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| 舊系所名稱 |  |
| 學號 | 492286072 |
| 研究生(中) | 熊祐琪 |
| 研究生(英) | Hsiung, Yuchi |
| 論文名稱(中) | 台灣國中八年級生的英文字彙學習策略使用之研究 |
| 論文名稱(英) | A Study on Vocabulary Learning Strategies Used by Eighth-Grade Students in Taiwan |
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| 指導教授(中) | 李子瑄 |
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| 摘要(中) | Chinese Abstract 許多研究顯示英語字彙在學習第二外語上扮演著很重要的角色，而使用字彙學習策略更是能幫助學習字彙。本文的主要目的在探討台灣國中八年級學生英語字彙學習策略使用之情形；此外，本研究亦探討高低學習成就的學生在英語字彙學習策略的使用上是否有顯著差異。

  本研究對象是六十四位就讀於北部一所私立國中的八年級學生；主要研究工具為字彙學習策略問卷和訪談；分析方法主要採量化分析(採用SPSS version 19.0)，包括描述性統計、獨立樣本 t 考驗，以及 Pearson 相關係數 (Pearson correlations coefficients)。 本研究結果顯示：整體而言，研 |
English Abstract The purpose of this study was (a) to investigate the eighth-grade students’ vocabulary learning strategies; (b) to find out the vocabulary learning strategies the most frequently and least frequently used by eighth-grade students in Taiwan; (c) to explore how the vocabulary learning strategies affect students’ performance in English; and (d) to identify the differences in the use of vocabulary learning strategies between high English achievers and low English achievers. There are 64 eighth graders from a private junior high school in northern Taiwan participating in the present study. A vocabulary learning strategies questionnaire and an interview are administered to the participants. The collected data are analyzed by using SPSS (Statistical Package for the Social Science) version 19.0, including descriptive statistics, Pearson correlations coefficients, and the independent-samples t-test. The results point out that eighth graders employ Determination Strategies the most frequently and Social Strategies the least frequently. Next, there is significant difference between high achievers in English (HAE) and low achievers in English (LAE) in the usage of vocabulary learning strategies. Besides, the findings of the study also suggest that teachers should introduce students to various vocabulary learning strategies, especially deep strategies and strategies related to context to help them enhance the retention of target words.
CHAPTER FOUR RESULTS and DISCUSSIONS

4.1 Frequencies of different vocabulary learning strategies
4.1.1 Frequencies of six strategy categories
4.1.2 Frequencies of Determination Strategies use
4.1.3 Frequencies of Social Strategies use
4.1.4 Frequencies of Memory Strategies use
4.1.5 Frequencies of Cognitive Strategies use
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4.2 The Most and the least used strategies
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4.3 Vocabulary learning strategies use and English performance
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4.4.4 Strategies that HAE used being significantly more frequent than LAE

4.5 The results of short answer questions
4.6 Interview responses
4.7 Special Methods adopted by the Taiwanese Students
4.8 Summary of the Results for the Research Questions

CHAPTER FIVE CONCLUSION

5.1 Summary of major findings
5.2 Pedagogical implications
5.3 Limitations of the study
5.4 Suggestions for future research

REFERENCES 94-98 APPENDIX : Vocabulary learning strategies questionnaire

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