

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Language learning strategies presented in the Strategies Inventory for Language Learners (SILL) by Oxford (1990) that are relevant among university students in the XXI century

Karen Julieth Gutierrez Toro

Trabajo de grado para optar por el título de Licenciada en Lenguas Extranjeras con Énfasis en inglés

Directora

Olga Lucía Uribe Enciso

Magíster en la enseñanza del español como lengua extranjera

Magíster en enseñanza de español

Universidad Industrial de Santander

Facultad de Ciencias Humanas

Escuela de Idiomas

Licenciatura en lenguas extranjeras con énfasis en inglés

Bucaramanga

2023

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Dedication

To my parents, Nancy Toro and Mauricio Gutierrez, who have always been there for me, surrounding me with their love and support. For showing me how strong and valuable I am. For supporting me both financially and emotionally in the educational process. For helping me get to and be where I am.

To my brother, Jhonatan, for motivating and lighting my life in the difficult moments.

To my best friend, Mayerly Montero Chaparro, who was always there when I needed a break from the stressful situations and for motivating me to keep up with my educational process.

To my boyfriend, Jonatan Acosta for his unconditional support and patience on my stressful moments, for the countless times comforting me through words of encouragement and love. To give me the confidence, I needed to trust my capacities.

To Karol Gamba, for being my partner in almost all of the team projects, and for being an example of courage and strength. For the years of friendship, advice and laughter.

To all of my friends, especially Alejandro Palacio, who trusted me even when I didn't trust myself, and for always helping me when I needed a different perspective.

To my close family, Ludy, Alejita, Jair, my 4 grandparents (Eliecer, Ana, Victoria, and Carlos) who the universe granted me to be alive to see this moment, and many more relatives. For comforting me every time we saw each other, for being proud of my achievements, and for being so lovely to me.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Acknowledgements

To God and the universe for giving me the knowledge, motivation, and strength to achieve this goal and leading me through the academic process.

To my director in this research, Olga Lucía Uribe Enciso, who provided me with her wisdom, and experience not only in the research, but also in the educational field. Her leadership guided me through the academic development of my graduation project.

To all of the professors and students who took part of the research process and granted me part of their time.

To the Universidad Industrial de Santander for giving me the opportunity to study and develop my professional and personal life surrounded by nice and wise people.

Finally, a special appreciation to all who fight for quality education.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

INDEX

	Pág.
1. Introduction	9
1.1. Problematization	10
1.1.1. Context	10
1.1.2. Research questions	12
1.1.3. Research justification	12
1.1.4. Objectives	15
1.1.4.1. General objective	15
1.1.4.2. Specific objectives	15
2. Theoretical framework	15
2.1. Background	15
2.1.1. What are Language Learning Strategies (LLS)?	15
2.1.2. What other taxonomies exist?	17
2.1.3. What are the needs of the student from the XXI century?	17
2.2. Theoretical basis	20
3. Methodology	21
3.1. Research approach	21
3.2. Research design	21
3.3. Participants	22
3.4. Data collection instruments	22
3.5. Data analysis	24
4. Results	25
4.1. Questionnaire results	26
4.1.1. SILL Answers on the overall	26
4.1.2. SILL answers per statement.	28
4.1.3. Interviews results	35
4.1.3.1. Everyday strategies	35
4.1.3.2. Strategies convenience for XXI century learners	37

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

4.1.3.3. Experiences and recommendations for beginners	38
4.1.3.4. Strategies used in specific situations, for example, exams.	38
5. Discussion	39
5.1. Social strategies	39
5.2. Metacognitive strategies	41
5.3. Memory strategies	43
5.4. Cognitive strategies	45
5.5. Compensation strategies	47
5.6. Affective strategies	48
6. Conclusions	49
References	53
Appendixes	58

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

TABLE LIST

	Pág.
Table 1. Distribution of the strategies in the questionnaire	24
Table 2. Mean scores for overall and subcategories of SILL across all participants	26
Table 3. Average frequency of use of the Language Learning strategies (LLS) Marcador no definido.	¡Error!

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

FIGURE LIST

Figure 1. Mean scores for overall and subcategories of SILL across all participants.

Pág.
27

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

APPENDIX LIST

	Pág.
Appendix A. SILL applied to the participants	58
Appendix B. Answers to the SILL analyzed	74
Appendix C. Interview format applied to the participants	75
Appendix D. Informed consent sent to the participants	76

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Abstract

Title: Language learning strategies presented in the Strategies Inventory for Language Learners (SILL) by Oxford (1990) that are relevant among university students in the XXI century^{1*}

Author: Karen Julieth Gutierrez Toro^{2**}

Key words: Foreign Language Learning, EFL, Language Learning Strategies, LLS, XXI century skills.

Description:

This graduation project, under the modality of the research project, seeks to debate the relevance of Oxford's Strategy Inventory of Language Learning (SILL) proposed in 1990 to advanced English language learners' needs in their current context. The participants were 14 students from one public university in Bucaramanga, Santander, who were studying for the BA in ELT. The data collection instruments implemented were Oxford's inventory (1990) and a semi-structured interview. The first stage was the collection of data from the inventory which was tabulated. The second stage was the interview which was analyzed through thematic coding. The information obtained was summarized in three (3) sections: 1) perceptions towards English learning; 2) SILL answers on the overall, and 3) SILL answers per statement. The research findings show that advanced English language learners consider the strategies useful and implement them with a medium frequency; besides, such strategies are the same in terms of the activities themselves but with different devices or media.

*Graduation project.

**Faculty of Human Sciences. Language school. Director Olga Lucía Uribe Enciso, Master in teaching of Spanish as a foreign language.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Resumen

Título: Estrategias de aprendizaje de idiomas presentadas en el Inventario de Estrategias para Estudiantes de Idiomas (SILL) de Oxford (1990) que son relevantes entre los estudiantes universitarios del siglo XXI ^{3*}

Autora: Karen Julieth Gutierrez Toro^{4**}

Palabras clave: Aprendizaje de idiomas extranjeros, EFL, Estrategias de aprendizaje de idiomas, LLS, habilidades del siglo XXI.

Descripción:

Este proyecto de graduación, bajo la modalidad de proyecto de investigación, busca debatir la relevancia del Inventario Estratégico de Aprendizaje de Idiomas de Oxford (1990) para las necesidades avanzadas de los estudiantes de inglés en su contexto actual. Los participantes fueron 14 estudiantes de una universidad pública en Bucaramanga, Santander, que estaban estudiando la carrera de la enseñanza de lenguas extranjeras. Los instrumentos de recolección de datos implementados para cumplir con el propósito de la investigación fueron el Inventario de Estrategias para Estudiantes de Idiomas (SILL) de Oxford (1990) y una entrevista semiestructurada. La primera etapa fue la recolección de datos del inventario, que luego se analizó a través de la codificación. La segunda etapa fue la entrevista, se analizó a través de codificación por color y temática. La información obtenida se resumió en tres (3) secciones que fueron 1) Percepciones hacia el aprendizaje del inglés; 2) Respuestas SILL en general y 3) Respuestas SILL por ítem. Los resultados de la investigación perciben que los estudiantes de inglés avanzado usan las estrategias con una frecuencia media, las consideran útiles y han cambiado el medio para desarrollarlas, pero no las estrategias en sí.

*Proyecto de grado

**Facultad de ciencias humanas. Escuela de idiomas. Directora Olga Lucía Uribe Enciso, Magister en la enseñanza del español como lengua extranjera.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

1. Introduction

As the most spoken language in the world, English is part of most communicational interactions among humans. Nowadays, English has over 369 million native speakers, and over 921 people speak it as their second or foreign language ("The most spoken languages worldwide 2022 | Statista", 2022). Consequently, learning English went from a hobby to a need for some fields such as business or piloting. Therefore, increasing the demand for English teachers not only in schools but also in universities. There exists the BA in EFL teaching, where the student-teachers develop the required competencies in their English performance and how to teach it.

Learning about language learning strategies (LLS) is a must for these types of students as it can impact their learning in different ways, aiding them to become better learners while fostering the effective development of skills in English. Additionally, when reviewing the SILL, because of its date of creation, 1990, it might seem possible that language learning strategies (LLS) have changed since the advances in different fields of language learning, including information technology or gamification, have taken a significant role in the process. Moreover, with the creation of the app store in 2008 (Strain, 2015), where users could download apps to do different tasks, there started to appear services to enhance English Language Learning (ELL). After many years, the apps have taken a space in the classroom when supporting teachers in their performance improvement during students' out-of-class time. Subsequently, encouraging them to become autonomous learners. Therefore, the main inspiration for this research was to verify if those LLS identified over 30 years ago are still used to facilitate language learning in a rapidly changing world that has witnessed prominent events.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

The present research focuses on the LLS used by advanced English student-teachers in foreign language learning. This research report is divided into six chapters. Firstly, presenting the problem statement; is subdivided into the context, the research question, the justification, and the objectives. The second one deals with the literature review and the theoretical framework. Thirdly, it portrays the research methodology, subdivided into the research approach, research design, participants, data collection instruments, and data analysis. The fourth chapter presents the results of the research. The fifth chapter portrays the discussion of the results. Finally, the last chapter deals with the conclusions, the research limitations, and recommendations for further research.

1.1. Problematization

1.1.1. Context

Language Learning Strategies (LLS), being part of the learning process, have undergone variations in the categorizations they are assigned depending on the way they influence English language learning (ELL) since they began to be analyzed around the '70s (Uribe, 2010). This study focuses on Oxford's (1990) proposal, famous for inspiring a lot of research work on what language learners do to aid their learning. Thanks to her exhaustive strategy categorization, she managed to study and classify a significant quantity of LLS existing up to the time she explored the topic.

Various research on the influence of the different actors in the learning process has been conducted, for instance, the teachers' role on LLS and how this can affect the learning process. Sen & Sen (2012) asserted that even when ELT learners show an interest in LLS if the teachers are not aware of the effectiveness of LLS on language learning, they will not implement them in their classes. Thus, delaying the students' learning process as it focuses on the teachers' interests. However, the essential role in the application of LLS belongs to the learners. They are the ones

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

who can get their performance in the English language is influenced by their use of LLS, as seen in the studies conducted by Griffiths & Cansiz (2015), Giang & Tuan (2018), Gerami & Baighlou (2011), Koç (2017), among many other studies that prove the influence of the LLS on the learners' skills (reading, writing, listening, and speaking) and performance. This project seeks to guide the learning process by recognizing that although different educational actors acknowledge diverse degrees of involvement in the pedagogical exercise. In the end, the student decides to implement LLS.

Likewise, this research aims to benefit current and future students to acquire the required communicative competencies. By being conscious of the daily used strategies and how much they might have varied throughout the years. As pre-service teachers, acknowledging new ways of learning and teaching LLS may impact both roles. The learners' role at the moment of enhancing independent and autonomous learning; and the teachers' one when reaching out to the learner and helping them fulfill their needs.

It is essential to consider the research context because it is an influential variable when studying LLS. In Oxford's (1990) inventory, she asserts that factors such as personality, age, and purpose of learning, may influence the strategies used. For example, Habók & Magyar (2018) affirm that students' attitudes may have an effect on the implementation of LLS through a direct relationship; with a good attitude towards LLS, the learners tend to implement the strategies. While with a negative attitude, they do not. Promoting better learning habits and practices depends on the learners' attitude towards LLS. These attitudes connect with the pupils' context, in academic spaces, social environments, and the resources the students have at the moment of carrying out activities of independent learning.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Time is another factor to consider when exploring the context and needs of the research participants. In the XXI century, there are particular skills that the learners must acquire through their education while they learn the content of different subjects. These skills are the so-called "XXI century skills" proposed first by Jenkins et al. (2006), whose purpose is to change the focus to developing media literacy skills instead of keeping it on technology access. The need for these concepts comes from the belief that teaching skills different from the ones taught in the XX century will help the learners to better adapt to their digital context. These skills reflect the needs of the "complex, competitive, knowledge-based and technology-driven economy and society" (The great schools' partnership, 2016). These skills are expected to keep learners with the pace of the ever-changing society.

As these skills are cross-curricular, the learners can learn these skills from the ELT perspective. Nevertheless, it is essential to acknowledge the importance of strategies when fulfilling this purpose. It is a learning process, and the strategies used have a role in the learners' academic lives.

1.1.2. Research questions

The questions that guided this research were: 1) what language learning strategies do student-teachers at advanced English levels at LLEI report? 2) How similar or different are the strategies reported from the ones in Oxford's SILL (1990)? and 3) To what extent are the strategies in the SILL (Oxford, 1990) relevant to language learning needs today?

1.1.3. Research justification

Learning English has become a must for most people who aspire to be involved in the international context. Not only as a matter of business but also as a matter of getting to meet more

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

people from different cultures, not only the Anglo-Saxons. Therefore, the teaching and learning process of English are usual processes carried out daily by different types of learners globally.

LLS, as presented by Oxford (1990), are steps that influence the learning process by giving the learner 50 statements they can follow. They do not need to follow the strategies in the exact order they follow on the SILL, but in the pathway, they feel the need to do so. However, it is necessary to notice that 32 years have passed since the creation of this inventory, and nowadays, technology influences the educational process with a higher frequency than ever before, especially after the pandemic lockdowns.

In the internet age, gathering digital literacy skills is a significant learning experience. Accordingly, developing XXI century skills in the ELT classroom is critical to promoting learning since it is no secret that the delivery of most of the massive research is in English due to its accessible intercommunication with a bigger audience. In terms of production, Abelha et al. (2018) asserted that teaching the learners skills that embrace the “4 C’s” from the XXI century skills is key to shifting the focus of the classroom from the traditional skills-based approach to a more learners’ needs-centered one. The 4 C’s include communication, collaboration, critical thinking, and creativity.

Moreover, research on the strategies used by the learners can help students and teachers to make the learning process meaningful for them. For this reason, this research aims to help the learners recognize the strategies used during the process. Since LLS began to be studied in the early '70s, they were characterized as the procedures assembled and enhanced that a learner pursues to acquire knowledge to a level where they can become unconscious or automatic (Framework, 1983) (cited in Uribe, 2010). However, later in the study, Uribe (2010:14) specifies that for LLS to work, they need to be "consciously chosen and used." Consequently, if students

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

want to improve their performance during the classes and activities, they need to pay more attention to those strategies they are not using yet that can better help them improve, instead of continuing the automatic ones that may have become obsolete.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

1.1.4. Objectives

1.1.4.1. General objective.

To explore the relevance of Oxford's Strategy Inventory of Language Learning (1990) to advanced English language learners' needs in their current context.

1.1.4.2. Specific objectives.

To identify the strategies used by student-teachers from advanced English level at the languages school at UIS.

To examine whether the strategies used are new or are variations of the existing ones.

To revise the SILL relevance to the learner's needs today.

2. Theoretical framework

2.1. Background

2.1.1. What are Language Learning Strategies (LLS)?

LLS have been broadly studied and are well-known because of their influence on aiding students to become effective learners and promoting the efficient development of linguistic abilities in the target language (Habók & Magiar, 2018:1). Tanjung (2018:51) affirms that by applying the strategies to enrich students' learning process, they play a more active role. Different versions of the concept have been discussed throughout the several years of the phenomenon's study. For instance, Rubin (1975) states that LLS are the tools the students use to acquire a target language. On the other hand, Oxford (1990:8) defines them as the specific procedures that an individual applies in their learning process to "make learning easier, faster, more enjoyable, more

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

effective and more transferable to new situations” in EFL or ESL contexts. Recent definitions say that strategies are conscious mental activities that contain three (3) parts, the goal, the action to reach that goal, and the learning activity (Cohen (2007, as cited in Tanjung, 2018)). As the research continues, more definitions that agree or disagree with the existing literature will appear. However, they will contribute to the discussion on the topic to set a more comprehensive landscape on it.

For some authors, it is not enough to say that the learners follow these steps and they achieve their goal by doing so. Some authors remark on the importance of understanding whether these steps should be conscious or unconscious. Rigeney (1978, as cited in Hardan, 2013) asserts that the LLS should be applied consciously to acquire, store, retain, recall and use new information. This discussion on whether the conscious or unconscious nature of LLS has been studied around the 90s. Anderson (1990, cited in Uribe, 2010) states that even if strategies are complex abilities, they should be mastered to a level in which they become automatic or unconscious. Conversely, Weinstein & Mayer (1990, cited in Uribe, 2010:14) said that strategies need to be intentionally used by the learners instead of incidentally used. That is to say, LLS need to be thoughtfully selected and employed.

In the same year, O’Malley (1990, cited in Uribe, 2010) reported that LLS needs a little of both worlds. The students should be able to explain the behavior and the reason for their behavior. This happens because these behaviors can be chosen from an exhaustive list of options to be the best one when fulfilling a specific purpose. Yet, they should be learned to a level in which the learner is not conscious of their usage and automatizes them.

From these different definitions, we can agree on the fact that LLS are the steps students follow to acquire or learn their target language in either EFL or ESL contexts. Moreover, LLS are conscious because they help the learner to make better strategic decisions when doing a task.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

However, learners should be able to move from unconscious to conscious in order to master these behaviors and report the used strategies.

2.1.2. What other taxonomies exist?

Throughout the years, several taxonomies regarding strategy categorization patterns have been proposed to classify and do research on LLS in academic environments. Oflaz (2019) enounces some authors who have also studied LLS, such as Naiman, Froanhlich, Stern & Toedesco, 1978; Fillmore, 1979; Rubin, 1981; O'Malley, Chamot, Kupper & Russo, 1985; Oxford, 1990; Wenden, 1991; among many others.

Previous categorizations were not as extensive as Oxford's taxonomy. For example, Rubin (1985) allocates strategies into three different types: learning, communication, and social; O'Malley et al. (1985) classified them also in three groups, metacognitive, cognitive, and socio-emotional strategies.

Another categorization was recently proposed by Oxford in 2016. In which she established a taxonomy with four (4) different strategy categories: cognitive, affective, sociocultural-interactive, and meta-strategies. Still, it was not fully developed, and the original categorization continues as the default when researching LLS. (Oxford, 2016, cited in Habók & Magiar, 2018). As this second attempt at taxonomy by Oxford does not stand as a standardized tool in LLS, the one used for this research is the one she developed in 1990.

2.1.3. What are the needs of the student from the XXI century?

Language learners have different needs regarding the skills of the XXI century. However, they agree that there are three categories of skills that learners require to be competitive in the world, especially in the internet era. Stauffer (2022) states that the main skills required for the XXI century are divided into 1) learning skills, 2) literacy skills, and life skills.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

In her categorization, Stauffer states that the learning skills include the 4 Cs, further explained below, as they are the focus of this research. The literacy skills include information, media, and technology. Abilities that are useful to understand what is behind the screens they use, how to discern false information, and how the technology daily used works. The life skills are flexibility, leadership, initiative, productivity, and social skills. These strategies focus on personal and professional skills that might be useful for the learners in the labor market.

To define the learning skills, Abelha et al. (2018) propose the 4 C's as the skills learners require to undertake the language learning process. The 4 C's include communication, collaboration, critical thinking, and creativity. Each accentuates the cross-curricular perspective of the skills and how to manage them from the language learning field. Communication refers to encouraging real interaction among English learners, written or orally, instead of the so-called absorption of knowledge. Collaboration reminds the teacher that people need to stop being individualistic and they need to work not only collaboratively but also equally. Although it represents a challenge for the teachers because of the paradigm shift, it is necessary to start doing things differently if the desired outcome is different from the one already known. In terms of critical thinking, it is described as a continuous process that familiarizes the learner with the language and offers various ways of assessment. Creativity requires planning as it is promoted through group work, and the tasks are not efficient when open-ended as this can overwhelm the students.

Another author that presents a different list of skills students need is Crowley (2015), who states that:

Analyzing, synthesizing and evaluating materials written in English;

Developing a “voice” on a topic and expressing it in English;

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Researching materials and solving problems that are presented in English;

Being creative in English and taking communicative risks in pursuit of fluency;

Collaborating in diverse international teams, communicating in English;

Respecting international cultures and sensitivities;

Presenting yourself professionally in English;

Being able to use software to express yourself in English;

Being able to navigate the software and digital content that's presented in English;

Having the self-discipline to study English independently, and "learning how to learn.

(Para. 5)

The latter skills look more connected to the ELT landscape and how the subject has become a must in different countries at all educational levels, from kindergarten to university. Some companies even provide their workers with English courses to join the international market. Therefore, the English field needs to be purposeful and connected to the learners' context to contribute with the required skills to adapt, be resilient, and interconnect with people in this globalized world. The current world gives teachers lots of opportunities and challenges that will supply them with uncounted materials to discuss in class to connect to a bigger world than the already known.

As continuously stated in research, it is vital to acknowledge the learner's contexts, who they are, where they come from, what resources they have access to, and their purposes when learning the language. Since their aspirations may vary depending on factors such as if it is mandatory, the languages they already speak, and so forth.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

2.2. Theoretical basis

This study explores the relevance of Oxford's SILL in the UIS 2022 context. In congruence with her work, LLS may improve different linguistic skills and categorize them into direct and indirect strategies. In her book, Oxford (1990:13) compared the direct strategies to a "performer in a stage play." meaning that they must use the language to complete specific tasks, whereas the indirect strategies are compared to "the director of the role play" who accomplished diverse tasks such as encouraging, guiding, and organizing the performer's acts.

In addition to the previous categorization, Oxford (1990) subdivided these two strategies into six subcategories, three per central category strategy. On the one hand, the metacognitive, cognitive, and memory strategies belong to the direct major category, While social, affective, and compensation strategies belong to the indirect major group strategies. Del Angel & Gallardo (2014) define metacognitive strategies as tools to plan and evaluate the learning process. Also, they consider cognitive strategies the ones useful to retrieve and remember new information. Memory strategies, moreover, fulfill the function of storage and retrieval of further information (Oxford, 1990).

On the other hand, the indirect strategies include the compensation strategies, which Karbalaeei & Taji (2014) define as the promoters of the learner's language use even if they have knowledge gaps; they are perceived often by the learners seeking alternative ways to convey meaning and anticipating difficulties. Social strategies include the activities in which the learners increase their interaction with the target language, be exposed to it, and practice their knowledge (Hardan, 2013). Meanwhile, the effective strategies allow the learners to develop characteristics such as confidence, thus helping them to fulfill emotional requirements (Hardan, 2013).

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

This study takes version 7.0 instead of the original one because this version is designed specifically for speakers of other languages learning English. Although there exist diverse taxonomies to study LLS, Oxford's inventory was selected because of its global relevance in the ELT and ESL research field.

3. Methodology

3.1. Research approach

Taking into consideration the objectives proposed for this study and the information gathered, the research follows a mixed methodology to observe the quantitative part of the phenomenon and the reason justifying these behaviors. Following mixed-method research allows not only getting a more significant panorama of the study of a phenomenon and its results by understanding the "what, why, and how" of it (Cohen et al., 2011:25); but also having the strengths of both qualitative and quantitative, allowing the researcher to find ways of overcoming their limitations Cresswell & Cresswell (2018).

3.2. Research design

This study addresses the relevance of Oxford's SILL (1990) in language learning today. An explanatory sequential mixed methods design was used to collect quantitative data and determine the language learning strategies used by advanced English language learners enrolled in the ELT education program at UIS. Then, qualitative data was gathered to follow up, better understand, and explain the quantitative information. Therefore, gaining deep insights into the phenomenon under study. This process is backed up by the definition of explanatory sequential

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

design provided by Given (2018:65), stating that this design is carried out in two phases starting with the compilation and analysis of quantitative data followed by the use of a qualitative research method to explain the results of the quantitative part.

3.3. Participants

The population under study are 14 student-teachers from the languages school at UIS, a public university in Bucaramanga, who study English as a foreign language. The participants' age is between 18 - 26 years old. The sample is a mixed group of eight (8) women and six (6) men. Even if other studies have found out a difference between these groups of students, such as Oflaz (2019), the influence of gender was not studied in this research project.

Furthermore, the sampling strategy is a purposive sample which, according to Cohen (2011), is helpful to achieve representativeness and access well-informed people on the research. Therefore, to keep the homogeneity along the study and to gather information regarding the language learning strategies used daily, students from the first advanced English level were asked to participate.

3.4. Data collection instruments

The quantitative part of the study uses the SILL proposed by Oxford in 1990. The purpose of the inventory is to assess how the learners manage their learning process. The results consider the student and the professor by expressing how the students learn best, and the tutor can assure the students of effective learning (Oxford, 1990:279). Despite the independence of the SILL, as it does not require a person close to the students to help them answer, it is necessary to tell the

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

students not to fall into biased ideas since the responses might answer based on 'what they think is socially desirable' (Oxford, 1990:277).

For this research project, the version used is version 7.0 (ESL/EFL) (R.L.Oxford, 1989), made for speakers of other languages learning English. Unlike the original version of the SILL, the 7.0 has an additional contextual set of 7 open-ended questions, which are helpful to create a better profile of the participants involved and get more context from the participants. To discard differences in the answers due to English knowledge the inventory was translated, and conducted in Spanish, the participants' mother tongue. The fifty statements of the inventory are divided into six sections from A to F, each representing one of the six direct and indirect categories Oxford (1990) proposed. To answer the questionnaire, the participants need to read 50 statements and select the frequency of use on a Likert scale from one to five. Where one symbolizes "never true of me"; two is "rarely true of me"; three stands for "sometimes true of me"; four connotes "usually true of me"; and five refers to "always true of me." The participants will receive a link to Google forms to answer the questionnaire (See appendix A).

Four (4) pilot tests were conducted on this questionnaire to confirm the relevance of the questions to provide the researcher with the needed information, and the people involved in the testing assured the understanding of the questions. In the pilot testing, which are the same tools but applied to people not directly involved in the project, the estimate to complete this instrument was around 10 minutes, but it can vary depending on each participant.

Meanwhile, the qualitative part of the data collection includes semi-structured interviews to complement the answers. Cohen et al. (2011: 413) grant its usefulness to reduce bias from the interviewer and facilitate the data analysis and organization. The interview was also conducted in Spanish with 35,7% of the participants (n=5). The protocol was designed according to the data

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

obtained by the quantitative tool to gain deeper insights into the use of the language learning strategies. To confirm its validity, one expert in ELT was asked to study the appropriateness of the questions. The interview includes two (2) open questions: related to each objective and one (1) question: as a space for them to share further information.

3.5. Data analysis

The SILL Includes its key to analyze the results of the frequency of use of the fifty (50) statements. After answering, the numbers of each part are added up and written at the end. Then, the final number must be divided into the number of statements of each SILL part to get the average of each one. Subsequently, all the results of the parts are added up and divided by 50 (Oxford, 1990).

The SILL key states that students with an average of up to three-point five (3.5) are high strategy users. Meanwhile, the learners whose average was two point four or below are considered low strategy users. People between these averages are medium strategy users (Oxford, 1990).

Table 1

Distribution of the strategies in the questionnaire

Part	Strategies	Items	Total N° of statements
A	Memory	1-9	9
B	Cognitive	10-23	14

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

C	Compensation	24-29	6
D	Metacognitive	30-38	9
E	Affective	39-44	6
F	Social	45-49	6
			50

The quantitative part was tabulated with Excel (Google sheets) since the questionnaire was delivered digitally for easier access. Additionally, it allows keeping the percentages of each person organized clearly so that the access easily to the frequency of use can be easily accessed.

For the interview, the analysis was made with thematic coding. In this process, the interviews are “segmented, categorized, summarized, and reconstructed in a way that captures the important concepts within the data set” (Given, 2008:867). This was done to find patterns in the data later compared to the existing literature on the phenomenon. The patterns are the topics found during the participants’ speech, thus allowing them to get different perceptions and dimensions of the phenomenon, and to better understand the information already perceived in the quantitative part of the research.

4. Results

The first data collection instrument analyzed was the questionnaire. Therefore, the outcomes presented in this first part are about it. The results from the questionnaire were divided

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

into two (2) main sections: 1) SILL answers on the overall, and 2) SILL answers per statement. Then, the results of the interview are presented in four (4) sections: everyday strategies, strategies' convenience for XXI century learners, experiences, and recommendations for beginners, and strategies used in specific situations, for example, exams.

4.1. Questionnaire results

4.1.1. *SILL Answers on the overall*

The answers to the next part of the questionnaire evidence the results of the 50 statements grouped by their subcategory. The frequency was calculated with the guide proportioned by Oxford (1990). The results were averaged and divided by 50 to relate them to one of the frequencies proposed by Oxford (1990). The author states that if the average is up to 3,5, it implies that it is a strategy of high use. Then, if the average is from 2,5 to 3,4, it suggests that there is a medium-use strategy. Finally, if the average is from 0,1 to 2,4, it tells that there is a low-use strategy. Therefore, in table 2 and figure 6, the mean scores were analyzed for both, overall and each of the six subscales of the SILL.

Table 2

Mean scores for overall and subcategories of SILL across all participants.

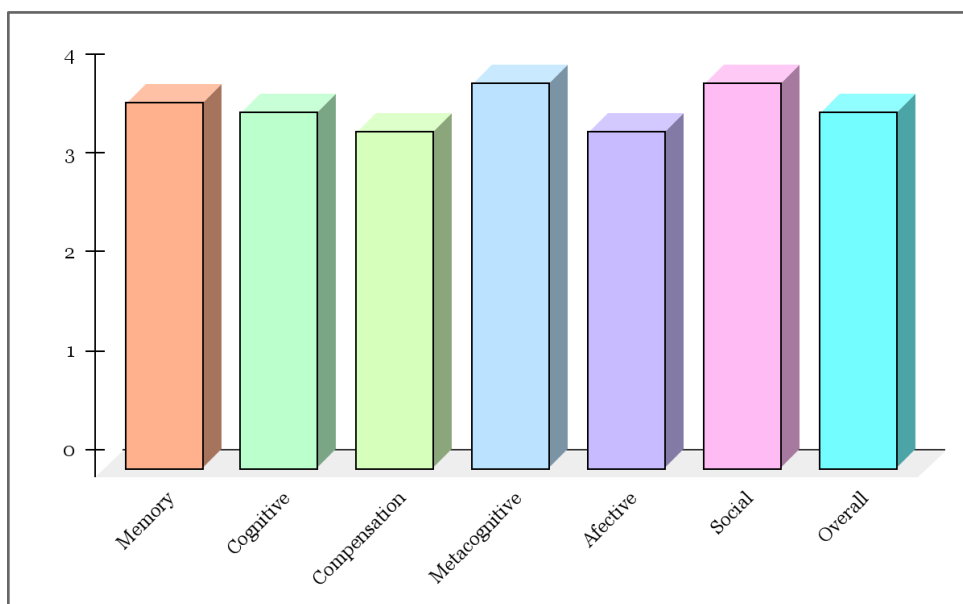
Substrategy	Mean (n=14)	Frequency category
Memory	3,7	High use
Cognitive	3,6	High use

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Compensation	3,4	Medium use
Meta-cognitive	3,9	High use
Affective	3,4	Medium use
Social	3,9	High use
Overall	3,6	Medium use

Figure 1

Mean scores for overall and subcategories of SILL across all participants.



The above table 2 and figure 1 disclose that the mean frequency of the strategy used across all of the students in the advanced English level is 3,6, meaning that they are high strategy users. More than half of the strategies are used within the high use range conveyed as the frequency over 3,5. The only strategies with medium use, enclosed in the range of 2,5 to 3,4, are the compensation

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

and social strategies.

The high use of metacognitive and social strategies affirms that, as advanced learners, they have a significant awareness of their learning process and comprehend that beyond the grammatical structures and other styles of production, the oral ones are as significant as them. Therefore, they are apprehensive about their mistakes in the language and about the time they dedicate to its learning.

Along with the previous information, the results inform that the learners are remarkably appreciative of social strategies such as seeking English speakers that can interact with them. Thus, enhancing not only their speaking abilities but also their listening ones, as they need to figure out the content and context of the communicational exchange.

4.1.2. *SILL answers per statement.*

The answers to the next part of the questionnaire, evidence the responses to the 50 statements. The frequency for each of them was calculated in the same way as the previous one, with the key proportioned by Oxford (1990). However, the results are averaged, and instead of divided by 50. They are divided by the number of participants (n=14) so that they can be related to one of the frequencies proposed by Oxford (1990). It is critical to keep in mind that the author states the results for high strategy use happen when the average is up to 3,5. The medium use of strategies is when the mark is from 2,5 to 3,4. Lastly, the low strategy use happens if the outcome is from 0,1 to 2,4. Then, table 3 goes over the mean score for each of the 50 strategies that appear on the SILL, by organizing them from the most to the least used in terms of frequency (as seen in

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

appendix B).

Table 3

Average frequency of use of the Language Learning strategies (LLS)

Item N°	Statement of the SILL	SILL subgroup	Frequency	Comments
32	I pay attention when someone is speaking in English.	Meta-cognitive	4,6	High use
40	I encourage myself to speak in English even when I'm scared of making a mistake.	Affective	4,4	High use
45	If I don't understand something in English, I ask the other person to slow down or say it again.	Social	4,4	High use
47	I practice English with other students.	Social	4,4	High use
49	I ask questions in English.	Social	4,4	High use
15	I watch English language TV shows spoken in English or go to movies spoken in English	Cognitive	4,3	High use
33	I try to find out how to be a better learner of English.	Meta-cognitive	4,2	High use
2	I use new English words in a sentence so I can remember them.	Memory	4,1	High use

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

29	If I can't think of an English word, I use a word or phrase that means the same thing.	Compensation	4,1	High use
31	I notice my English mistakes and use that information to help me do better.	Meta-cognitive	4,1	High use
1	I think of relationships between what I already know and new things I learn in English.	Memory	4,0	High use
9	I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.	Memory	4,0	High use
20	I try to find patterns in English.	Cognitive	4,0	High use
42	I notice if I am tense or nervous when I'm studying or using English.	Affective	4,0	High use
3	I connect the sound of a new English word and an Image or picture of the word to help me remember the word.	Memory	3,9	High use
4	I remember a new English word by making a mental picture of a situation in which the word might be used.	Memory	3,9	High use

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

35	I look for people I can talk to in English	Meta-cognitive	3,9	High use
38	I think about my progress in learning English	Meta-cognitive	3,9	High use
44	I talk to someone else about how I feel when I'm learning English	Affective	3,9	High use
8	I review English lessons often.	Memory	3,8	High use
13	I use the English words I know in different ways	Cognitive	3,8	High use
14	I start conversations in English.	Cognitive	3,8	High use
30	I try to find as many ways as I can to use my English.	Meta-cognitive	3,8	High use
39	I try to relax whenever I feel afraid of using English	Affective	3,8	High use
24	To understand unfamiliar English words, I make guesses.	Compensation	3,7	High use
36	I look for opportunities to read as much as possible in English.	Meta-cognitive	3,7	High use
10	I say or write new English words several times.	Cognitive	3,6	High use
12	I practice the sounds of English.	Cognitive	3,6	High use
25	When I can't think of a word during a conversation in English, I use	Compensation	3,6	High use

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

gestures				
37	I have clear goals for improving my English skills.	Meta-cognitive	3,6	High use
19	I look for new words in my own language that are similar to the new words in English.	Cognitive	3,5	High use
46	I ask English speakers to correct me when I talk.	Social	3,5	High use
7	I physically act out new English words.	Memory	3,4	Medium use
11	I try to talk like a native English speaker.	Cognitive	3,4	Medium use
17	I write notes, messages, letters or reports in English.	Cognitive	3,4	Medium use
18	I first skim an English passage, then go back and read carefully.	Cognitive	3,4	Medium use
22	I try not to translate word-for-word	Cognitive	3,4	Medium use
50	I try to learn about the culture of English speakers.	Social	3,3	Medium use
16	I read for pleasure in English.	Cognitive	3,2	Medium use
23	I make summaries of information that I hear or read in English.	Cognitive	3,2	Medium use
48	I ask for help if English speakers	Social	3,2	Medium use

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

26	I make up new words if I don't know the right ones in English	Compensation	3,1	Medium use
28	I try to guess what the other person will say next in English.	Compensation	3,1	Medium use
41	I give myself a reward or treat when I do well in English	Affective	3,1	Medium use
21	I find the meaning of an English word by dividing it into parts that I understand.	Cognitive	3,0	Medium use
5	I use rhymes to remember new English words.	Memory	2,9	Medium use
6	I use flashcards to remember new English words.	Memory	2,9	Medium use
27	I read English without looking up every new word.	Compensation	2,9	Medium use
34	I plan my schedule so I will have enough time to study English.	Meta-cognitive	2,9	Medium use
43	I write down my feelings in a language learning diary	Affective	1.8	Low use

*note: statements from column two (2) taken from Oxford (1990).

Table 2 unveils the mean frequencies for each one of the 50 statements presented on the SILL by Oxford (1990). The vast majority of strategies fall within the range of highly used strategies being 33 strategies. Eight (8) of these strategies belong to the metacognitive category meaning that as previously said, these learners are highly alert regarding their learning process.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Seven (7) of these strategies are cognitive, meaning that learners seek for strategies to facilitate their learning process beyond the classes. Six (6) out of the 33 strategies are memory strategies meaning that they perceive it as necessary to find ways to memorize not only grammatical structures but also vocabulary and useful expressions. Four (4) of the strategies are social, meaning that despite what they see as necessary other strategies, they use all of the social strategies daily. Three (3) of them are effective strategies, and they use only half of them with a high frequency. Lastly, 3 of the most used strategies are the ones of compensation, and only half of them are in high use.

The top five (5) strategies most used are item 32, “I pay attention when someone is speaking in English”, which belongs to the meta-cognitive category. Item 40, “I encourage myself to speak in English even when I’m scared of making a mistake”, is part of the affective category. Item 45, “if I don’t understand something in English, I ask the other person to slow down or say it again”. Item 47, “I practice English with other students”. And item 49, “I ask questions in English”, the last three items associated with the social subcategory.

The results suggest that the top 5 strategies less used by advanced English learners consist of item 5, “I use rhymes to remember new English words”; item 6, “I use flashcards to remember new English words”, both of these strategies belong to the memory subcategory. The third less used strategy is item 27, “I read English without looking up every new word.”, from the compensation category; the runner-up of the top 5 is item 34, “I plan my schedule so I will have enough time to study English”, from the meta-cognitive category, meaning that apart of the classes, they do not have a specific time set to study or review the language. Finally, the less used strategy is item 43, “I write down my feelings in a language learning diary”, from the affective subcategory, denoting that although learners might be aware of their feelings when learning the language, they

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

are not willing to write them down to keep a record.

4.1.3. Interviews results

The interviews were conducted with 35,7% of the participants (n=5) in a semi-structured format. The interview took place two (2) weeks after the learners answered the SILL due to the availability of the learners. The interview was done individually and consisted of three structured and open questions. When the interview was applied to the participants, it provided a more comprehensive landscape of the learner's impressions and knowledge of LLS, the strategies they use the most, how they use them, and how they influence their learning process. The interview was analyzed through color coding per each of the questions. The categories that arose from the interview analysis were everyday strategies, strategies convenient for XXI century learners, experiences and recommendations for beginners, and strategies used in specific situations, for example, exams.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

4.1.3.1. Everyday strategies. The participants are advanced English learners who affirm that daily they use cognitive, memory, and metacognitive strategies more than the others or seem more conscious about them. All the participants agreed on the importance of the cognitive strategies, which is the 15 statements “I watch English language TV shows spoken in English or go to movies spoken in English” and added a new multimedia format called Tik Tok, which is a platform that allows people to upload short videos about diverse content. Additionally, they acknowledge the importance of communicating with their classmates and native speakers congruent with strategy thirty-five (35) of the SILL “I look for people I can talk to in English”. They asserted that they do so by using apps and platforms. When asked for the reasons, they expressed that it helps them “recognize the differences of accents, the way they use phrasal verbs, and the way they express their thoughts in a social context instead of the academic one”. Another strategy frequently mentioned was the creation of fake scenarios in their minds which at first is not mentioned in the SILL. However, when further asked about it, the participants expressed that it was “trying to think what I would do in different situations, for example, if I go to a different country how can I ask for a random object?”; this strategy is related to the meta-cognitive strategy of “I try to find as many ways as I can to use my English”. Another strategy related to this one is that one of the participants tries to write their to-do lists, their grocery lists, among other personal notes in English to integrate them into their everyday life. The participants also mentioned the importance of the cognitive strategy of reading for pleasure; however, the formats include webtoons, which according to their website, is a South Korean platform where diverse creators can upload their digital comics (About, n,d).

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

There were also strategies that despite being less mentioned by the learners, are still mentioned. Those strategies include 32 items of the SILL “I pay attention when someone is speaking in English”, for which they mentioned that the “someone” for them was mostly their teacher. Another strategy highly considered by the learners is item three (3) which talks about the connection of sounds of words and a picture to help them remember the word. Participants mentioned that they do so by reading the subtitles and memorizing the words they see in the series. Likewise, they are conscious of affective strategies and encourage themselves to participate in class regardless of their fear of making mistakes. Besides, when they are unsure about how to express themselves in the target language, they find diverse ways to express their ideas despite the lack of vocabulary they may have, like in strategy twenty-nine (29). Another strategy used is planning a schedule to study English. For example, one of the participants in addition to the time scheduled for the English class dedicates 30 minutes daily reviewing grammar and vocabulary.

A different participant mentioned the strategy of scaffolding or making the relationship between the previous knowledge and the new one. Other strategies mentioned by the learner include using unfamiliar words within a sentence, rhymes, and physical representation to remember the content, starting conversations in the target language, not translating word by word but in a context, and connecting the sounds of words to an image. All of the above strategies belong to the memory category. When asked about the last one, the participant said that taking a mental picture of a specific moment of the class and associating it with a song was helpful for them, remarking once again on the impact of music on the learning process. The aforementioned strategies belong to the cognitive strategies. Two learners also mentioned that they are self-conscious of their process and use that information to improve their knowledge as in strategy 31

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

of the SILL. In terms of the social strategies one of the learners expresses that if during an interaction, they do not understand a word, they either ask the other person to slow down or repeat, it or to explain the meaning. Finally, the same participant reported their learning of North American culture because it helps them get a clearer view of certain expressions or vocabulary.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

4.1.3.2. Strategies convenience for XXI century learners. The participants agreed on the fact that the strategies are satisfactorily adjusted to their needs. They express that the strategy they use the most is watching series and movies and can do this in their house thanks to the internet and technology by using streaming services. They convey that this strategy improves their lexicon and different skills including listening. Another example provided by them in the interview was the use of platforms and apps to connect digitally, talking to people from different countries. Although most of the participants recognize their safeness as they focus on language learning, others do not use them and state that they might not be taking advantage of all the tools available nowadays.

4.1.3.3. Experiences and recommendations for beginners. In the interview, when asked to give some advice for beginners, participants mentioned mostly strategies that might be related to affective strategies, such as encouraging themselves to speak English even if they are afraid of making mistakes. When they specified the reasons, they said that it helps them build confidence and develop their abilities. They also mentioned strategies such as recognizing their favorite things first and not rushing through the process. The reasons for them to develop their confidence is that in their experience they have seen people that although they know the theory and the information, they would not say the information because they might be afraid of making mistakes, but to end the fear they need to practice and open themselves to see mistakes as part of the process. Other strategies mentioned were the cognitive ones of watching series and movies in the target language and listening to music. They might increase their lexicon and help them recall it easily.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

4.1.3.4. strategies used in specific situations, for example, exams. When asked about the strategies they might use in specific situations, such as reviewing for their finals, students reported high use of cognitive strategies, even if the exams are about the four (4) abilities (writing, reading, listening, and speaking) and one exam that only evaluates grammar. The most used of these strategies is about taking notes in English and summarizing information they hear or read in English. For example, they say that making summaries of songs, texts, movies, and series, especially movies of short duration. The participants also mentioned the strategy of speaking with other English learners, using rhymes to remember the information, and they use the words they learn in a sentence, to learn their meaning and their use in a context. These two (2) strategies previously mentioned belong to the memory strategies. The only affective strategy mentioned was about noticing their emotions, and they suggested an addition that was doing something about it “give the best of me”. A final strategy, used by the and that was not listed in the SILL was looking for online exercises or online explanations about the topics they required for the tests.

5. Discussion

As established in the literature review, Language learning strategies (LLS) play a crucial role in language learning. The main objective of the present study was to debate the relevance of Oxford’s Strategy Inventory of Language Learning (1990) to advanced English language learners’ needs in their current context. Accordingly, the strategies used by the advanced English learners were identified from the most to the least often used. Then, further information was inquired about, via the interview to understand if they are new or variations of the already existing ones. This section is subdivided into the six subcategories, in the order of the most to the least used strategies,

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

according to the results of the SILL. The results confirmed the relevance the SILL has despite the number of years that have passed since its publication.

5.1. Social strategies

Understanding language as a form of communication and social behavior, people need to be involved in its learning. Regardless of the language, communication is vital to keep up with the pace of the ever-changing world. Nowadays, English is the most spoken language in the world, being one of the most useful languages when abroad or when trying to find a common language with people from all over the world. As expressed by the learners, when trying to enhance their production and perception abilities they would use apps or platforms where they can interact with people from different places who are also interested in practicing their abilities. According to Oxford (1990), through interaction with other people, the learners can easily get indirect feedback about their production skills as they are in a more natural development of the conversation. However, some students might be reluctant to ask the other person to slow down or to repeat the information during a conversation. This action might affect their perception skills as they have to force themselves to understand the rest of the conversation without that word. This result is consistent with the ones presented by Tanjung (2018) and Kussin et al. (2018) who disclosed that this strategy is commonly used by learners with native speakers and with their peers. As reported by participants in the interview, to cooperate inside and outside the classroom. Thus helping them support each other's scaffolding process (Kussin et al., 2018). Moreover, university students are especially interested in these skills as they feel that through interacting with other people, they can continuously improve their communicative skills (Tanjung, 2018).

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

This study can reinforce the results of the research done by Gerami & Baighlou (2011) and Habók & Magyar (2011) in which they determined that high achievers show a higher interest in social LLS. The interest is not only by being aware of them but also by looking for different ways to put the strategies into practice. This result is given in this study as the participants of this study were students from the advanced English level who have a high proficiency level on it. Additionally, Koç (2017) indicates that ELT teachers tend to use social strategies in their learning process more than other strategies. The results are congruent with the ones provided by the population under study as they all are pre-service teachers who are still going through their language learning process.

Therefore, as pre-service teachers on the advanced English level, it is natural that they present high use of social strategies to improve production skills and are seeking every opportunity they might have to get practice them. These opportunities might include face-to-face interaction, such as one with their teachers and classmates or in a virtual environment, using platforms and apps to interact with people from all over the world and learn about their culture. Depending on the accent they like the most, they would learn more about it, as one of the participants stated that their interest was learning about North American culture. Thus keeping the strategy itself as the same one, but changing the way it is done.

The information above proves that this strategy has adapted to the needs of the language learners of the XXI century by requiring them to instruct themselves on how to be safe online. As expressed by themselves, the people behind the screen are still strangers, and some caution is needed when interacting with them. These are the literacy skills required to determine untrustworthy sources, websites, and apps. Additionally, learners are constantly using their critical thinking skills since they cannot believe everything they see on the internet or all of the information

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

told by the people with whom they interact. Collaboration and communication are special skills that learners prove to be continuously using. As social strategies are the most used, they prove that working collaboratively and communicating with others is not challenging for them.

5.2. Metacognitive strategies

Metacognitive strategies are defined by Oxford (1990) as the actions that help the learner to center, arrange and evaluate their learning. Additionally, she expressed that they might help the learner to deal with all the newness of the learning process and show interest in their process as they are actively seeking opportunities to practice not only production skills as in the first one but also perception ones. Hardan (2013) establishes that these strategies are helpful for the learners to promote their autonomy in the learning process, evaluate their learning and plan the strategies used. The learners are receptive to these strategies and look for different ways to practice the information they already know, not only by searching exercises but also by assigning times of their schedules to do so. This strategy is helpful for the learners of the XXI century as nowadays there are a myriad of platforms, websites, and apps to practice English daily. They must follow the 4 C's to criticize the content used to complete the exercises as they might be biased. Additionally, it is also important to remark that on these platforms they can be not only consumers but also creators of the knowledge and their participation in these require a certain level of creativity to design not only the content but also the aesthetic one.

Different studies prove this strategy as being the favorite of teachers and students (Sen & Sen,2012),(Ali et al., 2016), (Tanjung, 2018) and (Koç,2017), among many more. The last author even established that some learners would go beyond language learning and were using metacognitive strategies to plan and design their lives. However, some studies give further details

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

and specify that this is the favorite strategy of high-achiever learners (Gerami & Baighlou, 2011). One of the main reasons to reach this conclusion in their study was that these strategies require a higher proficiency level.

This research reinforces Kussin et al. (2018) findings when observing a class since the learners of their study and the ones from this study have in common the use of the strategy of paying attention when someone speaks in English. As specified in the interviews, the speaker was mostly the teacher in both studies. Tanjung (2018) also establishes that university students, who are around the age of 20 are very likely to use these strategies the most because it gives them control over their learning process, thus enhancing self-evaluation. Another study that validates the information provided here is the study by Sen (2009, cited in Koç, 2017), in which the ELT department was the one that uses the most metacognitive strategies. Since the participants of this research are pre-service teachers, the result was expected. Therefore, the participants fulfill the perfect profile for the use of these strategies.

Through the analysis of the interview and the SILL, learners expressed that they not only seek as many opportunities as possible to enhance their learning process, trying to be better learners but also, look for opportunities to talk or read in the target language. These opportunities might be also influenced by digital tools such as the ones mentioned by the learners: Webtoons, comics, and Zoom, among many more, that maybe the learners did not mention at the moment, but that still exist out there in the sea of the internet. The learners need to have XXI century skills to read the information since as previously stated, not all of the information read on the internet is true and might not be as useful for them. Selecting the right content requires ability. Accordingly, these strategies have adapted to the XXI century, and despite 32 years having passed since the categorization was created in the SILL, they are still valuable for English language learners. The

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

outcome of this research proves that the metacognitive strategies adapt almost perfectly to the language learners nowadays who include the use of digital technology in most of their processes, but keep the basis of the strategy regardless of the medium used to put it into practice.

5.3. Memory strategies

These strategies have been defined by Oxford (1990) as the oldest strategies used as they can be traced back to ancient times. The author established that the Memory strategies aid the learners when creating mental linkages, using images, sounds, and actions, and reviewing in the right way. According to her review, these strategies work better when they are used, at the same time, with metacognitive and affective strategies. Hardan (2013) adds that using these strategies aids the learner in retrieving information in specific situations, such as exams. The participants of this research use mostly the metacognitive ones, meaning they are going on the right path.

However, a significant number of studies disregard the importance of these strategies and have found in the outcomes of their research that these strategies are associated with low-performing learners. (Habók & Magyar, 2018) or as perceived as the least used strategies (Tanjung, 2018). Other studies are less pessimistic and state that these strategies are more neutral and used by both successful and unsuccessful language learners (Gerami & Baighlou, 2011). Similarly, in this research, one of the most preferred strategies includes making a mental picture of a new English word, as mentioned by the learners during the interview. The learners seem comfortable with making linkages between images and words. Sometimes they might even include songs in these representations to enhance their memory. Although it is not directly mentioned in the SILL, participants said that while they watch series or movies, they do so with subtitles so that they can read the subtitles and memorize the words they see on series, movies, and even when listening to

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

music. These processes are essential for the learning process because they are supporting them through the strategy of making connections between the words, their sound, their translation, and even the context in which they are used.

Although some participants mentioned that they enjoyed the physical representations, other research found that most teachers are not into integrating physical activities in their learning process as they look childish and time-consuming (Koç, 2017). However, the participants of this research seemed receptive to these strategies and said they were willing to use them.

Memory strategies are used in similar ways as some years before. However, with the use of different digital technologies, students can nowadays find a myriad of resources that can aid them in the creation of these elements that help them remember, such as flashcards, rhymes, and digital journals, among many more strategies that seem to support the learners.

The participants seem to be constantly searching for new aids to review, and as there are thousands of apps, webpages, and platforms to aid them, they need to be reflective on the permissions they give these aids. The strategies have a common purpose, allowing the learners to retain information in their memories as long as needed. Of course, there are different resources and tools to fulfill this task, but essentially it is the same. Therefore, it can be concluded that despite the change in devices used to boost memory, the strategies mentioned in the SILL are meaningful for advanced English language learners.

5.4. Cognitive strategies

Oxford (1990) affirms that cognitive strategies can fluctuate and change over time. At the moment she did her research, these strategies had already varied multiple times. The previous results imply that nowadays, with the different resources, tools, and research, these strategies

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

should have diversified too. These strategies are meant for the learners because they are not seen only as recipients of knowledge but as having the capacity of making sense of what they learn (Hardan, 2013). Additionally, it is not only important that they make sense of their learning, but that at any point in time when they need the knowledge they had previously learned, they can access it effortlessly because it is stored in their memory (Koç, 2017).

Although in her research Oxford (1990) declares that these are typically the most used among the learners, it is not a result this research can support. The results of this research are more according to the ones given by Gerami & Baighlou (2011), who assert that as the language level of the learner increases, their use of cognitive strategies decreases as they might have mastered them. These results agree because the participants of this research are advanced English learners, and as they have varied access to tools and resources to enhance their cognitive strategies, they are likely at a level where they do not require them as the previous strategies.

Oxford (1990) asserted that strategies for practicing are essential in this category, and to accomplish this purpose, the resources can be printed or not. The author pointed out that the materials do not need to be necessarily printed, giving more flexibility to the future of learning. Since the arrival of smartphones, the worksheets and materials do not have to be printed to be solved. As seen in the results of the interview, even if the learners are unsure of their use daily. When asked about their way of reviewing for the exams, they mentioned these strategies. The participants also report using digital worksheets, exercises, and videos on the Youtube platform to review topics and vocabulary they might not understand when explained in the class. Learners are making use of the digital resources they can access.

The digital literacy they are acquiring day by day and learning new strategies build up the learning skills required for the XXI century learners as they are being creative to seek the tools,

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

and in some cases, they can also develop the resources that might help other learners, which in this case also promotes collaboration. The learners can develop critical thinking skills using cognitive strategies (Duran et al., 2019). The author states that because they consider that learners usually see knowledge as unquestionable facts when it comes from a renowned source. However, knowledge must be constantly questioned to improve the facts already presented and in case they require modifications due to different reasons such as contexts. Although communication is not established verbally when producing knowledge they might do so in a written format which also enhances a productive skill.

5.5. Compensation strategies

In Oxford's categorization (1990), she established that these strategies enable the learners to practice their production abilities despite the lack of knowledge they might present. Additionally, the author presents these strategies within two subgroups which are "guessing intelligently" and "overcoming limitations in speaking and writing". In other words, limitations in their production skills. However, these learners do not seem to be constant users of these strategies. The only strategy mentioned by them during the interviews included paraphrasing their words when they are lacking the right lexicon to complete their idea.

Karbalaei & Taji (2014), Hardan (2017), Tanjung (2018), and Danko & Dečman (2019) express that it is common for learners at different levels to lack the right word when performing a production task, thus forcing them to rephrase their interactions to get their meanings conveyed. Tanjung (2018) observed that this was a common strategy used by college students. However, these results do not coincide with the ones presented in the present research. This may be a result of the purpose of these strategies: to encourage the learners to do productive tasks when there is a

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

limitation in the vocabulary known by the learners. (Hardan, 2017). As a result, the learners at advanced levels should be using most of their capacity to remember vocabulary and have achieved a high-performance level in the language, thus leading them to leave behind the use of these strategies.

According to the participants, these strategies do not reflect the implementation of information and communication technologies. Nowadays, in the context of the research, it can be said that these strategies are no longer much-used strategies among advanced English learners at a university level.

5.6. Affective strategies

Despite being the most used strategies, they are useful to lower the learner's anxiety levels, check their motivations and attitudes, encourage them, and take their emotional temperature, useful for any of the skills being carried out by the learners, since they may use these strategies when doing perception and production tasks (Oxford, 1990) and (Hardan (2013).

Similar to the results presented by Danko & Dečman (2019), the least used strategy was about learners writing their feelings, they hypothesized that the lack of use of this strategy might be due to the students being reluctant to share their thoughts and feelings when being in an academic environment such as the university. Different from the previous strategies, the lack of use of these strategies might not be associated with the learner's English levels since the research by Gerami & Baighlou (2011) presented that both "successful" and "unsuccessful" learners used these strategies with a low frequency. Another possible explanation for the low use of these strategies is that they are not perceived as real strategies so learners do not ask about them nor seem interested in including them in their daily life (Oxford, 2002, as cited in Sen & Sen, 2012).

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Additionally, the authors Sen & Sen (2012) and Koç (2017) suggest taking the context into account as maybe the learners' attitude towards their feelings in a general way may make it hard for them to express themselves in a foreign language.

During the SILL and most of the interview, the learners did not take into account most of the affective strategies. However, when asked about a piece of advice for beginners they mentioned mostly affective strategies. These strategies were about applying the strategies they felt resonated the most with them and their language learning, thus encouraging them to make a self-recognition exercise to get to know themselves. Additionally, although it is not mentioned in the SILL, they encouraged the learners to learn at their own pace. This is because they may get anxiety from focusing on their partner's learning process and not on theirs. Anxiety might affect their learning process and performance in the language since, as established by the participants in the interview, independently of understanding the whole theory and information, if afraid, they would not be able to express themselves properly.

Studies such as the one made by Oflaz (2019) reflect that despite being normal to get some nervousness and being shy, there might be specific reasons for some learners who might be shy only when talking in a foreign language, therefore presenting foreign language anxiety as presented by the author in the study. The anxiety, as seen in this study, affects the learners' productive skills. Therefore, as suggested by the participants, the learners must build confidence.

These strategies did not report the use of information and communication technologies apart from finding the most liked strategies and devices to carry them out. Consequently, learners develop critical thinking and collaboration skills as they recognize helpful strategies and resources to enhance their abilities and have a better learning process. Additionally, they collaborate with other English language learners who may strive when starting the process.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

6. Conclusions

Language learning strategies (LLS) can be understood as the conscious methods and activities a student uses to acquire a proficiency level in a determined language (Tanjung, 2018). The information presented in this research states that even if we consider that nowadays everything has changed due to the use of technology in the classroom, it is not completely a fact. The fact that most learners still use them makes them relevant and the medium is the part that has the most changes. For instance, reading for pleasure is a language learning strategy. However, the mediums for this involve PDF readings, comics, and webtoons, among many other formats that, although not mentioned here, might be used by other English learners. Another clear example is communicating with native speakers, as said in the interviews, is easier nowadays thanks to different platforms and apps that give you access to an incredible amount of people and are safe for the learners as they are directed to people interested in language learning.

Although listening to music is not listed as an official strategy, Oxford (1990) includes its use within the affective strategies to reduce anxiety levels. However, in this context, the learners might perceive it as functional for practicing their English (a cognitive strategy). Being another multimedia format, it might be possible to add the music part to strategy fifteen (15) about watching English language TV shows or movies. There is various research about music's influence on language learning, making it worth including in future LLS categorizations. Some of the benefits of this way of practicing might be that it provides natural language, gives the learners ways of practicing rhythm, patterns production and recognition, learning of vocabulary, grammar and discourse (Degrave, 2019).

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

The learners tend to use meta-cognitive and social strategies, functional according to their level and context since, at this point of the program, they are expected to be at a conversational level. These strategies are certainly enhanced by technological tools such as communicating with people from around the globe. This experience is valuable to promote the students' critical thinking as they are more likely to perceive different types of native speakers, not only American or British, despite being the most recognized in TV shows, movies, and mainstream music. Students are more open to a comprehensive range of topics to discuss with different people and to acquire a new perspective.

Recalling the 4 C's of the XXI century skills, which are communication, critical thinking, collaboration, and creativity, students are highly presenting them. The world is now connected in many different ways and expressing their opinion about the issues around the world helps them to learn to communicate and listen to many different viewpoints. Also, to think critically about the information they get from others. For instance, students might know about the situation in a different country, but it is up to them to believe it or seek further information. At the same time, the students are learning expressions and increasing their lexicon. Learning with others is a sign of collaboration and includes their peers from the class who might be knowledgeable in a different topic thus creating a diverse environment in which everyone can present their opinions being respected. Finally, in regard to creativity, students need to think about the cultural differences between them and the people behind the screen and understand that they might not have their level, students are more likely to learn diverse ways of making their points, thus complementing their learning, also, along with the music, learners develop rhymes and modify the lyrics of some songs which might be beneficial and creative at the moment of reviewing for an exam.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

Even if the language learning strategies presented in the SILL were published 32 years ago, they are still in use by the learners and might be around for a long time with little variations of some strategies or the inclusion of others. The learners must be able to know this inventory as it might light up the path for them to continue with their language learning process and be able to reflect on the strategies they might use depending on their needs. As said by Kussin et al. (2018) “a language learning strategy is still a strategy no matter how it is put forward or translated” (p. 112)

The results of this research suggest diverse implications and can be beneficial for language learners and teachers to raise awareness to narrow the gap between the language learners' strategies and their methodologies preferences. Practical to help them enhance their skills and become successful English language learners. Additionally, according to the results of the research made by Danko & Dečman (2019), using information and communication technologies are explicit in the strategies used since they employ modern technology, social networking sites, and apps.

Despite being proposed three decades ago in different global and local contexts, the SILL is still modern and helps in the identification of the LLS used by the English learners. The SILL is still applicable and practical, regardless of the minor inclusions of digital tools required since most strategies are still advantageous. Contrary to the results stated by Amerstorfer (2018, cited in Danko & Dečman, 2019) in which they suggest the inclusion of technology-related items, this research considers that some minor modifications to the existent ones would be enough to cover the use of the information and communication technology in the SILL. Considering the results of this research, it is noted that the strategies remain the same in essence, but with technological evolution, they have changed in the media.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

The outcomes of this exploration are not generalizable because the sample is not big enough (n=14), studies still need to be done to reach clear conclusions regarding the use of strategies and their appropriateness for the context of XXI century learners. This study, however, can be used as a first step for future research. Besides, this research is located in a specific context. Nonetheless, it might be helpful in different settings under different conditions as a point of reference. Finally, it is recommended, for future research, to study the influence of music and technological tools on language learning and how viable it is to include it in the SILL.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

References

- Abelha, C., Teixeira, C., Hurst, N., & Diogo, C. (2018). ELT & 21st century skills. The four Cs: not a soft option. *The APPI Ejournal*, 35-40. Retrieved 22 February 2022, from https://www.researchgate.net/publication/329843939_ELT_21st_century_skills_The_four_Cs_not_a_soft_option.
- About. Retrieved 6 August 2022, from <https://www.webtoons.com/en/about>
- Ali, A., Ghani, M., Malik, F., & Ahmad, A. (2016). The use of language learning strategies by Pakistani MA English students in literature/linguistics. *Dialogue*, 11(3), 324-333.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research Methods in Education* (7th ed.). London: Routledge.
- Coyne, I. (1997). Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing*, 26(3), 623–630. doi:10.1046/j.1365-2648.1997.t01-25-00999.x
- Creswell, J., & Creswell, J. (2018). *Research design* (5th ed.). Sage publications.
- Crowley, S. (2015). 21st Century Skills in ELT Part 1: The rise of 21st Century Skills [Blog]. Retrieved 20 January 2022, from <https://oupeltglobalblog.com/2015/07/02/21st-century-skills-in-elt-part-1-the-rise-of-21st-century-skills/>.
- Danko, M., & Dečman, M. (2019). The Strategy Inventory for Second Language Learning: Tested, Adapted, and Validated in the Slovenian Higher Education Context. *ESP Today*, 7(2), 207-230. doi: 10.18485/esptoday.2019.7.2.5
- Degrave, P. (2019). Music in the foreign language classroom: How and why. *Journal of Language Teaching and Research*, 10(3), 412-420.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

- Del Ángel, M. C., & Gallardo, K. E. (2014). Language learning strategies and academic success: A Mexican perspective. *Universitas Psychologica*, 13(2), 703-713.
doi:10.11144/Javeriana.UPSY13-2.llsa
- Gerami, M. H., & Baighlou, S. M. G. (2011). Language Learning Strategies Used by Successful and Unsuccessful Iranian EFL Students. *Procedia—Social and Behavioural Sciences*, 29, 1567-1576. <https://doi.org/10.1016/j.sbspro.2011.11.399>
- Giang ,B.T.K., & Tuan, V.V. (2018). Language Learning Strategies of Vietnamese EFL Freshmen. *Arab World English Journal*, 9(3), 61–83.
<https://bibliotecavirtual.uis.edu.co:2236/10.24093/awej/vol9no3.5>
- Given, L. (2008). *The Sage encyclopedia of qualitative research methods*. Sage Publications.
- Great Schools Partnership. (2016). *21st Century Skills Definition*. The Glossary of Education Reform. Retrieved 20 January 2022, from <https://www.edglossary.org/21st-century-skills/>.
- Griffiths, C., & Cansiz, G. (2015). Language learning strategies: An holistic view. *Studies In Second Language Learning And Teaching*, 5(3), 473-493. doi: 10.14746/ssl.t.2015.5.3.7
- Habók, A., & Magyar, A. (2018). The Effect of Language Learning Strategies on Proficiency, Attitudes and School Achievement. *Frontiers In Psychology*, 8.
<https://doi.org/10.3389/fpsyg.2017.02358>
- Hardan, A. (2013). Language Learning Strategies: A General Overview. *Procedia - Social And Behavioral Sciences*, 106, 1712-1726. <https://doi.org/10.1016/j.sbspro.2013.12.194>
- Jenkins, H., Clinton, K., Purushotma, R., Robinson, A. J., & Weigel, M. (2006). *Confronting the challenges of participatory culture: Media education for the 21st century*. Chicago, IL: The MacArthur Foundation.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

- Karbalaei, A. & Negin Taji, T (2014) Compensation Strategies: Tracking Movement in EFL Learners' Speaking Skills. *Gist Education and Learning Research Journal*, 9. 88-102.
- Koç, H. K. (2017). The Preferences of In-Service ELT Teachers' Language Learning Strategies in Their Own Language Learning Process. *Online Submission*, 5(1), 359–376.
- Kussin, H. J., Omar, A., & Kepol, N. (2018). Language Learning Strategies (LLS): Teachers' Notions and Practice. *Dinamika Ilmu*, 18(1), 107–120.
<http://dx.doi.org/10.21093/di.v18i1.1086>
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research*, 8(4), 999–1011. <https://doi.org/10.12973/eu-jer.8.4.999>
- O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Kupper, L., & Russo, R. P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language learning*, 35(1), 21-46.
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know* (pp. 293-300). Newbury House Publisher.
- Ranjan, R., Philominraj, A., & Bahamondes, G. (2020). Análisis de estrategias de aprendizaje del inglés como idioma extranjero: un estudio de caso en estudiantes universitarios chilenos (1) (PDF) Análisis de estrategias de aprendizaje del inglés como idioma extranjero: un estudio de caso en estudiantes universitarios chilenos. Available from: https://www.researchgate.net/publication/339883191_Analisis_de_estrategias_de_aprendizaje_del_ingles_como_idioma_extranjero_un_estudio_de_caso_en_estudiantes_universitarios_chilenos. *Espacios*, 41(6), 2.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

- Rubin, J. (1975). What the " good language learner" can teach us. *TESOL quarterly*, 41-51.
- Sen, H., Sen, M. (2012). A Comparison of EFL Teachers' Perceptions of Language Learning Strategies (LLSS) and Learners' Reported Use of Llss in Their English Language Classes. *Procedia - Social And Behavioral Sciences*, 46, 1846-1854.
<https://doi.org/10.1016/j.sbspro.2012.05.390>
- Stanny, C. Strategies that Support the Development of Critical Thinking | Center for the Advancement of Teaching. Retrieved 10 August 2022, from
<https://teaching.temple.edu/edvice-exchange/2019/10/strategies-support-development-critical-thinking>
- Stauffer, B. (2022). What Are 21st Century Skills?. Retrieved 6 August 2022, from
<https://www.aeseducation.com/blog/what-are-21st-century-skills>
- Strain, M. (2015). 1983 to today: a history of mobile apps. Retrieved 6 August 2022, from
<https://www.theguardian.com/media-network/2015/feb/13/history-mobile-apps-future-interactive-timeline>
- Tanjung, F. (2018). Language learning strategies in English as a foreign language classroom in Indonesian higher education context. *Language And Language Teaching Journal*, 21(Supplement), 50-68. <https://doi.org/10.24071/llt.2018.suppl2106>
- The most spoken languages worldwide 2022 | Statista. (2022). Retrieved 6 August 2022, from
<https://www.statista.com/statistics/266808/the-most-spoken-languages-worldwide/>
- Uribe Enciso, O. (2010). Learning strategies: Tracing the term. *Matices En Lenguas Extranjeras*, 4. Retrieved 22 February 2022, from
<https://revistas.unal.edu.co/index.php/male/article/view/30138>.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

*Appendixes**Appendix A*

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

Inventario de estrategias para el aprendizaje de
un idioma. Versión para hablantes de otros
idiomas aprendiendo inglés

Versión 7.0

(ESL/EFL) © R.L. Oxford, 1990

versión en español preparada por Karen
Gutierrez, 2022

*Obligatorio

1. Correo electrónico *

Consentimiento informado

Ha sido invitado(a) a participar en la investigación "Language learning strategies presented in the Strategies Inventory for Language Learners (SILL) by Oxford (1990) that are relevant among university students in the XXI century". Los objetivos del estudio son: Debatir la relevancia del Inventario Estratégico de Aprendizaje de Idiomas de Oxford (1990) para necesidades de los estudiantes de inglés avanzado en su contexto actual. Usted ha sido seleccionado(a) porque además de estar estudiando la carrera de licenciatura en lenguas extranjeras con énfasis en inglés, se encuentra cursando la materia de Inglés avanzado, de la misma. La investigadora responsable de este estudio es la estudiante Karen Julieth Gutierrez Toro de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Su participación consistirá en responder el cuestionario que encontrará a continuación en este formulario. Este proyecto no supone riesgo alguno para usted como participante del mismo al mantener en anonimato su identidad durante todo su desarrollo y después del mismo. Todas sus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, ni su nombre ni su código aparecerán asociados a ninguna opinión particular. Además de eso, los datos se guardarán durante el semestre 2022-1 y su información no será divulgada de ninguna forma.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

2. ¿Acepta participar voluntariamente en el estudio: Language learning strategies presented in the Strategies Inventory for Language Learners (SILL) by Oxford (1990) that are relevant among university students in the XXI century? Declarando que ha leído y comprende las condiciones de su participación en este estudio. *

Marca solo un óvalo.

- Sí
- No

3. ¿Le gustaría participar luego en una entrevista que se llevará a cabo fuera del horario de clase?

Marca solo un óvalo.

- Sí
- No
- Tal vez, escríbeme al correo.

4. Código estudiantil *

Cuestionario de contexto

5. Edad *

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

6. Sexo *

Marca solo un óvalo.

- Mujer
- Hombre
- Prefiero no decirlo
- Otros: _____

7. ¿Por cuánto tiempo ha estado aprendiendo Inglés? *

8. ¿Cómo calificaría sus habilidades en Inglés comparado con otros estudiantes de su clase? *
(Señale una de las opciones)

Marca solo un óvalo.

- Excelentes
- Buenas
- Aceptables
- Malas

9. ¿Cómo calificaría sus habilidades en Inglés comparado con hablantes nativos del idioma? *

Marca solo un óvalo.

- Excelentes
- Buenas
- Aceptables
- Malas

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

10. ¿Qué tan importante es para usted convertirse en una persona habilidosa en Inglés? *

Marca solo un óvalo.

- Muy importante
 Importante
 No es importante

11. ¿Disfruta el aprendizaje del idioma? *

Marca solo un óvalo.

- Sí
 No

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés

Versión 7.0
(ESL/EFL) @ R.L.
Oxford, 1989
versión en español preparada por Karen Gutierrez y Silvia Quiroga, 2021

Instrucciones:

Este documento del inventario de estrategias para el aprendizaje de un idioma (SILL, por sus siglas en Inglés) está diseñado para estudiantes de inglés como un segundo idioma o como un idioma extranjero. A continuación encontrará enunciados relacionados con el aprendizaje del inglés. Por favor lea atentamente cada enunciado. En la hoja de respuestas escriba sus respuestas (1,2,3,4 o 5) que indicará QUÉ TANTO SE APLICA EL ENUNCIADO PARA USTED.

NUNCA O CASI NUNCA APLICA PARA MÍ.

significa que el enunciado muy raramente es verdadero.

USUALMENTE NO APLICA PARA MÍ.

significa que el enunciado es verdadero menos de la mitad del tiempo.

EN CIERTO MODO APLICA PARA MÍ..

significa que el enunciado es verdadero alrededor de la mitad del tiempo.

USUALMENTE ES APLICADO A MÍ.

significa que el enunciado es verdadero más de la mitad del tiempo.

SIEMPRE O CASI SIEMPRE APLICA PARA MÍ.

significa que el enunciado es verdadero casi siempre.

Responda en términos de qué tan bien el enunciado lo/la describe. No responda en términos de cómo usted cree que debería ser, o de lo que otras personas hacen, recuerde que esto es anónimo. No hay respuesta correcta o incorrecta en estos enunciados. Tómese el tiempo que necesite, usualmente toma de 20 a 30 minutos para ser completado. Si tiene alguna pregunta, dígame inmediatamente, recuerde que puede comunicarse inmediatamente al siguiente correo:

karengt79@gmail.com

EJEMPLO:

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

12. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Activamente busco oportunidades de hablar con hablantes nativos del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Acaba de completar el elemento de ejemplo, responda el resto de enunciados de las siguientes * páginas. Recuerde que son 6 partes (A-F)

Marca solo un óvalo.

Continuar

Parte A

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

14. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Pienso en las relaciones que hay entre lo que ya sé y las nuevas cosas que aprendo en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso nuevas palabras inglesas en una oración para recordarlas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conecto el sonido de una nueva palabra en inglés a una imagen o foto de la palabra para ayudarme a recordar la palabra.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recuerdo una nueva palabra en inglés haciendo una imagen mental de una situación en la que la palabra podría ser usada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso rimas para recordar nuevas palabras en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

Uso tarjetas de estudio para recordar palabras en inglés.

Represento físicamente palabras nuevas del inglés.

Repaso clases de inglés frecuentemente.

Recuerdo nuevas palabras o frases del inglés mediante el recuerdo de su localización en la página, en el tablero o en una señal de la calle.

Parte B

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

15. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Digo o escribo palabras nuevas en inglés muchas veces.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trato de hablar como un hablante nativo de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practico los sonidos del inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uso las palabras inglesas que conozco de diferentes maneras.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comienzo conversaciones en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veó programas de televisión o películas que están en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leo por placer en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomo notas y escribo cartas o reportes en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primero escaneo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

(leo rápido) un pasaje en inglés y luego vuelvo y lo leo cuidadosamente.

Busco palabras en mi propio idioma que sean similares a palabras en inglés que son nuevas para mí.

Trato de encontrar patrones en el idioma inglés.

Encuentro el significado de una palabra en inglés dividiéndola en partes que entiendo.

Intento no traducir palabra por palabra.

Hago resúmenes de información que oigo o leo en inglés.

Parte C

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

16. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Para entender palabras desconocidas en inglés, hago suposiciones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando no puedo recordar una palabra durante una conversación en inglés, uso gestos.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invento nuevas palabras si no sé las correctas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leo en inglés sin buscar cada palabra que sea nueva para mí.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento adivinar lo que la otra persona dirá en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si no sé una palabra en inglés, uso	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

https://docs.google.com/forms/d/1fpC_uhWNDVHqSLZOiuAbkq1241R65QZ0gg18PTigEg/edit

11/18

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

**una frase o
palabra que
signifique lo
mismo.**

Parte D

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

17. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Intento encontrar tantas formas de usar mi inglés como me sea posible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Percibo mis errores en inglés y uso esa información para ayudarme a mejorar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presto atención cuando alguien está hablando en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento encontrar la manera de ser un mejor aprendiz de inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planeo mi horario para tener suficiente tiempo para estudiar inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

Busco personas con las cuales pueda hablar en inglés.

Busco tantas oportunidades como me sea posible de leer en inglés.

Tengo una meta clara para mejorar mis habilidades en inglés.

Reflexiono sobre mi progreso durante el aprendizaje de inglés.

Parte E

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

18. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Intento relajarme siempre que me siento asustada/o de usar mi inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me automotivo a hablar en inglés incluso cuando me da miedo cometer un error.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me doy una recompensa o capricho cuando lo hago bien en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me doy cuenta si estoy tenso/a o nervioso/a cuando estoy estudiando o usando el inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribo mis emociones en un diario	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

**de
aprendizaje
del idioma.**

**Le hablo a
alguien más
de cómo me
siento
cuando
estoy
aprendiendo
inglés.**

Parte F

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52 Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

19. Por favor seleccione sólo una respuesta por enunciado. *

Marca solo un óvalo por fila.

	Nunca o casi nunca aplica para mí.	Usualmente no aplica para mí.	En cierto modo aplica para mí	Usualmente aplica para mí.	Siempre o casi siempre aplica para mí.
Si no entiendo algo en inglés le pregunto a la otra persona para que lo diga más despacio o para que lo diga de nuevo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le pido a los hablantes de inglés que me corrijan cuando hablo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practico inglés con otros estudiantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pido ayuda de hablantes de inglés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hago preguntas en inglés.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intento aprender sobre la cultura de las personas angloparlantes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Muchísimas gracias por su colaboración.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

9/8/22, 6:52

Inventario de estrategias para el aprendizaje de un idioma. Versión para hablantes de otros idiomas aprendiendo inglés Versión 7.0 (E...

Google no creó ni aprobó este contenido.

Google Formularios

Appendix B

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Partes															Promedios totales
2	Pienso en las relaciones que hay entre lo que ya sé y las nuevas cosas que aprendo en inglés.	4	5	4	5	3	3	4	5	3	4	1	5	5	5	4,9
3	Uso nuevas palabras inglesas en una oración para recordarlas.	4	4	4	4	3	3	4	5	2	5	5	5	4	5	4,1
4	Conecto el sonido de una nueva palabra en inglés a una imagen o foto de la palabra para ayudarme a recordar la palabra.	4	3	4	3	3	4	4	4	4	4	4	5	4	4	3,9
5	Recuerdo una nueva palabra en inglés haciendo una imagen mental de una situación en la que la palabra podría ser usada.	4	5	4	4	3	4	4	5	2	4	5	5	3	3	3,9
6	Uso rimas para recordar nuevas palabras en inglés.	4	1	5	4	1	4	1	3	2	3	1	5	5	2	2,9
7	Uso tarjetas de estudio para recordar palabras en inglés.	3	3	5	2	4	4	3	2	1	3	1	5	3	2	2,9
8	Represento físicamente palabras nuevas del inglés.	4	5	4	3	3	2	4	3	3	4	2	5	3	2	3,4
9	Repaso clases de inglés frecuentemente.	3	2	5	5	3	2	4	4	3	4	5	5	3	5	3,8
10	Recuerdo nuevas palabras o frases del inglés mediante el recuerdo de su localización en la página, en el tablero o en una señal de la calle.	3	3	5	4	3	4	5	4	3	5	3	5	5	4	4,0
11	Suma parte A	33	31	40	34	26	30	33	35	23	36	27	45	35	32	32,9
12	Promedio parte A	4	3	4	4	3	3	4	4	3	4	3	5	4	4	3,7
13	Digo o escribo palabras nuevas en inglés muchas veces.	4	4	5	4	3	3	3	4	4	4	3	3	3	4	3,6
14	Trato de hablar como un hablante nativo de inglés.	4	2	4	3	2	4	4	4	2	4	5	3	4	3	3,4
15	Practico los sonidos del inglés.	4	4	5	5	3	2	3	4	4	4	1	3	4	5	3,6
16	Uso las palabras inglesas que conozco de diferentes maneras.	4	5	5	3	3	3	4	4	2	5	4	3	3	5	3,9
17	Comienzo conversaciones en inglés.	3	3	4	4	3	4	4	4	3	5	4	2	5	5	3,8
18	Veo programas de televisión o películas que están en inglés.	4	5	5	4	3	5	3	5	4	5	5	3	4	5	4,3
19	Leo por placer en inglés.	2	3	3	4	3	3	3	3	3	3	5	3	2	5	3,2
20	Tomo notas y escribo cartas o reportes en inglés.	3	5	3	4	3	3	5	2	4	3	4	3	2	4	3,4
21	Primero escaneo (leo rápido) un pasaje en inglés y luego vuelvo y lo leo cuidadosamente.	4	2	5	3	3	4	5	3	4	4	1	3	5	2	3,4
22	Busco palabras en mi propio idioma que sean similares a palabras en inglés que son nuevas para mí.	4	5	5	3	2	5	4	4	3	5	1	2	4	2	3,5
23	Trato de encontrar patrones en el idioma inglés.	5	4	5	4	3	5	5	4	2	5	2	3	5	4	4,6
24	Encuentro el significado de una palabra en inglés dividiéndola en partes que entiendo.	4	1	5	2	3	3	3	3	1	5	1	3	5	3	3,8
25	Intento no traducir palabra por palabra.	2	5	3	3	3	4	3	3	3	5	4	3	3	4	3,4
26	Hago resúmenes de información que oigo o leo en inglés.	3	3	5	2	3	3	5	3	4	4	1	3	4	2	3,2
27	Suma parte B	50	51	82	48	40	51	54	50	43	61	41	40	53	53	49,8
28	Promedio parte B	4	4	4	3	3	4	4	4	3	4	3	3	4	4	3,6
29	Para entender palabras desconocidas en inglés, hago suposiciones.	4	4	5	2	3	3	4	3	4	4	5	2	5	4	3,7
30	Cuando no puedo recordar una palabra durante una conversación en inglés, uso gestos.	4	5	3	3	2	3	4	4	1	5	5	2	5	5	3,8
31	Invento nuevas palabras si no sé las correctas en inglés.	3	3	2	4	3	4	5	3	1	2	4	2	3	5	3,1
32	Leo en inglés sin buscar cada palabra que sea nueva para mí.	3	4	1	3	2	2	2	3	2	4	4	1	5	5	2,9
33	Intento adivinar lo que la otra persona dirá en inglés.	4	2	2	4	2	2	5	4	1	4	1	4	5	3	3,1
34	Si no sé una palabra en inglés, uso una frase o palabra que signifique lo mismo.	4	4	4	4	2	3	5	4	4	4	4	5	5	5	4,1
35	Suma parte C	22	22	17	20	14	17	25	21	13	23	23	16	28	27	20,6
36	Promedio parte C	4	4	3	3	2	3	4	4	2	4	4	3	5	5	3,4
37	Intento encontrar tantas formas de usar mi inglés como me sea posible.	4	3	3	5	3	3	3	3	3	4	5	5	4	5	3,8
38	Percebo más errores en inglés y uso esa información para ayudarme a mejorar.	4	4	5	5	3	3	5	4	3	4	4	5	5	4	4,1
39	Presto atención cuando alguien está hablando en inglés.	5	5	5	5	3	4	5	4	5	4	5	5	5	5	4,8
40	Intento encontrar la manera de ser un mejor estudiante de inglés.	5	4	5	5	3	4	4	4	3	5	3	5	5	4	4,2

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
41	Planeo mi horario para tener suficiente tiempo para estudiar inglés.	3	1	4	4	3	3	4	3	2	3	1	4	3	2	2.9
42	Busco personas con las cuales puedo hablar en inglés.	4	3	4	4	3	2	4	5	3	5	4	5	4	5	3.9
43	Busco tantas oportunidades como me sea posible de leer en inglés.	4	2	4	3	3	3	3	3	5	4	5	5	3	5	3.7
44	Tengo una meta clara para mejorar mis habilidades en inglés.	3	2	5	5	3	2	4	4	3	4	3	5	5	3	3.6
45	Reflexiono sobre mi progreso durante el aprendizaje de inglés.	4	3	5	5	3	4	4	3	3	4	2	5	5	4	3.9
46	Suma parte D	35	27	40	41	27	28	35	33	30	37	32	44	39	37	34.8
47	Promedio parte D	4	3	4	5	3	3	4	4	3	4	4	5	4	4	3.8
48	Intento relajarme siempre que me siento asustado/a de usar mi inglés.	5	4	3	3	3	3	4	3	3	4	4	5	4	5	3.5
49	Me automotivo a hablar en inglés incluso cuando me da miedo cometer un error.	4	5	5	5	3	4	3	4	4	4	5	5	5	5	4.4
50	Me doy una recompensa o capricho cuando lo hago bien en inglés.	3	1	5	3	3	3	4	2	2	3	5	4	5	1	3.1
51	Me doy cuenta si estoy tenso/a o nervioso/a cuando estoy estudiando o usando el inglés.	5	4	5	5	3	2	4	4	5	4	5	5	4	1	4.0
52	Escribo mis emociones en un diario de aprendizaje del idioma.	1	1	3	1	3	2	2	1	1	2	1	4	2	1	1.8
53	Le hablo a alguien más de cómo me siento cuando estoy aprendiendo inglés.	5	5	5	5	3	3	4	3	4	4	3	5	4	1	3.9
54	Suma parte E	4	20	26	22	18	17	21	17	19	21	23	28	24	14	19.0
55	Promedio parte E	3	3	4	4	3	3	4	3	3	4	4	5	4	2	3.4
56	Si no entiendo algo en inglés le pregunto a la otra persona para que lo diga más despacio o para que lo diga de nuevo.	5	5	5	4	3	4	5	4	4	4	4	5	5	5	4.4
57	Le pido a los hablantes de inglés que me corrijan cuando hablo.	5	2	5	4	3	4	2	3	3	5	1	5	5	2	3.5
58	Practico inglés con otros estudiantes.	4	5	4	5	3	4	4	4	5	5	5	5	5	4	4.4
59	Pido ayuda de hablantes de inglés.	4	2	3	4	3	2	5	4	3	4	1	5	3	2	3.2
60	Hago preguntas en inglés.	5	5	5	5	3	4	5	4	2	5	5	5	5	4	4.4
61	Intento aprender sobre la cultura de las personas angloparlantes.	5	1	4	3	3	4	3	2	2	5	1	5	5	3	3.3
62	Suma parte F	28	20	25	25	18	22	24	21	19	25	17	30	28	20	23.3
63	Promedio parte F	5	3	4	4	3	4	4	4	3	5	3	5	5	3	3.9

64	Suma total	140	140	171	155	117	135	180	142	124	170	136	158	172	151	30.14
65	Promedio total	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3.88

Appendix C

<u>Entrevistadora:</u> Karen Julieth Gutierrez Toro				Fecha	DD	MM	AA
<p><u>Objetivo general:</u></p> <ul style="list-style-type: none"> - Debatir la relevancia del Inventario de Estrategias de Aprendizaje de Idiomas de Oxford (1990) para las necesidades avanzadas de los estudiantes de inglés en su contexto actual. <p><u>Objetivos específicos:</u></p> <ul style="list-style-type: none"> - Identificar las estrategias utilizadas por los estudiantes de niveles avanzados de inglés en la escuela de idiomas de la UIS. - Examinar si las estrategias utilizadas son nuevas o son variaciones de las existentes. - Revisar la relevancia de la SILL para las necesidades actuales del alumno. 							
<p><u>Instrucciones:</u></p> <p>La siguiente es una entrevista semi-estructurada aplicada con el fin de recolectar información sobre las estrategias de aprendizaje de idiomas (Language Learning Strategies), entendidas como comportamientos o pensamientos <i>intencionales</i> usados por estudiantes durante el aprendizaje (Richards and Platt, 1992 como se citó en Ranjan, Philominraj & Bahamondes, 2020) con el fin de desarrollar habilidades en su segunda lengua. Estas estrategias difieren de una actividad aleatoria en inglés u otro idioma al estar estas enfocadas al desarrollo <i>consciente</i> de habilidades (lectura, escucha, producción escrita y oral).</p> <p>A continuación encontrará 3 preguntas que espero pueda contestar detalladamente y con honestidad, ya que</p>							

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

<p>estas son base para el análisis que este proyecto realizará posteriormente. Todas las regulaciones éticas están señaladas en el consentimiento informado que fue enviado junto con esta entrevista, lo/a invitamos a revisarlo, en caso de que aún no lo haya hecho.</p>
<p>ENTREVISTA</p>
<p>1. ¿Podría describir las estrategias de aprendizaje que usa para aprender inglés?</p>
<p>2. Piense en las veces que aplicó estas estrategias en diversas situaciones. ¿Considera que se ajustan a sus necesidades como estudiante del siglo XXI?</p>
<p>3. ¿Le gustaría contarnos algo más (experiencias, sugerencias, anécdotas que considera podrían ayudar a los estudiantes a mejorar sus habilidades o algún comentario)?</p>

Appendix D

DOCUMENTO DE CONSENTIMIENTO INFORMADO

Estrategias de aprendizaje de idiomas presentadas en el Inventario de Estrategias para Estudiantes de Idiomas (SILL) de Oxford (1990) que son relevantes entre los estudiantes universitarios del siglo XXI

INFORMACIÓN

Ha sido invitado(a) a participar en la investigación Estrategias de aprendizaje de idiomas presentadas en el Inventario de Estrategias para Estudiantes de Idiomas (SILL) de Oxford (1990) que son relevantes entre los estudiantes universitarios del siglo XXI. Los objetivos del estudio son:

Objetivo general:

- Debatir la relevancia del Inventario de Estrategias de Aprendizaje de Idiomas de Oxford (1990) para las necesidades avanzadas de los estudiantes de inglés en su contexto actual.

Objetivos específicos:

- Identificar las estrategias utilizadas por los estudiantes de niveles avanzados de inglés en la escuela de idiomas de la UIS.

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

- Examinar si las estrategias utilizadas son nuevas o son variaciones de las existentes.

Usted ha sido seleccionado(a) porque además de estar estudiando la carrera de licenciatura en lenguas extranjeras con énfasis en inglés, se encuentra cursando ya sea quinto semestre de la misma o está cursando la materia de inglés avanzado..

La investigadora responsable de este estudio es la estudiante Karen Julieth Gutierrez Toro de la Facultad de Ciencias Humanas de la Universidad Industrial de Santander.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier aspecto que no le quede claro:

Participación: Su participación consistirá en responder una entrevista y un cuestionario que ya le fueron adjuntados. La entrevista consiste de 3 preguntas estructuradas y múltiples preguntas que pueden surgir de acuerdo a sus respuestas para dar un mejor seguimiento, y el cuestionario contiene primeramente 11 preguntas de contexto y luego se divide en secciones de la A a la F en la que se incluyen 50 enunciados que deberá responder con las instrucciones allí proporcionadas. La entrevista y el cuestionario durarán alrededor de 30 minutos, y abarcan varias preguntas sobre las estrategias de aprendizaje de un idioma utilizadas por los estudiantes de quinto semestre de la licenciatura en lenguas extranjeras con énfasis en Inglés.

La entrevista será realizada mediante el medio que se le facilite más a los estudiantes, ya sea mediante una reunión virtual en la plataforma zoom o de manera presencial en la Universidad Industrial de Santander; y el cuestionario se hará mediante un link de Google Forms. Para facilitar el análisis, la entrevista y el cuestionario serán guardados. En cualquier caso, puede interrumpir la grabación en cualquier momento, y retomarla cuando desee.

Riesgos: Este proyecto no supone riesgo alguno para usted como participante del mismo al mantener en anonimato su identidad durante todo su desarrollo y después del mismo.

Beneficios: Usted no recibirá ningún beneficio económico directo por participar en este estudio. Sin embargo, su participación permitirá generar información para ayudar a los estudiantes a conocer las maneras más efectivas de mejorar sus habilidades en el idioma inglés.

Declara que conoce esta investigación y autoriza su participación. Además, tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento. Esto no implicará ningún perjuicio para usted.

Confidencialidad: Todas sus opiniones serán confidenciales, y mantenidas en reserva. En las presentaciones y publicaciones de esta investigación, su nombre no aparecerá asociado a ninguna opinión particular. Además de eso, los datos se guardarán durante el semestre

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

2022-2 y sus nombres no serán divulgados de ninguna forma.

Conocimiento de los resultados: Tiene derecho a conocer los resultados de esta investigación. Para ello, le enviaremos un correo electrónico en el que vamos a adjuntar dicha información.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a Karen Julieth Gutierrez Toro, responsable de este estudio:

LLS AMONG UNIVERSITY STUDENTS IN THE XXI CENTURY

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto participar voluntariamente en el estudio: Estrategias de aprendizaje de idiomas presentadas en el Inventario de Estrategias para Estudiantes de Idiomas (SILL) de Oxford (1990) que son relevantes entre los estudiantes universitarios del siglo XXI. Declaro que he leído (o se me ha leído) y he comprendido las condiciones de mi participación en este estudio. He tenido la oportunidad de hacer preguntas y han sido respondidas. No tengo dudas al respecto.

Firma Participante

Firma Investigadora Responsable

Lugar y fecha: _____

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.