

參加 SFLPT-Basic 日語測驗之高中、高職生之學習環境與學習策略之調查

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Abstract

SFLPT-Basic (Second Foreign Language Proficiency Test—Basic), a test used for the evaluation of students' performance and learning of second foreign languages, is accepted in consideration for college admissions and credit waivers in Taiwan. However, not much has been done to investigate the learning strategies of SFLPT-Basic test-takers. To gain a better understanding of the range of learning strategies of SFLPT-Basic and how they have been adopted by learners of Japanese, this project used a questionnaire study targeting general senior high school and vocational senior high school students who had taken the Japanese test of SFLPT-Basic. It is expected that students' learning attitudes will be affected by their learning motivation and objectives. In other words, students with higher learning motivation and clearer learning objectives tend to have positive learning attitudes. In contrast, those with lower learning motivation and learning objectives that are not clearly defined tend to study only for exams.

Among the subjects under study, the motivation factors for learning are communication with the Japanese and cultural exchange. This suggests that teachers could provide students with more opportunities to learn about Japanese culture in order to boost their learning motivation. The learning strategies most often employed by students are memorization and compensation, while metacognitive and social strategies are less often used. Teachers are advised to help students to identify the strategies that suit their learning goals and to use learning strategies flexibly.

The subjects in this study were limited to students in five secondary schools in Taiwan. The results of the study may not be applicable to students in different areas in Taiwan. Therefore, it is recommended that future research include a larger sample population.

**Keywords : Japanese Learning motivation, Japanese Learning strategy,
Japanese Learning environment,**