

APPENDIX A

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This is a questionnaire aimed at getting students' background and their perception towards learning English. Please answer the questions based on your own feelings. Your information will be kept strictly confidential. Thank you for your cooperation.

Gender : Male / Female (circle one)

1. How would you rate each of the four English language skills in terms of the importance to you as a student? (Tick your answer)

Skills	Very Important	Important	Not Important
Listening			
Speaking			
Reading			
Writing			

2. Do you enjoy learning English in school? Yes / No (circle one)

That would be all, thank you!

APPENDIX B

PERCEPTUAL LEARNING STYLE PREFERENCE (PLSP) QUESTIONNAIRE

Gender : Male / Female (Circle one)

This questionnaire has been designed to help you identify the way(s) you learn best and the way(s) you prefer to learn.

Read each statement on the following page. Please respond to the statements AS THEY APPLY TO YOUR STUDY OF ENGLISH. Decide whether you agree or disagree with each statement. For example, if you strongly agree mark as follows.

NO.		SA	A	U	D	SD
		√				

Note:

SA	STRONGLY AGREE
A	AGREE
U	UNDECIDED
D	DISAGREE
SD	STRONGLY DISAGREE

		SA	A	U	D	SD
1	When the teacher tells me the instructions, I understand better.					
2	I prefer to learn by doing something in class.					
3	I get more work done when I work with others.					
4	I learn more when I study with others.					
5	In class, I learn best when I work with others.					
		SA	A	U	D	SD
6	I learn better by reading what the teacher writes on the board.					
7	When someone tells me how to do something in class, I learn it better.					
8	When I do things in class, I learn better.					
9	I remember things I have heard in class better than things I have read.					

10	When I read instructions, I remember them better.					
		SA	A	U	D	SD
11	I learn more when I can make a model of something.					
12	I understand better when I read instructions.					
13	When I study alone, I remember things better.					
14	I learn more when I make something for class project.					
15	I enjoy learning in class by doing experiments.					
		SA	A	U	D	SD
16	I learn better when I make drawings as I study.					
17	I learn better in class when the teacher gives a lecture.					
18	When I work alone, I learn better.					
19	I understand things better in class when I participate in role playing.					
20	I learn better when I listen to someone.					
		SA	A	U	D	SD
21	I enjoy working on an assignment with two or three classmates.					
22	When I build something, I remember what I have learned better.					
23	I prefer study with others.					
24	I learn better by reading than by listening to someone.					
25	I enjoy making something for a class project.					
		SA	A	U	D	SD
26	I learn best in class when I participate in related activities.					
27	In class, I work better when I work alone.					
28	I prefer working on projects myself.					
29	I learn more by reading textbooks than by listening to lectures.					
30	I prefer to work by myself.					

PERCEPTUAL LEARNING STYLE PREFERENCE QUESTIONNAIRE

(SCORING SHEET)

NAME : _____ CLASS: _____

INSTRUCTIONS

There are 5 questions for each learning style category in this questionnaire. The questions are grouped below according to each learning style. Each question you answer has a numerical value.

SA	A	U	D	SD
5	4	3	2	1

Fill in the blanks with the numerical value for each answer. For example, if you answered 'Strongly Agree (SA)' for question 6 (a visual question), write a number 5 (SA) on the blank next to the question below.

VISUAL Learning Style

QUESTION	SCORE
6	5 (SA)

When you have completed all the numerical values for visual, add the numbers. Multiply the answer by 2, and put the total in the appropriate blank. Follow this process for each of the learning style categories. When you are finished, look at the scale at the bottom of the page and compare your score. It will help you determine your learning style preference(s). If you need help, please ask your teacher.

VISUAL Learning Style

QUESTION	SCORE
6	
10	
12	
24	
29	
Total	
Score = Total x2	

TACTILE Learning Style

QUESTION	SCORE
11	
14	
16	
22	
25	
Total	
Score = Total x2	

AUDITORY Learning Style

QUESTION	SCORE
1	
7	
9	
17	
20	
Total	
Score = Total x2	

GROUP Learning Style

QUESTION	SCORE
3	
4	
5	
21	
23	
Total	
Score = Total x2	

KINESTHETIC Learning Style

QUESTION	SCORE
2	
8	
15	
19	
26	
Total	
Score = Total x2	

INDIVIDUAL Learning Style

QUESTION	SCORE
13	
18	
27	
28	
30	
Total	
Score = Total x2	

SCALE :

Learning Style Preference	Score
Major Learning Style Preference	38 - 50
Minor Learning Style Preference	25 - 37
Negligible	0 - 24

Explanation of Learning Style Preferences

Students learn in many different ways. The questionnaire you completed and scored showed which ways you prefer to learn English. In many cases, students' learning style preferences show how well students learn material in different situations.

The explanations of major learning style preferences below describe the characteristics of those learners. The descriptions will give you some information about ways in which you learn best.

Description of Learning Style Preferences

Level	Learning Style	Description
Major	Visual	Learn well from seeing words in books, on the chalkboard and in workbooks. They remember and understand information and instructions better if they read them. They do not need as much oral explanation as an auditory learner, and can often learn alone with a book. They take lecture notes and oral instruction if they want to remember information. Example of question for this type of learner would be "I learn better by reading than by listening to someone," or "I learn better by reading what the teacher writes on the chalkboard."
	Auditory	Learn from hearing words spoken and from oral explanations. They remember information by reading aloud or by moving their lips as they read, especially when they are learning new materials. Example question for this type of learner would be

		<p>“I learn better in the class when I listen to someone,” or “When the teacher tells me the instructions I understand better.” They benefit from hearing videotapes, lectures and class discussion. They also benefit from listening to tapes, and by conversing with their teacher.</p>
	Kinesthetic	<p>Learn best through experience, by being involved physically in classroom experiences. They remember information well when they actively participate in activities, field trips, and role plays in the classroom. A combination of stimuli, for example, an audiotape combined with an activity, help them understand new material. Example question for this learner would be “I prefer to learn by doing something in the class,” or “When I do things in the class, I learn better.”</p>
	Tactile	<p>Learn best when they have the opportunity to do “hands-on” experiences with materials, that is, working on experiments in a laboratory, handling and building models, and touching and working with material which provide them with the most successful learning situations. Writing notes or instructions can help them remember information, and physical involvement in classroom activities may help them understand new information. Example question for this type of learner would be “I learn more when I make something for a class project,” or “I learn more as I make drawings while I study.”</p>
	Group	<p>Learn more easily when they study with at least one student, and are more successful competing and work well with other students, and remember information better when they work with two or three classmates. The stimulation they receive from group work helps them learn and understand new information. Example question for this type of learners would be “In class, I learn best when I study with others,” or “I get more work done when I work with others.”</p>
	Individual	<p>Learn best when they work alone. They think better when they study alone, and when they remember information they learn by themselves. They understand material best when they learn it alone and make better progress in learning when they work by themselves. Example question for this type of learner would be “In class, I work better when I work alone,” or “I prefer working on projects by myself.”</p>
	Minor	<p>Indicate areas where students can function well as a learner. Usually, a very successful learner can learn in several different ways, and he / she might want to experiment with ways to practice and strengthen his / her minor learning style.</p>
	Negligible	<p>Negligible or negative learning style indicates that the learner may have difficulty in learning that way.</p>

APPENDIX C

STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)

Gender : Male / Female

INSTRUCTIONS

The questionnaire will help you identify your learning strategy. You will find statements about learning English. Please read each statement. On the separate **answer sheet** given, **write the response (1,2,3,4 or 5)** that tells **HOW TRUE** the statement is to you

- 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 of you.

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 it should be, or what other people do. There are no right or wrong answers to these statements. Put your answers on the separate worksheet. Work as quickly as you can without being careless. **Remember, answer 1,2,3,4 or 5 (as described above).**

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 new word by making a mental picture of a situation in which the word might be used.
5. I use rhyme to remember new English word.
6. I use flash cards to remember new English word.
7. I physically act out new words.
8. I often review English lesson.
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 speakers.
12. I practice the sounds of English.
13. I use the English words in different ways.
14. I start conversation 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, letter, 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 in English.
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 don't 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 schedules so that I will have enough time to study English.
35. I look for people I can talk 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.

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 other people to slow down or to 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.

**STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL)
ANSWER SHEET**

NAME : _____ **CLASS :** _____

Instruction:

1. The blanks are numbered for each item on the SILL.
2. Write your response to each item (that is 1,2,3,4, 5) in each of the blanks.
3. Add up each column. Put the result on the line marked SUM.
4. Divide the number under SUM to get the average for each column. Round the average off to the nearest tenth.
5. Figure out an overall average. To do this, add up all the Profile of Results. Copy your averages (for each part and for the whole SILL) from the worksheet to the PROFILE.

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. ____				

PROFILE OF RESULTS ON THE SILL

AVERAGE OF EACH SECTION

SUM OF PART A

(Remembering effectively) _____ ÷ 9 = _____

SUM OF PART B

(Using all your mental processes) _____ ÷ 14 = _____

SUM OF PART C

(Compensating for missing knowledge) _____ ÷ 6 = _____

SUM OF PART D

(Organizing and evaluating your knowledge) _____ ÷ 9 = _____

SUM OF PART E

(Managing your emotions) _____ ÷ 6 = _____

SUM OF PART F

(Learning with others) _____ ÷ 6 = _____

KEY TO UNDERSTANDING YOUR AVERAGES

LEVEL OF USE	FREQUENCY OF USE	AVERAGE SCORE
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	Generally not used	1.5 to 2.4
	Never or almost never used	1.0 to 1.4