

어문연구 제5권 1995년 2월

Effects of Sex, Major, School, Proficiency Levels on the Use of Language Learning Strategies by Korean Secondary School and University Students[†]

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Hyo-Woong Lee. (1995). **Effects of Sex, Major, School, Proficiency Levels on the Use of Language Learning Strategies by Korean Secondary School and University Students.** *Language & Literature Research*, 5, 123~180.

This study was designed to investigate the effects of sex, major, school, and proficiency levels in the use of language learning strategies by Korean middle and high school and university students. The study also tried to examine differences between EFL and ESL students in the use of language learning strategies. The use of learning strategies was assessed by a modification of Oxford's(1990) Strategy Inventory for Language Learning, and students' proficiency was determined by cloze test scores. The current study involved 198 second-year students from two boys' and two girls' middle schools, 191 second-year students from two boys' and two girls' high schools, and 197 students from three different national universities in Pusan city.

Major findings of this study indicated that (1) university students used strategies more frequently than both middle and high school students, and high school students employed learning strategies less often than their middle school counterparts, (2) girls showed more significantly frequent use of learning strategies only in middle school, (3) both high and middle proficiency groups of each of the three school levels revealed a number of similarities in strategy use, but the use of strategies in these two groups were significantly different from the

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† 이 논문은 본인의 1994년 부산영어교육학회 발표논문과 1994년 한국영어교육학회(통권 48호) 발표논문을 통합 개정한 것임.