

MASTER'S THESIS

English language learning strategies of high and low proficiency EFL learners: a perspective of four secondary schools in Hong Kong

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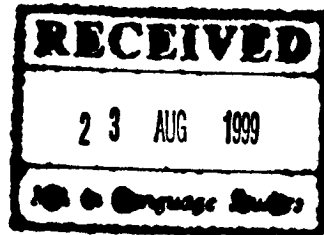
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**ENGLISH LANGUAGE LEARNING STRATEGIES OF HIGH
AND LOW PROFICIENCY EFL LEARNERS: A
PERSPECTIVE OF FOUR SECONDARY SCHOOLS IN
HONG KONG**

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A Dissertation Submitted In Partial Fulfilment of The

MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

August 1999

ABSTRACT

This paper is based on a research project which was conducted with the participation of 160 Form 4 students from two Band 1 and two Band 5 secondary schools in Hong Kong. The major research theme is to investigate in what ways variables such as proficiency level, motivational orientation and gender influence the subjects' reported frequency and variety of EFL learning strategy use. The project aimed at contributing to the teaching and learning of English in Hong Kong, by promoting instructors' and learners' conscious awareness of learners' strategy use, as well as offering insights into how to choose and promote more efficient employment of L2 learning strategies.

The research is quantitative in nature, using a variety of methods in this regard such as questionnaire investigation and the examination of documentary materials.

The major findings are (1) on the whole students reported moderate frequency of strategy use; (2) higher proficiency students employed significantly more strategies than low proficiency learners; (3) highly motivated students employed significantly more strategies than poorly motivated learners; (4) there was no significant correlation between strategy use and gender; (5) there were interrelationships amongst strategy use, proficiency level and motivational orientation.

Based on these findings, I identify some potentially beneficial strategies for English learning, as well as provide recommendations for strategy training and motivation enhancement.

摘要

本論文建基於一個研究項目，對象是 160 名來自香港兩所第一等級及兩所第五等級中學的中四學生。研究的主題是調查不同的英語水平、學習動機及性別等因素如何影響這些學生在學習英語作為外語時，所採用的策略之頻數及種類。

這個研究為提高教與學兩者對學生學習英語時所採用的策略之注意；並為如何選擇及運用更有效的英語學習策略提供一些看法，旨在為香港的英語教與學作出一點貢獻。

這項研究是定量分析，使用了諸如問卷調查和評審文獻資料等各種有關的方法。

調查的主要發現有：(1)大體而言，學生在學習英語時，使用各種策略的頻數只屬中等。(2)高英語水平的學生一般比低英語水平的學生明顯地較多採用學習策略。(3)高學習動機者一般比低學習動機者明顯地較多採用學習策略。(4)學生的性別與學習策略的使用並無明顯關係。(5)學生的英語水平、學習動機及學習策略的使用有互為影響的關係。

根據這些調查結果，本文分辨出一系列有潛質的良好學習策略，並進一步提出訓練學生運用學習策略及提高學生學習動機的可行辦法。

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