

A STUDY OF NON-TRADITIONAL COLLEGE-LEVEL EFL STUDENTS' USE OF STRATEGIES FOR LANGUAGE LEARNING IN TAIWAN

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Abstract

The major purpose of this study was to investigate the use of language learning strategies among Taiwanese nontraditional students who study English as a foreign language in three technological and vocational universities and one nursing junior college which offered EFL courses in weekend and evening programs. The relationship between individual factors such as gender, academic major, and years of EFL studying and the students' language learning strategy use were also explored. Oxford's (1990) Strategy Inventory for Language Learning (SILL) was administered to the participants. Findings indicate that Taiwanese nontraditional college-level students were low users of learning strategies included in the SILL. Also, students' strategy use was strongly correlated with their academic majors. Third, the years of studying EFL had an effect on students' strategy use. Finally, gender differences had no significant impact on the use of language learning strategies among these nontraditional students. Based on the findings of this study, several pedagogical implications as well as recommendations are discussed.

Key Words: language learning strategy, nontraditional student, adult education.

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