Assessment of strategy inventory of language learning (SILL) in students learning a second language

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Abstract
Language learning strategies (LLS) employed by students learning a second language are evaluated for frequency of use and relationship to measures of linguistic competency and grades. LLS are measured here by use of the Strategy Inventory for Language Learning (SILL), version 5.1 for native English speakers learning a second language. This thesis evaluates the usefulness of the SILL at predicting LLS usage and second language performance. It also provides statistical analyses of the SILL to evaluate construct validity of the subscales designated within the SILL. Overall and subscale reliability of the SILL were confirmed to be consistent with previous findings, and factor analyses of validity were also confirmed to be consistent with previous findings. Two versions of the SILL exist, and the research presented in this thesis explores the version less commonly studied. Version 5.1 is used for native English speakers learning a foreign language, and version 7.0 is used by non-English speakers who are learning English (ESL or EFL students). The extant body of research employing the SILL directly or indirectly is extensive and has produced a variety of evaluative techniques by which to understand the relationship between LLS and other factors associated with second language learning. These factors include grade level, gender, nationality, and participant linguistic competency assessments. The vast majority of research conducted using the SILL employs version 7.0 (EFL/ESL) in which a heterogeneous group (participants whose native language are Spanish, Turkish, Chinese, or Korean) are measured on LLS usage in learning English. By employing some of the techniques and approaches used in prior EFL SILL research, the benefits of the SILL can be explored as a more homogenous group (native English speakers) branches out into heterogeneous language studies.

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THE STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) Development

The SILL (Oxford 1986–present) was first designed as an instrument for assessing the frequency of use of language learning strategies by students at the Defense Language Institute in Monterey, California. Two revised versions of the SILL, one for foreign language learners whose native language is English (80 items) and the other for learners of English as a second or foreign language (ESL/EFL, 50 items), were published in an appendix to Oxford's (1990b) learning strategy book for language teachers. This article deals only with Abstract Language learning strategies (LLS) employed by students learning a second language are evaluated for frequency of use and relationship to measures of linguistic competency and grades. LLS are measured here by use of the Strategy Inventory for Language Learning (SILL), version 5.1 for native English speakers learning a second language. Current language learning research uses the SILL in several different ways. It is being used as a standard measurement tool for assessing second language learning strategy use (Hong-Nam & Leavell, 2006) and as a confirmatory measurement tool for evaluating new methods of understanding language learning (Nakatani, 2006).

Chapter Two Literature Review

2.1 Learning Strategies

Learning strategies are steps taken by students to enhance their own learning. Strategies are the behaviors and thought that a learner.

A summary of definitions of language learning strategies taken from the recent literature (Ellis, 1999:531) may help us have an overview of it.