

Abstract

By investigating the senior high school students in Keang Peng School (Secondary Section), Macau, this research aims to: 1) understand the situation of students after ability grouping; 2) compare learning efficiency before and after ability grouping from the point of view of students; 3) investigate the issues on learning motivation and labeling from the students' viewpoint; 4) give some suggestions based on the results of interviews and investigation for the future ability grouping system of Macau as well as the relative researches..

The samples of this research are 414 students from Keang Peng School (Secondary Section), Macau. They are either senior 2 or 3 students. The research instruments include questionnaires and structural interviewing. "Diagram of learning efficiency and attitude of ability grouping English classes" and "Diagram of learning efficiency and attitude of ability grouping Mathematics classes" are adopted in this survey. The result is analyzed with Reliability Analysis, and then by statistical methods including One-Sample T Test, Independent-Samples T Test and One-Way ANOVA, etc.

The main results of the research are as follows:

- I. Overall, class division system brings positive effect to both learning efficiency and attitude when English learning and Mathematics learning are concerned
- II. Class division system brings positive effect to both learning efficiency and learning attitude on high-level classes when English learning and Mathematics learning are concerned.
- III. Class division system brings positive effect to both learning efficiency and learning attitude with regard to intermediate-level classes of English.
- IV. To low-level classes, class division system has no Significant effect to study efficiency concerning English and Mathematics learning while it is reported to

have a negative effect on the learning of Mathematics.

- V. Students of low-level classes are highly different with reference to learning attitude. To be specific, low-level classes students with higher grades shows a better learning attitude after ability grouping, while students with lower grades show an opposite result.
- VI. A majority of students express that ability grouping can result in labeling effect to a slight degree.

Based on the mentioned points, this study makes the following suggestions:

- A. Partial time ability grouping can be adopted for future ability grouping system in Macau.
- B. In order to improve the learning attitude of students of lower level, more communication should be established illustrating the reason of implementing ability grouping system.
- C. More students should be allowed to make their own choice with reference to choosing level classes.
- D. Provide lower-level classes with teachers who are good at establishing lively learning atmosphere or with more social workers in order to set up a more desirable leaning environment. It also helps minimizing the diversity of learning attitude between students with good school results and the ones with undesirable grades.
- E. Try to reduce the number of students in the classes of the lowest level when grouping.
- F. Rename the ability grouping classes to help solving labeling problem.
- G. Teachers should not asSigned to teach a certain level permanently in order to avoid labeling problem.
- H. Provide more free tutor classes to students of intermediate-level classes and

low-level classes so that they can have the opportunity to learn more advanced materials.