**Title:**

Language Learning Strategy Use for Learners of Japanese in Different Levels

**Abstract:**

This study investigated to what extent the frequency and the choice of strategy use differs across the varying levels of learners of Japanese.

Research on strategy use in different levels of learners argues that advanced learners use strategies more often and more effectively, and learners employ different strategies in different learning stages. Most of these studies, however; have examined the discrepancies among the variables in strategy use in general. Also, there is a paucity of research examining strategy use for learners of Japanese, because these previous studies have examined mainly ESL learners.

Thus, this research examines (1) to what extent does the frequency of strategy use differ across the varying levels of learners of Japanese? and (2) to what extent does the choice of strategy use differ across the varying levels of learners of Japanese? 151 students of Japanese at an American university (46 first-year, 40 second-year, 36 third-year, and 29 fourth-year students) were the participants. The SILL (the Strategy Inventory for Language Learning) was the instrument of this study.

The results show that the frequency of strategy use does not vary among the different levels of learners based on the SILL's mean scores. Regardless of the level, the learners of Japanese use social strategies most frequently and then compensation strategies, followed by cognitive and metacognitive strategies. Memory and affective strategies are used least frequently for all learners of Japanese. However, the choice of the strategy use significantly varies among the different levels of learners according to the ranking of the 80 SILL strategies. The results suggest that as the learners' levels become higher, the learners of Japanese tend to choose more strategies which are reflective of their autonomous and active learning. Thus, the results of this study may indicate that language learning strategy use may influence learners' autonomy or vise-versa.

## 1. INTRODUCTION

In the past twenty years, considerable research on L2 learning strategies has

been conducted in the field of education. Interest in learning strategies is due to

increased attention to learners themselves and learner-centered teaching (Nyikos and

Oxford, 1993). "These trends can be traced to the recognition that learning begins with

the learners" (Nyikos and Oxford, 1993, p.1). In the SLA field also, many researchers

noted that learning strategy plays an important role in second language acquisition.

Language learning strategy is an aid for developing communicative skills (Ellis, 1997), a determinator of L2 proficiency (Gardner and McIntyre, 1993), an account for individual differences (Skehan, 1989), and an enhancement of learner autonomy (Dickinson, 1987).

The major finding of the language learning strategy studies is that successful learners use strategies more often, with more varieties, and more appropriately than unsuccessful learners (Bialystok, 1981; Chamot and Kupper, 1989; Gan, Humphereys, and Lyons, 2004; Hung and Van Naerssen, 1987; O'Malley, et. al., 1985; Politzer and McGroartry, 1985; Rubin, 1975; Vann and Abraham, 1990). Yet, the use of the different types and numbers of strategies varies according to many variables, such as learners' gender (Ehrman and Oxford, 1989; Green and Oxford, 1995; Oxford, and Nyikos, 1989), motivation (Ehrman and Oxford, 1989 and 1990; Oxford and Ehrman, 1988; Oxford and Nyikos, 1989; Wharton, 2000), ethnicity (Grainger, 1997; Oxford, 1994; Politer and McGroarty, 1985; Reid, 1987), and level. For instance, advanced learners use strategies more often and more effectively than beginning learners (Bialystock, 1981; Chamot and Cupper, 1989; Chamot, et. al., 1987; Green and Oxford, 1995; O'Malley, et. al., 1985; Oxford and Nyikos, 1989; Politzer, 1983; Tyacke and Mendelsohn, 1986; Wharton, 2000).

Most of these studies, however; have examined the discrepancies among the variables in strategy use in general, rather than looking at a specific strategy use. Also, there is a paucity of research examining strategy use for learners of Japanese, because these previous studies have studied mainly ESL learners and learners of Indo-European languages. Since Japanese language is far different from Indo-European languages,

there is a need of study investigating strategy use for learners of Japanese. Therefore, this study explores language learning strategy use by learners of Japanese in different levels[1]. The result of this study may help researchers and teachers further understand learners of Japanese related to language learning strategy use, and the findings may possibly be of use for enhancing Japanese language instruction.

## 2. LITERATURE REVIEW

Since the 1980's, L2 learning strategy has been tremendously studied due to increased attention to the individual learners and to understanding how they learn a language (Chamot, et. al., 1996; Cohen, 1998; Hsiao and Oxford, 2002; Nyikos and Oxford, 1993). Language learning strategies are behaviors or techniques employed by learners to facilitate learning and acquiring a language (Oxford, 1990). Various strategies have been identified and classified in different systems, such as Rubbin (1981), Oxford (1990), and O'Malley and Chamot (1990). Among them, the most recent research found that Oxford's classification (1990) of strategy is the most consistent with learner's strategy use (Hsiao and Oxford, 2002). Oxford's taxonomy (1990) of six language learning strategies is illustrated as below:

(1) Memory strategy for remembering and retrieving new information

(2) Cognitive strategy for understanding and producing the language

(3) Metacognitive strategy for coordinating the learning process

(4) Compensation strategy for using the language despite knowledge gaps

(5) Affective strategy for regulating emotion

(6) Social strategy for learning with others

---

[1] Learners of Japanese in different level refer to first, second, third, and fourth year students of Japanese at an American university.

Considering a variety of language learning strategies, many studies have investigated mainly two aspects. One is to examine differences between successful learners' strategy use and those of less successful learners. The other is to study variable factors of learners' strategy use. The major finding of the studies examining successful and unsuccessful learners' strategy use is that successful learners use more varied strategies more appropriately than less successful learners (Bialystok, 1981; Chamot and Kupper, 1989; Gan, Humphereys, and Lyons, 2004; Huang and Van Naerssen, 1987; O'Malley, et. al., 1985; Politzer and McGroartry, 1985; Rubin, 1975; Vann and Abraham, 1990). In more detail, successful learners use more metacognitive strategies, such as monitoring their L2 production (O'Malley, et. al., 1985) and affective strategies, with being positive and active toward L2 learning (Gan, Humphereys, and Lyons, 2004), compared with less successful learners. The results of these studies were based on both qualitative data using interviews (Chamot and Kupper, 1989; Gan, Humphereys, and Lyons, 2004; O'Malley, et. al., 1985; Vann and Abraham, 1990) and quantitative data using questionnaires (Bialystok, 1981; Huang and Van Naerssen, 1987; Politzer and McGroarty, 1985), and have proved that language learning strategies have an impact on learners' success in L2 learning.

While many studies suggest that language learning strategies play an important role of L2 learning, the choice and the use of strategies vary by many factors. According to Oxford (1989), some of the factors include learners' level, gender, motivation, personality, learning style, specialization, ethnicity, and aptitude. Among these factors, learners' level is the focus of this study.

Research on strategy use in different levels of learners suggests that advanced learners use strategies more often and more effectively, and learners employ different strategies in different learning stages (Bialystock, 1981; Chamot and Cupper, 1989; Chamot, et. al., 1987; Green and Oxford, 1995; O'Malley, et. al., 1985; Oxford and Nyikos, 1989; Politzer, 1983; Tyacke and Mendelsohn, 1986; Wharton, 2000). Oxford and Nyikos (1989) studied the strategy use for 1200 foreign language students in an American university by the SILL[2] and found that advanced learners use strategies far more often than beginning learners. Moreover, Chamot and Cupper's (1989) study for high school learners of Spanish found that beginning learners relied mostly on the cognitive strategies, such as repetition, translation, and transfer. On the contrary, intermediate and advanced learners employed more inference strategies, while they were still using repetition and translation (Chamot and Cupper, 1989). Another study showed that intermediate level learners of ESL tend to use metacognitive strategies more often than beginning level learners (O'Malley, et. al., 1985). Thus, previous studies suggest that learners use different strategies in different levels and they show some general tendencies of strategy use according to levels.

How about learners of Japanese? Does the trend of previous research on strategy use in different level of learners apply to the learners of Japanese? In order to understand learners of Japanese in depth, this study attempts to provide a detailed picture of learning strategy use for learners of Japanese. The research question is (1) in what extent the frequency of strategy use differ in different level of learners of Japanese? and (2) in what extent the choice of strategy use differ in different level of

---

[2] The Strategy Inventory for Language Learning (Oxford, 1990)

learners of Japanese? The different level of learners refers to first, second, third, and forth year students of Japanese at an American university in this study.

## 3.    METHOD

<u>Participants</u>

The participants were 151 students of Japanese from Japanese courses at an American university in the Pacific Northwest in the U.S. in the spring term of 2005. The participants consisted of 46 first-year (1st), 40 second-year (2nd), 36 third-year (3rd), and 29 fourth-year (4th) students. The participants included 79 males and 72 females. The majority, 120, were English native speakers and the rest, 31, were Chinese (22) and Korean (8) speakers. Fifty students were majoring in Japanese, while 101 students were not majoring in Japanese.

<u>Instrument</u>

The instrument used in this study was the Strategy Inventory for Language Learning (SILL), version 5.1 (Oxford, 1990), an 80-question, self-rating survey for English learners of a foreign language (Appendix A). The SILL examines the frequency of the strategy usage for L2 learning by learners' self-rating (from 5 with "almost always" to 1 with "almost never"). The SILL consists of six parts: part A is for memory strategy (question 1-15); part B is for cognitive strategy (question 16- 40); part C is for compensating strategy (question 41-48); part D is for metacognitive strategy (question 49-64); part E is for affective strategy (question 65-71); and part F is for social strategies (question 72-76). These categories are based on the results of the previous studies conducted by Oxford, and cover all four skills of listening, reading, writing, and speaking (Oxford, 1990; Oxford and Nyikos, 1989). The SILL was chosen because the

survey was most often used to assess language learning strategies globally (Oxford and

Nyikos, 1989; Wharton, 2000). Also, a large amount of evidence showed the SILL's

reliability and validity (see Oxford and Nyikos, 1989, p. 292), although self-rating

questionnaires have potential problems for measuring learners' actual strategy use. In

addition, a background questionnaire accompanied by the SILL was used (Appendix A).

The questionnaire elicited the participant's background information regarding age,

gender, mother tongue, major, the length of the study of Japanese, the degree of

motivation, and the attitude toward learning Japanese.

Procedure and Data Analysis

A same set of the Strategy Inventory for Language Learning (SILL) with

background questionnaire (Appendix A) was distributed to all the Japanese classes (5

1st, 4 2nd, 3 3rd, and 4 4th year Japanese classes) during the last day of the class (10th

week) of the spring term in 2005. The participants were informed to complete the SILL

by the final exam day (11th week). The students' participation was voluntary and the

students were advised that their responses were confidential and used only for this

research purpose. More than seventy percent of the students completed and returned the

survey.

The data of all 151 SILL respondents were analyzed using Excel in order to find

out the use of language learning strategy by the learners of Japanese in different levels

in terms of the frequency and the choice of strategy use. The SILL results are reported

as follows (Oxford, 1990, p.291):

Reporting SILL
High use (Always or almost used with mean of 4.5-5.0;
or usually used with a mean of 3.5-4.4)
Medium use (Sometimes used with a mean of 2.5-3.4)
Low use (Generally not used with a mean of 1.5-2.4;

or never or almost never used with a mean of 1.0-1.40)

SILL Strategy Categories
Part A = Remembering more effectively (Memory strategy)
Part B = Using mental process (Cognitive strategy)
Part C = Compensating for missing knowledge (Compensating strategy)
Part D = Organizing and evaluating learning (Metacognitive strategy)
Part E = Managing emotions (Affective strategy)
Part F = Learning with others (Social strategy)

For the data analysis, first, in order to find out the frequency of the strategy use, an overall mean for each level of the learners ($1^{st}$, $2^{nd}$, $3^{rd}$, and $4^{th}$ year learners) were calculated. Then, a mean of each of the six strategy categories of the SILL (A: memory strategy, B: cognitive strategy, C: compensating strategy, D: metacognitive strategy, D: affective strategy, and F: social strategy) for the learners in each level was reported. Finally, a ranking of a mean score of each of the 80 questions of the SILL for each level of the learners was listed to find out the learners' choice of a specific strategy use.

## 4. RESULT & DISCUSSION

The result reveals that the frequency of strategy use does not differ in different level of learners of Japanese based on the mean scores of the SILL. However, the choice of strategy use does vary in different level of learners based on the ranking of the mean scores of each of the 80 SILL questions. The results of the frequency and the choice of strategy use for each level of learners are described separately as follows.

Frequency of Strategy Use

A mean of the overall strategy use of the SILL for each of the learners in $1^{st}$, $2^{nd}$, $3^{rd}$, and $4^{th}$ year Japanese classes is shown in Graph 1.

Graph 1: A mean of overall SILL for $1^{st}$, $2^{nd}$, $3^{rd}$, and $4^{th}$ year learners
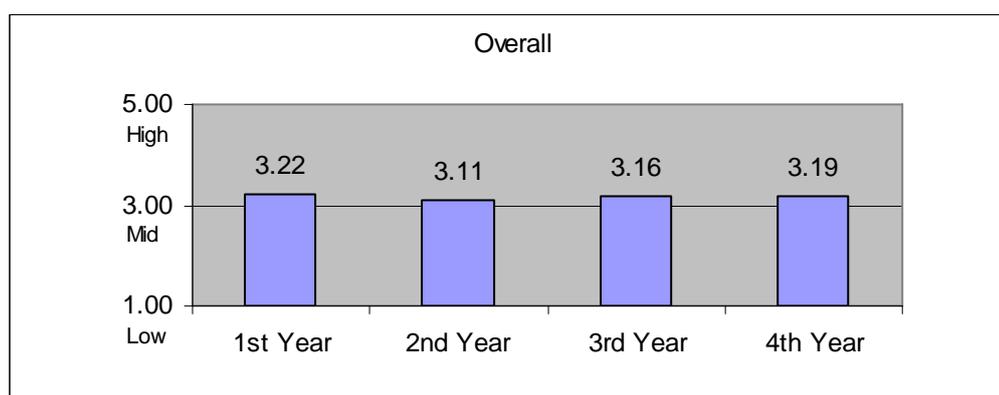
Overall

Graph 1 indicates that regardless of the learners' level, the mean of overall SILL score is "medium use" (1st, 3.22: 2nd, 3.11: 3rd, 3.16: 4th, 3.19). Thus, learners of Japanese "sometimes use" the language learning strategy throughout the levels. This result does not support the previous study findings that advanced learners use strategies more often than beginning learners (Bialystock, 1981; Chamot and Cupper, 1989; Chamot, et. al., 1987; Green and Oxford, 1995; O'Malley, et. al., 1985; Oxford and Nyikos, 1989; Politzer, 1983; Tyacke and Mendelsohn, 1986; Wharton, 2000). Yet, this result is the same as Grainger's (1997) study investigating the strategy use for learners of Japanese. Thus, the result that the frequency of overall strategy use is "medium" regardless of the learners' level may be one characteristic of strategy use for learners of Japanese.

Next, a mean of six categories of the SILL for 1st, 2nd, 3rd, and 4th year learners of Japanese is shown in Graph 2.

Graph 2: A mean of six categories of SILL for 1st, 2nd, 3rd, and 4th year learners
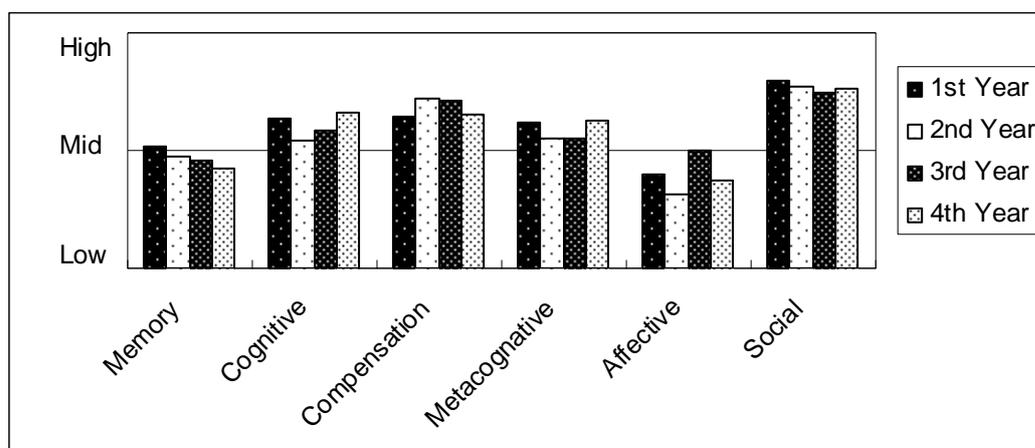


According to Graph 2, regardless of the different level of learners, the most frequently used strategy is social strategy, and then compensating strategy, followed by cognitive and metacognitive strategies. The least frequently used strategies are memory and affective strategies for the entire levels of learners. This result also does not show any significant discrepancy in the frequency of strategy use among different levels of learners, although earlier findings indicate that beginning level learners use more cognitive strategy and less metacognitive strategy than intermediate and advanced learners (Chamot and Cupper, 1989; O'Malley, et. al., 1985). Yet, again, Grainger's (1997) study for learners of Japanese suggests the same result as this study that learners of Japanese use social strategy most frequently and then compensation strategy, followed by cognitive and metacognitve strategies. Affective and memory strategies are least frequently used, regardless of the learners' different levels. Therefore, the frequency of the strategy use in these results may be one feature of the language learning strategy use for learners of Japanese.

Choice of Strategy Use

The result of the choice of strategy use reveals that the learners in different levels use different strategies as the earlier studies suggested (Bialystock, 1981; Chamot and Cupper, 1989; Chamot, et. al., 1987; Green and Oxford, 1995; O'Malley, et. al., 1985; Oxford and Nyikos, 1989; Politzer, 1983; Tyacke and Mendelsohn, 1986; Wharton, 2000). Table 1 shows the choice of the strategy use by the ranking of the three most used and the three least used strategies of the 80 SILL questions for each of 4th, 3rd, 2nd, and 1st, year learners of Japanese.

| 4th Year | | |
|---|---|---|
| Metacognitive55 | 4.66 | organize language notebook to record important information |
| Cognitive31 | 4.62 | use reference materials, such as dictionary |
| Social79 | 4.31 | try to learn about the culture |
| Memory12 | 1.34 | physically act out the new words |
| Affective70 | 1.41 | keep a private diary |
| Memory9 | 1.62 | list all the words I know that are related |
| 3rd Year | | |
| Affective71 | 4.75 | talk about my feeling concerning the language learning |
| Social72 | 4.08 | ask the speaker to slow down, repeat, or clarify |
| Compensation44 | 4.00 | If cannot think of right expression, use gesture etc. |
| Affective70 | 1.42 | keep a private diary |
| Memory12 | 1.92 | physically act out the new words |
| Memory9 | 2.03 | list all the words I know that are related |
| 2nd Year | | |
| Social79 | 4.45 | try to learn about the culture |
| Compensation41 | 4.10 | guess the general meaning |
| Social80 | 3.85 | pay attention to the feelings & thoughts of interacting people |
| Affective70 | 1.33 | keep a private diary |
| Memory12 | 1.88 | physically act out the new words |
| Memory9 | 1.93 | list all the words I know that are related |
| 1st Year | | |
| Metacognitve49 | 4.07 | preview the lesson |
| Social79 | 4.07 | try to learn about the culture |
| Social80 | 4.04 | pay attention to the feelings & thoughts of interacting people |
| Affective70 | 1.85 | keep a private diary |
| Memory12 | 1.85 | physically act out the new words |
| Memory9 | 2.11 | list all the words I know that are related |

Table 1: A ranking of the most and the least used strategies for 4th, 3rd, 2nd, and 1st year learners

According to Table 1, regardless of the learners' levels, the least used strategies are Memory 12 (physically act out the new words), Memory 9 (list the words I know that are related to the new words), and Affective 70 (keep a private diary). However, their most used strategies considerably vary according to the different levels. The most used strategies for 4th year learners are Metacognitive 55 (organize language notebook to record important information) and Cognitive 31 (use reference materials, such as dictionary), and those of 3rd year are Affective 71 (talk about my feelings concerning the language learning), Social 72 (ask the speaker to slow down, repeat or clarify), and Compensation 44 (if I cannot think of right expression, use gesture etc.). These strategies seem to describe the learners' autonomy because they chose the strategies indicating their responsibilities and as active participants for the language learning, such as making a language notebook and using reference materials. On the other hand, the most used strategy for 1st year learners are Metacognitive 49 (preview the lesson), Social 79 (try to learn about the culture), and Social 80 (pay attention to the feelings and thoughts of interacting people), and those of 2nd year are Social 79, Social 80, and Compensation 41 (guess general meaning). Comparing the strategy choice of 4th and 3rd year learners, this 1st and 2nd year learners' choice seems to indicate that they are more passive learners, such as paying attention to the interlocutor and guessing general meaning. Also, the learners seem to be dependent on the class, such as previewing the lesson. Thus, 1st and 2nd year learners seem to be less autonomous and more passive learners than 3rd and 4th year learners. Therefore, the choice of strategy use may reflect on the increase of the learners' autonomy as the learners' level becomes higher. As Dickinson (1987) noted, language learning strategy is an influential factor for the

enhancement of learner's autonomy because the use of strategies allows learners to take responsibility for their own learning.

## 5.    CONCLUSION & FURTHER STUDY

This study investigated in what extent the frequency and the choice of strategy use differ in different level of learners of Japanese through the SILL.

The mean of the SILL reveals that the frequency of strategy use does not vary among the different levels of learners. Regardless of the level, the learners of Japanese sometimes use strategies, and they use social strategy most frequently and then compensation strategy, followed by cognitive and metacognitive strategies.  Memory and affective strategies are used least frequently for all learners of Japanese. This result is not supported by the previous study findings that advanced learners use strategies more often, especially metacognitive strategy, than beginning learners (Bialystock, 1981; Chamot and Cupper, 1989; Chamot, et. al., 1987; Green and Oxford, 1995; O'Malley, et. al., 1985; Oxford and Nyikos, 1989; Politzer, 1983; Tyacke and Mendelsohn, 1986; Wharton, 2000). The reason is possibly because the targeted language of this study is Japanese rather than English or Indo-European languages as in the previous studies. In fact, this result is the same as Grainger's (1997) study investigating the strategy use for learners of Japanese. Thus, the tendency of the frequency of the strategy use in this study may be one characteristic of the language learning strategy use for learners of Japanese. However, before making the generalization, further study using a large number of learners of Japanese and employing a variety of quantitative techniques is needed in order to find out whether the same tendency is found and is statistically proved.

Although the learners' level does not influence the frequency use of the strategy, the choice of the strategy use significantly varies in different level of learners based on the ranking of the 80 strategies of the SILL. The results seem to show that as the learners' levels become higher, the learners of Japanese tend to choose more strategies reflecting on their autonomous and active learning. This result may suggest that language learning strategy use may influence learners' autonomy or vise-versa, as Dickinson (1987) suggests. Furthermore, the result may suggest that learners who choose to use strategies reflecting on their autonomy can continue learning Japanese until an advanced level, and these strategies help success in Japanese learning. Yet, follow-up research is needed in order to find out whether these suggestions truly apply to the learners of Japanese. One potential research might be conducted qualitatively by interviewing the learners how the resulted strategies are actually used and why they choose to use them, because only the number of a mean of the survey data, without listening to the learners' real voices, limits the interpretation of the findings as Ellis (1997) suggests. Furthermore, more importantly, there is a need for research investigating how effective these strategies are for learning Japanese, as Gass and Selinker (2001) claims. Such research can contribute to an important and a necessary evolution of the Japanese language classrooms in which students maximize their learning Japanese by applying the great variety and the appropriate language learning strategy, as Oxford and Nyikos (1998) suggested.

Language learning strategy plays an important role in language learning. Further studies are needed before making a conclusion regarding language learning strategy use

for learners of Japanese in different levels. However this study has brought up some possible implications for further research.

## 6.    LIMITATIONS

1.  This study only examines the use of the strategies of the SILL. The SILL is not the only list of language learning strategies and the learners may employ other strategies.

2.  This result is based on the participants' self-rated use of their strategies. Thus, the self-reported measurement may vary among the participants. Also, some strategies that are rated as "never used" may be employed unconsciously.

3.  The result is only looking at the mean scores of the SILL. Thus, the result may be different if the correlation between the learners' level and the strategy use is statistically reported.

4. The participants consists of 1st, 2nd, 3rd, and 4th year students of Japanese from one particular institute and they were not divided based on a result of a language proficiency test. Thus, the different level of learners here may not be appropriate and not be able to generalize to all learners of Japanese.

# REFERENCES

Bialystock, E. (1981). The role of conscious strategies in second language proficiency. *Modern Language Journal*, 65, 24-35.

Chamot, A., et. al. (1987). *A study of learning strategies in foreign language instruction: first year report.* Rosslyn, VA: InterAmeica Research Associates.

Chamot, A. & Kupper, L. (1989). Learning strategies in foreign language instruction. *Foreign Language Annals*, 22, 13-24.

Cohen, A. (1998). *Strategies in learning and using a second language: Applied linguistics and language study.* New York: Addison Wesley Longman.

Dickinson, L. (1987). *Self-instruction in language learning.* Cambridge University Press.

Ehrman, M. & Oxford, R. (1989). Effects of sex differences, career choice, and psychological type on adult language learning strategies. *Modern Language Journal*, 73, 1-13.

Ehrman, M. & Oxford, R. (1990). Adult language learning strategies in an intensive training setting. *Modern Language Journal*, 74(3), 311-327.

Ellis, R. (1997). *Second Language Acquisition.* Oxford University Press.

Gan, Z., Humphereys, G., & Lyons, L. (2004). Understanding successful and unsuccessful EFL students in Chinese university. *The Modern Language Journal*, 8(ii), 229-243.

Gardner, R. C. & McIntyre, P.D. (1993). A students' contribution to second language learning: Part II, Affective factors. *Language Teaching,* 26, 1-11.

Gass, S.M, & Selinker, L. (2001). *Second Language Acquisition*. Lawrence Erlbaum Associates.

Grainger, P. R. (1997). Language-learning strategies for learners of Japanese: investigating ethnicity. *Foreign Language Annals*, 30(3), 378-385.

Green, J. M. & Oxford, R. (1995). A closer look at learning strategies, L2 proficiency and Gender. *TESOL Quarterly*, 29, 261-297.

Hisiao, T. & Oxford, R. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal,* 86(iii), 368-383.

Nyikos, M. & Oxford, R. (1993). A factor analytic study of language-learning strategy use: Interpretations form information-processing theory and social psychology. *Modern Language Journal*, 77(1), 11-22.

O'Malley, J.M., & Chamot, A.U. (1990). *Learning strategies in second language acquisition.* Cambridge University Press.

O'Malley, J. et al. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 35, 21-46.

Oxford, R. L. & Eharman, M.E. (1995). Adults' language learning strategies in an intensive foreign language program in the United States. *System,* 23, 359-386.

Oxford, R. (1990). Use of language learning strategies: A synthesis of studies with implication for strategy training. *System.* 17, 1-13.

Oxford, R. (1990). *Language learning strategies: what every teacher should know.* Heinle & Heinle Publishers.

Oxford, R. & Nyikos, M. (1989). Variables affecting the choice of language learning strategies by university students. *Modern Language Journal*, 73(3), 291-300.

Politzer, R., & McGroarty, M. (1985). An exploratory student of learning behaviors and their relationship to gains in linguistic and communicative competence. *TESOL Quarterly*, 19(1), 103-123.

Rubin, J. (1975). What the "good" language learner" can teach us. *TESOL Quarterly*, 9, 41-51.

Rubin, J. (1981). Study of cognitive process in second language learning. *Applied Linguistics*. 2, 117-131.

Reid, J. M. (1987). The learning style preferences of ESL students. *TESOL Quarterly*, 21, 87-111.

Skehan, P. (1989). *Individual difference in second-language learning.* London: Edward Arnold.

Tyacke, M. & Mendelsohn, D. (1986). Student needs: cognitive as well as communicative. *TESL Canada Journal,* 1, 177-198.

Tran, T. V. (1988). Sex differences in English language acculturation and learning strategies among Vietnamese adults ages 40 and over in the United States. *Sex Roles.* 19, 747-58.

Vann, R. J. & Abraham, R. (1990). Strategies of unsuccessful language learners. *TESOL Quarterly*, 24, 177-197.

Wharton, G. (2000). Language learning strategy use of bilingual foreign language learners in Singapore. *Language Learning*. 50-2, 203-243.

# Appendix A

Strategy Inventory for Language Learning (SILL)
(Oxford, 1990)

This survey is designed to gather information about how you learn Japanese. You will find statements about learning Japanese. Please read each statement and write the response (1, 2, 3, 4, or 5) that tells <u>what you actually do when you are learning Japanese.</u>

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

Part A

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | When learning a new word, I create associations between new material and what I already know | 1 | 2 | 3 | 4 | 5 |
| 2 | When learning a new word, I put the new word in a sentence so I can remember it | 1 | 2 | 3 | 4 | 5 |
| 3 | When learning a new word, I place the new word in a group with other words that are familiar in some way, for example; words related to clothing, or feminine nouns | 1 | 2 | 3 | 4 | 5 |
| 4 | When learning a new word, I associate the sound of the new word with the sound of a familiar word | 1 | 2 | 3 | 4 | 5 |
| 5 | When learning a new word, I use rhyming to remember it | 1 | 2 | 3 | 4 | 5 |
| 6 | When learning a new word, I remember the word by making a clear mental image of it or by drawing a picture | 1 | 2 | 3 | 4 | 5 |
| 7 | When learning a new word, I visualize the spelling of the new word in my mind | 1 | 2 | 3 | 4 | 5 |
| 8 | When learning a new word, I use a combination of sounds and images to remember the new word | 1 | 2 | 3 | 4 | 5 |
| 9 | When learning a new word, I list all the other words I know that are related to the new word and draw lines to show relationships | 1 | 2 | 3 | 4 | 5 |
| 10 | When learning a new word, I remember where the new word is located on the page, or where I first saw or heard it | 1 | 2 | 3 | 4 | 5 |
| 11 | When learning a new word, I use flashcards with new words on one side and the definition or other information on the other | 1 | 2 | 3 | 4 | 5 |
| 12 | When learning a new word, I physically act out the new word | 1 | 2 | 3 | 4 | 5 |
| 13 | When learning new material, I review often | 1 | 2 | 3 | 4 | 5 |
| 14 | When learning new material, I schedule my reviewing so that the review sessions are initially close together in time and gradually become more widely spread apart | 1 | 2 | 3 | 4 | 5 |

| 15 | When learning new materials, I go back to refresh my memory of things I learned much earlier | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|

Part B

| 16 | I say or write new expressions repeatedly to practice them | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 17 | I imitate the ways native speakers talk | 1 | 2 | 3 | 4 | 5 |
| 18 | I read a story or dialogue several times until I can understand it | 1 | 2 | 3 | 4 | 5 |
| 19 | I revise what I write in the new language to improve my writing | 1 | 2 | 3 | 4 | 5 |
| 20 | I practice the sounds of the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 21 | I use idioms or other routines In the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 22 | I use familiar words in different combinations to make new sentences | 1 | 2 | 3 | 4 | 5 |
| 23 | I initiate conversations in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 24 | I watch TV shows or movies or listen to the radio in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 25 | I try to think in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 26 | I attend and participate in out-of-class events where Japanese is spoken | 1 | 2 | 3 | 4 | 5 |
| 27 | I read for pleasure in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 28 | I write personal note, messages, letter, or reports in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 29 | I skim the reading passage first to get the main idea, then I go back and read it more carefully | 1 | 2 | 3 | 4 | 5 |
| 30 | I seek specific details in what I hear or read | 1 | 2 | 3 | 4 | 5 |
| 31 | I use reference materials such as glossaries or dictionaries to help me use the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 32 | I take notes in class in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 33 | I make summaries of Japanese materials | 1 | 2 | 3 | 4 | 5 |
| 34 | I apply general rules to new situations when using the language | 1 | 2 | 3 | 4 | 5 |
| 35 | I find the meaning of a word by dividing the word into parts which I understand | 1 | 2 | 3 | 4 | 5 |
| 36 | I look for similarities and contrast between the Japanese language and my own | 1 | 2 | 3 | 4 | 5 |
| 37 | I try to understand what I have heard or read without translating it word-for-word into my own language | 1 | 2 | 3 | 4 | 5 |
| 38 | I am cautious about transferring words or concepts directly form my language to the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 39 | I look for patterns in the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 40 | I develop my own understanding of how the language works, even if sometimes I have to revise my understanding based on new information | 1 | 2 | 3 | 4 | 5 |

Part C

| 41 | When I do not understand all the words I read or hear, I guess the general meaning by using any clue I can find, for example; clues from the context or situation | 1 | 2 | 3 | 4 | 5 |
|----|----|----|----|----|----|----|
| 42 | I read without looking up every unfamiliar word | 1 | 2 | 3 | 4 | 5 |
| 43 | In a conversation I anticipate what the other person is going to say based on what has been said so far | 1 | 2 | 3 | 4 | 5 |
| 44 | If I am speaking and cannot think of the right expression, I use gestures or switch back to my own language momentarily | 1 | 2 | 3 | 4 | 5 |
| 45 | I ask the other person to tell me the right word if I cannot think of it in a conversation | 1 | 2 | 3 | 4 | 5 |
| 46 | When I cannot think of the correct expression to say or write, I find a different way to express the idea; for example, I use a synonym or describe the idea | 1 | 2 | 3 | 4 | 5 |
| 47 | I make up new words if I do not know the right ones | 1 | 2 | 3 | 4 | 5 |
| 48 | I direct the conversation to a topic for which I know the words | 1 | 2 | 3 | 4 | 5 |

Part D

| 49 | I preview the language lesson to get a general idea of what it is about, how it is organized, and how it relates to what I already know | 1 | 2 | 3 | 4 | 5 |
|----|----|----|----|----|----|----|
| 50 | When someone is speaking the Japanese language I try to concentrate on what the person is saying and put unrelated topics out of my mind | 1 | 2 | 3 | 4 | 5 |
| 51 | I decide in advance to pay special attention to specific language aspects; for example, I focus the ways native speakers pronounce certain sounds | 1 | 2 | 3 | 4 | 5 |
| 52 | I try to find our all I can about how to be a better language learner by reading books or articles, or by talking with others about how to learn | 1 | 2 | 3 | 4 | 5 |
| 53 | I arrange my schedule to study and practice the Japanese language consistently, not just when there is the pressure of a test | 1 | 2 | 3 | 4 | 5 |
| 54 | I arrange my physical environment to promote learning; for instance, I find a quiet, comfortable place to review | 1 | 2 | 3 | 4 | 5 |
| 55 | I organize my language notebook to record important language information | 1 | 2 | 3 | 4 | 5 |
| 56 | I plan my goals for language learning; for instance, how proficient I want to become or how I might want to use the language in the long run | 1 | 2 | 3 | 4 | 5 |

| 57 | I plan what I am going to accomplish in language learning each day or each week | 1 | 2 | 3 | 4 | 5 |
|----|----|---|---|---|---|---|
| 58 | I prepare for an upcoming language task (such as giving a talk in the Japanese language) by considering the nature of the task, what I have to know, and my current language skills | 1 | 2 | 3 | 4 | 5 |
| 59 | I clearly identify the purpose of the language activity; for instance, in a listening task I might need to listen for the general idea or for specific facts | 1 | 2 | 3 | 4 | 5 |
| 60 | I take responsibility for finding opportunities to practice the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 61 | I actively look for people with whom I can speak the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 62 | I try to notice my language errors and find out the reasons for them | 1 | 2 | 3 | 4 | 5 |
| 63 | I learn from my mistakes in using the Japanese language | 1 | 2 | 3 | 4 | 5 |
| 64 | I evaluate the general progress I have made in learning the language | 1 | 2 | 3 | 4 | 5 |

Part E

| 65 | I try to relax whenever I feel anxious about using the Japanese language | 1 | 2 | 3 | 4 | 5 |
|----|----|---|---|---|---|---|
| 66 | I make encouraging statements to my self so that I will continue to try hard and do my best in language learning | 1 | 2 | 3 | 4 | 5 |
| 67 | I actively encourage myself to take wise risks in language learning, such as guessing meanings or trying to speak, even though I might make some mistakes | 1 | 2 | 3 | 4 | 5 |
| 68 | I give myself a tangible reward when I have done something well in my language learning | 1 | 2 | 3 | 4 | 5 |
| 69 | I pay attention to physical signs of stress that might affect my language learning | 1 | 2 | 3 | 4 | 5 |
| 70 | I keep a private diary or journal where I write my feeling about language learning | 1 | 2 | 3 | 4 | 5 |
| 71 | I talk to someone I trust about my attitudes and feelings concerning the language learning process | 1 | 2 | 3 | 4 | 5 |

Part F

| 72 | If I do not understand, I ask the speaker to slow down, repeat, or clarify, what was said | 1 | 2 | 3 | 4 | 5 |
|----|----|---|---|---|---|---|
| 73 | I ask other people to verify that I have understood or said something correctly | 1 | 2 | 3 | 4 | 5 |
| 74 | I ask other people to correct my pronunciation | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 75 | I work with other language learners to practice, review, or share information | 1 | 2 | 3 | 4 | 5 |
| 76 | I have a regular language learning partner | 1 | 2 | 3 | 4 | 5 |
| 77 | When I am talking with a native speaker, I try to let him or her know when I need help | 1 | 2 | 3 | 4 | 5 |
| 78 | In conversation with others in the Japanese language, I ask questions in order to be as involved as possible and to show I am interested | 1 | 2 | 3 | 4 | 5 |
| 79 | I try to learn about the culture of the place where the Japanese language is spoken | 1 | 2 | 3 | 4 | 5 |
| 80 | I pay close attention to the thought and feelings of other people with whom I interact in the Japanese language | 1 | 2 | 3 | 4 | 5 |

1. Name_____     2. Age_____     3. Sex_____

4. Mother tongue_____     5. What is your major?_____

6. How long have you been studying Japanese?_____

7. How important is it for you to become proficient Japanese?
(Circle one) Very important   Important     Not so important

8. Do you generally enjoy Japanese language learning? (Circle one)     Yes     No


Thank you very much for your help and time.
I appreciate it very much.



Please bring this survey back
on the day of your Japanese Final Exam