

## Appendix 1 English Version of Strategy Use Questionnaire

Dear student,

I request your valuable collaboration on these questionnaires, which are part of the study focused on strategy use and self-efficacy beliefs adopted by Chilean university English learners.

**Part A: Personal information:**

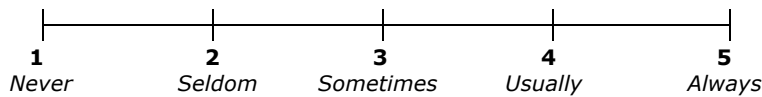
**Direction:** Please complete the following information and put a tick ✓ in the box of the choices given.

1. Student's name: \_\_\_\_\_
2. E-mail address: \_\_\_\_\_
3. Major: \_\_\_\_\_
4. Age: \_\_\_\_\_
5. Gender (please check):  male  female

**Part B: Strategy Inventory for Language Learning (SILL)**

**Direction:** Please read each statement carefully. Then evaluate the strategies that you actually use to learn English. Use the scale indicated below and mark with a tick "✓" the box that accurately represents the frequency of using your strategies. This questionnaire is designed to measure the real use of your strategies, so there are no 'right' or 'wrong' answers. If you do not understand any statement, let the teacher know immediately.

**Rating scale**



Language Learning Strategies	Answers				
	1	2	3	4	5
1. I think of relationships between what I already know and the new things I learn in English.					
2. I use new English words in a sentence so I can remember them.					
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.					
4. I remember a new English word by making a mental picture of a situation in which the word might be used.					
5. I use rhymes to remember new English words.					
6. I use flashcards to remember new English words.					
7. I physically act out new English words.					
8. I review English lessons often.					
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
10. I say or write new English words several times.					
11. I try to talk like native English speakers.					
12. I practice the sounds of English.					
13. I use the English words I know in different ways.					
14. I start conversations in English.					
15. I watch English language TV shows spoken in English or go to movies spoken in English.					
16. I read for pleasure in English.					
17. I write notes, messages, letters or reports in English.					

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19. I look for words in my own language that are similar to new words in English.					
20. I try to find sentence patterns in English.					
21. I find the meaning of an English word by dividing it into parts that I understand, such as roots, prefixes and suffixes.					
22. I try to translate word-for-word.					
23. I make summaries of information that I hear or read in English.					
24. To understand unfamiliar English words, I make guesses.					
25. When I can't think of a word during a conversation in English, I use gestures.					
26. I make up new words if I do not know the right ones in English.					
27. I read English without looking up every new word.					
28. I try to guess what the other person will say next in English.					
29. If I can't think of an English word, I use a word or phrase that means the same thing.					
30. I try to find as many ways as I can to use my English.					
31. I notice my English mistakes and use that information to help me do better.					
32. I pay attention when someone is speaking in English.					
33. I try to find out how to be a better learner of English.					
34. I plan my schedule so I will have enough time to study English.					
35. I look for people I can talk to in English.					
36. I look for opportunities to read as much as possible in English.					
37. I have clear objectives for improving my English skills.					
38. I think about my progress in learning English.					
39. I try to relax whenever I feel afraid of using English.					
40. I encourage myself to speak English even when I am afraid of making a mistake.					
41. I give myself a reward or treat when I do well in English.					
42. I notice if I am tense or nervous when I am studying or using English.					
43. I write down my feelings in a language learning diary.					
44. I talk to someone else about how I feel when I am learning English.					
45. If I do not understand something in English, I ask the other person to slow down or say it again.					
46. I ask English speakers to correct me when I talk.					
47. I practice English with other students.					
48. I ask for help from English speakers.					
49. I ask questions in English.					
50. I try to learn about the culture of English speakers.					

**Note:** This scale "Strategy Inventory for Language Learning" (SILL) version 7.0 was developed by Oxford (1990).