

Language Learning Strategies Inventory

Read each statement below. In the space before the statement, write the number on a scale of 1 - 5 that tells HOW TRUE OF YOU THE STATEMENT IS.

1 2 3 4 5

Never true Sometimes true Always true

Part A.

1. I have clear goals/reasons for improving my English skills.
2. I try to find as many ways I can to use my English.
3. I notice my English mistakes and use that information to help me do better.
4. I look for people I can talk to in English.
5. I plan my schedule so I will have enough time to study English.

Part B.

1. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
2. I remember a new English word by making a mental picture of a situation in which the word might be used.
3. I use rhymes to remember new English words.
4. I use flashcards to remember new English words.
5. I physically act out new English words.
6. I remember new English words by remembering their location on the page, on the board, or on a street sign.
7. I say or write a new English word several times.
8. I read for pleasure in English.
9. I find the meaning of an English word by dividing it into parts that I understand.
10. I watch English language TV shows spoken in English.
11. I read English without looking up every new word.
12. If I can't think of an English word, I use a word or phrase that means the same thing.

Part C

13. I encourage myself to speak English even when I am afraid of making a mistake.
14. I give myself a reward or treat when I do well in English.
15. If I do not understand something in English, I ask the other person to slow down or say it again.
16. I like to practice English with other people.
17. I try to learn about the culture of English speakers.
18. I ask English speakers to correct me when I talk.

Note that Part A includes "Metacognitive Strategies" for planning & monitoring learning. Part B includes selected "Cognitive Strategies", i.e. working with material mentally or physically in order to facilitate learning (Note that other cognitive strategies, such as skimming, scanning, and identifying discourse relationships also belong to this group.) Part C includes "Social / Affective Strategies" cooperating with others and managing your emotions to support your learning.

Adapted from: Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.