Implementing Language Learning Strategies into a Series of Second Foreign Language Learning Textbooks

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Abstract

Since English is considered the first foreign language in Europe, other languages gradually take the position of the second foreign language. The idea of plurilinguism as stated in the CEFR (2011, p. 4) emphasises the fact that "a person may call upon the knowledge of a number of languages to make sense of a text, written or even spoken, in a previously 'unknown' language, recognising words from a common international store in a new guise." This concept is considered more and more when designing course books for foreign language education. It is incorporated in textbooks with the aim to interconnect the process of acquiring two languages in a way that a positive transfer between them can take place. It means that nominated foreign languages can complement each other and learners can draw from their knowledge of one language when learning a second one. The successful application of this idea requires the use of learning strategies, which are seen as a hinge between the learner's resources (competences) and what he/she can do with them (communicative activities). The principles of planning action, balancing resources, compensating for deficiencies during execution, monitoring results and undertaking repair build an important part of them. Therefore, learners should receive instruction on effective learning strategies. Researchers agree that strategy instruction should be explicit; it means that the teacher should inform students about the value and applications of the strategies. Little by little, this concept works its way into the foreign language didactics and the first textbooks, which are designed according to this principle, have appeared on the book market. The purpose of the study is to carry out a quantitative content analysis of defined categories and subcategories of language learning strategies which are explicitly implemented into the series of textbook deutsch.com 1, deutsch.com 2 and deutsch.com 3.

Keywords

language learning strategies, language use strategies, CEFR, second foreign language, course book, quantitative content analysis

Introduction

The curricula and content of education in general and language education have changed. Besides the linguistic content, which used to be the most important aspect of language teaching, other factors now play a significant role. Actual pedagogical development shows that teaching and learning of foreign

language should have broader goals. Except for linguistic training, foreign languages should help to form the personalities of learners and fulfil various competences and skills mentioned in the Common European Framework and in national curricula. Among all these skills and competences, it is mainly the intercultural competences, autonomous learning and developing a linguistic repertory in which all linguistic abilities have a place that are the most significant. A huge challenge of current Slovak school practice are textbooks, which play a central role in teaching and learning of foreign languages and have considerable influence on both learners and teachers because they offer a basic framework and assistance.

As already mentioned the changes in language teaching are reflected mainly in the Common European Framework (CEFR) - a document that provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations and textbooks, etc. across Europe. It describes what language learners have to learn 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. It puts emphasis on the cultural context in which a language is set. It follows the concept of plurilinguism, which means that language education is no longer seen as achieving mastery of one or more languages in isolation. The student should rather build up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact. This requires the use of strategies in learning and communicating. That is why the framework includes the planning of self-directed learning through raising the learner's awareness of his or her present state of knowledge, self-setting of feasible and worthwhile objectives, planning and monitoring ones` progress and self-assessment (CEFR, 2011)

According to CEFR (2011, p. 57) language-learning strategies are "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."

The CEFR itself and the strategy training research try to resolve also the problem how language learning strategies should be effectively applied in the curriculum and textbooks. Based on the knowledge of the existing strategy training research (Oxford, 1989), the training should be integrated into activities over a long period of time rather than taught as a separate and short intervention. Students should have plenty of opportunities for strategy training during language classes and include explanation, handouts, activities, brainstorming, and materials for reference and home study. Strategy training

should be explicit, overt and relevant and should provide plenty of practice with varied tasks involving authentic materials. It should provide strategies that are transferable to future language tasks beyond a given class and it should provide students with a mechanism to evaluate their own progress and to evaluate the success of training and the value of the strategies in multiple tasks.

1 Classification of language learning strategies

For the purpose of the study, a classification of language-learning strategies is important because the most appropriate one should serve as a starting point for the content analysis procedure. Language-learning strategies have been classified by many scholars and almost two dozen strategy classification systems have been established respecting different criteria. In the long run, they reflect more or less the same categorisations of language-learning strategies without any radical changes (Oxford, 1989; Hismanoglu, 2000). According to Cohen and Weaver (2005), three *primary* and several *secondary* classification schemes can be applied to language-learning strategies. The problem is they can conflict with one another. The overlapping roles of strategies in a classification scheme are challenging, but the primary strategy schemes have helped both teachers and learners understand the support roles of language-learning strategies. Only the primary classification of strategies is reflected in this article: goal-based strategies, skills-based strategies and function-based strategies.

1.1 Classifying strategies by goal

In this group (Cohen & Weaver, 2005), we differentiate between *language-learning* strategies that are conscious processes used to <u>learn</u> a language and *language-use* strategies that are conscious processes selected to <u>use</u> the material that is learned. *Language-learning strategies* include: identifying the language material that needs to be learned, distinguishing this material from other material, grouping the material for easier learning, practicing material through participation in classroom activities and homework, committing the material to memory using techniques such as repetition, the use of mnemonics, or some other memory technique. *Language-use strategies* consist of retrieval strategies - conscious processes that learners use to call up language material from storage; rehearsal strategies - conscious processes for practicing target language structures before using them; communication strategies - conscious processes used by learners to convey a message that is both meaningful and informative for the listener or reader when they do not have all the language they need and cover strategies - conscious processes that learners use to create an appearance of language ability so as not to look unprepared.

1.2 Classifying strategies by language skills

It is very important to elaborate on the theoretical foundations for language-learning strategies for various language skills. According to Cohen and Weaver (2005, p. 33-37) and CEFR (2011, p. 63-87), strategies can be also classified by skill area, which includes the *receptive* skills of listening and reading and the *productive* skills of speaking and writing. *Receptive strategies* - aural reception (listening) and visual reception (reading) - involve identifying the context and knowledge of the world relevant to it, activating in the process what are thought to be appropriate schemata. *Productive strategies* - oral production (speaking) and written production (writing) - involve mobilising resources, balancing between different competences - exploiting strengths and underplaying weaknesses - in order to match the available potential to the nature of the task.

There are also skill-related strategies that cut across all four skill-areas, such as *vocabulary* or *grammar* learning. Learners need to learn new words or new grammar structures to be able to understand them when they hear them, while others are needed for speaking or writing.

1.3 Classifying strategies by function

Chamot (1987) and Oxford (1990) state that strategies can be classified into four functional groups: cognitive, metacognitive, affective and social. *Cognitive strategies* cover many of the processes or mental manipulations that learners go through in both learning the target language (e.g., identification, grouping, retention, and storage of language material) and in using it (e.g., retrieval of language material, rehearsal, and comprehension or production of words, phrases, and other elements of the target language). Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualisation, elaboration, transfer, inferencing are among the most important cognitive strategies. *Metacognitive strategies* allow learners to control their language learning by planning what they are going to do, checking how it is going, and then evaluating their performance on a given task. Advance organisers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation are among the most important metacognitive strategies.

Affective strategies help students regulate their emotions, motivation and attitudes and are often used to reduce anxiety and provide self-encouragement. The most common affective strategies are: lowering your anxiety, encouraging yourself, taking your emotional temperature.

Social strategies involve learners' choices to interact with other learners and native speakers, such as asking questions to clarify social roles and relationships, asking for an explanation or verification, cooperating with others in order to complete tasks and empathising with others.

2 Studies related to implementing learning strategies into FLL textbooks

Lojová and Vlčková (2011) name textbooks as one of the factors which influence language learning strategies and state further (p. 147) that "the use of learning strategies is influenced by a textbook - by preferred exercise types, types of tasks, their structure and the overall nature of a textbook". They mention some textbooks that contain exercises developing the reflection of the learning process and the use of appropriate learning strategies like Handshake (2000) and Viney and Viney (2000). They admit that the research aimed at the indirect influence of a textbook on acquiring and using of learning strategies is rather limited. Mostly, the influence of individual learning tasks has been explored so far. This can be confirmed also by the retrieval of available literature on language learning strategies. Only two studies have been found which focus their attention on the analysis of incorporating learning strategies into foreign or second foreign language textbooks. These studies are described in more detail in the following paragraphs. Their outcomes build the basis for further investigation in this field and offer incentives for formulation of the new research aims and questions.

LaBelle (2010) reports on the analysis of the illustrated and written content of 33 ELL textbooks to determine the range of second language-learning strategies. The two researchers chose an intentional, convenient sample from each textbook - the third unit of each of the 33 representative textbooks - to form the corpus they analysed. They tried to answer the question: To what extent do middle school ELL texts depict frequency and variation of language learning strategies in illustrations and written texts? To measure the content, the researchers developed a coding instrument consisting of 15 categories to track how frequently each of the 15 language learning strategies was portrayed. Only language learning strategies that relate to listening and reading skills were coded. The decision to focus solely on language-learning strategies that relate to receptive skills was underpinned by the wide range of diverse language learning strategies that exist in the literature. The method used was a quantitative content analysis. The author's argument was that such (2010, p. 360) "controlled observation and systematic counting help quantify the frequency and variation with which these strategies occur rather than presenting anecdotal analysis that is extremely subject to the impressions of the researchers." The content analysis was conducted through coding, which was divided into two parts: first, language-

learning strategies as exhibited in illustrations; second, language-learning strategies as exhibited in written text. The purpose of this two-part procedure was to gather data independently in illustrated and written depiction and to underscore the importance of both representations and their impact on the L2 learner. Each of the two researchers coded either 16 or 17 of the textbooks (for a total of 33). The coding was based upon each researcher's judgment of his or her associations, observations and interpretations of the photos, drawings, illustrations, or narrative texts within the corpus chosen for the analysis by using the original copies of the textbooks, printed instrumentation sheets and marked the occurrences of types of L2 learning strategies. This coding was conducted over a period of two months. Textbooks were ranked upon the following rubric that measured the range (frequency + variation) of depiction of L2 learning strategies:

1. Extensive: >50 frequencies + > 12 strategies represented
2. Considerable: 26-50 frequencies + 9-12 strategies represented
3. Some: 11-25 frequencies + 7-8 strategies represented
4. Little: 1-10 frequencies and/or 1-6 strategies represented
5. None: 0 frequency; 0 strategies represented

The researchers concluded that 6 of the 33 textbooks had a good to excellent range of L2 learning strategies in both illustrated and written representation. The study provides recommendations for teachers regarding selection of ELL textbooks appropriate for their students along with a sample coding-instrument for their use.

Taušová (2011) describes a process of creating a system of categories for the evaluation of learning strategies connected with receptive skills in textbooks of 'German language as a second foreign language' that are used for teaching beginners at lower secondary level at primary schools. First of all, she pays attention to German as a second foreign language related to the concept of plurilinguism and to the characteristics of the examined textbooks. Then, the results of the pilot phase of verification of the system of categories for the evaluation of textbooks from the viewpoint of learning strategies used in receptive skills listening and reading are presented. The whole sample is represented by 6 textbooks (3 published by German publishing houses and 3 published by Czech publishing houses) suitable for teaching German at lower secondary level (A1 level), which have received the note of approval from the Ministry of Education of the Czech Republic. The sample of the pilot study, whose outcomes are offered in the article, is represented by two randomly chosen textbooks (one published by a German publishing house and the other published by a Czech publishing house). According to the professional terminology, only

those textbooks aimed at teaching German as a second foreign language that respect learner's knowledge of the previously acquired first foreign language (usually English) in their methodological conception are considered. To create the systems of categories for the purpose of her study, the author used, modified and selected the most frequent strategies from already existing systems and categorisations of learning strategies. She developed a coding instrument based on stages of receptive skills – pre-listening (reading), while-listening (reading) and post-listening (reading). The while-listening (reading) stage was further subdivided into three groups according to the listening style (global, selective and detailed listening/reading). The analysed corpus was formed by the first 34 pages of each textbook and corresponding student's book. Within listening comprehension, 11 out of 18 category systems emerged (61%). Altogether, 120 listening strategies were discovered. Within reading comprehension, 9 out of 15 category systems emerged (60%). Altogether, 40 reading strategies were discovered. The author concluded that the individual learning strategies are more evenly distributed in listening than in reading where one category clearly dominates. When comparing the two textbooks, the author found out that listening strategies are the prevailing ones in each textbook. Taking the pre-, while- and post listening/reading stages into consideration, the following results were obtained: the pre-listening/reading stage is represented by a minimal number of strategies in both analysed textbooks. More than a half of all strategies are related to the while-listening/reading stage. It means that the emphasis is put on the activities performed during listening and reading. The author states that her partial hypotheses are thus not confirmed. In the next phase of the research, she suggests the verification of systems of categories by another coder.

3 Explicit and integrated learning strategy instruction

The research in the area of learning strategies went through two main stages. The broad descriptive research has tried to answer the questions of identification procedures of learning strategies, terminology and classification of strategies, the effects of learner characteristics on strategy use, and the effects of culture and context on strategy use. The less extensive strategy intervention research has suggested important issues related to instruction such as: explicit and integrated strategy instruction, language of instruction, transfer of strategies to new tasks, and models for language-learning strategy instruction (Chamot, 2005). Whereas the issues of the first research stage seem to be explored quite sufficiently, the concerns of the second stage still need intensive work, especially, the questions focused on language-learning strategy instruction, curriculum and putting learning strategies into practice as a fixed part of textbooks. Researchers in this

field are preoccupied with the question whether learning strategies should be taught in explicit or implicit ways. Research in the first language context has shown that explicit instruction and the development of metacognitive awareness promote strategy transfer. On the curricular side, some researchers believe that language learning strategies should be taught as a separate course, while most recommend that strategies instruction should be integrated into the regular language course (Chamot, 2005). Researchers in both L1 and L2 contexts agree that explicit instruction is far more effective because it includes the development of students' awareness of their strategies, teacher modelling of strategic thinking, identifying the strategies by name, providing opportunities for practice and self-evaluation and also fosters metacognition, students` ability to understand their own thinking and learning processes (Anderson, 2002; Carrier, 2003; Chamot, 2004, 2005; Chamot et al., 1999; Cohen, 1998, 2003; Goh, 2002b; Graham & Harris, 2000; O`Malley & Chamot, 1990; Oxford & Leaver, 1996; Pressley, 2000; Shen, 2003).

4 Research aims and research questions

The main aim of the study is to find out how the paradigm shift towards foreign language-learning strategies have been worked out and translated into action in a selected series of a textbook. Unlike the studies described in the Chapter 2, we have decided to carry out an analysis of the whole series of one textbook because a series has the advantage of standardising content and approach across levels, guaranteeing consistency of presentation of skills, spiralling of vocabulary and reasonable progression of text difficulty (Garinger, 2013). Furthermore, we sought to trace the implementing of language learning strategies in the whole series of textbooks.

The research questions, which can be derived from the above mentioned research aim, are:
1. How do the explicit learning strategies progress across the series of three course-books deutsch.com? Does their number increase or decrease?
2. Are there any changes in the strategy types depending on the level of individual course books?

On the basis of the research outcomes of the previous studies and the requirements for explicit strategy instruction given in the CEFR, these hypotheses are stated:
1. It is assumed that most attention will be paid to cognitive and metacognitive learning strategies.
2. The learning strategies supporting the receptive skills listening and reading will be the most frequented in the first textbook of the series deutsch.com.

3. The learning strategies supporting the productive skills speaking and writing will be the most frequented in the second and third textbook of the series deutsch.com.
4. It is assumed that pronunciation-learning strategies will be represented consistently across the whole series deutsch.com.

5 Sample

The sample is represented by three course books of the series deutsch.com 1 (A1 level), deutsch.com 2 (A2 level) and deutsch.com 3 (B1 level) suitable for teaching German at lower secondary level (A1, A2 level) and secondary level (B1 level) which have received the note of approval from the Ministry of Education of the Slovak Republic. The series was designed for teenagers who already have experience with learning foreign languages and would like to start learning German. The main principle followed in the whole series is the principle of plurilinguism. It builds links between the already acquired foreign language (English) and the new language to learn (German) systematically and encourages the learners to activate consciously the knowledge of a foreign language they already have. It systemises and deepens this way the development of learning strategies. The textbook follows a task-oriented, communicative approach and applies the principles of plurilinguism in a way that leads the learners towards autonomous and independent learning. The elements of self-evaluation and regular repetition of the structures are an important part of the didactic and methodological concept. The whole series consists of forty-eight units - the first two textbooks consist of eighteen units subdivided into six modules, the third one consists of twelve units subdivided into six modules. Each unit contains two pages with tasks and exercises, intercultural pages and a review page, which summarises the vocabulary, grammar, skills and learning strategies. The progression in the textbooks is kept intentionally flat.

6 Data collection and analysis procedures

There are a number of methods that can be applied in the textbook research. In the presented study, a quantitative content analysis is used. Pingel (1999) compares quantitative and qualitative research techniques and stresses their complimentary nature. Quantitative methods are used to measure aspects of the text in terms of frequency and space, it means quantifying how frequently particular words, names, places, dates or, as in our case, learning strategies appear across a sample of texts. It can also involve measuring how much or how little space is allocated to a particular topic. Pingel admits (1999, p. 45) that "they enable breadth at the expense of depth telling us a great deal about where the

emphasis lies, about selection criteria, but nothing about values and interpretation." On the other hand (ibid.), with qualitative methods of textbook analysis, depth presides over breadth - the results tend to be richer with regard to understanding the way that information is presented in a text, but it is more difficult to make generalisations from them. Considering the advantages and disadvantages of both types of research methods we decided to use a mixed type that is called quantitative-qualitative research to be applied in the present study.

The data collected from textbooks can be transcribed either by analytical and quantitative content analysis, or by narrative and qualitative interpretations (Oxford, Lavine, Felkins, Hollaway, & Saleh, 1996). The textbooks were analysed in two ways. First, the strategies were quantitatively coded. Then, the strategies were analysed qualitatively to understand their nature. The methodology of the present study is based on the combination of quantitative and qualitative content analysis. First the criteria for the quantitative content analysis and units of analysis were set. The research unit was defined as a learning strategy in the selected textbook that was distinctly marked according to a skill and a function. LaBelle (2010) admits that the cognitive and metacognitive approach that he applied in his analysis is not the only approach to analysing the content of textbooks. He suggests a *skills-based* or *learning vs. usage* approach as useful for gaining practical applications to language learning and teaching. In his opinion, future research that combines all three of these approaches might provide a more holistic view of the ways in which learning strategies and teaching strategies interact. Based on his suggestions, the skills-based and function-based approach is used in our study in accordance with the classification of strategies described in Chapter 1. The learning vs. usage approach seems to be redundant in this case, since the strategies implemented in the analysed series are solely language-learning strategies. The focus of the research is laid on several categories within the skills-based approach: listening, reading, speaking, writing, grammar, vocabulary, pronunciation strategies, as well as within the function-based approach: cognitive, metacognitive, social and affective strategies. The skills-related learning strategies can be easily identified, because they are explicitly highlighted and marked as learning strategies in the textbook. The functioned-based strategies are identified according to their definitions in Chapter 1 and upon the author's judgment. In the analysis of the series of the second foreign language learning textbook designed for A1, A2 and B1 level according to CEFR the extent to which the selected corpus included a range of language learning strategies is determined. As the quantitative content analysis is useful when analysing large samples, this purpose fits the present study's goal of coding the frequency of learning strategies in the content of the whole series of

second foreign language learning textbooks. The quantitative content analysis was used to answer the first research question: How do the explicit learning strategies progress across the series of three course books deutsch.com? Does their number increase or decrease?

Since it is difficult to disclose the real nature of learning strategies within the context of the analysed course book merely by counting their number, the additional explanation of why certain strategies can be found in large or small numbers requires the collection and involvement of new sorts of data (Flick, 2009, p. 29). The obtained numerical data were complemented through qualitative content analysis. The quantitative and qualitative results were linked with the aim to mutually validate the findings of both approaches. The qualitative content analysis was applied to obtain information about variation of language learning strategies portrayed in the series of SFLL textbooks to reveal if there are any changes in the strategy types depending on the level of individual course books. The process of coding was started by looking out systematically for any mention of the listed learning strategy types, according to the coding instrument. As we coded the type of the learning strategy, we also made a note of the number of times each strategy type was mentioned.

7 Research results of the quantitative content analysis

In the following tables the results of the quantitative content analysis of the series deutsch.com 1 (A1 level), deutsch.com 2 (A2 level) and deutsch.com 3 (B1 level) are presented. Table 1 shows the overall results related to the whole series and in the subsequent tables (Tables 2-4) the results connected to the individual textbooks of the series are presented. Tables 5 and 6 give an overview of the distribution of the learning strategies considering the skills-based approach and the function-based approach across the whole series.

Considering the skills-based approach, the series together contains one hundred-forty explicitly taught learning strategies: ten listening strategies, twenty-two reading strategies, twenty-one speaking strategies, twelve writing strategies, thirty-one grammar strategies, twenty-five vocabulary strategies and nineteen pronunciation strategies. The main focus is laid on reading, speaking, grammar and vocabulary strategies, whereas the listening, writing and pronunciation strategies are slightly underrepresented.

Considering the function-based approach, the whole series contains eighty-eight cognitive strategies, forty-five metacognitive strategies, one social strategy and seven affective strategies. It is evident that the cognitive strategies (63%) and metacognitive strategies, which build approximately 32% of the overall

number, prevail over social and affective strategies, which do not play a significant role in the series.

Table 1 Strategy distribution in the whole series deutsch.com 1, 2 and 3

	Cognitive strategies	Metacognitive strategies	Social strategies	Affective strategies	Total
Listening strategies	7	3	-	-	10 (7 %)
Reading strategies	12	10	-	-	22 (16 %)
Speaking strategies	14	5	1	2	21 (15 %)
Writing strategies	4	6	-	2	12 (8 %)
Grammar strategies	20	11	-	-	31 (22 %)
Vocabulary strategies	18	5	-	2	25 (18 %)
Pronunciation strategies	13	5	-	1	19 (13.5%)
Total	88 (63%)	45 (32%)	0 (0 %)	7 (5%)	**140**

Table 2 Strategy distribution in deutsch.com 1

	Cognitive strategies	Metacognitive strategies	Social strategies	Affective strategies	Total
Listening strategies	3	-	-	-	3
Reading strategies	2	3	-	-	5
Speaking strategies	5	2	-	1	8
Writing strategies	2	5	-	1	8
Grammar strategies	2	2	-	-	4
Vocabulary strategies	3	2	-	1	6
Pronunciation strategies	4	-	-	1	5
Total	21	14	-	4	39

Following the skills-based approach, there are three listening strategies, five reading strategies, eight speaking strategies, eight writing strategies, four grammar strategies, six vocabulary strategies and five pronunciation strategies in the textbook deutsch.com 1 (A1 level). The strategies related to the productive skills take the most important part; the remaining strategies are more or less equally distributed.

Following the function-based approach, the textbook contains twenty-one cognitive strategies, fourteen metacognitive strategies, four affective strategies

and no social strategies. The cognitive and metacognitive strategies seem to have the equal position and take the major part in the course book. Only minimum space is devoted to the affective strategies and social strategies are completely missing.

Table 3 Strategy distribution in deutsch.com 2

	Cognitive strategies	Metacognitive strategies	Social strategies	Affective strategies	Total
Listening strategies	3	2	-	-	5
Reading strategies	6	4	-	-	10
Speaking strategies	3	3	1	1	8
Writing strategies	1	1	-	1	3
Grammar strategies	8	4	-	-	12
Vocabulary strategies	8	1	-	1	10
Pronunciation strategies	9	5	-	-	14
Total	38	20	1	3	62

Following the skills-based approach, there are five listening strategies, ten reading strategies, eight speaking strategies, three writing strategies, twelve grammar strategies, ten vocabulary strategies and fourteen pronunciation strategies in the textbook deutsch.com 2 (A2 level). This time, more space is devoted to pronunciation, grammar, reading, vocabulary and speaking strategies. Listening and writing strategies play a less significant role.

Table 4 Strategy distribution in deutsch.com 3

	Cognitive strategies	Metacognitive strategies	Social strategies	Affective strategies	Total
Listening strategies	1	1	-	-	2
Reading strategies	4	3	-	-	7
Speaking strategies	6	-	-	-	6
Writing strategies	1	-	-	-	1
Grammar strategies	10	5	-	-	15
Vocabulary strategies	7	2	-	-	9
Pronunciation strategies	-	-	-	-	-
Total	29	11	-	-	40

Following the function-based approach, it contains thirty-eight cognitive strategies, twenty metacognitive strategies, one social strategy and three

affective strategies. Unlike in the previous course book of the series, there is no equal proportion between cognitive and metacognitive strategies, which take a minor part. The same can be observed with social and affective strategies. Compared to deutsch.com 1 the number of social strategies increased very slightly, though this increase is negligible. The number of affective strategies decreased.

As for the last course book of the series, a reduction in all learning strategies can be observed. Following the skills-based approach, there are two listening strategies, seven reading strategies, six speaking strategies, one writing strategy, fifteen grammar strategies, nine vocabulary strategies and no pronunciation strategies in the textbook deutsch.com 3 (B1 level).

Following the function-based approach, it contains twenty-nine cognitive strategies, eleven metacognitive strategies, no social strategies and no affective strategies. All strategies show a progressive decline.

Table 5 Strategy distribution according to the function-based approach

	Cognitive strategies	Metacognitive strategies	Social strategies	Affective strategies
Strategy distribution in deutsch.com 1	21	14	-	4
Strategy distribution in deutsch.com 2	38	20	1	3
Strategy distribution in deutsch.com 3	29	11	-	-

The cognitive and metacognitive learning strategies show a high occurrence with the heaviest concentration in the second course book of the series. It is evident that the social strategies practically do not occur in any of the course books with one exception in the second course book. Compared to the social strategies, the affective strategies emerge slightly more often, mainly in the first two course books.

Listening and reading strategies are represented quite unevenly across the series. They emerge in the highest number in the second course book, whereas their quantity in the first and third is kept down. Speaking strategies are distributed fairly equally across all three textbooks. Writing-learning strategies show gradual decrease across the series. The share of vocabulary strategies within the series indicates the lowest number in the first course book with increasing tendency in the following two course books. Grammar strategies show

the same uneven distribution across the series as the listening and reading strategies. Pronunciation strategies emerge largely in the second course book of the series and are omitted in the last one.

Table 6 Strategy distribution according to the skills-based approach

	Listening strategies	Reading strate-gies	Speaking strategies	Writing strategies	Grammar strategies	Vocabulary strategies	Pronuncia-tion strategies
Strategy distribution in deutsch.com1	3	5	8	8	4	6	5
Strategy distribution in deutsch.com2	5	10	8	3	12	10	14
Strategy distribution in deutsch.com3	2	7	6	1	15	9	-

8 Research results of the qualitative content analysis

To gain more understanding of what is hidden under the numbers and frequencies of the strategies that emerged from the quantitative analysis and to deepen the obtained data interpretations, the *qualitative analysis* of the textbooks should provide a deeper insight into what kinds of strategies were found. For the qualitative analysis, a system of categories and codes was created, which should correspond with skills-based and function-based approach as much as possible. A coding instrument according to maximal list of strategies (Appendix), starting from O'Malley and Chamot (1990) and Oxford (1990) was developed and used to conduct the actual content analysis reported here. We chose the particular strategies listed below for their clarity and simplicity to provide a paradigm that would enable us to code quickly, accurately, and efficiently. These strategies provide a range of function-based subcategories (cognitive, metacognitive, social and affective) within the broader categories that follow the skills-based approach. Not all of the strategies listed were found in the analysed SFLL series of textbooks. To answer the research question: if there are any changes in the strategy types depending on the level of individual course books, we structured the progression of strategies within the individual skills.

For easier understanding, the categories, subcategories and the codes with examples are put into the following tables:

Table 7 Types of strategies in deutsch.com 1, 2, 3 in Listening

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Listening deutsch.com 1	Cognitive	*resourcing*	Pay attention to the information you need (video, radio, photos, newspaper).
	Cognitive	*inferencing (2)*	Read the task before listening. You will need this information. Pay attention to background noises.
Listening deutsch.com 2	Cognitive	*inferencing*	Pay attention to background noises while listening.
	Cognitive	*note-taking*	Use abbreviations when making notes: "Unterrichtsfächer – U-Fächer".
	Cognitive	*key word*	Highlight the key words in the tasks before listening.
	Metacognitive	*selective attention*	Make notes while listening. Write only the important information down.
	Metacognitive	*self-evaluation*	If you cannot find the correct answer, read the task once again and listen carefully.
Listening deutsch.com 3	Cognitive	*elaboration*	Ask questions related to the text. Try to answer them after first listening.
Listening Ic Im	Metacognitive	*self-monitoring*	Pay attention to the fact that words from the task often occur in the text. These facts, however, are not necessarily the correct ones.

In the first textbook of the series, only cognitive strategies *resourcing* and *inferencing* are explicitly taught within the receptive skill Listening. The first strategy makes use of language materials such as dictionaries, videos, photos, newspapers, while the second one is focused on guessing meanings by using available information. In the second textbook of the series, both cognitive and metacognitive strategies emerge. Additionally to *inferencing*, the *note-taking* and *key word* strategies were discovered. This textbook involves also the metacognitive strategies *selective attention* - paying attention to specific parts of the language input that will help learning and *self-evaluation* - checking how well one is doing against one's own standards. The third textbook combines the

cognitive strategy *elaboration,* which is relating new information to other concepts in memory and the metacognitive strategy *self-monitoring* - checking one's performance.

Table 8 Types of strategies in deutsch.com 1, 2, 3 in Reading

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Reading deutsch.com 1	cognitive	*Imagery*	Draw the meaning of words. You will remember them better. (GROSS- klein, hell - dunkel)
	cognitive	*key word*	Note down the key information from the text on a note. This is a way to overview them at one sight.
	metacognitive	*selective attention (3)*	What, who, when, where? Answers to these questions are the main information.
Reading deutsch.com 2	cognitive	*key word*	Find the key words in the text and highlight them.
	cognitive	*key word +contextualisation*	Highlight the key words in the task. Look them up in the text then.
	cognitive	*Elaboration*	Ask W-questions related to the text and answer them. It is a way to summarise important information.
	cognitive	*recombination*	Summarise the text in your own words. You will understand it better.
	cognitive-metacognitive	*deduction selective attention*	Remember: all adjectives ending with suffix -schaft are feminine.
	metacognitive	*advance organisers*	Read the task before reading the text and consider which information you need.
	metacognitive	*selective attention (2)*	Highlight the interrogative nouns in the questions and in the answers in the text. Pay attention to the expressions while reading.
Reading deutsch.com3	cognitive	*Deduction*	Read the introduction to the text and think what the text might be about before reading.

Reading 2c 2c-m 1m	cognitive	*Inferencing*	The context helps to understand the unknown words.
	cognitive metacognitive	*transfer self-monitoring*	Activate your previous knowledge, state hypotheses and compare them with the text. You will understand it better.
	cognitive metacognitive	*key word+ grouping +selective attention*	Systemise the key information from the text. You can overview them at one sight.
	metacognitive	*directed attention*	You do not have t understand each word while reading. Focus on the main idea of the text.

In the first textbook of the series, cognitive strategies *key word* and *imagery* - visualising information for memory storage and the metacognitive strategy *selective attention* are taught within the receptive skill Reading. The second textbook contains the majority of the strategies within Reading. The cognitive strategies *key word + contextualization* - placing a word or phrase in a meaningful language sequence*, elaboration* - relating new information to other concepts in memory*, recombination* - putting together smaller meaningful elements into new wholes, were discovered. A combination of cognitive strategy *deduction* - conscious application of rules to processing the foreign language and metacognitive strategy *selective attention* also emerged, followed by separate metacognitive strategies *advance organisers* - planning the learning activity in advance and *selective attention.*

The third textbook encompasses the cognitive strategies of *deduction* and *inferencing* followed by a combination of cognitive and metacognitive strategies *transfer* - using previous knowledge to help language learning and *self-monitoring* as well as *key word + grouping*, which is organising learning on the basis of common attributes and *selective attention.* A separate metacognitive strategy *directed attention* - deciding to concentrate on general aspects of a learning task - occurs in the textbook too.

In the first textbook of the series cognitive strategies *transfer*, *grouping* and *directed physical response* - responding physically followed by the metacognitive strategy *self-monitoring* - checking one's performance as one speaks and *advance organisers* are taught within the productive skill Speaking. The rare affective strategy - *encouraging yourself* is taught here as well.

The second textbook contains additionally to cognitive and metacognitive strategies also a combination of metacognitive strategy *directed attention* and affective strategy *encouraging yourself* was discovered. The only social strategy *asking for an explanation* in the whole series could be identified.

Table 9 Types of strategies in deutsch.com 1, 2, 3 in Speaking

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Speaking deutsch.com 1	Cognitive	*transfer (3)*	- You understand many words in German - you know them in your mother tongue or other languages. Words from other languages help. - Compare the new grammar structures with other languages. It helps to understand while learning. - Think what you already know about the new topic.
	Cognitive	*grouping*	Learn the adjectives together with their antonyms.
	Cognitive	*directed physical response*	Use pantomime while learning. Perform the meaning of the words.
	Metacognitive	*self-monitoring*	Build short and simple sentences.
	Metacognitive	*advance organisers*	Take a minute to plan a dialogue.
	Affective	*encouraging yourself*	Do not be afraid of mistakes. No one is born a master.
Speaking deutsch.com 2	Cognitive	*contextualisation*	Think of a short story and use the new word expressions. You will remember them better.
	Cognitive	*contextualisation*	Remember that the sentences cannot be translated word by word.
	Metacognitive	*advance organisers*	Prepare materials before speaking (photos, CDs, brochures).
	metacognitive	*selective attention*	Pay attention to the position of the adjectives. They come before noun in German.

	metacognitive – affective	*directed attention+ encouraging yourself*	Focus on the content before speaking. It is not a problem if you do not get everything right.
	Social	*asking for an explanation*	If you do not understand, ask for clarification. These sentences help: Once again, please. I beg your pardon. Can you repeat it?
Speaking deutsch.com 3	Cognitive	*note-taking*	Note the new words down on a note, e.g. "vermuten, Vermutungen anstellen".
	cognitive cognitive	*note-taking+ repetition*	Note the new expressions down on sticky notes and use them when speaking.
	cognitive cognitive cognitive	*note taking+repetition+ contextualisation*	Note the new expressions down on sticky notes and revise them several times. You will remember better the appropriate preposition and the article.

The third textbook of the series comprises only cognitive strategies. These strategies are however, thoroughly organised in the following way: *note-taking* followed by a combination of *note-taking + repetition* and finally by *note taking + repetition + contextualisation.*

In the first textbook of the series the cognitive strategy *grouping* is followed by the combination of cognitive strategy *resourcing* and the metacognitive strategy *self-evaluation* within the productive skill Writing. The majority of the identified strategies are metacognitive strategies *selective attention*, *advance preparation* and the cluster of strategies *advance preparation + advance organisers.*

The second textbook contains a cognitive strategy *contextualisation*, a metacognitive strategy *advance organisers* and affective strategy *encouraging yourself*, whereas the last textbook of the series includes only one cognitive strategy *recombination.*

Table 10 Types of strategies in deutsch.com 1, 2, 3 in Writing

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Writing deutsch.com 1	Cognitive	*grouping*	Collect your thoughts in a mind map.
	cognitive-metacognitive	*resourcing self-evaluation*	Check the spelling. If you are not sure use a dictionary.
	Metacognitive	*selective attention (2)*	Check the text. These points will help you: verb at the second place, verb – appropriate suffix, noun - begins with a capital letter.
	Metacognitive	*advance preparation*	Collect your thoughts and notes before writing.
	Metacognitive	*advance preparation+ advance organisers*	Plan the structure of the text using W-questions before writing.
Writing deutsch.com 2	Cognitive	*contextualisation*	Create your own exercises. You will learn more.
	Metacognitive	*advance organisers*	Collect your thoughts and expressions before writing.
	Affective	*encouraging yourself*	It is important to enjoy learning - play with the language (finish the story).
Writing deutsch.com 3	Cognitive	*recombination*	Structure your description according to the questions. Form the questions in the present tense: person, tense, place, topic, plot.

Table 11 Types of strategies in deutsch.com 1, 2, 3 in Vocabulary

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Vocabulary deutsch.com 1	cognitive	*grouping (2)*	Build word fields. You can complete them later.

	cognitive	*recombination*	The compound words frequently consist of more words. You can understand the individual words.
	metacognitive	*self-management*	Distribute the notes with new words across the room. You will learn them quicker.
	metacognitive	*advance organisers*	How can you answer the questions? Collect your thoughts and appropriate expressions first.
	affective	*lowering your anxiety*	Learn the dialogue by heart. You will be surer in the given situation.
Vocabulary deutsch.com 2	cognitive	*imagery*	Visualize an image related to each word.
	cognitive	*grouping*	Create word families. It helps when learning.
	cognitive cognitive cognitive - affective	*contextualisation, elaboration, transfer, encouraging yourself*	Relate the new vocabulary with your own interests. You will remember the words better.
	cognitive - metacognitive	*deduction selective attention*	Remember: all nouns with suffix -ung are feminine.
Vocabulary deutsch.com 3	cognitive cognitive	*grouping+ elaboration (2)*	Summarise the word families with the known vocabulary and complete them with new vocabulary.
	cognitive cognitive metacognitive	*deduction+ inferencing+selective attention*	Remember: You can understand the compound words better, if you separate the individual parts of the word and analyse them from the end to the beginning.
	cognitive - metacognitive	*deduction+selective attention*	Remember that all nouns ending with suffixes "-schaft, -keit, - ung, - heit, -ität" are feminine.

In the first textbook of the series, the cognitive strategies *grouping* and *recombination* are followed by the metacognitive strategies *self-management* and *advance organisers* in the area of learning the new vocabulary. An affective strategy of *lowering one's anxiety* was discovered as well.

The second textbook includes cognitive strategies *imagery* and *grouping.* A cluster of cognitive strategies *contextualisation, elaboration, transfer* and an affective strategy *encouraging yourself* is a part of the explicit instruction too. The

last strategy, which was identified, was the combination of cognitive and metacognitive strategies *deduction* and *selective attention.*

The last textbook of the series comprises four strategy clusters: cognitive strategies *grouping* and *elaboration*; *cognitive* and metacognitive strategies *deduction*, *inferencing* and *selective attention* and cognitive and metacognitive strategies *deduction* and *selective attention.*

Table 12 Types of strategies in deutsch.com 1, 2, 3 in Grammar

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Grammar deutsch.com 1	cognitive cognitive	*note-taking+imagery (2)*	Write the new words on a note. Draw the grammar rules. You will learn them better.
	metacognitive	*self-monitoring*	Check the word order in the sentences using the conjunction "deshalb".
	metacognitive	*selective attention*	Learn the past participles always together with the infinitive and „haben/sein – leben – hat gelebt".
Grammar deutsch.com 2	cognitive	*contextualisation*	Learn the verbs, nouns and adjectives together with conjunctions.
	cognitive	*elaboration*	Explain the grammar rules in your own words – you will understand them better.
	cognitive	*deduction*	Highlight the subject in the sentence. You will find the relative pronoun easier.
	cognitive	*grouping*	Learn the comparative and superlative forms together. Learn the exceptions by heart, e.g. "gut, besser, am besten".
	cognitive - metacognitive	*deduction+ selective attention (4)*	Modal verbs in past tense do not have umlaut (mutation), but they always have t-.
Grammar deutsch.com 3	cognitive cognitive	*resourcing+ grouping*	You can express similar contents with the same grammar structures. Collect and compare them.

	cognitive	*contextualisation*	Structure the text, e.g. in a chronological way with expressions "first, then, finally".
	cognitive	*elaboration*	You already know these noun suffixes: "ein neues Auto – neues Auto".
	cognitive - metacognitive	*deduction+selective attention (4)*	Remember: relative pronouns differ only with "ich (mich, mir") and with "du (dich, dir)". Remember: a relative pronoun in genitive has only two forms - "dessen (m, n) a deren (f, pl.) "
	cognitive cognitive metacognitive	*resourcing+note taking+ selective attention*	The way a noun is declinable can be looked up in a dictionary according to the given suffixes - "Mensch, der, -en, -en". Make a note into your note pad.

In the first textbook of the series, the cluster of cognitive strategies *note-taking + imagery* is followed by the metacognitive strategies *self-monitoring* and *selective attention* in the area of learning the new grammar.

The second textbook encompasses cognitive strategies *contextualisation, elaboration, deduction* and *grouping.* Four clusters of a cognitive strategy *deduction* and a metacognitive strategy *selective attention* was discovered too.

The majority of grammar strategies were identified in the third textbook of the series: a cluster of cognitive strategies *resourcing + grouping,* further cognitive strategies *contextualisation* and *elaboration.* A combination of cognitive and metacognitive strategies *deduction + selective attention* and *resourcing + note taking + selective attention* was discovered too.

Table 13 Types of strategies in deutsch.com 1, 2, 3 in Pronunciation

Categories according to skills-based approach	Subcategories according to function-based approach	Codes	Examples
Pronunciation deutsch.com 1	cognitive	*transfer*	You understand the international words, however, the pronunciation is in each language different.
	cognitive	*grouping*	Learn the nouns together with the definite article.
	cognitive	*repetition*	Read the dialogue aloud. It makes the speaking easier.
	cognitive	*note taking+imagery*	Note down and highlight the nouns. You will remember them better.
	affective	*encouraging yourself, taking your emotional temperature*	Learn the dialogues in different moods. It is more enjoyable (friendly, tired, angry).
Pronunciation deutsch.com 2	cognitive	*recombination*	When reading compound words, read the last word first and then the whole compound.
	cognitive	*repetition (2)*	Compounds are pronounced without pausing. You can make a short pause between the words.
	cognitive	*auditory representation*	Learn one example sentence by heart. You will remember the sentence melody and the word order of the sentence with the conjunction "wenn" better.
	cognitive - metacognitive	*deduction+ selective attention (5)*	Remember: suffixes -ig, -lich, -isch are unstressed.
Pronunciation deutsch.com 3	-	-	-

The strategies aimed at pronunciation were distributed in the series in the following way: The first textbook of the series comprises four separate cognitive strategies *transfer, grouping, repetition* and a cluster of cognitive strategies *note taking + imagery.* An affective strategy *encouraging yourself, taking your emotional temperature* was incorporated into the textbook too.

The second textbook again involves separate cognitive strategies *recombination, repetition* and *auditory representation,* followed by a combination of cognitive and metacognitive strategies in a repeating pattern. No pronunciation strategies were integrated into the third textbook of the series deutsch. com3.

To sum up the occurrence of the different types of learning strategies across the *deutsch.com* series, it can be observed that the majority of strategies listed in the coding instrument were integrated into the series of textbooks *deutsch.com*. The following strategies were not implemented into the course books: the cognitive strategy *translation* (using the first language as a basis for understanding and/or producing the FL), the metacognitive strategy *delayed production* (deliberately postponing speaking/writing so that one may learn by listening/reading) and social strategies *asking questions to clarify social roles and relationships, cooperating with others in order to complete tasks and empathising with others.*

9 Findings and interpretations

The findings related to the *function-based approach* give us an idea about the frequency and distribution of the cognitive, metacognitive, social and affective learning strategies across the series of course books deutsch.com.

When classifying learning strategies, O'Malley and Chamot (1990) have differentiated and categorised them into two main types: metacognitive and cognitive strategies. Cognitive strategies manipulate the material to be learnt or apply a specific technique to the learning task. Metacognitive strategies are important because they oversee, regulate, or direct the language learning process. However, without the use of appropriate cognitive strategies, the potential of these metacognitive strategies is reduced. The significance of these two major strategies types is reflected also in the analysed series *deutsch.com*, where cognitive strategies constitute 63% and the metacognitive strategies 32% of the entire cohort. The mutual relationship and dependence between these two strategies types in the series is supported by their frequent occurrence in form of chains or clusters within all language skills, vocabulary, grammar and pronunciation.

The fact that cognitive strategies include using prior knowledge to understand new language material can serve as an explanation for the high occurrence of cognitive learning strategies, which cover many of the mental processes that learners go through in learning the target language. Since the series is designed for second language learning, the learners know already how to learn the new vocabulary or grammar structures. They are aware of the fact that proper pronunciation and spelling are important. Their learning experiences of the first foreign language are connected with certain learning-techniques and learning-strategies that they can apply when learning a second foreign language. Reminding them of these cognitive processes is useful when discussing how the already established learning strategies can be consciously developed, as well as how to make the most of them to design one's learning process in an effective way. Learners who have at least a basic knowledge of one foreign language (English) and start learning German notice very quickly that there are numerous similarities between these two languages (mainly in grammar and vocabulary). That is why they can easily make connections between these two foreign languages.

The metacognitive learning strategies are represented in the largest amount in the first and second course book of the series. The rationale might be that at the beginning stage of learning a new language the focus is laid on teaching the learners to control their language learning by planning what they will do, checking how it is going, and then evaluating their performance on a given task. If they learn how to consciously select the vocabulary and grammatical forms they will use, how to draw on another set of strategies for monitoring how their speaking is going, how to evaluate what worked and how to identify the problem areas, then they will be more successful and effective in planning, monitoring and evaluating their learning process at the advanced stages. It is also important to mention that older learners (teenagers in this case) are more able to apply metacognitive strategies in their learning process than younger learners. It is important to highlight the fact that the series supports the strategy of selective attention rather frequently, which is an interesting way of creating metastrategic awareness. Its aim is to expose students to an oral/written text in a language other than English, and discuss the different cues one can use to guess at the possible meaning of the text. Such a strategy is particularly useful to students who are not conscious of and/or do not naturally transfer native language strategies to learning another language. Considering the occurrence of cognitive and metacognitive learning strategies, hypothesis no. 1 is confirmed.

The categories of social and affective strategies were added into the classification of learning strategies later and do not seem to play as significant

role as cognitive and metacognitive strategies. However, the fact that social strategies are rather ignored in the series is a little bit striking. The series is designed according to the communicative approach and should prefer learning strategies aimed at fostering the social interaction with other learners, such as asking questions to clarify social roles and relationships, asking for an explanation or verification, and cooperating with others in order to complete tasks.

The reason for the small number of the affective learning strategies in the series can be explained by the fact that the learners who use the course books deutsch.com already have fundamental experience with learning foreign languages. The need to regulate their emotions, motivation and attitudes with the aim to reduce anxiety and provide self-encouragement is possibly less intensive. Students are more successful at staying committed to the goals they have set for themselves, even under difficult conditions. Considering the types of affective strategies implemented into the analysed series *deutsch.com*, preferably *encouraging yourself* and *lowering your anxiety* were detected within productive skills speaking/writing and within vocabulary and pronunciation. The implemented affective strategy instruction seems to be most beneficial in classroom activities aimed at foreign language production for real life purposes. Generally, the findings connected to social and affective learning strategies confirm LaBelle`s statement (2010, p. 360) that FLL textbooks in general lack sufficient social and affective strategies, so that analysis of them would prove rather unproductive.

The findings related to the *skills-based approach* give evidence for the frequency and distribution of the listening, reading, speaking, writing, grammar, vocabulary and pronunciation learning strategies across the series of course books deutsch.com.

Listening and reading strategies are represented quite unevenly across the series. They emerge in the highest number in the second course book, whereas their quantity in the first and third books is kept down. Regarding this finding, hypothesis no. 2 was not confirmed.

Speaking strategies are distributed in the same number in the first and second textbooks and they slightly decrease in the third course book. However, writing strategies show gradual decrease across the series, which is rather unusual. The productive skills should be accompanied by appropriate number of corresponding learning strategies because the transfer from comprehension of the new language structures to their production might be rather demanding. Regarding this finding the hypothesis no. 3 was confirmed only partially.

The share of vocabulary strategies within the series indicates the highest number in the second and third course book. The explanation for this distribution of vocabulary strategies might be the fact that vocabulary offers possibilities for interconnecting the existing knowledge with the new one. Many words have similar roots in English and German and there are lots of internationalisms also. In addition, German contains various words of English origin and lots of topics connected with everyday life and are easily accessible when the learners are aware of this "common vocabulary". It is possible to activate the basic knowledge quickly and effectively through comparing the languages and to build relatively rich "common or parallel" vocabulary mainly at the beginning stage, which is focused on the comprehension of the new language.

Grammar strategies show a raising tendency across the series. The clarification of this phenomenon was sought after through deeper qualitative content analysis of the individual units. The explanation for this tendency is a progressive increase in the amount of new grammar across the series, which calls for further strategy enhancement.

Pronunciation strategies emerge primarily in the first two course books of the series with the highest concentration in the second textbook and they are absent in the third course book. The reason for higher concentration of these strategies at the early stages is obvious: to make the learners aware of the fact that proper pronunciation is essential when learning new language. This result can be considered only as partial confirmation of hypothesis no. 4.

10 Conclusions and suggestions for further research

The scope of the present study was to suggest a procedure for analysing the occurrence of learning strategies in textbooks. The explicitly highlighted learning strategies according to skills-based approach were analysed for their frequency and distribution across the whole sample through *"quantitative content analysis, a statistical technique for obtaining descriptive data on content variables"* (George 2009, p. 144). Further, a typology of the learning strategies according to the function-based approach was developed. Changes in the strategy types depending on the level of individual course books were identified through the qualitative content analysis.

The main outcomes of the quantitative and qualitative content analysis are the following: According to Macaro (2003), strategies are actually used in consort with others, either in chains or in clusters. The strategies in the series *deutsch.com* are arranged in both ways mentioned above. The analysis has revealed that in the case of strategy *chains*, the strategies are set in a predictable sequence, where the use of one strategy leads to another. In strategy *clusters*, a

learner is instructed to use a group of strategies simultaneously in performing a task.

The cognitive strategy *translation* (using the first language as a basis for understanding and/or producing the FL) was not implemented into the course books. This finding supports the main principle followed in the whole series - the plurilinguism. It builds links between the already acquired foreign language (English) and the new language (German) systematically and encourages the learners to activate consciously the knowledge of a foreign language they already have. The use of translation strategies usually represents an inefficient approach to learning foreign languages that beginning-level learners often feel forced to use (Eastman, 1991). The processing through the first language may interfere with attention to and overall processing of input. As for metacognitive strategy *delayed production* (deliberately postponing speaking/writing so that one may learn by listening/reading) - one more strategy not integrated into any of the textbooks of the series *deutsch.com* - we may say that initial emphasis on listening or reading comprehension, which represents a more natural way to learn a language is not so vital in case of a second foreign language learning textbook designed for learners, who already have experience with learning a foreign language and who can produce language quickly and effectively through comparing the languages and activate the already existing first foreign language "common or parallel" vocabulary assimilated in their long-term memory.

Based on the results of studies conducted on teaching affective strategies in FL classroom Ellis and Sinclair (1989) and Oxford (1990) recommend that extensive affective strategy instruction in FL classes needs to be reconsidered. The results of their studies suggest that teachers should *not* devote valuable time to the ongoing development of affective strategies. Rather, once strong group cohesion and a positive, supportive learning environment have been established, instructors should focus on teaching meaningful language and content in response to learners' needs and interests. This attitude is reflected also in the series *deutsch.com*, in which the affective strategies are aimed mostly at learning the dialogues in different moods to make them more enjoyable, learning the dialogues by heart so that the students are surer in a given situation, enjoying learning by playing with the language, or encouraging students not to be afraid of making mistakes.

We can conclude that the central philosophy of implementing explicit learning strategies into the series of textbooks *deutsch.com* is not to accomplish as many strategies as possible, but rather to focus the learner's attention on particular cognitive and metacognitive strategies, which they can employ to help them overcome obstacles in language learning and language use. The language learning

strategies portrayed in the series are rather tightly related to the actual exercises, tasks and texts.

For upcoming research, it would be necessary to conduct additional content analysis of the learning strategies listed in the student's books and teaching strategies given in teacher's books of the series to find out how these correspond with the learning strategies given in the course books. The next phase of research should also include observations in actual instructional settings to collect information about the effectiveness of these textbooks in real pedagogical practice.

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JoLaCE

Appendix

Coding instrument - Language Learning Strategies
(adapted from O'Malley & Chamot, 1990, p. 44; Oxford, 1990, p. 163)

Cognitive strategies	Language Learning Strategy	Examples
	repetition - imitating other people's speech overtly or silently	
	directed physical response - responding physically 'as with directives'	
	translation - 'using the first language as a basis for understanding and/or producing the L2'	
	grouping - organising learning on the basis of 'common attributes'	
	note-taking writing down the gist etc of texts	
	deduction conscious application of rules to processing the L2	
	recombination - putting together smaller meaningful elements into new wholes.	
	imagery - visualising information for memory storage	
	auditory representation - keeping a sound or sound sequence in the mind	
	key word - using key word memory techniques, such as identifying an L2 word with an L1 word that it sounds like.	
	contextualisation 'placing a word or phrase in a meaningful language sequence'.	
	elaboration 'relating new information to other concepts in memory'.	
	transfer - using previous knowledge to help language learning	
	inferencing guessing meanings by using available information	

Meta-cognitive strategies	Language Learning Strategy	Examples
	advance organisers - planning the learning activity in advance	
	directed attention - deciding to concentrate on general aspects of a learning task	
	selective attention - deciding to pay attention to specific parts of the language input or the situation that will help learning	
	self-management - trying to arrange the appropriate conditions for learning	
	advance preparation - planning the linguistic components for a forthcoming language task	
	self-monitoring - checking one's performance as one speaks/writes	
	delayed production - deliberately postponing speaking so that one may learn by listening	
	self-evaluation - checking how well one is doing against one's own standards	
Affective strategies	Language Learning Strategy	Examples
	anxiety reduction - using progressive relaxation and deep breathing exercises, music, and laughter	
	self-encouragement - making positive statements, taking risks wisely, and administering self-rewards	
	monitoring emotions - listening to the body, completing a checklist, writing a language learning diary, and discussing feelings with peers	
Social strategies	Language Learning Strategy	Examples
	asking questions to clarify social roles and relationships	
	asking for an explanation or verification	
	cooperating with others in order to complete tasks	
	empathising with others	