

**LANGUAGE LEARNING STYLES:
AN EMPIRICAL INVESTIGATION INTO THE
CONCEPT OF 'LEARNING STYLE' IN THE
CONTEXT OF KOREAN UNIVERSITY
STUDENTS**

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**Thesis submitted in fulfilment of the requirements of the degree of
Master of Philosophy in the Department of Languages in Education
School of Culture, Language and Communication
University of London**

July 2004

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Abstract

This study aims to identify the language learning styles of a group of Korean university students, and to explore their cultural beliefs and attitudes about learning in relation to the use of learning strategies. Questionnaires were administered to fifty-four students of English in their third or fourth year, and two interview sessions were subsequently conducted with them. Questionnaire data from forty-five of these students and interview data from six are focused on in this study, and the data from the two sources - questionnaires and interviews - are compared and contrasted. The major findings concern the issue of mixed styles and variability in the use of learning strategies. The students of these case studies showed patterns of a limited mixture vs. a diverse mixture of learning styles. Data analysis indicates that difference between these two patterns seems to be strongly related with different degrees of using various learning strategies in the face of different teaching methods or learning tasks. Cases of a limited mixture of learning styles have one predominant style and the other far less dominant and tend to stick to the strategies compatible with their predominant learning styles or the strategies they have been feeling comfortable to use in their cultural context. These findings can be attributed to cultural factors influencing beliefs and attitudes. Cases of a mixture of diverse learning styles have various learning styles combined to a more or less similar degree between each style and tend to be flexible in the use of various learning strategies. Strong self-awareness, motivation and will power also seem to be additional influencing factors facilitating the flexible use of strategies. Based on these findings implications for pedagogy and methodology are considered.

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ACKNOWLEDGEMENT

To my family

CHAPTER 1: INTRODUCTION

My motivation to do the current research comes from the time I was studying on a Master's course in the U.K. My curiosity arose from studying alongside classmates who came from different cultural backgrounds. I noticed differences in their behaviour, values, and attitudes towards classes. In one particular lecture, a British and a Greek student did not agree with the lecturer and kept imposing their views on the lecturer, to the extent that the lecturer became very angry, his face becoming very red. Still, these students did not stop until the lecturer ended the lecture with a statement leaving it open as to whose opinion was right. The Asian students whispered during the break that those European students who argued against the lecturer were too rude and aggressive, did not know how to respect the teacher, and were arrogant and too confident about their opinions as students. Also, quite often some of the European students kept asking questions according to some points made by lecturer in class, which resulted in the loss of break time. Some Asian students were bored and annoyed, thinking if they had questions they should have asked individually during break time because what is important is the lecturer's talk, not student's talk. Such incidents made me wonder about the differences in attitudes between those European and Asian students.

Generally, it seems that Asian students were usually quiet, timid, and did not ask many questions throughout the classes, whereas European students were more verbose, active in asking questions, more participatory in group discussions. In seminar sessions or lectures, Asian students tended to be quiet, did not ask many questions of the lecturer, or put their questions to the lecturer either after the class or during the break. Furthermore, even when other classmates made a presentation or gave an opinion about which they did not really agree, they were not willing to express their disagreement.

Why was this the case? One possible reason was that, in case of asking the lecturer questions, they were afraid that the lecturer and other classmates might think their questions were not clever ones or it might show that they were not as knowledgeable as they thought. Moreover, even when they had a rough knowledge about the lecturer's question they were not willing to answer immediately unless they were completely sure of it. One Chinese student gave an explanation on this tendency with a fellow Chinese student saying, "We Asian people don't want to be wrong. There is a Chinese saying, "think before you act". This tendency is

prevalent in the Far East. Asian students were afraid of embarrassing the lecturer in front of the class if by asking a clever question, the lecturer was not able to give a clear answer. Regarding the expression of disagreement, they were afraid that they might embarrass the other person and cause him/her to lose face if they disagreed or asked challenging questions in public.

European students tended to ask many questions in lectures and seminars and did not seem to hesitate much before disagreeing. One European student said that she does not think she is right or wrong when she says something in public. The main purpose of speaking out is to contribute to the seminar in order to learn from each other, in which people respond to the speaker by agreeing or disagreeing. Another one said that she is concerned about giving a correct opinion that does not cause disagreement with others, but not concerned about face-saving by giving a wrong opinion. In the worst case, there were conflicts between Asian and European students in a group discussion. European students condemned their counterparts' silence as 'not very cooperative, not willing to share information they have with others'. Asian students, on the other hand, complained that European students talk too much and, therefore, they cannot find a turn to talk.

This experience led me to do research on my MA course on the comparison of British and Asian students in terms of their beliefs, attitudes and experiences about teaching methods in a British university. I compared my European and Asian classmates in the Centre for English Language Teaching at the University of Warwick by administering questionnaires and conducting interviews. For this purpose, they reflected on the teaching methods we had on the course throughout the year: lecture, seminar, group work, written work. Their responses and perceptions were compared. The findings from the four methods showed the following tendencies in their attitudes: lower confidence, a strong respect for authority, strong face consciousness, avoidance of confrontation for group harmony were shown in Asians as against European students. These were interpreted as the differences mainly influenced by the different cultures and culturally embedded educational systems. These are the features presented for the comparisons of collectivistic and individualistic societies, and large and small power societies in the model presented by Hofstede (1986). All these features of collectivism and large power distance show the heavy influence of Confucianism and its educational system.

Later, I noticed these cultural differences when I taught at a university in Korea after I completed my MA in England. Generally, university students tended to be quiet, preferred to sit down and listen to a lecture rather than do something in front of others such as make a presentation or discuss in groups. Also they expected that the teacher should not make mistakes and know the correct answers. They did not ask many questions but tended to absorb the information given by lecturers as they were 'given' it. All these types of behaviours were different from the ones I had observed in European students I had met in the U.K. Of course, there were some differences across individuals in every nation.

Thus, my interest began with a cross-cultural comparison of learners' beliefs and attitudes towards learning and it developed into learning style and the use of learning strategy based on my teaching experience in Korea. I noticed that the students I was teaching were using some common strategies that they had been accustomed to using in the Korean context. However, once exposed to tasks requiring learning styles other than their main ones, some of them began to use strategies related to those styles as they discovered that they were useful.

For example, learners of global style prefer to think and perceive objects or events globally, taking in the overall picture. In contrast, analytical learners are apt to pay more attention to analysis, detail, contrast and small pieces of information. The students received information globally when it came to understanding listening materials. In the listening class, I used to play tapes including long and rather complicated texts from listening parts of the TOEFL test and give the students follow-up questions that required analytical skills. In the beginning they were not very good at answering. Then, I asked them to focus on specific sentences to answers and to read between the lines. This required them to think carefully and analytically. I sometimes, pointed out one or two words in the sentences just to facilitate their analysis. After they were exposed to this training they started to employ analytical style related strategies, they became more sensitive and quicker at thinking analytically. When the students listened, I told them to pay attention to the sentences that followed, without my giving any hints. They gradually took less time to come up with the right answers compared with in the previous sessions. Also I did not have to play the same sentences as many times as before. It seemed to me that they either had a mixture of learning styles or they were flexible in the use of various learning strategies even those incompatible with their main

learning styles when they believe certain strategies are necessary and helpful.

Also, I exposed these students to group discussion which previously had not been a common activity for them. Korean students are not familiar with group work, as throughout their schooling it is not encouraged; rather, they have been accustomed to using learning strategies related to scholastic style that has become the main characteristic of the educational system. The Korean scholastic style is deeply rooted in and influenced by Korean traditional academic culture and government examinations in the times of Chosun dynasty, the last kingdom of Korea is defined by Yoo (1981:51-52) as follows:

Owing to the fact that the contents of the government examinations depended solely upon high-level poems and scholastic knowledge, the importance of literature and knowledge-oriented education could not be more emphasized.... While martial arts were not entirely disregarded in male education, the scholar-oriented society basically valued knowledge and literary excellence. Therefore, until the school of Practical Learning became recognised and started to exert social influence, science and technology were almost completely denied. In a society based on distinctive class systems—scholars, farmers, scientist and merchants—education succeeded in bringing up scholars with abundant knowledge and literary excellence but certainly failing in scientific development.

Elsewhere, Space (1996:122) wrote that “Korean state-run educational institutions in the old times taught the Confucian Four Books and Five Classics to prepare students for the Kwago, the civil service examination”. The qualification for being a civil servant was screened through years of government tests in which applicants were required to memorise and engage in rote learning of the great literature of China. In modern times, this pattern of learning has pervaded all other subjects as well. The pattern of learning in secondary schools in Korea, for example, is that the teacher is the source of knowledge and the subject matter may appear on the school or national exams. Memorisation, drill, and constant teaching are the most common methods practised in Korean academic high schools. As a result, Korean students are trained, and become accustomed to, learning and acquiring knowledge through sitting alone, learning by rote and repetition—the learning strategies which were commonly used by their ancestors who needed to have a literary knowledge of Chinese classics to pass government exams.

After I played a text through once, I encouraged the students to discuss amongst themselves what they had heard on the tape. Then I told them to tell me what they heard from the tape. Since the level of the text was higher than their level, in the beginning only a few students could capture a rough picture. The other students could say some phrases or chunks of words.

I wrote down all the things they said from their listening. Then I played it again, followed by group discussion on what they heard. Of course, there were conflicts among the students as to their understandings of the text. Again, I encouraged them to say what more they heard and what difference there was. This time some of them could explain what they understood from one or two paragraphs in more detail and give more correct answers. The text was once more played with group discussion following. They could understand more and more. When they did not get a certain part well, I played that part several times, telling them to pay attention to sentences near to the problematic part. Also, I allowed each group to tell the rest of the class about what they had understood from the listening text and had them compare their answers with the ones from other groups with all these different answers being written down on the board. I thought this way would give the students the opportunity to get to know what others understood from the same piece of information. If some of the students understood differently from others, it would make them think why they understood the same information differently. This would stimulate them to pay more attention to the text when it was played once more. If they had understood the same but their answers were wrong, they would then cooperate with each other to work out the right answers. Gradually, they understood better with a combination of group discussions. I seldom gave them answers. Rather, I just confirmed their answers when they were right. If not, I gave them small hints to help them guess.

After the course ended, one student came over to me and said he had really enjoyed the class and thought it had improved his listening skills. He was the chairman of a listening study club organised by students, and had utilised the methods I used in the listening class and had got good reactions from the club members. From these experiences with the students, I came to realise that the area of learning style is complicated. People may have been born mainly with either global or analytical oriented learning style but it is also possible that they were born with a combination of both styles to a similar degree. Also, the less frequent use of analytical or group-oriented strategies and the lack of belief in these strategies may have developed as the result of the cultural and educational system they had been exposed to. Exposure to different tasks and teaching methods can encourage students to change their attitude towards the use of these strategies and become more flexible in order to improve their English. To give students appropriate tasks and to teach them with appropriate teaching methods, teachers should understand students' learning styles, how the students tend to study

and how the teachers can help the students to be more flexible in the use of strategies to be of greater benefit to the student. Correct knowledge of their language learning styles, the beliefs and attitudes influencing the use of their learning strategies and how learners operate between the former and the latter will have implications for both research and pedagogy such as teaching methods, curriculum design, material designs, and teacher training. This calls for the need to identify the learning styles of Korean students.

Also, as mentioned earlier, the use of certain learning strategies is encouraged by beliefs and attitudes heavily influenced by students' culture, thus requiring us also to study cultural influences. To address these different concerns my main aim in this study is to identify the learning styles of a given group of Korean adult students, and the cultural beliefs and attitudes about learning which influence their use of learning strategies. I begin the thesis by reviewing previous research on learning styles, and beliefs and attitudes that have influence on the use of learning strategies used by learners in general and then focus on the Korean context. I will attempt to address the following questions:

1. What does current research have to say about learning styles?
2. What are the current understandings of cultural beliefs and attitudes about learning which influence the use of learning strategies in the Korean context?
3. What types of the learning styles can be identified among a given group of Korean university students?
4. How are they related to the use of learning strategies which is influenced by culturally embedded beliefs and attitudes?
5. What pedagogical implications can be drawn from the findings of this study?

A case study methodology will be used in this study. Three sets of questionnaires and two interviews will be administered with fifty-four Korean students of English studying in a Korean university. Quantitative and qualitative analysis of the questionnaires and interview data will be used to address research questions 3 and 4. In light of the findings, methodological implications, to a small extent, will also be discussed.

This thesis consists of the following chapters:

Chapter One gives an introduction to how I made the decision to conduct research on the

learning styles of Korean adult students. This includes brief background information on some features of the Korean traditional educational system and learning strategies, and differences between Far East Asian and European students in their attitudes and beliefs towards teaching methods. The chapter ends with the identification of the aims of the study and the research questions.

Chapter Two consists of two parts. One part examines the contemporary established theories on language learning styles of four main researchers in this domain who perceive learning style from the various points of view. Similarities, differences, and problematic issues are raised from the discussion of definitions, constructs and features of different theories. The other part explores research on learning styles of Koreans carried out in and outside Korea.

Chapter Three discusses literature on cultural factors that contribute to the development of beliefs and attitudes that influence the use of learning strategies, with some cross-cultural examples of Asian countries. This is followed by information on Korean educational and psychological backgrounds which are considered to impact on the development of certain beliefs and attitudes about learning.

Chapter four describes the research methodology employed in this study. It covers descriptions of participants, questionnaire and interview, ethnographic research and issues related to the validity of learning style instruments. Problems faced in the process of my research such as translation and wording of items are also discussed.

Chapter Five presents the findings from questionnaire analysis. The findings are discussed in comparison to the ones of the previous studies in which the same questionnaire sets were used. This includes the presentation of a table of correlations between styles found in the findings of this study, and compared with correlations found in other studies.

Chapters Six and Seven discuss the interview findings of six cases. Chapter Six explores cases of three students who have a limited mixture of learning styles, showing little flexibility in the use of learning strategies due to the influence of the styles which predominantly exist in them. Chapter Seven deals with the three cases of those with a diverse mixture of learning styles, showing variability in the use of learning strategies.

Chapter Eight integrates the information from the analysis of the data and generalises the knowledge of the concept of learning style, variability in the use of learning strategies and culturally embedded beliefs and attitudes influencing learning strategy use. The implications for pedagogy and research in association with the knowledge established in this study are also considered.

CHAPTER 2: LEARNING STYLE

Research on learning styles has been conducted in an effort to facilitate successful foreign language education for teachers and to promote productive and efficient language learning among learners. Tudor (1996:112-113) explains why the construct of learning style has been developed in relation to Second Language Acquisition:

The individual differences are all likely to influence the way in which learners interact with the process of language study. However, it would be unproductive to construct a pedagogical approach wholly around any one of these differences, even if each may play its role and needs therefore be borne in mind. It is essentially for this reason that researchers have endeavoured to find a single tool for getting to grips with learners' psychosocial and cognitive involvement in their language study. It is with this goal in mind that the construct of learning style has been developed.

Foreign language educationalists have in recent years moved their attention to task-orientation, communicative language teaching and learner-centred teaching, away from the traditional focus on high structure, teacher-centred learning, grammar-translation and vocabulary. With the increasing realisation of the need to pay more attention to learners' individual differences, considerable attention is paid to variables such as motivation, learning strategies, learning styles, attitudes and beliefs, which have been believed to play significant roles in language learning. However, a relatively small amount of research has been conducted on learning styles in language learning, although this issue is gradually attracting increasing interest among teachers and researchers. The identification of the learning style preferences of foreign language learners might have wide-ranging implications in the areas of curriculum design, materials development, student orientation, self-instruction, and teacher training.

So far, theories of learning styles have been developed and most contemporary well known empirical research has been conducted in the West. Well-known learning style studies in language learning are from studies of Oxford, Skehan, Ehrman and Willing's (1988) empirical study on Adult immigrants in Australia. Regrettably, considering increasing interest and attention on individual learners' differences there is not sufficient research on learning styles in Korea. This calls for more empirical studies on learning styles. The aim of this chapter is to discuss the current theories and research on learning styles in Korean students. This will help me to establish an understanding of learning styles by integrating style theories and empirical studies to develop a research framework for my research. The

chapter will discuss different researchers' definitions of learning style. A discussion of different constructs of learning style, examining the studies of Willing, Oxford & Anderson, Ehrman and Skehan will follow. Then, I will review research done on Korean students' learning styles and close with a discussion of the four models of learning styles proposed by the researchers above and research on Korean students.

2.1 Definitions of learning style

To understand definitions of learning style, it is necessary to say something about the origin of the term in language teaching and learning. The term "learning style" has developed from the idea of cognitive style in psychology. Discussion of cognitive style has mainly focused on mental functioning, but recently the notion has come to include physiological, social and affective areas, with more attention to subjective needs, individual differences in learning behaviour and an approach to the individual as a whole. Kachru defined cognitive style in the following way:

....a hypothetical construct that refers to the characteristic ways in which individuals conceptually organise the environment; that is, 'cognitive style' refers to ways in which individuals filter and process stimuli so that the environment takes on psychological meaning. It also refers to consistencies in individual modes of functioning in a variety of behavioural situations (Kachru, 1988:152,cited in Tudor, 1996:109).

Willing (1988) described a recent change in the notion of cognitive style:

Cognitive psychology now recognises differences in the manner of deployment of attention (scanning; focusing); in the inclusiveness of categorising behaviour; in susceptibility to cognitive dissonance versus tolerance for the unusual or ambiguous; in the tendency to take risks or to be cautious.

Oxford and Ehrman (1993) cite two useful definitions of this construct:

Learning style consists of distinct behaviours which serve as indicators of how a person learns from and interacts with his [her] environment (Gregoire 1979: 234 cited in Oxford and Ehrman, op.cit: 196) with a certain range of individual variability...Styles then are overall patterns that give general direction.

Essentially, learning style can be defined as a consistent pattern of behaviour but with a certain range of individual variability...Styles then are overall patterns that give general direction to learning behaviour (Cornett 1983: 9 cited in Oxford and Ehrman, op.cit: 196).

Willing (1988) offers the following description of the notions of cognitive and learning styles, with his definition of learning style involving more comprehensive components:

Historically, cognitive style (the Field Dependent /Field Independent polarity) was derived experimentally from studies of perceptual processing. The notion of learning styles was developed even more recently than the idea of cognitive style. The various notions of cognitive style put forward since 1940s have all centred on mental phenomena. Learning style, on the other hand, seeks to encompass the mental, the physical, and the affective realms, in order to account for individual differences in learning. In practice, “cognitive” refers to an attributed structure of mind which could well be quite invisible to an observer, or even to the person concerned. Learning style is much more concrete, and could in fact only be assessed in the context of normal activities. Learning style is, like cognitive style, a notion of inherent, pervasive sets of characteristics which group people into types or place an individual at a particular point along a descriptive scale (or on several intersecting scales). Learning style is the more concrete of the two notions, in that it looks directly at the totality of psychological functioning as this affects learning. That totality includes: Physiology, Sensory, Affective styles (Willing, 1988: 47-50).

It can be deduced from the analysis above that, “cognitive style” originally referred only to the invisible mental functioning with which an individual is born. However, especially in an educational context, gradually this term has developed to include cognitive, affective, physiological and sensory domains, which are more concrete and can be assessed in the context of normal activities. This is in an attempt to understand the individual as a whole being and to describe learning behaviour in terms of individual differences and subjective needs. In light of the recent educational movement towards learner-centred teaching with more intense attention on learners and the need to understand learners at a wider and deeper level, Willing’s concept of learning style, with its greater attention to individual learners’ differences, seems to be the most suitable for this study.

2.2 Different authors’ constructs of learning style

Different people adopt different approaches to identifying and explaining learning styles, thus, suggesting different constructs. Four leading researchers’ constructs of learning style will be discussed. I intend to compare and contrast the main points of their theories, in order to gain understanding of the entity of learning style. I will use my developed understanding of this concept to conduct the research for this study and to clarify the points on which the four researchers were not very clear.

Learning style dimensions are different ways of representing a common domain, and there is some overlap among them. Each dimension, however, contributes a different perspective on individual differences and, therefore, on learning difficulties. Thus, for example, though there is considerable overlap between the sequential-random and the analytic-global dimensions on one hand, they are not exactly the same. Different researchers suggest different style dimensions and have different ways of categorising such dichotomies of

learning styles. I will discuss the constructs of learning style of four researchers (Willing, 1988; Oxford & Anderson, 1995; Ehrman, 1996; Skehan, 1998), and their references to other researchers in their attempts to explain their approaches. These researchers all adopted conceptualisations of learning styles taken from psychology and applied them to language teaching and learning. The studies of the four researchers were selected on the grounds that they are contemporarily well known researchers who have either conducted research or studied learning styles specifically in the area of language education.

2.2.1 Willing's approach (1988)

Willing (1988) conducted research on learners of English within the Adult Migrant Education Service in Australia in an attempt to explore ways and means of identifying and accommodating different learning styles in the English language programme. The questionnaire items of his study followed the style used by Dunn and Dunn in Dunn's Learning Style Inventory (1975) (see Appendix 1). This questionnaire is a popular test, originally designed for primary school children, aiming to identify and measure the following four perceptual learning style modalities: visual (reading, studying charts), auditory (listening to lectures, audiotapes), kinaesthetic (experiential learning-total physical involvements with a learning situation) and tactile learning ("hands-on" learning, such as building models or doing laboratory experiments). He also used the concept of Kolb's learning style inventory (1976) to categorise the participants into different learning style groups. Kolb characterised learning style with reference to a cycle containing four stages in learning sequence: concrete experience, reflection-observation, abstract conceptualisation, and active experimentation. Willing reinterpreted Kolb's work, relating the abstract-concrete dimension to the field independent/field dependent and the other dimension to a personality factor of active/passive.

Willing (1988) extracted four styles from the survey data, using concepts based on Kolb's (1976) work. These are the analytical, authority-oriented, communicative and concrete styles. Abstract conceptualization, interacting with Active experimentation, corresponds to 'analytical' style: people in this category are autonomous, analytical, and interested in the efficient application of ideas. Abstract conceptualization, interacting with passive orientation, corresponds to 'authority-oriented style': these people like structures, precision of reasoning,

following a plan accurately, and doing things ‘according to the book’. Concrete experience, operating with an active orientation, corresponds to ‘communicative style’: people with this tendency are people-oriented, extroverted, actively involved, use trial and error methods, take risks, and learn through interactions. Concrete experience, associating with a passive style, corresponds to ‘concrete style’: people in this category tend to be imaginative, inclined to sensory experience, have wide-ranging curiosity and interests, preferring direct experience and its representation by means of images.

Skehan (1998) relabelled the four factors proposed by Willing (1988), and described their features relating them more specifically to the context of language learning: convergers, conformists, concrete and communicative styles. Skehan replaced the terms ‘analytic’ and ‘authority-oriented’ styles with ‘convergers’ and ‘conformists’ respectively. The features of each category are outlined below, with Figure 2.1 giving a summary of these four types.

Convergers

Convergers (field independent active) analytically process material and focus on its detailed elements and their interrelationship. They are solitary and independent. They believe in their judgement and confidently impose their own structure in their learning process. Accordingly, they prefer to study alone. They learn language as an object, not for real language use.

Conformists

Conformists (field independent passive) are also analytical, but seek guidance from authority figures. They do not like communicative classes, but like learning by following textbooks, with visual support and in an impersonal way. Thus they like a well-organised teacher, and well-structured classroom schedules.

Concrete learners

Concrete learners (field dependent passive) also like to learn in classrooms and prefer to learn in a well-organised system and under authority. However, they enjoy interactions with people in a classroom through open conversations, games or group activities. They need direct experience for effective learning and want to learn language for communication.

Communicative learners

Communicative learners (field dependent active) learn language for real conversational use, having a holistic approach and a main concern with meaning. They are active in the sense that they like to learn out of class, with willingness to take risks. Also they are socially independent and take risks with confidence.

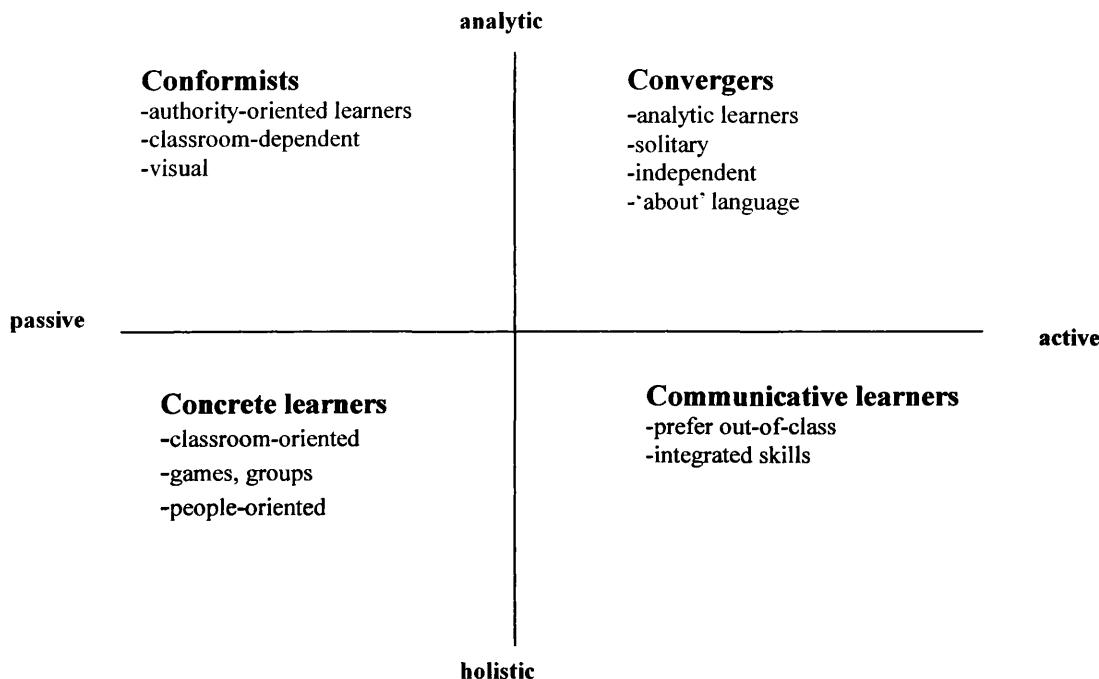


Figure 2.1: Willing's two-dimensional framework of learning style interpreted by Skehan (Skehan 1998:247)

Willing basically depends on one dimension of cognitive style and one dimension of personality style. Skehan (1998) points out that Willing focuses on the mode of the operation of material in a processing dimension, while keeping the personality dimensions: active personality with either field dependent or field independent, and passive personality with either field dependent or field independent. Active people tend to interact with the world outside them, and prefer to process information analytically before they absorb it if they are field independent, whereas passive people tend to watch and listen rather than actively involve themselves, and process information analytically or globally according to their tendency to be field dependent or field independent. He emphasises the importance of a personality component as a core of style of processing, and suggests that the degree of operating upon the world is more influential than simply waiting for material to be presented

by others (ibid). However, his proposed dimensions create four over-neat categories. In this respect, Skehan (1998) criticises Willing's study:

Clearly, these sketches of the four learner types are caricatures, in that they convey too neat and distinct a view of what learners are like to be convincing about real people. Most people, however, do not fall neatly into in one or other quadrant, either occupying a range of space, or alternatively moving between quadrants when their behaviour is appropriately modified to take account of different sorts of learning contexts. The case studies provided in Stevick's *Success with Foreign Languages* (1989) illustrate this, as the individuals that he describes show a range of different approaches when faced with different learning opportunities (Skehan, 1998:249).

We need to pay attention to Skehan's remark on the possibility that people have a combination of learning styles and that different components are used alternatively at different times, their behaviour being appropriately modified to take account of different sorts of learning contexts.

2.2.2 Oxford & Anderson's approach (1995)

The approach of Oxford & Anderson (1995) is comprehensive in the sense that it proposes a wide variety of learning style constructs including cognitive, executive, affective, social, physiological and behavioural components. This is quite different from the more cerebral-oriented approaches of Kolb (1976) and Willing (1988); although these were more personality-oriented than those of earlier researchers such as Riding (1991) and Gregorc (1979). Oxford and Anderson(1995:204) define the six components as follows:

- Cognitive elements include preferred or habitual patterns of mental functioning. (Often called 'cognitive styles')
- The executive aspect deals with the degree to which the person seeks order, organisation and closure and manages his or her own learning process.
- The affective aspect reflects clusters of attitudes, beliefs and values that influence what an individual will pay most attention to in a learning situation.
- The social contribution concerns the preferred extent of involvement with other people while learning.
- The physiological element involves at least partly anatomically based sensory and perceptual tendencies of the person.
- From the standpoint of behaviour, learning style relates to a tendency to actively seek situations compatible with one's own learning preferences.

Oxford and Anderson listed varieties of learning styles and presented the definitions of many researchers cited in their research. I will discuss these learning styles with the authors' data and accounts.

1. Field Dependence and field independence (cognitive)

Chapelle (1995) pointed out that in the early 1980s the expanded definition of field independence and field dependence came to include the degree of cognitive reconstruction of a situation or stimulus: field independence in relation to analytic/visual reconstruction, and field dependence in relation to 'interpersonal' reconstruction. However, she emphasised that this dichotomy is neutral and only differentiates people in terms of their reference to internal or external factors, not to differentiate their ability (Witkin & Goodenough, 1981).

Day (1984), Chapelle and Roberts (1986) and Hansen and Stansfield (1981, 1992), showed evidence that field independent learners achieve better scores on tests of grammatical accuracy, but field dependent learners are not always in an advantageous position over their counterparts in communicative tasks. Chapelle (1995) concludes that neither quality can assure success in language learning.

According to Worthely (1987:33) field independent learners who "prefer to compete and gain individual recognition, are often task-oriented..., and prefer learning that emphasises the details of concepts". These learners try to grasp information in an analytical, abstract and impersonal way (Witkin et al., 1977). They stated that such learners use their own views and criteria to make a judgement, and are not influenced by others' views (cited in Violand-Sanchez, 1995). A culture which produces field independence is highly likely to encourage personal autonomy (Worthely, 1987).

Field dependent learners are holistic; they "tend to view themselves and all their experiences as part of a larger universe" (Worthely, 1987:33) and globally employ the context to understand the information (Witkin et al., 1977). Thus they face problems in pulling specific details out of a background of information (Bean, 1990). Other people's opinions influence these learners' judgement, and they seek an authority figure's guidance and compliments (Witkin et al., 1977).

2. Global and analytic styles (cognitive)

Kinsella (1995) characterises analytic and global learning styles in relation to brain hemisphere: the left hemisphere is related to analytic style and is characterised as being highly verbal, linear, analytic, logical, and sequencing, whereas the right hemisphere is

related to global style, featured as being highly visual, integrative, relational, intuitive, and contextual. A global-style learner starts processing information using the “big picture”, constructing meaning only in connection to this. However, such a learner faces the problem of distinguishing the significant detail from a complicated context. In contrast, an analytic-style learner can and likes to extract details from the background. Claxton & Murrell (1987) point out that cultures where personal autonomy is appreciated are likely to lead to greater field independence.

3. Feeling and thinking styles (both affective and cognitive)

According to Oxford and Anderson (1995), feeling-oriented learners are very conscious of social and emotional delicacy. They heavily depend on others' feelings, thinking, opinions, values, judgements and interpersonal relationships rather than logic when making decisions. They have a tendency to express feelings frankly (Oxford, Holloway & Murillo, 1992). In overcoming anxiety, they employ affective strategies and reflection (Oxford and Burry-Stock, 1995). Oxford and Anderson (1995) state that thinking-type learners exercise logic and analysis in making decisions, but do not take into consideration the social and emotional atmosphere: personal feelings and opinions, and analytical thought about judgements are important to them.

4. Impulsivity and reflection (both affective and cognitive)

Oxford and Anderson (1995) describe the features of impulsive and reflective learners. Impulsive learners are very global-oriented, and reflective learners are analytic-oriented. Impulsive (fast-inaccurate) learners accept hypotheses rather swiftly, without much criticism and analysis. Extreme cases of this type can lead to errors in all the four skills of writing, speaking, listening and reading. As opposed to this, reflective (slow-accurate) learners think systematically and analytically before accepting hypotheses, leading them to accurate performance of all skills.

5. Intuitive-random v. concrete-sequential styles (both cognitive and executive)

According to the explanations on these styles given by Oxford and Anderson (1995), the mode of processing foreign language information used by intuitive-random learners is to construct a model of the information in their mind: first, they picture the information in an abstract, nonlinear, random-access mode, then there is the constant attempt to find the

underlying structure and system whenever facing information input. On the whole, they are characterised as being creative and future-oriented. When they lack full knowledge, they tend to depend, to a large degree, on guessing, predicting and compensation strategies. Concrete-sequential learners tend to like to learn language through the combinations of sound, movement, sight, and tangible materials and techniques which are structured in a concrete, sequential and linear mode. They feel annoyed by the interruption in flow that results when classmates or the teacher diverge from the ongoing class topic, for example through jokes and anecdotes. Compared to their counterparts, they are mainly focused on the present and like to follow the teacher's instructions thoroughly. This leads them not to feel comfortable using compensation strategies when faced with the challenge of producing creative ideas.

6. Closure-oriented v. open styles (both cognitive and executive)

Oxford and Anderson (1995) suggest that this dichotomy has a strong relation to classroom learning, providing the following qualities of these two styles. Closure-oriented learners, not being in favour of ambiguity, like to plan language learning sessions with care and prefer to keep to exact lesson times. This quality may lead them to rush to conclusions about the texts or grammar rules. Open-style learners tend to accept a considerable amount of input and feel comfortable in delaying making decisions or drawing conclusions, which shows that they are highly tolerant of ambiguity. In the classroom situation, they do not give priority to finishing language assignments punctually, and welcome class activities as fun.

7. Extroverted v. introverted styles (both social and affective)

Oxford and Anderson (1995) point out that this dichotomy has a strong bearing on classroom management, especially the grouping of students, and describe the following features of extroverted and introverted learners. Extroverted learners are stimulated by factors outside of themselves such as people and events. This tendency leads them to desire to be with other people and, in class they prefer group work, and highly active modes of language learning such as conversation, discussion, role-plays and games. Introverted learners gain energy from within themselves: their own ideas, feelings and judgement. They have deep interests, and tend to have few but close friendships. Moreover, contrary to extroverted learners, introverted learners dislike frequent group work without interruption. In class they want to work by themselves or in pairs with a close acquaintance.

8. Visual v. auditory v. hands-on styles (physiological)

According to the explanations of these three styles given by Oxford and Anderson (1995), visually oriented learners prefer to learn language with visual support. Without this class, activities can make them feel uncomfortable and anxious. Auditory students, on the other hand, can learn language better with auditory backup, and may become disturbed by visual support. Hands-on, also often called kinaesthetic or tactile, learners prefer to learn through active body movements, tactile materials or tasks involving touchable objects. Therefore, classes with physical activities tend to attract their attention, rather than those requiring them to sit and listen to the lecturer. The constructs of learning styles discussed above are summarised in Table 2.1.

1	Field Independence (cognitive)	Field Dependence (cognitive)
	Thinking/analytical/impersonal Rule-oriented Inductive Values personal autonomy	Holistic/interpersonal Non-rule oriented Deductive Authority-oriented
2	Global (cognitive)	Analytical (cognitive)
	Right-hemisphere Visual/spatial Integrative Relational Intuitive Contextual Whole picture	Left-hemisphere Verbal Linear Analytical Logical Temporal Fragmented
3	Feeling (both affective and cognitive)	Thinking (both affective and cognitive)
	Sensitive to social and emotional factors	Analytical judgment
4	Impulsive (both affective and cognitive)	Reflective (both affective and cognitive)
	Global Quick and uncritical acceptance	Analytical Accurate and systematic investigation
5	Intuitive-random (both cognitive and executive)	Concrete-sequential (both cognitive and executive)
	Abstract Nonlinear Random Future-oriented Uses compensation strategies	Concrete Sequential Linear Present-oriented Avoids compensation strategies
6	Closure-oriented (both cognitive and executive)	Open (both cognitive and executive)
	Dislikes ambiguity Jumps to hasty conclusions	High tolerance for ambiguity Postpones conclusions
7	Extroverted (both social and affective)	Introverted (both social and affective)
	Enjoys being with friends Likes group work	Prefers to be alone or in a pair of acquaintance Dislikes group work
8	Visual (physiological): Likes to read and have visual stimulation Auditory (physiological): prefers to have oral interactions Hands-on (physiological): prefers to move and touch objects	

Table 2. 1:Summary of Oxford and Anderson's learning style constructs

The contribution of Oxford and Anderson to the study of learning style is that they collected and integrated a large number of categories of learning style constructs from many other researchers. Then they classified them into five types: cognitive, affective, executive, social and physiological learning styles. This study stands out in that learning style is defined more richly than in many others, embracing a variety of social and affective factors as well as cognitive ones.

2.2.3 Ehrman's approach (1996)

Ehrman's study (1996) is, along with that of Oxford and Anderson, more comprehensive than other researchers' studies in that she approaches learning style from three dimensions: cognitive learning style, field independent/ field sensitivity, and personality model. The first two dimensions are oriented toward cognitive processing. Some elements of these dimensions also relate to personality and have personality correlates. A good example is field independence, which has personality features. Ehrman focuses on personality dimensions that have cognitive style correlates. A distinction is made here between cognitive processing styles (e.g. concrete-abstract) and personality styles (e.g. extroversion-introversion). Cognitive processes are usually considered apart from feelings and relationships with others; they are more similar to processes used in computing. Personality styles reflect feeling and interpersonal relationships more. Thus sequential-random dimension is relatively cognitive in that it is related primarily to data processing, whereas extroversion-introversion dimension affects feelings and relationships and is in turn affected by them.

- Cognitive Learning Styles**

All of these dichotomies share commonalities in that the former member of the pair is mainly concerned with structure and clarity, whereas the latter can get along well with ambiguity.

1. Sequential-Random

This contrast should be compared with the approach of Oxford and Anderson (1995) who contrasted intuitive-random and concrete-sequential styles. For the sequential learner, everything should be learned in systematic order, so that they feel that all important

information is covered. These learners find frequent repetition, in the form of drilling and other exercises that can control the variables, helpful. Sequential learners may lose direction and feel discontent in such activities as free conversation.

Random learners, although they seem random to others, have their own systematic way of finding information. This is like random access in a computer, which promptly finds old information at random and connects it to new information regardless of the order of questions. Random learners tend to have a good tolerance of ambiguity and of obstacles that might distress others' process of learning.

1. Concrete-abstract

Due to their tendency to relate learning to direct experience, concrete learners like to have experience of 'real language use' (language used to communicate and interact in everyday life). They are likely to prefer diverse activities in class for which their language is used to do something, rather than learning grammar rules, or talking on abstract topics rather than concrete.

Abstract learners are the opposite in their preference for grammar rules, systems, and discussion of abstract topics, being occupied with accuracy, deep theory, and applying rules but not looking for real language use. It is also possible that they like to involve themselves in conversations on various topics including abstract ones.

2. Deductive-Inductive

Deductive learners work from a rule or generalisation when they encounter a range of facts. They can be helped to 'make use of the language they read and hear to keep learning when they do not have a teacher or book to structure their learning for them' (Ehrman, 1996: 73). Inductive learners start with data and use them to find a theory. These learners may not use their time efficiently and make mistakes, to avoid which they need to take a deductive approach to a certain extent.

• **Field Independence/Field Sensitivity**

Ehrman suggests the dichotomy of field independence and field sensitivity, instead of field independence and dependence. She defines field independence as "at least a preference and

at most an ability, to discriminate and focus to some degree on a stimulus that is important to us, such as a physical object, a certain sound or sequence of sounds, an idea, or a grammar rule” (Ehrman, 1996:78). Field sensitivity is defined as the presence of individual’s responsiveness to the surrounding environment to some extent, rather than a mere absence of field independence.

As shown in the figure below, field independence and field sensitivity are on different continuums. The same individual could be both field independent and field sensitive. In addition, Ehrman argues that individuals can operate at different points on the continuums according to time and circumstances. This implies that an individual can be placed in any of the four types below at any one time, but may move between them according to different situations. In other words, a learner can have a mixture of styles. The most preferable case is Type 1 who has both abilities to be field independent and field sensitive, and the least is Type 4 who has both field dependency and field insensitivity.

Field Independence	Field	Sensitivity
	High	Low
High	Type 1	Type 2
Low	Type 3	Type 4

Figure 2. 2: Field Independence and Field Sensitivity: Two Related Dimensions (Ehrman, 1996:80)

One point Ehrman (1996) makes is that field independence has both cognitive and social aspects. Correlations have been shown between field independence and intuition, or between field independence and thinking due to cognitive (correlated with intuition) and social (correlated with thinking) aspects in field independence. The analytic side of field independence is also associated with thinking.

- **Personality Models**

The above constructs of learning style, cognitive styles and field independence/sensitivity are mainly oriented toward cognitive processing, although some of these dimensions have personality correlates. The emphasis here is on personal dimensions that have cognitive style correlates. For this purpose, Ehrman uses the Myers-Briggs model (1976) with four dimensions: extroversion-introversion, sensing-intuition, thinking-feeling, and judging-perceiving. Sensing-intuition and thinking-feeling belong to mental “functions” in this

model, whereas extroversion-introversion and judging-perceiving are categorised as “attitudes” (see Table 2.2).

The extroversion-introversion dimension relates to the mode of energy flow. The extroverted type, being impulsive and active, accumulates energy through communication with the outer world. On the other hand, the introverted type, being reflective and contemplative, does it rather privately from their inner world. Saunders (1989) stated that extroverts tend to prefer to learn through auditory and oral activity and introverts through visual and written tasks.

Sensing and intuition function to gather information. Sensing detects information with the five senses and internalises them without much processing. Concrete-oriented learners have a deep interest in the very world that has a direct relationship with them: the here and now. Intuitive learners, on the other hand, being future and abstract-oriented, have more interest in meaning, patterns, possibilities, and generalisations.

Thinking and feeling function for decision-making. Thinking type learners are logical, pragmatic, and relatively objective when it comes to making decisions. Truth and fairness being important to them, they are apt to be critical unless situations are clear or improvement is made on the basis of needs which are precisely assessed and described. For people who are more oriented to feelings, emotion, interpersonal relationship, and personal values play important roles when making decisions. Due to their focus on interpersonal harmony, they avoid criticism and have a high appreciation for others and what others do.

Judging types prefer to learn in an orderly, systematic, organised way. Being closure and product oriented, they cannot stand ambiguity and things left undecided. Perceiving types are flexible, often random-processing and open to any possible source of information before they make final decisions.

The following table is given by Ehrman to summarise the characteristics of the Myers-Briggs models.

Extroversion	Introversion
Outside world Action Interaction Gregarious Seeks to find stimulation Impulsivity (at extreme) Auditory Talkative and expressive Likes study groups	Internal world Introspection Concentration A few people at a time Seeks to manage or reduce stimulation “Paralysis by analysis” (at extreme) Visual Reflective and contained Likes to work alone
Sensing	Intuition
Relatively direct from five senses Physical world Sequential (especially if with judging) Experience Specifics Detail What is Concrete	Further processed before becoming conscious Meanings Random (especially if with perceiving) Inspiration Generalisations Big picture What could be Abstract
Thinking	Feeling
Head Seeks objectivity Logic Truth Fairness Express critique Analytic Cost-benefit	Heart Values subjectivity Values Tact Harmony Express appreciation Global Like-dislike
Judging	Perceiving
Planned Closure Decisions Sequential (especially if with sensing) “Vertical” filer Conscientiousness Product Seeks certitude	Open-ended Options Flexibility Random (especially if with intuition) “Horizontal” filer Autonomy Process Tolerance of ambiguity

Table 2. 2:Characteristics of the Four MBTI (Myers-Briggs Type Indicator) Scales

To summarise Ehrman's approach to learning style, the following table gives a brief idea of what I have presented so far.

1. Cognitive style	
Sequential Learns step-by-step, follow a logical order.	Random Finds their own learning sequence, which may vary according to time and studying materials.
Concrete Needs direct sensory contact to relate to direct experience, seek real language use.	Abstract Prefers grammar rules, systems, and discussion of abstract topics.
Deductive Begins with a rule and applies to specific cases.	Inductive Begins with data and seeks the generalisations that can be extracted.
2. Field Independence	2. Field Sensitivity
Ability to discriminate and focus on important stimulus; a physical object, certain sounds, an idea, a grammar rule.	Positive presence of responsiveness at some level to the surrounding background.
3. Personality Model (MBTI)	
Extroversion Sensing Thinking Judging	Introversion Intuitive Feeling Perceiving

Table 2.3: Summary of Ehrman's constructs of learning style

Similarly to Oxford and Anderson's study (1995), Ehrman (1996) suggests a wide range of learning style dichotomies within three aspects of learning styles, that is cognitive, field independence/field sensitivity, and personality model (Myers-Briggs Type Indicator scales, 1976). In addition, Ehrman made the point that people of every learning style can learn well and emphasised the importance of learners' style flexibility in learning situations.

People of every learning style can learn and learn well. The more important individual variable is probably the learners' flexibility. If a learner can shift style to meet circumstances (the educationese term is *style flexing*, and it refers to both students and teachers), he or she is at an advantage in most learning situations. Few learners are completely flexible, though (Ehrman, 1996:55).

The point that few learners are completely flexible seems to suggest that learners may have to come up with other alternatives such as using various strategies, to learn better or to meet certain circumstances.

2.2.4 Skehan's approach (1998)

Skehan's contribution to this area is that he noticed the problems of fixedness and extremity in the Field Independence/ Dependence dichotomy. His theory is distinct from those of other researchers in that he employed his aptitude theory in interpreting language learning

style (1998).

Skehan insists that neither FI nor FD individuals are better than each other, but they have different advantages for different tasks: FI learners, being effective information processors, are likely to be good at more non-communicative and cerebral tests, whereas FD learners, being less effective information processors than the FI type, are good conversation makers in communication situations. Skehan claims that it is not a question of ability, with some people having more than others; rather that people have different ways of perceiving and making sense of the world around them.

As Skehan (1998:239) pointed out, there are limits to the value of classifying people into two types, in relation to the extremity and fixedness. First, “most attempts to divide the world up into two types of people are good on the extremes but not so good on the (less interesting) people in the middle, who presumably do not pattern so clearly.” Second, by assessing their fixedness “people can be located on the FI/FD continuum. One possibility is that the continuum manifests itself in a fairly fixed type of behaviour, with a person’s position being relatively stable. Alternatively, people may have a range of styles, so that different situations can be responded to variably and adaptably, with individuals responding in whatever way seems adequate to the task in hand”.

What is important in Skehan’s approach is his attempt to interpret language learning style by applying his aptitude theory based on two dimensions as shown in the figure below: analysis and memory. He suggests three ways of analysing how learners’ orientations to the two dimensions are accounted for. That is, according to abilities, tasks and style. Abilities and task interpretations, as Skehan points out, are not relevant to the concept of style. The former suggests that aptitude profile constrains learners’ orientations towards analysis and memory. The latter points out that task characteristics, with predominant influence on the outcome of processing and performance, limits the functioning of the analysis and memory dimensions without relating to any concept of style. However, “A style interpretation represents a predisposition, given one’s pattern of abilities and task demands, to approach foreign language learning with a preference for analysis or for memory” (Skehan, 1998:252). Some learners are mainly concerned with rules, systematic organisations, forms and patterns, whereas others are preoccupied with learning through communication for the real use of

language.

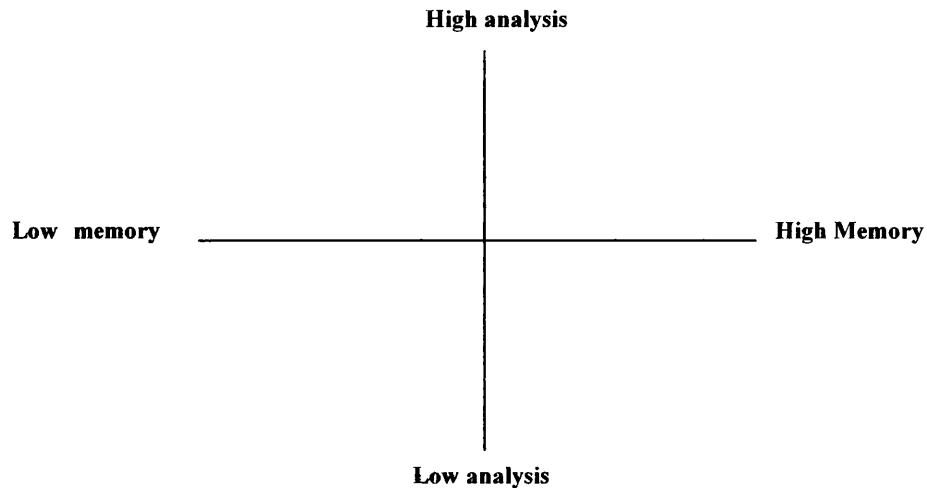


Figure 2.3: Analytic and memory dimensions underlying language learning (Skehan, 1998: 251)

The two dimensions above vary independently to generate a range of different combinations. These dimensions are used in aptitude theory, which is interpreted to explain learning style as shown by the figure below.

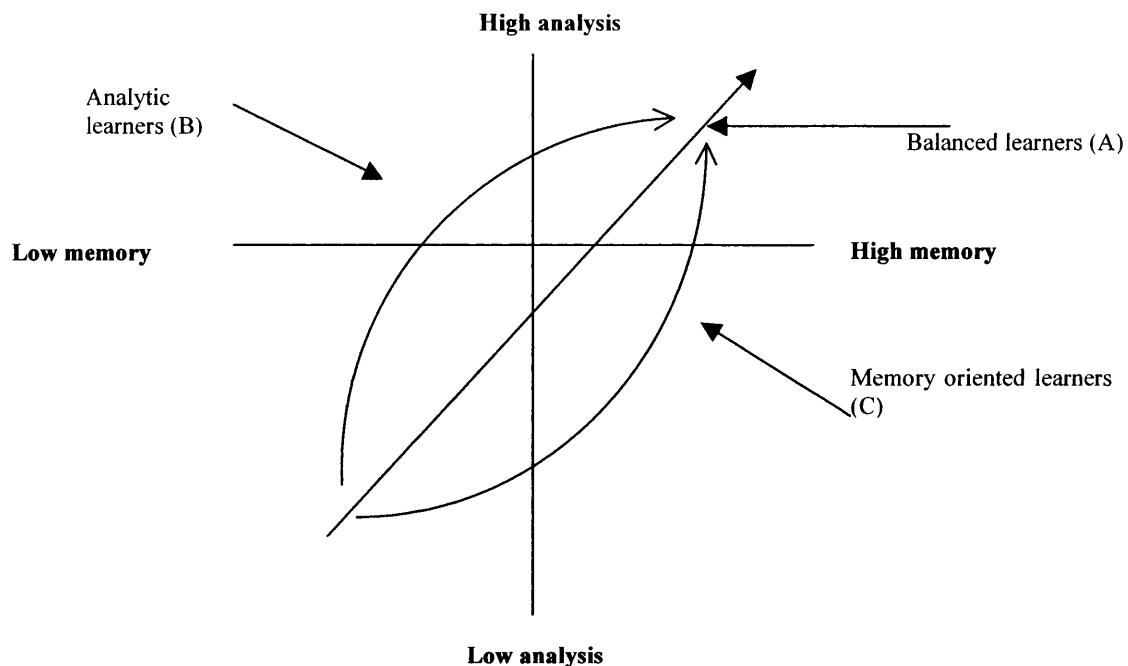


Figure 2.4: Paths of Interlanguage Development (Skehan, 1998:270)

The paths represent the product of the interaction, whether compromise or surrender from one to the other, between learning opportunities and the aptitudinal profile. The best case is path A where a learner has a balance between analysis and memory and is under the influence of the corrective role of environmental or instructional pressures. A learner in path B is analysis-oriented and not involved in the environment where he/she has to pay attention to language learning through communication, memory and examples, which are all encouraged in path C.

Table 2.4 is a summary of the four different approaches of the researchers which I have discussed so far. The summary of the approaches of Willing (1988) and Skehan (1998), are quoted from Skehan, and I have summarised the approaches of Oxford & Anderson (1995), and Ehrman (1996).

	Representation	Processing	Area where style is emphasized	Relevance of style variation to language learning
Willing (1988)		FI-FD Active-passive	Heavy emphasis on processing, both for linguistic material (FI/FD) and personality dimension (active-passive)	Clear connection with a range of typical and realistic language learning situations.
Skehan (1998)	Analytic-memory	Analytic-memory	Patterns vs. chunks -immediate -longer term	Targeted at language and the size of unit for representation, as well as the units for processing.
Oxford & Anderson (1995)	Intuitive-random vs. concrete-sequential. Visual, auditory and hands-on.	Global-analytic, FI-FD, Feeling-thinking, impulsive-reflective, intuitive-random, and concrete-sequential, closure-oriented and open	Heavy emphasis on personality dimension in terms of cognitive, affective, social, executive, physiological aspects in cross-cultural context.	Strong connection with learning strategy, formal language learning, communication, building a mental model of the second language information, language learning materials and techniques. Classroom learning, classroom management (especially grouping of students), multicultural ESL/EFL classroom.
Ehrman (1996)	Auditory, kinaesthetic, visual	FI/sensitivity, sequential-random, concrete-abstract and deductive-inductive (all with some personality correlates)	Focus on personality dimensions that have cognitive style correlates.	Connection with language classroom and self-learning situations

Table 2.4: Contemporary approaches to style (approaches of Willing and Skehan quoted from Skehan, 1998:254, approaches of Oxford & Anderson and Ehrman summarised by the researcher of this study)

2.3. Research on Korean learning styles

This section presents studies on learning styles of Korean EFL students in Korea or Korean ESL students in contexts such as the U.S, which will provide actual learning style models used in Korea and learning style concepts perceived in those studies. This will lead us to get to know what needs to be observed in the present study.

In Korea I located considerable research on learning strategies, and some on affective variables and their relationship with English proficiency. However, there has been little research on learning styles in Korea. In my search for relevant literature on learning style, I have only been able to find a few pieces of research, although there is awareness among academics that there should be more research on learning style. This section explores and reviews work on learning style by Koreans who carried out studies in Korea and the U.S. and by a foreign researcher who examined the learning style preferences of East Asian ESL (English as a second language) students (see Table 2.5).

2.3.1 Lee's study: learning style preference of university students (1995)

Lee conducted research on the English language learning styles of 74 EFL students in social and engineering departments in a Korean university, using Reid's (1987) Learning Style Preference Inventory. It was developed on the basis of the existing learning style instruments, modified with suggestions provided by non-native speaker informants and U.S. consultants to be administered in linguistics, education, and cross-cultural studies, in order to measure visual, auditory, kinaesthetic, tactile, group and individual learning style preferences; with each style preference consisting of randomly arranged sets of five statements (see Appendix 1). Reid's survey was constructed and validated for non-native speakers in the U.S. In Lee's study, the students' preferences were for: individual learning, group learning, visual, and auditory/tactile/kinaesthetic approaches in that order. Individual and group learning styles were chosen as the major learning style preferences. Visual, kinaesthetic, tactile, and auditory learning were chosen as minor preferences: this does not support the previous study by Reid (1987) that employed Reid's Learning Style Preference Inventory- Reid's study reports that Korean ESL students are the most visual-oriented of all groups in the U.S. Also, it was shown that no learning styles were chosen as a negative learning style preference. The more visual the students are, the more individual they are. The more auditory they are, the more tactile/kinaesthetic they are. This supports Saunder's (1989) study, and Ehrman's

MBTI scales discussed earlier in this study. Saunders concluded that extroverts prefer auditory and oral activity; introverts prefer visual and written work. Considering Ehrman's statement that extroverts tend toward action, those subjects with auditory and tactile/kinaesthetic in Lee's study seem to be extroverts. Those with visual and individual style seem to be introverts. The more the students favoured individual learning style, the less they favoured group learning style. Social science major students were significantly more kinaesthetic than engineering major students. Engineering majors considered visual learning as a major learning style preference, while social science majors thought of this as a minor learning style. The students favoured visual learning to a significantly less extent than individual learning; they favoured auditory, tactile, and kinaesthetic learning significantly less than group and individual learning.

The findings of Lee's study contradict Reid's findings that Korean ESL students in the U.S. are the most visual among the foreign ESL students tested. This study indicates the possibility that learning styles between Korean ESL students and EFL students could be different.

2.3.2 Goodson's study: learning style preference of East Asian ESL students (1993)

Goodson (1993) also used Reid's Perceptual Learning Style Preference Questionnaire (1987) on 227 students. His participants were ESL students in the U.S.: Chinese, Taiwanese, Japanese, and Koreans, different from Lee's participants, Korean EFL university students. Generally, the students of all four nationalities showed similar tendencies in their preferences, choosing group learning as their least preferred style. They showed multiple first learning style preferences: visual, auditory, kinaesthetic, and tactile styles. Korean students showed similar tendencies to Taiwanese students. Korean students' first preference was for visual/ tactile learning and their second preference was auditory learning. The least preferred style was group learning. Individual learning style was next to the group learning style. This is in contrast to Lee's study, where individual and group learning styles were the major learning style preferences, and visual, kinaesthetic, tactile, auditory styles were minor preferences. In Goodson's study, preferences were the other way around. Lee's study showed that group learning style was positively ranked, but in Goodson's study group learning style was very negatively ranked. Goodson explains that their East Asian culture and previous educational experiences affect these students' lowest preferences for group

learning; culture seems to play a considerable role in ESL students' reaction to this learning style. It appears that students who chose the visual learning style also employed auditory learning as a preferred style. This general tendency was the case with other nationalities as well.

Age, class standing, field of study and TOEFL scores appeared to slightly affect students' choices of learning styles. Older students, graduate students and students with high TOEFL scores preferred visual learning style. Young students, undergraduate students preferred tactile/kinaesthetic style. Students with low TOEFL scores gave negative ratings to visual and auditory styles and positive ratings to kinaesthetic learning. This applied to Korean ESL students as well: younger (under 20) and/or undergraduate students tended to favour visual less than other learning styles. Younger students tended to dislike the visual learning style, while older students preferred it and gave this learning style high rating.

On the whole, both sexes appeared to have the same preferences, with one slightly different opinion: while males chose auditory style as one of their second preferences, females chose it as one of their first preferences.

As shown in the findings of Lee's and Goodson's studies, the learning style preferences demonstrated in response to the same questionnaire in EFL and ESL were quite different. It appears that the differences could be attributed to the different English learning environments of EFL and ESL, their different teaching methods, the students' self-awareness of their own learning styles after experiencing new teaching methods and tasks in the ESL case, and accordingly the attempt to use more resourceful learning strategies.

Goodson's study needs special attention. He reported that more than one-third of the students indicated that there were changes in their learning styles/strategies since coming to the U.S. He interpreted this to mean that strategy may change more than style, although students reported there were indeed changes in their learning styles. His way of reporting results was to call them "changes in their learning styles/strategies" instead of focussing on either strategies or styles. This is perhaps because although he assumes there may be changes in strategy, he is not really sure about this. This is maybe because his research was meant to be about style rather than strategy.

2.3.3 Kim's study: the relationship between learning styles of field independence or dependence and the use of learning strategies in Korean adult learners of English as a second language (1992)

Kim investigated Korean ESL students on the basis of their FI/D only. Considering that there are many other dichotomies of learning style, this was research of a limited nature, and requires to be followed by further research into other dichotomies. The findings of Kim's (1992) study are as following.

Of the 80 participants, 54 were attending a university (exclusively graduate students) and 26 were attending a community program. The Korean ESL adults' learning style was highly field independent. Their mean in the Group Embedded Figures Test (GEFT) was three points higher than the mean for American college students and five points higher than the mean for ESL university students by Roberts (1983). Kim concludes that this group is thus more field independent than the average American college students and ESL university students and the Korean group's higher year of education seems to be the reason. This factor also proved to be a significant predictor in the degree of field independence (Bean, 1990).

Korean learners' pattern of strategy use was similar to that of other cultural groups in intensive ESL classes in a university studied by Oxford, Talbott and Halleck (1990). In these groups, most of the participants were Asians. This pattern supports the suggestion of Oxford et al (1992) that students in most second language situations use particular strategies intensively when they are faced with an urgent need to learn the language. This supports the findings of Goodson's (1993) study, in which he interpreted that there was change in learning strategy among more than one third of the respondents since coming to the U.S. - implying that learning strategies can change in different environments or learning contexts.

She states that "it may be possible to have the ability to be both FI/FD at the same time and/or switch the learning style according to the tasks or situation but there is no measure of FD yet" (Kim, 1992: 76). This statement indicates that she recognises the possibility of having a range of learning styles and/or the possibility of learning style switches. She shares similar perceptions to those of Skehan and Ehrman on this point. Kim (1992), in her opinion of language acquisition, implies that learning strategy can change through teachers'

instructions: “Unlike most other characteristics of the learner, such as aptitude, personality, and general cognitive styles, learning strategies are teachable.”

Considering the studies of Ehrman (1996), Oxford and Anderson (1995) which suggest a wider range of learning style categories, Kim’s (1992) study is limited in the sense that the study tries to identify only cognitive style, measuring the learners’ FI/FD using GEFT. Learning style involves personality and physiological components as well as cognitive style. Therefore, it would be unwise to judge learners’ learning styles depending exclusively on FI/FD styles.

2.3.4 Kim’s study: personality variables and EFL proficiency (1995)

Kim investigated personality variables influencing elementary school students’ English proficiency in Korea, employing four personality variables in the Murphy-Meisgeiner Type Indicator for Children scales (MMTIC): Extroversion/ Introversion (EI), Sensing/ Intuition (SN), Thinking/Feeling (TF), and Judging/Perceiving (JP). Unlike the studies of Oxford and Ehrman, who included personality variables in their learning style categories, Kim did not discuss learning style, but considered MMTIC for personality variables alone. The significant Sensing/ Intuition and Extroversion/ Introversion effect on EFL proficiency which she found is consistent with prior research findings. The result of the study is consistent with prior MMTIC research results on academic performance, which showed that Sensing/ Intuition is related to verbal fluency among children (McCaulley, 1981) and adult foreign language learners (Ehrman 1993,1994).

The study also showed the Extroversion/ Introversion effect on English language proficiency, with introversion giving an advantage. Introverted subjects tended to have higher scores in the EFL proficiency tests than extroverted ones. Prior MBTI studies with introverted adult participants have found a slight advantage regarding foreign language proficiency. Introversion has been found to have a relation with better academic performance, including English proficiency, among younger participants. According to Eysenck and Cookson(1969), the differences in academic ability and school performance between extroversion and introversion, and their age, reflect the difference in response to social motivation, which may be stronger in the primary school and give way gradually to intrinsic scholastic motivation. English education in Korea has long been facilitated by scholastic motivation as a

characteristic of EFL, which implies that children who are introverted are likely to have an advantage compared with those who are extroverted, particularly among older students. This tendency needs to be considered as the child moves to an upper grade, and instructional provisions such as group projects and discussions are needed to accommodate extraverted children.

Kim (1995) used the MBTI personality test which was used by Ehrman (1996) as one of the learning style components. This study is different from others in that it pays attention to personality variables and relates them to English learning. But this study cannot be regarded as a comprehensive learning style study, due to the heavy weight put only on personality variables. Kim does not classify MMTIC personality as learning style. She treats it as an independent personality dimension which influences English learning. A wider range of learning style tests is necessary for a complete learning style study.

The following is a summary of the discussion in the four studies that I have reviewed.

Lee (1995): Learning style preference of university students.	<ul style="list-style-type: none"> -Participants: university students. -Reid's questionnaire. -Style preferences in order: individual, group, visual, and auditory/tactile/kinaesthetic. -Correlations between visual and individual style, auditory and tactile/kinaesthetic styles. -Visual style: major learning style in engineering major students but minor learning style in social science major students. -Kinaesthetic style: significantly higher preference in social majors than engineering majors.
Goodson (1993): Learning style preferences of East Asian ESL students.	<ul style="list-style-type: none"> -Participants: ESL university students in the U.S. -Reid's questionnaire. -Style preference of Korean ESL students in order: visual/tactile, auditory, individual, group (opposed to Lee's study). -It seems that visual-oriented students also utilised auditory learning as preferred learning style. -Older, postgraduate, high TOEFL scoring students: prefer visual style. -Young, undergraduate, low TOEFL scoring students: high preference for kinaesthetic style and low preference for visual and auditory styles. -More than one third of respondents made changes in learning styles/strategies since coming to the U.S.
Kim (1992): The relationship between learning style of FI/FD and the use of learning strategies of Korean adult learners of English as a second language.	<ul style="list-style-type: none"> -Participants: university (postgraduate) and community college students. -Used GEFT to measure FI/FD. -Korean adult ESL students highly FI, mean of GEFT being higher than average American college and university ESL students. -Her conclusion: higher year of education a significant predictor in degree of field independence.
Kim (1995): Personality variables and EFL proficiency.	<ul style="list-style-type: none"> -Participants: elementary school students. -Used MMTIC to measure personality variables. -Sensing/Intuition is related to verbal fluency among children and adult learners. -Introversion has correlations with academic performances including English proficiency. Possible reason: intrinsic scholastic motivation in English education in Korea.

Table 2.5: Summary of research on learning styles of Korean students

2.4 Discussions of the four models of learning styles and research on Korean learning styles

In these studies, some of the learning styles are similar and have many common features in terms of learning style constructs, but some others are quite different from the rest in some aspects of their understanding and perception of the identity of learning style. Willing (1988) focuses on the processing dimension and how material is operated upon, while retaining the personality dimension. Willing's four types of learners represent cognitive and personality styles to a certain degree, but still lack attention to personality factors in comparison with the

learning style construct suggested by Oxford and Anderson (1995). The contribution of Oxford and Anderson is that they represent the learning style domain well, with a wide range of cognitive, executive, affective, social and physiological factors, but unlike Ehrman and Skehan, they do not discuss the possibility of existence of a combination of learning styles in individuals.

There is inconsistency among researchers on learning style categories. Different researchers suggest different dichotomies for similar concepts. For example, Oxford puts the dichotomy of introversion and extroversion into the social and affective domain, whereas Ehrman (1996) puts this dichotomy into the personality domain. Oxford puts the dichotomy of thinking and feeling into the cognitive and affective domain, whereas Ehrman puts it into the personality domain. Thus, Ehrman regards the categories that have an affective element in Oxford's study, as in the social+affective, and cognitive+affective domains, as being in the personality domain.

Another difference is that the dichotomy of field independence and field dependence is considered to belong to the cognitive domain in Oxford's study, whereas Ehrman classifies it as independent from other learning style categories. Ehrman suggests three domains: cognitive, field independence/field sensitivity and personality. This shows that Ehrman considers field independence/field sensitivity to be a different domain from cognition.

The studies of Ehrman and Skehan will be borne in mind and observed throughout this study. These studies show consistency in that they suggest that people have a combination of learning styles, which supports the discussions initiated in the Introduction Chapter. Skehan's (1998) view of learning style takes little consideration of personality factors, perhaps because he is more interested in the cognitive aspects of Second Language Teaching. But an interesting point he made in his criticisms of Willing's four categories of learning style, is that learners occupy a range of space or alternatively move between quadrants. Elsewhere, in his statement in relation to extremity and fixedness, he pointed out that it is possible that people have a range of styles, so that they respond to different situations variably and adaptably, in whatever way they feel adequate in the situation.

Ehrman (1996) suggests a considerable number of personality correlates in Cognitive style

and Field Independence/Field Sensitivity styles. Ehrman, like Oxford and Anderson (1995), offers a wide range of learning style categories but organised into three different dimensions: cognitive, field independence/field sensitivity, and personality models (MBTI scales). Oxford and Anderson have cognitive components that include global/analytical and field independent/field dependent styles, but they do not suggest any personality correlates for these styles. On the other hand, Ehrman suggests two separate components, cognitive and field independence/field sensitivity. The cognitive component, unlike that of Oxford and Anderson, includes sequential-random, concrete-abstract and deductive-inductive styles, for which Ehrman suggests there are personality correlates. She also suggests that field independence/field sensitivity styles have personality correlates.

Furthermore Ehrman categorises extroversion/introversion and feeling/thinking as personality styles whereas these are categorised as social+affective and cognitive+affective domains respectively as in Oxford and Anderson's study. This leads to the assumption that affective factors do not function alone but rather in combination with others such as cognitive or social factors, all of which function as kinds of personality component and are, therefore, classified as part of personality style by other researchers like Ehrman. Overall, Ehrman claims considerable personality correlates in cognitive style components. For example, Cognitive and Field independence/Field sensitivity styles can match the style categories which are classified as cognitive styles by other researchers in terms of their basic nature and function. Therefore personality style, which is innate and does not change, takes up a considerable part in learning style construct. This point gives strong support to the view that learning style is innate and is not likely to change. This is also supported by Ehrman's statement that few learners are completely flexible in learning style.

Ehrman's theory, in the discussions of Field Independence/Field Sensitivity, allows for the possibility of the existence of different styles in individuals- the same individual could be both field independent and field sensitive and operates at different points on the continuum according to time and circumstances.

From the discussions on theories of learning style and research on learning styles in Korea, it seems that there is inconsistency in the employment of research tools in learning style study, and academics in Korea do not share commonly perceived conceptions of learning style. It is

felt that decisions on the use of research tools need to be made for this study at this point. Willing used Dunn's questionnaire set. Although Willing was criticised by Skehan, it was not the questionnaire that Willing used that was criticised but the four learner types that Willing classified. They were considered to be too neat and distinct and that most people do not neatly fall into one or other quadrant. Therefore from this aspect it is argued that using Dunn's questionnaire in my study will not threaten the validity and reliability of the research. Previously Ehrman's (1996) learning style theory was examined. In her book, she also presented some learners' learning styles analysed, based on the information gathered through interviews on learners' learning behaviours, learning strategy use and personality. Skehan's discussion of learning style is based on his interpretation of previous research. The studies of Lee and Goodson used Reid's questionnaire. Kim's (1992) study focused only on the FI/D dichotomy of learning style, using GEFT. Kim's (1995) research on personality variables is not sufficient as a learning style test. Given this variety of approaches, more research is needed to identify as many learning style constructs as possible and gain a better understanding of learning style. Therefore, the administration of both Dunn's and Reid's questionnaire sets will provide an opportunity to identify more learning style constructs than when they are used independently. The use of the interview will provide more detailed information, that may not be obtained through the use of a questionnaire. In addition, as in Ehrman's (1996) study, the interview offers an opportunity to collect information on learners' learning behaviours, learning strategy uses, and personalities, all of which contribute to the identification of learners' learning styles. Interviews are also expected to reveal when there is variability in the use of learning strategies that was only assumed in the findings of Goodson's (1993) study without solid ground.

Also, if the variability in the choice of learning strategy occurs in different learning environments, then this implies that the use of learning strategies is affected by different learning situations, maybe because attitudes and beliefs about effective learning have changed in the process of coping with the different demands that a different learning environment requires. This seems to be supported by the studies of Oxford, Talbott and Halleck (1990) and Oxford et al (1992) which were discussed in Kim's (1992) study-students, including Korean students, in most second language situations use particular strategies intensively when they are faced with an urgent need to learn the language.

On the other hand, some studies on learning strategy training show that not all the students benefited from the training. Studies on learning strategy reported that the learner's sex (Ehrman & Oxford, 1989); Oxford & Nyikos, 1989), major subjects (Oxford & Nyikos, 1989), attitudes and motivation (Oxford & Nyikos, 1989), target language achievement level (Oxford & Nyikos, 1989; Nyikos & Oxford, 1993) , cultural background (Politzer & Mcgroarty, 1985), beliefs (Park, 1995), personality (Ehrman & Oxford, 1989; 1995), and learning style (Ehrman & Oxford, 1989; 1995; Rossie-Le, 1989) influence strategy use. Also, the study of Levine et al. (1996) reported that learners were found to have difficulty in using new strategies, due to old habits influenced by culture. One way or another, some learners seem to change strategies when faced with certain tasks but it is not easy for some learners to change learning strategy due to their old habits, which are affected by their attitudes and beliefs developed in their own cultural and educational environment. The next chapter discusses learning strategy use affected by beliefs and attitudes developed in their culture and educational systems.

CHAPTER 3: LEARNING CULTURE AND THE USE OF LEARNING STRATEGY

The aim of this chapter is to discuss the studies of the use of learning strategy, examined from the aspect of culture and of the embedded educational system that forms the learning culture in Korea. Learners quite often use strategies encouraged in their culture, although the extent and frequency of use may depend on individuals. Learning culture is seen to guide and orient individuals as they develop particular attitudes and beliefs about learning. Therefore, to explore the relationship of the cultural/educational environment and the choice of learning strategies, first the notion of learning culture will be discussed. This will be followed by an overview of the studies that present stereotypical views of Asian learners. Finally, the features of Korean learning culture that may influence strategy use will be explained.

3.1. Working definition of learning culture

Many researchers have attempted to define learning culture. Cultural influences include cultural conventions, the family's influence, the educational system, ways of thinking, ways of communication, and social interactions with other people. Riley (1997:122) defines learning culture as "a set of representation, beliefs and values related to learning that directly influence (the learner's) learning behaviour". Learning culture determines learner's response to instruction. According to Coleman (1996:230), the culture of learning should include "the cultural aspects of teaching and learning; what people believe about 'normal' or 'good' learning activities and processes and where such beliefs have a cultural origin". Another characteristic of learning culture is that it determines the evaluation of instruction as being worthwhile. Singleton (1991:120, cited in Oxford & Anderson, 1995:203) defines learning culture as a set of implicit beliefs that can be found in every society as unstated assumptions about people and how they learn, which act as a kind of unintentional hidden curriculum. It may be concluded that the above attempts informs certain attitudes and beliefs about learning which are, in turn, realised in the use of students' learning strategy when they study a foreign language out of class (without the teachers' help), as well as in the language classroom. Thus, the learning culture in a particular society determines learners' and parents' perceptions of the learning process. It manifests itself as a consensus or group phenomenon that has an impact on the individual leading to the adoption of particular learning

behaviour(s) and/or in developing an ideal state of achievement and expectations.

3.2 Learning strategies

There are some contentious issues around learning style that cause confusion in the area of cognitive psychology and education such as the unclear boundaries between ‘learning style’ and ‘learning strategy’. While ambiguity still seems to remain, there are researchers who have tried to make a clear distinction between ‘learning style’ and ‘learning strategy’, such as the following stated by Garger and Guild (1984):

One of the most obvious problems in learning styles assessment lies in simply defining what we mean by “learning styles”. The term has been used in curious and sometimes confusing ways in the literature, often interchangeably with the terms cognitive style, affective style, or learning strategy. Whereas learning strategies refer to the methods employed by a learner in mastering material (e.g., review, monitoring, practice, negotiation of meaning) (Reid, 1987), learning styles refer to “stable and pervasive characteristics of an individual, expressed through the interaction of one’s behaviours and personality as one approaches a learning task” (Garger and Guild, 1984,p.11). (Cited in Eliason, 1995:19)

Similarly, Keefe (1979) describes learning style as being stable. He argues that learning styles are hypothetical constructs that influence the process of learning and teaching, and are expressed with persistency in individuals’ learning behaviours regardless of the teaching methods or content experienced (ibid).

Ehrman (1996:163) has a similar view of the definitions and the distinction between learning style and learning strategy. In his words:

Learning strategies - activities and behaviours we use to learn - are a kind of internal resource. Previous background is likely to affect the learning strategies used by a student..... Learning styles are often linked with personality and therefore difficult to change. On the other hand, the learning strategies associated with the various styles are more malleable.

Other researchers point out that there is a relationship between learning styles and strategies, and the distinction is made by the criterion of the involvement of consciousness, as shown in the following two definitions:

It is likely that a strong relationship exists between the individual’s use of learning strategy and the individual’s learning style; the former refers to specific behaviours or actions - often consciously used by the students to improve or enhance their learning process and the latter to more general approaches to learning or problem-solving learning and problem-solving tendencies. Sadly, little research has been dedicated to the relationship between learning strategy and learning style (Oxford, 1989: 241).

Learning styles are thus the general approaches to learning or problem-solving, while learning strategies are the specific behaviours or actions - often conscious - used by the students to improve or enhance their learning process. Ellis (1989) distinguished between conscious tactics and subconscious strategies; his use of the term 'tactics' is much like the typical use of the term 'strategies' because of the element of consciousness involved (Oxford et al, 1992:440).

Elsewhere, Weinstein and Mayer (1986) mention that learning strategies have the facilitation of learning as a goal, and are intentional on the part of the learner.

Although there needs to be more research to support this claim, in general it is concluded that learning style is stable and difficult to change, due to a strong link with innate biological factors and personality (see previous chapter), whereas learning strategy is composed of conscious learning behaviours and is more malleable, and there is a strong relationship between styles and strategies.

3.3 Culture and learning strategy use

Culture and educational conventions have a strong influence on the choice of language learning strategies. Bedell and Oxford (1996:60) stated that "learners often - though not always - behave in certain culturally approved and socially encouraged ways as they learn. When students diverge from these norms of strategic behaviour, they feel uncomfortable or strange and are sometimes (particularly in conformist or collectivist cultures) actively 'corrected' and brought into line". The findings of the study by Bedell and Oxford on cross-cultural comparisons of language learning strategies in China and other countries show that culture directly influences the selection of language learning strategies. They discussed studies made by many researchers of Asian students' strategies as illustrations of cultural influences. Some of the studies are presented in the following.

Farquharson (1989) reports that memorization is a popular strategy in Asian cultures and in many Arabic countries. Scarcella (1990) offers the reason for this in Asian cultures. People in these cultures have the concept that books are the source of all knowledge and wisdom, so that memorizing books is considered to be the best way to absorb knowledge. Politzer and McGroarty (1985), and Tyacke and Mendelson (1986), referring to empirical evidence, report that Asian students showed a strong preference for memorization. Chen (1990) states that specific learning environments produce particular tendencies of communicative strategy use and, in his study, one of the various factors which influence the choices of

communicative strategies and success in using them is the learners' previous learning situation. He argues that those learners with learning experiences limited to formal classrooms have a strong tendency to depend upon avoidance strategies and to use fewer types of communicative strategies. His study demonstrates that due to the belief that there is only one correct answer, Chinese students are unwilling to take risks or employ strategies related to divergent thinking, in spite of their strong enthusiasm to learn. He suggests that teachers' attitudes and classroom practices - such as whether teachers emphasize accuracy or global understanding, and whether they focus on grammatical drills or solving communicative problems - will contribute to the students' use of particular types of communicative strategy use. There are other cross-cultural studies that report different learning strategy use in different cultures (Levine et al.: 1996, Kachru: 1988, Russo and Stewner-Manzanares: 1985a, Oxford and Nyikos: 1989). However, there is a need to further research to clarify the reason for this.

3.4 Development of beliefs and attitudes about English learning in Korea

Moving to a context more directly relevant to this study, I would like to explore the psychological and educational features of Korean learning culture. It is necessary to understand the Korean belief systems and educational trends related to English learning in order to provide insights into the development of Koreans' beliefs and attitudes about language learning, which affect the use of learning strategy. I will summarise the studies of Korean researchers on affective factors (Kwon: 1984) including motivation (Jung: 1997), learning strategies (Lee: 1994, Jung: 1997, Nam: 1996), beliefs and attitudes (Oh: 1992, Park: 1995, Truitt: 1995), and goal orientations (Nam: 1996).

3.4.1 Educational background

- Lack of self-confidence**

According to the researchers cited in this section and from my own experience as an EFL instructor in Korea, I found that Korean students exhibit a lack of confidence in their language ability, in spite of their desire to speak fluent English. This tendency seems to have originated from the social value widely accepted in Korea, that people should think sufficiently before they say something, and therefore not risk being ridiculed by others. This way of thinking can create a pressure on students in learning a language. From my past teaching experience, apart from those who were particularly determined and daring, the

majority seemed to lose self-confidence when their performance did not reach up to their own expectations. This in turn led them to be more introverted.

In Oh's (1992) study based on a questionnaire administered to Korean university students, 94% of the respondents stated that it is necessary to speak in English. The majority of the students emphasised the importance of accuracy, believing that a fossilised mistake is hard to correct later. In general, they felt the need to speak English, but displayed a very timid attitude. Similarly, Park (1995) finds that in spite of the dominant grammar-translation method used in EFL education in Korea, Korean university students express a strong desire to learn English well, to make English-speaking friends, and to learn about the English culture. However, many university students still felt timid when speaking English, and did not enjoy speaking it with other people.

- **Rote-memory strategies**

Many Korean students use rote-memory strategies in learning English, and this phenomenon seems to be influenced by the way people are used to studying literature, poems and Chinese classics in order to prepare in the traditional way for the government examinations. Lee's (1994) study concludes that EFL students tend to use fewer strategies as compared to Korean ESL students. The former tends to restrain themselves to the use of memory strategy, and are trained in the rote memory learning of grammar points and vocabulary. Elsewhere Jung (1997) suggests that among the various types of strategies in the 'Strategy Inventory for Language Learning' (SILL), Korean students were likely to use repetition strategies more than the other types. In a similar vein, Nam (1996) showed on the basis of the factor analysis in the 'Motivated Strategies for Learning Questionnaire' that the 'organisation – memory' is mostly used along with 'effort-avoidance' strategies. In Park's (1995) study as well, students gave the highest rating to memory strategies.

The ancient tendency to learn Chinese classics and literary materials through repetition and memory, as was explained in Chapter 1, is extended to English learning as well. Perhaps, Skehan's theory of learning styles, which focuses mainly on memory and analysis, resonates with the Korean context where great weight is put on memory and analysis but little attention is given to students' affective realms. The mode of national examinations, such as entrance examinations for high school and university or even TOEFL (Test Of English as a

Foreign Language) and TOEIC (Test Of English for International Communication) for university students, teaching methods (teachers stress grammar - translation, and vocabulary), textbooks and English study materials available in the market; all these focus on the development of the linguistic side of learning English, which, in turn, influences the way Korean students learn English. In this respect, these phenomena reflect on Skehan's model of paths of interlanguage development (see figure 2.4). In fact, the practices of paying attention only to rote-memory, analysis and grammar-translation in English language learning are also driven by cultural factors and culturally embedded educational systems.

- **No special talent for language learning**

My experience in Korea suggests that although Koreans admit that individuals have different degrees of language aptitude, they think that people can overcome their lack of aptitude and ultimately have a good command of English if they study hard. As Oh's (1992) study shows, most students think that even though English is a difficult language to learn, they believe that it does not take any special talent to learn foreign language, and that continuous effort ensures successful language learning. Similarly, the findings of Park (1995) reveal that Koreans believe that even if they do not have a special ability for language learning, they will eventually succeed through hard work.

- **No different from other subjects**

Since the general attitude of Korean students towards learning English is that they do not need any special talent for learning English and that hard work can result in successful learning, they do not consider English to be especially different from other subjects. Jung (1997) asserts that Korean students are not likely to distinguish their EFL learning from learning in general, especially at the high school level. This is because they probably tend to focus on studying English for the purpose of getting into college, rather than learning the language for communication and use in every day life.

- **Reading and writing is easier - individual learning suits best**

Another characteristic of Korean learning beliefs is the way they relate to the four skills of listening, speaking, reading and writing skills, and their ordering. Korean learners believe that reading and writing are easier because they visualise the words to be learnt. According to Park's (1986) study, reading and writing was favoured by 62% of students, who said that

it is easier to learn English by using texts. This preference seems to be the case with most learners in Korea. This tendency is attributed to the method of English teaching in Korean classrooms. Apart from some limited cases, foreign language classes are conducted through the written form. Therefore, learners who have not often been exposed to opportunities to learn English through sounds may think that learning from texts is easier. Arguably the reason for a strong preference for individual style is because in Korea, learning is very much scholastic-oriented. Due to this, English, along with other subjects, is learned through rote-memory. In fact, half of the participants in Park's (1986) study did not believe there was much difference between learning English and learning other subjects. To conclude, this section indicates two possible learning behaviours that many Korean students may have: visual and individual style related behaviours. These two behaviours may be related to each other in the Korean context. Instead, students believe that studying English through texts does not require interaction with other people but they can study alone, with books. Also, the way English is taught in classrooms in Korea encourages individual and visual ways of learning.

- **Rejection of the focus on vocabulary, grammar and translation**

This section will show that Korean students have been trained in, and feel comfortable with, traditional ways of learning English, which do not necessarily bring them successful learning, but lead them to desire to learn English in more various ways. In Oh's (1992) study, the majority of students believed that hard work on vocabulary, grammar, translation does not necessarily lead to a mastery of the target language. This belief results from their experiences in their middle and high schools, where the main focus of English teaching was on vocabulary, grammar, and translation, and did not bring satisfactory rewards. Park's (1995) study as well testifies that Korean students prefer to master vocabulary and grammar by means of written form texts with repetition, rote-memory and analysis, so they may have acquired individual and visual learning behaviours. But this does not really signify that they prefer this way of learning English. Rather, they have been trained and accustomed to this method so that they feel comfortable with it regardless of whether they like it or not. However, after long years of learning English in this fashion, at the end of their schooling, they realise that this method is not very effective in developing their ability to speak English, even though their proficiency is adequate for fulfilling the purpose of the pen and pencil type of traditional English examination in Korea. This realisation leads students to prefer to learn

English differently from the conventional way that they are used to, and to adopt a more practical approach that will be more beneficial in real communication. This desire has led students to want to study English using strategies related with communicative, auditory and kinaesthetic styles.

Since Koreans are influenced by the educational values of the society, they ultimately have certain common ways of learning, although these are dependent on the individual to a small or greater extent. Learning behaviours of Koreans based on the above findings are, that they are highly likely to learn English with introverted, visual, authority-responsive, individual, rote-memory learning and field dependent behaviours. Following, I will attempt to explore these features discussed up to now.

3.4.2 Psychological background

The psychological orientation of the learners of a foreign language contributes significantly to the effect of foreign language study. Therefore understanding the general patterns of Korean social psychology and their ways of manifestation can provide a good insight into the nature of the problems pertaining to Korean EFL classes. Korean social psychology has contributed to the formation of Koreans' underlying philosophy related to beliefs and attitudes about learning. To develop this insight I will discuss some characteristics of Koreans' thought structure and their resulting behaviour patterns in EFL classes, using Kwon's (1984) study; "The Affective Domain of the Korean EFL students", and the work of other Korean researchers whom he cites.

- Hierarchy consciousness**

A hierarchical system exists in every corner of Korean society, and people are strongly conscious of it. This awareness can be realised in language classrooms in the form of some learning behaviours of the students, who have been educated to be very conscious of hierarchy. Hierarchy consciousness can be related to authority-responsive and field-dependent behaviours. Lee (1977:29) observes that:

The system of hierarchy historically has been the Koreans' manner of existence and that deviation from the system meant expulsion from the society. Thus, a person's identity in a given society, whatever society it may be, is secured by his/her identification of his/ her position in the hierarchy of the society. The factors determining the hierarchy may be either age, school year, year of service in an organisation, kinship relation,

official position, or a combination of these factors. Accordingly, complicated behaviour patterns to show courtesy and politeness to one's superior and dignity to one's inferior have been developed and maintained.

In classrooms, starting from primary school, students are trained to respect the authority and dignity of the teacher, and to be unconditionally obedient.

In an EFL class environment, in order for successful language learning and teaching to take place, natural and active communication is necessary: but hierarchy consciousness (students' consciousness of teachers) and psychological distance may interrupt the desirable flow of this communication.

It can be concluded that hierarchy consciousness is related to authority-responsive behaviours, in that people conscious of a hierarchical system are likely to respond sensitively to people with authority. These authority-responsive behaviours seem to be related to field dependent behaviours according to Witkin et al. (1977) who describe the features of people with field dependent behaviours as people who consider other people's opinions before making a decision, and are influenced by the praise and guidance received from the figures of authority.

- **Face Consciousness**

'Saving face' is very critical in Koreans' everyday life. 'Saving face' means always being conscious of what other people may think of oneself. Referring to Yoon (1970:241) Kwon states that: "Before a child expresses his own opinion, he is concerned about what others think and whether or not others would ridicule him; thus he hesitates to speak up". He adds that, "At a public meeting where opinions are welcomed, if a great majority agrees with an opinion or proposition, a person's face-consciousness does not allow him to express an objection to it. So he acquiesces in the proposition; he has not been educated to assert himself strongly (Kwon's translation of Yoon's statement, 1970:237; Kwon, 1984:9)". This can be stated as the reason why many Korean students do not ask questions or express opinions in classrooms, that is, they fear that others may think that their questions are stupid or they are not knowledgeable enough. This 'face-consciousness' seems to generate reserved and introvert and behaviours.

- **Concealment of self**

This concealment can be explained in the same way as “face consciousness”. Koreans have a strong defence mechanism, which results in their reluctance to expose themselves to others. Lee (1976, vol.1: 178) depicts the realisation of this tendency in many areas of Korean life: “This tendency is apparent in the contradictory behaviours of the people who, in the fields of politics, economy, cultural affairs, sports, and even in their private lives, would diligently watch for others’ power, strong points, weak points, while deliberately hiding their own power, strong points and weak points.” According to Oh’s (1982:167-83) study, the index figures for Koreans’ revelations of their personal ego and personality were markedly less than those for Americans. Students who are reluctant to start any activity before classmates, avoiding the risk of exposing themselves, show this feature of self-concealment. Instead, they would rather sit and watch or listen to other students’ questions or opinions.

- **Ultrapercpetional Insight (Noonchi)**

“Noonchi” is created in a collectivistic society, where everybody is dependent on others’ opinions and judgements. This leads to the understanding of each other through awareness of implications and through empathy in communication. These traits seem to be sources of field dependent behaviour. The definition of Noonchi by Kim (1975:7) is:

“Noonchi” [literally, “eye-measure”] is a kind of “sense”, but it cannot simply be explained as “sense.” “Noonchi” is an interpretation of others’ facial expressions or what they say, plus a mysterious “alpha” hidden in their inner hearts. “Noonchi” is usually an interpretation by the lower social class of the feelings of the higher social class, necessary in an unreasonable society in which logic and inflexible rules have no place. Americans do not compromise or concede when it is contrary to common sense, regardless of the rank of the other person. But in our case, if we try to explain something to a superior on the basis of common sense, this is regarded as impertinent and reproachable. Therefore, there is no other way but to solve problems with “noonchi”, detecting the other person’s facial expression plus the “alpha” hidden in his inner heart.

Therefore, Koreans need to learn, for their own sake, how to perceive and read others’ feelings and thinking, and to behave appropriately for this kind of society, reacting to little hints given from others. This peculiar “Noonchi Culture” (Choi, 1976:121) clearly exists, in that “there is a lot more non-verbal intuitive communication than actual verbal communication”(Lee, 1976:198).

The same cultural orientation is found in the classroom: students are already accustomed to the “Noonchi Culture” and know how to behave accordingly. They are quick at reading the

teacher's feelings as well as those of others. This may account for Korean classrooms being well disciplined and orderly, but at the same time being passive and inert. Even when a student does have a different opinion which he/she believes is right, he/she would not dare to persist in his/her opinion if he/she perceives a priori that such behaviour might even slightly disturb the teacher.

- **Collectivism**

Confucianism, which produced a society that was collectivist to the core, has heavily influenced the characteristics of Korean culture. This formed a society of dependence on each other in everyday life; people not only help each other but also tend to try to be conscious of what others think, because they feel they are judged by others. Accordingly, in this culture people care about face-saving. These features generate field dependent behaviours.

“Dependence, uniformity, and equality” are generally the predominantly encouraged values in Korean culture, whereas “independence, individuality, and variety” are valued in America (Oh, 1982). Lee (1977:110-112) offers reasons for this:

The community spirit of family and hamlet, which was common among all agriculturally settled nations, was especially strong in the Korean people. Sacrifice of individual personality, needs, or preference for the sake of the common destiny of a family was regarded as an ideal virtue.

On the other hand, Kwon (1984:12) mentions the negative consequences of this tendency: “the adherence to a superficial and uniform equality, in its less desirable fashion, often leads the Koreans to pull superior quality down to the level of the inferior”. If a student is outstanding in his/her brightness, talent, or good behaviour in class, the student will be excluded and isolated by the classmates. In this situation, the exceptional student tries to remove himself/herself from the attention of others in order not to cause jealousy, or not to annoy the classmates. In table 3.1 I summarized the Korean features discussed up to now.

From studies of the psychological background of Korean people, I have concluded that Korean students are likely to show authority-responsive, field dependent and introverted behaviours. The following table offers a summary of the background information discussed so far.

Educational background	Psychological background
Lack of self-confidence: appears to have originated from the tendency to avoid making mistakes and to concern for precision. Unlikely to take risks in conversation.	Hierarchy consciousness: seems to be related to authority-responsive and field dependent behaviours. Hierarchy consciousness and psychological distance on the students' side, disturb the natural and active flow of communication in English classrooms.
Rote-memory strategies: seem to originate from the ancient tendency to learn through repetition and memory. The tendency to focus on rote-memory, analysis and grammar-translation is supported by Skehan's theory.	Face Consciousness: seems to be associated with reserved and introverted behaviours, and with not asking questions or expressing opinions in classrooms for fear of being considered stupid or not knowledgeable.
English learning - no difference from other subjects: seems to have originated from the tendency to study English for a practical purpose (getting into college) rather than for the needs for everyday communication.	Concealment of self: seems to be realised in preferring to sit and watch, or listen to other students' questions or opinions, rather than doing something before the class.
No special talent for language learning: the ancient mode of learning through repetition and memory seems to be a partial reason. The belief that continuous efforts will ensure language learning is dominant.	Ultraperceptional Insight (Noonchi): seems to be connected with field dependent behaviours. Leads to the understanding of each other through implications and empathy in communication. Students dare not challenge the teacher by showing different views and avoid disturbing the teacher.
Reading and writing is easier- individual learning suits best: the way English is learned in classroom in Korea (mainly through texts) seems to contribute to this attitude.	Collectivism: seems to be related to face-saving and field dependent behaviours, and thus contributes to forming a society of dependence. This tendency is realised in the classroom when exceptional students try to remove themselves from the attention of others not to cause jealousy
Rejection of the focus on vocabulary, grammar and translation: Discontent with traditional ways of learning English seems to have led the attention of Korean students more to communicative, auditory and kinaesthetic strategies.	

Table 3.1: Summary of Korean educational and psychological backgrounds.

3.5 Conclusion

This chapter has examined current understandings of the cultural beliefs and attitudes about learning which influence the use of learning strategies in the Korean context. It can be concluded that the use of learning strategies of people is influenced by their beliefs and attitudes, and the development of which has taken place within cultural and educational contexts. Korean learners, studying in a highly structured and uniform educational system, are likely to develop learning strategies reflecting that system. Korea is a highly collectivistic country, heavily influenced by Confucianism, and this environment tends to develop or encourage certain attitudes and beliefs about the right ways to learn. To summarise the likely features of Koreans, based on the discussions so far, Korean students are likely to show introverted, visual, authority-responsive, individual, field dependent and rote-memory learning behaviours to a considerable extent.

So far, the research questions 1 and 2 have been considered in Chapters 2 and 3 respectively. In Chapter 2, current understandings of learning styles were explored and decision of the use of research tools was made. It was concluded that the concepts of learning styles held by researchers are not consistent. But it should be borne in mind that there is a common point in the studies of Ehrman and Skehan; that is, that there is a possibility of learners' having a combination of learning styles. It was also mentioned that according to the findings of studies on the Korean students' learning styles, the use of learning strategies is influenced by different learning situations, and the change in the use of learning strategies may also come from changes in attitudes and beliefs in the process of coping up with the different demands that a different learning environment has. The two following points need to receive attention – the possibility of a combination of learning styles, suggested by some researchers, and the culturally embedded attitudes and beliefs about learning which influence the variability in the use of learning strategies. These points need to be observed in this research, along with the Korean cultural factors, discussed in Chapter 3, that influence the use of learning strategies among the given group of Korean university students. I now turn to describing and discussing the methodologies used in conducting this research project.

CHAPTER 4: RESEARCH METHODOLOGY

In the two previous chapters, I have discussed the concept of learning style and explored learning strategies in relation to cultural and educational factors. This chapter begins with an introduction to the participants and pilot study, and a discussion of some concepts of ethnographic research. Explanations of the data collection methods (questionnaire and interview) follow. I consider ethnographic research (definitions and features of ethnography), reliability and validity, issues related with the validity of instruments which are used to study learning style, and the problems of instruments related to cultural issues in the EFL domain.

4.1 Participants

The participants were from the third and fourth years of the Department of Tourism and English at Kyongju University. I enlisted the help of two professors in gaining access to their classes. They emphasised the need to establish a good rapport. Once I had gained access to the classes, I talked about my experiences of studying abroad and my difficulties in learning English. I answered any questions that they had. After this, I asked for their help with my research. I distributed questionnaires and collected them on completion. On the answer sheets I asked for their mobile phone numbers and email addresses so that I could contact them for follow-up interviews. I contacted them via their mobile phones and most of the students were willing to help me with the interview. The fact that I used to teach at the university some years ago and knew some of the students also went some way towards enlisting support and creating a congenial atmosphere.

I chose students of English in the third and fourth years because I believed that they would be more helpful than students in the first or second years or in other departments. I say this because the chosen students had been exposed to richer English learning experiences under various teaching methods at the university, and also individually through individual learning over a longer period than their counterparts mentioned above. I thought therefore that they would be more aware of their learning styles and learning strategies through more exposure to English learning, and would, therefore, have more information to give me as opposed to their counterparts. The fact that I am an English teacher and doing research on English language teaching was also to my advantage in stimulating an interest in my research. Quite a number of the students were interested in studying abroad for a postgraduate course, in

language school courses, in working abroad, or even in undertaking a postgraduate course in Korea. Students of the department of Tourism and English went through almost the same curriculum and modules. During the first few interviews with the students, they described to me what they had learned, and what learning activities they had experienced in certain modules. Afterwards, it was much easier for me to obtain a clear picture of the modules which they had taken and to understand other students' stories. Accordingly, I did not have to ask them to explain the modules they had taken, which led to timesaving. In addition, when some of the students could not remember the name of the module clearly but remembered what they had learned, I could immediately help them to recall it, using the information I had built up from previous students. Forty-nine students were given questionnaires and were interviewed. Case studies of six students among those interviewed are discussed in the later analytical part of this study. I noticed that these six students were trying hard to improve their English and their learning behaviours were very active, a source of rich and illuminating information. Also, later I heard from lecturers that these students were very enthusiastic about learning English and had relatively good marks on the course.

4.2 Ethnographic Research: definitions and features

This research requires involvement of cultural issues. In order to answer question 2: What are the current understandings of cultural beliefs and attitudes about learning which influence the use of learning strategies in the Korean context?, Chapter 3 dealt with cultural issues as essential in the development of beliefs and attitudes which was a key influential factor in the use of learning strategies. To answer research questions 3 and 4 which will be dealt with in the case analysis section: What types of the learning styles can be identified among a given group of Korean university students, and how are they related to the use of learning strategies influenced by culturally developed beliefs and attitudes?, discussion of cultural issues seems integral. In this respect, this research seems to need to adopt an ethnographic-oriented approach to a certain degree, considering that ethnography treats culture as integral to analysing and interpreting the data and this study needs knowledge of cultural factors. Ethnographic research originally developed from anthropology, and has gained increasing popularity among researchers in the human sciences. Due to its many beneficial features, educationalists also enjoy taking this approach when researching the phenomena of a world unknown to the outsiders but familiar to the researchers themselves.

Ethnography, the major method of inquiry in anthropology, is traditionally the description of groups of people who are perceived to possess some degree of cultural unity (Heath, 1982 and Hymes, 1982). Valued by researchers who are dissatisfied with experimental designs and the quantitative processing of controlled data, it has been increasingly adopted not only by sociologists, linguists and social psychologists but also by educationalists. (Ellis, 1990a).

Many researchers present definitions and guides for ethnographic research; many have used the terms “ethnographic, qualitative and naturalistic” to describe the same methods. However, Watson-Gegeo (1988) offers distinctions, giving a description of the differences among these three methods, although they share many things in common:

In its primary meaning, qualitative research is concerned with identifying the presence or absence of something and with determining its nature or distinguishing features. Qualitative research is an umbrella term for many kinds of research approaches and techniques, including ethnography, case studies, analytic induction, content analysis, semiotics, hermeneutics, life histories, and certain types of computer and statistical approaches. Naturalistic research is a descriptive term that implies the researcher conducts observations in the “natural, ongoing environment where [people] live and work” (Schatzman & Strauss, 1973, p.5).

Watson-Gegeo concludes that after all, ethnography is qualitative, and also naturalistic like much other qualitative research, but is different in the sense that it is concerned with holism and in the way it treats culture as integral to the analysis.

Le Compte and Preissle (1993: 39-44) suggest that ethnographic approaches put more weight on description rather than prediction, induction rather than deduction, the generation rather than verification of theory, construction rather than enumeration, and subjectivities rather than objective knowledge.

Nunan (1992) cites the principles of LeCompte and Goetz (1982) and Watson-Gegeo and Ulichny (1988) to define and guide ethnographic research. The definition of ethnography by LeCompte and Goetz is determined by the following factors: both the participants and non-participants in observation, the importance of natural settings, the researcher's considerable consideration of the participants' subjective views and belief systems to structure the research and the avoidance of manipulating the study variables. The key principles suggested by Watson-Gegeo are represented by the following words: a grounded approach to data, ‘thick’ explanation, analysis, interpretation, and explanation rather than mere

description. And explanation in ethnography ‘takes the form of grounded theory which is based in and derived from data, and arrived at through a systematic process of induction’. Ethnographic methods enable the researcher to systematically record ‘teaching-learning interactions in rich, contextualised detail with the aim of developing grounded theory’ (Watson-Gegeo, 1988: 585).

Elsewhere, Nunan (1992) suggests two key principles, ‘holism’ and ‘thick explanation’ for ethnographic research, and gives the following explanation of these. Holistic research must take into account both the behaviour of the individuals and/or groups under investigation and the context in which the behaviour occurs, which has a major influence on the behaviour. There are two dimensions to this type of analysis, a horizontal dimension and a vertical dimension. The horizontal, or historical, dimension refers to the description of events and behaviours as they evolve over time. The vertical dimension refers to the factors which influence behaviours and interactions at the time at which they occur. The principle of ‘thick’ explanation refers to the importance of taking into account all of the factors which may have an effect on the phenomena under investigation. Of course, deciding what is or is not relevant and salient is a subjective and relativistic matter, which is why ethnographers generally insist on ‘thick’ description, that is, the collection of data on all of the factors that might impinge on the phenomena under investigation (Nunan, 1992:57-58).

Judging from the constitutional features of ethnographic research, it is assumed that with holism and thick explanation, subjective interpretation is essential to deal with language education related to cultural issues. In this study, through ethnographic research, it is possible to consider and depict the surrounding contextual factors influencing the learners’ understandings of themselves, personalities and preferences of methods for effective language learning. Their subjective understandings will be observed, analysed, thickly explained, and interpreted through my subjective knowledge as an insider of the same culture. Table 4.1 is a summary of the elements of ethnographic research suggested by Cohen et al.

Purposes	Foci	Key terms	Characteristics
Portrayal of events in subjects' terms	Perceptions and views of participants.	Subjectivity.	Context-specific.
Subjective, reporting multiple perspectives	Issues as they emerge over time.	Honesty, authenticity. Non-generalisable.	Formative and emergent.
Description, understanding and explanation of a specific situation.		Multiple perspectives. Exploration and rich reporting of a specific context. Emergent issues.	Responsive to emerging features. Allows room for judgements and multiple perspectives. Wide database gathered over a long period of time. Time-consuming to process data.

Table 4.1 Elements of ethnographic research (Cohen et al, 2000:78)

In ethnographic research, each situation studied by the ethnographer is perceived and understood from the perspective of the participants. In doing so, there are two principles of analysis, etic and emic. Watson-Gegeo (1988) suggests that we owe the emic–etic distinction to Pike (1964), who extended the phonetic/phonemic distinction in linguistic meaning to cultural meaning.

Pike pointed out that the emic or culturally specific framework used by the members of a society/culture for interpreting and assigning meaning to experiences differs in various ways from the researcher's ontological or interpretive framework (an etic framework). Etic analyses and interpretations are based on the use of frameworks, concepts, and categories from the analytic language of the social sciences and are potentially useful for comparative research across languages, settings, and cultures. *Emic* refers to culturally based perspectives, interpretations, and categories used by members of the group under study to conceptualize and encode knowledge and to guide their own behaviour. Emic terms, concepts, and categories are therefore functionally relevant to the behaviour of the people studied by the ethnographer. An analysis built on emic concepts incorporates the participants' perspectives and interpretations of behaviour, events, and situations and does so in the descriptive language they themselves use (Watson-Gegeo, 1988:579).

Silverman (1993) adds another distinction to this in relation to systemising observations in order to increase reliability. Etic analysis employs the 'conceptual framework of the researcher', whereas emic approaches employ the 'conceptual frameworks of participants'. 'Structured observation uses etic approaches', with preset frameworks that are maintained strictly and firmly, whereas 'emic approaches sit comfortably within qualitative approaches', where the definitions of the situations are seized through the perceptions of the participants studied. Pelto and Pelto give the following summary in table 4.2 of the basic differences in methodology and theory between emic and etic approaches.

Emic	Etic
Primary method is interviewing, in depth, in the native language.	Primary method is observation of behaviour.
Intent is to seek the categories of meanings, as nearly as possible in the ways “the natives define things.”	Intent is to seek patterns of behaviour, as defined by the observer.
The people’s definitions of meaning, their idea systems, are seen as the most important “causes” or explanations of behaviour.	Impersonal, nonideational factors, especially material conditions, are seen as significant movers of human action.
Systems and patterns are identified through logical analysis, especially by a quasi-linguistic analysis of contrast sets.	Systems and patterns are identified through quantitative analysis of events and actions.
Cross-cultural generalisations must wait for the conversion of culturally specific patterns and meanings into more abstracted, intercultural categories.	Cross-cultural generalisations can be made directly, by applying the same methods of observation, with the same outside-derived concepts, to two or more different cultures.
The methodological strategy is fundamentally inductive, for research cannot proceed until the “natives’ categories of meaning” have been discovered.	The methodological strategy can range from “pure induction” to various mixtures of inductive and deductive research.

Table 4.2: Emic, etic and the goals of anthropology (Pelto and Pelto, 1970:62)

While referring to Firth (1961) who said that one of the characteristics of ethnographic research is that it is comparative, Watson-Gegeo (1988:581) recommended a good combination of both emic and etic in ethnographic analysis: “the ethnographer first seeks to build a theory of the setting under study (which is emic), then to extrapolate or generalise from that setting or situation to others studied in a similar way (which is etic)”. My study use the approaches of both etic and emic analysis. However, contrary to what Firth suggests, I took the etic approach first, and followed it with emic analysis. This is due to the fact that the questionnaire data of my study provide an opportunity to compare the data from other studies of learning styles which used the same questionnaire techniques and some of which reported research on Korean students, thereby making cross-cultural comparison possible. On the other hand it is difficult to make a comparative study of the interview data of my study, due to the absence of other studies with interview data on Korean students’ preferred learning styles and the related learning strategy use. In fact, most of the learning style studies conducted so far have used questionnaires, and none of the studies carried out in Korea used interviews.

From the etic point of view, I used questionnaires for ground-clearing purpose which has been used by many researchers who have studied learning styles. This enables me to compare the results of my questionnaire data with the data from other research using the

same questionnaire sets to examine the learning styles of Korean students and other nationals. This comparative study provides an opportunity to generalise the phenomena from the context studied in my research.

The use of interviews in this study can be regarded as an emic approach. The interviews were conducted with Korean students in their native language. I have gone through the same educational system in the same culture as the participants in my study. As an insider with access to the participants' culture, I interpreted the interview data on their learning style preferences and the use of learning strategies in relation to culturally and educationally influenced beliefs and attitudes, using my knowledge and experience of the local context.

4.3 Data Collection Methods

4.3.1 Issues related to the validity of learning style instruments

Before mentioning how I collected data through questionnaires and interviews, it is necessary to clarify what learning style instruments were used and problems related to them.

A number of instruments have been developed to measure learning style constructs in the psychological domain, but there are some problems with these measurements. First of all, many of them have been criticised for the lack of empirical evidence. This, in turn, leads to doubts about their reliability and validity. In addition, there are few learning style instruments designed specifically for the purpose of language learning research and most of the instruments used in language learning research were employed from the domain of psychology. Only the questionnaire by Reid (see Chapter 2.3.1 and Appendix 1) is designed to study language learning. Dunn's Learning Style Inventory which was used in the study of Willing (see Chapter 2.2.1 and Appendix 1), was originally designed in the psychology domain. It seemed necessary to use a questionnaire modified appropriately for language learning research rather than simply to use the original questionnaire used in generic educational psychology. This is primarily because the terms used and the way it describes the teaching and learning situation in original questionnaire could be different from the one for the study of language learning.

Williams and Burden (1997) point out, in their social-constructivist approach to the study of individual difference, that the term "individual differences" originally has been taken from

psychometric tradition of psychology and research on individual learning differences in the ELT area has employed measurements from psychology. However, there are a number of problems in the actual application of these measurements, since psychometric research is concerned with the scientific measurement of human traits and abilities (*ibid*). These writers argue that

Individual traits such as intelligence or aptitude or anxiety are more usefully treated as variable, as context specific, and amenable to change. It would follow from this that a test should be expected to produce different results on different occasions....what tests can tell us about is groups of people and average scores, rather than individuals. They can, therefore, give teachers very little information about what to do with individual learners in their classrooms. (William and Burden, 1997:90-91)

The Group Embedded Figures Test (GEFT) has been employed for a long time in the domain of psychology, and adopted in the EFL domain as well. However, it has been criticized for measuring ability rather than learning style. Riding & Rayner (1998) extensively criticized Field Independence/Field Dependence for not meeting the criteria both at an empirical and conceptual level as it correlates with ability. Griffiths and Sheen (1992), who argue that research of the FI/FD dimension is fundamentally flawed because the GEFT that used to measure the dimension measures ability and not style. Also, it does not measure both ends of the FI/FD constructs. Lack of FI is considered to be FD. Therefore, it can be argued that this test fails to meet the requirements of reliability and validity.

In addition, Ellis (1994:501) points out “the GEFT may be culturally biased, favouring certain groups over others (see Willing 1988)”. Griffiths (1991b cited in Ellis, 1994:501) reports, “marked differences in the scores obtained by nationals of different Asian countries (for example, 10 out of a maximum of 18 by Samoans as opposed to 15 plus for Japanese)”. Although a considerable amount of research on learning style in SLA has focused on the construct of FD/FI, the criticisms above indicate that the use of the GEFT for such research lacks reliability and validity, as it is not a reliable enough measuring tool in the language learning domain. In addition, the issue of its cultural relativity is contentious.

Brown (1987) has suggested that some learners may have ‘flexible’ cognitive styles, combining FI and FD modes of processing and adapting their approach to suit different learning tasks (cited in Ellis 1994: 502). However, Ellis disagreed with this view, maintaining, “The GEFT is based on the assumption that the less one is FD, the more one is

FD, and so it cannot be used to investigate the presumed advantages of a flexible learning style (op.cit)".

As mentioned above, the GEFT has some problems: it is under criticisms for measuring ability rather than style, being culturally biased, and not being able to detect flexible learning style. Also, it was designed to identify cognitive style, only one aspect of learning style. Therefore it was not appropriate to use the GEFT in my study, and I decided instead to use two sets of questionnaires (Dunn's Learning Style Inventory, 1975) and Reid's Perceptual Style Preference Questionnaire, 1987) and interviews. The questionnaire sets are commonly used in identifying language learning style, which includes various cognitive, personality and physiological styles. Interviews can help to obtain more information on learning styles which questionnaire could not capture.

4.3.2 Questionnaires

Questionnaires have been welcomed by researchers for their apparent simplicity, their versatility, and low cost as a method of data gathering (Fife-Shaw, 1995). Robson (1993) gives an account of the advantages and disadvantages of questionnaires. The advantages are that: self-questionnaires save the researcher time and effort as respondents complete the questionnaires themselves; the researcher can distribute questionnaires to as many people he/she chooses; and the time taken to complete a questionnaire is only equivalent to the time taken to conduct one interview session. Also, a well-constructed questionnaire is time-efficient when it comes to the coding and analysis of data. The disadvantages are that questionnaires produce data that are likely to be superficial, providing little chance to check on the veracity or accuracy of responses, because sometimes respondents are prompted to choose responses from an insufficient preset range of questions which may or may not offer the answers they would prefer to choose.

Therefore the questionnaire must be 'painstakingly constructed, with very clear and unambiguous instructions, and careful wording' if the data are to generate any significant finding (Robson, 1993:243). Otherwise it is highly likely that respondents will misinterpret the questions and formulate misleading response (Robson, 1993 and Devaus, 1996). Elsewhere, Low (1996) makes the following comments on this aspect of administering questionnaires.

What questionnaire designers need to know is how respondents react to the words that they (the designers) use in attempting to constrain the flow of information in an item and to create a whole range of rhetorical effects... it is ...important to find out what leads respondents to answer as they do. (Low, 1996:2)

Dunn's and Reid's questionnaires were administered in this study. The structures of these questionnaires are closed and employ a *Likert-type rating scale*. Their features, advantages and disadvantages are discussed here. There are two types of questionnaire: open versus closed. Closed type questionnaires were employed in this study. Their advantages given by Foddy (1993) are that: answers can be compared on an equal basis, producing meaningful implications because the same questions are asked; the data produce answers within a controllable limit, and with little variability; the question structure type gives a 'recognition' task to respondents, which is easy for respondents to answer with little effort needed for recall; finally it generates answers feasible for computerising and analysing.

De Vaus (1996) adds another advantage: the "questions do not discriminate against the less talkative and inarticulate respondents". In the case of interviews, it is possible that researchers are heavily influenced by talkative respondents and neglect the respondents who are inarticulate but have their own opinions. Cohen et al (2000) offer other advantages and disadvantages, as suggested by Wilson and McLean (1994), and Oppenheim (1992). Closed questions prescribe the range of responses from which the respondent may choose. On the whole, closed questions (dichotomous, multiple choice and rating scales) offer efficiency when completing the questions and coding, and do not distinguish the respondents in terms of their skill in articulation (Wilson and McLean, 1994: 21). On the other hand, such questions exclude any opportunity for respondents to add any qualitative remarks, causing limited question categories with a possibility of bias (Oppenheim, 1992:115).

Cohen et al (2000) point out that the basis of Likert's own thinking (1932) was "the assumption of unidimensionality in the scale; the scale should only be measuring one thing at a time" (Oppenheim, 1992: 187-8). A review of the advantages and disadvantages of rating scales is offered by Cohen et al (2000): rating scales are in wide use because they create sensitivity and differentiation among responses, and generate numbers which facilitate analysis. Also, there is the opportunity for flexibility in deciding frequencies and correlations (*ibid*). Cohen et al (2000: 253-4) warn researchers of a limitation in using rating scales, in that researchers may not be able to draw a degree of sensitivity and subtlety from the data

that they cannot bear. An example of illegitimate inferences given by Cohen et al. follows:

There is no assumption of equal intervals between the categories, hence a rating of 4 indicates neither that it is twice as powerful as 2 nor that it is twice as strongly felt; one cannot infer that the intensity of feeling in the Likert scale between 'strongly disagree' and 'disagree' somehow matches the intensity of feeling between 'strongly disagree' and 'disagree'. These are illegitimate inferences.

Another warning is that it is not possible to know whether the respondent might have wished to make other comments about the issue under research. However, it is usually assumed that the respondents do not have any other opinions apart from the opinions in the rating scale. Also, there is great variety in the meaning of responses: one respondent's 'strongly agree' may be another's 'agree'. One respondent's 'a little' might be another's 'very little'.

Block (1998) discusses problems associated with how respondents interpret questionnaire questions. He examined the study of Alderson (1992) who was one of the first researchers on language teaching to try to understand how respondents interpret questions in questionnaires. Alderson's finding was that during interviews with his informants, they often brought up issues which were not mentioned on the questionnaire and accordingly provided additional information which otherwise would not have been known to the administrators of the questionnaire. Block (1998) points out that one lesson to be learned from Alderson's study is that the questionnaire represents a pre-conceived idea about what is important on a particular topic, and when individuals talk about this topic, they mention numerous issues not included in the questionnaire and in addition, do so in very individual ways. Alderson's conclusion was:

In questionnaires where the responses are closed, involving selection from a list, or rating on a scale, there are much greater hidden problems of interpretation. The respondent's choice may not be the choice s/he would have made had there been a somewhat different list of items from which to choose. The respondent may not mean the same thing in his/her choice of response as the question designer intended. Yet neither problem will be apparent from an inspection of the response itself. Similarly in the use of rating scales: despite the verbal descriptions for the points on the scales used, the respondent may not mean the same thing as does the question writer. Moreover one respondent may tend to use midpoints of a scale rather than the extremes where another respondent may use the extremes, although both may have the same attitude to the item in the question. Thus one person's "3" may mean something quite different from another person's, yet in summing responses, counting frequencies and calculating averages, we assume that similar responses are the same. (Alderson, 1992:4-5, quoted in Block, 1998: 404)

Block (1998), at the end of his study exploring interpretations of questionnaire items, raised the following suggestion:

In research contexts where questionnaires are used to gather information about aspects of language learning such as learning styles and strategies, the procedure followed in this study might be useful at a piloting stage to test the validity of questionnaire items for participating learners. One can only wonder how the Australian immigrants in Willing's (1988) oft-cited study on learning styles interpreted the questionnaire and 1-4 scale which he used. the point would be to explore the validity of the constructs represented in questionnaire items for the teachers and learners who are asked to respond to them. (1998:424)

I used two sets of questionnaires Dunn's and Reid's questionnaires. Most questionnaires testing learning styles were designed in psychology and there are few specifically designed to test language learning styles. As concluded previously, learning style constructs are not consistent among researchers and the studies of Oxford and Anderson, and Skehan are theories not based on empirical evidence, all of which seem to be related to the lack of questionnaires in language learning. The two questionnaires I used are designed to test language learning styles and well-known contemporary researchers of learning styles in language learning used them in their studies, as shown in the literature review.

However, Willing's study in which Dunn's questionnaire with the Likert scale was used, was criticised for possible lack of validity because of its use of questionnaires only. This calls for the need to employ another method to solidify the credibility of my study- this method being to conduct a large number of interviews. Despite the weaknesses of questionnaires, I decided to employ them because: to a certain degree, they have a ground-clearing function and lend direction to analysing interview data. Also, comparison of the results between the questionnaires and interviews facilitates and enriches the analysis of interview data by widening the dimension of interpretation through the supporting or contrasting results of questionnaire data. This will enable the interpretation of interview data to produce rich and enlightening information. In addition, the combination of both tools will help to find out whether the intention of the questionnaire designer was conveyed to respondents, and then the validity of the constructs of questionnaire items will be explored.

The studies of Lee (1995) and Goodson (1993), discussed in Chapter 2, employed Reid's questionnaire. This indicates that this questionnaire is commonly administered to identify language learning styles. Also, it is an advantage that both studies were administered to Koreans, so that I could obtain comparative information by administering the same questionnaire with another population of Koreans in my study. Dunn's questionnaire was used by Willing (1988), whose research and theory were considered in my literature review, and includes different learning style constructs to those of Reid. Dunn's (1975) Learning

Style Inventory measures concrete, analytical, communicative and authority-oriented styles. Reid's (1987) Perceptual Style Preference Questionnaire measures visual, tactile, auditory, kinaesthetic, group and individual styles. Using Dunn's and Reid's questionnaire sets could contribute to the measurement of 10 different learning style categories. They include many physiological style constructs (such as kinaesthetic, tactile, visual, auditory styles), cognitive style constructs (such as analytical and concrete style) and personality style constructs (such as communicative, group, individual styles). I pointed out in the literature review that I decided to take Willing's definition of learning style which consists of cognitive, physiological and personality constructs. These two questionnaire sets cover Willing's three constructs to a large extent. Therefore, the administration of two sets of questionnaires is expected to offer the opportunity of finding out whether and how the different learning style constructs investigated in each of the questionnaires are related, providing information gained a wider variety of learning style constructs than when only one questionnaire is used. The cooperative analysis of questionnaire and interview data has the advantage that it could bring more sound and consolidated information than from the data extracted from two sets of questionnaires, and thereby greater objectivity. Use of the questionnaire sets designed by Dunn and Reid which recent researchers of language learning use, will enable me to compare my findings with those of other researchers.

Before I went to Korea to carry out my study, a pilot study was done in London on three Korean students who were on English language courses at language schools. They had already been learning English in the U.K. for quite a while when I met them. One of them already majored in German in Korea and studied German in Germany for a year, which implies that she might have rather clear self-awareness of her learning styles and learning strategies she uses by trial and error in the process of learning another foreign language. The other had worked at a company as a designer for a long time, during which she had been to English speaking countries many times on business- this could have helped to raise her awareness of her language learning behaviours through the exposure to that environment. I administered questionnaires to them and then interviewed them one by one in one day. Since they had experienced a variety of teaching methods in language classrooms in London, they did not seem to have many problems in understanding learning situations described in questionnaire items and did not have any hesitation in answering interview questions. Space does not allow a thorough presentation of the results of this pilot but suffice it to say that I

did not find any problems at this stage. The followings are some examples of both questionnaires I used.

Dunn's Learning Style Inventory

1. In English class, I like to learn by reading.
2. In class, I like to listen and use cassettes.
3. In class, I like to learn by games.
4. In class, I like to learn by conversation.
5. In class, I like to learn by pictures, films, and video.

Reid's Perceptual Style Preference Questionnaire

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 a group.
5. In class, I learn best when I work with others.

Ehrman's questionnaire was used later, in the second interview session. When the students came to the first interview session I asked them to complete it and bring it back later. It seemed to me during the first interview sessions that, in fact, students do not possess only one main learning style but have combinations of many learning styles. Also, other learning style constructs appeared in their preference but were not included in the two questionnaire sets that I used. For example, few personality style constructs, such as the introverted/extroverted dichotomy, are included in the questionnaire sets. As personality construct, there are individual/group oriented learning styles in Reid's questionnaire and communicative style in Dunn's questionnaire. However in the first interview session I realised that many learning style constructs preferred by the students are involved with the personality style construct. I felt the need to use an additional research tool which would offer objectivity in judging the participants' learning styles, and add variety to the learning style constructs available for identifying the learning styles of my participants, in addition to the learning style constructs included in Dunn's and Reid's questionnaires. Ehrman's questionnaire includes some learning style constructs in Dunn's and Reid's questionnaires, plus the introverted/extroverted personality dimension. It also relates each learning strategy to the relevant learning styles, which is helpful in identifying respondents' learning styles in association with the use of learning strategies that has been identified through the questionnaire. Therefore, I decided to use Ehrman's questionnaire for additional support in identifying the language learning styles of my interviewees. Also, at the time when I was in

Korea, that was the only questionnaire available. Thus it can be pointed out that the decision I made in the process of research is a feature of ethnography: the researcher changes plans in the process of conducting research according to the results of the research. The following are some examples of Ehrman's questionnaire.

Ehrman's questionnaire

MSQ Part IIa : Learning and Teaching Techniques.

A variety of techniques may be used to help you learn, by you and by your teachers. How helpful do you think you will find these ways of teaching/learning? Please use the following scale to rate each item.

1. waste of time 2. not very helpful 3. neither/nor 4. helpful 5. nearly indispensable

1. The instructor systematically follows a textbook or syllabus.
2. A written in-class exercise in which students fill in the correct form of verbs in sentences, for example:
(walk) Martha -----to school everyday.
3. The class breaks up into smaller groups to talk.
4. Students ask each other questions in pairs.
5. Students interview native speakers and report on the interviews.

4.3.3 Interviews

I aim to identify learning styles and cultural beliefs and attitudes about the use of learning strategies by my participants. To serve this purpose, the reason for employing interview was mentioned in 2.4 Discussions of the four models of learning styles and research in and on Korea-the use of interview will facilitate the researcher to identify learners' learning styles more deeply so that more detailed information will be obtained than when using questionnaires only. Another advantage of using this tool is that interview may reveal variability in the use of learning strategy which was only assumed only in Goodson's (1993) study. The administration of the questionnaires gives an overall picture of learners' learning styles as well as an important opportunity to compare the findings of my study to those of others. However, these functions of the questionnaires play a minor role in achieving the aim of identifying learners' learning styles in relation to cultural influence. The questionnaires can contribute to identifying individual's learning styles, complementing the interview.

- **Purpose of interview**

According to Cohen et al (2000), interviews serve three purposes: first, to collect the data

which are the most important for research goals; second, to test hypotheses, suggest new ones, or give explanations when identifying variables and relationships; third, to follow up unexpected results or to delve further into respondents' motivations and reasons, in combination with other methods. All these three purposes are relevant to my research. The interview is the main tool to collect data, although they are supplemented and guided by questionnaires to some extent. By conducting interviews, which have not been frequently used in studies on learning styles, I intend to explore and introduce previously unknown, or inadequately known areas in the learning style domain and the relation to the use of learning strategies in a specific cultural context.

- **Advantages/disadvantages of interview**

Interviews have advantages over questionnaires in terms of face-to-face communication and using oral language, but also disadvantages, which the researcher needs to consider before using them. Robson (1993) points out the advantages and disadvantages of interviews. The advantages are: firstly, they allow the researcher to redefine questions, sometimes by asking following-up questions, in response to either verbal or non-verbal clues from the interviewee. Secondly, observation of behaviour and asking people directly about the issue are swift ways of not only seeking answers but also of gaining rich and illuminating information.

Two disadvantages which Robson puts forward are that: firstly, profitable use of this flexibility in interviews requires the interviewer to have considerable skill and experience. Otherwise, "the lack of standardisation that it implies inevitably raises concerns about reliability. Biases are difficult to rule out" (Robson, 1993: 229). Secondly, preparation for interviews is time-consuming, such as 'arrangements to visit; securing necessary permissions; confirming arrangements; rescheduling appointments to cover absence and crises'.

- **Interview type**

The interviews in my research can, on the whole, be considered to be examples of the semi-structured and standardised open-ended interview type among the types given by Patton (1980). In my study all the interviewees were asked the same questions, but sometimes there was a change in the order of questions. Robson (1993) points out that adapting to the context is allowed for by the semi-structured interview, and this interviewers' freedom to use

responses in context makes for changing questions and explanations. Nunan (1992) argues that the semi-structured interview, due to its flexibility, is widely welcomed by researchers in the interpretive research tradition.

The interviews in my study took more the form of a semi-structured, rather than a structured interview because of both the qualities suggested by Patton. The interviews were basically structured by a list of questions. However, they also took a semi-structured approach, in that open-ended questions were asked, to follow up the respondents' answers. Sometimes I went back to previous questions, to ask for more information about the answers they gave. This gave me the opportunity to obtain additional or unexpected information.

- **Interview format**

There is a dispute on whether the interview format should be considered as etic or emic. Pelto and Pelto (1970) imply that the semi-structured interview can have both etic and emic questions by explaining the relation between etic/emic questions and the interview format. They suggest that a structured interview can have both etic and emic questions by being accompanied by etic constructs.

The variations, ambiguities, and gradations in definitions of emic and etic are particularly apparent in the case of structured interview schedules, which are increasingly common in contemporary field work. Because any structured interview depends on people's verbal responses (rather than direct observation), it may be considered emic according to the definition used by Harris (1968:156). But structured interviews are frequently devised by field workers from their own (observers') theoretical perspective and are interpreted according to anthropological (rather than "native") categories.These categories are hardly native definitions of reality, and from the perspective of Kenneth Pike structured interviews could be regarded as fundamentally etic in nature. If the field worker has elicited the local terminology and categories of some domain through intensive interviewing, and then incorporated these emic data, along with etic constructs, in a comprehensive interview schedule, the resulting data would appear to be a thorough mixture of emic and etic data. (Pelto and Pelto, 1970: 63)

Cohen et al (2000:270) emphasise the issue of 'fitness for purpose' in interview methods: comparable data from varieties of people and locations require standardisation and quantitative interviewing. On the other hand, 'unique, non-standardised, personalised' data about people's conceptions of the world require 'qualitative, open-ended, unstructured' interviewing (ibid).

The characteristic of standardised open-ended interviews defined by Patton (1980, cited in Cohen et al, 2000: 271) is that the exact wording and order of questions are decided in

advance. All interviewees are given the same questions in the same sequence. The strengths of this method are the allowance of comparison in responses because the same questions are asked to all interviewees; the opportunities for decision-makers to see and review the devices used in the evaluation; and the ease of organising and analysing of the data. The weaknesses are that there is little flexibility, in the sense that particular individuals and circumstances are not related to the interview; and the possible lack of naturalness and relevance in questions and answers due to the standardised wording of questions. The interview questions were designed in relation to their course at the university. Questions include their preferences in relation to the modules, activities, and assignments on the course; things they are good and bad at and their learning behaviours. Thus the answers are associated with interviewees' everyday learning experiences, which gives information on their learning behaviours, strategy use, beliefs and personality, all of which provides information that is necessary to identify their learning styles. The following are the questions which I asked during the interview sessions. The first four questions were asked in the first interview, and the fifth question in the second interview. The questions were open-ended.

1. Which modules did you like and dislike in the modules you have taken up to now? And why?
2. Which activities did you like and dislike in the modules you have taken up to now? And why?
3. Which assignments did you like and dislike in the modules you have taken up to now? And why?
4. What do you find easy and difficult in English language learning? And why?
5. How do you study
 - Reading?
 - Writing?
 - Speaking?
 - Listening?
 - Grammar?
 - Vocabulary?

Questions 1 to 3 were asked, in order to find out their likes and dislikes related to their studies on the course - such as modules, activities, assignments, that give information on the

students' preferences in learning. Question 4 was asked based on the idea that information on what people find easy and difficult in their English language learning would be helpful in getting to know their learning styles. Ehrman (1996) suggests that there is a reciprocal relationship between ability and preference: we tend to prefer and do more of what we find comfortable and comes easily to us, and the more often this is done, the better we are likely to perform this. Question 5 was asked in order to get information on the learning strategies they use, which will in turn give information on learning styles related to the strategies they use.

- **Language used in interview**

In addition to the question of relative openness and closedness, there is the issue of the language used during an interview. In much of the research into learning styles, second language speakers of English are asked to talk about learning style, and language learning, in English. In my research, I decided to conduct interviews in Korean over two sessions. Subjects would not have felt at all comfortable, or would not have even cooperated with this research, if they had been interviewed in English. The interviews were conducted in their own free time, during breaks of an hour or less. Thus there was a time constraint and I had to ask the questions as fast as possible. In many cases, I could not ask further, more probing questions which arose from my interest in the answers given.

- **Actual interview**

The first interview session was held from March through April, 2000. In the beginning I explained what I was going to ask about in the interview, and asked for permission to record. Some interviewees were concerned about whether the recorded tapes would be revealed to the professors and whether I was going to test their level of English. I assured them that the tapes would be used for my research only, and the information recorded in my research with anonymity. They seemed to be a little anxious for the first few minutes. However, once they realised the interview was indeed being conducted in this way, they seemed to feel relaxed and comfortable, becoming more informative. Indeed some extroverts became quite open in talking about themselves.

I wanted to avoid giving them the impression that I was testing their level of English, interrogating them, or merely taking information and time from them. I told them to look

upon the interview as a kind of counselling session which would be beneficial for them, one in which I took, to a certain extent, the position of counsellor. Some of them asked me questions about the way I studied English, and I gave my opinions as neutrally as possible in an attempt not to influence the interview data. Some students asked me what is the best way to study English. They tried to force themselves to follow the guidelines suggested by popular books or the way their friends study English. But I recommended that if these methods did not work effectively for them, they should not use them. Instead it is better to continue with the way they feel is more effective for them to learn English. And this is the way I think learners should try. If I had recommended a specific mode of learning related to visual style, for example watching the English version of videos often, some of them might have said later that they like to study that way, to give an impression that they were correct in their way of learning English.

The second interview was conducted in May and June. The second supplementary interview focused on two matters: to ask mainly about their learning strategies to see whether there had been any change in their perceptions of learning or strategies used after exposure to some courses and the mid-term test, and to ask further questions on learning style to complement the first interview. I also wanted to ask more questions which I was not able to include in the first interview. Some of the students did not have much time in the first interview. I needed a second chance. I made reference to the questionnaire data and encouraged them to elaborate on the information which they had given.

During the gap between the first and second interviews I analysed the questionnaires completed by the participants so that, in the second interview, I could ask follow-up questions, or more detailed and deeper questions based on the results of the questionnaires administered in the first interview. In many cases I could do this, but again there was a time constraint. They were facing their final examinations in two or three weeks' time. Some students were pressured by time and job interviews as well as examinations so it was not easy for them to make time for me.

Thus it was not always easy to ask them further questions based on the results of the questionnaires and giving them the results. I thought that letting them know the results of their questionnaire would be helpful for them as well. In fact, they were interested to know

the results. As soon as some of them entered room to attend the second interview, they asked me whether I analysed their questionnaires and what their learning styles are. However, when I did this with the first ten students, I came across several students who did not agree with the results of the questionnaires, due to misinterpretation caused by Goodson's translation of some questionnaire items. For example, in the case of item 14, the translation for "make something" in Goodson's study used a close word to "perform" in Korean that includes tactile activities but also kinaesthetic activities. In the pilot study, this problem did not arise since I administered questionnaires and interview all in one day due to a small number of participants. I did not have to split up interview into two sessions. I used a Korean-version questionnaire from Goodson's PhD thesis, in which she used Reid's questionnaire it with Korean, Japanese and Chinese students. This version of the questionnaire had some problems that caused misinterpretation. I asked one of the professors at Kyongju University, who used to be a professional interpreter and translator, to correct the translations of the parts which were causing confusion and misunderstanding in respondents. Then I distributed them again to all the interviewees, including the first ten students. Also his help was enlisted in translating Ehrman's questionnaire and problems related to translation.

4.4 Problems related to cultural issues

- Translation problem**

Dunn's questionnaire was administered using the Korean version that I translated. However, there was a problem related to the translation of Reid's questionnaire. To administer this questionnaire I used the Korean version in Goodson's study, in which he administered the original version of the questionnaire with some Asian students and with a translated version in participants' mother tongues. When I informed the first few students of the results on their preference for learning styles from the questionnaires which they had completed, immediately before starting the second interview, some of the students did not agree with the results related to kinaesthetic and tactile style preferences. On the other hand, I did not face problems from the students with Dunn's questionnaire results. The participants had some problems in understanding the situation described in the items relating to the kinaesthetic and tactile styles mentioned above. I, therefore, asked further questions to determine how they interpreted the problematic questions. As I expected, some of them answered that they were a little confused, although some others understood the questions correctly.

Later I revised the translation of some items in Reid's questionnaire, with the help of a professional translator and a native speaker lecturer. Two studies on learning styles using Reid's questionnaire are available. One is Lee's study (1995), mentioned in the literature review earlier; in this, the English version of the questionnaire was administered without the Korean version. The other is Lee's study (1999) which I found after I had already conducted my research in Korea. This was administered with Korean high school students. Some of the questionnaire items were translated in order for it to be suitable for high school level.

- **Wording of items**

Some of the items can cause misinterpretation, being too general and vague, without qualifying specific learning situations or giving clear information. Accordingly they mislead the participants. Some respondents imagined the situations described in the questionnaire in their own way, according to their limited experiences. The following issues were noticed as problematic from conversations with some of the students who said that they could not clearly grasp what exactly the questions meant. Some questions needed more specific and detailed explanations to help participants to understand what situation the questions were describing. Therefore, I have put some explanations in brackets and given some examples.

1. When the teacher tells me the instructions, I understand better.

Item no.1 is intended to define the auditory style. However, "tell" can be interpreted in many ways in the Korean language. If it is translated using some Korean words that still mean, "tell" in English, it cannot lead to the identification of auditory style. In Lee's study (1999) she ignored the original Korean meaning for "tell", and chose another Korean word that means "listen" to deliver the intention that the question carries and to distinguish auditory participants from non-auditory ones.

10. When I read instructions, I remember them better.

In the case of item no.10, when literally translated into Korean it does not specifically tell the reader "better than what". "Read" can be translated in Korean as referring to either reading aloud or reading silently. If it is translated without any further explanation, it could also mean reading aloud, which leads the item to carry the intention of eliciting whether the participant is auditory-oriented. Further explanation is definitely needed. Otherwise, it is not easy to find out whether the participant is visual-oriented or not. Lee (1999) simply

translated this with a Korean word that is generally supposed to mean, “Read”. Of course this carries two meanings, which can possibly lead to different interpretations by the participants. I put the explanation in brackets “than when I listen to them” so that this question clearly indicates that the word “read” in Korean does not mean “read aloud”.

For a contrary example, Dunn’s questionnaire presents clear items which, when translated, carry original meanings: No.21. I like to learn English words by seeing them, No.22. I like to learn English words by hearing them. These two questions clearly specify which senses they refer to. However, “tell” or “read” should be translated into Korean very carefully, to fulfil the intention of identifying which sense they refer to.

11. I learn more when I can make a model of something.

In the case of item no.11, when the question is translated literally, it does not create a clear understanding for the participant. In the typical Korean classroom, making a model of something is not often practised, especially in English classes. I added examples in brackets; in an English class, you might learn English by making model frogs, houses, and bridges.

12. I understand better when I read instructions.

In the case of item no.12, again the word “read” creates a problem. Therefore, I translated it as “read with eyes” and added the contrast “rather than to listen” in brackets, so that the Korean word which has two meanings, “reading aloud and reading silently” can be limited to reading silently.

16. I learn better when I make drawings as I study.

The situation item no.16 describes is too general. It is necessary to give more detailed examples of the situation which it indicates. Participants may not be able to imagine the right situation mentioned in this item. Making drawings in classes is not often practised in Korean classrooms throughout their schooling, especially in English language classroom. Therefore it is not easy for Korean participants to grasp a clear meaning behind this question. I added a detailed example of this item in brackets; “when you study English, you draw things or diagrams to remember effectively the things you study”. Lee’s study (1999) translated the item as “I learn better if I do drawings as I study”. Again, this does not seem to be able to help participants to understand the question thoroughly enough.

17. I learn better in class when the teacher gives a lecture.

This item intends to identify auditory-oriented style. However, when translated literally into Korean, this does not carry a clear enough message related to auditory style. Therefore, I had to add a Korean word that carries the meaning “hear”. My Korean version means, “When I listen to the teacher give a lecture”. Also, Lee (1999) translated this item with a Korean word meaning “hear”.

There were problems related to the choice of words for responses. Dunn’s questionnaire offers a choice of No, A little, Good and Best. In a conversation with one student, she thought it was strange that she could not find a response meaning something between “A little” and “Good”, when her answer was neither of these. The problem here is that only “No” is negative, and the others are all positive but there is nothing between positive and negative. Reid’s questionnaire offers the response: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The choice “Undecided” also causes a problem. When the scales are worked out, scores for responses “undecided” cannot be regarded as meaningful. This response should not be regarded as meaning lower or higher preference than the scales coming from ST, A and D, SD. Further explanation is given in relation to case studies in the analysis in Chapter 5.

4.5 Interpreting data: subjectivity

Two issues should be mentioned when considering the above discussion. In a specific cultural context, when administering questionnaires, which were originally designed in a different language from the language that the researcher will use in the administration, a researcher needs to be cautious about differences between the two languages. These do not merely include the problem of literal translation. Translation should not fail to take into consideration the educational system of each culture. Misinterpretation of the questionnaire items, as we have seen in the above discussion, is not always caused by literal mistranslation only. Translation should also include the consideration of the learning experiences that the participants have had throughout their schooling in that culture. As we have seen above, the questionnaire was designed by a Western researcher who expected many learning activities related to kinaesthetic/tactile-oriented approaches to be included in foreign language classrooms. However, students do not often have such activities in the conventional foreign language classroom in Korea. Lack of this kind of experience could bring difficulties in the

way of the participants' understanding of the questionnaire items, which could affect the analysis of the data.

To help with this problem it was necessary to conduct research combining other research tools, in order to achieve as reliable data as possible. In such a case, the interview seems to be the best tool to accompany the questionnaire, considering that the questionnaire originally designed in a different language and a different cultural context has the possibility of creating misinterpretation or confusion in participants. Interviews can reduce the risk by offering the researcher the chance of asking the participants to confirm whether they have understood the questionnaire correctly and whether they meant their response to it. In this process, it is very important that interviewer speaks the same language as the participants so that all the information can be delivered correctly from interviewees to interviewer by exchanging questions and answers. Also, the interviewees can express their opinions fully.

4.6 Summary

Research methodologies were discussed in this chapter prior to answering research questions 3 and 4 in the following three chapters, dealing with identification of the learning styles of a group of Korean university students, and their relation to the use of learning strategies influenced by beliefs and attitudes which have cultural features. Due to the cultural issues involved in this study, some degree of ethnographic approach was used with a combination of both etic and emic approaches since culture is considered as a critical issue in ethnographic research. To identify types of learning styles in this study, questionnaires and interviews were employed. Three sets of questionnaires were administered in order to identify various learning style constructs and to serve as ground-clearing and guiding purpose for the interview data analysis. The employment of the interview method provides the opportunity to compare the interview data with questionnaire one, to observe the reactions and facial expressions of the interviewees during the face-to-face conversations and to pose follow-up questions based on the information from the questionnaire data. Interview sessions, with questions asking the students about their everyday language learning experiences, also provided information on the students' use of learning strategies, their personalities, and learning behaviours, all of which is helpful in identifying learning styles of the students. Given the advantages mentioned above, the use of interview helps in counteracting the threat on the validity and reliability of the research and danger of

subjectivity in interpreting the questionnaires that may come from different cultural and educational experiences. Use of mother tongue in the interview sessions was helpful in encouraging the interviews to provide information without much hesitation and to break down the obstacles in expressing what they were thinking. This strategy brought about rich data.

CHAPTER 5: QUESTIONNAIRE FINDINGS

In this chapter findings from the sets of questionnaires and interviews are discussed. This is done in relation to the previously established learning style literature reviews to see whether this research can draw out possibilities of new findings and more detailed information than the previous ones. The questionnaires consist of Dunn's and Reid's learning style inventory. Interview findings are discussed with six cases of students representing peculiar cases. These are presented with excerpts from the interviews, and referring to the questionnaire results to see whether the findings from both questionnaire and interview match and if not, why not. The findings are interpreted based on my knowledge and experience as a student who went through an English language education in Korea and as a teacher who has taught in the Korean context, and previous literature on learning style research and research findings on Korean students discussed in literature review in this study.

5.1 Findings of Dunn's and Reid's Questionnaire sets

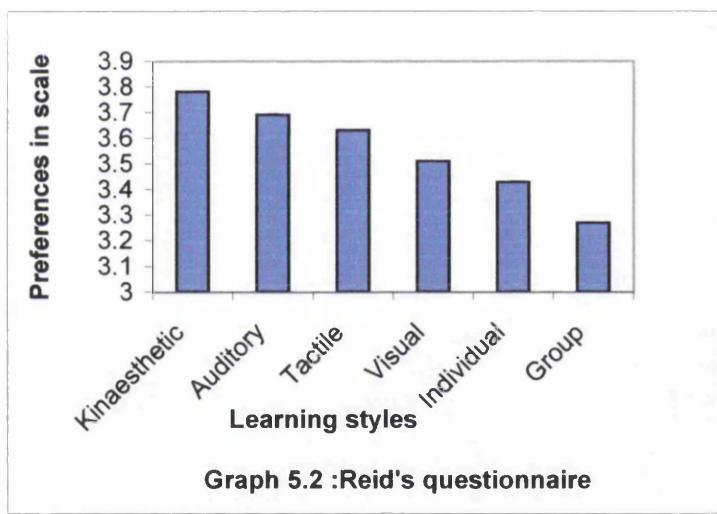
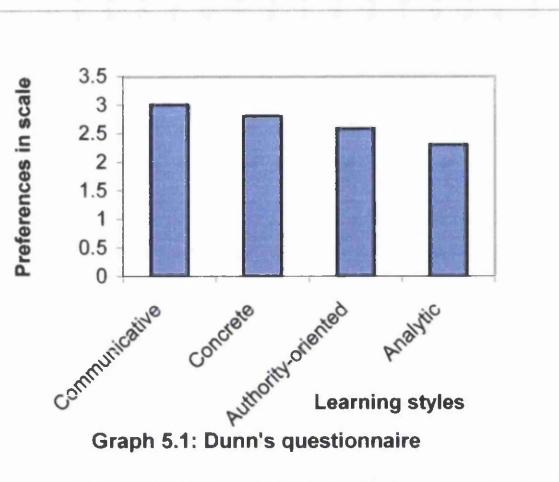
Dunn's questionnaire has four learning styles: concrete, analytical, communicative and authority-oriented style, which have a maximum scale of four. Respondents are required to choose from 'no', 'a little', 'good', and 'best' with a point being given to 1,2,3, and 4 respectively. Reid's questionnaire has six style categories: visual, tactile, auditory, kinaesthetic, group, individual style, in which the maximum scale is five. Answers are chosen from, 'strongly disagree', 'disagree', 'undecided', 'agree', and 'strongly agree'. Points are given to 1,2,3,4, and 5 respectively. With the use of SPSS, the means of each student's learning style were calculated, from which the means of styles of 47 students were processed for each questionnaire, and presented in Table 5.1 and Graphs 5.1 and 5.2.

The findings of the 47 students' learning styles-using Dunn's and Reid's questionnaires- are that they indicate a preference to learn English through very active and multidimensional ways such as communicative, concrete, kinaesthetic, auditory and tactile styles. Students' preferences for learning styles in Dunn's questionnaire are communicative, concrete, authority-oriented and analytical style respectively. In Reid's questionnaire category, kinaesthetic, auditory, tactile, visual, individual, and group styles are shown as their ordered preferences. However, as shown in the figures for each of the learning styles below, there is a regular amount of gap between each learning style. In Dunn's questionnaire findings: the

gap between each style is 0.2, 0.22, 0.28, and ranges from 2.30 to 3.0. The findings of Reid's questionnaire seem to imply that the students want to learn, to a certain degree, through diverse learning modes rather than sticking to certain learning modes exclusively over others. Being students of English, they seem to be aware in the process of learning English that they need to learn through the variety of learning styles which are related to the learning style categories included in the questionnaire sets. Table 5.1 and the following two Graphs 5.1 and 5.2 show the detailed results from the two questionnaire sets with a table and graphs. The means represent the aggregate of 47 students.

Dunn's questionnaire (maximum scale: 4) no : 1, a little: 2, good: 3, best:4	N	Means	Standard deviations
Communicative	47	3.0	0.59
Concrete	47	2.8	0.52
Authority-oriented	47	2.58	0.45
Analytic	47	2.30	0.49
Reid's questionnaire (maximum scale:5) Strongly Disagree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5			
Kinaesthetic	47	3.78	0.65
Auditory	47	3.69	0.43
Tactile	47	3.63	0.75
Visual	47	3.51	0.67
Individual	47	3.43	0.71
Group	47	3.27	0.75

Table 5.1: Questionnaire findings of 47 university students



The findings are now compared to Lee's study (1995) on the learning style preferences of 74 students in Korean universities using Reid's learning style preference questionnaire. Lee's study is the only research that studied the learning styles of university students in the context of EFL, Korea. Also, he used Reid's questionnaire set which I used in my study. The comparison of the findings from Reid's questionnaire in Lee's study and my study will bring some additional information to the learning styles of Korean university students.

The findings in Lee's study showed that only individual and group learning styles are the students' major learning preferences. Visual, auditory, tactile, kinaesthetic styles are considered as minor learning style preferences. It seems that the Korean EFL students in Lee's study prefer to learn English either individually or in a group. Other active and multidimensional learning styles are not considered to be their preferred ones. These students apparently like to study in stationery-oriented learning styles. Table 5.2 shows their preferred learning styles in order.

Learning style	Means	Standard deviations
Individual	14.41	3.58
Group	13.89	3.91
Visual	13.40	2.54
Auditory	12.76	2.42
Tactile	12.37	2.99
Kinaesthetic	12.02	3.00

Table 5.2: Findings on the preferred learning styles of 47 students in Lee's study (1995)

Individual and group learning styles are chosen as major learning style preferences. Visual, kinaesthetic, tactile, and auditory learning were chosen as minor preferences. In my study, as shown in the descriptive statistics, the order of the learning style preferences of my samples is almost the reverse. In this study, kinaesthetic, auditory, and tactile are major learning styles, although they are not much higher than visual, individual and group in scale. Contrary to Lee's study, individual and group styles are the least preferred in my study.

This study is very similar to the studies of Reid (1987) and Su (1995) on Chinese students who have strong kinaesthetic, tactile, visual and auditory sensory styles, and the study of Reid (1987) on Korean students who have strong kinaesthetic, tactile, visual sensory styles. This is also similar to the findings of Goodson's (1993) study on Far East Asian ESL students in the U.S., mentioned in the literature review earlier, in which Korean students showed preferences in order, tactile, visual, auditory, kinaesthetic, individual, group. Similar is that the first four preferences are kinaesthetic, tactile, visual, auditory styles and the least two preferences are individual and group learning styles.

The fact that the results of the questionnaire in this study are more similar to that of ESL Korean and Chinese students, rather than Korean EFL students studied in Lee's research, leads to the following inference. The strategies used by the students in this study may be

similar to those used by the Korean ESL students in the U.S. but different from those used by the Korean EFL students in Lee's study. The tendency of using different learning strategies has been shown in the different results of the questionnaires. In the studies of Reid (1987) and Goodson (1993), Korean ESL students show strong preferences for tactile, visual, auditory and kinaesthetic styles rather than individual and group styles. This suggests that they use more strategies related to these four styles to suit the different learning environment in the U.S. in which they need to use more various and sensory learning strategies than when they are in Korea. On the other hand, Korean EFL students in Lee's (1995) study may use relatively fewer learning strategies in Korea, where they are not exposed to English speaking environments as much as their ESL counterparts. The seventy four respondents from the departments of social science and engineering in Lee's study apparently had not had much exposure to English learning in class compared to students of English majors after graduating from high school. Considering the general academic context of universities in Korea, students who do not major in English generally do not have the opportunity to learn English in the university. The university English classes are held along with other non-major classes in the first year, but from the second year major subjects are taught almost exclusively. The usual practice is for the Korean university students to go to private schools to learn English after university classes. This is not highly beneficial because of the little time spent on English. This was also the case in the university in which I taught.

The participants in my study were third and fourth year students of the English language department. Throughout their education in the university, they have been exposed to English education in which an attempt is made to provide a learning environment that is close to an English-speaking country's environment. This is a way to improve their English at home since going abroad is not an easy task. This method was also recommended by the professors of my university. Thus, by doing this they can create an environment that is similar to that which is found in an English speaking country and is also similar to that of the ESL counterparts in the U.S. Therefore it is highly likely that the students in the present study have had an environment in which they are exposed to English in a way that they use more of the sensory learning strategies related to compatible with tactile, visual, auditory and kinaesthetic styles, rather than the use of strategies related to individual and group styles. The latter styles are more stationary and suitable for a conventional way of learning English in the Korean language class. The difference between this study and other research on

learning styles does not only appear in the order of learning style preferences but also the correlations between styles which is discussed below.

5.2 Correlations between styles

This section discusses the results presented in Table 5.3 and Figure 5.2 indicating positive and negative correlations between styles. Figure 5.2 is a model developed on the basis of the questionnaire results of this study.

A positive correlation between individual and visual styles, and a negative correlation between individual and group styles shown in Lee's study also appear in this study. However, the finding in Lee's study that the more auditory the students became, the more tactile and kinaesthetic they became, did not appear in this study which shows a positive but not a significant correlation.

There is a negative but not significant correlation between auditory and visual styles. However, Goodson's study done on Far Eastern ESL students in the U.S. showed that students who chose visual as their learning style also seem to utilise auditory learning as a preferred learning style. This needs more empirical evidence.

Some researchers consider tactile and kinaesthetic styles similar and this view is reflected in the strong correlation between these styles in this study. Tactile and kinaesthetic styles have strong correlations with concrete, communicative and group styles. According to the definition of concrete-sequential style by Oxford and Anderson (1995) (see Appendix 4) these learners tend to learn language through the combinations of sound, movement, sight, and touch, which implies the relationship between concrete style, and visual, auditory, tactile and kinaesthetic styles. However, the correlations between concrete and visual/ auditory/ tactile/ kinaesthetic styles do not support the definition that concrete style includes learning through all four of these modes. Concrete style has the most significant correlation with kinaesthetic style, followed by tactile. However, the relationship between concrete and auditory styles is positive but not significant. It can be seen that there is a strong negative correlation between concrete and visual styles. In this study, only tactile and kinaesthetic styles show a significant relationship with concrete style. This is also the case in group and communicative styles. They have strong correlations with kinaesthetic and tactile styles,

positive but not significant correlations with auditory style, and negative but not significant correlations with visual style.

Harshbarger et al. (1986) pointed out in his study that preference for authority-responsive style could lead to preference for concrete-sequential style. However, this study shows a weak negative relationship between authority-oriented style and concrete style, which does not support their study.

A positive correlation between authority-oriented style and analytical style raises the issue of Willing's (1988:246) two-dimensional framework of learning style which suggests four styles of conformists, convergers, concrete learners, and communicative learners, as shown in Figure 5.1. Convergers are the ones who have traits of analytic and active tendencies. They are featured by analytic, solitary, independent and about language. However, there is no indication of a clear existence of convergers in the questionnaire results, showing no significant correlation between analytical and individual styles (individual style is related to features of 'solitary' and 'independent' in Convergers category. However, clear existence of conformists is shown in the positive correlation between the two styles, indicating that they fit into conformists who have traits of both analytic and passive tendencies, the features of which are authority-oriented, classroom-dependent, and visual. It can be inferred that analytical-oriented students in this study are highly likely to be conformists rather than convergers. This illustrates the pattern of conventional education which Korean students have had. They have been trained to watch, listen, and observe in a passive way, according to teachers' directions in the class, and accordingly have developed and used the learning strategies related to the way in which they have been trained. Therefore, the results of the questionnaire suggest that the traits of conformists reflect the way they have learned, and the strategies that they have been accustomed to use.

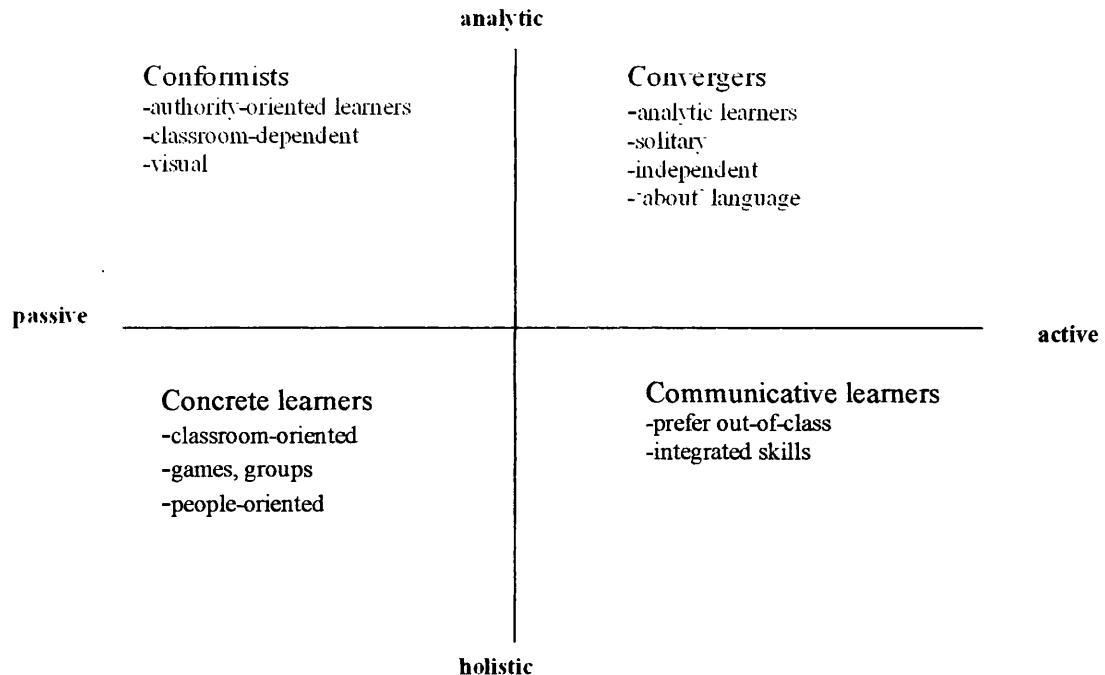


Figure 5.1: Willing's two-dimensional framework of learning style interpreted by Skehan (Skehan 1998:247)

	Concrete	Analytical	Communicative	Authority-oriented
Concrete				
P.C.	1	-.163	.485**	-.259
Sig. (2-tailed)	.	.273	.001	.079
Analytical				
P.C.	-.163	1	.141	.351*
Sig. (2-tailed)	.273	.	.345	.016
Communicative				
P.C.	.485**	.141	1	.063
Sig. (2-tailed)	.001	.345	.	.672
Authority-oriented				
P.C.	-.259	.351*	.063	1
Sig. (2-tailed)	.079	.016	.672	.
Visual				
P.C.	-.352*	.097	-.145	.131
Sig. (2-tailed)	.015	.518	.331	.380
Tactile				
P.C.	.560**	.019	.363*	-.217
Sig. (2-tailed)	.000	.898	.012	.143
Auditory				
P.C.	.149	.195	.286	.258
Sig. (2-tailed)	.317	.189	.051	.080
Kinaesthetic				
P.C.	.620**	.152	.467**	-.259
Sig. (2-tailed)	.000	.307	.001	.079
Group				
P.C.	.577**	-.212	.099	-.389**
Sig. (2-tailed)	.000	.153	.509	.007
Individual				
P.C.	-.298*	.280	.082	.255
Sig. (2-tailed)	.042	.057	.586	.083

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

P.C.: Pearson Correlation

Table 5.3: Correlations between learning styles in my study

(Continued from the previous page)

	Visual	Tactile	Auditory	Kinaesthetic	Group	Individual
Concrete						
P.C.	-.352*	.560**	.149	.620**	.577**	-.298*
Sig. (2-tailed)	.015	.000	.317	.000	.000	.042
Analytical						
P.C.	.097	.019	.195	.152	-.212	.280
Sig. (2-tailed)	.518	.898	.189	.307	.153	.057
Communicative						
P.C.	-.145	.363*	.286	.467**	.099	.082
Sig. (2-tailed)	.331	.012	.051	.001	.509	.586
Authority-oriented						
P.C.	.131	-.217	.258	-.259	-.389**	.255
Sig. (2-tailed)	.380	.143	.080	.079	.007	.083
Visual						
P.C.	1	-.041	-.134	-.171	-.236	.402**
Sig. (2-tailed)	.	.784	.371	.250	.110	.005
Tactile						
P.C.	-.041	1	.127	.726**	.462**	.061
Sig. (2-tailed)	.784	.	.393	.000	.001	.686
Auditory						
P.C.	-.134	.127	1	.127	.004	.035
Sig. (2-tailed)	.371	.393	.	.396	.981	.817
Kinaesthetic						
P.C.	-.171	.726**	.127	1	.404**	-.062
Sig. (2-tailed)	.250	.000	.396	.	.005	.678
Group						
P.C.	-.236	.462**	.004	.404**	1	-.586**
Sig. (2-tailed)	.110	.001	.981	.005	.	.000
Individual						
P.C.	.402**	.061	.035	-.062	-.586**	1
Sig. (2-tailed)	.005	.686	.817	.678	.000	.

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

P.C.: Pearson Correlation

Table 5.3: Correlations between learning styles in my study

Positive correlations	Negative correlations
Visual style and Individual style	Concrete style and Individual style
Authority-oriented style and Analytical style	Group style and Individual style
Concrete style and Communicative style	Group style and Authority-oriented style
Concrete style and Group style	
Authority-oriented style and Analytical style	
Kinaesthetic style and Tactile style	
Concrete style and Kinaesthetic style	
Concrete style and Tactile style	
Communicative style and Kinaesthetic style	
Communicative style and Tactile style	
Group style and Kinaesthetic style	
Group style and Tactile style	

Table 5.4:Corelations between styles based on the questionnaire results

5.3 Results of Ehrman's questionnaire

This section explains how I used Ehrman's questionnaire in judging participants as extroverted and introverted. Ehrman classified each item into learning strategies compatible with certain learning styles in her questionnaire sets. Among them there are questions of extroversion and introversion related strategies. This helps me to decide the students' tendency in respect to these two tendencies in addition to interview data. Ehrman's questionnaire sets consist of 75 statements among which there are 9 defining questions of extroversion and 1 defining question of introversion. The defining questions of the two styles are as shown below.

Extroversion related questions

IIa.

- 19. The class takes field trips to places where we can use the language outside the classroom.
- 23. The class goes away for several days or more for an “immersion” learning experience.
- 31. Group study with classmates is part of the lesson.
- 37. I study with others outside class.
- 38. Classroom exercises use my hands (drawing, pointing, construction, etc.)
- 40. I use videotapes at school or outside.

IIb.

- 2. I need to take study breaks.
- 3. I remember better if I have a chance to talk about something.
- 34. Hearing directions for a task is better for me than reading them.

Introversion related questions

IIa.

36. I study alone.

As seen in the above, there is only one introvert-related question in Ehrman's questionnaire. Also the question itself "36. I study alone" is not suitable to judge the learner as introvert in the Korean educational context. Korean students have been accustomed to studying individually and in many cases they find it more comfortable. Considering the tendencies of extroverted people in the literature review and correlations between styles based on the questionnaire results of the participants in the presented study in this chapter, it might be possible to speculate the following: extrovert-related questions are related to communicative, kinaesthetic, group, tactile, visual and auditory style - No.19 and No.23 in IIa to kinaesthetic style, No.31 and 37 in IIa to group style, No.38 in IIa to tactile style, No.40 in IIa to visual/auditory style and No.3 in II b to communicative style. Based on the data from Dunn's and Reid's questionnaires, the data from interviews and the data from Ehrman's questionnaire sets, I analysed their tendency of being extroverted or introverted, at times using my judgment based on the information on their learning behaviours, as well as my common knowledge and experience gained as a language teacher who shares the same cultural context and language as the students. In my teaching experience back home, I observed students who are introverted or extroverted from their learning behaviours in class. Students at interview also described their learning behaviours in class or when alone. Some even told me that they are extroverted or introverted. The table of scales representing their extrovertedness and introvertedness is presented in Table 5.4

MSQ Part IIa: 1. waste of time 2. Not very helpful 3. Neither/nor 4. Helpful 5. Nearly indispensable

MSQ Part IIb: 1. Almost never 2. Rarely 3. Sometimes 4. Often 5. Most of the time

	Extroverted (full scale: 5)	Introverted (full scale: 5)
Case no.1 (Eun-young)	4.4	4
Case no.2 (Eun-kyung)	3.5	4
Case no.3 (Mi-ok)	3.2	3
Case no.4 (Hee-chul)	3.6	4
Case no.5 (Oh-keuk)	3.9	5
Case no.6 (Kyung-deuk)	3.9	4

Table 5.5: Scales representing the students' preference for extrovertedness and introvertedness

From the above results, Case no.2 Eun-kyung and Case no.4 Hee-chul show low values for extroverted style related strategies and the interview data confirm this. Case no.5 Oh-keuk shows a high value for extroverted style related strategies and is also confirmed in the interview data. These three students are to be discussed in Chapter 6 as cases of those with a limited mixture of learning styles. No.1 Eun-young and No.6 Kyung-deuk show the highest preference for extroverted style related strategies. However, in the interview they reveal more features of an introverted person but prefer to learn through extroverted orientations. Case no.3 Mi-ok shows the lowest scale for extroverted style related strategies but in the interview data she expressed her desire and efforts to be extroverted. These three students mentioned are discussed in Chapter 7 as cases of those who have a diverse mixture of learning styles.

5.4 Summary

In this chapter, questionnaire results were discussed in comparison with previous research on learning style that employed the same questionnaire sets. Some of the findings did not match the findings of other studies in terms of high preference and low preference, and correlations among styles. It seems that a different culture and a different educational context result in different learning strategy use, which was shown in the learning style preferences in the questionnaire results. To find out the reason we need to explore each student more carefully through interview. I think the interview data are beneficial in complementing questionnaire data with supportive and sometimes even contradictory information, which will lead to more valid findings.

From the interview data, I found two types of patterns in the participants - a limited vs. a diverse mixture of learning styles. Cases of six students were selected as representing each type, all of which will provide rich information on learning style and the use of learning strategy. Detailed discussion on these findings follows in Chapters 6 and 7.

CHAPTER 6: PROFILE OF STUDENTS WITH A LIMITED MIXTURE OF LEARNING STYLES

This chapter describes and discusses the three students identified as having a limited mixture of learning styles. These students are: No.2 Eun-kyoung, No.4 Hee-chul and No.5 Oh-keuk. This type of student is defined as someone who has one style that is predominant than the other and is highly likely to use strategies related to the predominant style. They tend to keep to their frequently used strategies and do not seem to feel comfortable using strategies incompatible with their predominant style or strategies which are not often encouraged in the learners' culture. They do not seem to be very flexible in the use of various learning strategies when facing different teaching methods. Cultural factors are also discussed as one of the reasons for the beliefs and attitudes causing the limited use of learning strategies.

6.1 Case of no.2: Eun-kyung

Eun-kyung is in her early twenties. In her high school days she felt that English was not a subject to study seriously like others, but rather something that was fun and interesting. In the beginning, Eun-kyung was interested in translation and interpretation. But now Eun-kyung is more interested in teaching, and wants to teach English to primary school students. At the moment she is an English teaching assistant at a primary school. Eun-kyung really enjoyed it when she practised teaching the students using some tools and flashcards at a primary school. Eun-kyung said that she likes children very much. After graduation, she plans to study English language teaching in a graduate school.

In the questionnaire findings given in Table 6.1. Eun-kyung appears to be analytical, authority-responsive and individual-oriented. This might lead to the assumption that Eun-kyung is a rather introverted and reserved student, based on the descriptions of an introvert that Ehrman adapted from the MBTI scale (see Appendix 4). Also, the same degree of preferences in scores for the analytical and authority-responsive styles in Dunn's questionnaire imply that Eun-kyung belongs to the conformist category in Willing's (1988) learning style categories interpreted by Skehan (1998) as mentioned earlier. However, Eun-kyung's first preference for the kinaesthetic style breaks the typical image of an introverted

person. The numbers in the table after each learning style category represent the means of the responses to the items which define each category.

no : 1, a little: 2, good: 3, best:4

Strongly Disagree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5

Dunn (maximum score: 4)	Reid (maximum score: 5)
1.Analytical/ authority-responsive 3.16 3.Concrete 2.5 4.Communicative 2.3	1.Kinaesthetic 4.2 2.Individual 4 3.Visual 3.8 4.Tactile/ Auditory 3.4 6.Group 2.2

Table 6.1: Questionnaire results of case no.2

Introverted and individual styles

Talking about her past learning experiences, Eun-kyung said that she liked mentally-challenging classes, such as the translation and English discussion classes, as these were difficult, tough, and stressful. Eun-kyung appreciated that they were very helpful later and now feels that she has achieved something. Eun-kyung liked a foreign lecturer in whose class she had to write diaries and essays, and who did not tell her directly which errors she should correct. Instead, he pointed out some parts about which she should think more and correct herself. Eun-kyung prefers to think by herself first, rather than being told what to do by others according to their ideas and opinions.

She is shy and does not like group work but likes to study alone, and this suits her personality. She prefers to do something on her own rather than share it. Her high preferences for 'individual' and low preference for 'group' are shown in her questionnaire responses. Eun-kyung's lowest preference for the 'communicative' style supports her preferences for the individual and group styles. Eun-kyung does not particularly like speaking and listening: she feels that considerable time is needed to improve her skills in these areas, compared to reading. In addition, Eun-kyung's character as a reserved person contributes to this. Eun-kyung feels comfortable with writing, because she was trained in this at a private institute.

The following interview excerpts, 6.1 and 6.2, indicate that generally, the data from the questionnaire match the interview findings. Interview excerpt 6.1 suggests that due to her

personality as an introvert she does not feel comfortable with listening and speaking, although she now realises that modules involved with these areas are helpful.

Courses like “Broadcasting English”, “Interpretation”, “English discussion”, those which are related to speaking and listening. They were difficult and burdensome, but now I find them helpful. I think the reason why I felt listening and speaking were burdensome was also much related to my personality. I am too quiet and I do not like this trait. I changed this to a more bright personality, though I still keep my original tendency to a large extent. Still, I can't do well in listening and speaking which requires reciprocal interaction. I know that I should talk without much hesitation, but still when I try to do so it is not easy. Books on how to do well in listening, speaking, and grammar are available in the market, but I think the best way is to study consistently. (**Interview excerpt 6.1**)

In interview excerpt 6.2 individual learning style is indicated as Eun-kyung's preferred learning style through her preference for reading, writing and grammar, and for one-to-one learning sessions.

Reading, writing, grammar-I feel comfortable with these because I can study these alone. I like to study alone. It is O.K. to have a learning and teaching session between a teacher and a student on a one to one basis. I do not like classes like, “do it in groups to come up with answers after discussion, I will give you ten minutes”. I think we need this kind of class but I do not like it. (**Interview excerpt 6.2**)

An introverted person with a high preference for the kinaesthetic style

Although Eun-kyung quite likes to study alone, she also likes to participate, and to do something herself in classes, such as games or kinaesthetic activities: this is shown in the questionnaire where the kinaesthetic score was the highest. Also, Eun-kyung likes to teach English to children. At the time of the interview Eun-kyung was teaching as an English teaching assistant in a primary school, which involves many kinaesthetic activities.

It seems possible that a reserved person who is individual style-oriented may also like to learn things through a kinaesthetic approach, whereas we may usually presume that an active and extroverted person is more likely to prefer to learn through concrete, kinaesthetic, and tactile approaches. It seems then that Eun-kyung is predominantly introverted, with a small degree of extroversion.

Authority-responsive and analytical styles: a conformist

Eun-kyung shows the same degrees of preference for both analytical and authority-oriented learning styles in her responses to Dunn's questionnaire. In both categories she chose either “good” or “best”, apart from the questions no.8 and 12. The former is an item defining the authority-oriented style and the latter is an item defining the analytical styles.

8. I like the teacher to explain everything to us (authority-oriented style). : a little
12. I like the teacher to let me find my mistakes (analytical style). : a little

It is noticeable that the characteristics represented in both responses are almost at the extremes. In no.8, Eun-kyung showed that she does not want to depend too much on the teacher, displaying a field-independent or analytical tendency. However, in response to no.12, the opposite tendency is indicated. We can only assume that Eun-kyung is not very attracted to either side. In this following excerpt, Eun-kyung seems to want the teacher to guide her so that she can think about and solve problems on an individual level rather than being told what is wrong in one go without the need to think.

I like very much to deal with things alone.I do not like to work in a group, but to solve problems alone. By doing this I can feel I achieved something.... When I was told to write an essay for the first time and managed to write it after hard work, I liked the professor who corrected my mistakes and let me realise that this and that are wrong. Other native professors correct my mistakes. But when I took my work to this professor, he did not do so. He asked me, "Don't you think this part is strange?" For example, I explained to him the reason why I used the article in this part, and he explained that it is used this way in everyday conversation. This is not a problem of who is right or wrong. We talked on this and came to a conclusion together. In the end it was not him who changed the mistake but I who decided to change it..... when my professor just corrected my work, I just answered "yes, yes" at that time but I couldn't remember it well and made the same mistake again later. But if he asked, "Do you not think this is strange?" This made me think and tried to correct it. And still if I couldn't do it, he asked me, " Don't you use it like this in this case?" Then I looked up to the English-English dictionary again. (**Interview excerpt 6.3**)

In conclusion, Eun-kyung depends on the teacher to a large extent, considering that in comparison to other students I interviewed, she said that she often went to professors to ask about things she did not understand well. Most students said they hardly ever went to professors to ask for help, when they had things they did not know well. However, Eun-kyung does not want one-way correction from the teacher's side only. Rather she wants teachers to help her think or figure out herself what was wrong and why.

Communicative learning style: Individual ways and the use of native speaker high involvement materials

In Knwoles' (1982) discussion of reading instruction, his defined the communicative person as someone who:

...needs personal feedback and interaction, learns well via discussion... enjoys decision-making when it will be implemented.... thrives in a democratically-run class (Knowles 1982, cited in Willing, 1988:159).

Several years later, Willing (1988) defined communicative style as follows.

Communicative group includes many people who in fact have a field independent tendency, but who indicate a desire for a communicative and social learning approach, probably in part because they feel that this would be most useful for their needs in relation to language learning. A certain amount of 'autonomy' is certainly not incompatible with the defining questions of the communicative set. There can be a certain self-directness involved in deliberately using interactions for learning purposes, and in this way an underlying field-independence may show itself (Willing, 1988:153).

In her responses to Dunn's questionnaire Eun-kyung shows the lowest preference for the communicative learning style. The items below belong to the category of the communicative style.

Items for communicative learning style in Dunn's questionnaire.

- 4. In class, I like to learn by conversation. : a little
- 22. I like to learn English words by seeing them. : a little
- 25. At home, I like to learn by watching TV in English.: good
- 28. I like to learn by talking to friends in English.: a little
- 29. I like to learn by watching, listening to native speakers. : good
- 30. When I travel to an English speaking country, I like to learn by using English in shops/trains.: a little.

(Points given for each answer: no : 1, a little: 2, good: 3, best: 4)

A closer look at Eun-kyung's answers to questions no.25 and 29 presents two issues. One is that her high preference for an individual learning style, shown in her responses to Reid's questionnaire, is reflected here. Eun-kyung appears to prefer to study individually or personally, rather than to involve herself directly in conversation with others. Other items ask for learners' preference as to whether they want to learn through involvement with others, for which Eun-kyung showed unwillingness. The other issue is that Eun-kyung shows her preference for improving her communicative ability by using materials that include a high level of content and speech delivered by native speakers only, not by Koreans. It seems that Eun-kyung does not appreciate communication practice with non-native speakers. From the responses to items no.25 and 29, it is inferred that she likes to improve her communicative ability through exposure to native speakers only, not with classmates or friends who are not native speakers. Eun-kyung's preference is illustrated in the following statement:

I will only practise communication with native speakers in person, or with TV in English which includes a high level of content and good speech, nothing else such as practice with Korean friends or studying English words alone, which is not very effective to improve communication. (**Interview excerpt 6.4**)

Even no. 30, although it implies the involvement of native speakers, does not seem to interest her, in the sense that it only gives opportunities for simple and limited conversation, unlike news, and soap operas on TV. From this it is assumed that even though Eun-kyung is introverted and likes to study alone, she has a strong motivation to improve her communicative skills by studying communication materials which challenge her to the fullest (conversation with native speakers is more difficult, requiring courage and more listening practice to become accustomed to faster speeds and accents. Also, watching a TV programme in English requires similar abilities).

In Eun-kyung's case, it is not fair to judge that she has a low preference for the communicative style based on the questionnaire results. Rather, Eun-kyung uses her own strategies to practise communication individually. This individual's way of practising communication could be even more challenging and demanding, than that of other students who showed a high preference for the communicative style in the questionnaire results, and who like to study with all possible materials available, whether the materials include conversation with non-native speakers or not, and whether the English programme on TV includes commentary delivered by Koreans or not. In contrast, Eun-kyung is highly selective in choosing communication practice materials. Thus the rating of 2.3 for the communicative style does not really represent her desire to use her own way of learning in the communicative style. In fact, Eun-kyung has her own ways to learn English in the communicative style. It seems to be dangerous to judge that she has a low preference for it only by referring to the rating in the questionnaire.

If we consider Eun-kyung's preference for the communicative style in association with her responses to no.25 and no.29, question no.4 does not clearly specify a class situation whether it includes conversation with native-speaker lecturers or classmates only. In English classes in Korean universities, foreign lecturers, in order to deal with a large number of students, let students talk to each other in groups and cannot afford to give enough time for each student to talk with the lecturer him/herself. Therefore it is possible that Eun-kyung imagines the class situation with conversation practice with either a Korean lecturer, or a native speaker lecturer with whom Eun-kyung has little chance to converse. It is assumed that this is the concept that the student has in interpreting item no.4, which needs to be modified to be more sensitive to the Korean context. Usually we consider that extroverted learners are

communicative-oriented. However Eun-kyung, being introverted and showing the lowest preference for the communicative style, reveals that she likes to learn through her own kind of the communicative style. Although Eun-kyung is reserved, likes to study alone, and likes subjects that do not require cooperative work with others, it can be ultimately said that she, as any other student in Korea who has a desire to speak fluent English, wants to improve her speaking ability. As suggested above, an introverted student also has a strong desire to speak fluent and grammatically correct English. Therefore it seems to be more appropriate to construct the strategies compatible with the communicative style category according to those preferred by both introverted and extroverted learners. An extroverted person is likely to learn by conversation, talking to friends or native speakers in English. An introverted person may like to learn in a more individual communicative way by watching TV in English, watching and listening to native speakers passively.

The extroverted category can have two subsections, with one type who prefers to learn through the use of native-speaker high involvement materials, and the other type who likes to learn through all types of communicative modes whether the methods or tools used involve native speakers or Korean speakers. The introverted category can also have two types, one type who likes to use native speaker high involvement materials, such as Eun-kyung's case, and the other type who does not like to learn through communicative modes. These strategies, which may be used by extroverted and introverted style persons, could be used because of their belief that by using those strategies they can improve their communicative proficiency. Alternatively they feel comfortable using them due to the influence of their learning style, their personal experience or educational convention. The following is a summary of the categories of communicative style related strategies that I have explained.

Preferred strategies related with the communicative style used by extroverted/introverted persons

Preferred strategies of extroverted person.

- preference for the use of native speaker high involvement materials.
- wants to use all possible communicative modes.

Preferred strategies of introverted person.

- preference for use of native speaker high involvement materials.
- is selective about which types of communicative modes to engage in.

The following data from interview excerpt 6.5 supports the discussion above, in the sense that Eun-kyung made clear her preference for the introverted and individual learning styles in practising communication. This is partly because Eun-kyung is afraid of mistakes and does not want to get laughed at by others. Eun-kyung prefers to practise with a native speaker only, and on a one to one basis, maybe just listening and not talking, but certainly not with Koreans or with classmates.

When I speak in class I am conscious of many things, such as that I should not make mistakes or juniors will laugh at me. So I only use the expressions I am really sure of. I make the sentences in my mind before I spit them out. I have heard that I should not do that, but I still can't help it. When I am with a native-speaker lecturer personally, I feel free to speak in English, even though I sometimes use body language. But I do not get many opportunities to meet him. Also, if I speak to friends in English, I might get beaten up (an exaggeration). I can practise speaking alone, but I forget to do it from time to time.
(Interview excerpt 6.5)

In conclusion, we have found from Eun-kyung's case that an introverted person who likes to study individually can also like to learn through a kinaesthetic approach. Kinaesthetic style, considering the definition (see Appendix 4), is highly likely to be possessed by an extrovert along with tactile, concrete, auditory, communicative and group styles. Eun-kyung's case is not such a case and suggests that a kinaesthetic-oriented tendency can influence learners independently from other styles that are likely to be possessed by an extrovert. Eun-kyung's questionnaire results show that she has low preferences for the tactile and the group styles in Reid's questionnaire and the concrete and communicative styles in Dunn's questionnaire, as opposed to the highest preference for the kinaesthetic style. This indicates the independent role of the kinaesthetic style: the tactile and group styles are likely to be closely related with the kinaesthetic style, as shown in table 5.4, but in Eun-kyung's case it is not the case.

The finding that Eun-kyung has a complex combination of analytical and authority-responsive styles, being a conformist, could not be captured by the questionnaire only. This suggests the limitations of the questionnaire. Interview excerpts reveal another aspect of Eun-kyung as a self-directed learner. Eun-kyung knows how, when and for what purpose to use her teacher. Knowing to what extent she can manage on her own, she does not want the teacher to overstep in giving her help in her learning process.

Eun-kyung's preference for the individual style and her introverted personality have resulted in her preference for practising communication by individual modes and individualised

preferred strategies compatible with the communicative style such as using native speaker high involvement materials. This finding indicates that the concept of the communicative style conceived in Dunn's questionnaire is perhaps too generic, and the questionnaire items are also too generally designed without considering different types of learning strategies which could be used by introverted and extroverted people in the communicative style. It seems that Willing's description of communicative style mentioned earlier, also needs to be taken into consideration when constructing the communicative style defining items. The following table presents a summary of Eun-kyung's learning style preferences discussed so far, according to the categories classified in Dunn's and Reid's questionnaires.

Dunn's learning style categories	Communicative		Concrete		Authority-oriented	Analytical
	Through individual ways and use of native speaker - high involvement materials.				Conformist. 1.highest preference. 2.but with some degree of FI/FD, analytical and individual tendencies.	Highest preference (conformist) but with some degree of dependence on authority for teacher's directions.
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group
	High				High	Least

Table 6.2: Summary of Case no.2 Eun-kyung's learning styles based on Dunn's and Reid's questionnaires

6.2 Case of no.5: Oh-keuk

Oh-keuk is 30 years old and studied in the police administration department of another university, but entered this department believing that English is important and very much in demand in most careers in this period of globalisation. What is ironical is that Oh-keuk did not like English in his middle school days but is now studying in the English language department due to his need for English. Oh-keuk is planning to study a business-related subject in an English speaking country.

The questionnaire findings in Table 6.3 lead us to expect Oh-keuk to be extroverted, in that he has the highest preference for communicative, concrete, kinaesthetic, group and auditory styles. Oh-keuk's low preferences for visual and individual styles also support the assumption that he is not introverted based on the definitions of an introvert by Saunders (1989) and Oxford & Anderson (1995) (see Appendix 4). In Oh-keuk's case, data from the interview support to a large extent the questionnaire results. He seems to be a typical extrovert. Only Oh-keuk's relatively high preference for the analytical style does not support his description as an extroverted person. Further analysis of the interview data is needed. The scales in the table after each learning style category represent the means of the responses to the items which define each category.

no : 1, a little: 2, good: 3, best:4

Strongly Disagree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5

Dunn (maximum scale:4)	Reid (maximum scale:5)
1.communicative (3.83)	1.kinaesthetic /group (4)
2.concrete/ analytical (3.17)	3.auditory (3.6)
4.authority-oriented (2.5)	4.tactile (3.2)
	5.visual (3)
	6. individual (2.6)

Table 6.3: Questionnaire results of case no.5

What happened to the analytical style?

Oh-keuk's preference for the analytical style is relatively high in Dunn's questionnaire results above. However, his preference for grammar study is the lowest among the responses to the items below (see no.18). This implies that the person's analytical style does not always indicate a preference for grammar study. This brings us to doubt the construction of Dunn's questionnaire items defining the analytical style.

Items for analytical learning style in Dunn's questionnaire

9. I like the teacher to give us problems to work on.: best
12. I like the teacher to let me find my mistakes.: good
13. I like to study English by myself (alone).: best
18. I like to study grammar.: a little
24. At home, I like to learn by reading newspapers, etc.: good
27. At home, I like to learn by studying English books.: good

(Points given for each response: no : 1, a little: 2, good: 3, best:4)

We need to take into account the contemporary trends of English learning in Korea. Regarding questions no.24 and 27, Oh-keuk's answers "good" would not convince Koreans

who study English in Korea that Oh-keuk is analytical-oriented. With regard to question no.24, Korean students would take it for granted that those who study English must practise reading by reading an English-language newspaper, such as the Korean Herald, the Korea Times, the Times, or Newsweek. This trend has become the common pattern of reading practice, or the universal route to a high level of reading ability. Therefore, it seems that the answer to no.24 reflects Oh-keuk's reading strategy based on the belief influenced by Korean educational culture where people usually take it for granted that reading should be trained through reading newspapers. In question no.27, the words "English books" are too general. They could refer to English literature such as novels. But on the other hand, they could be books available in the market that are produced for various purposes: reading, vocabulary, conversation, listening, writing, even books with information on how to study and improve in all these areas and books giving drilling practice for TOEFL/TOEIC. Once all these features of the Korean context are taken into consideration, it is not very reasonable to judge a person to be analytically oriented due to the preferences for these tendencies as shown in responses to items no.24 and 27.

Relatively low preference for the analytical style

In Dunn's questionnaire, Oh-keuk's preference for the analytical style is relatively high. However, in interview excerpt 6.6, his preference for analytical style comes across as negative. Oh-keuk does not like anything that requires an analytical approach, such as writing that needs attention to every word, grammatical construction, and the use of appropriate expression, that is to say, the application of grammar knowledge.

I do not like writing because it requires care and sophistication, which leads to slow speed. I do not like anything sophisticated. I guess most people feel the same. You have to refine every single word and the Korean way of thinking is delivered in writing, which I do not like. First of all, I can't achieve speed in writing. It takes a long time to write a few sentences in English. English-Korean and Korean-English translation and interpretation (referring to some classes) is to do with speaking, which I like. But I do not like writing because it has to do with letters. I like speaking but do not like anything in letters.

(Interview excerpt 6.6)

In the sentences highlighted in bold, Oh-keuk shows his high preference for the communicative style and low preference for the visual style. These preferences are shown to be the case in the questionnaire results shown above.

Highest preference for the communicative style

Interview excerpt 6.7 indicates that Oh-keuk has a communicative oriented personality: he likes to speak and listen. Based on the definition of communicative style by Knowles (1982) (see Appendix 4 for definition), the style includes activities such as personal feedback, interaction and learning via discussion, in a democratically run class: this in turn involves many listening and speaking activities. Therefore, considering his highest preference for the communicative style in Dunn's questionnaire and interview excerpts 6.6 and 6.7, it is reasonable to judge that he has the communicative-oriented style which involves listening and speaking activities.

I do not like to study English literature, but reading is generally O.K. I prefer listening and speaking to reading. For example, I prefer listening to "CNN" to reading the "Times". (**Interview excerpt 6.7**)

Also, in interview excerpts 6.8 and 6.9 Oh-keuk's strong belief is implied that nowadays everybody likes to learn to speak English and needs to be able to be just as good at speaking as at reading, writing, listening and grammar.

In translation and interpretation classes, I found it so wonderful and fantastic to express in English what you think. And I am interested in this area... What the contemporary period requires is interpretation, don't you think so? I guess it is rare for English students to study English literature purely as an intrinsic interest. It seems that they study English literature and language because English is necessary for their personal needs; everybody studies English, they must definitely study in this society to survive, and it is good for them if they learn English. What I mean is that it is wonderful to be able to express what I think through the tool of English. It doesn't mean that I especially like translation and interpretation classes. (**Interview excerpt 6.8**)

Interview excerpt 6.9 indicates that Oh-keuk's preference for speaking, and his belief that speaking is the goal of learning English and that one studies reading and writing to be good at speaking. All these contribute to his highest preference for the communicative style.

Reading and writing are preparatory stages to speaking. I think speaking itself is ultimately the most wonderful. In my opinion, the goal of studying English is speaking and the current time requires speaking ability. (**Interview excerpt 6.9**)

High preference for the group style

Oh-keuk has a very active attitude to learning English, he has tried hard to memorise an extensive range of vocabulary items and to practise reading with the difficult weekly journal. Oh-keuk has realised that individual study with the focus on vocabulary and reading does not lead to successful communication. Interview excerpt 6.10 reflects that his experience

encouraged his preference for a group approach when practising speaking or group work such as games and roleplays with the focus on the improvement of speaking.

Oh-keuk: I like activities. The higher the number of members, the better group work will be. I did some plays, before in which I was a priest. Plays seem to be the best of group work. It was so exciting and stimulating in learning English to do something together, through the tool of English.

Interviewer: Do you usually like to be with people, even when you speak in Korean apart from when you speak in English?

Oh-keuk: Yes, generally I like people. Also I like to meet native speakers.

Interviewer: What do you think of studying alone?

Oh-keuk: I am not good at doing these things alone: scribbling vocabularies with a pencil on paper to memorise them, studying grammar, reading some texts. Rather it is more interesting to listen to CNN, meet and mix with foreigners, or if it is not possible, buy some audiotapes to listen to. Frankly speaking, I study hard a book "vocabulary 33000" and read the "Times" in the library by myself. But I am so ashamed of myself for not being able to speak a word in front of foreigners. I feel so ashamed that I almost can't carry on studying English any longer. So I think it is better and more effective to challenge myself, by trying to make some conversation with native speakers even with some stammering. I hate people who are stuck in the library to study English.

(Interview excerpt 6.10)

However, the questionnaire result shows Oh-keuk's response, "best", to item no.13: I like to study English by myself (alone), which does not seem to match his preference for group work stated here. It seems that he was used to studying alone- reading, vocabulary, listening, and grammar, apart from speaking. Later Oh-keuk realised that all this did not help much when he wanted to talk to native speakers. The need to improve speaking seemed to have increased his opinion of the group style approach. However, he still seems to think that studying alone in the four areas mentioned above is needed, speaking being the exception. This explains Oh-keuk's response to item no.13. It seems that he still thinks individual study is needed for these areas although he shows strong preferences for group and communicative styles. This explains Oh-keuk's response to item no.13.

Items for individual style in Reid's questionnaire

1. When I study alone, I remember things better.: disagree
18. When I work alone, I learn better.: undecided
27. **In class**, I work better when I work alone.: agree
28. I prefer working on projects by myself.: undecided
30. I prefer to work by myself.: strongly disagree

(Strongly Disagree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5)

Oh-keuk's low preference for the individual style matches the interview result. However, this needs some further observation. In general, it seems that he prefers to work with others, but in class he likes to work alone. Overall Oh-keuk's responses to the items above give the impression that he does not find individual study very effective, and in the interview he mentioned that he likes group work such as games and role-plays. However, Oh-keuk's answer to question no.27 draws attention to his holding an opposite stance. Work 'in class' can include many types of work. But Oh-keuk does not seem to interpret this item describing class work as including group work, although in the interview above he mentioned that he likes group work such as games and role-plays when he participated in class activities. It is assumed that Oh-keuk experienced these activities in a limited number of classes, such as conversation class during his early years of university. Usually, modules, which include many activities such as games and role-plays, are incorporated in the first or second year. These methods are not practised much in the later years of university. Therefore, when Oh-keuk thinks about non-individual work in class, it is likely that he imagines group discussion (this is usually in classes for communication practice in the later university years) which he does not seem to value. And he seems to think it is something different from group work such as games and role-plays. It seems that Oh-keuk likes to practise speaking with games and role-plays, or with a native speaker, but maybe not in group discussion with Korean classmates and little kinaesthetic approach. And there is a possibility that he, like other students interviewed as part of the study but not included in the analysis, may have found that group members are not very helpful and cooperative when involved in group discussion. So Oh-keuk may have thought it is better to work alone rather than to work together in class group discussion.

High preference for the kinaesthetic style

Interview excerpts 6.11 and 6.12 reflect that Oh-keuk likes the kinaesthetic-oriented approach by his personality. Interview excerpt 6.11 suggests that he likes role-plays, a characteristic of the kinaesthetic learning style.

The class I liked is the English conversation class, in which I really liked role-play. It improved memory, stimulated interest, and gave opportunities to talk to a foreigner (native-speaker lecturer) in person. The things that I managed to say with difficulty still remain in my memory now. I still like games and role-play, even though I am embarrassed that I still like these at my age. (**Interview excerpt 6.11**)

Interview excerpt 6.12 reflects Oh-keuk enjoys learning through such activities as field trips, rather than sitting at a desk to write an assignment.

I did not like to work on assignments because I have to use my hands to write them. What was interesting is that we went to tourist attractions and found faults in the English written on information boards here and there. Also, searching for certain information on internet websites was interesting. (**Interview excerpt 6.12**)

Low preference for the individual and visual styles

Interviews with other students as part of the study but not included in the analysis revealed that those who like to study literature are usually highly oriented towards the individual and visual styles. In contrast to those students, Oh-keuk does not like literature, showing a low preference for the individual and visual styles generally, as can be seen in the questionnaire results. Interview excerpt 6.13 also shows that Oh-keuk is practically oriented, and this can be regarded as one feature of the concrete style: people of this style need direct sensory contact to relate to direct experience and seek real language use (see Appendix 4 for the definition).

I did not like English literature. I do not like Korean novels either. Especially, there are old forms of vocabularies in English literature, which I did not like. Learning literature is difficult. There were many things I did not understand. It was too academic and was something you can't use practically on the spot. (**Interview excerpt 6.13**)

Low preference for the analytical style

Again, as shown in interview excerpt 6.6 Oh-keuk shows his dislike of writing, which requires an analytical approach and rather a long time for thought and effort.

In Korea reading seems to be the easiest and most convenient area to study and people seem to do best in this. The next areas are respectively listening, speaking. Writing seems to be the most difficult one. I guess most people find it so. I suppose most people do not like writing. I like speaking most and then listening. I like writing least. Writing takes lots of time and effort, and is burdensome. People's concept is that your English is good if you speak well. (**Interview excerpt 6.14**)

We have seen that in Oh-keuk's case, most of the data from the questionnaire and the interview match, apart from the issue of the analytical style. The specific educational context should be considered when interpreting questionnaire data. The defining items for the analytical style on the questionnaire do not seem to be compatible with the results of the interview in Oh-keuk's case.

Oh-keuk is an extroverted, active, group and kinaesthetic oriented personality, and shows that he prefers the related styles which are shown to be preferred in the questionnaire and interview. In addition, throughout schooling, Oh-keuk has been encouraged to use the individual style related strategies in the Korean educational environment and has found that this approach was not helpful in improving communication. Especially to a person like Oh-keuk, who thinks that the speaking ability is the most important, the individual mode of studying could be very repulsive. This also reflects students' beliefs developed in the Korean English learning context that hard work on vocabulary, grammar, and translation does not necessarily lead to successful language learning, as mentioned in 3.4.1. His highest preference for the communicative style seems to explain this attitude. Similarly, the highest preference for this style across all the participants of this study seems to indicate the same attitude. The following table presents the summary of Oh-keuk's learning style preferences discussed so far, according to the learning style categories classified in Dunn's and Reid's questionnaire sets.

Dunn's learning style categories	Communicative		Concrete		Authority-oriented	Analytical
	1. Communicative oriented by personality. 2. His belief in the need for a communicative approach.					Low preference for grammar study and less analytical towards writing requiring analytical approach.
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group
	Highest			Low	Least preference but individual style in reading, vocabularies, listening, and grammar.	Highest

Table 6.4: Summary of Case no.5 Oh-keuk's learning styles based on Dunn's and Reid's questionnaires

6.3 Case of no. 4 : Hee-chul

Hee-chul is in his mid twenties. He used to be in the science section in high school, with plans to enter the science department at university. (In Korea in the second year of high

school, students are divided into two sections, human arts and science/engineering, and learn different subjects according to their choices. This is meant to facilitate applying to study in either human arts or engineering/science departments at university level). However, throughout Hee-chul's high school days, he very much liked to study English and achieved high scores in English examinations. He enjoyed movies very much, and wanted to understand those movies without Korean subtitles. This desire to understand the movies in English encouraged him to apply to an English department. After graduation, Hee-chul wants to work in the banking industry or with a foreign company.

As Table 6.5 shows, Hee-chul's case is contrary to the other students'; he has the highest preference for the authority-oriented style, less preference for the communicative style and the least for the concrete style, whereas many of the participants of the study show the opposite. In Hee-chul's case the data from the interview support the questionnaire findings to a large extent. The numbers in the table after each learning style category represent means of the responses to the defining items in category.

no : 1, a little: 2, good: 3, best:4

Strongly Agree:4, Agree:3, Disagree:2, Undecided:3, Strongly disagree:1

Dunn (maximum scale: 4)	Reid (maximum scale: 5)
1. Authority-oriented (3.33)	1. Individual 4.4
2. Analytical/Communicative (3.16)	2. Auditory / Visual 3.8
4. Concrete (2.5)	3. Tactile 3.4 4. Kinaesthetic 3.2 5. Group 2.8

Table 6.5: Questionnaire results for case no. 4

We may deduce that Hee-chul is introverted-oriented, and likes to study alone from the questionnaire results above: high preferences for the individual, visual, authority-oriented and analytical styles and low preferences for the concrete, tactile, kinaesthetic and group styles. Hee-chul does not seem to like active ways of learning, as his preferences for the tactile and kinaesthetic styles show. Hee-chul, as found in the correlation between the authority-oriented and analytical styles in the questionnaire results of all the participants, has the quality of a conformist. Also, his second highest preference for the visual style solidifies the finding that he is a conformist: being visual is one of the features of conformism according to Willing's work interpreted by Skehan (1998). However, his second highest preferences for communicative and auditory styles are exceptional as an introvert. He shows the same level of preference for the communicative style as for the analytical style in

responding to Dunn's questionnaire, and the same scale of preference for the auditory style as for the visual style. The communicative style, which is said by Saunders (1989) to be preferred by an extrovert who likes to learn through auditory and oral activities, shows the same level of preference as the analytical style. Therefore higher preferences for the communicative and auditory styles suggest the qualities of an extrovert, which are the only qualities that do not really fit into Hee-chul's introvert style. This seems to represent the use of learning strategies related to the extroverted style caused by the need to use those strategies rather than the possession of the extroverted style. This description needs to be elaborated in the interview data.

Authority-oriented style

It is noticed from the interview data that there are different types of authority-oriented style in Hee-chul's case.

a. Authority-oriented style on one-to-one individual basis.

Hee-chul is quite dependent on the teacher and wants close, detailed and personal correction of his work. This reflects his tendencies to be analytical, individual and introverted. In interview excerpt 6.15 his preference for learning on a one-to-one or individual basis is stated in Hee-chul's liking of writing diaries in English and his dislike of group discussion.

The assignment to write diaries in English composition class was good. There were many assignments. When I submitted my diaries, the teacher corrected every single mistake of mine. **I like correction on a one to one basis** rather than listening to other people's presentations. I do not like group discussion so much. Studying alone is the most comfortable. Studying in pairs was helpful but this can work only when both of us can get along well. (**Interview excerpt 6.15**)

In interview 6.16 Hee-chul mentions that he does not like doing things in front of others but wants the teacher's close individual correction instead.

I did not like translation classes, because I had to stand in front of class to make presentations, which was not helpful but hard. I was only given one sentence in Korean and told to translate into English. **There was not much correction from the teacher's side for my work on a one to one basis...**
(**Interview excerpt 6.16**)

b. Authority-oriented style based on moral responsibility between teacher and student.

The following excerpt 6.17 shows how a student becomes authority-oriented in the sense that when the teacher is enthusiastic and makes an effort to teach well, Hee-chul feels a duty to study hard, based on a sense of morality.

To like any class, I should like the teacher. I liked the teaching methods in the Phonetics class. He taught us very enthusiastically. He told us to read specific pronunciations and record them on a tape. Then he listened to it to correct my pronunciation in detail. At that time he was helpful to that degree. But I was not mature enough to understand his efforts and make the most of the opportunity. (**Interview excerpt 6.17**)

This attitude seems to exist very deeply in the context of Korea, where Confucian ideas are deeply practised in every corner of society. Thus in school, the parental role, not only the transfer of knowledge, is emphasised from the teacher's side, which naturally constructs a sense of morality between teacher and students, like the one between parents and children. Students tend to feel guilty and study hard when they realise that the teacher puts in a lot of class preparation. I came across some students in my past teaching experience who expressed similar views to interview excerpt 6.18. Once students realise the teacher's enthusiasm and effort, they are likely to develop more trust in the teacher.

The class is important and teaching methods are also important. But I think I should like the teacher first. The feeling like this, "Oh! the teacher taught us so much!! (This means that he feels guilty about not studying much whereas the teacher tries to teach the students a lot). (**Interview excerpt 6.18**)

This leads to more dependency and accordingly more authority-orientation towards the teacher, not in the negative sense, but in the sense that students are more motivated to study harder and trust the teacher more, since whenever they come across problems the teacher is always available for help.

c. Authority-oriented style based on intimate personal relationship.

I had the impression that Hee-chul, compared to other students, consulted the professors quite often. However, he only wants to consult with those professors he knows well.

When I study grammar and come across things I do not know, I depend on grammar books or teachers. When I have things I do not know I go to Korean professors, especially one specific professor I know very well. I seldom go to a foreign professor. I could go to him if I am close to him, but I am not. (**Interview excerpt 6.19**)

This tendency also reflects that he is introverted and individual oriented.

Individual style

The individual learning style preference is the highest in the questionnaire. Hee-chul does not like to participate and make a presentation, preferring individual types of work and one-

to-one type of instruction, which is supported by the following interview excerpt.

I like listening. It is comfortable because I can just listen.... I do not like games and presentations. Whatever it is, I like to study alone and ask the professors things I do not know.... The most helpful thing to me was that when I emailed my professor the things I did not know, he helped me through email.... I like to take a man-to-man type of exam or individual exam, not a group exam. (**Interview excerpt 6.20**)

Hee-chul likes English grammar and English literature classes, where he can just sit and listen to the lecture and does not have to do anything. The following interview excerpt, 6.21 reflects this tendency.

The English literature class is comfortable and interesting. I can just sit and listen. I like to sit and listen but do not like to participate and make presentations. I am rather introverted. (**Interview excerpt 6.21**)

Analytical style

While reading English texts, due to Hee-chul's analytical approach and his tendency to put the focus on grammar when analysing the sentences, he faces some problems in achieving a general understanding of the contents.

Hee-chul: My reading speed is slow. I do not seem to know much vocabulary. One of my friends who I think knows less vocabulary than I do, does better in reading.

Interviewer: Why do you think this is so?

Hee-chul: Maybe I did not read many books, even in Korean. That friend seemed to have read many books. It seems that reading novels or something like that is helpful in understanding English texts. To be honest, although I can translate English text into Korean I still cannot understand what it means in many cases because I do not understand the Korean version. I quite often come across cases in which I do not understand the Korean version. I understand parts, in detail, but quite often do not understand the whole context.

(**Interview excerpt 6.22**)

On the other hand, this analytical approach produces a positive influence as well. Hee-chul is good at writing, due to his analytical approach, tending to focus on every detail such as words, grammar, word order and to organise all these in one sentence, as supported by Hee-chul's statement in interview excerpt 6.23.

My writing is not bad if I do writing within my knowledge of grammar and vocabulary.
(**Interview excerpt 6.23**)

Communicative style preference, but in individual ways

Although the interview result shows that Hee-chul likes to practise speaking and listening, still he is more analytical-oriented.

Items for the communicative learning style in Dunn's questionnaire

- 4. In class, I like to learn by conversation.: a little
- 22. I like to learn English words by hearing them.: good
- 25. At home, I like to learn by watching TV in English.: best
- 28. I like to learn by talking to friends in English.: best
- 29. I like to learn by watching, listening to native speakers.: a little
- 30. When I travel to an English speaking country, I like to learn by using English in shops/trains.: best

(Points given for each response: no : 1, a little: 2, good: 3, best: 4)

Especially Hee-chul's responses to items no.4 and 29, where he answered 'a little' suggest that although he has a desire to speak English fluently, he wants to practise this in rather introverted ways, where he does not have to get involved in talking with foreigners. Responses to items no. 22, 25, 28, 30 refer to situations in which he can practice communication either with friends, alone, or when travelling alone.

As regards the activities described in no. 4 and 29 Hee-chul considers that he has to get involved in communication with foreigners, based on the following reasoning. It is possible that he could have interpreted question no.4 as referring to a situation where he has to talk with the native speaker lecturer, although this question could include conversations either with the native lecturer or with classmates. In response to item no.28 Hee-chul showed a strong preference for talking to friends, so it is possible that he interpreted question no.29 as referring to a situation when he not only listens to and watches native speakers, which is passive reception, but also talks to them. Judging from Hee-chul's responses to items no.22, 25, and 28, he likes to learn alone or to talk to friends in English. Therefore it is expected that Hee-chul's response to no.29 would be more than "little", but either "good" or "best" since item no.29 implies a situation in which he learns in receptive and passive ways. However, Hee-chul's rather negative answer implies that he interpreted this as a two-way learning activity between him and native speakers. Being introverted and wanting to learn things on a person-to-person basis, as shown in the interview data, he seemed to have answered rather negatively. In the interview he stated his preference for person-to-person learning through personal intimacy, and he rarely goes to native speaker lecturers because he is not close to them.

The above analysis raises two issues for consideration. One is that, even with Hee-chul's high preference for the communicative style in the questionnaire responses, Hee-chul prefers to practise communication in individual ways. Hee-chul's case shows the possibility of an introverted student who has a high preference for the communicative style and accordingly has his own individual and introverted way of using learning strategies for a communicative style. The other issue is that items no.4 and no.29 do not really specify precise situations. The wording of them may confuse the person who answers the questions. It is highly likely that the respondent will interpret the items idiosyncratically, based on their own English learning experience in their learning context. Item no.4, as mentioned above, would make Korean students wonder whether it includes conversation between classmates or between their classmates and the native speaker lecturer; it could include Korean lecturers as well, because they also sometimes teach conversation. Item no.29 needs to be clarified as to whether it refers only to one way to receive information on the learner's side or it includes at least a small degree of involvement of the learner. Unless the respondent thinks about this carefully, this item can easily lose its original intention.

Although the analytical and communicative styles show the same degree on the scales for Hee-chul, the interview results show that he is more inclined to be analytical rather than communicative. It seems that despite his original tendency to be analytical, Hee-chul's desire to speak fluent English led to the same degree of preference for the communicative style in the questionnaire responses. In fact, it could be that he uses strategies related to the communicative style when needed. This questionnaire result seems to reflect Hee-chul's belief about a desirable way of learning English. In the interview he mentioned the following which shows what he thinks of the purpose of learning English.

I like to practise speaking. Because basically, the purpose of learning English is to speak and listen.
(Interview excerpt 6.24)

This suggests that the learning style questionnaire does not always reflect only the person's learning style as influenced by his/her personality, but that it can also reflect the person's belief in learning English. The literature review discussed the view that extroverted students tend to have the communicative style. Hee-chul is an introverted student to a large extent, and shows the highest preference for the individual style in his responses to Reid's

questionnaire. He does not like to do anything like a presentation in front of his classmates, but strongly prefers to learn through his individual way within the communicative style.

I am reserved and it takes me a long time to make friends, but I talk a lot to people close to me.
(Interview excerpt 6.25)

In summary, Hee-chul is mainly introverted and individual-oriented, but due to his desire to improve his speaking and his belief about the purpose of learning English he tries to use more extrovert style-related strategies, the communicative and auditory style related strategies, which seems to explain the high preferences for these two styles which are extrovert associated in the questionnaire results. However, Hee-chul's predominantly introverted style is shown in some aspects of his learning as mentioned in the interview data. Although he has a high preference for the communicative style, he uses his own individual approaches in the communicative style. Hee-chul also has a fairly individual, one-to-one based and intimate personal relationship with teachers based on authority-orientation. The following table presents a summary of Hee-chul's learning style preferences discussed so far, according to the learning style categories classified in Dunn's and Reid's questionnaire sets.

Dunn's learning style categories	Communicative		Concrete		Authority-oriented	Analytical
	Through individual ways.				1.on a one-to-one individual basis. 2.through moral responsibility between teacher and student. 3.through intimate personal relationship.	Highly positive
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group

Table 6.6: Summary of Case no.4 Hee-chul's learning styles based on Dunn's and Reid's questionnaires

6.4 Summary

To summarise the findings of this chapter, in most cases the three students whose questionnaire and interview data was analysed and discussed above, rarely spoke of the use of strategies incompatible with their learning styles. The data from interview and questionnaire complement each other to a large extent. In the three cases, students reported using learning strategies related to their predominant learning styles in general. However, there are some findings worth mentioning among the variables.

In the case of Eun-kyung, although she has an introvert orientation, she shows the strongest preference among the learning style categories for the kinaesthetic style. In the questionnaire findings of my study, the kinaesthetic style is shown to have positive correlations to the group, concrete and tactile styles, all of which are the features of extroverted persons. This should be taken into account because the kinaesthetic style is not generally associated with introverts, who usually show a preference for inactive learning strategies related with the visual and individual styles. This example contrasts with Oh-keuk's case. Oh-keuk is strongly extroverted and shows the highest preference for the kinaesthetic style. Therefore this study seems to suggest that the kinaesthetic style can be possessed by both introverted and extroverted learners. However, this suggestion needs more empirical research. Or it is also possible that Eun-kyung, noticing that using learning strategies related to the kinaesthetic style is especially helpful in effective learning, has formed a preference for these strategies, and that may have been shown in the questionnaire findings.

Another finding worth mentioning is the use of strategies related with the communicative style by an introverted person, as exemplified in the case of no.2 Eun-kyung who shows the lowest preference for the communicative style. Eun-kyung has her own strategies in an effort to practice communication: the use of native speaker high involvement materials. Therefore it seems that more consideration needs to be taken in dividing the strategies for the communicative style between those preferred by introvert and extrovert.

In this chapter, cases of a limited mixture of learning styles were discussed. They were limited in the use of learning strategies with some styles predominant and others far less predominant. In the next chapter cases of a diverse mixture of learning that are more flexible in the use of strategies with more styles mixed to a similar degree styles, are to be discussed.

CHAPTER 7: PROFILE OF STUDENTS WITH A DIVERSE MIXTURE OF LEARNING STYLES

This chapter deals with the participants who were identified as having diversely mixed styles, as opposed to a limited mixture, as in the previous chapter. This in turn affects the use of learning strategies. This makes a contrast with the cases described in the previous chapter in that the cases in this chapter have more mixed styles and are more flexible in using strategies than has been thought possible. It presents the cases of three students: case no.3 Mi-ok, no.1 Eun-young and no.6. Kyung-deuk. These students have a mixture of learning styles to a more or less equal degree, and flexibly use learning strategies related to any of these styles as needed in practical learning situations, depending on their self-awareness, motivation, will power, and the different teaching methods to which they are exposed.

7.1 Case of no.3: Mi-ok.

Mi-ok is in her early twenties. She became interested in learning English at an early age, and always thought that she should speak Korean “attractively”. When Mi-ok is learning foreign languages, the sound is the most interesting part and attracts her most. She plans to work in the hotel industry or as an air flight attendant after graduation.

She is flexible in the use of learning strategies. Indeed, despite her predominantly introverted personality, she does not really show learning behaviours fitting into this personality, when she is engaged in English learning. However, without much difficulty she adopts learning strategies related to any learning styles not related with this trait when she thinks the strategies are beneficial to the improvement of her English. This is reflected by her achievement: Mi-ok does not have much difficulty in getting good scores across all subjects, whether grammar, speaking, listening, or reading, without large gaps between scores for each. She seems to be quite flexible in the use of various learning strategies when needed.

The questionnaire responses in Table 7.1 lead us to imagine Mi-ok as an extroverted and active person, with a high preference for communicative, group, and auditory styles and a relatively low preference for individual and visual styles (a high preference for individual and visual styles is shown by introverted students). Only Mi-ok’s low preference for kinaesthetic and tactile styles does not match expectation about extroverted and active

learners. The scales in the table next to each learning style category represent means of the responses to each of the category defining questions.

No : 1, a little: 2, good: 3, best:4

Strongly Agree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5

Dunn (maximum scale: 4)	Reid (maximum scale: 5)
1. Communicative (3.16)	1. Auditory (4.8)
2. Authority-responsive (2.83)	2. Group (3.4)
3. Concrete (2.66)	3. Individual / visual (2.6)
4. Analytical (2)	5. Kinaesthetic/ Tactile (2.4)

Table 7.1: Questionnaire results for case no.3

Overall interview data suggest that Mi-ok is reserved, introverted, inactive, and shy. However, as shown in the questionnaire results she likes group work which is usually preferred by the extrovert, knowing its merits. She is not used to making presentations or speaking in front of others. Mi-ok finds that these activities do not help her much in improving her English because of her personality. Consequently she wants to change her character by becoming more extroverted, so that she can improve her speaking skills. Mi-ok's personality revealed in the interview shows a considerable contradiction to the learning style preferences indicated in her questionnaire responses. From the questionnaire Mi-ok seems to be extroverted but in the interview she describes herself as an introverted and reserved student. The reason can be that in spite of her predominant introverted style which she did not think is very helpful to improve her English, her realisation that she needs to take extroverted approach has stimulated her to express less dominant extroverted style, which in turn has led her to show high preferences for extroverted related styles in the questionnaires. As can be seen throughout the above discussion, after exposure to various teaching methods, she seems to be aware of other strategies and employs various learning strategies very well according to various practical needs and tasks.

Contrary to Mi-ok's relatively low preference for individual and visual learning styles from the questionnaire results above, in the interview session Mi-ok mentioned, "I feel as if I have learned something when I study with visual materials such as books. Otherwise I don't feel that I am studying if teachers play tapes and let us make a presentation on the content". This implies that, by showing visual style orientedness, she has the trait of introversion to a certain degree. Ehrman (1996) describes that a visual orientation is one of the features of an

introverted person (see Appendix 4 for definition). In this case, the information from the two research tools does not match.

Awareness of other strategies and flexible strategy use

As long as the work is beneficial and needed, or compulsory like examinations, Mi-ok feels no forcible internal objection to it. She easily adapts herself, even to activities that she does not like. So she does not need to put much effort into switching over to strategies that are not related to her main learning styles.

There is no subject that she particularly dislikes. She likes all English-related subjects. As long as she has to study, she works hard at it, even when she does not particularly like the subjects. And she gets good scores on them. When it comes to activities, such as group work, Mi-ok makes efforts to be cooperative and does well. Interview excerpt 7.1 implies flexibility in the use of strategies and implies that she is aware of the benefits of using other strategies than the ones compatible with her predominant styles.

There are no activities I do not like especially. I am inactive, not hyperactive, but cooperative. I do the things I do not want to- if I have to do them, if the professor requires me to do them, or if I think the work is beneficial. (Interview excerpt 7.1)

Liking to study grammar: analytical or closure-oriented style?

Mi-ok's preference for an 'analytical' style is the lowest in her responses to Dunn's questionnaire. However, one of the questions concerning this analytical style asks for the level of preference for grammar study (question no.18: I like to study grammar). Mi-ok's answer to this question is "good". Moreover, in the interview, she said that she likes English grammar class because she likes the fixed answers which are available when solving grammar questions-as in mathematics. She enjoys excitement when she gives correct answers to grammar questions in Test Of English as a Foreign Language (TOEFL) or Test of English for International Communication (TOEIC). The fact that she likes to study grammar does not necessarily mean that she is analytical-oriented. Her statement that she has problems in applying grammar rules to writing and speaking and figuring out how they are applied in reading and listening, implies that she is not analytical in the precise sense of the word. Interview excerpt 7.2 suggests that liking to study grammar is not necessarily related to analytical style, especially in the Korean context. She implies that she likes grammar in

the sense that grammar study in the Korean context has a feature of closure-orientedness, not in the sense that it is *analytical*.

I am a careful and thorough person. I like grammar in so far as there are always fixed answers and my knowledge of it increases as I study it more... I like things to be precise and exact, so I like things which fit together and exact answers... I do not like anything analytical. ... When working on grammar questions and my answers are exactly the same as the ones in the answer sheet I feel excited. So I cannot definitely say I like grammar (**Interview excerpt 7.2**)

These comments imply that one can be too hasty in judging that a person is analytically oriented merely because he/she likes grammar. Mi-ok seems to be closure-oriented as defined by Oxford and Anderson (1995) as a learner who “dislikes ambiguity, uncertainty or fuzziness”. She herself asserts that she likes to study grammar because answers can be precise and fixed (Interview excerpt 7.2). In English education throughout schooling in Korea, students have been trained to choose one out of four answers in grammar tests. At university level, most, if not all, students are preparing for TOEFL and TOEIC examinations, which have multiple choices for grammar tests as in other sections. It is highly likely that students who are not actually analytical-oriented, but feel comfortable with grammar study and do well on grammar tests will be misjudged as being analytical students. That is the case with Mi-ok. The specific educational context should be considered when constructing questionnaires about the appropriate learning style categories of students.

Introverted person- likes auditory style?

Interview data suggests that Mi-ok is *reserved and timid*, and does not like to play an active role in group work. However, she is aware of some merits of group work: the group learning style is her second preference (3.4) and the individual style is much lower (2.6). Mi-ok’s preferences for auditory and communicative styles in Reid’s and Dunn’s questionnaires are the highest. This shows that it is possible that a person who is introverted and reserved prefers to learn in groups through auditory and communicative modes. This finding does not correspond with the study of Saunders (1989), which asserted that extroverts prefer auditory and oral activity - whereas introverts prefer visual and written work. Mi-ok likes speaking most, and then grammar as discussed in interview excerpt 7.4. In spite of being an introverted person, her figure for analytical preference in the questionnaire is the lowest. Mi-ok’s case suggests that an introverted learner can also value strategies compatible with other learning styles, such as auditory, communicative and group style, which are not associated

with introverted learners but more related to extroverted learners considering the definitions of introvert and extrovert (Ehrman, 1996; Saunders, 1989; Oxford and Anderson 1995; Ehrman's adaptation of MBTI scale, 1986). This seems to suggest that although she thinks she is introverted, she has underlying styles - auditory, communicative and group style. These styles seem to exist to a smaller extent than introverted style and other styles which are strongly associated with introverted style.

Communicative style and the use of communicative style-related strategies

Mi-ok shows her highest preference for the communicative style and her lowest for the analytical style in Dunn's questionnaire results. The interview results support this: she likes grammar very much but likes speaking most. Responses to no.22, 25,28,30 below, indicate the situations where she can work alone, or with others, while response to no.4 refers to the situation where she has to speak while in a class. The first preference shown in response to Dunn's questionnaire is for the communicative style. This tendency seems to be reflected here; Mi-ok's answer to question no.29, "a little", implies that she prefers to be active, rather than passive, i.e. only watching and listening to native speakers.

Responses to the items for communicative style in Dunn's questionnaire

4. In class, I like to learn by conversation: best
22. I like to learn English words by hearing them: best
25. At home, I like to learn by watching TV in English: good
28. I like to learn by talking to friends in English: good
29. I like to learn by watching, listening to native speakers: a little
30. When I travel to an English-speaking country, I like to learn by using English in shops/trains: good

(Points given to each answer: no : 1, a little: 2, good: 3, best: 4)

Mi-ok's preference for active learning is also shown in interview excerpt 7.3, in which she says that she prefers to make conversation with a native speaker lecturer rather than listening to audio-tapes in a listening class: this shows her strong motivation to be active in communicating with a native speaker lecturer.

I liked English conversation classes because native-speaker lecturers taught us. Their pronunciation was exotic and they were exotic and interesting. I was really happy with the fact that I could mix with foreigners. However, I am reserved, shy and inactive, and did not like to stand out by talking or answering too much. (Interview excerpt 7.3)

So far, although describing herself as introverted and reserved, Mi-ok has shown her enthusiasm for activity in communication. However, she is hindered by the Korean cultural characteristic “Noonchi”. This is indicated in the interview data above. She is using “Noonchi (Ultrapercceptional Insight)” which was mentioned in the earlier literature review, 3.4.2 Psychological Backgrounds. Mi-ok is very conscious of her classmates, so that she cannot be as active in communication as she wishes. A similar situation was faced by student case no.2, Eun-kyung in Chapter 6, in interview excerpt 6.5 (“if I speak to friends in English, I might get beaten up”). This leads us to enquire whether Mi-ok’s answer to question no.29 indicates her preferred way of practising communication, which she thinks desirable and ideal for her to learn English. It is possible to interpret that in this case she wants to learn through active involvement in communication with native speakers but she dare not to do so, being conscious of other classmates and also not wanting to stand out or give the impression that she is “showing off”. Response to no.29 in Dunn’s questionnaire describes a situation of one-way communicative practice (not two-way interaction, which she seems to prefer) in which she receives information from a native speaker passively. Thus, it seems that Mi-ok’s desire to be active in communication practice with a native speaker led her to answer “little” in this case. She is highly communicative but interview data was helpful in detecting complex learning preferences for the communicative style.

The following discussion indicates that many Korean students studying English, regardless of their personality, may express a preference for learning through strategies compatible with the communicative style. This seems to explain why the participants of this study showed first preferences for the communicative style in Dunn’s questionnaire, although some students are introverted, as will be discussed in the following two students’ cases.

I like grammar most. I also like speaking but I am not good at this. Because the atmosphere is not favourable to improve it and my personality is not good for it. ...However my grades are overall good, regardless of the subjects. Originally, there was no subject I did not like. Frankly speaking, I prefer speaking to grammar. If I study grammar, much of the grammar knowledge I study soon becomes mine. On the other hand, it takes a long time to be good at speaking even though I study hard at it. But speaking is the most interesting. I guess all of those who study language, like speaking most. (Oh-Keuk case no.5 had also said the same opinion.) (Interview excerpt 7.4)

The last two sentences of interview excerpt 7.4 imply that Mi-ok generally thinks that the criterion to measure the command of good English is speaking skill. Throughout long years of schooling, little attention has been given to speaking, but more recent students realise that

grammar and translation-oriented education did not help much in speaking English fluently. Therefore, it is possible that even *introverted students*, who are not usually talkative, can show a high preference for the communicative style. However, the scales in the questionnaire fail to produce information on whether their preference for the communicative style reflects the fact that it is the learning style they actually express in their learning, or whether it reflects their belief that the use of communicative style-related strategies is beneficial in learning English although they themselves might not be communicative style learners.

To summarise Mi-ok's learning style, she is introverted and timid, and introversion seems to be her predominant style. However, she also exhibits the characteristics of an extrovert - she has high preferences for communicative, auditory, and group styles that possess features of the extrovert. She welcomes strategies incompatible with her predominant learning style to meet practical needs, which suggests that the three styles mentioned above are her predominant underlying styles. Therefore, it seems reasonable to argue that this type of learner can exist: a flexible learner who does not always use strategies related to his/her predominant learning style. Instead she adapts herself flexibly, using beneficial learning strategies to facilitate her learning. This case raises a question about whether people always use strategies compatible with their predominant learning styles.

Another issue is the construction of questionnaire items defining the analytical learning style. It was discussed that in the Korean context, a preference for grammar study does not always imply the analytical style. The inappropriateness of some of the questionnaire items to the Korean context was noted.

The value of the interview method should be mentioned here in relation to Mi-ok's communicative preference. Looking at the responses to questionnaire items on her communicative style category gives us the impression that she is an active learner. But interview data suggest that, in fact, she is not as active as suggested by these results, due to her personality and to her being conscious of the other members of the class, that is *Noonchi*, a culturally influenced attitude. Table 7.2 presents a summary of Mi-ok's learning style preferences, discussed so far according to the learning style categories classified in the questionnaire sets that were used.

Dunn's learning style categories	Communicative		Concrete		Authority-oriented	Analytical
	Wants to be communication-oriented due to practical needs, but dare not to be so much, due to Noonchi.					Likes to study grammar due to closure-orientation.
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group
	Least	Highest	Least		Relatively low	Higher preference than individual style. Practical needs.

Table 7.4: Summary of Case no.3 Mi-ok's learning styles based on Dunn's and Reid's questionnaires

7.2 Case no. 1: Eun-young

Eun-young is in her early twenties. She has been interested in English from her high school days, and likes to watch videos in English. She went to a foreign language high school which focused heavily on foreign language education compared to ordinary high schools that distribute relatively equal attention to all subjects. In comparison to other high school students she has had more exposure to English. At this school, she took many classes in listening skills and had the opportunity to talk to native speaker teachers in and outside the classroom. Lesson content included free conversation, and work on pronunciation with textbooks such as 'Side by Side'. After graduating from university she wants to study in English-speaking countries. In the middle of her university course she took six months off to study English in Canada.

Eun-young indicated in the interview data that she is introverted, but realises that her personality is not conducive to improving her English, especially in the speaking domain. As a result, she seems to make conscious efforts to use learning strategies typical of students with a more extroverted style. It appears that she thinks she is introverted but is not well aware that extroversion is also an underlying style to a considerable extent until she is involved in English learning and uses the learning strategies related to this style. Although preferring to study alone, Eun-young is aware of the benefits of a group learning approach. As a result, there is a marked difference in her preferences as stated in her questionnaire as opposed to those in her interviews. It is likely that one would judge that this student is extroverted if one had access only to the questionnaire. Questionnaire findings on her

learning style preferences are given in Table 7.3. The numbers in the table after each learning style category represent the means of the responses to the defining items in each category.

no : 1, a little: 2, good: 3, best:4

Strongly Agree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5

Dunn (maximum: 4)	Reid (maximum: 5)
1. Communicative (4)	1. Kinaesthetic (5)
2. Concrete (3.66)	2. Tactile (4.8)
3. Analytical (2.5)	3. Individual (4)
4. Authority-oriented (2)	4. Auditory (3.8)
	5. Group (3.2)
	6. Visual (2.6)

Table 7.3: Questionnaire results for case no.1

Move to a preference of grammar study and analytical strategies

When Eun-young was a high school student she was not good at grammar, but good at listening. Before she went to Canada for six months, interrupting her university course, she did not like grammar and did not feel the need to study it. Thus, her preference for analytical learning is relatively low compared to other styles in the questionnaire. One reason for this is that all through Eun-young's high school years she spent considerable time studying grammar yet found herself unable to communicate very well despite the effort she had put into grammar. When in Canada, she faced some problems with grammar when trying to write letters to her friends, and it was then that she realised the importance of grammar. Now that she is back in Korea, she likes and enjoys grammar classes and feels a strong need to study grammar – it could be that she gained some confidence about grammar after her experience requiring good grammar knowledge and her hard work at it in Canada. Thus, originally she was less inclined to grammar and the analytical approach, but later more inclined to them due to practical needs during her stay in Canada. As shown below, Eun-young's response to no.18 in Dunn's questionnaire indicates that her preference for studying grammar is relatively low, compared to other methods.

Items for analytical style in Dunn's questionnaire

9. I like the teacher to give us problems to work on. : a little
12. I like the teacher to let me find my mistakes. : good
13. I like to study English by myself (alone). : good
18. I like to study grammar. : a little
24. At home, I like to learn by reading newspapers, etc. : good
27. At home, I like to learn by studying English books. : a little

(Points given to each answer: no : 1, a little: 2, good: 3, best:4)

These responses make it hard to get a picture of Eun-young's learning style preference, as they do not seem to support her statement that she likes grammar now. However, the following excerpt from the interview suggests that there is a relation between her beliefs about learning and her coming to like grammar and writing.

The words you say do not leave any mark behind in the hearer. But what you write can be physically seen and kept by others, which made me think I do not want to feel embarrassed by my writing. That's why I seem to have come to like grammar and writing. (**Interview excerpt 7.5**)

Her previous experience in Canada when she had difficulties trying to write letters to her friends, a practical reason, seemed to have brought a change in her beliefs about learning and priorities in learning and has made her more inclined to grammar and analytical-orientation in her learning behaviours.

Interviewer: What are the classes you did not like?

Eun-young: I did not like the same sort of classes that we had in high school, such as grammar. But the way some professors teach grammar was very interesting. I did not like classes which followed the same pattern as the ones in high and middle schools, such as grammar. But even the same grammar classes could be interesting to me, depending on who taught the class.

Interviewer: For example, what kind of class?

Eun-young: I did not like this kind of thing even before I went to Canada. The Grammar course and Morphology course were not interesting. In the Morphology class, the textbook was difficult to understand and there were many points to memorise. I was not interested in knowing how the sound comes out from knowledge of the structure of throat. As long as I am not going to be a scholar, I feel it unnecessary to know about this. They are not helpful for everyday life, being too analytical, academic and difficult...

Interviewer: What about the phonetics class?

Eun-young: It was not difficult. The phonetics class was interesting because a native lecturer taught the class.

(**Interview excerpt 7.6**)

It is implied in interview excerpt 7.6 that earlier she did not like to study grammar and morphology, which were analytical, impractical, boring and difficult for her.

Interviewer: Did you say that Morphology is not interesting, but it was interesting because it made you think and analyse?

Eun-young: The Morphology class was boring but made me think and analyse. The professor taught the class in a very careful and sophisticated way. To help us understand, he gave us many examples, although this is a bit like the way we learned in high school. He gave us examples and time to think for ourselves. In other classes we are just told, "it means this and that", studying with a textbook. But in the grammar class, the professor taught in a different way; "Why does this go this way?" or "I gave you the following examples, so now you respond to what I tell you". The grammar course I took with Professor X explained grammar points in Korean but we wrote in English, which helped us to come out of the textbook and build up our ability to be autonomous in class. I think this method helped. "Why is it

wrong? Oh, it is wrong because of this". Through this way of learning, the content remains long in my memory. Morphology was not interesting, but if I had learned it in the way I learned grammar, it would have been interesting. (**Interview excerpt 7.7**)

However, retrospectively, Eun-young admits that the way in which one of her professors taught grammar was good because this made her think on her own, analytically. Accordingly, now she is adopting some degree of an analytical-oriented approach to learning English, which she may use when she thinks it is necessary.

In conclusion, Eun-young's explanations in the interview excerpts suggest that her coming to like grammar and adopting analytical strategies could be attributed to the fact that she may originally have had an analytical side but this side could have been controlled. This may be because she did not have to exercise this side often in the Korean environment which does not really encourage the analytical style to be exercised and in turn, the use of the related strategies - cultural influence on the use of learning strategies. However the underlying analytical side seems to have been stimulated after experiencing exposure to situations requiring analytical strategies.

A communicative, kinaesthetic, tactile and concrete learner

The strong preference for communicative, kinaesthetic and tactile styles in the questionnaire, suggests that Eun-young has a mixture of these learning styles. Considering that the communicative, kinaesthetic, tactile and concrete styles are strongly associated with the extroverted style and that Eun-young describes herself as being reserved and introverted in the interview, she appears to be predominantly introverted and extroverted style seems to be less predominant. And these less predominant styles become stimulated when she learns English. Eun-young is happier with an active way of learning, such as expressing her opinions. For example, she liked a lecturer who asked students about their opinions after showing them a film. Also Eun-young does not like the English literature class where she just has to sit and listen. In the following excerpt she talks about her preference for class discussions:

I liked group discussion which was interesting in that we could talk about things, in English, that could happen in our real life. It was very interesting. (**Interview excerpt 7.8**)

This statement also implies that she is a concrete learner whose tendency is to relate learning to direct experience, according to Ehrman's (1996) definition (see Appendix 4), as preferring to learn something related to real life. Another example is indicated in interview excerpt 7.6 where Eun-young expressed her dislike of morphology. She felt it unnecessary to learn because it is not helpful in our everyday life.

Complicated preference for group style

Considering that introverts have features of the individual style (Oxford and Anderson, 1995; Ehrman's adaptation of MBTI scale, 1986 (see Appendix 4)), it can be said that she is individual style-oriented according to her introverted style described in the interview data. The questionnaire result reflects this, showing the group style as her fifth preference and the individual style as the third. Her statement that her personality changes when she learns English, suggests a possible reason for this. In fact, her personality may not change but she changes in the use of learning strategy. It is possible that her less predominant style (extroverted style) is stimulated and she uses the strategies compatible with it. Eun-young thinks she should be more extroverted and open in order to be a better English speaker and tries to behave in this way. This is reflected in her first preference for the communicative style in Dunn's questionnaire. Her interview and questionnaire data seem to reflect the combinations of group and individual styles, and introverted and extroverted styles. It seems that her predominant learning styles are introverted and individual styles, but practical needs trigger her less predominant domains, group and extroverted styles, to be expressed.

As shown above, Eun-young's preferences for group style (3.2) and individual style (4.0) do not have a big differential, considering that the result of my respondents' responses using Reid's Questionnaire demonstrates a strong negative correlation between them. She is reserved and introverted, but knows the advantages of the use of strategies related to group style and tries to make the most of group work as she mentioned in the interview, which implies her shadow side. In Lee's (1995) study, he concluded that his respondents showed that the more group-oriented his students were, the less individual-oriented they were likely to be. His study does not match this student's case in the present study.

She shows in the questionnaire a higher preference for the individual style but in the interview she also indicates that she is group style-oriented to a certain extent. The results

from two instruments point to a mismatch. She gave the following explanation for the mismatch:

There seem to be variables. I like group discussion, but if the partner does not perform well, I do not feel like going on with it. It is very good if they speak a lot and come out actively, I can learn something from group discussion, apart from over-simple discussions. Otherwise I am better studying alone. (**Interview excerpt 7.9**)

Eun-young's responses to questionnaire items defining the group style No. 3, 4, 21, 23 in Reid's questionnaire consist of "undecided", as shown below, whereas responses on individual style in the same questionnaire are all "agree". The reason for this can be found in interview excerpt 7.9. Although, the numerical scores in the questionnaire results suggest that her preference for the group style does not show a great difference from that for the individual style, the interview suggests that the scale 3.2 from the questionnaire does not always reflect her preference for the group style well. The interview provides detailed information on her complicated preference for the group style. In the following items defining the group learning style, her responses are somewhat confusing.

Items for group learning style in Reid's questionnaire

- 3. I get more work done when I work with others. : undecided
- 4. I learn more when I study with a group. : undecided
- 5. In class, I learn best when I work with others. : agree
- 21. I enjoy working on an assignment with two or three classmates. : undecided
- 23. I prefer to study with others. : undecided.

(Strongly Disagree:1, Disagree:2, Undecided:3, Agree:4, Strongly agree:5)

It is hard to follow her interpretation of no.5, particularly as these questions are similar to others. Why did Eun-young answer "undecided" to these questions, when in the interview she said she enjoyed group discussions among those activities in which she had participated throughout the course? Also, outside the classroom she formed a study group with her friends, to create a favourable environment to practise speaking. If Eun-young's friends do not express their opinions to her in the group discussion in class, then she keeps silent. However, when they have a group discussion in their study group, again, she asks the question which was asked in the class, to create a situation in which her reticent friends have no way of maintaining their silence. It is not likely that she did not pay much attention while completing the questionnaire. When I was collecting the completed questionnaires from the students, I noticed she was deep in thought at her desk trying to complete her questionnaire, being the last student to give me the completed form. She even asked me to explain the

meanings of some questions. From all these clues, we can infer that she is not likely to use strategies compatible with the group learning style considering her attitude towards the group work and the structure of group members.

Being a reserved and introverted person Eun-young likes to study alone, which is supported by her high preference for individual study in the questionnaire results. But as mentioned above when it comes to practising speaking she has to find opportunities to talk with others and gain some help from others on some specific assignments; thus she sees the advantages of group work. In contrast to group work outside the classroom, when there is no duty or pressure to produce certain results, group work in class brings her the most benefits, because it is controlled and monitored by the teacher. This makes the group members work more to reach their goal in tackling a common task. Therefore, Eun-young seems to feel that as long as the group members are active in the class and capable, learning is better and more enjoyable than outside the class. Thus, she cannot say that she learns more from group work all the time, which explains why her responses to other items are “undecided”, whereas her response was “agree” on learning best in class group work. This also explains why, in group work outside the class, she asked her friend about the question to which he/she did not respond to in class. Eun-young generally learns more from class group work, but when the situation is not as beneficial as she expected due to group members’ silence, she tries to get compensation outside the class by trying to create a similar environment to the one in the class.

Therefore, Eun-young cannot simply say she learns best when working with others, although she knows she can gain more out of group work. Neither can she say that she prefers to work with others, because basically she likes to study alone, but she tries to make the most of the different learning environments in order to improve her English.

There was another student, He-young, among those who were interviewed but not discussed in the case studies of this study. Her case is similar to that of Eun-young. The questionnaire shows that He-young’s lowest preference is for the group style. In the interview, He-young stated:

If we work together, it may be good. But it seems to lower the degree of concentration. If I work in a group with people who are better in English it will be interesting but if not, after I work with them I feel

it is not practically helpful and reduces my concentration. And it takes a long time. Study is better done alone. (**Interview excerpt 7.10**)

The mismatch in the results between questionnaire and interview suggests that the student in this study may not be conscious of her underlying style and perceives that she has introvert traits only. Korean students in class group discussion are not very willing to talk actively, although they are more likely to talk or even actively participate in a group discussion outside the classroom. All the same, they are likely to produce results or attain goals in class group work where they face a definite task, whereas they tend to lose direction and get distracted outside the classroom, although they may talk more freely and actively.

Move to the use of extroversion related strategies

Looking at the preferences for kinaesthetic, tactile and communicative styles in the questionnaire findings, it is inferred that this person is extroverted. I say this because, the descriptions of extrovert by Saunders (1989), Oxford and Anderson (1995) and Ehrman's 'characteristics of the four MBTI scales' which she adapted from handout materials used at the Foreign Service Institute School of Professional Studies in 1986, include features which can be associated with kinaesthetic, tactile and communicative styles – people of these styles have preferences for auditory and oral activities, high interactive activities, English conversation, group work and being talkative (see Appendix 4). However, considering that the definition of introvert by Saunders (1989) includes the feature of individual style (see Appendix 4 for Saunders' definition) and they are associated, Eun-young's higher preference for the individual rather than group style in the questionnaire findings does not really support the questionnaire results that she is highly extroverted. It is not supported by the interview data in which she described herself as being very reserved. The questionnaire results show limited information, not being able to provide information on what is happening deep inside the learner's mind. However, the interview indicates that her strong will power is also a considerable facilitator in her efforts to come out of her shell, to be more open and active, which, accordingly, gives her more opportunities to converse. From this case, we also come to learn that one does not necessarily have to be extroverted by nature to be an active learner of a foreign language. Eun-young shows variability in the use of learning strategies, by moving from introverted to extroverted behaviours and by being very enthusiastic and active in order to improve her English in conversations, group discussion, group work, and lectures. The exchange below gives a picture of the variability in the use of learning strategies.

Interviewer: Do you like to express your opinions and participate in the class rather than just sit and listen to a lecturer?

Eun-young: Yes, I prefer that way far better.

Interviewer: what brings this preference? Is it because of your personality? Or because you think it is helpful and the content remains long in your memory?

Eun-young: The second reason is stronger. This way, I believe, is helpful and the content lasts long in memory. I like this. Usually I do not say a word unless it is necessary. I think my personality has changed because of English. Originally I was very reserved and introverted. As I have studied English more, it seems that my personality has changed. But my personality comes back to the original in a situation when I do not use English. It seems that the tendency to shift from extroversion to introversion is activated once I start using English. If I just sit and listen to what the professor says, I can't remember anything. If a professor asks a question, and I concentrate on what is said to answer, that always remains in my memory clearly.

(Interview excerpt 7.11)

Eun-young appears to reflect on learning style combination. Both the questionnaire and interview data suggest that she has a mixture of various learning styles without a big gap between predominant and less predominant styles. Some of them are more predominant and influential than others, but less predominant learning styles are sometimes expressed almost equally when she involves herself in learning English so that she uses learning strategies flexibly which are compatible with her less predominant learning styles. For example, as discussed earlier, when she is engaged in a group discussion she demonstrates a move in the use of strategies from the ones related to introverted style to the ones compatible with extrovert style, with cooperation and enthusiasm, or responding to the lecturer very actively in classes.

We have seen in Eun-young's case an increase in preference: from a lower analytical preference and a lower preference for studying grammar, to a higher preference for analysis and grammar study. And a move was shown, from introverted to extroverted style related strategies when she engages in learning English. We also found that this introverted student is, in fact, a very active learner with a strong will, who is highly communicative, kinaesthetic and concrete-oriented. These findings indicate that Eun-young has a mixture of learning styles, without a big gap between each learning style element in their predominance and influence on the use of learning strategies. As such, she wants to make the most of the group work and thus has very complicated expectations of group work, which were not shown in the questionnaire data. Indeed, she seems to try to make a good combination of both individual and group style related strategies. The following table presents a summary of

Eun-young's learning style preferences discussed so far, according to the learning style categories proposed in Dunn's and Reid's questionnaire sets.

Dunn's learning style categories	Communicative		Concrete		Authority-oriented	Analytical
	Highest preference. Likes active ways of learning, e.g. expressing one's opinion.		Positive		Least preference	Move to grammar study and more analytical approach
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group
	Highest		High	Least	Highly positive	Positive but depends on group members' performance

Table 7.2: Summary of Case no.1 Eun-young's learning styles based on Dunn's and Reid's questionnaires

7.3 Case no.6 : Kyung-deuk

Kyung-deuk is in his late twenties. He used to like to study English when in high school and gained good scores in Korean and English. He thinks that he has a talent for language to a certain extent. This led Kyung-deuk to choose the English language department. After three years of study at university, he went to the Philippines to study English for about six months. He says that the experience in the Philippines led him to change his way of studying English. After graduation, he wants to work in a place where he can apply the knowledge he has learned during four years in university, preferably in tourism or the hotel industry.

According to the questionnaire responses in Table 7.5 Kyung-deuk has a high preference for the visual style. Correlation between the visual and individual styles, which was shown in Lee's study (1995) and the questionnaire findings of my study, is seen here; Kyung-deuk's first and second preferences according to Reid's questionnaire are the visual and individual styles, respectively. From these preferences it is inferred that Kyung-deuk is rather introverted considering that definitions of introvert have features of individual and visual styles (Ehrman's adaptation of MBTI scale 1986, Ehrman, 1996) (see Appendix 4). This is supported by the fact that he has a high preference for the analytical style. However, high preferences for communicative and kinaesthetic styles indicate that he also has an extroverted side. Only his lowest preference for the group style is exceptional as a feature of an extroverted person. In particular, Kyung-deuk's first preferences for the communicative

and analytical styles in Duun's categories imply that he has the qualities of both introvert and extrovert. But it is hard to know from the questionnaire whether he has this balanced combination of both extroversion and introversion by nature, or originally had one of these styles as predominant and the other underlying one as less predominant, but flexibly extended to use the learning strategies compatible with any of these learning styles after realising the benefits of these strategies related to less predominant styles in various experiences in his life. Kyung-deuk's learning style preferences seem to be the most beneficial and desirable, among six students' cases discussed in this study. It is likely that despite the conventional way of teaching English in Korea and his originally preferred strategies compatible with his predominant learning styles influenced by his personality traits, his stay abroad made him realise that he needed to combine other learning strategies which he had not used often. The numbers in the table after each learning style category represent the means of the responses to each item for that category.

no : 1, a little: 2, good: 3, best:4

Strongly Agree:5, Agree:4, Undecided:3, Disagree:2, Strongly Disagree:1,

Dunn's (maximum scale: 4)	Reid's (maximum scale: 5)
1. Communicative / Analytical / Authority-oriented (2.83)	1. Visual (4.6)
4. Concrete (2.5)	2. Kinaesthetic / Individual (4) 4. Tactile (3.8) 5. Auditory (3.6) 6. Group (3)

Table 7.5: Questionnaire results for case no.6

Experience and realisation of practical needs and flexible use of learning strategies

The statement from the interview, excerpt 7.12, supports the combination of diverse learning style preferences shown in the questionnaire results.

There are no subjects I do not like specially. All subjects are O.K, because they will be all beneficial to me in the end. There is nothing that I do not like specially. (Interview excerpt 7.12)

Regardless of Kyung-deuk's predominant learning styles influenced by his personality features, he seems to have realised the practical need to adopt other learning strategies in order to improve his English. This realisation could be especially a response to his exposure to a different environment (his experience in the Philippines) which required him to extend the range of learning strategies he uses or combine different strategies he rarely uses. Further information on Kyung-deuk's learning styles from interview data reveals that he has a good

self-awareness of his learning behaviours and consciously manoeuvres them, according to his own well-grounded belief in the desirable way of learning English.

Analytical style, or the influence of the educational convention?

It seems that the Korean educational cultural context needs to be taken into consideration in the construct of analytical style defining questions, over whether a preference for grammar study is straightforwardly analytical-oriented. In the previous case no.3, Mi-ok, is accustomed to tackling multiple-choice questions to practise grammar, feeling that she has achieved something and being excited when her answer is correct. Yet when it comes to applying these grammar rules to writing or speaking, Mi-ok is not really good at such analytical application. Thus, for case no.3, Mi-ok's style is not purely analytical in the precise sense, compared to that of Kyung-deuk. Moreover, in the following interview Kyung-deuk seems to demonstrate an analytical style, in the sense that he does not only like to study grammar but also tries to detect grammar usage from reading or listening to the texts that he is exposed to, figuring out how grammar is used in each situation.

Interviewer: How do you study grammar?

Kyung-deuk: I have never studied grammar by solving grammar questions in grammar books or grammar drilling to prepare for grammar exams.

Interviewer: When you come across some sentences in reading, or listening, do you, all the time, pay attention to see what grammar points are used, how and in what situation. For example, if “subjunctive mood” is used in the sentence you come across, do you pay attention and try to figure out the usage of the grammar?

Kyung-deuk: Yes, I do. And I think that is a desirable way of studying grammar. Now I never try to memorise grammar points about the subjunctive mood and example sentences of it in grammar books. So far I have built up grammar knowledge through reading practice, such as English newspapers. When trying to read these, I sometimes come across sentences that do not read very clearly. I try and try, and if I still can't understand word for word completely, I finally look at the Korean translation version. But still I move on to the next part only when I can understand it completely word by word. I do not just want to understand the rough meaning of the sentence, but to tell myself that I have understood it completely. I have built up more grammar knowledge by practising reading rather than by studying grammar books. I don't just get ideas about grammar points when studying with grammar books. (Interview excerpt 7.13)

He reports a thoroughly analytical tendency towards grammar study with the reading materials he has been exposed to, and claims that he learns better this way, than when cracking grammar books to learn grammar points.

In the Korean context the norm for grammar study throughout schooling is to use grammar reference books with explanations of grammatical points and multiple-choice questions. There are grammar-examinations in schools, and TOEFL/TOEIC examinations, to be taken by university students who apply for employment and study abroad. These also have the multiple-choice pattern.

Analysis of the questionnaire and interview data of student cases no.3, Mi-ok and no.6, Kyung-deuk indicates that they have preferences for pure grammar study and the analytical style combining both the analytical detection of grammatical points from receptive study (reading and listening) materials and analytical applicability to productive study (speaking and writing). This preference refers to applying grammatical knowledge analytically to detect and figure out the application of grammatical points when reading books or listening to texts. In addition, they have a tendency towards the autonomous and analytical application of grammar knowledge in oral and visual production. These subdivisions are indicators of categorisation of the analytical style defined in Dunn's questionnaire.

Analytical style but also concern for practical use

The following interview excerpts indicate that Kyung-deuk is analytical, and takes an analytical approach to his overall English learning. As shown from the Dunn's questionnaire responses defining analytical style-item no.18, asking his level of preference for grammar study, is the only one with the highest score: 4="best", whereas the other five questions are scored "a little" and "good". The inference we can draw about his analytical style from the interview data in the second subsection: "Analytical style, or the influence of educational convention?" is that Kyung-deuk is strongly analytical in many aspects. This is also implied by Kyung-deuk's answers to items other than no.18 (all these items defining the analytical style in Dunn's questionnaire). This is not only because of Kyung-deuk's analytical tendency in his personality, but also his belief that an analytical and heavily grammar-weighted approach is essential in English learning, before anything else, to move to a more advanced level. The interview excerpt 7.14 suggests his strong tendency to being analytical:

The morphology class was not that good. In terms of practical use, it was not that helpful. But for my own taste, it was O.K. Because I like to understand things through analysis... English linguistics was not that good for practical use, but it was good for me because I like analysis. Phonetics was practical and interesting. The Professor's teaching method was interesting. But if I want to be more specific, the class could have been better and more useful if it had focused more on practical usage. Many things I learned in the class are useful now. (**Interview excerpt 7.14**)

Interview excerpts 7.15 implies that Kyung-deuk puts a heavy focus on underlying theory before he starts learning anything by heart, which suggests that he is analytically-oriented.

The best grammar class and books, by my definition, are the ones which take as theoretical approach as possible and reduce the amount of things we have to memorise without thinking much.

(Interview excerpt 7.15)

Interview excerpt 7.16 suggests that Kyung-deuk is analytically oriented and that this follows from his belief of how English should be learned.

My point is that to get out of the simple conversation stage and to express one's own opinion orally and visually, grammar should always be present... Grammar is needed for the process of matching the different word order between the two different languages. I guess we need to make sense of the different grammatical frames in the two languages. These should be borne in mind first. People say English is a subject requiring memorisation. I think English is ultimately a subject that needs memorisation. But before the stage of memorisation, the learner has to prepare to memorise, I suppose. After you make frames then you put grammar points one by one into the frame. Some students just memorise lots of vocabulary items and arrange them in disorder, which I think will bring them difficulty eventually. Once you have the frame in your mind it gets easier to study English. In middle and high school days, we used to memorise many grammar points for fear of being punished or beaten up sometimes. But now I think knowing basic theory is more important. (Interview excerpt 7.16)

As indicated in interview 7.16, Kyung-deuk thinks that English is ultimately something to memorise, and this belief is well reflected in Korean students' high usage of rote-memory strategies, as discussed in the literature review, 3.3.1 on educational backgrounds: rote-memory strategies.

Mixture of individual, communicative and kinaesthetic styles

This section suggests that Kyung-deuk has a combination of individual, communicative and kinaesthetic styles and accordingly uses strategies compatible with these styles. Interview excerpts 7.17 suggests that Kyung-deuk thinks that individual study should be done as a preparatory stage, and then what is achieved in individual study should be used and put into practice in group work or in real life situations through communication and activities involving movements.

Until a concept is formed and settled down in your mind based on your understanding, it is better to study alone. Then it is effective to use and apply to real life situations what you have studied alone. That way you can remember longer the things you studied (Interview excerpt 7.17)

In this process, Kyung-deuk seems to use individual style related strategies first, followed by the ones related with communicative and kinaesthetic styles. In interview excerpt 7.18, it seems that Kyung-deuk was not so aware of his kinaesthetic style since he had been

accustomed to the English education in Korea which does not really encourage the use of learning strategies related to kinaesthetic style. However this aspect seemed to have been triggered by some stimulation requiring strategies related to this style when staying abroad. He now seems to be quite conscious of this side and quite keen to use the strategies related to this style.

I quite like games and role-plays. I strongly felt the need for this kind of learning mode, especially when in the Philippines. Before I went to the Philippines, to be honest, these activities were annoying and I was embarrassed and shy of doing these in front of classmates. But now I think these are the best learning methods. As a similar example, I realised that one word or one expression I picked up in a given real life situation in the Philippines lasts longer in my memory than the ones I study at a desk alone, learning by heart dozens of time. A vocabulary item I know, if I use it in real life, I get to know when and how exactly I can use it and do not forget the usage afterward. (**Interview excerpt 7.18**)

Kyung-deuk's view is that he should study alone in order to have knowledge, and advance to a certain degree where his acquired knowledge can be produced with some modifications or applications in conversation involving kinaesthetic movements.

Individual and small group style preferences

In Reid's questionnaire results, his preference for group style had the lowest score. Interview data indicate that Kyung-deuk is basically individual-oriented, and so has an individual style preference. He likes individual presentations rather than group work, and pair work is much better than a group of three. When we look at his response to the items defining the group style category in Reid's questionnaire, they are all "undecided", whereas Kyung-deuk's answers are all "agree" to the questions defining the individual style. It is not possible to confirm that he has the lowest preference for the group style, due to having the lowest score for that style. "Undecided" does not mean an absolute yes or no. Observing Kyung-deuk's statement in the interview, it may be that he found the questionnaire items too general to identify his learning preference. In the interview, he explained:

I like individual presentations rather than doing group work, if possible. There are many weaknesses. There are people who always participate and people who do not always participate. Pair work is O.K. But there are huge differences in work between a group of two persons and a group of three persons. Even when making conversations, it is possible to do so between two persons but not among three persons. The greater the number of people in the group, the relatively more time each person should keep silent, losing chances to talk. (**Interview excerpt 7.19**)

At this point, one issue should be brought out with regards to the learning style category. So far, in the cases of No.6, Kyung-deuk and No. 1, Eun-young, their complicated preference

for the group learning style was discussed in interviews. We have found that whether the questionnaire result for each student on the group learning style is high or low, they have more sophisticated and complicated style preferences in this group style category. To identify students' learning styles more precisely, it seems to be more appropriate to divide the group style category into more detailed styles, such as:

- Small group style preference:** studying in a small group brings effectiveness. This includes pair work as well. According to students, the criteria for a small group can be different. For some students it could be 3 to 5 people. For others it could be fewer than 10 people.
- Large group style preference:** studying in a large group brings effectiveness.
- Group style preference, regardless of size:** as a non-individual style, group learning always brings effectiveness.
- Group work with a desirable membership structure:** in work with those who are better than me, or those who are participatory, I can learn from them.

Authority-oriented learning style

As we have seen in his previous comments, Kyung-deuk expresses a preference for detailed correction from the teacher of the work he produces. In fact, he does not feel comfortable without it. It is highly likely that Kyung-deuk is not sure whether what he has written is right or not, and so cannot proceed to the next step. It seems that people with authority-orientation want close and minute corrections of their work, without which they do not feel comfortable.

I liked writing a diary. Until now I think this is one of good learning methods. A well-developed diary can be a basis to express oneself in speaking. ... When I was in Korea there was nobody to correct my mistakes with English in my diary. In the Philippines, my tutor checked my mistakes in the diary, which was very good. If the teacher does not correct my mistakes, I do not feel comfortable. (**Interview excerpt 7.20**)

In conclusion, Kyung-deuk seems to try hard to make a good balance between strategies related with introversion and extroversion styles regardless of his more predominant learning style, introversion. It seems that Kyung-deuk's realisation of practical needs abroad made him flexible, and stimulated the style domain of extroversion which had been already existing in him to a certain extent. He seems to be mainly an individually oriented

personality. However, his real approach to communication practice is that first he takes individual style related strategies before moving on to the communicative and kinaesthetic style related strategies. Kyung-deuk seems to have a strong self-awareness of where he stands and knows when and how to use learning strategies of each learning style. This implies that he is quite autonomous in his learning.

Analysis of Kyung-deuk's analytical style confirms that a pure preference for grammar study is not a criterion to measure analytical style for this student. I have suggested some sub-styles of the analytical style, that are based on the two students' cases (No.1 Eun-young and no.6 Kyung-deuk) discussed in this chapter. Also, I have divided the group style into three sub-styles, based on the students' interview data. This all suggests that more work needs to be done with care in designing questionnaires. The following table presents a summary of Kyung-deuk's learning style preferences discussed so far, according to the learning style categories classified in Dunn's and Reid's questionnaire sets.

Dunn's learning style categories	Communicative	Concrete	Authority-oriented	Analytical		
	Highest preference.		Highest preference	Highest preference. 1. Original analytical tendency by personality. 2. Practical needs (belief that analytical and grammar approaches are needed).		
Reid's learning styles categories	Kinaesthetic	Auditory	Tactile	Visual	Individual	Group
	Highly positive		Highly positive	Highest	Highly positive. 1. Original tendency. 2. Practical needs (belief that individual study is a preparatory stage before using communicative and kinaesthetic related strategies)	Relatively negative. More negative towards a group of large size.

Table 7.6: Summary of Case no.6 Kyung-deuk's learning styles based on Dunn's and Reid's questionnaires

7.4 Summary

The discussion in this chapter leads to two main findings, concerning a mixture of learning styles and variability in the use of learning strategies, and the validity of questionnaires. It seems that in some students' cases it is also possible that situations, tasks, practical needs, will power, self-awareness and different teaching methods cause variability in the use of learning strategies. But in this study it seems that cultural factors hindered them from using various learning strategies.

Secondly, there are limitations to using questionnaire solely as data collection instrument. Indeed, given the supplementary information obtained through interviews many respondents were found to have many other styles and beliefs that they could not express through forced categories in questionnaires. Considering the complexity of the issues, the questionnaire

could not possibly capture the subtlety and depth of the participants' beliefs about learning and learning behaviours.

In Chapters 6 and 7, cases of a limited and a diverse mixture of learning styles were explored. The analysis of the data brought out some issues to consider: learning style, the use of learning strategies, and cultural influences on them and the validity of questionnaire sets. To turn this information into working knowledge, it is necessary to summarise and conceptualise the information, which will be done in the following chapter by answering the remaining research questions.

CHAPTER 8: DISCUSSION

In the two previous chapters, cases of a limited mixture and a diverse mixture of learning styles were discussed respectively. Focus was on mixture of learning styles and variability in the use of learning strategies in relation to cultural factors affecting beliefs and attitudes. This chapter summarises and integrates the findings of this study from three aspects, answering research questions 3, 4 and 5, pedagogical and methodological implications will also be considered. Research question 3, concerning the identification of learning styles among a given group of Korean university students is discussed in 8.1, to build up the integrated knowledge of the concept of learning styles from the data in association with the use of learning strategies. Research question 4, on the relation of the use of learning strategies to culturally influenced beliefs and attitudes, will be considered in 8.2, with some examples of cases from the data demonstrating Korean cultural and educational factors playing a considerable role in the use of learning strategies. Research question 5, on the pedagogical implications of this data, will be considered in 8.3, with discussion on style match/mismatch and the development of autonomy. Finally, methodological implications, in relation to an evaluation of the questionnaires are discussed in 8.4.

8.1: Learning styles among a given group of Korean university students:

Limited mixture vs. diverse mixture of learning styles

Throughout the data, the points made about the learning style by Skehan (1998) and Ehrman (1996), that people have mixed styles, seems to be the case. Skehan pointed out that most people do not neatly fit into one or other quadrant, either occupying a range of space, or alternatively moving between quadrants as their behaviour is appropriately modified to take account of different learning contexts. He also referred to Stevick's *Success with Foreign Languages* (1989) in which the individuals are described as showing a range of different approaches when faced with different learning opportunities. Ehrman (1996) suggests that the same individual could be both field independent and field sensitive, and may operate at different points on the continuum according to time and circumstances. Her suggestion implies that a person may express the features of all the four types to different degrees, and in different situations.

From the data for the six cases in this study, it seems that students have mixed styles ranging from a small to a large extent. Among them, some students seem to have a mixture of diverse learning styles, each style to a similar degree, and accordingly they use learning strategies compatible with these learning styles. Data shows that they sometimes use the strategies which are compatible with learning styles, each at the other pole of the continuum in their characteristics, depending on the situation. It appears that different learning situations require the use of different strategies which are beneficial for effective learning. Other students recorded in the data may have one learning style that is more predominant than the other, and therefore they do not feel comfortable in using strategies incompatible with the more predominant style. Some styles are more predominant than others, and have more influence on a person who, in general, feels more comfortable in using strategies related to the more predominant styles. However, some learners do not seem to have much difficulty in flexibly using learning strategies which are not compatible with their predominant styles. The first three cases, case no.2 Eun-kyung, case no.5 Oh-keuk and case no.4 Hee-chul below, are those who have some styles which are far more predominant than other styles. They do not have diversely mixed styles, and are not really flexible in using strategies compatible with their less predominant styles. The other three cases, case no.3 Mi-ok, case no.1 Eun-young, and case no.6 Kyung-deuk, are those who have mixed styles to a similar degree or who have a certain style which is more predominant, but do not really realise that they have the other learning style, underlying to a considerable extent, until the style gets stimulated and influences the use of strategies. Both types in the latter three cases, do not seem to have difficulty in using learning strategies incompatible with their predominant styles.

- Case no.2 Eun-kyung (see 6.1)

Introversion seems predominant in Eun-kyung's learning styles. Introvert related styles show high preferences in the questionnaire results. She has a limited combination of introverted style and other styles that have common features with the style. In the questionnaire results, her extroversion style is reflected only by a high preference for the kinaesthetic style, which suggests she has the extroverted style to a very small extent. It is likely that she rarely uses learning strategies compatible with the extroverted style and styles associated with that style.

-Case no.5 Oh-keuk (see 6.2)

Extroversion is very predominant in Oh-keuk. His high preferences mainly for extroversion such as the group, kinaesthetic, concrete, communicative and auditory styles suggest that he has a mixture of styles mainly composed of extroversion related styles. Therefore, he uses learning strategies related to the extroverted style and to other styles that have common features with the extroverted style. He is not very compromising in the use of diverse learning strategies, especially those that are not compatible with his predominant styles mentioned above. The only exception is that he thinks that the individual style and its related strategies are needed in some areas of English learning due to the influence of educational convention- reading, vocabulary, listening, and grammar.

-Case no.4 Hee-chul (see 6.3)

Introversion seems to be dominant in him, but he seems to have extroverted style to a small extent. His rather high preferences for the auditory and communicative styles suggest that he has extroverted style as an underlying style; these two styles are associated with the extroverted style.

-Case no.3 Mi-ok (see 7.1)

It seems that her basic nature is introverted, but she has many other underlying, less predominant styles that are associated with the extroverted style, as shown in her preferences for the auditory, communicative and group styles in the questionnaire results. Preferences for these styles are usually a feature of an extrovert. This fact enables her to flexibly use various learning strategies related to these less predominant styles as well.

- Case no.1 Eun-young (see 7.2)

She has a mixture of introverted and extroverted styles. In addition to her greater inclination to the introverted style, she has a mixture of the communicative, kinaesthetic, concrete and tactile styles, all of which are features of the extroverted style. According to her statement in the interview, she is consciously aware that she is predominantly introverted. However, it seems that she has, to a considerable extent, a potentially extroverted style, although she does not seem to realise that this is part of herself in everyday life except when she gets herself involved with English learning. Instead, she appears to believe that she is introverted

by nature, and moves towards extroversion to a large extent when she is involved with learning English. It may be that certain situations or tasks requiring an extroverted aspect stimulate her underlying extroverted style intensely, so that she flexibly uses learning strategies which are compatible with extroverted style and other styles associated with the style. It seems that this process has been considerably facilitated by her will power to be more open and active in an effort to improve her English. Her liking for grammar study and for an analytical approach to it seems to suggest that she has this underlying analytical side unconsciously, but this approach only came to the surface after she was exposed to situations that required it, and to teaching methods that give her opportunities to be motivated to take the analytical approach.

- Case no.6 Kyung-deuk (see 7.3)

Kyung-deuk has a mixture of introversion and extroversion and therefore various learning styles associated with introverted and extroverted styles. It seems that introversion is more dominant than extroversion in him but the mixing of styles led him to flexibly use learning strategies related to the extroverted style to almost the same extent as the use of strategies related to the introverted style. He also has a mixture of the individual, communicative and kinaesthetic styles. The communicative style tends to be possessed by extroverts. According to the questionnaire data of this study (see Table 5.4), kinaesthetic style has positive correlations with concrete, communicative, tactile and group styles, all of which tend to be possessed by extroverts (see Appendix 4). Individual style is a feature of introverts. Therefore, these mixed styles imply a mixture of both introvert and extrovert tendencies.

So far, the main focus has been on mixed styles and predominant or less predominant styles. It has been shown that the use of learning strategies is strongly connected with the degree of mixture of styles. The following three cases present the relation between mixed styles and variability in the use of learning strategies. The three students below present the flexible and active use of various learning strategies, due either to their balanced mixture of styles or to their strong self-awareness, meaning that when exposed to tasks or situations that require a different approach, they realise the need to use the learning strategies with which they have not been familiar or have rarely used.

- Case no.3 Mi-ok (see 7.1)

She is basically an *introvert*, but seems to have many other underlying styles that are less predominant than the *introverted* style. Thus when feeling the need to use the strategies which are not related to the *introverted* style, she flexibly uses strategies connected with the *auditory, communicative and group* styles.

- Case no.1 Eun-young (see 7.2)

Usually her *introverted* side seems to be *more exercised*. However, when engaged in learning, the *extroverted* side seems to be stimulated and exercised to a similar degree to the *introverted* side, so that she uses learning strategies compatible with both styles. She previously did not like grammar. But after experiencing the need for grammar study and realising the advantage of an *analytically-oriented* approach, she seems to have learned to use strategies compatible with the *analytical* style without difficulty.

- Case no.6 Kyung-deuk (see 7.3)

He possesses a mixture of styles and uses various strategies related to the individual, *communicative* and *kinaesthetic* styles. It seems that regardless of his more predominant *introverted* style, his strong self-awareness of his learning behaviours and conscious manoeuvring of them lead to a good balance in the use of learning strategies.

Throughout the case study, there are cases where learners who are aware of the benefits of using certain strategies, seem to be encouraged to use them even though they are not very compatible with their predominant style. *Communicative* style, judging from the way it is defined by Knowles (1982) (see Appendix 4), seems to have a strong association with the *extroverted* style. The questionnaire data of this study indicates (see Table 5.4), that the *communicative* style has positive correlations with the *concrete, group, kinaesthetic* and *tactile* styles, which are usually possessed by *extroverts*. One might easily associate an *extrovert* person with the *communicative* style. However, as discussed in case no.2 Eun-kyung (6.1) and case no.4 Hee-chul (6.3), these *introverted* students seem to use learning strategies in an *introverted* manner in the *communicative* style. This finding supports the descriptions of the *communicative* learning style offered by Willing (1988) and Skehan (1998); this style can be used by both *field dependent* and *independent* learners, when the latter feel it necessary to take a *communicative* approach for effective language learning.

Willing (1988:153) points out that “the communicative group includes many people who, in fact, have a field independent tendency, but who indicate a desire for a communicative and social learning approach, probably in part because they feel that this would be most useful for their needs in relation to language learning”. Skehan (1999:248-249) states that “they are field dependent passive.... are language-as-use oriented, but holistic in orientation..... showing a degree of social independence and confidence”.

Considering that there are common features between extroverted orientation and field dependence, and between introverted orientation and field independence (according to the classification by Oxford and Anderson), it is possible to think that the statements of Willing and Skehan on communicative style in relation to field dependence and field independence, apply to extroverts and introverts as well. When introverts feel the need or desire for a communicative approach, they may use learning strategies compatible with the communicative style. This applies to 6.1 case no.2 Eun-kyung and 6.3 case no.4 Hee-chul. Both of them have a limited mixture of styles with introversion as their predominant style but use introvert-mannered strategies that are different from the ones which extroverts use in the communicative style. This implies that learners have a ‘shadow side’ - they are aware of the need to do something to improve their communicative ability regardless of whether they are extrovert or introvert, whether field dependent or independent, knowing that use of communicative style related strategies is beneficial to improve their communicative ability.

8.2 Cultural factors influencing learning strategy use

It was discussed in Chapter 3 that the use of learning strategies is influenced by culturally developed beliefs and attitudes, and the data from the case studies demonstrated that the students showed use of learning strategies that were influenced by beliefs and attitudes specific to the factors of the Korean educational culture. Some of these factors of the Korean educational culture are associated with individual-oriented learning, rote-memory learning, ‘Noonchi’ and face-consciousness that were mentioned in Chapter 3 and closure-oriented learning discussed in 7.1 case no.3: Mi-ok.

The findings of this study support the statement by Bedell and Oxford (1996) mentioned in Chapter 3 that culture directly influences the selection of language learning strategies. Reports by Farquharson (1989), McGroarty (1989), and Tycke and Mendelson (1986)

suggest that memorisation is a popular strategy in Asian cultures, and the findings of the studies by Korean researchers including Lee (1994), Nam (1996) and Park (1995) seem to be confirmed by present study. Chen's (1990) opinion, that due to the belief that there is only one correct answer, Chinese students are unwilling to take risks or employ strategies related to divergent thinking, also seems to apply to the Korean participants in this study, in that some students show a tendency to use strategies related to the closure-oriented style. This section draws on the data to discuss the cases with reference to cultural influence on beliefs, and in turn, their influence on the use of learning strategy.

- Case no.5 Oh-keuk (see 6.2)

His answer "good" to question no.24 in Dunn's questionnaire - "At home, I like to learn by reading newspapers, etc", seems to suggest that the strategy of reading was derived from beliefs influenced by the Korean educational culture, as Korean people usually take it for granted that reading should be practised through reading newspapers.

Although he shows strong preferences for the group and communicative styles and low preferences for the individual and visual styles in the questionnaire findings, he still seems to think that individual style related strategies are needed for some areas of study- reading, vocabulary, listening, and grammar. The background reason for his feeling the necessity for those strategies in some areas of English seems to be due to the culturally influenced attitudes and beliefs about learning. In Korea we have been conventionally accustomed to study individually, without much group work or discussion, and classes have been conducted mainly as lectures, with passive absorption by students. Therefore, it is possible to infer that those who have been accustomed to this and have not often experienced other teaching methods, are unlikely to believe in non-individual style oriented study.

- Case no.3 Mi-ok (see 7.1)

From the discussion on "Communicative style and the use of communicative style-related strategies", we observed that although she has a preference for the communicative style, she is hindered by cultural convention, Noonchi, from using learning strategies related to this communicative style. She uses "Noonchi (Ultrapercpetional Insight-eye measure)" and this seems to be connected with another Korean cultural characteristic, "face consciousness". If she talked too much, she would stand out and her classmates might not like her. This

behaviour may be due to her beliefs and attitudes about learning, developed under the influence of Korean culture. Although she has a strong desire to make conversation with a lecturer who is a native speaker and wants to be active in this, she dares not to do so, due to 'Noonchi'. This culturally specific characteristic works as a criterion in her case, in such a way that she judges the situation in class in order to decide when to talk and when not to stand out, in order to keep harmony with the rest of the class members.

In the discussion of "liking to study grammar: analytical or closure-oriented style?" the Korean educational culture seems to have been a factor. As regards examinations and exercise books, the questions are usually given with multiple - choice answers, and learners have been trained to select one answer out of four, or two out of five or six multiple answers. This convention is likely to produce students who feel comfortable when choosing one correct answer after careful observation of each answer, a method which could even lead to a possibility of producing students who prefer to use strategies related to the closure-oriented style and have beliefs which support their use.

- Case no.6 Kyung-deuk (see 7.3)

His attitude, reflected in his statement in interview excerpt 7.17, supports the expectation that Korean students make high use of rote-memory strategies. The rote-memory strategy, as discussed in section 3.4.1, seems to be influenced by the way people are traditionally used to preparing for the government examinations by studying literature, poems and Chinese classics. Also, Lee's (1994) study showed that Korean EFL students use memory strategy often for learning grammar points and vocabulary.

So far, learning styles and the use of learning strategies have been discussed in relation to the two patterns identified in the case studies. The first pattern is derived from the type of limited mixture of learning styles and the second is derived from the type of diverse mixture of learning styles. It seems necessary to point out the factors that make the difference between the two groups. The possible reason for a limited mixture of styles may be that a learner with one predominant style mainly uses strategies related to this style but rarely uses strategies related to less predominant styles in order to tackle the learning situation and facilitate effective learning. Another possible reason might be that the long-term educational practices and beliefs of the pervasive culture may strongly support learners' learning style,

which encourages them to develop beliefs that the way they have been used to learning is the best way to learn. For example, case no.5 Oh-keuk (see 6.2) is an extroverted-oriented personality but shows a relatively high preference for the analytical style which is generally found in introverts. This preference seems to reflect his belief and attitude influenced by the Korean educational culture - that is, that reading is usually practised by studying newspapers. He also shows a preference for the individual style in some areas of study - reading, vocabulary, listening and grammar, even though he has high preferences for the group and communicative styles. Culture seems to play a considerable role in affecting the willingness to experiment with other possibly suitable ways of learning.

On the other hand, the reasons for a diverse mixture of learning styles may be that the person has a mixture of various learning styles in which one style may not be particularly predominant and other less predominant styles may be used more or less equally. This kind of learner is therefore more comfortable using strategies related to any of the predominant and less predominant styles, according to the learner's judgment at that time on what strategy is needed to suit the situation. Some learners in this category, having both predominant styles and less predominant styles, do not seem to fully realise the existence of less predominant styles in everyday life, flexibly using learning strategies which are compatible with the less predominant styles when practical needs require the use of various strategies which are related to these styles in different learning situations. The examples of such learners are 7.2 case no.1 Eun-young and 7.3 case no.6 Kyung-deuk. In conclusion, compared to the type of a limited mixture of learning styles, learners with a diverse mixture of learning styles have more mixed styles, flexibly using strategies compatible with each style to a similar extent in response to different teaching methods. It seems that the flexible use of strategies can be facilitated by strong motivation, will power, or sensitive self-awareness of their learning behaviours, along with the possession of a mixture of various learning styles. People with a diverse mixture of learning styles seem to be more likely to benefit, than their counterparts, when they face different teaching methods in learning situations, as this gives them opportunities to exercise the traits outlined above.

8.3 Pedagogic implications: match and mismatch of styles and development of autonomy.

In this section, some pedagogical implications are discussed. They include the issue of the match or mismatch of styles between teachers and learners. This issue is usually dealt with in relation to arousing self-awareness and the subsequent development of learner autonomy.

It was shown from the data analysis of this study that some students were flexible in the use of learning strategies when faced with tasks given by teachers that required a different learning style from their own. Should the teachers, as some researchers suggest, tailor their teaching styles to their students' learning styles? In the case of no.1, Eun-young, she shows moves from strategies associated with introverted style to ones related more to extroverted style in classes, and from strategies compatible with global style to ones related more with analytical style in the morphology class. In the beginning she did not like anything very analytical and academic, but after she had attended morphology classes, she came to appreciate an analytical and systematic way of teaching. This suggests that it is beneficial to expose learners to various teaching styles. This could challenge them to try to stretch from their preferred styles and the use of learning style compatible with those styles, to their less preferred styles and the use of other learning strategies they have not used often. In this process they may be able to take advantage of teaching styles even incompatible with their learning styles. The findings of this study showed that students felt less hostile than expected to a mismatch in styles between teachers and students. In fact, some of them in this study even tried to take advantage of the mismatch, so that it could contribute to effective English language learning. Others felt uncomfortable in the beginning but in retrospect appreciated the teacher's teaching styles which were incompatible with their learning styles.

It is true that the findings in the study of Griggs & Dunn (1984) show that matching teaching styles and learning styles can significantly contribute to academic achievement, student attitudes, and student behaviour at the primary and secondary school level. The study of Charkins et al. (1985) reports that this also applies to learners at tertiary level. This was found to be especially the case for foreign language instruction in the study of Wallace & Oxford (1992).

However, there are also researchers who warn that teachers should not always try to cater for students by *allowing students to rely on their preferred learning styles*. They argue that students should be given chances to learn with their less preferred modes of instruction, so that they can stretch to rarely or less frequently used strategies as well. It is inevitable that students realise the need to adapt themselves to their less preferred learning styles in order to overcome the challenges of the classroom, for which purpose they need to be trained to use their less frequently used strategies (Friedman and Alley, 1984; Cox, 1988). Felder and Henriques (1995:28) claim: “a point no educational psychologist would dispute is that students learn more when information is presented in a variety of modes than when only a single mode is used”. In addition, researchers warn of probable side effects on the teachers when they try to accommodate learners’ learning styles. As Felder and Henriques (1995:28) suggested, “Teaching styles are made up of the methods and approaches with which instructors feel most comfortable; if they tried to change to completely different approaches they would be forced to work entirely with unfamiliar, awkward, and uncomfortable methods, probably with disastrous results from the students’ point of view”.

On the other hand, some researchers warn of probable counterproductive effects of exposing students to teaching styles mismatching their preferred learning styles. Over too long a period of exposure of students to teaching styles not compatible with their preferred learning styles, stress, frustration, and burnout in students can result (Smith and Renzulli, 1984). Oxford et al. (1992) warn of the possibility of impairment in learning from style conflicts in the language learning classroom. Such conflicts will be highly likely to produce anxiety and to affect grades adversely. However, there is an important study that shows the positive side of such conflicts, an encouraging point for teachers. The study of Bailey et al (1999) reports a very weak correlation between anxiety and learning styles. Therefore we should not conclude that teaching students with teaching styles inconsistent with their learning styles always brings the side effects mentioned above. We need to obtain more evidence from studies that use more suitable instruments to assess the relationship between teaching and learning styles. In fact, participants in this study were consistently brave and strong-willed enough to overcome the mismatch between their learning styles and the teacher’s teaching styles and turned this to their advantage as stimulus to improve their English. In these cases, it is inferred that anxiety could have worked as an impetus to their learning process.

Finally, Oxford (1990) suggests how learning styles should be used to achieve effective foreign language learning: class-teachers should try to teach with balanced instructional methods in order for all learning styles to be accommodated, either at the same time or at least sequentially. However, it will be difficult to accommodate all learning styles. At least teachers could begin by accommodating styles compatible with learning strategies which have urgent importance for the improvement of English but which students were not encouraged to use due to the influence of culture and educational convention. Then they could move on to try out other learning strategies. Oxford and Ehrman (1993) add specific descriptions of how learners can try to stretch beyond their comfort zones to cope with different learning styles.

Language learners need to make the most of their style preferences by using familiar strategies related to their styles. However, learners must also extend themselves beyond their "stylistic comfort zone" to use learning strategies that might not initially feel right. For instance, an analytic learner cannot remain limited to memorizing and analysing vocabulary but must push for a more global understanding of meaning. A global student, conversely, needs to practice analytical skills in order to understand the structure of the language and learn how to communicate with precision and skill. (Oxford & Ehrman, 1993:198)

Extending from the "stylistic comfort zone", as suggested by Oxford and Ehrman, does not happen as a result of the help of the teacher only. It requires learners' awareness of their own learning; this self-awareness is an essential contributor to the development of learner autonomy, as was noticed in the cases of some students in this study. Strong self-awareness of their learning was detected in some students - they were aware of the deficiency in their learning behaviours and tried to improve on them. There are researchers who suggest that self-awareness of learning styles and the use of learning strategies can lead to autonomous learning among learners. Therefore, it seems beneficial to discuss self-awareness in association with autonomous learning.

Reviewing the instructional and curricular implications of her study, Kim (1992) suggests that students' awareness of learning styles and the use of appropriate learning strategies, can contribute to their becoming effective autonomous learners.

First, language learners should be made aware of their own learning styles in order for them to participate more actively and effectively in their own language development. An appreciation of learning style of FI and FD can help ESL students, particularly self-directed adult learners, to make appropriate strategy choices and enhance their own learning process. Second, learners of English as a second language should learn to recognise the strategies they are using and be advised to select most appropriate techniques for the instructional environment. (Kim, 1992: 77)

Elsewhere, Holec (1980) argues that the use of appropriate learning strategies is vital in enhancing learners' autonomy, independence, and self-direction. Awareness of such use will help learners to be able to take responsibility for the development of their own learning process. Little and Dam (1998), in their discussion of the definition of learner autonomy, point out that reflectivity and self-awareness are essential elements in the development of learner autonomy.

There is broad agreement in the theoretical literature that learner autonomy grows out of the individual learner's acceptance of responsibility for his or her own learning (e.g., Holec, 1980; Little, 1991). This means that learner autonomy is a matter of explicit or conscious intention: we cannot accept responsibility for our own learning unless we have some idea of what, why, and how we are trying to learn.... The pedagogical justification for wanting to foster the development of learner autonomy rests on the claim that in formal educational contexts, reflectivity and self-awareness produce better learning. (1998:1)

Therefore it would be ideal for teachers to bear this in mind and to try to lead the development of self-awareness of learning styles and the use of learning strategies to fostering autonomy in learners. If so, we need to ask how feasible is it to develop autonomy in learners in the Korean context.

First of all, the definition of autonomy needs to be discussed. As Little and Dam (1998) stated above, generally autonomy is perceived as learners' taking responsibility for their learning. However, as Sinclair (2000) points out, since different cultures interpret autonomy differently, different cultures emphasise different features of learners' autonomy, so that a concept that is suitable in one context may not in another. However, she emphasises that autonomy can still be accepted as a value, although with different interpretations in different contexts:

Autonomy can be viewed as a concept which accommodates different interpretations and is universally appropriate, rather than based solely on Western, liberal values (Sinclair, 2003:13)... The development of autonomy, at least to some degree, appears to be almost universally accepted as an important universal educational goal (Sinclair, 1997:12).

The next issue that she is concerned about is whether autonomy works in different contexts, so that its implications in one culture work in another; she suggests that "social, political and cultural contexts" should be considered in evaluating and in sharing the outcomes of the promotion of learner autonomy (Sinclair, 2000:14).

Bronner (2000:1), in his study of ‘Learner Autonomy Japanese Style’, warns that it would be dangerous to “assume that all students will be able to adjust to and benefit from a Western-style, communicative, autonomous-learner approach”. Another warning comes from Rees-Miller’s (1993) study of Asian learners. In this study they had been taught Western learning strategies but actually produced lower performance than the control group, since they made deliberate efforts to reduce frequency of the use of strategies for rote memorization that each individual had developed well on their own.

To develop autonomy in students’ learning, what can the teachers do in the context of Korea? As seen from the studies of Bronner (2000) and Rees-Miller’s (1993) on Asian students, the Korean cultural context needs to be considered if we wish to develop self-awareness and subsequently autonomy in learners, apart from merely ensuring that they know their own learning style and strategies and suggesting appropriate techniques. Korean students, who have been educated in a teacher-centred and authority-oriented educational culture, would be highly likely to still be at a loss, if they were left alone with this information only. They may expect more from the teachers, who have been giving clear, specific and detailed instructions throughout their schooling. Therefore, teachers should pay special attention to developing autonomous learning habits in learners. It is necessary that the teachers have clear concepts of learner-centred teaching and autonomy, and should know to what extent they should help students and to what extent they should step back. Sometimes, it may be difficult for the teachers themselves, who have been educated in an authoritative way throughout their schooling, to conduct lessons according to the contemporarily popular notion of learner-centred teaching, and not to overstep the line so that they can allow the students to become able to direct their own learning. However, it is important that teachers are aware that they still have authority and are in control facilitating students to direct their learning in learner-centred teaching process. Usuki (1999:7) emphasises the difference in power between teacher and students: “promoting learner autonomy does not necessarily mean a complete rejection of teacher authority, or that teachers and students should have equal positions of power. It is a fact that power difference between the teacher and the students exists”. Widdowson (1987) adds that learners’ autonomy should be exercised only within the limits set by teacher’s authority.

As mentioned earlier in this subsection, students should be challenged to use their less preferred mode of learning; in this process students can develop autonomy. For this purpose, teachers should vary teaching methods to encourage and facilitate students to adapt themselves to diverse teaching methods so that students' self-awareness of their learning behaviours can arise and subsequently develop autonomy in learning. In the context of Korea, it would be desirable if learner-centred teaching could be developed in this way, not by the teachers changing their teaching styles to match students' learning styles. In the context of teacher-centred and authority-oriented educational culture, learner-centred education which match students' learning styles is likely to create an awkward atmosphere for students and could even spoil some students, who will just sit and expect the teacher to inject knowledge into their head rather than try hard to direct their own learning. However, it would be better for them to be challenged by various teaching styles consisting of diverse teaching methods and approaches. Therefore, it would be worthwhile for teachers to try. I believe that all human beings have the basic intelligence to negotiate with different modes of information intake, although it may take some time for some to develop the skill to do so. But it is possible that the teacher's help and care can shorten the time required for the students to adapt to various teaching styles and benefit from them.

It seems possible to build on another aspect of the 'authority-oriented' teaching culture in Korea, that is, the personal attention and care to each student. If teachers pay attention to all students by challenging them with diverse teaching styles, having regular counselling with them and advising them on many useful alternatives if they face problems in classes with teaching styles, this will, in turn, enhance their motivation. In fact, in the university where I collected data some lecturers were having a face-to-face counselling session a few times in each semester and some of them were helping students, through emails, throughout a whole semester. Students asked the lecturers when they came across difficulties in their studies, and received answers or advice through emails. This student support system was done through email in an open chat room, so that other classmates could share the information. As we have noticed from our review of different concept of authority-oriented style in case no.4 Hee-chul, this kind of authority-oriented style is still dominant for both teachers and students and is very much appreciated in Korean society (b. Authority-oriented style based on moral responsibility between teacher and students and c. Authority-oriented style based on intimate personal relationship). Learner-centred teaching does not mean that the teacher caters to the

students' taste and does everything for them. I want to emphasise that, in the context of Korea, teachers should perform such teaching by paying more sophisticated attention to each individual student and to students' differences in an intimate and parental way. This can include advice, encouragement, or explanation on why the student should try to accommodate teaching styles inconsistent with their preferred learning styles. If they have frequent counselling sessions with teachers and thus realise that the teachers really care about the problems that their students face in lessons and whether students are doing well, students' motivation in learning will be boosted.

Encouraging high motivation and a strong will in students is also part of the teacher's task of building their autonomy. This means that teachers have to think about many other issues that influence students' affective dimension, including cultural values, educational culture and personal needs. I suggest that teachers should use the Korean concept of authority-orientation in encouraging autonomy in learners. The prevalent concept was shown in Heechul's case. Parental care and interest in each student should be evident to the students. A clear mutual understanding of what is being exchanged between the teacher and students is required. Concerning the material presented in class, and students' understandings of and attitude to the material or the way it is taught, there should be clear understanding of what is dealt with in class and why any specific teaching method is used. Usuki (1999) puts focus on the importance of trust between teacher and students in enhancing learner autonomy in the Japanese context, which has been under the influence of Confucianism like Korea:

Enhancing learner autonomy should not be undertaken merely in order to make teacher and learners appear equal in power. Instead, we should consider the importance of trust between the teacher and the students. Basically if students and the teacher do not accept each other, the lessons will not be organized properly. (Usuki, 1999: 7)

Her concept also seems to apply to the Korean context which shares many Confucian cultural and educational features - in the way students respect teachers and their teaching, and teachers take parental responsibility for the students, which leads to trust between them. In my teaching experience, some students once complained about the way I organised one listening class. They were not happy with the speed of speech on the listening tape, complaining that it was faster than the one they had been used to and that they could not understand much, which depressed them. I explained to them that practising listening only at

the speed with which they felt comfortable would spoil them, and they would only remain at the same level of listening ability; therefore they needed to expose themselves to a higher level of material although this might create temporary frustration. After this explanation, they showed a more positive attitude to the class, more patience with more difficult listening materials and began to make an attempt to understand as much as possible. Considering the cases of students who could develop their autonomy by trying to learn from a mismatch in styles between students and teachers, it seems that Usuki's definition of autonomy in her study 'Language Teacher Learning from the Learners' Voice' (1999) can also be applied to the students in this study. She writes:

I read Learners' responsibility for their own learning as their self-directed awareness of their role as learners, whatever the learning situation happens to be. Learner autonomy, then, may not be a consequence of a particular teaching style, itself. Nor, in my opinion, does autonomous learning necessarily mean a complete shift of instructional mode from teachers to learners. Rather an autonomous learner is one who can learn from various teaching styles and develop and practice autonomy in a number of ways, depending on the context of the classroom. (Usuki, 1999:1)

Considering that the students with flexible use of learning strategies in this study have self-directed awareness and learn from various teaching styles, which leads to the development of autonomy, the above definition is useful for Korean teachers of English who intend to develop autonomy in learners.

8.4 Methodological implications: an evaluation of the questionnaire and the surrounding problems in the context of Korea.

In this section, my aim is to generalise systematically the issues raised with reference to the questionnaire items in Chapters 6 and 7, in order to explore the implications for the methodology of research on language learning styles in the English language teaching domain. The items in the questionnaire needs to be refined. Sometimes very different stories emerged from interview data as opposed to the questionnaire data. The interviews were very beneficial for obtaining detailed information on what students really do when learning English. This information could not be deduced from the questionnaire sets used in this study. Problems arose when the researcher tried to analyse and interpret questionnaire data, and when the students made idiosyncratic interpretations in trying to answer questionnaire items using their experiences with teaching methods. The gap between the different scales derived from questionnaire data was noticed as another problem.

8.4.1 Idiosyncratic interpretations of questionnaire items by students, based on their personalities and experiences with teaching methods

In some cases, the original meaning of the questionnaire items seems to have been interpreted in an idiosyncratic way, because students used their personalities and experiences with teaching methods in the Korean cultural and educational context. For example, in the case of no.4, Hee-chul, his personality, combined with his experience of teaching methods seems to have lead to his idiosyncratic interpretation of the items. Due to Hee-chul's personality as an introvert, he is unwilling to make conversation with a native speaker-lecturer or a Korean lecturer, especially in class, and does not want to expose his communicative performance to the class by showing the level of his ability to communicate in English. This was the information which we could get from the responses quoted. It seems that he thought all the time that he did not want to expose his communicative ability to a native speaker or a Korean lecturer, especially in class, and when he saw the words, "in class...conversation" and "watching, listening to native speakers", it is possible that he imagined this unwelcome and anxiety-inducing situation first, although these two items can refer to other situations as well.

4. In class, I like to learn by conversation. : a little
29. I like to learn by watching, listening to native speakers. : a little

It seems that he has interpreted these two questions in an idiosyncratic way, based on his experience with the teaching methods that he was exposed to in classrooms.

8.4.2 Different interpretations of questionnaire results by the researcher without the help of interview sessions

I found that, in some cases, questionnaire results led me to unclear conclusions when analysing the students' learning styles. For example, in the case of no. 5, Oh-keuk, it was necessary to understand the trend of English learning behaviours in Korea, and to know his attitude and opinions, and the history of his English learning. The interview session was helpful to supplement the necessary information. Within the subsection on "high preference for group style and kinaesthetic style", Oh-keuk has the highest preference for group style in his responses. However, his response to question no.13 indicates a very positive attitude to individual style as well as analytical style, creating an obstacle for the researcher seeking a picture of the student's learning style. Although his score for group style is the highest, the

researcher cannot absolutely judge that this student is group-oriented only. With the interview data on his attitude, opinions and the history of his English learning behaviours, the researcher could construct a picture of the student, which was that he still likes to study individually for some areas of English. He must have developed this kind of learning habit out of his experiences of traditional education in Korea. Without the detailed knowledge on the student gained through the interview session, the questionnaire data could obscure the judgment of the researcher, who might risk making wrong inferences and interpretations, based on the questionnaire result only.

8.4.3 Questionnaire scores may represent insufficient information on the learner's learning styles

Scores derived from questionnaire results may also contribute to a researcher's misinterpretation of a student's learning styles. In the case of no.1, Eun-young, her score does not represent her detailed and selective group preference, and the wording for the multiple-choice answer is "undecided". Scores in the questionnaire results are not sophisticated enough to detect what a student really feels about specific learning styles. In the subsection on "complicated preference in group style", the gap between her scores for group (3.2) and individual (4.0) styles is not very informative. Instead, it was interview data that revealed that this student quite likes the group style which she thinks improves some aspects of her English. Also, her preference for group style is shown to vary according to situations. Another problem that is worth mentioning is the wording of multiple-choice answers in the questionnaire. Her answers to the questions defining group style mainly consist of "undecided", scoring 3.2, whereas her answers to questions defining individual style are all "agree", scoring 4.0. In this case, it is not fair to equate "undecided/agree" with "3.2/4.0" and to identify the gap between the two scales with the gap between "undecided" and "agree". "Undecided" is neither positive nor negative, whereas "agree" is positive. It is not fair to regard "undecided" as scoring 3.2, and compare it with a positive or negative score.

8.5 Conclusion

This thesis aimed to identify the learning styles of a given group of Korean university students, and the influence of their cultural beliefs about and attitudes to learning on their use of learning strategies. I began the research with the hypothesis, as stated in the

Introduction, that there is a possibility of learners expressing mixed learning styles, and that this could have a strong connection with their use of learning strategies. In answer to research question 1, from the literature review of the current understandings of learning styles given in Chapter 2, it is evident that terms and constructs are different among researchers, but one common point was that, Ehrman and Skehan, pointed out that there is a possibility of learners using mixed learning styles. It was noticed that the research tools that researchers depend on in order to identify learning styles are not consistent, and that there was little research that has used interviews to identify learning styles in language learning area. In this study I administered questionnaires that were commonly used by recent researchers on language learning styles, but interviews were also employed to collect as rich data as possible, and to solidify the validity and reliability of the research to a greater degree than when questionnaires only are administered.

Research question 2 required me to explore the current understandings of cultural beliefs and attitudes about learning which influence the use of learning strategies in the Korean context. I pointed out in Chapter 3 that the use of learning strategies could be influenced, to a large extent, by cultural factors. Therefore, I explored the literature on culturally affected attitudes and beliefs on the use of learning strategies. Some examples of the culturally developed attitudes and beliefs that influence the use of learning strategies were presented. Possible features of learning strategies among Korean students, based on their psychological and educational backgrounds, were suggested here.

Types of learning styles among a given group of Korean university students and the relation of the use of learning strategies to culturally influenced beliefs and attitudes were explored in Chapters 5, 6 and 7, which covered research questions 3 and 4. Throughout this research it was found that there are two types of learning styles: a limited mixture of learning styles, and a diverse mixture of learning styles. These patterns showed a strong relationship with the use of learning strategies. A “limited mixture” type of person has one predominant learning style and has the other style far less dominantly, and is limited in the use of various learning strategies. Also, the Korean cultural influence on the attitudes and beliefs about learning seems to have a strong connection with students’ use of certain learning strategies. For example, “Noonchi”, which was pointed out in the literature review as a Korean cultural feature, seemed to have influenced the development of attitudes about learning, so that it was

as an obstacle in one student's effort to use active strategies in conversation (see 7.1 case no.3 Mi-ok).

The "diverse mixture" type of person has a combination of various learning styles each existing to a similar degree, or to a degree without a big gap between styles. Learners of this type are flexible in the use of various learning strategies. Learners' strong self-awareness of their own learning behaviours also seemed to have played a considerable role in ultimately leading to autonomous learning. Also motivation and will power appear to be additional factors in influencing the use of learning strategies.

Based on the findings above, pedagogical implications were suggested concerning issues of the match/mismatch of styles and the development of autonomy in response to research question 5. I suggested that it would be helpful for students to extend the range of learning strategies which they use if they were exposed to teaching styles that do not really match their learning styles. This suggestion was made considering those students who were flexible in using strategies not compatible with their predominant style, when their less predominant style was stimulated by teaching styles that do not match their predominant style so that the less predominant style was expressed. Exposure of students to various teaching methods in order to encourage them to extend their use of learning strategies could also contribute to the development of autonomy in learners.

Currently some researchers suggest strong relations between learning styles and learning strategies (Oxford: 1989, Oxford et al: 1992, Littlemore, 2001) and studies providing the empirical evidence for these relations are on the increase. Researchers such as Skehan (1998) and Ehrman (1996) suggest the possibility of having a mixture of learning styles (1996), but more studies based on empirical evidence are needed to support the findings of the present study.

With regard to the difference between the two types of learning styles in learners, it seems that students of a diverse mixture of learning styles have advantages over their counterparts in their learning of English. How can teachers help students with a limited mixture of learning styles, as these people cannot do much to change their learning styles? Those with a limited mixture of styles, are accordingly likely to use limited learning strategies, and are not

flexible in the use of them. This limited use of learning strategies could work as an obstacle in trying to tackle some tasks when they learn English. Overcoming this likely obstacle would require teachers to focus attention on individual students' differences - to identify the students' learning styles and their use of learning strategies through personal counselling. It would also be helpful to obtain information on their learning behaviours and personalities. It would be preferable if teachers could identify the students' predominant styles. They could let the students be aware of the benefits of the strategies incompatible with their predominant styles and encourage the use of those strategies. Strategy training could be given to learners of a limited mixture of learning styles, so that they can extend to the use of strategies not compatible with their predominant styles, or strategies that they have not been accustomed to using or not encouraged to use by educational convention. Teachers also need to observe carefully which students are more influenced and hindered by the cultural and educational factors that impede their efforts to use other strategies which are not really compatible with the strategies they want to use or should use for effective learning to take place. It would be desirable if the strategy training could be carried out, accompanied by teacher's help for students to develop autonomy. This process involves that they become aware of their own learning styles and the use of learning strategies, and that they become more flexible in using various learning styles.

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APPENDIX 1

Dunn's Learning Style Inventory

1. In English class, I like to learn by reading.
영어 수업 시간에 나는 읽기를 하면서 배우기를 좋아한다.
2. In class, I like to listen and use cassettes.
수업 시간에 나는 듣기와 카세트 사용하는 것을 좋아한다.
3. In class, I like to learn by games.
수업 시간에 나는 게임을 하면서 배우기를 좋아한다.
4. In class, I like to learn by conversation.
수업 시간에 나는 대화를 하면서 배우기를 좋아한다.
5. In class, I like to learn by pictures, films, video.
수업 시간에 나는 그림, 영화, 비디오로 배우는 것을 좋아한다.
6. I want to write everything in my notebook.
나는 모든 것을 공책에 적기를 좋아한다.
(복사된 유인물로 수업하거나, 회화 수업 같은 경우는 아예 교재 없이 수업한다. 이에 비해서 7번의 경우는 수업 시간에 자신의 교과서를 갖고 수업한다.)
7. I like to have my own textbook.
나는 내 자신의 교과서를 갖기를 원한다.
8. I like the teacher to explain everything to us.
나는 강사가 모든 것을 설명해 주는 것을 좋아한다.
9. I like the teacher to give us problems to work on.
나는 강사가 우리에게 문제를 내어 풀기를 좋아한다.
10. I like the teacher to help me talk about my interests.
나는 강사가 나의 관심사에 대해 이야기할 수 있게 도와주는 것을 좋아한다.
11. I like the teacher to tell me all my mistakes.
나는 강사가 내 모든 실수에 대해 이야기해 주기를 원한다.
12. I like the teacher to let me find my mistakes.
나는 강사가 내 실수를 스스로 발견하도록 내버려두기를 좋아한다.
13. I like to study English by myself (alone).
나는 영어를 혼자 공부하는 것을 좋아한다.
14. I like to learn English by talking in pairs.
나는 짹을 지어서 이야기하며 영어 배우기를 좋아한다.
15. I like to learn English in a small group.

나는 소규모 그룹에서 영어 배우기를 좋아한다.

16. I like to learn English with the whole class.

나는 전체 학급과 함께 영어 배우기를 좋아한다.

17. I like to go out with the class and practice English.

나는 전 학급과 밖에 나가서 영어 연습하기를 좋아한다.

18. I like to study grammar.

나는 문법 공부하기를 좋아한다.

19. I like to learn many new words.

나는 새로운 단어를 많이 배우기를 좋아한다.

20. I like to practice the sounds and pronunciations.

나는 소리와 발음 연습하기를 좋아한다.

21. I like to learn English words by seeing them.

나는 영어 단어를 눈으로 보면서 배우기를 좋아한다.

22. I like to learn English words by hearing them.

나는 영어 단어를 들으면서 배우기를 좋아한다.

23. I like to learn English words by doing something.

나는 무언가를 하면서 영어 단어를 배우기를 좋아한다.

24. At home, I like to learn by reading newspaper, etc.

나는 집에서 영자 신문을 읽으면서 영어 배우기를 좋아한다.

25. At home, I like to learn by watching TV in English.

집에서 영어로 방송하는 TV를 시청하면서 영어 배우기를 좋아한다.

26. At home, I like to learn by using cassettes.

집에서는 카세트를 사용하여 영어 배우기를 좋아한다.

27. At home, I like to learn by studying English books.

나는 영어 책을 공부하면서 영어를 배우기를 좋아한다.

28. I like to learn by talking to friends in English.

나는 친구에게 영어로 얘기하면서 영어 배우기를 좋아한다.

29. I like to learn by watching, listening to native speakers.

나는 영어를 모국어로 하는 사람을 보고 들으면서 영어 배우기를 좋아한다.

30. When I travel to an English speaking country, I like to learn by using English in shops/trains.

내가 영어 사용권 국가를 여행할 때 가게나 기차에서 영어를 사용하면서 배우기를 좋아한다.

No. 30 was modified in my study. Willing designed no.30 as “ I like to learn by using English in shops/CES/trains”.

Reid's Perceptual Style Preference Questionnaire

1. When the teacher tells me the instructions, I understand better.

강사가 방법을 얘기해주면 더 쉽게 이해한다.

2. I prefer to learn by doing something in class.

나는 수업시간에 무엇을 직접 해봄으로 배우기를 선호한다.

3. I get more work done when I work with others.

나는 다른 이들과 더불어 일을 할 때 더 많이 성취한다.

4. I learn more when I study with a group.

나는 그룹으로 공부할 때 더 많이 배운다.

5. In class, I learn best when I work with others.

나는 수업시간에 다른 이들과 더불어 일을 할 때 가장 잘 배운다.

6. I learn better by reading what the teacher writes in the chalkboard.

나는 강사가 칠판에 판서한 내용을 눈으로 읽어봄으로써 더 잘 배운다.

7. When someone tells me how to do something in class, I learn it better.

나는 수업시간에 누군가가 나에게 무엇을 어떻게 하는 방법을 얘기해줄 때 더 잘 배운다.

8. When I read instructions, I remember them better.

나는 수업시간에 어떤 일들을 실행하여 볼 때 더 잘 배운다.

9. I remember things I have heard in class better than things I have read.

나는 수업시간에 눈으로 읽은 것보다는 들은 것 더 잘 기억한다.

10. When I read instructions, I remember them better.

나는 지시 사항을 눈으로 읽어 볼 때 (듣는 것보다) 그것을 더 잘 기억한다.

11. I learn more when I can make a model of something.

나는 무엇의 모형을 만들어 볼 수 있을 때 더 많이 배운다.

12. I understand better when I read instructions.

나는 지시 사항을 눈으로 읽어 볼 때 (듣는 것보다) 더 잘 이해한다.

13. When I study alone, I remember things better.

나는 혼자 공부 할 때 내용을 더 잘 기억한다.

14. I learn more when I make something for a class project.

나는 수업과제로 무엇을 직접 만들어 볼 때 더 많이 배운다.

15. I enjoy learning class by doing experiments.

나는 수업시간에 실험 실습을 통하여 배우기를 즐긴다.

16. I learn better when I make drawings as I study.

공부할 때 도형이나 그림을 그릴 때 더 잘 배운다.

(예를 들어, 영어 공부하면서 그 내용과 관련된 그림이나 도형을 효과적으로 연상시키거나 기억하기 위해 그린다.)

17. I learn better in class when the teacher gives a lecture.
나는 수업 시간에 강사가 강의를 하는 것을 들을 때 더 잘 배운다.

18. When I work alone, I learn better.
나는 혼자 일할 때 더 잘 배운다.

19. I understand things better in class when I participated in role-playing.
나는 수업 시간에 역할극에 참여해볼 때 내용을 더 잘 이해한다.

20. I learn better in class when I listen to someone.
나는 수업 시간에 다른 사람이 말하는 것을 들을 때 더 잘 배운다.

21. I enjoy working on an assignment with two or three classmates.
나는 교과 과제를 두 세 명의 동료와 더불어 하기를 즐긴다.

22. When I build something, I remember what I have learned.
나는 무엇을 만들어볼 때, 내가 배운 것을 기억한다.

23. I prefer to study with others.
나는 다른 사람들과 함께 공부하기를 더 좋아한다.

24. I learn better by reading than by listening to someone.
나는 다른 사람들이 말하는 것을 듣는 것 보다 눈으로 읽어봄으로써 더 잘 배운다.

25. I enjoy making something for a class project.
나는 수업 과제를 위해 무엇을 만들기를 즐긴다.

26. I learn best in class when I can participate in related activities.
나는 수업에 관련된 제반의 활동에 참여해볼 때 가장 잘 배운다.

27. In class, I work better when I work alone.
나는 수업 시간에 혼자 공부할 때 더 잘 배운다.

28. I prefer working on projects by myself.
나는 수업 과제들을 혼자 하기를 더 좋아한다.

29. I learn more by reading textbooks than by listening to lectures.
나는 강의를 듣기보다 교과서를 읽으면서 더 많이 배운다.

30. I prefer to work by myself.
나는 혼자 일을 하기를 선호한다.

Ehrman's questionnaire

MSQ Part IIa: Learning and Teaching Techniques.

A variety of techniques may be used to help you learn, by you and by your teachers. How helpful do you think you will find these ways of teaching/learning? Please use the following scale to rate each item.

다양한 테크닉이 당신의 학습을 돋기 위해 당신과 당신의 강사에 의해 쓰일 수 있습니다. 아래의 41개 방식들의 교습법/학습법들이 당신이 생각하기에 얼마나 유용하다고 생각하십니까? 1부터 5의 척도를 사용하여 아래의 문제를 등급 매기시오.

1. Waste of time (시간낭비) 2. Not very helpful (그다지 유용하지는 않다.)
3. Neither/nor (공정도 부정도 아니다.) 4. Helpful (유용하다.) 5. Nearly indispensable (거의 필요 불가결하다.)

1. The instructor systematically follows a textbook or syllabus.

강사가 교과서를 또는 강의계획서를 체계적으로 따라간다.

2. A written in-class exercise in which students fill in the correct form of verbs in sentences, for example:

(walk) Martha _____ to school everyday.

수업시간에 하는 작문 연습으로 문장에 알맞은 동사의 형태를 채워 넣는다.

예를 들어 :

3. The class breaks up into smaller groups to talk.

학급이 이야기하기 위해 작은 그룹들로 나눠진다.

4. Students ask each other questions in pairs.

학생들이 쌍으로 나눠서 서로에게 질문을 한다.

5. Students interview native speakers and report on the interviews.

학생들이 영어 원어민을 인터뷰하고 그 인터뷰에 대해 보고한다.

6. Teacher explains grammar in Korean, with examples and a handout.

강사가 한국어로 문법 설명을 하고, 거기에 관련된 예를 들어주고 유인물을 준다.

7. Teacher reads new material in the textbook aloud, followed by students reading it aloud one by one.

강사가 교과서에 있는 새 학습자료를 소리내어 읽고, 학생들이 강사를 따라 한 사람씩 차례로 소리내어 읽는다.

8. Each student finds and reports on an interesting news or magazine article in English.

학생 각자가 영어로 된 재미있는 뉴스나 잡지기사를 찾아서 그것에 대해보고 한다.

9. Students are given a list of words that will appear in an article they will read later.

They look up the words in the dictionary and copy out the translations.

학생들이 나중에 읽을 기사에 나올 단어 목록을 받는다. 그리고 사전에서 그 단어들을 찾아서 그 뜻을 다 베낀다.

10. Students select an article of interest to them to read in class, guessing the meanings of unknown words from context, without a dictionary.

학생들이 수업 시간에 독해할 기사를 자신들에게 재미있는 것을 골라서 사전 없이 그 기사에 나오는 모르는 단어의 뜻을 추측한다.

11. Teacher speaks in English while explaining grammar.

강사가 문법을 영어로 설명한다.

12. Teacher gives a sentence, to which entire group responds orally, changing the sentence in some way indicated by the teacher, for example making it negative.

강사가 한 문장을 주고, 거기에 대해 전체 그룹이 구두로 반응한다 : 강사가 주는 문장을 어떤 방식으로 바꾼 것, 예를 들면 그 문장을 부정으로 만든다.

Teacher. John walks to school.

Class. John doesn't walk to school.

Teacher. John is walking to school.

Class. John isn't walking to school.

13. Students have a classroom discussion of some topic such as the economy or social problems. The emphasis is on exchanging personal opinions.

학생들이 경제나 사회문제 같은 어떤 주제에 대해 학급 토론을 가진다. 그 토론의 중점은 개개인의 의견을 교환하는데 있다.

14. Students read a number of sentences, finding and correcting the mistakes.

학생들이 많은 문장을 읽고 거기에 나오는 실수를 찾아 고친다.

15. The teacher calls on each student in turn to make a change in a target sentence in some specified way, for examples:

강사가 각각의 학생들을 차례로 지명해서 목표한 문장을 어떤 특정 방식으로 바꾸게 한다. 예를 들면,

Teacher. John walks to school. Monica

Monica. John doesn't walk to school.

Teacher. John is walking to school. Victor

Victor. John isn't walking to school.

16. Teacher corrects all mistakes in students' writings.

강사가 학생들의 작문에서 실수를 모두 정정한다.

17. The teacher pays attention to the ideas and feelings in students' writings.

강사가 학생들의 작문을 볼 때 그들의 생각과 감정에 주의를 기울인다.

18. There are changes to get up and move around in the classroom.

교실 안에서 영어 학습을 위해 일어나서 돌아다니면서 (움직이면서) 배울 기회가 있다.

19. The class takes field trips to places where we can use the language outside the classroom.

교실 밖에서 영어를 사용하기 위해 학급이 견학 여행을 간다.

20. The teacher corrects all our mistakes when we speak.

우리가 말할 때, 강사가 우리의 모든 실수를 고쳐준다.

21. Students help design the program as it goes along.

학생들이 수업이 진행됨에 따라 프로그램을 구성하는 것을 돕는다.

22. We learn dialogues by heart.

우리는 대화를 외운다.

23. The class goes away for several days of more for an "immersion" learning experience.

학급이 영어 집중 학습 경험을 위해 몇 일 동안 땀 곳으로 간다.

24. Sometimes we are forced to use what we know to communicate, however little, even though it isn't exact.

가끔 우리가 알고 있는 지식이 아무리 적고, 정확하지 않더라도 의사소통을 위해서 사용하지 않으면 안 된다. (강사가 그렇게 하도록 시킨다거나, 과제를 해결하기 위해 그렇게 하지 않으면 안 되는 상황에서)

25. I discover grammar patterns for myself.

나는 문법 패턴을 나 혼자서 발견한다.

26. We do role-plays, simulations, and skits in class.

우리가 수업에서 역할극, 흉내내기, 짧은 희극을 한다.

27. I listen to material that is "over my head."

나는 내게 이해하기 어려운 자료를 듣는다. (듣기 훈련을 위해)

28. I read material that is "over my head".

나는 내게 이해하기 어려운 자료를 읽는다. (독해 훈련을 위해)

29. There is plenty of early pronunciation drill, so it will be perfect early.

초기에 발음 훈련이 많이 있으면, 초기에 발음이 완벽 할 것이다.

30. We master one thing before going on to more material or a new grammar point.

더 많은 학습자료와 새로운 문법 사항으로 넘어가기 전에 우리는 한가지를 우선 마스터 한다.

31. Group study with classmates is part of the lesson.

학급의 친구들과의 그룹 스터디는 수업의 일부분이다.

32. The program takes it step-by-step, so I won't be confused.

수업 프로그램이 단계별로 차근차근 진행되어 나는 혼동되지 않는다.

33. The teacher has the main responsibility to see that I get what I need.

강사는 내가 필요한 것을 얻고 있는지를 알아내는데 주로 책임이 있다.

34. I use English at the training site as much as I can.

나는 학습 현장에서 가능한 영어를 많이 사용한다.

35. I study alone.

나는 혼자 공부한다.

36. I study with others outside class.

나는 교실 밖에서 다른 사람들과 함께 공부한다.

37. Classroom exercises use my hands (drawing, pointing, construction, etc.)

교실에서 하는 영어 연습에서 나는 내 손을 사용한다. (그리기, 손으로 지적하기, 만들기 등)

38. I used audiotapes in the language lab or at home.

나는 Lab실이나 집에서 오디오 테이프를 사용한다.

39. I use videotapes at school or outside.

나는 학교나 학교 밖에서 영어 학습을 위해 비디오 테이프를 사용한다.

40. I use computer-assisted instruction.

나는 컴퓨터를 사용한 영어 교육자료를 사용한다.

(인터넷의 여러 사이트에 들어가서 독해 연습도하고 방송을 다운 받아서 듣기연습을 한다던가, 영어학습 CD를 컴퓨터에 사용해 공부한다.)

MSQ Part IIb: Personal Learning Techniques

You may do various things to help yourself learn. How often do you think you are likely to do the following? Please use the following scale to rate each item.

당신은 자신의 학습을 돋기 위해 여러 가지를 할 수도 있습니다. 당신은 아래의 것을 (문제 1~ 35) 얼마나 자주 할 것이라고 생각합니까? 1~ 5의 척도를 사용하여 아래의 문제를 등급 매기시요.

1. Almost never (거의 결코 하지 않는다) 2. Rarely (좀처럼 하지 않는다) 3. Sometimes (가끔씩 한다) 4. Often (종종 한다) 5. Most of the time (거의 대부분 한다)

1. I usually plan out what I will cover and how I will study when I start to study.

내가 공부를 시작 할 때 나는 보통 내가 무엇을 공부할 것인가 그리고 어떻게 공부할 것인가를 계획한다.

2. I need to take study breaks.

나는 학습 휴식을 취할 필요가 있다.

3. I remember better if I have a chance to talk about something.

나는 무엇인가에 대해 얘기 할 기회가 있으면 더 기억을 잘 한다.

4. I have a number of projects going on, in varying states of completion.

나는 각기 진행상태가 다른 여러 가지 일들을(영어학습에 관련된 것) 하고 있다.

5. Mental images help me remember.

머리 속으로 영상이나 이미지를 그려보는 것은 내가 기억하는데 도움이 된다.

6. I like to know how the "system" works and what the rules are, then apply what I know.

나는 체계(원리)가 어떻게 작동(적용)되고 규칙이 무엇인지 알고, 그 다음에 내가 알고 있는 것을 응용하고 싶어한다.

7. I like to work with some background music.

나는 배경 음악을 틀어 놓고 공부하기를 좋아한다.

8. I try to keep my mistakes and reverses in perspective.

나는 나의 실수와 실패를 균형 잡힌 상태로 유지하려고 한다. (대화 시 나의 실수에 대해 필요이상으로 걱정하지 않으려고 하거나, 나의 실수에 대해 너무 안일하거나 방관하지 않으려고 한다.)

9. If I write things down, I can remember them better.

내가 무엇을 적어두면 더 잘 그것들을 기억 할 수 있다.

10. I like to be able to move around when I work or study.
내가 공부할 때 움직이고 돌아다닐 수 있게 되는 것을 좋아한다.
11. I don't mind it when the teacher tells us to close our books for a lesson.
강사가 수업을 위해 우리 책을 덮으라고 우리에게 얘기해도 괜찮다.
12. I can trust my "gut feeling" about the answer to a question.
문제에 대한 대답에 대해 위해 내 육감을 믿는다.
13. I take a lot of notes in class or lectures.
수업시간에 나는 노트 정리를 많이 한다.
14. I find ways to fill in when I can't think of a word or phrase, such as pointing, using my hands, or finding a "filler" word (such as "whatchamacallit" or equivalent in the target language).
나는 단어와 구를 생각 해 낼 수 없을 때, 손으로 가리키거나, 내 손을 사용하거나, 대신 채울 수 있는 단어를 찾음으로써 생각나지 않는 단어와 구를 채워 넣는 방법을 찾는다.
15. I hear words in my mind when I read.
나는 책을 읽을 때, 단어들을 소리내지 않고 머리 속으로 읽는다.
16. I work better when it's quiet.
조용할 때 공부를 더 잘한다.
17. I look at the ending when I start a book or story.
나는 책을 한 권을 시작하거나, 이야기 책을 시작 할 때 끝 부분을 우선 본다.
18. If I use a computer to learn, I like program with color and movement
내가 학습하기 위해 컴퓨터를 사용하면, 나는 색깔과 움직임이 있는 프로그램이 좋다.
19. My mind wanders in class.
수업시간에 내 정신은 산만하다.
20. Figuring out the system and the rules for myself contributes a lot to my learning.
하나의 체계와 규칙을 내 스스로 알아내는 것은 내 학습에 많은 도움이 된다.
21. It is useful to talk myself through a task.
하나의 과제를 하면서 내 자신에게 이야기하는 것은 유용하다. (내 자신을 격려하거나, 자신을 통제 관리하기 위해서)
22. I feel the need to check my answers to questions in my head before giving them.
나는 질문에 대한 대답을 하기 전에 머리 속으로 대답을 확인할 필요를 느낀다.
23. I forget things if I don't write them down quickly.
나는 빨리 받아 적지 않으면 잊어버린다.
24. I consider myself a "horizontal filer" (e.g. my desk has piles of papers and books all over it).
내가 "horizontal filer"라고 생각한다 (e.g. my desk has piles of papers and books all over it).

나는 내 자신이 “자료를 늘어놓는 사람”이라고 생각한다. (예로, 내 책상 위에는 서류와 책 더미들이 여기저기 잔뜩 흩어져 있다.)

25. but I can find what I need quickly. (answer only if # 24 is 3, 4, or 5)

그러나 나는 내가 필요한 것은 금방 찾는다. (24 번에 3, 4, 5로 대답한 사람만 대답하시오)

26. When I need to remember something from a book, I can imagine how it looks on the page.

내가 책에서 무언가를 기억 할 필요가 있을 때 나는 그 책의 그것이 나오는 페이지에 그것이 어떻게 보이는지 (생겼는지) 상상 할 수 있다.

27. I can do more than one thing at once.

나는 한번에 하나 이상의 일을 할 수 있다.

28. I prefer to jump right into a task without taking a lot of time for directions.

나는 방향 설정을 위해 시간을 많이 끌지 않고 곧바로 한 과제로 뛰어드는 것을 더 좋아한다.

29. I am comfortable using charts, graphs, maps, and the like.

나는 차트, 그래프, 지도 등을 사용하면 편하다.

30. I try to be realistic about my strengths and weaknesses without dwelling on the weaknesses.

나의 약점에 대해 깊이 생각하지 않고 나의 장점과 약점에 대해 현실적 이려고 노력 한다.

31. I like to complete one task before starting another.

나는 다른 과제를 시작하기 전에 우선 하나의 과제를 완성시키는 것을 좋아한다.

32. I prefer to demonstrate what I've learned by doing something "real" with it rather than take a test or write a paper.

나는 배운 것을 시험을 친다거나 그것에 대해 리포트를 쓰는 것보다 배운 것을 무언가 실제적으로 해 보기를 더 좋아한다.

33. I have trouble remembering conversational exchange word for word.

나는 대화내용을 단어 그대로 기억하는데 어려움이 있다.

34. Hearing directions for a task is better for me than reading them.

과제에 대한 지시 사항을 눈으로 읽는 것 보다 듣는 것이 더 도움이 된다.

35. I like to be introduced to new material by reading about it.

나는 새로운 학습자료에 대해 읽음으로써 그것에 대해 알게 되는 것을 좋아한다.

APPENDIX 2

Classification of questionnaire items defining learning style categories

Dunn's Learning Style Inventory

Concrete learning styles

2. In class, I like to listen and use cassettes.
3. In class, I like to learn by games.
5. In class, I like to learn by pictures, films, video.
14. I like to learn English by talking in pairs.
17. I like to go out with the class and practice English.
26. At home, I like to learn by using cassettes.

Analytical learning style

9. I like the teacher to give us problems to work on.
12. I like the teacher to let me find my mistakes.
13. I like to study English by myself (alone).
18. I like to study grammar.
24. At home, I like to learn by reading newspaper, etc.
27. At home, I like to learn by studying English books.

Communicative learning style

4. In class, I like to learn by conversation.
22. I like to learn English words by hearing them.
25. At home, I like to learn by watching TV in English.
28. I like to learn by talking to friends in English.
29. I like to learn by watching, listening to native speakers.
30. When I travel to an English speaking country, I like to learn by using English in shops/trains.

No. 30 was modified in my study. Willing designed no.30 as “ I like to learn by using English in shops/CES/trains”.

Authority-oriented learning style

1. In English class, I like to learn by reading.
6. I want to write everything in my notebook.
7. I like to have my own textbook.
8. I like the teacher to explain everything to us.
18. I like to study grammar.
21. I like to learn English words by seeing them.

Reid's Perceptual Style Preference Questionnaire

Visual learning style

6. I learn better by reading what the teacher writes in the chalkboard.
10. When I read instructions, I remember them better.
12. I understand better when I read instructions.
24. I learn better by reading than by listening to someone.
29. I learn more by reading textbooks than by listening to lectures.

Tactile learning style

11. I learn more when I can make a model of something.

- 14. I learn more when I make something for a class project.
- 16. I learn better when I make drawings as I study.
- 22. When I build something, I remember what I have learned.
- 25. I enjoy making something for a class project.

Auditory learning style

- 1. When the teacher tells me the instructions, I understand better.
- 7. When someone tells me how to do something in class, I learn it better.
- 9. I remember things I have heard in class better than things I have read.
- 17. I learn better in class when the teacher gives a lecture.
- 20. I learn better in class when I listen to someone.

Kinaesthetic learning style

- 2. I prefer to learn by doing something in class.
- 8. When I read instructions, I remember them better.
- 15. I enjoy learning class by doing experiments.
- 19. I understand things better in class when I participated in role-playing.
- 26. I learn best in class when I can participate in related activities.

Group learning style

- 3. I get more work done when I work with others.
- 4. I learn more when I study with a group.
- 5. In class, I learn best when I work with others.
- 21. I enjoy working on an assignment with two or three classmates.
- 23. I prefer to study with others.

Individual style

- 13. When I study alone, I remember things better.
- 18. When I work alone, I learn better.
- 27. In class, I work better when I work alone.
- 28. I prefer working on projects by myself.
- 30. I prefer to work by myself.

Extroversion questions in Ehrman's questionnaire

Extroversion

IIa.

- 19. The class takes field trips to places where we can use the language outside the classroom.
- 23. The class goes away for several days or more for an “immersion” learning experience.
- 31. Group study with classmates is part of the lesson.
- 37. I study with others outside class.
- 38. Classroom exercises use my hands (drawing, pointing, construction, etc.)
- 40. I use videotapes at school or outside.

IIb.

- 2. I need to take study breaks.
- 3. I remember better if I have a chance to talk about something.
- 34. Hearing directions for a task is better for me than reading them.

Introversion

- 36. I study alone.

APPENDIX 3

The results of Ehrman's questionnaire in terms of extroversion and introversion

The following is the list of the answers of the six students in the case study to defining questions of extroversion and introversion.

Extroversion

MSQ Part Ila: 1. waste of time 2. Not very helpful 3. Neither/nor 4. Helpful 5. Nearly indispensable

MSQ Part IIb: 1. Almost never 2. Rarely 3. Sometimes 4. Often 5. Most of the time

	Case no.1	Case no.2	Case no.3	Case no.4	Case no.5	Case no.6
No. a.19	5	4	4	4	3	5
No. a.23	4	3	2	4	3	4
No.a.31	4	3	4	2	4	4
No.a.37	3	3	4	2	4	3
No.a.38	5	4	2	4	4	4
No.a.40	5	4	3	4	4	4
No.b.2	5	4	5	5	4	4
No.b.3	5	5	2	4	5	4
No.b.34	4	2	3	3	4	3
Total	40	32	29	32	35	35
Mean	4.4	3.5	3.2	3.6	3.9	3.9

Introversion

	Case no.1	Case no.2	Case no.3	Case no.4	Case no.5	Case no.6
No.a.36	4	4	3	4	5	4

APPENDIX 4

Glossary of Learning style category

The following are the criteria with which I decided the learning styles of students.

Abstract:

They prefer grammar rules, systems, and discussion of abstract topics and it is possible that a person with strong preference for abstract style gets lost in theory and never gets to the point of language use (Ehrman, 1996).

Analytical:

This person's greatest strength lies in the practical application of ideas. A person with this style seems to do best in those situations like conventional intelligence test where there is a single correct answer or solution to a question or problem (Torrealba, 1972).

Their tendencies are left-hemisphere, verbal, linear, analytical, logical, temporal (Kinsella, 1995).

Auditory:

They are comfortable with oral directions and interactions unsupported by visual means (Oxford and Anderson, 1995)

Authority-oriented:

Passivity, going with the flow, and accepting whatever the environment and other people provide, is characteristic of field dependence. If a field dependent individual perceives a need for structuring (for language learning purposes), this will very likely be carried out in a way which relies on the teacher, or authoritative books, schedules, rules to impose the structure. This need for structuring, when put into practice passively and dependently, results in the learning style here termed 'Authority-oriented' (Willing, 1988:157-159).

They are responsible, dependable, like and need structure and sequential progression, relate well to traditional classroom, prefer teacher as authoritative figure, like to have clear instruction and know exactly what they're doing, don't like discussion much (Knowles (1982), cited in Willing, 1988: 157).

Closure-oriented:

They dislike ambiguity, uncertainty or fuzziness, jump to hasty conclusions (Oxford and Anderson, 1995)

Concrete:

They need direct sensory contact to relate to direct experience, seek real language use and like to play learning games in class, read aloud, have many examples-on the other hand, they may have trouble with learning rules, with discussion of abstract topics, or with dealing with language as a system, all of which help in classroom learning and contribute to increasing accuracy in real-life language use situations. (Ehrman, 1996).

They are field dependent passive and share some qualities with conformists. They, too, like classroom and the imposed organization and authority that can provide. They enjoy the sociable aspects of classrooms, and see them as composed groups of interacting individuals. They like to learn from direct experience, and are interested in language use and language as

communication, rather than simply knowing about a system, since, as field dependents they are people-oriented. Their preferred activities in the classroom are organized games and group work, and a wide range of skills-based and communicative activities. They are classroom-oriented, classroom-dependent, visual (Skehan's (1999) interpretation of Willing's work (1988))

Concrete-sequential:

Oxford and Anderson (1995) integrate the term concrete style and sequential style into one term, whereas Ehrman uses them separately. They prefer language learning materials and techniques that involve combinations of sound, movement, sight, and touch and that can be applied in a concrete, sequential, linear manner. They are likely to follow teacher's guidelines to the letter, to be focused on the present, to demand full information, and to avoid compensation strategies, that demand creativity in the absence of complete knowledge (Oxford and Anderson, 1995)

Conformist:

They are field dependent passive and provide an interesting contrast. They too have an analytic view of language, preferring to emphasize learning 'about' language rather than using language, and regarding language learning as a task susceptible to systematic, logical, and organized work. But they rely upon the organization of others, and are dependent on those they perceive as having authority. They are not so confident on those they perceive as having authority. They are not so confident about their own judgements, in other words, and are happy to function in non-communicative classrooms by doing what they are told, following textbooks, frequently preferring a visual mode of organization for their learning, and taking an impersonal approach to learning. Such learners prefer well-organized teachers who provide structure, in the senses of classroom organization and plans. They are authority-oriented, classroom-dependent, and visual (Skehan's (1999) interpretation of Willing's work (1988)).

Converger:

They are field independent active and tend to be analytical learners who, when processing material, are able to focus on the component parts of such material and their interrelationship. Such learners respond to learning situations in characteristic ways. They are solitary learners who prefer to avoid groups, or even classrooms, altogether. They are independent, confident in their own judgements, and willing to impose their own structure on learning. These views also influence how they construe language. They are more likely to regard language as an object, not as something that enables personal values to be expressed. Such learners, in other words, are drawn more towards learning 'about' language than towards language use. They value efficiency, and tend to be cool, pragmatic, and detached. One sees these learners operating most comfortably in a self-access centre, where their capacity to plan, linked to the availability of materials and structure, would suit them very well. They are analytical, solitary, independent, 'about' language (Skehan's (1999) interpretation of Willing's work (1988)).

Communicative:

Communicative person needs personal feedback and interaction, learns well via discussion... enjoys decision-making when it will be implemented.... thrives in a democratically-run class (Knwoles 1982, cited in Willing, 1988:155).

Communicative group includes many people who in fact have a field independent tendency, but who indicate a desire for a communicative and social learning approach, probably in part because they feel that this would be most useful for their needs in relation to language learning. A certain amount of 'autonomy' is certainly not incompatible with the defining questions of the communicative set. There can be a certain self-directness involved in deliberately using interactions for learning purposes, and in this way an underlying field-independence may show itself (Willing, 1988:153).

They are field dependent passive. They are language-as-use oriented, but holistic in orientation. Their activity manifests itself in the way in which they are comfortable out of class, showing a degree of social independence and confidence as well as a willingness to take risks. Such learners are happy to engage in communication in real-life situations, without the support and guidance of a teacher, since they are mainly concerned with meaning. Their holistic learning orientation also shows itself as multi-skilled, in that they are not interested in an analytic approach or in learning separately the different elements of a language. What they want to emphasize above all is general, unanalysed communicative ability, with this arising out of interaction with speakers of the language. They prefer out of class, integrated skills. (Skehan's (1999) interpretation of Willing's work (1988)).

Deductive:

They begin with a rule and apply to specific cases (Ehrman,1996).

Extroverted:

They prefer auditory and oral activity (Saunders,1989).

They enjoy being with friends, like group work. They gain their energy and focus from events and people outside of themselves. They enjoy a breadth of interest and many friends, and they like group work. They enjoy English conversation, role-plays and other highly interactive activities (Oxford and Anderson,1995)

The features suggested in MBTI scales are: outside world, action, interaction, seeking to find stimulation, impulsivity (at extreme), liking to study groups, and are likely to be auditory, talkative and expressive, gregarious (Ehrman's adaptation of MBTI scale, 1986).

Feeling:

They are broadly sensitive to social and emotional factors. His or her decision making is likely to be globally influenced by the feelings of others, the emotional climate, and personal and interpersonal values (Oxford and Anderson, 1995).

The features suggested in MBTI scale are: heart, values subjectivity, values, tact, harmony, express appreciation, global, and like-dislike (Ehrman's adaptation of MBTI scale, 1986).

Field Dependent:

Field dependent learners are not always at an advantageous position over field independent learners in communicative tasks (Day, 1984; Chapelle and Roberts,1986; Hansen and Stansfield,1981, 1992)

Field Dependent learners are holistic and tend to view themselves and all their experiences as part of a larger universe (Worthely, 1987) and globally employ the context to understand

the information (Witkin et al., 1977). Thus they face problems in pulling specific details out of a background of information (Bean, 1990). Other people's opinions influence these learners' judgement and they seek an authority figure's guidance and compliments and accept other people's views before making a judgment and are comparatively reliant on authority figures for praise and guidance (Witkin et al., 1977).

The features of field dependent learners pointed out by Oxford & Anderson (1995) are: holistic/interpersonal, non-rule oriented, deductive and authority-oriented.

Field Independent:

They perceive analytically and enjoy subjects involving abstract, impersonal work (Witkin et al., 1977). They do not typically accept other people's views before making a judgment and prefer to rely on their own standards (Violand-Sanchez, 1995). Day (1984), Chapelle and Roberts (1986) and Hansen and Stansfield (1981, 1992), show evidence that field independent learners achieve better scores on tests of grammatical accuracy. Field Independence often arises in cultures where personal autonomy is emphasised (Claxton & Murrell, 1987; Worthely, 1987).

The features of field independent learners pointed out by Oxford & Anderson (1995) are: thinking/analytical/impersonal, rule-oriented, inductive, personal autonomy.

Field independent learners have ability to discriminate and focus on important stimulus; a physical object, certain sounds, an idea, a grammar rule (Ehrman, 1996).

Field Sensitivity:

Field sensitivity is regarded as positive presence of responsiveness at some level to the surrounding background (Ehrman, 1996).

Global:

The features of global learners pointed out by Kinsella (1995) are: right-hemisphere, visual/spatial, integrative, relational, intuitive, contextual (parts-and-whole together). They tend to use global strategies such as guessing and memorising large chunks of material as a whole, thus reflecting a global style (Oxford & Burry-Stock, 1995).

Group:

Group oriented learners enjoy working and tend to learn better in a group.

Individual:

Individual oriented learners prefer to work alone and tend to achieve better that way. Generally, introverted learners tend to be individual-oriented.

Inductive:

Inductive person begins with data and seeks the generalisations that can be extracted (Ehrman, 1996).

Introverted:

Visual orientation is one of the features of introverted person (Ehrman, 1996). Introverts prefer visual and written work (Saunders, 1989).

The features of introverted style suggested in MBTI scales are: internal world, introspection, concentration, a few people at a time, seeks to manage or reduce stimulation, “Paralysis by analysis” (at extreme), visual, reflective and contained, likes to work alone, ambiguity (Ehrman’s adaptation of MBTI scale, 1986).

They prefer to work alone or else in a pair with someone they know well but dislike lots of continuous group work in the language classroom. With these learners it is often useful to employ the ‘think-pair-share’ sequence, in which the student gradually eases into group work (Oxford and Anderson, 1995).

Intuition:

The features of intuitive learners suggested in MBTI scale are: further processed before becoming conscious, meanings, random (especially if with perceiving), inspiration, generalisations, big picture, what could be, abstract (Ehrman’s adaptation of MBTI scale, 1986).

Intuitive-random:

They try to build a mental model of the second-language information. They deal best with the ‘big picture’ in an abstract, non-linear, random-access mode and constantly try to find the underlying language system. They have a general orientation towards creativity and futurism (Oxford and Anderson, 1995).

Impulsive:

They are global and show quick and uncritical acceptance of initially accepted hypotheses (Oxford and Anderson, 1995).

Judging:

The features of judging-oriented people suggested in MBTI scale are: planned, closure, decisions, sequential (especially if with sensing), vertical filer, conscientiousness, product, seeks certitude (Ehrman’s adaptation of MBTI scale, 1986).

Kinaesthetic:

They prefer to learn through field trips, simulations, and role-plays, which often have a high kinaesthetic component (Ehrman, 1996).

Open:

They perceive a great deal of input and postponing decisions or judgments and may approach a language assignment or a class activity, does not worry about not comprehending everything, and does not feel the need to come to rapid conclusions about the topic (Oxford and Anderson, 1995).

Perceiving:

They are open-ended, options, flexibility, random (especially if with intuition), horizontal filer, autonomy, process, tolerance of ambiguity (Ehrman’s adaptation of MBTI scale, 1986).

Random:

They tend to find their own learning sequence, and it may vary from time to time and subject to subject. They are very systematic learners in fact, but their systems are often idiosyncratic,

and their approach seems random to the outsider. They tend to tolerate ambiguity relatively well and embrace surprises that might disrupt the learning of others (Ehrman, 1996).

Reflective:

They prefer systematic, analytic investigation of hypotheses and are usually accurate in their performance in all skills (Oxford and Anderson, 1995).

Sensing:

Main features of sensing learners are: relatively direct from five senses, physical world, sequential (especially if with judging), experience, specifics, detail, what is, concrete (Ehrman's adaptation of MBTI scale, 1986).

Sequential:

They want to learn step by step, following a logical order, usually that provided by the curriculum and the textbook. They prefer to master one thing before going on to the next; most want the sense of a firm base before moving on. They often want repetition offered overtly in the form of drilling and other exercises in which the variables are controlled (Ehrman, 1996).

Tactile/Hands-on:

Learners of this type enjoy working with tangible objects, collages and other media (Oxford and Anderson, 1995)

Thinking:

They are readily concerned with social and emotional subtleties, except possibly as data for analytically understanding a particular problem or issue. They make decisions based on logic and analysis (Oxford and Anderson, 1995).

The features of thinking-oriented learners are: seeks objectivity, logic, truth, fairness, express critique, analytic, cost-benefit (Ehrman's adaptation of MBTI scale, 1986).

Visual:

Visual oriented learners may reject tapes, want their books open, need to write things down. Visual orientation is one of the features of introverted person (Ehrman, 1996).

They like to read and obtain a great deal of visual stimulation (Oxford and Anderson, 1995)

Visual orientation is one of the features of conformist along with analytical orientation (Willing, 1987).

APPENDIX 5

Transcript of interview with case No. 1: Eun-young

Interviewer: What made you want to major in English at university?

Eun-young: I have been interested in English since I was a high school student. I liked watching videos in the English version. I went to the Kyung-nam foreign language high school. I had many listening classes in high school.

Interviewer: Did you practice listening a lot at high school?

Eun-young: I did not get much benefit from classes run by Korean teachers of English. Instead, at that time I lived in a school dormitory so that I could stay at school after the classes were over, to talk with native-speaker teachers who also lived in the school like us. I did not get much out of school classes. I made time specially to study listening apart from formal school classes. I practised listening at the Good Morning Pops club.

Interviewer: Did you also have classes which native-speaker teachers were in charge of?

Eun-young: Yes, we had classes which only native speaker teachers were fully in charge of.

Interviewer: What did you learn in these classes?

Eun-young: The classes mainly focused on conversation. We had free conversation on some topics.

Interviewer: Did you have a textbook?

Eun-young: We studied with the book 'Side by Side'.

Interviewer: What is your plan after graduation?

Eun-young: I have not decided yet, but I want to study another subject using the English language in an English-speaking country.

Interviewer: How do you feel about learning English after you entered university?

Eun-young: At high school, classes were always rigidly planned and run strictly and teachers used to press us. I imagined that the classes at university would be more free, but I was a bit disappointed after I entered university. It seems that the way to get the efficiency I wanted in learning English is making my own time to study for myself rather than classes at university. Classes at university seem to be more advanced than the ones at high school. I have had to make most of the time to study by myself at university. At university I am learning basics in listening, speaking, writing, and reading classes, but I have been trying myself to extend and apply this knowledge, making my own time.

Interviewer: Do you find studying English interesting?

Eun-young: Yes. It is fun to study English.

Interviewer: Did you learn other languages apart from English at high school?

Eun-young: I learned Japanese and Chinese at high school. I am interested in foreign languages. I am not interested in the Japanese language which does not have a pleasant tone and sounds harsh. I like the accent of English and Chinese. However, hard I try, I am not very efficient at learning Japanese, since it sounds hard and I am not interested in this.

Interviewer: What are the ones you liked most among the subjects you have learned?

Eun-young: Prof. Y's class was the most interesting, which I took in the first term of the first year. We had oral tests for mid-term and final exams, in which we had to create real situations in groups with situations given by the professor, such as, "Make conversations which can arise while you are fishing", or "Under the moonlight there is a couple of lovers who are dating at the moment. Imagine what they would say in their conversation". Later when a topic was given we made conversations in groups and demonstrated in front of the other groups. Then we had to make up possible conversations on the spot. Both watching them and doing it by ourselves was fun. It was a role-play.

Interviewer: What else did you like?

I like what Prof. Watson used to emphasize in his class: he used to talk a lot about creating one's idea and being able to criticize it. It is a pity that the class was hurried, but I like the way he often mentioned this point. In my personal opinion, at a university you should be able to criticize, develop creative ideas and develop yourself to be an independent thinker. In Prof. Watson's class we were mainly encouraged to express our opinions without going through any filter. I felt more that this (to criticize, develop creative ideas and develop oneself to be an independent thinker) is necessary after I came back from Canada.

Interviewer: When did you take the class?

Eun-young: In the second term of my second year at university, when I got back from Canada.

Interviewer: How long were you in Canada?

Eun-young: For six months.

Interviewer: Did you feel more strongly that this is necessary after you came back from Canada?

Eun-young: Yes, yes.

Interviewer: What are the classes you did not like?

Eun-young: I did not like the same sort of classes that we had in high school, such as grammar. But the way some professors teach grammar was very interesting. I did not like classes which followed the same pattern as the ones in high and middle schools, such as grammar. But even the same grammar classes could be interesting to me, depending on who taught the class.

Interviewer: For example, what kind of class?

Eun-young: I did not like this kind of thing even before I went to Canada. The Grammar course and Morphology course were not interesting. In the Morphology class, the text book was difficult to understand and there were many points to memorise. I was not interested in knowing how the sound comes out from knowledge of the structure of throat. As long as I am not going to

be a scholar, I feel it unnecessary to know about this. They are not helpful for everyday life, being too analytical, academic and difficult.....

Interviewer: What about the phonetics class?

Eun-young: It was not difficult. The phonetics class was interesting because a native lecturer taught the class.

Interviewer: What about English linguistics?

Eun-young: English linguistics was so, so.

Interviewer: What else did you not like? What about the grammar class?

Eun-young: Well, the grammar class. Well, this was a change for me. Before I went to Canada, I took Prof. Z's English grammar class in which I did not get good marks, was not interested and not much was left in my brain after the class was finished. After I came back from Canada, I took a grammar class again. This time my marks were good and many things remained in my brain after the class.

Interviewer: What do you think made this change in you?

Eun-young: I think my decision that I had to do something about it played the biggest role. Before, I thought that hard work on grammar does not enable me to say a word to a native speaker. So I liked and put far heavier weight on listening and speaking, rather than sitting and memorising. I made many foreign friends and talked a lot in conversation class. One day, when I tried to write a letter to my friend all of a sudden, I had difficulty writing in English what I wanted to say, although I did not have much difficulty in speaking about the same idea. I experienced difficulties in writing letters, and reading books and newspapers because I was not good at grammar. Since I came back from Canada, the grammar class is interesting, since I am motivated.

Interviewer: Did you take multimedia class?

Eun-young: No, I did not.

Interviewer: What about English-Korean interpretation class and Korean-English interpretation class?

Eun-young: I am taking an English -Korean interpretation class at the moment.

Interviewer: What do you think about it?

Eun-young: It is interesting. I personally like the professor in charge of this class. His way of teaching is interesting. I felt that he knows how to teach. Last term I went to a lesson on broadcasting English class given by him, in which we watched 'Memory'. He always asked us what we thought after we watched it. He did not show any special response to our frank responses, and made us think. Since I personally came to like his class, now all the classes he teaches seem to be good.

Interviewer: Do you like to express your opinions and participate in the class rather than just sit and listen to a lecturer?

Eun-young: Yes, I prefer that way far better.

Interviewer: what brings this preference? Is it because of your personality? Or because you think it is helpful and the content remains long in your memory?

Eun-young: The second reason is stronger. This way, I believe, is helpful and the content lasts long in memory. I like this. Usually I do not say a word unless it is necessary. I think my personality has changed because of English. Originally I was very reserved and introverted. As I have studied English more, it seems that my personality has changed. But my personality comes back to the original in a situation when I do not use English. It seems that the tendency to shift from extroversion to introversion is activated once I start using English. If I just sit and listen to what the professor says, I can't remember anything. If a professor asks a question, and I concentrate on what is said to answer, that always remains in my memory clearly.

Interviewer: Do you like activities such as games, group discussion, pair work and presentation?

Eun-young : I liked group discussion which was interesting in that we could talk about things, in English, that could happen in our real life. It was very interesting. I think that I am learning and practicing in advance in preparation for the time when I will meet a foreigner in the same situation as the one we are dealing with in group discussion. That is why it is interesting. I write the words needed for that situation, thinking that "in this situation, I should say like this". I read out the things I have written and prepare for a real situation.

Interviewer: Did you prepare everything for group discussion?

Eun-young : If I was already given a certain topic for a group discussion in class, I wrote down everything at home that I thought is needed for that discussion. If the topic was decided on the spot in the class, I tried to put together all the words I know, to express my ideas. This is something that can happen in real life, and that I can put forward different opinions from others', makes me think on my own. This made such a group discussion very attractive.

Interviewer: What sort of class was it? Was it a Native speaker's class?

Eun-young : Yes, I did group discussion in a native speaker-lecturer class given by Prof.Q.

Interviewer: Did you take this class after you came back from Canada?

Eun-young : Yes, I took it after I came back from Canada. Even before I went to Canada, I used to like this kind of class. Before, when I expressed my opinion in a native speaker's class, there were no responses from my friends. Then I got uninterested and did not feel like talking, so at that time I did not pay much attention. Now if friends do not respond, I ask them their opinions and get them to talk, or organize "study group" and talk in that group.

Interviewer: Do you like making a study group to practice speaking?

Eun-young: Yes, Since I came back from Canada, I have been going around to look for possibilities to talk. If they do not talk, I ask them, "Why do you not talk?". If they still do not feel like talking, I keep calm. I talk to them in a study group and keep looking for people to talk

with.

Interviewer: What about the literature class?

Eun-young: I do not like classes on British and American novels, poems because I have to sit quietly and listen. If I read those books when I feel like it, they will be very interesting. But I do not like the classes which deal with reading these books in class, when I do not feel like sitting, listening to a lecture and reading the books.

Interviewer: What are the assignments you liked?

Eun-young: Prof. T's class. In this class, we had to make presentations in front of classmates, explaining rules, such as prefixes and suffixes in a foreign language and what they mean. This was interesting. The Morphology class was not interesting, but this kind of activity made us think and analyse things. The assignments included activities such as searching for information, analysing, thinking, concluding and writing it all in English, all of which I did on my own. Although I had to make presentations in front of others, I liked the fact that I could state my opinions in English based on the things I wrote on my own.

There were no assignments that I did not like because for many assignments I was required to write what I see, think, feel. I like the assignment for which we watched a movie "Graduation" and wrote what we felt in English.

Interviewer: what do you like most among listening, speaking, writing, reading, and grammar?

Eun-young: Speaking.

Interviewer: What is the one you like the least among these?

Eun-young: Things that I must do, not the things I want to do. I do not have things I do not specially like. But if I want to pick one, it is writing. I do not really dislike this, but it is annoying to me because I often get stuck often in the middle of writing. This makes me study this less. When I try to write, I feel difficulties with vocabulary and grammar. However, I do not have thing which I do not like particularly among these five areas. All are interesting. Before I went to Canada, I did not like studying grammar. But now I like it.

Interviewer: Then do you get your best score in speaking?

Eun-young: Yes, I get the best score in speaking on related subjects. My senior told me once that the level of my writing is much lower than my level of speaking. I think my writing needs more effort.

Interviewer: What about listening?

Eun-young: I do not really like listening. CNN is burdensome and very tiring because I have to concentrate. I like speaking and anyway I have to listen to speak. That's why I like listening. I like reading less than writing. British and American novels are boring and uninteresting. I come across words I do not know, and cannot proceed well throughout a book. The words you say do not leave any mark behind in the hearer. But what you write can be physically seen and kept by others, which made me think I do not want to feel embarrassed by my writing. That's why I seem to have come to like grammar and writing.

Interviewer: You like to practise speaking in a group. What about other activities?

Eun-young: When I was watching videos or movies on TV in English version and there was a pretty woman who said something, then I wrote the sentences down on paper. Later I practised in front of a mirror because I find the rhythm and that sort of thing interesting. I used to like these activities since I was young. That is why I liked English since young and I liked the rhythm in the speech. When I watch "Inside Edition", there is an anchorwoman, Deborah. I find her so attractive when she speaks with a charming accent. So I write down what she says and follow it later. At home, reading books alone does not work well. But watching a video and following the speech in it is very interesting and I lose track of time.

Interviewer: You said that when in high school you were introverted. Did you like to study English with friends?

Eun-young: When in high school, I just liked English and wanted to make conversation in English. But I did not do it because I was introverted and my English was not good enough. Due to my introversion, whenever I learned something new, things just stopped there, rather than trying to apply it in a real situation. At that time I avoided foreigners and did not talk with friends much. When I actually faced foreigners, I was speechless. I could not remember the things I had learned. I was introverted before. But I talk more. I express my own opinion now. This tendency got stronger after I came back from Canada. When I have something to do, I do not get dragged here and there by friends. I had this tendency to a little extent, but this got far stronger after I got back from Canada. I became more independent. Anyway, they are not going to live my life for me.

Interviewer: What did you do in Canada?

Eun-young: When I was in Canada for six months, I did not go to the language school after one month. I read books, rode on a roller-blade with friends, travelled and made foreign friends. Classes were not very helpful. Reading books can be done alone.

Interviewer: Have you taken Toeic?

Eun-young: Yes.

Interviewer: Which part did you get the best score on?

Eun-young: In Toeic (Test of English as an International Communication), I got a far better score in listening than other parts. Although I did study this part particularly, I realised that my listening proficiency improved in the process of trying to write down the speeches of attractive women when watching movies. This method was very helpful to improve my listening. Also, I have to understand in order for me to speak, when making conversations with foreigners. In the beginning, I kept asking them to repeat what they said because I did not understand. It seems that later as the frequency of doing this has gone down, my listening skill has improved. I did not practise listening particularly. In high school, I did well in listening tests but not in grammar tests.

Interviewer: Which part are you weakest at in Toeic?

Eun-young: The part where you have to fill in the blanks with vocabulary items, and the reading parts. At a private language school I learned the trends of the grammar questions of Toeic and knew the methods for answering to solve the grammar questions. So I got a better score in grammar sections, but it is not because I am good at grammar.

Interviewer: According to the interview last time, you have a high preference for the group style. But in the questionnaire results, you show a low preference for the group style.

Eun-young: There seem to be variables. I like group discussion, but if the partner does not perform well, I do not feel like going on with it. It is very good if they speak a lot and come out actively, I can learn something from group discussion, apart from over- simple discussions. Otherwise I had better study alone.

Interviewer: Did you say that Morphology is not interesting, but it was interesting because it made you think and analyse?

Eun-young: The Morphology class was boring but made me think and analyse. The professor taught the class in a very careful and sophisticated way. To help us understand, he gave us many examples, although this is a bit like the way we learned in high school. He gave us examples and time to think for ourselves. In other classes we are just told, "it means this and that", studying with a text book. But in the grammar class, the professor taught in a different way; "Why does this go this way....?" or "I gave you the following examples, so now you respond to what I tell you". The grammar course I took with professor X explained grammar points in Korean, but we wrote in English, which helped us to come out of the text book and build up our ability to be autonomous in class. I think this method helped. "Why is it wrong? Oh, it is wrong because of this". Through this way of learning, the content remains long in my memory. Morphology was not interesting, but if I had learned it in the way I learned grammar, it would have been interesting.