

MASTER'S THESIS

Comparison of the effectiveness of implicit learning and explicit learning of a report writing in Hong Kong tertiary institution

Chan, Wai Lin Natalie

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Comparison of the Effectiveness of Implicit Learning and
Explicit Learning of a Report Writing in Hong Kong Tertiary
Institution

CHAN WAI LIN, NATALIE

Student NO. 05402298

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Abstract

This study aims to investigate if explicit learning and form-focused teaching is effective in learning report writing. The subjects of this study are two classes of Foundation Diploma students from the Hong Kong Institute of Vocational Education (HKIVE). Both classes comprise 22 students and all were Form Five Chinese graduates aged 17 years to 22 years. This study is quasi-experimental and comprised a pre-test and a post-test, experimental and control group but without any stratified samples. A pre-test was administered before the teaching of the standard report writing component and a post-test was administered at the end of the course. In each test, the students were required to write a standard Survey Report based on the information provided in the task sheet for the tests. Students from the experimental group received instruction on how to write a Survey Report and understand the usage of the grammar items explicitly by means of the provision of tailor-made grammar notes and clear written and verbal explanation of the grammar items. The results on the comparison of the effectiveness of implicit learning and explicit learning show that there is a greater improvement in the post-test results of the experimental group as compared to the performance of the control group. This phenomenon leads to the conclusion that explicit learning and form-focused teaching of report writing is more effective than implicit learning of report writing.

摘要

本研究旨在探討外顯學習 (Explicit learning) 及形式教學 (Form-focused teaching) 對學習撰寫研究報告是否有效。本研究採用實驗組控制組前後測的實驗設計，以香港專業教育學院兩班修讀基礎文憑的學生為研究對象。兩班學生各有廿二人，他們全是年齡介乎十七至廿二歲的中五畢業生。其中一班為控制組，另一班則為實驗組。實驗組同學接受外顯學習，控制組同學則接受內隱學習 (Implicit learning) 以作比較。專門設計的文法學習教材會授予實驗組同學，並對他們在英文文法上的錯誤作出詳盡的書面及口頭上的解說而控制組則不予以任何實驗活動處理。兩組同學均有前後測，用以作分析撰寫報告的改善能力。透過是次研究，顯示接受外顯學習的實驗組同學在前後測時撰寫報告所作的改善比接受內隱學習的控制組同學顯著。由此證明外顯學習及形式教學對學習撰寫研究報告更有效。

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