

# 國中生英語學習策略使用之研究

葉筑翔、張智惠

E-mail: 386758@mail.dyu.edu.tw

## 摘要

本研究目的主要是探討台灣國中生英語學習策略使用之狀況，並調查學生英語學習策略使用與性別、年級、喜愛英文、學校地點間之關係。本研究對象為240位國中學生，由台中市某市立國中120位及彰化縣某縣立國中120位學生。參與學生從一到三年級學生。他們都已接受過至少兩年國小英語課程。研究工具包含兩部份，第一部份為學生個人資料、第二部份為一份中文版「台灣國中生英語學習策略使用狀況」。問卷內容第一部份為學生個人基本資料，第二部份為中文版語言學習問卷改編自Oxford (1990) 所著之語言學習策略問卷，包含五十個以李克式五點量表呈現之項目。問卷調查過程在參與研究學生之英文老師引導下，填寫「台灣國中生英語學習策略使用狀況之調查問卷」。指導者於學生填寫問卷前，以口頭方式解說此研究之目的及問卷填寫方式，再由學生自行填寫並從旁輔導，整體花費時間約為三至五分鐘。本研究共計回收兩百四十份有效問卷，利用統計軟體SPSS 12.0 for Windows 進行結果分析，提供描述性統計基於受測者的性別、年級、喜愛英文與否、出國經驗與否、學校地點。統計分析之顯著性測試，透過單因子、多因子統計分析結果達顯著水準p

關鍵詞：學習策略、學習策略使用、國中生

## 目錄

TABLE OF CONTENTS ABSTRACT (ENGLISH) iv	ABSTRACT (CHINESE) vi	ACKNOWLEDGEMENTS viii	TABLE OF CONTENTS ix	LIST OF FIGURES xiii	LIST OF TABLES xiv
CHAPTER I. INTRODUCTION 1	1.1 EFL Education in Taiwan 1	1.2 General Teaching and Language Learning Strategy in Taiwan 2	1.3 Background of the Research 3	1.4 Significance of the Research 4	1.5 Purpose of the Research 4
1.6 Research Objectives 5	1.7 Research Questions 6	1.8 Definitions of Specific Terms in the Research 7	1.9 Summary of Chapter One 9	CHAPTER II. LITERATURE REVIEW 10	2.1 Language Learning Strategy 10
2.2 Definitions of Language Learning Strategy 11	2.3 Classification of Language Learning Strategies 13	2.4 Factors that Influence Learning Strategies 19	2.4.1 Gender 19	2.4.2 Year of Study 21	2.4.3 Fondness of English 22
2.4.4 Previous ESL Experience 23	2.4.5 Location 24	2.5 Summary of Chapter Two 25	CHAPTER III. METHODOLOGY 26	3.1 Design of the Research 26	3.2 Research Participants 27
3.3 Instrumentation 32	3.3.1 Questionnaire 32	3.4 Validity and Reliability 36	3.5 Data Collection Procedure 37	3.6 Data Analysis 38	3.7 Summary of Chapter Three 38
CHAPTER IV. RESULTS 39	4.1 Research Question One: Results 40	4.2 Research Question Two: Results 41	4.3 Research Question Three: Results 44	4.4 Research Question Four: Results 48	4.5 Research Question Five: Results 54
4.5.1 Significant Differences in Six Strategy Categories 54	4.6 Research Question Six: Results 58	4.6.1 Gender 58	4.6.2 Year of Study 59	4.6.3 Fondness of English 59	4.6.4 Previous ESL Experience 60
4.6.5 Location 61	4.7 Research Question seven: Results 63	4.8 Summary of Chapter Four 65	CHAPTER V. DISCUSSION & CONCLUSION 67	5.1 Discussion of the Major Findings 67	5.1.1 RQ1: What is the broad profile of strategy used by the whole group of students for each of the six strategy categories and the 50 strategy items? 67
5.1.2 RQ2: For the whole group of students, which five strategy items are used the most and which are used the least overall and what are the most- and least- used strategy items in each of the strategy categories? 68	5.1.3 RQ3: What is the broad overall profile of strategy use with regard to gender, year of study, fondness of English, previous ESL experience and school location? 70	5.1.4 RQ4: What are the most- and least- frequently used strategy categories with regard to gender, year of study, fondness of English, previous ESL experience and school location? 75	5.1.5 RQ5: Are there any significant differences in gender, year of study, fondness of English, previous ESL experience and school location in terms of the six strategy categories? 78	5.1.6 RQ6: Are there significant differences by gender, year of study, fondness of English, previous ESL experience, and school location in terms of the use of any particular strategy items? 80	5.1.7 RQ7: Are there any significant interaction effects among the variables of gender, year of study, fondness of English, previous ESL experience and location on strategy use of the six strategy category? 82
5.1.8 Discussions 83	5.1.9 Conclusions 86	5.2 Limitations of the Study 86	5.3 Implications 87	5.3.1 EFL Educator ' s Perspective 87	5.3.2 EFL Students ' Perspective 88
5.3.3 EFL Researcher ' s Perspective 89	ENGLISH REFERENCES 90	CHINESE REFERENCES 104	Appendix A: Chinese Questionnaire [ Chinese Version ] 107	Appendix B: English Questionnaire [ English Version ] 110	Appendix C: Stern ' s (1992) Classification of Language Learning Strategies 115
Appendix D: Oxford ' s Language Learning Strategy System (Oxford, 1990, p17)117	Appendix E: Means of 50 SILL of the Study 118	Appendix F: The Most and Least-Used SI in Each SC 120	Appendix G: Significant Fondness of English Effect on Strategy Items 121	Appendix H: Significant Previous ESL Experience Effect on Strategy Items 122	Appendix I: Significant Location Effect

## 參考文獻

- ENGLISH REFERENCES Annette, L (1987). Social class differences in family-school relationships: The importance of culture capital. *Sociology of Education*, 60, 70-85. Atkinson, R. C. (1975). Mnemotechnics in Second Language Learning. *Journal of American Psychologist*, 30, 821-828
- Chamot, A. U., & O' Malley, J. M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. *TESOL Quarterly*, 21, 227-249. Chamot, A. U. (2004). Issues in language learning strategy and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 12-25. Chang, C. (1999). Self-directed target language learning in an authentic target language environment: the Taiwanese experience. Unpublished doctoral, University of York, UK. Chang, C. (2003). Language shock in an authentic target language environment. In Omar, A.H., Said, H.M. & Majid, Z.A. (Eds.) *Language and Empowerment* (pp.266-277). Malaysia: University of Malaya. Chang, C. (2008). EFL learning vs. ESL learning: the implication to English language education in Taiwan. Selected papers from the International Conference on TESOL & Translation 2008, 26-46. Crane Publishing Co. Ltd. Chang, C. (2009). EFL learning strategy Use of English Majors. Selected papers from the International Conference on TESOL & Translation 2009, 59-86, FamiliSky Publishing Co. Ltd. Chang, C. (2010). Learning strategy use of the Internet and self-access language center of university EFL learners in Taiwan. In C. Ward (Ed) *The impact of technology on language learning and teaching: what, how, and why*, Anthology Series 51 (pp.168-199). SEAMEO Regional Language Centre, Singapore. Chang, C. (2011). Language Learning Strategy Profile of English as Foreign Language Learners in Taiwan: A comparative Case Study. Crane Publishing Co. Ltd. Chang, S. F., & Huang, S. C. (1999). Taiwanese English learners' learning motivation and language learning strategies. *Proceedings of the Sixteenth Conference on English Teaching and Learning in the Republic of China* (pp. 111-128). Taipei: The Crane Publishing. Co. Ltd. Chomsky, Noam. (1986). *Knowledge of language: its nature, origin and use*. New York: Praeger
- Chen, I.H. (2009). A study among sixth graders' English learning strategy and English learning attitude in Kaohsiung City and Kaohsiung County. Unpublished master's thesis, National Tainan University, Tainan, Taiwan. Chen, I. J. (2001). Language learning strategies used by high and low English proficiency students in a technology college. Unpublished master's thesis, National Changhua University of Education, Changhua, R.O.C. Cohen, A.D. (1990). *Language Learning: Insights for Learners, Teachers, and Researchers*. New York: Newbury House. Cohen, A.D. (1998). *Strategies in Learning and Using a Second Language*. London and New York: Longman Communicative Classroom. Boston: Heinle & Heinle. Cohen, A. D. & E. Apek. (1980). Retention of Second Language Vocabulary over Time: Investigating the Role of Mnemonic Association System, 8(3): 221-236. Cohen, A. D., Weaver, S. J., & Li, T-Y. (1998). The impact of strategies-based instruction on speaking a foreign language. In A. D. Cohen, *Strategies in learning and using a second language* (pp. 107-156). Harlow, England: Longman. Craik, F. I. M. & R. S. Lockhart. (1972). Depth of Processing and the Retention of Words in Episodic Memorization. *Journal of Experimental Psychology*, 104, 268-294 Dechert, H.W. (1995). Some critical remarks concerning Penfield's theory of second language acquisition. In: D. Singleton and Z. Lengyel. (Eds.), *The age factor in second language acquisition: A critical look at the critical period hypothesis* (pp. 67-94). Multilingual Matters Ltd. Clevedon Deepak K. SAMIDA. (2004). *Language Learning Strategies*. Retrieved Jun. 23, 2006, from <http://libro.do-bunkyo-dai.ac.jp/research/pdf/treatises05/01Samidaa.pdf>
- Ellis, N. & A. Beaton. (1993a). Factors Affecting the Learning of Foreign Language Vocabulary: Imagery Keyword Mediators and Phonological Short-term Memorization [J]. *Quarterly Journal of Experimental Psychology*, 46, 533-558 Ehrman, M. and Oxford, R.L. (1989). Effects of sex differences, career choices and psychological type on adult learning strategies. *Modern Language Journal*, 73, 1 Ellis, N.C., & Beaton, A. (1993a). Factors affecting the learning of foreign language vocabulary: Imagery keyword mediators and phonological short-term memory. *Quarterly Journal of Experimental Psychology*, 46A, 533-558. Ellis, N.C., & Beaton, A. (1993b). Psycholinguistic determinants of foreign language vocabulary learning. *Language Learning*. 43, 559- 617. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Ehrman, M.L., & Oxford, R, L.(1989). Effects of sex difference, career choice, and psychological type on adult language learning strategies. *Modern Language Journal*, 73 (1), 1-13. Gagnel' E.D. (1985). *The cognitive psychology of school learning*. Boston: Little, Brown and Company. Gairn, R. & S. Redman. (1986). *Working with Words: a Guide to Teaching and Learning Vocabulary*. Cambridge: Cambridge University Press. Green, J.M. and Oxford, R. L. (1995). A closer look at learning strategies, l2 proficiency, and gender. *TESOL Quarterly*, 29(2), 261-297. Hsieh, P.C. (2006). Junior High School Students' English Learning Strategy Use and Its Relationships with Their English Learning Achievements. Unpublished master's thesis, Tunghai University, Taichung, Taiwan. Hsiao, T.Y. & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 368-383. Hsu, M. Y., & Huang, S. C. (2004). Elementary School Students' Strategy Use: On Gender and Personality Differences. *Papers from the Thirteenth International Symposium and Book Fair on English Teaching* (Vol. 1, pp.434-441). Taipei: Crane. Hsu, M.Y. (2007). EFL Learning in the Language Learning Strategy Use by Elementary School Students in Central Taiwan. Unpublished master's thesis, Taipei University of Education, Taipei, Taiwan. Huang, S. C. (1997). Taiwanese senior high school students' EFL learning: Focus on learning strategies and learning beliefs. Unpublished doctoral dissertation, Indiana University, Indiana. Huang, S. C. (2004). *Learning Strategy Training in Senior High School English Course*. Taipei: Crane. Johnson, J. (1992). Critical period effects in second language acquisition: The effect of written versus auditory materials on the assessment of grammatical competence. *Language learning*, 42, 217-248. Jones, B.F. (1988). Test learning strategy instruction: Guidelines from theory and practice. In C.E. Weinstein, E.T. Goets, & P.A. Alexander (Eds.), *Learning and*

study strategies: Issues in assessment, instruction, and evaluation. New York. Academic Press. Krashen, S., Long, M. and Scarcella, R. (1979). Age, rate and eventual attainment in second language acquisition. *TESOL Quarterly*, 13, 573-582. Lan, R. & Oxford, R.L. (2003). Language learning strategy profiles of elementary school students in Taiwan. *IRAL*, 41, 339-379. Leaver, B.L. (1986) Hemisphericity of the brain and foreign language teaching. *Folia Salvia*, 8(1), 76-90. Lee, P.Y (2008). A study of EFL Learning Strategies Used by Cadets in Taiwan. Unpublished master ' s thesis, National Taiwan University of Science and Technology, Taipei, Taiwan. Li, Fenfang.(2010). Relationship between EFL Learners ' Belief and Learning Strategy Use by English Majors in Vocational Colleges. *Journal of Language Teaching and Research*, 1 (6), 858-866. Lin, H.T. (2007). The Study of Vocational High School Students ' English Learning Anxiety, Motivation, and Strategy. Unpublished master ' s thesis, National Changhua University of Education, Cuanghua, Taiwan. Luo, Yu-Ping. (1998). English language learning strategies of junior college students in Taiwan. *Studies in English Language and Literature* 3, 43-60. Liao, Y. F. (2000). A study of Taiwanese junior high school students ' EFL learning motivation and learning strategies. Unpublished master ' s thesis, National Changhua University of Education, Changhua, R.O.C. Magiste, E. (1987) Further evidence of the optimal age hypothesis in second language learning. In: J. Lantolf and A. Labarca (Eds.), *Language learning: Focus on the classroom* (pp. 51-58). Norwood, NJ: Ablex. Mayer, R.E. (1987). *Educational psychology: A cognitive approach*. Boston: Little, Brown and Company. Merry, R. (1980). The Keyword Method and Children ' s Vocabulary Learning in the Classroom. *British Journal of Educational Psychology*. 50, 123-136 O ' Malley, J. & A. Chamot. (1990). *Language Learning Strategies*. Cambridge: Cambridge University Press. O ' Malley, J.M., Chamot, A.U., Stewner-Manzanares, G., Kuepper, L. & Russo, R.P. (1985). Learning strategies used by beginning and intermediate ESL students. *Language Learning*, 34, 21-46. O ' Malley, J. (1987). The effects of training in the use of learning strategies on learning English as second language. In A. Wenden and J. Rubin (eds.) *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice-Hall. Oxford, R.L. (1989). The use of language learning strategies: A synthesis of studies with implications for strategy training. *System*, 17(2), 235-247. Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House Oxford (1993a). Instructional implications of gender differences in L2 learning styles and strategies. *Applied Language Learning* 4, 65-94 Oxford (1993b). Gender difference in second/foreign language learning styles and strategies. In *Exploring Gender*, Jane Sutherland (ed.), 141-147. Englewood Cliffs, NJ: Prentice-Hall. Oxford, R.L. & Burry-Stock, J.A. (1995). Assessing the use of language learning strategies worldwide with the ESL/EFL of the Strategy Inventory for Language Learning (SILL). *System*, 23 (1), 1-23. Oxford, R.L. and Ehrman, M. (1995). Adult's language learning strategies in an intensive foreign language programs in the United States. *System*, 23(3), 359-386 Oxford, R.L. & Nyikos, M. (1989). Variables affecting choice of language learning strategies by university students. *Modern Language Journal*, 73 (3), 292-300. Oxford, R.L., Nyikos, M. and Ehrman, M. (1988). Vive la difference Reflections on sex differences in use of second language learning strategies. *Foreign Language Annals*, 21(4): 321-329. Oxford, R., Park-Oh, Y., Ito, S. and Sumrall, M. (1993). Learning a language by satellite-delivered Japanese language program. *American Journal of Distance Education*, 7(1), 10-25. Oxford, R.L., & Ehrman, M. (1993). Second language research on individual differences. *Annual Review of Applied Linguistics*, 13, 188-205. Park, G. (1997). Language learning strategies and English proficiency in Korean University students. *Foreign Language Annals*, 30 (2), 2011-221. Peng, I-Ning. (2001). EFL motivation and strategy use among Taiwanese senior high school learners. Master ' s thesis, National Taiwan Normal University. Politzer, R.L. (1983). An exploratory study of self-reported language learning behaviors and their relationships to achievement. *Studies in Second Language Acquisition*, 6, 54-68 Pressley, M., Levin, J. R. & H. D. Delaney. (1982). The Mnemonic Keyword Method-Review of Educational Research. 52, 61-91 Riley, L.D. & Harsch, K. (1999). Enhancing the learning experience with strategy journals: supporting the diverse learning styles of ESL/EFL students. Paper presented at HERDSA Annual International Conference, July 1999, Melbourne, Australia. Riley, L. & Harsch, K. (1999). "Using strategy journals to compare ESL and EFL students' awareness, development, and use of language learning strategies." In J. E. Purpua and R. L. Oxford, *Language learning strategies in the context of autonomy* (compendium compiled for invitational symposium). New York: Teachers College, Columbia University. Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In A. Wenden & J. Rubin (Eds.), *Learner strategies and language learning* (pp. 15-29). Englewood Cliffs, NJ: Prentice Hall. Rubin, J. (1975). What the "good language learner" can teach us. *TESOL Quarterly*, 9, 41-51. Rubin & Wenden (1987). *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice Hall Salling, A. (1959). What Can Frequency Counts Teach the Language Teacher? *Contact* 3, 24-29 Scarcella, R. & Oxford, R. (1992). *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle. Zimmerman Scovel, T. (1988). A time to speak: A psycholinguistic inquiry into the critical period for human speech, Rowley, MA: Newbury House. Shaughnessy, M. L. (1999) An interview with Sylvia Rimm about underachievers. Washington: The Clearing House. Sherorey, R. (1999). An examination of language learning strategy use in the setting of an indigenized variety of English. *System*, 27(2), 173-190. Shih, H. M. (2004). Taiwanese junior high school students ' EFL learning beliefs and learning strategies. Unpublished master ' s thesis, National Changhua University of Education, Changhua, R.O.C Singleton, D. and Lengyel, Z. (1995). (Eds.), *The age factor in second language acquisition: A critical look at the critical period hypothesis*. Multilingual Matters Ltd. Clevedon Singleton, D. (1992) Second language instruction: The when and how. *AILA Review*, 9, 46-54. Sternberg, R. J. (1987). Most Vocabulary Is Learned in Context. In M. G. Mckeown & M. E. Curtis (eds.) *The Nature of Vocabulary Acquisition [ C ]*. Stern, H.H. (1976) Optimal age: Myth or reality? *Canadian Modern Language Review*, 32, 283-294. Stern, H.H. (1992). *Issues and Options in Language Teaching*. Oxford: OUP. Sy, B.M. (1994, May) Sex difference and language learning strategies. Paper presented at the 11th conference of Teachers of English to Speakers of Other Languages of the Republic of China, Taiwan. Sy, B. (1995). Gender differences, perceptions on foreign language learning and language learning strategies. Paper presented at the Twelfth National Conference on TESOL, Taipei, Taiwan, R.O.C. Sy, B. M. (1996). Sex differences and language learning- strategies. Papers from the Eleventh Conference on English Teaching and Learning in the

Republic of China (pp. 53-82). Taipei: Crane. Tahtu, S., Wood, M. and Loewenthal, K. (1981). Age changes in the ability to replicate foreign pronunciation and intonation. *Language and Speech*, 24, 363-372. Tang, S. H. (1988). A study of motivation, attitude, teacher-student interaction, parent-child relationship in relation to the English achievement of Chinese senior high school students. *Academic Journal of Lan Yang Girls' High School*, 1, 1-37. Tsao, T. L. (2002). Perceptual learning style preference and learning strategy use among Taiwanese senior high school EFL learners. Unpublished master's thesis, National Taiwan Normal University, Taipei, R.O.C. Tseng, M.H. (2005). The Study of Vocational High School Students' English Learning Motivation and Learning Strategy in Taiwan. Unpublished master's thesis, National Taipei University of Science and Technology, Taipei, Taiwan. Wang, W. Y. (2002). Effects of gender and proficiency on listening comprehension strategy use by Taiwanese EFL senior high school students--A case from Changhua, Taiwan. Unpublished master's thesis, National Changhua University of Education, Changhua, R.O.C. Wang, S. Y. (2005) English Language Learning Strategies Used by the Sophomore Students of a Technology University. Unpublished master's thesis, Nantai University of Science and Technology, Tainan, Taiwan. Wantanabe, Y, Y. (1990). External variables affecting learning strategies of Japanese EFL learners: effects of entrance examination, years spent at college/university, and staying overseas. Unpublished master's thesis, University of Lancaster, Lancaster, UK. Wenden. (1987). Conceptual background and utility. In A. L. Wenden & J. Rubin (Eds.), *Learner Strategies in Language Learning* (pp.3-13). Englewood Cliffs, NJ: Prentice-Hall. Wharton, G. (2000). *Learner strategies in language learning*. Englewood Cliffs, NJ: Prentice Hall International. 168 pp. Williams M & R Burden. (1997). *Psychology for language teachers*. Cambridge: Cambridge University Press Yamada, J., Takasuta, S., Kotake, N. and Kurusu, J. (1980) On the optimum age for teaching foreign language vocabulary to children. *International Review of Applied Linguistics in Language Teaching*, 18, 245-247. Yang, N. D. (1992). Second language learners' beliefs about language learning and their use of language learning strategies: A study of college students of English in Taiwan. Unpublished doctoral dissertation, University of Texas at Austin, Texas. Yang, N.D. (1993 a) Beliefs about learning strategies use: A study of college students of English in Taiwan. *Proceeding of the Tenth Conference on English Teaching and Learning in the Republic of China* (pp.193-220). Taipei: The crane Publishing Co. Yang, N. D. (1999). The relationship between EFL learners' beliefs and learning strategy use. *System*, 27, 515-535. Yang, B. L. (1993 b) Learning Strategies and techniques among high-achieving students of English as a foreign language in ROC's high schools. Unpublished master thesis. National University, Kaohsiung, ROC. Yang, S.Q. (1991). A study of relationship among learning strategies, learning styles and English aptitude in senior high schools. Master's Thesis, National University, Taiwan, R.O.C

CHINESE REFERENCES 沈明璋 (Ming-Chang, Shen) (2006). 偏遠地區國中生英語學習策略之相關研究, 立德管理學院應用英語研究所, 碩士論文, 未出版。 林君盈 (Chun-Ying, Lin) (2010)。台中市國中生語言學習風格與語言學習策略之研究 - 以英語科為例, 國立彰化師範大學教育研究所, 碩士論文, 未出版。 吳振嘉 (Chen-Chia, Wu) (2003)。台中高職生英語學習策略使用之研究, 雲林科技大學, 碩士論文, 未出版。 王婷 (Yu-Ting, Hsu) (2004)。國中生英語焦慮、英語學習動機與英語學習策略之相關研究。國立成功大學教育研究所, 碩士論文, 未出版。 郭又正 (Yo Cheng, Kuo) (2012)。國中生英語學習策略與英語學習成就之相關研究, 高雄師範大學教育系研究所, 碩士論文, 未出版。 許銘裕 (Ming-Yu, Hsu) (2006)。中台灣國小學童英語學習策略使用之研究。國立台北教育大學兒童英語教育系碩士班, 碩士論文, 未出版。 曹黛玲 (Tai-Ling, Tsao) (2002)。高中生英語學習知覺風格偏好與學習策略的使用。國立台灣師範大學英語研究所, 碩士論文, 未出版。 黃稚雅 (Claudia Hung) (2004)。國中生家庭教育資本、英語學習策略與英語學習成就之關係研究。國立彰化師範大學教育研究所, 碩士論文, 未出版。 黃琪雯 (Chi-Wen, Hung) (2009)。嘉義市中學生英語學習態度、英語學習動機與英語學習策略之關係研究。國立嘉義大學國銘教育研究所, 碩士論文, 未出版。 黃自來 (Tzu-Ling, Huang) (1989)。動機, 教材, 教法與管理-從教育心理學談英語教學。中華民國第四屆英語文教學論文集。台北, 台灣:文鶴出版有限公司。 廖秀幸 (Shou-Shing, Lai) (2009)。國中生英語學習策略與英語學習成就關係之研究 - 以台中縣為例, 國立彰化師範大學教育研究所, 碩士論文, 未出版。 劉敏玲 (Min-Ling, Liu) (2004)。高中生對英語學習的信念和英語學習策略之研究, 國立高雄師範大學英語研究所, 碩士論文, 未出版。 王穎、張林、魯兵 (Yang Wang, Lin Zhang, Bing Lu) (2004)。初中學生英語學習策略發展特點研究, 健康心理學雜誌。 王雲華 (Yun-Hua, Wang) (2003)。如何看待第二語言習得理論對我國農村英語教學的指導作用, 南京師範大學, 碩士論文, 未出版。 謝佩娟 (Pei-Chuan, Hsieh) (2006)。國中生英語學習策略使用及其與英語學習成果關係之研究, 東海大學外國語文學系, 碩士論文, 未出版。 張錦弘、章倩萍 (Ching-Hung, Chang, Chien-Ping, Chang) (2002)。學測城鄉差距達三、四十分。聯合報, 第3版。 楊淑晴 (Shu-Ching, Yang) (2000)。英文學習策略、學習類型與英文能力之相關研究。國家科學委員會研究彙刊:人文及社會科學。