

UNIwersytet Pedagogiczny  
im. Komisji Edukacji Narodowej w Krakowie  
Wydział Nauk Humanistycznych

mgr Dominika Dzik

**Rozwijanie kompetencji wielojęzycznej u uczniów  
szkoły podstawowej. Badanie  
transferu strategii uczenia się.**

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dr hab. Joanny Rokity-Jaśkow, prof. UP

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FACULTY OF HUMANITIES

mgr Dominika Dzik

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primary learners. A study of  
transfer of learning.**

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# GLOSSARY OF ABBREVIATIONS

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In the thesis the following abbreviations have been used:

**AP** – average-performing learners

**CLI** – Cross-linguistic influence

**FLL** – foreign language learning

**FREPA** - The Framework of Reference for Pluralistic Approaches to Languages and Cultures

**HP** – high-performing learners

**L1** – listening test 1

**LP** – low-performing learners

**LLS** – Language Learning Strategies

**LS** – Learning Strategies

**R1** – reading test 1

**SILL** -Strategy Inventory of Language Learning

# INTRODUCTION

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English, being a global language, is also the most commonly taught language in the Polish school environment. It is estimated that 98,8% of students in primary and lower secondary school<sup>1</sup> study it as a foreign language. However, with the increased migration and growing linguistic diversity, there seems to be a need to study more than one foreign language. It is reflected in the Polish national curriculum (MEN, 2017), which introduced the second foreign language to primary schools as a compulsory subject. This fact laid the foundation to observe how students with prior experience in the foreign language learning deal with the process of learning another language.

The present paper has been inspired by the need to facilitate the process of L3 learning as well as raise students' awareness regarding cross-linguistic similarities in L2 and L3. The reason for concentrating on these issues was dictated by my own experience in language learning. After having reached C1 level in English, I decided to study Spanish. At first, the challenge was enormous – similarities between the languages were difficult to find and I started doubting my own abilities to learn a new language. Only later did I discover that I failed to notice that English and Spanish have much in common (Latin-derived vocabulary, shared Roman alphabet, similar word order within the sentence). What was particularly helpful was the realization that there are certain strategies that can enhance the process of learning. I started to make use of them, paying special attention to the ones that proved to be the most effective at a given point of the process of learning such as: classifying the new vocabulary items, looking for similar words in Polish and English, guessing the meaning from the context or predicting the topic of the text on the basis of various cues. Describing the difficulties that accompanied the process of L3 learning in this way is a gross simplification,

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<sup>1</sup> <https://www.statista.com/statistics/1255857/poland-share-of-pupils-learning-english/>



but this experience served as an inspiration to help my primary school learners in the process of learning their L3 Spanish.

Being aware of the problems that may occur in the process of L3 learning is important not only to students, but also to teachers. Certain teaching experience (especially related to learning at least two foreign languages) is needed to guide the learners through this challenge. In the present thesis I decided to describe my attempts to enhance the process of L3 learning to primary school learners by means of strategy instruction.

The motto that guided the present paper is: “Give a Man a Fish, and You Feed Him for a Day. Teach a Man to Fish, and You Feed Him for a Lifetime” (Thackeray Ritchie, 1885: 246). The reason for choosing it as a central theme was that the experience of learning one foreign language and the development of learning strategies in the process can be transferred to learning additional/subsequent languages. Since strategies are known to perform the role of lifelong facilitators – they equip students with the skills that help them not only to deal with a specific task during a language lesson, but may be applied to solve the problems that a non-native speaker faces in the foreign country, their use should be promoted (e.g., Wong and Nunan, 2011). Additionally, learning strategies encourage the learners to take responsibility for their own process of learning, which is an important trait in the 21<sup>st</sup> century. Taking these advantages into account, time and effort devoted to strategy training should never be considered as wasted.

Chapter one presents sociolinguistic aspects of multiple language learning. It starts with conceptualization of multilingualism, and contrasts it with the term plurilingualism. Subsequently, it presents theoretical framework related to developing plurilingual competence, such as European policy regarding multiple language learning. The third part of the chapter is devoted to transfer of learning. It is aimed at describing various types of transfer such as near and far transfer. Additionally, it presents the role transfer plays in the process of

foreign language learning. The chapter finishes with the comparison of the two notions i.e. transfer of training and transfer of learning.

Chapter two intends to describe oral and written language processing. It concentrates on psycholinguistic aspects of reading and writing in the foreign language. Special attention is paid to the models of spoken and visual word recognition. The chapter finishes with the factors affecting the processing of the text including: metalinguistic awareness, autonomy, implicit learning, aptitude and working memory, attention and consciousness.

Chapter three focuses on learning strategies, which form a core concept of the present thesis. Firstly, the development of the concept is presented, followed by definitions and taxonomies of LS (Learning Strategies). The second part of the chapter presents various models of strategy instruction and is aimed at outlining a series of studies conducted on the topic of learning strategies, particularly in reference to L3 learning. The emphasis is placed on Polish researchers, who focused on a wide range of subskills.

# CHAPTER 1 MULTILINGUALISM, PLURILINGUALISM AND TRANSFER OF LEARNING.

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Chapter 1, in the most general terms, concentrates on three main issues: multilingualism, plurilingualism and transfer of learning. Firstly, it provides basic differences between plurilingualism and multilingualism. Additionally, it describes the policy of the European Union regulating various aspects of multilingual education. The last part of the chapter focuses on transfer. To be more specific, it outlines basic types of transfer and attempts to define transfer of training and transfer of learning, which are the components of plurilingual development.

## 1.1 Multilingualism as a feature of modern society

The contemporary world, with its diversity and heterogeneity, imposes on people the necessity to communicate not only in their mother tongue, but also in more than one foreign language. Although multilingualism is not a new phenomenon – it has existed since the beginning of human languages, nowadays it acquires a new dimension (Aronin and Singleton, 2012). It is mainly caused by the influence of globalization, which can be characterized by several features (Lid, 2018):

- a) *the mobility of people* – current migration trends are unpredictable. It is not possible to state precisely what motivates people to change their place of living. What is certain is that population movement gains strength every year and involves each nation no matter the age, social status or gender of the citizens. This entails far-reaching consequences. One of the most observable ones is linguistic diversity and a gradual disappearance of a standardised language existing within the boundaries of a country.

- b) *New forms of communication* - the technological progress, which reached an unprecedented level, enables people to communicate across physical and national boundaries. Instantaneous and multilingual exchange of messages is possible via electronically mediated communication (EMC) and is used in multiple contexts including social, educational and work-related interactions.
- c) *The new economy* – new economic processes and economic production have significant influence on the way people communicate. Multilingual workplaces and companies located globally require interactions that would be effective and consistent. In this context, monolingualism is viewed as a deficit as it may be an obstacle in international communication.

On the global scale, multilingualism has become a phenomenon that is the emblem of the 21<sup>st</sup> century. It is considered to be the reflection of cultural and linguistic diversity of all the countries in the world. Multilingualism is a norm for over 35% of adults (Eurostat, 2016) and 75% of the world population (Crystal, 2003). Undoubtedly, it is English that maintains the status of lingua franca. According to Crystal (2003), this language is commonly used in the multicultural encounters as it is spoken by non-native speakers all over the world. Spanish is another language, which distinguishes itself, especially in terms of the number of native speakers. To be more precise, it is the second largest mother tongue in the world. Taking into account the statistics and data related to learning languages, it can be stated that multilingualism is a global language.

In the Polish context, the situation related to multilingualism is complex. On the one hand, Poland is considered to be a monolingual country with relatively homogenous cultural background (Kucharczyk, 2018). On the other hand, what has been observed is a gradually changing linguistic landscape caused by migration and return migration (e.g., Rokita-Jaśkow et. al. 2022). What should be also taken into account is the series of reforms in Polish curricula, which changed the attitudes towards learning and teaching languages. To be more

precise, until 2008, it was not obligatory for the students to attend ‘modern language’ classes (MEN, 1999). It did not mean that foreign language was not taught at all. Usually, it was introduced in 4<sup>th</sup> grade (at the age of 10) and depending on the school policy, the classes were obligatory to attend. The situation changed with the new 2008 Polish curriculum, which specified that students should start learning foreign language at the age of 7. With more recent modifications (MEN, 2017), the second foreign language was introduced to Polish primary school. Apart from English, which is the most popular language chosen in primary school (Aukstozol, 2019), students are supposed to learn one more foreign language (MEN, 2011; 2017) as soon as they start the 7<sup>th</sup> grade, whereas previously it was lower secondary school/gymnasium. The emphasize is placed on efficient oral and written communication in L2 and L3. This situation illustrates that knowing foreign languages is a key to aim of education in Poland.

## **1.2 Multilingualism and plurilingualism – a comparison**

Multilingualism and plurilingualism are both recurring terms in the field of foreign language learning. In many situations they are used interchangeably, although there is a slight difference in the context in which they can be applied.

In general terms, both multilingualism and plurilingualism imply the presence of many languages. However, the context in which they are used is different. Multilingualism refers to “the presence in a geographical area, large or small, of more than one ‘variety of language’”(Cenoz & Gorter, 2013: 594). Plurilingualism, on the other hand, is restricted in its scope to the “repertoire of varieties of language which many individuals use” (Council of Europe, 2007). On the basis of these two definitions, it can be inferred that the difference in these two definitions lies in the fact that plurilingualism is an individual trait, while

multilingualism often describes the situation at a given community, region or state (Monev, 2005).

The difference between multilingualism and plurilingualism has also been accentuated in the prefixes that are contained in both terms. Latin ‘multi’ suggests a collection of individual elements, which form totality. In the case of the prefix ‘pluri’, emphasis is placed on plurality, which can be metaphorically compared to a unique picture, in which its components are difficult to separate from each other (Balboni, 2015). Therefore, it can be stated that multilingualism stresses separateness, whereas plurilingualism acknowledges blurred boundaries between the languages.

What should be emphasized is the fact that perceiving the terms multilingualism and plurilingualism as a separate concept is not so apparent in each European country. The history of the latter word is connected to the release of CEFR volume (Council of Europe, 2001, 2018) and the subsequent Symposium in Switzerland in 1991 (Piccardo, et al., 2019) during which it was promoted. It was borrowed from French *plurilinguisme* over 30 years ago and quickly gained popularity in such countries as Spain and Italy. However, there are still researchers, especially in English academic community, who are rather skeptical about its use (Piccardo, 2019). According to Cenoz and Gorter (2013), it is not necessarily caused by the fact that the difference between multilingualism and plurilingualism is not recognized by them, but rather because they understand multilingualism as a much wider concept, which embraces many forms of plurality.

The dynamic nature of plurilingualism and multilingualism is reflected in the variations of the terms that successfully entered academic discourse. Since multilingualism has been developed earlier, there can be observed a proliferation of the concepts related to it. To illustrate it with an example, there exist: *societal and individual multilingualism*, understood as the ability of a country or an individual to speak language(s) fluently (e.g., Li, 2008); *additive* and *subtractive multilingualism*, which refer to the inclusion of the subsequent

language to the learner's repertoire and learning the second language at the expense of one's mother tongue (Kramsch, 2010); *multilingual identities*, defined as the influence of language(s) on the way people see themselves and show it to others (e.g., Block, 2008; Pavlenko and Blackledge, 2004) or *dynamic model of multilingualism*, presenting dependent and independent factors influencing multilingual development (Herdina and Jessner, 2002). These terms emphasize the fact that the phenomenon is still at the stage of rapid growth. Plurilingualism, with its relatively short history, is not accompanied with such a wide array of modifiers. It may be attributed to the fact that it used to be addressed as 'individual multilingualism' so coining a new term seemed to be redundant. However, with the realization that this phrase does not fully reflect the complexity of the linguistic repertoire of a learner, the terms *plurilingualism* and *plurilingual competence* (Beacco et. al. 2015) appeared to complete the terminological gaps. It seems that still more time is needed to fully acknowledge this term along with its unique features and, at the same time, stop replacing it with multilingualism and its extensions.

### **1.3 Plurilingualism in the 21st century**

In the globalized multilingual and multicultural world, the term plurilingualism represents an important pillar of the 21<sup>st</sup> century education. It is commonly used in various studies such as language pedagogy and psychology to describe the skills and competences of a person speaking more than two languages (Beacco, 2005).

One of the most important features of plurilingualism is that it is used to describe a personal trait. To be more specific, it refers to the repertoire of languages that an individual acquired over a period of time (Beacco and Byram, 2007). Apart from knowing the mother tongue, language learners have at their disposal a set of other languages that they managed to master to various degrees. However, this fact should not be viewed solely through the prism

of deficiency or negligence in the process of FL learning as in plurilingual approach, the emphasis is placed not on achieving the native-like proficiency, but on effective development of communication skills, which enable the learners to convey their messages in encounters with foreigners.

Developing one's linguistic competences serves three main purposes, as stated by Beacco and Byram (2007). Firstly, it helps to maintain linguistic heritage in Europe. Secondly, its aim is related to purely personal reasons: learning foreign languages to show respect to people living in different countries, to meet their culture and to be able to hold a conversation with them. Last but not least, developing plurilingual competence is beneficial for professional reasons – without the ability to speak several languages, the chances of finding a prosperous job are minimal.

Plurilingualism is the concept that accentuates the importance of life-long learning (Bak and Mehmedbegovic, 2017). Thus, its primary aim is not to achieve native speaker competency, but rather being able to communicate with foreigners with the use of available resources. In other words, cultural and linguistic experiences of the learner contribute to effective communication ability. This approach encourages language learners to creatively and flexibly make use of holistic communication competences in all languages within one's linguistic repertoire. As emphasized by Council of Europe (2007), one needs to be able to engage himself in communication with different nations and for this purpose, proficiency of the native speaker is not required.

#### **1.4 European policy and plurilingual education**

The European Union plays an active role in promoting plurilingualism within its borders. The best evidence of this act can be seen in projects, approaches and documents that became a point of reference for understanding plurilingual education. What European Union intends to achieve is to make it possible for its citizens to communicate in three languages including



their Mother Tongue (European Parliament, 2006). This implies far-reaching consequences: adopting more effective ways of teaching languages with the aim of enabling the learners to communicate in L2 and L3.

Plurilingualism is considered to be an important competence in the European Union. Along with e.g., cultural awareness and expression, literacy, digital, numerical, scientific and engineering skills, it is aimed at increasing employability, providing personal fulfilment and enabling social inclusion. As stated in Council Recommendation on key competences for lifelong learning, member states of the EU should: “increase level of language competences in both official and other languages and support learners to learn different languages relevant to their working and living situation and that may contribute to cross-border communication and mobility” (European Commission, 2017). It is in line with Lisbon Strategy, whose aim was: “to strengthen employment, economic reform and social cohesion as part of a knowledge-based economy” (European Parliament, 2000). The image of plurilingualism that emerges from it is that it is an economic advantage that can increase the competitiveness in the job market. With time, more attention has been directed into another asset – gaining intercultural understanding, which is a pillar of the European Union (Kraus and Kazlauskaite-Gürbüz, 2014). It contributed to the development of the model of the European citizen, who is able to speak two foreign languages other than their L1. This goal was emphasized by European Commission in 2017. It states that it is of the utmost importance to enhance “the learning of languages, so that more young people will speak at least two European languages in addition to their mother tongue” (European Commission, 2017: 4).

#### **1.4.1 Policy instruments**

Certain steps have already been taken in order to support plurilingual education. One of the most important was the cooperation among member states to make vital changes in order to maximize the process of language learning at schools so that they meet new regulations.

Since 1960s, a series of documents has been published with the aim of standardizing foreign language education in each European country. One of the most significant ones is *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (2001, 2007). It does not only help to maintain high standards of education, but it also guides students throughout the complex process of language learning and teaching. The most important element of the document is undoubtedly the description of common reference levels, which specify and characterize skills and knowledge that one should demonstrate to achieve a certain proficiency level in a foreign language. Apart from this, the document deals with acquisition, learning and assessment, with special emphasis on plurilingual development of the learner.

The second tool that concentrates on a didactic aspect of plurilingualism in EU is The European Language Portfolio (Council of Europe 2011). Its main aim is to track and describe the individual language development and make the process of FLL more transparent. The European Language Portfolio consists of three parts: The language Passport, The Language Biography and The Dossier. The first part informs about the level of proficiency achieved by the learners in each foreign language they manage to master. Additional components are formed by self-assessment and teacher assessment boards, which provide important information about students' progress. In the Language Biography part, learners are supposed to describe their experiences related to their process of language learning. Apart from this, they are encouraged to adopt a reflective stance to improve their effectiveness and plan the process of learning. The Dossier is a collection of materials that document plurilingual education of the learner (Little and Perclová, 2001).

#### **1.4.2 Projects**

FREPA is a project that has been launched as a complement to *Common European Framework of Reference*. This abbreviation stands for *Framework of Reference for pluralistic*

*approaches to languages and cultures*. It was created by the European Centre of Modern Languages and refers to four approaches towards language learning and teaching. As a response to the conviction that languages are better taught in isolation, FREPA proposed *intercultural approach*, *awakening to languages*, *inter-comprehension of related languages* and *integrated didactic approaches to different languages* as four pillars for successful plurilingual development of the learners.

The first basis – *intercultural approach*, although not purely linguistic, shows that culture has its role in shaping plurilingual competence. In the FREPA document (Candelier et al., 2010), this pillar is not given much emphasis as it has been assumed that the influence it exerts on pedagogy and language is obvious. On the other hand, we should not ignore the fact that in order to be effective, the intercultural approach should be employed explicitly.

*Awakening to languages* is another approach that constitutes part of FREPA approach. The concept is not new as it was developed out of the Hawkins' (1984) "Language Awareness" approach. *Awakening to languages* refers to part of the activities related to the languages that are not taught at school (Candelier, 2007). Thus, the approach embraces languages used in a different environment than school such as home or encounters with friends. Initially, *awakening to languages* was launched to promote linguistic diversity among schoolchildren, and soon on the basis of its principles, a special course was created to promote a wide variety of languages spoken by children and to encourage them to further develop their skills (Candelier et al., 2010). The greatest advantage of this approach is that from the beginning of their learning path, students become more aware of the importance languages play in everyday life.

### **1.4.3 Intercomprehension and European Programmes**

*Intercomprehension* appears to be one of the most popular terms in the European policy towards plurilingual education. The main assumption of this concept is that people who speak

different but related languages can understand each other with apparent ease (European Commission, 2012). Such plurilingual communication is based on receptive skills, which enable the interlocutors to understand one another. The concept of intercomprehension is idealistic as it assumes that although people involved in the conversation have different linguistic and cultural background, they do not have to share the same language or use lingua franca during face-to-face encounters. The question that arises is how it is possible to happen. The answer to the question is hidden in the knowledge that language learners are equipped with. It turns out that people possess general knowledge of the world, e.g., they know the names of historical figures, famous buildings, proper names, international words, which are crucial in decoding a message in a foreign language. Apart from this, they also have some prior experience in learning foreign languages. According to Castagne (2004), speaking just two European languages, is a starting point for the comprehension of up to five other languages. Thus, intercomprehension can strengthen students' motivation towards learning languages.

Another step that was taken in order to promote intercomprehension was the introduction of EuroCom project, that was launched in three groups of European languages: Germanic, Slavic and Romance (McCann, Klein and Stegmann, 2003). European Intercomprehension Programme relies on typological similarities that exist between those that belong to the same family of languages. That is why knowing one language from the given family, facilitates the process of learning another within the same group. Such an attitude promotes cultural and linguistic diversity in Europe.

### **1.5 Multicompetence and a dynamic model of multilingualism**

Learning subsequent languages is a complex phenomenon. This fact was given special prominence in two models: multicompetence (Cook, 1992, 2005) and dynamic model of multilingualism (Herdina and Jessner, 2002). Multicompetence is a concept that was created

to account for the process of second language acquisition (SLA). It claims that the knowledge of languages within one's mind should be seen as a unity rather than the sum of separate components. In other words, multilingual person cannot be seen as a monolingual adding another language to his repertoire.

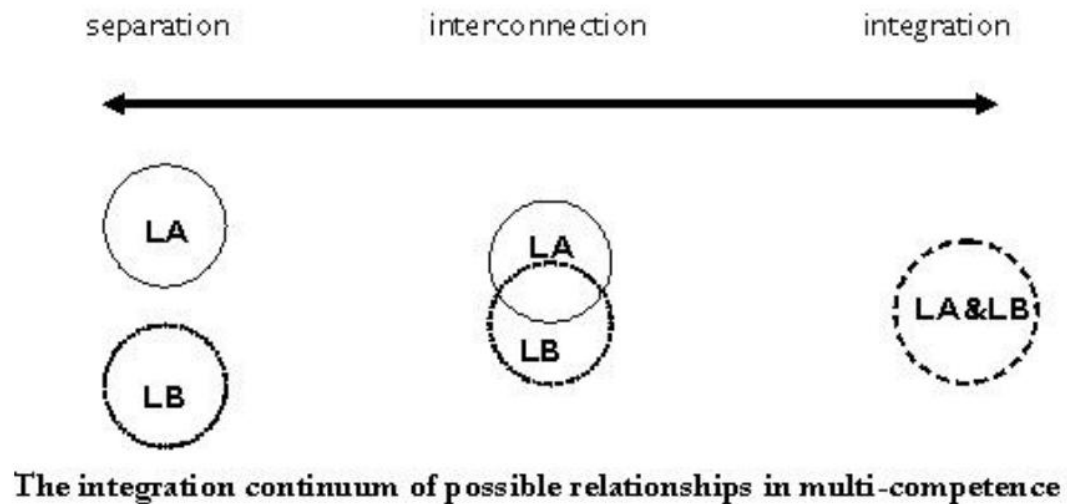


Figure 1. Multicompetence model (Cook, 2003).

Multicompetence model (Cook, 2003) illustrates how the relationship between the languages is shaped with time. At first, they are separated from one another, but later become interconnected or even merged. The level of the integration may vary depending on language skill. For instance, for reading comprehension LA and LB may be interconnected whereas for listening, the separation might be more prevailing. The possible relationships in the multicompetence model may also fluctuate from moment to moment.

Another model dispelling the idea of multi-monolingualism is a dynamic model of multilingualism (Herdina and Jessner, 2002). It underlines the complexity of the process of learning subsequent languages by providing dependent and independent variables guiding the multilingual development. DMM (dynamic model of multilingualism) is characterized by the following features (Herdina and Jessner, 2002: 89):

- a) *non-linearity* – language learning is guided by unpredictability, especially if the outcomes of the process are concerned. According to Herdina and Jessner (2002), depending on the time and energy spent on learning, it may be accelerated or impeded;
- b) *maintenance* – it is not possible to maintain the same level of proficiency in all the languages the speaker is able to use. If more energy and effort is put in the process of learning a target language, it is at the cost of other languages within one's repertoire. That is why maintenance is considered to be a challenging issue for multilingual speakers;
- c) *reversibility* – language decay is not a permanent state and can be changed with time and energy devoted to target language learning;
- d) *stability* – there are certain factors that shape the system stability such as the level of proficiency in the languages spoken by an individual or the age of the acquisition;
- e) *interdependence* – the languages within one's repertoire form an intricate network, which constantly changes. These variations contribute to the formation of language competence;
- f) *change of quality* – multilingual learners approach the process of foreign language learning differently than monolinguals learning their first foreign language. Additionally, more experience learners develop a number of skills such as maintenance or non-linguistic skills. Therefore, qualitative change can be observed in the process of learning foreign language.

Multicompetence model played important role in the process of creating dynamic model of multilingualism. DMM, however, adopts diachronic perspective and takes into account individual factors affecting multilingual development, which Cook's model (2003) failed to include. Both models brought a significant change related to the perception of the term transfer. It turned out to be insufficient to embrace the complexity of multilingual minds. That is why in Herdina and Jessner's model (2002), it was replaced with crosslinguistic interaction (CLI), which emphasizes mutual contact between the languages.

## **1.6 Multilingual turn and multilingual pedagogy**

One of the most crucial aims of current education in the world is to teach not only English, but also other foreign languages. It seems to be a natural consequence of globalization and political, social and economic factors related to it, such as looking for a job in another country or migration. Multilingual pedagogy, in general terms, involves the use of languages within one's repertoire for the purpose of learning and teaching in an organized education program (Wright, Boun and Garcia, 2015). Usually, the language that is taught as a primary one is the mother tongue. The second is the language that is considered to be internationally significant and in many countries, it is the English language. It cannot be viewed as a universal rule as there are many types of multilingual education depending on school and the policy of the country. That is why Cenoz (2009) uses the term "continua of multilingual education" to refer to the multitude of options.

There are several factors that should be taken into account when defining school as multilingual. Among internal components, there should be mentioned: subject, language of instruction, teacher and school context. Language can be taught as a separate subject or be solely a language of instruction. The next variable – the teacher, refers to his/her training in multilingual education and the experience he/she has in learning languages. The broadest concept – school context, embraces a wide range of elements including linguistic landscape in the classroom and literacy practices of a given school.

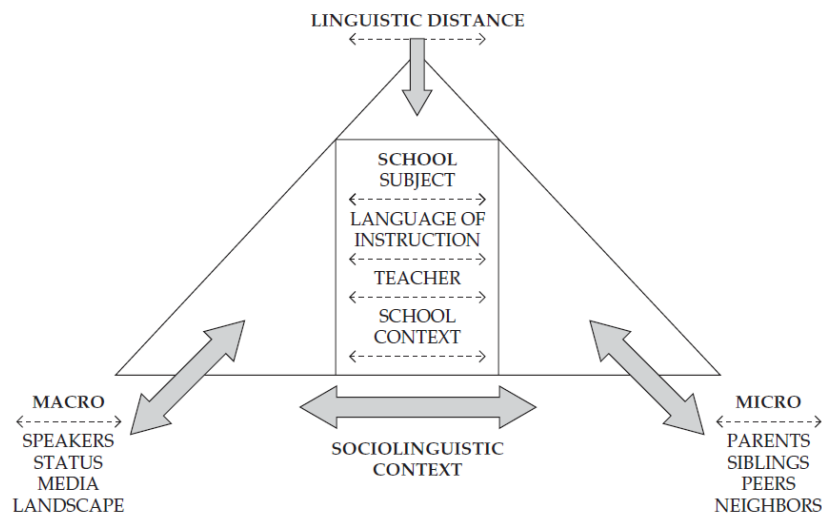


Figure 2. Continua of multilingual education (Cenoz, 2012: 4).

There are also external factors involved in the continua of multilingual education including linguistic distance and sociolinguistic context. Linguistic distance or psychotypology describes: “the learner’s perception of typological distance between languages(...) which is the individual assessment of the degree of relationship between particular structures and words of L1 and L2” (Otwinowska, 2016: 103). For instance, English and Spanish are not as typologically different as English and Chinese, which is related to their linguistic distance. The more diverse is the choice of languages in the curriculum, the more distant place the school occupies in the continuum. Sociolinguistic context, on the other hand, is related to the environment of the multilingual school. At the micro-level, the greatest emphasis should be placed on the role of family, neighbours and friends and the language they use in everyday conversations with schoolchildren. As far as macro-level is concerned, there are four aspects that should be taken into account: the number of speakers of a given language, its status, overall linguistic landscape and the use of the language(s) in media. The Continua of multilingual education can serve a practical role in comparing the degree of multilingualism across various schools. The main advantage over



other models is that it does not impose strict classification criteria, but allows to observe various factors influencing the multilingual education.

It is not possible to discuss multilingual pedagogy without mentioning affordances. It is a concept that has a long history, but its use in connection with multilingualism is relatively new. In the most general sense, it is referred to as “possibilities for action” (Aronin and Singleton, 2012: 312). Transferring it into the field of multilingualism, affordances theory concentrates on the relation between multilingual speakers and the environment. The number of languages and the extent to which they are mastered create the opportunity for the learner to act (Aronin, 2014). To illustrate it with an example, knowing Polish, English, Czech and Russian may foster the process of learning Slovak. It is caused by the fact that previous experience and knowledge related to semantics, syntax and pragmatics facilitates the acquisition of another language from the same family. The situation is different when the learners know only one language. Then, their affordances are much more limited.

The learner should constantly try to improve the opportunity for affordances to emerge. It can be achieved in two ways: by changing the environment or by developing internal resources of the student (Kordt, 2018). With the technological advancement and increased contacts between countries, it is easier than ever before to e.g., access various materials connected with the target language including books and newspapers, or visit foreign country to have live contact with the language. As far as the internal resources are concerned, the most crucial seem to be metalinguistic awareness and learning strategies that contribute to a broader understanding of the target language, and thus improve affordances (Harjanne, 2007). Jessner (2014) attributes it to M-factor, which is observed when, for instance a learner is able to transfer prior learning strategies into a new learning situation or when it is possible for the learner to communicate with ease with people speaking the target language.

One of the pedagogical practices that enhances affordances is translanguaging. Translanguaging describes the approach towards teaching, which is based on the use of more

than one language during a lesson (Cenoz and Gorter, 2021). It rests on the premise that multilinguals have potential to activate their repertoire and rely on it in the process of learning target language. Translanguaging is a natural response to the practice of teaching foreign languages in isolation and its aim is to help students improve their linguistic competences. Li (2018) believes that translanguaging is ingrained in the process of foreign language learning and relying on the prior knowledge should be even encouraged in school context.

The act of breaking with ‘monolingual’ approach towards learning languages is reflected in pedagogical translanguaging. Its main assumption is that multilinguals did not reach the same proficiency in each language they speak. Therefore, they may draw on their prior knowledge and experience in order to master target language. This practice can be used in the school context as pedagogical translanguaging: “can refer to the use of different languages for input and output or to other planned strategies based on the use of students’ resources from the whole linguistic repertoire” (Cenoz, 2017: 194). This definition illustrates the fact that pedagogical translanguaging should be carefully planned to mobilise learners to make use of their language repertoire confidently and efficiently.

To sum up, teaching two or more foreign languages should not be based on the same premises as teaching one foreign language. What is crucial is the realization that students may rely on their prior knowledge and experience related to foreign language learning. Enabling such affordances to appear is an important element of multilingual pedagogy.

## **1.7 Plurilingual competence**

With the gradual increase in the importance of multilingual education, plurilingual competence has become a term that is inseparably linked to the policies established by the Council of Europe. In its *Guide for the development and implementation of curricula for plurilingual and intercultural education* (Beacco et al., 2016), this term has been defined as “the repertoire of resources” acquired by the learner in several languages. Plurilingual

competence also plays a special role in the Common European Framework of Reference for Languages (CEFR, 2001). In this document, two main features of the phenomenon are listed: complexity in terms of competences involved and variety in terms of proficiency of the learner in the languages they know. The most crucial elements of plurilingual competence were described in more details by Coste, Moore and Zarate (2009). According to them, it characterises with:

- a) Unity of language skills, identity and culture;
- b) An imbalance in language skills of an individual learner (for instance, learner may display C1 competence in writing in L2, B1 in speaking, but in L3, those abilities might be even lower etc.);
- c) A dynamic nature of competence, which changes depending on the circumstances;
- d) The mutual influence of languages and cultures (mediation and transfer between languages and cultures).

Plurilingual competence is nowadays the skill that all European citizens should possess. As stated in CEFR (2018: 28), abilities involved in this process include:

- a) “Switching from one language into another;
- b) Readiness to speak in one language, but receiving the answer in another;
- c) Activating the general knowledge of all the languages within our repertoire in order to decode the message;
- d) Activating the knowledge of all the languages within our repertoire to convey the message;
- e) Being able to identify internationalisms;
- f) Focusing on paralinguistic elements of the utterance (gestures, tone of the voice etc.);
- g) Mediating between two participants in a conversation who do not share the same language”.

The skills listed in CEFR reflect a shift in the perception of foreign language learning. This process is no longer seen as a mastery of several foreign languages in isolation, but rather gaining linguistic multicompetence by means of a prior language learning experience.

## **1.8 Crosslinguistic influences and a definition of transfer**

Transfer is a recurring term in the field of foreign language learning. It is usually defined as “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired” (Odlin, 1989: 27).

Transfer of training plays a crucial role not only in terms of acquiring L2 or L3, but also in a broader learning context. In other words, our previous learning experience significantly influences our current learning success. According to Perkins and Salomon (1992), transfer is one of the most important learning goals – it enables us to apply the knowledge we already possess into a new context.

Transfer is the process that is not always automatic. Applying previously acquired skills or knowledge may be easy if the situation we go through is similar to the past experience. The more differences we encounter, the more difficult it is for transfer to occur. Eraut (2004) lists four variables that need to be taken into account in this process:

- a) The nature of what is being transferred (skills/knowledge/competence/expertise);
- b) Difference between the context;
- c) The disposition of the transferee;
- d) The time and effort devoted to facilitating the transfer process.

Undoubtedly, in the school context, those variations play an enormous role. First and foremost, transfer does not only require transfer of knowledge, but in many cases, transfer of skills and competences. Of course, individual differences of the learners should also be taken

into account: not everyone will be able to notice similarities between an already known situation and a new experience. In this case, it is indispensable to draw a comparison between the previous and the new context of learning. Often, the instruction provided by the teacher helps to notice those analogies, but requires a lot of time and effort.

It cannot be denied that education is based on the process of transferring knowledge and skills from one field to another. Teamwork, time management and prioritizing tasks are just a few examples of practical skills that are taught or acquired at school, but later can be used in other contexts such as work or family environment. Undoubtedly, the process of converting theoretical knowledge into portable (knowledge that can be used in other contexts) is complex and often requires much effort on the part of the learner. Eraut (2004) described this process using the metaphor of an iceberg. The part of it protruding from the surface represents the process of learning theoretical knowledge. This type of knowledge is largely acquired in the classroom context. However, only possessing it does not make the learner automatically transfer it to the new context. The part of our cognition responsible for that is hidden under the surface of an iceberg. It illustrates the fact that further practice is needed in order to convert theoretical knowledge that we possess into personal knowledge, which can be used in a variety of contexts.

According to Eraut (2004), the process of transferring the knowledge in different context consists of five stages:

- 1) The extraction of potentially relevant knowledge from the context(s) of its acquisition and previous use;
- 2) Understanding the new situation, a process that often depends on informal social learning;
- 3) Recognising what knowledge and skills are relevant;
- 4) Transforming them to fit the new situation;

- 5) Integrating them with other knowledge and skills in order to think, act or communicate in the new situation.

Although those five stages refer to the transfer of knowledge between classroom and workplace context, they may as well be applied only to education. To be specific, majority of subjects at school are taught in isolation. What students particularly lack is the instruction on how to make use of already acquired knowledge so that it can be used in other contexts. Thus, transfer can be effectively used in L2 and L3.

### **1.8.1 Cross linguistic influences in multilingual development**

Studies related to cross-linguistic influence (CLI) have their source in research related to the impact of a native language on the process of learning a new language. With time, it started to embrace a wider scope as multilingualism became the reality for the majority people in the world. Therefore, more recent definitions of cross-linguistic influence take into account a variety of configurations and possible mutual impact of languages within one's repertoire (James, 2012).

Cross-linguistic influence as a term has undergone many changes. At first, the term *interference* was used and was defined as: "instances of language deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language" (Weinreich, 1953: 1). What was the central point for Weinrich (1953) was the negative impact of a language on the process of learning subsequent one. Later, Lado (1957), the author of manual on contrastive analysis, suggested comparison of two languages in order to identify main similarities and differences between them. According to him: "... the student who comes into contact with a foreign language will find some features of it quite easy and others extremely difficult. Those elements that are similar to his native language will be simple for him, and those elements that are different will be difficult" (Lado, 1957: 2).

There is a significant difference between transfer and traditional learning. As stated by Perkins and Salomon (1992), the former concept is much more complex and erratic than ordinary learning as it requires the skills or knowledge to travel from one context to another. It is often unpredictable how the process will develop. It is primarily caused by the fact that we automatically use the ability that has been already acquired into a new, but similar context. However, the question arises if this transfer of abilities or knowledge is possible in every situation. Sometimes it seems that the gap between the new and previously studied context is too difficult to bridge.

### **1.8.2 Transfer of training and transfer of learning – a comparison**

Transfer of training and transfer of learning are the two terms that are often used in the fields related to education and psychology. They both refer to the process of passing the knowledge or skills from one context into another.

Transfer of learning is sometimes referred to as transfer of knowledge and describes the influence the prior knowledge and skills exert on the new learning situation (Leberman et. al. 2006). There can be observed two main approaches towards transfer of learning. The first was promoted by Marini and Genereux (1995) and postulates integration of the learner, task and context in the process of learning. These three elements are claimed to create favourable conditions for the transfer to occur. The second approach argues that context and task do not play such an important role as individual dispositions (Bereiter, 1995). This is why transfer can be compared to a skill, not a process.

Transfer of training is often perceived as a synonym of transfer of learning. However, there is a slight difference between the two terms. Learning is a broader concept than training as it implies not only a particular skill, but also the knowledge, values or attitudes. In the case

of training, the emphasis is placed on a particular type of behaviour. Usually, it is task-oriented and as a result of the process, learning takes place (Leberman et. al. 2006).

Transfer of learning and transfer of training are extremely important in education. It is said that the ability to use already acquired knowledge in the new situation is the premise on which learning and teaching are based. Apart from this, transfer positively influences many cognitive processes such as remembering and retrieving information (Cargill, 2004; Thompson et al., 2003). That is why it is crucial to raise students' awareness of the importance of the new knowledge and skills that can serve as a building block for their further development.

### **1.8.3 Crosslinguistic awareness and metalinguistic awareness**

Positive influence of one language on learning subsequent language(s) can be enhanced among learners by means of developing their crosslinguistic and metalinguistic awareness. It has been proved by e.g., Brohy (2001) and Muñoz (2000), who investigated the impact of bilingualism on the third language learning. Crosslinguistic awareness refers to the similarities and connections between the two or more languages known by the learner (Jessner, 2006). Metalinguistic awareness, on the other hand, involves thinking in an abstract way about the language and is considered to be a general skill not limited to a particular language(s).

Crosslinguistic awareness is deeply rooted in the research related to crosslinguistic influence (CLI). Since it focuses on the awareness of the relations that exist between the languages within one's mind, it is not possible to describe it without examining the origins of CLI. Initially, the studies focused on the role of native language on the acquisition of another language. It was referred to as transfer, interference or "borrowing" (De Angelis & Dewaele, 2011). With the growing number of people using more than two languages, it was important to embrace wider array of possible interactions. This situation gave rise to the term crosslinguistic influence, which describes the impact of a language on another within an



individual person (Jessner, 2008). This influence is not restricted to L1 and L2, but embraces all the languages in one's repertoire.

Crosslinguistic influence is affected by many variables: learner-based and language-based (Murphy, 2003). The first group includes such factors as: age of the learners, level of proficiency, educational background, language mode, amount of exposure to the target language, linguistic awareness and context. Language-based variables embrace: language typology, frequency of appearance, word class and morphological transfer.

Individual factors play a significant role in crosslinguistic influence. One of the most notable is language proficiency. According to Jarvis (2000), there are four possible scenarios related to the development of negative CLI: it may grow, remain stable, fluctuate or decrease. A bulk of studies (e.g., Dewaele, 2001; Hammarberg, 2001; Sánchez and Bardel, 2017) prove that negative CLI from L2 decreased with the growing proficiency in L3. At the same time, L2 proficiency should reach a certain level referred to as 'threshold' level (Tremblay, 2006). Interestingly, CLI varies depending on the level of command of the target language's subsystems (Jarvis and Pavlenko, 2008). The following areas have been addressed in the research studies: phonological CLI (e.g., Adrián, Puerto, and Mangado, 2013; Lipinska, 2015; Yang and Fox, 2014), lexical and semantic CLI (e.g., Bardel, 2015; Ringbom, 2001) and syntactic CLI (e.g., Foryś-Nogala, Broniś, Opacki and Otwinowska, 2020; Linarsih, Irwan, and Putra, 2020).

Age factor and its relation with CLI is not a popular topic among the researchers and is often correlated with other variables such as exposure to the target language or proficiency. The general observation was that crosslinguistic influence is 'a developmental phenomenon' (Van Dijk et. al., 2022: 901). The research on bilingual children proved that with prolonged exposure to the target language, the negative effects of CLI are likely to decrease over time (e.g., Döpke, 1998; Müller & Hulk, 2001). However, more recent studies provide different results. According to e.g. Bosch and Unsworth (2020) and Nicoladis (2003), no significant

changes were observed in the level of CLI with age. It turns out that it may even increase over time (e.g., Nicoladis & Gavrilu, 2015), which further illustrates the unpredictability of CLI.

A well-established language-based variable is connected to typology (e.g., Kellerman, 1984) and psychotypology (Kellerman, 1978, Singleton, 1987, 2003) of the languages within one's repertoire. The general observation is that the more typologically related the two languages are, the more likely the transfer will occur (e.g., Bardel & Falk, 2007; Cenoz, 1997, 2001). Such measure of CLI is considered to be 'an objective estimation of distance' (Odlin, 1989: 141) and can be deceptive. Therefore, psychotypology was proposed as a more reliable predictor of CLI (Kellerman, 1978, Singleton, 1987, 2003). It describes the perceived or subjective distance between the two languages, which is the result of the learner's assessment (Otwinska, 2016). Typology and psychotypology and their relation with CLI is a popular topic among researchers. In the studies involving multilingual learners (e.g., Bardel and Lindqvist 2007, 2014; Rothman and Cabrelli Amaro, 2010), it was observed that participants tend to transfer to the target language the forms from the language that is typologically similar to the target language or is perceived to be similar. What should be underlined is the fact that language proficiency in each language is also a strong factor influencing this process. For instance, in the study conducted by Bardel and Lindqvist (2007), multilingual learner of L3 Italian relied on various languages in his repertoire depending on the stage of development in a new language. Initially, it was Spanish that was the primary source of transfer, especially in the realm of lexis. Later, with growing proficiency in L3, French was used for syntactic similarities. Overall, typology and psychotypology exert a powerful role in CLI. That is why it cannot be neglected in the studies related to transfer.

Language dominance is another language-based factor influencing CLI. What should be underlined is the fact that it is not always to determine the dominant language, especially of a bilingual person. There are various criteria used for this purpose including measuring the mean length of utterance or the exposure to the languages spoken by the learner (Treffers-

Daller and Silva-Corvalán, 2016) For a long time, it was believed that it was the dominant language that exerted the greatest impact on the non-dominant language (e.g., Paradis, 2001; Kupisch, 2007).

Even though there are many variables aimed at predicting the dimension of crosslinguistic influences, it is still impossible to find universal rule guiding this process. To illustrate it with an example, it is sometimes not found in cases it is likely to appear (e.g., Strik and Pérez-Leroux, 2011) or contrariwise – found when not anticipated (e.g., Nicoladis, 2002, 2003). Additionally, the perception of the similarities between the languages differ from learner to learner (e.g., Mykhaylyk and Ytterstad, 2017; Nicoladis, 2006).

Metalinguistic awareness, sometimes also referred to as metalinguistic ability, constitutes an important feature in the process of foreign language learning. It is caused by the fact that it allows the learner to use the language consciously (Andrew, 2004). Metalinguistic awareness consists of several components (Roehr, 2007):

- a) an awareness that language cannot be limited to a collection of symbols which carry the meaning;
- b) an awareness that language and its forms can be modified according to certain rules;
- c) an awareness that the relation between the words and their referents is arbitrary.

Metalinguistic awareness, in a metaphorical way, can be compared to the part of the iceberg hidden below the surface of the ocean. In order to become aware of its existence, it is necessary to go beyond a simple word-meaning relation and pay attention to the system of rules guiding the language along with its elements including phonemes, syllables and syntactic structures (Ramirez et al., 2013). There are two important concepts connected to metalinguistic awareness: explicit knowledge and control (Bialystok, 2001). The latter one implies the necessity to direct attention into relevant information, especially in the process of solving metalinguistic problems. As far as the former is concerned, metalinguistic awareness

relies heavily on explicit knowledge about the language. Thanks to it, it is possible for the learners to attend to particular elements of it (Ellis, 2005).

It should be underlined that metalinguistic awareness plays a significant role in the process of multiple language learning. There are many variables that influence it, such as language proficiency, age or language typologies of the multilingual learner (Sanz, 2019). The study conducted by Duncan et al., 2009 showed that it develops around the age of 6 and over the course of time, continues on the already acquired knowledge about the language. Secondly, there is a correlation between multilingualism and increased level of metalinguistic awareness (e.g., Bialystok, 2001, Herdina and Jessner, 2012; Dolas, Jessner and Cedden, 2022). Thirdly, formal instruction was proved to have a positive influence on the students' ability to concentrate on important elements of the input and focus on form (e.g. De Bot & Jaensch, 2013; Sanz, 2000).

## **Summary**

Multilingual turn and a gradual spread of multilingualism around the world significantly changed the way languages are learnt and taught. Greater emphasize is placed on the prior knowledge and experience in language learning that can help students master target language. This notion is reflected in the European Union documents and in Polish national curriculum, which states that students should be able to notice similarities between L2 and L3. Teaching languages in isolation is the idea that ceases to exist. Instead, multilingual pedagogy takes its turn and starts to prevail over the monolingual turn.

## CHAPTER 2 – PSYCHOLINGUISTIC PROCESSES

### UNDERLYING SPOKEN AND WRITTEN WORD

#### RECOGNITION

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The present chapter intends to conceptualize the process of visual and auditory recognition of words in texts in native and foreign language. It includes approaches and models guiding reading and listening processes. The chapter presents the description of the process of cognate recognition while learning subsequent language. It finishes with the terms related to cognitive factors influencing text processing: attention and consciousness, aptitude and working memory, opportunities for implicit learning, metalinguistic awareness and learner autonomy.

#### 2.1 Receptive skills

Receptive skills, also known as passive skills, describe the ability to read and listen with the aim of comprehending a particular text. Receptive skills are often contrasted with productive skills (speaking and writing), which develop later in the foreign language than reading and listening (Krashen, 1985). The term *receptive* implies the ability or willingness to obtain or acquire new ideas or signals, which, in the language context, translates into receiving an input. What needs to be underlined is the fact that the ability to read and listen does not develop automatically, but needs to be learnt and is continuously practised.

Reading and listening cannot be deemed as passive actions. Although they do not require language output, they both involve activation of many processes in one's mind, which later leads to successful reception of information. Listening, for instance, is based on the identification of sounds, which are later processed into words. Therefore, what this skill requires is careful attention and focus on the part of the learner, along with linguistic

knowledge that would enable to comprehend the incoming message. Similarly, reading is the action, which is based on decoding the symbols called graphemes and involves the activation of several sub-skills (Traxler and Gernsbacher, 2006). For these reasons, although reading and listening belong to the receptive skills, both cannot be perceived as passive actions.

## **2.2 Conceptualising visual and spoken language processing**

The processing of speech and writing is a complex activity. At first, the brain needs to identify whether the signals that are received belong to the category of language or non-language (Traxler and Gernsbacher, 2006). If they are recognized as meaningful, the listener or reader needs to segment them into comprehensible units. At this point, the similarities between spoken and visual processing end, because of the specific nature of speech and written texts. The former modality is transitory and therefore, it may be sometimes difficult for the listener to integrate the cues reaching ears. Writing, on the other hand, is characterized by greater permanence and relative easiness in finding the boundaries between linguistic units. Taking into account the differences existing between visual and spoken language processing, it is important to summarize the principles guiding both modalities (Traxler and Gernsbacher, 2006).

## **2.3 Processing of speech**

Speech processing, although seemingly an effortless act, requires detailed analysis of the auditory input with the aim of decoding it. In general terms, speech perception: “refers to the means by which acoustic and sometimes visual or even haptic speech signals are mapped onto the language forms (words and their component consonants and vowels) that language users know” (Fowler and Magnuson, 2012: 25). In other words, the listener needs to connect the auditory input with the lexical representations of words stored in mind.

The process of mapping is one of the most difficult aspects of speech processing. It is caused by three main problems (Weber and Scharenborg, 2012). The first difficulty is connected with speech variability. Confrontation with different accents and speaking styles or context-conditioned pronunciation of certain phonemes (e.g., Spanish “un barco” is pronounced as [um 'barko] - [b] is realized as voiced stop, when preceded by a consonant) are the factors impeding the understanding of a spoken text. Secondly, speech is characterized by transience, which translates into gradual disappearance of the spoken input from the perceptual field. Last but not least, what poses an enormous challenge in the process of mapping is close resemblance of many words built out of a limited number of phonemes. It is clearly observable with Spanish *mejor* (best) and *mojar* (wet) or English minimal pairs *ham* and *hum* (Weber and Scharenborg, 2012).

Processing of speech does not start with the recognition of words. Firstly, the input is organized into small units – phonemes. They constitute the building blocks of the words and therefore, they enable the listener to identify the word-differentiating parts. Decoding the message phoneme by phoneme is considered to be more effective than word by word approach. The reasons for that are twofold. Firstly, it resolves the problem with segmentation, which is related to finding the boundaries between the words. Secondly, the process of decoding the message can start immediately after hearing the first phonemes, and not after hearing the word. What should be stressed is the fact that phoneme by phoneme approach is only possible to be applied in alphabetic languages (Traxler, 2012).

There is also the possibility that there are smaller or larger units involved in the process of decoding the message. As far as the former group is concerned, there are phonetic features that may help the listeners in generating possible phonemes in the speech input. For instance, pronunciation of the pairs /p/ and /b/ or /f/ and /v/ require the same position of lips, but their differentiating characteristic is voicing feature. The use of gating tasks (tasks presenting parts of the auditory input) proved that listeners are able to find out if the final

consonant is nasal on the basis of the pronunciation of the preceding vowel (Warren and Marslen-Wilson, 1988). For instance, the word fan is not identified as fad or fat, because after hearing nasalized “a” what is anticipated are phonemes [n], [ŋ] or [m]. Another possibility is that there are larger units than phonemes that are involved in speech processing, namely diphones and syllables. Diphones, which by definition, consist of two neighbouring phones, form a consistent decoding segment. Taking as an example the word fan, phonemes /æn/ form a unique combination, in which adjacent sounds influence one another: /æ/ is nasalized because of the consonant that follows it. Syllables, on the other hand, are the units that vary across different languages. In the case of speech processing, what counts the most are the syllables that are stressed as they help to distinguish the words. According to Cutler and Norris (1988), this strategy is popular in the process of word recognition and is referred to as Metrical Segmentation Strategy.

All the approaches related to the units in pre-lexical analysis are not mutually exclusive. What should be underlined is the fact that depending on the size of the set - phonetic feature, phoneme or syllable, the word recognition simply looks differently. With larger units, the process of generating the cohort of potential candidates would be more efficient – with initial syllable it is easier to identify the word than with initial phoneme. However, with smaller units, the process of word recognition starts much earlier and therefore, activation of the lexical items that might fit the utterance happens almost immediately.

## **2.4 Examples of models of spoken word recognition**

The complexity of spoken word recognition is reflected in the number of models (such as the Cohort Model, the Trace Model) intending to account for the process. What they all have in common are three main features: the potential semantic candidates are activated simultaneously, their activation depends on the similarity of the input and the lexical items stored in mind, and finally, all the candidates compete for recognition (Weber and



Scharenborg, 2012). The most debatable issues relate to the form in which the word candidates are stored in listeners' mind and the way in which incoming signals are transferred to the next processing level.

The Cohort Model constitutes one of the earliest attempts to illustrate how the spoken words are processed (Marslen-Wilson and Welsh, 1978; Marslen Wilson and Tyler, 1980). It consists of three stages: access, selection and integration. The first phase – access, refers to the process in which the vocabulary items matched with the input are activated. It is assumed that hearing initial phonemes automatically causes the trigger of all the potentially relevant candidates – the words that may be articulated. During the next stage – selection, the listener gradually eliminates activated words. It happens as a natural response to the incoming message. When all the incorrect candidates are eliminated and there is just one word in the cohort, the integration stage starts. At this point, semantic and syntactical elements of the activated lexical item are incorporated into the context. What should be underlined is that the Cohort Model is not flawless. One of the major concerns is that it does not take into account the word-frequency effect that influences the access stage.

The Trace Model (McClelland and Elman, 1986), on the other hand, is unique in its own way as it was the first model to be turned into computer program. Its main assumption was that in each level of speech processing, there are many candidates activated that match any part of the input (Weber and Scharnberg, 2012). It means that the word *war* triggers other semantic options that are loosely connected to the original such as arrow or bar. What the model takes into account are speech distortions, which are processed within three layers: feature, phoneme and word. The elements that pass through these stages compete with one another and on the basis of it, the potential candidate is recognized.

The Trace model has many successors including Shortlist (Cutler, McQueen and Norris, 2005), Fine-Tracker (Broersma and Scharnberg, 2010), NAM/PARSYN (Luce et al., 2000) or Minerva 2 (Hintzman, 1986; Goldinger, 1998) models. What should be emphasized is the

fact that these models intend to conceptualize only spoken-word recognition. According to Weber and Scharnberg (2012) it is difficult to assess their effectiveness in accounting for the process. It seems that the main aim for the future would be to create the unified model that would take into account the spontaneous speech rather than the abstract string of units.

## **2.5 Listening in the foreign language**

Listening accompanies the learners from the initial stages of learning a new language and at the same time, is a starting point for developing other skills (Rost, 2002). Many researchers (e.g., Rost, 1994; Nunan, 1998) underlie the importance of listening in terms of providing the input for the learners and at the same time, forming the basis for the development of communication in the foreign language. Thus, it seems to be the basic tool through which students acquire new knowledge.

### **2.5.1 Top-down and bottom-up approaches in listening comprehension**

There are two basic approaches that accompany listening in the foreign language: top-down and bottom-up. Their main aim is to find the answer to the question on how students make sense of the information they hear.

The main difference between top-down and bottom-up approaches lies in the way they account for processing the information by the learners. The former one refers to using one's general knowledge of the world to understand the main idea of the verbal message. According to Brown (2006: 2), it occurs when "we know certain things about certain topics and situations and use that information to understand". In contrast, bottom-up approach is related to the knowledge of sounds, meaning of words, discourse markers, which help the listener to decipher the meaning of the utterance. Therefore, it is usually associated with the less-skilled language learners (Tsui and Fullilove, 1998).

Undoubtedly, effective listening is based on the combination of both top-down and bottom-up processing. As indicated by Cahyono and Widiati (2009), balancing between these two approaches depends primarily on the purpose of the listening task – in the more linguistically oriented exercises, the use of bottom-up processing would prevail, whereas the tasks involving detailed analysis of the content would require concentrating more on top-down approach. Undoubtedly, the ability to make use of the schema - prior knowledge and experiences (Dakowska, 2015) and linguistic knowledge is not intuitive. Thus, adjusting top-down and bottom-up processing to the listening task is a feature of experienced language learners.

### **2.5.2 Major challenges in listening comprehension**

Listening is considered to be a passive skill. However, many researchers (e.g., Anderson and Lynch, 2003; Lindsay and Knight, 2006) claim that it is not entirely true. In fact, listening is not based only on reception of sounds, but is: “a complex and active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (Vandergrift, 1999: 168).

Many studies (e.g., Goh, 2000; Guo & Wills, 2006; Gilakjani & Ahmadi, 2011) proved that mastering listening seems to be extremely difficult for language learners, primarily due to the fact that not enough attention has been paid to it during foreign language classes. Additionally, students often nurture certain beliefs about this process (such as the necessity to understand each word in the recording, translating the utterance to L1), which is a further obstacle in mastering listening comprehension. However, the most challenging aspects related to this skill are its ephemerality and implicitness (Graham, 2006) – it is impossible to save in listeners’ memory the exact words of the speakers or see the script of their utterances.

Listening in the foreign language requires overcoming several difficulties such as: recognizing sounds in the foreign language, understanding intonation and stress, coping with background noises and dealing with different accents (Ur, 2007).

The first and at the same time the most common problem among beginner learners of the foreign language is the difficulty with recognizing sounds. It usually occurs in three situations: when the students hear the new sounds that do not exist in their L1, when one sound is realized in several different manners and when there are clusters of sounds that are unfamiliar to the listener (Ur, 2007). As far as the first obstacle is concerned, each language has a set of sounds that are unique and do not exist in any other language. If listeners are not familiar with them, they usually try to associate them with the sounds they already know, which often does not bring expected results. The second issue concerns the variations in pronouncing certain sounds in certain phonological context. In the case of Spanish, it can be observed with the phoneme /d/, which can be realized as /d/ or /ð/ depending on the proximity of other sounds. Language learners may be also misled by the clusters of sounds that do not appear in their L1. To illustrate it with an example, Spanish native speakers have problems with pronouncing “s” followed by a consonant as such combination does not exist in this language. That is why they add “e” to the initial position while pronouncing e.g., the word “Spain”.

In the beginning of the process of learning a new language, students may face problems with stress and intonation, which is often markedly different from the one in their L1. The additional difficulty lies in the fact that these are the aspects of a language that are rarely taught at school due to their unpredictability and variation in informal speech. It should be noted that intonation is a broad concept as it embraces: “rhythm and melody of the language” (Valenzuela Farias, 2013: 1063), including stress, volume and pauses. Intonation is considered to be crucial in interpreting not only the intention of the speakers, but also their emotions, social status and other non-linguistic elements (Spaii and Hermes, 1993). When

comparing the intonation of English and Spanish, several differences can be observed. One of them refers to the importance of pitch in both languages. In English, it plays a much more significant role than in Spanish. What can be distinguished in English are three types of pitch: low, mid and high (Bowen, 1956). In Spanish, however, such a distinction does not exist as the intonation in this language is considered to be relatively flat. Thus, when the Spanish speakers transfer the native intonation into English, their utterances seem to be devoid of the typical “melody” (Celce Murcia et al, 1996).

Seemingly unnoticeable challenges for the learners of the foreign language are background noises. As it has been mentioned, listening is characterized by ephemerality, which is reflected in the fact that once we hear the message, it does not stay with listeners for a long time. Peace and quiet is important, yet sometimes hard to achieve – in everyday conversation. What usually impedes the understanding of the incoming message are outside interferences or indistinct pronunciation. In L1, such challenges are not difficult to overcome, as one is able to bridge the gaps that are encountered even in fast utterances. In the foreign language, some combinations of sounds are not familiar to the listener, there may appear words and phrases that are new, or the rate of speech is unbearable. Undoubtedly, more experienced language learners know that in order to grasp the main idea of the utterance it is not necessary to understand every single word. In this case, coping with redundancy and background noises is the remedy to improving the listening skills.

The issue that deserves special attention is different accents used by the speakers of the target language. Students’ first encounter with it is usually at school when they listen to their teacher. Over the course of time, they get to know that standard variety is not the only one that should be considered correct. In the case of Spanish which is spoken not only in Europe, but also in the South America, this may be especially observable in the pronunciation of certain sounds and the use of grammar e.g., pronouns or second person verb forms. What should be emphasized is that the more differences are present in the given variation, the more

difficult for the learner it becomes. That is why it is crucial to make students aware of the fact that there are speakers of the foreign language of different backgrounds, whose accents may differ from the standard.

### **2.5.3 Studies related to listening problems in L2**

Studies related to students' perspective on listening problems (e.g., Goh, 2000; Hamouda, 2012; Yıldırım, 2013) provide an even more insightful view on the nature of the process. Goh (2000) decided to analyze a cognitive aspect of listening and on the basis of the interviews and diaries conducted among English learners, three main groups of obstacles were identified. All of them were related to the phases in the listening task, namely perception, parsing and utilization. Perception corresponds to the initial stage of the listening process, at which students may experience the following difficulties: missing the first part of the utterance, lapses in concentration or failure to recognize key words. At the second stage – parsing (assigning syntactic roles to the words in the sentence), students struggle to make connections between prior and new knowledge and try to create mental representations of the phrases they hear. Last but not least, they may face problems with identifying key ideas and forming hypotheses on the basis of what they heard.

The question that should be asked at this stage is how to achieve success in listening comprehension tasks. This issue was addressed in the study conducted by Graham (2006), who interviewed high school students learning French. Participants admitted that what mostly prevented them from achieving success were the compulsion to understand every word in the recording, the overall difficulty of the task and not knowing effective learning strategies that can be applied. Later, Hamouda (2012) conducted a similar study, which resulted in slightly different problems identified by the students including speed of the delivery of the message, understanding different accents and anxiety.

Identifying possible problems in the process of listening in the foreign language is crucial not only for the learners but also for the teachers. As far as the first group is concerned, being aware of some difficulties that may occur makes students more confident about what to expect. For the teachers, knowledge about the problems students struggle with, enables them to think about possible solutions or practices that may be applied to overcome the difficulties.

## **2.6 Reading in the foreign language**

Reading comprehension is one out of four language skills students of a foreign language need to master. It is a receptive skill and is often considered to be one of the most “independent” ones. It is caused by the fact that reading is not based on the interaction with other learners, but largely depends on individual involvement of a student (Gascoigne, 2008). In other words, readers need to work on their own to recognize printed symbols and at the same time, develop overall meaning of the text (Gamboa González, 2017).

Over the years, the perception of how students process the texts and what strategies they use for this purpose considerably changed. At first, reading in the foreign language was considered to be similar to the process of reading in the first language (Goodman, 1982) as it was believed to be guided by the same aim: comprehension of the text. According to Zúñiga (2001), what should be taken into account is the fact that new language always implies handling a new code. Thus, in order to be able to read in the foreign language, one should master, at least to some degree, writing and sound systems of this language, grammar and vocabulary, and have background knowledge related to the cultural context (Gamboa González, 2017). Bearing in mind the complexity of the process, there was a need to build the model that would illustrate how the meaning of the text is constructed by the reader. Over the years, three basic approaches were proposed: bottom-up, top-down and interactive model of reading.

### **2.6.1 Bottom-up approach**

The first approach that was aimed at throwing light on the way students read texts was the bottom-up approach. The inspiration behind it was the conviction that readers are passive recipients of the intended message. In the bottom-up model, meaning is constructed through deciphering step by step various levels of the text. Readers start from decoding the letters, then words, gradually moving to clauses, sentences and paragraphs (Konishi, 2003). Following this linear pattern, one can fully understand the message expressed in the text. It is caused by the fact that the meaning is fixed and unalterable regardless of who reads the content of the message. Meaning is therefore created by the vocabulary and grammar used in the text and its communicative context (Gascoigne, 2008). On the basis of the bottom-up models, it can be concluded that reading is always a text-driven process.

As might be expected, bottom-up model was sharply criticized for its superficiality in describing the process of reading in the foreign language. It ignored the fact that readers have some expectations regarding the text, which affect the way they decode its meaning. Apart from this, one's experiences make people understand the message of a written work slightly differently and therefore, strongly influence the way we read it.

In conclusion, it seems that the bottom-up approach does not provide the whole picture of the way students construct the meaning of the text. As stated by Chia (2001) overall level of mastery of a language is not the predictor of the success in deciphering the meaning of the text.

### **2.6.2 Top-down approach**

Top-down approach was created as a response to the bottom-up model, which does not fully unravel the mystery of constructing the meaning of the text by language learners. The main difference between bottom-up and top-down approaches lies in switching the focal point



from text to reader. In other words, in top-down approach, it is the learner who creates the meaning of a written work (Barnett, 1989; Brantmeier, 2002, 2003). It is caused by the fact that each individual has personal experiences, displays various interests and possesses different knowledge about the world. These variables significantly affect the process of deciphering the meaning of a text. Thus, two readers will definitely explore slightly different ideas expressed in the same written work. According to some researchers (e.g., Goodman, 1967; Barnett, 1988, 1989), the process of reading may be even compared to the ‘guessing game’ (Goodman, 1967: 126), in which learners are supposed to predict what will happen next.

Top-down approach can be clearly explained with the use of the concept of schemata (Gascoigne, 2008). The term refers to “the knowledge, experience and concepts that the reader brings to the text” (Dechant, 1991: 25). To put it another way, what influences the process of constructing the meaning the most are the elements that are familiar to the learner. Thus, the more experienced the readers are, the easier it is for them to decode the meaning of the text. It can be observed especially with textual schemata, which refers to the prior knowledge of various literary genres. For instance, when learners are supposed to read a letter of application, they immediately form certain expectations about it. They possibly know that it contains fixed elements like: greetings, description of one’s experience, accomplishments and personality traits suitable for a given position. Such predictions depend on students’ prior knowledge and enormously influence the way students decode the meaning of the text.

The problem with top-down model is that it places great emphasis on testing out hypothesis related to the content of the text. Throughout the process of reading, they are either confirmed or rejected, which reminds a type of a guessing game. Therefore, another attempt was made to construct the model of decoding the meaning of the text.

### **2.6.3 Interactive model**

Interactive model, as the name suggests, conjoins the two models of reading: top-down and bottom-up (Bernhardt, 1991; Grabe, 1991). The concept is not easy to define as it allows for two distinct interpretations (Hedge, 2000). The first one underlines the importance of the relation between the text and the reader. The meaning is created through interaction of one's general knowledge and information from the written work. However, there is another possible interpretation of interactive model. According to it, there are certain types of knowledge within the repertoire of a reader such as: syntactic knowledge, pragmatic knowledge or cultural knowledge. They all interact with one another in order to enable the learner to decode the meaning of the text.

Interactive model was described in a detailed manner by Swaffar et al., (1991). Here, the relation between the reader and the text is addressed from two perspectives: bottom-up and top-down. There are 8 factors that influence the process of reading: semantic and cultural knowledge of the learners and reading strategies they apply, schema and structure of the text along with its episodic sequence (top-down processes) and proficiency of the reader, visual details and linguistic features (bottom-up processes). On the basis of the interaction of reader-based and text-based features, the meaning is created.

The conclusion that can be drawn from the interactive models is that the readers are no longer passive recipients of the text. On the contrary, they are at the center of the process. Readers are the co-authors of the text and to some extent, negotiators of its meaning. The key to successful and effective reading is therefore hidden in the engagement of the learner with the text and the author, with the use of appropriate strategies.

To sum up, reading is a skill that is much more complex than might be expected from a receptive action. It cannot be defined as a simple decoding process, which leads to understanding the main idea of the target text. What should be taken into account is the active role of the reader in constructing the meaning through the interaction with the text and with

the writer. However, once these aspects are mastered, it is easier for the students to read in L2 and L3 thanks to the transfer of learning.

## **2.7 Visual word recognition**

Processing writing forms is a fundamental point of reading. According to Yap and Balota (2015), visual recognition of words is not a difficult act, but is affected by several factors. The first is related to as word superiority effect. It was observed that letters within a word are recognized with more ease than a string of letters forming a nonword (e.g., Reicher, 1969). This effect clearly shows that words are not processed letter by letter, but as units (McClelland and Johnston, 1977). The second factor postulates that the length of the lexical item plays an important role in its recognition. The study conducted by New et. al (2006) proved that processing of 3-5 letter words is much faster than of 8-13 letter words. A similar conclusion was reached as regards the frequency effect – the words that are difficult to recognize are those which rarely appear in the written texts. Regularity effect, on the other hand, suggests that spelling-pronunciation correspondence is crucial in visual processing of the words. The more anomalies or inconsistencies there are between the written form of the lexical item and its pronunciation, the more problematic it is for the reader (Patterson and Morton, 1985). Last but not least, so called neighbours or “words with similar spelling patterns to the target words” (Warren, 2012: 159) influence the visual word recognition. What has been reported was the fact that the more densely located are orthographic neighbours, the more likely it is for the reader to recognize them fast.

### **2.7.1 Models related to visual word recognition**

As with spoken word recognition, there were many attempts to devise the model that explains how written words are processed in one’s mind. The most popular include: Morton’s

Logogen Model (Morton, 1969), Forster's Search Model (Murray and Forster, 2008) and an Interactive Activation Model (McClelland and Rumelhart, 1981).

The first - Morton's Logogen Model (Morton, 1969) intends to account for both spoken and visual word recognition. Its main assumption was that logogens representing the words, form "containers" which are filled whenever the input is received. It is often compared to Cohort model, as it also assumes the activation of a number of word candidates. Logogen Model belongs to the bottom-up models – it postulates that firstly, orthographic input is taken into account, whereas context is analyzed later.

Forster's Search Model (Murray and Forster, 2008) stands in stark contrast to Logogen Model. The primary reason for that is that it postulates that there is just one lexical item activated at a time in the process of word recognition. What is more, high-frequency words are firstly checked against the input, which implies that they are recognized more quickly. The functioning of Search Model is sometimes compared to the way the library catalogue works. It means that the word candidates are stored in the same "bin" if they belong to the same category e.g. they start with the same letter.

The third model – Interactive Activation Model (McClelland and Rumelhart, 1981) postulates that visual word recognition is characterized by linearity. It means that firstly letter features are detected, later on letters, finally moving to words. The model consists of a series of complex connections, which are inhibited whenever the given feature does not comply with the input. One of the main advantages of Interactive Activation models is that they can be extended to more complex units, namely semantic and syntactic elements, which illustrate the process of reading in a more comprehensive way.

### **2.7.2 Cognate processing in the foreign language**

Cognates form a special group of vocabulary items in the process of foreign language learning. They are often defined as the words in two or more languages, which share a

common origin (Batsuren, Bella and Gunchiglia, 2021) e.g., English *accident* and Spanish *accidente*. Their formal and semantic resemblance in two or more languages makes them more recognizable by the learners than any other words (Foryś-Nogala et al., 2020). Apart from cognates, there is a group of false cognates, which cause many problems to the learners as they are orthographically similar, but semantically different e.g., English *pie* and Spanish *pie* (foot).

Cognates and false cognates are a subject of extensive research. Special attention has been paid to visual recognition of these vocabulary items and their effect on foreign language learning (e.g., De Groot & Van Hell, 2005; Mulder, Dijkstra & Baayen, 2015). The key finding – cognate facilitation effect (e.g., Costa et al., 2000; Lemhöfer & Dijkstra, 2004) confirmed that non-cognates are recognized much more slowly than cognates. Apart from this, orthographically similar words are less prone to forgetting (De Groot & Keijzer, 2000) and generally, are translated with more ease than items that bear no resemblance to one another (Jacobs, Fricke, & Kroll, 2016).

Cognate facilitation effect carries enormous implications in the process of reading in the foreign language. The study conducted by Casaponsa et al., (2015) among Spanish native speakers learning English at various levels concentrated on the recognition of cognates. There was a positive correlation found between the cognate facilitation effect and reading achievement of low proficiency English learners. However, such a relation has not been observed among intermediate English students. It may be attributed to the fact that reliance on cognates is a strategy that is useful only for beginner learners.

As far as phonological form of the word is concerned, the effect of cognate facilitation can also be observed. A series of studies conducted by Vidal (2011) and Peters and Webb (2018) related to recognizing cognates and non-cognates in various listening activities (e.g., watching TV) showed interesting results. Although the participants were not explicitly instructed to look for the similar words to the ones in their L1, they still managed to learn

them. Moreover, in the study conducted by Vidal (2011), implicit learning of cognates was more effective in listening than in reading task. The study proves that orthographic form of the word is not a necessary prerequisite for cognate recognition.

The issue that is particularly important is whether cognate facilitation effect works for children. One of the key studies was conducted by Carmen Muñoz (2020) whose target group were trilingual learners aged 7 and 9. Its main aim was to find out how participants deal with the recognition of cognates and non-cognates and how their age and amount of contact with English influence this process. The results revealed that the group of 9-year olds outperformed 7-year olds. The study proved that age plays a more important role than the exposure to English in the process of recognizing cognates, whereas sensitivity to non-cognates increases with greater exposure to foreign language (Muñoz, 2020). In another study on 8-13 years old learners, Kelley and Kohnert (2012) focused on the age factor in the process of cognate recognition. The results of the test revealed that older learners outperformed the younger ones, and this fact was primarily attributed to their greater metalinguistic knowledge.

## **2.8 Selected Factors affecting foreign/additional language learning**

The present section intends to present various factors influencing the process of foreign language learning. They form a complex system of related elements that cannot function without one another. For instance, aptitude is closely connected to language awareness and noticing as they contribute to successful language learning. Apart from this, the emphasis will be placed on other factors influencing text processing such as: attention, working memory, metalinguistic awareness and implicit learning.

### **2.8.1 Attention and Consciousness**

Attention and consciousness are two important components deeply rooted in the field of cognitive science. They often appear together as two interrelated terms - being conscious of what someone is saying at a given moment, usually requires the activation of attention (Dörnyei, 2009). However, there are also remarkable differences between the two concepts, which have an impact on the process of learning.

Attention is a term that is often contrasted with consciousness. It is usually referred to as the ability to concentrate on one stimuli and simultaneously ignore other irrelevant signals. Schmidt (2001) assigned attention the role of the controller of the access to consciousness. The questions that is often asked when focusing on attention and consciousness is whether these two components can exist without each other. This issue was addressed by Koch and Tsuchiya (2007) who stated that attention is not needed in order to be conscious of the existence of an object. However, what should be underlined is the fact that in most everyday situations, both consciousness and attention are activated. Attention plays significant role in reading and listening comprehension. Many strategies such as paying attention to linking words or finding connections between the parts of the text help students to successfully complete the target task.

### **2.8.2 Aptitude and working memory**

Working memory and aptitude are the two terms that are interrelated. For a long time, working memory has been viewed as a key component of aptitude (Baddeley, 2003, 2015), but recently, it has been even considered as a possible candidate for a replacement of the term (Singleton, 2017; Biedroń & Veliz-Campos, 2021). What is certain is the fact that both attributes greatly influence the process of foreign language learning and their role in shaping strategy training cannot be ignored.

Aptitude is a cognitive construct consisting of many elements, which are considered to be predictors of foreign language success. The term was initially defined as: “an individual’s initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity” (Carroll, 1981: 86). It clearly illustrates that aptitude is viewed as a relatively stable trait, which is virtually unaffected by regular training. There are also voices suggesting that it is malleable endowment, which, to some degree, may be shaped by external factors. Among the variables that have an impact on language aptitude, Biedroń (2012) distinguishes: motivation, prior experience in language learning, cognitive abilities.

The heated debate related to whether aptitude is an inborn or a trainable trait is reflected in the studies that produced conflicting results. The most significant research, which stands in compliance with the view that innate predispositions significantly influence aptitude, was conducted in the field of neuroscience. Turker et al., (2019) decided to compare the part of temporal lobe of participants taking into account their various abilities such as playing instruments or imitating foreign language speech. The results showed that high-aptitude students achieved better results in the research tasks than low-aptitude students. Turker et al., (2019) concluded that it is directly related to the slight anatomical differences in auditory cortex, which is responsible for e.g., language comprehension and music processing. Due to the fact that this part of temporal lobe is genetically determined, the research shows that aptitude is difficult to be modified over time. On the other hand, there are some studies (e.g., Grigorenko et al., 2000; Kormos and Sáfár, 2008; Thompson, 2013) that provide more optimistic view on its trainability. For instance, one of the variables that turned out to be significant in its development was prior experience. Thompson (2013) investigated this issue among various groups of learners: monolinguals, bilinguals and multilinguals. The most significant observation derived from the study was that participants with no prior experience in language learning displayed low level of aptitude. In the case of multilinguals, this level



was significantly higher, which even further proves that aptitude can be molded to a certain degree. Another study proving this point was conducted by Kormos and Sáfár (2008). They analysed the group of English-Hungarian bilinguals with the aim of finding the possible relation between aptitude and phonological short-term memory. The results show that after a year of focus-on-form instruction, students' aptitude improved. It has been evidenced that it is not only the prior experience but also the training that can result in the increase in the level of aptitude.

Another important point that needs to be addressed is how aptitude influences foreign language learning among children. Undoubtedly, they form a special group of learners as they rely mostly on implicit learning. (Larson-Hall, 2008). At the same time, there can be observed a scarcity of research and tests measuring aptitude of young learners. However, some attempts have been made to bridge this gap. Kiss and Nikolov (2005) used their newly devised aptitude test to find out what is the relation between aptitude and students' motivation, grades in the foreign language and general school achievements. The most significant conclusion was that aptitude is the most reliable predictor of 12-year-olds' foreign language success. It is in line with subsequent research conducted by Milton and Alexiou (2009) and Kiss (2009), in which such correlation has also been observed. As far as the aptitude and critical period are concerned, DeKeyser (2000) made a significant advancement in this field. By studying children's and adults' achievements in foreign language learning, he came to the conclusion that the age of onset of learning plays a pivotal role. However, with adults, it is also the aptitude that is responsible for the development of the native-like proficiency. To sum up, aptitude is considered to be an important factor predicting foreign language success. With young learners, who still develop their cognitive abilities, this trait cannot be viewed as a perfectly stable, but rather susceptible to slight changes over the period of maturation.

One of the most significant terms that accompanies the aptitude is working memory (Chan, Skehan and Gong, 2011; Baddeley, 2015). The feature that distinguishes it from other

cognitive constructs it that it is considered to be the one that is not difficult to modify. Working memory is referred to as the ability to manipulate and maintain the incoming message or signal in order to achieve a certain aim, for instance comprehend the language (Wen, 2012). What should be underlined is the fact that it does not only refer to the language context but is present in other aspects. The Magic number 7 (plus or minus two) provides evidence for the capacity of short term memory. Most adults can store between 5 and 9 items in their short-term memory. This idea was put forward by Miller (1956) and he called it the magic number 7.

Working memory consists of many elements, but there are two that play an important role in foreign language learning: phonological loop and central executive (Biedroń & Veliz-Campos, 2021). The first component is responsible for short-term storage of verbal input, whereas the second guides attentional-controlling functions. Taking into account these roles, it cannot be denied that there is a clear connection between “phonological working memory capacity and the degree of proficiency achieved in relation lexis, formulaic sequences and morpho-syntactic constructions” (Singleton, 2017: 94).

There is an ongoing debate as regards to what extent working memory can be modified or improved. Gathercole et al., (2008) significantly contributed to the field by researching young learners with poor working memory. Their main aim was to help the students improve it and at the same time, enable more effective learning. The study has shown promising results – with appropriate training and pedagogical measures, the capacity of working memory can be modified. Morales, Calvo and Bialystok (2013), on the other hand, compared working memory of monolingual and bilingual children. The study involved activation of various levels of WM in various tasks such as visuospatial span. The results proved that bilinguals outperformed monolinguals not only in their reaction time, but also in response accuracy. This fact clearly illustrates that knowing an additional language provides an additional advantage related to better working memory. Unfortunately, there is still a scarcity of research

regarding the extent to which its capacity is malleable. Further research is needed especially in the context of foreign language learning and in areas directly related to it, such as socio-affective factors and multilingualism.

### **2.8.3 Implicit learning versus explicit learning, procedural versus declarative memory**

Implicit learning is a term that is frequently used in order to account for the way people often learn. Schmidt (1993) defined it as a learning without the involvement of awareness. Implicit learning was brought to the fore by Reber (1967), who conducted an experiment in which participants were asked to memorize simple pattern, which can be compared to primitive grammatical system. Later, students were asked to decide whether presented strings of letters conform to the general rules of the language or not. Although the participants did not receive explicit instruction, they were able to effortlessly deal with the task. That is why Reber (1967) deemed the process implicit learning. The role of Krashen (1981, 1994) in the development of the concept cannot be ignored. He proposed Acquisition-Learning Hypothesis, which clearly establishes boundaries between implicit-explicit nexus. To be more specific, acquisition was considered to be an implicit act, whereas learning was associated with explicit construct.

Implicit learning accompanies people at various stages of their lives. The emblematic example of its use can be observed among children who did not learn their mother tongue by means of explicit instruction, but rather due to the involvement of subconscious mechanisms. The specific nature of implicit learning was examined by Stadler and Frensch (1998) and Batterink et al., (2019), who distinguished several features of the construct:

- 1) no target material is needed – the process happens instinctively and is not guided by any restricted subject matter (Stadler and Frensch, 1998);
- 2) automaticity – learners are not aware of the process (Stadler and Frensch, 1998);

- 3) bottom-up mechanism – refers to the procedure of forming neural connections as a result of incoming impulses from the environment (Batterink et al., 2019).;
- 4) the results are undetectable by an individual (Batterink et al., 2019).;
- 5) continuity – it takes considerable amount of time to reach a certain level of proficiency in a given field (Batterink et al., 2019).

The process of implicit learning is not entirely unattended. Although awareness is not engaged in it, it is sometimes assumed that it occurs in the presence of attention (Dörnyei, 2009). In the study conducted by Rausei, Makovski and Jiang (2007), participants were supposed to perform the tasks related to contextual cueing. The results clearly indicated that in order to do it successfully, selective attention needs to be activated. The researchers argued that not all the tasks in implicit learning require the same level of attention. That is why this factor should be studied separately for each type of the task involved. To sum up, it seems that further research is needed in order to find out to what extent attentions is activated in implicit learning, especially in the context of specific aspects of text processing.

Enormous role in foreign language learning is played by declarative and procedural memory, which are considered to be two types of long-term memory systems (e.g., Ullman, 2005; 2015). The difference between them is significant. Declarative memory is responsible for learning facts and events related to one's life. It is also said that this type of memory supports implicit and explicit learning (Ullman, 2005). Conversely, procedural memory concentrates on specific movements (motor skills) and cognitive skills. Therefore, it is more latent and is known to support implicit learning. The connection between language and declarative and procedural knowledge is not so easy to find. In the case of one's native language, it is said that lexis is mostly supported by declarative memory, whereas grammar by procedural memory (e.g., Paradis, 2009, Ullman, 2004, 2005). As far as L2 is concerned, the issue is not so straightforward. According to e.g., Morgan-Short et. al (2014), who decided to teach the participants of theirs study artificial language, in the initial stages of LL, grammar is

mainly supported by declarative memory. However, with the growing proficiency in target language, procedural memory may come into play. It seems that the age is also the factor that influences the support of declarative and procedural knowledge. To illustrate it with example, infants tend to rely on implicit learning (e.g. Jones and Herbert, 2006; Richmond and Nelson, 2007) as the formation of their memories is rather unconscious at the early stages of one's development. Adults, on the other hand, rely mostly on their explicit learning and tend to have mother-tongue biases while learning target language (e.g., Quam et al., 2015).

## **Summary**

Chapter 2 provided the insight into the processing of verbal and visual text processing, which are both complex processes, especially in the beginning on the process of learning new language. However, once reading and listening in one's native language are mastered, it is later easier for the learners to read and listen in the target language. These two processes are also highly dependent on other features such as: working memory, declarative and procedural memory, implicit and explicit learning or attention and awareness.

## CHAPTER 3 – LANGUAGE LEARNING STRATEGIES

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The present chapter concentrates on the topic of learning strategies (henceforth LS), which are known to promote and enhance transfer of learning. It starts with the description of the history and key definitions created over the last 50 years. The discussion proceeds to an outline of the features of the LS, with the emphasis on the ones that are repeated most frequently by the researchers. Subsequently, it discusses various taxonomies of learning strategies and aims at delineating main differences between them. Another important issue raised in the present chapter is the review of models for teaching strategies. An attempt has been made to compare them and at the same time evaluate their effectiveness. The chapter would not be complete without mentioning the most emblematic and at the same time, the most significant studies related to the topic of the current thesis. They have been analysed in terms of applied methodology, languages involved and key findings. Last but not least, various ways of researching learning strategies have been studied and described in order to accentuate the volatile nature of the construct.

### 3.1 Learning strategies – history and key definitions and features

Learning strategies are crucial, yet an immensely complex aspect of foreign language learning – apart from helping students to overcome their weaknesses, they also contribute to enhanced transfer of learning. It is not possible to clearly state what is the origin of the concept (McCombs, 2017), but some researchers including Vygotsky (1978) and Zimmerman and Schunk (2001) believe that it dates back as far as early 1910s. However, the initial stage of its popularity should be associated with 1970s and the change of focus from teaching methodology to learners' individual characteristics (Jing, 2010). Since that time, the research on the topic of learning strategies started to flourish and soon, some of the aspects of the term became the subject of a heated debate. The most controversial issues include: the

disagreement over the definition and taxonomies, the relation between learners' proficiency and strategy use or even the teachability and learnability of the strategies (Griffiths and Oxford, 2014).

The controversy regarding the definitions of learning strategies is reflected in the number of different interpretations of the term. The pioneering one was created by Rubin (1975: 43) who stated that learning strategies are: "the techniques or devices which a learner may use to acquire knowledge". Undoubtedly, this definition underlines important trait of LSs – their role in facilitating the process of learning. Ellis (1986), on the other hand, views learning strategies as "devices for compensating for inadequate resources" (1986:165). What is emphasized in this definition is the fact that one does not necessarily need to have considerable knowledge in order to be a successful learner. Actually, skillful use of strategies may be sufficient to achieve the learning goal. A Slightly different view was presented by Oxford (1990) who views them as a way to facilitate the process of learning. She indicates that they are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990: 8). What is emphasized here is the fact that learning strategies perform multiple roles. To be more specific, their influence cannot be restricted only to linguistic purposes, as they are also aimed at aiding students to react in new learning situation and fostering their autonomy.

It is important to accentuate the fact that more recent definitions focus on similar features of learning strategies. However, there can be observed an uncertainty as regards the degree of consciousness in their use. For instance, Gregersen and MacIntyre (2014) state that it is not possible to clearly state whether they are activated automatically or fully intentionally. The same doubt is expressed by Griffiths (2017), who also accentuates the fact that learning strategies in some situations should be classified as deliberate and in others as subconscious actions. What is a shared feature in all the definitions is the conviction that they are applied to facilitate the process of foreign language learning.

For a long time, learning strategies have been perceived as a fuzzy concept (Ellis, 1994). Thus, it is not possible to understand their core without an attempt to systematize the existing knowledge about this concept. Undoubtedly, the researcher who shed light on the matter was Oxford (1990, 2011, 2017). In her research, she managed to gather and analyze 33 definitions of learning strategies, paying special attention to their prototypical features including: mental aspect of the phenomena (unobservable elements such as thoughts and cognitive aspects), teachability (belief that learning strategies can be taught), purposefulness (belief that learning strategies are used with particular goal or aim), consciousness (belief that learning strategies can be applied intentionally), contextualization (belief that they are used in a particular context) and how the strategies are used (e.g., as a combination or in isolation). In-depth research perfectly illustrated the complexity and, in some cases, remarkable variety of the features that characterize the term.

Most definitions view learning strategies as thoughts, some as behaviours, techniques or devices, which are always applied purposefully. Some researchers emphasize their teachability (Oxford, 1990, 2011; Gregersen & MacIntyre, 2014), which implies that learners can constantly improve this area of knowledge under proper guidance. The most striking observation was that a prevailing number of definitions did not take teachability factor into account. However, there are researchers (Cohen & Weaver, 2006; Plonsky, 2011; Chamot & Harris, 2017) who strongly advocate implementing strategy training, which clearly implies that they also believe that the use of learning strategies can be improved with effective instruction (Oxford, 2017). Undoubtedly, teachability factor is one of the most essential features of the term as it provides students with new possibilities to boost their learning skills. Strategy training is a way to increase their autonomy and make the process of learning more effective.

What is the subject of a particular concern is whether learners are able to activate learning strategies automatically or whether they are always used consciously. It seems that the answer



is obvious – purposefulness requires carefully planned action. This is why majority of the definitions emphasized consciousness of the learning strategies. However, there is a strongly polemical edge to it. According to Dörnyei (2009), the greatest problem lies in making a clear distinction between conscious and unconscious processes. What turns out to be particularly useful is the model of consciousness (Schmidt, 1995), which clarifies the difference between these two aspects. It states that there are four basic features that characterize consciousness: attention, awareness, intentionality and control. However, only three of them analysed below are necessary for the conscious use of learning strategies.

The first feature – attention, holds a special place in the process of learning. According to Tomlin and Villa (1994), it consists of three elements: orientation, alertness and detection. Alertness is often referred to as general readiness to respond to the stimuli. Orientation, on the other hand, helps the learners to stay focused and direct their attention on the significant aspects of the task. Finally, detection or “cognitive registration of sensory stimuli” (Tomlin and Villa, 1994: 192), forms the third component of attention and is dependent on both orientation and alertness.

Awareness is the second element of consciousness indispensable for the effective use of learning strategies. Schmidt (1995) distinguishes higher-level and lower-level awareness, which refer to understanding and noticing respectively. Undoubtedly, *informed strategy instruction* (Oxford 1990, 2011) requires not only recognizing a new element, but also recognizing the need to apply suitable strategy. Thus, it can be concluded that the whole process is based, above all, on understanding and lower-level awareness is not enough to make choices regarding the use of learning strategies. Last but not least, intentionality forms the third element of consciousness. It refers to the desires and aims that people pursue (Schmidt, 1995). Intentionality is also connected to the purposefulness – the term which is present in majority of the definitions of learning strategies. This is why Oxford (2017) explicitly stated that learning strategies are most likely activated consciously.

The evidence related to the consciousness of the use of learning strategies seems to be irrefutable. However, are there any situations in which they can be applied automatically? The answer is unequivocal. On the one hand, according to Oxford (2017), learning strategies form part of declarative knowledge and when their use becomes unconscious, it seems to be a habit, not strategy. On the other hand, more recent strategy definitions (Griffiths, 2017) underscore the possibility of them being used both consciously and automatically. That is this matter remains unresolved.

There are two more aspect of learning strategies that should be carefully analysed. The first one attempts to answer the question why they are used in the context of language learning. Depending on the researchers, various aims are provided. Explicitly referring to them as *learning strategies* or *learner strategies*, logically suggest and implies that their purpose is the following: “information acquisition, coding, comprehension, storage, construction, retention, (...)” (Oxford, 2017:33). As can be observed, although sometimes the term *learning* is not mentioned directly, “the element” of it is clearly noticeable. What seems to be paradoxical is the fact that some strategies may perform opposing function. For instance, the strategy of avoidance discourages students from taking responsibility for the own learning.

Apart from learning, strategies are used for the purpose of self-regulation. This aim was taken into account in 36% of definitions, but was explicitly mentioned only once (Oxford, 2017). It can be attributed to the fact that self-regulation is another term, which is difficult to define. The most common phrases describing it include: self-control, self-management, delay of gratification, metacognitive strategies (Zimmerman, 2000). Therefore, it can be inferred that learning strategies exert long-term effect on the student. They are applied not only to cause almost immediate reaction (e.g., task accomplishment), but above all, to create independent, self-disciplined learners.

The third and at the same time the most conspicuous purpose of learning strategies is task accomplishment. There are several factors that need to be taken into consideration in this situation. According to Purpura (2014), the choice of a strategy should be adjusted to: the level of the difficulty of the task, the language skill involved in it, the level of knowledge of the topic/theme and the stage of processing. What should be emphasized is also the fact that those factors do not only influence the choice of learning strategy, but also the order and combination in which they will be used. Oxford (2017) emphasizes one more important issue related to this particular purpose – the multiplicity of the possible interpretations of the term *task*. For some learners, it would be just listening to the recording and answering multiple choice questions, whereas for the others it may be reading classic literature in a foreign language.

The last aspect refers to contextualization. The most unexpected finding regarding this feature is that hardly any researcher included it in their definitions of learning strategies. Dörnyei and Ryan (2015) claim that contextualization is the newly accepted concept in this area. However, it seems not to be entirely true. The studies related to narratives (e.g., Oxford & Cuéllar, 2014; Harish, 2014; Oxford & Bolaños, 2016) strongly support the notion that strategies in context play crucial role in language learning. To illustrate it with an example, Mercer (2016) reconstructed the concept of self by stating that it is not only a part of individual mode, but is also embedded in the particular context. He also discovered that the duality of self highly influences learning strategies. It can be observable especially when choosing appropriate strategy – the success in completing the task exerts a positive impact on “internally contextualized self-aspects” (Oxford, 2007: 43), such as self-efficacy.

The features of learning strategies carefully examined by Oxford (2017) clearly illustrate that the concept itself is complex and is viewed differently depending on the researcher. What should be emphasized is that individual traits presented in table 1 profoundly influence the

way people build the image of the concept, but cannot blur considerable importance of learning strategies in the field of foreign language learning.

### **3.1.1 Impact of self-regulation on learning strategies**

The iconic term tightly connected to learning strategies is self-regulation. It gained popularity with Bandura's (1991) extensive research influenced by social cognitive theory. The starting point for his analysis was the belief that human's behaviour is affected by both external factors and forethought. Thus, most of our actions are carefully planned in advance (Bandura, 1991). It is observable especially in the process of learning – firstly, people assess their capabilities, then set themselves certain aims, think about consequences they will bring and finally, prepare step by step plan of their actions. Such behaviour is a clear evidence of self-regulation – the process aimed at ensuring success.

Self-regulation is widely discussed in the context of enhancing learning skills. Multiple studies (e.g., Ruohoniemi & Lindblom-Ylänne, 2009; Singleton-Jackson, Jackson, & Reinhardt, 2010; Elliott, 2010) prove that both university students and undergraduates have serious problems with taking responsibility for their own learning. In the study conducted by Ruohoniemi & Lindblom-Ylänne (2009), veterinary students were asked to list the most relevant components of the learning process. Surprisingly, the most common answer provided by the participants was the plan of the instruction itself, which includes curriculum and requirements of the course. What was clearly implied in their responses was the fact that learning is a process which does not require any effort on the part of the learner. They seemed to adopt rather passive attitude towards it. As emphasized by Nilson (2013:2): “learning was something that was happening to them”, not something they had under control. Similar observation was made with much younger learners, who could not see the relationship between hard work and their progress in learning. In other words, they were convinced that it is rather a teacher and environment that influence the most this process. Elliot (2010) claims

that it should be attributed to the fact that from the early stages, children are often led to believe by their parents and significant others that they are intelligent and they do not have to work hard to achieve success. Such widespread belief can distort students' actual abilities and hinder their further progress.

Attributing success to inborn abilities and failure to external factors does not leave any place for self-regulation. According to Nilson (2013), such notion causes that students do not know how to effectively organize their process of learning, lack the awareness regarding learning styles and do not know how to do to improve their memory. Pintrich (2002) claims that what students particularly need is the following:

- a) Strategic knowledge, which refers to the conscious steps taken by the learners in order to improve their own process of learning. These may include such actions as planning and monitoring, choosing the most effective technique for memorizing information, or organizing the learning materials, e.g., by preparing mind maps.
- b) Knowledge about cognitive tasks, which is crucial in the process of learning as it enables the student not only to assess the level of the difficulty of the task but also to choose the strategy suitable to perform it.
- c) Self-knowledge, which refers to the knowledge of one's own strong and weak points and at the same time, the ability to assess the mastery of various skills.

Self – regulation as a concept in foreign language learning provokes many controversies. Although Oxford (2019) considers it to be “the soul of learning strategies”, Dörnyei (2005) strongly advocated resigning from further studies on learning strategies. Instead, he proposed the use of term *self-regulation*. The reason for this was simple – there was no clear-cut definition of the term *learning strategy*, which provoked further problems, especially in terms of its classification and methods of research. Dörnyei's publication (2005) led to far-reaching consequences. On the one hand, in the field of educational psychology, the term *learning strategies* was replaced with *self-regulation*. On the other hand, many researchers such as

Pawlak (2011), Gu (2012) and Rose (2012) strongly opposed to this controversial view as it basically discredited the studies conducted over the past 50 years.

The turning point in the debate was the realization that the lack of consensus regarding the definition of *learning strategies* cannot be the factor, which should erase the term from the studies on foreign language learning. Similar situation can be observed with the definition of *discourse*, which is also the topic of a heated debate. Despite the problems with distinguishing its main features and identifying criteria of classification, it still remains the concept that is present in humanities. This argument clearly indicates that learning strategies cannot be ignored or replaced by any other term as they are an inseparable part of foreign language learning.

### **3.1.2 Good language learner and learning strategies**

An interesting issue that was touched upon by many researchers was the relation between the concept of a good language learner and the use of learning strategies. It was Stern (1975) and Rubin (1975) who were the first to formulate basic principles guiding the idea of a successful learner. Both researchers paid attention especially to the way students' approach the process of language learning. They noticed that in order to achieve success, it is important to make intelligent guesses about the language, monitor one's performance (Rubin, 1975), develop the understanding of a language system or plan the process of learning (Stern, 1975). It proves that learning a language should be approached skillfully, and for this reason, a set of strategies should be developed.

The observations of Rubin (1975) and Stern (1975) paved the way for further research (Naiman, Fröhlich, Stern, & Todesco, 1978; O'Malley, & Chamot, 1990) related to a good language learner. The most significant analysis was related to the way students select learning strategies. A series of studies (Chamot & Keatley, 2003; Goh, 2002; Oxford et al., 2004) proved that more successful students match them with the type of the task. To put it in other

words, they possess metacognitive knowledge which enables them to choose from their repertoire the strategy that is the most appropriate to achieve the aim.

This does not mean that less successful language learners do not use learning strategies at all. The general conclusion that can be drawn from the studies (Chamot & El-Dinary, 1999) is that students apply them in a different way.

### **3.1.3 Learner autonomy**

Autonomy is a term that plays a crucial role in the field of language learning strategies. It is caused by the fact that both concepts are related - autonomy develops as a result of the use of learning strategies.

Over the last thirty years, the term autonomy has been the topic of interest of many researchers. The initial stages of its development date back as far as the 1930s, when it was underlined that students should be given a chance to direct the process of learning in accordance with their interests (Feng Teng, 2019). This assumption gave rise to the notion of autonomy, which became particularly popular almost 50 years later. The most widely quoted definition of autonomy was created by Holec (1981), who stated that it is „the ability to take charge of one’s own learning” (Holec, 1981: 3). He also proposed the most recognizable elements related to autonomous learners, including: planning and monitoring the process of learning and setting the objectives.

The perception of the term autonomy did not change much over the years. More recent definitions, such as the one proposed by Benson (2011), replaced the phrase “the ability to take charge of” with “the capacity to control” (Benson, 2011: 58) the process of learning. It suggests that autonomy is related to the power of making decisions and may be developed over time. Controlling the process of learning, according to Benson (2011) is based on three concepts: everyday practices (e.g., applied methods, the time spent on learning), cognitive

processes (e.g., the way of memorising new information, solving problems) and learning content.

The concept of autonomy is ingrained in the process of learning. Firstly, it is a teacher who guides the students through this process. Then, this responsibility is gradually shifted onto the students. It does not happen abruptly and depends on three factors: their skills and knowledge related to studying a language, desire to achieve a particular purpose and freedom to make decisions related to the process of learning (Feng Teng, 2019).

### 3.2 Taxonomies of learning strategies

Studies related to a good language learner generated a considerable interest in the type of strategies successful students use. Interviews, diaries and questionnaires were just some examples of methods of data collection that were used to detect the way students' dealt with different tasks. Once the strategies have been identified, there was a need to group them. The criteria which were adopted differed depending on the researcher. Table 1 presents selected taxonomies of language learning strategies created by Rubin (1975), Oxford (1990) and Stern (1992).

Researcher						
Rubin (1975)	Language Strategies			Communication Strategies	Social Strategies	
	Cognitive Learning Strategies Metacognitive Learning Strategies			Based on speakers’ participation in conversations	Based on the interactions of speakers with other learners	
Oxford (1990)	Direct strategies			Indirect strategies		
	Memory	Cognitive	Compensation	Metacognitive	Affective	Social
Stern (1992)	Management and Planning Strategies			Cognitive strategies	Interpersonal Strategies	
	Affective Strategies			Communicative - Experiential Strategies		

Table 1. Selected taxonomies of language learning strategies.

The most general and at the same time, the earliest classification of learning strategies was provided by Rubin (1975). She categorized learning strategies into the ones that



contribute directly or indirectly to language learning. There are three broad subcategories of these strategies: language strategies, communication strategies, and social strategies. The first category - language strategies, belong to the group of direct strategies. There are two types of these strategies: cognitive strategies and metacognitive strategies. Cognitive strategies refer to operations used to acquire and retain information. Rubin (1975) suggests six main cognitive strategies: clarification, guessing, inductive inference, deductive reasoning, practice memorization and monitoring. Metacognitive strategies, on the other hand, involve monitoring someone's behavior. They consist of various processes, including: planning, setting goals, and prioritizing. There are also communicative strategies, which might be referred to as indirect strategies, because they focus on participating in conversation and conveying messages rather than the process of learning. Last but not least, social strategies refer to the emotional aspect of learning, such as: time management and seeking help from others.

One of the most popular and the most commonly adopted taxonomies was created by Oxford (1990). What is the most prominent in this classification of learning strategies is the fact that is practical and exhaustive. She classifies strategies into two broad categories: direct and indirect. Direct LLS are classified into memory, cognitive and compensation strategies. Indirect LLS focus on the management of the learning by means of planning, evaluating or assessing the assigned activities. There are three types of indirect strategies: metacognitive, affective and social. Metacognitive strategies are used to plan, monitor and evaluate one's process of learning. One of the most popular metacognitive strategies include: self-assessment and setting goals. The second group of indirect LLS are affective strategies. Examples include building confidence, talking about feelings and reducing anxiety. Social strategies, on the other hand, involve interaction with others to enhance the process of learning. It includes asking for help or engaging in the conversations with a native speaker. As far as direct strategies are involved, there are three types of them: memory, cognitive and compensation.

Memory strategies help learner to improve encoding, retention and retrieval of information. Cognitive strategies are used to manipulate language material by, for instance: note taking, deductive reasoning or summarizing. The third group related to direct strategies are compensation strategies. They are employed in the situations in which students need to make up for the lack of knowledge. Using paraphrases, body language or synonyms are the example of strategies that belong to this group of strategies.

Another important taxonomy was created by Stern (1992). According to the classification, there are five LLS: management and planning strategies, affective strategies, cognitive strategies, communicative experiential strategies and interpersonal strategies. The first category - management and planning strategies refers to guiding students in their own process of learning. The second category – affective strategies, describe the strategies that are aimed at managing one's emotions and feelings. Thirdly, cognitive strategies focus on organizing new information to aid learning. Communicative experiential strategies, on the other hand, are useful for the purpose of keeping the conversation uninterrupted and include such strategies as: the use of gestures and asking for repetition. The last group - interpersonal strategies, describe the strategies that are employed to monitor and evaluate one's own performance.

To conclude, the taxonomies of learning strategies are aimed at shedding more light on the function they perform in the process of foreign language learning. What should be underlined, however, is the fact that learning strategies are so complex that it is impossible to fully reflect their role with any classification or typology.

### **3.3 Language learning strategy instruction – models**

There were many attempts to classify and organize language learning strategies and the natural consequence of this process was the necessity to provide guidance to the teachers on how to effectively use them during the lesson. Owing to the significant role assigned to the

strategy training, researchers such as Chamot et al., (1999); Cohen (1999); O' Malley & Chamot (1990) and Oxford (1990) developed detailed instruction on how to use them in the process of L1 and L2 learning. All the models, despite emphasizing different stages in the process of instruction, share common features. What they value the most is, above all, the role of teachers in modelling student's behaviour. Apart from that, considerable significance is attached to students' autonomy, which is enhanced by the opportunity to practise new learning strategies (Chamot, 2004).

Table 2 presents three different models related to language learning strategy instruction. Obviously, it is not possible to compare and contrast all the approaches. However, for the sake of the present study, I decided to analyze the models by Chamot (1999), Cohen (1998) and Grenfell and Harris (1999), in which the basis for initiating the process of instruction is identifying students' current use of language learning strategies.

<b>Chamot (1999)</b>	<b>Cohen (1998)</b>	<b>Grenfell and Harris (1999)</b>
(1) Preparation	Various roles of the teacher are emphasized: (1) Diagnostician (2) Language learner (3) Language trainer (4) Coordinator (5) Coach	(1) Awareness raising
(2) Presentation		(2) Modelling
(3) Practice		(3) General practice
(4) Evaluation		(4) Action planning
(5) Expansion activities		(5) Focused practice
(6) Assessment		(6) Evaluation

*Table 2. Models of language learning strategy instruction.*

The model created by Chamot (1999) is the result of more than a decade of research on English language learners. Its final version - The Cognitive Academic Language Learning Approach (CALLA), consists of six stages and is characterized by recursiveness. In other words, if a difficulty arises in one of the phases of the process, there is always a possibility to return to it. The process of language learning instruction is initiated by the stage of preparation, in which the main aim of the teacher is to find out what are the strategies used by the students in the process of resolving familiar tasks, such as in L1 and L2. Presentation, as

the name suggests, is mainly aimed at giving the learners' the opportunity to get to know other techniques and approaches facilitating the process of foreign language learning. This stage is complex as it requires not only explanation of how the given strategy works, but also helping students to decide how and when to implement it in their process of learning. Practice and evaluation constitute another crucial step in the process of instruction. Firstly, they enable the learner to use the new strategies meaningfully and independently. Secondly, evaluation provides the opportunity to reflect and determine the effectiveness of the learning strategies. Thus, it encourages the learner to critically examine their own techniques and actions in the process of language learning. Practice and evaluation are followed by the stage of expansion activities, in which emphasis is placed on transferring the use of strategies into new tasks. The model proposed by Chamot (1999) ends with the phase of assessment – the stage in which the role of the teacher is to analyze the outcomes of the students' process of learning paying special attention to the influence of the strategies on the improvement in the overall performance of the learners. The description of six steps in language learning strategy instruction allows to conclude that no matter the level of proficiency of the learners, we can be sure that it will prove to be pertinent.

The model presented by Cohen (1998) stands in stark contrast to models by Chamot (1999) and Grenfell and Harris (1999). The reason for that is that instead of providing learners with step by step instruction on how to introduce learning strategy instruction, he accentuates the roles of the teacher in this process. It appears to be a flexible model as it does not impose on the trainer taking particular steps, but rather recommends adopting specific attitude. Following this model would mean that firstly, teacher recognizes students' needs in terms of the use of learning strategies. What follows is adopting the role of language learner, which translates into showing to students personal experience regarding e.g., the effectiveness of the strategy and its possible use. Later, the teacher becomes language trainer, who simply guides learners through the process of strategy training. Coordinating, on the other hand, refers to

monitoring and supervising students' practice. Last but not least, the role of the coach is limited to checking the progress of the learners.

The third model was created by Grenfell and Harris (1999). Some stages presented in the model seem to bear resemblance to certain stages of the Chamot's model such as the necessity to practice. The cycle starts with awareness raising, which concentrates on identification of student's use of learning strategies on the basis of the assigned task. The second stage is modelling, in which teacher's role is to show to students how to use a given strategy. It is followed by practice and action planning, which prepare students for the fifth stage – focused practice. At this stage, learners need to follow their plan of strategy use. Focused practice is therefore aimed at making the strategy use an automatic process. The cycle terminates with evaluation, in which action plan is assessed and new goals are set.

On balance, although the three models presented above seem to be too outdated to be applied currently, there can be observed the element of timelessness. To be more specific, it is not possible to begin strategy training without the detailed examination of students' prior knowledge of learning strategies. The same applies to the stage of practice or assessment, which seem to be irreplaceable in this process. For this reason, the models can be applied even in the contemporary context.

### **3.4 Transferability of learning strategies from L2 to L3**

Transferability of language strategies is a highly debated issue – some researchers (e.g., Oxford, 1990; Weinstein, Husman, & Dierking, 2000) underline the fact that their facilitative role in language acquisition may later lead to the transfer of new knowledge and skills. It does not happen automatically, but is rather the result of carefully planned instruction. To illustrate it with example, Zimmerman and Schunk (2011) studied the influence of strategy instruction on cognitive strategies and found out that it was possible for students to transfer them only if

they were provided with the similar task right after the instruction. Otherwise, the strategy was simply forgotten.

The general tendency of the research studies was to focus on the transferability of learning strategies from L1 to L2. For instance, Vandergrift and Baker (2015) wanted to find out if reading strategies can be transferred from native language to the target language. The answer was not so easy to find as certain level of proficiency is needed in L2 in order to be able to make use of prior L1 reading skills. Apart from this, it was observed that the process is influenced to some extent by L1 reading skills.

There is still paucity of research related to the transfer of L2 strategies into L3 learning. However, increased metalinguistic awareness of L3 learners (e.g., De Angelis, 2007, Jessner, 2008) and more efficient use of learning strategies by L3 learners (e.g., De Angelis, 2007) is a sign that students rely on their prior knowledge and experience in order to learn a target language. Therefore, there is a possibility that they also use previously acquired learning strategies to learn L3.

### **3.5 Main research methods used in strategy instruction**

The most common view related to learning strategies is that its use by language learners is difficult to track down and investigate. The reason for this is obvious – it is possible to observe only part of them in students' behaviour such as taking notes or underlining key words. Most of the learning strategies can be detected only through self-reports. It is caused by the fact that mental processes in the learner's mind cannot be directly observed by a researcher. That is why, the most commonly used tools to research learning strategies are: interviews, journals, questionnaires and think-aloud protocols. Although they are considered to have certain imperfections, especially in terms of the subjectivity of the reports delivered by the participants, they still remain the only way to gain an insight into the use of learning strategies.

The most obvious tool used to track down students' use of learning strategies are questionnaires. They are enormously popular due to the fact that they are easily accessible by the researches and at the same time, are relatively easy to analyse. On the other hand, questionnaires seem to be insufficient in an attempt to gain insight into the complete picture of the learning strategies. Therefore, additional tool is needed to provide a more reliable data as regards the use of strategies by the learners. Another drawback of the questionnaires is the fact that an individual needs to possess enormous metalinguistic awareness to be able to complete them accurately. For this reason, adopting this tool when researching young learners would be pointless as they are not able to reflect on their process of learning. Among the most popular questionnaires, special place is held by Strategy Inventory of Language Learning (SILL) by Oxford (1990). Its main advantage is the clarity of the layout – each item is connected to the particular strategy and therefore, the analysis of the one's use of learning strategies is an undemanding process. However, Yamamori et al., (2003) noticed deficiency in SILL - is difficult to establish if the learners are able to use LS efficiently, even if they apply plenty of them. More recent questionnaires such as Language Strategy Inventory (Cohen et al., 2006), Metacognitive Awareness of Reading Strategy Inventory (Mokhtari & Reichard 2002) and Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al., (2006) appear to be more reliable. Apart from this, two of them offer insight into strategies in a particular skill, which makes them more specific and narrow. On balance, caution is needed when one decides to study learning strategies with the use of questionnaires. On the one hand, they are easily accessible for the researchers. However, they do not provide an in-depth knowledge satisfying current way of thinking about the construct.

A broad group of techniques as regards learning strategies is formed by diaries, think alouds and stimulated recalls. They are unique in their nature as they enable to collect detailed and personal data, which can be analyzed qualitatively. Diaries are applied to learn about practices and thoughts of the participants. They may take many forms, such as 'event-

oriented' or 'task-oriented' (Bolger et al., 2003). However, their purpose is the same: eliciting deeply concealed feelings and thoughts of the learner. Think alouds, on the other hand, are divided into two types: introspective and retrospective. The former concentrates into collecting data at the time of performing the task. The latter relies on participants' memory as they are supposed to voice their thoughts after having accomplished it. Think alouds pose an enormous challenge for the learners as they need to verbalize step by step, the way they proceeded with the task, which is difficult per se. Another issue is related to the hindrance that participants struggle with when performing the given action. To be more specific, reporting inner thoughts and simultaneously accomplishing the task is not natural course of action and therefore, clearly delays overall performance. The third technique – stimulated recall, is aimed at encouraging students to recollect their thoughts related to a particular event. Usually, it is prompted by e.g., test, recording or video. Mackey and Gass (2005) underline possible limitations of stimulated recall, pointing to difficulties in recalling the particular event or problems with providing students with comprehensible instructions. To sum up, what should be accentuated is the fact that diaries, think alouds and stimulated recalls constitute perfect tools that enable to gain insight into students' cognitive processes. However, they are not devoid of the problems that can negatively impact the data analysis process such as mistaken memory of the participants in the case of retrospective think alouds or simply inability to express promptly and reliably what one thinks and feels at a given moment.

### **3.6 Research studies on learning strategies**

It is not possible to focus on the topic of learning strategies without making references to the key research studies related to the field. The emphasis will be placed on Polish and foreign researchers and their main achievements in this area. What should be underlined is the fact that unfortunately it is not possible to mention all the studies related to learning strategies due



to space limitations. That is why the priority is given to foreign researchers who focused on listening and reading skills and Polish research studies.

Table 3 outlines the most significant research areas in the studies on learning strategies with their authors, languages involved in the study, brief description of the age group of participants, research tools and key findings. It focuses specifically on the studies that concentrated on the use of strategies in L3 context.

There can be observed three main trends related to the research in language learning strategies. The first observation is that learning strategies gained much attention in 1970s, when they were firstly defined and associated with a feature of a good language learner (e.g., Rubin, 1975; Naiman et. al, 1978). Later, in 1990s and 2000s, research was directed into factors affecting strategy use, such as motivation, autonomy (Michońska-Stadnik, 1996; Wilczyńska, 1999), previous experience in language learning and the use of LLS in various subskills. The most current trend is to focus on the use of learning strategies in digital environment (e.g., Gajek and Michońska-Stadnik, 2017; Veliki and Psaltou-Joycey, 2021) and LLS employed by multilinguals i.e. in transfer from learning L2 to other foreign languages.

The first study presented in table 3 (Gabrys-Barker and Otwinowska, 2012) was conducted among adult multilingual learners with elementary and advanced level of proficiency in L3. The aim of the study was to find out what are e.g., students' attitudes, strategies and awareness of similarities and differences in learning L2 and L3. For this purpose, participants were supposed to write narrative texts that would enable to compare their experiences. The results obtained in the study proved that students are able to notice crosslinguistic similarities if they reach certain level of proficiency in L2 and L3. Additionally, only advanced L3 learners developed metalinguistic awareness that allowed them to freely express their thoughts related to the process of L3 learning. Last but not least, less proficient participants resorted to a limited number of strategies and employed them with limited

Name	Languages involved	Participants	Research tools	Key findings
<b>Gabryś-Barker, Otwinowska (2012)</b>	L1 Polish, L2 English, L3 French	adults	narratives	The ability to notice certain similarities between languages depends on the level of proficiency in L2 and L3. More advanced learners resorted to wider range of learning strategies and benefitted more from cross-linguistic comparisons.
<b>Wach (2016)</b>	L1 Polish, L2 English, L3 Russian	University students	Interviews, questionnaire	Students tend to transfer L1-based learning strategies into L2 and L3 grammar learning.
<b>Kucharczyk (2018)</b>	L1 Polish, L2 English, L3 French	Students aged 15-16	test, questionnaire, think-aloud protocols,	Plurilingual competence of multilingual students can be developed through: increased exposure to target language, encouraging students to use learning strategies and their previous experience related to language learning, promoting language transfer.
<b>Pawlak, Kiermasz (2018)</b>	L1 Polish, L2 English and various L3	University students	Interviews, questionnaire (Strategy Inventory for Language Learning)	Participants applied grammar learning strategies more frequently in L2 than in L3. They resorted mainly to memory and cognitive strategies. There was no significant difference observed in LLS use in various L3 of the learners.
<b>Chlopek (2020)</b>	L1 Polish, L2 English, L3 German	Primary school students	Error analysis in L3 written production	L1, L2 and L3 equally participated in language transfer. Participants had problems with noticing cross-linguistic similarities due to low metalinguistic awareness.
<b>MiBler, (2000)</b>	German, English and other languages	University students	Interviews, questionnaire (Strategy Inventory for Language Learning)	The more languages the participants learn and use, the more language strategies they tend to employ.
<b>Kemp (2007)</b>	English and other languages	University students	Questionnaire (modified version of (Strategy Inventory for Language Learning)	Grammar learning strategies are employed more frequently among students knowing more than two languages than by bilinguals, which may be the result of a threshold effect.
<b>Psaltou-Joycey and Kantaridou (2009)</b>	L1 Greek, English, French, Italian, German, Spanish	University students	Questionnaire (Strategy Inventory for Language Learning)	Trilingual participants used more strategies than bilinguals. More advanced trilinguals applied more frequently metacognitive and cognitive strategies.
<b>Merkelbach (2011)</b>	L1 Korean, L2English, L3German	University students	Questionnaire (Strategy Inventory for Language Learning)	Learners with more than one L1 applied strategies more frequently than any other learners. Bilingual participants resorted to compensation and cognitive strategies more frequently, whereas trilingual participants employed more metacognitive strategies.
<b>Ruiz de Zarobe and Zenotz (2019)</b>	Spanish, Basque, English	Primary school students	Critical reading intervention, critical reading test	Critical reading intervention exerted a positive effect on primary school students. Strategy treatment was reported to be more effective with a large sample (over 100 participants).

Table 3. Review of studies related to learning strategies in multilingual contexts.

frequency. Among many important implications of the study, there should be mentioned the necessity to raise metalinguistic awareness among the students to enable exploration of cross-linguistic similarities.

The study that exerted enormous influence on the present paper was the research conducted by Kucharczyk (2018). It was primarily concerned with multilingual education of 15 and 16 years old students, who learned French as their L3. Kucharczyk (2018) created the model called SMART, which takes into account the principles of multilingual education and is aimed at raising students' awareness regarding similarities between languages. SMART stands for five elements: strategies, metacognition, affective factors, reflexivity and transfer. Each element plays its role in developing plurilingual competence. Kucharczyk (2018) used SMART as a tool to investigate how prior knowledge of other language influences the process of L3 learning (French). More specifically, his aim was to find out how affective factors, the ability to learn and reflexivity help students develop their own repertoire of strategies and make use of transfer in L3. The results of the study showed that under the proper guidance, students are able to draw on the repertoire of languages in their minds to enhance the process of learning target language. The conclusion that can be reached is that the most important in multilingual education is promoting transfer and drawing on prior language learning experience.

Another study by Polish researchers concentrated on learning strategies in L2 and L3. Pawlak and Kiermasz (2018) focused on the group of university students of various linguistic background. They were supposed to complete the questionnaire – Strategy Inventory for Language Learning (Oxford, 1990) and then, selected students were interviewed. On the basis of qualitative and quantitative data gathered in the study, some interesting observations were made. The participants employed more learning strategies in L2 English than in L3. The possible reason for that was stronger motivation to learn English than L3, which was treated by the students as additional and imposed language. The interviews showed that participants

had problems with listing learning strategies they applied when learning foreign languages. It might be ascribed to the scant knowledge related to how they should approach the process. Finally, the study demonstrated that there are no differences in the use of strategies depending on the students' L3. The research contributed to bridging the gap in the knowledge related to the differences in the use of strategies in L2 and L3, which is a crucial aspect of multilingual education.

There is one more Polish study that should be underlined in the area of L2 and L3 learning. It was conducted by Chłopek (2020) and concentrated on inter- and intra-lingual transfer. The participants were primary school students learning English as L2 and German as L3. The main aim of the study was to find out which language is the main source of transfer in L3 written production. Additionally, Chłopek (2020) investigated the language competence the most affected by inter- and intra-lingual transfer. For this purpose, participants were asked to write short compositions, which were later analysed. The subject of interest were the errors committed by the learners and their source. The outcomes of the study revealed that inter-lingual transfer exerted significant influence on the students' written production. To be more precise, L1 Polish is the main source of orthographic transfer, whereas L2 English contributes to both orthographic and lexical transfer. As far as intra-lingual transfer is concerned, it was detected in morphology and orthography of the target language. These observations provided an important insight into young learners' errors in L3 production, which may serve as a guide for teachers, who want to help their learners develop their metalinguistic and cross-linguistic awareness.

To supplement the studies related to learning strategies, it is important to mention the foreign researchers who also examined this subject. For instance, Mißler (2000) investigated the topic of language learning strategies among German participants. The research tool that was used was the Strategy Inventory for Language Learning (Oxford, 1990). The group of 125 participants was supposed to complete and then their answers were analysed. It turned out

that proficient learners employed more strategies than students with lower level of knowledge of the target language. It was also shown that the choice of language learning strategies is affected by many variables such as motivation to learn L3.

Kemp (2007) was another researcher who examined the use of learning strategies among multilingual learners. Interestingly, the participants of her study were people learning between 2 and 12 foreign languages. Kemp (2007) addressed an important issue related to whether there is a relation between the number of languages known by the participants and the number of strategies that they apply. For this purpose, Strategy Inventory for Language Learning was employed. Students were not only supposed to complete it, but were also allowed to add new strategies that they employ. The study led to interesting observations. It turned out that the more languages the participants knew, the more strategies they used. Apart from this, they employed them more frequently than learners with fewer foreign languages at their disposal. Kemp (2007) attributed it to ‘threshold effect’ – significant changes in the use of strategies can be observed in the process of learning L3 and subsequent languages.

The study by Psaltou-Joycey and Kantaridou (2009) provided the insight into the relation between the use of language learning strategies, learning styles and level of proficiency in the foreign language(s) of bilingual and trilingual undergraduates. The instruments used in the study were Strategy Inventory for Language Learning (Oxford, 1990) and Styles Analysis Survey (Reid, 1995). The research has yielded crucial information. Firstly, trilingual students applied more learning strategies than bilinguals. Secondly, it was observed that the use of cognitive and metacognitive strategies dominated among more advanced learners. On the basis of the results obtained in the study, it can be inferred that because of the variety and the number of strategies trilinguals demonstrate, they are more autonomous learners than bilinguals. This conclusion can be used to encourage bilinguals to further develop their knowledge of languages, which will help them to be more self-directed.

Merkelbach (2011), conducted her research among Korean learners studying L2 English and L3 German. Again, Strategy Inventory for Language Learning (Oxford, 1990) was employed. Special emphasis was placed on the differences in the types of the use of learning strategies among bilinguals and trilinguals. L2 subjects resorted to the use of compensation and cognitive strategies. L3 learners, on the other hand, employed a wider array of strategies and the most popular were e.g., metacognitive and memory. Merkelbach (2011) underlined that there is a need to instruct students on how to use learning strategies. Without this ability, it is not possible to expect from learners to automatically transfer learning strategies from L2 to L3.

Zarobe and Zenotz (2019) were the researchers who shed more light on the use of learning strategies in CLIL. The subjects were young learners speaking Spanish, Basque and English as their L3. The intervention that was introduced was strategy instruction, which lasted 7 weeks. After this time, the results achieved on reading comprehension tests by subjects were compared. Experimental group demonstrated significant improvement in their reading competence in comparison to control group. Interestingly, this effect was maintained over time. On the basis of this experiment, it can be inferred that it is necessary to provide students with the strategy instruction from the early stages of their process of learning foreign language, as even young learners can benefit from it.

The research studies presented in table 3 focus on various aspects of learning strategies. The homogeneity can be observed not only in the number of languages involved in them, but also in their aims. What prevails is an attempt to prove that learning strategies play facilitative role in the process of learning a foreign language. It would be a gross oversimplification to state that without referring to variables that have been taken into account by the researchers such as the level of proficiency of the participants in each language, the language typology, LS use in various subskills or the relation between learning strategy use and students' aptitude or metalinguistic awareness. The common denominator of the research studies in table 1 was

the group participants. In most of the cases, the studies were conducted among adults and university students who are skilled learners. What is implied by this expression is the fact that they possess metalinguistic awareness and prior experience, which facilitate the process of foreign language learning. Therefore, they are more conscious than children as far the use of learning strategies is concerned.

Another point that should be made is related to research techniques applied in the research studies. Most of them rely on questionnaires, which, when used in isolation, do not always produce reliable outcomes. That is why researchers should be cautious when applying them without an additional research tool such as a retrospective interview. On balance, it seems that there is still a paucity of research as regards young learners and their use of learning strategies. Apart from this, there is a need to complement questionnaires with other research techniques such as think alouds or diaries which would result in a more complete outlook on certain aspects.

## **Summary**

Learning strategies constitute an important element of language learning that enable students to act more consciously and efficiently on a given task. Due to their positive impact on foreign language learning and the possibility of transferring them from L1 and L2 to L3 learning, strategy training should be encouraged in the school context. Explicit instruction on how to use learning strategies proved to be beneficial not only for the adults, but also for young learners.

## **CHAPTER 4 THE STUDY – RESEARCH METHODOLOGY**

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### **Introduction**

The present chapter presents the methodology of the research project: the method, the instruments, the participants, and the procedure used in data collection. Firstly, the background of the study is described, followed by sections devoted to the presentation of the aims, participants and research tools. The chapter finishes with a summary of the procedure, including such information as: data collection, the aims of the reading and listening tasks and the overall plan of the strategy training.

### **4.1 The background of the study**

The changes in the Polish curriculum related to learning foreign languages in primary schools, namely the introduction of the second FL in the 7<sup>th</sup> grade (MEN, 2017), created favourable conditions to observe how students learn their L3. The main question that was addressed in the present study was whether the transfer of training can take place. To be more specific, the main aim was to discover if students are able to use the learning strategies they acquired while learning their L2 (English) in the process of learning their L3 (Spanish). The focus was on reading and listening skills because they provide students with the meaningful inputs on which speaking and writing are based (Chodkiewicz, 2016).

The introduction of a new language to the Polish curriculum is connected with certain challenges. The expectations that students need to fulfil are high – over the period of two years, which provides them with 120 hours of classes, they are supposed to be able to formulate oral and written texts in the L3 at an A1/A1+ level (MEN, 2017). Although it seems to be an easily achievable aim, in reality, students may find it difficult to deal with the new situation. The reason may be that they are already concentrated on learning the L2, which accompanies them from the 1<sup>st</sup> grade of primary school or even kindergarten. It should be



highlighted that it is English, which is most commonly taught L2 in schools. The reason for that is that it is considered to be a lingua franca – the auxiliary language that is a tool for everyday communication all over the world. There are also more prosaic reasons for the popularity of English. At the end of primary school, students need to take the school exit examination, which consists of a Modern Foreign Language part. The most common choice among students is English (95% of students<sup>2</sup>) and for this reason, being proficient in it seems to be a valuable asset for the students. Taking into account the popularity of English, it seems that teachers of the second foreign language have to work hard to encourage students to start learning a new language.

Working as a Spanish teacher in primary school, I observed that after a short period of fascination with the new language, most students were rather worried about the heavy workload it entails. They perceived English to be much easier and indispensable in their everyday life. That is why I decided to show students that they have the necessary basis for learning an L3 and Spanish can be acquired more easily than their L2. This is not only caused by the fact that English bears a certain resemblance to Spanish, but also because of the fact that learning the L3 is guided by the principles that they already applied in the process of learning the L2. What they needed to realize was that to become more efficient language learners, it was necessary to transfer the strategies they had acquired while learning the L2. This situation was the primary reason to start strategy training with the aim of making the process of L3 learning more efficient.

## **4.2 The aims of the study**

The present study seeks to provide answers to the questions related to the transfer of strategy training in the process of L3 learning (Spanish). The research questions concentrate on two main competencies: listening skills and reading skills. The motivation for

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<sup>2</sup> <https://www.nowaera.pl/egzaminosmoklasisty/jezyk-angielski-2020-wyniki-i-rekomendacje>

concentrating only on these two areas was dictated by practical reasons. Receptive skills are acquired much earlier by the beginner learners than productive skills – firstly, students need to be exposed to meaningful input in order to be able to write and speak in the foreign language (Ellis & Shintani, 2013). Special emphasis is placed on the students’ “strategic progress”, which is measured at tri-monthly intervals with reading and listening tests accompanied with think aloud protocols. What is meant by the term “strategic progress” is participants’ use of learning strategies at various stages of the training. What would be measured is not only the number of strategies used by the learners but also the participants’ ability to apply strategies in the particular learning task.

**Research Question 1:** Were students able to transfer reading and listening strategies from learning the L2 to learning the L3?

The main research question, which guides the entire study is related to whether the transfer of training from learning L2 English takes place. Primary school students are already equipped with the knowledge and skills related to foreign language learning. That is why it would be interesting to find out whether they are able to transfer it to L3 learning. Because of the knowledge related to reading and listening strategies, the participants are able to use them significantly for the purpose of designing the plan for strategy training. It might be assumed that students would resort to a fixed set of strategies they know well. This situation provides the basis to broaden their knowledge related to learning strategies and at the same time, equip them with the practical tools that help them in completing the reading and listening tasks. If it turned out that participants use no or just a few strategies, then the training would be more complex and aimed at raising students’ awareness to a variety of reading and listening strategies.

**Research Question 2:** What were the learning strategies used by the three age groups of participants (11, 12 and 13-year-old learners) in reading and listening comprehension tasks (if any) before the introduction of strategy instruction?

The second question addressed in the study concentrates on the types of strategies students apply when listening and reading in L3 Spanish. On the basis of students' self-reports, it will be possible to find it out and classify the strategies that students apply. Such analysis forms the initial phase of strategy training and enables the instructor to devise the plan of the classes. Identifying what the students know and what they need to learn is essential as it allows to place greater emphasis on the strategies that had not been used by the learners. What was also crucial was to check if they can transfer strategies automatically from learning the L2.

**Research question 3:** What were the reading and listening strategies used by the three age groups of participants in reading and listening comprehension tasks at each stage of strategy instruction (after 3, 6 and 9 months)? What was the pattern in the development of receptive skills at each stage of strategy instruction?

As far as the third question is concerned, it is important to discover what listening and reading strategies were used by the participants at different stages of the study. Special attention is paid to: the type of strategies that were employed by the learners, the situations in which they were used and the possible combinations of strategies employed to solve a particular problem. In other words, depending on the tasks participants were to perform, what will be analysed is their ability to choose between various strategies within their repertoire and apply the one(s) that seem to be the most effective for them. It would also be interesting to find out if students make use of the strategies that were presented to them in the course of strategy training or whether they resort to the ones they used before strategy training. Moreover, special attention will be placed on the differences in their use across the three groups of students: 11, 12 and 13-year-old learners.

**Research question 4:** What was the correlation (if any) between the number of strategies used and the number of points scored in reading and listening tests at each stage of strategy instruction (after 3, 6 and 9 months)?

Research question four analyses if there is any correlation between the number of strategies employed by the learners and the points they scored on reading and listening tests at each stage of strategy instruction (after 3, 6 and 9 months). Measuring the strength of the relationship between these two variables will provide an insight into whether the use of a greater number of strategies results in the higher scores achieved during the tests or whether this number does not influence the test results at all. The data that will be correlated have been gathered by means of think aloud protocols and reading and listening tests.

**Research question 5:** What were the trajectories of strategy development at each stage of the strategy instruction (3 months, 6 months and 9 months) among high-performing, average and low-performing learners?

The fifth question is related to the effectiveness of the intervention used in the present study, namely strategy training. Due to the fact that the participants of the study – primary school learners are not yet familiar with the concept of learning strategies, it is not possible to predict the outcomes of the research, especially in terms of their progress in listening and reading in Spanish as their L3. The comparison of the results achieved by individual students from 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade on the four tests conducted during the study will help to determine if the steps and actions they have taken while performing listening and reading tasks resulted in an improvement in their scores.

**Research question 6:** What kind of strategies did high-performing, average and low-performing learners use?

Question six focuses on the differences in the use of strategies between high-performing, average and low-performing learners. In order to investigate this issue, the strategies used by three students from each group: 6<sup>th</sup> grade, 7<sup>th</sup> grade and 8<sup>th</sup> grade will be compared. Taking into account the various language learning experiences of the learners, different ages and metalinguistic knowledge, the results may turn out to be quite disparate. Additionally,

examining the differences in the use of learning strategies will enable the discovery of which group of learners benefitted from strategy training the most.

**Research question 7:** Does strategy training help students in the process of L3 learning?

Last but not least, one of the main aims of the present project is to find out if strategy training is an effective tool in enhancing the process of learning. The participants of the study were aged 11, 12 and 13, which seemed to be quite a heterogeneous group. The difference between 11 and 13-year-old students may be quite significant in terms of cognitive abilities, metalinguistic awareness, aptitude and overall language proficiency in the L2 (English) and the L3 (Spanish). Therefore, it is important to investigate if the three groups of learners equally benefitted from strategy instruction. If there is any difference, especially between 11 and 13-year-old participants, it would be crucial to explore the possible reasons why some students applied learning strategies more effectively than others, even though the amount of exposure to the training was similar.

#### **4.3 Method and research instruments**

The method that was selected to investigate the transfer of learning strategies was the action research method. One of the main purposes of this method is to improve pedagogical practices and improve students' engagement in the learning process (Koshy, 2010). As far as the present study is concerned, what was important was to enhance the process of learning the L3 by means of strategy training and at the same time, provide students with the instruments that can help them not only during Spanish lessons, but also in lifelong learning. According to Reason and Bradbury (2001), one of the greatest advantages of action research is: "creating new forms of understanding, since action without reflection and understanding is blind, just as theory without action is meaningless" (Reason and Bradbury, 2001: 2). This statement perfectly describes the role of strategy training for the participants of the present study. The

intervention could not be effective without providing students with the examples of the use of a given strategy, the opportunity to practise the use of a strategy and assessment of its benefits.

The model of action research that was employed in the present study was created by Kemmis and McTaggart (2004). It is a spiral model that consists of three stages that are repeated: planning, acting and observing, reflecting. The first stage requires careful analysis of what might be the intervention that would contribute to the improvement in students' performance or behaviour. At this point, it is also necessary to consider the following aspects: would it be possible to gather data related to participant's progress, how would the intervention affect students' performance, and last but not least, would it be possible to achieve the intended results within assigned period of time. The next stage – acting and observing, entails collecting the data and, at the same time, following the plan prepared earlier. Lastly, the reflection phase follows. This phase may start while the action or intervention takes place, but the recommendation is to suspend it until the results are clearly visible. The same stages can be identified in the present action research method. The strategy training was preceded with careful planning, which was aimed at embedding the intervention into the Spanish course. What followed was the observation and data collection phase, which allowed the researcher to closely examine the students' progress over the period of 9 months. In the last stage – reflection, it was important to observe the trends that emerged from the results obtained in the study.

Apart from the method, it is also important to mention the research instruments that allowed for the data to be collected. In the present study, the following research tools were used: think aloud protocols, the questionnaire and the listening and reading comprehension tests.

The first tool – think aloud protocols, is known to play a crucial role in different fields including cognitive psychology, as it helps to track cognitive processes of the participants

while doing intellectual activity (Ericsson and Simon, 1993). Think aloud protocols play a crucial role in gathering a spontaneous account illustrating the thought processes in one's mind. In the present study, concurrent think aloud protocols were used in order to encourage learners to verbalize their thoughts and the step-by-step proceedings they followed while doing the tasks. The reason for choosing this type of TAP (Think Aloud Protocols) is the fact that retrospective think aloud protocols may turn out to be unreliable – the time between completing the assigned tasks and talking about the way the participants completed them may be too long. Thus, there is a risk that students will not remember in detail how they did the task. An additional advantage of think aloud protocols is that they allow for the collection of both qualitative and quantitative data. In the present study, verbal reports were primarily used to identify the number and the types of strategies students applied while performing reading and listening tasks. The potential problem that appeared in think aloud protocols is the fact that students found it difficult to verbalize their thoughts. Therefore, it is necessary to conduct practice that would facilitate this process. This procedure was followed in the present study. Think aloud protocols were included in Appendix 15. The strategies identified in them were highlighted in yellow and described with the use of general names. Later, the strategies were coded and classified to a broader category in Microsoft Excel file.

The second tool used in the present study was the questionnaire (appendices 1 and 2). It was aimed at gathering the quantitative data regarding the use of reading and listening strategies. The questionnaires were prepared in Polish, which was dictated by practical reasons – students have not reached the level of proficiency in Spanish that would allow them to fully understand each question. The reading strategies questionnaire consisted of 16 questions, whereas the listening strategies questionnaire contained 14 questions. Each was accompanied with 5-point Likert type scale, which allowed the participants to choose the frequency with which they selected a given strategy (number 1 indicated 'never', whereas 5 'always'). The strategies were divided into three categories: before, during and after the

listening and reading process. This research tool was inspired by Kucharczyk's (2018: 380-381) questionnaire related to reading and listening in French among lower secondary students. However, it was adapted to be suitable to be used in a Spanish class. What needs to be underlined is that the questionnaire does not contain each strategy students might have used – the emphasis was placed on the ones that might have been used before, during and after listening and reading in the foreign language. Another reason for focusing on the selected strategies was dictated by the short attention span of the learners and the limited amount of time during the class. It would not be possible to arrange a listening test with thinking aloud and an elaborate questionnaire within 45 minutes.

Last but not least, at each phase of the study, tests related to listening and reading comprehension were employed. They were directly related to the topics covered during Spanish classes. Tests 1 and 2 in each group were extracted from the coursebook "Explora 1" (Pascual López et. al., 2018), whereas tests 3 and 4 were based on an exemplary DELE A1 exam (for 6<sup>th</sup> and 7<sup>th</sup> graders) and DELE A2 exam (for 8<sup>th</sup> graders). As far as reading tests for 6<sup>th</sup> graders are concerned, they were aimed mostly at understanding the general idea of the text. No analysis or summarizing skills were needed to complete the tasks. With the older group of learners (13-year-old students), the level of difficulty of the text was higher – the students were supposed to read for specific information, which required them to adopt a detail-oriented attitude. A similar pattern can be observed in the case of listening comprehension tasks. At the lower levels, usually the identification of a key word is needed. Listening tasks are mainly based on well-known structures. At higher levels of proficiency, recognition of selected vocabulary items is not enough. Students need to understand the general idea of the spoken text to be able to answer the questions, complete TRUE/FALSE statements or multiple-choice questions. To ensure reliability, the reading and listening tests had similar types of tasks and the same number of points so as to enable a comparison of the



students' progress. To be more precise, both reading and listening tasks were created in such a way that the maximum number of scores participants could obtain was 20.

Undoubtedly, when arranging a test, there are several factors that should be taken into account (Livingston, 2018). The first and foremost is students' concentration. It tends to waver depending on the day and the particular moment. For this reason, the score achieved by the students may not be as high while a student is distracted. Another important factor is participants' "test wiseness". This idea may be described as learners' overall ability to manage their time, understand the instructions and approach certain types of tasks such as multiple choice. These two factors – "test wiseness" and alertness definitely influenced the results obtained by the students in the present study, but it is difficult to state to what extent.

#### **4.4 Participants**

Participants of the present study were 31 students of the private primary school in Cracow. There were 14 female and 17 male students. They all belonged to the three age groups: 12 of them were aged 10, 11 of them were aged 11 and 8 of them were aged 12 at the beginning of the study. Since the study lasted 18 months, later the students are described as 11, 12 and 13-year-old learners or 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders. The participants of the study enrolled in Spanish classes and there were no additional criteria of the selection of the subjects.

What was particularly important for the sake of the study was the experience of the students in learning languages. All of them were native speakers of Polish. Their experience in learning foreign languages was varied. English was the language that they had been learning since the 1<sup>st</sup> grade. All of the groups: 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders attended the classes 5 times a week. As far as Spanish is concerned, it was the language that had been introduced at

school from the 5<sup>th</sup> grade due to the school's internal policy, while the Polish core curriculum of 2017 states that it is obligatory from the 7<sup>th</sup> grade.

There were nine students (three from each age group) who participated in the think alouds who related their use of reading and listening strategies. They were selected on the basis of their achievements on the Spanish test preceding strategy instruction. High-achievement, low-achievement and average-achievement students were distinguished from all the three age groups. Their brief description was included below starting from the youngest to the oldest learners. The names of the students were changed to ensure their anonymity.

### **Iga**

Iga, aged 11, was classified as a high-achievement student. She was a Polish-French bilingual. Iga was able to notice certain similarities between French and Spanish such as cognates and she shared these interlinguistic analogies with the group. However, what was observed was also the frequent use of French words during Spanish classes, which made the process of learning more difficult.

### **Igor**

Igor was classified as an average-achievement student. At the time of the data collection, he was aged 11. Since his mother was an English teacher, he was raised bilingual, which had its reflection in the way he approached learning Spanish. He dealt with listening and reading tasks with remarkable ease, but what posed a problem was his poor concentration and unsatisfactory performance during Spanish classes.

### **Marta**

Marta, a low-achievement student, was 11 at the time of the data collection. She struggled with various aspects of foreign language learning as she was diagnosed with dyslexia. The most common problems that she faced were related to Spanish spelling and sound recognition. It took her a lot of time to complete reading and listening tasks, which was a

direct result of dyslexia. Therefore, there was a need to provide Marta with additional support and encouragement during Spanish classes.

### **Ewa**

Ewa was aged 12 at the time of the data collection. She was interested in learning Spanish and this was reflected in her high linguistic achievements. What motivated her was mostly her frequent trips to Spain, during which she had a chance to use this language. Apart from Spanish and English, Ewa did not speak any additional foreign languages.

### **Jan**

Jan was classified as an average-achievement student. He was aged 12 at the time of the data collection and did not know any foreign languages other than Spanish and English. He dealt with reading tasks more successfully than with listening tasks. He attributed it to the speed at which Spanish people speak.

### **Marek**

Marek was a low-achievement Spanish learner, aged 12. He belonged to the same age group as Jan and Ewa. He fell behind other students due to his irregular attendance. Thus, Marek needed special guidance throughout the school year, especially with vocabulary practice and classroom assignments.

### **Alicja**

Alicja belongs to the group of high-achievement students. She was 13 at the time of the data collection. She did not speak any additional languages apart from Polish, English and Spanish. From the beginning of the process of learning Spanish at school, she was a diligent and well-organized student, always actively participating in the classes.

### **Lena**

Lena was an average achievement student aged 13. Her performance during Spanish classes was varied – at times, she worked hard, but there were periods, in which her

motivation to study was low. However, Lena derived pleasure from learning languages, especially English, so there was a possibility that her attitude towards Spanish would improve over time.

### **Marcin**

Marcin, aged 13, had a similar linguistic experience as Lena and Alicja. He attended Spanish and English classes, and had no experience in learning other foreign languages. He was classified as a low-performing student because of the fact that he was rather reluctant to broaden his knowledge of Spanish. Marcin had problems with reading comprehension as his concentration wandered during the analysis of the texts. Therefore, his tests results were low.

## **4.5 Procedure**

The study was conducted over a period of 18 months (two school years). It started in September 2019 with a 9-month preparation for the research. This stage included practising ‘thinking aloud’, which involved students working in pairs and describing the procedure that was followed while working on reading and listening tasks. The reason for introducing the practice was that students were not used to verbalizing their thoughts and therefore, it would have been difficult to subsequently gather sufficient data during the tests.

The first reading and listening test was conducted in September 2020. The aim of it was to gather the data related to the use of learning strategies in receptive skills. Participants from the three age groups were asked to complete a listening test (Appendices 3-13), which involved sentence completion (5<sup>th</sup> grade), multiple choice and true/false (6<sup>th</sup> grade and 7<sup>th</sup> grade). Then, three students from each age group (low-achievement, average-achievement and high-achievement) were supposed to provide verbal reports on the procedure they followed while completing the listening tasks. Their utterances were recorded and transcribed. Then,

the learning strategies were identified and counted to extract qualitative and quantitative data from the think aloud protocols. The third tool that was employed was a questionnaire (appendix 1 and 2). Students were supposed to indicate what strategies were used in the process of completing listening tasks. Then, their answers were analysed and compared with the data gathered with think aloud protocols. The same procedure was followed with reading tasks.

The second test was conducted at the end of November for reading and listening separately. The same tools were used: a test, questionnaire and think aloud. Due to the COVID19 pandemic and online classes, the third test was conducted remotely in March, 2021. All the tools were adapted to the new conditions. The tests and questionnaires were distributed in Google Forms. As far as think alouds are concerned, they were recorded with the use of Flipgrid – online tool, which enabled students to easily share with the teacher their recordings. The last test was conducted in June 2021 under normal classroom conditions.

#### **4.6 The strategy training**

The model of strategy instruction adopted in the present study was created by Chamot (1999; 2005). The reason why it was chosen is primarily caused by the fact that it has been continuously improved, although its initial version was published in 1986. The model was originally aimed at the beginner learners of English and its main purpose was to improve their academic language skills (Arulselvi, 2016). What is also significant is the fact that the model combines explicit strategy instruction and linguistic development. It consists of six basic steps:

- a) the stage of preparation, in which the teacher's role is to find out what are the strategies used by the learners before the introduction of the training. On the basis of the self-reports delivered by the students, it is then possible to find out if students are

able to transfer reading and listening strategies from the L2 to the L3 and devise a plan for further work related to strategies.

- b) the stage of presentation, in which the new strategy is named and described by the teacher. Later, students are asked about their experience regarding its use and their expectations as to how to implement it in the task.
- c) the stage of practice, in which students use the strategy that has been introduced in the practical tasks. Firstly, the practice is guided by the teacher, then learners are encouraged to work on their own.
- d) the stage of evaluation, in which the effectiveness of a given strategy is assessed by the learners.
- e) expansion activities, which enable students to transfer the strategy they mastered into the new task.
- f) the stage of assessment, in which the teacher's role is to judge to what extent a new learning strategy influenced the students' performance.

In the present study, strategy training involved two language skills: reading and listening. The strategies that were introduced over the period of 9 months were included in the table 4. What needs to be underlined is the fact that the plan was treated flexibly – some strategies were more difficult for students to understand and apply than others. That is why it was necessary to repeat them over the course of the strategy instruction. Chamot (1999; 2005), however, underlines that her model is recursive in its nature and it is possible to return to some stages of the cycle.

Period	Listening strategies	Reading strategies
	<b>Test 1</b>	<b>Test 1</b>
<b>Month 1</b>	1) Careful analysis of the listening instruction. 2) Activating background knowledge and vocabulary related to the topic.	1) Careful analysis of the reading instruction. 2) Underlining key words in the instruction and reading tasks.
<b>Month 2</b>	1) Predicting background information related to the recording (What is the type of the text? Who is the speaker? What is the content? When? Why?) 2) Using students' own experience to predict the topic of the text.	1) Identifying the main topic of the text. 2) Guessing the topic of the text on the basis of titles, subtitles and pictures accompanying the text.
<b>Month 3</b>	1) Paying attention to the relationships between different parts of the recording. 2) Paying attention to the intonation of the speakers to understand their feelings and the main idea of the recording.	1) Paying attention to the relationships between different parts of the text. 2) Paying attention to the context to understand the meaning of the unknown vocabulary items.
	<b>Test 2</b>	<b>Test 2</b>
<b>Month 4</b>	1) Comparing the unknown words to the words in other languages (Polish, English and others). 2) Paying attention to the context to understand the meaning of the unknown vocabulary items.	1) Analysis of the unknown grammatical structures and comparing it to the grammar of other languages (Polish, English and other languages) 2) Comparing the unknown words to the words in other languages (Polish, English and others)
<b>Month 5</b>	1) Paying attention to grammar (e.g., tenses) in order to decide when the event happened, who is the main character, etc. 2) Deductive reasoning	1) Paying attention to grammar (e.g., tenses) in order to decide when the event happened, who is the main character, etc. 2) Deductive reasoning
<b>Month 6</b>	Revising the strategies that can be used before and while listening to the recording.	Revising the strategies that can be used before and while reading the text.
	<b>Test 3</b>	<b>Test 3</b>
<b>Month 7</b>	Affective: 1) Lowering the anxiety 1) Encouraging yourself	Affective: 2) Lowering the anxiety 3) Encouraging yourself
<b>Month 8</b>	Metacognitive 1) Self-evaluating 2) Thinking of how to improve reading skills	Metacognitive 3) Self-evaluating 4) Thinking of how to improve reading skills
<b>Month 9</b>	Metacognitive: 1) Setting goals and objectives 2) Seeking practice opportunities	Metacognitive: 1) Setting goals and objectives 2) Seeking practice opportunities
	<b>Test 4</b>	<b>Test 4</b>

Table 4. The plan of strategy training.

The majority of strategies that were introduced, were similar for both skills: reading and listening. The aim of such a proceeding was to raise students' awareness of the fact that strategies are transferable and may be applied to more than one skill. What should be underlined is the fact that the focus was on learning strategies, not test-taking strategies. As can be seen in table 1, there were three different groups of strategies introduced to the learners: cognitive, metacognitive and affective. Social strategies were omitted as during the language tests, students needed to work on their own, and could not rely on help from other learners. Naturally, this does not mean that such strategies are not necessary in language learning. Quite the contrary – in real life situations, asking for help is one of the most effective strategies. However, in the classroom context, especially during the tests, it is impossible to verify the use of such strategies.

The first group of strategies introduced to the learners were cognitive strategies, which are particularly popular among language learners (Oxford, 2017). That is why they were presented to the students in the beginning of the process of strategy instruction. During the Spanish classes, the emphasis was placed on several cognitive strategies such as predicting the content of the text or listening material, using prior linguistic knowledge of the learners to complete the task or guessing the meaning of unknown words and phrases.

The second group of strategies – metacognitive, were definitely the most challenging to master as they went far beyond manipulating the language. Their main aim was to help students plan their own process of learning. Metacognitive strategies require from the learners more time and effort to master. They were introduced in the last part of the strategy instruction (the last 3 months).

Another group of strategies introduced in the study were affective strategies. They are applied in order to help the learners deal with their emotions. Their main role is to overcome any negative factors that influence the process of learning. Affective strategies were included in the plan of strategy instruction in order to show to students that such feelings can be



overcome effectively (Oxford, 1990), especially the feeling of resignation or discouragement when e.g., students do not understand the text.

The plan for the introduction of the strategies was devised after the pre-test and the first think-aloud protocols, which enabled the students to find out that the strategies introduced in months 1-5 are related to the steps students may take before and while listening or reading in the target language. During month 6, it was important to revise what the participants had learnt. Therefore, instead of introducing new strategies, students practised the use of the ones they already knew. The last 3 months were devoted to affective and metacognitive strategies, which are more difficult to master, but are extremely important in the process of foreign language learning, especially being able to evaluate the participants' own progress or overcoming any feelings of anxiety.

#### **4.7 Data Analysis**

The data was gathered with the use of three tools: tests, think-aloud protocols and questionnaires. Initially, the tests were assessed and then, the final scores of the students were collected in an Excel file. After that, the average percentage achieved on listening and reading tests was calculated. This allowed for a comparison of the results of the students and to track their progress over time. Additionally, a t-test was used to determine if the results achieved by the students during the tests were statistically significant. The analysis of think-aloud protocols was far more complex. In order to obtain the qualitative and quantitative data, the verbal reports were transcribed and carefully examined. Firstly, the key strategies applied by the participants of the study were highlighted and named. For this purpose, the taxonomy of Oxford (1990) and the classification of Wach (2019) were employed and served as a source of inspiration for their categorization. The classification of listening strategies is presented in table 5. As can be observed, 18 types of strategies were observed and classified into 3 groups: cognitive, metacognitive and compensation.

As regards reading tests, a similar classification was made (table 6). 18 strategies were identified in the students' self-reports. They belong to the following categories: compensation, cognitive and metacognitive strategies.

After having classified the strategies, it was necessary to calculate their total number applied in each test. Apart from the quantitative data, on the basis of the think aloud protocols, it was also possible to collect the details related to the types of strategies students used, the frequency with which they were employed and the situations in which they were used. Last but not least, the questionnaires served as a third tool to gather the data. The mean use of strategies applied by the learners was calculated and then, the most popular ones were distinguished.

## **Summary**

The description of participants, research tools, procedure and the types of strategies identified during strategy training provided the basis to present the results of the action research conducted among primary school students. Special attention was paid to the progress students made during each stage of strategy instruction and the strategies used by low-performing, average-performing and high-performing learners.

Category	Name	Coding	Description of the strategy
<b>Cognitive strategy</b>	Translanguaging	TRALG	Refers to a pedagogical strategy that involves the use of the languages within the learner's repertoire. In the present study, it referred to the use of Spanish, English and Polish in an utterance.
<b>Cognitive strategy</b>	Taking notes	TAKE_NOT	Writing down key words and phrases related to the recording that might be useful for the purpose of completing the task
<b>Cognitive strategy</b>	Underlining key words	UN_KW	Refers to students marking vocabulary or phrases that are crucial for the purpose of the task
<b>Cognitive strategy</b>	Guessing on the basis of the context	GUES_CONT	Student uses the context to guess the meaning of a phrase or a vocabulary item.
<b>Cognitive strategy</b>	Guessing on the basis of the intonation	GUES_INT	Student pays attention to the intonation and on the basis of it, extracts some information from the recording.
<b>Cognitive strategy</b>	Deductive reasoning	DED_REA	Involves reaching conclusions based on general observations
<b>Cognitive strategy</b>	Identifying the main topic of the recording	IDEN_MT	Student identifies the main topic/idea of the recording
<b>Cognitive strategy</b>	Identifying the type of the text	IDEN_TYPE	Student guesses the type of the text, e.g., dialogue, speech, etc.
<b>Cognitive strategy</b>	Activating vocabulary related to the topic	ACT_VOCAB	Student activates vocabulary related to the topic of the recording
<b>Cognitive strategy</b>	Analysis of the instruction	ANA_INS	Student reads the instructions carefully and identifies the aim(s) of the task
<b>Cognitive strategy</b>	Using general knowledge	GEN_KNOW	Student uses his/her general knowledge to answer the question or to understand the text
<b>Cognitive strategy</b>	Identifying the context	IDEN_CONT	Student identifies the context e.g., the number of speakers, their location, etc.
<b>Metacognitive strategy</b>	Paying attention	PAY_ATT	The strategy that was distinguished by Oxford (1990), which covers two aspects: ignoring the distractors and attending to the recording as a whole or deciding to focus on particular parts of the recording.
<b>Metacognitive strategy</b>	Evaluation	EVAL	Involves making general comments related to the level of the difficulty of the task.
<b>Metacognitive strategy</b>	Lack of understanding	LACK_UND	Student explicitly states that he/she does not understand something.
<b>Metacognitive strategy</b>	Planning how to approach the task	PLAN	Student describes the plan that he/she would like to follow when doing the task.
<b>Metacognitive strategy</b>	Doubt	DOU	Student expresses uncertainty in his/her reasoning
<b>Compensation strategy</b>	Using clues (e.g., images)	CLUE	Making use of other clues than the listening text, such as images.

Table 5 .Types of strategies identified in the think aloud protocols on listening tests.

Category	Name	Coding	Description of the strategy
<b>Cognitive strategy</b>	Translanguaging	TRALG	Refers to a pedagogical strategy that involves the use of the languages within learner's repertoire. In the present study, it referred to the use of Spanish, English and Polish in an utterance.
<b>Cognitive strategy</b>	Re-reading	RE_READ	Student reads the text or part of the text again.
<b>Cognitive strategy</b>	Underlining key words	UN_KW	Refers to students marking vocabulary or phrases that are crucial for the purpose of the task.
<b>Cognitive strategy</b>	Guessing	GUES	Student uses the context or other clues to guess the meaning of a phrase or a vocabulary item.
<b>Cognitive strategy</b>	Deductive reasoning	DED_REA	Involves reaching conclusions based on general observations.
<b>Cognitive strategy</b>	Identifying the main topic of the text	IDEN_MT	Student identifies the main topic/idea of the text.
<b>Cognitive strategy</b>	Identifying the type of the text	IDEN_TYPE	Student guesses the type of the text e.g., letter, instruction, etc.
<b>Cognitive strategy</b>	Summarizing	SUM	Student summarizes main idea(s) included in the text.
<b>Cognitive strategy</b>	Finding the relationship between parts of the text	RELAT_TEXT	Student finds the relation between e.g., introduction and main body of the text.
<b>Cognitive strategy</b>	Analysis of the instruction	ANA_INS	Student reads the instruction carefully and identifies the aim(s) of the task.
<b>Cognitive strategy</b>	Using general knowledge	GEN_KNOW	Student uses his/her general knowledge to answer the question or to understand the text.
<b>Cognitive strategy</b>	Cognates	COGN	Student identifies Polish-Spanish or English-Spanish cognates.
<b>Cognitive strategy</b>	Associations	ASSOC	Student makes connection between vocabulary items
<b>Metacognitive strategy</b>	Paying attention	PAY_ATT	The strategy that was distinguished by Oxford (1990) It covers two aspects: ignoring the distractors and attending to the recording as a whole or deciding to focus on particular parts of the recording.
<b>Metacognitive strategy</b>	Evaluation	EVAL	Involves making general comments related to the level of the difficulty of the task.
<b>Metacognitive strategy</b>	Lack of understanding	LACK_UND	Student explicitly states that he/she does not understand something.
<b>Metacognitive strategy</b>	Planning how to approach the task	PLAN	Student describes the plan that he/she would like to follow when doing the task.
<b>Metacognitive strategy</b>	Doubt	DOU	Student expresses uncertainty in his/her reasoning.
<b>Metacognitive strategy</b>	Correction	COR	Student corrects his or her understanding.
<b>Compensation strategy</b>	Using clues (e.g., images)	CLUES	Making use of other clues than the text, such as images.

Table 6. Types of strategies identified in the think aloud protocols on reading tests.

## CHAPTER 5 – THE RESULTS OF STRATEGY TRAINING

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Chapter 5 describes the results of the strategy training conducted among the 11, 12 and 13-year-old participants. Both the qualitative and quantitative data were presented and compared across the three groups of learners. Special emphasis was placed on the results of the pre-test and self-reports of the students to find out if the participants were able to transfer any learning strategies from the L2 English to the L3 Spanish. Subsequently, it was important to detect if any progress in listening and reading was made as a result of strategy training. Since 9 participants of the present study were interviewed to obtain more information related to their use of reading and listening strategies, their answers were subjected to a detailed analysis. On the basis of their self-reports, it was possible to delineate what strategies were employed by the high, average and low-achievement students and discover in what situation they were used.

### 5.1 The results of pre-test

The starting point for the analysis of the data obtained in the present study were the results of the pre-test. Special attention was paid to the think aloud protocols, which provided the details related to the use of strategies during the reading and listening tests by the high, average and low-achievement students from the three age groups.

Table 7 presents the strategies used by the participants during listening test 1. In total, 34 strategies were recorded. Some strategies were employed more than once, which is presented in brackets. The total number of strategies employed by the 6th graders was 5. Only one was observed in the case of a low-performing student, namely paying attention to a particular part of the text. To illustrate it with an example, the student tried to concentrate on both the gaps in the listening task and some isolated words from the recording such as *London*. The average-performing learner from the 6th grade, employed two strategies: paying attention to the

Student	Pre-test – strategies employed by the learners - listening	The number of strategies employed by the participants
<b>Low-performing 6<sup>th</sup> grade</b>	Paying attention	1
<b>Average-performing 6<sup>th</sup> grade</b>	Paying attention, deductive reasoning	2
<b>High-performing 6<sup>th</sup> grade</b>	Deductive reasoning, translanguaging	2
<b>Low-performing 7<sup>th</sup> grade</b>	Paying attention, translanguaging, doubt, identifying the context	4
<b>Average-performing 7<sup>th</sup> grade</b>	Evaluation, doubt, cognate, identifying the context	4
<b>High-performing 7<sup>th</sup> grade</b>	Evaluation, translanguaging, cognates, identifying the context, underlining key words	5
<b>Low-performing 8<sup>th</sup> grade</b>	Guessing (3), lack of understanding	4
<b>Average-performing 8<sup>th</sup> grade</b>	Guessing (3), evaluation, translanguaging	5
<b>High-performing 8<sup>th</sup> grade</b>	Planning how to approach the task, doubt, guessing (2), cognate	5

Table 7. Strategies used by learners during listening test 1.

particular parts of the recording and deductive reasoning. The use of the latter strategy was especially interesting. The learner provided the correct answer on the basis of the statement that: “they were from London so they are English”. Student 3, classified as a high-performer, also resorted to intelligent guessing in the same situation as the average-performing student. Apart from this, the participant decided to switch to Polish to express the meaning of the isolated words such as *amiga* or *familia*.

As far as listening strategies employed by the 7<sup>th</sup> and 8<sup>th</sup> graders are concerned, 13 and 14 strategies were employed respectively. A low-performing 7<sup>th</sup> grader resorted to translanguaging and declared that he focused on the text he was supposed to listen to. Apart from this, he expressed some doubts related to his reasoning (“I’m not sure if my assumptions are correct”). The learner skillfully guessed the number of speakers taking part in the conversation (the context), which might have been useful for the purpose of answering the questions. An average-performing participant from the same age group, recognized an English-Spanish cognate (*sopa* – *soup*), which is considered to be one of the strategies that

builds the connections between the languages. The second strategy that was applied was paying attention, which may help the learner concentrate on particular parts of the text. The student evaluated the recording (“It was tough and they speak so fast that I could not understand many words”) and expressed some doubts related to his reasoning. As far as the strategies employed by a high-performing student are concerned, he identified the context of the text (the number of speakers), underlined key words (the names of food served in the restaurant), resorted to the knowledge of cognates (soup-*sopa*) and pointed to certain problems (“..it was difficult to memorize all the names of food”). Last but not least, the 8<sup>th</sup> graders resorted to slightly different strategies than the 6<sup>th</sup> and 7<sup>th</sup> graders. The most popular strategy among the low-performing and average-performing students from this age group was guessing. Three instances in each case were observed. The students employed it when they tried to connect the single words from the recording with the questions they were asked to answer. Usually, guessing was accompanied with hesitations, such as: “maybe” or “something like that”. Guessing was also used in a similar manner by a high-achievement 8<sup>th</sup> grader: “(...) there was something about *festividad* and *carnaval*”. Interestingly, the student was the only one who started from presenting the plan on how to approach the task. Apart from this, the learner expressed some doubts related to his reasoning and recognized the English-Spanish cognate “*aire – air*”.

Table 8 presents the strategies employed by the learners in reading test 1. Some strategies were used more than once which is illustrated by the numbers in brackets. 64 instances of the use of various reading strategies during the test were observed. This proves that participants of the study were more skilled at employing reading than listening strategies. In the case of the 6<sup>th</sup> graders, the total number of strategies used was 21. The most popular among a low-performing learner was translanguaging. The student used Spanish words in utterances in Polish in an attempt to find their meanings, for instance, “(...) there appeared parents – *padres*...” or “*cincuenta y cinco* – fifty-one...”. Apart from translanguaging, the low-proficient

Student	Pre-test – strategies employed by the learners - listening	The number of strategies employed by the participants
<b>Low-performing 6<sup>th</sup> grade</b>	Evaluation (2), translanguaging (3)	5
<b>Average-performing 6<sup>th</sup> grade</b>	Re-reading, guessing, evaluation, translanguaging (5)	8
<b>High-performing 6<sup>th</sup> grade</b>	Evaluation, correction, doubt, re-reading, translanguaging (3), Identifying the main idea of the text	8
<b>Low-performing 7<sup>th</sup> grade</b>	Evaluation, guessing (2), lack of understanding (3), re-reading	7
<b>Average-performing 7<sup>th</sup> grade</b>	Selective reading, identifying the main idea, translanguaging (4)	6
<b>High-performing 7<sup>th</sup> grade</b>	Evaluation, translanguaging, guessing, identifying the main idea, underlining key words (2), re-reading	7
<b>Low-performing 8<sup>th</sup> grade</b>	Translanguaging (2), identifying the main idea, doubt, cognate	5
<b>Average-performing 8<sup>th</sup> grade</b>	identifying the main idea, evaluation, translanguaging (8)	10
<b>High-performing 8<sup>th</sup> grade</b>	translanguaging (5), identifying the main idea, cognate	8

Table 8. Learning strategies used by students during reading test 1.

6<sup>th</sup> graders made references to the difficulty of the text. It happened in the beginning of the task, and at the end to indicate that not all the questions were equally easy to answer. In the case of an average-performing learner, the strategies were more varied than in the case of the low-performing student. The participant decided to re-read part of the text, and later made an attempt to guess the answer, without knowing the meaning of the word “*mayor*”, which was crucial for the understanding of the text. Subsequent strategies that were employed by the average-performing 6<sup>th</sup> graders also included evaluation (“I could not understand all the questions”) and 5 instances of translanguaging, which was aimed at confirming their predictions related to the meaning of a given vocabulary item(s), such as: “(...) *cuantos años* – I knew that it was all about how old he is (...)”. A high-performing 6<sup>th</sup> grader, on the other hand, started with identifying the main idea of the text (“The text was about the family...”). What followed was the evaluation of part of the task (“..that was easy.”), which might have



been an encouragement to keep moving on with the task. An important example was the use of correction during reading test 1. To be more precise, the student changed his reasoning – at first, he thought that the speakers were from Spain, but later, he noticed the mistake in his way of thinking and decided to choose a different answer. The remaining strategies that the high-performing 6<sup>th</sup> grader employed was re-reading part of the text, which was necessary to answer one of the questions, expressed doubts related to his reasoning and later used translanguaging to ensure that his way of thinking was correct, for instance: “*cuantos hermanos tiene* and here it was all about her siblings...”.

The second group of learners – 7<sup>th</sup> graders, employed 20 strategies in total in reading test 1. The low-performing learner started with evaluating the text (“... there were many vocabulary items I do not understand so it was difficult.”). On the basis of the text, the student tried to guess the meanings of some words, such as: “(...) there was something about the floors.” or “.. something about the tea with lemon..”. Basically, it helped him understand crucial vocabulary items from the text. Additionally, the learner expressed his lack of understanding in relation to some words, as in: “I did not remember what *diez* means so I had problems finding the correct answer”. This example proves that if the key words are not recognized by the learners, answering the questions or choosing the correct answer is not possible. Lastly, the student resorted to re-reading, which helped him complete the last part of the task. The average-performing 7<sup>th</sup> grader also resorted to re-reading and translanguaging. However, what was different was identifying the topic of the text, which definitely helped the student activate the vocabulary related to the house and accommodation. In the text, it was not so difficult to find out the main theme of the texts and the high-performing 7<sup>th</sup> grader also resorted to this strategy. The examples of re-reading, translanguaging, underlining key words and evaluation were reported. Last but not least, the learner tried to guess the meaning of the unknown vocabulary item *mascota*, which might be considered to be a false friend (in Polish, it would be associated with a kind of mascot or soft toy). The student, however, was not

misled by it and on the basis of the context, managed to find out that it was related to a pet (later in the text, a dog was mentioned).

The last group – 8<sup>th</sup> graders, employed the total of 23 strategies in reading test 1. They resorted to similar strategies as the other groups, mainly translanguaging, which was the most popular and identifying the main idea of the text, which was employed by all three students. The low-performing learner also managed to recognize the English-Spanish cognate *sociable*, which was important for the overall understanding of the text. At the end of the task, the learner expressed doubt about his way of reasoning, but it did not affect negatively his choice of the answer. The average-performing 8<sup>th</sup> grader, apart from evaluation and identifying the main idea of the text, employed translanguaging. It prevailed in his self-report – 8 examples were observed. The general observation is that he employed it whenever he wanted to make sure that his way of reasoning was correct and he understood the Spanish words important for completing the task. Finally, the high-performing student resorted to identifying the main idea, cognate and translanguaging. Similarly to the average-performing 8<sup>th</sup> grader, translanguaging prevailed and was used for the same purposes.

To sum up, it seems that the use of learning strategies in reading and listening test 1 varied greatly from student to student. What was clearly observable was that listening was the skill that caused the most problems. The participants of the present study did not know how to skillfully approach the listening tasks. The conviction of the majority of them was that it is enough just to listen to the recording carefully and there was nothing more they could do to enhance this process. As far as the reading tests are concerned, the situation was definitely better than with listening – the students resorted to a greater variety of strategies, but due to their repetitiveness and the ineffectiveness of some of them, the decision was made to develop their use of strategies by means of strategy training.

## 5.2 The development of reading in the L3 – group results

Participants of the present study took part in the strategy training, which was aimed at developing their listening and reading skills. One of the tools employed in the research paper is a test. Its main aim was to present the development of reading among the three groups of participants: 13, 14 and 15-year-old students. The progress in both skills was measured 4 times over the period of 10 months. In figure 1, the results of reading tests are presented. Letter R indicates the reading test and the numbers correspond to the four tests that were conducted in the study. The maximum number of points that could be scored was 20.

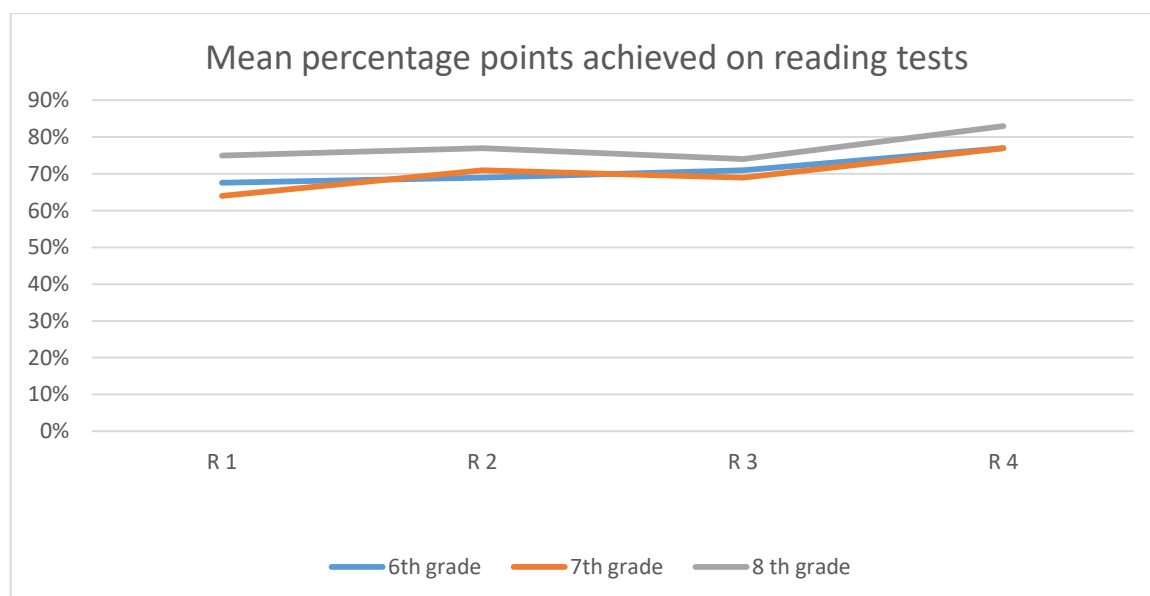


Figure 3. Mean percentage scores on reading tests.

Figure 3 presents the mean percentage scores achieved on the reading comprehension tests by the three groups of participants. The first observation that can be drawn is that strategy training brought an increase in the results of the students, especially with reference to test 1 and test 4. The most significant progress is detected among the group of 7<sup>th</sup> graders (13% in comparison to the 4<sup>th</sup> test). As far as 6<sup>th</sup> and 8<sup>th</sup> graders are concerned, almost equal increases can be noticed between test 1 and 4 (9% and 8% respectively). The most worrying observation is that test 3 marked a slight decline in the test results. It is prominent especially

among 7<sup>th</sup> and 8<sup>th</sup> graders and may be attributed to the sudden shift to online classes caused by the pandemic and the need to adapt to the new way of learning.

The t-test analysis of test 1 and test 4 allowed for more insight into the effectiveness of the strategy instruction. The results are presented in the table below.

Test	Grade	Mean	Standard deviation	Difference	Standard deviation (difference)	t	df	p
R1	6th	67.58	20.18					
R4	6th	77.25	18.09	-9.67	6.12	-5.47	11	0,000196
R1	7th	63.64	16.33					
R4	7th	77.45	16.09	-13.82	10.30	-4.45	10	0,001239
R1	8th	74.88	10.16					
R4	8th	82.88	12.38	-8.00	9.68	-2.34	7	0,052044

Table 9. The comparison of reading tests 1 and 4 – T-test for independent sample.

On the basis of table 9, it can be inferred that there is a statistically significant difference between reading test 1 and 4 in the group of 6<sup>th</sup> and 7<sup>th</sup> graders. In the case of the 8<sup>th</sup> graders, p value is greater than 0,05. Therefore, it cannot be referred to as statistically significant, which means that there are no relationships between the results obtained by students on test 1 and 4.

### 5.3 The development of listening in the L3 – group results

Figure 4 illustrates the mean percentage scores of the participants achieved on listening tests (L= listening). It can be observed that listening posed more of a challenge to the learners than reading. The results achieved by participants on the listening tests, especially test 1, are lower than those on the reading tests. At the same time, the progress that students made can be classified as dynamic. The difference between tests 1 and 4 was significant for all the groups. It might be attributed to the significance of the first months of strategy training. Due to the fact that listening comprehension in Spanish was particularly problematic for students, even basic help contributed to the improvement in their results. Due to the pandemic, test 3 was conducted online and therefore, a slight decline has been reported in the number of points

achieved by 7<sup>th</sup> and 8<sup>th</sup> graders. As has been predicted, the final test brought the highest results achieved by the participants. 6<sup>th</sup> graders marked the greatest progress – the difference between the 1<sup>st</sup> and 4<sup>th</sup> test was 17%. The remaining groups – 7<sup>th</sup> and 8<sup>th</sup> graders also achieved higher results on the last test, which proved that strategy training was also beneficial for them. The difference between the 1<sup>st</sup> and 4<sup>th</sup> test for 7<sup>th</sup> graders was 11%, whereas for 8<sup>th</sup> graders 11%.

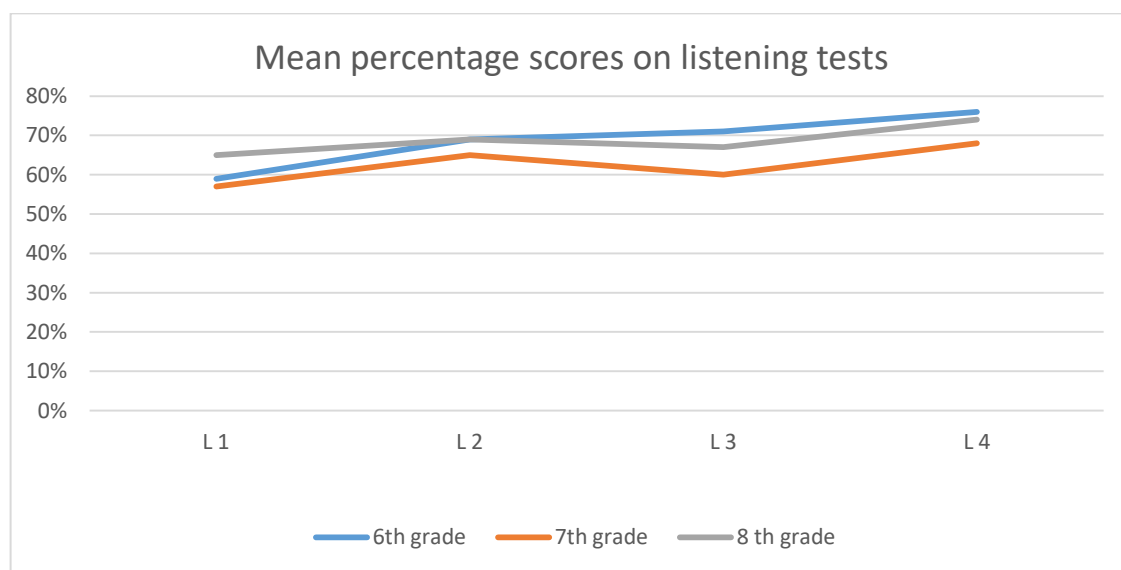


Figure 4. Mean percentage scores on listening tests.

Table 10 presents a t-test analysis of listening test 1 and test 4. p values for all the groups are statistically significant (p value is lower than 0,05), which means that the possible progress was made as a result of strategy training.

Test	Grade	Mean	Standard deviation	Difference	Standard deviation (difference)	t	df	p
L1	6th	58.58	16.74					
L4	6th	75.50	12.41	-16.92	14.99	-3.91	11	0,002441
L1	7th	56.55	10.46					
L4	7th	68.45	7.99	-11.91	13.21	-2.99	10	0,013571
L1	8th	65.38	11.65					
L4	8th	74.00	11.55	-8.63	7.11	-3.43	7	0,010969

Table 10 The comparison of the results obtained in listening test 1 and 4 - T-test independent sample

#### **5.4 The use of strategies in self-report questionnaires – listening and reading**

The results of the questionnaire provided the mean frequency of the employment of various strategies in listening and reading tasks. The questionnaires were distributed to students after they had completed the tests. They were supposed to mark the frequency they applied a particular strategy (1-never, 5-always). The results varied depending on the test and the age group. These results are shown in table 11.

Certain preferences in the use of strategies in listening tests can be observed. Some of the most popular ones were the ones related to the analysis of the instructions (item 1). This action is usually automatic. Reading the instructions is crucial as it provides the students with the idea of the type and sometimes, the main topic of the task. The second strategy that was frequently employed was an analysis of the background information (item 5). On the basis of the recording and the questions accompanying the task, students attempted to identify who are the speakers, what they are talking about, where and why. It proves that the top-down listening strategies are crucial for the participants as they enable an overall understanding of the text.

Last but not least, the third strategy that turned out to be popular among students was listening to the recording carefully despite the problems (item 11). This shows that participants were aware of the fact that they do not need to understand every word from the recording in order to be able to complete the task.

Table 12 presents the mean use of strategies in reading comprehension tests. The most general observation is that students' choices significantly differed depending on the type of the text and their age group. Similarly to listening comprehension, by understanding the instructions and the questions, the participants were supposed to answer was significant for them (item 1). The relatively high frequency of employment was reported in the case of strategy 5 (I try to guess the topic of the text on the basis of titles, subtitles and pictures

Grade		6th				7th				8th			
Test		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>Before listening:</b>													
1.	I carefully read the instruction to understand the assigned task.	4,0	4,3	4,2	4,3	4,1	3,9	4,4	4,2	3,8	4,0	4,1	4,4
2.	I try to recall listening materials of similar topics and structure.	2,4	2,3	2,8	2,0	2,9	2,2	2,1	2,3	3,1	3,3	2,8	3,2
3.	I try to recall vocabulary items related to the topic.	3,0	3,1	3,2	3,1	3,3	3,1	3,5	3,2	3,0	3,2	3,3	3,4
4.	I underline key words in the instructions and the task, which can help me find the correct answer.	1,9	2,1	1,9	2,1	3,4	3,1	3,1	3,4	3,1	3,5	3,5	3,3
<b>While listening:</b>													
5.	In the beginning, I try to understand the background information (What is the type of the text? Who is the speaker? What is the content? When? Why?)	4,1	4,4	4,2	4,4	4,3	4,2	4,1	4,2	4,0	4,0	4,3	4,3
6.	I try to use my experience and general knowledge to predict the content of the recording.	2,7	3,4	2,5	3,4	2,9	2,8	3,1	2,9	3,1	3,1	3,4	3,4
7.	I pay attention to the relationships between different parts of the recording.	2,0	2,1	2,0	2,1	1,9	2,4	2,5	2,4	2,1	2,7	2,2	2,6
8.	I pay attention to the intonation of the speakers to understand their feelings and the main idea of the recording.	2,4	2,9	3,1	2,8	2,6	2,7	3,4	3,2	3,1	3,4	3,6	3,5
9.	I try to understand unknown words by means of the context in which they are used.	3,7	4,2	4,3	4,2	4,1	4,3	4,5	4,3	4,4	4,1	4,3	4,1
10.	I try to compare the words I do not understand to the words in Polish and English.	2,9	2,5	2,5	2,5	2,4	2,1	2,6	2,5	2,7	2,6	2,5	2,6
11.	I listen to the whole text despite the fact that I do not understand every single word.	4,6	4,5	4,6	4,5	4,8	4,7	4,7	4,6	4,4	4,7	4,6	4,4
12.	I pay attention to the grammar (e.g., tenses) to know if the listening refers to the present, past or future.	2,7	2,9	3,4	2,9	2,9	3,5	3,5	3,4	3,4	3,7	3,8	3,9
<b>After listening</b>													
13.	I try to think about different the ways of improving listening skills in Spanish.	3,1	3,3	3,6	3,3	3,0	3,6	3,5	3,6	3,4	3,3	3,3	3,5
14.	I try to think how English and Polish can contribute to the improvement of listening skills in Spanish.	2,9	2,9	3,1	2,9	3,1	3,6	3,3	3,7	4,1	4,2	3,6	4,0

Table 11 The mean use of strategies in listening comprehension tests

Grade		6 <sup>th</sup>				7 <sup>th</sup>				8 <sup>th</sup>			
Test		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
<b>Before reading:</b>													
1.	I make sure I understand the instructions and the questions I need to answer.	3,7	4,2	4,2	4,3	3,9	3,9	4,4	4,2	4,1	4,0	4,1	4,4
2.	I try to recall texts of similar topics and structures.	2,1	2,1	2,8	2,0	2,2	2,2	2,1	2,3	2,2	3,3	2,8	3,2
3.	I try to recall vocabulary items related to the topic.	3,2	3,9	3,2	3,1	3,6	3,1	3,5	3,2	3,5	3,2	3,3	3,4
4.	I underline key words in the instructions and the task, which can help me in finding the correct answer.	2,5	2,9	1,9	2,1	2,7	3,1	3,1	3,4	2,1	3,5	3,5	3,3
	While reading												
5.	I try to guess the topic of the text on the basis of titles, subtitles and pictures accompanying the text).	3,3	3,4	4,2	4,4	3,8	4,2	4,1	4,2	3,2	4,0	4,3	4,3
6.	I read the whole the text and try to find the main topic.	4,4	4,9	4,5	3,4	4,4	4,8	4,1	4,9	4,7	4,1	4,4	3,4
7.	I pay attention to the relationships between the parts of the text.	2,8	3,4	2,0	2,1	3,1	2,4	2,5	2,4	3	2,7	2,2	2,6
8.	I rely on my own experience and knowledge in order to predict what the text will be about.	2,9	3,3	3,1	2,8	3,0	2,7	3,4	3,2	2,7	3,4	3,6	3,5
9.	I try to understand the vocabulary on the basis of the context.	4,1	3,9	4,3	4,2	3,6	4,3	4,5	4,3	3,3	4,1	4,3	4,1
10.	I read the whole sentence even if I do not understand each word.	3,5	4,2	2,5	2,5	3,7	2,1	2,6	2,5	3,6	2,6	2,5	2,6
11.	I pay attention to grammar (e.g., tenses) in order to decide when the event happened, who is the main character, etc.	3,4	3,9	4,6	4,5	3,9	4,7	4,7	4,6	3,6	4,7	4,6	4,4
12.	I analyze lexical items that are not clear for me and try to find out if they exist in Polish or English or other languages I know.	2,2	2,1	3,4	2,9	2,0	3,5	3,5	3,4	2,2	3,7	3,8	3,9
13.	I analyze grammatical structures which are not clear for me and try to find out if they exist in Polish or English or other languages I know.	3,1	3,3	3,6	3,3	3,0	3,6	3,5	3,6	3,4	3,3	3,3	3,5
<b>After having read the text:</b>													
14.	I read the text several times to make sure that my predictions related to the meaning of unknown words and phrases were correct.	2,9	2,9	3,1	2,9	3,1	3,6	3,3	3,7	4,1	4,2	3,6	4,0
15.	I try to find out how to improve my reading comprehension skills in Spanish.	2,1	2,1	2,6	2,5	2,3	2,3	2,1	2,5	2,0	2,4	2,1	2,4

Table 12. The mean use of strategies in reading comprehension tests.

accompanying the text). This illustrates the fact that students are aware of the fact that there are visual and textual clues that may positively influence the overall understanding of the text. Apart from this, the participants resorted to another top-down reading strategy – reading the whole text in order to find out the main topic of it (item 6). It seems that it is important for



them to firstly, understand the main idea of the text and possibly later, they make an attempt to understand the details.

To conclude, questionnaires were used as an additional tool to investigate the frequency of the use of learning strategies by all the participants of the present study. They provided an interesting insight into students' approaches towards completing listening and reading tests.

### **5.5 The number of strategies used by low, average and high performing students**

The analysis of think aloud protocols provided the data related to the number of strategies employed by low, average and high performing students. The division into the three groups was based on students' achievements on the annual test arranged at the end of the semester. There were three students that were selected from each group (a low-performing, an average-performing and a low-performing). The number of strategies employed by each participant were included in table 13 for the listening tests and in table 14 for the reading tests. Letter L corresponds to the listening tests, R to the reading tests. Additionally, the following coding was used for each student from the group of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders: LP for a low-performing, AP for an average-performing and LP for a low-performing.

The most general observation is that high-performing students resorted to a greater number of strategies in comparison to low-performing students. The only exception was the listening test 4, in which three groups of learners from the 7<sup>th</sup> grade employed an almost equal number of strategies. The reason for the use of more strategies by high-performing students might be that in the beginning of the research, they were able to use more strategies than other students and later, they were more willing to experiment with the newly acquired ones. Test 2 saw an increase in the use of learning strategies, with the exception of an average-performing 7<sup>th</sup> grader and a low-performing 8<sup>th</sup> grader. During test 3, students were less willing to describe the procedure they followed while performing the listening task as the test was conducted online. This is reflected in the slight decline in the number of strategies the

participants employed. Test 4, on the other hand, experienced a noticeable increase in the number of strategies employed by students, which proves that they approached the task differently than during test 1.

	<b>L1 LP</b>	<b>L1 AP</b>	<b>L1 HP</b>	<b>L2 LP</b>	<b>L2 AP</b>	<b>L2 HP</b>	<b>L3 LP</b>	<b>L3 AP</b>	<b>L3 HP</b>	<b>L4 LP</b>	<b>L4 AP</b>	<b>L4 HP</b>
<b>6<sup>th</sup> grade</b>	1	2	2	4	4	7	1	3	3	5	4	9
<b>7<sup>th</sup> grade</b>	2	5	5	5	4	6	4	6	7	5	6	5
<b>8<sup>th</sup> grade</b>	4	5	5	3	6	7	2	3	7	4	5	6

*Table 13. Number of listening strategies used by the low-performing, average-performing, high-performing learners.*

Table 14 presents the number of reading strategies used by low, average and high-performing students during tests 1, 2, 3 and 4. If reading and listening tests 1 are compared, it seems that participants used more strategies when completing the reading test. This might have been caused by the fact that students were more familiar with the various steps they could take in the process of reading in the foreign language. During reading test 1, the greatest difference in the use of strategies may be observed between a low-performing 8<sup>th</sup> grader and other students from the same age group, who applied 5 and 10 strategies respectively. Reading test 2 produced unexpected results as the low-performing students started to use more strategies than during reading test 1, whereas for the high-performing learners, this number decreased. Test 3, on the other hand, was conducted online during the pandemic and participants' verbal reports were collected via Flipgrid, not face to face. This is why some of the think aloud protocols were less detailed, which is reflected in the number of strategies reported among the low and average-performing students. Last but not least, test 4 experienced a significant rise in the number of strategies employed by the learners in comparison to reading test 3. This might not only be the effect of strategy training, but also the result of the more complex texts assigned to students at the end of the semester. Undoubtedly, more advanced reading materials provided more opportunities for the use of new learning strategies.

	<b>R1 LP</b>	<b>R1 AP</b>	<b>R1 HP</b>	<b>R2 LP</b>	<b>R2 AP</b>	<b>R2 HP</b>	<b>R3 LP</b>	<b>R3 AP</b>	<b>R3 HP</b>	<b>R4 LP</b>	<b>R4 AP</b>	<b>R4 HP</b>
<b>6<sup>th</sup> grade</b>	5	8	8	6	7	8	3	4	10	10	11	11
<b>7<sup>th</sup> grade</b>	7	6	7	10	7	5	3	2	6	6	7	10
<b>8<sup>th</sup> grade</b>	5	10	10	6	7	5	3	4	5	9	9	8

*Table 14. The number of reading strategies used by the low-performing, average-performing, high-performing learners.*

To conclude, the most promising observation that can be drawn on the basis of the two tables is a slight increase in the number of reading and listening strategies employed by the majority of students if tests 1 and 4 are compared. This might be the result of strategy training and heightened awareness of the participants' linguistic repertoire.

## **5.6 Types of strategies used by low, average and high performing students**

Tables 15 and 16 present the listening and reading strategies applied by the three groups of learners: low, average and high-performing students. There were several difficulties related to the analysis of the data. Firstly, despite the training that the students underwent related to verbal reports, it was still impossible for them to formulate the utterances that would fully reflect what they think and do at a given moment. Some of these actions may be autonomous and others overlooked as it is not natural for students to perform certain actions and speak at the same time (Kim, 2002). Another limitation was the classification of strategies on the basis of the verbal reports. It was obvious that the participants could not precisely name the strategy that they employed, but instead would describe various doubts, difficulties and finally, the actions that accompanied them during the task. Therefore, the aim of the researcher was to analyse the verbal reports carefully to identify the tools and techniques that enabled the learners to perform the assigned tasks.

Strategy	LP 6th	LP 7th	LP 8th	AP 6th	AP 7th	AP 8th	HP 6th	HP 7th	HP 8th	Total
TRALG	6	6	0	1	8	7	2	8	9	47
TAKE_NOT	1	3	1	1	3	0	4	3	0	16
UN_KW	1	0	2	2	0	2	2	3	2	14
GUES	0	2	5	5	1	5	4	1	7	24
DED_REA	0	0	0	1	0	0	1	1	0	3
IDEN_MT	1	0	1	0	0	0	4	2	2	10
IDEN_TYPE	0	0	0	0	2	0	1	0	0	3
ACT_VOCAB	0	0	0	0	0	0	1	0	0	1
ANA_INS	0	1	1	0	0	1	0	0	0	3
GEN_KNOW	0	0	0	0	0	0	0	0	1	1
PAY_ATT	2	3	2	1	0	2	0	0	1	11
EVAL	0	1	0	0	2	1	1	1	0	6
LACK_UND	0	0	1	0	0	0	0	0	0	1
PLAN	0	0	0	0	1	0	0	0	1	2
DOU	0	1	0	0	1	0	0	0	1	3
CLUE	0	1	0	1	1	0	0	0	0	3

Table 15. Listening strategies used by low, average and high-performing students.

Table 15 presents the listening strategies that were employed by the three groups of learners during the research. The most popular one was undoubtedly translanguaging – 47 examples were reported. In most of the cases, this involved students’ mother tongue and Spanish and was connected to the need to understand a given vocabulary item more profoundly. It was popular especially among high-performing students.

“(…) what he eats for breakfast – *desayunar*, for example, *se despierta* – what time he gets up, for example, what he does during the weekend – *hacer* (..)” (high-performing student, 7<sup>th</sup> grade, listening test 2).

This example clearly illustrates that students mainly employed translanguaging when analyzing key words to better understand the questions and the text. It possibly helped them to keep the general meaning of the sentence or part of the recording in mind. Interestingly, a

high-performing 7<sup>th</sup> grader did not pay attention to the forms of the verbs in Spanish that he used in the self-report (*desayunar* and *hacer* are used in the infinitive forms, whereas *se despierta* in conjugated form), what was crucial was rather finding the correct equivalent in Polish.

What definitely cannot be ignored is the recognition of cognates by all the three age groups of students. Because of the fact that they are easier to recognize than any other vocabulary items in the foreign language (e.g., Ellis & Beaton 1993; De Groot & van Hell 2005), cognates play an important role in the process of learning. In the present study, even low-performing students employed this strategy while completing the listening task, for instance:

“In sentence 5, they talked about [a] restaurant – *restaurante*, so it must be answer A” (low-performing student, 6<sup>th</sup> grade, listening test 4)

This example illustrates that the facilitative effect of cognates works even with students with low proficiency in the foreign language. This finding is in line with the research conducted by Poarch & van Hell (2012), which confirmed that thanks to cross-linguistic activation, beginner learners are able to recognize a word that is similar to one in the L1 or L2.

Another popular strategy was guessing – 24 examples were reported. It is a broad term and embraces guessing on the basis of the context or guessing intelligently on the basis of someone’s own experience and knowledge (inferencing). This strategy mainly performs a cognitive role (Oxford, 2019) and requires from the student a careful examination of available resources. In the present research, it was observed that guessing was the strategy used mostly by average and high-performing students. For instance:

“(…) I didn’t know what *juntos* means, but I think that it may mean ‘together’, because (...) they mention something about family” (High-performing student, 7<sup>th</sup> grade, listening test 2)

This example illustrates an attempt to guess the word on the basis of the context. The use of this strategy was dictated by the fact that the vocabulary item that the listener wanted to infer was crucial for the understanding of the meaning of the question. An interesting example of guessing was observed when the participant analyzed the intonation of the speaker. To illustrate this with an example, a high-performing student made the following remark:

“(…) They talked as if she wanted to invite someone, she asked a question (…), that is why I chose answer C” (high-performing student, 8<sup>th</sup> grade, listening test 3)

On the basis of the recording, which was a conversation between a man and a woman, the student knew clearly that a question was asked, possibly with an offer. That is why it was clear that it might have been an invitation. The use of this strategy portrays reaching a more advanced level in the foreign language as it requires the knowledge of phonetics and the ability to infer from the text more indirect information.

Taking notes was the strategy that was applied by a selected group of learners. Some researchers, e.g., Oxford (2019) consider it to not be a separate strategy, but rather a collection of strategies as it requires identifying the aim of the task, deciding about what information is necessary, identifying key words and phrases, etc. However, in the present research, it was treated as a separate one. Note-taking seems to provide support for the working memory and is especially useful during the listening tasks. However, the main difficulty connected to this strategy is the inability to choose the most important information and recording too many details. That was also the case in the present study as once students found note-taking useful, they tended to list everything they could hear, often in a distorted form. For instance, a high-performing student from 6<sup>th</sup> grade, noted down the names of the colours that appeared in the recording. Instead of *naranja* (orange), he wrote *\*naranha*, which is a phonetic representation of the word. Another pattern in the use of note-taking was that learners usually did not specify the words or phrases that were written down, but just mentioned this fact, for instance:

(...) I'm trying to write down the most important information about each person, each speaker (...)"

(average-performing student, 8<sup>th</sup> grade, listening test 4)

The fourth strategy that was employed frequently was identifying and/or underlining key words. This was especially popular among more successful listeners. This can be attributed to the fact that it is the action that helps students to concentrate on the main idea and supporting details of the spoken text. Participants also tend to underline key words in the statements or questions accompanying the listening task, which was probably aimed at more effective identification of their meaning. In their verbal reports, students referred to the strategy of identifying and/or underlining key words mostly without providing the details:

"So... I started from reading these statements and (...) I decided to underline the words and phrases that may be helpful (...)" (average-performing student, 8<sup>th</sup> grade, listening test 2).

Unfortunately, the student did not specify the words that were underlined. From the context, it can be inferred that these were the parts of the statements included in the task.

Some students, especially from the group of low-achieving students, reported paying special attention to the task or particular parts of it. This is a strategy that is difficult to verify and for some learners so obvious that it was not even mentioned by them in the self-reports. In the example provided by a 7<sup>th</sup> grader, the student was aware of the fact that his attention wandered at the first attempt to listen to the recording. Therefore, later, the student emphasized the necessity to focus more on the task. However, the strategy that was employed, namely, focusing on the single words was not particularly effective as it did not provide the student with a broader context.

"(..) While listening to it for the first time, I did not manage to choose the answers (...) I tried to listen carefully.... I tried to understand individual words in the sentences." (low-performing student, 7<sup>th</sup> grade, listening test 2)

A broad group of strategies that students resorted to were the strategies related to identifying the main idea of the text and the context (who are the speakers?, where are they?,

what are their feelings?). Having background knowledge related to the topic of the recording enables the listener to formulate the expectations that influence the process of interpreting the incoming message and predict what will happen next. To illustrate this with an example:

“I’ve heard that there are two people at a restaurant (...)” (high-performing student, 7<sup>th</sup> grade, listening test

1)

The student made simple predictions about the text. What was mentioned was the place where the conversation took place and the number of speakers was specified. It definitely helped the learner to activate the vocabulary related to the topic and anticipate certain structures, e.g., related to ordering food.

Table 16 presents the strategies employed by low, average and high-performing students in reading tests. When comparing it to table 15, it can be noticed that students employed quantitatively more strategies during reading tasks than listening. This may be caused by the fact that students do not have such a broad knowledge related to the process of listening, which was reflected in the think aloud protocols. Undoubtedly, reading for various purposes, which is practised even in the L1 and L2, makes students more familiar with the strategies that can be employed.

The most popular strategy that was applied in the reading tasks was translanguaging. As with listening comprehension, the languages that were involved in it were mainly Spanish and Polish (although students’ self-reports were translated into English). Translanguaging was frequently employed by all three groups of learners. There are several purposes of the use of this strategy while reading, e.g., *top-down reading with selective word-for-word translanguaging and for enhancing the familiarity of the text. In the present research, both uses can be identified. For instance, low-performing students opted for word-for-word translanguaging:*

“I chose option C as it says camera - cámara de fotos”. (low-performing student, 7<sup>th</sup> grade, reading test

4).



Strategy	LP 6th	LP 7th	LP 8th	AP 6th	AP 7th	AP 8th	HP 6th	HP 7th	HP 8th	Total
TRALG	12	7	11	14	9	12	13	10	6	94
RE_READ	7	4	3	4	5	7	12	5	4	51
UN_KW	1	5	2	2	3	0	6	4	7	30
GUES	0	2	0	6	0	0	4	2	0	14
IDEN_MT	1	3	2	1	3	2	1	4	2	19
IDEN_TYPE	1	1	2	1	1	2	0	1	1	10
SUM	0	0	0	0	0	2	0	0	0	2
RELAT_TEXT	0	0	0	0	0	0	0	1	1	2
ANA_INS	0	0	1	0	0	0	0	0	0	1
ASSOC	0	0	1	1	0	0	0	0	1	3
PAY_ATT	0	0	0	0	1	0	0	1	1	3
EVAL	2	1	0	1	0	1	1	0	0	6
LACK_UND	0	3	0	0	0	0	0	0	0	3
DOU	0	0	1	1	0	0	0	0	0	1
COR	0	0	0	1	0	0	0	0	0	1
CLUES	0	0	0	0	0	1	0	0	0	1

Table 16. Reading strategies used by low, average and high-performing students.

There were also the cases in which translanguaging was necessary to understand the question(s) included in the task, for instance:

“I knew that here they ask about where he is from and later where he lives” (low-performing student, 6<sup>th</sup> grade, reading test 3).

What should be underlined is the fact that beginner learners often cannot accept the fact that they do not understand every single word from the text and therefore, resign from answering the question. To become successful language learners, it is necessary to accept certain ‘knowledge gaps’ that do not hinder the overall understanding of the text.

The second strategy that was applied frequently by the participants was re-reading. The purpose of this technique is obvious – increasing the overall understanding of the text.

Students also employed re-reading in situations in which they wanted to check if their predictions related to the answer were correct, for instance:

“(..) After having read the question, I’ve checked in the text what is the correct answer”. (high-performing student, 8<sup>th</sup> grade, reading test 2)

Although the participant made a general comment related to the strategy of re-reading, it can be inferred that it was employed when the student was not sure whether the answer that was chosen was correct. Therefore, it was necessary to return to the text.

The third strategy that was frequently employed was identifying and/ or underlining key words. It was the most frequently used by high-performing students and was aimed at directing attention at the main and supporting ideas of the text and for easier navigation within the text. For instance:

“I read the text and then (...) underlined the most important information about Maria Perez..”. (high-performing student, 8<sup>th</sup> grade, reading test 2)

The student did not specify the exact words and phrases that were identified and underlined. However, it may be inferred that the participant was able to select the information from the text directly related to the question that was asked.

Identifying the main topic of the text was the strategy that was reported to be used 19 times. It plays a crucial role in activating the vocabulary devoted to a particular area, such as the family, school subjects or animals.

“Generally, the topic of the text was school and school subjects (....)” (average- performing student, 6<sup>th</sup> grade, reading test 2)

Identifying the main topic of the text was one of strategies that was employed by the students in the beginning of the reading task. It definitely helped the participants to prepare for the upcoming challenge. A perfect example of the use of this strategy was illustrated by an average-performing 6<sup>th</sup> grader, who stated that the main topic of the text was related to school and school subjects and it possibly allowed them to form certain expectations related to what

it may contain, for instance, the description of someone's new school or the list of favourite subjects.

Guessing was another strategy that was employed by the participants of the present study. Interestingly, it was not used by 8<sup>th</sup> graders at all, but other age groups implemented it occasionally. In some cases, participants provided rather vague information related to how guessing was employed by them. For instance, an average performing 6<sup>th</sup> grader did not know the meaning of the word, so possibly, he did not use the context to find it out, but simply decided to choose any answer that seemed correct to him.

“(…) I did not know what *mayor* means so I have to guess. I will choose here false..” (average-performing student, 6<sup>th</sup> grade, reading test 1)

Guessing was usually used in reference to single words that students did not understand. For example, an average performing 6<sup>th</sup> grader did not know the meanings of the words *lugar*, *horario* and *precio* but thanks to the context and supporting information, his guesses were correct.

“(…) *lugar* means place, because Madrid is mentioned, *horario* means schedule, because there are some hours mentioned, *precio* – price, because of the currency Euro (…)” (average-performing student, 6<sup>th</sup> grade, reading test 4)

When analyzing the strategies employed in the present study, it is not possible to omit identifying the type of text. Although students were usually asked to read dialogues, short descriptions or letters, the knowledge related to how they are structured is an important element of reading comprehension. For instance, an average-performing student from the 6<sup>th</sup> grade clearly stated that the text was an e-mail and it might have significantly helped the learner form expectations regarding the structure and to some extent, its content:

“(…) I read the text and I knew it was an e-mail....” (average-performing student, 6<sup>th</sup> grade, reading test 2)

To sum up, it seems that students do not tend to resort to a wide range of reading and listening strategies, but they rather choose from the pool of the ones that they were the most familiar with. What should be underlined is the fact that the type of the task and its level of difficulty also determine the use of a particular strategy. To illustrate this with an example, a text about a family at an A1 level that is accompanied with true/false statements does not require the detailed analysis of the verb forms as usually they are written in the present tense. Therefore, it can be stated that the choice of such strategies by the learners is fully justified.

## 5.7 Trajectories of individual student development

The present section is aimed at presenting the individual progress of the students from all the three age groups in dealing with listening and reading tasks. The results are presented separately for each age group and for each skill and analysed qualitatively and quantitatively.

### 5.7.1 6<sup>th</sup> grade – listening tests

As can be observed in table 17, the pattern in the development of the strategies for 11-year-old learners varied from student to student. It shows that each participant had different preferences when it comes to the use of strategies, although the same strategy training was introduced.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 6th				AP 6th				HP 6th			
TRALG		3x		3x				x	x			x
TAKE_NOT				x		x						4x
UN_KW				x		2x				2x		
GUES_CONT							3x	2x		2x	x	x
DED_REA					x				x			
IDEN_MT		x								2x		2x
IDEN_TYPE											x	
ACT_VOCAB											x	
PAY_ATT	x		x		x							
EVAL										x		
CLUE								x				

Table 17. Strategies employed by the 6<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during listening tests 1, 2, 3, and 4.

A low-performing student applied just one strategy in listening test 1, which shows that he had limited knowledge related to how to use them. Gradually, this situation changed, which can be observed especially during tests 2 and 4. The most significant improvement was that the student started to use the strategy of identifying the main topic of the text:

“... they talked about ordering something in the restaurant” (low-performing student, 6<sup>th</sup> grade, listening test 2).

The example shows that the student was able to find out what the topic of the recording was, which allowed him to form certain assumptions related to the text. Apart from identifying the main topic of the recording, the student also managed to experiment with the strategy of taking notes and underlining key words during test 4. This clearly proves that the student’s attitude towards listening slowly changed, although the choice of the strategies was still rather limited.

The average-performing 6<sup>th</sup> grader, similarly to the low-performing participant from the same age group, did not employ a wide variety of strategies, especially during listening tests 1 and 3. What significantly changed during the strategy training was his ability to employ guessing on the basis of the context during tests 3 and 4. For instance:

“... I knew that they are talking about nationalities so I chose ingles” (average-performing 6<sup>th</sup> grader, listening test 3).

Apart from guessing, the student experimented with taking notes and underlining key words, which are the strategies that might be considered as obvious to use. However, they definitely helped the learner to organize their work during the process of listening.

The greatest improvement in the use of learning strategies was observed in the case of a high-performing 6<sup>th</sup> grader. Although during the pre-test, the student employed only two strategies, later, he experimented with many more, such as: taking notes, guessing from the context or identifying the main topic. More analytical approaches can be observed in his attitude towards listening:

“....I wrote down the most important examples from the recording.... I knew that it was dialogue (...), he says about *contactar* so it means contacting someone...” (high-performing 6<sup>th</sup> grader, listening test 4).

This example illustrates the use of a variety of strategies in order to complete the listening task. Since test 4 marked the last stage of strategy training, it seems that the student was expected to employ more strategies than during test 1.

### 5.7.2 7<sup>th</sup> grade – listening strategies

Table 18 presents the use of strategies by low-performing, average-performing and high-performing 7<sup>th</sup> graders during listening tests. They employed slightly more strategies than the 6<sup>th</sup> graders during test 1, but still, their knowledge related to how to approach the listening tasks was limited.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 7th				AP 7th				HP 7th			
TRALG	x	x	4x		x	x	3x	3x	2x	3x	3x	
TAKE_NOT		x		2x		x	x	x		x	x	x
UN_KW									x	x		x
GUES_CONT	x			x	x				x			
DED_REA												x
IDEN_MT											x	x
IDEN_TYPE						x		x				
ANA_INS				x								
PAY_ATT	x	2x										
EVAL		x			2x				x			
PLAN						x						
DOU	x				x							
CLUE				x				x				

Table 18. Strategies employed by the 7<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during listening tests 1, 2, 3, and 4.

Over the period of strategy training, a low-performing 7<sup>th</sup> grader started to experiment with new strategies such as taking notes, an analysis of the instruction or using clues. The use

of clues seems to be especially interesting, because it was not frequently employed by the learners.

“(...) I started from the photos (...) and wondered what each of them presents...” (average-performing student, 7<sup>th</sup> grade, listening test 4)

The average-performing 7<sup>th</sup> grader knew that apart from the recording and questions, there are some cues that can help to, e.g., guess the topic of the recording or find out who is involved in the conversation.

The pattern of the use of strategies by a high-performing 7<sup>th</sup> grader seems to be exceptionally interesting. In the beginning of the strategy training, the student resorted mostly to translanguaging, underlining key words, guessing and evaluation. With time, his preferences regarding the choice of the strategies slightly change. For instance, the student started to employ note-taking (he used it during tests 2, 3 and 4) and identifying the main topic. This situation shows a clear influence of strategy training on the students' general approach to listening tasks.

### **5.7.3 8<sup>th</sup> grade – listening strategies**

Table 19 presents the choice of strategies of 8<sup>th</sup> graders during listening tests 1, 2, 3 and 4. What might have been expected of this group of students was the employment of a wide array of strategies, whereas their use varied depending on the student.

At first stage of strategy training, a low-performing 8<sup>th</sup> grader resorted to guessing from the context and lack of understanding. The new strategy that the student employed during test 2 was identifying the main topic of the text:

“I knew that the recording would be about ways of spending free time..” (a low-performing student, 8<sup>th</sup> grade, listening test 2)

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 8th				AP 8th				HP 8th			
TRALG					x	2x		4x	x	x	4x	3x
TAKE_NOT				x								
UN_KW			x	x		x	x				x	x
GUES_INT											x	
GUES_CONT	3x	2x			3x	2x			2x	3x		x
IDEN_MT		x								x	x	
ANA_INS				x				x				
GEN_KNOW										x		
PAY_ATT			x	x		x	x			x		
EVAL					x							
LACK_UND	x											
PLAN									x			
DOU									x			

Table 19. Strategies employed by the 8<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during listening tests 1, 2, 3, and 4.

Unfortunately, the student did not provide the details related to how he managed to identify the topic of the recording. However, the example illustrates that it became important for him to know the background information about the text to which he was going to listen. Another change observed in the case of a low-performing 8<sup>th</sup> grader is the fact that he started to employ taking notes, analysis of the instruction and paying attention during test 4. This proves that the student wanted to try out the strategies he learnt over the period of nine months.

As far as one average-performing 8<sup>th</sup> grader is concerned, the number of strategies that he employed during test 1 and 4 did not change at all. He did not experiment with the new strategies that were introduced during the strategy training, which can be observed especially during test 4 – there were just two strategies employed, namely translanguaging and analysis of the instruction.

Last but not least, a high-performing 8<sup>th</sup> grader employed a great variety of strategies when tests 1, 2, 3 and 4 are compared. During the pre-test, the student resorted to



translanguaging, planning how to do the task and guessing on the basis of the context. During test 2, the high-performing 8<sup>th</sup> grader experimented with identifying the main topic of the recording, paying attention and activating general knowledge. During test 3, an interesting strategy was reported, namely guessing on the basis of the intonation. The learner clearly stated that the speaker asked a question, which at that given point of the recording might suggest that it was an invitation. As far as the test 4 is concerned, it did not produce many changes in the student's use of learning strategies – the participant resorted to rather well-known strategies, such as underlining key words and guessing on the basis of the context.

#### **5.7.4 6<sup>th</sup> grade – reading strategies**

Table 20 presents the choice of strategies of 6<sup>th</sup> graders during reading tests 1, 2, 3 and 4. What should be emphasized is the fact that in the beginning of strategy training, a low-performing student resorted only to two strategies: translanguaging and evaluation. During test 2, the most popular strategy employed by him was re-reading:

“I had to re-read some parts of the text to answer the questions. For instance, what he likes...” (a low-performing student, 6<sup>th</sup> grade, reading test 2).

During test 3, the low-performing student employed a limited number of strategies – just 3 instances were reported. This might have been caused by the fact that the test was conducted online and students did not have motivation to describe in detail what actions they performed while performing the reading tasks in Spanish. The last test, however, encouraged the low-performing learner to experiment with some strategies such as underlining key words or identifying the type of the text.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 6th				AP 6th				HP 6th			
TRALG	3x	2x	2x	5x	5x	4x	2x	3x	3x	2x	4x	4x
RE_READ		4x		3x	x			3x	x	2x	4x	5x
UN_KW				x			x	x		4x	x	x
GUES					x		x	4x				4x
IDEN_MT			x			x					x	
IDEN_TYPE				x		x						
ASSOC						x						
EVAL	2x				x				x			
DOU									x			
COR									x			

Table 20. Strategies employed by the 6<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during reading tests 1, 2, 3, and 4.

An average-performing 6<sup>th</sup> grader employed the following strategies during test 1: translanguaging, guessing, evaluating and re-reading. They seem to be popular strategies among the participants of the present study. The strategies employed during test 2 were quite different than during test 1, except for translanguaging. Identifying the main topic of the text and its type were the strategies that were new and at the same time, were taught during the first stage of strategy instruction. Interestingly, during test 4, an average-performing 6<sup>th</sup> grader decided to use some strategies more than once, such as: re-reading or guessing.

Lastly, a high-performing 6<sup>th</sup> grader had clear preferences as regards the use of certain strategies. This can be observed especially during test 2, 3 and 4. The most frequently employed strategy was translanguaging, which involved Spanish and English. Another strategy that was popular was re-reading, which definitely helped the learner answer the questions related to the text. Apart from this, the student decided to underline key words and that prevailed especially during reading test 2.

### 5.7.5 7<sup>th</sup> grade – reading strategies

Table 21 presents the choice of strategies of 7<sup>th</sup> graders during reading tests 1, 2, 3 and 4. In the case of this age group, it can be observed that although translanguaging was

employed by all the students at some point of strategy instruction, it was not as popular as among the 6<sup>th</sup> graders. Before the introduction of strategy training, a low-performing student did not manage to deal with the reading task efficiently. The learner frequently underlined their lack of understanding of certain parts of the text. With time, it gradually changed, because during test 4, the student adopted a more analytical attitude: instead of concentrating on the aspect he did not understand, he started to identify the main topic of the text and during the last test, he also managed to identify its type.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 7th				AP 7th				HP 7th			
<b>TRALG</b>		5x		2x	4x	2x		3x	x		2x	3x
<b>RE_READ</b>	x		2x	x	x	2x	x	x	x	x		3x
<b>UN_KW</b>		4x		x		2x	x		2x	x		x
<b>GUES</b>	2x								x	x		
<b>IDEN_MT</b>		x	x	x	x	x		x	x	x	x	x
<b>IDEN_TYPE</b>				x				x				x
<b>RELAT_TEXT</b>										x		
<b>PAY_ATT</b>								x	x			
<b>EVAL</b>	x											
<b>LACK_UND</b>	3x											

Table 21. Strategies employed by the 6<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during reading tests 1, 2, 3, and 4.

An average-performing 7<sup>th</sup> grader experimented the most with the use of strategies during test 4. He managed to identify the main topic and the type of the text. Apart from this, he frequently resorted to translanguaging and underlined the fact that he focused attention on the task. A high-performing 8<sup>th</sup> grader, on the other hand, employed quite a vast array of strategies before the introduction of strategy training. What was reported was: re-reading, underlining key words, guessing, identifying the type of the text, paying attention and translanguaging. It seems that strategy training was just the opportunity for him to revise and learn how to use already known strategies more efficiently.

### 5.7.6 8<sup>th</sup> grade – reading strategies

Table 21 presents the choice of strategies of 8<sup>th</sup> graders during reading tests 1, 2, 3 and 4. As with other groups of learners, translanguaging seemed to be the most popular strategy employed during all the tests. Interestingly, the 8<sup>th</sup> graders employed many strategies that were not used before by the 6<sup>th</sup> and 7<sup>th</sup> graders. The examples include: analysis of the instruction, expressing doubts, and paying attention to the relationship between the parts of the texts. It shows that the 8<sup>th</sup> graders are more experienced language learners and therefore, have more learning strategies at their disposal.

	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
	LP 8th				AP 8th				HP 8th			
<b>TRALG</b>	2x	4x	2x	3x	8x	2x	x	x	5x	x	2x	2x
<b>RE_READ</b>				3x		4x		3x		2x		2x
<b>UN_KW</b>		x		x					4x	x	x	x
<b>GUES</b>												
<b>IDEN_MT</b>	x			x	x	x			x		x	
<b>IDEN_TYPE</b>			x	x			x	x			x	
<b>SUM</b>								2x				
<b>RELAT_TEXT</b>												x
<b>ANA_INS</b>		x										
<b>ASSOC</b>	x								x			
<b>PAY_ATT</b>												x
<b>EVAL</b>					x							
<b>DOU</b>	x											
<b>CLUE</b>							x					

Table 22. Strategies employed by the 6<sup>th</sup> graders: LP (low-performing), AP (average-performing) and HP (high-performing students) during reading tests 1, 2, 3, and 4.

A clear difference in the use of learning strategies during test 1 and 4 is clearly observable in the case of a low-performing 8<sup>th</sup> grader. Before the introduction of strategy training, he resorted to translanguaging, identifying the main topic of the text, associations, and expressing doubt. After the period of nine months, the student started to employ re-reading, identifying the type of the text and underlining key words.

As far as an average-performing student is concerned, what prevailed was the use of translanguaging. With time, the learner started to employ re-reading, summarizing parts of the text and identifying its type. A high-performing 8<sup>th</sup> grader, on the other hand, apart from translanguaging, resorted to underlining key words, identifying the main topic and used associations before the introduction of strategy training. During test 4, the types of strategies employed by the learner slightly changed. To be more precise, the student paid attention to the text and focused on the relationship between parts of the text.

### **5.8 Correlation between the number of strategies and the students' results on the test**

One of the most interesting issues was to find out if there was a possible correlation between the use of reading and listening strategies and the participants' results obtained on tests 1, 2, 3 and 4. To be more precise, the question was whether the number of strategies employed by the learners influenced the results of the tests. Graph 9 presents the Pearson correlation coefficient, which was calculated for 9 students. The reason for concentrating only on such a small number of people was that it was only possible to state precisely how many strategies was employed by the participants who were asked to provide their verbal reports while completing listening and reading tests.

The correlation was presented on the scatter diagrams with a 95% confidence interval. For each test, the square of the sample correlation coefficient, denoted  $r^2$  estimates how the fraction of one variance is explained by the second variance. In the case of the present study, this refers to the number of strategies employed by the students and the results obtained by them on the reading and listening tests.  $R^2$  is a value that is usually greater than 0, but less than 1. The  $R^2$  value on each diagram oscillates between 0 and 0,42, which is the sign of a weak correlation.

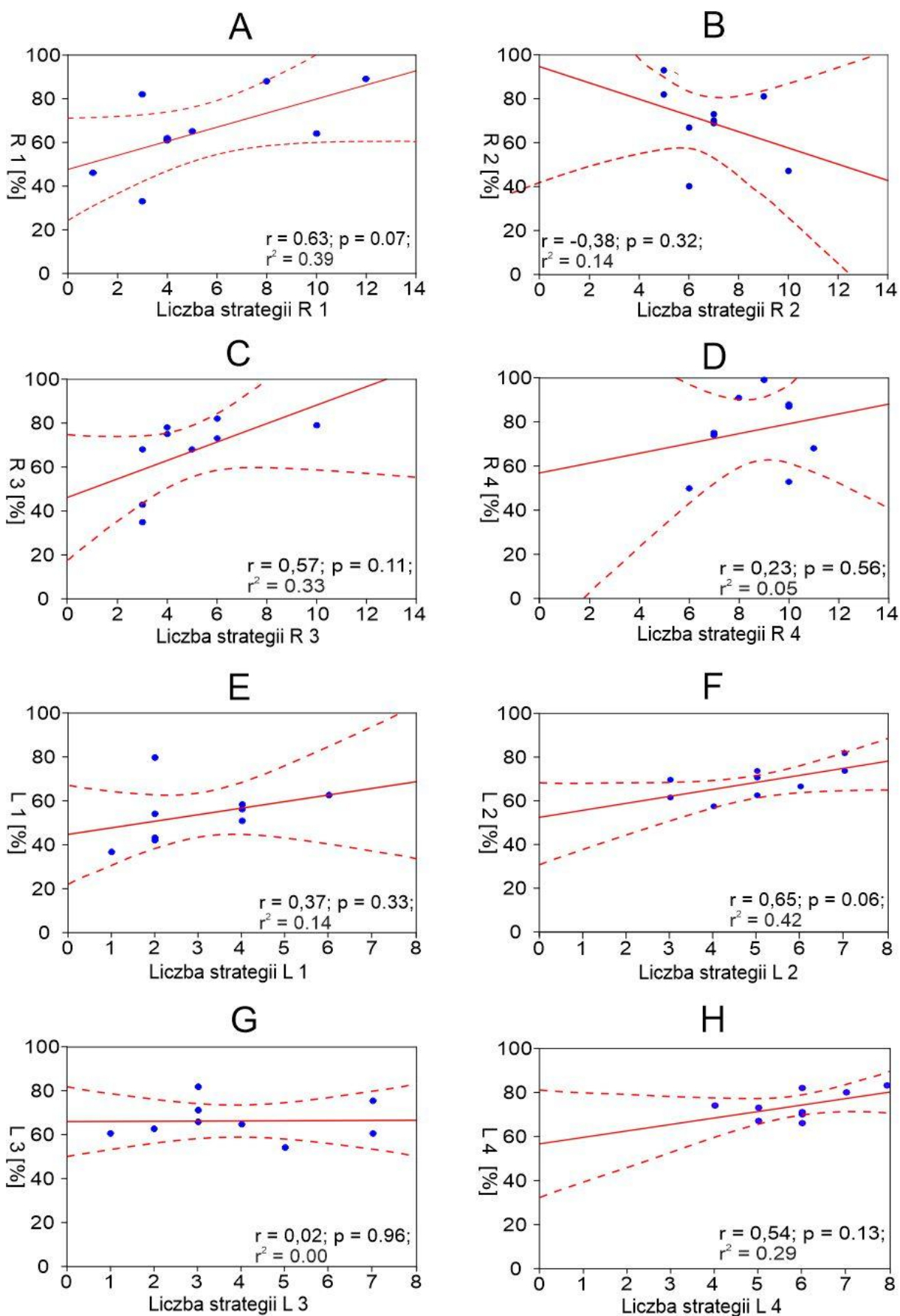


Figure 9. Correlation between the number of strategies and results obtained on reading and listening tests 1, 2, 3 and 4.

## **Summary**

The analysis of the results of the strategy training allowed to observe how the students' attitude towards the use of strategies changed over the period of nine months. Special emphasis was placed on the correlation between the use of learning strategies and students' performance during reading and listening tests and the type of strategies employed by 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> graders.

## CHAPTER 6 - DISCUSSION OF THE RESULTS

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The last chapter of the present paper is devoted to a discussion of the results obtained by means of questionnaires, think aloud protocols and tests. The main findings will be analysed and described in reference to the research questions. An attempt will be made to compare the results of the present study with other research studies described in the literature review of the present paper.

### 6.1 Research Question 1

Were students able to transfer reading and listening strategies from learning the L2 to learning the L3?

On the basis of the first reading and listening test (pre-test) and students' self-reports, it can be stated that learners had problems with transferring language strategies from the L2 English to the L3 Spanish. To illustrate this with an example, three students from the 6<sup>th</sup> grade who were interviewed, employed just one or two strategies in the listening test. This situation shows that they do not know how to skilfully approach listening tasks. There are several factors that have an influence on transfer and the use of learning strategies such as: students' age, level of proficiency in the target language, aptitude, and metacognitive knowledge. As far as participants' age is concerned, it significantly affected the way they learn a new language. According to the Piaget's (1962) stages of development, at the age of 11, children reach the formal operational stage, which continues through adulthood. Participants of the present study were aged 11, 12 and 13 and this might indicate that their ability to think in an abstract way flourishes. However, not everybody reaches the operational stage at the same time and the still implicit learning of language prevails over explicit learning, especially among younger learners. For instance, 11-year-old students had limited knowledge related to how to deal with



listening tasks, because they do not think about how they do it. The situation slightly changes with the 13-year-old students who prepared for the exam at the end of primary school. In order to deal with the challenge, they need to be able to make use of the basic strategies that would help them with reading and listening in the foreign language.

Apart from age, the level of proficiency in the target language plays an important role in the transfer of learning strategies. A general observation is that the more proficient the learners are, the more strategies they apply (e.g., Wu, 2008; Rao, 2016). As far as the participants of the present study are concerned, they resorted to a limited number of strategies because their level of proficiency in Spanish was still basic – it oscillated between A1/A1+. Therefore, they were not given many opportunities to use learning strategies. With the growing proficiency in the foreign language, they became more aware of the variety of them that may help in the process of foreign language learning. In the case of 6<sup>th</sup> and 8<sup>th</sup> graders, the difference in the use of strategies was clearly observable, which was directly related to, e.g., the level of proficiency, which they managed to achieve. The more experienced group applied quantitatively more of them than the 11-year-old learners during e.g., test 1.

Aptitude is another factor that should be taken into account when investing in the use of learning strategies by the students. In the present study, no tool was employed to measure it, but since it is considered to be one of the most important predictors of students' achievement in the foreign language (it should also be taken into account. In the present study, for some participants, it was easier to find out the way to facilitate the process of learning Spanish, whereas for others, it was impossible to come up with specific strategies to be employed to make the process of learning more efficient. According to Winke (2013), aptitude and basic language skills such as listening and reading are influenced by the mediating role of learning strategies. Therefore, the relationship between them is clearly observable.

The factor connected to the learning strategies is metacognitive knowledge. It is said that strategic learners need to possess the knowledge related to how to learn in order to become

more independent. Due to the participants' limited metacognitive knowledge, it was not so easy for them to apply learning strategies in the listening and reading tests. Therefore, it was necessary to familiarize them with the possible ways that can enhance the process of learning a foreign language. With time devoted to strategy training, their awareness related to how to learn a foreign language started to flourish.

To sum up, it seems that there are many factors influencing students' knowledge and command of learning strategies. Among the most important, it is necessary to mention their age, level of proficiency in Spanish, aptitude and metacognitive knowledge. Because of the fact that participants of the present study were still in the beginning of their learning path – they were aged 11, 12 and 13 and had relatively superficial knowledge related to how to learn a new language, it was necessary to guide them through this process and one of the ways to achieve this was to conduct the strategy training.

## **6.2 Research Question 2**

What were the learning strategies used by the three age groups of participants (11, 12 and 13-year-old learners) in reading and listening comprehension tasks (if any) before the introduction of strategy instruction?

Before the introduction of strategy instruction, students resorted to the limited number of strategies. It was clearly observable especially during the listening test 1 (the use of 1-2 strategies among 11-year-old students). For 11, 12 and 13-year-old learners, the most popular strategy that was employed during the listening tests was translanguaging. This shows that students knew how to use Polish and Spanish to their advantage in order to complete listening tasks. There were, in most cases, just a single use of other strategies reported, such as: paying attention, identifying the main topic, deductive reasoning or guessing from the context. This may be attributed to the fact that students view the process of listening in the foreign language

as a passive action. That is why they cannot state clearly what strategies may be used to improve it.

As far as reading is concerned, there were more strategies observed during the pre-test than in the listening tests. Again, translanguaging turned out to be the most popular strategy employed by all the age groups of the learners. 11-year-old learners employed evaluation, usually to refer to the difficulty of the task, and re-reading to find out if the answers they employed were correct. 12-year-old students also employed evaluation, guessing and lack of understanding. As far as 8<sup>th</sup> graders are concerned, the most popular strategies employed by them during the pre-test were underlining key words, identifying the main topic, doubt, guessing and paying attention.

All in all, the prevailing number of strategies students employed before the introduction of strategy training can be classified as cognitive. Similar studies show mixed results when it comes to the use of learning strategies. For instance, Drożdżał-Szelest (1997) in her study conducted among high school students, found that participants resorted to the cognitive strategies the most. In contrast, a more recent study by the Polish researcher Mystkowska-Wiertelak (2008), showed that the most popular strategies used by students were the ones related to the metacognitive group. Therefore, it seems to be difficult to find some universal rules regarding the use of the types of strategies students employ.

### **6.3 Research question 3**

What were the reading and listening strategies used by the three age groups of participants in reading and listening comprehension tasks at each stage of strategy instruction (after 3, 6 and 9 months)? What was the pattern in the development of receptive skills at each stage of strategy instruction?

The main aim of the strategy training was to help students achieve better results in reading and listening comprehension in Spanish. The assumption was that students will use

more strategies based on the strategy training they received. However, it seems that it was difficult for the participants to employ new strategies and what was observed in some cases was the reinforcement of the old patterns.

A general observation is that at each stage of strategy training, students mostly resorted to cognitive strategies. Interestingly, in the study conducted by Zimmerman and Schunk (2011), the prevalence of cognitive strategies was also observed. These strategies were observed to lead to “higher levels of learning” (Oxford, 2017: 71) and therefore, may be considered to be easily transferable to the new context. However, what should be taken into account is that students should be carefully instructed on how to generalize them to a new task.

The first stage of strategy training concentrated on the introduction of such strategies as careful analysis of the instructions of reading and listening tasks, activating background knowledge related to a particular topic, using available clues (e.g. pictures), paying attention to the intonation and possible relationships between various parts of the text. Test two, which followed the practice of the aforementioned strategies, saw an increase in students’ scores obtained during the reading and listening test. This might be related to participants’ willingness to experiment with newly acquired strategies. For instance, during listening test 2, low-performing and average-performing students made an attempt to identify the main topic of the recording, which might have helped them during the task.

The second stage of strategy instruction revolved around the strategies that activated students’ plurilingual competence, such as comparing Spanish words and phrases to Polish and English vocabulary items. Additionally, students were instructed to pay attention to grammatical structures that carry important information about the text. Later, students completed listening and reading test 3, which was arranged during the COVID19 pandemic. This fact had enormous influence on students’ performance during the tests and on the self-reports they delivered. The participants achieved lower scores on both tests and were less

willing to describe their step-by-step procedure while performing reading and listening tasks. Therefore, it can be concluded that strategy training was less effective during online classes.

The last stage of strategy training concentrated on affective and metacognitive strategies, including setting goals and self-evaluation. Interestingly, the use of these strategies was not reported during listening and reading test 4. However, it does not mean that students employed less strategies. Actually, learners approached reading and listening tasks more analytically. To be more precise, instead of focusing on their weaknesses (for instance, not understanding a particular vocabulary item), students tried to overcome difficulties by the use of, e.g. deductive reasoning or guessing on the basis of the context.

To sum up, it was difficult for students to apply the strategies that were introduced during the strategy training. What should be noted is the fact that newly acquired cognitive strategies may be easily forgotten by the learners (Zimmerman and Schunk, 2011). Therefore, frequent practice is needed to remind students about the usefulness of the learning strategies.

#### **6.4 Research question 4**

What was the correlation (if any) between the number of strategies used and the number of points scored in reading and listening tests at each stage of strategy instruction (after 3, 6 and 9 months)?

One of the aims of the present study was to find out if there exists any correlation between the number of strategies employed by the students and their results obtained on listening and reading tests at each stage of strategy instruction (after 3, 6 and 9 months). The Pearson correlation coefficient showed no relationship between the number of strategies employed by the learners and their results obtained during the listening and reading tasks. The possible reason for that may be the fact that there were just 9 students for whom the correlation was calculated, and it did not provide a sufficient sample to determine a clear

relationship between the two variables (the number of strategies employed by the learners and the results obtained during the tests).

The issue related to whether the number of strategies employed by the learners has a significant influence on their performance was addressed by Oxford (et. al. 2004). It turns out that the conviction that the more strategies students use, the better are their results is not entirely true. Successful students are able to choose the strategy that is suitable for a given task. Inefficient learners, on the other hand, often do not know how to use strategies to their advantage and even though they use a number of them, they might not achieve the expected aim. Therefore, it seems that it is difficult to find any relationship between the number of strategies and students' overall achievement.

## **6.5 Research question 5**

What were the trajectories of strategy development at each stage of the strategy instruction (3 months, 6 months and 9 months) among high-performing, average and low-performing learners?

It is not possible to clearly state what group of learners benefitted the most from strategy training. The reason for this is that each student achieved various results during the reading and listening tests and employed various learning strategies at each stage of strategy training.

If the first stage of strategy training is taken into account, students were willing to experiment with the new strategies. This can be observed, e.g. in the case of a high-performing 6<sup>th</sup> grader during listening and reading test 2. Possibly, he could see the potential in an “orchestra” of strategies (Chodkiewicz, 2013; Oxford, 2017), which refers to the use of more than one strategy to solve a problem related to the task. Interestingly, it was difficult to find the learner who did not employ a “new” strategy during reading and listening test 2. This aspect might have been related to the fact that their motivation was still at its peak and this was reflected in the willingness to apply freshly learnt strategies during the test.

Test 3, which marked the end of the second stage of strategy training, was distinctly different than test 2. It was arranged online due to certain restrictions caused by the COVID19 pandemic and this affected students' performance during reading and listening tests. The first observation is that students used less strategies to deal with the assigned tasks. This applied to both reading and listening tests. The only exception was observed in the case of a high-performing 6<sup>th</sup> grader during the reading test. The use of less strategies negatively affected students average percentage points scored during the tests. The marked decrease was observed, especially in the case of 7<sup>th</sup> and 8<sup>th</sup> graders during both tests.

Test 4 was arranged at the end of strategy training and marked a slight increase in the use of learning strategies by low, average and high-performing students in comparison to test 3. To be more precise, low-performing students employed more strategies than ever before with the exception of a 7<sup>th</sup> grader during the reading test. This might be attributed to the fact that they saw the potential in their regular use during the tests. As far as the average-performing learners are concerned, the last listening test did not bring any significant increase in their use of strategies, which might be caused by the fact that they repeated their old habits and employed just the strategies that they found the most effective or necessary in a given task. In the case of reading test 4, average-performing students used slightly more strategies (with the exception of an 8<sup>th</sup> grader), which might suggest that the use of strategies in reading was easier for them than in the process of listening in the foreign language. Last but not least, high-performing learners performed at the peak of their abilities during reading test 4 – they employed a wide range of strategies that were aimed at helping them do the tasks. This might be attributed to the fact that in the beginning of strategy training, they already used certain strategies, so after the period of nine months, they just broadened their knowledge related to the topic. In reference to listening test 4, what should be underlined is the fact that high-performing students did not employ as many strategies as during the initial stage of strategy instruction. The exception was a 6<sup>th</sup> grader who employed 9 strategies. The reason for that

may be that he was the most determined to experiment with them at the end of strategy training.

## **6.6 Research question 6**

What kind of strategies did high-performing, average and low-performing learners use?

Low-performing students employed fewer strategies during the listening tests than any other groups of learners. What prevailed was the use of translanguaging, but it was more frequently applied by average and high-performing learners. Apart from this, low-performing learners used guessing and taking notes, but what should be underlined is the fact that it depends on the age group of a particular student. To be more precise, guessing was employed by 7<sup>th</sup> and 8<sup>th</sup> graders, whereas no example of this strategy was observed in the case of the 6<sup>th</sup> graders. As far as average-performing students are concerned, during the listening tests, they resorted to translanguaging, guessing and taking notes and these are the strategies that were the most commonly observed among them. The last group – 8<sup>th</sup> graders, used more strategies than other groups. It can be observed especially in the case of translanguaging, taking notes and guessing. They were unique in their use of identifying the main topic of the text, because it was used by 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> at least two times. In the study by O'Malley, Chamot and Küpper (1989) which related to effective and ineffective strategies employed by listeners, they found that more successful students resorted to top-down strategies. The examples include: selective attention, inferencing from the context or self-monitoring. Ineffective listeners, on the other hand, employed rather a word-by-word approach. In the case of the present study, what was observed is the prevalence of a bottom-up approach, especially among low-performing students, such as concentrating on individual words, instead on the general idea of the text. Average-performing and high-performing learners started to use more top-down strategies such as the identifying the main topic of the text or paying attention to



particular part(s) of the recording, but definitely, more time is needed for the students to apply them more frequently. Another reason for the use of more bottom-up approaches by the participants of the present study might be the fact that listening tasks were on the A1/A1+ level and did not require a detailed analysis of the context or inferencing from the context. With growing proficiency in the foreign language, the level of difficulty of listening tasks change and so do the types of the strategies that students need to apply.

The types of learning strategies employed during the reading tests by the three groups of learners (low-performing, average-performing and high-performing students) differed to some extent from the ones employed during the listening tests. The strategy that dominated was translanguaging, which was employed by all the groups of students. The general observation is that low-performing students employ fewer strategies than average and high-performing students and most types of the strategies were the same, such as re-reading or underlining key words. Similarly to listening comprehension, students applied a bottom-up approach. What prevailed was the focus on individual words and their meanings, instead of having in mind also the general idea of the text. According to Zhang, Gu, and Hu (2008), this might be related to students' level of proficiency – more advanced learners tend to resort to top-down strategies in the process of reading such as: summarizing and monitoring comprehension. However, what should be clearly stated is that high-performing students are able to integrate top-down and bottom-up approach to meet learning needs.

To conclude, the use of learning strategies differed from student to student. The major finding is that due to the participants' level of proficiency, they opted for the strategies that were related to bottom-up processing rather than top-down.

## **6.7 Research question 7**

Does strategy training help students in the process of L3 learning?

On the basis of the present study, it can be stated that strategy training can be an effective tool in enhancing students' performance in reading and listening comprehension. A quantitative analysis of the results, especially tests 1 and 4, allows the researcher to conclude that students' test results slightly improved. This can be observed in relation to both reading and listening skills. One of the reasons for that might be the positive influence of strategy training on students' overall performance. The students had nine months to acquaint themselves with a variety of learning strategies that could play a role in changing their way of thinking related to learning a new language. It seems to be a significant transition owing to the fact that their first foreign language – English, was mostly learnt implicitly. It is also the language that was present in their lives through, e.g., games and social networking sites. As far as Spanish is concerned, the amount of exposure to it was much more limited. It is the language that is not popular in media and everyday use. Therefore, the only chance to communicate in this language students had was during the classes that took place twice a week. Thus, the necessity to help learners enhance the process of learning a new language was paramount.

As the motto of the present paper suggests (“If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.”), learning strategies serve the purpose as one of the tools that can provide students with resources for the future. To be more precise, the aim of the strategy training conducted during Spanish classes was not only to enhance the process of foreign language learning, but above all, to teach students how to perform at the peak of their capabilities. Learning strategies are known to guide people throughout the process of learning by showing them *how* to do it. Therefore, if students are familiar with the strategies, later, it is possible to transfer them to other areas of their lives, such as situations requiring solving a problem. Additionally, through the use of learning strategies, people may become more independent, which is in line with the concept of lifelong learning (e.g., Dewey, 1966), which actively encourages people to take responsibility for their

own process of learning. Another aspect that argues for the effectiveness of strategy training is its role in promoting flexibility. To illustrate this with an example, a wide array of strategies allow a student to choose the one that may be the most suitable to solve a given problem. Last but not least, learning strategies promote overcoming the various difficulties encountered in the process of learning. For instance, if a student does not feel confident in speaking in the foreign language, it is possible to resort to compensatory strategies.

To sum up, it seems that strategy training constitutes an important part of language teaching. The effects of it might not be visible immediately, but the time devoted to the process is never the time wasted.

## **6.8 Limitations of the study**

The study had several limitations deriving from the nature of investigating the use of learning strategies. They can be divided into two broad categories: the design of the study and the choice of the research tools.

Initially, the study was designed as an experiment, which was aimed at investigating the effectiveness of strategy training. However, it was difficult to find a control group that would be similar in size, language experience, age and gender to the experimental group. The primary reason for that was the limited number of options as regards the schools offering Spanish as the third language and the unwillingness of school authorities to allow the researcher to introduce any innovations to regular Spanish classes. Therefore, the study was designed as an action research, which enabled the researcher to detect the progress of the three groups of learners. Unfortunately, it was not possible to specify the effectiveness of the strategy training in relation to the homogeneous group devoid of such an intervention. For this reason, it would be recommended to repeat the study, but in the form of an experiment.

The second limitation is connected to the type of tasks students were supposed to complete. Due to the fact that they were beginner learners of Spanish, what was tested was their ability to understand the main idea of written and spoken texts which were directly related to the topics, grammatical structures and vocabulary covered during the classes. Gradually, the tasks became much more complicated and required the activation of a series of skills such as summarizing, deductive reasoning, evaluating or synthesizing. In the case of the present research, the inclination was towards assigning students the tasks that were on the A1/A1+ level of proficiency, which also determined the strategies students used. To illustrate this with an example, there was no need to analyze the grammatical forms of the verbs as the majority of the texts were written in the present tense.

## **6.9 Pedagogical implications**

One of the questions that guided the present study was whether strategy instruction is a useful tool in enhancing the process of L3 learning. On the basis of the analysis of the results of the students described in the present study, the answer would be ‘yes’. There are several factors that support this statement including the advantages of strategy training and prior linguistic experience that contributed to a more visible effect of such an intervention.

The first recommendation for teachers would be to implement the elements of strategy training into foreign language classes. The advantages of such a solution are obvious and include various aspects. The first is connected to a more effective learning environment for students. Once the strategy is mastered by the learner, it might be used later in different contexts. Apart from this, students become more responsible for their own process of learning – they are more focused on planning the whole process, analyzing the learning tasks and evaluating their strengths and weaknesses in order to improve the learning outcomes and overcome difficulties they face. The added value of strategy training is definitely related to its

long-lasting effect. This is not only aimed to be an ‘emergency assistance’ but a skill that would help students later in life.

To be able to conduct strategy training, teachers need to be instructed on how to do it. Without even basic knowledge related to strategy training, it is not possible to initiate it successfully in the foreign language classroom. There are several factors that should be taken into account including:

- a) The language of instruction – the choice of the language is affected by the context in which the strategies are taught. The tendency is to conduct strategy instruction in the target language (Psaltou-Joyce, et. al, 2018). However, this does not apply to beginner learners, who should receive the instruction in the language in which they are proficient. Another option is to adopt a mixed approach – the use of the target language and the mother tongue (Chamot and Keatley, 2003).
- b) The delivery of strategy training – it is of paramount importance to consider how strategy training should be conducted (Cohen, 2003). The most obvious way is to integrate it into an L2 or L3 syllabus, which translates into the choice of suitable model of strategy instruction and adopt it to the needs of the learners. The advantages of such a practice include a contextualization of the strategies and the possibility to share students’ own experience. The second way of delivering strategy training is through workshops, which may be another way to raise students’ awareness of the use of strategies. They accentuate active participation of the learners and therefore, are considered to be a perfect tool for this purpose. Another advantage is that both lectures and workshops can be arranged in various ways, e.g., for a particular group of learners (proficient or beginner), to practise language skills or a specific language task.
- c) Implicit versus explicit strategy instruction – there are researchers (e.g., Kellerman, 1991; Griffiths, 2004) who claim that explicit strategy instruction is pointless as students can automatically employ various strategies, and some of them can be transferred from

their L1. Recent studies (e.g., Cohen & Macaro, 2007; Graham et al., 2011; Lyster & Saito, 2010), however, show that this assertion is not entirely true. Students' awareness related to their use should be raised and then, their application to various tasks should be encouraged. These two elements are indispensable in explicit strategy instruction, which is considered to be more effective than incidental learning of strategies.

Another issue that should be considered is what is the ideal age of learners at which strategy training should be introduced. The prevailing number of studies related to the topic concentrate on university students and secondary school learners (e.g., Kusiak 2001; Pappa, Zafiropoulou, and Metallidou 2003; Lee, 2007). They form a perfect group of participants as they are fully aware of the existence of learning strategies and can regulate their process of learning with more ease than young learners (Peacock and Ho, 2003). However, this does not mean that strategy training cannot be introduced during the classes with children. Young learners should also be able to use strategies skillfully. Therefore, strategy training is necessary, but should be conducted in their L1. Introducing the name of the strategy and the elaborate theoretical basis related to the topic may be boring and impossible to understand by young learners. The most important aspect is to emphasize the possible use of a strategy and enable children guided and later, independent practice. What should be stressed is the fact that young learners have problems with transferring the strategies from their L1 and L2 to the context of the L3 and therefore, strategy instruction is an important element in foreign language learning.

Another aspect that is neglected in foreign language learning is multilingual pedagogy. For a long time, the general tendency was to use only the target language during foreign language lessons (Littlewood and Yu, 2009). At the same time, other languages spoken by the learners were ignored or even stigmatized. What can be treated as a remedy to this issue is multilingual pedagogy. Its point of reference is the assumption that each learner has at their disposal their individual plurilingual repertoire which they may rely on in the case of

difficulties (Sierens & Van Avermaet, 2014). Taking this into consideration, there are several steps that should be followed in the multilingual pedagogy. The first is to identify students' linguistic repertoire and their multilingual practices (French, 2019). Then, it would be possible to plan a course of action including tasks and strategies that need to be taught. Undoubtedly, teachers should be flexible in their choices and take into account the learning aims, the influence of affective factors and expertise in learning languages. The introduction of multilingual pedagogy in teaching foreign languages in Polish context seems to be an important aim for the teachers. Owing to the fact that learners have various linguistic backgrounds, it is crucial to acknowledge this fact and draw on their experience.

After having analysed the factors related to strategy instruction and learners, it is necessary to underline the role of the teachers in multilingual pedagogy. Many researchers (e.g., Slembrouck, Van Avermaet, & Van Gorp, 2018) underline the importance of their linguistic experience which can be shared with the learners. Apart from this, the role of the teacher is to encourage students to use their prior knowledge in learning the target language. Piccardo (2013) proposes the use of scaffolding, which translates into employing previously acquired linguistic skills as a foundation to learn a new language. This approach builds the confidence and creativity of the students (Fielding, 2016; Galante, 2022) – they do not start the process of learning from scratch, but rather broaden their plurilingual repertoire. The most important advantage of multilingual pedagogy is that it is not only the teacher that can share their experience, but also the students, who have different linguistic background and therefore, their expertise is vital.

## **Summary**

The answers provided to research questions clearly show that strategy training might be a useful tool in enhancing students' performance during reading and listening tests. The key is

to implement suitable model of strategy training that would enable learners to use the strategies in a meaningful context. Apart from this, frequent practice is necessary to encourage students to employ the strategies in various tasks.



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## Appendix 1 – Questionnaire – Listening comprehension

Zastanów się i zaznacz, czy i w jakim stopniu stosujesz podane poniżej strategie podczas zadań na słuchanie ze zrozumieniem w języku hiszpańskim. Wpisz X w odpowiedniej rubryce w tabeli.

1 - nigdy, 2 – rzadko, 3 - czasem, 4 - często, 5 – zawsze

Lp.	Zanim zacznę słuchać:	1	2	3	4	5
1.	uważnie czytam polecenie, aby lepiej zrozumieć zadanie, które mam wykonać.					
2.	przypominam sobie nagrania o podobnej tematyce i formie. Pamiętam, że rozmowa w języku hiszpańskim ma wiele wspólnego z rozmową języku angielskim i polskim.					
3.	przypominam sobie słowa związane z tematem tekstu, który mam wysłuchać.					
4.	W poleceniu oraz w treści zadania, podkreślam słowa kluczowe, które pomogą mi w znalezieniu prawidłowej odpowiedzi.					
<b>W czasie słuchania:</b>						
5.	Na początku staram się zrozumieć ogólny sens nagrania (jakiego tekstu słucham? Kto mówi? O czym? Kiedy? Dlaczego?)					
6.	Staram się przewidzieć treść nagrania odwołując się do własnego doświadczenia i wiedzy ogólnej.					
7.	Zwracam uwagę na związki między poszczególnymi częściami nagrania.					
8.	Zwracam uwagę na intonację rozmówców, aby określić ich emocje i lepiej zrozumieć tekst.					
9.	Próbuję zrozumieć nieznane (ale konieczne do zrozumienia całości) słowa poprzez kontekst, w którym występują.					
10.	Zastanawiam się czy słowa, których nie rozumiem, nie przypominają mi słów z języka angielskiego lub polskiego.					
11.	Słucham tekstu do końca, nie zrażając się tym, że nie rozumiem pojedynczych słów lub zwrotów.					
12.	Zwracam uwagę na gramatykę (np. użyte czasy), aby określić czy mowa jest o przeszłości, teraźniejszości czy przyszłości.					
<b>Po wysłuchaniu nagrania:</b>						
13.	Staram się wymyślić w jaki sposób mogę ulepszyć umiejętność słuchania w języku hiszpańskim.					
14.	Staram się wymyślić w jaki sposób znajomość angielskiego i polskiego pomoże mi lepiej poradzić sobie z zadaniami na słuchanie w języku hiszpańskim.					

## Appendix 2 – Questionnaire – Reading comprehension

Zastanów się i zaznacz, czy i w jakim stopniu stosujesz podane poniżej strategie podczas zadań na czytanie ze zrozumieniem w języku hiszpańskim. Wpisz X w odpowiedniej rubryce w tabeli.

1 - nigdy, 2 – rzadko, 3 - czasem, 4 - często, 5 – zawsze

Lp.	Zanim zacznę czytać:	1	2	3	4	5
1.	Upewniam się czy dobrze zrozumiałem/am polecenie oraz pytania, na które muszę odpowiedzieć po przeczytaniu tekstu.					
2.	Próbuję określić rodzaj tekstu (wywiad, opowiadanie, list etc.), próbując przypomnieć sobie podobne teksty w języku angielskim i polskim.					
3.	przypominam sobie słowa związane z tematem tekstu, który mam przeczytać.					
4.	Podkreślam słowa kluczowe w poleceniu i pytaniach					
<b>W trakcie czytania:</b>						
5.	Staram się domyślić o czym będzie tekst na podstawie tytułów, nagłówków, zdjęć itp., które towarzyszą tekstowi. Zwracam uwagę, czy są w nich słowa, które znam lub które przypominają słowa znane mi w języku polskim lub angielskim.					
6.	Czytam tekst w całości i staram się odnaleźć jego myśl przewodnią.					
7.	Zwracam uwagę na związki między poszczególnymi częściami tekstu.					
8.	Odwołuję się do własnego doświadczenia i wiedzy, dzięki czemu jestem w stanie przewidzieć zawartość tekstu.					
9.	Próbuję zrozumieć nieznane słowa poprzez kontekst, w którym występują.					
10.	Czytam zdanie do końca, nie zrażając się tym, że nie rozumiem pojedynczych słów lub konstrukcji.					
11.	Zwracam uwagę na gramatykę (np. użyte czasy), aby określić w jakim czasie napisany jest tekst, kto jest jego bohaterem itp.					
12.	Analizuję konstrukcje leksykalne, które są dla mnie niejasne i zastanawiam się czy podobne konstrukcje nie występują w języku polskim lub angielskim.					
13.	Analizuję konstrukcje gramatyczne, które są dla mnie niejasne i zastanawiam się czy podobne konstrukcje nie występują w języku polskim lub angielskim.					
14.	Czytam tekst kilkakrotnie, aby upewnić się, czy moje przypuszczenia dotyczące nieznanymi wyrazów/konstrukcji były słuszne.					
<b>Po przeczytaniu tekstu:</b>						
15.	Staram się wymyślić w jaki sposób mogę ulepszyć umiejętność czytania w języku hiszpańskim.					
16.	Staram się wymyślić w jaki sposób znajomość angielskiego i polskiego pomoże mi lepiej poradzić sobie z zadaniami na czytanie ze zrozumieniem w języku hiszpańskim.					

### Appendix 3 – Test 1 – 5th grade

Sprawdzian klasa VI – I trymestr 04.12.2019

Nombre y apellido \_\_\_\_\_

Część I – Słuchanie

**1. Na podstawie nagrania, uzupełnij luki w dialogach. Pamiętaj, że każda luka to jeden wyraz. /20**

Dialogo 1

A: 1)\_\_\_\_\_ Antonio. Te presento a mi familia. Este es mi 2)\_\_\_\_\_.

Se llama Iván. Y esta es mi 3)\_\_\_\_\_. Se llama Elena.

B: Encantado.

A: Te presento a mi 4)\_\_\_\_\_. Se llama Vanessa.

B: ¿De dónde es tu amiga?

A: Es 5)\_\_\_\_\_. Es de Buenos Aires. ¿Y de dónde son tus 6)\_\_\_\_\_?

B: Son de Canadá, de Toronto.

Dialogo 2

A: Perdona, Marcos, ¿quiénes 7) \_\_\_\_\_? ¿Son tus amigos?

B: No. Este es mi 8)\_\_\_\_\_. Se llama Andrés. Y esta es su mujer. Se llama Carmen. Es mexicana.

A: Encantada. Marcos, te presento a mis 9) \_\_\_\_\_: Silvia y Emma. Son 10)\_\_\_\_\_.

B: ¿Son de Londres?

A: No, son de Mánchester.

**2. Lee el texto responde verdadero o falso y contesta a las preguntas:  
Przeczytaj tekst, odpowiedz prawda lub fałsz i odpowiedz na pytania:**

...../20

Laura y yo somos muy diferentes. Yo me llamo Sonia y tengo 16 años. Laura tiene 17 años. Yo soy española y Laura es de Colombia, de Bogotá. Es muy buena amiga.

Laura es muy guapa. Es un poco baja y muy delgada. Es pelirroja, tiene el pelo corto y rizado y tiene los ojos marrones y grandes. Yo no soy muy alta. Tengo el pelo largo, liso y rubio. Tengo los ojos verdes y bonitos.

Laura tiene un hermano y una hermana. Su hermano tiene 30 años y su hermana 13. Sus padres se llaman Francisco y Josefina. La madre tiene 50 años y el padre 51 años.

- |   |                 |
|---|-----------------|
| 1. Laura y Sonia son españolas.                     | Verdadero/Falso |
| 2. Sonia es rubia.                                  | Verdadero/Falso |
| 3. La hermana de Laura es mayor.                    | Verdadero/Falso |
| 4. Los padres de Laura se llaman Sonia y Francisco. | Verdadero/Falso |
| 5. La madre de Laura tiene 51 años.                 | Verdadero/Falso |

6. ¿Cuántos años tiene Sonia? \_\_\_\_\_
7. ¿De qué país es Laura? \_\_\_\_\_
8. ¿Cómo es Laura? \_\_\_\_\_
9. ¿Cuántos años tiene la hermana de Sonia? \_\_\_\_\_
10. ¿Cuántos años tiene Sonia? \_\_\_\_\_

## Appendix 4 – Reading and listening test 1 – 7th grade

Sprawdzian klasa VII – I trymestr 04.12.2019

Nombre y apellido \_\_\_\_\_

### Część I – Słuchanie /20

**Zadanie 1. Na podstawie dialogu, wybierz poprawną odpowiedź. /10**

1. Juan pide una mesa:
  - a) para tres
  - b) para dos
  - c) va solo
2. ¿Qué le recomiendan de entrante?
  - a) entremeses
  - b) una ensalada
  - c) nada
3. ¿Qué les ofrecen de primer plato?
  - a) sopa de ajo
  - b) tortilla española
  - c) pasta italiana
4. ¿Qué les ofrecen de segundo plato?
  - a) un filete
  - b) una merluza
  - c) pollo
5. Juan pide de entrante:
  - a) no pide nada
  - b) ensalada
  - c) entremeses
6. Juan pide:
  - a) solo entremeses
  - b) solo un primer plato
  - c) primero y segundo
7. La mujer de Juan pide:

- a) la merluza
  - b) solo los entremeses
  - c) solo la sopa
8. Al final piden:
- a) dos cafés
  - b) un café
  - c) nada
9. De postre piden:
- a) una tarta de Santiago
  - b) fruta
  - c) nada
10. Al final piden:
- a) dos cafés
  - b) nada
  - c) zumo de naranjas

**Zadanie 2. Zaznacz prawda (verdadero) lub fałsz (falso) /10**

- 1. A Arturo le gusta queso. V/ F
- 2. Arturo quiere el bocadillo numero 5. V /F
- 3. A Carolina no le gusta le huevo V/F
- 4. Carolina quiere el bocadillo numero 9. V/F
- 5. Carolina y Arturo beben zumo de naranjas. V/F

**Część II – czytanie**

**Zadanie 1. Lee el texto responde verdadero o falso y contesta. Przeczytaj dialog i napisz, czy podane zdania są prawdziwe czy fałszywe.**

Camarero: Hola, Buenas tar des.

Pedro: Buenas tardes.

Camarero: ¿Qué quieren tomar?

Pedro: Yo ensalada mixta.

Maria: Y para mi, un pincho de tortilla.

Camarero: ¿Quieren algo para beber?

Pedro: Si, dos limonadas.

Camarero: ¿Algo mas?

Pedro: No, gracias,la cuenta por favor.

Camarero: Si, por supuesto.



**Na podstawie dialogu, wybierz prawidłową odpowiedź. /10**

1. Pedro no saluda al camarero. V/F
2. Pedro toma un te con limón. V/F
3. Maria quiere una paella. V/F
4. Comen postre. V/F
5. El camarero no pregunta si quieren algo para beber. V/F

**Zadanie 2. /10**

**Przeczytaj tekst i wybierz prawidłową odpowiedź:**

Hola. Yo vivo en un piso en el centro de mi ciudad. En mi edificio hay diez plantas (piętra) y nosotros vivimos en la número ocho. Mi casa es grande. Tiene un salón comedor, una cocina, tres cuartos de baños y cuatro dormitorios. En casa vivimos mis padres, mi hermana, mi abuela y yo. También tenemos un perro. En mi habitación hay una cama, un armario grande, una mesa y dos sillas, un ordenador y la cama pequeña de mi perro.

1. ¿Cuántas plantas hay en el edificio?
  - a) 9
  - b) 8
  - c) 10
  - d) 11
2. ¿Cuántos dormitorios tiene el piso?
  - a) 1
  - b) 2
  - c) 3
  - d) 4
3. Quien no vive en la casa?
  - a) La hermana
  - b) la madre
  - c) el primo
  - d) la abuela
4. ¿Qué mascota tienen?
  - a) La tortuga
  - b) El hamster
  - c) El perro
  - d) El gato
5. En la habitación el autor NO tiene:
  - a) La mesita de noche
  - b) El ordenador
  - c) La cama
  - d) Un armario

## Appendix 5 – Listening and Reading test 1 – 8th grade

Sprawdzian I trymestr

Imię i nazwisko: \_\_\_\_\_

**1. Escucha el diálogo y contesta verdadero o falso. /10**

**Posłuchaj dialogu i odpowiedz prawda lub fałsz.**

		V	F
1.	Miguel siempre pasa sus vacaciones con tres amigos.		
2.	Javier es más extravertido que Manuel.		
3.	Javier y Manuel se parecen un poco.		
4.	Javier tiene el pelo moreno.		
5.	Manuel y Javier tienen los ojos marrones.		
6.	A Manuel le gusta hacer deporte.		
7.	Manuel y Javier son muy amables.		

	respuesta
¿Cómo se llaman los amigos de Miguel?	
¿Por qué Javier es fuerte y atlético?	
¿Cuándo Miguel va a presentar Javier y Miguel a Marta?	

**2. Varias personas hablan sobre lo que les gusta hacer. Escucha y relaciona fragmento con la imagen correspondiente.**

**Kilka osób rozmawia na temat swoich upodobań. Posłuchaj i połącz fragment wypowiedzi z odpowiadającym mu zdjęciem. /10**



Wypowiedź	Zdjęcie
1	
2	
3	
4	
5	

**3. Lee el texto, responde verdadero o falso y contesta a las preguntas:**

**Przeczytaj tekst, odpowiedz prawda lub fałsz i odpowiedz na pytania: /10**

Me llamo Ana y tengo una amiga. Mi amiga se llama Cristina. Tiene 17 años. Es alta, delgada y rubia. Tiene el pelo largo y rizado con los ojos verdes y muy bonitos. Es muy alegre, bien organizada, muy trabajadora y creativa. Tiene talento para cantar. Cristina es más comunicativa y sociable que yo, pero yo soy más tranquila que ella. La verdad es que ella es mejor en Matemáticas que yo, pero peor que yo en deportes. Además, yo soy tan tolerante como ella. Su cumpleaños es el 14 de junio por esto ella es mayor que yo porque mi cumpleaños es el 19 de agosto. Cristina es Géminis y yo soy Leo.

Nos gusta mucho la moda. Cristina se viste muy bien, a la moda. Yo no soy tan elegante como ella. Ella normalmente lleva unos pantalones con una camisa o un vestido. A mí me gusta más la ropa informal, llevo unos vaqueros con una camiseta. Nos gusta mucho hacer la compra.

1. Cristina es muy trabajadora, mal organizada y alegre.  
Verdadero/falso
2. Cristina canta muy bien. Verdadero/falso
3. Ana es más sociable que Cristina. Verdadero/falso
4. Cristina es menos elegante que Ana. Verdadero/falso
5. A Ana le gusta ir de compras. Verdadero/falso
6. ¿Quién es mejor en Matemáticas? \_\_\_\_\_
7. ¿Cómo es Cristina?  
\_\_\_\_\_
8. ¿Cómo normalmente viste Ana?  
\_\_\_\_\_
9. ¿Qué signo del zodiaco tiene Cristina?  
\_\_\_\_\_
10. ¿Cuándo es el cumpleaños de Ana?  
\_\_\_\_\_

**4. Vas a leer un correo electrónico de Alejandro a Paul. A continuación, debes leer las preguntas (de la 1 a la 5) y seleccionar la opción correcta (A, B o C).**

**Przeczytaj e-mail wysłany przez Alejandro do Paula. Na podstawie tekstu, odpowiedz na pytania od 1 do 5 i wybierz prawidłową odpowiedź A, B lub C. /10**

¡Hola! ¿Cómo estás?

Me llamo Alejandro y vivo en Murcia. Estoy muy contento porque vas a venir a mi casa y porque tenemos los mismos gustos. A mí también me gusta jugar al tenis y montar en bicicleta.

Te mando unas fotos de mi familia y de mi casa. En la primera estoy yo con mi familia: mi hermana mayor, mi padre, mi madre y mi abuelo, que vive con nosotros.

Mi abuelo es muy divertido porque cuenta historias fantásticas y le gusta jugar conmigo. Mis padres están poco en casa porque trabajan mucho. A mi madre le gusta nadar todos los días y mi padre juega al fútbol los domingos. Mi hermana estudia en la universidad y es simpática.

La segunda foto es de mi dormitorio. No es muy grande, pero tengo un ordenador nuevo. Y por último, una foto de mi jardín, que es lo más me gusta de toda la casa. Es muy grande y tiene piscina.

¿Me puedes enviar fotos de tu familia, de tu casa y de tu colegio, por favor?

¡Hasta pronto!

Alejandro

1. Alejandro habla de...

- a) su colegio y su familia.
- b) su familia y su casa.
- c) su casa y su colegio.

2. A Alejandro le gusta...

- a) hacer deporte.
- b) hacer fotos.
- c) contar historias.

3. Sus padres son...

- a) sociables.
- b) divertidos.
- c) trabajadores.

4. Su dormitorio es...

- a) pequeño.
- b) nuevo.
- c) grande.

5. Su lugar favorito en la casa es ...



a)



b)



c)

## Appendix 6 Listening and Reading test 2 – 6<sup>th</sup> grade

**Wysłuchaj nagranie i zaznacz prawidłową odpowiedź(v-verdader, f-falso) / 20**

Nagranie 1

- a) Marta necesita un lapiz de color azul. V/F
- b) Miguel no tiene lapiz de color naranja. V/F
- c) Marta necesita una hoja y un rotulador. V/F
- d) Marta tiene su estuche en casa. V/F
- e) Marta y Miguel son estudiantes V/F

Nagranie 2

- a) A Arturo no le gusta el queso. V/F
- b) Arturo quiere el bocadillo numero 4. V/F
- c) A Carolina no le gusta mayonesa. V/F
- d) Carolina quiere el bocadillo numero 2 V/F
- e) Arturo y Carolina son en una cafeteria. V/F

**Lee el texto, responde verdadero o falso y contesta a las preguntas:**

**Przeczytaj tekst, odpowiedz prawda lub fałsz i odpowiedz na pytania:**

¡Hola, María!

¿Cómo estás? Espero que bien. Yo estoy muy bien y muy a gusto con mis clases. Ahora mi asignatura favorita es Francés porque creo que aprender idiomas es muy importante para mi futuro. También quiero estudiar japonés, porque tengo un nuevo amigo que es de Japón y que se llama Kazuo. Entre nosotros hablamos inglés, porque él no habla español y yo hablo japonés. En verano Kazuo y su familia pasan siempre sus vacaciones en la costa española, en un camping donde también pasa el verano mi familia, por esto nos conocemos.

A Kazuo le gusta mucho la comida española. Sus platos favoritos son el cocido y la paella, pero también le gustan mucho las gambas, aunque en Japón normalmente no come marisco. Yo no conozco mucho la cocina japonesa, pero me gusta sushi que es un plato bastante extraño para mí porque no es algo típico de la dieta española.

A ver si me escribes pronto, que quiero saber cómo estás y qué haces.

Muchos besos,

Juana

		verdadero	falso
a	A Juana le gustan mucho las lenguas.		
b	Juana tiene un amigo polaco.		
c	A Kazuo le gusta la cocina española.		
d	El plato favorito de Kazuo es la paella.		
e	A Kazuo no le gusta el marisco.		
f	A Juana le gusta sushi.		

## Appendix 7 Listening and Reading test 2 – 7<sup>th</sup> grade

...../20

### 1. Wysłuchaj nagrania i zakreśl w kółko (v – verdadero, f- falso) czy podana odpowiedź to prawda czy fałsz

- |    |  |     |
|----|--|-----|
| a. | Los fines de semana Carla se despierta a las ocho.         | V/F |
| b. | Carla empieza las clases a las siete y media.              | V/F |
| c. | Después de comer, Carla descansa.                          | V/F |
| d. | El lunes Carla va a las clases de inglés.                  | V/F |
| e. | Los sábados por la tarde, Carla juega al baloncesto.       | V/F |
| f. | A Carla no le gusta cocinar.                               | V/F |
| g. | En la casa de Carla, cenar entre las nueve y nueve y media | V/F |
| h. | Carla tiene una amiga Sara.                                | V/F |
| i. | Carla se acuesta a las 10.                                 | V/F |
| j. | A Carla no le gusta el baloncesto.                         | V/F |

---

### Lee el texto, responde verdadero o falso y contesta a las preguntas:

...../20

### Przeczytaj tekst, odpowiedz prawda lub fałsz i odpowiedz na pytania:

Puedo decir que soy una mujer muy ocupada. Casi no tengo tiempo para descansar en toda la semana. Trabajo de lunes a viernes, por las mañanas desde las nueve hasta la una y por las tardes de tres a siete. La pausa que tengo a mediodía la aprovecho para comer. Los lunes y los miércoles siempre como con mi amiga Clara. En cambio, los martes y los jueves como rápido y voy al gimnasio de una y media a dos y media. Está muy cerca de mi trabajo, así que me ducho rápido y vuelvo a la oficina. Los viernes voy a comer a casa de mis padres. Por la tarde, los martes y los jueves me quedo en casa y descanso hasta la hora de cenar. Los lunes voy a clases de yoga y así empiezo la semana con mucha energía. Ahora también estudio chino y tengo clases los miércoles y los viernes de siete y media a ocho y media y por eso vuelvo a casa un poco más tarde. Pero tengo libres todos los fines de semana. Alicia trabaja todos los días.

1. Trabaja de nueve a seis. V/F
2. Dos veces a la semana come con su amiga Clara. V/F
3. Hace gimnasia los martes y los jueves por una hora. V/F
4. Tiene clases de yoga todos los días de la semana. V/F
5. Tiene clases de chino dos veces por semana. V/F
6. Todos los días V/F
7. vuelve a casa a la misma hora. V/F
8. ¿A qué hora tiene Alicia las clases de chino? \_\_\_\_\_
9. ¿Qué día de la semana Alicia come con sus padres? \_\_\_\_\_
10. ¿Qué hace Alicia los martes y los jueves por la tarde? \_\_\_\_\_

## Appendix 8 Listening and Reading test 2 – 8<sup>th</sup> grade

### 1. Uzupełnij poniższe luki. Pamiętaj, że jedna luka to jeden wyraz.

¿Tú qué haces los fines de semana?

Los fines de semana la gente normalmente está con la 1) \_\_\_\_\_,  
hace deporte, juega con la consola, juega al baloncesto, patina,  
hace una excursión por el campo, 2) \_\_\_\_\_,  
3) pasea por el \_\_\_\_\_,escucha música, va al 4) \_\_\_\_\_ o va a comprar.  
Yo todos los viernes por la tarde voy a comprar comida.  
Los viernes por la noche me gusta salir y cenar en un 5) \_\_\_\_\_.  
Los sábados por la mañana siempre limpio la 6) \_\_\_\_\_.  
Por la tarde normalmente quedo con los amigos y voy a un bar a tomar algo.  
A veces voy a pasear por el centro de la ciudad para mirar tiendas.  
Los 7) \_\_\_\_\_ me levanto tarde.  
A veces voy al gimnasio o doy una vuelta en 8) \_\_\_\_\_.  
Por la tarde me quedo en casa y veo la 9) \_\_\_\_\_.  
Nunca me acuesto tarde, porque el lunes tengo que volver al trabajo.  
¡Buen fin de 10) \_\_\_\_\_!

Przeczytaj tekst i odpowiedz na pytania:

Mi día

Me llamo María Pérez y tengo diecinueve años. Nací en Málaga, pero vivo en Granada. Soy estudiante de primer curso de Periodismo. De lunes a viernes me levanto a las siete y media, desayuno y camino hasta la universidad.

Entro en clase a las nueve y salgo a la una. Al medio día, como en mi casa y veo la televisión. Por la tarde, estudio hasta las siete y después quedo con mis amigas.

A nosotras nos gusta mucho el cine, el teatro y la música. Los viernes por la noche cenamos pizza y bailamos en la discoteca. Todos los sábados visito a mi familia en Málaga.

El domingo por la tarde regreso a Granada y, si hace sol, salgo con mi perro a dar un paseo.

¡Me encantan los animales!

Pregunta 1:

¿Cuántos años tiene María?

1 19

2 17

3 20

4 18

Pregunta 2:

¿Dónde vive María?

1 En Granada

2 En Málaga

3 En Córdoba

4 En Sevilla

Pregunta 3:

¿A qué hora entra en clase María?

1 A las 9:30

2 A las 13:00

3 A las 9:00

4 A las 7:30

Pregunta 4:

¿Qué día visita María a su familia?

1 Los lunes

2 Los domingos

3 Los sábados

4 Los miércoles

Pregunta 5:

¿Cuál es la mascota de María?

1 Un perro

2 Un pájaro

3 Un gato

4 Una serpiente



### Appendix 9 Listening and Reading test 3 – 6th grade

Posłuchaj i uzupełnij dialogi:

Manoli: Craig, te presento a Luis.

Craig: Hola Luis.

Luis: 1) \_\_\_\_\_

Craig: ¿De dónde 2) \_\_\_\_\_?

Luis: Soy de Valencia. ¿Y tú?

Craig: Soy 4) \_\_\_\_\_. Soy de Londres

Luis: ¿Cuál es tu 5) \_\_\_\_\_?

Craig: Soy 6) \_\_\_\_\_.

Przeczytaj tekst i odpowiedz na pytania:

Me llamo Manolo García. Soy médico. Soy sevillano, pero vivo en Barcelona. Trabajo en un hospital. Mi mujer se llama Amelia, es profesora y trabaja en un instituto. Ella es catalana. Tenemos dos hijos, Sergio y Elena; los dos son estudiantes. Sergio estudia en la universidad, y Elena, en el instituto.

1. ¿A qué se dedica Manolo?
2. ¿De dónde es Manolo?
3. ¿Dónde viven?
4. ¿Dónde trabaja Amelia?
5. ¿De dónde es Amelia?
6. ¿Cuántos hijos tienen?

## Appendix 10 Listening and Reading test 3 – 7<sup>th</sup> grade

### 1. Posłuchaj nagrania i zaznacz czy podane poniżej są prawdziwe (verdadero) czy fałszywe (falso)

- a. Los domingos la familia duerme hasta las ocho.
- b. Después de desayunar, los padres se visten.
- c. La hermana pequeña hace el desayuno.
- d. Toda la familia desayuna juntos.
- e. Después de desayunar, Miguel y su hermano juegan con el ordenador.
- f. Después de comer, toda la familia ve la tele.

### 2. Przeczytaj tekst i zaznacz czy podane poniżej są prawdziwe (verdadero) czy fałszywe (falso)

Cuales son las rutinas diarias de los estudiantes del mundo entero?

Me llamo Manuel y vivo en Salamanca, tengo una hermana, Nuria. Todos los días me levanto a las 7:00, me ducho y me visto. Mi hermana y yo desayunamos con nuestra madre. Luego, vamos los dos al instituto. Llegamos a las 8:15. A las 14:00 como con mis compañeros. A las 17:00 vuelvo a casa y hago los deberes. Mi hermana y yo cenamos a las 21:00 con nuestros padres y vemos la tele. Mi hermana se acuesta a las 22:15 y yo me acuesto a las 22:30.

Verdadero	Falso
1	1
2	2
3	3
4	4
5	5
6	6

- 1. Manuel se levanta a las 7:00
- 2. Manuel desayuna con sus padres.
- 3. Manuel va con su hermana al instituto.
- 4. Manuel hace los deberes en casa.
- 5. Manuel cena con sus padres.
- 6. La familia se acuesta a la misma hora.

## Appendix 11 Listening and Reading test 3 – 8<sup>th</sup> grade

### INSTRUCCIONES

Usted va a escuchar seis anuncios o fragmentos de un programa de radio y tiene que responder a seis preguntas. Cada audición se repite dos veces. Lea las preguntas (de la 7 a la 12) y seleccione la opción correcta (A, B o C).

Marque las opciones elegidas en la **Hoja de respuestas**.

---

**A continuación va a oír un ejemplo.**

0. Según la audición, Pablo Molina...
- A) no tiene clases de baile por las mañanas.
  - B) da cursos de baile durante toda la semana.
  - C) tiene más de 20 grupos en su salón de baile.

La opción correcta es la **A** porque los cursos son en horario de tarde y noche.

### PREGUNTAS

---

#### AUDIO 1

7. La Oficina de Turismo...
- A) está abierta desde hace un año.
  - B) ya tiene diez oficinas en España.
  - C) busca trabajadores para este año.

#### AUDIO 2

8. El programa *La semana de Radio Clave*...
- A) se puede escuchar todos los días.
  - B) se hace hoy por primera vez.
  - C) ha cambiado el horario que tenía.

#### AUDIO 3

9. Los cursos de español son...
- A) de 10 a 12 de la mañana.
  - B) en la Casa de Cultura.
  - C) para niños y jóvenes.

#### AUDIO 4

10. La presentadora dice que hoy...
- A) el público puede hacer preguntas.
  - B) hablan de los horarios del colegio.
  - C) van a llamar por teléfono al invitado.

#### AUDIO 5

11. En el anuncio se dice que el hipermercado La Pradera...
- A) tiene precios especiales esta semana.
  - B) es más barato si compras por internet.
  - C) te puede llevar la compra a casa gratis.

#### AUDIO 6

12. En el programa *Vida cotidiana* van a hablar de
- A) los precios de los pisos en Madrid.
  - B) los mejores barrios para vivir en Madrid.
  - C) dónde encontrar pisos para compartir.

## Tarea 2

### INSTRUCCIONES

Usted va a leer ocho anuncios. A continuación, responda a las preguntas (de la 6 a la 13). Seleccione la opción correcta (A, B o C).

Marque las opciones elegidas en la **Hoja de respuestas**.

**Ejemplo:**

#### TEXTO 0

##### PRECIOS Y BILLETES

Billete Sencillo Metro Zona A: 1,50 - 2 €

Válido para un viaje entre dos estaciones solo para el día que se compra.

Precio mínimo de 1,50 € hasta 5 estaciones; 0,10 € por cada estación más, hasta un máximo de 2 € para viajes de más de 9 estaciones.

Los niños menores de 4 años viajan sin billete.

0. El billete de metro...
- A) solo se puede usar un día.
  - B) tiene un precio único.
  - C) es necesario para todos.

La opción correcta es la letra **A** porque el billete solo vale para el día que se compra.

0.    A ☒    B ☐    C ☐

#### TEXTO 1

##### ANUNCIOS DE HABITACIONES Y PISOS

Se necesita compañero de piso para una habitación grande, exterior, con mucha luz en una casa para tres personas con un baño, cocina y comedor grande. Mejor un estudiante, como nosotros. No queremos parejas. Sin mascotas porque ya hay un perro. Ven a verlo. Llama al 984 65 8334 para hablar del precio.

6. En el anuncio se dice que...
- A) buscan a dos personas para un piso.
  - B) prefieren compartir con un estudiante.
  - C) alquilan un piso para tres personas.

## TEXTO 2

### MERCADO DE SAN ESTEBAN

Después del descanso del verano para hacer cambios, abrimos de nuevo el 15 de septiembre con más luz, nueva decoración y nuestras carnicerías, fruterías, pescaderías y tiendas de siempre. E igual de baratas que antes.

Abrimos más tiempo: de 8:00 a 19:00. Estamos en el número 15 de la calle Embajadores. Metro La Latina. Autobuses 12, 78, 27 y 91.

7. Según el texto, este mercado ahora tiene...
- A) tiendas nuevas.
  - B) un horario diferente.
  - C) mejores precios.

## TEXTO 3

### BUSCAMOS PERSONAL

Cadena de tiendas de camisetas necesita dependientes para varias tiendas de Madrid. Horario de 9 a 15 h todos los días excepto domingos. Para empezar en junio. Entrevistas durante el mes de mayo en las oficinas de la calle Guatemala, 10. Llamar al 91 300 00 00 o escribir a [deportes@muguruza.es](mailto:deportes@muguruza.es). Damos un curso antes de empezar, pero buscamos personas que ya han trabajado antes en tiendas.

8. En el anuncio se dice que...
- A) solo llaman a personas con formación.
  - B) el trabajo es en la calle Guatemala.
  - C) buscan a personas para vender ropa.

## Tarea 1

### INSTRUCCIONES

Usted va a escuchar cinco conversaciones. Hablan dos personas. Las conversaciones se repiten dos veces. Hay una pregunta y tres imágenes (A, B y C) para cada conversación. Tiene que seleccionar la imagen que responde a la pregunta.

Tiene que marcar las opciones elegidas en la **Hoja de respuestas**.

**Ahora va a escuchar un ejemplo.**

0. ¿A qué hora comen?



**A**



**B**



**C**

La opción correcta es la letra **A**.

0. A ☒ B ☐ C ☐

1. ¿A qué lugar va el hombre hoy?



**A**



**B**



**C**

2. ¿Qué hace la chica esta tarde?



A



B



C

3. ¿Dónde va el hombre de vacaciones?



A



B



C

4. ¿Qué busca el hombre?



A



B



C

5. ¿Qué come la mujer hoy?



A



B



C

## Tarea 4

### INSTRUCCIONES

Usted va a leer la información de la página cultural del periódico *La Gaceta de Madrid*. A continuación tiene que leer las preguntas (de la 18 a la 25) y seleccionar la opción correcta (A, B o C).

Tiene que marcar las opciones elegidas en la **Hoja de respuestas**.

0. A ☐ B ☐ C ☐

LA GACETA DE MADRID

## Agenda cultural

1 de julio//7 de julio

CINE	TEATRO	ARTE	CONCIERTO	ACTIVIDADES
<p><i>Después de hoy</i></p> <p>El director de cine argentino Alberto García presenta su película <i>Después de hoy</i>.</p> <p><b>Lugar:</b> Cines Princesa</p> <p><b>Horario:</b> 18 h, 20 h, 22.30 h.</p> <p><b>Precio:</b> Sábados y domingos, 6,50 euros; de lunes a viernes, 6 euros</p>	<p><i>Las mil y una noches</i></p> <p>Adaptación teatral de la conocida obra árabe-persa <i>Las mil y una noches</i>.</p> <p><b>Lugar:</b> Teatro María Guerrero</p> <p><b>Horario:</b> De miércoles a viernes a las 22 h.</p> <p><b>Precio:</b> De 20 a 36 euros</p>	<p><i>Berlanga en imágenes</i></p> <p>Gran exposición de fotografías sobre la vida del famoso director de cine español Luis García Berlanga.</p> <p><b>Lugar:</b> Caixa Forum, Madrid</p> <p><b>Horario:</b> todos los días de 10 h a 20 h.</p> <p><b>Precio:</b> Entrada gratuita</p>	<p><i>Rock In Rio-Madrid</i></p> <p>El Festival Internacional de Música llega a la ciudad de Madrid.</p> <p><b>Lugar:</b> Ciudad del Rock, Arganda del Rey, Madrid</p> <p><b>Horario:</b> 17 h.</p> <p><b>Precio:</b> 49 euros, 5 conciertos 69 euros, 10 conciertos</p>	<p><i>Parque de Aventura</i></p> <p>Centro de ocio para niños. Tema: La Prehistoria</p> <p><b>Lugar:</b> Centro de ocio</p> <p><b>Horario:</b> Viernes de 17 h a 21 h. Sábados y domingos de 18 h a 22.30 h.</p> <p><b>Precio:</b> 5 euros</p>



- 18.** Los fines de semana la entrada de cine...
- A) es más barata.
  - B) es más cara.
  - C) cuesta igual.
- 19.** La exposición abre...
- A) de lunes a viernes.
  - B) los fines de semana.
  - C) de lunes a domingo.
- 20.** Los conciertos empiezan a las...
- A) 5 de la tarde.
  - B) 6 de la tarde.
  - C) 10 de la noche.
- 21.** Los fines de semana, el centro de ocio cierra...
- A) más tarde.
  - B) más pronto.
  - C) a la misma hora.
- 22.** El director Alberto García es de...
- A) España.
  - B) Argentina.
  - C) México.
- 23.** En la exposición sobre Berlanga puedes ver...
- A) películas.
  - B) fotografías.
  - C) cuadros.
- 24.** A las diez de la noche empieza...
- A) la película.
  - B) el concierto.
  - C) la obra de teatro.
- 25.** No cuesta dinero ver...
- A) las películas.
  - B) la exposición.
  - C) el parque.

## Appendix 13 Listening and Reading test 4 – 7<sup>th</sup> grade

### Tarea 2

#### INSTRUCCIONES

Usted va a escuchar cinco mensajes. Cada mensaje se repite dos veces. Tiene que relacionar las imágenes (de la A a la I) con los mensajes (del 6 al 10). Hay nueve imágenes, incluido el ejemplo. Seleccione cinco.

Tiene que marcar las opciones elegidas en la **Hoja de respuestas**.

**Ahora va a escuchar un ejemplo. Atención a las imágenes.**

**Mensaje 0:** Silencio, por favor. El examen tiene 10 preguntas.

La opción correcta es la letra **F**.

0. A ☐ B ☐ C ☐ D ☐ E ☐ F ☒ G ☐ H ☐ I ☐

	MENSAJES	IMÁGENES
0.	Mensaje 0	F
6.	Mensaje 1	
7.	Mensaje 2	
8.	Mensaje 3	
9.	Mensaje 4	
10.	Mensaje 5	



A



B



C



D



E



F



G



H



I

## INSTRUCCIONES

Usted va a leer un correo electrónico de Inés a un amigo. A continuación, tiene que leer las preguntas (de la 1 a la 5) y seleccionar la opción correcta (A, B o C).

Tiene que marcar la opción elegida en la **Hoja de respuestas**.

0. A ☐ B ☐ C ☐

De ines@mail.com

Cc Cco

Para pedroizquierdo@hotmail.com

Noticias

Hola, Pedro:

¿Qué tal estás? ¿Tienes muchos exámenes finales? Yo ahora estudio bastante para tener buenas notas y unas buenas vacaciones.

En julio quiero trabajar porque necesito dinero para viajar en agosto. Quiero ir al norte de España con Marta. Primero, vamos a visitar San Sebastián porque tiene una playa muy bonita. Después Bilbao porque las fiestas empiezan el día 15 y queremos verlas. Luego vamos a Santander porque no la conocemos. Además, los tíos de Marta viven allí y no tenemos que ir a un hotel, podemos dormir en su casa.

De Madrid a San Sebastián vamos en tren, de allí a Bilbao y a Santander en autobús. En Santander queremos alquilar una moto para visitar los pueblos en el camino de vuelta a Madrid. Es divertido, ¿verdad?

Otra cosa, el viernes es mi cumpleaños, pero voy a hacer la fiesta el sábado, ¿quieres venir? Necesito saberlo antes del jueves para llamar al restaurante. Ahora me voy, porque hoy ceno en casa de Marta y antes quiero comprar unas flores. Esta noche queremos ir a la discoteca.

Un beso,

Inés

## PREGUNTAS

---

1. En este correo, Inés le cuenta a Pedro...
  - A) cuándo termina los exámenes.
  - B) por qué quiere trabajar en verano.
  - C) dónde va a ir de vacaciones en julio.
2. En el texto se dice que...
  - A) las fiestas de San Sebastián son bonitas.
  - B) la familia de Marta tiene un hotel en Santander.
  - C) el 15 de agosto Inés va a estar en Bilbao.
3. Inés y Marta van a ir de Santander a Madrid...
  - A) en coche.
  - B) en moto.
  - C) en autobús.
4. La fiesta de cumpleaños de Inés es...
  - A) el jueves.
  - B) el viernes.
  - C) el sábado.
5. ¿Dónde es la fiesta de cumpleaños de Inés?



A)



B)



C)

## Appendix 14 Listening and Reading test 4 – 8<sup>th</sup> grade

### INSTRUCCIONES

Usted va a leer tres textos de tres españolas que hablan de su experiencia de trabajo fuera de España. Relacione las preguntas (14 - 19) con los textos (A, B o C).

Marque las opciones elegidas en la **Hoja de respuestas**.

### PREGUNTAS

		A. ALICIA	B. EVA	C. SILVIA
14.	¿Quién no necesita hablar el idioma del país en su trabajo?			
15.	¿Quién no tenía que pagar el alojamiento?			
16.	¿Quién tenía un amigo que le habló de ese país?			
17.	¿A quién le presentaron a una persona que le dio trabajo en ese país?			
18.	¿Quién fue a ese país para aprender el idioma?			
19.	¿Quién conoció a su pareja en ese país?			

### Lee un texto y elige la respuesta correcta: /10

Hola, Carmen:

¿Cómo estás? Hace semanas que no sé nada de ti, quizás te has ido de vacaciones. Si no, podemos vernos para tomar un café a la hora que sales de la zapatería, y así me cuentas qué tal te va todo.

¿Sabes una cosa? Ayer vi a Paula en el autobús. Antes, cuando vivía en el edificio de enfrente, la veía mucho pero desde que se fue del barrio no nos vemos nunca. Dice que está muy contenta en su nueva casa y que ahora tiene un trabajo mejor en la misma empresa. Tiene un sueldo mayor pero, como ahora vive más cerca del trabajo y va andando, va a esperar a comprarse un coche nuevo. Está muy contenta. También he visto a Ahmed, que se vuelve pronto a Rabat. Esta semana está trabajando, luego se queda aquí durante sus vacaciones, hasta septiembre, y a principios de ese mes ya se va. No tiene mucho tiempo pero, si puede, le gustaría quedar con todos los amigos antes de irse, para despedirse. Me ha preguntado por ti porque dice que no te ve nunca. Yo me voy de vacaciones dentro de dos semanas.

Quiero ir unos días a Huelva. Una de mis tías ha alquilado allí una casa bastante grande el mes de agosto y nos ha dicho a todos los sobrinos que podemos ir una semana. Vamos a ser más de diez, va a ser muy divertido. Además, hace mucho tiempo que no estamos todos juntos, creo que desde la boda de mi hermana. Por eso me gustaría verte antes de irme. Llámame o escíbeme pronto.

Un abrazo,

Marta

**1. Marta escribe a Carmen para...**

- a) preguntarle por la zapatería.
- b) decirle que está de vacaciones.
- c) quedar para hablar un rato.

**2. En el texto se dice que Marta...**

- a) vive en una casa nueva.
- b) antes era vecina de Paula.
- c) está contenta en su barrio.

**3. Según el texto, ahora Paula...**

- a) gana más dinero que antes.
- b) trabaja en otra empresa.
- c) necesita un coche nuevo.

**4. En el texto se dice que Ahmed...**

- a) va a ir de vacaciones a Rabat.
- b) trabaja hasta el mes de septiembre.
- c) quiere decir adiós a sus amigos.

**5. Marta quiere ir a Huelva porque...**

- a) su hermana se va a casar allí.
- b) su tía la ha invitado a su casa.
- c) sus sobrinos van a ir unos días.

## Appendix 15. Transcription of Think Aloud Protocols

Students were given the following instruction in Polish:

Describe step by step everything that you did to do the listening and reading tasks on the test. Please, include as many details as possible.

### Pre-tests (Test 1)

#### Listening test - Igor – low-performing student – 6<sup>th</sup> grade

(...) Czyli słucham nagrania (...), ciężko jest mi uzupełnić lukę... luki, bo bardzo szybko mówią. (...) Po tym pierwszym dialogu uzupełniłem lukę 4. (...) Ma być tam chyba 'amiga'. W drugim dialogu było coś o Londynie i też się chyba przedstawiali. Później przy słuchaniu drugi raz, (1) **starałem się skupić na lukach**. Pierwsza mi znowu umknęła, na pewno było to jakieś krótkie słówko którego nie usłyszałem. Potem usłyszałem słowo 'ermano' i tak wpisałem w lukę 2 (...). Reszty luk już nie zdążyłem uzupełnić w tym pierwszym dialogu. Potem, w trakcie słuchania drugiego dialogu, nie zdążyłem uzupełnić siódmego. W ósmym dałem 'primo', a potem 'amigos', to udało mi się usłyszeć, później już nie wyłapałem tego ostatniego.

- 1- Directing attention to particular part of the text

#### Listening test - student 2 – average-performing – 6<sup>th</sup> grade

Zacząłem od przeczytania tych zdań z kropkami (...) i po prostu (1) **starałam się słuchać jak najuważniej**. Za pierwszym razem to udało mi się uzupełnić tylko lukę 2 i 3 – 'hermano' i 'hermana' wstawiłam. Za drugim razem też bardzo szybko mówili, ale uzupełniłam w czwartym 'amiga', w szóstym dałam 'hermanos', bo to dotyczyło rodzeństwa. Siódmego nie zdążyłam (...); w ósmym 'amigo'. W 9 nie byłam pewna, ale wpisałam 'amigos'. Później już nie usłyszałam, ale (2) **chodziło o to, że są z Londynu, więc chyba chodziło o to, że są anglikami**, ale nie pamiętałam jak to powiedzieć po hiszpańsku.

- 1 – directing attention
- 2- Deductive reasoning

#### Listening test - student 3 – high-performing – 6<sup>th</sup> grade

No to przeczytałam najpierw te dialogi. Potem przeszłam do słuchania, i za pierwszym razem ciężko było uzupełnić. Trochę się zestresowałam, że ten pierwszy dialog tak szybko się skończył (...) W trakcie drugiego już starałam się bardziej skupić (...) i skupić na lukach. W ósmym wpisałam 'amigo', a później chyba powinno być 'hermanos'. (1) **Potem zauważyłam, że pojawiło się Londres, więc pewnie chodziło o to, że są londyńczykami, anglikami**. I wpisałam 'ingles' Potem już słuchaliśmy drugi raz dialogów. (...) I wtedy wpisałam w drugim 'hermano', potem 'hermana'. Później było łatwo już bo mówili (2) **o koleżance, więc 'amiga'** .....i chyba tyle.

- 1 – deductive reasoning
- 2 – translanguaging

#### Reading test – low-performing student – 6<sup>th</sup> grade

No to przeczytałem tekst, a później te pytania prawda i fałsz. (1) **W tekście nie zrozumiałem wszystkiego, i przez to też nie wszystkie pytania były takie jasne, a ja (...)** Nie mogłem sobie przypomnieć tych słówek związanych z wyglądem, ale pierwsze to wiedziałem bo (2) **españoles to hiszpanie**, więc to będzie prawda. Potem (...) *Sonia es rubia* – to prawda, bo takie samo słówko pojawiło się w tekście. I dalej mamy *La hermana de Laura es mayor*, tutaj nie wiem co znaczy *mayor* więc strzelałem, że to prawda. Czwarte było łatwe bo (3) **chodziło o rodziców - padres**, więc jedno



imię było inne. Piąte, piąte to prawda, bo (4) **pojawia się cincuenta y uno - 51 lat**. (5) **W tych pytaniach poniżej było ciężko**, bo (...) trzeba odpowiedzieć całym zdaniem (...). I w tym pierwszym.. nie wiedziałem za bardzo jak je przetłumaczyć, więc strzelałem, dałem *diferentes*.

1, 5 - evaluation

2, 3, 4 – translanguageing

Reading test – student 2– average-performing student – 6<sup>th</sup> grade

No to czytałam najpierw tekst, a potem pytania. (1) **Później musiałam przeczytać już nawet (...) nie cały, nie wszystkie części, ale tylko niektóre żeby potrafić odpowiedzieć na te pytania**. No i przeszłam później (...) do zdań verdadero i falso. I w tym pierwszym dałam że prawda bo jest tutaj, że (2) **pochodzi z Hiszpanii**. Potem (...) było, że *es rubia* i to też było w tekście. *La hermana de Laura es mayor* tutaj (3) **nie pamiętałam co znaczy mayor więc musiałam tu zgadywać co to znaczy i dałam falso**. Później wiedziałam, że (4) **padres**, (...) **to znaczy rodzice**, mają inaczej na imię niż w pytaniu, więc to będzie falso. W piątym dałam, że to verdadero, bo w sumie było 51 lat i to się zgadzało z tym co było w pytaniu. Później te kolejne pytania to były takie (...) takie, w których trzeba było odpowiedzieć całym zdaniem. (5) **I tutaj nie wszystkie te pytania zrozumiałam**, tylko (6) **cuantos anos to wiedziałam, że chodzi o to ile ma lat**. Więc w tym pierwszym napisałam, że 16 lat, a później w przedostatnim 13 lat i (...) później w ostatni też się pojawiło (7) **ile – cuantos**, ale tu chodziło chyba o (8) **rodzeństwo – hermanos**. Te dwa pozostałe pytania zostawiłam bez odpowiedzi bo nie wiedziałam, nie umiałam ich przetłumaczyć, nie wiedziałam co znaczą.

1 - Re-reading parts of the text

3 – guessing

5- evaluation

2,4, 6, 7, 8 – translanguageing

Reading test – student 3– high-performing student – 6<sup>th</sup> grade

To tutaj w tym czytaniu najpierw przeczytałam tekst, (1) **tekst był o rodzinie** i później popatrzyłam na (...) na pytania prawda fałsz i na początku ee (2) **tu było łatwe** zaznaczyłam ee prawda verdadero eee bo (3) **one były hiszpankami eee chociaż tutaj jest że Laura jest z Bogoty, więc nie, tutaj będzie zdecydowanie jednak fałsz**. W 2 pytaniu na pewno będzie prawda bo jest w tekście nawet że Sonia jest rubia i w trzecim *la hermana de Laura es mayor* tutaj zaznaczyłam że to jest fałsz (4) **ale nie jestem pewna**. W 5 było pytanie o to ile mama ma lat i tutaj na pewno 50 lat więc będzie fałsz później przeszłam do tych pytań otwartych i tutaj musiałam (5) **przeczytać jeszcze raz części tekstu** pierwszym chodziło o to ile lat ma Sonia i tutaj było 16 lat. *De que país es Laura* mmm i (6) **tu chyba país** oznaczało państwo albo miasto więc będzie **Colombia** i później było (7) **como es Laura** więc tutaj **chodzi chyba o jej wygląd**.. więc napisałam że jest *baja* i *delgada* *cuantos anos tiene la hermana de Sonia* i tutaj w tej ostatniej części do się pojawia i będzie tutaj że 13 i ostatni (8) **cuantos hermanos tiene Sonia a i tutaj chodzi o rodzeństwo** więc będzie tutaj dos i to chyba było tyle.

1- Identifying the main idea of the text

2- Evaluation

3- Correction

4- doubt

5- Re-reading

6,7,8 – translanguageing



Listening test – student 1 – low-performing student – 7<sup>th</sup> grade

No to na początku słuchałem tego dialogu. Mmm słyhać że są w restauracji mmm i bardzo szybko mówią i za pierwszym razem udało mi się tylko zaznaczyć że mmm że (1) **jako pierwsze danie czyli to chyba primer plato** zamówili *tortilla española*. Później wydaje mi się że na końcu zamówili kawę cafe a jako *postre piden nada*. Za drugim razem (2) **starałam się skupić na tym co mówią** i uzupełnić te brakujące rzeczy i tutaj w pierwszym zaznaczyłam *mesa para dos* bo (3) **wydaje mi się że że były tylko 2 osoby** które przyszły do restauracji i później mmm musiałam strzelać i wydaje mi się że *le recomiendan de entrante ensalada* i brakowało mi też 5 ii.. tu chyba tyle. W drugim zadaniu to szybko przeczytałam zdania i później po prostu zaznaczałam czy to prawda czy fałsz, (4) **więc nie wiem czy moje przypuszczenia wszystkie były dobre**.

- 1 - translanguaging
- 2 - paying attention
- 3 - Context
- 4 - doubt

Listening test – student 2 – average-performing student – 7<sup>th</sup> grade

- (1) **Tutaj było ciężko, bo bardzo szybko mówili i prawie nic nie rozumiałem**, ale się starałem. W sensie chciałem zapamiętać, żeby jak będę słuchał to żebym wiedzieć na czym się najbardziej koncentrować. Na przykład, na przykład, jak ten Juan mówił, (2) **prosił o jakiś specjał, to była zupa, sopa**; albo jak mówił, że chce stolik to (3) **wiedziałem, że dla 2 osób bo tam jeszcze ktoś mówił oprócz niego, chyba jakaś kobieta**. No i później było o tym, no szybko zamawiali więc (4) **nie wyłapałem wszystkich nazw dań, ale na początku było chyba coś o zupie i dalej nie wiem, bo za szybko mówili**. Musiałem dużo rzeczy tutaj zgadywać albo się domyślać. To samo w drugim zadaniu, był bardzo krótki dialog i nie wiedziałem do końca czy dobrze zaznaczam.

- 1- evaluation
- 2- doubt
- 3- cognates
- 4 - context

Listening test – student 3 – high-performing student – 7<sup>th</sup> grade

Zaczęłam od przeczytania dokładnie pytań i starałam się jak najwięcej zrozumieć z tego co mówią. Najpierw, no (1) **było słyhać że są dwie osoby w restauracji**, więc zaznaczyłam, że są dwie. Później słuchałam po kolei co zamawiają, (2) **choć ciężko było zapamiętać wszystkie te dania**, bo bardzo szybko mówili. Na początku chyba zamówili *ensaladas*, potem na pierwsze danie (3) **chyba zupę – sopa**, (3) **de segundo plato czyli na drugie danie** był *pollo*. Za drugim razem zaznaczyłam więcej bo już w piątym wiedziałam, że ma być *ensalada*, potem *primero y segundo*. (4) **Najgorzej było z końcówką, bo tu czasami musiałam zgadywać odpowiedzi** (...). Drugie zadanie było *verdadero/falso* i tutaj (5) **musiałam podkreślić najważniejsze słówka np. queso, huevo**. Było mi później łatwiej zaznaczyć odpowiedź.

- 1- Context
- 2- evaluation
- 3, 4 – translanguaging
- 5- underlining key words

Reading test – student 1 – low-performing – 7<sup>th</sup> grade

No to przeczytałam tekst, potem pytania. I w tych pytaniach pojawiło się dużo słówek, których nie znam, (1) **więc było trudno**. W pierwszym nie wiedziałam, więc dałam verdadero, potem było (2) **coś o herbacie z limonką**, a w tekście było co innego, więc to na pewno fałso. Słowo paella nie pojawiło się w tekście, więc kolejne zaznaczyłam jako fałso. Te dwa ostatnie (3) **to już nie rozumiałam**, więc zgadywałam poprawne odpowiedzi. W drugim tekście... z tekstu próbowałam wyłowić pytania no i tak. Nie podkreślałam niczego. Jak czegoś (4) **nie wiedziałam** to próbowałam strzelić. Na początku było (5) **coś o piętrach**, ale (6) **nie pamiętałem do końca liczby diez i nie wiedziałem jaką cyfrę zaznaczyć** i tutaj na chybił trafił dałem 9. Potem nie za bardzo wiedziałem o co chodzi w kolejnym pytaniu i dałem tylko że *Hermana* bo to słówko pojawiło się w tekście. Później to już wiedziałem że była mowa o *perro* więc zaznaczyłem w 5 to właśnie. W ostatnim (7) **musiałem przeczytać jeszcze raz koniec tekstu** żeby wiedzieć czym nie była mowa że ma w tym pokoju.

- 1- Evaluation
- 2,5 – guessing
- 3, 4, 6 – lack of understanding
- 7 – re-reading

Reading test – student 2 – average-performing – 7th grade

No to najpierw przeczytałam dialog, a potem przeszłam do pytań. Starłam się przetłumaczyć jak najwięcej słówek w tekście, ale też w pytaniach. Nie wiedziałam co znaczy *saluda*, więc tu musiałam zgadywać. Potem było (1) **te con limón czyli chyba herbata z limonką**, więc to jest fałso, bo to nie pojawiło się w tekście. Potem, w trzecim chodziło o to, (2) **że Maria zamawia paellę**, ale nie pojawiło się w tekście, więc zaznaczyłam *fałso*. Potem, (3) **potem postre czyli chyba deser** i tu nie zamawiali tego więc fałso, a ostatnie (4) **to beber czyli coś do picia** a oni zamawiali więc to prawda. (5) **Drugi tekst był o mieszkaniu**. Tutaj po prostu czytałam tekst i (6) **wracałam do tych części które były w pytaniach** i tak powoli sobie czytałam pytania i się zastanawiałam.

- 1,2,3,4 – translanguaging
- 5 – stating the topic of the text
- 6 – selective reading, re-reading

Reading test – student 3 – high-performing – 7th grade

Czytam tekst i (1) **podkreślam sobie w nim najważniejsze fragmenty** np. to co zamawiają np. *ensalada mixta*. Potem przechodzę do pytań i to samo robię w pytaniach. Potem (2) **wracam do tekstu i znajduję fragment**. No i tak rozwiązywałam pierwsze. W drugim tekście tak samo zrobiłam. (3) **Podkreślałam sobie słowa**, które mogłyby mi pomóc odpowiedzieć na pytania. Tekst nie był długi i (4) **dotyczył opisu domu**, więc to coś co (...) większość słówek dobrze znam i na przykład w pierwszym (5) **wiedziałam, że plantas to piętra**, więc zaznaczyłam, że było ich 10. Potem też wiedziałam, że (6) **dormitorios to pokoje** i było ich 4. Potem nie wiedziałam (7) **co to znaczy mascota**, ale później się domyśliłam (...) bo było że mają psa. W (8) **ostatnim też nie znałam wszystkich słów**, ale po prostu było pytanie o to czego nie mają (...) wzięłam.. zobaczyłam w tekście, że tam było.. nie pojawiło się *mesita de noche* więc to zaznaczyłam.

- 1, 3 – underlining key words
- 2- Re-reading
- 4 – identifying main idea
- 5,6 – translanguaging
- 7– guessing

Listening test – student 1 – low-performing – 8th grade

No to tak tutaj wysłucham najpierw tego dialogu później dopiero przeczytałem zdania i starałem się aby na nie odpowiedzieć i w pierwszym dałem fałsz. 2 po prostu prawdę tak, a w 3 też prawdę w 4 prawdę i w 5 fałsz, 6 fałsz a na końcu prawdę i później w tych pytaniach otwartych tutaj mmm tutaj mi się (1) wydawało że chodzi o tych przyjaciół i to chyba była Marta i Manuel i (2) hmm nie zrozumiałem tego 2 i 3 pytania więc tutaj zostawiłem to puste a później w tym 2 zadaniu trochę nie ... nie wszystko usłyszałem a w 2 wydaje mi się że było (3) coś o komiksie .... to mogło być to. A w 5 (4) tutaj chyba chodziło o tych meksykań więc to przy porządkowałam do obrazka d.

- 1, 3,4 – guessing
- 2 – lack of understanding

Listening test – student 2 – average-performing – 8th grade

No to pierwsze zadanie wy tutaj w pierwszym wysłuchałem eeee nagrania i później później się zastanawiałem co mogło być mogło być prawdą a co fałszem. (1) Mówili bardzo szybko więc było mi ciężko i większość musiałem strzelać więc tak dałem w pierwszym tytułem verdadero, później później znowu verdadero i później falso, falso. W 5 mogło chodzić (2) o oczy bo było ojos mm i tutaj dałem fałsz mmm w 6 prawdę 7 też prawdę a później były te pytanie otwarte i tutaj (3) było mi bardzo ciężko też na to odpowiedzieć bo znowu tak szybko właściwie dialog był taki bardzo szybki w pierwszym musiałam strzelać dodam że (3) było coś o Manuelu więc dał wpisać że ma na imię Manuel później te 2 kolejne zostawiłem. W 2 zdaniu.... pierwszym usłyszałam (4) coś o naturze ale to zostawiłam. Później ...chyba później coś (5) coś o kamerze mmm więc to mogło być to...

- 1 – evaluation
- 2 - translanguaging
- 3,4,5 - guessing

Listening test – student 3 – high-performing – 8th grade

(1)No to najpierw stwierdziłam że będę ... skupię się na tych zdaniach verdadero/falso, a w drugim słuchaniu na pytaniach otwartych i więc jak słuchałam tego pierwszy raz.. Pojawiły się imiona nagraniu więc eee dałam prawdę eee później później było że Manuel Javier jest es mas *extravertido que Manuel* i tu dałam też prawda. Manuel i Javier *tienen los ojos marrones* i dałam tutaj 'prawda' A Manuel *le gusta hacer deporte* tutaj usłyszałam że nie i na końcu Manuel i Javier *son muy amables* i dałam tu prawdę. W pytaniach otwartych eee (2) tutaj miałam problem i w pierwszym było pytanie to... w 2 nie za bardzo wiedziałam co dać a w 3 w 3 też też nie nie wiedziałam co dać.

W drugim zadaniu tutaj trzeba było uporządkować to wszystko.. (3) *aire - air* więc powietrze to zostawiłam e później w 2 było coś o komiks więc to mogło być w b. w 3 było (4) coś o *fiesta* i *carnaval* więc to by pasowało do pierwszego obrazka później (5) coś o kamerze chyba i fotografii więc to mogło być e.

- 1 – planning how to approach the listening task
- 2- doubt
- 3 – cognate
- 4,5 - guessing

Reading test – student 1 – low-performing – 8th grade

No to czytam ten tekst (...) i (...) rozwiązuję zadanie i na początku mamy zdanie że jest że jest że *Cristina es mal organizada*. Tutaj w tekście mamy *bien* więc to jest fałsz. Później *canta muy bien* czyli to chyba będzie prawda. Z tego co pamiętam... (1) *sociable* to to samo co *sociable* po angielsku więc tutaj dałam że prawda. *Menos elegante que..* i tutaj dałam że prawda. *A Ana le gusta ir de compras* i tutaj dałam że także prawda mmm i w pytaniach otwartych tutaj dałam że że Cristina bo to było napisane w tekście. (2) *Signe de zodiaco* czyli tu chyba chodzi o znak zodiaku i tutaj jest Geminis i to to jest poprawna odpowiedź później mamy *yy viste* i to nie więc to znaczy więc przeszłam do ostatniego *como es Cristina* i tutaj napisałam że jest *delgada* i *rubia*.

Tutaj właśnie było w poleceniu (...) przeczytałam oczywiście maila i przeszłam do pytań w pierwszym pytaniu to wiedziałam (3) *¿e mówi o rodzinie* i *su casa* później było że (4) *lubi eee tenis* więc tutaj zaznaczyłam B. 3 było że rodzice dużo pracują między zaznaczyłam że pracują i tutaj (...) *dormitorio* tu (5) *nie byłam pewna ale zaznaczyłam a* i w 5 miałam problem bo obrazek hmm ale wydaje mi się że chodziło o ogród ogólnie.

1 – cognate

2, 4 – translanguaging

3- identifying the main topic

5 - doubt

Reading test – student 2 – average-performing – 8th grade

Na to przeczytałam tekst (1) i był *on o o Ane i Cristinie* i później przeszłam o do zdań prawda fałsz w prawda fałsz (2) *było dosyć łatwe* bo zazwyczaj to coś się pojawiało w zdaniach w tekście to właśnie to często pojawiało się też w pytaniach i w pierwszym zaznaczyłam że *falso* bo jedna jedno zdanie się różniło jeden wyraz się różnił. (3) *3 sociable to chyba znaczyło towarzyski* więc będzie prawda później (4) *elegante y czyli elegancki* to będzie fałsz i później *ir de compras* i tutaj będzie też prawda w 2 części zadania tutaj ... to będzie na pewno *cristina* później *chodź* (5) tutaj *o urodziny Any* więc to będzie właśnie 14 de junio później (6) *mamy ee znak zodiaku* więc to będzie właśnie eee Geminis. następnie mamy tu chyba chodzi te są wymieniane ubranie więc może o to chodzić więc to przepisałam a później chodziło o to jaka jest i tutaj też to przepisała.

W drugim zadaniu przeczytałam go najpierw i później spojrzałam na te pytania i w pytaniach był chyba główny temat tekstu i tutaj zaznaczyłam b bo było była (7) *mowa o jego rodzicach dziadkach* więc dlatego dlatego to była poprawna odpowiedź. Później było coś lubi tutaj było że mmm że (8) *rower i tenis* więc to na pewno a później było (9) *o jego rodzicach* i tutaj było to samo słówko więc zaznaczyłam b później było coś (10) *o jego pokoju* więc to zaznaczyłam a i na końcu tutaj tutaj zaznaczyłam b.

1 – identifying main idea of the text

2 – evaluation

3,4,5,6,7,8,9,10 – translanguaging

Reading test – student 3 – high-performing – 8th grade

No to mówię pierwszym zadaniu mieliśmy zaznaczyć prawdę fałsz i najpierw przeczytałam zdania a później przyszedłam do tekstu i jeśli chodzi o pierwsze to tutaj było wiadomo że jest błąd więc dałam fałsz. (1) *Później że śpiewa bardzo dobrze* i tutaj oczywiście to się zgadzało (2) *eee sociable jest (..) przypomina angielskie sociable* więc tu (3) *chodź o to że jest towarzyska* i to była prawda. Później była mowa o *elegante* i to była też prawda. *Yyym ostatni ir de compras* No to to był fałsz. jeśli chodzi o te pytania otwarte to tutaj wpisywałam to co o to pytali więc jeśli chodzi (4) *o matematykę* to wiedziałam że Cristina później później *cumpleanos* to też była tam data napisana taką samą wpisałam i (5) *podkreśliłam sobie nawet wcześniej*. (6) *I tak samo jeśli chodzi* o (7) *znak zodiaku* później też przepisałam Wszystko (8) *co ubiera więc* też też to to informacje (9) *podkreśliłam żeby mi było łatwiej*.

W 2 tekście tutaj takim głównym tematem były ... czytałam to się okazało że eee było głównie o (10) *familia i casa*. We wstępie o tym mówi. I tutaj dlatego łatwo mi było odpowiedzieć... odpowiedzieć na

pierwsze pytanie później też jeśli chodzi o to co lubi to było to (11) **to sobie podkreśliłam** więc zaznaczyłam a później też jeśli chodzi (12) **o rodziców** to zaznaczyłam c później w 4 i w 5b.

1, 3, 4, 7, 12 – translanguaging

2 – cognate

5, 6, 9, 11 – underlining key words and phrases

10 – identifying the main topic

## Test 2 – Reading and Listening

### Listening – low-performing student – 6<sup>th</sup> grade

No to wysłuchałam tego pierwszego ee nagrania i eee jak tylko usłyszałam jakieś słówko które się pojawiło w tych zdaniach to zaznaczałam i tutaj tutaj mmm wydaje mi się że w pierwszym było prawda bo coś było (1) **o tym ołówku który był azul i** później wydaje mi się że była prawda bo ten (2) **Miguel potrzebował czegoś naranja** a później było coś później dałam fałsz, fałsz a później prawda i wy tym 2 nagraniu to wiedziałam że może chodzić o jakąś... o to (3) **co zamawiają w restauracji** mmm i tutaj dałam tutaj prawda później film też prawda a później film (4) **było coś o algun majonezie** też dałam prawdę i później fałsz.

1,2,4 – translanguaging

6 – identifying main idea

### Listening – average-performing student – 6<sup>th</sup> grade

No to najpierw przeczytałam pytania i podkreśliłam albo właściwie zdania na które trzeba było odpowiedzieć prawda lub fałsz ee później ee (1) **podkreśliłam takie słowa które mogą mi się przydać.** Na przykład (..) na przykład nazwy tych przedmiotów szkolnych eee później wysłuchałam tego nagrania i pozaznaczałam to co wiedziałam a za 2 razem za 2 razem już (2) **zapisalam sobie kilka rzeczy** eee na przykład na przykład kolory które się pojawiły 'naranja'. I tak w pierwszym zaznaczyłam prawdę ee później fałsz ee później znowu fałsz i na końcu prawdę później przeszłam na 1 do 2 dialogu i tutaj też (3) **podkreśliłam słowa które mogłyby mi pomóc** a później już a później już słuchałam i tyle.

1, 3 – identifying key words

2 – note-taking

### Listening – high-performing student – 6<sup>th</sup> grade

No to w pierwszym dialogu były (1) **tutaj 2 osoby** i rozmawiały (2) **o e kolorach** i tutaj trzeba było odpowiedzieć czy czy odpowiedź jest prawdą czy fałszem i tutaj podkreśliłam m eee te najważniejsze (3) **słowa głównie kolory** bo tutaj taka była różnica w tych poszczególnych zdaniach eee i w pierwszym dałam że to prawda w 2 że też prawda później że wciąż 4 nie byłem pewny ale strzelałem że fałsz. W 2 dialogu było była mowa o o chyba (4) **jakiejś restauracji** mmm albo o ale to (5) **też był dialog i** tutaj przeczytałam te zdania eeee.. i tutaj też (6) **podkreśliłam sobie te te główne** że (7) **nie Wszystko zrozumiałem eee... to tutaj zaznaczyłam to co widziałem** na przykład w pierwszym dałam fałsz, później w kolejnym też fałsz później prawda i na końcu fałsz.

1, 5 – identifying the context;

2,4 – identifying the topic

3,6 – underlining key words

7 – evaluation

### Reading – low-performing student – 6<sup>th</sup> grade

Ee no to najpierw przeczytałam tekst później przeszłam do zdania prawda fałsz i tutaj musiałam (1) **wracać kilka razy do tekstu** bo nie pamiętałam wszystkich informacji więc na początku było (2) **czy lubi języki** więc tutaj dałam prawda bo było coś o językach później później ee czy Juana ma



przyjaciela Polaka i tutaj znowu (3) musiałam Jeszcze raz przeczytać ten fragment i okazało się że to jest fałsz później tutaj (4) było coś o kuchni hiszpańskiej i tutaj czy lubi tutaj znowu (5) musiałam Jeszcze raz wrócić do tego fragmentu tak to się zgadzało później tutaj było coś o marisco nie wiedziałam co to znaczy więc zobaczyłam w tekście że nie je ich więc to będzie fałsz i (6) później znowu musiałam przeczytać tekst już nie pamiętałam tego ostatniego i tutaj było o tym że lubi sushi i to też było coś o sushi i tutaj prawda.

1, 3, 5, 6 – re-reading parts of the text

2, 4 – translanguaging

Reading – average performing student – 6<sup>th</sup> grade

No to najpierw przeczytałem ten tekst (1) wiedziałem że to jest (...) że to jest email. (2) I ogólnie tematem tego tego tekstu była szkoła i i ulubione przedmioty nie później przeszedłem do tych pytań prawda fałsz i tutaj starałem się przetłumaczyć sobie trochę mniej te słówka (3) lenguas eee to języki więc to chodziło o to jak języki lubi (4) że lubię języki i to była i to była prawda później tutaj było coś (6) o polskim przyjacielu i to też była prawda im później (5) cocina espanola to coś z hiszpańskim i tutaj strzelałem że to fałsz później było coś o paella to my tutaj mmm i to był fałsz bo nic takiego nie było a nie pojawiło się więc więc to było to była prawda i tutaj (7) mariscos co kojarzy się trochę z morzem więc a poza tym też było coś o tym w tekście więc to jest prawda i później sushi i to był fałsz.

1. Identifying the type of the text

2. Identifying the topic of the text

3, 4, 5, 6 – translanguaging

7 – associations

Reading – high performing student – 6<sup>th</sup> grade

No to i w pytaniach i w tekście (1) podkreśliłam sobie słowa które mogą mi się przydać na początek na początek zastanawiam się w ogóle (..) podkreśliłam sobie taki (..) (2) taki główny temat tego tekstu to było to było tak (3) opowiadanie głównie o szkole i (4) podkreśliłam sobie takie informacje że na przykład że lubi (5) francuski Frances i że (6) tiene amigo w Japonii i też to że mmm i też ten fragment o (7) o tym co lubią jeść. Później przeszłam do pytań i w pytaniach i dzięki temu przy sobie tam podkreśliłam wcześniej to byłoby łatwiej na nie odpowiedzieć i w tym pierwszym zaznaczyłam że to jest prawda mmm bo ona się uczyła tych języków. Później fałsz potem przyjaciele był jeszcze (8) sprawdzę w tekście ale był z Japonii później była jakoś comida espanola a i to było jeszcze oczywiście lubi więc to prawda ulubionym daniem to było, więc też się zgadza i później znowu musiałam (9) sprawdzić w tekście to następne ale to było właśnie fałsz bo no come mariscos, i później le gusta sushi to była prawda, prawda.

1, 2, 4, 7 – underlining key words

3- identifying main topic of the text

5, 6 – translanguaging

8, 9 – re-reading parts of the text

Listening – low-performing student – 7<sup>th</sup> grade

To na początku przeczytałam te zdania od a do g, a potem potem wysłuchamy tego dialogu. Tutaj za pierwszym razem niezbyt dużo udało mi się zaznaczyć ale później (1) starałam się słuchać uważniej i tu za 2 razem już mmm starałam się (2) zanotować sobie te najważniejsze rzeczy na przykład godzinę o której wstaję i później też o której zaczyna lekcje i też później starałam się (3) wyłapać te słówka które były hmm w zdaniach które pojawiły się na graniu a i tutaj właśnie tego udało mi się rozwiązać kolejne tutaj dałam prawda i tutaj było coś o lekcjach angielskiego i to akurat usłyszałam że że chodzi a nie byłam pewna którego dnia mmm później nie było że gra ale nie wiedziałam za bardzo co to znaczy baloncesto i nie wiedziałam czy to się też pojawiło w nagraniu później a później (4) trochę nie

rozumiałam ale starałam się dalej słuchać i tutaj w udałam prawdę bo słyszałam że słyszałam właśnie że wymienia to słówko cos mmm a później eee (5) tutaj eee godziny, horas w których je to też zaznaczam że prawda.

- 1, 3 – paying attention
- 2- note taking
- 4 – evaluation
- 5 – translanguaging

Listening – average-performing student – 7<sup>th</sup> grade

(1) No to za pierwszym razem stwierdziłam że na razie posłucham tylko nagrania a później dopiero za 2 razem będę zaznaczać więc to za pierwszym razem wysłuchałam tego nagrania i to pomogło mi zapoznać się trochę z tekstem i dowiedzieć się o czym jest (2) wiedziałam że to jest dialog bo... bo rozmawiały tam 2 osoby i też starałam się trochę rzeczy (3) zanotować yy i na przykład, na przykład to co je na śniadanie i na przykład to co robię w wolnym czasie. Chwilę później mmm później było mi łatwiej mmm rozwiązywać te zadania prawda fałsz i właśnie za 2 razem jak już słuchaliśmy to to zaznaczałam sobie te odpowiedzi i wiedziałam że właśnie (4) budzi się o 8. Później że zaczyna zajęcia ee (5) że zaczyna zajęcia o 9 ee i to właśnie mi najbardziej pomogło rozwiązać te zadania.

- 1. Planning how to approach the task
  - 2. Identifying type of the text
  - 3. Note taking,
- 4, 3, 5- translanguaging

Listening – high-performing students – 7<sup>th</sup> grade

No to najpierw przeczytałam pytania do tekstu i (1) podkreśliłam najważniejsze informacje później wysłuchaliśmy tego tekstu raz a ja sobie (2) zanotowałam tam te najważniejsze rzeczy nie na przykład to (3) co je na śniadanie – desayunar na przykład (4) se despierta o której wstaje na przykład to (5) co robi na przykład w weekendy – hacer (...) i później jak słuchaliśmy tego jeszcze raz to starałam się to Wszystko uporządkować i słuchając właśnie zaznaczoną poprawne odpowiedzi w pierwszym dałam verdadero, w 2 verdadero, później falso, kolejne verdadero, 5 i 6 falso, a potem verdadero.

- 1. Underlining key words
  - 2. Note taking
- 3,4,5 - translanguaging

Reading – low-performing student – 7<sup>th</sup> grade

Na to najpierw czytam tekst em i staram się jak najwięcej (1) rzeczy przetłumaczyć i tak i tak hmm wydaje mi się że chodzi o to że opisuje to co (2) ta osoba opisuje to co robi codziennie i tutaj nie za bardzo wiem co znaczy pierwsze zdanie ale później chodzi o to że mmm że to na przykład poniedziałek (3) że tam pracuje trabaja i że mmm i że (4) chodzi też na gimnastykę – hacer ejercicios i że (4) pracuje trabaja i tutaj (5) podkreśliłam głównie godziny w których robi te rzeczy a później już przyszedłam do pytań i ee tutaj oczywiście też przetłumaczyłam sobie te najważniejsze słówka i (6) podkreśliłam na przykład że pracuję codziennie tutaj tam że prawda oczywiście później że później (7) że godziny w których pracuje hmm tutaj (8) też dni tygodnia i to i później przyszedłam do tych pytań otwartych i i tutaj wiedziałam że a que hora oznacza która godzina te więc przepisałam to z tekstu później widziałam że (9) chodzi o dzień tygodnia w których w którym właśnie ee przychodzi do ojca. A w tym ostatnim to (10) chodziło o to co co robi w te 2 dni tygodnia i to też przepisałam z tekstu.

- 1, 3, 4, 9,10 - translanguaging
- 2 – identifying the main idea
- 5, 6,7,8 – underlining key words

### Reading – average-performing student – 7<sup>th</sup> grade

To zaczęłam od przeczytania tekstu i (1) **zastanawiałam się nad jego głównym tematem** i to był cel to była taka rutyna tej osoby i później przeszłam do pytań i tutaj za każdym razem jak się zastanawiałam nad odpowiedzią to (2) **wracałam do tekstu** czasami nawet (3) **podkreślałam sobie najważniejsze informacje** na przykład e informacje na temat pracy a informacje na temat yyy (4) **zajęć jogi** zajęć które ma właśnie (5) **z języka chińskiego** i eee to pozwoliły mi na odpowiedź na te pytania a później przyszło do tych pytań otwartych i tutaj tak samo (6) **podkreślałam sobie w każdym z tych przypadków słowa które mi mogły pomóc w odpowiedzi na pytania** i później (7) **wracałam sobie do tekstu** nie i to wystarczyło że że właśnie przeczytałam sobie tą samą końcówkę i wtedy odpowiadałam na te pytania.

1 – identifying the topic of the text

2,7 – re-reading

3, 6 – underlining key words

4,5 - translanguaging

### Reading – high-performing student – 7<sup>th</sup> grade

I tutaj najpierw przeczytałam pytania a później przeszłam sobie do tekstu aha jeszcze w pytaniach (1) **zaznaczyłam sobie takie najważniejsze wyrazy** i później później wracałam do tekstu i po kolei odpowiadałam na te pytania. Wiedziałam że cały (2) **tekst dotyczył właśnie takiej codziennej rutyny** więc (3) **Wszystko było pisane po kolei** a ja i tutaj właśnie żeby rozwiązać te pierwsze prawda fałsz to (4) **wróciłam sobie do tej tego do pierwszej części tekstu** później do tej 2 części i tutaj (5) **było kilka słówek których nie rozumiałem ale zawsze starałam się szukać ich w tekście i na przykład mmm na przykład próbować się domyślić co one mogą oznaczać** a jeśli chodzi o pytanie otwarte tutaj już było dosyć łatwo bo znałam wiedziałam co znaczą te te pytania i później ich wystarczyło przeczytać sobie właśnie ten tekst Jeszcze raz i wtedy na nie odpowiadałam.

1 – underlining key words

2 – identifying main topic

3 – thinking about the structure of the text

4 – re-reading

5 – guessing on the basis of the context

### Listening – low-performing student, 8<sup>th</sup> grade

No to przeczytałam sobie te zdania i (1) **wiedziałam że nagranie będzie o sposobach spędzania wolnego czasu** wiedziałam czego mogę się spodziewać później starałam się (2) **też domyślić jakie jakie wyrazy mogą** też się pojawić a później przeszłam do nagrania właściwie do wysłuchania nagrania i tutaj mmm w pierwszym było amigos w 2 nie do końca usłyszałam ale w 3 już było parque, w kolejnym było cine, i później tak mi się (3) **wydało że było restaurante i to pasuje do do do tego zwrotu bo bo chodzi nam o miejsce w którym jadł** później było później w 9 dałam tele i później semana. I tyle.

1- Identifying the main topic

2,3 – guessing on the basis of the context,

### Listening – average-performing student, 8<sup>th</sup> grade

E no to zaczęłam od przeczytania tych zdań i starałam się (1) **podkreślić takie zwroty a które mogą mi pomóc** właśnie uzupełnić to nagranie nie rozumiałam wszystkich słów więc mogły więc będziemy trochę ciężko mmm i (2) **po prostu starałam się usłyszeć jak najwięcej** i w tym pierwszym uzupełniłam że to są amigos później nie wiedziałam więc zostawiłam a później tu chyba (3) **chodziło o park więc to chyba będzie parque.** i tak kolejnym nie wiedziałam ale następne już (4) **tutaj to to restauracja czyli restaurante** i później mieliśmy chyba casa, Później los domingos bo pasowało tutaj (5) **pasowało tutaj**



jakiś dzień tygodnia później nie wiedziałam ale później już chyba (6) mówili o tele było że coś tam oglądali. i na końcu na końcu tutaj nie za bardzo wiedziałam.

1 – underlining key words

2 – directing attention

3,4 – translanguaging

5,6 - guessing on the basis of the context,

Listening – high-performing student, 8<sup>th</sup> grade

Zacząłam od przeczytania tych zdań z lukami e później później posłuchałam tego nagrania i tyle. Tutaj widziałam że tutaj mówią o nim (1) a głównie spędzaniu wolnego czasu i tutaj mmm starałam się (2) skoncentrować na tym co słucham a później mmm później zaczęłam uzupełniać luki i tutaj w pierwszym czytałam że hmm amigos po tak usłyszałam później trochę szybko mówili ale trzecie udało mi się jeszcze uzupełnić parque czyli park. No później tutaj w 6 tak się domyśliłam że może chodzi o to że (3) czyści dom więc dałam casa i tyle tutaj też w tym 7 domyśliłam się że mówią po kolei o (4) dniach tygodnia i więc jak była sabado to będą (5) też domingos czyli tę niedzielę mmm i (6) później starałam się domyślić co może być w tych brakujących lukach i tutaj w 9 na przykład a widziałam że że może o to chodzić o telewizję czyli veo la tele później że w (7) i tak się zastanawiałam kiedy to robi, i chyba w weekend bo wtedy ma dużo czasu.

1. Identifying the main topic

2. Directing attention

3,4 , 6 - Guessing on the basis of the context

5 – translanguaging

7 – using general knowledge

Reading – low-performing student, 8<sup>th</sup> grade

Yy tutaj (1) sprawdziłam najpierw pytania i opis bo nie było ich dużo i zastanawiałam się co trzeba z nimi zrobić więc stwierdziłam że na (...) to najpierw pytania żeby wiedzieć czego później szukałam w tekście i w tekście (2) podkreślałam sobie te rzeczy które zapamiętałam pytań na przykład ten to ile ma lat ta dziewczyna która pisze później (3) to gdzie mieszka i (4) różne godziny które mi się przydały i i też film mmm (5) dni tygodnia i (6) chyba zwierzę które ma i tutaj mmm później już tylko dopasowałam sobie po prostu odpowiedzi do tego co przeczytałam i tyle.

1. – analysis of the instruction

2. underlining key words

3, 4, 5, 6 – translanguaging

Reading – average-performing student, 8<sup>th</sup> grade

No to przeczytałam tekst i (1) tekst był o o Marii Perez i ona opowiadała o sobie i tutaj później przeczytałam pytania i (2) i tutaj musiałam wracać do tekstu żeby sobie właśnie żeby mi było łatwiej odpowiedzieć na te pytania i w pierwszym właśnie (3) ile ma lat to to tutaj 19 później w (4) 2 znowu wróciłam do tekstu i i właśnie też było napisane odpowiedział że w Granadzie mieszka później o jej clases i (5) tutaj też wróciłam do tekstu a i sobie tutaj zaznaczyłam że że o 9 później yy później (6) znowu wróciłam do tekstu i znowu sobie szukałam tego tego (7) kiedy odwiedza swoją rodzinę i tak samo na końcu tutaj to tutaj było że perro ma.

1. Identifying main topic of the text

2, 4,5,6 – re-reading parts of the text

3, 7 – translanguaging

## Reading – high-performing student, 8<sup>th</sup> grade

Zacząłam od przeczytania tekstu a (1) a później podkreślałam sobie takie najważniejsze informacje o tej Marii Perez o której był tekst film i później przeczytałam te pytania i po każdym pokazaniu każdego (2) pytania wracałam cały czas do tekstu żeby sprawdzić jaka jest poprawna odpowiedź i tak właśnie w pierwszym zaznaczyłam 19 lat wracając do tekstu w 2 też było że Granada więc zaznaczyłam później (3) o której godzinie zaczyna lekcje i tutaj zaznaczyłam a las nueve i później też (4) wróciłam do tekstu żeby poszukać odpowiedzi na kolejne pytanie i tutaj w 5 już napisałam odpowiedź.

- 1 – underlining key words
- 2,4 Re-reading parts of the text
3. translanguaging

## Test 3 – Reading and Listening

### Listening – low-performing student, 6<sup>th</sup> grade

No to tutaj posłuchałam tego dialogu i (1) starałam się jak najbardziej skupić żeby żeby uzupełnić jak najwięcej i tutaj w pierwszym pierwszym tylko usłyszałam że było Hola. później usłyszałam ‘eres; potem było ingles. A później już nie słyszałam co było.

- 1 – directing attention

### Listening – average-performing student, 6<sup>th</sup> grade

Na to tutaj najpierw przeczytałam ten dialog a później przeszłam do do uzupełnienia ale oczywiście najpierw posłuchałam nagrania i tutaj mmm było bardzo wielu był bardzo krótki i mmm tutaj w pierwszym dałam (1) Hola bo to było przywitanie później dałam (2) “eres” po tutaj pytają nas o to skąd są i (3) tutaj chodzi o narodowość więc pewnie będzie ingles w 5 bo jakieś 2 słówko ale nie wiedziałam co. W 6 w 6 chyba było Americano.

- 1,2,3 – guessing on the basis of the context

### Listening – high-performing student, 6<sup>th</sup> grade

To na początku przeczytałam te luki. (1) Wiedziałam że to jest dialog że że przedstawiają się w nim i tutaj film najpierw posłucham ale później wiedziałam też że (2) pojawiają się takie zwroty które które już mieliśmy na na hiszpańskim i na początku dałam po prostu Hola, później de De dónde eres, później (3) wiedziałam że chodzi o narodowość po pojawiły się pojawia się nazwa eee nazwa miejsca więc tam było ingles później wiedziałam a na końcu americano.

1. Identifying type of the text
2. Activating vocabulary and phrases related to the topic
3. guessing on the basis of the context

### Reading - low-performing student, 6<sup>th</sup> grade

Na to przeczytałam, przeczytałam tekst i wiedziałam (1) że tutaj się ktoś przedstawia mnie i tutaj mmm później przeszedłem do pytań widząc to znaczy se dedica odpuściłem później do 2 pytania no to wiedziałam (2) że tu o chodzi o to skąd jest później (3) gdzie mieszka więc to też napisałam Barcelona później był ci pracuje więc to przepisałam z tekstu tutaj też eee 5 i 6 nie wiedziałam.

1. Identifying the topic
- 2,3 – translanguaging

### Reading - average-performing student, 6<sup>th</sup> grade

No to najpierw przeczytałam tekst i (1) podkreśliłam w nim takie najważniejsze informacje takie jak skąd jest aż gdzie pracuje i tak dalej mmm później eee zawsze szłam do odpowiedzi na pytania i tutaj nie byłam pewna co to znaczy (2) se dedica, ale tutaj wiedziałam że chodzi o coś na początku tekstu więc dałam że jest że medico później (3) było pytanie skąd jest gdzie mieszka więc to Wszystko przepisałam z (4) tekstu później gdzie pracuje no to wiedziałam że na ten Instytut.

1. underlining key words
2. guessing
- 3,4. - translanguaging

### Reading - high-performing student, 6<sup>th</sup> grade

No to najpierw przeczytałam tekst i tutaj (1) tekst był o Manolo on opowiadał trochę o sobie i tutaj (2) podkreśliłam najważniejsze informacje a później przeszłam do tych pytań i zawsze po (3) każdym pytaniu wracałam do tekstu i to mi tak pozwoliło na a odpowiedzi na te pytania czyli pierwszy (4) co robi to że jest medico o 2 (5) teraz wróciłam do tekstu bo nie pamiętam skąd jest ale było że z Barcelony później w 3 (6) gdzie mieszkają to (7) też wróciłam do tekstu w (8) czwartym też wróciłam w 5 też przepisałam (9) skąd jest i (10) później ile ma dzieci to też.

- 1 – identifying main topic
- 2 – underlining key words
- 3, 5, 7, 8 – re-reading parts of the text
- 4, 6, 9, 10 – translanguaging

### Listening – low-performing student 7<sup>th</sup> grade

No to najpierw posłuchałem nagrania a później przeszedłem do tych pytań prawda fałsz i tutaj głównie (1) przetłumaczyłem sobie te zdania a na przykład w pierwszym czy rodzina śpi do 8 (2) później że my że je śniadanie i rodzice się boję że po śniadaniu rodzice się ubierają ... później że eee (3) ta najmłodsza siostra robi śniadanie później rodzina je wspólnie mmm (4) później że po śniadaniu mmm yy brat gra na komputerze i ostatnie było że po jedzeniu jedzą lel yy nie jedzą tylko oglądają telewizję i tutaj po prostu nie mmm starałem się właśnie je ..te słówka które pojawiły się w nagraniu później odnaleźć w tych zdaniach i tak właśnie zaznaczyłam czy zdanie jest prawdziwe czy fałszywe.

- 1-, 2,3,4 - translanguaging

### Listening – average-performing student 7<sup>th</sup> grade

Na to najpierw przeczytałam te zadania prawda fałsz później słuchałam tego nagrania nie i (1) starałam się zapisać takie najważniejsze eee mmm wyrazy z niego eee na przykład ‘dormimos hasta las diez’, ‘desayunamos juntos’. Nie udało mi się zapisać wszystkiego bo bardzo szybko mówili ale ale pomogło mi to trochę w odpowiedzi na te pytania no i eee w pierwszym zaznaczyłam że to prawda później że później nie byłam pewna więc strzelałam. Później tutaj chyba (2) chodziło o młodszą siostrę więc dałam że fałsz bo nie nie słyszałam nic takiego, później o tym (3) że razem jedzą to sobie zapisałam też więc więc to była prawda później lel później (4) było coś o śniadanie więc również dałam że prawda i na końcu (5) oglądania telewizji też tutaj dałam że to fałsz.

- 1 – note taking
- 2, 3, 4, 5 - translanguaging

### Listening – high-performing student 7<sup>th</sup> grade

To y najpierw przeczytałam te zdania nie do których trzeba było opisać czy są prawdą czy fałszem i tutaj (1) podkreśliłam ee takie najważniejsze słowa później wysłuchałam nagrania i i (2) zastanawiałam się o czym jest tekst o czym jest to nagranie i oni wymieniali tam I wymieniali tam

rzeczy które które robią zazwyczaj i na przykład (3) napisałam sobie z boku że (4) jedzą śniadanie mmm było coś o psie też... telewizji. I w pierwszym zaznaczyłam że to fałsz bo nie było nic o o o tym że (5) wstaje o 8 później później dałam prawda bo to zdanie się pojawiło kolejnego nie byłam pewna mmm ale strzelałam że to fałsz i w tym kolejnym (6) nie wiedziałam co to znaczy 'juntos' Mmm ale wydaje mi się że to może oznaczać że wszyscy bo bo jest tam w wspomniane wspomniane Coś o rodzinie potem (7) potem grają na komputerze i tutaj też zaznaczyłam że to prawda później eee i że też prawda że

- 1 – underlining key words
- 2 – identifying the main topic of the recording
- 3- note taking
- 4,5, 7 – translanguaging
- 6 – guessing the word on the basis of the context

#### Reading – low-performing student – 7<sup>th</sup> grade

To najpierw przeczytałam te zdania hmm których trzeba było zaznaczyć prawda fałsz Przeszłam do tekstu a i w tekście w (1) tekście tutaj też u pojawiły się godziny więc więc chodziło w nim o opis codziennej rutyny nie i starałam się tutaj zapamiętać te najważniejsze informacje później popatrzyłam na zdania Jeszcze raz i tutaj staram się szukać tych informacji które są w staraniach i w tekście i w pierwszych dałam prawdę później dałam fałsz później prawdę. Potem pojawiło się 'deberes de casa' i I to mi się kojarzyło i to i to też było w tekście więc dałam prawda (2) wróciłam do tekstu i też ile i też tutaj dałam prawdę a później (..) nie byłam pewna ale (3) zobaczyłam jeszcze w tekście i wydaje mi się że to jest nieprawda.

- 1 – identifying the topic of the text
- 2,3 - re-reading parts of the text

#### Reading – average-performing student – 7<sup>th</sup> grade

Najpierw przeczytałam pytania a później przeszłam do tekstu i w tym tekście (1) podkreśliłam tylko te najważniejsze rzeczy czyli godziny w których mmm te osoby robią te różne rzeczy. Później wróciłam do tych pytań i (2) czytałam sobie te fragmenty tekstu Jeszcze raz i wracałam do pytań i w tym pierwszym zaznaczyłam że to prawda w 2 (3) tutaj przeczytałam Jeszcze raz ten fragment i wyszło że to jest fałsz później (..) później zaznaczyłam że to prawda pamiętałam później też prawda a później eee mmm (4) przeczytałam Jeszcze raz to przedostatnie zdanie i to było prawda a na końcu nie wiedziałam czy to znaczy 'misma hora', więc tutaj musiałam strzelać.

- 1. underlining key words
- 2, 3,4 re-reading parts of the text

#### Reading – high-performing student – 7<sup>th</sup> grade

Najpierw przeczytałam zdania prawda fałsz i (1) podkreśliłam takie najważniejsze słowa tam później .... tekst (2) tekst był o o tym co codziennie robi rano rodzinę później wróciłam do tych pytań i po kolei najpierw czytałam zdania a (3) później wracałam sobie do poszczególnych mmm zdań w tekście i na przykład w pierwszym dałam prawdę bo tutaj było wiadomo że że to tak ma być później mmm później w 2 zdaniu to pamiętałam że że 'con madre' więc to był fałsz później w 3 też (4) wróciłam do tekstu i spojrzałam że że to prawda później kolejnym ... (5) o zadaniu domowym tutaj dodam że prawda później o w 5 też prawda jeśli chodzi o szust (6) tutaj wróciłam do tekstu i tu się okazało że to fałsz.

- 1. Identifying key words
- 2. Identifying the main topic

3,4 6 – re-reading parts of the text  
5- translanguaging

Listening – low-performing student – 8<sup>th</sup> grade

No to tutaj najpierw przeczytałam te pytania i (...) zastanawiałam się co .. co one znaczą. (1) **Starałam się podkreślić te które znałam** A później słuchałam słuchając nagrania (2) **starałam się jak najwięcej rzeczy zrozumieć** i tym pierwszym ee zaznaczyłam b później w 2 (..) tutaj zaznaczyłam A. Później w 3 mmm tutaj mi się wydawało że mówili że są dla wszystkich więc zaznaczyłam c później przesłam do 4 i tutaj zaznaczyłam ostatnie później później zaznaczyłam A, na końcu B.

1 – underlining key words

2 – directing attention

Listening – average - performing student – 8<sup>th</sup> grade

No to tutaj najpierw przeczytałam pytania później jak już słyszałam nagranie to (1) **staram się jak najbardziej skoncentrować na tym** (2) **kto mówi w tych dialogach** eee i eee (3) **starałam się też do każdego z tych zapisać takie najważniejsze informacje** które dały mi się wyłapać na przykład w pierwszym że “es muy popular”, w 2 na przykład że ‘es nuevo’ i tak dalej i później jak słuchałam 2 raz to później wystarczyło tylko właśnie dopasować te odpowiedzi do eee do do tych ee wybrać po odpowiedzi który właśnie zgadzały się z tym co mówią.

1 – directing attention

2 – identifying key information about the recording

3 – note taking

Listening – high-performing student – 8<sup>th</sup> grade

Najpierw przeczytałam te wszystkie pytania i i tutaj (..) staram się jak najwięcej zrozumieć i ee później (...) słuchając pierwszy raz nagrania tutaj (1) **podkreślam sobie rzeczy które mogą się pojawić** później też mmm zastanawiałam się jaki (2) **jest cel jaki jest główny temat każdego dialogu** I tak na przykład w pierwszym widziałam że że tutaj tej Oficina de Turismo (3) **szukają pracowników** więc to będzie odpowiedź C. A później właśnie też wiedziałam że tutaj ten program (4) **program będzie puszcany pierwszy raz** więc zaznaczyłam B. Później usłyszałam (5) **że kursy są dla wszystkich** więc zaznaczyłam C. Później też tutaj w czwartym nie byłam pewna ale wydawało mi się że mmm że (6) **rozmawiali tak jakby chciała kogoś zaprosić, zadała pytanie** więc zaznaczyłam C. Później zaznaczyłam w 11 A bo wydaje mi się że (7) **chodziło o cenę** a później (..) później w ostatnim chyba właśnie chodziło o cenę czyli A.

1 – underlining key words

2- identifying the topic of the recording,

3,4,5,7 – translanguaging

6 – guessing on the basis of intonation

Reading – low-performing student – 8<sup>th</sup> grade

No to przeczytałam te teksty po kolei i w tym i w tym pierwszym (1) **chodziło o bilet na metro** i tutaj zaznaczyłem eee a później w tym kolejnym tutaj chyba (2) **chodziło o jakieś ogłoszenie** tutaj wydaje mi się że odpowiedź by później było coś (3) **o mercado czyli chyba markecie** i tutaj zaznaczyłem C. Na końcu było ooo Nie byłem pewny więc zaznaczyłem tutaj B ,bo pojawiła się nazwa ta sama i w tekście i w pytaniu i tyle.

- 1, 3 - translanguaging
- 2- identifying the type of the text
- 3 - translanguaging

Reading – average-performing student – 8<sup>th</sup> grade

To tutaj najpierw przeczytałam ten tekst i tutaj coś (1) było o biletach bo bo były podane ich ceny i tutaj wydaje mi się że chodziło o to że mmm że (2) każdy z nich ma inną cenę więc tutaj trzeba to dokładnie analizować EM i tutaj wydaje mi się że będzie odpowiedź a. Później tam (..) później kolejny (3) to było jakieś ogłoszenie ... tutaj się okazało że szukają kogoś I tutaj zaznaczyłam że tu będzie B. W 3 tutaj jest coś o (4) personal więc chyba szukają pracy personelu i tu wydaje mi się pojawiło się coś o ulicy nie zaznaczyłam tą odpowiedź. A i opuściłam tu jeszcze ten jeden tekst jest był o (5) o też o jakimś sklepie chyba i tutaj już nie byłam pewna więc strzelałam że to będzie a

- 1, 3, 5 – stating the topic/type of the text
- 2 – using textual clues
- 4 - translanguaging

Reading – high-performing student – 8<sup>th</sup> grade

To tutaj zaczęłam od przeczytania tych krótkich tekstów tutaj (1) ten pierwszy był o mmm cenach i biletach eee I tutaj (..) i tutaj zaznaczyłam tą odpowiedź EM aaa bo wydaje mi się że to że można go używać (2) tylko jeden dzień. Później pojawiły się (3) ogłoszenia o ogłoszenia o wynajmie i tutaj i tutaj wiedziałam że pierwsze odpowiedź nie bo jest tutaj (4) liczba pojedyncza (companero), więc na pewno nie szukają dwóch osób, więc chyba b odpowiedź. Później w tym 3 tekście tutaj (5) było coś o San Esteban Tutaj wydaje mi się że będzie odpowiedź b a w ostatnim tutaj ej tutaj szukają yyym (6) chyba pracowników i tutaj nie byłam pewna w tym ostatnim ale strzelałam że to będzie a.

- 1– identifying the topic of the text
- 3- identifying the type of the text
- 5 – guessing on the basis of the context

- 2,6 – translanguaging
- 4– analysing grammatical form

Test 4

Listening – low-performing student – 6<sup>th</sup> grade

No to zacząłem od przeczytania pytań i (1) podkreślenia sobie tych najważniejszych wyrazów chwilę później (..) (2) notowałem sobie pewne rzeczy na przykład w pierwszym amigos, w (3) 2 estudiant i to mi pomogło właśnie w tych rozwiązaniach w 2 pierwszych przykładach później już było trochę łatwiej bo w (4) 3 a właśnie mówił coś o morzu a więc odpowiedź będę później w 4 tutaj wydaje mi się że mogło (5) chodzić o telefon bo mówili coś mobil chyba a później tutaj w (6) 5 mówili o restauracji restaurante więc tutaj chyba było A.

- 1 – underlining key words
- 2,3- taking notes
- 4 ,5, 6– translanguaging

Listening – average-performing student – 6<sup>th</sup> grade

Tutaj najpierw przeczytałam te pytania a później starałam się (1) zastanowić jakie przedmioty są przedstawione na tych obrazkach żeby później było mi łatwiej chwila tą EM odgarnąć (..) odnaleźć tę odpowiedź i w pierwszym tutaj na pewno mówili o cine więc zaznaczyłam tą odpowiedź. (2) Później vacaciones czyli wakacje i tutaj chyba mówili o morzu bo mówili że będą pływać więc tak mi się wydaje że to będzie ta odpowiedź B. Później w przykładzie 4 mmm wydaje mi się że tutaj chodziło (3)



o klucze bo mówili o 'piso' więc chodziło o to że zgubili klucze do nowego mieszkania. A ostatnie było już łatwe bo tutaj wymieniali .... (4) warzywa i na przykład mówili o chorizo, więc tu chodziło o kanapkę.

1. Analysis of cues
2. translanguaging
- 3,4, – guessing

Listening – high-performing student – 6<sup>th</sup> grade

No to najpierw musiałam przeczytać te pytania i tutaj jak słuchałam to po prostu (1) notowałam sobie te najważniejsze rzeczy na przykład w pierwszym w (2) pierwszym wiedziałam że będzie mówił o tym o tym gdzie idzie więc wydawało mi się że (3) umawia się z przyjaciółmi to był dialog więc nie dlatego zaznaczyłam kino później później w 2 znowu (4) był dialog i tutaj powiedziała tu sobie (5) zapisałam że powiedziała 'no tengo tiempo' mmm i tu więc (6) wydaje mi się że chodziło o to że musi się uczyć później w 3 (7) zanotowałam sobie 'mar, nadar' więc zaznaczyłam odpowiedź B. później w tym dialogu chodził jakiś przedmiot którego szukali i tu wydaje mi się że mówili coś o (8) contactar czyli o kontaktowaniu się więc chyba chodziło o telefon a w ostatnim to sobie (9) zanotowałam bocadillo, więc odpowiedź B.

- 1, 5, 7, 9 – note taking
- 2, 3 – identifying the topic of the recording
- 4- identifying the type of the text
- 6– guessing
- 7 - translanguaging

Reading – low-performing student – 6<sup>th</sup> grade

No to najpierw eee zwróciłam uwagę jaki to jest tekst i tutaj mamy (1) taki kalendarz w którym są różne wydarzenia i eee przeczytałam ten tekst a później (2) podkreśliłam najważniejsze informacje na przykład na przykład jakie to jest dokładnie wydarzenie. potem przeszłam do pytań i w pierwszym pytaniu tutaj (3) wróciłam do tego tekstu o kinie i tutaj i tutaj zaznaczyłam odpowiedź b później przeszłam do 2 tutaj też (4) wróciłam do tekstu i tutaj wiedziałam że (5) chodzi o obrazy i tutaj pisał że jest (6) otwarty codziennie więc zaznaczyłam odpowiednią odpowiedź później w kolejnym tutaj nie wiedziałam o jakie nie wiedziałam o jakie centrum chodzi mmm więc tutaj strzelała później zaznaczyłam B bo pamiętałam że (7) jest z Argentyny. później mi się to wydawało (8) że chodzi o fotografie więc B. w przedostatnim tutaj to było łatwe bo chodziło o to (9) o której się zaczyna i (10) zobaczyłam w tekście że chodzi o teatr a później na końcu było coś (..) hmm nie wiem chyba i wydaje i tutaj i tutaj muszę zgadywać.

- 1 – identifying type of the text
- 2 – underlining key words
- 3, 4, 10 – re-reading parts of the text
- 5, 6, 7, 8, 9 - translanguaging

Reading – average-performing student – 6<sup>th</sup> grade

No to najpierw przeczytałam ten tekst i przetłumaczyłam sobie to najważniejsze mmm rzeczy i tutaj na przykład wiedziałam że (1) lugar to miejsce bo tutaj jest na przykład Madryt, (2) horario czyli rozkład, bo są podane godziny i (3) precio czyli cena, bo mamy w euro. I tutaj później po kolei czytałam pytania i w tym pierwszym było że coś o cine I dałam tutaj B. 2 pytaniu (..) wróciłam do

arte I tutaj zaznaczyłem c (4) bo jest otwarta we wszystkie dni. później (5) wróciłem do fragmentu o koncertach y chyba chodziło o A. (6) Kolejne pytali o pochodzenie tego reżysera i tutaj było (7) łatwo bo tutaj podkreśliłam sobie że jest z Argentyny. W kolejnym (..) Później w kolejnym też (8) wróciłam do tekstu i okazało się że to chodzi o (9) ekspozycję fotograficzną czyli czyli b później musiałam (10) zobaczyć na tą część związaną z horario bo pytali o godzinie I tu w ostatnim nie byłam nie byłam pewna co (11) znaczy to słowo ale i skojarzyłem się trochę z ceną mmm i tutaj tylko w jednym jedna odpowiedź się różniła czyli exposición nie było podanej ceny dlatego to zaznaczyłem to tą opcję.

- 1, 2, 3, 11 – guessing on the basis of the context
- 4, 6, 9 – translanguaging
- 5, 8, 10 – re-reading
- 7 – underlining key words

#### Reading – high-performing student – 6<sup>th</sup> grade

E no to tutaj popatrzyłam na ten tekst już wiem że to to (1) jest taki rozkład wydarzeń i mmm im później (2) podkreśliłam sobie najważniejsze informacje na przykład w horario. Później czytałam te pytania i (3) wracałam sobie do do tekstu żeby znaleźć odpowiedzi na nie i w tym pierwszym tu (4) chodziło o o weekendy i tu chyba (5) chodziło o o bilety I tutaj zaznaczyłem a. Przy 2 (6) znowu wróciłam do tekstu i szukałam właśnie tutaj tej informacji o exposición. (7) później się do fragmentu o koncertach i tutaj też sprawdziłem informacje z tym co (...) z odpowiedziami. Później przesłam do kolejnego pytania i tutaj też starałam się poszukać w tekście skąd jest ten director i tutaj było napisane wprost że jest Argentyny. I tutaj też w tym 23 (8) wróciłam do tekstu i zobaczyłam że chodzi tutaj (9) o fotografie (...) później eee chodziło o to to się zaczyna o 10 więc tutaj też znalazłam że chodziło o (10) teatr i tego ostatniego zupełnie nie wiedziałam więc strzelałam.

- 1 – identifying type of the text
- 2 – underlining key words
- 3,6, 7, 8 – re-reading parts of the text
- 4,5, 9, 10 – translanguaging

#### Listening – low-performing student – 7<sup>th</sup> grade

No to tutaj najpierw mmm (1) przeczytałam polecenie nie (2) przyjrzałam się tym obrazkom i zastanawiam się co każdy z nich przedstawia później słuchałam każdej z tych tych jakby wiadomości i próbowałam się domyślić do czego mogą dotyczyć i najpierw zrobiłam sobie (3) notatki do każdej z tych z tych krótkich rozmów. w pierwszym usłyszałam ‘instrumento’ Więc zaznaczyłam odpowiedź G. później później (4) zanotowałam sobie że mówią coś o libros więc tutaj zaznaczyłam tą odpowiedź I. W 3 wydaje mi się że tu mogło chodzić coś o transport Więc stałam a. w 4 Zanotowałam camarero, i zaznaczyłam C ee a w tym ostatnim wydaje mi się że mogli być w (5) hotelu bo mówili coś o zatrzymaniu się na kilka nocy.

- 1. Reading the instruction
- 2. Using cues (images)
- 3,4 – note taking
- 5- guessing

#### Listening – average-performing student – 7<sup>th</sup> grade

E no to (1) zaczęłam od tych obrazków zastanawiałam się czy każdy z nich przedstawia później słuchałam każde z (2) tych rozmów albo raczej takich instrukcji i tutaj mmm starałam się zapamiętać yy w albo później już zapisałam takich kilka najważniejszych rzeczy odnośnie każdej z tych 5 z tych 5 wiadomości i w pierwszym (3) zapisałam ‘scena’ więc wydaje mi się, że chodziło o G. Potem było coś o (4) ‘estudiar’ – uczyć się więc zaznaczyłam I. W kolejnym nie usłyszałam co dokładnie mówili, ale starałam się skupić i wylapać cos, i tu mi się skojarzyło z podróżą, więc zaznaczyłam H. Mmm... i w



czwartym na pewno (5) było coś o hotelu, więc D, a w ostatnim (6) wymieniali jedzenie np.. Paella więc C.

- 1 – using cues (images)
- 2 – identifying type of text(s)
- 3 – note taking
- 4,5,6 –translanguaging

Listening – high-performing student – 7<sup>th</sup> grade

No to najpierw (...) posłuchałam tego nagrania (...) i do każdego z tych 5 jakby mmm (1) dialogów próbowałam leł próbowałam (2) zanotować najważniejsze rzeczy i tak w pierwszym tutaj wiedziałam że mówią o (3) 'tocar la guitarra' więc tutaj dałam w 2 mówili o (4) varios libros no więc to będzie I. w 3 tutaj słyszałam jakby (5) rozmawiali wy hmm na stacji bo chyba ktoś próbował kupić bilet więc tutaj będzie A. później w (...) (6) 4 mówili o hotelu więc tak zanotowałam i zaznaczyłam odpowiedź A na końcu ... (7) zamawiali paelle więc wiedziałam że to będzie c.

- 1 – identifying type of the text
- 2 – note taking
- 3,4,6,7, - identifying key words
- 5 – identifying the main topic of the conversation

Reading – low-performing student – 7<sup>th</sup> grade

Najpierw przeczytałam tekst. (1) Później cały czas skupiałam się na pytaniach do tekstu. Wyszukiwałam po kolei odpowiedzi w tekście i tyle. Skupiłam się bardziej na odpowiedzi na pytanie. (2) W pierwszym o czym jest ten list, wiedziałam że na pewno (3) coś o Hiszpanii, a nie tylko San Sebastian, bo pojawiają się nazwy różnych miejsc a nie tylko tego jednego. No i tutaj wiedziałam, że opisuje ogólnie wszystko, swoje wakacje itd., no i dałam C – viaje. Drugie było łatwe bo pojawiło się w tekście i w odpowiedzi 'piscina' (basen) więc to zaznaczyłam. Trzecie – (4) było coś o tym kiedy będzie podróżować - viajar, i musiałam (5) przeczytać tutaj tekst jeszcze raz ,bo nie wiedziałam. Było że Julio, ale to mi się nie zgadzało, bo było tylko coś o tym, że wtedy pracuje. Później doczytałam że en Agosto (w sierpniu) pojedzie na wycieczkę, więc dałam tutaj właśnie 'en agosto' – odpowiedź C. (6) Później było pytanie, o to czym jedzie z Martą, a nie z Pedro, więc A nie, B 'en coche' i tutaj też źle, bo 'en moto' i C było poprawne, bo było w pytaniu i w tekście, że 'viajar al norte' W ostatnim zaznaczyłam (7) aparat bo było w tekście cámara de fotos.

- 1 – directing attention
- 2 – identifying the type of the text
- 3 – identifying the main topic of the text
- 4, 6, 7 – translanguaging
- 5– re-reading

Reading – average-performing student – 7<sup>th</sup> grade

No to najpierw zobaczyłam że (1) jest to email przeczytałam go i był o głównie o tym że taa ta osoba która pisała maila opisywała (2) opisywała jak spędziła wakacje i tutaj jeśli chodzi o pytania to w pytaniach (3) podkreśliłam takie najważniejsze wyrazy i tutaj w pierwszym wiedziała my tu chodzi o to że opisuje c czyli (4) gdzie jedzie na wakacje w 2 (5) wróciłam do tekstu i zobaczyłam że chodzi

o to że chyba (6) **jedzie 15 do do Bilbao** później tej (7) **wróciłam znowu do tekstu** i zobaczyłam że (8) **chodzi o autobus** bo to było napisane wprost w tekście później (9) **jeśli chodzi o urodziny to też wiedziałam że chodzi o sobotę** bo też tutaj w tekście iv ostatnim tutaj (10) **chodziło o dyskotekę** czyli A.

- 1 – identifying the type of the text
- 2 – identifying the main topic
- 3 – underlining key words
- 4, 6, 8, 9, 10 – translanguaging
- 5, 7 – re-reading parts of the text

#### Reading – high-performing student – 7<sup>th</sup> grade

To najpierw przeczytałam ten tekst wiedziałam że (1) **to jest email** i tutaj głównym takim (2) **tematem było było podróże** eee później przeszłam do eee pytań i tutaj (3) **podkreśliłam sobie najważniejsze informacje** i za każdym razem jak jakieś pytanie przeczytałam (...) (4) **to później wracałam do tekstu** i na przykład w 1 tutaj wiedziałam że opowiada że (5) **Ines opowiada o swoich wakacjach** więc zaznaczyłam odpowiedź c. w (6) **przeczytałam ten początek tekstu** Jeszcze raz i tutaj coś pojawiły się o 15 więc zaznaczyłam c w 3 też (7) **wróciłam do tekstu** wiedziałam że że (8) **jadą autobusem** do c tutaj też wiedziałam że wróciłam do tekstu i tutaj pojawiło się że te urodziny są w sobotę i 5 to wiedziałam że urodziny mają być (9) **w dyskotecę**.

- 1 – identifying type of the text
- 2 – identifying the main topic
- 3 – underlining key words
- 4, 6, 7 – re-reading parts of the text
- 5, 8, 9 - translanguaging

#### Listening – low-performing student – 8<sup>th</sup> grade

No to najpierw (1) **przeczytałam instrukcję** i przeszłam do pytań i tutaj w tych pytaniach staram się jednak jak najwięcej zrozumieć i (2) **podkreślić sobie te najważniejsze informacje**. Później przeszliśmy do słuchania i starałam się (3) **najpierw skupić na tym co mówią** ci poszczególne te poszczególne osoby i ta Alicja tutaj (4) **starałam się wypisać co (..) te najważniejsze informacje** I tutaj do Alicji przy porządkowałam 3 zdania to zdanie 16, 18, 19. Później przeszłam do Ewy i tutaj zaznaczyłam 14 i i 17 i do Sylvi przyporządkowałam te brakujące właściwie te pozostałe czyli 15.

- 1 – analysing the instruction
- 2 – underlining key words
- 3 – directing attention
- 4 – note-taking

#### Listening – average-performing student – 8<sup>th</sup> grade

Na to na początku (1) **przeczytałam instrukcję** później później przeczytałam te pytania a później przy słuchaniu nagrania staram się zapamiętać jak najwięcej o każdej z tych osób które mówią i pamiętam że (2) **pierwsza osoba mówiła coś o mmm ‘marido’**, więc zaznaczyłam 19, (3) **potem coś o ‘ingles’** więc mogło chodzić o język, którego się uczyła, więc wybrałam 18. (4) **Kolejna była Eva i tutaj napisałam, że ‘no habla frances’** czyli dopasowałam tutaj 14 i chyba 16, bo (5) **mówiła coś o koleżance albo koledze – amigos lub amigas**. Potem Silvia, tutaj zostały mi dwa pytania i po prostu je do niej dopasowałam.

- 1. Analysis of the instruction
- 2, 3, 4, 5 - translanguaging

### Listening – high-performing student – 8<sup>th</sup> grade

Na to najpierw przeczytałam te pytania i (1) podkreśliłam sobie najważniejsze rzeczy jeśli czegoś nie rozumiałam to tutaj starałam się się (2) domyślić na podstawie kontekstu na przykład w 15 nie wiedziałam co to ‘alojamiento’ ale wiedziałam, że coś co można zapłacić, bo słowo ‘pagar’ znaczy płacić. I potem wysłucham tego nagrania i staram się (3) wypisać takie najważniejsze informacje o każdej z osób które mówiły i tutaj przy Alicji na pewno chodziło o to że (4) ona chyba poznała swojego męża więc będzie tutaj na pewno 19 później przy (5) Ewie zaznaczyłam że właśnie że nie musiała płacić chyba tych rachunków - *no paga las cuentas* czyli 15 jeśli chodzi o sylwie tutaj byłam (6) pewna że mówiła coś o przyjacielu który który mówi w tym języku – *habla lengua* czyli 16 i na pewno 18 też jeśli chodzi o tą resztę tutaj musiałam mmm musiałam się domyślić ale ale te pozostałe przyporządkowane do Ewy.

1 – underlining key words

2 – guessing on the basis of the context

3 – note taking

4,5 6 - translanguaging

### Reading – low-performing student – 8<sup>th</sup> grade

No to najpierw przeczytałam tekst i tutaj starałam się (1) podkreślać te najważniejsze części i później i później przesłam do pytań i w pytaniach najpierw przeczytałam sobie pierwsze i chociaż nie wiedziałam dokładnie co znaczą te wszystkie odpowiedzi to tak starałam się (2) wrócić do tego do tej pierwszej akapitu i znaleźć odpowiedź i tutaj wydawało mi się że to będzie odpowiedź A. później w przeczytałam 2 pytanie i też (3) wróciłam do tekstu i tu wydaje mi się że będzie odpowiedź c. ale w 3 daję też (4) wróciłam do tekstu i się okazało że chyba chodzi o to, ten (5) nowy samochód – *coche*. w 4 też wróciłam się do tego fragmentu o Ahmedzie i tutaj chyba chodziło że pojawiło się (6) septiembre a więc chyba tutaj będzie ta opcja. I w 5 wróciłam do tego ostatniego akapitu i tutaj było (7) coś o tia więc zaznaczyłam też tą opcję.

1, 6, 7 – underlining key words

2, 3, 4, -re-reading

5 – translanguaging

### Reading – average-performing student – 8<sup>th</sup> grade

No to zaczęłam od przeczytania tekstu i cały tekst był o to był (1) taki list Marty do Carmen. i tutaj we (2) wstępie było takie przywitanie i określenie dlaczego piszę list później takie taki trochę streszczenie tego co robiła. Na końcu tak można tu powiedzieć że takie zakończenie. Później przeczytałam pytania i jak przeczytałam pierwsze to (3) wróciłam do tej pierwszej części z tej pierwszej części listu i tutaj wydaje mi się że (4) takim ogólnym temat do tego pierwszego paragrafu było było C - czyli takie opowiedzenie tego co co robiła. Później wydaje mi się że tutaj ee będzie będzie “vecino” mi się że ta Paula była sąsiadką tej Marty. W 3 też (5) wróciłam do tekstu i tu się tymi się wydaje że było wprost napisane że szuka ‘coche nuevo’. W 4 Ech pojawiło się o tym Ahmedzie pojawiło się tutaj pod koniec tego 2 paragrafu i wydaje mi się że tutaj się pojawiło to o Rabacie więc więc to chyba będzie prawidłowa odpowiedź. i ostatnio pojawia się w (6) tym ostatnim paragrafie i też do tego wróciłam i tu się okazuje że właśnie tutaj (7) było coś o ciotce - tia więc też zaznaczyłam b.

1 – identifying type of the text

2, 4 – summarizing key parts of the text

3, 5, 6 – re-reading

7 – translanguaging

### Reading – high-performing student – 8<sup>th</sup> grade

No to tutaj tekst był trochę długi więc musiałam się (1) mocno skupić żeby żeby zapamiętać o co w nim chodzi. Najpierw najpierw przeczytałam go i (2) podkreśliłam najważniejsze informacje i (3) podsumowałam sobie każdy z tych paragrafów i w pierwszym to był taki przywitanie bo to był taki bo to był list później później była takie opowiadanie o tym co właśnie ktoś robił (...) a później (...) nie a później chyba opis tego rodzaju planów na przyszłość to w tym ostatnim akapicie. i później przeczytałam pytania i za każdym razem jak przeczytałam pytanie to (4) wracam sobie do tekstu i w pierwszym zaznaczyłam c bo wydaje mi się że chodzi o to że opowiada (5) opowiada o sobie a nie o wakacjach. W kolejnym Tutaj nie byłam pewna ale wydaje mi się że c. W trzecim Hmm kolejnym też (6) wróciłam do tekstu i wydaje mi się że chodzi o 'nuevo coche'. W kolejnym to wydaje mi się, że, że chodzi o to, że (7) pracuje do września – *hasta septiembre*. W (..) I tutaj ww 5 była (8) wspomniana o tym że ciotka ich zaprosiła – *la tía invita* więc tutaj będzie odpowiedź b.

1 – directing attention

2 – underlining key words

3,5 – finding relations between each part of the text

4, 6 – re-reading

7, 8 – translanguaging

## SUMMARY IN POLISH

Jednym z głównych celów współczesnego kształcenia językowego jest rozwijanie kompetencji różnojęzycznej. Jej głównym założeniem jest wykorzystanie nabytych zasobów językowych w uczeniu się nowego języka obcego. Jednym z kluczowych narzędzi pozwalających rozwinąć kompetencję różnojęzyczną są strategie uczenia się, które stanowią główny temat niniejszej dysertacji.

Celem niniejszej dysertacji było zbadanie wpływu treningu strategii na umiejętności receptywne w drugim języku obcym (hiszpańskim). Badanie zostało przeprowadzone wśród trzech grup uczniów: 6, 7 i 8-klasistów. Ważnym czynnikiem mającym wpływ na trening strategii było sprawdzenie czy uczniowie potrafią wykorzystać strategie, które nabyli podczas nauki pierwszego języka obcego (angielskiego) i zastosować je w uczeniu się kolejnego języka obcego (hiszpańskiego).

Praca składa się z sześciu rozdziałów. Pierwsze trzy stanowią teoretyczne tło i dotyczą zagadnień związanych z wielojęzycznością, transferem w procesie uczenia się, strategiami uczenia się oraz opisują psycholingwistyczne podstawy związane z czytaniem i słuchaniem w języku obcym. Trzy kolejne rozdziały przedstawiają projekt badawczy, jego cele, wyniki analizy, wnioski oraz podstawowe ograniczenia związane z badaniem.

Rozdział pierwszy opisuje trzy podstawowe zagadnienia: wielojęzyczność, plurilingwalizm oraz transfer w procesie uczenia się. Szczególna uwaga została poświęcona wielojęzyczności, która odgrywa znaczącą rolę we współczesnym świecie. Ponadto, w rozdziale przedstawione zostały zagadnienia związane z plurilingwalizmem oraz kompetencją różnojęzyczną, która umożliwia wykorzystanie repertuaru językowego w celu przyswojenia kolejnego języka obcego. Omówione zostały również projekty, instrumenty i programy stworzone przez Unię Europejską, które mają za zadanie promowanie nauczania języków obcych. Ostatnia część rozdziału została poświęcona wpływom międzyjęzykowym oraz porównaniu takich pojęć jak transfer wiedzy i transfer strategii uczenia się.

Rozdział drugi zawiera informacje na temat czynników psycholingwistycznych warunkujących czytanie i słuchanie w języku obcym. Opisuje również kwestie związane z przetwarzaniem tekstu pisanego oraz mówionego. Ponadto, w drugim rozdziale przedstawione zostały modele percepcji mowy oraz badania związane z trudnościami w słuchaniu w języku obcym. Szczególna uwaga została poświęcona umiejętności czytania ze zrozumieniem, uwzględniając procesy góra-dół, dół-góra, które odpowiadają za interakcję dyskursu oraz wiedzy odbiorcy. Rozdział kończy się opisem czynników wpływających na

uczenie się języka obcego, takich jak: świadomość i uwaga, zdolności językowe (language aptitude), pamięć robocza (working memory) oraz pamięć proceduralna i deklaratywna.

Rozdział trzeci koncentruje się na strategiach uczenia, ich definicji oraz klasyfikacji. Ponadto, przedstawia zagadnienie tzw. dobrego ucznia (good language learner), które jest ściśle związane z tematem strategii uczenia się. Rozdział uwzględnia również rolę autonomii w uczeniu się języka obcego. Następnie omówione zostały metody badawcze używane podczas treningu strategii oraz główne badania mające na celu analizę strategii używanych przez uczniów w uczeniu się kolejnego języka obcego.

Rozdział czwarty koncentruje się na szczegółowym opisie projektu badawczego, którego celem było przeanalizowanie wpływu treningu strategii na umiejętność słuchania i czytania w trzecim języku obcym. Przedstawia uczestników badania, główne pytania badawcze oraz narzędzia, które zostały użyte podczas badania. Szczególna uwaga została poświęcona protokołom głośnego myślenia, kwestionariuszom oraz testom, które pozwoliły na zebranie danych dotyczących użycia strategii przez trzy grupy uczniów szkoły podstawowej.

Rozdział piąty zawiera podsumowanie wyników przeprowadzonego badania. Opisuje strategie stosowane przez uczniów zarówno przed wprowadzeniem treningu strategii oraz na poszczególnych etapach badania (po 3, 6 i 9 miesiącach). Szczególna uwaga została poświęcona uczniom z niskimi, średnimi i wysokimi osiągnięciami w języku hiszpańskim w poszczególnych grupach wiekowych (11, 12 i 13 lat).

Rozdział szósty przedstawia odpowiedzi na pytania badawcze, które zostały omówione w odniesieniu do istniejących badań dotyczących treningu strategii oraz strategii uczenia się. Ponadto opisane zostały ograniczenia projektu badawczego oraz wskazówki dydaktyczne dotyczące przeprowadzenia treningu strategii.

## SUMMARY IN ENGLISH

The introduction of a second foreign language to Polish primary schools (MEN, 2017) allowed researchers to observe some interesting tendencies related to how students learn a new language. The acquisition of the third language slightly differs from the acquisition of students' L2. What plays an important role in the case of the L3 is not only one's native language, but, above all, their L2. Therefore, it is necessary to promote pedagogical practices that would enable students to learn a new language more effectively with the use of their prior knowledge and experience.

The main aim of the present action research was to find out if students were able to transfer learning strategies from their L2 (English) to their L3 (Spanish). It was conducted among three age groups: 11, 12 and 13-years-old primary school learners. Apart from this, it was important to find out what would be the influence of strategy training in L3 Spanish on students' achievements in reading and listening comprehension.

The thesis consists of six chapters. The first three chapters provide the theoretical background concerning multilingualism, psycholinguistic processes underlying spoken and written word recognition and learning strategies. The next three chapters concentrate on the research project taking into account the research aims, participants and the description of the research tools and procedure.

Chapter One concentrates on a review of the literature regarding multilingualism, plurilingualism and transfer in the process of learning. The European Union policy and plurilingual education are also explained. The chapter ends with a description of the crosslinguistic influences in multilingual learning and a comparison of such terms as: transfer of training and transfer of learning and crosslinguistic awareness and metalinguistic awareness.

Chapter Two presents the notions related to the psycholinguistic processes underlying spoken and written word recognition. Special emphasis was placed on the aspects related to the various receptive skills in foreign language learning. To be more precise, top-down and bottom-up approaches in listening comprehension were presented, followed by a section devoted to the main problems that may occur in the process of listening in the foreign language and the main studies connected to this topic. As far as reading is concerned, top-down, bottom-up and interactive approaches were presented. Additionally, models related to visual word recognition were described. The chapter ends with the selected factors related to

foreign language learning, including: attention and consciousness, aptitude and working memory, implicit and explicit learning and procedural and declarative memory.

Chapter Three elucidates the role of learning strategies in the process of foreign language learning. It describes various definitions of learning strategies along with their taxonomies. Apart from this, it focuses on the main research methods used in strategy instruction and research studies on learning strategies.

Chapter Four is aimed at describing the research project. It focuses on the participants of the study, research questions, tools employed in the study and the procedure. Special emphasis was placed on tests, think aloud protocols and questionnaires, which enabled the collection of data related to the use of strategies by primary school learners.

Chapter Five presents the results of the action research. It focuses on the strategies students employed before the introduction of strategy training and at each stage of the process (3, 6 and 9 months). This chapter also includes the differences in the use of learning strategies by the three age groups of learners: 11, 12 and 13-year old.

Chapter Six concentrates on providing the answers to the research questions. An attempt was made to refer to the results of the research studies related to the topic of strategy training and learning strategies. The chapter ends with the limitations of the study and pedagogical implications connected to strategy training in foreign language learning.