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TEMA DE TRABAJO DE TRABAJO DE GRADUACION
"THE IMPORTANCE OF INDIVIDUAL STUDENT VARIATIONS IN ENGLISH LANGUAGE LEARNING FOR LESSON PLANNING"

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INTRODUCTION

The present work is a bibliographic research based on the importance of individual student variations in English Language Learning for lesson planning. Its aim is to overcome teaching styles tendencies due to the different learning styles that are found in a classroom. This is a brief review of what the report contains; the first step to develop this paper was to define objectives which are the goals to be achieved at the end of its writing. Then the justification shows the significant of the topic as well as its contribution to society. There after the analysis and synthesis of the bibliographic research is portrayed in a written composition that describes learning styles and learning strategies and how important they are when implementing strategy training. Afterward the conclusions are presented based on the students' benefits and teachers' advantages of knowing the topic. Then the recommendations give an idea on how to improve the graduation process. Next the methodology explains each of the steps taken to elaborate the body of the work. And the last part is constituted by the authors and the bibliography consulted to develop the researched topic.

OBJECTIVES

GENERAL OBJECTIVE

❖ To carry out a bibliographic research based on individual student variations to encourage teachers to include strategic training when planning their lessons.

SPECIFIC OBJECTIVES

❖ To identify strategic techniques that can be developed in lesson plans.

❖ To persuade teachers to assess learning strategies that students use in order to engage the latter in their learning process.

❖ To identify the instruments that can be useful when assessing students' learning styles.

❖ To make students aware about the importance of taking charge of their own learning in order to become successful language learners.

JUSTIFICATION

This bibliographic research is aimed at helping English teachers on how to assess students' learning styles and strategies in an attempt to identify individual variations in language learning. The importance of doing so is a foreign language teaching improvement led by the correct choice of activities to be developed in class. These activities should be prepared and organized in a lesson plan which provides the teacher with a framework to follow and that suits not only a few students but each of them in the same group. English teachers' new roles required to know and to classify students' learning styles, strategies and instructional needs taking them into consideration to construct and produce knowledge in meaningful ways.

This research benefits experts in education interested in applying new ways of assessing English competences and abilities to strengthen teachers' roles, making them more varied and more creative in the teaching practice.

Learners also benefit since they become more independent and organized, develop proper learning strategies, have self-confidence and improve their techniques for studying not only a second language but in general they learn more effectively.

This information could be relevant for the teaching and learning process in order to build a better understanding of how the new education system is taking place and how teacher and learner can help each other to be assertive in their own ways of teaching and learning.

"The importance of individual student variations in English Language learning for lesson planning"

New teaching studies reflect the necessity of knowing not only the different ways to teach but also the strategic techniques that can help students identify their learning styles in order to obtain a better and meaningful learning."Recent studies (Ehrma and Oxford, 1988, 1989) suggest that learning styles have a significant influence on student's choice of learning strategies and that both styles and strategies affect learning outcomes". Even though there is a large number of learning styles and learning strategies in which all students can be classified; teachers sometimes tend not to take this into account when planning their lessons.

It is significant for teachers to implement teaching strategies that meet the needs of different learning styles to concrete the student's learning process. "However we choose to categorize learner styles or strategies, an understanding that there are different individuals in our classes is vitally important if we are to plan the kind of activity that will be appropriate for them" (Harmer, 2003).

In the latest years in the area of teaching languages there has been a shift in focus from how the teacher should teach to how the student best learns. Researchers in how people learn languages are trying to discover what goes on in the mind of the student—how do learners absorb (internalize)-process- and output what they are learning. (Brown, 1999).

Students differ in several respects as rate of progress, degree of independence, consistency of performance, and the final level reach. The reason for these differences includes age, intelligence, aptitude, motivation, attitude, personality, learning style and learning strategy etc. Strategy training is particularly useful in helping students use new strategies beyond their normal stylistic boundaries.

Strategy training that takes learning styles into account helps students avoid "styles wars" with teachers and fellow students and can reveal deeply held cultural values and increase cross-cultural understanding (Scarcella & Oxford, 1992).

One step in understanding learner strategy training is to make a distinction between styles and strategies. Styles relate to personality (e.g., extroversion, self-esteem, and anxiety) characterize the consistent and rather enduring traits, tendencies, or preferences that make differentiate one person from another. Someone might, for example, tend to be extroverted or right-brain oriented (while someone else might be introverted and left-brain oriented). These styles are an appropriate characterization of how someone generally behaves, even though you may form a multitude of reasons consciously or subconsciously adopt more introverted or left-brain behavior in specific contexts.

There are many classifications of learning styles named in different forms by researchers. For example Tony Wright describes four different learner styles: the enthusiast, the oracular, the participator, and the rebel.

a) *The enthusiast* looks to the teacher as a point of reference and is concerned with the goals of the learning group.

b) *The oracular* also focuses on the teacher but is more oriented towards the satisfaction of personal goals.

c) *The participator* tends to concentrate on group goals and group solidarity.

d) *The rebel* while referring to the learning group for his or her point of reference is mainly concerned with the satisfaction of his or her own goals.

On the other hand, Keith Willing, working with adults students in Australia, produced the following descriptions: convergers, conformists, concrete, communicative.

a) *Converges,* these are students who are by nature solitary, prefer to avoid groups, and are independent and confident in their own abilities. Most importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

b) *Conformists*, these are students who prefer emphasize learning about language over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformists is one which prefers to see well organized teachers.

c) *Concrete* learners show interest in language use and language as communication rather than language as a system.

d) *Communicative* learners they are comfortable out of class and show confidence to take risk which their classmates may lack. Literally dozens of learning styles have been identified. These include among the ones mentioned above sensory, cultural, affective, and cognitive factors.

Regarding learning strategies, it must be said that they are specific methods of approaching a problem or a task, modes of operations for achieving a particular end, or planned designs for controlling and manipulating certain information. Strategies vary widely within an individual, while styles are more constant and predictable. In other words, styles are not by any means immutable tendencies. Knowledge of learning strategies is important, because if learners are conscious of the process they are involved in, then their learning will be more effective. Hundreds of studies have been generated that look at different aspects of learning strategies and their roles in language learning.

A Research finding in this area, Oxford (1990) differentiates learning strategies into the following categories: Cognitive strategies which involve the identification, retention, and retrieval of language elements. For example, students may use memory-enhancing strategies (e.g., the keyword method) to help them remember new words. Metacognitive, these strategies deal with the planning, monitoring, and evaluation of the language learning activities. For example, students may develop a plan for monitoring their progress by constantly comparing their current level of proficiency with the course goals outlined in the curriculum.

Affective strategies are those that serve to regulate emotions, attitudes, and motivation. For example, students may read linguistically simplified books to develop a positive attitude toward reading materials. Social strategies refer to actions learners take to interact with users of the language. For example, students may deliberately seek out opportunities to use the target language with native speakers of the language.

These language learning strategies are used with the explicit goal of helping learners improve their knowledge and understanding of a target language. They are the conscious thoughts and behaviors used by students to facilitate language learning tasks and to personalize the language learning process.

Students are able to improve their own learning once they have recognized their own learning styles and the strategies when learning. Learners can, through a program of self-awareness, understand who they are and take steps to change what may be inhibiting qualities within their general style. If a student believes that he has a particular style which cannot be changed, he is likely to give up when taught by a teacher whose method does not match his style. Learning about learning styles and strategies may be helpful for those teachers who have not previously thought about differences among students. Furthermore, this can lead a teacher to think about the different ways to address knowledge when teaching.

Strategic techniques is a way of manifest learner strategy training in a classroom to make sure that techniques are directed as much as possible toward good language learning behaviors. It is the teacher's job to train students with a sense of what successful language learners do to achieve success and to aid them in developing their own learning styles.

Tips on what to look for, and what goes with what and how to get the most out of something are necessary elements of a teacher's methodology. When students are taught how to look at themselves and how to take advantage of their talents and experiences they learn lessons that carry them well beyond any language classroom (See appendix – 2).

Teachers have the chance to consult a manual of techniques (such as Chamot et al. 1999, Oxford) that offers guidelines on how to elaborate their own strategy-building activities when planning lessons. McKay (2003) argues that "It is important when selecting a methodology for a particular context for teachers to consider the local needs of the students rather than assume that a method that is effective in one context is effective in all contexts". Therefore a teacher has to vary teaching techniques, teaching methods thus learning activities to facilitate students learning.

Strategy instruction can include information about learning styles on which the students partially base their choice of learning strategies and can draw attention to cultural differences in learning strategies and styles that exist in any ESL classroom. ESL teachers should tailor strategy training to the real, communicative needs of learners in a particular situation. Strategy training can also help students make effective use of multiple strategies. (Metacognitive strategies help students keep themselves on track; cognitive, memory strategies provide the necessary intellectual tools; and affective and social strategies offer continuous emotional and interpersonal support.)

Those strategy training studies should be conducted by teachers in both informal and formal L2 settings, so that they can be more certain about the most favorable procedures for helping students improve their strategies. The aim of strategy training is to experiment with ways of making the students more active participants in their language learning providing them with systematic opportunities to focus on their abilities. Most of teachers' opportunities for strategy training in the classroom are "methodological."

That is, the teacher can decide on another possible model of strategy training suggested as follows:

a) *Textbook-embedded training*, which is a standard communicative methodology. Teachers help students to become aware of their own style preferences and strategies that are derived from those styles (Thompson & Rubin 1996, Oxford 1990). (See appendix 3). Through checklists, tests, interviews and various techniques in all four skills of listening, speaking, reading and writing, teachers can become aware of students' tendencies and then offer advice on beneficial in-class and extra-class strategies.

b) *The Strategy Inventory for Language Learning* by Rebecca Oxford (1990) is an extensive questionnaire made of fifty separate strategies in six major categories (see appendix 4). This is a way of instructing students through the assignment of a self-help study guide.

c) *Teach strategies through interactive techniques*: Teachers can embed strategies and practice into their pedagogy promoting different classroom activities. One of the best teacher resource books on the subject of learner strategy training is Rebecca Oxford's Language Learning Strategies: What Every Teacher Ought to Know. The author recommends many different techniques and shows which strategies encourage them. (See appendix 5). Oxford explains that such a task involves direct strategies like practicing naturalistically, guessing, focusing attention and cooperating with others.

d) *Use compensatory techniques*: Certain compensatory techniques are sometimes practiced to help students overcome certain weaknesses. Omaggio (1981) provides diagnostic instruments and procedures for determining students' preferences, and then she outlines exercises that help students to overcome certain blocks or develop successful strategies where they are weak.   9

e) *Impromptu teacher-initiated advice*: Finally, teachers should evaluate the work done in class; what contributes to the language learning experience of the students and what does not. And teachers also think back of their own learning experience and note what contributed to the success or failure of the learning and they pass these insights on. For example, teachers pin rules, read books, etc., to present students in class and size the opportunity to teach them how to learn.

These suggestions for bringing strategy training into the classroom only begin to provide the idea of what can be done to make learners aware about the importance of taking charge of their own learning not just leaving it all up to the teacher to "deliver" everything to them. Language learning styles and strategies appear to be among the most important variables influencing students' performance in a second language. The value of student learning research to applied fields cannot be overstated. Research needs to inform experts in education on how students learn with a view of improving teaching and learning systems.

Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage teachers can realize that they need to become more aware of both learning styles and learning strategies through an appropriate teacher training. Strategy training can help teachers to look at and make use of the different strategic techniques that can give students confidence to improve and build on their own learning. Design classroom instruction that meets the needs of the different individuals' variations in class is optional; however the application of strategic techniques in a lecture is the only means to engage students in their learning process and to have students develop skills for identifying what they want to learn and how they want to learn.   10

CONCLUSIONS

➢ There may be different ways of finding information about students' needs and previous experience or knowledge. It can be done through various questionnaires, surveys, group discussions, individual talks, etc.

➢ Getting students involved in their language learning is to offer them the opportunity to develop their own set of strategies for success.

➢ It can be meaningful for students to take charge of their own learning by understanding their own learning styles for applying learning strategies to improve their abilities for learning the English language.

➢ Strategy training succeeds best when it is included into the regular class activities.

➢ Strategy training can help students make effective use of multiples strategies.

➢ Taking into account students` learning styles, teachers help them to assimilate information effectively because the activities can be meaningful in their day-to-day life experiences.

METHODOLOGY

To carry out this bibliographic research the following steps were followed:

First: The researched topic was selected from a variety of topics that were overlooked during the development of the modules.

Second: A literature search was done based on the chosen topic through the preview, selection and organization of the data by using the skills of skimming, scanning, and mapping.

Third: To develop the argument it was necessary to form and present a written composition arranging the ideas logically in order to show what is known about the topic.

Fourth: Survey the literature. It consisted of assembling, synthesizing and analyzing the data from different books in order to draw conclusions, and provide the basis for formulating the thesis statement.

Fifth: Classify the literature in which the current understanding of the topic was interpreted and the thesis statement was completely reaffirmed.

Sixth: In this step there was a revision and edition of the information, producing this bibliographic research to write the final report.

RECOMMENDATIONS

To have a successful Graduation Seminar, it is necessary to:

- ❖ Plan each module separately to choose, examine and prepare the material to be used with its own activities and evaluations.

- ❖ Use the time allotted for each module in such a manner that all the material can be studied.

- ❖ Hand in the results to students at the end of each module so they can know their strengths and weaknesses.

- ❖ Prepare clear instructions for each of the activities to be done in or out of the classroom.

- ❖ Establish a learning atmosphere in which respect to each other can be observed.

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APPENDICES

APPENDIX

1

LEARNING STYLES

When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as *see, picture*, and *imagine*?	Do you enjoy listening but are impatient to talk? Do you use words such as *hear, tune*, and *think*?	Do you gesture and use expressive movements? Do you use words such as *feel, touch*, and *hold*?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

Adapted from Colin Rose(1987). Accelerated Learning.

APPENDIX

2

Rubin and Thompson (1982) have **summarized fourteen characteristics believed** to be contributing to students' success. A good learner is defined as someone who; a)find their own way, taking charge of their learning, b)organize information about language, c) are creative, developing a "feel" for the language by experimenting with its grammar and words, d) make their own opportunities for practice in using the language inside or outside the classroom, e) learn to leave with uncertainty by not getting uncomfortable and by continuing to talk or listen without understanding every word, f) use mnemonics in other memory strategies to recall what has been learned, g) make errors work for them and not against them, h) use linguistic knowledge, i) including knowledge of their first language, in learning a second language, j) use contextual cues to help them in comprehension, k) learn to make intelligent guesses, l) learn chunks of language as whole and formalized routines to help them perform " beyond their competence" , m) learn certain tricks that help to keep conversation going, n) learn certain production strategies to fill in gaps in their own competence, o) learn different styles of speech and writing and learn vary their language according to the formality of the situation.

APPENDIX

3

Figure 12.1. Learning Styles Check List.

Check one box in each item that best describes you. Boxes A and E indicate that the sentence is very much like you . Boxes B and D would indicate that the sentence is somewhat descriptive of you. Box C would indicate that you have no inclination one way or another.

	A	B	C	D	E	
1. I don't mind if people laugh at me when I speak.	☐	☐	☐	☐	☐	I get embarassed if people laugh at me when I speak.
2. I like to try out new words and structures that I'm not completely sure of.	☐	☐	☐	☐	☐	I like to use only language that I am certain is correct.
3. I feel confident in my ability to succeed in learning this language.	☐	☐	☐	☐	☐	I feel quite uncertain about my ability to succeed in learning this language.
4. I want to learn this language because of what I can personally gain from it.	☐	☐	☐	☐	☐	I am learning this language only because someone else is requiring it.
5. I really enjoy working with other people in groups	☐	☐	☐	☐	☐	I would much rather work alone than with other people.
6. I like to "absorb" language and get the general "gist" of what is said or written.	☐	☐	☐	☐	☐	I like to analyze the many details of language and understand exactly what is said or written.
7. If there is an abundance of language to master, I just try to take things one step at a time.	☐	☐	☐	☐	☐	I am very annoyed by an abundance of language material presented all at once.
8. I am not overly conscious of myself when I speak.	☐	☐	☐	☐	☐	I "monitor" myself very closely and consciously when I speak.
9. When I make mistakes, I try to use them to learn something about the language.	☐	☐	☐	☐	☐	When I make a mistake, it annoys me because that's a symbol of how poor my performance is.
10. I find ways to continue learning the language outside of the classroom.	☐	☐	☐	☐	☐	I look to the teacher and the classroom activities for everything I need to be successful.

Figure 12.2. Extroversion/Introversion Test.

Take the following self-test and score yourself according to the directions at the end. You must circle either *a* or *b*, even if you have a hard time placing yourself into one or the other.

1. I usually like
   a. mixing with people
   b. working alone

2. I'm more inclined to be
   a. fairly reserved
   b. pretty easy to approach

3. I'm happiest when I'm
   a. alone
   b. with other people

4. At a party, I
   a. nteract with many, including stranger
   b. interact with a few people I know

5. In my social contacts and groups, Iusually
   a. get behind on the news
   b. keep abreast of what's happening with others

6. I can usually do something better by
   a. figuring it out on my cwn
   b. talking with others about it

7. My usual pattern when I'm with other people is
   a. to be open and frank, and take risks
   b. to keep to myself and not be very open

8. When I make friends, usually
   a. someone else makes the first move
   b. I make the first move

9. I would rather
   a. be at home on my own
   b. go to a boring party

10. Interaction with people I don't know
   a. stimulates and energizes me
   b. taxes my reserves

11. In a group of people I usually
   a. wait to be approached
   b. initiate conversation

12. When I'm by myself I usually feel a sense of
   a. solitude and peacefulness
   b. loneliness and uneasiness

13. In a classroom situation I prefer
   a. group work, interacting with others
   b. individual work

14. When I get into a quarrel or argument, I prefer to
   a. be silent, hoping the issue will resolve itself or blow over
   b. "have it out" and settle the issue right then and there

15. When I try to put deep or complex thoughts into words, I usually
   a. have quite a hard time
   b. do so fairly easily

Scoring procedure:

Mark an X corrresponding to your choices in the grid below.

	ⓐ	b		a	ⓑ		a	ⓑ
1			2			3		
4			5			6		
7			8			9		
10			11			12		
13			14			15		
Totals		÷			÷			=

Add up the number of X's in ONLY three of the columns, as indicated.

(Ignore all other X's.) Total those three numbers to get a grand total and write it in the box at the right. This is your score for the test.

Here's how to interpret your score:

13 and above:	quite extroverted
9 to 12:	moderately extroverted
7 or 8:	moderately introverted
6 and below:	quite introverted

Figure 12.3. Right/Left Brain Dominance Test.

In this test, each item has two contrasting statements. Between the two statements is a scale of five points on which you are to indicate your perception of which statement best describes you. Boxes 1 and 5 indicate that a statement is very much like you; boxes 2 and 4 indicate that one statement is somewhat more like you than the other statement; box 3 indicates no particular leaning one way or the other. See next page for scoring directions.

	1	2	3	4	5	
I prefer speaking to large audiences.	☐	☐	☐	☒	☐	I prefer speaking in small group situations.

Box number 4 has been checked to indicate a moderate preference for speaking in small group situations.

	1	2	3	4	5	
1. I remember names.	☐	☐	☐	☐	☐	1. I remember faces.
2. I respond better to verbal instructions.	☐	☐	☐	☐	☐	2. I respond better to demonstrated, illustrated, symbolic instructions.
3. I am intuitive.	☐	☐	☐	☐	☐	3. I am intellectual.
4. I experiment randomly and with little restraint.	☐	☐	☐	☐	☐	4. I experiment systematically and with control.
5. I prefer solving a problem by breaking it down into parts, then approaching the problem sequentially, using logic.	☐	☐	☐	☐	☐	5. I prefer solving a problem by looking at the whole, the configurations, then approaching the problem through patterns using hunches.
6. I make objective judgments, extrinsic to person.	☐	☐	☐	☐	☐	6. I make subjective judgments, intrinsic to person.
7. I am fluid and spontaneous.	☐	☐	☐	☐	☐	7. I am planned and structured.
8. I prefer established, certain information.	☐	☐	☐	☐	☐	8. I prefer elusive, uncertain information.
9. I am a synthesizing reader.	☐	☐	☐	☐	☐	9. I am an analytical reader.
10. I rely primarily on language in thinking and remembering.	☐	☐	☐	☐	☐	10. I rely primarily on images in thinking and remembering.
11. I prefer talking and writing.	☐	☐	☐	☐	☐	11. I prefer drawing and manipulating objects.
12. I get easily distracted trying to read a book in noisy or crowded places.	☐	☐	☐	☐	☐	12. I can easily concentrate on reading a book in noisy or crowded places.
13. I prefer work and/or studies that are open ended.	☐	☐	☐	☐	☐	13. I prefer work and/or studies that are carefully planned.
14. I prefer hierarchical (ranked) authority structures.	☐	☐	☐	☐	☐	14. I prefer collegial (participative) authority structures.
15. I control my feelings.	☐	☐	☐	☐	☐	15. I am more free with my feelings.
16. I respond best to kinetic stimuli (movement, action).	☐	☐	☐	☐	☐	16. I respond best to auditory, visual stimuli.

Continue on next page

	1	2	3	4	5	
17. I am good at interpreting body language.	❑	❑	❑	❑	❑	17. I am good at paying attention to people's exact words.
18. I frequently use metaphors and analogies.	❑	❑	❑	❑	❑	18. I rarely use metaphors or analogies.
19. I favor logical problem solving.	❑	❑	❑	❑	❑	19. I favor intuitive problem solving.
20. I prefer multiple-choice tests.	❑	❑	❑	❑	❑	20. I prefer open-ended questions.

Scoring directions.

Score each item as follows: Some of the items are scored according to the numbers at the top of each column of boxes, others are *reversed*. For the following items use the indicated numbers on the test page:

1 2 5 6 8 10 11 14 15 19 20   1 2 3 4 5

The rest of the items are reversed in their scoring. Score the following as indicated below.

3 4 7 9 12 13 16 17 18   5 4 3 2 1

Now total up all scores:

This was a test of left- and right-brain preference. A score of 60 is the midpoint. The scoring chart below indicates that a score of 60 plus or minus 3 is a toss-up:

Above 70   Quite right-brain oriented
64-70   Moderately right-brain oriented
57-63   No particular dominance on either side
50-56   Moderately left-brain oriented
Below 50   Quite left-brain oriented

APPENDIX

4

Figure 12.4. Oxford's SILL (Oxford, 1990).

Strategy Inventory for Language Learning (SILL)
Version for Speakers of Other
Languages Learning English

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. 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 statement is <u>very rarely</u> true of
you.
USUALLY NOT TRUE OF ME means that the statement is true <u>less than half the time.</u>
SOMEWHAT TRUE OF ME means that the statement is true of you <u>about half the time.</u>
USUALLY TRUE OF ME means that the statement is true <u>more than half the time.</u>
ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you
<u>almost always.</u>

Answer in terms of <u>how well the statement describes you.</u> Do not answer how you think you <u>should</u> be, or what <u>other</u> people do. <u>There are no right or wrong answers to these statements.</u> 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 any questions, let the teacher know immediately.

EXAMPLE
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**

Read the item, and choose a response (1 through 5 as above), and write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English_____

You have just completed the example item. Answer the rest of the items on the Worksheet.

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
(Write answers on Worksheet)

Part A

1. I think of relationships 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 lessons 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 conversations 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, messages, letters, or reports in English
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 it 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 do not 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 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.

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
   (Write answers on Worksheet)

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.

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name_____Date_____

Worksheet for Answering and Scoring

1. The blanks (____) are numbered for each item on the SILL.
2. Write your response to each item (that is, write 1, 2, 3, 4, or 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide by the number under SUM to get the average for each column. Round this average off to the nearest tenth, as in 3.4.
5. Figure out your overall average. To do this, add up all the SUMs for the different parts of the SILL. Then divide by 50.
6. When you have finished, your teacher will give you the Profile of Results. Copy your averages (for each part and for the whole SILL) from the Worksheet to the Profile.

Part A	Part B	Part C	Part D	Part E	Part F	Whole SILL
1.____	10.____	24.____	30.____	39.____	45.____	SUM Part A____
2.____	11.____	25.____	31.____	40.____	46.____	SUM Part B____
3.____	12.____	26.____	32.____	41.____	47.____	SUM Part C____
4.____	13.____	27.____	33.____	42.____	48.____	SUM Part D____
5.____	14.____	28.____	34.____	43.____	49.____	SUM Part E____
6.____	15.____	29.____	35.____	44.____	50.____	SUM Part F____
7.____	16.____		36.____			
8.____	17.____		37.____			
9.____	18.____		38.____			
	19.____					
	20.____					
	21.____					
	22.____					
	23.____					

SUM____	SUM____	SUM____	SUM____	SUM____	SUM____	SUM____
÷9=____	÷14=____	÷6=____	÷9=____	÷6=____	÷6=____	÷50=____ (OVERALL AVERAGE)

STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name_____Date_____

Profile of Results on the Strategy Inventory for Language Learning (SILL)

You will receive this Profile after you have completed the Worksheet. This Profile will show your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers.

To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet.

Part	What Strategies Are Covered	Your Average on This Part
A.	Remembering more effectively	_____
B.	Using all your mental processes	_____
C.	Compensating for missing knowledge	_____
D.	Organizing and evaluating your learning	_____
E.	Managing your emotions	_____
F.	Learning with others	_____

YOUR OVERALL AVERAGE   _____
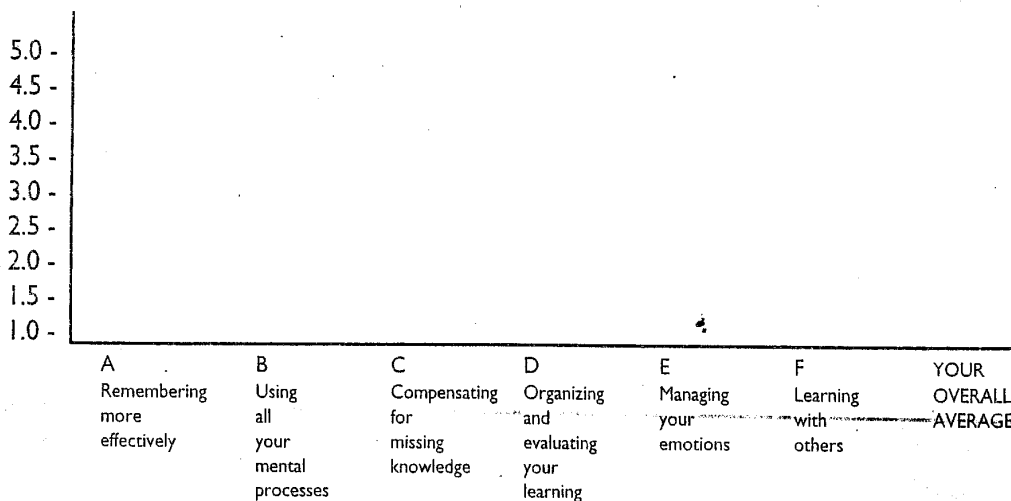
STRATEGY INVENTORY FOR LANGUAGE LEARNING

Your Name_____Date_____

Key to Understanding Your Average

High	Always or almost always used	4.5 to 5.0
	Usually 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

Graph Your Averages Here

If you want, you can make a graph of your SILL averages. What does this graph tell you? Are you very high or very low on any part?

```
5.0 -
4.5 -
4.0 -
3.5 -
3.0 -
2.5 -
2.0 -
1.5 -
1.0 -
```

A	B	C	D	E	F	YOUR
Remembering more effectively	Using all your mental processes	Compensating for missing knowledge	Organizing and evaluating your learning	Managing your emotions	Learning with others	OVERALL AVERAGE

What These Averages Mean to You

The overall average tells how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use the most for learning English.

The best use of strategies depends on your age, personality, and purpose for learning. If you have a very low average on one or more parts of the SILL, there may be some new strategies in these groups that you might want to use. Ask your teacher about these.

APPENDIX

5

Table 12.2. Building Strategic Techniques.

1. **to lower inhibitions:** play guessing games and communication games; do role plays and skits; sing songs; use plenty of group work; laugh **with** your students; have them share their fears in small groups.

2. **to encourage risk-taking:** praise students for making sincere efforts to try out language; use fluency exercises where errors are not corrected at that time; give outside-of-class assignments to speak or write or otherwise try out the language.

3. **to build students' self-confidence:** tell students explicitly (verbally and nonverbally) that you do indeed believe in them; have them make lists of their strengths, of what they know or have accomplished so far in the course.

4. **to help them to develop intrinsic motivation:** remind them explicitly about the rewards for learning English; describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam.

5. **to promote cooperative learning:** direct students to share their knowledge; play down competition among students; get your class to think of themselves as a team; do a considerable amount of small group work.

6. **to encourage them to use right-brain processing:** use movies and tapes in class; have them read passages rapidly; do skimming exercises; do rapid "free writes"; do oral fluency exercises where the object is to get students to talk (or write) a lot without being corrected.

7. **to promote ambiguity tolerance:** encourage students to ask you, and each other, questions when they don't understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally you can resort to translation into a native language to clarify a word or meaning.

8. **to help them use their intuition:** praise students for good guesses; do not always give explanations of errors—let a correction suffice; correct only selected errors, preferably just those that interfere with learning.

9. **to get students to make their mistakes work FOR them:** tape record students' oral production and get them to identify errors; let students catch and correct each other's errors; do not always give them the correct form; encourage students to make lists of their common errors and to work on them on their own.

10. **to get students to set their own goals:** explicitly encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; give "extra credit" work.