

**CHARACTERIZING STUDENTS' LANGUAGE LEARNING STRATEGIES IN THE  
ENGLISH AND FRENCH MODERN LANGUAGES PROGRAM IN POPAYÁN AND  
SANTANDER DE QUILICHAO**

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2017**

**APPROVAL**

“Characterizing Students’ Language Learning Strategies in the English and French Modern Languages Program in Popayán and Santander” conducted by Paul Lara is approved by the board of the modern languages program of the University of Cauca.

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*Paul Lara Valdés.*

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### **LIST OF ABBREVIATIONS**

E-FMLP	English – French Modern Languages Program
SAEP	Session for the Analysis of the Educational Process
LCA	Learner Centered Approach
LLS	Language Learning Strategies
TCA	Teacher Centered Approach
SILL	Strategy Inventory for Language Learning
SLA	Second Language Acquisition

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## **ABSTRACT**

This research project characterized the language learning strategies in the English - French Modern Languages Program (E-FMLP) at the University of Cauca in Popayán and Santander de Quilichao. To achieve this purpose, the Strategy Inventory for Language Learning designed by Oxford (1986) was administered to identify the students' strategy use frequency. The findings demonstrate that there are differences regarding strategy use between the target languages and between Popayán and Santander de Quilichao cohorts, also the results revealed that E-FMLP students might be presenting considerable difficulties to manage the affective domain which is presumed to be affecting the appropriate deployment of the different types of strategies. This research contributes to understand students' learning processes. In this way students' learning strategies can be stretched out through the professors' support, so that, learning process can be strengthened and autonomy encouraged.

## 1. INTRODUCTION

Throughout the history of language education, different theories have intended to maximize language learning, in so doing, scholars have concluded that there are considerable cognitive differences among individuals, such as styles, strategies or the affective variables, in the way they approach learning challenges. These differences influence student's ability to learn in particular instructional frameworks, and "how well" students learn a second language. The new trends on language learning studies aim at highlighting the relevance of these cognitive differences, they also promote awareness and self-regulated learning in order to assess learning itself.

In this line of thought, It is imperative to understand the importance that language learning strategies constitute for both students' autonomy and self-learning to effectively achieve language proficiency. In an attempt to provide information for the Modern Languages Program to encourage autonomy, this research study will describe the language learning strategies used by pre-service teachers in Popayán and Santander de Quilichao.

The first section of this document addresses the problem statement and how trends on language learning are taking new paths for which scant research has been conducted. Considering the absence of studies regarding language learning strategies in our context, the problem statement intends to outline the relevance of contributing on language strategies in order for the learners to successfully achieve cognitive processes and language proficiency.

Next, the rationale of the research allows us to see how and why studies on cognition are relevant in our context and how despite the availability of different instructional tools, conflicts can be identified between learning and teaching,

The chapter devoted to the theoretical framework presents an exploration of language learning strategies. As a matter of fact, since main concerns of this research project lie on language learning strategies and self-awareness, concepts in the theoretical framework such as learning, behaviorism, cognitivism,

constructivism and the styles and strategies concepts are considered, whose fundamentals provided essential insights for this research project. Also, a relationship was established between the learning theories and the linguistic paradigms that tackle the learning concept. Then, different plural theories supporting this project such as learning styles are described, and a distinction between learning styles and learning strategies is introduced. Additionally the contextual framework provides a general view of the pedagogical practices inside the E-FMLP, to better comprehend the research context.

Also a review of previous studies and different research studies in the international, national and local contexts are taken into consideration to install current trends regarding language learning strategies including Oxford's research as some of the main foundations on this research project.

The methodological aspects of this study are described in chapter 8. The different stages of the research included: data collection using the Strategy Inventory for Language Learning (SILL), condensation and analysis of the profiles obtained from the different cohorts, the methodology describes the parameters, relations and comparisons that were established in order to provide general data on E-FMLP strategy use and a comprehensive mapping of the E-FMLP Language Learning Strategies in Popayán and Santander.

The present research study compiles the findings about strategy use inside the E-FMLP by analyzing the data obtained from the students that were part of the sample. This analysis showed that there are significant differences of strategy use between the target languages (English – French) and between Popayán and Santander cohorts, this study also explores some of the possible factors affecting strategy use inside the program, based on these findings some conclusions were drawn, and the final part of the document addresses some recommendations for the E-FMLP for further research.

## **2. PROBLEM STATEMENT**

Today's teaching trends aim to a Learner Centered Approach (LCA), current studies in Second Language Acquisition (SLA) have shown a tendency to the shift, going from a Teacher Centered Approach (TCA) to a Learner Centered Approach (LCA). Considering the increasing importance the student is taking in the learning processes, the English – French Modern Languages Program (E-FMLP) has also shown a tendency to work from this perspective. Starting with a curriculum based on the needs of the students and with the aid of different resources such as the diary of experiences or the Session for the Analysis of the Educational Process (SAEP)<sup>1</sup>, the E-FMLP tries to approach the learner and the cognitive processes pre-service teachers are going through. Although the program has taken the initiative of working from the LCA, these instruments have not been systematically analyzed and scant research has been conducted on the field of cognition.

Different studies related to cognition have been conducted by students (undergraduate research) inside the E-FMLP; focusing on the students' learning processes as the main concern, these studies have contributed to learners' oral production and intend to study the development of the different cognitive processes. However, despite serious studies include significant observations related to cognition, the specific Language learning strategies (LLS) learners use have not been previous examined in local research studies.

In our context higher education assumes that learners are autonomous and capable of self-regulating their own learning, but on the contrary, reality shows that learners still have a high degree of dependence from the teacher, this creates the need of the students for becoming self-aware of their own learning processes, which is the first step to undertake actions to maximize their learning; despite professors' orientations on how to study, no systematic instruction on LLS is given, there is no specific orientation on how to make the most of strategies neither in English nor in French.

Revising the E-FMLP previous research studies, it can be noticed the

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<sup>1</sup>Espacios de Análisis del proceso Educativo (EAPE)

absence of studies regarding Language Learning Strategies which for the purpose of having a better understanding of SLA cognitive processes is an essential concern. Bearing these aspects in mind, and considering the importance this information has to the program and the university in terms of assessment, and particularly for the self-evaluation process, this project will describe the usage of the different LLS learners use or come up with while engaged in learning. This study included Santander de Quilichao students as part of the sample group taking into account that the E-FMLP has been recently created in this city, and therefore no research on LLS has been conducted.

Thus, this research tries to shed light on the strategies students are using to solve the challenges of learning a foreign language at E-FMLP.

### **3. OBJECTIVES**

#### **3.1. General objective**

- To determine E-FMLP learning strategies for English and French learning in Popayán and Santander de Quilichao.

#### **3.2. Specific objectives**

- To analyze Direct/Indirect strategies distribution.
- To establish students' strategy use tendencies.
- To compare MLP strategy use in English and French learning
- To compare strategy use between Popayan and Santander.

### **4. RATIONALE**

Following the trends of language learning studies, this research tries to set out the emerging importance of the learner in the learning processes. The imminent

change of the teaching trends to a learner centered approach (LCA) reveals some gaps regarding the availability of tools for the teachers to go into this new perspective. The capability of the teachers to adapt to the students' needs decreases when there is no understanding on how people learn which might be useful to start devising learning itself, what are the students' preferences and which are the best ways for them to truly assimilate whatever they are trying to learn, in this case a foreign language. This creates a conflict between how students learn and how teachers try to teach. This conflict brings about the need for conducting research on students' cognitive processes, particularly their Language Learning Strategies.

Being aware of the cognitive processes and learning strategies students use while learning a language empowers teachers to approach teaching with different alternatives and resources. This makes possible the study of the students' learning processes for pedagogical purposes and encourages students to assess their own learning processes to become autonomous learners.

For the E-FMLP, the study of learning processes represents the enhancement of the program itself in terms of educational contents to help students to go through their learning processes; these actions lead in general terms to reach the standards of national educational policies which aim to educate a new generation of autonomous and self-regulated learners.

For learners, the awareness of the strategies they use represents an improvement of the assimilation rates of specific knowledge in SLA processes and the possibility of assessing their own learning. Becoming aware of their own cognitive processes allows students to monitor themselves by evaluating the effectiveness of the specific actions they take to face the language learning challenges, transforming their learning into a metacognitive experience.

Self-assessment in second or foreign language acquisition learning processes is essential to understand the cognitive processes. It is also fundamental in terms of the learning strategies students use to solve the specific tasks of language learning. To study the cognitive paths proves to be useful to



create an appropriate learning environment that makes possible for students to engage in meaningful and effective learning experiences.

## **5. THEORETICAL FRAMEWORK**

Taking into account the characteristics of this research study, it might be placed among those studies with a cognitive approach. Considering that, in general terms, this study is concerned with the learner and how learning takes place for him/her; a cognitive approach provided a steady basis for the study. In order to illustrate the paths of the different learning theories influencing this study a route will be traced starting from the early beliefs until reaching the current trends of schools of thought and language learning research; defining concepts and getting closer to some of the precepts that surround the SLA cognitive processes, which will provide a broader view and a better understanding of these complex phenomena in order to meet the objectives of this study. Two of the key concepts to be defined are those of learning and strategies as they are, in general terms, the focus of this research project's scope.

### **5.1 Learning**

In order to illustrate the whole portrait of language learning cognitive processes, it is necessary, in first place, to describe some of the concepts surrounding the research; one of the first concepts to be described is that of learning. Learning, in its universality, can be merely described as “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction” (Brown, 2007. P.7), but this definition proves to be somehow narrow for the purposes and extent of this research project. According to Slavin (as cited by Brown, 2007. P. 7) learning could also be defined as: “a change in an individual caused by experience”, definition that gives no real representation or approximation to the complexity of the concept

and the whole set of different implications it has. These first approximations to the concept of learning can be broken up and analyzed to go beyond and find the different insights that take part in learning. According to Brown (2007) learning does not only imply acquiring or getting specific knowledge but also the approach to a set of different domains of research as the retention of information, which implies the use of storage systems, memory and cognitive organization; we can also find that learning involves active and conscious focus, and that it is relatively permanent but subject to forgetting, involving practice and including changes in behavior. For the purpose of this research study a definition of learning that attempts to cover most of the aspects involved in learning will be adopted taking into consideration the different aspects presented in (Brown, 2007):

Learning is the process of acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction, that involves acquisition processes, perception, memory (storage) systems, short- and long-term memory, recall, motivation, conscious and subconscious cognitive processes, learning styles and strategies, reinforcement, the role of practice and the sociocultural component.

This will be the general concept of learning that this research will adopt, it includes a set of different sub fields that are presumed could take part in learning and that the research will try to directly relate to SLA cognitive processes.

As mentioned above the cognitivist approach provides the theoretical basis for this research project, but as it is not the only theory that has evolved through time, a general overview of the most representative learning theories of the past century will be provided based on Brown's review of the schools of thought in second language acquisition.

## **5.2 Behaviorism**

According to Brown (2007), behaviorist school of learning was developed in the

1940s and 1950s. This school is an example of rigorous application of scientific observations of human languages; it focuses on publicly observable responses, those which can be objectively perceived, recorded and measured, putting aside the unobservable data. One of the prior notions of this school was that language could be dismantled into small pieces or units and that these units could be described scientifically, contrasted, and added up again to form the whole. Linguistic research on this stage ended up considering language as a linear, structured system that described grammatical sequences in terms of separated components that could comprise a sentence and stating that organisms could be conditioned to respond in desired ways.

### 5.3 Cognitivism

This school emerged in the 1960s with Noam Chomsky, he tried to prove that human language cannot be scrutinized simply in terms of observable stimuli and responses or the volumes of raw data gathered by field linguists. Cognitivists inquired about the psychological principles involved in learning, trying to discover underlying motivations and deeper structures of human behavior, the factors (innate, psychological, social or environmental circumstances) that caused a particular behavior in human beings. (Brown 2007, p. 11)

A cognitive approach for the development of this research study provides significant language learning insights, and contributes to recognize the importance of how learners' processing of information not only requires rather organized, filtered, coded, categorized structured and evaluative analysis of the consistent cognitive considerations, but also distinguishes that the mental processes and structured systems of the language affect the construction of knowledge and the representation of reality. In the same line of thought, it is clearly observable that language learning process presents relationships to different types of skills which are fundamentally associated to acquisition, organization, retention processes and

the use of knowledge. Under those precepts, this research project predominant attention lies on the cognitive perspectives providing sound instruments to an effective language learning formation. Also, it is important to realize that the use of strategies is imperative to language learning effectiveness. Strategies, as language learning tools, help to develop the communicative competence and the appropriate use of them provides better language proficiency and learners' greater self-confidence. In the light of the foregoing considerations, it is significant to establish a relationship between cognitive development and LLS toward a more valuable understanding of learning processes

#### **5.4 Constructivism**

The constructivist school of learning developed in the last part of the twentieth century, it emerged with a new and refreshing characteristic; the integration of linguistic, psychological and sociological paradigms, integrating and adding the different aspects that were not part of the behaviorist and the cognitivist approaches. Constructivism counts with two different branches, cognitive and social, being the first one the version of constructivism that focuses its emphasis on the importance of learners constructing their own representation of reality, suggesting a more active role of students in their own learning, and the social branch of constructivism that emphasizes the importance of social interaction and cooperative learning in constructing both cognitive and emotional images of reality. Vygotsky advocated that "... thinking and meaning-making is socially constructed and emerges out of social interactions with the environment" (as cited by Brown, 2007). Thus, the constructivist school of learning highlights both the importance of learner's role in constructing meaning out of available linguistic input and the importance of social interaction in creating a new linguistic system.

These schools of thought (behaviorist, cognitive, constructivist) are the main landmarks of the past century regarding learning theories, being the constructivist

approach the most representative trend nowadays. For these project, as mentioned before, the cognitivist approach provides the main theoretical basis, but it is not the only theory that can be integrated in this study; behaviorist and constructivist approaches also contribute, reminding us that language can, at some point, be described as grammatical sequences in terms of separate components and the relation stimuli - response (behaviorism), and highlighting the importance of the social and cultural contexts. All these different insights, taken from the different learning theories contribute to create the theoretical platform for this specific research.

### **5.5 Learning theories and the linguistic paradigms**

Brown (2007) analyzes behaviorism, cognitive theories and socio-constructivism as three different emerging schools of thought that tackle the language learning notion and create at some points relationships between them. Brown (2007) correlates the schools of thought to the linguistic paradigms and states that the structural linguistics attempts to merely observe language as verbal behavior and it is observed as a linear and structured system, as though any manifestation of language corresponds to a set of sequential patterns' assembly. According to Freeman Twaddell as cited by Brown (2005), structural linguistics tends only to analyze 'observable data' whereas the unobservable guesses, hunches and intuition, which essentially imply a relationship to mind and cognition, are considered by scientific method as psychical forces, likewise it ignores all the psychical processes in terms of verbal behavior. In addition, the behavioral paradigm 'focuses on publicly observable responses' recognizing commonly evidences that matter to investigation; consequently, all kinds of demonstrations of thinking and knowledge are hard to examine in a behavioral framework. Based on the arguments stated above, a relationship is established between structural linguistics and behavioral psychology perspectives, since both of them attempt to

basically study observable and measurable information and regard language as a set of structural characteristics. Taking into consideration the assumption that the structural linguistics and the behavioral psychology interest focus on describing and studying human behavior in terms of behavioral measurement in controlled circumstances, however Chomsky's generative linguistics and cognitive theories, on the contrary, observe and explain language learning from a psychological perspective whose main concern delve more deeply the verbal behavior and determine the psychological principles of organization and the functioning behind human language learning. In the light of constructivism, the latest school of thought, considered as a multidisciplinary approach contributing to a linguistic paradigm with the integration of a new field in learning theories, that is socio-constructivism, and standing out the importance social interactions, emotions and a cooperative learning have in human cognitive processes, in such a way presenting cognitive and emotional images of reality as a component in the field of constructivism

## **5.6 Styles and strategies**

The previously mentioned schools of thought attempt to describe universal human traits in learning; they try to globally explain the different models of human learning only to find that there are differences among individuals in the way they learn. With a unique point of view, every learner approaches his own learning challenges with different ways of acting, but some of these differences overlap to create some general patterns, which makes possible the identification of different styles and strategies learners resort to in order to face the difficulties of learning, and specifically of learning a second language. Before going deeper into learning styles and strategies it is necessary to describe some of the concepts related with this matter.

First, and according to Brown, we have to consider the differences between

process, style and strategy to avoid confusion, there lays the importance of defining these terms. According to Brown (2007) process is the most general of the three concepts; he states that “All human beings engage in certain universal processes. Just as we need air, water and food for our survival, so do all humans of normal intelligence engage in certain levels or types of learning” (p. 118); styles are defined by Brown as “...those general characteristics of intellectual functioning (and personality type, as well) that pertain to you as an individual, and that differentiate you from someone else”; the concept of strategies, is described by Brown as “... specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information” and described by Oxford & Ehrman (as cited by Brown, 2007), as “specific actions, behaviors, steps or techniques... used by students to enhance their own learning”.

After these clarifications, we can proceed to better explain what has to do with styles and strategies. Learning styles as described above are the “general characteristics of intellectual functioning...” (Brown, 2007. P. 119) this intellectual functioning involves different insights that determine which is the individual style for each learner. According to Brown the tolerance to the ambiguity, brain hemisphere dominance or the tendencies to be reflective or impulsive, contribute to create the general pattern that places learners in a specific learning style, these actions are the “moment by moment techniques that we employ to solve “problems” posed by second language input and output” (Brown, 2007. P. 132) problems that learners are usually aware of.

The concept of strategy includes two different types, learning strategies and communication strategies. During the 1970s teachers and researchers noticed that “...certain learners seemed to be successful regardless of methods or techniques of teaching” (Brown, 2007), and began to see importance of individual variation in learning. Different researchers contributed to the task of studying the characteristics of the individual variations of those who were denominated “good learners”, as did Rubin, who summarized fourteen of these characteristics in the

study “How to be a more successful language learner” (Rubin & Thompson, 1982).

Good Language Learners:

1. Find their own way, taking charge of their learning
2. Organize information about language
3. Are creative, developing a "feel" for the language by experimenting with its grammar and words
4. Make their own opportunities for practice in using the language inside and outside the classroom
5. Learn to live with uncertainty by not getting flustered and by continuing to talk or listen without understanding every word
6. Use mnemonics and other memory strategies to recall what has been learned
7. Make errors work for them and not against them
8. Use linguistic knowledge, including knowledge of their first language, in learning a second language
9. Use contextual cues to help them in comprehension
10. Learn to make intelligent guesses
11. Learn chunks of language as wholes and formalized routines to help them perform "beyond their competence"
12. Learn certain tricks that help to keep conversations going
13. Learn certain production strategies to fill in gaps in their own competence
14. Learn different styles of speech and writing and learn to vary their language according to the formality of the situation.

According to Brown, later researchers shifted their focus away from merely searching for universal cognitive and affective characteristics of successful learners, and adopted a sociocultural approach that looks at learners as participants in a community of language users in local contexts, in which specific practices create possibilities for them to learn a foreign language. This premise led the research to a more comprehensive stage, focusing on the learning strategies and dividing them into three different categories: metacognitive, cognitive and socio-affective strategies; metacognitive strategies were defined as those which involve planning, awareness, monitoring and evaluating; cognitive strategies were considered as “more limited to specific learning tasks and involving more direct manipulation of the learning material itself” (Brown, 2007) and the socio-affective strategies, that were defined as those which have to do with social-mediating activities and interacting with others. From a different view and “while learning



strategies deal with the receptive domain of intake, memory, storage, and recall, communication strategies pertain to the employment of verbal or nonverbal mechanisms for the productive communication of information” (Brown, 2007).

Some of the research conducted through time on learning strategies has resulted in different conclusions being Rebecca Oxford’s “Language Learning Strategies: What every teacher should know”, the research that provides one of the most complete and explicit approaches to the study and classification of LLS. This research provides significant tools to inquire about LLS in our context, providing one of the latest classification systems of learning strategies and the Strategy Inventory for Language Learning (SILL) (Oxford, 1986) (see appendix 1). The inventory that was employed in first place to characterize and classify these strategies, and that will be further described as it is the main tool that was employed in this research project. Up to now this is a brief outline and an overview of the theories supporting this research project, and are the ones that will provide it with arguments to achieve the final goal, that is to get closer to the second language learning strategies students use in our own environment, in order to empower us as students and teachers to appropriate our own learning processes.

## **6. CONTEXTUAL FRAMEWORK**

### **6.1. Background of the English - French modern languages program**

The English-French Modern Languages Program had its origins on February 28th, 1972. Its first name was Philology and Languages. Then, it became two programs Spanish-English and Spanish-French, belonging to the School of Education. Since 1975, some changes were made to review the functioning license. According to agreements: #75 of April 1975, 3953 of 1977 and # 276 of 1981, in 1986, the English-French Modern Languages Program was created. It belonged to the School of Education. Later, the Foreign Languages Department and the School of

Education created the center of translation UNILINGUA as an extension of the department to train teachers. In 1991, the program received a license to practice until July 31, 1995, awarded by ICFES. The license requires bi-annual presentation of self-evaluation reports and the accomplishment of the recommendations. In 1995 the University Superior Council approved the Program attending the ICFES requirements. Since 1998 the program has belonged to School of Social and Human Sciences. Currently, the E-FMLP has Qualify Registration until 2017 according to legal ruling #10209 of November, 2010.

## **6.2. Characteristics of the English - French modern languages program.**

The E-FMLP mission is the commitment to student's professional and social development by means of research involving specific, pedagogical and socio-humanistic knowledge. In this way, the student becomes a creative and qualified individual through practices that provide socio-linguistic and cultural knowledge which contributes to the languages teacher's education development and transformation. The vision of E-FMLP is to contribute to the educational development of the community by educating trustworthy, qualified, critical, and caring language teachers. To achieve it, the objective is to contribute to the educational and social development, training ideal graduates in the foreign languages English-French. For this, it is necessary to develop pedagogical qualities, along with linguistic and communicative competence in the student, following the permanent development of pedagogical, linguistic, communicative, and socio-humanistic knowledge. In this way, they design and compile support materials to the didactic-methodological work in order to develop strategies and communicative skills. This allows to encourage the learning process of the foreign languages. Then, enriching the communicative capacity of the student through the study of the structures and the practice of the languages, understanding and exploring, the different socio-cultural contexts. The profile of vocational training must accomplish with characteristics that allow the student to effectively join the

educational processes, carrying out tasks of the field of his education. This person must be an educator with a complete background and a powerful, investigative and critical spirit along with a communicative and linguistic competence that makes possible a competent performance, capable of establishing a language-thought relation. This person must have cultural understanding, and a healthy and objective appreciation of national and foreign values. These qualities foster permanent and complete development of the educational community in the context where he works.

### 6.3 Language area

The Program contemplates the study and analysis of the languages from educational experiences in two components: Spanish and foreign languages: English and French.

In this educational work, it is important to inquire about language in order to recognize human reality. Therefore, the processes of study and knowledge of languages become instruments of transformation of the human being, dynamos of human interactions and personal development, leaving critically structural schemes that minimize the role of language in the development and transformation of the knowledge and the language itself. Stories, descriptions, argumentations, writings, visits, presentations, readings, seminars, analysis, explanations, interviews, conferences, poems, among others, are "...live instances of language that become the foundation of process of accomplishment in the language. Thanks to this, the language is action itself in realization". The study of the foreign language is focused on the foundation stage and in the professionalizing stage, arising from situations or concrete experiences on different topics of interest related to the diverse areas of the knowledge and functions of language. In this way students construct logical operations in a new code, which allows them to produce coherent and significant speech. Consequently, the contents do not constitute a "rigid

structure", but rather they become the guide for configuring different levels of knowledge and use of the languages.

#### **6.4. Methodological orientation of the E-FMLP**

When knowledge is being acquired, many factors converge: socio-humanistic, scientific and technological. These generate transformations in the factors themselves and in the environment produced by human beings. In this sense, it is necessary to learn and recognize different cultural practices and ways of thinking at the national and international levels. This enables communication and develops an integral growth both individually and collectively. To achieve this goal the E-FMLP has taken up an investigative approach letting students and teachers identify their own experience, and allowing them to look further in their own educational process. This research is based on the processes of observation, analysis and internalization of experiences of the curriculum. It is achieved through strategies and activities such as class projects, educational self-evaluation, and degree projects, among others.

In class projects, the professor proposes general current topics to be developed. These may be related directly or not to the students learning process. To carry out this activity, it is necessary to collect data by traditional and technological instruments of descriptive research. These sorts of projects prepare students to manage information. Thus, students discuss, debate and do oral and written reports.

The "Espacios de Analisis del Proceso Educativo" (sessions for the analysis of the educational process -SAEP) are moments of self-evaluation in which teachers and students share their perceptions and worries about their educational process, in order to find solutions and to make improvements.

## 7. LITERATURE REVIEW

As the main objective of the research is based on the characterization of LLS, it is relevant to place LLS as part of cognitive processes in order to understand the different and complex factors implied in SLA processes. Cognition is basically a set of skills that includes among others the acquisition, organization, retention and use of knowledge which includes at the same time basic competences related to attention and perception as well as complex processes which involve thought, production and comprehension of language. Being aware of this, it is important to make an overview of the different studies conducted on this field at international, national and local level, which will place us on the current trends of research regarding LLS and will provide a general perspective of the different scopes in which this topic could be analyzed.

Revising the studies on cognitive processes and LLS, many of them were identified as relevant for this research project. Among the international studies the research by Oxford (1990) has been identified as one of the most relevant landmarks regarding LLS studies as it is one of the most complete researches in this specific field. For the purpose of the project, this research becomes in one of the project's mainstays, providing specific data about LLS. Based on earlier research, Oxford developed a language learning strategy system (See table 1).

Oxford's Strategy System Overview		
Learning Strategies	Direct Strategies	I. Memory Strategies
		II. Cognitive Strategies
		III. Compensation Strategies
	Indirect Strategies	I. Metacognitive Strategies
		II. Affective Strategies
		III. Social Strategies

Table 1. Oxford's Strategy System Overview

Oxford's Strategy Classification System			
CLASSES	GROUPS	SETS	STRATEGIES
Direct Strategies	Memory strategies	a. Creating mental linkages	<ul style="list-style-type: none"> <li>○ Grouping</li> <li>○ Associating/elaborating</li> <li>○ Placing new words into a context</li> </ul>
		b. Applying images and sounds	<ul style="list-style-type: none"> <li>○ Using imagery</li> <li>○ Semantic mapping</li> <li>○ Using keywords</li> <li>○ Representing sounds in memory</li> </ul>
		c. Reviewing well	<ul style="list-style-type: none"> <li>○ Structured reviewing</li> </ul>
		d. Employing action	<ul style="list-style-type: none"> <li>○ Using physical response or sensation</li> <li>○ Using mechanical techniques</li> </ul>
	Cognitive strategies	a. Practicing	<ul style="list-style-type: none"> <li>○ Repeating</li> <li>○ Formally practicing with sounds and writing systems</li> <li>○ Recognizing and using formulas and patterns</li> <li>○ Recombining</li> <li>○ Practicing naturalistically</li> </ul>
		b. Receiving and sending messages	<ul style="list-style-type: none"> <li>○ Getting the idea quickly</li> <li>○ Using resources for receiving and sending messages</li> </ul>
		c. Analyzing and reasoning	<ul style="list-style-type: none"> <li>○ Reasoning deductively</li> <li>○ Analyzing expressions</li> <li>○ Analyzing contrastively (across languages)</li> <li>○ Translating</li> <li>○ Transferring</li> </ul>
		d. Creating structure for input and output	<ul style="list-style-type: none"> <li>○ Taking notes</li> <li>○ Summarizing</li> <li>○ Highlighting</li> </ul>
	Compensation strategies	a. Guessing intelligently	<ul style="list-style-type: none"> <li>○ Using linguistic clues</li> <li>○ Using other clues</li> </ul>
		b. Overcoming limitations in speaking and writing	<ul style="list-style-type: none"> <li>○ Switching to the mother tongue</li> <li>○ Getting help</li> <li>○ Using mime or gesture</li> <li>○ Avoiding communication partially or totally</li> <li>○ Selecting the topic</li> <li>○ Adjusting or approximating the message</li> <li>○ Coining words</li> <li>○ Using a circumlocution or synonym</li> </ul>

Table 2. Oxford's Strategy Classification System - Direct Strategies

This system taxonomy includes two main classifications: direct and indirect strategies. Direct strategies are specific ways that involve the use of language, sub-divided into memory, cognitive and compensation strategies (see table 2). Indirect strategies do not directly involve using language, but they support language learning and in turn divided into metacognitive, affective and social strategies (see table 3).

For the development of this strategy classification system and the characterization of these strategies Oxford used the **Strategy Inventory for Language Learning (SILL)** as the main tool, and which has been previously validated in previous research (Oxford, 1986), and highly used for different purposes by scholars around the world

Oxford's Strategy Classification System			
CLASSES	GROUPS	SETS	STRATEGIES
Indirect Strategies	Metacognitive strategies	a. Centering your learning	<ul style="list-style-type: none"> <li>○ Overviewing and linking with already known material</li> <li>○ Paying attention</li> <li>○ Delaying speech production to focus on listening</li> </ul>
		b. Arranging and planning your learning	<ul style="list-style-type: none"> <li>○ Finding out about language learning</li> <li>○ Organizing</li> <li>○ Setting goals and objectives</li> <li>○ Identifying the purpose of a language task (purposeful listening/reading/speaking writing)</li> <li>○ Planning for a language task</li> <li>○ Seeking practice opportunities</li> </ul>
		c. Evaluating your learning	<ul style="list-style-type: none"> <li>○ Self-monitoring</li> <li>○ Self-evaluating</li> </ul>
	Affective strategies	a. Lowering your anxiety	<ul style="list-style-type: none"> <li>○ Using progressive relaxation, deep breathing, or meditation</li> <li>○ Using Music</li> <li>○ Using laughter</li> </ul>
		b. Encouraging yourself	<ul style="list-style-type: none"> <li>○ Making positive statements</li> <li>○ Taking risks wisely</li> <li>○ Rewarding yourself</li> </ul>
		c. Taking your emotional temperature	<ul style="list-style-type: none"> <li>○ Listening to your body</li> <li>○ Using a checklist</li> <li>○ Writing a language learning diary</li> <li>○ Discussing your feelings with someone else</li> </ul>
	Social strategies	a. Asking questions	<ul style="list-style-type: none"> <li>○ Asking for clarification or verification</li> <li>○ Asking for correction</li> </ul>
		b. Cooperating with others	<ul style="list-style-type: none"> <li>○ Cooperating with peers</li> <li>○ Cooperating with proficient users of the new language</li> </ul>
		c. Empathizing with others	<ul style="list-style-type: none"> <li>○ Developing cultural understanding</li> <li>○ Becoming aware of others' thoughts and feelings</li> </ul>

Table 3. Oxford's Strategy Classification System - Indirect Strategies

Another study, by Oxford (2003), synthesizes research from different sources on two key variables affecting language learning: **styles** and **strategies**, recognizing them as two of the main factors that help to determine how and how well students engage with the learning of a second language. Additional research provided supplementary findings, these findings include: L2 learning strategies are significantly related to L2 learning motivation, gender, age, culture, brain hemisphere dominance, career orientation, academic major, beliefs and the nature of the L2 task. Another study that has been identified as relevant is that by Kazamia (2010), this study explores how comprehensively the (SILL) records the language learning strategy use, comparing SILL results with the interviews data that was quantitatively and qualitatively analyzed and which described strategies of 10 interviewed subjects. The findings of this study indicate that the SILL accurately

recorded almost half of the strategies reported in interviews reminding that some of the reported strategies are either variations of SILL items or entirely different strategies, also suggesting possible adjustments for the SILL to be used in that specific context. The last international study included in this approach to the most relevant previous studies regarding LLS is that by Brown, (2007). This study was taken as an introduction to the key concepts that are part of this research project, an up to date bibliography that has been the primary source and the basis for the construction of this project.

Among the national studies regarding LLS, three studies have been identified. First, (Orrego et al. 2010). This descriptive and exploratory study used a mixed method approach to establish the use of the LLS and its influence developing communicative competence in English and French with students from the first semesters of the Undergraduate Foreign Language Teaching Program. Using concepts such as self-assessment and autonomy as crucial parts of learning processes, the study provides a substantial contribution on teachers and students' conceptions about learning; besides, the use of an internationally validated inventory (SILL) also places this study as an important input for the research project. The second study that has been identified as relevant for the purpose of this research is the research by Hernandez. (2008). This study collects the most relevant contribution of authors such as J.M O'Malley and Anna Chamot about the use of learning strategies. This study was conducted with first semester students from Foreign Language Program at Universidad del Valle and its objective was to explore and interpret the use of learning strategies, inquiring about students' awareness of the sense of responsibility in foreign language learning processes, thus constructing the concept of a responsible apprentice. The search of autonomous learners through the formation of the sense of responsibility and the teacher's role in classrooms are considered the main contributions for the development of this research. The third study that was selected is that by Villamizar, (2014). This study, conducted at University of Pamplona in Cucuta, Norte de Santander, tried to identify the most common language learning



strategies used by EFL students and at describing the relation between the strategies and their English proficiency using the SILL as one of the tools for data collection along with an English proficiency test. The results of this study indicate that social strategies are the most used by efficient learners, compensatory strategies by more efficient and metacognitive by high proficiency learners. The study revealed that the higher Language Learning Strategy frequency of use, the higher the proficiency level.

In the local context two studies have been identified. The first one (*Garcia et al, 2015*), aimed at determining the relationship between students' learning styles and professors' teaching styles in the E-FMLP of the University of Cauca, for this purpose the Learning Styles Survey was administered in order to identify students' learning styles and then adapted to identify professors' teaching styles. Findings demonstrated that the students' predominant learning styles were visual, random-intuitive and introverted styles, and that the professors' predominant teaching styles were visual, particular and closure oriented. This study contributes to better understand students' learning processes and professors teaching practices and merge them so that learning processes can be strengthened and autonomy encouraged. The second study, (*Cerón et al, 2014*), studied the influence of personality factors on English oral production making use of an instrument created for this purpose (VOC Situational Inventory). For the assessment of participation and characterization of English oral production the perceptions of the target population, a professor and the researchers were taken into account. The results of this study suggest that inhibition and anxiety factors do not necessarily influence negatively oral production and that most participants got a high degree of self-efficacy and risk-taking level.

## **8. METHODOLOGY**

This project characterized the E-FMLP students' SLA learning strategies in Popayán and Santander de Quilichao. To do so, this study determined the use of

direct and indirect learning strategies, analyzed the Language Learning Strategies' use distribution throughout English and French courses, and compared the use of the Language Learning Strategies in English and French, the research included a comparison between students' Language Learning Strategies in Popayán and Santander.

To characterize the Modern Languages Program students SLA strategies in English and French, in Popayán and Santander, this research used a quantitative approach, whose research design was descriptive, exploratory, non-experimental and transversal. Data from 5 different semesters in Popayan (2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup>) and 4 in Santander (1<sup>st</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>, 6<sup>th</sup>) were collected in the first term of 2016, the sample included 216 students. To initially collect these data, the Strategy Inventory for Language Learning (SILL) Version 7.0 (ESL/EFL) was used. The inventory is based on the Oxford's Strategy Classification System and it consists of 50 statements that are related with the different and common situations students engage in when learning a second language, and it should be answered in terms of how accurately the situation describe students' actions, an open question to find out about emerging strategies was included, as well as one question to establish the gender of each subject. The strategies the inventory tries to rate are organized in 6 different categories, mnemonic, cognitive, compensative, metacognitive, affective and social strategies. The inventory was presented as a Likert type scale test, assigning values to the answers. (See table 2). The inventory was digitalized using google forms in order to make it available to be answered online. In Popayán the inventory was answered online inside the MLP lab within class time, with the assistance of some of the teachers in charge at the moment. In the case of Santander, a printed version of the inventory was used. The implementation of the SILL provided significant data about learning strategies within the E-FMLP, obtaining individual profiles for each student included in the sample. The results obtained after the implementation of the inventory were then included in a general data base for further statistical analysis. This exploratory groundwork served as the primary base to meet the specific objectives

Strategy Inventory for Language Learning Overview				
Major categories	Sub categories	Items	Total items	Answers scale
Direct strategies	Memory	1 - 9	9	1, ,2, 3, 4, 5
	Cognitive	10 - 23	14	
	Compensation	24 - 29	6	
Indirect strategies	Metacognitive	30 - 38	9	
	Affective	39 - 44	6	
	Social	45 - 50	6	

Table 4. Strategy Inventory for Language Learning Overview.

To determine the use of the E-FMLP students' learning strategies, data of all students were condensed obtaining average results for each one of the SILL items, and then scored as indicated in the inventory instructions obtaining SILL profiles for each one of the semesters included in the sample for English and French courses in Popayán and Santander.

The general SILL profiles allowed to analyze the direct/indirect learning strategies use distribution, and to identify what type of strategies are being used in each one of the target languages (English-French).

To establish students' learning strategies preferences, it was taken into account the higher rate in each of the major groups of strategies (direct/indirect). This analysis revealed the learning strategies use predominance, and helped to determine students' tendencies to use whether direct or indirect learning strategies.

The comparative analysis of the SILL profiles was carried out as follows:

- English and French SILL results in Popayán
- English and French SILL results in Santander
- Overall SILL profiles in Popayán and Santander

The analysis and comparisons set out similarities and divergences regarding strategy use between the groups and between languages. Altogether, the implementation and the SILL crossed results provided a general and objective

view of the strategy use in the entire E-FMLP.

## 9. DATA ANALYSIS AND FINDINGS

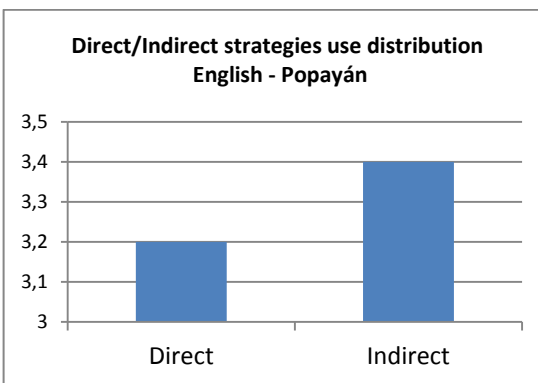
After applying the SILL to the final sample group that included MLP students of 5 different semesters (second, fourth, sixth, eighth and tenth) from Popayán and 4 different semesters (first, third, fourth and sixth) from Santander, it was found that students make use of the different types of strategies, however, data showed a significant difference in strategies use frequency between the target languages, and between Popayán and Santander cohorts. Thus, the following sections will try to give a more comprehensive understanding of these differences, exploring the common practices regarding strategy use, making comparisons and considering the most relevant factors that might affect strategy use in our context to finally describe the general behavior of strategy use of the E-FMLP. The average results on each section will be set in the scale of frequency of use of strategies proposed by Oxford (1990, p. 300). (see table 5).

Key to understand SILL profiles	
Frequent use	3.5 to 5.0
Moderate use	2.5 to 3.4
Infrequent use	1.0 to 2.4

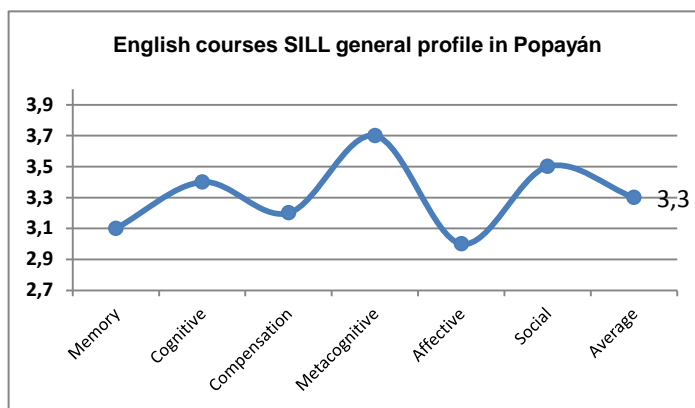
Table 5. Key to understand SILL profiles

### 9.1. Analysis of the English SILL results in Popayán

First, the regular behavior of the MLP students regarding strategy use in English courses in Popayán.



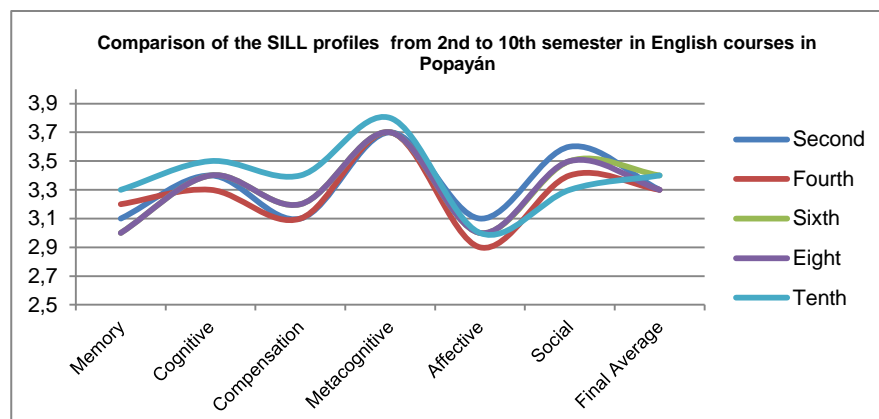
Graph 1. Direct/Indirect strategies use distribution in English courses in Popayán.



Graph 2. English courses SILL general profile in Popayán

These data showed that students tend to use Indirect strategies (see graph 1, 2) with a more regular frequency than they do with Direct strategies, also data evinced low rates in affective strategies, indicating a likely difficulty to manage their affective domain which might be affecting the appropriate use of the direct strategies (memory, cognitive, compensation) and the students ability to process new input. The general average of strategy use frequency for the MLP in English courses in Popayán was 3.3, this corresponds to a moderate strategy use frequency according to the ranges established by Oxford (see table 3).

Next, the SILL general profiles of each semester were compared in a more detailed manner.



Graph 3. Comparison of the SILL profiles from 2nd to 10th semester in english courses in Popayán

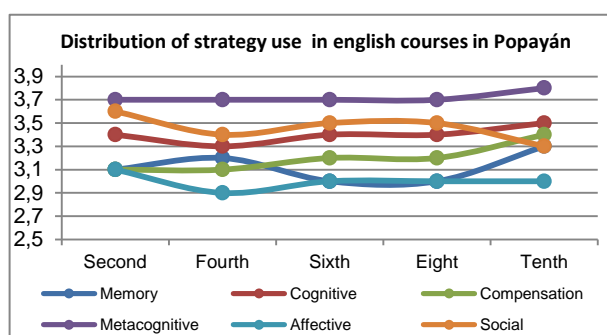
The comparison of the SILL general profiles of each semester (see graph 3) evinced that all five cohorts (2<sup>nd</sup>, 4<sup>th</sup>, 6<sup>th</sup>, and 8<sup>th</sup>, 10<sup>th</sup>) present resembling behaviors. Also data showed that the most frequently used types of strategies among the MLP students in Popayan for English learning were Metacognitive in the group of indirect strategies and Cognitive in the direct strategies group. The use of these types of strategies has been previously related to L2 proficiency by different authors including Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994), among others.

It can be noted in graph number 3 that for English learning students scored low rates in the affective type of strategies. According to Dreyer and Oxford (1996) or Oxford and Ehrman (1995) the use of this type of strategies is also related to L2 proficiency, which might indicate that MLP students have significant difficulties to deal with the affective domain and therefore representing a setback in language learning according to the cited studies.

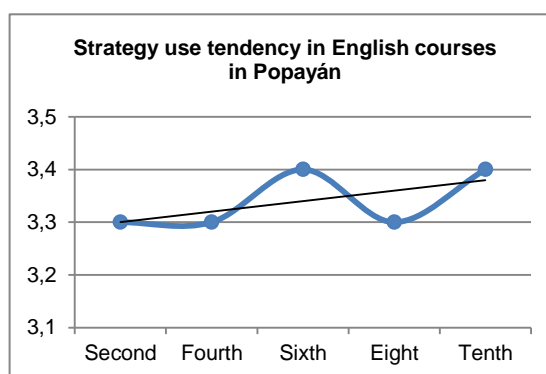
Additionally, it should be pointed out that tenth semester in spite of presenting low rates in affective strategies it also registered the highest scores in direct strategies, this behavior corresponds with Mullin's findings which state that "...as some students progress toward proficiency, they no longer need affective strategies as much as before. Perhaps because learners' use of cognitive,

metacognitive, and social strategies is related to greater L2 proficiency and self-efficacy, over time there might be less need for affective strategies as learners progress to higher proficiency”. This makes sense if we consider that tenth semester students have already gone through a long-lasting learning process and should have increased their proficiency levels at the end of the career.

The next step of the analysis considered the scores of each type of strategy registered in each semester to establish a tendency and better appreciate the strategy use behavior over time (see graphs 4 and 5).



Graph 4. Distribution of strategy use in english courses in Popayán

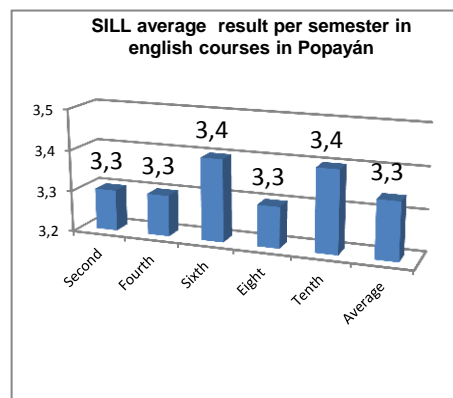


Graph 5. Strategy use tendency in English courses in Popayán.

Additionally, it revealed that four out of six types of strategies (Memory, Cognitive, Compensation and Metacognitive) increased the strategy use rates;

the other two types of strategies (social and affective) presented a detriment. After analyzing this behavior, a general tendency of strategy use to increase over time was identified. (see graph 5). On this account it is worth to mention that the increase of learner strategies use rate frequency perceived in the tendency is only of 0.1 in a scale of 1 to 5 which is not a significant increase if we consider that academic requirements increase in each semester, which should be reflected in a significant increase in the ability of mastering the different types of strategies, therefore a possible explanation for this might be that students make use of strategies during the career based on tasks requirements, but ultimately they do not get to fully internalize and master the use of these strategies.

The next graph shows the SILL average result per semester in English courses in Popayan.



Graph 6. SILL average result per semester in English courses in Popayán.

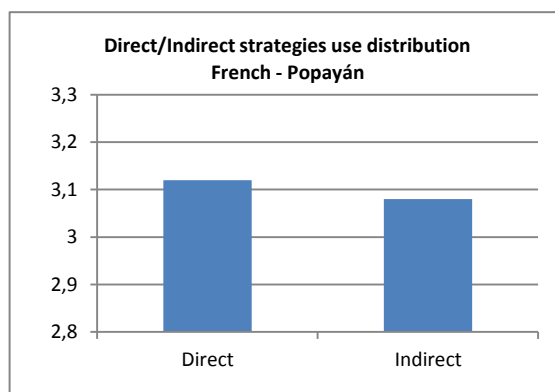
In graph number 6 the final average of each semester can be appreciated individually, showing that there is actually an increase of strategy use rate frequency as it was previously identified with the exception of a drop of eight semester's average rate, this drop could be related to the specific requirements of that semester, in which the focus changes from production to investigation and thus producing a change in the selection of the type of strategy to be used. Next



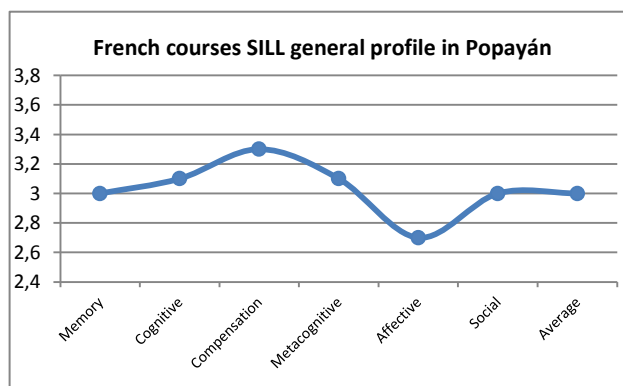
the analysis of the strategy use behavior in French courses in Popayán.

## 9.2. Analysis of the French SILL results in Popayán

This section presents the results of strategy use for French learning in Popayán. First and maintaining the previous analysis scheme, the general behavior of strategy use in French courses was analyzed.



Graph 7. Direct/Indirect strategies use distribution English - Popayán.

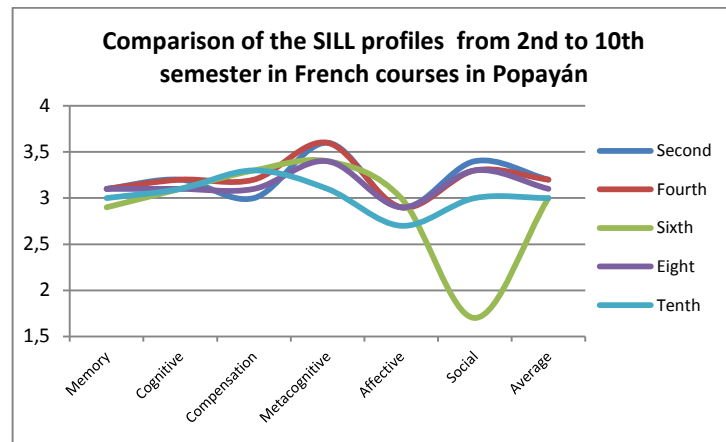


Graph 8. French courses SILL general profile in Popayán.

In this case, results showed that in French courses students tend to use direct rather than indirect strategies (see graph 7), possibly reflecting an increased effort to understand the French language. In the SILL profiles

corresponding to French learning, it can be observed that Metacognitive strategies registered relatively low scores, this could be related either with a difficulty to coordinate the learning process or with the similarity in terms of structure between French and Spanish (students' mother tongue), which would allow them put aside metacognition to focus on the mastering of the other types of strategies. Additionally compensative strategies were identified as the most used type of strategy denoting limitations in knowledge. This specific trait could be related with the fact that most students face the French language with poor or none previous knowledge of it, generating the need for the use of this type of strategies including switching to mother tongue, adjusting the message, coining words or using synonyms to help themselves make up for missing knowledge. In contrast the affective strategies registered the lowest frequency rate with a score of 2.7. Likely to the case of English, the low rates registered in indirect strategies might be an indicator of the difficulties students have to deal with the affective side of learning at the time to face French learning tasks or could be possibly related with higher levels of proficiency according to Mullins (1992), which would not be the case considering that cognitive and memory strategies present relatively inferior rates. The final average of strategy use of the MLP for French learning in Popayán was 3.0 which corresponds to a moderate use of strategies.

Next, a comparative graph presents the SILL general profiles of each semester in French courses.



Graph 9. Comparison of the SILL profiles from 2nd to 10th semester in French courses in Popayán.

In this comparison (see graph 9) it can be observed that all semesters present resembling individual patterns of strategy use, with differences in the scores, but maintaining a general behavior.

Although the general pattern of strategy use in French courses (see graph 8) included low registers in the metacognitive type of strategies, it can be observed in graph number 9 that Second and fourth semesters registered higher use frequencies of Metacognitive strategies which can be related to higher levels of awareness of their cognitive process, something that might be enhanced by different factors, including previous instructional backgrounds, the availability of contents in the mass media or motivational factors (Garrido, 2012).

Affective strategies proved to be the least used type of strategy in all semesters, indicating that MLP students encounter with significant difficulties to manage their affective domain and the different factors involved such as emotions, attitudes, motivation etcetera, at the time of facing language learning challenges in French.

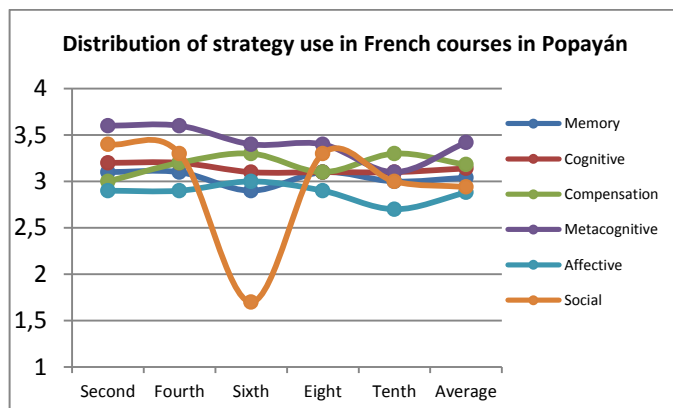
According to different authors (Oxford and Nikos (1989), Okada et al. (1996), Mochizuki (1999), Wharton (2000) highly motivated learners tend to use more types of strategies and more often than less motivated students. If these premise is compared with the results obtained in the MLP in French courses, it

could be said that the difficulties with the affective domain are possibly blocking the effectiveness of the other types of strategies (direct strategies), generating academic progress difficulties. Moreover, compensation strategies were identified as the most used type of strategy for French learning (see graphs 8 and 9), suggesting that there is a significant knowledge gap in French learning that forces students to mainly resort to this kind of strategy.

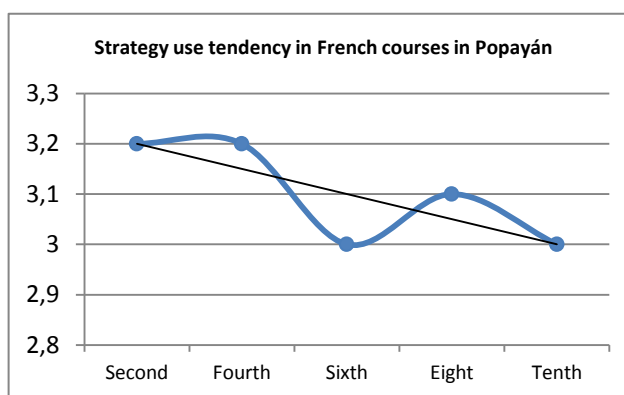
With this comparison (see graph 9), it can be seen that four out of five semesters (2<sup>nd</sup>, 4<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup>) present similar behaviors and rates but only one (6<sup>th</sup>) presents a significant difference in the scores registered for the social type of strategies, with the lowest rate of 1.7. This might be considered as an anomaly since this rate moves out of the pattern, the possible explanations for this might be first, that there was a mistaken interpretation of the inventory items of this specific part, or second, there might be a significant difficulty in this specific semester to engage in meaningful and effective learning experiences with their peers, regarding this phenomenon, further research is recommended.

Graph number 9 showed that there is no specific group standing out over the others in terms of higher rates, on the contrary, tenth semester cohort stands out for having some of the lowest rates (except for sixth semester case). The possible reason for this tendency might be the inclination to use English more often as it is one of the most widely spread and commonly spoken languages, and although French also remains as one the most important languages in the world, the levels of exposition to these languages are very different, therefore, French could be not considered as imperative as English in terms of continuous use.

Following the analysis scheme a detailed perspective of the Distribution of strategy use in French courses in Popayán is presented next.



Graph 10. Distribution of strategy use in French courses in Popayán.

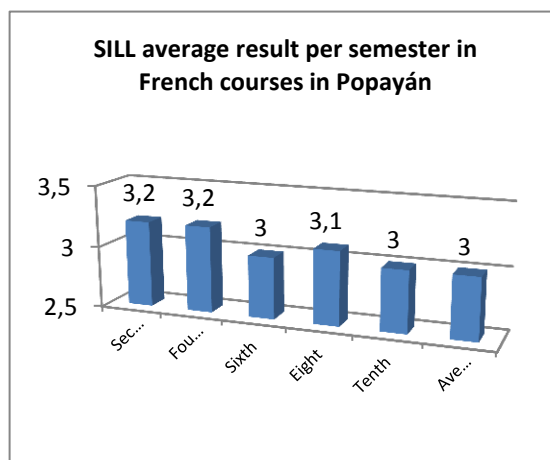


Graph 11. Strategy use tendency in French courses in Popayán

In the case of French, the specific scrutiny of each particular type of strategy in each semester revealed that students do not have a specific inclination to use any given type of strategy (see graph 10), also it can be observed a tendency to a progressive decrease of the strategy use frequency rates over time (see graph 11). In this case five out of six types of strategies presented a detriment of the average use rate, the total detriment of strategy use frequency (0.2) represents a significant decrease in the use of strategies considering that the ideal tendency should be to increase not to decrease.

After the analysis of strategy use in French courses in Popayán it could be said that different factors such as the difficulties to manage negative emotions, students' preferences of language might be holding students' progress back in French learning.

The next graph shows the average result of strategy use in each semester in French courses in Popayán



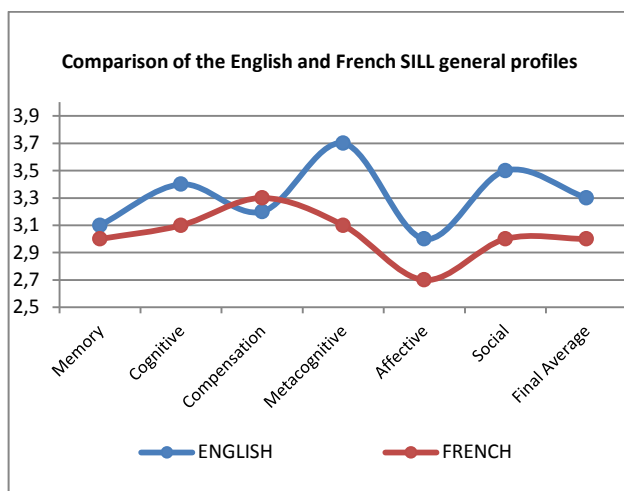
Graph 12. SILL average result per semester in French courses in Popayán.

The results in graph number 12 confirm the progressive decrease of the strategies use rates reflecting the features previously described.

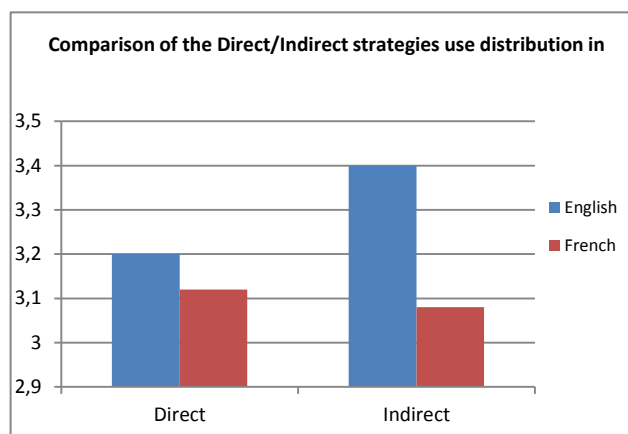
The next part will compare English and French results in Popayán to better evidence the strategy use differences and similarities of strategy use between English and French courses

### 9.3. Comparison of the English and French SILL results in Popayán

The following part of the analysis put in perspective the results obtained in English and French courses in Popayán.



Graph 13. Comparison of the English and French SILL general profiles.



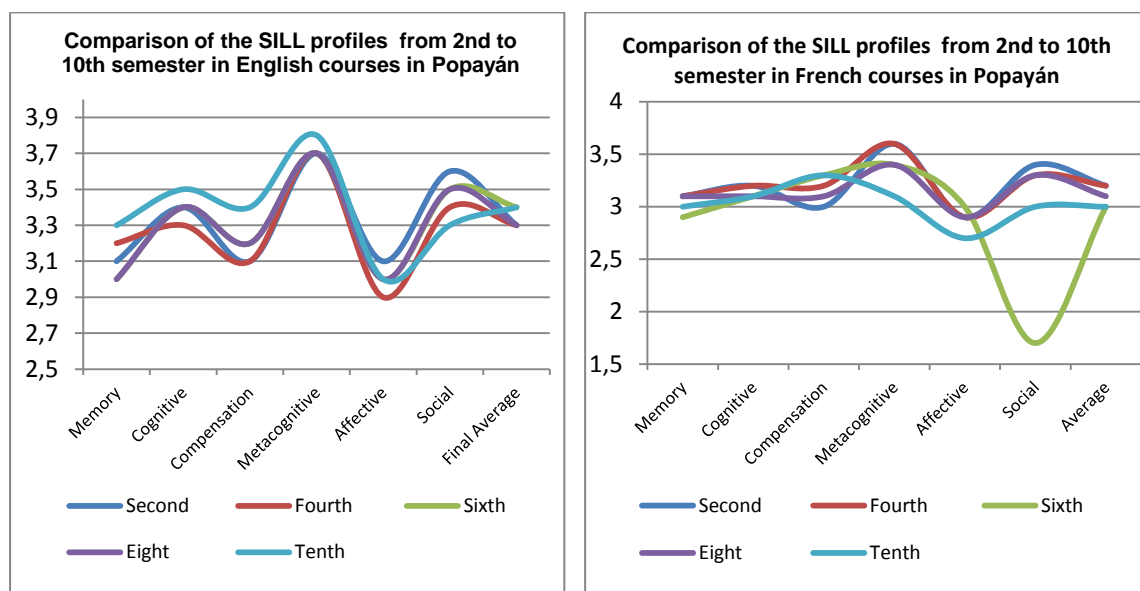
Graph 14. Comparison of the Direct/Indirect strategies use distribution in english and french courses.

First, it can be observed that there is a significant difference between English and French SILL general average scores, it is clear that students present higher strategy use rates in English compared to French courses, which is confirmed by the final score averages; 3.0 for French and 3.3 for English (see graph 13), albeit English rates are not so much higher than French's, it could be said that MLP students make use of strategies more regularly for English learning than for French Learning tasks.

Both results present resembling behaviors with differences in the individual scores but maintaining a general pattern of low use rates of affective strategies

that according to Oxford (1990, p. 140) might significantly affect language learning success because the effectiveness of direct strategies to process language highly depends on the effectiveness of indirect strategies, which are the support for an efficient language learning process.

Additionally, a comparison of the individual SILL profiles of all semesters in English and French learning is presented below.



Graph 15. Comparison of the English and French profiles in Popayán.

Putting aside the low rate registered in social strategies in sixth semester in French, this comparison revealed several similarities and some differences about the way students make use of strategies in Popayán (see graph 15). One of the first things that can be highlighted is that data present slightly similar patterns in English and French with some specific characteristics than can be considered. First, both English and French present high rates in metacognitive strategies evidencing that most MLP students are aware of their learning process and try to coordinate it by planning and evaluating their learning tasks.

The affective type of strategies proved to be the least used type of

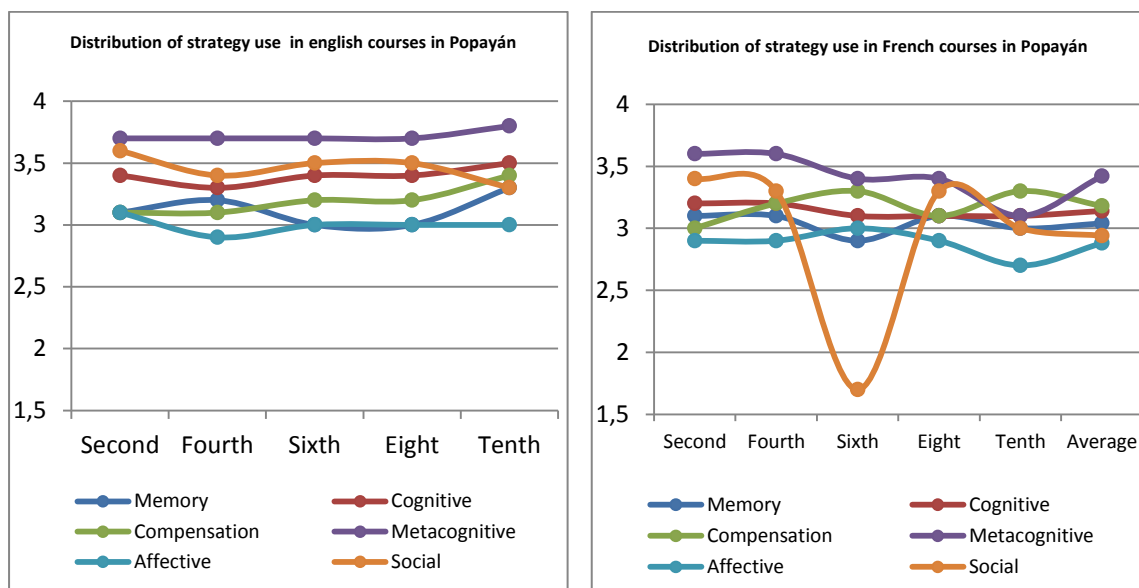


strategies both in English and French, this might indicate that MLP students face significant difficulties to manage their affective domain and the different factors involved (emotions, attitudes, motivations, values, self-esteem, anxiety, cultural shock, inhibition, risk taking or tolerance to ambiguity) and as it has been previously mentioned the affective side of the learner is one of the most important factors affecting language learning success or failure (Oxford 1990, p. 140); Oxford states that negative feelings can "stunt" progress, and on the contrary positive emotions and attitudes can make language learning more effective and enjoyable. Therefore, if there's a low use of affective strategies to manage emotions, students would experience a setback in language learning success at the time of facing learning challenges.

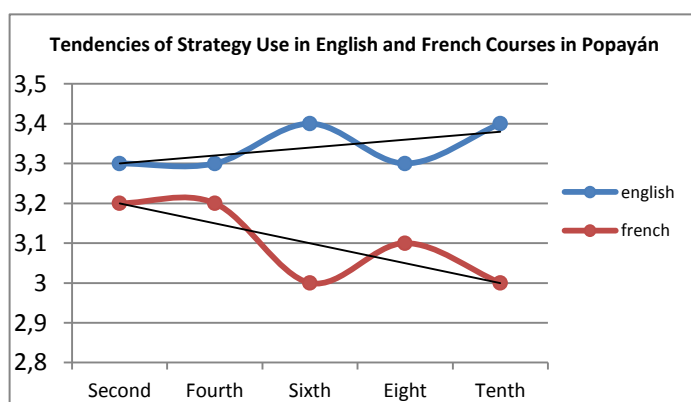
One of the factors that could be considered as relevant to try to explain these behaviors is the fact that "learners are frequently forced to perform in a state of ignorance and dependence in front of their peers and teacher" (Oxford, 1986, p. 142), and this produces high levels of anxiety in the students, and according to Oxford, overly anxious students are likely to be inhibited and unwilling to take risks, thus explaining the difficulties to correctly confront learning tasks and therefore delaying the language learning process.

When considering the significant, positive, and immediate effect of indirect strategies use on direct strategies it is important to analyze and establish which factors are influencing the affective domain and the use of affective strategies, and thus take action to counteract the negative effects on language learning.

The next part will set a comparison between strategy use distribution in English and French courses in each semester (see graph 16).



Graph 16. Comparison of English and French courses strategy use distribution in Popayán.

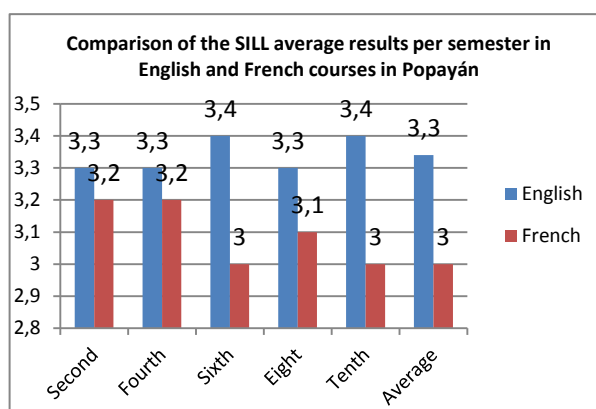


Graph 17. Tendencies of Strategy Use in English and French Courses in Popayán.

When contrasting the results of each type of strategy in each semester it can be observed that there are clear tendencies of strategy use in each of the target languages (see graph 17). While in English the tendency of strategy use is to increase, in French courses the tendency is to decrease showing an improvement in the mastering of strategies for English learning at the end of the career in contrast to French. Also, as it has been previously mentioned the scores of strategy use registered in English courses were higher than in French courses (see graph 16), which might be the support for the assumption that there is a

tendency to use strategies more often for English learning than for French learning among MLP students. Although strategy use frequencies are different in English and French some specific similarities can be identified, as it is the inclination to use Metacognitive strategies over the other types, denoting high metacognitive awareness of their process; also, it can be noticed that the less used type of strategy in both English and French is the affective type of strategies.

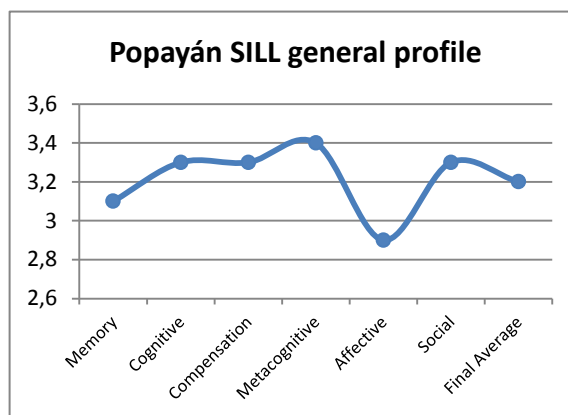
In spite of the differences between the data, the only behavior that could be considered as anomalous is that of social strategies in sixth semester in French, since it separates from the general pattern and goes down to a rate way below average.



Graph 18. Comparison of the SILL average results per semester in English and French courses in Popayán.

Bar chart number 18 allows to appreciate the tendencies already mentioned. Which first stands out in this graph is that in English courses students present a greater strategy use than in French courses, reflected in the final general averages, 3.3 for English courses and 3.0 for French courses. Also it can be observed that in English courses the rates range is maintained on a relatively even level from second to tenth semester, while French courses present a decrease of the strategy use rates over time.

Condensing all the characteristics of strategy use of each cohort allowed to establish a general pattern of strategy use in Popayán, which is presented below.

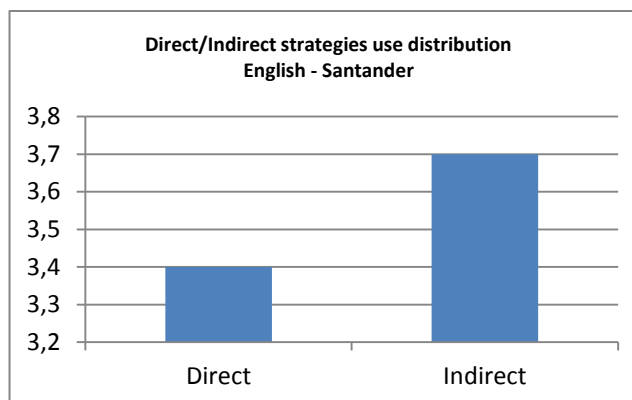


Graph 19. Popayán SILL general profile.

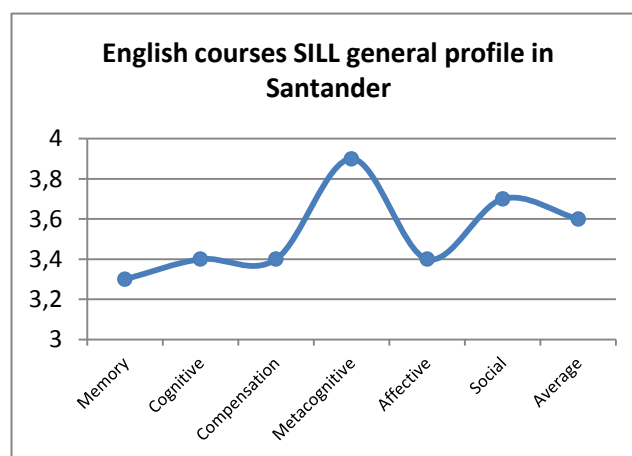
In this SILL profile corresponding to the strategy use behavior in Popayán it can be clearly observed that the most outstanding traits are the high metacognitive awareness of the learning process and the low rates registered in the affective type of strategies as it has been evidenced in the previous analysis. Also this profile evinced relatively low rates in the use of memory-related strategies which might affect the ability to retrieve and store information. Here it is worth to emphasize that the low scores registered in some of the different types of strategies could be higher than they are with the aid of a successful display of the affective type of strategies that might be enhanced with a proper instruction. For a more detailed review on strategy based instruction (SBI) see Hassan et al (2005), Rubin (2013).

#### 9.4. Analysis of the English SILL results in Santander

After analyzing the case of Popayán the same scheme will be used to describe the strategy use features in English and French courses in Santander.



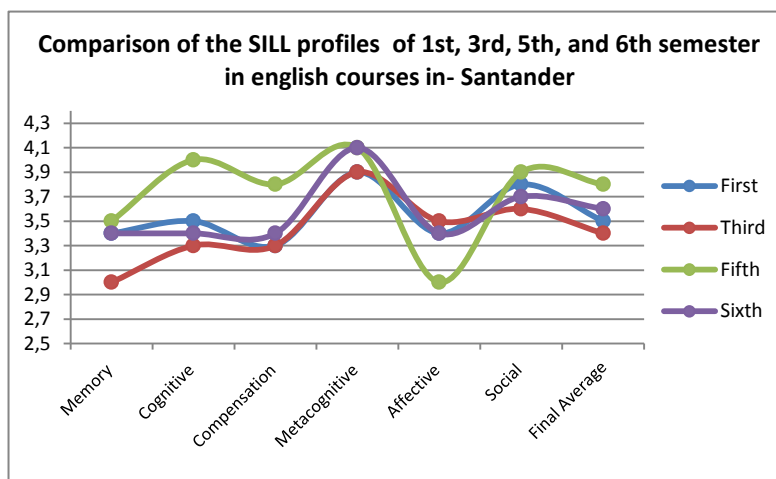
Graph 20. Direct/Indirect strategies use distribution in English courses in Santander



Graph 21. English courses SILL general profile in Santander.

In the first graph of this section (see graph 20), it can be observed that there is a students' trend to mainly use indirect strategies, however it can also be observed that the affective domain, although it is also part of the indirect strategies, present lower frequency rates (see graph 21) and as it has been described before the use of indirect strategies is directly linked to the direct strategy use and efficacy and therefore linked to language proficiency. The general average of strategy use frequency registered for the E-FMLP in English courses in Santander was 3.6 which indicates a frequent use of strategies according to the established ranges. (see table 3)

The next graph shows a comparison of the SILL general profiles in English courses of each semester in Santander.

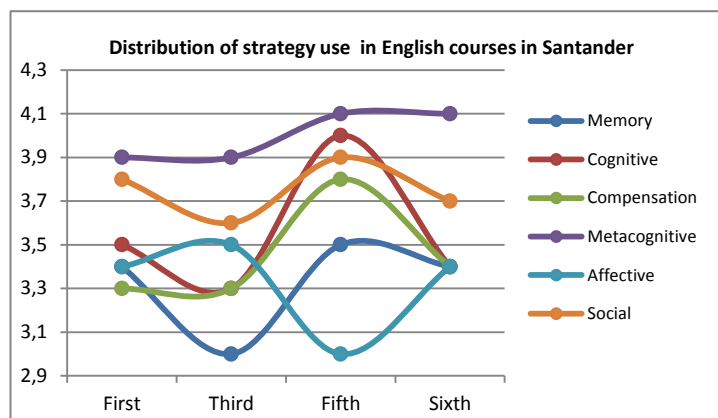


Graph 22. Comparison of the SILL profiles of 1st, 3rd, 5th, and 6th semester in english courses in- Santander.

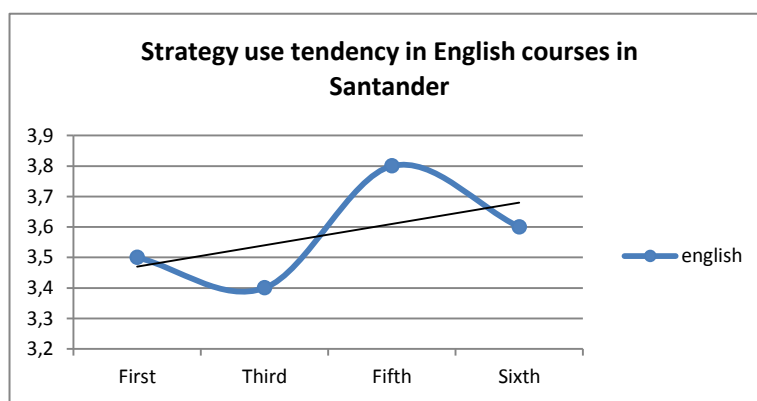
In this comparison (see graph 22) it can be identified more specifically the patterns previously mentioned, these patterns include an inclination to use the metacognitive type in the group of indirect strategies and the cognitive type in the group of direct strategies. Data showed that affective strategies presented low scores in each of the semesters, a phenomenon that has been evinced in previous sections of this analysis. Additionally, it was identified that fifth semester results do not correspond to the patterns above mentioned, since this particular semester registered high strategy use rates in direct strategies despite the lower rate registered in the use of affective strategies. This particular behavior may coincide with Mullins' findings which state that at higher proficiency levels these types of strategies are no longer needed Mullins (1992) as cited by Oxford (1990), this might also indicate that the students of this particular semester manipulate strategies in more efficient ways.

The following graph displays the distribution of strategy use in English

courses in Santander.



Graph 23. Distribution of strategy use in English courses in Santander.

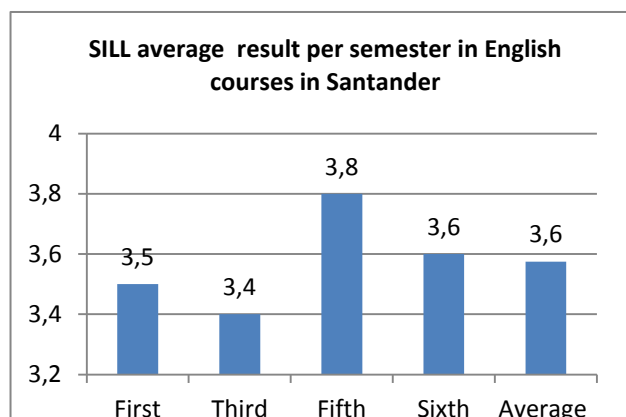


Graph 24. Strategy use tendency in English courses in Santander.

After analyzing the behavior of the individual scores of each type of strategy and establishing the tendency, it is clear that there is an inclination to mainly resort to metacognitive strategies in all semesters and difficulties to recall information in third semester. (see graph 23). Here it can also be observed the case of Although the general tendency of strategy use is to increase (see graph 24), the individual data of each type of strategy (see graph 23) show that only two of the strategies increased the use rates, the other types of strategies either diminished their use rates or just maintained, the fluctuations registered in third and fifth

semesters might be the reason for the non-significant increase in the general tendency.

The next graph shows the average result of strategy use in each semester in English courses in Santander, also including a general average for English courses



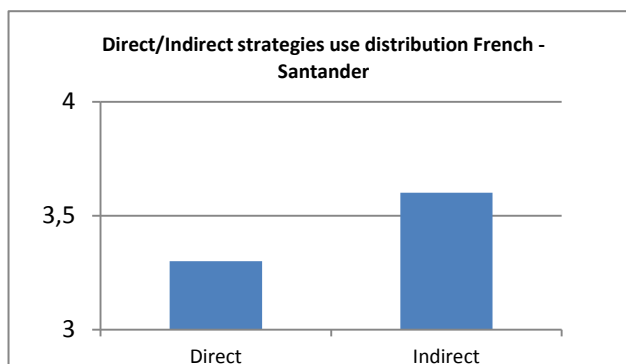
Graph 25. SILL average result per semester in English courses in Santander.

Relating data in graph 25 with the general tendency in English courses in Santander it can be observed that in spite of the generalized use of strategies, and the tendency to increase the use rates there is not a continuous increase due to the fluctuation registered in some of the cohorts. This could be related with the lack of strategy instruction which is at the same time the reason that could force students to make use of the different types of strategies based on task demands and not based on a proper selection of strategies which would cause strategies effectiveness and language proficiency to increase.

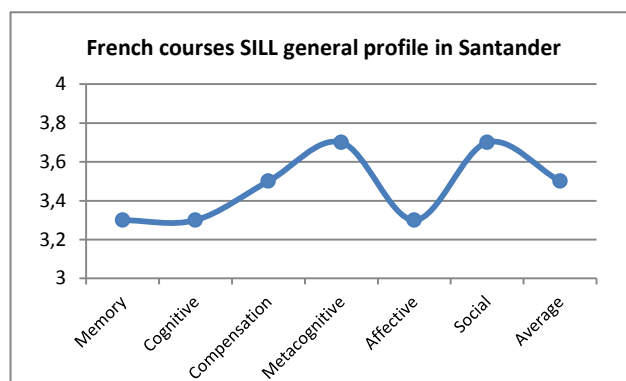
## 9.5. Analysis of the French SILL results in Santander



This section presents the results of strategy use obtained in French courses in Santander



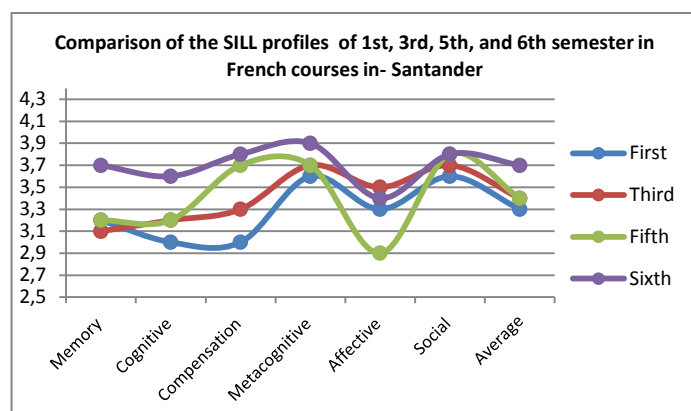
Graph 26. Direct/Indirect strategies use distribution in French courses in Santander.



Graph 27. French courses SILL general profile in Santander.

In French courses students showed a predilection for indirect strategies (see graph 26). Strategy use frequency in French courses presented low rates in the affective type of strategies, as well as memory and cognitive strategies. Compensative strategies were the most used direct strategy. The general average of strategy use frequency for the MLP in French courses in Santander was 3.5, which corresponds to a frequent use of strategies according to the scale proposed by Oxford (see table 3)

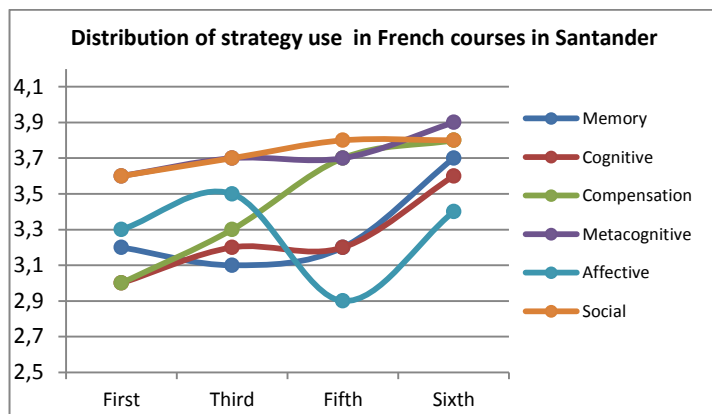
The next part presents a comparative graph of the SILL general profiles of each semester corresponding to French courses.



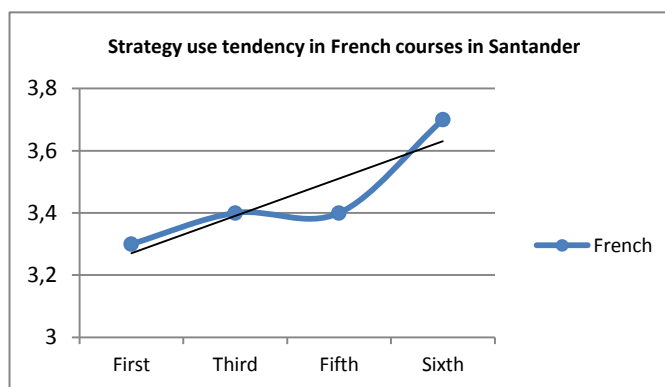
Graph 28. Comparison of the SILL profiles of 1st, 3rd, 5th, and 6th semester in French courses in- Santander.

The comparative analysis of the use rates of each type of strategy (see table 28) showed that most semesters share similar patterns of strategy use except for fifth and sixth semesters. Analyzing the behavior of fifth semester, it showed a significant difference in the scores registered for affective strategies, presenting the lowest score of all types of strategies in all semesters, with a rate of 2.9. The possible reasons for this irregularity in the pattern, could be either a misguided interpretation of the inventory statements in this specific section or that this is an evidence of Mullin's findings which relate the low use of affective strategies to high proficiency levels. Another behavior different from the general pattern is that of sixth semester, which might be a better example of Mullins claims since fifth semester behavior presents high rates of strategy use frequency in the direct group of strategies in spite of the relatively low rates registered in the affective domain.

The following part presents the distribution of strategy use in French courses in Santander and the general tendency.



Graph 29. Distribution of strategy use in French courses in Santander.



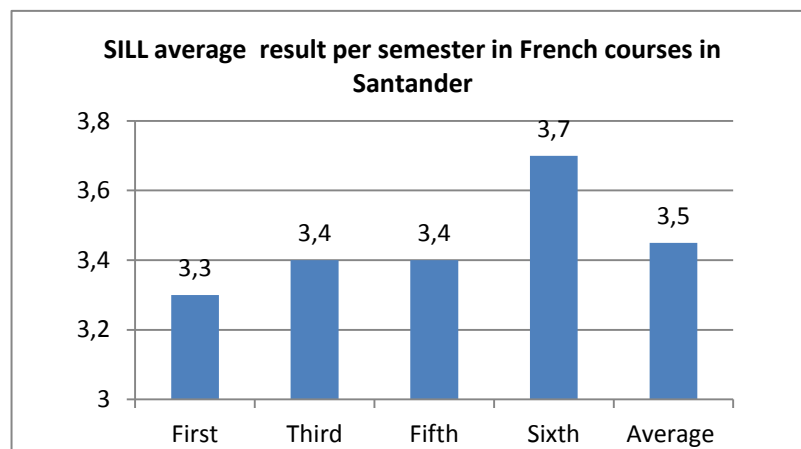
Graph 30. Strategy use tendency in French courses in Santander.

For French, the analysis of each particular type of strategy in each semester supports the previous statements related with the preference for Metacognitive strategies and the low rates in the affective type of strategies, in this particular case, all six types of strategies registered a use rate increment. (see graph 29). This increment results in a general tendency of the frequency of strategy use to increase over time (see graph 30).

This tendency, does not present significant fluctuations, on the contrary it presents a continuous increase of the strategy use rates, this might indicate that in Santander French courses the assimilation of strategies is occurring immersed in different dynamics which are promoting the appropriate use of strategies, this may be a support for previous assumptions of this research which state that potential

training in strategy use could increase the performance in language learning and therefore making the language learning tasks manageable and enjoyable in order to make the most of the learning process an increase new input assimilation rates.

Continuing with the analysis, the next graph presents the final average of strategy use of each semester, as well as an average indicator for the E-FMLP in French. (see graph 31)

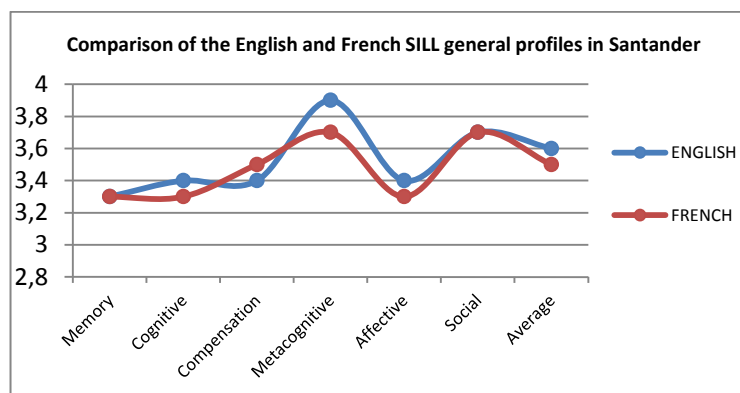


Graph 31. SILL average result per semester in french courses in Santander.

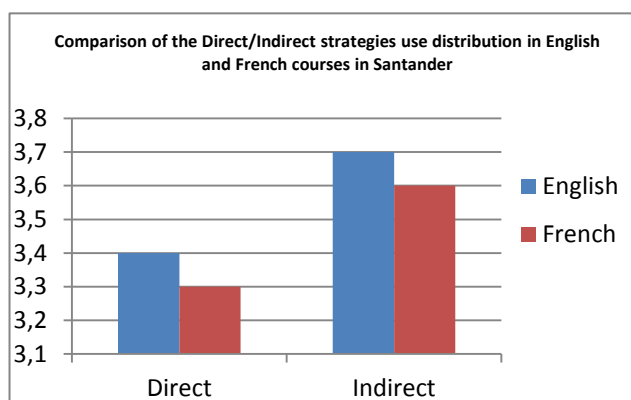
Here again can be observed the increasing strategy use tendency. It could be inferred that this behavior corresponds to an ideal setting in which students progressively acquire the expertise to manipulate the strategies, and this could be directly reflected in the academic performance, which is one of the main claims in language learning strategy research. Finally, French courses in Santander registered an average score of strategy use of 3.5.

## 9.6. Comparison of the English and French SILL results in Santander

In this part of the chapter the differences and similarities between English and French courses will be analyzed.



Graph 32. Comparison of the English and French courses SILL general profiles in Santander.

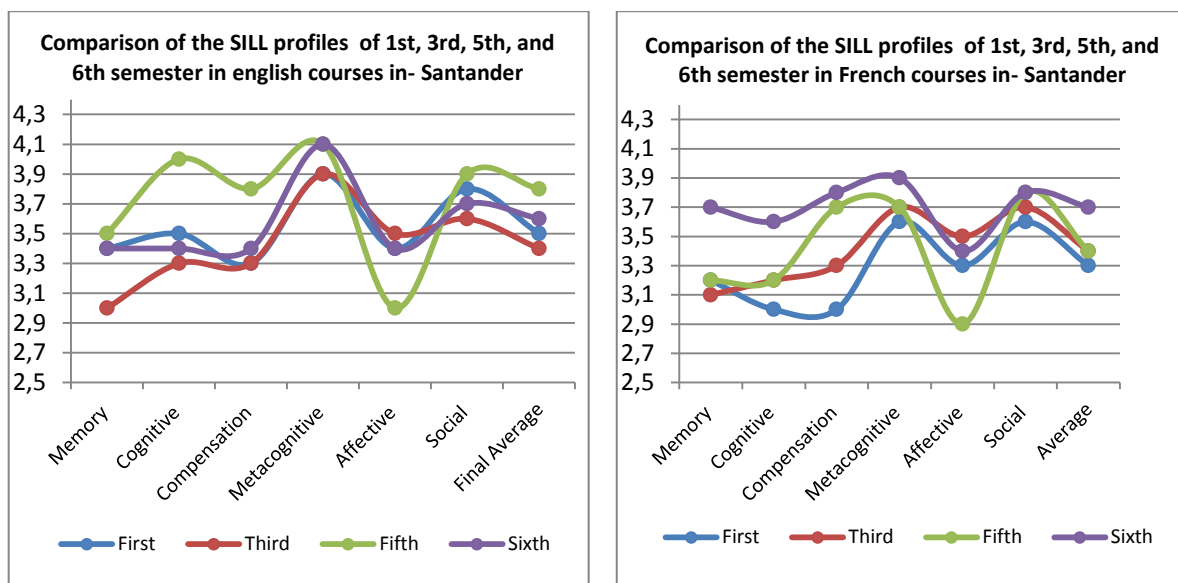


Graph 33. Comparison of the Direct/Indirect strategies use distribution in English and French courses in Santander.

In the comparison of graph 32 it can be observed first, that English courses present a final score higher than French courses, although it is not a considerable difference. Also, regarding the similarities it is clear that both courses (English and French) share the same pattern, which is similar to the patterns identified in earlier sections of this analysis, and again this pattern shows low registers in the affective type of strategies, as well as low registers in the complete group of Direct strategies, also the comparative graph of the direct/indirect strategies use frequency distribution (see graph 33) makes more evident the trend to use indirect strategies to plan and evaluate learning.

Next a comparison of the individual SILL results of all semesters in English

and French in Santander was established.

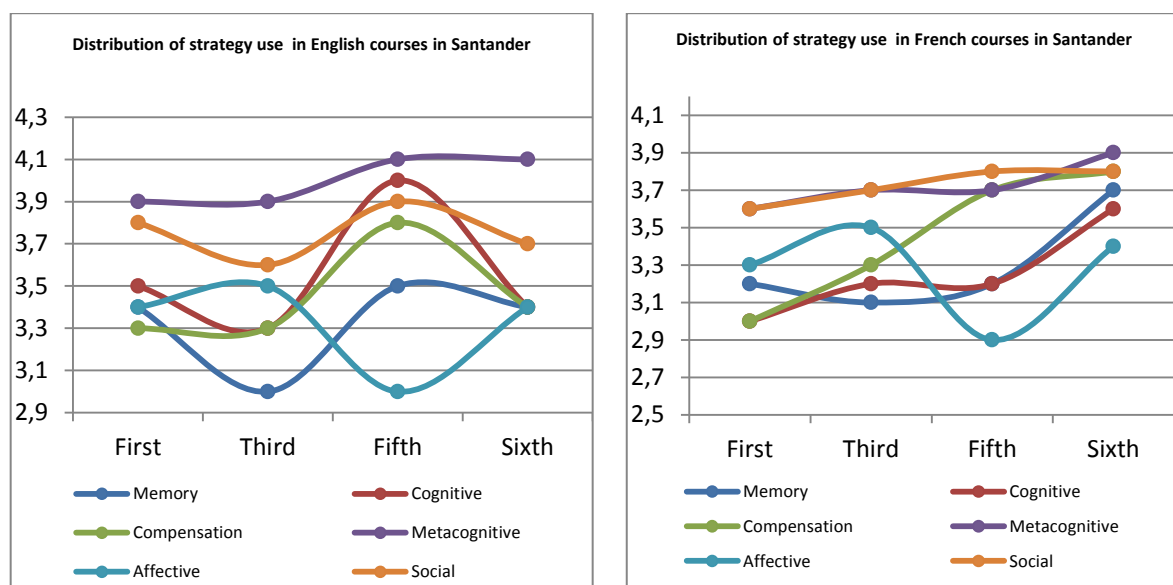


Graph 34. Comparison of English and French courses strategy use distribution in Popayán.

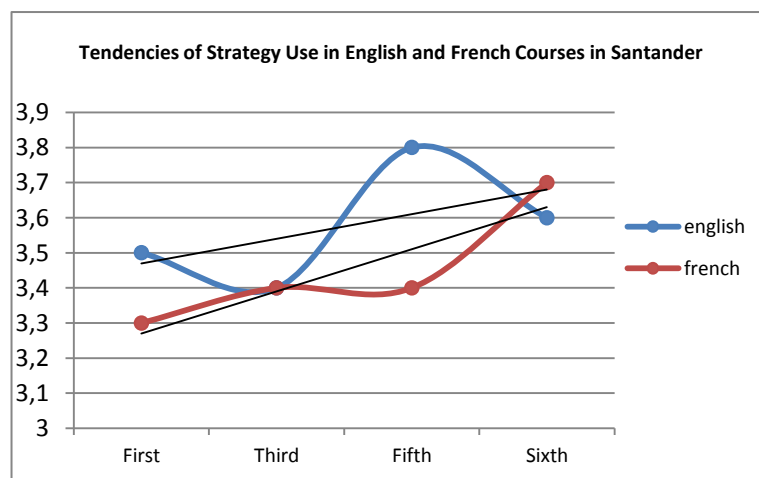
In this comparison (see graph 34), although it might not be clear at first sight, all individual patterns correspond to the general pattern previously described, what is to note here is the scores corresponding to fifth semester both in English and French. Fifth semester specific traits are a possible example of one the cases identified through the analysis, in which the low rates of affective strategies might indicate higher proficiency levels. Another example of this could be the pattern registered in sixth semester in French courses which could be even clearer. These characteristics of strategy use, would also suggest that there is an increased level of mastering of the strategies, higher levels of awareness of the learning process, and conscience of the possible positive influence of an assertive use of strategies on the communicative competence overall in certain groups either in English or French courses, which is reflected in their higher scores of strategy use frequency.

The next graph portrays the E-FMLP use frequency of each type of strategy

in English and French courses in Santander.



Graph 35. Comparison of English and French courses strategy use distribution in Santander.

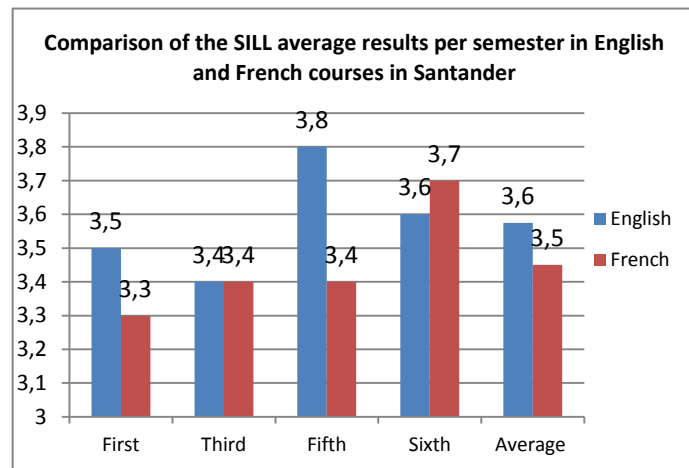


Graph 36. Tendencies of Strategy Use in English and French Courses in Santander.

The comparative analysis of each type of strategy in each course (see graph 35), corroborates the features previously described, on one hand the higher rates in the use of metacognitive strategies and on the other hand the significant low rates scored in the affective type of strategy, also a comparison of English and French strategy use tendency in Santander cohorts was established (see graph 36). This

tendency shows that both English and French courses registered an increase of the strategy use rates, the most likely explanation for this might be that, Teaching/learning dynamics in Santander include somehow a basic instruction on learning strategies which is promoting and enhancing strategy use.

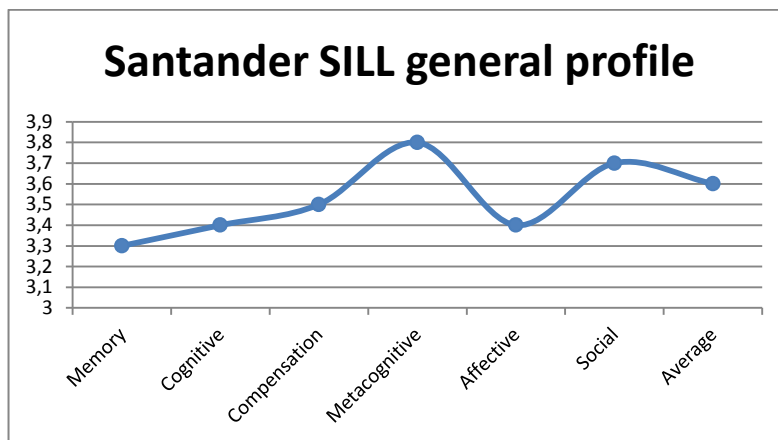
To conclude the analysis of Santander strategy use frequency, the next graph (see graph 37) shows the final averages of strategy use per semester both in English and French courses.



Graph 37. Comparison of the SILL average results per semester in English and French courses in Santander.

When compared side to side, these final averages revealed that fifth and sixth semesters register the highest strategy use frequencies, suggesting that at higher levels of the career there are also higher levels of strategy use awareness and mastering of these strategies. Also, if these results are set in the scale of frequency of use of strategies, it can be noted that English courses final average (3.6) is superior to that of French courses (3.5), but although this subtle difference in the scores, both of them could be considered high rates according to Oxford's scale (see table 3).



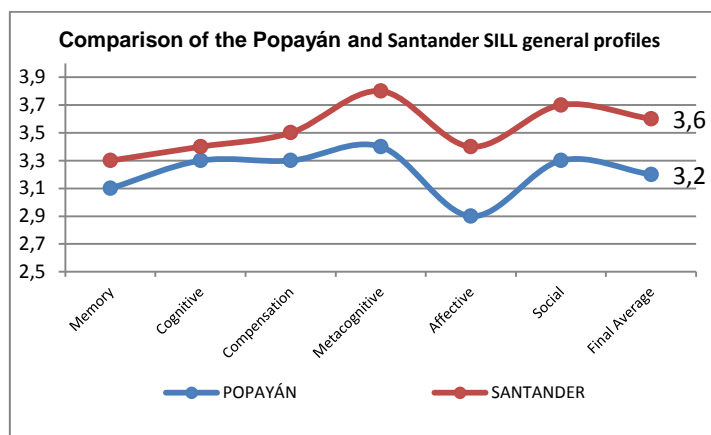


Graph 38. Santander SILL general profile

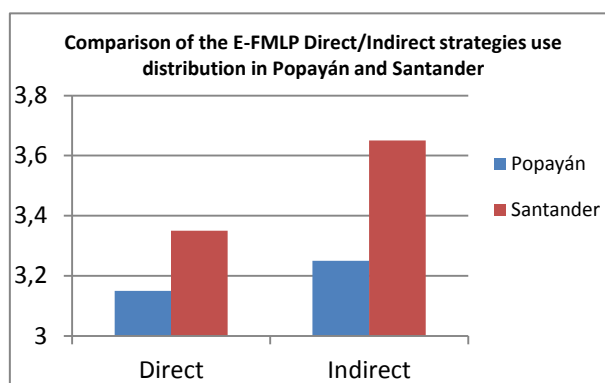
In this SILL profile (see graph 38) corresponding to the strategy use behavior in Santander it can be observed that the most outstanding traits regarding strategy use are the high metacognitive awareness of the learning process and the low rates registered in the affective type of strategies. Also memory related strategies evinced lower rates than every other type of strategy indicating difficulties to store and retrieve information.

### 9.7. Comparison of Popayán and Santander overall data

In the first graph of this section (see graph 38), the resemblances in the patterns of strategy use between Popayán and Santander cohorts are remarkable, according to the direct/indirect use distribution (see graph 39) students registered a more frequent use of the Indirect type of strategies than the direct type, both in Popayán and Santander.



Graph 39. Comparison of the Popayán and Santander SILL general profiles.



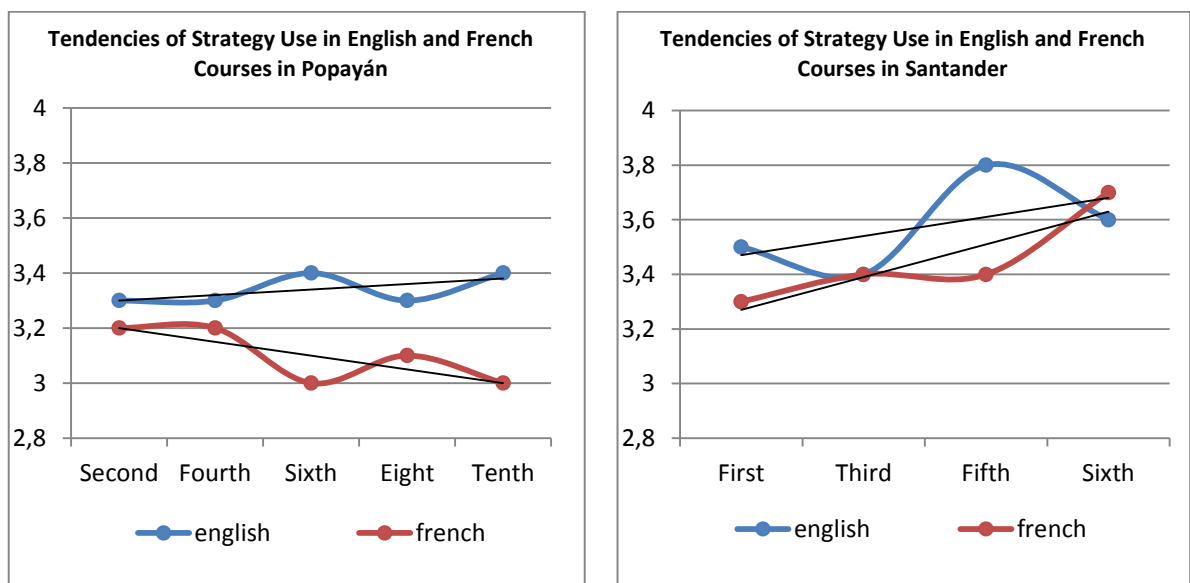
Graph 40. Comparison of the E-FMLP Direct/Indirect strategies use distribution in Popayán and Santander.

Both Santander and Popayan registered high use rates in the Metacognitive strategies, and low rates in the affective type of strategies (see graph 39). This behavior may indicate that students do have metacognitive awareness of their learning process, that is to say, they recognize their actions and objectives and have the ability to orchestrate strategies to assess the overall process and meet their objectives, but at the same time the low registers of use of strategies to deal with the affective domain and the many factors involved (Brown, 2005. p. 23), may be a representation of considerable difficulties of E-FMLP students to deal with these factors. Considering the affective filter hypothesis (krashen 1982) which states that, “learners’ emotions and attitudes can act as a filter which slows down the acquisition

of language”, it could be said that the difficulties to deal with the different factors of the affective domain, (i.e. anxiety, motivation) might be blocking language development in the program. Then the promotion of affective strategies use might improve the development of the different types of strategies and their effectiveness, therefore improving language proficiency and communicative competence.

Another feature that can be observed in graph number 39 is that Santander cohorts registered higher rates of strategy use in all types of strategies compared to Popayán, this suggests that although there is a resemblance in the general pattern there are differences in the strategy use in Santander and Popayán, this could be an indicator that Santander students orchestrate and deploy strategies in a more efficient way than Popayán students and according to Anderson (2002 p. 4) “The ability to coordinate, organize, and make associations among the various strategies available is a major distinction between strong and weak second language learners”.

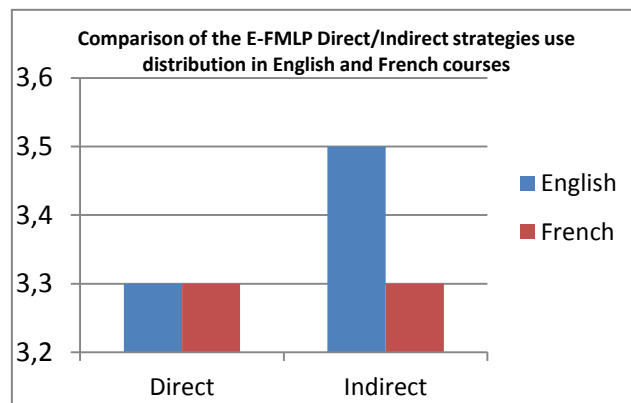
With regard to the general tendencies identified in Popayán and Santander cohorts it is clear that in spite of the similarities in the general patterns of strategy use there are also differences.



Graph 41. Comparison of the tendencies of strategy use in English and French courses in Popayán and Santander.

First, the tendencies of strategy use in Popayan show that strategy use rates tend to increase in English courses contrary to French in which there is a progressive decrease of these rates (see graph 41), suggesting that in Popayan students tend to put the French language aside to focus more on the development of their English skills. The tendencies identified in Santander cohorts indicate that strategy use rates increased in both languages, this might be associated with the possible difference of strategy instruction between Popayán and Santander mentioned before. Based on this, it could be inferred that the students in Santander have different instructional backgrounds, from those of Popayán students.

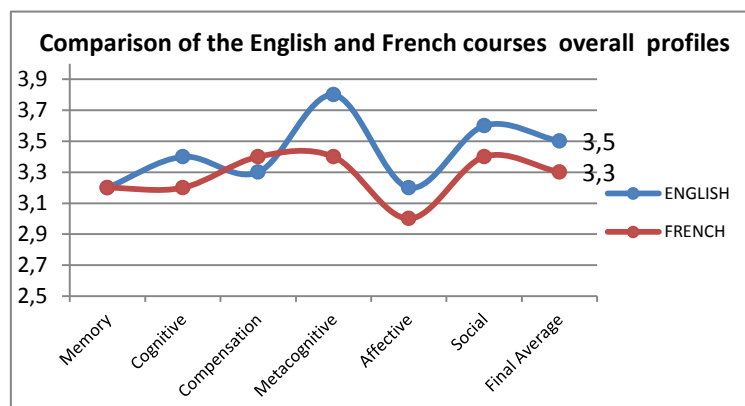
Here it should be noted that English courses presented higher rates both in Popayán and Santander (see graph 41). These higher rates may be related with the characteristics of the target languages in terms of structure, meaning that students encounter with more difficulties to process English language structures since they are completely different from Spanish's, which leads them to use a wider variety of strategies, contrary to French which is more related with Spanish structures, which would be reflected in a lesser effort to process language. (see graph 42).



Graph 42. Comparison of the E-FMLP Direct/Indirect strategies use distribution in English and French courses.

## 9.8. Analysis of the overall results of strategy use in English and French courses.

After considering the characteristics of strategy use in Popayán and Santander cohorts, the behavior of strategy use in English and French courses will be analyzed.



Graph 43. Comparison of the English and French courses overall profiles.

Putting in perspective the results obtained in both courses (English French) (see graph 43), it can be observed a clear tendency of MLP students to use strategies in a more regular basis in English courses than in French courses. Results show that for English courses students registered higher use rates of metacognitive and social strategies, which would represent an increased ability to monitor and assess their English learning process, this difference regarding metacognitive awareness might be directly related with the differences in terms of structure between the two languages mentioned above.

This metacognitive awareness along with the ability to establish meaningful social interactions, reflected in the high rates of the social type of strategies, may suggest that English assimilation rates are higher in English courses, this could be supported by the higher rates of cognitive strategies registered in English courses.

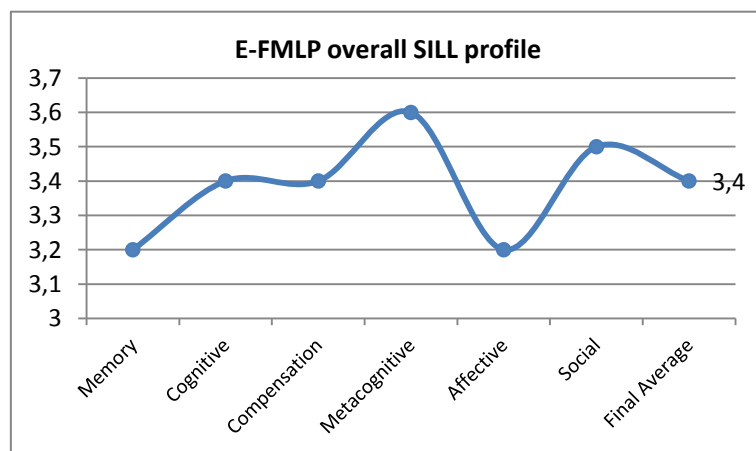
As it was formerly described the use of affective type of strategies present low rates in Popayan and Santander, in graph number 43 it can be observed the specific

rates of this type of strategy registered in each language. The lower rates of affective strategies in French could indicate that the level of difficulty to deal with the affective domain factors is higher in French courses.

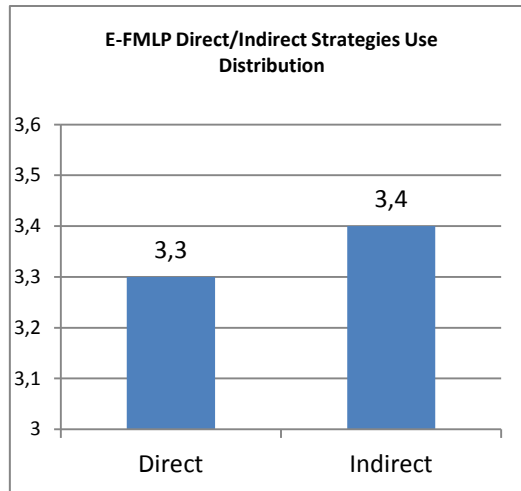
In the case of French, it can also be observed that compensation strategies play a more important role for students than they do in English courses, suggesting that there is an increased difficulty to fill French knowledge gaps, also cognitive strategies reported lower rates compared to English's as it has been previously addressed. This combination of strategy use features, added to the low rates of affective strategies, may denote that French language assimilation rates could be lower than English's

Here it is worth saying that due to a possible lack of instruction in the use of strategies students could be using strategies intuitively, that is to say, students are probably using the strategies only based on demands and not based on a proper selection of patterns and the relevance of the selected strategy for a given language learning task.

### 9.9. Analysis of the overall E-FMLP strategy use.



Graph 44. E-FMLP overall SILL profile.



Graph 45. E-FMLP Direct/Indirect Strategies Use Distribution.

The final set of graphs (see graphs 44, 45) present the average strategy use rates for the entire E-FMLP.

Graph number 44 confirms the patterns that were found in the previous analysis. Then it could be said that MLP students have high levels of metacognitive awareness, which are related with high proficiency levels, but in this case in spite of the high metacognitive awareness, the difficulties to deal with the affective domain seem to be holding students' progress back.

Although the E-FMLP students reported higher use frequency of indirect strategies (see graph 45) and specifically of the Metacognitive type, the affective part of learning seems to be the determinant factor affecting language development.

## 10. CONCLUSIONS

As stated in the objectives, this research study characterized E-FMLP students learning strategies and in so doing contribute to the strengthening of educational processes in the E-FMLP. After the analysis of the gathered data the following conclusions were drawn:

- Strategy use was successfully recorded with the aid of the SILL.
- The E-FMLP students make use of the different types of strategies in a continuous basis although they appear to be used intuitively which might be related with a lack of strategy instruction.
- There is evidence that supports the tendency to use indirect strategies of the metacognitive and social types, the evidence also showed a generalized tendency to use strategies with a higher frequency in English courses than in French courses, suggesting either a preference for the English language or an increased difficulty to process English structures.
- Teachers learning expectations could be demanding specific types of strategies.
- A significant difference between strategy use frequency registers in Popayan and Santander was identified, this may suggest that Santander students receive, are receiving, or have previously received strategy instruction, or, that teaching/learning dynamics in Santander are different from those taking place in Popayán.
- Considered one the most relevant findings of this research, the affective



strategies registered low rates in all courses of the E-FMLP, this lesser use of these type of strategies might be influencing the appropriate selection and deployment of language learning strategies and therefore affecting the overall learning process.

- It is clear that affective strategies use should be promoted since the use of these type of strategies would allow the development of the other types of strategies.

## **11. RECOMMENDATIONS FOR THE E-FMLP**

- It is advised that students increase their level of awareness of Language Learning Strategies in order to increase their autonomy and proficiency levels and fortify the learning process
- Professors are advised to be aware of their own learning strategies in order to better comprehend how to use them and the possible benefits, and also to provide a proper guide to students in this matter.
- Further research on language learning strategies should be carried out inside the E-FMLP, especially on the affective factors involved in language learning and how to deal with them to improve strategy use and language proficiency.
- Specific strategy instruction should be integrated to the E-FMLP curriculum to provide students with tools to manage their language learning tasks.
- Considering that this research includes an Excel template that can help collect and process data, it is advised that the E-FMLP periodically develop research on language learning strategies, specially the first semesters of the

program, in order to obtain a comprehensive mapping of the strategies students are using at the beginning of the career, and therefore be able to improve the use of this strategies to ultimately improve language proficiency and communicative competence.

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### 13. APPENDIX

#### Appendix 1 Strategy Inventory for Language Learning Version 7.0 (ESL/EFL)

<b>Fecha:</b>		<b>Semestre:</b>		<b>Código</b>	
<b>Nombre:</b>					

Estimado(a) Estudiante,

Por favor, lea cuidadosamente cada una de las posibles situaciones dadas a continuación que tienen que ver con el uso de estrategias para el aprendizaje de lengua extranjera (**Inglés**). Responda en términos de que tan bien el enunciado describe sus acciones. No responda como cree que tiene que ser, o lo que cree que la gente haría. No hay respuestas correctas o incorrectas para estos enunciados. Los datos personales aquí consignados serán mantenidos en reserva y las respuestas serán utilizadas para propósitos investigativos en el Departamento de Lenguas Extranjeras de la Universidad del Cauca y en particular los establecidos en el proyecto de grado titulado “*CHARACTERIZING STUDENTS’ LANGUAGE LEARNING STRATEGIES IN THE ENGLISH AND FRENCH MODERN LANGUAGES PROGRAM IN POPAYÁN AND SANTANDER*” desarrollado por los estudiantes Paul Lara Valdés y Javier Torres del Programa de Licenciatura en Lenguas Modernas Inglés-Francés de la sede de Popayán. Apreciamos el tiempo dedicado para responder de manera sincera y espontánea estas situaciones.

Nº	SITUACIONES PARTE A	Nunca	Rara vez	A veces	Con frecuencia	Siempre
1	Hago relaciones entre lo que sé y las cosas nuevas que aprendo en <b>inglés</b> .					
2	Uso palabras nuevas en una oración de manera que pueda recordarlas.					
3	Conecto el sonido de una palabra nueva en inglés con una imagen de la palabra para ayudarme a recordarla.					
4	Recuerdo una palabra nueva en inglés creando una imagen mental de una situación en la cual la palabra podría ser usada.					
5	Uso rimas para recordar palabras nuevas en inglés.					
6	Uso <i>flashcards</i> para recordar palabras nuevas en inglés.					
7	Represento físicamente las palabras nuevas en inglés.					
8	reviso las lecciones.					
9	Recuerdo palabras o frases en inglés recordando su lugar en la página o el tablero.					

N°	SITUACIONES PARTE B	Nunca	Rara vez	A veces	Con frecuencia	Siempre
10	Digo o escribo palabras en inglés varias veces.					
11	Trato de hablar como los hablantes nativos.					
12	Practico los sonidos en inglés.					
13	Uso palabras que conozco en inglés de diferentes formas.					
14	Empiezo conversaciones en inglés.					
15	Veo programas de televisión o películas habladas en inglés.					
16	Leo por placer en inglés.					
17	Escribo notas, mensajes, cartas, o reportes en inglés.					
18	Primero leo rápidamente y después vuelvo atrás y leo detenida y cuidadosamente.					
19	Busco palabras en mi propia lengua que sean similares a las palabras nuevas en inglés.					
20	Trato de buscar patrones en inglés.					
21	Encuentro el significado de una palabra en inglés dividiéndola en partes que pueda entender.					
22	Trato de no traducir palabra por palabra.					
23	Hago resúmenes de información que escucho y leo en inglés.					

N°	SITUACIONES PARTE C	Nunca	Rara vez	A veces	Con frecuencia	Siempre
24	Trato de adivinar para poder entender palabras desconocidas.					
25	Cuando no puedo pensar en una palabra durante una conversación en inglés uso gestos.					
26	Invento palabras si no conozco las adecuadas.					
27	Leo en inglés sin buscar cada palabra nueva.					
28	Trato de adivinar que va a decir la otra persona en inglés.					
29	Si no puedo pensar en una palabra en inglés uso una palabra o frase que significa lo mismo.					

N°	SITUACIONES PARTE D	Nunca	Rara vez	A veces	Con frecuencia	Siempre
30	Trato de encontrar tantas formas como me es posible para usar inglés.					
31	Me doy cuenta de mis errores y uso esa información para mejorar.					
32	Presto atención cuando alguien está hablando en inglés.					
33	Trato de ser un mejor aprendiz de inglés.					
34	Programo mi horario de tal forma que tenga suficiente tiempo para estudiar inglés.					
35	Busco personas con quienes hablar en inglés.					
36	Busco tantas oportunidades como sea posible para leer en inglés.					
37	Tengo objetivos claros para mejorar mis habilidades en inglés.					
38	Reflexiono acerca de mi progreso de aprendizaje de inglés.					

N°	SITUACIONES PARTE E	Nunca	Rara vez	A veces	Con frecuencia	Siempre
39	Trato de relajarme cuando siento temor de usar lengua extranjera.					
40	Me animo a hablar en inglés incluso cuando me siento atemorizado de cometer un error.					
41	Me doy recompensas a mí mismo cuando lo hago bien usando inglés.					
42	Me doy cuenta si estoy tenso o nervioso cuando estoy estudiando o usando inglés.					
43	Escribo mis sentimientos en un diario de aprendizaje.					
44	Hablo con alguien acerca de cómo me siento al aprender una segunda lengua.					

N°	SITUACIONES PARTE F	Nunca	Rara vez	A veces	Con frecuencia	Siempre
45	Si no entiendo pido a la otra persona que hable un poco más despacio o que lo diga de nuevo.					
46	Pido a los hablantes de inglés que me corrijan cuando					

	hablo.					
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N°	SITUACIONES PARTE F	Nunca	Rara vez	A veces	Con frecuencia	Siempre
47	Practico inglés con otros estudiantes.					
48	Pido ayuda a hablantes de inglés.					
49	Hago preguntas en inglés.					
50	Trato de aprender acerca de la cultura de los hablantes nativos.					

Para mejorar su nivel de lengua realiza Usted alguna actividad que no esté descrita en los enunciados anteriores:

N°	Actividad	Nunca	Rara vez	A veces	Con frecuencia	Siempre
1						
2						
3						
4						
5						

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Firma