

**ENGLISH STUDIES DEGREE**

**FINAL UNDERGRADUATE DISSERTATION**



**UNIVERSITAT  
JAUME·I**

**Learning Strategies: A Focus on the Use of  
Memory Strategies to Learn Archaic  
English**

**Sandra Estévez Magriz**

**SUPERVISOR: Alicia Martínez Flor**

**June 2021**

## **Table of Contents**

<b>Abstract</b>	<b>3</b>
<b>Introduction</b>	<b>4</b>
<b>Literature review</b>	<b>5</b>
2.1. Definition of strategy	5
2.2. Features and Classification of Learning Strategies	6
2.2.1. Direct Learning Strategies	7
2.2.2. Indirect Learning Strategies	8
2.3. Studies on the influence of Learning Strategies on Language Learning	9
2.4. Focus on Memory Strategies	10
<b>3. Methodology</b>	<b>13</b>
3.1. Participants	13
3.2. Source materials	14
3.2.1. Written (novels)	14
3.2.2. Audiovisual (films)	14
3.2.3 Questionnaire	15
3.3. Data collection procedure	15
3.4. Data analysis	16
<b>4. Results and Discussion</b>	<b>17</b>
4.1. Quantitative results	17
4.2. Qualitative results	30
<b>5. Conclusion</b>	<b>33</b>
<b>References</b>	<b>35</b>
<b>Appendix 1</b>	<b>38</b>
<b>Appendix 2</b>	<b>42</b>
<b>Appendix 3</b>	<b>45</b>

## List of Figures

<b>Figure 1.</b> Oxford's Original Diagram of the Strategy System Showing Different Types of Memory Strategies	11
<b>Figure 2.</b> Participants' knowledge of the existence of memory strategies	18
<b>Figure 3.</b> Use of memory strategies by participants	19
<b>Figure 4.</b> Circumstances in which memory strategies have been used by participants	20
<b>Figure 5.</b> Use of memory strategies to learn the lexis of a language	21
<b>Figure 6.</b> Types of memory strategies used by participants	22
<b>Figure 7.</b> Other learning techniques alternatives to memory strategies	23
<b>Figure 8.</b> First pair of quotations	24
<b>Figure 9.</b> Second pair of quotations	25
<b>Figure 10.</b> Third pair of quotations	26
<b>Figure 11.</b> Fourth pair of quotations	27
<b>Figure 12.</b> Fifth pair of quotations	28
<b>Figure 13.</b> Sixth pair of quotations	29
<b>Figure 14.</b> Last pair of quotations	30
<b>Figure 15.</b> The easiest quotations to understand	31

## **Abstract**

The main goal of the present study was to discover what kind of learning strategies learners use to learn archaic English vocabulary and expressions with a special focus on memory strategies. In order to achieve this purpose, three different British novels from the 19<sup>th</sup> century (*Sense and Sensibility*, *Jane Eyre*, and *Pride and Prejudice*) were analysed and compared with their corresponding film adaptations. Then, a survey was created by the researcher in which, as a means of help, some quotes from these books and movies were introduced in one of the questions. In total, 24 participants gave their previous consent to participate and took part in answering the questionnaire. On the one hand, the obtained results showed that most of the participants use memory strategies, such as imagery, the representation of sounds, associating to world events, placing words in new contexts, or keywords, to learn new lexis. On the other hand, the rest of the survey respondents indicated that they use either other learning techniques or a combination of several of them so as to achieve a successful language learning. Regarding possible combinations of learning strategies, the ones declared by the participants were metacognitive and cognitive learning strategies, social and metacognitive learning strategies, and even cognitive and memory learning strategies.

**Keywords:** learning strategies, memory strategies, cognitive strategies, archaic English, lexis, expressions

## 1. Introduction

Learning strategies have recently been discovered by researchers and, therefore, named, but their use dates back to thousands of years back in time (Oxford, 1990). Learning strategies have been used as memory devices in the art of storytelling. Boje (2008) explained that these strategies dealt mainly with narrative control techniques in order to generate the structure of the story. It is logical to believe that they used learning strategies, otherwise storytellers would find it impossible to learn many stories.

Several researchers have contributed to the classification of learning strategies. Oxford (1990) named them, categorised them into direct and indirect strategies, and defined the characteristics of each one. Consequently, six groups of learning strategies were formed: memory strategies, social strategies, affective strategies, metacognitive strategies, compensation strategies, and cognitive strategies. Nevertheless, they are also referred to by means of other terms, such as learning skills, problem-solving skills, thinking skills, or learning-to-learn skills (Oxford, 1990). Despite their previous existence, they are currently gaining more recognition in the educational field.

There are several reasons which explain their application and popularity. The first one, as Oxford (1990) stated, is that learning strategies help learners to improve their learning abilities. Not only do they increase learners' linguistic knowledge but also contribute to their cognitive development, such as being more active and self-directed. The second reason is the fact that their successful implementation leads to an improvement in learners' language proficiency and to greater self-confidence in oneself and in the learning process.

Richards and Lockhart (1994) mentioned Oxford's study in order to describe their possible focus on the learner. Second language (L2) learners will develop the use of a strategy which is suitable to their necessities when learning a second or foreign language. Taking into consideration that L2 learners' main objective is to be successful in language learning, the selection and avoidance of these learning strategies will depend on whether they are effective or not.

Nevertheless, there is no information concerning the use of learning strategies, especially memory strategies, in order to learn archaic English lexis. For this reason, the aim of the present study is to analyse the use of memory strategies on L2 learners when they work with vocabulary of an ancient time period. To that end, a section devoted to literature review

will describe the theoretical framework of Learning Strategies including their categorisation, their characteristics, the four skills on which they exert an influence, and some definitions on concepts involved in the matter of analysis. Then, a detailed explanation of the methodology will be provided. This will include a sub-section for the justification of the method and its typology, participants, materials, and place and time. After that, the analysis will be presented and discussed. Finally, conclusions will be drawn taking into consideration the limitations of the study and suggestions for further research.

## **2. Literature review**

### ***2.1. Definition of strategy***

The term *strategy* has originally been associated with a military meaning. According to the Encyclopedia Britannica, *strategy* is “the science or art of employing all the military, economic, political, and other resources of a country to achieve the objects of war”. Nevertheless, there are other meanings which can be applied to this term but are not related to the field of war. For example, the Merriam-Webster dictionary defines *strategy* as “a careful plan or method”.

Currently, there are several definitions of learning strategies which take into special consideration the last connotation. For instance, Schmeck (1988) indicated that a learning strategy is a sequence of procedures or tactics with a view to accomplish learning. Other researchers have highlighted the practical use of learning strategies by means of its definition. Scarcella & Oxford (1992) defined the term as the concrete actions, techniques, or behaviour a learner follows in order to improve his or her own learning. This may involve looking for partners to practice conversation or encouraging oneself to overcome a difficult language task successfully. Consequently, there are different learning strategies which are selected and used according to the particular circumstances of each learner.

Multiple benefits can derive from their use. Some of them are related to the way learners experience and view the process of learning. According to Oxford (1990), learners can consider such a process as “easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” when they use certain strategies. Moreover, they feel they can transfer the selected actions or strategies to new situations as part of their learning process. Some other benefits are associated with the personality and

attitude of the learners. By using learning strategies, the learners become positive, autonomous, and independent from their teachers. Besides, they sharpen other qualities as they grow discerning, reflective, self-managed, and interactive.

## ***2.2. Features and Classification of Learning Strategies***

The appropriate use of learning strategies is oriented towards a general goal: the development and improvement of communicative competence. However, learners are required to be exposed to authentic and real input in meaningful contexts (Oxford, 1990). In order to achieve this aim successfully, learning strategies should be applied in language learning. There are six of them in total which involve different aspects: memory strategies, social strategies, affective strategies, metacognitive strategies, compensation strategies, and cognitive strategies.

Oxford (1990:9) presented a list making reference to the main features and benefits of using learning strategies:

1. Their application contributes to the achievement of the main goal (communicative competence).
2. Learning strategies allow language learners to become self-directed.
3. Learning strategies expand the role of the teachers in the classroom since students are more self-directed.
4. They are problem-oriented. For this reason, learning strategies will be selected as specific actions for specific purposes by the learners.
5. They are influenced by several aspects, such as the input and the context.
6. Learning strategies involve more aspects apart from the cognitive one, as previously mentioned.
7. They can be observable and taught.
8. Their use is conscious, and they are flexible.
9. They can be classified as direct or indirect depending on the type of learning.

As the last point of the list indicates, learning strategies can be classified in two different groups, according to Oxford (1990): direct or indirect.

### ***2.2.1. Direct Learning Strategies***

Following Oxford's (1990) classification, direct strategies are employed when the learner must learn and deal with new language, which will be used in specific situations and to complete concrete tasks. In this group, three learning strategies out of six can be found, namely memory, compensation and cognitive strategies.

The first one is memory strategies. These are used to remember and retrieve new language by means of the creation of mental images, the application of sounds and images, the use of keyword technique, or the use of imagery and structure review. Information focused on these kinds of learning techniques will be detailed further on.

Then, compensation strategies appear in this category. These help the learners to be successful when they find knowledge gaps to fill and to continue to communicate. Consequently, compensation strategies contribute to the growth of the learner's communicative competence (Oxford, 1990). Simultaneously, this competence can improve other elements of learning, such as grammatical, sociolinguistic, discourse, and strategic aspects. The most common compensation strategy is guessing by means of contextual clues. This is especially put into practice in speaking and writing to overcome possible difficulties in language learning (Oxford, 1990).

The last learning strategy belonging to this group is cognitive strategies. Weinstein and Mayer (1986) highlighted that cognitive strategies are used in the elaboration of basic and complex learning tasks. Regarding basic tasks, some strategies involve paired-associate learning, serial list, or free recall list with a view to create internal associations between concepts. Concerning complex tasks, paraphrasing, summarising, note taking, creating analogies, or question answering are employed in order to increase further knowledge. Still, cognitive strategies can be used for different activities. For instance, the study carried out by Lewalter (2003) showed that they are effective strategies when it comes to learning from static or dynamic visuals. However, they proved to be more successful dealing with factual knowledge than with comprehension and problem-solving.



### ***2.2.2. Indirect Learning Strategies***

In this second group, Oxford (1990) categorises three other strategies which are employed for the general aspects of language learning, namely those of social, affective and metacognitive strategies.

Firstly, there are social strategies. Laland (2004) expressed that social learning strategies are used by certain individuals as a shortcut to acquire information. He explained that learners achieve it by copying successful learners, friends, and relatives, or when they feel dissatisfied with themselves or the information to be learned is rare. His declaration agrees with the study of Boyd and Richerson (1985), who stated that learners act that way when the information is too difficult to acquire. Oxford (1990) mentioned three examples of social strategies: asking questions, cooperation, and emphasizing with others.

Secondly, affective strategies appear. Learners use these in order to achieve the following main objectives: to focus their attention, to manage anxiety when performing a task, to maintain their motivation in learning, and to manage time effectively (Weinstein and Mayer, 1986). However, further research has discovered that a main obstacle in the use of affective strategies is performance or test anxiety. According to Sarason (1990), this kind of anxiety appears when students perform tasks and their work is evaluated, which influences their personal development and performance. Anxiety can be found in challenging, difficult, or demanding situations. Even though such feeling is a response to a possible threat or danger, anxiety becomes a problem when the student is worried in excess. Sarason (1990) explained that the attention of the learner is not directed towards learning but towards oneself. Notwithstanding, this personal perception is negative as the learner conceives that he or she is a failure, an incompetent, and an inappropriate student. Consequently, these attitudes and feelings will result in a poor performance, confirming the fears of the learner and feeding his or her anxiety. For these reasons, affective strategies are important with a view to controlling negative emotions in language learning.

In the last place, metacognitive strategies are found. Brown (1978) defined the term metacognition as the conscious control of the learners' own cognitive actions in the learning process. This involves the use of skills to control those actions, such as predicting, checking, organising, monitoring, and testing. Moreover, metacognitive strategies are often employed for comprehension monitoring which implies establishing goals, self-assessment, and

rearranging the strategies used to accomplish such goals, if necessary. Meichenbaum and Asarnow (1979) described the process of metacognitive skills for successful learning. First, learners must identify the problem and define it. In order to do so, they may put into practice self-interrogation skills. Then, they should focus their attention and guide their answer to the self-inquiry. After that, their self-evaluation leads to self-reinforcement, which may be positive or negative depending on the outcome. Finally, if the results are positive, learners will continue using such strategies. However, if these are negative, learners will correct their errors to avoid repeating them. Both authors indicated that this cognitive learning process is conducted on children to make sure that they develop stratagems and plans instead of automatic responses.

Among all the different learning strategies proposed by Oxford (1990), memory strategies are of special relevance for the following dissertation because they are the most reinforced type of learning strategies at school and superior education, as it will be explained afterwards.

### ***2.3. Studies on the influence of Learning Strategies on Language Learning***

Several studies have investigated the influence that learning strategies exert on the process of language learning. From this research, positive and negative aspects of such influence can be observed.

Koike (1996) focused his study on the use of transfer. She explained the act of transfer as the shift of the knowledge of the first language (L1) to the learning process of a foreign language. This means that the mother tongue of the learner acts as a decoding mechanism in order to understand the target language. Koike also indicated that L1 knowledge may reflect different aspects of the language, such as syntax, phonology, morphology, semantics, and pragmatics. In her study, she explained that many researchers consider transfer as a learning strategy. Its use was observed on Spanish students who learnt English and was proved to be successful in skills like speaking, reading, and especially writing. However, the result was rather negative in the listening comprehension skill. On the one hand, the transfer of the L1 into English helped students to understand the utterances, according to their corresponding level of proficiency. On the other hand, transfer did not contribute to the decoding of their

meaning in the context in which the conversation was taking place and other listening aspects, such as intonation.

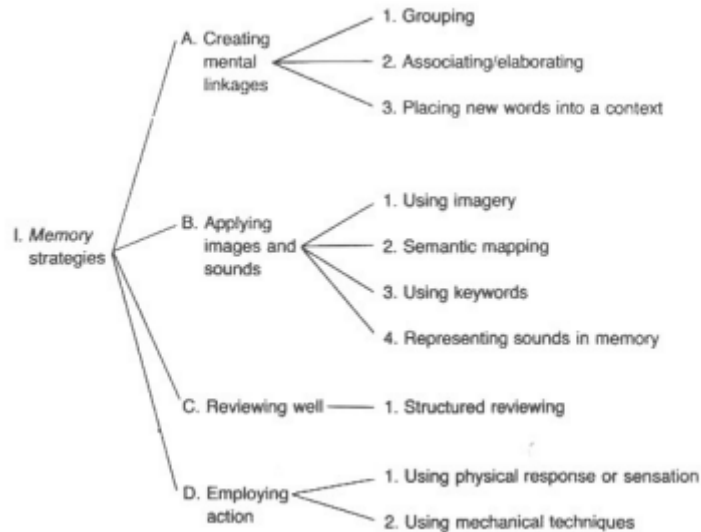
Trigwell and Prosser (1991) carried out a research regarding the learning strategies students might use depending on the context and approach employed to teach. Their study presented two main findings. The positive discovery showed that deep teaching approaches contributed to clear goals and independent learning from the students. This result demonstrated that students used deeper learning strategies, under these circumstances, which helped them to achieve successful learning outcomes. Nevertheless, the negative finding indicated that heavy workload and inappropriate assessment led into the use of weak and surface learning strategies, demonstrating that the success of learning strategies depends on the classroom approach.

Nevertheless, their use may not be associated with a positive learning outcome. Schmeck (1988) explained that students are influenced by their personal traits and the learning environment which surrounds them. For example, a group of learners may feel threatened or demoralised by better students. Consequently, they resort to learning strategies, like memory strategies, and to adopting an obedient and submissive attitude in order not to be “destroyed” by other classmates. Even though learning strategies are applied under these circumstances, they tend to appear due to anxiety. Schmeck (1988) declared that the influence of that feeling contributes negatively to their learning process and outcome. The main reason behind this is that anxiety narrows the level of attention of the learner to specific features of the information received. As a result, other important aspects are missed.

These two previous studies concur with the one carried out by Ramsden (2003). He mentioned that students tend to manage what is demanded of them in an educational context. This can also be applied to the demands of the teachers which are not based on the students’ knowledge but on their self-critical awareness and eagerness to learn.

#### ***2.4. Focus on Memory Strategies***

Oxford (1990) presented a thorough diagram of the different memory strategies and techniques used in language learning. These may be regarded as broad or narrow, and will be implemented, depending on the task to develop and their perception by the learner.



**Figure 1. Oxford's Original Diagram of the Strategy System Showing Different Types of Memory Strategies**

Memory strategies are regarded as a type of cognitive process. According to Geary (1995), cognitive processes can be classified into two categories: biologically primary abilities and biologically secondary abilities. Regarding the first category, biologically primary abilities are chosen by means of an evolutionary process. Therefore, these may be found in different cultures presenting a similar form. Concerning the second category, biologically secondary abilities are the ones shaped by the individual's own culture. Usually, these are acquired through formal schooling since children need previous instruction to develop them. However, there might be the case that students discover some memory strategies while they perform a task.

Memory strategies have been described by Harnishfeger and Bjorklund (1990) as mentally effortful and goal-directed strategies which are used in order to improve memory performance. According to their explanation, a special characteristic of memory strategies is that they can be controlled and implemented consciously according to the learner's will. These can be employed to learn new information or to retrieve it from long-term memory, and are influenced by other factors like, for example, the difference of age between students. Even though age difference may not seem an important detail, the number of strategies used and their efficiency when performing a task depends on such a fact (Bjorklund & Douglas, 1997).

Related to the matter of age, memory strategies can be divided into two different groups: internal and external. Internal memory strategies involve rehearsal techniques and the use of visual imagery while external memory strategies include the use of a calendar or note-taking (Dixon & Hultsch, 1983). Moreover, these authors indicated the relationship between the use of external and internal strategies with aging. This study was supported by the one conducted by Bouazzaoui, Isingrini, Fay, Angel, Vannete, Clarys, and Taconnat (2010) which demonstrated that adults use external memory strategies more than the younger ones. Meanwhile, the use of internal memory strategies is more common in younger people. The reason behind these facts was that their application was proportional to the learner's age and, therefore, increased or decreased according to this personal feature.

Researchers have explained how memory strategies are perceived by young students during their development of tasks. Bjorklund, Douglas, and Dukes (2009) indicated that children perceive these strategies as irrelevant and meaningless and, as a result, they are rarely observed in their performance. According to these authors, children learn, when they grow up, that the tasks they are asked to perform are of no use in their personal lives. In other words, children consider that these tasks are out of context and have no consequence in real-life.

Nevertheless, memory strategies are central in order to learn new vocabulary, even archaic expressions and lexis. The role of memory is important in this learning context since learners tend to forget part of the knowledge they immediately acquire, be it stored in long or short-term memory (Takač, 2008). Besides, vocabulary is the linguistic aspect with more probabilities to decline (Smith, 2000). Consequently, Thornbury (2002) listed some principles which accomplish two main functions. The first one is to facilitate the transference of the learnt vocabulary into the long-term memory, and the second function is to contribute to an efficient learning and teaching if such is planned beforehand. Those principles are the following ones: encounters with lexical items at spaced intervals, their retrieval and use, cognitive depth, affective depth, personalisation, imaging, use of mnemonics, and conscious attention. If these principles are put into practice, the result will lead to the successful learning of vocabulary.

### **3. Methodology**

The present section explains in detail the methodology used in order to answer the research questions that guide this dissertation. To begin with, the type of research will be indicated. Then, the materials employed will be described. Finally, the procedure of data collection will be explained.

The paper studies the use of memory strategies, or other types of learning strategies, by learners with a view to learn archaic expressions or lexis in English. In order to find out the answer to this question, quantitative and qualitative data was combined to obtain significant results. On the one hand, quantitative data was gathered to illustrate the percentages regarding the techniques specified. On the other hand, qualitative data was collected by the researcher to explain the learning strategies used by the participants.

Consequently, this methodological approach is the most appropriate one as a means to provide reliable and faithful information to answer the research questions. Besides, the data was collected by the researcher, as well as the creation of part of the materials. These facts contribute to the aspect of reliability.

#### ***3.1. Participants***

In the present study, 24 participants took part in completing a questionnaire. In total, 18 females and 6 males between 10 and 50 years old participated in the research.

On the one hand, most of them were undergraduate students who were studying the English Studies degree at Universitat Jaume I (UJI) in Castellón (Spain). This fact should be taken into consideration since different types of learning strategies are taught throughout the university degree. As a result, those students were already familiarised with the topic of the research.

On the other hand, some of the participants belonging to the personal circle of the researcher were also selected. The fact that other people outside the educational field participated is due to their great knowledge of English vocabulary and grammar and their proficiency in the language. Nevertheless, they were not familiarised with learning strategies as much as the university students and different perspectives could be drawn from the analysis. Still, they could answer the questionnaire without any difficulty.

### **3.2. Source materials**

The materials used were the following ones. First, quotations from 19<sup>th</sup> century British novels, which included English archaic words or expressions, and their equivalent quote from the corresponding movie adaptations.

Second, a questionnaire created by the researcher by means of Google surveys and distributed via WhatsApp. The questionnaire was anonymous and consisted of 9 questions regarding the use of memory or other learning strategies given by participants. Apart from these, three additional questions were included at the beginning of the survey: the consent to participate in the study, the indication of the participants' gender, and their average age, which was divided into four intervals of ten years from 10 to 50. The matter of age was relevant since some of the questions were discussed taking into consideration this aspect.

The main objective was to discover in which situations the survey respondents used a specific type of learning strategy to master archaic English vocabulary and expressions.

#### **3.2.1. Written (novels)**

Excerpts of literary texts were taken from three classic novels which are *Sense and Sensibility* (1811) and *Pride and Prejudice* (1813) by Jane Austen, and *Jane Eyre* (1847) by Charlotte Brontë. Moreover, each of these novels has a film adaptation, which were employed as well to compare the use of language between classic and contemporary period.

The written excerpts were analysed in terms of similarities and differences in relation to the film adaptation. These are the selected fragments from the novels (see Appendix 1):

- *Sense and Sensibility*: pages 43 and 44.
- *Jane Eyre*: pages 266 to 278.
- *Pride and Prejudice*: pages 64 to 66.

#### **3.2.2. Audiovisual (films)**

These are the corresponding movie scenes of the selected fragments from the novels (see Appendix 2):

- Sense and Sensibility: available on Netflix with Ang Lee as the director. The minutes analysed were from 44:59 to 45:38.
- Jane Eyre: a fragment available on YouTube entitled “Money Matters” by the BBC. The part of the conversation, between Jane Eyre and Mr. Rochester, analysed was up to minute 2.09 of the video.
- Pride and Prejudice: available on Netflix with Joe Wright as the director. The fragment analysed was from minute 38.59 to 41.03.

### ***3.2.3 Questionnaire***

The survey consisted of 9 questions. The first one, introduced the object of study by asking the participants whether they knew what memory strategies are or not. The second one enquired if they had ever used them. The following question is directly related to the second one since several real-life situations, in which memory strategies can be put into practice, were provided for participants to choose. The fourth query was focused on language. The survey respondents were asked if they used memory strategies to learn new lexis. If their answer was affirmative, they had to respond to question number 5. On the other hand, if their answer was negative, they had to respond to question number 6. In both cases, several techniques which are involved in different types of learning strategies were written so that participants could select the one they use the most. Next, question 7 included seven pairs of quotations: the first one of each pair belonged to the novels analysed while the second quote of each pair was taken from the movie adaptation. The first quotation belongs to *Sense and Sensibility*, the following three were taken from *Jane Eyre*, and the last four quotations were obtained from *Pride and Prejudice*. The next to last question enquired which combination of quotations they understood the most. Finally, the last question of the survey was of free answer so that participants could indicate which learning strategies they would use to learn the unknown vocabulary from the previous quotes.

### ***3.3. Data collection procedure***

In order to collect the data, three British novels of the 19<sup>th</sup> century were chosen and compared to their film adaptations of the 21<sup>st</sup> century. The knowledge of the existence of



these novels and their film adaptations is due to a previous reading of the books and visualisation of the movies by the researcher. Quotations from these books were selected due to the words and expressions appearing in them and the complexity of the sentence construction. Then, their corresponding scene in the movie was matched with a view to identify the similarities and differences of the use of archaic lexis and expressions of the English language in both centuries.

The main purpose of the questionnaire was to identify which memory or other learning strategies the participants used in order to learn and retain archaic English lexis or expressions. Nevertheless, before creating and distributing it, quotations from the novels and films previously mentioned were analysed as they formed the basis for the seventh question of the questionnaire. The analysis was focused in terms of sentence structure and vocabulary or expressions employed in the sentence construction. As the appendices 1 and 2 show, several sentences were highlighted in red, to indicate the great differences in language between the novels and the films either in structure or vocabulary, and in green, to show their similarities, as part of the analysis process.

### ***3.4. Data analysis***

In spite of being related to some of the participants, the researcher only played the role of interviewer, observer, and analyst to avoid interfering in the participants' decisions or manipulating their final answers. Consequently, this role favoured obtaining authentic results for the study.

After the questionnaire was sent, note-taking was used to analyse the results quantitatively and qualitatively. The questionnaire was a key component of the study in order to present the percentages of the final answers to each question. These results were included in figures as a visual help to discuss the choices obtained, contributing to the gathering of quantitative data. Concerning qualitative data, the final question of the survey was central in order to provide further information of the previous answers of the questionnaire. Note-taking was particularly helpful in this last question since it was not turned into a figure.

## **4. Results and Discussion**

The data of study was gathered by means of a questionnaire which was created by the researcher through Google Surveys and distributed to the participants via WhatsApp. The

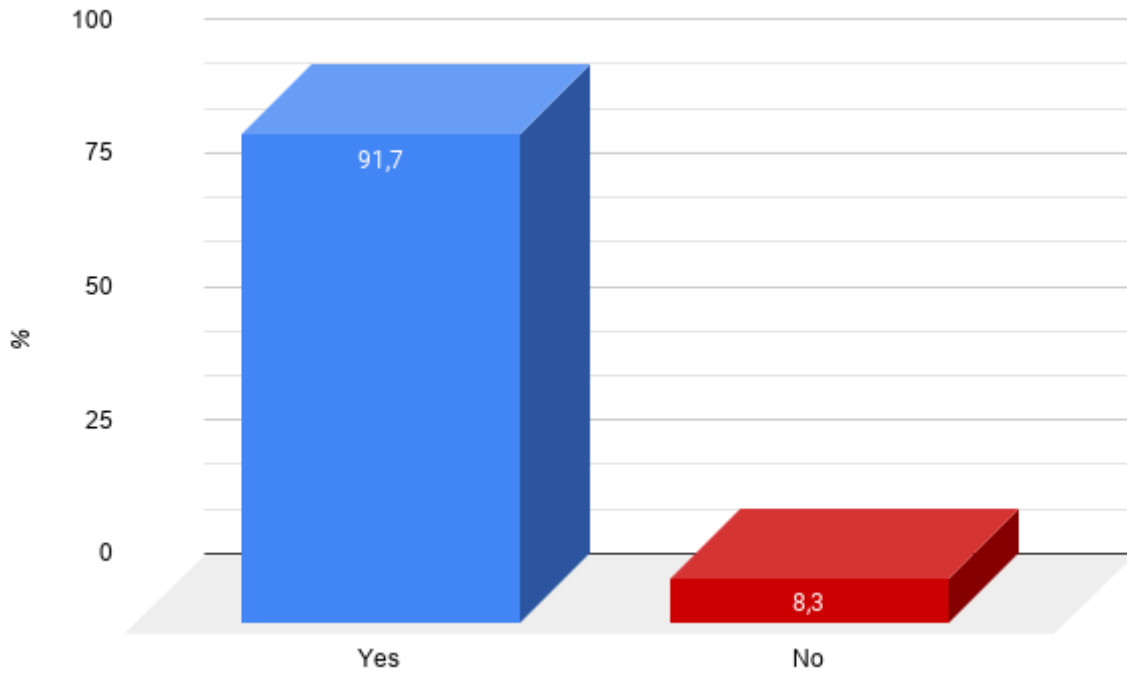
objective of the survey was to discover which memory strategies, or other learning techniques, the participants would use in order to learn and retain the meaning of a word or expression unknown to them, which were in archaic English. To achieve this, the first questions were focused on their learning background to provide further information related to their use of memory strategies or other learning techniques. For some of these questions, the age of the participants was important to understand the results since some of them were already familiarised with what learning strategies are and the context in which they can use them.

The next questions inquired about the learning strategies the participants use to learn the language lexis. These were divided into memory strategies and other learning strategies, both including some examples of techniques belonging to each type of strategy.

#### ***4.1. Quantitative results***

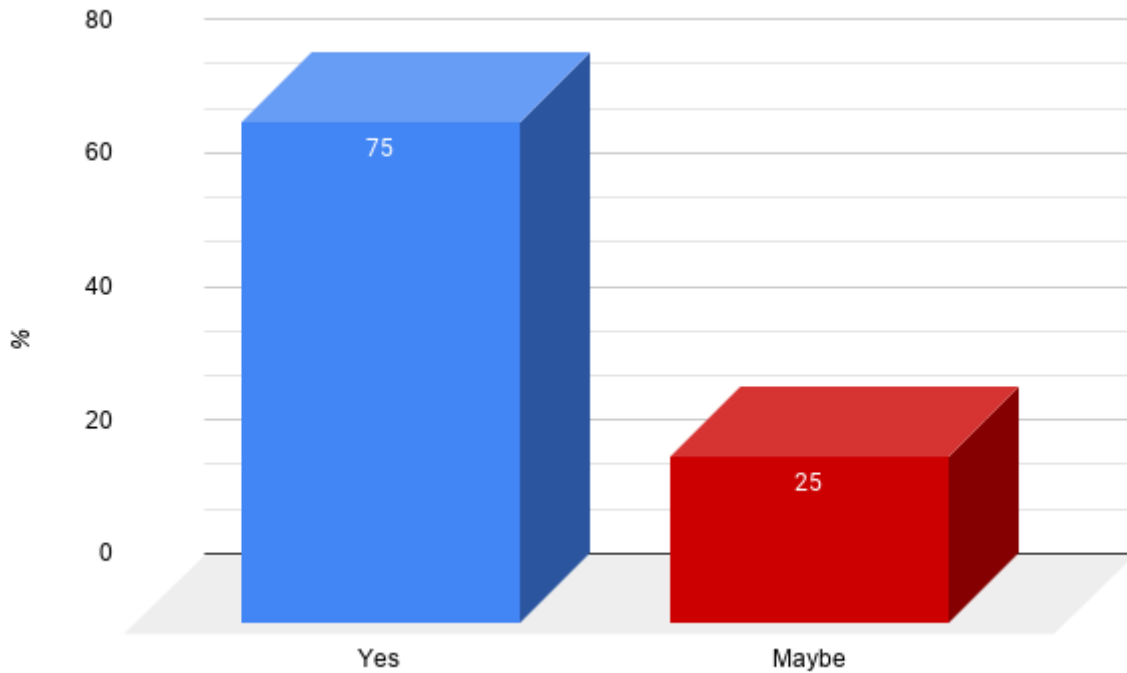
The questionnaire was composed of 9 questions. Nevertheless, 14 bar charts were obtained from the results since question number seven was divided into seven different bar charts to illustrate the findings clearer.

The first question involved asking about the knowledge of the existence of memory strategies. As figure 2 shows, 91.7% of the participants indicated that they know what memory strategies are. Since many participants were degree students, most of the survey respondents were already familiarised with the existence of memory strategies and how these could be put into practice. However, a small percentage, 8.3%, answered that they are unaware of them. In spite of their unawareness, the result obtained in the second column is significant and closely related to the results displayed in figure 4.



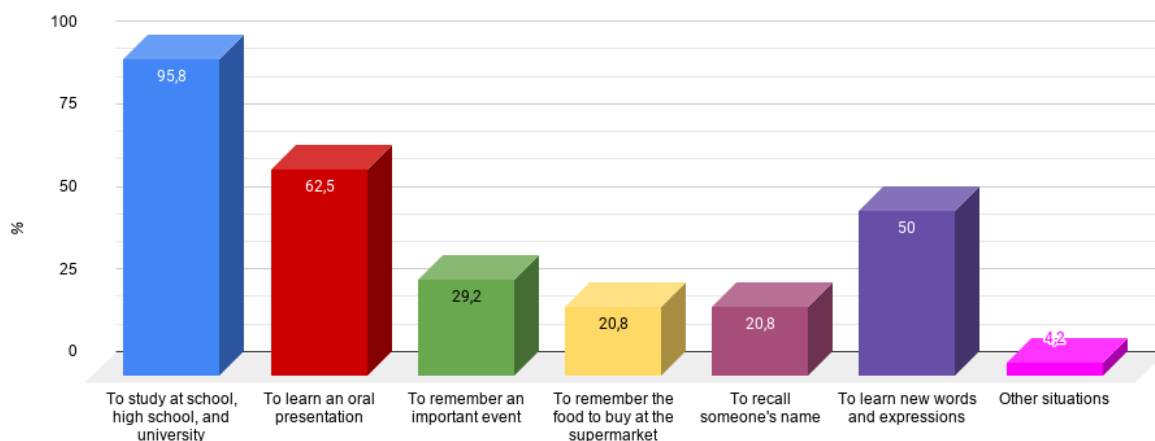
**Figure 2. Participants' knowledge of the existence of memory strategies**

Figure 3 presents the results related to the second question of the questionnaire which involved the use of memory strategies by participants. It illustrates how 75% of the survey respondents manifested to have used memory strategies at some point in their lives, showing that their use is very common and widespread. The other 25% answered that they were not sure if they had ever used memory strategies before. Nevertheless, that 25% did not deny such possibility, as it was the third option to the question which obtained 0 votes. This means that the 8.3% of figure 2, who declared that they were not sure what memory strategies are, recognised their possible use at a precise moment despite not being completely sure.



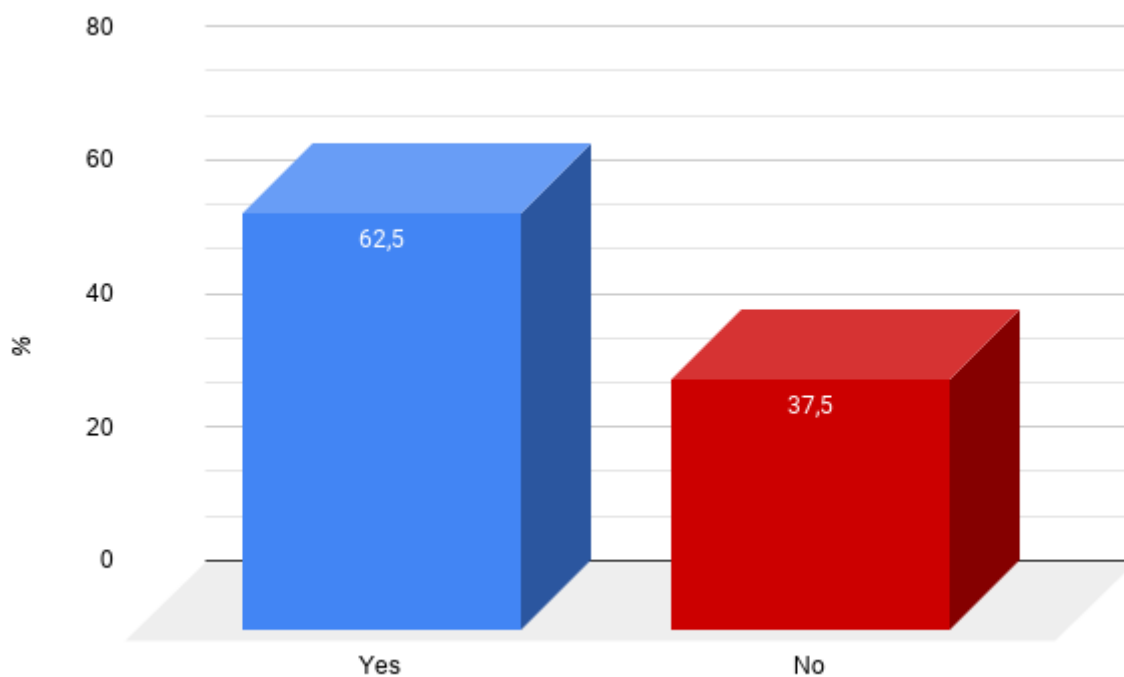
**Figure 3. Use of memory strategies by participants**

Figure 4 displays the results of the third question of the survey in which several options could be chosen simultaneously. This means that each bar of the chart represents the 100% of the participants' choice. Since the majority of participants were between 20 and 30 years old, the option with most of the votes (95.8%) was that memory strategies were used to study at school, at high school, or at university. At the same time, the matter of age is associated with the fact that 62.5% of the survey respondents indicated to use them in order to learn oral presentations as well. The third most selected option (50%) was that memory strategies are used by participants to learn new words and expressions, which is the main object of study of the present research. Even though the other results were less common among participants, their percentages indicate that memory strategies are used even in trivial situations, such as to remember an important event (29.2%), to remember the food to buy at the supermarket (20.8%) or to recall someone's name (20.8%).



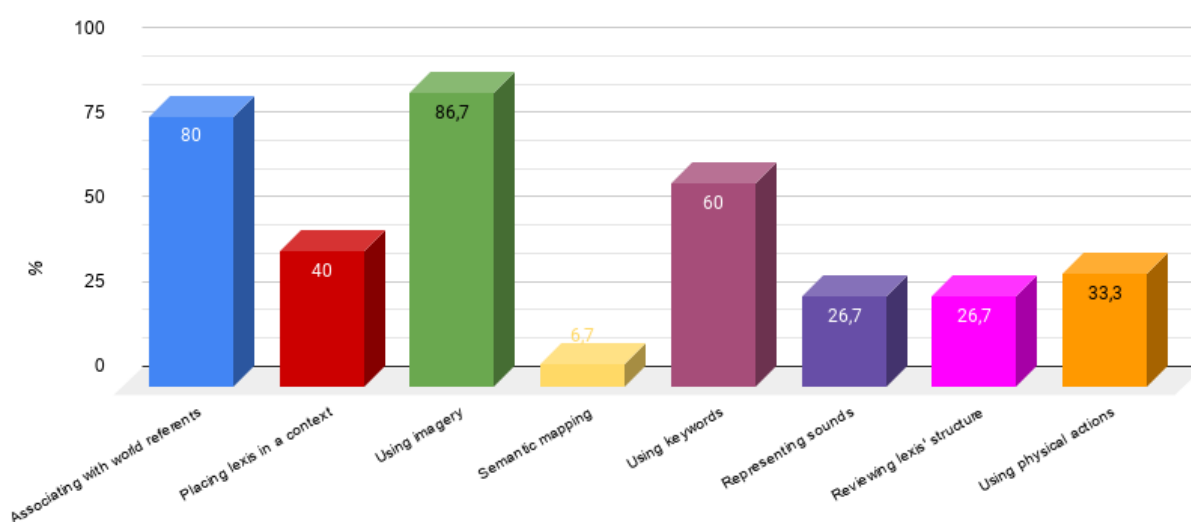
**Figure 4. Circumstances in which memory strategies have been used by participants**

Figure 5 illustrates the results of the fourth question of the survey which shows the division between those participants who use memory strategies to learn the new vocabulary of a language (62.5%), and those who use other types of learning strategies (37.5%). This question of the survey was structured in a different way regarding the rest. Those who answered affirmatively should go to question number 5 while those who answered negatively should answer question 6.



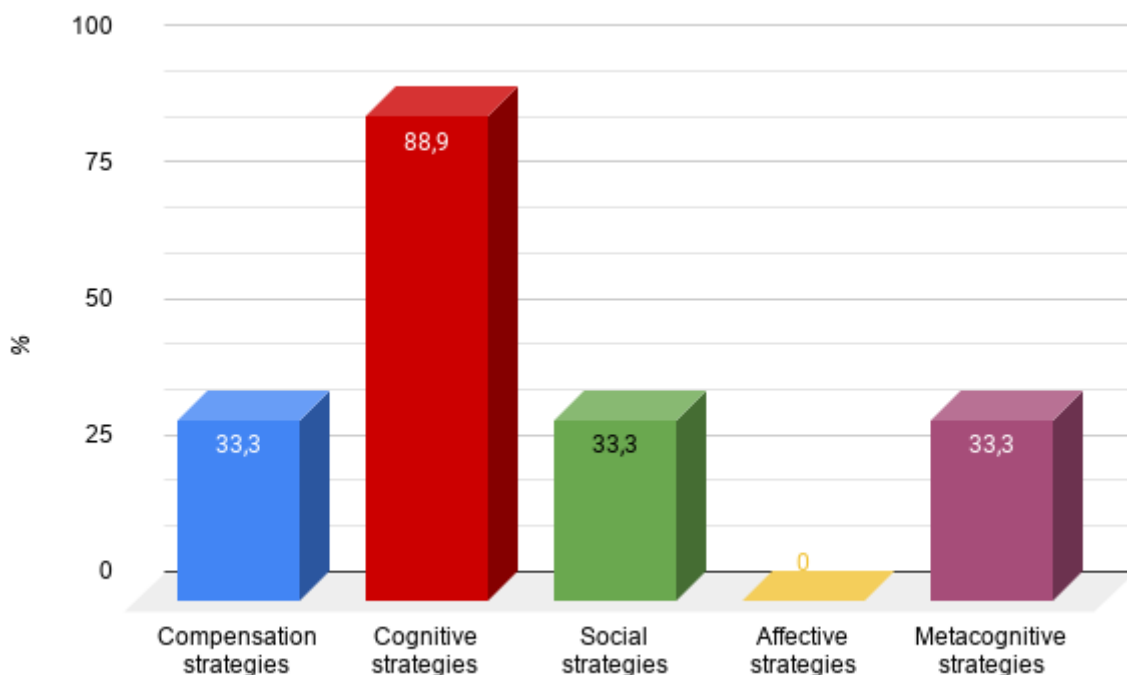
**Figure 5. Use of memory strategies to learn the lexis of a language**

The fifth question of the questionnaire was only answered by 62.5% of figure 5. Consequently, the results obtained represent the choices of 15 survey respondents. Once again, several options could be chosen at the same time, meaning that each bar represents the 100% of the participants' choice. The most expected result displayed in figure 6 was the use of imagery (86.7%) to remember the meaning of a word or expression. According to Dixon & Hultsch (1983), visual imagery is a technique involved in the category of internal memory strategies. Consequently, it is a well-known and recognised technique in the world of learning strategies. Then, the 80% indicated that they associated the new lexis with their referents in the world, and the 60% confirmed to use keywords to learn the meaning of new vocabulary. Less than half of the participants (40%) expressed that they placed the lexis in a context which could be easy for them to remember. Another relevant choice was the use of physical actions by 33.3% of the participants. In order to recall what they had previously learnt, they made use of their body language recreating a specific action associated with the lexis. Additionally, two of the options obtained the same percentage. In both cases, 26.7% of the survey respondents indicated that representing sounds in one's memory and reviewing the lexis' structure helps them to learn extra vocabulary. The least selected option, which showed to be the least relevant for participants, was the use of semantic mapping since only 6.7% of the participants make use of such a type of memory strategy.



**Figure 6. Types of memory strategies used by participants**

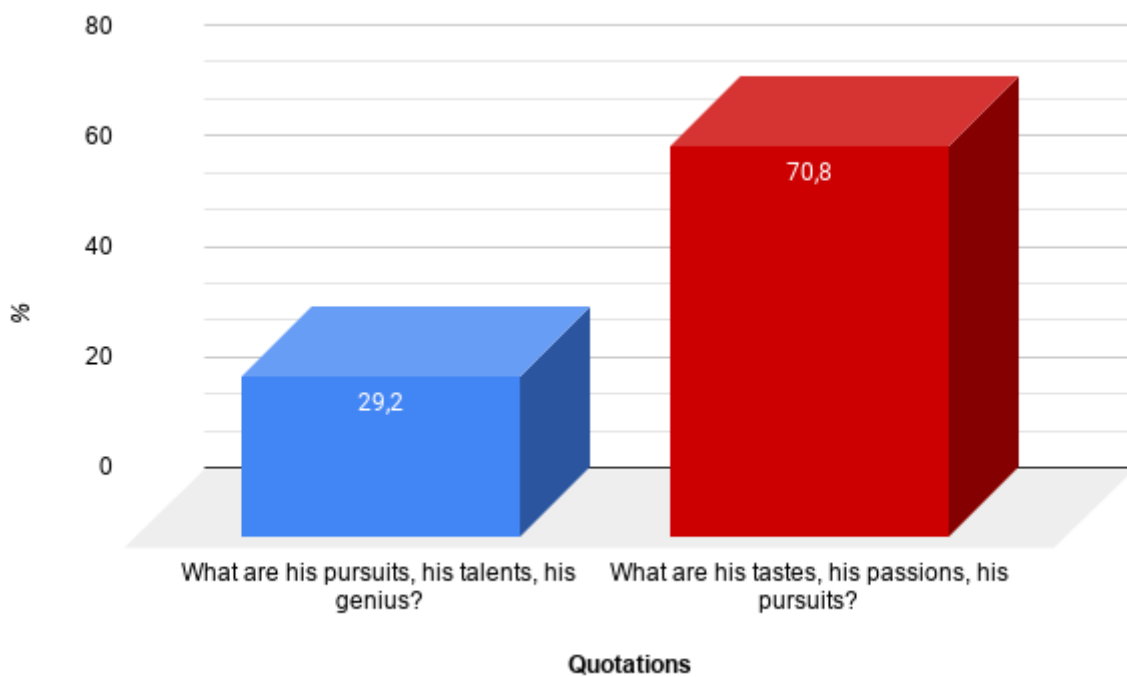
The sixth question of the survey was answered by the 37.5% of the participants who responded negatively in figure 5. This means that the results of figure 7 correspond to the choice of 9 participants. Moreover, this question accepted the choice of several options simultaneously, as it happened with the previous one. Cognitive strategies were the most popular ones among the participants with 88.9% of the votes. These learning techniques involve the use of internal association between concepts, summarising, or paraphrasing. Next, three of the options ended in a draw with 33.3% of the votes. These were compensation strategies which encompass using contextual clues to fill knowledge gaps or communicating, social strategies which include copying the actions of successful learners, asking questions, or cooperating, and metacognitive strategies which imply predicting, checking, organising, monitoring, and testing. The most striking result was the one obtained by affective strategies since none of the participants chose it. Despite being related to maintaining the learner's motivation to study and progress, to reducing the learner's anxiety, and to managing time effectively (Weinstein and Mayer, 1986), they were not used by any of the 24 participants.



**Figure 7. Other learning techniques alternatives to memory strategies**

From figures 8 to 14, the quotations belong to question number 7 of the questionnaire. Those quotes written at the left were taken from the literary excerpts while those at the right belong to the movie adaptation of each corresponding novel.

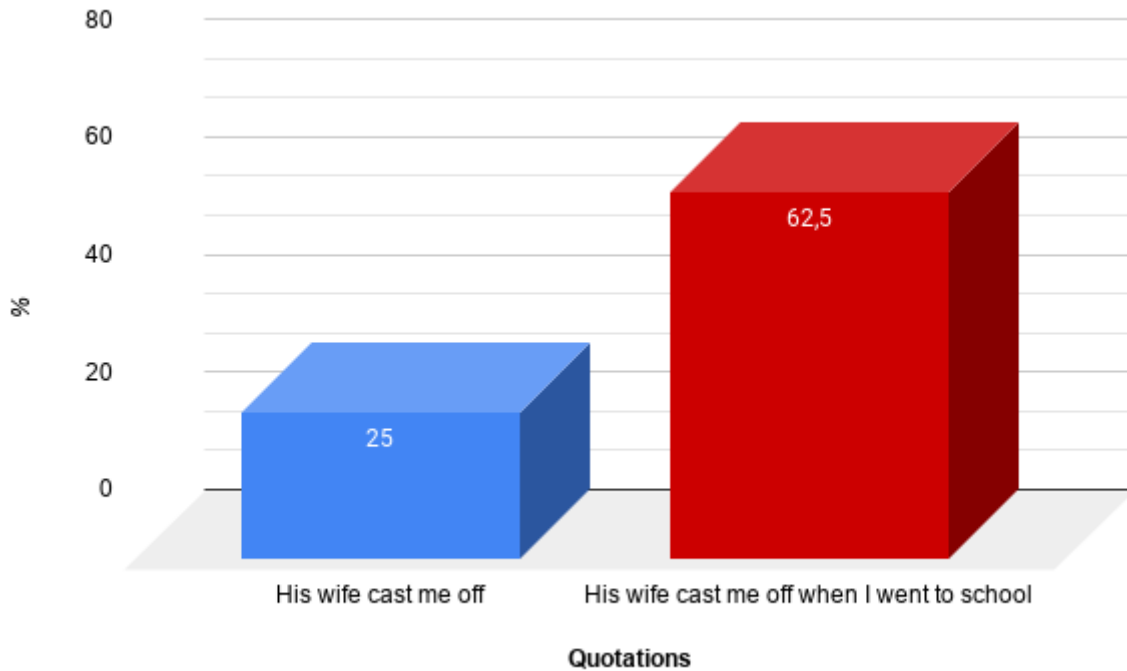
The following figure, shows the first pair of quotations included in question number seven. Even though both quotes follow the same sentence structure varying regarding the use of nouns, 70.8% of the participants indicated that the second sentence was easier to understand in comparison to the first one which was only chosen by 29.2% of them.



**Figure 8. First pair of quotations**

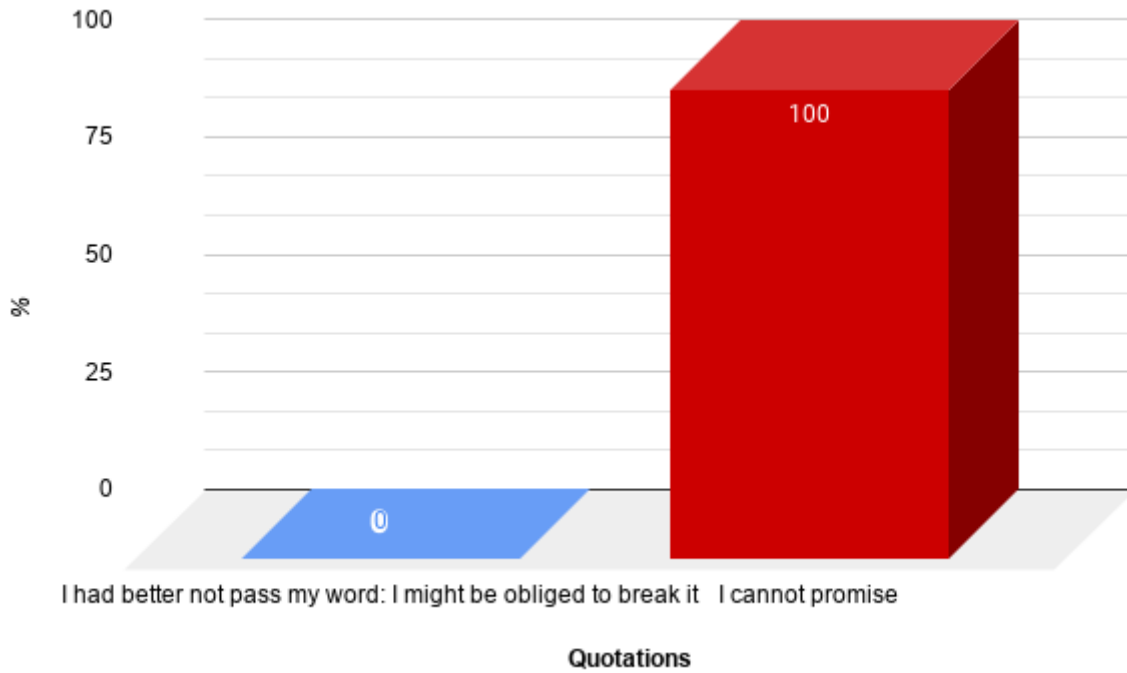
The second pair of quotations which were included in the seventh question of the survey appear in figure 9. The only difference between both quotations is the further context provided in the second one, which could be of help for the participants in order to understand the meaning of the expression “cast off” Nevertheless, as it happened with the previous figure, the second quotation was easier to understand for the majority of the participants (62.5%) in contrast to the first one (25%).





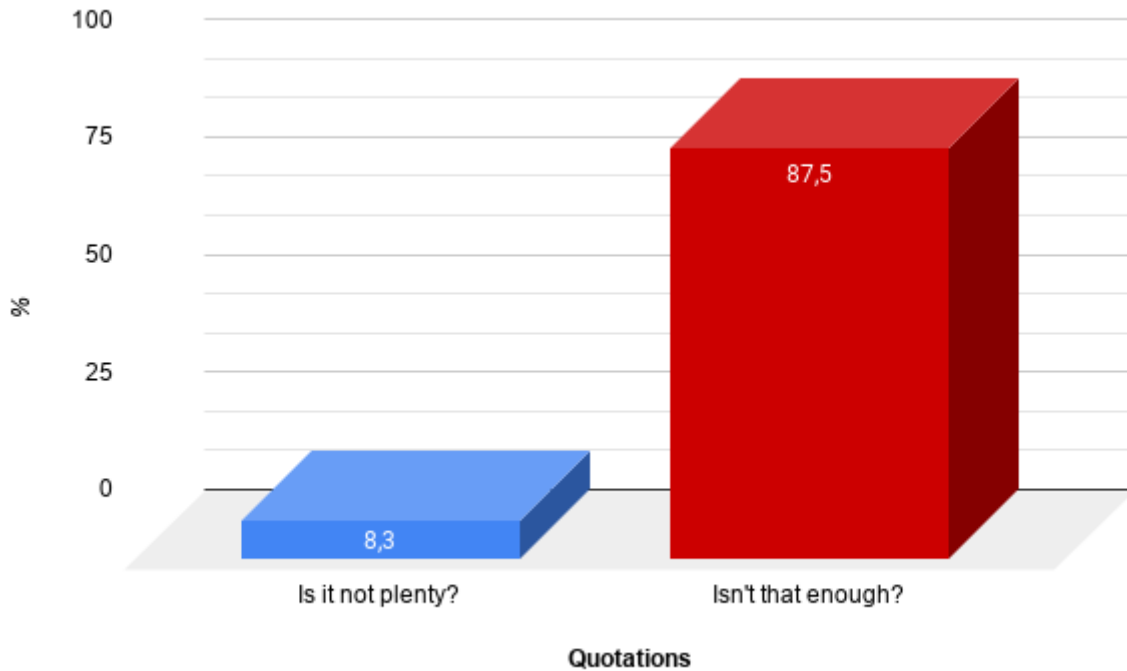
**Figure 9. Second pair of quotations**

Figure 10 presents the third pair of quotations included in the questionnaire. As it can be seen, both quotes are quite different in terms of length and vocabulary choice. Nevertheless, the meaning is the same one for both sentences. In this case, 100% of the participants said that they understood better the second quotation which presents a simple structure and language. Furthermore, the first quote, which is longer and uses complex vocabulary compared to the second one, was not selected by any of the participants.



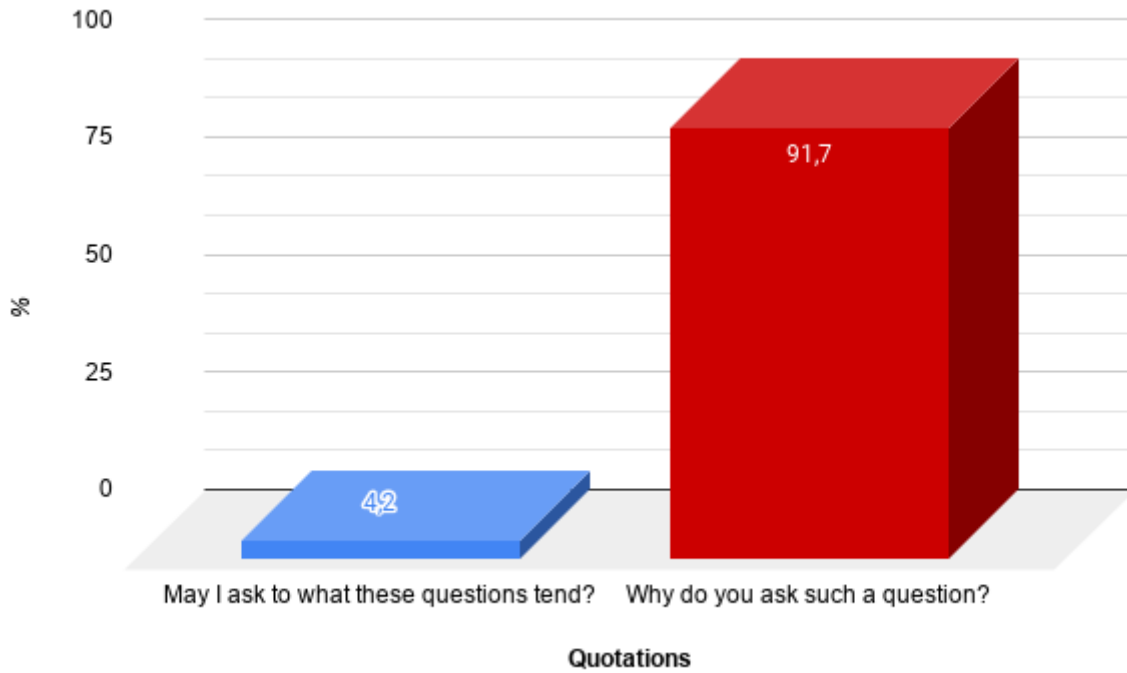
**Figure 10. Third pair of quotations**

In the following figure, both quotations present a similar syntactic structure. First, the third person of the verb “to be” followed by either the pronoun “it” or “that” and the negative form, and secondly, an adverb of quantity. Still, 87.5% of the participants declared that they interpreted the meaning of the second quote with ease while only 8.3% of the survey respondents chose the first quote.



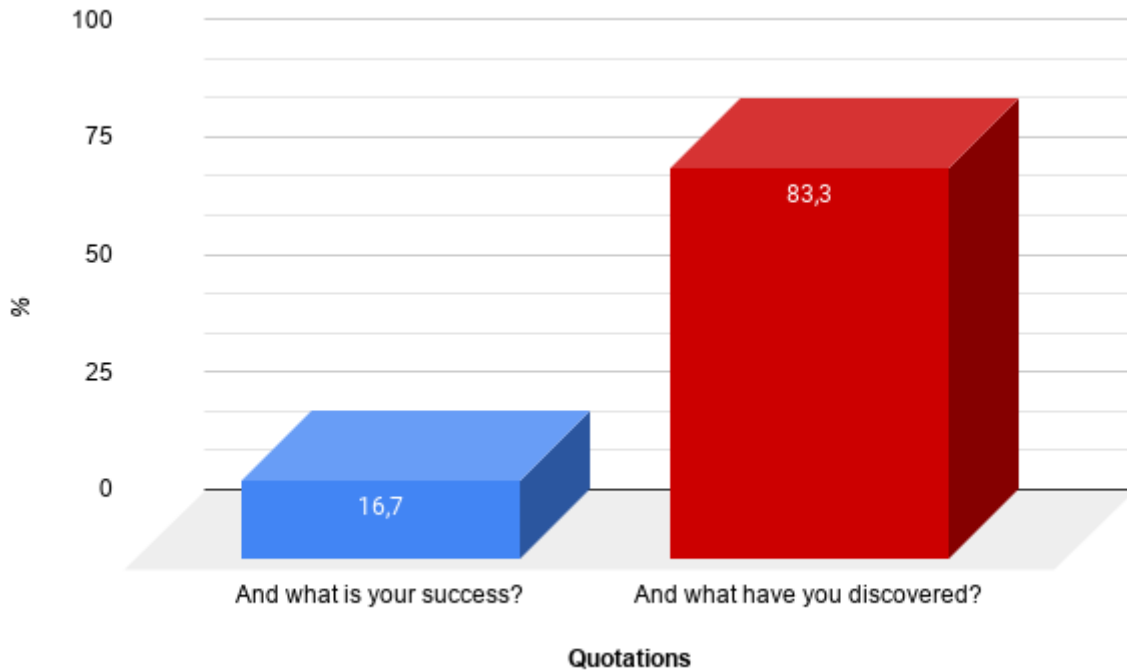
**Figure 11. Fourth pair of quotations**

Figure 12 includes two quotes which vary in terms of structure and lexis. To begin with, the first question does not begin with a WH- word. Instead, it begins with “May”, a modal verb which transforms a simple question into a formal one. Then, the pronoun “I” is used in comparison to the second quote which uses “you”. Next, the object of the question follows and, at the end, the verb “tend” appears which is considerably formal. The complexity of the structure may have been a problem for the participants since only 4.2% of them chose the first quotation as the most comprehensible one. The other 91.7% chose the second quotation which presents a contemporary and simple structure.



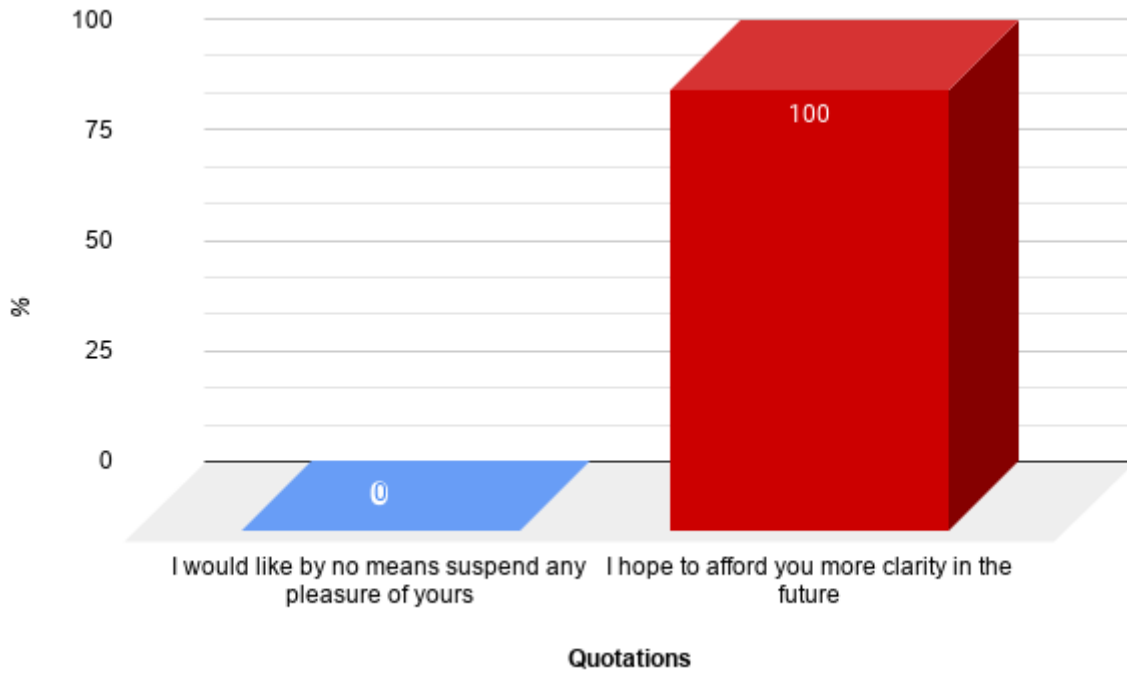
**Figure 12. Fifth pair of quotations**

In figure 13, both quotations show a similar structure. First, both questions start with “And what”. Then, the verb follows. Additionally, the first quote uses present tense taking into consideration that it finishes with a noun, “success”, in contrast to the second quote which uses present perfect. Despite their similarities, 83.3% of the participants indicated that the second question was easier to understand. 16.7% differed in opinion and selected the first one.



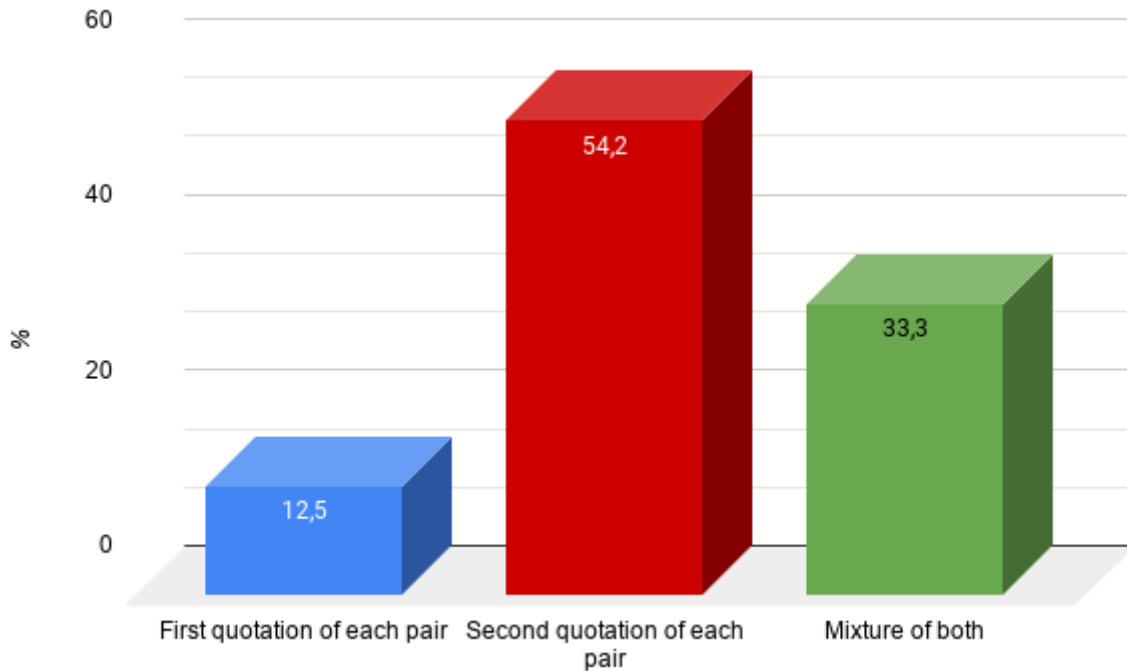
**Figure 13. Sixth pair of quotations**

As it can be seen in the next figure, 100% of participants chose the second quote above the first one. The major variation between both is regarding lexis. On the one hand, in the first quotation, a more complex syntactic structure can be identified, especially due to the use of the expression “by no means” combined with the verb “suspend”. On the other hand, the second quotation includes verbs and nouns which are given a more contemporary use, such as “afford” or “clarity”.



**Figure 14. Last pair of quotations**

The last figure obtained from the questionnaire results shows that most of the participants (54.2%) understood better the second quotation of each pair while 12.5% declared that the first quotation of each pair was easier to comprehend in spite of having complex vocabulary or expressions. Furthermore, 33.3% of the surveyed participants expressed to have understood a mixture of both of them.



**Figure 15. The easiest quotations to understand**

#### ***4.2. Qualitative results***

Finally, the last question of the survey asked what kind of learning strategies they would use to learn the vocabulary of those quotations which were difficult to understand. The participants offered varied answers. To begin with, some of them were faithful to their learning strategy of preference and commented directly that they would use any type of metacognitive or compensation strategies. The fact that they stated that they would be still using them to learn new lexis or expressions in archaic English shows their effectiveness for some people in spite of involving techniques different to memory strategies.

Other participants declared that they would use specific techniques of learning strategies, such as:

- Repetition of the terminology learnt with a view to remember it.

This method is part of cognitive learning strategies, which is characterised for belonging to direct strategies.

- Writing down the lexis and expressions multiple times in posts-its and, then, sticking them around their bedroom.

In this case, cognitive strategies appeared in the answers once again with a different technique: note-taking. Besides, the fact that this participant indicated that he or she would stick those notes in the bedroom reinforces Lewalter's study (2003) which showed that cognitive strategies are effective to learn from static or dynamic visuals.

- Checking the terms' definition while providing personal examples, to learn them appropriately, before using them in a conversation.

Looking for the definition of new vocabulary is classified as a technique of metacognitive strategies (indirect strategies). According to Meichenbaum and Asarnow (1979), those learners who use metacognitive strategies try to define an identified problem by using self-interrogation skills, like thinking of the meaning of a word or expression, and guiding their answer to the solution. After that, self-evaluation takes place which is reflected by the fact that the participant would come up with some examples to achieve a positive outcome in a real-life situation.

Even though these results indicate the use of individual learning techniques, some of the answers indicated that participants combine techniques from different strategies:

- Re-reading the sentences so as to identify the unknown terms and looking for their definition. After that, the meaning of those words or expressions would be transcribed.

This statement shows a combination of metacognitive and cognitive strategies. On the one hand, there is problem identification and self-interrogation regarding the unknown definitions. Both techniques belong to the metacognitive group of learning strategies. On the other hand, the transcription of their meaning is part of the group of cognitive strategies. As a result, this participant combines direct and indirect learning strategies in order to learn new lexis in archaic English.

- Searching on the Internet or asking a friend

A different union of learning strategies appears in the reply above. The participant indicated two possibilities which would be used to learn the unfamiliar vocabulary or expressions. First, searching on the Internet for such definitions as a metacognitive technique. Secondly, asking a friend for better guidance which is a social strategy (indirect). This second



technique reflects Laland's (2004) statement about learners using social learning strategies as a shortcut to acquire information. One way to achieve favourable learning is by imitating or copying successful learners, friends, and relatives. Additionally, according to Boyd and Richerson (1985), social strategies are usually employed when the information is too difficult to acquire, as that might be the case of archaic English.

- Looking for a word that has a resemblance into the participant's L1 or looking for a specific translation with a view to associating it with the specific vocabulary.

The technique mentioned above is known as transferring whose classification is not completely clear for researchers due to their different perspectives. According to Oxford (1990), transferring is part of the cognitive strategies since it involves analysing and reasoning in order to discover the meaning behind words and expressions. Nevertheless, others differ with this statement. For instance, Koike (1996) explained that the act of transfer is considered as a learning strategy itself because the L1 decodes the different linguistic aspects of the target language, such as syntax, phonology, morphology, semantics, and pragmatics. Another study which approaches transferring from a different point of view is the one developed by Thornbury (2002). He mentioned two main functions of memory strategies regarding vocabulary learning in which the first one is the facilitation of the transference of the learnt vocabulary into the long-term memory.

Another answer by one of the participants involved the use of cognitive strategies, such as associating concepts, and memory strategies to remember the meaning. Notwithstanding, no specific memory strategies were mentioned which may indicate that any of them could be useful for the participant in order to achieve successful learning by means of that combination.

Lastly, the rest of the answers can be grouped into the selection of memory strategies. The most popular answer by the survey respondents was that they would use either keywords, the association of the unknown terms with real world issues or specific events, or a combination of both. The reason for these results was explained by the participants who explained that both techniques would help them to remember the meaning or general idea of the concept to be learnt.

Others mentioned that the use of the new vocabulary and expressions in different contexts, these being new or quotidian, would allow them to get familiarised with their meaning. In fact, Oxford (1990) indicated that this technique contributes to creating mental linkages which facilitates the learning process.

The last memory strategy which was mentioned by participants was the use of imagery and the representation of sounds in the mind along with the association of world referents. In this situation, mental linkages are combined with sound and images which leads to a more complete idea of the unfamiliar concept.

## **5. Conclusion**

The main goal of the present paper was to discover if L2 learners employ memory strategies to learn archaic English lexis and expressions by specifying those techniques put into practice. The research was also focused on what other types of learning strategies L2 learners may use to learn them in case they did not make use of memory strategies.

Regarding the first research question, when participants were asked what learning strategies they would use to learn those unknown terms, more than half of them answered that they would employ memory strategies. To be more concrete, they specified their preference for the use of keywords, the association of those terms with world issues or events, placing them in new contexts, the use of imagery, and the representation of sounds. With reference to the second research question, the rest of survey respondents revealed that they would turn to cognitive strategies, like note-taking, repetition, and transferring, or to the combination of different learning techniques simultaneously, such as metacognitive and cognitive strategies, social and metacognitive strategies, and cognitive and memory strategies.

The implications of this research reinforces the idea expressed by Takač (2008) who stated that memory is central in language learning because learners usually forget part of the knowledge they acquire. This statement is supported by Smith (2000) who explained that vocabulary is the linguistic aspect with more probabilities to decline.

The limitations identified in the present study are related to the methodology selected. After the last question of the questionnaire, there is not a confirmation of the true effectiveness of the chosen learning strategies by participants in their learning process. Consequently, as a suggestion for further research, a test should be included after the survey is completed to ensure their value and contribution to their learning method.

## References

- Austen, J. (1811). *Sense and Sensibility*. London: Penguin English Library.
- Austen, J. (1813). *Pride and Prejudice*. London: Project Gutenberg.
- Bardovi-Harlig, K. & Dörnyei, Z. (1998). Do language learners recognise pragmatic violations? Pragmatic vs. grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233-259.
- Bjorklund, D. F. & Douglas, R. N. (2009). The development of Memory Strategies. In Cowan, N. & Hulme, C. (Eds.), *The development of memory in childhood*, 201-246. Hove and New York: Psychology Press.
- Bjorklund, D. F., Dukes, C., & Douglas, R. N. (2009). The development of Memory Strategies. In Cowan, N. & Hulme, C. (Eds.), *The development of memory in childhood*, 201-246. Hove and New York: Psychology Press.
- Boje, D. M. (2008). *Storytelling Organizations*. London: SAGE.
- Bouazzaoui, B., Isingrini, M., Fay, S., Angel, L., Vanneste, S., Clarys, D., & Taconnat, L. (2010). Aging and self-reported internal and external memory strategy uses: The role of executive functioning. *Acta Psychologica*, 135, 59-66. <https://doi.org/10.1016/j.actpsy.2010.05.007>
- Boyd, R. & Richerdson, P. J. (1985). *Culture and the Evolutionary Process*. Chicago: University of Chicago Press.
- Brontë, C. (1847). *Jane Eyre*. London: Penguin English Library.
- Brown, A. L. (1978). Metacognitive Development and Reading. In Spiro, R. J., Brice, B. C., & Brewer, G. W. F. (Eds.), *Theoretical Issues in Reading Comprehension: Perspectives from Cognitive Psychology, Linguistics, Artificial Language, and Education*, 453-482. Routledge.
- Dillon, R. F. & Schmeck, R. R. (Eds.). (1983). *Individual differences in cognition*. 1, Academic Press Inc.
- Dixon, R. A. & Hulstsch, D. F. (1983). Structure and Development of Metamemory in Adulthood. *Journal of Gerontology*, 38(6), 682-688. <https://doi.org/10.1093/geronj/38.6.682>
- Geary, D. C. (1995). Reflections of evolution and culture in children's cognition: Implications for mathematical development and instruction. *American Psychologist*, 50(1), 24-37.

- Harnishfeger, K. K. & Bjorklund, D. F. (1990). The resources construct in cognitive development: Diverse sources of evidence and a theory of inefficient inhibition. *Developmental Review*, 10(1), 48-71. [https://doi.org/10.1016/0273-2297\(90\)90004-N](https://doi.org/10.1016/0273-2297(90)90004-N)
- Koike, D. A. (1996). Transfer of pragmatic competence and suggestions in Spanish foreign language learning. In Gass, S. M. & Neu, J.(Eds.), *Speech acts across cultures*, 11, 257–281. Berlin: Mouton de Gruyter.
- Laland, K. N. (2004). Social Learning Strategies. *Animal Learning & Behaviour*, 32(1), 4-14.
- Lewalter, D. (2003). Cognitive Strategies for Learning from Static and Dynamic Visuals. *Learning and Instruction*, 13(2), 177-189. [https://doi.org/10.1016/S0959-4752\(02\)00019-1](https://doi.org/10.1016/S0959-4752(02)00019-1)
- Meichenbaum, D. & Asarnow, J. (1979). Cognitive-Behavioural Modification and Metacognitive Development: Implications for the Classroom. In Kendall, P. C. & Hollon, S. D. (Eds.), *Cognitive-Behavioural Interventions: Theory, Research, and Procedures*, 11-32. New York and London: Academic Press.
- Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Ramsden, P. (2003). *Learning to Teach in Higher Education* (2<sup>nd</sup> ed.). RoutledgeFalmer.
- Richards, J. C. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge University Press.
- Sabitha, S. R. (2013). Learner Autonomy in Language Learning. In *Procedia - Social and Behavioural Sciences*, 70, 1238-1242. <https://doi.org/10.1016/j.sbspro.2013.01.183>
- Sarason, I. G. & Sarason, B. R. (1990). Test Anxiety. In Leitenberg, H. (Ed.), *Handbook of Social and Evaluation Anxiety*, 475-495. New York: Springer Science+Business Media.
- Scarcella, R. & Oxford, R. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.
- Schmeck, R. R. (1988). Individual Differences and Learning Strategies. In Weinstein, C. E., Goetz, E. T., & Alexander, P. A. (Eds.), *Learning and Study Strategies: Issues in Assessment, Instruction, and Evaluation*, 171-191. New York: Academic Press. <https://doi.org/10.1016/B978-0-12-742460-6.50016-5>
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge Language Education.

- Takač, v. p. (2008). Vocabulary Learning Strategies and Foreign Language Acquisition. *Second Language Acquisition*, 27. Multilingual Matters Ltd.
- Thornbury, S. (2002). *How to Teach Vocabulary*. Harlow: Longman.
- Trigwell, K. & Prosser, M. (1991). Improving the quality of student learning: the influence of learning context and student approaches to learning on learning outcomes. *Higher Education*, 22, 251-266.
- Webb, R. K. (2015). Teaching English Writing for a Global Context: An Examination of NS, ESL, and EFL Learning Strategies That Work. *PASAA*, 49, 171-198. Rangsit University.
- Weinstein, C. E., & Mayer, R. E. (1986). The Teaching of Learning Strategies (3<sup>rd</sup> ed.). In M. C. Wittrock (Ed.), *Handbook of Research on Teaching*, 315-327. New York: Macmillan Publishing Company.

## Appendix 1

Novel excerpt 1:

### *Sense and Sensibility* (pages 43 and 44)

‘You sure know him then’, said Mrs. Dashwood.

‘Know him! to be sure I do. Why, he is down here every year’.

‘And what sort of a young man is he?’

‘As good a kind of fellow as ever lived, I assure you. A very decent shot, and there is not a bolder rider in England’.

‘And is *that* all you can say for him?’ cried Marianne indignantly. ‘But what are his manners on more intimate acquaintance? **What his pursuits, his talents and genius?**’

Sir John was rather puzzled.

‘Upon my soul’, said he, ‘I do not know much about him as to all *that*. But he is a pleasant, good-humoured fellow, and has got the nicest little black bitch of a pointer I ever saw. Was she out with him today?’.

But Marianne could no more satisfy him as to the colour of Mr. Willoughby’s pointer, than he could describe to her the shades of his mind.

‘But who is he?’ said Elinor. ‘Where does he come from? Has he a house at Allenham?’

On this point Sir John could give more certain intelligence; and he told them that Mr. Willoughby had no property of his own in the country; that he resided there only while he was visiting the old lady at Allenham Court, to whom he was related, and whose possessions he was to inherit; adding, ‘Yes, yes, he is very well worth catching, I can tell you, Miss Dashwood; he has a pretty little estate of his own in Somersetshire besides; and if I were you, I would not give him up to my younger sister in spite of all this tumbling down hills. **Miss Marianne must not expect to have all the men to herself.** Brandon will be jealous, if she does not take care.’

Novel excerpt 2:

### *Jane Eyre* (pages 266 to 278)

‘If you please, sir, I want to **leave of absence** for a week or two.’

‘What to do? - where to go?’

‘To see a sick lady who has sent for me.’

‘A sick lady? **where does she live?’**

‘At Gateshead, in -shire.’

‘-shire? That is a hundred miles off! Who may she be that sends for people to see her that distance?’

‘Her name is Reed, sir - Mrs Reed.’

‘Reed of Gateshead? There was a Reed of Gateshead, a magistrate.’

‘It is his widow, sir’.

‘And what have you to do with her? How do you know her?’

‘Mr Reed was my uncle - my mother’s brother.’

‘The **deuce** he was! You never told me that before: you always said you had no relations.’

‘None that would own me, sir. Mr. Reed is dead, and **his wife cast me off.**’

‘Why?’

‘Because I was poor, and burdensome, and she disliked me.’

[...] description of Reed’s family

‘John Reed is dead, too, sir: he ruined himself and half-ruined his family, and is supposed to have committed suicide. The news so shocked his mother that it brought on an **apoplectic attack.**’

[...]

‘How long will you stay?’

‘As short a time as possible, sir.’

‘Promise me only to stay a week-’

‘**I had better not pass my word: I might be obliged to break it.**’

[...]

‘Well you must have some money; you can’t travel without money, and I daresay you have not much: I have given you no salary yet. How much have you in the world, Jane?’ he asked, smiling.

I drew out my purse; a **meagre** thing it was. ‘**Five shillings, sir.**’

He took the purse, poured the hoard into his palm, and chuckled over it as if its **scantiness** amused him. Soon he produced his pocket-book: ‘Here’, said he, offering me a note; it was fifty pounds, and he owed me but fifteen. I told him I had no change.

‘I don’t want change; you know that. Take your wages.’

I declined accepting more than was my due. He scowled at first; then, as if recollecting something, he said -

‘Right, right! Better not give you all now: you would, perhaps, stay away three months if you had fifty pounds. There are ten; **is it not plenty?**’

‘Yes, sir, but now you owe me five’.

‘Come back for it, then; I am your banker for forty pounds.’

Novel excerpt 3:

***Pride and Prejudice* (pages 64 to 66)**

‘It is *your* turn to say something now, Mr. Darcy. I talked about the dance, and *you* ought to make some sort of remark on the size of the room, or the number of couples.’

He smiled, and assured her that whatever she wished him to say should be said.

‘Very well. That reply will do for the present. Perhaps by and by I may observe that private balls are much pleasanter than public ones. But *now* we may be silent.’

‘Do you talk by rule, then, while you are dancing?’

‘Sometimes. One must speak a little, you know. It would look odd to be entirely silent for half an hour together; and yet for the advantage of *some*, conversation ought to be so arranged, as that they may have the trouble of saying as little as possible.’

‘Are you consulting your own feelings in the present case, or do you imagine that you are gratifying mine?’

‘Both,’ replied Elizabeth archly; ‘for I have always seen a great similarity in the turn of our minds. We are each of an unsocial, taciturn disposition, unwilling to speak, unless we expect to say something that will amaze the whole room, and be handed down to posterity with all the eclat of a proverb.’

‘This is no very striking resemblance of your own character, I am sure,’ said he. ‘How near it may be to *mine*, I cannot pretend to say. *You* think it a faithful portrait undoubtedly.’



“I must not decide on my own performance.”

He made no answer, and they were again silent till they had gone down the dance, when he asked her if she and her sisters did not very often walk to Meryton. She answered in the affirmative, and, unable to resist the temptation, added, “When you met us there the other day, we had just been forming a new acquaintance.”

The effect was immediate. A deeper shade of hauteur overspread his features, but he said not a word, and Elizabeth, though blaming herself for her own weakness, could not go on. At length Darcy spoke, and in a constrained manner said, “Mr. Wickham is blessed with such happy manners as may ensure his *making* friends - whether he may be equally capable of *retaining* them, is less certain.”

“He has been so unlucky as to lose *your* friendship,” replied Elizabeth with emphasis, “and in a manner which he is likely to suffer from all his life.”

[interruption of another character while both are dancing, which is not included in the film]

“It is particularly incumbent on those who never change their opinion, to be secure of judging properly at first.”

“May I ask to what these questions tend?”

“Merely to the illustration of *your* character,” said she, endeavouring to shake off her gravity. “I am trying to make it out.”

“And what is your success?”

She shook her head. “I do not get on at all. I hear such different accounts of you as puzzle me exceedingly.”

“I can readily believe,” answered he gravely, “that reports may vary greatly with respect to me; and I could wish, Miss Bennet, that you were not to sketch my character at the present moment, as there is reason to fear that the performance would reflect no credit on either.”

“But if I do not take your likeness now, I may never have another opportunity.”

“I would by no means suspend any pleasure of yours,” he coldly replied.

## Appendix 2

Film adaptation 1 (where “SJ” stands for Sir John, “M” for Marianne, and “MD” for Mrs. Dashwood):

### **Sense and Sensibility (Netflix: 44:59 - 45:38 mins)**

SJ: ‘Mr Willoughby is well-worth catching Miss Dashwood. Miss Marianne must not expect to have all the men to herself.’

M: ‘But what do you know of Mr. Willoughby, Sir John?’

SJ: ‘Decent shot. There’s not a bolder rider in all England.’

M: ‘But what is he like?’

SJ: ‘Like?’

M: ‘What are his tastes, his passions, his pursuits?’

SJ: ‘Well... He has the smartest little bitch of a pointer. Was she out with him yesterday?’

MD: ‘Where is Allenham, Sir John?’

SJ: ‘Allenham? Nice little estate three miles east. He is to inherit it from an elderly relative.

Lady Allen is the name.’

Film adaptation 2 (where “J” stands for Jane Eyre and “MR” for Mr. Rochester):

### **Jane Eyre (YouTube - “Money Matters” by the BBC, up to 2.09 mins)**

J: ‘So I need to have a leave of absence for a week or two to see a sick lady who’s asked for me.’

MR: ‘What sick lady?’

J: ‘Her name is Reed, she’s my uncle’s wife.’

MR: ‘Uncle? You told me you had no family.’

J: ‘My aunt cast me off when I went to school.’

MR: ‘Why?’

J: ‘Because I was poor, and she did not like me.’

MR: ‘And she sent you to Lowood without so much as a word or a visit in nearly ten years. So why does she suddenly wish to see you know?’

J: ‘Her son John is dead. He ruined himself, she’s now struck down with his misfortune. I’ll only be gone two weeks, I hope.’

MR: ‘Two weeks? That’s not possible.’

J: 'And you have company sir.'

MR: 'Very well, but promise me that you will not stay with this undeserving aunt more than a week.'

J: 'I cannot promise, she is dying. 'Cannot set the time on that.'

MR: 'Of course you would go. I don't have the power to stop you. You must have some money, can't travel without money. I'm gonna give you any salary yet remember? How much have you, Jane, in all the world?'

J: 'Five shillings, sir.'

MR: 'Here, take 50 pounds.'

J: 'No, sir. You only owe me 15 and I have no change.'

MR: 'I don't want change you know that. Take your wages. You're right, better not give all now, you'd stay away three months. Yeah, there's 10. Isn't that enough?'

J: 'Yes, sir. But you still owe me five.'

MR: 'Then come back for it.'

Film adaptation 3 (where "E" stands for Elizabeth and "MD" for Mr. Darcy):

### **Pride and Prejudice (Netflix: 38.59 - 41.03 mins)**

E: "I love this dance."

MD: "Indeed. Most invigorating."

E: "It is your turn to say something, Mr. Darcy. I talked about the dance, now you ought to remark on the size of the room or the number of couples."

MD: "I am perfectly happy to oblige. Please advise me of what you would like most to hear."

E: "That reply will do for present. Perhaps by and by I may observe that private balls are much pleasanter than public ones. For now we may remain silent."

MD: "Do you talk, as a rule, while dancing?"

E: "No. No, I prefer to be unsociable and taciturn. Makes it all so much more enjoyable, don't you think?"

MD: "Tell me, do you and your sisters very often walk to Meryton?"

E: "Yes, we often walk to Meryton. It's a great opportunity to meet new people. In fact, when you met us, we just had the pleasure of forming a new acquaintance."

MD: "Mr. Wickham is blessed with such happy manners he is sure of making friends. Whether he is capable of retaining them is less certain."

E: “He’s been so unfortunate as to lose your friendship. And I daresay that is an irreversible event?”

MD: “It is. Why do you ask such a question?”

E: “To make out your character, Mr. Darcy.”

MD: “And what have you discovered?”

E: “Very little. I hear such different accounts of you as puzzle me exceedingly.”

MD: “I hope to afford you more clarity in the future.”

## Appendix 3

Sección 1 de 2

### Learning Strategies: A Focus on the Use of Memory Strategies to Learn Archaic English

Dear participant,

My name is Sandra Estévez Magriz, and I am an undergraduate student of English Studies at Universitat Jaume I (UJI, Castellón).

As a requirement of the subject EA0938, I am conducting a research focused on the use of memory strategies to learn archaic English lexis and expressions. The answers of the following survey will be considered in the section of analysis and discussion.

The questionnaire is anonymous and all the questions must be answered in English.

I accept to participate in this study

- Yes, I agree and hereby I give my informed consent.
- No, I do not give my consent.

\*

## Learning Strategies: A Focus on the Use of Memory Strategies to Learn Archaic English



Descripción (opcional)

Indicate your gender \*

- Male
- Female

How old are you? \*

- 10-20
- 20-30
- 30-40
- 40-50

1. Do you know what memory strategies are? \*

- Yes
- No

2. Taking into consideration that memory strategies are learning techniques, have you ever used them? \*

- Yes
- No
- Maybe

3. In what circumstances have you used memory strategies? \*

- At school, high school, or university to study for an exam
- To learn an oral presentation
- To remember an important event (birthdays, wedding anniversary, etc.)
- To remember the food to buy at the supermarket
- To recall someone's name
- To learn new words, or expressions, and their meanings (L1, L2, L3...)
- In other situations
- Otra...

4. Regarding language, do you employ memory strategies to learn its lexis? \*

- Yes, I use them (go to Question 5)
- No, I use other types of learning strategies (go to Question 6)

5. If your answer was affirmative in Question 4, which memory strategies do you believe to have used?

- Associating of words with referents in the world.
- Placing the new vocabulary or expressions in a new context to remember their meaning.
- Using imagery (such as images or metaphors).
- Semantic mapping.
- Using keywords to learn the a new concept.
- Representing sounds in one's memory.
- Reviewing the structure of the new lexis.
- Using any physical action to learn words or expressions.

6. If your answer was negative in Question 4, which other techniques do you use?

- Compensation strategies (contextual clues to fill knowledge gaps and communicating).
- Cognitive strategies (internal association between concepts, summarising, or paraphrasing).
- Social strategies (copying the actions of successful learners, asking questions, or cooperating).
- Affective strategies (maintaining your motivation and reducing anxiety).
- Metacognitive strategies (predicting, checking, organising, monitoring, and testing).

7. Choose the quotation you better understand. Each pair of sentences conveys the same meaning. \*

- 1. "What are his pursuits, his talents, his genius?"
- 1. "What are his tastes, his passions, his pursuits?"
- 2. "His wife cast me off."
- 2. "His wife cast me off when I went to school."
- 3. "I had better not pass my word: I might be obliged to break it."
- 3. "I cannot promise."
- 4. "Is it not plenty?"
- 4. "Isn't that enough?"
- 5. "May I ask to what these questions tend?"
- 5. "Why do you ask such a question?"
- 6. "And what is your success?"
- 6. "And what have you discovered?"
- 7. "I would like by no means suspend any pleasure of yours."
- 7. "I hope to afford you more clarity in the future."



8. Which ones were easier to understand? \*

- The first quotation of each pair.
- The second quotation of each pair.
- A mixture of both.

9. What strategies would you use to learn the words you do not know in the previous quotations? \*

Texto de respuesta larga

---