Transformation of Learning and Writing in English: An Analysis of Strategies and Competences in Peruvian University Students

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Abstract

The research seeks to understand how learning strategies impact students' ability to produce effective texts in English. It also aims to identify the discursive and functional competencies of students by analyzing their relationship with the use of learning strategies. The methodology is basic in type, with a quantitative approach, hypothetical-deductive method, non-experimental correlational descriptive design, and positivist paradigm. As a result, the relationship between learning strategies and the production of texts in English was analyzed in 270 university students. 18.1% always use learning strategies, with 43.3% using them quite often. A considerable group that frequently employs cognitive and control strategies was identified, representing 30.17%. Furthermore, 22.59% sometimes employ learning support strategies. In terms of discursive and functional competencies, 25.7% present a regular level in both, while 40% show a good level in both competencies. Encouragingly, 24.3% achieve an excellent level. These findings offer valuable information for the design of educational strategies that can improve how university students consolidate their learning through appropriate cognitive and control strategies and by improving their study habits. This study presents significant value in enhancing English text production skills and preparing to face communicative challenges in various academic and professional contexts.

Keywords: *Performance-focused teaching, higher education, educational strategies, English.*

INTRODUCTION

Currently, proficiency in the English language has gained significant importance in the educational sphere, owing to the increasing process of globalization and the demand for international communication. The generation of English texts has become a vital skill for university students, both in their academic and professional lives (Shodieva, 2023). Nevertheless, there exists an observed deficiency in the proper utilization of learning strategies that facilitate coherent and effective production of English texts with the assistance of digital resources (Fernández et al., 2021; Xu & Li, 2023; Emike & Abdulkarim, 2022). This has underscored the necessity to investigate the influence of these strategies on the development of linguistic proficiency in this language.

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The research aims to examine the relationship between learning strategies and English text production among university students. The objective is to comprehend how the utilization of learning strategies influences students' competence in producing coherent and effective written texts in the English language. To achieve this, various theories and approaches related to learning strategies and English text production will be explored to provide a robust theoretical framework for the research.

In terms of its justification and current relevance, English language proficiency has gained significant importance in today's context due to globalization and the necessity for international communication. Proficiency in spoken English is an essential skill for university students in both their academic and professional lives (Ikhtiyorovna, 2023). While this study focuses on written production, there has been an observed deficiency in the proper utilization of learning strategies that facilitate coherent and effective English text production. Therefore, this research aims to contribute to the understanding of how learning strategies can enhance English text production, which can positively impact students' academic (Karolus et al., 2023) and professional development (Callata et al., 2023).

In order to achieve the stated objectives, a basic and quantitative research approach will be employed to examine the correlation between learning strategies and English text production among university students at a private university in Lima. Data will be collected through surveys and questionnaires to explore the frequency and utilization of different learning strategies, as well as the quality of English text production. It is important to note that this study has limitations in terms of the generalizability of the results since it is based on a specific sample of students from a particular institution. However, the findings may be valuable for informing and enhancing educational practices in the university context.

To fulfill the proposed objectives, two instruments will be utilized: the "Abbreviated ACRA Scale of Learning Strategies" and the "Rubric for the Evaluation of Written English Language Texts." These instruments will be administered to a sample of 270 university students studying English at the private university in Lima. The results will be analyzed using both descriptive and inferential statistics to identify potential correlations between learning strategies and English text production. The reliability of the instruments will be assessed through the Cronbach's coefficient to ensure the accuracy of the collected data.

LITERATURE REVIEW

In the realm of learning strategies, various research studies have been conducted over time to delve into this topic. Some pertinent studies include the work of De la Cruz (2022), who demonstrated that learning strategies are directly linked to pedagogical performance in Ica. Williams et al. (2022) and Mendoza (2022) conducted research that showcased a direct correlation between learning strategies and collaborative work among university students in Lima. Medina and Nagamine (2019) sought to establish the association between learning strategies and the comprehension of written English texts, finding a significant correlation. Solorzano (2019) determined that the use of learning strategies is connected to academic performance at the higher education level. Moreno (2018) highlighted the correlation between teaching and the acquisition of the English language as a foreign language and written production among university students in Lima.

The mentioned studies underscore the significance of investigating how learning strategies influence the development of linguistic skills in the university context. To accomplish this, the relationship between the learning strategies employed by students and their ability to produce written texts in English will be analyzed. This endeavor aims

to enhance the teaching and learning of the English language in the university setting. Furthermore, this research will furnish pertinent insights for the development of more effective educational strategies, enabling students to attain an optimal level of competence in English text production, thereby positively impacting their academic and professional development.

The current study is grounded in a theoretical framework that draws from various general and substantive theories related to learning strategies and English text production among language students.

Learning strategies encompass cognitive, metacognitive, and affective processes that students intentionally employ to enhance their learning process and comprehension of information, as outlined by Derry and Murphy (1986), as cited by Beltrán (1998). These strategies are regarded as tools or techniques that students utilize to facilitate the acquisition and retention of knowledge. They involve a set of mental activities that enable students to plan, monitor, and evaluate their own learning, leading to greater effectiveness and autonomy in acquiring skills and knowledge (Román and Gallego, 1994).

The Research-Based Learning (RBL) approach holds high relevance in this study. It is rooted in theoretical concepts and pedagogical approaches of prominent scholars like Bruner and Dewey, who emphasize the importance of assigning challenging tasks to students, proper utilization of resources, and, above all, providing clear instructions to foster learning (Santana-Vega et al., 2020). RBL focuses on promoting research and student engagement in their learning process, allowing them to develop skills to solve complex problems, apply theory in practical situations, and encourage creativity and critical thinking.

Furthermore, the affective dimension plays a significant role in the development of learning in the university context. Quintero et al. (2021) and Meza and Lazarte (2007) highlight the importance of considering affectivity as a relevant psychological category to understand the relationship between the rational and emotional aspects of learning. These spheres are closely intertwined and cannot be separated, as affective experiences, feelings, and ideals of an individual influence the generation of meaningful stimuli that promote creativity and performance in various activities. Affectivity can influence motivation to learn, comprehension and application of information, as well as the willingness to take on new challenges and experiment with innovative approaches. Therefore, it is essential to consider the affective dimension when designing pedagogical strategies that foster creativity and enable students to enhance their academic performance.

To measure learning strategies, the "Abbreviated ACRA Scale of Learning Strategies or Techniques in University Students," developed by De la Fuente and Justicia (2003), will be used. This scale consists of 30 items that assess the cognitive, metacognitive, and affective strategies used by students in the learning process. Each item is evaluated on a five-point Likert scale, ranging from "never" to "always." The total score on this scale will determine the level of application of learning strategies in students. Salazar and Heredia (2019) emphasize the intentionality of the student and their experience in specific subjects for the design of strategies that enable the elaboration and processing of information to turn it into meaningful knowledge.

Within the operational dimensions of learning strategies defined by De la Fuente and Justicia (2003), three fundamental aspects are considered: "Application of Cognitive and Learning Control Strategies," "Use of Learning Support Strategies," and "Utilization of Study Habits Strategies."

Dimension 1: Cognitive techniques for learning process control

These strategies have been evaluated in the university context with the aim of facilitating understanding and organization of information through various methodologies, such as

data selection and structuring, highlighting key concepts, awareness of tactics to follow, and planning and elaboration of strategies. Their goal is to promote self-directed learning.

Dimension 2: Learning support strategies

These strategies incorporate an emotional and motivational component into the knowledge acquisition process. They include indicators such as intrinsic motivation, anxiety management, creating a conducive environment to avoid distractions, social support, and the development of a planned study schedule.

Dimension 3: Study habits

These practices provide insights into the understanding and methodology employed by the student for learning. They reflect the student's attitudes toward the information perceived through their senses. Aspects include study routines and comprehension of the subject matter.

In a second instance, text production, as a dependent variable, refers to the process that facilitates the written expression of structured ideas, emotions, and feelings in previously planned texts. It involves the proper handling of linguistic and non-linguistic codes, including vocabulary, grammar, phonetics, and non-verbal resources (Barboza et al., 2022). It entails the ability to construct sentences, paragraphs, and complete texts with grammatical accuracy and appropriate vocabulary, taking into account the Council of Europe guidelines (2018). Furthermore, written text production involves mastery of the discursive and linguistic conventions specific to the English language, as well as the capacity to express ideas and arguments clearly and coherently.

Similarly, as indicated by the Council of Europe (2018), the process of written expression involves the organization of emotions, ideas, and feelings into previously planned texts. In this process, there is a requirement for proficient management of both linguistic and non-linguistic communication rules or codes. Concerning English text production, two dimensions are explored: "Discourse Competence" and "Functional Competence." The former refers to the ability to organize and structure ideas coherently in a text, while the latter focuses on the appropriate use of linguistic resources to accurately and fluently convey content.

Dimension 1: Discourse Competence

This dimension encompasses an individual's mastery of the language in organizing and arranging the message to create coherent texts in various everyday situations. It primarily represents fundamental knowledge related to writing and understanding grammatical structures and categories.

Dimension 2: Functional Competence

This dimension focuses on the use of texts for specific and defined purposes. This subsequent level puts acquired knowledge into practice and applies it in authentic and meaningful interaction contexts.

To assess English text production, the "Rubric for the Evaluation of Written English Language Texts," designed by Rodriguez (2023), will be utilized. This rubric comprises several criteria, including grammar and vocabulary, organization and text structure, coherence and cohesion, and appropriateness to purpose and audience. Each criterion will be evaluated on a five-point scale, ranging from "poor" to "excellent." The total score on this rubric will determine the level of competence in English text production of the students.

The conceptual definition of both variables provides a solid theoretical foundation for understanding their importance in the language learning process. Furthermore, the operational definitions and selected measurement instruments ensure accurate and objective assessment of learning strategies and English text production. The combination

of these definitions and measurement methods will yield relevant information for the development of effective educational strategies and the enhancement of linguistic and communicative competence in the academic and professional context.

Various general theories, such as "Socioconstructivism," emphasize that learning is a social process constructed through interaction with other individuals and the environment. According to Vygotsky (1981), language plays a fundamental role in the development of thinking and understanding, suggesting that a greater understanding of sociolinguistic situations translates into higher text quality.

In Cassany's (1990) "Theory of Writing and Composition," the importance of drafting and the process of editing and improvement in the production of written texts is highlighted. This theory emphasizes the need to promote a collaborative and constructive approach to enhance writing skills among university students.

Regarding the "Cognitive Approach to Writing" presented by Benoit (2021), it underscores that the production of written texts involves cognitive resources and language processing. Students may face difficulties in comprehending complex discursive genres, emphasizing the need for specialized didactics to develop communicative and linguistic skills.

The integration of these theories and conceptual definitions provides a solid theoretical framework for understanding the relationship between learning strategies and English text production among language students. This formal academic approach contributes to the development of educational strategies that enhance competence in English text production and, in turn, promote effective communication in the academic and professional spheres.

In conclusion, the theoretical framework is based on learning strategies theories, citing Román and Gallego (1994), De la Fuente and Justicia (2003), Salazar and Heredia (2019), among others. Regarding text production, it takes into account the pragmatic competencies mentioned by the CEFR, as well as the ideas of Acosta et al. (2020), Barboza et al. (2022), Cassany (1989), Vygotsky (1981), Benoit (2021), among others. It is essential to consider group collaboration and the application of social and cultural knowledge in the writing process, as proposed by Perlado et al. (2019), Martínez de Ojeda and Méndez (2017), and Estrada et al. (2016).

MATERIALS AND METHODS

This chapter provides a comprehensive description of the methodological approach employed in the study, addressing crucial aspects such as the research focus, the study population, the selected sample, the type of sampling applied (regardless of the approach), as well as the techniques used for data analysis, data collection, and ethical considerations taken into account in the study.

Research Approach:

A basic and quantitative research approach will be used to analyze the relationship between learning strategies and English text production in university students.

Study Population:

The study population will consist of university students from a private university in Lima who are enrolled in English as a foreign language programs.

Selected Sample:

Stratified random sampling will be applied to select a representative sample of students from different academic levels and study programs. The sample size will be 270 students, ensuring the representativeness of the study population.

Data Collection Techniques:

Two instruments will be used for data collection: the "Abbreviated ACRA Scale of Learning Strategies or Techniques in University Students" and the "Rubric for the Evaluation of Written English Language Texts." The ACRA scale will be administered through surveys, while the rubric will be used to assess English text production.

Data Analysis:

The collected data will be analyzed using descriptive and inferential statistics. Correlation analyses will be conducted to identify potential relationships between learning strategies and English text production. Furthermore, the reliability of the instruments will be assessed using the Cronbach's alpha coefficient to ensure data accuracy.

Ethical Considerations:

All necessary ethical guidelines will be followed to conduct the research in an ethical and respectful manner. Informed consent will be obtained from the participants, and the confidentiality of the collected data will be ensured. Additionally, ethical approval for the research will be sought from the relevant institution.

RESULTS AND DISCUSSION

The results obtained in the study revealed relevant information about learning strategies and English text production among university students. The study population consisted of 270 students from the Basic Studies Program who completed the English as a foreign language curriculum at a private university in Lima. Regarding the learning strategies employed by the students, the "Abbreviated ACRA Scale of Learning Strategies or Techniques in University Students," designed by De la Fuente and Justicia (2003), was used.

Table 1 Independent Variable: Learning Strategies

Response Options	Quantity	Percentage
Never	34	12,6
Sometimes	64	23,7
Quite often	117	43,3
Always	49	18,1
Total	270	100,0

Source: Data obtained from SPSS v27 program.

The results from Table 1 reflect significant variability in the use of learning strategies among university students studying English. The presence of 12.6% of participants who never employed learning strategies suggests the existence of a group of students who might encounter difficulties in adopting effective study approaches. This could be related to a lack of awareness about the importance of learning strategies or the need for greater support in developing self-regulation skills.

On the other hand, the substantial 43.3% of students who reported frequently using learning strategies demonstrates a positive inclination toward adopting more effective methods for learning. It's possible that these students are applying techniques related to organization, planning, and self-regulation that help improve their academic performance and optimize their study process.

Additionally, the group of participants (18.1%) who indicated always using learning strategies stands out for their high level of competence in implementing effective study approaches. It's plausible that these students have a heightened awareness of the importance of learning strategies and have developed strong skills for their implementation in various academic situations.

Table 2 Distribution of the dimensions of the "learning strategies" variable

Dimension	Never	Sometimes	Quite often	Always
(1) Cognitive Strategies for Learning Control	35 (12.96%)	47 (17.41%)	106 (39.26%)	82 (30.37%)
(2) Learning Support Strategies	38 (12.96%)	85 (31.48%)	89 (32.96%)	61 (22.59%)
(3) Study Habits	44 (16.30%)	69 (25.56%)	81 (30.00%)	76 (28.15%)

Source: Data obtained from SPSS v27 program.

Table 2 reflects the distribution of dimensions of the "learning strategies" variable among participants, indicating the frequency with which they employ these strategies. Overall, it is observed that the majority of students tend to use "Quite often" cognitive strategies for learning control (39.26%), as well as learning support strategies (32.96%) and study habits (30.00%). On the other hand, a significant percentage of participants apply these strategies "Sometimes." Therefore, there is a general awareness of the importance of learning strategies, although there is also room for strengthening their consistent use in the study routine.

Table 3 Dependent Variable: Text Production

Response Options	Quantity	Percentage
Never	27	10,0
Sometimes	69	25,7
Quite often	108	40,0
Always	66	24,3
Total	270	100,0

Source: Data obtained from SPSS v27 program.

The findings in Table 3 indicate that the majority of students have received favorable assessments in text production, with 40.0% of them achieving a "Good" level in this skill. However, it is noteworthy that a significant percentage (35.7%) still falls into the categories of "Poor" or "Fair," suggesting there is room for improvement in competence in the production of written English texts among participants.

It is relevant to emphasize that, while the percentage of students with "Excellent" ratings is substantial, it remains crucial for educators and the curriculum to maintain their support and focus on the development of English writing skills. This is necessary to ensure that an even larger proportion of students reach higher levels of competence in text production. The results provide valuable information for the planning of educational strategies and the implementation of specific interventions aimed at promoting progress in English writing capabilities among the university student population.

Table 4 Correlation between Learning Strategies and Text Production

Variable	Correlation Coefficient (rs)	Sig.
Learning Strategies	.775	.000**
Text Production	1.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 presents the results of the correlation between Learning Strategies and Text Production. The data reveal a significant positive correlation (rs = 0.775, p < 0.01) between both variables, indicating that participants who use more effective learning strategies have a greater ability to produce texts. These findings suggest the importance of improving educational approaches to enhance the written production of students.

Table 5 Correlation between the Dimensions of Learning Strategies and Text Production

Variables and Dimensions	Correlation Coefficient (rs)	Sig.
Cognitive and Learning Control Strategies	.747	.000**
Learning Support Strategies	.752	.000**
Study Habits	.724	.000**
Text production	1.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Estas tablas presentan los resultados de la correlación entre las estrategias de aprendizaje y la producción de textos, así como las correlaciones individuales de las dimensiones específicas de las estrategias de aprendizaje (cognitivas y de control, de apoyo y hábitos de estudio) con la producción de textos en estudiantes universitarios de una universidad privada en Lima. Los valores de p, que son menores que el nivel de significancia de .05, indican que todas las correlaciones son significativas, lo que sugiere que existe una relación positiva entre las estrategias de aprendizaje y la producción de textos.

DISCUSSION

In this section, we will discuss the results obtained in this study in relation to previous research in the field of learning strategies and English text production. We will highlight findings that align with prior research and those that diverge from the results of this study.

Similar Studies:

Several previous studies have converged on certain fundamental aspects. Firstly, the importance of the Research-Based Learning (RBL) approach is emphasized, supported by theorists like Bruner and Dewey. The central idea is that students benefit from engaging in intellectual challenges, utilizing resources, and receiving clear instructions, which foster the connection between theory and practice in the learning process (Santana-Vega et al., 2020). Furthermore, various authors have highlighted the positive relationship between the use of Learning Strategies and academic performance. Studies both at the national level, such as those by De la Cruz (2022) and Mendoza (2022), and at the international level, like Williams et al. (2022), have found that the implementation of effective learning strategies correlates with better student performance.

In the sphere of foreign language teaching, the relevance of Discursive and Functional Competence in English text production is highlighted. This aligns with the guidelines

proposed by the Common European Framework of Reference for Languages (Council of Europe, 2018), which emphasizes the importance of adequacy, coherence, and cohesion in written expression.

Divergent Studies:

However, it is important to note that some studies present divergences in certain aspects. Regarding the geographical focus, while national studies like those by De la Cruz (2022) and Mendoza (2022) concentrate on specific local contexts, such as Ica and Lima, respectively, international research like Williams et al. (2022) encompasses a broader perspective in Chile. Additionally, the attention to the emotional dimension of learning may vary. While Quintero et al. (2021) and Meza y Lazarte (2007) emphasize the relevance of affectivity in the learning process, not all studies assign the same importance to this component, which can influence pedagogical strategies and outcomes.

Another difference lies in the identification and emphasis on specific learning strategies. Although there is consensus on the positive relationship between the use of Learning Strategies and academic performance, studies may vary in identifying the strategies with the greatest impact in this regard.

Practical Implications:

The practical implications of this study are valuable for the design of pedagogical strategies in university settings. The focus on the use of Learning Strategies, consideration of the affective dimension, and promotion of research as part of the learning process can enrich educational practices. Educators can adopt approaches that integrate both cognitive and affective strategies to strengthen the quality of English text production.

Limitations and Future Research:

It is essential to recognize that this study has its own limitations. It was conducted at a private university in Lima and focused on a specific sample. Therefore, generalizing the results should be done with caution. For a more comprehensive and robust understanding, it is recommended to replicate the study in broader contexts and populations.

CONCLUSION

The results obtained in this study provide valuable information about the relationship between learning strategies and English text production in university students. The findings can be useful for designing educational strategies that promote the development of linguistic and communicative skills in the English language. Additionally, they contribute to scientific knowledge in the field of education and second language acquisition. However, it is important to consider that this study was conducted with a specific sample of students from a private university in Lima, so the results may not be generalizable to other populations or educational contexts. Therefore, it is recommended to promote future research that includes larger and more diverse samples to obtain a more comprehensive and generalized understanding of the relationship between learning strategies and English text production.

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