NOTE

The research reported in this thesis forms part of a larger institutional project entitled: "The Role of Strategies and of Motivation in the Learning of English as a Foreign Language with At-Risk Learners", under the direction of Professor Connie R. Johnson. This project is officially funded by the Consejo Nacionál de Ciencia y Tecnologia [CONACYT] (National Foundation for Science and Technology) and by the Instituto de Investigación y Posgrado (Institute of Research and Graduate Studies) of the Universidad de las Américas, Puebla, for the period 1996 - 1998. Acknowledgement is hereby made of the support received from these institutions.