

**Friday 5 June**

**11:00am - 11:40am**

Room: Block Y, Room Y306

**Presentation Title:** Motivation, Strategy Use, and L2 Vocabulary Learning

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<b>Theme:</b>	Self-directed and self-access learning
<b>Presentation Type:</b>	Paper presentation

### **Abstract**

Because no one single best teaching method can meet the needs of all learners, many scholars and educators have encouraged instruction of learning strategies. They believe that strategy instruction can help learners in most contexts by empowering them to learn in a more self-directed and effective way. Such belief has been supported by the finding of a positive link between strategy use and learning success in various studies. However, most of these studies focused on college students and employed simple bivariate analyses of the relationship between strategy use and learning outcomes, without considering the potential effects of other learner characteristics on this relationship. In light of the above-mentioned research gaps, the current study focused on senior high school students and adopted a multivariate research design in investigating the associations between different categories of vocabulary learning strategies and vocabulary learning outcomes. Considering the crucial role of motivation in all aspects of language learning, this study also explored how motivation might moderate the associations. The results indicated not only differential associations of different categories of vocabulary learning strategies to L2 vocabulary learning, but also a moderating effect of learning motivation on the associations. Implications of the findings will be discussed.