

國小學童英語學習策略、學習動機與學業成就相關之研究-以彰化縣近郊學校為例

簡曉琳、莊維貞

E-mail: 9017559@mail.dyu.edu.tw

摘要

本研究之主要目的在於比較不同背景的國小學生，在英語學習策略、學習動機與英語學業成就上的差異情形；比較不同性別、父母教育程度、父母職業、英語學習經驗及英語學習年數的國小學生在英語學習策略、學習動機、英語學業成就上的差異狀況；探討國小學生英語學習策略與學習動機、英語學業成就間的相關情形；瞭解國小學生英語學習策略、學習動機對英語學業成就的預測作用；並依據研究發現提出建議。故本研究以便利抽樣取得彰化縣近郊五所公立國小九十二學年度五、六年級學生705人為研究對象，故本研究的發現在瞭解台灣中部彰化地區近郊國小學童英語學習策略、學習動機與英語學業成就之概況，經施以「基本資料與家庭背景問卷」、「英語學習策略問卷」、「英語學習動機問卷」、「英語成就測驗」，再以描述統計、t-test、單因子變異數分析、皮爾森積差相關、多元迴歸等方法進行統計分析。本研究主要發現如下：一、國小高年級學生因性別、父母教育程度、父母職業、英語學習經驗及英語學習年數的不同，在英語學習策略、學習動機及英語學業成就方面的表現有顯著差異。二、國小高年級學生的英語學習策略、學習動機與英語學業成就有顯著相關。三、國小高年級學生的英語學習策略、學習動機對於英語學業成就，具有正向的預測作用。本研究最後依據研究結果，提出各項建議，以提供學生自勵、家長親職教育、學校教學與輔導和今後進一步研究的參考。關鍵字：英語學習策略，學習動機，英語學業成就

關鍵詞：英語學習策略；學習動機；英語學業成就

目錄

封面內頁 簽名頁 授權書.....	iii
中文摘要.....	v
英文摘要.....	v
誌謝.....	vi
目錄.....	viii
圖目次.....	ix
表目次.....	xi
第一章 緒論.....	xii
第一節 研究動機.....	1
第二節 研究目的、問題與假設.....	1
第三節 名詞釋義.....	3
第四節 研究範圍與限制.....	6
第二章 文獻探討.....	7
第一節 英語學習策略的理論分析.....	9
第二節 學習動機與外語學習動機的相關模式.....	32
第三節 英語學習策略、學習動機的相關研究.....	47
第三章 研究方法.....	47
第一節 研究架構.....	53
第二節 研究對象.....	54
第三節 研究工具.....	56
第四節 實施程序.....	67
第五節 資料分析.....	70
第四章 研究結果與討論.....	72
第一節 不同背景變項的受試學生在「英語學習策略」、「學習動機」與「英語學業成就」之現況分析.....	72
第二節 不同背景變項的受試學生在「英語學習策略」、「學習動機」之差異分析.....	74
第三節 不同背景變項的受試學生在「英語學業成就」之差異分析.....	116
第四節 受試學生在「英語學習策略」、「學習動機」與「英語學業成就」之相關分析.....	122
第五節 受試學生在「英語學習策略」、「學習動機」對「英語學業成就」之預測.....	126
第五章 結論與建議.....	128
第一節 結論.....	128
第二節 建議.....	131
參考書目.....	136
附錄.....	143

參考文獻

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