

國小學生英語學習策略、多元智能與學習態度之相關研究

陳廷翰、劉慧如

E-mail: 365061@mail.dyu.edu.tw

摘要

本研究乃探討國小學童之學習策略之使用與多元智能、學習態度與學習英文時間長短之相關，並且進一步探究不同學習態度的學生的學習策略使用狀況。本研究對象為中部地區223位國小學童，超過百分之八十的學生皆有兩年以上學習英文的經驗。超過三分之二的國小學童皆有在補習班學習英語的經驗。本研究結果如下：第一、女生國小學童使用英語學習策略之頻率高於男性國小學童。第二、女生、男生與全體國小學童最常使用的學習策略是後設認知策略；最少使用的策略是記憶策略。第三、學習策略與多元智能、學習態度之間呈現顯著相關，但跟英語學習時間長短這個變項沒有顯著相關。值得注意的是學習策略使用與學習態度的相關性比多元智能還要高。最後，本研究也顯示出在語言學習過程中，具有高度正面學習態度的學生最頻繁地使用的是後設認知策略；低度正面學習態度的學生則是最常使用情意策略。

關鍵詞：語言學習策略、多元智能、學習態度

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