

摘要

台灣高中生為了什麼學習英文呢？為什麼許多學生對英文沒興趣卻還是時時刻刻努力背英文單字？由於全球化的影響，英語的地位與其他外語非常不同。再者，過去研究顯示，華人學習動機具有文化特殊性。台灣學生的外語學習動機與行為，難以完全從「外語學習動機自我系統」或「自我決定理論」等西方理論加以解釋。故本研究加入「華人成就目標理論架構」，以探討台灣高中生學習英語的動機與相關行為。本研究參與者為 334 位高中生（男 168 人，女 156 人）。研究採用問卷法，測量參與者各項英語學習動機、課內與課外英語學習投入程度，以及英語測驗成績。結構方程模式路徑分析結果顯示：(1)「文化興趣」只與「課外學習行為」呈正向關聯卻與「課內學習行為」無關聯。(2)「內在動機」正向預測「課外學習行為」與「課內學習行為」。(3)「學生義務」與「考試導向」皆正向預測「課內學習行為」。(4)「英語理想我」無法預測「課內學習行為」或「課外學習行為」。(5)「英語應然我」負向預測「課內學習行為」。(6)「課內學習行為」與「課外學習行為」皆正向預測「學業成績」。此結果再次驗證了學習動機的文化特殊性，同時亦展現出多元的英語學習動機。

關鍵字：英語學習動機、角色義務、華人成就目標、儒家文化、華人文化

Abstract

Why do senior high students in Taiwan learn English? How come many of them who are not interested in English still try to memorize English vocabulary all the time? Due to globalization, the status of English becomes different from that of other languages. Moreover, according to the past studies of cultural psychology, the learning motivation of Chinese students is not only universal but also culturally specific. Therefore, motivational self system of second language (L2), self-determination theory and some western theories may hardly explain Taiwanese students' English learning motivations and behaviors. The present study adopted the perspectives of the theoretical framework of Chinese achievement goals to investigate high school students' learning motivations of English. Scales were developed to measure multiple English learning motivations and learning behaviors of in- and out-class. Participants included 334 senior high students (168 males, 156 females) from 3 senior high schools. The results of path analysis indicated that (1) "cultural interest" was positively correlated with out-class learning behavior, but not with in-class learning behavior; (2) "intrinsic motivation" was both positively correlated with in- and out-class learning behavior; (3) "role obligation" and "exam orientation" were positively correlated with in-class learning behavior; (4) "ideal L2 self" could predict neither in- class nor out-class learning behavior; (5) "ought-to L2 self" was negatively correlated with in-class learning behavior, and(6) in- and out-class learning behavior were positively correlated with academic achievement. These results show that there are multiple English learning motivations among Taiwanese high school students and some motivations may be culturally salient.

Keywords: English learning motivation, Chinese achievement goals, role obligation, Chinese psychology, Confucianism