

Abstract

Self-directed learning is an important element in the recent education reform in Asian-Pacific countries. This study is concerned with self-directed English learning of primary students. Data from samples of 567 students from 6 Macau schools who were currently enrolled in lower primary and higher primary in the two grades were analyzed. In addition, two self-learning scales were included in the questionnaire. Three-way comparisons (gender, grade and language) on primary students' perceptions of the usefulness of self-directed English learning strategies were undertaken. On the other hand, the students' deployment of self-directed English learning strategies was also compared. Results were discussed in terms of implications to education reform in Macau.

According to this research, the conclusions are as follows:

1. Female students have better self-directed English learning ability than male students.
2. Students with different year levels were found to have no statistically significant difference in the self-directed English learning ability.
3. Students with different teaching language were found to have no statistically significant difference in the usefulness of self-directed English learning ability but have significant difference in the deployment of self-directed English learning ability.

(Students with English for teaching language have better self-directed English learning ability than students with Chinese for teaching language.)

Keywords: Self-directed English Learning, Usefulness, Deployment