Students’ Reading Strategy Use in an Intensive Korean Basic Program
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Research Questions

1. Reading Strategy Use (RSU) of Students in Korean Basic Program
2. To what extent reading strategies relate to language reading achievement (GPA)?
3. How reading strategies differ by the learner variables (Gender, Semester and Learning Styles)?
80 items for Foreign Language Learners

2. Language Strategy Use Survey (LSUS) by Andrew D. Cohen & Rebecca L. Oxford (1990), Based on SILL (Oxford, 1989). Reading Strategy Use (16 items) were analyzed for this presentation

3. Barsch Learning Style Inventory (32 items)
4 styles: Visual, Auditory, Tactile, Kinesthetic
Data Analysis

1. Descriptive statistics: means, standard deviations, frequencies, and percentages
2. Cronbach’s Alpha for reliability analysis for Listening Strategy Use
3. Person product-moment correlation coefficient
4. ANOVAs for selected learner variables (gender, Semesters, personal preference styles & GPAs).
Participants

158 students (11 classes)

- **Gender**: M (116, 73%), F (42, 27%)
- **Age**: 22.8 yrs old
- **Semester**: 1\(^{st}\) (41%), 2\(^{nd}\) (34%), 3\(^{rd}\) (26%)
- **Race**: White (79%), Asian (8%), Black (4%), Hispanic (4%), Korean (1%), Other (3%)
- **Education**: High School (59%), Junior (4%) & College (28%), Graduate (3%), Others (6%)
- **L1**: English (96%), **L2**: (20%)
- **Chose to learn Korean**: (77%); 1\(^{st}\) (41%), 2\(^{nd}\) (21%), 3rd (12%)
- **Previous Korean study experience**: (6%) - limited
Learning Styles (N=158)

- Visual: 60%
- Auditory: 18%
- Tactile: 6%
- Kinesthetic: 18%
- Multiple: 15%
39. I read a lot in the language ($m=2.97, sd=1.17$).
40. I read for fun in the language ($m=2.37, sd=1.24$).
41. I find things to read that interest me ($m=2.93, sd=1.18$).
42. I look for things to read that are not too hard ($m=2.97, sd=1.17$).
43. I skim over a reading to get main idea (\(m=3.56, sd=1.22\)).

44. I look for important facts (\(m=4.15, sd=0.96\)).

45. I read things more than once (\(m=4.19, sd=0.92\)).

46. I look at the pictures and what is under the pictures (\(m=3.84, sd=1.27\)).

47. I look at the headings (\(m=4.06, sd=1.05\)).

48. I think about what will come next in the reading (\(m=3.36, sd=1.23\)).

49. I stop to think about what I just read (\(m=3.73, sd=1.15\)).

50. I underline parts that seem important (\(m=2.94, sd=1.44\)).

51. I mark the reading in different colors to help me understand (\(m=2.97, sd=1.17\)).

52. I check to see how much I understood (\(m=3.36, sd=1.23\)).
53. I guess the meaning by using clues form other parts of the passages ($m=4.06$, $sd=1.01$).

54. I use a dictionary to find the meaning ($m=3.71$, $sd=1.26$).
Female students tend to use more Listening Strategies than Male students.

\[ F (155,1)=4.90^*, \ p=.028 \]

Statistically Significant!

Female students: \( n=41 \)
Male students: \( n=116 \)
Older student group tends to use more reading strategies than Younger student group.

\[ F(155,1)=6.82^{**} \quad P=0.01 \]

**Statistically Significant!**

Younger group: \( n=79 \),
Older group (over 22.2 yr): \( n=79 \)
Students in 1\textsuperscript{st} semester use more Reading strategies than 2\textsuperscript{nd} & 3\textsuperscript{rd} semester students.

$F(154,2)=3.27^*, p=0.41$

\textbf{Statistically Significant!}
No Correlation between RC GPA and Reading Strategy Use.

RC GPA is skewed – Many students are A or A- while other students are scattered.
High RC GPA group and Low RC Group are **NOT** statistically different in their reading strategy use.

Hi RC Group: A (n=50)

Lo RC Group: Lower than B (n=43)
Learning Styles (N=158)

- Visual: 60%
- Auditory: 6%
- Tactile: 1%
- Kinesthetic: 18%
- Multiple: 15%
Students in the Hi-Visual Group tend to use more reading Strategies than students in Lo-Visual Group.

\[ F(115,1) = 14.64^{***}, \ p = .000 \]

Statistically Significant!

Barsch Learning Style Inventory

Hi-Visual: higher than 34 (n=46)
Lo-Visual: lower than 29 in visual scores.
SILL by RC Hi-Lo Groups

- Cognitive
- Metacognitive
- Memory
- Compensatory
- Affective
- Social

Legend:
- RC Lo
- RC Hi
Summary

• Older students tend to use more reading strategies > Younger students
• Students in the Higher reading GPA group > Low RC group.
• Highly visual learners > less visual learners.
• Female students > Male students.
• 1st Semester students > 2nd and 3rd semester
• High Visual students tend to use more strategies than Less Visual students.
Further Research Topics

1. Qualitative Research for detailed info.
2. More effective reading strategies in different settings and learners?
3. How to encourage weaker students use more effective reading strategies?
4. Reading Strategy Instruction: Are effective reading strategies are teachable?
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