Language learning strategy promotion by teachers in dual-immersion schools in Greece

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1. Introduction

Teacher related variables have to do with teachers' perceptions, beliefs, attitudes and motivation toward language teaching, which affect adoption of teaching approaches and preferred classroom practices as well as promotion of certain types of tasks and teaching materials (Bernaus, Wilson & Gardner 2009; Julkunen 2001; Kern 1995; Richards Gallo & Renandya 2001; William & Burden 1997).

For language learning strategies (LLSs) to become an integral part of language curricula, teachers need to develop expertise in effective language learning strategy instruction (LLSI) (Chamot 2017). One way is in-service teacher training (workshops, seminars, etc.)

➢ There is a limited number of studies on LLS promotion by classroom teachers.

➢ There are no studies comparing LLS promotion between L1 and L2 teachers (of languages other than English).

Our study focuses on 102 teachers'

(a) self-evaluation,

(b) reflection and

(c) observation

of the LLSs they promote in the classroom.

2. Literature review

The majority of relevant studies refer to teachers' perceptions of what LLSs they believe their students might be using and are compared with students' perceptions on the same issue (O'Malley et al. 1985; Griffiths & Parr 2001; Griffiths 2007; Khan 2012; Tamjid & Babazadeh 2012).

A small number of studies have looked at teachers' perceptions of their own language teaching practices in the classroom to help learners learn how to employ strategies effectively and at their beliefs about the effectiveness of strategy use.

- Sen and Sen (2012) investigated the awareness levels in LLS of 70 EFL teachers, their beliefs on the effectiveness of strategies on language learning and their perceived ease of strategy instruction (SILL and semi-structured interview)
- Amiryousefi (2015) explored 72 Iranian EFL teachers' beliefs about the usefulness of different types of vocabulary learning strategies (VLSs) (VLS questionnaire designed by the researcher).

EFL teachers' strategy promotion studies in Greece (the instrument - *questionnaire* based on Oxford' (1990) SILL developed as part of the Thales project for profiling EFL teachers' LLS promotion in class (Psaltou-Joycey, Penteri & Gavriilidou 2016)) :

➤ The 63 primary and lower secondary schools teachers' means fell within the high range of LLS use (3.71-4.2) while the order of LLS in terms of decreasing frequency of reported use is metacognitive, cognitive, compensation, social, memory, and affective categories (Psaltou-Joycey et al. 2017).

➤ Another study found that 26 public lower secondary teachers reported they more frequently practiced, in descending order, metacognitive, cognitive, compensation, social, memory and affective strategies (Papadopoulou et al. 2017).

➤ Gavriilidou et al. (2017) reported that, in Thrace, 28 minority primary and secondary schools teachers' means for metacognitive, memory and compensation strategies fall within the high range of LLS use (4.83-3.71) while means for cognitive, affective and social strategies fall within the medium range (3.47-3.20).

Psaltou-Joycey (2008) investigated **Greek as a FL** teachers' preferences of classroom procedures and activities and found that such preferences affect the students' reported order of strategy use.

3. Research questions

RQ1

What language learning strategies do teachers in dual-immersion schools promote?

RQ2

*Do variables such as **gender**, **age, teaching experience, postgraduate studies**, and **language taught** effect the language learning strategy promotion?*

4. Methods and data collection

- This presentation reports on the results of a mixed-methods study of LLSs promoted by Greek L2 and Turkish L1 teachers in dual-immersion primary schools in Thrace, Greece. Those schools provide education for the Muslim minority children whose L1 is mainly Turkish, but there are also Pomak and a small number of Roma L1 speakers. The curriculum is divided into subjects taught in L1 Turkish and L2 Greek. Overall, language proficiency level and academic achievement in those schools are low.

- The study was conducted as a part of first/second language in-service teacher training program held in the frame of the Project "Education of Muslim minority children" and was designed and implemented to provide teachers of Greek L2 and Turkish L1 with additional teaching methodology on LLS.
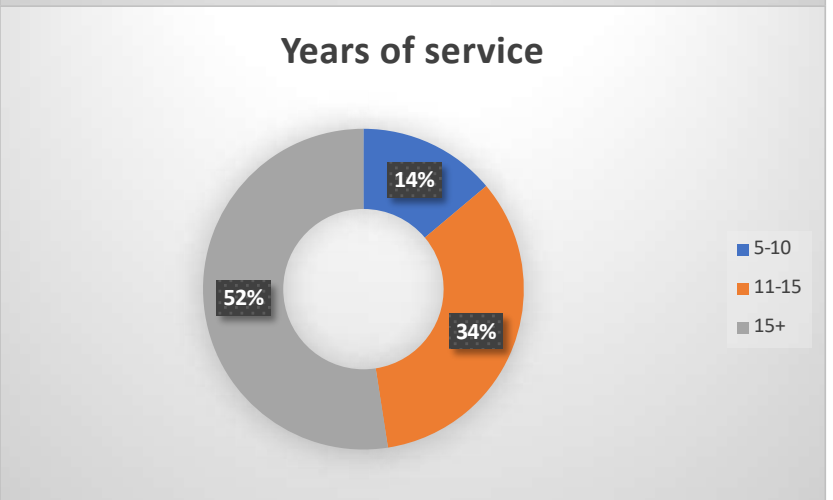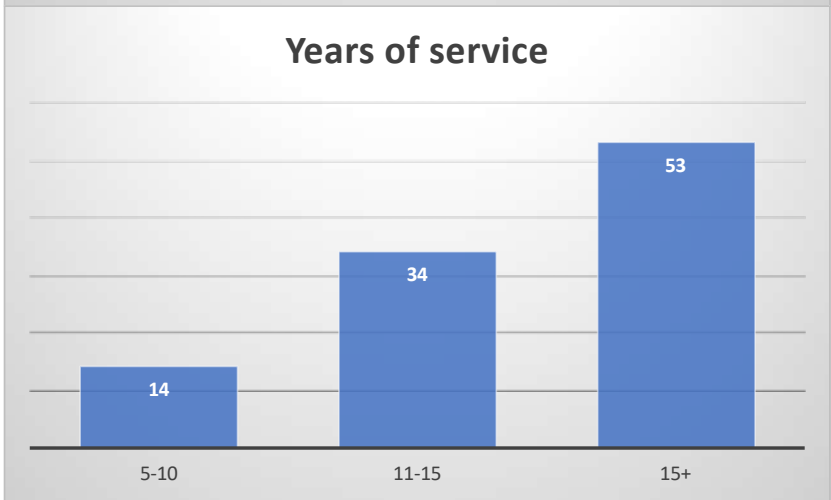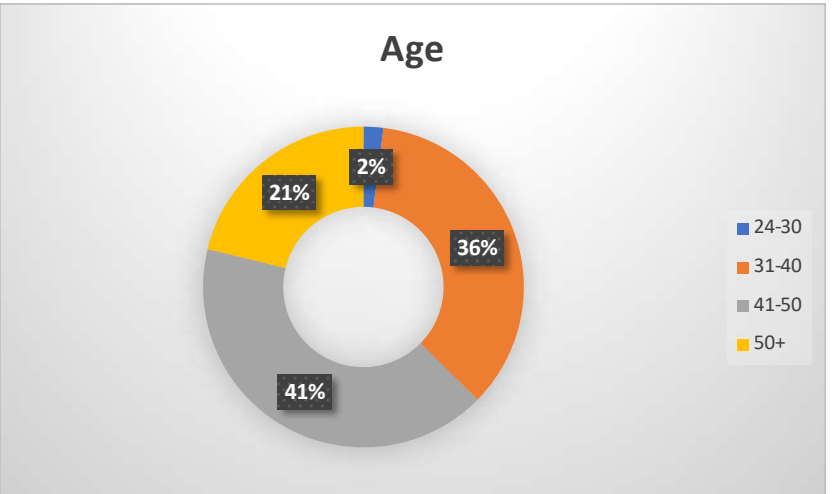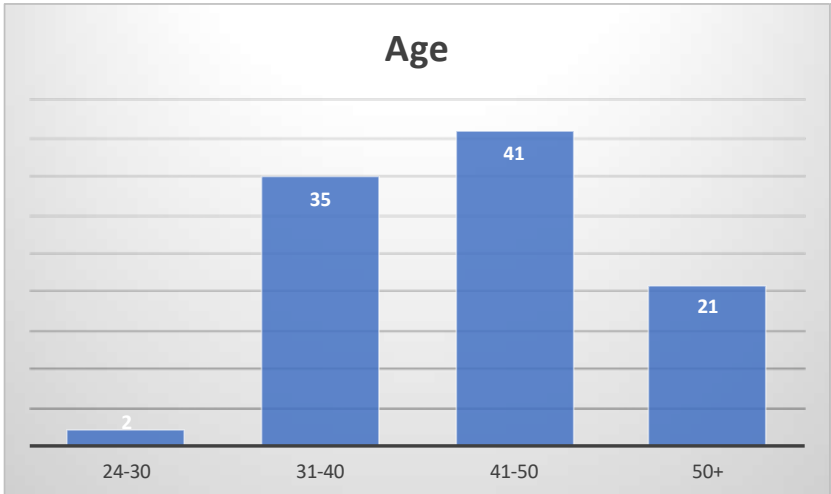
4.1 Sample

102 primary school teachers

n=69 (67.6%) Greek language teachers

n=33 (32.4%) Turkish language teachers

n=43 males (42.2%) and n=59 (57.8%) females

Age

Age range	Count
24-30	2
31-40	35
41-50	41
50+	21

Age

- 24-30: 2%
- 31-40: 36%
- 41-50: 41%
- 50+: 21%

Years of service

Range	Count
5-10	14
11-15	34
15+	53

Years of service

- 5-10: 14%
- 11-15: 34%
- 15+: 52%

- There are also 15 Master's degree holders (14.9%) and 1 with a PhD.

4.2 Data collection procedure

- No one data source or methodology will sufficiently answer all critical educational questions. Multiple measures or indicators of instruction are needed to help capture a more comprehensive picture of what goes on in classrooms. One of the new directions for classroom observation research is combining both **qualitative** and **quantitative** methods.

- The teacher self-evaluation was measured with a *questionnaire* based on Oxford' (1990) SILL developed as part of the Thales project in Greece for profiling EFL teachers' LLS promotion in class (Psaltou-Joycey, Penteri & Gavriilidou 2016).

- It was followed by class *observations* and 12 teacher *interviews*.

Observations

Triangulation analysis

Questionnaire responses

Participant comments
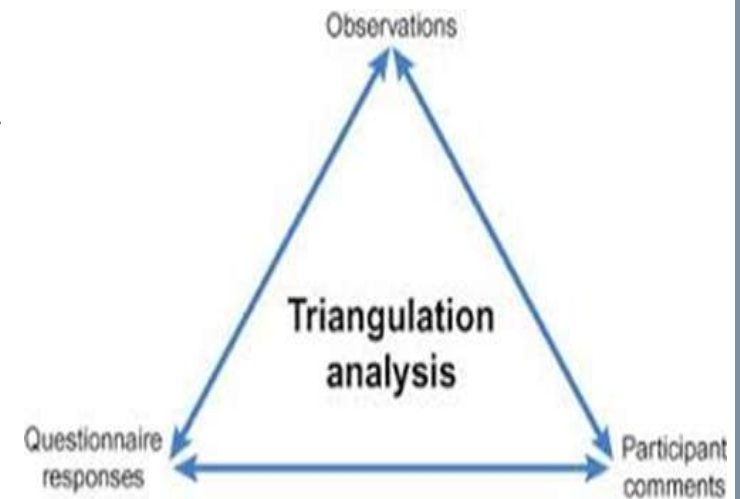
4.2.1 The questionnaire

- It includes memory (6 items), cognitive (16 items), compensation (4 items), metacognitive (10 items), affective (4 items), and social strategies (7 items). It was piloted and its wording and number of items were adjusted accordingly. Reliability statistics has shown high Cronbach's Alpha .902 on the 47 five-point Likert scale items.

- Respondents were asked to indicate how often they promote each strategy, using a five-point Likert scale ranging from 1 (never or almost never) to 5 (always). They also had to respond to demographic questions concerning their age, gender, education level, previous teaching experience, etc.

4.2.2 The observation

The purpose of the observation was to describe the language learning strategy instruction processes and identify instructional problems in order to provide supplementary, detailed and precise evidence to the questionnaire and the interviews.

The observer had received previous training in strategy instruction. The specific observational focus were the 47 strategy promotion items from the questionnaire as well as the description of the particular schools in terms of the role of Greek language teachers, Turkish language teachers, parents, textbooks, classroom management, teaching methods, teacher training, etc.

The observation was conducted by the school advisor for 1 school year in all the minority primary schools in the Rodopi region of Thrace, Greece (n= 82). The method to record the data were a rating scale and a narrative description.

4.2.3 The interview

A semi-structured interview

12 teachers: 8 Greek language teachers and 4 Turkish language teachers (a purposeful sample)

Interview questions:

1. *How do you manage your class?*
2. *How do you help your students memorize new information?*
3. *How much time do you allocate for teaching each of the four skills (listening, speaking, reading, writing)?*
4. *How do you encourage student cooperation and their positive attitude towards school?*
5. *Do you try to empathize with your student with regard to their language learning?*
6. *Which language learning strategies do you believe are useful for your students? Which strategies do you promote in your classroom and in which way?*
7. *What is the learner-centered teaching to you?*

4.3 Statistics

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› SPSS v.25

› *Descriptives* for the mean scores and sd in LLS promotion

› To check the effect of gender, age, teaching experience post-graduate studies, language taught on LLS promotion- *One-way ANOVAs (post-hoc Tukey HSD)*
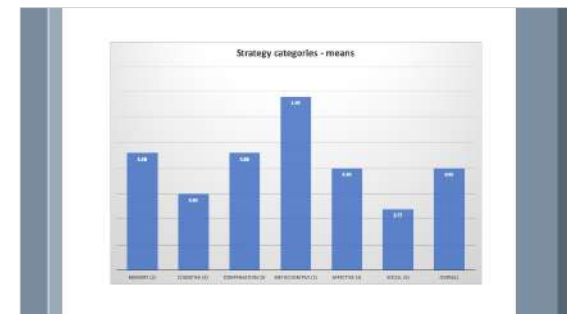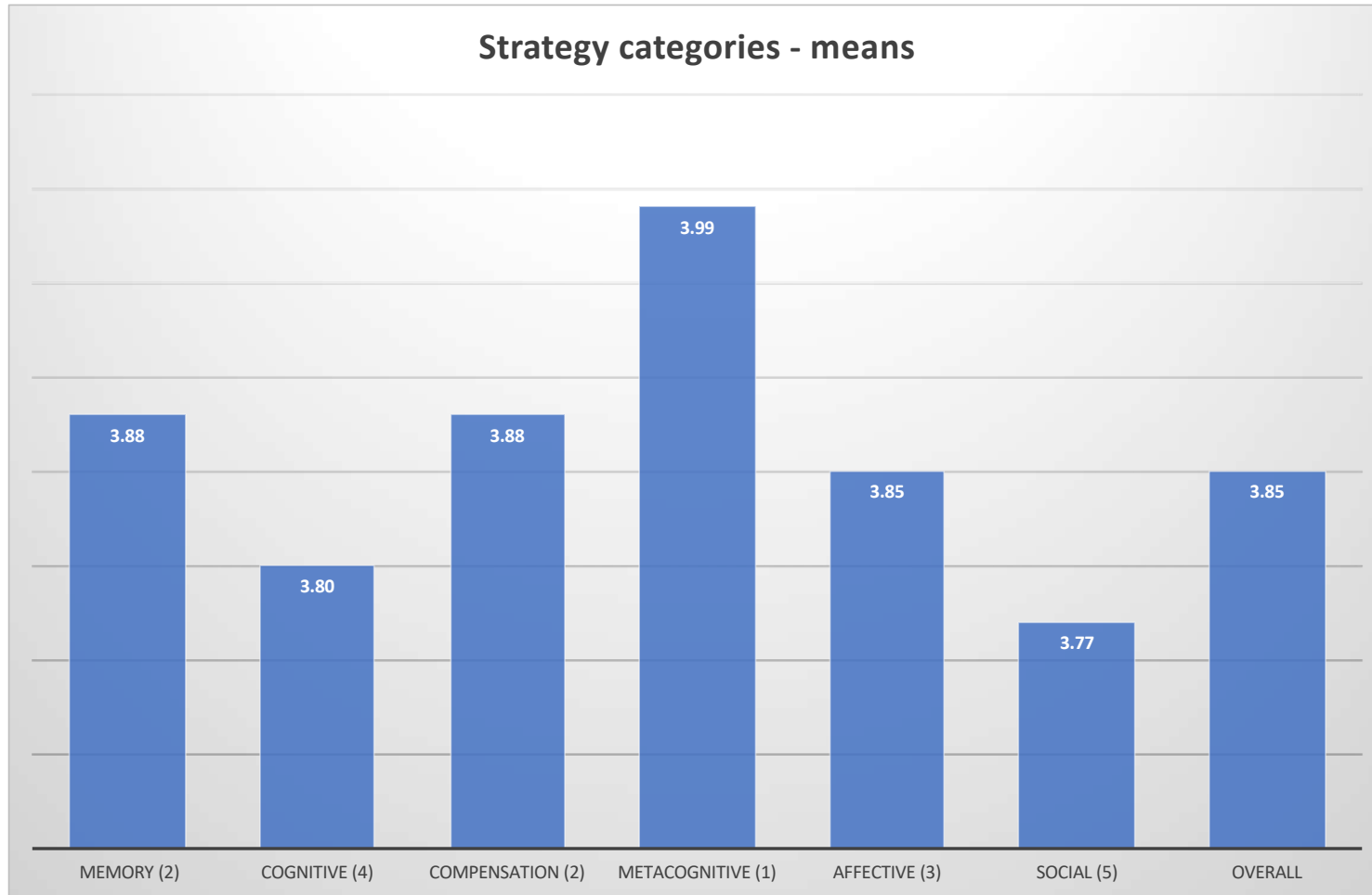
5. Results-Discussion

5.1 Questionnaire
5.1.1 descriptive statistics

- The whole sample of teachers (Greek L2 and Turkish L1) report a generally high use of LLSs, both overall and in all 6 categories.

- There are no statistically significant differences between the categories.

Strategy categories - means

MEMORY (2)	COGNITIVE (4)	COMPENSATION (2)	METACOGNITIVE (1)	AFFECTIVE (3)	SOCIAL (5)	OVERALL
3.88	3.80	3.88	3.99	3.85	3.77	3.85

The 10 most reportedly promoted strategies

Q13 I recommend that my students read books and magazines in Greek/Turkish in their free time. (mean=4.29 sd=0.852) cognitive

Q34 I encourage my students to speak Greek/Turkish disregarding the mistakes they may make. (mean=4.28 sd=0.893) metacognitive

Q6 I recommend that my students revise what they are learning in Greek/Turkish. (mean=4.25 sd=0.783) memory

Q28 I urge my student to observe their mistakes in order to improve. (mean=4.24 sd=0.800) metacognitive

Q27 I advise my students to take all the opportunities to practice their Greek/Turkish orally and in writing. (mean=4.23 sd=0.780) metacognitive

Q31 I help my students to read as much as possible in Greek/Turkish (stories, lyrics, webpages, video games instructions, etc.). (mean=4.23 sd=0.806) metacognitive

Q1 When I teach something new in Greek/Turkish, I link it to my students' previous knowledge. (mean=4.19 sd=0.720) memory

Q5 When I teach new words, I use gestures and facial expressions to enable understanding. (mean=4.18 sd=0.841) memory

Q29 I ask my students to pay attention when somebody is speaking Greek/Turkish. (mean=4.18 sd=0.878) metacognitive

Q39 I use humor to attract my students' attention (e.g. jokes, anecdotes). (mean=4.16 sd=0.842) affective

The 10 least reportedly promoted strategies

Q46 I advise my students to learn about Greek/Turkish culture. (mean=3.47 sd=1.037) social

Q15 I ask my students to initially read a Greek/Turkish text quickly and then in detail. (mean=3.47 sd=1.045) cognitive

Q3 I present new words in context (dialogue, story, song, etc.). (mean=3.44 sd=0.921) memory

Q38 I urge my students to talk about how they feel about learning Greek/Turkish with others. (mean=3.38 sd=1.015) affective

Q33 I ask my students to monitor their progress in Greek/Turkish (e.g. through oral or written comments, written tests, portfolio, etc.). (mean=3.30 sd=0.944) metacognitive

Q36 After a strategy application activity, I discuss with my students whether they consider the particular strategy useful or not. (mean=3.27 sd=0.935) metacognitive

Q42 I recommend that my students ask for corrections when they have the opportunity to speak Greek/Turkish with a native speaker. (mean=3.26 sd=1.107) social

Q20 I assign summary writing of the information they listen to or read about in Greek/Turkish to my students. (mean=3.12 sd=1.032) cognitive

Q4 I use rhyme when I teach new words. (mean=3.11 sd=1.081) memory

Q19 I generally don't ask my students to do a word-for-word translation. (mean=3.11 sd=1.202) cognitive

5.1.2 Effect of *gender*

- Female teachers report higher frequency of social strategy category promotion (mean=3.87, sd=.54) than males (mean=3.61, sd=.51).

- Women teachers appear to be better negotiators who encourage students to communicate with peers and more proficient users of Greek and Turkish and not to be afraid to ask clarification questions.

- They also seem to promote the cultivation of cooperation at expense of competition and to empathize with their students more frequently than their male colleagues.

One-way Analysis of Variance of Gender by LLS categories and overall

	Source	df	SS	MS	F	p
memory	Between Groups	1	0.10	0.10	0.46	.50
	Within Groups	93	20.07	0.22		
	Total	94	20.17			
cognitive	Between Groups	1	0.09	0.09	0.35	.56
	Within Groups	81	20.72	0.26		
	Total	82	20.81			
compensation	Between Groups	1	1.03	1.03	3.68	.06
	Within Groups	94	26.22	0.28		
	Total	95	27.25			
metacognitive	Between Groups	1	0.76	0.76	2.65	.11
	Within Groups	92	26.50	0.29		
	Total	93	27.27			
affective	Between Groups	1	0.13	0.13	0.38	.54
	Within Groups	93	31.42	0.34		
	Total	94	31.55			
social	Between Groups	1	1.46	1.46	5.11	.03
	Within Groups	87	24.86	0.29		
	Total	88	26.32			
overall	Between Groups	1	0.19	0.19	1.02	.32
	Within Groups	72	13.24	0.18		
	Total	73	13.43			

One-way Analysis of Variance of Gender by LLS categories and overall

	Source	df	SS	MS	F	p
memory	Between Groups	1	0.10	0.10	0.46	.50
	Within Groups	93	20.07	0.22		
	Total	94	20.17			
cognitive	Between Groups	1	0.09	0.09	0.35	.56
	Within Groups	81	20.72	0.26		
	Total	82	20.81			
compensation	Between Groups	1	1.03	1.03	3.68	.06
	Within Groups	94	26.22	0.28		
	Total	95	27.25			
metacognitive	Between Groups	1	0.76	0.76	2.65	.11
	Within Groups	92	26.50	0.29		
	Total	93	27.27			
affective	Between Groups	1	0.13	0.13	0.38	.54
	Within Groups	93	31.42	0.34		
	Total	94	31.55			
social	Between Groups	1	1.46	1.46	5.11	.03
	Within Groups	87	24.86	0.29		
	Total	88	26.32			
overall	Between Groups	1	0.19	0.19	1.02	.32
	Within Groups	72	13.24	0.18		
	Total	73	13.43			

5.1.3 Effect of *age*

- There is not an even distribution for the youngest group of teachers, but apart from that significant differences are found between the 31-40 age range teachers and those who are 41+, pointing towards a trend that older teachers report using more affective LLSs than their younger colleagues.

- The 41+ teachers seem to influence the emotional atmosphere of the classroom more effectively by advising their students how to control their anxiety when learning Greek/Turkish, by providing increased amount of naturalistic communication, by using humor to attract students attention, by employing songs, role play or craftwork to help their students relax, and by teaching students how to use those strategies themselves.

One-way Analysis of Variance of Age by LLS categories and overall

	Source	df	SS	MS	F	p
memory	Between Groups	3	0.68	0.23	1.09	.36
	Within Groups	90	18.68	0.21		
	Total	93	19.36			
cognitive	Between Groups	3	1.29	0.43	1.77	.16
	Within Groups	78	18.93	0.24		
	Total	81	20.22			
compensation	Between Groups	3	0.57	0.19	0.66	.58
	Within Groups	91	26.49	0.29		
	Total	94	27.06			
metacognitive	Between Groups	3	1.35	0.45	1.58	.20
	Within Groups	89	25.31	0.28		
	Total	92	26.66			
affective	Between Groups	3	2.78	0.93	2.88	.04
	Within Groups	90	28.93	0.32		
	Total	93	31.71			
social	Between Groups	3	1.62	0.54	1.92	.13
	Within Groups	84	23.65	0.28		
	Total	87	25.27			
overall	Between Groups	3	1.28	0.43	2.54	.06
	Within Groups	69	11.55	0.17		
	Total	72	12.83			

Age	N	Subset for alpha = 0.05
		1
24-30	2	3.3750
31-40	34	3.6691
41-50	38	3.9934
50+	20	4.0000

5.1.4 Effect of *teaching experience* in dual-immersion schools

- Again, there is an apparent tendency to self-rate affective strategy promotion higher according to the experience gained from teaching the particular learner population.

- Teachers who have accumulated the knowhow by teaching bi-/multi-lingual students in the particular learning/teaching context appear to be more sensitive to their students' emotional needs and raise motivation to learn Greek and Turkish respectively.

One-way Analysis of Variance of Teaching experience by LLS categories and overall

	Source	df	SS	MS	F	p
memory	Between Groups	2	0.13	0.06	0.29	.75
	Within Groups	93	20.05	0.22		
	Total	95	20.18			
cognitive	Between Groups	2	0.23	0.12	0,.5	.64
	Within Groups	81	20.65	0.26		
	Total	83	20.88			
compensation	Between Groups	2	0.05	0.03	0.09	.92
	Within Groups	94	27.96	0.30		
	Total	96	28.01			
metacognitive	Between Groups	2	0.30	0.15	0.52	.60
	Within Groups	92	27.08	0.29		
	Total	94	27.38			
affective	Between Groups	2	2.47	1.23	3.89	.02
	Within Groups	93	29.50	0.32		
	Total	95	31.97			
social	Between Groups	2	0.67	0.34	1.13	.33
	Within Groups	87	25.78	0.30		
	Total	89	26.45			
overall	Between Groups	2	0.31	0.16	0.84	.44
	Within Groups	72	13.25	0.18		
	Total	74	13.56			

Teaching experience	N	Subset for alpha = 0.05	
		1	2
5-10	14	3.4821	
11-15	31	3.8629	3.8629
15+	51		3.9559

5.1.5 Effect of *postgraduate studies*

- Teachers holders of MA report higher compensation strategy category promotion (mean=4.15, sd=.51) than those without (mean=3.82, sd=.52).

- They seem to be more flexible than their colleagues in accepting compensation and language production despite limitations in knowledge, especially in the areas of grammar and vocabulary.

- Intelligent guessing, dictionary use, extralinguistic clues, synonyms and paraphrase are encouraged by higher educated teachers, unlike their colleagues who may embrace more traditional approaches to teaching.

One-way Analysis of Variance of Postgraduate studies by LLS categories and overall

	Source	df	SS	MS	F	p
memory	Between Groups	2	0.64	0.32	1.52	.22
	Within Groups	93	19.54	0.21		
	Total	95	20.18			
cognitive	Between Groups	2	0.91	0.45	1.84	.17
	Within Groups	81	19.97	0.25		
	Total	83	20.88			
compensation	Between Groups	2	2.10	1.05	3.81	.03
	Within Groups	94	25.91	0.28		
	Total	96	28.01			
metacognitive	Between Groups	2	0.38	0.19	0.64	.53
	Within Groups	92	27.00	0.29		
	Total	94	27.38			
affective	Between Groups	2	0.54	0.27	0.80	.45
	Within Groups	93	31.43	0.34		
	Total	95	31.97			
social	Between Groups	2	0.26	0.13	0.44	.65
	Within Groups	87	26.19	0.30		
	Total	89	26.45			
overall	Between Groups	2	0.56	0.28	1.54	.22
	Within Groups	72	13.00	0.18		
	Total	74	13.56			

5.1.5 Effect of *language taught*

- No effect of language taught on strategy categories and overall strategy promotion, but there was a significant effect on individual items (in all instances it is the Greek language teachers who report higher frequency of strategy promotion).

- The different approaches seem to mirror the differences in the nature of L1 and L2 acquisition but also the separate programs of pre- and in-service training that Greek L2 and Turkish L1 teachers undergo.

Strategy promotion items
Q4 I use rhyme when I teach new words (memory) [F(1,95)=5,144, p=0.023]
Q6 I recommend that my students review what they are learning in Greek/Turkish (memory) [F(1,95)=2,300, p=0.031]
Q18 I encourage my students to find the meaning of a word by dividing it into parts which they can understand (cognitive) [F(1,95)=4,876, p=0.031]
Q20 I assign summary writing of new language material to my students (cognitive) [F(1,96)=8,395, p=0.005]
Q22 I recommend that mu students learn new words/expressions from signs, product packaging, advertisements, TV, the Internet, etc.(cognitive) [F(1,95)=7,459, p=0.008]
Q23 I encourage my students to guess the meaning of new words (compensation) [F(1,94)=15,938, p=0.000]
Q25 I encourage my students to look up the unknown words in a dictionary to help them understand a text (compensation) [F(1,94)=4,504, p=0.029]
Q34 I encourage my students to speak Greek/Turkish disregarding the mistakes they make (metacognitive) [F(1,94)=8,498, p=0.004]
Q38 I urge my students to talk about how they feel about learning Greek/Turkish with others (affective) [F(1,92)=8,819, p=0.004]
Q40 I use songs, role play and crafts work to help my students relax (affective) [F(1,94)=5,627, p=0.02]
Q41 If my students cannot understand something in Greek/Turkish, I encourage them to ask the other person to slow down or say it again (social) [F(1,93)=4,905, p=0.029]
Q43 I urge my students to practice their Greek/Turkish with their classmates (social) [F(1,94)=4,615, p=0.034]
Q44 I encourage my students to ask Greek/Turkish native speakers for help (social) [F(1,94)=10,354, p=0.002]

Strategy promotion items
Q4 I use rhyme when I teach new words (memory) [F(1,95)=5,144, p=0.023]
Q6 I recommend that my students review what they are learning in Greek/Turkish (memory) [F(1,95)=2,300, p=0.031]
Q18 I encourage my students to find the meaning of a word by dividing it into parts which they can understand (cognitive) [F(1,95)=4,876, p=0.031]
Q20 I assign summary writing of new language material to my students (cognitive) [F(1,96)=8,395, p=0.005]
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Q43I urge my students to practice their Greek/Turkish with their classmates (social) [F(1,94)=4,615, p=0.034]
Q44 I encourage my students to ask Greek/Turkish native speakers for help (social) [F(1,94)=10,354, p=0.002]

5.2 Observation results

Here is what the observation showed about the **10 most frequently reported** strategy promotion behaviors.

Q13 I recommend that my students read books and magazines in Greek/Turkish in their free time. (cognitive)
All the teachers make such recommendations but they don't generally read for pleasure themselves nor do they conduct creative reading activities. A small number of teachers inform their students about the school landing library. Children living in the particular rural areas generally have no access to print material other than textbooks.

Q34 I encourage my students to speak Greek/Turkish disregarding the mistakes they may make. (metacognitive)
Mistakes are generally considered as a hindrance and a problem and should be avoided. Errors are not viewed as a part of the learning process.

Q6 I recommend that my students revise what they are learning in Greek/Turkish. (memory)
The teachers' recommendations are daily but without specific strategy employment. Students are not given strategy options to facilitate revision (e.g. semantic maps, diagrams, highlighting, record keeping).

Q28 I urge my student to observe their mistakes in order to improve. (metacognitive)
It is just verbal. There is no systematic planned self-evaluation program.

Q27 I advise my students to take all the opportunities to practice their Greek/Turkish orally and in writing. (metacognitive)
It is just verbal. There is no strategic instruction.

Q31 I help my students to read as much as possible in Greek/Turkish (stories, lyrics, webpages, video games instructions, etc.). (metacognitive)
It is only in the form of advice without concrete strategies proposal or modeling.

Q1 When I teach something new in Greek/Turkish, I link it to my students' previous knowledge. (memory)
They rely almost exclusively on the previous knowledge without exploring further claiming that new knowledge is too complex for the particular students to grasp.

Q5 When I teach new words, I use gestures and facial expressions to enable understanding. (memory)
More than half of the teachers do that, mainly female teachers.

Q29 I ask my students to pay attention when somebody is speaking Greek/Turkish. (metacognitive)
It is just verbal. There is no strategic instruction.

Q39 I use humor to attract my students' attention (e.g. jokes, anecdotes).
This depends on each teacher's character. A vast majority of teachers seem disillusioned and dissatisfied.

Here is what the observation showed about the **10 least frequently reported** strategy promotion behaviors.

Q46 I advise my students to learn about Greek/Turkish culture. (social)
The teachers are reluctant to do this as they may be accused by the parents and the minority community of trying to change the students' cultural and religious identity.

Q15 I ask my students to initially read a Greek/Turkish text quickly and then in detail. (cognitive)
This is not done at all. The texts only serve as a way to learn the pronunciation of words.

Q3 I present new words in context (dialogue, story, song, etc.). (memory)
This is rarely done as there are too many unknown words and the teachers do not have a systematic approach to introducing new vocabulary.

Q38 I urge my students to talk about how they feel about learning Greek/Turkish with others. (affective)
The students do not have such opportunities as they live in communities where Greek is not spoken.

Q33 I ask my students to monitor their progress in Greek/Turkish (e.g. through oral or written comments, written tests, portfolio, etc.). (metacognitive)
Not done.

Q36 After a strategy application activity, I discuss with my students whether they consider the particular strategy useful or not. (metacognitive)
The teachers say that the students' very limited knowledge of Greek impedes a possibility of a discussion.

Q42 I recommend that my students, when they have the opportunity, speak Greek/Turkish with a native speaker to ask for corrections. (social)
The teachers believe that the students are not interested in learning Greek and would not engage in such an activity.

Q20 I assign summary writing of the information they listen to or read about in Greek/Turkish to my students. (cognitive)
The teachers are not aware of the advantages of summary writing.

Q4 I use rhyme when I teach new words. (memory)
Not done.

Q19 I generally don't ask my students to do a word-for-word translation. (cognitive)
They actually do it quite often. Only those who have some knowledge of the Turkish language or those who are willing to ask for help from their Turkish language colleagues.

5.3 Interview results

Q1. Social strategies
- ✓ Establishing classroom rules with the students
- ✓ Class discussion
- ✓ Clear and succinct instructions
- ✓ Safe and trusting atmosphere
- ✓ Rewards
- ✓ Differentiated instruction
- ✓ Different teaching methodologies
- ✓ Parental involvement
- ✓ The teacher determines the rules and conduct of behavior (4)

Q2. Memory strategies
- ✓ Mnemonics: lists, drawings, role play, revision, semantic maps, keywords, vocabulary book, context, word etymology, songs, games, multimodal texts, activation of prior knowledge, flashcards
- ✓ Multiple intelligences theory and different learning styles
- ✓ Traditional teacher-centered approach (2)

Q3. Applying LLSs to four language learning skills
- ✓ Greek L2 language teachers dedicate more time to listening and speaking than reading and writing while the opposite is the case with Turkish L1

Q4. Social and affective strategies

✓ General comments reflecting a lack of specific strategy promotion

✓ Group work

✓ Students take responsibility for various chores

✓ By varying activities

✓ Class discussion

✓ Games

Q5. Affective strategies (empathy)

✓ By remembering their own language learning experiences (1)

✓ Only general observations

Q6. Individual LLSs

✓ Revision, self-correction, summary writing, extensive reading, memory and cognitive are the most important (1), underlining

✓ 2 teachers knew the strategy categories and individual strategies

Q7. Autonomous learning (learning-to-learn)

✓ 3 teachers gave a satisfactory definition

6. Conclusions/Future research

✓ The observation showed that teachers' views, expressed through self-rating of their strategy promotion, do not generally reflect their classroom practices.

✓ The interview revealed teachers' limited knowledge of specific LLSs and a lack of LLSI expertise. The strategy teaching is sporadic and intuitive.

- Our results indicate that the teachers' perceptions and beliefs about LLS promotion mismatch their practices. However, their high reported promotion witnesses their awareness about the positive outcomes of LLS use in L1 and L2 learning and also their positive stance towards LLS use and promotion in classroom, although they may not know exactly how to achieve that educative goal in practice.

- This positive stance is the necessary condition for implementing in-service teacher training on LLS use in the classroom, since teachers will be more receptive to such training.

- Research shows that learners benefit more from explicit rather than implicit strategy instruction and therefore there is need to systematically instruct both L1 and L2 teachers in LLSI (see Cohen & Weaver 2005; Psaltou-Joycey 2015; Chamot 2017).

❖ Priorities shape educational curricula and call for appropriate teaching methodologies promoting self-regulation and ownership of the learning process by the learner (Cheng 2011; Staron et al. 2006).

❖ Learner-centered methodologies are required to enhance metacognition, self-regulation and autonomy, particularly when it comes to bi-/multilingual learners who are developing at least two languages at the same time.

Such a methodology is direct LLSI - learners are coached in ways that will make learning more efficient and pleasurable, building an awareness of what works for them and in what contexts, enabling them to become autonomous, lifelong learners (Cohen 2014; Gu 2007; Nguyen & Gu 2013; Wolters 2010).

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Thank you!