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LEARNING STRATEGIES AND SELF-REGULATION IN VOCABULARY ACQUISITION: A RESEARCH PROJECT ABOUT EFL LEARNERS STUDY EXPERIENCE AND ACHIEVEMENT

INFORME FINAL DE SEMINARIO DE GRADO PARA OPTAR AL GRADO DE LICENCIADO EN LENGUA Y LITERATURA INGLESAS

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<div align="right">Katherine Vergara Chávez</div>

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Abstract

Much of the research work concerning vocabulary learning strategies use confirms the usefulness these strategies have for learners. Relatively recent work on educational psychology has pointed out the influence of learners' self-regulatory capacity on their performance. The present cross sectional research examines first year undergraduate students' vocabulary proficiency; identifies their use of strategies and their level of self-regulation. It also seeks to respond if first year students use vocabulary learning strategies, and if there is any relationship among the use of strategies, self-regulation and success in vocabulary acquisition. Results suggest that, in fact, there is a connection in the use of strategies and the level of success. They also indicate that self-regulation enhances the use of learning strategies.

Keywords: **vocabulary acquisition - second language acquisition - vocabulary learning - sociocultural theory - mediation - vocabulary knowledge - receptive/productive knowledge - learning strategies - vocabulary learning strategies - self-regulation - metacognition.**

Preface

The process of second language acquisition is a complex phenomenon as it is composed by several factors, such as learner characteristics, learning conditions and the mental processes involved, among others.

We felt the necessity to shed light on the mechanisms behind vocabulary acquisition, because of the factors mentioned above, and especially for the conditions in which the learning process takes place. We have to keep in mind that in Chile English is taught and learned as a foreign language, where it is not spoken or used at all. We have to mention it, because the participants of our present research have to deal not only with the process of learning another language, but they have to manage and face an unfavourable environment. Furthermore, they do not learn English as an instrumental language but exclusively in order to become experts. All these elements guided the following research project, which aims to see particularly how the process of vocabulary acquisition works in first year students from our program, some factors that influence it and how these students can improve and manage their own learning process. We considered vocabulary acquisition, strategies and self-regulation as crucial factors to study since they are not only associated with an eventual success, but with commitment and the awareness students have about what they study and how they do it, and that there are useful tools available for them to use.

The present research, then, will be described in the following four sections: literature review, methodology, results, and conclusions.

To begin with, in the literature review, the theories on which our research is based are presented and explained. These theories include: sociocultural theory, vocabulary knowledge, vocabulary learning strategies, self-regulation and the role of memory in the learning process. We included the latter as its role is considered in the taxonomies related to language and vocabulary learning strategies.

The methodology describes the participants and the academic context in which our study took place. Also, the instruments detail the creation of the receptive/productive vocabulary test and characteristics of the questionnaires on learning strategies and on self-regulation, along with the process of data collection and analysis.

The section regarding the results, takes into consideration the research questions and the figures that shed light on these questions. The conclusions section shows what can be understood from the results and some pedagogical implications that can be useful within our program. Finally, we also included suggestions for future research.

1. Literature Review

1.1. Sociocultural Theory

The World War I brought the development of new studies about introspective human conscious processes. However, psychologists from Russia and the United States criticized the veracity of the studies in favour of the study of behaviour. They decided, on the one hand, to relate animal and human behaviour to scientific study. This type of study just revealed the behavioural processes shared with animals but neglected higher processes such as thought. On the other hand, a group of behaviourists demonstrated that intellectual and perceptual phenomena could not be accounted for in terms of simple processes. This group was known as Gestalt psychologists (Vygotsky, 1978). For this reason, the beginning of the twentieth century in Russia was marked by introspective psychology and behaviourism. This triggered the reaction of some psychologists whose aim was a unified theory of human psychological processes. One of them was Lev Semyonovitch Vygotsky.

Vygotsky tried to go beyond psychology in order to point out the importance of the brain mechanisms, particularly some functions and the understanding of higher psychological functions (Vygotsky, 1978).

In the next paragraph, we are going to define briefly what sociocultural theory is, the significance of artifacts in mediation and how this process is regulated in the human mind. Finally, the relation between sociocultural theory and vocabulary learning acquisition will be established.

Lev Vygotsky proposed sociocultural theory during the years that followed the Russian revolution as a way to overcome the crisis that affected psychology during the early 20th century. This crisis triggered the division of psychological processes into two branches: behaviourism and psychoanalysis (Lantolf & Thorne, 2006). To Vygotsky,

psychology should centre its studies on "how human social and mental activity is organized through culturally constructed artifacts" (Lantolf, 2000: 1). In other words, Vygotsky focused his attention on the second branch, psychoanalysis, which is "the description and understanding of mental activity" (Lantolf & Thorne, 2006: 198). He was interested in what he called "higher mental processes" such as problem-solving, rational thought, voluntary memory and attention, planning, and meaning making activity (Lantolf & Thorne, 2006).

In order to reveal the origins of "higher mental processes", Vygotsky made a distinction between lower natural mental functions, such as memory; and higher or cultural mental functions, which are human and appear as part of the transformation of the lower functions. These two mental functions are mediated by psychological tools. For this reason, "Higher mental functions must be viewed as products of mediated activity in which Psychological tools are instruments created artificially by humanity and represent elements of culture internally oriented transforming human abilities and skills in higher mental functions" (Khatib, 2011: 46). Vygotsky was interested in the development of language in relation to thought because for him, language and speech were prime not just for the creation of higher mental functions that take place in the mind, specifically on memory, but also, they undergo a cultural development (Khatib, 2011). For example, in a problem-solving situation, a child becomes capable of solving a task by starting a mediation process with the use of a psychological tool, such as language, in order to remember or respond. This mediation relates the child, in this case, with the socio-material world. At this stage, there is explicit or implicit assistance in order to facilitate the automatization of the process (Khatib, 2011).

Vygotsky came up with a new notion about people's mental development in which mind and mental functioning appear as mediators, and humans do not interact with the world directly, but through the use of artifacts. This mediation is explained by a distinctive feature of human consciousness that favours the use of tools (Lantolf & Thorne, 2006). For example, Lantolf and Thorne (2006) compare this mediation with digging a hole in the ground in order to plant a tree. Modern humans are going to dig a hole through the use of a shovel in order to be precise and spend less energy, instead of using their hands. For this reason, the emphasis is put on human consciousness and its capacity to use and control higher-level cultural tools. These higher-level cultural tools such as language, literacy, etc., are known as *symbolic artifacts*. Vygotsky considered the use of symbolic tools as a manner to mediate between the person and the environment and to establish a relation between the individual and the social-material world in order to facilitate our mental process, "Symbolic tools serve as auxiliary means to control and reorganize our biologically endowed psychological processes" (Lantolf & Thorne, 2006).

According to Vygotsky, "artifacts are modified as they pass from one generation to the next, so, each generation reworks its cultural inheritance according to the needs of its communities and individuals" (Lantolf, 2000: 2). For example, language is continuously adapted by their users, depending on their psychological and communicational needs (Lantolf & Thorne, 2006). Therefore, as cultural artifacts are inherited from our ancestors, who in turn inherited these artifacts from their ancestors, the adequate approach to study higher mental abilities was historic (Lantolf, 2000). According to James P. Lantolf's *Introducing sociocultural theory* (2000), Vygotsky established four genetic domains for the proper study of higher mental functions of the individuals.

First, the *phylogenetic domain* deals with how human mentation (i.e. thinking), is different from mental processes. Second, the *sociocultural domain* is concerned about "how different types of human culture developed through history were affected by the kinds of mediation favored, and with it the kind of thinking valued by these cultures" (Lantolf, 2000: 3), for example, the impact of literacy in thinking, i.e., when human beings began developing literacy their thinking was also developing into a more complex structure, because language mediated between the internal individual activity and the social world. Third, the *ontogenetic domain* is about how children appropriate and integrate mediational means, such as language into their thinking as they mature. Finally, the *microgenetic domain* is based on "the development and reorganization of mediation over a short span of time; for instance, to learn a word, sound or grammatical feature of a language" (Lantolf, 2000: 3).

1.1.1. Mediation

Cognition is developed by means of social interaction, and this process requires two stages, first, the social level and second, the individual mental level. In this process, language plays the most important role in the course of mediation between the brain and the society, because internalization appeals to the intrinsic connection between social communication and mental activity by gaining control over our minds, "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)" (Vygotsky, 1978: 57).

It has been stated that one of the forms of mediation is *regulation*. This regulation begins when children (while learning a language) take words used by other members of their community and use them to regulate their own linguistic activities. This is part of a

process of *self-regulation*, and it has three general stages. First, there is *object-regulation*, in which children are controlled by the objects of their environment, e.g. a parent wants a child to fetch a toy. The child is going to be distracted by other toys (more colorful or larger ones) and may fail the parent's request. Secondly, *other-regulation*, in which there is an implicit and explicit mediation by means of parents, peers, teachers, etc, i.e. different levels of assistance and scaffolding. For instance, a parent indicates the direction in which the toy is located in order to avoid distractions. Thirdly, *self-regulation* which is the ability to carry out activities with minimal or no help, for example, an 8 year-old child is not going to use blocks in order to add 2+2. It is in this final stage which *internalization* is possible. (Lantolf & Thorne, 2006).

1.1.2. Internalization

Internalization is the process in which the information that was external is available internally by the individual without assistance, "Internalization, then, assumes that the source of consciousness resides outside of the head and is, in fact, anchored in social activity" (Lantolf, 2000: 14). Therefore, in the final stage of regulation, there is a reorganization between the individuals and their environment, which is mainly psychological. This regulation is not directed to another person but it is oriented to the children themselves as a mental process in which they instruct themselves. So, at this point, language regulates our mental functions by means of private speech (Lantolf & Thorne, 2006).

According to Lantolf (2006) *private speech* is the speech that has social origins in the speech of others, but that takes on a private or cognitive function. For example, the speech in which we ask ourselves questions, answer the questions, tell ourselves to interrupt a particular activity, tell ourselves we are wrong, etc is referred as *private speech.*

But the key to internalization, according to Vygotsky, is *imitation* and "the unique capacity to imitate the intentional activity of other humans" (Lantolf & Thorne, 2006: 203). However, imitation is understood as a cognitive activity that can result in transformations of the original model and as Vygotsky states,

"Development based on collaboration and imitation is the source of all the specifically human characteristics of consciousness that develop in the child […] and as such imitation is the source of instruction's influence on development" (Vygotsky, 1987: 210-211).

For this reason, imitation, from this perspective, is also considered a core factor in the acquisition of a language because it is part of the process of internalization.

1.1.3. The Zone of Proximal Development

One of Vygotsky main proposals in the field of mediation is the Zone of Proximal Development (ZPD). ZPD is the distance between the developmental level obtained independently, and the potential development under adult or other assistance. In an L2 context of learning, the learner assumes the responsibility of an appropriate performance. For example, when a second language learner needs to learn words; they will need the help of a teacher in order to know how to combine them and master the language. There is a development of the learner at two levels: one of an independent performance and another mediated by someone else. This second level has a direct relation with the ZPD, because there is a distance between what a learner can do alone and what they are able to do with mediation. Therefore, ZPD provides in peer work, a "collaborative construction of opportunities for individuals to develop their mental abilities" (Lantolf, 2000: 17).

Another issue to consider is the process of *scaffolding.* Donato (1994) defines *scaffolding* as the process in which learners and other people – assistant, teacher – interact

and build knowledge on each other statement and provides continuous support. For example, a child's mistake can be a sign for the adult to upgrade scaffolding and as the child begins to take on responsibility on the task, the adult dismantles the scaffold. The child was benefited in his/her performance and internalized the problem-solving process (Donato, 1994). This process has its bases on cognitive psychology and L1 research, in which a knowledgeable participant can increment his/her competence; "the novice participant can extend his/her current skills and knowledge to higher levels of competence" (Donato, 1994: 40).

Wood, Bruner & Ross (1976) highlight the capacity that individuals have for learning and also the capacity for teaching. In this sense, the tutor or expert has to fulfil several features in order to create an appropriate instructional task. Therefore, scaffolding is characterized by six features: first, *recruitment* refers to the interest that the expert has to generate in the novice in a particular task. Second, *reduction in degrees of freedom*, involves the simplification of the task in order to reach the solution. Third, *direction maintenance* refers to the role of the tutor for keeping the novice on the pursuit of a goal. Fourth, marking *critical features*, in which the tutor marks the discrepancies between what was produced and the ideal solution. Fifth, *frustration control*, in which the problem-solving should be less stressful with the assistance of an expert. However, the tutor has to avoid the dependence of the novice. Finally, demonstration, involves an idealized version of the act to be performed, i.e. "the tutor is imitating in idealized form an attempted solution tried by the tutee in the expectation that the learner will then imitate it back in a more appropriate form" (Wood, Bruner & Ross, 1976: 98).

For this reason, Wertsch (1979) stated that "scaffolded performance promotes the novice internalization of knowledge co-constructed in shared activity" (Donato, 1994: 41).

Therefore, scaffolding is core in the process of social internalization, in which second language learning is mediated by language in a sociocultural environment and guided by a teacher or an expert.

The sociocultural theory – and especially the ZPD – has gained importance as it highlights the interaction between peers as a mechanism to develop skills and strategies. Concerning the context of L2, learners are able to internalize and store information culturally contextualized by means of social interaction, collaboration and peer working. However, we have to highlight the role of memory in the process of internalization. For instance, the theory of levels of processing proposed by Craik and Lockhart (1972), describes the retention of new knowledge into the long-term memory as a result of the integration of cognitive units by means of constant exposure to the stimuli. So, the knowledge of words that a learner will store and acquire in a social environment either by the assistance of a teacher or peer cooperation, is going to be mediated by language as a symbolic artifact in the human mind. When the words are stored in the long-term memory, the learner is going to be able to use them. Vygotsky stated that human beings need the help of signs in order to remember things, and explained it using the following example: a person who ties a knot in their handkerchief to remember something; the handkerchief is a mediating tool (Vygotsky, 1978, in Dang and Marginson, 2010).

Furthermore, the socio-cultural theory is closely related to second language acquisition since the experience of learning a second language is for a higher social purpose, such as communication, which is part of the interaction with a different culture and the use of its artifacts. However, the learning process is individual, and that is why this theory is significant to support our study on vocabulary acquisition. Milton (2009) stated that the process of monitoring progress by teachers and learners (self-monitoring) is going

to provide core information about the nature of language knowledge and the process of learning a second language. For Vygotsky, the learning of a second language is a conscious process that depends on certain development of the novice's first language. This process allows the child to understand his native language (Khatib, 2011). In this sense, the social aspect of language plays a central role in the development of thinking.

In order to create a suitable learning environment during the class, the teacher has to know how to control and help students to deal with some variables that affect SLA, such as motivation, age, L1, culture, etc. (Schmitt, 2000). And, at the same time, to teach the learners how to find proper strategies to achieve their learning goals and to manage correctly their study to improve their performance.

Vygotsky stated the importance of the L1 in the acquisition of an L2. According to him, "the acquisition of a foreign language differs from the acquisition of the native because it uses the semantics of the native as its foundation" (Khatib, 2011: 49). In this sense, vocabulary knowledge enables the use of language, and language use enables the increase of vocabulary knowledge (Nation, 1993).

1.2. Vocabulary Knowledge

There are several facts that prove the significance of vocabulary as one of the most important aspects of second language acquisitions (SLA). For example, according to Adolph and Schmitt (2003) a learner should know at least 3000 words to understand 95% of the information coming from a native-speaker. Consequently, Schmitt (2010) stated that a study plan should aim to cover certain vocabulary goals depending on the language activities that learners want to perform in the L2, especially in terms of communicative competence.

Chacón-Beltrán et al. (2010), Vermeer (1992) and Laufer (1998) emphasized the importance of the lexical component in order to acquire full competence in various registers and contexts. Laufer (1998) affirmed that 'the main difference between language learners and native speakers of the target language was precisely their lexical competence" (p. 2).

Vocabulary is defined by the Cambridge dictionary as all the words known and used by a particular person and all the words which exist in a particular language or subject. Schmitt (2000) defined vocabulary as all the words which exist in a particular language. Also, he proposed another perspective to see what vocabulary is: "While grammar is a closed system in that there is a limited set of rules, vocabulary is open-ended, with even older native speakers learning new words. As such, it is likely to be the biggest hurdle in learning a language." (Schmitt, 2010: 30). The previous quotation describes grammar as a set of rules, which is finite and fixed, while vocabulary is an open-ended system, in which even native speakers continue learning. This explained the infinite and richness nature of learning vocabulary. We also considered Schmitt's definition (2000) that specifies that "the term 'words' is too general to encapsulate the various forms vocabulary takes" (p. 1). Therefore, it is important to differentiate between some more precise terms such as tokens, types, lemmas, word families (Milton, 2009; Nation, 2001; Schmitt, 2000) and hapax legomena (Milton, 2009), which are going to be explained in the following section.

According to Nation (2001), *tokens* refer to every word that appears in a spoken or written text. If the same word occurs more than once, each occurrence is counted. For instance, in the sentence: *"Taken from his books and his private letters",* we can find eight tokens even when we have a word repeated.

Types, on other hand, consist on the number of different words or "types" that are present in an utterance. If we consider the example above, we have just seven types.

Lemmas consist on the headwords, the most frequent inflections, and reduced forms. Inflections consider: plurals, third person singular present tense, past tense, past participle, progressive aspect, comparative, superlative and possessive (Nation 2001). For instance, the verb *write* includes *writes*, *wrote*, and *writing*; but not *writer,* which is a noun and not a verb.

Word families consist of a headword, their inflections and their closely related derived forms; so lemmas are part of this specialized definition. This definition also includes affixes like –ly, –ness, and –un (Nation, 2001).

Finally, *hapax legomena* is a term used for those words that occur just once in a text (Milton, 2009).

1.2.1. Vocabulary learning

Following with vocabulary learning, several types of word knowledge are necessary to use a word properly. The most well known idea of vocabulary knowledge is illustrated by the following sentence: "form-meaning linkage is the most basic vocabulary knowledge possible" (Schmitt, 2010: 30). It implies that the basic level of vocabulary knowledge is to recognise the written/spoken *form* of a word and make a mental connection with its *meaning.*

1.2.2. Word knowledge: receptive/productive

According to Nation (1990), there are eight levels of word knowledge: meaning, written form, spoken form, grammatical characteristics (information about word class, morphology and related to the context), collocations, register constraints, frequency, and association. Frequency and association are the most difficult to teach explicitly, because of the number of exposures needed (Schmitt, 2010).

Receptive and productive are two types of knowledge that are associated with the four main linguistics abilities: listening, speaking, reading and writing.

Receptive knowledge is related to skills of listening and reading, and productive knowledge corresponds to the skills of speaking and writing (Palmer, 1921).

The notions of receptive and productive knowledge are closely related to the topic of vocabulary and the levels of word knowledge. According to Nation (2001) the terms *productive* and *receptive*, applied to vocabulary, cover all the aspects referring to knowing a word. Each type of knowledge is going to be explained in relation to vocabulary knowledge, and in relation to the eight levels of knowing a word proposed by Nation (2001).

Receptive knowledge implies that we receive input from others by reading and listening, afterwards we comprehend what we have read and listened to (Nation, 2001). Receptive knowledge is also related to the notion of the perception of a word and knowing its meaning.

Productive knowledge deals with the expression of meaning through the active skills of speaking and writing (Nation, 2001).

Continuing with the model proposed by Nation, a table of his authorship is going to be displayed to illustrate what is involved in knowing a word.

Table 1.
What is involved in knowing a word

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What word or types of words must we use with this one?
	constraints on use (register, frequency)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Nation (2001: 27)

Receptive and productive knowledge mark the difference between what learners can perceive and understand by reading and listening, and what they can produce when they want to communicate through speaking or writing.

Vocabulary learning is incremental, that is to say learners need several encounters with a word to start the process of learning. Nation (1990) said that at least from 5 to 16

exposures are needed. Nonetheless, this number will depend on the type of exposure,

learner's engagement and other factors (Schmitt, 2010).

1.2.3. Breadth and depth

Knowing a word is also related to the concepts of breadth and depth, as Anderson

and Freebody (1981) suggested (Milton, 2009). The former refers to the number of words

known by a learner. The latter, has to do with what a learner knows about the word. The

depth of knowledge is going to depend on how much word knowledge the learner is able to

master, in terms of spoken form, meaning, collocations, synonyms etc.

1.2.4. Vocabulary teaching

Related to teaching, one of the main issues that has been considered is the number

of words that exists in a language. This includes word families, which also belong to

vocabulary knowledge. It is important, because it helps to determine the number of words

that learners need to learn.

Dictionary makers of English have established a set of 54.000 word families,

which do not include compound words, archaic words, abbreviations, proper names,

alternative spellings and dialect forms (Schmitt, 2000). They just consider words used on a

daily basis.

However, a smaller number of words enables learners to communicate in a

proficient way. After much argument, Schmitt (2008) and Nation (2006) proposed that the

amount of vocabulary that a second language learner needs goes from 2,000 – 3,000 to

6,000 – 7,000 word families.

English is one of the richest languages in terms of vocabulary, because it has a

considerable number of loanwords from other languages (Schmitt, 2010). Furthermore, as it

was mentioned before, vocabulary – in opposition to grammar – is an open ended system (Schmitt, 2010).

Vocabulary size in a second language provides the frame of a concrete number of words to function in the language. It has been stated that an educated native speaker knows a range of 15,000 – 20,000 word families and for each year of life they add 1,000 words to their word stock (Goulden et al., 1956; Nation, 2001). This number of words is almost impossible to acquire for a learner of English as second/foreign language, yet it is possible to establish certain vocabulary learning goals, depending on the types of activities that learners want to be able to perform (Schmitt, 2010).

1.2.5. Kinds of vocabulary

All the words that compose the language can be divided according to certain kinds. After several studies based on frequency, it was demonstrated that most frequent words are more useful than the low frequency words (Nation, 2001) for second language teaching

1.2.5.1. High-frequency words

In 1953, Michael West proposed a high-frequency list that contained around 2,000 words named *General Service list of English words.* This list considered 165 words that belong to the function words, i.e. articles, prepositions, and connectors such as *a, one, to,* and *because,* etc. The rest of the words that completed the list were content words: nouns, verbs, adjectives and adverbs.

The British National Corpus (BNC) was designed to show a wide cross-section of British English from the last years of the 20th century. It is a corpus composed by a 100 million word collection of samples of written and spoken language from a large variety of sources that go from academic samples to everyday life uses of language.

The written section covers a 90% of the corpus and was taken from regional and national written press for all ages and interests, multiple genre books from academic to popular fiction bestsellers, letters and school and university essays. The spoken part of the corpus – 10% – includes orthographic transcriptions of oral samples, recorded from a heterogeneous group of volunteers –different ages, regions and social classes –. It also includes spoken language from formal contexts, such as business or government meetings to radio shows.

Nation (2001) mentioned the significance of *high-frequency* words as they cover a larger proportion of the words present in spoken and written texts. Also, they are likely to appear in every use of the language.

1.2.5.2. Specialized vocabulary

Specialized vocabulary is a label to name different types of vocabularies that are composed by a systematically narrowed range of topics. Specialized vocabulary is made by frequency counts in a given corpus. Technical vocabulary is another form for specialized vocabulary, which is made by specialists in specific areas who decide which vocabulary is relevant in their disciplines. These types of vocabularies are intended to accomplish a given task, for example a specialized vocabulary to read a newspaper (Nation, 2001).

The most important specialized vocabulary is *the academic word list* as it is pointed out by Nation (2001), mainly for second language learners that aim to do academic studies in English. The academic word list developed by Averil Coxhead (1998) is composed by 570 word families which are not present in the most frequent 2,000 words of English. Thus, the 570 words families occur frequently in several academic texts. The list is not exclusive to a specific area of study, which means that its words could be used by every learner in any discipline (Nation, 2001).

1.2.6. Significance of vocabulary teaching in SLA

We have to consider the significance of second language teaching and second language acquisition. Schmitt (2000) points out the impossibility of mastering the entire English lexicon, because it is even beyond native speakers. For this reason, a learner needs to learn only a few thousand words that are useful, and discover how to combine them and how to master the rules of the language (Milton, 2009).

Only during the 90s, vocabulary started to be considered as a key component for L2 successful communication (Chacón-Beltrán et al., 2010). And the importance to teach vocabulary is well explained by Martha Nyikos and May Fan (2007) who claimed that, "Vocabulary has a crucial role in both the receptive and productive skills associated with effective communication" (Nyikos and Fan, 2007: 251). This quotation describes the major role that vocabulary plays for L2 learners, and the level of proficiency that learners present will be closely related to the amount of vocabulary knowledge they are going be able to master.

The issue of learning vocabulary was well described by Nation (1993) who drew attention to the fact that vocabulary knowledge increases language knowledge, which –at the same time – leads to world knowledge and continues with learning of more vocabulary: "Vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use and so on" (Nation, 1993b: 6).

Up to now, we have stated the importance of vocabulary knowledge in L2 acquisition, and also the difficulties to achieve the number of words known by a native speaker. In the following section, we will focus on the ways in which learners can acquire knowledge easily.

1.3. Learning strategies

The concept of *learning strategies* falls within the category SLA researchers have called *individual differences.* Individual differences are the variables concerning just learners, such as age, motivation or their ideas of the language they are learning. These differences are classified in three categories: a) *learner's beliefs about language* that deal with all the preconceptions students have at learning a language (for example, that having aptitude is the most important thing when learning another language)*,* b) *affective states* have to do with learners' feelings like fear or confidence while facing the task of learning*;* and c) *general factors* that include age, aptitude, learning style and personality (Ellis,1994).

1.3.1. Some definitions of learning strategies

In *Explaining individual differences,* Ellis (1994) addresses this topic and reviews the most important authors (Chamot 1987, Stern 1983, Oxford 1989), theories and proposals related to it. Chamot (1987) said that "learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning, recall of both linguistic and content area information" (Ellis, 1994: 531). Another attempt is provided by Oxford (1989) who stated that "language learning strategies are behaviours or actions which learners use to make language learning more successful, self-directed and enjoyable" (Ellis, 1994: 531).

Learning strategies are "voluntary choices, goal directed and effortful" (Tseng et al., 2006: 80); so we have to specify our purposes in order to determine the appropriate strategies to achieve them.

As we have seen, there are several definitions stated by researchers but we decided to focus on the proposals made by Lightbown and Spada, and Weinstein and colleagues. Lightbown and Spada in *How languages are learned* identify learning strategies as "an

individual's natural, habitual and preferred ways of observing, processing and retaining new information or skills" (2006: 53). On the other hand, Weinstein and colleagues reformulated that definition, and claimed that learning strategies are "any thoughts, behaviours, beliefs, or emotions that facilitate the acquisition, understanding, or later transfer of new knowledge and skills" (2000: 727). These two proposals could be seen as different ways to talk about the same concept. But, they share the same meaning as they refer to individual ways of doing something, in this case, how people make their own learning process more efficient and easier.

1.3.2. Taxonomies

Several categorizations about language learning strategies have been made. The most important ones are the proposals made by Oxford, O'Malley and Chamot, and Wenden which are presented by Ellis (1994). The first taxonomy was established by Wenden (1983), which is focused on what O'Malley and Chamot later called *metacognitive strategies*. This theory is composed of three aspects: a) *to know a language,* relating what a language and language learning involves, b) *planning*, relating to the what and how of language learning; and c) *self evaluation*, relating to progress in learning and the learner's response to the learning experience.

In 1987, O'Malley and Chamot divided language learning strategies into three major types: *metacognitive strategies* for over viewing the processes of language use and learning, and for taking steps to efficiently plan and regulate those processes; *cognitive strategies* which involve the manipulation of information in an immediate task for the purpose of acquiring or retaining that information; and *social/affective strategies* dealing with interpersonal relationships and those which deal with controlling one's emotional constraints.

In comparison to O'Malley and Chamot's taxonomy, Oxford (1990) proposed a more comprehensive classification system as she added other categories – which were not previously considered by O'Malley and Chamot – making it more complete. She established six major categories: *memory, cognitive, compensation, metacognitive, affective and social.*

Now that we have mentioned and defined different proposals about language learning strategies, and considering that our research is mainly based on vocabulary acquisition, we will refer to Vocabulary Learning Strategies (VLS).

1.3.3. Vocabulary learning strategies

Inspired by Oxford, Schmitt (1997) established a new taxonomy related to strategies focused on vocabulary learning. This taxonomy divided strategies into two main categories: *discovery* and *consolidation*. Discovery has to do with how learners discover the meaning of words by means of: *determination strategies* used for guessing from context, L1 cognates, etc; and *social strategies* in which the interaction with teachers or classmates facilitates the discovery of the meaning of a new word.

On the other hand, consolidation strategies are used by students to remember the words they have learned. These strategies are: *memory strategies* which involve the relation between the word that is going to be learned and previous knowledge that the student has, *cognitive strategies* that entail the manipulation and transformation of the L2 by the learner such as the repetition of the new word either written or spoken; and *metacognitive strategies* that deal with conscious decisions about the best ways to study like testing oneself. This category also includes *social strategies* which mainly consist of interactions with teachers, native speakers and group work.

1.3.4. Memory and VLS

At this point, a connection between VLS and memory can be made, considering that memory is the key to consolidate the previously discovered vocabulary. Schmitt (2000) mentions that words are not learned in a linear way, for that reason, vocabulary knowledge is in a state of flux, in which learning and forgetting take an active part until the words are fixed in the memory. As mentioned before on the section on sociocultural theory, the levels of processing theory (Craick and Lockhart, 1972) states that a deeper processing will result in better remembering. Schmitt (2000) also states that more advanced students will prefer more complex strategies. This can be related to the notion of shallow and deep processing proposed by Craick and Lockhart. According to Raaijmakers (1993), preliminary stages or shallow processing are related to physical or sensory features as brightness, pitch, etc. On the other hand, later stages or deeper processing deal with how the stored input matches what has been learned before, i.e. to recognize the patterns and extract the meaning. These processing stages are known as "depth of processing", in which greater depth implies a greater degree of analysis of the information.

Schmitt (2000) relates memory to vocabulary acquisition in the sense that when a learner is in the process of storing new words, these words are kept in the short-term memory during the process in which language is manipulated. Then, these words are stored in a permanent long-term memory in order to use them in the future. It is also related to consolidation and recycling: the first is a key issue in vocabulary acquisition, because a word has to be consolidated in order to be learned (Schmitt, 2010), and the second has to be taken into account considering the minimum encounters a word needs in order to be consolidated – 5 to 16, according to Nation (2001) –.

Memory strategies are related to the theory of levels of processing, because these activities involve an elaborative mental process in which words are retained and integrated into the existing knowledge. By means of strong visual or verbal stimuli, learners learn faster and recall better because they aid the integration of new material into existing cognitive units (Schmitt, 2000).

The levels of processing framework was primarily applied to verbal learning settings – word lists – and to reading and language learning. Moreover, in terms of vocabulary language learning, there is a strong link with how forgetting is minimized in vocabulary learning. The use of appropriate strategy, and the manipulation of language allow the storage of elements in the long term memory; thus having longer periods in which the learners do not forget the information requested. Processing is supposed to be automatic, however, when a problem arrives, attention will be focused on a certain level until retained and automatized.

It was mentioned that shallow and deep processing are a continuum. This can be linked to the fact that vocabulary knowledge is incremental (Nation and Waring, 1997) and it can be also applied to our research in vocabulary acquisition: a student can increase their vocabulary knowledge taking into consideration that processing information is a continuum and the way in which they rehearse will ensure the quality and durability of their memories. Also, that could provide them more depth and breadth of vocabulary knowledge depending on what techniques they apply.

1.3.5. Revision of VLS

In *A review of vocabulary learning strategies: focus on language proficiency and learner voice* Nyikos and Fan (2007) also dealt with this topic. They reviewed the research approaches related to VLS that were previously developed by other authors – such as Cohen, Ellis, Meara; etc – and established that there are three criteria shaping strategies.

These criteria are: a) *time and memory* which is time needed to commit words to memory, memory effects in terms of repetitions (meaningful associations); b) *linguistic properties* deal with mainly grammatical items, such as familiarity, frequency, collocations and pragmatic usage; and, c) *text type* has to do with genre, graded texts and contextual cues.

It is true that Nyikos and Fan did not propose a new taxonomy about VSL, however they considered that there are many reasons to support the idea of teaching learning strategies. They support their proposal with the benefits VLS provide to learners such as increasing motivation, independence, success in terms of their goals and greater metacognitive awareness: "how do I know what I know" (Nyikos and Fan, 2007). They talk about learning strategies in order to establish a relationship between their use, how learners report the way in which they use them and, as a consequence, if they work in order to fulfill learners' goals. The combination of these three factors is what they have called *the learner's voice.*

1.3.6. Learner's voice

The learner's voice is defined as "how learners report their own perceptions regarding their actual use of vocabulary learning strategies" (Nyikos and Fan, 2007: 251) and its importance is based on the principles of meta-cognition as learners are involved and conscious about their learning process. This consciousness is not only in terms of what they

are taught and what they have to study, but also in the way they can do it in order to

achieve success (which kind of strategy is more useful for them); and self-regulation itself

as they are able to manage every element that is surrounding the process.

It is related to what authors such as O'Malley and Chamot (1990), and Anderson (2002)

have stated as an *orchestration* in the use of strategies. It is the ability to organize,

coordinate and make associations among them which is crucial to obtain a harmonious

interaction among the strategies selected. In this orchestration, metacognition guides the

process and maintains a continuous questioning whether the strategies used are being

correctly applied or if they are meeting the learners needs (Anderson, 2002).

Another important issue to take into account is how the learner's voice deals with the

social nature of language. It also considers interactions as an important factor when

learning a second language, especially communication in specific contexts (Gu, 2003 in

Nyikos and Fan, 2007). They talk about "the sociocultural nature of language" considering

interaction and one of the strategies included by Schmitt: *social strategy (SOC).* Social

strategies state that interactions with teachers or classmates facilitate the discovery of a new

word. This is related to the sociocultural theory we have previously talked about which says

how children learn by sharing with their peers.

Relatively recent work on learning strategies has been focused on self-directed

learning, based on interviews and self-report that give emphasis to scaffolding and

metacognitive development (O'Malley and Chamot, 1990). Schmitt notes the importance of

the learner's active role in the learning process as well, their awareness of the existence of

learning strategies and the skill to use them (Nation, 2001).

In this sense, Brown et al. (1983) refers to the distinction between metacognitive strategies

and metacognitive knowledge. He defines metacognitive knowledge as: a) *stable* because it

is retrievable, b) *statable* since we can reflect upon it as a discussion, c) *fallible* since what

we think is appropriate for our learning may not be accurate, and d) *late in development,*

because it requires learning experience to reflect on learning and cognitive process.

As it was discussed above, during the last 30 years, second language researchers

such as O'Malley and Chamot (1987), Oxford (1990) and Schmitt (1997), have gathered an

important amount of knowledge regarding language learning strategies, which were

defined as conscious decisions and techniques used by learners to improve and facilitate

their learning process. However, another way of looking at individual differences and

learning management, is by means of self-regulation.

1.4. Description of self-regulation

Self-regulation comes from sociocultural theory and also from the field of

educational psychology. It offers a new opportunity to work on learners' strategic learning

and help them to become independent and autonomous students. It also studies the

importance of the regulatory capacity in the learners' efforts to use and personalise their

strategies for learning. One thing is to know about the existence of strategies, but it is not

enough if a learner does not know how to use them correctly. Self-regulation is not only

focused on the results learners obtain, but mainly in the process learners go through and

how it influences second language learning (Tseng et al., 2006).

Authors like Rebecca Oxford and Martha Nyikos (1989) believed that quantity,

i.e., the use of a variety of strategies according to the students' stage of learning, was what

good learners use to move towards language learning. Oxford (1990) provided an

instrument for assessing language learning strategy use which was called The Strategy

Inventory for Language Learning – SILL (1986-1990) –. This instrument asked for the

frequency in which a strategy was used. Consequently, a high score meant the use of many

different strategies, therefore a test with quantitative and cumulative results (Tseng et al., 2006). After much investigation and debate, Tseng et al. (2006) stated that quality in the use of strategies, absent in the SILL, has proved to be more important than the quantity of strategies used. Therefore, the use of a wide variety of strategies, without evaluating whether they are appropriate to the needs presented throughout the process, does not ensure success. Moreover, a low strategy use is not always equal to a poor and ineffective learning, and a high strategy use is not a sign of successful learning, since learners may not be using strategies effectively (Yamamori et al., 2003). According to Tseng et al. (2006) strategy use is not cumulative, quality is what is really important, and appropriateness is the crucial element in learning strategies. Thus, a new instrument was required, which was based on a new theoretical construct (Tseng et al.,2006). This whole new instrument points out to the learner's self-regulatory capacity. Such self-regulatory capacity enables them to interact with their process, with their environment and make decisions about their learning (Winne, 2004).

Zimmerman and Shunk (2001) also discussed how self-regulation leads to success in education when students orient their thoughts and behaviors towards achieving a goal. This oriented and controlled learning is also proactive, since the learner is being participant of his own process. According to Zimmerman, self-regulated learners are "metacognitively, motivationally, and behaviorally active participants in their own learning process" (1990:4). As the author defined, self-regulation involves an individual metacognitive process that every learner faces in order to achieve a determined learning goal. Moreover, self-regulated activities help to compensate individual differences when learning, since learners become aware of their limitations and empowered of their differences (2001).

Self-regulation involves a series of integrative and integrated micro processes, including goal setting, monitoring, action control, effective time management, self-motivation, among others. Consequently, learners know what they need in order to overcome the problems that might arise whenever they are in the learning process.

Bandura (1977) stated that self-regulation refers to the reciprocal determinism of the environment on the person, mediated through behavior. According to him, most of the human functioning is learned through observation by means of modeling; and the information obtained serves as a guide for action (1977). Such person variables include the distinct self-processes that interact with the environment through one's actions (Dinsmore et al., 2008). In Bandura's Social Learning Theory (SLT) the interaction between person, behaviour and environment is essential.

This explains why a new instrument that gives account of psychological process involved – different from the use of strategies – was proposed. Self-regulatory capacity measurement provides an insight into that process. According to Dörnyei (2001), self-regulation can be measured under five aspects: a) *commitment control* which serves to maintain and keep in mind the goal and its positive aspects; b) *metacognitive control* that deals with concentration, doing the required activities to getting down to work; c) *satiation control* adds interest to the task to eliminate boredom; d) *emotion control* manages negative state and emotion that interrupt the task; and e) *environmental control* has to do with the surrounding area, to make it an ally and something beneficial.

1.4.1. Self-regulation and sociocultural theory

As mentioned previously, self-regulation arose firstly from the Sociocultural Theory (SCT). This theory states that a person, all mental processes and environmental elements are mediated by cultural elements such as literacy, categorization and language.

Regulation is another important mediator, which helps a child to regulate her or his own activities by linguistic means. Self regulation is the final stage where an individual can achieve and complete a task with minimal or no external aid, because has attained internal assistance – the previous one was external – (Lantolf & Thorne, 2006).

From the psychological viewpoint, metacognition, self-regulation and self-regulated strategies have been used interchangeably enough to be regarded as three sides of the same self-regulation abstract umbrella term, as Dismore et al., (2008) refers. However, Fox & Riconscente (2008) present the works of three foundational theorists: James, Piaget and Vygotsky who complement this approach. These authors considered these concepts differently in relation to subject and object. Thus according to Fox & Riconscente, James coined the concepts of *will* and *habit,* Piaget *intention* and *will,* and Vygostsky *interaction* and *internalization.*

James defines metacognition as an activity and reflection of the self that looks into our minds and shows the awareness of ourselves. The self relies on introspective observation to look into our minds to see what is inside and become aware of oneself, and one's cognition. Self-regulation is the activity of the self over attention and behaviours that are formed by *habit* and require *will*. The virtue of habit becomes an ally once the individual has controlled the need of it, and requires effort in terms of will (Fox & Riconscente, 2008).

For Piaget, metacognition and self-regulation are the knowledge of others and objects. This knowledge is the awareness of the interaction and attempts to control others and objects in an environment. The purpose is to reach inner development while leading to self-consciousness and language is the communicative medium. On the one hand, in Piaget's words, metacognition refers both to conscious awareness and the capability to

communicate with others. Cooperation between individuals to be aware of the possible

actions as a guide to one's own thoughts and thinking process (Fox & Riconscente, 2008).

On the other hand, he divides self-regulation into *intellect* and *affect.* Intellect gives way to

intention, where direction of thought and problem-solving actions interact. Affect gives

way to *will* which is 'the control of our emotions and desires' (Fox & Riconscente, 2008:

380). Both intellect and affect are self-regulatory vehicles.

Finally, Vygotsky establishes that metacognition and self-regulation have much to

do with the use of language and verbal activities since human psychology is situated and

culturally determined. Development depends mainly on the internalization of these social

interactions, which bring abstract consciousness of different types of interaction. Self-

regulation is our voluntary attention to thoughts, mental process and actions in which

language is expressed in social interaction (Fox & Riconscente, 2008). These three authors

dealt with different aspects of the same phenomenon. Language is shaped and appropriated

in interaction; and we – as learners and users of a system/language – need to use our

environment to our benefit to appropriate our *goal /language*, through *agency/language*,

and the learner as the *knower/actor*.

2. Methodology

2.1. Objectives

The main objective is to determine the use of strategies and the level of self-regulation in first year students of the program English linguistics and literature from University of Chile. Also, we will try to discover if there is a relationship between them, if their use is related to success in terms of language learning and if they help to improve the learning process and make it easier and successful. In order to achieve our main objective, we decided to conduct a cross sectional study to provide answers to our main and secondary research questions.

2.1.1. Main research question

Do first year students of our program use vocabulary learning strategies? If so, is there any relationship between the use of strategies and success in vocabulary acquisition?

2.1.2. Secondary questions

Is there a relationship between the use of self-regulation and success in vocabulary acquisition?

Is there any relationship between self-regulation and the use of learning strategies?

2.2. Participants

The participants were first year undergraduate students of the program English linguistics and literature from University of Chile, which belonged to the 2011 and 2012 cohorts. This program can be described as a Bachelor of Arts in literature and linguistics, which includes the following subjects for first year: introduction to philosophy, introduction to sociology, introduction to literary studies, general literature, Spanish grammar, structural linguistics, instrumental language I and II (students can choose one language among: Latin, German, French, Russian, Catalan, Portuguese or Italian), two

elective classes, and the most important one, English language I. This subject, which is the

core of the major, includes: practice, applied phonology, applied grammar, and vocabulary;

which is the class in which we based our research.

The study plan includes both term and annual subjects. In first year, all the

subjects are term, with the exception of English language I, which is year-long.

The number of participants for this research that signed the consent form was 75,

and the total number of people who completed all the instruments was 37 (considering the

cohorts from 2011 and 2012). The majority belonged to those students who entered the

major in 2012 (n=21). The number between women and men was not equally distributed:

25% male and 75% female students, whose ages fluctuated from 18 to 23. They are EFL

students whose mother tongue is Spanish. It is important to mention that the fact they are in

first year does not mean that they are only beginners. Actually, from what we have

observed, the general level of proficiency goes from beginners to pre-intermediate students

(A1- B2, respectively) according to the Common European Framework. The reason for this

is that there is not an admission test to enter this program and the different classes are not

divided according to the proficiency level of students.

2.3. Instruments

One of the instruments used was a test based on the methodology proposed by

Nation (2001) to measure vocabulary knowledge. This test evaluated both receptive and

productive knowledge of vocabulary. Two questionnaires were also applied: one about self-

regulation and the other one about strategies. Regarding self-regulation, the questionnaire

was based on Tseng et al. (2006) and the questionnaire on strategy use was based on

Schmitt (1990).

Regarding the test, it evaluated the contents revised in the class of vocabulary which corresponded to units I and II: personal relationships, and food and meals respectively.

2.3.1. Vocabulary test

As it was said before, the vocabulary test was based on Nation's methodology proposed to evaluate the knowledge of receptive and productive vocabulary. The words of this test were compiled from the contents revised by the students in unit I (personal relationships) and unit II (food and meals) in the vocabulary class. The materials used in each unit were part of a dossier compiled by the professors in charge of the vocabulary course.

The word-selection method consisted on entering the words to www.lextutor.ca. This allowed us to divide the words into frequency bands according to the British National Corpus (BNC), with a frequency from 1000 to 6000. After that, the number of words of each band was reduced taking into consideration how many times the word appeared on the texts.

The first two sections of the test evaluated receptive vocabulary knowledge and the final section measured productive vocabulary knowledge. The first section consisted of twenty-six multiple choice questions where words belonged to the 1000 and 2000 frequency bands. Each one had a visual stimulus, just like Nation´s test for lower frequency bands. For this item, only nouns and adjectives were included. The students had to select the right word that corresponded to the image presented out of four alternatives, in which only one word was the correct target word. The alternatives belonged to the same or a lower frequency band than the target word; only two words belonged to the 3000 frequency-band, but they are familiar to Chilean Spanish speakers. For example, the word

restaurant belonged to 3000 frequency-band but it is familiar to us, because it is a cognate word. To be sure that the correct alternative was random in each question, a deck of cards was used and a certain letter was assigned to each suit. For example, spades: letter a, clubs: letter b, hearts: letter c and finally, diamonds: letter d.

The following is an example of an item of the first section.

I. Choose the word that the image represents.

1)

a) Starter
b) Lunch
c) Cake
d) Bake

Figure 1.1. *Example item I vocabulary test.*

The second section consisted of twenty-four questions. The students had to read the definition contained in a sentence or a phrase in order to know the suitable word out of four given alternatives. The words were from the 2000 to 6000 frequency bands. Just as the first item, the alternatives also belonged to the same or a lower frequency band than the target word, and the words included on the definition were from 1000 to 5000 frequency bands. The randomness of the correct alternatives was made using a deck of cards, just as in the first item.

The following is an example of an item of section two

II. Mark the correct answer to the definition.

1) A glass container, with a wide top and a lid, used for storing food such as jam or honey.
a) Jar
b) Juice
c) Recipe
d) Carton

Figure 1.2. *Example item II vocabulary test.*

Finally, the third section dealt with productive vocabulary knowledge. It consisted

of thirty-three questions, in which a sentence or a phrase provided the context and a key

word was missing. The students had to fill in the space with an appropriate word. The first

letter of the target word was provided in order to narrow down the range of suitable words.

The target words varied from a frequency level from 1000 to 6000.

The following is an example of an item of the third section

III. There is a word missing in each sentence. Complete the phrase with the correct
answer.

1) Yuck!-said John- "This milk got s_____. The milk expired two weeks
ago."

Figure 1.3. *Example item III vocabulary test.*

2.3.2. Questionnaire on self-regulation

The self-regulation questionnaire was taken from Tseng et al. (2006) and was

translated into Spanish and adapted by the research group in order make each statement as

clear and close to the students' socio-cultural reality as possible.

The questionnaire included twenty statements that measured the five self-

regulation aspects: commitment control, metacognitive control, satiation control, emotion

control and environmental control. Each aspect was assessed by four items: statements

4,7,10 and 13 belonged to commitment control; 5,9,11 and 16 to metacognitive control;

1,8,18 and 19 to satiation control; 2,6,12 and 15 to emotion control and 3,14,17 and 20 to

environmental control.

All the questionnaire items involved a six-point Likert scale ranging from

'strongly agree, agree, partly agree, slightly disagree, disagree, and strongly disagree'

('totalmente de acuerdo, de acuerdo, parcialmente de acuerdo, levemente de acuerdo, en

desacuerdo, y totalmente en desacuerdo'). Students had to tick in each box the best option

that reflected their own vocabulary learning experience.

	☺ **Totalmente de acuerdo**	**De acuerdo**	**Parcialmente de acuerdo**	**Levemente de acuerdo**	**En desacuerdo**	☹ **Totalmente en desacuerdo**
1. Una vez que el interés inicial por aprender vocabulario se ha ido, me impaciento fácilmente.						

Figure 1.4. *Example questionnaire on self-regulation.*

2.3.3. Questionnaire on strategies

The questionnaire applied to measure the use of vocabulary learning strategies by

learners was Schmitt's (2000). The questionnaire divided strategies into two main

categories: discovery and consolidation. Discovery strategies included determination (DET)

and social (SOC) strategies. On the other hand, consolidation strategies considered memory

(MEM), cognitive (COG), metacognitive strategies (MET), and also social (SOC).

Schmitt (2000) proposed a questionnaire with groups of statements, each of them

according to each kind of strategy. In terms of discovery strategies, 9 statements were

related to determination strategies, and 5 corresponded to the social ones. In the field of

consolidation strategies, 3 statements were made to measure social strategies, 27 were related to memory strategies, 9 tested cognitive strategies and 5 were exclusively to measure metacognitive strategies.

The questionnaire also included two statements intended to test the attention of the participants which consisted of marking a given option. The purpose was to be sure that the students were paying attention to the instrument and they were not answering randomly. This was made in order to assure the validity of the instrument.

Furthermore, three statements were added: one denied the use of strategies and the other two provided a blank space in which the participants could include their own strategies (i.e. strategies not considered in the questionnaire). These 3 items were scored separately.

The questionnaire was translated into Spanish by the research group in order to make the results reliable. The translation made by prof. Bahamondes (2005), which was included in her final project to her master's thesis, was also considered as a source to aid the translation.

As the self-regulation questionnaire, this one was also measured with a four point Likert scale which included the following frequency intervals: 'always, frequently, sometimes, and never' (siempre, frecuentemente, a veces y nunca). The participants had to select the option that reflected their own preferences.

El siguiente cuestionario es sobre estrategias de aprendizaje y métodos de estudio.

Por favor, responde a las siguientes preguntas indicando con una cruz la frecuencia con la que realizas la actividad indicada para aprender vocabulario. **No existen respuestas incorrectas.**

	Siempre	Con frecuencia	A veces	Nunca
1. **Para descubrir el significado de una palabra,** identifico si la palabra es un sustantivo, adjetivo, etc.				

Figure 1.5. *Example of questionnaire on strategies.*

2.3.4. Procedures

First of all, we have to mention that the students took two tests in their regular

vocabulary class: a first test which evaluated unit I – personal relationships –, and a second

test about unit II – food and meals –. The results of these tests were provided by the

teachers and correlated with the vocabulary knowledge test and the two questionnaires we

made in order to compare them and provide reliability to our test. We based our tests 1 and

2 on these topics – personal relationships and food and meals, respectively –.

Secondly, we applied the instruments in two sessions. During the first session the

students completed the consent form and the vocabulary knowledge test with a given time

of 45 minutes. The two questionnaires were applied in a second session in which the

students took about 20 minutes to complete them.

It is appropriate to mention that the test was designed in order to be printed in

colours, mainly because of the images included in the first item, in order to make them

clearer and avoid misunderstandings by participants. However, this could not be done, and

the tests were just printed in black and white. When the test was applied, we decided to

draw by hand in separate sheets some of the images that were blurry or confusing on the

paper (questions 2 "bill", 8 "butter", and 13 "smoke"), and show them to the students.

2.4. Analysis

2.4.1. Scoring procedure

The vocabulary test had a total score of 83 points, 50 corresponded to the receptive

part of the test and 33 points to the productive part.

In the receptive part, one point was awarded for each correct answer and zero

point to incorrect and unanswered questions. In the productive part each correct answer

corresponded to one point. A full point was awarded when the target word was achieved

and each incorrect answer was scored with no points. However, we anticipated that certain

mistakes could be made by students, despite their attempt to write the target word or their

own choices fit the provided context. Each mistake was graded depending on the kind of

mistake made by the participants: in the case of morphological, grammatical, orthographic

and lexico-semantic, the score was 0,5 points. And in the case of the use of Spanish words,

the score was 0,25 points. For example, in the sentence: *"Try balsamic v_____ or*

lemon juice for your salad" – said Paul, the target word was *vinegar,* however, some

students answered 'vinagre' and obtained 0,25 points; while other participants answered

'vinager' – an orthographic mistake – obtained 0,5 points.

The self-regulation questionnaire had a total score of 100 points: 20 points were

awarded to each of the five aspects mentioned above. As it was a Likert scale, each

statement went from 0 (i.e. strongly disagree) to 5 (i.e. strongly agree); with the exception

of statements 1 and 12 in which the scale was reversed.

Finally, the questionnaire on strategies had a total score of 174 points: 39 points

corresponded to the discovery strategies, 126 points corresponded to consolidation

strategies and 9 points to the items that provided extra score. The two items that intended to identify random answers scored 0 points. The participants' preferences were scored according to their increasing level of frequency going from 0 point (i.e. nunca) to 3 points (i.e. siempre).

2.4.2. Data analysis

The total number of participants that signed the consent form and took the tests were n=75. The number of participants that were selected to be part of the cross sectional research were those who completed the tests and the two questionnaires (n=37). The proportion of male and female students was 1: 3 (24% male, 76% female). The total of participants, for research purposes, was separated in two groups according to the year of admission. The 2011 group was composed by 16 students (n=16) and the 2012 group by 21 people (n=21). The data analysis was processed in two ways: first, the total number of participants was considered; and, second the scores of the participants were disaggregated into two groups.

We calculated the mean, mode, median and standard deviation of the results obtained from the test and the two questionnaires. Afterwards, a frequency table was made in order to illustrate the results graphically. Finally, we processed the results by means of IBM SPSS Statistics 20 from IBM corp. to establish correlations among the instruments used.

In this section, the results of the research are going to be reported. First, we are going to begin with the results obtained from the vocabulary test. And then, we are going to continue with the results of the two questionnaires (on self-regulation and learning strategies).

3. Results

3.1. Vocabulary test

As mentioned before, the total score of the test was 83 points. The maximum score was 80 points and the minimum was 51 points. The varied distribution of the scores can be seen in Table 2.1.

Table 2.1.
Test total score

Lower Value	Upper Value	Frequency (f)	Relative Frequency	Absolute Frequency	Absolute cumulative frequency	Relative cumulative frequency
51	55	1	0,03	1	1	0,03
56	60	5	0,14	5	6	0,16
61	65	6	0,16	6	12	0,32
66	70	11	0,30	11	23	0,62
71	75	10	0,27	10	33	0,89
76	80	4	0,11	4	37	1,00

Notes: 2011 and 2012 groups are considered.

In order to provide a reliable view of our results, the variability of the distribution in the scores is going to be provided by means of standard deviation. The standard deviation indicates the variability of the score around their respective mean. The mean indicates the central point of the distribution and serves as a reference point. The participants mean results were higher than the minimum obtained in the test (X=66.78); and the standard deviation of the results was positive (SD=6,7). The mode of the results – which is the most frequent score obtained by the participants – was 71 that shows a normal distribution as we can observe in the histogram. Table 2.2. presents the statistics details.
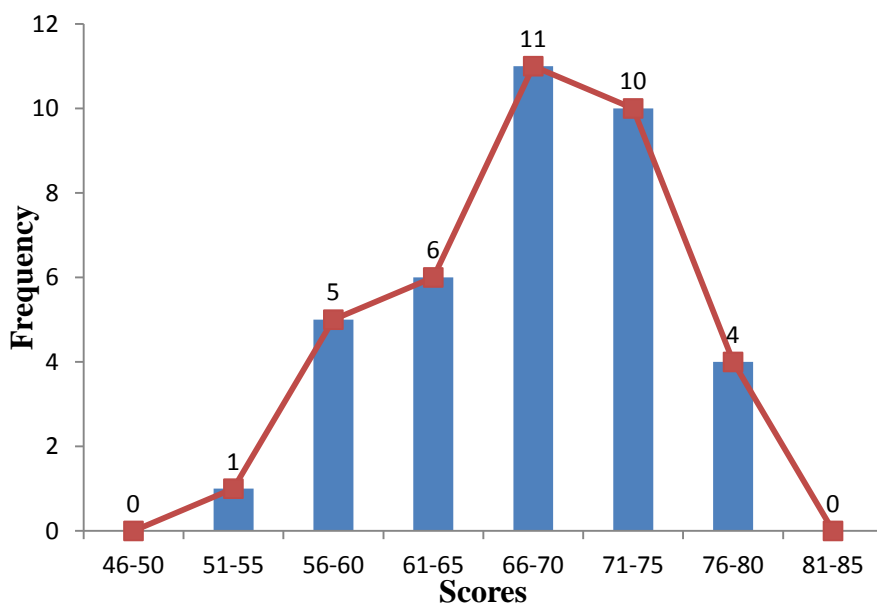
Histogram 1. *Test Total*
[A] 2011 and 2012 groups were considered
[B] Scores belong to the receptive and productive part of the test

Table 2.2.
Test total score

	Mean (M)	Standard Deviation (SD)	Mode
Item I	24,59	1,09	25
Item II	20,35	1,95	21
Item III	22,09	4,32	21
Total	66,79	6,70	71

Notes: 2011 and 2012 groups were considered.

The three items of the test were analyzed separately. First, we analyzed items I and II, and finally item III. In item I, the students who belonged to 2011 group (n=16) obtained a mean of 25 (M= 25.06) and a SD of 0,68. If we consider the total score of item I (26 points), the SD allows us to deduce that there is a little difference among the scores of the participants. On the other hand, in Item II, the mean was 20 (M= 20,75) with a SD of 1,43. The increase in the SD reflects the distance between the results of the participants if we consider the mean (20) and the total score (24 points).

Table 2.3.
Test total score 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Item I	25,06	0,68	25
Item II	20,75	1,44	19
Total	68,7	6,63	71

The students who belong to 2012 group (n=21) obtained, in item I, a mean of 24 (M=24,23) and a SD of 1,22. Thus, the distance between the results of the participants was higher than the results that 2011 group obtained, if we consider the mean (24) and the total score (26 points). In item II, on other hand, the mean was 20 (M= 20,04) and a SD of 2,24. The variation among the results of the participants was higher, if we consider the mean (20), and the total score (24 points).

Table 2.4.
Test total score 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Item I	24,24	1,22	25
Item II	20,05	2,25	21
Total	65,87	6,70	68

Regarding item III, the students of 2011 group scored a mean of 23 (M=23,2) and a SD of 4,65. If we take into consideration the total score of this item (33 points) and the mean (23), it is possible to deduce the huge variation between the distance of the participants' results. In fact, this information can be corroborated by the SD obtained (SD= 4,65). The results reflect the difficulties that students present when productive knowledge has to be performed.

Table 2.5.
Total score Item III 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Item III	23,3	4,66	21
Total	68,7	6,63	71

On the other hand, students from 2012 group scored a mean of 21 (M= 21,55) and

a SD of 4,16. The mean (21) and the SD reflect the same phenomenon presented above. So,

in spite of the fact that the SD is smaller, there is still a marked difference among

participants.

Table 2.6.
Total score Item III 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Item III	21,56	4,16	22
Total	65,87	6,70	68

3.2. Questionnaire on strategies

Regarding the questionnaire on strategies, we considered the total score of all the

strategies used by the participants, taking into account the total score of both discovery and

consolidation.

Related to the total score of discovery strategies, the 2011 group (n=16) obtained a

mean of 22 (M=22,38), with a SD of 5,11 and a mode of 15. Considering the mean (22) and

the SD, the difference between the results of the participants is smaller, because the

distance between the scores obtained in relation to the mean is near to 1. In terms of

consolidation, the mean was 59 (M=59,69), with a SD of 18 (SD=18,93), and the mode was

53.

Table 3.1.
Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Discovery	22,38	5	15
Consolidation	59,69	18	53
Strategies Total	82,06	23	92

As we have said before, discovery strategies are divided into determination and social. We measured both categories individually in order to obtain more precise results. Determination strategies obtained a mean of 15,06; mode 10 and SD 3,59 in comparison to social strategies whose mean was 7,31; mode 5,and SD 2,39 .

Table 3.2.
Discovery Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Determination	15,06	3,59	10
Social	7,31	2,39	5
Discovery Total	22,38	5,11	15

Regarding consolidation strategies, the results were: a) social: mean 3.5, mode 6 and SD 2; b) memory: mean 37,56, mode 42 and SD 11; c) cognitive: mean 11,75, mode 16 and SD 4; and d) metacognitive: mean 6.87, mode and SD 2.

Table 3.3.
Consolidation Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Social	3,50	2,07	6
Memory	37,56	11,87	41
Cognitive	11,75	4,84	16
Metacognitive	6,88	2,13	9
Consolidation Total	59,69	18,93	53

The 2012 group (n=21), in discovery strategies got a mean of 21 (M=21), with a

SD 4, and the mode was 23. On other hand, in relation to the total of consolidation

strategies the mean was 58 (M=58), with a SD 17, and mode was 47.

Table 3.4.
Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Discovery	21	4	23
Consolidation	58	17	47
Strategies Total	80	20	91

In discovery strategies, the results were: a) determination: mean 15, mode 16 and

SD 3; and b) social: mean 6, mode 2.

Table 3.5.
Discovery Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Determination	15,19	3,31	16
Social	6,38	2,01	6
Discovery Total	21	4	23

In consolidation strategies, the results were the following: a) social: mean 3, mode

4 and SD 1; b) memory: mean 35, mode 28 and SD 12; c) cognitive: mean 12, mode 17 and

SD 5; d) metacognitive: mean 7, mode 7 and SD 1.

Table 3.6.
Consolidation Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Social	21,57	4,21	23
Memory	35,67	12,48	28
Cognitive	12,57	5,57	17
Metacognitive	76,19	19,77	64
Consolidation Total	167,57	42,07	158

3.3. Questionnaire on self-regulation

In relation to the questionnaire on self-regulation, we considered the total score

obtained by the students, and the score obtained in its different aspects (commitment,

metacognitive, satiation, emotion, and environmental control).

Table 4.1.
Self-regilaton total score

	Mean (M)	Standard Deviation (SD)
Total	71,54	13,83

Note: 2011 and 2012 groups were considered.

On one hand, the total score obtained by the 2011 group (n=16) considered a mean

of 73 (M=73,62), a mode of 87 and a SD of 11. Regarding each aspect of self-regulation,

the results are the following: a) commitment control: a mean of 16 (M=16,31), a mode of

15, and a SD of 2; b) metacognitive control: a mean of 13 (M=13,25),   mode of 15, and a

SD of 3; c) satiation control: a mean of 12 (M=12,93), a mode of 13, and a SD of 3; d)

emotion control: a mean of 13 (M=13,87), mode 18, and a SD of 3; and e) environmental

control: a mean of 17 (M=17,25), a mode of 16, and a SD of 2.

Table 4.2.
Aspects of Self-Regulation 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Commitment	16,31	2,47	15
Metacognitive	13,25	3,09	15
Satiation	12,94	3,51	13
Emotion	13,88	3,26	18
Environmental	17,25	2,02	16
Self-regulation Total	73,63	11,61	87

On the other hand, the total score obtained by the 2012 group (n=21), with a mean

of 69, a mode of 77, and a SD of 15. In terms of each aspect of self-regulation, the results

are the following: a) commitment control: a mean of 15, a mode of 15, and a SD of 3; b)

metacognitive control: a mean of 13, a mode of 19, and a SD of 3; c) satiation control: a

mean of 12, a mode of 11, and a SD of 3; d) emotion control: a mean of 12, a mode of

12, and a SD of 4; and e) environmental control: a mean of 16, a mode of 18, and a SD of

3.

Table 4.3.
Aspects of Self-Regulation 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Commitment	15,00	3,35	15
Metacognitive	13,67	3,94	19
Satiation	12,81	3,28	11
Emotion	12,10	4,16	12
Environmental	16,38	3,80	18
Aspects of Self-Regulation Total	69,95	15,44	77

3.4. Correlations

The statistical nature of a correlation is "a number between -1 and 1 which

measures the degree to which two variables are linearly related. If there is perfect linear

relationship with positive slope between the two variables, we have a correlation coefficient

of 1; if there is positive correlation, whenever one variable has a high (low) value, so does

the other. If there is a perfect linear relationship with negative slope between the two

variables, we have a correlation coefficient of -1; if there is negative correlation, whenever

one variable has a high (low) value, the other has a low (high) value. A correlation

coefficient of 0 means that there is no linear relationship between the variables" (Statistic

glossary, 1997).

According to the types of distribution that we found, Pearson's product moment

correlation coefficient was chosen. It measures the linear association between two

continuous random variables that were measured on interval scales. Pearson's correlation, does not assume normality, instead assumes fine variance and finite covariance. Given the fact that Pearson's correlation provides a complete description of the association was the most suitable type of product moment correlation to run our data.

Correlations will be reported considering both 2011 and 2012 groups aggregated, because there is not a substantial difference between them.

Considering the test by itself, there was a high correlation between the item I of the test and both the total score of receptive knowledge (addition of items I and II) $r(22) = 0.703$, $p < 0.01$, and the total score of the test (addition of items I, II and III) $r(22) = 0.581$, $p < 0.01$. The item II of the test was also highly correlated with receptive knowledge $r(22) = 0.935$, $p < 0.01$ and the total score of the test $r(22) = 0.866$, $p < 0.01$; but also with the item III (productive knowledge) $r(22) = 0.705$, $p < 0.01$. The addition of items I and II, which tested receptive vocabulary knowledge, was highly correlated with the item III, which tested productive vocabulary knowledge $r(22) = 0.712$, $p < 0.01$, and the total score of the test $r(22) = 0.899$, $p < 0.01$. Finally, the item III of the test (productive knowledge) was highly correlated with the total score of the test $r(22) = 0.947$, $p < 0.01$.

Table 5.1.
Correlations between the items of the test

	Item I	Item II	Receptive	Item III Productive
Receptive	0,703**	0,935**		
Item III		0,705**	0,712**	
83pts	0,581**	0,866**	0,899**	0,947**

Note: *p< 0.05 level, **p< 0.01 level

Regarding the use of strategies and success in the test, the results of the test and the results of discovery strategies were highly correlated $r(22) = 0.556, p< 0.01$; and significantly correlated with both the results of consolidation strategies $r(22) = 0.463, p< 0.05$ and the results of discovery and consolidation together $r(22) = 0.516, p< 0.05$.

Table 5.2.
Correlations between the test and Disc-Cons Strategies

	Receptive	Item III Productive	Total Test	Total Discovery	Total Consolidation
Item III	0, 712**				
Total Test	0,899*	,0947**			
Total Discovery	0,498*	0,526**	0,556**		
Total Consolidation		0,554**	0,463*	0,588**	
Total Strategies		0,588**	0,516*	0,718**	0,985**

Note: *p < 0.05 level , **p < .0.01 level

Taking into consideration each item of the test and each category of strategies separately, there was a significant correlation between section I of the test and the social strategies to consolidate vocabulary knowledge $r(22) = 0.452, p< 0.05$. There was also a strong correlation between item II and determination strategies to discover a word's meaning $r(22) = 0.591, p< 0.01$. The addition of item I and II (which tested receptive knowledge of vocabulary) was highly correlated to item III (which tested productive knowledge of vocabulary) $r(22) = 0.712, p< 0.01$ and determination strategies to discover meaning $r(22) = 0.610, p< 0.01$. Regarding productive knowledge (item III), it was strongly correlated to determination strategies to discover meaning $r(22) = 0.542, p< 0.01$.

Considering strategies, determination strategies to discover meaning are highly correlated to memory strategies to consolidate knowledge $r(22) = 0.656, p< 0.01$, and significantly correlated to cognitive strategies to consolidate vocabulary $r(22) = 0.463$,

p<0.05. The total score of discovery strategies was strongly correlated to memory strategies to consolidate vocabulary $r(22) = 0.609, p< 0.01$, the addition of consolidation strategies $r(22) = 0.588, p< 0.01$, and the addition of both discovery and consolidation strategies $r(22) = 0.718, p< 0.01$. Memory strategies to consolidate vocabulary knowledge are highly correlated to the addition of consolidation strategies $r(22) = 0.969, p< 0.01$.

Table 5.3.
Correlations between Strategies

	Disc-Deter	Disc-Social	Total Disc	Cons-Mem	Cons-Cog	Cons-Metacog	Total Cons
Total Discovery	0,896**	0,646**					
Consolidation-Memory	0,656**		0,609**				
Consolidation-Cognitive	0,473**			0,650**			
Consolidation-Metacognitive		0,491*		0,527**			
Total Consolidation	0,633**		0,588**	0,969**	0,780**	0,580**	
Total Strategies	0,735**		0,718**	0,963**	0,739**	0,572**	0,985**

Note: *$p < 0.05$ level , **$p < 0.01$ level

We also found correlations among the subcategories of self-regulation itself. Commitment control was highly correlated with metacognitive control $r(22) = 0.588, p< 0.01$, satiation control $r(22) = 0.606, p< 0.01$ and the total score of self-regulation $r(22) = 0.740, p< 0.01$. Metacognitive control was strongly correlated with satiation $r(22) = 0.754, p< 0.01$, emotion $r(22) = 0.745, p< 0.01$, and environmental control $r(22) = 0.625, p< 0.01$; also, to the total score of self-regulation $r(22) = 0.898, p< 0.01$. Satiation control was highly correlated with emotion control $r(22) = 0.736, p< 0.01$. Environmental control was highly correlated with the total score of self-regulation $r(22) = 0.749, p< 0.01$.

Table 5.4.
Correlations between Self-regulation

	Commitment	Metakve	Satiation	Emotion	Environmental
Metakve	0,588**				
Satiation	0,606**	0,754**			
Emotion	0,613**	0,745**	0,736**		
Environmental		0,625**	0,559**	0,586**	
Self-Regulation Total	0.740**	0,898**	0,873**	0,892**	0,749**

Note: *p < 0.05 level , **p < 0.01 level

Finally, regarding self-regulation and the use of strategies, commitment control was strongly correlated with cognitive strategies to consolidate knowledge r(22) = 0.488, p< 0.05. Metacognitive control was highly correlated with memory $r(22) = 0.54,5$ $p< 0.01$, and cognitive strategies to consolidate knowledge $r(22) = 0.611$, $p< 0.01$, the total score of consolidation strategies $r(22) = 0.595$, $p< 0.01$, and the total score of strategies $r(22) = 0.600$, $p< 0.01$; and strongly correlated with determination strategies to discover meaning $r(22) = 0.479$, $p< 0.05$. Satiation control was strongly correlated with memory strategies $r(22) = 0.494$, $p< 0.05$, the total score of consolidation strategies and the total score of strategies (addition of discovery and consolidation strategies) $r(22) = 0.432$, p< 0.05. Emotion control was strongly correlated with memory strategies to consolidate knowledge r(22) = 0.494, p< 0.05, with the total score of consolidation strategies r(22) = 0.500, $p< 0.05$, and with the addition of discovery and consolidation strategies $r(22) = 0.495$, $p< 0.05$. The total score of self-regulation was highly correlated with cognitive strategies $r(22) = 0.560$, $p< 0.01$; and strongly correlated with memory strategies $r(22) = 0.479$, $p< 0.05$, the total consolidation and both discovery and consolidation, $r(22) = 0.536$ and $r(22) = 0.533$, $p< 0.05$ respectively.

Table 5.5.
Correlations between Self-regulation and Strategies

	commitment	metakve	satiation	emotion	selfregtotal
Disc-Deter		0,479*			
Total Disc					
Cons-Mem		0,545**		0,494*	0,479*
Cons-Cog	0,488*	0,611**	0,473*		0,560**
Cons-Meta					
Total Cons		0,595**	0,432*	0,500*	0,536*
Disc y Cons		0,600**	0,432*	0,495*	0,533*

Note: *p< 0.05 level, **p< 0.01 level

4. Conclusions

To begin with, test 1 – personal relationships – was significantly correlated with the item III – productive knowledge – and the total score of the vocabulary knowledge test. These correlations demonstrate the reliability of the test we designed, as there was a correlation between the general knowledge of vocabulary that students had, and the specific vocabulary we tested.

Regarding vocabulary knowledge, there were high and strong correlations between section II and all of the sections of the vocabulary test. However, sections I and II together – receptive knowledge – were less correlated with section III – productive knowledge –. This could be explained because of the frequency band selected and the way in which the first section of the test was designed. This section had words from 1000 to 2000 frequency bands, a more limited range of words if we compare it with section II and III. Furthermore, section I was supported by means of images that facilitated the identification of the target word. That is to say, we relied on the assumption that words are learnt *receptively* first (Schmitt, 2000), and the finding of the target word could have been done as part of an automatic process by the learners because of the easiness of the task.

Sections I and II, presented a little difference in the score of the participants, even when the results of section II started to show an increasing distance, i.e. the total score of the participants in section II was higher than in section I. This could be explained as a result of division of the test into receptive and productive vocabulary knowledge. The better results were obtained in the receptive part, with words that varied from 1000 to 6000. On the other hand, the productive part presented a vast difficulty to the participants because they had to make a more complex mental process. It means that the vocabulary knowledge

stored in the long-term memory had to be activated in order to make connections, find and fill in with the required word.

Sections I and II – together – were highly correlated with section III since receptive vocabulary knowledge contributes to productive vocabulary knowledge (Nation, 1990). Item III was the most difficult section because of the nature of the task, in which the students had to fill in with the correct word according to context.

Consolidation memory strategies were highly used and strongly correlated with: a) the total number of consolidation strategies, and b) the total of discovery and consolidation strategies. It could be explained through what – related to memory – Raaijmakers (1993) named "deeper processing". It implies that the learner has integrated new things to what he has learned before: new knowledge requires previous knowledge in order to be supported and integrated (Schmitt, 2000).

The present research sought to answer our questions about success in vocabulary acquisition and its relation to the use of strategies and self-regulation. According to it, some enlightening results were provided.

The first research question, *Do first year students of our program use vocabulary learning strategies? If so, is there any relationship between the use of strategies and success in vocabulary acquisition?*, tried to establish a relation between success and use of strategies. In order to respond it, the results of the test were compared with the answers provided by students in the questionnaire on strategies.

In general terms, the results support the idea that students of our program make use of a number of strategies, mainly those related to metacognition and memory. However, these strategies are used differently depending on the cohort students belong to. Students who belong to 2011 group use more memory strategies and students from 2012 group use

more metacognitive strategies. Furthermore, they use more strategies compared to 2011 group. We believe this difference could be explained because of the strike we had last year (which lasted 6 months and started in May). So, students who entered to our program in 2011 did not have their regular classes, and because of that, they could not learn as much and practice.
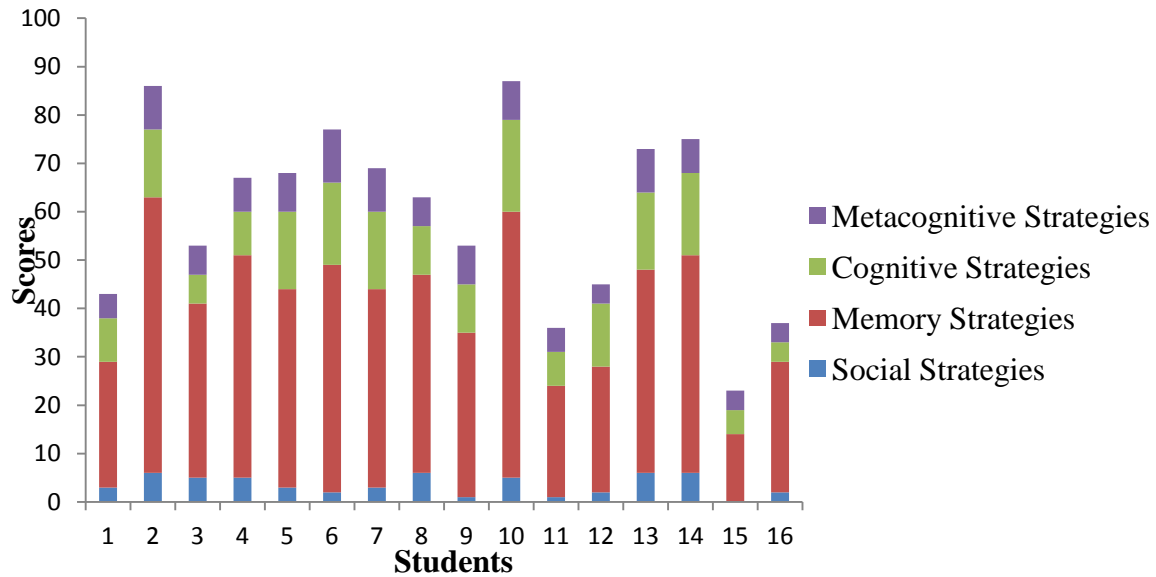
Graph 1.1. Strategies in 2011 group
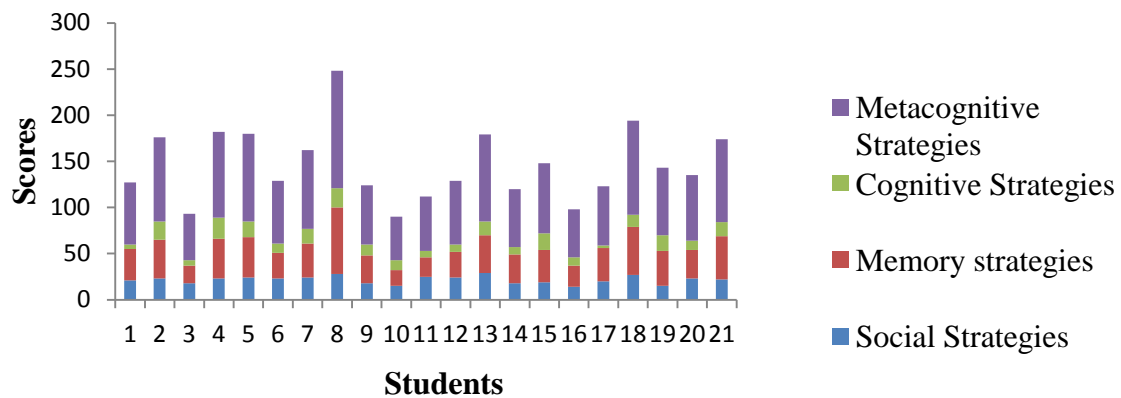
Graph 1.2. Strategies in 2012 group

Section I of the test was highly correlated with social consolidation strategies –

measured with the questionnaire –. It can be explained because of the visual stimulus we

included in this part of the test. So, the image helped the participants to get the meaning of

the target word by means of rehearsal and recalling the previous knowledge they had. In

this sense, the image mediated between the knowledge the student had stored and the

correct word he had to match. As Vygotsky (1978) stated, human beings need the help of

signs in order to remember things, for example when he mentioned the knot in a

handkerchief in order to remember something.

The total score of sections I and II together, section III and the total score of the

test were highly correlated with discovery determination strategies. The participants had to

discover the target word, considering the definition that was provided or the context in

which the word is used; so that they could rely on them and use them as tools to get the

meaning of the target word.

The three sections of the test were highly correlated with discovery determination

strategies, because in each section the participants had an aid that helped them to get the

meaning of the target word. This aid could be an image, the definition of the word or the

context where the target word is used – sentences –. This correlation suggests that those

students who use more discovery determination strategies, might have a better vocabulary

stock.

The secondary research questions were: a) *Is there a relationship between the use*

of self-regulation and success in vocabulary acquisition?; and, b) *Is there any relationship*

between self-regulation and the use of learning strategies?.

It appears that learners are more successful in vocabulary acquisition when they are

able to self-regulate themselves in terms of the use of learning strategies. This can be

proved when the total results of the test were correlated with the total score of self-regulation questionnaire and each subcategory individually.

A significant correlation between test 2 – food and meals – and self-regulation was found, particularly in relation to metacognitive and satiation control. This could be explained because of the experience students had in their previous test, so they actually know how to deal with this kind of situations. In this sense, they could have developed consciousness about the process of learning and how to evaluate concentration – metacognitive control – which may help students to detect a monotonous task and make it attractive for them, and regain motivation. Thus, a self-directed activity also helps to increase or maintain student's motivation and keep in sight a specific goal (Dörnyei, 2001)

There is also a significant relationship between self-regulation and the use of learning strategies. When students try to acquire a new word, they use a combination of strategies and they have to regulate and mediate the process in order to achieve the task properly. In this way, they respond to the needs and difficulties presented; for example, by self-regulating their predisposition to study (i.e. emotions such as boredom). This may suggest why the teaching of self- regulation – by teachers – favours the use strategies.

In relation to self-regulation, its five subcategories and learning strategy use, the following conclusions were made. Firstly, the five subcategories of self-regulation were highly or strongly correlated with each other. This result supports the validity of the questionnaire.

Secondly, regarding learning strategy use, the awareness learners have about the process of study – metacognitive strategy – helps them to manage and adapt their emotions in order to make friendly the learning process (Zimmerman, 1990). Thirdly, the total self-regulatory use is closely correlated with the environmental control and the total score of

learning strategies. Environment, then, could be the main reason why a learner carries out conscious decisions that will make the learning process as easier as possible in order to reach a determined goal.

Regarding vocabulary strategies use, there were correlations between those related to meaning discovery and consolidation strategies. It is important, because new knowledge is based on what was learned before. This explains the reason why the total score of consolidation strategies is directly correlated with the use of memory and cognitive strategies, which allow the elaboration of activities that integrate new and existing knowledge. According to what was previously shown, the use of metacognitive strategies is highly correlated with the total score of learning strategies and the scores in test that imply vocabulary knowledge.

4.1. Pedagogical implications

First of all, considering the importance of vocabulary for L2 learning and the nature of forgetting – as stated by Schimmt 2012 – we suggest the inclusion of a recycling program to ensure a minimum number of exposures.

As we have seen, learning strategies appear to be the most appropriate elements in teaching a language due to their correlation between their use and success. Nation (2001), among others, suggested that learners should be trained and assessed in the discovery and use of specific strategies to meet their needs. He specified that learners should be evaluated considering procedural knowledge of vocabulary, i.e. learners' proficiency in terms of the use of words both receptively and productively. This type of assessments enhances learner's abilities to focus on the messages they are receiving or conveying (Nation, 2001). Providing self-regulatory training to students and make them aware of it, can be considered as the foundation for general learning and, specifically, in terms of vocabulary knowledge.

As mentioned before, the students of our program are going to be experts in linguistics. And, later, many of them would be interested on pedagogy – to be teachers –, a fact that could trigger interest in the learning and teaching of strategies. It is necessary to enhance the training and use of these strategies because they lead learners to achieve success in terms of receptive and productive vocabulary knowledge. However, we suggest the training in self-regulation before the teaching of strategies as self-regulation deals with something bigger and transversal, which is the environment surrounding students. Once the student has learned how to deal with environmental variables, he or she could get a proper knowledge and use of strategies.

4.2. Suggestions for further research

Considering the results presented in our conclusions, it is possible to suggest that a longitudinal study would be more adequate in order to establish a definitive and suitable plan for teaching strategies based on self-regulation theory. The cooperative work and the explicit teaching of strategies would allow students to achieve better results in the acquisition of vocabulary. However, these results can be viewed just as a preliminary conclusion.

We believe that, to state definitive conclusions, future interventions in first year classes of vocabulary would be required in order to obtain results which reflect what actually happens after teaching students to manage and control their learning processes. These future interventions would also determine which of these two variables – vocabulary learning strategies or self-regulation – is more decisive. Furthermore, it may be included the importance that training teachers – in the field of learning strategies – has. In *Learning strategies in second language acquisition,* O'Malley and Chamot (1990) suggested that a direct instruction of learning strategies would be more appropriate rather than embedded,

because it implies a metacognitive component. In order to do it, the authors proposed the

coaching model which is composed by three stages: a) the presentation of the new

information, b) practice and feedback and, c) consolidation of new information (O'Malley

& Chamot, 1990). Those elements are provided for the development of a "strategic

teacher", who would be able to teach and guide students in the use of strategies. It is

important, because is the way in which students could get autonomy to manage their

learning processes.

As we have seen, vocabulary learning strategies and self-regulation are different

instruments that are closely related to the process of learning and, because of that, allow

students to learn a language. It is likely that self-regulation guides the orchestration of

strategy use, as authors like Anderson (2002) and O'Malley and Chamot (1990) suggested.

We are convinced that our findings are suggestive of a direction still waiting for

uncovering. We urge future researchers to keep questioning and gathering far more

evidence regarding the use of vocabulary learning strategies in concordance with self-

regulated decisions.

A linear regression would be useful to state if it is self-regulation what actually

allows strategy selection and decision.

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Appendix A

LITERATURE REVIEW TABLE

Nation (2001: 27)

Table 1.
What is involved in knowing a word

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can thee concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What word or types of words must we use with this one?
	constraints on use (register, frequency…)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

Appendix B

FIGURES

I. Choose the word that the image represents.

1)

a) Starter
b) Lunch
c) Cake
d) Bake

Figure 1.1. *Example item I vocabulary test.*

II. Mark the correct answer to the definition.

1) A glass container, with a wide top and a lid, used for storing food such as jam or honey.
a) Jar
b) Juice
c) Recipe
d) Carton

Figure 1.2. *Example item II vocabulary test.*

III. There is a word missing in each sentence. Complete the phrase with the correct answer.

1) Yuck!-said John- "This milk got s_____. The milk expired two weeks ago."

Figure 1.3. *Example item III vocabulary test*

	☺ **Totalmente de acuerdo**	**De acuerdo**	**Parcialmente de acuerdo**	**Levemente de acuerdo**	**En desacuerdo**	☹ **Totalmente en desacuerdo**
1. Una vez que el interés inicial por aprender vocabulario se ha ido, me impaciento fácilmente.						

Figure 1.4. *Example questionnaire on self-regulation.*

El siguiente cuestionario es sobre estrategias de aprendizaje y métodos de estudio.

Por favor, responde a las siguientes preguntas indicando con una cruz la frecuencia con la que realizas la actividad indicada para aprender vocabulario. **No existen respuestas incorrectas.**

	Siempre	**Con frecuencia**	**A veces**	**Nunca**
1. **Para descubrir el significado de una palabra,** identifico si la palabra es un sustantivo, adjetivo, etc.				

Figure 1.5. *Example questionnaire on strategies.*

Appendix C

TEST 2011 AND 2012 GROUP

Table 2.1.
Test total score

Lower Value	Upper Value	Frequency (f)	Relative Frequency	Absolute Frequency	Absolute cumulative frequency	Relative cumulative frequency
51	55	1	0,03	1	1	0,03
56	60	5	0,14	5	6	0,16
61	65	6	0,16	6	12	0,32
66	70	11	0,30	11	23	0,62
71	75	10	0,27	10	33	0,89
76	80	4	0,11	4	37	1,00
Note: 2011 and 2012 groups are considered.						

Table 2.2.
Test total score

	Mean (M)	Standard Deviation (SD)	Mode
Item I	24,59	1,09	25
Item II	20,35	1,95	21
Item III	22,09	4,32	21
Total	66,79	6,70	71
Note: 2011 and 2012 groups were considered.			

Table 2.3.
Test total score 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Item I	25,06	0,68	25
Item II	20,75	1,44	19
Total	68,7	6,63	71

Table 2.4.
Test total score 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Item I	24,24	1,22	25
Item II	20,05	2,25	21
Total	65,87	6,70	68

Table 2.5.
Total score Item III 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Item III	23,3	4,66	21
Total	68,7	6,63	71

Table 2.6.
Total score Item III 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Item III	21,56	4,16	22
Total	65,87	6,70	68

Appendix D

VOCABULARY LEARNING STRATEGIES

Table 3.1.
Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Discovery	22,38	5	15
Consolidation	59,69	18	53
Strategies Total	82,06	23	92

Table 3.2.
Discovery Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Determination	15,06	3,59	10
Social	7,31	2,39	5
Discovery Total	22,38	5,11	15

Table 3.3.
Consolidation Strategies 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Social	3,50	2,07	6
Memory	37,56	11,87	41
Cognitive	11,75	4,84	16
Metacognitive	6,88	2,13	9
Consolidation Total	59,69	18,93	53

Table 3.4.
Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Discovery	21	4	23
Consolidation	58	17	47
Strategies Total	80	20	91

Table 3.5.
Discovery Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Determination	15,19	3,31	16
Social	6,38	2,01	6
Discovery Total	21	4	23

Table 3.6.
Consolidation Strategies 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Social	21,57	4,21	23
Memory	35,67	12,48	28
Cognitive	12,57	5,57	17
Metacognitive	76,19	19,77	64
Consolidation Total	167,57	42,07	158

Appendix E

SELF-REGULATION

Table 4.1.
Self- regulation total score

	Mean (M)	Standard Deviation (SD)
Total	71,54	13,83
Note: 2011 and 2012 groups were considered.		

Table 4.2.
Aspects of Self- Regulation 2011 group

	Mean (M)	Standard Deviation (SD)	Mode
Commitment	16,31	2,47	15
Metacognitive	13,25	3,09	15
Satiation	12,94	3,51	13
Emotion	13,88	3,26	18
Environmental	17,25	2,02	16
Self- regulation Total	73,63	11,61	87

Table 4.3.
Aspects of Self- Regulation 2012 group

	Mean (M)	Standard Deviation (SD)	Mode
Commitment	15,00	3,35	15
Metacognitive	13,67	3,94	19
Satiation	12,81	3,28	11
Emotion	12,10	4,16	12
Environmental	16,38	3,80	18
Aspects of Self- Regulation Total	69,95	15,44	77

Appendix F

CORRELATIONS

Table 5.1.

Correlations between the items of the test

	Item I	Item II	Receptive	Item III Productive
Receptive	$0,703^{**}$	$0,935^{**}$		
Item III		$0,705^{**}$	$0,712^{**}$	
83pts	$0,581^{**}$	$0,866^{**}$	$0,899^{**}$	$0,947^{**}$

Note: *p< 0.05 level, **p< 0.01 level

Table 5.2.

Correlations between the test and Disc-Cons Strategies

	Receptive	Item III Productive	Total Test	Total Discovery	Total Consolidation
Item III	0, 712**				
Total Test	0,899*	,0947**			
Total Discovery	0,498*	0,526**	0,556**		
Total Consolidation		0,554**	0,463*	0,588**	
Total Strategies		0,588**	0,516*	0,718**	0,985**

Note: *p < 0.05 level , **p < .0.01 level

Table 5.3.
Correlations between Strategies

	Disc-Deter	Disc-Social	Total Disc	Cons-Mem	Cons-Cog	Cons-Metacog	Total Cons
Total Discovery	0,896**	0,646**					
Consolidation-Memory	0,656**		0,609**				
Consolidation-Cognitive	0,473**			0,650**			
Consolidation-Metacognitive		0,491*		0,527**			
Total Consolidation	0,633**		0,588**	0,969**	0,780**	0,580**	
Total Strategies	0,735**		0,718**	0,963**	0,739**	0,572**	0,985**
Note: *$p < 0.05$ level , **$p < .0.01$ level							

Table 5.4.
Correlations between Self- regulation

	Commitment	Metakve	Satiation	Emotion	Environmental
Metakve	0,588**				
Satiation	0,606**	0,754**			
Emotion	0,613**	0,745**	0,736**		
Environmental		0,625**	0,559**	0,586**	
Self-Regulation Total	0.740**	0,898**	0,873**	0,892**	0,749**
Note: *$p < 0.05$ level , **$p < .0.01$ level					

Table 5.5.
Correlations between Self-regulation and Strategies

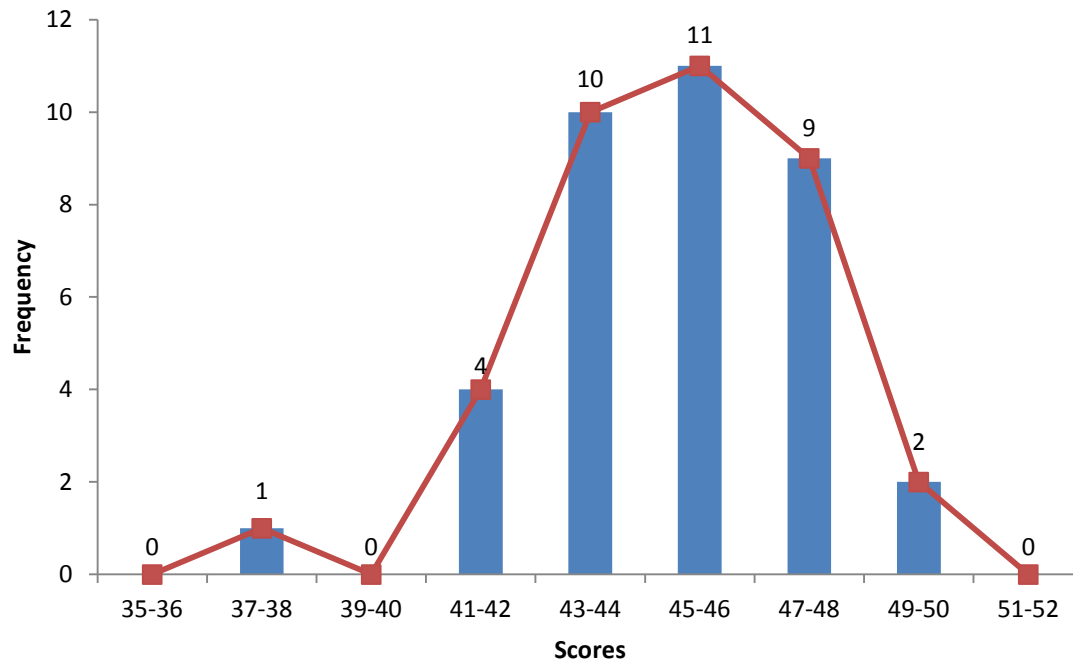|	commitment	metakve	satiation	emotion	selfregtotal
Disc-Deter		.479*			
Total Disc					
Cons-Mem		.545**		.494*	.479*
Cons-Cog	.488*	.611**	.473*		.560**
Cons-Meta					
Total Cons		.595**	.432*	.500*	.536*
Disc y Cons		.600**	.432*	.495*	.533*
Note: *$p < 0.05$ level, **$p < 0.01$ level					

Appendix G

GRAPHS
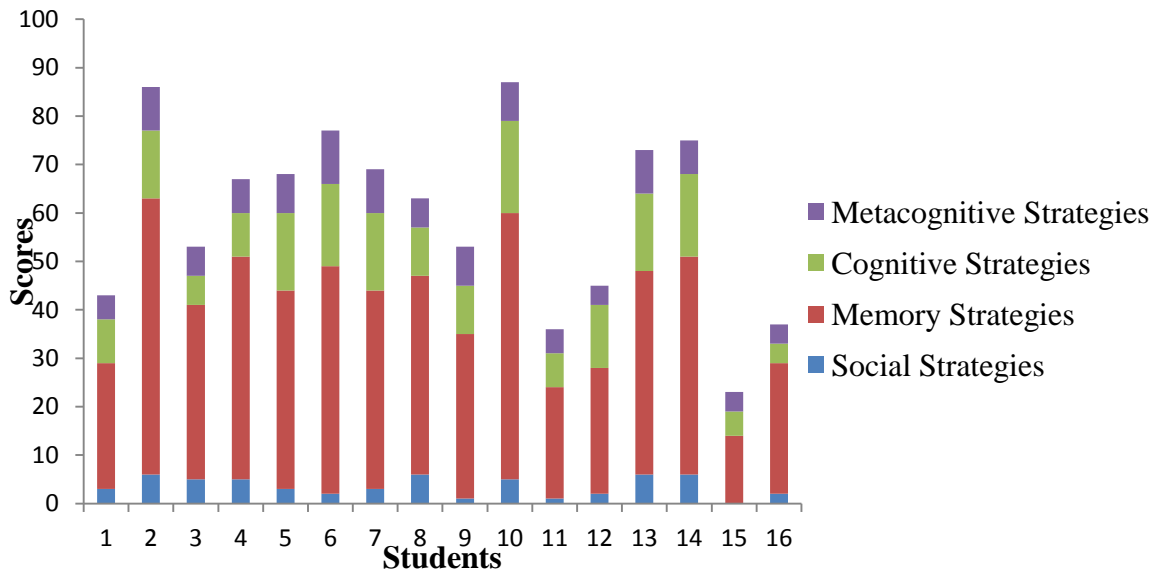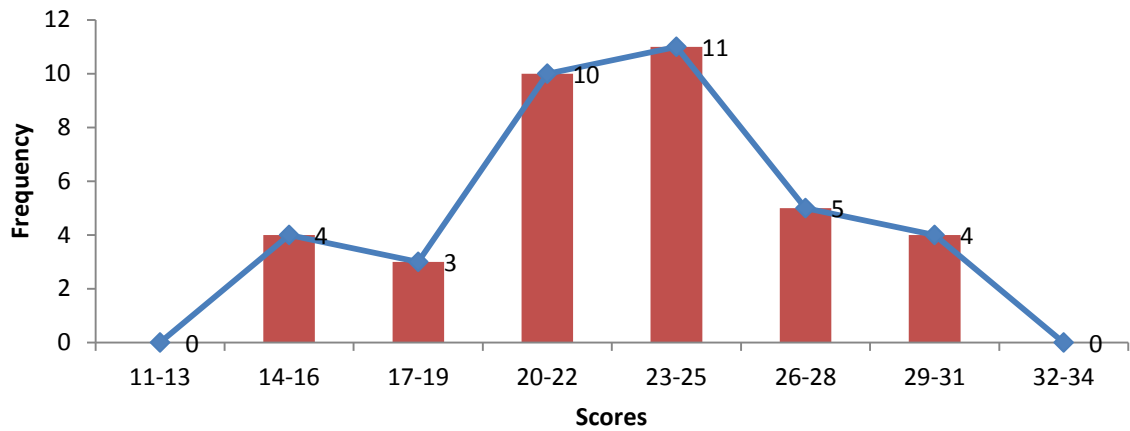

Graph 1.1. Strategies in 2011 group
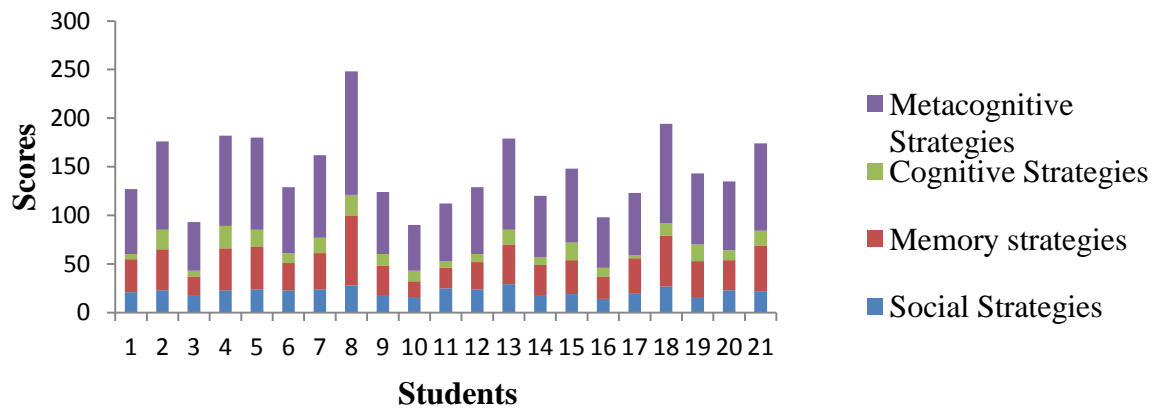
Graph 1.2. Strategies in 2012 group

Appendix H

HISTOGRAMS / FREQUENCY POLYGON

Histogram 1.1. Total Receptive Knowledge
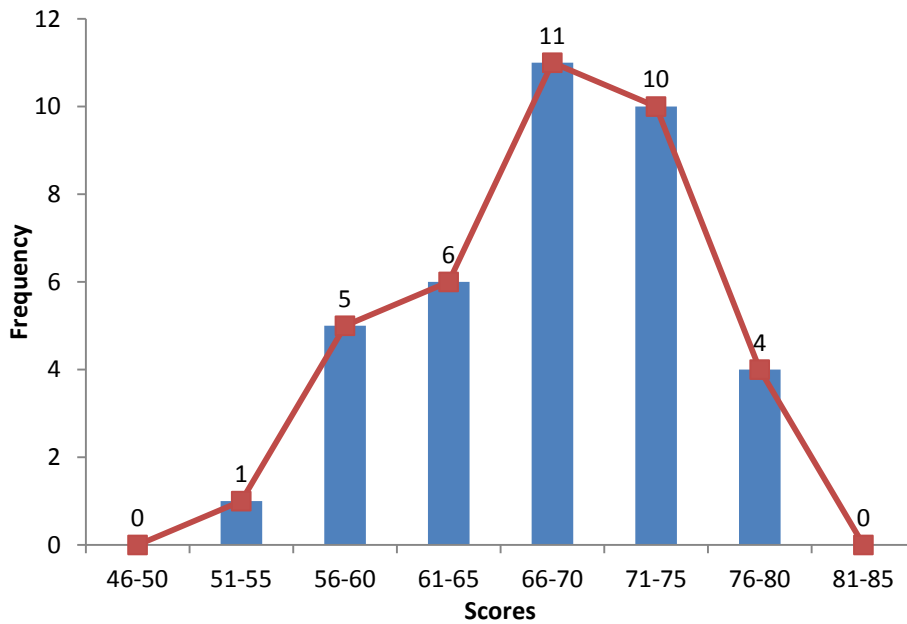[A] 2011 and 2012 groups were considered
[B] Scores belong to the receptive part of the test

Histogram 1.2. Total Productive Knowledge
[A] 2011 and 2012 groups were considered
[B] Scores belong to the productive part of the test

Histogram 1.3. Test Total
[A] 2011 and 2012 groups were considered
[B] Scores belong to the receptive and productive part of the test

Appendix I

CONSENT FORM

Autorización Para Participar en la Investigación

Nombre del Proyecto: Adquisición de Vocabulario.
Investigadoras: Diana Araya, Romina Peña, Natalia Rodríguez, Sylvia Spate y Katherine Vergara.
Profesor Guía: Rosa Bahamondes

Introducción:
Has sido invitado a participar en el proyecto de investigación sobre Adquisición de Vocabulario.
Esta investigación consiste en saber más sobre cómo los estudiantes de inglés de nuestro programa son capaces de aprender, expandir y mantener el conocimiento de vocabulario que han adquirido. También nos interesa el proceso que todo esto conlleva.

Confidencialidad:
Toda la información reunida será confidencial y sólo será utilizada para los propósitos de esta investigación. Esto asegura que la identidad de cada uno de los participantes será anónima y únicamente conocida por las investigadoras. Todos los resultados de la investigación serán guardados por las investigadoras siendo estas las únicas autorizadas para tener acceso a ellos.

Participación
Tu participación en esta investigación es voluntaria. Tu decisión de participar no afectará de ningún modo tus calificaciones.

Declaración de las investigadoras:
Se han explicado al participante las características de la investigación. Todas las actividades que tendrán lugar han sido conversadas y todas las dudas han sido aclaradas.
Nombre y firma de las investigadoras:

Diana Araya………………………

Romina Peña…………………….

Natalia Rodríguez…………………………

Sylvia Spate………………………….

Katherine Vergara…………………..

Fecha......................

Autorización del participante:

Yo……………………………………………declaro haber leído toda la información provista en este documento acerca de la investigación. Todas mis preguntas fueron respondidas satisfactoriamente. Accedo voluntariamente a participar de esta investigación.

Firma del participante.. Fecha............................

Appendix J

VOCABULARY TEST

Universidad de Chile   Seminario de Grado
Facultad de Filosofia y Hdes.
Departamento de Lingüística
Lic. en Lengua y Literatura Inglesas

Name: _____

Year of admission: _____

I. Choose the word that the image represents.

1)

a) Starter
b) Lunch
c) Cake
d) Bake

2)

a) Paper
b) Credit card
c) Tip
d) Bill

3)
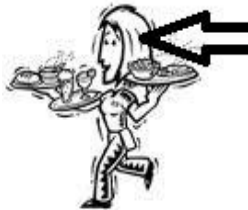
a) Waitress
b) Restaurant
c) Table
d) Customer

4)

a) Wine
b) Chair
c) Tablecloth
d) Clothes

5)

a) Bag
b) Coffee
c) Paper
d) Tea bag

6)

a) Biscuit
b) Sandwich
c) Bread
d) Pie

7)

a) Juice
b) Cheese
c) Apple
d) Orange

8)

a) Banana
b) Cream
c) Butter
d) Sugar
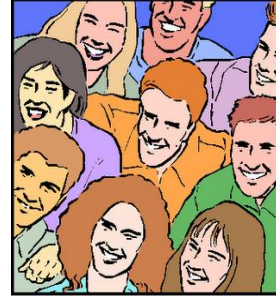
9)

a) To shop
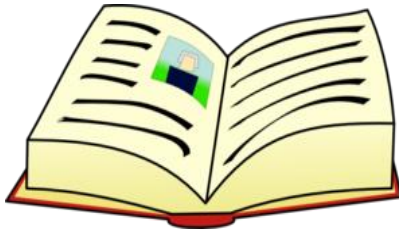b) To Pour
c) To mix
d) To chop

10)
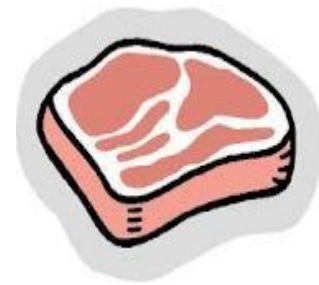
a) Meat
b) Fish
c) Egg
d) Meet

17)

a) City
b) House
c) Hospital
d) School

18)

a) People
b) Children
c) Babies
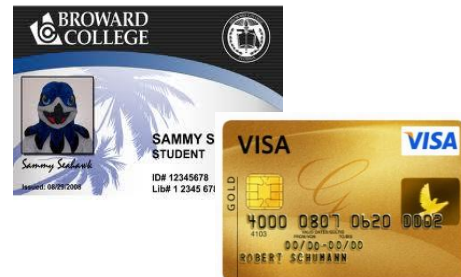d) Kids

19)

a) Note
b) Test
c) Book
d) Photograph

20)

a) Boy
b) Actor
c) Doctor
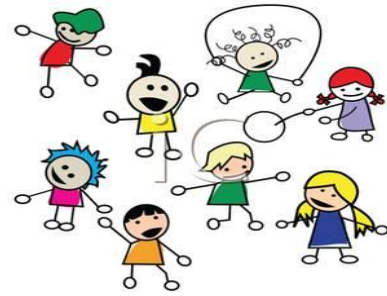d) Girl

21)

a) Application form
b) Letter
c) Sheet
d) Information

22)

a) Pages
b) Cards
c) Files
d) Areas

23)

a) To read
b) To talk
c) To care
d) To enjoy

24)
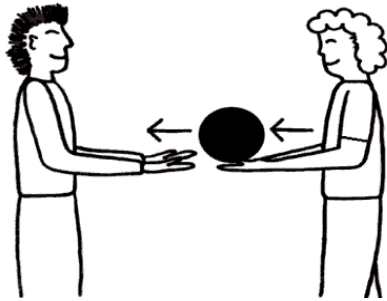

a) To sing
b) To write
c) To play
d) To call

25)

a) To form
b) To come
c) To be born
d) To read

26)

a) To advertise
b) To run
c) To give
d) To complete

II. Mark the correct answer to the definition.

1) A glass container, with a wide top and a lid, used for storing food such as jam or honey.
a) Jar
b) Juice
c) Recipe
d) Carton

2)It is a sweet sticky substance made by bees.
a) Candy
b) Jam
c) Marmalade
d) Honey

3)A liquid food made by cooking meat, fish, or vegetables in water
a) Sauce
b) Juice
c) Soap
d)Soup

4) A metallic container that you use for boiling water to make tea.
a)Kettle
b) Oven
c) Mixer
d) Pot

5) A special type of knife for removing the skin from fruit or vegetables.
a) Spoon
b) Grinder
c) Peeler
d) Fork

6) To crush food, such as potatoes, to form a soft mass.
a) To stew
b) To poach
c) To boil
d)To mash

7) A breakfast food made from grain and usually eaten with milk.
a) Fruit
b) Lunch
c) Supper
d)Cereal

8) A small tube of skin filled with a mixture of meat, spices etc.
a) Kidneys
b) Sausages
c) Breast
d) Wings

9) To preserve vegetables or fruit in vinegar or salt water.
 for a long time to give them a strong sharp taste
a) To smoke
b) To pickle
c) To freeze
d) To scratch

10) A sea animal with a flat round body covered by a shell, and with five pairs of legs.
a) Fish
b) Salmon
c) Crab
d) Lamb

11) A sauce made from the juices that come from meat and it is added to mashed potatoes.
a) Soup
b) Curry
c) Gravy
d) Stew

12) A process in which food, such as fish or eggs, is cooked in boiling water or milk.
a) To stir
b) To bake
c) To fry
d) To poach

13) A flat round piece of finely cut beef which is cooked and eaten in a bread.
a) Ham
b) Ribs
c) Hamburguer
d) Margarine

14) An Italian food made from flour, eggs, and water usually eaten with a sauce.
a) Pancake
b) Pasta
c) Muffins
d) Bread

15) The legal right of belonging to a particular country.
a) Familiarity
b) Arrival
c) Exclusion
d) Citizenship

16) Relating to women or girls.
a) Legal
b) Animal
c) Permanent
d) Female

17) A job or profession.
a) Interest
b) Payment
c) Occupation
d) Relaxation

18) Liking someone very much, or very interested in something.
a) Crazy
b) Bad
c) Free
d) Open

19) A woman's family name before she got married and started using her husband's
family name
a) Maiden name
b) Preferred name
c) Full name
d) Legal name

20) Whether someone is married – used especially on official forms.
a) Home address
b) Marital status
c) Family name
d) Phone number

21) A name given to someone, especially by their friends or family that is not their real name.
a) Title
b) Surname
c) Nickname
d) First name

22) To hate someone or something very much.
a) To bear
b) To like
c) To agree
d) To loathe

23) An act of leaving a place, especially at the start of a journey.
a) Flight
b) Entrance
c) Trip
d) Departure

24) Providing many useful facts or ideas.
a) Clever
b) Attentive
c) Informative
d) Gifted

III. There is a word missing in each sentence. Complete the phrase with the correct answer.

1) Yuck!-said John- "This milk got s_____. The milk expired two weeks ago."

2) We don't eat meat or fish because we are v_____.

3) Citrus fruits, like oranges, have tons of v_____ C.

4) G_____are often used for making wine.

5) Joe always has bacon and e_____ for breakfast

6) "Combine all the i_____ in a large bowl"-said Jamie Oliver, the chef.

7) Mary prefers to eat orange m_____ on her toast for breakfast.

8) "Try balsamic v_____ or lemon juice for your salad"-said Paul.

9) W_____ is a grain used to make flour.

10) Chili peppers are a very s_____ food.

11) Our products are free from artificial a_____, such as Artificial trans fats.

12) After the movie we went for a m_____in a Chinese restaurant.

13) He was in Kansas to celebrate his 74th b_____.

14) What's your f_____ colour?

15) Dad retired at the a_____ of 56.

16) I don't really l_____ classical music.

17) Shortly after our a_____ in London, Lisa was attacked.

18) He writes poetry in his s_____ time.

19)Books were organized in a_____order in the library, from A to Z.

20) I waited a moment to calm myself, I was slightly _____ because of the noise of too many people speaking at the same time.

21) Susan's h_____ include reading, cooking, and drama.

22) I used to be particularly f_____ of the rhymes my father told me when I was a child.

23) He lives in a small a_____ downtown.

24) Are you married, single, or d_____?

25) I was still in New York, trying to get a v_____ for Russia.

26) I simply a_____ chocolate. It is the best thing in life for me.

27) She was born in New York and so she has an American p_____to travel abroad.

28) She have read three times the two small volumes of p_____ of Oliver Miles.

29) Her hobbies are playing the g_____ and the flaute.

30) He has British n_____. But he thinks of himself as a Spaniard

31) We compete with football, baseball, b_____, tennis, golf, and even car racing.

32) I find Lord of the Rings an i_____ and entertaining book.

33) Wash your hands and brush your teeth are examples of good h_____, something that you do every day.

Appendix K

QUESTIONNAIRE ON SELF- REGULATION

	☺ **Totalmente de acuerdo**	**De acuerdo**	**Parcialmente de acuerdo**	**Levemente de acuerdo**	**En desacuerdo**	☹ **Totalmente en desacuerdo**
1. Una vez que el interés inicial por aprender vocabulario se ha ido, me impaciento fácilmente.						
2. Cuando me siento estresado/a al aprender vocabulario, sé cómo disminuir este estrés.						
3. Cuando estoy estudiando vocabulario y el lugar donde estudio se vuelve incómodo para mi, trato de solucionarlo.						
4. Al aprender vocabulario, uso ciertas técnicas para lograr mis metas.						
5. Al aprender vocabulario, uso ciertas técnicas para mantenerme concentrado/a.						
6. Al aprender vocabulario, creo que puedo alcanzar mis metas más rápido de lo esperado.						
7. Estoy satisfecho con los métodos que uso para reducir el estrés que siento al aprender vocabulario.						
8. Al aprender vocabulario quedo conforme con la manera en que elimino el aburrimiento.						
9. Al aprender vocabulario, creo que lo que hago para mantenerme concentrado es efectivo.						
10. Al aprender vocabulario, persisto hasta alcanzar las metas que me propongo.						

11. Cuando tengo que aprender vocabulario, uso ciertas técnicas para evitar postergar el estudio.					
12. Cuando aprender vocabulario me estresa, simplemente me dan ganas de darme por vencido.					
13. Creo poder superar las dificultades que me impiden alcanzar las metas para aprender vocabulario.					
14. Al aprender vocabulario, sé cómo adecuar mi lugar de estudio para hacerlo más eficiente.					
15. Cuando aprender vocabulario me estresa, sé rápidamente cómo manejarlo.					
16. Cuando tengo que estudiar vocabulario, creo que la forma en que evito postergarlo es efectiva.					
17. Al aprender vocabulario, estoy consciente de que el ambiente de aprendizaje importa.					
18. Al aprender vocabulario, sé que puedo sobrellevar el aburrimiento.					
19. Cuando aprender vocabulario me aburre, sé cómo regular mi ánimo para entusiasmarme y así continuar estudiando.					
20. Cuando estudio vocabulario, busco un ambiente adecuado para hacerlo.					

Appendix L

QUESTIONNAIRE ON STRATEGIES

Estrategias de aprendizaje.

Nombre: _____ Año de ingreso: _____

El siguiente cuestionario es sobre estrategias de aprendizaje y métodos de estudio.

Por favor, responde a las siguientes preguntas indicando con una cruz la frecuencia con la que realizas la actividad indicada para aprender vocabulario. **No existen respuestas incorrectas.**

	Siempre	Con frecuencia	A veces	Nunca
1. **Para descubrir el significado de una palabra,** identifico si la palabra es un sustantivo, adjetivo, etc.				
2. Para descubrir el significado de una palabra, analizo afijos y raíces de las palabras (eg. -ness o -ly).				
3. Para descubrir el significado de una palabra, reviso si la palabra es un cognado en mi idioma (palabra similar a mi idioma en inglés).				
4. Para descubrir el significado de una palabra, (de haber alguno) analizo cualquier imagen o gesto.				
5. Para descubrir el significado de una palabra, uso el contexto escrito u oral.				
6. Para descubrir el significado de una palabra, uso el diccionario bilingüe (en papel o en línea).				
7. Para descubrir el significado de una palabra, uso el diccionario monolingüe (inglés-inglés en papel o en línea).				
8. Para descubrir el significado de una palabra, uso listas de palabras.				
9. Para descubrir el significado de una palabra, hago tarjetitas con las palabras.				
10. Para descubrir el significado de una palabra, le pido al profesor que me traduzca la palabra a mi idioma.				
11. Para descubrir el significado de una palabra, le pido al profesor que parafrasee (es decir, que diga lo mismo pero de otra manera y con otras palabras) o que entregue un sinónimo de la palabra nueva.				
12. Para descubrir el significado de una palabra, le pido al profesor que diga una oración incluyendo la palabra nueva.				

13. Para descubrir el significado de una palabra, le pregunto el significado a uno o varios de mis compañeros.				
14. Para descubrir el significado de una palabra, trabajo en grupo con mis compañeros.				
1. **Para aprender vocabulario,** estudio y practico el significado en grupo con algunos de mis compañeros.				
2. Para aprender vocabulario, el profesor revisa las listas de palabras o flash cards elaboradas por nosotros para que estén correctas.				
3. Para aprender vocabulario, si se me presenta la oportunidad, interactúo con hablantes nativos (de Inglés) o busco las oportunidades para hacerlo.				
4. Para aprender vocabulario, lo hago con una imagen que contenga o grafique su significado.				
5. Para aprender vocabulario, imagino el significado de la palabra.				
6. Para aprender vocabulario, trato de conectar la palabra y su significado con una experiencia personal relacionada.				
7. Para aprender vocabulario, conecto la palabra con sus sinónimos y antónimos.				
8. Para aprender vocabulario, uso mapas conceptuales que me ayuden a conectar significados que estén relacionados.				
9. Para aprender vocabulario, uso escalas para los adjetivos cuando se pueda. Ej. fat, slim, thin.				
10. Para aprender vocabulario, asocio lugares físicos a las palabras que estoy tratando de recordar.				
11. Para aprender vocabulario, agrupo las palabras para estudiarlas juntas.				
12. Para aprender vocabulario, agrupo las palabras espacialmente en una página.				
13. Aquí solamente pon una cruz en el casillero correspondiente a nunca.				
14. Para aprender vocabulario, hago oraciones incluyendo las palabras nuevas.				
15. Para aprender vocabulario, trato de poner las palabras en una narración para contar una historia usándolas.				
16. Para aprender vocabulario, estudio la manera en que se escribe la palabra.				
17. Para aprender vocabulario, estudio los sonidos de la palabra.				
18. Para aprender vocabulario, digo la palabra en voz alta mientras estoy estudiando.				
19. Para aprender vocabulario, imagino la forma de la palabra.				

20. Para aprender vocabulario, subrayo la letra con que empieza la palabra.				
21. Para aprender vocabulario, asocio la nueva palabra con algo que suene familiar en mi propio idioma e imagino las dos cosas juntas.				
22. Para aprender vocabulario, trabajo recordando afijos y raíces (las partes de las palabras).				
23. Para aprender vocabulario, trabajo recordando lo que ha dicho el profesor en clases.				
24. Para aprender vocabulario, repito de distintas maneras y usando distintas palabras, el significado de las palabras nuevas.				
25. Para aprender vocabulario, uso cognados cuando estudio.				
26. Para aprender vocabulario, aprendo como un todo las palabras de una expresión.				
27. Para aprender vocabulario, uso algún tipo de movimiento (o me muevo) cuando estudio una palabra.				
28. Para aprender vocabulario, uso cuadros donde pongo las características semánticas de las diferentes palabras que estoy estudiando.				
29. Para aprender vocabulario, repito en voz alta una palabra y su significado.				
30. Para aprender vocabulario, escribo varias veces la palabra nueva.				
31. Para aprender vocabulario, uso listas de palabras.				
32. Para aprender vocabulario, uso tarjetas donde escribo las palabras nuevas.				
33. Para aprender vocabulario, tomo apuntes en clases.				
34. Para aprender vocabulario, trabajo en las secciones de vocabulario que aparecen en el libro o en las guías de clases.				
35. Para aprender vocabulario, escucho grabaciones que contengan listas de palabras.				
36. Para aprender vocabulario, pongo papelitos con el nombre en inglés a objetos que están en mi casa (ej. tazas, cuadernos, etc.)				
37. Para aprender vocabulario, tengo un cuaderno exclusivamente para anotar palabras que quiero aprender.				
38. Para aprender vocabulario, veo, escucho, leo, lo que aparece en distintos medios en inglés (canciones, películas, noticieros, etc).				
39. Para aprender vocabulario, me autoevalúo haciéndome pruebas con palabras nuevas que he estado estudiando.				
40. Para aprender vocabulario, no hago nada, ya lo sé o lo puedo recordar fácilmente.				

41. Aquí pon una cruz en el espacio que corresponde a con frecuencia.				
42. Para aprender vocabulario, me aprendo las palabras nuevas en sesiones de estudio cortas, pero frecuentes				
43. Para aprender vocabulario, cuando me cuesta aprenderme una palabra, me la salto.				
44. Para aprender vocabulario, continúo estudiando una palabra a través del tiempo.				
45. Para aprender vocabulario, yo ……………….				
46. Para aprender vocabulario, yo ……………….				