STRATEGY TRAINING FOR TAIWANESE LEARNERS:

A HANDBOOK

A Project

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by

Pei-Yun Lee

Spring 2009
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# TABLE OF CONTENTS

## PAGE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgments</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>vi</td>
</tr>
<tr>
<td><strong>CHAPTER</strong></td>
<td></td>
</tr>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Background</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Project</td>
<td>2</td>
</tr>
<tr>
<td>Scope of the Project</td>
<td>2</td>
</tr>
<tr>
<td>Significance of the Project</td>
<td>3</td>
</tr>
<tr>
<td>Limitations of the Project</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>4</td>
</tr>
<tr>
<td>II. Review of the Literature</td>
<td>6</td>
</tr>
<tr>
<td>Research on Language Learning Strategies</td>
<td>7</td>
</tr>
<tr>
<td>Language Learning Strategies Framework</td>
<td>10</td>
</tr>
<tr>
<td>Motivation Theories</td>
<td>12</td>
</tr>
<tr>
<td>Summary of the Literature Review</td>
<td>17</td>
</tr>
<tr>
<td>III. Methodology</td>
<td>19</td>
</tr>
<tr>
<td>Analysis</td>
<td>19</td>
</tr>
<tr>
<td>Design</td>
<td>19</td>
</tr>
<tr>
<td>Development</td>
<td>20</td>
</tr>
<tr>
<td>Implementation</td>
<td>21</td>
</tr>
<tr>
<td>Evaluation</td>
<td>21</td>
</tr>
<tr>
<td>Materials</td>
<td>22</td>
</tr>
<tr>
<td>Procedure</td>
<td>22</td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>IV. Results</td>
<td>23</td>
</tr>
<tr>
<td>Introduction</td>
<td>23</td>
</tr>
<tr>
<td>Part 1: Past Learning Experience</td>
<td>24</td>
</tr>
<tr>
<td>Part 2: Participants’ Reaction and Recommendations</td>
<td>29</td>
</tr>
<tr>
<td>Summary</td>
<td>34</td>
</tr>
<tr>
<td>V. Summary, Conclusion, and Recommendations</td>
<td>36</td>
</tr>
<tr>
<td>Summary</td>
<td>36</td>
</tr>
<tr>
<td>Conclusion</td>
<td>37</td>
</tr>
<tr>
<td>Recommendations</td>
<td>37</td>
</tr>
<tr>
<td>References</td>
<td>40</td>
</tr>
<tr>
<td>Appendix</td>
<td></td>
</tr>
<tr>
<td>A. Strategy Training for Taiwanese Learners: A Handbook (English Version)</td>
<td>47</td>
</tr>
<tr>
<td>B. Strategy Training for Taiwanese Learners: A Handbook (Chinese Version)</td>
<td>83</td>
</tr>
<tr>
<td>C. Lay out of Language Learning Strategies</td>
<td>121</td>
</tr>
</tbody>
</table>
ABSTRACT

STRATEGY TRAINING FOR TAIWANESE LEARNERS:
A HANDBOOK

by

Pei-Yun Lee

Master of Science in Instructional Design and Technology

California State University, Chico

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This project was designed to develop a strategy training handbook for Taiwanese learners. Successful learners use more learning strategies than unsuccessful learners. Strategy training is necessary and important for learners. The purpose of this project was to introduce language learning strategies to learners so they would eventually be able to employ those strategies in their language learning.

To obtain data, open-ended questionnaires were used to determine participants’ past learning experience. In order to gather reactions and recommendations about this project from participants, one-on-one interviews were conducted.

Findings from past learning experience studies has revealed that rote-memorization is used very often by participants but this is not a good long-term
language learning tool. This project was developed to be a good learning manual that is not only user-friendly, but also offers a variety of language strategies for learners to use.

Even though this project was designed for learners, English teachers or instructors are encouraged to use this project in their teaching material. The research needs to be further developed so this project can be used in a workshop or a classroom setting. Because the sample used in this project was small, using a much larger group in the future for this study is recommended.
CHAPTER I

INTRODUCTION

Background

Since English is an international language, the government of Taiwan stresses the importance of English learning to its citizens. About a decade ago, English was first introduced to 7th grade students in Taiwan. Because the demand for fluent English speakers in career fields is high and due to the rapid growth of economic development, in 2005, the government lowered the age for learning English as an academic subject to 3rd grade. Learning English is not easy for Taiwanese people because Chinese is very different from English.

However, the length of time spent learning English cannot be use to predict Taiwanese students’ English proficiency. The two reasons for this are the entrance examinations and the living environment. Students see passing examinations as the only motivation for studying English. Once they achieve this goal, their motivation for learning English decreases. And other than in the classroom, students have no chance to practice English in their daily life.

Many second language learning theorists have advocated teaching students a variety of strategies to increase their language ability (Oxford, 1990; Rubin, 1975; O’Malley & Chamot, 1990). According to Oxford’s (1990) book, Language Learning Strategies: What Every Teacher Should Know, “Strategies are especially important for
language learning because they are tools for active, self-directed involvement, which is essential developing communicative competence” (p. 1).

Purpose of the Project

In Taiwan, the government considers English a global language, and it encourages learning English as a foreign language as early as possible. As a result, the effectiveness of language strategies becomes extremely important for learners. According to the Ministry of Education, Taiwan (2000) “The objective of the elementary/junior high school curriculum should be to instill a basic communicative ability, to prepare students to take a global perspective, and to give individuals confidence in communicating in the global area” (p. 2). However, Taiwanese students quickly lose interest in learning English if there are no effective and useful strategies to help them. Huang (2001) pointed out that in Taiwan, researchers in English education have suggested implementing language learning strategies to improve students’ learning results. This project developed a strategies training handbook to help Taiwanese students learn English more effectively.

Scope of the Project

The strategies training handbook developed for this project includes an overview of the language learning strategies model, definitions for each strategy, and instructions on how to use and apply these strategies in English learning.

Eight Taiwanese students from California State University, Chico (CSU, Chico), participated in this project. Over the period of a month, they answered questions about their past English learning experience and then read the handbook. The developer
then conducted a focus group to gather their comments and suggestions about this handbook.

Significance of the Project

With the trend towards globalization, students need to be proficient in English. This project was designed to present R.L. Oxford’s language learning strategies model to Taiwanese students. It is based on Oxford’s (1990) idea that “appropriate language learning strategies result in improved proficiency and greater self-confidence” (p. 1). This project will not only provide a new way to learn English, but it will also help students develop and create their own English learning environment which will increase their motivation and confidence in English learning.

Although this project focused only on Taiwanese learners and their experiences using the handbook’s language strategies with their English learning, it can also be used for other language learners who want to learn a foreign language.

Limitations of the Project

The subjects of this project had English learning experience in both Taiwan and the U.S. Because of time constraints and limited resources, this study involved only eight subjects and lasted for one month. Therefore, the results will not be representative for all of English learners in Taiwan, especially if other learners use these learning strategies over a much longer period of time. Another limitation is the use of only one learning strategy model in the handbook. Subjects may have different learning experiences if they have more than one model to help them.
Definition of Terms

Foreign Language (FL)

Foreign language is defined as a language that is taught in a country where the language is not commonly spoken. In addition, Oxford (1990) stated “a foreign language does not have immediate social and communicative functions within the community where it is learned” (p. 6)

Instrumental Motivation

Learning involves some concrete goals such as getting a good grade, passing an exam, or finding a good job.

Integrative Motivation

Gardner & Lambert (1972) defined integrative motivation as “the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way to the point of eventually being accepted as a member of that other group (p. 3).

Learning Strategies

Oxford (1990) stated “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to a new situation” (p. 8).

Learning Style

Learning styles are the learner’s typical preferences to approach learning.
Second Language (L2)

A second language is defined as a language that is learned in a country where that language is not generally spoken. According to Oxford (1990), “a second language has social and communicative functions within the community where it is learned” (p. 6).
CHAPTER II

REVIEW OF THE LITERATURE

In pedagogy, foreign language (FL) is defined as a language that is taught in a country where the language is not commonly spoken. For example, English is a foreign language to most Taiwanese because many people in that culture do not speak English. On the other hand, a second language (L2) is defined as a language that is learned in a country where that language is not generally spoken. However, from a language learning point of view, most learning theories could be applied to both L2 and FL learners, so in the following literature review, there is no conflict between L2 and FL learning theories.

In the past few decades, a lot of researchers have concentrated on either second language (L2) or foreign language (FL) learning research. Some of them have focused on the relationship between strategy training and learners. Others have studied the factors that affect learners in second or foreign language learning environments. This literature review will first present the research behind the language learning strategies theory and the importance of strategy training. Then it will focus on the instructional design model called ADDIE—Analysis, Design, Development, Implementation, and Evaluation, and language learning strategies framework used to design and develop the handbook. The literature review will also discuss how factors such as cultural background, motivation, learning style, and anxiety affect students on a foreign language learning.
Research on Language Learning Strategies

Language learning strategies have interested researchers since the 1970s. One of the earliest researchers in the field, Rubin (1975), focused on the identification of language learning strategies used by good language learners. According to Rubin’s (1987), successful language learners have a wider repertoire of learning strategies and use them in more varied combinations with great effectiveness. Chamot and Kupper (1989) asserted “more successful students used learning strategies more often, more appropriately, with greater variety and in ways that helped them complete the task successfully (p. 17).

Research has shown that successful language learners or higher level students not only use more learning strategies but also use them more frequently than unsuccessful language learners or lower level students (Green & Oxford, 1995; Rubin, 1975; Oxford, Lavine, & Crookal, 1989). Later, other researchers concentrated in the area of examining learning strategies used by successful language learners (O’Malley, Chamot, Stewner-Manzanares, Kupper, & Russo, 1985). O’Malley et al. (1985) pointed out that higher level students were very good in the use of metacognitive strategies (for example, arranging and planning their own learning). Shannon (2005) concluded that learners would be a great benefit from their well knowledge of the L2 learning process and various learning strategies.

Definition of Language Strategy

Rubin (1975) defined learning strategies as “the techniques or devices which a learner may use to acquire knowledge” (p. 43). Later, Rubin (1987) gave another similar but more detailed definition—learning strategies are used to help a learner develop a
language system. O’Malley and Chamot (1990) defined learning strategies as “thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). Wenden’s (1987) definition is wide-reaching, encompassing not only what learners do to learn and regulate the learning of a second language, but also what learners know about the strategies they use and the factors that make learning a second language easier.

**Strategy Training**

Researchers have found that successful learners employ proper and efficient strategies in language learning and that teaching these strategies to second or foreign language learners could improve their language performance. According to Jones, Palincsar, Ogle, and Carr (1987), the reason of using strategy training to students is “teaching them that their failures can be attributed to the lack of effect strategies rather than to the lack of ability or to laziness” (p. 56). In addition, Cohen (1998) mentioned “the ultimate goal of strategy training is to empower students by allowing them to take control of the language learning process” (p. 70).

Chen’s (2007) study of a listening comprehension strategy training program on college students in Taiwan presented several positive findings in support of strategy training. First, some learners became more focused and more purposeful in foreign language listening. Second, some learners credited this training program for improving their listening skills. Third, some learners transferred the strategies they learned from that program to other language skills such as reading and speaking.

Cohen (2003) listed seven facts about how strategy training can help a foreign language learner:
1. Self-diagnose their strengths and weaknesses in language learning.
2. Become aware of what helps them to learn the target language most efficiently.
3. Develop a broad range of problem-solving skills.
4. Experiment with familiar and unfamiliar learning strategies.
5. Make decisions about how to approach a language task.
7. Transfer successful strategies to new learning contexts (p.1).

Briefly, strategy training is important for a language learner, because strategies can help learners to establish the ability of self-direct learning. According to Chamot (2004), even though beginners may not have L2 proficiency to understand explanations in the target language of why and how to use learning strategies, they still need to learn strategies that can make their learning more successful and increase their motivation for further study.

**Instructional Design Model**

The ADDIE (analysis, design, development, implementation, and evaluation) instructional design model used in Chapter III is a generic, systematic approach to the instructional design process. According to Kruse (2006), the five phases of ADDIE are as follows:

1. Analysis – develops a clear understanding of the “gaps” between the desired outcomes or behaviors, and the audience’s existing knowledge and skills.
2. Design – documents specific learning objectives, assessment instruments, exercises, and content.
4. Implementation – delivers or distributes these materials to the student group.
5. Evaluation – assesses the effectiveness of the training materials. (p. 1)
The concept of “learning strategies” is based in part on the cognitive learning theory where learning is seen as an active, mental, learner-constructed process (Rausch, 2000). According to Cohen (2001), language learner strategies have the goal of improving a learner’s knowledge and understanding of the second language. More specific definition of learning strategies was provided by Oxford (1990), “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situation” (p.8).

Besides, Oxford’s strategy classification system (1990) is used to design and develop in this project. Oxford divided language strategies into two groups: direct strategies and indirect strategies. Direct strategies are defined as strategies related to the target language learning directly. Indirect learning strategies are defined as strategies used to help learners deal with their emotion and are not directly related to the target language learning. In each group, there are three language strategies. Under direct strategies there are a) memory, b) cognitive, and c) compensation strategies. Under indirect strategies there are a) metacognitive, b) affective, and c) social strategies. Rausch (2000) stated that this model conveniently encompasses a continuum of strategies—from affective personal management and general approaches to basic learning to specific language learning, memory, and communicative techniques.

Motivation and Language Learning

Ball (1977) defined motivation as “the process involved in arousing, directing, and sustaining behavior” (p. 2). Keller (1983) referred motivation as “the choices people
make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect (p.389).

Motivation has been studied to determine the success of second or foreign language acquisition. Ellis’s (1985) claimed, “we do not know whether it is motivation that produces successful learning or successful learning that enhances motivation” (p. 119). However, some research has shown that, in most cases, there is a positive correlation between greater learning motivation, higher grades, and better proficiency in the target language learning (Oxford, 1996; Warschauer, 1996; Segalowitz & Freed, 2004).

Motivation is crucial in second or foreign language learning (Deci & Ryan, 1985; Krashen, 1985; Duttweiler, 1986). Learners with high motivation are willing to learn and use strategies more frequently and more effectively. They are risk-taking and not afraid to make mistakes, which makes them become more successful language learners.

Since motivation is essential for successful language learning, it is important to raise a learner’s motivation. According to Niederhauser’s study (1997) in Korea, five strategies were used to raise student motivation:

1. Help students connect language learning to their personal goals.
2. Make positive statements about upcoming activities.
3. Teach students to use learning strategies.
4. Send positive messages about language learning.
5. Bring cultural content into the language classroom.
Motivation Theories

Gardner and Lambert (1972) explored the relationship between attitude/motivation and achievement for second language (L2) learners. They divided the motivational orientation of language learning into two groups: integrative and instrumental. Gardner and Lambert (1972) claimed “the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way to the point of eventually being accepted as a member of that other group” (p. 3). On the other hand, instrumental motivation is behind learning that involves concrete goals such as getting a good grade, passing an exam, or finding a good job. Integrative motivation is more effective because the learner intends to learn the target language and involve himself/herself in the target culture. Supporting the idea that integrative motivation is much more powerful than instrumental motivation, Gardner (1985) claimed that the final goal for L2 learners was not only to attain language competence but also to achieve “psychological integration” with the target culture.

Learning environment also affects a learner’s motivation. Drew, Olds and Olds (1974) state that: “…Motivation manifests itself and becomes the basis of learning only when a child interacts with the things external to himself, be these people, objectives or ideas” (p. 7). Later, Deci and Ryan (1985) distinguished between intrinsic and extrinsic motivation. Intrinsic motivation means a person is doing and learning something because he/she likes doing it rather than because someone wants him/her to do so. On the other hand, extrinsic motivation means a person is doing and learning something for reasons other than because he/she likes to do it. Deci and Ryan (1985) claim that intrinsic
motivation leads to more effective learning and learners are more successful because they are having fun in the task and activity itself.

Greater learning motivation can lead to higher learning achievements in the target language (Gardner, 1985; Oxford, 1996). Second or foreign language learners should employ strategies in language learning and focus on raising their learning motivation.

**Anxiety**

In a second or foreign language learning environment, anxiety plays an effective role and affects learners’ achievements. Anxiety is a feeling caused by uncertainty about the future. In a second or foreign language learning environment, anxiety occurs because learners fear making mistakes, cannot learn the new language well, and become frustrated by a lot of unknown vocabularies. There is a perspective of anxiety called situation-specific perspective. According to Horwitz, Horwitz, and Cope (1986), “a situation specific and unique type of anxiety closely related to the acquisition of foreign language” (p. 125).

Two studies examined the construct of language anxiety. Chan and Wu (2004) investigated foreign language anxiety of fifth grader students in Taiwan. The results indicated test anxiety was the main cause of students’ anxiety in the foreign language classroom. Others causes included being less competent and being afraid to speak English in public.

Later, Liu (2006) investigated first-year undergraduate non-English majors in Beijing. She used the Foreign Language Classroom Anxiety Scale (FLCAS) in the study. Students identified the situations that make them feel anxious. First, they were nervous
and afraid while speaking English in the classroom. Second, they were afraid making mistakes. Last, they were afraid of being less competent than other students or of being negativity evaluate.

Based on the findings from Chan and Wu (2004) and Liu’s (2006) studies, the participants’ English proficiency and educational level were different, but students identified similar reasons for their anxiety in the English classroom.

Cultural Background

Tang (1999) suggested that language and culture are inseparable because language is culture. Moreover, most of time cultural associations were involved with learning a foreign language. O’Malley and Chamot (1990) state that the learner’s “cultural background can be expected to play a part in both identifying the set of learning strategies students bring to task and the ease or difficulty with which new strategies can be trained” (p.165). Researchers have identified the language strategies which employed by learners in Chinese cultural backgrounds.

From Su’s (2005) study revealed that Taiwanese technological and vocational college students most frequently employed social learning strategies and memory strategies were the least frequently. Besides, Huang’s (1984) study found that Chinese students in the English as a Foreign Language (EFL) classroom shared similar learning strategies in oral communication as Western second language learners. Yet Huang indicated that some strategies used by Chinese EFL learners were influenced by Chinese culture, such as emphasis on memorization.

According to Watkins (2000), Chinese students are not lack the motivation to study, but are “trained to think there is only one right answer and avoid risk-taking and
divergent thinking” (p.164). Moreover according to Oxford (1996) asserted, “Chinese people dislike learning strategies that involve theoretical models and prefer dealing with strategies that handle practical questions, because the Chinese language lacks implicational statements that allow people to discuss ideas contrary to fact” (p.48).

Some studies of Chinese learners in particular have found that an integrative motivation or empathy with the target culture was not needed in order to succeed in learning a foreign language (Young, 1987). Alptekin and Alptekin (1984) argued the idea that a language and its culture are two inextricably related entities that need to be taught together. He claims the following statement about the general situation of many students learning English as a foreign language:

Despite their desire to learn English, the students are often unwilling to receive the cultural load of the target language. Hence, it is not uncommon for many who do not want to become “culturally assimilated” to give up on learning the target language. (p. 17).

Klassen (1994) concluded that we turn to the influence of first language culture by two ways, first in its general affect on language learning, and then more specifically, on how it can have an affect on language learning strategies. It could still be argued that in the relationship between learning target culture and becoming successful L2 learner. Nevertheless, learner’s first language culture will play an important role in language learning.

**Learning Styles**

Generally, learning styles are the approaches learners use to learn, and frequently they have their own learning preferences. Keefe (1979) broadly defined
learning styles as “cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment” (p.4). Specifically, Reid (1995) defined learning style as an individual’s natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills. According to Rochford (2003), teachers and students could use learning styles as a tool to direct their teaching and learning. On the other hand, learning styles could also be use on providing answers on the unsuccessful students.

Reid (1984) developed the Perceptual Learning-Style Preference Questionnaire which used to define learners’ learning style preference. The six major learning style preferences are as follows:

- Visual style: prefer to use the sense of sight, such as visual aids while learning.
- Auditory style: prefer to use the sense of hearing, such as broadcast or CD while learning.
- Kinesthetic style: prefer to involve the whole body, such as role-playing or TPR (Total Physical Response).
- Tactile style: prefer to involve the hands, such as making things or doing a project while learning.
- Group style: prefer to work with others while learning.
- Individual style: prefer to work alone while learning.

There are a number of studies that explored the preference of learning styles by second or foreign language learners. Reid (1987) investigated nonnative adult speakers in ESL settings in the United States and the results showed that kinesthetic and
tactile learning styles were strongly preferred by ESL learners whereas the least preferred learning style was group learning. She found that students from different language background favored different learning styles. Overview of ESL students’ learning preference, Arabic, Chinese, and Korean students have multiple major learning style preference. The finding showed that Arabic and Chinese students were strong (major) preference for visual and auditory learning. Moreover, Korean students were the most visual in their language preferences among other language backgrounds. However, the reasons of why Japanese students did not identify a single major learning style in this study were yet unknown.

Hyland (1993) studied 440 students at 8 university in Japan and Japanese students at a tertiary college in New Zealand. The findings were similar to Reid’s (1987) study that Japanese students were not identifying a single strong learning style. In 2006, Chan studied the preference of learning styles by 390 Taiwanese junior high school students. The result showed that students were most preferred group learning style and the least preferred learning style was tactile.

In summary, learning styles which identified by learners was how they learn a target language. Teachers should be aware of their learning styles and incorporate those styles into learning materials in order to achieve the maximum of learners’ learning efficiency.

Summary of the Literature Review

The main purpose of learning strategy model for either second or foreign language learner is to make learning easier, faster, and more interesting. As the literature
review indicated, strategy training was necessary for L2 and FL learners. Teaching learners how to learn a target language is a key to success. Since learners’ motivation is one of the factors that affect successful learning achievement, teachers need to find some ways to help students increase their motivation. However, there are some factors, other than motivation, also affecting learners in different ways, such as learner anxiety, cultural background, and learning style. This project was designed for Taiwanese English beginners. Hopefully, learners could see the usefulness of the project and increase their motivation for learning English.
CHAPTER III

METHODOLOGY

The methodology used in this project was based on the instructional design model called ADDIE. There are five major parts: Analysis, Design, Development, Implementation, and Evaluation. This chapter will address each part in detail.

Analysis

The participants for this project were eight Taiwanese students from California State University, Chico, who attended the university for at least three years. There were two parts to the questionnaire used in this project. The first part employed an open-ended questionnaire (sent by e-mail) that assessed each participant’s past learning experience and determined needs assessments. These findings are presented in Chapter IV.

The second part of the questionnaire used a one-on-one interview format to gather information from participants. After viewing the handbook, participants could either meet with the developer in person or be interviewed over the telephone. These results are also presented in Chapter IV.

Design

This project used a language learning strategies model developed by Rebecca Oxford as its foundation. The contents of this handbook included an overview of the
language learning strategies model, definitions of each strategy, and instructions about how to use and apply the strategies in English learning. At the end of each lesson, there was a review section where learners could evaluate their learning.

In Taiwan, most students’ motivation for learning English was instrumental motivation such as passing examinations. This project was aimed to help learners in learning English by providing examples and exercises in the handbook. Hopefully, use of this handbook would increase learners’ integrative motivation.

Since Oxford’s model was used as the framework for this project, a flow chart was developed to show the structure of the framework. Under each strategy, at least two strategies were provided as examples (Appendix C).

Development

There were six stages involved in producing this handbook (all printed materials that were developed can be seen in Appendices A and B). Microsoft Word was mainly used to create this handbook.

1. Divide the handbook into six lessons. List one kind of strategy in each lesson. For example, lesson one is for memory strategies, lesson two is for cognitive strategies, and so on.

2. Write definitions of each strategy. Under each strategy, begin a new paragraph to describe the meaning of the strategy.

3. Write instructions about how to use and apply the strategies, including examples and exercises. Use a function in Microsoft Word called Table to create some examples and exercises. There were two graphics (Lesson Three) and a map (Lesson Six).
which were created by one of the Accessories program called Paint. In Lesson Two, there was a screenshot from Internet in the exercise.

4. Write a review section for each lesson. In the end of each lesson, list three questions in the new page

5. Include appendices at the end of the handbook. Use a function in the Microsoft Word called Table to create the appendices.

6. Write a preface and an overview for the handbook. In a new page, write an introductory statement and explain the author’s aims as a preface of this handbook. In another new page, write a general description about this handbook.

Implementation

Due to time constraints, the project was not fully implemented. For this study, the handbook was used for beta testing only. Data were collected from eight Taiwanese students from California State University, Chico. Participants were to answer the first part of questionnaire by email. In the second part, six of the participants participated in a one-on-one interview, and the other two participants were interviewed by telephone.

Evaluation

This project, *Strategy Training for Taiwanese Learners: A Handbook*, was designed based on R.L. Oxford’s language learning strategy model and it was for a learner tryout only.

Evaluation Questions

The following are the interview questions used for evaluating the handbook after the participants review it:
1. Were the visuals useful in the handbook?

2. Were the directions clear to follow? Why or why not?

3. How useful were the review sections? Why or why not?

4. Do you think cooperate learning strategies with English learning is useful? Why and why not?

5. Do you think this handbook could really make a difference in learning English? How and why?

6. Would you recommend this handbook to other people? Why or why not?

7. What were potential problems in learning with this handbook?

8. Compared to other similar learning manual, is this one more or less user-friendly. Why?

Materials

The project was a 36-page handbook of language learning strategy training written in Chinese.

Procedure

Data were collected from all eight participants. Participants were asked to answer open-ended questions about their past learning experience by e-mail. Then they were given two weeks to read the handbook. After they read the handbook, a one-on-one interview was conducted to gather their feedback and recommendations about this handbook. Six of the participants who lived in Chico chose to meet with the developer in person. For the other two participants who lived in Taiwan, the developer did the interview over the telephone.
CHAPTER IV

RESULTS

Introduction

Eight Taiwanese students from CSU, Chico, participated in this study. Among the eight participants, seven were females, and one was male. All had attended CSU, Chico, for at least three years.

There were two parts to the questionnaire used in this study. In the first part, the open-ended questions were designed to find out each participant’s past learning experience and data were collected via e-mail. These questions were:

1. Think about how you learned English and how your English teacher taught when you were in Taiwan.

2. What did you do to improve your English grade in the class, either in Taiwan or in the U.S.?

3. Compare the way you learn English in the U.S. with the way you used to learn it in Taiwan.

4. On a scale 0 (do not understand basic English) to 10 (natural English speaker), how is your English proficiency?

In the second part, and after the participants read the handbook, one-on-one interviews were employed to collect data. The interview questions were designed to
discover each participant’s reactions and recommendations for the handbook. The eight questions were:

1. Were the visuals useful in the handbook?
2. Were the directions clear to follow? Why or why not?
3. How useful were the review sections? Why or why not?
4. Do you think cooperate learning strategies with English learning is useful? Why and why not?
5. Do you think this handbook could really make a difference in learning English? How and why?
6. Would you recommend this handbook to other people? Why or why not?
7. What were potential problems in learning with this handbook?
8. Compared to other similar learning manual, is this one more or less user-friendly? Why?

Part 1: Past Learning Experience

In this section, the four questions that were used to determine each participant’s past learning experience would be listed as well as the answers participants gave.

Question 1. Think about how you learned English and how your English teacher taught when you were in Taiwan.

Their first English learning experiences were between 5th and 7th grades. They learned how to use phonetic symbols for pronouncing vocabularies correctly. All participants mentioned that their teachers would only focus on teaching and quizzing
them everything from textbooks, such as vocabularies, grammar, sentence structure, and idioms. A lot of memorization took place. Here are some comments indicating the way they learned and what their teachers taught in Taiwan:

- I wrote down Chinese phonic symbol under an English word to know how to say it, and I memorized every word my teacher taught me (Participant 4).
- My teacher always relied on textbook in the class (Participant 2).
- Teachers would provide tons of practicing tests just for that we could use to English questions and build up higher speed in answering them (Participants 5).
- Teachers taught us everything from textbook and I usually learned extra vocabularies from outside reading materials (Participant 6).
- I would use dictionary looking up unknown words, or ask my teacher for additional help (Participants 7).
- Teachers trained us like a test machine. Before an exam was coming, they would provide a lot of questions to help us (Participant 1).
- Teachers taught us how to take exam instead of how to practice English, and English wasn’t fun at that time (Participants 8).
- I remembered that one day my English teacher wanted us to practice conversation, so we gathered in an audio room. Each student got a headphone with microphone. I could practice English conversation with classmates. Teacher could listen to our practice and would help us if necessary. It was really fun. I enjoyed it a lot (Participant 3).
However, Participant 1 and 3 mentioned that they would get punished if they did not get a good grade in the English class.

Question 2. What did you do to improve your English grade in the class, either in Taiwan or in the U.S.?

In Taiwan, Participants 1, 3, and 5 had an English tutor to help them. Participants 2, 7, and 8 went to an English cram school (an after school program) for additional instruction, including writing practice, learning grammatical rules and reading English articles. Outside the classroom, all of them would read articles, memorize vocabularies and grammar usage rules, and listen to English radio in order to improve their English grade. Additionally, English materials are available for learners such as “How to Prepare for the TOEFL (Test of English as a Foreign Language) Exam” or “10000 Useful Vocabularies.”

- I would do a lot of practice questions bought from the bookstore (Participant 5).
- I mainly focused on three aspects—memorize vocabularies, practice grammatical usage, and read English articles (Participant 6).

In the U.S., five participants studied at the ALCI (American Language and Culture Institute) at California State University, Chico, to help improve their communication skills.

- I was interested in Japanese culture, so I liked talking with my classmates who came from Japan. I believed it’s a good chance to improve my English (Participant 3).
• I took every chance to speak with a native speaker. By this, I could speak English more fluently (Participant 2).

• I’ll speak with native speakers, such as neighbors or classmates, in order to improve my oral communication skill (Participant 4).

• I improved my writing skill by wrote English journals, and I would go to writing center to get help for my writing though. Besides, I tried to have conversation with people either face to face or chat online (Participant 8).

They also watched television programs very often, such as TV series, news, or sports.

• I always turned on the caption function when I watched TV. That helped me to listen and understand a sentence much better (Participant 3).

• My friends suggested me to watch TV. I found it help me (Participant 5).

• I watched TV series a lot, so I could improve my listening skill (Participant 7).

• I liked reading the school newspaper, because those news or columns were related to my daily life. I could learn a lot from it (Participant 8).

Question 3. Compare the way you learn English in the U.S. with the way you used to learn it in Taiwan.

They all agreed that in Taiwan they did not have opportunities for communicating with native speakers because English was a subject to them and not a common language. Teachers and parents only cared about the English grade. However, Participant 5 gave credit for her English teachers in Taiwan.
- I would say that what I learned in Taiwan was important. Those were the foundation of the language (Participant 5).
- In Taiwan, my attitude (learning English) was passive; however, in America, it became very aggressive (Participant 1).
- In Taiwan, learning English is more like a winning chess for exams, like a tool, not ability. In the states, it’s like learning a skill and a practical ability for me (Participant 8).
- In Taiwan, I just memorized the language but I am actually using the language in America (Participant 2).
- However, in the U.S., English is easier because they do not need to compose Chinese in their mind first before speaking it.
- In America, the way to learn is through speaking and reading, instead of memorization (Participant 6).
- I was exposed to English a lot more than before, so it’s easier for me to learn English without pressure (Participant 5).

Question 4. On a scale 0 (do not understand basic English) to 10 (natural English speaker), how is your English proficiency?

On average, participants rated their English proficiency between 7 and 8.

Summary

These questions were used to determine the participants’ past learning experience. From their answers, it was clear that they used rote-memorization as a learning strategy very often, which is not good for a long-term learning process. Their experience would have a big impact on their attitude toward this handbook.
Part 2: Participants’ Reaction and Recommendations

The following section will present the eight questions used in the second part of the questionnaire and the participants’ opinions about the handbook after they reviewed it.

Question 1. Were the visuals useful in the handbook?

They all agreed that the visuals were useful. Even though there were not many visuals in this handbook, it still helped having some.

- I am a visual style learner. I prefer use graphics and pictures while learning a foreign language. Using visual aids in a learning manual could help me to understand the content easily and develop an interest in learning a language (Participant 1).
- Visuals in the handbook are useful. They help me to understand English and learning strategies (Participant 2).
- I really like the one in Lesson six strategy two. It’s simple and clear (Participant 5).
- The visuals helped to provide clearly what is depicted in the paragraph. Some graphic are good examples in addressing points (Participant 6).

Question 2. Were the directions clear to follow? Why or why not?

All of them agreed that the step-by-step directions were clear and easy to follow. Subjects not only understood the instruction easily but were also interested in learning those strategies. However, two participants had comments.

- In the Lesson five, I felt that the definition of affective strategies was a little bit unclear. I expect more detail and clear in it (Participant 2).
• found most of them are fine but some of them can use more explanations and examples. Like Lesson two strategy one and two, I found they could be hard for beginners. They did give out instructions but they didn’t explain how to fine key points (Participant 5).

Question 3. How useful were the review sections? Why or why not?

The participants were split on this question. Four of them felt the review section were not useful because those questions were too broad and too general. They like more specific questions.

• If the learners are not strong self-motivated, they are not going to find the review helpful (Participant 7).

• Besides, many reviewing sections in many learning manual are not quite useful from personal experience because it is hard for oneself to tell much difference in a short time (Participant 6).

The other four participants found the review sections useful because they could see what they had learned and use that in the future when learning English. Moreover, they could use these sections to learn their weakness and develop ways to improve.

Question 4. Do you think cooperate learning strategies with English learning is useful? Why and why not?

All of them agreed that cooperate learning strategies are useful when learning English.

• It helps me to learn English in a bigger picture. There are a large variety of learning strategies to choose from (Participant 1).
• It suggests a lot of tips and resources that I can easily use when learning English (Participant 2).

• I found they are very useful for me especially the chapter six. I am a relational thinker so I found if I could relate the vocabularies or things to the events, activities or the context I am in, I can learn and remember more and better. I agree that it is very helpful and vital to have friends to practice to and communication partners to get help from (Participant 5).

• It balances out all the aspects instead focusing on extreme one. Also, it will be less boring if engaging in various activities instead of just one (Participant 6).

Question 5. Do you think this handbook could really make a difference in learning English? How and why?

From a beginner’s point of view, six of them thought this handbook could make a difference.

• The instructions [in the handbook] were easy to follow and understand (Participant 2).

• This handbook offers eye-opening concepts to learners compared to traditional ways they used to know in Taiwan (Participant 4).

However, one participant did not think this handbook could make a difference because:

• This handbook doesn’t bring learning into real participation and thus no building on of learning habit. To make a subject interesting for a learner, it should start with something interesting, easy, eye-catching, and then, get their involvement to a certain degree till they can do it without any help (Participant 6).
Question 6. Would you recommend this handbook to other people? Why or why not?

Six of participants would recommend this handbook to other people because the strategies are useful and good for beginners. Using this handbook can build up their learning motivation and self-confidence. However, Participant 6 said that she would not recommend this to others because she would use simple words to tell learners what she learned from the handbook instead of having them read the whole handbook which seemed lengthy to her.

Interestingly, Participant 3 and Participant 7 both mentioned that they would recommend this handbook to English teachers, especially those who teach beginners, because the teacher could actually apply these strategies in the class so that it gets to become like a learning habit over time.

Question 7. What were potential problems in learning with this handbook?

Participant 3, Participant 5, and Participant 7 said practical issues were the biggest potential problem.

- I would say that this handbook was limited for the learners who are self-motivated only. It’s hard for less motivated learner to use this handbook, because they may need someone to push them while learning (Participant 3).

- Would learners actually spend time learning these strategies on their own before or while they learn a language. For those learners who are not good at self-control might give up learning this handbook easily (Participant 5).
- This handbook might work with those really determined and highly motivated learners. But, if this is aimed to help those less motivated or less self-disciplined learners, motivations are needed (Participant 7).

Participant 7 mentioned another problem about the time needed for “extra” work:

- This handbook is going to be beneficial if learners look at learning in a long term. However, many learners, especially those who are currently studying at school, care more about getting higher scores and thus whether it helps them score high on tests is probably more important for many of these learners. Learners in Taiwan are more test-oriented. They might give up easier if they don’t see any obvious improvements soon, or later (Participant 7).

Participant 1 and Participant 3 said that it should include answers in the end of the handbook so learners can evaluate their learning as they progress through the handbook.

Participant 4 mentioned that the handbook should provide more information and examples. Since this handbook was targeted to self-learning, learners need information to help them use and apply language strategies correctly.

**Question 8.** Compared to other similar learning manual, is this one more or less user-friendly? Why?

All of them agreed that the handbook is more user-friendly than others they have seen.

- This handbook provides a lot of learning strategies and examples which are very good for beginners (Participant 1).

- It is user-friendly because it is clear and easy to follow (Participant 2).

- The contents of this handbook are full of variety and it’s easy to understand and learn (Participant 6).
• I liked the way it always gives examples and exercises under each strategy. It’s not too difficult to understand the instruction (Participant 7).

• This manual is mainly in providing learner the methods to learn as a self-learner, for that fact, I think this manual is effective in giving clear description and guideline that to do (Participant 8).

Participant 3 and Participant 4 said that this handbook presents “how to learn” concepts while others are usually more like step-by-step learning manuals.

Participant 5 and Participant 7 said that the learning manuals they had used in the past focused on specific skills (reading, writing, listening, or speaking) or specific purposes (TOEFL, GRE, or job related) while this handbook combined different learning strategies into language learning so learners can use it to improve all their skills.

Participant 4 had a different opinion about comparing the handbook with other similar learning manuals. She mentioned that there are many English learning books in Taiwan but nothing about language learning strategies. She believed this handbook is unique and is hard to compare to others.

Summary

Overall, the participants felt the handbook was a good learning manual for beginners, unlike other similar learning manuals they had used before, and most participants would recommend this handbook to others. However, the participants did point out some potential problems that still need to be addressed such as making sure learners would spend time learning and applying these strategies in their future learning and providing more information.
Based on the results from both parts of the questionnaires, there was a positive relationship between participants’ past learning experiences and their reactions about this project. They saw the advantages of this handbook for the English beginner and believed that this handbook could help the learner in learning English.
CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

The purpose of this project was to develop a strategies training handbook for Taiwanese learners of English. The intended outcome of this project was that students would be able to know what a learning strategy is and how to apply it when learning English.

Since English is a global language, the current trend for good job opportunities in Taiwan is being fluent in English. Usually, students in Taiwan start learning English in junior high school (7th grade). However, in order to increase students’ English proficiency, the government has lowered the age for learning English. In 2005, English was introduced to 3rd grade students as a subject.

The two reasons why most Taiwanese students are not fluent English speakers, even after they spend ten years or more learning English, are that students rarely employ or use inappropriate learning strategies in their English classes and they have no chance to practice English in daily life. Taiwanese students tend to use rote memorization strategies in English learning and focus on learning grammatical rules. Thus, language learning strategy training can have a very important role in English classrooms. Teachers need to know how to instruct and combine strategies in the class so
students will enjoy learning English. Students need to know how to apply these strategies so they become better at learning English.

Researchers claim that successful learners use proper strategies more often than unsuccessful learners which shows that teaching students language strategies could enhance their learning. Moreover, motivation can determine a student’s desire and success rate to learn a language. Other factors that affect students in the learning process include learning styles, cultural background, and strategy use.

Conclusion

Results from this study indicate that the handbook ("Strategy Training for Taiwanese Learners: A Handbook") provided a new way for students to learn English. The main purpose of this handbook was to introduce learning strategies to students and show them how to use those strategies to enhance their learning. According to most of participants, this handbook was unlike any other learning manuals they had used in the past.

Recommendations

The purpose of this project was to introduce language learning strategies to Taiwanese learners in a handbook that was written in Chinese. The pros for the project were that the handbook provided a new way of learning English for Taiwanese learners and that the contents of this project were easy to learn and understand. However, the cons for the project were that not enough information was provided about the strategies or about how learners could learn more about them.
The pros for the process were that interviews were used to get detailed information from the participants. Because there were only eight participants, the one-on-one interviews could get deeper information than surveys. On the other hand, the small number of participants was also a con. In order to get solid results, it is recommended that larger groups of learners from different educational levels and living backgrounds be engaged. Besides, the participants in this study had English learning experience in Taiwan and the U.S. The results may vary if participants have learning experience only in Taiwan.

The pros for the adoption of this handbook were that learners not only learned language strategies but also had opportunities to practice and evaluate their own learning. However, considering to Taiwan’s education system, this handbook may not be completely accepted by teachers, who have their own teaching plans based on textbooks, not by students, who already have textbooks. I would recommend that this handbook be the foundation for a workshop to train teachers to use and the strategies in their teaching plans. In addition, I would recommend that one 3rd grade class be chosen to have experience of this handbook in their English class. After one school year, we can gather information from students to see if this handbook provides any help in their English learning.

Even though this project was designed for learners, English teachers or instructors are encouraged to use this project as part of their teaching material. It is recommended that when teachers or instructors implement this project, they should combine multimedia aspects into their teaching program, such as CD-ROM, videotapes, DVD, or PowerPoint presentations.
Due to time constraints, this project was limited in its design to Taiwanese beginners only. It is recommended that this handbook be translated into other languages in order to determine whether this project would have different results among language learners in other countries.
REFERENCES
REFERENCES


APPENDIX A
Strategy Training for Taiwanese Learners:
A Handbook
TABLE OF CONTENTS

PREFACE
OVERVIEW
   How to Use This Handbook
   About This Handbook
LESSON ONE
   Memory Strategies
   Review Section
LESSON TWO
   Cognitive strategies
   Review Section
LESSON THREE
   Compensation strategies
   Review Section
LESSON FOUR
   Metacognitive strategies
   Review Section
LESSON FIVE
   Affective strategies
   Review Section
LESSON SIX
   Social strategies
   Review Section
APPENDICES
This handbook’s aim is to help a beginner learn a foreign language: English.

The goal is to introduce learning strategies that will help a student learn English, and improve the learner’s interest in English.
OVERVIEW

How to Use This Handbook

Welcome! In this handbook, you will learn a lot of learning strategies. It is based on Rebecca Oxford’s six learning strategies. Under each strategy, you will find a detailed definition and examples. Exercises for learners are also included. After each lesson, there is a review section so learners can evaluate how well they did in the lesson. There are appendices at the end of handbook too. Those appendices include key points and useful tips that can help learners further.

About This Handbook

This handbook will do the following:

- Help you use new ways to learn English.
- Change your feeling about learning English.
- Make you believe that learning English is fun and easy.

This handbook cannot do the following:

- Instantly improve your grade in English class.
- Enable you speak English fluently within a short period of time.
LESSON ONE
Memory strategies

Definition—Memory strategies help the learner memorize and learn the target language.

Strategy one—GROUPING AND CATEGORIZING

Use different colors of word cards (index cards) to group and label vocabulary to make your learning easier.

Example 1. Weather-related words

<table>
<thead>
<tr>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scattered showers</td>
</tr>
<tr>
<td>Monsoon</td>
</tr>
<tr>
<td>Foggy</td>
</tr>
<tr>
<td>Cloudy</td>
</tr>
<tr>
<td>Humid</td>
</tr>
<tr>
<td>Drizzling</td>
</tr>
</tbody>
</table>
Example 2 Music-related words

<table>
<thead>
<tr>
<th>Rhythm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lyrics</td>
</tr>
<tr>
<td>Composer</td>
</tr>
<tr>
<td>Saxophone</td>
</tr>
<tr>
<td>Quintet</td>
</tr>
<tr>
<td>Melody</td>
</tr>
<tr>
<td>Musical instruments</td>
</tr>
</tbody>
</table>

Exercise 1.1

Instructions:

It is your turn to make your own groups in the chart below. Try to list at least ten words for each group.
<table>
<thead>
<tr>
<th>Group</th>
<th>Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td></td>
</tr>
<tr>
<td>Similarity</td>
<td></td>
</tr>
<tr>
<td>Opposition</td>
<td></td>
</tr>
<tr>
<td>Travel-related</td>
<td></td>
</tr>
<tr>
<td>Food-related</td>
<td></td>
</tr>
</tbody>
</table>
Strategy two—SEMANTIC MAPPING

This strategy is used for memorizing foreign language vocabulary.

Example 1. Use the word “TRANSPORTATION” to create a semantic map.
Exercise 2.1

Instructions:

Use the word “KITCHEN” to create a semantic map (use the dictionary if necessary).

Exercise 2.2

Use the word “SCHOOL” to create a semantic map. (You can either use related words only or use pictures and words.)

Exercise 2.3

Use the word “FOOD” to create a semantic map. (You can either use related words only or use pictures and words.)
REVIEW SECTION

After reading Lesson One, please answer the following questions:

◆ What did you learn?

◆ During the memory strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
LESSON TWO
Cognitive strategies

**Definition**—Cognitive strategies help the learner learn the target language.

By using cognitive strategies, learners can understand and practice the target language quickly.

**Strategy one**—REPEATING

Use an audio recorder to record part of a news broadcast or your favorite televised program (English version). Listen to it several times and try to figure out the general meaning and main idea.

**CAUTION!** Do not be frustrated by unfamiliar words. It is normal.

Exercise 1.1

Instructions:
Listen to your recorded programs several times and answer the questions in the chart below.

<table>
<thead>
<tr>
<th>Type of program</th>
<th>What is it about?</th>
<th>Any key point that you can recall?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy two—GETTING THE IDEA QUICKLY**

Use skimming to read a section of an article from a newspaper or a magazine and try to get the main idea.

Exercise 2.1

Instructions:

Based on your English skills, find some proper reading materials so you can practice this strategy. Here are some key points:

- Start with a short news story or article to improve your reading skill.
- Start with familiar topics. For example: if you like basketball, you
can start with NBA news. You can build up your confidence from here.

Exercise 2.2

Instructions:

Go to http://en.tp.edu.tw/articles/# to find reading materials. It provides English pronunciation and Chinese translation. Also, it has an examination for both listening and reading. The “star” (⋆) in front of each article indicates the difficulty of the article. You can choose what kind of article you want to read:

[Titles of Articles]- English pronunciation and Chinese translation

[Listen]- listening examination

[Read]- reading examination

[Kind]- type of article

### Articles

<table>
<thead>
<tr>
<th>No</th>
<th>Level</th>
<th>Titles of Articles</th>
<th>Listen</th>
<th>Read</th>
<th>Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>⋆</td>
<td>A Foreign Language</td>
<td></td>
<td></td>
<td>Humorous Parag. Jokes</td>
</tr>
<tr>
<td>2</td>
<td>⋆</td>
<td>A Full Box of Kisses</td>
<td></td>
<td></td>
<td>Tongue-Stirring</td>
</tr>
<tr>
<td>3</td>
<td>⋆</td>
<td>A Horse or a Mistress</td>
<td></td>
<td></td>
<td>Humorous Parag. Jokes</td>
</tr>
<tr>
<td>4</td>
<td>⋆</td>
<td>A Strange Present</td>
<td></td>
<td></td>
<td>Humorous Parag. Jokes</td>
</tr>
<tr>
<td>5</td>
<td>⋆</td>
<td>About Love</td>
<td></td>
<td></td>
<td>Fabula, Fairy Tale</td>
</tr>
<tr>
<td>6</td>
<td>⋆</td>
<td>An Unpackaged Present</td>
<td></td>
<td></td>
<td>Tongue-Stirring</td>
</tr>
<tr>
<td>7</td>
<td>⋆</td>
<td>Androcles I</td>
<td></td>
<td></td>
<td>Fabula, Fairy Tale</td>
</tr>
<tr>
<td>8</td>
<td>⋆</td>
<td>As Good as New</td>
<td></td>
<td></td>
<td>Humorous Parag. Jokes</td>
</tr>
<tr>
<td>9</td>
<td>⋆</td>
<td>Blue Jeans</td>
<td></td>
<td></td>
<td>Cultures</td>
</tr>
<tr>
<td>10</td>
<td>⋆</td>
<td>Catnappling</td>
<td></td>
<td></td>
<td>Manas, Environment, Sense, Technology</td>
</tr>
<tr>
<td>11</td>
<td>⋆</td>
<td>Charles Dickens</td>
<td></td>
<td></td>
<td>Special People</td>
</tr>
<tr>
<td>12</td>
<td>⋆</td>
<td>Cupid</td>
<td></td>
<td></td>
<td>Fabula, Fairy Tale</td>
</tr>
</tbody>
</table>
**Strategy three**—STRUCTURE THE INPUT AND OUTPUT

You need to learn how to structure input and output by using strategies such as taking notes, summarizing, and highlighting.

**Exercise 3.1**

**Instructions:**

You can use the website above to practice this strategy. Print out an article and then use a highlighter to mark any unfamiliar words or paragraphs. Also, you can prepare a notebook to take notes and summarize the article you read.

**REVIEW SECTION**

After reading Lesson Two, please answer the following questions:

◆ What did you learn?

◆ During the cognitive strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
LESSON THREE

Compensation strategies

Definition—Compensation strategies are used to aid the learner who has limited knowledge of the target language.

Strategy one—GUESSING

Read a piece of news from a newspaper or online and try to predict the content just based on the title, first paragraph, or pictures/photographs.

Exercise 1.1

Instructions:

CAMPUS SAFETY

School is not a safe place for students and teachers anymore. Can someone tell parents that their children are safe to go to school? No one can be certain of the answer. Parents cannot stop worrying about campus safety for their children, especially not after the Columbine High School shootings.
Question:

What is this article about?

Exercise 1.2

Instructions:

Put the conversation in the correct order by numbering the sentences.

The first one is done for you.

_____ Thank you. Bye.

___1___ Hello.

_____ My name is David. I’m his classmate. Will he be back soon?

_____ Yes. Please tell him to call me when he gets back.

_____ I’m not sure. Do you want to leave a message?

_____ Hi. May I speak to Jack?

___2___ I’ll give him the message. Good-bye.

_____ He’s not at home. May I ask who’s calling?
Strategy two—OVERCOMING THE LIMITATIONS OF A NEW LANGUAGE

Do not feel frustrated about your limitations in this new language. Here are some ways to help overcome them.

- Get help from native speakers, teachers, or experts.
- Use your body language to explain what you want to say.
- Use other clues when you see unfamiliar words or unknown facts (for example, similar words, pronunciations, or meanings).

Exercise 2.1

Instructions

Using what you just learned above, use English to fill in the blank or tell a story to peers.
DECEMBER

25

CHRISTMAS DAY
Strategy three—CHOOSE THE TOPIC

The learner chooses the topic of conversation or writing for which he/she has the necessary vocabulary and structures.

Example 1.

Student A is interested in the NBA and knows a lot of words about it, so he often talks about the NBA with his foreign friends, and sometimes he writes articles about the NBA in order to improve his English skills.
REVIEW SECTION

After reading Lesson Three, please answer the following questions:

◆ What did you learn?

◆ During the compensation strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
LESSON FOUR
Metacognitive strategies

**Definition**—Metacognitive strategies are used to help the learners monitor their own learning progress.

**Strategy one**—START WORKING

This strategy is your first step in learning a new language. In order to make your learning process smoother and more efficient, you have to learn/know how to organize your own learning plan.

**Exercise 1.1**

**Instruction:**

Use the chart below to start making your learning plan. There are two types of charts. One is for a long-term study plan; another one is for a short-term study plan. Choose the one that suits your situation the best.
Long-term study plan

Tips: Goals should be realistic

<table>
<thead>
<tr>
<th>Goal</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

CAUTION: Do not set your goals too high or too hard to finish. You may find yourself losing confidence and interest in learning this new language.

Short-term study plan

<table>
<thead>
<tr>
<th>Objective</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Memorizing 50 vocabularies</td>
<td>Two weeks</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Strategy two-SELF-EVALUATION

You have been learning how to set learning goals. Now it is time to see how well you are progressing.

Exercise 2.1

Instruction:

Use the checklist below to assess your own learning.
Goal/objective:
Did you finish on time? (Circle one)
YES                   NO

If YES, what do you think about your goal?

     ___ Too easy. I finished it before the deadline.
     ___ It was okay. I can handle it just fine.
     ___ A little bit difficult. I barely had time to finish it.
     ___ Other (list)

If NO, what happened to you?

     ___ I set the goal/objective too high or too difficult so that I couldn’t
         finish it.
     ___ I spent too much time on something (unfamiliar words or
         grammatical problems).
     ___ I didn’t manage my time well.
     ___ Other (list)

Name one or more things that you would change to help you do much better next time:
REVIEW SECTION

After reading Lesson Four, please answer the following questions:

◆ What did you learn?

◆ During the metacognitive strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
LESSON FIVE

Affective strategies

Definition—Affective strategies are used to provide methods of controlling and dealing with the learner’s emotion and attitudes while learning the target language.

Strategy one—TAKING A BREAK

Instruction:

These strategies are like a “REST AREA” for learners. Do not feel guilty about taking a break. You need to sometimes. Here are some tips to help you lower your anxiety and stress.

Tips:

◆ Listen to soft music to help you relax.

◆ Watch a funny movie.

◆ Read a humorous book or comic.
◆ Close your eyes for a couple minutes and take a deep breath.

**Strategy two—ENCOURAGING YOURSELF**

Instruction:

Do not say negative words to upset yourself even if you are not doing well in language learning. Always think positive, and keep positive thoughts in order to build up your confidence. Also, you can reward yourself with something good after you get a good grade on a test or after studying hard. You deserve it.

**Strategy three—WRITING A LANGUAGE LEARNING DIARY**

Instruction

This is a good way to keep track of your progress and your feelings about the learning process. All you need to do is buy a diary and start writing. You can always stop learning and seek help if you feel anxious.
REVIEW SECTION

After reading Lesson Five, please answer the following questions:

◆ What did you learn?

◆ During the affective strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
LESSON SIX
Social Strategies

**Definition**—Social strategies are used to learn target language by communicating with other people.

**Strategy one**—ASK QUESTIONS

Questions include clarification, verification, and correction. You will learn a lot by asking those types of questions.

Example 1. Have a conversation with teachers or native speakers. Try to use this strategy during your conversation. Here are some questions you can ask:

- Can you repeat that again, please?
- Can you explain that to me? What does XXXX mean?
- Can you give me some examples?
- Would you slow down, please?
- What did you mean by that?
Strategy two—COOPERATING WITH PEERS

You do not have to learn English alone. Sometimes, working with peers is not a bad idea. You can learn a lot by interacting with peers.

Exercise 2.1
Instructions:

Use the map and preposition chart below to ask or answer the following questions.

<table>
<thead>
<tr>
<th>NEXT TO</th>
<th>IN FRONT OF</th>
<th>IN BACK OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACROSS FROM</td>
<td>ON</td>
<td></td>
</tr>
<tr>
<td>BETWEEN</td>
<td>AROUND THE CORNER FROM</td>
<td></td>
</tr>
<tr>
<td>TURN RIGHT</td>
<td>TURN LEFT</td>
<td></td>
</tr>
</tbody>
</table>
Example:

Q: Where is the police station?
A: The police station is on K Street.

Or

The police station is next to the fire station.

Questions

1. Where is the supermarket?  
2. Where is the bank?  
3. Where is the train station?  
4. Where is the hotel?  
5. Where is the airport?  
6. Excuse me. Is there a post office nearby?  
7. Is there a restaurant on Main Street?  
8. Is there a clinic nearby?  
9. Is there a park nearby?  
10. Is there a mall nearby?  

Exercise 2.2

Instructions:

Use Exercise 2.1 as an example to practice the conversation. You can pair with your friends or classmates. Then try to find where you are or where the places are that you are looking for.
REVIEW SECTION

After reading Lesson Six, please answer the following questions:

◆ What did you learn?

◆ During the social strategies, which strategy do you think is the easiest to use in learning English? Which is the most difficult? Why?

◆ Please describe your thoughts on the content that may or may not help you learn English.
When it comes to memorizing words:

- Use GROUPING & CATEGORIZING
  - Index cards
- Use SEMANTIC MAPPING
  - Related words
  - Pictures and words

When it comes to improving reading skills:

- Start with a short news story or article.
- Start with familiar topics.
When it comes to overcoming limitations of learning a new language:

- Get help from native speakers, teachers, and experts.
- Use body language.
- Use other clues like similar words, pronunciations, or meanings.

When it comes to making a study plan:

- Two kinds of study plan—short term and long term
  - Goals should be realistic.
  - Do not set the goals too high.
- Self-evaluation.
  - Check how well you did.
When it comes to lowering anxiety and stress:

- Listen to soft music
- Watch a funny movie
- Read a humorous book or comic
- Close your eyes and take a deep breath
台灣學習者的策略訓練：
學習手冊
目錄

序
概論
　如何使用這本手冊
　關於這本手冊
第一章
　記憶策略
　回顧區
第二章
　認知策略
　回顧區
第三章
　補償策略
　回顧區
第四章
　後認知策略
　回顧區
第五章
　情感策略
　回顧區
第六章
　社交策略
　回顧區
序

這本語言學習手冊主要是針對初學者，目的是介紹語言學習策略，盡而可以利用語言學習策略來學英文。從學習的過程中，培養對英文的興趣。最重要的是增進學習者對英文的興趣。
概論

如何使用這本手冊

歡迎使用這本自我學習語言手冊，在這本手冊內你將會學習到許多學英文的策略，內容所用的是由 Rebecca Oxford 所歸類出來的六大策略為基礎。在每一個策略下，有詳細的解說和例子。另外也提供練習題給學習者，在每個課程最後皆有回顧區，這是讓學習者針對該課程做一下評估。

在這本手冊的最後的附錄內共有 5 張卡片。這些卡片的內容是幫學習者整理出重點，在往後學習過程中可以隨時幫助、提醒學習者。

關於這本手冊

這本手冊可以做到下列事項：

■ 幫助你用新的方法學習。

■ 改變你對學英文的感覺。

■ 讓你相信學英文是好玩且容易。

這本手冊不可以做到下列事項：
讓你的英文成績馬上進步。

讓你在短時間內就可以用流暢的英文對話。

第一章
記憶策略

定義—記憶策略是用來幫助學習者學英文並記憶英文單字的方法。

策略 1—編組和分類法：

利用不同顏色的字卡來編組和分類單字，這樣可以輕鬆的背單字。

例子 1. 跟天氣相關的單字
<table>
<thead>
<tr>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scattered showers</td>
</tr>
<tr>
<td>Monsoon</td>
</tr>
<tr>
<td>Foggy</td>
</tr>
<tr>
<td>Cloudy</td>
</tr>
<tr>
<td>Humid</td>
</tr>
<tr>
<td>Drizzling</td>
</tr>
</tbody>
</table>

例子 2. 跟音樂相關的單字
練習題 1.1

說明：

利用下面的圖表來製作分類字卡，試著在每一個空格內填入至少十個單字。

<table>
<thead>
<tr>
<th>Group 組別</th>
<th>Words 單字</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns 名詞</td>
<td></td>
</tr>
<tr>
<td>Verbs 動詞</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>---</td>
</tr>
<tr>
<td>Similarity 相似詞</td>
<td></td>
</tr>
<tr>
<td>Opposition 反義詞</td>
<td></td>
</tr>
<tr>
<td>Travel-related 跟旅行相關詞</td>
<td></td>
</tr>
<tr>
<td>Food-related 跟食物相關詞</td>
<td></td>
</tr>
</tbody>
</table>
策略 2—語意想像連結地圖

所謂的語意想像就是是可以使用一個主題為中心來衍伸其他相關的單字。

例子 1. 以交通工具(Transportation)為中心

```
TRANSPORTATION
  ↓
  -
MOTORCYCLE
  ↓
  -
SCOOTER
  ↓
  -
TRUCK
  ↓
CAR
  ↓
BICYCLE
  ↓
TRANSPORTATION
  ↓
  -
TAXI
  ↓
TRAIN
  ↓
BUS
  ↓
SUBWAY
  ↓
AIR PLANE
```
練習題 2.1

說明：

比照前面的例子，利用”KITCHEN”(廚房)這個字，來製作語意想像連結地圖。 (如果需要的話可以使用字典來輔助)

練習題 2.2

利用”SCHOOL”(學校)這個字，來製作語意想像連結地圖。

練習題 2.3

利用”FOOD”(食物)這個字，來製作語意想像連結地圖。
回顧區

在完成第一章之後 請回答以下的問題：

◆ 你學到了什麼？

◆ 在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

◆ 請描述一下針對就整體內容而言是否對學習英文會有所幫助？
第二章
認知策略

定義—透過使用認知策略學習者可以更快了解和練習目標語言。

策略 1—重覆法

錄下你最喜歡的英文廣播節目，同一段節目反覆聽數遍，然後是著去了解內容大綱。

注意！不要被不熟悉的單字給影響了，這是正常現象。

練習題 1.1

說明：

用錄下的英文廣播節目，反覆聽幾次後，再回答下面的問題。
策略 2—快速抓到重點

利用速讀的方法來閱讀一篇英文新聞或英文雜誌上的文章，然後試著掌握重點。

練習題 2.1

說明：
針對自己的程度去尋找英文相關文章來做此策略的練習。學習者做
練習時需把握以下幾個重點：
◆ 先從短篇新聞或文章著手慢慢訓練自己閱讀能力。
◆ 可以先從自己已經熟悉的主題下手。例如喜歡籃球就可以從
  NBA 的報導看起 由此建立自信心。

練習題 2.2

說明：
這裡提供一個網站(http://en.tp.edu.tw/articles/#)，不僅可以當做閱讀
教材，同時也有英文發音及中文同步翻譯。此外也有針對該篇文章的聽
力和閱讀測驗。每篇文章前的マー克符號代表難易度，越多マー克代表越難。根
據你自己的需求來選擇內容：

[Titles of Articles]-文章英文發音及中文同步翻譯

[Listen]- 聽力測驗

[Read]- 閱讀測驗

[Kind]- 文章類型
策略 3—整理與統合法

你必須去學習如何有效的整理你所接收到的所有資訊，包括做筆記、摘要和畫重點下來，尤其是針對學習時面對有關閱讀書籍或文章的時候，可以利用此策略來讓你的學習更有效率。

練習題 3.1

說明：

可以利用上面所提供的網站來做這個策略的練習，列印出一篇文章後利用螢光筆劃出生字和片語，以及準備一本筆記本來整理所畫下的重點。
回顧區

在完成第二章之後，請回答以下的問題：

◆ 你學到了什麼？

◆ 在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

◆ 請描述一下針對整體內容而言是否對學習英文會有所幫助？
第三章
補償策略

定義—補償策略是用來幫助學習者如何利用有限的語言能力來學該語言。

策略 1—猜測法

讀一則英文新聞（從報紙或網路皆可）試著從標題、前幾行或圖片中來預測這篇新聞的內容。

練習題 1.1

說明：

讀完下面的內容後，回答以下的問題。

**CAMPUS SAFETY**

School is not a safe place for students and teachers anymore. Can someone tell parents that their children are safe to go to school? None of people can be certain of the answer. Parents can’t stop worrying about the campus safety of their children, not after the Columbine High School shootings.

問題：
這篇新聞的內容爲何？

練習題 1.2

說明：

請將以下的對話排成正確順序，第一句已經先幫你寫好了。

____ Thank you. Bye.

__1__ Hello.

____ My name is David. I’m his classmate. Will he be back soon?

____ Yes. Please tell him to call me when he gets back.

____ I’m not sure. Do you want to leave a message?

____ Hi. May I speak to Jack?

____ I’ll give him the message. Good-bye.

____ He’s not at home. May I ask who’s calling?
策略 2—克服對新語言的極限

不要受了語言能力不足的影響，下面提供了一些克服的方法：

◆ 向英文為母語的人、老師或專家尋求幫助。

◆ 利用肢體語言來表達你要講的東西。

◆ 當遇到不熟悉的字或情況可以利用其他線索來輔助(例如：相似的字、發音或意思)。

練習題 2.1

說明：

利用上面所提供的方法，替下面的圖填上英文對話或者講出一個故事給同學聽。
DECEMBER
25
CHRISTMAS
DAY
策略 3—選擇主題

選擇會話和寫作主題時先從本身有興趣主題方面著手以及針對此主題具有一定得單字程度。

例子 1.

A 學生對於職業籃球 NBA 有興趣，也知道很多專業名詞，所以在與朋友聊天時會常常講到 NBA 這個主題，也常常以此當作寫作主題藉以提升英文能力。
在完成第三章之後，請回答以下的問題：

◆ 你學到了什麼？

◆ 在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

◆ 請描述一下針對整體內容而言是否對學習英文會有所幫助？
第四章
後認知策略

定義—後認知策略是用來幫助學習者如何訂立自己的學習課程表和檢視自己的學習成果。

策略 1—開始動手

這是開始學新語言的第一步，為了讓學習的過程有效率和順利 你必須要學習和知道如何有條理的安排你的學習計畫。

練習題 1.1

說明：

利用下面的表格來擬定你的學習計畫，在此提供兩種不同的表格 一個是長久型的學習計畫表，另一個是短期型的學習計畫表。依照你的情況來選擇對你最好的計畫表。
Long-term study plan 長久型的學習計畫表

Tips: 目標需要符合現實

<table>
<thead>
<tr>
<th>Goal</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

注意: 不要將目標訂的太高或太難達成 你會因達不成目標而對學習失去自信及興趣
Short-term study plan  短期型的學習計畫表

<table>
<thead>
<tr>
<th>Objective 目標</th>
<th>Deadline 期限</th>
</tr>
</thead>
<tbody>
<tr>
<td>背 50 個英文單字</td>
<td>2 星期</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

策略 2—自我檢視

你已經知道怎麼去設定自己的學習目標，接下來就是來檢視你的學習成果。

練習題 2.1

說明：

利用下面提供的清單來評價你的學習。
目標/學習方針:
你有在時間內完成嗎? (請選擇)
有  沒有

如果選擇有，你覺得你訂的目標如何?

   ____ 太簡單了，我在時間未到前就完成了。
   ____ 剛剛好，我可以按時完成我的目標。
   ____ 有一點太難了，我差點就沒辦法完成目標。
   ____ 其他

   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

如果選擇沒有，你覺得原因為何?

   ____ 我把目標設的太高太難，我根本沒有時間去完成它。
   ____ 我花在某一個地方太多時間（不熟悉的單字或文法錯誤）。
   ____ 我沒有規劃好學習時間。
   ____ 其他

   _____________________________________________________
   _____________________________________________________
   _____________________________________________________

請列出為何可以幫助下一次有更好學習成果，你本身要改變什麼東西。
回顧區

在完成第四章之後 請回答以下的問題:

◆ 你學到了什麼？

◆ 在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

◆ 請描述一下針對整體內容而言是否對學習英文會有所幫助？
第五章
情感策略

定義—情感策略基本上就是提供一些方法來幫助學習者在學習新語言的時候如何控制自己的情緒和態度。

策略 1—暫時休息

說明：

對於學習者來說這個策略就像是個休息站，不用覺得在學習過程中偶而休息一下是一種罪惡感。因爲適當的休息是必要的，藉由休息來減少一些因爲學習而造成的焦慮不安感。以下提供一些方法供學習者使用。

方法：

◆ 聽音樂來放鬆自我
◆ 看喜劇電影
◆ 讀幽默的書籍或漫畫
◆ 閉上雙眼幾分鐘和深呼吸
策略 2—鼓勵自我法

說明：

即使英文考試考不好也不要對自己說些負面的話，要時時刻刻往好方面想藉由正面的思考來建立自己的自信心。同時，再努力過後得到好成績的時候也別忘了好好犒賞自己一下。

策略 3—寫學習語言日記

說明：

這是一種可以讓你在學習過程中追蹤自我感覺的好方法，你只需要去買一本筆記本或日記本，然後就可以開始動手做紀錄。藉由這本日記，你可以隨時注意自己的心情變化，覺得心情焦慮不安時，可以暫時停止學習，然後尋求老師或專家的協助。
回顧區

在完成第五章之後，請回答以下的問題：

◆ 你學到了什麼？

◆ 在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

◆ 請描述一下針對整體內容而言是否對學習英文會有所幫助？
第六章
社交策略

定義—社交策略就是藉由與他人溝通的方式來學習新語言。

策略 1—提出問題

這裡的問題包括請對方說明確認和更正，你可以藉由這些問題來學更多英文。

例子 1.

說明：

跟老師或母語人士對話，在對話的過程中試著提出問題。以下有幾個方式可供使用：

Can you repeat again, please?
Can you explain to me what does XXXX mean?
Can you give me some examples?
Slow down, please?
What did you mean by that??
策略 2—與他人合作法

學英文不只是自己一個人默默學習就可以的。有時候找朋友或同學一起參與藉由彼此的互動中相互學習，效果也是不錯的。

練習題 2.1

說明：

利用以下的地圖和介係詞表格來回答以下問題。

<table>
<thead>
<tr>
<th>NEXT TO</th>
<th>IN FRONT OF</th>
<th>IN BACK OF</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACROSS FROM</td>
<td>ON</td>
<td></td>
</tr>
<tr>
<td>BETWEEN</td>
<td>AROUND THE CORNER FROM</td>
<td></td>
</tr>
<tr>
<td>TURN RIGHT</td>
<td>TURN LEFT</td>
<td></td>
</tr>
</tbody>
</table>
Example:

Q: Where is the police station?
A: The police station is on the K Street.

Or

The police station is next to fire station.

Questions

1. Where is the supermarket? ________________________
2. Where is the bank? ______________________________
3. Where is the train station? _______________________
4. Where is the hotel? ______________________________
5. Where is the airport? ____________________________
6. Excuse me. Is there a post office near by? ________________
7. Is there a restaurant on Main Street? ______________________
8. Is there a clinic near by? _________________________________
9. Is there a park near by? _________________________________
10. Is there a mall near by? _________________________________

練習題 2.2

說明：

利用上面所學的方法來做實際會話練習，去找幾位同學或朋友來互相證問該如何到達某地或是自己身處在某方。

回顧區

在完成第六章之後 請回答以下的問題：

◆ 你學到了什麼？
在記憶策略內所介紹的學習策略當中，哪些是讓你覺得最容易和最不容易運用在學英文上的？為什麼？

請描述一下針對就整體內容而言是否對學習英文會有所幫助？

附錄

當遇到要背單字時.....

◆ 利用編組和分類法
  ■ 字卡

◆ 利用語意想像連結地圖
  ■ 相關字
  ■ 圖像和單字
當想要進步閱讀技巧時.....

◆ 從短篇新聞或文章著手

◆ 選擇熟悉的主題

當想要克服對新語言極限時.....

◆ 向英文為母語者、老師或專家尋求幫助

◆ 利用肢體語言

◆ 利用其他線索，例如：相似的字、發音或意思
當想要製作學習計畫表時.....

◆ 兩種學習計畫表
  ■ 目標需要符合現實
  ■ 不要將目標訂太高

◆ 自我檢視
  ■ 檢視自我學習成果

當想要減低焦慮不安感時.....

◆ 聽音樂來放鬆

◆ 看喜劇電影

◆ 讀幽默的書籍或漫畫

◆ 閉上眼睛和深呼吸
Language Learning Strategies Model

Direct Strategies

Memory  
Cognitive  
Compensation

Indirect Strategies

Metacognitive  
Affective  
Social

GROUPING & CATEGORIZING  
REPEATING  
GUESSING

START WORKING  
TAKING A BREAK  
ASKING QUESTIONS

SEMANTIC MAPPING  
GETTING THE IDEA QUICKLY  
OVERCOMING LIMITATION

SELF-EVALUATION  
ENCOURAGING YOURSELF  
COOPERATING WITH PEERS

CHOOSE TOPIC