Patterns of language learning strategy use.

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Abstract

This study, conducted in a private language school in Auckland, New Zealand, investigated the relationship between course level and reported frequency of language learning strategy use by speakers of other languages. Employing the Strategy Inventory for Language Learning (SILL), the investigator found a significant relationship between strategy use and course level with additional significant differences in strategy use and course level according to nationality. Strategies used highly frequently by higher level students in addition to the strategies reportedly used highly frequently across all students were deemed "plus" strategies. These strategies were then grouped into several strategy types, which were: strategies relating to interaction with others, to vocabulary, to reading, to the tolerance of ambiguity, to language systems, to the management of feelings, to the management of learning, and to the utilisation of available resources. Issues of strategy teachability are addressed with implications for the teaching/learning context.

Keywords

Language; Learning; Strategy; Plus; Questionnaire; Individual; Interview; Patterns; Teachability; Strategy types

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