Appendix 3

Semi-structured Interview Protocol: Profile 1

Instruction: *Please answer accurate responses to the following questions.*

Questions related to Language Learning Strategies

1. Do you know what language learning strategies are? Yes, ____ No ____
2. Have you ever received strategy instruction in your English learning process? If so, please tell me how this experience was.
3. What are the specific strategies you use when studying English?
4. How often do you use these strategies?
5. Check the strategies in the SILL questionnaire. Which of these strategies are the most effective and which ones are the least effective? Why?
6. Please tell me the difficulties you often encounter in your English learning experience. How do you solve those difficulties?
7. You are reading a text in English and you find an unknown word. What do you do?
8. What do you do to learn the meaning of new words?
9. Have you experienced nervousness, anxiety or negative feelings when studying English? How do you deal with this situation?
10. If you need assistance while studying English, who helps you?
11. Do you take notes in class? How do you organize these notes?
12. According to the SILL questionnaire, you indicate a preference for affective strategies (e.g., I give myself a reward or a gift when I do well or do something well in English), and social strategies (e.g., I practice English with other students). Is it true? Why do you use them?
13. According to the SILL questionnaire, the strategies you rarely use are cognitive strategies (e.g., I start conversations in English) and compensation strategies (e.g., I invent new words if I do not know the right words in English). Is it true? Why do not you use them?

Questions related to Self-efficacy Beliefs

14. Have you ever heard about self-efficacy perceptions in the English capabilities? Yes ___ No___
15. Have you ever received instruction directed at improving English self-efficacy beliefs? If so, please tell me how this experience was.
16. How do you view yourself as an English learner?
17. What language skills do you feel more comfortable with? What language skills do you feel less comfortable with? Please explain.
18. Do you have the ability to master this language? Why or why not?
19. How well do you think you can discuss subjects of general interest with fluent or native English speakers?
20. How well do you think you can read English books, articles or stories?
21. How well do you think you can write English letters, email messages or essays?
22. When you are watching English movies or TV programs, how well you can understand them?
23. According to the QESE questionnaire, you report that the least difficult tasks are those that include reading (e.g., can you understand articles in English that speak about Chilean culture?), and those that include writing (e.g., can you write messages in English on the Internet (Facebook, Twitter, blogs, etc.)?). Is it true? Why do you think so?
24. According to the QESE questionnaire, you report that the most difficult tasks are those that include listening (e.g., can you understand radio programs/podcasts spoken in English?), and those that include speaking (e.g., can you ask questions in English to your English teacher in English?). Is it true? Why do you think so?

Questions related to LLSs and SE

25. What are the reasons that make you a high-strategy user?
26. What are the reasons that make you a self-efficacious English learner?
27. Why do you think you report a high level of strategy use and a strong sense of self-efficacy?
28. What factors have helped you increase your strategies and self-efficacy?
29. What would be the benefits of increasing your repertoire of strategies?
30. What would be the benefits of increasing your English self-efficacy?
31. What are the benefits of teaching learning strategies?
32. What are the benefits of fostering students' self-efficacy beliefs?

Montaño-González, J. & Cancino. M. (2002) Exploring the Relationship between Language Learning Strategies and Self-efficacy of Chilean University EFL Students. *MEXTESOL Journal, 44(2)*.