

The Relationships among English Learning Strategies, Learning Motivation and Learning Achievement —The Elementary School

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ABSTRACT

There are two goals of this study. One is to explore the differences of the frequencies of strategies use in learning English, the degrees of motivation in learning English and English learning achievements among the elementary school students with varied backgrounds. The other is to describe the relationships among the frequencies of the strategies use in learning English, the degrees of motivation in learning English and English learning achievements. The predictabilities of the frequencies of the strategies use in learning English and the degrees of motivation in learning English on English learning achievements were investigated. Several suggestions for further studies and for educational practices are suggested based on the findings. The sampling of this study was convenient sampling. The seven hundred and five students involved in this study were selected from five public elementary schools in the suburb area in Changhua County. Therefore, the findings of this study should not be applied beyond this suburb-based context. A revised version of Oxford's SILL and a self-developed "English learning motivation Questionnaire" as well as a self-developed "English learning achievements Test" were the instruments used to collect the data. The background information of the students was collected through a self-developed questionnaire. Descriptive statistic, t-test, ANOVA, correlation analysis and stepwise multiple regression analysis were conducted to analyze the data collected. The findings of this study are summarized as follows: 1. Significant differences of the frequencies of strategies use in learning English, the degrees of motivation in learning English and English learning achievements were found among the students of different genders as well as the students with different backgrounds in terms of their parents' education and vocations. There are also significant differences on the years of studying English among the students. 2. There were significant correlations among students' frequencies of strategies use in learning English, students' degrees of motivation in learning English and their English learning achievements. 3. A student's frequency of strategies use in learning English and his/her degree of motivation in learning English can effectively predict his/her English learning achievement.

Keywords : English learning strategies ; Learning motivation ; English learning achievements

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