Language Learning Strategies
The Influence of Research on the English Syllabus in the Swedish Curriculum for Compulsory School Year 7-9

Author: Julius Tordsson
Supervisor: Chris Allen
Examiner: Ibolya Maricic
Semester: Spring 2018
Subject: English IV
Level: Undergraduate
Course Code: 2ENÄ2E
Abstract

This essay has studied the extent to which research on language learning strategies has influenced four Swedish syllabi for the English subject in compulsory school year 7-9. The study has made use of hermeneutics to both categorize and interpret the various mentions of language learning strategies that can be seen throughout the various syllabi. All in all, it can be concluded that research, especially Swedish research, has come to increasingly influence the syllabi over time, which can be seen through both the increased number of mentions of language learning strategies and through the more clearly defined terminology used when mentioning the strategies in LGR 11 (2011). This development may be seen as showcasing a shift in focus from teaching methods regulated by the teacher to learning strategies applied by students and their significance for the degree of success and level of achievement reached in the target language.

However, for the teachers and students reading the syllabus, it is still not overtly mentioned what the strategies are, and in order to find out, they have to find the description of language learning strategies on their own. It can, therefore, be beneficial to include workshops and seminars on the topic to ensure that all English teachers understand what kind of strategies they should be looking for in their students. This would strengthen the verification of the grades given to the students and the overall professionalism of the teachers. How exactly these seminars and workshops should be constructed and incorporated in schools and universities, however, is not within the scope of this essay, but can be determined in future studies on the subject.

Keywords: Language Learning, Language Acquisition, Language Learning Strategies
Table of Contents

1 Introduction .................................................................................................................. 1
   1.1 Aim of the Study ...................................................................................................... 2

2 Theoretical Background ................................................................................................ 3
   2.1 International Research .......................................................................................... 3
       2.1.1 Research on the Characteristics of the ‘Good Language Learner’ ........... 3
       2.1.2 Rebecca Oxford’s research ......................................................................... 5
       2.1.3 Learning Strategies in Second Language Acquisition .............................. 5
   2.2 Swedish Perspectives on Strategies Research ...................................................... 8
       2.2.1 The STRIMS Project .................................................................................. 8
       2.2.2 Commentary for LGR 11 .......................................................................... 10
   2.3 Learner Autonomy ............................................................................................... 10
   2.4 Summary of Literature Review ............................................................................ 11

3 Method and Material ..................................................................................................... 12
   3.1 Material .................................................................................................................. 12
       3.1.1 Syllabi Structure ......................................................................................... 12
   3.2 Method ................................................................................................................... 14
       3.2.1 Hermeneutics ............................................................................................ 15
   3.3 Problems and limitations ..................................................................................... 15

4 Results ............................................................................................................................ 18
   4.1 Metacognitive Strategies ....................................................................................... 18
   4.2 Cognitive Strategies .............................................................................................. 20
   4.3 Socio-Affective Strategies .................................................................................... 22
   4.4 Strategies in Specific Language Skills ................................................................... 23
   4.5 Summarizing Overview of the Study ................................................................... 24

5 Discussion and Conclusion ............................................................................................ 26
   5.1 Discussion ............................................................................................................. 26
   5.2 Conclusion .............................................................................................................. 29

References .......................................................................................................................... 1
   Primary Sources ........................................................................................................... 1
   Secondary Sources ...................................................................................................... 1
1 Introduction

During the 20th and 21st century, learning a second language (L2) has become common in the world. However, the main target language has changed continuously during this time. For instance, in Sweden, preceding World War Two, the most common languages to learn as a second language were Latin, French and German. In the post-World War Two era, however, English has come to be the preferred choice of second language throughout the Western world.

Through the ever-increasing need for learning new languages, research emerged to determine the best possible methods or strategies to learn those languages, which in this essay are identified as ‘the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information’ (O’Malley & Chamot 1990, p. 1). However, although studies had been conducted for a long time, it was not until the second half of the 20th century that research was commenced on how a connection could be drawn between the successful language learners and their characteristics. One of the pioneers on this topic was Rubin (1975), who with her article shed light upon the subject. In the article, it was stated that ‘if we knew more about what the “successful learners” did, we might be able to teach these strategies to poorer learners to enhance their success record’ (Rubin ibid., p. 42). This paper was one of the main works that created a surge in the amount of research carried out on the topic of strategies in the language classroom, which has supposedly influenced the extent to which learners today use strategies in school and in their everyday life to acquire a second language.

This paper will describe the major international and Swedish studies made after Rubin’s (1975) article and explore to what extent the Swedish National Curriculum for the Compulsory School and the syllabus for English have been influenced by these research developments since the late 1960s. The study will draw on an interpretative examination of published curriculum and syllabus documents from which conclusions will be put forward regarding how research on second language learning strategies has affected Swedish language teaching in the direction of greater learner autonomy.

Ultimately, the goal of research conducted in a specific area is to be relevant, and for it to be relevant the theories need to be put into practice (especially when it concerns a practical area such as language learning). Furthermore, it could be beneficial to
incorporate focus on what the strategies are and how they can be spotted both during the teacher trainee program and for teachers already working in schools. Therefore, it is up to the authors of the syllabus to use the theoretical research made within a field to facilitate the transition between the theory in articles and books into everyday practice in foreign language learning lessons all over the world every day. This essay’s ambition is, therefore, to serve as a foundation to discuss how the facilitating transition from research being published to being put into practice has been handled by the authors of the syllabus. By determining whether or not the syllabus has been increasingly influenced by language learning strategy research, a discussion can be held regarding what improvements have been made over time, but also what could still be improved in the syllabus in relation to research, to further support the transition between theory and practice.

1.1 Aim of the Study

The aim of the study is to examine how the concept of language learning strategy and its foundation in research has influenced the development of the syllabus for English in four different national Swedish curricula over the course of approximately 40 years (1969-2011).

These concerns are manifested in the following research questions:

- How has research on second language acquisition strategies influenced, if at all, the Swedish syllabus for English?
- How has the conceptualisation of strategies changed over the course of four different syllabi?

These questions will be answered with the use of an interpretative investigation where a categorisation will be used to spot the areas that have been most influenced. The preliminary assumption of this essay is that the concept of strategy used in the syllabi has increased continually with each successive syllabus, reflecting the development and expansion of research that has been conducted on the subject.
2 Theoretical Background

This section will contain a review of previous research that has been carried out on the topic, where both international and Swedish studies will be presented. Initially, international research on the identification of the 'good language learner' and the characteristics of successful language learners will be presented, leading to a review of language learning strategies from the 1990s onwards. The chapter will then contain a review of Swedish research in the area and lastly discuss learner autonomy.

2.1 International Research

International research on language learning strategies are covered in this section, consisting of a review of some important contributions that have been made within the field. Initially, Rubin’s (1975) pioneering article regarding successful language learners is mentioned. Then, there is a discussion on Oxford’s (1990) and Chamot & O’Malley’s (1990) works about language learning strategies. Rubin’s article (1975) will be covered to provide some background, along with Oxford to broaden the discussion of the field of research. Finally, O’Malley & Chamot (1990) is included due to the continuous referencing to them in Börjesson’s (2012) article, which serves as commentary support for LGR 11 (2011).

2.1.1 Research on the Characteristics of the ‘Good Language Learner’

Rubin (1975) published one of the first pioneering works in the field of learning strategies in second language acquisition. In this study, Rubin observed herself, other successful language learners, students in classrooms in California and Hawaii, and interviewed language teachers to identify exactly what successful L2 learners do that makes them succeed. She prefaces the study with an observation that many teachers are so focused on methods and obtaining the correct answer that they tend to lose focus on the learning process. Furthermore, she claims that ‘if they attended to it [the learning process] more, they might be able to tailor their input to their students’ needs and might be able to provide the student with techniques that would enable him to learn on his own’ (Rubin ibid., p. 45). Thus, she provides a clear standpoint that focus should be shifted in school from teaching methods to learner strategies.
In her research article, Rubin (1975) describes the seven identified strategies. Firstly, the good language learner is not afraid to guess continuously and is often accurate in her guesses. She uses the clues that she has been provided thus far and draws on them to identify the forthcoming possibilities of correctly expressing herself. The clues provided may vary, but usually they consist of the pre-existing knowledge of the rules of speaking, probability, grammar and knowledge of vocabulary, non-verbal clues, and the relationship between the student and the setting, mood, and the recipient. Secondly, she has an eagerness to communicate and to try out what she has learned whenever given the opportunity. Even when not knowing the particular words she is not afraid to use circumlocution or non-verbal communication to get her message across. For the learner, the most important objective is to get the message across, but it also provides practice, which is vital when learning a new language. Thirdly, she is not afraid of making mistakes. Even if it could make her look foolish it is a risk she takes to get her point across, which can be seen as intertwined with the willingness to make guesses, since the learner puts herself at risk of making mistakes when guessing. Fourthly, the good language learner continuously tries to see patterns in the language that will help her to further increase her language proficiency (Rubin 1975, p. 45ff).

Furthermore, she is able to identify and disregard irrelevant clues as to what to say, enabling her to more quickly come to a conclusion regarding how and what to express. Tied with this comes the strategy of practice. In order to successfully identify the relevant clues, learn the correct grammatical form and expand the vocabulary, one has to implement them into their language usage and make sure to practice them continuously so that long-lasting language proficiency can be achieved. Furthermore, it correlates with other strategies, such as being willing to make accurate guesses, the eagerness to communicate, and not being afraid of making mistakes, in that the learner needs to practise these strategies repeatedly to improve. The sixth strategy is that the good language learner constantly evaluates and monitors her own speech and that of others, thus actively participating in the learning process. Through this process, she learns from her mistakes often and can correct them herself more accurately and in realtime. Finally, the good language learner pays attention to meaning. She knows that, for instance, the context, relationship of the speakers, and the mood between the speakers all contain important variables which need to be addressed to adequately express herself (Rubin 1975, p. 47f).
2.1.2 Rebecca Oxford’s research

Oxford (1990) covers various parts of language learning. Primarily, she distinguishes between direct and indirect strategies for learning languages. Direct strategies are defined as those employed within the target language. The direct strategies group contains three sub-groups: memory, which involves using strategies to remember what is to be learnt; cognitive strategies, which involves the learner and his/her conscious attempts at learning the language, such as practising, analysing and reasoning, and creating structure in the learning by taking notes, summarizing or highlighting; and compensation strategies, which include strategies to work around a linguistic obstacle, for instance by using synonyms and guessing. Indirect strategies are defined as strategies that aid the general language learning. The three sub-groups that constitute the indirect strategies are: metacognitive, which includes the student’s knowledge about her language learning, with strategies such as planning, arranging, and evaluating; affective strategies, which help to adjust motivations, attitude and emotions; and social strategies, which involves interaction with other people (1990).

2.1.3 Learning Strategies in Second Language Acquisition

Upon the foundation that Rubin (1975) laid with her research, the field of language learning strategies and how they can be taught was broadened and developed. O’Malley & Chamot’s (1990) research is one of the more comprehensive ones, where they present a series of studies with the aim to identify strategies and in what tasks the learning strategies are used.

The first study, called ‘learning strategies used by beginning and intermediate ESL student’ (1990), attempts to, similarly to what Rubin did 15 years earlier, define and specify through interviews what strategies students with English as a second language (ESL) use to succeed in the acquisition of the L2. More specifically, the objectives of the study were:

‘(1) to identify the range of learning strategies used by high school students on language learning tasks that are typical in English as a second language classrooms;
(2) to determine if the strategies could be defined and organized within existing strategy classification frameworks; and
(3) to determine if the strategies varied depending on the task or the level of English proficiency of the student’

O’Malley & Chamot (1990, p. 115)

Furthermore, the researchers chose not to include any pre-existing research on strategies, for the purpose of broadening the perspective from the interview students themselves (O’Malley & Chamot, 1990). In the results, O’Malley and Chamot have divided the strategies which they describe into three categories: Metacognitive Strategies, Cognitive Strategies, and Social Mediation. O’Malley, Chamot, Stewner-Manzanares, Küpper and Russo (1985) defined these categories in a previous study made on second language learning. Metacognitive strategies typically include reflections on the planning of the learning, reflections on the learning process, monitoring of comprehension or production during a learning session, and self-monitoring evaluation post-learning session. Cognitive strategies are aimed to plan how to solve linguistic challenges and learn new parts of the language, including translation into the L1, negotiation of meaning, or memory exercises. The last category, the social-mediating strategies, contains methods that are used in cooperative learning, for example asking for repetition, clarification or translation, and discussing language with other students or teachers.

Under Metacognitive strategies, there were seven identified sub-strategies. Initially, the students gain an understanding of what is about to be learned by quickly looking through the instructional papers and organizing themselves. Furthermore, they are directed towards keeping focus on the learning material, and disregard distractions. The students also plan and rehearse the language to complete the task at hand and self-manage and know what is expected of them when learning. Additionally, they have selective attention, meaning that they focus on specific aspects of the task, which is connected with planning and organizing the learning process. Finally, the students are self-monitoring and self-evaluating their speech continuously. These strategies accounted for 85 percent of the total strategies. The predominant ones were selective attention, advance preparation and self-management, accounting for a combined 63.3 percent of the strategies used (O’Malley & Chamot, 1990).
Under *Cognitive* strategies a total of 14 sub-strategies are listed. Some of the more common ones were translation, transfer from earlier linguistic knowledge, note taking, repetition and summarizing. Some other strategies were auditory representation, where the students plan in the back of their heads the sound of a word, phrase or sentence; using imagery to understand new information and classifying words or concepts by grouping them. The keyword method was also found, where the students remember a new word by identifying a similar word in their own L1. Out of these strategies, the most used ones were repetition (19.6 percent of all *cognitive* strategies), and notetaking (18.8 percent) (O’Malley & Chamot, 1990). The last category, *Social Mediation*, contained two strategies: question for clarification and cooperation (Ibid).

The second study, ‘learning strategies used by foreign language students’ (1990), was conducted on foreign language students, who differ from ESL students in that they, in this study, are native English-speaking students who were learning a foreign language. The study identified two strategies under *Metacognitive Strategies*, five strategies under *Cognitive Strategies*, and one under *Social/affective strategies* (similar to *social mediation*). Some of the strategies included were organizational planning, delayed production, meaning that the students postpone their speaking to initially learn through listening comprehension, translation, rehearsal, substitution, and self-talk, where the students talk to themselves to reduce their anxiety level and to increase their confidence in completing the task at hand. The study also showed that more proficient Spanish and Russian students made use of a higher number of strategies than those at beginner levels (O’Malley & Chamot, 1990).

The third study, ‘listening comprehension strategies used by ESL students’ (1990), discussed the listening comprehension strategies used by ESL students. The students were asked to think aloud so that the researchers could take notes on what strategies they were using directly. This approach is preferred to retrospectively accounting for the strategies used, since the short-term memory tends to be forgotten when talking about strategies used in the past (O’Malley & Chamot, 1990). The results showed that there was a significant difference between students who were effective in their comprehension strategies and those who were not. Primarily, the students with good listening comprehension were more aware of their own strategies and more self-
reflective. For instance, when a word or a phrase they did not understand appeared they consciously averted their attention from the unknown phrase and tried to continue focusing on the content, whilst students with poor language strategies contemplated the word and unknowingly lost focus on the task and its content. Moreover, effective learners also listened to more extended parts of the material before trying to answer any questions instead of focusing on individual words, which was the approach of more ineffective learners. They could also, based on the context, gain an understanding of unknown words, which the ineffective learners struggled to achieve (O’Malley & Chamot, 1990).

2.2 Swedish Perspectives on Strategies Research

This section consists of two parts: Malmberg’s (2000) project and Börjesson’s (2012) review of language learning strategies for The Swedish National Agency for Education. These two were chosen since Börjesson’s (2012) article is written as a commentary support to the current syllabus. In the article, she references to Malmberg’s (2000) project in her background section as the first major project carried out by Swedish researchers on the topic of language learning strategies (Börjesson 2012, p. 2). Therefore, Malmberg’s (2000) book is presented in this section alongside Börjesson’s (2012) paper.

2.2.1 The STRIMS Project

During the 1990s a Swedish project called STRIMS (Strategier vid inlärning av moderna språk - Strategies when Learning a New Language) was conducted with the aim to identify the various strategies that students employed when learning a new language. The research was carried out on students learning either English, Spanish, German or French, and turned into a book called ‘I huvudet på en elev’ (Malmberg et al. 2000) (In the Head of a Student), where the results were presented. They have divided the results into the four major language skills: listening, speaking, reading and writing. The reason for this is not specified, as Malmberg et al. (2000, p. 8) claims that there were few research models to fall back on in the planning of the project. Thus, they decided themselves to create a system that would allow them to present comparable results (Malmberg et al. 2000, p. 10).
In listening, a number of strategies have been identified. Firstly, the students actively look for words that they recognize. Secondly, general knowledge of the world is used to create meaning to the material that is being listened to. This is said to improve the overall comprehension. Thirdly, they draw conclusions based on the context of the material. Fourthly, if there is an image related to the material being listened to, connections are drawn between those to facilitate comprehension. Moreover, it is important to not stop and try to translate unknown words, making educated guesses, and to repeatedly listen to the material to gain a successive comprehension increase (Malmberg et al. 2000, p. 114).

Research in speaking revealed strategies such as paraphrasing, communication strategies like asking for help, non-verbal communication, etc. Moreover, strategies such as avoidance, which means that the students tend to avoid the problematic parts of the language, and transfer from their native language, are used in situations when the students encounter parts of the language that they have yet to master. It is also claimed that students tend to be too focused on speaking with a high degree of attention to accuracy and conformity to linguistic form standards, which can lead to communicative problems when trying to get a message across (Malmberg et al. 2000, p. 235).

Research that discussed reading comprehension presented the view that the students’ pre-existing knowledge of the world is essential when attempting to comprehend a written text. Furthermore, the students use processes like bottom-up, which means that individual words are deciphered and pieced together to gain an understanding of the text, and top-down, which reflects the usage of pre-existing knowledge of their mother tongue or other languages to comprehend the written text (Malmberg et al. 2000, p. 173ff).

In writing, the authors found that more open-ended tasks were preferred to translation tasks, since it provides a freer opportunity to make the text comprehensible, more chance of variation, and more ability to collaborate and getting tips from other students in the class (Malmberg et al. 2000, p. 205f).
2.2.2 Commentary for LGR 11

Börjesson (2012) provided a review of existing literature for the *Swedish National Agency for Education* as support for the use of the term *strategy* in the syllabus documents for English, LGR / LGY 11. To structure her discussion, she has made use of three categories: metacognitive strategies, cognitive strategies, and socio-affective strategies. These categories are similar to the categories Chamot & O’Malley (1990) use, which is intended by Börjesson (2012, p. 3), as Chamot & O’Malley are referenced when the categories are presented. The review of the strategies describes mostly what has already been addressed in section 2.1.2.

2.3 Learner Autonomy

Perhaps one of the main breakthroughs during the 1980s was the concept of learner autonomy and empowerment. The main point that is highlighted is the need for students to acquire self-confidence to learn and use what they have learned on their own. For this to be achieved schools should serve as support to empower the students to become independent learners. Thus, schools should be holders of knowledge on how to learn rather than holder of knowledge that students should learn (Lundahl 2012, p. 118). The concept of learner autonomy is related to the use of metacognitive, cognitive and affective strategies (Camilleri in Holec & Huttunen 1997, p. 94).

Between 1989 and 1996, the Council of Europe launched a project called ‘*Language Learning for European Citizenship*’, where a number educational sectors and themes were identified for prioritized treatment. From these studies emerged a series of compendia which each covered one or more of the identified sectors. Henri Holec and Irma Huttunen (1997) compiled the gathered research around learner autonomy in a series of papers. Their overall evaluation of the number of projects was that the development of learner autonomy in classrooms was very positive. It is, however, reported by Serrano-Sampredo (in Holec & Huttunen 1997) that the teachers in her reports request more theoretical background before being fully confident regarding how to use self-directed learning and strategies in the classroom: ‘Their need for more theoretical background was partially satisfied through the reading and discussion of papers on topics they found relevant (awareness development, the concept of autonomy, learning strategies, …), and through the analysis and discussion of the principles on
which their, and the other teachers’, practice was based’ (Serrano-Sampedro in Holec & Huttunen 1997, p. 221).

2.4 Summary of Literature Review

This chapter has attempted to provide a theoretical background to previous research that has been carried out on the topic, where both international and Swedish research has been taken into consideration. The concept of learner autonomy has also been covered, as it relates to the concept of metacognitive, cognitive and affective strategies (Camilleri in Holec & Huttunen 1997, p. 94). This section will provide a foundation for this study, as the concepts defined by the various researchers will be used to categorize and analyze the potential findings in the four syllabi. The main concepts that will be used are the categories Börjesson (2012) uses in her research, namely metacognitive strategies, cognitive strategies, and socio-affective strategies. The reason for this is because of the goal of Börjesson’s article, which is to support LGR/LGY 11’s use of the term strategy. If these categories have been made use of to describe the syllabus, it then makes sense to use them as a framework for the study. Furthermore, the categories are referenced to O’Malley & Chamot (1990) in Börjesson’s article (2012, p. 3), which further asserts the categories as providing a strong framework for this research. The study will also make use of the four language skills to categorize the various types of strategies, in line with how Malmberg et al. (2000) categorized their findings in their STRIMS research. Oxford’s (1990) categories of strategies, direct and indirect strategies, will be considered in the discussion section but not used in the results section. This is because Börjesson (2012) has not made use of Oxford’s categories in her article. However, it could still be interesting to determine whether some findings in the study can be applied to Oxford’s research as well, which is the reason for having included her research in this essay.
3 Method and Material

The aim of this part of the essay is to discuss the study’s method and material. Initially, information on how the material has been chosen and found will be provided. Then, there will be a part about hermeneutics, which is the method that has been used in the study, and how this essay’s results section is structured around it. To conclude, a discussion on the expected effects and result of the method will be held.

3.1 Material

The reason why four different syllabi revisions have been included is because it can be of importance to identify and analyse the changes that might have occurred. Because the pioneering work of Rubin (1975) was made in the 1970s, it could therefore be relevant to study the changes in syllabi from before, during and after this period of research. Thus, the syllabus from 1969 was chosen to be the starting syllabus for the study. The syllabus from 1962 could have been included, but because of the small amount of research made between 1962 and 1969 there was little reason to include the 1962 syllabus. It then made sense to study the various syllabi up until the current one, to receive as much information as possible to reach a conclusion on what the changes have been over time. The syllabi were found at the Linnaeus University Library in Kalmar. Because of the material being in Swedish and this essay being in English, the content has been translated by the author. For the research to be as transparent as possible, the original quotes in Swedish will be shown and referenced to when quotes from the syllabi are presented in English.

3.1.1 Syllabi Structure

The four syllabi that have been included in this study share some similar structures. Firstly, they all include what content the subject should consist of. Secondly, they discuss why the subject is included in the curriculum and what the aim with the subject is. Finally, they present what goals the students should have reached when finishing year 9, usually in the form of specific knowledge requirements or grading criteria. Size-wise the English section in the four syllabi consist of approximately: 2600 words in

The syllabus for English in LGR 69 (1969) contains three main parts: aims, core content, and guidelines and comments for the teacher. The part labelled Aims contains a discussion on the general aims for the students to reach in the subject. The students are to develop good pronunciation, become able to express themselves correctly in everyday situations in speech and writing, and to be able to comprehend basic reading and listening. The core content of English at lower secondary school contains general guidelines on what should be included when teaching the subject. The third part, called Guidelines and Comments, is divided into eight parts where guidelines on how teachers should teach the subject content are presented. The eight parts are: general thoughts, listening and speaking exercises, pronunciation, grammar, reading, writing exercise, English in lower school, and education in general course. Furthermore, the various topics contain information on teaching methods and guidelines that the teacher should make use of, so that the students reach a satisfactory level in the subject.

The syllabus for English in LGR 80 (1980) contains two parts: aims and core content. Similarly to LGR 69, the aims are set out to be guidelines for what the students should have learned by the end of year 9. The core content is also more structured around summarizing bullet points on what teaching methods the teacher should use.

The syllabus for English in LPO 94 (1996) is divided into four parts: curriculum, aims, content and character of the subject, and grades and assessment. Firstly, in the curriculum section, the authors of the document argue why English is included as a subject, and why it is important. Secondly, Aims contains various goals that the students should achieve when studying the subject. Thirdly, the section entitled The subject’s construction and content describes what should be included in the subject, where the two main topics are “Communicative proficiency”, meaning the subject’s focus on developing the students’ communication in English, and “Intercultural knowledge”, meaning the subject’s focus on factual information about English-speaking countries. Furthermore, particular details on what the students should achieve when finishing ninth grade are included in this part. Finally, the concluding segment of the syllabus is called Grades and assessments, and contains specific criteria for achieving a certain grade.
The newest syllabus for English was published in 2011 and contains three parts: purpose, core content, and knowledge requirements\(^1\) (LGR 11, 2011). The structure is similar to that of LPO 94, with *Purpose* being similar to LPO 94’s *Aims*, *Core content*, which is broadly similar to *The subject’s construction and distinction*, and *Knowledge requirements* being set to fill the same purpose as *Grades and assessments*.

3.2 Method

The first question in this essay “How has research on second language acquisition strategies influenced the Swedish syllabus for English?” will be answered through the use of interpreting the text’s content, where the instances when either the word *strategy*, or a phrase that through other words highlights the use of strategies, is categorized. An example of a phrase that conveys a similar meaning to “using *strategies* to support communication when their proficiency is not high enough”, but does not include the word *strategy*, is “*finding other ways* to make themselves understood when lacking adequate proficiency”. The aim of this is to highlight which parts of the English syllabus have been most influenced. The first categorization will consist of determining whether the strategies are *meta-cognitive, cognitive*, or *socio-affective*, which are the categories that Börjesson (2012) uses in her paper. Börjesson’s (2012) categorization of strategies is the same as that of O’Malley & Chamot’s (1990), which ensures that the categorization is relevant in both International and Swedish research. This, ultimately, facilitates the applicability of this essay’s results for both national and international purposes. The second categorization will then highlight whether the strategies found fit into one or multiple parts of specific language skills, e.g. listening, reading, speaking or writing, which mirrors Malmberg et al’s categories (2000). A discussion will then be held based on these results to analyse the possible evolving conceptualisation between the four different syllabi and the impact it might have on the education, which is hoped to answer the second research question, “How has the conceptualisation of strategies changed over the course of four different syllabi?”.

\(^1\) Similar requirements that are mentioned in both ”Pass” and “Pass with distinction” are counted as one occurrence. In the results section which concerns LGR 11, the words in bold are the only ones replaced in the requirements for grade C and A. Therefore, only the requirements for E have been used in this study.
3.2.1 Hermeneutics

Hermeneutics is the study of meaning and interpretation (Schmidt 2006, p. 1). This method has been used in this study to discern the extent to which the Swedish curriculum has mentioned learning strategies and if any conclusions can be drawn from the results. It is therefore the author's understanding and interpretation of a text and individual words that is the main factor of the study.

This essay will use the ‘hermeneutics of general interpretation’ and can be described as the school where the meaning of the text is constructed by the researcher (Fejes & Thornberg, 2015, p. 73f). When a researcher uses the hermeneutics of general interpretation as method, s/he makes use of the hermeneutic circle, which symbolizes the process of interpreting and understanding the text. When first looking at the text, the reader’s pre-existing understanding of the topic and, essentially, the reader’s understanding of everything, affects his/her understanding of the text. To understand parts of a text, one needs to understand the whole of the text first, and to understand the whole, one needs to understand the individual parts of the text. However, since it is not possible to break this interdependence, the circle is merely a theoretical phenomenon (Schmidt, 2006). However, it can be argued that the hermeneutic circle represents the reader’s heightened understanding of the text with the help of context, where the reader’s understanding of the text gradually increases as more and more is interpreted in relation to the pre-existing knowledge of the text’s background. In this essay, the author’s understanding of the research conducted in the area will fill the hermeneutic circle’s need for understanding the text in the context of a research background which the syllabi are based on, while the knowledge of the language and how to interpret what is being written will support the understanding of the whole. This way, the researcher’s understanding of the syllabus content becomes heightened, which will hopefully lead to the research questions being adequately answered.

3.3 Problems and limitations

As mentioned earlier, when conducting a study with hermeneutics as a method, it is the author’s own interpretation of the text that is central. Therefore, this essay’s material is both dependent on the author's pre-existing understanding of the meaning of individual words and his pre-existing understanding of the Swedish language, the English
language, and the research that has been carried out on language learning strategies. In order to adequately count the number of instances where research can be seen in the syllabi and to put them into categories, it was necessary to have knowledge of the theoretical framework relating learning strategies to wider currents of change in language teaching pedagogy and applied linguistics. Thus, this essay is heavily dependent on the theoretical framework as an interpretative basis.

Due to the interpretative nature of hermeneutics as a method, there are apparent flaws if the author does not strive for validity and reliability, as the end result might turn out to be skewed or even incorrect if the interpretation is not properly done. However, this does not mean that hermeneutics as a study method is unusable, as there are instances where the method is beneficial. An example of this in this particular research is when one mention of learning strategies can, and should, be included in multiple categories. For instance, when the syllabus states that students should ‘choose and make use of mainly functioning strategies which on a basic level overcome linguistic challenges and facilitate the overall interaction’ (LGR 11, 2011, p. 35f), it is not clearly defined whether the interaction is confined to speaking, writing, reading or listening. Therefore, this particular mention of strategies counts as one mention of learner strategy in all four categories. As previously mentioned, this is the author's interpretation of the phrase, which is connected to the method of hermeneutics. It can be argued that someone else who employs the same study might have a different opinion on how individual instances of words connected to strategies should be categorized.

An alternative analytical method could have been to scan the syllabi into a corpus, where specific words would be signalling under what category a specific instance of strategy should be put into. This could have asserted a more accurate quantitative research by searching for the word strategy as a lexical item, leading to the results being less subjected to interpretation. However, it would also have posed problems. Since the concept of strategy can be worded in many different ways, it would have been difficult to reach a conclusion regarding which words to search for in the corpus, which would then have led to the method being more subject to interpretation regardless. Furthermore, the attempt to categorize the findings into sub-categories (metacognitive, cognitive and socio-affective strategies) and the four areas of language skills (speaking, listening, reading and writing) would have had to be excluded, as the phrases do not
often contain specific words that are clearly confined to a certain category. Therefore, the categorization cannot be done without interpreting the phrases on the basis of context and relationship to the area of language pedagogy. Based on these arguments and due to the specific research questions, which cannot be answered without the researcher’s own interpretation of the phrases, it can be concluded that hermeneutics is a good, if not necessary, method of study in this particular essay.
4 Results

This section will highlight instances where metacognitive, cognitive, and socio-affective strategies are seen in the syllabi. These instances will then be put into a diagram with the various categories that Börjesson (2012) uses.

4.1 Metacognitive Strategies

*Metacognitive* strategies concern the student’s learning. These typically include reflections on the planning of the learning, reflections on the learning process, monitoring of comprehension or production during a learning session, and self-monitoring evaluation post-learning session. In LGR 69 (1969), there are no mentions of metacognitive strategies. One mention is found in LGR 80, in which a core content of the subject is *using language aids* [1]. This correlates with the conscious reflection on the language learning process. In LPO 94, there are five instances where metacognitive strategies are implied. Under “Aims”, it is stated that students should ‘learn to analyse, process, and improve their language to increase their variation and proficiency’ [2], and “become used to taking responsibility for their own learning” [3]. Both of these aims suggest that the students should reflect on their language learning process. Thus, the aims should be categorised as metacognitive strategies. In ‘The subject’s construction and content’, the syllabus mentions that ‘the students improve their language proficiency by reading and listening to that which interests them and through expressing their own thoughts in speech or text’ [4], which hints that it is the language learning process is the student’s own conscious responsibility, by reading and listening to what interests them to improve their language. Under “Grades and Assessments”, two criteria under “Pass”² and “Pass with distinction”³ bear resemblance to metacognitive strategies: ‘Being being aware of how language learning functions. Additionally, showing responsibility and autonomy when planning, executing, and evaluating their own learning process’ [5], and ‘Being accustomed to using dictionaries and grammar to aid their learning’ [6].

² Author’s translation of “Godkänt”
³ Author’s translation of “Väl Godkänt”
Table 1. Metacognitive strategies in LGR 80 (1980) and LPO 94 (1996)

<table>
<thead>
<tr>
<th></th>
<th>Using language aids</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Använda hjälpmedel (LGR 80, 1980, p. 80)</strong></td>
</tr>
<tr>
<td>2</td>
<td>learn to analyse, process, and improve their language to increase their variation and proficiency</td>
</tr>
<tr>
<td>3</td>
<td><strong>Lär sig att analysera, bearbeta och förbättra sitt språk mot allt större variation och formell säkerhet (LPO 94, 1996, p. 25)</strong></td>
</tr>
<tr>
<td>4</td>
<td>become used to taking responsibility for their own learning</td>
</tr>
<tr>
<td>5</td>
<td>the students improve their language proficiency by reading and listening to that which interests them and through expressing their own thoughts in speech or text</td>
</tr>
<tr>
<td>6</td>
<td><strong>Being accustomed to using dictionaries and grammar to aid their learning</strong></td>
</tr>
</tbody>
</table>

In LGR 11 (2011), there is a reduction in phrases that are alluded to metacognitive strategies from five in LPO 94 (1996) to three. The first and second instances are in the subject’s aim, which states that the students should learn how to ‘search for, evaluate, and make use of the content in spoken and written content from various sources’ [7], and ‘being able to use different aids to facilitate their learning for learning, understanding, creating and communicative purposes’ [8]. The third mention is found in “Knowledge Requirements”, and states that the students should be ‘knowing how to process and make basic improvements to their created content’ [9], which can be connected to the student’s conscious monitoring of their production process.
Table 2. Metacognitive strategies in LGR 11 (2011)

<table>
<thead>
<tr>
<th></th>
<th>search for, evaluate, and make use of the content in spoken and written content from various sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>… söka, värdera, välja och tillägna sig innehållet i talat språk och texter från olika källor (LGR 11, 2011, p. 30)</td>
</tr>
<tr>
<td></td>
<td>being able to use different aids to facilitate their learning for learning, understanding, creating and communicative purposes</td>
</tr>
<tr>
<td>8</td>
<td>… att kunna använda olika hjälpmedel för lärande, förståelse, skapande och kommunikation (LGR 11, 2011, p. 30)</td>
</tr>
<tr>
<td>9</td>
<td>knowing how to process and make <strong>basic</strong> improvements to their created content</td>
</tr>
<tr>
<td></td>
<td>… kan eleven bearbeta och göra enkla förbättringar av egna framställningar (LGR 11, 2011, p. 36)</td>
</tr>
</tbody>
</table>

4.2 Cognitive Strategies

*Cognitive* strategies are used to solve linguistic challenges and learn new parts of the language, for example translation into the L1, negotiation of meaning, or memory exercises. Neither in LGR 69 (1969) nor in LGR 80 (1980) are there any mentions of cognitive strategies. In LPO 94 (1996), however, there are three instances of cognitive strategies implied. The first one is found under “The subject’s construction and content”, and claims that ‘there is also substantial gain in instances when students try to find ways to comprehend or make themselves understood even though their proficiency is inadequate’ [10]. The second and third instances are found as grading criteria, which claim that students should ‘adapt their reading to the written text’s particular type’ [11], and ‘find alternative ways of expressing themselves when lacking adequate proficiency’[12]. These strategies are connected to solving linguistic challenges, which is why I have chosen to categorize them as cognitive strategies.
Table 3. Cognitive strategies in LPO 94 (1996)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>there is also substantial gain in instances when students try to find ways to comprehend or make themselves understood even though their proficiency is inadequate.</td>
</tr>
<tr>
<td>11</td>
<td>adapt their reading to the written text’s particular type</td>
</tr>
<tr>
<td></td>
<td>… att anpassa läsningen efter textens art (LPO 94, 1996, p. 27f)</td>
</tr>
<tr>
<td>12</td>
<td>find alternative ways of expressing themselves when lacking adequate proficiency</td>
</tr>
<tr>
<td></td>
<td>… att hon/han, då ordförrådet tryter, finner alternativa uttryckssätt. (LPO 94, 1996, p. 27f)</td>
</tr>
</tbody>
</table>

In LGR 11 (2011), the number of instances suggesting cognitive strategies is doubled from LPO 94’s (1996) three to six. Initially, it is mentioned in the subject’s aim that students are expected to ‘be able to use different strategies to support communication and to solve linguistic challenges when their proficiency is not high enough’ [13], and that they should improve their ability to ‘use various strategies to comprehend and to make themselves understood’ [14]. Then, in core content, two main contents of the subject are ‘strategies to catch details and context in spoken and written content, for example to adapt listening and reading to the content’s nature’ [15], and ‘linguistic strategies to comprehend and be comprehensible when their language is not proficient enough, for example rephrasing, asking questions and providing explanations’ [16]. The concluding part of the syllabus, called “Knowledge requirements”, contains the last two instances, which claim that the students are expected to ‘choose and make use of some strategy for reading and listening’ [17], and ‘choose and make use of mainly functioning strategies which to some extent solve problems and improve the interaction’ [18]. In LGR 11 (2011), unlike in the earlier syllabi, the word strategy is being used overtly.
Table 4. Cognitive strategies in LGR 11 (2011)

| [13] | be able to use different strategies to support communication and to solve linguistic challenges when their proficiency is not high enough |
| … att kunna använda olika strategier för att stödja kommunikationen och lösa problem när språkkunskaperna inte räcker till (LGR 11, 2011, p. 30) |
| [14] | use various strategies to comprehend and to make themselves understood |
| använda språkliga strategier för att förstå och göra sig förstådda (LGR 11, 2011, p. 30) |
| [15] | strategies to catch details and context in spoken and written content, for example to adapt listening and reading to the content’s nature |
| Strategier för att uppfatta detaljer och sammanhang i talat språk och texter, till exempel att anpassa lyssnande och läsning efter framställningens form, innehåll och syfte. (LGR 11, 2011, p. 33) |
| [16] | linguistic strategies to comprehend and be comprehensible when their language is not proficient enough, for example rephrasing, asking questions and providing explanations |
| Språkliga strategier för att förstå och göra sig förstådd när språket inte räcker till, till exempel omformuleringar, frågor och förklaringar (LGR 11, 2011, p. 33) |
| [17] | choose and make use of some strategy for reading and listening |
| … välja och använda sig av någon strategi för lyssnande och läsning. (LGR 11, 2011, p. 35f) |
| [18] | choose and make use of mainly functioning strategies which to some extent solve problems and improve interaction |
| … välja och använda sig av i huvudsak fungerande strategier som i viss mån löser problem i och förbättrar interaktionen (LGR 11, 2011, p. 35f) |

4.3 Socio-Affective Strategies

The last category, the socio-affective strategies, contains methods that are used in cooperative learning, for example asking for repetition, clarification or translation, and discussing language with other students or teachers. Similarly to cognitive strategies, there are no mentions of socio-affective strategies in neither LGR 69 (1969), LGR 80 (1980), nor LPO 94 (1996). LGR 11 (2011), on the other hand, has added one area of
core content to the subject which states that students should use ‘linguistic strategies to contribute and actively participate in conversations by taking initiative to interactions, through confirmation, asking questions, taking initiative to new topics, and bringing the interaction to a close’ [19]. With phrases like “confirmation”, “asking questions”, “taking initiative to new topics” and the overt use of the word strategy, the content suggests a cooperative learning and therefore can be identified as an overt mention of a socio-affective strategy.

Table 5. Socio-affective strategies in LGR 11 (2011)

<table>
<thead>
<tr>
<th>[19]</th>
<th>linguistic strategies to contribute and actively participate in conversations by taking initiative to interactions, through confirmation, asking questions, taking initiative to new topics, and bringing the interaction to a close</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Språkliga strategier för att bidra till och aktivt medverka i samtal genom att ta initiativ till interaktion, ge bekräftelse, ställa följdfrågor, ta initiativ till nya frågeställningar och ämnesområden samt för att avsluta samtalet (LGR 11, 2011, p. 33)</td>
</tr>
</tbody>
</table>

4.4 Strategies in Specific Language Skills

Some of the above-mentioned strategies can be categorized into one or more of the four language skills: reading, listening, reading and writing. In LPO 94 (1996), for instance, the cognitive strategy which claims that ‘there is also substantial gain in instances when students try to find ways to comprehend or express themselves even though their proficiency is not adequate’ [10], the key words “comprehend” and “express” signal that there is a gain in solving linguistic challenges for both reading, listening, writing, and speaking English adequately. Some instances, like ‘strategies to catch details and context in spoken and written content, for example to adapt listening and reading to the content’s nature’ [15], mentions a cognitive strategy which is specifically aimed to reading and listening. Thus, it was categorised as reading and listening.
4.5 Summarizing Overview of the Study

The results of the study can be seen in this table. The results have been divided into two sections. The first section, called general learning strategies, contains the three categories that Börjesson (2012) has made use of. As mentioned earlier, these categories are similar to Chamot & O’Malley (1990). The specific communicative strategies are categorized into the four language skills: listening, reading, speaking and writing.

Furthermore, a division has been made between implied mentions of strategies, which is indicated by the number before the [/] mark. Then, the number after the [/] mark indicates the mentions that explicitly contain the word strategy.

<table>
<thead>
<tr>
<th>General learning strategy</th>
<th>No. of implied allusions to the concept of strategy</th>
<th>overt mentions of the concept of strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
<td>LGR69</td>
<td>LGR80</td>
</tr>
<tr>
<td>Metacognitive</td>
<td>0</td>
<td>1/0</td>
</tr>
<tr>
<td>Cognitive</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Socio-affective</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 7. Strategies within specific language skills

<table>
<thead>
<tr>
<th>Language skill</th>
<th>No. of implied allusions to the concept of strategy</th>
<th>overt mentions of the concept of strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus revision</td>
<td>LGR69</td>
<td>LGR80</td>
</tr>
<tr>
<td>Receptive: listening</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Receptive: reading</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
As can be seen from the tables above, the concept of language learning strategy has been increasingly mentioned throughout the syllabi. Furthermore, phrases containing explicit mentions of the concept of strategies has also been increased in LGR 11. This can be compared to LPO 94, which only implicitly alludes to the concept and does not explicitly mention the word strategy.

<table>
<thead>
<tr>
<th>Productive+ interactive: speaking</th>
<th>0</th>
<th>0</th>
<th>2/0</th>
<th>0/4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Productive+ interactive: writing</td>
<td>0</td>
<td>0</td>
<td>2/0</td>
<td>0/4</td>
</tr>
</tbody>
</table>
5 Discussion and Conclusion

This section will contain a discussion of the results found in the previous section. Initially, there will be a discussion about the results section of the essay, followed by a discussion on how the discourse around learning strategies differs in the two latest syllabi and with what terminology and concepts they are presented. Then, there will be a finalized conclusion section which aims to answer this essay’s two research questions: ‘How has research on second language acquisition strategies influenced, if at all, the Swedish syllabus for English?’, and ‘How has the conceptualisation of strategies changed over the course of four different syllabi?’.

5.1 Discussion

When inspecting the results, it is evident that there has been an increase in discussion reflecting the students’ learning strategies. In LGR 69, there are no instances suggesting that students should employ specific linguistic techniques or learning strategies to facilitate their learning. Neither in LGR 80, which was published after Rubin’s (1975) article on good language learners, are there any particular hints at documented research on the topic. The only added topic on learner autonomy and learning strategies is that the students should learn how to use dictionaries and other tools to aid their learning, which has been categorized as a metacognitive strategy. In LPO 94 and LGR 11, however, there is an increase in how much learning strategies-related content is mentioned, where LPO 94 has eight mentions, categorized as five metacognitive and three cognitive strategies. LGR 11 has ten total instances: three metacognitive, six cognitive, and one socio-affective strategy.

However, while there is a roughly equal amount of instances where learning strategies are mentioned in LPO 94 and LGR 11, they are mentioned and discussed in different ways. Most notably, there is an alteration regarding how terminology and concepts are used. For instance, where LPO 94 claims that students should be ‘finding alternative ways of expressing themselves when lacking adequate proficiency’ [12], LGR 11 defines that the students should ‘choose and make use of mainly functioning strategies which on a basic level overcome linguistic challenges and facilitate the overall interaction’ [18]. Evidently, the content of the two above mentioned quotes are similar. However, there is a difference in the use of concepts and research-specific terminology.
Where LPO 94 uses more general phrases like “finding alternative ways” to describe the requirement, LGR 11, on the other hand, makes use of concepts like “functioning strategies” to pinpoint what exactly is required by the student. The same development can be seen throughout LGR 11. Where LPO 94 simply notes that the students should “adapt their reading” to the text type, LGR 11 states that the students should choose and make use of “strategies” when reading and listening. This showcases that while research on learning strategies has affected both syllabi, it has been more consciously and clearly defined in LGR 11, which leads to the conclusion that research made on language learning strategies might have been more deliberately considered and referred to in LGR 11. Furthermore, Börjesson’s (2012) article that was created to serve as a supportive commentary to LGR 11 references to O’Malley & Chamot (1990) when discussing the concept of strategy in LGR 11. This strengthens the notion that research on language learning strategies has more overtly influenced LGR 11 than previous syllabi.

Furthermore, there is an increase from LPO 94 to LGR 11 in both explicit mentions and implicit allusions to the concept of strategy relating to one or more specific language skills. One reason for this could be the increase from only three implicit allusions to cognitive strategies in LPO 94 as opposed to six explicit mentions in LGR 11, since cognitive strategies more closely deal with the direct linguistic challenges than metacognitive strategies do. Therefore, together with more clearly defined terminology on strategies, the increase can be connected both to the overall increase in mentions of learning strategies and, most importantly, the increased amount of mentions of cognitive strategies.

When discussing how LGR 11 uses more well-defined concepts that are inspired by research on learning strategies, however, it can be noted that the syllabus uses the concept “strategies” in a more specific way than what research does. When the concept “strategies” is used in LGR 11 it is predominantly in a context where there is a linguistic challenge to overcome. For example, it mentions that reading and listening strategies should be used to facilitate comprehension, and that strategies should be employed to overcome linguistic challenges. These types of strategies are reminiscent of what Oxford (1990) defines as “direct strategies”, where the strategies involve the target language and some element of it, which is similar O’Malley & Chamot’s (1990) concept of cognitive strategies. Furthermore, it can be connected to the content of the
Swedish research project STRIMS (2000), which mainly discusses more direct strategies that are used to overcome immediate linguistic obstacles. Oxford’s (1990) “indirect strategies”, which are defined as general strategies to aid the process of language learning, are not as clearly defined in the syllabus. The only instance where an indirect learning strategy is being mentioned is when the syllabus states that the students should make use of ‘linguistic strategies to contribute and actively participate in conversations by taking initiative to interactions, through confirmation, asking questions, taking initiative to new topics, and bringing the interaction to a close’ [19], which has been categorised under socio-affective strategies.

Based on the increased overt mentions and implicit allusions to the concept of language learning strategies, it can be determined that research on language learning strategies has increasingly influenced the different syllabi over time. However, one key point to be made is that the syllabus does not mention any examples of communicative strategies that the students could make use of. This has been partly solved in Börjesson’s (2012) article, where she defines the strategies for the Swedish National Agency for Education. But in the end, it is up to the teachers to search for and read this article to gain knowledge, which could lead to some teachers reading it, and some not reading it. As mentioned in section 2.3.2, reports show the need for systematization for teachers (e.g. reading theoretical backgrounds, discussing with other teachers, etc.) to fully understand the concepts of learner autonomy and language learning strategies. It could, therefore, be beneficial to incorporate more focus on what the strategies are and how they can be spotted both during the teacher trainee program and for teachers already working in schools. For the teacher trainees, a module or an element of a module could be included, while workshops or seminars could be beneficial training methods for teachers already working. This could be a good topic for future research, so that all teachers naturally encounter discussions on language learning strategies. Ultimately, it could facilitate both the teachers’ interpretation of the syllabus, their lesson structures, the grading of the students, and the overall performance of the students.
5.2 Conclusion

This essay has studied the extent to which research on language learning strategies has influenced four Swedish syllabi for the English subject in compulsory school year 7-9. The two research questions that were aimed to be answered were ‘How has research on second language acquisition strategies influenced, if at all, the Swedish syllabus for English?’, and ‘How has the conceptualisation of strategies changed over the course of four different syllabi?’. All in all, it can be concluded that research has come to increasingly influence the syllabi over time, as can be seen from the increased mentions of both implicit allusions and direct mentions of the concept of strategy. Furthermore, the conceptualisation of strategy has been more clearly taken into consideration in LGR 11 (2011), since it uses more clearly defined terminology than LPO 94, where only implicit allusions are used to refer to strategies. This development may be seen as showcasing a shift in focus from teaching methods regulated by the teacher to learning strategies applied by students and their significance for the degree of success and level of achievement reached in the target language. However, for the teachers and students reading the syllabus, it is still not overtly described what the strategies are, and in order to find out, they have to find the description of language learning strategies on their own. It can, therefore, be beneficial to include workshops and seminars on the topic to ensure that all English teachers understand what kind of strategies they should be looking for in their students. This would strengthen the verification of the grades given to the students and the overall professionalism of the teachers. How exactly these seminars and workshops should be constructed and incorporated in schools and universities, however, is not within the scope of this essay, but can be determined in future studies on the subject.
References

Primary Sources


Secondary Sources


Rubin, J. (1975). What the "Good Language Learner" Can Teach Us. *TESOL Quarterly*