UNIVERSITY OF EL SALVADOR

SCHOOL OF ARTS AND SCIENCES

FOREIGN LANGUAGE DEPARTMENT

UNDERGRADUATE RESEARCH

STRATEGIES THAT STUDENTS APPLY AFTER FINISHING THE ENGLISH ADVANCED SUBJECTS AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR.

IN ORDER TO OBTAIN THE DEGREE OF:

LICENCIATURA EN IDIOMA INGLES OPCION ENSEÑANZA

PRESENTED BY:

VIQUI JANETTE GUARDADO OLIVA

*ID NUMBER **GO03022***

SANDRA LISSETH MERCADO DE PINEDA

*ID NUMBER **MI02003***

IRIS MARIANA GONZALEZ ORELLANA

*ID NUMBER **GO05017***

ADVISOR:

LIC. JOSE LUDWIG CORNEJO

MAIN CAMPUS, NOVEMBER 29TH 2011

AUTHORITIES OF THE UNIVERSITY OF EL SALVADOR

ING. MARIO ROBERTO NIETO LOVO
RECTOR

MsD. ANA MARIA GLOWER DE ALVARADO
ACADEMIC VICE RECTOR

IN PROCESS TO BE ELECTED
ADMINISTRATIVE VICE RECTOR

DRA. ANA LETICIA ZAVALETA DE AMAYA
GENERAL SECRETARY

AUTHORITIES OF SCHOOL OF ARTS AND SCIENCE
LIC. JOSE RAYMUNDO CALDERON MORAN
DEAN

MSC. NORMA BLANDÓN DE CASTRO
VICE-DEAN

MSC. JULIO CESAR GRANDE RIVERA
SECRETARY

AUTHORITIES OF THE FOREIGN LANGUAGE DEPARTMENT
Mti. EDGAR NICOLAS AYALA
HEAD OF THE DEPARTMENT

RICARDO GARAY SALINAS, M.Ed
GENERAL COORDINATOR OF THE DEGREE PROCESSES

LIC. JOSE LUDWIG CORNEJO
ADVISOR

Table of Contents

Acknowledgements

First of all, we thank to God for giving us the opportunity to reach a personal and professional goal in our lives, for giving us strength to continue learning in different ways, for being there in all times with us and for knowing what we need, what we want and when to give us the things we ask for. We want to thank our family because without them we could not have done this possible, they are so important as if they were our hearts because they pushed us to keep on doing things and reach opportunities they would really like to have, thanks for everything, we know that you as a family feel proud of us and be sure that you always will be. Our friends, dear friends thank you for your laughs and tears when we had memorable and difficult days during this long process as well as being there whenever we needed, thanks a lot for being part of this important goal. We want to thank to our advisor Lic. Ludwig Cornejo for helping, guiding, encouraging and for being patient with us, we are really gratefully with all the time he dedicated to our project. We really appreciate the teachers who were always available to collaborate providing necessary information for the development of our study. Finally we want to express that without the backing of all these important people our dream of completing our University studies would not have been possible. Thank all of you.

Introduction

Learning English as a foreign language is very important for different circumstances, necessities, and goals. Nowadays in El Salvador, the education has adopted a new system in which the English Language is not an option. On the contrary, it has been taken as a priority in the new century as well as in the culture has had an impact for using some expressions in this language. At the same time some of the circumstances and necessities are the demanding of new jobs that the globalization implies and there are opportunities for people to increase their incomes; to have access to the world of information that most of the time is in the English language and even to use technology also makes people get more interested in acquiring this language. To be successful in this process of learning will depend on the type of the activities chosen by the learners.

There are different types of activities that help learners to strengthen the English language; these activities will be the core of this investigation. When the students finish an inductive process for acquiring the basic knowledge of a foreign language, they need to improve their language skills in different ways. This investigation will take into account the six types of strategies that Rebecca Oxford describes in her investigations regarding to the language acquisition. The researchers will try to find out what exactly students do to continue learning English after finishing the systematic instruction. It will be taken into account the students of the University of El Salvador from the Foreign Language Department (hereinafter referred to as FLD) that are studying the Research Methods and Morphology and Phonology subjects of the second semester in 2011 academic year. They will be the sample due to the advanced knowledge that they have in the language and because they have finished with the English subjects. Students from the English major at

the FLD have to take 5 English courses in order to learn important things of the language from basic to advanced vocabulary, structures, expressions used in different situations, etc.

There are some important areas that emerge in the learning process. The research will begin with the area of the personality type which is formed through the different stages of people´s life and it will be either dependent or independent type. Then it will be followed by the motivation of the learners. It is necessary to mention that motivation is classified into two parts in the individual´s life. The motivation, which deals with the personal or emotional goals that people have, is known as intrinsic. On the other hand, the motivation created by the society or environment is known as an extrinsic motivation, and it is the most important because, it influences in a positive or negative way. The core of this research project will be about the six language strategies divided by Oxford (memory, cognitive, metacognitive, social, affective and compensation strategies) that students apply in order to continue developing their English skills.

This research will be addressed by using a survey in order to gather the data. In the survey, the strategies will be shown as common activities that students apply in the learning process. Indeed, these activities will be classified according to each strategy. These ones will be clues for the researchers to know if learners do something to improve the language skills after finishing a systematic way of learning and at the same time it will show what language strategies predominate at the FLD. Eventually; this research will help to know if students are really interested in the improvement of the language acquired.

Statement of the Problem.

Through five years studying English as a major at the Foreign Language Department at the University of El Salvador, it is important to take into account the kind of strategies that students tend to do in order to get better results to acquire the English language, especially when students learn the language by following a systematic way. In fact, the development of the language depends on the practice that relies on the kind of activities used by the students. Every single person tries different ways to learn a language especially when it is one of the most spoken ones.

Studying English as a major at the FLD, requires taking five main subjects (Basic Intensive, Intermediate I and II, and English Advanced I and II), that students must master by the end of each level. It is not only because they are the pre-requisites for taking other subjects from the curriculum of the major, but also because they are the bases of the language that students are learning. At the end of these five courses, students are expected to express their ideas in different situations in life and at the same time they must have developed the four macro-skills (Reading, Listening, Writing, and Speaking) that learning a new language implies. But do the students really get engaged with the language? Some students tend to study more about the language by themselves but others do not go farther than to know just the necessary of it.

Some students and teachers of the English major at the FLD argue that learning a new language involves using strategies that help developing the communication skills. Besides that, they share the idea that they do not really fit in the English advanced level they should have due to the lack of practice, and the interest that they had at the moment of

learning. People agree that there is a necessity to implement as many strategies as they could in order to achieve the English advanced level.

Therefore, that means students should always keep on learning. Then the following question emerges: what kind of strategies do students at the Foreign Language Department apply in order to improve their learning skills after finishing English Advanced II courses?

Objectives

General objective:

To know what students do to keep on learning English after finishing the intensive English courses at the Foreign Language Department.

Specific objectives:

1. To identify if students' personality type at the FLD encourage them to learn more at the end of the English Advanced courses that in the English major are studied.

2. To analyze if motivation influences while students keep on learning after finishing the English Advanced courses of the major.

3. To discover if there are learning strategies that students apply in order to continue learning after finishing the English Advanced courses.

Significance of the Investigation

This research will contribute to make students at the Foreign Language Department aware of the different strategies they can use by themselves in order to keep on developing their English skills after the systematic instruction finishes. It is known that for every learning process students use a lot of strategies to reach the main goal that is to learn. At the same time, it could help the students to be conscious of how independent they are at the moment of applying strategies that help them to get better results while acquiring the English language.

Besides that, this project can benefit the students to be encouraged in the process of polishing their own way to learn as well as successfully performing the language in different situations. It would help to guide students use the different tools that the Foreign Language Department provides them in order to improve their learning skills such as the reading clubs, and "Atencion al Estudiante" (a project where students ask for tutorial sessions that help them to clarify any doubts of the language they could have).

Furthermore, it could help the teachers at the FLD to discover if they applied these strategies when they were studying the language and at the same time it would make the teachers aware of the strategies students use to complement their studies so that they can promote the use of them. Concurrently, it could ameliorate their teaching methodology by taking advantage of the strategies used by students. Eventually, it could help the FLD to be aware if they really get students who achieve the advanced knowledge of the language. It will also promote more activities in which the students have the opportunity to improve the English language.

Limitations

There might be some limitations to do this research: The schedule of the Research Method classes could be taken at the same time and in different buildings. Another limitation would be that not all the students might fill in the surveys because of the time or probably some of them would not attend the day that the survey is going to be passed. One of the most important limitations may be to pass the surveys on time during the second semester of the academic year.

Definitions of Terms

- ❖ Personality: personal distinctiveness.

- ❖ Field Dependent personality: behavior of solving situations in a more global way.

- ❖ Field Independent Personality Type: a field independent person makes approach problem solving situations analytically.

- ❖ Motivation: an important aspect of learning that moves to do the things in a bad or good way.

- ❖ Intrinsic Motivation: tend to persist at difficult problems and learn from them.

- ❖ Extrinsic Motivation: solve problems by receiving rewards.

- ❖ Language Learning Strategies: Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations.

- ❖ Memory Strategy: techniques specifically tailor to help the learner store new information in memory and retrieve it later.

- ❖ Cognitive Strategy: the development of thinking skills.

❖ Meta-cognitive Strategy: behaviors used for centering, arranging, planning, and evaluating one's learning. These 'beyond the cognitive' strategies are used to provide 'executive control over the learning process.

❖ Social Strategy: social behavior, it involves communication between and among people.

❖ Compensation strategies: are communication strategies used by learners to compensate for limitations in their language.

❖ Affective strategies: techniques like self-reinforcement in positive self-talk which help learners gain better control over their emotions, attitudes, and motivations related to the language learning.

Literature Review

This research will be addressed into three important areas related to the learning process. The first one is going to be about the personality types, the second one will be about how the motivation influences at the moment of learning, and the third one will be focused on how the learning strategies are effective through the learning process. In order to know more about these three areas, it has been taken into account some academic papers that talk about these important areas in the learning process.

Personality Types

The student's personality type has an important role in learning a new language. Personality type refers to patterns of relatively enduring characteristics of behavior and the psychological classification of different kinds of individuals. It is known the personality makes people to differentiate from others, also it is important to mention that exist different personality types: Field Dependent and Field Independent personality types.

In order to go deeply into this area, it is necessary to consider a research paper called "*Field Independence/Dependence: a Hypothesized Relationship with Leadership and Managements*". This research studied the relationship between cognitive styles category to leadership and managements where the Field Independent (hereinafter FI) and Field Dependent (hereinafter FD) are personal styles showing the typical ways in which people process information.

According to Chappell and Roberts (1986) "A field independent person may approach problems solving situations analytically while a field dependent person may

approach them in a more global way. In the area of intellectual problem solving, a highly field independent person tends to get lost in totally of the stimuli". The field independent person tends to solve any problem paying attention to specific details, the person makes analytical judgments when is solving a problem. On the contrary; the field dependent person solves problems in a general way. Even though he uses background when solving, this person tends to depend from others while processing and giving information.

Furthermore, leadership and managements are two notions that are often used interchangeably. However, these words actually describe two different concepts." Leadership is the process of influencing others to understand and agree about what needs to be done and how it can be done effectively". On the other hand, "management is about planning, budgeting, organizing, controlling, staffing, and problem solving, then leadership is about setting direction, getting people aligned, and motivating and inspiring them" Yukl, (2002 as cited in Zahra Naime and Reihened Shagholi 2007) this means that a leader is the person that encourages the others to do things together and at the same time is someone who acts and includes more people to make a team to get his/her goals. Nevertheless, a manager is someone who asks the others to do the things because he/she is in charge of the organization and realization of projects and activities. Maccoby,(2000). In relation with Field Independent and Field Dependent, past studies show that field independence are good leaders and field dependent are good managers Bacon,(2000 as cited in Zahra Naime and reiheneh Shagholi 2007).The findings in this study can be useful for the educational curriculum that has been designed to utilize in human resource decision-making, it may also be useful to avoid trial and error in educational environment.

To continue with this area, it is necessary to read another research paper called "*the Interaction between Field Dependent and Field Independent Learning Styles and Learners´ Linguality and Third Language Acquisition*". It is very important to talk about the different personality types, especially when referring to Field Independent and Field Dependent because of their characteristics that imply general issues, thus is also important to know about the interactions of these styles to differentiate them, but what does learning style mean? Witkin (1973) defined learning styles in terms of a process. He argued that learning styles are concern with the form rather than the content of the learning activities. "Learning styles refers to individual differences in how people perceive, think, solve problems and learn".

The purpose of Mojtaba's (2007) research was to investigate the relationship between the learning styles (dependent and independent) and the linguality of students in English language achievement by considering age, and gender of the learners. This study took place in the city of Mysore. It is important to mention that age and gender are factors that help in the process of modeling a personality type.

The result supports the finding of Robert Wyss's studies (2002), which demonstrated that the field independent learners excel in classroom learning, which involves analysis, attention to details, and mastering of exercises, drills, and other focused activities.

Similarly the result of the present study supports the findings of Simonson (1985), Yea-Ru Chuang (1999), and also Miller (1997). According to them, FI learners, are more proactive and usually have a strong self-concept, and tend to solve problems through

intuition and use trial-and-error strategies, as opposed to FD learners, who perceive objects as a whole.

Although it appears that field dependence-independence is a field rich in research and writing, it is an area that will never be exhausted of new topics to explore. Field dependence-independence has implications for many practitioners and researchers. However, the conclusions and its implications in the field of education are the most interesting. It appears that the knowledge of individual and group differences based on field dependence-independence is cemented in the realm of research and has not quite been exploited in the practical world.

The Influence of Motivation in the Learning Process

Motivation has been one of the most important factors in the learning field. That is why for continue developing this research project, it will be necessary to mention that motivation is one of the alternative solutions of having a better performance in the learning process. The first research paper consulted in this area is named The Influence on Student Academic Behavior through Motivation, Self-Efficacy and Values expectations: An Action Research Project to Improve Learning, done by Hallger Nilsen.

Nelsin's project was focused on implementing some actions to increase the motivation in his students. "People not only have different degrees of motivation, they also have different kind of motivation", Nilsen (2007). Nilsen made reference to the Self-Determination Theory that is about how people decide internally as well as externally based on the different reasons or goals that give a rise to an action.

The most central distinction in motivation is the intrinsic and extrinsic motivation, Nilsen (2007).Warker, Greene and Marsel (2007 as cited in Nilsen's research 2007) said that intrinsic motivation is the tendency to engage in tasks because people find them interesting and enjoyable. On the other hand, the extrinsic motivation is to do certain activities just by thinking in the output that at the end people have. Eventually, the results of this academic paper were positive in the way that Nilsen proved that some actions such as experience success, well-being and confidence, lecturer's enthusiasm and motivation, learning by doing, and perceive value are the ones that relies on motivation, self efficacy and values expectations.

Motivation is very important to learn. In many cases this word plays the main role in the learning process because it is shown in the performance that students have. For this reason the second article is named The Motivation and the Use of Strategies in College Students by Maria Cristina Rinaudo. From different positions and investigations are emphasized of taking care of cognitive and motivational components imply in the learning process. This paper talks about the relationship between both domains. Nevertheless, it is known how the cognitive and motivational are interconnected and it should infer as a benefit of the learner. The intrinsic motivation is the one that students have when they do the activities because the same activity gets them interested in doing it. The extrinsic motivation is the one that any individual has doing the things to obtain benefits. The analysis of the motivational aspects was based on 31 out the 81 items in the Motivated Strategies for Learning Questionnaire (hereinafter MSLQ). Meanwhile, other 50 items were referring in the use of strategies that students tend to apply. The motivational aspects that the MSLQ have are divided into six scales: 1) intrinsic motivation, 2) extrinsic motivation,

3) task values, 4) auto efficacy beliefs, 5) learning control beliefs, 6) anxiety. As well as the use of strategies are divided in 9 scales: 1) review, 2) elaboration, 3) organization, 4) critical thinking, 5) metacognitive self-regulation, 6) time and environment management, 7) effort regulation, 8) peer learning, and 9) search help.

The consideration of these scales, with the exception of the anxiety level, can gain a general appreciation about the motivation of the individuals. Astudillo and Pelizza (1999as cited in Rinaudo 2003) suggest that the recognition of the motivational factors linked to learning and their impact on quality and academic performance, often an aspect that shows ideas and behaviors contradictory in university education. Sometimes students do not have interest in performing well and that makes to fail in the learning process, and this happened when the students have the extrinsic motivation, they do the things just to do it. On the other hand, students who are more intrinsically motivated have a better performance because they do the things with confidence in what they want. With these articles, the research took as reference how the intrinsic and extrinsic motivation works. It's important to know how the students at the foreign language department are motivated and that will make an open door to know what strategies are used to learn.

Language Strategies

The use of strategies is a phenomenon generated by any individual that wants to improve his learning process. Strategies help people to get more knowledge about what they are learning, people not only apply strategies to facilitate their learning but they also use strategies to improve certain areas that they need.

It is important to know how the strategies are known but it is also interesting how they are divided, for that reason, this research paper will take into account the academic

essay called the Relationship between Learning Styles and Language Learning Strategies of pre intermediate EAP Students (English for Academic Purpose). When analyzing the learning strategies it can be seen that different writers use different terminology to refer to the strategies. For example, Wenden and Rubin (1987) use the term "learner strategies", O'Malley and Chamot (1990) use the term "learning strategies", and Oxford (1990) uses the term "Language Learning Strategies (herenafter LLS)." Even though the terminology used for language learning strategies is not uniform among the scholars in the field, there are a number of basic characteristics accepted by them. Oxford (1990) summarizes her view of LLS by listing twelve key features below as they:

• Contribute to the main goal, communicative competence.

• Allow learners to become more self-directed.

• Expand the role of teachers.

• Are problem oriented.

• Are specific actions taken by the learner.

• Involve many aspects of the learner, not just the cognitive.

• Support learning both directly and indirectly.

• Are not always observable.

• Are often conscious.

• Can be taught.

• Are flexible.

• Are influenced by a variety of factors. (Oxford, 1990)

Generally speaking, Oxford's taxonomy consists of two major LLS categories, the Direct and Indirect Strategies (see the schemas below). Direct strategies are those behaviors

that directly involve the use of the target language, which directly facilitates language

learning. Oxford (1990) resembles the direct strategies to the performers in a stage play,

whereas she takes after the indirect strategies to the director of the same play. While the

performers work with the language itself, they also work with the director who is

responsible for the organization, guidance, checking, corrections, and encouragement of the

performers. These two groups work hand in hand with each other and they are inseparable.

Direct strategies are divided into three subcategories: Memory, Cognitive and

Compensation Strategies. The second group of strategies, that is, indirect strategies,

consists of three subcategories as well: Metacognitive, Affective, and Social Strategies.

Direct Strategies
Memory strategies

A.Creating mental
 linkages
1. grouping
2. Associating/elaborating
3. Placing new words into a context

B.Applying images
and sounds
1. Using
2. Semantic mapping
3. Using key words
4. Representing sounds in memory

C.Reviewing well ———— 1. Structured reviewing

D.Employing
action
1. Using physical response or sensation
2. Using mechanical techniques

Cognitive Strategies

A. Practicing
1. Repeating
2. Formally practicing with
   sounds and writing systems
3. Recognizing and using formula
   and patterns
4. Recombining
5. Practicing naturalistically

B. Receiving and sending messages
1. Getting the idea quickly
2. Using resources for receiving and sending messages

C. Analysing and Reasoning
1. Reasoning deductively
2. Analyzing expressions
3. Analyzing contrastively (across languages)
4. Translating
5. Transferring

D. Creating structure for input and output
1. Taking notes
2. Summarizing
3. Highlighting

Compensation Strategies

A. Guessing Intelligently
1. Using linguistic clues
2. Using other clues

B. Overcoming limitations in or totally speaking and writing
1. Switching to the mother tongue
2. Getting help
3. Using mime or gesture
4. Avoid communication partially
5. Selecting the topic
6. Adjusting or approximating the message
7. Coining words
8. Using a circumlocution or Synonym

Indirect Strategies
Metacognitive Strategies

A. Centering your Learning
1. Over viewing and linking with already known material
2. Paying attention
3. Delaying speech production to focus on listening

B. Arranging and planning your learning
1. Finding out about language learning
2. organizing
3. Setting goals and objectives
4. Identifying the purpose of a language task (purposeful listening /reading/speaking/writing)
5. Planning for a language task
6. Seeking practice opportunities

C. Evaluating your learning
1. Self-monitoring
2. Self-evaluating

Affective Strategies

A. Lowering your anxiety
1. Using progressive relaxation, deep breathing or meditation
2. Using music
3. Using laughter

B. Encouraging Yourself
1. Making positive statements
2. Taking risks wisely
3. Rewarding yourself

C. Taking your emotional temperature
1. Listening to your body
2. Using a checklist
3. Writing a language learning diary
4. Discussing your feelings with someone else

Social Strategies

A. Asking
questions
1. Asking for clarification and verification
2. Asking for correction

B. Cooperating
with others
1. Cooperating with others
2. Cooperating with proficient users of the new language

C. Empathising
with others
1. developing cultural understanding
2. Becoming aware of others' thoughts and feelings

To know more about the application of strategies especially in learning a new language, it was consulted an important academic article called "Language Learning Strategies" by Rebecca Oxford. She said: "the use of appropriate language learning strategies often results in improved proficiency or achievement overall or in specific skills areas" (1993).

As mention in the article, there are certain strategies or clusters of strategies that are linked to particular language skills. For example, the second language learner (hereinafter L2) in the writing skill, like in the native language (hereinafter L1) in the same skill, benefits from the learning strategies of planning, self-monitoring, deduction and substitution. On the other hand, L2 speaking demands strategies such as risk taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation. While L2 Listening tends to use strategies of elaboration, inferring, selective attention, and self-monitoring.

Finally in the reading skill the L2 uses strategies like reading aloud, guessing, deduction and summarizing (Chamot and Kupper 1989 as cited in Oxford1993). This means that having a good strategy for any macro skill is having a good way of learning process because in that way they check how they are working and whether they will address their goal.

As referring in another academic paper made by Oxford and Nyikos related with learning strategies, they mention that a good language learners use a variety of strategies like **cognitive** that helps to associate new information with existing information in long-term memory in order to form and revise internal mental models; **metacognitive** strategies for exercising "executive control" through planning, arranging, focusing, and evaluating their own learning process; **social** strategies for interacting with others and managing discourse; **affective** strategies for directing feelings, motivations, and attitudes related to learning; and **compensation** strategies (such as guessing, unknown meanings while listening and reading or using circumlocution in speaking and reading) for overcoming deficiencies in knowledge of the language.

All the previous academic essays have supported main information that will be taken into account at the moment of having the final results, in this research project as well to reconfirm the information gathered; in other words the three selected areas are closely related, they work like a chain, beginning with personality type (dependent/independent field)that according to the definitions of these ones the students shape their motivation and depending on it the leaner's results will be better, with these learner's results the main aim are the strategies they use in order to have good performances in the language progress. For this reason is important that students have to establish their own personality either

dependent or independent to know the way they are motivated being aware how they can handle the surrounding situations they face, thus; strategies that students apply to improve their skills when they finish a systematic learning in the English Subjects of the English major. It is important to recognize that the strategies are effective depending of the type of personality of the learner as well of the kind of motivation they have.

Methodology

The most common problems that students could face after finishing the English advanced courses, might be the lack of self-practice and the missing habit of studying by themselves, these two factors would happen due to external and internal influences such as working in another area that is not the one that they are studying, having good sources like technology at home, not having enough time to search or study, or even the same kind of activities that they tend to use in order to "practice". This research project will demonstrate if the students at the FLD continue applying strategies to develop their language skills. Therefore, it will be a descriptive study based on a survey, for the purpose of making a qualitative assertion about the sample that will be taken into account.

The sample of this research will take into account the students taking the Research Method and Phonology and Morphology subjects, since they have finished the English Advanced courses required in the English major. The data will be collected by applying a survey in which the variables will be the personality type (Dependent and Independent Field) which will help to the researches to identify what personalities predominate the most at the FLD, the second variable will be motivation (intrinsic and extrinsic) that will help the researchers to analyze the kind of motivation students have. Finally the main variable will be the strategies; this one will help the researchers to discover the strategies use by the students to improve their language skills.

The first part of the survey will be about the personality type, this part will have 12 items, 6 of them are for dependent personality type and the other 6 items for the independent personality type. If the students are in agreement with the statements: 3, 5, 7, 9,11and 13, their personality is dependent. On the other hand, if the students are in

agreement with the statements: 4, 6, 8, 10, and12 their personality is independent. But if the students surveyed get half and half that will mean they are combined.

The second section will be about motivation that will consist in fill in eight items out of 81 of the MSLQ (Motivated Strategies Learning Questionnaire) questionnaire. The MSLQ is divided into two parts, the first one is about to the Leaning Strategies (50 items) and the second one to Motivation (31 items) in which from this part will be taken 8 items related to the intrinsic and extrinsic motivation out of the 31 items of the motivation part. The students will have to check the statements that they would feel identified with, if the students choose more than two from the first four items that means they will have an intrinsic motivation. On the contrary, if they check more than two from the last four items that will mean they have an extrinsic motivation. But if they have two intrinsic and two extrinsic that will mean they combine both of them.

The third and the most important section in the survey will be the strategies that students apply to improve their skills. This part has been taken from Oxford's classification system of strategies called SILL (Strategy Inventory for Language Learning) a questionnaire that studies the strategies that students apply when they are learning a foreign language. SILL is composed of 50 items; the researchers will just take into account 36 of them to have an equal amount of statements to each strategy classified by Oxford and at the same time these items are basically the ones that show activities that students could apply after finishing a systematic way to learn a language, the rest of the items won't be taken into account because they are not so relevant to this investigation due to the fact that they are related when the students start to learn a new language.

Data Analysis

The final results of this research project were obtained by making a survey that had 59 items and these 59 items were divided in three parts that were the variables of this work. The variables in this project were related to each other like a chain, personality type, motivation and the learning strategies, the last one was the main goal for this investigation. The first part of the results is about personality type that students at the Foreign Language Department of the University of El Salvador have.
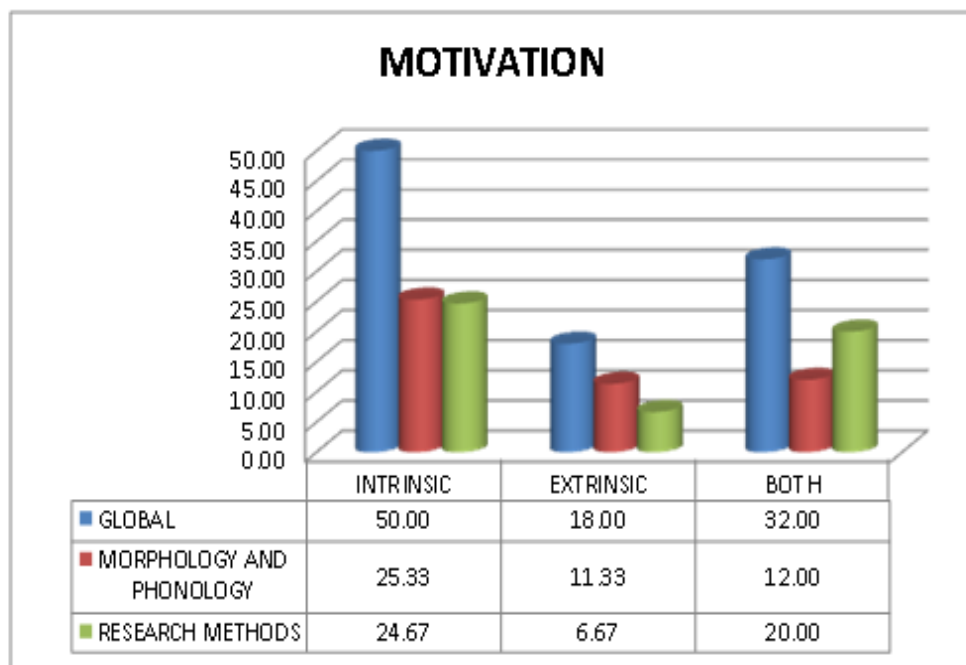
Personality
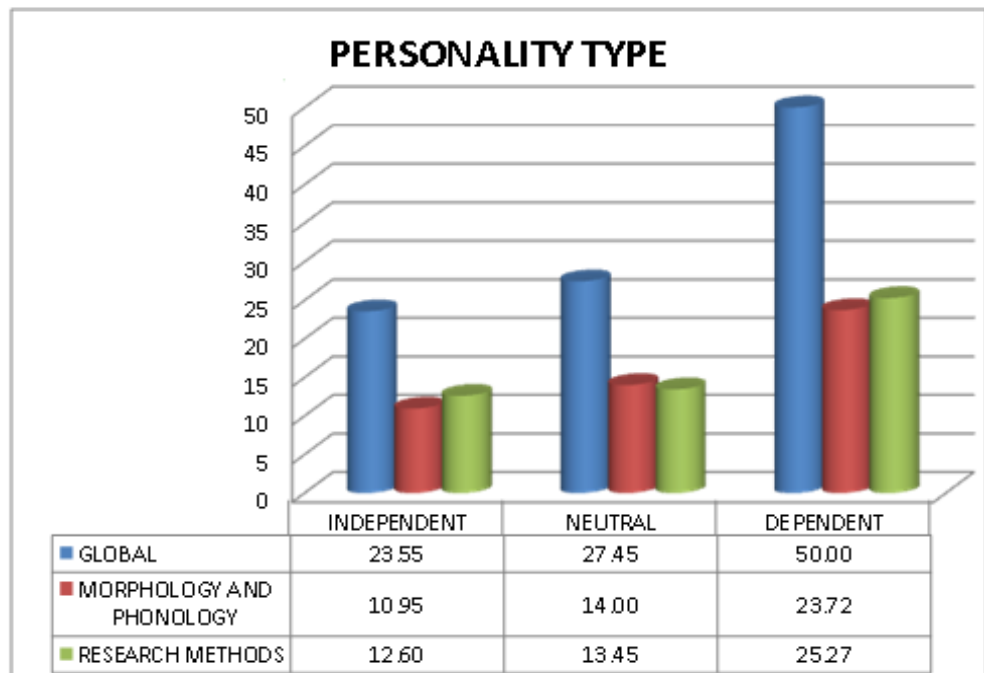
The results obtained in this part showed that the highest percent of the students was 50% and they were dependent type. The 27.45% of the participants were neither dependent nor independent type and the 23.55% were independent type. These results could have been

obtained by the influence of some social factors that affect at this level of the major of the FLD; such as the overpopulation that the FLD faces nowadays, not having enough classrooms, not having teachers assigned, or not having enough time to study because some of them work. Since these external factors made students be aware of the aspects that would not allow them to develop an Independent personality type, they will always tend to be Dependent students.

Motivation

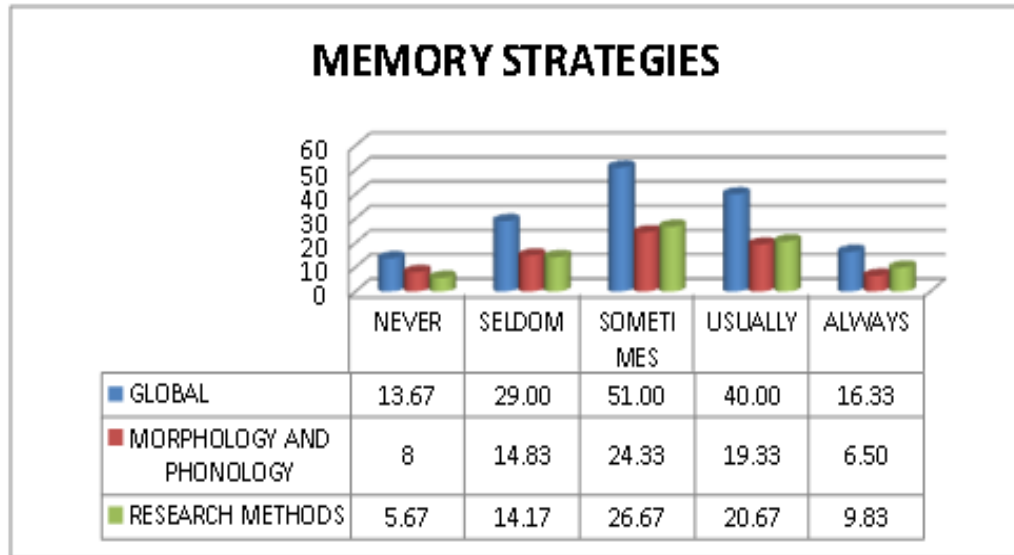|	INTRINSIC	EXTRINSIC	BOTH
GLOBAL	50.00	18.00	32.00
MORPHOLOGY AND PHONOLOGY	25.33	11.33	12.00
RESEARCH METHODS	24.67	6.67	20.00

The second part of the research was to know the kind of motivation that students had. The results obtained by the researchers showed that 75 students had intrinsic motivation; this kind of motivation is the one that shows that people do things without obtaining any reward. 48 students out of 150 students showed that they have both

motivations, intrinsic and extrinsic and this could be due to the different stages that students face in their life. Finally, 27 students have extrinsic motivation. This kind of motivation is the one that depends on the society. These results were valuable because the students expressed that they had more opportunities to act by themselves in order to be self-taught and at the same to be autonomous. Even though the majority of the students have dependent personality type, it does not mean that they depend on people but rather on what they really want without obtaining any advantage of all the benefits they could get from their goals.
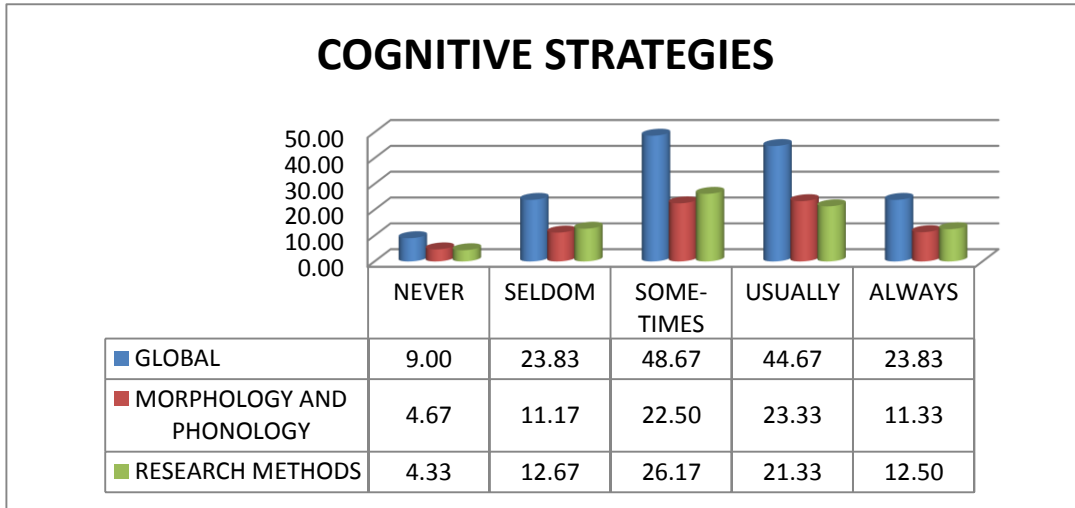
Strategies

The third and the last part of the survey was focused on the learning strategies. This part of the survey was deeply important for the researchers in order to find the type of activities that students apply after finishing the systematic way of learning. This last part consisted in 36 items and they were divided into six language strategies such as Memory, Cognitive, Compensation, Metacognitive, Affective and Social. Each part consisted in 6 different activities in which students had to write a scale from 1 to 5 that showed the frequency they did the activity (1 for never, 2 for seldom, 3 for sometimes, 4 for usually and 5 for always). The results of this main part of the project are shown by the points obtained in each of the strategies, in each of them the perfect score to obtain was 30 points but the participants were going to think about how frequently they applied the activity.

Memory Strategies

MEMORY STRATEGIES

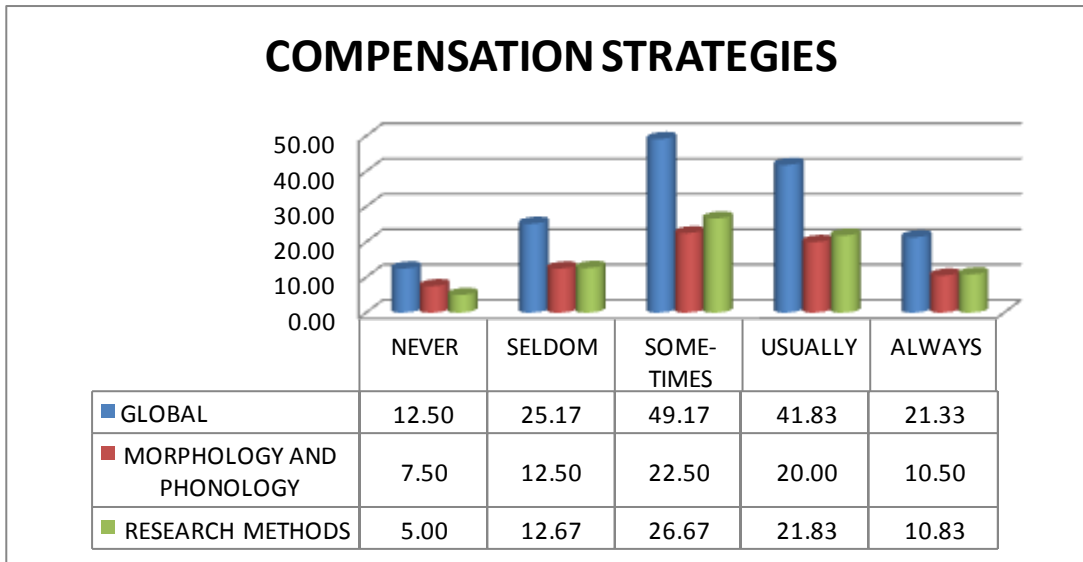|	NEVER	SELDOM	SOMETI MES	USUALLY	ALWAYS
GLOBAL	13.67	29.00	51.00	40.00	16.33
MORPHOLOGY AND PHONOLOGY	8	14.83	24.33	19.33	6.50
RESEARCH METHODS	5.67	14.17	26.67	20.67	9.83

The first strategy was the Memory strategy and the six activities that this strategy involved were: creating mental linkages, applying images and sounds, structure reviewing, using key words, placing new words into a context and using physical response or sensation. The scores collected in this kind of language strategy showed the highest score with 51 points and that means that most of the students sometimes applied the memory strategies, meanwhile, usually obtained 40 points out of the 150, 29 points showed that the participants seldom applied this strategy, 16.33 showed that always applied this strategy and the lowest score was 13.67 points out of the 150 points of the perfect score, that means that students never applied this strategy.

Cognitive Strategies

COGNITIVE STRATEGIES

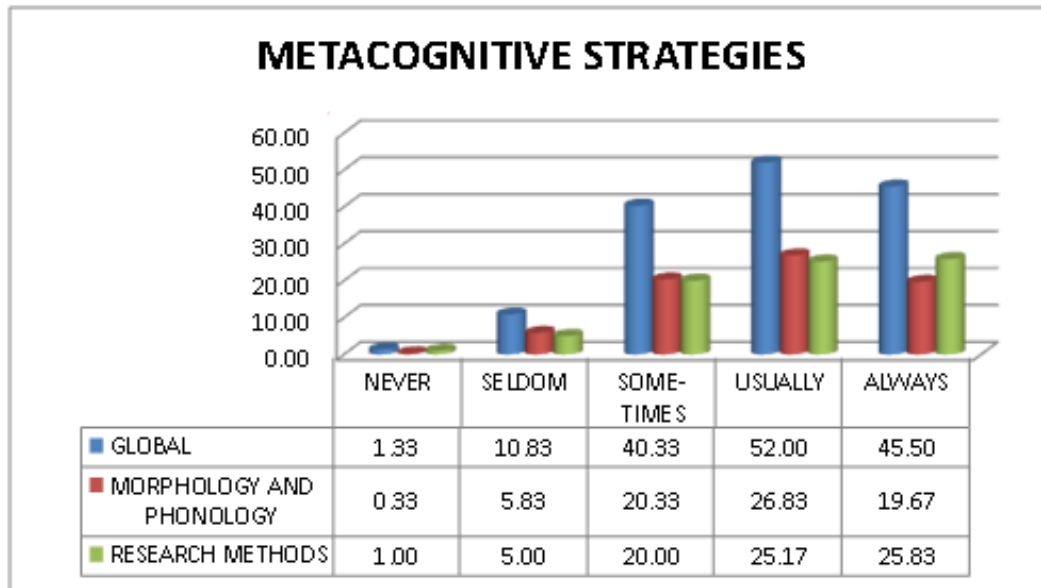|	NEVER	SELDOM	SOME-TIMES	USUALLY	ALWAYS
GLOBAL	9.00	23.83	48.67	44.67	23.83
MORPHOLOGY AND PHONOLOGY	4.67	11.17	22.50	23.33	11.33
RESEARCH METHODS	4.33	12.67	26.17	21.33	12.50

The second group of activities for the Cognitive strategy was: summarizing, getting the idea quickly, analyzing expressions, repeating, reasoning deductively and taking notes. Most of the students surveyed expressed that they sometimes applied cognitive strategies and this option was of 48.67 points out of the 150 perfect score, for the usually option the score was 44.67 points. For the seldom option was obtained 23.83 points as Always did. Finally, the score of 9 points showed that students never used these kinds of activities.

Compensation Strategies

COMPENSATION STRATEGIES

|	NEVER	SELDOM	SOME-TIMES	USUALLY	ALWAYS
■ GLOBAL	12.50	25.17	49.17	41.83	21.33
■ MORPHOLOGY AND PHONOLOGY	7.50	12.50	22.50	20.00	10.50
■ RESEARCH METHODS	5.00	12.67	26.67	21.83	10.83

The third types of activities for the compensation strategies were: using linguistic clues, getting help, using mime or gesture, selecting the topics, avoid communication partially or totally and switching to the mother tongue. In this strategy the highest score was 49.17 points in which most of the students sometimes applied this strategy. For the usually option the score was 41.83 points, for Seldom options was 25.17 points, while the always option was 21.33 points, and Never option was 12.50 points.

Metacognitive Strategies

METACOGNITIVE STRATEGIES

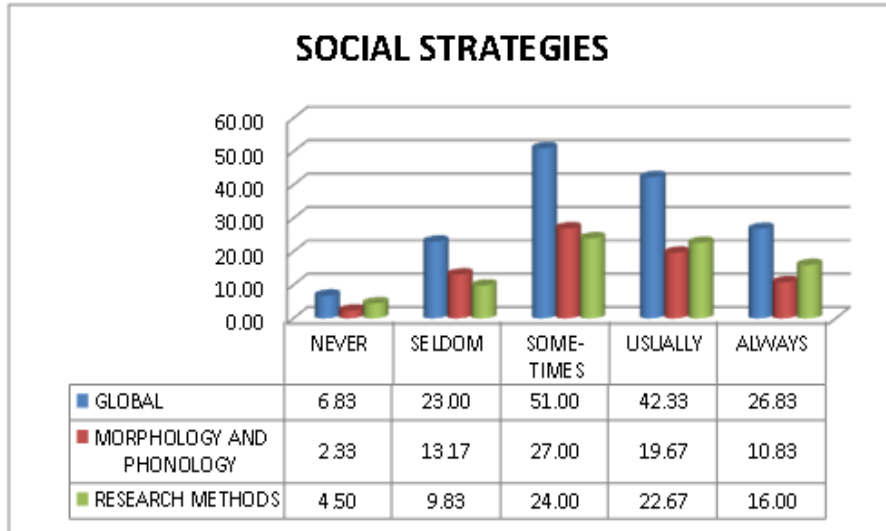|	NEVER	SELDOM	SOME-TIMES	USUALLY	ALWAYS
GLOBAL	1.33	10.83	40.33	52.00	45.50
MORPHOLOGY AND PHONOLOGY	0.33	5.83	20.33	26.83	19.67
RESEARCH METHODS	1.00	5.00	20.00	25.17	25.83

The fourth groups of activities in the meta-cognitive strategies were: paying attention, over viewing and linking with already known material, organizing, identifying the purpose of a language task (four macro skills), self-monitoring and self-evaluating. The results showed that students most of the time usually apply these kinds of activities because the score obtained was 52 points out of the 150 perfect score, Always option was 45.5 points, Sometimes option was 40.33 points, while Seldom option was 10.83 points, finally, Never option had 1.33 points.

Affective Strategies
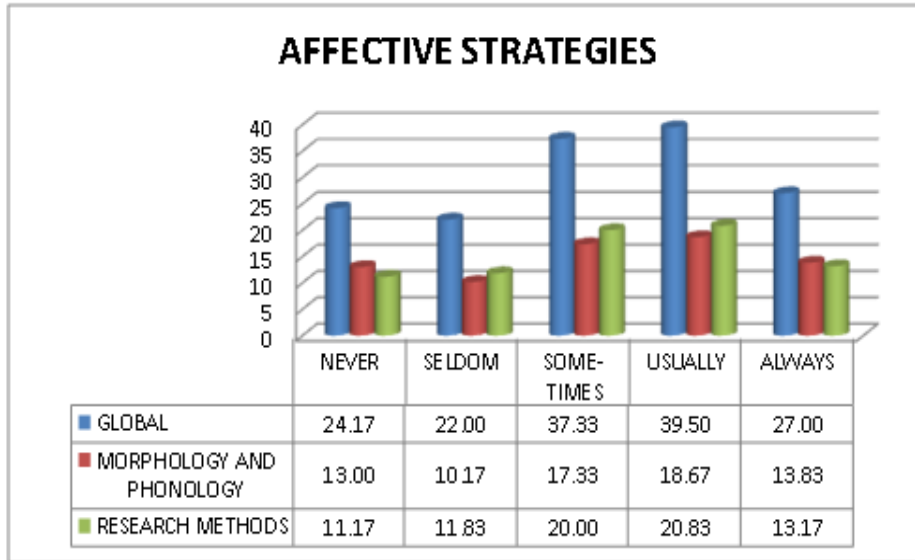
The fifth strategy was affective. This strategy took into account the activities such as using music, rewarding themselves, discussing the feelings with someone else, using progressive relaxation, deep breathing or meditation, making positive statements and listening to the body. The results showed the highest score with 39.50 points and it was demonstrated that most of the participants usually applied this type of activities, then the Sometimes option showed 37.33 points, while Always 27 points, never option got 24.17 points, the last option that received fewer points was seldom obtaining 22 points.

Social Strategies

|	NEVER	SELDOM	SOME-TIMES	USUALLY	ALWAYS
GLOBAL	6.83	23.00	51.00	42.33	26.83
MORPHOLOGY AND PHONOLOGY	2.33	13.17	27.00	19.67	10.83
RESEARCH METHODS	4.50	9.83	24.00	22.67	16.00

SOCIAL STRATEGIES

The last group of strategies was the one that involved the social aspects such as asking questions, cooperating with others, empathizing with others, asking for clarification and verification, cooperating with proficient users of a new language and becoming aware of others thoughts and feelings. The results obtained in this last strategy demonstrated the highest scores that were for Sometimes with 51 points. This one expressed how frequently students applied this strategy and usually with 42.33 points, always showed 26.83 points, while seldom with 23 points, and the never option got 6.83 points.

All the six strategies had different types of activities which students applied in order to develop their language skills. The amount of participants was 150. It is important to mention that in this part of the analysis, each item had 5 points available to get the perfect score that was for the always option and the scores depended of the scale that each student selected. The 150 points that the researchers mentioned were related to the total score of the 36 items, and not to the participants surveyed.

Major Findings
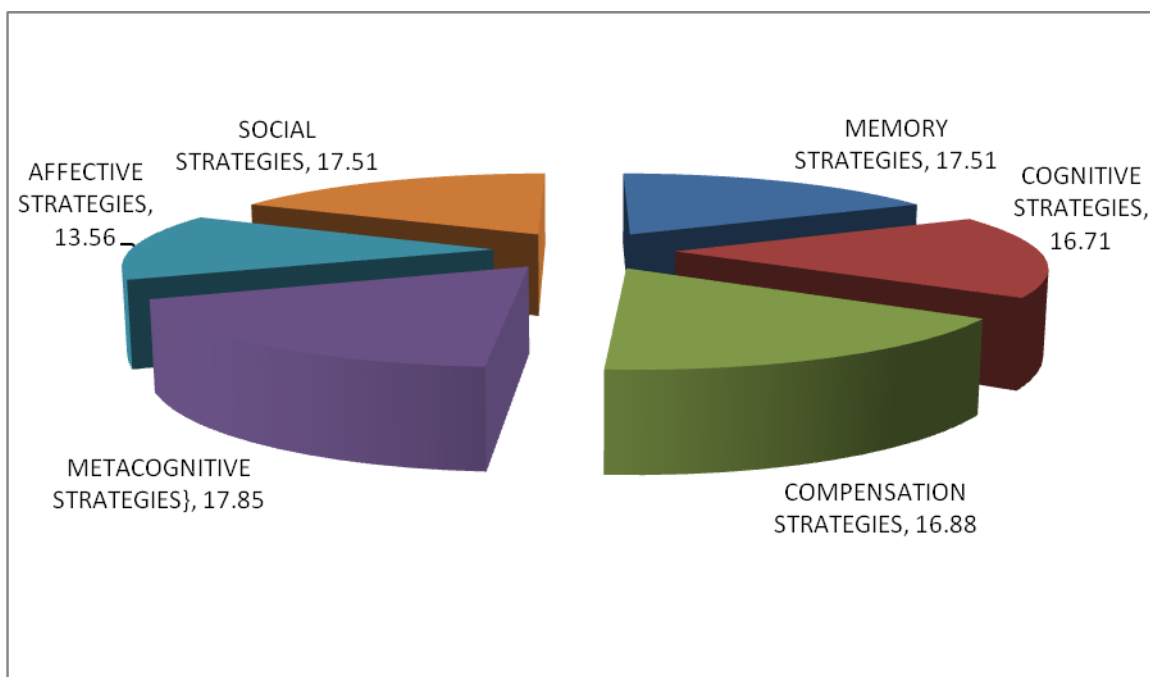
The main findings of this research project reflected that the type of strategies that students apply the most after finishing the systematic way of learning the English language at the Foreign Language Department were Metacognitive Strategies and Social Strategies. The first one obtained 17.85% and the second one had a difference of 0.34 %. The other strategy that the majority of students applied was the Memory Strategy. This one is a direct

strategy whereas the Metacognitive and Social are indirect. This confirms what Oxford described. She said that direct and indirect strategies work hand to hand. Another interesting finding in this research project was that students had a dependent personality type. This could be the result of the necessity to apply the Social strategies since students in this strategy involve communication between and among people, and language is a form of social behavior where interaction is important. Therefore, the results also showed that the motivation that students have is intrinsic motivation. That means why students apply the Metacognitive strategies. These are the ones that create awareness in the students because, they depend on the cognitive strategies and the metacognitive allow them to realize when and where they are making a mistake and also provide a way for learners to coordinate with their own learning process and that made the students just to think in a way to improve their language not to think in the benefits they could get.

This research project took into account students who where taken the subjects of Research Methods and Phonology and Morphology of the English major. It is important for the researchers to mention the difference between these two groups among the three variables of the investigation. In the personality type students from the Morphology subject had a Dependent type with 23.72%. On the other hand, Research Methods got the 25.27 % and that meant that Research Methods' students are more dependent. However in the motivation variable there was a minimum difference of 0.66% in the intrinsic motivation. Morphology students with 25.33% and Research Methods with 24.67 %. In the strategies there were few differences among the two groups regarding about the six language strategies. In the first graph of the Memory Strategies, all the students were in agreement that they sometimes use these kinds of strategies, and Morphology had 24.33 points and in

Research Methods 26.67. In the second strategy that were about the cognitive activities, students from the Morphology and Phonology subject got a score of 23.33 in the "usually" option whereas Research Methods got 26.17 points in the "sometimes" option. That meant that students from Morphology and Phonology tend to use more this strategy. On the third strategy that were Compensation activities, Morphology and Phonology participants obtained 22.50 points in the "sometimes" frequency and Research Methods students got 26.67 points in the same option. The forth strategy was Metacognitive and showed that the Morphology and Phonology participants had 26.86 points in "usually" option and then on Research Method the 24.83 in the "always" option. This meant that students from the Research Methods always applied these set of activities. In the Affective strategy Morphology and phonology group showed 18.67 points on the "usually" option while Research Methods showed 20.83 points on the same. The last strategy that was the Social, showed that Morphology and Phonology got 27 points and the Research Methods got 24 points. Both of the scores were for the "sometimes" frequency. In general, all the results previously mentioned showed that there is not meaningful difference between students from Research Methods and Morphology and Phonology subjects regarding about the type of the strategies they apply.

Conclusions

There are many key points that learning a language implies. In this research project, three of these key points were the kind of personality that students at the Foreign Language Department had, the motivation that they also required to study, and the strategies they applied in order to continue learning a language after finishing the English advanced subjects. The personality makes students adopt a pattern to be organized; the motivation makes students reflect on what they want to do, and the strategies are the ones that help students to improve the language learned.

1. The personality that the students have at the FLD is Dependent Personality and that means that students tend to depend on themselves and at the same time on the environment they face on a daily bases. Students demonstrate that they are encouraged to learn even though the environment factors influence.

2. The Intrinsic Motivation that predominates in the majority of the participants influences a lot in their learning process. Most of the participants showed this kind of motivation due to their interest in keeping on learning by not having any reward at all.

3. The strategy that the participants apply the most is the Metacognitive strategies since they are the ones that create awareness to organize and improve their own learning process.

In essence, all the variables that this research project took into account were interconnected to each other that made the researchers to realize that the variables work

like a chain. Beginning from the personality type, then motivation and ending with the strategies that students use to learn. Since students had a dependent personality type, that made them to have an intrinsic motivation because even they depend from others. Some circumstances made them reflect and think deeply on making the things by their own interest and that explains why they applied with more frequency the Metacognitive strategies.

Recommendations

One recommendation for further researchers is to analyze in a deeply way the social factors that make students have a dependent personality type. In the motivation area, the recommendation is to ask students how they define their motivation to have their own points of view and see if they match with the results obtained at the end of the research. As a third recommendation the future researchers should take into account only students of the last year of the major in order to have a different point of view in the highest level of the major.

Bibliography

Naimie, Zahra and Shagholi, Reihaneh (2007)
Field Independence/ Dependence: A Hypothesized Relationship with Leadership and Managements.
PhD Candidates. Faculty of Education. University of Malaya, Kuala Lumpur, Malaysia.
International Conference on Education.

Maghsudi, Mojtaba (February and March 2007)
The Interaction Between Field Dependent / Independent Learning Styles and Learners' Linguality in Third Language Acquisition.
University of Mysore.

Nilsen, Hallgeir (, 2009)
Influence on Students Academic Behavior through Motivation, self efficacy and value expectation: an Action Research Project to Improve Learning. Volume 6
University of Agder, Department of Information Systems,
Issues in Forming Science and Information Technology

Rinaudo, María Cristina et al. (2003)
Motivation and use of strategies in university students.
Anales de psicología, vol. 19, n° 1 (junio), 107-119

Oxford, Rebecca (2003)
Language Learning Strategies: An Update
University of Alabama
GALA

Tabanlioglu, Selime (June 2003)
The Relationship between Learning Styles and Language Strategies of Pre-intermediate EAP Students.
M.A., Program in English Language Teaching
Supervisor, Assist. Prof. Dr. GÖLGE Seferoglu

Annexes

University of El Salvador
School of Arts and sciences
Foreign Language Department
Research Question:
What kind of strategies do the students at the FLD apply to improve their learning skills after finishing the systematic learning of English?
Objective: To identify the different strategies that students use to improve their language skills after finishing the systematic learning of English.

Personal information.

1. Age: 17 – 21_____   22 – 26_____   27 – 31_____   32 – 36_____
37 – on _____

2. Marital status: 1 ◯ Single   2 ◯ Married   3 ◯ Divorced   4 ◯ Free union
5 other _____
3. Subject: _____

DIRECTION: CHECK ONE OF THE OPTIONS IN EACH STATEMENT THAT WILL IDENTIFY
YOUR PERSONALITY.

Part I: Personality types.	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
3. I have no problem concentrating amid noise and confusion.					
4. I need a quiet environment in order to concentrate well.					
5. I enjoy analyzing grammar structures.					
6. I find grammar analysis tedious and boring.					
7. I feel I must understand every word of what I read or hear.					
8. I do not mind reading or listening in the L2 without understanding every single word as long as I "catch" the main idea.					
9. I think classroom study is the key to effective language learning.					
10. I think communication is the key to effective language learning.					
11. I prefer working alone to working with other people.					
12. I really enjoy working with other people in pairs or groups.					
13. Receiving feedback from other people really doesn't affect my learning at all.					
14. I find feedback useful as a means of understanding my problem areas.					

Part II Motivation

Put a check to the statements that you are identified with.

15. I prefer class work that is challenging so I can learn new things. ☐

16. I prefer course material that arouses my curiosity, even if it is difficult to learn. ☐

17. The most satisfying thing for me in the course is trying to understand the content as

thoroughly as possible. ☐

18. When I have the opportunity in the class, I choose course assignments that I can

 learn from even if they do not guarantee a good grade. ☐

19. Getting a good grade in the class is the most satisfying thing for me right now. ☐

20. The most important thing for me right now is improving my overall grade point

average, so my main concern in this class is getting a good grade. ☐

21. If I can, I want to get better grades in this class than most of the other students. ☐

22. I want to do well in this class because it is important to show my ability to my family,

friends, employer, or others. ☐

Part III: Strategies

Read the statement, then choose and write the number according to your preference.

1. **Never**	2. **Seldom**	3. **Sometimes**	4. **Usually**	5. **Always**

23. I think of the relationship between what I already know and new things I learn in
English. ☐

24. I use new English words in a sentence so I can remember them. ☐

25. I connect the sound of a new English word, and the image or picture of the new word
help me to remember that word. ☐

26. I remember a new English word by making a mental picture of a situation in which the word may be used. ☐

27. I physically act out English words. ☐

28. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign. ☐

29. I try to talk like native speakers. ☐

30. I use the English words that I know in different ways. ☐

31. I start conversations in English. ☐

32. I first skim in English passage (read over the passage quickly) then go back and read carefully. ☐

33. I try not to translate word by word. ☐

34. I make summaries of information that I heard or read in English. ☐

35. To understand unfamiliar English words, I make guesses. ☐

36. When I cannot think of a word during a conversation in English, I use gestures. ☐

37. I make up new words if I do not know the right ones in English. ☐

38. I read English without looking up every new word. ☐

39. I try to guess what the other person will say next in English. ☐

40. If I cannot think of an English word, I use a word or phrase that means the same thing. ☐

41. I try to find as many ways as I can to use my English. ☐

42. I notice my English mistakes and use that information to help me do better. ☐

43. I pay attention when someone is speaking English. ☐

44. I look for people I can talk in English. ☐

45. I have clear goals for improving my English skills. ☐

46. I think about my progress in learning English. ☐

47. I try to relax whenever I feel afraid of using English. ☐

48. I encourage myself to speak English even when I am afraid of making a mistake. ☐

49. I give myself a reward or treat when I do well in English. ☐

50. I notice if I am tense or nervous when I am studying or using English. ☐

51. I write down my feelings in language learning diary. ☐

52. I talk to someone else about how I feel when I am learning English. ☐

53. if I do not understand something in English, I ask the other person to slow down or to say it again. ☐

54. I ask English speakers to correct me when I talk. ☐

55. I practice English with other students. ☐

56. I ask for help from English speakers. ☐

57. I ask question in English. ☐

58. I try to learn about the culture of the English speakers. ☐

59. Other. Specify.

_____

_____

_____