



COMPARING THE USE OF CSS BY HIGH AND LOW PROFICIENT SPANISH LEARNERS' OF ENGLISH: STORYTELLING AND INTERVIEW TASKS

HANANE BENALI TAOUIS¹

¹ Universidad Politécnica de Madrid, España

KEYWORDS

Communication
Evaluation
Interview
Storytelling
Teaching Methodology

ABSTRACT

This research suggests a comparison between two tasks to evaluate oral communication strategies (CSs) through storytelling and interview and to compare the use of CSs between high and low proficient students. The results of the storytelling and oral interview are compared to check if CSs vary with the task and what tasks are better for each of the selected CSs. A number of 60 Spanish learners of English participated in this investigation, and a total of 232 protocols were analysed to obtain the results. The main results are that CSs vary to adapt to task demands and that the frequency and type of CSs used by the students are affected by the level of proficiency of the students. This highlights the importance of selecting the appropriate task for the evaluation to be significant and the necessity to adapt the syllabus to include elements that introduce some productive CSs.

PALABRAS CLAVE

Comunicación
Evaluación
Entrevista
Narración
Metodologías de enseñanza

RESUMEN

Esta investigación sugiere una comparación entre dos tareas para evaluar las estrategias de comunicación oral (EC) a través de la narración y la entrevista también compara el uso de las EC entre estudiantes de alto y bajo nivel de competencia. Los resultados de las tareas se comparan para verificar si las EC varían con la tarea y qué tareas son mejores para cada uno de los EC seleccionadas. Un número de 60 estudiantes españoles de inglés participaron en esta investigación y se analizaron un total de 232 protocolos para obtener los resultados. Los principales resultados son que las EC varían para adaptarse a las demandas de la tarea, y que la frecuencia y el tipo de las EC utilizadas por los estudiantes se ven afectados por el nivel de competencia de los estudiantes. Esto destaca la importancia de seleccionar la tarea adecuada para que la evaluación sea significativa.

Recibido: 03/ 06 / 2022

Aceptado: 10/ 08 / 2022

1. Introduction

The movement towards a new notion of teaching (Faerch & Kasper, 1980) includes not only the transmission of knowledge, but also the development of competencies. The new teaching is supposed to lead the students to autonomous learning in which the teacher is present to guide or judge the learning process. However, some competencies prove to be harder to develop than others because of the nature of the unlimited variables that interfere in the process of working these competencies. Several research projects demonstrate that learners are more preoccupied with developing their speaking and writing skills than they are with the rest of the skills (Benali, 2011; Lafford, 2004; Victori, 1992). This is predictable in the second or foreign language (SL/FL) context, which is generally characterized by a lack of practice and exposure to authentic forms of the target language. Although writing is practically more explored than speaking, students seem to need more systematic instructions and guided practice to improve their ability to express their ideas in a more organized manner that suits the topic and the readers. Unfortunately, speech is less expanded as a skill inside the classroom, even with advances in the speed of communication system and mobility, which have spurred globalization and led to the exponential growth of the use of ELF. This has put great pressure on different countries to come up with various linguistic educational policies and projects that have the goal of improving students' communicative competence.

Therefore, analyses of the learners' interlanguage and its communicative effect on the interlocutor have become a widely investigated phenomenon. Recent trends have mainly dealt with the assessment of the communicative potential of the learners' language by means of emphasizing the role of learners, their communicative needs in FL and the effect that their IL exerts on interlocutors. Special interest was given to the problem solving process with the aim of exploiting the intermediary ways that learners use to overcome their communication problems and convey their message. A vital aim of this area of research is a better understanding of the interaction between the factors involved in the communicative competence to improve the act of teaching/learning. This new field of research has provided different theoretical and empirical studies with insightful implications and findings that help clarify the controversy of communication in general, but also highlight the complexity of communication skills, especially in the oral form. From this background, researchers' interest in the issue of CSs has grown, and there are many studies concerned with how CSs can be acquired and developed by L2 users (Ellis, 2000; Taylor, 1975; Widdowson, 1978). Studying the teachability of CSs has been a controversial issue in SL/FL teaching that can be outlined as the teaching of the skill that students already have to make them aware of its existence or to teach new one, as Oxford stated, should indicate "why the strategy is useful, how it can be transferred to different tasks, and how learners can evaluate the success of this strategy" (1990, p. 207).

However, the teaching of CSs cannot be carried out without taking into account the level of proficiency and the main determinants of the selection (the context of learning, the context of use, the user's personality, and the task demand). Considering that student proficiency level can be a factor that determines the number and types of CSs they include in their oral production (Benali & Lopez, 2021). Moreover, instructors should also consider other factors such as the context of learning in which learners receive language, since it has been proven to determine the specific features of their IL and the types of CSs they will use. Therefore, research in SL/FL teaching has been too much interested in designing syllabi that develop learners' communicative ability by relating the learner's needs to the teaching goals through providing contextualized material that facilitates the practice of the target language in natural-like situations. However, these attempts have not succeeded in developing the communicative competence because they become competent only in the situations to which they have been exposed in their syllabus. Success in other new situations depends on their ability to use their knowledge creatively to suit these new situations. Therefore, it is more feasible to study how learners can develop their creative ability by using their IL to convey new concepts and how they can derive knowledge from their L1 in case their IL is not sufficient to achieve a specific communication goal.

Moreover, the context or situation in which the learner is obliged to use his CSs also determines the type of CSs selected. This context includes the interlocutors, the setting (time and space), and the concept itself (the nature of the idea to be conveyed). In an extended discussion of the notion of context, we note that the scope of context is not easy to define and that we must consider the social and psychological world into which the language user operates at any given time to be able to understand the message. The context includes the beliefs and assumptions about the temporal, spatial, or social setting, prior, ongoing, and future actions (verbal and non-verbal), the state of knowledge, and attentiveness of those participating in the social interaction at hand. Therefore, CSs are usually related to both the speaker (his linguistic background, his language proficiency, and his knowledge about the topic) and the task demands (concept to be conveyed, the setting, the type of relationship between speaker and listener). The effectiveness depends on the extent to which they suit the content as a whole.

Another determinant of CSs selection relates to the personality of the user. Research on CSs has shown that the selection of CSs varies from one learner to another depending on their age and personality. Factors such as aptitude (intelligence), self-confidence, anxiety, and the degree to which the learner insists on solving the problem he is facing. As Corder explained: There is some evidence that a personality factor invoked (in the manipulation of communication strategies). Different learners will typically resort to their favorite strategies;

some are determined risk takers; others value social factors of interaction above the communication of ideas; just how hard one tries will vary with personality (1983, p. 19).

The last factor that may bias the speakers/learners to use a specific strategy over another is the task they are required to fulfill. Biases may be the result of two important factors, which are the concept or idea to be conveyed and/or task instructions including the communicative situation that makes certain strategies more used than others. For arguments sake, we quote Bialystok and Frohlich (1980), "The (picture) Recreation task motivated the students not to give up after they first consider contextual aspects of utterances in the interpretation and analysis of elicited data in SL CSs studies is intensive" (p.3).

Consequently, the results of this study demonstrate the importance of selecting a task that adapts to the level of proficiency for the evaluation to be significant. Basically, because we believe that among the aforementioned determiners, task adaptation is the only one that instructors can control. This research suggests a comparison between two levels of proficiency (high and low) in storytelling and interviewing to evaluate the number and types of oral communication strategies (CSs) used by each level. The results of the storytelling and interview tasks are compared between groups to check if the CSs vary according to the level of proficiency. This research suggests the use of tests as a tool of self-evaluation and follow-up instead of insisting on teaching by explaining the rules and sharing activities and assignments that offer practice of each teaching element separately.

2. Research Methodology

This study is based on a previously conducted communication strategy training. The data used in this study belong to the earlier study in which the students received training in the use of a selected number of communication strategies and participated in several tasks to measure the effect of the training on their use of communication strategies. The subjects are 4 groups of high school Spanish students of 60 members each. The experimental and control groups were divided into high and low levels based on their results in the placement test. It is worth explaining that the proficiency level of the subjects was measured through a proficiency test to avoid any wrong overgeneralization. The paper and pen version of the Oxford Quick Placement Test (University of Cambridge Local Examinations Syndicate: UCLES, 2004) specially designed for speakers of other languages was used. However, the actual research investigates the effect of the proficiency level on the type and number of communication strategies used. The main objective is to demonstrate that the level of proficiency affects the selection of communication strategies by students and show the types of communication strategies that are used more by each proficiency level. The choice of these two tasks is not random since both provide the students with different contexts. The storytelling task is designed to trigger the use of special items in the target vocabulary that the subjects were expected to express using their CSs. It also provides authentic situations that link the task requirements to the subjects' real life to give them.

a meaningful and contextualized starting point for their performance. Moreover, the task is still meant to be demanding and challenging for the subjects as far as the use of the target language is concerned. For the storytelling task, students were given flashcards with images telling a story and asked to tell their partners this story in words. They had a good opportunity to use their vocabulary and interact with their interlocutors to ask for help whenever necessary without sharing images. The second task used to collect data was the interview task. The students were interviewed on a topic that they had to choose from a given list. This semi-structured interview was designed to engage the subjects into a communicative situation in which they were required to express their opinions and to defend their ideas.

2.1. The Results of the Oral Production in the Interview Task

232 protocols composed the data for this research, including the pre- and post-tests. The analysis was performed by first classifying the CSs used into 8 types. The types detected were: Appeal for authority (AA), asking for repetition (AR), chunks (C), paraphrasing (P), providing active response (PAR), restructuring (R), gap-fillers (GF), and shadowing (S). The CSs were then counted and the total percentage was calculated for each participant. For statistical requirements, the total number of each strategy was also numerically described. The statistical analysis was conducted using the canonical Biplot to obtain an inter and intra comparison between and CSs. In Table 1 below, we can observe the results of the One-Way ANOVA-test on the interview data.

Table 1. Interview One-Way ANOVA-test

Variable	Total	Explained	Residual	F	Sign.
CPI	116	9.356	105.644	3.306	0.02285
RPI	116	43.727	71.273	22.904	0
PPI	116	10.52	104.48	3.759	0.0129
AAPI	116	6.95	108.05	2.401	0.07151
ARPI	116	4.405	110.595	1.487	0.22193
GFPI	116	6.203	108.797	2.128	0.10061
SPI	116	5.747	109.253	1.964	0.12348
PARPI	116	3.303	111.697	1.104	0.35069
CPOI	116	104.564	10.436	374.076	0
RPOI	116	100.497	14.503	258.698	0
PPOI	116	100.137	14.863	251.521	0
AAPOI	116	102.311	12.689	301.017	0
ARPOI	116	98.17	16.83	217.766	0
GFPOI	116	100.094	14.906	250.688	0
SPOI	116	106.209	8.971	451.047	0
PARPOI	116	99.176	15.824	233.989	0

PI: Pre-test interview

POI: Post-test interview

P: Paraphrasing

R: Restructuring

S: Shadowing

AA: Appeal for authority

AR: Asking for repetition

GF: Gap-fillers

PAR: Providing active response

C: Chunks

F: f-Snedecor

Sign: Significance $p < 0.05$.

As explained previously, this study is a variant of a series of studies done in CSs in which initially the students received training and took a pre and post-test to study the effect of training on the use of CSs. However, the scope of the actual study does not focus on training and is only interested in the level of relation between the proficiency and the use of CSs (number and types) in the two oral task. For the sake of data credibility, we are conserving the data from the original mentioned research, but we are discussing and analyzing only the pre-test results. In Table 1 above, through the One-Way ANOVA test, we can observe that a number of CSs used by the two groups in the pretest were significant only in three CSs (Chunks, paraphrasing, and restructuring). This means that the other structures were not significant and that the participants did not use them in the interview, either as a result of ignorance or due to the task demand. Using only the One-Way ANOVA-test at this level will not help to compare the two different groups and obviously will not help to achieve the main objective of this research of investigating the relation between the level of proficiency and the number and type of CSs used in oral tasks. Therefore, the Canonical Biplot Analysis based on Wilks' Lambda solves this problem by comparing all groups in all the variables and establishing a global p value that represents the significance of all the groups in all the variables. In this way, even the variables that resulted non-significant in the One-Way ANOVA-test can be represented in the Canonical Biplot plan.

2.2. Comparing the Variables between Groups

Based on Wilk’s Lambda, the Canonical Biplot analysis provides a comparison of the CSs used by the 4 groups (2 experimental and 2 control groups both composed of a high and a low proficient group). This test is the equivalent of the well-known statistical analysis t-test. Table 2 below demonstrates the results of this analysis with a $p < 0.05$.

Table 2. Wilk’s Lambda Analysis of the interview data

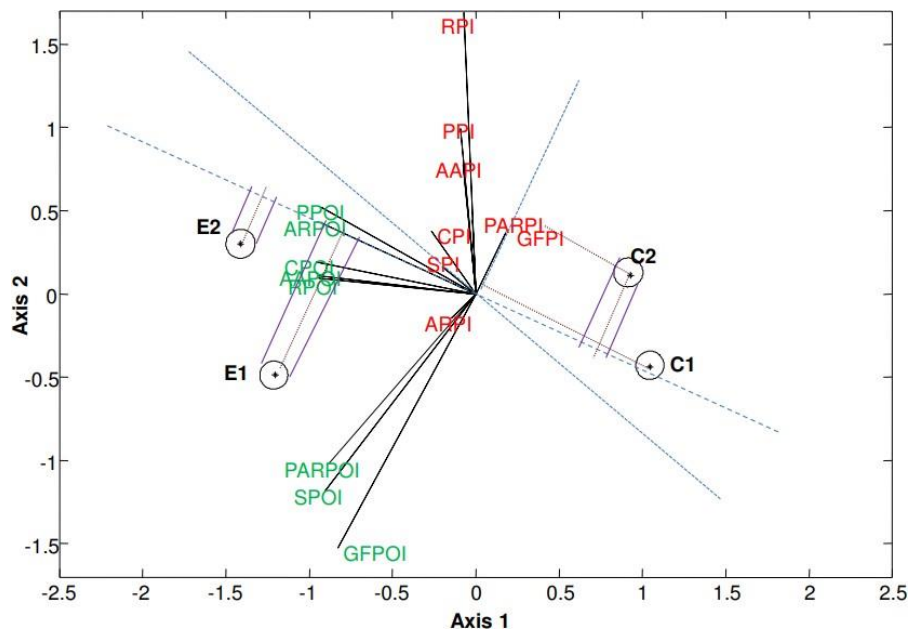
Dimension	Eigenv.	% Expl.	Cumm.	TSS	ESS	F.	p-val
1	7.469	91.613	91.613	56.79	55.79	2082.827	0
2	2.183	7.828	99.442	5.767	4.767	177.979	0
3	0.583	0.558	100	1.34	0.34	12.689	0

Global contrast based on Wilks’ Lambda.

p-value:1.7853e-102

As we can observe in Table 2, axes 1 and 2 show an elevated degree of representation (91.613 and 99.442) with a global contrast based on Wilks’ Lambda with a p of 1.7853e-102 at a level of $p < 0.05$. This guarantees that even the data reflected as non-significant in the previous One-Way ANOVA-test can be reflected in the Canonical Biplot Analysis Plan that offers the same analysis as a t-test an ANOVA and a MANOVA-test at the same time giving the researcher the possibility of comparing and contrasting the points of interest of his/her research.

Plan 1. A comparison of the CSs used by the 4 groups in the interview task.



- PI: Pre-test interview

- POI: Post-test interview

- P: Paraphrasing

- R: Restructuring

- S: Shadowing

- AA: Appeal for authority

- AR: Asking for repetition

- GF: Gap-fillers

PAR: Providing active response
C: Chunks
E1: Low proficient experimental group
E2: High proficient experimental group
C1: Low proficient control group
C2: High proficient control group

In the Plan above there is a representation of the types and number of CSs used by the 4 groups in the pre-test (the ones ending in PI) and the results of the post-test (ending in POI). However, as previously mentioned, this study will only focus on the use of these strategies in the pre-test to compare the types and the number of the used CSs by the two different levels of proficiency participating in the research. The Canonical Biplot test gives a complete analysis of the employing frequency of each of the CSs per group and proficiency level. As reflected in the plan above, the two low proficient groups (E1 and C1) demonstrate a very low level of CSs production. The four groups show a slight difference in use of CSs in which the low proficient group (E1 and C1) used less CSs than the high proficient one (E2 and C2): the projection of the centres of the circles of C2 results farther from the centre of the axes than that of C1 as seen on the projection of the two groups on gap-fillers and providing active response in the pre-test. The projection of the centres of the circles of E2 results farther from the centre of the axes than that of E1 on asking for repetition and paraphrasing in the post-test. Thus, the first observation is that the low proficient groups use less CSs than the high proficient ones. We can also conclude that there is a difference between the types of CSs used by each level since the low proficient groups use more help seeking strategies (Appeal for authority and asking for repetition) than the high proficient groups.

Generally, there is an over-reliance on some strategies (paraphrasing, restructuring, and appeal for authority) in the pre-tests. This can also be explained as a repetition strategy in which participants try to explain a word or concept by saying it in a different way and using their vocabulary repertoire to cover words they do not know in the foreign language. In addition to that, they also use appeal for authority or what is also known as asking for the interlocutor's help to be able to convey a concept when they cannot use their own vocabulary to do it.

2.3. Results Obtained From the Oral Storytelling Task

Table 3. Storytelling One-Way ANOVA-test

Variable	Total	Explained	Residual	F	Sign.
CPSO	116	12.908	102.092	4.72	0.00386
RPSO	116	8.126	106.874	2.838	0.04124
PPSO	116	8.147	106.853	2.846	0.04083
AAPSO	116	39.007	75.993	19.163	0
ARPSO	116	10.882	104.118	3.902	0.01078
GFPSO	116	3.746	111.254	1.257	0.29266
SPSO	116	5.399	109.601	1.839	0.14419
PARPSO	116	6.045	108.955	2.071	0.10803
CPOSO	116	106.868	8.132	490.633	0
RPOSO	116	101.431	13.569	279.067	0
PPOSO	116	107.426	7.574	529.542	0
AAPOSO	116	99.124	15.876	233.104	0
ARPOSO	116	104.492	10.508	371.25	0
GFPOSO	116	105.643	9.357	421.504	0
SPOSO	116	107.825	7.175	561.02	0
PARPOSO	116	107.486	7.514	534.025	0

PSO: pre-test storytelling oral task.

POSO: post-test storytelling oral task.

P: Paraphrasing
R: Restructuring
S: Shadowing
AA: Appeal for authority
AR: Asking for repetition
GF: Gap-fillers
PAR: Providing active response
C: Chunks
F: f-Snedecor
Sign: Significance $p < 0.05$.

Again, as in the One-Way ANOVA-test of the previous task, some CSs show themselves as non-significant in the storytelling task in Table 3 above. Another reason why we opted for using the Canonical Biplot test to analyse the data and compare the types and frequency of the CSs by the high and low proficient groups in the storytelling task. A total number of 232 oral storytelling productions were analyzed. The analysis shows that the only some CSs were significant (Chunks, paraphrasing, restructuring, appeal for authority, and asking for repetition). Therefore, we conclude that the One-Way ANOVA-test is not enough to represent all the variables and the Canonical Biplot Analysis will be a good solution to represent and analyse each and every variable.

2.4. Comparing the Variables between Groups

To get the comparison between the high and the low proficient groups, use of CSs in type and frequency the Wilks' Lambda of the Canonical Biplot was used which asserts the interpretability of all the groups and variables including the ones that were not significant in the One-Way ANOVA-test.

Table 4. Wilks' Lambda Analysis of the storytelling data

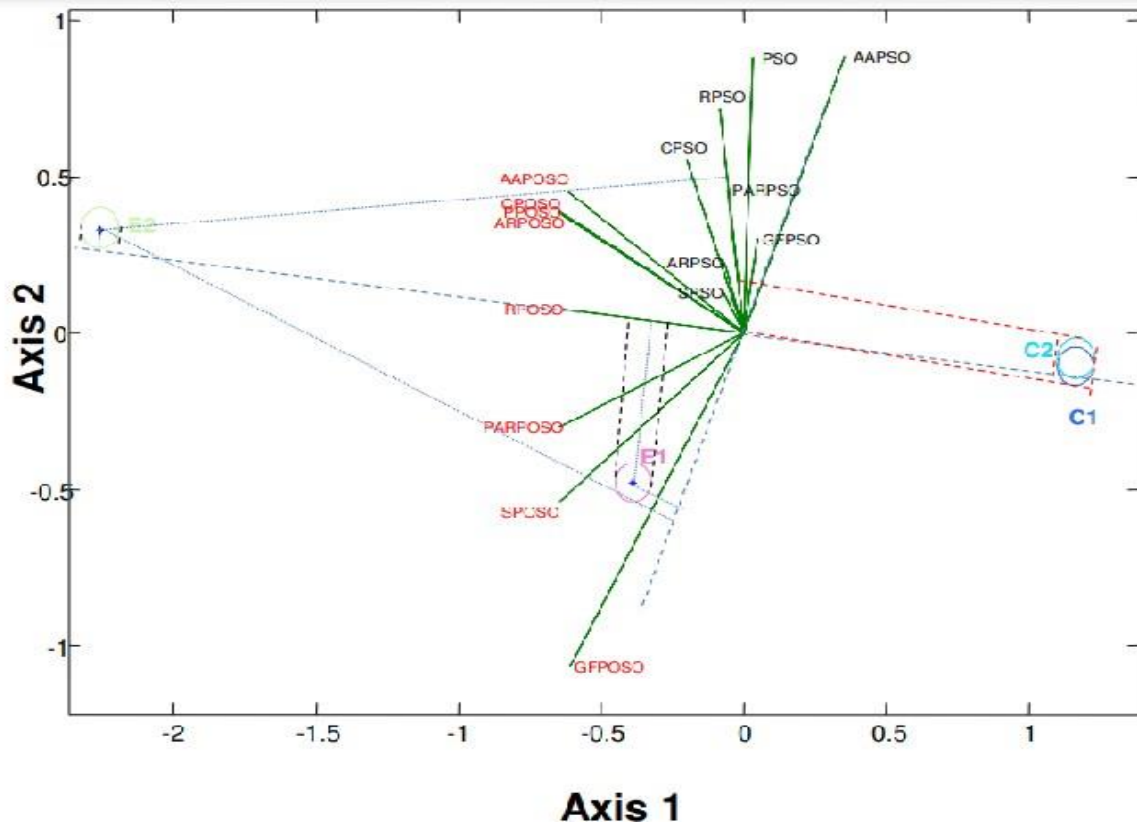
Dimension	Eigenv.	% Expl.	Cumm.	TSS	ESS	F.	p-val
1	8.69	96.118	96.118	76.512	75.512	2819.109	0
2	1.683	3.604	99.722	3.831	2.831	105.703	0
3	0.467	0.278	100	1.218	0.218	8.154	0

Global contrast based on Wilks' Lambda.

p-value: 3.1035e-098.

This test reflects the power of the Canonical Biplot Analysis in analysing all the variables in the data, including those that resulted insignificant in Table 3. Through this analysis and as reflected in Plan 2 below, we can clearly see the differences between the groups and the frequency of use of each of the CSs included in the taxonomy of this research. In this Plan, we can again observe that the results include both the post-test (PO) and the pre-test (P), which is the only focus of this research. The reason for including both is to maintain the original results and avoid any manipulation of the data that might disrupt the conclusions. Thus, we will discuss and analyse just the types and frequency of CSs in the pre-test as we previously did with the interview task. In this case, the focus of this study is on the CSs that end in (PSO) in Plan 2 below.

Plan 2. A comparison of the CSs used by the 4 groups in the storytelling task



PSO: Pre-test interview
POSO: Post-test interview
P: Paraphrasing
R: Restructuring
S: Shadowing
AA: Appeal for authority
AR: Asking for repetition
GF: Gap-fillers
PAR: Providing active response
C: Chunks
E1: Low proficient experimental group
E2: High proficient experimental group
C1: Low proficient control group
C2: High proficient control group

Similar to the data analysed in the interview task, the storytelling task includes 232 protocols in both pre and post-tests (divided into 2 high and low proficiency). The data collected, as mentioned previously, was analysed following the taxonomy of the actual investigation. We can observe that the high proficient and the low proficient groups overlap in their use of the CSs in the pre-test. As we can observe, the high proficient groups used more CSs than the low proficient groups in the pre-test. However, in terms of CSs types, the low proficient groups used more help seeking strategies than the high proficient groups. These results are meaningful since the high proficient students have bigger repertoire and know more language rules. The fact that one group has more language mastery than the other explains its use of productive strategies.

Therefore, the main conclusion we can come to at this level of analysis is that the proficiency level affects the number and the type of CSs in the storytelling task. In other words, when the level of mastery of the foreign

language is limited, students tend to use more CSs that help them convey the meaning to the interlocutor through asking them to collaborate, explain, or even provide the expression they are missing.

3. Conclusions

The actual research demonstrates that both the type of task and the level of proficiency of the students are controlling factors in the use of CSs. The students in the interview task used different strategies and numbers than in the storytelling. In the interview task, we observed high use of (Chunks, paraphrasing, and restructuring), while in the storytelling task other strategies were dominant (Chunks, paraphrasing, restructuring, appeal for authority, and asking for repetition). Another significant result in this study is the higher use of help seeking strategies (Appeal for Authority and Asking for Repetition) by the low proficient groups. Finally, from these results we can assume the effect of both the nature of the task and the level of proficiency on the use of CSs. This implies that the teaching and evaluation of these strategies should be adapted to these two factors to help students achieve better results. Therefore, EFL syllabi should include activities to practice CSs and be selective with the type of activities that fit each CS. At this stage, we should highlight the fact that not any type of task can be used to teach, practice, or evaluate all types of CSs. Instructors should be selective and keep in mind that for the students to get good results in the evaluation of CSs, similar tasks to the ones used during the teaching and practice should be used in the assessment.

Consequently, the EFL syllabus should improve the learners' communicative competence of learners and even include strategy training in productive CSs. In this case, the expression strategy "training" means focusing the students attention on specific strategies, making them aware of why they are important, how they work, and when they may come in useful, and also having them practice the strategies in guided activities. Obviously, not all CSs are worth mentioning in a classroom context; therefore, being eclectic is very important in designing a real communicative EFL syllabus. Focusing on productive strategies can favour hypothesis formation and, therefore, learning. However, not all productive strategies can be dealt with in the same way. The tasks used must be adapted to the target strategy for learning to occur. Consequently, as Oxford (1990) argued, increasing awareness of strategies focuses attention on the process of language learning and its stage in L2 acquisition, improving comprehension, storage, retrieval, and use of learning material, and ultimately improving language learning.

Therefore, strategy training can be fruitful by making learners more aware of why they are doing a particular learning task. Another argument in favour of strategy training is that it gives learners the tools to be more self-directed or autonomous and less dependent on the teacher. Researchers in this field (Benson & Voller, 1997; Dickinson, 1987; Holec, 1981) assert that learners who are responsible for their own language learning take control of how, where and when they learn the language; they are more aware of their language learning goals and are consequently more effective at attaining them, independently of a teacher. Moreover, the tasks are to be challenging with various degrees of formality and difficulty to make learners stretch their resources to their fullest potential in order to reach their goals. Learners should be put to the test of real performance that bridges the gap between formal and informal learning.

We encourage the introduction of oral and written CSs in the EFL syllabus because we believe that those strategies can lead to better performance that can be easily stored in the memory. They can also help students maintain communication, making them more productive, and helping them to have better control over their use of the language by promoting self-monitoring. Furthermore, CSs encourage risk-taking and offer learners the opportunity to cope with communicative difficulties and avoid communication breakdowns. They generally help learners to be more autonomous and better users of the language in terms of fluency measures. At this stage, what may come to one's mind is that introducing a list of CSs in the EFL classroom may limit the students' creativity, spontaneity and originality in language use. Due to this possible negative effect of introducing CSs in FL contexts, focus should be on introducing CSs in contextualized input that helps students discover the target CS and then make them apply it to different communicative situations. Giving learners the opportunity to extract the CSs from authentic inputs and helping them to discuss and adapt those strategies to different types of communicative difficulties may be a good method to encourage learners' creativity. These suggested ideas draw from the principles of the inductive approach in foreign language teaching to make participants active learners who analyse the input to create their individual intake. In this way, learners' are not shown what to produce, but how, when, and why to use a certain strategy instead of another. To improve your English, it is necessary to preserve one's own personal characteristics and learning strategies, which can enrich the learning experience of the whole group. Finally, research on this topic is believed to enrich the fields of language teaching, communication strategies, and strategy training, and to clarify the complex interaction between communication strategies, tasks, proficiency level, and the medium of communication.

References

- Benali, Taouis, H. (2011). *Communication strategies proficiency and consciousness: An empirical study of spoken English*. Berlin: LAMBERT.
- Benali, Taouis, H. (2012). *Group work in oral and written activities: An interactive approach to English language teaching*. Saarbrücken: LAMBERT.
- Benali, Taouis, H. & Lopez, Perez, S. (2021). A training to enhance oral communication strategies for Spanish learners of English. *International Journal of Applied Linguistics and English Literature*. 7(2), 154-162.
- Benson, P. & Voller, P. (1997). *Autonomy and independence in language learning*. Harlow: Essex: Longman.
- Bialystok, E. & Frohlich, M. (1980). Oral communication strategies for lexical difficulties. *Interlanguage Studies Bulletin-Utrecht*, 5(1), (3-30).
- Corder, S.P. (1983). Strategies of communication. In C. Faerch and G. Kasper (Eds.). *Strategies in interlanguage communication*. (pp. 15-19). London: Longman.
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge: Cambridge University Press.
- Ellis, R. (2000). *Understanding second language acquisition*. Oxford: Oxford University Press.
- Faerch, C. & Kasper, G. (1980). Processes and strategies in language learning and communication. *Interlanguage Studies Bulletin-Utrecht*, 5(1), (47-118).
- Holec, H. (1981). *Autonomy and Foreign Language Learning*. Oxford: Pergamum.
- Lafford, B. (2004). The effect of the context of learning on the use of communication strategies by learners of Spanish as a second language. *Studies in Second Language Acquisition*, 26(3), (201-225).
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle and Heinle Publishers.
- Taylor, B. (1975). Adult language learning strategies and their pedagogical implications. *TESOL Quarterly*, 9, (391-399).
- Victori, R.M. (1992). *Investigating the metacognitive knowledge of students of English as a second language*. Unpublished doctoral thesis: California: University of California.
- Widdowson, H.G. (1978). The significance of simplification. *Studies in Second Language Acquisition*, 1, (11-20).