

MASTER'S THESIS

Vocabulary learning strategies of EFL learners: a study of the Hong Kong secondary school students

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Date of Award:
2003

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**VOCABULARY LEARNING STRATEGIES OF
EFL LEARNERS: A STUDY OF THE HONG KONG
SECONDARY SCHOOL STUDENTS**

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**Dissertation Submitted In Partial
Fulfilment Of The
MASTER OF ARTS IN LANGUAGE STUDIES**

HONG KONG BAPTIST UNIVERSITY

AUGUST 2003

Abstract

This study aims to investigate the learning culture, reasons for learning English and vocabulary learning strategies of the EFL learners in the secondary schools in Hong Kong. The subjects under study included 232 Form six students in 11 secondary schools. The instrument for data collection was a questionnaire adapted from Oxford (1990)'s Strategy Inventory of Language Learning and Schmitt (1997)'s Taxonomy of Vocabulary Learning Strategies. Correlation analyses and T-tests were performed to compare the relationship between successful and unsuccessful learners, and to compare the differences among learner's learning culture, their reasons for learning English and vocabulary learning strategies and language outcome. Findings of the study indicate that exam-orientation, recitation of model answers are the most common learning culture. Hence, cognitive strategies are the highest-ranking category. The successful learners use more cognitive and metacognitive strategies. It also appears that cognitive and metacognitive strategies are significantly positively correlated with language outcome. Cognitive and metacognitive strategies have very strong positive correlations with integrative reasons. Findings of this study imply that local students are not as passive or lacking learning incentive as perceived. They are very likely to enjoy learning if they are motivated appropriately with interactive and creative activities in a student-centred learning context.

摘要

是項研究旨在研究香港中學生的學習文化、學習英語的原因及學習英文詞彙的策略。研究對象為二百三十二名來自十一所中六的學生。研究工具藍本來自 Oxford (1990)'s Strategy Inventory of Language Learning 及 Schmitt (1997)'s Taxonomy of Vocabulary Learning Strategies，藉此對學生的學習文化、學習英語的原因、學習英文詞彙的策略及英語成績進行關係及比較分析。研究結果顯示考試導向、背誦答案是兩種最普遍的學習文化。透過是次研究後顯示出認知策略 (Cognitive Strategy) 最被學生廣泛使用。成績優越組別學生較成績稍遜組別學生多採用認知策略(Cognitive Strategy)及自覺認知策略(Metacognitive Strategy)；此外，是項研究亦顯示出認知策略(Cognitive Strategy)及自覺認知策略 (Metacognitive Strategy)亦與學習成績呈正關係。研究結果亦顯示香港學生並非被動及缺乏學習動力。只要透過具創意及切合學生需要的教學活動，相信學生對學習英語的興趣將被提升。

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