

A Study of Language Learning Strategies, Multiple Intelligences, and Learning Attitudes among Elementary School Students

陳廷翰、劉慧如

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

ABSTRACT

This study aimed at exploring elementary school students' language learning strategy use and its relationships with multiple intelligences, learning attitudes and the length of language study. The researcher further investigated learning strategy use among students with different degrees of positive learning attitudes. Participants in this study were 223 students from central Taiwan. Over 80% of them had learned English for at least two years. Over two thirds of them had learning experience in English cram schools. The findings of the study suggest that first, female elementary students have significantly higher strategy use frequency than their male counterparts do in all six strategy categories. Second, the most frequently used type of learning strategies by males, females and all participants was metacognitive strategies. The least frequently used type of learning strategy by all participants was memory strategies. Third, use of language learning strategies was significantly related to multiple intelligences and learning attitudes, but not to the length of language study. It is noteworthy that strategy use has a stronger link with learner attitudes than with multiple intelligences. Finally, the findings also reveal that students with the highest level of positive learning attitude use metacognitive strategies most frequently in the language acquisition process, while those with the lowest level of positive learning attitude use affective strategies most frequently.

Keywords : language learning strategy use、 multiple intelligences、 learning attitudes

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