LEARNING STYLES

AND

LANGUAGE LEARNING STRATEGIES

Developed by

EVELYN C. DAVIS, ED.D.

THE SUMMER INSTITUTE OF LINGUISTICS

UNHAS

SIL

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FOREWORD

As the Chairman of the Consortium of Eastern Indonesia
Institutes of Higher Learning, I would like to welcome this
series of publications. The seminar manuals entitled
*Guidelines For Excellence: Assisting Teachers of English As
A Foreign Language*, is being published by UNHAS-SIL
Cooperative Program for use by instructors of English who
participate in the series of seminars hosted by the various
universities and institutions that are members of the
consortium.

Hasanuddin University, as the main state university in the
eastern part of Indonesia, has been encouraging cooperation
between universities and institutions in the region by
means of sharing academic experience and expertise. The
series of seminars on *Guidelines For Excellence* conducted by
the UNHAS-SIL Cooperative Program exemplifies that
cooperation.

At this point, it is but proper to thank the people who have
made the attainment of the goals of the cooperation
possible: Prof. Dr. Husen Abas, M.A., the Director of the
Language Centre and concurrently the UNHAS Counterpart to
the UNHAS-SIL Cooperative Program; Dr. Evelyn C. Davis, the
very energetic writer of the manuals and presenter of the
seminars at the various universities, and Mr. Ronald Snell,
M.B.A., the Director of SIL, Sulawesi Program.

Ujung Pandang, 1989.

Prof. Dr. Basri Hasanuddin, M.A.
Chairman, BKS PTN INTIM

PREFACE

The publication of this series of manuals entitled *Guidelines For Excellence: Assisting Teachers Of English As A Foreign Language* is another significant contribution to the excellent cooperation between UNHAS and SIL through the UNHAS-SIL Cooperative Program.

The Cooperative Program has been operational since 1980, and numerous international seminars and workshops have been conducted during .that period. Not only have UNHAS staff participated in these seminars, but they have also been attended by staff members from other institutions of higher learning such as Tadulako University, Haluoleo University, IKIP Ujung Pandang, Universitas Muslimin Indonesia, Universitas 45, etc.

Those seminars and workshops were hosted by UNHAS in Ujung Pandang. The *Guidelines For Excellence* series of seminars, however, give an important impetus to the role of the Cooperative Program. These seminars are held not only on the UNHAS campus, but at other institutions of tertiary education as well - at the respective campuses of those institutions which are members of the Eastern Indonesia Corsortium.

As the UNHAS counterpart of the UNHAS-SIL Cooperative Program, I would like to wholeheartedly thank Dr. Evelyn C. Davis, who has worked hard to conduct the seminars and to prepare the manuals. I would also like to thank Mr. Ronald Snell, M.B.A., the SIL Sulawesi Program Director, who has enthusiastically supported the project, morally as well as materially.

UNHAS Language Center
Ujung Pandang, 1989.

Prof. Dr. Husen Abas, M.A.
Director
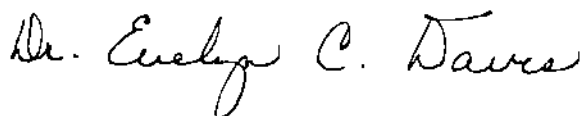Nip 130 162 833

ACKNOWLEDGMENTS

GUIDELINES FOR EXCELLENCE SEMINARS
ASSISTING TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE

Five seminars, each with an accompanying manual, have been developed by Dr. Evelyn C. Davis through the UNHAS-SIL Cooperative Program. They focus on ways to assist persons who teach English as a foreign language to become even more effective in their classrooms. A brief description of each seminar is given below:

DESIGNING EFFECTIVE LANGUAGE INSTRUCTION:AN ENGLISH TEACHER'S RESPONSIBILITIES (for university faculty - five days)
The basic components that are required for a language teacher's successful performance are examined: practicing principles of learning, preparing for each lesson, directing the learning environment, developing an encouraging atmosphere, making certain English is spoken, and using an integrated skills approach.

ACHIEVING SUCCESS IN ENGLISH LANGUAGE TEACHING
(for SMTA teachers - five days)
In this seminar, the basic principles described above are adapted and applied for English teachers working at the secondary level.

AN INTEGRATED SKILLS APPROACH: DEVELOPING LISTENING PROFICIENCY AND IMPROVING SPEAKING ABILITY
(for university faculty and/or SMTA teachers - five days)
A practical, hands-on approach is taken, with demonstration lessons and sample activities that teachers can use in their classrooms. In addition to the emphasis on developing listening skills and improving speaking ability, suggestions are given for teaching vocabulary and how to use fun activities for language learning.

AN INTEGRATED SKILLS APPROACH: STRENGTHENING READING COMPREHENSION AND ACQUIRING WRITING COMPETENCE
(for university faculty and/or SMTA teachers - five days)
In small-group workshop sessions, teachers develop "low-tech" materials that are easy to prepare and to use. The emphasis is on strengthening reading comprehension and acquiring writing competence, but strategies are also given for teaching grammar in an integrated way.

LEARNING STYLES AND LANGUAGE LEARNING STRATEGIES
(for university faculty - three days)
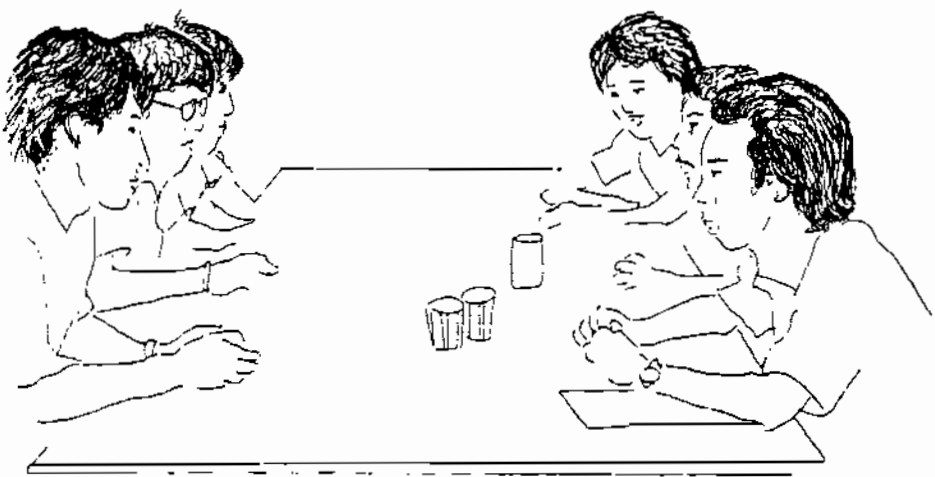Various learning styles are described, and participants have an opportunity to identify their own styles by answering several inventories. Effective strategies for learning English as a foreign language are discussed, and suggestions are given for helping students become independent learners.

Table of Contents

LEARNING STYLES AND LANGUAGE LEARNING STRATEGIES

INTRODUCTION

LEARNING HOW TO LEARN

How do we become *independent learners*? And how do we help
our students learn independently?

In this seminar:

1. Participants will identify the *learning skills, study
   strategies*, and *other factors* that are necessary in order
   for a student to succeed at an Indonesian university.

   Skills that are important for *language learning* will be
   emphasized.

2. The process of learning will be explained, and several
   types of *learning styles* will be examined.

   Persons attending the seminar will have an opportunity to
   understand their own learning preferences by taking three
   learning style inventories.

   As attention is focused on individual styles among the
   participants, teachers will become aware of the learning
   style differences that exist among their students.

   Suggestions and techniques for improving learning will be
   discussed.

3. Participants will take a *strategy inventory for language
   learning*, and will discover which strategies they use
   most often and which need to be improved. Characteristics
   of a self-directed language learner will be identified.

   A model of *strategy training for language learning* will
   be given.

WHAT LEARNING SKILLS AND STRATEGIES ARE NEEDED?

What learning skills, study strategies, and other factors are important in order for students to be successful at an Indonesian university?

Please rank the following by assigning a number to each:

> 3 - very important
>
> 2 - important
>
> 1 - slightly important
>
> 0 - not important

SKILLS:

_____ basic reading skills

_____ basic writing skills

_____ ability to take notes in class

_____ can memorize easily

_____ ability to solve problems

_____ critical thinking ability

_____ test-taking ability

_____ know how to use a textbook

_____ able to read technical material

_____ understand diagrams, graphs, charts

_____ can give talks in class

STUDY STRATEGIES:

_____ pay attention in class

_____ ask questions in class

_____ participate in class discussions

_____ concentrate on studying and learning

_____ plan and keep a study schedule

_____ know how to learn independently

_____ know how to organize information

_____ know how to use reference materials
such as dictionaries and encyclopedias

_____ know how use the library, laboratories,
and other places that offer resources

OTHER FACTORS:

_____ positive attitude toward learning

_____ good classroom environment
(physical facilities)

_____ good classroom atmosphere
(affective factors such as
encouragement from the teacher)

_____ good place to study at home

_____ family support and financial help

UNDERSTANDING LEARNING STYLES

1. Learning is an *active process* of changing new knowledge, understanding, and skills into behavior.

2. There are three kinds of learning:

   a. **Cognitive learning** refers to information, facts, theories, thinking, and problem-solving.

   b. **Affective learning** refers to new attitudes, beliefs, values, feelings, and motivation.

   c. **Psychomotor learning** refers to new ways of making and doing things.

3. All persons have preferences for the ways they like to learn from, and adapt to, their environment in all three of the kinds of learning described above. These preferences are called a person's *learning style*.

4. When a person is participating in a learning task, the learning is accomplished *more rapidly* and *retained longer* if the teacher presents the information in ways that the individual prefers.

5. The way that a teacher handles a learning task is called that teacher's *teaching style*, or *instructional style.*

6. If the teacher's teaching style and the student's learning style match, there is a *productive learning environment*, meaning that much will be accomplished. If they do not match, there is usually disappointment and frustration on both sides.

7. Even if the teacher does not teach in a way that matches the student's preferences for learning, there are *study strategies and suggestions* that the student can learn to use in order to be successful.

TEACHER   LEARNER
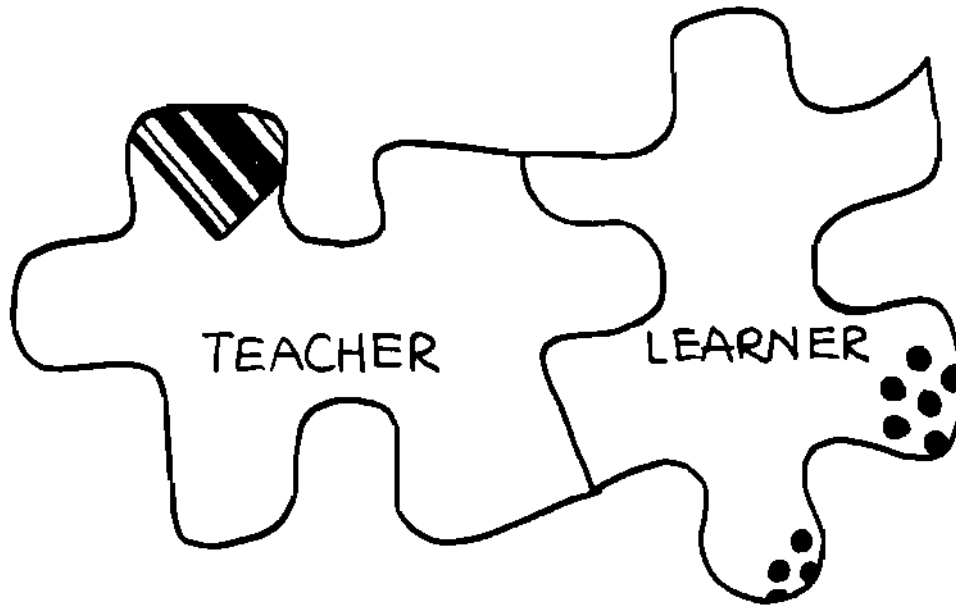
WE LEARN BEST

WHEN LEARNING STYLES AND TEACHING STYLES MATCH

WHAT ARE LEARNING STYLE INVENTORIES?

Learning style inventories ask questions about your learning preferences. They help you identify and understand your learning style. The inventories used in this seminar are:

1. **BARSCH LEARNING STYLE INVENTORY**
   All persons learn through their eyes (visual learning); through their ears (auditory learning); and through the sense of touch (tactile learning). However, individuals usually have a way that is preferred.

   The *BARSCH INVENTORY* shows to what degree an individual is a visual, auditory, or tactile learner. After taking the inventory, suggestions are given on how a person can improve learning efficiency.

2. **BRAIN-DOMINANCE INVENTORY**
   There are two hemispheres (halves) of a person's brain: the left brain and the right brain. All individuals use both hemispheres. However, there are differences in the way we *perceive* (take in) information, and the way we *process* (do something with) that information, depending on whether we favor the left hemisphere or the right hemisphere.

   The *BRAIN-DOMINANCE INVENTORY* shows an individual's scores by a percentage of left or right brain dominance (control). A handout explains the characteristics of both styles.

Corpus callosum
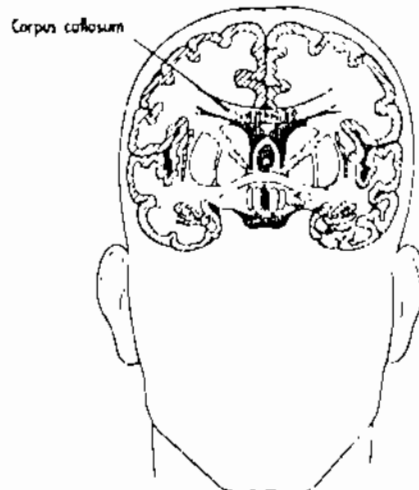
3. *KOLB LEARNING STYLE INVENTORY*

In an *ideal learning situation,* an individual proceeds through the four stages of a learning cycle: experiencing the learning in a concrete way; reflecting on it; forming an abstract concept or theory; and then actively doing something as a result.

Most persons choose two preferences of the four: concrete vs. abstract and reflection vs. action. The *KOLB LEARNING STYLE INVENTORY* shows which abilities are preferred by an individual.
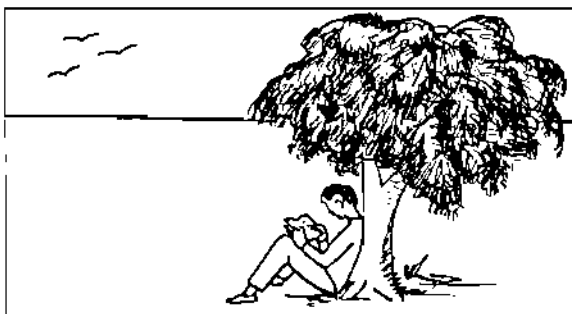
4. *STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)*

This inventory names six main categories of language learning strategies that are important for persons to use when studying and learning English as a second or foreign language.

The *SILL* identifies which strategies are already being used and which strategies need to be improved.
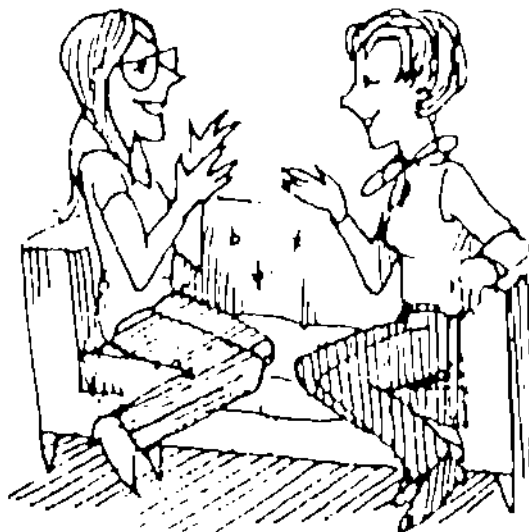
BARSCH LEARNING STYLE INVENTORY

INVENTARIS GAYA BELAJAR BARSCH

Nama _____ Tanggal _____

Untuk lebih memahami diri kita sebagai seorang pelajar, kita perlu mengevaluasi cara belajar yang lebih kita sukai. Kita semua harus mengembangkan suatu gaya yang dapat meningkatkan potensi belajar kita. Evaluasi berikut merupakan cara yang singkat dan tepat untuk menilai suatu aspek gaya belajar.

Tes ini tidak dibatas waktu. Jawablah sejujur mungkin seluruh soal itu yang terdiri dari 24 pertanyaan. Setelah selesai, lihatlah petunjuk tentang pemberian skor pada halaman 4. Anda akan melihat apakah Anda memiliki salah satu cara belajar yang paling efektif untuk Anda sendiri, ataukah Anda menggunakan kombinasi ketiga gaya yang tercantum di situ. Jika Anda memiliki skor yang tinggi untuk penglihatan, itu berarti Anda lebih suka belajar dengan melihat materi yang akan dipelajari; jika skor untuk pendengaranlah yang tinggi, Anda lebih suka belajar dengan mendengarkan; dan jika skor untuk peraba itu paling tinggi, cara belajar Anda yang terbaik adalah dengan indera peraba.

PETUNJUK:

Berilah tanda baji (✓) pada garis yang sesuai untuk setiap pernyataan di bawah ini, kemudian lihatlah petunjuk tentang pemberian skor pada halaman 4.

	SERING	KADANG-KADANG	JARANG	TIDAK PERNAH
1. Saya lebih bisa mengingat materi pelajaran dengan mendengarkan daripada dengan membaca.				
2. Saya lebih bisa mengerti petunjuk yang diberikan secara tertulis dibandingkan dengan yang diberikan secara lisan.				
3. Saya lebih suka menulis atau mencatat untuk melihatnya kembali nanti.				

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4. Saya menekan keras-keras pena atau pensil apabila menulis.

_____ _____ _____ _____

5. Saya memerlukan penjelasan lisan untuk diagram atau grafik.

_____ _____ _____ _____

6. Saya senang bekerja dengan menggunakan alat.

_____ _____ _____ _____

7. Saya terampil dalam, dan senang membaca, grafik dan diagaram.

_____ _____ _____ _____

8. Saya dapat membedakan apakah bunyi-bunyi sepadan apabila disajikan dengan pasangan bunyi lain.

_____ _____ _____ _____

9. Saya lebih bisa mengingat dengan menulis beberapa kali materi yang akan saya pelajari.

_____ _____ _____ _____

10. Saya dapat memahami dan mengikuti petunjuk pada peta.

_____ _____ _____ _____

11. Dalam bidang akademik, saya lebih berhasil dengan mendengarkan kuliah dan hasil rekaman daripada membaca buku.

_____ _____ _____ _____

12. Saya senang bermain dengan uang logam atau kunci dalam saku saya.

_____ _____ _____ _____

13. Saya merasa lebih mudah belajar mengeja dengan mengucapkan semua hurufnya daripada dengan menuliskan kata tersebut pada sehelai kertas.

_____ _____ _____ _____

14. Saya lebih dapat memahami berita dengan membacanya dari surat kabar daripada dengan mendengarkannya dari radio.

_____ _____ _____ _____

15. Saya mengunyah permen karet, merokok, atau makan kue sewaktu belajar.

_____ _____ _____ _____

16. Saya rasa cara terbaik bagi saya untuk mengingat ialah dengan membayangkannya di dalam benak.

_____ _____ _____ _____

17. Saya belajar mengeja kata baru dengan mengikuti kata tersebut dengan jari tangan.

_____ _____ _____ _____

18. Saya lebih suka mendengarkan kuliah atau pidato yang bagus daripada membaca materi yang sama.

_____ _____ _____ _____

19. Saya pandai mengerjakan dan memecahkan masalah "jigsaw puzzle" dan "maze".

_____ _____ _____ _____

20. Saya lebih senang mempelajari kembali materi tertulis daripada membahas materi tersebut.

_____ _____ _____ _____

21. Saya lebih senang mendengarkan berita dari radio daripada membacanya dari surat kabar.

_____ _____ _____ _____

22. Saya senang mendapat informasi mengenai pokok bahasan yang menarik dengan membaca materi yang relevan.

_____ _____ _____ _____

23. Saya senang sekali melakukan sentuhan fisik dengan orang lain (menjabat tangan, dsb.).

_____ _____ _____ _____

24. Saya lebih bisa mengerti petunjuk lisan daripada petunjuk tertulis.

_____ _____ _____ _____

PROSEDUR PEMBERIAN SKOR BARSCH

Jika Anda menjawab:

SERING	= 5	Tuliskan skor setiap pertanyaan tersebut pada
KADANG-KADANG	= 3	garis di sebelah nomor yang bersangkutan.
JARANG	= 1	Setelah itu, jumlahkan semua skor tersebut
TIDAK PERNAH	= 0	untuk mendapatkan skor preferensi Anda pada PENGLIHATAN, PENDENGARAN, dan PERABA.

PENGLIHATAN		PENDENGARAN		PERABA	
No.	Skor	No.	Skor	No.	Skor
2.	_____	1.	_____	4.	_____
3.	_____	5.	_____	6.	_____
7.	_____	8.	_____	9.	_____
10.	_____	11.	_____	12.	_____
14.	_____	13.	_____	15.	_____
16.	_____	18.	_____	17.	_____
20.	_____	21.	_____	19.	_____
22.	_____	24.	_____	23.	_____

SPPl =	SPPd =	SPPr =

SPPl = Skor Preferensi Penglihatan
SPPd = Skor Preferensi Pendengaran
SPPr = Skor Preferensi Peraba

Catatan:
Skor keseluruhan untuk suatu bidang hendaknya berbeda 4 angka atau lebih dari bidang lain untuk dapat dikatakan signifikan (berarti). Perhatikan juga kekuatan relatif dari preferensi-preferensi Anda (misalnya berapa banyak angka 5 yang Anda peroleh dalam satu bidang).

Bagaimana Menggunakan Informasi Ini:
Form ini dapat digunakan bersamaan dengan alat-alat diagnostik lainnya untuk membantu Anda menentukan beberapa cara terbaik yang Anda tempuh dalam belajar. Instrumen ini memberikan informasi kepada Anda tentang preferensi belajar Anda, hanya dalam satu bidang. Bacalah makalah Learning Strategies and Suggestions You Might Want To Try oleh Dr. Evelyn Davis untuk mendapatkan keterangan lebih lanjut.

The following information has been developed for you to use after taking the *Barsch Learning Style Inventory*, which helped you determine the strength of your visual, auditory, and tactile learning preferences.

First, general learning strategies are suggested. <u>Every</u> type of learner will benefit from these. Next, specific suggestions are given for each category: *visual, auditory,* and *tactile.*

There are several ways that you can use these strategies and suggestions:

1. You can emphasize the ones listed in your *preferred way of learning,* and this will strengthen your learning in that area even more.

2. You can try some of the strategies in *another area* when the instruction is presented in that other way.

3. When the information you are learning is difficult, try some strategies in *all three areas* in order to reinforce retention of the material.

Remember that every learner is unique, and that you will need to experiment to see what works best for you.

Studying includes these types of communication:
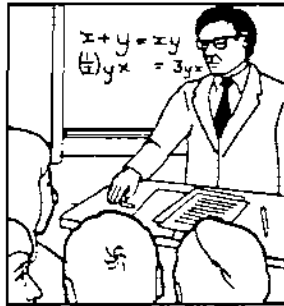
Textbooks   Lectures   Seminars   Journals

Students need to listen, speak, read and write at different times in their studies. Which types of communication show students

listening,   speaking,   reading,   writing?

Films and visual aids   Reports and essays

Evelyn C. Davis, Ed.D.
SIL, 1989.

GENERAL LEARNING STRATEGIES USEFUL FOR EVERY TYPE OF LEARNER

1. Try to find a *quiet place* that you can regularly use for reading and studying.

2. Use a *calendar* to write down dates for meetings, papers, projects, and assignments due. Try using different colors for the different types of items.

3. At the beginning of each week, write down your *study plan* for the entire week (when you plan to study each subject). Write in some extra study time to allow for the unexpected things that will happen and change your plan.

4. Figure out your *learning rhythm* and discover the best time of the day or evening when you can concentrate. Then study at that time.

5. While you are studying, take a *rest break* of about ten minutes every hour and a half to relax, get a bit of exercise, have a snack, etc. However, don't let your rest breaks use up too much study time!
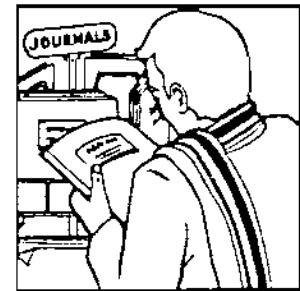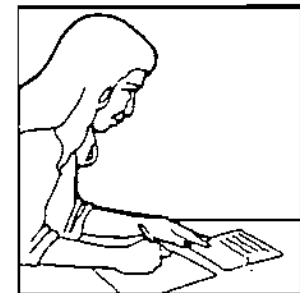
6. Learn a few simple *relaxation exercises* to try during rest breaks when you become physically tired.

7. Before you begin reading or studying a book, look it over to get a general idea of what you will be reading. This is called *surveying the book*.

   Also, when you are assigned a certain chapter in the book, *survey that chapter* to get a general idea of what it covers before you begin your concentrated study of the information.

   When you survey, *look carefully* at the introduction; bold black headings or divisions of the material; any pictures, graphs or charts; and any summary or study questions.

8. When reading, try *highlighting* important information in colors easy to see. Try using two colors: for example, highlight main ideas in yellow and circle dates or words you need to remember in red. Warning: don't highlight too much, or it won't stand out from the rest of the information.

9. *Organize information* (put it in order) before trying to learn it.

10. When trying to learn vocabulary words, definitions, or any kind of information that you can put in columns, try using *different colors* for each column.

11. If trying to memorize information, make a list of *key words* to help you remember the entire theory or concept.

12. During a study time, work on the more *difficult material first*. We usually try to do the easiest task first, but what often happens is that we use up too much of our available time before we begin to deal with the harder assignments.

13. If you are trying to study several subjects during the same study period, work on *different types of material*, not two topics that are alike. Research has shown this helps you remember the information.

    For example, if you need to study English, French, and mathematics on the same evening, don't study English and then French. You will confuse the vocabulary and the grammar, because you are trying to study two languages too close together. Instead, study one of the languages, then the mathematics, then the other language.

14. Know your *learning style*, and use the strategies and suggestions that are helpful for your learning preferences. However, also experiment with strategies and suggestions from the other preference areas to see what works best for you. We are all different in the way we approach learning tasks.

15. If you are having a difficult time with one of your courses, try *tutorial help*. All learning styles benefit from a one to one teaching/learning relationship. Be honest with your tutor concerning your learning problems.

16. Try *setting objectives* for your learning. For example: "This week I will schedule study on the following courses: _____," or "Every day this week I will study _____."

17. *Don't be discouraged* if your progress in learning seems slower than expected. Remember that learning moves in stages: going forward, then retaining what has been learned, and then a brief rest (a plateau) before the next move forward. The "plateaus" provide the foundation for the next move forward.

SUGGESTIONS FOR PERSONS WHO PREFER VISUAL LEARNING

1. During classes, seminars, and meetings, always sit where you can *see well* the teacher, the whiteboard, and any visuals. Don't be embarassed to ask the teacher to write out new words or new ideas on the whiteboard so that you can see them.

2. Try putting important information on *study cards*. Carry some with you for quick review when learning vocabulary or memorizing something.

3. Use pens of *different colors* for highlighting important points in your textbook, for making lists, etc.

4. Try making *charts, graphs,* or *drawings* of technical material in order to aid visual retention.

5. When learning vocabulary, write the new words on cards and place the cards *on* or *near the objects*.

6. Try to "picture" information. Practice *visualizing* words, definitions, and new concepts in your head.

7. Take *complete notes* of important information during classes, and read and review the notes as soon afterwards as possible.

8. Look for additional reading materials and/or *visual aids* for the topics you are studying.

9. A visual learner usually works best *alone*, or perhaps with one other person, for reading and reviewing. A lot of talking is too distracting.

10. Try using a *computer* for some learning tasks; seeing it on the screen will help you learn it.

11. When reviewing information, *write out possible questions* in columns. Come back later and fill in the answers. Then the next time you review, cover up the questions, and from the answer column try to make questions again. And so on.

SUGGESTIONS FOR PERSONS WHO PREFER AUDITORY LEARNING

1. In classes, seminars, and meetings, sit where you can hear well and there are *no visual distractions.* For example, sitting near a window might be too distracting.

2. Focus on listening to the lecture or discussion; take *brief outline notes* rather than detailed ones.

3. If you have a cassette recorder, *try taping the lecture* or discussion; later take more detailed notes from your tape.

4. *Play your tapes of the lecture* while you are doing other things that don't need a lot of concentration (for example, cleaning your room). This is "passive listening" and sometimes more information is absorbed than you think.

5. *Study with other persons* so that you can talk about the information.

6. Try *debating topics* with persons with whom you are studying.

7. When learning new words, try *repeating the letters* out loud one by one several times.

8. After reading material, *say the main points out loud* to yourself. Or read the material out loud before (or after) reading it silently.

9. Have someone *read difficult material out loud* to you.

10. Look for tapes for the subjects you are studying. *Listen to radio and TV* when there are programs related to your courses.

11. Some auditory learners benefit from *soft background music.*

SUGGESTIONS FOR PERSONS WHO PREFER TACTILE LEARNING

1. Study in a *quiet atmosphere* (without background music or noise).

2. If possible, *transfer* what you are learning into *something that can be touched*. Try some of the following suggestions.

3. Take notes of important information during classes, and then *rewrite later* in an orderly and logical sequence.

4. When reviewing notes, *write main points* over and over.

5. Try *printing* new words and concepts. Try *tracing over the letters* of new words and concepts with a finger. Say the word out loud while tracing.

6. *Write out* step-by-step directions or outlines.

7. When writing or rewriting, *bear down hard* with your pen or pencil to help you get a "feel" for the words.

8. Look for additional materials in the form of workbooks or manuals that you have to *fill in*.

9. Try using a *computer*.

10. Try *making charts, graphs, drawings,* or *models* of the material to be learned.

11. Take field trips to *participate in* actual performances or demonstrations.

12. Have someone drill you on new material. *Constant repetition* helps with memory.

13. Try *physical-response* when learning a new language.

14. Try *holding a small object* in your hand or *tapping your foot* when trying to concentrate.

15. *Chew something* or *eat a snack* while studying.
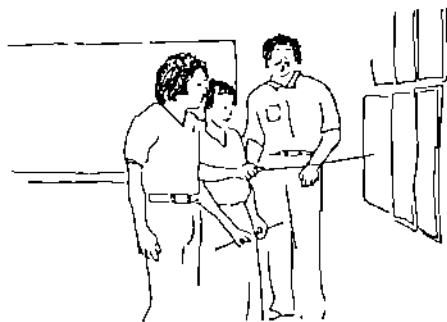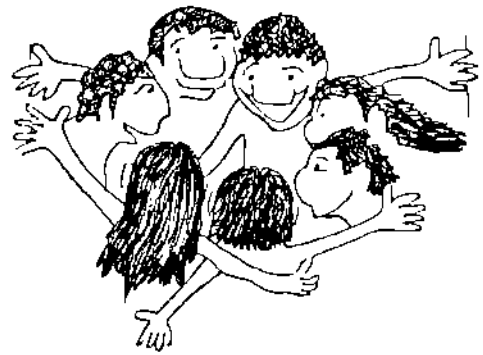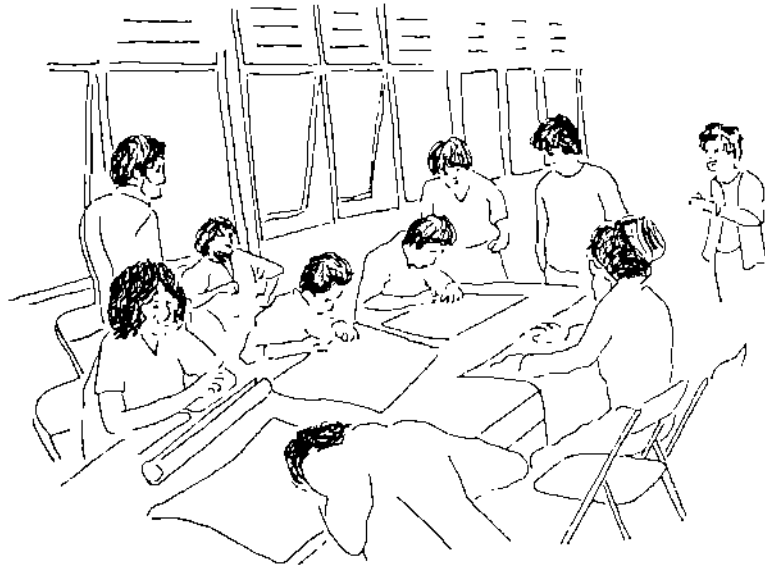
BRAIN-DOMINANCE INVENTORY

INVENTARIS DOMINASI-OTAK

Inventaris ini akan membantu menentukan apakah Anda tergolong seorang pelajar yang memiliki "dominasi otak kiri" ataukah "dominasi otak kanan". Lembar interpretasi *follow-up* akan memerikan ciri-ciri cara belajar tertentu yang diasosiasikan dengan masing-masing dominasi itu.

Nama _____ Tanggal _____

PETUNJUK: Jawablah pertanyaan-pertanyaan berikut dengan cepat, dan berilah tanda baji (v) pada jawaban yang menurut Anda benar. Pilihlah jawaban yang paling tepat mewakili sikap dan perilaku Anda. Apabila sudah selesai, lanjutkan ke halaman 6 untuk petunjuk-petunjuk pemberian skor.

1. Saya lebih suka pelajaran yang memberi saya kesempatan
   _____ a. mendengarkan pengajarnya.
   _____ b. bergerak bebas dan melakukan sesuatu.
   _____ c. mendengarkan dan juga melakukan sesuatu.

2. Sehubungan dengan firasat,
   _____ a. saya lebih suka tidak tergantung pada firasat tersebut untuk membantu saya mengambil keputusan penting.
   _____ b. saya sering mempunyai firasat yang kuat dan mengikutinya.
   _____ c. saya kadang-kadang memiliki firasat yang kuat tetapi tidak terlalu mempercayainya atau secara sadar mengikutinya.

3. Biasanya saya menyimpan barang secara teratur, mempunyai sistem untuk melakukan pekerjaan saya, dan mampu mengorganisir informasi dan materi.
   _____ a. Ya.
   _____ b. Tidak.
   _____ c. Untuk beberapa bidang tertentu dalam hidup saya tetapi tidak untuk bidang lainnya.

4. Bila saya ingin mengingat arah jalan, nama, atau berita, saya
   _____ a. mencatatnya.
   _____ b. membayangkan informasi tersebut.
   _____ c. mengasosiasikannya dengan informasi terdahulu.

5. Pada saat mencatat, saya menulis dengan huruf cetak.
   _____ a. Tidak pernah.
   _____ b. Sering.
   _____ c. Kadang-kadang.

6. Saya senang pelajaran
_____ a. yang memberikan tugas satu demi satu.
_____ b. dengan beberapa tugas sekaligus.
_____ c. Saya menyenangi kedua-duanya.

7. Bila saya mengingat atau memikirkan sesuatu, saya akan melakukannya dengan
_____ a. kata-kata.
_____ b. gambar dan citra.
_____ c. kedua-duanya.

8. Dalam mempelajari petunjuk, saya lebih senang
_____ a. bila diberitahu bagaimana melakukannya.
_____ b. bila diperlihatkan bagaimana melakukannya.
_____ c. a atau b, sama saja.

9. Saya lebih suka
_____ a. anjing.
_____ b. kucing.
_____ c. keduanya sama saja.

10. Saya
_____ a. hampir tidak pernah linglung.
_____ b. sering linglung.
_____ c. kadang-kadang linglung.

11. Apakah Anda merasa suatu isu itu benar atau tepat secara isntingtif, ataukah Anda memutuskannya berdasarkan informasi yang ada?
_____ a. memutuskan.
_____ b. merasa.
_____ c. gabungan keduanya.

12. Saya
_____ a. hampir tidak pernah mengalami perubahan suasana hati.
_____ b. sering mengalami perubahan suasana hati.
_____ c. hanya sedikit mengalami perubahan suasana hati.

13. Saya
_____ a. mudah "tersesat" dalam mencari arah jalan.
_____ b. pandai menentukan arah jalan sekalipun belum pernah berada di tempat itu sebelumnya.
_____ c. tidak terlalu lemah dalam menentukan arah jalan tetapi juga tidak terlalu pandai.

14. Saya mabuk kalau naik mobil atau kapal.
_____ a. Hampir tidak pernah.
_____ b. Sering sekali.
_____ c. Kadang-kadang.

15. Umumnya saya:
_____ a. memanfaatkan waktu untuk mengorganisir diri sendiri dan aktivitas pribadi.

_____ b. mengalami kesulitan menyelesaikan aktivitas pribadi sesuai batas waktu yang ditentukan.

_____ c. mudah mengatur aktivitas pribadi sesuai dengan batas waktu yang ditentukan.

16. Saya lebih senang belajar

_____ a. rincian-rincian dan fakta-fakta spesifik.

_____ b. secara umum tentang sesuatu untuk mendapatkan gambaran yang menyeluruh.

_____ c. kedua-duanya sama saja.

17. Saya paling dapat belajar dari guru yang

_____ a. pandai menjelaskan sesuatu dengan kata-kata.

_____ b. pandai menjelaskan sesuatu dengan gerak-gerik dan tindakan.

_____ c. melakukan kedua-duanya.

18. Saya tergolong bagus dalam hal

_____ a. menjelaskan sesuatu dengan kata-kata.

_____ b. menjelaskan sesuatu dengan gerakan tangan dan tindakan.

_____ c. melakukan dengan baik kedua cara tersebut.

19. Saya lebih senang memecahkan masalah dengan menggunakan

_____ a. logika.

_____ b. perasaan.

_____ c. kedua-duanya.

20. Saya lebih suka

_____ a. masalah-masalah sederhana dan memecahkannya satu demi satu.

_____ b. masalah-masalah yang lebih rumit, beberapa sekaligus.

_____ c. kedua jenis masalah itu.

21. Melamun itu

_____ a. buang-buang waktu.

_____ b. suatu alat yang berguna untuk merencanakan masa depan saya.

_____ c. menyenangkan dan membuat relaks.

22. Saya menyukai pelajaran yang mengharapkan saya

_____ a. belajar hal-hal yang dapat saya manfaatkan di masa depan.

_____ b. belajar hal-hal yang dapat saya manfaatkan segera.

_____ c. saya menyukai kedua-duanya.

23. Saya

_____ a. tidak terlalu pandai membaca bahasa tubuh. Saya lebih suka mendengarkan apa yang dikatakan orang lain.

_____ b. pandai menafsirkan bahasa tubuh.

_____ c. pandai memahami apa yang dikatakan orang lain dan juga menafsirkan bahasa tubuh.

24. Di sekolah saya menyenangi
_____ a. aljabar.
_____ b. geometri.
_____ c. keduanya sama saja.

25. Pada saat mempersiapkan diri untuk suatu tugas yang baru atau tugas yang sulit, seperti merakit sepeda, saya paling senang
_____ a. menebarkan semua bagian-bagiannya, menghitungnya, mengumpulkan bagian-bagian penting, dan kemudian mengikuti petunjuk.
_____ b. memperhatikan sepintas lalu diagram itu dan mulai dengan alat apa saja yang ada di situ, merasakan bagaimana bagian-bagian itu cocok satu sama lain.
_____ c. mengingat kembali pengalaman-pengalaman lalu pada situasi yang sama.

26. Dalam situasi komunikasi, saya lebih suka menjadi
_____ a. pembicara.
_____ b. pendengar.
_____ c. sama saja.

27. Saya dapat menebak dengan cukup tepat berapa banyak waktu yang telah berlalu tanpa melihat jam.
_____ a. Ya.
_____ b. Tidak.
_____ c. Kadang-kadang.

28. Saya senang bila pelajaran atau pekerjaan saya
_____ a. direncanakan sehingga saya tahu persis apa yang harus saya lakukan.
_____ b. membuka kesempatan untuk perubahan sewaktu saya bekerja.
_____ c. kedua-duanya.

29. Saya lebih suka
_____ a. tes pilihan ganda.
_____ b. tes esai.
_____ c. kedua-duanya.

30. Dalam hal membaca saya lebih suka
_____ a. memisahkan ide-ide dan memikirkannya secara terpisah.
_____ b. menggabungkan sejumlah ide menjadi satu dan menerapkannya pada hidup saya.
_____ c. kedua sama saja.

31. Pada saat membaca, saya lebih suka mencari
_____ a. rincian dan fakta-fakta yang spesifik.
_____ b. ide-ide pokok.
_____ c. kedua-duanya.

32. Saya senang
_____ a. berbicara dan menulis.
_____ b. menggambar dan menangani masalah.
_____ c. kedua-duanya.

33. Saya lebih senang
_____ a. memperbaiki sesuatu.
_____ b. menciptakan sesuatu.
_____ c. kedua-duanya.

34. Saya terampil dalam
_____ a. menyusun ide-ide dalam urutan logis.
_____ b. memperlihatkan hubungan antaride.
_____ c. kedua-duanya.

35. Saya pandai
_____ a. mengingat kembali materi lisan (seperti nama atau tanggal).
_____ b. mengingat kembali materi visual (seperti diagram atau peta).
_____ c. kedua-duanya.

36. Saya mudah mengingat wajah orang.
_____ a. Tidak.
_____ b. Ya.
_____ c. Kadang-kadang.

37. Bila sedang membaca atau belajar, saya
_____ a. lebih suka suasana yang tenang sekali.
_____ b. lebih suka ada musik.
_____ c. mendengarkan musik hanya bila membaca untuk hiburan, tidak pada waktu belajar.

38. Saya lebih bisa mempelajari gerakan dalam olahraga atau langkah dalam tarian dengan
_____ a. mendengarkan penjelasan lisan dan mengulangi gerakan tersebut dalam pikiran.
_____ b. mengamati dan berusaha melakukannya.
_____ c. mengamati, kemudian menirukan, dan berdiskusi tentangnya.

39. Duduklah dalam posisi yang relaks, genggamlah kedua tangan Anda dan letakkan di atas pangkuan. Ibu jari manakah yang terletak di atas?
_____ a. Kiri.
_____ b. Kanan.
_____ c. Kedua-duanya sama.

CARA PEMBERIAN SKOR PADA INVENTARIS DOMINASI-OTAK

Jumlah skor A _____   Jumlah skor B _____   Jumlah skor C _____

1. Kurangilah Jumlah skor B dengan Jumlah skor A. Hasilnya bisa positif atau negatif. _____

2. Jika Jumlah skor C itu 17 atau lebih, bagilah selisih Jumlah skor B dan skor A dengan 3. Bulatkan skor itu ke bilangan terdekat. Jawabannya akan merupakan skor Anda. Jawaban tersebut bisa positif atau negatif. _____

<div align="center">atau</div>

Jika Jumlah skor C berkisar antara 10 dan 16, bagilah selisih Jumlah skor B dan skor A dengan 2. Jawabannya merupakan skor Anda. Jawaban tersebut bisa positif atau negatif. _____

<div align="center">atau</div>

Jika Jumlah skor C kurang dari 10, jangan sekali-kali membaginya. Selisih Jumlah skor B dan skor A adalah skor Anda.

SEKARANG TEMPATKAN SKOR ANDA PADA DIAGRAM DI BAWAH INI

-11 -10 -9 -8 -7 -6 -5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5 +6 +7 +8 +9 +10 +11

Skor 0   = dominasi seluruh otak
Skor antara -1 dan -6   = dominasi seluruh otak dengan
                               kecenderungan ke kiri
Skor antara +1 dan +6   = dominasi seluruh otak dengan
                               kecenderungan ke kanan
Skor -7 atau lebih   = dominasi otak kiri
Skor antara +7 atau lebih   = dominasi otak kanan
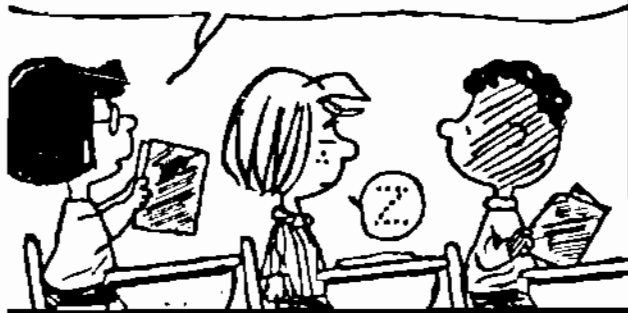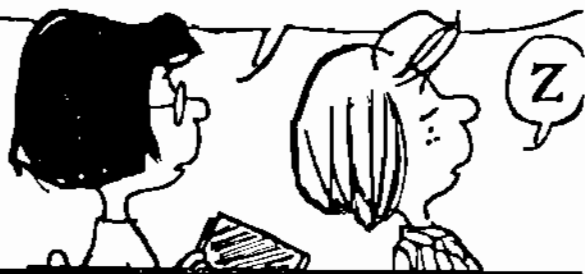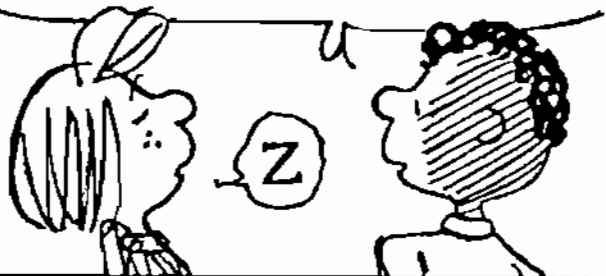
LEFT-BRAIN AND RIGHT-BRAIN DOMINANCE CHARACTRISTICS

This handout has been prepared as a follow-up information sheet for persons who have taken the *Brain-Dominance Inventory*. When looking at the various items, it is important to remember that an individual will sometimes fit into the left-brain category, and sometimes into the right-brain one. However, if you are strongly left-brain or right-brain dominant, your preferences will fall more on one side than the other.

As you read the characteristics, place a check (√) on one side or the other, depending on which characteristic describes you best. If you feel that you do both equally well, put the check (√) in the middle area. When you finish, total the checks, and see if this confirms your score on the inventory. A person who is bi-lateral (whole-brain), would have more checks in the middle area.

LEFT BRAIN		**RIGHT BRAIN**
.Likes to look at the details	√	.Likes to look at the whole
.Remembers names		.Remembers faces ∨
.Responds to verbal instructions and explanations	√	.Responds to demonstrated or illustrated instructions
.Prefers solving problems by breaking them down into parts, then approaching the problem in an orderly way, using logic		.Prefers solving problems by looking at the whole, the overview, then approaching the problem by patterns, with guesses. √
.Makes decisions based on facts; looks at the differences		√.Makes decisions based on sensing and feeling; looks at the similarities
.Likes activities to be planned and structured		√.Likes activities to be informal and spontaneous
.Prefers established, certain information		.Prefers random, uncertain information

-36-

LEFT BRAIN	RIGHT BRAIN
.Reader who likes to analyze the parts and the details	.Reader who likes to summarize the main points and put them into a whole
.Likes to put names to objects to aid in remembering	.Likes to use symbols and images for thinking and remembering
.Prefers talking and writing	.Prefers drawing and handling objects
.Prefers objective tests like multiple-choice or true-false	.Prefers subjective tests like essay or open-ended questions
.Prefers work and study to be carefully planned	.Prefers work and study to be informal and open-ended
.Prefers a formal, clearly defined leadership and authority structure	.Prefers a more informal and free leadership and authority structure
.Usually controls feelings	.More free and open with feelings
.Not very skilled in inter- preting body language	.Usually good at interpreting body language
.Responds best to an envi- ronment that is structured	.Responds best to an environment that is flexible and free-flowing
.Favors solving problems by logic	.Favors solving problems by guesses
.Prefers research that deals with only one topic	.Prefers research that deals with several, or many, topics

Adapted by E. Davis (1989) from McCarthy, *The 4 MAT System* (1987).

KOLB LEARNING STYLE INVENTORY

THE KOLB LEARNING STYLE INVENTORY

David Kolb, Ed.D. has described a model of learning. In the model, learning is seen as a four-stage cycle. To be effective, a learner needs all four kinds of abilities, each with a particular emphasis:

ABILITY	*DESCRIPTION*	*EMPHASIS*
1. Concrete Experience (**CE**)	The learner becomes fully involved in the new experience.	Feeling
2. Reflective Observation (**RO**)	The learner observes and reflects on the learning experience.	Watching
3. Abstract Conceptualization (**AC**)	The learner creates concepts and theories from the observation and the reflection that has been done.	Thinking
4. Active Experimentation (**AE**)	The learner uses these concepts and theories to solve problems and make decisions.	Doing

CONCRETE   EXPERIENCE

CE

L E A R N I N G   M O D E L

TESTING IMPLICATIONS
OF
CONCEPTS IN NEW
SITUATIONS

AE

RO

OBSERVATIONS
REFLECTIONS

AC

FORMATION
OF
ABSTRACT CONCEPTS &
GENERALIZATIONS
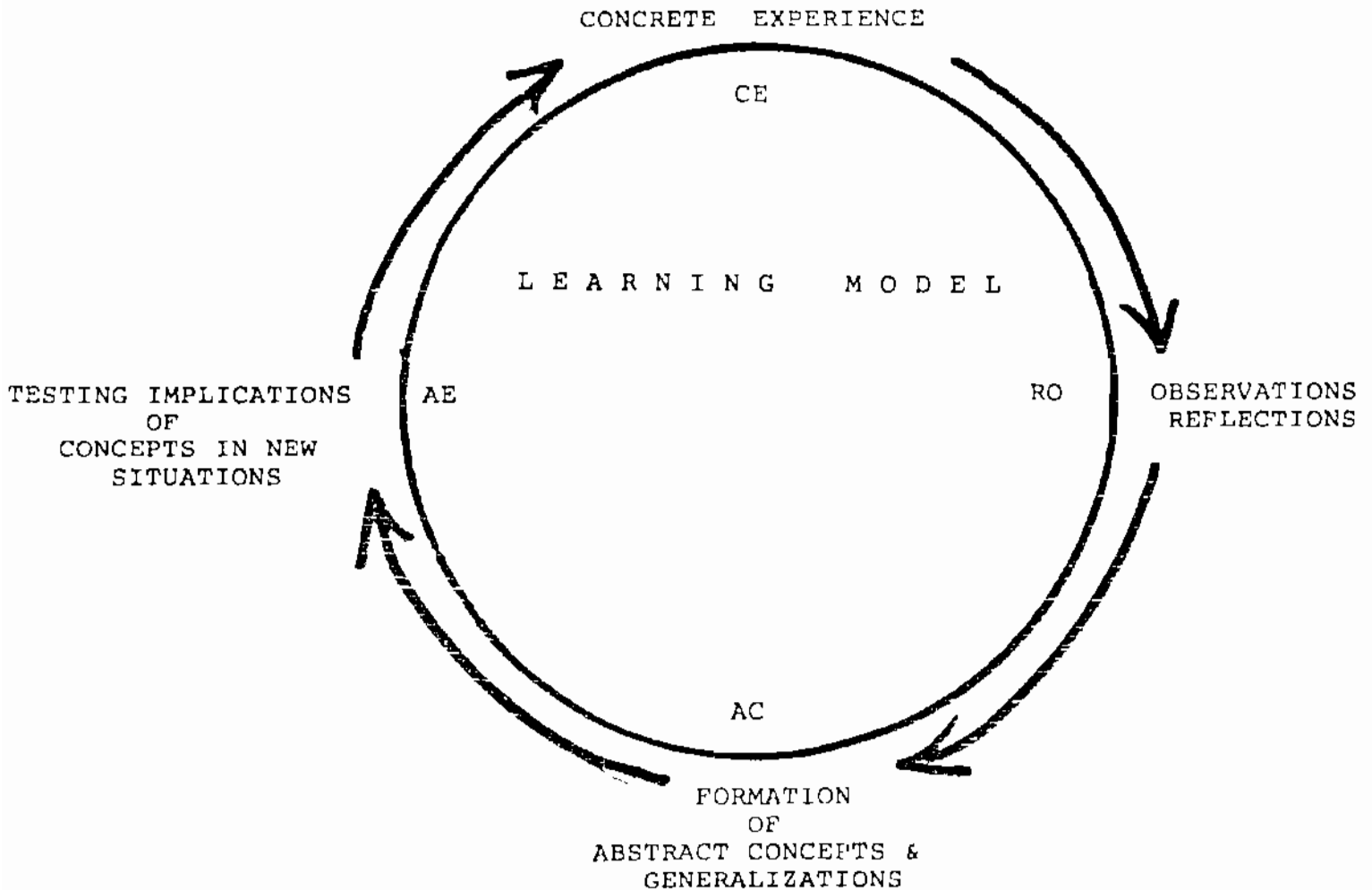
KOLB LSI

Pada lembar kertas yang terpisah terdapat 9 set/kelompok kalimat. Setiap kelompok terdiri dari 4 pernyataan. Dalam setiap kelompok berilah angka 4 bagi pernyataan yang paling tepat menggambarkan pola belajar Saudara; angka 3 pernyataan yang tepat berikutnya; angka 2 bagi pernyataan yang agak tepat serta angka 1 bagi pernyataan yang paling kurang tepat menggambarkan pola belajar Saudara. Tulislah nomor-nomor pada kolom-kolom di bawah set-set ini.

Saudara mungkin akan mengalami kesulitan dalam memilih pernyataan mana yang paling sesuai dengan diri Saudara. Namun tidak ada jawaban yang benar ataupun jawaban yang salah. Semua pilihan adalah sebanding dan dapat diterima. Tujuan dari inventori ini adalah untuk memberi gambaran bagaimana Saudara belajar dan bukan untuk menilai kemampuan belajar Saudara.

Berilah angka ranking yang berbeda untuk setiap pernyataan dalam setiap kelompok. Tidak diperkenankan memberi angka ranking yang sama untuk pernyataan-pernyataan dalam setiap kelompok.

CE	RO	AC	AE
1. Biasanya saya melakukan apa yang saya su- kai.	Dalam banyak hal saya membutuhkan waktu sebelum bertindak	Seringkali sa ya cepat meli batkan diri ke suatu situ asi	Pada umumnya saya suka membuat se- suatu yang gunanya bagi saya.
2. Biasanya saya menyenangi pe ngalaman-peng alaman baru.	Saya seringkali mencoba sesuatu terlebih dahulu sebelum mengam- bil keputusan.	Biasanya saya mencoba untuk memecah sesu- atu ke dalam bagian-bagian nya dan meli- hat bagaimana cara kerja ma sing-masing bagian.	Pada umumnya saya melihat suatu masalah dari berbagai segi.
3. Acapkali saya suka mengeks- presikan pera saan saya.	Pada umumnya saya akan me- lihat apa yang terjadi sebe- lum saya ber- tindak.	Saya suka ber pikir tentang ide-ide	Umumnya, saya ingin pergi dan melakukan sesuatu.
4. Acapkali saya dapat meneri- ma orang dan situasi seba- gaimana ada- nya.	Saya biasa meng- ambil risiko da- lam melakukan se suatu.	Saya sering menilai se- suatu untuk menentukan apakah hal itu berguna atau tidak, salah atau benar.	Saya biasanya sadar tentang apa yang ter- jadi di seki- tar saya.
5. Saya sering mempunyai fi- rasat tentang sesuatu.	Saya suka be- kerja keras dan menyele- saikan sesu- atu.	Saya biasa berpikir lo- gis tentang sesuatu dan mempertimbang kan salah be-. narnya.	Acapkali saya mempunyai ba- nyak pertanya an tentang berbagai hal.
6. Saya suka me kirkan serta membicarakan teori dan ide-ide.	Saya seringkali memperhatikan orang dan keja- dian-kejadian.	Saya lebih me- nyukai sesuatu yang dapat saya lihat atau raba	Saya lebih suka menjadi orang yang aktif dan produktif.

CE	RO	AC	AE
7.Saya senang bila saya dapat melihat hasil pekerjaan saya secara langsung pada saat itu juga.	Saya sering membutuhkan waktu untuk memikirkan suatu ide sebelum saya melakukan se suatu.	Saya acapkali memikirkan apa yang akan terjadi pada masa mendatang.	Saya lebih menyukai hal-hal yang praktis dan berguna.
8.Saya biasa mengandalkan diri pada perasaan.	Saya biasa mengandalkan diri pada observasi terhadap orang lain.	Saya biasa mengandalkan diri pada ide-ide saya tentang sesuatu.	Saya acapkali harus mencoba sesuatu terlebih dulu sebelum kepu tusan.
9.Saya menyukai berdiskusi tentang ide-ide dengan orang lain.	Saya suka ber diam diri dan berpikir sebe lum mengatakan sesuatu.	Saya sering ber pikir tentang sesuatu untuk mengetahui sebab sebab terjadinya sesuatu.	Acapkali saya merasa bertanggung jawab atas sesuatu seperti sesua tu yang penting bagi sa ya untuk saya pertahankan.

Tulislah nomor-nomor di dalam kolom-kolom ini:

	CE	RO	AC	AE
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

SKORING

Untuk menghitung skor saudara, tulislah rangking angka saudara dalam kotak-kotak di bawah ini sesui dengan normor urut pernyataan yang diminta.

Contoh: Untuk kolom AC saudara mengisi rangking yang saudara tulis untuk nomor urut pernyataan nomor 2, 3, 4, 5, 8, 9.

CE	RO	AC	AE
X	1	X	1
2	X	2	X
3	3	3	3
4	X	4	X
5	X	5	X
X	6	X	6
7	7	X	7
8	8	8	8
X	9	9	9

CE=_____   RO=_____   AC=_____   AE=_____

IDENTIFYING YOUR LEARNING STYLE TYPE
on the
KOLB INVENTORY

AC − CE: AC □ − CE □ = ____   AE − RO AE □ − RO □ = ____

Complete the above scoring. Mark the two resulting scores on the AE-RO and AC-CE
lines and plot their point of interception. This will reveal your dominant
learning style.

LEARNING STYLE TYPE GRID

```
                        -12
                        -11
                        -10
                         -9
                         -7
                         -5
                         -4
                         -3
                         -2

        Accommodator     -1        Diverger

                          0

                          1

                          2

AE-RO →  17 16 15 12 11 10 9  8  7  6  5  4  3  2  1  0  -1  -2  -3  -4  -5 -6 -7 -9 -11

                          4
                          5
                          6

        Converger         7        Assimilator
                          8
                          9
                         10
                         11
                         12
                         13
                         14
                         15
                         16
                          ↑
                        AC-CE
```

-44-
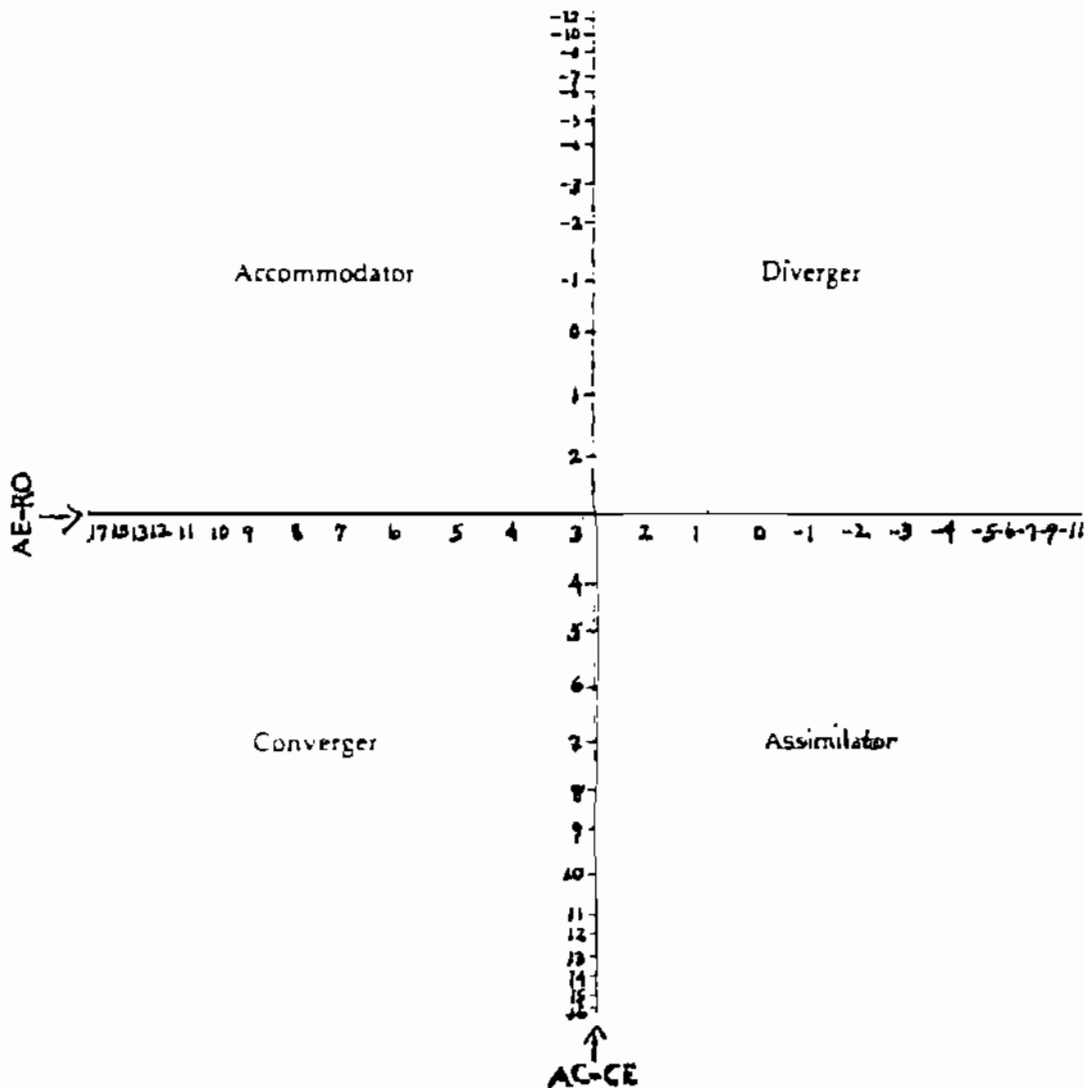
The Four Learning-Style Types

CONVERGER

Combines learning steps of
ABSTRACT CONCEPTUALIZATION and ACTIVE EXPERIMENTATION

People with this learning style are best at finding practical uses for ideas and theories. If this is your preferred learning style, you have the ability to solve problems and make decisions based on finding solutions to questions or problems. You would rather deal with technical tasks and problems than with social and interpersonal issues. These learning skills are important to be effective in specialist and technology careers.

DIVERGER

Combines learning steps of
CONCRETE EXPERIENCE and REFLECTIVE OBSERVATION

People with this learning style are best at viewing concrete situations from many different points of view. Their approach to situations is to observe rather than take action. If this is your style, you may enjoy situations that call for generating a wide range of ideas, as in a brainstorming session. You probably have broad cultural interests and like to gather information. This imaginative ability and sensitivity to feelings is needed for effectiveness in the arts, entertainment, and service careers.

ASSIMILATOR

Combines learning steps of
ABSTRACT CONCEPTUALIZATION and REFLECTIVE OBSERVATION

People with this learning style are best at understanding a wide range of information and putting it into concise, logical form. If this is your learning style, you probably are less focused on people and more interested in abstract ideas and concepts. Generally, people with this learning style find it more important that a theory have logical soundness than practical value. This learning style is important for effectiveness in information and science careers.

ACCOMMODATOR

Combines learning steps of
CONCRETE EXPERIENCE and ACTIVE EXPERIMENTATION

People with this learning style have the ability to learn primarily from "hands-on" experience. If this is your style, you probably enjoy carrying out plans and involving yourself in new and challenging experiences. Your tendency may be to act on "gut" feelings rather than on logical analysis. In solving problems, you may rely more heavily on people for information than on your own technical analysis. This learning style is important for effectiveness in action-oriented careers such as marketing or sales.
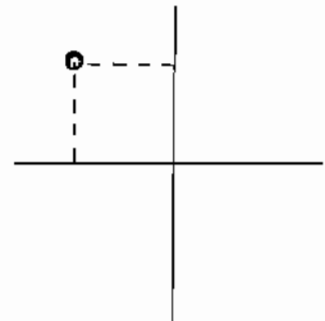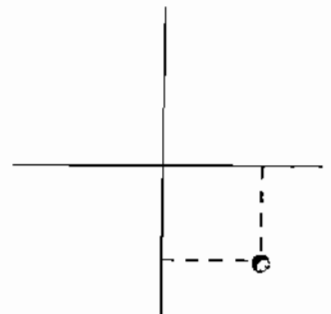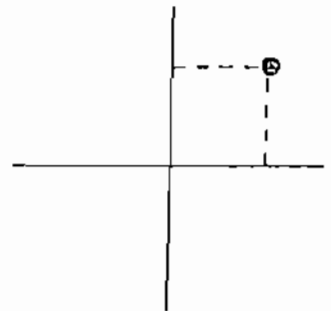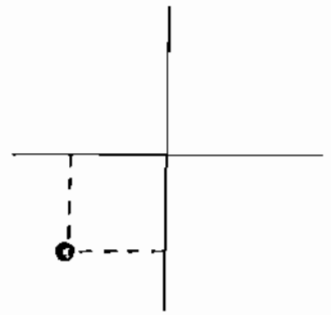
STRATEGY INVENTORY

FOR LANGUAGE LEARNING

This inventory names six main categories of language learning strategies that are important for persons to use when studying and learning English as a second or foreign language.

Strategy Inventory for Language Learning (SILL)

Version 7.0 (ESL/EFL)
(c) R. Oxford, 1989

Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the separate Worksheet, write the response (1. 2, 3. 4. or 5) that tells HOW TRUE OF YOU THE STATEMENT IS.

1. Never or almost never true of me
2. Usually not true of me
3. Somewhat true of me
4. Usually true of me
5. Always or almost always true of me

NEVER OR ALMOST NEVER TRUE OF ME means that the statement is very rarely true of you

USUALLY NOT TRUE OF ME means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME means that the statement is true of you about half the time.

USUALLY TRUE OF ME means that the statement is true more than half the time.

ALWAYS OR ALMOST ALWAYS TRUE OF ME means that the statement is true of you almost always.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements Put your answers on the separate Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes about 20-30 minutes to complete. If you have any questions, let the teacher know immediately.

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

A SUM _____	B SUM _____	C SUM _____	D SUM _____	E SUM _____	F SUM _____	TOTAL SUM _____
$\div 9 =$ _____	$\div 14 =$ _____	$\div 6 =$ _____	$\div 9 =$ _____	$\div 6 =$ _____	$\div 6 =$ _____	$\div 50 =$ _____ (OVERALL AVERAGE)

Strategy Inventory for Language Learning

Version 7.0 (ESL/EFL)

(c) R. Oxford, 1989

1. Never or almost never true of me

2. Usually not true of me

3. Somewhat true of me

4. Usually true of me

5. Always or almost always true of me

(Write answers on Worksheet)

Part A

1. I think of relationships between what I already know and new things I learn in English.

2. I use new English words in a sentence so I can remember them.

3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.

4. I remember a new English word by making a mental picture of a situation in which the word might be used.

5. I use rhymes to remember new English words.

6. I use flashcards to remember new English words.

7. I physically act out new English words.

8. I review English lessons often.

9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.

11. I try to talk like native English speakers.

12. I practice the sounds of English.

13. I use the English words I know in different ways.

14. I start conversations in English.

15. I watch English language TV shows spoken in English or go to movies spoken in English.

16. I read for pleasure in English.

17. I write notes, messages, letters, or reports in English.

18. I first skim an English passage (read over the passage quickly) then go back and read carefully.

1.   Never or almost never true of me

2.   Usually not true of me

3.   Somewhat true of me

4.   Usually true of me

5.   Always or almost always true of me

(Write answers on Worksheet)

19.   I look for words in my own language that are similar to new words in English.

20.   I try to find patterns in English.

21.   I find the meaning of an English word by dividing it into parts that I understand.

22.   I try not to translate word-for-word.

23.   I make summaries of information that I hear or read in English.

Part C

24.   To understand unfamiliar English words, I make guesses.

25   When I can't think of a word during a conversation in English, I use gestures.

26.   I make up new words if I do not know the right ones in English.

27.   I read English without looking up every new word.

28.   I try to guess what the other person will say next in English.

29.   If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30.   I try to find as many ways as I can to use my English.

31.   I notice my English mistakes and use that information to help me do better.

32.   I pay attention when someone is speaking English.

33.   I try to find out how to be a better learner of English.

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.

1.   Never or almost never true of me

2.   Usually not true of me

3.   Somewhat true of me

4.   Usually true of me

5.   Always or almost always true of me

(Write answers on Worksheet)

Part E

39.   I try to relax whenever I feel afraid of using English.

40.   I encourage myself to speak English even when I am afraid of making a mistake.

41.   I give myself a reward or treat when I do well in English.

42.   I notice if I am tense or nervous when I am studying or using English.

43.   I write down my feelings in a language learning diary.

44.   I talk to someone else about how I feel when I am learning English.

Part F

45.   If I do not understand something in English, I ask the other person to slow down or say it again.

46.   I ask English speakers to correct me when I talk.

47.   I practice English with other students.

48.   I ask for help from English speakers.

49.   I ask questions in English.

50.   I try to learn about the culture of English speakers.

THE SELF-DIRECTED LANGUAGE LEARNER

1. The learner can *discover and analyze* his or her own language learning weaknesses.

2. The learner wants to *overcome* these weaknesses.

3. The learner *knows how to use* the language textbook and reference materials such as a bilingual dictionary.

4. The learner can *manage study time* well and knows how to *learn independently*.

5. The learner has developed a range of *appropriate study skills* and *learning strategies*.

SUGGESTED STRATEGIES FOR LANGUAGE LEARNING

The following categories of strategies have been identified as being important to use in learning a second language. Your average in each category was taken from your scores on the *Strategy Inventory for Language Learning (SILL)*. The averages can be interpreted as follows:

HIGH	Always or almost always used	4.5 to 5.0
	Usually used	3.5 to 4.4
MEDIUM	Sometimes used	2.5 to 3.4
LOW	Usually not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4

If you have an average score lower than 3.5 in any of the categories, you should try to improve that group of strategies.

A. <u>**Remembering More Effectively**</u>   YOUR SCORE _____

    1. Overview and link with material already known.
    2. Place words into the context of a sentence.
    3. Use imagery (make a mental picture).
    4. Use rhymes.
    5. Use physical response.
    6. Use special helps such as study cards.
    7. Review previous material in a structured way.

B. <u>**Using All Your Mental Processes**</u>   YOUR SCORE _____

    1. Repeat new words many times.
    2. Practice the sounds and alphabet.
    3. Try to find patterns.
    4. Recombine items in new ways.
    5. Analyze expressions.
    6. Practice the new language in a variety of situations.
    7. Adjust understanding according to new information.

C. **Compensating for Missing Knowledge**   YOUR SCORE _____

   1. Use all possible clues to guess the meaning of what is
      heard or read.
   2. Try to understand the overall meaning, not necessarily
      every word.
   3. Find ways to get the message across in speaking or
      writing, despite limited knowledge:
      a. Use gestures.
      b. Use a synonym.
      c. Use a description.

D. **Organizing and Evaluating Your Learning** YOUR SCORE _____

   1. Find out how language learning works.
   2. Plan to learn (make a schedule, keep a notebook, etc.)
   3. Set goals and objectives.
   4. Pay attention in general and for specific details.
   5. Identify the purpose of the language task.
   6. Notice mistakes and use that information to improve.
   7. Make many opportunities for practice.

E. **Managing Your Emotions**   YOUR SCORE _____

   1. Be aware of stress.
   2. Lower your anxiety level.
   3. Encourage yourself with positive statements.
   4. Reward yourself for success.
   5. Use a language learning diary.
   6. Talk to others about your feelings and attitudes.

F. **Learning With Others**   YOUR SCORE _____

   1. Ask questions when you do not understand.
   2. Ask for correction.
   3. Study with other students of the language.
   4. Get help from native speakers.
   5. Learn about the other culture.

A MODEL FOR STRATEGY TRAINING IN LANGUAGE LEARNING

Rebecca Oxford, language researcher who developed the *Strategy Inventory for Language Learning (SILL)*, has suggested a training model for teaching language strategies.

1. Discuss language attitudes and expectations.
   The teacher encourages the students to discuss their anxieties, fears, and even anger toward language learning. The teacher also determines what current strategies the students are using, by one or more of the following techniques: administering the *SILL*, observations, interviews, giving language tasks, or surveys.

2. Choose strategies.
   The teacher decides which strategies would be useful for the needs of the learners and are appropriate for their cultural background. The teacher selects pairs or clusters of strategies that fit together naturally; for example, the social strategy of cooperating with other students and the memory strategy of reviewing.

3. Plan how to integrate training with regular activities.
   In this step, the teacher considers ways to integrate the training with regular language learning activities.

4. Prepare materials.
   Now the teacher prepares materials and activities that will be used in strategy training; for example, he or she collects pictures or objects that might be useful as memory aids for vocabulary learning.

5. Conduct the strategy training.
   The teacher conducts overt (completely informed) strategy training rather than covert (camouflaged) training.

   a. Ask learners to do a language activity without any strategy training.

   b. Have them discuss how they did it, and praise any useful strategies and self-directed actions.

   c. Suggest and demonstrate other helpful strategies, mentioning the need for greater self-direction.

   d. Allow the learners plenty of time to practice the new strategies with language tasks.

   e. Help students understand how they are becoming more responsible and more self-directed language learners.

6. Evaluate the success of the training and make revisions.
   If the strategy training has been successful, the attitudes of the students will be better, and their performance will improve. The teacher evaluates what has been done, and makes any necessary changes in training.

SUMMARY OF LEARNING STYLE PREFERENCES

BARSCH LEARNING STYLE INVENTORY

Visual	(VL)	- .Prefer learning through seeing.
Auditory	(AL)	- .Prefer learning through hearing.
Tactile	(TL)	- .Prefer learning through sense of touch.

BRAIN-DOMINANCE INVENTORY

Prefer left-brain (LB)   - .<u>Analytical</u>: like to solve problems by logic, by looking at the facts and analyzing them;prefer dealing with established, certain information.

Prefer right-brain (RB)   - .<u>Summarizing</u>: like to solve problems by sensing and feeling; can see the whole more easily than the parts; prefer using random, elusive information.

Whole-brain (WB)   - .<u>Bi-lateral</u>: use both hemispheres of the brain about equally.

Whole-brain Left (WBL)   - .<u>Bi-lateral</u>, but have a slight preference for the left.

Whole-brain Right (WBR)   - .<u>Bi-lateral</u>, but have a slight preference for the right.

KOLB LEARNING STYLE INVENTORY

Diverger (Div) - .<u>Imaginative</u>: like to collect information;
CE and RO   identify values and feelings; think of ideas and alternatives.

Assimilator (Asm) - .<u>Analytic</u>: like to define and analyze the
RO and AC   problem; formulate theories and models; establish criteria; plan implementation.

Converger (Con) - .<u>Use common sense</u>: like to set priorities;
AC and AE   design experiments; interpret data; conduct evaluation; make decisions.

Accommodator(Acm) - .<u>Dynamic</u>: like to explore opportunities;
AE and CE   initiate the problem-solving process; deal with the people involved; accomplish tasks.

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

An average score of less than 3.5 on a category of language learning strategies means that you are not using those strategies very effectively. The categories with a ✓ are the ones on which your average was less than 3.5. Try to improve the use of the strategies in those categories.

> A. Remembering More Effectively
> B. Using All Your Mental Processes
> C. Compensating for Missing Knowledge
> D. Organizing and Evaluating Your Learning
> E. Managing Your Emotions
> F. Learning With Others

SEMINAR/MANUAL EVALUATION: *LEARNING STYLES AND LANGUAGE STRATEGIES*

1. Was the information in this seminar useful?_____

   Please explain why it was useful, or why it was not useful.

   _____

2. Which topics did you enjoy the most?

   _____

3. Which topics did you enjoy the least?

   _____

4. Was the manual easy to understand, or difficult?_____

   Please explain:_____

5. Will you be able to use the inventories and the materials in the
   manual with your students?_____ Explain why or why not below:

   _____

6. What suggestions do you have for the improvement of the seminar?

   _____

   _____

7. What suggestions do you have for the improvement of the manual?

   _____

   _____

8. Please write any other comments below.

   _____

   _____

   _____