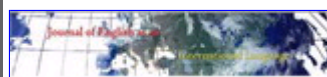
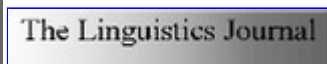




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Title

The Effect of MTI on L2 Proficiency
 and Learning Strategies

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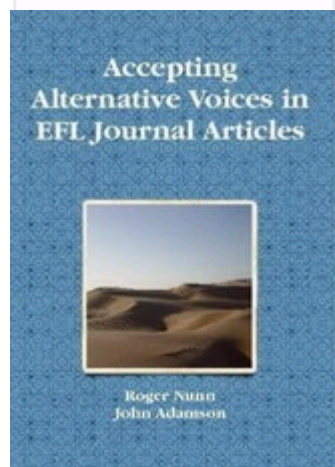
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Abstract

Studies on the use of learning strategies indicate that memory strategy and affective strategy are the strategies least used by Asian students (including Taiwanese students). This study investigates whether Memory Trigger Instruction (MTI) will increase students' use of memory strategy, and whether this will result in an increase in students' overall English proficiency and use of other learning strategies. Four techniques of MTI are employed in the English as a Foreign Language (EFL) classroom. The participants are divided into MTI and Traditional Instruction (TI) groups. The College Student English Proficiency Test (CSEPT) and the Strategy Inventory of Language Learning (SILL) are administered before and after the MTI treatment. Results suggest that MTI can significantly increase students' use of memory strategy and students' English proficiency. However, MTI appears to have no effect on students' choice of other learning strategies. Implications of these results for future development of memory strategy instruction are: first, development and evaluation of a greater variety of mnemonic

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techniques is likely to increase the effectiveness of MTI; second, MTI could be extended to other areas of language instruction, such as listening, speaking and writing.



Keywords: learning strategies, Memory Trigger Instruction



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