

Strategy Inventory for Language Learning (SILL)

Version for Speakers of Other Languages Learning English

Version 7.0 (ESL/EFL) © R.L.Oxford, 1989

Czech version prepared by Lenka Zouhar Ludvíková, Masaryk University in Brno, 2015

Background Questionnaire

1. Name		2. Date	
3. Age	4. Sex.	5. Mother tongue	
6. Second language			
7. Third and other languages			
8. How long have you been learning English?			
9. How do you rate your proficiency in English, compared with other students in your class?			
(Circle one of these options):		Excellent	Good
		Fair	Poor
10. How do you rate your proficiency in English, compared with native speakers?			
(Circle one of these options):		Excellent	Good
		Fair	Poor
11. How important is it for you to become proficient in English?			
(Circle one of these options):		Very important	Important
		Not important	
12. Why do you want to learn English?			
<input type="checkbox"/> interested in the language			
<input type="checkbox"/> interested in the culture			
<input type="checkbox"/> have friends who speak the language			
<input type="checkbox"/> required to take a language course to graduate			
<input type="checkbox"/> need it for my future career			
<input type="checkbox"/> need it for travel			
<input type="checkbox"/> other (explain)			
13. Do you enjoy language learning? (Circle one of these options):			Yes
			No
14. Which language skill do you intend to improve the most?			
<input type="checkbox"/> reading		<input type="checkbox"/> speaking (interaction)	
<input type="checkbox"/> writing		<input type="checkbox"/> vocabulary	
<input type="checkbox"/> listening		<input type="checkbox"/> grammar	
<input type="checkbox"/> speaking (monologue)		<input type="checkbox"/> other (specify)	

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Directions

This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. You will find statements about learning English. Please read each statement. On the worksheet, write the response (1,2,3,4, or 5) that tells HOW TRUE OF YOU 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.

NEVER OR ALMOST NEVER TRUE OF ME

means that the statement is very rarely true of you.

USUALLY NOT TRUE OF ME.

means that the statement is true less than half the time.

SOMEWHAT TRUE OF ME.

means that the statement is true about half the time.

USUALLY TRUE OF ME

means that the statement is true more than half the time

ALWAYS OR ALMOST ALWAYS TRUE OF ME

means that the statement is true of you almost always.

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 are no right or wrong answers to these statements. Put your answers on the Worksheet. Please make no marks on the items. Work as quickly as you can without being careless. This usually takes 20 – 30 minutes to complete.

EXAMPLE:

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.

Read the item, and choose a response (1 through 5, as above). And write it in the space after the item.

I actively seek out opportunities to talk with native speakers of English.

You have just completed the example item. Answer the rest of the items on the Worksheet.

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Profile of Results

This Profile shows your SILL results. These results will tell you the kinds of strategies you use in learning English. There are no right or wrong answers. To complete this profile, transfer your averages for each part of the SILL, and your overall average for the whole SILL. These averages are found on the Worksheet, at the bottom.

Part	Which strategies are covered	Your Average on this part
A	Remembering more effectively.	
B	Using all your mental processes.	
C	Compensating for missing knowledge.	
D	Organising and evaluating your learning.	
E	Managing your emotions.	
F	Learning with others.	

Key to understanding your averages:

High	Always or almost always used.	4.5 to 5.0
	Usually used.	3.5 to 4.4
Medium	Sometimes used.	2.5 to 3.4
	Generally not used.	1.5 to 2.4
Low	Never or almost never used.	1.0 to 1.4

5.0							
4.5							
4.0							
3.5							
3.0							
2.5							
2.0							
1.5							
1.0							
	A Remembering more effectively	B Using all your mental processes	C Compensating for missing knowledge	D Organising and evaluating your learning	E Managing your emotions	F Learning with others.	A – F Your overall average.

The overall average tells you how often you use strategies for learning English. Each part of the SILL represents a group of learning strategies. The averages for each part of the SILL show which groups of strategies you use most for learning English.

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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.

Part A

1. I think of relationships between what I already know and new things I learn in English.
2. I use new English words in a sentence so I can remember them.
3. I connect the sound of a new English word and an image or picture of the word to help me remember the word.
4. I remember a new English word by making a mental picture of a situation in which the word might be used.
5. I use rhymes to remember new English words.
6. I use flashcards to remember new English words.
7. I physically act out new English words.
8. I review English lessons often.
9. I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.

Part B

10. I say or write new English words several times.
11. I try to talk like native English speakers.
12. I practice the sounds of English.
13. I use the English words I know in different ways.
14. I start conversations in English.
15. I watch English language TV shows or go to movies spoken in English.
16. I read for pleasure in English.
17. I write notes, messages, letters, or reports in English.
18. I first skim an English passage (read it quickly) then go back and read carefully.
19. I look for words in my own language that are similar to new words in English.
20. I try to find patterns in English.
21. I find the meaning of an English word by dividing it into parts that I understand.
22. I try not to translate word-for-word.
23. I make summaries of information that I hear or read in English.

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Part C

24. To understand unfamiliar English words, I make guesses.
25. When I can't think of a word during a conversation in English, I use gestures.
26. I make up new words if I do not know the right ones in English.
27. I read English without looking up every new word.
28. I try to guess what the other person will say next in English.
29. If I can't think of an English word, I use a word or phrase that means the same thing.

Part D

30. I try to find as many ways as I can to use my English.
31. I notice my English mistakes and use that information to help me do better.
32. I pay attention when someone is speaking English.
33. I try to find out how to be a better learner of English.
34. I plan my schedule so I will have enough time to study English.
35. I look for people I can talk to in English.
36. I look for opportunities to read as much as possible in English.
37. I have clear goals for improving my English skills.
38. I think about my progress in learning English.

Part E

39. I try to relax whenever I feel afraid of using English.
40. I encourage myself to speak English even when I am afraid of making a mistake.
41. I give myself a reward or treat when I do well in English.
42. I notice if I am tense or nervous when I am studying or using English.
43. I write down my feelings in a language learning diary.
44. I talk to someone else about how I feel when I am learning English.

Part F

45. If I do not understand something in English, I ask the other person to slow down or to say it again.
46. I ask English speakers to correct me when I talk.
47. I practice English with other students.
48. I ask for help from English speakers.
49. I ask questions in English.
50. I try to learn about the culture of English speakers.