate with others.

4. METHODOLOGY

4.1 Introduction

The purpose of this thesis is to find out how the author of *Voices in Time 3* has incorporated learning strategies in the *Textbook* and the *Workbook*. In order to find an answer to this question an analysis of VT3 has been conducted. Following the analysis, the results will be compared to what Norwegian Curriculum policies state about LS and LLS, as well as what the CEFR states about LS and LLS given that the ESC, to some degree, is inspired by the CEFR. This is done in order to see how the results correlate with *the Knowledge Promotion's* requirements concerning LS and LLS. Lastly, a survey has been conducted in order to find out how much students actually put to use the *Tools* which VT3 encourages them to use in their learning. The reason why this survey has been chosen to be conducted is that the purpose behind teaching the students LS and LLS in school is to have them use them and for the LS and LLS to help them in their learning.

In this chapter the details of the research and its methodology are outlined. This chapter compromises a presentation of the research questions, materials, methods, subjects and procedures.

4.2 Research questions

1. In what way has the author incorporated *Language Learning Strategies* in *Voices in Time 3*?
2. How do the results of the analysis of *Voices in Time 3* relate to what Norwegian Curriculum policies state about *Learning strategies* and *Language Learning Strategies*?
3. To what degree do 10th graders use the *Tools* which *Voices in Time 3* encourages them to use in their learning of English?

4.3 Research question 1 and 2: Materials

4.3.1 Voices in Time 3: Introduction

VT3 consists of a set of three books, an audio book, a webpage and a binder to be used in the teaching of English in the 10th grade in Norwegian lower secondary school. VT3 was produced after the *Knowledge Promotion* was introduced in Norway and VT3 was developed with the new curriculum policies in mind. The author of VT3 is Lisbeth M. Brevik; she has a Cand. Philol. degree in English and Master degree in the teaching of English. As mentioned in the introduction to ch.3, it was the intention of the author of VT3 to give a particular focus to LS

and LLS. VT3 focuses specifically on LS and LLS with the intention that the strategies provided can become a natural part of the students' own LS and LLS. The author of VT3 also justifies VT3's focus on LS and LLS by referring in the *Teacher's Voice* (which is a teacher's guide included in VT3) to *the Knowledge Promotion.*

> Kunnskapsløftet sier at vi *skal stimulere elevene til å utvikle egne læringsstrategier og evne til kritisk tenkning* (Læringsplakaten) og at elevene skal *velge ulike lese-, lytte-, tale- og skrivestrategier tilpasset formål og situasjon* (kompetansemål, 10.trinn). (Brevik 2008: 4)

> The Knowledge Promotion states that we *are to encourage the students to develop their own learning strategies and ability to think critically* (The Learning Poster) and that the students are to *choose different reading, listening, speaking and writing strategies according to purpose and situation* (Competence Aim after year 10). (My translation)

In the *Teacher's Voice* it is also stated that *Voices in Time 3* has great emphasis on learning strategies'(Brevik 2008: 4, my translation). Included in the *Teacher's Voice* on page 19 is a quote from the QF which states that:

> Learning strategies are the procedures the pupils use to structure their own learning. These are strategies for planning, carrying out and assessing their own work to satisfy nationally stipulated competence aims. This also means reflecting upon newly acquired knowledge and applying it in new situations. Good learning strategies promote the pupil's motivation to learn and the ability to solve difficult tasks in further education, work or leisure activities. (Utdanningsdirektoratet 2005: 3-4)

Other statements included in the *Teacher's Voice,* on page 4, as reasons to why VT3 has an emphasis on learning strategies are taken from *the Learning Poster* and the *English Subject Curriculum.* In *The Learning Poster* it is stated that 'The school and the apprenticeship-training enterprise shall stimulate pupils and apprentices/trainees to develop their own learning strategies and critical-thinking abilities'(Utdanningsdirektoratet 2005: 2). And the *English Subject Curriculum* states that after year 10 '*The aims of the studies are to enable pupils to* use different situations, working methods and learning strategies to develop one's English-language skills'(The Ministry of Education and Research 2013: 8).

4.3.2 The six components of VT3

VT3 consists of six different components. These components consists of: *Textbook, Workbook, Audio Book, Teacher's Voice*, *Task Collection* and the webpage: *www.dammskolen.no*. The *Textbook* is a collection of English texts: authentic texts and fictional texts including both classics and young adult literature, and the texts are of varying length and they concern a wide range of topics. The *Workbook* is a collection of tasks connected to the texts in the *Textbook* as well as tasks connected to other topics such as: language (termed *Language Units*), genre etc. The *Audio Book* is an audio book which includes readings of many of the texts from the *Textbook,* and the texts are read by native speakers of different accents of English. The

Teacher's Voice is a guide written for the teachers and it includes examples of teacher guided activities, introduction to the texts included in the textbook, a guide on how to work with the tasks included in the *Workbook* and a review of the *Language Units* included in the *Workbook*. The *Task Collection* is a binder consisting of different handouts, certificates, assignments, crosswords etc. that can be used in the teaching. The last component of VT3 is the webpage: *www.dammskolen.no* and this webpage includes interactive resources for working with VT3, such as providing links to topics discussed in the *Textbook*, interactive tasks connected to the *Language Units* and copy originals from the *Task Collection* binder.

The components that will be included in the analysis are the *Textbook* and the *Workbook*, as well as the webpage: *www.dammskolen.no* and the *Task Collection*. The *Webpage* is considered in the analysis in connection to tasks in the *Workbook* which might specifically ask the students to use the webpage. The *Task Collection* is only provided for the teachers, but many of the documents included in the *Task Collection* are also available on the webpage: *www.dammskolen.no*. The *Task Collection* is thus included if referred to in either the *Textbook* or the *Workbook*. In addition, the *Teacher's Voice* will be referred to throughout the thesis as it contains information about LS, how LS are incorporated in the books as well as why LS are important. The *Audio Book* is not included in the analysis for the simple reason that the *Audio Book* consists of several CD's including readings of the texts in *Textbook* and there is thus nothing to analyze with regard to LS and LLS. The reason why only the *Textbook* and the *Workbook,* as well as the webpage: *www.dammskolen.no* and the *Task Collection* when specifically referred to in either the *Textbook* or the *Workbook,* are included in the analysis is thus that these are the four components that fit the scope of this thesis. More detailed information about the *Textbook, the Workbook*, the webpage: *www.dammskolen.no* and the *Task Collection* will be given in the four following sections.

4.3.3 The *Textbook*

The *Textbook* is, as mentioned, a collection of different English texts. The book is divided into seven chapters devoted to specific topics. The chapters are as follows:

[1] *Language & Culture*

[2] *Free Characters*

[3] *Between the Lines*

[4] *Timeless Drama*

[5] *Conflicts & Peace*

[6] *Experience Britain*

[7] *Explore America.*

[1] *Language & Culture* is about the English language as a global language and how the language is used in different contexts. [2] *Free Characters* is about people that have made a difference, people who have devoted their lives to fight racism. [3] *Between the Lines* is a chapter devoted to literature. This chapter is meant to encourage the students to read between the lines and discover the real meanings of literary texts and discover things they like about a text, such as: characters, funny words, settings etc. [4] *Timeless Drama* is about Shakespeare and how his classic texts still are popular today hundreds of years after his death. [5] *Conflict and Peace* is a chapter about the conflict between the Republic of Ireland and Northern Ireland. In [6] *Experience Britain* the students read about famous places in Great Britain and about famous people from Great Britain such as: Jane Austen, Charles Darwin and Diana Princess of Wales. The last chapter, [7] *Explore America*, is about important cities and states in the United States of America as well as famous Americans from the 20th century, for instance: Steven Spielberg, Bill Gates and Ronald Reagan. The last pages of the *Textbook* consist of a vocabulary list named *Words, words, words,* and this list includes some of the words or phrases which occur in the texts.

Each of the chapters in the *Textbook* are divided into three parts:

[Part 1] *Platform*

[Part 2] *Appetizers*

[Part 3] *Tracks*

[Part 1] *Platform* is the introductory part of the chapters. *Platform* consists first of a short introduction text to the chapter as well as pictures, a timeline, drawings etc. which often are provided alongside the text. The *Platform* also includes two texts, usually one literary text and one factual text, which are connected to the topic of the chapter. [Part 2] *Appetizers* is, as the name suggests, an appetizer to [part 3] *Tracks*. The *Appetizers* include 'six short paragraphs to introduce each of the in-depth texts' (Brevik 2012: 5). [Part 3] *Tracks* consists of six in-depth texts which concern the topic of the chapter from different interest areas' point of view; *Fiction, Facts, Music, Sport, History* and *Timeline.* Some of these interest areas are represented

in each chapter, but not necessarily all of them. In connection to all of the texts in the *Textbook*, including texts connected to all the three parts, a list of difficult and useful words is provided.

Another feature in the *Textbook* is that the texts are divided into three different reading levels: *Basic* for students with low proficiency level, *Challenging* for students with average proficiency level, and *Demanding* for students with high proficiency level. The thought behind dividing the texts into different reading levels is that the author wanted every student to have the opportunity to read the same texts regardless of what proficiency level they are at. The only difference between the three reading levels is thus that the lower proficiency students are not required to read as much as the higher proficiency students do. The author states in the *Teacher's Voice*:

> Alle elevene kan lese de samme tekstene – men ikke like mye. Fargede prikker i margen forteller hvilken del som passer for den enkelte elev: Basic, Challenging, Demading. Tekstene er med andre ord ikke nivådelte; eleven tar utgangspunkt i samme tekst, men leser ulike tekstutdrag eller ulik mengde. Det er motiverende å lese samme tekst som de andre… (Brevik 2008: 7)

> All students are able to read the same texts – just not the same amount. Colored dots in the margin show what part of the text is suitable for each student: Basic, Challenging, Demanding. The texts are, in other words, not divided by level of proficiency; the students have the same point of origin, but they read different parts of the texts or different amounts of the texts. It is motivating to read the same text as everybody else… (My translation)

The author has termed the feature of level based reading *Tilpasset opplæring* which in English translates to *Adapted education.*

4.3.4 The *Workbook*

The *Workbook* is divided into four separate parts:

[Part 1] *Text Types*

[Part 2] *Tools*

[Part 3] *Tasks & Language Units*

[Part 4] *Look Up*

[Part 1] *Text Types* consists of ten different text genres. These genres are introduced to the students in VT3 in 'order for the students to be able to understand texts of many genres as well as to be able to produce texts of different genres' (Brevik 2008: 14, My translation). It is also stated in the *Teacher's Voice* that the ten genres presented in the *Workbook* are provided in VT3 as examples which the students can use as templates when writing texts of their own. The genres included in [Part 1] *Text Types* are: *Diary*, *Letter*, *E-mail*, *Review*, *News Article/Report*,

Letter to the Editor, *Interview*, *One-act Play, Story, Novel* and *Poetry*. In *Teacher's Voice* the author states the importance of developing both oral and written skills in English. Introducing the students to the genres in [Part 1] *Text Types* is one approach chosen to provide the students with an opportunity to develop their written skills in English. An example presented in *Teacher's Voice* of how to use the ten genres is to 'let the students practice their writing skills by producing texts, of different genres, concerning each of the chapters/subjects in the *Textbook'*(Brevik 2008: 5, My translation). Several of the tasks included in [Part 3] *Tasks and Language Units* of the *Workbook* encourage the students to put the genres in to practice, for example in task *D2. After reading: Letter to the Editor* which writes:

> Some say that English might "kill" other languages. Do you think English might kill Norwegian? Write a letter to the editor where you express your opinion [Letter to the Editor,p.15]. (Brevik 2013: 53)

[Part 2] *Tools* is the second part of the *Workbook* and here ten different LS, which are termed *Tools*, are presented to the students. These LS are provided in order to function as tools which the students are encouraged to use as a part of their learning of English. In the introduction to the *Workbook* it is stated that the students should 'let these Tools be part of your learning strategies'(Brevik 2013: 3). In *Teacher's Voice* it is stated that:

> Elevene kan jobbe med læringsstrategier for å (1) ta notater og planlegge det de vil presentere eller skrive, (2) bearbeide stoffet, (3) visualisere i en tekst eller på en presentasjonsside; elevene kan vise hendelser i en *Timeline*, en sammenligning i et *Venn Diagram,* etc. I *Workbook* (s.26-47) presenteres 10 læringsstrategier eleven kan bruke. (Brevik 2008: 5)

> The students can use Learning Strategies when (1) taking notes or in preparation for presentations or texts they are to write, (2) processing what they have learned, (3) they need to visualize a text or a presentation, for example by presenting historical happenings in a *Timeline*, by presenting a comparison in a *Venn Diagram,* etc. In *Workbook* (p.26-47) 10 Learning Strategies which the students can use are presented. (My translation)

Several of the tasks included in the third section of the *Workbook,* [Part 3] *Tasks and Language Units,* encourage the students to use the *Tools*. An example of a task where the students are asked to use *Tools* is task *A2. Before reading: Title*: 'This text is about people who have fought for freedom. What do you know about so-called *Freedom Fighters*? Take notes in a Mind Map or a KWL Table [Tools 1, 9] (Brevik 2013: 69). Each of the ten *Tools* is explained by one or a couple of introductory sentences followed by six to ten bullet points about the *Tool*. The bullet points state either something about how the *Tool* is to be used or what it can be used for and the purpose of the *Tool*. The *Tools* included in [Part 2] of the *Workbook* are as follows:

Tool [1] *Mind Map*

Tool [2] *Timeline*

Tool [3] *8 Squares*

Tool [4] *Venn Diagram*

Tool [5] *Sociogram*

Tool [6] *Reading Strategies*

Tool [7] *Effective Presentations*

Tool [8] *Portfolio*

Tool [9] *KWL Table*

Tool [10] *Word Wall.*

Tool [1] *Mind Map* is meant to help the students put their ideas and thoughts down on paper, to help get an overview of a text or a subject, to help organize key words or to help the students see connections between their ideas. A subject/key word etc. is written in a circle and then lines are drawn from the main circle to key words/sentences/ideas etc. that fits the topic of the main circle. Tool [2] *Timeline* is a model that shows historical events in a chronological order, and it shows relations between historical events. The timeline can either be drawn horizontally or vertically. The historical events on a timeline can be marked as dates of the events, as quotes from or about the events, as names of people/battles/places etc, as movie or book titles about the historical events and so on. Tool [3] *8 Square* is also known as a *Storyboard*. This is a model that allows the students to 'see' what happens. The model consists of 8 squares of illustrations and/or text that the students create themselves. This *Tool* can be used in preparation for texts that the students are to write, or it can be used as a summary of a book/story/film they have read or seen.

Tool [4] *Venn Diagram* is a diagram used in order to compare and contrast items or people. A *Venn Diagram* consists of circles that overlap each other. In the middle section of the two circles, the section that overlap, the students write what the items/people have in common, and in the outer section of the circles, the sections that do not overlap, the differences between the items/people are written. Tool [5] *Sociogram* is a model used to show relations between characters in a text, and the focus is on the main character. The students can use a *Sociogram* to plan the relationship between characters in their own stories or to create a summary of the characters in a story they have read or a movie they have seen. A *Sociogram* consists of circles with names written inside of the circles. The main character is placed in the center circle and in

the circles surrounding the center circle names of characters that are connected to the main character are written. Arrows are then drawn between the main circle and the other circles and the relationship between the characters are written along the arrows.

Tool [6] *Reading Strategies* are techniques used to develop active reading. The *Reading Strategies* are meant to help the students understand more of what they read and also to help the students read faster. The *Reading Strategies* consist of three parts; *Before reading, While reading* and *After reading.* The three parts consist of six to eight tasks which can help the students develop their reading skills either before, while or after reading texts. Tool [7] *Effective Presentations* are techniques that focus on communication. This *Tool* is used to show the students how a presentation can be efficient and effective to the audience. *Effective Presentations* provide the students with tips and procedures on how to plan, prepare and present oral presentations, both *Minitalks* as well as longer presentations as for example an oral exam. Tool [8] *Portfolio* is a collection, a digital or paper-based folder which records the students work over a period of time. A *Portfolio* is used to help the students describe and evaluate their learning of English. Tool [8] *Portfolio* provides the students with suggestions on how to make a portfolio, what to include in their folder, how to work on what they include in the portfolio and what schemas, where they evaluate their work and learning, they can include in a portfolio.

Tool [9] *KWL table* helps the students develop active reading. By using a *KWL table* the students can recall what they already know about a subject or a text, they can set goals for what they want to know more about and finally identify want they have learned. *KWL* stands for: **K**now, **W**ant to learn and have **L**earned. The table consists of three columns, one column for what they already know, one for what they want to learn, and one for what they have learned in the end. Tool [10] *Word Wall* is used to collect words, expressions and idioms, to expand vocabulary, to understand differences in meaning between words and to focus on word classes. The ESC states that the students are to' express oneself fluently and coherently, suited to the purpose and the situation'(The Ministry of Education and Research 2013: 9), and in the *Teacher's Voice* it is stated that one way to accomplish this is by creating *Word Walls*. A *Word Wall* can be written by hand in a glossary book or it can be written on a computer, and it can consist of words connected to a specific subject, a situation, a word class etc. On the next page is an example, see Figure 2: *Word Wall,* taken from the *Workbook* (Brevik 2013: 46) of a *Word Wall* where words and expressions to describe someone who is being discriminated are listed:

Figure 2: *Word Wall*

Words and expressions to describe someone who is being discriminated			
Feeling sad	blue	Depressed	grief-stricken
	miserable	Offended	quiet
	wretched	Powerless	…
Feeling angry	bitter	Contemptuous	cross
	enraged	Furious	annoyed
	provoked	Wrathful	…
Being hurt (physically)	aching	Injured	sore
	tortured	Wounded	black and blue
	…	…	…
Idioms	not to bat an eyelid	to have eyes in the back of your head	to be up the creek without a paddle
	to be in hot water	…	…

[Part 3] *Task & Language Units* is the largest part of the *Workbook* consisting of approximately one half of the book, and it is divided into the same seven chapters as the *Textbook.* Each chapter is divided into a *Task* part and two *Language Units*. The tasks in the *Task* part of the chapters are directly connected to the texts in *Textbook.* There are three task categories: *Before reading* tasks that are to be done before reading the texts in the *Textbook,* *While reading* tasks which are meant to be carried out while reading the texts, and *After reading* tasks that are meant to be done after reading the texts and are meant to help the students process what they have read. The tasks in [Part 3] *Task & Language Units* are, as the texts in the *Textbook,* level based. The levels include: *All:* which are tasks that all the students should be able to do, *Basic:* which are tasks the lower proficiency students can do, *Challenging:* which are tasks for students with average proficiency and *Demanding:* which are tasks for higher proficiency students. *All* tasks are usually *Before reading* tasks, and the three other levels are usually *While* reading tasks and *After reading* tasks.

The two *Language Unit*s of the chapters consist of tasks concerning grammar and language and each of the seven chapters includes two *Language Units* that focus on a specific topic of grammar or language. The topics included in the different chapters are: *Word classes, Contractions, Adverbs, Singular Pronouns, Active & Passive, Comparative Idioms, Confusing*

Verbs, Verb Patterns, Verb-Subject Agreement, Reflexive pronouns, Language and Style, Direct Speech, Linking Ideas, Expressing opinion. There are two steps of tasks connected to the *Language Units*: *Step 1,* which are tasks that all students are able to do, and *Step 2,* which are tasks meant for students that have a higher proficiency level. [Part 4] *Look Up* is the last part of the *Workbook* and this is a glossary which the students can use if needed. The topics included in the glossary are: *Library, Artists & Bands, Well-known Persons, Numbers & Measures,* and *Language Unit Overview.* The two last pages of the *Workbook* consist of an index including an overview of concepts, phrases, and words etc. that are mentioned in the *Workbook.*

4.3.5 The webpage: *www.dammskolen.no*

As mentioned in section 4.3.2 the webpage: *www.dammskolen.no* consists of interactive resources for working with VT3. When the *Voices in Time* section of the webpage is entered both *Voices in Time 1, Voices in Time 2* and *Voices in Time 3* have a separate section of the webpage. The VT3 section consists of three parts:

[1] *Language Units*

 [2] *Topic Tasks*

[3] *Task Collection 3*

The *Language Units* part includes interactive tasks: such as quizzes, games, puzzles etc. which concern the topics of the *Language Units* in the *Workbook.* The *Topic Tasks* part of the webpage consists of seven parts, each connected to a chapter in the *Textbook* and the *Workbook,* which includes links to other webpages where the students can find additional information about the different topics. The last part of VT3 section of the webpage, *Task Collection 3,* consists of copy originals from the *Task Collection* binder. The copy originals consist of different handouts, such as tool sheets of *Timeline, Venn Diagram* etc, certificates and factsheets about the different language and grammar topics of the *Language Units* in the *Workbook*, example texts and forms connected to the different genres presented in [Part 1] *Text Types* of the *Workbook*, assignments, crosswords and crosswords keys.

4.3.6 The *Task Collection*

The *Task Collection* consists of copy originals, some are provided in a folder which the teachers are given, and some are provided in a digital folder on the webpage: *www.dammskolen.no.* The copy originals include:

- *Handouts:* which are related to the tasks in the *Workbook*
- *Certificates:* which are tests and tasks used for mapping the proficiency of the students regarding language and grammar. Each of the *Language Units* in the *Workbook* are connected to a *Certificate.*
- *Workshops:* which are connected to the *Language Units*. The *Workshops* are organized as courses developed to improve the students' basic skills, language and textual competence.
- *Assignments:* which are interdisciplinary projects.
- *Crosswords*
- *Tests:* which can be used as both formal and informal assessments of the students.

4.4 Research question 1 and 2: the Analysi

4.4.1 The components included in the analysis

As already stated in section 4.3.2, the *Textbook* and the *Workbook*, as well as the webpage: *www.dammskolen.no* and the *Task Collection* when specifically referred to in either the *Textbook* or the *Workbook,* are the components of VT3 which will be dealt with in the analysis. But given that a significant part of the material to be analyzed is the *Workbook*, the *Workbook* is the main focus of the analysis. Nevertheless there are sections of the *Workbook* chosen to be excluded from the analysis. [Part 1] *Text Types* is excluded from the analysis given that this section consists of a set of templates on how to produce texts of different genres which the students can use as guidelines and inspiration. There are no tasks included in [part 1] *Text Types* and this section does not fit the scope of the analysis.

[Part 4] *Look Up* will also be excluded from the analysis given that this section is simply an index of information provided as additional information if needed. The last exclusion from the analysis is the last part of Tool [6] *Reading Strategies* which is termed *After Reading. After Reading* consists of a guideline on how to use some of the other *Tools* included in the *Workbook.* The guidelines instruct the students on how to remember and understand texts they have read. The *After Reading* part of Tool [6] *Reading Strategies* is not a *Tool* in its self and is thus excluded from the thesis. The parts of the workbook that are included in the

analysis are thus [part 2] *Tools,* apart from the last part of Tool [6] *Reading Strategies*: *After Reading,* and [part 3] *Tasks & Language Units*. Regarding the *Textbook,* the whole book, apart from the vocabulary list: *Words, words, words,* will be included in the analysis.

4.4.2 The focus of the Analysis

In section 2.3.3 a taxonomy of LLS was provided and this taxonomy is the basis for the analysis of VT3. In the taxonomy 14 different LLS are included and these have been chosen based on categorizations provided in literature by researchers discussed in chapter 2. All of the 14 LLS will be included in the analysis, but occurrences of all 14 LLS might not be found in VT3. If some of the LLS categories are not found represented in VT3 they will be disregarded. Tasks, included in the *Workbook,* that do not connect to LLS will also be disregarded. The main focus will be on the LLS's which are accounted for in the Norwegian Curriculum policies and the CEFR. As shown in chapter 3, all of the 14 LLS listed in the taxonomy can be connected to the Norwegian *Knowledge Promotion* or the ESC, and some also to the CEFR. Thus each of the 14 LLS is in focus in this analysis.

4.4.3 The method

The analysis of the *Textbook* and the *Workbook* will be carried out in two different ways. The *Textbook* will be analyzed as to what degree the three reading levels: *Basic, Challenging,* and *Demanding,* include LLS. The *Workbook* on the other hand will be analyzed by using a schema which is based on the taxonomy provided in section 2.3.3. The schema is divided into eight categories, one category for the *Tools* chapter of the *Workbook* and one category for each of the seven chapters included in the *Tasks & Language Units* part of the *Workbook.* The schema consists of 17 different LLS categories, and not 14 categories because the LLS [6] *Planning* is divided into four subcategories: [6a,b,c and d]. As stated in section 4.4.2 the 17 LLS are taken from the taxonomy presented in chapter 2 because they are connected to Norwegian Curriculum policies; *the Knowledge Promotion* or the ESC, and some also to the CEFR, see chapter 3 for detailed information. Each of the *Tools* and the tasks in the *Workbook* connected to LLS will thus be registered in Figure 3: *Schema 2,* which is provided on the following page.

Figure 3: *Schema 2*

	Tools	Ch.1 Language & Culture	Ch.2 Free Characters	Ch.3 Between the Lines	Ch.4 Timeless Drama	Ch.5 Conflicts and Peace	Ch.6 Experience Britain	Ch.7 Explore Ameri-ca
[1] Clarification/verification								
[2] Guessing/Use of previous knowledge								
[3] Practice								
[4] Memorization								
[5] Monitoring								
[6a] Planning: Advance Organizers								
[6b] Planning: Directed attention/Selective attention								
[6c] Planning: Functional planning								
[6d] Planning: Self-management								
[7] Self-monitoring								
[8] Self-evaluation								
[9] Avoidance strategies								
[10] Clarification strategies								
[11] Understanding								
[12] Cooperation								
[13] Asking questions								
[14] Self-talk								

In section 4.3.4 it is stated that the ten *Tools* included in the *Workbook* are introduced by six to ten bullet points which state either how the *Tools* are to be used, what the they can be used for or the purpose of the *Tools*. Each of these bullet points will be registered in the schema. This means that each of the *Tools* might be connected to more than one LLS, which is to be expected considering that the *Tools* do not focus on just one aspect of learning, but are meant to help the students in many aspects of their learning of English. An example is Tool [1] *Mind Map* where six LLS are registered (Brevik 2013: 26):

- *[2] Guessing/Use of pervious knowledge* is connected to a bullet point stating: 'search for words and expressions that you recognize in a text'.
- *[4] Memorization* is connected to a bullet point stating: 'use the Mind Map as an organizer', and a bullet point stating: 'recall information before tests and exams'.

- *[6a] Planning: Advance organizers*: is connected to a bullet point stating: 'brainstorm by writing down ideas as key words', and a bullet point stating: 'search for expected and new information in a text'.
- *[6b] Planning: Directed attention/Selective attention* is connected to a bullet point stating: 'search for expected and new information in a text'.
- *[6c] Planning: Functional planning* is connected to a bullet point stating: 'recall information before tests and exams'.
- *[12] Cooperation* is connected to a bullet point stating: 'compare Mind Maps with other pupils to share ideas'.

Tasks included in part [3] *Tasks and Language Units* which state that the students have to use a *Tool* while working will be registered as connected to more than one LLS. The reason for this is that each of the *Tools* might be connected to several LLS. Thus, when a task encourages the students to use *Tools* while performing a task, the task will be registered as connected to the same LLS as the *Tools* in question. An example can be a task where the students are asked to use Tool [1] *Mind Map*. That task will then be registered to all the six LLS as stated in the example above.

4.5 Research question 3: the Survey

4.5.1 Aims and subjects

As a part of the thesis a survey has been conducted with a class of 20 10th graders in a Lower Secondary School that uses VT3 in their teaching of English. The purpose of conducting a survey is that I wanted to see to what degree the students actually use the 10 *Tools* included in the *Workbook* as a part of their learning of English. Eight of the *Tools* included in the *Workbook* were already introduced to the students in the *Voices in Time 1 Workbook* in the 8th grade. In the *Voices in Time 2 Workbook*, used in the 9th grade, the same 8 *Tools* as in the *Voices in Time 1 Workbook* are presented as well as 2 new *Tools*. This means that the 10 *Tools* included in VT3 *Workbook* are *Tools* which the students should be familiar with given that they most likely have been using them or known about them since they started working with the *Voices in Time* books in the 8th grade.

4.5.2 NSD: Personvernforbundet for forskning

The survey did not need permission from the *NSD: Personvernforbundet for forskning* which is a Norwegian privacy association for research, before being conducted. The goal of the NSD is

to help institutions, such as Universities, various institutes etc, to fulfill regulations regarding internal control and quality assurance of their own research. The NSD provides a test on its website where to ascertain whether a study needs to apply for permission. The questions asked are:

- *Does the study collect personally identifiable information?*
- *Will personally identifiable information be linked to the information data?*
- *Does the survey collect information that could identify individuals?*
- *Will there be registered personal information using an online questionnaire?*
- *Will there be registered personal information on digital audio/video*? (NSD Personvernforbundet for forskning, my translation)

The way in which the survey in this thesis is conducted answered 'no' to all of these questions: no personal information is collected and the survey does not link back to any of the participants. The survey thus does not require an application for permission to the NSD.

4.5.3 The study method

The survey is a quantitative study conducted in a rating scale format where the students checked off the answers that best describe their use of each *Tool*, see Figure 4: *Schema 3* on the next page. The four categories that the students had to choose from are; *Often (Every week), Sometimes (Several times a month), Rarely (Once a month or less),* and *Never (Have never used it before).* The students were given an oral introduction by me to what the 4 different categories meant and how they were to fill out the rating scale. It was also stressed to the students that the survey is about their actual use of the *Tools,* both at home and while working at school. I chose to conduct the oral introduction about the study with the students in Norwegian for the simple reason that I wanted the students to understand what they were asked about, and I did not know the students well enough to know if their proficiency in English was high enough to be able to understand the information if given in English. The actual survey that was given to the students to fill out was given in English.

Figure 4: *Schema 3*

<u>Survey concerning Students' use of the *Tools* in the Voices in Time 3 Workbook</u>

The purpose of this survey is to find out to what extent 10th graders use the 10 learning strategies called *Tools* which are included in the Voices in Time 3 Workbook.

<u>Question:</u> How often do you use, in your learning of English, the different *Tools* presented in the Workbook? Cross out the box that you feel best describes your use of each *Tool*.

	Often (Every week)	**Sometimes** (Several times a month)	**Rarely** (Once a month or less)	**Never** (Have never used it before)
Tool 1: Mind Map				
Tool 2: Timeline				
Tool 3: 8 Squares				
Tool 4: Venn Diagram				
Tool 5: Sociogram				
Tool 6: Reading strategies				
Tool 7: Effective presentations				
Tool 8: Portfolio				
Tool 9: KWL table				
Tool 10: Word Wall				

5. ANALYSIS AND RESULTS

5.1 Introduction

In this chapter the results of the analysis of the VT3 *Workbook* and the VT3 *Textbook* are presented, as well as the results of the survey which was conducted as a part of the thesis. The analysis results of the *Textbook* are presented in section 5.2, the results of the analysis of the *Workbook* are presented in section 5.3 and lastly the survey is addressed in section 5.4. However, prior to the results of the analysis and the survey are addressed, section 5.1.1 and 5.1.2 are provided. These two sections consist of paragraphs outlining details on how the analysis has been carried out as well as other essential details regarding the analysis.

5.1.1   Terms referred to in the analysis

The purpose of this thesis is to find out how VT3 incorporate LLS and how the VT3's use of LLS correspond to the *Knowledge Promotion* section of the Norwegian curriculum. When LLS are referred to in the analysis of the VT3, Oxford's definition is followed, and *Language Learning Strategies* are thus understood to constitute:

> Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve the progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (2002: 124)

The taxonomy of the 17 LLS included in the analysis of VT3 is presented in Figure 1: *Schema 1*, which is provided on the next page, and was developed on the basis of the LLS typologies presented in section 2.3.2 and 2.3.3. All the 17 LLS will be included in the analysis of VT3, nevertheless this does not necessarily entail that all the 17 LLS will be found represented in VT3.

When *Tasks* are referred to in the analysis all tasks, activities and language units provided in [Part 3] *Tasks and Language Units* of VT3 are included in the term. With the exception of a few tasks, all the tasks where LLS were recorded in the analysis encourage the students to use one of the ten *Tools* included in [Part 2] of the *Workbook.* Thus the ten *Tools* play an essential role in the analysis of the *Workbook.*

Figure 1: *Schema 1*

Learning strategies		Communicative strategies	Social/affective strategies
Cognitive strategies	**Metacognitive strategies**		
[1] Clarification/verification	[6] Planning: a. Advance organizers b. Directed attention/Selective attention c. Functional planning d. Self-management	[9] Avoidance strategies	[12] Cooperation
[2] Guessing/Use of previous knowledge	[7] Self-monitoring	[10] Clarification strategies	[13] Asking questions
[3] Practice	[8] Self-evaluation	[11] Understanding	[14] Self-talk
[4] Memorization			
[5] Monitoring			

The students are encouraged to use the *Tools* in their learning of English. The *Tools* are thus understood to be, as quoted from the *Teacher's Voice* in section 4.3.4, *Learning strategies.* The ten *Tools* are as follows:

Tool [1] *Mind Map*

Tool [2] *Timeline*

Tool [3] *8 Squares*

Tool [4] *Venn Diagram*

Tool [5] *Sociogram*

Tool [6] *Reading Strategies*

Tool [7] *Effective Presentations*

Tool [8] *Portfolio*

Tool [9] *KWL Table*

Tool [10] *Word Wall.*

Tool [1] *Mind Map* is a strategy used for developing writing, reading and oral skills. This is a *Tool* which helps the students to put their ideas and thoughts down on paper. The *Mind Map* is meant to provide the students with an overview of a text or a subject, to help the students organize key words or to help them discover connections between their ideas. Tool [2] *Timeline* is used for developing reading, writing and oral skills. This is a strategy which is used in order to show historical events in a chronological order, as well as show relations between historical events. The third strategy, Tool [3] *8 Square* helps the students develop their reading, writing and oral skills. *8 Squares*, which is also known as a *Storyboard*, allows the students to 'see' what happens in a story. This learning strategy consists of 8 squares of illustrations and/or text which the students create themselves. Tool [4], *Venn Diagram* is used for developing reading, writing and oral skills, and it is a diagram which is used in order to compare and contrast items or people. The fifth *Tool*, Tool [5] *Sociogram,* is a strategy where relations between characters in a text are presented, and the focus is on the main character/characters of a text. Also the *Sociogram* helps the students develop reading, writing and oral skills.

Tool [6] *Reading Strategies* are techniques which are used in order to help the students develop active reading. The *Reading Strategies* are meant to teach the students how to understand more of what they read, as well as help the students to read faster. But the *Reading strategies* are also used in order to develop writing skills. The seventh *Tool* included in [Part 2] Tools, Tool [7] *Effective Presentations,* are strategies focused on communication which provide the students with tips on how to give efficient and effective presentations in front of an audience. Tool [8] *Portfolio* is a collection consisting of the student's schoolwork which allows the students to record their work over a longer period of time. This *Tool* is used in order to help the students describe and evaluate their learning of English. Tool [8] *Portfolio* helps the students develop reading, writing and oral skills. Tool [9] *KWL table* is a strategy which is intended to help the students develop active reading. And *KWL* stands for: **K**now, **W**ant to learn and have **L**earned When using a *KWL table* the students can recall what they already

know about a subject or a text, they can set goals for what they want to know more about a subject/text and the students can identify what they have learned. The *KWL Table* helps the students develop their reading, writing and oral skills. The last *Tool*, Tool [10] *Word Wall,* which is a list of words, is used when collecting words, expressions and idioms, in order to expand vocabulary, to understand differences in meaning between words, and when focusing on word classes. This *Tool* helps the students to develop both reading and writing skills. More detailed information about each of the ten *Tools* is provided in section 4.3.4.

5.1.2 Details about the analysis

There are many tasks and activities included in VT3 which require the students to use their cognitive resources. Nevertheless, not all these tasks and activities have a focus on strategy training. Tasks and *Tools* that are recorded as LLS in the analysis are thus tasks and *Tools* which explicitly tell the students how they are to perform the tasks, i.e. which explicitly encourage the students to use strategies. The purpose of the analysis is to find out to what degree VT3 encourages the students to use LLS. The analysis will not reveal every LLS the students use automatically on their own. VT3 may for example not include *Tools* or tasks instructing the students to use the *Social/Affective strategy:* [14] *Self-talk*, nevertheless this does not mean that the students do not practice this strategy when they use VT3 in their learning of English.

An example of a task that has been recorded to involve the use of LLS is task: *A2. Before reading: Plays,* which states:

> This text is about characters in William Shakespeare's plays*Romeo and Juliet* and *Hamlet*. What do you know about the plays? Have you seen them on film or in a theatre? Talk with other pupils and take notes in a Mind Map [Tool 1]. (Brevik 2013: 105)

This task includes the use of [Tool 1] *Mind Map*, and the students are asked to perform this task cooperatively. As stated in section 4.3.4 in ch.4, the *Tools* are described by means of six to ten bullet points which explain either something about how the *Tools* are to be used or the purpose of using them. [Tool 1] *Mind Map* includes two bullet points related to the LLS [12] *Cooperation*:

> Take notes when listening to other pupil's presentations. Compare Mind Maps with other pupils to share ideas. (Brevik 2013: 26)

I.e. this text explicitly explains to the students how to accomplish the task and how they are to cooperate. An example of a task that does not involve LLS is task *B2. After reading: Shakespeare's words* which states:

Form groups and find out who said these words:

- O Romeo, Romeo
- What an unkind hour
- O happy dagger (Brevik 2013: 110)

In this task the students are not explicitly told how the task is to be performed, the students are merely asked to do the task in cooperation with other students.

5.2 The Textbook

The *Textbook* consists of a collection of different English texts and does not include any tasks or activities. All the texts in each of the seven chapters in the *Textbook*, apart from the introduction texts and the *Appetizers* texts, are divided into three reading levels: *Basic, Challenging* and *Demanding*. An example of the level based reading is the text: *English Advertising in Norway* on page 26-27 in the *Textbook*. This is a text consisting of eight paragraphs, each consisting of approximately the same length. The *Basic* readers are instructed to read two specific paragraphs of the text, the *Challenging* readers are instructed to read six specific paragraphs, while the *Demanding* readers are to read the text in its entirety. The author of VT3 states in the *Teacher's Voice* that:

> Skal eleven få best mulig faglig utbytte av arbeidet med engelsk, må de få jobbe ut fra egne forutsetninger. Elevene kan med fordel jobbe med samme tema og lese sammen, men de leser ikke like mye og de jobber med oppgaver på ulikt nivå. (Brevik 2008: 26)
>
> If the students are to gain the best educational benefit from their learning in English, they have to work on the basis of their own needs. The students can work on the same topics and read together, but they can not necessarily read the same amount and they need to work with tasks at various levels. (My translation)

Consequently; in order for the students to be aware of how they learn most effectively, and in order for them to know what reading level they are at any given time, the students can employ the MS [6d] *Self-management.* This planning strategy helps the students in becoming aware of what helps them learn, as well as helping the students to learn how they should use this knowledge in their learning of English. What reading level each student perform at is not decided by the teacher, it is rather something that the students have to decide and find out for themselves. And it is not set in stone what reading level a student belongs to. This is something that can change depending on the student's progression. The MS [8] *Self-evaluation* is also an important strategy group which the students should use continually to monitor whether they have chosen the correct reading level or whether they should choose to read at a lower or higher proficiency level. As shown in this section, it is justifiable to connect the two MS: [6d] *Self-management* and [8] *Self-evaluation* to the system of level based reading in the *Textbook*. Nevertheless, the *Textbook* does not specifically ask the students to employ *Learning*

Strategies or *Language Learning Strategies* and is therefore not evaluated in the study of this thesis.

5.3 The Workbook

5.3.1 Overview

Figure 5: *Graph 1* consists of an overview of all the *Tools* and tasks in the *Workbook* which have been recorded to include one or more LLS. The 8 chapters of the *Workbook,* which are included in the analysis, consist of a total of 856 tasks as well as 10 *Tools.* A total of 480

Figure 5: *Graph 1*
LLS found in The VT3 *Workbook*
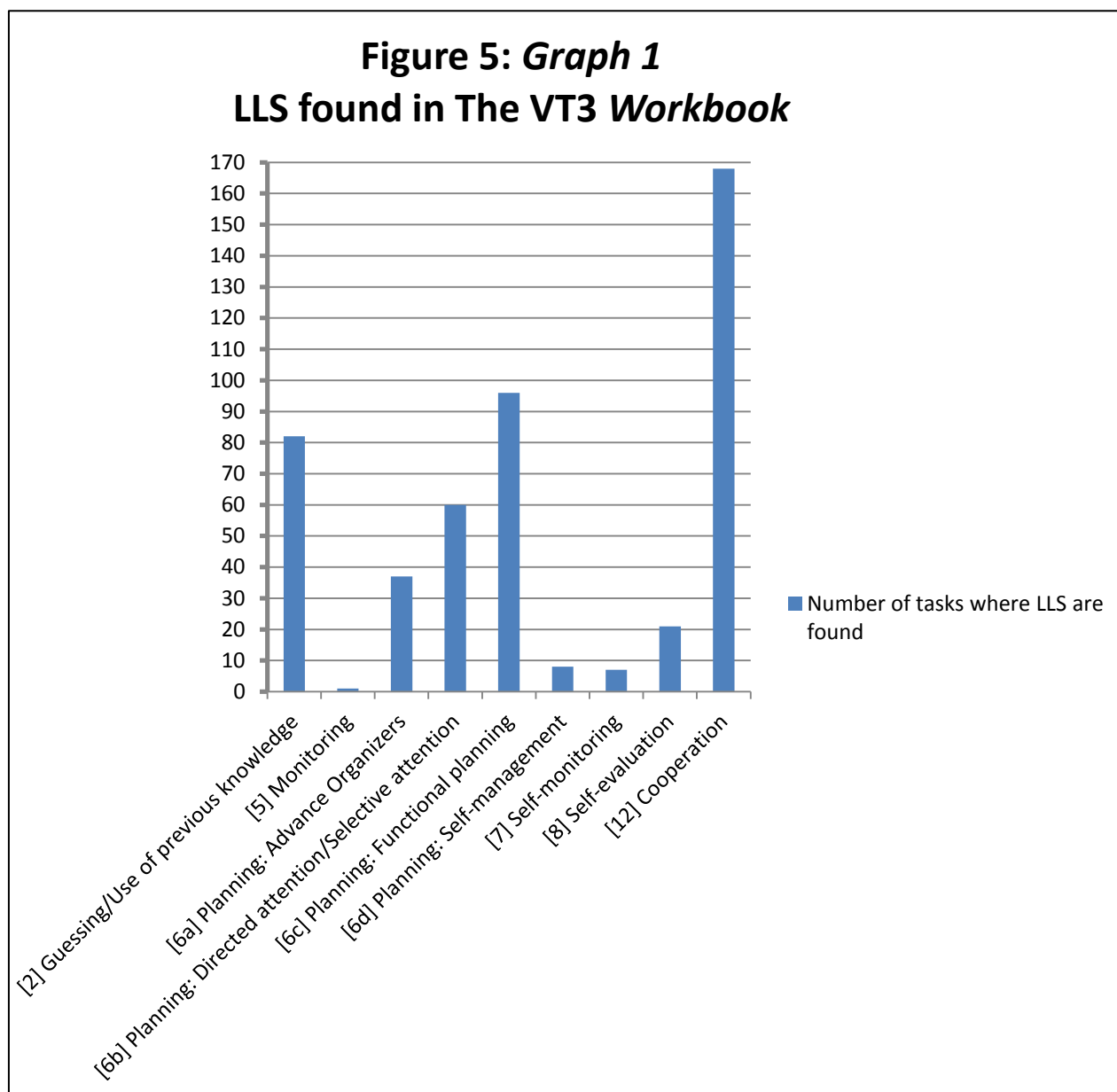
instances of LLS were recorded among the 856 *Tools* and tasks in the *Workbook*. A significant fact to consider, in relation to the number of LLS recorded, is that many of the tasks and *Tools*

include the use of several LLS. Thus some of the 480 recordings of LLS may be connected to the same task or *Tool*. As is show in *Graph 1*, nine of the 17 LLS included in the taxonomy of this thesis were recorded in the analysis of the *Workbook.* The remaining eight LLS were not recorded and are thus disregarded from the analysis. These are:

[1] *Clarification/verification*

[3] *Practice*

[4] *Memorization*

[9] *Avoidance strategies*

[10] *Clarification strategies*

[11] *Understanding*

[13] *Asking questions*

[14] *Self-talk*

5.3.2 Recordings of [2] *Guessing/Use of previous knowledge*

The LLS-group termed [2] *Guessing/Use of previous knowledge* combines two types of strategies: *Guessing and Inductive Inferencing* which involves the learners using what they already know in order to understand or produce the new language, and *Deductive Reasoning* which are problem-solving strategies. For the purposes of this thesis the *Guessing and Inductive Inferencing* group has been combined with the *Deductive reasoning* group given that the difference between these two types of strategies are not of significance for the analysis of the VT3. More detailed information about [2] *Guessing/Use of previous knowledge* is provided in section 2.3.3.

This LLS-group has been recorded in 82 tasks and *Tools* in the VT3 *Workbook*. Five of the ten *Tools* have been recorded to include the use of [2] *Guessing/Use of previous knowledge,* thus the 82 instances of this LLS-group consists of five different types of tasks depending on which tool they include. In the next paragraphs the five task categories are presented.

Tool [1] *Mind Map* is the first *Tool* which includes the use of [2] *Guessing/Use of previous knowledge.* This *Tool* instructs the students to: 'brainstorm by writing down ideas as key words'(Brevik 2013: 26). In order to brainstorm the students have to rely on what they already know about a topic. They may need to use their first language as a basis for understanding or what they have learned so far of the new language. An example of a task in

the *Workbook* which includes the students creating a Mind Map is task *A4. After reading: Timeline*:

> Talk about the timeline on p. 131 in TB with other pupils:
> - what do you know about these persons? Take notes in a Mind Map [Tool 1].
> - Search for information about one of them on the Internet or in other sources.
> - Make a new Mind Map and compare it to your first one. What did you learn? (Brevik 2013: 139)

The students are instructed to create a Mind Map, and they might need to rely on knowledge they already require and use their first knowledge or what they have learned of English as a basis for their understanding.

The second *Tool* where [2] *Guessing/Use of previous knowledge* have been recorded is termed: Tool [2] *Timeline.* One of the bullet points included in the instructions about this *Tool* states that the students should use the Timeline to 'retell or create your own text (show what happens and in which order)' (Brevik 2013: 28). When the students are to retell a text, they may need to rely on their previous knowledge about the topic/person etc. that they are to make the Timeline about. The students might also use their first language as a basis for their understanding or what they have learned so far of the new language when they retell a text or create their own text by using a Timeline. An example of a task including the students creating a Timeline is *task C1 After reading: Analysis*:

> Read the Challenging-text on p.32-37 in TB.
> Place events from the short story in a Timeline [Tool 2]:
> - An event that made the teacher happy.
> - An event that made the supervisor angry.
> - Four important events for Aaron. (Brevik 2013: 74)

Tool [3] *8 Squares* is the third *Tool* recording the use of the LLS [2] *Guessing/Use of previous knowledge*. This *Tool* instructs the students to do the same as Tool [2] *Timeline* which is to: 'retell or create your own text (what happens and in which order)'(Brevik 2013: 30). Thus, Tool [3] *8 Squares* is recorded as a LLS for the same reasons stated in the previous paragraph about Tool [2] *Timeline. Task B2. After reading: Retell* on page 155 in the *Workbook* is a task which involves the use of Tool [3] *8 Squares:* 'Work in groups of five and talk about the poem 'IF'. What is it about? Illustrate the poem in 8 Squares or give a Minitalk about it [Tool 3, 7].'

The fourth *Tool* where the use of the second Cognitive strategy (CS) is recorded is termed: Tool [6] *Reading Strategies*. A subcategory of this *Tool*; *While reading*, includes a bullet point stating:

> 7. From words to paragraph
> Make a list of the words you understand in the text. Focus on verbs,

nouns and adjectives. Use the words to guess what the text is about-
and write a paragraph about it. (Brevik 2013: 37)

In order for the students to perform this task they need to use the English they have learned so far, and they need to rely on knowledge they already require about for example verbs, nouns and adjectives.

The final *Tool* where the LLS [2] *Guessing/Use of previous knowledge* is recorded is Tool [10] *Word Wall,* which includes the following two bullet points:

Collect words and expressions in a book or in lists: -
Words and expressions you already use about a topic (before reading)   -
Words and expressions from texts you have read (after reading). (Brevik 2013: 46)

When creating a Word Wall it is required of the students to rely on previous knowledge, their first language, and most importantly what they know about the English language. An example of a task where the students are asked to create a Word Wall is *task A1. Before reading: Vocabulary*: 'What does "Free Characters" mean to you? Fill in a Word Wall with other pupils [Tool 10]' (Brevik 2013: 67).

5.3.3 Recordings of [5] *Monitoring*

[5] *Monitoring* includes strategies which enable the learners to notice errors or observe how a message is received and interpreted by the addressee, as a result of which the learner decides what action to take. As stated in section 2.3.3, [5] *Monitoring* strategies are both cognitive and metacognitive because identifying a problem, finding a solution and making corrections are *Cognitive strategies*, while deciding on an action to be taken or to evaluate the effect of an action that has already been taken are *Metacognitive strategies*.

This LLS is only recorded in one of the *Tools*: Tool [8] *Portfolio*, and it is not recorded in any of the tasks in the *Workbook.* A bullet point about this *Tool*, which is found to include the use of [5] *Monitoring,* states that the students are to use the *Portfolio* in order to 'recognize strengths & weaknesses in your own text.' (Brevik 2013: 42)

5.3.4 Recordings of [6a] *Planning: Advance Organizers*

 [6a] *Advance Organizers* is one of four Planning strategies included in the taxonomy of this thesis. The MS [6] *Planning* includes strategies which help the learners choose, prioritize and plan their language learning. [6a] *Advance Organizers* refers to strategies which preview the main ideas and concepts of what is to be learned. A total of 36 tasks and *Tools* were recorded

to involve the use of this strategy. Four out of the ten *Tools* presented in the *Workbook* are connected to [6a] *Advance Organizers.*

Tool [1] *Mind Map* is the first *Tool* recorded to include the use of [6a] *Advance Organizers.* An example of a task where the students are asked to create a Mind Map is task *A2 Before reading: Plays*;

> This text is about characters in William Shakespeare's plays
> *Romeo and Juliet* and *Hamlet.* What do you know about the plays?
> Have you seen them on film or performed in a theatre? Talk with
> other pupils and take notes in a Mind Map [Tool 1]. (Brevik 2013: 105)

By creating a Mind Map the students are able to brainstorm and write down the main ideas of what they are to learn about different topics, in this example; *Romeo and Juliet* and *Hamlet.*

The second *Tool* recorded to include the use of [6a] *Advance Organizers* is Tool [6] *Reading Strategies.* One of the strategies listed in the *Workbook* is termed *Before reading 1. Look at the title:* 'Guess what the text is about. How relevant do you believe this text will be for you?' (Brevik 2013: 36). By doing this the students try to find out the main ideas and concepts of texts prior to reading the texts, and they also try to preview the relevance the texts will have for their own learning.

The third *Tool* found to include the use of [6a] *Advance Organizers* is Tool [9] *KWL Table.* The KWL Table helps the students develop active reading, and the following is stated on page 44 in the *Workbook*: 'Goals: Set goals for what you want to learn (before you read)'. When making a KWL Table the students are able to set goals for what they want to learn, thus they get to preview the main ideas and concepts of what they want to learn before reading texts.

Tool [8] *Portfolio* is the fourth *Tool* which involves the use of the MS [6a] *Advance Organizers.* An example of a task where the students are asked to work on their Portfolio is task A2. Before reading Objectives;

> In this chapter you can learn how to express your opinion and how
> to write diaries, letters to the editor and interviews.
> a) What do you want to improve by working with this chapter?
> b) Fill in your Target Profile [Handout 1.0]. (Brevik 2013: 49)

In the task quoted above the students are asked to create a *Target Profile* (*Appendix B*). A *Target Profile is* an entry which is suggested in the *Workbook* to be included in the students' *Portfolio* (Brevik 2013: 43). By doing the task quoted above and filling in page 1 of the *Target*

Profile, which is termed *Target Profile-skills,* the students are able to preview and plan what they need to practice more and improve whilst working on the chapter.

5.3.5 Recordings of [6b] *Planning: Directed attention/Selective attention*

Directed attention is a strategy where the learner decides beforehand to have focus on one particular thing and then ignore all irrelevant distractions that might come along. *Selective attention* refers to learners deciding in advance on specific language aspects to focus on. And the combination of these two strategy-groups has for the purpose of this thesis been termed [6b] *Planning: Directed attention/Selective attention.* A total of 60 tasks and *Tools* are recorded to include the use of this LLS-group. And five of the ten *Tool* provided in the *Workbook* have been recorded in the analysis.

Tool [1] *Mind Map* is one of the five *Tools* connected to [6b] *Planning: Directed attention/Selective attention.* This *Tool* includes three bullet points about developing reading skills which state:

> DEVELOP READING SKILLS
>
> - Search for expected and new information in a text
> - Search for words and expressions that you recognize in a text
> - Search for links and connections in a text (Brevik 2013: 26)

When the students are asked in a task to create a Mind Map they thus have to use the LLS [6b] *Planning: Directed attention/Selective attention* in that before reading they have decided on certain aspects of what they are to read to be focusing on.

The second *Tool* is Tool [5] *Sociogram.* It is stated in the *Workbook* about the Sociogram that the students should use this strategy to 'scan for character(s) in a text' (Brevik 2013: 34). Task *C1c) After reading: Analysis* is an example of a task where the students are asked to make a Sociogram: 'Read the text on p.72-73 in TB an Literary analysis on p.25 in WB. Describe in a Sociogram the relationship between the statue and the bird [Tool 5]' (Brevik 2013: 98). Thus, when creating the Sociogram and reading this text the students have a specific focus on the statue and the bird that are characters in the story, and the students ignore other aspects of the text. This corresponds to what has been stated about the use of the MS [6b] *Planning: Directed attention/Selective attention*.

The following is stated in the *Workbook* about Tool [6] *Reading Strategies*, which is the third LLS to include the use of [6b] *Planning: Directed attention/Selective attention*:

While reading

Strategies that can help you understand the text.

1. **Skimming**
   When you just want to know what the text is about, you can skim. Read headings, introductions and look at pictures only. See descriptions on the next page.
2. **Scanning**
   When you want to find specific information in a text, you can scan. Then you move your eyes quickly across the page until you find the words you are looking for. See description on the next page.
3. **SQ3R**
   When you need to fully understand a text, you can use SQ3R. Then you read every word. See description on the next page. (Brevik 2013: 37)

The strategies stated above refer to different ways of reading a text and for different purposes. When using these three strategies the students decide to have focus on different aspects of the text before they start to read. When they skim the text their focus can be on headings, introductions etc, when they scan they can focus on characters, settings, language etc, and when they use *SQ3R* they go deeper into the text and focus on for example the main points in a text.

In the introduction about Tool [6] *Reading Strategies* there is also a headline termed *Before reading*. The three strategies listed under the headline *Before reading*, which are relevant to [6b] *Planning: Directed attention/Selective attention,* are about *Scanning* a text. These strategies entail the same thing as was discussed in the previous paragraph about *Scanning*. Tool [6] *Reading Strategies* also states the following, which corresponds to the use of the planning strategy addressed in this section, about developing writing skills: 'make some choices. You can decide which part of the text you want to read first' (Brevik 2013: 36). An example of a task where the students are asked to use *Scanning* strategies is task *A4.Before reading: Authors* which states;

> Scan the text on p.58-59 in your Textbook and take notes in a KWL Table [Tool 9]:
> - Look for names. Who have you heard about before?
> - Look for countries. Where do the authors come from?
> - Look for titles. Which books have the authors written? (Brevik 2013: 87)

5.3.6 Recordings of [6c] *Planning: Functional Planning*

[6c] *Functional planning* is the third Planning strategy recorded in the *Workbook,* and this group of strategies refers to the learners planning to rehears a linguistic component that is necessary to rehears in order to be able to do a following language task. A total of 89 tasks and *Tools* are recorded to include the use of this LLS. And included in the 89 recordings six of the *Tools* are represented;

Tool [1] *Mind Map*

Tool [2] *Timeline*

Tool [3] *8 Squares*

Tool [5] *Sociogram*

Tool [8] *Portfolio*

Tool [9] *KWL Table*

It is stated in the *Workbook* about these six *Tools* that the students should use the *Tools* to 'recall information before tests and exams' (Brevik 2013: 26). The students can for example create a Mind Map or a Timeline in preparation for test or exams. The students can plan to rehears, by using one of these six *Tools,* something that they feel they need to practice more in order to be able to perform at the level they want to. Two examples of tasks which ask the students to use some of these *Tools* are;

A2. Before Reading: Pre-knowledge
What do you know about Apartheid in South Africa and
the Civil Rights Movemet in the USA?
- Search for information on the Internet or in other sources.
- Take notes in Timelines or KWL Tables [Tools 2,9] (Brevik 2013: 77)

A3b) After reading: Picture & Storytelling
Look at the picture on p.56 in your Textbook.
Write a story based on the picture [Story, p.20]:
- *Plan your story in 8 Squares (events) or a SOciogram (relationships) [Tool 3,5,].*
- *Present your story as a written text or present it orally (storytelling)* (Brevik 2013: 85)

5.3.7 Recordings of [6d] *Planning: Self-Management*

The MS [6d] *Self-management* is the last of the four Planning strategy groups and they are about the learners being aware of what helps them learn and how they can use this knowledge in their learning. A total of seven tasks have been recorded to include the use of this LLS, and one *Tool* involves the use of [6d] *Self-management.*

Tool [8] *Portfolio* is a folder which shows the student's progress in reading, writing, oral and digital skills in English. In all the seven tasks recorded to include the use of this LLS the students are asked to create a *Target Profile* (*Appendix B*). It is also stated in the *Workbook* that the students can use the *Target Profile* to 'choose how you would like to work, which methods and strategies you want to use' (Brevik 2013: 43). As can be seen in the *Target Profile,* the students have to say something about what method of learning they think will improve their learning of English the most, and they are asked to 'grade' the different methods listed according to what method they think will help them the most and the least. The students are also asked to say something about what part of their learning of English they think each of

the methods might improve. By filling out page 2 of the *Target Profile*, which is termed *Target Profile-Method,* the students become aware of what methods they learn the most from, and they might become aware of what aspects of their learning are improved when using specific methods of learning. An example of a task where the students are asked to fill in a *Target Profile* [Handout 1.0] is task *A2b) Before reading: Basic Skills;*

> In this chapter you can read stories, listen to them, analyze them and present them
> to others. You can even get inspiration from the stories to write your own stories.
> Fill in your Target Profile [Handout 1.0] (Brevik 2013: 85)

5.3.8 Recordings of [7] *Self-monitoring*

The LLS [7] S*elf-monitoring* are strategies where the learners check, for example, their understanding, oral or written production etc, while a language task is being carried out. There are recorded a total of 7 tasks involving the use of this LLS. And one *Tool,* Tool [8] *Portfolio,* is recorded in connection to [7] *Self-monitoring.*

In the *Workbook* the following is stated about Tool [8] *Portfolio*; the students should use this strategy to help ' recognize strengths and weaknesses in your texts'(Brevik 2013: 42). Each of the seven chapters in the *Workbook* includes a task where the students are asked to fill in a *Target Profile* (*Appendix B*) which, as stated in previous paragraphs, is an entry suggested that the students include in their *Portfolio*. The third page of the *Target Profile,* which is termed *Target Profile-Evaluation,* provides the students with an opportunity to check their work and their progress of English, and this is something the students can do prior to working on a chapter/topic, while they are carrying out a task or after they have finished working.

5.3.9 Recordings of [8] *Self-evaluation*

[8] *Self-evaluation* involves strategies used by the learners to check the outcome of the learning according to what one had planned in advance, and this is done after the learning has been completed. 21 tasks and *Tools* are recorded to include the use of this LLS. Tool [8] *Portfolio* and Tool [9] *KWL Table* are the *Tools* where [8] *Self-evaluation* is recorded.

The following is stated about some of the purposes of using Tool [8] *Portfolio;*

> - recognize strengths and weaknesses in your texts
> - improve and save texts after you get your teacher's comments
> - improve and record presentations after you get your teacher's comments (Brevik 2013: 42)

In addition to what is stated in the quote above about Tool [8] *Portfolio,* this *Tool* also includes the students filling in a *Target Profile* (*Appendix B*). The third page of the *Target Profile*

consists of an evaluation where the students are to evaluate their work and state if they have reached their targets or if they have to work more. Tool [8] *Portfolio* thus includes the students evaluating their work and checking the outcome of their learning of English.

The *Workbook* states the following about the use of the *KWL Table;*

Research: Find information
- Did you find answers to all your questions?
- Was your prior knowledge correct?
- Find evidence or clear up misunderstandings?
- Use the KWL table to write about what you have learnt? (Brevik 2013: 44)

The LLS [8] *Self-evaluation* is also recorded in Tool [9] *KWL Table* given that the students are asked to use this *Tool* to summarize what they have learnt and to find out if they have found answers to their questions etc.

5.3.10 Recordings of [12] *Cooperation*

As the term [12] *Cooperation* suggests, these strategies involve interaction and working with others, for example in order to solve a task. 168 tasks and *Tools* are recorded to include the use of the Social/Affective strategy (SAS); [12] *Cooperation*. Six of the *Tools* are represented in these 168 tasks;

Tool [1] *Mind Map*

Tool [2] *Timeline*

Tool [3] *8 Squares*

Tool [4] *Venn Diagram*

Tool [5] *Sociogram*

Tool [7] *Effective Presentations*

It is important to bear in mind, as stated in section 5.1.1, that the 168 tasks only include tasks which explicitly explain to the students how to accomplish the tasks and how they are to cooperate. These tasks do not include tasks where the students are not explicitly told how to cooperate, but are merely asked to work in cooperation with other students.

It is stated in the *Workbook* about the first five *Tools* listed in the paragraph above that the students should use the *Tools* to share ideas with other pupils by comparing their Mind Map, Timeline, 8 Square, Venn Diagram or Sociogram (Brevik 2013: 26-34). One purpose of performing these *Tools* is thus that the students are meant to share the ideas they develop when working with the *Tools*. The students are not just told to cooperate, but they are asked to

compare ideas developed by using the *Tools* and to 'brainstorm' ideas. Examples of tasks that ask the students to make a Venn Diagram and 8 Squares are stated below;

D2. After reading: Discuss
Give a Minitalk about the New Globe and the Globe of the 16th century.
Search for information about what the New Globe offers today. Include
pictures, Shakespeare quotes and a Venn Diagram [Tools 4, 7]. (Brevik 2013: 119)

B2. After reading: Retell
Work in groups of three. Act out a scene where the two sisters talk about
Harvey's accident. Cast: the narrator (I), the sister and Harvey. Illustrate your
play in 8 squares or write it as a one-act play [Tool 3/Play, p.18]. (Brevik 2013: 152)

The sixth *Tool,* Tool [7] *Effective Presentations* includes a bullet point which states; 'give and receive feedback' (Brevik 2013: 40). Giving feedback is an important part of giving a presentation or a Minitalk. And the process of giving and receiving feedback involves the students working and interacting with each other. An example of a task where the students are asked to make a presentation is task *D3. After reading: Presentation*;

Make a presentation where you reflect about what it is like to be a visitor in a
foreign country. Comment on how foreigners might feel about Norway and
how Norwegians might experience living in another country. What would be
possible situations for surprise or misunderstandings? [Tool 7] (Brevik 2013: 57)

5.4 The Survey

As a part of this thesis a survey with a class of 20 10th graders in a Norwegian Lower Secondary School has been conducted. The purpose of the survey was to see to what degree the students actually use the ten *Tools* included in the *Workbook* to support their English learning. In the following paragraphs the results of the survey are presented in detail.

There are factors that have to be taken in to consideration when the results of the Survey are to be interpreted. It has to be taken in to consideration that the students might be using the *Tools* without remembering or being aware of what the *Tools* are termed. This may affect the results in that the results might thus not reflect the true picture of the students' use of the tools. For the purpose of this survey it has not been chosen to investigate the teacher's focus on the Tools. But this aspect should be kept in mind when interpreting the results of the Survey. If the teacher has chosen not to focus too much on the *Tools* in the teaching, it would not be expected that the students use the *Tools* to a great degree either, and vice versa.

5.4.1 Tool [1] *Mind Map*

As stated in section 5.3 this *Tool* involves the students using six of the nine LLS recorded in the *Workbook.* Tool [1] *Mind Map* is not the most frequent *Tool* in the *Workbook* given that

only three of the seven chapters include tasks which specifically ask the students to use this *Tool*. And the three chapters only include one-three tasks each about Mind Maps. Thus it is not unexpected that only one of the students use Mind Maps every week. Nevertheless, it was surprising that as many as 25% of the class had never used a Mind Map before. But, as stated in section 5.4, it has to be taken in to consideration that the students might be using Tool [1] *Mind Map* without remembering or being aware of what the *Tool* is termed.

Figure 6: *Graph 2* Tool [1] *Mind Map*

5.4.2 Tool [2] *Timeline*
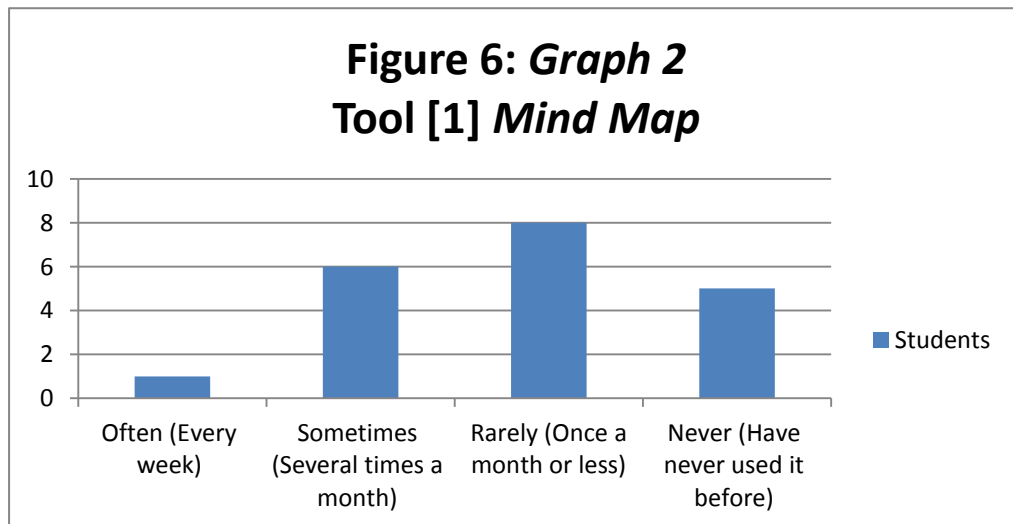
Figure 7*: Graph 3* Tool [2] *Timeline*
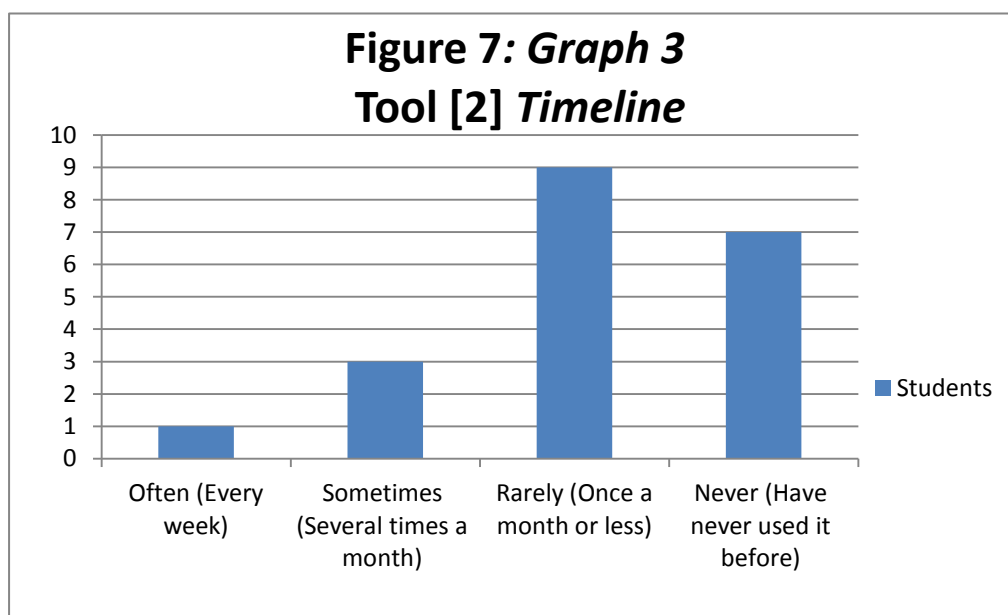
Tasks where the students are asked to create a Timeline were recorded in five of the seven chapters of the *Workbook*. These five chapters have three-fourteen tasks involving the use of

Tool [2] *Timeline.* The use of this *Tool* involves four of nine ten LLS recorded in the analysis of the *Workbook.* Only four students answered that they use this *Tool* every week or several times a month. This number is surprisingly low given the high frequency of tasks including the use of this *Tool* recorded in the *Workbook.* And the high number of students, 16, whom answered that they use Tool [2] *Timeline* only rarely or never have used it before is thus equally surprising.

5.4.3 Tool [3] *8 Squares*

Figure 8: *Graph 4*
Tool [3] *8 Squares*
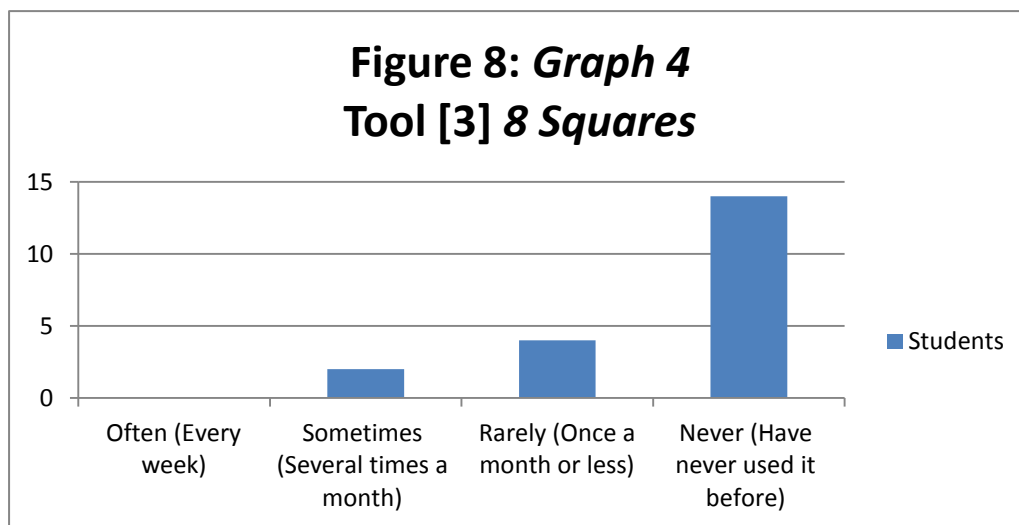
 Tool [3] *8 Squares* can be found in tasks in four of the seven chapters of the *Workbook,* and the number of tasks in each of the four chapters range from one-eight tasks. The use of this *Tool* involves three of the nine LLS recorded in the analysis. None of the students use this *Tool* every week and only two students have answered that they use it several times a month. 14 students, which is 70% of the class, say that they never have used Tool [3] *8 Squares* before. That none of the students use this *Tool* every week is not surprising results given that the *Tool* has not been recorded in three of the seven chapters. But it is unexpected that as many as 70% of the students asked in the Survey have never created 8 Squares when learning English. But it has to be taken in to consideration that the students might be using Tool [3] *8 Squares* without remembering or being aware of what the *Tool* is termed.

5.4.4 Tool [4] *Venn Diagram*

Four out of the seven chapters in the VT3 *Workbook* include tasks where the students are asked to crate Venn Diagrams. The number of tasks in each of the four chapters which involve the use of Tool [4] *Venn Diagram* range from five-six tasks. Two of the nine LLS recorded in the *Workbook* are included in the use of this *Tool.* The results connected to this *Tool* are

unexpected because of the high number of students, which is 50% of the class, whom answered to never have used it before. The rest of the students use this *Tool* once a month or less and one student uses it several times a month. It was not expected that many one of the students would answer *Often*, but the students should have come across tasks where they would have had to create a Venn Diagram by the end of the 10th grade.


**Figure 9*: Graph 5*
Tool [4] *Venn Diagram***

5.4.5 Tool [5] *Sociogram*
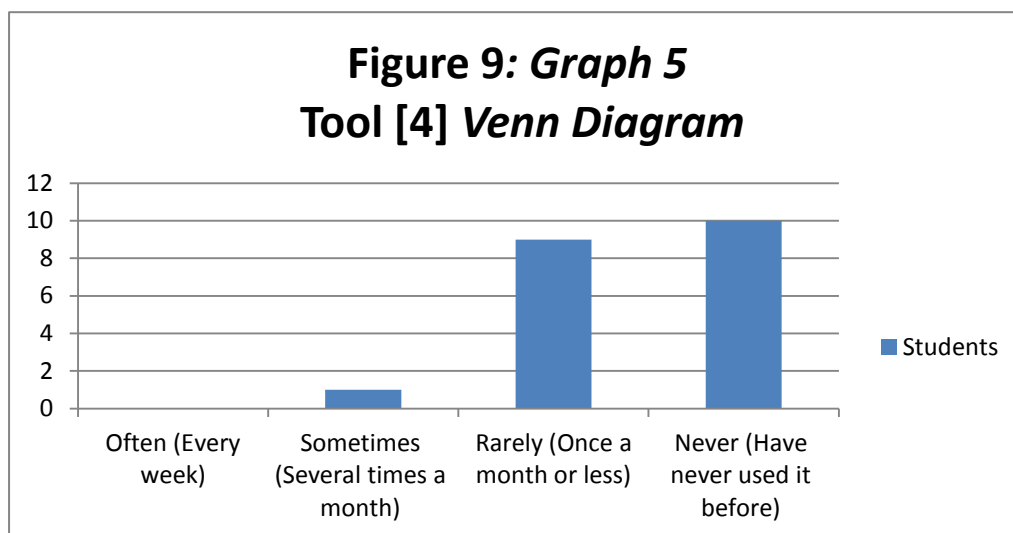
**Figure 10: Graph 6
Tool [5] *Sociogram***
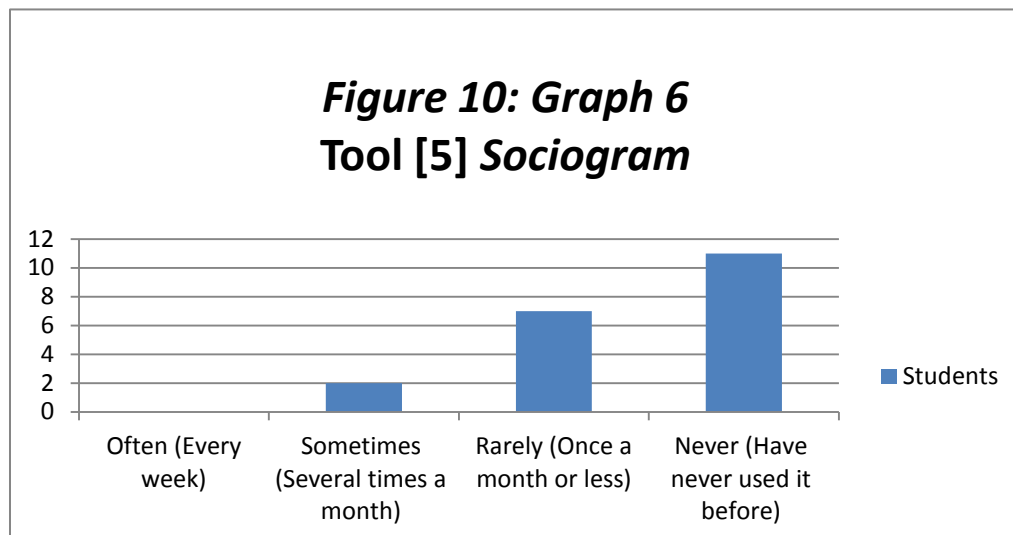
Tool [5] *Sociogram* involves four of the nine LLS recorded in the analysis. And five of seven chapters in the *Workbook* consist of two to ten tasks which ask the students to create Sociograms. Considering the relatively high frequency of tasks including the use of Tool [5] *Sociogram* the results shown in *Graph 6* are surprising. As many as 11 students have never used this *Tool* before, and only two students use it several times a month. Students, who use

the VT3 books in their English learning, should, by the end of 10th grade, have been introduced to Tool [5] *Sociogram.*

5.4.6 Tool [6] *Reading Strategies*

Figure 11*: Graph 7*
**Tool [6] *Reading Strategies***
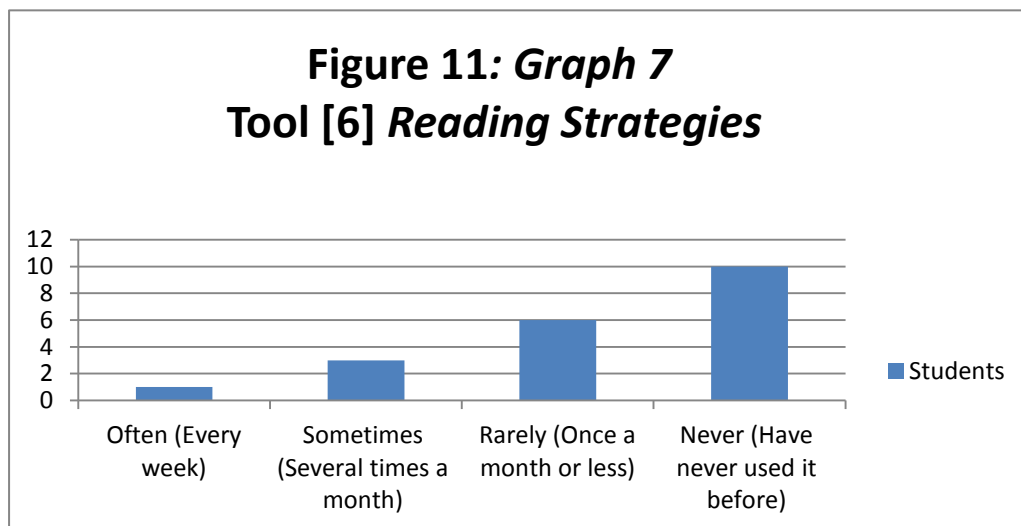
Tool [6] *Reading Strategies* includes the use of three LLS recorded in the *Workbook.* This *Tool* is included in tasks in six of seven chapters in the *Workbook,* and the number of tasks in each chapter where the students are asked to use Tool [6] *Reading Strategies* range from one three tasks. Given that this *Tool* can be found in six of the chapters it is unexpected that as many as 50% of the class have answered that they have never used it before. But it has to be taken in to consideration that even though Tool [6] *Reading Strategies* is to be found in many chapters, each chapter only consists of a maximum of three tasks involving this *Tool.* Thus it was surprising to find that one student uses the *Tool* every week.

5. 4.7 Tool [7] *Effective Presentations*

Figure 12: *Graph 8*
Tool [7] *Effective Presentations*
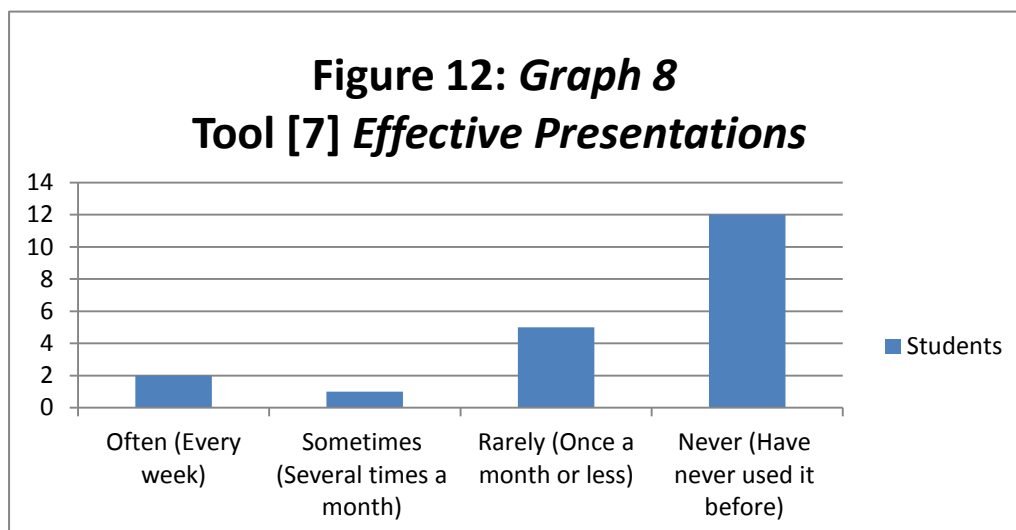
All the chapters in the *Workbook* consist of three to eighteen tasks where the students are asked to use Tool [7] *Effective Presentations*. This *Tool* involves the use of one of the LLS recorded in the analysis of the *Workbook*. Given the frequency of these tasks it was expected that many of the students were to answer that they use this *Tool* either often or several times a month. But 60% of the students asked in the Survey have never used this *Tool* before, which is a surprisingly high number.

5.4.8 Tool [8] *Portfolio*

Figure 13*: Graph 9*
**Tool [8] *Portfolio***
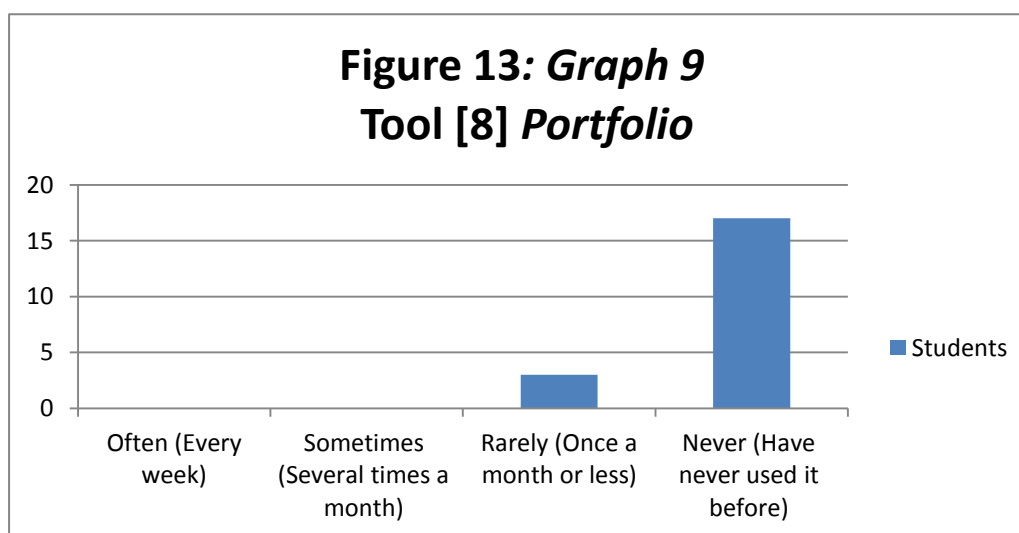
The use of Tool [8] *Portfolio* involves the use of six of the LLS recorded in the analysis, and this *Tool* can be found in tasks in all the seven chapters of the *Workbook*. Two tasks in each chapter state that the students are to use Tool [8] *Portfolio*. Considering that the Survey was conducted at the end of the 10th grade and that each chapter includes this *Tool* it is unexpected that 90% of the students have indicated that they have never used this *Tool* before. But, since there are only two tasks in each chapter involving Tool [8] *Portfolio,* it was not expected of the students to use this *Tool* more than once a month or less. It has to be taken in to consideration that many of the tasks including the use of this *Tool* only state that the students are to fill in a *Target Profile*. And the students might not be aware that Tool [8] *Portfolio* involves the use of *Target Profiles.*

5.4.9 Tool [9] *KWL Table*

Tool [9] *KWL Table* can be found in the *Workbook* in five of the seven chapters. One to three tasks involving a KWL Table are included in each of the five chapters. This *Tool* involves the use of four LLS recorded in the analysis. Given that this is a *Tool* the students come across throughout most of the chapters in the *Workbook* it is very unexpected that the results of the

Survey reveal that 100% of the class answer that they have never used Tool [9] *KWL Table* before.

Figure 14*: Graph 10*
Tool [9] *KWL Table*

5.4.10 Tool [10] *Word Wall*
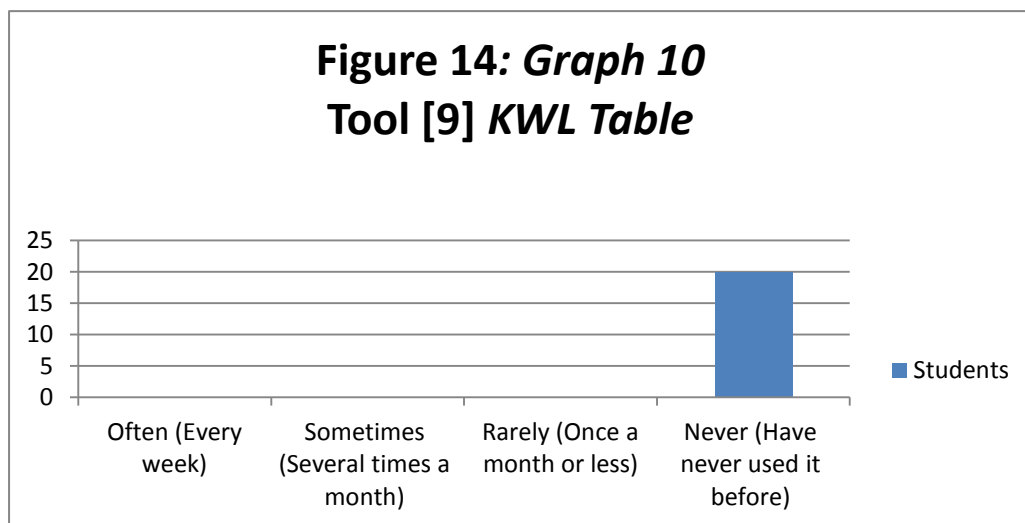
Figure 15*: Graph 11*
Tool [10] *Word Wall*
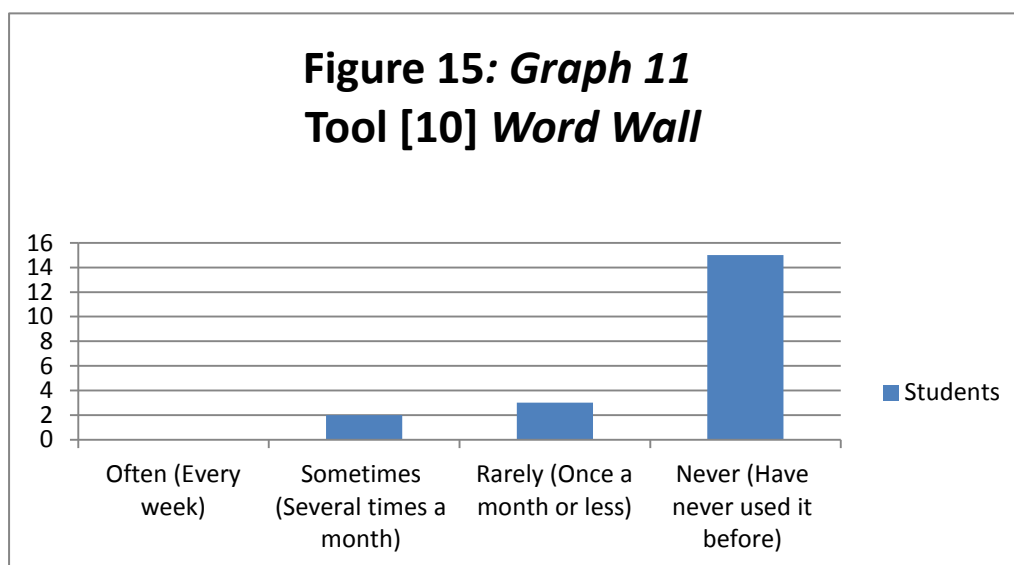
The last *Tool* is Tool [10] *Word Wall*. All the chapters in the *Workbook* consist of tasks where the students have to create Word Walls. The number of tasks involving the use of this *Tool* included in each chapter range from one to three tasks. This is a *Tool* which involves the use of one of the nine LLS recorded in the analysis. Given the frequency of these tasks it is surprising that 15 of the students have not used Tool [10] *Word* before. But, since there are only one to three tasks in each chapter stating that the students are to create Word Walls, it was not expected of the students to answer that they use this *Tool* more than once a month or less, or several times a month.

5.4.11 Comparison

Figure 16: *Graph 12*
Rank order of the *Tools*
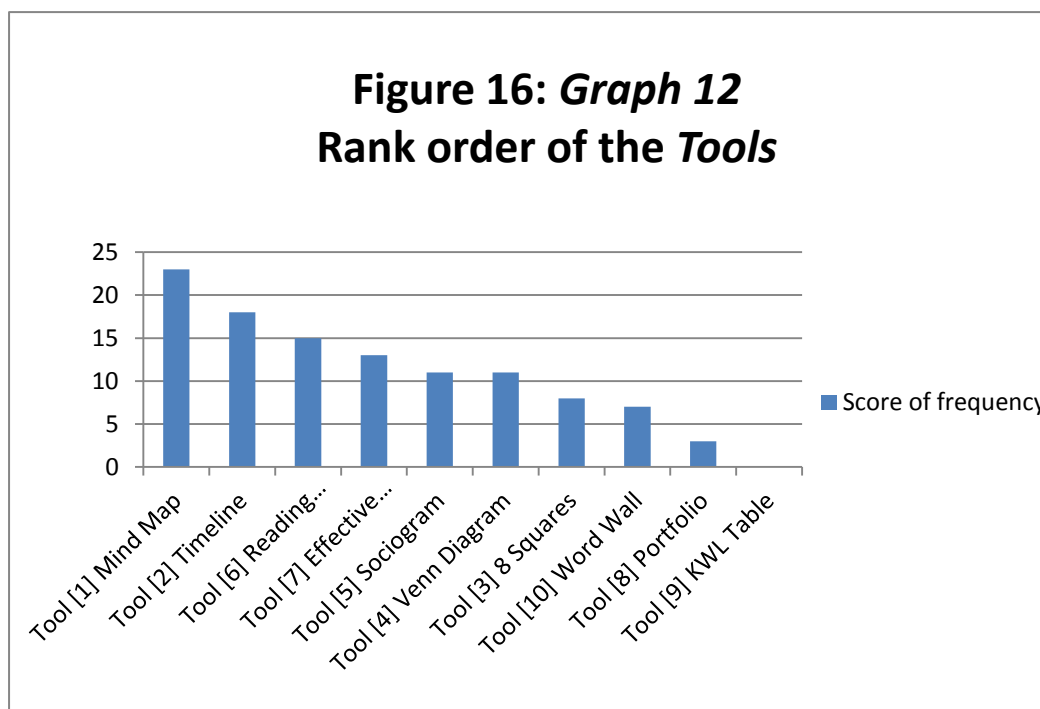
In Figure 16: *Graph 12* the students' frequency of use of the *Tools* is provided in ranked order. A 'use score' was created for the four categories of answers which the students had to choose from in the *Survey*. *Often (Every week)* was give the score of 3, *Sometimes (Several times a month)* was give the score of 2, *Rarely (Once a month or less)* was given the score of 3, and *Never (Have never used it before)* was give the score of 0.

The purpose of creating the 'use score' was to compare the students' frequency of use of the different *Tools*. The results show that the total score each *Tool* was given range from a score of 23 to a score of 0. Tool [1] *Mind Map* has the highest score, 23, and is thus the *Tool* which is most frequently used by the students. And Tool [9] *KWL Table* has the lowest score, 0, and is not used by the students at all.

5.5 Summary

In this chapter the results of the analysis of LLS recorded in the *Textbook* and the *Workbook* have been presented. The *Textbook* was found to not specifically ask the students to employ *Learning Strategies* or *Language Learning Strategies* and does thus not incorporate the use of LLS. When it came to the *Workbook,* nine of the 17 LLS included in the taxonomy of this thesis were recorded, and a total of 480 instances of LLS were recorded among the 856 tools and tasks provided in the *Workbook*. The ten LLS were then presented in relation to the tasks that were recorded to include the use each LLS.

In the last section of this chapter the results of the Survey were presented. Some of the *Tools* are regularly being used by students in their learning of English. Nevertheless, the overall results showed that a higher number of students than anticipated answered that they have never used the *Tools* before. The numbers are unexpected given the high frequency of some tasks recorded in the *Workbook* which involve the use of the *Tools*.

6. CONCLUSION

6.1 Summary of the Thesis

The purpose of this thesis has been to answer the following three research questions;

1. In what way has the author incorporated *Language Learning strategies* in *Voices in Time 3*?
2. How do the results of the analysis of *Voices in Time 3* relate to what Norwegian Curriculum policies state about *Learning strategies* and *Language Learning strategies*?
3. To what degree do 10th graders use the *Tools* which *Voices in Time 3* encourages them to use in their learning of English?

In order to find answers to these questions, the first thing that had to be done was to establish an understanding of the terms *Learning strategies* (LS) and *Language Learning strategies*. In chapter 2 definitions of the two terms were presented. What the different terms used for LS presented have in common is that they all refer to LS as having to do with what learners do in order to learn better and more efficiently. And the definition of LLS chosen for the purpose of this thesis is Oxford's definition which states that LLS are understood as:

> Specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve the progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability. (2002: 124)

The main difference between LS and LLS is thus that LS are strategies used for learning in general, and LLS are strategies applied to the learning of a foreign language. A taxonomy of LLS, to adapt in the thesis, was also presented in chapter 2. The taxonomy is based on Wenden and Rubin's categorization of LLS, which entails that the LLS are divided into three main groups of strategies: *Learning strategies* (LST)*, Communication strategies* (COS) and S*ocial/Affective strategies* (SAS)*.

In chapter 3 Norwegian Curriculum policies and the *Common European Framework* (CEFR) in regards to LS and LLS were addressed. It was found that the use of the LLS included in the taxonomy correspond to what Norwegian curriculum policies state about LLS. And the presentation of the CEFR showed that many of the strategies in the taxonomy can be found here as well.

The methodology of the thesis was presented in chapter 4. An introduction of the six components; *Textbook, Workbook, Audio Book, Teacher's Voice*, *Task Collection* and the webpage: *www.dammskolen.no* was provided. The components; *Textbook Workbook*, the

webpage: *www.dammskolen.no* and the *Task Collection* were presented in detail since these components were included in the analysis of VT3. In the last section of chapter 4, section 4.5, the methodology of the survey, which was conducted in order to give answers to research question 3, was addressed. The survey was conducted as a quantitative stud where 20 10th graders filled in a rating scale format where they checked off alternatives which best described their use of the *Tools* included in the *Workbook*.

In chapter 5 the results of the analysis of the *Textbook* and the *Workbook* were presented. It was found that the *Textbook* does not specifically ask the students to employ *Learning strategies* or *Language Learning strategies* and does thus not incorporate the use of LLS. When it came to the *Workbook,* nine of the 17 LLS included in the taxonomy of this thesis were recorded, and a total of 480 instances of LLS were recorded among the 856 *Tools* and tasks provided in the *Workbook*. The results of the Survey were also presented in chapter 5.

6.2 Research question 1

1. In what way has the author incorporated *Language Learning strategies* in *Voices in Time 3*?

In chapter 5 the results of the analysis of the workbook, i.e. the authors use of LLS in VT3, were presented. Even though it is possible to find connections between the LLS [6d] *Self-management* and [8] *Self-evaluation* and the system of level based reading provided in the *Textbook*, the *Textbook* does not incorporate the use of LLS. It was stated in section 5.1.1 that tasks and *Tools* that are recorded as LLS in the analysis were only tasks and *Tools* which explicitly tell the students how they are to perform the tasks, i.e which explicitly encourage the students to use strategies. There was found no explicit strategy training in the *Textbook* which means that the level based reading system does not explicitly state that the student are to use strategies.

The *Workbook* on the other hand was found to include the use and training of LLS. Nine of the 17 LLS included in the taxonomy were recorded in the *Workbook*, and a total of 480 instances of LLS were recorded among the 856 *Tools* and tasks provided. But it is important to bear in mind that many of the tasks and *Tools* recorded involved the use of more than one LLS. Thus many of the 480 recordings of LLS are connected to the same task or *Tool*. The LLS which was recorded the most was [2] *Guessing/Use of previous knowledge,* and it was recorded in 168 tasks or *Tools*. The LLS which were recorded in the fewest number of tasks or *Tools* was [5] *Monitoring.* This LLS was found in only one *Tool*.

In section 4.3.2 it was stated that also the webpage: *www.dammskolen.no* and the *Task Collection,* when specifically referred to in either the *Textbook* or the *Workbook,* were included in the analysis. The *Textbook* does not refer to the webpage: *www.dammskolen.no* or the *Task Collection*. But in the *Workbook,* both the webpage: *www.dammskolen.no* and the *Task Collection* were referred to in relation to Tool [8] *Portfolio* which was found to include the use of six of the nine LLS recorded. A *Target Profile* is an entry which is suggested in the *Workbook* to be included in the students' *Portfolio.* And the *Target Profile* document can be found on both the webpage: *www.dammskolen.no* and in the *Task Collection.* The webpage: *www.dammskolen.no* and the *Task Collection* were also referred to in relation to the LLS [12] *Cooperation*. Some of the tasks including the use of [12] *Cooperation* asked the students to play a game termed *LOOP,* and the document needed in order to play this game is provided on the webpage: *www.dammskolen.no* and in the *Task Collection.*

The conclusion to research question 1 is that the four components of VT3 included in the analysis: the *Textbook,* the *workbook,* the webpage: *www.dammskolen.no* and the *Task Collection,* incorporate LLS to a varying degree. The *Textbook,* does not specifically ask the students to use LLS. The *Workbook* includes tasks and *Tools* throughout the book which involve the use of nine LLS. And the webpage: *www.dammskolen.no* and the *Task Collection* are referred to in relation to LLS when using Tool [8] *Portfolio* and in tasks where the students are asked to play the game *LOOP.*

6.3 Research question 2

2. How do the results of the analysis of *Voices in Time 3* relate to what Norwegian Curriculum policies state about *Learning strategies* and *Language Learning strategies*?

The following four documents included in the Norwegian Curriculum: *the Core Curriculum* (CC)*, the Quality Framework* (QF)*, the Framework for Basic Skills* (FBS) and *the English Subject Curriculum* (ESC), were discussed in relation to LS and LLS in chapter 3. The CC does not specifically mention the terms LS and LLS, but there are connections to be drawn between the CC and the importance of teaching the students about LS and LLS in school. The QF on the other hand does mention the use of strategies. The importance of teaching the students how to use and develop strategies is highlighted

The FBS directly mention some of the LLS in the taxonomy regarding to for example the first skill, *Oral skills,* which states that the students need to be able to assess their own performance. This involves the students using the *Metacognitive strategy* (MS) [8] *Self-*

evaluation. The *Cognitive strategy* (CS) [2] *Guessing/Use of previous knowledge* and the four planning strategies were found to be connected to the basic skill *Reading.* The basic skill *Writing* was found to involve the use of CS, MS and *Social/affective strategies* (SAS), i.e. all the LLS categories recorded in VT3. The fourth and fifth basic skill: *Digital skills* and *Numeracy,* are not directly related to the learning of a language. But it was found that the MS [6d] *Self-management* can be related to these basic skills.

The last Norwegian Curriculum document discussed was the ESC. For the purpose of this thesis and for the reason that VT3 is aimed at 10th graders, the 30 competence aims which the students are expected to fulfill after they have completed the 10th grade was focused on in the presentation of the ESC. One of the main subject areas, *Language learning,* includes four competence aims which all state something about or are related to LS or LLS. One of the competence aims stated that the students are to use *Language Learning strategies* to develop English-language skills. The other competence aims were found to include the following LLS: the MS [8] *Self-evaluation,* [7] *Self-monitoring* and [6d] *Self-management*, as well as the CS [2] *Guessing/use of previous knowledge*.

Another main subject area, *Oral Communication,* consists of competence aims which can be related to CS, MS, SAS and *Communicative strategies* (COS). But COS were disregarded from the analysis given that there were no recordings of these strategies in VT3. CS enable the students to understand and produce new language. MS help the students become aware of and make good use of their own cognitive resources and can help the students choose strategies that are suitable for the purpose. And finally, SAS can also be related to the competence aims stated under this main subject area because they help the students cooperate and work with others which might be helpful while speaking the new language or listening to the new language.

As stated about the main subject area *Oral communication,* examples LLS can also be found in competence aims listed under the third main subject area, *Written communication.* CS, MS and SAS can all be found in the competence aims listed under *Written communication*. The last main subject area, *Culture, Society and Literature,* differs from the other main subject areas and does not involve the language itself. This main subject area was thus not discussed in detail and was not given attention. Some of the competence aims, to be reached after year 10 in the ESC, state something specifically about the use of LS and LLS. But even though this was

not found to be the case with all the competence aims, many of them were found to be related to the use of LS and LLS.

In addition, the *Common European Framework* (CEFR) was presented in chapter 3 given that there are strong similarities between the CEFR and the Norwegian ESC. Two sections of the CEFR: 5.1.4 *Ability to learn (savoir-apprendre)* and *4.4 Communicative language activities and strategies,* were discussed in relation to LS and LLS. It was found evident that many of the strategies in the taxonomy also could be found represented in the CEFR and that there are noticeable similarities between the CEFR and the competence aims in the ESC in regards to strategies. Both the ESC and the CEFR state the importance of the students being able to use MS strategies, such as *Planning* strategies and strategies used for self-monitoring/management/evaluation. LLS such as the MS [7] *Self-monitoring,* the CS [2] *Guessing/use of previous knowledge,* and the CS [5] *Monitoring* were found represented in the CEFR.

The conclusion to research question 2 is that the VT3 *Workbook* was found to include many instances of LLS and does thus correspond well to what the Norwegian Curriculum policies state about LS and LLS. All the nine LLS recorded in the *Workbook* were featured in either the CC, the QF, the FBS or the ESC.

6.4 Research question 3

3. To what degree do 10th graders use the *Tools* which *Voices in Time 3* encourages them to use in their learning of English?

In order to answer research question 3 a survey with a class of 20 10th graders in a Norwegian Lower Secondary School was conducted. The results showed that the *Tool* which was used most often by a highest number of students was Tool [1] *Mind Map.* And Tool [9] *KWL Table* proved to be a *Tool* which all the students answered to have never used before. The overall results of the Survey showed that a higher number of students than anticipated answered that they have never used the different *Tools* before. These results were unexpected given the high frequency of some tasks recorded in the *Workbook* which include the use of the *Tools.* But it has to be remembered that here are factors which may have influenced the students' answers. Some students might be using the *Tools* without remembering or being aware of what the *Tools* are termed. Also, the focus the teacher has chosen to put on specific *Tools* may be a significant factor. If the teacher has chosen not to focus on the *Tools* in the teaching, it would not be expected that the students use the *Tools* to a great degree either, and vice versa.

The conclusion to research question 3 is thus that the students use the *Tools* to a varying degree. A few students use some of the *Tools* often or regularly, but most of the students use the *Tools* provided in the *Workbook* only sometimes or rarely. A large part of the students do not use the *Tools* at all and answered that they have never used them before.

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List of abbreviations applied in the Thesis

- LS: *Learning strategies*

- LLS: *Language Learning Strategies*

- DS: *Direct strategies*

- IS: *Indirect strategies*

- CS: *Cognitive strategies*

- MS: *Metacognitive strategies*

- LST: *Learning strategies* (main LLS group)

- SS: *Social strategies*

- COS: *Communication strategies*

- SAS: *Social/affective strategies*

- VT3: *Voices in Time 3*

- CC: *The Core Curriculum for Primary, secondary and adult education*

- QF: *The Quality Framework*

- FBS: *The Framework for Basic Skills*

- ESC: *The English subject curriculum*

- CEFR: *The Common European Framework*

- NSD: *Personvernforbundet for forskning*

Appendix B

Target Profile – Skills

Name: _____

How can you improve your English? Fill in [1] most important – [4] least important:

Skills	Importance [1-4]	What will this improve?
LANGUAGE		
I want to improve my punctuation [see LU 1.1]		
I want to learn more language rules [see LU 1.2, 7.2]		
I want to use verbs better [see LU 1.2, 4.2, 7.1]		
I want to increase my vocabulary [see LU 2.1, 4.1, 5.1, 7.1]		
I want to use more complex sentences [see LU 2.1]		
I want to improve my spelling [see LU 6.1]		
I want to use more linking words [see LU 6.2]		
WRITING [see Tools 1-5]		
I want to use paragraphs better [see LU 6.2]		
I want to give my texts better 'flow' [see LU 6.2]		
I want to write English better [see LU 2.2, 3.1, 3.2, 5.2, 7.2]		
READING [see Tool 6]		
I want to understand more when I read English		
I want to become better at using reading strategies		
I want to read more English texts		
SPEAKING [see Tool 7]		
I want to feel more confident when I speak English		
I want to speak more fluently		
I want to improve my pronunciation		
LISTENING [see Tool 7]		
I want to understand spoken English better		
DIGITAL SKILLS		
I want to use the computer more.		

LU = Langauge Unit. Tools and Language Units are in the Workbook.

VOICES IN TIME 1   DAMM   KOPIORIGINAL

Target Profile – Method

Name: _____   **Time Period:** _____

Which methods do you think will improve your English? Fill in [1] most important – [4] least important:

Method	Importance [1-4]	What will this improve?
Teacher lectures		
Workshops		
Assignments		
Individual work		
Group work		
Tasks in Workbook		
Language Units & certificates		
Using Tools		
Text writing		
Proofreading		
Giving Minitalks		
Performing role plays		
Doing activities at school		
Having tests		
Speaking English at school		
Speaking English at home		
Reading books		
Reading on the Internet		
Watching TV and films		
Listening to music		

SIGNATURES: Pupil: _____   Teacher: _____   Parent: _____

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VOICES IN TIME 1   DAMM EGMONT   KOPIORIGINAL

Target Profile – Evaluation

Name: _____   **Time Period:** _____

Which methods do you think will improve your English? Fill in [1] most important – [4] least important:

Skills	**Have you reached your Targets?**		
	Very well, I'm satisfied	Well, but I still want to improve	Not well, I need to work harder
LANGUAGE			
I have improved my punctuation	☐	☐	☐
I have learnt more language rules	☐	☐	☐
I use verbs better	☐	☐	☐
I have increased my vocabulary	☐	☐	☐
I use more complex sentences	☐	☐	☐
I have improved my spelling	☐	☐	☐
I use more linking words	☐	☐	☐
WRITING			
I use paragraphs better	☐	☐	☐
I give my texts better 'flow'	☐	☐	☐
I write English better	☐	☐	☐
READING			
I understand more when I read English	☐	☐	☐
I have become better at using reading strategies	☐	☐	☐
I read more English texts	☐	☐	☐
SPEAKING			
I feel more confident when I speak English	☐	☐	☐
I speak more fluently	☐	☐	☐
I have improved my pronunciation	☐	☐	☐
LISTENING			
I understand spoken English better	☐	☐	☐
DIGITAL SKILLS			
I use the computer more in my English work	☐	☐	☐

SIGNATURES: Pupil: _____   Teacher: _____   Parent: _____

VOICES IN TIME 1   DAMM EGMONT   KOPIORIGINAL