

LANGUAGE LEARNING STRATEGY INSTRUCTION: THE ENGLISH LANGUAGE COURSEBOOKS IN THE GREEK STATE SCHOOLS

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Abstract: Descriptive and skill-specific studies have provided a wealth of data concerning the type and frequency of strategy use as well as of the various factors that influence selection and frequency of such use, but little is known about language learning strategy instruction that is thought to help learners develop strategic knowledge and skills.

Relevant research has not been very productive beyond the fact that when learners 'embark on or sail along' foreign language learning they need to be directed toward using strategies that would make their endeavours less tiresome and more effective. More insights are required to find out whether and how strategies are promoted by the foreign language curriculum, the language teachers, or the coursebooks to assist the development of learner self-management.

After reviewing relevant literature, the present paper focuses on language learning strategy instruction in classroom settings by investigating the extent to which such instruction is integrated in EFL classes in the Greek context. Evidence will be gathered by examining the English coursebooks currently in use in the Greek primary and secondary schools, as it is those books that suggest the practices prescribed by the curriculum and deployed by EFL teachers to foster learners' ability to select appropriate strategies for successful language learning.