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Comparison of Psychometric Properties of Foreign Language Learner Strategy Inventories: SILL, LSUS, and LASSI in their Czech Adaptation

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Foreign language learning strategies (FLLS) are an important concept in theory, research of *second language acquisition*, language learning and teaching. For measuring *declared FLLS use*, inventories based on previous inductive research from early stages of FLLS research were developed. This study compares *psychometric qualities* of 3 mainly used *FLLS inventories*: SILL – *Strategy Inventory for Language Learning* (Oxford 1990), LSUS – *Language Strategy Use Survey* (Cohen, Oxford, Chi 2002), and LASSI – *Learning and Study Strategies Inventory* (Weinstein, Schulte, Palmer 2002). These inventories were translated and adapted for Czech conditions (SILL: Vlčková 2007, LASSI: Hudečková 2012), one was partially standardized (LUSC: Vlčková, Přikrylová 2011).

All three inventories were completed in a random order one week after each other by the same 126 students (17-18 years old) from *upper secondary comprehensive schools* in 2012. 69% of the respondents of the non-random sampling were girls. Students reported their strategies of their preferred FL which was English for 73 %. They learnt the preferred FL mostly for 8 – 10 years.

The *FLLS use* was $x = 3.02$ (SD = 0.41) for SILL on 5-point scale; $x = 2.66$ (SD = 0.31) for LSUS on 4-point scale; and $x = 2.77$ (SD = 0.28) for LASSI on 5-point scale. Regarding *concurrent validity*, the scores of strategy use of all three inventories were inter-correlated at $p < 0.05$. The strongest correlation were between SILL and LSUS ($R = 0.66$), then LASSI and LSUS ($R = 0.43$), and LASSI and SILL ($R = 0.41$). *Reliability* coefficient Cronbach's alpha reached an acceptable level for all the inventories: 0.91 for SILL (with 72 items), 0.91 for LSUS (89 items), and 0.82 for LASSI (80 items). In all inventories, the reliability for men was slightly higher (SILL: $m = 0.92$, $f = 0.89$; LSUS: $m = 0.92$, $f = 0.91$; LASSI: $m = 0.87$, $f = 0.79$). The *order of administration* of inventories affected the reliability. LSUS had the lowest reliability when administered as first inventory and LASSI when administered as the last one. At SILL, the reliability was the highest when administered as the last one. *Predictive power* of the inventories for *students' achievement* was the best at LASSI. Correlation of strategy use score with *school mark* was significant for all three inventories at $p < 0.05$. The relationship was positive for SILL ($R = -0.20$) and LSUS ($R = -0.20$), and negative for LASSI ($R = 0.22$) – students with worse marks used strategies measured by LASSI more. Correlation of strategy score with *self-assessment of the language competence* were significant only for LASSI ($R = 0.34$, $p < 0.05$), not for SILL ($R = 0.12$) and LSUS ($R = -0.01$). Implications will be discussed.