OPEN ACCESS

Manuscript ID:
EDU-2024-12037538

Volume: 12

Issue: 3

Month: June

Year: 2024

P-ISSN: 2320-2653

E-ISSN: 2582-1334

Received: 08.04.2024

Accepted: 15.05.2024

Published: 01.06.2024

Citation:
Kahveci, P., & Müge Tavil, Z. (2024). The impact of overt strategy instruction in EFL classrooms on reading and listening achievement. *Shanlax International Journal of Education, 12*(3), 18-28.

DOI:
https://doi.org/10.34293/education.v12i3.7538

The Impact of Overt Strategy Instruction in EFL Classrooms on Reading and Listening Achievement

Pınar Kahveci
Gazi University, Turkey
https://orcid.org/0000-0002-2709-6212

Zekiye Müge Tavil
Gazi University, Turkey
https://orcid.org/0000-0003-0268-5595

Abstract
Language learning strategies may have a key role in foreign language learning because they may foster learner autonomy and motivation. Keeping the learner-centred nature of language learning strategies in mind, this study set out to understand the impact of overt listening and reading strategy instruction on learners' listening and reading achievement. The study employed an explanatory mixed-method research design. Research instruments were reading and listening achievement tests and semi-structured interviews. The treatment involved overt listening and reading strategy instruction that lasted for four weeks. The findings revealed that overt listening and reading strategy instruction fostered learners' reading and listening achievement. Similarly, semi-structured interviews revealed that learners were willing to transfer the strategies they learned to new learning situations and keep using these strategies in future learning situations.
Keywords: Listening/Reading Strategies, Overt Listening and Reading Strategy Instruction, Listening and Reading Achievement

Introduction

It is a rewarding experience to work with successful language learners who are self-directed, autonomous and eager to share with their peers (Oxford, 2011). However, we also have learners who need guidance and encouragement to share more with their peers. While self-directed learners are quick to choose and apply the appropriate strategies effectively, limited proficient learners may need to be explicitly shown or told what to do (Vandergrift, 2005). Therefore, the purpose of this study is to gain insight into the possible effects of overt strategy instruction in English as a foreign language (EFL) classrooms on reading and listening achievement. The study also aims to analyse learners' willingness to sustain and transfer the listening and reading strategies they have learned to new language learning situations. To achieve this end, this study employed a mixed-method research design to understand the impact of overt strategy instruction on reading and listening achievement.

Research Questions

The researchers seek to find answers to two following research questions:

1. Does overt reading/listening strategy instruction increase EFL learners' reading and listening achievement?
2. How willing are the learners to continue using the listening/reading strategies in their future learning situations?

While the first research question was answered via quantitative data analysis from listening and reading achievement tests, the second research question was answered via qualitative data analysis from semi-structured interviews. This study is part of larger study that focused on EFL learners' strategy use patterns.

Review of Literature

Despite the presupposition that only good language learners with a certain level of proficiency can use language learning strategies (LLS), LLS are, in truth, teachable to all learners (Griffiths & Oxford, 2014). However, a one-size-fits-all approach that involves teaching the LLS used by good language learners to less successful learners may not prove to be useful because each learner has individual differences that make certain LLS effective or ineffective for them (Griffiths & Oxford, 2014). Therefore, this study adopted an explicit and integrative listening and reading strategy training approach to tailor LLS instruction to learners' needs. The study is also particularly significant in the sense that it analyses the effectiveness of customized strategy training rather than a prescriptive one as emphasized in the literature. The findings may yield useful insights for foreign language teachers to empower learners with strategy training and ultimately make them self-regulated language learners (Dignath & Veenman, 2021).

In integrative strategy instruction, strategy training is integrated into "regular language instruction" (Oxford, 2011) rather than presenting it in a separate course. Learners are both informed of strategies and given the chance to apply the strategies along with authentic learning tasks (Dignath & Veenman, 2021). Explicit or overt strategy instruction, which refers to the type of instruction in which learners are informed of the purpose and the value of each strategy, is favoured over blind strategy instruction as it fosters strategic awareness and transferability of LLS to other tasks and activities (Pawlak, 2021). However, in blind strategy training, learners are at no consciousness level, and they lack awareness, attention, intentionality and control in strategy use. Based on these scholarly considerations, the overt and integrative listening and reading strategy instruction was used in this study.

Why is LLS Instruction Needed?

Motivation and LLS are positively correlated because highly motivated students use LLS more often (Teng, 2024; Theobald, 2021). Thus, equipping learners with LLS may help keep them motivated because they will learn ways of regulating their motivation via the use of affective strategies. Similarly, awareness of the strengths and weaknesses they develop through metacognition (Teng, 2020) may give them the confidence to overcome their difficulties in learning. It is also known that learners with low motivation tend to use LLS less often (Vandergrift, 2005); however, training in LLS will increase learners' strategy use frequency and their motivation because they will see that they can be successful in language learning through the effective use of strategies.

Another reason for integrating LLS instruction into regular language teaching may be that it contributes to learner autonomy (Marantika, 2021) because learners become conscious of cognitive and metacognitive strategies they use (Dignath & Veenman, 2021). Use of social strategies help them to learn from interaction with peers and affective strategies help them become aware of their affective status and regulate their feelings, thoughts and attitudes (Oxford, 2011). In addition, individual differences can be addressed in LLS instruction (Cohen & Weaver, 2006) because it does not offer a one-size-fits-all approach. On the contrary, LLS instruction can be customized to learners' needs and individual differences by helping learners create the strategy chains that will work best for them (Oxford, 2011). Therefore, the purpose of LLS instruction should not be presenting a list of the most effective strategies and training learners in how to use them. Teachers should guide learners so that they can learn to build the strategy chains that will be effective for their learning (Cohen & Weaver, 2006). Based on these scholarly considerations, this study sets out to offer overt and integrated strategy training that is customized to learners' needs and expectations and understand its effects on reading and listening achievement.

Methodology

Subjects, Setting and Time

The study was conducted with the participation of 48 first-grade students enrolled in the Elementary Education Programme at a state university. The subjects were determined based on convenience sampling, which is a common non-random sampling method in quasi-experimental studies (Creswell, 2014). Convenience sampling means using "naturally formed groups" (Creswell, 2014) e.g., organizations and classrooms, as the research subjects, which was the case in this study as the subjects were the classes that one of the researchers taught.

The duration of the study was two months. The subjects were young adult learners who were averagely aged between 18 and 20 years old and their English proficiency levels ranged from elementary to pre-intermediate, the latter for only a small number of students. The subjects' oral and written consents were taken prior to the treatment. The purpose, scope and procedures of the study were explained to them in both oral and written forms prior to the treatment and research procedures. The subjects were given overt reading and listening strategy instruction for four weeks three course hours each by the researchers.

Research Design

An explanatory mixed method research design (Creswell, 2014) was used in the study. Quantitative data from quasi-experimental research was reinforced by qualitative data from the semi-structured interviews, which may help obtain more reliable results (Dörnyei, 2007). To establish a quasi-experimental research design, the control and experiment groups were assigned non-randomly, with 25 subjects in the experiment group and 23 subjects in the control group. To put it more clearly, the control and experiment groups were Elementary Education Program students enrolled in Class A- the control group- and Class B- the experiment group.

The researcher administered the reading and listening achievement pre-test to both groups to determine their listening and reading achievement baselines. The subjects in the experiment group were trained in overt listening and reading strategy instruction; however, the subjects in the control group did not receive any overt listening and reading strategy training and continued with their regular foreign language training based on their coursebook only without any explicit reading and listening strategy training. Semi-structured interviews were conducted with a focus group of nine subjects who were selected based on voluntariness among experiment group subjects.

Research Instruments

Research instruments were reading and listening achievement tests which were designed by the researchers and the semi-structured interviews. Reading and listening achievement pre-and post-tests were administrated to 25 participants for piloting and reliability checks before their use for research. The overall reliability coefficients of the listening and reading achievement pre-test and post-tests were calculated as 0,89 and 0,90 respectively, which are considered to be good reliability coefficients (Büyüköztürk, 2012). The achievement tests aimed at testing the subjects' reading; i.e., skimming, scanning, paraphrasing, inferencing, synthesizing information in the text and listening skills; i.e., listening for the main idea, listening for details, listening to understand the speaker's purposes, understanding speakers' identity, etc. The types of test items were determined in accordance with the type of tasks in subjects' coursebook to facilitate content validity. Multiple-choice, true/false and blank-filling exercises and categorization tasks were used in the reading and listening achievement pre-and post-tests. The semi-structured interviews, also reviewed by three experts in language teaching, consisted of thirteen open-ended questions that focused on the purposeful use of strategies, self-assessment of strategy use and tendencies to sustain the strategies and transfer them to new learning situations.

Treatment: Overt Reading/Listening Strategy Instruction

The listening and reading strategies taught during overt listening/reading strategy instruction were based on and adapted from O'Malley et al.'s (1985) language learning strategies classification. It is based on three main categories: metacognitive strategies, cognitive strategies and socio-affective

strategies, which makes LLS in the classification easier to adapt to strategy instruction. Among other language learning strategies classifications; i.e. Oxford's (1990), Stern's (1992), O'Malley et al.'s (1985) classification was chosen as the base for LLS instruction in the study due to the both streamlined and comprehensive nature of the classification. In their classification, three sub-categories; i.e., planning, monitoring and evaluation, are listed under the category of metacognitive strategies. Planning strategies are advance organisers, directed attention, selective attention, self-management and functional planning. Self-monitoring and self-evaluation are monitoring and evaluation strategies. The second main category, cognitive strategies, covers strategies such as repetition, resourcing, translation, grouping, note-taking, summarising, transfer, recombination, translation, elaboration, contextualisation, keyword method, deduction, inferencing imagery and auditory representation. Socio-affective strategies include questions for clarification, cooperation and self-talk. 50 reading/listening strategies, presented in Table 1, were adapted based on these categories and taught to the subjects during the treatment.

Table 1 Listening and Reading Strategies Taught during the Treatment based on O'Malley et al.'s (1985) Classification

Cognitive Strategies

Organization

While-Reading/Listening Stage

- thinking of words with similar meanings when not sure about the meaning of a word while reading
- reading/listening by guessing what will come next

Inferencing

Pre-Reading/Listening Stage

- guessing the vocabulary items and structures that may appear in the reading/listening text
- guessing who the author is, authors' purpose and the content of the reading text
- guessing the age, job, education and culture of the speakers

While-Reading/Listening Stage

- guessing when, where and how the text was written
- guessing the meanings of the unknown words from the context while reading
- inferring meaning from the words one hears when the whole listening text is not understood
- understanding the emotions of the speakers from their tone of voice
- understanding the purpose of the author/speakers
- deciphering the implied messages in the reading/listening text
- paying attention to the tone of voice, stress and intonation of the speakers to grasp their messages

Summarizing

Post -Reading/Listening Stage

- summarizing the reading/listening text in one's own words

Imagery

Pre-Reading/Listening Stage

- creating mental pictures, i.e. visualizing the setting, the appearance of speakers
- looking at the pictures related to the reading/listening activity

Transfer

Pre-Reading/Listening Stage

- searching for lexical or structural clues within the reading/listening activity to guess the answers

While-Reading/Listening Stage

- looking for lexical and structural cues that will help answer the comprehension questions within the reading/listening text

Post-Reading/Listening Stage

- exploiting the vocabulary items and structures that appeared in the reading/listening text

Elaboration

Post-Reading/Listening Stage

- combining previous knowledge with new information

Metacognitive Strategies

Selective Attention

While-Reading/Listening Stage

- reading/listening to the text to get the main idea first
- reading/listening to understand each and every word and sentence very carefully
- setting a different purpose each time one reads/listens to the text

Planning

Pre-Reading/Listening Stage

- reading/ listening to instructions related to the reading/listening activity
- finding out the purpose of the reading/listening activity
- reading the title and subtitles of the reading text
- having a look at the reading/listening comprehension questions to understand what to read/listen for
- understanding the genre (poem, essay, newspaper article, etc…) of the reading text

While-Reading/Listening Stage

- both reading/listening to the text and answering the comprehension questions at the same time
- reading/listening to the whole text and then starting answering the comprehension questions benefiting from one's notes

Monitoring

While-Reading/Listening Stage

- taking notes about speakers, the topic of the text, setting and one's own interpretation of the speakers' messages while listening
- noting down one's interpretation and inferences from the text while reading
- underlining the words or sentences the meaning of which one cannot make out while reading
- underlining the parts of the text which are thought to be key to comprehension while reading

Post-Reading/Listening Stage

- going back to the reading/listening text to look for ideas that can help complete the activity
- going over the underlined parts of the reading text

Evaluation

Post-Reading/Listening Stage

- reflecting on the reading/listening text
- defining the problems that hinder one's reading/listening comprehension
- analysing one's strengths and weaknesses in reading/listening
- thinking about the parts of the reading/listening text one could not understand

Socio-affective Strategies

Cooperation

Pre & While-Reading/Listening Stage

- discussing one's guesses about the reading/listening text with peers
- discussing one's interpretation of the reading/listening text with peers

Questioning for Clarification

While & Post Reading/Listening Stages

- asking and answering questions about each other's guesses
- asking questions to peers about their interpretation of the reading/listening text

Self-talk

Pre & While-Reading/Listening Stage

- reminding oneself that one doesn't have to know the meaning of each and every word to understand the reading/listening text
- motivating oneself into the reading/listening text
- eliminating stressful feelings by breathing deeply
- managing stressful feelings by thinking about nice things
- eliminating negative feelings by thinking positively

While & Post Reading/Listening Stages

- relying on one's own interpretation of the reading/listening text to complete the task at hand

A rich variety of tasks were integrated into the listening/reading strategy instruction programme so as to appeal to different learning styles. Learners were provided with the "Listening and Reading Strategies Instruction Course Pack" in which each of the strategies was presented with their value and purpose in a way interwoven into reading and listening activities. The course pack, which was the textbook for the strategy training, was designed by the researchers.

Data Collection and Analysis

Quantitative data for the study was collected through reading and listening achievement tests and qualitative data was collected via semi-structured interviews. Quantitative data was processed through Excel 10 and SPSS.22 Package Program. Qualitative data was processed through the transcription of interview videos.

Shapiro Wilk test was used to test the normality hypothesis for the variables in the data set because the number of participants was smaller than 50. When the results of the test and coefficients of skewness and kurtosis were examined, it was seen that the it was reading and listening achievement variable met the normality hypothesis. In addition, the homogeneity of covariant and variant values of the variables; i.e., reading and listening achievement was examined via the Box test and Levene test respectively, which revealed that the hypotheses were not met ($p<.05$). Therefore, the research hypotheses were tested via non-parametric tests.

When the data were prepared for analysis, the first analysis was done to see whether there was a statistically significant difference between the control and experiment groups in terms of the research variables; i.e, reading and listening achievement prior to the treatment. In other words, pre-test results related to the aforementioned variables of the control and experiment groups were compared via Mann

Whitney U test. In this test, the calculation is made considering the ordinal numbers of the points from two unrelated groups (Büyüköztürk, 2012).

The qualitative data from the interviews which were audio-recorded was first transcribed and coded via open coding. Subjects' responses to the interview questions were categorized according to the pre-determined themes; i.e., purposeful strategy use, self-assessment of strategy use, and sustainability and transferability. In truth, qualitative data was analysed via thematic analysis. Researchers' interpretation of qualitative data was cross-checked by two other EFL researchers to ensure interpreter reliability (Creswell, 2014).

Results and Discussion

In order to find the answers to the first research question, the following hypotheses were tested:

The post-test listening/reading achievement points of the experiment group subjects are significantly higher than their pre-test points.

A significant difference does not exist between the pre-test and post-test listening/reading achievement points of the subjects in the control group.

The reading/listening achievement post-test point averages of the subjects in the experiment group are significantly higher than the reading/listening achievement post-test point averages of those in the control group.

Before presenting the results of statistical analyses that serve to answer the first research question, descriptive statistics of the reading and listening achievement points that the subjects in the control and experiment groups have are provided in Table 2.

Table 2 Descriptive Statistics of the Control and Experiment Groups' Pre-Test and Post-Test Points ($N_{control}$=23, $N_{experiment}$=25)

Variables	Group	Test	Min	Max	$\bar{x}$	S
Reading and Listening Achievement	Experiment	Pre	38	73	53.32	9.19
		Post	32	79	57.92	11.90
	Control	Pre	22	64	44.61	11.74
		Post	10	75	34.09	14.84

Similarly, understanding the impact of overt strategy instruction on learners' listening and reading achievement requires knowledge of whether there is a statistically significant difference between the control and experiment groups in terms of the research variable; i.e. reading and listening achievement. For this purpose, Mann Whitney U-Test, the results of which are presented in Table 3, was conducted.

Table 3 Mann Whitney U-Test Results of the Control and Experiment Groups' Pre-Test Points ($N_{control}$=23, $N_{experiment}$=25)

Variables	Groups	Rank Averages	Rank Totals	U	p
Reading and Listening Achievement	Control	19.87	457.00	181.00	.03
	Experiment	28.76	719.00		

As seen in Table 3, the control and experiment group subjects do not have similar listening and reading achievement levels as the experiment group subjects have higher listening and reading achievement before the treatment. However, the groups could still be compared considering what kind of difference overt listening and reading strategy instruction makes on the experiment and control group subjects' listening and reading achievement based on pre and post-test points. Thus, in order to test the first hypothesis that the post-test points of the subjects in the experiment group are significantly higher than their pre-test points, Wilcoxon Signed Ranks Test was conducted. The results are presented in Table 4.

Table 4 Wilcoxon Signed Ranks Test Results of the Experiment Group's Reading and Listening Achievement Pre-Test and Post-Test Points

Post-Test Pre-Test	n	Rank Averages	Rank Totals	z	p
Negative Ranks	3	14.50	43.50	-3.21	.01
Positive Ranks	22*	12.80	281.50		
Equals	0				

*Positive ranked

The results in Table 4 indicate a significant difference between the pre- test and post-test points of the experiment group ($z= -3.21$, $p<.05$), which confirms the hypothesis. Based on these findings, it can be argued that overt listening and reading strategy instruction offered to the subjects in the experiment group fostered reading and listening achievement. However, it is also important to understand whether there is a significant difference between the listening and reading achievement pre-and post-test point averages of the subjects in the control group. Therefore, in order to test the second hypothesis that a significant difference does not exist between the pre-test and post-test points of the subjects in the control group, Wilcoxon Signed Ranks Test was run. The results are presented in Table 5.

Table 5 Wilcoxon Signed Ranks Test Results of the Control Group's Reading and Listening Achievement Pre-Test and Post-Test Points

Post-Test Pre-Test	n	Rank Averages	Rank Totals	z	p
Negative Ranks	16*	12.97	207.50	-2.631	.01
Positive Ranks	6	7.58	45.50		
Equals	1				

*Negative ranked

As seen in Table 5, there is a significant difference between the pre-test and post-test points of the subjects in the control group, too. However, the difference is in favour of the negative ranks, which means pre-test points of the subjects in the control group are significantly higher than their post-test points. The hypothesis is not confirmed; however, it is seen that control group subjects' reading/listening achievement decreased over the time period when experiment group received LLS instruction. In truth, the subjects in the experiment group who received overt listening and reading strategy instruction improved their listening and reading achievement, but the subjects in the control group did not make any progress. Therefore, it can be argued that overt listening and reading instruction made a positive difference on the subjects' listening and reading achievement.

It is also important to reveal whether there is a significant difference between the listening

and reading achievement post-test points of the control and experiment group subjects or not. In order to test the third hypothesis that the reading/ listening achievement post-test point averages of the experiment group subjects are significantly higher than the control group subjects, Mann Whitney U-Test was run. The results are presented in Table 6.

Table 6 Mann Whitney U-Test Results of the Experiment and Control Groups' Reading and Listening Achievement Post- Test Points

Groups	n	Rank Averages	Rank Totals	U	p
Control	23	14.52	334.00	58.00	.01
Experiment	25	33.68	842.00		

The findings presented in Table 6 indicate a significant difference between the post-test point averages of the control and experiment groups ($U=58.00$, $p<.05$). It is seen that reading and listening achievement of the experiment group subjects who received overt listening and reading strategy instruction significantly increased, which confirms the third hypothesis. This result is also supported by findings from studies (Bozorgian & Pillay 2013; Rokhsari, 2012; Theobald, 2021) which also revealed that academic performance was significantly fostered as a result of strategy instruction.

The Sustainability and Transferability of the Listening/Reading Strategies

In this section, the answer to the second research question "How willing are the learners to continue using the listening/reading strategies in their future learning situations?" is given based on the interpretation of qualitative data from the semi-structured interviews. The main purpose of the interview questions was to predict participants' willingness to use the listening and reading strategies they have learned in future learning situations. The qualitative data was interpreted by comparing it against quantitative findings. Interpretation of data is presented based on the pre-determined themes; i.e., purposeful strategy use, self-assessment of strategy use and sustainability and transferability. Participants' direct quotes are also presented to facilitate vivid description of their stance.

Purposeful Strategy Use

When the participants were asked whether they could choose the right listening/reading strategy for the appropriate activity, eight out of nine interviewees stated that they could do it. Only one participant said that he was not sure whether he could do it. They also gave examples of how they could choose the right strategy for the appropriate activity by referring to the strategies they used during the listening and reading achievement test they had just taken. One of the students responded as the following:

> *"Yes, I can. I used to have difficulty with listening activities. I couldn't understand anything because I had poor vocabulary knowledge. But now, I mind the stress and intonation and take down notes while listening. And then, I make out the meaning from stress and intonation considering the meaning of the sentences, too. Before, while I was thinking about one sentence, I would miss the next sentence; thus, I couldn't make out the meaning. But I can do this now, because I take down notes. Before, I didn't use to look at the reading comprehension questions and I used to make a lot of mistakes because of this. Now, I read the comprehension questions before I start reading."*

It is understood from learners' responses that they grew more conscious of their listening/reading strategy use because they can choose the appropriate strategies that are useful for accomplishing the task. It is likely that the learner was already aware of the existence of the note-taking strategy; however, s/he was probably not competent in using this strategy purposefully at the right listening/reading stage. It can be argued that overt listening/reading strategy instruction has facilitated learners' purposeful and effective use of the listening/reading strategies they may already be aware of.

The researchers also questioned whether learners could use the strategies effectively during all classroom listening and reading activities or not. Six out of nine students stated that they could do it, while three of them were not sure if they could use them effectively during all classroom listening and reading activities without any teacher guidance. One of the students stated that he could even help others with learning and using the strategies. Another student answered as the following:

"Yes, I can. I have a dream of travelling all around the world; thus, I want to learn English better and I am interested in learning English, it is like a must for me. I already use the strategies, even outside the classroom. When I have a conversation with my family or friends, I try to speak English."

The desirable outcome of the overt strategy instruction is not only using strategies, but also using them effectively. In order to understand whether students could distinguish between effective and ineffective strategies, the researcher asked for interviewees' answers to the question. Seven out of nine interviewees said that they could understand which strategy is effective for the language activity, while two of them were not sure if they could do Paw.

It is understood from the above-mentioned student responses that learners could use the listening/reading strategies purposefully and effectively. As discussed earlier, it is also possible to make a connection between learners' increased listening and reading achievement as a result of the overt listening and reading strategy instruction and their ability to choose between effective and ineffective strategies and choose the strategy that is in line with the purpose of the listening/reading activity. In other words, it can be argued that learners' purposeful and effective use of strategies may have contributed to the increase in their listening and reading achievement.

Self-Assessment of Strategy Use

All subjects who received LLS instruction agreed that strategy instruction helped them perform better over a period of time. Similarly, a number of them confessed that they were better at listening and reading than they were before the strategy instruction. One of them stated that she became more successful in her exams after the strategy instruction began. Interestingly, one subject mentioned the effect of using the listening strategy of paying attention to stress and intonation on her speaking skills. She stated that she became more careful about stress and intonation while speaking because she used this strategy in listening. It can be argued that the learner actually transferred the listening strategy to her speaking. Another interviewee said: "Before, I used to underline the text randomly. Now, I am more selective. I can distinguish the important parts and underline them. I am more conscious." This subject's response indicated that she grew more positive about the impact of explicit listening/reading strategy instruction on her strategy use as a result of the treatment.

When subjects were asked whether they could use the strategies without hesitation or anxiety or not, their answers had some points in common. The majority stated that they used to feel anxious while using strategies during the first weeks of the strategy instruction, but they started using strategies with greater confidence as they got involved in strategy training. However, one interviewee stated that his poor language skills prevented him from using strategies without anxiety.

Similarly, eight out of nine interviewees stated that they could think about whether they used the strategies effectively or not. However, one of them confessed that he could do it for reading, but not for listening. The examples students gave while explaining how they assessed their strategy use indicated that they became more conscious strategy users as a result of overt listening and reading strategy instruction. One of them stated that:

"I didn't use to pay much attention to the pictures, I would skip them. I wouldn't read the title and subtitles, either. But now I use them to make inferences, I think about what is to appear in the listening or reading text."

Another Student Said that

"Before I started using strategies, I used to focus only on grammar while reading. But now, I try to grasp the main idea."

These accounts revealed that learners could realize the positive difference overt listening/reading strategy instruction made on their listening and reading proficiency. Similarly, it is seen that they could notice the progress with strategy use over time although they were nervous at the very beginning. Learners' self-assessments of their strategy use performance are also supported by the quantitative finding that learners' listening and reading achievement increased as a result of the treatment.

Sustainability and Transferability of the Strategies

It is important that learners keep using the listening and reading strategies they have learned in

new learning situations and outside the classroom, too. Therefore, in order to predict learners' sustainability of their strategy use, subjects were asked whether they could use the strategies in new situations or outside the classroom or not. All the interviewees stated that they could use the strategies in new learning situations. The interviewees replaced the term 'new situation' with numerous examples. To begin with, one of them stated that he would use the strategies if he happened to work in tourism sector that required English language skills. Similarly, one of the interviewees added that she could even teach the listening and reading strategies to her students in the way she had learned them when she became a teacher in the future. One of the interviewees said:

> *"I can use the strategies in new situations, because I think, the processes I used would be the same if I were learning Turkish, too. The instructor may teach well, but I can perform well as much as I can understand...I would still use the same strategies."*

The above-mentioned student response shows that the learner is positive about their ability to transfer the strategies s/he learned to new language learning situations. However, some of them indicated that they would use the listening and reading strategies only if they had to. One of the interviewees said that he would use the strategies if he happened to attend an English course and would develop some new strategies as he improved. Subjects' responses reveal that they are willing to use the listening/reading strategies they have learned in new learning situations, which provides the answer to the second research question. In other words, it can be argued that overt listening/reading strategy instruction facilitates sustainability of the strategies.

Conclusion and Suggestions

The study findings emphasized that overt and integrative strategy instruction led to an increase in foreign language learners' reading and listening achievement. This may be a reason for teachers to adopt overt and integrative strategy training as a tool to foster their learners' performance. Explicit and integrative strategy training also fosters learners' autonomy (Marantika, 2021) and self-regulation (Oxford, 2011). Similarly, explicit strategy training may also be used to empower learners' strategy use frequency as shown by the results from a number of studies (Bozorgian & Pillay 2013; Rokhsari, 2012; Theobald, 2021; Wagner, 2010). Considering these benefits, the study findings highlighted the need for making overt and integrative strategy instruction a mandatory part of foreign language learning and teaching.

Secondly, textbook and materials design for strategy instruction is also an important issue (Hajer et al., 1996). Teachers may decide to prepare their own materials for strategy instruction considering their learners' strategy needs instead of being dependent on materials prepared for diverse cultural contexts and learning needs that may not be parallel with their learners' needs. Keeping the criteria for effective materials design in mind, using teacher-designed materials may be useful in customizing strategy training to learners' needs, which may increase the effectiveness of teaching. Finally, little research has been conducted transferability of strategies and sustainability of LLS, which is why further LLS research may focus on these two areas.

References

Bozorgian, H., & Pillay, H. (2013). Enhancing foreign language learning through listening strategies delivered in L1: An experimental study. *International Journal of Instruction*, *6*(1), 105-122.

Büyüköztürk, Ş. (2012). *Data Analysis Handbook for Social Sciences*. Pegem Publishing.

Cohen, A. D., & Weaver, S. J. (2006). *Styles and Strategies-Based Instruction: A Teachers' Guide*. Centre for Advanced Research on Language Acquisition.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage Publications.

Dignath, C., & Veenman, M. V. J. (2021). The role of direct strategy instruction and indirect activation of self-regulated learning-Evidence from classroom observation studies. *Educational Psychology Review*, *33*, 489-533.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford University Press.

Griffiths, C., & Oxford, R. L. (2014). The twenty-first century landscape of language learning strategies: Introduction to this special issue. *System*, *43*, 1-10.

Hajer, M., Meestringa, T., Park, Y. Y., & Oxford, R. L. (1996). How print materials provide strategy instruction. In R. L. Oxford (Ed.), *Language Learning Strategies around the World: Cross-cultural Perspectives* (pp. 119-140). Second Language Teaching & Curriculum Centre, University of Hawaii.

Marantika, J. E. R. (2021). Metacognitive ability and autonomous learning strategy in improving learning outcomes. *Journal of Education and Learning (EduLearn)*, *15*(1), 88-96.

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R. P., & Küpper, L. (1985). Learning strategy application with students of English as a second language. *TESOL Quarterly*, *19*(3), 557-584.

Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Newbury House Publishers.

Oxford, R. L. (2011). *Teaching and Researching: Language Learning Strategies*. Pearson Education.

Pawlak, M. (2021). Investigating language learning strategies: Prospects, pitfalls and challenges. *Language Teaching Research*, *25*, 817-835.

Rokhsari, S. (2012). An investigation of reading strategies used by Iranian EFL intermediate readers. *Journal of Academic and Applied Studies*, *2*(8), 1-21.

Teng, (M). F. (2020). The benefits of metacognitive reading strategy awareness instruction for young learners of English as a second language. *Literacy*, *54*(1), 29-39.

Teng, L. S. (2024). Individual differences in self-regulated learning: Exploring the nexus of motivational beliefs, self-efficacy, and SRL strategies in EFL writing. *Language Teaching Research*, *28*(2), 366-388.

Theobald, M. (2021). Self-regulated learning training programs enhance university students' academic performance, self-regulated learning strategies, and motivation: A meta-analysis. *Contemporary Educational Psychology*, *66*.

Stern, H. H. (1992). *Issues and Options in Language Teaching*. Oxford University Press.

Vandergrift, L. (2005). Relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening. *Applied Linguistics*, *26*(1), 70-89.

Wagner, E. (2010). The effect of the use of video texts on ESL listening test-taker performance. *Language Testing*, *27*(4), 1-21.

Author Details

Pınar Kahveci, *Gazi University, Turkey,* ***Email ID****: pnrkhvc@gmail.com*

Zekiye Müge Tavil, *Gazi University, Turkey,* ***Email ID****: mtavil@gazi.edu.tr*