

論文

# Introducing Language Learning Strategy Training in Japanese University English Language Courses

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## Introduction

Many teachers of second language learners (who are often themselves second language learners) are aware of the importance of bringing about greater learner independence by encouraging their students to use language learning strategies (LLSs).

In an attempt to facilitate this use by students, the aim of this paper is to discover ‘how language learning strategies can assist students in becoming more effective second language learners’ (Chamot, 2004) and in particular, to examine practical ways in which LLSs can be taught to second year Japanese university students and to analyse students’ responses to the activities described and their reflections on their own language learning. The outcomes of their responses to these activities provide useful insights into how these learners regard LLSs as well as how training in their use might be improved upon in the future.

In this paper, a brief review of the literature covering LLSs and how they link into the idea of good language learner characteristics is followed by an examination of the context, learning materials relating to LLSs and their implementation in the Japanese university English language learning setting. The focus then shifts to the design of and a discussion of the results of a questionnaire carried out with the cooperation of Japanese university English language students. Finally, the conclusion provides suggestions for improvement of the course and pointers for subsequent follow up research.

## Literature Review

### Definitions

Definitions of LLSs differ in the research literature. O’Malley and Chamot (1990) describe them as ‘the special thoughts or behaviors that individuals use to help them comprehend, learn or retain new information’. Oxford (1990), on the other hand, describes them as ‘steps taken by students to enhance their own learning’. Although these definitions display differences, it is clear from both of them that they are conscious efforts made by the student to find more effective ways to improve their own language learning, with the ultimate aim of increasing their proficiency in the target language.

### **The Good Language Learner**

Research into LLSs derives from the work of Rubin (1975), which investigated the characteristics of a 'good language learner' and how an examination of these characteristics can assist teachers of second languages. These can be summarized as follows; the good language learner thinks about their language learning process; they try to discover which learning methods work well for them; if they don't understand why they are doing something in class, they should ask the teacher; they should be prepared to take risks in their language learning. This might mean, for example, devising and trialing different vocabulary learning techniques. Furthermore, they should try not to be afraid of making mistakes, as these are a potential opportunity to learn. At the same time, they should not be overambitious in their language learning. Mastery of a second language is a lengthy process, and they should not become frustrated when they perceive that they are not improving. They should also be able to work on their own. For example, they shouldn't rely solely on their teacher to direct their language learning. They should be organised and active in their learning, using their time effectively to learn English sensibly, and always looking for opportunities to develop their language outside of the classroom as well as during class. Finally, they should consider both communication and accuracy equally when producing the target language.

In brief, the qualities of a good language learner are, amongst others, an ability to think about not only the target language but also the best way to learn that language.

### **Classification of Strategies**

From the above characteristics of a good language learner, it is possible to extrapolate the following LLSs that might be employed usefully by such a learner. The following is a summary of the work of Rubin and Thompson (1982).

#### **Metacognitive strategies**

Students should be able to organise their study independently, by taking advantage of diverse learning opportunities, including interacting with native speakers.

#### **Planning strategies**

Students should plan their own particular goal in a given activity or over a certain period of time, for example paying attention to major grammatical points that might be explained during a lesson.

#### **Monitoring strategies**

An awareness and use of students' own errors is key to their understanding of where their weak point(s) may lie in the target language. Students can not only evaluate their own linguistic output but can also assess the appropriateness and efficacy of a particular LLS that they might be using.

### **Cognitive strategies**

Examples of these might include rehearsal of language for a specific communicative purpose, such as a presentation or business telephone call, or learning of formulaic and idiomatic language for a specified field.

### **Deduction / induction strategies**

These might include use of mnemonics or other memorization techniques, and the use of a context to try to grasp the meaning of an unknown portion of the target language.

### **Elaboration, inferencing and substitution strategies**

In situations where a piece of target language is unknown to the learner, they should be able to use what language they know to describe what they mean using paraphrases, synonyms or even gestures, rather than overly relying on dictionaries or other, similar, non-communicative resources.

### **Social strategies**

Preparedness for students to ask questions for clarification with teachers and native speakers is essential to their progress. Similarly, an ability to participate in cooperative activities such as working with other students, or playing games in the target language is likely to foster improvement.

### **Affective strategies**

An awareness of how language learning can make the student feel is important. They should not be afraid of making errors or panic when a difficulty is encountered, and not feel discouraged when there may seemingly be a block in their language learning progress.

### **Context of the lesson activity**

#### **The Class**

This set of class activities and subsequent questionnaires was developed with the cooperation of a second year class of 20 English language major students in a Japanese university. Typically a student of this kind will have received 6 years of English language instruction in Junior High and Senior High Schools, and a further one year at the First Year level of university, which in this particular institution consists of 4.5 hours per week of Communicative English, 1.5 hours of Grammar and Basic Writing, along with other core classes, including Phonetics, and Speech and Performance.

The course is entitled Communicative English, and so the nature of the class is necessarily a communicative one, whereby collaborative tasks are encouraged, and great importance is placed on creating a supportive classroom environment for the students to build their confidence in using the target language. The skills focus is largely on speaking and listening, although there

are also opportunities to engage with reading texts. This class is not regarded as a writing class as these skills are encouraged in different classes in the second year syllabus.

### **Gender ratio**

The female / male ratio in the class is very heavily weighted towards females, at roughly two thirds to one third. Although a variety of research has shown that there are differing findings about which gender uses more LLSs, O'Malley and Chamot (1990) refer to research working with the U.S Foreign Service Institute that suggests that females reported using strategies 'significantly more often than males and used a wider range of strategies'. It was felt in this study, however, that an investigation into whether this was true of Japanese students was outside the scope of the current research.

However, the weighting of female students to male students may indeed mean that the class as a whole might be more receptive to LLS instruction than with a class of different gender ratio characteristics.

### **Language Proficiency**

The participants in this research vary in their proficiency in the target language, but generally speaking, they might be categorized as belonging to a band of abilities from Lower Intermediate to Intermediate in spoken English, although as is often the case with this kind of student, reading and writing abilities might tend to be slightly higher. This reflects the relatively jagged profile of language abilities of Japanese university students, brought about by a wide variety of cultural and educational factors. Chamot (2004) states that 'more proficient language learners use a greater variety and often a greater number of learning strategies', so with this in mind it was felt that because of this level of language proficiency rather than one of lesser abilities, this might be an appropriate cohort to work with the research in question.

### **Motivation Level**

For the Japanese university context, the class consists of a good proportion of relatively confident users of the target language. This perhaps reflects the fact that these students are English majors; in other words, these are students who have elected to specialize in English as their main field of study, and as a result could be described as being highly motivated to improve their target language ability. On the whole, the students have positive feelings towards learning the target language, although they may tend to lack confidence in their abilities. Oxford (1990) states that 'positive emotions and attitudes can make language learning far more effective and enjoyable', so it would be fair to conclude students of this particular cohort are motivated to learn, and therefore would in all likelihood benefit from opportunities to increase their knowledge and understanding of LLSs.

### **Language of instruction**

As students are of intermediate L2 proficiency, it was felt that they were of a sufficient language

ability to cope with the task of considering their attitudes and experiences of LLSs, so the entire suite of tasks and activities is conducted in the target language. However, great care was taken to ensure that LLS training activities are tailored to their level, for example by omitting or adapting complex academic concepts and terminology. The decision to carry out the entire set of activities in English has the added advantage of maximizing students' exposure to the target language.

### **Rationale of the learning materials**

#### **Aim; learn how to learn**

In the light of the understanding of the importance of LLSs in helping students to increase their learner independence and language level, the aim of this set of integrated classroom activities is to assist learners to develop and improve upon their existing knowledge and understanding of the value of LLSs in second language acquisition. In addition, it is envisaged that the students' language level is sufficient to justify exclusive target language use in the presentation and student discussion of these activities. In other words, above and beyond the overall aim of learning the language, there is an additional aim of raising students' awareness of how to learn a second language.

#### **Learner oriented activities**

As Cohen (1990) states, there has been 'a shift in focus from the teacher to the learner' in studies into second language acquisition. As such, the tasks and activities set out in this paper are an attempt to reflect this shift by empowering students to take responsibility for their own learning, thereby potentially increasing their own motivation for learning the second language. This will then be likely to have a positive effect on their language learning progress. Ellis (1997) makes reference to the existence of 'resultative motivation' and that this kind of motivation 'is the result of learning'. This motivation can then be fed back into the learning process, thus promoting a virtuous circle of motivation and language improvement in the student.

This set of activities aims to increase students' responsibility for their own language acquisition; by asking them to regularly and consistently analyse and evaluate their own language learning strategies, and how effective or otherwise these might be, the teacher is shifting the responsibility for the learning experience over to the student. At the same time, these activities are an opportunity to raise students' awareness of LLSs, because as the results of the questionnaire might lead one to believe, this 'metacognitive knowledge' (Chamot, 2004) of language learning was not in all cases clear to a significant proportion of students.

#### **Method**

In this set of learning tasks and activities, the role of the teacher moves away from that of a

language instructor to more of a facilitative role; a learner trainer, or more specifically someone helping learners to understand their own learning styles and therefore make informed choices about LLSs in their own second language developmental process.

Although students are implicitly shown different strategic approaches to language learning, explicit strategy instruction appears to be favoured in the literature; Chamot (2004) notes that ‘research on reading and writing instruction in first language contexts strongly argues for explicit strategy instruction’. As a result, it was felt appropriate to combine implicit with explicit LLS training on this course. This was done over the course of the semester; students are provided with opportunities to discuss LLSs very early in the course, and are asked to plan their strategy use over the extent of the course. At the end of the course, students are asked to report their reflections on the success and/or appropriateness of their chosen strategy or strategies for their proficiency and individual learner situation.

At the same time, strategies from the awareness raising activity early in the course (as well as others) are referred to frequently during the course with teacher reference fading over time to encourage learner autonomy. Students are also requested frequently to review learning task performance in relation to any LLSs they may have used in their execution by providing them with a weekly self-assessment sheet which is collected and individually commented on by the teacher.

## **First part (towards the start of the semester)**

### **Stage 1**

#### **Activation of previous knowledge and experience**

Students are initially asked to look at a number of ideas and beliefs about language learning (see Appendix 1) and to decide whether they agree or disagree with them and to think of reasons why and, if possible, personal experiences to back up their opinion. They are then asked to share their answers with a partner, discussing similarities and differences in their opinions. Next, students are regrouped so that they are in larger groups, their task this time being to report briefly their conversation with their previous partner. As a group, students must then try to reach some sort of consensus about each belief. Finally, students return to their original partner and exchange reports of their group’s discussion and decision (if reached). The purpose of this series of tasks is to activate students’ existing ideas and vocabulary related to language learning in preparation for the subsequent discussion activities. This is further assisted by interacting in pairs and then in groups to increase confidence, and at the same time to be exposed to a number of different students’ ideas and potentially different lexical fields, thus presenting them with an opportunity to expand their own vocabulary. All these aims are facilitated by giving students opportunities to discuss and then to report them to another person or people, and through reminding students to take notes to help them remember key ideas and vocabulary items used in the discussions.

## **Stage 2**

### **Input from teacher on their own language learning experience**

I have found that students have responded extremely positively at this stage of these activities to the personal experiences of the teacher in his experience of language learning. In my history of learning the Japanese language, for instance, I have used a variety of strategies over the years and according to my ability and time restrictions. I tell them about the use of kanji cards and posters, and strategic placement of post-it notes on everyday objects in the home. I then go on to tell them about how useful it is to the language learner to surround herself with the target language and culture, and relate to them my experience of living in Japan and seeking out people with similar interests who I can make friendships with. Then follows a brief examination of how important I have found it to imitate target language that I heard from friends or the media by listening carefully and then being prepared to take the risk of using it myself, all the while monitoring native speakers' reactions in an attempt to gauge how successful (or unsuccessful!) my efforts were. The main point I want to communicate to students here is that in my particular situation, although I want to communicate with friends and colleagues effectively, it is still necessary to monitor my speaking output for accuracy in language use. Another aspect to my second language use is to not rely on dictionaries and other learning tools while in conversation, rather to use already existing acquired second language elements to express the idea or feeling required. Although this creates extra stress for the listener, I have found that in the subsequent remarks that there will be an opportunity to be exposed to more accurate and natural language from an authentic source. This reflects Chamot (1990)'s comment that learners should 'use what they know', rather than resort to time consuming and uncommunicative dictionary use.

At the same time, fully understanding that learners' individual aims necessarily differ, I find it important to stress to my students that each students' individual needs in learning another language must also be different. However, students seem to be more motivated to discuss these strategies if they are presented in this informal and anecdotal way.

## **Stage 3**

After the initial discussion activities surrounding students' attitudes to language learning, and listening to brief teacher input on his experiences of LLSs, the students are informed that they are to choose some strategies for themselves. Students are asked to look at a second handout (see Appendix 2), this time with a number of LLSs, adapted from Oxford (1990)'s strategy inventory for language learning (SILL) (see Appendix 3). These strategies roughly fit into the categories of strategy outlined in the Literature Review, namely metacognitive, planning, monitoring, cognitive, deduction / induction / transfer, elaboration / inferencing / substitution, social and affective strategies. They are required to choose the 3 strategies that they think look most useful for them at this stage in their learning and to rank them 1 to 3. They are also asked to choose one which would be least useful to them. Students then discuss their choices in pairs,



justifying their opinions with reasons. It is expected that students will recycle ideas and language from the earlier task related to beliefs about language learning in order to successfully complete the discussion. The discussion continues with students taking notes, in order to assist them in the following task, which is to regroup into larger groups of perhaps 4 or 5 students and briefly present a summary of their discussions.

Groups are then asked to attempt to come to a consensus about the strategies. Often, students do not manage to reach this consensus, as individual students obviously have differing needs and therefore necessarily identify different strategies as being potentially useful for them. As raising students' awareness of LLS usage, and not necessarily consensus reaching is the overall aim of this series of tasks, the teacher can input into groups that it is acceptable for students to 'agree to differ'.

Finally, students are asked to choose one or more strategy that they think would be useful during the course of the semester, and to share that with the group, giving reasons where appropriate. The teacher finishes the session by letting the students know that as reflection on the success (or otherwise) of a strategy is an important process, the idea of strategy review will be covered in the final lesson of the semester. Students are asked to be able to report verbally how their strategy choice worked in the interim period.

## **Second part (towards the end of the semester)**

### **LLS lesson follow-up and review**

#### **Stage 1**

In order to activate prior knowledge and to stimulate their language connected to language learning and LLSs, students are asked initially to have a discussion in groups with the aim of producing a list of three strategies that were presented to them in the earlier lesson. Students are then asked to share their lists with other students in slightly larger groups. After these two tasks, students are generally able to remember a good proportion of the strategies.

#### **Stage 2**

Students are then given a handout including a list of all the strategies that were presented to them in the first part as reference and are asked to discuss some questions (see below) with the aim of getting the students to review their strategy choice(s) and evaluate their effectiveness (or otherwise), giving reasons.



**Discuss the following questions in pairs**

1. Which did you think might be useful? Why?
2. Did you try to carry out these strategies this semester? Discuss it with your partner. If you didn't, why not?
3. Do you still have the same opinion about these strategies as you did at the start of the course?
4. Are language learning strategies important? Why?
5. Which of these do you use at the moment? Do they work?

At this stage there tends to be a lot of laughter as students admit that they haven't really carried out their promise, but as discussions continue, it often transpires that many students have actually unwittingly used some of the strategies during the semester. As before, students then are organized into slightly larger groups of 4 or 5, and asked to briefly give a summary of their previous conversations. Students are normally very engaged with this task, as they are very curious to compare the effectiveness of their own strategy use with that of their colleagues.

**Stage 3**

Finally, students are asked to make a list of the three most important LLSs for them at their stage of learning, based on their earlier reflections of the semester. Students should also consider how realistic their choices might be in the context of either a Spring or Summer break, as well as limitations, such as not being in an English speaking country, or a lack of time to study English due to other commitments.

After these activities, students are individually asked to complete an anonymous questionnaire about LLSs which are collected and analysed, to provide input for reflection in preparation for subsequent iterations of the course.

**Questionnaire**

**Aims**

Chamot (2004) notes that 'the most frequent and efficient method for identifying students' learning strategies is through questionnaires'. With this in mind, it was felt that this was the most appropriate method to survey students' experiences of, and attitudes and feelings towards, LLSs.

The aim of the questionnaire detailed in this paper was to discover students' experience of LLSs before the course, to ascertain how effective this series of activities was in raising their

awareness of LLSs, and to evaluate the usefulness and relevance of LLSs and the activities to the students in their future language learning.

### **Design**

A summative feedback questionnaire regarding LLSs was presented to students of the course in the final week of the semester in order to ascertain their feelings, impressions and in a very basic and simple way, test the effectiveness for this particular cohort of students that this course had in increasing awareness of the role of LLSs in their progress of acquiring greater skills and abilities in the English language. These feelings and impressions correspond to what Oppenheim (1992) refers to as ‘non-factual questions’, or those which attempt to discover respondents’ ‘state of mind’ (ibid). Oppenheim (ibid) further notes that ‘an attitude... has intensity’, and so in an attempt to capture the nature of individuals’ attitudes, respondents were given a choice of five responses which reflect that intensity to the attitude statements on a Likert scale, ranging from ‘Strongly agree’ to ‘Strongly disagree’. It was felt that the fact that the Likert scale is ‘the most popular scaling procedure in use today’ (ibid) it would mean that students would be familiar with this method of attitude measuring, and this would be likely to increase their willingness to answer accurately. Students are then asked to write responses to four more open questions to provide them with an opportunity to express themselves more fully and individually.

A further consideration that it was necessary to take in the design of this questionnaire was a sensitivity to the students’ English language ability. The usefulness of the responses would be severely compromised if students were not able to fully understand the attitude statements. The importance of this sensitivity is reflected in the clarity and appropriateness of language level of the attitude statements and the fact that the requested response was simply to circle a number which most corresponded to the respondents’ attitude.

Finally, Oppenheim notes that ‘all survey data must be treated as confidential’ (ibid), so, in order to safeguard respondents’ identity, and to increase the validity of students’ responses, all respondents were explicitly requested, both verbally by the teacher, and written in the text of the questionnaire, not to reveal their name on the response sheet.

As a result of all the above considerations, students were presented with the following attitude statements.

1	I knew about LLSs before the LLS lesson
2	I thought the LLS lesson was useful
3	I was able to use a new LLS this semester
4	I tried a variety of LLSs this semester
5	LLSs are important to me as a student of English
6	I will continue to use LLSs in the future

### Results and discussion

For this research, one cohort of 20 students were invited to respond to the questionnaire after the follow up session of activities on the final lesson of the semester. The responses are detailed below, both in terms of numbers of students (No.) and percentages (%). For the purposes of this analysis of results, response 3, or ‘Don’t know’ were treated as non-analysable and therefore do not feature in this discussion.

		Strongly agree		Agree		Don't know		Disagree		Strongly disagree	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	I knew about LLSs before the LLS lesson	0	0	2	10	6	30	6	30	6	30
2	I thought the LLS lesson was useful	7	35	8	40	5	25	0	0	0	0
3	I was able to use a new LLS this semester	1	5	7	35	6	30	4	20	2	10
4	I tried a variety of LLSs this semester	1	5	5	25	9	45	5	25	0	0
5	LLSs are important to me as a student of English	12	60	3	15	5	25	0	0	0	0
6	I will continue to use LLSs in the future	8	40	6	30	6	30	0	0	0	0

The results of the questionnaire reveal that at the start of the course, 12 out of 20 students (60%) either disagreed or disagreed strongly with attitude statement 1 (I knew about LLSs before the LLS lesson), whereas only 2 out of 20 (10%) knew about them. This finding seems to back up Chamot (2004)’s notion that this ‘metacognitive knowledge’ of LLSs was not in all cases clear to many second language students.

Perhaps this explains why the vast majority (75%) either agreed or strongly agreed with attitude statement 2, finding the lesson useful. This seems to be confirmed by students' responses to attitude statements 5 and 6; 75% felt that LLSs were important to them as a student of English, while 70% felt that they would continue to use LLSs in the future. These findings would indicate a high level of efficacy in raising students' awareness of LLSs, and a positive uptake of the ideas into their own future language learning.

Students' responses to attitude statements 3 and 4 reveal a less conclusive and mixed picture, however. 40% of respondents reported being able to use a new LLS in the semester following the LLS lesson, while 30% were not. At the same time, 30% of students stated that they had been able to use a variety of LLSs, while 25% had not. However in both these cases, there remains a larger proportion of students (albeit slightly) reporting increased use of LLSs subsequent to the lesson.

Overall, these results are pedagogically encouraging as they suggest that the activities responded to an identified initial need for students to raise their awareness of LLSs. 75% of students said that LLSs were useful after the course, whereas only 10% of them were even aware of them before the course started. Equally encouraging is the student takeup of LLSs in their language learning; it is highly significant that 75% of students felt that LLSs were useful and that 70% of them reported that they would use them in the future.

### **Conclusions / Suggestions**

This paper has shown how LLSs can be useful to students of a second language, and has attempted to show how Japanese university students can benefit from explicit LLS training in a course of Communicative English.

A suite of discussion activities is detailed, aimed at raising awareness of LLSs in second language learning, and how takeup of LLSs is encouraged over the period of the course. Results from a questionnaire conducted at the end of the course suggest that there is much to be encouraged about regarding students' positive attitudes towards LLSs in second language learning.

Students reported that they benefited from their increased awareness of LLSs and that they were enthusiastic about incorporating them into their subsequent language learning activities.

Although the obvious limitation of the research detailed here is that it was conducted with a relatively small number of respondents, it is nevertheless clear that there is great beneficial value in these activities which eventually foster greater learner independence.

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## Appendix 1

### Worksheet 1

#### Beliefs about Language Learning

Read each of the following statements about language learning. Decide whether you agree or disagree. Discuss your answers, and give reasons WHY with the other members of your group and try to reach a group consensus.

**A** = Agree **D** = Disagree

Put your answer first and the group's consensus second.

Belief	Agree /Disagree	
	You	Group
When I read in English, I should look up every word I don't know.		
Children are better language learners than adults.		
I can learn English in one year if I study really hard.		
Making errors is not always a serious problem.		
The teacher should try to correct all of my mistakes.		
Language games take up valuable class time.		
Watching television and movies in English are two of the best ways to learn English.		
I can learn a lot of English just by living abroad.		
Ability to explain grammar rules is essential to speaking English.		
I might learn the mistakes or accents of other students by speaking together with them.		
Learning about a foreign culture will help me learn the language.		

## Appendix 2

### Worksheet 2

#### Strategies for Language Learning

Work in pairs. Which of the following strategies do you feel would most help you learn English over the next three months? Number your **top three**

(**1** =most important, **2** =second most important, etc). Which strategy do you feel would be least useful? Mark it with a ??

Together, think of as many **reasons** as you can for choosing your strategies.

I should ...

Strategy	Pair	Group	Reasons
find opportunities to use English outside of class.			
use my native language when I can't find the right English words.			
use facial expressions or gestures when I can't find the right English words.			
use visual aids when I can't find the right English words.			
not be afraid to make mistakes.			
try very hard not to make grammatical mistakes.			
keep a language journal, diary or notebook.			
find creative ways to remember important words and phrases.			
reward myself for my successes.			
read a lot in English, especially for enjoyment.			
study with a partner or in groups.			
record vocabulary and grammar points in a meaningful, systematic way.			
review work that you have finished often.			
other strategy			



## Appendix 3

### Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

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#### Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

#### Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows spoken in English or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read over the passage quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

### Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

### Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me to do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

### Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone about how I feel when I am learning English.

### Part F

45. If I do not understand something in English, I ask the other person to slow down or say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.

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## Abstract

Language learning strategies (LLSs) have long been seen as being important in facilitating student-centred learning, and are increasingly becoming of greater significance to Japanese undergraduate students of the English language. However, students have had limited opportunities to receive explicit training in LLS acquisition. This classroom-based study describes methods of LLS awareness raising and training in the early stages of a course of 15 90minute sessions. It then investigates students' previous awareness of LLSs, and looks into how useful students find LLSs in their language acquisition, based on their responses to an end-of-course questionnaire. Overall, students reported that the training was useful, and that they would continue to use LLSs after the course ended. As such, explicit awareness raising activities of LLSs, and their explicit training are seen as beneficial to students in encouraging learner independence.

## 日本の大学英語授業への言語学習ストラテジー指導の導入

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## 要旨

言語学習ストラテジーは、従来から学習者中心の学習を促す上で重要とされており、日本人英語学習者に極めて必要とされてきている。しかし、学生が言語学習ストラテジー習得のための明示的指導を受ける機会は限られている。本研究は、教室に根ざした研究であり、半期(15週)の授業の初期段階における言語学習ストラテジーの意識啓発及び指導の方法を説明するものである。そして、学期末に実施したアンケート調査に基づいて、学生が指導前に持っていたストラテジーに対する認識を調べ、さらに指導したストラテジーの有用性をどのように捉えたかを探る。調査の結果、学生は全体的に本指導の有用性を認め、学期終了後もストラテジーの継続使用の意図を持っていることが分かった。この様に、明示的な言語学習ストラテジーの意識啓発や指導は、自立した学習者を育てる上で学生に有益とみられる。