

The Study of EFL Technological University Students' Language Learning Strategies Use and Their CSEPT Performance

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Abstract

The major purpose of this study is to investigate the use of language learning strategies of technological university students in southern Taiwan. A total of 250 participants were chosen from the students from different majors and academic status who took elementary level of CSEPT (College Students English Proficiency Test). Among them, 115 participants (the first group) passed the test and 135 (the second group) did not. The relationship between participants' language learning strategies use and their performance on CSEPT was also explored in the study. Oxford's (1990) Strategy Inventory for Language Learning (SILL) was administered to the participants. Findings which emerged from this study include the following. First, both groups of the participants were medium users of learning strategies included in the SILL. Second, the participants of the first group used compensation strategies most frequently and affective strategies least frequently among the six categories of language learning strategies, whereas the participants of the second group used metacognitive strategies most frequently and social strategies least. Third, there was a statistically significant difference between both group participants in the use of learning strategy categories in the SILL as a whole, and in all six categories of language learning strategies.

Key words: Language Learning Strategies, CSEPT (College Students English Proficiency Test),

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