

Transitions of Learner Strategy Use: How do Learners Use Different Strategies at Various Stages of Learning

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Abstract

This study was prompted by a question about how learners learn differently in various periods of learning: at the beginning of, in the middle of, or nearly at the end of their learning. In this sense, learner strategies and motivations are supposed to be appropriate learners' factors to get insight into the process of English learning. For that purpose, we investigated the characteristics of three kinds of Japanese learners of English as our research participants: junior high school, high school, and university students. The newly designed strategy and motivation questionnaires were employed as instruments, which were revised several times through discussion of researchers and the pilot study. Results indicated that different strategies were used by the three kinds of learners, which are assumed to have close relationship with the goals of their learning. At the same time, common strategies were consistently used among those learners. This study shows that as English learning goes on, learners select the most effective strategies to achieve their goals. An implication of this study is that teachers should be also aware of learners' strategy use for effective language teaching.

1 Introduction

Imagine that when you are giving an energetic lesson, your students show little interest and you find yourself facing a ‘mass of silence.’ Almost all English teachers including native English speakers, have almost certainly had this awkward experience in a classroom in Japan. When we teach English at junior and senior high schools, we make an effort to inspire the students to be interested in the lesson. However, it seems that learning English as a foreign language (EFL) in Japan requires a great deal of effort and patience. This is partly because English is not treated as a communicative tool, and partly because English learning focuses on earning credits or passing the examination. Moreover, English courses in Japanese school tend to lay stress on teaching students a great deal knowledge about of English. It can be said that each learner’s motivation is not taken into account. Lightbown and Spada (2006) indicate that motivation in second language learning, which is a complex phenomenon, has two factors: learners’ communicative needs and their attitudes towards the second language community. In the environment where these factors are difficult to find, both teachers and students should employ the strategies to improve English proficiency and develop English skills so as to compensate for the lack of L2 in the environment. According to Dörnyei (1990), “need for achievement” is a critical factor which contributes to motivation when English is learned as EFL because it consists of academic achievement situations. Therefore, strategies to give students a sense of achievement may

be helpful in encouraging the active participation of Japanese students. If teachers have a keen awareness of students' motivation, they will be able to conduct a learner-centered English lesson. This will also enable students to have a positive attitude toward L2 learning and to develop autonomy outside classroom. As Oxford (1990) suggests, language learning strategies contribute to achieving this goal. In teaching EFL, it is important that teachers should teach not only what to learn but also how to learn. While conducting this study, we have learned that motivation and learning strategies could work cooperatively. In addition, we considered how age, gender and experiences in learning English would have influence on learner's motivation and their strategy use. Therefore, the purpose of this study is to examine various motivations and the tendencies of learner strategy use, including differences due to grades level in a junior high school, high school and college. As the proverb goes, "Where there is a will, there is a way." We interpret "a will" as motivation to study English and "a way" as a process to study it by using strategies fitted to each learner. Both are the cornerstone of success. By examining a relationship between learners' motivation and their strategy use, we may gain some insights into making our students more successful language learners.

2 Literature Review

2.1 Theoretical Rationale

2.1.1 Learner Strategy

Learner strategies have crucial roles in effective language

learning. Oxford (1990) states, “learner strategies are specific actions taken by easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p. 8). Since 1970s, many studies on individual differences have been conducted. Naiman, Fröhlich, Stern, and Todesco (1978/1996) studied good language learners. Their study aroused a lot of interest among researchers in the influence of various learner factors such as gender (e.g., Oxford & Green, 1995), learning style (e.g., Reid, 1987), personality (e.g., Wakamoto, 2009), and attitude to L2 learning (e.g., MacIntyre & Charos, 1996). Skehan (1991) made a model of influences of language learning. This model shows that individual differences are essential factors, and learner strategies and learner styles are also indispensable factors in language learning.

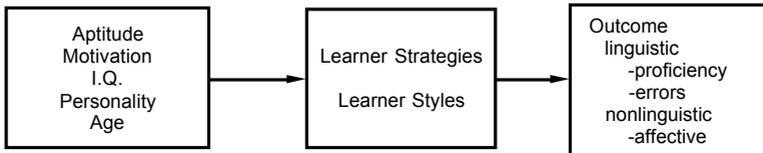


Figure 1. Influences of language learning (Skehan, 1991, p. 277)

In addition, Horwitz (1987) argues that the use of effective learner strategies is influenced by the learners’ beliefs; that is, learner strategies are strongly related to learners’ own beliefs.

Rubin (1981) divided learner strategies into two categories: direct and indirect. O’Malley and Chamot (1990) classified three broad types of strategies: cognitive, metacognitive, and socio-affective.

Moreover Oxford (1990) proposed a comprehensive view of strategies and categorized them into six groups (Figure 2). She also developed the strategy questionnaire Strategy Inventory for Language Learning (SILL). Oxford's classification is now the most popular because it is considered the most inclusive system of learner strategies (Wakamoto, 2009).

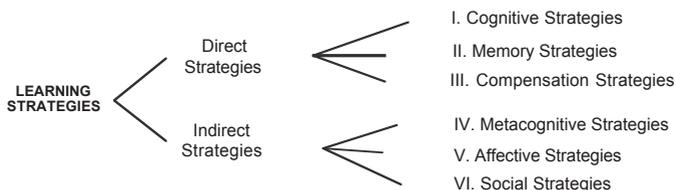


Figure 2. Classification of language learning of strategies

(Oxford, 1990, p. 16)

2.1.2 Motivation

Motivation explains why people decided to do something, how hard they are going to pursue it, and how long they are willing to sustain the activity (Dörnyei, 2001, p. 2). Motivation is also an important factor in language learning. Gardner and Lambert (1979) argue that motivation is divided into integrative motivation and instrumental motivation. Integrative motivation is identified with positive attitudes toward interaction with members of the target group. In contrast, instrumental motivation involves more functional reasons for L2 learning: to get a better job or to pass an exam.

Ellis (1997) insists that “motivation involves the attitudes and

affective states that learners make to learn L2” (pp. 75-76). He classified various kinds of motivation into four categories: instrumental, integrative, resultative, and intrinsic. Resultative motivation is defined as learners’ successful experiences in language learning making learners more motivated to learn. Ellis also suggested that motivation is a highly complex phenomenon, and furthermore, is dynamic in nature.

Brown (2007) refers to two types of motivation: extrinsic and intrinsic motivation. Extrinsic motivation is found in a situation where learners expect a reward from outside and beyond the self; whereas intrinsic motivation is found in a situation where learners seem to be engaged in the activities for their own sake. Extrinsic motivation tends to transform into intrinsic motivation, but not vice versa. Intrinsic motivation is regarded as more powerful than extrinsic motivation, especially in the long term.

2.2 Research Question

Although accumulation of research results has been done to reveal the strategies of junior high school students or college students *per se*, research to compare strategies of various stages of learning is limited to date. Thus, our research question addresses the following: “What are the characteristics of strategies employed by junior, senior high and college students?” That is, how are these characteristics similar and different, and how are these characteristics related to motivation?

3 Method

3.1 Context and Participants

The instruments used in data collection were developed in the following manner. We adapted the SILL (Oxford, 1990) in order to investigate Japanese students' L2 learning strategies and motivation because we cannot apply the SILL to a Japanese learning context in its original form (see LoCastro, 1994; Oxford & Green, 1995). The participants were 391 students studying at a junior high school, a senior high school and a college: 112 students were from Doshisha Women's College of Liberal Arts, who were all sophomore English majors; 71 students were from a high school—32 first-year girls, 11 second-year boys, and 28 second-year girls; 208 students were from a junior high school—35 first-year boys, 40 first-year girls, 32 second-year boys, 35 second-year girls, 32 third-year boys, and 34 third-year girls. Both the senior high school and the junior high school were public coeducational schools.

3.2 Instruments

The questionnaire was comprised of 71 items from Part A to Part E. Each question was followed by a four-point Likert-Scale. Questions about the strategy from Part A to Part D (51 items) asked about their use of strategies to learn English and their preferences for them.

Part A contained 26 questions about cognitive strategies which we supposed Japanese students use. The questions focused on the learners' experiences of memorizing words, taking notes, reading

aloud, and so on. Part B contained 8 questions about communication strategies. The questions asked the participants about the strategies they use to communicate in English, such as using gestures or topic avoidance. Part C consisted of 8 questions about metacognitive strategies. The questions asked about activities based on self-control: (a) setting a goal; (b) taking the TOEIC to check their English proficiency; and (c) finding efficient ways of learning English on the Internet. Part D consisted of 10 questions concerning socio-affective strategies. The questions concerned how interaction with others affected their L2 learning. Part E included 20 questions about motivation and belief. Referring to BALLI (Horwitz, 1987), we added some items which were relevant for Japanese students and deleted some items which were considered unnecessary. The items also included questions associated with categories such as instrumental-integrative motivation, intrinsic-extrinsic motivation, and resultative motivation.

3.3 Procedures

We conducted a pilot study with 23 college students on November 28, 2009 to evaluate the questionnaire. They gave us advice about the format, the content, and whether the Japanese was easy to understand. We made a few modifications on the format. The final questionnaire consisted of 71 questions.

The administration of the questionnaire to college students (different participants from the pilot study) took place on December 7, 2009. The questionnaire was carried out in six classes at the junior high school from February 1, 2010 to February 5, 2010. It was conducted

in two classes at the senior high school on February 17. Each homeroom teacher supervised the participants and collected data. Before starting, each teacher gave instructions on how to answer the questionnaire in Japanese. In addition, the participants were told that the answers would be neither right nor wrong. The questionnaire administration took approximately 15 minutes in each class. All the participants honestly and seriously cooperated with this research and responded to the questionnaire.

4 Results

4.1 Reliabilities of the Questionnaire

Cronbach's Alpha coefficients were calculated using the Statistical Package for the Social Sciences Version 18.0 Japanese (henceforth, SPSS), and it reached a reliable level: strategy use (Cronbach's Alpha = .943); learners' preference for strategies (Cronbach's Alpha = .969); and their motivation (Cronbach's Alpha = .926).

4.2 Descriptive Statistics

Next, we will present the descriptive statistics of learner strategy use and students' motivation to see their general tendencies.

4.2.1 Most Frequently Used Strategies

As can be seen in Table 1, there are several distinctive differences between the college students and the junior/senior high school students.

College students tended to use communicative strategies: using

Table 1. Most frequently used strategies

Rank	Junior High	<i>M</i>	Senior High	<i>M</i>	College	<i>M</i>
1	Underlining the important parts using highlighters (9)	3.19	Translating into L1 (21)	3.32	Underlining the important parts using highlighters (9)	3.68
2	Switching to L1 (32)	3.14	Switching to L1 (32)	3.17	Using gestures (27)	3.56
3	Writing several times to remember words (2)	3.01	Underline the important parts using highlighters (9)	3.04	Listening to English songs (24)	3.43
4	Taking good notes (7)	2.95	Taking good notes (7)	2.96	Using synonyms or circumlocutions (30)	3.42
5	Working on grammar exercises (13)	2.94	Asking to repeat (50)	2.87	Asking to repeat (50)	3.42
6	Asking to repeat (50)	2.91	Asking to slow down (51)	2.81	Taking good notes (7)	3.41
7	Consulting a dictionary for unknown words (22)	2.88	Listening to English songs (24)	2.70	Consulting a dictionary for unknown words (22)	3.32
8	Topic replacement (33)	2.83	Topic avoidance (29)	2.56	Asking to slow down (51)	3.20
9	Getting a gist of story by guessing (28)	2.83	Consulting a dictionary for unknown words (22)	2.54	Learning foreign culture (45)	3.19
10	Translating into L1 (21)	2.79	Using gestures (27)	2.52	Guessing from interlocutor's facial expressions (49)	3.19

synonyms or circumlocution, getting a gist of a story by guessing, and guessing from interlocutor's facial expression. On the other hand, junior/senior high school students had preferences for reviewing grammar, memorizing words, and translating into Japanese. They seemed to prefer learning activities to

communicative activities. Senior high school students placed translation into L1 above all others, which is relevant to Takizawa's (2009) view that the reading class in Japanese senior high schools was mostly conducted by the Grammar Translation Method and the students felt uneasy without the Japanese translation.

The common strategies among the three levels were as follows: underlining the important parts with highlighters, asking a speaker to repeat, and consulting a dictionary for unknown words. In other words, teachers adopted these strategies as an effective approach to give the basic knowledge of English in an EFL classroom.

4.2.2 Least Frequently Used Strategies

As is clear from Table 2, there were four least frequently used strategies in common: using Skype for speaking; keeping English diaries; writing e-mail in English; and looking for strategies of using the Internet.

These results show that the students were not concerned with using the Internet in learning English. Characteristics specific to the junior/senior high school students were as follows: 1) they did not increase opportunities to speak with ALTs; 2) they did not ask ALTs to correct errors; and 3) they did not listen to English radio/TV/podcasting programs. These results indicate that these students did not use English as a communicative tool. Moreover, the students, especially the senior high school students, tended to avoid using strategies to develop communication skills. In contrast, college students seemed to avoid drill activities. They did not

Table 2. Least frequently used strategies

Rank	Junior High	<i>M</i>	Senior High	<i>M</i>	College	<i>M</i>
1	Keeping English diaries (15)	1.14	Using Skype for speaking (19)	1.14	Using Skype for speaking (19)	1.30
2	Using Skype for speaking (19)	1.16	Writing e-mail in English (20)	1.14	Keeping English diaries (15)	1.77
3	Writing e-mail in English (20)	1.18	Trying to speak like a native speaker of English (26)	1.19	Remembering English words by flashcards (3)	1.81
4	Reading English newspapers for studying English (17)	1.36	Asking ALTs to correct my errors (47)	1.23	Writing e-mail in English (20)	1.97
5	Looking for strategies of using the Internet (41)	1.40	Reading English newspapers for studying English (17)	1.25	Trying various strategies reading related books (38)	2.02
6	Reading English books for pleasure (23)	1.44	Looking for strategies of using the Internet (41)	1.26	Rearranging notebooks to make points clear (8)	2.03
7	Listening to English radio/TV/podcasting programs (14)	1.51	Listening to English radio/TV/podcasting programs (14)	1.26	Looking for strategies of using the Internet (41)	2.05
8	Increasing opportunities to speak with ALTs (40)	1.52	Keeping English diaries (15)	1.28	Using shadowing (18)	2.12
9	Asking ALTs to correct my errors (47)	1.59	Reading English books for pleasure (23)	1.31	Listening to CDs attached to English magazines (12)	2.16
10	Watching English videos with the help of transcript (16)	1.60	Increasing opportunities to speak with ALTs (40)	1.33	Reciting English textbooks (12)	2.18

make flashcards to memorize words, nor did they recite English textbooks. This is partly because they were all English majors who had already acquired some grammatical knowledge and vocabulary, and partly because they regarded English not as a subject to learn but as a communicative tool.

4.2.3 Overall Use of Strategies

Figure 3 illustrates that college students used most strategies

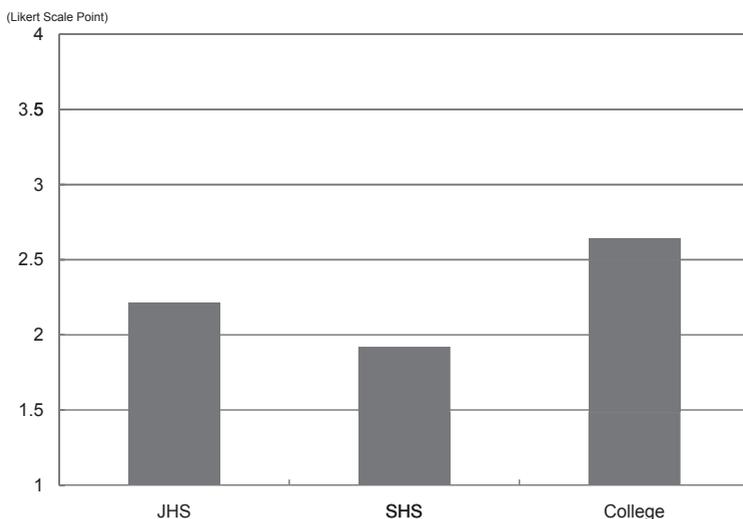


Figure 3. Overall use of strategies among the students of three schools

among the participants.

The fact that the college students were majoring in English and their greater exposure to English enabled them to use various strategies which the junior/senior high school students did not try to work on. As for the junior high school students, they seemed to use communicative strategies compared with the senior high school students, because their textbooks consisted of dialogues. Also the focus on college entrance exams in high school surely influences strategy use and choice. As noted above, a reading class in a senior high school would focus on translation into Japanese. In this respect, senior high school students used fewest strategies.

Table 3. High motivation and low motivation of junior high school students

Rank	High Motivation	<i>M</i>	Low Motivation	<i>M</i>
1	English is useful for my future career (53)	3.15	I want to marry a foreigner (63)	1.43
2	For entrance exams (70)	3.10	I am forced to take English exams (66)	1.70
3	English is useful for overseas travel (59)	2.92	I like English teachers (69)	1.82
4	English is useful for talking with foreigners (54)	2.92	To study abroad (62)	1.88
5	Understanding English sounds is cool (52)	2.82	I was happy to be praised in class (60)	1.91
6	I want to know the meanings of English lyrics (56)	2.53	I want to know foreign cultures (68)	1.94
7	I want to communicate with people of various countries (55)	2.36	I want to understand English movies without subtitles (64)	1.94
8	To graduate from school (57)	2.30	I like English (65)	1.98
9	I want to live in foreign countries (58)	2.19	I want to know English culture to understand English (71)	2.08
10	I want to communicate with native speakers of English (61)	2.16	I have confidence in myself because I took good scores in English tests (67)	2.08

4.2.4 High Motivation

Table 3 indicates that the 4 highest ranked items involve extrinsic motivation. It can be said that the concept of word “internationalization” had a positive effect on the junior high

school students.

Furthermore, the results for Question No. 70 and No. 57 reveal that the students regarded English as a major subject which influenced their academic results or their future courses. If English were omitted university entrance examinations, these results would have been greatly different. A trade-off between enjoying learning English and studying English for an entrance examination is a critical problem in Japanese education. On the other hand, the results for No. 55, 58 and 61 show that students thought English necessary to communicate with foreigners in English. According to Brown (2007), intrinsic motivation is more powerful for long-term attention. Therefore, types of intrinsic motivation such as No. 52, 55, 58, and 61 can have the potential to enhance the learners' desire for learning English. Teacher should take these issues into consideration in class.

4.2.5 Low Motivation

From the results of Table 3, marrying a foreigner (No. 63) or studying abroad (No. 69) was an example of low motivated items because they were not realistic for junior high school students. However, there are some prominent results. Firstly, the results of No. 69, No. 60 and No. 65 were concerned with teachers and class. These results imply that teachers should change their ways of teaching and their attitudes toward the students. EFL instruction in Japan tended to be knowledge-oriented. Instead, they are expected to praise the students more frequently in class and fuel their autonomy. Secondly, the results of No. 68, No. 64 and No. 71

indicate that foreign cultures were not attractive factors for the junior high school students. Dörnyei (1990) states that Integrative Motivation Subsystem such as interest in foreign languages, cultures, and people is indispensable for learners to go up to an advanced level. Therefore, collaboration with other subjects such as geography or history may enable the students to raise their motivation and broaden their views.

5 Discussion

5.1 Introduction

This chapter presents answers to our research question through the results that we presented in Section 4.

5.2 Responding to Research Question

Our research question addresses the following, “What are the strategies of junior, senior high and college students?”

5.2.1 Discussion of the Most Frequently Used Strategies

Oxford (1990) points out that cognitive strategies are generally the most frequently used strategies. From the results of Table 1, it seems that junior/senior high school students use cognitive strategies frequently. Frequently used strategies specific to junior high school students were writing words several times to remember them, and working on grammar exercises. Junior high school students are at the beginning of learning their L2, English. They have to remember many English words, grammar points and so on. Therefore, it is reasonable that they frequently use rote

memory strategies. On the other hand, it is remarkable that senior high school students frequently translated English sentences into Japanese. Senior high school students are required to acquire higher English ability. By translating into Japanese, they can understand English more easily and they feel more comfortable, particularly in English class. Moreover, entrance exams are important aims to study English for junior/senior high school students, and the English class also focuses on entrance exams. Compared with junior/senior high school students, college students frequently used more communicative strategies as follows: using gestures, using synonyms or circumlocutions, and guessing from interlocutor's facial expression. After entering college, aims of learning English might have changed from entrance exams to their own aims: for example, "I want to speak English fluently," "I want to study abroad," and so on. In addition, they can participate in a lot of communicative activities in oral communication classes and furthermore they have chances to talk with native speakers. It is natural that they have frequent use of communicative strategies.

These results suggest that the strategy use of students is influenced by various factors such as teaching methods employed in English class, learners' own goals for learning English, and the demands of examinations.

Most frequently used strategies in common were as follows: underlining the important parts with highlighters, asking a speaker to repeat, and consulting a dictionary for unknown words.

Oxford (1996) argues that culture can also influence the use of strategies. At the beginning of learning English, Japanese students

have learned mainly by memorizing words or phrases instead of communicative activities. Therefore, they seem to tend to worry about the meanings of words or phrases. A phrase asking to repeat like “Pardon?” is taught at an early stage of English class, so students use it obediently when they cannot understand what an interlocutor says.

5.2.2 Discussion of Least Frequently Used Strategies

Least frequently used strategies in common were: keeping English diaries, using Skype for speaking, writing e-mail in English, looking for strategies to use the Internet. From the result, it is obvious that few students use the Internet for learning English. The use of the Internet has spread widely, but in fact, they do not use it as a tool to learn English. Therefore, teachers should give students a lot of information as scaffolding so that students can use the Internet effectively for learning English.

It is also worth noting that junior/senior high school students did not use these strategies: reading English newspapers for studying, reading English books for pleasure, listening to English radio/TV/podcasting program. In an EFL context, like in Japan, learners need to make efforts to increase their chances to use English outside a classroom. The Internet and radio/TV/podcasting language programs are good learning materials for independent language learning.

In addition, students at all levels did not use metacognitive strategies such as “looking for strategies using the Internet” or “reading books on how to study English.” The data suggest that

students do not make an effort to search for good strategies. As Wenden (1998) states that metacognitive strategies are important to control one's own learning. To help students effectively learn English in various educational situations they pass through, teachers should make students aware of various learner strategies, especially metacognitive strategies, for example self-evaluations, planning their learning by setting their own goals, and so on.

6 Conclusion

6.1 Conclusions

The following were the main findings of our research:

- (1) Junior/senior high school students frequently use cognitive strategies. On the other hand, college students frequently use communicative strategies.
- (2) The choice of learner strategies was greatly influenced by various factors such as teaching methods employed in English class and the goals of learning English.
- (3) Students at all levels did not use good learning materials such as the Internet and radio/TV/podcasting language programs effectively.
- (4) Teachers should make students more aware of metacognitive strategies.

6.2 Limitations of This Study

The results of this study indicate the following limitations:

- (1) All the college participants were female college students at Doshisha Women's College of Liberal Arts and all belonged

to English Department. This factor very likely has affected the results of this study. For further study, it is important to collect data from a variety of people such as males and students majoring in other fields.

- (2) In this study, the present strategy use of students was our concern. Longitudinal study to actually follow the changes of learners' strategy use from junior high school through adulthood would be of value to the field of research on strategies of Japanese students in an EFL context.

6.3 Implications for Further Study

The results of this study reported the tendencies of the present strategy use of Japanese students. It gave us several hints to improve students' L2 proficiency in English class. Every English teacher hopes that students will have a positive attitude toward studying English. Strategies make learning English easier and more enjoyable (Oxford, 1990). Strategies also make learners more autonomous (Wenden, 1991). Students have to change their strategy use because their educational stages change. Hence, they need to use appropriate strategies that are suitable for their own educational stages. To enrich students' strategy use, teachers are also expected to encourage to use the strategies students have never used. The broader repertoire of strategies learners have, the more easily they can overcome difficulties. O'Malley, Chamot, Stewner-Manzanares, Russo, and Küpper (1985) state that teachers should not only teach language but they need to show how to learn language.

Lastly, the aims of learning English or motivation are the crucial factors for the choice of learner strategies. Further study to examine the relationship between the strategy use and motivation would be enlightening.

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Appendix

SMIJC (Strategy and Motivation Inventory for a Japanese Context) Version 1.0

Fujimura, & Takizawa, Wakamoto (2010)

英語学習に対する意識調査

1. 単語（熟語を含む）を何度も声に出して読んで覚える。
2. 単語（熟語を含む）を何度も書いて覚える。
3. 単語やイディオムは単語カードを作って覚える。
4. 単語やイディオムは英語の単語集を使って覚える。
5. 単語を覚えるとき、その語の発音とイメージや絵を結び付ける。
6. 習った単語や表現は実際に使って覚える。
7. 授業のノートをわかりやすくする。
8. 授業ノートをもう一度ノートにまとめ直す。
9. 大切なところや覚えたいところをマーカーで印をつける。
10. 教科書の本文を暗唱する。
11. 教科書の本文を音読する。
12. 教科書や雑誌に付いている英語のCDを聞く。
13. 参考書や問題集などを使って文法問題を解く。
14. TVやラジオ、Podcastなどの語学番組、英語放送を聞く。
15. 英語でブログや日記を書く。
16. 原作や台本を参考に英語の映画を見る。
17. 英語の勉強のために英語の新聞や本・雑誌を読む。
18. シャドウイング（発音を聞いて英文をリピートする）の練習をする。
19. Skypeで英語を話す。
20. 英語でメールのやりとりをする。
21. 日本語訳をノートに書く。
22. わからない単語は必ず辞書（英英、英和、和英）で調べて確認する。
23. 自分の楽しみのために英語の新聞や本・雑誌を読む。
24. 英語の歌（洋楽）を聴く。
25. 普段の生活でも、英語で考えたり口に出して言ってみたりする。
26. ネイティブ・スピーカーのように話すよう心掛ける。
27. 英語で話している時、適切な語や表現が思いつかないときはジェスチャーを使う。
28. 話の内容を推測しながら、おおまかな内容を聞き取る。

29. 英語で話すときは、自分が苦手な話題は避ける。
30. 適切な語が分からないときは、同じような意味を持つ別の語や表現を使って伝える。
31. 思っている語や表現がすぐに出てこない時は、” Well”、” Let me see”、” uh …” などと言って考える時間をとる。
32. 適切な語や表現が分からない時は、日本語で言う。
33. 英語で話すときは、自分が好きな話題を選ぶ。
34. 英語学習のはっきりとした目標を持つ。
35. テスト前だけでなく、英語の学習の計画を立てる。
36. 英検や TOEIC を受験して自分の英語力をチェックする。
37. 友達の英語学習法を聞いてやってみる。
38. 学習法の本を読んで試してみる。
39. テスト等の自分の間違いを復習して、今後の学習に生かす。
40. ALT やネイティブ・スピーカーと話す機会をできるだけつくる。
41. インターネットを使った英語学習方法を探す。
42. 英語学習で良い点が取れたりうまく話せたりしたときは、自分にごほうびをあげる。
43. 間違いをしそうな場合でも、思い切って英語で話そうとする。
44. 英語を話すとき、リラックスするように心掛ける。
45. 外国の文化や生活習慣を学ぼうとする。
46. 友達と協力して学習する。
47. ネイティブ・スピーカーに自分の間違いなどを直してくれるように頼む。
48. 自分が話していることを相手が理解しているか、英語で聞いて確かめながら話す。
49. 相手の様子や表情を見て相手の気持ちを推測しながら話す。
50. 英語がわからないときには、もう一度言ってくれるように頼む。
51. 英語がわからないときには、相手にゆっくり言うように頼む。
52. 英語がわかると（または話せると）かっこいいと思うから。
53. 英語ができると、仕事に就くとき有利だから。
54. 国際化社会で、英語で外国の人と話すことが必要になっているから。
55. 世界のいろいろな国の人たちと英語でコミュニケーションしたいから。
56. 英語の歌（洋楽）の歌詞を理解したいから。
57. 学校を卒業するために、英語の試験（英検や TOEIC など）で一定の成績を取る必要があるから。
58. 外国に住んでみたいから。
59. 海外へ旅行をしたいから。

60. 英語の授業などで、ほめられてうれしかったから。
61. 外国（英語を母語として話す国）の人とコミュニケーションしたいから。
62. 留学をしたいから。
63. 外国人と結婚したいから。
64. 英語の映画を日本語字幕なしで楽しみたいから。
65. 英語自体が好きだから。
66. 学校で英語の試験（英検や TOEIC など）を受けさせられるから。
67. 今までに英語のテストでいい点数をとって、自信がついたから。
68. 外国（英語を話す国）の文化を知りたいから。
69. 英語を習っている（または習っていた）先生が好きだ（または好きだった）から。
70. 英語が受験や試験科目にあるから。
71. 英語でコミュニケーションするには、英語を話す国々の文化を知る必要があるから。