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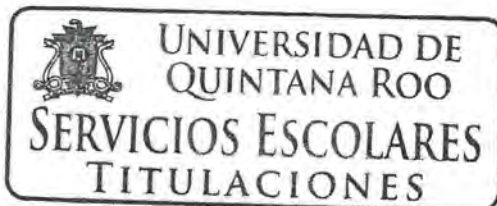
División de Ciencias Políticas y Humanidades

**LEARNING STRATEGIES USED BY STUDENTS OF THE UNIVERSITY OF QUINTANA ROO
WHO STUDY ENGLISH AT THE LANGUAGE TEACHING CENTER (CEI)**

TESIS
Para obtener el grado de
MAESTRA EN EDUCACIÓN CON MENCIÓN EN DIDÁCTICA
DEL INGLÉS

Presenta
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Chetumal, Quintana Roo, México, septiembre de 2012.

065007

UNIVERSIDAD DE QUINTANA ROO

División de Ciencias Políticas y Humanidades



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

MAESTRA EN EDUCACIÓN CON MENCIÓN EN DIDÁCTICA DEL INGLÉS

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ACKNOWLEDGEMENTS

First of all, I want to thank **God** for giving me wisdom and health to finish this thesis that is helping me to get my Master's degree.

This thesis is dedicated to my mother **Teresa Cantún**, my uncle **Mario Cantún** and my sister **Lic. Maria Faviola Cantún**. Your patience and support were so valuable that help me to never give up on myself. I could not be what I am today without your unconditional support and love. Thank you for cheering me on, believing on me and praying for me. I thank God for having you as my family!

To **Ing. Oscar Perera**, thanks for being such a good boyfriend and be there for me unconditionally. Your love and support were valuable!

To **Dra. Caridad Macola Rojo**, My sincerest thanks and appreciation for her advice and patience during this thesis. I really enjoyed working with a professional and guide as she is. Thank you very much!

To **M.A. Maria Isabel**, My sincere gratitude for her advice and valuable time to read my thesis. I really admire her professionalism.

To **M.C. Floricely Dzay**, My sincere gratitude for her excellent ideas on my thesis; these were very helpful in order to present an excellent and useful job.

To **Dr. Alfredo Marin Marin**, My sincere gratitude for him for his invaluable expertise and time to read my thesis.

Last but not the least, my heartfelt gratitude goes to those who have been there for me at the different stages of my Master's degree, which could not be possible without all the assistance I received from everyone involved in my academic and personal life. You really support me when I slow down and guide me through the mess.

Thanks to everybody!

Abstract

The importance of learning English has been increasing due to the fact that it is considered in different countries as a means of communication. However, learning a new language is not very easy for everyone. For that reason, the aim for this research was to identify the learning strategies that the students from the CEI (Centro de Enseñanza de Idiomas) at the University of Quintana Roo were using in their English classes. Also, to fulfill the hypotheses that upper levels are more conscious in the use of learning strategies than introductory levels. A total of 400 students enrolled in the Language Teaching Center (CEI) participated in this study: 25 students participated in the pilot and 375 participated in the final collection of the data. To achieve the goal, it was necessary to apply the SILL (Strategy Inventory for Language Learning) instrument in the spring semester of the 2010 to identify the learning strategies that the students already know and use. Using the SPSS version 16.0 for Windows, the collected data was computed and analyzed. The results showed the most used learning strategy categories: the social, metacognitive and cognitive ones; and the less used learning strategy categories: the compensatory and memory ones. Finally, it can be said that the use of learning strategies does not have a direct bearing with the English level as it was noticed in the data analysis: students from upper levels make use of almost the same amount of strategies as those in the lower levels.

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CHAPTER ONE

INTRODUCTION

1.1 Background

The importance of learning English has been increasing due to the fact that it is considered in different countries as a means of communication. However, learning a new language is not very easy for everyone. It means that some people face a lot of obstacles during the process. For that reason, students need to receive the training of their teachers to acquire learning strategies to become successful students.

As Wenden (1985) reminds us, there is an old proverb which states: "Give a man a fish and he eats for a day; teach him how to fish and he eats for a lifetime". Applied to the language teaching and learning field, this proverb might be interpreted to mean that if students are provided with answers, the immediate problem is solved; however, if they are taught the strategies to work out the answers for themselves, they are empowered to manage their own learning. In my opinion, one of the most valuable contributions a teacher can make to his students is to teach them how to do things by themselves. The teaching of learning strategies is one way to motivate them in their academic preparation.

In our context, learning English as a foreign language is seen as an opportunity for the students to communicate in a new environment or learn a different language for academic purposes. Through the teaching of strategies during this English teaching-learning process, the teacher faces with the task of deciding the way to present those strategies to the students in order to attract their attention. Oxford (1990) suggests explicit provision of the strategies. This is a difficult task, taking into consideration the difference of the students and their learning styles. In my opinion, I consider that the job of the teacher is to identify the learning styles of the students and the strategies that

they bring to class in order to offer new strategies to students in an attractive way, and take into account their needs in the selection of those strategies.

In my experience as an English teacher, I have noticed the struggling of some students for retaining new knowledge or using it outside the classroom. I observed this behavior most of the time in novice levels because they need a full time teacher next to them. For that reason, this study is designed to identify the learning strategies that the students of the University of Quintana Roo who study English at the Language Teaching Center (CEI) are using in their English classes to take advantage of them and offer new learning strategies in the following courses. In this sense, the results of this study will be given to those teachers at the CEI to offer new tools for those students to become more self confident and motivate them in their future English classes.

In our city, there are different schools of English where the students can learn the language. In general, we can find private and public schools. For this study, it has been chosen the Language Teaching Center (CEI) that belongs to the University of Quintana Roo. One reason is the variety of the students because most of them are studying at the different majors offered at the University. Another reason is that the Center offers different levels in English, from Introductory to Advanced levels. Besides offering English courses, it also offers language courses in Spanish for foreigners, French, Italian, Mayan and Chinese.

The majority of the students who participate in this study are from the different majors offered at the University. These students are compelled to take English courses and obtain a certain level of proficiency according to the programs of their majors. In my opinion, the programs may not take into account if the students want to learn a new language. It means that they have to pass certain levels in order to fulfill the requirements to obtain a degree; and for that reason, they are excellent candidates for

this study because the learning strategies are one of the tools that will help them to make this process more enjoyable.

Research on learning strategies has showed the advantages of using strategies while learning. Oxford (1990) defines the learning strategies as specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing language skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Therefore, the learning strategies are seen as tools for the self-directed involvement necessary for developing communicative ability.

Rubin (1987), Oxford (1990), O'Malley (1990) and Stern (1992) agree that since the amount of information 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. For that reason, 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 unconsciously used in some cases, give language teachers valuable clues about how their students assess the situation, plan, select appropriate skills to understand, learn, or remember new input presented in the language classroom.

It is useful to remember that the use of the strategies is an internal process and observational methods are often difficult to employ because much of the data collected will be subjective to interpret. In that case, the learning strategy research will depend on the learners' willingness and ability to describe their internal behaviors, both cognitive and affective. However, as Oxford (1990) emphasizes researchers have found that many or most learners are capable of remembering their learning strategies and describing them when asked. For that reason, the use of an instrument will be important

at the moment of collecting the learning strategies of the students because it will guide the students to remember which ones they use.

Finally, the use of the learning strategies will be helpful for the students to be responsible for their own learning and to do it at their own pace. This means that our job as teachers will be to give the students the tools to become autonomous' learners.

1.2 Purpose of the study

The aim for this research is to identify the learning strategies that the students from the CEI (Centro de Enseñanza de Idiomas) at the University of Quintana Roo are using in their English classes. In order to achieve this goal, it will be necessary to apply the SILL (Strategy Inventory for Language Learning) instrument to identify the learning strategies that the students already know and use. This is done in order to have knowledge of those strategies that the students claim to use so that they can be suggested to the teachers in order to expand the students' use of strategies. In other words, the teachers can implement the teaching of the learning strategies that the students are not using or even know for a more efficient learning.

1.3 Significance of the study

This study is significant for EFL (English as a Foreign Language) educators who want to increase and evaluate the use of learning strategies inside and outside the classroom that contribute to effective English instruction. The results provide the learning strategies that the students from the CEI know and use in order to help their learning. With the results of this study, the researcher hopes to suggest the teaching of more strategies than the ones that the learners already use and in this way facilitate their learning.

Besides, some language learners use learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. It is a general conception that a language classroom is like a problem-solving environment in which language learners are likely to face new input and difficult tasks given by their instructors; that is why learners prefer to find the quickest or easiest way to do what is required, that is, using language learning strategies.

For that reason, this study is effected mainly to demonstrate the learning strategies that the students do not use. In this sense, the teachers could identify and evaluate the learning strategies that their students already use and adjust their teaching strategies to what their students need. Therefore, this study can help EFL students recognize the importance of using new learning strategies and take advantage of them.

1.4 Hypothesis

The more advanced a student is, the bigger the range of learning strategies that he uses, and vice versa, the lower level students will use fewer strategies in their learning process. The difference will be notorious because of the level and the experience in the use of the learning strategies that the students have faced during their preparation. It means that advanced levels students are more conscious in the use of the learning strategies than the introductory levels. Moreover, the conscious use of those learning strategies will help the students improve their independent learning and give them different means to be autonomous. Therefore, it is useful to know what learning strategies the students bring to their classes in order to evaluate how we are receiving the students at the beginning of the semester to prepare our classes with those learning strategies that they do not know yet.

1.5 Research questions

- a) Which are the learning strategies that the students use less?
- b) Which are the learning strategies preferred by EFL learners?
- c) Is there a difference between males and females in using learning strategies?

1.6 Organization of the Thesis

The present thesis is composed of five chapters. Chapter 1 presents the introduction which is subdivided into seven sections: background, purpose of the study, significance of the study, hypothesis, variables, and finally the organization of the study. Chapter 2 provides the theoretical framework and a review of the literature related to the language learning strategies. Chapter 3 describes the methodology and procedures, used to gather and analyze data for the study. In chapter 4 the results of analyses and findings that emerge from this study will be presented. Chapter 5 presents the conclusions and the suggestions for further research in the same field.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical framework

In this section, the language learning strategies are defined and the taxonomy proposed by several researchers is described. Besides, the background of language learning strategies and a general view of those pioneers in Learning Strategies are provided.

First of all, the term learning strategies has to be defined because there are many proposals. According to Stern (1992), "the concept of learning strategy is dependent on the assumption that learners consciously engage in activities to achieve certain goals; and learning strategies can be regarded as broadly conceived as intentional directions or learning techniques." Wenden (1987) defines learning strategies as the actions taken by the students to facilitate language processing. Rubin (1975) provides a very broad definition of learning strategies as the techniques or devices which a learner may use to acquire knowledge. O' Malley et al (1990) define them as the operations or steps used by a learner that will facilitate the acquisition, storage, retrieval or use of information. However, the definition that this researcher proposed as the most adequate is the one given by **Oxford** (1990) who states that learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.

As there are many researchers of Language Learning Strategies, also there are many classifications of those strategies that are called taxonomies. In what follows, Rubin's (1987), Oxford's (1990), O'Malley's (1990), and Stern's (1992) taxonomies of language learning strategies are presented:

Rubin's taxonomy (1987) makes the distinction between strategies contributing directly to learning and those contributing indirectly to learning. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are: Learning Strategies, Communication Strategies, and Social Strategies.

In the first type, the Learning Strategies are divided in two main types: *Cognitive Learning Strategies* and *Metacognitive Learning Strategies*. The *Cognitive Learning Strategies* are the steps or operations used in learning or problem-solving that requires direct analysis, transformation, or synthesis of learning materials. The *Metacognitive Learning Strategies* are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-management.

In the second type, the Communication Strategies are less directly related to language learning since their focus is on the process of participating in a conversation and getting meaning across or clarifying what the speaker intended. Communication strategies are used by speakers when faced with some difficulty due to the fact that their communication ends outrun their communication means or when confronted with misunderstanding by a co-speaker.

In the third type, the Social Strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language.

O'Malley's (1990) Classification of Language Learning Strategies divides language learning strategies into three main subcategories: Metacognitive Strategies, Cognitive Strategies and Socioaffective Strategies.

The Metacognitive Strategies is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main Metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional planning, self-monitoring, delayed production, self-evaluation.

The Cognitive Strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

The Socioaffective Strategies are related to social-mediating activity and transacting with others. Cooperation and question for clarification are the main Socioaffective strategies.

Stern's (1992) Classification of Language Learning Strategies is as follows: Management and Planning Strategies, Cognitive Strategies, Communicative - Experiential Strategies, Interpersonal Strategies and, Affective Strategies.

Management and Planning Strategies are related to the learner's intention to direct his own learning. A learner can take charge of the development of his own program when he is helped by a teacher whose role is that of an adviser and resource

person. That is to say that the learner must decide what commitment to make to language learning, set himself reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate his achievement in the light of previously determined goals and expectations.

The Cognitive Strategies are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the following, some of the cognitive strategies are exhibited: Clarification / Verification, Guessing / Inductive Inferencing, Deductive Reasoning, Practice, Memorization, Monitoring, Communicative - Experiential Strategies.

Interpersonal Strategies should monitor their own development and evaluate their own performance. Learners should contact with native speakers and cooperate with them. Learners must become acquainted with the target culture.

In Affective Strategies is evident that good language learners employ distinct affective strategies. Language learning can be frustrating in some cases. In some cases, the feeling of strangeness can be evoked by the foreign language. In some other cases, L2 learners may have negative feelings about native speakers of L2. Good language learners are more or less conscious of these 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.

Finally, Oxford's (1990) Classification of Language Learning Strategies sees the aim of language learning strategies as being oriented towards the development of

communicative competence. Oxford divides language learning strategies into two main classes, direct and indirect, which are further subdivided into 6 groups. In Oxford's system, Metacognitive strategies help learners to regulate their learning. Affective strategies are concerned with the learner's emotional requirements such as confidence, while social strategies lead to increased interaction with the target language. Cognitive strategies are the mental strategies learners use to make sense of their learning, memory strategies are those used for storage of information, and compensation strategies help learners to overcome knowledge gaps to continue the communication.

In this study, Rebecca Oxford's taxonomy will be important because as the instrument used to collect the data is the SILL (Strategy Inventory for Language Learning) that belongs to Oxford, it will be necessary to revise and understand the different groups in her taxonomy to analyze the data collected. At the same time, the taxonomy covers the learning strategies in general and it accomplishes the main purpose of this study that is to identify the main learning strategies of the students at their different English levels.

2.2 Review of related literature and research

In our context, the learning of English as a foreign language has increased in schools because of the need to improve the opportunities of preparing students for their future. In second and foreign language learning, it is important to teach students about language learning strategies and how to use them since this knowledge promotes learners' autonomy. It is due to the limited amount of time students spend with the teacher, and since students cannot learn everything they need to know from classroom instruction, it is important that they become equipped with the tools necessary to be in

charge of their own learning and continue learning even outside the classroom and away from the teacher (Oxford, 1990; Wenden, 1987; Rubin, 1975)

In this part of the review of the literature, after we have determined the different taxonomies proposed by some of the pioneers of the learning strategies, it is important to mention some of the relevant studies that are related to this study. Some of them prove the utility of the learning strategies, the need to implement them in class and the results that come at the moment of knowing about them. I consider them important for this study because of the interest in how learners process new information and what kind of strategies they employ to understand, learn and remember the information.

2.2.1 Learning strategies use

The need of knowing the strategies that the students already use and the impact of them in the students are reflected in the following researches. Song (2004) investigated learning strategies reported by Chinese EFL learners and the relationship between reported learning strategy use and language test performance in the Mainland Chinese EFL context. The results of this quantitative study revealed that Metacognitive strategy use was reportedly employed more frequently than cognitive strategy use with this group of learners. Chinese students adopted strategy use in the following descending order: assessment, general study skills, generative strategies, and comprehending strategies.

In the same line, Chang (2009) conducted a quantitative study to explore Taiwanese college level students in EFL and ESL settings on their use of language learning strategies; their perception of language learning strategies is seen as useful, and; their opinions on language learning related issues. The results showed that among

the six categories of learning strategies from the SILL, only Social Strategies were significantly more frequently used by the ESL participants than by the EFL participants.

2.2.2 Culture in the use of learning strategies.

Apart from the teaching or learning strategies for academic purposes, the culture is important at the moment of selecting the kind of learning strategies needed for the students according to their context. In this quantitative case, Psaltou (2008) discussed the culture-specific learning strategies of 177 students learning Greek as a second/foreign language in an academic setting. The data was reported through descriptive statistics through the implementation of the SILL instrument developed by Oxford (1990) and it was processed in order to determine the frequency of learning strategies in use. The results showed the independent variables of gender, age, language proficiency level and cultural background, the latter was the single most powerful variable that indicated significant differences in the choice of learning strategies.

2.2.3 Learning strategies/Motivation

In studies of the relationship between motivation and learning strategies, Park (2005) investigated the profile of language learning strategy use of Korean high school students learning English as a foreign language and the types of English learning motivation of EFL Korean high school students. Also, the researcher attempted to examine the relationship between the use of language learning strategies and English proficiency and the relationship between the use of language learning strategies and English language learning motivation. The results from this quantitative research indicated that the Korean high school students turned out to be moderate strategy users

and preferred to use compensation strategies and memory strategies to other strategies. The findings of this study were generally consistent with those found in prior SILL studies, showing more frequent use and richer repertoire of language learning strategies among more successful learners. As for the effect of motivation on the use of language learning strategies, language learners with higher motivation level possess a richer repertoire of strategies and employ strategies more frequently than less motivated language learners.

Apart from the previous study, Douglas (2008) compared motivational beliefs and learning strategies of freshman and upper class students in a normative cross section of college classes with freshman and upper class students in their self-reported most difficult course. He found notable differences in academic class and gender with respect of the motivation and the learning strategies that the students were using. Students rated more difficult courses as less meaningful, with lower self-efficacy scores. The findings of this quantitative research suggested that faculty should take deliberate steps to support sustained effort within academic majors, build a sense of professional pride that supports perseverance and develop ways to reduce text anxiety through the teaching of learning strategies because it was identified that motivational beliefs and learning strategies have a significant effect upon student learning.

A similar research was carried out by Chen (2007) to understand ESL students' learning motivations and learning strategies in the West North Central division of the United States. She included in her quantitative research 133 students enrolled in intensive English classes in six institutions in Iowa, Minnesota, Nebraska and North Dakota. Her results were measured with: 1) The Attitude Test Battery (AMTB), and 2) The strategy Inventory for Language Learning (SILL). The instruments were designed to gather data in the two major areas of L2 learners' self-motivation in language learning

and preferred learning strategy use. Her study concluded that the ESL students in the West North Central Division of the United States tend to be more instrumentally motivated than integratively motivated when learning English. With respect to the learning strategies identified, she found that the ESL Students in West North Central states prefer using metacognitive, social, compensation, and cognitive strategies more frequently than using memory and affective strategies. For example: European students prefer memory strategies and African students prefer cognitive, metacognitive, and affective strategies. European and Asian students prefer compensation strategies and Middle Eastern students prefer social strategies. The researcher suggests that since ESL students' learning motivations and strategies are different, ESL instructors should understand more about students' motivations and strategies in order to vary their teaching style to achieve better results in language learning. Overall, female students use strategies more frequently than male students when learning English. A similar finding happened in the quantitative research of Flemens (2008) where females revealed higher frequencies of use of language learning strategies than their male counterparts except for compensation and affective strategies. At the moment of examining the relationship between language learning strategies, motivation, and expected course grades of English-speaking college students learning a romance language.

2.2.4 Learning strategies for different educational objectives

The learning strategies are not just used to learn or teach specific skills, we can use them to teach or learn different educational objectives. In this case, Almeida (2008) investigated the effects of acronym mnemonics and acronym mnemonics with paraphrasing practiced in a gaming environment. The results of this quantitative

research revealed that investing large amounts of money for development of learning environments using mnemonics and paraphrasing as learning strategies is probably not the best decision an instructional designer can make unless it is the organization's goal to teach conceptual knowledge. These findings complement the information required for the teachers at the moment of selecting the learning strategies according to the type of knowledge of the students.

Marambe et al (2007) compared the learning strategies orientations and conceptions measured by means of a validated Sri Lankan version of the Inventory of Learning Styles (ILS) at the end of the first academic year for a traditional curriculum student group and a new curriculum student group. They reported that the students of the new curriculum use critical processing, concrete processing and memorizing and rehearsing strategies significantly more than those in the traditional curriculum group. With respect to learning orientations, personal interest scores were significantly higher for the new curriculum students while reporting of ambiguity was significantly lower among them. The results of this quantitative research favor the assumption that changes made to the organization of subject content and instructional and assessment methods have a positive impact on students' use of learning strategies and motivation.

2.2.5 Learning strategies for learning skills

It has been observed in the following quantitative researches that learning strategies are not useful just for giving learners' autonomy but also; they can acquire excellent tools to practice and become better students in the different skills. In Kudo's (n.d) study, he described the vocabulary learning strategies and categorizes them from Japanese senior high school students in a questionnaire in which participants answered the frequency of 56 strategies. Descriptive statistics indicated that many strategies were

infrequently used. One was that cognitively demanding strategies such as keyword method were unpopular whereas cognitively shallower ones such as verbal repetition were popular, which may be attributed to participants' cognitive maturity. In a similar research carried out by Jurkovic (2006) who worked with the vocabulary learning strategies, too. She was focused on the central role of lexis within ESP, vocabulary learning strategy taxonomies, and the presentation of research studies made in the examined field to date. The implications for teaching that can be derived from this research are that a) explicit vocabulary strategy instruction should be embedded into regular course activities, b) students should be informed of a whole array of strategies in order to enable them to choose the most effective.

In another study, Clement (2007) investigated students' use of listening strategies in intensive English as a Second Language classes at two institutions, the University of Pittsburgh's Language Institute and Duquesne University's English as a Second Language Program. Students first completed a strategies inventory and a proficiency exam. No differences were revealed for school attended, native language, or proficiency levels. ANCOVA (Analysis of covariance) revealed a difference in level of instruction for Part B of the SILL, representing cognitive strategies. Participants indicated high levels of approval of the web-based interventions and indicated a belief that this type of training would help them in future listening tasks.

2.2.6 Training in language learning strategies

Radojevic (2006) examined the effects of providing students with explicit instruction in how to use a repertoire of reading comprehension strategies and test taking skills when reading and responding to three types of questions (direct, inferential, critical). Specifically, the study examined whether providing students with a "model" of

how to read and respond to the text and to the comprehension questions improved their reading comprehension relative to providing them with implicit instruction on reading comprehension strategies and test taking skills. The findings revealed the effectiveness to various forms of text because to model the appropriate reading comprehension strategies and test taking skills enabled students to apply the same thought processes to their own independent work. This form of instruction enabled students in the explicit group to improve in their abilities to comprehend and respond to text and therefore should be incorporated as an effective form of classroom teaching.

Connie (1997) investigated the relationship between foreign language learning motivation, anxiety, and learning strategies of beginning- level university English as foreign language (EFL) students who are at risk of failing the EFL class only. Subjects were 68 students from "La Universidad de las Américas-Puebla" identified as having serious problems with listening comprehension and having previous academic problems in their English courses, and who subsequently attended 16 learning strategy training sessions. Pre- and post- treatment data were compared to those of a control group of proficient students. Results indicated that the motivation scores were similar before and after treatment in the proficient group, although the treatment group did improve in attitude. The at risk group made significant improvement in their scores between the pre and post-listening comprehension test while the proficient EFL learners who had not attended the strategy sessions showed no significant differences.

At the University of Quintana Roo four different workshops were conducted to train learners in the main skill of the language: listening, speaking, reading and writing. Each researcher worked with a different group from the English major and demonstrated the importance of teaching learning strategies for the different skills. Dzay (2007) concentrated her research on the teaching of listening strategies after

diagnosing what strategies to train learners on. She decided to teach strategies for predicting content before listening, listening for the main idea, listening for specific information, and note taking. All these strategies were integrated into a workshop to see if there was some impact on their listening skills after training. Additionally, she aimed to capture learner's attitudes towards strategy training. The results reported were positive effects of training on learners' performance on a series of listening tasks.

Mendez (2007) decided to work on speaking strategies after diagnosing what strategies to train learner on. She trained the participants on the use of fillers, circumlocution, asking for repetition, asking for clarification and expressing not understanding. The data were collected through role plays, which were recorded for detailed analysis of the frequency of use before and after the training. The results showed that the most frequently used strategies were fillers and asking for repetition whereas the least frequently used strategies were circumlocution and expressing not understanding. She concluded that after the training the participants sounded more natural while communicating in English.

Macola (2007) reported on the effects of teaching direct reading strategies for dealing with academic texts. She focused her research on four reading strategies: predicting, skimming, critical reading and summarizing. She used a variety of data collection instruments before and after the training in order to provide a thorough account of her research. The results were that the learners showed some improvement after being trained on the four strategies. At the beginning, the scores of the pre-test showed a need to be trained in such strategies whereas the results in the post test illustrated the improvement reported by the researcher. This result goes in line with the learners' positive attitudes towards training, which are considered fundamental for training to be effective in the short and long run.

Hernandez (2007) focused her research on the teaching of strategies for academic writing with special emphasis on pre-, while-, and post- writing processes. Apart from measuring the effects of strategy training, she aimed to find out the most common problems that learners face when writing, and their reactions towards training. The results revealed that the most common problems reported by learners were the relationship between sentences and paragraphs followed by vocabulary selection and grammar. These results were corroborated via a questionnaire and a pre-task. She reported some improvement in learners' performance after the strategy training workshop, reflected in the post- task assigned.

2.2.7 The effect of using learning strategies

In the following qualitative studies, the researchers were focused in beliefs, effects and everything that involved the acquisition or teaching of language learning strategies. Mainly, they used interviews to collect the data and analyze what the students and teachers have to say about the process of acquiring or teaching language learning strategies. Zhu (2007) carried out a research to understand the particular learning strategies that Chinese international students have developed to adjust to Canadian academic culture since arriving in Canada. Their beliefs were examined about learning and their perceptions about current teaching and assessment approaches used at Canadian universities. In this research, Chinese international graduate students who were enrolled in master degree programs were interviewed. It is due to the importance of the International students on Canadian campuses because they enrich current teaching and research and bring their international experiences and diverse cultures to the Canadian academic setting. The findings can help Canadian educators know more about Chinese international students and improve their own teaching and assessment

approaches through the implementation of the adequate learning strategies for Chinese international students in particular and for international students in general.

Tsai (2009) carried out a research to understand why, when and how international students adapt to a new language, a different academic environment and an unfamiliar culture and society; what challenges they faced and how to overcome the barriers. By using a grounded theory approach, information related to each informant's perspectives on the focus questions was obtained by means of conducting face to face video interviews with selected UCF students from China and Taiwan. The learning routine of these students from their elementary age to graduate level was investigated. The findings were that the speaking ability to speak English is the primary difficulty that Chinese students face. Encountering different teaching strategies is another barrier for Chinese students. Chinese students have been trained how to pass the examination and they prefer thinking about the questions first instead of challenging teachers.

2.2.8 The effect of teaching learning strategies

Karakoc(2004) conducted a research to determine whether teaching strategies used by teachers had a significant effect on learning strategies used by students, and (if so) to determine the quality and the level of the effect. The research was carried out on 32 students enrolled in the Faculty of Health Education at Ankara University. Throughout the 6 week practices, inquiry and expository teaching strategies were used on two different groups. At the end of the practices the scale was re-administered as a posttest. Findings indicated that teaching strategies used by the teachers had significant effects on type, number and way of learning strategies used by the students. Some points should be taken into consideration on the application of the teaching strategies. For example different teaching strategies should be used in courses so that students

can use different learning strategies. Expository teaching strategy should be supported by student-centered teaching strategies.

Garrido (2007) investigated English teaching through the observation of the learning strategies used in case studies at two private schools in hopes of guiding the country's educational policy. The schools were selected based on their contrasting methods of foreign language instruction. One school, Imersão, follows a structured immersion program where most academic subjects are taught in English. They gave the learning strategies in an implicit way. Meanwhile, the second school, Cervantina, teaches all subjects in Spanish, the students' first language, and provides one hour a day of English instruction. They gave the learning strategies in an explicit way. The research process included repeated observations of classroom activities, interviews with administrators, staff and students, and reviewing teachers' lesson plans and student products in English. The study found that effective English language teaching can be accomplished through varying methods, as elements that promote language learning were seen in each of the schools because in both the teaching of learning strategies was presented. The results also suggest that encouraging students to analyze, deduce, and think in the foreign language while learning subject content in English is advantageous.

Walker (2008) conducted a research with many Mexican American high school students who came from homes where the Spanish language is spoken, but who did not speak it fluently themselves; also, they were failing their Spanish foreign language class. It was designed to fill the gap in the second language acquisition research literature regarding how students studying a language they hear at home, but did not speak fluently, experience learning in the foreign language class. Results indicated that although the students were motivated to learn the language, they had limited strategy

use because they did not feel that the language learned in the classroom was relevant to their lives.

Paulsen et al (2006) examined the conditional and interaction effects of each of four dimensions of the epistemological beliefs of college students regarding the ability to learn, the speed of learning, the structure of knowledge, and the stability of knowledge on four measures of the cognitive components (elaboration, rehearsal, organization, metacognition) and four measures of the behavioral components (effort regulation, management of time and study environment, peer learning, help seeking) of self-regulated learning strategies. The findings showed that students with more sophisticated beliefs about the nature of knowledge and learning were more likely than their peers to use educationally productive cognitive and behavioral strategies in their learning.

Musgrunsi (2009) investigated the effects of changing strategies and techniques in teaching English in a Thai university. He revealed that the instructors and students saw things differently. What the instructors found appropriate for the students did not agree with the students' view. In the same line, Gomez (2009) identified learners' perspectives on the most effective teaching strategies. Professionals in the field of education have worked to increase educational achievement and success by exploring ways to match instructional strategies with individual learning styles. The voices of the learners have seldom been considered in this effort. The experiential and constructive learning theories were used as the conceptual framework for this research study as both provide a basis for examining individual intellectual and educational development that can enhance the learning process.

Pazin (2009) investigated the influences of prior work experience in the classroom of career change secondary business educators because as he stated the 21

century workforce is rapidly evolving due to increases in innovative technology and global competition. Educators are expected to prepare a digital generation of students to face the challenges that lie ahead as the transition into this new workforce. To meet the needs of this new generation, teachers are increasingly being expected to teach 21 century skills that include technology literacy, collaboration, the teaching of learning strategies and communication. The findings suggest the importance of preparing students with tools that will help them in the real world. One of the points for being taught are the learning strategies that promote learners autonomy for the activities in the real world.

2.2.9 Learning strategies through the different skills

Wolverton (2008) examined the self-regulated learning strategies of successful developmental reading students at a public two-year community college. Professors who teach developmental reading courses observed students who use self-regulated learning strategies are more successful in academic work; however, there have been no provisions for assessing the students' knowledge or use of self-regulated learning strategies in developmental reading students. The following examples of self-regulated learning strategies framed the research: organizing and transforming, rehearsing and memorizing, goal setting and planning, self-evaluating and self-consequences, seeking information, record keeping and self monitoring, using environmental structuring, seeking social assistance from peers, teachers, and/or adults, and reviewing academic materials such as tests, notes, and/or texts. A questionnaire and an open-ended structured interview were used to collect the data. The results suggested successful developmental reading students do use self-regulated learning strategies but do not use them as identified by a skilled reader. The findings from this study suggested several

important points, for example that professors should explicitly model and embed self-regulatory learning strategies within coursework since these strategies are teachable not only in reading developmental courses but all community college credit bearing courses.

Finally, the information gathered from these articles shows us the implementation of those learning strategies that are beneficial for all kind of students. First of all, the learning strategies motivate the students to learn a particular topic or languages at the moment of use them. Also, the practice of those strategies help students in other subjects and give them extra tools to pass their subjects.

The reason for presenting a majority of quantitative studies is due to the type of research that this study will use. Also, as it was essential to know the different methods and instruments that other people used, the following instruments were identified: SILL (The Strategy Inventory for Language Learning), AMTB (The Attitude, Motivation, Test Battery), OLSES (Overall Learning Strategies Evaluation Scale), MSQL (Motivational Strategies for Learning Questionnaire). The instrument most used was SILL and in some studies, it was adapted. However, some of the studies presented are qualitative and they are helpful because the method and the theory used are valuable for this study. These studies provide examples on how to research in this field of the language learning strategies taking into account different variables, contexts and objectives.

After reviewing the relevant literature, the following hypotheses are formulated the more advanced a student is, the bigger the range of learning strategies that he uses, and viceversa, the lower level students will use fewer strategies in their learning process.

CHAPTER THREE

METHOD

This chapter is focused on the methodology used for this research, the steps for this research design, information about the participants, the instruments for collecting the data, and how to process and analyze the information collected. The aim of this research is to describe the language learning strategies of students from the Language Teaching Center (CEI) at the University of Quintana Roo in order to suggest the least frequently used learning strategies to the future teachers of those students from the CEI.

3.1 Type of research design

In order to integrate and enhance teaching, researching, reflection and self-examination, this study opts to use a quantitative descriptive research. It is due to the fact that this researcher pretends to describe the learning strategies that are found in the instrument to collect the data. Using the words of Hernández (2008), a descriptive research pretends to describe a phenomenon, situations, contexts and cases; this means, to detail how they are and how they appear. Besides, this kind of research measures, evaluates or collects data about diverse variables, aspects, dimensions or components of a phenomenon to investigate with the objective to describe what is found. The results will be provided to the teachers from the CEI to identify what learning strategies their students need to learn.

3.2 Sample, population and participants

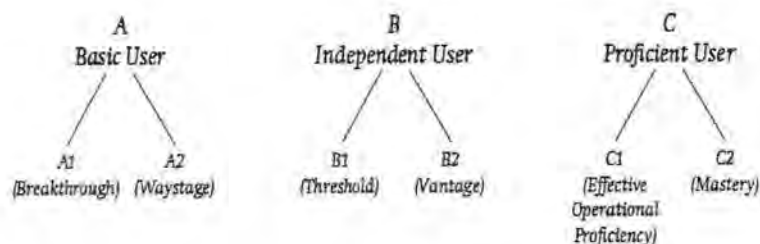
This study was conducted at the CEI, a Language Teaching Center part of the Division of Political Science and Humanities at the University of Quintana Roo during

the beginning of Spring 2010. The students selected for this research are from the CEI because most of them are students from different majors or even different schools. Among the variety of languages taught in the CEI, it also offers the following English courses: Intro, Basic, Pre-intermediate, Intermediate, Post- intermediate and Advanced. The majority of the students that integrate those courses are from the different majors and different semesters offered in the University. Those students are compelled to take English courses and obtain a certain level of proficiency depending on the requirements of each program. Besides their shared goal, some teachers at the CEI commented to this researcher the apathy of some students at the moment of learning English. According to the perceptions of these teachers, this is due to: lack of motivation, lack of interest in learning a new language, the idea that "English is difficult" or sometimes the students' dislike for the language.

In this study the sample used is probabilistic. According to Hernández (2008) a probabilistic sample is a sub- group of the population in which all the subjects to be studied have the same opportunities to participate in the study. 400 students participated in this study: 25 students participated in the pilot and 375 participated in the final collection of the data. For both collections of the data, the size of the sample was the 25% of the total population in each English level. The students have 6 hours of English instruction a week, which does not include the extra hours of English conversation class.

Finally, the students of the six levels of English offered at the CEI were used to participate in this study. However, it was decided to divide the six levels into three main groups according to the European Framework. One reason for doing this division was to organize the levels according to their proficiency level. Second, the number of participants for each level was out of proportion. And third, the number of figures to

present at the end of the study and the difficulty to compare them. The scheme proposed by the European Framework starts from an initial division into three broad levels- A, B and C:



At the CEI, the levels of English are distributed as follow: Introductory is considered an A1, Basic is considered an A2, Pre-intermediate is considered an A1 and B1, Intermediate is considered a B1, Post- Intermediate is considered a B2 and advanced is considered a C1. Therefore, it was easy to group such levels for this study in three main groups because of the similarity among them according to the European Framework. For this study, *Introductory level* will be integrated by the groups of Introductory and basic, *Intermediate level* will be integrated by the groups of Pre-intermediate and intermediate and Post- intermediate, finally; *Advanced level* will be integrated by the group of Advanced.

3.3 Data collection instruments

In this study, Oxford's SILL (The Strategy Inventory for Language Learning) was used to identify EFL learners' preferred learning strategies. The translated EFL, ESL 7.0 version of the SILL was used because it was found in another study carried out by Murrieta and Reyes (2009) in the University of Quintana Roo. Prior to the main part of SILL, the participants were asked to answer questions about their gender, status, level and age. According to Oxford (1990), the instrument Strategy Inventory for Language Learning (SILL), was originally developed for the Language Skill Change Project, and

was designed to measure the amount of change found in language skills after learners completed foreign language training. The use of this instrument will be important at the moment of collecting the learning strategies of the students because it will guide the students to remember which ones they use.

The 50 item, self scoring SILL version 7.0 is based on two major categories, which are direct strategies and indirect strategies. The direct strategies are learning behaviors involving direct manipulation of the language being learned. The indirect strategies are supportive strategies but do not include actions that manipulate the language. Each major category is divided into three subcategories. The direct strategies include: 1) memory strategies for remembering more effectively (Part A, 9 items); 2) cognitive strategies for using mental processes (Part B, 14 items); 3) compensation strategies for compensating for missing knowledge (Part C, 6 items). The indirect strategies include: 1) Metacognitive strategies for organizing and evaluating one's learning (Part D, 9 items); 2) affective strategies for managing emotions (Part E, 6 items); and 3) social strategies for learning with others (Part F, 6 items). (Oxford, 1990).

The SILL consists in 50 statements describing learning behaviors, or learning strategies, such as "I physically act out the new word" and "I try to think in English". The learners are asked to answer to each statement using a Likert-scale (1-low to 5-high) according to the frequency of use by the respondent. The points on five-point Likert-scale are: 1) never or almost never true of me; 2) generally not true of me; 3) somewhat true of me; 4) generally true of me; and 5) always and almost always true of me. Oxford (1990) provides criteria for judging the degree of strategy use as follows:

Key to Understanding Your Averages

High	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
Medium	Sometimes used	2.5 to 3.4
Low	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

According to Lu (2007), one advantage of using the SILL for learning strategy research is that SILL conceptualizes language-learning strategies in a broad way to include the social and affective sides of the learner, as well as the more intellectual (cognitive) and “executive-managerial” (Metacognitive). For that reason, the researcher can examine learning strategies related to language performance of the “whole learner”, rather than just the cognitive and Metacognitive aspects of the learner. Besides, the SILL appears to be the language learning strategy questionnaire that has gained currency through being administered in a variety of learning environments. Another advantage given by Chang (2009) is that the statements in SILL are easily read and understood by respondents because it requires less time when is compared to interviews or think-aloud protocols. It can be administered to a larger sample of language learners, and can employ precise statistical measures to investigate the relationship between strategy preferences and other variables.

3.4 Data collection

The researcher contacted the classroom teachers from the CEI who consented to participate in the study and explained in general the description of the study and the procedures to the classroom teachers prior to the administration of the instrument

(SILL). The instrument used for this study was distributed to the students by the researcher during a class hour due to the need for applying the instrument to all the students in the group at the same time. All the participants of this study received a copy of the instrument. Before administering the questionnaires, the classroom teachers informed their students to understand that their participation was voluntary and that it would not affect their grades. The directions of how to answer the questionnaire were given by the researcher. The directions for the administration of the questionnaires emphasized the fact that there are no right or wrong answers to the statements of the questionnaires.

The questionnaire took approximately 40 minutes to finish. After the students finished the questionnaires, the classroom teacher collected all of them and gave them to the researcher. The researcher concluded the intervention in the classroom by thanking both students and teacher for their help. A total of 400 copies of the questionnaire were distributed to the participants, of which 25 copies were for the pilot test and 375 were for the final data of this study.

3.5 Data analysis procedures

According to Hernández (2008) the first step for doing this analysis of the data is to select a statistical program. In order to carry out this study SPSS (Version 16.0) the "Statistical Package for the Social Sciences" was used. Then, the data was prepared for being explored through a descriptive analysis of the variables and visualize the results. After visualizing the variables it was time for checking the reliability of the instrument. The next step was to analyze the statistical results with the hypothesis of the study and to verify if the hypothesis was true or false. After verifying the results with the hypothesis, the description of the most used strategies will be presented and the ones

that the students are lacking in use will be presented. Finally, after having the results and identifying the validity of the hypothesis, the conclusion will be written. The results will be presented through graphs.

3.6 Pilot Study

The pilot study was carried out and the results were analyzed. The purpose of the pilot study was to confirm that the translated version of the instrument was understandable for the participants and also it was used to predict EFL learners' preferred learning strategies.

The participants of the pilot study were students of the CEI. However, they were selected from the groups who were not chosen to participate in the final collection of data for this study. All the students were comfortable with the questionnaire and did not object to any of the questions.

The results of the general information of the pilot are the following: 57.69% of the participants are female and 42.31% of the participants, male. Of the students that participated: 11.54% are in introductory level, 19.23% in basic, 23.08% in Pre-intermediate, 23.08% in intermediate, 7.69% in Post- intermediate, and 7.69% in the advanced level. Of the status of the participants, it is found that 80.77% are University of Quintana Roo students and 11.54% are not. Finally, it was found that 26.92% of the participants were between 17-19 years old; 38.46%, 20-22 years old; 7.69%, 23-25 years old and 19.23% were more than 25 years old. Finally, with the Cronbach Coefficient Alpha test, the result of the pilot study was .867 demonstrating reliability in the data gathered.

CHAPTER FOUR

RESULTS AND ANALYSIS

This chapter provides the data and results of the analysis for this study. The purpose of this study is to investigate the use of language learning strategies and to describe the learners' preferred learning strategies in order to suggest the explicit development of the least frequently used learning strategies. With the Cronbach Coefficient Alpha test, the result of the final data for this study is .90 demonstrating reliability in the data gathered.

Descriptive statistics is used to analyze the learning strategies use in six broad categories and the most and least strategy items. To report frequency of use of learning strategies, the researcher employed Oxford's key to understanding mean scores on SILL based instruments.

The general information of the final data are the following: 56.8% of the participants are female and 43.2% of the participants, male. Of the students that participated: 14.93% are in introductory level, 39.47% in basic, 16% in Pre-intermediate, 20% in intermediate, 6.13% in Post- intermediate, and 3.47% in the advanced level. Of the status of the participants, it is found that 84.27% are University of Quintana Roo students and 15.73% are not. Finally, it was found that 36.8% of the participants are between 17-19 years old; 37.33%, 20-22 years old; 14.13%, 23-25 years old and 11.47% are more than 25 years old.

The following tables show in detail the results of the frequency of use of the learning strategies by level: introductory, intermediate and advanced.

Table4.1 Most frequently used learning strategies: Introductory level.

category	strategy	mean	Std. Deviation
social	45. If I do not understand something in English, I ask the other person to slow down or say it again.	3.99	1.024
Metacognitive	32. I pay attention when someone is speaking English.	3.92	.987
Cognitive	19. I look for words in my own language that are similar to new words in English.	3.79	1.174
Cognitive	15. I watch English language TV shows spoken in English or go to movies spoken in English.	3.75	1.207
Metacognitive	31. I notice my English mistakes and use that information to help me do better.	3.55	1.013
Cognitive	18. I first skim an English text (read over the text quickly) then go back and read carefully.	3.50	1.112
Affective	40. I encourage myself to speak English even when I am afraid of making a mistake.	3.50	1.125
Affective	39. I try to relax whenever I feel afraid of using English.	3.43	1.114
Affective	42. I notice if I am tense or nervous when I am studying or using English.	3.37	1.119
Memory	1. I think of relationships between what I already know and new things I learn in English.	3.36	.990

Table 4.1 displays the ten most used learning strategies –ranked from higher to lower- by introductory participants. The table also indicates that participants are more likely to use social and Metacognitive strategy items than other strategies. By contrast, it is interesting to note that strategy items 39, 42 and 1 were included in the top ten most used learning strategies even though the range of those strategy items, according to the Oxford Key to Understanding your Average scale, are in the scale of “medium” use.

Table4.2 Least frequently used learning strategies: Introductory level.

category	strategy	mean	Std. Deviation
Compensation	24. To understand unfamiliar English words, I make guesses.	2.63	1.173
Cognitive	16. I read for pleasure in English.	2.60	1.116
Metacognitive	34. I plan my schedule so I will have enough time to study English.	2.58	1.096
Compensation	28. I try to guess what the other person will say next in English.	2.39	1.163
Compensation	27. I read English without looking up every new word.	2.22	1.138

Memory	6. I use flashcards to remember new English words.	2.22	1.133
Cognitive	23. I make summaries of information that I hear or read in English.	2.07	.918
Memory	5. I use rhymes to remember new English words.	2.01	1.098
Affective	43. I write down my feelings in a language learning diary.	1.83	1.023
Compensation	26. I make up new words if I do not know the right ones in English.	1.73	.998

Table 4.2 displays the ten least used learning strategies –ranked from higher to lower- by introductory participants. The table also indicates that of the type of strategies, the least used were compensation strategy items. Moreover, even though three strategy items: 34, 16 and 24 appear in the list of less used strategies, the scale of use is “medium” because the table represents the ten least strategy items used in general in the introductory level.

Figure 4.3 Frequency of use of learning strategies according to gender: Introductory level.

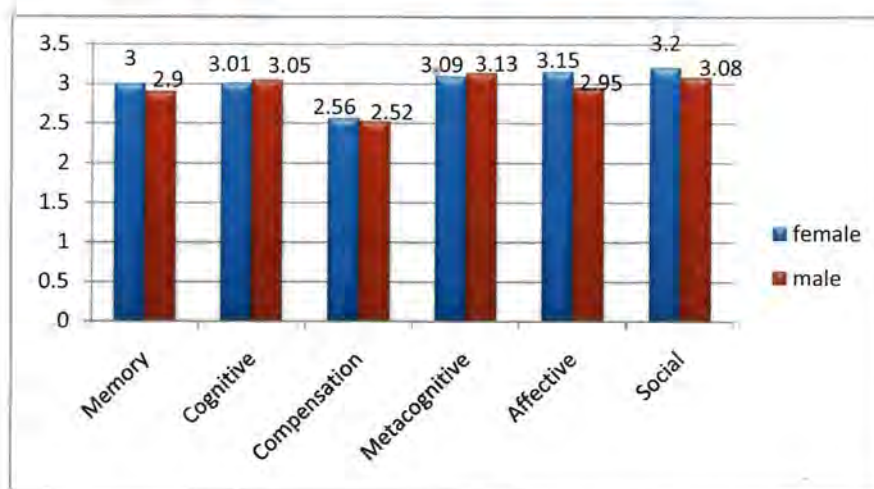


Figure 4.3 represents the range of use of the different strategy categories according to gender in the introductory level. It is observed that there is a minimal difference in gender. The most used learning strategy category are the metacognitive, cognitive and social strategy categories in which both show a close use of them. On the

other hand, it is observed that the least equal use of compensation strategy category in both males and females is the same.

The three least frequently compensation strategies were "I make up new words if I do not know the right ones in English" (female mean= 1.72, male mean= 1.75), "I read English without looking up every new word" (female mean= 2.19, male mean= 2.25) and "I try to guess what the other person will say next in English" (female mean=2.4, male mean=2.35). These strategy items, according to Oxford's scale, are considered "low", what means "generally not used".

The most frequently metacognitive strategies items were "I pay attention when someone is speaking English" (female mean=3.93, male mean= 3.90) and "I notice my English mistakes and use that information to help me do better" (female mean= 3.51, male mean= 3.60).

In the cognitive strategy category the strategy items were: "I look for words in my own language that are similar to new words in English" (female mean= 3.76, 3.82) and "I watch English language TV shows spoken in English or go to movies spoken in English" (female mean= 3.73, male mean= 3.78).

Finally, in the social strategy category the strategy item was: "If I do not understand something in English, I ask the other person to slow down or say it again" (female mean= 4.05, male mean= 3.90). Taking into consideration the means, these strategy items These strategy items are considered "high", meaning "usually used", according to Oxford's scale.

It can be summarized, then, that gender does not constitute a significant variable in strategy use in the introductory level.

Figure 4.4 Frequency of use of learning strategies according to age: Introductory level

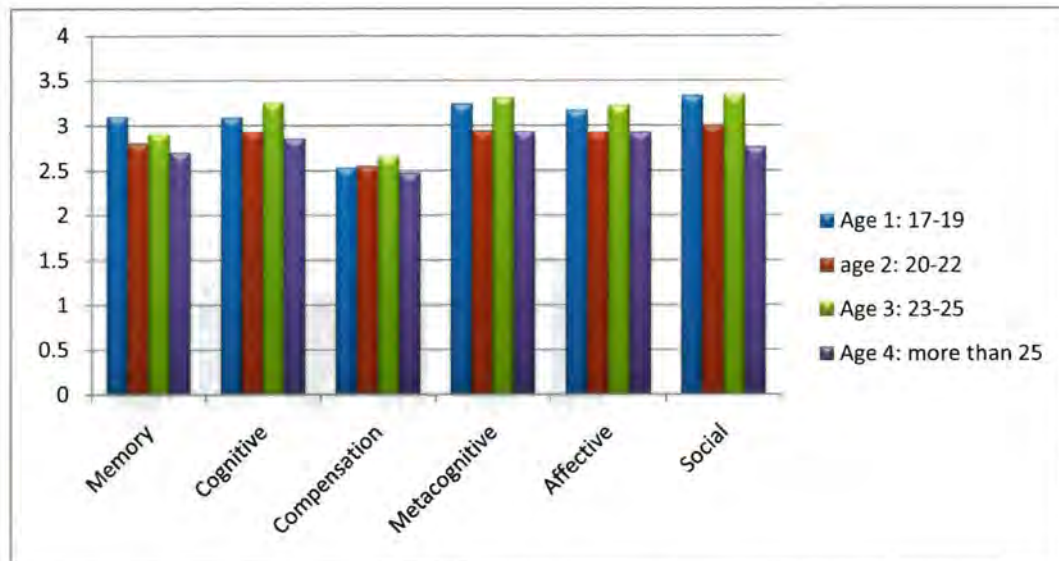


Figure 4.4 represents the range of use of the different strategy categories according to age in the introductory level. Here the similarity is the range of the means that correspond to the classification of Oxford as "Medium" considered as "sometimes used". The most used learning strategy categories were social and metacognitive. The most frequently social strategy item was "If I do not understand something in English, I ask the other person to slow down or say it again" (means: age1 is =4.15, age 2 is =3.91, age 3 is = 4.00 and age 4 is =3.68). In the metacognitive strategy item was: "I pay attention when someone is speaking English" (means: age 1 is =4.01, age 2 is =3.83, age 3 is =3.93, age 4 is = 3.82). According to Oxford's scale, these strategies items are considered "high" ("usually used").

The two least frequently compensation strategies were "I make up new words if I do not know the right ones in English" (means: age1 is =1.65, age 2 is =1.83, age3 is = 1.72, age 4 is =1.75) and "I read English without looking up every new word" (means; age 1 is =2.13, age 2 is = 2.29, age 3 is =2.41, age 4 is =2.11). These strategies items

were mentioned because according to the Oxford's scale they are considered "low" that means "generally not used".

Figure 4.5 Frequency of use of learning strategies according to status. Introductory students.

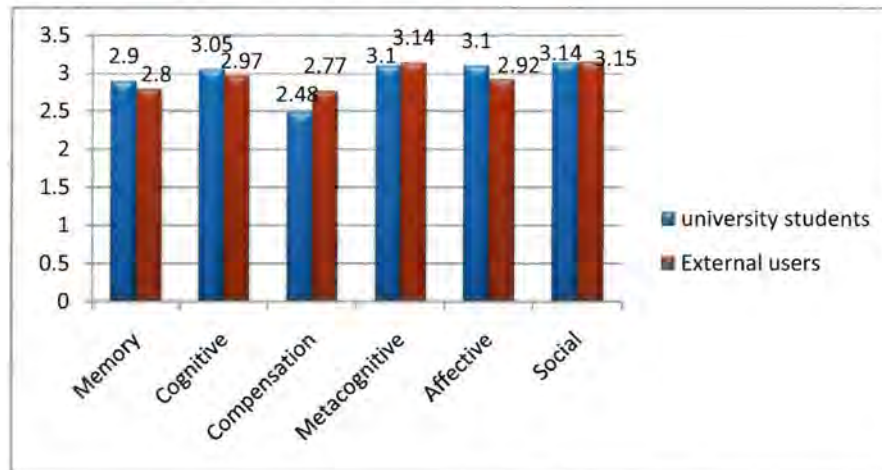


Figure 4.5 represents the range of use of the different strategy categories according to status of the participants in the introductory level.. Moreover, the means indicate a "medium" strategy use on the 5-point Likert scale. This indicates that strategies were "sometimes used" by the participants of this study. The six strategy categories were in the medium-use range.

The most used learning strategy categories were social, metacognitive and cognitive. The most frequently social strategy item was "If I do not understand something in English, I ask the other person to slow down or say it again" (means: University student= 4.02, External users=3.86). In the metacognitive strategy items were "I pay attention when someone is speaking English" (means: University students= 3.94, External users=3.84) and "I notice my English mistakes and use that information to help me do better"(means: University students=3.56, External users=3.55). In the

cognitive strategy items were “I look for words in my own language that are similar to new words in English” (means: University students= 3.82, External users=3.68) and “I watch English language TV shows spoken in English or go to movies spoken in English” (means: University students= 3.78, External users=3.66). These strategies items were mentioned because according to the Oxford’s scale they are considered “high” that means “usually used”.

The least frequently compensation strategy was “I make up new words if I do not know the right ones in English” (means: University students=1.69, External students= 1.89). Taking into account the mean of the strategy item, is considered according to the Oxford’s scale as “low” that means “generally not used”.

In conclusion it can be said that there is no significant difference in the frequency of use of strategies between university students and external users in the introductory level.

Table 4.6 Most frequently used learning strategies: Intermediate level.

category	strategy	mean	Std. Deviation
Social	45. If I do not understand something in English, I ask the other person to slow down or say it again.	3.93	1.027
Metacognitive	32. I pay attention when someone is speaking English.	3.84	.999
Cognitive	19. I look for words in my own language that are similar to new words in English.	3.74	1.103
Cognitive	15. I watch English language TV shows spoken in English or go to movies spoken in English.	3.66	1.134
Compensation	29. If I can't think of an English word, I use a word or phrase that means the same thing	3.59	1.116
Metacognitive	31. I notice my English mistakes and use that information to help me do better.	3.57	1.014
Cognitive	20. I try to find patterns in English.	3.50	1.152
Memory	1. I think of relationships between what I already know and new things I learn in English.	3.46	1.125
Cognitive	18. I first skim an English text (read over the text quickly) then go back and read carefully.	3.42	1.181
Affective	39. I try to relax whenever I feel afraid of using English.	3.41	1.155

Table 4.6 displays –ranked from higher to lower- the ten most used learning strategies by intermediate participants. The table also indicates that participants are more likely to use cognitive strategy items than other strategies. The cognitive strategy items are included in the direct strategies according to the Oxford's taxonomy. By contrast, it is interesting to note that strategy items 1,18 and 39 were included in the most used learning strategies even though the range of those strategy items are in the scale of “medium” use.

Table 4.7 Least frequently used learning strategies: Intermediate level.

category	strategy	mean	Std. Deviation
Memory	7. I physically act out new English words.	2.73	1.362
Cognitive	13. I use the English words I know in different ways.	2.53	1.177
Compensation	27. I read English without looking up every new word.	2.43	1.173
Metacognitive	34. I plan my schedule so I will have enough time to study English.	2.41	1.169
Affective	44. I talk to someone else about how I feel when I am learning English.	2.38	1.127
Compensation	26. I make up new words if I do not know the right ones in English.	2.16	1.112
Memory	6. I use flashcards to remember new English words.	2.06	1.104
Memory	5. I use rhymes to remember new English words.	1.86	1.187
Cognitive	23. I make summaries of information that I hear or read in English.	1.85	1.181
Affective	43. I write down my feelings in a language learning diary.	1.84	1.176

Table 4.7 displays –ranked from higher to lower- the ten least used learning strategies by intermediate participants. The table also indicates that participants do not use frequently memory strategy items than other strategies. Moreover, it is included in the top ten least used learning strategies the strategy items 13 and 7 even though the scale of use is “medium” because the table represents the ten least strategy items used in general in the intermediate level.

Figure 4.8 Frequency of use of learning strategies according to gender:

Intermediate level

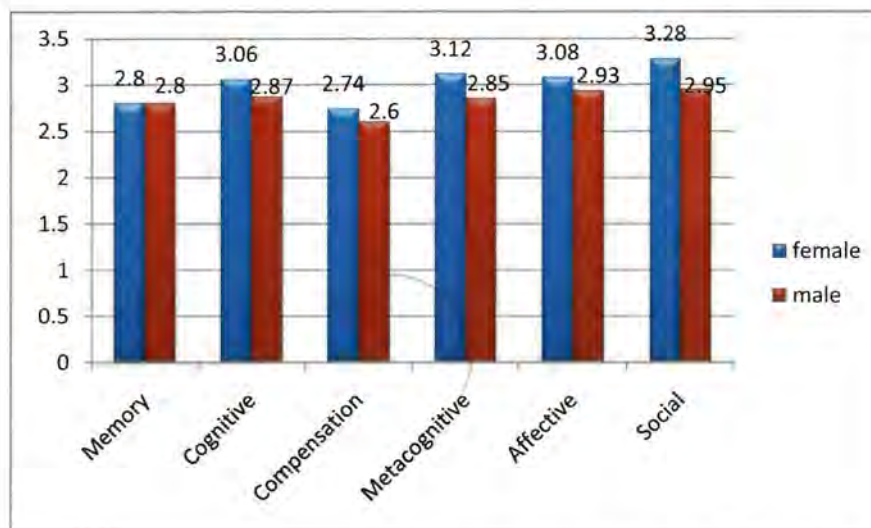


Figure 4.8 represents the range of use of the different strategy categories according to gender in the intermediate level. Taking into account the means in the different categories, the frequency of use of the strategy categories is “medium” according to Oxford’s scale.

The most frequently metacognitive strategies items were “I pay attention when someone is speaking English” (means: female = 3.83, male = 3.80) and “I notice my English mistakes and use that information to help me do better” (means: female = 3.51, male = 3.34).

In the cognitive strategy category the strategy items were: “I look for words in my own language that are similar to new words in English” (means: female = 3.64, male = 3.70) and “I watch English language TV shows spoken in English or go to movies spoken in English” (means: female = 3.55, male = 3.57).

In the social strategy category the strategy item was: “If I do not understand something in English, I ask the other person to slow down or say it again” (means: female = 3.91, male = 3.93). Taking into consideration the means, these strategy items

were mentioned as the most frequently used because according to the Oxford's scale they are considered "high" that means "usually used".

The least frequently compensation strategies were "I make up new words if I do not know the right ones in English" (means: female = 1.88, male = 1.93), "I read English without looking up every new word" (means: female = 2.28, male = 2.45) These strategies items were mentioned because according to the Oxford's scale they are considered "low" that means "generally not used".

In conclusion, it can be said that there is no significant difference in the frequency of use of strategies between gender. However there seems to be a tendency for females to use more strategy items than male. It could be surmised that this is due to a female characteristic of being more disciplined in their studies than males.

Figure 4.9 Frequency of use of the learning strategies according to age: Intermediate level

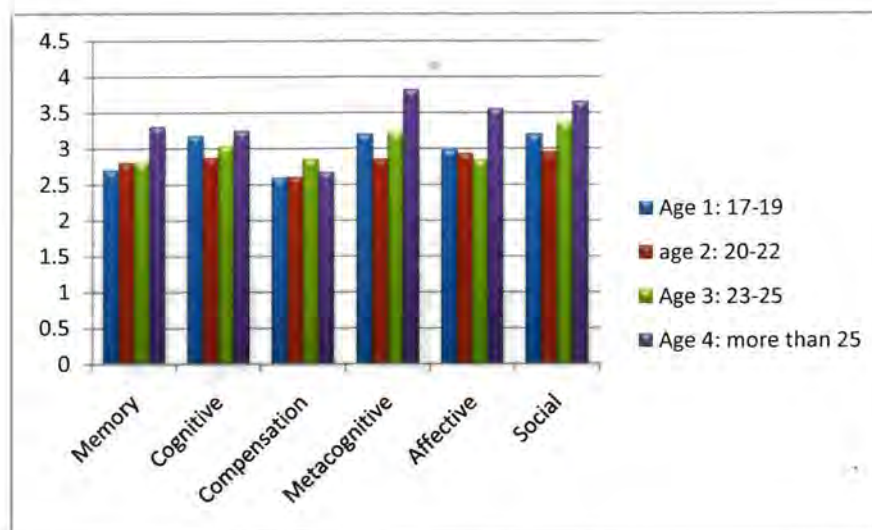


Figure 4.9 represents the range of use of the different strategy categories according to age in the intermediate level. Five of six strategy categories except for the

social category in age 4 are also in the medium use range. Social strategies items in age 4 are used at the high range of strategy use.

The most used learning strategy category was social in age 4. The most frequently social strategy item was "If I do not understand something in English, I ask the other person to slow down or say it again" (means: age1 is = 3.91, age 2 is = 3.93, age 3 is = 3.76, age 4 is = 4.2). In the metacognitive strategy items was: "I pay attention when someone is speaking English" (means: age 1 is = 4.16, age 2 is = 3.80, age 3 is = 3.94, age 4 is = 4.2). These strategies items were mentioned because according to the Oxford's scale they are considered "high" what means: "usually used".

The two least frequently compensation strategies were "I make up new words if I do not know the right ones in English" (means: age1 is = 1.58, age 2 is = 1.93, age3 is = 2.06, age 4 is =1.8) and "I read English without looking up every new word" (means; age 1 is =2.27, age 2 is = 2.45, age 3 is =2.47, age 4 is =2.2). These strategies items were mentioned because according to the Oxford's scale they are considered "low", what means: "generally not used".

Figure 4.10 Frequency of use of learning strategies according to status.

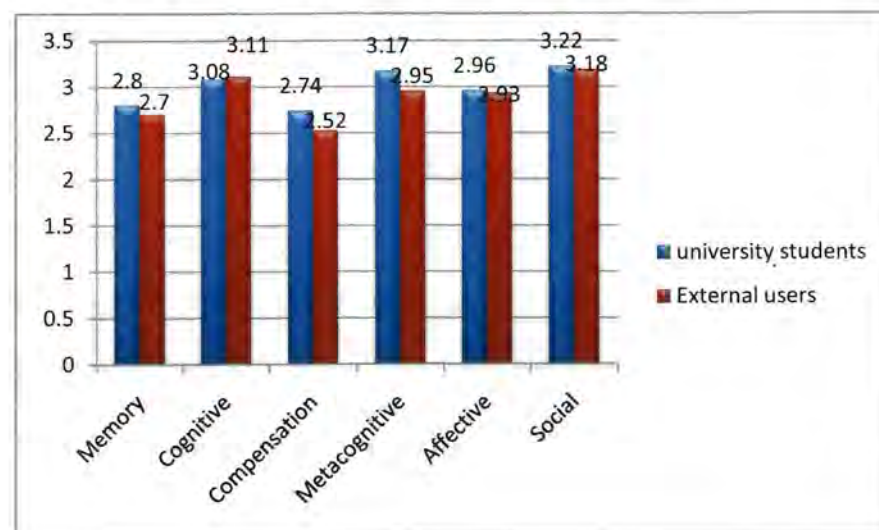


Figure 4.10 represents the range of use of the different strategy categories according to status of the participants in the intermediate level. There are not significant differences between these two groups. Moreover, the means indicate a "medium" strategy use on the 5-point Likert scale. This indicates that strategies were "sometimes used" by the participants of this study. The six strategy categories were in the medium-use range.

The most used learning strategy categories were social, metacognitive and cognitive. The most frequently social strategy item was "If I do not understand something in English, I ask the other person to slow down or say it again" (means: University student= 3.89, External users=4.20). In the metacognitive strategy items were "I pay attention when someone is speaking English" (means: University students= 3.88, External users=3.53) and "I notice my English mistakes and use that information to help me do better" (means: University students= 3.59, External users= 3.40). In the cognitive strategy items were "I look for words in my own language that are similar to new words in English" (means: University students= 3.78, External users=3.47) and "I watch English language TV shows spoken in English or go to movies spoken in English" (means: University students = 3.62, External users= 4.00). These strategies items were mentioned because according to the Oxford's scale they are considered "high" that means "usually used".

The least frequently used compensation strategies were "I make up new words if I do not know the right ones in English" (means: University students= 1.86, External students= 1.80), "I read English without looking up every new word" (means: University students= 2.40, External students= 2.20) and "I try to guess what the other person will say next in English" (means: University students= 2.47, External students= 2.00).

Taking into account the mean of the strategy item, it is considered according to the Oxford's scale as "low", what means "generally not used".

Table 4.11 Most frequently used learning strategies: Advanced level.

category	strategy	mean	Std. Deviation
Cognitive	15. I watch English language TV shows spoken in English or go to movies spoken in English.	4.47	.736
Cognitive	19. I look for words in my own language that are similar to new words in English.	4.06	1.040
Social	45. If I do not understand something in English, I ask the other person to slow down or say it again.	4.03	.810
Metacognitive	32. I pay attention when someone is speaking English.	3.97	.845
Memory	4. I remember a new English word by making a mental picture of a situation in which the word might be used.	3.78	1.098
Compensation	29. If I can't think of an English word, I use a word or phrase that means the same thing	3.75	.937
Affective	40. I encourage myself to speak English even when I am afraid of making a mistake.	3.69	1.009
Cognitive	22. I try not to translate word-for-word.	3.67	1.119
Social	49. I ask questions in English.	3.67	1.142
Affective	39. I try to relax whenever I feel afraid of using English.	3.56	1.139

Table 4.11 displays the ten most used learning strategies by advanced participants. The table also indicates that participants are more likely to use cognitive strategy items than other strategies. The cognitive strategy items are included in the direct strategies according to the Oxford taxonomy. These strategies items were considered in use "high" according to the Oxford's scale that means "usually used" and "Always or almost always used".

Table 4.12 Least frequently used learning strategies: Advanced level.

category	strategy	mean	Std. Deviation
Compensation	28. I try to guess what the other person will say next in English.	2.78	1.176

Compensation	27. I read English without looking up every new word.	2.56	1.082
Affective	44. I talk to someone else about how I feel when I am learning English.	2.50	1.042
Metacognitive	34. I plan my schedule so I will have enough time to study English.	2.33	1.028
Cognitive	23. I make summaries of information that I hear or read in English.	2.33	1.014
Compensation	26. I make up new words if I do not know the right ones in English.	2.25	.996
Memory	7. I physically act out new English words.	2.06	.913
Memory	6. I use flashcards to remember new English words.	1.89	.906
Affective	43. I write down my feelings in a language learning diary.	1.64	.867
Memory	5. I use rhymes to remember new English words.	1.64	.899

Table 4.12 displays the ten least used learning strategies by advanced participants. The table also indicates that participants do not use frequently memory and compensation strategy items than other strategies. Moreover, it is included the strategy items: 44, 27 and 28 in the ten least used learning strategies even though the scale of use is “medium” because the table represents the ten least strategy items used in general in the Advanced level.

Figure 4.13 Frequency of use of learning strategies according to gender.

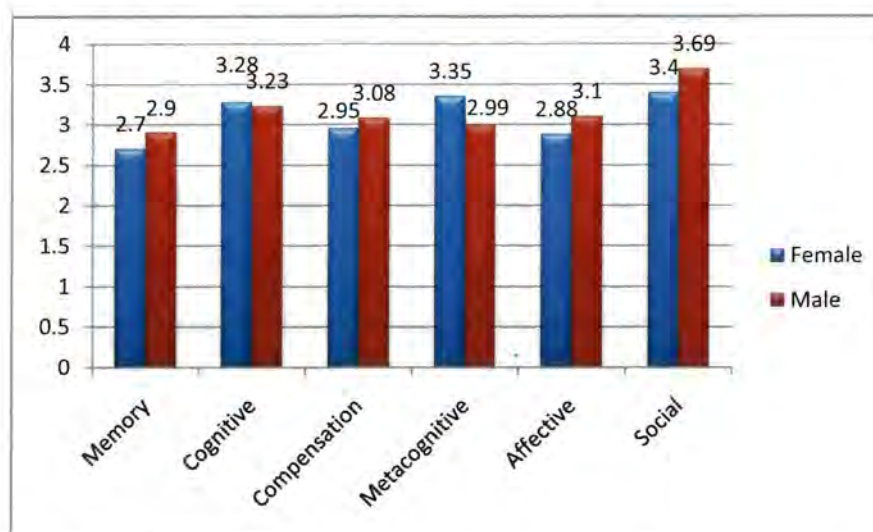


Figure 4.13 represents the range of use of the different strategy categories according to gender in the advanced level. Taking into account the means in the different categories, the frequency of use of the strategy categories is "medium" according to Oxford's scale, except the strategy category social in male because that mean is considered as "high".

The most frequently metacognitive strategy item was "I pay attention when someone is speaking English" (means: female = 4.09, male = 3.77). In the cognitive strategy category the strategy items were: "I look for words in my own language that are similar to new words in English" (means: female = 4.05, male = 4.00) and "I watch English language TV shows spoken in English or go to movies spoken in English" (means: female = 4.64, male = 4.15).

In the social strategy category the strategy item was: "If I do not understand something in English, I ask the other person to slow down or say it again" (means: female = 3.91, male = 4.15). Taking into consideration the means, these strategy items were mentioned as the most frequently used because according to the Oxford scale they are considered "high", what means "usually used".

The least frequently compensation strategy was "I make up new words if I do not know the right ones in English" (means: female = 2.23, male = 2.15) This strategy item was mentioned because according to the Oxford scale they are considered "low", what means "generally not used".

In conclusion it can be said that there is only a minimal difference in gender.

Figure 4.14 Frequency of use of learning strategies according to age.

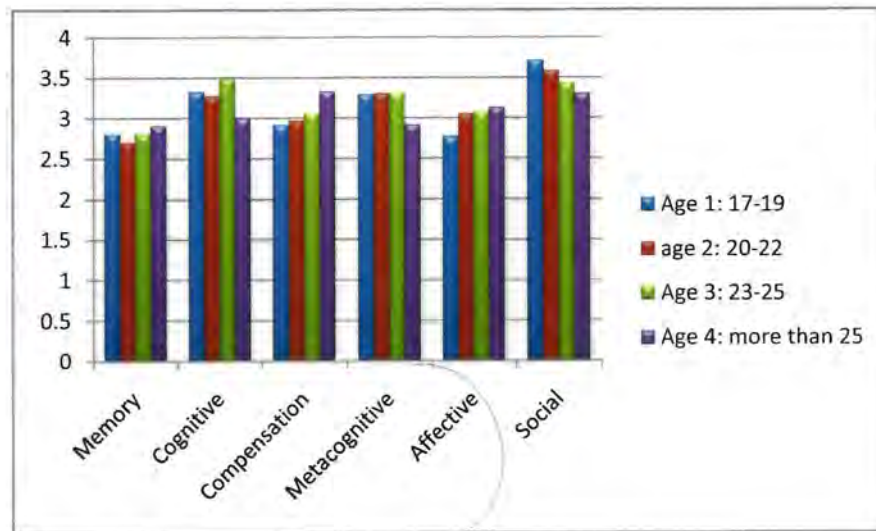


Figure 4.14 represents the range of use of the different strategy categories according to age in the advanced level. Five of six strategy categories except for the social category are in the medium use range. The use of the social strategy category is considered at the high range of strategy use.

The most frequently social strategy item was "If I do not understand something in English, I ask the other person to slow down or say it again" (means: age1 is = 4.00, age 2 is = 4.15, age 3 is = 3.86, age 4 is = 4). In the metacognitive strategy items was: "I pay attention when someone is speaking English" (means: age 1 is = 4.00, age 2 is = 4.00, age 3 is = 4.00, age 4 is = 3.8). These strategies items were mentioned because according to the Oxford's scale they are considered "high", what means "usually used".

The two least frequently compensation strategies were "I make up new words if I do not know the right ones in English" (means: age1 is = 2.36, age 2 is = 2.08, age3 is = 2.29, age 4 is = 2.4) and "I read English without looking up every new word" (means; age 1 is = 2.09, age 2 is = 2.46, age 3 is =3.00, age 4 is =3.2). These strategies items were mentioned because according to the Oxford scale they are considered "low", what means "generally not used".

Figure 4.15 Frequency of use of learning strategies according to status.

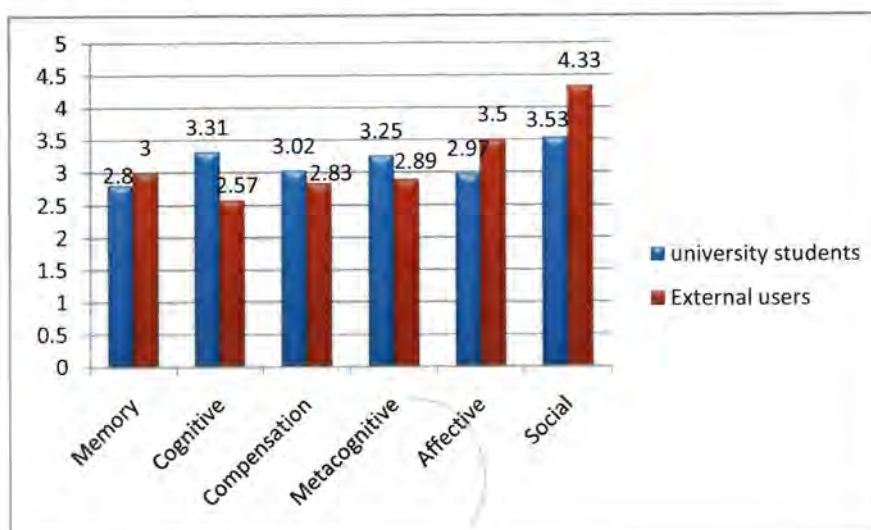


Figure 4.15 represents the range of use of the different strategy categories according to status of the participants in the advanced level. A very slight difference is shown among the categories of these two groups in the cognitive, affective and social categories. The three last categories mentioned show in the cognitive category a high use of strategies by university students in contrast with the affective and social categories in which external users show a high use of strategies. Moreover, the means indicate a “medium” strategy use on the 5-point Likert scale, except in the social category that indicates a “high” strategy use.

The most frequently social strategies items were “If I do not understand something in English, I ask the other person to slow down or say it again” (means: University student= 4.03, External users= 4.00) and “I ask questions in English”(means: University student= 3.63, External users= 4.33). These strategy items were mentioned because according to the Oxford scale they are considered “high”, what means “usually used”.

The least frequently compensation strategies were “I make up new words if I do not know the right ones in English” (means: University students= 1.86, External

students= 1.80), "I read English without looking up every new word" (means: University students= 2.40, External students= 2.20) and "I try to guess what the other person will say next in English" (means: University students= 2.47, External students= 2.00), taking into account the mean of the strategy item, considered according to the Oxford scale as "low", what means "generally not used".

It can be concluded that there are no significant differences in the frequency of use of learning strategies according to the fact that some students in the groups are not students of the University in the different majors.

Table 4.16 Frequency of use of learning strategies: The three levels

Category	Introductory	Intermediate	Advanced
Memory	2.9	2.8	2.8
Compensation	2.54	2.72	3.02
Affective	3.06	2.96	2.98
Cognitive	3.03	3.09	3.29
Metacognitive	3.11	3.14	3.24
Social	3.15	3.22	3.55

Table 4.16 –ranked from low to high- shows the mean overall strategy use of how the participants of the CEI perceive the use of the learning strategies listed in the SILL. The scores indicate a use of "medium" according to Oxford's scale that is considered as "sometimes used" by the participants of this study. The six strategy categories are in the medium use range except for the social category in the advanced level with a "high" use. The Social, Cognitive and Metacognitive strategies are placed at the high range of strategy use. Song (2004) obtained a similar finding with a group of Chinese students that preferred the use of metacognitive strategies; confirming that those students were transferring the strategies used in their native language to the target language "English". Another research found the social strategies as the most used by Taiwanese students;

arguing the need to practice the target language among a group even though it is practiced as a second or foreign language. (Chang, 2009)

The three most frequently used category of strategies are two indirect strategies according to the Oxford's taxonomy: social (mean = 3.31) and metacognitive strategy (mean = 3.16), followed by one indirect strategy, the cognitive strategy (mean =3.14); then, the following one is an indirect strategy: affective strategy (mean = 3.03) followed by two direct strategies: memory strategy (mean = 2.83) and compensation strategy (mean = 2.76).

It can be observed that Chen (2007) concluded in her research among American students as the least frequently used strategies the memory and affective strategies. Even though in this research the variable motivation was taken into consideration; the results are similar compared to this research presented among Mexican students.

In the other hand, Park (2005) found in his research among Korean students as the most frequently used strategies the compensation and memory strategies; it is the opposite from this research. However, in this research carried out by Park, the students receive a training to motivate them to use the strategies.

According to the means by category, these three levels only show a minimal difference. However, in four of the six categories, it is noticed that there is a slight increment of the strategy use from introductory level to advanced level. The category of affective and memory are the only ones in which there appears to be a minimal decrement in the use of strategies.

In addition, female students presented use strategies more frequently than male students, which support Oxford's finding (1993). However, Oxford (1993) found that female students use metacognitive, affective and social strategies more frequently than male students. In the present study, the findings showed that female students tended to

use metacognitive, cognitive and social strategies more frequently than male students. The finding is supported by Oxford and Dreyer's (1996) finding that female students made greater use of metacognitive strategies than did male students.

As these were the findings from the descriptive analysis, now we turn to some concluding remarks and future pedagogical implications of the study results elicited from the participants using the quantitative research instrument in this case SILL as it was explained in the previous sections.

CHAPTER FIVE

CONCLUSIONS

The purpose of this study was to investigate the use of language learning strategies among students learning English as a foreign language at the CEI and to examine the relationship between language learning strategy use in the three different English language levels (introductory, intermediate and advanced).

In this current study, the overall mean of strategy use was 3.03 on the 5- point Likert scale that indicates "medium" strategy use (sometimes used). This finding is also supported by recent studies carried out in EFL learning environments, and other works such as the one carried out in the University by Murrieta (2009) who reported an average mean of strategy use of 3.38. Furthermore, Lee (2001) investigated the use of language learning strategies among 817 university students learning English in Korea and reported an average mean of strategy use of 2.69.

With regard to each category of strategies, the six categories were considered in the medium use range. The most frequently used category of strategies was Social strategy (mean=3.31), followed by Metacognitive strategy (mean=3.16), Cognitive (mean=3.14), Affective (mean=3.00), Memory strategy (mean= 2.83) and Compensation strategy (mean=2.76). The compensation strategy category was the least preferred strategy category among the participants in this study. For these participants high range or low range of strategy use for any SILL category was not found.

Among the six strategy categories, CEI students in this study reported that they used social, metacognitive and cognitive strategies more frequently than any other type of strategies. This finding was similar to the results of the study conducted by Murrieta (2009) with the students of the English Major of the University.

Social Strategies are those activities learners engage in which afford them opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language. In social strategies, "If I do not understand something in English, I ask the other person to slow down or say it again" and "I ask questions in English" were reported as frequently used strategies by the participants in this study. Considering the fact that most of participants fell into the "medium " use of the strategies, the reason for this would seem to be that social strategies might be more familiar for the participants of this study because they have to use English in the class. So, the participants are accustomed to using the language inside the classroom and to asking if they do not understand something.

Metacognitive Strategies are used to oversee, regulate or self-direct language learning. They involve various processes as planning, prioritizing, setting goals, and self-managing. In metacognitive strategies, "I pay attention when someone is speaking English", "I notice my English mistakes and use that information to help me do better". Even though, these strategies are used not only to learn a new language but also, for coping the different subjects that they take in their academic preparation. Therefore, these strategies were expected to be used because are the ones that students transfer from their native language to the target language.

Cognitive strategies are steps or operations used in learning or problem solving that require direct analysis, transformation, or synthesis of learning materials. In the cognitive strategies, "I look for words in my own language that are similar to new words in English" and "I watch English language TV shows spoken in English or go to movies spoken in English". One of the reasons for using these strategies in the scale of

“Medium” is due to the fact that these are the strategies that the students have used during their academic preparation in the different subjects that they study. These strategies are used as frequently as the Metacognitive strategies because those strategies are the ones that the students bring from their native language.

One of the least used strategies was the affective strategy “I write down my feelings in a language learning diary”. It is due to the fact that writing about our feelings in any subject is not taught or proposed by any teacher of the different subjects during our academic preparation. Also, it is due to the time spent in learning English as a foreign language at the same time of preparing themselves in their different majors. They dedicate less time for English because most of the time it is considered as a requirement instead of a desire to learn English.

Another of the least used strategies included memory strategies like “I use rhymes to remember new English words” and “I use flashcards to remember new English words”. It is due to the fact that these strategies are not taught during the course. The students are not prepared to learn to create their own material to learn a new language or search for rhymes to learn new words. In the different Academic levels, the most important aspects to teach to the students are the English skills.

The least used of the strategies of compensation strategies were “I make up new words if I do not know the right ones in English”, I read English without looking up every new word, and “I try to guess what the other person will say next in English”. It was expected as the memory strategies as one of the least used strategies because it is a category of strategies that students do not learn inside the classroom. These students of the CEI may not need to do extended reading in English and for this it is not a common practice to infer the meaning of new vocabulary. The reading texts that they use in the class are short and they are about familiar topics. Also, they may not have to

speak or listen to conversations in English to anyone outside the classroom. As a result, they may not have the need to use these strategies.

Based on the analysis of individual strategy items, it is interesting to find the most frequently used strategies were the social strategies and those mostly concerned with practical language learning, which could help language learners improve their communicative language skill. It was also found that of these, the most used strategy item was: *I watch English language TV shows spoken in English or going to movies spoken in English*. This was expected from the very beginning of the research, as many of the participants have cable TV and most of the movies offered in theaters in Mexico are spoken in English.

On the other hand, the hypothesis stated "the more advanced a student is, the bigger the range of learning strategies that he uses", and viceversa, "the lower level, students will use fewer strategies in their learning process" was not as it was predicted. It was then proved by the study that the English level does not have any meaningful relationship with the range of learning strategies that students use.

This took the researcher by surprise because at the beginning of this research, it was expected that in this aspect the hypothesis would be fulfilled due to the fact that the researcher considered that upper levels were more conscious in the use of learning strategies than the introductory levels and that upper levels had more experience in the use of the learning strategies acquired throughout their academic preparation.

During the research some limitations appeared. For example: the amount of the students for each level; Lower levels had more participants than upper levels. The students do not have training in learning strategies; it was demonstrated at the moment of answering the instrument. This research does not have take into account the

perceptions of the students to obtain a deep analysis because the results of the SILL instrument were subjective; it was due to the time.

As a conclusion, it can be said that the use of learning strategies does not have a direct bearing with the English level as it was noticed in the data analysis: students from upper levels make use of almost the same amount of strategies as those in the lower levels. This may happen because the use of English is graded most of the time through the four skills: writing, reading, listening and speaking. The use of learning strategies is not considered as an aspect to take into account to obtain a final grade.

Another feature that can influence this phenomenon is the fact that most teachers may not teach students how to cope with their learning to improve their English: They may not teach learners the different strategies that they can use, and how to use them, not only at the beginning levels also as they get into upper levels. Therefore, students just use the strategies they are familiar with and the ones that they feel comfortable in using.

Furthermore, there seems to be a lack of interest of the students for getting more knowledge than the teacher gives them in the classroom. It means that the students do not need tools to become responsible of their own learning. This was expected because most of the students just need to pass their English courses to obtain the credits for obtaining their degrees. They do not want to become experts in the language.

These possible explanations for the findings in this research show that the students of the CEI did not seem to need to use the learning strategies as a requirement to succeed through the different levels of English offered by the UQROO. It is due to the fact that the participants were students from different majors who are compelled to take English courses and obtain a certain level of proficiency according to the programs of their majors and spent most time studying more than 5 or 6 subject

areas of their majors beside English. Therefore, they might not have enough time or interest to think about the process of language learning or the strategies for learning English.

Finally, they have not had any strategy training during the English courses taken at UQROO. So, those students were not aware of the concept of learning strategies and what learning strategies they were using until they had to fill in their forms (the SILL instrument). It is a disadvantage because they may not be consciously aware of the advantages of using strategies in the learning of a new language.

5.1 Pedagogical implications:

The following recommendations are based on the findings of the study:

- a) EFL teachers should dedicate time to learning strategy training from the beginner EFL courses in order that students learn a variety of strategies so that they can have a menu of ways with which to cope with their learning in different contexts.
- b) EFL teachers need to promote the use of learning strategies in each different English level.
- c) EFL teachers should include in their teaching planning the use of some strategies in order to be practiced during the course.
- d) Since EFL students use diverse learning strategies to learn English, EFL instructors should be aware of the different choices of the use of learning strategies among students and provide different approaches to enhance students' learning in English language. For that reason, teachers should undergo different training courses so that the students can select the most useful ones according to their learning styles.

- e) This research could be replicated in different contexts to see if the different academies offer or not a range of strategies to their students. These results could be related to the variety in use of strategies of those students.
- f) Research on learning strategies should take into account also the learning style of the students for future researches in this field.
- g) Moreover, further research may include the study of the influence of the major of the students in the use of the strategies.

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APPENDIX

Anexo 1. Cuestionario sobre estrategias de aprendizaje de idiomas SILL

Género: Femenino___ Masculino___

Nivel: _____

Edad: 17-19___ 20-22___ 23-25___ Más de 25___

1. **Nunca o casi nunca cierto.** Significa que el hecho sucede o yo hago esto muy rara vez.
 2. **Generalmente falso.** Significa que el hecho sucede menos de la mitad de las veces.
 3. **Algunas veces cierto.** Significa que esto es cierto o sucede la mitad de las veces.
 4. **Generalmente cierto.** Significa que esto es cierto o sucede más de la mitad de las veces.
 5. **Siempre o casi siempre cierto.** Significa que esto es cierto o sucede la mayoría de la mitad de las veces.

Parte A

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo:

1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.
 4. Generalmente cierto. 5. Siempre o casi siempre cierto.

1. Establezco relaciones entre lo que sé y lo nuevo que aprendo en inglés.	1	2	3	4	5
2. Para poder recordar palabras nuevas en inglés las utilizo en oraciones.	1	2	3	4	5
3. Para poder recordar una palabra nueva en inglés relaciono su pronunciación con una imagen.	1	2	3	4	5
4. Para poder recordar una palabra nueva en inglés imagino una situación en la cual la podría utilizar.	1	2	3	4	5
5. Utilizo 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. Para poder recordar nuevas palabras actúo el significado de las mismas.	1	2	3	4	5
8. Frecuentemente repaso mis apuntes de clase.	1	2	3	4	5
9. Para poder recordar una palabra o frase nueva en inglés, trato de acordarme de su ubicación en la página, en el pizarrón o en algún letrero público.	1	2	3	4	5

Parte B

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo:

1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.
 4. Generalmente cierto. 5. Siempre o casi siempre cierto.

10. Repito o escribo muchas veces las palabras nuevas en inglés.	1	2	3	4	5
11. Trato de hablar como un nativo del inglés.	1	2	3	4	5

12. Practico los sonidos del inglés.	1	2	3	4	5
13. Practico las palabras que sé en inglés utilizándolas en diferentes maneras: como adverbio, verbo, sustantivo, adjetivo, etc.	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. Para aprender las palabras nuevas del inglés, busco su equivalente en mi idioma.	1	2	3	4	5
20. Trato de identificar patrones, modelos o ejemplos de las estructuras del inglés.	1	2	3	4	5
21. Para saber el significado de una palabra en inglés la separo en partes que yo pueda entender.	1	2	3	4	5
22. Trato de no traducir palabra por palabra.	1	2	3	4	5
23. Hago resúmenes cuando escucho o leo información en inglés.	1	2	3	4	5

Parte C

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo:					
1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.					
4. Generalmente cierto. 5. Siempre o casi siempre cierto.					
24. Para poder entender palabras que no conozco en inglés trato de adivinar su significado.	1	2	3	4	5
25. Cuando estoy conversando en inglés y no recuerdo una palabra, uso gestos.	1	2	3	4	5
26. Si no sé las palabras apropiadas en inglés, las invento.	1	2	3	4	5
27. Leo en inglés sin buscar en el diccionario cada palabra nueva que aparece en el texto.	1	2	3	4	5
28. Cuando mantengo una conversación en inglés trato de adivinar lo que la otra persona va a decir.	1	2	3	4	5
29. Cuando no recuerdo una palabra en inglés utilizo palabras o frases que tienen significados similares.	1	2	3	4	5

Parte D

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo:					
1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.					
4. Generalmente cierto. 5. Siempre o casi siempre cierto.					
30. Busco cualquier oportunidad para practicar mi inglés.	1	2	3	4	5
31. Me doy cuenta de mis errores en inglés y los utilizo para mejorar mi nivel.	1	2	3	4	5
32. Presto atención cuando alguien está hablando en inglés.	1	2	3	4	5
33. Trato de averiguar cómo ser un mejor estudiante de inglés.	1	2	3	4	5
34. Planeo bien mi horario para poder tener suficiente tiempo para estudiar	1	2	3	4	5

inglés.					
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. Establezco metas claras para mejorar mis habilidades en inglés.	1	2	3	4	5
38. Reflexiono sobre mi progreso en el aprendizaje del inglés.	1	2	3	4	5

Parte E

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo:					
1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.					
4. Generalmente cierto. 5. Siempre o casi siempre cierto.					
39. Trato de relajarme cuando estoy nervioso a la hora de usar el inglés.	1	2	3	4	5
40. Me motivo para hablar inglés aún cuando tengo temor de cometer algún error.	1	2	3	4	5
41. Cuando obtengo buenos resultados con mi inglés me recompensó a mi mismo.	1	2	3	4	5
42. Me doy cuenta de si estoy tenso (a) o nervioso (a) cuando estoy estudiando o usando inglés.	1	2	3	4	5
43. Escribo en mi diario de aprendizaje en inglés cómo me siento al aprender dicho idioma.	1	2	3	4	5
44. Platico con otras personas acerca de cómo me siento respecto de mi aprendizaje del inglés.	1	2	3	4	5

Parte F

Para cada enunciado encierre en un círculo la respuesta que mejor representa su acuerdo o desacuerdo.					
1. Nunca o casi nunca cierto. 2. Generalmente falso. 3. Algunas veces cierto.					
4. Generalmente cierto. 5. Siempre o casi siempre cierto.					
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. Hago 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

GRACIAS!!!!