

MASTER'S THESIS

Learning to learn' in reality: an investigation of the fostering of learner autonomy in the English classrooms in Hong Kong secondary schools

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'Learning to learn' in reality:
an investigation
of the fostering of learner autonomy
in the English classrooms
in Hong Kong secondary schools

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Abstract

The present study was carried out in response to the educational goal of 'learning to learn' set by the Curriculum Development Council of Hong Kong in 2001 for school education in Hong Kong. The study reports the findings of an investigation in the fostering of learner autonomy in the English classrooms in Hong Kong secondary schools. A questionnaire was used to collect information about the teaching practice of learning strategies of 44 local English teachers and the learning approaches they encouraged in their students. It was found that the elements considered to be essential for developing learner autonomy in students in the literature were generally excluded in the teaching practice of learning strategies of the English teachers and the learning approaches they encouraged and developed in their students. A conclusion was thus made that learner autonomy was not properly fostered in the English classrooms in Hong Kong secondary schools despite the advocacy of 'learning to learn'.

摘要

香港課程發展局於二零零一年訂明以「學會學習」(‘Learning to learn’) 為本港的教育目標。本研究因應這教育目標，向本港中學英文課堂培育學生的「獨立學習」(Learner Autonomy) 情況進行探討。本研究以問卷形式向 44 名本地中學英文教師收集有關他們教授「學習技巧」(Learning Strategies) 的方式 (Approach) 及他們鼓勵學生採用的學習模式 (Learning Approach) 兩方面的資料。結果顯示本地中學英文老師教授「學習技巧」的方式與及他們所鼓勵學生採用的學習模式，均缺乏文獻中認為能培育學生「獨立學習」能力的要素。從而得出結論：香港中學英文課堂未能配合課程發展局所訂明之教育目標，適當地引導學生「學會學習」，達到「獨立學習」的最終目標。

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