Strategy Inventory for Language Learning

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Abstract

The strategy inventory for language learning (SILL) was created by Rebecca L. Oxford in the mid 1980s and has been continuously studied and changed over the years. The SILL is used to enhance language learners' strategy use and to discover the strategies that work best for individual learners. This poster will present an overview of the SILL as well as the current research on its effectiveness. Key findings and practical implications for classroom practitioners are also presented. By examining learner strategy use and encouraging strategy instruction in foreign and second language classrooms, language learning outcomes may be improved.

Key Terms

Psychometric Test: Any standardized procedure for measuring sensitivity, memory, intelligence, aptitude, or personality traits.

Implicit Learning: This type of learning occurs subconsciously (without awareness).

Explicit Learning: This type of earning occurs at the conscious level in the brain (with awareness).

Skill Acquisition Theory: Based on cognitive theory, leering occurs as a result of practice and repetition until declarative knowledge becomes procedural knowledge.

Metacognitive Strategies: These are actions that are beyond purely cognitive devices and which provide a way for learners to coordinate their own learning processes.

Social Strategies: A set of approaches that engage learners as active participants in class through interaction with others and knowledge sharing.

Studies Examined

Ardasheva, Y., & Tretter, T. R. (2013):

- With six distinct categories, the SILL was adapted for school-age children. It was half as long as the original Oxford SILL.

- The adapted psychometric test was found to be a valid measure of student language learning strategies.

Bessai, N. A. (2018):

- First year and third student students at the University of Algiers were given two questionnaires: a background/history questionnaire and the SILL.

- The study examined the different variables and objectives used to understand the key strategies and methods used in learning.

Gavriilidou, Z., & Mitits, L. (2016):

- The purpose of the study was to develop a translation process from English into Greek in order to administer the SILL to students that were monolingual and multilingual in Greece.

- Students ranged in from age from 12-15.

- The study focused on following the appropriate adaptation protocol in order to maximize the questionnaire's reliability and validity.
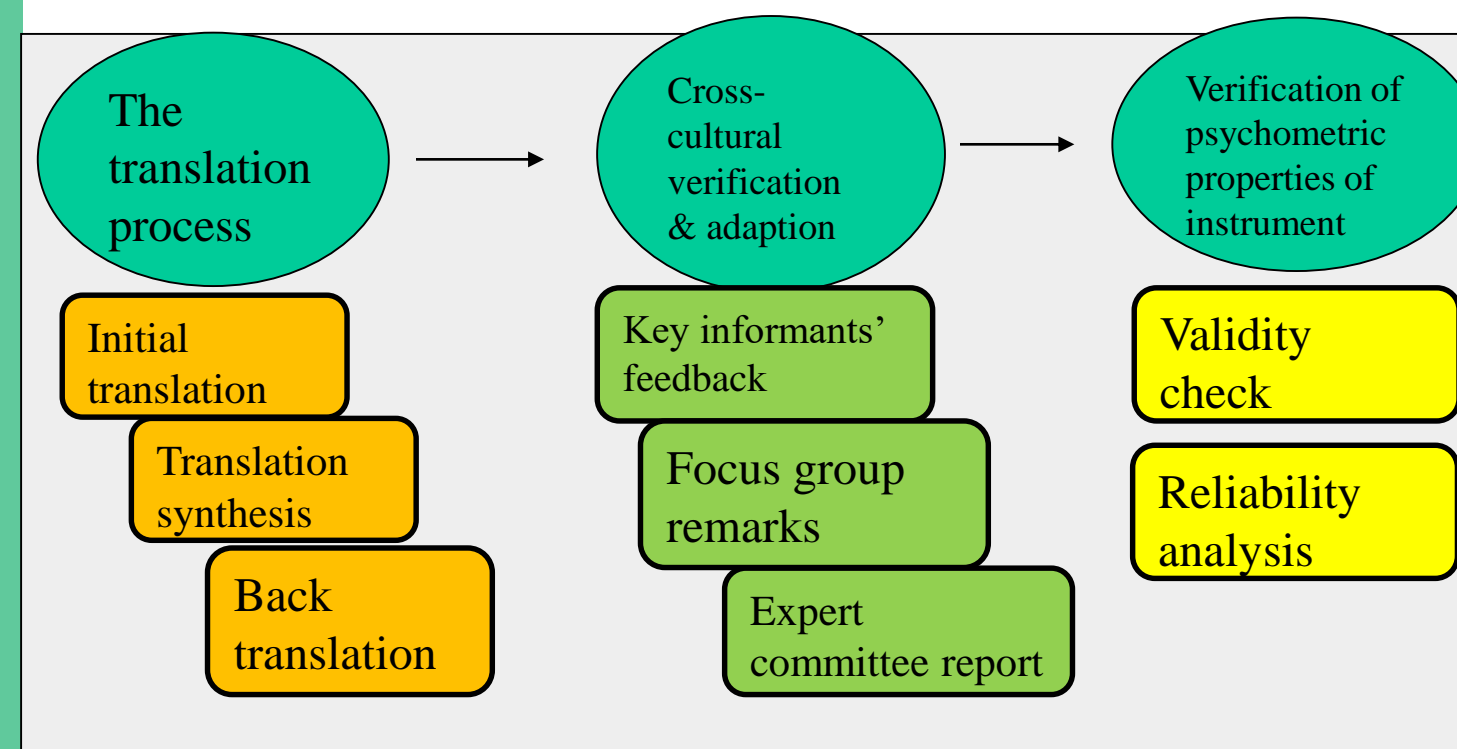

Figure 1: Adaptation Protocol
Zoe Gavriilidou & Lydia Mitits (2016)

Practical Implications

- Six Key Strategies: Remembering more effectively, using all your mental processes, compensating for missing knowledge, organizing and evaluating your learning, managing your emotions, and learning with others.

- The SILL can help instructors better understand students' learning strategies, thinking, and learning approaches.

- Students can transfer their knowledge and skills with learning strategies into future learning.

- SILL results can provide students with productive and corrective feedback on their learning strategies.

- The SILL may show how second language learning best works in the classroom.

- The SILL provides learners with different specific conscious actions for the purpose of learning language that are identified by using psychometric testing.

Nesrine Audjit Bessai (2018)
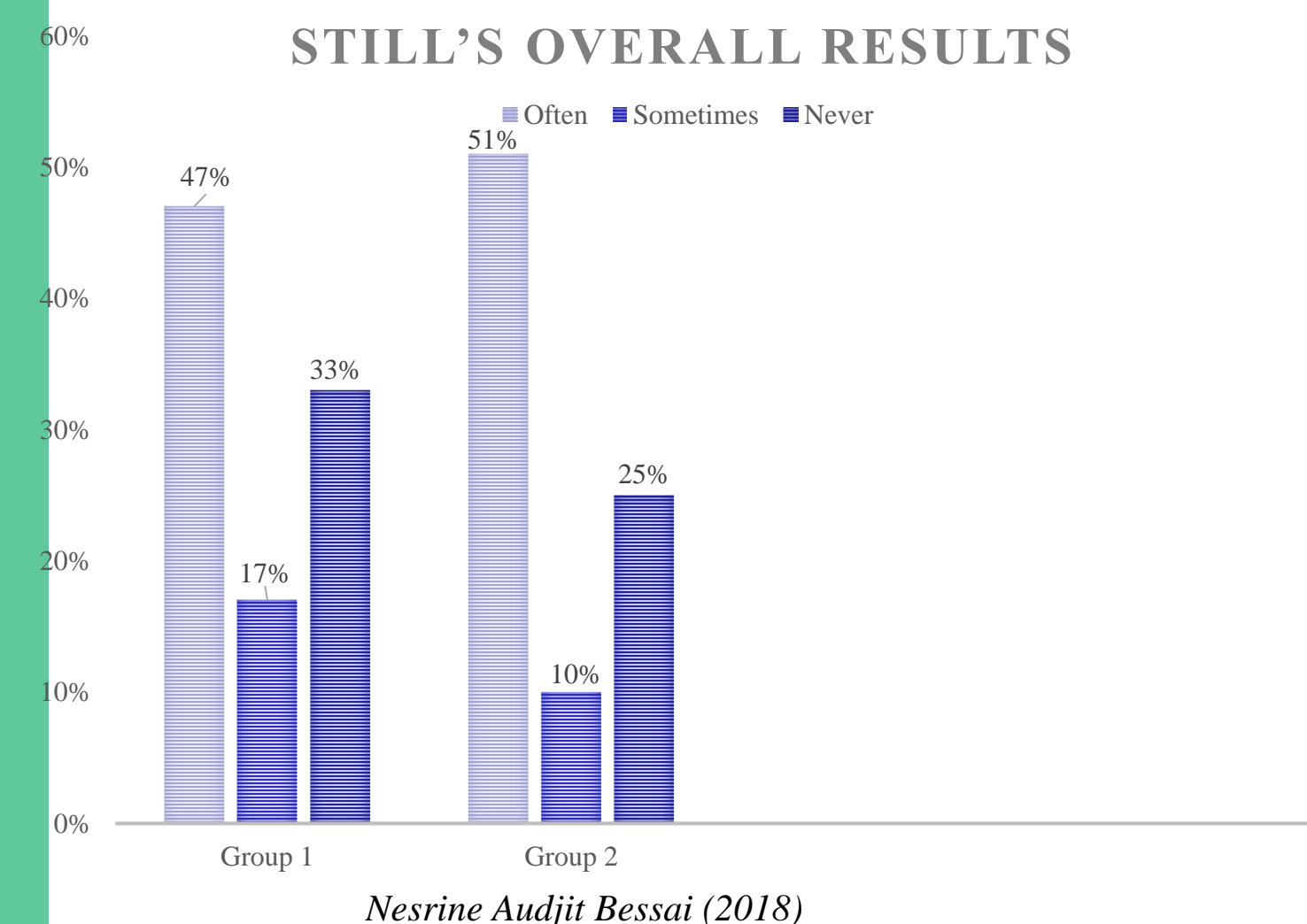
Conclusion

The studies presented on this poster allow us to understand how the SILL can be useful both inside and outside of the classroom setting. The adapted SILL organizes the results into a six categories according to Oxford's original classification system. All of the articles reviewed found that the SILL is a good indication of an individual's language learning strategies, but differed on the testing length and parameters. Some limitations of the SILL are the test length and the complicated language of the individual SILL items, which may not be appropriate for younger learners.

References

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