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

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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

APPENDICES

- 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).....B-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 Promax 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)

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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 skill. 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

PART A: DIRECT/PRIMARY

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 is being 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 synthesizing 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-SIGNALING 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...	Using ...
	... while listening to the L2	...while reading the L2	...in L2 speech	...in L2 writing

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

RESOURCING

<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; taping one's own voice when speaking the L2	...using L2 reference books, such as dictionaries, glossaries, texts, 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 the L2	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 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 or phonics	...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 overgeneralizes by...	In reading the L2 as written by a non-native writer, being aware of instances in which the writer overgeneralizes 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; practicing 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	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

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, watching L2 videotapes, 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 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. in the L2	...while reading an L2 passage	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

MNEMONICS: 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

MNEMONICS: 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

NEMONICS: LOCI

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Memorizing L2 information by remembering its location in the notebook, on the page, on the chalkboard, on a street sign, etc.	N/A	See Core Definition	N/A	N/A

NEMONICS: FLASHCARDS

<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

NEMONICS: SITUATIONALISM

<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

MEMONICS: RHYMING

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
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,...	...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	...when writing the L2, using words or phrases that have been remembered through rhyming

MEMONICS: AUDITORY ASSOCIATION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
While listening to the L2, associating a new word with a known word which sounds like it in order to remember the new word	See Core Definition	N/A	N/A	N/A

MEMONICS: IMAGERY

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Using a mental image or making an actual drawing, cartoon, or "doodle" to remember a new word...	...which has been heard in the L2	...which has been read in the L2	N/A	N/A

PART A: DIRECT/PRIMARY

MNEMONICS: 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

MNEMONICS: 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

MNEMONICS: SILENT REHEARSAL WITH DELAYED PRODUCTION

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

MNEMONICS: 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
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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> 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	<u>Listening</u> Same	<u>Reading</u> Same	<u>Speaking</u> Same	<u>Writing</u> Same

GENERAL STUDY STRATEGIES: ORGANIZATION

<u>Core Definition</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	<u>Listening</u> Same	<u>Reading</u> Same	<u>Speaking</u> Same	<u>Writing</u> 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

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Making a general but comprehensive preview of the organizing concept or principle in an anticipated learning activity that involves...	...listening to the L2	...reading the L2	...speaking the L2	...writing the L2

ATTENTION-ENHANCING STRATEGIES: DIRECTED ATTENTION

<u>Core Definition</u>	<u>Listening</u>	<u>Reading</u>	<u>Speaking</u>	<u>Writing</u>
Deciding in advance to attend in general to an L2 task and ignore irrelevant distractors; may include "shifting gears" when necessary to attend to new and important input; may also include...	...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	...paying attention to all relevant text cues, sitting in a quiet place, arranging the environment so that reading is enhanced, marking the material to be covered, familiarizing oneself with the text in general, reading silently to oneself while others are reciting the material, reading aloud to oneself	...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	...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 <u>specific</u> 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 a native L2 speaker 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, watching L2 videotapes, 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.

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.

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 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.

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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.

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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.

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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.

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.

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 relación = 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, 1986¹

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			
YES	57	12.8	57	12.8
	387	87.2	444	100.0

SEX	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
FEMALE	3			
MALE	103	23.1	103	23.1
	343	76.9	446	100.0

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

RANK	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
CIVILIAN	3			
ENLISTED	12	2.7	12	2.7
OFFICER	409	91.7	421	94.4
	25	5.6	446	100.0

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

18:32 SATURDAY, FEBRUARY 8, 1986

INTCF	LANG	GERMAN	KOREAN	SPANISH	RUSSIAN	TOTAL
FREQUENCY						
PERCENT						
ROW PCT						
COL PCT						
NO		39	1	11	6	57
		8.78	0.23	2.48	1.35	12.84
		68.42	1.75	19.30	10.53	
		43.82	1.30	17.19	2.80	
YES		50	76	53	208	387
		11.26	17.12	11.94	46.85	87.16
		12.92	19.64	13.70	53.75	
		56.18	98.70	82.81	97.20	
TOTAL		89	77	64	214	444
		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			
LIKELIHOOD RATIO CHI-SQUARE	3	105.848	0.000
MANTEL-HAENSZEL CHI-SQUARE	3	94.219	0.000
PHI	1	63.605	0.000
CONTINGENCY COEFFICIENT		0.488	
CRAMER'S V		0.439	
		0.488	

EFFECTIVE SAMPLE SIZE = 444
FREQUENCY MISSING = 5

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

18:32 SATURDAY, FEBRUARY 8, 1986

TABLE OF SEX BY LANG

SEX	LANG	FREQUENCY PERCENT ROW PCT COL PCT	GERMAN	KOREAN	SPANISH	RUSSIAN	TOTAL
FEMALE			20	11	16	56	103
			4.48	2.47	3.59	12.56	
			19.42	10.68	15.53	54.37	23.09
			22.22	14.10	24.62	26.29	
MALE			70	67	49	157	343
			15.70	15.02	10.99	35.20	
			20.41	19.53	14.29	45.77	76.91
			77.78	85.90	75.38	73.71	
TOTAL			90	78	65	213	446
			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

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

18:32 SATURDAY, FEBRUARY 8, 1986 20

TABLE OF RANK BY SEX

RANK	SEX	FREQUENCY	PERCENT	ROW PCT	COL PCT	FEMALE	MALE	TOTAL
CIVILIAN		11	2.48	0.23	1	2.71		12
		91.67	8.33					
		10.78	0.29					
ENLISTED		90	20.32	71.56	317	407		407
		22.11	77.89					91.87
		88.24	92.96					
OFFICER		1	0.23	5.19	23	24		24
		4.17	95.83					5.42
		0.98	6.74					
TOTAL		102	23.02	76.98	341	443		443
						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 = 443

FREQUENCY MISSING = 6

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

18
18:32 SATURDAY, FEBRUARY 8, 1986

TABLE OF BRANCH BY SEX

BRANCH	SEX	FREQUENCY PERCENT ROW PCT COL PCT	FEMALE	MALE	TOTAL
ARMY			66	210	276
			14.86	47.30	62.16
			23.91	76.09	
			65.35	61.22	
AIR FORCE			16	58	74
			3.60	13.06	16.67
			21.62	78.38	
			15.84	16.91	
MARINES			3	15	18
			0.68	3.38	4.05
			16.67	83.33	
			2.97	4.37	
NAVY			8	60	68
			1.80	13.51	15.32
			11.76	88.24	
			7.92	17.49	
OTHER			8	0	8
			1.80	0.00	1.80
			100.00	0.00	
			7.92	0.00	
TOTAL			101	343	444
			22.75	77.25	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 19

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

18:32 SATURDAY, FEBRUARY 8, 1986 16

TABLE OF INTCF BY SEX

INTCF	SEX	FREQUENCY		PERCENT		TOTAL
		ROW PCT	COL PCT	FEMALE	MALE	
NO				11	45	56
			2.49	10.20		12.70
			19.64	80.36		
				10.89	13.24	
YES				90	295	385
			20.41	66.89		87.30
			23.38	76.62		
				89.11	86.76	
TOTAL				101	340	441
				22.90	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)			0.333
FISHER'S EXACT TEST (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

18:32 SATURDAY, FEBRUARY 8, 1986

TABLE OF BRANCH BY LANG

BRANCH	LANG	GERMAN	KOREAN	SPANISH	RUSSIAN	TOTAL
FREQUENCY ROW PCT COL PCT						
ARMY		66	27	30	156	279
		14.77	6.04	6.71	34.90	62.42
		23.66	9.68	10.75	55.91	
		73.33	34.62	46.15	72.90	
AIR FORCE		15	44	13	2	74
		3.36	9.84	2.91	0.45	16.55
		20.27	59.46	17.57	2.70	
		16.67	56.41	20.00	0.93	
MARINES		1	3	6	8	18
		0.22	0.67	1.34	1.79	4.03
		5.56	16.67	33.33	44.44	
		1.11	3.85	9.23	3.74	
NAVY		2	4	14	48	68
		0.45	0.89	3.13	10.74	15.21
		2.94	5.88	20.59	70.59	
		2.22	5.13	21.54	22.43	
OTHER		6	0	2	0	8
		1.34	0.00	0.45	0.00	1.79
		75.00	0.00	25.00	0.00	
		6.67	0.00	3.08	0.00	
TOTAL		90	78	65	214	447
		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

18:32 SATURDAY, FEBRUARY 8, 1986

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	0.181
PHI		0.622	
CONTINGENCY COEFFICIENT		0.528	
CRAMER'S V		0.359	

EFFECTIVE SAMPLE SIZE = 447
FREQUENCY MISSING = 2
WARNING: 35% 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

RANK	LANG	GERMAN	KOREAN	SPANISH	RUSSIAN	TOTAL
FREQUENCY						
PERCENT						
ROW PCT						
COL PCT						
CIVILIAN	9	2.02	0.00	0.67	0.00	12
		75.00	0.00	25.00	0.00	2.69
		9.89	0.00	4.62	0.00	
ENLISTED	65	14.57	17.49	59	207	409
		15.89	19.07	13.23	46.41	91.70
		71.43	100.00	14.43	50.61	
				90.77	97.64	
OFFICER	17	3.81	0.00	0.67	1.12	25
		68.00	0.00	12.00	20.00	5.61
		18.68	0.00	4.62	2.36	
TOTAL	91	20.40	17.49	14.57	47.53	446
						100.00

FREQUENCY MISSING = 3

STATISTICS FOR TABLE OF RANK BY LANG

STATISTIC	DF	VALUE	PROB
CHI-SQUARE	6	67.945	0.000
LIKELIHOOD RATIO CHI-SQUARE	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 = 446

FREQUENCY MISSING = 3

WARNING: 41% 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

Q1: TALKS TO SELF IN L2

Q1	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	4	0.9	4	0.9
GENERALLY NOT	34	7.6	38	8.5
* SOMEWHAT	96	21.4	136	29.8
GENERALLY	144	32.1	278	61.9
ALMOST ALWAYS	109	24.3	387	86.2
	62	13.8	449	100.0

M = 3.2

SD = 1.5

Q2: TESTS SELF

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

M = 2.4

SD = 1.2

Q3: ANSWERS QUESTIONS MENTALLY

Q3	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	2	0.4	2	0.4
GENERALLY NOT	4	0.9	6	1.3
* SOMEWHAT	20	4.5	26	5.8
GENERALLY	87	19.4	113	25.2
ALMOST ALWAYS	164	36.5	277	61.7
	172	38.3	449	100.0

M = 4.1

SD = .9

Q4: LISTS NEW INFO

Q4	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	5	1.1	5	1.1
GENERALLY NOT	77	17.1	82	18.3
* SOMEWHAT	83	18.5	165	36.7
GENERALLY	91	20.3	256	57.0
ALMOST ALWAYS	99	22.0	355	79.1
	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	43	9.6	47	10.5
* SOMEWHAT	142	31.6	189	42.1
GENERALLY	140	31.2	329	73.3
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	4	0.9	4	0.9
GENERALLY NOT	180	40.1	184	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	230	51.2	232	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	54.6
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
Q9: APPLIES RULES

21:29 TUESDAY, FEBRUARY 4, 1986

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

M = 3.8

SD = 1.0

Q10: USES MENTAL PICTURES

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

M = 3.0

SD = 1.3

Q11: ATTENDS L2 MOVIES

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

M = 2.1

SD = 1.3

Q12: SEEKS L2 SPEAKERS

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

M = 2.6

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q13: USES FILLER WORDS

Q13	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	2	0.4	2	0.4
GENERALLY NOT	70	15.6	72	16.0
* SOMEWHAT	95	21.2	167	37.2
GENERALLY	127	28.3	294	65.5
ALMOST ALWAYS	100	22.3	394	87.8
	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
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
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

Q17: ATTENDS L2 EVENTS

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

M = 1.9

SD = 1.2

Q18: ENCOURAGES OWN SPEAKING

Q18	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	1	0.2	1	0.2
* GENERALLY NOT	26	5.8	27	6.0
* SOMEWHAT	91	20.3	118	26.3
* GENERALLY	148	33.0	266	59.2
* ALWAYS	132	29.4	398	88.6
	51	11.4	449	100.0

M = 3.2

SD = 1.1

Q19: STUDIES ONLY WITH PRESSURE

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

M = 2.2

SD = 1.2

Q20: ASKS FOR EXAMPLE

Q20	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	1	0.2	1	0.2
* GENERALLY NOT	7	1.6	8	1.8
* SOMEWHAT	23	5.1	31	6.9
* GENERALLY	73	16.3	104	23.2
* ALWAYS	158	35.2	262	58.4
	187	41.6	449	100.0

M = 4.1

SD = .9

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q21: FEARS USING L2

Q21	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
* ALMOST NEVER	4	0.9	4	0.9
* GENERALLY NOT	243	54.1	247	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
* 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
* 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
* 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

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	4	13.0	58	13.0
GENERALLY NOT	58	15.1	125	28.1
* SOMEWHAT	67	22.5	225	50.6
GENERALLY	100	27.6	348	78.2
ALMOST ALWAYS	123	21.8	445	100.0

M = 3.3

SD = 1.3

Q27: ASKS FOR SPELLING

Q27	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	8.0	36	8.0
GENERALLY NOT	36	18.1	117	26.1
* SOMEWHAT	81	23.4	222	49.6
GENERALLY	105	31.9	365	81.5
ALMOST ALWAYS	143	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	20.5	92	20.5
GENERALLY NOT	92	28.8	221	49.3
* SOMEWHAT	129	18.3	303	67.6
GENERALLY	82	17.9	383	85.5
ALMOST ALWAYS	80	14.5	448	100.0

M = 2.7

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q29: USES PHONOLOGICAL MARKS

Q29	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2			
GENERALLY NOT	172	38.5	172	38.5
* SOMEWHAT	70	15.7	242	54.1
GENERALLY	55	12.3	297	66.4
ALMOST ALWAYS	81	18.1	378	84.6
	69	15.4	447	100.0

M = 2.5

SD = 1.5

Q30: READS IN L2

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

M = 2.8

SD = 1.2

Q31: TAKES NOTES IN L2

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

M = 2.5

SD = 1.3

Q32: PRACTICES GRAMMAR

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

M = 3.2

SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q33: USES BKGROUND KNOWL. IN CONVERSTN

21:29 TUESDAY, FEBRUARY 4, 1986

Q33	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	4	0.9	4	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 = .9

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	7.8
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	45	10.1
GENERALLY NOT	45	23.0	148	33.1
* SOMEWHAT	103	28.4	275	61.5
GENERALLY	127	28.9	404	90.4
ALMOST ALWAYS	43	9.6	447	100.0

M = 3.0

SD = 1.2

Q36: SKINS 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
Q37: USES MEMORY DEVICES

Q37	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	131	29.3	131	29.3
* GENERALLY NOT	127	28.4	258	57.7
SOMENHAT	91	20.4	349	78.1
GENERALLY	66	14.8	415	92.8
ALMOST ALWAYS	32	7.2	447	100.0

M = 2.4

SD = 1.2

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
SOMENHAT	31	6.9	411	91.5
GENERALLY	23	5.1	434	96.7
ALMOST ALWAYS	15	3.3	449	100.0

M = 1.6

SD = 1.0

Q39: REHEARSE NEW ITEMS

Q39	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	11	2.5	11	2.5
* GENERALLY NOT	30	6.7	41	9.2
SOMENHAT	109	24.4	150	33.6
GENERALLY	162	36.3	312	70.0
ALMOST ALWAYS	134	30.0	446	100.0

M = 3.8

SD = 1.0

Q40: IS UNPREPARED FOR CLASS

Q40	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	.3	1	.3
* GENERALLY NOT	176	39.3	176	39.3
SOMENHAT	156	34.8	332	74.1
GENERALLY	67	15.0	399	89.1
ALMOST ALWAYS	37	8.3	436	97.3
	12	2.7	448	100.0

M = 2.0

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

21:29 TUESDAY, FEBRUARY 4, 1986 12

Q41: TAKES NOTES ONLY IN OWN LANGUAGE

Q41	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	94	21.0	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	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 NOTE

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

M = 2.0

SD = 1.1

Q44: FINDS MANY WAYS TO USE L2

Q44	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	29	6.5	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	44	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 4, 1986 13

Q45: VISUALIZES SITUATIONS

Q45	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	9.4	2	9.4
GENERALLY NOT	42	19.5	42	28.9
*SOMENHAT	87	30.0	129	58.8
GENERALLY	134	29.1	263	87.9
ALMOST ALWAYS	130	12.1	393	100.0
	54		447	

M = 3.1
SD = 1.2

Q46: READS IN BROAD PHRASES

Q46	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
*ALMOST NEVER	3	0.2	3	0.2
GENERALLY NOT	1	13.0	1	13.2
*SOMENHAT	58	18.8	59	32.1
GENERALLY	84	31.6	143	63.7
ALMOST ALWAYS	141	25.8	284	89.5
	115	10.5	399	100.0
	47		446	

M = 3.0
SD = 1.1

Q47: USES POSITIVE SELF-TALK

Q47	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	4	21.8	4	21.8
GENERALLY NOT	97	20.7	97	42.5
*SOMENHAT	92	20.4	189	62.9
GENERALLY	91	25.4	280	88.3
ALMOST ALWAYS	113	11.7	393	100.0
	52		445	

M = 2.8
SD = 1.3

Q48: USES CUES FOR MEANING

Q48	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	10	2.2	10	2.2
GENERALLY NOT	19	4.2	29	6.5
*SOMENHAT	83	18.5	112	24.9
GENERALLY	174	38.8	286	63.7
ALMOST ALWAYS	163	36.3	449	100.0

M = 4.0
SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

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

M = 2.2

SD = 1.1

Q50: REPEATS WORDS

Q50	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	64	14.3	64	14.3
*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	54.6
*GENERALLY NOT	85	18.9	330	73.5
SOMEWHAT	58	12.9	388	86.4
GENERALLY	34	7.6	422	94.0
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	0.2	1	0.2
*GENERALLY NOT	282	62.9	283	63.1
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

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q57: PLAYS L2 GAMES

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

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
GENERALLY NOT	56	12.5	74	16.5
SOMEWHAT	110	24.5	184	41.0
* GENERALLY	158	35.2	342	76.2
ALMOST ALWAYS	107	23.8	449	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
* GENERALLY NOT	153	34.1	305	67.9
SOMEWHAT	92	20.5	397	88.4
GENERALLY	42	9.4	439	97.8
ALMOST ALWAYS	10	2.2	449	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
GENERALLY NOT	30	6.7	35	7.8
SOMEWHAT	94	20.9	129	28.7
* GENERALLY	158	35.2	287	63.9
ALMOST ALWAYS	162	36.1	449	100.0

M = 4.0
SD = 1.0

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

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
SOMENHAT	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
SOMENHAT	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	4.9	22	4.9
GENERALLY NOT	22	11.2	72	16.1
SOMENHAT	50	28.0	197	44.1
* GENERALLY	125	33.1	345	77.2
ALMOST ALWAYS	148	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
SOMENHAT	134	29.8	251	55.9
* GENERALLY	140	31.2	391	87.1
ALMOST ALWAYS	58	12.9	449	100.0

M = 3.2

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

Q65: REPEATS SPEAKER'S SENTENCE

Q65	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	66	14.7	66	14.7
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	1	5.1
GENERALLY NOT	23	8.5	23	13.6
SOMEWHAT	38	20.3	61	33.9
* GENERALLY	91	39.1	152	73.0
ALMOST ALWAYS	175	27.0	327	100.0
	121		448	

M = 3.8

SD = 1.1

Q67: REQUESTS PRONUNCIATION CORRECTION

Q67	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	13.8	1	13.8
GENERALLY NOT	62	18.5	62	32.4
* SOMEWHAT	83	24.8	145	57.1
GENERALLY	111	27.5	256	84.6
ALMOST ALWAYS	123	15.4	379	100.0
	69		448	

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	74.2
ALMOST ALWAYS	116	25.8	449	100.0

M = 3.6

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q69: USES ALL INFO IN READING

21:29 TUESDAY, FEBRUARY 4, 1986

Q69	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	0.4	2	0.4
GENERALLY NOT	2	2.5	13	2.9
SOMEWHAT	11	12.3	68	15.2
* GENERALLY	55	38.2	239	53.3
ALMOST ALWAYS	171	46.7	448	100.0

M = 4.3

SD = .8

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
* GENERALLY	194	43.2	329	73.3
ALMOST ALWAYS	120	26.7	449	100.0

M = 3.8

SD = 1.0

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
GENERALLY	84	18.7	408	90.9
ALMOST ALWAYS	41	9.1	449	100.0

M = 2.7

SD = 1.2

Q72: MAKES NEW COMBINATIONS

Q72	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	2.7	12	2.7
GENERALLY NOT	12	10.5	59	13.2
SOMEWHAT	47	29.9	193	43.1
* GENERALLY	134	35.5	352	78.6
ALMOST ALWAYS	159	21.4	448	100.0

M = 3.1

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q73: REVERTS TO L1 SOMETIMES

21:29 TUESDAY, FEBRUARY 4, 1986 20

Q73	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	38	8.5	38	8.5
GENERALLY NOT	94	21.0	132	29.5
*SOMENHAT	152	33.9	284	63.4
GENERALLY	111	24.8	395	88.2
ALMOST ALWAYS	53	11.8	448	100.0

M = 3.1

SD = 1.1

Q74: NOTICES TEXT LAYOUT

Q74	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	43	9.6	43	9.6
GENERALLY NOT	74	16.6	117	26.2
*SOMENHAT	116	26.0	233	52.2
GENERALLY	155	34.8	388	87.0
ALMOST ALWAYS	58	13.0	446	100.0

M = 3.2

SD = 1.1

Q75: BREAKS DOWN LIST

Q75	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	78	17.4	78	17.4
GENERALLY NOT	59	13.2	137	30.6
*SOMENHAT	64	14.3	201	45.0
GENERALLY	119	26.6	320	71.6
ALMOST ALWAYS	127	28.4	447	100.0

M = 3.4

SD = 1.1

Q76: RECORDS WORD/DEFINITION

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

M = 1.3

SD = .7

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q77: MAKES UNUSUAL LINKS

21
21:29 TUESDAY, FEBRUARY 6, 1986

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	146	10.3	402	100.0

M = 3.2

SD = 1.1

Q79: IMITATES L2 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

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 CONFIDENCE

Q82	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	4			
GENERALLY NOT	91	20.4	91	20.4
*SOMEWHAT	109	24.5	200	44.9
GENERALLY	122	27.4	322	72.4
ALMOST ALWAYS	95	21.3	417	93.7
	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			
GENERALLY NOT	40	8.9	40	8.9
*SOMEWHAT	68	15.2	108	24.2
GENERALLY	106	23.7	214	47.9
ALMOST ALWAYS	126	28.2	340	76.1
	107	23.9	447	100.0

M = 3.4

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
 Q85: DECIDES TO FOCUS ON SPECIFICS

21:29 TUESDAY, FEBRUARY 4, 1980

Q85	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	411	91.5
ALMOST ALWAYS	38	8.5	449	100.0

M = 2.8

SD = 1.2

Q86: LISTENS FOR ORGANIZERS

Q86	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	50	11.2	50	11.2
GENERALLY NOT	69	15.4	119	26.6
* SOMEWHAT	134	30.0	253	56.6
GENERALLY	130	29.1	383	85.7
ALMOST ALWAYS	64	14.3	447	100.0

M = 3.2

SD = 1.2

Q87: IMITATES SPEAKER

Q87	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	117	26.1	117	26.1
GENERALLY NOT	101	22.5	218	48.7
* SOMEWHAT	89	19.9	307	68.5
GENERALLY	86	19.2	393	87.7
ALMOST ALWAYS	55	12.3	448	100.0

M = 2.7

SD = 1.4

Q88: EXPERIMENTS WITH SOUNDS

Q88	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	133	29.7	133	29.7
GENERALLY NOT	115	25.7	248	55.4
* SOMEWHAT	88	19.6	336	75.0
GENERALLY	80	17.9	416	92.9
ALMOST ALWAYS	32	7.1	448	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			
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
	26	5.8	448	100.0

M = 2.5

SD = 1.3

Q90: USES IDIOMS/PATTERNS

Q90	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	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
	75	16.7	448	100.0

M = 3.6

SD = 1.0

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

M = 3.9

SD = .9

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

Q93: MEMORIZES COMPLETE WHOLE

Q93	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	171	38.3	171	38.3
*GENERALLY NOT	117	26.2	288	64.4
SOMEWHAT	80	17.9	368	82.3
GENERALLY	53	11.9	421	94.2
ALMOST ALWAYS	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	12.1	1	12.1
GENERALLY NOT	54	29.5	54	41.5
*SOMEWHAT	132	29.7	186	71.2
GENERALLY	92	20.5	319	91.7
ALMOST ALWAYS	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
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	68.8
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			
* GENERALLY NOT	132	29.5	132	29.5
SOMEWHAT	117	26.2	249	55.7
GENERALLY	74	16.6	323	72.3
ALMOST ALWAYS	80	17.9	403	90.2
	44	9.8	447	100.0

M = 2.5

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING

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
SOMEWHAT	99	22.0	146	32.5
* GENERALLY	169	37.6	315	70.2
ALMOST ALWAYS	134	29.8	449	100.0

M = 3.8

SD = 1.0

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
* SOMEWHAT	132	29.7	255	57.3
GENERALLY	127	28.5	382	85.8
ALMOST ALWAYS	63	14.2	445	100.0

M = 3.2

SD = 1.2

Q103: GIVES SELF REWARD

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

M = 2.1

SD = 1.2

Q104: NOTES L1 INTERFERENCE

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

M = 3.2

SD = 1.2

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q105: ARRANGES ENVIRONMENT

21:29 TUESDAY, FEBRUARY 4, 1986

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	4	9.0	40	9.0
GENERALLY NOT	40	12.8	97	21.8
* SOMEWHAT	57	23.4	201	45.2
GENERALLY	104	33.9	352	79.1
ALMOST ALWAYS	151	20.9	445	100.0

M = 3.5

SD = 1.2

Q107: PLANS LONG-RANGE GOALS

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

M = 3.2

SD = 1.3

Q108: DOES SELF-DIAGNOSIS

Q108	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	5.1	23	5.1
GENERALLY NOT	23	9.8	67	15.0
* SOMEWHAT	44	31.0	206	46.0
GENERALLY	139	34.8	362	80.8
ALMOST ALWAYS	156	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

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	68.8
GENERALLY	101	22.5	410	91.3
ALMOST ALWAYS	39	8.7	449	100.0

M = 2.8

SD = 1.3

DLI 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	8.9	2	8.9
GENERALLY NOT	40	20.6	40	29.5
* SOMEWHAT	92	30.9	132	60.4
GENERALLY	138	27.5	270	87.9
ALMOST ALWAYS	123	12.1	393	100.0
	54		447	

M = 3.1

SD = 1.1

Q116: REHEARSES NEXT ACTIVITY

Q116	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	3	11.4	3	11.4
GENERALLY NOT	51	24.0	51	35.4
* 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

Q117: PREVIEWS LESSON

Q117	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	57	12.7	57	12.7
GENERALLY NOT	97	21.6	154	34.3
* SOMEWHAT	102	22.7	256	57.0
GENERALLY	123	27.4	379	84.4
ALMOST ALWAYS	70	15.6	449	100.0

M = 3.1

SD = 1.3

Q118: READS STORY REPEATEDLY

Q118	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	7.1	32	7.1
GENERALLY NOT	32	13.8	94	21.0
* SOMEWHAT	125	27.9	219	48.9
GENERALLY	152	33.9	371	82.8
ALMOST ALWAYS	77	17.2	448	100.0

M = 3.4

SD = 1.1

Q119: REQUESTS EXPL., REP., SLOW SPEECH

Q119	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	1.3	6	1.3
GENERALLY NOT	6	4.5	26	5.8
SOMEWHAT	20	17.4	104	23.2
* GENERALLY	78	44.0	301	67.2
ALMOST ALWAYS	197	32.8	448	100.0

M = 4.0

SD = .9

Q120: REQUESTS VERIFICATION

Q120	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	2	4.0	18	4.0
GENERALLY NOT	18	15.0	85	19.0
SOMEWHAT	67	26.0	201	45.0
* GENERALLY	116	36.2	363	81.2
ALMOST ALWAYS	162	18.8	447	100.0

M = 3.5

SD = 1.1

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q121: LOOKS FOR EXCEPTIONS

21:29 TUESDAY, FEBRUARY 4, 1986

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

M = 3.6

SD = 1.2

Q122: GENERATES/REVISES RULES

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

M = 2.9

SD = 1.3

Q123: PARAPHRASES SENTENCE

Q123	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	66	14.8	66	14.8
GENERALLY NOT	83	18.6	149	33.3
*SOMENHAT	157	35.1	306	68.5
GENERALLY	113	25.3	419	93.7
ALMOST ALWAYS	28	6.3	447	100.0

M = 2.9

SD = 1.1

Q124: INFERS BY ANALOGY

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

M = 3.2

SD = 1.3

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q125: FINDS MEANING VIA ANALYSIS

21:29 TUESDAY, FEBRUARY 4, 1986

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

M = 4.0

SD = 1.0

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	141	31.4	324	72.2
GENERALLY	88	19.6	412	91.8
ALMOST ALWAYS	37	8.2	449	100.0

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

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DEVELOPMENT AND PSYCHOMETRIC TESTING OF THE STRATEGY
INVENTORY FOR LANGUAGE LEARNING (SILL) APPENDIX(U)
KINTON INC ALEXANDRIA VA R L OXFORD NOV 86

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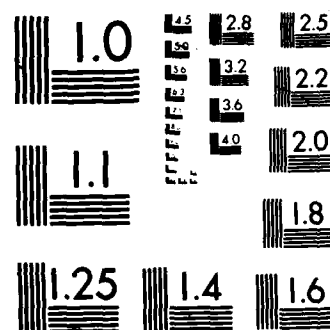
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MICROCOPY RESOLUTION TEST CHART

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q129: TALKS ONLY L1 AT PARTIES

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

M = 3.0

SD = 1.2

Q130: USES MIRROR

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

M = 1.3

SD = .7

Q131: FINDS COGNATES

Q131	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	1	16.7	75	16.7
GENERALLY NOT	75	18.5	158	35.3
* SOMEWHAT	83	25.9	274	61.2
GENERALLY	116	24.8	385	85.9
ALMOST ALWAYS	111	14.1	448	100.0

M = 3.0

SD = 1.3

Q132: CONDUCTS LONG SELF-CONVERSATION

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

M = 2.6

SD = 1.2

DLI FIELD TEST OF THE STRATEGY INVENTORY FOR LANGUAGE LEARNING
Q133: TRANSLATES VERBATIM

21:29 TUESDAY, FEBRUARY 4, 198

Q133	FREQUENCY	PERCENT	CUMULATIVE FREQUENCY	CUMULATIVE PERCENT
ALMOST NEVER	64	14.3	64	14.3
GENERALLY NOT	146	32.5	210	46.8
*SOMEWAT	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	4	2.2	4	2.2
GENERALLY NOT	10	11.2	10	13.5
*SOMEWAT	50	35.5	60	49.0
GENERALLY	158	40.4	218	89.4
ALMOST ALWAYS	180	10.6	398	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	14.5	84	33.3
*SOMEWAT	65	26.8	149	60.2
GENERALLY	120	22.4	269	82.6
ALMOST ALWAYS	100	17.4	369	100.0

M = 3.1

SD = 1.4

APPENDIX F

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

ROTATION METHOD: PROMAX

ROTATED FACTOR PATTERN (STD REG COEFS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N117	0.63499	-0.03530	0.04401	0.05289	-0.01734	-0.02582	0.02314	0.11927	-0.04835	-0.05064
N35	0.61400	0.12393	-0.05985	-0.08221	0.07704	-0.05561	0.00828	0.06248	0.01872	-0.10110
N105	0.48894	0.02473	0.10056	0.08953	0.11869	0.06949	0.10077	0.03982	0.05738	-0.19728
N14	0.44938	0.11885	0.21280	0.17912	-0.00839	0.19624	-0.16721	-0.18245	-0.08480	-0.05896
N2	0.44822	0.16387	-0.06984	0.07999	0.03801	-0.06959	0.05860	0.02715	-0.13982	0.16397
N39	0.44607	-0.00164	0.06223	-0.11056	0.03809	-0.00019	0.10583	0.02993	0.17821	0.02383
N26	0.44376	-0.24708	0.02062	-0.00923	0.20678	0.13610	0.0885	-0.01429	0.08722	-0.18432
N127	0.43001	-0.09668	0.06781	0.09810	0.07760	0.00717	0.20976	0.11571	-0.07707	0.22311
N96	0.42970	-0.11203	-0.01267	-0.08057	0.34140	0.06081	0.03342	0.11842	-0.05038	0.12335
N4	0.41658	0.02264	0.09330	0.20248	-0.02239	0.05496	-0.10799	-0.07079	-0.00619	-0.02916
N6	0.40579	0.00502	0.01117	0.08925	0.13103	0.00638	0.01052	0.23570	-0.05612	0.04578
N16	0.40285	-0.04146	-0.02813	-0.02049	0.14781	0.07979	0.06936	0.05535	0.15080	0.00278
N118	0.39645	0.03210	-0.07644	0.12081	-0.02629	0.28409	0.07473	-0.03480	0.18350	-0.06150
N3	0.38411	0.00043	0.19094	-0.06326	-0.14043	-0.01373	0.03118	-0.06280	0.08689	0.00261
N128	0.35907	-0.13254	0.16093	0.20341	-0.01914	0.03603	-0.24129	0.13121	-0.10590	0.31946
N108	0.35341	-0.03249	0.09348	0.07818	0.11722	-0.01588	0.15413	-0.05437	0.20543	0.24437
N75	0.34586	-0.13381	0.02437	0.01496	0.27456	-0.03943	-0.04011	-0.05916	0.13552	0.13644
N80	0.34443	0.04000	0.05876	-0.08072	-0.05900	0.07076	0.22294	-0.06587	0.19678	-0.00354
N55	0.34437	0.04279	-0.05749	0.03042	0.14796	0.16652	-0.10431	-0.00266	0.00282	0.01057
N36	0.34059	-0.04677	0.12951	0.19493	-0.02567	0.10773	-0.22441	-0.00351	0.18958	0.05163
N113	0.32111	0.07429	-0.10005	0.14430	-0.01759	0.10175	0.18184	-0.05101	0.10077	0.21169
N126	0.30472	0.05094	0.25964	0.09098	0.22290	0.24370	0.12887	-0.10511	-0.04245	-0.22667
N106	0.27973	0.02608	0.08344	0.01394	0.02715	0.07988	0.03994	0.09343	0.18385	0.01693
N50	0.26455	-0.10717	-0.11153	0.02227	0.02449	0.21123	0.06685	0.10990	0.14748	-0.21390
N5	-0.43734	-0.21641	0.14613	0.00399	0.02165	0.20231	-0.08371	-0.02379	0.11171	0.05060
N19	-0.57632	-0.07469	0.07946	0.02413	0.14398	0.10034	-0.04056	0.07669	-0.05752	0.09264
N40	-0.59105	-0.16854	0.14603	0.23585	-0.05143	-0.01534	-0.06013	0.13000	0.04229	0.00031
N12	0.06044	0.79375	-0.07714	-0.04457	0.10944	0.04763	-0.03301	0.11417	-0.01529	-0.01617
N115	0.00141	0.75038	-0.04268	0.12903	0.02856	0.04491	-0.00896	0.00341	0.07385	0.03911
N17	-0.06916	0.58575	-0.02981	0.21549	0.03454	-0.02037	-0.01492	0.11417	-0.01559	-0.13057
N44	0.13763	0.56169	0.10669	0.13001	0.05655	-0.08376	-0.03223	-0.05016	0.06570	0.00455
N60	0.10947	0.53971	0.19006	-0.20893	-0.09398	0.11414	-0.03552	-0.06739	0.10680	-0.02033
N1	0.15268	0.52221	-0.02504	0.07346	0.01169	0.02921	0.10542	-0.06733	-0.13155	0.06450
N18	0.26812	0.50657	0.14359	-0.06222	-0.02105	0.00472	-0.02100	-0.02091	0.04417	-0.01237
N30	0.06014	0.50608	0.25050	0.21385	-0.02322	-0.06505	0.02185	-0.04743	-0.21420	-0.04665
N25	0.11466	0.45754	0.14551	0.27799	0.16095	0.03940	-0.04734	0.04689	-0.15938	-0.08436
N13	0.04261	0.41059	0.13914	0.02070	0.18448	0.15527	-0.25373	0.05132	-0.13512	0.10930
N52	-0.12424	0.38595	-0.04721	0.20089	-0.01227	0.08011	-0.06188	-0.06769	0.12785	-0.02043
N11	-0.04997	0.36758	0.25267	0.23348	0.17242	-0.05253	0.04579	0.01017	-0.21736	-0.03634
N132	-0.06288	0.36600	0.03869	0.18296	0.01514	-0.02661	0.18487	-0.02422	-0.13825	0.12782
N57	-0.07852	0.35093	-0.06149	0.26689	0.09781	0.03773	-0.03808	-0.08921	0.14305	0.09563
N31	0.11624	0.34962	-0.05016	0.30328	-0.20293	-0.11103	0.04371	-0.16330	0.07469	0.08060
N114	0.00045	0.34441	-0.04206	0.17524	-0.12262	0.04333	0.27709	0.05848	0.09701	0.14051
N67	-0.04033	0.33850	0.00382	0.01913	0.10245	0.21698	0.23101	0.05483	0.14710	0.12986
N90	-0.03854	0.32065	0.17974	0.06612	-0.02953	0.03178	0.02442	-0.06163	-0.00335	0.27655
N53	0.18222	0.25786	-0.16022	0.12245	-0.04110	0.15820	0.08816	0.14974	0.16028	0.16554
N100	0.05302	0.25239	-0.09661	0.21637	-0.00303	0.21721	-0.08795	0.21779	0.15968	-0.07022
N106	0.21021	0.22664	0.00319	0.15449	-0.12666	-0.03836	0.10087	0.19131	0.08566	-0.10477
N8	0.13650	-0.31118	0.09727	-0.01362	0.08212	0.12908	0.19004	-0.04717	0.01701	-0.03125

ROTATED FACTOR PATTERN (STD REG COEFS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N64	0.03504	-0.33477	-0.03914	0.03387	0.23781	0.20961	0.06879	-0.00981	-0.02082	0.01968
N129	-0.03207	-0.35463	-0.05977	-0.01057	0.05073	0.12166	0.03654	0.02795	-0.08667	0.04567
N48	-0.01585	-0.09560	0.05975	-0.01287	-0.07339	-0.01561	0.05124	0.15202	0.00078	0.06210
N63	0.02358	-0.08285	0.06038	0.07806	0.11468	-0.19296	0.04290	0.01009	-0.01713	-0.00497
N69	0.04038	-0.01970	0.05910	-0.07867	-0.07867	-0.01659	-0.00115	0.11036	0.08242	0.06161
N125	-0.01568	-0.03231	0.05312	0.03401	0.14530	-0.12101	0.02331	0.03862	-0.04962	0.06530
N91	-0.03550	0.08956	0.054075	0.01724	-0.02569	-0.09327	0.03576	-0.07790	0.04267	0.23512
N34	-0.02210	0.18869	0.03569	-0.19288	-0.02078	0.05490	-0.12764	0.11147	-0.04864	0.03797
N62	0.01044	0.23287	0.04018	-0.14628	-0.04826	0.09110	-0.08734	0.06910	0.03142	-0.00821
N74	0.00955	-0.09548	0.03884	0.24638	0.01414	-0.07188	0.02490	-0.04420	0.09421	0.03276
N35	-0.00000	0.03370	0.02731	-0.08740	0.10046	0.01113	0.10135	-0.00832	0.01720	0.05899
N84	0.04431	-0.17862	0.03912	-0.00766	0.17294	-0.07526	0.28172	0.04455	-0.01839	0.00868
N22	-0.07674	0.14378	0.03892	0.01037	0.06848	0.14485	-0.01396	0.07096	0.08957	0.02124
N46	0.04231	0.10304	0.03519	0.00105	0.05717	-0.04742	0.03414	0.01122	0.03714	0.09701
N79	-0.06332	0.13589	0.03418	-0.00846	0.15520	0.03156	-0.02427	-0.07372	0.19546	0.07766
N66	-0.03214	-0.09140	0.03301	0.06141	0.24992	0.07948	0.19064	-0.07852	0.10233	-0.09676
N81	-0.09213	0.09403	0.03055	-0.04266	0.07635	0.00275	-0.03359	0.18519	0.06990	0.24758
N78	0.06887	0.00834	0.03023	0.15947	0.00591	0.07833	0.04991	-0.00266	0.10896	0.06454
N23	-0.01264	0.13882	-0.02955	-0.23381	0.25558	-0.02609	0.21938	0.10261	0.25648	0.12374
N98	0.14418	0.01055	-0.06388	0.53072	0.04631	-0.05588	0.06888	-0.03044	0.16864	0.00579
N130	-0.02330	0.13547	-0.02702	0.52344	0.09417	-0.02673	0.04301	-0.08966	-0.09845	0.19803
N76	-0.01473	0.12090	-0.14915	0.51130	0.06123	-0.02271	-0.06108	0.10159	-0.05258	0.11017
N83	-0.05859	0.17095	-0.01466	0.45597	0.12572	-0.02526	-0.06027	0.23576	0.02831	-0.16510
N87	-0.04834	-0.00016	0.25169	0.44432	-0.08435	-0.07875	0.02539	0.11648	0.17337	-0.08175
N112	0.04364	0.06398	0.10208	0.42384	-0.15459	0.07100	0.02700	-0.02848	0.26458	0.07996
N59	-0.25043	0.07258	-0.07194	0.41831	-0.06675	-0.21644	0.08221	0.05716	0.16259	0.14299
N88	-0.13005	0.09669	0.21870	0.38628	-0.13289	0.03334	0.08973	0.11545	0.15249	0.05353
N38	-0.20207	-0.14186	0.03957	0.37090	0.01797	0.07124	-0.15907	-0.20336	0.01011	-0.04349
N21	-0.05975	-0.31362	-0.10358	0.36827	0.12354	0.21842	-0.01360	-0.14281	-0.08239	0.20152
N54	0.01333	-0.17198	-0.15525	0.36556	-0.08919	0.24864	0.00965	0.00194	0.05360	-0.10872
N95	0.02385	0.12067	0.16645	0.36010	-0.13976	0.11616	0.16225	-0.04876	0.07372	0.00059
N49	0.13898	0.14021	0.01883	0.34868	-0.05983	-0.13421	0.02881	0.06386	0.21411	0.03957
N56	0.05444	0.15055	-0.08766	0.34786	0.21828	-0.03196	-0.11172	0.06122	0.21418	-0.06570
N110	0.29526	0.06791	-0.01522	0.34606	-0.08907	-0.00034	-0.07436	0.04314	-0.11459	0.14695
N51	0.11710	0.29144	0.07150	0.28698	0.03913	-0.03777	-0.10492	0.11767	-0.07019	-0.00253
N85	0.08336	-0.15790	0.09286	0.19447	0.08464	0.03762	0.02137	-0.00480	0.16648	0.13659
N131	-0.09273	-0.00798	0.04828	-0.09553	0.58684	0.13519	0.00552	-0.04603	0.12922	0.03039
N77	-0.05284	0.10509	0.03947	0.03947	0.54451	-0.09736	-0.06908	0.03537	0.04679	0.21285
N37	-0.03645	0.05122	0.07515	0.04574	0.48248	-0.09736	-0.14155	0.21676	0.23292	0.10624
N7	-0.05293	0.15706	-0.01259	0.07703	0.46393	0.06488	-0.07554	0.02023	0.23687	-0.07508
N29	0.15678	0.03188	0.03261	0.02654	0.44062	0.00115	-0.02844	-0.03530	-0.13978	-0.00498
N135	0.05964	-0.14195	0.07474	-0.00942	0.38631	0.02679	0.08335	0.00683	0.06053	0.10972
N42	-0.06524	0.09684	0.26393	-0.04328	0.37242	0.14488	0.00791	-0.14248	0.06483	-0.10872
N41	-0.05627	-0.08011	-0.03244	-0.15108	0.30772	0.27722	0.08087	0.02768	-0.14983	0.00279
N92	-0.08418	-0.17824	0.29835	0.17161	0.27950	-0.00118	-0.07229	0.03218	0.19577	0.15971
N97	0.16004	-0.01088	-0.16607	0.13071	0.26427	-0.04022	-0.00360	0.08774	0.08961	0.17734
N124	-0.21656	0.16140	0.19757	0.09118	0.26141	0.03997	0.13721	-0.11917	-0.08068	0.24135
N58	0.02814	-0.16000	-0.04715	-0.08925	0.07668	0.49748	0.05267	0.05911	-0.09521	0.05649

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

ROTATION METHOD: PROMAX

ROTATED FACTOR PATTERN (STD REG COEFS)

	FACTOR1	FACTOR2	FACTOR3	FACTOR4	FACTOR5	FACTOR6	FACTOR7	FACTOR8	FACTOR9	FACTOR10
N73	0.03276	-0.13503	-0.02254	-0.06426	0.24042	0.45503	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	0.11256	0.03541	0.03938	-0.05317	0.38471	-0.04535	-0.06457	0.09020	0.01245
N119	0.13572	0.09528	0.10161	-0.12545	-0.07417	0.37436	0.10095	-0.02180	0.18227	0.09030
N65	0.16142	-0.00043	-0.06919	-0.08445	-0.28739	0.33864	-0.06657	-0.07746	0.06990	0.10744
N120	0.02176	0.09436	0.05663	-0.07160	0.01500	0.33671	0.27917	0.09154	0.01810	0.29536
N71	0.12246	-0.24115	-0.13052	0.25843	0.11257	0.31091	0.03416	-0.01270	-0.08373	-0.04360
N43	-0.07577	0.07465	-0.14873	0.25386	0.12969	0.28848	-0.17232	-0.07466	0.02846	-0.09952
N9	0.03583	-0.13268	-0.02784	-0.15067	0.02761	0.2601	0.50877	0.12892	-0.01977	0.07055
N94	0.11511	-0.20478	0.00283	0.02958	-0.03657	0.21838	0.42356	0.04974	0.13786	-0.04614
N111	-0.08001	-0.01813	0.22648	0.05047	0.12774	0.00501	0.42207	-0.00876	0.08160	0.21534
N134	-0.01250	0.21233	0.03086	0.10924	-0.18891	0.10702	0.38327	-0.01003	-0.01150	0.00066
N32	0.24902	0.16333	0.01738	0.06009	-0.12913	-0.15304	0.32395	0.04863	0.04222	0.02432
N15	0.25239	0.09957	0.12947	0.00729	-0.00733	-0.07799	0.31518	-0.04042	-0.01868	0.10398
N109	0.03727	0.01682	0.16802	0.07996	-0.02554	0.07867	0.22304	-0.00533	0.07943	0.14769
N104	0.16937	-0.00385	0.06093	0.14760	-0.03564	0.09570	0.16554	0.13321	0.06391	0.15131
N28	0.17157	-0.07022	0.04195	0.18086	0.09345	0.08939	-0.23692	0.06731	0.04236	0.01847
N82	-0.02314	-0.01658	0.14185	0.10323	-0.07282	-0.02479	0.10042	0.79308	-0.08136	-0.05707
N47	0.11104	-0.07702	0.10208	0.02875	-0.05483	0.02290	0.08412	0.75011	-0.04568	-0.05644
N103	0.01600	0.00552	-0.20291	-0.02616	-0.09827	-0.12294	-0.00818	0.52284	0.06917	0.00099
N101	0.23003	-0.01486	0.20291	0.22462	-0.05796	0.16147	0.11620	0.35690	-0.15313	0.05707
N102	-0.00280	0.09368	0.11468	0.17360	0.30858	-0.03687	0.25434	0.31934	0.02526	0.02467
N10	-0.01114	-0.01813	0.21352	0.10611	0.13125	-0.08342	0.04709	-0.02026	0.59899	-0.21433
N45	0.15839	0.08005	0.22120	-0.08074	0.37419	-0.17053	-0.07714	-0.17806	0.53461	-0.06210
N24	0.10407	0.07501	0.21352	-0.08074	0.37419	-0.04517	0.07226	0.03905	0.42771	-0.16139
N99	0.18979	-0.07743	-0.00146	-0.07311	0.14922	-0.09284	0.28324	0.04436	0.35218	0.02293
N27	0.16651	-0.09127	0.10234	0.08640	-0.10456	0.14486	0.10184	0.08554	0.30842	-0.10538
N72	-0.12600	0.23228	0.08833	-0.01526	-0.03913	0.10198	0.19894	-0.03013	0.29792	0.11798
N70	0.14817	-0.09977	0.03287	-0.05742	0.06428	0.12152	0.24923	-0.03676	0.27267	0.03261
N93	-0.19502	0.09709	-0.02702	0.23703	0.06708	0.20085	0.00646	0.03809	0.25416	0.07318
N20	0.12556	0.03113	0.11860	-0.08907	-0.05826	0.00591	0.18200	-0.10032	0.25159	0.19795
N89	0.12635	0.04448	-0.10199	0.13639	-0.09210	0.11878	-0.12628	0.16648	0.22240	0.17988
N122	-0.17832	-0.04024	0.17729	0.09342	0.12047	0.09662	0.20816	-0.04942	-0.09924	0.57089
N123	0.04673	0.07362	0.24196	0.15480	0.05881	0.17264	0.00343	-0.01992	-0.00041	0.48315
N121	0.10738	0.02085	0.08760	-0.07438	0.20519	-0.03286	0.28563	-0.13992	-0.00389	0.47583
N107	0.23612	0.12275	0.05298	0.00753	0.06050	-0.02421	0.11805	0.14784	0.04671	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

TOTATION 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	-0.03244
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	0.06341	-0.04680	0.13529	0.21533	0.06036	0.26616
N39	0.52237	0.20520	0.27599	0.02231	0.02442	0.07782	0.22111	0.20323	0.33212	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	0.11207	0.31450
N96	0.44179	0.01092	0.11155	0.12031	0.36535	0.12520	0.13531	0.2455	0.09081	0.20199
N4	0.46274	0.18675	0.22531	0.30101	0.01659	0.11110	0.00837	0.103	0.11810	0.08553
N6	0.50736	0.19936	0.16628	0.26520	0.18228	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	0.21719	0.26267	0.14632
N118	0.47870	0.15713	0.15973	0.22613	0.00815	0.35012	0.13724	0.16584	0.29873	0.09341
N3	0.43784	0.20586	0.33522	0.00552	-0.15157	0.04291	0.14951	0.06784	0.22920	0.12043
N128	0.46445	0.13961	0.20011	0.32264	0.04985	0.10382	-0.14179	0.29250	0.11964	0.39685
N108	0.51896	0.21721	0.31997	0.20626	0.14912	0.07885	0.27520	0.16811	0.37681	0.39062
N75	0.35933	0.00200	0.12221	0.13940	0.28408	0.03619	0.06240	0.09264	0.22084	0.22386
N80	0.43679	0.20456	0.29199	0.00242	-0.06558	0.13314	0.31800	0.08753	0.32445	0.13548
N55	0.30272	0.04778	-0.07483	0.15205	0.14917	0.18285	-0.06727	0.13928	0.07022	0.08566
N36	0.44681	0.17631	0.23567	0.28166	0.00024	0.19202	-0.10550	0.19921	0.31557	0.20959
N113	0.44509	0.21274	0.14244	0.28606	0.04106	0.04106	0.25351	0.16351	0.23094	0.32754
N126	0.37831	0.18103	0.40583	0.13653	-0.18050	0.28413	0.25571	-0.02292	0.06996	-0.14529
N106	0.41787	0.21654	0.25548	0.12373	0.03517	0.15337	0.13607	0.25189	0.32569	0.17710
N50	0.25477	-0.05887	-0.00914	0.08579	0.05445	0.26875	0.07720	0.17068	0.15709	-0.11535
N5	-0.41652	-0.29300	-0.05188	-0.11022	0.03134	0.20137	-0.12165	-0.15272	0.00563	-0.05083
N19	-0.53209	-0.22369	-0.13544	-0.06510	0.15745	0.05977	-0.11818	-0.09140	-0.16259	-0.04754
N40	-0.49949	-0.21240	-0.09426	0.07865	0.01132	-0.01673	-0.14443	-0.04686	-0.09687	-0.10304
N12	0.27100	0.75325	0.22004	0.12491	0.00171	-0.02009	0.02739	0.24824	0.17635	0.17029
N115	0.22547	0.73455	0.24302	0.00521	-0.09795	-0.01822	0.04139	0.22564	0.27036	0.22532
N17	0.15647	0.58320	0.16170	0.30774	0.01504	-0.05360	0.01179	0.26221	0.08373	0.02090
N44	0.37246	0.66620	0.36343	0.26368	0.00693	-0.08717	0.07855	0.19387	0.23606	0.19892
N60	0.29690	0.61122	0.42275	-0.10223	-0.21540	0.08789	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	0.04732	0.16818
N18	0.45876	0.63598	0.41308	0.09138	-0.09666	0.00343	0.10947	0.21169	0.07322	0.18796
N30	0.27041	0.58371	0.41625	0.31509	-0.01927	-0.09219	0.13145	0.09121	-0.05057	0.04766
N25	0.32753	0.52023	0.32388	0.43694	0.18370	0.03598	0.06669	0.22241	-0.00867	0.04536
N13	0.19991	0.43017	0.23302	0.17768	0.13472	0.12381	-0.15672	0.21152	0.03080	0.20244
N52	0.03691	0.36137	0.08186	0.21853	-0.03480	0.05754	-0.05263	0.06861	0.16283	0.07901
N11	0.15172	0.40914	0.34786	0.34128	0.20299	-0.06473	0.14564	0.09380	-0.11065	0.01529
N132	0.25481	0.43281	0.24050	0.27592	0.04397	-0.04194	0.23230	0.11495	0.01916	0.19517
N57	0.11013	0.36292	0.09458	0.31643	0.09546	0.03404	-0.01343	0.09199	0.19702	0.20229
N31	0.26627	0.44683	0.15645	0.31027	-0.18937	-0.11476	0.06717	0.02904	0.16519	0.19300
N114	0.27043	0.46411	0.22129	0.23070	-0.09402	0.05419	0.28825	0.22866	0.26554	0.27088
N67	0.22795	0.39995	0.25543	0.13056	0.09332	0.22947	0.27938	0.22363	0.31612	0.26317
N90	0.19009	0.43379	0.32433	0.13226	-0.04828	0.02302	0.09401	0.09295	0.18830	0.35269
N53	0.40096	0.39726	0.10743	0.23800	-0.02631	0.19003	0.10791	0.37206	0.35954	0.34291
N100	0.25424	0.33141	0.06808	0.30660	0.01664	0.24643	-0.06688	0.38143	0.27183	0.10491
N116	0.39756	0.36605	0.21469	0.29584	0.15410	0.01460	0.17600	0.34897	0.20458	0.07580
N8	0.10138	-0.25764	0.09532	0.00169	0.14308	0.18710	0.23826	-0.08081	0.00091	-0.06461

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

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	0.30413	0.24822	0.07499	-0.06036	-0.08308	-0.05511
N129	-0.14864	-0.40320	-0.18597	-0.05080	0.10819	0.13449	-0.00777	-0.08763	-0.15821	-0.07131
N68	0.21080	0.19084	0.63679	-0.07316	-0.06414	0.05875	0.21599	0.14227	0.18823	0.12739
N63	0.20557	0.15924	0.57925	-0.13474	0.15126	-0.11231	0.22084	0.02570	0.07165	0.04709
N69	0.25029	0.25490	0.61653	-0.13908	-0.11096	0.05078	0.16617	0.14539	0.27700	0.16329
N125	0.17512	0.17691	0.53382	0.10758	0.16985	-0.05843	0.18534	0.06089	0.06702	0.10792
N91	0.21494	0.33452	0.59409	0.06125	-0.03069	-0.04562	0.19017	0.01757	0.22436	0.30324
N34	0.17817	0.36130	0.54793	-0.10376	-0.08129	0.07061	0.02631	0.15854	0.15726	0.12707
N62	0.21316	0.38949	0.50896	-0.06311	-0.10763	0.10929	0.05474	0.15198	0.21922	0.10923
N74	0.19390	0.12889	0.43647	0.26142	0.07422	0.01080	0.10914	0.02230	0.15607	0.09874
N33	0.17678	-0.00766	0.41649	-0.03733	-0.00270	0.05112	0.22765	0.02573	0.14776	0.10980
N84	0.16527	0.28917	0.45508	0.05632	0.23268	0.00306	0.40345	0.02337	0.04625	0.02248
N22	0.19893	0.27931	0.35851	0.08795	0.06003	0.18612	0.11341	0.15519	0.23268	0.12520
N46	0.15606	0.26998	0.43462	0.07691	0.02274	-0.01655	-0.11666	0.12726	0.19046	0.27387
N79	0.09655	-0.01159	0.37167	0.11535	0.12705	0.07857	0.16402	0.04449	0.29738	0.20027
N66	0.15775	0.28491	0.35137	0.04069	0.06451	0.04231	0.05137	0.06100	0.10009	-0.06422
N81	0.27659	0.23914	0.41126	0.16050	0.16384	0.11131	0.21077	0.20771	0.24979	0.18106
N86	0.32617	0.25334	0.43542	-0.21941	0.03879	0.16894	0.17644	0.15946	0.39736	0.26893
N78	0.31408	0.16940	0.08015	0.58127	0.17718	0.00470	0.12532	0.14021	0.09244	0.26628
N98	0.09736	0.14163	-0.12356	0.56079	0.21214	-0.01813	0.00309	0.17783	-0.09772	0.06117
N130	0.13158	0.17798	0.07997	0.53062	0.16628	0.00489	-0.08497	0.21820	-0.01511	0.16120
N76	0.13536	0.24035	0.05075	0.51923	0.21249	0.01485	-0.04215	0.32050	0.03759	-0.04817
N83	0.21120	0.20928	0.30968	0.45117	0.01522	0.16472	0.05274	0.21601	0.23232	0.04640
N87	0.27870	0.28863	0.24120	0.41214	-0.08255	0.05553	0.07846	0.14374	0.33286	0.22414
N112	0.44066	0.31435	0.13003	0.47851	0.03940	-0.13728	0.11955	0.26606	0.26612	0.30197
N59	0.17626	0.30289	0.31762	0.38424	-0.04672	0.09680	0.13928	0.21790	0.25468	0.16919
N88	-0.23421	-0.21462	-0.09986	0.26998	0.08712	0.07436	-0.17540	-0.23906	-0.14141	-0.12803
N38	-0.09846	-0.18319	-0.19143	0.33137	0.25038	0.24088	-0.04667	-0.15013	-0.15335	0.07963
N21	0.01410	-0.15685	-0.15528	0.31908	0.02005	0.28219	-0.03066	0.01313	-0.01574	-0.11563
N54	0.25189	0.27326	0.31955	0.37357	-0.05464	0.16390	0.22969	0.07448	0.16987	0.09185
N95	0.35332	0.34992	0.19596	0.39534	-0.00648	0.06490	0.07999	0.25065	0.30342	0.21195
N49	0.20110	0.21656	0.02731	0.42664	0.25369	0.02037	-0.07099	0.22843	0.20971	0.08264
N56	0.39827	0.23634	0.10631	0.42608	-0.00633	0.03345	-0.02663	0.20514	0.03522	0.22574
N110	0.25084	0.35569	0.05467	0.38102	0.07100	-0.03639	-0.07886	0.26265	0.02921	0.10744
N51	0.19748	-0.00536	0.14284	0.22798	0.11393	0.11393	0.07949	0.09122	0.21212	0.19777
N85	0.13795	-0.03327	0.12196	0.07074	0.56239	0.18140	0.11607	0.05764	0.13861	0.08954
N131	0.05825	0.08381	0.08829	0.18413	0.53131	0.07332	0.00774	0.08495	0.09037	0.24789
N77	0.21605	0.17923	0.14211	0.20945	0.46781	-0.02128	-0.04953	0.36183	0.30226	0.26213
N37	0.06668	0.12805	0.07163	0.19465	0.43815	0.10202	-0.00605	0.14412	0.20937	0.04111
N7	0.13898	-0.00476	0.06284	0.16993	0.45149	0.01343	0.05502	0.02257	-0.12743	-0.00248
N29	0.09314	-0.11234	0.08778	0.09101	0.41588	0.07285	0.14962	0.03740	0.01998	0.10572
N135	0.01383	0.05767	0.29021	0.04558	0.34413	0.16428	0.13401	-0.09723	0.04967	-0.07914
N41	-0.11027	-0.21782	-0.06953	-0.07902	0.31410	0.25882	0.08711	-0.03490	-0.16035	-0.07929
N92	0.12096	-0.00174	0.30851	0.22863	0.34142	0.09812	0.17658	0.09941	0.23849	0.21663
N97	0.22726	0.05992	-0.06283	0.23863	0.29642	0.00399	0.01221	0.21968	0.14526	0.25346
N124	-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	0.05358	0.03694	-0.03445	0.00199

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	0.45202	0.10609	0.07364	0.10287	0.10208
N133	-0.09465	-0.15284	-0.15759	0.20282	0.28690	0.42167	0.12578	0.09679	-0.05502	-0.05594
N68	0.08410	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	0.20747	-0.00765	0.03313	0.02615	0.30656	0.36892	0.00045	0.07066	0.13507	0.15815
N120	0.24242	0.20094	0.24747	0.02972	0.04141	0.35800	0.32020	0.20193	0.24538	0.35105
N71	0.07202	-0.27796	-0.13720	0.28591	0.22358	0.34382	0.03051	-0.00685	-0.12143	-0.09078
N43	-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	0.24606
N134	0.20036	0.30658	0.23526	0.13592	-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	0.37049	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	0.04572	0.23067	0.03202	0.15979	0.22002	0.25957	0.23092	0.25500
N28	0.27004	0.25415	0.18215	0.24998	0.12714	0.13655	0.17690	0.16661	0.09251	0.08968
N47	0.36310	0.21104	0.19813	0.16378	0.02973	0.05059	0.10278	0.76372	0.13155	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	0.19407	0.40678	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	0.30579	0.03966	0.15173	0.12781	0.50954	-0.00365
N45	0.32831	0.28857	0.37882	0.15358	0.08479	-0.06604	0.07247	0.04398	0.54132	0.16108
N24	0.28564	0.21540	0.37206	0.05071	0.32698	0.05553	0.22398	0.18762	0.45173	0.04715
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	0.11521	-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	0.40309	0.24166
N70	0.24434	0.01559	0.18925	-0.00869	0.07735	0.19418	0.30948	0.05714	0.32568	0.12529
N93	0.00622	0.13236	0.05403	0.24368	0.09866	0.23352	0.00692	0.14224	0.27549	0.15846
N20	0.26900	0.19984	0.28888	-0.03431	-0.08055	0.05732	0.25282	0.03552	0.37607	0.30017
N89	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	0.00976	0.07238	0.50638
N123	0.31408	0.28790	0.36700	0.25999	0.10231	0.21494	0.10668	0.16957	0.25562	0.54697
N121	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	0.02541	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	3.666820	4.612414	5.626761	6.185842	4.954675

FINAL COMMUNITY 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	0.463017	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	0.14447	0.01159
FACTOR7	0.19148	0.07471	0.28988	0.02688	0.11106	0.04603	1.00000	-0.02707	0.06484	-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

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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 (I T E M S)

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

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

52.	N52	Q52:	SINGS IN L2
53.	N53	Q53:	REVIEWS WITH OTHERS
54.	N54	Q54:	LOOKS UP ALL NEW WORDS
55.	N55	Q55:	USES FLASHCARDS
56.	N56	Q56:	DRAWN PICTURES
57.	N57	Q57:	PLAYS L2 GAMES
58.	N58	Q58:	TRANSLATES TO NATIVE LANGUAGE
59.	N59	Q59:	MAKES UP EXERCISES
60.	N60	Q60:	SPEAKS EVEN WITH MISTAKES
61.	N61	Q61:	ASKS FOR HELP
62.	N62	Q62:	USES SYNONYMS
63.	N63	Q63:	ANALYZES WORDS
64.	N64	Q64:	AVOIDS HARD TOPICS
65.	N65	Q65:	REPEATS SPEAKER'S SENTENCE
66.	N66	Q66:	FINDS L1-L2 CONTRASTS
67.	N67	Q67:	REQUESTS PRONUNCIATION CORRECTION
68.	N68	Q68:	REQUESTS SLOWER SPEECH
69.	N69	Q69:	USES ALL INFO IN READING
70.	N70	Q70:	CONCENTRATES ON SPEAKER
71.	N71	Q71:	IS ANXIOUS IF DOES NOT UNDERSTAND
72.	N72	Q72:	MAKES NEW COMBINATIONS
73.	N73	Q73:	REVERTS TO L1 SOMETIMES
74.	N74	Q74:	NOTICES TEXT LAYOUT
75.	N75	Q75:	BREAKS DOWN LIST
76.	N76	Q76:	RECORDS WORD/DEFINITION
77.	N77	Q77:	MAKES UNUSUAL LINKS
78.	N78	Q78:	MAKES MENTAL SUMMARIES
79.	N79	Q79:	IMITATES L2 SPEAKERS
80.	N80	Q80:	MONITORS WRITING
81.	N81	Q81:	GUESSES WHAT SPEAKER WILL SAY
82.	N82	Q82:	USES POSITIVES TO INCREASE CONFID
83.	N83	Q83:	ACTS OUT WORD
84.	N84	Q84:	USES L1 STRUCTURAL KNOWLEDGE
85.	N85	Q85:	DECIDES TO FOCUS ON SPECIFICS
86.	N86	Q86:	LISTENS FOR ORGANIZERS
87.	N87	Q87:	IMITATES SPEAKER
88.	N88	Q88:	EXPERIMENTS WITH SOUNDS
89.	N89	Q89:	CHECKS NOTES WITH PEERS
90.	N90	Q90:	USES IDIOMS/PATTERNS
91.	N91	Q91:	GUESSES MEANINGS FROM SITUATION
92.	N92	Q92:	GROUPS BY ATTRIBUTE
93.	N93	Q93:	MEMORIZES COMPLETE WHOLE
94.	N94	Q94:	SPEAKS MENTALLY FIRST
95.	N95	Q95:	MEMORIZES SOUNDS TO LOOK UP
96.	N96	Q96:	WRITES ITEMS REPEATEDLY
97.	N97	Q97:	USES MECHANICAL TRICKS
98.	N98	Q98:	LISTS RELATED WORDS
99.	N99	Q99:	VISUALIZES SPELLING
100.	N100	Q100:	PRACTICES ORALLY WITH PEERS
101.	N101	Q101:	CONSIDERS OWN L2 PROGRESS
102.	N102	Q102:	DOES ADVANCE TASK PLANNING

RELIABILITY ANALYSIS - SCALE (ITEMS)

103.	N103	Q103: GIVES SELF REWARD
104.	N104	Q104: NOTES L1 INTERFERENCE
105.	N105	Q105: ARRANGES ENVIRONMENT
106.	N106	Q106: RELAXES BEFORE SPEAKING
107.	N107	Q107: PLANS LONG-RANGE GOALS
108.	N108	Q108: DOES SELF-DIAGNOSIS
109.	N109	Q109: NOTES REACTION OF OTHERS
110.	N110	Q110: USES RECORD BOOK
111.	N111	Q111: LOOKS FOR LANGUAGE PATTERNS
112.	N112	Q112: ELABORATES SENTENCES
113.	N113	Q113: DRILLS WORDS
114.	N114	Q114: USES WORDS IMMEDIATELY
115.	N115	Q115: INITIATES L2 CONVERSATIONS
116.	N116	Q116: REHEARSES NEXT ACTIVITY
117.	N117	Q117: PREVIEWES LESSON
118.	N118	Q118: READS STORY REPEATEDLY
119.	N119	Q119: REQUESTS EXPL., REP., SLOW SPEECH
120.	N120	Q120: REQUESTS VERIFICATION
121.	N121	Q121: LOOKS FOR EXCEPTIONS
122.	N122	Q122: GENERATES/REVISES RULES
123.	N123	Q123: PARAPHRASES SENTENCE
124.	N124	Q124: INFERS BY ANALOGY
125.	N125	Q125: FINDS MEANING VIA ANALYSIS
126.	N126	Q126: USES REFERENCES
127.	N127	Q127: OUTLINES MAIN IDEAS
128.	N128	Q128: SUMMARIZES L2 INFO
129.	N129	Q129: TALKS ONLY L1 AT PARTIES
130.	N130	Q130: USES MIRROR
131.	N131	Q131: FINDS COGNATES
132.	N132	Q132: CONDUCTS LONG SELF-CONVERSATION
133.	N133	Q133: TRANSLATES VERBATIM
134.	N134	Q134: OVERAPPLIES RULES
135.	N135	Q135: REMEMBERS BY LOCATION

RELIABILITY COEFFICIENTS

N OF CASES = 358.0 N OF ITEMS =135

ALPHA = 0.9467

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21:55:03 NATIONAL INSTITUTES OF HEALTH

OS/VS2

RELIABILITY ANALYSIS - SCALE (FIRSTUDY)

1.	N2	Q2:	TESTS SELF
2.	N3	Q3:	ANSWERS QUESTIONS MENTALLY
3.	N5	Q5:	IS EASILY DISTRACTED
4.	N6	Q6:	PLANS DAILY/WEEKLY
5.	N14	Q14:	HIGHLIGHTS WHEN READING
6.	N16	Q16:	READS ALOUD TO LINK SOUND/PRINT
7.	N19	Q19:	STUDIES ONLY WITH PRESSURE
8.	N26	Q26:	ORGANIZES TO LEARN BETTER
9.	N35	Q35:	USES TIME WELL
10.	N36	Q36:	SKIMS PASSAGE FIRST
11.	N39	Q39:	REHEARSES NEW ITEMS
12.	N40	Q40:	IS UNPREPARED FOR CLASS
13.	N55	Q55:	USES FLASHCARDS
14.	N75	Q75:	BREAKS DOWN LIST
15.	N80	Q80:	MONITORS WRITING
16.	N105	Q105:	ARRANGES ENVIRONMENT
17.	N108	Q108:	DOES SELF-DIAGNOSIS
18.	N110	Q110:	USES RECORD BOOK
19.	N113	Q113:	DRILLS WORDS
20.	N117	Q117:	PREVIEWS LESSON
21.	N118	Q118:	READS STORY REPEATEDLY
22.	N126	Q126:	USES REFERENCES
23.	N128	Q128:	SUMMARIZES L2 INFO

RELIABILITY COEFFICIENTS

N OF CASES = 367.0

ALPHA = 0.8599

N OF ITEMS = 23

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 2 P R A C T)

1.	N1	Q1:	TALKS TO SELF IN L2
2.	N11	Q11:	ATTENDS L2 MOVIES
3.	N12	Q12:	SEEKS L2 SPEAKERS
4.	N13	Q13:	USES FILLER WORDS
5.	N17	Q17:	ATTENDS L2 EVENTS
6.	N18	Q18:	ENCOURAGES OWN SPEAKING
7.	N25	Q25:	MAKES L2 OPPORTUNITIES
8.	N30	Q30:	READS IN L2
9.	N31	Q31:	TAKES NOTES IN L2
10.	N44	Q44:	FINDS MANY WAYS TO USE L2
11.	N52	Q52:	SINGS IN L2
12.	N57	Q57:	PLAYS L2 GAMES
13.	N60	Q60:	SPEAKS EVEN WITH MISTAKES
14.	N90	Q90:	USES IDIOMS/PATTERNS
15.	N114	Q114:	USES WORDS IMMEDIATELY
16.	N115	Q115:	INITIATES L2 CONVERSATIONS
17.	N132	Q132:	CONDUCTS LONG SELF-CONVERSATION

RELIABILITY COEFFICIENTS

N OF CASES = 361.0

N OF ITEMS = 17

ALPHA = 0.8735

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OS/VS2

RELIABILITY ANALYSIS - SCALE (F3MEANG)

1.	N22	Q22: NOTICES BODY LANGUAGE
2.	N23	Q23: MAKES LINKS WITH OLD
3.	N33	Q33: USES BKGROUND KNOWL. IN CONVERSTN
4.	N34	Q34: USES COMMUNICATION TRICKS
5.	N46	Q46: READS IN BROAD PHRASES
6.	N48	Q48: USES CUES FOR MEANING
7.	N62	Q62: USES SYNONYMS
8.	N63	Q63: ANALYZES WORDS
9.	N66	Q66: FINDS L1-L2 CONTRASTS
10.	N69	Q69: USES ALL INFO IN READING
11.	N74	Q74: NOTICES TEXT LAYOUT
12.	N78	Q78: MAKES MENTAL SUMMARIES
13.	N79	Q79: IMITATES L2 SPEAKERS
14.	N81	Q81: GUESSES WHAT SPEAKER WILL SAY
15.	N84	Q84: USES L1 STRUCTURAL KNOWLEDGE
16.	N86	Q86: LISTENS FOR ORGANIZERS
17.	N91	Q91: GUESSES MEANINGS FROM SITUATION
18.	N125	Q125: FINDS MEANING VIA ANALYSIS

RELIABILITY COEFFICIENTS

N OF CASES = 389.0

LPHA = 0.8384

N OF ITEMS = 18

20 MAR 86
21:55:09

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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 4 F E A R)

1.	N21	Q21: FEARS USING L2
2.	N31	Q31: TAKES NOTES IN L2
3.	N38	Q38: GIVES UP WHEN LESSON IS HARD
4.	N49	Q49: MAKES UP SENTENCES
5.	N54	Q54: LOOKS UP ALL NEW WORDS
6.	N56	Q56: DRAWS PICTURES
7.	N59	Q59: MAKES UP EXERCISES
8.	N76	Q76: RECORDS WORD/DEFINITION
9.	N83	Q83: ACTS OUT WORD
10.	N87	Q87: IMITATES SPEAKER
11.	N88	Q88: EXPERIMENTS WITH SOUNDS
12.	N95	Q95: MEMORIZES SOUNDS TO LOOK UP
13.	N98	Q98: LISTS RELATED WORDS
14.	N110	Q110: USES RECORD BOOK
15.	N112	Q112: ELABORATES SENTENCES
16.	N130	Q130: USES MIRROR

RELIABILITY COEFFICIENTS

N OF CASES = 382.0

ALPHA = 0.7534

N OF ITEMS = 16

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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 5 M E M)

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

RELIABILITY COEFFICIENTS

N OF CASES = 367.0

N OF ITEMS = 9

ALPHA = 0.6160

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

OS/V52

RELIABILITY ANALYSIS - SCALE (F6DEPEND)

1.	N58	Q58: TRANSLATES TO NATIVE LANGUAGE
2.	N61	Q61: ASKS FOR HELP
3.	N65	Q65: REPEATS SPEAKER'S SENTENCE
4.	N68	Q68: REQUESTS SLOWER SPEECH
5.	N71	Q71: IS ANXIOUS IF DOES NOT UNDERSTAND
6.	N73	Q73: REVERTS TO L1 SOMETIMES
7.	N119	Q119: REQUESTS EXPL., REP., SLOW SPEECH
8.	N120	Q120: REQUESTS VERIFICATION
9.	N133	Q133: TRANSLATES VERBATIM

RELIABILITY COEFFICIENTS

N OF CASES = 401.0

N OF ITEMS = 9

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	Q9:	APPLIES RULES
2.	N15	Q15:	ANALYZES ERRORS
3.	N32	Q32:	PRACTICES GRAMMAR
4.	N94	Q94:	SPEAKS MENTALLY FIRST
5.	N111	Q111:	LOOKS FOR LANGUAGE PATTERNS
6.	N134	Q134:	OVERAPPLIES RULES

RELIABILITY COEFFICIENTS

N OF CASES = 370.0

N OF ITEMS = 6

ALPHA = 0.6044

20 MAR 86 SPSS-X RELEASE 2.1 FOR IBM OS & MVS
21:55:16 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 8 P O S)

1. N47
2. N82
3. N101
4. N102
5. N103

- Q47: USES POSITIVE SELF-TALK
Q82: USES POSITIVES TO INCREASE CONFDN
Q101: CONSIDERS OWN L2 PROGRESS
Q102: DOES ADVANCE TASK PLANNING
Q103: GIVES SELF REWARD

RELIABILITY COEFFICIENTS

N OF CASES = 420.0

N OF ITEMS = 5

ALPHA = 0.7263

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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 9 V I S U A L)

1.	N10	Q10:	USES MENTAL PICTURES
2.	N24	Q24:	USES A & V IMAGES
3.	N27	Q27:	ASKS FOR SPELLING
4.	N45	Q45:	VISUALIZES SITUATIONS
5.	N72	Q72:	MAKES NEW COMBINATIONS
6.	N99	Q99:	VISUALIZES SPELLING

RELIABILITY COEFFICIENTS

N OF CASES = 392.0 N OF ITEMS = 6

ALPHA = 0.6897

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21:55:19 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 1 0 I N I T)

1.	N120	Q120: REQUESTS VERIFICATION
2.	N121	Q121: LOOKS FOR EXCEPTIONS
3.	N122	Q122: GENERATES/REVISES RULES
4.	N123	Q123: PARAPHRASES SENTENCE
5.	N128	Q128: SUMMARIZES L2 INFO

RELIABILITY COEFFICIENTS

N OF CASES = 439.0 N OF ITEMS = 5

ALPHA = 0.6262

APPENDIX K

STRATEGY 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.

- 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.

- 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 to 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.

- 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.

- 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.

- 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, organization

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