URN etd-0407109-183715-1167
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Statistics This thesis had been viewed 73 times. Download 104 times.
Department
Year 2004
Semester 1
Degree Master
Type of Document Master's Thesis
Language zh-TW.Big5 Chinese
Title English Language Learning Strategies Used by the Sophomore Students of a Technology University
Date of Defense 0000-00-00
Page Count 88

Keyword
英語學習策略之研究

Abstract

In recent years, there had been an abundance of research regarding LLS. That was due to a shift in English as a foreign language (EFL) and English as a second language education. The research had changed the focus from teachers' teaching to learners' learning. The increasing number of investigations had been put great emphasis on learners' perception, especially LLS.

In comply with increasing importance of English, English learning became a concerned topic throughout Taiwan. Many researchers attempted to teach students to use LLS that produced a good result, but they were determined more on the characteristic of successful learners or high proficiency learners' strategy used as a benchmark. The researcher of this study thought that LLS instructions should be implemented in broad directions concerning the students' needs, but not only to use the good learners' strategy use as a benchmark. Besides, concerned teachers should find out students' potential strategy use in general in order to teach in accordance with their potential strategy used. Consequently, this study aimed to investigate the use of LLS by the participants.

In this study, there were 342 subjects. The main instrument was SILL Questionnaire. It helped to find out the strategies used by the students in different schools. The questionnaire was adopted from Yang's Chinese translated version of Oxford's SILL, detached with the background information.

The main findings of this study were as follows:

1. The Compensation Strategy was the highest rank used by all the participants despite their majors.
2. The Cognitive Strategy was the lowest rank used by the participants.
3. This study indicated that different majors/schools actually had significant differences in the strategy use.
4. Students in Business School used far more frequent Metacognitive Strategy to plan their studies than other schools.
5. In contrary with the previous findings, this study showed that students in Engineering school used more Social Strategies than those in Business and Management schools.
6. The result of this study suggested teachers should not only teach students to use LLS but also inform or encourage them how to use the strategies.

Advisory Committee

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etd-0407109-183715-1167-002.pdf
indicate access worldwide
Date of Submission 2005-09-02