

A Survey of English Language Learning-Style Preferences at Hokusei Gakuen University

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I. INTRODUCTION

This research is an adaptation of Willing's (1988) study on language learning styles. He collected questionnaire data for learning-style preferences asking 517 adult migrant ESL learners in Australia to rate thirty statements about English learning preferences. He identified in his data analysis four different types of learners: (1)'concrete', (2)'analytical', (3)'communicative', and (4)'authority-oriented' (see Willing 1988). A slightly different version (see Appendix B) of the Willing questionnaire was administered to 106 freshmen at Hokusei University in July 1991. They were also asked to select one of the four types that described themselves best.

Willing investigated such variables as ethnicity, age, previous education and found no significant correlations between biographical variables and learning preferences. This implies that there are no significant learning-style differences with regard to personal variables. He added that "the typical spectrum of opinions on any given learning issue were represented, in virtually the same ratios, within any biographical sub-group." As to this finding, Nunan (1991) commented that since his study was conducted in a second language

environment, "it would be useful to replicate it in foreign language contexts." This research is a small-scale classroom study on learning-style preferences, carried out in a foreign language setting with the main aim of investigating learning-style differences between good EFL learners and less efficient ones.

II. METHOD

1. Subjects

One group of subjects consisted of 72 first-year students in special basic English classes. The other group was made up of 34 first-year English majors. All the subjects were Japanese students at Hokusei University who had received English instruction in an EFL context for at least six years before enrollment. Their breakdown and related information are shown in Table 1.

Table 1: Subjects

Group	Class A		Eng B
	Eco A	Inf A	
Total Number of students	72		34
	40	32	
M/F	41/31		7/27
Proficiency Level	high-beginning		upper-intermediate
Major	economics	information processing & management	English
English Classes	General English I		General English I English Pronunciation English Conversation I English Grammar & Composition
Total Hours of English Per Week	3 hrs.	12 hrs.	

The system of tracking was adopted for all the first-year students except English majors at Hokusei University. Based on their scores in an English placement test, they were divided into one slow-track class and other standard-track classes so that there would be one special class formed in every department for non-English majors. Eco A and Inf A in Table 1 are two of the three less advanced classes thus formed.

For convenience, subject groups are referred to in this paper by the following special abbreviations :

- 1) Eco A : The A class of freshman economics majors on the slow track
- 2) Inf A : The A class of freshman information processing & management majors on the slow track
- 3) Class A : Eco A and Inf A
- 4) Eng B : The mixed-group B class of freshman English majors
- 5) M : All the male subjects
- 6) F : All the female subjects

2. Design and Procedure

Data were collected by a questionnaire (Appendix B) given to three of the researcher's classes who met once a week for 90 minutes. As can be seen in the appendixes, the following minor adjustments were made to Willing's questionnaire (Appendix C) in order to get an assessment tool (Appendix A) for this research :

- 1) Item 7 : ...have my own textbook → ...study the textbook
- 2) Items 17 & 20 : ...practise → ...practice
- 3) Item 24 : ...newspapers, etc. → ...English newspapers, magazines, etc.
- 4) Item 29 : ...Australians → ...native speakers of English
- 5) Item 30 : ...in shops/CES/trains → ...out of class in real situations

The questionnaire was given to all subjects in their last classes before the first term examination week of the 1991 academic year. The absentees and repeaters (five in Eco A, four in Inf A, and three in Eng B) were not counted as subjects, and thus not included in the data. All the rest gave complete responses with the response rate of 100%. The questionnaire was translated into Japanese to ensure comprehension of the survey items.

III. RESULTS AND DISCUSSION

The results are shown in terms of a comparison between the numbers of students who answered "no", "a little", "good", or "best" on a given questionnaire item. The Chi-square (χ^2) test was used to find out if there was any relation between learning-style preferences and such variables as proficiency level, major, and gender. The items whose Chi-square values are higher than the .05 level of significance ($P < .05$) are of highest concern.

Disregarding significant values, Item 5 enjoyed the most popularity among any group of students while Item 13 was given the lowest rating by any one of the groups, as shown in Tables 2 and 3.

Table 2: Learning by Pictures, Films, Video in Class (Item 5)
Actual Number (%) of Students

Response	Eco A	Inf A	Eng B	M	F
no	2(5.0%)	1(3.1%)	0(0 %)	2(4.2%)	1(1.7%)
a little	8(20.0%)	8(25.0%)	3(8.8%)	8(16.7%)	11(19.0%)
good	13(32.5%)	10(31.3%)	9(26.5%)	14(29.2%)	18(31.0%)
best	17(42.5%)	13(40.6%)	22(64.7%)	24(50.0%)	28(48.3%)

Table 3: Studying English Alone (Item 13)
Actual Number (%) of Students

Response	Eco A	Inf A	Eng B	M	F
no	29(72.5%)	23(71.9%)	23(67.6%)	32(66.7%)	43(74.1%)
a little	10(25.0%)	6(18.7%)	9(26.5%)	11(22.9%)	14(24.1%)
good	1(2.5%)	3(9.4%)	2(5.9%)	5(10.4%)	1(1.7%)
best	0(0 %)	0(0 %)	0(0 %)	0(0 %)	0(0 %)

Since the data about preference ranking are certainly useful in adopting activities for students, they are dealt with at the end of this chapter. Other than these, no special reference is made to those items failing to meet the .05 level.

A. Learning-Style Differences

1. Thirteen Items of Significant Differences Between Non-English Majors (Class A) and English Majors (Eng B)

The analysis here is based upon the assumption that the A class slow-track learners in the departments of economics and information processing & management can be contrasted, in terms of poorer vs. better learners, with the high-intermediate level English majors. The items which cleared the .05 level are numbers 1, 2, 4, 12, 14, 19, 20, 24, 25, 26, 28, 29, and 30. With this number of items (13 out of 30), differences seem fairly extensive. They are dealt with item by item in the following sections.

1) Reading in Class

Twenty point eight percent of Class A as compared with 3.0% of Eng B said that they did not like to learn English by reading in class. This may suggest that the difficulty poor learners have with reading keeps them from enjoying reading in English. However, it must be noted that most students do not regard reading as one of the most favorable activities, as indicated by the small percentages (5.6% of Class A and 14.7% of Eng B) for the highest response to this item.

Table 4 : Reading in Class (Item 1)

Response	Class A	Eng B
no	15(20.8%)	1(3.0%)
a little	29(40.3%)	20(58.8%)
good	24(33.3%)	8(23.5%)
best	4(5.6%)	5(14.7%)

Actual Number (%) of Students

$p < 0.5$
Cramer's $V = .30$

2) Use of Tapes in Class

As much as 47.2% of Class A gave a low response of either 'no' or 'a little' to the use of cassettes, whereas 17.6% of Eng B did so. Thus one can speculate that better language learners use cassettes more often than less efficient ones. A clear indication of this is the fact that 35.3% of Eng B as compared with 12.5% of Class A gave the highest response to this item.

Table 5 : Use of Tapes in Class (Item 2)

Response	Class A	Eng B
no	9(12.5%)	1(2.9%)
a little	25(34.7%)	5(14.7%)
good	29(40.3%)	16(47.1%)
best	9(12.5%)	12(35.3%)

Actual Number (%) of Students

$p < .001$
Cramer's $V = .33$

3) Conversations in Class

Some 11.1% of Class A said 'no' to conversations, which is a significant contrast to 2.9% of Eng B. It is remarkable to note that 58.8% of Eng B gave the highest rating here whereas only 19.4% of Class A did so. This is reasonable in that English majors keenly feel the necessity for learning spoken English whose skills are vital for survival on campus as English majors. The overall tendency of all

the subjects, however, is that they like to learn English by conversations, as indicated by the positive response ('good' or 'best') of 63.9% among Class A and 85.3% among Eng B.

Table 6 : Learning by Conversation in Class (Item 4)

Response	Class A	Eng B
no	8(11.1%)	1(2.9%)
a little	18(25.0%)	4(11.8%)
good	32(44.5%)	9(26.5%)
best	14(19.4%)	20(58.8%)

Actual Number (%) of Students

$p < .001$

Cramer's V = .40

4) Error Correction

Eng B showed a stronger preference for self correction with 85.3% giving high responses. As for teacher correction, their responses were distributed fairly evenly over the scale. This indicates that they have a wider divergence of preference than Class A as to teacher correction. Although self correction is one of the factors related to the 'analytical' type in Willing's survey, Eng B's high rating of self and teacher correction seems to indicate that they are more attentive to their mistakes to improve their English, whereas Class A's relatively low rating of teacher correction may suggest that they are less interested in learning English.

It is interesting to compare this result with that of Willing's. Referring to learners' high rating of error correction in an ESL context, he reported that learners seemed to perceive the importance of accuracy and see that "in the real world mistakes are a more serious matter than they often are in English class." As to error correction by the teacher, Nunan (1988b) noted some perceptual difference between teachers and learners. His follow-up investigation of teachers' preferences showed that teachers gave a low rating

to error correction by the teacher and a high rating to student self-discovery of error. Japanese students of English preparing for entrance examinations seem to give the opposite ratings.

Table 7: Self Correction (Item 12)

Response	Class A	Eng B
no	6(8.3%)	1(2.9%)
a little	24(33.4%)	4(11.8%)
good	36(50.0%)	19(55.9%)
best	6(8.3%)	10(29.4%)

Actual Number (%) of Students

p < .01

Cramer's V = .34

Table 8: Teacher Correction (Item 11)

Response	Class A	Eng B
no	4(5.6%)	6(17.7%)
a little	35(48.6%)	10(29.4%)
good	23(31.9%)	10(29.4%)
best	10(13.9%)	8(23.5%)

Actual Number (%) of Students

p < .10

Cramer's V = .26

5) Pair Work

The fact that none of Eng B gave 'no' responses to conversational pair work demonstrates that they may want more frequent speaking practice in a free and intimate atmosphere than do Class A who indicated a generally unfavorable attitude toward talking in pairs, as shown by the low rate of 4.2% for 'best' and the combined high rate of 72.3% for 'a little' and 'no'. This implies more conversational pair work for Eng B and less for Class A.

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Table 9 : Learning English by Talking in Pair (Item 14)

Response	Class A	Eng B
no	22(30.6%)	0(0.0%)
a little	30(41.7%)	12(35.3%)
good	17(23.6%)	15(44.1%)
best	3(4.2%)	7(20.6%)

Actual Number (%) of Students

$p < .01$
Cramer's $V = .44$

6) New Words

The combined percentage of Eng B giving favorable answers of 'good' and 'best' was 67.7%. In contrast, 69.4% of Class A gave either 'no' or 'a little' responses. This clearly demonstrates that better learners are generally more willing to learn many new words. This willingness is an important factor for successful acquisition of a large vocabulary.

Table 10 : Learning Many New Words (Item 19)

Response	Class A	Eng B
no	16(22.2%)	1(2.9%)
a little	34(47.2%)	10(29.4%)
good	19(26.4%)	14(41.2%)
best	3(4.2%)	9(26.5%)

Actual Number (%) of Students

$p < .01$
Cramer's $V = .42$

7) Pronunciation

None of Eng B said they did not like to practice the sounds and pronunciation of English. The percentage of Eng B giving a 'best' response was as much as 47.0%, compared with 18.1% of Class A. It is only natural that English majors want more practice in pronunciation because they are in a situation where they are supposed to

speak clear English with native English-speaking teachers and American exchange students on campus. It should be noted, however, that more than half of Class A responded favorably by answering "good" or "best". There seems to be a need for more pronunciation practice in English classes.

Table 11 : Practice in Pronunciation (Item 20)

Response	Class A	Eng B
no	6 (8.3%)	0 (0.0%)
a little	27(37.5%)	4(11.8%)
good	26(36.1%)	14(41.2%)
best	13(18.1%)	16(47.0%)

Actual Number (%) of Students

p < .01

Cramer's V = .38

8) Reading Newspapers, etc. out of Class

Half of Eng B marked 'good' or 'best', indicating that they can enjoy reading in English. On the other hand, 87.5% of Class A gave an unfavorable answer of 'no' or 'a little', showing their unwillingness to read. This is probably because most of them cannot still reach the level of proficiency where they can feel comfortable reading in English.

Table 12 : Reading Newspapers, etc. out of Class (Item 24)

Response	Class A	Eng B
no	16(22.2%)	2(5.9%)
a little	47(65.3%)	15(44.1%)
good	6(8.3%)	12(35.3%)
best	3(4.2%)	5(14.7%)

Actual Number (%) of Students

p < .01

Cramer's V = .42

9) Watching TV Programs in English

As high as 94.2% of Eng B answered with either a “good” or “best”. Their proficiency level may be high enough to enjoy English programs or feel the need to expose themselves to lively and animated English.

Watching TV is an enjoyable pastime for many people. However, 15.3% of Class A gave a ‘no’ response. They might not enjoy watching TV in English because of their limited English comprehension.

Table 13 : Watching TV Programs in English (Item 25)

Response	Class A	Eng B
no	11 (15.3%)	1 (2.9%)
a little	24 (33.3%)	1 (2.9%)
good	27 (37.5%)	19 (55.9%)
best	10 (13.9%)	13 (38.3%)

Actual Number (%) of Students

$p < .01$

Cramer's $V = .44$

10) Using Cassettes out of Class

Regarding Class A, the combined percentage of respondents giving favorable answers of ‘good’ or ‘best’ to the use of cassettes at home was 15.3 percentage points lower than the corresponding percentage for Item 2 (the use of tapes in class). This may indicate that they are less committed to learning oral English out of class although they see the need for it. In contrast, Eng B showed a distribution pattern similar to the one about the in-class tape use with a majority of them (76.5% for Item 26 and 82.4% for Item 2) giving either ‘good’ or ‘best’ responses. What is surprising about Eng B is that of the seven males five (71.4%) answered with a “best” here as well as to Item 2. It seems that suddenly exposed to communicative English at Hokusei University, they felt the urgent

need of improving their oral skills by whatever means available. They may have felt threatened by many of their female classmates demonstrating better communicative performance.

Table 14: Using Cassettes out of Class (Item 26)

Response	Class A	Eng B
no	11 (15.3%)	2 (5.9%)
a little	34 (47.2%)	6 (17.6%)
good	20 (27.8%)	14 (41.2%)
best	7 (9.7%)	12 (35.3%)

Actual Number (%) of Students

$p < .01$

Cramer's $V = .40$

11) Talking to Friends in English

Here again Eng B showed a stronger tendency toward conversation than Class A, as demonstrated by the fact that 35.3% of Eng B as compared with 5.6% of Class A said "best". Another indication of this is that the percentage of Class A giving a 'no' response was 8.0 percentage points higher than that of Eng B. With regard to the 'good' response, however, Class A's percentage was 9.8 percentage points higher. This encouraging result may suggest that they might give a higher rating here as they feel more at ease in speaking English.

Table 15: Talking to Friends in English (Item 28)

Response	Class A	Eng B
no	10 (13.9%)	2 (5.9%)
a little	34 (47.2%)	12 (35.3%)
good	24 (33.3%)	8 (23.5%)
best	4 (5.6%)	12 (35.3%)

Actual Number (%) of Students

$p < .01$

Cramer's $V = .39$

12) Watching/Listening to Native English Speakers

Most students showed a clear preference for listening to native speakers, with 65.3% of Class A and overwhelming 91.2% of Eng B saying “good” or “best”. This clearly indicates their demand for authentic English.

By comparison with Class A, Eng B demonstrated a stronger preference, with none of them giving “no” responses and 67.7% responding with “best”. It appears that better learners are more prepared to accept authentic English as input.

Table 16 : Watching/Listening to Native English Speakers (Item 29)

Response	Class A	Eng B
no	7 (9.7%)	0 (0.0%)
a little	18 (25.0%)	3 (8.8%)
good	30 (41.7%)	8 (23.5%)
best	17 (23.6%)	23 (67.7%)

Actual Number (%) of Students

$p < 0.1$

Cramer's $V = .44$

13) Use of English in Real Situations

A majority of students gave a favorable response of “good” or “best”, as shown by the combined percentage of 58.3% for Class A and that of 88.2% for Eng B. However, there was a significant difference between the two groups — Eng B’s percentage for “best” as opposed to that of Class A. As for the unfavorable responses of “no” and “a little”, the combined percentage was 41.6% for Class A and 11.8% for Eng B. None of Eng B as compared with five of Class A answered “no”. From these data one would conclude that better learners are more ready to use English out of class in real situations and that they will more gladly welcome opportunities for practical use of English.

Table 17: Use of English in Real Situations (Item 30)

Response	Class A	Eng B
no	5 (6.9%)	0(0.0%)
a little	25(34.7%)	4(11.8%)
good	28(38.9%)	10(29.4%)
best	14(19.4%)	20(58.8%)

Actual Number (%) of Students

p<.01
Cramer's V=.42

2. Differences Between Eco A and Inf A

Few differences are expected here because of obvious similarities between the two basic classes. In fact, according to the data analysis, there were only two items which cleared the .05 level of significance, namely, item numbers 14 and 19.

1) Pair Work

As seen from Table 18, Inf A showed a more favorable attitude toward pair work in spite of the combined percentage of 53.1% giving unfavorable responses of "no" or "a little". It must be noted that none of Eco A said "best" and that a large majority of them (87.5%) gave unfavorable responses. Thus special consideration needs to be taken in engaging them in pair work. For example, it is necessary to adopt appropriate conversational activities which are tailored to their needs and adjusted to their language level.

Table 18: Learning English by Talking in Pair (Item 14)

Response	Eco A	Inf A
no	15(37.5%)	7(21.9%)
a little	20(50.0%)	10(31.2%)
good	5(12.5%)	12(37.5%)
best	0(0.0%)	3(9.4%)

Actual Number (%) of Students

p<.01
Cramer's V=.40

2) Learning Many New Words

On the whole, Inf A was more willing to learn many new words than Eco A. This is especially true of the females of Inf A (56.3% for “good”, 6.2% for “best”, 31.3% for “a little”, and 6.2% for “no”). However, there still remains the fact that more than half of the students in both classes took an unfavorable attitude here. Since learning new words is a challenge facing every learner of a foreign language, students should be advised to make constant efforts to increase their vocabulary rather than to spare their efforts for communicative activities.

Table 19 : Learning Many New Words (Item 19)

Response	Eco A	Inf A
no	8 (20.0%)	8 (25.0%)
a little	24 (60.0%)	10 (31.3%)
good	6 (15.0%)	13 (40.6%)
best	2 (5.0%)	1 (3.1%)

Actual Number (%) of Students

$p < .05$
Cramer's $V = .33$

3. Gender-Related Differences

The data analysis demonstrated the existence of only a few gender-related differences as to EFL learning-style preferences, contrary to the underlying assumption that males and females will show marked differences in their approach to learning a foreign language. The items meeting the .05 level of significance are numbers 18, 19, 20, and 25. Since the results given below were obtained from a seemingly biased volunteer sample (two classes of slow-track learners on one hand and one female-dominant class of English majors on the other), we cannot apply them to the target population with any confidence. Nevertheless, the results may reveal some interesting gender differences regarding the three classes of first-

year students at Hokusei University.

1) Studying Grammar

Table 20 demonstrates that there are more males than females showing some preference for grammar lessons although the percentage is small. It must also be noted that most students do not like to study grammar regardless of their gender differences. However, this does not tell us whether they regard grammar as useless.

Table 20: Studying Grammar (Item 18)

Response	Males	Females
no	18 (37.5%)	17 (29.3%)
a little	19 (39.6%)	38 (65.5%)
good	9 (18.8%)	1 (1.7%)
best	2 (4.2%)	2 (3.4%)

Actual Number (%) of Students

$p < .01$
Cramer's $V = .34$

2) Learning Many New Words

As manifested in Table 21, the female students seem to be more studious than the males. More than half of the females said either "good" or "best" whereas some 73% of the males gave unfavorable responses of either "no" or "a little". Since "vocabulary is so central to language learning" (Cohen 1990), some appropriate advice on vocabulary learning must be given to those students who hate to learn many new words.

Table 21: Learning Many New Words (Item 19)

Response	Males	Females
no	14 (29.2%)	3 (5.2%)
a little	21 (43.8%)	23 (39.7%)
good	8 (16.7%)	25 (43.1%)
best	5 (10.4%)	7 (12.1%)

Actual Number (%) of Students

$p < .01$
Cramer's $V = .38$

3) Practice in Pronunciation

It is popularly believed that females have better pronunciation than males. To a certain extent this is true of the available population, as indicated in Table 22. None of the females said “no” to pronunciation practice, and more than one third of them gave a ‘best’ response. They are generally more willing to practice the sounds and pronunciation of English. Thus they can improve their pronunciation more and faster than most male students.

Table 22 : Practice in Pronunciation (Item 20)

Response	Males	Females
no	6(12.5%)	0(0.0%)
a little	16(33.3%)	15(25.9%)
good	18(37.5%)	22(37.9%)
best	8(16.7%)	21(36.2%)

Actual Number (%) of Students

$p < .01$

Cramer's $V = .33$

4) Watching TV Programs in English

Since visual images convey instant messages, it is naturally expected that most students both male and female like to learn English by watching English TV programs. But just half of the males showed an unfavorable attitude by saying either “no” or “a little”. Their level of English might not be high enough to enjoy TV programs in English. Or the kinds of English programs they watched might have been too difficult and/or too much boring. In contrast, as high as 77.6% of the females gave either a ‘good’ or ‘best’ response to this activity. Given the dense concentration of English majors (27 out of 58) in the female sample, it must be warned that the results are showing a bias in favor of the females.

Table 23 : Watching TV Programs in English (Item 25)

Response	Males	Females
no	9(18.8%)	3(5.2%)
a little	15(31.3%)	10(17.2%)
good	17(35.4%)	29(50.0%)
best	7(14.6%)	16(27.6%)

Actual Number (%) of Students

$p < .05$
Cramer's $V = .30$

B. Learner-Type Differences

The learner types Willing (1988) set out in his analysis of learning-style preferences were:

- Type 1 --- 'concrete' learners
- Type 2 --- 'analytical' learners
- Type 3 --- 'communicative' learners
- Type 4 --- 'authority-oriented' learners

The four types were formed on the basis of his factor analysis in which he found among the survey items the following correlations:

- Type 1 --- Items 2, 3, 5, 14, 17, 26
- Type 2 --- Items 9, 12, 13, 18, 24, 27
- Type 3 --- Items 4, 22, 25, 28, 29, 30
- Type 4 --- Items 1, 6, 7, 8, 18, 21

It is still not clear that his categorization is universal. Yet the modified questionnaire also asked the students to decide which type they should belong to (see Appendix A). The results are given in Table 24.

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Table 24 : Learner-Type Preference

Type \ Group	Eco A	Inf A	Eng B	M	F
Type 1	17(42.5%)	8(25.0%)	9(26.5%)	16(33.3%)	18(31.0%)
Type 2	1(2.5%)	3(9.4%)	6(17.7%)	6(12.5%)	4(6.9%)
Type 3	17(42.5%)	18(52.9%)	18(52.9%)	22(48.5%)	31(53.4%)
Type 4	5(12.5%)	3(9.4%)	1(2.9%)	4(8.3%)	5(8.6%)

Actual Number (%) of Students

The Chi-square test found no significant difference among the groups. They all took a similar distribution pattern of responses. Table 24 shows that there are many 'communicative' or 'concrete' learners but only a small number of 'analytical' or 'authority-oriented' learners in a language class. However, it is interesting to note that there are more 'analytical' learners in Eng B than in any other group and that Eco A has only one 'analytical' learner (the smallest percentage compared with any other group).

According to Willing (1988), it is advisable to reorganize language classes across the board on the basis of learner 'types'. But it must also be noted that there are a wide range of learner differences in language levels. Compounded by administrative and resource constraints as pointed out by Nunan (1991), such reorganization is almost impossible to carry out.

The data here strongly suggest a general preference for 'communicative' and 'concrete' activities. Teachers should be encouraged to teach more communicatively using audio-visual media like pictures, cassettes, and videos. There is also a need to help learners become 'self-directed' (see Dickinson 1987 and Oxford 1991).

There is another way of arriving at the four learner types ; that is, by calculating the total numbers of responses to those items related to each type. The contrasted groups were:

- (1) Class A versus Eng B
- (2) Eco A versus Inf A
- (3) Males versus Females

The Chi-square values for each type were calculated to see if there were any significant differences between each pair of the groups. The results shown in Tables 25 to 30 reveal some hidden differences in the degree of preference for the proposed four learner types. Asterisks indicate significant difference, with * standing for $p < .05$ and ** for $p < .01$.

1 . Class A vs. Eng B

Type 3 had the highest x^2 value (78.06), followed by Type 1 ($x^2 = 35.43$) and Type 2 ($x^2 = 15.34$). The x^2 value of Type 4 was not high enough to reach the .05 level of significance. As to Type 3, the percentage of Eng B giving the highest response was 30.9 percentage points higher than that of Class A. This indicates Eng B's strong preference for communicative activities. Concerning the 'best' response of Type 1, the difference was 16.4 percentage points in favor of Eng B. It seems that the English majors are more assertive in language acquisition making effective use of realia and then seeking opportunities for language use. Another interesting finding of note is that Class A are by no means more ready to welcome concrete activities than Eng B. As to Type 2, it must be noted that there are more strongly analytical learners, if not many, in Eng B than in Class A, as indicated by the difference of 8.1 percentage points for the 'best' response.

As for Type 4, both groups gave low responses. This finding may suggest two competing arguments. One is that they are both equally 'self-directed' (Dickinson 1987) and "want greater responsibility for their own learning" (Oxford 1990). The other is that they do not want to be told what to do and have more preferable activities to engage in, such as leisure and extracurricular activities.

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Table 25 : Type Preferences of Class A

Response Type	“no”	“a little”	“good”	“best”
Type 1 **	66(15.3%)	149(34.5%)	133(30.8%)	84(19.4%)
Type 2 **	117(27.1%)	206(47.7%)	91(21.1%)	18(4.2%)
Type 3 **	47(10.9%)	140(32.4%)	169(39.1%)	76(17.6%)
Type 4	117(27.1%)	206(47.7%)	87(20.1%)	22(5.1%)

Added Number (%) of Responses

Table 26 : Type Preferences of Eng B

Response Type	“no”	“a little”	“good”	“best”
Type 1 **	10(4.9%)	46(22.5%)	75(36.8%)	73(35.8%)
Type 2 **	49(24.0%)	84(41.2%)	46(22.5%)	25(12.3%)
Type 3 **	4(2.0%)	31(15.2%)	70(34.3%)	99(48.5%)
Type 4	49(24.0%)	104(51.0%)	33(16.2%)	18(8.8%)

Added Number (%) of Responses

2. Eco A vs. Inf A

As can reasonably be expected, there is only one type (Type 1) showing significant difference between Eco A and Inf A. The percentage of Inf A giving ‘good’ responses to those items related to Type 1 was 11.2 percentage points higher than that of Eco A. It can be assumed from the data that Inf A are more willing to participate in ‘concrete’ activities than Eco A. Apart from this, no remarkable difference was observed between the two groups of slow-track learners.

The fact that the majority of responses center in the middle of the scale may suggest that their type preference is more impressionistic than real.

Table 27 : Type Preferences of Eco A

Response Type	"no"	"a little"	"good"	"best"
Type 1 **	43(17.9%)	89(37.1%)	62(25.8%)	46(19.2%)
Type 2 **	64(26.7%)	119(49.6%)	47(19.6%)	10(4.2%)
Type 3 **	30(12.5%)	82(34.2%)	91(37.9%)	37(15.4%)
Type 4	56(23.3%)	119(49.6%)	51(21.3%)	14(5.8%)

Added Number (%) of Responses

Table 28 : Type Preferences of Inf A

Response Type	"no"	"a little"	"good"	"best"
Type 1 **	23(12.0%)	60(31.3%)	71(37.0%)	38(19.8%)
Type 2 **	53(27.6%)	87(45.3%)	44(22.9%)	8(4.2%)
Type 3 **	17(8.9%)	58(30.2%)	78(40.6%)	39(20.3%)
Type 4	61(31.8%)	87(45.3%)	36(18.8%)	8(4.2%)

Added Number (%) of Responses

3. Males vs. Females

Tables 29 and 30 certainly show that both males and females are categorized more as being some mix of both 'communicative' and 'concrete' learners than as being either 'analytical' or 'authority-oriented' learners. As for their differences, however, the Chi-square values of Types 1, 3, and 4 showed significant differences.

With regard to Type 3, the responses of the females are distributed more to the right of the scale than those of the males, which may suggest that females are more favorably disposed to communicative teaching than are males. The same is, more or less, true of Type 1. As to Type 4, the responses of the males are more diversely spread over the scale than those of the females. This indicates that males show more varied attitudes toward 'authority-oriented' activities than do females.

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Table 29 : Type Preferences of Males

Response Type	"no"	"a little"	"good"	"best"
Type 1 **	36 (12.5%)	100 (34.7%)	76 (26.4%)	76 (26.4%)
Type 2 **	74 (25.7%)	124 (43.1%)	70 (24.3%)	20 (6.9%)
Type 3 **	33 (11.5%)	90 (31.3%)	105 (36.5%)	60 (20.8%)
Type 4	87 (30.2%)	120 (41.7%)	59 (20.5%)	22 (7.6%)

Table 30 : Type Preferences of Females

Response Type	"no"	"a little"	"good"	"best"
Type 1 **	40 (11.5%)	95 (27.3%)	132 (37.9%)	81 (23.3%)
Type 2 **	92 (26.4%)	166 (47.7%)	67 (19.3%)	23 (6.6%)
Type 3 **	18 (5.2%)	81 (23.3%)	134 (38.5%)	115 (33.0%)
Type 4	79 (22.7%)	190 (54.6%)	61 (17.5%)	18 (5.2%)

C. Learning Activities Preferences

Table 31 shows the top ten preferences of different groups of the subjects with the item numbers given in order of their scores calculated by assigning values of -1 , 0 , $+1$, and $+2$ to 'no', 'a little', 'good', and 'best' respectively. Likewise, the worst ten item numbers are set out in Table 32. The two tables reveal some interesting and noteworthy information on student learning-style preferences. For instance, it can be inferred that the students want more varied materials given not as a single reading textbook but through the medium of pictures, films and video. It seems that they want to learn English conversation by listening to native speakers, especially in class. As to speaking, they may want to practice out of class in real situations. What the data further entail is that teachers need to present more listening comprehension materials with less emphasis on grammar and encourage students to interact more cooperatively

with each other.

Regarding differences between subject groups, it is interesting to note that Item 3 (games) is listed in every column of the top ten chart except for Eng B and that M is the only group failing to include Item 20 (pronunciation practice) in the list. From these findings it seems that good learners are more serious in their approach to learning English and that males are not so good at pronunciation as females. As for the worst ten list, Item 14 (talking in pairs) stands much higher (Rank 2) in the column of Eco A than in any other column. This may mean that Eco A are not ready for oral production yet. Unlike Eng B and Inf A, they do not have Item 8 (teacher explanation) on the list. Maybe they want some explanation in Japanese to clarify ambiguities. By placing Item 9 (depending on the teacher for problems to work on) upper on the list, Eng B may be indicating that they are more self-directed than generally regarded. Another interesting finding of note is that Item 19 (vocabulary learning) is placed 12 ranks higher in the M column (Rank 5) than in the F column (see Appendix D). This may suggest that there are more males than females who hate memorization. (See Appendix D for a complete table of preference ranking.)

Table 31 : Ten Highest Rated Items

Rank \ Group	Eco A	Inf. A	Class A	Eng B	M	F	Total
No. 1	5	5	5	29	5	5	5
No. 2	29	4	29	5	3	29	29
No. 3	30	22	22	30	29	20	30
No. 4	3	3	3	4	30	30	4
No. 5	22	29	4	20	4	22	22
No. 6	20	10	30	25	22	4	20
No. 7	12	30	20	2	10	25	3
No. 8	11	25	10	22	17	12	12
No. 9	4	15	12	12	23	2	25
No. 10	17	20	11	26	2	3	2

Table 32 : Ten Lowest Rated Items

Rank \ Group	Eco A	Inf. A	Class A	Eng B	M	F	Total
No 1	13	13	13	13	13	13	13
No 2	14	7	18	7	7	7	7
No 3	6	18	7	18	6	18	18
No 4	18	6	6	9	18	6	6
No 5	7	24	24	6	19	9	9
No 6	24	21	14	16	24	16	16
No 7	19	8	19	8	16	27	24
No 8	26	16	16	21	8	21	8
No 9	9	1	21	27	1	24	21
No 10	27	19	9	1	14	8	14

IV. CONCLUSION

The variables investigated here were:

1. English proficiency level
2. University major
3. Gender

One major finding of this research was that more difference was found between Class A and Eng B with 13 items meeting the .05 level of significance than between any other category set of the subjects. As was expected, the categories Eco A and Inf A had only two items showing significant difference. Even the male and female classification showed significant difference regarding only four items in spite of the slanted sample. One of the implications of these findings is that teachers must adjust their teaching style to those differences. Another is that they must help less efficient learners develop and use more effective "learning strategies" (Oxford 1990).

With a research of this type, it is necessary to check whether it can confirm findings in other studies. Willing's investigation found no significant differences between the learning preferences and such biographical variables as:

1. Ethnic group
2. Age group
3. Level of previous education
4. Length of residence in Australia
5. Speaking proficiency level
6. Type of learning program

The findings in this paper disagree with Willing's on this point. Is this simply because his investigation was carried out in an ESL context rather than an EFL context in which this study was conducted? It is very likely that most Japanese college students cannot devote much time to the study of a foreign language unless it is their major and/or there is an immediate need for it. This reluctant attitude in an EFL setting must have been reflected in the data on non-English majors, as opposed to English majors. According to "the folk wisdom of the classroom and staff-room" (Nunan 1991), it is reasonable to expect learner differences with regard to language learning-style preferences.

Nunan (1991) did a similar research by administering his version of the Willing questionnaire to 44 EFL teachers in Southeast Asian countries. Since all of them had bilingual competence, they were regarded as 'good' learners of English. Three items in the top 10 preference list under the heading Eng B (see Table 31) were found in his list under the category where his subjects were asked: "When you learned English, which of the following ways of learning did you like?" They are rank ordered as follows:

1. *Watching TV in English (Item 25)*
2. Learning by pictures, films, video in class (Item 5)
3. Learning by conversations in class (Item 4)

After his follow-up interview with the subjects, Nunan concluded that "it is premature to reject the notion that there is no correlation between certain learning strategy preferences and the 'good' language learner". To a certain extent the research findings here

run counter to his conclusion by rejecting the null hypothesis that there is no relation between language proficiency levels and learning-style preferences.

It should be noted, however, that two biographical variables, 'proficiency level' and 'major (English vs. non-English)', had interactive effects upon the questionnaire responses. This research with its limitations is still at the stage of a pilot survey and calls for a large-scale project surveying non-English majors of different proficiency levels in an EFL context.

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Appendix A

A Modified Version of Willing's Questionnaire

The questionnaire below is for studying your learning styles. There are thirty learning-style preferences given for you to evaluate. Respond to each by putting in the parentheses either "no", "a little", "good", or "best".

HOW DO YOU LIKE TO LEARN BEST?

1. In English class, I like to learn by reading. ()
2. In class, I like to listen to and use cassettes. ()
3. In class, I like to learn by games. ()
4. In class, I like to learn by conversations. ()
5. In class, I like to learn by pictures, films, video. ()
6. I want to write everything in my notebook. ()
7. I like to study the textbook. ()
8. I like the teacher to explain everything to us. ()
9. I like the teacher to give us problems to work on. ()
10. I like the teacher to help me talk about my interests. ()
11. I like the teacher to tell me all my mistakes. ()
12. I like the teacher to let me find my mistakes. ()
13. I like to study English by myself (alone). ()
14. I like to learn English by talking in pairs. ()
15. I like to learn English in small groups. ()
16. I like to learn English with the whole class. ()
17. I like to go out with the class and practice English. ()
18. I like to study grammar. ()
19. I like to learn many new words. ()
20. I like to practice the sounds and pronunciation. ()
21. I like to learn English words by seeing them. ()
22. I like to learn English words by hearing them. ()
23. I like to learn English words by doing something. ()
24. At home, I like to learn by reading English newspapers, magazines, etc.
..... ()
25. At home, I like to learn by watching TV in English. ()
26. At home, I like to learn by using cassettes. ()

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27. At home, I like to learn by studying English books. ()
28. I like to learn by talking to friends in English. ()
29. I like to learn by watching/listening to native speakers of English.
..... ()
30. I like to learn by using English out of class in real situations. ()

WHICH TYPE DO YOU THINK YOU BELONG TO?

- () Type 1: 'Concrete' learners

These learners tend to like games, pictures, films, video, using cassettes, talking in pairs and practicing English outside class.

- () Type 2: 'Analytical' learners

These learners like studying grammar, studying English books and reading English newspapers, studying alone, finding their own mistakes and working on problems set by the teacher.

- () Type 3: 'Communicative' learners

These students like to learn by watching, listening to native speakers, talking to friends in English and watching television in English, using English out of class in real situations, learning new words by hearing them, and learning by conversations.

- () Type 4: 'Authority-oriented' learners

These learners prefer the teacher to explain everything, like to study the textbook, to write everything in a notebook, to study grammar, learn by reading, and learn new words by seeing them.

Appendix B

A Japanese Version of the Modified Questionnaire

学年 _____ 学科 _____ クラス _____ 性別(男・女)

- A. このアンケートは英語学習のスタイルについてのものです。下の30項目の学習スタイルに対する自分の好みを次の1～4の尺度のいずれかに○印をつけて評価してください。

(尺度：1. いいえ 2. 少し 3. かなり 4. 最高に)

I. [英語の授業では]

1. 英語を読むことによって学びたい。 1. (1 2 3 4)
2. テープを聞いたりして活用したい。 2. (1 2 3 4)
3. ゲームを通じて英語を学ぶたい。 3. (1 2 3 4)
4. 英会話をして英語を学びたい。 4. (1 2 3 4)
5. 写真、映画、ビデオを通じて英語を学びたい。 5. (1 2 3 4)
6. 全てをノートに書き留めておきたい。 6. (1 2 3 4)
7. テキストそのものを勉強したい。 7. (1 2 3 4)
8. 先生に全てを説明してもらいたい。 8. (1 2 3 4)
9. 先生に取り組む問題を設定してもらいたい。 9. (1 2 3 4)
10. 興味ある話題について英語で話そうとする時に、
先生に援助してもらいたい。 10. (1 2 3 4)
11. 先生には私の英語の間違いを全て直してもらいたい。 11. (1 2 3 4)
12. 自分で自分の英語の間違いが発見できるように
先生に配慮してもらいたい。 12. (1 2 3 4)
13. 英語は一人で学習したい。 13. (1 2 3 4)
14. ペアになって会話練習をすることによって
英語を学習したい。 14. (1 2 3 4)
15. 小グループで英語を学習したい。 15. (1 2 3 4)
16. クラス全体で英語を学習したい。 16. (1 2 3 4)
17. クラスの皆と外に出かけて
英語を使う練習をしてみたい。 17. (1 2 3 4)
18. 英語の文法を学習したい。 18. (1 2 3 4)
19. 新しい英単語をたくさん覚えたい。 19. (1 2 3 4)
20. 英語の発音を練習したい。 20. (1 2 3 4)

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21. 英単語は目で見て覚えたい。-----21. (1 2 3 4)
22. 英単語は耳で聴いて覚えたい。-----22. (1 2 3 4)
23. 英単語は何か他の活動を通じて覚えたい。-----23. (1 2 3 4)

II. [家では]

24. 英語の新聞・雑誌などを読んで学習するのがいい。---1. (1 2 3 4)
25. 英語のテレビ番組を見て学習するのがいい。-----1. (1 2 3 4)
26. カセットテープを使って英語を学習するのがいい。---1. (1 2 3 4)
27. 英語の本を使って学習するのがいい。-----1. (1 2 3 4)
28. 友達と英語で話しをして学習するのがいい。-----1. (1 2 3 4)
29. 英語を母国語としている人が話すのを見たり
聴いたりして学習するのがいい。-----1. (1 2 3 4)
30. 教室外の実際の場面で英語を使って学習するのがいい。
-----1. (1 2 3 4)

B. あなたは下のどのタイプに最も近いと思いますか。一つ選んで()に○印を記入して下さい。

()タイプ1 「具体性」型

ゲーム、写真、映画、ビデオ、カセットテープを活用し、ペアーになって英語を話したり、教室外で英語を使う練習をすることを好む傾向がある。

()タイプ2 「分析」型

英文法を勉強し、英語の本を学習し、英字新聞を読むことを好む。一人で勉強し、自分自身の英語の間違ひを見付け、先生から出される問題を解いたりするのが好きである。

()タイプ3 「コミュニケーション」型

英語を母国語とする人が話すのを聴くとか見たり、友達と英語で話し、英語のテレビ番組を見て、教室外の実際の場面で使うことによって英語を身に付けたいと思っている。新しい単語は耳を通して覚え、英会話から英語を覚えていく方法を好む。

()タイプ4 「権威志向」型

先生が全てを説明してくれて、テキストを勉強し、ノートには全てを書き留め、英文法を学習して、読むことによって学ぶことを好む。新しい単語は目で視覚的に覚える。

Appendix C
Willing's Questionnaire

HOW DO YOU LIKE TO LEARN BEST ?

- | | | | | |
|---|----|----------|------|------|
| 1 . In English class, I like to learn by reading. | no | a little | good | best |
| 2 . In class, I like to listen to and use cassettes. | no | a little | good | best |
| 3 . In class, I like to learn by games. | no | a little | good | best |
| 4 . In class, I like to learn by conversations. | no | a little | good | best |
| 5 . <i>In class, I like to learn by pictures, films, video.</i> | no | a little | good | best |
| 6 . I want to write everything in my notebook. | no | a little | good | best |
| 7 . I like to have my own textbook. | no | a little | good | best |
| 8 . I like the teacher to explain everything to us. | no | a little | good | best |
| 9 . I like the teacher to give us problems to work on. | no | a little | good | best |
| 10 . I like the teacher to help me talk about my interests. | no | a little | good | best |
| 11 . I like the teacher to tell me all my mistakes. | no | a little | good | best |
| 12 . I like the teacher to let me find my mistakes. | no | a little | good | best |
| 13 . I like to study English by myself (alone). | no | a little | good | best |
| 14 . I like to learn English by talking in pairs. | no | a little | good | best |
| 15 . I like to learn English in small groups. | no | a little | good | best |
| 16 . I like to learn English with the whole class. | no | a little | good | best |
| 17 . I like to go out with the class and practise English. | no | a little | good | best |
| 18 . I like to study grammar. | no | a little | good | best |
| 19 . I like to learn many new words. | no | a little | good | best |
| 20 . I like to practise the sounds and pronunciation. | no | a little | good | best |
| 21 . I like to learn English words by seeing them. | no | a little | good | best |
| 22 . I like to learn English words by hearing them. | no | a little | good | best |
| 23 . I like to learn English words by doing something. | no | a little | good | best |
| 24 . At home, I like to learn by reading newspapers, etc. | no | a little | good | best |
| 25 . At home I like to learn by watching TV in English. | no | a little | good | best |
| 26 . At home, I like to learn by using cassettes. | no | a little | good | best |
| 27 . At home I like to learn by studying English books. | no | a little | good | best |
| 28 . I like to learn talking to friends in English. | no | a little | good | best |
| 29 . I like to learn by watching/listening to Australians. | no | a little | good | best |
| 30 . I like to learn by using English in shops/CES/trains... | no | a little | good | best |

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Appendix D

Preference Rating of 30 Items

Total N=106

Item No.	no (- 1)	a little (0)	good (+ 1)	best (+ 2)	Score	Highest Rank	Lowest Rank
1	16	49	32	9	34	19	11
2	10	30	45	21	77	10	21
3	11	32	31	32	84	7	24
4	9	22	41	34	100	4	27
5	3	19	32	52	133	1	30
6	36	52	10	8	-10	27	4
7	37	60	7	2	-26	29	2
8	20	51	25	10	25	23	8
9	22	56	21	7	13	25	5
10	10	35	49	12	63	12	18
11	10	45	33	18	59	15	15
12	7	28	55	16	80	8	22
13	75	25	6	0	-69	30	1
14	22	42	32	10	30	21	10
15	14	36	38	18	60	14	17
16	17	65	18	6	13	25	5
17	17	32	34	23	63	12	18
18	35	57	10	4	-17	28	3
19	17	44	33	12	40	18	18
20	6	31	40	29	92	6	25
21	22	41	36	7	28	22	9
22	6	28	44	28	94	5	26
23	10	38	41	17	65	11	20
24	18	62	18	8	16	24	7
25	12	25	46	23	80	8	22
26	13	40	34	19	59	15	15
27	9	62	27	8	34	19	11
28	12	46	32	16	52	17	14
29	7	21	38	40	111	2	29
30	5	29	38	34	101	3	28

Eco A N=40

Item No.	no (- 1)	a little (0)	good (+ 1)	best (+ 2)	Score	Highest Rank	Lowest Rank
1	6	21	10	3	10	19	12
2	5	16	14	5	19	12	18
3	8	10	8	14	28	3	27
4	6	11	17	6	23	9	21
5	2	8	13	17	45	1	30
6	16	17	5	2	-7	28	3
7	11	24	5	0	-6	26	4
8	4	20	10	6	18	14	17
9	7	22	8	3	7	21	9
10	3	15	19	3	22	11	20
11	1	20	13	6	24	7	23
12	3	13	21	3	24	7	23
13	29	10	1	0	-28	30	1
14	15	20	5	0	-10	29	2
15	9	13	12	6	15	15	16
16	7	20	10	3	9	20	11
17	6	12	15	7	23	9	21
18	13	21	5	1	-6	26	4
19	8	24	6	2	2	24	7
20	3	17	11	9	26	6	25
21	6	16	16	2	14	16	14
22	4	13	15	8	27	5	26
23	4	18	13	5	19	12	18
24	8	27	3	2	-1	25	6
25	8	15	13	4	13	18	13
26	7	23	7	3	6	23	8
27	4	26	9	1	7	21	9
28	5	19	13	3	14	16	14
29	4	10	18	8	30	2	29
30	3	14	15	8	28	3	27

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Inf A N=32

Item No.	no (- 1)	a little (0)	good (+ 1)	best (+ 2)	Score	Highest Rank	Lowest Rank
1	9	8	14	1	7	21	9
2	4	9	15	4	19	11	19
3	2	11	9	10	27	4	26
4	2	7	15	8	29	2	28
5	1	8	10	13	35	1	30
6	10	19	1	2	-5	27	4
7	13	15	2	2	-7	28	2
8	8	16	6	2	2	23	7
9	5	15	11	1	8	19	11
10	2	9	17	4	23	6	23
11	3	15	10	4	15	15	15
12	3	11	15	3	18	13	18
13	23	6	3	0	-20	30	1
14	7	10	12	3	11	17	13
15	1	14	13	4	20	9	21
16	4	23	4	1	2	23	7
17	5	11	12	4	15	15	15
18	12	16	3	1	-7	28	2
19	8	10	13	1	7	21	9
20	3	10	15	4	20	9	21
21	9	13	10	0	1	25	6
22	2	8	13	9	29	2	28
23	5	7	16	4	19	11	19
24	8	20	3	1	-3	26	5
25	3	9	14	6	23	6	23
26	4	11	13	4	17	14	17
27	2	19	9	2	11	17	13
28	5	15	11	1	8	19	11
29	3	8	12	9	27	4	26
30	2	11	13	6	23	6	23

Class A N=72

Item No.	no (-1)	a little (0)	good (+1)	best (+2)	Score	Highest Rank	Lowest Rank
1	15	29	24	4	17	20	11
2	9	25	29	9	38	11	18
3	10	21	17	24	55	4	27
4	8	18	32	14	52	5	26
5	3	16	23	30	80	1	30
6	26	36	6	4	-12	27	4
7	24	39	7	2	-13	28	2
8	12	36	16	8	20	18	13
9	12	37	19	4	15	21	9
10	5	24	36	7	45	8	23
11	4	35	23	10	39	10	21
12	6	24	36	6	42	9	22
13	52	16	4	0	-48	30	1
14	22	30	17	3	1	25	6
15	10	27	25	10	35	15	16
16	11	43	14	4	11	23	8
17	11	23	27	11	38	11	18
18	25	27	8	2	-13	28	2
19	16	34	19	3	9	24	7
20	6	27	26	13	46	7	24
21	15	29	26	2	15	21	9
22	6	21	28	17	56	3	28
23	9	25	29	9	38	11	18
24	16	47	6	3	-4	26	5
25	11	24	27	10	36	14	17
26	11	34	20	7	23	16	15
27	6	45	18	3	18	19	12
28	10	34	24	4	22	17	14
29	7	18	30	17	57	2	29
30	5	25	28	14	51	6	25

A Survey of English Language Learning-Style Preferences

Eng B N=34

Item No.	no (- 1)	a little (0)	good (+ 1)	best (+ 2)	Score	Highest Rank	Lowest Rank
1	1	20	8	5	17	21	10
2	1	5	16	12	39	7	24
3	1	11	14	8	29	13	17
4	1	4	9	20	48	4	27
5	0	3	9	22	53	2	29
6	10	16	4	4	2	25	5
7	13	21	0	0	-13	29	2
8	8	15	9	2	5	24	7
9	10	19	2	3	-2	27	4
10	5	11	13	5	18	20	11
11	6	10	10	8	20	18	12
12	1	4	19	10	38	8	22
13	23	9	2	0	-21	30	1
14	0	12	15	7	29	13	17
15	4	9	13	8	25	16	14
16	6	22	4	2	2	25	5
17	6	9	7	12	25	16	14
18	10	20	2	2	-4	28	3
19	1	10	14	9	31	11	20
20	0	4	14	16	46	5	26
21	7	12	10	5	13	23	8
22	0	7	16	11	38	8	22
23	1	13	12	8	27	15	16
24	2	15	12	5	20	18	12
25	1	1	19	13	44	6	25
26	2	6	14	12	36	10	21
27	3	17	9	5	16	22	9
28	2	12	8	12	30	12	1
29	0	3	8	23	54	1	30
30	0	4	10	20	50	3	28

Males N=48

Item No.	no (-1)	a little (0)	good (+1)	best (+2)	Score	Highest Rank	Lowest Rank
1	10	20	14	4	12	21	9
2	6	17	15	10	29	9	21
3	3	18	11	16	40	2	28
4	4	13	19	12	39	4	26
5	2	8	14	24	60	1	30
6	19	21	4	4	-7	28	3
7	18	24	5	1	-11	29	2
8	10	23	9	6	11	23	8
9	8	22	14	4	14	20	11
10	2	18	24	4	30	7	23
11	5	22	14	7	23	14	16
12	4	18	21	5	27	12	19
13	32	11	5	0	-27	30	1
14	10	20	14	4	12	21	9
15	6	8	16	8	26	13	18
16	6	30	9	3	9	24	7
17	8	15	12	13	30	7	23
18	18	9	9	2	-5	27	4
19	14	21	8	5	4	25	5
20	6	16	18	8	28	11	20
21	12	13	18	5	16	19	12
22	5	15	18	10	33	6	25
23	3	19	20	6	29	9	21
24	11	27	5	5	4	25	5
25	9	15	17	7	22	16	15
26	7	22	0	9	21	17	14
27	1	27	16	4	23	14	16
28	6	23	13	6	19	18	13
29	6	10	18	14	40	2	28
30	3	14	20	11	39	4	26

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Females N=58

Item No.	no (-1)	a little (0)	good (+1)	best (+2)	Score	Highest Rank	Lowest Rank
1	6	29	18	5	22	19	12
2	4	13	30	11	48	9	22
3	8	14	20	16	44	10	21
4	5	9	22	22	61	5	25
5	1	11	18	28	73	1	30
6	17	31	6	4	-3	27	4
7	19	36	2	1	-15	29	2
8	10	28	16	4	14	21	10
9	14	34	7	3	-1	26	5
10	8	17	25	8	33	16	13
11	5	23	19	11	36	12	17
12	3	10	34	11	53	8	23
13	43	14	1	0	-42	30	1
14	12	22	18	6	18	20	11
15	8	18	22	10	34	15	16
16	11	35	9	3	4	25	6
17	9	17	22	10	33	16	13
18	17	38	1	2	-12	28	3
19	3	23	25	7	36	12	17
20	0	15	22	21	64	3	28
21	10	28	18	2	12	22	8
22	1	13	26	18	61	5	25
23	7	19	21	11	36	12	17
24	7	35	13	3	12	22	8
25	3	10	29	16	58	7	24
26	6	18	24	10	38	11	20
27	8	35	11	4	11	24	7
28	6	23	19	10	33	16	13
29	1	11	20	26	71	2	29
30	2	15	18	23	62	4	27

北星学園大学経済学部 北星論集第29号開学30周年記念号 正誤表

頁・行目	誤	正
76頁 図2-2下から6行目	親言語インターフェース	<u>親言語インタフェース</u>
79頁 式 (2-7)	a_{ik}	a_{ik}
86頁 3-4-2節	[表3-6] に示す。の次行 欠行 (4行)	(a) SQL Base, informix SQL, R: BASE Pro (b) 日本語UNIFY, MRDB, 10BASE III (c) dBASE III PLUS, dBSL, dBASE IV (d) その他
95頁 【表4-6】 中	(K) 桐ver. <u>2</u>	(K) 桐ver. <u>3</u>
210頁 1行目	必要と <u>す</u>	必要とする
211頁 12行目	して <u>い</u> おり	しており
213頁 13行目	類型は <u>め</u>	類型には <u>め</u>
233頁 11行目	の向か <u>っ</u> て	に向か <u>っ</u> て
235頁 10行目	Die <u>U</u> endliche	Die <u>u</u> endliche
236頁 下から6行目	Kler <u>-</u>	Klei <u>-</u>
244頁 Table2&Table3	Stude <u>s</u> ts	Stude <u>n</u> ts
255頁 1行目	Learn <u>i</u> ng	Learn <u>in</u> g
262頁 Table27&Table28	Type 1 <u>**</u> , Type 2 <u>**</u> , Type 3 <u>**</u>	Type 1 <u>*</u> , Type 2, Type 3
263頁 Table29&Table30	Type 1 <u>**</u> , Type 2 <u>**</u> , Type 4	Type 1 <u>*</u> , Type 2, Type 4 <u>*</u>
288頁 16行目	買 <u>え</u> る	か <u>え</u> る
290頁 8行目	小 <u>売</u> 店	小 <u>型</u> 店
356頁 6行目	D	D・ <u>E</u>