https://doi.org/10.18485/lsp.2025.6.ch40

**Sanela Šipragić Đokić***
Union University in Belgrade
Faculty of Banking, Insurance and Finance
Serbia
https://orcid.org/0000-0002-5484-2743

**Milena Tanasijević**
Belgrade Metropolitan University, Faculty of Foreign Languages
Serbia
https://orcid.org/0009-0004-3754-2150

# STUDENTS'AWARENESS OF THE USE OF FOREIGN LANGUAGE LEARNING STRATEGIES TOWARDS BUILDING LEARNER AUTONOMY IN ESP LANGUAGE LEARNING

Abstract. Teaching and empowering students to acquire knowledge independently, particularly in case of ESP course, is the foundation of life-long learning. This paper investigates the correlation between the language learning strategies and learner autonomy among higher education students at ESP courses. It also tries to re-examine the role of the teacher in learner autonomy. This study has found out that students are aware of the necessity to continue learning English out of formal education framework, through their active participation in learning activities, which might result in improving their language proficiency and competence. The study provided conclusions that could be beneficial for language instruction. The findings suggest that language learning strategies and learner autonomy play a vital role in enhancing students' performance. As educators, we can apply those insights to develop curricula and teaching approaches that promote independence, encourage active learning and target specific areas where students require support.

*Keywords*: language learning strategies, learner autonomy, ESP courses

* sanela.sipragic@bba.edu.rs

## 1. INTRODUCTION

The concept of learners' autonomy refers to the ability of students to take control of their own learning processes, becoming active participants rather than passive recipients of knowledge. It involves making informed decisions about *what* to learn, *how* to learn, and *when* to engage in learning activities, depending on individual goals and contexts. Autonomy also extends to a learner's capacity to transfer and apply acquired knowledge and skills effectively in new, real-world situations that arise outside the formal classroom environment. This ability to adapt knowledge to various contexts is critical, particularly in language learning, where the opportunity to practice and apply skills often occurs in informal, unpredictable settings.

In the context of a learner-centered approach to language teaching, autonomy has gained increasing importance, reflecting a broader shift in educational paradigms. Traditionally, language education focused on teacher-driven instruction, where the teacher dictated the pace, content, and methods of learning. However, with the growing recognition of the benefits of personalized learning and the need to equip students with lifelong learning skills, learner autonomy has emerged as a vital goal in foreign language education.

The rapid advancement of technology has further transformed this framework, offering learners a large number of resources and tools that foster independence in language learning. With access to online language courses, mobile applications, digital dictionaries, and language exchange platforms, students now have greater flexibility to tailor their learning experiences to fit their individual needs and preferences. This technological empowerment conforms with the principles of learner autonomy, enabling students to set personal goals, choose suitable learning materials, and monitor their progress outside the structured classroom environment.

For language teachers, promoting autonomy has become a central objective. Teachers play a crucial role in guiding students toward self-directed learning by equipping them with the strategies, tools, and confidence needed to take responsibility for their learning. Fostering autonomy in learners not only enhances motivation and engagement but also prepares students to become lifelong learners, capable of independently mastering the challenges of language acquisition in the evolving globalized world.

## 2. LITERATURE REVIEW

Various concepts can be found in the existing literature describing what learner autonomy is, such as learner independence, self-direction, autonomous learning and independent learning (Palfreyman 2003; Chan 2001; Chan 2003; Little 1995).

According to Benson and Voller (2014), autonomy in language learning can be understood as a valuable tool which can help students recognize their learning

skills, increase their capacity and responsibility to learn, become familiar with their learning style in order to become self-directed and relatively independent learners.

Dam (1995) explained the importance of willingness in promoting learners' autonomy, emphasizing that learners should first be willing to learn. Sinclair (2000) points out the importance of conscious awareness of the learning process putting emphasis on conscious reflection and decision making.

Little (1991) explains that autonomy should be acquired, suggesting that certain learning strategies can empower language learners with the capacity for critical reflection and decision-making. Consequently, learners develop a positive attitude towards learning and a capacity to reflect on the content they find useful and necessary. Finally, they accept responsibility for their learning.

Littlewood (1999, 71) summarizes two main features of learners' autonomy. First, students take responsibility for their own learning. Students take over many processes which have traditionally been carried out by the teacher (e.g., deciding on learning objectives, selecting learning methods, evaluating processes). Thus, they need to be able to continue learning after the completion of their formal education.

As suggested by Oxford (1990, 8), language learning strategies can be seen as concrete steps taken by students which can enhance their own learning and make it faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Oxford (1990, 13) thinks that strategies are flexible and can be applied creatively. Because of that students should be taught which strategy to use in the given context, being at the same time aware that their choice and appropriateness of the strategy depends on a variety of personal and contextual factors. In order to become autonomous, the learner should make relevant decisions, be responsible and have the ability to reflect critically on their learning. However, they should be able to learn from their own mistakes.

Oxford (1990, 14) organized strategies into two groups: direct (memory, cognitive, compensation) and indirect (metacognitive, affective, social). They all work closely together and should contribute to effective language learning. The indirect strategies include seeking opportunities and practices and they support language learning without directly involving the target language. On the other hand, direct strategies require mental processing of the language (Oxford 1990).

The correlation between language learning strategies and learner autonomy has not been sufficiently investigated so far. Daflizar (2021) investigated the use of language learning strategies and learner autonomy among Indonesian EFL university students. The results indicate that Indonesian EFL students were medium users of memory, cognitive, compensation, metacognitive and social strategies. The participants in this study have positive perceptions of their autonomous learning abilities regarding their English learning activities both inside and outside the classroom. The study also demonstrates that activities

which students preferably took out of the classroom are more receptive rather than productive.

Bekleyen and Selimoglu (2016) investigated the learners' behaviours and perceptions about autonomous language learning at the university level in Turkey. The results indicate that learners perceive their teachers as more responsible for the language learning process. The authors suggest that learners' awareness and readiness for autonomous language learning should be investigated before enhancing learner autonomy.

## 3. RESEARCH

### 3.1. Research question and hypotheses

Since we as teachers can monitor and evaluate learners' autonomy within institutional and classroom activities only, in order to see how they behave outside the formal educational framework and how much they know about learner autonomy, we defined the main research question as the following:

How much do students know about learner autonomy?

In order to address the research question, it was necessary to conduct a survey in order to test two hypotheses:

H1: Language learning strategies significantly contribute to effective language learning.

H2: Students exhibit clearly defined attitudes regarding the need to develop their autonomy in learning English.

### 3.2. Data Collection

For the purpose of testing the hypotheses, a questionnaire based on the adapted Oxford's (1989) Strategy Inventory for Language Learning (SILL) for ESL/EFL learners was created. It consisted of 25 items using a choice of five Likert-scale related responses for each strategy described as:

never or almost never true of me,
generally not true of me,
somewhat true of me,
generally true of me, and
always or almost always true of me.

The survey was conducted after the completion of the spring semester of the academic year 2023/24, The survey involved 70 students at the first and second year of studies in the academic year 2023/24. According to CEFR the students have achieved B1 to B2 level of language competence at the time the research was conducted. After the course, they were asked to fill in the questionnaire online.

### 3.3. Data Analysis Methods

In this study factor analysis was used, being one of the techniques of multivariate analysis. The application of this technique provides highly useful inputs for decision-makers by focusing on a few factors instead of a large number of defined parameters responsible for setting a particular strategy. Since the aim of this study is to explore students' attitudes towards the process of learning English and self-directed learning, the application of factor analysis should offer an appropriate foundation for language teachers, curricula designers, and other relevant stakeholders.

In this way, instead of directing attention to a large number of initially established parameters and subsequently reducing them, conditions are created for optimizing language learning strategies, thus improving students' performance in terms of exam results as well as their overall knowledge level.

In the described research, the statistical software SPSS was used. In addition to the aforementioned technique, basic descriptive statistical indicators were also presented.

### 3.4. Data Interpretation

The first part of the research presents basic descriptive statistical indicators. The following table shows the average score obtained for each question, along with their standard deviations.

The average score, which reveals the extent to which students value selected aspects of language learning, indicates a very consistent picture across all questions. The mean scale for almost all variables ranges between 2.5 and 3.5. In no case does the average score of the analysed student attitudes exceed 4 or fall below 2.

Table 1. Descriptive statistics for the parameters of students' attitudes toward the process of learning English and self-directed learning

| **Descriptive Statistics** | | | |
|---|---|---|---|
| | Mean | Std. Deviation | Analysis N |
| I think of relationships between what I already know and new things I learn in English | 3.2714 | 1.17857 | 70 |
| I use new English words in a sentence so I can remember them | 3.2286 | 1.14425 | 70 |
| I review English lessons often | 2.5429 | 1.17567 | 70 |
| I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign | 2.7143 | 1.27567 | 70 |

| | | | |
|---|---|---|---|
| I say or write new English words several times | 2.7000 | 1.27802 | 70 |
| I start conversations in English | 3.7714 | .99523 | 70 |
| I read for pleasure in English | 3.4857 | 1.13881 | 70 |
| I write notes, messages, letters, or reports in English | 3.3143 | 1.28020 | 70 |
| I first skim an English passage (read over the passage quickly) then go back and read carefully | 3.2714 | 1.12831 | 70 |
| I try not to translate word-for-word | 3.5143 | 1.31593 | 70 |
| To understand unfamiliar English words, I make guesses | 3.2571 | 1.15075 | 70 |
| I read English without looking up every new word | 3.4714 | 1.17611 | 70 |
| If I can' t think of an English word, I use a word or phrase that means the same thing | 3.9429 | .88278 | 70 |
| I try to find as many ways as I can to use my English | 3.5714 | 1.16185 | 70 |
| I notice my English mistakes and use that information to help me do better | 3.8286 | .94748 | 70 |
| I pay attention when someone is speaking English | 3.9429 | .97632 | 70 |
| I plan my schedule so I will have enough time to study English | 2.3571 | 1.16763 | 70 |
| I look for people I can talk to in English | 3.1286 | 1.17857 | 70 |
| I look for opportunities to read as much as possible in English | 3.4143 | 1.24520 | 70 |
| I have clear goals for improving my English skills | 3.3571 | 1.29699 | 70 |
| If I do not understand something in English, I ask the other person to slow down or say it again | 3.4857 | 1.27112 | 70 |
| I ask English speakers to correct me when I talk | 3.1143 | 1.36777 | 70 |
| I practice English with other students | 2.4571 | 1.29308 | 70 |
| I ask questions in English | 3.4429 | 1.17505 | 70 |
| I try to learn about the culture of English speakers | 3.1429 | 1.23107 | 70 |

Further analysis was conducted to assess the suitability of the analysed sample for the application of factor analysis, and the results of the corresponding test are presented in Table 2. A sufficiently high KMO indicator value of 0.644 (more than 0.5 is considered sufficient for reliably conducting factor analysis), along with a statistically significant p-value for Bartlett's test of sphericity ($p < 0.05$), indicate the adequacy of the selected sample.

Table 2. KMO and Bartlett's test

| **KMO and Bartlett's Test** | | |
|---|---|---|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .644 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 812.788 |
| | Df | 300 |
| | Sig. | .000 |

The subsequently calculated communalities for all variables indicate which of them should be retained in the model and which variables will be included in specific factors. After performing the rotation, to ensure that all extracted variables are included in at most one factor, Table 3 presents the factors that account for the largest portion of the variability of the studied phenomenon. The results show that a high degree of total variability, specifically 64.85%, can be explained by six extracted factors. The same conclusion is supported by the scree plot shown in Figure 1.

Table 3. Total variance explained

| **Total Variance Explained** | | | | | | |
|---|---|---|---|---|---|---|
| Compo-nent | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 6.308 | 25.230 | 25.230 | 6.308 | 25.230 | 25.230 |
| 2 | 3.673 | 14.694 | 39.924 | 3.673 | 14.694 | 39.924 |
| 3 | 1.892 | 7.567 | 47.491 | 1.892 | 7.567 | 47.491 |
| 4 | 1.664 | 6.658 | 54.149 | 1.664 | 6.658 | 54.149 |
| 5 | 1.499 | 5.997 | 60.146 | 1.499 | 5.997 | 60.146 |
| 6 | 1.176 | 4.705 | 64.850 | 1.176 | 4.705 | 64.850 |
| 7 | .985 | 3.938 | 68.788 | | | |
| 8 | .859 | 3.437 | 72.225 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | .808 | 3.230 | 75.455 | | | |
| 10 | .737 | 2.949 | 78.404 | | | |
| 11 | .648 | 2.591 | 80.995 | | | |
| 12 | .622 | 2.487 | 83.482 | | | |
| 13 | .554 | 2.217 | 85.700 | | | |
| 14 | .511 | 2.044 | 87.744 | | | |
| 15 | .460 | 1.840 | 89.584 | | | |
| 16 | .453 | 1.811 | 91.395 | | | |
| 17 | .394 | 1.575 | 92.970 | | | |
| 18 | .353 | 1.410 | 94.380 | | | |
| 19 | .329 | 1.316 | 95.696 | | | |
| 20 | .312 | 1.246 | 96.942 | | | |
| 21 | .229 | .915 | 97.857 | | | |
| 22 | .186 | .743 | 98.600 | | | |
| 23 | .145 | .580 | 99.180 | | | |
| 24 | .137 | .546 | 99.727 | | | |
| 25 | .068 | .273 | 100.000 | | | |
| Extraction Method: Principal Component Analysis. | | | | | | |

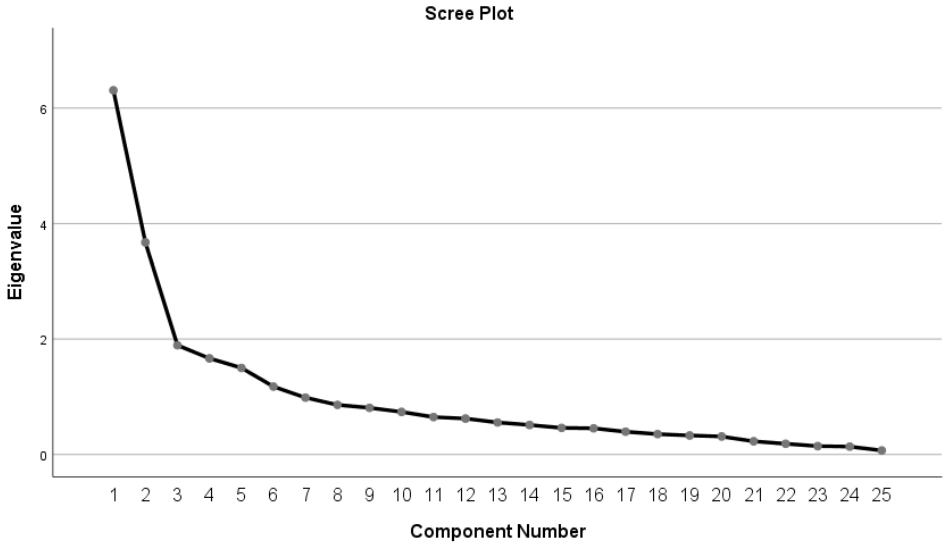


Figure 1. Scree plot for the factors

To define the extracted factors that explain the studied phenomenon in the final stage, specifically the factors accounting for the majority of its total variability, the common rule was applied: only variables with a loading greater than 0.6 were retained within the factors. The following table presents the final rotated solution, showing the extracted variables for each of the six identified factors.

Table 4. Rotated component matrix: varimax-rotated solution

| **Component Matrix[a]** | | | | | | |
|---|---|---|---|---|---|---|
| | Component | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| I think of relationships between what I already know and new things I learn in English | **.608** | -.282 | .198 | -.011 | -.222 | .200 |
| I use new English words in a sentence so I can remember them | .493 | -.233 | .345 | -.132 | **-.635** | .383 |
| I review English lessons often | .450 | -.467 | .284 | .181 | .385 | **.619** |
| I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign | .382 | -.349 | .157 | -.091 | **.753** | -.537 |
| I say or write new English words several times | .542 | -.496 | -.081 | -.154 | **-.606** | .211 |
| I start conversations in English | .441 | **.645** | .090 | .066 | -.113 | .053 |
| I read for pleasure in English | **.607** | .472 | -.091 | -.188 | -.129 | -.242 |
| I write notes, messages, letters, or reports in English | **.661** | .566 | -.100 | .046 | -.179 | -.122 |
| I first skim an English passage (read over the passage quickly) then go back and read carefully | .405 | -.004 | **.696** | -.118 | -.081 | -.166 |
| I try not to translate word-for-word | .162 | .449 | **.691** | .410 | .407 | .330 |

| | | | | | | |
|---|---|---|---|---|---|---|
| To understand unfamiliar English words, I make guesses | .207 | .309 | **.773** | .360 | .214 | -.022 |
| I read English without looking up every new word | .057 | .536 | **-.705** | -.275 | .433 | .015 |
| If I can' t think of an English word, I use a word or phrase that means the same thing | .285 | .132 | -.585 | .223 | **.767** | -.004 |
| I try to find as many ways as I can to use my English | **.729** | .205 | -.307 | **-.662** | .060 | -.093 |
| I notice my English mistakes and use that information to help me do better | .527 | .225 | -.153 | .515 | -.057 | **-.663** |
| I pay attention when someone is speaking English | .564 | .006 | -.357 | -.081 | .051 | **.714** |
| I plan my schedule so I will have enough time to study English | **.629** | -.510 | -.053 | -.247 | .456 | .238 |
| I look for people I can talk to in English | .393 | .096 | -.064 | **-.709** | .115 | .215 |
| I look for opportunities to read as much as possible in English | **.740** | .199 | -.101 | -.115 | .165 | -.216 |
| I have clear goals for improving my English skills | **.667** | -.285 | .008 | .010 | .417 | -.148 |
| If I do not understand something in English, I ask the other person to slow down or say it again | .336 | -.482 | -.133 | **.648** | -.024 | -.157 |
| I ask English speakers to correct me when I talk | .438 | -.487 | -.185 | .361 | -.219 | **-.683** |

| | | | | | | |
|---|---|---|---|---|---|---|
| I practice English with other students | .529 | -.390 | -.031 | **.797** | -.236 | .072 |
| I ask questions in English | .492 | **.728** | .028 | .251 | -.191 | .263 |
| I try to learn about the culture of English speakers | **.612** | .099 | .200 | -.254 | -.295 | -.233 |
| Extraction Method: Principal Component Analysis. | | | | | | |
| a. 6 components extracted. | | | | | | |

Subsequently, we provided a summary of each factor composed of the extracted variables and assigned an appropriate name to each factor.

Table 5. Factor 1: Looking for opportunities to learn

| Variable | | Loading |
|---|---|---|
| 1 | I think of relationships between what I already know and new things I learn in English | 0.608 |
| 7 | I read for pleasure in English | 0.607 |
| 8 | I try to find as many ways as I can to use my English | 0.729 |
| 17 | I look for people I can talk to in English | 0.693 |
| 19 | I look for opportunities to read as much as possible in English | **0.740** |
| 20 | I have clear goals for improving my English skills | 0.667 |
| 25 | I try to learn about the culture of English speakers | 0.612 |

Table 6. Factor 2: Lack of anxiety when speaking

| Variable | | Loading |
|---|---|---|
| 6 | I start conversations in English | 0.645 |
| 24 | I ask questions in English | **0.728** |

Table 7. Factor 3: Dealing with unknown vocabulary

| Variable | | Loading |
|---|---|---|
| 9 | I first skim an English passage (read over the passage quickly) then go back and read carefully | 0.696 |
| 10 | I notice my English mistakes and use that information to help me do better | -0.663 |
| 11 | To understand unfamiliar English words, I make guesses | **0.773** |
| 12 | I read English without looking up every new word | 0.705 |

Table 8. Factor 4: Seeking opportunities to speak

| Variable | | Loading |
|---|---|---|
| 14 | I try to find as many ways as I can to use my English | -0.662 |
| 18 | I look for people I can talk to in English | -0.709 |
| 21 | If I do not understand something in English, I ask the other person to slow down or say it again | 0.648 |
| 23 | I practice English with other students | **0.797** |

Table 9. Factor 5: Strategies for learning vocabulary

| Variable | | Loading |
|---|---|---|
| 2 | I use new English words in a sentence so I can remember them | -0.635 |
| 4 | I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign | 0.753 |
| 5 | I say or write new English words several times | 0.606 |
| 13 | If I can' t think of an English word, I use a word or phrase that means the same thing | **0.767** |

Table 10. Factor 6: Self-reflection and feedback

| Variable | | Loading |
|---|---|---|
| 3 | I review English lessons often | 0.619 |
| 15 | I notice my English mistakes and use that information to help me do better | -0.663 |
| 16 | I pay attention when someone is speaking English | **0.714** |
| 22 | I ask English speakers to correct me when I talk | 0.683 |

Finally, to develop a test battery for researching students' attitudes toward the process of learning English and self-directed learning, variables with the highest loadings within each defined factor can be selected.

Table 11. Test battery for measuring students' attitudes towards language learning and self-directed learning

| Variable | | Loading |
|---|---|---|
| 19 | I look for opportunities to read as much as possible in English | 0.740 |
| 24 | I ask questions in English | 0.728 |
| 11 | To understand unfamiliar English words, I make guesses | 0.773 |

| | | |
|---|---|---|
| 23 | I practice English with other students | 0.797 |
| 13 | If I can' t think of an English word, I use a word or phrase that means the same thing | 0.767 |
| 16 | I pay attention when someone is speaking English | 0.714 |

Having analysed the presented results and the outcomes of the research it can be concluded that the research supports hypothesis 1:

(H1): Language learning strategies significantly contribute to effective language learning.

The factor analysis identified key strategies that enhance learning effectiveness, such as actively seeking opportunities to use and practice English, engaging with English in various contexts, and employing specific techniques for understanding and retaining vocabulary. These strategies correspond with the principles of effective language acquisition and underscore the importance of targeted approaches in language learning.

The research also supports hypothesis 2:

(H2): Students exhibit clearly defined attitudes regarding the need to develop their autonomy in learning English.

## 4. IMPLICATIONS FOR CURRICULUM DEVELOPMENT, MATERIALS DESIGN AND TEACHING

The factor analysis revealed that students place substantial value on strategies that promote autonomy, such as setting clear goals, seeking out speaking opportunities, and using self-directed learning techniques. This indicates that students are aware of and recognize the importance of autonomy in enhancing their language learning experience.

The factor analysis identified six most relevant factors that summarize the strategies and attitudes related to English language learning. Each of these six factors have clear implications for curriculum development, materials design and classroom teaching.

**Factor 1: Looking for Opportunities to Learn**: This factor includes strategies related to actively seeking opportunities for language use, setting clear goals, and exploring cultural aspects of English speakers. It emphasizes the proactive role of learners in their language acquisition process.

**Factor 2: Lack of Anxiety When Speaking**: This factor highlights the importance of overcoming anxiety and engaging in conversations as a means of improving language skills. It reflects students' comfort in initiating and participating in English conversations.

**Factor 3: Dealing with Unknown Vocabulary**: Strategies for handling unfamiliar vocabulary, such as making guesses and not relying on translation,

are central to this factor. It underscores the importance of developing strategies for vocabulary acquisition and comprehension.

**Factor 4: Seeking Opportunities to Speak**: This factor focuses on seeking out opportunities to practice speaking English, including interaction with others and seeking clarification when needed. It emphasizes the value of practice and interaction in language learning.

**Factor 5: Strategies for Learning Vocabulary**: This factor involves techniques for remembering and using new vocabulary effectively. It includes methods such as contextual use, repetition, and mnemonic devices.

**Factor 6: Self-Reflection and Feedback**: This factor underscores the role of self-reflection and feedback in language learning. It includes strategies for reviewing lessons, paying attention to language use, and seeking correction from others.

## 5. CONCLUSION

The research offered conclusions which may have valuable implications for language teaching, such as the following: The results indicate that language learning strategies and autonomy are crucial for improving students' performance. We as teacher can leverage these insights to design curricula and teaching methods that foster autonomy, encourage proactive learning strategies, and address specific areas where students need improvement. For instance, incorporating activities that promote speaking opportunities and self-reflection can enhance the effectiveness of language instruction.

This, however, opens doors to future research which could explore how different teaching methods impact the development of learner autonomy and the application of effective language learning strategies. Additionally, investigating how these strategies vary across different learner proficiency levels could provide further insights into optimizing language education.

By understanding these conclusions, language teachers and researchers can better support students in developing effective language learning strategies and fostering greater autonomy in their learning processes.

### References

Bekleyen, Nilufer, Figen Selimoglu. 2016. "Learner Behaviors and Perceptions of Autonomous Language Learning", *The Electronic Journal for English as a Second Language (TESL – EJ)* Vol. 20. No. 03

Benson, Phil, Peter Voller. 2014. *Autonomy and independence in language learning*. London: Routledge

Chan, Victoria. 2001. "Readiness for learner autonomy: what do our learners tell us?". *Teaching In Higher Education*, 6, 505-517.

Chan, Victoria. 2003. "Autonomous Language Learning: the teachers' perspectives". *Teaching In Higher Education*, 8, 33-54.

Daflizar, Daflizar. 2021. "Learner autonomy: A qualitative inquiry into Indonesian tertiary EFL students' voices". *Indonesian Research Journal in Education* (IRJE), 5(2), 387-403. https://doi.org/10.22437/irje.v5i2.10388

Dam, Leni. 1995. *From theory to classroom practice*, Dublin:Authentic

Little, David. 1991. *Learner autonomy 1: Definitions, issues and problems*. Dublin:Authentic

Little, David. 1995. "Learning as dialogue: The dependence of learner autonomy on teacher autonomy". *System 23* (2), 175-181

Littlewood, William. 1999. "Defining and developing autonomy in East Asian contexts. Applied linguistics, 20(1), 71-94

Oxford, Rebecca. 1990. *Language learning strategies: What every teacher should know*. Boston, MA: Heinle & Heinle

Oxford, Rebecca. 1989. *Strategy Inventory for Language Learning (SILL).* Version 7.0 ESL/EFL

Palfreyman, David. 2003. "Introduction: Culture and Learner Autonomy", *Learner Autonomy across Cultures: Language Education Perspectives*, edited by David Palfreyman and Richard C. Smith, 1-17. Basingstoke: Palgrave Macmillan

Sinclair, Barbara. 2000. "Learner autonomy: The next phase?" *Learner Autonomy, Teacher Autonomy: Future Directions* edited by Barbara Sinclair, Ian McGrath and Terry Lamb, 4-15. Harlow: Longman

## CONCIENCIA DE LOS ESTUDIANTES SOBRE EL USO DE LAS ESTRATEGIAS PARA EL APRENDIZAJE DE IDIOMAS ESTRANJEROS CON EL FIN DE OBTENER AUTONOMIA EN EL APRENDIZAJE DEL INGLÉS PARA FINES ESPECÍFICOS

*Resumen*

El articulo investiga el rol de las estrategias en el aprendizaje de los idiomas extranjeros y su relación con la autonomía de los estudiantes en el contexto de los cursos de inglés para fines específicos (ESP), a nivel universitario. La suposición principal es que la autonomía de los estudiantes permite la adquisición continua de conocimientos más allá de la educación formal, lo que contribuye al aprendizaje a lo largo de toda la vida. La investigación utiliza una encuesta basada en una adaptación del Inventario de Estrategias de Aprendizaje de Idiomas (Oxford 1989), para analizar las actitudes de los estudiantes hacia la autonomía y las estrategias de aprendizaje. Los resultados del análisis factorial identifican seis factores clave que abarcan diferentes aspectos del aprendizaje de idiomas.

Factor 1: Búsqueda de oportunidades para aprender – Este factor abarca estrategias relacionadas con la búsqueda activa de oportunidades para usar el idioma, el establecimiento de metas claras y la exploración de aspectos culturales de los hablantes de inglés. Subraya el papel proactivo de los estudiantes en su proceso de adquisición de idiomas.

Factor 2: Ausencia de ansiedad al hablar – Este factor destaca la importancia de superar la ansiedad e involucrarse en conversaciones como medio para mejorar las habilidades lingüísticas. Refleja la comodidad de los estudiantes al iniciar y participar en conversaciones en inglés.
Factor 3: Manejo de vocabulario desconocido – Estrategias para lidiar con vocabulario desconocido, como adivinar el significado y evitar la dependencia de la traducción, son fundamentales para este factor. Subraya la importancia de desarrollar estrategias para la adquisición y la comprensión del vocabulario.
Factor 4: Búsqueda de oportunidades para hablar – Este factor enfatiza el valor de la práctica y la interacción en el aprendizaje de idiomas.
Factor 5: Estrategias para aprender vocabulario – Este factor incluye técnicas para recordar y utilizar nuevo vocabulario de manera efectiva. Incluye métodos como el uso contextual, la repetición y la mnemotecnia.
Factor 6: Autorreflexión y retroalimentación – Este factor incluye estrategias para repasar las lecciones, prestar atención al uso del idioma y buscar correcciones de otros.
Las conclusiones indican que es necesario enseñar a los estudiantes a usar estrategias que promuevan la autonomía, y futuras investigaciones podrían profundizar en la comprensión de cómo los métodos de enseñanza afectan el desarrollo de esta habilidad. Se proponen mejoras en el currículo y en los métodos de enseñanza que permitan a los estudiantes asumir la responsabilidad de su propio aprendizaje mediante estrategias que fomenten el aprendizaje proactivo y el autorreflexión, lo cual podría contribuir a un proceso de aprendizaje de idiomas más efectivo.

*Palabras clave*: estrategias de aprendizaje de idiomas, autonomía del estudiante, cursos de inglés para fines específicos