ABSTRACT

THE RELATIONSHIPS AMONG STRATEGY USE, SELF-EFFICACY, AND LANGUAGE

ABILITY IN FOREIGN LANGUAGE LEARNERS

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This study investigated the interrelationships among language learning strategy use, self-efficacy, and language ability. The study participants were thirty-seven college students studying French at a midwestern, medium-size, university. The students' use of language learning strategies was a measured through a forty-item questionnaire that was an adaptation of Oxford's (1990) Strategy Inventory for Language Learning (SILL). Their self-efficacy was also measured through a forty-item questionnaire in which they expressed their levels of certainty that they could perform learning tasks at desired levels of proficiency. Their language ability in French was measured through a cloze test. Qualitative data were also obtained from open-ended questions, interviews with the participants and their instructor, as well as class observations.

The results of the study revealed the existence of positive and significant relationships among the three variables. It was also found that the majority of the participants did not have a clear rationale for studying French, but had undertaken its study to fulfill programmatic requirements, which affected their strategic behavior. Recommendations for second language students, programs, and instructors were suggested to help students achieve higher communicative competence.