



**UNIVERSIDAD DE QUINTANA ROO
DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES**

**Language Learning Strategies used by English
Language Students at the University of Quintana Roo,
Cozumel Campus.**

T E S I S

**Para obtener el grado de
Maestría en Educación: Mención Didáctica del Inglés**

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Chetumal Quintana Roo, Julio 2010.

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DIVISIÓN DE CIENCIAS POLÍTICAS Y HUMANIDADES



Tesis elaborada bajo la supervisión del comité de Tesis del programa de la maestría y aprobada como requisito para obtener el grado de:

MAESTRÍA EN EDUCACIÓN: MENCIÓN DIDÁCTICA DEL INGLÉS

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Abstract

This study describes the Language Learning Strategies used by English Language students. It was also conducted to examine the relationship between strategy use and certain factors such as gender and proficiency level. A total of 142 English students of The University of Quintana Roo, Cozumel Campus participated in this study. In order to collect data, The Strategy Inventory for Language learning (SILL) in the version 7.0, for non-native speakers of English, designed by Oxford (1990) was used. The Objective Placement Test by Cambridge was used to know the English level of participants. Using the SPSS version 10.0 for Windows, the collected data was computed and analyzed in order to know the means and the Cronbach' alpha. The results showed that students are medium users (according to Oxford' interpretation) of Language Learning Strategies. In general, between the six categories of strategies, the metacognitive strategy was the most used and compensation strategy was the least used. Although women reported higher means than men, there was no significant difference between them. Under the three English levels, students made greater use of metacognitive strategies only cognitive strategies were replaced by social as they advanced in the level of English. Finally, this paper also discusses some implications of the findings and proposes suggestions for future research.

Acknowledgements

My deepest gratitude goes to my thesis advisor MLL Griselda Murrieta Loyo who trusted and believed that we would finish this work: thanks to her time and professionalism that she gave me, it is priceless. I am also grateful to my committee members Dr. Rosario Reyes and Dr. Edith Hernandez Méndez for their patience and warm support throughout the master's degree and work on this study.

Also, I would like to thank all of my students and colleagues, who were one part of my inspiration to be better as an English teacher; despite of the chaos caused by my time management during my studies. They were always there to tell me “come on, go on, you can do it”.

In addition, I would sincerely give thanks to my family; they were always there to help and motivate me to continue taking opportunities that just few people have, they were always on my mind and heart.

My deepest gratitude and love goes to my husband and son, they know all the bad and good times that we underwent during my studies. However, I just want to continue to follow our dreams together no matter what ways we have to go through.

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1. CHAPTER ONE INTRODUCTION

1.1 Background

The process of globalization has changed the world economy, the politics and the education. Because of those changes, rapid, effective and assertive communication processes are necessary. Thus, the need for a common language arose. This role was immediately taken by English which is an international language. There are many languages in the world where English is the foremost of them all. It is understood and spoken almost everywhere in the world. English has then become the key instrument of globalization. Thus, nowadays is very important to use the English Language rather than just knowing it. From this moment on, there was also a need for and an interest for finding out the more effective methods to learn and use a language. Thus, researchers started to study learners' characteristics and their effects on learning languages, such as what good language learners did while they were learning, later this type of study was developed into the study of language learning strategies (LLS).

In the 1970s, researchers carried out some researches on LLS; Rubin (1975), Oxford (1990), and O'Malley and Chamot (1990) found that the good students who learn with ease are those that use a wide variety of learning strategies. Schwarz (1997) mentioned some of the problems which make learning difficult, such as the anxiety or worry about making grammatical or pronunciation mistakes, understanding the teacher and remembering vocabulary. In this sense, MacIntyre and Gardner (1991) observed that the use of certain affective learning strategies reduced the level of anxiety.

Taking into account the importance of the use of LLS in the language learning process, the main objective of this investigation is to describe the strategies that English language students at the University of Quintana Roo, Cozumel campus use and the relationship with gender and proficiency. Those students have basic, pre-intermediate and intermediate level of proficiency. This study is expected to provide a description of the use of language learning strategies in order to set a situation to help students aware of the use of LLS. It might be possible to teach effective strategies in

order to avoid difficult tasks and have “good language learners”. The LLS are the relevant research areas which help students to acquire a language and furthermore to make the language learning process easier. The themes of language learning strategies have been discussed and studied since the 70’s; however, according to Mendez (2003), few studies have been conducted in Mexico which reflect the specific teaching situation. It is clear the importance to increase the number of investigations in the Mexican context.

The main goal of this study is to identify the use of LLS by English language students of the University of Quintana Roo, Cozumel Campus. Those students have basic, pre-intermediate and intermediate level of proficiency in English. Thus this study attempts at determining which strategies are used by students which held different proficiency levels in English as well as those used by women and men. Having determined the strategies used by the different groups of students from this study some suggestions regarding the importance of training students in the use of certain strategies will be given. The appropriate of LLS may help students to acquire a language and furthermore to make the language learning process easier.

This study is structured in two parts: chapter one presents the introduction, the background of the problem, the statement of the problem, the purpose of the study, the research questions, the significance of the problem, a brief description of the methodology. Chapter two presents the review of relevant literature: the theoretical basis of language learning strategies, followed by LLS definitions and descriptions of LLS taxonomies; as well as research related on language proficiency and gender use and the description of the Strategy inventory for language learning. Chapter three describes the methodology used in this study. Chapter four presents the results of the study and chapter V discusses and analyses the results. Finally, the conclusions are presented.

1.2 Statement of the problem

The teaching of languages has changed recently; some years ago, teaching methods focused on memory and repetition mainly. The new methods consider the language learning as a process. Thus, the use of different styles and strategies are important tools when learning a new language. Rubin (1975) started to become more interested in what successful language learners do rather than the teaching methods themselves, and found that the use of appropriate LLS is related to successful language learning. As we can see the use of language learning strategies is very important in the language learning process for many reasons. First, if students use them, they have a big potential to be successful students, but if not, they can have many difficulties, and as a result they cannot be successful in language learning. Considering the importance of language learning strategies, the primary interest in this research is to describe the use of them by English language learners. Given the situation, the use of LLS is going to help students to be more aware of the strategies and might help teachers to teach more appropriate learning strategies in order to avoid difficult tasks and have “good language learners”.

1.3 Relevance of the problem

Language Learning Strategies have been studied since the seventies in different contexts, most of them in American Universities. According to Ghazi (2004), the majority of the studies in this area have been carried out in universities in the United States and others in Asian universities. In Mexico, Johnson (1997), Méndez (2003) have carried out studies of this type, and have found that the results cannot be extrapolated or generalized in relation to Mexican students who study English as a foreign language.

The necessity becomes evident, therefore, to increase the number of studies of the process of English language learning by Mexican students, through identifying the strategies which female and male students use and according to the level of

competency reached in the language. This would help language teachers to develop teaching methods and techniques best suited to the learning needs of the students. This investigation would also contribute to providing effective tools to students who face difficulties in the English language learning process. The results of this research will help teachers develop educational programs that address specific students' needs and develop ways to encourage the less successful students in their goals of learning a new language. On the other hand, this study will be helpful to teachers and students since English teachers will be able to assist those with poor learning skills to attain an appropriate level of English.

1.4 General objective

Identify the strategies being used by English Language Learners from the University of Quintana, Roo, Campus Cozumel and how frequently they are used. Besides that, the relationship between the use of strategies and some variables like gender and proficiency in English was examined.

Thus, the research questions that arise from this study were the following:

1.5 Research Questions

- What kinds of language learning strategies are used by English Language Students from the University of Quintana Roo, Cozumel campus, and how frequently they use them?
- What kinds of language learning strategies are used by male and female English Language Students from the University of Quintana Roo, Cozumel campus, and how frequently do they use them?
- What kinds of language learning strategies are used by Basic, pre-intermediate and intermediate students?

1.6 Limitation and delimitations

This quantitative research will be carried on at the University of Quintana Roo, Campus Cozumel. The participants of this research will be young people learning English at the Language Center from the same University. Therefore, a delimitation of this study is that the data will be collected only from those students. Another delimitation is that this study will not attempt to study students' educational background or learning styles which are factors that may influence the use of LLS too. On the other hand and since the subjects from this research are a very determined group of people the results cannot be generalized to students from the rest of the university.

2. CHAPTER TWO THEORETICAL FRAMEWORK

This chapter reviews the literature on language learning strategy research. The first section discusses some theoretical basis supporting the relevance of learning strategies. The second section presents definitions of language learning strategies. The third section discusses taxonomies that have been used to describe and classify the strategies identified in several studies. Moreover, the taxonomy offered by Oxford (1990) is revised in detail since this categorization is the main basis in this study. The fourth section looks back on language learning strategy research in general. The fifth and sixth section review studies on factors influencing strategy use, especially gender and language proficiency level. Finally, the seventh section comments on some studies on language learning strategy carried out in the Mexican context.

2.1 Theories supporting Language Learning Strategies

Until now, there are many theories that explain the process of language learning. In the late sixties, Abraham Noam Chomsky had a strong influence on linguistic theory. According to his theory, the Universal Grammar (UG) (1968), he claims that all normal humans are born with a Language Acquisition Device (LAD) in order to develop a language, from an innate universal set of principles that control the shape of human languages. Also, McLaughling (1987) and Bialystok (1978) saw language learning as a cognitive process, where learners can control their own learning by employing learning strategies. Bialystok's model considers strategies in order to improve competence in second language learning. Bialystok's model includes three types of knowledge: explicit linguistic knowledge, implicit linguistic knowledge, and general knowledge of the word. Years later, Krashen (1981) had a different point of view. He affirmed that there is far more variation in language use. In fact, people often use correct forms in certain linguistic contexts, and use incorrect forms in different ones. According to his Monitor Model, second language acquisition occurs

unconsciously, similar to the way a normal person acquires his/her mother tongue. The more exposed a person is to the second language, the faster he/she may develop their abilities. The higher the level of motivation, the easier it is to acquire the language. Stephen Krashen's theory brought new concepts in language learning process. For example, the acquisition of the language is an unconscious process while the learning is a conscious gaining knowledge (cited by O'Maggio Hadley, 1993). As we can see, there is a change between the theories of language learning from the innate process to the cognitive process. These cognitive learning theories and social cognitive models have provided rational uses and development of learning strategies. The importance of these theories already mentioned is the explanation of how students can be more effective language learners through the use of learning strategies. The learning process is not seen as passive, where teachers used to control the class and the learning through memorization, repetition and translation; nowadays, the learning of language is considered as an active process with the students controlling the development of competences through conscious strategies. In the light of historical experience, therefore, it is perhaps, important that, although learning strategies have the potential to be "an extremely powerful learning tool" (O'Malley, 1985), we should also keep them in perspective. It is probably unlikely that learning strategies will prove to be a magic wand to solve all language learning problems than any of the other eagerly-seized new ideas have proven to be in the last 50 years. But, used eclectically, in conjunction with other techniques, learning strategies may well prove to be an extremely useful addition to a language learners tool kit.

2.2 Definitions of Language Learning Strategies

Early research on language learning strategies was focused on finding out effective learning strategies. Many studies describe what successful learners used to do when learning a language. From then on, several definitions of language learning strategies have emerged. In fact, it is not easy to define language learning strategies. This study presents a considerable number of definitions which are divided by two factors: the elements that LLS include and the purpose that learners use LLS for. As to elements of LLS, for examples Bialystok (1978) defined it as “optional means” and Rubin (1987) as “strategies which contribute to the development of the system which the learners construct an affect learning directly.

Author	Elements LLS include
Rubin (1975: 43)	“Technique or devices which a learner may use to acquire knowledge.”
Bialystok (1978:71)	“Optional means for exploiting available information to improve competence in a second language.”
Stern (1983: 405)	“In our view strategy is best reserved for general tendencies or overall characteristics of the approach employed by the language learner, leaving techniques as the term to refer to particular forms of observable learning behaviour.”
Rubin (1987:23)	“Language learning strategies are strategies which contribute to the development of the language system which the learners construct and affects learning directly”.
Wenden (1987: 6)	“The term learner strategies refers to language learning behaviours learners actually engaged in to learn and regulate the learning of a second language.”
Chamot (1987:71)	“Techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information”.
Cohen (1990:5)	“Learning strategies are viewed as learning processes which are consciously selected by the learner. The element of choice is important here because this is what gives a strategy its special character.”

Bialystok's (1978) definition is not clear enough; the author uses vague terms which do not specify the elements of LLS. Analyzing Rubin's and Bialystok's definitions, both have the same that strategies help to develop or improve language skills, and as a consequence the students receive benefits in their learning process.

Table 2. Definitions of learning strategies	
Authors	The purpose that students use LLS
Wenden and Rubin (1987:19)	"sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information"
Rubin (1987), O'Malley and Chamot (1990)	"Set of actions, plans, tactics, thoughts or behaviors that the learners employ to facilitate the comprehension, storage, retrieval, and use of information.
Oxford (1990)	"Learning strategies specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations"

According to the definitions LLS represent specific actions, behaviors, tactics, techniques, thoughts and behaviors, which we develop through life experiences, and sometimes we do deliberate actions along with our learning. Each one of these steps helps to develop our language skills. Oxford (1990) provides a clear definition as "learning strategies specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective and more transferable to new situations". All language learners need to use language learning strategies in the learning process. Furthermore learners use different language learning strategies while performing the tasks and processing the new input they are faced with.

This study takes Oxford's definitions because is clearer in the identification, retention, storage, or retrieval of words, the strategies to memorize and learn new vocabulary through flash cards, also strategies to retrieve information are well explained, which help to this study, in order to describe the LLS used by English language students. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning. In other words,

language learning strategies, while not observable or consciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom.

2.3 Taxonomy of language learning strategies

Many classifications of strategies have emerged as a result of the different studies on language learning strategies, “making it difficult in many cases to compare strategies reported in one study with those reported in another” (Chamot, 1987, p.71). Therefore, those classifications may be confusing when carrying out research and selecting a specific classification of strategies. This is because even though those taxonomies are different, at the same time they “reflect more or less the same categorizations of language learning strategies without any radical changes” (Hismanoglu, 2000).

Rubin (1981) was a pioneer proposing a classification scheme that placed strategies into two groups: strategies that directly affect learning, and strategies that contribute indirectly to learning.

Direct strategies include

1. Clarification/verification
2. Monitoring
3. Memorisation
4. Guessing/inductive inferencing
5. Deductive reasoning
6. Practice.

Indirect strategies

1. Creating opportunities for practice
2. Production tricks.

O'Malley and Chamot (1990) set their classification according to how learners implement learning strategies to learn and use a new language. They divided the strategies in three main categories:

Metacognitive strategies indicate things an individual already knew about learning such as:

1. Advance organizers
2. Directed attention
3. Selective attention
4. Self-management
5. Advance preparation
6. Self-monitoring
7. Delayed production
8. Self-evaluation
9. Self-reinforcement

Cognitive strategies are limited to specific tasks. The activities directly focus on information to enhance learning.

1. Repetition
2. Resourcing
3. Translation
4. Grouping
5. Note taking
6. Deduction
7. Recombination
8. Imagery
9. Auditory representation
10. Keyword
11. Contextualization
12. Elaboration
13. Transfer

14. Interference

Social mediation is related to interaction with other people or management of the affective demand.

1. Cooperation

What makes O'Malley and Chamot's (1990) Scheme impressive is that they applied two major domains of learning theory, cognitive learning models and social-cognitive models, as parameters in establishing their strategies theory. Considering that O'Malley and Chamot took the fundamentals from Rubin's taxonomy and provided a new classification, Rubin just focuses on the cognitive and metacognitive process. These processes are very important during the learning process; in fact while we study we follow steps such as taking notes, planning, transferring, etc. However, O'Malley and Chamot are right, when we communicate with people we have to employ socioaffective strategies, we have to show a real language through interaction and this is very important in ESL as well. Stern (1992, as cited by Hismanoglu 2000), set five language learning strategies: planning and controlling, cognitive, communicative, interpersonal, and affective strategies. Planning and controlling strategies relate to the way a person leads themselves in the learning process. Stern follows the idea from the first taxonomies. Nonetheless, he reorganizes these processes in a new classification and of course he explains each learning strategy in this way.

Cognitive strategies are steps taken in order to solve problems which require direct analysis, transformation or synthesis of language materials. Communicative experiences are used to maintain fluent communication using gestures, paraphrases Clarification / Verification Guessing / Inductive Internecine, Deductive Reasoning, Practice, Memorization, Monitoring. Interpersonal strategies are when learners monitor their own development and evaluate their own performance. Learners should have contact with native speakers and cooperate with them. Learners must become acquainted with the target culture (Stern, 1992, p. 265-266). For Stern communicative

are strategies to organize the learning, these ones are focused on the development of some skills but we have to remember that when someone is studying a second language his/her main goal is communication. This implicates talking and interacting with native speakers but this is not easy because most students are afraid to do mistakes such as pronunciation, vocabulary, grammar etc. Here is where affective, interpersonal, and planning and control strategies play a very important role since they help students to organize their ideas with gestures, deductive reasoning, and monitoring their achievement.

Communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication (Stern, 1992, p. 265). It is evident that good language learners employ distinct affective strategies. Good language learners are more or less conscious of their emotional problems. Good language learners try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved. Learning training can help students to face up to the emotional difficulties and to overcome them by drawing attention to the potential frustrations or pointing them out as they arise (Stern 1992:266).

Oxford (1990) divides language learning strategies into two main classes, direct and indirect, which are further subdivided into six groups.

Direct strategies

- I. Memory strategies: strategies to store and retrieve new information.
 - A. Creating mental linkages
 - B. Applying images and sounds
 - C. Reviewing carefully
 - D. Employing action
- II. Cognitive strategies: strategies for using the language and for understanding its process

- A. Practicing
- B. Receiving, and sending messages
- C. Analyzing and reasoning
- D. Creating structure for input and output
- III. Compensation strategies: strategies for using the language despite gaps in knowledge
 - A. Guessing intelligently
 - B. Overcoming limitations in speaking and writing

Indirect strategies

- I. Metacognitive strategies: Strategies to coordinate their own learning process.
 - A. Centering your learning
 - B. Arranging and planning your learning
 - C. Evaluating your learning
- II. Affective strategies: Strategies for approaching the task positively.
 - A. Lowering your anxiety
 - B. Encouraging yourself
 - C. Taking your emotional temperature
- III. Social strategies: Strategies for working with others to get input and practice
 - A. Asking questions
 - B. Cooperating with others
 - C. Empathizing with others

Oxford sees the aim of LLS as being oriented towards the development of communicative competence, and that they must, therefore, involve interaction among learners. For this reason, she maintains that affective and social strategies are fundamental in the effectiveness of language learning. Social and affective strategies, as we shall see, are closely interrelated to all the other types of strategies. This study takes Oxford's taxonomy because describe and use mental and cognitive processes that help to practice the four skills of language which help to cover the objective of this research.

In summary each author's taxonomy talks about the same influences but in different perspectives. English textbooks are often full of strategies, but students rarely spot them as learning strategies. How often do teachers prompt students to use inference to deduce the meaning of unknown words? How often do they prompt learners not to stop when they meet a problem in reading or listening, but to go on and make hypotheses? Instead they just leave students alone, on their own, and they fail to use those very strategies present because the teacher did not prompt them.

2.4 Language Learning Strategy Research

Research into language learning strategies began in the 1960s, particularly, with the development of cognitive psychology. In most of the research on language learning strategies, the primary concern was to identify what good language learners do to learn a second language (Rubin, 1987).

In 1981, Rubin's studies described 14 strategies that good language learners used. She states that these language learners:

1. can decide the most suitable learning modes for themselves
2. are organized
3. are creative
4. use all opportunities to practice
5. use memorization
6. learn to live in uncertainty
7. learn from mistakes
8. use language knowledge
9. use the situation and environment to improve understanding
10. guess intelligently
11. memorize the words/sentence as a whole
12. learn the form of sentences
13. use the skill of expression
14. use all kinds of literary form

Naiman et al., 1978; Rubin, 1975; Stern, 1975, as a result of their idea of what makes a “good language learner”, showed the following strategies used: taking advantage of practice opportunities, monitoring language production, attending to meaning, practicing communication language production, attending to meaning, practicing communication in the language, active involvement in learning process, being specific in language tasks, and seeing and developing language as a system. Naiman et al (1978) studied the distinction between the good language learner and the poor language learner. The results showed that good language learners tended to view language as a means of communication and to actively pursue opportunities for communication and interaction. Other characteristics were monitoring their performance, using appropriate models, and a positive attitude regarding inhibition and mistakes.

Oxford (1990) described that the most successful learners tended to use learning strategies that were suitable for the task, material, self-objective, needs, motivation and stage of learning. MacIntyre & Gardner (1994) found that the most critical affective factors include attitude, motivation, anxiety, and self-confidence which anxiety and lack of self-confidence can be powerful negative forces on the language learner. Every context is different and has peculiarities, research on strategies in Europe and Asia has opposite tendencies, and hence, our context in Latin America has different tendencies, too. Not much research has been done to identify learning strategies in Spanish’s context; nonetheless, one was designed in Spanish with a different instrument. Arias and Justicia (2003), in their article “Scale of Strategies for University Students” (2003) shows that Spanish students often employ the social affective strategies, and the metacognitive and cognitive are in second place. A possible explanation for the result may have a connection with motivation. To get these results, the researchers used the instrument called ACRA scales of learning strategies (Roman and Gallego, 1994). This self reporting instrument, published in Spanish, is based on cognitive principles of information processing. It enables quantitative evaluation of various learning strategies used by students during their

study activity, in its different stages, such as information acquisition, codification, recovery and support.

The next sections will present relevant research of LLS and the relationship between gender and proficiency. These studies will provide examples on how to investigate LLS and the instruments used that helped to describe the use of LLS.

2.5 Language Learning Strategy and Gender

Many factors take part in the learning strategies process; culture and ideology have been mentioned but gender has an influence as well. Studies have found that gender can have a significant impact on how students learn a language. Gender was one factor that has been explored by many researchers. In some English Foreign Language strategy studies involving gender, females have been favoured as more frequent users of strategies (for instance, Green, 1992; Noguchi, 1991; Green & Oxford, 1993; Oxford, 1993). Siew and Wong (1998) explained the way that Malaysian students use the learning strategies in their process to acquire and assimilate the information; the most frequent strategies used were the cognitive strategy, followed by social and metacognitive strategies. The use of compensation and memory strategies were less often mentioned and affective strategies were the least mentioned. Researchers explained that the differences in these results were due to the American context, ideology and culture, since Asian people are less effective than American people. Six categories of language learning strategies were identified from their responses to seven hypothetical learning contexts. Pearson correlation coefficients show that there was a significant positive relationship between language learning strategies and language self-efficacy.

In Japan, Watanabe (in Green and Oxford 1995) found distinctly different patterns of strategy use between a major metropolitan university with both male and female students and a rural, all female college, though the authors caution that locality and prestige of institution may have contributed to such differences. Green and Oxford

(1995) discovered that English students in the People's Republic of China had a significantly different SILL with regards to gender; females showed more use of the cognitive, compensation, metacognitive, and social strategies than males.

In many English Foreign Language Strategy studies involving gender, females have been favoured as more frequent users of strategies (for instance, Green, 1992; Noguchi, 1991; Green & Oxford, 1993; Oxford, 1993). An emerging theory for this gender difference proposes that although males sometimes surpassed females in the use of a particular strategy, females employ more learning strategies or employ strategies more effectively (Erhman and Oxford, 1989; Nyikos, 1990; Oxford, 1994; Sheorey, 1999). In contrast, another piece of research but in a different context, shows the opposite. Tercangliou (1986) did some research on foreign language learning strategies at the University of Turkey. Her study showed gender differences, where male students showed more LLS use than female students. In this study, participated 184 university students, they were enrolled in the third year of their four year undergraduate degree program. Strategy Inventory for Language Learning (SILL) was used to gather information about the strategies that the individual learners employ to learn a foreign language. Quantitative data analyses were performed in this study. These differences are pronounced in two scales of the inventory: namely, students' awareness of all their mental processes, and their satisfaction of organizing and evaluating their learning of English foreign language. Therefore, the results of that study were not consistent with several other studies that have reported that female learners use strategies with greater frequency than male learners (Oxford & Nyikos, 1989).

According to Chamot (2004), when analyzing differences in strategy use between females and males, some studies have found that “females use more strategies than males”, these differences have appeared in many studies across different cultures. To find out these results, Chamot has utilized a questionnaire developed by Oxford (1990), the *Strategy Inventory for Language Learning (SILL)*. This instrument has been used extensively to collect data on large numbers of mostly foreign language

learners. The *SILL* is a standardized measure with versions for students of a variety of languages, and as such can be used to collect and analyze information about large numbers of language learners. It has also been used in studies that correlate strategy use with variables such as learning styles, gender, proficiency level, and culture.

In summary, language learning strategy research has been made to investigate the strategies used by males and females and 'the sex difference findings to date show that in typical language learning situations females use significantly more learning strategies than males and use them more often' (Oxford 1989, p.239). Also females report to use more metacognitive and social strategies. Those results will help to this study in order to describe the use of LLS by gender.

2.6 Language learning strategy and language proficiency level

Language proficiency level is another traditional variable taken into account when carrying out research on language learning strategies use. Usually, researchers contrast beginning or basic levels with advanced levels in order to analyze if language learning strategies vary according to the level of English. Furthermore, researchers also make comparison between successful or good language learners and unsuccessful or poor language learners according to their level of proficiency.

Chamot (1987) announced that students often change the use of strategies as they advance. Metacognitive strategies tended to increase with the decrease of cognitive strategy as students gained proficiency, while more proficient students select better learning strategies in context. In two separate studies, Abraham and Vann (1987) and Van and Abraham (1990) reported that learners who were less proficient were using strategies considered as useful, and are often the same strategies used by learners who were more proficient. The difference between them was the degree of flexibility to choose strategies and the ability to use the appropriate one in the learning situation.

In Watanabe's (1990) study of university and college EFL students in Japan, it was generally found that students who had higher self-rated proficiency used most SILL strategies (Oxford 1990) more frequently than those with lower self-rated proficiency. Green and Oxford (1995) claimed that, "students who were better in their language performance generally reported higher levels of overall strategy use and frequent use of a greater number of strategy categories" (1995, p.265).

Phillips (1991) disclosed that beginning students had a tendency to use easier strategies and social strategies. However, students with higher proficiency levels showed more frequent use of all strategies. Green and Oxford (1995) studied three groups of English: Pre-basic, Basic, and Intermediate levels. By using the SILL (Oxford 1990) they found that learners in the highest level (Intermediate) reported greater use of cognitive strategies than the middle (Basic) and low (Pre-basic) levels. Moreover, in a more detailed explanation of the use of strategies they observed that Basic students reported higher use of gestures and making up new words in comparison with Intermediate and Pre-basic students. Accordingly, about a third of the individual strategies on the SILL were used more frequently by more successful students.

Wharton's study (1997) of 678 bilingual university students in Japanese and French courses in Singapore, on strategy use and French / Japanese proficiency, found out that proficient learners use strategies more effectively than the ones with lower levels. Oxford and Nyikos (1989) found that greater strategy use was associated with learners' higher perceptions of proficiency in reading, listening, and speaking. Dreyers and Oxford's (1996) found a significant positive correlation between strategy use and proficiency of Afrikaans university ESL majors. Although more of the research is related to the relationship between proficiency and the use of LLS, they will help to set an idea about the use of LLS by English level.

2.7 Studies related to Mexican students and language learning strategy use

Research has been carried out in various countries like the United States of America and the United Kingdom. In these countries English is learned as a second language. Johnson (1998) studied 380 students learning English in The United States. They were chosen randomly, and there was a close balance between males and females, with an additional 38 intermediate Spanish students in order to evaluate the differences that national origin could have on learning strategies. The instrument used in the research was the Strategy Inventory for Language Learning (SILL) translated into Spanish. The two main hypotheses of the Master's students in the Curriculum Development class were to find differences between the previous studies on LLS to compare with Mexican EFL learners and identify the strategies which the Mexican population was or was not using in order to design a strategy awareness program.

The first hypothesis was not proved, the results showed that there is no relevance between males and females, both used the same strategies and with the same frequency. The beginner students were found to use the same range of strategies as the more advanced; however the frequency of the use of the strategies changed significantly. The cognitive, compensation, metacognitive and social strategies increased proportionately in frequency from the high beginners though the advanced EFL levels.

Another Mexican research was by Méndez (1998), who proved that strategies can be taught to improve students' performance; she implemented a Basic Training Program (BTP). The objectives of that program were to make students aware of learning styles, to know what a learning strategy is, to understand how strategies can help them in the learning process, to know how to apply the strategies to specific learning activities and to know how to transfer a strategy from one activity to another activity in order to enhance their ability to self-direct the use of strategies in the future, and to reflect on the effectiveness of a strategy for their particular needs. The instruments used in that project were the SILL and it was answered twice by the students. The

first time was before the training and the results showed that students scored the lowest in the affective group of strategies, but social strategies received the highest score, cognitive strategy received a low score, as well as compensation strategies. However, at the end of the course, the results of SILL showed an increase in the use of strategies which they were taught in a short period of time. Later Méndez et al (2007) on the effects of LLS trained students in the form of workshops embedded into syllabus. They worked on the four skills The final results showed that all the students who participated actively had good or even excellent grades. In another study Dzay (2006) observed that the group of English V of the English Language Teaching Major who took the listening workshop to improve language learning strategies had relevant improvements and willingly used the strategies that they had learned; but she also realized that students had a positive change of attitude toward the use of language learning strategies.

For speaking skills, Méndez (2006) had other participants, 6 females and 4 males, in English III in the same major and university. The strategies being taught were considered speaking strategies needed for *fillers, circumlocution, asking for repetition, asking for clarification, and expressing not understanding*. At the end of the training session, students showed fillers and repetition as the most frequently used, but circumlocution and expressing not understanding were the least frequently used. For reading strategies Macola (2006) addressed 15 students of English V in the same major and university. The strategies that were being taught were predicting, skimming, critical reading, and summarizing. Before the training session students showed low scores on the four strategies mentioned before; but, after the training students showed improvements and positive attitudes towards training. Hernández (2006) worked with pre-intermediate students to improve academic writing; during the workshop students felt more confident and capable; students expressed that they had the opportunity to plan, organize their ideas, write, revise, rewrite, and reflect on their performance, the workshop reached the goal of improving students' performance in writing skills.

Murrieta (2003) studied the frequency of Language Learning Strategies used by students at the University of Quintana Roo, Chetumal Campus. The sample was of 134 students of the English Language Major of different levels of proficiency (beginners, intermediate and advanced) between 19 y 25 years old. The sample was homogenous between males and females. The strategy inventory of language learning was used in order to identify the strategies used by successful, regular, and unsuccessful students as well as the frequency in which they are used. The findings indicated that students are medium users of language learning strategies. They also showed that regular and unsuccessful students use less frequency compensations strategies and successful students use memory strategies. On the other hand, there were no significant differences between the genders. However, females reported using more strategies. Social strategies were most used by males and females and the less used were compensation strategies. The strategies used by the three proficiency levels were more social strategies followed by compensation strategies. Affective strategies were replaced by cognitive strategies by as the students advanced.

Studies in language learning strategies conducted in Mexico and Latin America that were able to be defined and presented in this work are insufficient, and the amount of data are not enough to generalize and make extrapolations. Despite this, they serve as an important starting point in the development of new studies and lines of investigation in this area.

Notable studies carried out since Naiman, Frohlich, Stern, and Todesco's (1978) study, Rubin's (1981) study, and the work done by O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985); however, there has not been an agreement regarding the definition of language learning strategies. The terms which have been used to describe strategies (e.g. technique, behaviour, operation, action) and to account for their purpose (to acquire knowledge, to regulate learning, to make learning more effective) vary, but they have much in common. There is the same

problem with the LLS taxonomy; there are different ways of categorising. For example, O'Malley and Chamot (1990), include cognitive, metacognitive, and social/affective strategies. However, Oxford (1990) has a better and clear taxonomy. Of course it is not perfect, but most of the LLS research done were based by Oxford's (1990) definition and taxonomy. Oxford's (1990) Strategy Inventory for Language Learning (SILL). This has been developed from Oxford's fairly exhaustive list of strategies, described by Ellis as 'perhaps the most comprehensive classification of learning strategies to date' (1994, p. 539). According to Green and Oxford (1995), studies using SILL have involved around 8,000 students in different parts of the world. This research has used the SILL for the reason that it has been used extensively and thus helps for making comparison.

This study is a description of LLS, however, the literature presented discusses some of the studies that have examined the nature of language learning strategies, in particular those which have looked at possible links between strategy use, gender and English level. This study will provide with important information to describe the use of LLS and set an overall view for future research. Next chapter will present a description of the research design, background of the participants, data collecting instruments, procedures, analysis, and the pilot study.

In summary, Language learning strategies have been conceived to help students when they are learning a language. From examples of research such as the studies carried out by Rubin (1975) and Stern (1975), to taxonomies of strategies like that drawn up by Oxford (1990), to theories of language acquisition which incorporate strategies (O'Malley & Chamot, 1990), there were examples of work done in order to describe, identify, analyze the language learning strategies, at the same time establish a relationship between LLS and successful language learning.

3. CHAPTER THREE METHOD

This research is of a quantitative nature. The purpose was to investigate the strategy use of students at University of Quintana Roo, Cozumel Campus who, at the moment the research was carried out, were studying different majors. All of them were also studying English I, English II, and English III, as a foreign language. Another relevant purpose is to find out the relationship between the subjects' strategy use and two variables, specifically their English level and gender.

The specific research questions are the following:

- What kinds of language learning strategies are used by English Language Students from the University of Quintana Roo, campus Cozumel, and how frequently they use them?
- What kinds of language learning strategies are used by male and female English language students from the University of Quintana Roo, campus Cozumel, and how frequently they use them?
- What kinds of language learning strategies are used by Basic, pre-intermediate and intermediate students?

3.1 Research design

Due to the descriptive nature of this research, this will be based on a quantitative approach. Different sources were consulted for the quantitative design of this research such as Creswell (1994), Selinger & Shohamy (1989). This was considered as the most appropriate approach. According to Hernandez et al (2006) quantitative research studies a defined and concrete problem. The expectation in this research is to gather enough data which may guide to the understanding and identification of the

different learning strategies used by English Language Students at UQROO, Cozumel Campus.

It was considered that the quantitative approach is the most suitable method to develop this research for several reasons, among which are the practicality of the quantitative approach, the descriptive ends of research and the available tools for this project. After gathering enough information to build a framework for this project, the instrument was modified in order to collect the samples for analysis. The present study is descriptive since it intends to identify the strategies being used by English Language Learners from the University of Quintana, Roo, Campus Cozumel and how frequently they are used. Besides that, the relationship between the use of strategies and some variables like gender and proficiency in English was examined.

Table 3. Objectives and research questions.

Objetives	Research questions
<p>To describe the LLS used by English language students.</p> <p>To identify the LLS used more frequently by English language students.</p>	<p>a. What kinds of language learning strategies are used by English Language Students from the University of Quintana Roo, campus Cozumel, and how frequently they use them?</p>
<p>To describe the differences between the use of language learning strategies by gender.</p>	<p>b. What kinds of language learning strategies are used by gender?</p>
<p>To describe the differences between the uses of language learning strategies by Basic, pre-intermediate and intermediate students.</p>	<p>c. What kinds of language learning strategies are used by Basic, pre-intermediate and intermediate students?</p>

3.2 Target Population, Sample, and Data Collection Procedures

The subjects of this research were chosen intentionally since they were the ones that matched the requirements of this research. The researcher took 88 females and 55 males and their ages vary between 18 to 30 years old. These students were enrolled in the following undergraduate programs: Tourism, English Language, Commercial Systems, and Information Technologies majors, also they were enrolled in an English course.

3.3 Instrument

The instrument that was used for the collection of data on strategy use is the Strategy Inventory for Language Learning (50 item Version 7.0 for ESL/ESL), the instrument was translated into Spanish and revised twice by two English teachers. Oxford's (1990) classification system was the basis for the self-scoring survey. The structure of the instrument is the following one. Strategies are divided into two categories: direct and indirect. These two categories are then further divided into subcategories. Direct categories included memory, cognition, and compensation. Indirect categories included metacognitive, affective, and social. The fifty items were categorized by strategy type: (a) memory strategies included images and key words, but did not usually include a thorough understanding of the material (items 1 to 9), (b) cognitive strategies included analysis, reasoning, and synthesizing (items 10 to 23), (c) compensation strategies included gestures and words that were useful in order to compensate for any gaps in knowledge (items 24 to 29), metacognitive strategies included and awareness of the individual's own preferences, monitoring, and evaluating (items 30 to 38), (e) affective strategies included actions to manage the emotional side of language learning (items 39 to 44), and (f) social strategies included formulating reasons to engage in conversation and explore the culture in meaningful ways (items 45 to 50). The final version of the questionnaire included 60 items to which the subjects responded on a 5-point Likert scale. The 5-point scale ranges from 1 "never or almost never" to 5 "always or almost always". According to Green and

Oxford (1995), SILL has been the key instrument used in more than 40 studies involving 80,000 students in different parts of the world. The items were translated into Spanish by the researcher herself and checked by four English translators and two English teachers trying not to modify the structure of the instrument. There is a section to collect demographic data such as gender and age.

3.3.1 Validity and Reliability of ESL/EFL SILL.

The content validity of the ESL/EFL SILL was reported by Oxford (1989) to be 0.96. Furthermore, Oxford (1989) stated that this was in part determined by an agreement of top language learning strategy researchers. Oxford & Burry-Stock (1993a) later used a similar method and determined the content validity to be 0.99.

The construct validity of the ESL/EFL SILL was determined by examining the nature of the intra-relationships found when considering all SILL factors. Oxford (1990) found that a previous version of the SILL contained sufficiently high content validity and internal consistency reliability: "Internal consistency reliability using Cronbach's alpha is 0.96 based on a 1,200 person Purdue University sample and 0.95 based on a 483 person DLI sample. Content validity was 0.95 using classificatory agreement between two independent raters who matched each of the 41 SILL items with strategies in the comprehensive taxonomy of second language. The validity of learning strategies was based on strong relationships between SILL factors and self-ratings of language proficiency and language motivation (Ehrman & Oxford, 1989, p. 12). Predictive validity of the SILL was also evident in relationship to language proficiency and motivation (Oxford, 1990).

3.4 Pilot study

A pilot study was conducted at The University of Quintana Roo, Cozumel Campus. For this activity 30 subjects who were taking English courses were selected. The main purpose of the pilot study was to know if students understood the translated questionnaire and to see how much time was required by the students to answer the questionnaire and do the placement test. In this pilot study, the internal consistency reliability as measured by Cronbach's alpha for the entire strategy inventory was .83. The content validity of the final application was 0.94 which means that there is high result reliability.

3.5 Variable Definitions

Two independent variables were determined: English level and gender. Language learning strategies were the dependent variable.

3.5.1 English Level

The level of proficiency was determined by the total score obtained by students in the evaluation named Objective Placement Test by Cambridge University Press. The test consists of an objective placement test, a placement conversation, and a placement essay. The objective placement test has three sections and takes 50 minutes to administer: listening (20 items) which assesses the ability to understand context, main idea, and supporting details in conversations, reading (20 items) assesses students' ability to understand main idea and supporting ideas in written passages, vocabulary, and the authors intent. Language use (30 items) assesses students' ability to recognize statements in an appropriate context and grammar.

The placement conversation takes 10 minutes. In this face to face interaction students have to discuss and use relevant structures and vocabulary that the task is designed to elicit. The placement essay is a composition on an assigned topic which students have to complete within a 30 minute period. The analysis of the data was

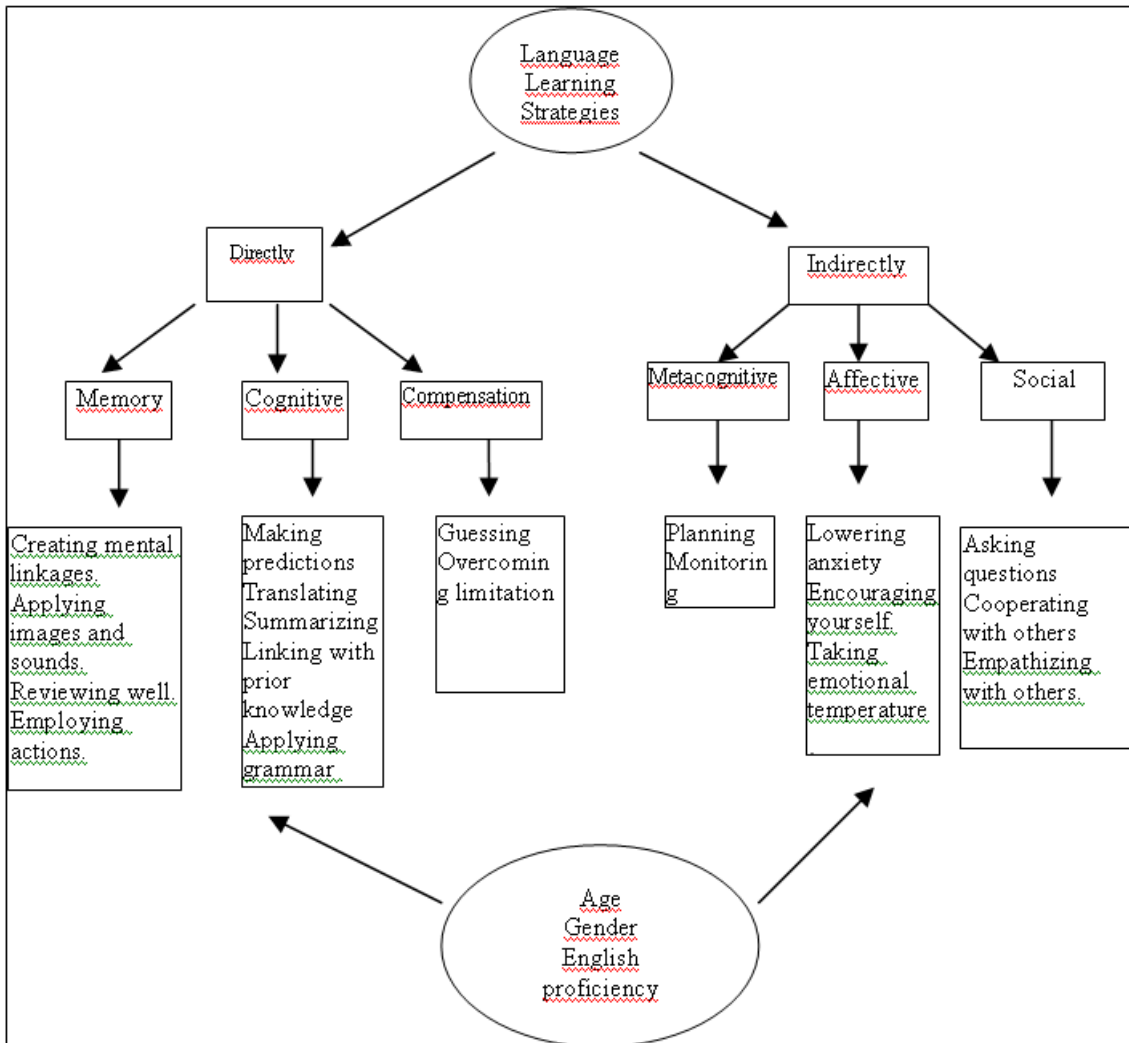
carried out with SPSS (Statistical Package for the Social Sciences) version 12.0 for Windows. The data was interpreted using descriptive statistical analysis which included frequencies, percentages, means, modes and standard deviation. The said analysis was used to answer the investigation questions set out below.

3.5.2 Gender

The students themselves specified their gender when they answered the section on demographic data requested in the Strategies Inventory of Language Learning.

3.6 Research model:

Table 4. The following chart represents the relationship among the main variable and the sub variables.



Adapted from Oxford (1990)

Following, some of the most important findings from the analysis of the database are to be presented. They intend to answer the research questions and provide helpful information about students learning process.

4. CHAPTER FOUR FINDINGS

Presented in this section are the findings from the descriptive study. This study investigated the language learning strategies used by English language students of Cozumel Campus. The strategy inventory for language learning (SILL) was used in order to find the difference among use, gender and proficiency and language learning strategies in a sample of 142 universities students. This chapter presents the results of the quantitative analysis of the SILL instrument. Some demographic data were included in this part to help us better understand the context and the surrounding conditions where this study took place. From the information obtained, it was identified that students vary in age; the range is between 19 to 25 years old; not surprisingly about 88 % of the students were female and the rest 54% male.

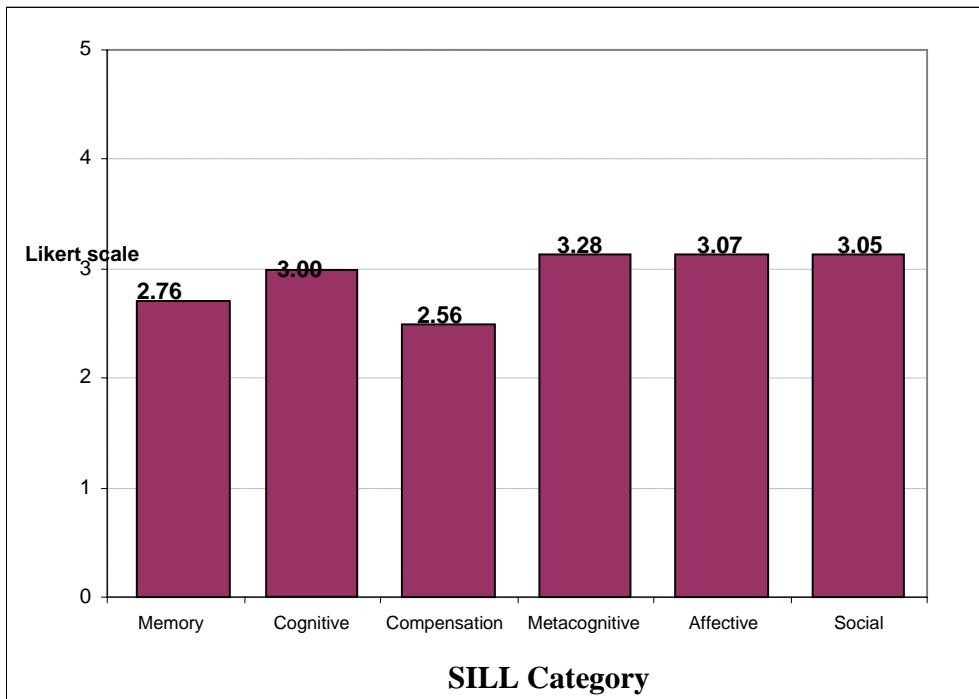
They were placed into three proficiency levels based on their English placement test score. Basic level consisted of 40 students, 46 pre-intermediate levels, and 56 intermediate level. In the following part the research questions of the study are presented in the order they were stated. Each question was answered using the answers given to the instrument used to collect the data and the analysis was based on Oxford's (1990,) explanation of the SILL instrument. According to Oxford, mean scores that fall between 1.0 and 2.4 are defined as low strategy use, 2.5 and 3.4 as medium strategy use, and 3.5 and 5.0 as high strategy use. Generally speaking, the students from this research appear to have a total mean of =2.95 which according to Oxford's interpretation, the students have a medium strategy use of language learning strategies.

4.1 Language Learning Strategies used by English Language Students

Research question # 1: What language learning strategies are used by English Language Students?

Among the six strategy categories, sorted in this manner, the students in the research scored a medium use on metacognitive strategies followed by affective strategies, social strategies, cognitive strategies, memory strategies and compensation strategies. As we can see, among the six categories, metacognitive strategies were the most used and compensation strategies the least used (See Graphic 1). Interestingly, most of the strategies (4 categories) are used similarly by students, only two of them vary but still all them register a medium use by students since their means range from 2.5 to 3.4, which corresponds, according to Oxford to a medium use of strategies.

Graphic 1. LLS used by English language students.



The following substrategies that were reported as most and least used in each category will be presented, in order to do that the results were selected according to the Oxford's values assigned by the statistical average.

The findings showed that, the substrategies that were used the most by the participants in the memory category were: item 1, "I think of relationships between what I already know and new things I learn in English" (\bar{x} =3.49) followed by item 4, "I remember a new English word by making a mental picture of a situation in which the word might be used" (\bar{x} =3.35), item 2, "I use new English words in a sentence so I can remember them" (\bar{x} = 3.20), and item 3, "I connect the sound of a new English word to an image or picture to help me remember it" (\bar{x} = 3.04). Generally speaking the memory category reported, according to Oxford, a medium use.

In cognitive strategies the participants reported using more the following items: 15, "I watch English language TV shows spoken in English or go to see movies spoken in English" (\bar{x} ==3.80), item 18, "I first skim an English passage (read over the passage quickly) then go back and read carefully" (\bar{x} == 3.48), item 13, "I use the English words I know in different ways" (\bar{x} = 3.32), and 12, "I practice the sounds of English" (\bar{x} == 3.28). According to Oxford's interpretation, students reported a medium use of cognitive strategies in all of them, except from item 15 which register a high use by students.

In the category of metacognitive strategies, the most frequent strategies reported were the following ones: item 32, "I pay attention when someone is speaking English" (\bar{x} = 4.06), item 33, "I try to find out how to be a better learner of English" (\bar{x} =3.61), item 31, "I notice my English mistakes and use that information to help me do better" (\bar{x} =3.50), and item 38, "I think about my progress in learning English" (\bar{x} =3.44). According to Oxford's interpretation, students reported a high use of metacognitive strategies, except item 38 which register a medium use by students.

Under compensation strategies, the most frequent strategies reported were item: 29, “If I can’t think of an English word, I use a word or phrase that means the same thing” (\bar{x} =3.32), item 25, “When I can’t think of a word during a conversation in English, I use gestures” (\bar{x} =3.07), item 24, “To understand unfamiliar English words, I make guesses” (\bar{x} =2.56), and item 27, “I read English without looking up every new word” (\bar{x} =2.36). According to Oxford’s interpretation, thus, in most of these strategies, students reported to be medium users, except for item 27 which register a low use of it.

Among the affective category, some strategies showed a high use of them by students, the most frequent strategies were item 39, “I try to relax whenever I feel afraid of using English” (\bar{x} =3.62), item 40, “I encourage myself to speak English even when I am afraid of making a mistake” (\bar{x} =3.61). Only, item 42, “I notice if I am tense or nervous when I am studying or using English” (\bar{x} =3.49) and item 41, “I give myself a reward or treat when I do well in English” (\bar{x} =3.16) According to Oxford’s interpretation, students reported to be high users, except for items 42 and 41 which register a medium use of it.

A social strategy category that was highly used by students was: item 45, “If I do not understand something in English, I ask the other person to slow down or say it again” (\bar{x} =3.87), the rest of the items got a medium use, I ask questions in English (\bar{x} =3.22), item 47, “I practice English with other students” (\bar{x} = 2.94), and item 46, “I ask English speakers to correct me when I talk” (\bar{x} =2.93). According to Oxford’s interpretation, students reported to be medium users.

Analyzing the mean of every item of the SILL, it is interesting to mention that the item 32 is reported as the highest used ($\bar{x} = 4.06$) followed by the item 45 ($\bar{x} = 3.87$), item 15 ($\bar{x} = 3.80$), item 39 ($\bar{x} = 3.62$), item 40 ($\bar{x} = 3.61$), item 33 ($\bar{x} = 3.61$) and item 31 ($\bar{x} = 3.50$); those items according to the Oxford's interpretation students present a high use. The results show that there is one item of every category reported with a high use; however, there is no item of compensation and memory category.

It seems that item 32 is preferred over the other items. Item 32, "I pay attention when someone is speaking English" which is a metacognitive strategy. Item 45, "If I do not understand something in English, I ask the other person to slow down or to say it again is the second most used" and is a social strategy. Item 32 and 45 are related to speaking skills. The third one most used is item 15. "I watch English language TV shows or go to movies spoken in English". It seems that students use this cognitive strategy in order to be exposed to the language.

Fourth and fifth items most used are 39, "I try to relax whenever I feel afraid of using English" and 40, "I encourage myself to speak English even when I am afraid of making a mistake". These two items are affective strategies which help students to reduce their anxiety. And the last two items reported with a high use are items 33, "I try to find out how to be a better learner of English" and item 31, "I notice my English mistakes and use that information to help me do better". Those are metacognitive strategies that help students to learn English better and more easily.

Table 5. The highest and medium use of substrategies (from all the categories)

Items of the SILL	Category	Mean	Std. Deviation
32. I pay attention when someone is speaking English.	Metacognitive	4.06	1.08
45. If I do not understand something in English, I ask the other person to slow down or to say it again.	Social	3.87	1.16
15. I watch English language TV shows or go to movies spoken in English.	Cognitive	3.80	1.15
39. I try to relax whenever I feel afraid of using English.	Affective	3.62	1.21
40. I encourage myself to speak English even when I am afraid of making a mistake.	Affective	3.61	1.17
33. I try to find out how to be a better learner of English.	Metacognitive	3.61	1.03
31. I notice my English mistakes and use that information to help me do better.	Metacognitive	3.50	1.10
42. I notice if I am tense or nervous when I am studying or using English.	Affective	3.49	1.24
1. I think of relationships between what I already know and new things I learn in English.	Memory	3.49	1.08
18. I first skim an English passage (read it quickly) then go back and read carefully.	Cognitive	3.48	1.11
38. I think about my progress in learning English.	Metacognitive	3.44	1.10
4. I remember a new English word by making a mental picture of a situation in which the word might be used.	Memory	3.35	1.22
13. I use the English words I know in different ways.	Cognitive	3.32	1.04
29. If I can't think of an English word, I use a word or phrase that means the same thing.	Compensation	3.32	1.26
12. I practice the sounds of English.	Cognitive	3.28	1.07
49. I make questions in English.	Social	3.22	1.23
2. I use new English words in a sentence so I can remember them.	Memory	3.20	1.00
41. I give myself a reward or treat when I do well in English.	Affective	3.16	1.28
22. I try not to translate word-for-word.	Cognitive	3.13	1.25
36. I look for opportunities to read as much as possible in English.	Metacognitive	3.13	1.12
30. I try to find as many ways as I can to use	Metacognitive	3.11	1.18

my English.			
37. I have clear goals for improving my English skills.	Metacognitive	3.08	1.15
25. When I can't think of a word during a conversation in English, I use gestures.	Compensation	3.07	1.25
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.	Memory	3.04	1.17
21. I find the meaning of an English word by dividing it into parts that I understand.	Cognitive	3.04	1.22
19. I look for words in my own language that are similar to new words in English.	Cognitive	3.00	1.21

On the other hand, items of compensation and memory strategies were not reported between the high use; however, four are reported as low use. They are item 26, “I make up new words if I do not know the right ones in English” ($\bar{x} = 1.85$), item 5, “I use rhymes to remember new English words” ($\bar{x} = 1.84$), and item 6, “I use flashcards to remember new English words” ($\bar{x} = 1.73$). It can be said that in compensation strategies (item 26) students reported not trying to be very creative in order to explain words that they do not know, as well the use of flash cards and rhymes in order to remember new words which are less used, and usually those strategies are most taught the classroom by certain teachers, maybe students are not interested in continuing practicing those strategies outside the classroom. Finally item 43, “I write down my feelings in language learning” which is an affective strategy students reported a low use, which is not commonly used in the classroom. Generally speaking, they can complain that English is difficult but writing words down is not commonly mentioned by students.

Table 6. The 5 sub-strategies least used.

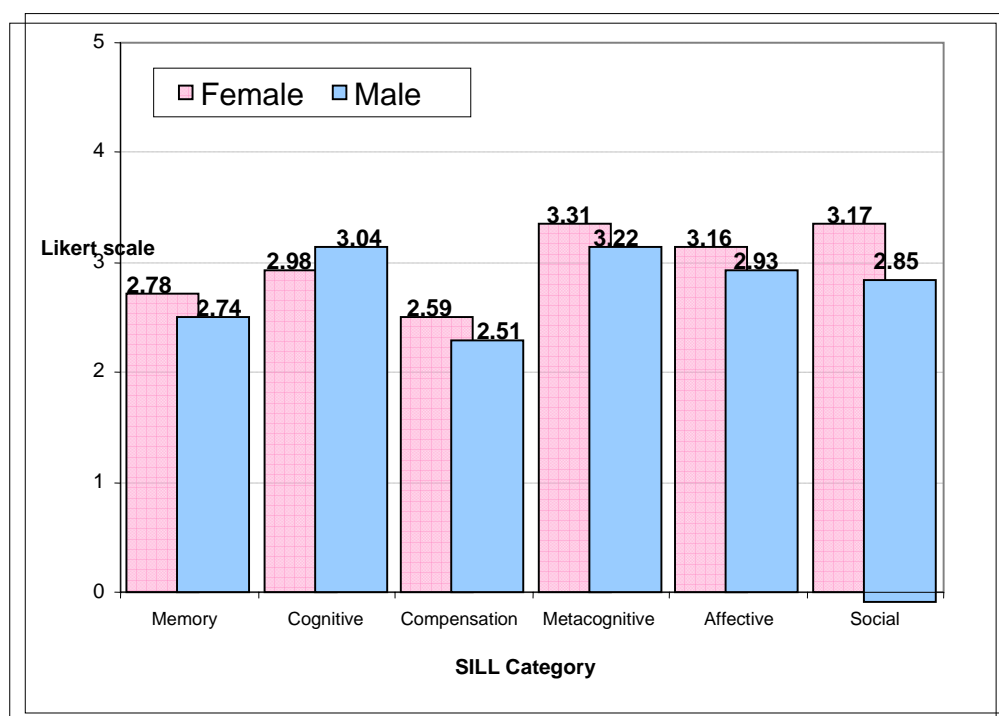
Items of the SILL	Category	Mean	Std. Deviation
26. I make up new words if I do not know the right ones in English.	Compensation	1.85	1.08
5. I use rhymes to remember new English words.	Memory	1.84	0.86
6. I use flashcards to remember new English words.	Memory	1.73	0.95
43. I write down my feelings in a language learning diary.	Affective	1.68	1.01

4.2 Language learning strategies used by male and female students

Research question # 2: What kinds of language learning strategies are used by male and female English Language Students from the University of Quintana Roo, Cozumel campus?

The relationship between LLS and gender has been analyzed in order to find out if there are differences in the use of strategies by male and female students. The descriptive statistics of this study shows that female students reported more use of LLS than males students did even though the differences were not significant. There were found slight differences regarding the frequency and the type of language learning strategies used.

Graphic 2. LLS used by female or male students.



The following substrategies that were reported as most and least used in each category will be presented. In order to do that the results were selected according to the Oxford's values assigned by the statistical average. The results showed that metacognitive strategies were the most used ones by both groups, with values such as: $\bar{x} = 3.22$, in the case of men, and $\bar{x} = 3.31$, in the case of women. Coincidentally, Compensation Strategies were the least used strategies by men and women ($\bar{x} = 2.51$) and ($\bar{x} = 2.59$), respectively. Nevertheless, both categories of strategies, according to Oxford, registered a medium use.

The Metacognitive category was the most used by male and female students. Both groups also registered the same substrategy as the most used one. Women and men report a high use, according to Oxford's interpretation, of the substrategy: *paying attention when someone is speaking* (women $\bar{x} = 4.05$ and men $\bar{x} = 4.07$). However, there is a difference regarding the less frequently use of a sub strategy: female

students report to find someone to speak in English ($\bar{x} = 2.85$) while male students report a medium use to organize a timetable ($\bar{x} = 2.57$). Those statistics, according to Oxford's interpretation present a medium use. Both groups try to connect new information, but female students seem to be more interested in planning their learning while men just want to practice.

Under Affective strategies, there is a difference between the substrategy most used by men and women. According to Oxford's interpretation women reports a high use of trying to relax when they use English ($\bar{x} = 3.68$) while male prefers to speak even when they are afraid to make mistakes ($\bar{x} = 3.5$). There is a coincidence with the substrategy less used, both male and female students report a low use to write how they feel learning English (women $\bar{x} = 1.68$ and men $\bar{x} = 1.66$). It seems that women and men have a certain control of their anxiety and few of them write about their feelings.

Under social category males and females students report a high use in the substrategy $\bar{x} = 4.5$, to ask a person to slow down and repeat when they do not understand (women $\bar{x} = 3.98$ and men $\bar{x} = 3.66$) however female has higher means in all the substrategies. The substrategy less used by women was trying to learn the English culture ($\bar{x} = 2.7$) and men asking help to native speakers ($\bar{x} = 2.4$).

In the cognitive category, the substrategy with more frequency of use was for male and female students watching TV and movies in English ($\bar{x} = 3.98$ and females $\bar{x} = 3.68$) and the less used to make summary of listening and reading information (males $\bar{x} = 2.14$ and females $\bar{x} = 2.11$) although there are similarities between the most used and less used according to oxford interpretation males and females report a high use and medium use. That is the only category that males are higher than females it seems that males use more cognitive strategies in order to solve a problem or complete a task.

However, compensation category was the less used by women, and men. Even between the subcategories male and female students report a similar order but differ in the means, men have a medium use to use similar phrases ($\bar{x} = 3.22$) and women ($\bar{x} = 3.37$) and to use gestures, to guess what the other person will say next in English (women $\bar{x} = 2.4$ and men $\bar{x} = 2.77$) and $\bar{x} = 27$ I read English without looking up every new word (women $\bar{x} = 2.41$ and men $\bar{x} = 2.27$) and the least used by both were to invent new words ($\bar{x} = 1.96$ and women $\bar{x} = 1.78$) those results according to Oxford's interpretation students report a medium use, both males and females have medium use but women show more frequency use.

4.3 Language Learning Strategies used by English level.

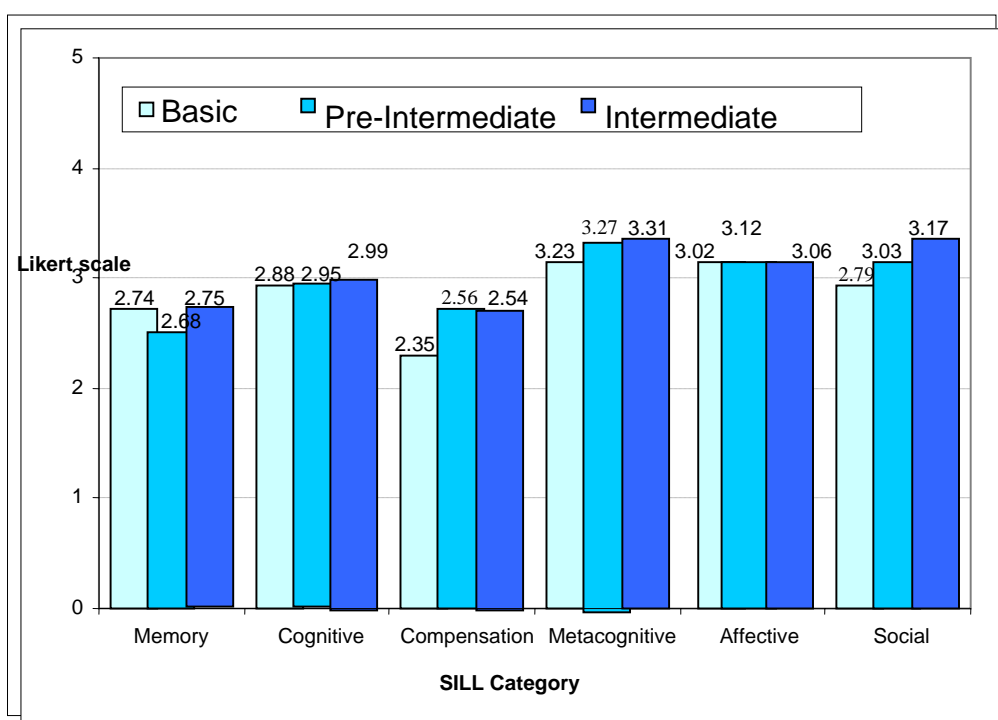
Research question # - 3: What kinds of language learning strategies are used by Basic, pre-intermediate and intermediate students?

Regarding the significant difference in the use of strategies of students with different language proficiency the subjects were divided in three groups according to the objective placement test score: basic level, pre-intermediate level, and intermediate level. Thus, the data was analyzed to determine if there was a difference in the use of strategies by students with a different proficiency in English. According to the results and Oxford's interpretation, basic level ($\bar{x} = 2.83$), pre-intermediate level ($\bar{x} = 2.93$) and intermediate levels ($\bar{x} = 2.97$) are medium users.

A general analysis of the statistical average of data collected, and its location on the scale of frequency use of strategies by Oxford, showed that basic level, pre-intermediate and intermediate reported students frequently use meta-cognitive strategies, with values such as: $\bar{x} = 3.23$, $\bar{x} = 3.27$, and $\bar{x} = 3.31$ respectively. According to Oxford interpretation, the three levels are medium users. The results show an increase of LLS from basic to intermediate level.

The following substrategies that were reported as most and least used in each category will be presented. In order to do that the results were selected according to the Oxford's values assigned by the statistical average. According to the results, basic level report metacognitive ($\bar{x}=3.23$), affective ($\bar{x}=3.02$), and cognitive ($\bar{x}=2.88$) on the other hand pre-intermediate shows metacognitive ($\bar{x}=3.27$), affective ($\bar{x}=3.12$) and social ($\bar{x}=3.03$), and intermediate level report metacognitive ($\bar{x}=3.31$), social ($\bar{x}=3.17$) and affective ($\bar{x}=3.06$). Between the three the use of compensation was reported as the least used. There is an increase of strategies use from basic to intermediate.

Graphic 3. LLS used according to the level.



Under metacognitive substrategies, basic level presents to find opportunities to read as a medium use ($\bar{x} = 3.46$) while pre-intermediate and intermediate show a high use to pay attention when somebody is speaking ($\bar{x} = 3.94$ and $\bar{x} = 4.48$, respectively). Under affective substrategies pre-intermediate and intermediate report coincidentally three substrategies as the highest 39 to try to relax when they use English ($\bar{x} = 3.88$), 40 to motivate themselves to use English even when they make mistakes ($\bar{x} = 3.76$) and 42 they know when they are nervous ($\bar{x} = 3.41$). However, intermediate show a decrease in 40 and 39. It seems that advanced students feel more confident using English. Coincidentally *writing down about their feelings* is the substrategy that is less used among students from the three levels. However in basic level there are more students that use that strategy. Basic levels are more insecure and one of the sub strategies reported as highest is to talk to someone else about their feelings ($\bar{x} = 2.93$).

Under social strategies the substrategy reported by the three levels as the highest was when they don't understand when someone is speaking they ask them to slow down or say it again. The substrategy reported as the least used was to ask for help from English speakers basic ($\bar{x} = 2.23$) pre-intermediate ($\bar{x} = 2.67$) intermediate ($\bar{x} = 2.82$).

Under cognitive category basic level prefers more affective and social strategies, maybe is because basic level are not experience how to learn a language also they prefer to watch TV and English movies ($\bar{x} = 3.63$) followed by to practice sounds ($\bar{x} = 3.23$) they skim before reading ($\bar{x} = 3.20$), and the less used was to make summaries ($\bar{x} = 2.00$). However, there is not a big difference between the other levels; also pre-intermediate and intermediate prefer watching TV and the least reported was to make summaries. (pre-intermediate $\bar{x} = 2.20$, intermediate $\bar{x} = 1.98$).

After the statistical analysis of the data, the results showed that students are medium users. Metacognitive, affective and social categories were reported as being the most used. In addition, Green and Oxford (1995) also reported metacognitive and social strategies as the most used by students. This study also found the results between men and women as medium users and the categories reported as highest were metacognitive, affective, social and cognitive. However, women reported a higher frequency of LLS use. On the other hand, between English levels the result showed that they are medium users and metacognitive, affective, social and cognitive were the categories most used also the results show an increase in the means as they progressed in their learning of the language.

5. CHAPTER FIVE ANALYSIS OF RESULTS

This chapter presents a report and analysis of the use of language learning strategies by students of Cozumel Campus and the relationship between gender, and proficiency level. This chapter is divided into three major sections. The first section focuses on analyzing the most frequently used LLS by English students, whereas the second and third section respectively discuss the results found in the relationship between gender and proficiency LLS use.

5.1 Language Learning Strategy use

The descriptive statistics for overall strategy use ($\bar{x}=2.95$) indicate that the participants have a medium use of strategies, the results ranging between $\bar{x}=2.56$ to $\bar{x}=3.28$. However, it was found that the overall mean in this study was lower ($\bar{x}=2.95$) than Méndez (2003) ($\bar{x}=3.59$) and Murrieta's (2009) ($\bar{x}=3.38$). Murrieta (2009) found differences between her study and Mendez's even when their study was in the same context. Murrieta attributes the differences to the nature of the sample; in this study the lack of advance students could affect the results. Bremmer, 1999; Griffiths, 2003; Liu, 2004 and Park, 1997) suggest that a high level of English proficiency increases the use of learning strategies.

In this study among the direct strategies (cognitive, memory, and compensation) and indirect strategies (metacognitive, affective, and social) present a medium use. Among the strategies most used in this study were metacognitive, affective, social and cognitive. Méndez (2003) and Murrieta (2009) results are not similar in the frequency of use but similar among social, cognitive and metacognitive categories as the most used; also metacognitive strategies were found as the most used by Asian countries like Japan, China, Korea and Taiwan (e.g., Sheorey, 1998; Oxford et al., 1990).

The use of metacognitive categories is very important for English students in order to coordinate their learning process through planning, monitoring and evaluating (Oxford, 1990). On the other hand, compensation category was the least used by the participants in this study but other studies show that compensation strategies have not been the least used category as in Yu (2003) where the participants of non-English major reported using compensation strategies most frequently. Klassen (1994) and Yang (1994) also reported compensation strategies as the most frequently used, with a high range of use, and Goh and Kwah's (1997) also reported high use of compensation strategies by students in Singapore. The use of compensatory strategies are important specially when students try to achieve their intended meaning so in this research the participants report using fewer strategies like guessing unfamiliar words or predicting what people will say.

According to Fedderholdt (1997:1), the language learner capable of using a wide variety of language learning strategies appropriately can improve their language skills. Meta-cognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include asking native speakers to correct their pronunciation, or asking a classmate to work together on a particular language problem. On other hand, since the amount of information to be processed by language learners is high in the language classroom, learners use different language learning strategies in performing the tasks and processing the new input they face. Language learning strategies are good indicators of how learners approach tasks or problems encountered during the process of language learning.

In general, to pay attention when someone is speaking was the most used strategy with a high use (meta-cognitive) followed by: if they do not understand, they ask to say it again (social), to watch TV and English movies (cognitive), to try to relax when they use English (affective). The three first ones categories are similar to the one reported by Murrieta (2009); it seems that students are familiar with those sub-strategies that are not taught and trained directly. The least used sub-strategies are:

to make up new words, to use flashcards, to use rhymes and to write down their feelings which are coincidentally the same as the reported by Murrieta who explains that those strategies are not taught in Mexican contexts; however, the LLS effectiveness depends more on the context where they are used (Oxford, 2003).

5.2 Language Learning Strategies and Gender

As for the results related to the use of strategies by women and men, both groups reported a medium use. However, female students reported higher means in five categories (meta-cognitive, social, affective, memory and compensation) than men, and male students reported a high mean in one category (cognitive). On the other hand, the compensation category was the least used by both, result which is similar to Mendez (2003) and Murrieta (2003) although social strategies were the most used by women and men with a high use while in this study meta-cognitive was the category most used by men and women with a medium. Oxford (1993: 83), Kaylani, (1996); Green and Oxford (1995), Liu (2004) found, too, that female students use more meta-cognitive strategies than male students. Mokhtari and Reichard (2002) point out that meta-cognitive strategies maintain motivation to do the task required while students keep using them, thus, they become gradually better students.

In this study women use affective strategies while men prefer cognitive strategies, it seems that women can handle their emotions better than men, while men are more interested in solving a problem or task. Also female students present a high mean in social strategies than male students confirming the findings by other researchers such as Maccoby & Jacklin (1974) who indicated that female students show more interest in social activities than male students because women are less competitive and more cooperative than men.

5.3 Language Learning Strategies and Proficiency

English proficiency has shown an effect on students' use of different types of strategies. Previous research suggests that a high level of proficiency is associated with an increase use of direct and indirect strategies (Chan, 1990; Green and Oxford, 1995; Park, 1997; Chen, 2002; among others). Also Ku (1995), Peacock and Ho (2003) found out a correlation between language proficiency levels and cognitive and meta-cognitive strategies. Those results are similar in this study, the results show an increase of mean while increase the level Basic level ($\bar{x}=2.83$), pre-intermediate level ($\bar{x}=2.93$) and intermediate levels ($\bar{x}=2.97$); however, the three levels according to Oxford's interpretation are medium users.

Cognitive strategies show less use while students progress levels of competition and social category increased. It seems that advance level students feel more confident when using English specially when they find opportunities to be exposed to and practice their language skills. On the other hand, compensation categories were the least used by the three groups. This means students do not tend to be flexible, sensitive or able to deal with new situations; also they do not use other ways of expressing themselves to try to be fluent when speaking, reading, writing and listening.

General speaking strategies used by learners at early stages of learning English improve strategic competition when these learners are more proficient. It seems that there is a relationship between the use of LLS and proficiency. Also Bremmer, 1999; Griffiths, 2003; Liu, 2004 and Park, 1997 found that higher level of English proficiency increased the use of learning strategies. However, the results in this study presented a medium use but the means show an increase between categories.

Green and Oxford (1995) claim that students who were better in their language performance generally reported higher levels of overall strategy use and frequent use of a greater number of strategy categories (p. 265). Also Wantanabe (2007) found that high proficiency students tended to use more strategies more frequently than less proficient students.

Finally, it seems to be that the entire population of this study is not often required to use a compensatory strategy. Female students tend to use meta-cognitive, social, and affective strategies, while male students prefer meta-cognitive, cognitive, and affective strategies. In this study, women and males tend to use similar strategies. Likewise, both genders use more meta-cognitive and affective strategies. These ones seem to be the base to develop their language skills and have a better achievement in practice.

6. CHAPTER SIX CONCLUSIONS

This study investigates language learning strategies employed by English language students and looks into the relationships between gender and proficiency. This section will present the general conclusions, pedagogical implications and recommendations for further research in the area.

6.1 Summary of the major findings.

The purpose of this study was to describe the language learning strategies use by English language students. Two independent variables were selected: gender and proficiency. A total of 143 English students participated in this study. The strategy inventory for Language Learning by Oxford (1990) was used in order to know what kind of strategies students use and the Objective placement test was used to know the English level.

The general findings of this study show that students are medium users, this result is not similar to other related studies which found high users. This could be due to the context and the lack of advanced level in the sample. However, there are certain strategies that are not used in the Mexican context but Cohen (1998) explains that the most important is the way that strategies are used in order to have successful learning. Sometimes meta-cognitive strategies are changed by social and affective decrease in the use, but in this study meta-cognitive category was the most used by the three levels and also between gender which could mean that students are not aware of the LLS benefits, students do not find other ways to improve their language learning while they increase their language knowledge: however, those results do not mean that students are wrong, in a fact, the use of meta-cognitive strategies means that students can control their process of thinking in their learning situation.

The findings also revealed that women and men are medium users with a variability of use between categories because women use more social strategies. All level students were reported as medium users. However, there was a small difference when the level increased (basic $\bar{x} = 2.83$, pre-intermediate $\bar{x} = 2.93$, intermediate $\bar{x} = 2.97$). The more proficient students seem more aware of using LLS, therefore we assume that more advanced levels would show an increase in strategy use. This result is similar to those found in Mexico, as Murrieta (2009) found that students of all levels were medium users which could indicate that those students do not have awareness of management, organized, systematic, or planned strategies because she did not find a consistent use while the level of proficiency increased.

Generally speaking, the tendency in this study was to increase the use of LLS. However, it was related to the proficiency which means that students did not change from being medium users to high users.

6.2 Suggestions for Further research

Further research is therefore needed to determine if these strategies are in fact used during language learning in the Latin American context. In the literature review, there is mostly research from Asian and American situation; very little research has been carried out in the Hispanic context. In addition, more research is needed to understand students' selection of strategies within each major group of strategies. In particular, a further analysis of why Mexican EFL learners vary in their choice of individual strategies would be useful. This would help identify those strategies that could enhance language learning, but which are not fully exploited by students due to a number of factors. Likewise, expanding the sample of participants could help - perhaps a similar study could be carried out with samples of EFL students from different universities in Mexico.

The results may provide a better insight to the EFL environment in Mexico because we will have more perspectives from students that are from different backgrounds, teaching and learning style, and variety of learning strategy tendencies. Finally, I hope that the findings reported in this study can be used as a contribution to further research. Even though only a small number of students were studied, the results provide some useful information about a Mexican university.

6.3 Conclusions and pedagogical benefits

This study is expected to provide a description of the use of language learning strategies in order to help students be aware of learning strategies. It might also be possible to teach effective strategies in order to avoid difficult tasks and have “good language learners”. The findings of the research showed that students were medium users of LLS according to the SILL. However, the findings of this research do not reveal the impact of its use; students need to aware about strategies in order to be “successful English students”.

In other words, language learning strategies, while not observable or unconsciously used in some cases, give language teachers valuable clues as to how their students assess the situation, plan, select appropriate skills so as to understand, learn, or remember new input presented in the language classroom. Likewise, the results of this research are good indicators and references to show regional context and the tendency of students from the University of Quintana Roo to use more or less the learning strategies. At the same time, it could be useful to apply a test and identify the use of strategies by new students at the University of Quintana Roo, as most students come from different high schools and often they don't know about strategies. If teachers could identify the background, and read or compare the results of this research, teachers will have the opportunity to design better activities and students will be more focused in the academic environment.

Finally, the results found in this research are a small contribution to the world of strategies, and as I mentioned in the literature's review, every context is different and, of course, the results tend to differ. The environment and background of the student enrich the research and causes the results to vary. In addition, this contribution is important to clarify our teaching style, being teachers it is our duty to try to improve the student's skills and let the knowledge flow through learning strategies.

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Appendix A

Cuestionario sobre estrategias de aprendizaje de idiomas

Estimado estudiante Universitario, estoy realizando una investigación sobre el uso de Estrategias de Aprendizaje, mucho agradecería tu tiempo para que contestaras el siguiente cuestionario.

A continuación te presento diferentes apartados de las Estrategias de Aprendizaje propuestas por Rebecca Oxford. Léelas cuidadosamente y valóralas de 1 a 5, según la escala likert.

1. Nunca o casi nunca lo hago
2. Generalmente falso (menos de la mitad de las veces)
3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Elije la puntuación que consideres se apegue a tu experiencia. Ten presente que todos los enunciados mencionados son aceptables, que no hay unas correctas y otras equivocadas, que todas son estrategias que podemos o no utilizar al aprender una lengua y no a lo que piensas que deberías hacer o a lo que hacen los demás.

Datos demográficos

Encierra tu Género: Femenino

Masculino

Encierra tu rango de Edad: 17 - 22

23- 27

28-32

más de 33

Nivel de inglés: _____

1. Nunca o casi nunca lo hago
2. Generalmente falso (menos de la mitad de las veces)
3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado A

1. Asocio lo nuevo que aprendo en inglés con lo que ya sé.	1	2	3	4	5
2. Empleo palabras nuevas en una oración, para poder recordarlas.	1	2	3	4	5
3. Relaciono el sonido de la palabra nueva con el sonido de una palabra familiar.	1	2	3	4	5
4. Recuerdo una palabra nueva con una imagen mental o situación en la cual la palabra podría ser usada.	1	2	3	4	5
5. Practico con rimas para recordar nuevas palabras en inglés.	1	2	3	4	5
6. Utilizo “flashcards” para recordar nuevas palabras en inglés.	1	2	3	4	5
7. Utilizo mímicas, señas o gestos para recordar palabras nuevas.	1	2	3	4	5
8. Repaso mis apuntes de clase con frecuencia.	1	2	3	4	5
9. Recuerdo en que página está ubicada la palabra o frase nueva en inglés.	1	2	3	4	5

1. Nunca o casi nunca lo hago
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3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado B					
10. Practico o escribo varias veces las palabras nuevas que aprendo de inglés.	1	2	3	4	5
11. Trato de hablar como un hablante nativo del inglés.	1	2	3	4	5
12. Practico los sonidos de palabras en inglés que son difíciles para mí.	1	2	3	4	5
13. Empleo de varias maneras las palabras que sé en inglés.	1	2	3	4	5
14. Propicio conversaciones en inglés.	1	2	3	4	5
15. Veo programas de televisión o películas en inglés.	1	2	3	4	5
16. Leo por placer en inglés.	1	2	3	4	5
17. Escribo notas, mensajes, cartas o reportes en inglés.	1	2	3	4	5
18. Cuando leo un texto en inglés, primero lo reviso rápidamente y después lo leo cuidadosamente	1	2	3	4	5
19. Busco palabras semejantes entre el inglés y el español.	1	2	3	4	5
20. Trato de identificar patrones o modelos gramaticales en inglés.	1	2	3	4	5
21. Separo en partes una palabra para comprender su significado.	1	2	3	4	5
22. Trato de no traducir palabra por palabra.	1	2	3	4	5
23. Hago resúmenes de la información que escucho o leo en inglés.	1	2	3	4	5

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3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado C					
10. Adivino el significado de palabras que no conozco.	1	2	3	4	5
11. Cuando estoy conversando en inglés y no recuerdo una palabra, uso gestos.	1	2	3	4	5
12. Si no sé las palabras apropiadas en inglés, las invento.	1	2	3	4	5
13. Leo en inglés sin buscar el significado de cada palabra nueva.	1	2	3	4	5
14. Trato de adivinar lo que alguien va a decir.	1	2	3	4	5
15. Cuando no recuerdo una palabra en inglés utilizo palabras o frases que tienen significados similares.	1	2	3	4	5

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4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado D					
30. Trato de encontrar oportunidades para practicar mi inglés.	1	2	3	4	5
31. Me doy cuenta de mis errores en inglés, los corrijo para mejorar.	1	2	3	4	5
32. Presto atención cuando alguien está hablando en inglés.	1	2	3	4	5
33. Trato de encontrar cómo ser un mejor estudiante de inglés.	1	2	3	4	5
34. Realizo un horario para poder tener tiempo suficiente para estudiar inglés.	1	2	3	4	5
35. Busco personas con las cuales pueda hablar en inglés.	1	2	3	4	5
36. Busco oportunidades para leer en inglés.	1	2	3	4	5
37. Me pongo metas para mejorar las habilidades de escribir, hablar, escuchar y leer en inglés.	1	2	3	4	5
38. Reflexiono sobre mi progreso en el aprendizaje del inglés.	1	2	3	4	5

1. Nunca o casi nunca lo hago
2. Generalmente falso (menos de la mitad de las veces)
3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado E					
39. Trato de relajarme cuando tengo miedo hablar en inglés.	1	2	3	4	5
40. Me motivo para hablar inglés aún cuando tengo miedo de cometer errores.	1	2	3	4	5
41. Cuando obtengo buenos resultados en inglés me recompenso	1	2	3	4	5
42. Me doy cuenta si estoy tenso (a) o nervioso (a) cuando estoy estudiando o usando inglés.	1	2	3	4	5
43. Escribo cómo me siento al aprender inglés en un diario de aprendizaje.	1	2	3	4	5
44. Platico con otras personas acerca de cómo me siento respecto al aprender inglés.	1	2	3	4	5

1. Nunca o casi nunca lo hago
2. Generalmente falso (menos de la mitad de las veces)
3. Algunas veces cierto (más o menos la mitad de las veces)
4. Generalmente cierto (más de la mitad de las veces)
5. Siempre o casi siempre lo hago

Apartado F					
45. Cuando no entiendo algo en inglés le pido a la otra persona que hable más despacio o repita lo que dijo.	1	2	3	4	5
46. Pido a los hablantes nativos del inglés que me corrijan cuando hablo.	1	2	3	4	5
47. Practico inglés con mis compañeros.	1	2	3	4	5
48. Pido ayuda a hablantes nativos del inglés.	1	2	3	4	5
49. Realizo preguntas en inglés.	1	2	3	4	5
50. Trato de aprender de la cultura de los hablantes nativos del inglés.	1	2	3	4	5