

MASTER'S THESIS

Motivation and learning strategies of successful and unsuccessful EFL learners in Hong Kong primary schools

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**MOTIVATION AND LEARNING STRATEGIES OF SUCCESSFUL
AND UNSUCCESSFUL EFL LEARNERS IN HONG KONG
PRIMARY SCHOOLS**

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Abstract

This study explores Hong Kong students' motivation and strategy use in learning English and the relationship between these two learner variables. Sixty-eight subjects were selected from four classes of primary school students and were assigned into two proficiency groups according to their English performance in the English paper of the Hong Kong Attainment Tests. Self-reported questionnaires of the *Strategy Inventory for Language Learning* (SILL) and the *Inventory of Motivation for Language Learning* (IMLL) were group administered to the subjects. The results show that subjects in the successful EFL group use language learning strategies more often than their unsuccessful counterparts, with the exception of compensation strategies. The former are more motivated than the latter in terms of self-efficacy, task values and motivation intensity. A positive correlation between students' motivation and strategy use is also found in both proficiency groups. The findings suggest that memory strategy use is one of the important types of strategies in Hong Kong situation. Language educators can motivate less successful EFL students by enhancing their self-confidence and encouraging their intrinsic motivation.

摘要

本文研究香港學童的英語學習動機及策略，並探討兩者間的相互關係。依據香港學科測驗英語科成績為準則，研究者從四班小學六年級生抽取六十八人，分成高成績和低成績兩組，並以問卷方式調查他們的英語學習動機和策略運用。除了補償策略外，高成績組別學童比低成績組別學生較常運用策略來學習和解決英語上的問題。學習動機方面，高成績組別學生在自我效用 (self-efficacy)、任務價值 (task values) 和動機強度 (motivation intensity) 三個範疇均表現較佳。從兩組學生的問卷資料中，可發覺學習動機和策略運用存在着正關係。結果顯示，記憶策略對本港小學生的英語研習尤為重要。此外，語言教育工作者可透過提高學童自信心和激勵他們的內發動機

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