



Use of Communicative Strategies in L2 Learning: An Intercultural Study

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ABSTRACT

The purpose of this paper is to assess the most commonly used L2 learning strategies, especially those of communicative type, of undergraduate students and how these strategies are related to their language performance. Additionally, this study also aims to examine the effect of gender on the type of strategies they use and how this fact affects learning. We make a comparative study of the use of L2 learning strategies by Spanish undergraduates and by those coming from the Erasmus+ program and from the Republic of Korea. In terms of data collection, two instruments have been used, a self-made profile questionnaire and the SILL inventory (Oxford, 1990), in order to evaluate students' use of L2 learning strategies, data on the similarities and differences in the use and level of frequency of use of strategies employed by our students. Furthermore, the emerging profile of the data analysis obtained has been described and we have made an assessment by comparing our data with that of previous research. In addition, we also find that gender is a significant factor among all students regardless their nationalities. We discover that the female students make a greater use and with more frequency of all type of learning strategies, especially those of communicative type, with special relevance in the socio-affective strategies. In our conclusion, we point out that training in learning strategies for second language acquisition can help learners learn better by increasing their awareness of L2 learning strategies, and by increasing the number of strategies they use. Moreover, knowing the L2 learning strategies used by our students becomes a guarantee of success when designing teaching methodologies aimed at achieving significant learning results.

KEYWORDS: Language learning strategies; Learning; Foreign/second language; Instruction of strategies; Gender; Communicative.

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1. INTRODUCTION

Learning strategies have long been an important issue in the field of Education in general and particularly as well in the field of research in Applied Linguistics. Oxford (1990) defines them as specific measures taken by the learner to facilitate learning, faster, in a more enjoyable way, and easier to transfer to new situations of language learning and use. The deployment of appropriate strategies ensures greater success in learning and more confidence. Furthermore, it is generally accepted that teaching practice should evaluate and take into account individual learners' strategies, although it is unclear on what basis students choose certain strategies and why they prefer them over others. Finding an answer to this uncertainty is worthwhile in order to produce successful learning.

The first part of this paper lists the dominant definitions of learning strategies, while the second part presents the results of a quantitative examination which was carried out at the University of Malaga, with first-year students in the degree in English Studies with a sample of 86 participants. In order to identify the use and frequency of learning strategies, a profile questionnaire was implemented and the inventory of strategies for language learning SILL (Oxford, 1990). The result of this research determines gender differences in the use of learning strategies and differences in the use of certain types of learning strategies. The results have shown that there are significant differences in the frequency of use of learning strategies: memory strategies are most frequently used, while cognitive strategies are used as infrequently as possible. However, there are gender differences in the use of learning strategies, where female students make greater use of them and more frequently of all types of learning strategies, especially those of a communicative type, with special relevance to socio-affective strategies.

Although gender is typically a significant factor in other disciplines particularly in the field of Education and Psychology, it has nevertheless received only sporadic attention in Applied Linguistics studies in the field of language learning strategies. Since the early 1970s there has been considerable research interest in the strategies that foreign language learners use in their learning. While the literature accumulated to date suggests a possible relationship between the use of strategies and the success of foreign language learning, in this study we will focus on various factors that influence its use, with special reference to the gender of learners.

2. THEORETICAL CONTRIBUTIONS

Since the end of the twentieth century there has been a shift in the focus of educational research from the study of teaching to the study of learning and from the emphasis on the study of teacher behaviour to the emphasis on the study of learner behaviour, i.e. from an exclusive emphasis on improving teaching to a growing concern for how students learn. The idea that responsibility for learning belongs to the learner is growing among specialists.

In recent decades, experimental, evolutionary, and educational psychologists have moved from the study of animal behavior to the study of human mind and behavior; from studies of operative conditioning to studies of meaningful learning; from laboratory studies to studies in relevant environments. Relatively often, education is oriented in a way that provides opportunities to use different learning strategies, but rarely is it (explicitly) attempted to make learners aware of the wide range of learning strategies they can use. In general, educational activities are controlled by the teacher and students learn to conform to the teacher's guidelines without any explicit attention to why the teacher asks them to be involved in the various proposed activities.

The study of learning strategies involves an attempt to understand how it is possible to help learners improve their potential for learning, remembering, and thinking. Interest in them is not restricted to research on language acquisition and teaching, but all the great theoreticians of education advocate their inclusion in educational programs. Learning strategies allow the storage and retrieval of significantly processed information, thus facilitating access to knowledge, in the belief that they significantly determine learning outcomes.

Since Stern and Rubin published their respective papers on how good learners manage and control the learning task in 1975, the emergence of publications aimed at developing a better understanding of the learning process has been relentless. These publications have been addressed to both the teacher and the learner. With this work we intend to contribute to the development of knowledge about the learning process and to contribute practical ideas that contribute to an improvement in the quality of teaching and learning.

The research on learning strategies agrees that a good use of them affects an improvement in the learning of the language. These studies indicate that there is a direct relationship between language learning strategies and the level of competence in language learning: students with a better level of language use a greater diversity and number of

learning strategies (Anderson, 2005; Bruen, 2001; Chamot & El-Dinary, 1999; Green & Oxford, 1995; O'Malley & Chamot, 1990; Wharton, 2000). On the other hand, these students choose the most appropriate strategies to solve a specific problem, being able to adapt them to the needs of the specific context, as well as checking their level of success (Nisbet & Shucksmith, 1991). In short, learning strategies are important because they are associated with successful learning (Grenfell & Macaro, 2007).

Researchers in this field of Linguistics have focused on identifying the strategies used by students in their learning process in order to help those with less success to learn a second language (Anderson, 2008; Cohen, 1998; Hong-Nam & Leavell, 2006; Macaro, 2001; Magogwe, J., & Oliver, R. 2007; Takeuchi, 2003; O'Malley & Chamot, 1990; Oxford, 1990, 2002; Wenden, 2002). Therefore, the research carried out to date has been based mainly on relating the levels of competence of the second language and the use of learning strategies. The most competent second language learners use certain strategies to carry out tasks effectively (Chamot, Barnhardt, El-Dinary, & Robbins, 1999; Goh, 2002b; Liu, 2004; Oxford, Cho, Leung, & Kim, 2004; Wu, 2008).

In spite of the fact that the different classifications are not fully satisfactory, it is true that after reading the different studies on strategies, and the teaching experience trying to train the student in the development and use of strategies, we can highlight their enormous potential to facilitate the learning of a foreign language.

Research in the field of strategies has shown that:

- Adequate use of different learning strategies leads to an improvement in the communicative competence of the learner (Cohen, 1990; Oxford, 1986; Oxford and Crookall, 1989; O'Malley and Chamot, 1990; Wenden and Rubin, 1987).

- The most successful learners select the appropriate strategies for each task (O'Malley and Chamot, 1990).

- The use of strategies is conditioned by factors such as the language being learned, the language level of the learner, the degree of metacognitive development, gender, the methodology employed, affective variables such as motivation and attitude, personality traits, learning style, nationality, aptitude, the task to be performed, and cognitive training (Oxford and Nyikos, 1989).

3. LEARNING STRATEGIES

The first definition of strategies from the perspective of information processing was formulated by Rigney (1978) as follows: "operations or procedures that the student may use to acquire, retain, and retrieve different kinds of knowledge and performance" (Rigney, 1978:165).

From the point of view of language acquisition, strategies refer to "activities in which the learner may engage for the purpose of improving target language competence" (Bialystok, 1983:101). Subsequently, Bialystok (1985) again formulates another definition of L2 learning strategies in which she defines them as:

Activities undertaken by learners whether consciously or not, that have the effect of promoting the learner's ability either to analyze the linguistic knowledge relevant to the language under study or to improve the control of procedures for selecting and applying that knowledge under specific contextual conditions. (Bialystok, 1985:258).

According to this definition, these strategies can be under a conscious plan or not, a fact that maintains the cognitive theory about procedural knowledge. Oxford et al. (1989) define them as "actions, behaviors, steps or techniques - such as seeking out target language conversation partners, or giving oneself encouragement to tackle a difficult language task - used by learners to enhance learning" (Oxford et al., 1989:29).

Monereo (1990), consider them as "planned behaviours that select and organise cognitive, affective and motor mechanisms in order to cope with global or specific learning problem-situations" (Monereo, 1990:4). From the different definitions we can deduce that learning strategies in general represent individual or concatenated units of cognitive functioning that are activated for the facilitation of a given task. Over time, as we have seen, some of the different formulations of the definition of strategies have incorporated the notion of consciousness. The inclusion of the notion of consciousness in the definition of strategies poses some problems, problems to which we will refer to later.

For Weinstein and Mayer (1986) learning strategies have as object to facilitate learning and are used in an intentional way on the part of the apprentice. O'Malley et al. (1985) add that these can become automated with practice and become part of procedural knowledge (O'Malley & Chamot, 1990; O'Malley, 1990), hence the interest in introducing into the classroom activities that train students in the use of strategies to improve their capacity to process information.

Researchers have used the following terms to refer to the tricks that learners use to facilitate learning: "specific actions" (Oxford, 1990a), "mental steps" (Wenden, 1991), "operations" or "procedures" (Rigney, 1978), "thoughts" (Weinstein and Mayer, 1986), "planned behaviours" (Monereo, 1990). Some of these operations or procedures are observable, while most are not. Taking notes or using the dictionary are observable behaviors, while deduction, evaluation, or monitoring, among others, are not directly observable behaviors.

From the different definitions and studies, it can be inferred that strategies are concrete actions or behaviors that may or may not be observable that are not limited simply to information processing, but also include affective functions and regulatory functions. In our opinion, we can define learning strategies as those actions that are used to solve problems in learning, they are used because a task has to be performed or a problem solved and are therefore specific actions undertaken by the learner to perform cognitive, metacognitive and affective functions.

3.1. Instruction of strategies for learning a second language

We believe that although at the beginning L2 strategies are conscious, with the passage of time they can be proceduralised, becoming unconscious.

We therefore consider that it is possible to teach students with less success in their learning to use strategies that will allow them to learn more effectively by facilitating the regulation of learning, the manipulation of information and the control of emotions; and the students with more success to improve their capacity to process information.

Learning strategies can help - if used appropriately - to overcome limitations in information processing capacity and the limitations of executive control (Iran-Nejad, 1990). Unfortunately, many learners are not aware of the great potential of learning strategies to facilitate learning. Getting the learners to discover which learning strategies are most appropriate for them is a task that can only be achieved through informed and integrated instruction with a metacognitive component, i.e. if learners are aware of the purpose of an activity, and of the usefulness of a given strategy, they may be able to use the strategy or strategies in question in similar tasks, so they will have achieved the end pursued by any attempt at instruction: the transfer of learning.

3.2. Oxford's (1990) L2 learning strategies taxonomy

Oxford's taxonomy, while seemingly exhaustive, incurs significant contradictions. Among the contradictions of the Oxford typology (1990a) we can highlight its own division into direct and indirect strategies. Oxford groups metacognitive, affective and social strategies under the heading of indirect.

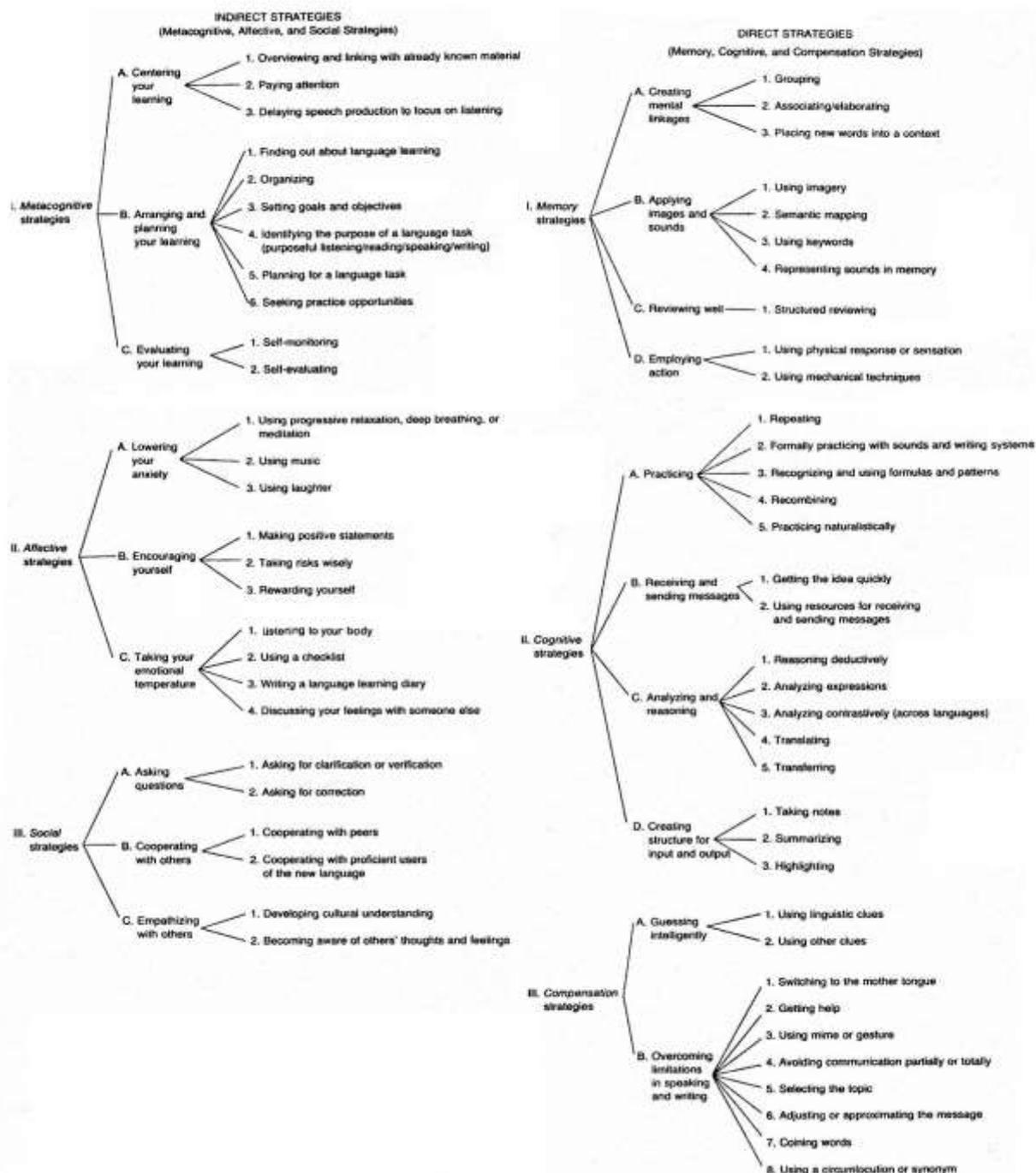


Figure 1. Typology of learning strategies. Oxford (1990:17).

Table 1. Description of the taxonomy of language learning strategies, Oxford (1990a: 294-296).

Language learning strategies, Oxford (1990)	
Direct strategies	Indirect strategies
<p>Group A: Memorization Strategies</p> <p>A. Create mental links:</p> <ol style="list-style-type: none"> 1. Group. 2. Associate/ elaborate. 3. Place new words in context. <p>B. Apply images and sounds:</p> <ol style="list-style-type: none"> 1. Use your imagination. 2. Use semantic fields. 3. Use key words. 4. Represent sounds in memory. <p>C. Check:</p> <ol style="list-style-type: none"> 1. Structured review. <p>D. Use action:</p> <ol style="list-style-type: none"> 1. Use physical response. 2. Use mechanical techniques. 	<p>Group D: Metacognitive Strategies</p> <p>A. Focusing learning:</p> <ol style="list-style-type: none"> 1. Review and link to known material. 2. Pay attention. 3. Delay oral production and focus on listening comprehension. <p>B. Organise and plan your own learning:</p> <ol style="list-style-type: none"> 1. Study aspects of language learning. 2. Organise. 3. Establish objectives and goals. 4. Identify the objective of a task. 5. Plan a task. 6. Seek opportunities to practice. <p>C. Evaluate one's own learning:</p> <ol style="list-style-type: none"> 1. Control the learning process itself. 2. Self-evaluate.
<p>Group B: Cognitive Strategies</p> <p>A. Practice:</p> <ol style="list-style-type: none"> 1. Repeat. 2. Practice formally with sound systems and graphics. 3. Recognize and use formulas and models. 4. Make combinations. 5. Practice naturally. <p>B. Receive and send messages.</p> <ol style="list-style-type: none"> 1. Get the general idea quickly. 2. Use resources to receive and send messages <p>C. Analyse and reason:</p> <ol style="list-style-type: none"> 1. Reason deductively. 2. Analyse expressions. 3. Analyse contrastively between languages. 4. Translate. 5. Transfer. <p>C. Create structure for input and output:</p> <ol style="list-style-type: none"> 1. Take notes. 2. Summarise. 3. Underline-highlight. 	<p>Group E: Affective strategies</p> <p>A. Decrease anxiety:</p> <ol style="list-style-type: none"> 1. Use relaxation, deep breathing, or meditation. 2. Use music. 3. Laugh. <p>B. Encourage yourself:</p> <ol style="list-style-type: none"> 1. Make positive observations. 2. Taking risks. 3. Reward yourself. <p>C. Take your emotional temperature:</p> <ol style="list-style-type: none"> 1. Listen to yourself. 2. Use a checklist. 3. Write a diary about language learning. 4. Share feelings with another person.
<p>Group C: Compensatory strategies</p> <p>A. Clever guessing:</p> <ol style="list-style-type: none"> 1. Use linguistic clues. 2. Use other clues. <p>B. Overcome limitations in oral expression and written</p> <ol style="list-style-type: none"> 1. Switch to mother tongue. 2. Ask for help. 3. Use mime or gestures. 4. Avoid communicating some or all of the message. 5. Choose the topic. 6. Adjust or zoom in on the message. 7. Make up words. 8. Use a circumlocution or synonym. 	<p>Group F: Social strategies</p> <p>A. Ask questions:</p> <ol style="list-style-type: none"> 1. Ask for clarification. 2. Ask for correction. <p>B. Cooperate with others:</p> <ol style="list-style-type: none"> 1. Cooperate with peers. 2. Cooperate with competent users of the new language. <p>C. Establish empathetic relationships with others:</p> <ol style="list-style-type: none"> 1. Develop cultural understanding. 2. Be aware of other people's thoughts and feelings.

3.3. Communicative strategies

In our study, we consider that the communicative strategies that Oxford (1990) includes in the section called indirect strategies are of enormous transcendence, since without them an effective learning of a second language would not be achieved, as it is reflected later in our study, especially with students of international mobility, coming from the Republic of Korea.

The term communicative competence was coined by Dell Hymes (1972), a sociolinguist who was convinced that Chomsky's (1965) notion of linguistic competence was very limited. According to Hymes, communicative competence is the aspect of our competence that enables us to interpret and send messages and negotiate interpersonal meanings in specific contexts. For Savignon (1972), communicative competence is relative, not absolute, and depends on the cooperation of the participants in a communication act. From this perspective, it is not an intrapersonal notion as Chomsky maintains, but a dynamic, interpersonal notion that can only be examined through the action of two or more individuals in the process of negotiating meaning. For communication it is necessary that the practice is meaningful and tries to emulate the uses of language that are made in the real world. The main characteristics of this communicative method can be summarised in the following sections:

Learning takes place when the content of the unit and the program together with the activities take into account the needs and experiences of the learners. The student's motivation is paramount in the acquisition of knowledge and skills. Learning is most effective when the presentation and practice of language elements are meaningful through their use in real-life situations. The learner must be an active participant in the learning process. Programming is cyclical or spiral. The same element is studied in greater depth at successive levels of complexity.

It should be remembered that as Nunan (1991) describes, one of the general characteristics of the Communicative Approach is the emphasis on communication in the foreign language through interaction. It is therefore significant that the student knows and employs this type of strategies since in real communication situations he will have to interact in many different contexts in which he will have to be able to communicate successfully. In addition, interacting with other people using the foreign language is a great practice exercise with which one gains confidence and therefore optimizes fluency.

According to Dell Hymes (1972), communicative competence refers to the necessary linguistic knowledge that a speaker needs to interact and communicate effectively in a given situation. Such knowledge includes not only language knowledge, but also cultural knowledge. Thus, a communicatively competent person is one who acquires the knowledge and ability to use the language and interact with other people, understand them and be understood. Therefore, within the communicative approach it is fundamental to teach the learner the forms, contents and functions of the language. In this sense, Dell Hymes (1972) points out that communicative competence, as a contextual process, is developed, not when the grammatical rules of the language are handled (linguistic competence), but when the person can determine, as we pointed out previously, when and when not to speak, and also about what to do, with whom, where, in what form: when he is capable of carrying out a repertoire of acts of speech, of taking part in communicative events and of evaluating the participation of others.

Communicative competence takes into account attitudes, values and motivations related to languages, their characteristics and uses; it also seeks the interrelationship of language with other codes of communicative conduct. It is therefore clear that learning a foreign language implies not only knowing the grammatical and lexical contents, but also understanding how to use it in a real context. For this reason, one of the main objectives is to develop in the students not only the components of linguistic competence but also those of communicative competence.

As Oxford (1991) and Nunan (1991) point out, communication is acquired through interaction. It is for this reason that social strategies have a fundamental role since they help learners to expose themselves in the language, relating to other people in a natural context. Socio-affective strategies, on the other hand, allow the stimulation of self-esteem and help to maintain the perseverance that will be necessary for the attainment of that communicative competence, as well as helping to strengthen opportunities for interaction, a necessary requirement for the attainment of that communicative competence. Finally, communication strategies are, without a doubt, the key to strategic competence, i.e., the individual's ability to use different resources to help him or her understand and transmit messages with a guarantee of success (Jiménez Raya & Martínez López, 1992).

After this review of the bibliography on the "ideal learners" we can conclude that they control and direct their learning through the use of metacognitive strategies. They control emotions and attitudes through the use of affective strategies, cooperate with other learners

using social strategies, process and use new information through the use of cognitive strategies, and finally, they overcome knowledge gaps in communication through the use of communication strategies. Prokop (1989) maintains that the good learners have at their disposal a wide repertoire of cognitive strategies from which they choose the most effective once the effectiveness of a given strategy has been evaluated.

On the other hand, since affective strategies contemplate the actions taken by students to regulate their emotions, attitudes, motivation and values when faced with different tasks of oral production, we consider these strategies to be very important for students in order to control emotions that prevent them from interacting in communicative situations, since in the real world when they must speak in the foreign language, they will very likely face unknown, unfamiliar situations, where they experience many emotions such as insecurity, anxiety and nervousness, which they must overcome effectively. This group of strategies, together with the social category allows the students to expose themselves to the foreign language. Affective strategies are related to the emotional part of the student because they allow him to control his feelings, motivations and attitudes related to the learning of the language. In problematic situations, such as anxiety, insecurity when speaking, shame or fear of making mistakes, affective strategies are useful since they allow the student to control these emotions and be able to interact effectively in communicative situations.

Affective strategies are linked to the emotional part of the learners because they allow them to control their feelings, motivations and attitudes related to the learning of the language, while the social strategies lead to the increasing interaction with the foreign language when facilitating the interaction with other students in a discursive situation. Affective strategies help students regulate their emotions, attitudes, motivation and values. With these affective strategies, learners will be able to control and change factors that affect learning such as low self-esteem and anxiety.

Compensatory strategies help students avoid knowledge gaps in order to give continuity to communication. They involve the use of language despite a lack of knowledge. Richards (2008) refers to certain psychological factors that second language learners have to overcome, such as anxiety, insecurity, fear and the shame of making mistakes in front of interlocutors. It is for this reason that an adequate use of compensation strategies by learners favours overcoming difficulties in expressing themselves in the second language, whether due to confusion of ideas, forgetfulness or ignorance of vocabulary, or due to ignorance of the necessary grammatical structures at a given moment.

Furthermore, social strategies are relevant since they lead to increased interaction with the foreign language by facilitating interaction with other students in a discursive situation, thus, they help learners to learn through interaction with others, as it is through such interaction that learning is generated.

4. EMPIRICAL STUDY

The aim of this study was to assess the most commonly used L2 learning strategies, particularly those of communicative type, of undergraduate students and how these strategies could have an impact on their language performance. Additionally, its purpose was to examine the influence of gender on the use of second language learning strategies. The participants were 84 students in the degree in English Studies at the University of Malaga. The method used was a self-made profile questionnaire and the Oxford SILL questionnaire (1990). A distinction was made between Spanish students (69) and international mobility students (17), of whom 9 were from European countries coming from Poland, Czech Republic, Slovenia and Italy and 8 from the Republic of Korea.

Among the international students, coming from the Erasmus+ program, there were 5 women: 2 from Poland, 2 from the Czech Republic and 1 from Slovenia and 4 men: 1 from Poland, 2 from The Czech Republic and 1 from Slovenia. Among the students from the Non-European International Mobility, they were coming from the Republic of Korea, 4 women and 4 men.

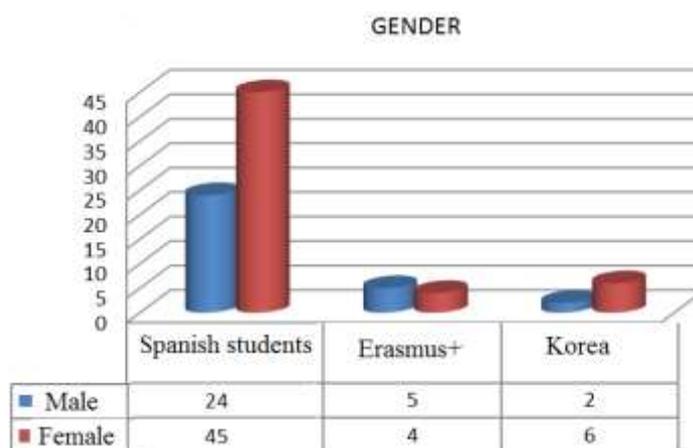


Figure 2. Comparative gender graph of students.

Table 2. Average age of Spanish students.

Average age of Spanish students	Mean deviation
19.55	2.99

Table 3. Average age of Erasmus+ students.

Average age Erasmus+	Mean deviation age Erasmus+	Average Age Korea	Deviation mean age Korea
26,00	7.50	22.38	2.56

Our study showed that female students used a higher percentage of language learning strategies in the five categories of the Oxford typology (1990): memory, cognitive, compensatory, metacognitive, affective and social. In the Oxford SILL inventory (1990) an item that scores on the mean between 3.5 and 5.0 indicates that the strategy described in the item represents a high frequency of use; an item with a mean value between 2.5 and 3.4 indicates a medium frequency of use; an item with a score between 2.4 and 1.0 indicates that the frequency of use of that particular strategy is low.

Table 4. Frequency scale of use of L2 strategies and sub-strategies. Oxford (1990).

HIGH	Always or almost always used	4.5 a 5
	Usually used	3.5 a 4.4
MEDIUM	Sometimes used	2.5 a 3.4
LOW	Generally not used	1.5 a 2.4
	Never or almost never used	1.0 a 1.4

4.1. The profile questionnaire: Analysis of results

The purpose of this questionnaire has been to obtain data on the biographical characteristics of the learning time that our students have been studying English. It has also provided us with information on their assessment of their competence in learning the second language both with respect to their peers and with respect to native speakers, on the language skills they consider most important and those they like most, and on the use of ICT in the learning of second languages.

On the suitability and validity of learners' opinions and beliefs through these types of questionnaires, Richardson (1996) considers that such beliefs are forms of understanding, premises or propositions about the world, psychologically sustained, that are considered true. This definition was conceived to refer to the beliefs of the students and sustains that they are convinced that their beliefs, independently of their scientific justification, are true, that they

form part of their psychological dimension and that they constitute "forms of understanding", that is to say, that they act as a filter through which everything we perceive passes.

Moreover, Williams and Burden (1997) argue that beliefs are related to the knowledge we believe we have, but act as a filter on thought and information processing. An apprentice's beliefs influence how he perceives both the teaching he receives and his own learning process. Additionally, Wenden (1998), in the distinction she makes about metacognitive knowledge, person, task and strategy, points out that the knowledge that people have of themselves constitutes the filter through which they perceive their own possibilities and aptitudes when learning a second language; it is the knowledge that articulates past learning experiences of that language and relates them with a possible current experience, drawing the pertinent conclusions. This knowledge includes statements such as: I am good at learning languages or what I find most difficult is learning vocabulary because I have a bad memory. Metacognitive knowledge, in short, contributes to apprentices being active and autonomous participants in the teaching-learning process.

The profile questionnaire, together with the SILL questionnaire, has made it easier for us to identify second language learning strategies and analyze learning preferences, and this questionnaire has also provided us with information on the language learning needs felt. Furthermore, it has helped us to encourage students to reflect on their characteristics as unique learners.

In the light of the results obtained, as shown in the table below, among the Spanish students researched, 14 have spent less than 8 years learning English, 28 between 8 and 12 years, 20 students have studied for a period between 13 and 16 years and 7 students claim to have spent more than 16 years. On the other hand, among the students of international mobility, 2 students have learned English for a period of less than 8 years, being 8 the students who have devoted between 8 and 12 years, and 7 students have studied it for a period of between 13 and 16 years. None of the international mobility students has spent more than 16 years learning English.

Table 5. English learning time of Spanish students and those from international mobility.

	Spanish students	International mobility students
Learning time	Number of students	Number of students
1: Less than 8 years	14	2
2: 8-12 years	28	8
3: 13-16 years	20	7
4: More tan 16 años	7	0

The following table reflects the data obtained through the profile questionnaire. The analysis of these data is carried out next:

Table 6. Results of the questionnaire on the profiles of Spanish students and of those from international mobility.

	Valuation Scale	Spanish students			International mobility		
		Valuation	Scale level ¹	Mode	Valuation	Scale level	Mode
1. English learning time.	1: Less than 8 years 2: 8-12 years 3: 13-16 years 4: More than 16 years	2.70	High	2	2.27	Medium	2
2. Personal assessment of your level of English with respect to the rest of the class.	1: Poor 2: Average 3: Good 4: Excellent	2.74	High	3	2.47	Medium	2
3. Personal assessment of your level of English compared to native speakers.	1: Poor 2: Average 3: Good 4: Excellent	2.84	High	3	1.73	Medium	2
4. Personal assessment of your level of written comprehension	1: Poor 2: Average 3: Good 4: Excellent	2.04	Medium	3	2.87	High	3
5. Personal assessment of your level of written expression.	1: Poor 2: Average 3: Good 4: Excellent	2.46	Medium	3	2.47	Medium	3
6. Personal assessment of your level of oral expression.	1: Poor 2: Average 3: Good 4: Excellent	2.90	High	3	2.27	Medium	3
7. Personal assessment of your level of listening comprehension.	1: Poor 2: Average 3: Good 4: Excellent	2.72	High	3	2.53	Medium	3
8. Linguistic ability that you consider most important in your studies.	1: Written comprehension 2: Written expression 3: Oral expression 4: Oral comprehension	-	-	3 Oral expr.	-	-	3 Oral expr.
9. Linguistic ability that you consider less important in your studies.	1: Written comprehension 2: Written expression 3: Oral expression 4: Oral comprehension	-	-	1 Writtn compr	-	-	1 Writtn compr
10. Language skills that you like best.	1: Written comprehension 2: Written expression 3: Oral expression 4: Oral comprehension	-	-	3 Oral expr	-	-	3 Oral expr
11. Personal usefulness of the use of ICT in learning English.	1: Not important 2: Moderately important 3: Important 4: Very important	2.74	High	3 Import ant	2.23	Medium	2 Moder import ant

1

Low level: 0 - 1.3
Medium level: 1.4 - 2.6
High level: 2.7 - 4

As reflected in the table above, the assessment made by the Spanish students of their language level, with respect to classmates is good, 2.74 on a scale of 4 points, being the most frequent response of 3 (important) in Spanish students, however, the response is of medium level in students with international mobility, 2.47, being the most frequent response 2 (moderately important).

The assessment of their competence with respect to native speakers is of a high level, 2.84, in Spanish students and of a medium level, 1.73, in the rest of students. The language skills are rated at a medium level in Spanish students, 2.04, in written comprehension, and, 2.46, in written expression. Spanish students believe to have a high level in oral skills, both in oral expression, 2.90, and 2.72, in listening comprehension. Regarding the students of international mobility, they rate their proficiency in written comprehension and expression with a high and medium level, 2.87 and 2.47, respectively. Concerning the oral expression and the listening comprehension, this last group values their competence with a medium level in both cases, 2.27 and 2.53, respectively. Both groups of students agree that oral expression is the most important and written expression the least one. Oral expression, in turn, is the skill most liked by both groups.

Finally, in our study the importance of the use of ICT, is rated as "very important" with an index of 2.74 on a scale of 4 points, and medium level, moderately important of 2.23, in the case of students with international mobility. In our view, the relevance given to oral skills in both groups of students can be related to the use of language as an instrument of communication. According to Dell Hymes (1972), communicative competence refers to the necessary language skills that a speaker needs to interact and communicate effectively in a given situation. This knowledge includes not only language but also cultural knowledge. Thus, a communicatively competent person is one who acquires the knowledge and ability to use the language and to interact with other people, to understand them and to be understood.

It is clear then that learning a foreign language involves not only knowing the grammatical and lexical contents, but also understanding how to use it in a real context. For this reason, one of the main objectives in L2 learning should be to develop in students not only the components of linguistic competence but also those of communicative competence. Furthermore, we must stress out the relevance of ICT use given by both groups of students, rated as important by Spanish ones and moderate important in the international group. We consider that learners' interaction with the different digital tools, social media and all other

interactive Web 2.0 Internet-based applications help them learn in a much more relaxed way, improving their self-esteem by reducing the anxiety of making mistakes which usually take place in natural interactions, facilitating, in addition, the acquisition of autonomy in language learning and reinforcing communicative strategies.

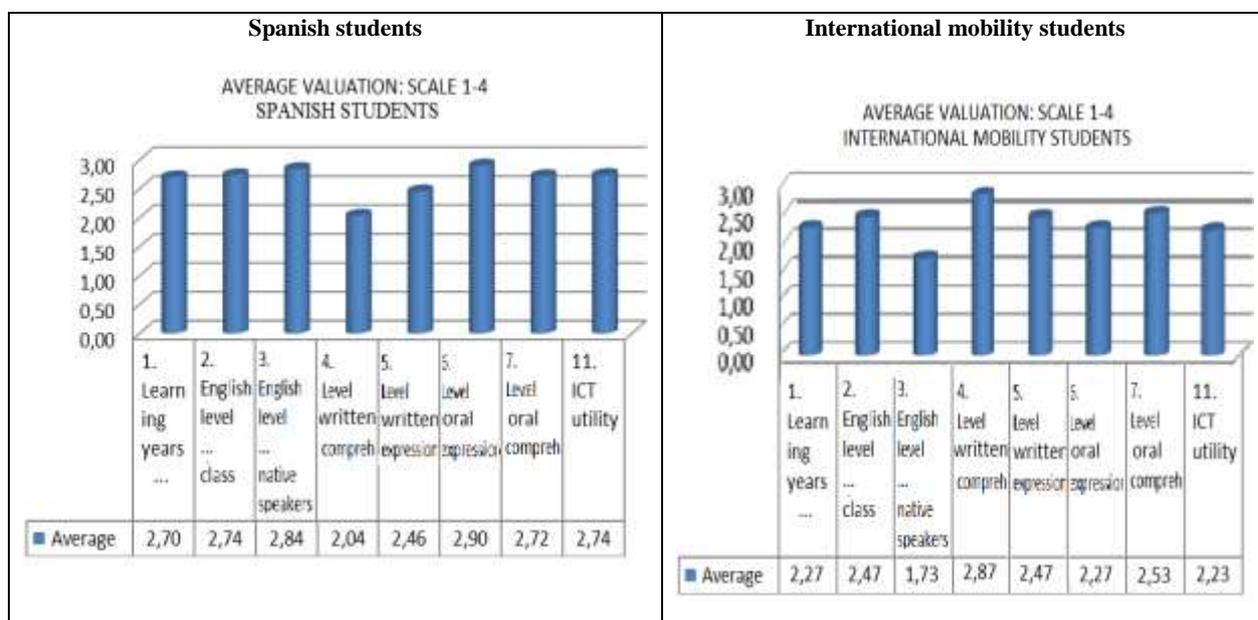


Figure 3. Results of the questionnaire on the profile of Spanish students and those from international mobility.

4.2. The SILL Inventory. Analysis of results

The Strategy Inventory for Language Learning (SILL) is a questionnaire, used as a strategy measurement tool for foreign language learners, developed by Rebecca Oxford in 1990. This questionnaire has been used in more than 10,000 strategy researches, all over the world.

As a general rule, in research on language learning strategies the SILL, is recognised as one of the reporting methods in the use of broader learning strategies. In this respect, it has been widely used among a wide number of researchers (Oxford & Burry-Stock 1995; Nykios & Oxford 1993; Ehrman & Oxford 1995; Hashim & Sahil 1994; Bremner 1998; Lin 1999; Ma 1999; Mochizuki 1999; Yang 1999; Mistar 2001; Hsiao & Oxford 2002; Griffiths 2003; Peacock & Ho 2003).

The inventory is structured as 50 questions with a scale of five possible answers ranging from "strongly agree" to "strongly disagree" and is intended to measure the use and frequency of use of the strategies. The questionnaire is divided into six parts; the first three serve to measure the use of direct memory, cognitive and compensatory strategies and the last

three to measure the use of indirect strategies that have been catalogued as metacognitive, affective and social. Oxford (1990) describes the six parts as follows:

- a. Remembering more effectively (Memory strategies)
- b. Using mental processing (cognitive strategies)
- c. Compensating for knowledge gaps (Compensation strategies)
- d. Organizing and evaluating learning (Metacognitive strategies)
- e. Managing emotions (Affective strategies)
- f. Learning with the help of others (Social Strategies)

The goal of implementing the SILL inventory in our research is that of identifying our students' L2 strategies so as to draw the appropriate conclusions. The data obtained are analysed and interpreted below.

The following table shows the average use of each group of strategies.

Table 7. Table of average use and frequency of strategies for Spanish students and those from international mobility.

STRATEGIES	AVERAGE USE AND FREQUENCY OF STRATEGIES BY SPANISH STUDENTS			AVERAGE USE AND FREQUENCY OF STRATEGIES BY INTERNATIONAL MOBILITY STUDENT		
	USAGE	FREQUENCY	MEAN DEVIATION	USAGE	FREQUENCY	MEAN DEVIATION
MEMORY	3.14	Medium	1.20	2.94	Medium	1.03
COGNITIVE	3.66	High	1.12	3.32	Medium	1.02
COMPENSATORY	3.47	Medium	1.18	3.41	Media	1.02
METACOGNITIVE	4.08	High	0.95	3.54	High	0.90
AFFECTIVE	3.15	Medium	1.33	2.76	Medium	1.20
SOCIOCULTURAL	3.76	High	1.10	3.48	Medium	1.00
TOTAL STRATEGIES	3.57	High	1.19	3.25	Medium	1.05

In the following graphs, the average use of the six learning strategies are represented.

AVERAGE USAGE IN THE SIX STRATEGY GROUPS

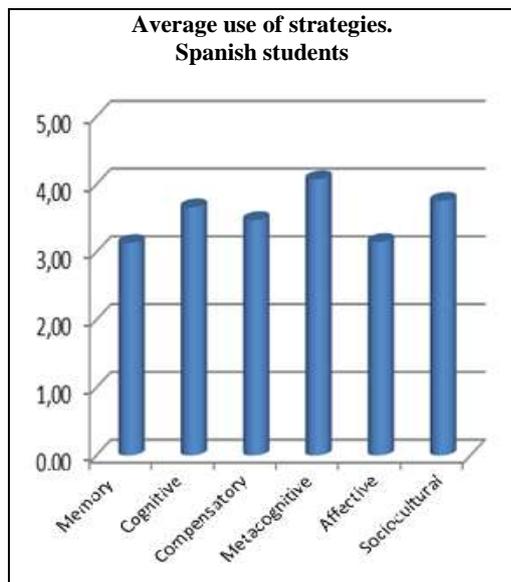


Figure 4. Average Use of Strategies Chart for Spanish students

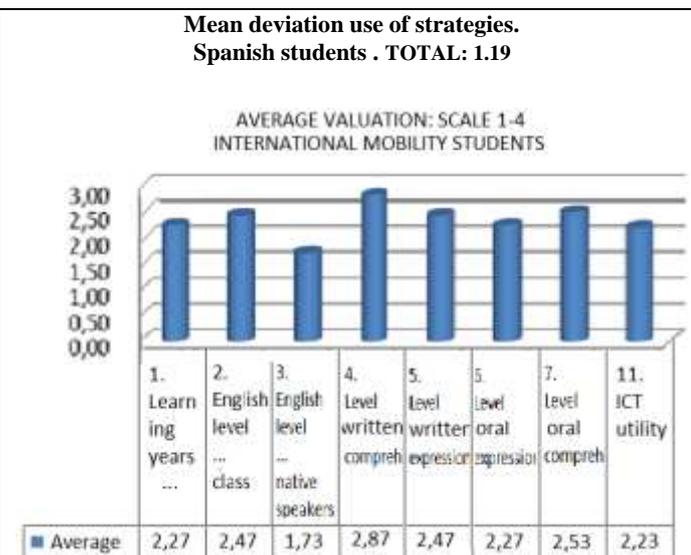


Figure 5. Graph of mean deviation of strategy use by Spanish students.

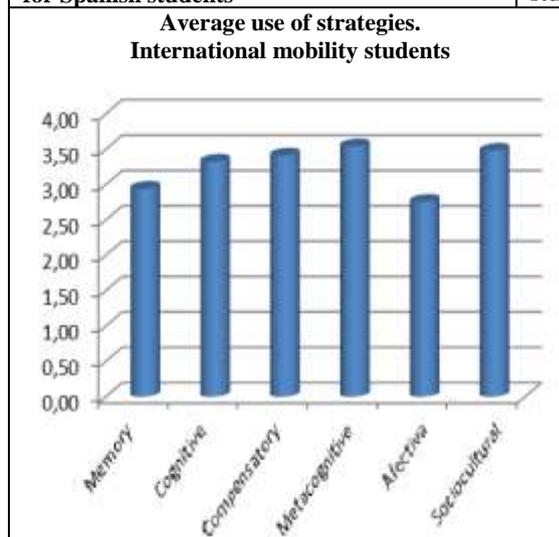


Figure 6. Average Use of Strategies Chart for international mobility students.

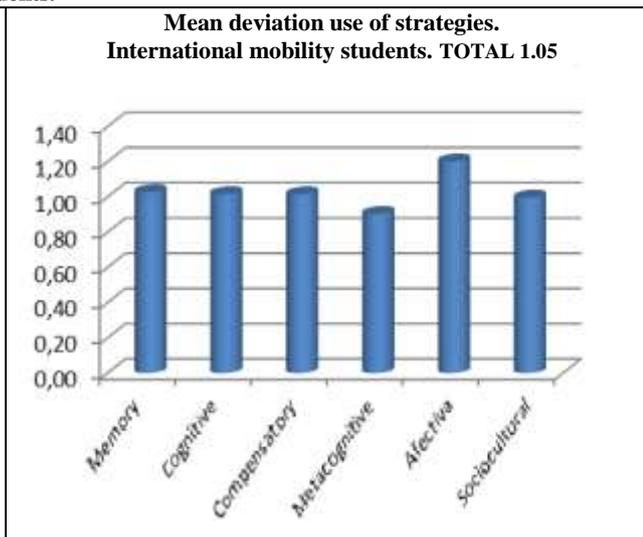


Figure 7. Graph of mean deviation of strategy use by international mobility students.

As can be seen in the graphs, the students researched most frequently employ metacognitive strategies with an average use of 4.08 for Spanish students and 3.54 for students with international mobility. Metacognitive strategies are what help students to direct, plan, regulate, and self-evaluate their learning. These strategies allow the analysis of one's own learning and the evaluation of the most effective steps to achieve the proposed objectives.

In this regard, Oxford (1990) considers that metacognitive strategies allow students to control and regulate their own learning process by enabling them to focus, group, plan and

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evaluate learning efficiently and effectively. Furthermore, metacognitive strategies play an important role in fostering in the learner the notion of "learning to learn", which does not refer to learning the linguistic content of the language, but to the learning of certain skills that allow him to be an active agent of his own learning process, becoming autonomous in it.

Secondly, due to the higher frequency of use, social strategies stand out, with a level of 3.76 in Spanish students while the level is lower, 3.48, in international mobility students. These strategies are used to: ask the interlocutor for help when one does not know how to say a word in the second language, be the one who chooses the topic of conversation, use gestures to express an idea when there is difficulty to do it with words, use synonyms or phrases that mean the same thing to the original idea when one does not remember a word, have an open disposition and empathy towards the culture of the new language.

Socio-cultural strategies allow students to expose themselves to the new language by helping them in the process of practice. On the other hand, asking questions is a social interaction which they use to gain benefits in their learning, as it provides them with the necessary help to achieve the desired meaning by leading them to understanding and providing feedback. Social strategies lead to increased interaction with the foreign language by making it easier for learners to interact with other interlocutors in a discursive situation.

Thirdly, there are cognitive strategies, with a high frequency level of use of 3.66 in Spanish students and an average level of 3.32. Cognitive strategies are the mental strategies used by students to make their learning meaningful, that is, they are used in the formation and revision of internal mental models and to produce and receive messages in the foreign language.

Compensatory strategies appear in fourth place with an average frequency level of 3.47 for Spanish students and 3.41 for international mobility students. These strategies help students to eliminate knowledge gaps and to give continuity to communication. They involve the use of language despite a lack of knowledge.

Richards (2008) refers to certain psychological factors that second language learners have to overcome, such as anxiety, insecurity, fear and the shame of making mistakes in front of interlocutors. It is for this reason that an adequate use of compensation strategies by learners favours overcoming difficulties in expressing themselves in the second language, whether due to confusion of ideas, forgetfulness or ignorance of vocabulary, or due to ignorance of the necessary grammatical structures at a given moment.

In penultimate place, affective strategies stand out with an average frequency level of 3.15 in Spanish students and 2.76 in those from international mobility. This group of strategies, together with the social category, allows students to expose themselves to the foreign language. The affective strategies are related to the emotional part of the learners because they allow them to control and include their feelings, motivations and attitudes related to the learning of the language. In problematic situations, such as anxiety, insecurity when speaking, shame or fear of making mistakes, affective strategies are useful since they allow the student to control these emotions and be able to interact effectively in communicative situations.

Additionally, the data show that the least used strategies have turned out to be memory strategies with an average use of 3.14 for Spanish students and 2.94 for international mobility students. Memory strategies are those used to store or save information and retrieve it when needed. The low levels of use found in our study are consistent with those found in research conducted by Chang (2011); Griffiths (2003); Hong-Nam and Leavell (2006); Nikoopour, Farsani and Neishabouri, (2011) and Nyikos and Oxford (1987).

An explanation for this may be, as Oxford (2003) points out, that learners use memorisation strategies in the early stages of learning and as their knowledge of vocabulary acquisition and grammatical structures increases this use decreases.

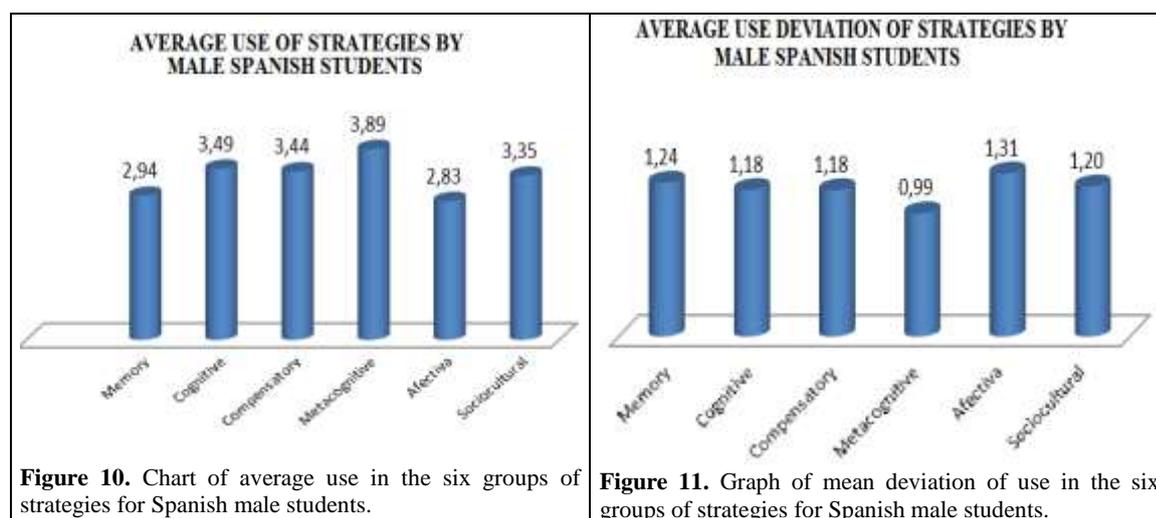
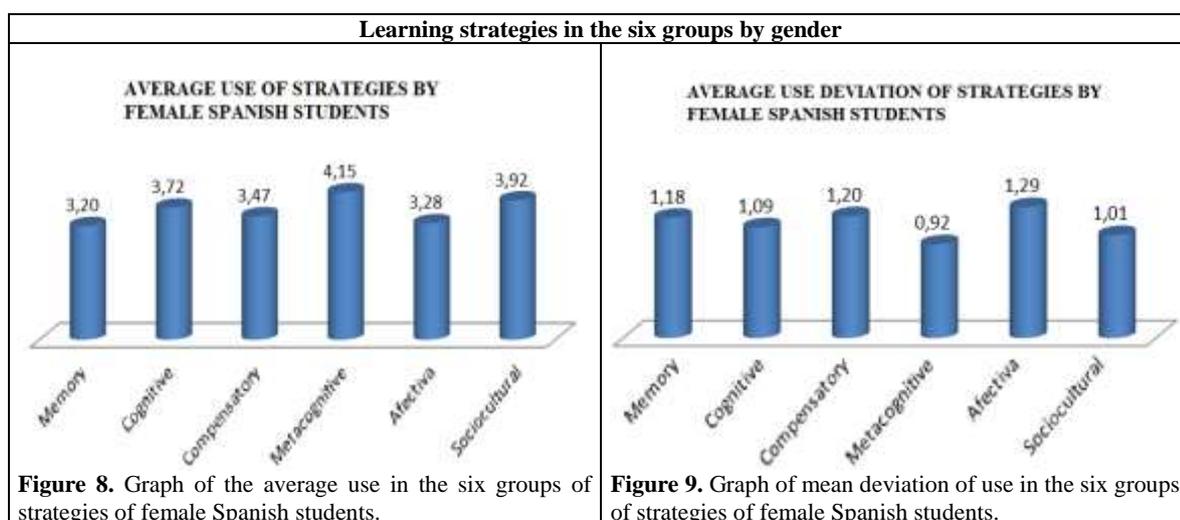
Description and analysis of results of the use of learning strategies in the six groups of strategies by gender.

Table 8. Comparative table of the average use in the six groups of strategies of Spanish students by gender and their mean deviation.

AVERAGE USE OF STRATEGIES IN SPANISH FEMALE STUDENTS			AVERAGE USE OF STRATEGIES IN SPANISH MALE STUDENTS	
STRATEGIES	USE	MEAN DEVIATION	USE	MEAN DEVIATION
MEMORY	3.0	1.18	2.94	1.24
COGNITIVE	3.72	1.09	3.49	1.18
COMPENSATORY	3.47	1.20	3.44	1.18
METACOGNITIVE	4.15	0.92	3.89	0.99
AFFECTIVE	3.28	1.29	2.83	1.31
SOCIOCULTURAL	3.92	1.01	3.35	1.20
TOTAL STRATEGIES	3.65	1.16	3.36	1.23

Table 9. Comparative table of the average use in the six groups of international mobility students' strategies by gender and their mean deviation.

AVERAGE USE OF STRATEGIES BY FEMALE INTERNATIONAL STUDENTS			AVERAGE USE OF STRATEGIES BY MALE INTERNATIONAL STUDENTS	
ESTRATEGIES	USE	MEAN DEVIATION	USE	MEAN DEVIATION
MEMORY	2.96	1.04	2.92	1.02
COGNITIVE	3.49	1.03	3.13	0.97
COMPENSATORY	3.73	1.05	3.05	0.85
METACOGNITIVE	3.63	0.91	3.44	0.89
AFFECTIVE	2.81	1.30	2.69	1.09
SOCIOCULTURAL	3.58	1.13	3.36	0.82
TOTAL STRATEGIES	3.38	1.11	3.11	0.97



In our study, sociocultural strategies are rated second with a high frequency level of 3.76 and 3.48, in Spanish students and in those from international mobility (see fig. 4, 6 and table 7).

Likewise, we consider that this natural and social environment is what makes interaction possible and ultimately favours the learning of a second language. It is for this reason that we should highlight the communicative activities in class, adapting as far as possible real situations where students can express their opinions and interact with others. In this respect, in relation to affective, compensatory and social strategies we observed in our research that international mobility students from the Republic of Korea and M.I. Erasmus+ group in general make a lower use of these strategies in comparison with Spanish students (see table 7).

The absence of such strategies particularly affects the process of learning foreign languages where oral interaction is essential to achieve an adequate level in the second language (Liu, Zhang & Lu, 2011: 20). According to our Korean students, the Korean system revolves around the figure of the teacher, whose role is to transmit knowledge. It should be noted that there is no interaction between students and teacher or between the students themselves.

The objective of this system is to pass exams instead of learning itself (Choe, 1995: 145). According to some of our Korean students, "students are prepared to study mechanically and memoristically in order to get a good grade and pass the university entrance exam.

Another Korean student describes her country's learning system by comparing it to Spanish:

I think that the biggest difference between the Korean and the Spanish system is speaking. In Korea, we have been learning English during long time. But there are many students who cannot speak English. However, their grammatical skill is good. If they have high scores, they can get better jobs than people who don't have them. But here in Spain, I have learned more speaking than grammar. I think it is better.

In reference to social and communicative strategies in general, other students comment that these are not taken into account since the most important part of learning focuses on the comprehension of grammatical structures and the development of skills of expression and written comprehension:

When I took English lesson first in Spain, I was surprised because lots of students raised their hands and asked some questions to the professor during the class. In Korea students don't ask questions, because that is an action that interrupts the class. The class atmosphere in Korea is stricter than in Spain.

You can easily find people who can read other languages, but someone who can speak and listen is hard to find. Koreans learn language as grammar, but Spanish students learn it mainly in sentences. Writing is more important than speaking. I have learnt English for a long time, but I cannot speak. I cannot communicate with people who speak the language.

Along with social strategies, ICTs are the computer tools in charge of encouraging interaction. Similarly, this interaction with multimedia products can improve students' self-esteem by reducing the anxiety that could result from making mistakes in a natural communication environment. As Yagüe (2004) says:

Understood in this way, interaction with a multimedia product can be presented as a psychological tool as a representation of communicative realities and cultural realities that are accessed through language. There is no reason to think that if knowledge is constructed from experience, other experimental and reproduced situations are not adequate for the acquisition of knowledge, such as mediation actions, in the terms defined by Vygotsky, all the more so if this multimedia interaction is inscribed in a process of negotiation and problem-solving with timely feedback.

6. CONCLUSION

On the one hand, in our study with students from international mobilities, we found out that English teaching in Korea has over-emphasised the importance of form and accuracy. The huge majority of English teachers at both high school and university have made great efforts to teach grammatical rules. Such classroom environment has seriously prevented the use of achievement strategies and thus hindered the development of strategic competence, and it finally affects second language learning. We consider that the priority should be given to meaning and fluency. After the learners have overcome the psychological fear of making errors, the learners have the possibility to learn and attain the goal of accuracy and fluency.

What is more, more communication should be introduced into language learning in the Korean learning context. These communication activities should include classroom discussion, role playing, simulations, watching English films or videos, etc. In such activities, learners have possibilities of being aware of communicative strategies and of using them.

On the other hand, regarding gender differences, our study shows that female students use learning strategies more than men, so Spanish students group use a high level of strategies, 3.65/5, compared to a medium level of students, 3.36/5. Women outperform men in the six groups of strategies analysed. The same applies to the international mobility group, with an average level of 3.38/5, women versus 3.11/5, men.

In similar studies, we found that women use second language learning strategies more often than men (Dreyer & Oxford, 1996; Green & Oxford, 1995; Lan & Oxford, 2003; Lee & Oh, 2001; Oxford & Ehrman, 1995; Chamot & Keatley, 2004; Hong Nam & Leavell, 2006).

Furthermore, our results show that female students use all kinds of memory strategies in a higher percentage than men, both in the Spanish students group as well as in the international mobility students group, which coincides with previous research on gender in second language learning, as Ehrman and Oxford (1989) in their study carried out with a sample of 78 undergraduates of Philology concluded that gender differences in the use of strategies were evident. Women used learning strategies more often, and more naturally, metacognitive strategies to plan and regulate their learning, and cognitive and social strategies to achieve and convey meaning.

In addition, research by Zimmerman and Martinez-Pons (1990), Kaylani (1996), Green and Oxford (1995) and Goh and Kwah (1997) find out that gender largely determines the choice and frequency of learning strategies. Their findings show that women use more strategies than men, which may be due, according to Khamkhien (2010), to the fact that women are more active and dynamic in class contexts.

They also reveal that women use metacognitive strategies, such as planning, goal setting, self-evaluation, at a higher percentage than men. In their research, women use affective, compensatory, cognitive, and memory strategies more frequently than male students.

In the same vein, Yue (2017) in a study on the correlation between linguistic competence and the use of strategies, establishes gender differences in the use of strategies in general and particularly in memory and affective strategies. His results indicate that women are better than men at regulating and controlling their emotions. Yue, however, points out that other factors such as cultural background, ethnicity and language learning environment may be behind the use of strategies.

In view of the results in our study, we consider that all students, through explicit instruction on strategies, could benefit more from their use, especially male students, of compensatory, cognitive, metacognitive and socio-cultural, where a greater difference is reflected with respect to female students. This difference is shown in the two groups of students analyzed, Spanish undergraduates and those coming from international mobilities, both from Erasmus+ as well as those coming from the Republic of Korea.

Regarding ICT use, no significant differences were found in both groups of students researched. Whereas, in terms of gender, the results determined that women make use of a large number of strategies, specially memory, metacognitive, cognitive and social.

Furthermore, by identifying the real strategies that students use, we have been able to assess the most appropriate ones for the purpose of teaching those that students should put into practice in order to achieve more effective learning, as well as for the purpose of designing teaching methodologies aimed at achieving significant learning results.

Therefore, the main value of this work lies in the utility of the data collected for the proposal of actions aimed at improving the teaching and learning processes in this type of population.

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7. APPENDICES

7.1. Profile questionnaire

BACKGROUND QUESTIONNAIRE

*1

How long have you been studying English?

1: Under 8 years 2: 8 -12 years 3:13 -16 years 4: Over 16 years

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*2

How do you rate your overall proficiency in English as compared with the proficiency of other students in your class?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*3

How do you rate your overall proficiency in English as compared with the proficiency of native speakers of English?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*4

How do you rate your reading skill of your English proficiency?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*5

How do you rate your writing skill of your English proficiency?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*6

How do you rate your speaking skill of your English proficiency?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*7

How do you rate your listening skill of your English proficiency?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*8

Choose the most essential or needed skill for you to complete your degree objectives:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*9

Choose the least essential or needed skill for you to complete your degree objectives:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*10

Choose the language skill you like most:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*11

How useful has ICT (Information and Communicative Technologies) been to you?

1: Not at all important 2: Moderately important 3: Very important 4: Extremely important

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*7

How do you rate your listening skill of your English proficiency?

1: Poor 2: Fair 3: Good 4: Excellent

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*8

Choose the most essential or needed skill for you to complete your degree objectives:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*9

Choose the least essential or needed skill for you to complete your degree objectives:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*10

Choose the language skill you like most:

1: READING 2: WRITING 3: SPEAKING 4: LISTENING

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*11

How useful has ICT (Information and Communicative Technologies) been to you?

1: Not at all important 2: Moderately important 3: Very important 4: Extremely important

1	2	3	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7.2. Strategy Inventory for Language Learning (SILL)

Oxford, R. (1990a:294-)

Please read each statement and circle the response (1, 2, 3, 4, or 5) that tells HOW TRUE OF YOU THE STATEMENT IS. Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do.

There are no right or wrong answers to these statements.

- 1 = Never or almost never true of me
- 2 = Usually not true of me
- 3 = Somewhat true of me
- 4 = Usually true of me
- 5 = Always or almost always true of me

Part A

1. I think of relationships between what I already know and new things I learn in English. 1 2 3 4 5
2. I use new English words in a sentence so I can remember them. 1 2 3 4 5
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word. 1 2 3 4 5
4. I remember a new English word by making a mental picture of a situation in which the word might be used. 1 2 3 4 5
5. I use rhymes to remember new English words. 1 2 3 4 5
6. I use flashcards to remember new English words. 1 2 3 4 5
7. I physically act out new English words. 1 2 3 4 5
8. I review English lessons often. 1 2 3 4 5
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. 1 2 3 4 5

Part B

10. I say or write new English words several times. 1 2 3 4 5
11. I try to talk like native English speakers. 1 2 3 4 5
12. I practise the sounds of English. 1 2 3 4 5
13. I use the English words I know in different ways. 1 2 3 4 5
14. I start conversations in English. 1 2 3 4 5
15. I watch English language TV shows spoken in English or go to movies spoken in English. 1 2 3 4 5
16. I read for pleasure in English. 1 2 3 4 5
17. I write notes, messages, letters, or reports in English. 1 2 3 4 5
18. I first skim an English passage (read over the passage quickly) then go back and read carefully. 1 2 3 4 5
19. I look for words in my own language that are similar to new words in English. 1 2 3 4 5
20. I try to find patterns in English. 1 2 3 4 5
21. I find the meaning of an English word by dividing it into parts that I understand. 1 2 3 4 5
22. I try not to translate word for word. 1 2 3 4 5
23. I make summaries of information that I hear or read in English. 1 2 3 4 5

Part C

24. To understand unfamiliar English words, I make guesses. 1 2 3 4 5
25. When I can't think of a word during a conversation in English, I use gestures. 1 2 3 4 5
26. I make up new words if I do not know the right ones in English. 1 2 3 4 5
27. I read English without looking up every new word. 1 2 3 4 5
28. I try to guess what the other person will say next in English. 1 2 3 4 5
29. If I can't think of an English word, I use a word or phrase that means the same thing. 1 2 3 4 5

Part D

30. I try to find as many ways as I can to use my English. 1 2 3 4 5
31. I notice my English mistakes and use that information to help me do better.

1 2 3 4 5

- 32. I pay attention when someone is speaking English. 1 2 3 4 5
- 33. I try to find out how to be a better learner of English. 1 2 3 4 5
- 34. I plan my schedule so I will have enough time to study English. 1 2 3 4 5
- 35. I look for people I can talk to in English. 1 2 3 4 5
- 36. I look for opportunities to read as much as possible in English. 1 2 3 4 5
- 37. I have clear goals for improving my English skills. 1 2 3 4 5
- 38. I think about my progress in learning English. 1 2 3 4 5

Part E

- 39. I try to relax whenever I feel afraid of using English. 1 2 3 4 5
- 40. I encourage myself to speak English even when I am afraid of making a mistake. 1 2 3 4 5
- 41. I give myself a reward or treat when I do well in English. 1 2 3 4 5
- 42. I notice if I am tense or nervous when I am studying or using English. 1 2 3 4 5
- 43. I write down my feelings in a language learning diary. 1 2 3 4 5
- 44. I talk to someone else about how I feel when I am learning English. 1 2 3 4 5

Part F

- 45. If I do not understand something in English, I ask the other person to slow down or say it again 1 2 3 4 5
- 46. I ask English speakers to correct me when I talk. 1 2 3 4 5
- 47. I practise English with other students. 1 2 3 4 5
- 48. I ask for help from English speakers. 1 2 3 4 5
- 49. I ask questions in English. 1 2 3 4 5
- 50. I try to learn about the culture of English speakers. 1 2 3 4 5

THANK YOU VERY MUCH FOR YOUR PARTICIPATION!