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# L2 SELF-REGULATION AND LANGUAGE PERFORMANCE: A RELATIONAL STUDY

SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN Y AL TÍTULO DE  
PROFESOR DE EDUCACIÓN MEDIA EN INGLÉS

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## **Abstract.**

The investigation examines the possible correlation between L2 Self-regulation levels and language performance in a third grade of a subsidized school in Santiago. For the study, two instruments are employed: a widely validated L2 Self-regulation survey 'Self-regulation capacity in vocabulary learning scale' and TOEIC mock tests administered as part of the Chilean standardized SIMCE English language test take to students who are in third grade. The results indicate a moderate correlation between both variables, which may suggest that teachers should become aware of the importance of developing L2 self-regulation for the learning of English.

This study suggests that teachers of the Liceo Polivalente María Reina use this investigation and focus on the levels of self-regulation of their students in the third grade, because a high level of Self-regulation will help their students to get better results on their performances and will increase better learning techniques in all their courses.

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**Abbreviations list.**

A	Basic User
A1	Breakthrough or Beginner
A2	Waystage or Elementary
AEP	Asignación de Excelencia Pedagógica (Bonus for Teaching Excellence)
B	Independent User
B1	Threshold or Intermediate
B2	Vantage or Upper Intermediate
C	Proficient User
C1	Effective Operational Proficiency or Advanced
C2	Mastery or Proficiency
CEFR	Common European Framework
CLT	Communicative Language Teaching
CMO	Contenidos Mínimos Obligatorios (Compulsory Minimum Contents)
EFL	English as a Foreign Language
ESL	English as Second Language
ETS	Educational Testing Service
FL	Foreign Language
GLL	Good Language Learners
L2	Second Language
LGE	Ley General de Educación (General Education Law)
LLS	Language Learning Strategies
LOCE	Ley Orgánica Constitucional de Enseñanza (Teaching Constitutional Law)

MINEDUC	Ministerio de Educación (Ministry of Education)
NB3	Fifth and Sixth Primary School Grade
NM3	Third High School Cycle (eleventh grade)
NM4	Forth High School Cycle (twelfth grade)
OA	Objetivos Generales de Aprendizaje (General Learning Objectives)
OAT	Objetivos Generales Transversales (General Transversal Objectives)
OECD	Organization for Economic Co-operation and Development
OF	Objetivos Fundamentales (Fundamental Objectives)
OFT	Objetivos Fundamentales de Aprendizaje (Transversal Fundamental Objectives)
PISA	Program for International Student Assessment
PSU	Prueba de Selección Universitaria (University Selection Test)
SEP	Subvencion Escolar Preferencial (Preferential School Subsidy)
SRCVOC	Self-regulation Capacity in Vocabulary Learning
SIMCE	Sistema de Medición de la Calidad de la Educación (Measuring System of Quality of the Education)
TIC	Tecnología de la Información y la Comunicación (Information and Communication Technology)
TOEIC	Test of English for International Communication.



# **Chapter I: Introduction.**

## 1.1. Introduction.

Given the national context concerning English performance of Chilean schools and the proficiency of the students, new initiatives have been implemented to improve English teaching and learning as a second language in our country over the last eight years.

There are a few scholars who claim that performance in a second language has to do with Self-regulation, a theory first articulated in educational psychology. L2 Self-regulation learning has no clear-cut definitions across studies (Éva Molnár, 2002a). Even the terms and associated derivatives researchers use to label the notion are confusing (Monique Boekaerts, Paul Pintrich, and Moshe Zeidner, 2000b) ranging from autonomous learning, to self-planned learning or self-education, even self-efficacy. Molnár (2002a) points out that three main lines of research account for these self-regulatory processes: (i) studies emphasizing cognitive and metacognitive components, (ii) studies emphasizing motivational and self-and goal-related issues, (iii) and studies emphasizing socio-cognitive aspects. According to this research, one of the most important authors for this investigation is Zoltán Dörnyei (2005) who claims in regards to Self-regulation as a broader term entailing the capacity to take control of and evaluating one's learning process, which partly overlaps with the so-called language metacognitive strategies, yet no breakdown of specific learning devices is generally provided. The theory argues that self-regulated learners are aware of their learning process, their strengths and weaknesses, and their environment.

Because vocabulary acquisition comes across as a major linguistic hurdle, this investigation is intended to elucidate the possible relationship between Self-regulation in the area of vocabulary acquisition of NM3 (eleventh grade) students at a subsidized- private school and overall performance in English Language.

The investigation is (exploratory and correlational) quantitative, descriptive and immersed in the interpretative paradigm.

The study of the investigation takes place in a subsidized private school, Liceo Polivalente María Reina in Puente Alto, Santiago de Chile. The class used for the investigation had 28 students of the NM3 (eleventh grade).

The instruments used in the investigation are a Self-regulation test designed by Dörnyei, Self-regulation capacity in vocabulary learning (SRCVOC henceforth) and Test of English for International Communication (TOEIC henceforth); the second one was an instrument to support the training for the SIMCE English test 2012 in NM3 (eleventh grade) in Chile.

If a possible relationship is found in this investigation it will have an impact on the teaching delivered to the students and shed light on how teachers can accommodate their teaching techniques and strategies to improve students' performance.

The structure of the investigation is divided in six chapters: Chapter one deals with implications about the importance of investigating the relationship between the students' Self-regulation and their performances in L2. Chapter two introduces the national context of English and English language related to Chilean public policies. Chapter three presents the investigation's literature review used in this study. Chapter four deals with the methodological framework. Chapter five presents the results, discussions and establishes the correlation between the test results and the performance obtained by the students investigated. Chapter five gives the final conclusions of our investigation.

## 1.2. Objectives.

As can be seen from the context of the study and the literature review, this study seeks to share light on the possible relationship between L2 Self-regulation levels and language performance. Consequently, it can be pointed out that the main objective of the study is to determine whether there exists a relationship between L2 self-regulatory levels on the part of NM3 (eleventh grade) students at a subsidized private school and their corresponding overall performance levels in English; and the specific objectives are to determine which of the different domains within the theory of L2 Self-regulation theory present the highest levels and their highest potential impact on L2 learning, to determine which of the different domains within the theory of L2 Self-regulation theory present the lowest levels and the lowest potential impact on L2 learning and finally, to suggest future researches which can be focused in the Dimensions that present high and low influence to promote L2 Self-regulation in different groups which vary in age and context.

### 1.3. Research questions.

The operationalization of these objectives can be carried out in the form of two research questions:

1. Is there correlation between levels of L2 Self-regulation and language performances in NM3 (eleventh grade) students at Liceo Polivalente María Reina?
2. Is there one particular domain that seems to be more correlated with language performance using the ‘Self-regulation capacity in vocabulary learning’ scale survey from Dörnyei and Schmitt?

## **Chapter II: Context of the study.**

## 2.0. Introduction.

The society is demanding a new education; such a demand focuses on the acquisition of skills in the direction of a globalized world where people must evidence some kind of language competences in a Lingua Franca and also an excellent performance in their own language, to face successfully communicative situations, and thus play an active role in the globalized society.

This chapter attempts to show a perspective of some TESOL-related phenomena linked to the study, namely public policies for the teaching of English, standardized testing, standards-setting and standards-achievement.

This section provides an overview of what has taken place over the last two decades as far as Educational Reforms in Chile is concerned and analyzes the Study Plans and Programs, the differences between those launched in 1998 and the new ones launched in 2012.

The extension invariably touches upon public policies and the National Curriculum ranging from primary school all the way up to secondary school. More specifically, the chapter also presents the structure of the NM3 (eleventh grade) Study Plans, as this was the selected grade of the context of the study.

This finishes by showing the context of the study, the students who have cooperated with this study; it analyses their environment, namely the sort of school they attend, their sociocultural context, their English performance level and the school policies.

## **2.1. The national context of English in Chile.**

El Ministerio de Educación (Education Ministry, MINEDUC henceforth) created a Sistema de Medición de la Calidad de la Educación (Education quality Measuring System, SIMCE henceforth) in 2009, to determine the level of English in Chileans Schools.

The first SIMCE results were dreadful: Of the 721 schools that offer four or more hours of this language a week, 75% averaged less than 134 points, the minimum score to pass the test.

As reaction, MINEDUC proposes some solutions to these terrible results in this respect. The English Opens Doors program was launched in 2003 and also the arrival of English-speaking volunteers to schools, the creation of summer and winter camps and the training of bilingual teachers. The goal was that by 2015, students would graduate speaking English fairly fluently, at a B1level.

## **2.2. Public policies for English language teaching and learning in Chile.**

Law 20,372, known as Ley General de Educación (General Education Law, LGE henceforth), published in the Official Gazette (Diario Oficial), on September 12th, 2009, was passed during Bachelet's period, is, at the date of this study, still in effect and will expire in 2017.

The LGE law represents a new institutional framework for education in Chile; it repeals (Teaching Constitutional Law Ley Orgánica Constitucional de Enseñanza, LOCE henceforth) in relation to primary and secondary general education (it keeps the rules regarding higher



education). It establishes principles and obligations and promotes changes in the way the children of our country will be educated.

LGE keeps the concept of the two different instruments, the Curriculum Bases, which sets the common learning required to all students and Study Plans and Programs which organizes these learning.

On the other hand, about Study Plans and Programs, the change to *Objetivos Generales de Aprendizaje* (General Learning Objectives OA henceforth) instead of *Objetivos Fundamentales* (Fundamental objectives, OF henceforth) and *Contenidos Mínimos Obligatorios* (Compulsory Minimum Contents, CMO henceforth) favors the comprehensive education, it promotes both formative education (values, principle) and also the cognitive (school subjects), it defines the purpose and successes of the Learning-Teaching process and sets which will be the performance of the student, which allows to check the learning achievement.

This way LGE refers to the knowledge and cultural scope, stating that all the students must understand the oral and written language of one or more foreign languages and also to express themselves properly.

### **2.2.1. A brief summary of the history of educational reforms (1999- to date).**

Chilean political changes respond to the political views of a given government in power. Consequently, Plans and Programs – the National Curriculum – have evolved accordingly.

Since then it has suffered several changes; those changes made in the last four governments are accounted for in this section.

During the period of 1994-2000 a new curriculum in Primary and High School appeared; it attempted to reach all the population with textbooks and also with the Information and Communication Technologies (TICs henceforth). Most importantly, they launched the Full School Day Scheme (Jornada Escolar Completa).

Unfortunately, in international standardized tests such as the PISA (Program for International Student Assessment), which is a worldwide education measurement by the Organization for Economic Co-operation and Development (OECD) in member and non-member nations of 15 year old school pupils' scholastic performance on mathematics, science, and reading, Chilean students are in the sixteenth position under the OECD Reading average of a total of 65 countries.

During the years 2000 and 2006 there were incentives for good teacher performance and the Municipal Teachers Evaluation began to be implemented. In 2004, that the English Opens Doors Program (Programa Inglés Abre Puertas) was implemented and several goals were set: (i) design a public policy (ii) establish technical leadership to increase availability, (iii) improve quality and (iv) make the English as a foreign language (EFL henceforth) affordable to all Chilean students.

Professional development incorporated a Asignación de Excelencia Pedagógica (bonus for Teaching Excellence, AEP henceforth) to those English teachers who demonstrated high quality performance in their evaluation.

During the period of 2006-2010 there were demands for quality and equity. The so-called 'Penguin Revolution' (Revolución de los Pingüinos) pushed for a political agreement which focused on a new regulatory framework to ensure the right to quality education for everyone, which took the form of the LGE.

This fact involved the enactment of the Law School Grant (SEP), the replacement of the LOCE by LGE. It also allowed for the creation of a quality assurance system, the National Council of Education, a Quality Agency, and a Superintendent of Education (Consejo Nacional de Educación, Agencia de Calidad y Superintendencia de Educación).

Currently, (2010- to date), the first English SIMCE was administered, in October of 2010, to about 240,000 students of NM3 (eleventh grade), under the supervision of ETS, through the TOEIC which is a multiple-choice instrument consisting of 100 questions to be answered within one hour. Two sections of 50 questions measuring the level of listening (Listening Comprehension), and the level of reading comprehension, (Reading Section).

This improvement consisted in modifications to the way English is taught, mainly through the changes introduced to the Study Plans and Programs.

### **2.2.2. Study plans and programs for second foreign language.**

One of the main innovations was to begin with L2 teaching at NB3, thus allowing for early exposure to the L2 on part of young learners.

The proposed changes are aimed at giving the students enough communication and cognitive expressive and comprehension skills to the English Language as a tool to find information, to identify, relate, synthesize and infer the information, resolve communicative problems they are faced with in the oral and written language system, as well as appreciating global life styles, and different cultures.

The curriculum is structured around main aims, learning outcomes, key language skills and lexis, grammar and functional contents.

The main target of the foreign language subject is to develop language skills, where vocabulary plays an important role to reach those skills; it argues that reaching the NM4 stage the student must understand at least 3,000 words which include frequent words, thematic vocabulary, and associated to the communicative functions for each stage.

The Study Plans and Programs do not focus on grammar alone but on the four skills (Reading, Listening, Writing, and Speaking); morphosyntactic elements are just a content to develop the abilities. The ultimate target is that learners use these contents just to understand written or oral texts.

This new curriculum also follows international standards, specifically the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, (CEFR henceforth), which serves as guidelines to describe achievements of learners of foreign languages across Europe and, increasingly, in a large amount of countries where they have been accepted.

The CEFR was put together by the Council of Europe as the main part of the project Language Learning for European Citizenship, between 1989 and 1996. Its main aim is to provide a method of learning, teaching and assessing which applies to all languages in Europe.

Six different reference levels are accepted by the European standards; it classifies language skills into three main macro levels and each of these is divided into two micro levels.

These are: A Basic User, A1 Breakthrough or beginner, A2 Waystage or elementary, B Independent User, B1 Threshold or intermediate, B2 Vantage or upper intermediate, C Proficient User, C1 Effective Operational Proficiency or advanced, C2 Mastery or proficiency.

It is supposed that NM4 (twelfth grade) students should reach the B1 level, where they can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. They can deal with most situations, whilst travelling in an area where the language is spoken and are also able to produce simple connected text on topics which are familiar or of personal interest. Finally they have the ability to describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.

For the purpose of this study, it is important to know the structure of the NM3 (eleventh grade) Study Plans and Programs, not just to know what the aims for this level are, but also which strategies are involved in the acquisition of the foreign language.

#### **2.2.2.1. Analysis of educational study plans and programs for NM3 (eleventh grade).**

The national curriculum for NM3 (eleventh grade) comprises the following CMO.

##### **I. Linguistic:**

1. Functions to those already mentioned in first and second secondary grades are added, such as demonstration, persuasion and comparison and micro functions such as recognizing and expressing personal attitudes, correcting, asking for help or advice, attract attention, report, illustrate, list, summarize.

2. Morphosyntactic and structural elements such as prepositional and adverbial phrases, relative phrases, conditionals and modal verbs.

3. Lexical items which include the 1,300 words of recognition and mastery of Second High School grade and 300 words belonging to the notions that are added to the new lexicon semantic fields.

## II. Type Texts:

Reading Comprehension such as authentic texts of greater length of semantic and grammatical complexity, representative of the work world and academic, cultural and recreational activities of interest to students.

Listening includes short texts recorded by native speakers and audiovisual media (cassettes or video) graded by criteria of length, complexity and proximity to the experiences and interests of students.

## III. Skills:

1. - Reading Comprehension considers strategies and techniques such as prediction of informational content and the communicative purpose of different forms using prior knowledge and as applicable to the textual layout or syntactic and lexical elements.

2. - Listening entails strategies and techniques such as prediction using prior knowledge, non-verbal cues, gestures, intonation etc.

Some other skills considered are the location of key words or phrases, the extraction of general and specific information, recognition of different message types and inference of information.

3. - Speaking considers skills such as asking, answering, replacing words and phrases, giving and seeking information, expressing opinions and views expressed, with intelligible pronunciation and intonation.

4. – Writing includes preparation of tables, graphs, diagrams, demonstrating reading and listening comprehension and writing paragraphs of 3 or 4 sentences, grammatically correct and communicatively appropriate in response to written texts, both oral and visual.

A sound knowledge of the targets well, skills, and strategies involved into the NM3 (eleventh grade) Studies Lesson Plans and Programs, is necessary to reflect on the coherence, suitability and contextualization of the current curriculum.

### **2.2.3. An overview of the English language curriculum.**

Education nowadays surpasses the parameters of traditional school; modern education seeks a closer relationship with science and does this especially through the scientific method; thus, the results of modern education have their ultimate expression in the technological models and in the behaviorist approach or neo behaviorism, if it is understood in the modern paradigm as experience of the domain of rationality.

The advances in modern science today allows to establish that learning is a mental activity by which the mind filters what it perceives from the world to produce a personal and unique reality. The concept of the human mind as a tabula rasa remains surpassed nonetheless forgotten.

In light of this affirmation teaching consists in, nowadays, collaborating together with the student in a meaningful and representative construction of the structure of the world, so that it can gradually and progressively reinterpret the information of that world that surrounds him. This, which can be evaluated and measured, is also able to be categorized.

According to McKay (2003), before the educational reform in 1998, teachers were encouraged by the Ministry of Education to use Communicative Language Teaching (CLT hence forth) methods. More specifically, they were encouraged to make regular use of group work.

The most important thing is that the national curriculum prepares students so that they may achieve occupational insertion especially in the fourth high school grade; the development of productive skills is expressed linguistically in a response to an oral or written text, e.g. doing interviews or giving information by telephone, writing a resume, answering surveys, filling out questionnaires, so on so forth MINEDUC (2009).

Ergo, the national curriculum reveals that the intention of English as a Foreign Language is to help the students to connect better in the world.

McKay (2003) argues that this emphasis on the strengths of bilingual speakers of English is also being heard in reference to bilingual teachers of English. Many bilingual teachers of English themselves are pointing to the pedagogical advantages they have in knowing their students culture and first language, and in being models of successful language learners.

### **2.3. Context of the study.**

The research is set in a subsidized private school called Liceo Polivalente María Reina, located in Puente Alto, Santiago of Chile, run by the Congregation The Good Shepherd.

The school's main mission is to strengthen the Christian values of coexistence between students, teachers and the community with a strong faith formation and service which is to constitute a hallmark of the school.



The school is a vocational one, and from the beginning it has offered two specializations: Primary Education Assistant and Secretarial Work, because the student body used to be comprised of girls. In 2010 the school started with scientific humanist education and boys were accepted in high school.

The experience in the classroom is one of the most important factors in the resolution of situations such as the leveling of the foreign language, as well as the incorporation of teachers' reality into the classroom, and not necessarily the theoretical reality that is handled at the university. One of the characteristics of this congregation is the provision of values, discipline, respect and good manners to their students.

The school population belongs to the middle class and the students who attend this school come from the surrounding area. The English level of NM3 (eleventh grade) students is low because they have not had permanent teachers in this subject area. As a result, students evidence a basic knowledge of English, far lower than expected for this age group. Accordingly, the school obtained the following scores in the SIMCE test in 2010:

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Listening	40
Reading comprehension	46
Total	86

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In comparison with the national average scores, the school stands at eight points lower in listening and 5 points in reading comprehension. And the percentage of students who achieved certification was 0%.

From these results, the school has had a permanent substitution of English teachers, and this year, in order to deal with the weakness, the school has implemented the TOEIC preparation in NM3 (eleventh grade), where they have increased the listening comprehension., having three periods of classes per week.

This study in particular is set in a NM3 (eleventh grade) of the scientific humanistic education scheme from secondary school, primarily because they will be tested nationally through the English SIMCE Test in November, 2012. The study aims at establishing any possible associations amongst the scores these students achieve in the preparation in the run-up to their national SIMCE test and the levels of L2 Self-regulation, as reported in the corresponding instrument.

The subjects in the study are part of a class of twenty-eight students, with fourteen males and fourteen females where, as stated earlier, most of them belong to the middle class and live in a nuclear family; they seem to have a fair knowledge of English, at least as benchmarked against their level.

These students are being constantly prepared for academic tests as the PSU and the SIMCE. And they will be the first generation that will be graduated as scientific- humanistic in the school next year.

## **Chapter III: Literature review.**

### 3.0. Introduction.

Since the theory of Self-regulation is a very recent one and there are not many empirical studies, we must begin by reviewing the literature that underlies Self-regulation: Language Learning Strategies.

Regarding the definition of language learning strategies, Oxford (1990) defines learning strategies as ‘specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations’

Oxford developed a new language learning strategy taxonomy, which includes two main classifications: direct strategies and indirect strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. Indirect strategies do not directly involve using the language, but they support language learning. (p.8).

The term learning process is used to mean the overall macro-chain activities or mental operations involved in the act of learning, for example, attention, understanding, acquisition and reproduction, or any of them separately.

Moreover, the strategies cannot be reduced to mere study skills, as some, with little success, have tried. The strategies are intentional and involve, therefore, an action plan, while the techniques are markedly mechanical and routine.

On the other hand, Williams & Burden (1997) indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task, so this can be termed as a process of learning strategy. This explanation might be too abstract to understand, so it may be easier to say that learning strategy is learning skills, learning to learn

skills, thinking skills, problem skills or, in other words the methods which learners use to intake, store, and retrieve during the learning process.

Regarding L2 Self-regulation, Dörnyei (ibid.) conceived of the term as a broader construct entailing the capacity to take control of and evaluating one's learning process, which partly overlaps with the so-called language metacognitive strategies, yet no breakdown of specific learning devices is generally provided. The theory argues that self-regulated learners are aware of their learning process, their strengths and weaknesses, and their environment.

This chapter is divided into six sections; the first section deals with LLSs in second language; the second section deals with LLSs research; the third part talks about the criticisms concerning LLSs; the fourth, fifth and six sections include present Self-regulation, definitions, investigations and an explanation about why Self-regulation overcame LLSs.

### **3.1. Language learning strategies in second language learning.**

This part of the study intends to provide an overview of different definitions of LLSs and to present their theoretical underpinnings.

Researchers have focused considerably on the field of learning strategies, emphasizing their importance as an essential factor in learning and showing their close relationship with metacognition and self-regulated learning. Classic work in this area, such as that of O'Neill (1978) and Dansereau (1979) deal with these issues, noting that learning strategies constitute a state closely linked to achieving effective learning.

### 3.1.1. Background of language learning strategies.

The word strategy comes from the ancient Greek word *strategia*, which means ‘steps or actions generals take for the purpose of winning the war’. The control and goal directedness remain in the modern version of the word (Oxford 1990).

Most of the investigation about LLSs began in the 1960s influenced by developments in cognitive psychology (Williams and Burden, 1997); however, the actual term probably came into formal existence only in 2004, through the reunion of Oxford with a number of researchers interested in this topic (Cohen and Macaro, 2007).

The study of LLSs extends for more than 30 years (Véliz, 2011) and different learning strategies definitions have been used in second language learning. In spite of those years of study, a few of the initial claims hold truth today.

### 3.1.2. Definitions of language learning strategies.

As an illustration, Rubin (1975:43) argues that ‘good language learning’ is contingent upon three variables: aptitude, motivation, and opportunity. Rubin also acknowledges the significance to isolate ‘what the good learner does –what his strategies are– and impart his knowledge to less successful learners’. Later she classified strategies in terms of processes contributing directly or indirectly to language learning.

On this topic, the literature highlights the attempts to define strategies or groups of strategies that are directly involved in the teaching / learning of second languages. Some authors

abound in the idea of the importance of conscious cognitive processing in the acquisition of the second language (O'Malley, et al., 1987). Thus, Krashen (1977, 1983) supports the idea that formal learning (in classroom) does not spontaneously provide the necessary skills for new language. In this common sense, language interactions, unstructured social contexts, involving unconscious acquisition processes, are also necessary for achieving learning the second language.

A general definition of LLSs refers to the learner's active, intentional engagement in the learning process by selectively attending to a learning problem, mobilising available resources, deciding on the best available plan for action, carrying out the plan, monitoring the performance, and evaluating the results for future action. In second language learning the literature presents a full array of attempts to classify LLSs (Wenden and Rubin 1987; O'Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, amongst others). In the 1980s many researchers employed a very fuzzy terminology, and in the same way, unclear conceptualization of what strategy really entails.

Naiman et al. (1978) identified a variety of learning strategies such as monitoring, clarifying answers or verification, inference, deductive reasoning and memory strategies. For Wong-Fillmore (1979), strategy was as a relatively broad concept involving to communication in general, whilst for others strategy was to equate 'study skills'. Wenden and Rubin (1987), define learning strategies as 'any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information' ( p. 19). Rubin claims that three major strategies used by good language learners (GLL henceforth) are the following: The GLL perhaps is a (i) good and accurate guesser in that she/he stores and processes information capably; (ii) employs whichever means to make himself/herself understood; and (iii) is continually experimenting with the newly acquired knowledge . Furthermore, she claims that the GLL frequently monitors his/her and others' speech; the GLL practices and 'seeks out opportunities to

use the language' (ibid: 47) and is willing to attend to both form and meaning. Reiss (1981) posited that the language classroom success depends on the degree of congruence between teaching methodology and the students' cognitive type. Tarone (1983) defined LLSs as 'the attempts to develop linguistic and sociolinguistic competence in the target language - to incorporate these into one's interlanguage competence'.

An important exponent in this area is Oxford (1992) who defined of LLSs as 'specific actions, behaviours, steps, or techniques such as seeking out conversations partners, or giving one – self encouragement to tackle a difficult language task used by students to enhance their own learning' (p. 63).

Strategies are important for language learning for the reason that they are tools to activate the self-directedness which is essential for developing communicative competence. Also, Oxford (1990) adds that 'these strategies can make it possible for the internalisation, storage, retrieval, or use of new language, and strategies are instruments for the self-directed involvement necessary for contribute communicative ability'.

Other authors defined LLSs generally as 'behaviours and thoughts that a learner engages in during learning which are intended to influence the learner's encoding process' (Weinstein and Mayer 1986, p. 315). Rubin (1987) later defined LS as 'those strategies that contribute to the development of the language system which the learner constructs and affect learning directly' (p. 22). Weinstein et al. (1988) outlined LLSs more specifically as 'learning strategies are considered to be any behaviours or thoughts that facilitate encoding in such a way that knowledge integration and retrieval are enhanced'. (p.291)



These thoughts and behaviours constitute organized plans of action designed to achieve a goal. From this, Mayer (1988) specifically defined LSs as ‘behaviours of a learner that are intended to influence how the learner processes information’ (p. 11).

The use of appropriate language learning strategies often results in improved proficiency or overall achievement in specific skill area (Thompson and Rubin, 1996; Oxford et al., 1993).

### **3.1.3 The classification framework of learning strategies.**

Language learning strategies are classified into cognitive, metacognitive, affective, or social (Chamot, 1987; Oxford, 1990b). Alternative taxonomies have been offered by important researchers such as O’Malley and Chamot (1990), O’Malley et al., (1985a), Wenden and Rubin, (1987), Stern (1992), and Ellis (1994). The six major groups of LLSs in SL have been identified by Oxford (1990b). These are:

1. Cognitive strategies: mental strategies that learners use to make sense of learning and to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

2. Metacognitive strategies: essential for the learner to plan, monitor and evaluate learning, e.g., identifying one’s own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, evaluating task success, and evaluating the success of any type of learning strategy.

3. Memory-related strategies: used for storage of information, they help learners to link one L2 item or concept with another, but do not necessarily involve deep understanding. Learners are to be given the chance to link mental images, applying images and sounds, etc.

4. Compensatory strategies: they help the learner make up for missing knowledge. These strategies include guessing from the context in listening and reading, using synonyms and ‘talking around’ the missing word to aid speaking and writing and strictly for speaking, and using gestures or pause words.

5. Affective strategies: they are concerned with the learner’s emotional needs such as identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self – talk. They have shown to be significantly related to L2 proficiency in research by Dreyer and Oxford (1996) among South African ESL learners and by Oxford and Ehrman (1995) among native English speakers learning foreign languages.

6. Social strategies: They help the learner work with others and understand the target culture as well as the language, e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native – speaking conversation partner, and exploring cultural and social norms.

Most of these classifications have been the result of a variety of research related with LLSs.

### 3.1.4. Language learning strategies research.

A review of the literature reveals, as Véliz (2011) points out, that ‘much of the formal LLS research has been conducted over the last 30 or so years’; at the outset such research was inundated with impressionistic observations, yet over the last 15 years the body of knowledge has become quite solid and some of the early criticisms have been heeded’. (p. 11)

One of the earliest researchers in this area, Rubin (1975), defined strategies as ‘the techniques or devices which a learner may use to acquire knowledge’. (p. 43) and concluded that successful language learners had a strong desire to communicate, were willing to guess when unsure, and were not afraid of being wrong or appearing foolish. This did not mean that they did not care about correctness; however, good language learners also paid attention to form and meaning in their language. In addition, good language learners practice and monitor their own language and the language of those around them.

Rubin noted that the employment of these strategies depended on a number of variables such as target language proficiency, age, situation and cultural differences. Some of Rubin’s findings have been supported by other more recent researchers, such as Wong Fillmore (1982), who, reporting on research into individual differences at the University of California, paid special attention to the social strategies (although she did not use this term) employed by good language learners. She reported that the good language learners ‘spent more time than they should have during class time socializing and minding everyone else’s business.....they were constantly involved in the affairs of their classmates’ (p. 63). This behavior is consistent with the strong desire to communicate noted by Rubin (1975) as characteristic of good language learners.

Other prominent researchers as LoCastro (1994: 410), for instance, examined ‘the kinds of effort good or successful Japanese learners of English make to develop their language skills’ in fairly large classes and in an FL environment. It was discovered that extrinsic motivation in the form of ‘exams’ played an important role, together with intrinsic motivation expressed as ‘love for the language’. Also, the respondents agree on the extra effort they make, which manifests itself in using the following strategies: listening, especially to a radio or TV programs, or videos, or movies; oral reading; and memorization of grammar and vocabulary.

In a similar vein, Fleming et al. (1998) ‘conducted a piece of research which attempted to evidence the strategies that language learners used when asked to perform two learning tasks in normal lesson time, after which the students were interviewed for their use of both cognitive and metacognitive strategies. The results reveal that the respondents made good and ample use of metacognitive strategies, especially in terms of organization and preparation of work; this is accompanied by an awareness of abstract notions of sequencing and structure of work. The language learners studied showed a range of strategies, which –complemented by the higher-order strategies– made them quite autonomous learners’ (p. 201).

Takeuchi (2003) conducted a highly comprehensive documentary study by analyzing a total of 67 books on how successful learners have learned the L2 in Japan, an FL context. The author read all books for strategies, which were later categorized into pre-established sets. One of the most important commonalities amongst all learners’ accounts, 160 in total, is that they had learned the L2 after puberty. The results reveal that metacognitive strategies were profusely used amongst successful L2 learners; such strategies took the form of, for instance, ‘maximizing opportunities to use the language’, ‘pushing oneself into using the language’, ‘learning intensively’, ‘learning regularly’, and ‘having a plan for learning’. There was recurrent use of time-adverbials

such as ‘every day’, every morning’ or ‘at least several times a week’. Learners reported to have spent considerable time at the beginning of their learning process doing ‘deep listening’ and later gradually shifted to ‘broad listening’.

Lastly, Ding (2007) studied the strategies used by Chinese learners and discovered that (text) memorization and imitation, preceded by noticing form, are regarded as highly effective strategies. The same applied to pronunciation, wherein learners applied such strategies at increasingly larger units, starting from phonemes, moving onto words and then sentences. Thus, Ding claims, learners mobilize their initially noticed form from working memory to long-term memory.

This succinct survey of LLS research exhibits great potential to either be further studied in other contexts or replicated. In fact, the conclusions in this investigation refer back to some of the findings reported above

### **3.2. Self-regulation in second language learning.**

#### **3.2.1. Background of Self-regulation in second language learning.**

The study of foreign language learning in terms of the individual characteristics of the learner has primarily focused on language learning strategies, but has now incorporated a much more complex notion L2 Self-regulation, which will be discussed from the different perspective of context, definition and research.

Strategy specialists believe that learners with strategic knowledge of language learning, compared with those without, become more efficient, resourceful, and flexible, thus acquiring a

language more easily (Tseng, Dörnyei & Schmitt 2006). They suggest that if learners can develop, personalize, and use a repertoire of learning strategies, they will be able to achieve language proficiency in an easier way. Indeed, Macaro's (2001) conclusion that 'One thing seems to be increasingly clear and that is that, across learning contexts, those learners who are pro-active in their pursuit of language learning appear to learn best' (p. 264).

While it is believed this appealing concept of strategic significance of learners is true, research on LLSs, unfortunately suffered a series of problems that weakened the theoretical basis for such a conclusion. These problems stem in part from the lack of clarity of definition, and partly of the psychometric properties of the assessment tools used (e.g. Ellis 1994; Skehan 1989; for recent reviews, see Dörnyei and Skehan 2003). However, the notion of strategic learning is still of great interest to theorists and practitioners alike (Tseng, Dörnyei & Schmitt 2006)

Tseng, Dörnyei & Schmitt have outlined a new approach to conceptualizing and assessing strategic learning, based on the notion of Self-regulation drawn from the field of educational psychology.

This conceptual approach emphasizes the importance of learners' inherent capacity for self feeding their efforts to find and then implement personalized strategic learning mechanism, which are in line with current theories of Self-regulation in education psychology. (Tseng, Dörnyei & Schmitt 2006).

### 3.2.2. Definition of Self-regulation.

Self-regulation theory became popular in the 1980s as it emphasized the emerging autonomy and responsibility of students to take charge of their own learning. As a general term, it subsumed research on cognitive strategies, metacognition, and motivation in one coherent construct that emphasized the interplay among these forces. It was regarded as a valuable term because it emphasized how the “self” was the agent in establishing learning goals and tactics and how each individual’s perceptions of the self and task influenced the quality of learning that ensued. The integrative nature of Self-regulation theory stimulated researchers to study broader and more contextualized issues of teaching and learning while also showing the value of Self-regulation as an educational objective at all grade levels. What is important for teacher educators is that Self-regulation can help describe the ways that people approach problems, apply strategies, monitor their performance, and interpret the outcomes of their efforts. There are three central characteristics involving Self-regulation:

*‘Dr. Kenneth R. (1998) ‘Awareness of thinking. Part of becoming self-regulated involves awareness of effective thinking and analyses of one’s own thinking habits. This is metacognition, or thinking about thinking, that Flavell (1978) first described. Paris and Winograd (1990) summarized these aspects of metacognition as children’s developing competencies for self-appraisal and self-management and discussed how these aspects of knowledge can help direct students’ efforts as they learn. We tried to emphasize that the educational goal was not simply to make children think about their own thinking but, instead, to use metacognitive knowledge to*

*guide the plans they make, the strategies they select, and the interpretations of their performance so that awareness leads to effective problem-solving. Also Bandura (1986) emphasized that Self-regulation involves three interrelated processes; self-observation, self-evaluation, and self-reaction. Understanding these processes and using them deliberately is the metacognitive part of Self-regulation theory.’ (p.1)*

*Dr. Kenneth R. (1998) ‘Use of strategies. A second part of Self-regulation involves a person's growing repertoire of strategies—for learning, studying, controlling emotions, pursuing goals, and so forth. However, it is important to emphasize “being strategic” rather than “having” a strategy. It is one thing to know what a strategy is and quite a different thing to be inclined to use, to modify it as task conditions change, and to be able to discuss it and teach it. When students are strategic, they consider options before choosing tactics to solve problems and then they invest effort in using the strategy. These choices embody Self-regulation because they are the result of cognitive analyses of alternative routes to problem-solving.’ (p.1)*

*‘Dr. Kenneth R. (1998) “Sustained motivation. The third aspect of Self-regulation is motivation because learning requires effort and choices. Paris and Cross (1983) argued that ordinary learning fuses skill and will together in self-directed actions. Self-regulation involves motivational decisions about the goal of an activity, the perceived difficulty and value of the task, the self-perceptions of the learner’s ability to accomplish the task, and the potential benefit of success or liability of failure.’*



Awareness and reflection can lead to a variety of actions depending on the motivation of the person. Researchers and educators have characterized Self-regulation as a positive set of attitudes, strategies, and motivations for enhancing thoughtful engagement with tasks but students can also be self-directed to avoid learning or to minimize challenges. When students act to avoid failure instead of pursuing success, attributing their performance to external or uncontrollable forces, use self-handicapping strategies, or set inappropriate goals, they are undermining their own learning. These behaviors are self-regulated but may lead to diminished effort, task avoidance, and other actions that decrease engagement and learning.” (p.2)

The term motivation is a very important point to describe Self-regulation

*‘Comparing Gardner’s (1985) in Mezei (2008) early conceptualization of motivation, which defined motivation in terms of effort, goals, and favorable attitude.(p.80)*

Regarding L2 Self-regulation, Dörnyei (ibid.) conceived of the term as a broader construct entailing the capacity to take control of and evaluating one’s learning process, which partly overlaps with the so-called language metacognitive strategies, yet no breakdown of specific learning devices is generally provided. The theory argues that self-regulated learners are aware of their learning process, their strengths and weaknesses, and their environment.

*'To Dörnyei's (1994a) in Mezei (2008) tripartite system (language level, learner level, learning situation level), it is apparent that latter embraces more components such as the advances in achievement and attribution theories of motivation, extrinsic and intrinsic factors, the concept of self-efficacy, and context-specific issues. This conceptualization is a complex and elaborated one, and is of great importance when considering the conceptualization of Self-regulation.'* (p.80)

According to Kuhl (2000, p.80) 'motivation depends on the self-system of the individual'.

But Kuhl proposes too that 'even high self-efficacy or motivation might not be enough for the individual to launch action', included self-regulatory processes in his motivation theory, the Theory of Action Control. This theory claims that self-regulatory abilities are essential to ratify intentions, and that strategies have a crucial role in the actions to take place (Kuhl, 2000).

### Motivation and Self-regulation

Mezei (2008) reflects on different meanings of Self-regulation and that do not have a same point of concordance, as follows.

*'Although the term Self-regulation and self-regulated learning becomes popular in the 80's, as Mezei says (2008) 'there aren't clear-cut definitions across studies (Molnár, 2002a), most probably because it is a multidimensional construct which is difficult to describe (Pintrich, 2000; Dörnyei, 2005). Even the terms and associated derivatives researchers use to label the notion are confusing ranging from autonomous learning, to self-planned learning or self-education, even self-efficacy (Hiemstra, 2004).'*

Mezei (2008) also refers to the different definitions that the researchers have given through the years.

*‘Most definitions define Self-regulation as a capability or capacity (e.g., Lemos, 1999; Molnár, 2002a; Réthy, 2003), or as a process (e.g., Pintrich, 2000; Hoban & Hoban, 2004). Other interpretations include Self-regulation as purposeful learning (Molnár, 2003), strategies (Pintrich, 1999), behavior (Lemos, 1999), or even an amalgam of self-generated thoughts, feeling and actions (Zimmerman, 2000, p.14). Another definition of Self-regulation is proposed by Dörnyei (2005); he defines Self-regulation as the degree to which individuals are active participants in their own language. (p.191). Pintrich’s (2000) definition, on the other hand, is more complex. He claims that Self-regulation is an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.’*

Mezei (2008) refers to the summary that Pintrich (2000) made of the common elements of Self-regulation and then Mezei talks about Dörnyei’s dimensions of Self-regulation.

*(1) Self-regulated learning is pro-active and constructive, that is, the student is active in the learning process.*

*(2) A prerequisite for self-regulated learning is the potential for control. The students are able to monitor the learning process, which is a function of certain individual differences.*

(3) *In self-regulated learning there are goals, criteria and standards that help the learner to modify the process of learning if needed.*

(4) *Mediators have an important role in self-regulated learning in that they are a link between the learner and outer expectations, and between actual and expected activity.*

*‘Dörnyei (2005) at the same time emphasizes that the concept has several dimensions, among which we can find cognitive, metacognitive, motivational, behavioral, and environmental processes. Molnár (2002a) points out that three main lines of research account for these self-regulatory processes: studies emphasizing cognitive and metacognitive components, studies emphasizing motivational and self- and goal-related issues, and studies emphasizing socio-cognitive aspects.’*

Finally Mezei summarized with some pithy definitions from different authors.

*‘It has been noted by researchers that Self-regulation is a human characteristic everyone possesses (Zimmerman, 2000; Molnár, 2002b), but which shows different levels of mastery across individuals (Zimmerman, 2000), thus, in this respect Self-regulation is an individual difference factor, but one that can be improved (McKeachie, 2000). According to Winne (1997), self-regulating strategies can be learnt to a varying extent, but students need to be instructed, and they need to be provided with plenty of practice and appropriate feedback in class. Also, Self-regulation is usually viewed as a cycle (Pintrich, 2000; Zimmerman, 2000), and it can even be imagined as a continuum (Zimmerman, 2000; Dörnyei, 2005) along which*

*students can be placed at each moment of learning. This way of modeling Self-regulation provides an explanation for the phenomenon of “the daily ebb and flow of motivation” (Dörnyei, 2001b, p.16) as well as dysfunctions of Self-regulation (Zimmerman, 2000)’.*

Self-regulation theory can be defined as a capacity of being aware of the process of learning considering the strengths and weaknesses and the environment of the context surrounding a student. This means that the student has to take control and auto evaluate his/her own learning process, in other words the students are active participants in their own learning.

The process involves three important characteristics. Firstly, it comes the awareness of thinking, where the student analyses its own thinking habits, thinks about thinking (metacognition). Secondly, the student creates a selection of strategies for learning and studying, using different strategies according to their own process of learning. And thirdly, it comes a sustained motivation, as it is very important because learning requires much effort by part of the student.

According to Dörnyei, the process of Self-regulation involves five different dimensions: Commitment Control, Metacognitive Control, Satiating Control, Environmental Control and Emotional Control.

### 3.2.3. Classification framework of Self-regulation.

Unlike the case of language learning strategies (LLSs), there is very little research done into L2 Self-regulation. Simply, because it is an area of research that became only attached to the goal. In this respect one of the few pieces of research done into the L2 Self-regulation is one done by Mills et al. (2007). This study was carried out at three institutions of higher education in ‘college intermediate French I’ or ‘intermediate French II’ courses. The investigation incorporated participants from universities in the north-eastern, south-eastern, and mid-western United States.

To follow a line of research into self-efficacy of ‘college Intermediate for French Students’ a relationship between the Achievement and Motivation was set up.

According to this investigation the self-efficacy for Self-regulation was a stronger forecaster of intermediate French language attainment than was self-efficacy to obtain grades in French, French anxiety in reading and listening, and French learning self-concept. Students who perceived themselves as able of using effective metacognitive strategies to monitor their academic work time in fact were more capable of experiencing academic success in intermediate French. Also, female students reported greater self-efficacy for Self-regulation, interest, value, and enjoyment in learning both the French language and culture than did male students, despite the fact that men and women had similar achievement.

The findings of this research are interpreted under the perspective of Bandura’s (1986) social cognitive theory that is a theory of human functioning that subscribes to the idea that humans can regulate their own behavior and possess a system of self-beliefs that enables them to exercise control over their thoughts, feelings, and actions. Besides this perspective, human

behavior and motivation are related to “what people think, believe, and feel affects how they behave”. Also, Bandura (1986, 1997) argues that self-efficacy beliefs are associated with students’ self-regulated learning strategies and that confident students use more appropriate strategies to plan, monitor, and complete their academic tasks.

In educational psychology, the result of research reveals that self-regulatory processes are teachable, but only a few teachers prepare their students to learn independently (Schunk & Zimmerman, 1998). Because these findings reveal that effective self-regulatory practices can lead to stronger self-efficacy and increased French achievement. French language students might be well served by teachers’ instruction of effective language learning strategies.

Furthermore, this investigation relates to Macaro (2001), who developed a learner strategy training cycle including nine stages: (a) raising student awareness, (b) exploration of possible strategies, (c) teacher or student modeling, (d) combination of strategies for assigned task, (e) application of strategies with scaffolding, (f) initial student evaluation, (g) removal of scaffolding, (h) student and teacher evaluation, and (i) strategy use monitoring. In spite of the method chosen, the integration of strategy instruction within the language curriculum might allow teachers to guide students toward improved FL performance.

In the same way, Cohen (2002) recommended that as learners develop into more self-aware of their learning strategy choices in various contexts, they will also become more responsible for their own language learning and become more autonomous, self-directed learners. Kojic and Lightbown (1999) exposed that:

*‘Reflection increases students’ awareness of their language learning strategies and allows students to evaluate the effectiveness of their choices. If students are aware of their self-regulatory strategies and can evaluate their*

*effectiveness, they might choose better strategies for themselves in the future.*

*By empowering students to be aware of their own cognitive, metacognitive, motivational, behavioral, and environmental strategies, students might attain the self-directed learning strategies necessary for future language success'.(p. 435)*

#### **3.2.4. Objectives.**

As can be seen from the context of the study and the literature review, this study seeks to share light on the possible relationship between L2 Self-regulation levels and language performance. Consequently it can be pointed out that the main objective of the study is to determine whether there exists a relationship between L2 self-regulatory levels on the part of NM3 (eleventh grade) students at a subsidized private school and their corresponding overall performance levels in English; and the specific objectives are to determine which of the different domains within the theory of L2 Self-regulation theory presents the highest levels and their highest potential impact on L2 learning, and finally, to suggest future researches which can be focused in the Dimensions that present high and low influence to promote L2 Self-regulation in different groups which vary in age and context.



## **Chapter IV: Methodological Framework.**

## **4.0. Introduction.**

The objective of the study is to elucidate the relationship between Self-regulation in the area of vocabulary acquisition and overall performance in English language. In reference to the type of study, it is a relational, quantitative, descriptive, exploratory study, as it employs – as the name suggests-, a data-collection instrument of a quantitative nature, namely the (i) Self-regulation Capacity in Vocabulary Learning (SRCVOC) proposed by Tseng, Dörnyei and Schmitt (2005) and measurements of performance in English of the same type. The research instrument allowed gathering reliable information from the participants.

In this chapter, the method used to recruit participants, collect data, and analyze data are explained. Twenty-eight high school students at a subsidized private school were recruited to take part in this study, where their scores on the TOEIC during a year and (SRCVOC) instrument result were correlated. The data from these tests were then analyzed and interpreted.

## **4.1. Data collection.**

### **4.1.1. Subjects.**

As the study examined the relationship between Self-regulation in the area of vocabulary acquisition and overall performance in English language, twenty- eight students from NM3 (eleventh grade) participated in this study. The participants study at Liceo Polivalente María Reina, Puente Alto, and took the TOEIC during the present year, as part of their training for the SIMCE test; the students obtained a score which resulted from the application of four tests in total.

The students have been trained in listening and reading comprehension skill.

The participants were chosen because they have been taking the TOEIC during the year, which makes it easier to monitor their initial level, process and final scores on the SIMCE.

The participants employed for this study correspond to a group of students which makes up the practicum experience of one of the researchers. The sample, then, can be said to be of a convenience type, as it was fairly easy to access.

#### **4.1.1.1 Ethical issues.**

The participants were re-assured that the information provided in both the SIMCE test and in the L2 Self-regulation test was only going to be used for research purposes alone.

The students were also guaranteed that the information obtained from both instruments would not have any impact in the school's grades.

All the participants voluntarily agreed to take part in the study. Indeed they signed a consent form where they explicitly expressed voluntary participation.

#### **4.1.2. Instruments.**

##### **4.1.2.1. SRVOC Self-regulation Capacity in Vocabulary Learning.**

One of the instruments used in the study was the SRCVOC. This instrument was developed by Dörnyei in 2001. It was designed based on the notion of Self-regulation drawn from the field of educational psychology. Dörnyei's test, rather than focusing on the outcomes of strategic learning (i.e. the actual strategies and techniques the learners apply to enhance their own learning), highlights the importance of the learners' innate self-regulatory capacity that fuels their efforts to research for and then apply personalized strategic learning mechanism. Thus, in line with contemporary theories of Self-regulation in educational psychology, this approach targets the core learner difference that distinguishes self-regulated learners from their peers who do not engage in strategic learning. (p.79).

The test is divided into five sections. Each section tests four factors of language learning. These sections are: (i) Commitment Control, which helps to preserve or increase the learner's original goal commitment; (ii) Metacognitive Control, which has to do with the monitoring and controlling of concentration, and the curtailing of any unnecessary procrastination; (iii) Satiation Control, which helps to eliminate boredom and to add extra attraction or interest to the task; (iv) Emotional Control, which concerns the management of disruptive emotional states or moods, and the generation of emotions that will be conducive to implement one's intention and finally; (v) Environmental Control, which helps to eliminate negative environmental influences and to exploit positive environmental influences by making the environmental an ally in the pursuit of a difficult goal.

The instrument consists in a test with 20 statements divided into the five sections previously explained.

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1 Commitment Control: items 4, 7, 10, 13.

2 Metacognitive Control: items 5, 9, 11, 16.

3 Satiation Control: items 1, 8, 18, 19.

4 Emotion Control: items 2, 6, 12, 15.

5 Environment Control: items 3, 14, 17, 20.

---

The instrument was administered to NM3 (eleventh grade) students, high school, who responded the test individually. All the survey items involved a six-point Likert scale ranging from ‘strongly agree’, ‘disagree’, ‘slightly disagree’, ‘partly agree’, ‘agree’ to ‘strongly disagree’. Participants were asked to select the category that best described their personal vocabulary learning experience.

#### **4.1.2.2. TOEIC.**

The TOEIC is a test widely recognized worldwide; it is usually administered to people whose native language is not English or people who need to prove their level of English for employment purposes. The TOEIC evaluates the capacity of non-native speakers to communicate in English in everyday life and the international workplace. It aims at measuring a range of

competences from the Novice to Lower-intermediate levels, for example, high school, university students, private and public training institutions, etc. The TOEIC complies with the Educational Testing Service (ETS) standards for quality and fairness, ensuring that is a highly reliable instrument for assessing English proficiency.

The TOEIC consists of 100 multiple-choice questions divided into two sections: Listening and Reading comprehension. Listening comprehension consists of questions 1-50 of the test and is divided into three parts: Photographs, questions-response, and short conversations and talks. The reading comprehension section consists of questions 51-100 of the test and is divided into two parts: Incomplete sentences and reading comprehension.

In our study the participants have not taken the real TOEIC, but adaptations of the same test which cover these areas. The students have taken it four times whose averages scores are provided in Appendix 1.

#### **4.1.3. Procedure.**

For this research two instruments were used: the TOEIC and the SRCVOC tests. The test was conducted in Chile at Liceo Polivalente María Reina, Puente Alto. The TOEIC was carried out from mid April to mid of November 2012. The purpose of the TOEIC was to train to twenty – nine students from NM3 (eleventh grade), to take the SIMCE test in mid November 2012. During class time, participants from this school were requested to participate in the study as volunteers. Those that volunteered were invited to attend at a specific time and day to take the SRCVOC.

During the last week in October all SRCVOC tests were administered in the school. All students agreed to participate, except for one of them, who was absent for the SRCVOC test.

The administration of the test took place in their classroom at English class time. The researcher's aid administrated the SRCVOC to a class group of twenty- eight participants at same time. Students were distributed in six lines in the classroom and they had to be sitting individually and afterwards they were given instructions with a Power Point presentation prepared for participants to know exactly what was expected from them. The test was taken using 30 minutes time slots in one of the classrooms in the school and participants were asked to fill out the SRCVOC.

As for the second instrument, the scores obtained correspond to the average scores of four different applications of the TOEIC during the year. Each sample of the TOEIC were applied as two level tests, corresponding to two unit tests. Besides, in this study different SIMCE quizzes were given. One of the researchers, who happened to be a trainee teacher, has been in charge and she provided the test scores on the TOEIC.

#### **4.1.4. Data Analysis.**

Given the fact that the data used in this study is of a quantitative nature, the methods and the data analysis procedures used in this research are of the same type, in other words, quantitative.

The researchers entered the quantitative data into Microsoft Excel and ran correlational and statistical tests.

The first step was to set up the Likert scale in the software into six main domains, which have a value: strongly agree 6, agree 5, partly agree 4, slightly disagree 3, disagree 2 and strongly disagree 1. As in the SRCVOC test there were two negative questions, number 1 (Once the novelty of learning vocabulary is gone, I easily become impatient with this) and number 12 (When I feel stressed about vocabulary learning I simply want to give up), it was necessary to invert these values as it follows: strongly agree 1, agree 2, partly agree 3, slightly disagree 4, disagree 5 and strongly disagree 6.

Second, according to these values we checked the SRCVOC students' answers and they were written into the Excel spreadsheet, for example: student 1, in question 2 answered agree, so he had the value 5, and in question 12 he answered partly agree, so he had the value 3.

Third, in order to determine the degree of L2 Self-regulation of the participant of the sample, it was assigned a value ranging from 1 to 6 to their possible answers; such values were added and averaged. According to the Likert scale the questions which showed positive answers related to Self-regulation domain, had the values 4, 5 and 6 and those with negative answers had the values 1, 2 and 3. So the highest values were closer to the level of L2 Self-regulation, and it was determined by establishing the cut-off point which was 4 of all the averages.

Fourth, the best students were determined according to their results in the TOEIC, establishing the cut-off point from a scale which ranged from 1 to 7, this cut-off point was 5.5, according to the average of the total score of the four TOEIC taken of each student.

Fifth, once both scores were established, the SRCVOC and the TOEIC scores averages were correlated. Values were considered correlated if both values do not vary in their position according to the cut-off point (if X value is above the cut-off point as Y value, or if X is under the cut-off point as Y value, correlation exists).



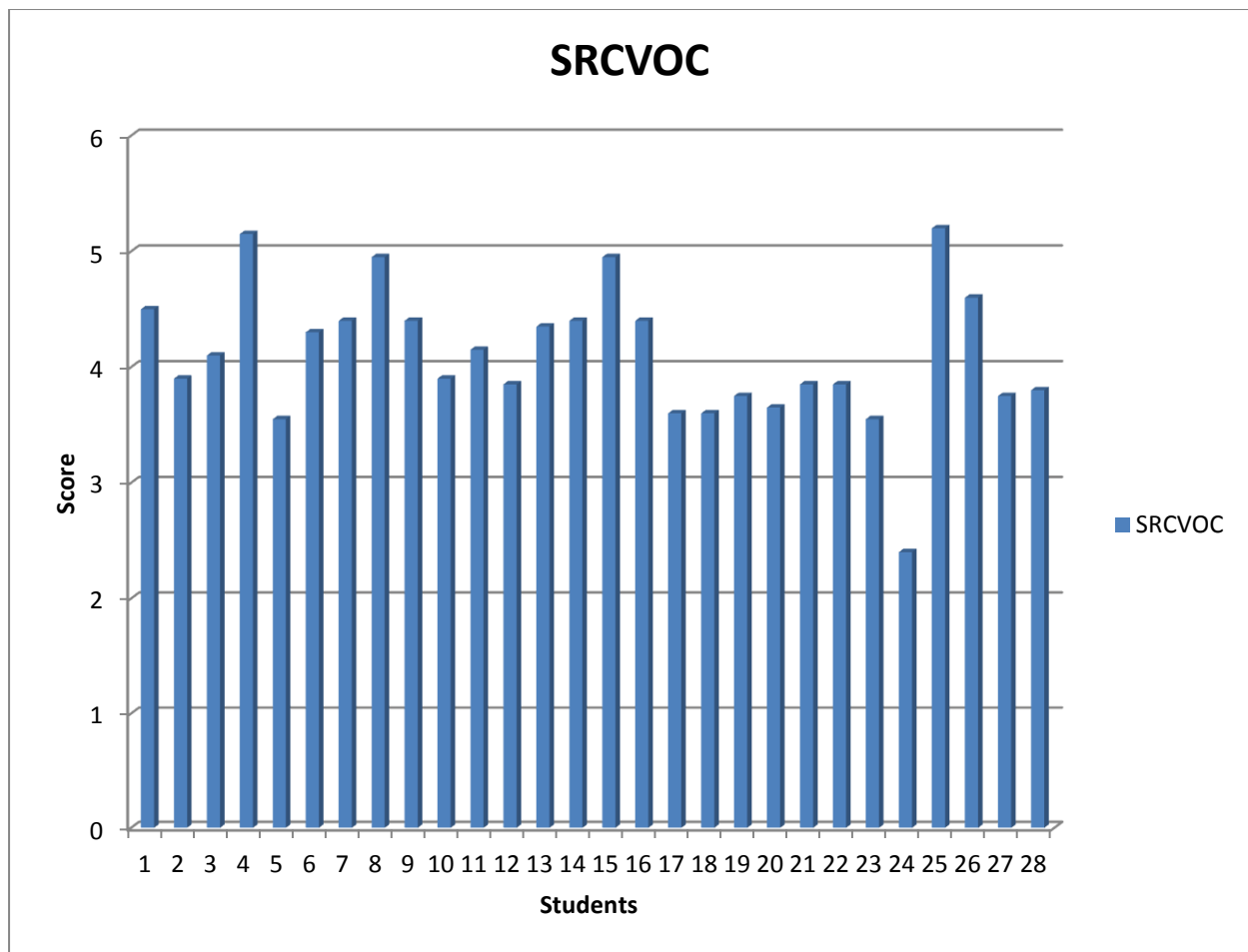
Sixth, the same analysis was done with the five domains of Self-regulation, averaging the score of the question which belong to the domains (Commitment Control, questions 4, 7, 10, 13, Metacognitive Control, questions 5, 9, 11, 16, Satiation Control, questions 1, 8, 18, 19, Emotion Control, questions 2, 6, 12, 15 and Environment Control, questions 3,14, 17, 20).

Thanks to this procedure it was possible to arrive at various conclusions as they are explained in Chapter V.

## **Chapter V: Results and discussion.**

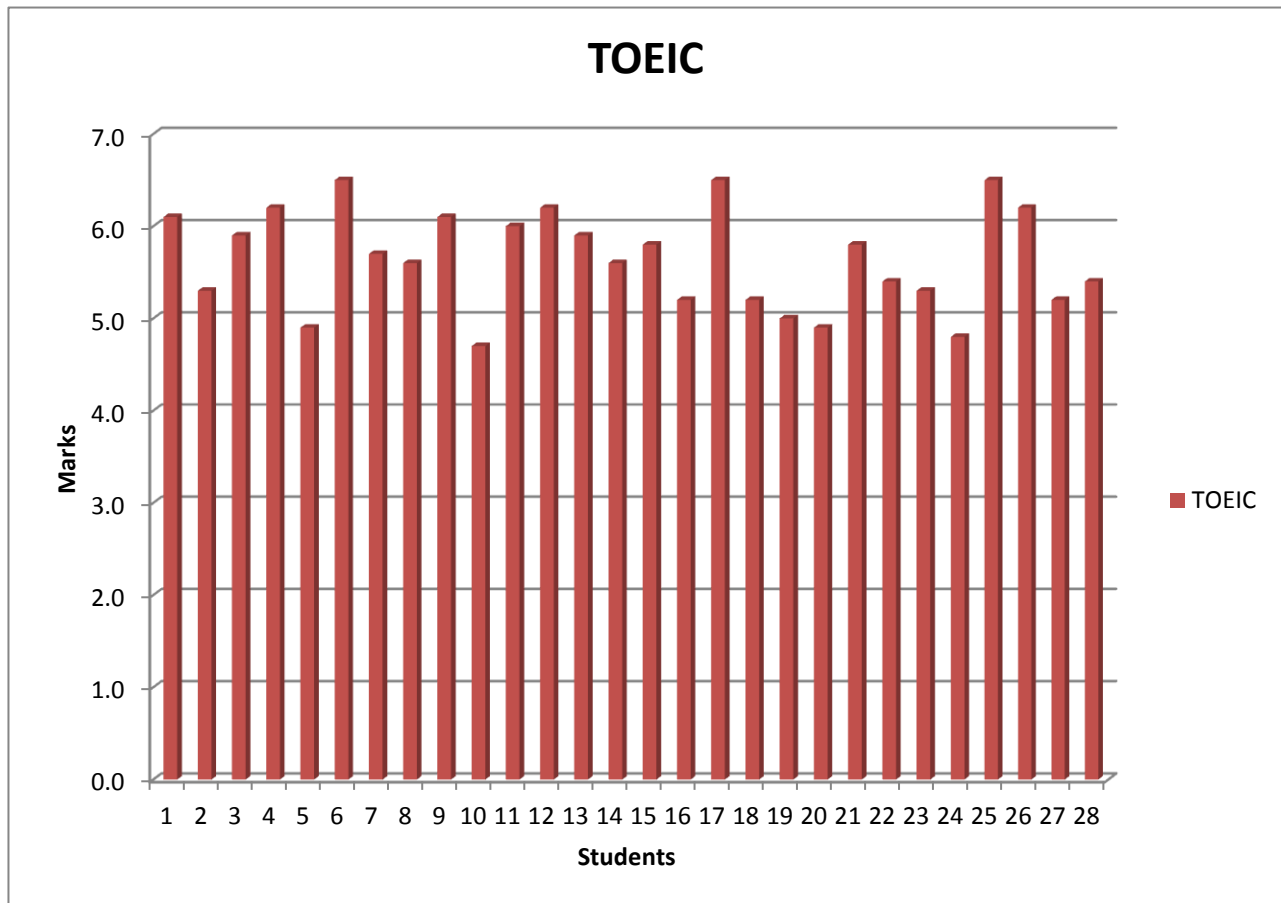
As can be seen in the diagram, of a total of 28 students taking the SRCVOC test 14 of them turned out to be self-regulated students, because the average obtained was the same or higher than the cut-off point, which was set at four; 14 were not regulated, because the average was lower than the cut-off point.

### 1) SRCVOC results.

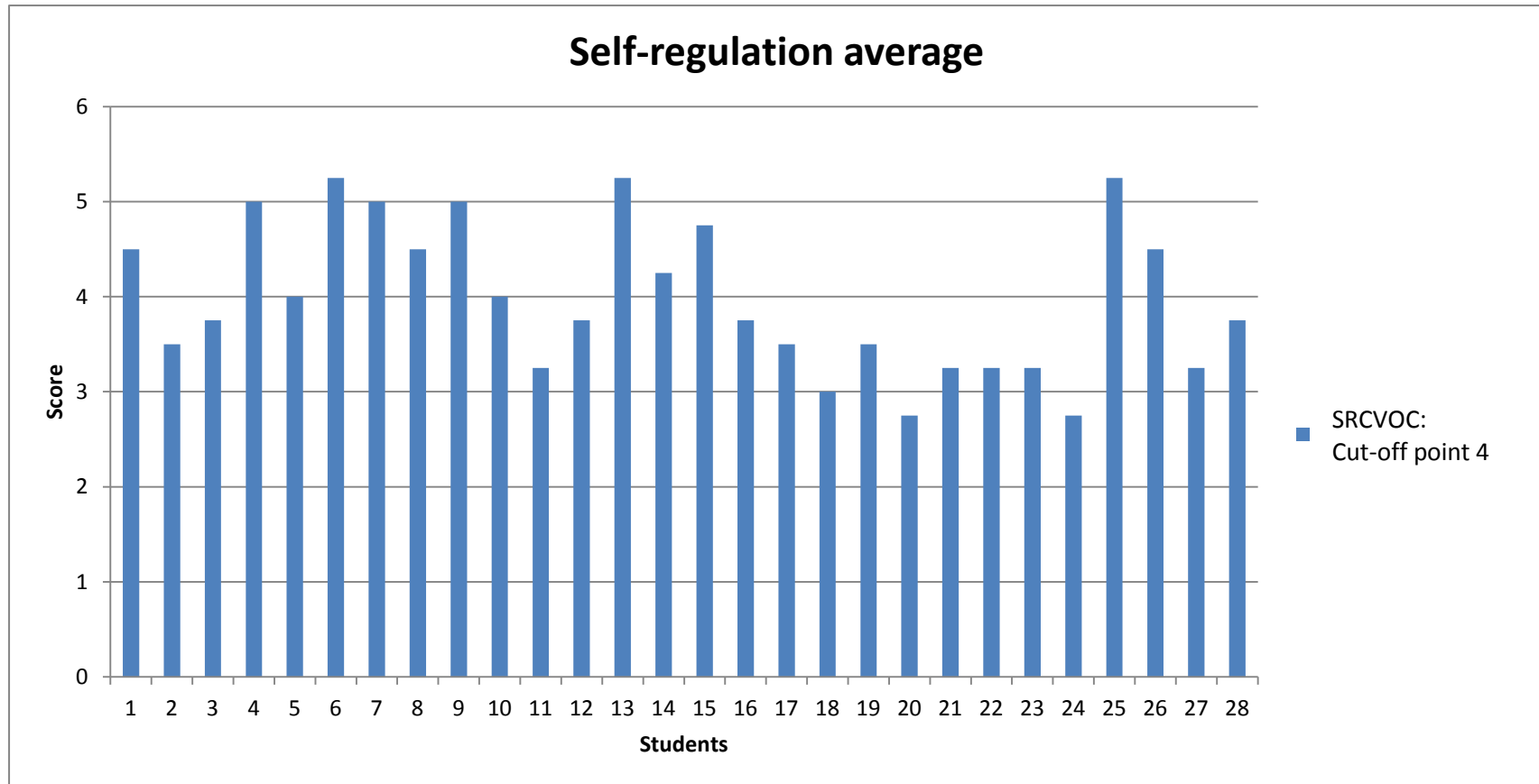


As can be seen in the diagram, of a total of 28 students taking the TOEIC, 16 of them were considered to exhibit L2 good performance because their score was higher than the cut-off point (5.5).

## 2) TOEIC results.

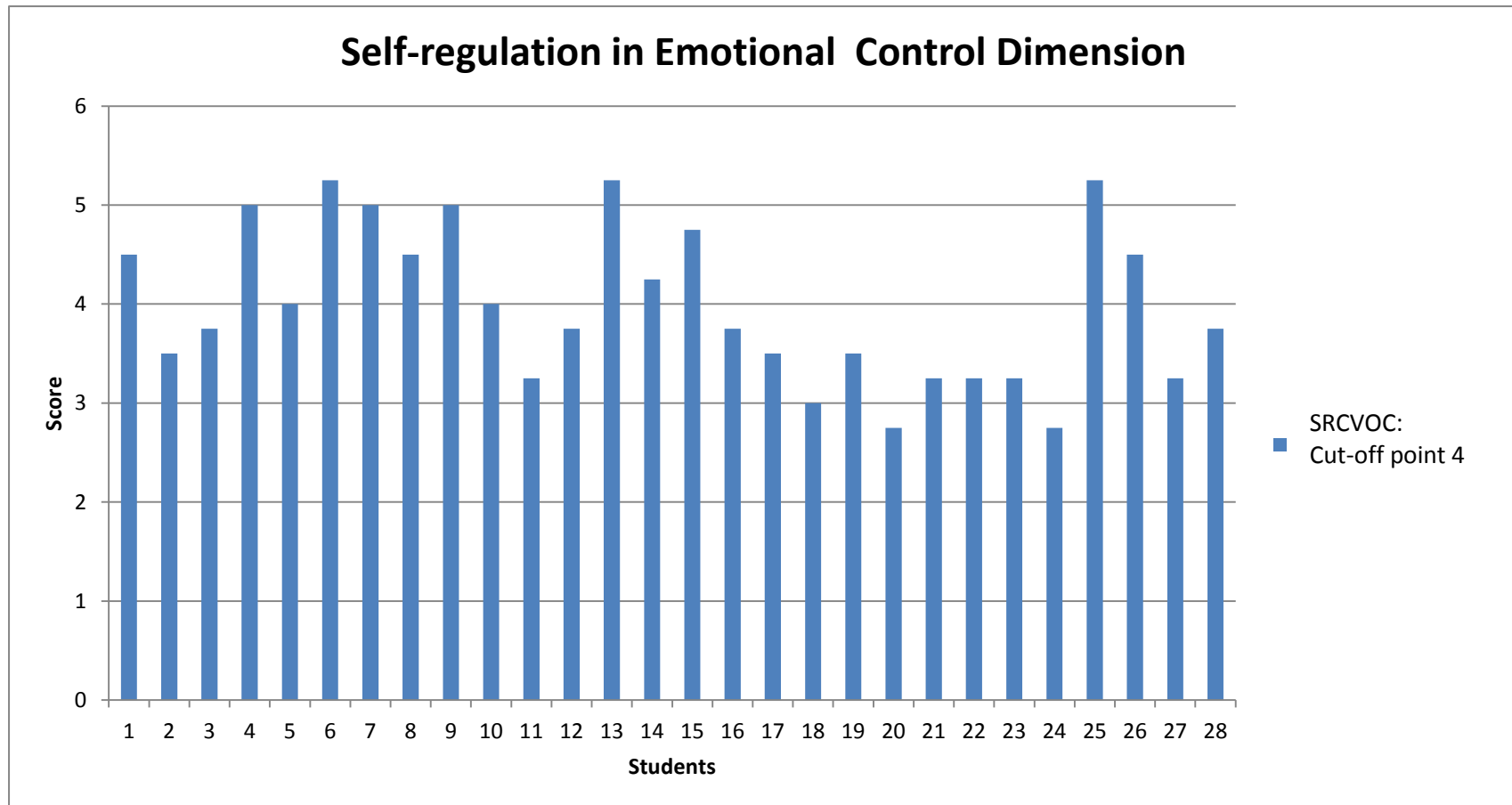


## 3) Self-regulation in all the Dimensions.



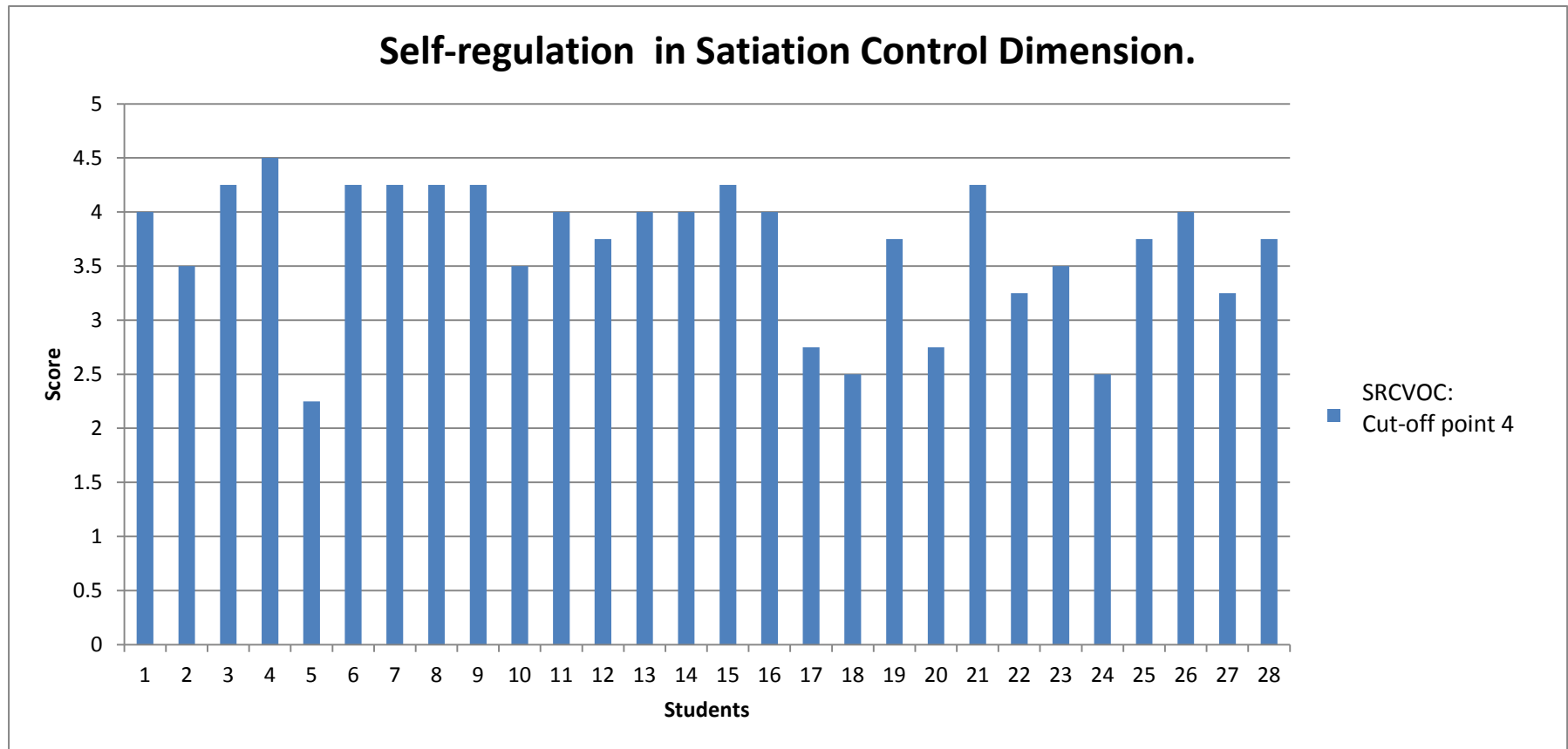
As can be observed, the average number of students who were at the same or over the cut-off point (4), which resulted in 14 self-regulated students.

## 4) Self-regulation in Emotional Control Dimension.



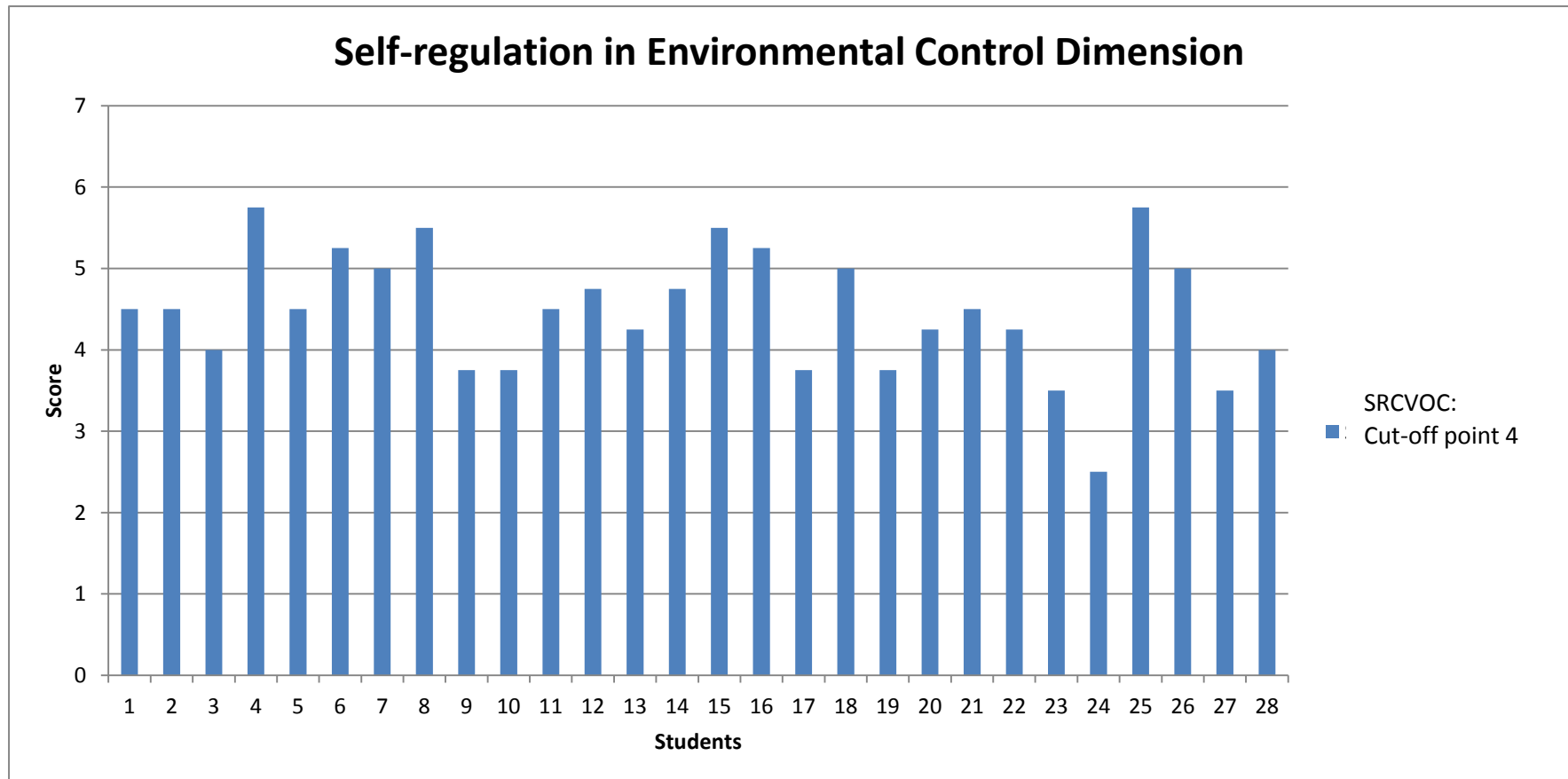
As can be shown, the total of students according to the Emotional Control Dimension 13 participants were at the same or over the cut-off point (4), it means that they are able to manage emotional states or moods, they can also generate emotions that will be conducive to implement themselves.

## 5) Self-regulation in Satiation Control Dimension.



As it is demonstrated in the graph there were 14 students with the Satiation Control Dimension domain, it is because they were at the same or over the cut-off point (4). This means that the students eliminate boredom and add extra attraction or interest to their tasks.

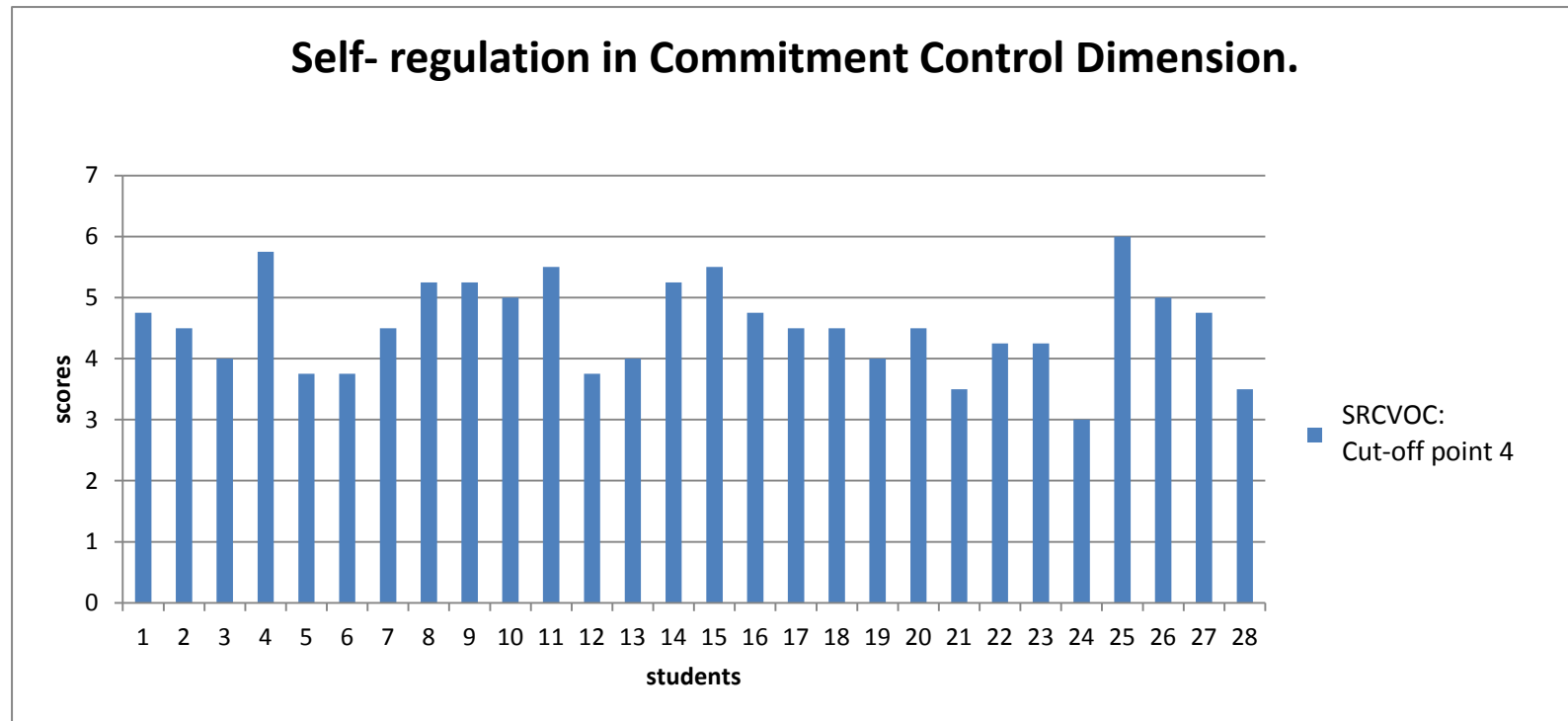
## 6) Self-regulation in Environmental Control Dimension.



As it is observed the average of students who were at the same or over the cut-off point (4), a great amount of students (21) had Environmental Control Dimension, they are able to eliminate negative environmental influences and to exploit positive environmental influences by making the environmental an ally in the pursuit of a difficult goal.

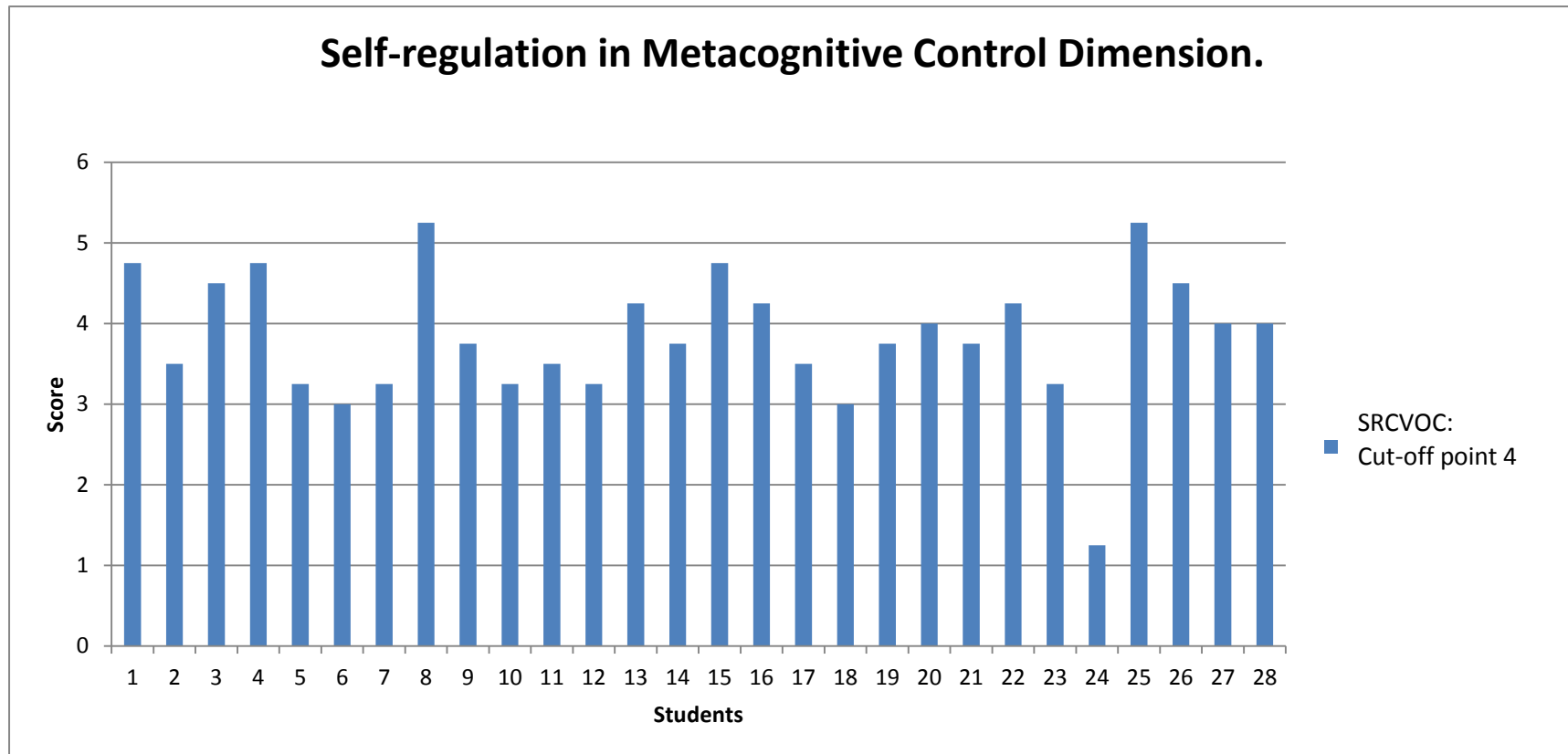


## 7) Self- regulation in Commitment Control Dimension.



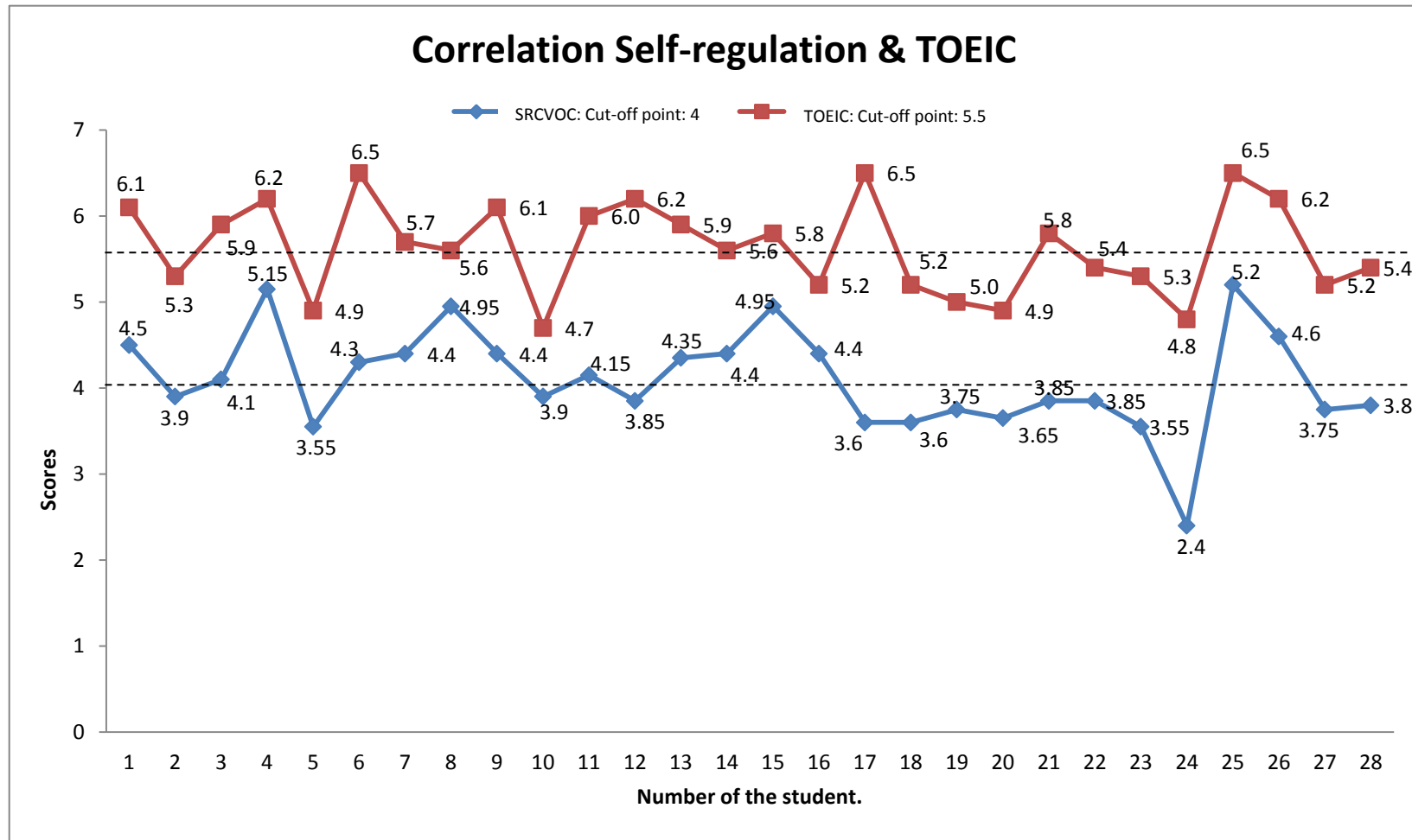
As it is shown the total of students according to the Commitment Control Dimension, 22 students were at the same or over the cut-off point (4). These students are able to preserve or increase their original goal commitment.

## 8) Self-regulation in Metacognitive Control Dimension.



As it is demonstrated in the graph there were 13 students with the Metacognitive Control Dimension domain, it is because they were at the same or over the cut-off point (4). Which means that they are able of monitoring and controlling the concentration, and also the curtailing of any unnecessary procrastination.

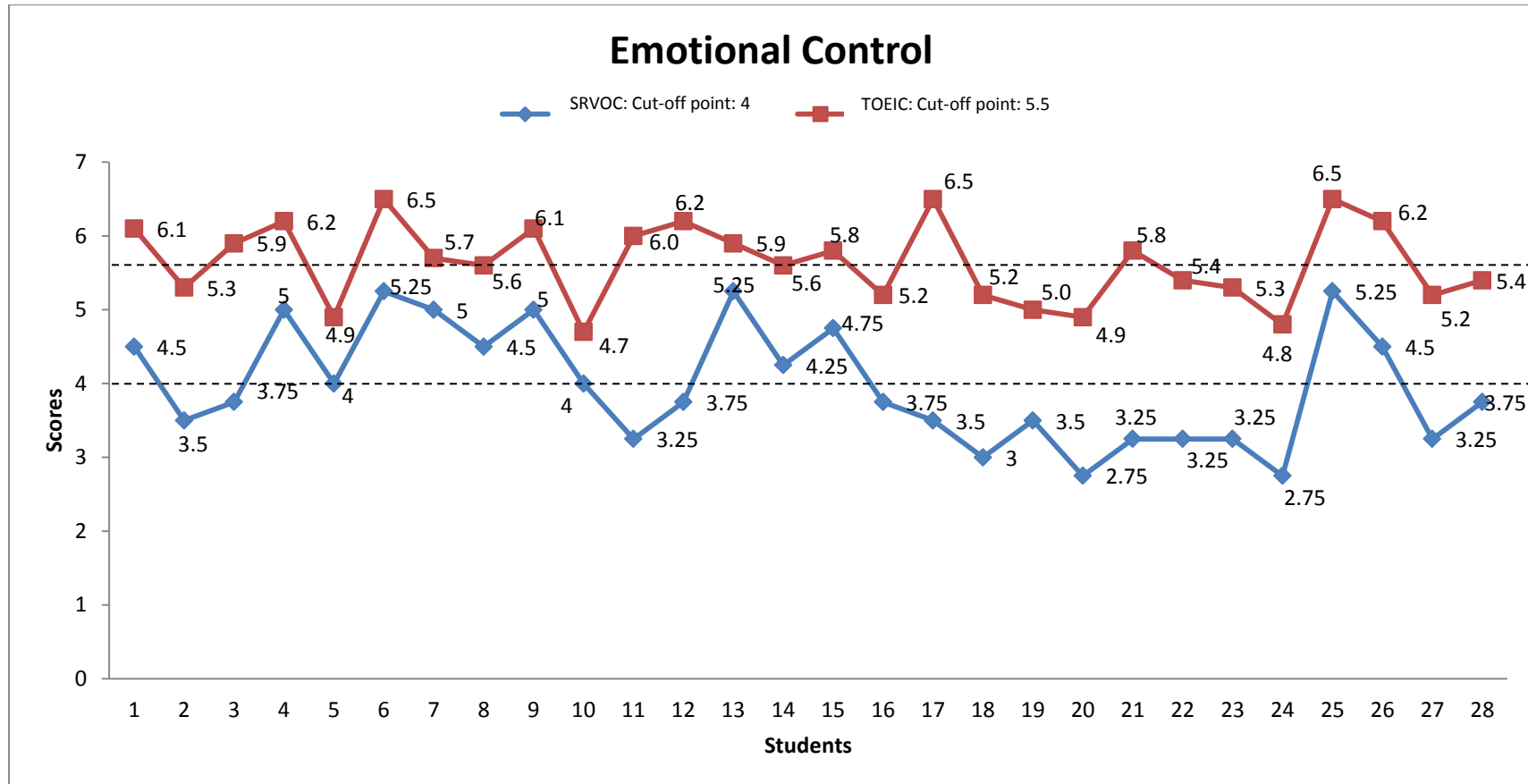
## 9) Correlation between Self-regulation and L2 performance.



It is possible to observe that 24 of the 28 students present a correlation, according to the average of the TOEIC and the SRCVOC performance, while 4 of them did not present correlation in their results.

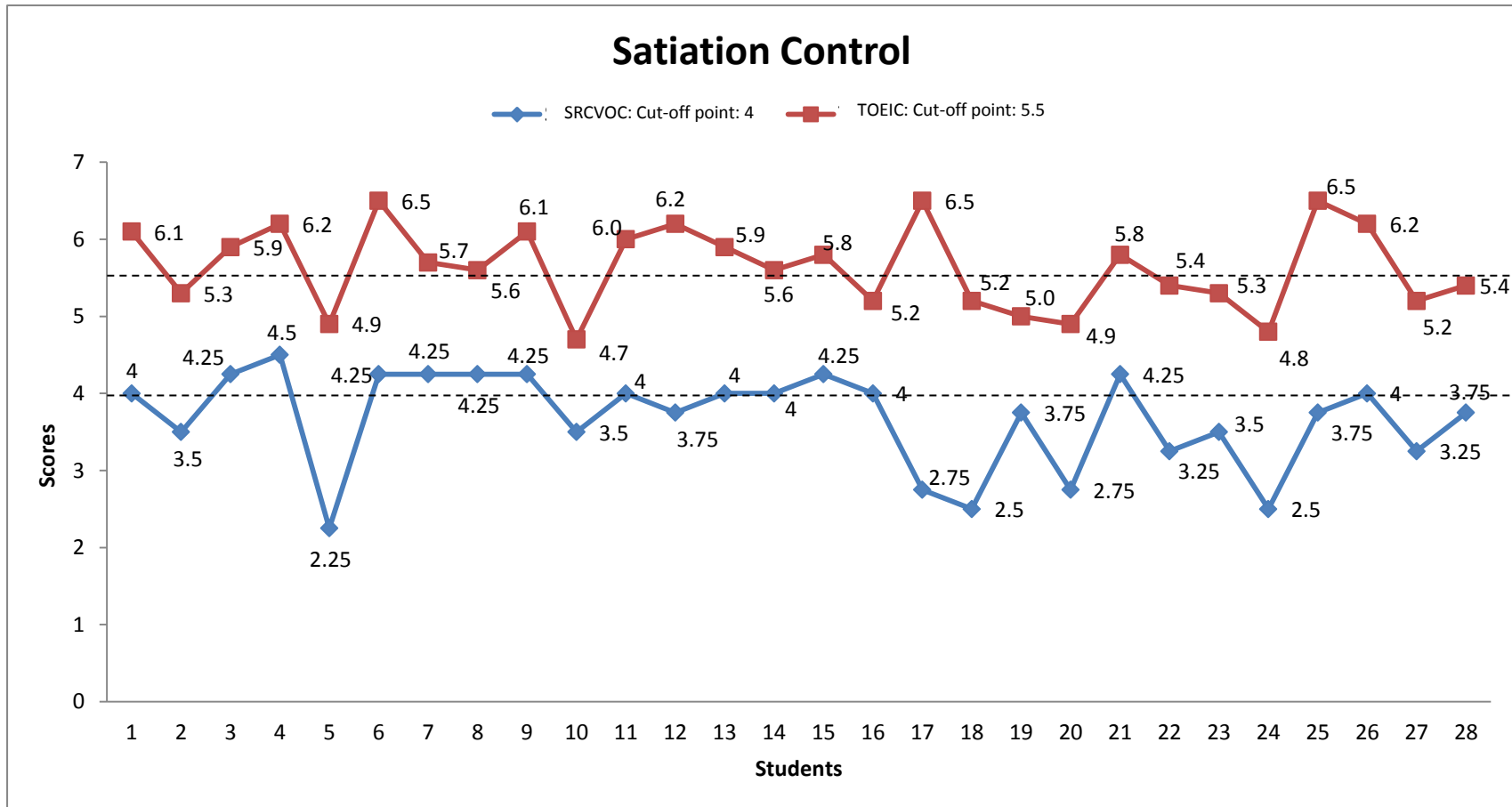
Now it will be demonstrate the correlation according to the five Dimensions named above.

#### 10) Correlation of Emotional Control Dimension of Self-regulation and L2 performance.



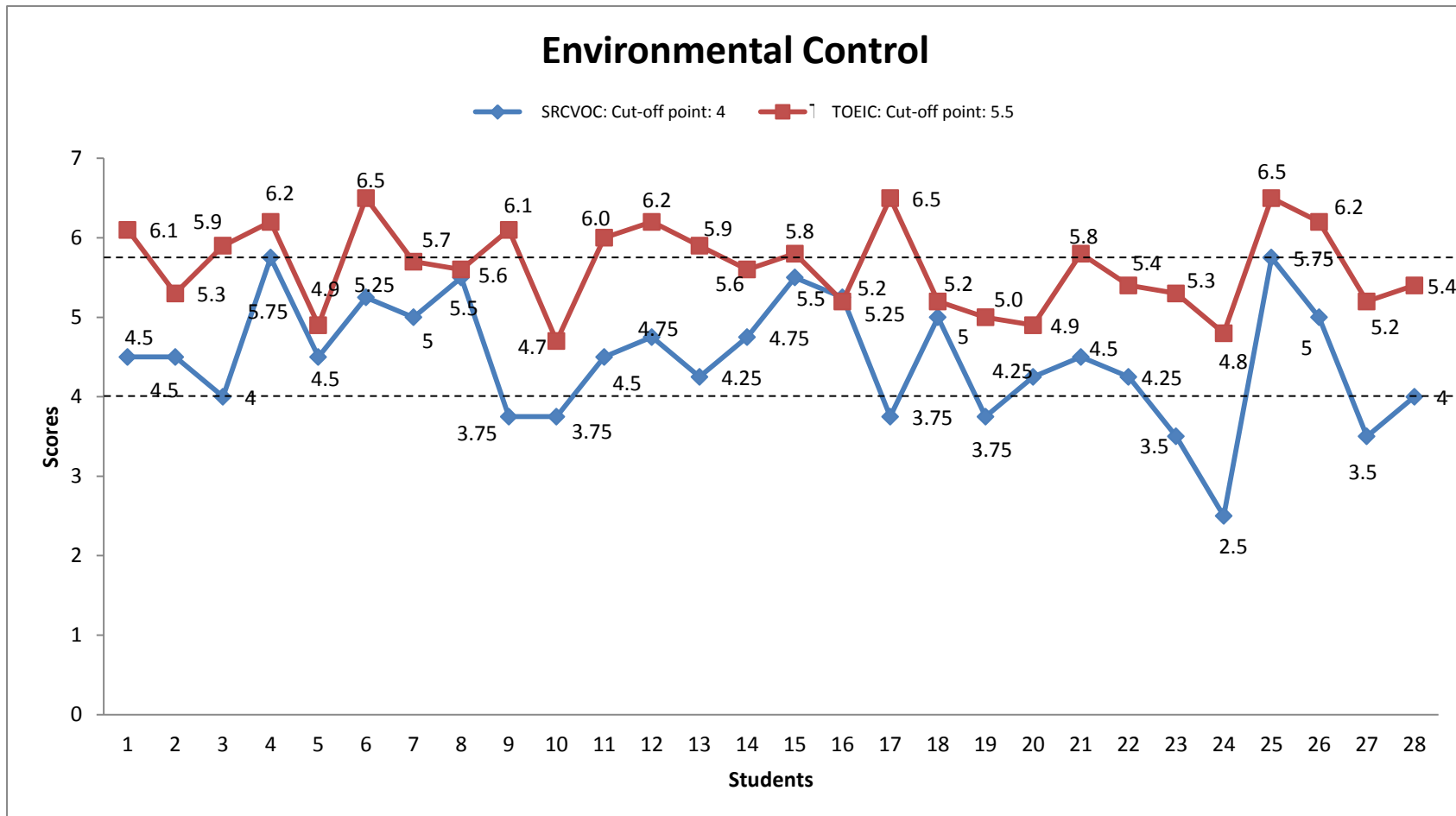
It is possible to observe that 21 of the 28 students had correlation, according to the average of the TOEIC and the SRCVOC Emotional Control Dimension, which means that they are able to manage emotional states or moods; they also can generate emotions that will be conducive to implement themselves

## 11) Correlation of Satiation Control Dimension of Self-regulation and L2 performance Control Dimension.



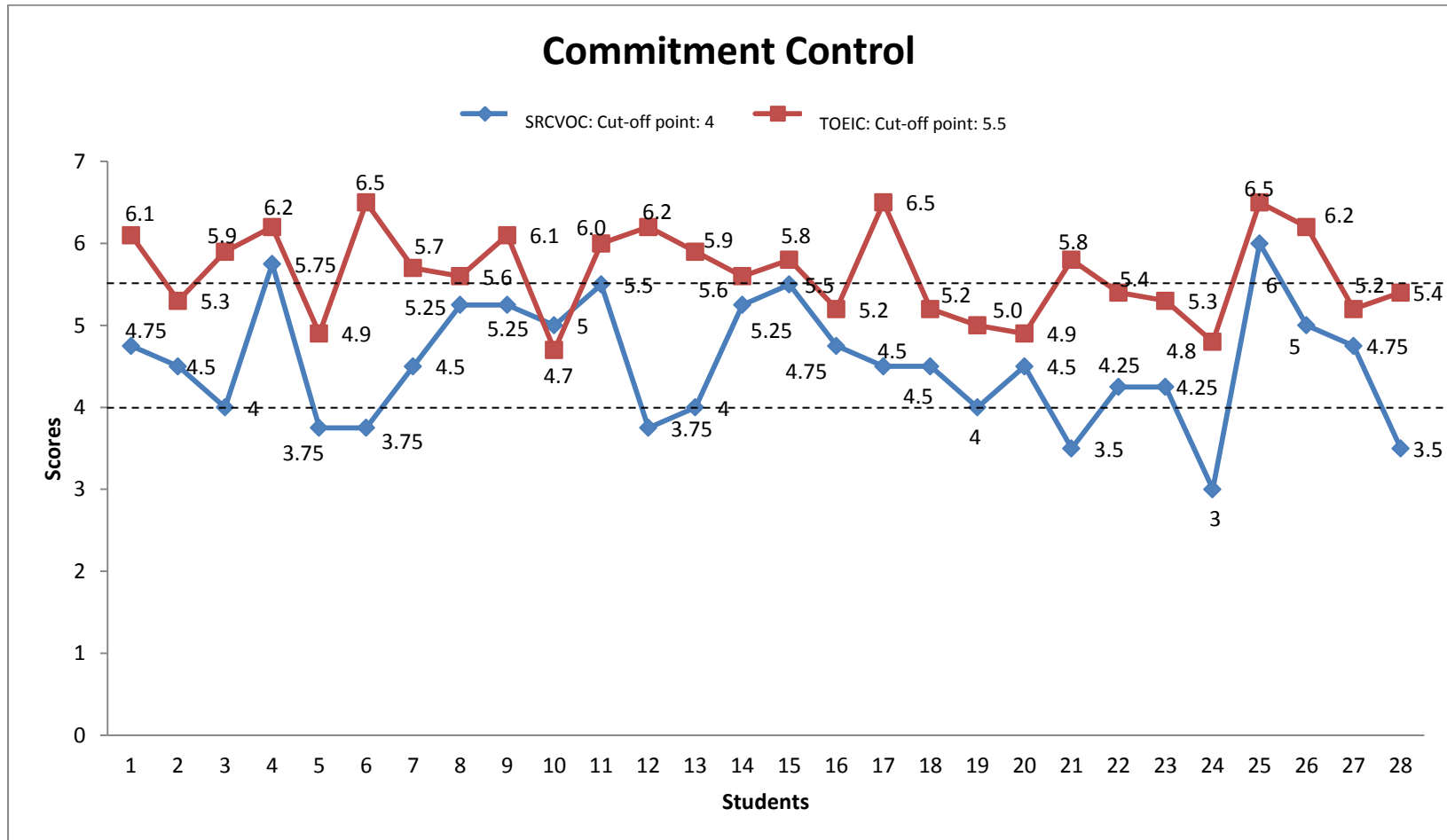
It is possible to observe that 24 of the 28 students had a correlation, according to the average of the TOEIC and the SRCVOC Satiation Control Dimension. This means that the students eliminate boredom and add extra attraction or interest to their tasks.

## 12) Correlation of Environmental Control Dimension of Self-regulation and L2 performance Control Dimension.



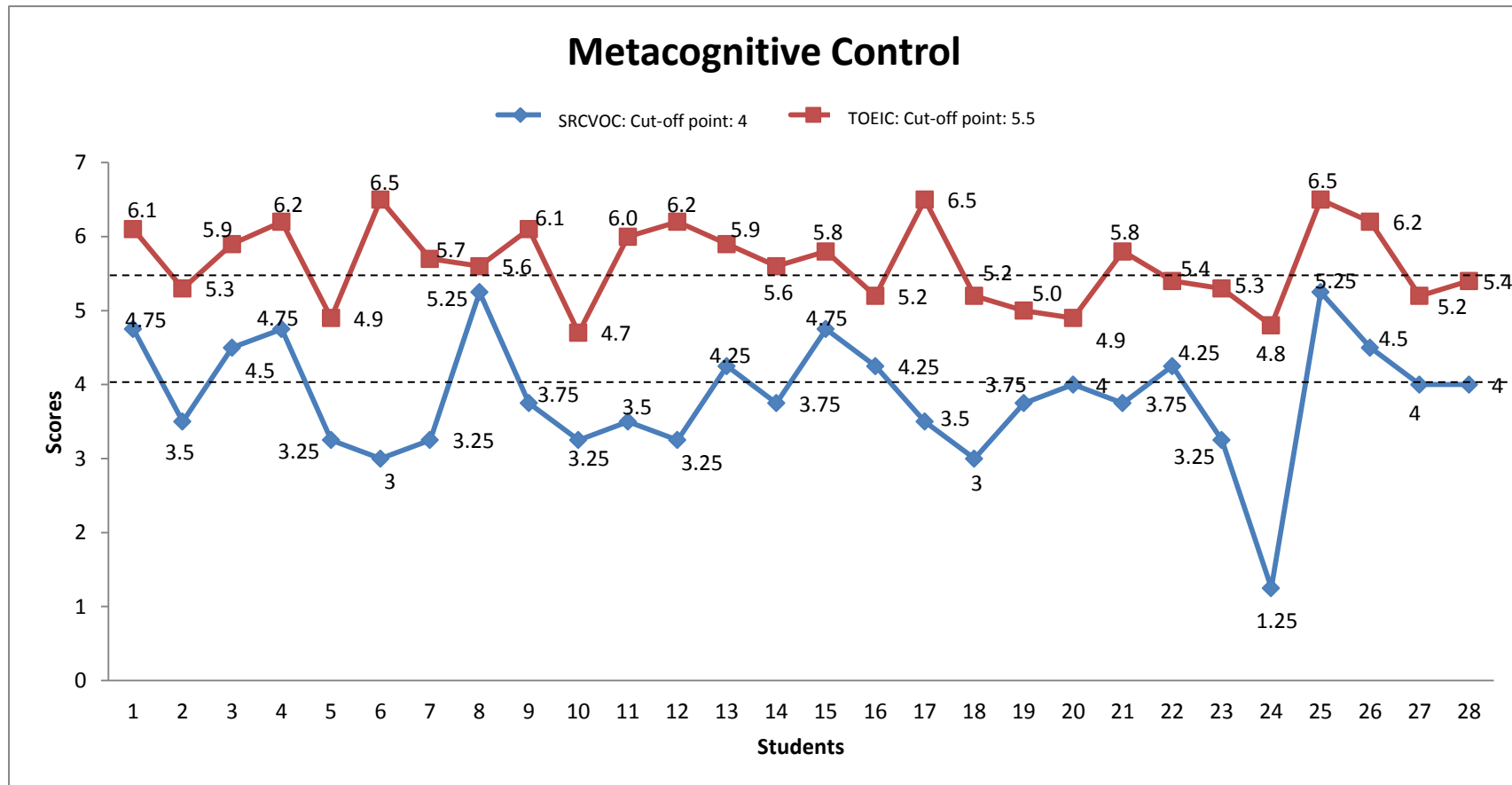
The figures shows that 14 of the 28 students had correlation, according to the average of the TOEIC and the SRCVOC Environmental Control Dimension; this means that they are able to eliminate negative environmental influences and to exploit positive environmental influences by making the environmental an ally in the pursuit of a difficult goal.

13) Correlation of Commitment Control Dimension of Self-regulation and L2 performance Control Dimension.



It is possible to show that 15 of the 28 students had a correlation, according to the average of the TOEIC and the SRCVOC Commitment Control Dimension; this means that these students are able to preserve or increase their original goal commitment.

## 14) Correlation of Metacognitive Control Dimension of Self-regulation and L2 performance Control Dimension.

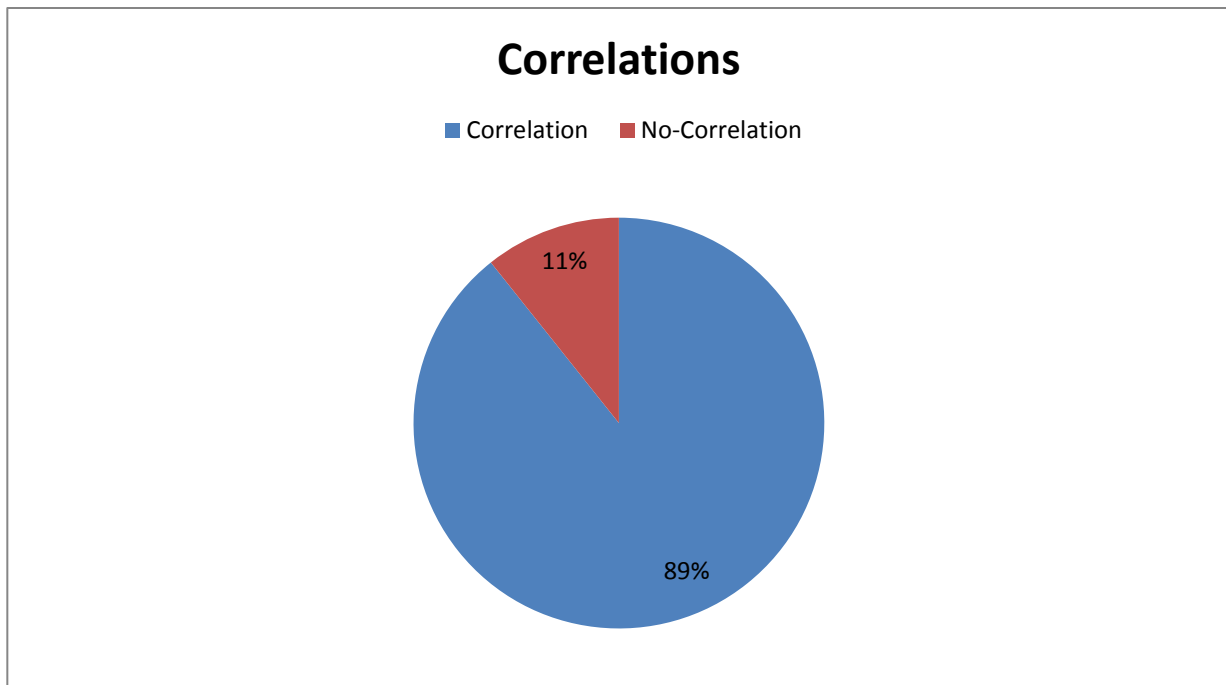


It is possible to observe that 8 of the 28 students had a correlation, according to the average of the TOEIC and the SRCVOC Metacognitive Control Dimension, which means that they are able of monitoring and controlling the concentration, and also the curtailing of any unnecessary procrastination.



The two variables above, where X represents the values given by the SRCVOC and Y represents the values obtained in the TOEIC. It is noteworthy to say that the data are directly proportional and this means, when X goes up, Y tends to rise and vice versa.

After our research we could first conclude, that effectively there is correlation between the values obtained in X and the values given in Y of a 100%, 89% of the students come across as self-regulated presenting a correlation with the results of the TOEIC. The other 11% present differences between their result in SRCVOC and the TOEIC.



The Table explains the obtained results through the five Dimensions measured in the Self-regulation test. For instance, of a total of 28 students in the Satiation Control Dimension, 21 of them have self-regulated control and 13 of them show correlation according to their results of the TOEIC.

Self-regulation capacity	Number of students
--------------------------	--------------------

Satiation Control	13
Environmental Control	14
Commitment Control	15
Metacognitive Control	8
Emotional Control	11

Overall, it can be seen that tends to be a correlation between the levels of L2 self-regulation and language performance as measured by the SRCVOC.

As can be observed in the Table, the domain within the theory of L2 Self-regulation theory which presents the highest levels and the highest potential impact on L2 learning is the Commitment Control Dimension. At the same time, the domain within the theory of L2 Self-regulation theory which presents the lowest levels and the lowest potential impact on L2 learning is the Metacognitive Control Dimension.

The above information suggests that teachers of the Liceo Polivalente María Reina should investigate and focus on the Dimensions with higher and lower levels of Self-regulation featured

above, since 50% of the students of the third grade showed weaknesses in the level of Self-regulation. If that occurs, the levels of language performance could probably go up.

The second Dimension with the biggest weaknesses of Self-regulation is Emotional Control, which means that these students are not able to manage their disruptive emotional states or moods, and their generation of emotions that will not conducive them to implementing their intentions, and the first lowest score is Metacognitive Control Dimension whose student have not the capacity of monitoring and controlling their concentration, and the curtailing of any unnecessary procrastination, respectively.

It can also be noted that teachers should be encouraged to foster higher levels of self-regulation in the teaching and learning process, with particular attention to the Dimension of Commitment Control to facilitate learning of L2.

As noted earlier in the results, the domain that seems to be more correlated with language performance is the Commitment Control Dimension, according which the students preserve or increases their original goal commitment to learning. Conversely, Metacognitive Control presented as the lowest Dimensions scores, which means that the students are not able to monitor or control the concentration.

We suggest that future research should focus on the Dimension that presented the lowest and highest values in Self-regulation, the Metacognitive Control and Commitment Control, respectively. Future research could focus on the factors that deal with their development.

It also becomes evident that further work could be conducted on the explicit training L2 Self-regulation, with a particular focus on those dimensions that seem to be positively correlated with language performance.

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## **APPENDIX.**

## 1) TOEIC Bridge Mini-test.

## TOEIC BRIDGE Mini-test 1

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### LISTENING COMPREHENSION

This is the listening section of the test. There are three parts to this section.

#### PART I

**Directions:** You will see a picture in your test book and you will hear four short statements.

Look at the picture in your test book and choose the statement that best describes what you see in the picture. Then mark your answer on your answer sheet.

Look at the sample below and listen to the four statements.



Statement (B), “The boys are reading”, best describes what you see in the picture. Therefore, you should choose answer (B).

Sample Answer  
(A) ● (C) (D)

Now let us begin Part I with question number one.

1.



2.



**PART II**

**Directions:** Now, you will hear a question or statement followed by three responses. Choose the best response to each question or statement.

Now listen to a sample question.

You will hear: Good morning, John. How are you?

You will also hear: (A) I am fine, thank you.  
 (B) I am in the living room.  
 (C) My name is John.

Sample Answer

● (B) (C)

The best response to the question “How are you?” is choice (A), “I am fine, thank you.” Therefore, you should choose answer (A).

Now let us begin Part II with question number 6.

6. Mark your answer on your answer sheet.    7. Mark your answer on your answer sheet.  
 8. Mark your answer on your answer sheet.    9. Mark your answer on your answer sheet.  
 10. Mark your answer on your answer sheet.    11. Mark your answer on your answer sheet.  
 12. Mark your answer on your answer sheet.    13. Mark your answer on your answer sheet.

**PART III**

**Directions:** Now, you will hear several short talks or conversations.

In your test book, you will read a question followed by four answers. Choose the best answer to each question and mark it on your answer sheet.

Now let us begin Part III with question number 14.

14. How long does the man want to stay?
- (A) One week.
  - (B) One night.
  - (C) Two nights.
  - (D) Four nights.
15. When will they go to the movies?
- (A) Today at 4:15.
  - (B) This evening at 8:30.
  - (C) Tomorrow at 4:15.
  - (D) Tomorrow at 8:30.
16. What will the weather be like this afternoon?
- (A) Windy.
  - (B) Sunny.
  - (C) Wet.
  - (D) Dry.
17. How will they go to the airport?
- (A) By train.
  - (B) By bus.
  - (C) By taxi.
  - (D) On foot.
18. Who is Jessica Smith?
- (A) A visitor.
  - (B) A manager.
  - (C) Mr Sakamoto's colleague.
  - (D) An assistant.

This is the end of the Listening Comprehension portion of the test. Turn to Part IV of the test.



**READING**

This is the reading section of the test. There are two parts to this section.

**PART IV**

**Directions:** This part of the test has incomplete sentences. There are four words or phrases, marked (A), (B), (C), and (D), under each sentence. Choose the **one** word or phrase that best completes the sentence. Then mark your answer on your answer sheet.

Example:

Please turn off your computer at the \_\_\_\_\_ of the day.

- (A) ends
- (B) ending
- (C) end
- (D) ended

Sample Answer  
(A) (B) ● (D)

The sentence should read, "Please turn off your computer at the end of the day." Therefore, you should choose answer (C).

Now begin work on the questions.

19. I cannot find my sunglasses. \_\_\_\_\_ I borrow yours?

- (A) Can
- (B) Have
- (C) Does
- (D) Had

20. Do you want \_\_\_\_\_ to the meeting?

- (A) her to come
- (B) that she comes
- (C) them coming
- (D) coming

21. Before \_\_\_\_\_ his own company, he worked as a taxi driver.

- (A) founding
- (B) to found
- (C) find
- (D) founded

**PART V**

**Directions:** The questions in this part of the test are based on reading materials such as notices, letters, forms, and advertisements. Choose the **one** word or phrase that best completes the sentence. Then mark your answer on your answer sheet.

Read the example:

**NOTICE****CAFETERIA CLOSED****Will reopen Monday, June 5**

What will happen on June 5?

- (A) The workers have a day off.
- (B) The cafeteria will open.
- (C) The prices will go down.
- (D) The school will close.

Sample Answer

(A) ● (C) (D)

The notice says that the cafeteria is closed and will open on June 5. Therefore, you should choose answer (B).

Now begin work on the questions.

Questions 29-30 refer to the following advertisement.

**Doobie's corner**  
*The best place to be!*

**Open Monday-Thursday 5:00pm-2:00am**  
**Friday 5:00pm-3:00am**  
**And all night on Saturday**  
**DJ on Thursday from 11:00pm**  
**Drinks at half price during happy hour 5:00-8:30pm**

Live sports on satellite and big screen TV

125 Michigan Avenue between Henley and Burton streets  
(206) 751 25 89

29. What is Doobie's corner?

- (A) A bar.
- (B) An office.
- (C) A sports team.
- (D) A TV channel.

30. What usually happens between 5:00 and 8:30pm?

- (A) Drinks are more expensive.
- (B) Doobie's corner is closed.
- (C) A DJ performs.
- (D) Drinks are cheaper.

## 2) 'Self-Regulating Capacity in Vocabulary Learning Test' (SRCVOC).

Item	Learning experience	Strongly agree	Agree	Partly agree	Slightly disagree	Disagree	Strongly disagree
1.	Once the novelty of learning vocabulary is gone, I easily become impatient with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	When I feel stressed about vocabulary learning, I know how to reduce this stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	When I am studying vocabulary and the learning environment becomes unsuitable, I try to sort out the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	When learning vocabulary, I have special techniques to achieve my learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	When learning vocabulary, I have special techniques to keep my concentration focused.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I feel satisfied with the methods I use to reduce the stress of vocabulary learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	When learning vocabulary, I believe I can achieve my goals more quickly than expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	During the process of learning vocabulary, I feel satisfied with the ways I eliminate boredom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	When learning vocabulary, I think my methods of controlling my concentration are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	When learning vocabulary, I persist until I reach the goals that I make for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	When it comes to learning vocabulary, I have my special techniques to prevent procrastination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	When I feel stressed about vocabulary learning, I simply want to give up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	I believe I can overcome all the difficulties related to achieving my vocabulary learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- |     |  |                          |                          |                          |                          |                          |                          |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 14. | When learning vocabulary, I know how to arrange the environment to make learning more efficient.                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. | When I feel stressed about my vocabulary learning, I cope with this problem immediately.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. | When it comes to learning vocabulary, I think my methods of controlling procrastination are effective.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | When learning vocabulary, I am aware that the learning environment matters.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | During the process of learning vocabulary, I am confident that I can overcome any sense of boredom.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | When feeling bored with learning vocabulary, I know how to regulate my mood in order to invigorate the learning process. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | When I study vocabulary, I look for a good learning environment.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Note: Commitment control: items 4, 7, 10, 13; metacognitive control: items 5, 9, 11, 16; satiation control: items 1, 8, 18, 19; emotion control: items 2, 6, 12, 15; environmental control: items 3, 14, 17, 20.

3) 'Self-Regulating Capacity in Vocabulary Learning Test' (SRCVOC). Spanish version.

**Capacidad de autorregulación**

Estimados estudiantes:

Este test es parte de un proyecto de investigación educativa sobre el aprendizaje de vocabulario en inglés. A continuación se muestra una serie de afirmaciones sobre su experiencia de aprendizaje de vocabulario. Nos gustaría saber hasta qué punto estas declaraciones responden a su propia percepción, es decir, su punto de vista personal. **No hay respuestas "correctas" o "incorrectas"**. Por otra parte, los datos que recopilamos son para fines de investigación y sus opiniones serán respetadas y confidenciales.

Hay veinte ítems en total en el cuestionario. Por favor, marque la casilla que corresponda con respecto a su experiencia personal de aprendizaje del vocabulario.

¡Muchas gracias por su cooperación!

Nombre:	Curso:
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Item	Experiencia de aprendizaje	Muy de Acuerdo	De Acuerdo	Parcialmente de Acuerdo	Ligeramente en Desacuerdo	En desacuerdo	Muy en desacuerdo
1	Una vez que la novedad del aprendizaje se ha ido, me impaciento por aprender nuevo vocabulario.						

2	Cuando me siento estresado/a por el aprendizaje de vocabulario, sé cómo reducir el estrés.						
3	Cuando estoy estudiando vocabulario y el ambiente de aprendizaje se vuelve inadecuado, trato de resolver el problema.						
4	Cuando aprendo vocabulario nuevo, tengo técnicas especiales para alcanzar mis metas de aprendizaje.						
5	Cuando aprendo vocabulario nuevo, tengo técnicas especiales para mantener la concentración enfocada.						
6	Me siento satisfecho/a con los métodos que utilizo para reducir la tensión en aprendizaje de vocabulario nuevo.						

7	Cuando aprendo vocabulario nuevo, creo que puedo lograr mis metas más rápidamente de lo esperado.						
8	Durante el proceso de aprendizaje de nuevo vocabulario, me siento satisfecho/a con las formas que yo uso para eliminar el aburrimiento.						
9	Cuando aprendo vocabulario nuevo, creo que mis métodos de controlar mi concentración son eficaces.						
10	Cuando aprendo nuevo vocabulario, persisto hasta alcanzar los objetivos que hago por mí mismo.						
11	Cuando se trata de aprender vocabulario, tengo mi técnicas especiales para evitar las distracciones durante el proceso						



12	Cuando me siento estresado/a por el aprendizaje de vocabulario, simplemente me rindo.						
13	Creo que puedo superar todas las dificultades relacionadas con el aprendizaje para lograr mis objetivos de aprendizaje de vocabulario						
14	Cuando aprendo vocabulario nuevo, sé cómo organizar el ambiente de estudio para que el aprendizaje sea más eficaz.						
15	Cuando me siento estresado/a por mí aprendizaje del vocabulario, yo enfrento este problema inmediatamente.						
16	Cuando se trata de aprender vocabulario, creo que mis métodos de control de la distracción son eficaces.						

17	Cuando aprendo vocabulario nuevo, soy consciente de mi aprendizaje y el ambiente que me rodea.						
18	Durante el proceso de aprendizaje de vocabulario, Estoy seguro/a de que puedo superar cualquier tipo de aburrimiento.						
19	Cuando me siento aburrido/a con el aprendizaje de vocabulario, sé cómo regular mi estado de ánimo con el fin de dinamizar el proceso de aprendizaje.						
20	Al estudiar el vocabulario, busco un buen ambiente de aprendizaje.						

*Nota: El control de compromiso: ítems 4, 7, 10, 13; control meta cognitivo: ítems 5, 9, 11, 16; control de la saciedad: ítems 1, 8, 18, 19; control de emociones: ítems 2, 6, 12, 15; control ambiental: ítems 3, 14, 17, 20.*