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Abstract

The purpose of the study is to investigate the teaching strategies perceived as well as the learning strategies used by technological university students and to examine the relationships among the perceived teaching strategies, the used language learning strategies and students' English achievement. The subjects participating in the study were 231 technological university students in Tainan County. General data were derived from a questionnaire composed of Teaching Strategies Survey and Strategy Inventory for Language Learning, which was revised after the pilot study. Furthermore, the subjects' English scores of TOEIC at the year of 2003 were collected as bases of their English achievement. The data were computed and analyzed by means of descriptive analyses, independent t-tests, and a Pearson's Correlation analysis.

The findings of the study are as follows. 1. The frequencies of use of language learning strategies by technological university students were not high. High proficiency students adopted language learning strategies more frequently than low proficiency students. 2. A majority of students reported that they perceived the teaching strategies in the questionnaires. However, high proficiency students perceived less teaching strategies than low proficiency students. 3. There is a significant correlation between students' English achievement and the strategies use whereas no significant correlation between the perceived teaching strategies and students' English achievement.

Based on the results above, the present research brings up with some recommendations. 1. Teachers can survey if their students realize how to use language learning strategies as well as instruct students to use language learning strategies timely and properly. 2. Teachers and school authorities should open a channel for students and teachers to communicate and to understand the demands and supplies of each other. It is expected for teaching and learning to compensate each other instead of doing things in its own way.
Advisory Committee Dr. Huang Wen-Shan - advisor

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