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Abstract
The purpose of the study was to investigate the relationships among freshmen's self-directed learning readiness, English learning motivation and learning satisfaction. Based on students' personal background, the differences of the self-directed learning readiness, English learning motivation and learning satisfaction were discussed. The influences over the freshmen's English learning satisfaction by the self-directed learning readiness and English motivation were also discussed. Finally, the findings are herewith provided as references to the related field of education and future study. Participated by the university students of National Cheng Kung University in 2007, the questionnaire was used. 670 questionnaires were sent out, and 607 of them were available for using in this study. The data was analyzed by descriptive statistics analysis, t-test analysis, one-way ANOVA analysis, correlation analysis, and multiple regression analysis.
The major findings of this study were summarized as follows:
1.The different personal background of the students caused a partially significant difference on self-directed learning readiness, English learning motivation and learning satisfaction.
2. There was positive correlation between students' self-directed learning readiness and English learning satisfaction.
3.There was positive correlation between students' English learning motivation and learning satisfaction.
4.There was positive correlation between students' self-directed learning readiness and English learning motivation.
5.Students' self-directed learning readiness and English learning motivation caused positive effect to English learning satisfaction.
Advisory Committee Cheng-Ping Chang - advisor

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