

# 中臺灣大學生英語學習策略之研究

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## 摘要

本研究旨在探討大學生英語學習策略使用之現況，分析五種不同背景變項(性別、學校所在地、科系、學英文的起始時間與對英文的喜好程度)之大學生在英語學習策略使用上之差異情形。本研究採問卷調查方式，以中台灣兩所大學的441位(男生：196，女生：245)語言、商管、設計及理工、生科兩大群組的大學生為施測對象，主要調查工具為Oxford (1990)的「英語學習策略量表」(Strategy Inventory for Language Learning; SILL, Version 7.0)。研究結果發現，台灣大學生僅中度使用英語學習策略，其中六個英語學習策略類型裡，最常使用補救策略，最少使用情感策略；女生的英語學習策略使用頻率高於男生；性別、學校所在地、科系、學英文的起始時間與對英文的喜好程度在整體策略使用上，皆達到顯著差異；科系、學英文起始時間與對英文的喜好程度在六種學習策略類型上，有顯著差異；喜歡英文的受測對象，使用學習策略的頻率較為頻繁。結果顯示變項間有六個顯著的交互作用：(1)學校所在地與學英文起始時間在情感策略上有顯著差異；(2)學校所在地與對英文的喜好程度在記憶策略上達到顯著；(3)學校所在地與對英文的喜好程度在補償策略上有顯著差異；(4)學校所在地與對英文的喜好程度在情感策略上達到顯著差異；(5)性別、學校所在地與科系在後設認知策略上有顯著的相關；(6)科系、學英文起始時間與對英文的喜好程度在情感策略上達顯著相關。最後，依據研究結果提出對教學的建議：教育工作者可以提供刺激學習的教學方法及不同的學習策略，以利學習者促進英語學習。教育工作者也可以提供男學生、理工科系和偏遠地區的學生更多有關學習策略的資訊。此外，研究顯示學習者越早學習英文，所使用的學習策略就越多，所以建議在兒童學齡時期就將英文納入課程中。

關鍵詞：英語學習策略、學校所在地、學英文起始時間、對英文的喜好程度、大學生

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