UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA
FACULTAD DE IDIOMAS
FACULTAD DE HUMANIDADES Y CIENCIAS SOCIALES

The Implementation of Learning Strategies in the Intermediate Level of English at CELE-UJAT

Para obtener el Grado de Maestro en Lenguas Modernas

Presenta

Raúl Enrique Arano López

Tijuana, Baja California, Junio de 2017

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Abstract

This action-research project was conducted with the purpose of observing the effect of learning strategies in a group of intermediate level of English students from CELE-UJAT, through the implementation of the learning strategies described by Oxford (1990). First, students' use of learning strategies was diagnosed via the application of Oxford's Strategy Inventory for Language Learning (SILL). Second, the implementation followed the five-step instructional framework designed by Chamot and O'Malley (1986) known as the Cognitive Academic Language Learning Approach (CALLA). Finally, in order to observe the effect of the learning strategies, a series of in-class observations and audio-taped interviews were conducted by the teacher during, and at the end of the implementation respectively.

The results derived from the SILL placed students between the medium and high levels of strategy use, meaning that they already knew those strategies and how to work with them during the language tasks. The observations and the interviews allowed to perceive a positive attitude from students towards the implementation and the learning strategies. Based on these results, it was proposed the inclusion of selected learning strategies in the lesson planning of teachers, and the intermediate level language program.