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THE ROLE OF LANGUAGE LEARNING STRATEGIES USE, AGE DIFFERENCES, GENDER AND ENGLISH ACHIEVEMENT IN THE EFL COLLEGE CONTEXT IN PERU

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WALTER MIGUEL FERNANDEZ MALPARTIDA

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APPROVAL

The thesis titled THE ROLE OF LANGUAGE LEARNING STRATEGIES USE, AGE DIFFERENCES, GENDER AND ENGLISH ACHIEVEMENT IN THE EFL COLLEGE CONTEXT IN PERU presented by WALTER MIGUEL FERNANDEZ MALPARTIDA in accordance with the requirements of being awarded the Degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director: Dr. Majid Safadaran Mosazadeh, and defended on..... before a Jury with the following members:

.....
President

.....
Secretary

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Informant

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INDEX

INTRODUCTION	1
 CHAPTER 1 INVESTIGATION OUTLINE	 5
1.1. Formulation of the problem	5
1.1.1. General problem	6
1.1.2. Specific problems	7
1.2. Hypothesis	7
1.2.1. General hypothesis	7
1.2.2. Specific hypothesis	7
1.3. Delimitation of the objectives	8
1.3.1. General objective	8
1.3.2. Specific objectives	8
1.4. Justification of the investigation	8
1.5. Limitations of the investigation	9
1.6. Antecedents of the investigation	9
 CHAPTER 2 THEORETICAL FRAMEWORK	 15
2.1. Language learning strategies	17
2.1.1. Direct strategies	18

2.1.2. Indirect strategies.....	20
2.2. Learners' age	23
2.3. Learners' gender	27
2.4. Language achievement	29
2.4.1. Four language skills	29
2.4.2. Grammar and vocabulary	33
2.4.3. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)	34
2.5. EFL context	35
2.5.1. Learning and teaching.....	37
2.5.2. Learning and acquisition.....	38
2.5.3. Sociocultural competence	38
2.6. Definition of key terms.....	39
CHAPTER 3 METHODOLOGY OF THE INVESTIGATION	43
3.1. Type of research	43
3.1.1. The nature of data	43
3.1.2. Interpretive analysis	43
3.1.3. Magnitude	44
3.1.4. Used methodology	44
3.1.5. Assumptions	44
3.2. Questions	45
3.3. Hypothesis	45
3.4. Variables	46
3.4.1. Independent variables	46
3.4.2. Dependent variable	46
3.5. Population and sample study	46
3.5.1. Ethnography.....	47
3.6. Techniques and instruments for gathering the data.	49
3.6.1. Language learning strategies questionnaire	50

3.6.2. English achievement assessment.....	51
3.7. Reliability and validity.....	52
3.7.1. Reliability.....	52
3.7.2. Validity.....	52
3.8. Procedure	53
3.8.1. Research Design.....	53

CHAPTER 4 DISCUSSION OF THE RESULTS OF THE INVESTIGATION..... 55

4.1. Research findings.....	55
4.1.1. Hypothesis proof.....	59
4.2. Discussion.....	67
4.2.1. Language learning strategies and age differences.....	68
4.2.2. Language learning strategies and gender.....	71
4.2.3. English achievement and age differences	75
4.2.4. English achievement and gender.....	78
4.3. Implications.....	80
4.4. Limitations	80

CONCLUSIONS..... 83

RECOMMENDATIONS..... 89

BIBLIOGRAPHICAL REFERENCES..... 91

APPENDICES..... 99

APPENDIX A: LLS QUESTIONNAIRE..... 101

APENDIX B: BASIC ENGLISH – FINAL EXAM..... 114

APPENDIX C: Young Adult Learners’ pictures..... 135

APENDIX D: Adult Learners’ pictures136

APENDIX E: DATA137

Tables

Table 1.	First and second language acquisition in adults and children	26
Table 2.	Common reference levels: global scale	34
Table 3.	Characteristics of the English 0 program.....	47
Table 4.	Learners' age differences.....	49
Table 5.	Learners' gender	49
Table 6.	Key to understanding LLS averages	50
Table 7.	English achievement assessment criteria.....	51
Table 8.	Questionnaire Cronbach's Alpha Reliability	52
Table 9.	Kuder Richardson Coefficient of Reliability	52
Table 10.	Research timetable.....	53
Table 11.	Correlation coefficient, four variables	56
Table 12.	Variables Statistics.....	56
Table 13.	English achievement	57
Table 14.	Language learning strategies use	58
Table 15.	Pearson R correlation coefficient.....	59
Table 16.	Samples Statistics, LLS & English achievement.....	59
Table 17.	Correlation coefficient, Language learning strategies overall and English achievement	60
Table 18.	Tests of Normality, Specific hypothesis 1	62
Table 19.	Group Statistics.....	62
Table 20.	T-Test, Independent Samples Test.....	63
Table 21.	Tests of Normality, Specific hypothesis 2	63
Table 22.	Group Statistics.....	64
Table 23.	T-Test, Independent Samples Test.....	64

Table 24.	Tests of Normality, Specific hypothesis 3.....	64
Table 25.	Table 25 Group Statistics	65
Table 26.	Table 26 T-Test, Independent Samples Test	65
Table 27.	Tests of Normality, Specific hypothesis 4.....	66
Table 28.	Group Statistics	66
Table 29.	T-Test, Independent Samples Test	66
Table 30.	Summary of Variables' Means.....	67
Table 31.	173 learners' LLS means.....	68
Table 32.	ALs & YALs, LLS means	69
Table 33.	LLS use and age differences crosstabulation	70
Table 34.	Learners' gender and LLS means.....	72
Table 35.	Gender & language learning strategies use	73
Table 36.	LLS use and gender crosstabulation.....	74
Table 37.	English achievement and age differences crosstabulation.....	77

Figures

Figure 1.	Diagram of the Memory Strategies	19
Figure 2.	Cognitive Strategies diagram	19
Figure 3.	Compensation Strategies diagram	20
Figure 4.	Metacognitive Strategies diagram	21
Figure 5.	Affective Strategies diagram	22
Figure 6.	Diagram of the Social Strategies	22
Figure 7.	Language learning strategies classifications since the 1970s	23
Figure 8.	English achievement	57
Figure 9.	Language learning strategies use	58
Figure 10.	Correlation between LLS overall & English achievement	60
Figure 11.	173 learners' LLS means	68
Figure 12.	Learners' age differences	69
Figure 13.	ALs & YALs, LLS means	70
Figure 14.	LLS use and age differences crosstabulation	71
Figure 15.	Learners' gender	71
Figure 16.	Learners' gender and LLS means	72
Figure 17.	LLS use and gender crosstabulation	74
Figure 18.	English achievement percentage result	75
Figure 19.	ALs English achievement percentage	76
Figure 20.	YALs English achievement percentage	76
Figure 21.	English achievement and age differences crosstabulation	77
Figure 22.	English achievement and gender A	78

Figure 23. English achievement and gender B..... 78

Figure 24. English achievement & gender crosstabulation..... 79

INTRODUCTION

Currently, language teachers are supported by plenty of studies related to approaches, methodologies, syllabus designs with regard to teaching English; however, in the last decades the attention is focusing on knowing how language learners develop their language learning process and the context where they study their target language. The field of English as a Foreign Language (EFL) has experienced a big change in its core: from teaching to learning, that is to say, from an unquestionable teacher centered approach to a more friendly learner-centered view. This means much more attention is given to the language learner and the factors which affect their learning, such as: their gender, age, and also their cognitive, emotional and psychological processes.

What is more, this study intends to determine the kinds of language learning strategies that learners put into practice when being in an EFL classroom context, and the variety of language learning strategies they use depending on their gender, age, both adult and young adult learners. Oxford¹ (1990) states “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferrable to new situations...appropriate language learning strategies are oriented toward the broad goal of communicative competence”.

¹ Oxford, R. (1990). Language learning strategies: What every teacher should know. Boston: Heinle & Heinle Publishers, p. 8.

Many studies have been conducted so as to shed more light the way language students learn a new language by themselves. Therefore, when adult learners find the best language learning strategies which best adapt to their particular needs then they have better chances to master the target language.

It is worth mentioning that language learning strategies are both theoretical and practical tools not only for language learners but also for language teachers who can take advantages of these language learning strategies so as to have a better understanding of their students' learning process.

Having said that, this research is descriptive and correlational because it seeks to demonstrate the relationship between language learning strategies that students use when learning English. Other variables such as learners' age and gender have also taken into consideration as to know to what extent each of them are used when learning English and using the LLS. The population and sample of this research belongs to a Peruvian private university they are 173 participants both male and female. The participants belong to two different college academic programs: young adult students, early twenties; and adult students, mostly in their mid-thirties. The main reason of selecting these two types of learners was as to compare their age differences, LLS use and English achievement among them.

Furthermore, taking into account the paradigms and steps of the scientific research, this study is divided in four different parts, it includes chapters 1, 2, 3 and 4.

Chapter 1 shows the formulation of the research problems, the different hypothesis, and the delimitation of the objectives. Also the justifications, the limitations, and antecedents of the investigation.

Chapter 2 establishes the theoretical bases for each of the four variables of this study, and the definition of important terms related to this investigation.

Chapter 3 focuses on the methodology, the general and specific hypothesis; the research method and design as well as the sample-groups.

In Chapter 4, it is analyzed the data taken from the applied instruments

It is also mentioned the statistical results and their analysis; the acceptance or rejection of the general and specific hypotheses, the discussion of results, the implications and limitations as well.

Finally, this study includes its conclusions and recommendations for further research. Last but not least, it is also included the list of appendices.

CHAPTER 1

INVESTIGATION OUTLINE

1.1. Formulation of the problem

English is nowadays regarded as an international language; therefore many people are willing to embrace it so as to satisfy their academic and professional demands. That is why many adult students take part into some English programs hoping to be able to speak it; in this context it is believed that students have a greater chance of mastering the language since they are supposed to be self-motivated as to study and learn the target language.

However, different factors affect the way they go through their learning this new language, such as: particular interests, age, gender, and, in many cases without knowing, the kind of learning strategies they use both consciously and unconsciously in class or in their free time. Throughout their learning experience most of these language learners develop certain strategies as to study and acquire the target language. In the end what matters to them is to master the new language.

Having said that, these language learning strategies, LLS, show new alternatives in terms of language learning and self-study. The main purpose of LLS is that students develop ways to organize their language learning process, establish an authentic, effective communication and effectively interact with each other, that is to say, the development of

communicative competence. What is more, it is believed that students who use more language learning strategies stimulate their development of communicative competence and autonomous learning because it is related to real situations and their routine.

In addition to this, it is worth mentioning that the kind of context where English is taught also has a great influence on learners. For instance ESL or EFL. According to recent studies language exposure also plays an important role when it comes to learning a new language. Then, it is crystal clear that ESL students have certain advantages in contrast to their EFL peers. Notwithstanding, and more importantly as other studies reveal factors such as the learners' age and gender are believed to greatly influence the way adult students learn a new language in contrast to their younger counterparts in schools.

At first adult students can be highly motivated about learning a new language; however, they could lose interest if their progress is not what they expected after having studied an intensive English program or having spent many years attending a formal English course. Many times language learners lack opportunities to practice the new language in a realistic context or communicative scenario.

This study focuses on revealing the kind of language learning strategies used by adult learners so as to support their English achievement; also the adult learners' age differences when it comes to their English achievement; the adult learners' age differences when using LLS; and no less importantly to have a general snapshot of the frequency and amount of language learning strategies used by both female and male adult learners in the EFL context.

1.1.1. General problem

Is there a strong correlation between the frequency of language learning strategies used by learners and their English achievement?

1.1.2. Specific problems

- To what extent is learners' age related to language learning strategies use?
- Do male and female learners use the same amount of language learning strategies?
- To what extent is learners' age related to English achievement?
- Do female learners and male learners get the same results in their English achievement?

1.2. Hypothesis

1.2.1. General hypothesis

There is a strong positive correlation between overall language learning strategy use and English achievement.

1.2.2. Specific hypothesis

- Adult learners use more language learning strategies than young adult learners.
- Female learners use more language learning strategies than male learners.
- Adult learners get higher results in their English achievement than young adult learners.
- Female learners get higher results in their English achievement than male learners.

1.3. Delimitation of the objectives

1.3.1. General objective

To determine the relationship between language learning strategies use and English achievement.

1.3.2. Specific objectives

- To reveal the relationship between learners' age and their language learning strategies use.
- To reveal whether male and female learners use the same amount of language learning strategies.
- To establish the relationship between learners' age and their English achievement.
- To establish whether female learners and male learners get the same results in their English achievement.

1.4. Justification of the investigation

First of all, this study intends to shed a bit more light into the relationship between some factors which contribute to learning a new language in a foreign context, aspects such as: learners' age, gender, and the types of language learning strategies students use so as to learn a new language.

Nowadays in countries like Peru there are plenty of English language programs both intensive and non-intensive, as to learn English as a foreign language, however those programs do not usually show students how to go beyond their academic content, so most students have to find out on their own some strategies which can contribute to their language learning. That is why many successful language students learn a language on their own and become autonomous learners. As a result, LLS seem to be both a learning and teaching tool which not only learners but also language teachers can apply during their sessions; teaching to

students the best and suitable strategies will allow them to be independent learners and attain English proficiency by themselves.

1.5. Limitations of the investigation

This study focuses on the language learning strategies used by college students in an EFL context; in addition to their age, gender and English achievement. However, it is necessary to point out that this investigation is mostly descriptive and intends to find out the relationships between each of the factors mentioned above.

Due to the quantity of students taking part in the study, expected to be around two hundred participants; it was necessary to coordinate with other teachers the application of the LLS questionnaires; and getting the students' English achievement grades.

Thereby, since there was a lack of direct control over all the students' English courses, this investigation focuses on describing and analyzing the variables related to the adult language learners and their learning context; rather than conducting any experiments, workshops or action research, which could eventually affect the results or the variables of this investigation.

1.6. Antecedents of the investigation

The current study benefited a lot from the former studies related to LLS, and the variety of contexts, worldwide, where those studies were applied, the different sample groups of them such as small to huge groups, also going from elementary to advanced English programs, age differences, and gender's comparison of LLS use. Therefore, some of these studies are very much related to this investigation and others to a certain extent:

Alhaysony², (2017). "Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender". The participants were 134 (66 males and 68 females) majoring in English at Aljouf University in Saudi Arabia. Their age ranged between 23-27 years old. They completed a questionnaire adapted from Oxford's (1990) Strategy Inventory for Language Learning (SILL). The results showed that participants were low to moderate users of strategies. The results revealed a high preference for cognitive and metacognitive strategies; and a low preference to memory and affective strategies. The results indicated that female students use more LLS than their male peers.

The study entitled: "The role of gender and language learning strategies in learning English". Aslan³ (2009), in Turkey. There were 257 participants, 153 male, 104 female. It was revealed: higher achieving students employed more language learning strategies. The participants reported that they used more indirect strategies. Another outstanding finding of the study is that males and females had a tendency to give similar responses to the same items. The study indicated that females were significantly more successful than males in terms of achievement tests and they used more language learning strategies, which are found to be positively effective in success in the target language.

Therefore, it can be stated that the participants tend to be more independent learners since they use more indirect LLS, that means they organize their learning, like interacting with other people, and feel fine when expressing their feelings to others. Another point worth mentioning is that according to this study female learners are better at learning the target language because they employ more LLS than men.

Kiram⁴ et al (2014). "The Relationship between English Language Learning Strategies and Proficiency of Pre-University Students: A Study

² Alhaysony, M. (2017). Language Learning Strategies Use by Saudi EFL Students: The Effect of Duration of English Language Study and Gender. ISSN 1799-2591 Theory and Practice in Language Studies, Vol. 7, No. 1, pp. 18-28.

³ Aslan, O. (2009). The Role of Gender and Language Learning Strategies in learning English, pp. 100-118

⁴ Kiram, J., Sulaiman, J., Swanto, S. & Din, W. (2014). The Relationship between English Language Learning Strategies and Proficiency of Pre-University Students: A Study Case of UMS.

Case of UMS”. There were 56 learners (22 males, 34 females) of University Malaysia Sabah; all of them were 18 years old. The SILL version 7.0 [3] was used to measure LLS. Students demonstrated using a high degree of Meta-Cognitive strategy. Correlations between each language learning strategy and language proficiency were found to be mostly insignificant except for Cognitive strategy. Finally, contradicting most studies, there is no significant relationship between the overall use of language learning strategy and proficiency.

In the study entitled: “Language Learning Strategy Use by Colombian Adult English Language Learners: A Phenomenological Study”. Paredes⁵ (2010), in the USA: Miami, Florida; there were 12 adult participants, she concluded: The findings of this study have yielded qualitative evidence in regards to the selection and use of LLS. A qualitative approach and phenomenology in particular, has provided detailed insights and perceptions of adult immigrant experiences as language learners. The qualitative research design used in this study has been effective in obtaining rich and detailed information from the learners’ point of reference and experiences. More qualitative studies should be conducted on the preferred LLS use of adult ELL.

The results of this study are quite revealing due to the qualitative data it was provided by each of the participants, this study shows the relevance of the learners’ experiences and their educational background when using some of the LLS. Additionally, the study implies the pertinent inclusion of strategy training as to give language learners the necessary means to enhance their language learning experience.

What is more, the investigation entitled: “Use of Language Learning Strategies by Students at Higher Secondary Level”, Shahid & Muhammad⁶ (2011), in Pakistan. There were 2409 students, 438 boys, and 1130 girls. The study revealed that on the whole the participants demonstrated high to medium strategy use, and none of the strategies fell in the low range, where mean is 1.92 or less. The students also reported a greater preference for metacognitive strategies which puts them in the

⁵ Paredes, E. (2010). Language Learning Strategy Use by Colombian Adult English Language Learners: A Phenomenological Study, p. 164.

⁶ Shahid A. & Muhammad I. (2011) Use of Language Learning Strategies by Students at Higher Secondary Level in Pakistan, pp. 567-571.

category of higher level language learners. Although these students demonstrate greater strategy use, they need to use strategies related to the task at hand to become better language learners.

This study shows that language learners tend to have a higher preference for metacognitive strategies, part of the indirect LLS. Therefore, they prefer studying and correcting themselves and they like to be more organized regarding their way of learning the target language. Also, this study suggests that students do not know how to use effectively certain LLS depending on the language task they do.

The investigation entitled: “A Comparison of Language Learning Strategies Adopted by Secondary and University students”, Yau-hau⁷ (2011), in Hong Kong. There were 628 secondary students, 356 boys and 272 girls, and 110 first year university students, 55 boys and 55 girls. The study concluded: According to factor analysis, students used six dimensions of language learning strategies: cognitive, social, association, compensation, assistance and constructive strategies. The highest among the six dimensions was association strategies, with a mean of 2.83 for secondary students; compensation strategies for university students, with a mean of 2.91.

In this study the author measured six types of LLS, three of them different from the Oxford taxonomy (1990), association, assistance and constructive. The findings point out the fact that both samples, the secondary and university students, show a medium use of LLS. Besides college students indicated using more compensation strategies meaning they tend to make up their grammar and vocabulary limitations somehow. Another aspect is that the learners’ age seems to influence on how they use LLS.

Furthermore, the study entitled: “The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners”, Yilmaz⁸ (2010), in Turkey. There were

⁷ Yau-hau, A. (2011). A Comparison of Language Learning Strategies Adopted by Secondary and University Students in Hong Kong, pp.32-33.

⁸ Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey, pp. 684-687.

140 participants, 23 males and 117 females. The study showed that the highest rank (79.4 %) was for compensation strategies while the lowest (63.8 %) was for Affective strategies. Learners try to overcome their limitations in the target language, compensation LLS. Nevertheless, when it comes to expressing their feelings, these students are not so keen to do so. What is more, the results show proficient learners use more LLS in contrast to the less proficient students who use less LLS.

CHAPTER 2

THEORETICAL FRAMEWORK

It is a fact that learning a new language is a complex process because learners think very differently and express their ideas in a unique way when it comes to using the target language. For instance, the level of interaction between language students will be determined by their language proficiency and social skills. Another factor could be the willingness to take risks by increasing their participation in class; and going beyond the classroom instruction, autonomous learning. What is more, successful learners are believed to embrace the new language as part of their own culture. Thus a variety of factors will determine their learning and mastery of the target language. Brown⁹ (2000) argues:

Learning a second language is a long and complex understanding. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and living. Total commitment, total involvement, a total physical, intellectual and emotional responses are necessary to successfully send and receive messages in a second language.

That being said, when learning a new language students develop certain stages, tools, techniques, and so on; quite recently regarded as

⁹ Brown, H. D. (2000). *Principles of language learning and teaching*. 4th ed., NY. Longman, p. 1.

language learning strategies, LLS. Moreover, in the last decades, studies in the field of LLS have shed more light into the language learning process. Therefore, it is now known that language proficiency and LLS are affected by a variety of factors such as the learners' age, command of the target language, and more importantly their context of learning, whether ESL or EFL, or within the classroom or outside the classroom. What is more, several studies point out the relationship, influence and role between LLS and language learning proficiency.

When it comes to cutting edge methodologies and teaching theory, Richards & Renandya¹⁰ (2002) took into consideration Oxford's expertise regarding language learning strategies, pointing out:

I develop a strategy system that contains six sets of L2 learning behaviors. This system is based on the theory that the learner is a "whole person" who uses intellectual, social, emotional, and physical resources and is therefore not merely a cognitive/metacognitive information-processing machine. Although this topology is by no means perfect, its "whole person" theoretical orientation toward L2 learning behaviors has the potential to expand the traditionally limited conception of what happens when learning a new language.

Regarding the classification and features of language learning strategies, Cohen¹¹ (1996) reveals that LLS can be further differentiated according to whether they are cognitive, metacognitive, affective, or social:

Cognitive strategies usually involve the identification, retention, storage, or retrieval of words, phrases, and other elements of the second language. Metacognitive strategies deal with pre-assessment and pre-planning, on-line planning and evaluation, and post-evaluation of language learning activities, and language use events.... Such strategies allow learners to control their own cognition by coordinating the planning, organizing, and evaluating of the learning process. Affective strategies serve to regulate emotions, motivation, and attitudes (e.g., strategies for reduction of anxiety and for self-encouragement). Social strategies include the actions which learners choose to take in order to interact with other

¹⁰ Richards, J. & Renandya, W. (2002). *Methodology in Language Teaching. An Anthology of Current Practice*. CUP, p. 128.

¹¹ Cohen, A. (1996). Second language learning and use strategies: clarifying the issues. Center for Advanced Research on Language Acquisition, pp. 3-4.

learners and with native speakers (e.g., asking questions for clarification and cooperating with others).

Chamot¹² (2004) states that recent instructional models for teaching language learning strategies were compared and found to have many features in common: “Research on language learning strategy instruction needs to build on the relatively few studies in this area and determine, if possible, the model and type of instruction that is most effective in helping language learners improve their proficiency and achievement”.

Last but not least, Brown¹³ (2001) says that Oxford (1990) provides the most comprehensive taxonomy of learning strategies currently available: “These strategies are divided into what have come to be known as direct or cognitive strategies, which learners apply directly to the language itself, and indirect or metacognitive strategies, in which learners manage or control their own learning process”.

2.1. Language learning strategies

Good language learners have always used strategies of any kind with the purpose of learning the target new language. However, the problem for many language students is to find out the best way to use these strategies and to know more about them as well. Thus, many researchers have studied this field; one of them is Oxford¹⁴ (1990) who published a six language learning strategies taxonomy which is classified in direct and indirect strategies. These strategies have both a conscious and subconscious role in the learning process of a new language. According to this, students have the option of becoming proficient learners by applying these strategies effectively in their daily an academic life. “Learning strategies are steps taken by students to enhance their own learning, especially important for language learning because they are tools for activate, self-directed involvement, which is essential

¹² Chamot, A. U. (2004). *Issues in Language Learning Strategy Research and Teaching*. The George Washington University Ronic Journal of Foreign Language Teaching 2004, Vol. 1, No. 1, p. 23.

¹³ Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Second edition. NY. Longman, p. 217.

¹⁴ Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle Publishers, p. 9.

for developing communicative competence, this result in improved proficiency and greater self-confidence”. Therefore, these strategies:

1. Contribute to the main goal, communicative competence.
2. Allows learners to become more self-directed.
3. Expand the role of teachers.
4. Are problem-oriented.
5. Are specific actions taken by the learner.
6. Involve many aspects of the learner, not just the cognitive.
7. Support learning both directly and indirectly.
8. Are not always observable.
9. Are often conscious.
10. Can be taught.
11. Are flexible.
12. Are influenced by a variety of factors.

2.1.1. Direct strategies

When students use direct language learning strategies, they are acting as actors in a stage, they are consciously, directly involved on their learning, and, they can manipulate the way they learn. Oxford (1990) states: “language learning strategies that directly involve the target language are called *direct strategies*... [They] require mental processing of the language, (memory, cognitive, and compensation) do this processing differently and for different purposes” (p. 37).

2.1.1.1. Memory strategies

According to Oxford (1990) memory strategies “reflect very simple principles, such as arranging things in order, making associations, and reviewing. These principles all involve *meaning*. In order to learn, the arrangement and associations must be personally meaningful to the learner, and the material to be reviewed must have significance” (p.38).

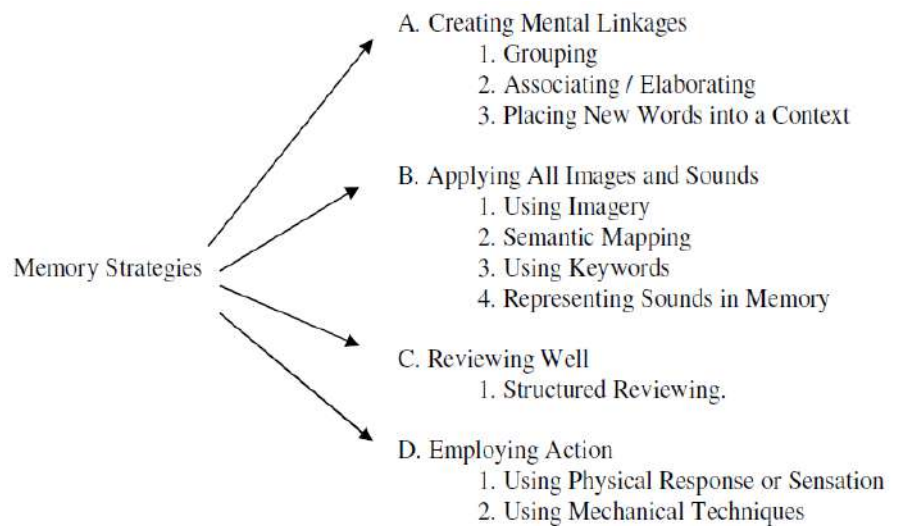


Figure 1. Diagram of the Memory Strategies (Oxford, 1990, p. 39.)

2.1.1.2. Cognitive strategies

According to Oxford (1990) cognitive strategies “are unified by a common function: manipulation or transformation of the target language by the learner. Cognitive strategies are typically found to be the most popular strategies with language learners” (p. 43).

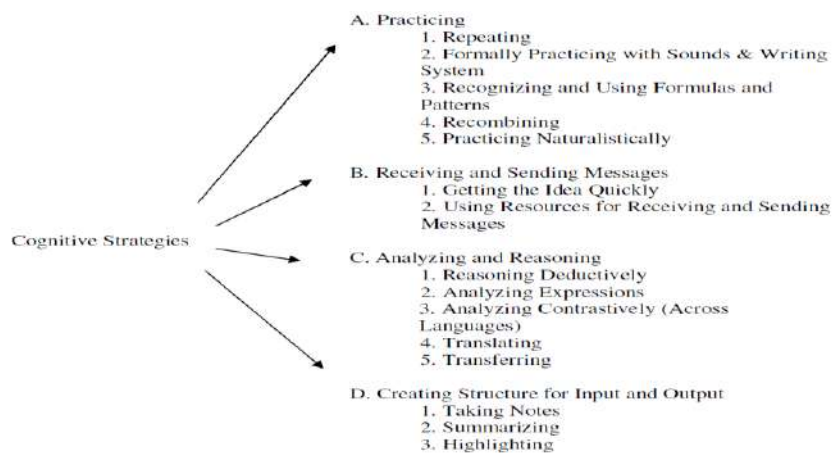


Figure 2. Cognitive Strategies diagram (Oxford, 1990, p. 44)

2.1.1.3. Compensation strategies

Oxford (1990) states: “Compensation strategies enable learners to use the new language for either comprehension or production despite limitations in knowledge. Compensation strategies are intended to make up for an inadequate repertoire of grammar and, especially, vocabulary” (p. 46).

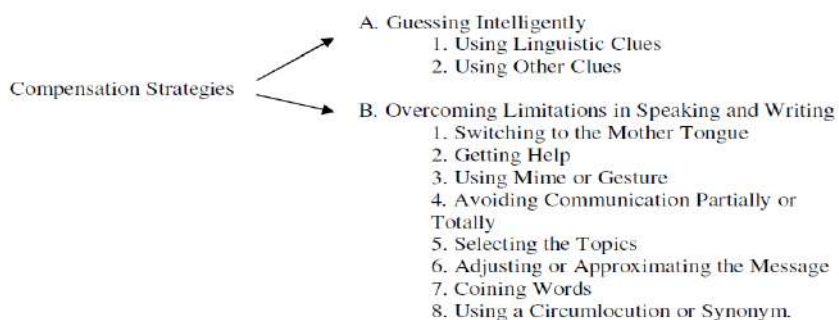


Figure 3. Compensation Strategies diagram (Oxford, 1990, p. 48)

2.1.2. Indirect strategies

Broadly speaking indirect strategies take place when learners decide to go beyond the language classroom instruction. They are integrated by metacognitive, emotional, and social factors. Students learn how to deal with unpredictable situations when it comes to using the target language, and when learners seek for controlling, in a further way, their learning process. For instance, through new strategies, techniques, behaviors, patterns, relaxing activities and willingness to listen and interact with other people; these conditions can be highly motivated. Oxford (1990) describes them: “Indirect strategies are divided into metacognitive, affective, and social. All these strategies are called “indirect” because they support and manage language learning without directly involving the target language” (p. 135).

2.1.1.1. Metacognitive strategies

Oxford (1990) reports that: “Metacognitive means beyond, beside, or with the cognitive. Therefore, metacognitive strategies are actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process” (p. 136).

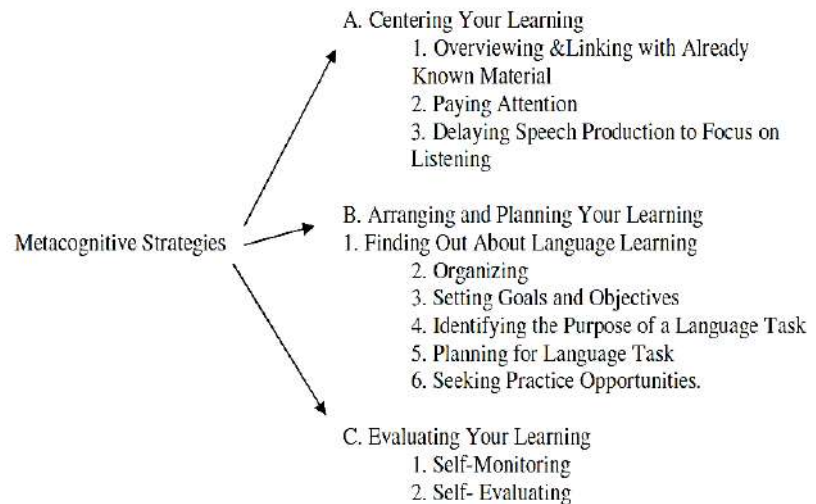


Figure 4. Metacognitive Strategies diagram (Oxford, 1990, p. 136)

2.1.1.2. Affective strategies

Oxford (1990) explains: “affective refers to emotions, attitudes, motivations, and values. It is impossible to overstate the importance of the affective factors influencing language learning. Language learners can gain control over these factors through affective strategies” (p. 140).

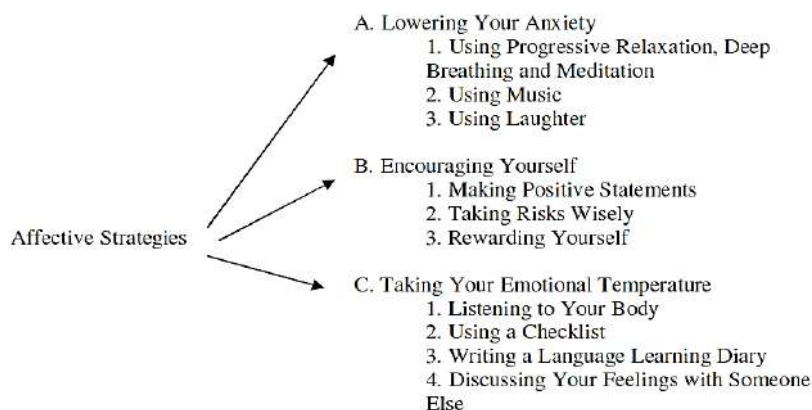


Figure 5. Affective Strategies diagram (Oxford, 1990, p. 141)

2.1.1.3. Social strategies

Oxford (1990) reports that “Language is a form of social behavior; it is communication, and communication occurs between and among people. Learning a language thus involves other people, and appropriate social strategies are very important in this process” (p. 144).

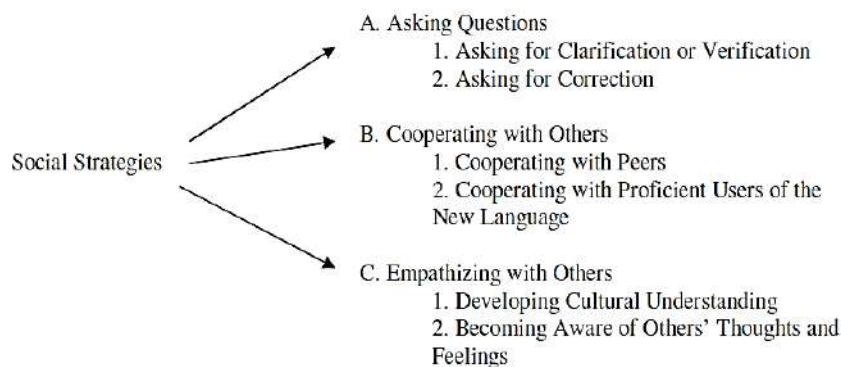


Figure 6. Diagram of the Social Strategies (Oxford, 1990, p. 145).

What is more, Lee (2010) presents an overview of the language learning strategies classifications and the authors related to each of them since the 1970s.

Language Learning Strategies Classification	Researcher(s) and Year
1. Active task approach 2. Realisation of language as a system 3. Realisation of language as a means of communication and interaction 4. Management of affective demands 5. Monitoring L2 performance	Naiman et al. (1978)
1. Strategies that directly affect learning <ul style="list-style-type: none"> ● Clarification/verification ● Monitoring ● Memorisation ● Guessing/inductive inferencing ● Deductive reasoning ● Practice 2. Processes that contribute indirectly to learning <ul style="list-style-type: none"> ● Creates opportunities for practice ● Production tricks 	Rubin (1981)
1. Cognitive strategies 2. Metacognitive strategies 3. Social-affective strategies	Brown & Palinscar (1982)
1. Cognitive strategies 2. Metacognitive strategies 3. Social-affective strategies	O'Malley et al. (1985)
Direct strategies: 1. Memory strategies 2. Cognitive strategies 3. Compensation strategies Indirect strategies: 1. Metacognitive strategies 2. Affective strategies 3. Social strategies	Oxford (1990)

Figure 7. Language learning strategies classifications since the 1970s

2.2. Learners' age

Worldwide, it is expected that the number of individuals over 65 will outnumber those under 65 by the year 2050 (United States Census Bureau 2015). So with increases in immigration, longer lifespans, and a growing emphasis on remaining cognitively active in one's later years,

the number of older individuals seeking to pursue a foreign language will no doubt continue to increase. Mackey¹⁵ (2012) points out that “while children have been the focus of recent interaction-based research; older learners are only very recently beginning to receive serious attention in studies of second language acquisition”. Additionally:

Despite the apparent working memory decline in adult learners, they can still remain cognitively active in terms of the opportunities that learning a new language in a classroom offers such as social relationships, sharing leisure activities; and consequently, preventing this type of learners from feeling depressed, socially isolated, or decreasing their cognitive activity as well. It is also pointed out the importance of ‘creating suitable pedagogues for all the populations we teach’. Also conducting second language learning research among adult learners can be very beneficial due to their better availability, enthusiasm, and willingness to be part of it.

Similarly, Littlewood¹⁶ (1998) argues that when it comes to learning a new language, people take for granted that children have a great advantage in comparison to adult learners. Adult students always seem to demonstrate “traces of foreignness” and not the kind of fluency and natural acquisition as their younger counterparts. This could be due to the “critical period” or the brain’s readiness to pick up a language naturally. Notwithstanding, quite recently the “biological standpoint” is highly questionable because many adolescents and adult learners are actually capable of mastering a foreign language. Therefore it means that older learners are equally able to pick up a new language.

It is also argued that adult learners do not usually have the same learning opportunities as children who usually count with better learning conditions, that is to say, their schooling time, higher academic support and further chances as to practice their new language. Additionally language research reveals that when older learners, for instance adolescents, are given enough target language exposure; they seem to “learn more efficiently” the target language. Another advantage of adult

¹⁵ Mackey, A. (2012). *Input, Interaction, and corrective feedback in L2 learning*. Oxford. OUP, pp. 88-92.

¹⁶ Littlewood, W. (1998). *Foreign and Second Language Learning*. UK. CUP, pp. 65-67.

learning is that old learners appear to use their conscious and cognitive analysis which greatly contributes to their “learning experience”.

What is more, nowadays, there is great emphasis in language instruction from very early stages; many countries adopt foreign language educational policies in order to ‘introduce it into schools at an early age’. According to Thornbury¹⁷ (2006) “the younger the better” trend seem to still influence on education authorities when introducing second language learning programmes in schools or pre-schools contexts, notwithstanding the “the results and benefits of this are still inconclusive”.

Regarding learning strategies, studies reveal that successful adult learners are usually inclined to use some “active strategies” within the classroom and outdoors. These strategies can vary from silent repetition to practice and socialize with other similar or advanced learners, or simply listening to the radio and reading content in the target language.

According to Brown¹⁸ (2000) nowadays there is plenty of information regarding studies connected to the first language acquisition and its implications to teaching a new language. For instance, in the foreign language education context, children appear to be quicker learners while second language learners tend to struggle a bit more. Thus “First language acquisition starts in very early childhood, but second language acquisition can happen in childhood, early or late, as well as in adulthood”.

Brown also argues that there are some myths regarding learners’ age and acquisition, that is to say, some assumptions regarding the “relationship between first and second language acquisition”. For example, the strong emphasis that the language learner must focus on practicing or imitating the new language over and over. Also there is a “natural order” for learning: first listening, then speaking and later on including the more advanced skills such as reading and writing. And never using translation techniques or applying unnecessary grammatical patterns so as to learn a new language. These characteristics then prove to

¹⁷ Thornbury, S. (2006). *An A-Z of ELT. A Dictionary of Terms and Concepts*. Oxford, UK: Macmillan Education, p. 10.

¹⁸ Brown, H. D. (2000). *Principles of language learning and teaching*. 4th ed., NY. Longman, pp. 49-54.

be quite similar to the features of behaviorist theory which focuses on drilling, conditioning, stimulus and response.

Moreover, comparison and contrast between the language learning process of adult learners and their younger counterparts have always promoted great discussion as to how similarly or differently they acquire their mother tongue or the target language. Brown¹⁸ (2000) states: “It is, in one sense, illogical to compare the first language acquisition of a child with the second language acquisition of an adult”, p. 52.

Table 1. First and second language acquisition in adults and children

	CHILD	ADULT
L1	C1	A1
L2	C2	A2

This chart shows the first and second acquisition in children (C1-C2); the second language in children and adults (C2-A2); and, the first language acquisition in children and second language acquisition in adults (C1-C2).

What is more, with regard to language acquisition, it is claimed that there is a critical period hypothesis (CPH) or ‘biological timetable’ a sort of ‘determined period of life’ which is essential so as to learn easily and naturally, in this case the mother tongue. Also, CPH is also argued to be, by many supporting experts, as the ‘biologically determined predispositions’, thus it is a crucial stage, around puberty, which after that certain skills do not properly develop, for example incapability of acquiring a second language. Meaning that after puberty one is not able to be an effective or successful second language learner.

However, when it comes to second language leaning success, what really means ‘success’, maybe it could be argued that being a successful language learner is about attaining accent native-like or fluency; but it seems that other factors such as the students’ mother tongue background, cultural language awareness, and willingness to take risks also matter when learning a new language.

2.3. Learners' gender

It is said that women and men think quite differently in many aspects, there are psychological and biological bases to support this statement. Women are believed to use both brain hemispheres when doing simple to complex tasks, besides, they seem to cope better at multitasking. In contrast to this, men are said to use one of their brain hemispheres when it comes to doing their activities, they mostly prefer to focus on one thing at the time.

This contrast is what makes interesting to analyze their performance when learning a second o a foreign language because both of them are believed to be equally successful in their language learning process. Currently there are many EFL and ESL studies related to learners' gender so as to reveal the way female and male learners learn a second language. The following studies shed light how both genders use certain language strategies as part of their language learning.

In the study entitled: "A Study of Language Learning Strategies Used by College EFL Learners in Taiwan"; Chang et al.¹⁹ (2007) reported that a total of 1758 Taiwanese college EFL learners participated. The study investigates the influence of gender on the EFL context, it points out that: "female learners showed significantly greater use of language learning strategies than did male learners in three of six categories on the SILL: cognitive strategies, metacognitive strategies, and social strategies".

Besides, in the study entitled: "Assessment of Language Learning Strategies Used by Palestinian EFL Learners", Khalil²⁰ (2005) reported that there were 194 high school and 184 university English-as-a-foreign-language (EFL) learners in Palestine; it was included the Oxford's (1990) Strategy Inventory for Language Learning (SILL). The findings revealed "gender has a main effect on only two categories, namely memory and metacognitive, in favor of females".

¹⁹ Chang, Ching-Yi & Liu, Shu-Chen & Lee, Yi-Nian (2007). A Study of Language Learning Strategies Used by College EFL Learners in Taiwan, p. 255.

²⁰ Khalil, A. (2005). Assessment of Language Learning Strategies Used by Palestinian EFL Learners Bethlehem University, p. 113.

Similarly, the study “Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English” conducted by Radwan²¹ (2011) who investigates the use of language learning strategies by 128 students, male 39 and female 89, majoring in English at Sultan Qaboos University (SQU) in Oman. He reported that the ‘study seeks to extend our current knowledge by examining the relationship between the use of language learning strategies (LLS) and gender and English proficiency’.

The study revealed a more complex pattern of strategy use than has been observed in previous studies. Like previous research (e.g., Khalil, 2005; Shmais, 2003), the current results demonstrated unequivocally that English students at SQU were aware of the significance of learning strategies to the development of their proficiency in English; the students used learning strategies with a medium to high frequency, with metacognitive strategies ranking highest 143 among all strategies.

Last but not least, the study “Exploring the Gender Effect on EFL Learners’ Learning Strategies”, Zeynali²² (2012) in Iran. There were a total of 149 EFL learners, 47 are males and 143 are females, within the age range of 15-32. All participants were from elementary level to TOEFL level. Regarding the instruments of data collection, it was used ‘A standard placement test of Oxford University and Cambridge University (2001, version 1), and the SILL, with a few changes. That is to say, ‘three strategy categories used in SILL (Cognitive, Metacognitive, Social/ Affective), we introduce a new category known as the Metaphysic strategy’.

The study reveals that, ‘there is no significant difference in the use of cognitive strategy between male and female Iranian learners’. Also, ‘there isn’t a significant difference in the use of metacognitive strategy among EFL language learners with different gender’. The results also indicate that ‘there is a significant difference in the use of social/affective strategy among EFL learners with different gender. “In other words, the examination of the means for the variables reveals that females have significantly higher social/affective scores (M= 22.0097) than males (M=19.5435). The

²¹ Radwan, A. (2011). Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English. Sultan Qaboos University, Oman, pp. 142-143.

²² Zeynali, S. (2012). Exploring the Gender Effect on EFL Learners’ Learning Strategies. University of Tabriz, Aras International Campus, Tabriz, Iran, p. 1617.

findings suggest that although both male and female learners use all three strategy categories, but female learners tend to use social/affective strategies more than male learners.

2.4. Language achievement

Regarding the characteristics of language achievement, Thornbury (2006) argues:

Achievement tests are designed to test what learners have learned (or achieved) over a week, month, term or entire course. Thus, they differ from proficiency tests, which measure overall ability, irrespective of the teaching process. Achievement test items target the specific components of the syllabus (such as grammar items), although they may also test the overall goals of the course (where these have been specified), such as the learners' communicative performance (competence). While traditional achievement tests consist largely of grammar and vocabulary exercise-types, more innovative forms of achievement testing include asking learners to assemble and present portfolios. Since achievement tests are directly related to the content of teaching-learning process, and are therefore useful data for course evaluation. There are good reasons, then, why the design and implementation of these tests should not be left solely to administrators, but should involve teachers themselves (p.3).

2.4.1. Four language skills

With regard to the language learning, the four main language skills and both grammar and vocabulary, Oxford (1990) points out:

Gaining a new language necessarily involves developing four modalities in varying degrees and combinations: listening, reading, speaking and writing. Among language teachers, these modalities are known as the *four language skills*, or just the *four skills*. Culture and grammar are sometimes called skills, too, but they are somewhat different from the Big Four; both of these intersect and overlap with listening, reading, speaking, and writing in particular ways. The term *skill* simply means ability, expertness, or proficiency. Skills are gained incrementally during the language development process" (pp. 5-6).

2.4.1.1. Speaking

When learning a foreign language, language fluency is highly considered by learners, it indicates language progress. Nevertheless, fluency is not rapidly achieved by all the learners at the same time, as a result, the mastery of speaking skills of a foreign language is a process which is developed and attained in different degrees by the learner. Richards (2008) states: “The mastery of speaking skills in English is a priority for many second language or foreign language learners”. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency (p. 19).

Learning another language implies being able to use it and speak it. Nunan (1999) reports: “The ability to function in another language is generally characterized in terms of being able to speak that language. When someone asks, “Do you know another language?” they generally mean “Can you speak the language” (p. 225). Similarly, Brown (2001) argues: “When someone asks you “Do you speak English? they usually mean: Can you carry on a conversation reasonably competently?” (p. 267). In addition to this, speaking is not only a mere movement of the mouth but also the use of the whole body so as to express meaning. Thereby the body language is also an eloquent source of meaning. Widdowson (2000) states: “The act of speaking involves not only the production of sounds but also the use or gesture, the movements of the muscles of the face, and indeed of the whole body” (p. 59).

2.4.1.2. Writing

Producing a piece of writing involves a series of strategies and steps which every language learner develops individually. To write accurately, coherently or in an engaging way, demands constant practice. Therefore, good

writing skills are crucial so as to achieve mastery in the target language. Harmer (2004) states:

When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds” (p. 31).

What is more, writing is a form of complex language. As Nunan (1999) reports: “In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master. For second language the challenges are enormous, particularly for those who go on to a university and study in a language that is not their own (p. 271).

2.4.1.3. Reading

Reading comprehension and critical analysis indicate that the process of reading is more complex than merely reading aloud. It also involves the use of some reading strategies such as scanning and skimming. What is more, when reading, it is used not only grammar knowledge, but also general background knowledge in order to establish a point of view from a given text. Williams (1984) states that a simple (and provisional) definition of reading is that it is a process whereby one looks at and understands what has been written. The key word here is “understand” merely reading aloud without understanding does not count as reading. All readers bring something with them to a text, in terms of a general stock of knowledge, sometimes termed “knowledge of the world”. Whether it helps them to understand the text or not will of course depend on the

nature of the text and the nature of their knowledge (pp.2 7).

Therefore, reading allows students to improve their understanding as well as being fluent at the moment of expressing their own ideas. Davies & Whitney (1979) argue:

When reading in their own language, most students know why they are reading a text, or bring some knowledge or interest of their own to it. Before starting to read they survey the whole text and identify features which give them clues to type, function and style. Fluent readers then read in broad phrases, skip words or constructions which don't obstruct total phrase meaning, and unconsciously employ skills like collocation and prediction for guessing meaning from context. They also confidently ignore large parts of a text when directed to extract specific facts or ideas (p. 2).

Reading requires a great deal of time and effort, it is a good source of knowledge from the target language because it is written and provides good feedback. Harmer (1998) states: "Reading texts also provide good model for English writing. Reading texts also provide opportunities to study language. Vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts" (p. 68)".

2.4.1.4. Listening

Developing strategies for listening comprehension is crucial so as to master and get effective communication and understanding of a foreign language. Students are better at interpreting information that they are familiar with; thus, it is rather difficult to listen and guess the meaning of unfamiliar information. Richards (2008) states: "Listening and listening comprehension are synonymous. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse unplanned hesitations

context-dependent and personal, assuming shared background knowledge” (pp. 3-4).

What is more, listening or understanding something not only requires paying attention but it also depends on the external environment. Widdowson (2000) reports that “Listening is the activity of recognizing what function sentences have in an interaction, what communicative value they take on as instances of use, [it] is the receptive counterpart of saying and depends on the visual as well as aural medium” (p. 60). Regarding the students listening language strategies, Nunan (1999) reports: Equipping students with a wide range of effective learning strategies, students will not only become better listeners, they will also become more effective language learners because they will be given opportunities to focus on, and reflect upon, the process underlying they own learning (p. 218).

2.4.2. Grammar and vocabulary

For language learners, grammar is necessary if they want to understand the way the target language works, and how it is used by the native speakers of it. Brown (2000) argues: “Competence is that aspect of communicative competence that encompasses knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology, mastering the linguistic code of a language” (p. 247).

Additionally, regarding grammar and lexical use, Nunan (1999) states: “In order to communicate beyond the most rudimentary level, it is necessary to develop knowledge of grammar. Another aspect of vocabulary learning is that, unlike the acquisition of other aspects of language (particularly pronunciation), it does not seem to be impeded by age” (p. 103). This means that vocabulary competence of a foreign language is developed and attained no matter the age of the learner.

2.4.3. Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

According to the CEFR, language learners achieve a certain degree of proficiency while going through their process of learning a new language which is demonstrated on the following table:

Table 2. Common reference levels: global scale

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)R	
A1	Can understand and use familiar everyday expressions and very basic phrases. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
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2.5. EFL context

In the case of Peru, a multilingual country, English does not have an official role in the political, social or economic affairs; however, English is regarded as a mean of international trading and academic development especially when it comes to working or studying abroad.

According to Oré (2013) since the teaching of English was implemented in Peru, it went through many political changes and insufficient support from the different governments. It did not have an effective implementation and available materials for both teachers and students in the public school system in contrast to the private one. Back in the late seventies there was a new English program supported by the Ministry of Education in Peru (MEP), highlighting some objectives such as: The student's development of the four main skills plus the use of proper grammar and vocabulary. This was to a certain degree a hyperational expectation considering the scarce two hour course assigned every week, with a total of sixty hours a year. By the early eighties, the school public English program remained the same but this time justifying the importance of teaching and learning English in Peru: it provides higher opportunities to achieve foreign studies and career development. It also increases students own language and culture awareness, and a new understanding of foreign cultures.

In the late eighties, the British council officially reported the position English had in Peru. English was taught in the primary, secondary level to more academic places such as universities, institutes and quasi-university or technical centers. In the case of public schools, they reported the poor conditions in which English was being taught: in service English teachers had poor academic and teaching training, and also the lack of appropriate students' materials and books. On the other hand, since the mid nighties there have been some changes in the implementation of English in schools around the country; though there

are some limitations in terms of insufficient language needs' analysis, adaptation of content, and textbooks based on the local context where students live.

However, the current governments are investing more in teachers' training, increasing the amount of hours of English instruction per week, and buying updated textbooks as to improve this situation. Nowadays English seems to be a promising course with clear objectives to be fulfilled at the end of every academic school year.

In the case of higher education in Peru, universities differ on their English academic programs and their students' academic achievement by the end of a certain program. For instance, there are language courses which are generally taught in class, face to face interaction between students and their language instructor or teacher. On the other hand, quite recently the trends of blended and online language education have also been implemented resulting in new learning and teaching challenges for both students and teachers, that is to say, the transition between a traditional educational model to a much sophisticated virtual environment has both supporters and opponents; the impact, success and outcome of these trends are not conclusive.

Furthermore, nowadays almost every university, whether public or private, counts with its own language department. These institutions mostly rely on international institutions such as Cambridge or Oxford in order to get teaching training, textbooks, exam models and international English proficiency certificates which are highly considered in order to be a qualified language teacher. What it more, teachers are also encouraged to fulfill a Master degree in Education as to grow professionally and academically.

Having said that, in Peru English is generally taught as a foreign language. Regarding the contexts where English is taught and the means of practicing the target language, Brown (2000) reveals: "Foreign language contexts are those in which students do not have ready-made contexts for communication beyond their classroom. They may be obtainable through language clubs, special media opportunities, books, or an occasional tourist, but efforts must be made to create such opportunities" (p. 116). Oxford (1990) also reports that: "a foreign language does not have immediate social and communicative functions

within the community where it is learned; it is employed mostly to communicate elsewhere. For instance, one might learn Russian in the USA, English in France, or German in Australia” (p. 8).

2.5.1. Learning and teaching

Just some decades ago, and even now, the main focus in the classroom was on teaching or finding the best way to provide knowledge in order to educate children; therefore, teachers were seen as sources of knowledge without questioning their authority. On the other hand, nowadays there is a trend which is emphasizing the student learning center approach. That being said, it seems that both views are pedagogically divorced, however according to Brown (2001):

Teaching cannot be defined apart from learning. Teaching guides, facilitates learning, it enables the learner to learn, it sets the condition for learning. So understanding how the learner learns will determine your philosophy of education, your teaching style, your approach, methods, and classroom technique. If you view second language learning as a deductive rather than an inductive process, you will probably choose to present copious rules and paradigms to your students rather than let them “discover” those rules inductively (pp. 7-8).

Regarding the pedagogic and academic training offered to prepare professional teachers of English in Peru. Prospective teachers have access to both private and public education in many universities. For example, some public universities such as Enrique Guzmán y Valle University, San Marcos University, and the IPNM seem to have developed to a certain extent successful English language teaching programs. Additionally, some language institutes such as ICPNA or BRITANICO also provide effective teacher training, teaching seminars, preparatory exam courses, and they are also international exams authorized centers.

Furthermore, the British Council and other institutions have offered plenty of scholarships and training to English teachers willing to ameliorate their teaching styles. Quite recently some of the staff working on some public schools and universities has been

fully supported by the government in order to undertake studies and academic training in the UK, the USA and other countries, so as to improve both their methodology and English proficiency.

2.5.2. Learning and acquisition

Regarding the difference and relationship between learning and acquisition, Oxford (1990) reports:

Learning is a conscious knowledge of language rules, does not typically lead to conversational fluency, and is derived from formal instruction. Acquisition, on the other hand, occurs unconsciously and spontaneously, does lead to conversational fluency, and arises from naturalistic language use. Some specialists even suggest that learning cannot influence “subconscious” development of language. However, this distinction seems too rigid. Many language education experts suggest that both aspects-acquisition and learning- are necessary for communicative competence, particularly at higher skill levels. For these reasons, a learning-acquisition continuum is more accurate than a dichotomy in describing how language abilities are developed (p. 4).

According to Nunan (1999) Krashen defends a controversial hypothesis arguing that: “there are two mental processes operating in second language acquisition...conscious learning focuses on grammatical rules, enabling the learner to memorize rules and to identify instances of rule violation. Subconscious acquisition is a very different process, and facilitates the acquisition of rules at a subconscious level” (p. 43).

2.5.3. Sociocultural competence

When it comes to learning a new language, whether as a ESL or EFL, it is important the negotiation of meaning or social interaction so as to help language learners to go through the process of understanding and assimilating the target language in terms of linguistic and non-linguistic language performance. Negotiation of meaning is also relevant in order to establish some comparisons between the learners’ mother tongue and the target language, that is, in terms of their socio-cultural background and particular context. As Brown (2000) states "Language is a system of

arbitrary conventionalized vocal, written, or gestural symbols that enables members of a given community to communicate intelligibly with one another" (p.5). What is more, Brown also says that the sociolinguistic competence also known as "the knowledge of the sociocultural rules of a language and of discourse" (p. 247).

Additionally, Savignon (1983) states that this competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction" (p. 37). What is more, Widowson (1978) recalls "Someone knowing a language knows more than how to understand, speak, read and write sentences. He also knows how sentences are used to communicate effect. The learning of a language...also involves acquiring an understanding of which sentences, or parts of sentences are appropriate in a particular context" (pp. 1-3).

2.6. Definition of key terms

Achievement

Something reached by effort; something done successfully. Something which is achievable for learners is something they can succeed in. Achievement test items target the specific components of the syllabus (such as grammar items), although they may also test the overall goals of the course (where these have been specified), such as the learners' communicative performance (competence).

Acquisition

To learn a language without studying it, just by hearing and/or reading and then using it. This is the way people usually learn their first language.

ALs'

Adult learners

Cognitive (processes)

The mental processes involved in thinking, understanding or learning.

Context

The situation in which language is used or presented, e.g. a story about a holiday experience could be used as the context to present past tenses. The words or phrases before or after a word in discourse which help someone to understand that word.

EFL / ESL

English as a foreign language. English as a second language

ELT

English language teaching

Intensive course

A course which takes place over a short period of time, but which consists of a high number of hours.

Interlanguage

Learners' own version of the second language which they speak as they learn. Interlanguage is constantly changing and developing as learners learn more of the second language.

Input

The language that the students hear or read.

L1/L2

L1 is the learner's mother tongue or first language; L2 is the learner's second language.

Language awareness

A learner's understanding of the rules of how language works and his/her ability to notice language.

Learner autonomy

When a learner can set his/her own aims and organize his/her own study, they are autonomous and independent. Many activities in coursebooks help learners to be more independent by developing learning strategies and focusing on learner training.

Learner characteristics

The typical things about a learner or learners that influence their learning, e.g. age, L1, past learning experience, learning style.

Learning strategies

The techniques which a learner consciously uses to help them when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.

LLS

Language learning strategies

Learning style

The way in which an individual learner naturally prefers to learn something. There are many learning styles. For example: auditory learner, kinesthetic learner, and visual learner.

Needs

The language, language skills or learning strategies a learner still has to learn in order to reach their goals, or the conditions they need to help them learn.

Pick up

To learn language without studying it, just by hearing and/or reading and then using it. See acquisition.

Proficiency

Level of ability; to be very good at something because of training and practice, e.g. speaking English. The time when learners who are beginning to learn a first (or second) language prefer to listen (or read) before producing the language, e.g. babies have a silent period when they listen to their parents before starting to try to speak themselves.

Target language

The language a learner is learning, e.g. English, or the specific language that a teacher wants to focus on in a lesson, e.g. present perfect.

YALs'

Young adult learners

CHAPTER 3

METHODOLOGY OF THE INVESTIGATION

3.1. Type of research

This is a quantitative research because it analyzes the data of each of the variables. The purpose of this study is to establish the characteristics, comparison and relationship between four variables: language learning strategies, gender, age, and English achievement; then it can be said that this is a basic research, that is to say, exploratory and descriptive.

3.1.1. The nature of data

The nature of the research data is quantitative based on the applied instruments data.

3.1.2. Interpretive analysis

The interpretive analysis of the data was performed in a descriptive comparative way through simple analysis; and also the Student T test analysis was used for comparing the variables with a 95 % of trust and 5 % of error.

3.1.3. Magnitude

According to the magnitude, there is a general hypothesis and four specific hypotheses.

3.1.4. Used methodology

This study used a descriptive method because each of the variables are not under experiments, on the contrary, the data is taken from indirect observing procedures, it is based on a questionnaire analysis and tests results, meaning that it was used the ex-post-facto method, collecting data and measurements without changing the phenomenon.

The main objective of this investigation was to collect data, features, and aspects of each of the variables. This level of research could also be called diagnostic research or data surveys. The outcomes of this study could shed more light for future research.

3.1.5. Assumptions

Language students already use language learning strategies but in different levels, sometimes they are conscious about these strategies.

Adult learners use more language learning strategies than young adult learners because they are much more mature and committed to their learning.

Female learners use more language learning strategies than male learners because they are better at socializing and expressing their feelings.

Adult learners get higher results in their English achievement tests than young adult learners because they are much more motivated to learn the new language.

Female learners probably get better results in their language achievement than male learners because they are better at learning languages

3.2. Questions

Is there a strong correlation between the frequency of language learning strategies used by learners and their English achievement?

To what extent is learners' age related to language learning strategies use?

To what extent is learners' age related to English achievement?

Do male and female learners use the same amount of language learning strategies?

Do female learners and male learners get the same results in their English achievement?

3.3. Hypothesis

There is a strong positive correlation between language learning strategy use and English achievement.

Adult learners use more language learning strategies than young adult learners

Female learners use more language learning strategies than male learners.

Adult learners get higher results in their English achievement than young adult learners.

Female learners get higher results in their English achievement than male learners.

3.4. Variables

This study intends to describe the relationship and correlation between the language learning strategies use and English achievement, and to compare the age differences and gender with regard to LLS use and English achievement among adult learners in the EFL Peruvian context.

3.4.1. Independent variables

These three variables could affect the way students learn and acquire the new language:

- Language learning strategies
- Learners' gender
- Learners' age differences

3.4.2. Dependent variable

This variable can be affected by the other three variables:

- English achievement

3.5. Population and sample study

The population and sample of this research belong to a Peruvian private university: UPN, located in Lima-Peru. Its students are divided in classrooms and not diversified as in other studies. The population of this study was the English foreign language students from different careers, most of them from middle class. As part of the requirement of getting their bachelor degree, they are requested to sit for five different courses, each of them lasting around 13 weeks, such as English 0, English 1, English 2, English 3, and English 4.

However, students are also given the chance of taking an internal placement test or a computer-based proficiency test so as to not take part in the regular English courses provided that they get the minimum

passing grade. What is more, students can validate their former English studies or present an international proficiency test stating a B2 CEFR at least.

The sample group of this study, 173 participants both male and female, consisted of students from the English 0 intensive course which is an eight academic hour (45 min each) weekly course, lasting 12 weeks, a total of 96 six hours of English instruction. This course is designed for elementary and basic English level, according to their textbook (Touchtone) which is aimed at the A1 and A2 CEFR.

The teachers of English in charge of English instruction into these 2 academic programs, 3 males and 3 females, are mostly C1 English certificate holders. Furthermore, the English 0 participants studied in 4 groups (classrooms) belonging to the young adult learners' undergraduate program; and 4 groups (classrooms) of adult learners, belonging to the special undergraduate program. The main reason of selecting these two types of learners was as to compare their age differences, LLS use and English achievement among them.

Table 3. Characteristics of the English 0 program

	Teacher	Course name	Total hours, 12 week program
Adult learners' English programme	Male teacher 1	English 0	96
	Male teacher 2	English 0	96
	Female teacher 1	English 0	96
	Female teacher 2	English 0	96
Young adult learners' English programme	Male teacher 3	English 0	96
	Female teacher 1	English 0	96
	Female teacher 2	English 0	96
	Female teacher 3	English 0	96

3.5.1. Ethnography

The 173 participants of this study are college students, most of them are from middle class families, meaning that they can afford paying for higher education. These students belong to two different college academic programs: a regular undergraduate

program targeted to young adult students (YALs) early twenties; and a special undergraduate program directed to adult students (ALs) mostly in their mid-thirties. Having said that, it is worth mentioning that even though both groups have different lifestyles, needs and interests. All of them received quite the same English language instruction and learning opportunities.

Generally speaking, being AL learners the older group, they tend to have more responsibilities such as their own family, raising kids, and a job position in an office or company which is both time consuming but rewarding as reported by them. This group tends to be more responsible and serious when it comes to doing their tasks, homework, oral presentations or sitting for their formal exams.

On the other hand, the younger group shows more enthusiasm regarding learning the new language in terms of using more music lyrics practice and video activities. Some of these students work part time but they seem to have fewer responsibilities in contrast to their older peers.

3.5.1.1. Age differences

Learning is affected by cognitive processes, so it is crucial to determine to what extent age affects the language learning process. Thereby, in this case, there were in total 87 young adult learners, YALs, with a minimum age of 17 and no more than 24, their age mean was 20 years old. On the other hand, the adult learners, ALs, M=32, they were from 25 to 54 years old. This analysis was necessary so as to measure each of these two groups' LLS use and English achievement.

Table 4. Learners' age differences

		Frequency	Percent	Valid Percent	Cumulative Percent
	Adult Learners	86	49,7	49,7	49,7
Valid	Young Adult Learners	87	50,3	50,3	100,0
	Total	173	100,0	100,0	

3.5.1.2. Learners' gender

This study counted with 89 male and 84 female participants. It is reported that both women and men learn a new language quite similarly; however, they both also have different ways to process and analyze their target language. That is why more studies are needed in order to establish and measure students' language learning characteristics and also to shed more light on how they use LLS and achieve their English.

Table 5. Learners' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
	Male	89	51,4	51,4	51,4
Valid	Female	84	48,6	48,6	100,0
	Total	173	100,0	100,0	

3.6. Techniques and instruments for gathering the data.

Two instruments were used so as to get the study quantitative data: a questionnaire to measure learners' use of LLS, gender, age differences; and the summative grades to assess the learners' English achievement.

3.6.1. Language learning strategies questionnaire

It was used a translated Spanish version of Oxford's LLS inventory (1990), Strategy Inventory for Language Learning (SILL), version for Speakers of Other Languages Learning English, Version 7.0 (ESL/EFL). A translated Spanish version was necessary because the learners' command of English was not good enough as to understand the original items of it, thus the main purpose was that all students taken part in this study respond as clear and honest as possible with little misunderstanding of the questions. Thus the translated questionnaire consists of 50 items to which students were asked to respond on a Likert scale, ranging from 1 to 5. That is to say, '1' means (never or almost never true of me), '2' (usually not true of me), '3' (somewhat true of me), '4' (usually true of me), and '5' (always or almost always true of me).

What is more, this inventory offers a 'profile of results' from the SILL, based on the 1 to 5 answers to each of the 50 items. This is also called 'key to understanding your averages', for example: a range of 3.5-5 is thought to reflect high use of that strategy, 2.5-3.4 medium use, and 1.0-2.4 low use. The questionnaire was administered in mid-March 2015, 10 weeks after having started their English course. The students were told that there was no right or wrong answers for each question and taking the questionnaire would not affect their grades on their English course.

Table 6. Key to understanding LLS averages

Profile of results (SILL)		
Item	Range	LLS Use
1	3.5 - 5	High
1	2.5 - 3.4	Medium
1	1.0 - 2.4	Low

3.6.2. English achievement assessment

The learners' English achievement was determined through an overall final grade based on 5 main evaluations; 3 of them related to their participation in class and the four main skills: T1, T2 and T3 including grammar and vocabulary. In addition to this, students had to take two exams such as the mid-term exam and the final exam both of them focus on the lexical and grammatical aspect.

It is worth mentioning that the passing grade at this university is from 12 to 20, in Peru official grades go from 0 to 20. Then, it was necessary to use a category which could reflect a better understanding of the learners' English achievement, to do this it was considered the Cambridge KET evaluation as an assessment model. That is why learners were put into categories, proposed grading, depending on their English course overall final grades, such as: '4' (pass with distinction), '3' (pass with merit), '2' (pass), and '1' (fail). The 12 week learners' English course ended up in Mid-April 2015.

Table 7. English achievement assessment criteria

English proficiency		English course		English achievement		
Cambridge KET evaluation		UPN university		Proposed Grading		
Pass with Distinction	90 to 100	Pass	12 - 20	<i>Pass with Distinction</i>	19-20	4
Pass with Merit	85 to 89			<i>Pass with Merit</i>	17-18	3
Pass	70 to 84					2
Level A1	45 to 69	Fail	0 - 11	<i>Pass</i>	12-16	
Fail	0 to 44			<i>Fail</i>	0-11	1

3.7. Reliability and validity

3.7.1. Reliability

The Oxford's LLS inventory (1990), Strategy Inventory for Language Learning (SILL) used for this study has already been used in several ELT studies; therefore its reliability is highly acceptable internationally. On the other hand, the created Spanish version of this questionnaire, employed on this study, was under assessment, that is to say the 'Cronbach's Alpha Reliability' which resulted being highly reliable .935. Both tables 8 and 9 show the reliability assessment international standards.

Table 8. Questionnaire Cronbach's Alpha Reliability

Cronbach's Alpha		N of Items	
0,935		50	
		N	%
Cases	Valid	173	100,0
	Excluded ^a	0	0,0
	Total	173	100,0

Table 9. Kuder Richardson Coefficient of Reliability

0,53 less	cero reliability
0,54 a 0,59	low reliability
0,60 a 0,65	Reliability
0,66 a 0,71	high reliability
0,72 a 0,99	excellent reliability
1,0	perfect reliability

3.7.2. Validity

The Strategy Inventory for Language Learning (SILL) has been used by several LLS studies in different languages, and it has proved to be an effective and objective way of evaluating the LLS

use; therefore, it shows the internal and external features of an acceptable instrument.

3.8. Procedure

The study followed some steps as to collect and process the data from the instruments both the LLS questionnaire and the students' final grades.

3.8.1. Research Design

The design of this research is correlational because each of the variables are related to a certain extent. Also, this study intends to establish the effects and correlations between independent variables and dependent variables; therefore, this is an ex post facto research design. This table shows the organization of it.

Table 10. Research timetable

STEP	MARCH	WEEK
1	Prepare the handouts and questionnaire copies	1
2	Apply LLS questionnaire to the adult learners	2
3	Apply LLS questionnaire to the young adult learners	3
APRIL		
1	Get the adult learners' English achievement grades, academic office.	1
2	Get the young adult learners' English achievement grades, academic office.	2
MAY		
1	Analyze the questionnaires data using the SPSS Analyze the learners' gender data using the SPSS Analyze the learners' age data using the SPSS	1
2	Analyze the English achievement variable data using the SPSS	2
JUNE		
1	Establish the relationship and correlation between the four variables using the statistical results	1
JULY		
1	Present the research findings	1

CHAPTER 4

DISCUSSION OF THE RESULTS OF THE INVESTIGATION

4.1. Research findings

The findings of this research project dealt with two different moments:

- Questionnaires
- Students' grades

The statistical analysis to be used in this study is the Correlation coefficient Pearson's r for related variables with a 95% of trust and with a 5% of mistake, and the T test.

The sample of this study consisted of 173 participants, 89 male and 84 female, they were divided in two big groups, based on their age differences, that is to say, 86 participants belong to the group of adult learners (ALs) whose age is from 25 to 54 years old, $M=32,63$; and the young adult learners (YALs) ageing from 16 to 24 years old, $M= 20,03$.

Table 11. Correlation coefficient, four variables

		LLS	Age	Gender	English achievement
LLS	Pearson Correlation	1	-,013	,166*	,100
	Sig. (2-tailed)		,862	,029	,191
	N	173	173	173	173
Age	Pearson Correlation	-,013	1	-,134	,271**
	Sig. (2-tailed)	,862		,078	,000
	N	173	173	173	173
Gender	Pearson Correlation	,166*	-,134	1	-,030
	Sig. (2-tailed)	,029	,078		,693
	N	173	173	173	173
English achievement	Pearson Correlation	,100	,271**	-,030	1
	Sig. (2-tailed)	,191	,000	,693	
	N	173	173	173	173

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Table 12. Variables Statistics

	Age	English achievement	Language learning strategies overall
Valid	173	173	173
Missing	0	0	0
Mean	26,29	2,34	3,0553
Median	24,00	2,00	3,0200
Range	38	3	3,06
Minimum	16	1	1,70
Maximum	54	4	4,76
Sum	4549	405	528,56

Table 12 shows that all the participants of the study have an average age of 26,29 years old, their English achievement in the English basic course was 2,24 out of 4 as the highest level (see table 7), and their LLS level is 3,05 which is a medium use of LLS (see table 6).

Table 13. English achievement

	Frequency	Valid Percent	Cumulative Percent
Pass with distinction	10	5,8	5,8
Pass with merit	44	25,4	31,2
Pass	114	65,9	97,1
Fail	5	2,9	100,0
Total	173	100,0	

As table 13 shows, the participants achieved different results on their English achievement: 10 of them passed their course with distinction, 5,8 %; 44 participants passed with merit, 25,4 %; 114 students passed, 65,9 %; on the other hand, 5 participants failed their course, 2,9%.

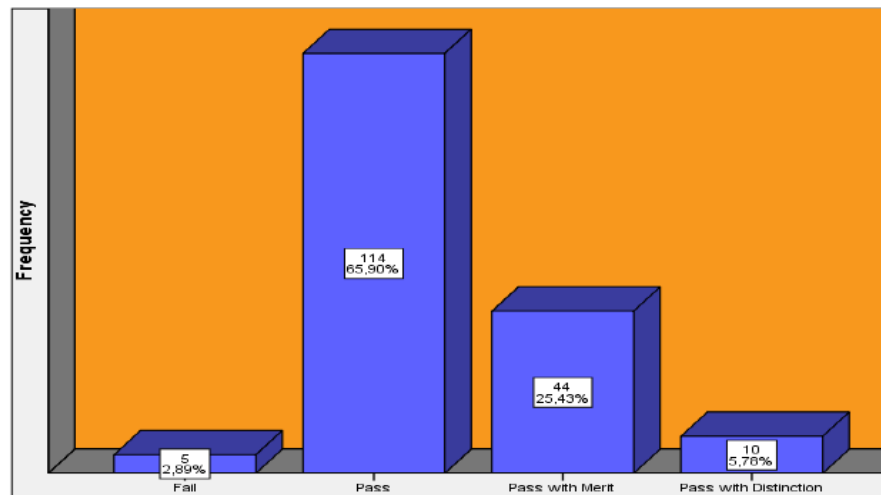
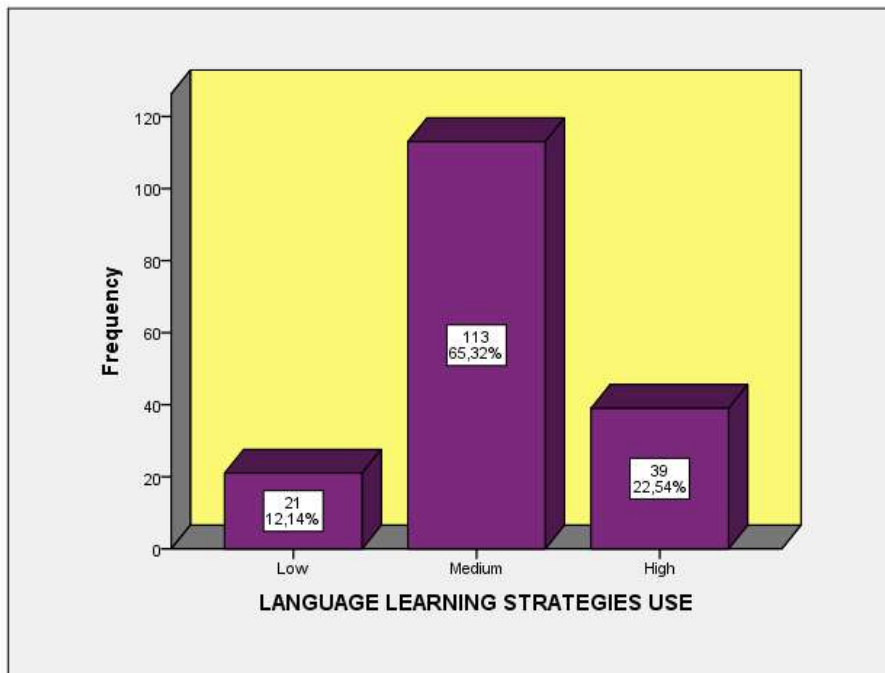
**Figure 8. English achievement**

Table 14. Language learning strategies use

		Frequency	Valid Percent	Cumulative Percent
Valid	Low	21	12,1	12,1
	Medium	113	65,3	77,5
	High	39	22,5	100,0
	Total	173	100,0	

According to table 14 and figure 8; it can be said that the 173 participants tend to have a medium use of LLS (See table 6). However, the 173 participants show different degrees of strategy use, 21 of them show a low use of LLS (12,14 %), 113 indicates to have a medium use of LLS (65,32 %), and 39 of them revealed a high use of LLS (22,54 %).

**Figure 9. Language learning strategies use**

4.1.1. Hypothesis proof

4.1.1.1. General hypothesis proof

The process to make the contrast of the general and specific hypothesis required rigorous procedures, for that purpose it was used the Pearson r and the Paired sample test, T test (Ñaupas et al. 2011, p. 197).

Table 15. Pearson R correlation coefficient

Correlation coefficient	
Perfect negative correlation:	-1
Very strong negative correlation:	-0,90 a -0,99
Strong negative correlation:	-0,75 a -0,89
Medium negative correlation:	-0,50 a -0,74
Weak negative correlation:	-0,25 a -0,49
Very weak negative correlation:	-0,10 a -0,24
No correlation:	-0,09 a +0,09
Very weak positive correlation:	+0,10 a +0,24
Weak positive correlation:	+0,25 a +0,49
Medium positive correlation:	+0,50 a +0,74
Strong positive correlation:	+0,75 a +0,89
Very strong positive correlation:	+0,90 a +0,99
Perfect positive correlation:	+1

Table 16. Samples Statistics, LLS & English achievement

		Mean	N	Std. Deviation	Std. Error Mean
Pair1	Language learning strategies overall	3,0553	173	0,55565	0,04224
	English achievement	2,34	173	0,633	0,048

Table 17. Correlation coefficient, Language learning strategies overall and English achievement

		Language learning strategies overall	English achievement
Language learning strategies overall	Pearson Correlation	1	0,100
	Sig. (2-tailed)		0,191
	N	173	173
English achievement	Pearson Correlation	0,100	1
	Sig. (2-tailed)	0,191	
	N	173	173

* Correlation is significant at the 0.05 level (2-tailed).

These tables show that the Pearson correlations of these two variables is ,100, therefore, according to the Pearson's r correlation this is considered as "very weak positive correlation".

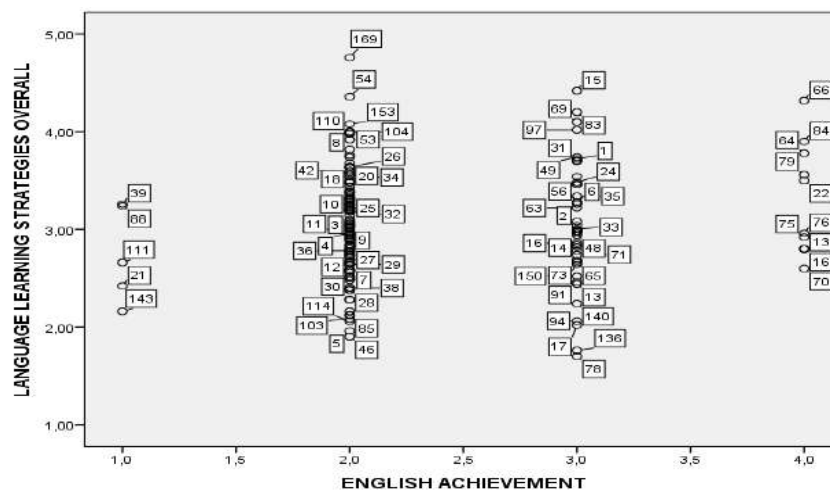


Figure 10. Correlation between LLS overall & English achievement

a) Formulating the Hypothesis:

Null hypothesis: H_0 : There is no significant relationship between language learning strategies and English achievement in the EFL college context.

Alternative hypothesis: H_1 : There is a significant relationship between language learning strategies and English achievement in the EFL college context.

b) Significance level or risk:

Sig. 191

$\alpha = 0,05$.

$df = 172$

According to Ñaupas et al. (2011), for any research process it can be supposed that events can occur because of chance or intention. He also indicated that the significance level can also be expressed in decimal fractions such as: 5% is equal to 0.05 as the confidence interval is 0.95; thereby, the sum of these numbers gives 1, (pp. 236-237).

c) Test statistical calculation:

$N = 173$

Pearson correlation = ,100

d) Statistical decision:

Since the Pearson correlation between the two main variables is = ,100, then it is accepted the alternative hypothesis (H_1) and it is rejected the null hypothesis (H_0).

e) Statistical conclusion:

Consequently, based on the alternative hypothesis and the Pearson correlation result, it is concluded that there is a very weak positive correlation between language learning strategies use and English achievement in the EFL college context.

4.1.1.2. Specific hypotheses proof

Specific hypothesis 1

Adult learners use more language learning strategies than young adult learners

Table 18. Tests of Normality, Specific hypothesis 1

		Statistic	df	Sig.
Language learning strategies	Adult Learners	0,067	86	0,200*
	Young Adult Learners	0,060	87	0,200*

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 19. Group Statistics

	AGE	N	Mean	Std. Deviation	Std. Error Mean
Language learning strategies	Adult Learners	86	3,0553	0,57106	0,06158
	Young Adult Learners	87	3,0552	0,54330	0,05825

Table 20. T-Test, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference Lower Up per	
Language learning strategies	Equal variances assumed	0,469	0,494	0,002	171	0,998	,00018	,08474	-,16709	,16744
	Equal variances not assumed			0,002	170,358	0,998	,00018	,08476	-,16714	,16750

According to the T test and the Sig. (2-tailed) result, it is proved that adult learners (M=3,0553) use almost the same level of language learning strategies as their young adult learners peers (M=3,0552). This means that both groups have a similar use of LLS.

Specific hypothesis 2

Female learners use more language learning strategies than male learners.

Table 21. Tests of Normality, Specific hypothesis 2

		Kolmogorov-Smirnov ^a		
Gender		Statistic	df	Sig.
Language learning strategies	Male	0,057	89	0,200*
	Female	0,056	84	0,200*

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 22. Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Language learning strategies	Male	89	2,96	,51812	,05492
	Female	84	3,15	,58097	,06339

Table 23. T-Test, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Language learning strategies	Equal variances assumed	1,477	0,226	-2,203	171	0,029	-,18416	,08359	-,34917	-,01915
	Equal variances not assumed			-2,196	166,101	0,029	-,18416	,08387	-,34975	-,01857

According to the T test and the Sig. (2-tailed) result, it is proved that female learners (M=3, 15) use more language learning strategies than male learners (M=2, 96).

Specific hypothesis 3

Adult learners get higher results in their English achievement than young adult learners.

Table 24 Tests of Normality, Specific hypothesis 3

		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
English achievement	Adult Learners	0,339	86	0,000
	Young Adult Learners	0,438	87	0,000

a. Lilliefors Significance Correction

Table 25. Table 25 Group Statistics

	Age	N	Mean	Std. Deviation	Std. Error Mean
English achievement	Adult Learners	86	2,49	,699	,075
	Young Adult Learners	87	2,20	,525	,056

Table 26. Table 26 T-Test, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English achievement	Equal variances assumed	20,287	,000	3,121	171	,002	,293	,094	,108	,478
	Equal variances not assumed			3,116	157,745	,002	,293	,094	,107	,479

According to the T test and the Sig. (2-tailed) result, it is proved that adult learners get higher results in their English achievement (M=2,49) than young adult learners (M=2,20). This means that ALs got better language achievement than YALs in the Basic English program.

Specific hypothesis 4

Female learners get higher results in their English achievement than male learners.

Table 27. Tests of Normality, Specific hypothesis 4

		Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
English achievement	Male	,391	89	,000
	Female	,394	84	,000

a. Lilliefors Significance Correction

Table 28. Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
English achievement	Male	89	2,36	,626	,066
	Female	84	2,32	,643	,070

Table 29. T-Test, Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
English achievement	Equal variances assumed	,016	,899	,395	171	,693	,038	,097	-,152	,229
	Equal variances not assumed			,395	169,777	,694	,038	,097	-,153	,229

According to the T test and the Sig. (2-tailed) result, it is proved that female learners (M=2, 32) do not get higher results in their English achievement than male learners (M=2, 36).

4.2. Discussion

This study analyzed the role and relationship between four variables: language learning strategies, age differences, gender and English language achievement in the EFL college arena in Peru.

Generally speaking, the study revealed that there is no significant correlation between the main variables: LLS and English achievement; however the alternative hypothesis was accepted since there is a very weak positive correlation between the LLS use and English achievement.

Table 30. Summary of Variables' Means

	Both groups (173 participants)	AGE		GENDER	
		ALs (86)	YALs (87)	Female (84)	Male (89)
LLS	3,05	3,05	3,05	3,15	2,96
EA	2,34	2,49	2,20	2,32	2,36

What is more, with regard to the four specific hypothesis analysis, it was revealed that adult learners (M=3,05) used statistically the same degree of language learning strategies as the young adult students (M=3,05). Also adult learners got higher results in their English achievement (M=2,49) in contrast to their younger peers (M=2,20). So this contradicts 'the younger the better' common believes when learning a new language.

It was also quite revealing to see that female learners (M=3,15) used more language learning strategies than their male counterparts (M=2,96), but when it comes to English achievement they (M=2,32) were not as good as their male peers (M=2,36) which means that using more LLS does not necessarily lead to higher English achievement, at least at the beginner level. The findings of each of the four variables are presented in further details:

4.2.1. Language learning strategies and age differences

Regarding the language learning strategies used among the 173 participants of this study; the findings revealed an overall medium use of them, $M=3,05$ (See table 31 and figure 11). So the 173 participants had a low preference for direct LLS ($M=2,90$) in contrast to indirect LLS ($M=3,25$). Metacognitive strategies were the highest used among learners ($M= 3.47$). On the other hand, it was also revealed that compensation strategies were the least used by the participants ($M= 2,86$).

Table 31. 173 learners' LLS means

Overall LLS strategy	3,05
LL Direct Strategies	2,90
LL Indirect Strategies	3,25
LL Memory Strategies	2,92
LL Cognitive Strategies	2,91
LL Compensation Strategies	2,86
LL Metacognitive Strategies	3,47
LL Affective Strategies	3,20
LL Social Strategies	3,00

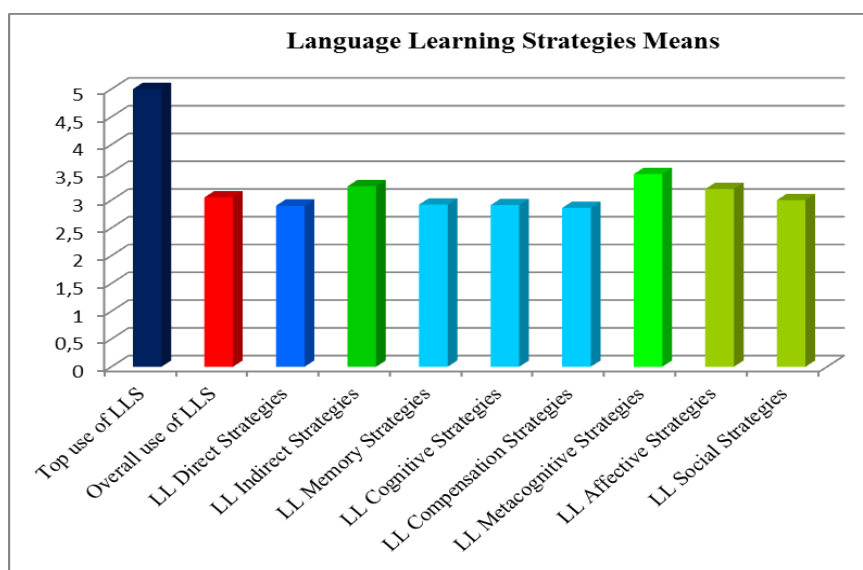


Figure 11. 173 learners' LLS means

Moreover, the participants were divided in ALs, and YALs. Young Adult Learners, ranging from 16 to 24 years old (M=20,03); and Adult Learners, from 25 to 54 years old (M=32,63). Figure 12 shows in detail the 86 adult learner participants, being 49,7% of the sample group; and 87 young adult learners, representing 50,3% of the sample group.

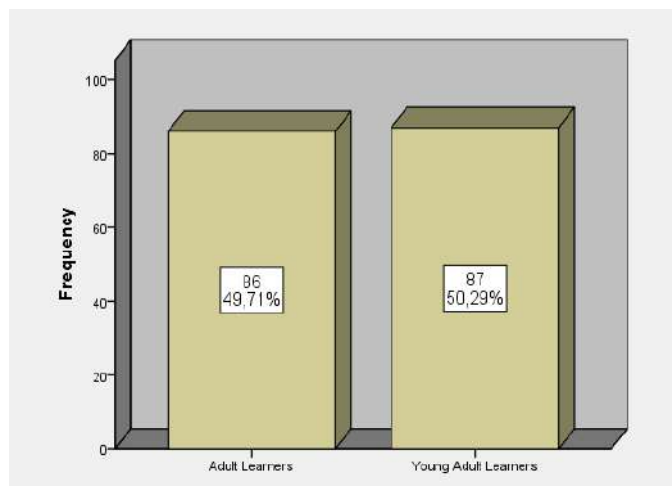


Figure 12. Learners' age differences

Furthermore, when LLS overall averages were compared based on the learners' age differences, both ALs and YALs (See table 32) show a similar use of LLS, M=3,05. However, they differ when it comes to direct and indirect LLS use.

Table 32. ALs & YALs, LLS means

	ALs	YALs
	LLS Mean	LLS Mean
Overall use of LLS	3,05	3,05
LL Direct Strategies	2,88	2,92
LL Indirect Strategies	3,28	3,23
LL Memory Strategies	2,91	2,93
LL Cognitive Strategies	2,89	2,93
LL Compensation Strategies	2,83	2,89
LL Metacognitive Strategies	3,51	3,43
LL Affective Strategies	3,21	3,18
LL Social Strategies	3,02	2,97

YALs use more direct strategies, $M=2,92$ in comparison to ALs' $M=2,88$. In the case of indirect LLS, ALs get some advantage $M=3,28$ in contrast to their younger counterparts' $M=3,23$. Therefore, according to the results and figure 13, ALs (left) tend to use more metacognitive, affective and social LLS. On the other hand, YALs (right) prefer to use a bit more the memory, cognitive and compensation LLS.

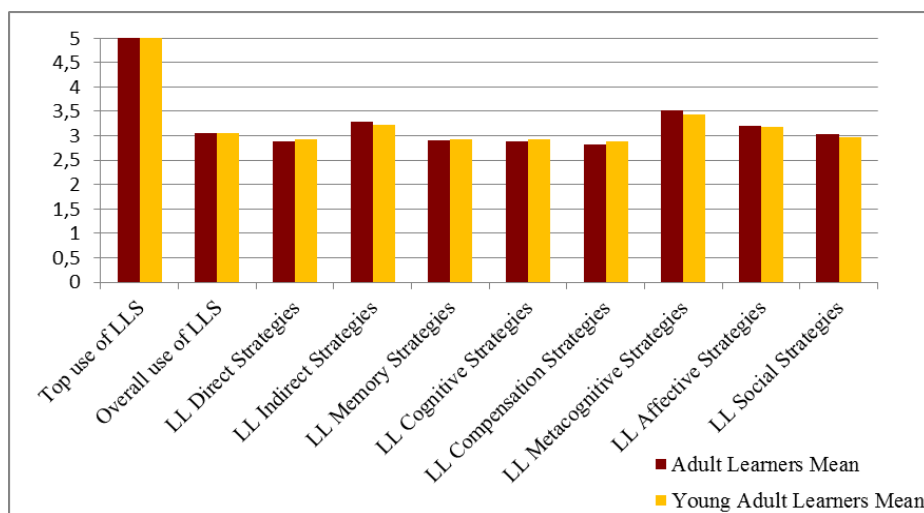


Figure 13. ALs & YALs, LLS means

Additionally, the relationship between the use of LLS and age differences is highlighted in table 33 and figure 14, it seems that more ALs use LLS in a high level. Notwithstanding, more YALs show average use of LLS. Both groups have also similar low use of LLS.

Table 33. LLS use and age differences crosstabulation

		LLS use			Total
		Low	Medium	High	
AGE	Adult Learners	11	52	23	86
	Young Adult Learners	10	61	16	87
	Total	21	113	39	173

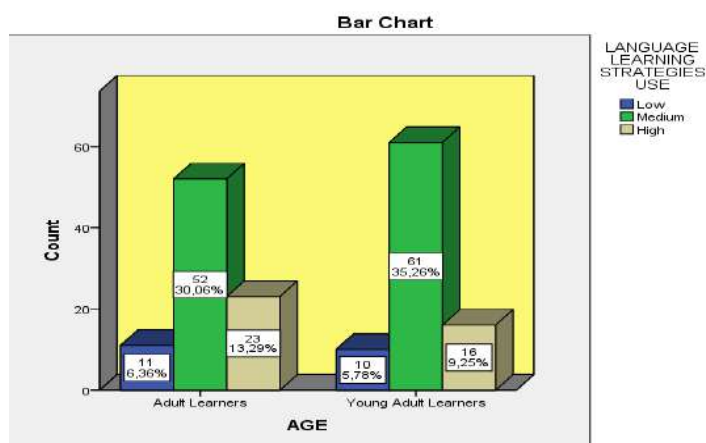


Figure 14. LLS use and age differences crosstabulation

4.2.2. Language learning strategies and gender

When comparing the general use of LLS, female learners demonstrated a higher use of them in terms of direct, indirect and each of the six LLS.

The participants were 89 male, 51,4%, and 84 female, 48,6% (See Figure 15). This study reveals that female learners use slightly more LLS ($M=3,15$) than their male peers ($M=2,96$). However (See table 28), it was concluded that female learners ($M=2,32$) did not get higher results, English achievement, than their male peers ($M=2,36$).

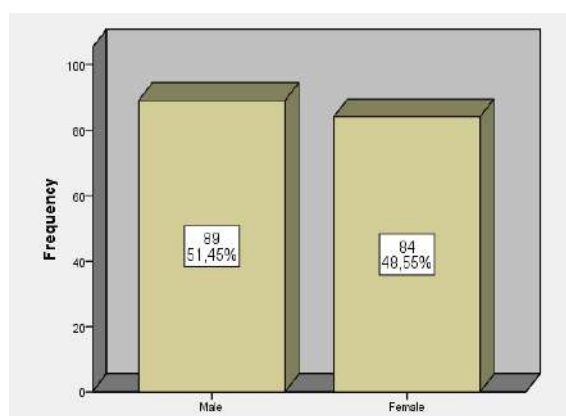


Figure 15. Learners' gender

Additionally, table 34 reveals that female learners (M=3,15) use slightly more LLS than their male peers (M=2,96). This is also quite similar on the direct and indirect LLS and the six LLS as well. Both groups (male learners, M=3,36; female learners, M=3,58) show a high preference for metacognitive strategies.

Table 34. Learners' gender and LLS means

	89 Male learners	84 Female learners
	Mean	Mean
Overall use of LLS	2,96	3,15
LL Direct Strategies	2,84	2,97
LL Indirect Strategies	3,13	3,38
LL Memory Strategies	2,88	2,96
LL Cognitive Strategies	2,83	2,99
LL Compensation Strategies	2,78	2,96
LL Metacognitive Strategies	3,36	3,58
LL Affective Strategies	3,04	3,36
LL Social Strategies	2,89	3,11

Last but not least, figure 16 shows that women (right) use more LLS than to their male peers (left). This means that at this stage, women are more willing to use a variety of strategies so as to reinforce their language learning process.

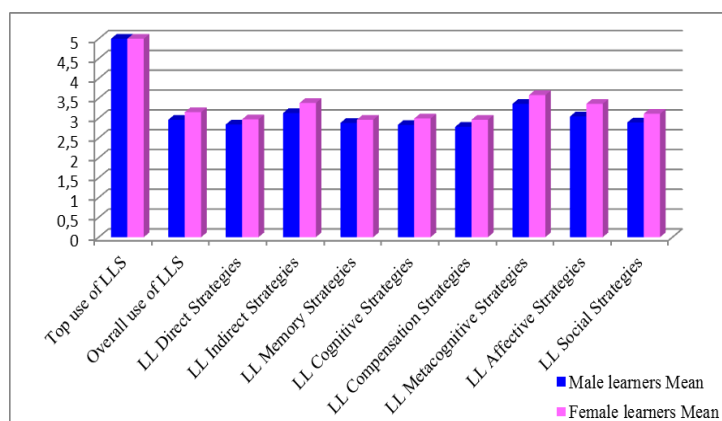


Figure 16. Learners' gender and LLS means

When it comes to medium and low use of LLS both groups have similar results; however, in the case of high use of LLS, there are more female learners getting this result than male learners.

Moreover, table 35 reveals that 25 female students show a high LLS use, 61,0%, while 16 male students show a high LLS use, 39,0%. Also, 51 female learners reveal a medium use of LLS, 45,1%, while 62 male learners reveal a medium use of LLS, 54,9%. Moreover, 8 female students show a low LLS use, 42,1%, while 11 students show a low LLS use, 57,9%.

Table 35. Gender & language learning strategies use

		Language learning strategies			Total
		High	Medium	Low	
G E N D E R	Count	16	62	11	89
	M a l e				
	% within Gender	18,0%	69,7%	12,4%	100,0%
	% within LLS	39,0%	54,9%	57,9%	51,4%
	F e m a l e				
	Count	25	51	8	84
	% within Gender	29,8%	60,7%	9,5%	100,0%
	% within LLS	61,0%	45,1%	42,1%	48,6%
	Total				
	Count	41	113	19	173
	% within Gender	23,7%	65,3%	11,0%	100,0%
	% within LLS	100,0%	100,0%	100,0%	100,0%

The relationship between the use of LLS and gender is pointed out in table 36 and figure 17, female learners show a higher use of LLS, both groups also show average and low use of LLS. Therefore, more women use LLS.

Table 36. LLS use and gender crosstabulation

G E N D E R		LLS use			Total
		Low	Medium	High	
	Male	11	63	15	89
	Female	10	50	24	84
	Total	21	113	39	173

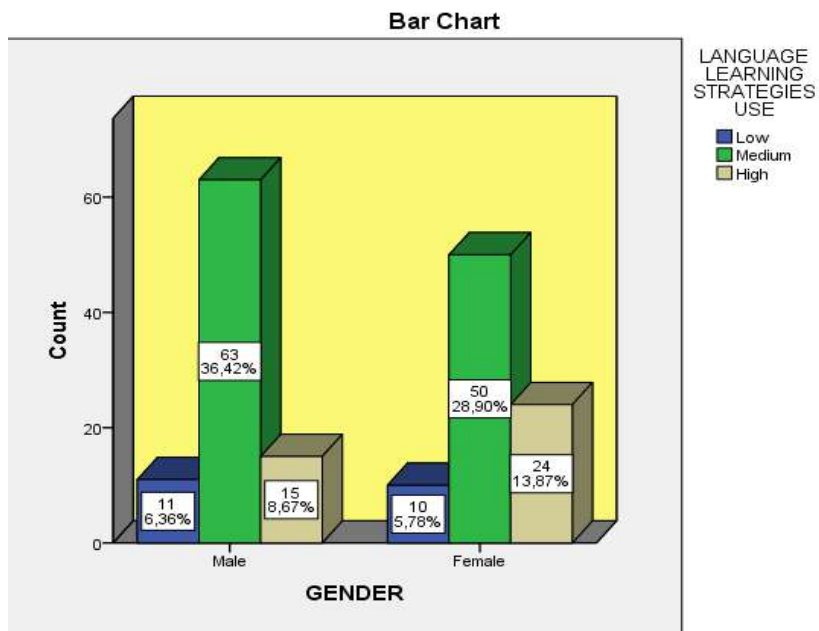


Figure 17. LLS use and gender crosstabulation

4.2.3. English achievement and age differences

When it comes to English achievement and age differences, the results vary quite significantly. In this case ALs showed a higher English achievement, $M= 2,49$, while YALs revealed a $M= 2,20$ (see table 25).

On the whole, both groups, 173 participants, attained positive results on their language achievement, $M=2,34$. For instance, 10 of them passed their course with distinction, 5,8%; 44 participants passed their course with merit, 25,4%; 114 students passed their course, 65,9%, and on the other hand 5 participants failed their course, 2,9%.

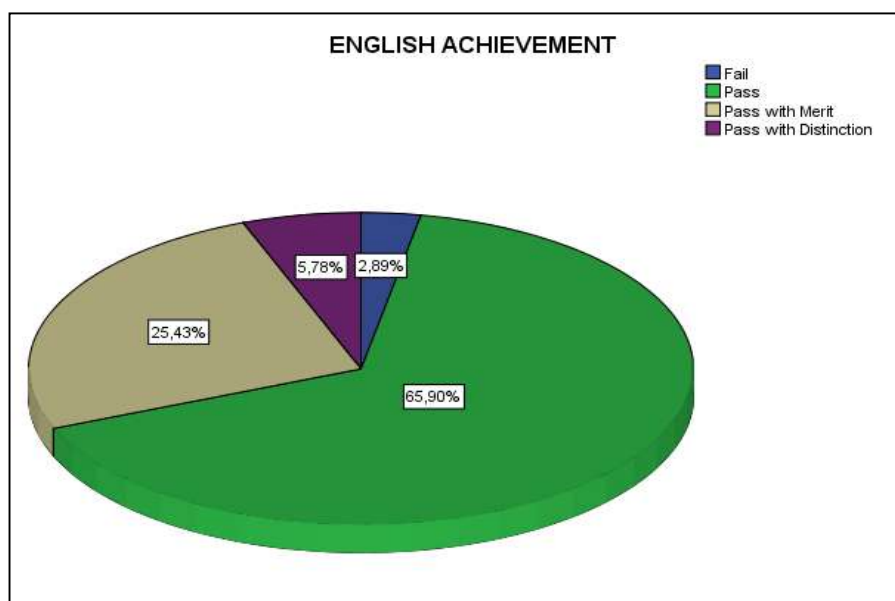


Figure 18. English achievement percentage result

The two groups participated in the courses quite similarly; they were willing to interact from one to another and finished their English course with good grades, most of them showed a good attitude towards the course and the content of it.

In terms of age differences, the two groups demonstrated having different levels of English achievement. The 86 ALs` participants showed that 8 of them passed their course with distinction, 9,2%; 28 students passed with merit, 32,2%; 48 learners passed their course, 55,2%; and 2 students failed their English course, 2,3 %. (See Figure 19).

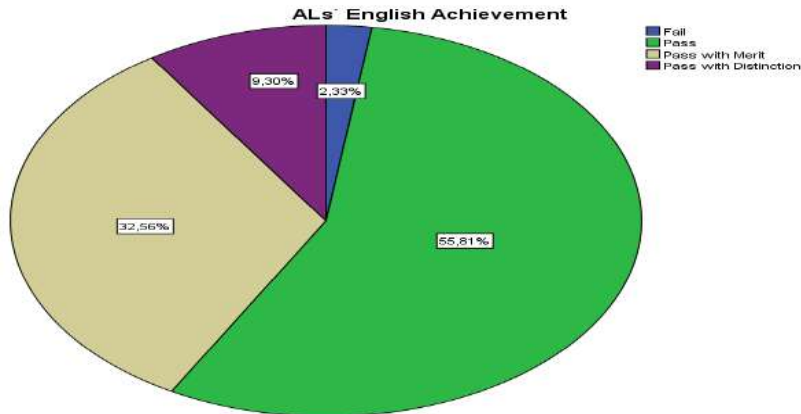


Figure 19. ALs English achievement percentage

On the other side, the 87 YALs` participants revealed that only 2 of them passed their course with distinction, 2,3%; 16 students passed with merit, 18,4%; 66 learners passed their course, 75,9%; and 3 students failed their English course, 3,4% (See Figure 20).

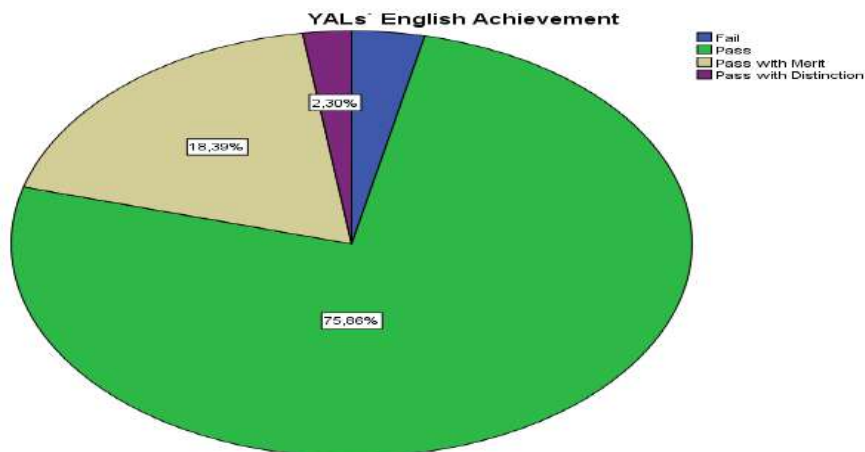


Figure 20. YALs English achievement percentage

Table 37 and figure 21 show that ALs are significantly better in achieving English than their younger peers, especially in the higher levels. On the other hand, YALs have both more average grades and failing grades.

Table 37. English achievement and age differences crosstabulation

		English achievement				Total
		Fail	Pass	Pass with Merit	Pass with Distinction	
A G E	Adult Learners	2	48	28	8	86
	Young Adult Learners	3	66	16	2	87
	Total	5	114	44	10	173

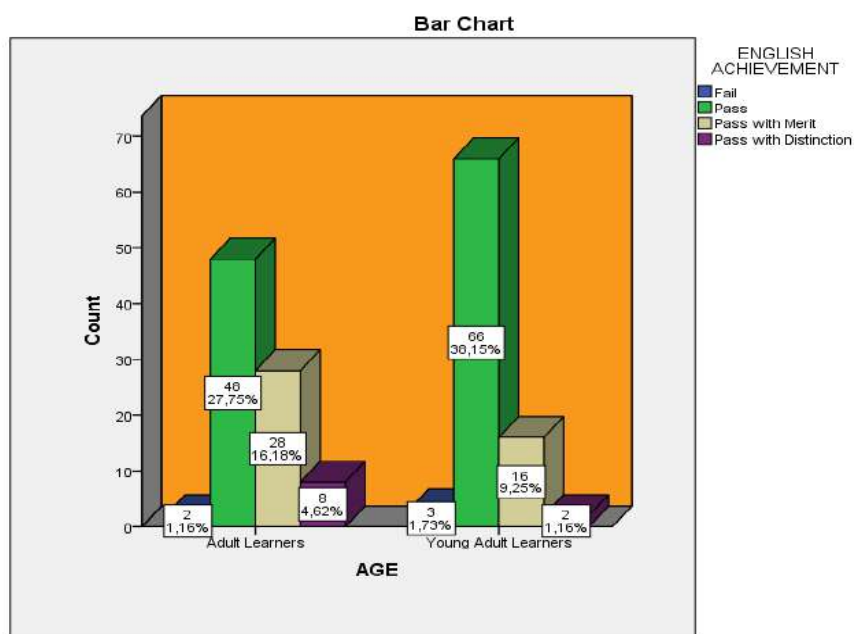


Figure 21. English achievement and age differences crosstabulation

4.2.4. English achievement and gender

Regarding the link between English achievement and gender, female learners got $M=2,32$ while male learners got a $M=2,36$. This means that at elementary level of English male students tend to be more successful in achieving English (see table 28).

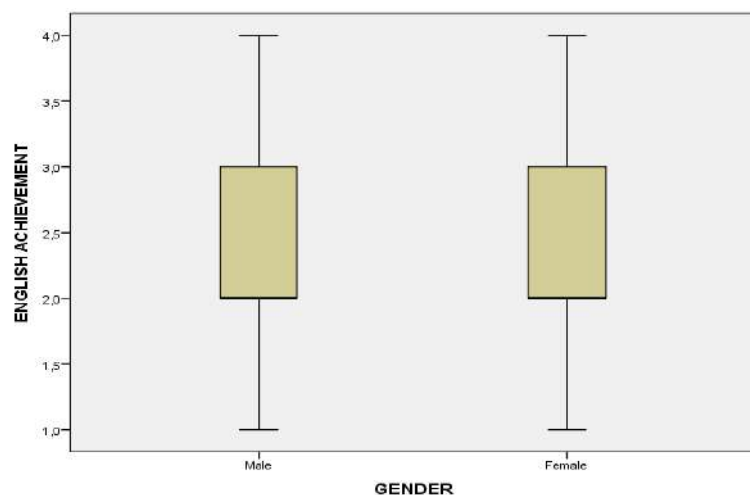


Figure 22. English achievement and gender A

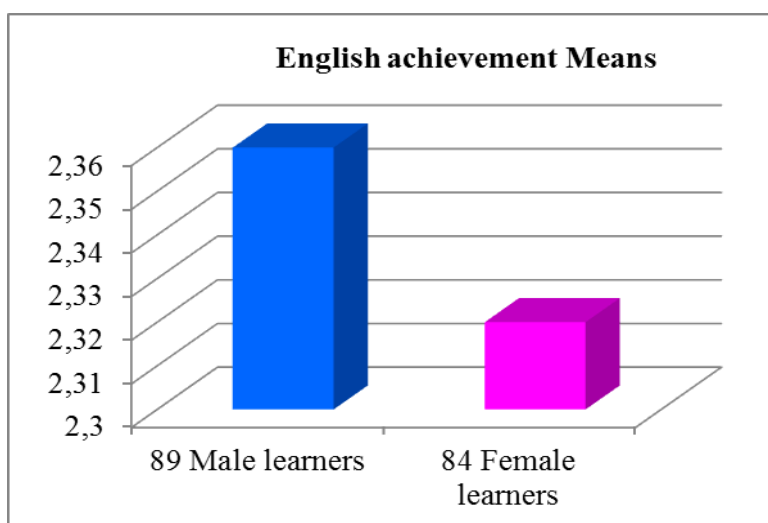


Figure 23. English achievement and gender B

When it comes to English achievement and their relationship with gender, table 38 and figure 24 show that both female and male learners got the same results in the top position; however, male learners not only demonstrated higher results in terms of passing but also less failing grades.

Table 38 English achievement & gender crosstabulation

		English achievement				Total
		Fail	Pass	Pass with Merit	Pass with Distinction	
G E N D E R	Male	2	58	24	5	89
	Female	3	56	20	5	84
	Total	5	114	44	10	173

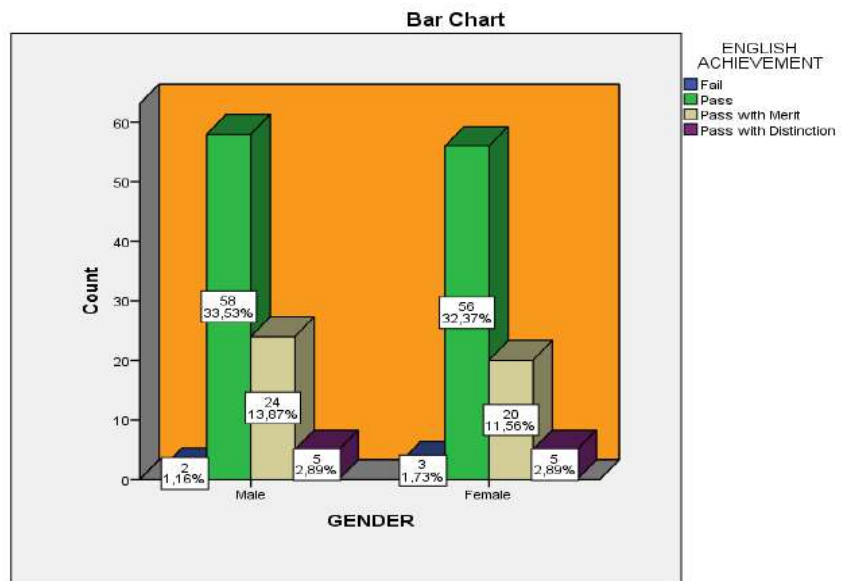


Figure 24. English achievement & gender crosstabulation

4.3. Implications

- Students learn languages quite similarly regardless of their age, which means that they do not have to be necessarily younger as to learn a second language quite effectively.
- The participants demonstrated a medium use of LLS; this means they are not putting into practice the full range of LLS. However, women reported using more of those strategies.
- At the institutional level, the main implication of this study is that some language learning strategies can be added to the classroom instruction so as to support beginner students.
- At the personal level, the teacher in charge of the study has gained more experience on the language learning strategy field; and he is more willing to listen to his students suggestions, and more importantly to learn from their learning experience.

4.4. Limitations

- The study initially counted with 200 students. However, by the end of the semester some students left their English course or were absent during the application of the LLS questionnaire, so in the end it was possible to count with 173 students.
- The study mainly intended to evaluate the relationship between variables such as LLS, age differences, gender and English achievement. However, other factors could also influence on language learning.
- When responding to the LLS questionnaire some students might have exaggerate or underestimate their real use of LLS.
- Conducting a more detailed or a qualitative study regarding learners' age differences and the role of their gender would have clarified better the impact of those factors in learning EFL.

- It would have been also good to spend more time with the subjects so as to implement a project or a workshop showing students the LLS in more detail.

CONCLUSIONS

This study revealed that when it comes to learning a new language, students depend on different factors in order to grasp or pick up the target language. Some of these factors are related to learners' age, gender, and use of language learning strategies. The population of this study, 173 participants, primarily belonged to English beginner level. The findings revealed that although female learners demonstrated a higher use of LLS, their English achievement results were not as good as their male peers. What is more, adult learners obtained better English achievement grades than their younger classmates, in contrast to 'the younger, the better' assumptions; however, both groups demonstrated to have almost the same use of LLS.

When comparing LLS use and learners' age, it was revealed that both young adult and adult students tend to use more indirect strategies, particularly metacognitive strategies. Similarly, when learners' LLS use and their gender were analyzed, it was also revealed that both female and male participants have a high preference for indirect strategies, especially metacognitive strategies. That is to say, language learners are better at using metacognitive, affective and social strategies, and, among these strategies the metacognitive ones stand out. These results indicate that language learners studying in the EFL context tend to organize their learning process in terms of planning, setting goals, seeking practice opportunities, and evaluating their learning.

When it comes to analyzing the role and the relationship between LLS, age differences and gender in the EFL college context in Peru, it was revealed that both age groups showed practically the same use of LLS; but YALs use more direct LLS and ALs use more indirect LLS. Also female learners were superior to their male peers in terms of a higher use of LLS in all strategies.

This scenario is an opportunity to create language learning programs which suit best the students' needs, for instance, if younger students tend to prefer using more direct language strategies then they should be encourage to participate in activities related to memory tasks, reasoning, selecting topics, and to have the chance to participate when they do feel ready. On the other hand, if older learners prefer using more indirect strategies they are likely to have a better self-esteem and willingness to express their feelings and interact with other people, so they should have learning activities which focus on those features. Furthermore, most women nowadays have better access to educational programs, particularly language courses; so they should also have the chance to be themselves and put into practice all the strategies they like best.

Regarding the role and the relationship of English achievement, age differences and gender in the Peruvian EFL college context, it was noticed that ALs got a higher English achievement than YALs; additionally male students demonstrated better English achievement than their female peers.

It was quite revealing to see that older students demonstrated a better English achievement than their younger peers, so this outcome should be considered when designing language programs in order to promote students active participation in class because all learners have a great potential to fully master a new language regardless of their age. Although male students reported better results in English achievement than their female partners, the findings of this investigation cannot be conclusive since there are also higher levels of language learning such as intermediate and advance phases. That is why other studies should include learners with higher English proficiency in order to provide more data and compare more findings with this study.

Thus, based on the results of the alternative hypothesis it was concluded that there is a very weak but positive correlation between language learning strategies use and English achievement in the EFL college context.

According to the T test result, it is proved that adult learners ($M=3,0553$) used almost the same level of language learning strategies as their younger peers ($M=3,0552$). This means that both groups have a similar use of LLS.

As the T test result revealed, female learners ($M=3,15$) use more language learning strategies than their male peers ($M=2,9$). This indicates that female students are more likely to use the language learning strategies when it comes to studying the target language.

Taking into consideration the T test result, it was proved that adult learners got higher results in their English achievement ($M=2,49$) than young adult learners ($M=2,20$) which means that ALs got better language achievement than YALs in the Basic English program.

Additionally, the T test result revealed that female learners got ($M=2,32$) in their English achievement in comparison to their male counterparts ($M=2,36$). This result indicates that, at this phase, female students were less successful in English achievement in comparison to male learners.

Learners' study perspective

All the participants of this study had a regular Basic English content program, so they had similar language learning opportunities; a few of them were false beginners which means they had an acquaintance or good smattering of English prior to be part of the course so this gave them some kind of advantage in contrast to their regular and weak peers, also a few students struggled a bit to pass their English course.

It is claimed that adult language learners are bombarded with more responsibilities in contrast to their younger counterparts. So those duties, both personal and professional, influence their commitment to their language studies and their opportunities to practice the target language; in many cases they lack the necessary confidence at using the new

language. However, against many odds, those learners are able to organize and create their own learning opportunities, so they can achieve their goals faster in the new language.

When it comes to learner's gender and English achievement, women are believed to have a better performance in terms of fluency, accuracy and pronunciation; however the results of this study revealed that both male and female students obtained quite similar grades. Both groups have positive characteristics and things in common; they have the very same worries and expectations.

None special language learning strategy program or workshop was implemented for any of the groups involved in this study; so there was neither impact nor direct significance for the students. As a consequence, there was not a direct impact or influence on any of the variables of the study.

What is more, the participants did not know they were going to be part of this study during their course. They were only requested to respond the LLS questionnaire at the end of the course. So their final course grades and questionnaires results indicated different patterns in learning the new language among them, whether they were male or female or younger and older counterparts.

Teachers' study perspective

This study cannot be limited to Basic English groups, it could also be applied to studies or academic programs in different levels of instruction, that is to say, intermediate, higher intermediate and advance groups. Higher proficiency groups could shed more light, and give more promising results, into the use of LLS and beyond the traditional instruction in the classroom. Notwithstanding, this research initiative would be limited to observing and describing the learning variables.

On the other hand, since the results of this study revealed that learners use LLS in a medium and high level; then perhaps teachers could benefit their students by employing more LLS in the classroom as part of their instruction activities. This would mean using workshops or especial sessions where pupils can increase and develop their LLS use. This research approach would lead to other kind of studies such as

qualitative or ethnographic, given the teacher a much wider perspective of its teaching context and learners' language awareness.

It is said that nowadays language teachers tend to focus their attention most of the time on preparing their lessons, grading and so on; they are also believed to be much more concerned with the way they teach rather than asking themselves if there are other factors which could have a great impact on their students' language performance or which conditions promote or hinder their pupils' language learning. The problem seems to be that many teachers do not have the necessary research expertise in order to conduct appropriate short term and long term research related to their field which many times stops them from raising awareness of their local teaching context.

In a nutshell, researchers and language teachers have a key role in the EFL context; they need to pay carefully attention to the factors which are part of the language learning process. This study intended to establish the relationship between some of these factors: language learning strategies, age differences, gender and English achievement. Some of them are certainly related, some of them may not, but what is important is to keep track of those factors in order to use them more effectively, to have enough expertise to establish some hypothesis in order to find practical solutions when teaching, students need professionals who truly believe in them and their learning process.

Developing an active role, both as a teacher and researcher could lead to new language educational policies or to simply offer some practical pedagogical ideas. Thus, the application of new studies, and the emergence of new theories will broaden our understanding of each of the variables involved in the process of language learning.

RECOMMENDATIONS

These are the recommendations for further study:

1. It is necessary to ensure the best research conditions in order to get reliable results which can contribute and improve the quality of English language education in Peru.
2. Considering the findings of this investigation, it would be recommended to conduct or implement more studies regarding the EFL college context.
3. New studies related to students' age differences are necessary so as to shed more light how this factor really affects the way students learn a new language.
4. It is necessary to conduct more research programs, both quantitative and qualitative, which analyze in details the role of gender in the EFL context.
5. In this study, it was used a specific international LLS questionnaire, a similar questionnaire can also be elaborated in order to assess the LLS used by language learners.
6. This type of study should be replicated in higher level English proficiency courses and programs so as to shed more light into the

language learning process and LLS use in different levels and contexts.

7. It is necessary to conduct new quantitative studies so as to establish the role, relationship and effectiveness of LLS in the classroom context.
8. It is recommended to develop detailed and extended studies, qualitative research, in order to determine the effectiveness of using LLS in the classroom context.

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APPENDICES

APPENDIX A: LLS QUESTIONNAIRE

Fecha: / /

Nombre del curso: _____

Nombre del profesor: _____

A. Nombre completo del estudiante: _____

B. Edad: _____

C. Nivel Educativo alcanzado hasta el momento: _____

D. Género: _____ (M, F)

E. ¿Es el español tu lengua materna?: _____ (si, no), otros _____

F. ¿Cuánto tiempo has estudiado el idioma inglés? Marca con una X

1 año	2 - 3 años	4 - 5 años	6 - 10 años	11- 15 años	Más de 15 años

Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50. Haz un círculo donde corresponda.

1 = “*nunca o casi nunca*”

2 = “*usualmente no lo hago*” (*menos de la mitad de las veces*)

3 = “*a veces lo hago*” (*alrededor de la mitad de las veces*)

4 = “*usualmente lo hago*” (*más de la mitad de las veces*)

5 = “*siempre o casi siempre*”

EJEMPLO:

Nº		
0	Busco oportunidades para dialogar con hablantes nativos del idioma Inglés	1 2 3 4 5

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Versión 7.0 (ESL/EFL) (c) R. Oxford, 1989

Parte A		Parte B		Parte C		Parte D		Parte E		Parte F		TOTAL	
1.		10.		24.		30.		39.		45.		SUM Parte A	
2.		11.		25.		31.		40.		46.		SUM Parte B	
3.		12.		26.		32.		41.		47.		SUM Parte C	
4.		13.		27.		33.		42.		48.		SUM Parte D	
5.		14.		28.		34.		43.		49.		SUM Parte E	
6.		15.		29.		35.		44.		50.		SUM Parte F	
7.		16.				36.							
8.		17.				37.							
9.		18.				38.							
		19.											
		20.											
		21.											
		22.											
		23.											
SUM Parte A /9=		SUM Parte B /14=		SUM Parte C /6=		SUM Parte D /9=		SUM Parte E /6=		SUM Parte F /6=		SUM A, B, C, D, E, F TOTAL /50=	

LLS QUESTIONNAIRE
Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50.

Nº	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte A
1	Establezco conexiones entre lo que yo ya conozco y las cosas nuevas que yo aprendo en el idioma Inglés.	1 2 3 4 5
2	Utilizo las palabras nuevas del inglés en oraciones de modo que pueda recordarlas.	1 2 3 4 5
3	Relaciono el sonido de una palabra nueva del inglés con una imagen o dibujo de la palabra para ayudarme a recordar.	1 2 3 4 5
4	Recuerdo una palabra nueva del inglés al hacer una imagen mental de una situación en la cual esta palabra pueda ser usada.	1 2 3 4 5
5	Utilizo rimas para recordar las palabras nuevas del inglés.	1 2 3 4 5
6	Utilizo láminas o fichas para recordar las palabras nuevas del inglés.	1 2 3 4 5
7	Utilizo gestos físicos para aprender las palabras nuevas del inglés.	1 2 3 4 5
8	Repaso las clases y/o lecciones del inglés a menudo.	1 2 3 4 5
9	Recuerdo las palabras o frases nuevas del inglés al recordar su ubicación en la página del libro, en la pizarra, o en una señal/aviso de la calle.	1 2 3 4 5
	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte B
10	Pronuncio o escribo las palabras nuevas del inglés varias veces.	1 2 3 4 5
11	Intento hablar como un hablante nativo del inglés.	1 2 3 4 5
12	Practico los sonidos, música, del inglés.	1 2 3 4 5
13	Utilizo las palabras del inglés que yo conozco en contextos diferentes.	1 2 3 4 5
14	Empiezo conversaciones en inglés.	1 2 3 4 5
15	Veó programas de televisión emitidos en el idioma inglés, o veo películas habladas en inglés.	1 2 3 4 5
16	Leo en Inglés para entretenerme.	1 2 3 4 5
17	Escribo notas, mensajes, cartas, o reportes en inglés.	1 2 3 4 5
18	Leo de forma rápida una lectura en inglés primero, luego regreso al principio y leo cuidadosamente.	1 2 3 4 5

19	Busco palabras en mi idioma que sean parecidas a las palabras nuevas del inglés.	1 2 3 4 5
20	Intento encontrar normas o reglas en el idioma inglés.	1 2 3 4 5
21	Encuentro el significado de una palabra en inglés al dividirla en partes que yo entienda.	1 2 3 4 5
22	Procuro no traducir palabra por palabra.	1 2 3 4 5
23	Hago resúmenes de la información que yo escucho o leo del idioma inglés.	1 2 3 4 5
	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte C
24	Hago conjeturas (trato de adivinar) para entender las palabras desconocidas del idioma inglés.	1 2 3 4 5
25	Uso gestos cuando no puedo recordar una palabra durante una conversación en inglés.	1 2 3 4 5
26	Invento palabras nuevas si yo no sé las palabras adecuadas en inglés.	1 2 3 4 5
27	Leo en inglés sin buscar en el diccionario el significado de cada palabra nueva.	1 2 3 4 5
28	Intento adivinar lo que otra persona hablará en inglés.	1 2 3 4 5
29	Uso una palabra o frase que signifique lo mismo en caso que yo no pueda recordar una palabra específica del idioma inglés.	1 2 3 4 5
	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte D
30	Intento encontrar todos los medios y oportunidades posibles para usar mi inglés.	1 2 3 4 5
31	Me doy cuenta de mis errores en el idioma Inglés, y uso tal información a fin de mejorar en el idioma.	1 2 3 4 5
32	Presto atención a quien esté hablando en inglés.	1 2 3 4 5
33	Intento descubrir la forma de ser un(a) mejor estudiante del idioma Inglés.	1 2 3 4 5
34	Planifico mis horarios a fin de tener suficiente tiempo para estudiar inglés.	1 2 3 4 5
35	Busco a personas con las que pueda hablar en inglés.	1 2 3 4 5
36	Busco oportunidades para leer lo más que pueda en Inglés.	1 2 3 4 5
37	Tengo objetivos claros a fin de mejorar mis habilidades del idioma Inglés.	1 2 3 4 5
38	Reflexiono sobre mi progreso en aprender el idioma Inglés.	1 2 3 4 5
	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte E

39	Procuro relajarme cada vez que yo sienta miedo de usar mi inglés.	1 2 3 4 5
40	Me doy ánimos para hablar en inglés aun cuando sienta miedo de cometer algún error.	1 2 3 4 5
41	Me recompenso a mí mismo cuando me va bien en inglés.	1 2 3 4 5
42	Me doy cuenta si estoy tenso o nervioso al usar o estudiar el idioma inglés.	1 2 3 4 5
43	Anoto la forma de cómo me siento en un diario o agenda sobre mi aprendizaje del idioma.	1 2 3 4 5
44	Converso con alguien respecto a cómo me siento al estudiar y aprender el idioma inglés.	1 2 3 4 5
	1 = “nunca o casi nunca” 2 = “usualmente no lo hago” (<i>menos de la mitad de las veces</i>) 3 = “a veces lo hago” (<i>alrededor de la mitad de las veces</i>) 4 = “usualmente lo hago” (<i>más de la mitad de las veces</i>) 5 = “siempre o casi siempre”	Parte F
45	Pido a la otra persona decir lentamente o repetir nuevamente en caso de no entender algo en inglés.	1 2 3 4 5
46	Pido a los estudiantes de nivel avanzado de inglés o hablantes nativos me corrijan cuando yo hablo inglés.	1 2 3 4 5
47	Practico el idioma Inglés con otros estudiantes.	1 2 3 4 5
48	Solicito ayuda a los estudiantes de nivel avanzado de inglés o hablantes nativos de este.	1 2 3 4 5
49	Hago preguntas en inglés.	1 2 3 4 5
50	Intento aprender sobre la cultura del idioma inglés.	1 2 3 4 5

Adaptado de Oxford (1990) SILL, versión 7.0 (ESL/EFL)

Versión 7.0 (ESL/EFL) (c) R. Oxford, 1989

RESULTADOS		
Alto	Siempre o casi siempre usado	4.5 a 5.0
	Usualmente usado	3.5 a 4.4
Medio	Algunas veces usado	2.5 a 3.4
Bajo	Generalmente no usado	1.5 a 2.4
	Nunca o casi nunca usado	1.0 a 1.4

SAMPLE QUESTIONNAIRES:
ALS (A: male participant & B: female participant)

0079

LLS QUESTIONNAIRE

19

- Fecha: [REDACTED]

-Nombre del curso: IRA FO.1

-Nombre del profesor: [REDACTED]

A. Nombre completo del estudiante: A

B. Edad: 40

C. Nivel Educativo alcanzado hasta el momento: UNIVERSARIO

D. Género: M (M, F)

E. ¿Es el español tu lengua materna?: SI (sí, no), otros _____

F. ¿Cuánto tiempo has estudiado el idioma Ingles? Marca con una X.

1 año	2 - 3 años	4 - 5 años	6 - 10 años	11 - 15 años	Más de 15 años
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50. Haz un círculo donde corresponda.

1 = "nunca o casi nunca"

2 = "usualmente no lo hago" (menos de la mitad de las veces)

3 = "a veces lo hago" (alrededor de la mitad de las veces)

4 = "usualmente lo hago" (más de la mitad de las veces)

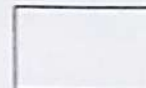
5 = "siempre o casi siempre"

EJEMPLO:

N°	Enunciado	1 2 3 4 5
0	Busco activamente oportunidades para dialogar con hablantes nativos del idioma Inglés	

A

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Versión 7.0 (ESL/EFL) (c) R. Oxford, 1989



Parte A	Parte B	Parte C	Parte D	Parte E	Parte F	TOTAL
1. 4	10. 3	24. 1	30. 4	39. 3	45. 5	SUM Parte A
2. 4	11. 4	25. 4	31. 4	40. 4	46. 1	SUM Parte B
3. 6	12. 4	26. 1	32. 5	41. 5	47. 3	SUM Parte C
4. 4	13. 4	27. 2	33. 5	42. 4	48. 4	SUM Parte D
5. 3	14. 3	28. 1	34. 5	43. 2	49. 4	SUM Parte E
6. 3	15. 5	29. 3	35. 4	44. 5	50. 5	SUM Parte F
7. 5	16. 3		36. 4			
8. 5	17. 3		37. 4			
9. 4	18. 4		38. 5			
	19. 3					
	20. 2					
	21. 2					
	22. 2					
	23. 2					
SUM Parte A /9=	SUM Parte B /14=	SUM Parte C /6=	SUM Parte D /9=	SUM Parte E /6=	SUM Parte F /6=	SUM A, B, C, D, E, F TOTAL /50=

RESULTADOS		
Alto	Siempre o casi siempre usado	4.5 a 5.0
	Usualmente usado	3.5 a 4.4
Medio	Algunas veces usado	2.5 a 3.4
Bajo	Generalmente no usado	1.5 a 2.4
	Nunca o casi nunca usado	1.0 a 1.4

0070

LLS QUESTIONNAIRE

19

-Nombre del curso: IRA EO-1

-Nombre del profesor: [Redacted]

A. Nombre completo del estudiante: [Redacted]

B. Edad: 45

C. Nivel Educativo alcanzado hasta el momento: Universitario

D. Género: F (M, F)

E. ¿Es el español tu lengua materna?: Español sí (sí, no), otros

F. ¿Cuánto tiempo has estudiado el idioma Inglés? Marca con una X.

1 año	2 - 3 años	4 - 5 años	6 - 10 años	11 - 15 años	Más de 15 años
<input checked="" type="checkbox"/>					

Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50. Haz un círculo donde corresponda.

1 = "nunca o casi nunca"

2 = "usualmente no lo hago" (menos de la mitad de las veces)

3 = "a veces lo hago" (alrededor de la mitad de las veces)

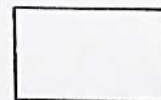
4 = "usualmente lo hago" (más de la mitad de las veces)

5 = "siempre o casi siempre"

EJEMPLO:

Nº		
0	Busco activamente oportunidades para dialogar con hablantes nativos del idioma Inglés	1 2 3 4 5

LLS Hoja de respuestas
Versión 7.0 (ESL/EFL) (c) R. Oxford, 1989



Parte A		Parte B		Parte C		Parte D		Parte E		Parte F		TOTAL	
1.	4	10.	5	24.	4	30.	1	39.	3	45.	4	SUM Parte A	
2.	3	11.	3	25.	3	31.	3	40.	3	46.	4	SUM Parte B	
3.	3	12.	3	26.	1	32.	3	41.	3	47.	3	SUM Parte C	
4.	3	13.	4	27.	1	33.	3	42.	4	48.	3	SUM Parte D	
5.	1	14.	1	28.	3	34.	3	43.	1	49.	4	SUM Parte E	
6.	1	15.	1	29.	1	35.	1	44.	3	50.	4	SUM Parte F	
7.	1	16.	1			36.	1						
8.	5	17.	1			37.	1						
9.	4	18.	3			38.	3						
		19.	3										
		20.	1										
		21.	3										
		22.	4										
		23.	1										
SUM Parte A /9=		SUM Parte B /14=		SUM Parte C /6=		SUM Parte D /9=		SUM Parte E /6=		SUM Parte F /6=		SUM A, B, C, D, E, F TOTAL /50=	

RESULTADOS		
Alto	Siempre o casi siempre usado	4.5 a 5.0
	Usualmente usado	3.5 a 4.4
Medio	Algunas veces usado	2.5 a 3.4
Bajo	Generalmente no usado	1.5 a 2.4
	Nunca o casi nunca usado	1.0 a 1.4

YALS EXAM (1: male participant & 2: female participant)

6063

LLS QUESTIONNAIRE

18

- Fecha: 05/05/2019

- Nombre del curso: ESOL

- Nombre del profesor: [REDACTED]

A. Nombre completo del estudiante: 1

B. Edad: 26

C. Nivel Educativo alcanzado hasta el momento: Declaratoria

D. Género: M (M, F)

E. ¿Es el español tu lengua materna?: SI (sí, no), otros _____

F. ¿Cuánto tiempo has estudiado el idioma inglés? Marca con una X.

1 año	2 - 3 años	4 - 5 años	6 - 10 años	11 - 15 años	Más de 15 años
X					

Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50. Haz un círculo donde corresponda.

1 = "nunca o casi nunca"

2 = "usualmente no lo hago" (menos de la mitad de las veces)

3 = "a veces lo hago" (alrededor de la mitad de las veces)

4 = "usualmente lo hago" (más de la mitad de las veces)

5 = "siempre o casi siempre"

EJEMPLO:

N°		1 2 3 4 5
0	Busco activamente oportunidades para dialogar con hablantes nativos del idioma inglés	

LES Hoja de respuestas
 Versión 7.0 (E91, E92, E93) (c) R. Oxford, 1989



Parte A		Parte B		Parte C		Parte D		Parte E		Parte F		TOTAL							
1.	3	10.	3	19.	3	28.	3	37.	3	46.	3	SUM Parte A							
2.	3	11.	3	20.	3	29.	3	38.	3	47.	3	SUM Parte B							
3.	4	12.	4	21.	4	30.	4	39.	4	48.	4	SUM Parte C							
4.	4	13.	3	22.	3	31.	4	40.	4	49.	3	SUM Parte D							
5.	3	14.	3	23.	4	32.	3	41.	3	50.	3	SUM Parte E							
6.	2	15.	3	24.	3	33.	3	42.	3		4	SUM Parte F							
7.	3	16.	3			34.	4												
8.	3	17.	3			35.	3												
9.	4	18.	2			36.	4												
		19.	4																
		20.	3																
		21.	3																
		22.	3																
		23.	4																
SUM Parte A /50=		SUM Parte B /14=		SUM Parte C /6=		SUM Parte D /9=		SUM Parte E /6=		SUM Parte F /6=		SUM A, B, C, D, E, F TOTAL /50=							

RESULTADOS		
Alto	Siempre o casi siempre usado	4.5 a 5.0
	Usualmente usado	3.5 a 4.4
Medio	Algunas veces usado	2.5 a 3.4
Bajo	Generalmente no usado	1.5 a 2.4
	Nunca o casi nunca usado	1.0 a 1.4

LLS QUESTIONNAIRE

19

Nombre del curso: C-1

Nombre del profesor: _____

A. Nombre completo del estudiante: 2

B. Edad: 25 años

C. Nivel Educativo alcanzado hasta el momento: Universitario

D. Género: F (M, F)

E. ¿Es el español tu lengua materna?: si (sí, no), otros _____

F. ¿Cuánto tiempo has estudiado el idioma Inglés? Marca con una X.

1 año	2 - 3 años	4 - 5 años	6 - 10 años	11 - 15 años	Más de 15 años
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Valora con 1, 2, 3, 4, y 5, según tu criterio y opinión, cada uno de los ENUNCIADOS del 1 al 50. Haz un círculo donde corresponda.

1 = "nunca o casi nunca"

2 = "usualmente no lo hago" (menos de la mitad de las veces)

3 = "a veces lo hago" (alrededor de la mitad de las veces)

4 = "usualmente lo hago" (más de la mitad de las veces)

5 = "siempre o casi siempre"

EJEMPLO:

Nº		
0	Busco activamente oportunidades para dialogar con hablantes nativos del idioma Inglés	1 2 <input checked="" type="checkbox"/> 4 5

LES Hoja de respuestas
Versión 7.0 (ESL/EFL) (c) R. Oxford, 1989

Parte A		Parte B		Parte C		Parte D		Parte E		Parte F		TOTAL
1.	4	10.	5	24.	3	30.	4	39.	5	45.	5	SUM Parte A
2.	5	11.	4	25.	5	31.	4	40.	5	46.	3	SUM Parte B
3.	5	12.	3	26.	2	32.	5	41.	5	47.	4	SUM Parte C
4.	4	13.	5	27.	2	33.	5	42.	5	48.	3	SUM Parte D
5.	3	14.	4	28.	4	34.	4	43.	4	49.	3	SUM Parte E
6.	4	15.	4	29.	4	35.	5	44.	5	50.	3	SUM Parte F
7.	5	16.	3			36.	4					
8.	3	17.	4			37.	4					
9.	3	18.	3			38.	4					
		19.	4									
		20.	3									
		21.	4									
		22.	2									
		23.	3									
SUM Parte A /9=		SUM Parte B /14=		SUM Parte C /6=		SUM Parte D /9=		SUM Parte E /6=		SUM Parte F /6=		SUM A, B, C, D, E, F TOTAL /50=

RESULTADOS		
Alto	Siempre o casi siempre usado	4.5 a 5.0
	Usualmente usado	3.5 a 4.4
Medio	Algunas veces usado	2.5 a 3.4
Bajo	Generalmente no usado	1.5 a 2.4
	Nunca o casi nunca usado	1.0 a 1.4

APENDIX B: BASIC ENGLISH – FINAL EXAM

Student's name:	
Teacher's name:	
Date:	Grade:

VOCABULARY (30 points)

I. Match the opposite words. Write the letters. (5 pts.)

- | | | |
|----------------|----------------------|---------------------|
| 1. day | _____ <i>e</i> _____ | a) noon |
| 2. midnight | _____ | b) boring |
| 3. interesting | _____ | c) old |
| 4. love | _____ | d) late |
| 5. new | _____ | e) night |
| 6. early | _____ | f) hate |

II. Write the right place according to its description. (5 pts.)

stadium	theater	boutique
club	park	classroom

- | | |
|--|------------------------------|
| 1. I listen to my amazing English class. | _____ <i>classroom</i> _____ |
| 2. I go to see a play there. | _____ |
| 3. Children like to see a soccer match there. | _____. |
| 4. Marta runs around it every morning. | _____. |
| 5. We go there to buy clothes. | _____. |
| 6. There, we can go every Saturday night to dance. | _____. |

III. WHAT TIME IS IT? Write them in two ways. (5 pts.)

5:00	_____
3:45	_____
6:10	_____
12:00a.m.	_____
2:57	_____

- IV. Which words and expressions go with the verbs below? Complete the phrases. (5 pts.)

the guitar	novels	snacks
homework	to school	lomo saltado

Example: I eat lomo saltado for lunch.

1. Mary goes _____ on foot.
2. Raul plays _____ on his free time.
3. I eat _____ during the break.
4. They do the _____ in the library.
5. Carlos reads _____ on Sundays.

- V. Write two adjectives (nice, beautiful, etc...) that can describe these nouns. (10 pts.)

1. museum _____
2. club _____
3. café _____
4. supermarket _____
5. parks _____

GRAMMAR. (30 points)

- I. Complete the paragraph with the appropriate form of the verb. (5 pts.)

telephone	watch	get up
eat	swim	is

This is a typical weekend about Tom. On Sunday, Tom (1) _____ at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he (2) _____ his mother in Scotland.

In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they (3) _____ dinner in a restaurant. At 6.00, Tom (4) _____

_____ for one hour and then he goes by bike to his brother's house. They talk and listen to music.

Tom (5) _____ television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

II. Unscramble the words to form questions and answer them.(10 pts.)

Example:

are / where / you / form / ?

Where are you from?

I am from Lima.

1. shopping / often / do / how / you / go / ?

2. do / Saturdays / you / on / do / usually / what / ?

3. talk / you / like / do / shows / ?

4. what / weekends / do / time / go to bed / on / you / ?

5. neighborhood / what / like / your / is / ?

III. Complete the following sentences with THERE IS or THERE ARE.

(5 pts.)

1. There are good professors at UPN.
2. _____ some boutiques.
3. _____ a couple of swimming pools.
4. _____ a lot of cafés in Miraflores.
5. _____ a big zoo in San Miguel.
6. _____ no baseball stadium in Los Olivos.

IV. Complete the questions with the appropriate WH- word (what, where, when, how, who) and match them with the right answer. (5 pts.)

- | | |
|---------------------------------------|---------------------------|
| 1. <u>Where</u> do you study English? | - I study English at UPN. |
| 2. _____ does Mary work with? | - Orange juice. |
| 3. _____ do you travel to Cusco? | - After class. |
| 4. _____ does Jesus have lunch? | - In Chaclacayo. |
| 5. _____ do you have for breakfast? | - With her husband. |
| 6. _____ do you live? | - By plane. |

V. Answer the following questions. (5 pts.)

- | | |
|--|-------------|
| 1. <div>Good morning! How are you?</div> | <div></div> |
| 2. <div>Are you a student?</div> | <div></div> |
| 3. <div>Where do you study?</div> | <div></div> |
| 4. <div>How do you come to the university?</div> | <div></div> |
| 5. <div>Do you usually go out with your friends?</div> | <div></div> |

ANSWERS

VOCABULARY

I.

2. midnight - noon
3. interesting - boring
4. love - hate
5. new - old
6. early - late

II.

2. theater
3. stadium
4. park
5. boutique
6. club

III.

1. It's five o'clock.
2. It's three - forty - five / It's a quarter to four.
3. It's six - ten / It's ten after six.
4. It's twelve a.m. / It's midnight.
5. It's two - fifty - seven / It's three to three.

IV.

1. to school
2. the guitar
3. snacks
4. homework
5. novels

V. (optional)

1. quiet, fun
2. noisy, great
3. expensive, clean
4. big, cheap
5. small, beautiful

GRAMMAR

I.

1. gets up
2. telephones
3. eat
4. swims
5. watches

II.

2. How often do you go shopping?
3. What do you usually do on Saturdays?
4. Do you like to talk in shows? // do you like talk shows?
5. What time do you go to bed on weekends?
6. What is your neighborhood like?

III.

2. There are
3. There are
4. There are
5. There is
6. There is

IV.

2. Who – With her husband.
3. How - By plane.
4. When – After class.
5. What – Orange juice.
6. Where – In Chaclacayo.

V. FREE ANSWERS

SAMPLE TESTS:

ALS (A: male participant & B: female participant)

ENGLISH A - FINAL EXAM		
Student's name	A	19
Teacher		
Date:		October

VOCABULARY (30 points)

I. Match the opposite words. Write the letters. (15 pts.)

1. day	a	/ a) -noon/
2. midnight	b	/ b) -morning/
3. interesting	c	/ c) -bore/
4. love	d	/ d) -hate/
5. new	e	/ e) -night/
6. early	f	/ f) -late/

II. Write the right place according to its description. (15 pts.)

stadium	theater	shopping
club	park	classroom

✓1. I listen to my amazing English class. classroom

✓2. I go to see a play there. theater

✓3. Children like to see a soccer match there. stadium

✓4. Marta runs around it every morning. park

✓5. We go there to buy clothes. shopping

✓6. There, we can go every Saturday night to dance. club

III. WHAT TIME IS IT? Write them in two ways. (15 pts.)

5:00	IT'S five o'clock. /	
3:45	IT'S three forty five /	IT'S 15 To four
6:10	IT'S six Ten /	IT'S 10 after six
12:00 a.m.	IT'S Twelve o'clock. /	IT'S Twelve noon
2:57	IT'S fifty seven /	IT'S 3 To Three

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IV. Which words and expressions go with the verbs below? Complete the phrases. (5 pts.)

the guitar	novels	snacks
homework	to school	lomo saltado

Example: I eat lomo saltado for lunch.

- Mary goes to school on foot.
- Raul plays the guitar on his free time.
- I eat snacks during the break.
- They do the homework in the library.
- Carlos reads novels on Sundays.

V. Write two adjectives (nice, beautiful, etc...) that can describe these nouns. (10 pts.)

- museum interesting
- club nice
- café delicious
- supermarket beautiful
- parks small

GRAMMAR (30 points)

I. Complete the paragraph with the appropriate form of the verb. (5 pts.)

telephone	watch	get up
eat	swim	is

This is a typical weekend about Tom. On Sunday, Tom (1) gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he (2) telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they (3) eat dinner in a restaurant. At 6.00, Tom (4) swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Tom (5) watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

II. Unscramble the words to form questions and answer them. (10 pts.)

1. are / where / you / from / ?

Where are you from?

I am from Lima.

2. shopping / often / do / how / you / go / ?

How often do you go shopping?

I go shopping twice a week.

3. do / Saturdays / you / on / do / usually / what / ?

What usually do you do on Saturday?

Well, I play tennis.

4. talk / you / like / do / shows / ?

Do you like talk shows? / No, I don't like talk shows.

5. what / weekends / do / time / go to bed / on / you / ?

What time do you go to bed on weekends?

Always, 9:00 o'clock.

6. neighborhood / what / like / your / is / ?

What is your neighborhood like?

I like the parks and stadium.

III. Complete the following sentences with THERE IS or THERE ARE. (5 pts.)

- There are good professors at UPN.
- There are some boutiques.
- There is a couple of swimming pools.
- There are a lot of cafés in Miraflores.
- There is a big zoo in San Miguel.
- There is no baseball stadium in Los Olivos.

IV. Complete the questions with the appropriate WH- word (what, where, when, how, who) and match them with the right answer. (5 pts.)

- Where do you study English? - I study English at UPN.
- Who does Mary work with? - Orange juice.
- How do you travel to Cusco? - After class.
- When does Jesus have lunch? - In Chalecayo.
- What do you have for breakfast? - With her husband.
- Where do you live? - By plane.

V. Answer the following questions.

(5 pts.)

1.

Good morning! How are you?

I'm fine

2.

Are you a student?

Yes, I am

3.

Where do you study?

I study at UN

4.

How do you come to the university?

Usually, for my car.

5.

Do you usually go out with your friends?

No, I don't. I stay at home.

ENGLISH 0 – FINAL EXAM	
Student's name: <u>B</u>	10
Teacher's name: <u></u>	20
Date: <u></u>	Grade: <u></u>

VOCABULARY (30 points)

I. Match the opposite words. Write the letters.

(5 pts.)

- | | | |
|----------------|----------|-----------|
| 1. day | <u>e</u> | a) noon |
| 2. midnight | <u>a</u> | b) boring |
| 3. interesting | <u>b</u> | c) old |
| 4. love | <u>f</u> | d) late |
| 5. new | <u>c</u> | e) night |
| 6. early | <u>d</u> | f) hate |

II. Write the right place according to its description.

(5 pts.)

stadium	theater	boutique
club	park	classroom

- I listen to my amazing English class.
- I go to see a play there.
- Children like to see a soccer match there.
- Marta runs around it every morning.
- We go there to buy clothes.
- There, we can go every Saturday night to dance.

classroom
theater
stadium
park
boutique
club

III. WHAT TIME IS IT? Write them in two ways.

(5 pts.)

5:00	It's five o'clock.	
3:45	It's three forty five.	It's 15 to 4
6:10	It's six ten.	It's 10 after 6
12:00 a.m.	It's 12 o'clock.	It's midnight
2:57	It's two fifty seven.	It's 3 to three

B

IV. Which words and expressions go with the verbs below? Complete the phrases. (5 pts.)

the guitar	novels	snacks
homework	to school	lomo saltado

Example: I eat lomo saltado for lunch.

1. Mary goes to school on foot. ✓
2. Raul plays the guitar on his free time. ✓
3. I eat snacks during the break. ✓
4. They do the homework in the library. ✓
5. Carlos reads novels on Sundays. ✓

V. Write two adjectives (nice, beautiful, etc...) that can describe these nouns. (10 pts.)

1. museum amazing, new, nice ✓
2. club nice, expensive ✓
3. café expensive, cheap, cold ✓
4. supermarket small, big ✓
5. parks big - beautiful ✓

GRAMMAR (30 points)

I. Complete the paragraph with the appropriate form of the verb. (5 pts.)

telephone	watch	get up
eat	swim	is

This is a typical weekend about Tom. On Sunday, Tom (1) gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he (2) telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they (3) eat dinner in a restaurant. At 6.00, Tom (4) swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Tom (5) watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

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II. Unscramble the words to form questions and answer them. (10 pts.)

- are / where / you / from / ?
Where are you from?
I am from Lima.
- shopping / often / do / how / you / go / ?
How often do you go shopping?
Once a month.
- do / Saturdays / you / on / do / usually / what / ?
What do you usually do on Saturdays?
I usually watch TV.
- talk / you / like / do / shows / ?
Do you like Italian shows?
- what / weekends / do / time / go to bed / on / you / ?
What time do you go to bed on weekends?
at 12:00 o'clock.
- neighborhood / what / like / your / is / ?
What is your neighborhood like?
It's beautiful and nice.

III. Complete the following sentences with THERE IS or THERE ARE (5 pts.)

- There are good professors at UPN.
- There are some boutiques.
- There are a couple of swimming pools.
- There are a lot of cafés in Miraflores.
- There is a big zoo in San Miguel.
- There is no baseball stadium in Los Olivos.

IV. Complete the questions with the appropriate WH- word (what, where, when, how, who) and match them with the right answer. (5 pts.)

- Where do you study English? - I study English at UPN.
- Who does Mary work with? - Orange juice.
- How do you travel to Cusco? - After class.
- When does Jesus have lunch? - In Chacabayo.
- What do you have for breakfast? - With her husband.
- Where do you live? - By plane.

B

V. Answer the following questions.

(5 pts.)

1.

Good morning! How are you?

Hi. Fine thanks

2.

Are you a student?

Yes I am

3.

Where do you study?

I study at UPN

4.

How do you come to the university?

By bus

5.

Do you usually go out with your friends?

I usually go out ^{to} eat dinner.

YALS EXAM (1: male participant & 2: female participant)

ENGLISH FINAL EXAM			
Student's name:	1	54	
Teacher's name:			18
Date:		Grade:	

VOCABULARY (30 points)

I. Match the opposite words. Write the letters. (5 pts.)

1. day	e	a) noon
2. midnight	a	b) boring
3. interesting	b	c) old
4. love	f	d) late
5. new	c	e) night
6. early	d	f) hate

II. Write the right place according to its description. (5 pts.)

stadium	theater	boutique
club	park	classroom

1. I listen to my amazing English class.	classroom
2. I go to see a play there.	Theater
3. Children like to see a soccer match there.	Stadium
4. Marta runs around it every morning.	Park
5. We go there to buy clothes.	boutique
6. There, we can go every Saturday night to dance.	club

III. WHAT TIME IS IT? Write them in two ways. (5 pts.)

5:00	It's Five o'clock	
3:45	It's Three - forty - five	It's a quarter to four
6:10	It's Six Ten	It's 10 after six
12:00 a.m.	It's Twelve a.m.	It's mid night
2:57	It's Three To Three	It's fifteen seven After T

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IV. Which words and expressions go with the verbs below? Complete the phrases. (5 pts.)

the guitar	novels	snacks
homework	to school	lomo saltado

Example: I eat lomo saltado for lunch.

- Mary goes to school on foot.
- Raul plays The guitar on his free time.
- I eat Snacks during the break.
- They do the homework in the library.
- Carlos reads novels on Sundays.

V. Write two adjectives (nice, beautiful, etc...) that can describe these nouns. (10 pts.)

- museum big - small ✓
- club here - big ✓
- café delicious - ✓
- supermarket small - big ✓
- parks beautiful - interesting ✓

GRAMMAR: (30 points)

I. Complete the paragraph with the appropriate form of the verb. (5 pts.)

telephone	watch	get up
eat	swim	is

This is a typical weekend about Tom. On Sunday, Tom (1) get up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he (2) Telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they (3) eat dinner in a restaurant. At 6.00, Tom (4) swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Tom (5) watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

II. Unscramble the words to form questions and answer them. (10 pts.)

1. are / where / you / from / ?

Where are you from ?

I am from Lima.

2. shopping / often / do / how / you / go / ?

how often do you go shopping?

I usually go to shopping on Saturdays.

3. do / Saturdays / you / on / do / usually / what / ?

what do you do usually on Saturdays?

I usually take a class The English.

4. talk / you / like / do / shows / ?

Do you like talk shows? I never watch.

5. what / weekends / do / time / go to bed / on / you / ?

what time do you go to bed on weekends?

I often go to bed at 11 o'clock.

6. neighborhood / what / like / your / is / ?

What your is like neighborhood?

I like The Parks.

III. Complete the following sentences with THERE IS or THERE ARE. (5 pts.)

- There are good professors at UPN.
- There are some boutiques.
- There are a couple of swimming pools.
- There are a lot of cafés in Miraflores.
- There is a big zoo in San Miguel.
- There is no baseball stadium in Los Olivos.

IV. Complete the questions with the appropriate WH- word (what, where, when, how, who) and match them with the right answer. (5 pts.)

- Where do you study English? - I study English at UPN.
- Who does Mary work with? - Orange juice.
- How do you travel to Cusco? - After class.
- When does Jesus have lunch? - In Chacacayo.
- What do you have for breakfast? - With her husband.
- Where do you live? - By plane.

ENGLISH 2 - FINAL EXAM 59	
Student's name: 2	20
Teacher:	
Date:	
Grade:	

VOCABULARY (30 points)

I. Match the opposite words. Write the letters.

(5 pts.)

- | | | |
|----------------|------------|---------------------|
| 1. day | <u>e</u> | a) noon |
| 2. midnight | <u>a</u> ✓ | b) boring |
| 3. interesting | <u>b</u> ✓ | c) old |
| 4. love | <u>f</u> ✓ | d) late |
| 5. new | <u>c</u> ✓ | e) night |
| 6. early | <u>d</u> ✓ | f) hate |

II. Write the right place according to its description.

(5 pts.)

stadium	theater	boutique
club	park	classroom

- I listen to my amazing English class.
- I go to see a play there.
- Children like to see a soccer match there.
- Marta runs around it every morning.
- We go there to buy clothes.
- There, we can go every Saturday night to dance.

classroom ✓
theater ✓
Stadium ✓
Park ✓
boutique ✓
Club ✓

III. WHAT TIME IS IT? Write them in two ways.

(5 pts.)

5:00	It's five o'clock ✓	
3:45	It's three - forty five ✓	It's fifteen to four
6:10	It's six - ten ✓	It's ten after six
12:00 a.m.	It's midnight ✓	
2:57	It's two fifty seven ✓	It's three to three

2

IV. Which words and expressions go with the verbs below? Complete the phrases. (5 pts.)

the guitar ²	novels ⁵	snacks ³
homework ⁴	to school ¹	lomo saltado

Example: I eat lomo saltado for lunch.

- Mary goes to school on foot.
- Raul plays the guitar on his free time.
- I eat snacks during the break.
- They do the homework in the library.
- Carlos reads novels on Sundays.

V. Write two adjectives (nice, beautiful, etc...) that can describe these nouns. (10 pts.)

- | | |
|----------------|---------------------------------|
| 1. museum | <u>boring</u> / <u>exciting</u> |
| 2. club | <u>expensive</u> / <u>nice</u> |
| 3. café | <u>cheap</u> / <u>delicious</u> |
| 4. supermarket | <u>big</u> / <u>small</u> |
| 5. parks | <u>small</u> / <u>big</u> |

GRAMMAR. (30 points)

I. Complete the paragraph with the appropriate form of the verb. (5 pts.)

telephone	watch	get up
eat	swim	is

This is a typical weekend about Tom. On Sunday, Tom (1) gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he (2) telephones his mother in Scotland.

In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they (3) eat dinner in a restaurant. At 6.00, Tom (4) swims for one hour and then he goes by bike to his brother's house. They talk and listen to music.

Tom (5) watches television in the evening and drinks a glass of Jack Daniel's whiskey. He goes to bed at 11.30.

II. Unscramble the words to form questions and answer them. (10 pts.)

1. are / where / you / form / ?

Where are you from?

I am from Lima.

2. shopping / often / do / how / you / go / ?

How often do you go shopping?

I always go to shopping on Saturday.

3. do / Saturdays / you / on / do / usually / what / ?

What do you do usually on Saturdays?

I usually take a class Portuguese.

4. talk / you / like / do / shows / ?

Do you like talk shows? / Yes, I love talk shows.

5. what / weekends / do / time / go to bed / on / you / ?

What time do you go to bed on weekends?

I usually go to bed at 10 o'clock.

6. neighborhood / what / like / your / is / ?

What is your like neighborhood?

I like the people.

III. Complete the following sentences with THERE IS or THERE ARE. (5 pts.)

1. There are good professors at UPN.
2. there are some boutiques.
3. there are a couple of swimming pools.
4. there are a lot of cafés in Miraflores.
5. there is a big zoo in San Miguel.
6. there is no baseball stadium in Los Olivos.

IV. Complete the questions with the appropriate WH- word (what, where, when, how, who) and match them with the right answer. (5 pts.)

1. Where do you study English? → I study English at UPN.
2. Who does Mary work with? → Orange juice.
3. How do you travel to Cusco? → After class.
4. When does Jesus have lunch? → In Chaclacayo.
5. What do you have for breakfast? → With her husband.
6. Where do you live? → By plane.

2

V. Answer the following questions. (5 pts.)

1.	Good morning! How are you?	<u>I'm fine</u>
2.	Are you a student?	<u>Yes, I study Germany</u>
3.	Where do you study?	<u>I study at UPA</u>
4.	How do you come to the university?	<u>I go to walk</u>
5.	Do you usually go out with your friends?	<u>I usually go to dancing</u>

APPENDIX C: Young Adult Learners' pictures



APENDIX D: Adult Learners' pictures



APENDIX E: DATA

Participants & four variables

i st participant	AGE		GENDER		ACHIEVEMENT	grades		LLS	LLS	LLA Overall	Direct LLS	Indirect LLS	Memory LLS	Cognitive LLS	Metacog LLS	Social LLS	Affective LLS
1	32	adult Learner	1	Male	3	18	ass with mer	5	High	3,72	3,62	3,86	3,89	3,67	3,11	3,67	3,67
2	32	adult Learner	2	Female	3	17	ass with mer	3	Medium	2,94	2,93	2,95	2,56	3,00	3,33	3,44	3,00
3	30	adult Learner	2	Female	2	15	Pass	3	Medium	2,98	3,07	2,86	3,56	2,50	3,67	3,00	3,17
4	37	adult Learner	1	Male	2	15	Pass	3	Medium	2,96	2,76	3,24	3,00	2,86	2,17	3,22	3,50
5	33	adult Learner	2	Female	2	12	Pass	1	Low	1,96	2,10	1,76	1,11	1,57	4,83	1,22	2,83
6	37	adult Learner	1	Male	3	18	ass with mer	3	Medium	3,28	3,10	3,52	2,89	3,29	3,00	3,67	2,83
7	32	adult Learner	2	Female	2	13	Pass	3	Medium	2,48	2,07	3,05	2,11	2,07	2,00	3,56	2,83
8	32	adult Learner	1	Male	2	15	Pass	5	High	3,76	3,55	4,05	3,56	3,64	3,33	4,22	4,00
9	31	adult Learner	1	Male	2	15	Pass	3	Medium	3,02	2,62	3,57	2,67	2,86	2,00	3,89	4,00
10	32	adult Learner	2	Female	2	14	Pass	3	Medium	3,26	3,00	3,62	3,00	3,14	2,67	3,22	3,67
11	38	adult Learner	1	Male	2	15	Pass	3	Medium	2,94	2,31	3,81	2,22	2,07	3,00	4,00	4,33
12	33	adult Learner	2	Female	2	15	Pass	3	Medium	2,68	2,55	2,86	2,56	2,21	3,33	3,22	3,00
13	36	adult Learner	1	Male	3	18	ass with mer	1	Low	2,44	2,28	2,67	2,33	2,07	2,67	2,56	3,33
14	38	adult Learner	1	Male	3	17	ass with mer	3	Medium	2,68	2,90	2,38	2,78	2,86	3,17	2,78	2,67
15	32	adult Learner	2	Female	3	17	ass with mer	5	High	4,42	4,34	4,52	3,89	4,36	5,00	5,00	4,17
16	33	adult Learner	2	Female	3	17	ass with mer	3	Medium	2,86	2,79	2,95	2,89	2,50	3,33	3,56	2,50
17	29	adult Learner	2	Female	3	17	ass with mer	1	Low	2,02	1,76	2,38	2,00	1,43	2,17	2,33	2,50
18	40	adult Learner	2	Female	2	16	Pass	3	Medium	3,38	3,00	3,90	3,44	3,36	1,50	4,44	3,50
19	40	adult Learner	1	Male	2	15	Pass	3	Medium	3,06	3,21	2,86	3,00	3,36	3,17	2,89	2,67
20	27	adult Learner	2	Female	2	16	Pass	5	High	3,48	3,41	3,57	3,33	3,57	3,17	3,78	3,17
21	27	adult Learner	2	Female	1	10	Fail	1	Low	2,42	2,10	2,86	1,56	2,50	2,00	3,22	2,67
22	31	adult Learner	1	Male	4	19	with distinc	5	High	3,5	3,17	3,95	2,22	3,86	3,00	3,78	3,83
23	39	adult Learner	1	Male	2	13	Pass	3	Medium	3,04	3,07	3,00	3,11	2,83	3,33	3,33	2,50
24	28	adult Learner	2	Female	3	17	ass with mer	5	High	3,48	3,34	3,67	3,67	3,43	2,67	3,89	3,67
25	33	adult Learner	1	Male	2	15	Pass	3	Medium	3,22	2,69	3,95	3,56	2,21	2,50	4,67	3,83
26	36	adult Learner	1	Male	2	15	Pass	5	High	3,64	3,55	3,76	3,44	3,86	3,00	3,89	3,67
27	33	adult Learner	1	Male	2	12	Pass	3	Medium	2,72	2,69	2,76	2,11	2,57	3,83	3,67	2,00
28	30	adult Learner	1	Male	2	15	Pass	3	Medium	2,38	2,07	2,81	2,44	2,21	1,17	3,44	2,50
29	29	adult Learner	1	Male	2	12	Pass	3	Medium	2,64	2,52	2,81	2,78	2,57	2,00	3,00	3,33
30	36	adult Learner	1	Male	2	14	Pass	1	Low	2,28	2,34	2,19	2,22	2,29	2,67	2,22	2,67
31	40	adult Learner	1	Male	3	17	ass with mer	5	High	3,7	3,45	4,05	3,44	3,57	3,17	4,44	3,67
32	29	adult Learner	1	Male	2	13	Pass	3	Medium	3,18	2,86	3,62	3,00	3,00	2,23	3,67	3,83
33	29	adult Learner	2	Female	3	18	ass with mer	3	Medium	3	2,97	3,05	3,44	2,93	2,33	3,00	3,17
34	26	adult Learner	1	Male	2	15	Pass	5	High	3,56	3,28	3,95	3,00	3,29	3,67	4,33	3,67
35	27	adult Learner	1	Male	3	18	ass with mer	3	Medium	3,34	3,14	3,62	3,33	3,14	2,83	3,44	3,50
36	26	adult Learner	2	Female	2	15	Pass	3	Medium	2,78	2,66	2,95	2,11	3,29	2,00	2,89	3,33
37	25	adult Learner	1	Male	2	13	Pass	3	Medium	2,66	2,34	3,10	2,56	2,50	1,67	3,11	3,50
38	26	adult Learner	2	Female	2	14	Pass	1	Low	2,4	2,31	2,52	2,44	2,50	1,67	2,78	2,17
39	25	adult Learner	2	Female	1	10	Fail	3	Medium	3,26	2,72	4,00	2,33	2,86	3,00	4,33	3,17
40	31	adult Learner	2	Female	2	15	Pass	3	Medium	3,2	2,90	3,62	2,11	2,93	4,00	3,56	3,67
41	31	adult Learner	2	Female	2	14	Pass	3	Medium	3,32	3,03	3,71	3,00	2,93	3,33	3,67	4,00
42	30	adult Learner	2	Female	2	12	Pass	5	High	3,58	2,69	4,81	3,44	2,43	2,17	5,00	4,33
43	27	adult Learner	1	Male	2	16	Pass	3	Medium	2,74	2,55	3,00	2,67	2,43	2,67	3,33	3,00
44	25	adult Learner	2	Female	2	16	Pass	1	Low	2,28	2,07	2,57	2,33	1,86	2,17	2,56	3,00
45	26	adult Learner	2	Female	2	12	Pass	3	Medium	2,58	2,38	2,86	2,33	2,21	2,83	3,44	2,83
46	29	adult Learner	1	Male	2	12	Pass	1	Low	1,9	1,72	2,14	1,56	1,57	2,33	2,56	2,17
47	31	adult Learner	2	Female	2	15	Pass	3	Medium	2,72	2,62	2,86	2,44	2,57	3,00	2,89	3,00
48	35	adult Learner	2	Female	3	17	ass with mer	3	Medium	2,96	2,90	3,05	2,78	3,14	2,50	3,00	2,67
49	36	adult Learner	2	Female	3	17	ass with mer	5	High	3,74	3,31	4,33	3,67	3,29	2,83	4,89	3,67
50	31	adult Learner	1	Male	2	12	Pass	3	Medium	3,24	3,14	3,38	3,22	3,14	3,00	3,67	2,67
51	36	adult Learner	1	Male	2	15	Pass	3	Medium	2,52	2,38	2,71	2,56	2,21	2,50	3,33	2,33
52	31	adult Learner	1	Male	2	16	Pass	3	Medium	3,24	3,21	3,29	3,00	3,64	2,50	3,56	3,83
53	38	adult Learner	1	Male	2	14	Pass	5	High	3,92	3,90	3,95	4,33	3,93	3,17	4,22	3,67
54	26	adult Learner	2	Female	2	14	Pass	5	High	4,36	4,55	4,10	4,67	4,57	4,33	4,00	4,17
55	26	adult Learner	2	Female	2	15	Pass	3	Medium	2,9	3,03	2,71	1,89	3,43	3,83	3,33	2,17
56	33	adult Learner	1	Male	3	18	ass with mer	3	Medium	3,28	3,07	3,57	2,67	3,21	3,33	4,11	2,50
57	41	adult Learner	2	Female	2	15	Pass	5	High	3,48	3,31	3,71	3,44	3,21	3,33	4,22	3,83
58	40	adult Learner	1	Male	2	15	Pass	3	Medium	3,3	3,31	3,29	3,89	3,21	2,67	3,56	2,83
59	44	adult Learner	1	Male	2	12	Pass	3	Medium	3,06	2,97	3,19	3,33	2,93	2,50	3,56	3,00
60	40	adult Learner	1	Male	2	15	Pass	3	Medium	2,52	2,52	2,52	2,89	2,21	2,67	2,89	2,00
61	25	adult Learner	2	Female	2	12	Pass	5	High	3,5	2,93	4,29	2,44	2,79	4,00	4,67	4,67
62	26	adult Learner	1	Male	2	12	Pass	3	Medium	2,66	2,55	2,81	2,89	2,43	2,33	2,44	2,67
63	29	adult Learner	1	Male	3	18	ass with mer	3	Medium	3,22	3,17	3,29	3,22	3,07	3,33	3,33	3,00
64	28	adult Learner	2	Female	4	19	with distinc	5	High	3,78	3,55	4,10	3,44	3,50	3,83	4,22	4,17
65	29	adult Learner	2	Female	3	17	ass with mer	3	Medium	2,66	2,48	2,90	2,78	2,57	1,83	3,44	2,67
66	33	adult Learner	1	Male	4	19	with distinc	5	High	4,32	4,14	4,57	4,22	4,07	4,17	4,44	4,33
67	38	adult Learner	1	Male	3	18	ass with mer	3	Medium	2,98	2,76	3,29	3,00	2,79	2,33	4,11	2,33
68	34	adult Learner	1	Male	3	18	ass with mer	5	High	3,46	3,28	3,71	3,44	3,29	3,00	3,89	3,67
69	38	adult Learner	1	Male	3	18	ass with mer	5	High	4,1	3,97	4,29	4,11	3,93	3,83	4,67	4,17
70	45	adult Learner	2	Female	4	19	with distinc	3	Medium	2,6	2,48	2,76	2,78	2,43	2,17	2,11	2,83
71	36	adult Learner	2	Female	3	18	ass with mer	3	Medium	2,74	2,55	3,00	2,00	2,71	3,00	3,33	3,00
72	30	adult Learner	1	Male	2	16	Pass	1	Low	2,38	2,00	2,90	1,89	1,86	2,50	2,78	3,50
73	39	adult Learner	2	Female	3	18	ass with mer	3	Medium	2,64	2,59	2,71	3,44	2,57	1,33	2,67	3,33
74	39	adult Learner	1	Male	2	16	Pass	5	High	3,74	2,97	4,81	2,11	3,36	3,33	5,00	4,33
75	32	adult Learner	2	Female	4	19	with distinc	3	Medium	2,92	2,93	2,90	2,78	3,14	2,67	3,11	2,83
76	39	adult Learner	1	Male	4	20	with distinc	3	Medium	2,96	2,52	3,57	2,56	2,57	2,33	4,44	2,83
77	35	adult Learner	1	Male	3	18	ass with mer	3	Medium	2,82	2,86	2,76	2,44	3,14	2,83	2,89	3,00
78	33	adult Learner	1	Male	3	18	ass with mer	1	Low	1,7	1,83	1,52	2,22	1,79	1,33	1,89	1,50
79	40	adult Learner	1	Male	4	19	with distinc	5	High	3,56	3,21	4,05	4,11	3,14	2,00	4,44	3,83
80	54	adult Learner	2	Female	3	18	ass with mer	3	Medium	2,84	3,00	2,62	3,67	2,71	2,67	3,33	2,83
81	27	adult Learner	1	Male	3	17	ass with mer	3	Medium	2,68	2,72	2,62	2,78	2,71	2,67	2,67	2,17
82	27	adult Learner	2	Female	3	17	ass with mer	3	Medium	2,98	2,97	3,00	3,22	2,86	2,83	3,00	2,83
83	25	adult Learner	2	Female	3	17	ass with mer	5	High	4,2	3,90	4,62	3,22	4,43	3,67	4,56	4,33
84	25	adult Learner	2	Female	4	19	with distinc	5	High	3,9	3,66	4,24	4,00	3,57	3,33	4,33	4,83
85	26	adult Learner	2	Female	2	16	Pass	1	Low	2,12	1,86	2,48	2,78	1,14	2,17	2,56	2,83
86	38</																

i* participant	AGE		GENDER	ACHIEVEMENT	grades	LLS	LLS	LLA Overall	Direct LLS	Indirect LLS	Memory LLS	Cognitive LLS	Impensation	Metacog LLS	Social LLS	Affective LLS		
87	18	yg Adult Lear	2	Female	3	17	ass with meri	5	High	3.7	3.14	4.48	2.89	3.14	3.50	4.67	4.33	4.33
88	20	yg Adult Lear	2	Female	1	9	Fail	3	Medium	3.24	3.34	3.10	3.11	3.50	3.33	3.44	3.00	2.67
89	22	yg Adult Lear	2	Female	2	16	Pass	3	Medium	2.74	2.59	2.95	2.78	2.50	2.50	3.11	3.33	2.33
90	23	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.5	2.41	2.62	2.00	2.36	3.17	2.78	2.50	2.50
91	19	yg Adult Lear	1	Male	3	17	ass with meri	3	Medium	2.46	2.45	2.48	2.56	2.36	2.50	3.44	2.00	1.50
92	20	yg Adult Lear	1	Male	2	12	Pass	3	Medium	3	2.93	3.10	2.78	2.79	3.50	3.00	3.17	3.17
93	23	yg Adult Lear	2	Female	2	13	Pass	3	Medium	3.32	3.14	3.57	3.00	3.21	3.17	3.78	3.67	3.17
94	16	yg Adult Lear	1	Male	3	17	ass with meri	1	Low	2.06	1.93	2.24	2.11	1.64	2.33	2.44	2.33	1.83
95	17	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.64	2.55	2.76	2.56	2.36	3.00	2.78	3.50	2.00
96	20	yg Adult Lear	2	Female	2	12	Pass	5	High	3.6	3.10	4.29	2.89	3.93	1.50	4.78	2.83	5.00
97	19	yg Adult Lear	2	Female	3	17	ass with meri	5	High	4.02	3.97	4.10	4.00	4.00	3.83	4.44	3.83	3.83
98	20	yg Adult Lear	1	Male	3	17	ass with meri	5	High	3.54	3.45	3.67	3.56	3.50	3.17	4.44	2.67	3.50
99	22	yg Adult Lear	1	Male	2	14	Pass	3	Medium	3.3	2.93	3.81	3.11	3.14	2.17	3.78	4.00	3.67
100	18	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.92	2.69	3.24	2.78	2.71	2.50	3.00	3.33	3.50
101	18	yg Adult Lear	1	Male	2	15	Pass	3	Medium	3.02	2.62	3.57	2.56	2.86	2.17	4.56	2.17	3.50
102	21	yg Adult Lear	2	Female	2	15	Pass	5	High	3.54	3.28	3.90	3.44	3.07	3.50	3.78	4.83	3.17
103	19	yg Adult Lear	1	Male	2	16	Pass	1	Low	2.08	2.17	1.95	2.22	2.00	2.50	2.22	2.00	1.50
104	21	yg Adult Lear	2	Female	2	14	Pass	5	High	4	3.86	4.19	4.11	3.71	3.83	4.22	4.17	4.17
105	17	yg Adult Lear	1	Male	2	13	Pass	3	Medium	2.56	2.76	2.29	2.89	2.43	3.33	2.33	2.83	1.67
106	19	yg Adult Lear	2	Female	2	12	Pass	5	High	3.68	3.24	4.29	3.11	4.00	1.67	4.11	4.50	4.33
107	18	yg Adult Lear	2	Female	2	13	Pass	3	Medium	3.36	3.48	3.19	3.22	3.50	3.83	3.44	3.17	2.83
108	19	yg Adult Lear	1	Male	2	13	Pass	3	Medium	3.4	3.10	3.81	3.11	3.29	2.67	3.44	4.00	4.17
109	18	yg Adult Lear	2	Female	2	13	Pass	3	Medium	3.38	3.28	3.52	3.44	3.21	3.17	3.44	3.67	3.50
110	18	yg Adult Lear	2	Female	2	14	Pass	5	High	3.98	3.69	4.38	3.67	3.50	4.17	4.33	4.50	4.33
111	22	yg Adult Lear	1	Male	1	10	Fail	3	Medium	2.66	2.72	2.57	3.22	2.29	3.00	2.56	3.17	2.00
112	24	yg Adult Lear	1	Male	2	15	Pass	5	High	4	4.00	4.00	4.33	3.86	3.83	4.56	2.83	4.33
113	18	yg Adult Lear	1	Male	3	17	ass with meri	5	High	3.46	3.28	3.71	3.00	3.14	4.00	4.00	3.00	3.00
114	20	yg Adult Lear	1	Male	2	16	Pass	1	Low	2.06	2.31	1.71	1.44	3.07	1.83	2.11	1.00	1.83
115	18	yg Adult Lear	2	Female	2	16	Pass	5	High	3.64	3.55	3.76	3.67	3.50	3.50	4.33	3.17	3.50
116	22	yg Adult Lear	2	Female	2	16	Pass	1	Low	3.32	3.10	3.62	3.00	3.29	2.83	4.22	3.67	2.67
117	19	yg Adult Lear	1	Male	2	12	Pass	1	Low	2.4	2.28	2.57	2.22	2.14	2.67	2.56	2.67	2.50
118	21	yg Adult Lear	2	Female	2	13	Pass	3	Medium	3.2	2.97	3.52	2.89	3.00	3.00	3.44	4.67	2.50
119	18	yg Adult Lear	2	Female	2	12	Pass	3	Medium	3.44	3.03	4.00	2.44	3.29	3.33	4.00	4.00	4.00
120	20	yg Adult Lear	2	Female	2	13	Pass	3	Medium	2.9	2.97	2.81	3.56	2.79	2.50	3.33	2.67	2.17
121	21	yg Adult Lear	1	Male	2	15	Pass	3	Medium	3.04	3.07	3.00	3.00	2.86	3.67	2.89	3.33	2.83
122	19	yg Adult Lear	2	Female	2	12	Pass	3	Medium	2.74	2.69	2.81	2.78	2.50	3.00	3.00	2.33	3.00
123	18	yg Adult Lear	2	Female	2	15	Pass	3	Medium	3.22	2.93	3.62	2.89	3.07	2.67	4.22	3.33	3.00
124	21	yg Adult Lear	1	Male	2	13	Pass	3	Medium	3.82	3.55	4.19	3.44	3.79	3.17	4.44	4.00	4.00
125	24	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.82	2.93	2.67	3.00	3.00	2.67	3.11	2.67	2.00
126	18	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.58	2.52	2.67	3.11	2.14	2.50	3.11	2.33	2.33
127	23	yg Adult Lear	1	Male	2	14	Pass	3	Medium	3.26	3.31	3.19	3.33	3.43	3.00	3.56	2.50	3.33
128	18	yg Adult Lear	2	Female	2	15	Pass	3	Medium	3.1	2.86	3.90	3.00	3.00	3.33	3.67	4.00	4.17
129	22	yg Adult Lear	2	Female	2	15	Pass	1	Low	2.16	2.28	2.00	1.67	2.43	2.83	2.00	2.33	1.67
130	19	yg Adult Lear	2	Female	2	16	Pass	5	High	3.98	3.69	4.38	4.22	3.36	3.67	4.11	4.83	4.33
131	24	yg Adult Lear	1	Male	4	19	i with distinct	3	Medium	2.8	2.72	2.90	3.44	2.71	1.67	3.00	3.17	2.50
132	21	yg Adult Lear	2	Female	2	14	Pass	3	Medium	2.8	2.83	2.76	2.89	2.50	3.50	3.56	1.83	2.50
133	22	yg Adult Lear	2	Female	2	16	Pass	3	Medium	2.5	2.66	2.29	2.33	2.57	3.33	2.22	2.50	2.17
134	22	yg Adult Lear	2	Female	3	17	ass with meri	3	Medium	3.04	2.90	3.24	2.67	2.86	3.33	3.11	3.67	3.00
135	21	yg Adult Lear	2	Female	2	12	Pass	1	Low	2.12	1.79	2.57	1.78	1.64	2.17	1.78	3.33	3.00
136	23	yg Adult Lear	1	Male	3	17	ass with meri	1	Low	1.76	1.72	1.81	1.22	1.86	2.17	1.67	2.00	1.83
137	24	yg Adult Lear	2	Female	2	14	Pass	3	Medium	2.58	2.41	2.81	2.56	2.36	2.33	3.00	2.83	2.50
138	21	yg Adult Lear	1	Male	2	15	Pass	3	Medium	3.08	2.97	3.24	3.33	3.00	2.33	3.67	3.17	2.67
139	23	yg Adult Lear	2	Female	2	15	Pass	3	Medium	2.84	2.72	3.00	2.89	2.50	3.00	3.78	3.00	1.83
140	23	yg Adult Lear	2	Female	3	17	ass with meri	1	Low	2.24	1.76	2.90	1.89	1.57	2.00	3.11	3.00	2.50
141	21	yg Adult Lear	2	Female	3	17	ass with meri	3	Medium	2.98	2.76	3.29	2.78	2.93	2.33	3.78	3.67	2.17
142	19	yg Adult Lear	1	Male	2	16	Pass	3	Medium	3.14	2.97	3.38	3.00	3.00	2.83	3.67	2.83	3.50
143	22	yg Adult Lear	1	Male	1	11	Fail	1	Low	2.16	2.03	2.33	2.11	1.71	2.67	2.33	3.17	1.50
144	21	yg Adult Lear	1	Male	2	15	Pass	3	Medium	2.76	2.76	2.76	2.89	2.64	2.83	2.67	2.83	2.83
145	20	yg Adult Lear	1	Male	3	17	ass with meri	3	Medium	3	2.97	3.05	3.44	2.79	2.67	3.78	2.83	2.17
146	21	yg Adult Lear	2	Female	2	16	Pass	3	Medium	3.34	3.24	3.48	3.11	3.36	3.17	3.67	4.17	2.50
147	24	yg Adult Lear	1	Male	2	16	Pass	3	Medium	2.88	2.83	2.95	2.33	2.86	3.50	3.22	3.00	2.50
148	19	yg Adult Lear	2	Female	2	15	Pass	3	Medium	2.84	2.52	3.29	2.78	2.50	2.17	3.22	2.83	3.83
149	18	yg Adult Lear	1	Male	2	12	Pass	3	Medium	2.58	2.38	2.86	2.22	2.43	2.50	2.89	3.67	2.00
150	20	yg Adult Lear	1	Male	3	18	ass with meri	3	Medium	2.52	2.24	2.90	2.56	2.14	2.00	3.00	3.17	2.50
151	20	yg Adult Lear	1	Male	2	16	Pass	3	Medium	2.96	2.86	3.10	3.22	2.71	2.67	3.67	2.33	3.00
152	18	yg Adult Lear	2	Female	2	16	Pass	3	Medium	3.1	2.83	3.48	2.78	3.07	2.33	4.00	3.50	2.67
153	17	yg Adult Lear	2	Female	2	14	Pass	5	High	4.08	3.79	4.48	4.00	3.64	3.83	4.89	3.67	4.67
154	18	yg Adult Lear	2	Female	3	17	ass with meri	3	Medium	2.78	2.62	3.00	3.22	2.93	1.00	3.89	1.83	2.83
155	17	yg Adult Lear	1	Male	2	15	Pass	3	Medium	3.26	3.10	3.48	3.44	2.93	3.00	3.67	3.33	3.33
156	23	yg Adult Lear	2	Female	2	16	Pass	3	Medium	3.04	3.24	2.76	3.33	3.21	3.17	3.00	2.83	2.33
157	18	yg Adult Lear	2	Female	2	12	Pass	5	High	4	4.17	3.76	3.78	4.21	4.67	4.11	3.17	3.83
158	20	yg Adult Lear	2	Female	2	16	Pass	3	Medium	3.2	3.03	3.43	3.11	3.00	3.00	3.22	3.50	3.67
159	21	yg Adult Lear	2	Female	2	15	Pass	3	Medium	3.28	3.00	3.67	3.22	3.00	2.67	3.89	4.00	3.00
160	20	yg Adult Lear	1	Male	2	13	Pass	3	Medium	2.78	3.10	2.33	3.33	2.71	3.67	2.78	2.33	1.67
161	17	yg Adult Lear	1	Male	2	14	Pass	3	Medium	3.2	2.90	3.62	3.00	2.86	2.83	3.11	4.17	3.83
162	21	yg Adult Lear	1	Male	2	15	Pass	3	Medium	2.78	2.41	3.29	3.00	2.07	2.33	2.89	3.67	3.50
163	23	yg Adult Lear	1	Male	3	17	ass with meri	3	Medium	3.26	3.31	3.19	2.89	3.57	3.33	3.33	2.83	3.33
164	20	yg Adult Lear	1	Male	3	18	ass with meri	3	Medium	3.08	3.10	3.05	2.78	3.50	2.67	3.22	2.83	3.00
165	21	yg Adult Lear	2	Female	2	13	Pass	3	Medium	3.2	3.03	3.43	2.89	2.71	4.00	3.56	3.33	3.33
166	20	yg Adult Lear	1	Male	3	18	ass with meri	3	Medium	2.98	2.90	3.10	2.67	3.00	3.00	3.11	2.67	3.50
167	18	yg Adult Lear	2	Female	4	19	i with distinct	3										

Participants and LLS 50 items