

# LEARNING STRATEGY TRAINING AND LISTENING PROFICIENCY :AN EMPIRICAL STUDY OF NON -ENGLISH MAJOR UNDERGRADUATES

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## Abstract

This paper provides a report on an empirical study aiming at assessing the effectiveness of learning strategy training . The subjects in the study were 79 second year non -English major students from Baotou Medical College in China . The instruments used in the study include a strategy survey questionnaire and four listening comprehension tests . SPSS ( Statistical Package for the Social Sciences ) Version 10 .0 for windows and Independent Samples Ttest were employed to analyze the data . The final results of the study indicate that strategy training can remarkably improve students listening proficiency in terms of achievement on the test . The major implication of the study is that the teacher should be fully aware of the importance of strategy training , embed learning strategy instruction into the regular listening teaching programme and help students become more effective listeners by encouraging them to apply a variety of learning strategies to listening tasks .

## Key words

learning strategies ;listening proficiency ;strategy training ;strategy survey ;strategy instruction

## 1 . Introduction

Since the 1970s ,research interest in SLA /EFL has shifted from teachers teaching to students learning and increasing numbers of studies have been undertaken from the students perspective to investigate the characteristics of successful language learners and the learning strategies they use ,either for learning in general or for certain learning tasks in particular . Although these studies have provided many insights into students language learning ,quite few completely consistent pictures have emerged and the results of some studies are even contradictory . For example ,Politzer(1983 ) found that the link between the choice of strategies and language attainment was rather weak ,while Mangubhai(1991 ) reported that such a relation was strong . Wenden (1986 ) claimed that less successful learners used fewer strategies ,less frequently ,compared with more successful ones ,while Vann and Abraham(1990 ) found that unsuccessful learners were also active strategy users but used the strategies less effectively . Wenden (1987 ) reported a rather disappointing result in her study on strategy training ,while O Malley et al (1985 ) and Chamot et al(1988 ) presented a successful study on strategy training ,with much statistical significance . Therefore ,further studies are needed to ascertain these uncertainties .

In China ,the research on learning strategies started in the early 1980s . Many attempts have been made from then on to conduct studies of learning strategies ,most of which ,however ,center round describing strategy applications with specific tasks or by certain types of learners and investigating the relationship between specific strategies and achievements in a task in particular ,or foreign language proficiency in general . In addition ,some other studies fall into the ones focusing on generally discussing the theories of learning strategies . All these studies ,though having contributed much to providing the theoretical framework for learning strategy research ,are of less practical and pedagogical significance ,

which seems to be one of the reasons that the research on learning strategies for EFL in China is comparatively retarded . It was not until late 1990s that the research on learning strategies began to present its pedagogical significance and practical applications in EFL learning and teaching , when some researchers started to conduct studies on strategy training of learners and teachability of learning strategies . There seems to be necessity to outline some important studies made by researchers , educators and teachers , which have greatly contributed to the knowledge of strategic teaching or instruction , to show a general picture of the research in recent years on teachability of learning strategies or strategic teaching in China .

In his study aiming to argue that learning strategy training in listening classroom is an essential and effective way of improving listening proficiency and , more importantly , leading to an enhancement of learner autonomy , Wang Yu(2000 ) demonstrated three aspects of strategy training and practical methods of strategy instruction in listening classroom . Another attempt was made by Lu Changhong(2001 ) to prove that some difficulties of EFL students in listening comprehension are caused by their improper learning strategies used in the course of listening comprehension . After analyzing EFL students problems in listening comprehension , he suggested that strategy training and strategy instruction become a necessary part of listening teaching in listening classroom . Su Yanlian(2003 ) reported his findings in the study in which attempts were made to train 66 EFL learners in the use of 15 metacognitive , cognitive and social / affective strategies and then investigate the effect of listening learning strategy instruction( LLSI ) on Chinese EFL learners transactional listening comprehension performance . These findings suggest that LLSI has a facilitative effect on Chinese EFL learners listening process both linguistically and extralinguistically , and that listening learning strategies are teachable and learnable . He argued that LLSI can improve Chinese EFL learners transactional listening performance , enhance their strategy awareness and learning confidence , and positively assist them to become more actively engaged in their own learning processes , and that integrated long term strategy instruction is more effective than separate one time strategy training . What should be added here is that the study was conducted within the cognitive model for transactional listening comprehension and the pedagogical model for learning strategy instruction . The study by Su Yuanlian is a more conclusive one in many ways and a more insightful one as well , which provides both theoretical framework and practical or pedagogical guidance for strategic teaching or instruction in foreign language classroom . In his another study(2002 ) , Su Yuanlian explored the rationales for listening learning strategy instruction and proposed practical methods to carry out the training in listening learning strategies . To summarize the research into learning strategy training and instruction in China , Wang Lifei and Wen Qiufang(2003 ) retrospectively discussed in their study the development of EFL learning strategy training and its status at present in China , and reflected upon the principles and methods of EFL strategy instruction in Chinese context as a result of this training event . As can be noticed from the above review of the research on strategy training , considerable progress has been made in implementing learning strategy training and learning strategy instruction and an agreement has come to be reached upon the pedagogical conception that learning strategies can be taught and learning strategy - based instruction or , more exactly , strategic teaching should be integrated into regular teaching in foreign language classroom .

This empirical study was undertaken to assess the effect of strategy training on learners listening proficiency mainly for the reason that this area had received limited attention in research literature on learning strategy training . It was also felt that this study in a Chinese context might throw new light upon findings about language learners and language learning , derived mainly from the research conducted in the west as mentioned above . What is strikingly different from the previous studies , which usually aimed to assess the effectiveness of strategy training only , is that this study not only tried to evaluate the effectiveness of the training but paid much attention to the key factors which influence the implementation of strategy training .

## 2 . Research design

### 2 .1 Research purpose

This study was intended to assess the effectiveness of learning strategy training on listening proficiency , attempting to answer , more specifically , the following questions : 1 . What is the effect of

strategy training on non-English major students listening proficiency ? . What are the major issues in the implementation of strategy training ?

## 2.2 Subjects

The subjects of the study were 79 second-year non-English major students (41 females, 38 males) from two intact classes in Baotou Medical College. They have studied English for seven years on the average before they entered the university and had completed the courses of College English Band 3 when they took part in the study.

## 2.3 Instruments

The instruments used in the study were one questionnaire and four listening comprehension tests (College English Test Band 4).

**Questionnaire :** The questionnaire contained two parts. Part one concerned personal details (name, sex, age, major, scores in the entrance examination, an estimate of time spent in studying English), which was intended to help the researcher better understand the results of the survey in the context. Part two was Strategy Inventory for Language Learning (SILL, Version 7.0) worked out by Oxford (1990), which was used to measure the students' knowledge of learning strategies and to identify the students' use frequency of language learning strategies in the process of listening comprehension. SILL consists of six parts, containing 50 items, each having 5 choices of ranging from "never" to "always". Based upon the strategy classification system developed by Oxford (1990), these 50 items belong to the following categories: memory strategies (9 items in part A), cognitive strategies (14 items in part B), compensation strategies (6 items in part C), metacognitive strategies (9 items in part D), affective strategies (6 items in part E), and social strategies (6 items in part F).

**Listening comprehension tests :** To make the study more reliable and convincing four listening comprehension tests were carried out in this study, in which the listening sections of the nation-wide College English Test Band 4 in China (June 2003; June 2002; January 2001; June 2000) were employed as listening materials, each having two sections (Task one and Task two) with 20 multiple-choice questions (on 20-point basis), so they were almost at the same level of difficulty. To make sure all the subjects had not encountered these test papers before, or exactly, the listening parts of them, a simple survey was made before the study to examine if the listening materials were new to each subject, in which all the subjects were inquired about the test papers they had dealt with before, without telling the purpose and explaining the reason. Upon the result of the survey, four College English Band 4 Tests were chosen as the source of materials for listening comprehension tests required in the study. Two of them were taken as the pre-tests for training (June 2000; June 2002). The other two were used as the post-tests for training (January 2001; June 2003). The listening tests of June, 2002 and June, 2003 were used to demonstrate the results of analysis in the study since the analysis results of the four tests, on the whole, were consistent.

## 2.4 Procedures

First of all, all the subjects (79 students from two classes) were asked to participate in a strategy survey in the form of questionnaire so that the information about their knowledge and use of learning strategies could be obtained. The questionnaire was administered during class time and the response rate was 100 percent, but with two questionnaire worksheets wrongly filled in. All the 77 valid cases were summarized through calculating the mean score of the subjects' responses to strategies to determine the frequency of strategy use.

Table 1. Use frequency of learning strategy

Strategy	N	Minimum	Maximum	Mean	Std. Deviation
compensation	77	1.83	4.67	3.2359	.69741
metacognitive	77	1.11	4.89	3.0880	.88459
cognitive	77	1.36	4.86	3.0724	.71839

Strategy	N	Minimum	Maximum	Mean	Std . Deviation
memory	77	1 .11	4 .67	2 .8744	.78431
affective	77	1 .17	4 .67	2 .6797	.82839
social	77	1 .17	4 .00	2 .5216	.71190

Next ,according to the frequency of strategy use ,a list of strategies to be trained was worked out on the basis of Oxford's strategy classification framework (1990 ) and O Malley's framework of strategies (1985 ). The list included the following strategies :

Compensation strategies :	guessing intelligently predicting
Memory strategies :	elaboration association
Cognitive strategies :	note taking practicing
Metacognitive strategies	selective attention directed attention self evaluating monitoring planning
Affective strategies	taking risking
Social strategies	empathizing

Then ,all the subjects took two listening tests (pre tests )in January 2004(at the end of the semester ).

Finally ,the training programme started in February ,2004(at the beginning of the new semester ). The class of 39 was randomly assigned to the experimental group and the other served as a control group . Both the experimental and the control groups followed the routine syllabus . The students from the control group were treated with traditional teaching methods without any instruction of learning strategies .All the students from the control group were inquired about if they had ever been trained in the use of learning strategies to make sure they know little about learning strategies ,at least from theoretical point of view . In the course of whole training programme ,the teacher did not offer the students any teaching materials or activities which involve any individual strategies or strategy use besides the text book ,nor did he give them any implication on using learning strategies . Subjects in the experimental group ,however , additionally received listening strategy training throughout the 15-week course program ,which was conducted twice a week in the whole semester . The strategy instruction was not presented separately , rather ,integrated into course curriculum ,teaching materials and regular classroom activities . The instruction was explicit at times and implicitly embedded into the listening tasks at other times . The training process of learning strategies listed in training programme comprised demonstration , modeling , evaluation and expansion . The teacher also created a variety of means to help students to practice the strategies taught to them ,such as guessing work ,predicting events ,note taking ,making a learning plan , class report ,etc . The students variables (sex ,age ,aptitude ,learning styles ,attitudes ,personality ,etc .) were kept in the teacher's training diary ,taken into full consideration and referred to while finally analyzing the result of the training programme . When the training program ended in July (at the end of the semester ) ,all the subjects from the two groups were asked to take the other two tests (post tests )to show their performance in listening comprehension so that a comparison could be made in the score means of pre tests and post tests between the two groups to evaluate the effectiveness of strategy training . The SPSS Version 10 .0 for windows and Independent Samples Ttest were used to analyze data .

### 3 . Results and discussion

#### 3 .1 Results

With regard to the effect of strategy training on listening proficiency ,the results are displayed in

table 2 in the form of score means of the pre test and post test in two tasks ,which are also confirmed in table 3 by the Ttest result .

Table 2 . Overall performance in the pre test and post test

Group	Task 1( Conversation )			Task 2( Passage )			Total		
	Pre -	Post -	Gap	Pre -	Post -	Gap	Pre -	Post -	Gap
Experiment ( N =39 )	6 .92	8 .00	1 .08	7 .08	8 .08	1 .00	14 .00	16 .08	2 .08
Control ( N =40 )	6 .90	7 .45	0 .55	6 .75	7 .23	0 .48	13 .65	14 .68	1 .03

As shown in table 2 ,the mean of the post test by the experimental group in task one( conversation )is 8 .00( on a 10 point scale ) , which is remarkably higher than that of the pre test ( 6 .92 ) . Its post test mean in task two( passage ) is 8 .08( on a 10 point scale ) , significantly higher than that of the pre test ( 7 .08 ) . The total mean of the post test is 16 .08( on a 20 points scale ) , strikingly higher than that of the pre test( 14 .00 ) , with the gap of 2 .08 . While the post test mean from the control group is 7 .45 in task one and its post test mean in task two is 7 .23 . The total mean of the post test is 14 .68 , with the gap of 1 .03 . For the control group , neither the post test mean of task one nor the post test mean of task two is notably higher than those of the pre test . The result of statistical analysis indicates that there is a sharp difference between the pre test means and the post test means in the experimental group , which suggests that the subjects from experimental group have made a considerable progress in listening comprehension thanks to the period of strategy training . It also shows that the difference between the pre test and the post test means in the control group is not as notable as that in the experimental group , which can be taken as a natural improvement produced by the course study itself . It can be safely concluded that the experimental group does much better than the control group in the post test , which is further proved by the Ttest result in table 3 .

Table 3 . Independent Samples T Test( sig )

Group	Pre test	Post test
Experiment ( N =39 )	0 .286	0 .043
Control ( N =40 )		

### 3 .2 Discussion

Generally ,it can be seen from the result of statistical analysis that the experimental group outperformed the control group in both task one and task two of the post test , with a significant achievement in listening proficiency in terms of grades on listening tests . As expected ,the students from the experimental group achieved greatly in listening proficiency through strategy training of certain time , and strategy training did help them with their listening comprehension . Such findings are consistent with those from some studies conducted before by other researchers that strategy training is generally effective in improving the performance of students on a wide range of language tasks in the classroom . They also confirm the argument on language learning strategies that students taught to use learning strategies can become more active in language learning , especially in foreign language learning . It is also believed that once the students are made aware of successful strategies and , more importantly , discover the learning strategies that suit them best , they will be better motivated , and thus able to become more effective learners and to take on more responsibility for their own learning . The satisfying results of strategy training showed in the study might be that strategy training program in this study was integrated with activities of the regular language learning programme , which provided students with sufficient practice to improve their ability to use different learning strategies , and thus improve their linguistic competence .

Theoretically ,the findings from this study have provided some evidence in confirmation of certain findings and assumptions about language learning . First of all ,in order to be effective , as Wenden pointed out( 1987 ) , learning strategy training should be fully integrated into language training , which can contribute to retaining the students interest in the strategy training . The results of this study can be taken

as a support to this viewpoint . The failure of strategy training in Wenden s study (1987 ) was in that strategy training programme was not incorporated with the regular learning activities in the classroom . Besides ,the result of this study also produced evidence that Asian students can be trained to use some learning strategies ,which seems to be in conflict with the findings from the study conducted by O Malley and his associates (1987 ) . O Malley et al found in their study that Asian students were not interested in the training ,preferring to use what was natural to them . This may be that the students in Asia ,particular in China ,have now changed much in their concept of learning strategies ,with the development in foreign language teaching and learning ,and begun to accept strategies as a tool to improve their language proficiency . Finally ,it was found that in this study ,through training ,students achievement by group was notable ,which seems to be contrary to the findings from O Malley et al s study (1987 ) . O Malley and his associates found in their study that no overall improvement on the listening task could be attested after training .

From the practical perspective of strategy application to learning activities in the classroom ,the results of this study suggests that language learning strategy training ,on the whole ,contributes to improving the students language skills ,that once trained how to learn ,the students will become effective learners and will become the good judges of how to cope with learning task ,and that thus learning strategies should be incorporated into regular classroom instruction of listening comprehension and new listening comprehension teaching methods should be established . The new role for teachers in this kind of teaching approach involves helping students how to learn by providing an environment which facilitate the recognition by the students of the learning strategies that work best for them and promotes their use . What needs to be mentioned here is that it is important for the teacher to remember that strategies have a hit and -miss nature in practice and there are some issues with strategy instruction . It is crucial to find out in what circumstance and for whom the strategy or strategies being recommended actually work (cf McDonough 1995 §1 ) .

#### 4 . Some issues in the implementation of strategy training

Although ,as proved in this study and found as well in the previous ones ,strategy training or strategy instruction can help learners to become more autonomous and more effective in learning and ,thus ,contribute greatly to better comprehension and improved proficiency of a foreign language ,some issues need to be taken into full consideration in order to provide an effective strategy instruction because they ,as we learned from our study and the literature on learning strategy training ,have been particularly important in guiding the implementation of strategy instruction in a foreign language classroom . Some of the most important ones are as follows :(1 )criteria for the evaluation of strategy training ;(2 )the decision about the content of strategy training ;(3 )organization of strategy training ;(4 )the effect of students variables on strategy training ;(5 )the instruction sequence for strategy training .

##### 4 .1 Criteria for the evaluation of strategy training

The choice of criteria has to be made for the evaluation of the effectiveness of any strategy training program ( Wenden 1987 ;McDonough 1995 ;Oxford 1990 ) . The outcomes of the teachers intervention can be measured in terms of (1 )improvement on a task ,that is ,assessing if learners performance has improved in any significant way as a result of training in learning strategies (2 ) maintenance of strategy use ,which refer to "the durability of behaviour "( Wenden 1987 ¶62 )and its spontaneity . It is of utmost importance that learners continue to use the strategies some time after initial training and ,what is more ,they can initiate the use of a particular strategy autonomously with the teachers prompting ;and (3 ) transfer of strategy to new tasks ,that is learners ability to generalize the use of strategies to similar classes of tasks with different contexts .

##### 4 .2 The decision about the content of strategy training

Strategic teachers ,before the actual implementation of instruction ,should decide upon the content of training ,which is the question whether it is sufficient to provide students with training in specific learning skills(narrow focus in strategy instruction ) or in general learning skills(broad focus ) . The teacher should also decide upon the category of strategies to be trained in their strategic instruction or strategy training . There is evidence from this study suggesting that the better result can be achieved by

pairing metacognitive and affective strategies with appropriate cognitive ones as such a combined package is conducive to learning by virtue of strategies being mentally supporting. It needs to be stressed that the actual choice of strategies is a very complex problem, influenced not only by teachers' beliefs and objectives but also, perhaps primarily, by student-related factors.

#### 4.3 Organization of strategy training

Once the question of what should constitute the content of strategy training is decided upon, the problem of how the instruction should be conducted needs to be addressed. There are two basic approaches as far as the explicitness of its purpose goes: uninformed/implicit training and informed/explicit training (cf. Wenden 1991; O'Malley & Chamot 1990; McDonough 1995). It is traditionally believed that informed strategy training is more effective and therefore recommendable since it is more likely than uninformed one to produce maintenance and transfer. What has been learnt from this study suggests, however, that integrating the two approaches into strategy training and instruction can bring about a desirable result.

#### 4.4 The effect of students' variables on strategy training

Since learning is a highly individual process, it is hardly surprising that learner training programs should take into consideration student-related factors that influence their effectiveness. The role of various student characteristics in the provision of strategy instruction must not be underestimated as they may affect students' acceptiveness to training and influence the time at which the training is most effectively started as well as decision about the content of training.

#### 4.5 The instruction sequence for strategy training

Any potential strategic teacher who wishes to incorporate learning strategy instruction into his classroom should draw up a plan for the sequence of strategy training. A number of researchers have postulated paradigms for the sequence of strategy training. Despite some disagreements, three sequences share a basic structure in which the teacher should first identify students' current knowledge and use of learning strategies and explain the rationale application for using new strategies, then provide ample opportunities for practice, and finally evaluate or assess the effectiveness of training in terms of performance in learning tasks.

### 5. Implications

This study found that 1) the students can be taught to use learning strategies for listening comprehension in classroom settings and, incorporated into regular listening teaching programme, strategy training can significantly improve the students' listening proficiency; and 2) such issues as evaluation criteria, content of strategy training, students' variables and instruction sequence play crucial roles in the implementation of strategy training. The following are the theoretical and pedagogical implications of this study.

#### 5.1 Theoretical implications

The theoretical implication drawn from the above findings is that strategy training, if manipulated properly, could produce ideal and satisfying results in different cultural backgrounds, which is in conflict with O'Malley et al's claims. O'Malley and his associates (1987) claimed that there were cultural differences between the learners from different cultural backgrounds as far as the strategy training was concerned, and that Asian students seemed to show no interest in strategy training and to prefer what was natural to them. However, it is not quite certain whether the aforesaid findings from this study are universally applicable. If empirical findings from other studies in the future on learning strategy training are found to be similar to the one from this study, O'Malley and his associates' claims need to be understood and accepted in caution.

#### 5.2 Pedagogical implications

The pedagogical implication from the findings in the study is that the learning strategy instruction can be embedded into daily lessons so that it becomes an integral part of the regular class routine, rather than a supplementary activity. In this way, teachers can be more promising to help students develop their

listening skills along with their learning strategy use that will result in their becoming more effective and efficient listeners in the classroom and real-life communication. To make it simple, teachers should "teach" listening rather than "test" listening, as commonly practiced in China, and students should not only be taught what to listen, but also how to listen, which seems more important. It has been proved that teaching learners how to deal with listening tasks by using an array of strategies can lead to better comprehension and improved proficiency. To achieve this teaching goal, it is crucial for the teacher to adopt an appropriate and effective teaching method. Strategy based approach seems to be an acceptable approach in which the teacher can integrate strategy instruction into regular listening courses and teach learners how to listen effectively by instructing them in the use of strategies.

Strategy based approach is a learner-centered approach rooted in strategy instruction that expends classroom strategy training to include both explicit and implicit integration of strategies into course content. It has been argued that a strategy based approach towards teaching listening can benefit learners in a number of ways. First of all, it helps learners listen more effectively. Research has shown that in general, good listeners use a variety of metacognitive, cognitive, social and affective strategies and strategy instruction does help improve listening comprehension. Besides, a strategy based programme helps learners bring the process of listening to a conscious level. By learning how to listen, learners not only begin to apply appropriate strategies, but also start to think about the process of listening consciously. Moreover, carefully designed listening strategy instruction programme can enhance the performance of the students and help promote students' autonomy. By reflecting on how they think and act when planning, executing, and evaluating performance of a listening task and its outcomes, students may become more aware of their learning performance and start to work on listening task more independently. In current practice, the teacher has focused too much on the product of listening and too little on the process. The strategy based approach towards teaching listening can be effective and lead to improved foreign language listening ability.

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## Appendix

### Questionnaire

#### Part One Background information

Name \_\_\_\_\_ Class \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_ Major \_\_\_\_\_

Score in the entrance examination \_\_\_\_\_

Estimate time spent in English studying \_\_\_\_\_

The reason for learning English \_\_\_\_\_

#### Part Two The strategy inventory for language learning (SILL, Oxford 1990)

You will find statements about learning English. Please read each statement. On the separate Worksheet, write the response (1, 2, 3, 4 or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statements is very rarely true of you.

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are not right or wrong answers to these statements. Put your answers on the separate worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have questions, let the teacher know immediately.

#### Part A

1. I think of relationship between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

#### Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.

- 14 . I start conversation in English .
- 15 . I watch English language TV shows spoken in English or go to movies spoken in English .
- 16 . I read for pleasure in English .
- 17 . I write notes , message , letters , or reports .
- 18 . I first skim an English passage ( read over the passage quickly ) then go back and read carefully .
- 19 . I look for words in my own language that are similar to new words in English .
- 20 . I try to find patterns in English .
- 21 . I find the meaning of an English word by dividing into parts that I understand .
- 22 . I try not to translate word for word .
- 23 . I make summaries of information that I hear or read in English .

## Part C

- 24 . To understand unfamiliar English words , I make guesses .
- 25 . When I can't think of a word during a conversation in English , I use gestures .
- 26 . I make up new words if I don't know the right ones in English .
- 27 . I read English without looking up every new word .
- 28 . I try to guess what the other person will say next in English .
- 29 . If I can't think of an English word , I use a word or phrase that means the same thing .

## Part D

- 30 . I try to find as many ways as I can to use my English .
- 31 . I notice my English mistakes and use that information to help me to do better .
- 32 . I pay attention when someone is speaking English .
- 33 . I try to find out how to be a better learner of English .
- 34 . I plan my schedule so I will have enough time to study English .
- 35 . I look for people I can talk to in English .
- 36 . I look for opportunities to read as much as possible in English .
- 37 . I have clear goals for improving my English skills .
- 38 . I think about my progress in learning English .

## Part E

- 39 . I try to relax whenever I feel afraid of using English .
- 40 . I encourage myself to speak English even when I am afraid of making a mistake .
- 41 . I give myself a reward or treat when I do well in English .
- 42 . I notice if I am tense or nervous when I am studying or using English .
- 43 . I write down my feelings in a language learning diary .
- 44 . I talk to someone else about how I feel when I am learning English .

## Part F

- 45 . If I do not understand something in English , I ask the other person to slow down or say it again .
- 46 . I ask English speakers to correct me when I talk .
- 47 . I practice English with other students
- 48 . I ask for help from English speakers
- 49 . I ask questions in English
- 50 . I try to learn about the culture of English speakers .