

Learning strategies and understanding of written English discourse

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Abstract: This study is a response to the attempt of students at the Language Center of North Lima Private University in 2019 to determine the relationship between learning strategies and understanding written English texts. This study is non experimental, descriptive, and relevant in design. This is a sample of 20 students from the language center. To collect data, a variable by variable testing questionnaire was used, which was previously validated based on the research objectives. The results showed a significant correlation between learning strategies and reading comprehension, with a significance value of $r=0.796$ ($p\text{-value}<0.05$). The conclusion drawn is that there is a significant relationship between learning strategy variables and comprehension variables in English written discourse.

Key words: curriculum design; academic level; learning style

1 Introduction

As is well known, traditional teaching still exists in the teaching style of teachers, regardless of their academic or professional level. This poses a significant problem, which is that if students are not inclined towards this style, it will be difficult for them to achieve their English learning goals. This situation can even occur in universities, where students typically receive a single teaching style - English learning. Otherwise, the results will be better if the text in the aforementioned language can be well understood, but this also requires an understanding of the students' learning style.

In Peru, the dimensions of reading comprehension indicators and reading processes, as well as their performance among students, indicate that Peruvian education, especially in the field of foreign languages, has a clear critical panorama. Reading comprehension is one of the fundamental abilities that everyone must acquire in order to understand and analyze any problems that arise in academic life. Therefore, we say that reading comprehension is essential for the development of English learning. Students in basic education enter higher education without acquiring the skills necessary to understand the content they are reading, which makes it difficult for them to locate, reorganize a text, infer the meaning of suspicious words or phrases, and explain the ideas behind the text in English.

Reading is a cognitive ability that students must cultivate. Therefore, reading strategy teaching should be conducted in the classroom. Because this is not an innate ability of an individual, but a learning and development ability.

The generation and development of text involves a cognitive process of expressing thoughts, emotions, and feelings within a pre planned framework of reorganization. In addition, it also promotes the appropriate management of language and non language codes specified in Peru's national curriculum design. English teaching is a communication tool that

focuses on the process of change and technology, and it is recommended to consider emotional factors to inspire and convey students' enthusiasm in the educational process (Apaza, 2017).

Students must learn to seek, select, and integrate the information necessary for successful development in society into their cognitive patterns. Learning strategies are about learning how to learn. Strategic learning is a necessity for the information and knowledge society (Montenegro and Santacruz, 2018).

Epistemology is a branch of philosophy aimed at studying cognitive processes and their outcomes (Bunge, 1992). Emphasis is placed on thematic relationships from the perspective of etymology. As a unit, if you don't propose a strategy, you are not a strategist.

Bisbini (1971) tells us that "reading is a sensory and personalized activity that involves identifying graphic elements such as letters, words, phrases, etc. to understand and explain its meaning " (page 79).

We can mention Sáez (1948), who told us that reading is a complex psychological activity, an effort to be aware of what is being read. This is an activity involving visual recognition of symbols, the association between symbols and the text they represent, and the relationship between the thoughts and emotions contained in the text and symbols (page 14).

Reading has many aspects: interesting, common, expressive, critical, reflective, creative, and social. Its practice promotes the approach to various forms of text, so readers learn to read when exposed to and using specific types of writing. That is to say, all tasks involved in reading are positive and constructive. Reading is a social and fundamental activity. " Understanding, comprehending, consolidating, analyzing, synthesizing, applying, criticizing, constructing, and rebuilding new knowledge of humanity is an important way of reading and learning. It enables humans to form and utilize worldviews 100%, enrich worldviews, and give themselves meaning "(Gutiérrez y Montes de Oca, 2004, page 3).

The institution being researched supports language learning and contributes to comprehensive and continuous training for the university community and the public through language teaching, demonstrating that foreign language proficiency is a fundamental tool for improving academic and professional qualities, in line with the academic, cultural, social, political, and economic development requirements of today's world.

Apaza (2017) demonstrated the relationship between children's English learning and the understanding of English texts by 5th grade "M" students in middle school. Therefore, with the changing social contexts, mastering English has become increasingly important. With the rise of new information technologies, various communication strategies have emerged, such as using educational software, technical resources, smartphones, tablets, and iPhones.

Chávez (2010) tells us that learning a foreign language does not necessarily mean developing four skills (speaking, listening, reading, and writing), but can also provide benefits for those who know how to benefit from this learning, such as cognitive skills (predicting text content, gaining overall ideas, understanding main ideas, inferring the meaning of unfamiliar words or phrases, etc.), metacognition (linking previous knowledge, establishing word and classification networks, organizing information, etc.), and compensation (taking notes, using clues...) (English course, 2012).

Rodas, Tapia, and Torbito (2015) mentioned a significant positive correlation between cognitive learning strategies and English text comprehension. They also stated that teachers must guide students in acquiring and implementing cognitive strategies to enable them to correctly understand English texts.

Bacca (2018) tells us that information and communication technology, as a teaching tool, enables learners to learn English not only in terms of its language components, but also in terms of communication that affects interaction and cultural meaning negotiation. On the other hand, learning English can also promote the use of technological tools and encourage their use as resources rather than goals. In this sense, it aims to promote the use of it as a teaching tool. An example of this is the development of multiple applications for this purpose, as well as their extensive use in different

spaces and even as self-learning tools.

Goñero (2019) defined technology as: graphic organizer, unknown word, pick, 12 verbs, activity, Venn chart, and Draw The Legend, spreading universal aspects. This inevitably requires emphasizing and confirming the rural environment in which academic work takes place. He provided truly positive encouragement in training our TES students, so he can mention that 100% of the students not only improved in understanding the text, but also in their unique personal training.

Gómez (2018) concluded in his paper that through qualitative and quantitative analysis, the research results indicate that the learning strategies most commonly used by students are metacognitive, while affective and cognitive learning strategies are used the least. The results showed poor performance in reading comprehension and writing output. In addition, data show that students are more likely to use strategies that rely on images and titles for prediction in reading comprehension. In written production, they use more elements of ideological generalization.

Castillo and Estrella (2018) tell us that students do not have a timetable for learning or completing tasks, do not spend extra time reading topics related to the theme, exhibit moderate self-efficacy during learning, and show a small amount of self-regulation through indicators such as self-examination and classroom attention. In addition, the application of learning strategies has also decreased.

Martínez-Salas (2019) confirmed that the statistical results of the teaching mode variables inverted classroom (flipped classroom) and multimedia dimension improved students' English learning by 2.02 percentage points. The conclusion drawn is that the application of shift teaching mode has successfully utilized teaching resources including slides, greatly improving students' ability of learning English grammar.

2 Theoretical basis for proving the rationality of learning strategies

Learning styles and strategies describe students' preferences in learning activities that involve successfully integrating and coordinating new information with existing information (Freiberg, Ledesma and Fernández, 2017).

In order for teachers to meet the needs of students, they must do what new media does: listen to their audience. That is to say, their students (Boude, 2017).

Cinetto (2000) pointed out that strategy is the skill used by each reader in applying prior knowledge to understand the text, in fact, they act simultaneously while being consciously overlooked. Learning is the acquisition of knowledge necessary to perform predetermined functions, therefore requiring time and dedication.

On the other hand, Rebecca (1990) said that language learning strategies are "particularly important because they are tools for autonomous and active movement, crucial for developing communicative competence, which is the foundation of communicative approach in foreign language teaching, and students play a more active and responsible role in foreign language teaching" (page 1).

Therefore, it is necessary to use specific tools such as learning strategies. Helping students understand learning strategies correctly can be considered one of the characteristics of excellent language teachers (Lessard and Clouston, 1997, page 3). In the process of information processing, there are other metacognitive and non cognitive processes that support, optimize, neutralize, or hinder the operation of cognitive learning strategies. That's why students still need strategies and methods to help them manage the support process.

Support strategy supports, assists, and enhances the performance of learning strategies (Level I), increasing motivation, self-esteem, and attention. They ensure an appropriate climate for the normal functioning of the entire cognitive system. Therefore, in order to process and retrieve information, it is necessary to identify and process it correctly. Román and Galicia (1994) pointed out that significant recognition has been given to support strategies in the past decade.

In recent years, different learning methods and strategies have emerged. In this sense, it is well known that

comprehensive training has been conducted in schools, colleges, and universities, which is why this study specifically includes a higher technical college that trains future professionals and technicians in various fields of knowledge. Therefore, it is necessary to provide high-quality training, and graduates of the institute are still committed to meeting the requirements of Ecuadorian society (Betancour-Pereira, 2020).

The conclusion of Meza Paucar and Bao Condor (2019) is that the application of ethnographic tools has a positive impact on mathematics teaching, therefore, developing various learning strategy plans for our high-level students will lead to a change in learning paradigms.

2.1 Metacognitive strategy

Metacognitive strategies refer to a person's genetic knowledge of their own processes, particularly cognitive learning strategies and their management abilities. That means to understand the self-management strategy of the process, investigate and determine the learning goals for planning, evaluating, and correcting. If the planned goal of supervision is not achieved, then the latter.

2.2 Social impact strategy

Social factors exist in desires, self-concept, self-efficacy expectations, and motivations. These strategies help to control, guide, or reduce students' anxiety, helplessness, failure expectations, self-efficacy, and academic self-esteem when facing with complex, long-term, and difficult tasks. Social strategies are strategies that help students gain social support, avoid interpersonal conflicts, cooperate and collaborate, compete with loyalty, and motivate others.

2.3 Reading comprehension

It is defined as a complex process in the relationship between readers and text, involving various factors, including the reading purpose that readers influence when facing each text, allowing their prior knowledge, textual knowledge, and cultural knowledge to intervene.

According to Pinzás (2006), understanding is giving it an explanation, in which it is given meaning. The foundation of learning text understanding is established from the beginning through reading or interpreting images or tables, and through dialogue, questions. Teachers continuously motivate students after reading stories (page 119).

Reading is understanding an article. Let's read like we read, fast or slowly, always at the same pace, silently or loudly, etc. It is important to explain the content conveyed by printed text and establish new meanings in our minds from these symbols. (Cassany, Luna, and Sanz, 1994).

The overall objective of this study is to determine the degree of relationship between learning strategies and understanding of written English texts among students at the Language Center of North Lima Private University in 2019.

Specific objectives: 1. In 2019, students at the Lima Private University Language Center in northern Lima obtained information and understood written English texts. 2. Determine the degree of relationship between students' support for information processing and their strategies for understanding written English texts at the Language Center of North Lima Private University in 2019.

3 Methodology

This study is a descriptive and substantive research conducted from a quantitative perspective, as data corresponding to various aspects of the individuals in the study have been collected, as well as their respective analyses and measurements (Hernandez, Fernandez, and Baptista, 2014).

This study was conducted in collaboration with 62 students from the Language Center of North Lima Private University. The ACRA Learning Strategy Scale developed by Román and Gallego (1994) was applied to student data collection. In addition, an English writing text comprehension test was conducted. For the sake of effectiveness, pilot tests

were conducted on the testing. For reliability, Cronbach parameter was used.

3.1 Result analysis and discussion

Table 1. Correlation matrix between learning strategies and English written discourse understanding

		Learning Strategy	Understand Written English Discourse
Learning Strategy	Pearson correlation	1	,796**
	Signal. (Bilateral)		,000
	N	62	62
Understand Written English Discourse	Pearson Correlation	,796**	1
	Signal. (Bilateral)	,000	
	N	62	62

**The correlation is significant at the 0.01 (bilateral) level.

Explanation: The correlation matrix displays the comparison of general assumptions, variables, Pearson coefficients, and obtained significance levels. The significance is 0.000, less than 0.05. Therefore, the null hypothesis is rejected, and there is a significant relationship between learning strategies and comprehension variables in English written discourse. A significant statistical positive correlation was found ($r = 0.796$, $p < 0.05$).

3.2 Specific hypothesis test 1

Table 2. The correlation matrix between information acquisition strategy dimensions and English written discourse comprehension variables

		Learning Strategy	Understand Written English Discourse
Learning Strategy	Pearson correlation	1	,787**
	Signal. (Bilateral)		1,000
	N	62	62
Understand Written English Discourse	Pearson Correlation	,796**	1
	Signal. (Bilateral)	1,000	
	N	62	62

**The correlation is significant at the 0.01 (bilateral) level.

Explanation: The correlation matrix displays the comparison of each pair of variables to specific hypothesis 1: Pearson coefficient and obtained significance level. The significance is 0.000, less than 0.05. Therefore, the null hypothesis is rejected, and there is a significant relationship between exploration dimension, linear emphasis, trait emphasis, epitaph, loud review, psychological review, and repetitive review. A moderately statistically significant linear correlation was found ($r = 0.787$, $p < 0.05$).

3.3 Specific hypothesis test 2

Tables 3. Correlation matrix between dimension strategies supporting information processing and English written language understanding variables

Relevance			
		Learning Strategy	Understand Written English Discourse
Learning Strategy	Pearson correlation	1	,766**
	Signal. (Bilateral)		,000
	N	62	62
Understand Written English Discourse	Pearson Correlation	,766**	1
	Signal. (Bilateral)	,000	
	N	62	62

**The correlation is significant at 0.01 level (bilateral)

Explanation: The correlation matrix displays the comparison of specific hypothesis test 2 by paired variables: Pearson coefficient and obtained significance level. The significance is 0.000, less than 0.05. Therefore, the null hypothesis is rejected, and there is a significant relationship between the strategy dimensions supporting information processing and variables that explain English written texts through self-awareness, self suggestion and planning, self-management, regulation and evaluation, self guidance, self-control, anti-interference, social interaction, intrinsic motivation, extrinsic motivation, and avoidance mechanisms. A moderately statistically significant linear correlation was found ($r = 0.766$, $p < 0.05$).

These results are similar to the study conducted by Rodas, Tapia, and Torpoco (2015). This study suggests that there is a significant relationship between cognitive learning strategies and English discourse comprehension among third grade high school students in Rimark National Education Institutions. The obtained results confirm a significant positive correlation between cognitive learning strategies and INGSE discourse comprehension.

The significant relationship between information acquisition strategies and English written discourse comprehension among students at the Language Center of North Lima Private University in 2019 is $r = 0.787$. In addition, this study is similar to the research conducted by Apaza (2017), which demonstrated the relationship between children's English learning and middle school students' English text comprehension. Therefore, with the rise of new information technologies, mastering English has become increasingly important, given the emergence of various communication strategies such as the use of educational software.

The relationship between information processing support strategies and English written text comprehension among students at the Language Center of North Lima Private University in 2019 has been demonstrated, with a significant correlation coefficient of $r = 0.766$. These results are similar to Gomez's (2018) study, in which he pointed out that the most commonly used learning strategies among students are metacognitive strategies.

4 Conclusion

The results showed that there was a significant $r=0.796$ relationship between the learning strategies for students at the Language Center of North Lima Private University in 2019 and their understanding of English written discourse, indicating the importance of information acquisition strategies and information processing support strategies. They have a direct mechanism for understanding written English texts.

Research has shown that clear strategies, such as learning strategies, information acquisition strategies, and information support strategies. They help to train those who need support in learning foreign languages in a timely and successful manner.

Conflict of interest

The author declares no conflicts of interest regarding the publication of this paper.

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