

Foreign Language Learning Strategies Used by Korean University Students

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This study investigated the use of learning strategies by university students, based on a questionnaire consisting of 58-question items dealing with the six categories of foreign language learning strategies : cognitive, memory, compensation, metacognitive, affective, and social. The analysis of the data collected from 219 freshman college students who were majoring in five different subjects at Korea Maritime University revealed a number of interesting results in language learning. First of all, the result indicates that the strategies the students used most frequently tended to be the ones to require school-based formal foreign language instruction. Second, the students tended to use the strategies very often with less complex information processing. Third, most of the learners tended to be unaware of effective language learning strategies which a good language learners were well acquainted with. Finally, the students, in this study, were found not to use learning strategies as much as the students in ESL environments.

I. Introduction

In recent years the emphasis in foreign language learning research has shifted from the teacher to the learner. In this trend one of the most promising approaches second and foreign language researchers has paid extremely great attention to is to investigate language learning strategies used by language learners when they are learning a target language. Language learning strategies are operations used by

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strategies are important in terms of the fact that learners trained in the use of certain strategies are more likely to continue their language learning after courses have been completed, and thus maintain their foreign language skills, than learners who have had no grounding in strategies, because training in strategy use helps learners become aware of the strategies they use and the wide variety of strategies available. They also place a great emphasis on the importance of language learning strategies in terms of learners' motivation. Any assessment of strategies' usefulness can make learners motivated to learn, that is, learners are actively engaged in some form of foreign language learning behavior.

McCortarty and Oxford (1990) say that recently language learning strategies have attracted a great deal of attention from researchers, teachers, and students, because second and foreign language learning strategies are keys to language mastery. Furthermore, they present four key reasons why second and foreign language learning strategies are important. First, appropriate learning strategies are related to successful language performance. Second, using appropriate learning strategies enables students to take responsibility for their learning. Third, learning strategies are teachable. Fourth, addressing learning strategies in their programs gives teachers and students an expanded role. Oxford and Burry(1993) also provide four reasons for the importance of language learning strategies. First, strategy use is often influential in developing proficiency or expertise in a skill. Second, better learners use strategies that are directly tailored to the task at hand and to their learning styles. Third, less successful learners typically use random, disconnected strategies or those that don't fit their style or needs. Fourth, teachers can help students develop improved strategies.

O'Malley and Chantot (1990) seek the importance of language learning strategies in terms of cognitive theory which makes the following assertions: 1) Learning is an active and dynamic process in which individuals make use of a variety of information and strategic modes of processing. 2) Language is a complex cognitive skill that has properties in common with other complex skills in terms of how information is stored and learned. 3) Learning a language entails a stage-wise progression from initial awareness and active manipulation of information and learning processes to full automaticity in language use. 4) Learning strategies parallel theoretically derived cognitive processes and have the potential to influence learning outcomes in a positive manner. Chantot and Kupper (1989) strongly emphasize the importance of language learning strategies for the foreign language instruction, because learning strategy instruction can be expected to increase the ability of all students to acquire the complex cognitive skill of a foreign.

to get the meaning, reading purposefully, using all available resources, selective attention, asking questions, keeping the communication going, elaboration, silent rehearsal, lowering anxiety, self-encouragement, self-evaluation, and self-monitoring.

McGroarty and Oxford (1990) identify very specific effective learning strategies. First, guessing meaning: making guesses about meaning from context in the class and guessing meaning from gestures in conversation. Second, active questioning: asking the teacher about the exceptions to grammatical rules, asking the teacher when a new form is used, and asking the teacher to repeat. Third, selective attention: selective attention to the formal structure, repeating new words to oneself in class, focusing on the main point and ignoring the rest of the lesson, and taking notes on new words in class and noticing grammatical rules in talk. Fourth, using media: listening to the radio in the second language, watching TV in the second language, going to second-language movies and reading new language to practice, and attending extra language lab. Fifth, practicing output: using the language, thinking first in the second language, using the second language voluntarily in class, using the second language at a job, socializing with second language speakers outside class, and practicing the second language with bilingual persons who also speak English. Sixth, risk-taking behavior: not being afraid to volunteer in class, and not being afraid to make errors during natural conversations outside class. They also present subcategory of effective output strategies: those strategies include self-monitoring, interrupting oneself if an error was made in conversation, correcting one's own pronunciation when studying in private, correcting answers aloud in class, thinking of alternative ways to say things, and saying the correct answer to oneself in class.

O'Malley and Chamot (1990) identify three large categories of learning strategies. Metacognitive strategies involve planning, directed attention, selective attention, self-management, self-monitoring, problem identification, and self-evaluation. On the other hand, cognitive strategies include repetition, resourcing, grouping, note taking, deduction/induction, substitution, elaboration, summarization, translation, transfer, and inferencing. Social and affective strategies involve questioning for clarification, cooperation, self-talk, and self-reinforcement. If you want to know more specific strategies, read O'Malley and Chamot (1990).

Oxford (1990) presents one of the most comprehensive categories of learning strategies which consist of direct and indirect strategies. Direct strategies include memory, cognitive, and compensation strategies, indirect strategies, on the other hand, contain metacognitive, affective, and social strategies. To be more specific, memory strategies are composed of creating mental linkages, applying images and sounds, reviewing well, and employing action. Cognitive strategies are made up of practicing,

receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Compensation strategies include guessing intelligently and overcoming limitations in speaking and writing. Metacognitive strategies consist of centering your learning, arranging and planning your learning, and evaluating your learning. Affective strategies involve lowering your anxiety, encouraging yourself, and taking your emotional temperature. Social strategies include asking questions, cooperating with others, and empathizing with others. For more details, read Oxford (1990). So far we have presented effective language learning strategies from some of the previous strategy studies.

IV. Method

1. Subjects

The subjects consisted of two hundred nineteen students attending Korea Maritime University in the Fall semester of 1993. The students were enrolled in English conversation class with a mandatory language requirement. The students are from five different departments: departments of shipping management and trade of college of social science, departments of radio science and engineering, and control and instrumentation engineering of college of science and engineering, and department of marine transportation science of college of maritime science.

All of the participants were taking English conversation class to fulfill a requirement with one credit even though they had two classes a week, having had six-year previous formal English instruction in Junior and Senior High Schools. All the subjects were undergraduates, native speakers of Korean. They were second semester students in English conversation class as well as English reading class. Each major was roughly equivalent with respect to the age and gender mix of the students. The English conversation class throughout the semester took place in the language laboratory. Most of the students were not highly motivated to learn English, but they were grade-oriented students. Therefore, the majority of the students were not integratively motivated students.

2. Questionnaire

The questionnaire used in the current study is self-report survey, the Strategy Inventory for Language Learning (SILL), Likert-scaled measure designed to assess the

frequency with which respondents use a variety of strategies for foreign or second language learning. But I revised Oxford's Strategy Inventory which consisted of fifty items, because some of the question items of the Oxford's SILL were not appropriate for the Korean students. The questionnaire in the present study are composed of fifty-eight question items. In order to obtain more accurate responses from the students, in each of the items the respondents are asked to indicate, in a multiple-choice fashion, the frequency of use (almost always to almost never, on a five-point scale) of a given strategy, such as breaking down an expression into parts in order to understand it, or seeking out native speakers of the target language as conversation partners.

Items from systematic lists of language learning strategies include: 1) cognitive strategies, such as practice, repetition, and other techniques for storage and retrieval of information; 2) memory strategies for association, use of previous knowledge, practice of pronunciation of new words, and making sentences using the new words; 3) compensation strategies for overcoming limitations in reception or production of the new language, such as guessing intelligently and using gestures; 4) metacognitive strategies, such as thinking about learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned; 5) affective strategies for using affective control to assist a learning task, such as lowering anxiety and encouraging oneself; 6) social strategies for interacting with another person to aid learning, such as asking questions and cooperating with others.

In the current study all of the question items were in the subjects' native language because the respondents were able to avoid the difficulty in translating English sentences into Korean. The questionnaire proved to be highly reliable because the previous study which used the same questionnaire showed internal consistency reliability using Cronbach's alpha was .89. The questionnaire was administered during regular classes and it took approximately 15 minutes to complete all the question items in the questionnaire.

VI. Results

Table 1 illustrates cognitive strategies including nine different strategies and each of their mean scores (on the 1-5 point scale). Table 1 also shows frequency of strategy use (High: always or almost always used; 4.5 to 5.0, generally used; 3.5 to 4.4, Medium: sometimes used; 2.5 to 3.4, Low: generally not used; 1.5 to 2.4, never or almost never used; 1.0 to 1.4). As can be seen from the Table 1, the strategy which the students in this study used most frequently among nine strategies was the one to learn from other

students' mistakes during the class (3.67).

Table 1
The Mean Scores and Frequency of Cognitive Strategies

Item #	Content	Means	Frequency
1	Be familiar with idioms or pop songs	2.7	M
2	Expose oneself to the radio or TV	2.43	L
3	Think of daily work in English	1.96	L
4	Translate things around me into English	2.57	M
5	Learn from other students' mistakes	3.67	H
6	Think of Korean first in making sentences	3.49	H
7	Repeat a new expression several times	3.54	H
8	Imitate native speakers	2.63	M
9	Read a story repeatedly until I understand it completely	3.19	M

H = High; M = Medium; L = Low

The next most frequently used strategies were that the students tried to learn a new expression by speaking or writing (3.54) and they think of Korean first and then make an English sentence using synonyms and grammatical rules (3.49). In addition to those popularly used strategies, one of the strategies favored by the students was that the students tried to read a dialogue or a story repeatedly until they came to understand it completely (3.19). Trying to think of or talk about daily work in English was the least frequently employed strategy (1.96) in the category of cognitive strategies.

Table 2 presents the mean scores and frequency of memory strategies. The students reported that the most frequently used strategies in the category of memory strategies was the one to always read the example sentences whenever they looked up a new word in the dictionary (3.63 on the 5-point scale).

Table 2
The Mean Scores and Frequency of Memory Strategies

Item #	Content	Means	Frequency
10	Divide a new word into known and unknown parts	3.11	M

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11	Learn many words in a short time	3.04	M
12	Use a new word as much as possible	2.95	M
13	Read the example sentences with a new word in the dictionary.	3.63	H
14	Pronounce a new word loudly	3.13	M
15	Have notebooks for new words	2.73	M
16	Memorize a new word by making an English sentence	2.14	L
17	Associate the pronunciation of a new word with that of a known word	2.42	L
18	Learn a new word by remembering signs or bulletins on the streets	2.65	M
19	Repeat a new word randomly	3.03	M

The second most frequently used strategy in the memory strategies was that the students usually pronounced a new word loudly whenever they looked up the word in the dictionary(3.13). As can be seen from the table 2, the third most frequently employed strategy was found to be the strategy for the students to divide a new word into known and unknown parts whenever they didn't know the meaning of the word (3.11). The strategies moderately used by the students were that they tried to learn as many words as possible in a short time by studying the etymology of the words or using notebooks for words (3.04) and to memorize a new word by repeating it randomly (3.03). On the other hand, the two of the most least frequently used strategies were the ones to memorize a new word by making an English sentence with the new word in it (2.14) and to associate the pronunciation of a new word with that of a known word (2.42). And also one of the least frequently used strategies was that the students tried to memorize a new vocabulary by remembering signs and bulletins on the streets or pages of books.

Table 3
The Mean Scores and Frequency of Compensation Strategies

Item #	Content	Means	Frequency
20	Review the English grammar	2.58	M
21	Use circumlocution	3.42	M

22	Ask the conversation partner for new words	2.76	M
23	Use gestures or Korean words	3.16	M
24	Read English books without finding every new word in them.	2.92	M
25	Guess meanings from context or situation	4.00	H

Table 3 demonstrates that the most frequently used strategy in the category of compensation strategies was the strategy for the students to guess the meaning of a new word from contexts or situations when they came across the new word in reading or listening (4.00). The strategy which the students employed second most frequently was the one to try to use circumlocution, that is, to use a synonym or to describe the situation in another way (3.42). Another useful strategy used fairly frequently by the students was the strategy for them to employ certain gestures or to change the English expression into the Korean equivalent when they were engaged in English conversation (3.16). The least frequently used strategy out of the six compensation strategies was that the students tried to find and understand the grammatical items when they read or listened to English sentences related to the English grammar.

Table 4
The Mean Scores and Frequency of Metacognitive Strategies

Item #	Content	Means	Frequency
26	Speak English in every possible opportunity	2.19	L
27	Repeat unfamiliar patterns, words, idioms	2.78	M
28	Volunteer to answer the questions	3.68	H
29	Try to understand the whole sentence	2.85	M
30	Write the meaning of a new word	2.32	M
31	Correct my pronunciation by listening to nativespeakers	3.47	H
32	Speak English mainly for practice	2.56	M
33	Converse with familiar subjects	3.03	M
34	Determine certain areas of language before studying	2.68	M
35	Make plans for continuous study of English	2.91	M
36	Have comfortable environments for studying	2.98	M
37	Prepare for cards or notebooks for English	2.47	M

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38	Make long-term study goals	3.52	H
39	Have clear study objectives	3.02	M
40	Learn right English through my mistakes	3.37	M
41	Assess my achievement as a whole	2.33	M

Table 4 shows that the most frequently used strategy among the sixteen metacognitive strategies was the strategy for the students to answer the questions during the class only when they were sure they knew the right answers(3.68). The strategy used by the students as the second most favorable strategy was that the students themselves set a long-term goal for the study of English, that is, how much they wanted to use the English language, or how proficient they wanted to be(3.52). The third most frequently used strategy was the one to try to correct their wrong pronunciations by listening to the native speakers' or English teachers'

Table 5
The Mean Scores and Frequency of Affective Strategies

Item #	Content	Means	Frequency
42	Overcome uneasiness with confidence	2.78	M
43	Be reluctant to use English because of tiredness	2.74	M
44	Take rest when I feel uneasy	2.60	M
45	Take risks in using English	2.86	M
46	Tell others how they feel in learning English.	2.59	M
47	Take rest in feeling fearful	2.49	L
48	Write down my feelings in the English diary	1.45	L

pronunciations very carefully (3.47). The fourth most frequently used strategy was the strategy for the students to learn right English through their mistakes made during their speaking English (3.37).

Table 6
The Mean Scores and Frequency of Social Strategies

Item #	Content	Means	Frequency
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49	Ask others to speak slowly or repeat for understanding	3.66	H
50	Ask others for the correction of my pronunciation	2.53	M
51	Study with others for sharing information or reviewing or practicing	2.36	L
52	Have a regular study partner besides studying at school	1.84	L
53	Ask questions to pretend to have an interest in speaking with others	2.45	M
54	Try to learn about native speakers' culture	2.89	M
55	Ask others for expressing myself in English	2.89	M
56	Make others understand myself in various way	3.19	M
57	Use the sentences in the textbook in English conversation	3.40	M
58	Use immediately the words or structures learned in the class	3.17	M

The least frequently employed strategy in the category of metacognitive strategies was the strategy for the students to try to speak English in every possible opportunity without considering anyone around them (2.19). The next most least favored strategy by the students was the strategy for them to write down the meaning of every unfamiliar word in the book before they read every English passage.

Table 5 illustrates the mean scores and frequency of the seven affective strategies. As can be seen from table 5, the most frequently used strategy among the seven affective strategies was the strategy for the students to take some risks in learning English but they encouraged themselves to continue to speak English through some mistakes or guesses (2.86). The second most frequently used strategies was the one for the students to overcome their tension and fearfulness during their studying English with strong confidence (2.78). The least favored strategy by the students was the strategy for the students to write down their feelings about studying English in an English diary (1.45).

Table 6 demonstrates the mean scores and frequency of the ten social strategies. Table 6 shows that the most frequently used strategy was the strategy for the

students to ask others to speak slowly or repeat in order to understand them when the students could not understand what others said (3.66). The strategy used second most frequently by the students was the strategy that they often used the sentences they had memorized from the textbooks when they had a conversation with others (3.40). The third most frequently used strategy in the category of social strategies was that the students tried to make others understand in another ways when others could not understand them (3.19). The strategy employed least frequently by the students was the strategy that they had any regular English study partner besides the class at school (1.86). The next least frequently used strategy was the strategy for the students to study English with others in order to share some information or review or practice (2.36). For more detailed results of all the six categories of strategies, see all the six tables we have presented above.

VI. Discussion

The results of the current investigation of frequency of the six large categories of strategies consisting of fifty-eight strategies reflect the generally limited extent to which classroom-based language learners in this population used language learning strategies of various kinds. That is, in general the students in the current study was found to use almost all the six categories of learning strategies far less frequently than those subjects in recent studies (O'Malley, 1984-1987; Oxford, 1985-1993; Phillip, 1991). These differences might result from the fact that the current study was conducted in the EFL setting, whereas most of the above-mentioned studies have been carried out in the ESL environments. However, the results of this study have revealed several interesting and unexpected things in light of literature on language learning strategies.

First of all, one of the interesting findings in the category of cognitive strategies is that the students in this study report the most frequently used strategy was the strategy to give the right answer to themselves when other students made mistakes during the class. The result might indicate that the students are usually paying attention to what is going on during the class. As anticipated, it has been found that the students did not try to think of and talk about daily work in English. The result might be explained in terms of the fact that all of the subjects in the current study were freshman university students and they did not feel the need of overall English proficiency. Another possible explanation for the result might be that most of the students aimed at obtaining good grades, rather than strategies designed to develop skills for authentic and communicative language use (Nyikos and Oxford, 1993).

In the category of memory strategies, one of the most surprising findings is that the learners in the present study report the strategy they employ most frequently was the strategy, "Whenever they look up unfamiliar English words in the dictionary, they always read the exemplified sentences." In fact, this seems to be the strategy which a good language learner use very frequently. Another important finding in the memory strategies is that the students were found to use the strategy considerably frequently, "When the students are not able to know the meaning of a word, they divide the word into the known and unknown parts." This is the strategy for the students to make links with old information. That is, the learners tried to understand new information by means of old information. The strategy have proved to be a very effective strategy in several recent studies mentioned earlier. A surprising result is that the subjects in this study were found to use the strategy least frequently, " In order to learn a new word by heart, I usually make an English sentence with the new word in it." The result might be explained in two different ways. One is that most of the students might not be good at making sentences in English. The other might be that the subjects possibly thought making every sentence in English whenever they came across a new word might not be worth doing so.

In terms of compensation strategies, the students in this study report they use the strategy most frequently, "When they come across an unfamiliar word in reading books or having conversations with others, they try to guess the meaning of the word from context or situation." This skill has been mentioned as an effective strategy in language learning (Chamot and O'Malley, 1990; Oxford, 1989-1993). Another interesting aspect of compensation strategies can be the students' response to use the strategy second most frequently, "When the students are unable to think of a suitable word in speaking or writing, they try to use circumlocution, that is, to use a synonym or to describe the word in another way." This strategy as also been listed as highly effective strategy in a second/foreign language learning. These results with regard to compensation strategies are highly consistent with those of ESL studies mentioned above.

A few of remarkable characteristics are to be found in the category of metacognitive strategies. The strategy used with the greatest frequency by the students is the strategy, "When they are sure they knew the right answer, the students try to answer the questions during the class." This seems to be a very surprising and unexpected result because the strategy was chosen as the most frequently used strategy among the sixteen metacognitive strategies. The result may be exactly contradictory to one of the Rubin's (1975) seven strategies a good language use, "A good language learner is not often inhibited." On the other hand, an expected result is that the students report they use the following strategy second most frequently out of the sixteen

strategies, "The subjects set a long-term goal for studying English, for example, how much competent they want to be in communication in the future, or how much proficient they want to be in four skills of English." The result strongly support the suggestions that planning strategy might be very effective in language learning. One of the surprising results in this category of metacognitive strategies may be that the strategy employed least favorably was found to be the strategy, "The students try to speak English in every possible opportunity without paying any attention to others around them." The result is also not consistent with that of Stern's (1975) suggestion that willingness to practice and to use the language in real communication might be very useful and effective in a foreign language learning. However, the result may be understandable in consideration of the fact that all the subjects were university students in a monolingual Korean society.

In the results of affective strategies a couple of things have been revealed. One of the most noticeable tendencies in the category of affective strategies can be seen in the low frequency of use in general (The mean scores of each of the seven strategies fell below 3.0 on the 1-5 point scale). The result indicates that most of the students in the current study were not fully aware of the importance of affective strategies in language learning.

The result may also have some implications for foreign language instruction. Another expected but surprising result of affective strategies is that the strategy, "The students try to write down their feelings about studying English in an English diary." was found to be the least frequently used strategy in all of the fifty-eight strategies in this study. The result clearly indicates that most of the students in this study don't keep diaries in English, even though keeping an English diary can help the students get mastery of English, especially writing.

The results of social strategies reveal a few of conspicuous characteristics in the use of the strategies. One of the most interesting tendencies is that the strategy used most frequently by the students was the strategy, "When the students are not able to understand what others say, they try to ask them to speak slowly or repeat once again." The result strongly support those of McGroarty and Oxford's (1990) and of Chamot and O'Malley's (1990) studies. The strategy is also associated with "asking for clarification" strategy which is believed to be highly effective in language learning. Another important finding in the social strategies is that the students chose the strategy as the second most frequently used strategy, "The students often use the sentences they had learned from the school textbooks when they have a conversation with others." The result clearly indicates that school-based formal language instruction can play a crucial role in language learning in foreign language environment. The students also

report the least frequently used strategy in the category of social strategies was the strategy, "The students don't have any regular English study partner outside school." The result demonstrates that the learners of this study seemed not to pay much attention to the improvement of communicative competence. So far, we have discussed some of remarkable tendencies of the strategy use by the university students.

VII. Conclusion

The present study attempted to investigate the frequency of language learning strategies by the university students, based upon the data collected from two hundred and nineteen college students who majored in five different subjects (management, trade, radio science, control and instrumentation, and marine transportation) from three different colleges in Korea Maritime University. In order to find out the frequency of strategy use by the students, we undertook a questionnaire which were composed of 58-question items dealing with the six subcategories of learning strategies: cognitive, memory, compensation, metacognitive, affective, and social.

The investigation of the strategy use of the English language learning by the students revealed several interesting things for foreign language teaching and learning. First of all, the strategy used most frequently in all of fifty-eight strategies by the students in the current study was found to be the strategy that the students tried to guess the meaning of a new word from context or situation when they were not able to understand it in reading a book or having a conversation with others. As mentioned earlier, the result strongly supports those of the previous studies (Chamot and O'Malley, 1990; Wenden, 1987; Oxford, et al. (1985-1993) in which guessing meanings from context has proved to be highly effective skill in language learning. Another interesting finding in this study was the second most frequently used strategy that meant learning from other students' mistakes. The result is also consistent with those of the previous studies which have suggested learning from mistakes can be a strategy employed very frequently by a successful language learner.

The analysis of the six categories of learning strategies reported by five different majors showed that the two of the strategies out of 58 strategies fell below 2.0 on the 1-5 point scale. One of the strategies was that the students had no regular English study partner outside school. The other was that the students tried to think of or talk about daily work in English. According to Oxford (1990), the mean scores of frequency below 2.0 indicate that the learners do not use the strategy generally or never or almost never use the strategy.

The analysis of this study also revealed a general tendency that most of the students in this study did not use language learning strategy with great frequency in foreign language learning, in comparison with the students in ESL environments. The result might have some implications for foreign language instruction. Language teachers must help students be aware of the importance of learning strategies in foreign language learning and encourage them to use as many and effective a strategy as they can. Using learning strategies with great frequency can mean participating actively in language learning. Participating actively in language learning, in turn, can help the students to be motivated in the challenging work.

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영어를 학습하는 학습전략에 관한 설문조사

본 설문지는 학생 여러분들이 영어를 학습하는데 있어서 실제로 행하고 있는 것(What you actually do)에 관한 설문입니다. 이는 가령 어떻게 해야 할 것 같다든지, 다른 사람은 어떻게 하더라는 것에 대한 설문이 아닌 것을 의미합니다.

설문의 편의상 여러분이 해당하는 경우를 아래의 보기와 같이 5단계로 나누어 구분하였습니다

- | | |
|--------------------------------|---------------------------|
| 1. 전혀 그렇지 않다 (never) | 2. 그렇지 않다 (seldom/rarely) |
| 3. 어느 정도 그렇다 (maybe/sometimes) | 4. 대체로 그렇다 (probably) |
| 5. 확실히 그렇다 (absolutely) | |

각 문항별로 여러분이 해당되는 경우를 응답지에 기재하여 주시기 바랍니다.
본 설문조사결과는 이 연구이외의 목적으로는 사용되지 아니함을 밝혀드리며 성실히 답변하여 주시기 바랍니다.

1. 관용적인 표현이나 슬랭과 같은 비속어 또는 영어가사(예를 들어 팝송)를 많이 외우려 한다.
2. 되도록이면 회화테이프를 많이 듣고 반복학습하며 정기적으로 TV,RADIO와 같은 매체를 통하여 영어방송을 접한다.
3. 하루의 일상생활을 영어로 생각하고 말하려고 노력한다.
4. 길거리에 있는 사물이나 주위사물의 명칭을 영어로 번역하여 본다.
5. 영어수업시간에 다른 급우가 실수한 것을 알았을 때, 자기 스스로 정확한 답을 되새긴다.

6. 영어로 무엇인가를 말하려고 할 때 항상 말하려는 것을 먼저 모국어로 생각한 뒤에 문법 규칙과 동의어를 선택하여 영어문장을 작문한다.
7. 새로운 영어표현을 반복하여 말하거나 쓰면서 익힌다.
8. 영어를 모국어로 사용하는 자의 이야기하는 방법을 모방한다.
9. 이해가 될 때까지 하나의 영어대화나 이야기를 여러번 반복하여 읽는다.
10. 영어단어의 의미를 알지 못할 때 내가 이미 알고 있는 부분과 모르는 부분을 나누어 그 의미를 찾는다.
11. 어원분석이나 단어책을 통하여 단기간에 많은 어휘를 익히려 한다.
12. 한번 익힌 단어를 계속하여 기억할 수 있도록 기회가 생길 때마다 그 영어단어를 사용한다.
13. 사전에서 영어단어를 찾을 때 항상 그 단어의 용례를 설명하여 주는 예문을 읽는다.
14. 사전에서 영어단어를 찾을 때 큰소리로 영어단어의 발음을 하여 본다.
15. 학습한 영어단어의 기록을 기록카드나 단어목록을 이용하여 보존한다.
16. 새로운 영어단어의 암기를 위하여 그 단어로 문장을 만들어 암기한다.
17. 새로운 영어단어의 발음을 유사영어단어의 발음과 연관시켜 외운다.
18. 새로운 영어단어나 숙어를 그 단어가 사용된 길거리 간판, 게시판, 책의 페이지 등을 기억하여 암기한다.
19. 새로운 영어단어를 무조건 반복학습하여 외운다.
20. 영어에서 모르는 문법사항이 생길 때마다 즉각 확인하고 복습한다.
21. 말하거나 써야 할 정확한 영어단어를 생각해 낼 수 없을 때 그 생각을 표현할 다른 방법을 모색한다. 예를 들어 동의어를 사용하거나 그 상황을 묘사한다.

22. 영어회를 하는 중에 생각해 낼 수 없는 단어가 있으면 상대방에게 그 단어를 이야기 하여 달라고 한다.
23. 영어로 대화를 하는 중에 올바른 표현을 생각해 낼 수 없으면 몸짓을 이용하거나 한국어로 바꾸어 말한다.
24. 생소한 영어단어를 모두 찾지 않고 독서한다.
25. 듣거나 읽은 영어단어를 이해할 수 없을 때는 앞뒤 문맥이나 상황으로부터 그 의미에 대한 실마리를 찾는다.
26. 주위의 시선을 의식하지 않고 영어로 대화할 기회가 있을 때마다 어디서든지 영어로 이야기 한다.
27. 영어에서 내가 부족하다고 느끼는 문법, 어휘, 패턴, 숙어등을 책을 참고하여 몇번이고 학습한다.
28. 영어수업시간에 내가 올바른 답을 안다고 확신하는 경우에만 그 질문에 대답하기를 자원한다.
29. 영어문법규칙에 따라 문장을 분석하지 않고 가능한 한 그 문장전체를 많이 암기하려고 한다.
30. 영어책을 읽을 때 나는 먼저 생소한 단어를 찾아 그 의미를 모국어로 책에 적어두고 그 다음에 책을 읽는다.
31. 영어를 모국어로 사용하는 자 또는 선생님의 영어발음을 주의깊게 듣고 나의 잘못된 점을 교정하려고 한다.
32. 주로 영어를 연습할 목적으로 다른 사람과 회화를 한다.
33. 나에게 익숙한 주제나 표현으로 대화를 이끌려고 한다.
34. 영어를 학습할 때 미리 특정언어영역에 관심을 둘 것을 결정한다. 예를 들어 영어 모국어 사용자가 발음하는 방법에 관심을 둔다.

35. 단지 시험에 대비해서만이 아니라 지속적으로 영어를 공부하고 연습할 시간표를 짠다.
36. 보다 효율적인 영어학습을 위해 조용한 환경 및 편안한 장소와 같은 물리적 환경을 조성한다.
37. 영어에 대한 중요한 정보를 기록할 기록카드나 언어노트를 준비한다.
38. 자기 스스로 영어학습의 목표를 설정한다. 예를 들어, 장기적으로 내가 어떻게 영어를 사용할 수 있게 되기를 원하는가, 또는 얼마나 능숙해 지기를 원하는가 등.
39. 명확하게 영어학습활동의 목적을 확인한다.
40. 영어를 사용하다가 발생한 나의 실수로부터 올바른 영어를 배운다.
41. 영어학습에서 내가 성취한 전체적인 성과를 평가한다.
42. 영어를 말할때 느끼는 긴장감이나 두려움을 자신감을 가지고 타파한다.
43. 영어로 대화함으로써 정신적 피로가 생기므로 때때로 영어를 사용하는 것을 꺼린다.
44. 영어를 사용하면서 불안감을 느낄때마다 휴식을 취하려고 한다.
45. 영어르 배우면서 현명하게 위험을 감수하도록 자신을 격려하면서 활동적으로 학습한다. 즉 약간의 실수를 한다 할 지라도 그 의미를 추측하거나 말을 하여 보려고 노력한다.
46. 영어를 학습할 때 내가 어떻게 느끼는 지에 대하여 다른 믿을만한 사람에게 이야기 한다.
47. 영어를 사용하는 것이 두려워 질 때마다 휴식을 취하려고 한다.
48. 영어학습일기장에 영어학습에 대한 나의 감정을 기록한다.
49. 상대방의 이야기를 이해하지 못했을 때 그에게 천천히 이야기하도록 요구하거나 반복 하게 하여 무슨뜻인지를 내가 이해할 수 있도록 한다.
50. 나의 영어발음을 교정할 수 있도록 다른사람에게 도움을 구한다.

51. 학습정보를 공유하거나 복습 및 연습을 위하여 다른 영어학습자와 함께 공부한다.
52. 학교수업이외에 정기적인 영어학습상대자가 있다.
53. 영어로 다른 사람과 대화할 때 내가 관심이 있다는 것을 보이고 가능한 한 내가 대화에 참여한 것처럼 보이기 위하여 질문을 한다.
54. 영어가 사용되는 곳의 문화에 대하여 알려고 한다.
55. 영어로 생각을 어떻게 표현하는 지를 모르는 경우 다른 사람(선생님 또는 영어를 모국어로 사용하는 자)에게 도움을 구한다.
56. 누군가 당신이 영어로 말한 것을 상대방이 이해하지 못했을 때 다른 표현을 사용하여 상대방을 이해시킬려고 한다.
57. 영어회화를 할 때 교과서등에서 암기한 문장을 종종 사용한다.
58. 영어회화에서 당신은 때때로 수업에서 금방배운 단어나 구조를 종종 사용한다.

응답지

성명 : _____ 나이 : 만 _____세 학교 : _____ 성별 : _____

- | | |
|------|-------------------------|
| 응답보기 | |
| 1. | 전혀 그렇지 않다(never) |
| 2. | 그렇지 않다(seldom / rarely) |
| 3. | 어느 정도 그렇다(maybe) |
| 4. | 대체로 그렇다(probably) |
| 5. | 확실히 그렇다(absolutely) |

- | | | | | | |
|----------|-----------|-----------|-----------|-----------|-----------|
| 1. _____ | 10. _____ | 20. _____ | 26. _____ | 42. _____ | 49. _____ |
| 2. _____ | 11. _____ | 21. _____ | 27. _____ | 43. _____ | 50. _____ |
| 3. _____ | 12. _____ | 22. _____ | 28. _____ | 44. _____ | 51. _____ |
| 4. _____ | 13. _____ | 23. _____ | 29. _____ | 45. _____ | 52. _____ |
| 5. _____ | 14. _____ | 24. _____ | 30. _____ | 46. _____ | 53. _____ |
| 6. _____ | 15. _____ | 25. _____ | 31. _____ | 47. _____ | 54. _____ |
| 7. _____ | 16. _____ | | 32. _____ | 48. _____ | 55. _____ |
| 8. _____ | 17. _____ | | 33. _____ | | 56. _____ |
| 9. _____ | 18. _____ | | 34. _____ | | 57. _____ |
| | 19. _____ | | 35. _____ | | 58. _____ |
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| | | | 41. _____ | | |