

STRATEGY INVENTORY FOR LANGUAGE LEARNING

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ABSTRACT

This study examined the methods and strategies of SL learning of the students of UOS. Hypothesis was made that most of the students do not practice the SL learning strategies completely and properly. The purpose of this study was to analyze the relationship between SL learning strategies and practices of the students of UOS. Survey Instruments included the dependent and independent variables of gender, age and department. Approximately 200 students responded to a survey instrument. Likert scale was used as data collection strategies. Quantitative data analyzed quantitatively through SPSS. The convenience sampling was technique was used to collect data because of the time and cost constraints. Participants were the students of 4 different departments of the UOS. The instrument used in the study contained 35 items with closed-ended responses which was previously pilot-tested with 5 other reviewers to establish content validity. Survey information was obtained through the use of questionnaire and class observation tools, and all responses remained confidential. Questionnaires were filled up by the students of 4 main department of the University. Generally the survey results indicate that students did not use reading and speaking strategies regularly and completely. Most of the students have to face difficulties due to lack of practices of SL learning strategies.

Keywords: ESL (English as second language), ELT (English Language Teaching), SILL (Strategy Inventory Learning), EFL (English as foreign Language), SL (second language).

INTRODUCTION

This research study aimed to check the current practices of UOS masters level learners regarding the use of strategy inventory learning. The research is significant because it checks the learner's awareness regarding the issue under study. The purpose of this study is to analyse the relationship also between SL strategies and practices of UOS students. It focuses on, whether the students use language learning strategies or not including reading, writing, listening and speaking strategies. For this purpose, survey technique will be used and sample of 200 master level students is taken. It is anticipated that under hand research study is important as it will be beneficial for English language learners and SL teachers.

LITERATURE REVIEW

The term strategies in the language learning sense, has come in to conscious made by the second language speaker and his purpose was to be useful in learning strategies are different from planning the organizations of one's learning, by using vocabulary or rehearsing of the words, by self talk.

Ever since Naiman et al. (1976) noted that “good” language learners seem to use the large number of strategies than “Poor” language learners, the implications of understanding Strategy seemed very important in spite of this there are many questions to resolve Does strategy only aid for language learning, or it is something that good learners do? Are some strategies are better than others? Are the bad strategies making the performance worse? If the learner use these strategies to improve their learning skills then what is the role of a teacher? Such issues have a great impact on language and play their significant role in language learning.

Ellis (1994) writes: “The Study of learning Strategies holds considerable promise, both for language Pedagogy and for explaining individual differences in second language learning. It is probably true to say however, that it is still in its infancy for this reason perhaps, discussion of learning strategies typically conclude with the problems that have surfaced and that need to be addressed before progress can be made. Any account of the Present knowledge about strategies is to be welcome; and Andrew Cohen’s title certainly sounds as though this is a book. Perhaps my expectations are high. The book presents information from a new project in spite of the title of implied promise the book this book does not provide comprehensive review of language learning.

Strategies in learning and using a second language are something a patchwork. It consists of a series of separate works some written by Cohen alone, some co-authored with others which are stitched together. But despite of the authors efforts to link these chapters the book lack the coherence. After the central research study, we find about “Strategies for choosing the language of thought” As Cohen points out little work had been done to know about the advantages and disadvantages of choosing native language or target language various taxonomies of strategy are to, like Rebecca Oxford’s strategy inventory for language learning (1990) but there is not any systematic presentation of strategies nor any systematic discussion what strategies are thought to achieve. Cohen goes on to state “The book is intended to bring together in one volume series of different themes whichfocus on second language learners and their strategies chapter are better for the Students or learners who reads it in spite of reading different chapters.

Much of the literature on learning strategies draws a distinction between language and its use (Cohen 1998) it was necessary to ground the inventory in a theoretical framework. The SILL is, at its best an armchair listing of strategies that is not theoretically grounded and this is not associated with any particular language skill. And this lack of theoretical work is the criticism on Strategy work GU (1996) reminds us of the need for better understanding of the learning Strategies. The SILL was found to be an inadequate instrument to analyze strategy use for this study despite of 52 statements that tells us how language is learnt There are strategies in the inventory that are not reflective of the method of Malaysian learner in general learn (Mah 1999, Nambiar 1996).

Oxford (1996) herself acknowledge the importance of learning environment, i.e cultural background on learners choice of learning language strategies. A more descriptive inventory that would provide evidence in statements to show, that which strategy they were using, Learning Strategy classifications have developed from dual schemes (Bialy Stock 1978), Rubin (1981), Brown & palinscar (1982) to an extensive six strategy group (Oxford 1990 comprising various sub strategies. Oxford 1990) system of classification means that in it there were two

categories, direct and indirect strategies And this particular division of strategies is important in literature because of the reason that Oxford of the reason that Oxford subsumed virtually all the strategies that were previously identified.

The comprehensive classification system makes the foundation for strategy inventory for language learning that had been used in numerous studies in the world, to validate the effectiveness of learning strategies to language learning it is thought that SILL and its other translated versions have been used in major studies in the world (Oxford 2001) The more descriptive inventory is that would provide evidence in the form of statements from learners to show that which strategy they were using and which is needed to use. Generally, the Selection and deletion of strategies was (very much) dependent on previous work.

The term learning Strategies will be used to mean any process that learns consciously select to help influence their progress in reading by means to better retention, really and information in academic environment (Nambiar 2005).

A review of the literature on strategy research (Cohen 1998, GU 1996, Bedell & Oxford 1996) shows a focus on identifying strategies learners report using the general questionnaire on strategy inventory of language learning (SILL) Oxford (1990). This paper concludes by examining how the inventory can be applied and how it is interviewed with the explanation of strategies used.

RESEARCH METHODOLOGY

This section contains research design. This study was conducted to explore the anxiety of English speaking by university of Sargodha students. Methodology has been discussed for answering the questions, e.g.:

- A. I think of relationships between I already know and new things I learn in the SL.
- B. I use new SL words in a sentence so I can remember them.
- C. I notice if I am tense or nervous when I am studying or using SL.
- D. I encourage myself to speak SL even when I am afraid of making a mistake.
- E. I use rhymes to remember new SL words.

Research procedure

For conducting the study a questionnaire was prepared on the current topic. Later they were distributed among university students and were filled up within one day. The students were oriented well about the topic and its problems.

Before distributing the questionnaires among students, research was outlined to them and complete instruction was given regarding responding to the scale items. In each department researchers gave time of at least five to six hours in order to fill up the questions. In some departments researchers had to go again and again because some participants forgot to fill up the questions. It took around one day to collect the questionnaires from the students.

Type of study

The present study is quantitative in nature and is survey research, on university students in speaking English as a second language. (As it explores the frequency of strategy use and individual differences in language learning). This research will be analysed through testing hypothesis.

Study design

After developing the framework of study through the identification of variables the next step was to plan that which research design is appropriate for data collection, data analysis and its interpretation. In order to answer the research questions. Likert scale was used as data collection strategies Data was analysed quantitatively through SPSS.

Population framework

The population of this study was the university of Sargodha students. This study was especially targeting the academic sector.

Sampling technique

The convenience sampling was technique was used to collect data because of the time and cost constraints. It means that this study took all those students into account who were available easily in university. While this technique has low generalizability but in order to approach the large sample size in limited time, it was best to conduct this survey.

Instruments

Instruments for this questionnaire have been adopted from multiple scholars and modified properly according to contextual setting in university students, so that it could be matched with the aim of the study.

Assessment technique, the most widely employed strategy scale, the ESL/EFL version of the *Strategy Inventory for Language Learning* (SILL) has been used. Reliability of the SILL is high across many cultural groups. Validity of the SILL rests on its predictive and correlative link with language performance (course grades, standardized test scores, ratings of proficiency), as well as its confirmed relationship to sensory preferences.

Five point Likert type scale has been used in this study. Likert type is five or seven option scale which is used to allow the respondents to show their view or degree of liking or disliking with particular statement. It does not restrict the respondents to remain between yes or no but allows them for showing the degree of opinion the scale was divided in five options, first was on True..... Second on Usually not true Third on somewhat true....Fourth on Usually true of me and Fifth on Always true of me. The literature review was also consulted for the construction of scale.

Data Presentation and interpretation

The following tables show the results of the data collected and calculated as the result of the convenient sampling activity in which 200 participants studying at University of Sargodha in four different departments were selected and were given a questionnaire to solve.

Calculation of the Responses Collected

The collected responses in terms of the responded questionnaire were entered to the software SPSS (Statistical package for Social Sciences) version 18. The variables were entered as scale variables and the responses of the respondents were recorded as per the following key:

Key of Responses

The key followed the following scale as entered to SPSS.

1 = True, 2 = Usually not true, 3 = Somewhat true, 4 = Usually true of me 5= Always true of me

Test of Responses

In order to check the number of responses in each capacity of choices made by the respondent's frequency was calculated by applying the Frequency Tables in through Descriptive Statistics. The number of responses as chosen by each respondent was shown through frequency tables.

Table 1: I think of relationships between what I already know and new things in SL.

Statement	Response	Percentage
True	105	52.5
Usually not true	35	17.5
Somewhat true	47	23.5
Usually true of me	11	5.5
Always true of me	2	1.0
Total	200	100.0

The responses show that 52% participants show positive response towards the usage of SL in order to enhance their current knowledge.

Table 2: I use new SL words in a sentence so I can remember them.

Statement	Response	Percentage
True	63	31.5
Usually not true	52	26.0
Somewhat true	58	29.0
Usually true of me	19	9.5
Always true of me	8	4.5
Total	200	100.0

Thirty one percent participants show positive response towards the practice of using new words in their sentences while learning SL as strategy.

Table 3: I notice if I am tense or nervous when I am studying or using them.

Statement	Response	Percentage
True	40	20.0
Usually not true	66	33.0
Somewhat true	71	35.5
Usually true of me	21	10.5
Always true of me	2	1.0
Total	200	100.0

The result shows that 35 % participants approve that they feel nervous while studying or using SL.

Table 4: I encourage myself to speak SL even when I am afraid to make a mistake.

Statement	Response	Percentage
True	54	27.0
Usually not true	59	29.0
Somewhat true	56	28.0
Usually true of me	28	13.0
Always true of me	5	2.5
Total	200	100.0

The result show that 29% participants do not use SL due to being afraid of making mistakes

Table 5: I use rhymes to remember new SL words.

Statement	Response	Percentage
True	42	21.0
Usually not true	68	34.0
Somewhat true	53	28.5
Usually true of me	18	9.0
Always true of me	19	9.5
Total	200	100.0

The result shows that 34% participants do not use rhymes to remember new SL words.

Table 6: I use flashcards to remember new SL words.

Statement	Response	Percentage
True	36	18.0
Usually not true	84	42.0
Somewhat true	47	23.5
Usually true of me	20	10.0
Always true of me	13	6.5
Total	200	100.0

The table reflects that 42% participants are not interested in using flashcards to learn or remember new words.

Table 7: I review SL lessons often.

Statement	Response	Percentage
True	55	27.5
Usually not true	55	27.5
Somewhat true	60	30.0
Usually true of me	16	8.0
Always true of me	14	7.0
Total	200	100.0

The result shows that 30% participants are in favour of reviewing SL lessons.

Table 8: I say or write new SL words several times.

Statement	Response	Percentage
True	59	29.5
Usually not true	52	28.0
Somewhat true	54	27.0
Usually true of me	23	11.5
Always true of me	12	6.0
Total	200	100.0

The result approve that 29% participants use the strategies of speaking and writing while learning new vocabulary items in SL.

Table 9: I practice the sounds of SL.

Statement	Response	Percentage
True	58	29.0
Usually not true	55	27.5
Somewhat true	53	26.5
Usually true of me	27	13.5
Always true of me	7	3.5
Total	200	100.0

Twenty nine participants approve that they work on improving their pronunciation in SL.

Table 10: I use the SL words I know in different ways.

Statement	Response	Percentage
True	61	30.5
Usually not true	41	20.5
Somewhat true	62	31.0
Usually true of me	25	12.5
Always true of me	11	5.5
Total	200	100.0

Thirty one percent participants agree that they use the SL words in multiple ways but to some extent.

Table 11: I start conversation in the SL.

Statement	Response	Percentage
True	47	23.5
Usually not true	54	27.0
Somewhat true	53	26.5
Usually true of me	28	13.0
Always true of me	20	10.0
Total	200	100.0

The result shows that 27% respondents do not start their conversations in SL.

Table 12: I watch SL TV shows or go to movies spoken in SL.

Statement	Response	Percentage
True	52	26.0
Usually not true	58	29.0
Somewhat true	51	25.0
Usually true of me	23	11.5
Always true of me	16	8.0
Total	200	100.0

The result shows that 29% participants do not prefer to watch SL TV shows or movies.

Table 13: I read for pleasure in the SL.

Statement	Response	Percentage
True	54	27.0
Usually not true	43	21.5
Somewhat true	62	31.0
Usually true of me	19	9.5
Always true of me	22	11.0
Total	200	100.0

Thirty one percent participants do not have the hobby of reading in the SL.

Table 14: I write notes, messages, letters or reports in the SL.

Statement	Response	Percentage
True	48	24.0
Usually not true	45	22.5
Somewhat true	64	32.0
Usually true of me	26	13.0
Always true of me	17	8.5
Total	200	100.0

The result shows that 32% participants do not practice writing messages, reports or letters in the SL.

Table 15: I first skim an SL passage then (read over the passage quickly) then go back and read carefully.

Statement	Response	Percentage
True	58	29.0
Usually not true	45	22.5
Somewhat true	54	27.0
Usually true of me	24	12.0
Always true of me	19	9.5
Total	200	100.0

Twenty nine respondents show their positive attitude towards using reading techniques especially skimming.

Table 16: I try to find patterns in the SL.

Statement	Response	Percentage
True	48	24.0
Usually not true	52	27.0
Somewhat true	62	31.0
Usually true of me	25	12.5
Always true of me	11	5.5
Total	200	100.0

31% participants show their negative attitude in using the strategy.

Table 17: I look for words in my own language that are similar to new words in the SL.

Statement	Response	Percentage
True	47	23.5
Usually not true	45	22.5
Somewhat true	59	29.5
Usually true of me	30	15.0
Always true of me	19	9.5
Total	200	100.0

The result shows that 29% respondents find similarity between the vocabulary they already have and the new words.

Table 18: I find the meaning of an SL word by dividing it into parts that I understand.

Statement	Response	Percentage
True	53	26.5
Usually not true	49	24.5
Somewhat true	48	24.0
Usually true of me	31	15.5
Always true of me	19	9.5
Total	200	100.0

26% participants show their positive attitude towards the division of words.

Table 19: I try not translating word for word.

Statement	Response	Percentage
True	85	42.5
Usually not true	50	25.0
Somewhat true	48	24.0
Usually true of me	11	5.5
Always true of me	6	3.0
Total	200	100.0

42% respondents show that they do not practice the method of translating word for word.

Table 20: To understand unfamiliar SL words I make guesses.

Statement	Response	Percentage
True	65	32.5
Usually not true	54	27.0
Somewhat true	56	28.0
Usually true of me	16	8.0
Always true of me	9	4.5
Total	200	100.0

The result shows that 32% participants make guesses while learning to understand unfamiliar words in SL.

Table 21: I make up new words if I don't know the right ones in the SL.

Statement	Response	Percentage
True	57	28.5
Usually not true	46	23.0
Somewhat true	59	29.5
Usually true of me	27	13.5
Always true of me	10	5.0
Total	200	100.0

29% respondents show that sometimes they make up new words when they do not know the exact word.

Table 22: I read SL without looking up every new word.

Statement	Response	Percentage
True	47	23.5
Usually not true	58	29.0
Somewhat true	50	25.0
Usually true of me	33	16.5
Always true of me	12	6.0
Total	200	100.0

29% participants show their positive attitude towards not using dictionary for every new word.

Table 23: I try to guess what the other person will say next in the SL.

Statement	Response	Percentage
True	49	24.5
Usually not true	54	27.0
Somewhat true	58	29.0
Usually true of me	19	9.5
Always true of me	20	10.0
Total	200	100.0

The result shows that 29% participants do not approve of making guesses about the other persons while communicating.

Table 24: I try to find as many ways as I can to use my SL.

Statement	Response	Percentage
True	53	26.5
Usually not true	46	23.0
Somewhat true	60	30.0
Usually true of me	28	14.0
Always true of me	13	6.5
Total	200	100.0

30% participants show that they use maximum ways to learn SL words.

Table 25: I pay attention when someone is speaking SL.

Statement	Response	Percentage
True	69	34.5
Usually not true	42	21.0
Somewhat true	54	27.0
Usually true of me	17	8.5
Always true of me	18	9.0
Total	200	100.0

The result table shows that 34% participants pay attention to someone who is speaking SL.

Table 26: I plan my schedule so that I can have enough time to study SL.

Statement	Response	Percentage
True	47	23.5
Usually not true	55	27.5
Somewhat true	68	34.0
Usually true of me	21	10.5
Always true of me	9	4.5
Total	200	100.0

The frequency rate shows that 34% participants make schedule to have more time to study SL.

Table 27: I look for people; I can talk to in SL.

Statement	Response	Percentage
True	48	24.0
Usually not true	59	29.5
Somewhat true	53	26.5
Usually true of me	28	13.0
Always true of me	14	7.0
Total	200	100.0

29% participants show their negative attitude towards finding SL speakers.

Table 28: I look for opportunities to read as much as possible in SL.

Statement	Response	Percentage
True	52	26.0
Usually not true	51	25.5
Somewhat true	58	29.0
Usually true of me	26	12.0
Always true of me	15	7.5
Total	200	100.0

39% respondents show that they look for opportunities for reading in SL.

Table 29: I think about my progress in SL.

Statement	Response	Percentage
True	67	33.5
Usually not true	34	17.0
Somewhat true	49	24.5
Usually true of me	34	17.0
Always true of me	16	8.0
Total	200	100.0

33% respondents agree that they think about their progress in SL.

Table 30: I write down my feeling in language learning diary.

Statement	Response	Percentage
True	48	24.0
Usually not true	51	25.5
Somewhat true	49	24.5
Usually true of me	37	18.5
Always true of me	15	7.5
Total	200	100.0

The table shows that 25% participants do not keep diary.

Table 31: I ask SL speakers to correct me when I talk.

Statement	Response	Percentage
True	53	26.5
Usually not true	42	21.0
Somewhat true	59	29.5
Usually true of me	25	12.5
Always true of me	21	10.5
Total	200	100.0

29% participants agree to some extent with this statement.

Table 32: I practice SL with other students.

Statement	Response	Percentage
True	53	26.5
Usually not true	59	29.5
Somewhat true	36	18.0
Usually true of me	32	16.0
Always true of me	20	10.0
Total	200	100.0

29% respondents do not practice SL with other students.

Table 33: I ask for help from SL speakers.

Statement	Response	Percentage
True	52	26.0
Usually not true	49	24.5
Somewhat true	57	28.5
Usually true of me	24	12.0
Always true of me	18	9.0
Total	200	100.0

The table of result shows that 28% participants seek help from SL speakers.

Table 34: I ask questions in SL.

Statement	Response	Percentage
True	40	20.0
Usually not true	59	29.5
Somewhat true	57	28.5
Usually true of me	30	15.0
Always true of me	14	7.0
Total	200	100.0

29% participants show their negative attitude for asking questions in SL.

Table 35: I try to learn the culture of SL speakers.

Statement	Response	Percentage
True	46	23.0
Usually not true	46	23.0
Somewhat true	56	28.0
Usually true of me	31	15.5
Always true of me	19	9.5
Total	200	100.0

The table of result shows that 28% participants try to learn the culture of SL speakers to some extent.

Table 36: Test for Comparison between gender (male and female)

Gender	N	Mean	SD	T	DF	Significant Difference
Male	50	88.54	16.14			
Female	150	85.04	20.80			
Total				1.085	1.98	0.279

The table of comparison shows that there is no significant difference in the SL practices between male and female.

Table 37: Comparison within departments: ANOVA

	Sum of Squares	DF	Mean Square	F	Sig.	
Between groups	9866.93	3	3288.97	9.501	.000	IT >English IT>Education
Within groups	67850.62	96	346,177			Psychology>English
Total	77717.55	99				Psychology>Education

The comparison with in departments shows that Information technology department is better than English department and Education department regarding the practices of SL learning strategies.

DISCUSSION/ANALYSIS

This section of the research paper focuses on the discussion of results with reference to literature review. As mentioned earlier in the literature review, there are different kinds of strategies related to reading, writing, speaking and listening which are used while learning SL. They are significant in this process because they enhance the chances of SL learning successfully and effectively.

The interpretation of the every statement reflects the positive or negative or neutral attitude of the participants towards strategy inventory for language learning. The results of the study show

that majority of the learners do not use learning strategies for SL learning. And if they are using some kind of strategies, they do not have any awareness about it. The study which was conducted to know the current practices of SL learners and their individual differences regarding this particular area also addressed the difference between male and female learning regarding strategy inventory for SL learning. But there is no significant difference among them.

There are many methods that can be applied for enhancing the practice of SL learning strategies. As in our research, the researchers have asked from the students of different departments especially from English, information technology, education and psychology that what strategies they apply for enhancing their learning abilities. By the ratio of the results of study, it is clear that most of the students agree with our statements and some respondents agree that what they have been asked is true to some extent. There can be lots of reasons behind the unawareness from SL learning strategies. Perhaps it's a complete different topic.

Generally learners do not use the strategies because they don't get the opportunity to learn them. The weakness basically lies on the part of the teachers that they do not expose learners towards such practices from early stages of their SL learning. And the unawareness of these strategies causes lots of hindrances in learning or using second language. Second major reason is the learners are themselves. They are passionate about learning English but do not practice it or try to improve their practices in SL due to certain reasons like being lethargic, hesitant or nervous. After completing the result tables a comparison have also been made with the help of a table which shows the superiority of one department over the other. As mentioned above that information technology department is superior to education department and English department. And psychology department is better than information technology department and English department in practicing SL learning strategies

CONCLUSION

At the end of our research we can surely state that participants have a different attitude towards SL learning strategies. They are not stable or consistent in their attitudes toward using SL learning strategies. Sometimes students have to face a lot of difficulties in learning language strategies. English is used as world English from the Responses of our participants we gather that they are not aware of from the basic strategies of second language learning. The study is significant because it offers useful information for SL learners to enhance their language skills but it has pedagogical implications for SL teachers also.

RECOMMENDATIONS

- The students/learners of second language should try to get awareness of learning strategies so that they can use them.
- They should put some real effort and hard work while practising the new strategies for language learning if they want to be good speakers, writers of SL.
- They should seek proper guidance from the expert teachers regarding their problem areas.
- The SL learners must be exposed to such strategy inventory learning from their earlier stages of learning SL so that they can develop a systematic way to enhance their language skills

- The teachers must have upgrade knowledge of SL so that he/she can guide the learners properly.
- The teacher should also provide the materials in SL if it's convenient for him/her to facilitate their learners.
- The study also recommends that further areas related to strategy inventory for language learning must be explored also. (Like factors behind not using language learning strategies.)

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APPENDICES

Strategy Inventory for Language Learning (SILL) Questionnaire for UOS students.

Department: -----Gender: -----

Age: -----

This form of the strategy inventory for language learning (SILL) is for students of a second Language (SL).

Please read each statement and fill in the options.

5) That tells HOW TRUE THE STATEMENT IS.

1. Never or almost never true of me 2. Usually not true of me. 3. Somewhat true of me.

4. Usually true of me 5. Always or almost always true of me.

Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There is no right or wrong answers to these Statements.

STATEMENTS	T RUE	US UALL Y NOT TRUE	SOME WHAT TRUE	USUALLY TRUE OF ME	AL WAYS TRUE OF ME
1. I think of relationships between what I already know and new things I learn in the SL					
2. I use new SL words in a sentence so I can remember them.					
3. I notice if I am tense or nervous when I am studying or using SL.					
4. I encourage myself to speak SL even when I am afraid of making a mistake.					
5. I use rhymes to remember new SL words.					
6. I use flashcards to remember new SL words.					
7. I review SL lessons often.					
8. I say or write new SL words several times.					
9. I practice the sounds of SL.					
10. I use the SL words I know in different ways.					
11. I start conversations in the SL.					
12. I watch SL language TV shows spoken in SL or go to movies spoken in SL.					

13. I read for pleasure in the SL.					
14. I write notes, messages, letters, or reports in the SL.					
15. I first skim an SL passage (read over the passage quickly) then go back and read carefully.					
16. I try to find patterns in the SL					
17. I look for words in my own language that are similar to new words in the SL.					
18. I find the meaning of an SL word by dividing it into parts that I understand.					
19. I try not to translate word for word.					
20. To understand unfamiliar SL words, I make guesses.					
21. I make up new words if I do not know the right ones in the SL.					
22. I read SL without looking up every new word.					
23. I try to guess what the other person will say next in the SL.					
24. I try to find as many ways as I can to use my SL.					
25. I pay attention when someone is speaking SL.					
26. I plan my schedule so I will have enough time to study SL.					
27. I look for people I can talk to in SL.					
28. I look for opportunities to read as much as possible in SL.					
29. I think about my progress in learning SL.					
30. I write down my feelings in a language learning diary.					
31. I ask SL speakers to correct me when I talk.					
32. I practice SL with other students.					
33. I ask for help from SL speakers.					
34. I ask questions in SL.					
35. I try to learn about the culture of SL speakers.					