

ORIGINAL ARTICLE

## Learning English in the elderly: an analysis of motivational factors and language learning strategies

Vítor Romário Monticelli Garcia<sup>1</sup>

<sup>1</sup> Pontifícia Universidade Católica do Rio Grande do Sul (PUCRS). <[vitorgarcia.prof@gmail.com](mailto:vitorgarcia.prof@gmail.com)>

### ABSTRACT

This study investigates motivational factors and language learning strategies involved in the process of learning English as a Foreign Language (EFL) in the elderly. The taxonomy of strategies developed by Oxford (1990) is adopted, as well as discussions on motivation in language learning. Twenty-five (25) elderly students participated in this research. Three instruments were administered for data collection, (i) a placement test; (ii) a background questionnaire; (iii) and a translated version of the Strategy Inventory for Language Learning (SILL), proposed by Oxford (1990). Results identified 11 strategies used more frequently, most of them metacognitive strategies. Results also show that learning English, travelling, and socializing are motivational factors in this group. This paper may contribute to researchers and to English teachers and elderly students by shedding some light on features of EFL learning in the elderly regarding language strategies and motivational aspects.

**KEYWORDS:** elderly; EFL; language learning strategies; motivation.

### Aprendizagem de inglês na terceira idade: uma análise de fatores motivacionais e de estratégias de aprendizagem da língua

#### RESUMO

Este estudo investiga os fatores motivacionais e estratégias de aprendizagem de língua envolvidos no processo de aprendizagem do inglês como língua estrangeira (EFL) em idosos. A taxonomia das estratégias desenvolvida por Oxford (1990) é adotada, bem como discussões sobre motivação na aprendizagem de línguas. Vinte e cinco (25) alunos idosos participaram dessa pesquisa. Três instrumentos foram aplicados para coleta de dados, (i) um teste de nivelamento; (ii) um questionário de conhecimentos; (iii) e uma versão traduzida do Inventário Estratégico para Aprendizagem de Línguas (SILL), proposto por Oxford (1990). Os resultados identificaram 11 estratégias usadas mais frequentemente, a maioria estratégias metacognitivas. Os resultados também mostram que aprender inglês, viajar e socializar são fatores motivacionais neste grupo. Este artigo pode contribuir para pesquisadores e professores de inglês e estudantes idosos ao descrever algumas características sobre os recursos da aprendizagem de inglês como língua estrangeira em idosos em relação a estratégias linguísticas e aspectos motivacionais.

**PALAVRAS-CHAVE:** idoso; ILE; estratégias de aprendizado da língua; motivação.

#### Corresponding Author:

VÍTOR ROMÁRIO MONTICELLI GARCIA  
<[vitorgarcia.prof@gmail.com](mailto:vitorgarcia.prof@gmail.com)>



This article is licensed under a Creative Commons Attribution 4.0 International license, which permits unrestricted use, distribution, and reproduction in any medium, provided the original publication is properly cited.  
<http://creativecommons.org/licenses/by/4.0/>

## 1. INTRODUCTION

Teaching and learning English as a foreign language (EFL) is a worldwide reality. Because of that, the large number of courses, workshops, lectures and scientific research encompassing this field is not surprising. However, little is discussed when it comes to teaching EFL to the elderly. Having this in mind, it is very important to pay attention to this group of people, whose number is increasing in Brazil and all over the world.

According to data collected by the Brazilian Institute of Geography and Statistic (IBGE) known as Demographic *Censo*, done in 2010 and published on the governmental website Portal Brasil (2011), in the article called *População idosa no Brasil cresce e diminui número de jovens, revela Censo*, the amount of people over 65 years old had increased 2,4% from 1991 to 2010. In addition, the South region (where this research is being done) is one of the regions of Brazil with the highest rates of an elderly population, in which 8,1% of the it is over 65 years old.

Even before the year 2010, the amount of people over 65 years old was already a concern when it comes to life quality. So, aiming to guarantee civil rights to the elderly, the Brazilian government sanctioned, in 2003, the law n. 10.741, which constitutes the Senior Citizens' Statute. Divided in 118 articles, the statute argues about the rights of this part of the citizens to have access to health, nutrition, freedom of expression, and culture, to name a few.

According to the Article 21 of the Senior Citizens' Statute,

Art. 21. The State authority shall create opportunities to the elderly to access education, adapting the curriculums, the methodologies, and the didactic material to the educational projects targeted to the seniors.<sup>1</sup>

§ 1º Special courses to the elderly shall include communication techniques, computing, and other technological advances, in order to integrate the elderly to the modernity.

§ 2º Seniors shall participate in civic and cultural celebrations aiming at transmitting knowledge and life experiences to the other generations, preserving memory and cultural identity<sup>2</sup> (Brasil, 2003).

To fulfill the need of social and cultural activities, as prescribed in Article 21, many institutions have created projects which offer an array of activities to the elderly. Among these activities, it is common to find different types of classes, that go from handcrafts to singing, playing an instrument, and languages, such as English.

Because of that, English teachers need to be aware of the factors that can influence in the learning process of older people, to choose an appropriate methodology to work with this specific profile. In this sense, it is believed that understanding more about the relationship between elderly students

<sup>1</sup> All translations presented in this monograph are of the author's responsibility.

<sup>2</sup> Original: "Art. 21. O Poder Público criará oportunidades de acesso do idoso à educação, adequando currículos, metodologias e material didático aos programas educacionais a ele destinados. § 1º Os cursos especiais para idosos incluirão conteúdo relativo às técnicas de comunicação, computação e demais avanços tecnológicos, para sua integração à vida moderna. § 2º Os idosos participarão das comemorações de caráter cívico ou cultural, para transmissão de conhecimentos e vivências às demais gerações, no sentido da preservação da memória e da identidade culturais."

and the language learning strategies used by them might help professionals focus on more effective activities and approaches to the target group.

Hence, this research investigates the language learning strategies used by basic proficiency level elderly students of EFL, whose native language is Brazilian Portuguese. The data collected and analyzed may serve as a base for teachers who work with this target age. Once teachers become aware of the strategies this group of students use the most, they can prepare classes focusing on learners' characteristics and learning styles.

## 2. CHARACTERISTICS OF THE ELDER EFL LEARNER

Before looking at language learning strategies, a few aspects concerning the acquisition of a foreign language in the elderly must be observed. Initially, the definition of elderly adopted in this project considers The United Nation (UN)'s assumption. As mentioned by the World Health Organization (WHO) (2014, p. 4), the UN states that older people are those who are over 60 years old, even though, the chronological age is not the only factor involved in this definition. Health state and social independence are also involved (WHO, 2014, p. 4)

Considering this idea, it is necessary to understand the role these other factors have in the learning process in the elderly. The age factor has been widely discussed in the literature. Lenneberg (1967) with the Critical Period Hypothesis might be one of the most known examples. However, other factors such as cognitive and social have been discussed by researchers worldwide.

Among *cognitive factors* there is memory. Ortega (2013), Williams (2012), Morandi (2005) and Pizzolatto (1995) discuss about this topic on their works. While the first two of them focus on working memory, and its relation to second language acquisition in general, the last two of them focus the discussion specifically on elderly learners. Morandi (2005, p. 45) exemplifies by saying that people in this specific age tend to remember old memories rather than recent facts, adding that people who maintain an intellectual activity (such as learning a new language) enhance their memory capacity. "People with active life style, physical activities, and a healthy diet maintain this capacity for a longer period of time"<sup>3</sup> (Morandi, op. cit.).

Abrisqueta-Gomez (2013) proposes a general discussion on memory and ageing, presenting aspects such as decline in processing speed, reduced resources in memory processing, inhibitory deficits related to the age, and decrease in cognitive control. Izquierdo (2011) states that as people get older, neurons are naturally lost, which can cause the loss of cognitive functions, such as memory. Episodes of memory failure can also be an indictive of mild cognitive impairment (MCI) or dementias such as the Alzheimer's Disease (AD). Stella (2012, p. 252) mentions that "some memory modifications are found during ageing, which can be considered normal if not associated to a progressive decline or to an impairment of a person's functionality"<sup>4</sup>.

<sup>3</sup> Original: "Pessoas com estilo de vida ativo, atividades físicas e uma dieta saudável mantêm esta capacidade por mais tempo" (Morandi, 2002, p. 45).

<sup>4</sup> Original: "Durante o envelhecimento, são encontradas algumas alterações de memória que podem ser consideradas normais desde que não estejam associadas a declínio progressivo ou a comprometimento da funcionalidade do sujeito" (Stella, 2012, p.252)

According to the author, MCI is not a type of dementia, being presented as a pre-dementia state in many different studies. Researchers have discovered that, in some cases, MCI has developed to AD, and are still trying to understand the biomarkers of AD in patients diagnosed with MCI. However, it is still not possible to affirm that every person diagnosed with MCI will progress to AD (Stella, 2012, p. 255).

Aside from cognitive factors, older learners have also *affective and emotional* issues to deal with. According to Morandi (2002, p. 46), self-esteem, anxiety, stress and depression are factors which can influence directly on how the elderly students behave as language learners. The author also points out that teachers have to pay attention to these factors, which interfere in learners' attitudes and process of acquisition (Morandi, 2002, p. 50).

Morandi (op. cit, p. 46) stresses that factors such as economic security, physical and psychological health, for example, are responsible for promoting self-esteem in this target age. Considering this statement, he proposes that keeping high levels of self-esteem in this age can help avoiding situations of anxiety, frustration, and depression. Anxiety, along with stress, can also contribute to the development of episodes of depression, for example, which, according to Morandi (op. cit., p. 47) is the disease which affects the elderly the most. Moraes and Cintra (2013) point to the importance of being aware about depression in ageing because it is a silent disease whose symptoms are sometimes ignored and not treated properly. According to the authors, the effects of depression in the elderly can be as severe as other chronic-degenerative diseases.

Pizzolatto (1995, p. 44) calls the readers' attention to these affective factors as well. In addition, he explains that *motivation* also plays an important role in the acquisition of a second language. Lightbown and Spada (1999, p. 163) reinforce this, but mention that even though motivation is important, it is not the guarantee of successful language acquisition. There are, for example, learners who are highly motivated but do not reach proficiency. The authors also present a reflection proposed by Peter Skehan, who asks a provocative question about the role of motivation in language learning: "are learners more highly motivated because they are successful, or are they successful because they are highly motivated?" (Skehan apud Lightbown; Spada, op. cit. p. 56).

Ortega (2013) also gathers a large amount of information on the role of motivation in second language learning. The author summarizes the main antecedents of motivation identified in L2 research so far. Among eight of these main antecedents, she goes further on what she defines as *orientations*. According to Ortega (2013, p. 172), orientations "are reasons for learning the L2, which in turn may influence the intensity and quality of motivation of learner's experience". That means to say that orientations are responsible for the reason why learners decide to study a foreign language. And because of this characteristic, they help students setting goals to their own learning experience (Ortega, op. cit. p. 173).

The role of orientations is divided in five types:

- *instrumental* when pragmatic and utilitarian reasons are important, such as getting a better job or pursuing a higher level of education in the L2.

- for *knowledge* or enlightened understanding of one's own identity, language or culture and to become a more knowledgeable person.
- to facilitate *travel* to other countries or parts of a country.
- for fostering general *friendship* with members of the target language.
- for *integrative* reasons related to identification with the target culture and a genuine desire to become more like members of the L2 groups (...) (Ortega, op. cit., p. 172).

The last type of orientation mentioned by Ortega (op. cit.), the *integrative motivation*, is also known as *integrativeness* (p. 170), and, according to her, is the orientation which has been the focus of the discussions around foreign language motivation. Gardner and Lambert (1972) were pioneers in the study of attitudes and motivation in foreign language acquisition. They were responsible for identifying both integrative and instrumental motivation. According to them,

The orientation is said to be *instrumental* in form if the purposes of language study reflect the more utilitarian value of linguistic achievement, such as getting ahead in one's occupation. In contrast, the orientation is *integrative* if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that group (Gardner & Lambert, op. cit. p. 3).

That means to say that instrumental is the orientation in which the learner sets his goals focusing on his own interests, such as the need for working, travelling, and so on. On the other hand, integrative orientation is related to learners who want to know more about the culture of the community in which the language he is learning is spoken. This may be due to their wish of being part of that community as equals. These ideas proposed by Gardner and Lambert (1972) lead us to think that to identify which of these two orientations is preceding learning motivation requires knowing what are the reasons why learners decide to learn.

Pizzolatto (1995, p. 95) presents in his research many reasons which make elderly students decide to learn a second language in an advanced age. These reasons include travelling, curiosity about the language itself, but also one of the main *social factors* in the acquisition of a second language in the elderly: socializing with other people at the same age. Morandi (2002, p. 23) says that one of the biggest complaints of older learners is to be in groups with people from a wide range of ages, in which they cannot participate comfortably.

[Older] Learners usually say that they feel embarrassed in front of adolescents and younger people because they commonly have problems with pronunciation or slow reasoning ability. They can notice that younger classmates feel impatient when they intend to elaborate a more complex answer, and become the target of mocking (Morandi, op. cit., 23).<sup>5</sup>

<sup>5</sup> Original: Os alunos frequentemente declaram que se sentem constrangidos diante de adolescentes e jovens, pois é comum apresentarem problemas de pronúncia ou lentidão de raciocínio. Percebem impacientarem colegas mais jovens quando pretendem elaborar uma resposta um pouco mais complexa, tornando-se inclusive alvo de deboche (Morandi, 2002, p. 23).

Aside from being the center of jokes in the classroom environment, Morandi (op. cit., p. 49) calls the attention to the fact that older learners also have to deal with the prejudice for searching for knowledge in an advanced age. Anyhow, socializing with other people in the same moment of life can help the elderly maintaining their self-esteem, helping to minimize the negative effects of these variables (Morandi, op. cit., p. 48).

After the discussion presented on some of the factors which influence the acquisition of a new language in the elderly, one can conclude that “it is possible to learn a foreign language in the elderly, once learners have (internally) and find (externally) favorable conditions in the teaching-learning process, considering the characteristics of the target age”<sup>6</sup> (Pizzolatto, 1995, p. 162).

### 3. OXFORD'S (1990) TAXONOMY FOR LANGUAGE LEARNING STRATEGIES

As mentioned by Oxford (1990, p. 1), “learning strategies are steps taken by students to enhance their own learning”. For many years, students used learning strategies to achieve goals, despite of the fact that they might not even had a vague idea about what this was. Thinking about the importance of studying – and using – language learning strategies, different systems and taxonomies for the use of language learning strategies have been developed in the past decades, such as Rubin's (1987) and O'Malley and Chamot's (1990). The first one is divided into three main categories of strategies, while the second focuses more on academic skills.

Because of that, for this research Oxford's (1990) taxonomy was chosen not only because of its large number of strategies, but also because of its organization. According to Oxford (op. cit. p. 1), this system is different from any other language learning strategies system previously presented in the literature. Even though this model can be considered outdated (it has been almost 30 years since it was published), it is believed that it is one of the most comprehensive among the ones found in the literature regarding number of strategies covered and also for presenting an instrument for measuring strategy use (the SILL questionnaire, to be detailed in the method section). Another aspect about Oxford's taxonomy for language learning strategies is its concern in conducting the learner to achieve communicative competence. It is also comprehensive for foreign learners of languages, which fits the group to be analyzed in this paper.

Aiming at organizing the strategies, Oxford divides the taxonomy into two main classes: *Direct strategies* and *Indirect strategies*, which will be separately described next. Even though the strategies are divided into these two classes, the author states that they both support each other. Aiming to exemplify this situation, she presents an analogy from the theater. The direct strategies would be like the Performer in a play, and the indirect strategies like the Director of the play (Oxford, op. cit. p. 14).

<sup>6</sup> Original: “É possível aprender uma língua estrangeira na terceira idade, desde que o aluno possua (internamente) e encontre (externamente) condições favoráveis no processo de ensino-aprendizagem, dadas as características dessa faixa etária.”

*Direct strategies* are those strategies “that directly involve the target language” (Oxford, op. cit., p. 37). According to Oxford, all of these strategies are linked to mental processing, and are divided, at first, into *Memory*, *Cognitive*, and *Compensation* strategies. Each of these classes has its own processing, and with different purposes.

*Memory strategies* (also called mnemonics) are well-known strategies which “reflect very simple principles, such as arranging things in order, making associations, and reviewing” (Oxford, op. cit., p. 39). They are divided into 4 sets of strategies, which are: *Creating mental linkages*, *Applying images and sounds*, *Reviewing well*, and *Employing action*. If one pays attention to the initials of each set, he/she will notice that they form the word CARE.

According to the author, CARE is “an acronym that is itself a memory aid: “Take CARE of your memory and your memory will take CARE of you!” (Oxford, op. cit., p. 38). She also states that memory strategies help vocabulary learning, because learners tend to have problems dealing with many different vocabulary groups to reach fluency in the target language.

Among a variety of functions, “*cognitive strategies* are unified by a common function: manipulation or transformation of the target language by the learner” (Oxford, op. cit., p. 43). They are the most popular strategies among students, and, like memory strategies, are divided into 4 sets: *Practicing*, *Receiving and sending messages*, *Analyzing and reasoning*, and *Creating structure for input and output* (Oxford, op. cit., p. 44). Once again, the initials form an acronym, PRAC.

PRAC refers to practical, and help students reminding that “cognitive strategies are PRACTical for language learning.” (Oxford, op. cit., p. 43) Also, according to Oxford (op. cit.) *practicing* (one of the strategies covered by the cognitive strategies subgroup) is an important tool for learners to achieve higher proficiency levels. That is why it is one of the most important strategies among the cognitive ones. The diagram developed for PRAC exemplifies the organization of these strategies.

*Compensation strategies* allow learners to comprehend and produce language despite of not being highly proficient. These strategies are often linked to vocabulary acquisition, since they involve the use of clues (what is sometimes called as making “inferences”) to guess the meaning of a different, unknown word. They are divided in two sets of strategies, which are *Guessing intelligently* and *Overcoming limitations in speaking and writing* (Oxford, op. cit., p. 47).

These initials also form an acronym, GO, which refers to the fact that “language learners can GO far with compensation strategies” (Oxford, op. cit.). This strategy can be good for learners when it comes to making educated guesses, because it interrupts the need to look up every new word on the dictionary, an option that could slow down the process of becoming proficient (Oxford, op. cit.).

*Indirect strategies* are those “that underpin the business of language learning” (Oxford, op. cit., p. 135). These strategies were given this name because, according to Oxford (op. cit.), they interfere in the learning process without having to involve the target language in many situations. Because of

that, they work together with Direct strategies, in a co-dependency relation (the author mentions the word *tandem* to illustrate it). Indirect strategies are divided into *Metacognitive*, *Affective*, and *Social* strategies (Oxford, op. cit.). A broad observation of indirect strategies can be made based on the diagram presented by Oxford (op. cit.).

*Metacognitive strategies* are strategies which go over cognitive processes. They are responsible for providing a way for learners to organize their own learning process, and are very important to achieve good results in language learning. These strategies are categorized in three sets, which are *Centering your learning*, *Arranging and Planning your learning*, and *Evaluating your learning* (Oxford, op. cit., p. 136).

Oxford (op. cit.) states that CAPE is the acronym formed from the initials of these sets because “metacognitive strategies make language learners more CAPE-able” (Oxford, op. cit.). But, apart from this idea, Oxford also mentions that research shows that students prefer to use cognitive strategies as compared to metacognitive ones.

As mentioned by Oxford (op. cit., p. 140), *affective strategies* are more related to personal issues, such as emotions, attitudes, motivations, and values. They have great impact on the language learning process, and they are responsible for helping students to deal with these issues mentioned before. These strategies are divided into three sets: *Lowering your anxiety*, *Encouraging yourself*, and *Taking your emotional temperature* (Oxford, op. cit.).

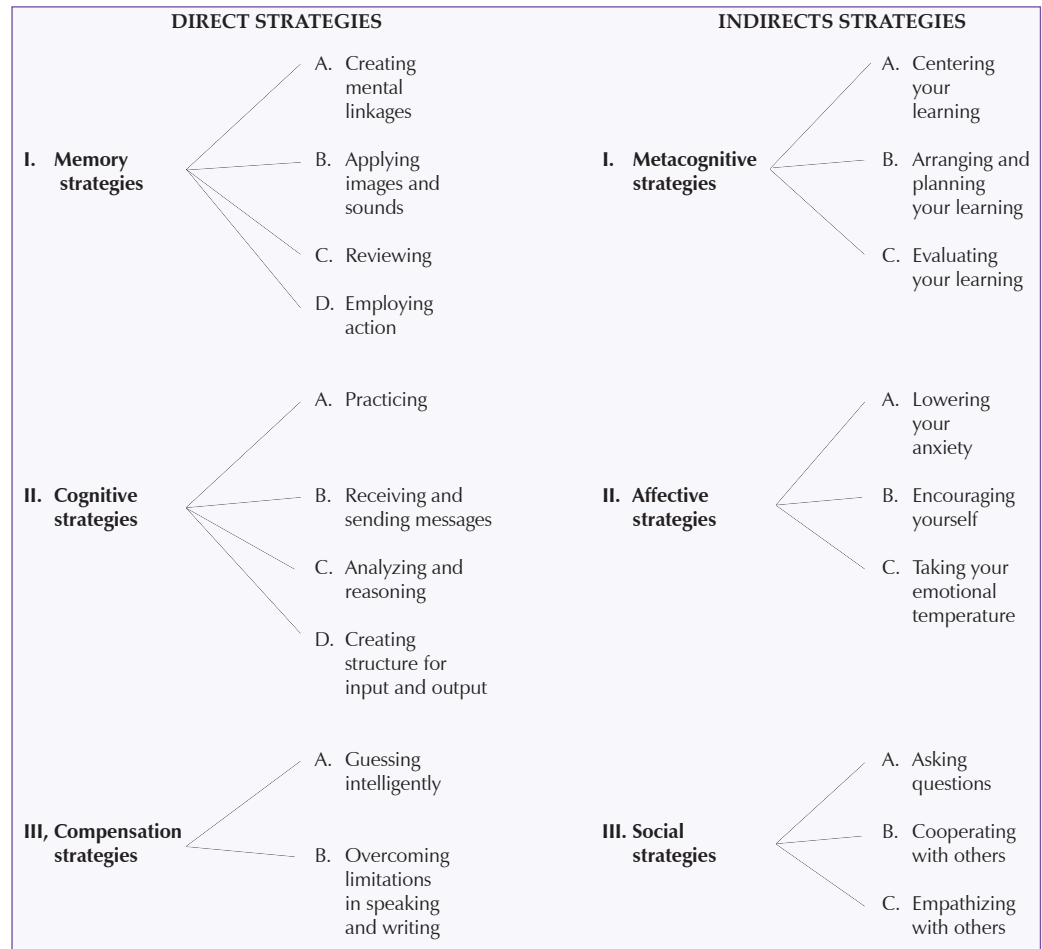
The acronym, LET, is used by Oxford to say that “affective strategies help language learners LET their hair down!” (Oxford, op. cit.). So, learners who act positively towards their performance in the learning process can make it more effective. But if students cannot control their negative feelings, or cannot deal with situations such as low self-esteem, for example, these issues can negatively influence the learning process (Oxford, op. cit., p. 141).

Oxford (op. cit., p. 144) explains that *social strategies* have to do with socialization, communication, and are recruited when the learner interacts with other people, asks questions, and shares information. These strategies are very useful, and, like the others, are also divided in three sets: *Asking questions*, *Cooperating with others*, and *Empathizing with others* (Oxford, op. cit., p. 145).

The acronym ACE – formed from the initials of each set – works as a reminder of the fact that “ACE language learners use social strategies.” (Oxford, op. cit.). The author also clarifies the fact that, since languages are a part of human behavior, to socialize with other people who share the same interest in the learning process is very important to language development, because of mutual support and the empathy (Oxford, op. cit., p. 144).

An overview of Oxford’s taxonomy for language learning strategies is provided in Figure 1.





**Figure 1:** Diagram of the Strategy System showing two classes, six groups, and 19 sets. (Source: Original)

## 4. THE EXPERIMENT

### 4.1 Participants

25 (twenty-five) elderly students of EFL ranging from 60 to 81 years old (mean age 68,9), being 2 men and 23 women. from a free English course offered by a Brazilian university in the city of Porto Alegre, Rio Grande do Sul State participated in this research. Their level of education is from 10 to 20 years, and they all have basic proficiency level in English, as attested by a placement test (to be described in section 4.2). All the participants signed a consent form agreeing with the terms of the research before starting data collection.

It is important to mention that 54 students from the English course signed the consent form, agreeing to participate in the research. However, 29 of them were not included as participants because of at least one of these exclusion criteria: a) was younger than 60 years old; b) had educational level below incomplete high school; c) did not complete one of the instruments proposed in this research; d) did not have Brazilian Portuguese as mother tongue. The idea of adopting some criteria for the selection of participants

was taken into consideration in order to standardize the group to be analyzed in this research. So, the participants who did not match the criteria were not included in the analysis.

## 4.2 Instruments

Three instruments were administered for data collection: a placement test and two questionnaires (one to gather personal thoughts about learning English, and the second one focusing on language strategies).

### 4.2.1 Placement test

Aiming at attesting the level of understanding of English, the participants were invited to do a placement test (see APPENDIX A). This test was developed by a group of English professors of the Faculty of Letters of the Pontifical Catholic University of Rio Grande do Sul (PUCRS). The Faculty offers classes from levels 1 to 8, so students who already know something about the language can take this test before registering to a specific group.

The test is composed by 35 questions, being 30 about grammar and vocabulary, and 5 on reading comprehension. Each of the 30 questions have 4 options for students to decide which one they think is the correct, and the questions about reading comprehension have “true” or “false” options. Students who mark from 0 to 29 correct answers are placed under basic level; and students who mark from 30 to 35 are invited to do the pre-intermediate test.

The participants were displayed in a room seating apart from each other. They had 1 (one) hour to answer the test, and could not use any kind of material, such as dictionaries, grammar books or online resources. They were not allowed to talk to their class mates or to their teachers, or to the author of this paper.

### 4.2.2 Background questionnaire

Adapted from the model provided by Oxford (1990, p. 282), this questionnaire (APPENDIX B) was administered to gather more information about the participants' relation with the process of learning English. It was developed in the form of 12 (twelve) questions, being 11 (eleven) of them open ended questions, in which students had to write about their likes and dislikes about learning English; and 1 (one) question for students to mark the reasons why they study English.

The participants were displayed in a room in which they could seat next to their classmates. They had 30 minutes to answer to the questionnaire, but none of them took more than 20 minutes to answer to it.

### 4.2.3 Strategy Inventory for Language Learning (SILL)

After collecting information from the background questionnaire, the researcher invited the participants to answer to an adapted translation of Oxford's (1990) SILL (Strategy Inventory for Language Learning) for speakers

of other languages learning English (see APPENDIX C)<sup>7</sup>. One of the reasons that justify the use of SILL in this research is the fact that it is a simple, learner-friendly questionnaire, which helps learners observe how they are learning. It is also teacher-friendly because it can be used by teachers to identify their students' styles of learning and help them creating a more effective learning environment.

The participants have to rank each of the 50 statements presented in the SILL questionnaire, based on how they evaluate each of them in their learning process. To do so, they must write a number from 1 to 5, being 1) never or almost never true of me, 2) generally not true of me, 3) somewhat true of me, 4) generally true of me, and 5) always or almost always true of me (Oxford, 1990, p. 283).

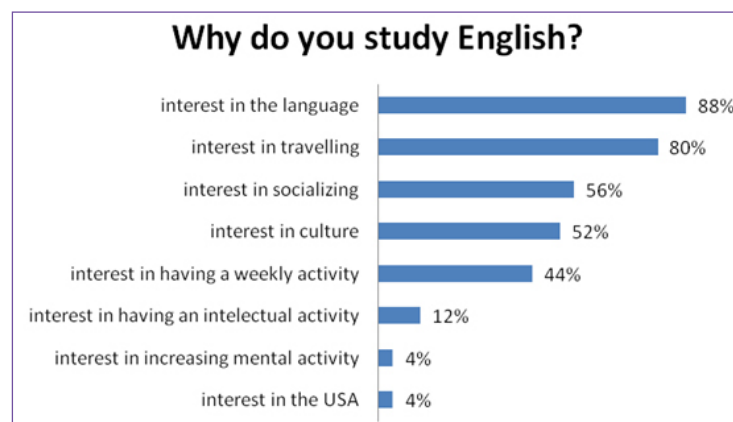
The statements presented on SILL are divided into six parts (from A to F). Each of these parts cover statements that are related to the use of each of the six groups of strategies developed by Oxford.

To do it, the participants were displayed in a room in which they could sit next to their classmates. They received the SILL questionnaire and had 30 minutes to answer it. Most of them finished around 15 minutes after they received the questionnaire. The last participant took around 20-25 minutes to complete the answers. As soon as they finished it, they gave the questionnaires back to the researcher.

## 5. RESULTS PRESENTATION AND DISCUSSION

In this chapter, the results of the data analyzed are going to be presented in their order of administration. The first instrument to be analyzed was the placement test. Its results attested that all the participants are under basic proficiency level of English. In this research, basic proficiency level students are considered those who mark from 0 to 29 questions correctly.

The information gathered from the background questionnaire will bring evidence to the motivational factors involved in the learning process of elderly students. 25 participants' questionnaires were analyzed. Figure 2 presents the participants' answers to this topic.



Source: The author (2017).

**Figure 2:** Why do you study English?

<sup>7</sup> The translation of the SILL questionnaire was made by the researcher.

As shown in Figure 2 out of 25, 22 participants (88%) said that what motivates them to study is the interest in the language. The second reason, being chosen by 20 participants (80%), shows that their focus is also on learning English for travelling. Next, there is something that is fully related to the social factors mentioned before: socialization. Being chosen by more than half of the participants, 14 of them (56%), socialization plays an important role in this age. As mentioned by Morandi (2002), when people retire, they tend to feel useless in relation to their participation in society. Because of that, socializing with other people in the same situation may contribute to their self-esteem, since they can feel part of the world again. Next there is the interest in culture (52%), having a weekly activity (44%), having an intellectual activity (12%), increasing mental activity (4%) and interest in the USA (4%). It is important to mention that the participants were able to mark more than just one reason why they study English.

Also, it is possible to see that what motivates these learners to study English at this age is related to the instrumental orientation, as proposed by Gardner and Lambert (1972). According to the authors, instrumental orientation is that specific kind of motivation in which the learner focuses on his/her own needs and interests. These learners have clear goals to study English with the purpose of socializing with other people, or even travelling.

The background questionnaire has also gathered information on students' attitudes towards studying English, their preferences, their favorite activities and skills to practice, among other aspects. These results are not going to be included in this article since the focus is specifically on motivation and language learning strategies.

So, to understand which learning strategies are used the most by the elderly learners who participated in this study, the answers given by them to the 50 statements comprised in SILL were summed and divided by 25 (the number of participants). Based on this calculation, it was possible to find out the average number for each statement. The selection of the highest averages was made taking into consideration the model provided by Oxford (1990, p.300) in the Key to Understanding Your Averages. According to this model, averages between 3.5 and 5 are considered high, being from 3.5 to 4.4 considered *usually used*, and between 4.5 and 5, *always or almost always used*.

Based on the averages obtained from the classifications made by each of the 25 participants to all 50 SILL statements, a list of 11 statements (with average score from 3.5 to 5) was built, which was later crossed with Oxford's taxonomy of strategies, resulting in the relation between statement-strategy, presented in Table 1.

**Table 1:** Strategies type according to the SILL's statements

Statement	Strategy
Quando não entendo algo em inglês, peço para que a outra pessoa repita ou fale mais devagar.	Asking for clarification or verification
Eu presto atenção quando alguém está falando em inglês.	Paying attention
Eu procuro descobrir como ser um aprendiz melhor de inglês.	Finding out about language learning
Eu percebo meus erros/enganos em inglês e utilizo esta informação para me ajudar a ter melhor desempenho.	Self-monitoring
Eu reflito sobre meu progresso na aprendizagem de inglês.	Self-evaluating
Eu peço para que falantes de inglês me corrijam quando falo.	Asking for correction
Eu reviso os conteúdos das aulas de inglês.	Reviewing well
Eu tenho objetivos claros para aprimorar meu inglês.	Setting goals and objectives
Eu falo ou escrevo novas palavras em inglês várias vezes.	Practicing/Repeating
Eu encorajo a mim mesmo(a) a falar em inglês, mesmo quando tenho receio de cometer erros/enganos.	Taking risks wisely
Eu, primeiramente, faço uma leitura dinâmica (leio rapidamente) um texto em inglês, e depois retomo a leitura com mais atenção.	Getting the idea quickly

Source: The author (2017).

After making the equivalence between the statements on SILL and the taxonomy of strategies provided by Oxford (1990), it was possible to observe and rank the use of strategies by average of classification. Results show that 11 strategies were selected. The strategies used more often by the elderly students of EFL are: *Asking for clarification or verification; Paying attention; Finding out about language learning; Self-monitoring; Self-evaluating; Asking for correction; Reviewing well; Setting goals and objectives; Practicing/Repeating; Taking risks wisely; and Getting the idea quickly.*

Results obtained by the administration of the SILL questionnaire were also helpful for discovering which group of strategies is the most used by the target audience of the research. By comparing the averages of each of the strategies, it was possible to observe that the groups with the highest number of strategies used by the elderly is the group of metacognitive strategies. This finding is relevant because it is the opposite of what was said by Oxford. According to Oxford (1990, p. 138), previous research on language learning showed that this group of strategies is usually neglected by students, who prefer to use cognitive strategies instead of those. But it would be relevant to the field of research on language learning strategies to go further in these results. Many factors could have influenced this choice. Further research should investigate if the elderly learners always choose metacognitive strategies among other groups of strategies. To do this, carrying out this research with a larger group of participants, from different regions of the State (or country), or even with students from different language courses in the city of Porto Alegre could enhance the results for this research. Also, choosing metacognitive strategies over other strategies may be related to the level of proficiency of these participants. Since they are all under basic proficiency level of English, working with a group with a certain variety of proficiency levels could contribute to attest if this characteristic is more related to proficiency level, than to the age factor itself. A comparative study analyzing strategies used by younger and older students of EFL could help us more deeply understand this choice.

But even though the results do not corroborate those provided by Oxford, the use of these strategies is positive judging by the fact that the author states that this group of strategies is very important to the learning process, and should be better explored by learners (Oxford, 1990, p. 138). The group of cognitive strategies, on the other hand, obtained the lowest overall average of all six groups of strategies in this research. However, *Practicing/ Repeating* and *Receiving the idea quickly* are among the strategies observed as being used more often by the elderly students. And this is good, based on Oxford's (1990, p. 43) statement that practicing strategies are among the most important strategies for students to achieve higher proficiency levels.

As already mentioned, metacognitive strategies achieved the highest overall average among the six groups, and almost all of these strategies are among the most used strategies by the elderly students. The only group of strategies which was not included in the list of higher occurrence (because any of the strategies on the group obtained an average over 3.5) is the group of compensational strategies. However, analysing the overall averages of the six groups together, compensational strategies had higher scores than the cognitive ones. The overall averages for each of the groups were: *Metacognitive strategies* (3,5); *Social strategies* (3,25); *Affective strategies* (3); *Memory strategies* (2,87); *Compensational strategies* (2,82); and *Cognitive strategies* (2,75).

## 5.1 Correlating motivation and strategy use

Based on students answers to the SILL and to the Background Questionnaire, it was possible to correlate the findings on motivation and strategy use. One of the main motivational factor involved in the process of learning English, as described by the participants, is travelling abroad. In answer to a question about trips to different countries, proposed on the Background questionnaire, 13 of them affirmed to have travelled to a foreign country (not all of them specified the country, but they all used English), and gave examples of how they communicated in there.

**Table 2:** Strategies adopted to communicate in English speaking countries

Participant	Strategy adopted	S25	S45	S48
P4	used mime or gesture + few words	5	3	3
P7	asked for other to translate	4	4	3
P9	asked for the help of others	5	4	1
P10	Pointed	1	4	4
P13	asked for others to translate	4	3	4
P14	used only Portuguese	1	5	3
P15	used mime or gesture + few words	5	4	1
P17	used mime or gesture + few words	5	4	4
P19	used mime or gesture + help of others	5	5	3
P20	used mime or gesture + few words	2	3	2
P21	used English with difficulty	5	5	4
P22	used mime or gesture + few words	3	5	4
P24	used English with difficulty	2	3	4

Source: The author (2017).

Table 2 presents the participants (identified as P), the strategies they used when they were abroad, and three statements of the SILL questionnaire (identified as S plus the number on SILL - 25, 45, and 48). Each of these statements have to do with the strategies mentioned by the students. However, only S45 was on the list of the 11 strategies the students use the most.

S25 is related to the Compensational strategy *Using mime or gesture*, according to Oxford's (1990) taxonomy. 6 out of 13 participants reported using this strategy, but when they scored its use on the SILL questionnaire, 4 of them said that they always or almost always use this strategy; 1 of them said that they sometimes use this strategy, and 1 of them said that they usually do not use this strategy. These results show that more than half of these students are really aware of the fact that they use this strategy to communicate in English, and so they did when they were abroad.

S45, as we have already seen, is a Social strategy that is based on *Asking for clarification or verification*. 2 participants mentioned having tried to communicate even though they had difficulties in understanding what foreign speakers were saying. Asking the interlocutor to repeat, or to reformulate the sentence may contribute to improve the communicative situation, and has to do with the use of this strategy. One of these students scored 5 to this strategy, while the other scored 3, which leads us to think that both of them are aware of the fact that they use this strategy, but one of them was more conscious than the other. This attitude also has to do with another strategy selected as used the most by these participants: *Taking risks wisely*. This Affective strategy is related to encouraging oneself to speak, despite of being afraid of making mistakes.

S48 is another Social strategy, related to *Cooperating with proficient users of the new language*. 4 participants mentioned asking for the help of others (family or friends) who speak English in order to communicate abroad. The fact that the learner understands that he/she needs help and asks for it, includes cooperation, which is the main idea of the use of this strategy. Surprisingly, the participants had difficulty to identify the use of this strategy, since only one of these 4 students scored 4 to this strategy on the SILL questionnaire, which shows that the participant is conscious about using this strategy. The other 3 participants scored 3 or 1 to this strategy, evidencing that they do not feel like they use this strategy so much.

S45 and S48 are related to socialization, something that the elder student of EFL is interested in, based on their own answers to the instruments proposed. Also, the fact they travel to different countries and try to use the language may be related to the interest in foreign countries and languages, other aspect pointed by them as a motivational factor.

These results can be useful for teachers and language specialists who already work, or intend to work with this target age. Paying attention to their motivational factors, and the strategies reported by them as being the most used can contribute to the design of specific class plans and didactic materials focusing on the needs and interests of this group.

## 6. FINAL CONSIDERATIONS

Thinking about the large number of groups targeted to the elderly in Brazil providing many different social activities – such as learning a foreign language - this paper aimed at studying the language learning strategies used by a group of elderly learners of EFL. It also aimed at discovering what motivates these learners to study English at an advanced age.

The main results included a list of 11 strategies which are used more often by the elderly students, based on the taxonomy for language learning strategies provided by Oxford (1990). They are: *Asking for clarification or verification; Paying attention; Finding out about language learning; Self-monitoring; Self-evaluating; Asking for correction; Reviewing well; Setting goals and objectives; Practicing/Repeating; Taking risks wisely; and Getting the idea quickly.* The group of strategies used more often by this target age is the group of Metacognitive strategies.

Other findings were related to what are the motivational factors which lead people at an advanced age to search for the study of a foreign language. Some of these factors were the interest in the language, in travelling, in socializing with other people from the same age, among others. A correlation between the findings also show that the motivational factors presented by the participants are related to their strategy use, showing that many of them are aware of their learning process. This fact may also justify the majority of metacognitive strategies among the strategies pointed out by them as used the most.

It is important to remember that these results are based on a group formed of 25 participants, all of them from a free English course provided at a University in the city of Porto Alegre. It is believed that results can differ if based on a larger number of participants. Also, analyzing other elderly students, from different regions in Brazil would help researchers understand if other aspects such as culture can influence on the use of language learning strategies as well. It would be interesting to have a balanced number of men and women too, in order to attest if there are differences in the use of strategies based on gender (there were only two men among the participants).

It is suggested that other researchers carry out this study focusing on other models or taxonomies of language learning strategies in order to attest if results are going to be similar, using also different instruments to measure strategy use. Even though the taxonomy chosen in this research can be considered outdated, it is believed that this paper is relevant because of its target audience: the elderly students of EFL. Until the production of this paper, it was not easy for the researcher to find other studies centered on this group of students on the field of language learning. This seems to be the contribution of this paper to the field, in terms of bringing some evidence – yet with some limitations – to the teaching-learning experience in ageing.

To conclude, this work understands the importance of and tries to increase the studies on second language acquisition in an advanced age. Thus, its reading may be interesting to language teachers who work with this target age, or language teachers in general, who want to understand more about the role of language learning strategies and motivation in the language teaching-learning process.



## REFERENCES

- Abrisqueta-Gomez, J. Memória e envelhecimento cognitivo saudável. In: Malloy-Diniz, L. F.; Fuentes, D.; Consenza, R. M. (Orgs.). *Neuropsicologia do Envelhecimento: uma abordagem multidimensional*. Porto Alegre: Artmed, 2013.
- Brasil. *Lei nº 10.741*, de 1º de outubro de 2003. Dispõe sobre o Estatuto do Idoso e dá outras providências. Brasília, DF: Secretaria Especial dos Direitos Humanos, 2004.
- Gardner, R. & Lambert, W. *Attitudes and motivation in second language learning*. Rowley: Newbury House Publishers, Inc, 1972. 316 p.
- Izquierdo, I. *Memória*. 2. ed., rev. e ampl. Porto Alegre: Artmed. 2011.
- Lenneberg, E. H. *The Biological Foundations of Language*. New York: John Wiley, 1967. 489 p.
- Lightbown, P. M. & Spada, N. 1999. *How Languages are Learned*. Revised edition. Oxford: Oxford University Press. 192 p.
- Moraes, E. N. & Cintra, M. T. G. Avaliação geriátrica. In: Malloy-Diniz, L. F., Fuentes, D. & Consenza, R. M. (Orgs.). *Neuropsicologia do Envelhecimento: uma abordagem multidimensional*. Porto Alegre: Artmed, 2013.
- Morandi, J. *Fatores biopsicossociais de adultos em idade avançada e o ensino de língua estrangeira: subsídios para o professor*. 2002. 138 p. Dissertação (Mestrado em Estudos da Linguagem) – Instituto de Letras, Universidade Federal do Rio Grande do Sul, Porto Alegre, 2002.
- O'Malley, J. M. & Chamot, A. U. *Learning Strategies in Second Language Acquisition*. New York: Cambridge University Press, 1990. 260 p.
- Ortega, L. *Understanding Second Language Acquisition*. New York City: Routledge, 2013. 304 p.
- Oxford, R. L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers, 1990. 342 p.
- Pizzolatto, C. E. *Característica da Construção do Processo de Ensino e Aprendizagem de Língua Estrangeira (Inglês) com Adultos da Terceira Idade*. 1995. 259 p. Dissertação (Mestrado em Linguística Aplicada) – Universidade Estadual de Campinas (UNICAMP), Campinas, 1995.
- Portal Brasil. *População idosa no Brasil cresce e diminui número de jovens, revela Censo*. Instituto Brasileiro de Geografia e Estatística (IBGE). 2011. Available in: <<http://www.brasil.gov.br/ciencia-e-tecnologia/2011/04/populacao-idosa-no-brasil-cresce-e-diminui-numero-de-jovens-revela-censo>>. Accessed on April 12, 2015.
- Rubin, J. Learner Strategies: Theoretical Assumptions, Research History and Tipology. In.: Wenden, A. & Rubin, J. *Learner Strategies in Language Learning*. Hertfordshire: Prentice-Hall International, 1987. 181 p.
- Stella, F. Comprometimento Cognitivo Leve. In: Caixeta, L. et al. *Doença de Alzheimer*. Porto Alegre: Artmed, 2012. 504 p.
- WHO. *Active Ageing – A Policy Framework*. A Contribution of the World Health Organization to the second United Nations World Assembly on Aging. Madrid, Spain, April, 2002. 59 p. Available in: <[http://whqlibdoc.who.int/hq/2002/who\\_nmh\\_nph\\_02.8.pdf](http://whqlibdoc.who.int/hq/2002/who_nmh_nph_02.8.pdf)>. Accessed on June 25, 2015.
- Williams, J. N. Working Memory in SLA. In: Gass, S. M. & Mackey, A. *The Routledge Handbook of Second Language Acquisition*. New York: Routledge, 2012. 609 p.

## APPENDIXES

## APPENDIX A – Placement test

*(Teste de Nivelamento)*

NAME: \_\_\_\_\_

## I – Answer

1. Isabel and Jack \_\_\_\_\_ in a hotel room. Jack \_\_\_\_\_ a waiter and Isabel \_\_\_\_\_ in the gift shop.  
 A) lives / is / work                      B) live / is / works  
 C) are living / work / work              D) live / works / works
2. "What \_\_\_\_\_ your wife \_\_\_\_\_?" "She is a housewife."  
 A) do / do                                      B) did / do  
 C) do / does                                  D) does / do
3. \_\_\_\_\_ you tired? \_\_\_\_\_ you work a lot? \_\_\_\_\_ your boss friendly?  
 A) Are / Are / Is                              B) Do / Are / Does  
 C) Do / Are / Do                                D) Are / Do / Is
4. Mary Wilson is American, but \_\_\_\_\_ lives in Tokyo because \_\_\_\_\_ husband, Takeshi, is Japanese. Takeshi loves Tokyo, but \_\_\_\_\_ wife doesn't like \_\_\_\_\_ .  
 A) she / her / her / it                        B) she / your / his / her  
 C) they / your / her / her                    D) she / her / his / it
5. "Where does your brother live?" " \_\_\_\_\_ London."  
 A) From                                        B) On  
 C) At    D) In
6. I live \_\_\_\_\_ the second floor.  
 A) in    B) on  
 C) at    D) next to
7. "How old are you? What do you do?"  
 A) "I'm 25. I work and study."  
 B) "I'm 25 years. Yes, I do."  
 C) "25 years. I'm going shopping  
 D) "I have 25. No, I don't."
8. "Is there \_\_\_\_\_ coffee in the pot?" "Yes, there is \_\_\_\_\_."  
 A) any / some                                  B) any / any  
 C) a / some                                      D) some / any
9. I'd like a \_\_\_\_\_ of jam.  
 A) jar    B) can  
 C) glass    D) bottle
10. Can I have a \_\_\_\_\_ of soda, please?  
 A) can    B) jar  
 C) carton                                         D) pack
11. Where \_\_\_\_\_ you born? \_\_\_\_\_ your mother born in Porto Alegre?  
 A) are / Is                                        B) are / Are  
 C) were / Was                                  D) did / Was

12. "Mark \_\_\_\_\_ a new car two days ago." "I heard he \_\_\_\_\_ it to his wife."  
A) buys / give    B) bought / gave  
C) had / gave    D) bought / give
13. Susan didn't \_\_\_\_\_ to Europe last month because she didn't \_\_\_\_\_ enough money.  
A) goes / have    B) go / have  
C) went / had    D) go / had
14. In Brazil drivers \_\_\_\_\_ wear a seatbelt.  
A) has to    B) can  
C) have to    D) could
15. Passengers \_\_\_\_\_ smoke on the plane.  
A) mustn't    B) can't  
C) couldn't    D) haven't
16. I think the city is \_\_\_\_\_ than the country.  
A) much noisier    B) more noisier  
C) noisier    D) noisier
17. I think the country is \_\_\_\_\_ than the city.  
A) more peaceful    B) peaceful  
C) much peaceful    D) most peaceful
18. "What's the \_\_\_\_\_ river in the world?" "The Amazon River, actually."  
A) long    B) longer  
C) more long    D) longest
19. "\_\_\_\_\_ you like some coffee?" "Yes, \_\_\_\_\_."  
A) Do / please    B) Would / thanks  
C) Would / please    D) Did / of course
20. "How \_\_\_\_\_ sugar do you take in your coffee?" "One teaspoon."  
A) much    B) many  
C) little    D) often
21. "\_\_\_\_\_ your arm?" "No, never."  
A) Do you break    B) Did you break  
C) Have you ever broken    D) Did you ever break
22. It wasn't \_\_\_\_\_ this morning, so I decided to play tennis outdoors.  
A) sunny    B) raining  
C) snow    D) rain
23. The plane didn't take off at 7 a.m. because of the \_\_\_\_\_ .  
A) raining    B) fog  
C) foggy    D) cloud
24. "Excuse me. Where is the drugstore?" "It's on Prince Street. Take the first street on the left. Go \_\_\_\_\_ for two blocks. \_\_\_\_\_ right. The drugstore is on the left. It's \_\_\_\_\_ the supermarket."  
A) straight / take / on    B) ahead / turn / on  
C) ahead / turn / opposite    D) away / take / opposite
25. It \_\_\_\_\_ when I \_\_\_\_\_ this morning.  
A) rained / was waking up    B) was cold / wake up  
C) was raining / woke up    D) is raining / wake up
26. Smoking is a \_\_\_\_\_ habit.  
A) badly    B) bad  
C) wrongly    D) well

27. Our team played \_\_\_\_\_ last Sunday and lost the game.  
A) well B) bad  
C) badly D) wrong
28. "What do you want to do next weekend?"  
A) "I went to the beach with my friends."  
B) "I'd like to go to the beach with my friends."  
C) "I like going to the beach with my friends."  
D) "I go to the beach with my friends."
29. Students \_\_\_\_\_ not to eat or drink in the library.  
A) asked B) are asked  
C) ask D) asks
30. This film \_\_\_\_\_ in 1965. It's an old film.  
A) made B) makes  
C) was made D) were made

## II – Reading comprehension

The year is 2147. It is a normal day in Warren Number 5. It is always a normal day here. Today is no different from yesterday or tomorrow. In Warren Number 5 there are no seasons: there is no spring or summer or autumn or winter. There is no difference between day and night. The only light is electric; natural light does not exist. Most people do not know the word 'sun'.

Everybody lives in a Warren. A Warren is a very big city under the ground. Think of the Paris metro or the London tube, but a thousand times bigger. And a Warren is not a transport system; people live there all the time. They are there all their lives, from the day they are born to the day they die. People must live in a Warren. They cannot leave their city under the ground. Millions and millions of people live in these Warrens. There are nine Warrens in the world and Warren Number 5 is the biggest.

(Buckledee, S. *Permission to Leave: Three Short Stories*. London: Richmond, 1997. p. 7)

Mark A (true) or B (false), according to the text.

31. The text describes an imaginary city.? ( ) A ( ) B
32. 'Number 5' is a house number. ( ) A ( ) B
33. Night and day are the same in a Warren. ( ) A ( ) B
34. A Warren, the Paris metro and the London tube are transport systems. ( ) A ( ) B
35. People choose to live in a Warren. ( ) A ( ) B

**APPENDIX B – Background questionnaire**

1. Qual é o seu grau de escolaridade?  
( ) Ensino Fundamental Incompleto    ( ) Ensino Fundamental Completo  
( ) Ensino Médio Incompleto        ( ) Ensino Médio Completo  
( ) Ensino Superior Incompleto      ( ) Ensino Superior Completo  
( ) Mestrado    ( ) Doutorado    ( ) Pós-doutorado
2. Qual é a sua língua materna? \_\_\_\_\_
3. Você fala outra língua além da afirmada na resposta à pergunta 2? \_\_\_\_\_
4. Por que você estuda inglês? (Marque todas as opções que se aplicam)  
( ) interesse na língua  
( ) interesse na cultura  
( ) interesse em viagens  
( ) interesse em socializar com pessoas da mesma faixa etária  
( ) interesse em ter uma atividade semanal  
( ) outros. Quais?  
\_\_\_\_\_
5. Você gosta de aprender inglês? Por quê? \_\_\_\_\_  
\_\_\_\_\_
6. Como você se sente quando está aprendendo inglês? \_\_\_\_\_  
\_\_\_\_\_
7. Quando (durante quais tipos de atividades) você se sente aprendendo inglês de uma forma mais intensa?  
\_\_\_\_\_
8. Que tipos de atividades você não gosta de fazer em suas aulas de inglês? \_\_\_\_\_  
\_\_\_\_\_
9. Qual habilidade de inglês você mais gosta de aprender: falar, ler, escrever, compreender a fala auditivamente?  
\_\_\_\_\_
10. Além das aulas na Pucrs, você executa outras atividades em que fica exposto à língua e aprende um pouco mais de inglês? Se sim, quais atividades são essas?  
\_\_\_\_\_
11. Você já viajou para algum país cuja língua falada é o inglês? Como você se comunicou lá? \_\_\_\_\_  
\_\_\_\_\_
12. Você já fez outros cursos de inglês? Se sim, onde? Por quanto tempo? Há quanto tempo? \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX C – SILL

Leia o item, escolha uma resposta (dentre as cinco opções apresentadas a seguir), e escreva-a na lacuna ao final de cada item.

1. Nunca ou quase nunca se aplica a mim
2. Geralmente não se aplica a mim
3. Às vezes se aplica a mim
4. Geralmente se aplica a mim
5. Sempre ou quase sempre se aplica a mim

## PARTE A

1. Eu faço uma relação entre o que eu já sei para aprender coisas novas em inglês. \_\_\_\_\_
2. Eu emprego palavras novas em inglês dentro de uma frase para que me ajude a lembrá-la. \_\_\_\_\_
3. Eu associo o som de uma palavra nova em inglês a uma imagem ou gravura da palavra para que me ajude a lembrá-la. \_\_\_\_\_
4. Eu me lembro de uma nova palavra em inglês quando crio uma imagem mental de uma situação em que a palavra pode ser usada. \_\_\_\_\_
5. Eu utilizo rimas para me lembrar de novas palavras em inglês. \_\_\_\_\_
6. Eu utilizo cartões com palavras escritas para me lembrar de novas palavras em inglês. \_\_\_\_\_
7. Eu fisicamente enceno palavras novas em inglês. \_\_\_\_\_
8. Eu reviso os conteúdos das aulas de inglês. \_\_\_\_\_
9. Eu me recordo de frases ou palavras novas em inglês ao lembrar da localização delas na página, no quadro negro ou em alguma placa das ruas. \_\_\_\_\_

## PARTE B

10. Eu falo ou escrevo novas palavras em inglês várias vezes. \_\_\_\_\_
11. Eu tento falar como falantes nativos de inglês. \_\_\_\_\_
12. Eu pratico os sons do inglês. \_\_\_\_\_
13. Eu utilizo as palavras em inglês que sei de diferentes formas. \_\_\_\_\_
14. Eu inicio conversas, diálogos, em inglês. \_\_\_\_\_
15. Eu assisto programas de TV ou filmes em inglês. \_\_\_\_\_
16. Eu leio por prazer em inglês. \_\_\_\_\_
17. Eu escrevo recados, mensagens, cartas ou relatórios em inglês. \_\_\_\_\_
18. Eu, primeiramente, faço uma leitura dinâmica (leio rapidamente) um texto em inglês, e depois retomo a leitura com mais atenção. \_\_\_\_\_
19. Eu procuro palavras em minha língua materna que são semelhantes a palavras novas em inglês. \_\_\_\_\_
20. Eu procuro identificar padrões em inglês. \_\_\_\_\_
21. Eu descubro o significado de uma palavra em inglês ao dividi-la em partes que compreendo. \_\_\_\_\_
22. Eu tento não traduzir palavra por palavra. \_\_\_\_\_
23. Eu faço resumos de informações que leio ou escuto em inglês. \_\_\_\_\_

## PARTE C

24. Para entender palavras em inglês com as quais não estou familiarizado(a), eu faço suposições, adivinhações. \_\_\_\_\_
25. Quando não consigo pensar em uma palavra durante a conversação em inglês, eu faço gestos. \_\_\_\_\_
26. Eu crio novas palavras se não conheço as palavras corretas em inglês. \_\_\_\_\_
27. Eu leio em inglês sem procurar o significado de cada palavra nova. \_\_\_\_\_
28. Eu tento adivinhar o que a pessoa dirá em seguida em inglês. \_\_\_\_\_
29. Se não consigo pensar em uma palavra em inglês, utilizo outra palavra ou expressão que tenha o mesmo significado. \_\_\_\_\_

## PARTE D

30. Eu procuro encontrar o maior número de oportunidades possíveis para utilizar meu inglês. \_\_\_\_\_
31. Eu percebo meus erros/enganos em inglês e utilizo esta informação para me ajudar a ter melhor desempenho. \_\_\_\_\_
32. Eu presto atenção quando alguém está falando em inglês. \_\_\_\_\_
33. Eu procuro descobrir como ser um aprendiz melhor de inglês. \_\_\_\_\_
34. Eu planejo minhas atividades pensando em ter tempo suficiente para estudar inglês. \_\_\_\_\_
35. Eu procuro por pessoas com quem eu possa conversar em inglês. \_\_\_\_\_
36. Eu procuro oportunidades para ler o máximo possível em inglês. \_\_\_\_\_
37. Eu tenho objetivos claros para aprimorar meu inglês. \_\_\_\_\_
38. Eu reflito sobre meu progresso na aprendizagem de inglês. \_\_\_\_\_

## PARTE E

39. Eu procuro relaxar sempre que me sinto receoso(a) quanto a usar inglês. \_\_\_\_\_
40. Eu encorajo a mim mesmo(a) a falar em inglês, mesmo quando tenho receio de cometer erros/enganos. \_\_\_\_\_
41. Eu me recompensando quando uso bem o inglês. \_\_\_\_\_
42. Eu percebo se estou tenso(a) ou nervoso(a) quando estou estudando ou usando inglês. \_\_\_\_\_
43. Eu escrevo sobre como me sinto em um diário de aprendizagem de inglês. \_\_\_\_\_
44. Eu falo para outras pessoas sobre como me sinto quando estou aprendendo inglês. \_\_\_\_\_

## PARTE F

45. Quando não entendo algo em inglês, peço para que a outra pessoa repita ou fale mais devagar. \_\_\_\_\_
46. Eu peço para que falantes de inglês me corrijam quando falo. \_\_\_\_\_
47. Eu pratico inglês com outros estudantes. \_\_\_\_\_
48. Eu peço a ajuda de falantes de inglês. \_\_\_\_\_
49. Eu faço perguntas em inglês. \_\_\_\_\_
50. Eu procuro aprender sobre a cultura dos falantes de inglês. \_\_\_\_\_

Submetido: 20/04/2017

Aceito: 30/05/2017