

ARI Research Note 86-92

AD-A175 452

DEVELOPMENT AND PSYCHOMETRIC TESTING OF THE
STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL):
APPENDIX

Rebecca L. Oxford
Kinton, Inc.

for

Contracting Officer's Representative
Ray S. Perez

Instructional Technology Systems Technical Area
Zita M. Simutis, Chief

TRAINING RESEARCH LABORATORY
Jack H. Hiller, Director

DMIC FILE COPY



U. S. Army
Research Institute for the Behavioral and Social Sciences

November 1986

Approved for public release; distribution unlimited.

6 10 23 08

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER ARI Research Note 86-92	2. GOVT ACCESSION NO. <i>AD-A175452</i>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Development and Psychometric Testing of the Strategy Inventory for Language Learning (SILL): Appendix	5. TYPE OF REPORT & PERIOD COVERED Final Report January 85 - December 85	
7. AUTHOR(s) Rebecca L. Oxford	6. PERFORMING ORG. REPORT NUMBER	
9. PERFORMING ORGANIZATION NAME AND ADDRESS Kinton, Inc. Bailey's Crossroads, VA 22041	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS 2Q162722A791	
11. CONTROLLING OFFICE NAME AND ADDRESS U.S. Army Research Institute for the Behavioral and Social Sciences, 5001 Eisenhower Avenue, Alexandria, VA 22333-5600	12. REPORT DATE November 1986	
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) --	13. NUMBER OF PAGES 153	
15. SECURITY CLASS. (of this report) Unclassified		
15a. DECLASSIFICATION/DOWNGRADING SCHEDULE --		
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report) --		
18. SUPPLEMENTARY NOTES Ray S. Perez, contracting officer's representative This Research Note contains the appendixes to: Development and Psychometric Testing of the Strategy Inventory for Language Learning (SILL) (ARI report in preparation)		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Learning Strategies Language Acquisition Language Learning Foreign Language Training Army Linguists		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) As part of a Language Skill Change Project (a longitudinal research effort to determine the status of language skills of Army Linguists after their formal language training is over) the work described in this report concerns development of a valid and reliable instrument to measure the frequency of various second-language-learning strategies. Findings indicate that key factors in long-term retention are study skills, functional practice, searching for and communicating meaning, formal practice, mnemonics, and fear of using the second language.		

**U. S. ARMY RESEARCH INSTITUTE
FOR THE BEHAVIORAL AND SOCIAL SCIENCES**
**A Field Operating Agency under the Jurisdiction of the
Deputy Chief of Staff for Personnel**

EDGAR M. JOHNSON
Technical Director

WM. DARRYL HENDERSON
COL, IN
Commanding

Research accomplished under contract for
the Department of the Army

Kinton, Inc.

Technical review by

John A. Lett, Jr.

Joan Harman



Accesision For		
DTIC	GRAS	<input checked="" type="checkbox"/>
DTIC TAB		<input type="checkbox"/>
Unenclosed		<input type="checkbox"/>
Justification		<input type="checkbox"/>
By _____		
Distribution/		
Availability Codes		
Avail	and/or	<input type="checkbox"/>
Dist	Special	<input type="checkbox"/>
A-1		

This report, as submitted by the contractor, has been cleared for release to Defense Technical Information Center (DTIC) to comply with regulatory requirements. It has been given no primary distribution other than to DTIC and will be available only through DTIC or other reference services such as the National Technical Information Service (NTIS). The views, opinions, and/or findings contained in this report are those of the author(s) and should not be construed as an official Department of the Army position, policy, or decision, unless so designated by other official documentation.

DEVELOPMENT AND PSYCHOMETRIC TESTING
OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

EXECUTIVE SUMMARY

Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences and the Defense Language Institute, in collaboration with other governmental agencies, are conducting a longitudinal Language Skill Change Project to determine which factors are related to changes in military intelligence careerists' second language skills after formal language training is over. Learning strategies, i.e., steps taken by the learner that are intended to facilitate the acquisition, retention, and retrieval of new knowledge, may be an important factor in determining what is learned in the first place and what is eventually lost or maintained after the end of language training. A major prerequisite for the Language Skills Change Project was therefore the development of a reliable and valid instrument to measure the frequency of use of various second language (L2) learning strategies.

Procedure:

The author conducted an extensive research review on L2 learning strategies, reported elsewhere (Oxford, 1986d). Using the research review, the author then developed a comprehensive taxonomy of L2 learning strategies and later expanded the taxonomy to show how each strategy related to all four language skills, reading, listening, writing, and speaking. The SILL items were based on the taxonomy. A 23-person clinical trial and a 483-person field test were conducted for the SILL. Factor analyses and other statistical procedures were applied to assess the quality of the survey.

Findings:

Results indicated that the SILL had very high reliability and validity coefficients. The internal consistency reliability for the whole survey was .95. Content validity based on ratings of the correspondence between SILL items and taxonomy items (as judged simultaneously by two raters) was .98. Factors were relatively clear and interpretable. Some of the key factors related to general study skills, functional practice, searching for and communicating meaning, formal practice, mnemonics, and a combination of "solo" strategies (strategies used without another person present) and fear of using the L2.

EXECUTIVE SUMMARY

Utilization of Findings:

The SILL will be used during the Language Skill Change Project as a predictor or correlate of: (a) L2 performance during training as measured by language grades; (b) overall L2 proficiency at various points in time; and (c) changes, positive or negative, in L2 skills after formal language training is over. In the same project, the SILL will also be correlated with a number of other cognitive, personality, and motivational variables.

In addition to its immediate research use in the Language Skill Change Project, the SILL has many other practical uses for a variety of individuals and groups. First, students can employ the SILL to assess their own use of L2 strategies and to determine whether the strategies they are using are the most appropriate for their own language learning goals and requirements. Second, instructors, whom studies show to be generally unaware of their students' learning strategies, can use the SILL to heighten their awareness of learning strategies of students. Third, instructors can use SILL results to assess the appropriateness of their students' strategies, by individual or by class. Fourth, on that basis instructors can plan and present instruction to teach improved use of strategies. Fifth, counselors can use SILL results to counsel students who are having trouble in their language classes. Sixth, curriculum designers and language program administrators can refer to aggregated SILL results while doing long-term planning which integrates learning strategies. Seventh, researchers can continue to employ the SILL as a research tool in universities, schools, businesses, the military, and other settings. The SILL is already being put to several of these uses.

CONTENTS

AFFENDICES

- A. Oxford Taxonomy of Second Language Learning Strategies: Direct or Primary Strategies (Expanded Form).....A-1
- B. Oxford Taxonomy of Second Language Learning Strategies: Indirect or Support Strategies (Expanded Form).....E-1
- C. Strategy Inventory for Language Learning, Version 1.3, October, 1985 (Used in DLI Field Test).....C-1
- D. Statistical Description of DLI Field Test Sample Using Cross-tabulations.....D-1
- E. Item Means and Standard Deviations Using SILL Version 1.3 (DLI Field Test Data).....E-1
- F. Standardized Regression Coefficients in the Promax-Rotated Factor Pattern from the DLI Field Test.....F-1
- G. Correlations in the Promax-Rotated Factor Structure from the DLI Field Test.....G-1
- H. Interfactor Correlations from the DLI Field Test.....H-1
- I. Rotated Factor Pattern (Based on Fromax Rotation) from the DLI Field Test Including Factor Loadings of Various Items....I-1
- J. Internal Consistency Reliability Data from the DLI Field Test.....J-1
- K. Strategy Inventory for Language Learning, Version 2.1, February, 1986 (To Be Used in the Language Skill Change Project).....K-1
- L. Strategy Inventory for Language Learning, Version 2.2, March, 1986 (Post-Training Form to Be Used in the Language Skill Change Project).....L-1
- M. Correspondences among Items in Three Versions of the SILL and Strategies in the Oxford Taxonomy of Second Language Learning Strategies.....M-1

APPENDIX A

OXFORD TAXONOMY OF SECOND LANGUAGE LEARNING STRATEGIES: PART A
DIRECT OR PRIMARY STRATEGIES
(EXPANDED FORM)

With contributions by:

**Mary Schleppegrell
Dora Johnson
Mildred Cuevas**

Instructions for Part A
(Direct or Primary Strategies)

This part of the taxonomy covers direct or primary learning strategies, i.e., steps the learner takes or behaviors the learner exhibits to facilitate learning as he or she directly uses the language.

The taxonomy layout contains five main elements, each with a column of its own: the core definition of the strategy, then four pieces of additional information on the strategy as it is applied to each of the four language skills. The core definition provides the central meaning of the strategy, while the additional information demonstrates the skill-by-skill application of the strategy.

If a strategy is applicable to all four skills, there will be a core definition on the left, plus additional information listed under the headings of listening, reading, speaking, and writing. If a strategy is applicable only to listening and reading, a core definition will be given, followed by more information under listening and reading and N/A (for not applicable) under speaking and writing. In those cases in which a strategy is used in exactly the same way for all four language skills, the strategy is presented under the core definition, and the word "same" is printed under each of the four skill headings.

Ordinarily, the user should read the core definition first, then go on to the additional information as applied to each skills. However, in a very few cases (those in which the wording is made smoother by reading the additional, skill-related information before the core definition), the user will read the additional information first and then go to the core definition. This will be obvious to the user due to the layout of the strategy and the way the continuation marks (...) are used.

The core definition and the additional information are to be read as part of a whole passage; they do not stand alone. Therefore, continuation marks (...) are used to link the core definition and the additional information. For ease of use, the user should read the core definition and the additional information by one skill at a time.

In this taxonomy, "L1" refers to the first or native language, while "L2" refers to the second or later-learned language.

PART A: DIRECT/PRIMARY

L1-TO-L2 STRATEGIES: TRANSLATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Translating word-for-word (verbatim) from one language to another...	...while listening to a speaker in the first language in order to produce a written or oral version	...while reading a passage in the first language in order to produce a written or oral version	N/A	N/A

L1-TO-L2 STRATEGIES: INTERPRETATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Rendering the most appropriate meaning from one language into another in a non-verbatim fashion...	...while listening to a speaker in the first language in order to produce a written or oral version	...while reading a passage in the first language in order to produce a written or oral version	N/A	N/A

L1-TO-L2 STRATEGIES: TRANSFER

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using previously acquired L1 linguistic knowledge to facilitate...	...new L2 understanding while listening	...new L2 understanding while reading	...L2 speech; usually involves a period of "interlanguage" production in which L2 speech is modeled after L1 discourse structures, patterns, and/or vocabulary	...L2 writing; usually involves a period of "interlanguage" production in which L2 writing is modeled after L1 discourse structures, patterns, and/or vocabulary

PART A: DIRECT/PRIMARY

L1-TO-L2 STRATEGIES: CONTRASTIVE ANALYSIS

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Analyzing elements (sounds, words, syntax, etc.) of the L2 to determine likenesses and differences in comparison with the L1 (for example, recognizing that the German word "Katze" sounds like the English word "cat")...	...while listening to the L2	...while reading the L2	...while speaking the L2	...while writing the L2

L1-TO-L2 STRATEGIES: ANALOGY

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Inferring L2 rules or meaning by making correspondences with the L1...	...while listening to the L2	...while reading the L2	...while speaking the L2	...while writing the L2

INFERRING STRATEGIES*

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using all available information to guess or conclude meanings of new L2 items...	...which are being heard, or to predict outcomes or fill in gaps in what was heard in the L2; such information might include knowledge of the L2 or the L1, recognition of the meaning of one or more parts of a word (such as a prefix or a suffix; see also FORMAL PRACTICE: ANALYSIS), knowledge of the topic, awareness of text characteristics, awareness of what has already been read, and skill in various text processing techniques (such as reading in broad phrases, skipping unfamiliar or unimportant words or phrases, skimming the passage first to get the overall idea, then reading the passage in more depth)	...in a written text, or to predict outcomes or fill in gaps in what is being read in the L2; such information might include knowledge of the L2 or the L1, recognition of the meaning of one or more parts of a word (such as a prefix or a suffix; see also FORMAL PRACTICE: ANALYSIS), knowledge of the topic, awareness of text characteristics, awareness of what has already been read, and skill in various text processing techniques (such as reading in broad phrases, skipping unfamiliar or unimportant words or phrases, skimming the passage first to get the overall idea, then reading the passage in more depth)	N/A	N/A

* This is often called INDUCTIVE REASONING (although some philosophers, such as Charles Peirce, would call it ABDUCTIVE OR RETRODUCTIVE REASONING). For a contrast to this strategy or method, see FORMAL PRACTICE: DEDUCTIVE REASONING.

PART A: DIRECT/PRIMARY

EMPHASIS/SUMMARY STRATEGIES: NOTETAKING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Writing down some key points in the L1 or the L2....	...while listening to the L2	...while reading the L2	...in preparation for speaking the L2	...in preparation for writing the L2

EMPHASIS/SUMMARY STRATEGIES: OUTLINING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Making a mental or written outline of the main idea and other important points in a systematic way...	...while listening to the L2	...while reading the L2	...in preparation for speaking the L2	...in preparation for writing the L2

EMPHASIS/SUMMARY STRATEGIES: SUMMARIZING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using summarizing or synopsizing in the L1 or L2 to distill the central meaning; for example,...	...making a mental or written summary or synopsis of L2 information heard	...making a mental or written summary or synopsis of L2 information read	...giving an oral summary of L2 information heard or read	...writing in one's own words a summary of L2 information heard or read

PART A: DIRECT/PRIMARY

EMPHASIS/SUMMARY STRATEGIES: HIGHLIGHTING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
On paper marking, underlining, or otherwise highlighting a word, phrase, or rule...	N/A	...while reading the L2	N/A	...while writing the L2 in order to come back to it to revise, correct, check spelling, etc.

EMPHASIS/SUMMARY STRATEGIES: USING CONTEXT-SIGNALLING DEVICES

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
... emphasis markers such as "The important thing is...", "First, second, etc.", proper names that are already known, and other familiar items which can help establish context...	Focusing on...	Focusing on...	Using...	...

PART A: DIRECT/PRIMARY

CLARIFICATION/VERIFICATION STRATEGIES

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Asking a teacher or native L2 speaker...	...to repeat, clarify, paraphrase, explain, or give examples of a specific L2 item heard	...to repeat, clarify, paraphrase, explain, or give examples of a specific L2 item read	...to verify an L2 item, to tell whether a particular utterance is correct or to tell whether a rule fits a particular case; or paraphrasing or repeating a sentence to obtain verification of what was said	...specific verification questions about one's own L2 writing; or paraphrasing in writing materials heard or read to be checked and verified by a teacher or native speaker
<u>RESOURCING</u>				
<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using resources and references to aid one's learning of the L2; for example,...	...listening to cassettes or other taped materials in the L2; using computer-assisted instructional routines in listening to the L2	...using L2 reference books, such as dictionaries, glossaries, grammars, or encyclopedias, in reading the L2; using computer-assisted instructional routines in reading the L2	...seeking out native speakers or other speakers of the L2 for practice or answers to questions; tapping one's own voice when speaking the L2	...using L2 reference books, such as dictionaries, glossaries, grammars, or encyclopedias, in writing the L2

PART A: DIRECT/PRIMARY

FORMAL PRACTICE: RULE GENERATION/REVISION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Generating one's own internal rules about the L2 and revising them when new information appears...	...while listening to the L2	...while reading	N/A	N/A

FORMAL PRACTICE: RULE SEARCH/APPLICATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Looking for, being aware of, and/or using L2 rules; for example,...	...while listening to the L2, consciously thinking of how the speaker is applying rules of L2 grammar, spelling, or phonics	...while reading the L2, consciously thinking of how the writer applied rules of L2 grammar, spelling, or orthography	...while speaking the L2, consciously thinking of and applying rules of L2 grammar, spelling, or orthography	...while writing the L2, consciously thinking of and applying rules of L2 grammar, spelling, or orthography

FORMAL PRACTICE: RULE EXERCISES

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Practicing L2 rules through...	N/A	N/A	...oral drills	...written exercises

PART A: DIRECT/PRIMARY

FORMAL PRACTICE: RULE OVERGENERALIZATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
...simplifying the rules of the L2 and applying them too generally; for example, forming all or most plurals the same way, regardless of exceptions	While listening to the L2 as spoken by a non-native speaker, being aware of instances in which the speaker over-generalizes by...	In reading the L2 as written by a non-native writer, being aware of instances in which the writer over-generalizes by...	In speaking the L2,...	In writing the L2,...

FORMAL PRACTICE: DEDUCTIVE REASONING (IF-THEN STATEMENTS)*

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using a syllogistic model to reason about specific elements of the L2; for example, thinking something like: "All nouns in this language require preceding articles; this word is a noun; therefore, this word requires a preceding article..."	...when listening to the L2	...when reading the L2	...when speaking the L2	...when writing the L2

* For a contrast to DEDUCTIVE REASONING, see INFERENCE STRATEGIES.

PART A: DIRECT/PRIMARY

FORMAL PRACTICE: ANALYSIS

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Understanding the meaning of an L2 expression by breaking it into parts; for example,...	...while listening, recognizing the meaning of parts of a word or sentence and using this information to understand the whole	...analyzing new L2 words or sentences by breaking them into parts	N/A	N/A

FORMAL PRACTICE: AURAL/ORAL PRACTICE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Practicing new L2 sounds in a variety of ways; for example,...	...listening carefully to new L2 sounds, words, or phrases in order to look them up or ask about them later; listening to native speakers to practice comprehending their meaning and hearing their pronunciation and intonation	...reading a passage aloud to practice the sound	...repeating new L2 sounds, words, or phrases heard in order to look them up later; practising new L2 sounds, perhaps using a mirror to check position of lips or tongue; reading aloud to practice pronunciation and intonation	...writing down new L2 sounds, words, or phrases heard in order to look them up or ask about them later

PART A: DIRECT/PRIMARY

FORMAL PRACTICE: REPETITION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using repetition in order to understand or remember elements of the L2; for example,...	...repeating mentally or aloud an L2 word or phrase which one has heard; or listening repeatedly to the L2 on a tape, a record, or other medium to improve comprehension	...while reading, stopping to repeat particular L2 words or phrases; or reading an L2 passage over and over to improve comprehension	...repeating an L2 word or phrase aloud	...writing L2 words or phrases repeatedly

FORMAL PRACTICE: IMITATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using imitation of a native speaker or writer to enhance one's own L2 performance; for example,...	N/A	...imitating a speaker's intonation contours or speaking style; using words or phrases heard in others' speech in one's own L2 speech	...copying letters to learn a new L2 alphabet; imitating text formats or style in the L2; imitating another author's organizational form or argument structure	...using such routines while writing the L2

FORMAL PRACTICE: FORMALIZED PATTERNS

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Being aware of and/or using prefabricated or formalized L2 speech routines, including idioms; for example,...	...listening for such routines in others' L2 speech	...paying attention to such routines while reading the L2	...practicing such routines while speaking the L2 by saying them aloud, repeating them in memorized dialogues or including them in conversation	...using such routines while writing the L2

PART A: DIRECT/PRIMARY

FUNCTIONAL PRACTICE: RECOMBINATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Being aware of and/or using words, phrases, or sentence fragments, which allow one to create new sentences or longer language sequences from already known elements; for example,...	...while listening to the L2, paying special attention to such words, with the intent of using them later in new or longer expressions in speaking or writing	...while reading L2, paying special attention to such words, with the intent of using them later in new or longer expressions in speaking or writing	...while speaking the L2, constructing new or longer expressions from already known words, phrases, or sentence fragments	...while writing the L2, constructing new or longer expressions from already known words, phrases, or sentence fragments

FUNCTIONAL PRACTICE: NATURALISTIC PRACTICE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using the L2 in a variety of naturalistic, ordinary settings; for example,...	...going to movies or lectures in the L2, renting L2 videotapes, watching L2 TV programs, or listening to the radio or records in the L2, being attentive to conversation overheard in the L2 environment	...reading magazines, newspapers, books, children's stories, comics, or other printed materials in the L2; reading signs, advertising, and public announcements in the L2 environment	...seeking opportunities to engage in conversations in the L2; giving oral reports or speeches in the L2, especially for native speakers, in appropriate settings	...writing letters to friends, pen pals, or colleagues in the L2; writing reports in the L2, especially for native speakers, in appropriate settings

PART A: DIRECT/PRIMARY

FUNCTIONAL PRACTICE: L2 SELF-TALK

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Conducting brief or extended conversations with oneself in the L2 in order to practice; for example,...	...listening to oneself speak aloud in the L2 and adjusting pronunciation	...stopping to repeat to oneself what is read in the L2; reading aloud to oneself in the L2	...mentally or orally talking to oneself in the L2; saying memorized monologues to oneself in the L2; repeating to oneself in one's own words what is read or heard in the L2	...reading aloud to oneself what one has written in the L2

FUNCTIONAL PRACTICE: L2 GAMES

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using games to improve one's L2 proficiency; for example,...	...listening for certain words and structures in the L2 in a game such as Bingo; playing question-answer games	...reading instructions for games in the L2; completing crossword puzzles or playing reading-and-writing reading-and-writing games like Scrabble in the L2	...playing riddle games or guessing games such as Concentration in the L2 with another student or a native speaker; playing question-answer games	...creating or doing crossword puzzles or playing reading-and-writing games such as Scrabble in the L2

PART A: DIRECT/PRIMARY

COMMUNICATION STRATEGIES: WAYS TO KEEP COMMUNICATION MOVING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
In an attempt to continue the oral or written communication, using synonyms, circumlocutions, compensatory code switching, anglicization; avoiding difficult topics; coining or substituting words; also...	...asking for help, repetition, or slower speech while listening to someone else in a conversation or lecture	N/A	...using mime, gestures, filler words ("uh," "let's see..."); mumbling; repeating a word or sentence to stall for time; noting the reaction of others as one speaks; directing the conversation to more familiar topics	...writing words in mother tongue alphabet instead of L2 when necessary; putting question marks after problem words

COMMUNICATION STRATEGIES: USING ALL AVAILABLE INFORMATION

(See also INFERRING STRATEGIES)

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using all available information to know how to express oneself in the L2, or to assess the appropriateness of one's L2 expressions; such information might include knowledge of the L2 or the L1, knowledge of the topic, knowledge of the culture, and...	N/A	N/A	...perception of oneself as the speaker (tone of voice, emphasis, body language, distance, status, sex), awareness of the situation, and awareness of what has already been said	...awareness of text characteristics, awareness of what has already been written, and skill in various writing techniques (such as creating an initial outline, emphasizing the key points, writing several drafts)

PART A: DIRECT/PRIMARY

MNEMONICS*: LIST MAKING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Making a list of new L2 material to be learned without grouping it in any particular way...	...while listening to a lecture, speech, conversation, etc.	...while reading an L2 passage in the L2	N/A	...in writing

MNEMONICS: LIST BREAKING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Dividing the list into parts in order to learn the parts one at a time...	...while listening to a long list of new L2 items (for instance, in a dictation sequence)	...while reading or studying a long list of L2 items	N/A	...by writing down similar words or expressions from the list

- Note that there may sometimes be a difference between immediate use and ultimate use with MNEMONICS, unlike most other direct or primary strategies. In this taxonomy, a mnemonic device is linked with the language skill area(s) in which it is mainly used. However, the ultimate intent of any mnemonic strategy is to enable the learner later to use the new L2 item in all four language skill areas. Also note that many mnemonic strategies are primarily used in the early stages of language learning, although some mnemonic strategies may be helpful even at advanced stages.

PART A: DIRECT/PRIMARY

MENOMICS: LISTING BY ATTRIBUTE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Classifying or reclassifying the list on the basis of common attributes (for example, all nouns) or on the basis of opposite attributes (for example, hot-cold)...	...in order to memorize a list of new L2 material which is heard	...in order to memorize a written list of new L2 material	N/A	...in writing in order to memorize

MENOMICS: ACRONYMS

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Being aware of and/or using an acronym (a new word or expression in all capital letters, composed of the first letter of each word in a set of L2 words) as an aid for remembering the whole set of L2 words...	...while listening to the L2	...while reading the L2	...while speaking the L2	...while writing the L2

PART A: DIRECT/PRIMARY

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
<u>MEMONICS: LOCI</u>				
<u>Core Definition</u>	N/A	See Core Definition	N/A	N/A
Memorizing L2 information by remembering its location in the notebook, on the page, on the chalkboard, on a street sign, etc.				
<u>MEMONICS: FLASHCARDS</u>				
<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
In order to remember a new L2 word or phrase, listing it on one side of a small card and writing the L1 equivalent on the other...	...after hearing the word or phrase	...after reading the word or phrase	N/A	N/A
<u>MEMONICS: SITUATIONALISM</u>				
<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Remembering a new L2 word or phrase by associating it with the situation in which it...	...was heard by the learner or the situation in which it is typically heard	...occurred in a reading passage or the situation in which it typically occurs in print	...was encountered, with the express purpose of using it in speaking in a similar situation	...was encountered, with the express purpose of using it in writing in a similar situation

PART A: DIRECT/PRIMARY

MNEMONICS: CONTEXTUALIZATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Being aware of and/or creating a context in order to remember new L2 words or phrases; for example,...	...remembering the context of the sentence or discourse passage in which new L2 words or phrases are heard	...while reading the L2, focusing on the sentence or discourse passage in which new L2 words or phrases appear in order to remember their meaning in context	...saying a new L2 word or phrase in a sentence to establish a context for remembering it	...constructing written L2 sentences to establish contexts for remembering new L2 words or phrases
MNEMONICS: MECHANICAL TRICKS				
<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
In order to memorize new L2 words, using mechanical tricks...	...when the new words have been heard; for example, moving cards from one pocket to another when the words are learned, or color-coding types of words	...when the new words have been read; for example, moving cards from one pocket to another when the words are learned, or color-coding types of words	N/A	...for example, doing color coding in writing by using one color for one kind of word and a different color for another kind of word

PART A: DIRECT/PRIMARY

MENONICS: RHYMING

Core Definition

Being aware of and/or using rhymes and associated techniques (e.g., assonance or alliteration) to help remember new L2 words or phrases according to their sound characteristics; for example,...

Listening

Reading

Speaking

Writing

...while listening to the L2, paying special attention to instances in which the speaker uses rhyming

...while reading the L2, paying special attention to instances in which the writer uses rhyming

...when speaking the L2, using rhyming as a memory device

that have been remembered through rhyming

MENONICS: AUDITORY ASSOCIATION

Core Definition

While listening to the L2, associating a new word with a known word which sounds like it in order to remember the new word

Listening

Reading

Speaking

Writing

N/A

N/A

See Core Definition

N/A

N/A

MENONICS: IMAGERY

Core Definition

Listening

Reading

Speaking

Writing

Using a mental image or making an actual drawing, cartoon, or "doodle" to remember a new word...

N/A

N/A

N/A

N/A

PART A: DIRECT/PRIMARY

MENONICS: KEYWORD METHOD

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Trying to remember the new L2 word by (a) identifying a familiar L1 word that sounds like the L2 word (auditory link) and (b) generating an easily recalled mental image of the L2 word "interacting" with the L1 word (visual link)...	...upon hearing a new L2 word	...upon encountering a new L2 word in a reading passage	N/A	N/A

MENONICS: ELABORATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Relating the new L2 word to other concepts in memory by means of associations, which may be simple or complex, commonplace or bizarre...	...upon hearing a new L2 word	...upon encountering a new L2 word in a reading passage	N/A	N/A

PART A: DIRECT/PRIMARY

MNEMONICS: PHYSICAL RESPONSE OR PHYSICAL ASSOCIATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Memorizing a new L2 word by making a physical response, acting it out, or associating it with a physical sensation...	...upon hearing the new L2 word	...upon encountering the new L2 word in a reading passage	N/A	N/A

MNEMONICS: PHONOLOGICAL AIDS

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Upon hearing a new L2 word, using accent marks, phonetic spelling (writing out the word the way it sounds in the L1 or the L2), or any other means to memorize the sounds	See Core Definition	N/A	N/A	N/A

MNEMONICS: ROTE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Memorizing by rote a word, phrase, or rule without fully understanding why or how it is used...	...upon hearing a new L2 word, phrase, or rule	...upon encountering a new L2 word, phrase, or rule in a reading passage	N/A	N/A

PART A: DIRECT/PRIMARY

MENOMICS: SILENT REHEARSAL WITH DELAYED PRODUCTION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Upon hearing a new L2 word,... ...silently repeating it to oneself as as to memorize it (without yet using it)	Upon encountering a new L2 word in a reading passage,...	N/A	N/A	N/A

MENOMICS: WHOLE PASSAGE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Learning a whole passage (whole songs, jingles, commercials, poems, etc.) in order to memorize new material...	...which has been heard in the L2	...which has been read in the L2	...by speaking the whole passage	...by writing out the whole passage

APPENDIX B

OXFORD TAXONOMY OF SECOND LANGUAGE LEARNING STRATEGIES: PART B
INDIRECT OR SUPPORT STRATEGIES
(EXPANDED FORM)

With contributions by:

Mary Schleppegrell
Dora Johnson
Mildred Cuevas

Instructions for Part B
(Indirect or Support Strategies)

This part of the taxonomy covers indirect or support learning strategies. These strategies are steps the learner takes or behaviors the learner exhibits to facilitate learning by establishing an appropriate learning attitude and helping the learner cope with distractions, fatigue, frustration, and so on.

The taxonomy layout contains five main elements, each with a column of its own: the core definition of the strategy, then four pieces of additional information on the strategy as it is applied to each of the four language skills. The core definition provides the central meaning of the strategy, while the additional information demonstrates the skill-by-skill application of the strategy.

If a strategy is applicable to all four skills, there will be a core definition on the left, plus additional information listed under the headings of listening, reading, speaking, and writing. If a strategy is applicable only to listening and reading, a core definition will be given, followed by more information under listening and reading and N/A (for not applicable) under speaking and writing. In those cases in which a strategy is used in exactly the same way for all four language skills, the strategy is presented under the core definition, and the word "same" is printed under each of the four skill headings.

Ordinarily, the user should read the core definition first, then go on to the additional information as applied to each skills. However, in a very few cases (those in which the wording is made smoother by reading the additional, skill-related information before the core definition), the user will read the additional information first and then go to the core definition. This will be obvious to the user due to the layout of the strategy and the way the continuation marks (...) are used.

The core definition and the additional information are to be read as part of a whole passage; they do not stand alone. Therefore, continuation marks (...) are used to link the core definition and the additional information. For ease of use, the user should read the core definition and the additional information by one skill at a time.

In this taxonomy, "L1" refers to the first or native language, while "L2" refers to the second or later-learned language.

PART B: INDIRECT/SUPPORT

GENERAL STUDY STRATEGIES: SCHEDULING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Devising and using appropriate schedules to complete L1 assignments regularly, in suitable increments, and on time; also scheduling adequate time for practicing the L2 in natural settings; it is often helpful to have a written schedule	Same	Same	Same	Same

GENERAL STUDY STRATEGIES: ORGANIZATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Organizing one's L2 work in the most efficient manner; for example, keeping a notebook with appropriate sections, asking for material that is missing, keeping all material in one physical place, making lists for checking off completed tasks, keeping a written schedule	Same	Same	Same	Same

PART B: INDIRECT/SUPPORT

GENERAL STUDY STRATEGIES: ENVIRONMENT

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Creating an optimal environment for L2 learning (involving factors such as noise, temperature, amount of space, one consistent location, etc.)	Same	Same	Same	Same

PLANNING AND GOAL-SETTING: LONG-TERM GOAL-SETTING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Setting one's own long-term goals for L2 learning in terms of months or years (can break into components such as pronunciation, grammar, and so on); it may be helpful to think in terms of beginning, intermediate, and advanced levels	Same	Same	Same	Same

PLANNING AND GOAL-SETTING: SHORT-TERM GOAL SETTING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Setting one's own short-term goals for L2 learning in terms of hours, days, or weeks (can break into components such as pronunciation, grammar, and so on)	Same	Same	Same	Same

PART B: INDIRECT/SUPPORT

PLANNING AND GOAL-SETTING: FUNCTIONAL PLANNING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Planning for and rehearsing L2 components necessary to carry out an upcoming language task including: considering purpose of the task, the language elements needed, one's own current language skills, and necessary work to be done to meet the task requirements; for example,listening to natural speech or a tape of an upcoming L2 lesson	...reading the material in the next L2 lesson, first skimming and then with more care	...rehearsing upcoming L2 dialogues aloud	...outlining the subject matter, or in the case where writing has to be done from memory, visualizing the text in one's mind

PART B: INDIRECT/SUPPORT

ATTENTION-ENHANCING STRATEGIES: ADVANCE ORGANIZERS

Core Definition

Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity that involves...

Listening

...listening to the L2

Reading

...reading the L2

Speaking

...speaking the L2

Writing

...writing the L2

ATTENTION-ENHANCING STRATEGIES: DIRECTED ATTENTION

Core Definition

Deciding in advance to attend in general to an "x" task and ignore irrelevant distractors; may include "shifting gears" when necessary to attend to new and important input; may also include...

Listening

...sitting where L2 activities can be heard, paying attention to all relevant cues which can be heard, and arranging the environment so that listening is enhanced

familiarizing oneself

with the text in general, reading silently to oneself while others are reciting the material, reading aloud to oneself

Reading

...paying attention to relevant text cues, sitting in a quiet place, arranging the environment so that reading is enhanced, marking the material to be covered,

general willingness to speak, and arranging the environment so that speaking is enhanced

Speaking

...answering questions silently even when not called on, reading aloud to oneself, avoiding responding to irrelevant or distracting cues in a conversation, indicating a

general willingness to speak, and arranging the environment so that speaking is enhanced

Writing

...listing general questions about the writing task, focusing thoughts through notes, marking the main points in one's notebook, and arranging the environment so that writing is enhanced

PART B: INDIRECT/SUPPORT

ATTENTION-ENHANCING STRATEGIES: SELECTIVE ATTENTION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Deciding in advance to attend to specific aspects of the L2...	...while listening; for example, paying special attention to verb tenses while listening to a lecture	...while reading; for example, paying special attention to verb tenses in a reading passage	...while speaking; for example, paying special attention to using the correct verb tenses while speaking	...while writing; for example, paying special attention to writing the correct verb tenses in a composition

PART B: INDIRECT/SUPPORT

SELF-MANAGEMENT STRATEGIES: SELF-MONITORING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Analyzing one's own errors and correcting one's own mistakes...*	N/A	N/A	...while speaking the L2	...while writing the L2

SELF-MANAGEMENT STRATEGIES: SELF-ASSESSMENT, SELF-EVALUATION, SELF-ESTIMATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Checking one's own L2 skills against an internal or external measure of completeness, quality, or accuracy; measuring one's own progress against short-term or long-term L2 goals; for example,...	...checking with someone else to determine whether one's own listening comprehension is accurate, estimating the percentage of the conversation one understood, assessing whether one is at the desired stage of listening comprehension, or determining whether one's listening is better this week than last	...determining whether one's own reading speed and comprehension are acceptable to oneself at this stage, or assessing whether one's reading has improved since a month ago	...listening to one's own speech on tape and assessing its quality, counting the number of times one is asked to repeat oneself in a conversation, asking for spelling, length of sentences, and ability to comment on one's own speech, or noting a native speaker's verbal or nonverbal responses to one's own speech	...reviewing one's writing and noting (in a notebook or journal) specific problems, or comparing one's own writing samples done at different times for spelling, length of sentences, and ability to express complex thoughts

* This statement may also refer to receptive skills (listening/reading) but is more widely used for productive skills (speaking/writing)

PART B: INDIRECT/SUPPORT

SELF-MANAGEMENT STRATEGIES: SELF-DIAGNOSIS AND SELF-PRESCRIPTION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Same as self-assessment, except also includes determining what must be done to remediate any weaknesses found; for example, making prescriptions for oneself, such as...	...listening more frequently or for longer periods to L2 tapes in the language laboratory	...reading more in the L2 just for fun	...seeking more communication situations with native L2 speakers	...using parallel form in writing or taking more opportunities to write in the L2

SELF-MANAGEMENT STRATEGIES: SELF-REINFORCEMENT

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Arranging for tangible rewards for oneself when an L2 learning task is successfully completed; for example, planning a trip or a night out when a report is completed	Same	Same	Same	Same

PART B: INDIRECT/SUPPORT

SOCIAL COOPERATION STRATEGIES

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Working with one or more people to obtain feedback, share information, review, correct, practice, etc., related to the L2; for example,...	...asking two friends to carry on a conversation at a normal speed to see if one can understand them	...reading an L2 story aloud to a friend	...asking an L2 speaker for feedback on pronunciation errors in one's own speech; serving as "peer teacher" by teaching others what one knows about the L2	...sharing one's L2 journal, notes, or written report with a classmate

CULTURAL ORIENTATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Studying the culture, history, and society surrounding the L2 in order to better understand and/or use the L2; for example, going to lectures on the subject, reading L2 authors	Same	Same	Same	Same

PART B: INDIRECT/SUPPORT

CREATING PRACTICE OPPORTUNITIES*

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Consciously seeking out and/or creating as many opportunities as possible to practice the L2; for example...	...going to movies or lectures in the L2, renting L2 videotapes, watching L2 TV programs, or listening to the radio or records in the L2, being attentive to conversation overheard in the L2 environment	...reading magazines, newspapers, books, children's stories, comics, or other printed materials in the L2; reading signs, advertising, and public announcements in the L2 environment	...seeking opportunities to engage in conversations in the L2; giving oral reports or speeches in the L2, especially for native speakers, in appropriate settings	...writing letters to friends, pen-pals, or colleagues in the L2; writing reports in the L2, especially for native speakers, in appropriate settings

* In this strategy, the emphasis is on finding or creating practice opportunities. See also FUNCTIONAL PRACTICE: NATURALISTIC PRACTICE (a direct or primary strategy), in which the person actually does the practicing.

PART B: INDIRECT/SUPPORT

AFFECTIVE STRATEGIES: SELF-ENCOURAGEMENT

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Saying or writing positive statements to oneself in the L1 or the L2 in order to feel more confident or capable in one's L2...	...listening skills	...reading skills	...speaking skills	...writing skills

AFFECTIVE STRATEGIES: ANXIETY REDUCTION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Reducing anxiety in a language situation by relaxing, meditating, breathing deeply, listening to background music to calm oneself, or focusing only on the L2 task	Same	Same	Same	Same

AFFECTIVE STRATEGIES: PERSEVERANCE

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Continuing to study the L2 despite the difficulty of the material or the complexity of the task	Same	Same	Same	Same

APPENDIX C

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 1.3, OCTOBER, 1985
(USED IN DLI FIELD TEST)

STRATEGY INVENTORY FOR LANGUAGE LEARNING
CLINICAL VERSION 1.3 - OCTOBER, 1985

Instructions

The STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is designed to gather information about how you, as a student of a foreign language, go about learning that language. On the following pages, you will find statements related to learning a foreign language. Please read each statement. On the separate answer sheet, mark the response (A, B, C, D, or E) that tells how true the statement is in terms of what you actually do when you are learning a foreign language.

- A. Almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Almost always true of me

ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you; that is, you do the behavior which is described in the statement only in very rare instances.

GENERALLY NOT TRUE OF ME means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time but more than in very rare instances.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, sometimes you don't, and these instances tend to occur with about equal frequency.

GENERALLY TRUE OF ME means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.

ALMOST ALWAYS TRUE OF ME means that the statement is true of you in almost all instances; that is, you almost always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of how you think you should be, or what other people do. Answer in reference to the foreign language you are learning now. There are no right or wrong answers to these statements.

Mark your answers on the separate answer sheet provided. Please make no marks on the inventory booklet itself. Please work as quickly as you can without being careless.

If you have any questions, please let the instructor or proctor know immediately.

© O-C Associates, Inc.

Page B

Example

I actively seek out opportunities to talk with native speakers in the foreign language.

On the separate answer sheet, mark the response that best describes how true the statement is in terms of what you actually do when you are learning a foreign language.

Almost Never True of Me	Generally Not True of Me	Somewhat True of Me	Generally True of Me	Almost Always True of Me
A	B	C	D .	E

You have just completed the example item. If you are ready, go on to the other items in the inventory, working carefully but quickly and marking your answers on the separate answer sheet.

STRATEGY INVENTORY FOR LANGUAGE LEARNING
CLINICAL VERSION 1.3 - OCTOBER, 1985

1. I talk to myself in the foreign language while walking, driving, doing housework, or doing other activities.
2. I give myself tests concerning the foreign language.
3. I try to answer all questions mentally in class, even when the teacher is addressing someone else.
4. To help me remember, I make lists of new words and phrases found in reading material or conversations.
5. I am easily distracted from my foreign language studies.
6. I plan what I am going to accomplish in learning the foreign language each day or each week.
7. I use rhyming as a device to help me remember new words and phrases.
8. I slow myself down a lot in conversations by always listening for my own errors and trying to correct them all.
9. I consciously apply grammatical rules when speaking.
10. I create mental pictures to help me remember new words and phrases.
11. I go to foreign language movies, even when I know I will not understand all the words.
12. I actively look for people with whom I can speak the foreign language.
13. When I need to, I use "filler words" (equivalent to "well" and "let's see") to keep the conversation going in the foreign language.
14. I highlight, underline, or mark new words and note their meanings as I read the foreign language.
15. I analyze the kind of errors I make and use that information for avoiding such errors later.
16. I read new words several times out loud so I can link the pronunciation with the written word.
17. I attend and participate in events where the foreign language is spoken (e.g., church, parties, etc.).
18. I encourage myself to speak the foreign language, even when I feel anxious.

© O-C Associates, Inc.

Page 2

19. I only study the foreign language when there is the pressure of a test.
20. If I do not understand, I ask for an example of how to use a particular word or expression.
21. I am so afraid of failing that I do not try to use the foreign language.
22. When I am talking with a native speaker, I pay attention to body language (gestures, facial expression, distance, etc.) to help me understand the message.
23. I create associations between new material and what I already know.
24. I use sound images and visual images together to help me remember new words.
25. I make opportunities to listen to the radio, watch the television, or listen to songs in the foreign language in order to see how much I can understand.
26. If I don't organize my work, I don't learn the foreign language as effectively.
27. When I hear a new word, I ask how it is spelled.
28. I find that I concentrate better if I read aloud to myself.
29. In order to remember the right pronunciation of a new word, I write the accent marks or write the word phonetically.
30. I read books, magazines, or newspapers in the foreign language.
31. I try to take notes in the foreign language.
32. I practice new grammatical forms as often as possible.
33. To help me understand a conversation in the foreign language, I use my own background knowledge of words, grammar, and the topic being discussed.
34. When I am speaking in the foreign language but cannot remember a particular word, I paraphrase, use a synonym, make gestures, or try to describe or define the target word in order to communicate.
35. I make good use of the time I have to study the foreign language.
36. I skim the reading passage first to get the main idea, then I go back and read the whole passage.
37. I develop ingenious devices to help me memorize new material.

© O-C Associates, Inc.

Page 3

38. When a foreign language lesson is difficult, I either give up or study only the easy parts.
39. I rehearse new language items either silently or aloud.
40. I come to my foreign language class unprepared.
41. I take notes only in my own language even when the information is given in the foreign language.
42. I look for words that are similar to those in my own language in order to understand an oral conversation or a reading passage.
43. I memorize grammatical rules without understanding them.
44. I try to find as many ways as I can to use the foreign language.
45. I learn new words or structures by visualizing a situation in which they occur.
46. I read the foreign language in broad phrases, not word-for-word.
47. I say positive statements to myself when I have learned some language items well.
48. I gather cues that help me guess the meaning of unfamiliar words in a reading passage or an oral conversation.
49. When learning a list of new words, I make up a sentence with each word.
50. My main way of learning a new word is to say it over and over.
51. I use a tape recorder to record and listen to my own speech, so that I can correct my pronunciation.
52. I sing songs in the foreign language.
53. Whenever I can, I review with other people what I have learned.
54. I need to look up every unfamiliar word in the dictionary to understand what I am reading.
55. I use flashcards (with the new word or phrase on one side and the definition or example on the other).
56. I draw pictures of words, phrases, or structures to help me remember.
57. I play word games using the foreign language.
58. I translate what I hear or read in the foreign language into my own language so that I can be sure to understand it.

© O-C Associates, Inc.

59. I make up exercises to practice new grammatical forms, such as a new tense of a verb.
60. I try to speak the foreign language, even if I sometimes make mistakes.
61. If I get stuck for a word or phrase, I ask for help from the person to whom I am speaking.
62. If I do not know a word, I use another word that is similar to get the message across.
63. I find the meaning of a word by breaking it down into parts, such as the root word and prefixes or suffixes.
64. I avoid topics that I do not feel I have the vocabulary to discuss and try to direct the conversation to subjects in which I feel confident.
65. I repeat the speaker's sentence to improve my understanding of it and to get more time before I need to reply.
66. I try to find similarities and contrasts between my own language and the foreign language.
67. I ask native speakers to correct my pronunciation.
68. If a speaker speaks too fast in the foreign language, I ask him or her slow down so I can understand.
69. I make use of all available information in the paragraph to comprehend unfamiliar words.
70. I try to think only of what the speaker is saying and put other things out of my mind during a foreign language conversation.
71. I feel very anxious if I cannot understand every word someone is saying to me in the foreign language.
72. I use familiar words in new combinations in order to make new sentences.
73. When I can't think of a word or phrase in the foreign language, I briefly fall back into my own language and then return to the foreign language in order to keep up the conversational flow.
74. I notice characteristics of the text (headings, indentations, etc.) to help me understand how a reading passage is laid out, and this gives me clues to the meaning of the passage.
75. If I am trying to learn a long vocabulary list, I break it into parts and learn the parts one at a time.

© O-C Associates, Inc.

Page 5

76. I say a word and its definition repeatedly into the tape recorder and then listen to the tape.
77. I make unusual or bizarre associations in order to remember new words.
78. I make ongoing mental summaries of what I have read in a passage.
79. I imitate the way native speakers talk.
80. I monitor my writing and go back to correct my written mistakes when I notice them.
81. In a conversation I can guess what the other speaker is going to say based on what has been said earlier.
82. I say positive things to myself to increase my confidence in my language skills.
83. When trying to learn a new "action word," I physically act out the word.
84. I use my understanding of the structure of my own language to help me understand how the foreign language works.
85. I decide in advance to pay special attention to specific aspects of the foreign language in a given situation; for example, I decide to focus on the use of the past tense during a conversation.
86. I actively listen for specific phrases that organize material, such as, "This is important," "An important point to remember is...," "First you...," "Finally...," and "The main thing is..."
87. In order to learn how to pronounce a word correctly, I look at the teacher or a native speaker to see what that person's mouth does to form the word, and then I try to imitate it.
88. I experiment with new sounds.
89. I check my notes with classmates.
90. I consciously try to use foreign idioms and other formalized patterns as I talk.
91. I try to figure out new meanings of familiar words based on the situation in which these words are used.
92. I regroup vocabulary items by a common attribute, such as meaning (cat, dog, monkey), function (items used in the kitchen), or sound (ball, call, fall) in order to remember these items better.
93. I memorize dialogs or songs as complete chunks.

© O-C Associates, Inc.

Page 6

94. I speak a new word or phrase in my mind first before I say it out loud.
95. If I hear a new word in a conversation, I remember it by the sound so that I can look up the meaning later.
96. I write out each new language item several times until I am sure I know it.
97. I use mechanical "tricks" to help me learn new items (for example, putting new words in my right pocket and moving them to the left pocket when learned; using different folders for new material and material I have mastered).
98. When I am learning a new word or phrase, I write down all the other words that I know which have meanings similar to that of the new word.
99. I actually visualize the spelling of new word in my head.
100. I practice presenting my oral report to a friend or a family member before I have to do present the report in class, so that I can get feedback.
101. I think about the progress I have made in learning the foreign language.
102. I prepare for a future language task (such as a skit or a written report) by considering the purpose of the task, the language elements needed, and my current language skills.
103. I give myself a tangible reward when I have reached a certain goal in my language learning.
104. I pay attention to the times when my own language interferes with learning the foreign language.
105. I arrange my physical environment to promote learning, such as searching for a quiet room, sitting in front of the class so as to hear better, and making sure the place is not too cold or too warm.
106. I try to relax as much as possible before I have to speak in front of the class in the target language.
107. I identify my long-range goals for language learning.
108. After completing a language lesson, I determine what my difficulties are and think about what I need to do to improve.
109. I note the reactions of others to certain phrases or words I have used to make sure of the appropriateness to the situation.

© O-C Associates, Inc.

Copy available to DTIC does not
permit fully legible reproduction

Page 7

110. I use a notebook to record the number of words I learned in a given day, the words I found to be difficult, the method I used to remember the words, or other information about my language learning.
111. I am constantly looking for patterns in the foreign language.
112. When I am learning new material, I develop short sentences and then lengthen them by adding adjectives and adverbs.
113. I drill myself on the same word in different forms.
114. I immediately make use of new words in conversation.
115. I initiate conversations in the foreign language.
116. I plan for and rehearse language elements necessary to carry out an upcoming activity.
117. I preview the lesson before I go into class and try to get a general idea of what it is about, how it is organized, and how it fits in with the material I have already learned.
118. I read a story or dialogue several times so I can understand it.
119. If I do not understand, I ask for the speaker to explain, repeat, or speak more slowly.
120. I ask if a given utterance is correct.
121. I look for exceptions to rules.
122. I generate my own rules about the foreign language, and as I learn more, I discard or revise the rules I have generated if they are not correct.
123. I paraphrase a sentence to check my understanding.
124. I infer vocabulary by analogy (for example, if nación = nation, does selección = relation?).
125. I find the meaning of a word, phrase, sentence, or paragraph by breaking it down into its parts.
126. I use reference materials, such as dictionaries, glossaries, and other written material, to aid my comprehension of the foreign language.
127. I outline the main ideas in a language lesson.
128. I make summaries of important information that I hear or read in the foreign language.

Page 8

129. At parties and other social events, I talk to people who speak my own language instead of the foreign language.
130. I use a mirror to experiment with making new sounds.
131. In order to remember a new word, I think of a word that sounds like it in the foreign language or my own language.
132. I carry on extended conversations with myself in the foreign language.
133. I translate word-for-word from the target language into my own language.
134. I apply language rules in many situations, even if I know that I may make mistakes.
135. I remember new words or phrases by remembering their location in the notebook, on the page, or on the blackboard.

APPENDIX D

STATISTICAL DESCRIPTION OF DLI FIELD TEST SAMPLE
USING CROSSTABULATIONS

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

LANG	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
GERMAN	92	20.5	92	20.5
KOREAN	78	17.4	170	37.9
SPANISH	65	14.5	235	52.3
RUSSIAN	214	47.7	449	100.0

INTCF	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
NO	5	12.8	57	12.8
YES	387	87.2	444	100.0

SEX	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
FEMALE	103	23.1	103	23.1
MALE	343	76.9	446	100.0

BRANCH	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ARMY	2	62.4	279	62.4
AIR FORCE	74	16.6	353	79.0
MARINES	18	4.0	371	83.0
NAVY	68	15.2	439	98.2
OTHER	8	1.8	447	100.0

RANK	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
CIVILIAN	3	2.7	12	2.7
ENLISTED	12	91.7	421	94.4
OFFICER	409	5.6	446	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

TABLE OF INTCF BY LANG

INTCF	LANG	FREQUENCY	PERCENT	RDN PCT	CDL PCT	GERMAN	KOREAN	SPANISH	RUSSIAN	TOTAL
NO		39	1			39	1	11	6	57
		8.78	0.23			8.78	0.23	2.48	1.35	12.84
		68.42	1.75			68.42	1.75	19.30	10.53	
		43.82	1.30			43.82	1.30	17.19	2.80	
YES		50	76			50	76	53	387	
		11.26	17.12			11.26	17.12	11.94	20.8	
		12.92	19.64			12.92	19.64	13.70	46.85	
		56.18	98.70			56.18	98.70	82.81	53.75	
									97.20	
TOTAL		89	77			89	77	66	216	444
		20.05	17.34			20.05	17.34	14.41	48.20	100.00

FREQUENCY MISSING = 5

STATISTICS FOR TABLE OF INTCF BY LANG

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	3	105.848	0.000
LIKELIHOOD RATIO CHI-SQUARE	3	94.219	0.000
MANTEL-HAENSZEL CHI-SQUARE	1	63.605	0.000
PHI		0.488	
CONTINGENCY COEFFICIENT		0.439	
CRAMER'S V		0.488	

EFFECTIVE SAMPLE SIZE = 444
FREQUENCY MISSING = 5

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING 18:32 SATURDAY, FEBRUARY 8, 1986³

TABLE OF SEX BY LANG

SEX	LANG	FREQUENCY				PERCENT				TOTAL
		ROW PCT	COL PCT	GERMAN	KOREAN	SPANISH	RUSSIAN			
FEMALE	20	1.1	1.6	56	12.56	56	12.56			103
	4.48	2.47	3.59							23.09
	19.42	10.68	15.53							
MALE	22.22	14.10	24.62							26.29
	70	67	49	157	343					
	15.70	15.02	10.99	35.20	76.91					
TOTAL	20.41	19.55	14.29	45.77						
	77.78	85.90	75.38	73.71						
	90	78	65	213	466					
	20.18	17.49	14.57	47.76	100.00					

FREQUENCY MISSING = 3

STATISTICS FOR TABLE OF SEX BY LANG

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	3	4.900	0.179
LIKELIHOOD RATIO CHI-SQUARE	3	5.277	0.153
MANTEL-HAENSZEL CHI-SQUARE	1	2.059	0.151
PHI		0.105	
CONTINGENCY COEFFICIENT		0.104	
CRAMER'S V		0.105	

EFFECTIVE SAMPLE SIZE = 446
FREQUENCY MISSING = 3

TABLE OF RANK BY SEX

RANK	SEX	FREQUENCY		FEMALE	MALE	TOTAL
		PERCENT	ROW PCT			
CIVILIAN	FEMALE	11		1	1	12
		2.48		0.23		2.71
		91.67		8.33		
ENLISTED	FEMALE	10	78	0.29		
		20.32		71.56		91.87
		22.11		77.89		
OFFICER	FEMALE	88.24		92.96		
		0.23		5.19		5.42
		6.17		95.83		
TOTAL	FEMALE	0.98		6.74		
		102		361		463
		23.02		76.98		100.00

FREQUENCY MISSING = 6

STATISTICS FOR TABLE OF RANK BY SEX

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	2	36.908	0.000
LIKELIHOOD RATIO CHI-SQUARE	2	32.802	0.000
MANTEL-HAENSZEL CHI-SQUARE	1	25.705	0.000
PHI		0.289	
CONTINGENCY COEFFICIENT		0.277	
CRAMER'S V		0.289	

EFFECTIVE SAMPLE SIZE = 463

FREQUENCY MISSING = 6

TABLE OF BRANCH BY SEX

BRANCH	SEX	FREQUENCY				TOTAL
		FREQUENCY	PERCENT	ROW PCT	COL PCT	
ARMY	FEMALE	66	21.0	21.0	276	276
	MALE	14.86	47.30	47.30	62.16	
	TOTAL	23.91	76.09	76.09	61.22	
AIR FORCE	FEMALE	16	58	58	74	74
	MALE	3.60	13.06	13.06	16.67	
	TOTAL	21.62	78.38	78.38	15.84	
MARINES	FEMALE	3	15	15	18	18
	MALE	0.68	3.33	3.33	4.05	
	TOTAL	16.67	83.33	83.33	2.97	
NAVY	FEMALE	8	68	68	68	68
	MALE	1.80	15.51	15.51	15.32	
	TOTAL	11.76	88.24	88.24	7.92	
OTHER	FEMALE	8	0	0	0	0
	MALE	1.80	0.00	0.00	1.80	
	TOTAL	10.00	0.00	0.00	0.00	
TOTAL		101	363	363	444	100.00

FREQUENCY MISSING = 5

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
STATISTICS FOR TABLE OF BRANCH BY SEX

18:32 SATURDAY, FEBRUARY 8, 1986

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	4	32.481	0.000
LIKELIHOOD RATIO CHI-SQUARE	4	29.765	0.000
MANTEL-HAENSZEL CHI-SQUARE	1	0.005	0.946
PHI	0.270		
CONTINGENCY COEFFICIENT	0.261		
CRAMER'S V	0.270		

EFFECTIVE SAMPLE SIZE = 444
FREQUENCY MISSING = 5

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

16
18:32 SATURDAY, FEBRUARY 8, 1986

TABLE OF INTCF BY SEX

INTCF		SEX					
				FREQUENCY	PERCENT		TOTAL
		ROW PCT	COL PCT	FEMALE	MALE		
NO	11	2.49	10.20	45	56		
	19	19.64	80.36			12.70	
	10	10.89	13.24				
YES	90	20.41	66.89	295	385		
	23	23.38	76.62			67.30	
	89	89.11	86.76				
TOTAL		101	340	340	441		
		22.90	77.10	77.10	100.00		

FREQUENCY MISSING = 8

STATISTICS FOR TABLE OF INTCF BY SEX

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	1	0.386	0.534
LIKELIHOOD RATIO CHI-SQUARE	1	0.398	0.528
CONTINUITY ADJ. CHI-SQUARE	1	0.203	0.652
MANTEL-HAENSZEL CHI-SQUARE	1	0.385	0.535
FISHER'S EXACT TEST (1-TAIL)	1		0.333
	(2-TAIL)		0.612
PHI			
CONTINGENCY COEFFICIENT		-0.030	
CRAMER'S V		0.030	
		-0.030	

EFFECTIVE SAMPLE SIZE = 441
FREQUENCY MISSING = 8

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
TABLE OF BRANCH BY LANG

18:32 SATURDAY, FEBRUARY 8, 1986

BRANCH	LANG	FREQUENCY				TOTAL		
		PERCENT	ROW PCT	COL PCT	GERMAN	KOREAN	SPANISH	RUSSIAN
ARMY	66	27			30	156	279	
	14.77	6.04			6.71	34.90	62.42	
	23.66	9.68			10.75	55.91		
AIR FORCE	73.33	34.62			46.15	72.90		
	3.36	9.84			2.91	0.45	2	74
	20.27	59.46			17.57	2.70		16.55
MARINES	16.67	56.41			20.00	0.93		
	0.22	0.67			1.34	0		
	5.56	16.67			33.33	1.79		
NAVY	1.11	3.85			9.23	44.44		
	0.45	0.67			1.34	0		
	2.94	5.88			20.59	70.59		
OTHER	2.22	5.13			21.54	22.43		
	0.67	0			0	0		
	75.00	0.00			25.00	0.00		
TOTAL	90	78			65	219	667	
	20.13	17.45			14.54	47.87	100.00	

FREQUENCY MISSING = 2

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
STATISTICS FOR TABLE OF BRANCH BY LANG

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	12	173.092	0.000
LIKELIHOOD RATIO CHI-SQUARE	12	175.749	0.000
MANTEL-HAENSZEL CHI-SQUARE	1	1.788	0.161
PHI		0.622	
CONTINGENCY COEFFICIENT		0.528	
CRAMER'S V		0.359	

EFFECTIVE SAMPLE SIZE = 447

FREQUENCY MISSING = 2

WARNING: 35X OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5. CHI-SQUARE MAY NOT BE A VALID TEST.

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
 TABLE OF RANK BY LANG
 18:32 SATURDAY, FEBRUARY 8, 1986

RANK	LANG	FREQUENCY						TOTAL
		FREQUENCY	PERCENT	ROW PCT	COL PCT	GERMAN	KOREAN	
CIVILIAN	9	2.02	0.00	0.00	0.00	0	0.67	12
	75.00	75.00	0.00	0.00	0.00	0.00	25.00	2.69
	9.89	9.89	0.00	0.00	0.00	0.00	4.62	0.00
ENLISTED	65	14.57	17.49	78	1.23	59	46.61	409
	15.89	15.89	19.07	19.07	14.43	12.00	50.61	91.70
	71.43	71.43	100.00	100.00	90.77	97.64	97.64	0.00
OFFICER	17	3.81	0.00	0	0.67	3	1.12	25
	68.00	68.00	0.00	0.00	12.00	12.00	20.00	5.61
	18.68	18.68	0.00	0.00	4.62	4.62	2.36	0.00
TOTAL	91	20.40	17.49	78	65	47.53	212	466
					14.57	47.53	100.00	0.00

FREQUENCY MISSING = 3

STATISTICS FOR TABLE OF RANK BY LANG

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	6	67.945	0.000
LIKELIHOOD RATIO	6	63.567	0.000
MANTEL-HAENSZEL CHI-SQUARE	1	1.726	0.189
PHI	0.390		
CONTINGENCY COEFFICIENT	0.364		
CRAMER'S V	0.276		

EFFECTIVE SAMPLE SIZE = 466
 FREQUENCY MISSING = 3
 WARNING: 41x OF THE CELLS HAVE EXPECTED COUNTS LESS THAN 5. CHI-SQUARE MAY NOT BE A VALID TEST.

APPENDIX E

ITEM MEANS AND STANDARD DEVIATIONS
USING SILL VERSION 1.3
(DLI FIELD TEST DATA)

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q1: TALKS TO SELF IN L2

Q1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X ALMOST NEVER	4	0.9	4	0.9
ALMOST NEVER	34	7.6	38	8.5
GENERAL NOT	96	21.4	134	29.8
*SOMEWHAT	144	32.1	278	61.9
GENERALLY	109	24.3	387	86.2
ALMOST ALWAYS	62	13.8	449	100.0

 $M = 3.2$ $SD = 1.5$

Q2: TESTS SELF

Q2	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X ALMOST NEVER	2	0.4	2	0.4
ALMOST NEVER	136	30.3	138	30.7
*GENERAL NOT	141	31.4	279	62.1
SOMEWHAT	82	18.3	361	80.4
GENERALY	63	14.0	424	94.4
ALMOST ALWAYS	25	5.6	449	100.0

 $M = 2.4$ $SD = 1.2$

Q3: ANSWERS QUESTIONS MENTALLY

Q3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X ALMOST NEVER	2	0.4	2	0.4
ALMOST NEVER	4	0.9	6	1.3
GENERAL NOT	20	4.5	26	5.6
SOMEWHAT	87	19.4	113	25.2
*GENERALY	164	36.5	277	61.7
ALMOST ALWAYS	172	38.3	449	100.0

 $M = 4.1$ $SD = .9$

Q4: LISTS NEW INFO

Q4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X ALMOST NEVER	5	1.1	5	1.1
ALMOST NEVER	77	17.1	82	18.3
GENERAL NOT	83	18.5	165	36.7
*SOMEWHAT	91	20.3	256	57.0
GENERALY	99	22.0	355	79.1
ALMOST ALWAYS	94	20.9	449	100.0

 $M = 3.2$ $SD = 1.4$

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q5: IS EASILY DISTRACTED

	Q5	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*	ALMOST NEVER	4	0.9	4	0.9
	GENERALLY NOT	95	9.6	97	10.5
*	SOMEWHAT	142	31.6	189	42.1
	GENERALLY	160	31.2	329	73.5
	ALMOST ALWAYS	74	16.5	403	89.8
		46	10.2	449	100.0

M = 2.9
SD = 1.1

Q6: PLANS DAILY/WEEKLY

	Q6	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*	ALMOST NEVER	6	0.9	6	0.9
	GENERALLY NOT	180	40.1	186	41.0
*	SOMEWHAT	122	27.2	306	68.2
	GENERALLY	66	14.7	372	82.9
	ALMOST ALWAYS	48	10.7	420	93.5
		29	6.5	449	100.0

M = 2.0
SD = 1.2

Q7: USES RHYMING

	Q7	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*	ALMOST NEVER	2	0.4	2	0.4
	GENERALLY NOT	210	51.2	212	51.7
*	SOMEWHAT	103	22.9	335	74.6
	GENERALLY	40	8.9	375	83.5
	ALMOST ALWAYS	42	9.4	417	92.9
		32	7.1	449	100.0

M = 2.0
SD = 1.3

Q8: SLOWS TO CATCH ERRORS

	Q8	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*	ALMOST NEVER	4	0.9	4	0.9
	GENERALLY NOT	26	5.8	30	6.7
*	SOMEWHAT	81	18.0	111	24.7
	GENERALLY	134	29.8	245	59.6
	ALMOST ALWAYS	125	27.8	370	82.4
		79	17.6	449	100.0

M = 3.4
SD = 1.2

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986⁴

Q9: APPLIES RULES

	Q9	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	X	2	0.4	2	0.4
	ALMOST NEVER	10	2.2	12	2.7
	GENERALLY NOT	43	9.6	55	12.2
M = 3.8	SOMEWHAT	97	21.6	152	33.9
	* GENERALLY	176	39.2	328	73.1
SD = 1.0	ALMOST ALWAYS	121	26.9	449	100.0

Q10: USES MENTAL PICTURES

	Q10	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	X	2	0.4	2	0.4
	ALMOST NEVER	78	17.4	80	17.8
	GENERALLY NOT	91	20.3	171	38.1
M = 3.0	SOMEWHAT	97	21.6	268	59.7
	* GENERALLY	113	25.2	381	84.9
SD = 1.3	ALMOST ALWAYS	68	15.1	449	100.0

Q11: ATTENDS L2 MOVIES

	Q11	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	X	4	0.9	4	0.9
	ALMOST NEVER	223	49.7	227	50.6
	GENERALLY NOT	82	18.3	309	68.8
M = 2.1	SOMEWHAT	61	13.6	370	82.4
	* GENERALLY	51	11.4	421	93.8
SD = 1.3	ALMOST ALWAYS	28	6.2	449	100.0

Q12: SEEKS L2 SPEAKERS

	Q12	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	X	2	0.4	2	0.4
	ALMOST NEVER	98	21.8	100	22.3
	GENERALLY NOT	150	33.4	250	55.7
M = 2.6	SOMEWHAT	88	19.6	338	75.3
	* GENERALLY	63	14.0	401	89.3
SD = 1.3	ALMOST ALWAYS	48	10.7	449	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q13: USES FILLER WORDS

	Q13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		2	0.4	2	0.4
X	ALMOST NEVER	70	15.6	72	16.0
	GENERALLY NOT	95	21.2	167	37.2
*	SOMEWHAT	127	28.3	294	65.5
	GENERALLY	100	22.3	394	87.8
	ALMOST ALWAYS	55	12.2	449	100.0
M =	3.0				
SD =	1.2				

Q14: HIGHLIGHTS WHEN READING

	Q14	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	39	8.7	39	8.7
	GENERALLY NOT	51	11.4	90	20.0
	SOMEWHAT	78	17.4	168	37.4
*	GENERALLY	120	26.7	288	64.1
	ALMOST ALWAYS	161	35.9	449	100.0
M =	3.8				
SD =	1.3				

Q15: ANALYZES ERRORS

	Q15	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	0.2	1	0.2
X	GENERALLY NOT	7	1.6	8	1.8
	SOMEWHAT	29	6.5	37	8.2
*	GENERALLY	116	25.8	153	34.1
	ALMOST ALWAYS	158	35.2	311	69.3
		138	30.7	449	100.0
M =	3.9				
SD =	1.0				

Q16: READS ALOUD TO LINK SOUND/PRINT

	Q16	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	0.4	2	0.4
X	GENERALLY NOT	29	6.5	31	6.9
	SOMEWHAT	57	12.7	88	19.6
*	GENERALLY	92	20.5	180	40.1
	ALMOST ALWAYS	131	29.2	311	69.3
		138	30.7	449	100.0
M =	3.6				
SD =	1.2				

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q17: ATTENDS L2 EVENTS

	Q17	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X		3	0.7	3	0.7
ALMOST NEVER		226	50.3	229	51.0
*GENERALLY NOT		110	24.5	339	75.5
SOMEWHAT		53	11.8	392	87.3
GENERALLY		37	8.2	429	95.5
ALMOST ALWAYS		20	4.5	449	100.0
M = 1.9					
SD = 1.2					

Q18: ENCOURAGES OWN SPEAKING

	Q18	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X		1	0.2	1	0.2
ALMOST NEVER		26	5.8	27	6.0
*GENERALLY NOT		91	20.3	116	26.3
SOMEWHAT		148	33.0	266	59.2
GENERALLY		132	29.4	398	88.6
ALMOST ALWAYS		51	11.4	449	100.0
M = 3.2					
SD = 1.1					

Q19: STUDIES ONLY WITH PRESSURE

	Q19	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X		1	0.2	1	0.2
ALMOST NEVER		164	36.5	165	36.7
*GENERALLY NOT		126	28.1	291	64.8
SOMEWHAT		92	20.5	383	85.3
GENERALLY		51	11.4	434	96.7
ALMOST ALWAYS		15	3.3	449	100.0
M = 4.1					
SD = .9					

Q20: ASKS FOR EXAMPLE

	Q20	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X		1	0.2	1	0.2
ALMOST NEVER		7	1.6	8	1.8
*GENERALLY NOT		25	5.1	31	6.9
SOMEWHAT		73	16.3	104	23.2
GENERALLY		158	35.2	262	58.4
ALMOST ALWAYS		187	41.6	449	100.0
M = 4.1					
SD = .9					

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

7
21:29 TUESDAY, FEBRUARY 4, 1986

Q21: FEARS USING L2

	Q21	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X	ALMOST NEVER	4	0.9	4	0.9
*	GENERALLY NOT	265	56.1	267	55.0
*	SOMEWHAT	124	27.6	371	82.6
*	GENERALLY	46	10.2	417	92.9
*	ALMOST ALWAYS	22	4.9	439	97.8
		10	2.2	449	100.0

M = 1.7
SD = 1.0

Q22: NOTICES BODY LANGUAGE

	Q22	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X	ALMOST NEVER	2	0.4	2	0.4
*	GENERALLY NOT	24	5.3	26	5.8
*	SOMEWHAT	50	11.1	76	16.9
*	GENERALLY	79	17.6	155	34.5
*	ALMOST ALWAYS	120	26.7	275	61.2
		174	38.8	449	100.0

M = 3.8
SD = 1.2

Q23: MAKES LINKS WITH OLD

	Q23	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X	ALMOST NEVER	1	0.2	1	0.2
*	GENERALLY NOT	1	0.2	2	0.4
*	SOMEWHAT	14	3.1	16	3.6
*	GENERALLY	70	15.6	86	19.2
*	ALMOST ALWAYS	192	42.8	278	61.9
		171	38.1	449	100.0

M = 4.2
SD = .8

Q24: USES A & V IMAGES

	Q24	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
X	ALMOST NEVER	3	0.7	3	0.7
*	GENERALLY NOT	39	8.7	42	9.4
*	SOMEWHAT	61	13.6	103	22.9
*	GENERALLY	122	27.2	225	50.1
*	ALMOST ALWAYS	128	28.5	353	78.6
		96	21.4	449	100.0

M = 3.4
SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q25: MAKES L2 OPPORTUNITIES

	Q25	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	1	0.2		1	0.2
GENERALLY NOT	88	19.6		89	19.8
* SOMEWHAT	118	26.3		207	46.1
GENERALLY	89	19.8		296	65.9
ALMOST ALWAYS	93	20.7		389	86.6
	60	13.4		449	100.0
M = 2.8					
SD = 1.3					

Q26: ORGANIZES TO LEARN BETTER

	Q26	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	58	13.0		58	13.0
GENERALLY NOT	67	15.1		125	28.1
* SOMEWHAT	100	22.5		225	50.6
GENERALLY	123	27.6		348	78.2
ALMOST ALWAYS	97	21.8		445	100.0
M = 3.3					
SD = 1.3					

Q27: ASKS FOR SPELLING

	Q27	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	36	8.0		36	8.0
GENERALLY NOT	81	18.1		117	26.1
* SOMEWHAT	105	23.4		222	49.6
GENERALLY	143	31.9		365	81.5
ALMOST ALWAYS	83	18.5		448	100.0
M = 3.3					
SD = 1.2					

Q28: READS ALOUD TO CONCENTRATE

	Q28	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	1	0.2		1	0.2
GENERALLY NOT	92	20.5		92	20.5
* SOMEWHAT	129	28.8		221	49.3
GENERALLY	82	18.3		303	67.6
ALMOST ALWAYS	80	17.9		383	85.5
	65	14.5		448	100.0
M = 2.7					
SD = 1.3					

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

929: USES PHONOLOGICAL MARKS

	Q29	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	.5	172	38.5
M = 2.5	GENERALLY NOT	170	15.7	242	54.1
	* SOMEWHAT	55	12.3	297	66.4
SD = 1.5	GENERALLY	81	18.1	378	84.6
	ALMOST ALWAYS	69	15.4	447	100.0

Q30: READS IN L2

	Q30	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	.1	90	20.1
M = 2.8	GENERALLY NOT	112	25.0	202	45.1
	* SOMEWHAT	104	23.2	306	68.3
	GENERALLY	98	21.9	404	90.2
SD = 1.2	ALMOST ALWAYS	44	9.8	448	100.0

Q31: TAKES NOTES IN L2

	Q31	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	134	29.8	134	29.8
M = 2.5	GENERALLY NOT	103	22.9	237	52.8
	* SOMEWHAT	105	23.4	342	76.2
SD = 1.3	GENERALLY	67	14.9	409	91.1
	ALMOST ALWAYS	40	8.9	449	100.0

Q32: PRACTICES GRAMMAR

	Q32	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	20	4.5	20	4.5
M = 3.2	GENERALLY NOT	88	19.6	108	24.1
	* SOMEWHAT	165	36.7	273	60.8
SD = 1.0	GENERALLY	129	28.7	402	89.5
	ALMOST ALWAYS	47	10.5	449	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q33: USES BKGROUND KNOWL. IN CONVERSATION

Q33	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	6	0.9	6	0.9
GENERALLY NOT	13	2.9	17	3.8
SOMEWHAT	85	19.1	102	22.9
* GENERALLY	174	39.1	276	62.0
ALMOST ALWAYS	169	38.0	445	100.0

M = 4.1
SD = 1.0

Q34: USES COMMUNICATION TRICKS

Q34	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	8	1.8	8	1.8
GENERALLY NOT	27	6.0	35	7.6
SOMEWHAT	68	15.1	103	22.9
* GENERALLY	149	33.2	252	56.1
ALMOST ALWAYS	197	43.9	449	100.0

M = 4.2
SD = 1.0

Q35: USES TIME WELL

Q35	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	10.1	2	10.1
GENERALLY NOT	45	23.0	45	33.1
SOMEWHAT	103	28.4	168	61.5
* GENERALLY	127	28.9	275	90.4
ALMOST ALWAYS	43	9.6	447	100.0

M = 3.0
SD = 1.2

Q36: SKIMS PASSAGE FIRST

Q36	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	74	16.5	74	16.5
GENERALLY NOT	99	22.0	173	38.5
SOMEWHAT	95	21.2	268	59.7
* GENERALLY	110	24.5	378	84.2
ALMOST ALWAYS	71	15.8	449	100.0

M = 3.0
SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q37: USES MEMORY DEVICES

	Q37	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		2		2	
M = 2.4	ALMOST NEVER	131	29.3	131	29.3
	* GENERALLY NOT	127	28.4	258	57.7
	SOMEWHAT	91	20.4	349	78.1
	GENERALLY	66	14.8	615	92.8
SD = 1.2	ALMOST ALWAYS	32	7.2	647	100.0

Q38: GIVES UP WHEN LESSON IS HARD

	Q38	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	286	63.7	286	63.7
	* GENERALLY NOT	94	20.9	380	84.6
	SOMEWHAT	31	6.9	411	91.5
	GENERALLY	23	5.1	434	96.7
M = 1.6	ALMOST ALWAYS	15	3.3	449	100.0
SD = 1.0					

Q39: REHEARSE NEW ITEMS

	Q39	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	3	2.5	3	2.5
	* GENERALLY NOT	11	6.7	11	9.2
	SOMEWHAT	30	24.4	41	33.6
	GENERALLY	109	36.3	150	70.0
	ALMOST ALWAYS	162	30.0	312	100.0
M = 3.8					
SD = 1.0					

Q40: IS UNPREPARED FOR CLASS

	Q40	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	39.3	1	39.3
	* GENERALLY NOT	176	34.8	176	74.1
	SOMEWHAT	67	15.0	249	89.1
	GENERALLY	57	8.3	306	97.3
M = 2.0	ALMOST ALWAYS	12	2.7	318	100.0
SD = 1.1					

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q41: TAKES NOTES ONLY IN OWN LANGUAGE

	Q41	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	94	21.0	.94	94	21.0
GENERALLY NOT	111	24.8	205	45.8	
* SOMEWHAT	126	28.1	331	73.9	
GENERALLY	71	15.8	402	89.7	
ALMOST ALWAYS	46	10.3	448	100.0	

M = 2.7

SD = 1.3

Q42: LOOKS FOR COGNATES

	Q42	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	45	10.1	.45	45	10.1
GENERALLY NOT	60	13.4	105	23.5	
* SOMEWHAT	107	23.9	212	47.4	
GENERALLY	124	27.7	336	75.2	
ALMOST ALWAYS	111	24.8	447	100.0	

M = 3.4

SD = 1.3

Q43: MEMORIZES BY ROTE

	Q43	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	.43	.2	193	43.2
GENERALLY NOT	193	43.2	193	193	43.2
* SOMEWHAT	142	31.8	335	74.9	
GENERALLY	61	13.6	396	88.6	
ALMOST ALWAYS	39	8.7	435	97.3	
	12	2.7	447	100.0	

M = 2.0

SD = 1.1

E-11

Q44: FINDS MANY WAYS TO USE L2

	Q44	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	29	6.5	.29	29	6.5
GENERALLY NOT	92	20.5	121	26.9	
* SOMEWHAT	187	41.6	308	68.6	
GENERALLY	97	21.6	405	90.2	
ALMOST ALWAYS	64	9.8	449	100.0	

M = 3.1

SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q45: VISUALIZES SITUATIONS

	Q45	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		2	9.4	42	9.4
ALMOST NEVER		42	19.5	129	28.9
GENERALLY NOT		87	30.0	263	58.8
*SOMEWHAT		134	29.1	393	87.9
GENERAL		130	12.1		100.0
ALMOST ALWAYS		54			
M = 3.1					
SD = 1.2					

Q46: READS IN BROAD PHRASES

	Q46	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		3	0.2	1	0.2
X ALMOST NEVER		1	0.2	1	0.2
GENERALLY NOT		58	13.0	59	13.2
*SOMEWHAT		84	18.6	143	32.1
GENERAL		161	31.6	284	63.7
ALMOST ALWAYS		115	25.6	399	89.5
		47	10.5	446	100.0
M = 3.0					
SD = 1.1					

Q47: USES POSITIVE SELF-TALK

	Q47	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		6	1.4	6	1.4
ALMOST NEVER		97	21.8	97	21.8
GENERALLY NOT		92	20.7	189	42.5
*SOMEWHAT		91	20.4	280	62.9
GENERAL		113	25.4	393	88.3
ALMOST ALWAYS		152	11.7	445	100.0
M = 2.8					
SD = 1.3					

Q48: USES CUES FOR MEANING

	Q48	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		10	2.2	10	2.2
ALMOST NEVER		19	4.2	29	6.5
GENERALLY NOT		83	18.5	112	24.9
*SOMEWHAT		174	38.8	286	63.7
*GENERAL		163	36.3	449	100.0
ALMOST ALWAYS					
M = 4.0					
SD = 1.0					

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q49: MAKES UP SENTENCES

	Q49	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	148	33.0		148	33.0
*GENERALLY NOT	162	36.1		310	69.0
SOMEWHAT	76	16.9		386	86.0
GENERALLY	45	10.0		431	96.0
ALMOST ALWAYS	18	4.0		449	100.0

SD = 1.1

Q50: REPEATS WORDS

	Q50	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	64	16.3		64	16.3
*GENERALLY NOT	86	19.2		150	33.4
SOMEWHAT	89	19.8		239	53.2
GENERALLY	102	22.7		341	75.9
ALMOST ALWAYS	108	24.1		449	100.0

M = 3.2

SD = 1.4

Q51: USES TAPE RECORDER

	Q51	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	297	66.1		297	66.1
*GENERALLY NOT	91	20.3		388	86.4
SOMEWHAT	29	6.5		417	92.9
GENERALLY	17	3.8		434	96.7
ALMOST ALWAYS	15	3.3		449	100.0

M = 1.6

SD = 1.0

Q52: SINGS IN L2

	Q52	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	245	54.6		245	59.6
*GENERALLY NOT	85	18.9		330	73.5
SOMEWHAT	58	12.9		388	86.4
GENERALLY	34	7.6		422	96.0
ALMOST ALWAYS	27	6.0		449	100.0

M = 1.9

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q53: REVIEWS WITH OTHERS

	Q53	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	66	14.7		66	14.7
*GENERALLY NOT	119	26.5		185	41.2
SOMEWHAT	123	27.4		308	68.6
GENERALLY	97	21.6		405	90.2
ALMOST ALWAYS	44	9.8		449	100.0

M = 2.8
SD = 1.2

Q54: LOOKS UP ALL NEW WORDS

	Q54	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	104	23.2		104	23.2
*GENERALLY NOT	185	41.2		289	64.4
SOMEWHAT	103	22.9		392	87.3
GENERALLY	44	9.8		436	97.1
ALMOST ALWAYS	13	2.9		449	100.0

M = 2.2
SD = 1.0

Q55: USES FLASHCARDS

	Q55	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	133	29.6		133	29.6
*GENERALLY NOT	66	14.7		199	44.3
SOMEWHAT	58	12.9		257	57.2
GENERALLY	56	12.5		313	69.7
ALMOST ALWAYS	136	30.3		449	100.0

M = 3.0
SD = 1.6

Q56: DRAWS PICTURES

	Q56	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1			1	
*GENERALLY NOT	282	62.9		282	62.9
SOMEWHAT	91	20.3		373	83.3
GENERALLY	38	8.5		411	91.7
ALMOST ALWAYS	24	5.4		435	97.1
	13	2.9		448	100.0

M = 1.7
SD = 1.0

Q57: PLAYS L2 GAMES

	Q57	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	161	35.9	161	35.9
* GENERALLY NOT	121	27.0	282	62.9	
SOMEWHAT	104	23.2	386	86.2	
GENERALLY	45	10.0	431	96.2	
ALMOST ALWAYS	17	3.8	448	100.0	

M = 2.2
SD = 1.2

Q58: TRANSLATES TO NATIVE LANGUAGE

	Q58	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	18	4.0	18	4.0	4.0
GENERALLY NOT	56	12.5	74	16.5	16.5
SOMEWHAT	110	24.5	184	41.0	41.0
* GENERALLY	158	35.2	342	76.2	76.2
ALMOST ALWAYS	107	23.8	449	100.0	100.0

M = 3.6
SD = 1.1

Q59: MAKES UP EXERCISES

	Q59	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	152	33.9	152	33.9	33.9
* GENERALLY NOT	153	34.1	305	67.9	67.9
SOMEWHAT	92	20.5	397	88.4	88.4
GENERALLY	42	9.4	439	97.8	97.8
ALMOST ALWAYS	10	2.2	449	100.0	100.0

M = 2.1
SD = 1.1

Q60: SPEAKS EVEN WITH MISTAKES

	Q60	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	5	1.1	5	1.1	1.1
GENERALLY NOT	30	6.7	35	7.6	7.6
SOMEWHAT	94	20.9	129	28.7	28.7
* GENERALLY	158	35.2	287	63.9	63.9
ALMOST ALWAYS	162	36.1	449	100.0	100.0

M = 4.0
SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q61: ASKS FOR HELP

	Q61 FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	11	2.4	11	2.4
GENERALLY NOT	40	8.9	51	11.4
SOMEWHAT	110	24.5	161	35.9
* GENERALLY	179	39.9	340	75.7
ALMOST ALWAYS	109	24.3	449	100.0

M = 3.7
SD = 1.0

Q62: USES SYNONYMS

	Q62 FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	5	1.1	5	1.1
GENERALLY NOT	17	3.8	22	4.9
SOMEWHAT	76	16.9	98	21.8
* GENERALLY	198	44.1	296	65.9
ALMOST ALWAYS	153	34.1	449	100.0

M = 4.1
SD = .9

Q63: ANALYZES WORDS

	Q63 FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	.4	2	.4
GENERALLY NOT	22	4.9	22	4.9
SOMEWHAT	50	11.2	72	16.1
* GENERALLY	125	28.0	197	46.1
ALMOST ALWAYS	148	33.1	345	77.2
	102	22.8	447	100.0

M = 3.6
SD = 1.1

Q64: AVOIDS HARD TOPICS

	Q64 FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	39	8.7	39	8.7
GENERALLY NOT	78	17.4	117	26.1
SOMEWHAT	134	29.8	251	55.9
* GENERALLY	140	31.2	391	87.1
ALMOST ALWAYS	56	12.9	449	100.0

M = 3.2
SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q65: REPEATS SPEAKER'S SENTENCE

	Q65	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	66	16.7		66	19.7
GENERALLY NOT	139	31.0		205	45.7
* SOMEWHAT	128	28.5		333	74.2
GENERALLY	94	20.9		427	95.1
ALMOST ALWAYS	22	4.9		449	100.0

M = 2.7

SD = 1.1

Q66: FINDS L1-L2 CONTRASTS

	Q66	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	5.1		23	5.1
GENERALLY NOT	23	8.5		61	13.6
* SOMEWHAT	38	20.3		152	33.9
GENERALLY	91	39.1		327	73.0
ALMOST ALWAYS	175	27.0		448	100.0

M = 3.8

SD = 1.1

Q67: REQUESTS PRONUNCIATION CORRECTION

	Q67	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	13.8		62	13.8
GENERALLY NOT	62	18.5		145	32.4
* SOMEWHAT	83	24.8		256	57.1
GENERALLY	111	27.5		379	89.6
ALMOST ALWAYS	123	15.4		448	100.0

M = 3.1

SD = 1.3

Q68: REQUESTS SLOWER SPEECH

	Q68	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	23	5.1		23	5.1
GENERALLY NOT	55	12.2		78	17.4
* SOMEWHAT	102	22.7		180	40.1
GENERALLY	153	34.1		333	79.2
ALMOST ALWAYS	116	25.8		449	100.0

M = 3.6

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q69: USES ALL INFO IN READING

	Q69	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	0.4	1	0.4
	GENERALLY NOT	11	2.5	13	2.9
	SOMEWHAT	55	12.3	68	15.2
M = 4.3	* GENERALLY	171	38.2	239	53.3
SD = .8	* ALMOST ALWAYS	209	46.7	448	100.0

Q70: CONCENTRATES ON SPEAKER

	Q70	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	12	2.7	12	2.7
	GENERALLY NOT	29	6.5	41	9.1
	SOMEWHAT	94	20.9	135	30.1
M = 3.8	* GENERALLY	194	43.2	329	73.3
SD = 1.0	* ALMOST ALWAYS	120	26.7	449	100.0

Q71: IS ANXIOUS IF DOES NOT UNDERSTAND

	Q71	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	73	16.3	73	16.3
	GENERALLY NOT	148	33.0	221	49.2
	* SOMEWHAT	103	22.9	324	72.2
M = 2.7	* GENERALLY	84	18.7	408	90.9
SD = 1.2	* ALMOST ALWAYS	41	9.1	449	100.0

Q72: MAKES NEW COMBINATIONS

	Q72	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	2.7	1	2.7
	GENERALLY NOT	12	2.7	12	2.7
	SOMEWHAT	67	10.5	59	13.2
M = 3.1	* GENERALLY	134	29.9	193	43.1
SD = 1.1	* ALMOST ALWAYS	159	35.5	352	78.6
		96	21.4	448	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q73: REVERTS TO L1 SOMETIMES

	Q73	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	.5	.5	.5
M = 3.1	GENERALLY NOT	38	21.0	38	29.5
	*SOMEWHAT	94	33.9	132	53.4
SD = 1.1	GENERALLY	152	24.8	284	63.4
	ALMOST ALWAYS	111	11.6	395	88.2
		53		448	100.0

Q74: NOTICES TEXT LAYOUT

	Q74	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	3	.6	.6	.6
M = 3.2	GENERALLY NOT	63	16.6	63	9.6
	*SOMEWHAT	74	26.0	117	26.2
SD = 1.1	GENERALLY	116	36.8	233	52.2
	ALMOST ALWAYS	155	13.0	388	87.0
		58		446	100.0

Q75: BREAKS DOWN LIST

	Q75	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	.4	.4	.4
M = 3.4	GENERALLY NOT	78	17.4	78	17.4
	*SOMEWHAT	59	13.2	137	30.6
SD = 1.1	GENERALLY	64	14.3	201	45.0
	ALMOST ALWAYS	119	26.6	320	71.6
		127	28.4	447	100.0

Q76: RECORDS WORD/DEFINITION

	Q76	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	*ALMOST NEVER	362	80.6	362	80.6
M = 1.3	GENERALLY NOT	56	12.5	418	93.1
	*SOMEWHAT	20	4.5	438	97.6
SD = .7	GENERALLY	5	1.1	443	98.7
	ALMOST ALWAYS	6	1.3	449	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 6, 1986

Q77: MAKES UNUSUAL LINKS

	Q77	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	133	29.6		133	29.6
GENERALLY NOT	91	20.3		224	49.9
* SOMEWHAT	95	21.2		319	71.0
GENERALLY	66	14.7		385	85.7
ALMOST ALWAYS	64	14.3		449	100.0

M = 2.7
SD = 1.4

Q78: MAKES MENTAL SUMMARIES

	Q78	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	6.9		1	6.9
GENERALLY NOT	31	18.5		31	25.4
* SOMEWHAT	83	32.1		114	57.6
GENERALLY	144	32.1		258	89.7
ALMOST ALWAYS	46	10.3		448	100.0

M = 3.2
SD = 1.1

Q79: INITIATES 12 SPEAKERS

	Q79	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	15	3.3		15	3.3
GENERALLY NOT	35	7.8		50	11.1
SOMEWHAT	125	27.8		175	39.0
* GENERALLY	167	37.2		342	76.2
ALMOST ALWAYS	107	23.8		449	100.0

M = 3.7
SD = 1.1

Q80: MONITORS WRITING

	Q80	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	13	2.9		13	2.9
GENERALLY NOT	24	5.3		37	8.2
SOMEWHAT	91	20.3		128	28.5
* GENERALLY	173	38.5		301	67.0
* ALMOST ALWAYS	148	33.0		449	100.0

M = 4.0
SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q81: GUESSES WHAT SPEAKER WILL SAY 21:29 TUESDAY, FEBRUARY 4, 1986 22

Q81	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	19	4.2	19	4.2
GENERALLY NOT	54	12.0	73	16.3
*SOMEWHAT	187	41.6	260	57.9
GENERALLY	160	35.6	420	93.5
ALMOST ALWAYS	29	6.5	449	100.0

M = 3.3
SD = .9

Q82: USES POSITIVES TO INCREASE CONFIDN

Q82	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	6	20.4	91	20.4
GENERALLY NOT	91	24.5	200	44.9
*SOMEWHAT	122	27.4	322	72.4
GENERALLY	95	21.3	417	93.7
ALMOST ALWAYS	28	6.3	445	100.0

M = 2.6
SD = 1.2

Q83: ACTS OUT WORD

Q83	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	250	55.7	250	55.7
GENERALLY NOT	124	27.6	374	83.3
*SOMEWHAT	41	9.1	415	92.4
GENERALLY	21	4.7	436	97.1
ALMOST ALWAYS	13	2.9	449	100.0

M = 1.7
SD = 1.0

Q84: USES L1 STRUCTURAL KNOWLEDGE

Q84	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	8.9	2	8.9
GENERALLY NOT	40	15.2	40	24.2
*SOMEWHAT	68	23.7	108	47.9
GENERALLY	106	38.2	214	76.1
ALMOST ALWAYS	126	45.9	340	100.0

M = 3.4
SD = 1.3

BLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1981

Q85: DECIDES TO FOCUS ON SPECIFICS

	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	88	19.6	88	19.6
GENERALLY NOT	101	22.5	189	42.1
* SOMEWHAT	119	26.5	308	68.6
GENERALLY	103	22.9	611	91.5
ALMOST ALWAYS	38	8.5	649	100.0

M = 2.8
SD = 1.2

Q86: LISTENS FOR ORGANIZERS

	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	11.2	2	11.2
GENERALLY NOT	50	15.4	50	26.6
* SOMEWHAT	69	30.0	119	56.6
GENERALLY	134	29.1	253	85.7
ALMOST ALWAYS	130	14.3	447	100.0

M = 3.2
SD = 1.2

Q87: IMITATES SPEAKER

	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	26.1	1	26.1
GENERALLY NOT	117	22.5	117	48.7
* SOMEWHAT	101	19.9	218	68.5
GENERALLY	89	19.2	307	87.7
ALMOST ALWAYS	86	12.5	393	100.0

M = 2.7
SD = 1.4

Q88: EXPERIMENTS WITH SOUNDS

	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	29.7	1	29.7
GENERALLY NOT	133	25.7	133	55.4
* SOMEWHAT	115	19.6	248	75.0
GENERALLY	88	17.9	336	92.9
ALMOST ALWAYS	80	7.1	416	100.0

M = 2.5
SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q89: CHECKS NOTES WITH PEERS

Q89	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	.1	1	.1
GENERALLY NOT	144	32.1	144	32.1
*SOMEWHAT	94	21.0	238	53.1
GENERALLY	98	21.9	336	75.0
*ALMOST ALWAYS	86	19.2	422	94.2
SD = 1.3	26	5.8	448	100.0

Q90: USES IDIOMS/PATTERNS

Q90	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	.1	1	.1
GENERALLY NOT	12	2.7	12	2.7
*SOMEWHAT	48	10.7	60	13.4
*GENERALLY	131	29.2	191	42.6
*ALMOST ALWAYS	182	40.6	373	83.3
SD = 1.0	75	16.7	448	100.0

Q91: GUESSES MEANINGS FROM SITUATION

Q91	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	7	1.6	7	1.6
GENERALLY NOT	29	6.5	36	8.0
*SOMEWHAT	94	20.9	130	29.0
*GENERALLY	216	48.1	346	77.1
*ALMOST ALWAYS	103	22.9	449	100.0

Q92: GROUPS BY ATTRIBUTE

Q92	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	90	20.0	90	20.0
GENERALLY NOT	91	20.3	181	40.3
*SOMEWHAT	112	24.9	293	65.3
*GENERALLY	98	21.8	391	87.1
*ALMOST ALWAYS	58	12.9	449	100.0

M = 2.9
SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q93: MEMORIZES COMPLETE WHOLES

	Q93	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2				
*GENERALLY NOT	171	38.3		171	38.3
SOMEWHAT	117	26.2		288	64.4
GENERALLY	80	17.9		368	82.3
ALMOST ALWAYS	53	11.9		421	94.2
	26	5.8		447	100.0
M = 2.2					
SD = 1.2					

Q94: SPEAKS MENTALLY FIRST

	Q94	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	23	5.1		23	5.1
*GENERALLY NOT	36	8.0		59	13.1
SOMEWHAT	108	24.1		167	37.2
*GENERALLY	164	36.5		331	73.7
ALMOST ALWAYS	118	26.3		449	100.0
M = 3.7					
SD = 1.1					

Q95: MEMORIZES SOUNDS TO LOOK UP

	Q95	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1			1	
*GENERALLY NOT	54	12.1		54	12.1
SOMEWHAT	132	29.5		186	41.5
*GENERALLY	133	29.7		319	71.2
ALMOST ALWAYS	92	20.5		411	91.7
	37	8.3		448	100.0
M = 2.9					
SD = 1.1					

Q96: WRITES ITEMS REPEATEDLY

	Q96	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	74	16.5		74	16.5
*GENERALLY NOT	123	27.4		197	43.9
SOMEWHAT	96	21.4		293	65.3
*GENERALLY	84	18.7		377	84.0
ALMOST ALWAYS	72	16.0		449	100.0
M = 2.9					
SD = 1.3					

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q97: USES MECHANICAL TRICKS

	Q97	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	237	52.8		237	52.8
* GENERALLY NOT	84	18.7		321	71.5
SOMEWHAT	55	12.2		376	83.7
GENERALLY	46	10.2		422	94.0
ALMOST ALWAYS	27	6.0		449	100.0

$M = 2.0$
 $SD = 1.3$

Q98: LISTS RELATED WORDS

	Q98	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	215	47.9		215	47.9
* GENERALLY NOT	122	27.2		337	75.1
SOMEWHAT	73	16.3		410	91.3
GENERALLY	23	5.1		433	96.4
ALMOST ALWAYS	16	3.6		449	100.0

$M = 1.9$
 $SD = 1.1$

Q99: VISUALIZES SPELLING

	Q99	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	36	8.0		36	8.0
GENERALLY NOT	43	9.6		79	17.6
SOMEWHAT	92	20.5		171	38.1
* GENERALLY	138	30.7		309	68.6
ALMOST ALWAYS	140	31.2		449	100.0

$M = 3.7$
 $SD = 1.2$

Q100: PRACTICES ORALLY WITH PEERS

	Q100	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	29.5		2	29.5
* GENERALLY NOT	132	26.2		132	55.7
SOMEWHAT	117	16.6		249	72.3
GENERALLY	74	17.9		323	90.2
ALMOST ALWAYS	60	9.8		447	100.0

$M = 2.5$
 $SD = 1.3$

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q101: CONSIDERS OWN L2 PROGRESS

	Q101	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	12	2.7	12	2.7
	GENERALLY NOT	35	7.8	47	10.5
M = 3.8	SOMEWHAT	99	22.0	146	32.5
SD = 1.0	* GENERALLY	169	37.6	315	70.2
	ALMOST ALWAYS	134	29.8	449	100.0

Q102: DOES ADVANCE TASK PLANNING

	Q102	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	4	11.7	52	11.7
	GENERALLY NOT	52	16.0	123	27.6
M = 3.2	* SOMEWHAT	132	29.7	255	57.3
SD = 1.2	* GENERALLY	127	28.5	382	85.8
	ALMOST ALWAYS	63	14.2	445	100.0

Q103: GIVES SELF REWARD

	Q103	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	43.5	195	43.5
	* GENERALY NOT	117	26.1	312	69.6
M = 3.2	SOMEWHAT	69	15.4	381	85.0
SD = 1.2	* GENERALLY	49	10.9	430	96.0
	ALMOST ALWAYS	18	4.0	448	100.0

Q104: NOTES L1 INTERFERENCE

	Q104	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	12.3	55	12.3
	GENERALY NOT	63	14.1	118	26.4
M = 3.2	SOMEWHAT	136	30.4	254	56.8
SD = 1.2	* GENERALLY	137	30.6	391	87.5
	ALMOST ALWAYS	56	12.5	447	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q105: ARRANGES ENVIRONMENT

	Q105	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	50	11.1		50	11.1
GENERALLY NOT	74	16.5		124	27.6
* SOMEWHAT	114	25.4		238	53.0
GENERALLY	119	26.5		357	79.5
ALMOST ALWAYS	92	20.5		449	100.0

M = 3.3
SD = 1.2

Q106: RELAXES BEFORE SPEAKING

	Q106	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	40	9.0		40	9.0
GENERALLY NOT	57	12.8		97	21.8
* SOMEWHAT	104	23.4		201	45.2
GENERALLY	151	33.9		352	79.1
ALMOST ALWAYS	93	20.9		445	100.0

M = 3.5
SD = 1.3

Q107: PLANS LONG-RANGE GOALS

	Q107	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1			1	
GENERALLY NOT	63	14.1		63	14.1
* SOMEWHAT	78	17.4		141	31.5
GENERALLY	98	21.9		239	53.3
ALMOST ALWAYS	123	27.5		362	80.8
	86	19.2		448	100.0

M = 3.2
SD = 1.3

Q108: DOES SELF-DIAGNOSIS

	Q108	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	23	5.1		23	5.1
GENERALLY NOT	64	9.8		67	15.0
* SOMEWHAT	139	31.0		206	46.0
GENERALLY	156	34.8		362	80.8
ALMOST ALWAYS	86	19.2		448	100.0

M = 3.5
SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q109: NOTES REACTION OF OTHERS

	Q109	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	25	5.6	25	5.6
	GENERALLY NOT	51	11.4	76	16.9
	SOMEWHAT	110	24.5	186	41.4
	* GENERALLY	172	38.3	358	79.7
	ALMOST ALWAYS	91	20.3	449	100.0

M = 3.6
SD = 1.1

Q110: USES RECORD BOOK

	Q110	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	223	49.7	223	49.7
	* GENERALLY NOT	89	19.8	312	69.5
	SOMEWHAT	69	15.4	381	84.9
	GENERALLY	29	6.5	410	91.3
	ALMOST ALWAYS	39	8.7	449	100.0

M = 2.0
SD = 1.3

Q111: LOOKS FOR LANGUAGE PATTERNS

	Q111	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	29	6.5	29	6.5
	GENERALLY NOT	49	10.9	78	17.4
	SOMEWHAT	109	24.3	187	41.6
	* GENERALLY	160	35.6	347	77.3
	ALMOST ALWAYS	102	22.7	449	100.0

E-28

M = 3.6
SD = 1.2

Q112: ELABORATES SENTENCES

	Q112	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	95	21.2	95	21.2
	GENERALLY NOT	97	21.6	192	42.8
	* SOMEWHAT	117	26.1	309	63.8
	GENERALLY	101	22.5	410	91.3
	ALMOST ALWAYS	39	8.7	449	100.0

M = 2.8
SD = 1.3

DBI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q113: DRILLS WORDS

	Q113	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	70	15.6	70	15.6
	GENERALLY NOT	104	23.2	174	38.8
*	SOMEWHAT	132	29.4	306	68.2
	GENERALLY	101	22.5	407	90.6
	ALMOST ALWAYS	42	9.4	449	100.0

M = 2.9
SD = 1.2

Q114: USES WORDS IMMEDIATELY

	Q114	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	20	4.5	20	4.5
	GENERALLY NOT	76	16.9	96	21.4
*	SOMEWHAT	160	35.6	256	57.0
	GENERALLY	137	30.5	393	87.5
	ALMOST ALWAYS	56	12.5	449	100.0

M = 3.3
SD = 1.0

Q115: INITIATES L2 CONVERSATIONS

	Q115	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	.9	.9	.9
	GENERALLY NOT	60	8.9	60	8.9
*	SOMEWHAT	92	20.6	152	29.5
	GENERALLY	138	30.9	270	60.4
	ALMOST ALWAYS	123	27.5	393	87.9
		54	12.1	447	100.0

M = 3.1
SD = 1.1

Q116: REHEARSES NEXT ACTIVITY

	Q116	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	5	11.4	5	11.4
	GENERALLY NOT	51	24.0	51	35.6
*	SOMEWHAT	107	29.4	158	64.8
	GENERALLY	131	24.7	289	89.5
	ALMOST ALWAYS	110	10.5	399	100.0
		47		446	

M = 3.0
SD = 1.2

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q117: PREVIENS LESSON

	Q117	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	57	12.7	57	12.7
	GENERALLY NOT	97	21.6	154	34.3
M = 3.1	* SOMEWHAT	102	22.6	256	57.0
SD = 1.3	GENERALLY	123	27.4	379	84.4
	ALMOST ALWAYS	70	15.6	449	100.0

Q118: READS STORY REPEATEDLY

	Q118	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	.7	.7	.7
	GENERALLY NOT	32	7.1	32	7.1
M = 3.4	* SOMEWHAT	62	13.8	94	21.0
SD = 1.1	GENERALLY	125	27.9	219	48.9
	ALMOST ALWAYS	152	33.9	371	82.8
		77	17.2	448	100.0

Q119: REQUESTS EXPL., REP., SLOW SPEECH

	Q119	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	.3	.6	.3
	GENERALLY NOT	6	1.3	6	1.3
M = 4.0	* SOMEWHAT	20	4.5	26	5.6
SD = .9	GENERALLY	78	17.4	104	23.2
	ALMOST ALWAYS	197	44.0	301	67.2
		167	32.8	448	100.0

Q120: REQUESTS VERIFICATION

	Q120	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	.4	.4	.4
	GENERALLY NOT	18	4.0	18	4.0
M = 3.5	* SOMEWHAT	67	15.0	85	19.0
SD = 1.1	GENERALLY	116	26.0	201	45.0
	ALMOST ALWAYS	162	36.2	363	81.2
		84	18.8	447	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

32
21:29 TUESDAY, FEBRUARY 4, 1986

Q121: LOOKS FOR EXCEPTIONS

Q121	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	.4	.4	.4
GENERALLY NOT	33	7.4	33	7.4
SOMEWHAT	65	14.5	98	21.9
* GENERALLY	113	25.2	211	47.1
ALMOST ALWAYS	139	31.0	350	78.1
	98	21.9	448	100.0

M = 3.6
SD = 1.2
M = 2.9
SD = 1.3

Q122: GENERATES/REVISES RULES

Q122	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	.4	.4	.4
GENERALLY NOT	96	21.4	96	21.4
* SOMEWHAT	93	20.8	189	42.2
GENERALLY	103	23.0	292	65.2
ALMOST ALWAYS	104	23.2	396	88.4
	52	11.6	448	100.0

M = 2.9
SD = 1.3

Q123: PARAPHRASES SENTENCE

Q123	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	.4	.4	.4
GENERALLY NOT	66	14.8	66	14.8
* SOMEWHAT	83	18.6	149	33.5
GENERALLY	157	35.1	306	68.5
ALMOST ALWAYS	113	25.3	419	93.7
	28	6.5	447	100.0

M = 2.9
SD = 1.3

Q124: INFERS BY ANALOGY

Q124	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	.4	.4	.4
GENERALLY NOT	75	16.8	75	16.8
* SOMEWHAT	63	14.1	138	30.9
GENERALLY	96	21.5	234	52.3
ALMOST ALWAYS	131	29.3	365	81.7
	82	18.3	447	100.0

M = 3.2
SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q125: FINDS MEANING VIA ANALYSIS

	Q125	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
		1	6.0	7	6.0
	ALMOST NEVER	27	6.0	27	6.0
	GENERALLY NOT	59	13.2	86	19.2
*	SOMEWHAT	133	29.7	219	48.9
*	GENERALLY	150	33.5	369	82.4
	ALMOST ALWAYS	79	17.6	448	100.0

M = 3.4
SD = 1.1

Q126: USES REFERENCES

	Q126	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	8	1.8	8	1.8
	GENERALLY NOT	40	8.9	48	10.7
*	SOMEWHAT	81	18.0	129	28.7
*	GENERALLY	145	32.3	274	61.0
	ALMOST ALWAYS	175	39.0	449	100.0

Q127: OUTLINES MAIN IDEAS

	Q127	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	85	18.9	85	18.9
	GENERALLY NOT	98	21.8	183	40.8
*	SOMEWHAT	161	31.4	324	72.2
*	GENERALLY	88	19.6	412	91.8
	ALMOST ALWAYS	37	8.2	449	100.0

M = 4.0
SD = 1.0

E-32

M = 2.7
SD = 1.2

Q128: SUMMARIZES L2 INFO

	Q128	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*	ALMOST NEVER	1	0.2	1	0.2
	GENERALLY NOT	78	17.4	79	17.6
*	SOMEWHAT	104	23.2	183	40.8
*	GENERALLY	140	31.2	323	71.9
	ALMOST ALWAYS	85	18.9	408	90.9
		41	9.1	449	100.0

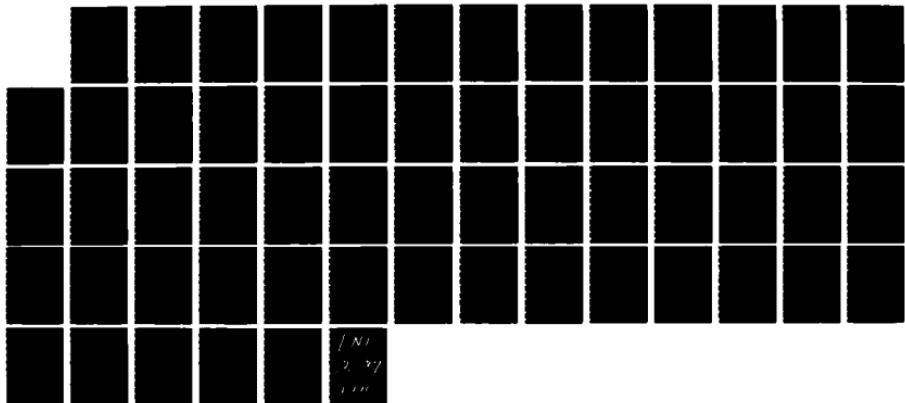
M = 2.8
SD = 1.2

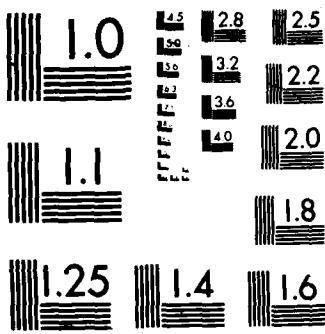
AD-A175 452 DEVELOPMENT AND PSYCHOMETRIC TESTING OF THE STRATEGY' 2/2
INVENTORY FOR LANGUAGE LEARNING (SILL) APPENDIX(U)
KINTON INC ALEXANDRIA VA R L OXFORD NOV 86

UNCLASSIFIED ARI-RN-86-92-APP

F/G 5/7

NL





MICROCOPY RESOLUTION TEST CHART

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986

Q129: TALKS ONLY L1 AT PARTIES

	Q129	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	11	11.4	11	11.4
	GENERALLY NOT	50	24.0	155	35.4
M = 3.0	* SOMEWHAT	105	35.8	312	71.2
	GENERALLY	157	16.0	382	87.2
SD = 1.2	ALMOST ALWAYS	70	12.8	438	100.0

Q130: USES MIRROR

	Q130	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	* ALMOST NEVER	360	80.2	360	80.2
M = 1.3	GENERALLY NOT	56	12.5	416	92.7
	* SOMEWHAT	20	4.5	436	97.1
	GENERALLY	6	1.3	442	98.4
SD = .7	ALMOST ALWAYS	7	1.6	449	100.0

Q131: FINDS COGNATES

	Q131	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	1	16.7	1	16.7
M = 3.0	GENERALLY NOT	75	16.5	75	35.3
	* SOMEWHAT	83	18.5	158	55.5
	GENERALLY	116	25.9	274	61.2
SD = 1.3	ALMOST ALWAYS	111	24.8	385	85.9
		63	14.1	448	100.0

Q132: CONDUCTS LONG SELF-CONVERSATION

	Q132	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	104	23.2	104	23.2
M = 2.6	GENERALLY NOT	112	24.9	216	48.1
	* SOMEWHAT	126	28.1	342	76.2
	GENERALLY	73	16.3	415	92.4
SD = 1.2	ALMOST ALWAYS	34	7.6	449	100.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q133: TRANSLATES VERBATIM

21:29 TUESDAY, FEBRUARY 4, 1983

	Q133	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	64	14.3	64	14.3
	GENERALLY NOT	146	32.5	210	46.8
	*SOMEWHAT	133	29.6	343	76.4
	GENERALLY	80	17.8	423	94.2
	ALMOST ALWAYS	26	5.8	449	100.0

M = 2.7
SD = 1.1

Q134: OVERAPPLIES RULES

	Q134	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	6	2.2	6	2.2
	GENERALLY NOT	10	2.2	10	2.2
	SOMEWHAT	50	11.2	60	13.5
	*GENERALLY	158	35.5	218	49.0
	ALMOST ALWAYS	180	40.4	398	89.4
		47	10.6	445	100.0

M = 3.5
SD = .9

Q135: REMEMBERS BY LOCATION

	Q135	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
	ALMOST NEVER	2	18.8	2	18.8
	GENERALLY NOT	84	18.8	84	18.8
	*SOMEWHAT	65	14.5	149	33.5
	GENERALLY	120	26.8	269	60.2
	ALMOST ALWAYS	100	22.4	369	82.6
		78	17.4	447	100.0

M = 3.1
SD = 1.4

APPENDIX F

STANDARDIZED REGRESSION COEFFICIENTS IN THE PROMAX-ROTATED
FACTOR PATTERN FROM THE DLI FIELD TEST

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
17 PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION
10 FACTORS EXTRACTED

ROTATION METHOD: PROMAX

ROTATED FACTOR PATTERN (STD REG COEFS)											
	FACTORY1	FACTORY2	FACTORY3	FACTORY4	FACTORS	FACTORY5	FACTORY6	FACTORY7	FACTORY8	FACTORY9	FACTORY10
N117	0.63499	-0.03530	0.04401	0.05289	-0.01734	-0.02582	0.02314	0.11927	-0.04835	-0.05064	-0.05064
N35	0.61400	0.12593	-0.05985	-0.08221	0.07704	-0.05561	0.00828	0.06248	0.01872	-0.10110	-0.19728
N105	0.68896	0.02473	0.10056	0.08953	0.11869	0.06949	0.10077	0.03982	0.05738	0.05862	-0.05896
N14	0.44938	0.11885	0.21280	0.17912	-0.00839	0.19624	-0.16721	-0.18245	-0.08480	-0.13982	0.16397
N2	0.44822	0.16387	-0.04984	0.07999	0.03801	-0.06959	0.05860	0.02715	0.02993	0.17821	0.02383
N39	0.44607	-0.00164	0.06223	-0.11056	0.03809	-0.00019	0.10583	0.08855	0.01429	0.08722	-0.18432
N26	0.44576	-0.24708	0.02062	-0.00923	0.20678	0.13610	0.07765	0.00976	0.11571	0.07707	0.22311
N127	0.63001	-0.09668	0.06781	0.09810	0.07760	0.00717	-0.20976	0.01542	0.05038	0.12339	-0.12339
N96	0.42970	-0.11203	-0.1267	-0.08057	0.36140	0.06081	0.01862	0.01862	0.00619	-0.02916	-0.02916
N4	0.41658	0.02264	0.09330	0.02048	-0.02239	0.05496	-0.10799	-0.07079	0.05612	0.04578	-0.04578
N6	0.60579	0.00502	0.01117	0.08925	0.13103	0.00638	0.01052	0.02357	0.05355	0.15080	0.00278
N16	0.40285	-0.01466	-0.02813	0.02049	0.14781	0.07979	0.06936	0.05480	0.18350	0.016150	-0.016150
N3	0.39645	0.03210	-0.07644	0.12081	-0.02629	0.28409	0.07475	0.05487	0.06280	0.08689	0.00261
N5	0.38611	0.00006	0.00005	0.00005	-0.06326	0.14063	0.01373	0.03118	0.01521	0.10590	0.31946
N128	0.35907	-0.13254	0.09348	0.07818	0.01914	0.03603	-0.24129	0.02570	0.20543	0.24437	-0.24437
N108	0.35341	-0.3249	0.02637	0.01496	0.27456	0.03943	0.15413	0.05437	0.05916	0.13552	0.13664
N75	0.36586	-0.13581	0.04000	0.05876	-0.08072	0.05900	0.07076	0.02294	0.06587	0.19678	-0.03554
N80	0.34443	0.04279	0.04667	0.03042	0.14963	0.02567	0.16652	0.00282	0.00351	0.18958	0.05163
N55	0.34437	0.04279	0.04667	0.03042	0.14963	0.02567	0.10773	0.22441	0.0501	0.10077	0.21169
N36	0.36059	-0.06677	0.12951	0.19693	0.20748	0.01759	0.18184	0.12887	0.10511	0.04245	-0.22667
N113	0.32111	0.07429	-0.10005	0.14430	-0.22290	0.24370	0.03994	0.07988	0.03994	0.16385	-0.16385
N126	0.30472	0.05094	0.25964	0.09098	0.02715	0.02715	0.02449	0.02213	0.0990	0.14748	-0.21390
N106	0.27973	0.02608	0.08364	0.01394	0.02222	0.02222	0.02165	0.02023	0.02379	0.11711	-0.05060
N50	0.26455	-0.12617	0.1155	0.14613	0.03399	0.02314	0.02165	0.02034	0.06056	0.09264	-0.09264
N5	0.45734	-0.21641	0.07966	0.02413	0.14398	0.10036	0.14398	0.10773	0.07669	0.05752	-0.13057
N19	0.57632	-0.07669	0.14605	0.23585	-0.05143	0.01534	0.06013	0.13000	0.04229	0.00031	-0.01617
N40	0.59105	-0.16854	0.14605	0.04457	0.10964	0.04763	0.03301	0.01346	0.01529	0.01529	-0.01617
N12	0.06064	0.79375	0.02608	0.08364	0.02222	0.02222	0.02856	0.04491	0.00896	0.00361	0.07385
N115	0.00161	0.75038	0.04268	0.12903	0.02222	0.02222	0.02165	0.02034	0.06361	0.14917	-0.13057
N17	0.06916	0.13765	0.56169	0.10669	0.13001	0.05655	0.08376	0.03223	0.06016	0.10680	-0.02033
N60	0.010947	0.53971	0.53971	0.19006	0.20893	0.09398	0.11416	0.05552	0.06359	0.13530	-0.13530
N1	0.015268	0.52221	0.02504	0.07346	0.01169	0.02921	0.10542	0.06733	0.06733	0.13155	-0.06450
N18	0.026812	0.50657	0.14359	0.06222	0.02105	0.00472	0.02100	0.02091	0.04417	0.04417	-0.01237
N30	0.06014	0.14466	0.50608	0.25050	0.21385	0.02322	0.06505	0.02185	0.06743	0.21620	-0.06665
N25	0.011466	0.45754	0.14551	0.22779	0.16095	0.03940	0.04734	0.03223	0.06689	0.15938	-0.08436
N13	0.01624	0.41059	0.13914	0.02070	0.18464	0.015527	0.025373	0.05132	0.06333	0.10930	-0.02043
N52	0.00045	0.12624	0.38595	0.02504	0.07346	0.01169	0.02921	0.01227	0.08011	0.06769	0.12785
N11	0.04997	0.36758	0.25267	0.23348	0.17422	0.05253	0.04579	0.01017	0.1736	0.03634	-0.12782
N132	0.06288	0.36600	0.03869	0.18296	0.01514	0.02661	0.18487	0.02422	0.13825	0.14505	-0.14505
N57	0.07852	0.35093	0.06149	0.26689	0.09781	0.03773	0.03808	0.08921	0.08921	0.14974	-0.09565
N31	0.11624	0.34962	0.05016	0.20293	0.11103	0.04371	0.04371	0.04371	0.04371	0.04371	-0.04371
N114	0.00045	0.34461	0.06206	0.17524	0.12262	0.06333	0.27709	0.05848	0.09701	0.14710	-0.14710
N67	0.04033	0.33850	0.0382	0.01913	0.10245	0.02530	0.23101	0.05483	0.12986	0.16028	-0.16028
N90	0.03854	0.32065	0.1794	0.06612	0.02953	0.03178	0.02442	0.06163	0.03355	0.14974	-0.27655
N53	0.18222	0.25786	0.16022	0.12245	0.06110	0.15820	0.08816	0.14974	0.14974	0.16554	-0.16554
N100	0.05302	0.25239	0.09661	0.21637	0.03033	0.21721	0.08795	0.21721	0.08795	0.15968	-0.07022
N116	0.21021	0.22664	0.00319	0.15449	0.12666	0.03836	0.10087	0.10087	0.19131	0.08566	-0.10471
N8	0.13650	0.31118	0.09727	-0.01362	0.08212	0.12908	0.19004	0.08212	0.01701	0.01701	-0.03125

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION
10 FACTORS EXTRACTED

18
17:01 MONDAY, FEBRUARY 10, 1986

ROTATION METHOD: PROMAX

ROTATED FACTOR PATTERN (STD REG COEFS)

FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N64	-0.03504	-0.33477	-0.03914	0.033387	0.23781	0.20961	0.06879	-0.00981	-0.02082
N129	-0.03207	-0.35463	-0.05577	-0.01057	0.05073	0.12166	0.03656	0.02795	0.04567
N48	-0.01585	-0.09560	0.65975	-0.12187	-0.07339	-0.01561	0.05124	0.15202	0.06210
N63	-0.02358	-0.08285	0.60383	0.07806	0.14668	-0.19296	0.04290	0.01009	-0.01713
N69	-0.04058	-0.01970	0.59910	-0.19905	-0.07867	-0.16559	-0.00115	0.11016	-0.00497
N125	-0.03231	0.51668	0.53121	0.03401	0.14530	-0.12101	0.02331	0.08622	0.06161
N91	-0.03550	0.08956	0.54075	0.01724	-0.02569	0.03267	0.03576	0.04962	0.06530
N36	-0.02210	0.18869	0.53569	-0.19288	-0.02078	0.05490	-0.12766	-0.0790	0.23512
N62	-0.01044	0.23287	0.44018	-0.14628	-0.04826	0.09110	-0.08754	0.06910	-0.00821
N74	-0.00955	-0.09548	0.43884	0.24638	-0.01414	-0.07188	-0.02490	-0.04420	0.03276
N33	0.00000	0.03370	0.42731	-0.08740	0.04666	-0.01113	0.10135	-0.00832	0.05899
N84	-0.04431	-0.17862	0.39142	-0.00766	-0.17294	-0.07526	0.28172	-0.01720	0.01839
N22	-0.07674	-0.14378	0.38952	0.01037	0.06848	-0.14485	-0.04455	-0.08666	0.00868
N66	-0.04231	0.10304	0.35139	0.00105	0.05717	-0.06742	-0.24027	0.01122	0.03714
N79	-0.06332	0.13589	0.34118	-0.00846	0.15520	-0.03156	0.03414	-0.07372	0.18766
N66	-0.03214	-0.09140	0.33501	0.06141	0.24992	-0.07948	0.19064	-0.07852	0.09701
N81	-0.09213	-0.09403	0.30723	-0.04266	0.07635	0.0275	-0.03359	0.18519	-0.09676
N86	-0.04641	0.04668	0.30555	0.05682	0.05682	0.13990	-0.04068	0.08672	0.024758
N78	-0.06887	0.08834	0.30253	0.15947	0.05951	0.07835	0.04999	-0.0266	0.06454
N23	-0.01264	0.13882	0.29855	-0.23381	0.25558	-0.02609	0.21938	-0.02749	0.12374
N98	-0.14418	0.01055	-0.06388	0.53072	0.04631	-0.05588	0.09688	-0.03049	0.00579
N130	-0.02330	0.13567	-0.20702	0.52344	0.09417	-0.02673	0.04301	-0.08966	0.09845
N76	-0.01673	0.12090	-0.14915	0.51130	0.06123	-0.02271	-0.06108	0.10159	-0.05258
N83	-0.05859	0.17095	-0.01466	0.45597	0.12572	-0.08435	-0.02627	0.25576	-0.02749
N87	-0.00016	0.14618	0.00016	0.44532	0.14256	-0.08435	-0.02639	0.25359	-0.017337
N112	-0.04369	0.06398	0.10208	0.62384	-0.15459	-0.07100	0.02700	-0.02848	0.19803
N59	-0.25043	0.07258	-0.07194	0.61831	-0.04675	-0.02673	0.04301	-0.08966	0.03105
N88	-0.13005	0.09669	0.21870	0.38628	-0.13289	0.03334	0.08973	-0.16510	-0.07996
N38	-0.20207	-0.14186	0.39597	0.37090	0.01797	0.07124	-0.15907	-0.02831	-0.08175
N21	-0.05975	-0.31362	-0.10358	-0.13254	-0.08919	0.24864	-0.01560	-0.02848	-0.08239
N54	-0.01333	-0.17198	-0.15525	0.36556	-0.08919	0.24864	-0.00965	-0.00194	-0.05360
N95	-0.02385	0.12067	0.16645	0.36010	-0.15976	0.11616	0.16225	-0.05716	0.14299
H49	-0.13898	0.14021	0.01883	0.34868	-0.05983	0.13421	0.02881	0.06386	0.03955
H56	-0.05644	0.15055	-0.08766	0.34786	0.21828	-0.03196	0.11172	0.06122	-0.06570
H110	-0.29526	0.06791	-0.01522	0.34606	-0.08907	-0.0034	0.07436	0.04314	-0.14695
H51	-0.11710	-0.29149	-0.17150	0.28669	0.08913	0.03777	-0.010492	0.11677	-0.07079
H7	-0.02385	0.12067	0.16645	0.36010	-0.15976	0.11616	0.16225	-0.06876	0.07372
H85	-0.08336	-0.15790	0.09286	0.19467	0.08664	0.03762	0.02137	0.06480	0.13659
H131	-0.09275	-0.00798	0.04828	-0.09553	0.58684	0.13519	0.06552	-0.04603	0.12922
H77	-0.05284	0.10509	0.03947	0.3852	0.54451	0.05510	-0.06908	0.35357	0.04679
H37	-0.03665	0.05122	0.07515	0.04574	0.48248	-0.09736	-0.14155	0.21676	0.23292
H7	-0.05293	0.15706	-0.01259	0.07703	0.46393	0.06488	-0.07554	0.02023	0.23687
H29	-0.00000	0.03186	0.02654	0.44662	0.00118	0.02844	-0.03530	0.13978	-0.00498
H135	-0.00000	0.05964	-0.16195	0.07476	0.00962	0.38631	0.02679	0.06635	0.03039
H42	-0.00000	0.06524	0.09684	0.26393	-0.04328	0.37442	0.14488	-0.14248	0.06053
H41	-0.00000	0.05627	-0.08011	-0.3244	-0.1508	0.3072	0.27722	0.08087	-0.27668
H92	-0.00000	0.08618	-0.17824	0.29835	0.17161	0.27950	0.0118	0.03218	0.19577
H124	-0.00000	0.16160	0.01088	-0.16607	0.3071	0.26427	-0.04022	0.0874	0.17734
H58	0.00000	-0.21656	0.16140	0.19118	0.26161	0.35997	0.13721	-0.08068	0.24135
	-0.0028116	-0.16000	-0.04715	-0.08925	0.07668	0.49746	0.05267	-0.05911	0.05669

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING 19
 PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION 17-01 MONDAY, FEBRUARY 10, 1986
 10 FACTORS EXTRACTED

ROTATION METHOD: PROMAX

ROTATED FACTOR PATTERN (STD RE COEFS)										
	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N73	0.03276	-0.13503	-0.02254	-0.06426	0.24042	0.45505	0.05879	-0.10242	-0.07247	0.19927
N61	0.04568	0.12477	0.14774	-0.07388	0.05454	0.45377	0.02371	-0.01124	-0.05640	0.06681
N133	-0.16077	-0.02655	-0.19978	0.16054	0.20680	0.42306	0.17501	-0.10921	-0.03689	-0.02070
N68	-0.00995	0.13572	0.03541	-0.12545	-0.05317	-0.58471	-0.04535	-0.06457	-0.02180	0.01245
N119	-0.00043	-0.16142	0.09528	0.10161	-0.12545	-0.07417	0.37436	-0.10095	-0.07766	0.09030
N65	-0.00000	0.02176	0.09436	-0.06919	0.08465	0.28739	0.31864	-0.06657	-0.06990	0.10764
N120	-0.00000	-0.24115	-0.13052	-0.07160	0.05663	0.01500	0.35671	0.27917	0.09154	0.29536
N71	-0.00000	0.12246	-0.24115	-0.13052	0.25863	0.11257	0.31091	0.03416	-0.01270	-0.04360
N63	-0.00000	-0.07577	0.07465	-0.14873	0.25386	0.12969	0.28848	-0.17332	-0.07466	-0.09952
N9	-0.00000	0.35835	-0.13268	-0.2784	-0.15067	-0.2761	0.50877	-0.12892	-0.01977	0.07055
N94	-0.00000	-0.11511	-0.20478	0.0283	0.02958	-0.03657	0.21838	0.42356	-0.04974	-0.04614
N111	-0.00000	-0.08001	-0.01813	0.22648	0.05047	0.12776	0.05051	0.42207	-0.00876	0.21534
N134	-0.00000	0.01250	0.21235	0.30866	0.10924	-0.18891	0.10702	0.36327	-0.10093	-0.01150
N32	-0.00000	0.16333	0.01738	0.06009	-0.12913	-0.15304	0.32395	0.04863	-0.04222	0.02432
N15	-0.00000	0.25239	0.09957	0.12967	0.00729	-0.00733	-0.07799	0.31518	-0.04642	0.10398
N109	-0.00000	0.03727	-0.16822	0.16802	0.07996	-0.02554	0.07867	0.22304	-0.05533	-0.14769
N104	-0.00000	0.16937	-0.00385	0.06093	0.14766	-0.03564	0.09570	0.16554	0.06391	0.15131
N28	-0.00000	0.17157	-0.07022	0.06195	0.18086	0.09455	0.08939	-0.23692	0.06731	0.04236
N82	-0.00000	0.02314	-0.01658	0.14185	0.10323	-0.07282	-0.02479	0.10042	0.079308	-0.08136
N47	-0.00000	-0.11104	-0.07702	0.13559	0.02875	-0.05483	-0.02290	0.08412	0.75011	-0.04568
N103	-0.00000	0.01600	0.00552	-0.10208	0.18582	0.10705	-0.12294	-0.00818	0.52284	-0.06917
N101	-0.00000	0.23003	-0.01486	0.20291	-0.2616	-0.09827	0.16147	0.11620	0.35690	-0.15313
H102	-0.00000	0.02080	0.09368	0.17451	0.22462	-0.05796	0.3687	0.25634	0.31936	0.02526
N45	-0.00000	0.01114	-0.01813	0.14668	0.17360	0.30858	-0.08342	0.04709	-0.02026	0.59899
N24	-0.00000	0.15839	0.08005	0.22120	0.10611	0.13125	-0.17053	-0.07714	-0.17806	0.53461
N99	-0.00000	0.10407	0.07501	0.21352	-0.08074	0.37419	-0.06517	0.07226	0.03905	-0.62771
N27	-0.00000	0.18979	-0.07743	-0.01466	-0.07311	0.16922	-0.09284	0.28324	0.04436	0.35218
N72	-0.00000	0.16651	-0.09127	0.10234	-0.08640	-0.10456	-0.14486	-0.10184	-0.08554	-0.10538
N70	-0.00000	0.12600	0.02528	0.08835	-0.01526	-0.03913	0.10198	0.19894	-0.03013	0.29792
N93	-0.00000	0.14817	-0.0997	0.03287	-0.05742	0.06428	0.12152	0.24925	-0.03676	0.03261
N20	-0.00000	0.19502	0.09709	-0.02702	0.23703	0.06708	0.20085	0.0646	0.3809	0.07318
N89	-0.00000	0.12556	0.03113	0.01860	-0.08907	-0.05826	0.00591	0.18200	-0.10032	0.25159
N122	-0.00000	0.12635	-0.04448	0.04448	-0.01526	-0.03913	0.10198	0.19894	-0.03013	0.19795
N123	-0.00000	0.17832	-0.04024	0.1729	-0.09342	0.12047	0.09662	0.12628	-0.04942	0.57089
N121	-0.00000	0.06673	0.07362	0.24196	0.15480	0.05881	0.17264	0.00383	-0.00041	0.48315
N107	-0.00000	0.10738	0.02085	0.08760	-0.07438	0.20519	-0.03286	0.28563	-0.1392	0.47583
						0.06050	-0.02421	0.11605	-0.14784	0.22741

APPENDIX G

CORRELATIONS IN THE PROMAX-ROTATED FACTOR STRUCTURE
FROM THE DLI FIELD TEST

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION
10 FACTORS EXTRACTED

17:01 MONDAY, FEBRUARY 10, 1986 24

ROTATION METHOD: PROMAX

FACTOR STRUCTURE (CORRELATIONS)										
	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N117	0.66527	0.20584	0.24068	0.21960	0.02636	0.05374	0.14689	0.29033	0.13605	0.10445
N35	0.61132	0.27685	0.17697	0.10224	0.05569	-0.00501	0.12126	0.25586	0.17199	0.07613
N105	0.56371	0.19761	0.31156	0.25128	0.15842	0.15399	0.24719	0.20385	0.17105	-0.03264
N14	0.49739	0.25413	0.35588	0.30602	0.01369	0.23326	0.00187	0.01731	0.06458	0.04659
N2	0.51696	0.31682	0.16340	0.23723	0.02231	0.06341	-0.06680	0.13529	0.20356	0.26616
N39	0.52237	0.20520	0.27599	0.02442	0.02442	0.07782	0.22111	0.20323	0.35212	0.18886
N26	0.36698	-0.16187	0.09576	0.10459	0.24171	0.22105	0.11670	0.06263	0.09132	-0.10827
N127	0.47539	0.11969	0.13766	0.24388	0.11598	0.06849	-0.11194	0.27818	0.1207	0.31450
N96	0.44179	0.01092	0.11155	0.12031	0.36535	0.12520	-0.13551	0.24555	0.09081	0.20199
N4	0.46274	0.18675	0.22531	0.30101	0.01659	0.11110	0.00837	0.1037	0.11810	0.08553
N6	0.50736	0.19956	0.16628	0.26520	0.16228	0.07364	0.09898	0.38188	0.12271	0.17991
N16	0.45836	0.10664	0.15650	0.12101	0.16016	0.15559	0.16306	0.26267	0.14432	0.09362
N18	0.43784	0.20586	0.35322	0.00552	-0.15157	0.04291	0.14951	0.06784	0.16584	0.09361
N3	0.44645	0.13961	0.20011	0.32264	-0.04985	0.10382	-0.14719	0.29258	0.1964	0.39685
N128	0.51896	0.21721	0.31997	0.20626	0.14912	0.07885	0.27528	0.16811	0.37681	0.39062
N108	0.35933	0.00200	0.12221	0.13940	0.28408	0.03619	0.06248	0.09264	0.22386	0.02386
N75	0.43679	0.20456	0.29199	0.00242	-0.06558	0.01314	0.31800	0.08753	0.26484	0.13548
N80	0.30272	0.06778	-0.07483	0.15205	-0.14917	0.18285	-0.06727	0.13928	0.0722	0.08566
N55	0.44681	0.17631	0.23567	0.28166	0.0024	0.19202	-0.10550	0.19921	0.31557	0.20959
N36	0.44509	0.21274	0.14246	0.28606	0.24848	0.06106	0.25351	0.16351	0.23094	0.32754
N113	0.37831	0.18103	0.40583	0.13653	-0.18050	0.28413	0.25571	-0.02292	0.6996	-0.14529
N126	0.41787	0.21564	0.25458	0.12373	-0.03517	0.15337	0.13607	-0.25569	0.17110	0.08566
N106	0.25477	-0.05887	0.0914	0.08579	0.05445	0.26875	0.07720	0.17068	0.15709	-0.11535
N50	-0.41652	-0.29300	-0.05188	-0.11022	0.03134	0.20357	-0.12165	-0.15272	0.05635	-0.05083
N5	-0.53209	-0.22369	-0.13546	-0.06510	0.15745	0.05977	-0.11818	-0.09140	-0.16259	-0.04754
H19	-0.69949	-0.21240	-0.09626	0.07865	0.01132	-0.01673	-0.01443	-0.04686	-0.09687	-0.10304
N60	0.22710	0.75325	0.22004	0.12491	-0.00171	0.02009	0.02739	0.24824	0.17635	0.22532
N12	0.73455	0.16340	0.4302	0.30776	-0.01504	0.05160	0.01179	0.22564	0.27036	0.02090
N15	0.15647	0.58320	0.16170	0.30776	-0.01504	0.05160	0.01179	0.26221	0.08373	0.02090
N44	0.57246	0.66620	0.36343	0.26368	0.00693	0.08171	0.07855	0.19387	0.23606	0.19892
N60	0.29690	0.61122	0.42275	-0.10223	-0.21540	0.08189	0.07885	0.12310	0.31318	0.15629
N1	0.30975	0.54073	0.22888	0.19933	-0.01375	0.01194	0.16420	0.11799	0.4732	0.16818
N18	0.45876	0.63598	0.41308	0.09138	-0.09795	0.01822	0.04139	0.22532	0.27036	0.18796
N30	0.27041	0.58371	0.41625	0.31509	-0.01927	0.01927	0.13145	0.09147	0.21169	0.04766
N25	0.32753	0.52023	0.32388	0.43694	0.18370	0.03598	0.06669	0.22241	0.05057	0.04767
N13	0.19991	0.43017	0.23302	0.17768	0.13472	0.12381	-0.15672	0.21152	0.05080	0.20244
N52	0.03691	0.36137	0.08186	0.21853	-0.01375	0.01194	0.16420	0.11799	0.4732	0.16818
N11	0.15172	0.40914	0.34786	0.34128	-0.09666	0.03433	0.10947	0.21169	0.0916	0.01529
N32	0.25481	0.43281	0.24050	0.27592	-0.04397	0.04397	0.13145	0.09147	0.11495	0.19517
N57	0.11013	0.36292	0.09658	0.31643	0.09546	0.03606	-0.01363	0.09199	0.19702	0.20229
N31	0.26627	0.44683	0.15645	0.31027	-0.18937	0.14767	-0.06717	0.02904	0.16519	0.19300
H114	0.227043	0.46411	0.22129	0.23070	-0.09402	0.05419	0.06861	0.16283	0.26554	0.27088
N67	0.22795	0.39995	0.25543	0.13056	-0.06473	0.0299	0.09332	0.22947	0.31612	0.26317
N90	0.19009	0.43379	0.32433	0.13226	-0.04828	0.02302	0.09401	0.18830	0.35269	0.18830
H53	0.40096	0.39726	0.17043	0.23800	-0.02631	0.01903	0.10791	0.37063	0.354291	0.354291
H100	0.25626	0.33161	0.06808	0.30660	-0.01664	0.26643	-0.06688	0.38163	0.27183	0.10491
N116	0.39756	0.36605	0.21469	0.29584	0.15410	0.01460	0.17600	0.20458	0.07580	0.00091
H8	0.10138	-0.25764	0.09532	0.00169	0.14308	0.18710	0.00091	-0.08081	-0.06461	-0.06461

DLI FIELD TEST OF TIME STRATEGY INVENTORY FOR LANGUAGE LEARNING
PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION
10 FACTORS EXTRACTED

17:01 MONDAY, FEBRUARY 10, 1986 25

ROTATION METHOD: PROMAX

FACTOR STRUCTURE (CORRELATIONS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N64	-0.03930	-0.37668	-0.10514	0.05778	0.30415	0.24822	0.07499	-0.06336	-0.08308	-0.05511
N129	-0.14864	-0.40320	-0.18597	-0.05080	0.10819	0.13649	-0.00777	-0.08763	-0.15821	-0.07131
N48	0.21080	0.19084	0.63679	-0.07316	-0.06414	0.05875	0.21599	0.14227	0.18823	0.12739
N63	0.20557	0.25029	0.57924	0.13474	0.15126	-0.1231	0.22084	0.207165	0.04709	0.04709
N69	0.16702	0.17512	0.17691	0.53382	-0.13908	-0.11096	0.05078	0.16617	0.14539	0.27700
N125	0.21494	0.33452	0.59409	0.6125	0.10758	-0.16985	-0.05843	0.18534	0.06839	0.16329
H91	0.17817	0.36130	0.56793	-0.10376	-0.08129	-0.07061	-0.04562	0.19017	0.01757	0.10792
N34	0.21316	0.38949	0.50896	-0.06311	-0.06142	-0.07422	0.05112	0.10914	0.02230	0.30324
N62	0.19390	0.12889	0.43647	0.47362	-0.02773	-0.00277	0.01120	0.22765	0.02573	0.22436
N74	0.15606	0.19634	0.67238	-0.01159	0.37167	0.15355	0.0306	0.40345	0.02337	0.12707
N53	0.09655	0.15775	0.28917	0.41649	0.05632	0.23268	0.06003	0.18612	0.02631	0.15726
N84	0.17678	-0.00766	0.45508	0.45508	0.08795	0.0603	0.13641	0.15519	0.23268	0.12520
H22	0.16527	0.27659	0.23914	0.41126	0.16050	0.16384	0.11131	0.21077	0.20717	0.24979
N66	0.19893	0.27931	0.35851	0.07691	0.02274	-0.01655	-0.01274	0.12726	0.19046	0.27387
N79	0.26998	0.43462	0.62142	0.06027	0.17078	0.07857	0.316402	0.04449	0.29738	0.09874
N66	0.01159	0.37167	0.15355	0.28975	0.28975	0.14811	0.31678	-0.06100	0.10009	0.06422
N81	0.28491	0.35137	0.04069	0.06451	0.04231	0.06451	0.05137	0.26786	0.04625	0.02248
N86	0.15470	0.15775	0.28917	0.45508	0.08795	0.0603	0.13641	0.15519	0.23268	0.12520
N78	0.32617	0.25534	0.45542	0.21941	0.03879	0.16894	0.17664	0.15946	0.39736	0.26893
N23	0.17207	0.24284	0.42993	-0.12246	0.20155	0.17718	0.01683	0.34496	0.09536	0.11229
N98	0.31408	0.16940	0.08015	0.58127	0.21214	0.0470	0.12532	0.14021	0.0944	0.26628
N130	0.09736	0.15775	0.14163	-0.12356	0.56079	0.01813	0.00309	0.17783	0.09772	0.06117
N76	0.13158	0.27659	0.23914	0.17793	-0.07997	0.55062	0.16628	0.08697	0.21620	0.01511
H83	0.15536	0.24035	0.24035	0.50775	0.51923	0.21249	0.1485	-0.04215	0.32050	0.04817
N87	0.21120	0.20928	0.28863	0.30968	0.45117	0.01522	0.1672	0.05274	0.21601	0.04640
N112	0.27870	0.26120	0.31435	0.31003	0.41214	0.08255	0.0553	0.17846	0.14374	0.22414
N59	0.44066	0.31435	0.31435	0.31762	0.38426	0.06672	0.1728	0.1955	0.26606	0.30197
N88	0.17626	0.30289	0.21462	-0.09986	0.26998	0.21249	0.1485	-0.04215	0.32050	0.04817
N38	0.23421	-0.09846	0.35685	-0.19143	0.33137	0.25038	0.24088	-0.04667	-0.15013	0.15335
H21	0.01610	0.18319	-0.15528	0.31908	0.20005	0.28219	0.03066	0.01313	0.01574	0.11563
N54	0.25189	0.27326	0.31955	0.37357	0.05464	0.16390	0.16490	0.07448	0.16987	0.09185
H95	0.35332	0.34992	0.19596	0.39334	-0.06468	0.06468	0.06468	0.22969	0.21790	0.16199
N56	0.20110	0.21656	0.02731	0.62664	0.25169	0.02037	0.07436	-0.23906	-0.16141	0.12803
N110	0.39827	0.23634	0.10631	0.42608	0.00635	0.03345	0.03345	-0.02663	0.20514	0.22574
H51	0.25084	0.35569	0.05467	0.38102	0.07100	0.03639	0.07886	0.26265	0.02921	0.10744
N85	0.19748	-0.00536	0.16284	0.22798	0.14511	0.11395	0.07949	0.09122	0.21212	0.19777
H131	0.13795	-0.03327	0.12196	0.07074	0.56239	0.18140	0.11607	-0.05764	0.13861	0.08954
H77	0.05825	0.08381	0.08829	0.18413	0.53131	0.07332	0.00774	0.08495	0.09037	0.24789
H57	0.21605	0.17923	0.16211	0.20945	0.66781	0.02128	-0.06953	0.36183	0.30226	0.26213
H7	0.06668	0.12805	0.07163	0.19465	0.43815	0.10202	-0.00605	0.14412	0.20937	0.04111
H29	0.13898	-0.00476	0.06284	0.16993	0.45149	0.01343	0.05502	0.02257	-0.12743	0.00248
H135	0.09314	-0.11234	0.08778	0.09101	0.41588	0.07285	0.14962	0.03740	0.01998	0.10572
H42	0.01383	0.0576	0.29021	0.04558	0.34135	0.13401	-0.04967	-0.07914	-0.04967	-0.07914
H61	-0.11027	-0.21782	-0.06953	-0.07902	0.31461	0.25882	0.08711	-0.03690	-0.16035	-0.07929
H92	0.012096	-0.00174	0.30851	0.22816	0.34162	0.09812	0.17658	0.09941	0.23849	0.21663
H97	0.22726	0.05992	-0.06283	0.25863	0.29642	0.03599	0.01221	0.21968	0.14526	0.25346
H124	-0.04396	0.15720	0.24068	0.14761	0.27857	0.03016	0.19594	-0.06917	0.01188	0.21006
N58	0.00851	-0.22256	-0.04980	-0.03791	0.11327	0.49838	0.03538	0.03694	0.00199	0.00199

26
DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
PRINCIPAL FACTOR ANALYSIS WITH PROMAX ROTATION
10 FACTORS EXTRACTED

ROTATION METHOD: PROMAX

FACTOR STRUCTURE (CORRELATIONS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N73	0.02489	-0.20610	-0.00109	0.01328	0.26831	0.45760	0.09207	-0.06840	-0.01181	0.13233
N61	0.16500	0.13744	0.24866	0.02536	0.05045	0.65202	0.10609	0.07364	0.10287	0.10208
N133	-0.09465	-0.15284	-0.15759	0.20282	0.28690	0.42167	0.12578	0.06679	-0.05502	-0.05594
N68	0.08610	0.10812	0.11895	0.06671	-0.05813	0.38511	-0.00814	0.02691	0.16736	0.06295
N119	0.28763	0.20106	0.28571	-0.04895	-0.09790	0.40769	0.18138	0.12007	0.35638	0.20301
N65	-0.00765	-0.20747	0.03313	0.20615	0.30656	0.36892	0.00045	0.07066	0.13507	0.15815
N120	0.24242	0.20094	0.24747	0.02972	0.06141	0.35880	0.32020	0.20193	0.24538	0.35105
N71	0.07202	-0.27796	-0.13720	0.28591	0.22358	0.36382	0.03051	-0.06685	-0.12143	-0.09078
N63	-0.07711	-0.05041	-0.15267	0.26417	0.15915	0.27502	-0.18581	-0.02036	-0.03954	-0.09728
N9	0.09871	-0.07605	0.08366	-0.11777	0.07825	0.05810	-0.49296	0.07614	-0.04225	0.05327
N94	0.20336	-0.10620	0.14210	0.04885	0.04640	0.29093	0.44558	0.06194	0.17754	-0.00879
N111	0.15515	0.13076	0.36330	0.10187	0.18644	0.06311	0.49196	0.04423	0.19227	0.24666
N134	0.20036	0.30658	0.23526	0.15592	-0.13511	0.11730	0.38911	0.15821	0.12409	0.07324
N32	0.39681	0.34064	0.25616	0.12634	-0.09928	-0.11375	0.37069	0.16829	0.18198	0.14563
N15	0.38727	0.26638	0.33820	0.09956	-0.02141	-0.03704	0.40396	0.07522	0.13619	0.18399
N109	0.22238	0.16912	0.29887	0.12239	0.01773	0.12653	0.28809	0.08201	0.20494	0.20883
N104	0.35936	0.19420	0.22335	0.23067	0.3202	0.15979	0.22002	0.25957	0.23092	0.25500
N28	0.21084	0.02679	0.4572	0.24998	0.12714	0.13655	-0.17690	0.21661	0.08968	0.08968
N82	0.27004	0.25415	0.18215	0.21498	0.02409	0.05059	-0.10278	0.76372	0.13155	0.15238
N47	0.36310	0.21104	0.19813	0.16378	0.02973	0.11183	0.11151	0.74761	0.18123	0.10463
N103	0.19901	0.16591	-0.04713	0.27993	0.17275	-0.06011	-0.03274	0.56898	0.15753	0.13721
N101	0.40545	0.21103	0.31131	0.10308	-0.03868	0.21339	0.19607	0.46678	0.09869	0.14974
N102	0.29575	0.32510	0.32212	0.29783	0.03183	0.03058	0.30224	0.38848	0.19010	0.15238
N10	0.17690	0.11511	0.24048	0.21832	0.30578	0.03966	0.15173	0.12781	0.50954	-0.00355
N65	0.32831	0.28857	0.37882	0.15358	0.08479	-0.06604	0.07247	0.03938	0.54132	0.16108
N24	0.28564	0.21540	0.37206	0.05071	0.32698	0.05553	0.22398	0.16762	0.45173	0.06715
N99	0.30823	0.08590	0.18671	0.00113	0.15105	0.00053	0.34531	0.15880	0.39687	0.16628
N27	0.31039	0.09834	0.23743	0.1521	-0.06945	0.23753	0.17182	0.19007	0.37574	0.04633
N72	0.11860	0.32680	0.27515	0.00533	-0.06902	0.12736	0.23762	0.09920	0.43039	0.24166
N70	0.24434	0.01559	0.89205	-0.01559	-0.07735	0.19418	0.05714	0.32568	0.12529	0.12529
N93	0.00622	0.13236	0.05403	0.24368	0.09866	0.23352	0.06922	0.16226	0.27549	0.15864
H20	0.26900	0.19984	0.28888	-0.05431	-0.08055	0.05732	0.25282	0.05552	0.37607	0.30017
H89	0.27947	0.20672	0.02035	0.18990	-0.07689	0.16759	-0.11984	0.33447	0.35949	0.32470
N122	0.03351	0.07047	0.21892	0.13413	0.18400	0.10958	0.23659	0.09976	0.07238	0.50638
H123	0.31408	0.28790	0.36700	0.25999	0.10231	0.21494	0.10668	0.16957	0.25562	0.54697
H121	0.23644	0.13441	0.24124	0.02879	0.21900	-0.01100	0.35281	-0.01774	0.13231	0.47010
N107	0.42664	0.32756	0.25239	0.14675	0.07480	0.02561	0.19220	0.31682	0.26358	0.36207

VARIANCE EXPLAINED BY EACH FACTOR IGNORING OTHER FACTORS

FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
11.937428	10.818932	9.960930	6.998137	4.330711	3.6666820	4.612414	5.626761	6.185842	4.954675

FINAL COMMUNALITY ESTIMATES: TOTAL = 45.758765

N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13
0.352060	0.349103	0.273250	0.274677	0.290838	0.349165	0.290444	0.190283	0.296254	0.4663017	0.379907	0.587419	0.331201

APPENDIX H

INTERFACTOR CORRELATIONS FROM THE DLI FIELD TEST

INTER-FACTOR CORRELATIONS

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
FACTOR1	1.00000	0.31577	0.33199	0.24950	0.02193	0.10308	0.19148	0.30960	0.26874	0.23100
FACTOR2	0.31577	1.00000	0.36367	0.16619	-0.12293	-0.08057	0.07471	0.28298	0.24956	0.23263
FACTOR3	0.33199	0.36367	1.00000	0.08536	0.01483	0.09972	0.28988	0.05562	0.22598	0.10668
FACTOR4	0.24950	0.16619	0.08536	1.00000	0.23061	0.08288	0.02688	0.16105	-0.00937	0.07427
FACTOR5	0.02193	-0.12293	0.01483	0.23061	1.00000	0.04010	0.11106	0.06813	-0.07390	0.01288
FACTOR6	0.10308	-0.08057	0.09972	0.08288	0.04010	1.00000	0.04603	0.08126	0.14467	0.01159
FACTOR7	0.19148	0.07471	0.28988	0.02688	0.11106	0.04603	1.00000	-0.02707	0.06486	-0.00184
FACTOR8	0.30960	0.28298	0.05562	0.16105	0.06813	0.08126	-0.02707	1.00000	0.25509	0.20277
FACTOR9	0.26874	0.24956	0.22598	-0.00937	-0.07390	0.14447	0.06484	0.25509	1.00000	0.32310
FACTOR10	0.23100	0.23263	0.10668	0.07427	0.01288	0.01159	-0.00184	0.20277	0.32310	1.00000

APPENDIX I

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)
FROM THE DLI FIELD TEST INCLUDING FACTOR LOADINGS
OF VARIOUS ITEMS

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 1

FACTOR TITLE: Uses Good General Study Habits / Uses Reading Strategies/
Monitors Self

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
117	Previews lesson	.64	.67
35	Uses time well	.61	.61
40	Is unprepared for class	-.59	-.50
19	Studies only with pressure	-.58	-.53
105	Arranges environment	.49	.56
14	Highlights when reading	.45	.50
2	Tests self	.45	.52
39	Rehearses new items	.45	.52
26	Organizes to learn better	.44	.37
5	Is easily distracted	-.44	-.42
6	Plans daily/weekly	.40	.51
16	Reads aloud to link sound/ print	.40	.46
118	Reads story repeatedly	.40	.48
108	Does self-diagnosis	.35	.52
3	Answers questions mentally	.38	.44
128	Summarizes L2 information	.36	.46
75	Breaks down list	.35	.36
80	Monitors writing	.34	.44
55	Uses flashcards	.34	.30
36	Skims passage first	.34	.45
113	Drills words	.32	.45
126	Uses references	.30	.38
110	Uses record book	.30	.40

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 2

FACTOR TITLE: Actively Uses L2 in Functional Practice

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
12	Seeks L2 speakers	.79	.67
115	Initiates L2 conversation	.75	.63
17	Attends L2 events	.59	.49
44	Finds ways to use the L2	.56	.47
60	Speaks L2 even with mistakes	.54	.45
1	Talks to self in L2	.52	.44
18	Encourages own speaking	.51	.43
30	Reads in L2	.51	.43
25	Makes L2 opportunities	.46	.38
13	Uses filler words	.41	.35
52	Sings in L2	.39	.36
11	Attends L2 movies	.37	.41
132	Conducts long self-conversation	.37	.43
57	Plays L2 games	.35	.36
31	Takes notes in L2	.35	.45
114	Uses words immediately	.34	.46
90	Uses idioms/patterns	.32	.43

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 3

FACTOR TITLE: Searches for Meaning and Tries to Communicate Meaning

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
48	Uses cues for meaning	.66	.64
63	Analyzes words	.60	.58
69	Uses all info in reading	.60	.62
125	Finds meaning via analysis	.55	.53
91	Guesses meanings from situation	.54	.59
34	Uses communication tricks	.54	.55
62	Uses synonyms	.44	.51
74	Notices text layout	.44	.44
33	Looks for cognates	.42	.47
84	Uses L1 structural knowledge	.39	.42
22	Notices body language	.39	.46
46	Reads in broad phrases	.35	.36
79	Imitates L2 speakers	.34	.43
66	Finds L1-L2 contrasts	.34	.37
81	Guesses what speaker will say	.31	.35
86	Listens for organizers	.31	.41
78	Makes mental summaries	.31	.44
23	Makes links with old	.30	.43

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 4

FACTOR TITLE: Practices in Ways Which Do Not Usually Involve Other People /
Fears using L2

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
98	Lists related words	.53	.58
130	Uses mirror	.52	.56
76	Records word/definition	.51	.55
83	Acts out word	.46	.52
87	Imitates speaker	.44	.45
112	Elaborates sentences	.42	.41
59	Makes up exercises	.42	.48
88	Experiments with sounds	.39	.38
38	Gives up when lesson is hard	.37	.27
21	Fears using L2	.37	.27
54	Looks up all new words	.37	.32
95	Memorizes sounds to look up	.36	.37
49	Makes up sentences	.35	.40
56	Draws pictures	.35	.43
110	Uses record book	.35	.43
31	Takes notes in L2	.30	.31

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 5

FACTOR TITLE: Uses Mnemonic Devices

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
131	Finds cognates	.59	.56
77	Makes unusual links	.54	.53
37	Uses memory devices	.48	.47
7	Uses rhyming	.46	.44
29	Uses phonological marks	.44	.45
135	Remembers by location	.38	.42
42	Looks for cognates	.37	.34
24	Uses audio and visual images	.37	.33
41	Takes notes only in own lang.	.31	.33

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 6

FACTOR TITLE: Depends Largely on L1 or on Other Speaker / Does Not Understand

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
58	Translates to native lang.	.50	.50
73	Reverts to L1	.46	.46
61	Asks for help	.45	.45
133	Translates verbatim	.42	.42
68	Requests slower speech	.38	.39
119	Requests explanation, repetition, slower speech	.38	.41
120	Requests verification	.34	.36
65	Repeats speaker's sentence	.34	.37
71	Is anxious if does not understand	.31	.34

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 7

FACTOR TITLE: Conducts Formal Practice

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
9	Applies rules	.51	.49
94	Speaks mentally first	.42	.45
111	Looks for language patterns	.42	.49
134	Overapplies rules	.38	.39
32	Practices grammar	.32	.37
15	Analyzes errors	.32	.40

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 8

FACTOR TITLE: Encourages Self / Plans and Checks Progress

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
82	Uses positives to increase confidence	.79	.76
47	Uses positive self-talk	.75	.75
103	Gives self reward	.52	.57
101	Considers own L2 progress	.36	.41
102	Does advance task planning	.32	.39

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 9

FACTOR TITLE: Visualizes / Uses Images / Makes New Combinations

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
10	Uses mental pictures	.60	.51
45	Visualizes situations	.54	.54
24	Uses audio and visual images	.43	.45
99	Visualizes spelling	.35	.40
27	Asks for spelling	.31	.38
72	Makes new combinations	.30	.41

ROTATED FACTOR PATTERN (BASED ON PROMAX ROTATION)

FACTOR NUMBER: 10

FACTOR TITLE: Shows Initiative in Formal Aspects / Summarizes

ITEM NO.	ITEM THEME	LOADING #1 (STANDARDIZED REGR. COEFF.)	LOADING #2 (PEARSON CORRELATION)
122	Generates/revises rules	.57	.51
123	Paraphrases sentences	.48	.55
121	Looks for exceptions	.48	.47
128	Summarizes L2 info	.32	.40
120	Requests verification	.30	.35

APPENDIX J

INTERNAL CONSISTENCY RELIABILITY DATA FROM THE DLI FIELD TEST

RELIABILITY ANALYSIS - SCALE (ITEMS)

N1	1.	Q1:	TALKS TO SELF IN L2
N2	2.	Q2:	TESTS SELF
N3	3.	Q3:	ANSWERS QUESTIONS MENTALLY
N4	4.	Q4:	LISTS NEW INFO
N5	5.	Q5:	IS EASILY DISTRACTED
N6	6.	Q6:	PLANS DAILY/WEEKLY
N7	7.	Q7:	USES RHYMING
N8	8.	Q8:	SLOWS TO CATCH ERRORS
N9	9.	Q9:	APPLIES RULES
N10	10.	Q10:	USES MENTAL PICTURES
N11	11.	Q11:	ATTENDS L2 MOVIES
N12	12.	Q12:	SEEKS L2 SPEAKERS
N13	13.	Q13:	USES FILLER WORDS
N14	14.	Q14:	HIGHLIGHTS WHEN READING
N15	15.	Q15:	ANALYZES ERRORS
N16	16.	Q16:	READS ALOUD TO LINK SOUND/PRINT
N17	17.	Q17:	ATTENDS L2 EVENTS
N18	18.	Q18:	ENCOURAGES OWN SPEAKING
N19	19.	Q19:	STUDIES ONLY WITH PRESSURE
N20	20.	Q20:	ASKS FOR EXAMPLE
N21	21.	Q21:	FEARS USING L2
N22	22.	Q22:	NOTICES BODY LANGUAGE
N23	23.	Q23:	MAKES LINKS WITH OLD
N24	24.	Q24:	USES A & V IMAGES
N25	25.	Q25:	MAKES L2 OPPORTUNITIES
N26	26.	Q26:	ORGANIZES TO LEARN BETTER
N27	27.	Q27:	ASKS FOR SPELLING
N28	28.	Q28:	READS ALOUD TO CONCENTRATE
N29	29.	Q29:	USES PHONOLOGICAL MARKS
N30	30.	Q30:	READS IN L2
N31	31.	Q31:	TAKES NOTES IN L2
N32	32.	Q32:	PRACTICES GRAMMAR
N33	33.	Q33:	USES BACKGROUND KNOWL IN CONVERSTN
N34	34.	Q34:	USES COMMUNICATION TRICKS
N35	35.	Q35:	USES TIME WELL
N36	36.	Q36:	SKINS PASSAGE FIRST
N37	37.	Q37:	USES MEMORY DEVICES
N38	38.	Q38:	GIVES UP WHEN LESSON IS HARD
N39	39.	Q39:	REHEARSES NEW ITEMS
N40	40.	Q40:	IS UNPREPARED FOR CLASS
N41	41.	Q41:	TAKES NOTES ONLY IN OWN LANGUAGE
N42	42.	Q42:	LOOKS FOR COGNATES
N43	43.	Q43:	MEMORIZES BY ROUTE
N44	44.	Q44:	FINDS MANY WAYS TO USE L2
N45	45.	Q45:	VISUALIZES SITUATIONS
N46	46.	Q46:	READS IN BROAD PHRASES
N47	47.	Q47:	USES POSITIVE SELF-TALK
N48	48.	Q48:	USES CUES FOR MEANING
N49	49.	Q49:	MAKES UP SENTENCES
N50	50.	Q50:	REPEATS WORDS
N51	51.	Q51:	USES TAPE RECORDER

RELIABILITY ANALYSIS - SCALE (ITEMS)

52.	N52	SINGS IN L2
53.	N53	REVIEWS WITH OTHERS
54.	N54	LOOKS UP ALL NEW WORDS
55.	N55	USES FLASHCARDS
56.	N56	DRAWS PICTURES
57.	N57	PLAYS L2 GAMES
58.	N58	TRANSLATES TO NATIVE LANGUAGE
59.	N59	MAKES UP EXERCISES
60.	N60	SPEAKS EVEN WITH MISTAKES
61.	N61	ASKS FOR HELP
62.	N62	USES SYNONYMS
63.	N63	ANALYZES WORDS
64.	N64	AVOIDS HARD TOPICS
65.	N65	REPEATS SPEAKER'S SENTENCE
66.	N66	FINDS L1-L2 CONTRASTS
67.	N67	REQUESTS PRONUNCIATION CORRECTION
68.	N68	REQUESTS SLOWER SPEECH
69.	N69	USES ALL INFO IN READING
70.	N70	CONCENTRATES ON SPEAKER
71.	N71	IS ANXIOUS IF DOES NOT UNDERSTAND
72.	N72	MAKES NEW COMBINATIONS
73.	N73	REVERTS TO L1 SOMETIMES
74.	N74	NOTICES TEXT LAYOUT
75.	N75	BREAKS DOWN LIST
76.	N76	RECORDS WORD/DEFINITION
77.	N77	MAKES UNUSUAL LINKS
78.	N78	MAKES MENTAL SUMMARIES
79.	N79	IMITATES L2 SPEAKERS
80.	N30	MONITORS WRITING
81.	H61	GUESSES WHAT SPEAKER WILL SAY
82.	H82	USES POSITIVES TO INCREASE CONFIDN
83.	H33	ACTS OUT WORD
84.	H34	USES L1 STRUCTURAL KNOWLEDGE
85.	H35	DECIDES TO FOCUS ON SPECIFICS
86.	H36	LISTENS FOR ORGANIZERS
87.	H37	IMITATES SPEAKER
88.	H28	EXPERIMENTS WITH SOUNDS
89.	H29	CHECKS NOTES WITH PEERS
90.	H90	USES IDIOMS/PATTERNS
91.	H91	GUESSES MEANINGS FROM SITUATION
92.	H92	GROUPS BY ATTRIBUTE
93.	H93	MEMORIZES COMPLETE WHOLE
94.	H94	SPAKES MENTALLY FIRST
95.	H95	MEMORIZES SOUNDS TO LOOK UP
96.	H96	WRITES ITEMS REPEATEDLY
97.	H97	USES MECHANICAL TRICKS
98.	H98	LISTS RELATED WORDS
99.	H99	VISUALIZES SPELLING
100.	H100	PRACTICES ORALLY WITH PEERS
101.	H101	CONSIDERS OWN L2 PROGRESS
102.	H102	DOES ADVANCE TASK PLANNING

20 MAR 86
21:55:02

SPSS-X RELEASE 2.1 FOR IBM OS & MVS
NATIONAL INSTITUTES OF HEALTH

OS/VSE

RELIABILITY ANALYSIS - SCALE (ITEMS)

103. N103 GIVES SELF REWARD
104. N104 NOTES L1 INTERFERENCE
105. N105 ARRANGES ENVIRONMENT
106. N106 RELAXES BEFORE SPEAKING
107. N107 PLANS LONG-RANGE GOALS
108. N108 DOES SELF-DIAGNOSIS
109. N109 NOTES REACTION OF OTHERS
110. N110 USES RECORD BOOK
111. N111 LOOKS FOR LANGUAGE PATTERNS
112. N112 ELABORATES SENTENCES
113. N113 DRILLS WORDS
114. N114 USES WORDS IMMEDIATELY
115. N115 INITIATES L2 CONVERSATIONS
116. N116 REHEARSES NEXT ACTIVITY
117. N117 PREVIEWS LESSON
118. N118 READS STORY REPEATEDLY
119. N119 REQUESTS EXPL., REP., SLOW SPEECH
120. N120 REQUESTS VERIFICATION
121. N121 LOOKS FOR EXCEPTIONS
122. N122 GENERATES/REVISES RULES
123. N123 PARAPHRASES SENTENCE
124. N124 INFERS BY ANALOGY
125. N125 FINDS MEANING VIA ANALYSIS
126. N126 USES REFERENCES
127. N127 OUTLINES MAIN IDEAS
128. N128 SUMMARIZES L2 INFO
129. N129 TALKS ONLY L1 AT PARTIES
130. N130 USES MIRROR
131. N131 FINDS COGNATES
132. N132 CONDUCTS LONG SELF-CONVERSATION
133. N133 TRANSLATES VERBATIM
134. N134 OVERAPPLIES RULES
135. N135 REMEMBERS BY LOCATION

RELIABILITY COEFFICIENTS

N OF CASES = 358.0

ALPHA = 0.9467

N OF ITEMS = 135

20 MAR 86
21:55:03

SPSS-X RELEASE 2.1 FOR IBM OS & MVS
NATIONAL INSTITUTES OF HEALTH
OS/VS2

RELIABILITY ANALYSIS - SCALE (FIRST STUDY)

1. N2
2. N3
3. N5
4. N6
5. N14
6. N16
7. N19
8. N26
9. N35
10. N36
11. N39
12. N40
13. N55
14. N75
15. N80
16. N105
17. N108
18. N110
19. N113
20. N117
21. N118
22. N126
23. N128

Q2: TESTS SELF
Q3: ANSWERS QUESTIONS MENTALLY
Q5: IS EASILY DISTRACTED
Q6: PLANS DAILY/WEEKLY
Q14: HIGHLIGHTS WHEN READING
Q16: READS ALOUD TO LINK SOUND/PRINT
Q19: STUDIES ONLY WITH PRESSURE
Q26: ORGANIZES TO LEARN BETTER
Q35: USES TIME WELL
Q36: SKIMS PASSAGE FIRST
Q39: REHEARSES NEW ITEMS
Q40: IS UNPREPARED FOR CLASS
Q55: USES FLASHCARDS
Q75: BREAKS DOWN LIST
Q80: MONITORS WRITING
Q105: ARRANGES ENVIRONMENT
Q108: DOES SELF-DIAGNOSIS
Q110: USES RECORD BOOK
Q113: DRILLS WORDS
Q117: PREVIEWS LESSON
Q118: READS STORY REPEATEDLY
Q126: USES REFERENCES
Q128: SUMMARIZES L2 INFO

RELIABILITY COEFFICIENTS

N OF CASES = 367.0

ALPHA = 0.8599

N OF ITEMS = 23

RELIABILITY ANALYSIS - SCALE (F2PRACT)

1. N11: TALKS TO SELF IN L2
2. N12: ATTENDS L2 MOVIES
3. N13: SEEKS L2 SPEAKERS
4. N14: USES FILLER WORDS
5. N15: ATTENDS L2 EVENTS
6. N16: ENCOURAGES OWN SPEAKING
7. N25: MAKES L2 OPPORTUNITIES
8. N30: READS IN L2
9. N31: TAKES NOTES IN L2
10. N44: FINDS MANY WAYS TO USE L2
11. N52: SINGS IN L2
12. N57: PLAYS L2 GAMES
13. N60: SPEAKS EVEN WITH MISTAKES
14. N90: USES IDIOMS/PATTERNS
15. N114: USES WORDS IMMEDIATELY
16. N115: INITIATES L2 CONVERSATIONS
17. N132: CONDUCTS LONG SELF-CONVERSATION

RELIABILITY COEFFICIENTS

N OF CASES = 361.0

ALPHA = 0.8735

N OF ITEMS = 17

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:07 NATIONAL INSTITUTES OF HEALTH OS/VSE

RELIABILITY ANALYSIS - SCALE (F3 MEAN 6)

1. N22: NOTICES BODY LANGUAGE
2. N23: MAKES LINKS WITH OLD
3. N33: USES BACKGROUND KNOWL. IN CONVERSTN
4. N34: USES COMMUNICATION TRICKS
5. N46: READS IN BROAD PHRASES
6. N48: USES CUES FOR MEANING
7. N62: USES SYNONYMS
8. N63: ANALYZES WORDS
9. N66: FINDS L1-L2 CONTRASTS
10. N69: USES ALL INFO IN READING
11. N74: NOTICES TEXT LAYOUT
12. N78: MAKES MENTAL SUMMARIES
13. N79: IMITATES L2 SPEAKERS
14. N81: GUESSES WHAT SPEAKER WILL SAY
15. N84: USES L1 STRUCTURAL KNOWLEDGE
16. N86: LISTENS FOR ORGANIZERS
17. N91: GUESSES MEANINGS FROM SITUATION
18. N125: FINDS MEANING VIA ANALYSIS

RELIABILITY COEFFICIENTS

N OF CASES = 389.0
LPHA = 0.8384

N OF ITEMS = 18

20 MAR 86
21:55:09

SPSS-X RELEASE 2.1 FOR IBM OS & MVS
NATIONAL INSTITUTES OF HEALTH
OS/VS2

RELIABILITY ANALYSIS - SCALE (F4 FEAR)

1. N21 : FEARS USING L2
2. N31 : TAKES NOTES IN L2
3. N38 : GIVES UP WHEN LESSON IS HARD
4. N49 : MAKES UP SENTENCES
5. N54 : LOOKS UP ALL NEW WORDS
6. N56 : DRAWS PICTURES
7. N59 : MAKES UP EXERCISES
8. N76 : RECORDS WORD/DEFINITION
9. N83 : ACTS OUT WORD
10. N87 : IMITATES SPEAKER
11. N88 : EXPERIMENTS WITH SOUNDS
12. N95 : MEMORIZES SOUNDS TO LOOK UP
13. N98 : LISTS RELATED WORDS
14. N110 : USES RECORD BOOK
15. N112 : ELABORATES SENTENCES
16. N130 : USES MIRROR

RELIABILITY COEFFICIENTS

N OF CASES = 382.0

ALPHA = 0.7534

N OF ITEMS = 16

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:11 NATIONAL INSTITUTES OF HEALTH OS/VSE

RELIABILITY ANALYSIS - SCALE (F5MEM)

1. N7 : Q7: USES RHYMING
2. N24 : Q24: USES A & V IMAGES
3. N29 : Q29: USES PHONOLOGICAL MARKS
4. N37 : Q37: USES MEMORY DEVICES
5. N41 : Q41: TAKES NOTES ONLY IN OWN LANGUAGE
6. N42 : Q42: LOOKS FOR COGNATES
7. N77 : Q77: MAKES UNUSUAL LINKS
8. N131 : Q131: FINDS COGNATES
9. N135 : Q135: REMEMBERS BY LOCATION

RELIABILITY COEFFICIENTS

N OF CASES = 367.0

ALPHA = 0.6160

N OF ITEMS = 9

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:12 NATIONAL INSTITUTES OF HEALTH

OS/VS2

R E L I A B I L I T Y A N A L Y S I S - S C A L E (F 6 D E P E N D)

1. N58 : TRANSLATES TO NATIVE LANGUAGE
2. N61 : ASKS FOR HELP
3. N65 : REPEATS SPEAKER'S SENTENCE
4. N68 : REQUESTS SLOWER SPEECH
5. N71 : IS ANXIOUS IF DOES NOT UNDERSTAND
6. N73 : REVERTS TO L1 SOMETIMES
7. N119 : REQUESTS EXPL./REP. SLOW SPEECH
8. N120 : REQUESTS VERIFICATION
9. N133 : TRANSLATES VERBATIM

RELIABILITY COEFFICIENTS

N OF CASES = 401.0

ALPHA = 0.3061

20 MAR 56 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:14 NATIONAL INSTITUTES OF HEALTH

OS/VS2

R E L I A B I L I T Y A N A L Y S I S - S C A L E (F 7 F O R M A L)

1. N9 N9: APPLIES RULES
2. N15 Q9: ANALYZES ERRORS
3. N32 Q15: PRACTICES GRAMMAR
4. N94 Q32: SPEAKS MENTALLY FIRST
5. N111 Q94: LOOKS FOR LANGUAGE PATTERNS
6. N134 Q111: OVERAPPLIES RULES

R E L I A B I L I T Y C O E F F I C I E N T S

N O F C A S E S = 370.0

A L P H A = 0.6044

N O F I T E M S = 6

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:16 NATIONAL INSTITUTES OF HEALTH

OS/VS2

RELIABILITY ANALYSIS - SCALE (F8P0S)

1. N47 USES POSITIVE SELF-TALK
2. N82 USES POSITIVES TO INCREASE CONFIDN
3. N101 CONSIDERS OWN L2 PROGRESS
4. N102 DOES ADVANCE TASK PLANNING
5. N103 GIVES SELF REWARD

RELIABILITY COEFFICIENTS

N OF CASES = 420.0

ALPHA = 0.7263

N OF ITEMS = 5

20 MAR 86
21:55:17

SPSS-X RELEASE 2.1 FOR IBM OS & MVS
NATIONAL INSTITUTES OF HEALTH

OS/VSE

RELIABILITY ANALYSIS - SCALE (F9VISUAL)

1. N10
2. N24
3. N27
4. N45
5. N72
6. N99

Q10: USES MENTAL PICTURES
Q24: USES A & V IMAGES
Q27: ASKS FOR SPELLING
Q45: VISUALIZES SITUATIONS
Q72: MAKES NEW COMBINATIONS
Q99: VISUALIZES SPELLING

RELIABILITY COEFFICIENTS

N OF CASES = 392.0

ALPHA = 0.6897

N OF ITEMS = 6

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:19 NATIONAL INSTITUTES OF HEALTH

OS/VS2

RELIABILITY ANALYSIS - SCALE (F10INIT)

1. N120
2. N121 REQUESTS VERIFICATION
3. N122 LOOKS FOR EXCEPTIONS
4. N123 GENERATES/REVISES RULES
5. N128 PARAPHRASES SENTENCE
- Q128: SUMMARIZES L2 INFO

RELIABILITY COEFFICIENTS

N OF CASES = 439.0

ALPHA = 0.6262

N OF ITEMS = 5

APPENDIX K

LITERACY INVENTORY FOR LANGUAGE LEARNING

VERSION 2.1, FEBRUARY, 1986

(USED IN THE LANGUAGE SKILL CHANGE PROJECT)

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 2.1

Instructions

The STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is designed to gather information about how you, as a student of a foreign language, go about learning that language. On the following pages, you will find 121 statements related to learning a foreign language. Please read each statement. On the separate answer sheet, blacken the response (A, B, C, D, or E) that tells how true the statement is in terms of what you actually do when you are learning a foreign language.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is never or very rarely true of you; that is, you never do the behavior which is described in the statement, or you do it only in very rare instances.

GENERALLY NOT TRUE OF ME means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time but more than in very rare instances.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, sometimes you don't, and these instances tend to occur with about equal frequency.

GENERALLY TRUE OF ME means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you in all or almost all instances; that is, you always or almost always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of how you think you should be, or what other people do. Answer in reference to the foreign language you are leaning now. There are no right or wrong answers to these statements. Mark your answers on the separate answer sheet provided. Please make no marks on the inventory booklet itself. Work as quickly as you can without being careless. The inventory generally takes about 20-40 minutes to complete. If you have any questions, let the proctor know immediately.

STRATEGY INVENTORY FOR LANGUAGE LEARNING

VERSION 2.1 - FEBRUARY, 1986

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

1. I talk to myself in the foreign language while walking, driving, doing work at home, or doing other activities.
2. I give myself tests concerning the foreign language.
3. I try to answer all questions mentally in class, even when the teacher is addressing someone else.
4. To help me remember, I make lists of new words and phrases found in foreign language reading passages or conversations.
5. I am easily distracted from my foreign language studies because my mind wanders when I am in class.
6. I plan what I am going to accomplish in learning the foreign language each day or each week.
7. I use rhyming or similar techniques as a device to help me remember new words and phrases.
8. I consciously try to apply grammatical rules when speaking.
9. I create mental pictures to help me remember new words and phrases.
10. I watch foreign language movies or TV programs or listen to foreign language radio, even when I know I won't understand all the words.
11. Whenever possible, I actively look for people with whom I can speak the foreign language.
12. When I need to, I use "filler words" (equivalent to "well" and "let's see") to keep the conversation going in the foreign language.
13. I highlight, underline, or mark new words and note their meanings as I read the foreign language.
14. I analyze the kind of errors I make and use that information for avoiding such errors later.
15. I read new words several times out loud so I can link the pronunciation with the written word.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

16. Whenever possible, I attend and participate in events where the foreign language is spoken (e.g., parties, meetings, church, etc.).
17. I encourage myself to speak the foreign language, even when I feel nervous or unsure of my speaking ability.
18. I only study the foreign language when there is the pressure of a test.
19. If I do not understand, I ask for an example of how to use a particular word or expression.
20. I am so afraid of making errors that I do not try to speak or write the foreign language.
21. When I am talking with a native speaker, I pay attention to body language (gestures, facial expression, distance, posture, etc.) to help me understand the message.
22. I create associations between new material and what I already know.
23. I link the sound of a new word with a visual image to help me remember the word.
24. I organize my material for each language learning task.
25. When I hear a new word, I ask how it is spelled or written.
26. I find that I concentrate better if I read aloud to myself.
27. In order to remember the right pronunciation of a new word, I write down the accent marks or other pronunciation cues.
28. I read books, magazines, children's stories, comics, or newspapers in the foreign language.
29. I try to take notes in class in the foreign language.
30. I try to use new grammatical forms as often as possible.
31. When I don't understand all the words in a foreign language conversation, I try to fill in the gaps by using my own background knowledge of the foreign language, my native language, and the topic being discussed.

Page 3

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

32. When I am speaking in the foreign language but cannot remember a particular word, I paraphrase, use a synonym, make gestures, or try to describe or define the target word in order to communicate.
33. I make good use of my study time when learning a foreign language.
34. I skim the foreign language reading passage first to get the main idea, then I go back and read it more carefully.
35. When a foreign language lesson is difficult, I either give up or study only the easy parts.
36. I come to my foreign language class unprepared.
37. I write personal notes or messages in the foreign language.
38. If applicable, I look for words that are similar to those in my own language (or another foreign language I have studied) in order to understand new words in the target language.
39. I memorize grammatical rules without understanding when they are used.
40. I try to find as many ways as I can to use the foreign language.
41. I remember a new word or structure by visualizing a situation in which it typically occurs or might occur.
42. When learning a list of new words, I make up a sentence with each word.
43. I use logic to help me learn the L2; for example, "Feminine nouns in this language require the article 'la.' The word I have just read has the article 'la.' Therefore, the word I have just read is a feminine noun."
44. My main way of learning a new word is to say it or write it over and over.
45. I use a tape recorder to record and listen to my own pronunciation.
46. I sing songs in the foreign language so that I can practice new words and sounds in context.
47. Whenever I can, I review with other people what I have learned in the target language.

Page 4

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

48. I need to look up every unfamiliar word in the dictionary so I can understand what I am reading.
49. I use flashcards (with the new word or phrase on one side and the definition or example on the other).
50. I draw pictures, cartoons, or doodles of new words, phrases, or structures to help me remember them.
51. I play foreign language word games, such as Scrabble, Bingo, crossword puzzles, etc.
52. I make up exercises to practice new grammatical forms, such as a new tense of a verb.
53. If I get stuck for a word or phrase, I ask for help from the person to whom I am speaking.
54. If I do not know a word, I use another word that is similar to get the message across.
55. I find the meaning of a word by breaking it down into parts, such as the root word and prefixes or suffixes.
56. I avoid topics that I do not feel I have the vocabulary to discuss and direct the conversation to subjects in which I feel confident.
57. I repeat the speaker's sentence to give me more time to think of a reply.
58. I look for similarities and contrasts between the foreign language and my own language (or other languages I have studied).
59. I ask native speakers to correct my pronunciation.
60. If a speaker talks too fast in the foreign language, I ask him or her slow down so I can understand.
61. I make use of all available information in the paragraph to comprehend unfamiliar words.
62. When a native speaker is talking in the foreign language, I try to concentrate on what the speaker is saying and put unrelated topics out of my mind.

Page 5

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

63. I feel frustrated if I cannot understand every word someone is saying to me in the foreign language.
64. I use familiar words in new combinations in order to make new sentences.
65. When I can't think of a word or phrase in a foreign language conversation, I briefly fall back into my own language and then return to the foreign language in order to keep up the conversational flow.
66. If applicable to the language, I pay attention to characteristics of the text (headings, indentations, punctuation, etc.) to help me understand the meaning of the passage.
67. If I am trying to learn a long vocabulary list, I break it into parts and learn the parts one at a time.
68. I make unusual or bizarre associations in order to remember new words.
69. I make ongoing mental summaries of what I have read in a passage.
70. I try to imitate the way native speakers talk.
71. I monitor my foreign language writing and go back to correct my written mistakes when I notice them.
72. In a foreign language conversation I anticipate what the other speaker is going to say based on what has been said earlier.
73. I feel I must translate what I hear or read in the foreign language word-for-word into my own language so that I can understand it.
74. I say positive things to myself to increase my confidence in my language skills.
75. When trying to learn a new "action word," I physically act out the word.
76. I use my understanding of the structure of my own language to help me understand how the foreign language works.
77. I decide in advance to pay special attention to specific aspects of the foreign language in a given situation; for example, I decide to focus on the use of the past tense during a conversation.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

78. I actively listen for specific phrases that organize material, such as, "This is important," "An important point to remember is....," "First you....," "Finally....," and "The main thing is...."
79. I check my notes with classmates after foreign language class is over.
80. I consciously try to use foreign idioms and other formalized patterns as I talk.
81. I try to figure out meanings of new words based on the situation in which these words occurred.
82. In order to memorize foreign language words, I classify them by common characteristics (such as all nouns), by opposites (such as black or white), or by some other groupings.
83. I speak a new word or phrase in my mind first before I say it out loud.
84. If I hear a new word in a conversation, I remember it by the sound so that I can look up the meaning later.
85. I write out each new word several times until I am sure I know it.
86. I use mechanical "tricks" to help me learn new items (for example, putting new words in my right pocket and moving them to the left pocket when learned; using different folders for new material and material I have mastered).
87. When I am learning a new word or phrase, I write down all the other words that I know which have meanings similar to that of the new word.
88. I actually visualize the spelling of new word in my head.
89. I practice presenting my oral report to a friend or a family member before I present the report in class, so that I can get feedback.
90. I think seriously about the progress I have made in learning the foreign language.
91. I prepare for a future language task (such as a skit or a written report) by considering the purpose of the task, the language elements needed, and my current language skills.
92. I give myself a tangible reward when I have reached a certain goal in my language learning.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

93. I pay attention to the times when my own language (or any other language I have studied) interferes with learning the target language; for example, when I try to apply grammatical rules from my own language which conflict with those of the target language.
94. I arrange my physical environment to promote learning, such as searching for a quiet room, sitting in front of the class so as to hear better, and making sure the place is not too cold or too warm.
95. I try to relax as much as possible before I have to speak in front of the class in the target language.
96. I identify my long-range goals for language learning.
97. After completing a language lesson, I determine what my difficulties are and think about what I need to do to improve.
98. I note the reactions of native speakers to certain phrases or words I have used to make sure of the appropriateness to the situation.
99. I use a notebook to record information about my language learning, for example, the number of words I learned in a given day, the words I found to be difficult, or the method I used to remember the words.
100. I am constantly looking for patterns in the foreign language.
101. When I am learning new material, I develop short sentences and then lengthen them by adding adjectives and adverbs.
102. I drill myself on the same word in different forms, for example, different tenses, genders, etc.
103. I immediately make use of new words in conversation.
104. I initiate conversations in the foreign language.
105. I plan for and rehearse language elements necessary to carry out an upcoming activity in the target language (for example, an oral report).
106. I preview the lesson before I go into class to get a general idea of what it is about, how it is organized, and how it fits in with material I have already learned.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

107. I read a story or dialogue several times until I can understand it.
108. I look for exceptions to grammar rules in the target language.
109. I generate my own understanding of the rules of the foreign language, and as I learn more, I discard or revise the rules I have generated if they are not correct.
110. I paraphrase the speaker's sentence to check my understanding of what was said.
111. I infer the meaning of new words by analogy with words in my own language or in another foreign language I have studied (for example, if nación = nation, does relación = relation?).
112. I use reference materials, such as dictionaries, glossaries, and other written material, to aid my comprehension of the foreign language.
113. I outline the main ideas in a language lesson.
114. I make summaries of important information that I hear or read in the foreign language.
115. At parties and other social events where there are people who speak the foreign language, I talk mostly to people who speak my own language.
116. In order to remember a new word, I think of a word that sounds like it in the foreign language or my own language.
117. I apply language rules in many situations, even if I know that I may make mistakes.
118. I remember new words or phrases by remembering their location in the notebook, on the page, on the chalkboard, or on a street sign.
119. I study the history and culture of the country where the foreign language is spoken, so that I can better understand the language itself.
120. I teach my peers what I know in the foreign language as a means of practicing and reviewing.
121. I work as hard as I can to learn the target language.

APPENDIX L

STRATEGY INVENTORY FOR LANGUAGE LEARNING

VERSION 2.2, MARCH, 1986

(POST TRAINING FORM USED IN THE LANGUAGE SKILL CHANGE PROJECT)

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 2.2 - MARCH, 1986
POST-TRAINING ITEMS ONLY

Instructions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) assumes that you have at some time in the last several months or years been a student of a foreign language. This survey is designed to gather information about how individuals who have completed (at least for the time being) their foreign language training try to maintain their foreign language skills outside of the classroom setting--either at work, in job-specific training, or at home. On the following pages, you will find a set of statements related to using a foreign language. Please read each statement. On the separate answer sheet, blacken the response (A, B, C, D, or E) that tells how true the statement is in terms of what you actually do in regard to the foreign language now that your language training is over.

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you; that is, you do the behavior which is described in the statement only in very rare instances.

GENERALLY NOT TRUE OF ME means that the statement is usually not true of you; that is, you do the behavior which is described in the statement less than half the time but more than in very rare instances.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time; that is, sometimes you do the behavior which is described in the statement, sometimes you don't, and these instances tend to occur with about equal frequency.

GENERALLY TRUE OF ME means that the statement is usually true of you; that is, you do the behavior which is described in the statement more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you in almost all instances; that is, you almost always do the behavior which is described in the statement.

Answer in terms of how well the statement describes you, not in terms of how you think you should be, or what other people do. Answer in reference to the foreign language you have most recently studied. There are no right or wrong answers to these statements. Mark your answers on the

Page B

separate answer sheet provided. Please make no marks on the inventory booklet. Work as quickly as you can without being careless. The inventory generally takes about 10-20 minutes to complete. If you have any questions, let the proctor know immediately.

STRATEGY INVENTORY FOR LANGUAGE LEARNING
VERSION 2.2 - MARCH, 1986
POST-TRAINING ITEMS ONLY

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

1. Whenever possible, I actively look for people with whom I can speak the foreign language.
2. I listen to foreign language radio or watch foreign language movies or TV programs, even when I know I won't understand all the words.
3. I consciously try to apply grammatical rules when speaking the foreign language.
4. I analyze the kind of errors I make and use that information for avoiding such errors later.
5. I encourage myself to speak the foreign language, even when I feel nervous or unsure of my speaking ability.
6. When I am talking with a native speaker, I pay attention to body language (gestures, facial expression, distance, posture, etc.) to help me understand the message.
7. I create associations between new material and what I already know.
8. I link the sound of a new word with a visual image to help me remember the word.
9. I read as much as possible in the foreign language.
10. When I don't understand all the words in a foreign language conversation, I try to fill in the gaps by using my own background knowledge of the foreign language, my native language, and the topic being discussed.
11. When I am speaking in the foreign language but cannot remember a particular word, I paraphrase, use a synonym, make gestures, or try to describe or define the target word in order to communicate.
12. I skim the foreign language reading passage first to get the main idea, then I go back and read it more carefully.
13. I write personal notes or messages in the foreign language.

Page 2

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Almost or almost always true of me

14. If applicable, I look for words that are similar to those in my own language (or another foreign language I have studied) in order to understand new words in the target language.
15. I try to find as many ways as I can to use the foreign language.
16. I remember a new word or structure by visualizing a situation in which it typically occurs or might occur.
17. I draw pictures, cartoons, or doodles of foreign words, phrases, or structures to help me remember them.
18. If I get stuck for a word or phrase, I ask for help from the person to whom I am speaking.
19. I find the meaning of a word by breaking it down into parts, such as the root word and prefixes or suffixes.
20. I repeat the speaker's sentence to give me more time to think of a reply.
21. I look for similarities and contrasts between the foreign language and my own language (or other languages I have studied).
22. If a speaker talks too fast in the foreign language, I ask him or her slow down so I can understand.
23. I make use of all available information in the passage to comprehend unfamiliar words.
24. I use familiar words in new combinations in order to make new sentences.
25. When I can't think of a word or phrase in a foreign language conversation, I briefly fall back into my own language and then return to the foreign language in order to keep up the conversational flow.
26. I make unusual or bizarre associations in order to remember new words.
27. I monitor my foreign language writing and go back to correct my written mistakes when I notice them.
28. I feel I must translate what I hear or read in the foreign language word-for-word into my own language so that I can understand it.

Page 3

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

29. I say positive things to myself to increase my confidence in my language skills.
30. If I hear a new word in a conversation, I remember it by the sound so that I can look up the meaning later.
31. I actually visualize the spelling of foreign word in my head.
32. I think seriously about the progress I have made in developing and maintaining my foreign language skills.
33. I identify my long-range goals for learning and maintaining the foreign language.
34. I look for patterns in the foreign language.
35. I develop short sentences in the foreign language and then lengthen them by adding adjectives, adverbs, and other words.
36. I drill myself on the same word in different forms, for example, different tenses, genders, etc.
37. I read a story, dialogue, or transcript several times until I can understand it.
38. I look for exceptions to grammar rules in the target language.
39. I generate my own understanding of the rules of the foreign language, and as I learn more, I discard or revise the rules I have generated if they are not correct.
40. I paraphrase the speaker's sentence to check my understanding of what was said.
41. I use reference materials, such as dictionaries, glossaries, and other written material, to aid my comprehension of the foreign language.
42. I make summaries of important information that I hear or read in the foreign language.
43. I apply language rules in many situations, even if I know that I may make mistakes.
44. I remember new words or phrases by remembering their location in the notebook, on the page, on the chalkboard, or on a street sign.

Page 4

- A. Never or almost never true of me
- B. Generally not true of me
- C. Somewhat true of me
- D. Generally true of me
- E. Always or almost always true of me

45. I study the history and culture of the country where the foreign language is spoken, so that I can better understand the language itself.
46. I teach my peers what I know in the foreign language as a means of practicing and reviewing.
47. I work as hard as I can to maintain my foreign language skills.

APPENDIX M

**CORRESPONDENCES AMONG ITEMS IN THREE VERSIONS OF THE SILL
AND STRATEGIES IN THE OXFORD TAXONOMY OF SECOND LANGUAGE
LEARNING STRATEGIES**

CORRESPONDENCES AMONG ITEMS IN THREE VERSIONS OF THE SILL
 AND STRATEGIES IN THE OXFORD TAXONOMY OF SECOND LANGUAGE
 LEARNING STRATEGIES

SILL 1.3 Item No.	SILL 2.1 Item No.	SILL 2.2 Item No.	Strategy Represented
1	1	-	L2 self-talk
2	2	-	Self-assessment
3	3	-	Directed attention
4	4	-	List making
5	5	-	Directed attention
6	6	-	Short-term goal setting
7	7	-	Rhyming
8	-	-	Self-monitoring
9	8	3	Rule search/application
10	9	-	Imagery
11	10	2	Naturalistic practice
12	11	1	Creating practice opportunities
13	12	--	Ways to keep communication moving
14	13	--	Highlighting
15	14	4	Self-monitoring
16	15	--	Repetition; aural/oral practice
17	16	--	Naturalistic practice
18	17	5	Self-encouragement
19	18	--	Scheduling
20	19	--	Clarification
21	20	--	Anxiety reduction
22	21	6	Inferencing
23	22	7	Elaboration
24	23	8	Keyword
25	--	--	Creating practice opportunities
26	24	--	Organizing
27	25	--	Clarification
28	26	--	Directed attention
29	27	--	Phonological aids
30	28	9	Naturalistic practice
31	29	--	Notetaking
32	30	--	Rule search/application
33	31	10	Inferencing
34	32	11	Ways to keep communication moving
35	33	--	Scheduling
36	34	12	Inferencing
37	--	--	Mechanical tricks
38	35	--	Perseverance
39	--	--	Repetition
40	36	--	Scheduling, organisation

CORRESPONDENCES AMONG ITEMS AND STRATEGIES (CONTINUED)

SILL 1.3 Item No.	SILL 2.1 Item No.	SILL 2.2 Item No.	Strategy Represented
41	37	13	Notetaking
42	38	14	Inferencing
43	39	--	Rote
44	40	15	Creating practice opportunities
45	41	16	Situationalism
46	--	--	Inferencing
47	--	--	Self-encouragement
48	--	--	Inferencing
49	42	--	Contextualization
50	44	--	Repetition
51	45	--	Resourcing, self-diagnosis
52	46	--	Naturalistic practice
53	47	--	Social cooperation
54	48	--	Resourcing, inferencing
55	49	--	Flashcards
56	50	17	Imagery
57	51	--	L2 games
58	73	28	Translation
59	52	--	Rule exercises
60	--	--	Perseverance, functional practice
61	53	18	Ways to keep communication moving
62	54	--	Ways to keep communication moving
63	55	19	Analysis
64	56	--	Ways to keep communication moving
65	57	20	Ways to keep communication moving
66	58	21	Contrastive analysis
67	59	--	Social cooperation
68	60	22	Ways to keep communication moving
69	61	23	Inferencing
70	62	--	Directed attention
71	63	--	Anxiety reduction
72	64	24	Recombination
73	65	25	Ways to keep communication moving
74	66	--	Inferencing
75	67	--	List breaking
76	--	--	Resourcing, repetition
77	68	26	Elaboration
78	69	--	Summarizing
79	70	--	Imitation
80	71	27	Self-monitoring
81	72	--	Inferencing

CORRESPONDENCES AMONG ITEMS AND STRATEGIES (CONTINUED)

SILL1.3 Item No.	SILL 2.1 Item No.	SILL 2.2 Item No.	Strategy Represented
82	74	29	Self-encouragement
83	75	--	Physical response or physical association
84	76	--	Analogy
85	77	--	Selective attention
86	78	--	Using context-signalling devices
87	--	--	Imitation
88	--	--	Aural/oral practice
89	79	--	Social cooperation
90	80	--	Formalized patterns
91	81	--	Inferencing
92	82	--	Listing by attribute
93	--	--	Whole passage
94	83	--	Silent rehearsal with delayed production
95	84	30	Aural/oral practice
96	85	--	Repetition
97	86	--	Mechanical tricks
98	87	--	Listing by attribute
99	88	31	Imagery
100	89	--	Social cooperation
101	90	32	Self-assessment
102	91	--	Functional planning
103	92	--	Self-reinforcement
104	93	--	Transfer
105	94	--	Environment
106	95	--	Anxiety reduction
107	96	33	Long-term goal setting
108	97	--	Self-diagnosis
109	98	--	Self-assessment
110	99	--	Self-assessment
111	100	34	Rule search/application
112	101	35	Recombination
113	102	36	Repetition
114	103	--	Naturalistic practice
115	104	--	Naturalistic practice
116	105	--	Functional planning
117	106	--	Advance organizers
118	107	37	Repetition
119	--	--	Ways to keep communication moving
120	--	--	Verification
121	108	38	Rule search/application
122	109	39	Rule generation/revision
123	110	40	Verification
124	111	--	Analogy
125	--	--	Analysis
126	112	41	Resourcing
127	113	--	Outlining

CORRESPONDENCES AMONG ITEMS AND STRATEGIES (CONTINUED)

SILL 1.3 Item No.	SILL 2.1 Item No.	SILL 2.2 Item No.	Strategy Represented
128	114	42	Summarizing
129	115	--	Naturalistic practice
130	--	--	Aural/oral practice
131	116	--	Auditory association
132	--	--	L2 self-talk
133	--	--	Translation
134	117	43	Rule search/application
135	118	44	Loci
--	43	--	Deductive reasoning
--	119	45	Cultural orientation
--	120	46	Social cooperation
--	121	47	Perseverance